

4-1-1992

Macalester Today May 1992

Macalester College

Follow this and additional works at: <http://digitalcommons.macalester.edu/macalestertoday>

Recommended Citation

Macalester College, "Macalester Today May 1992" (1992). *Macalester Today*. Paper 15.
<http://digitalcommons.macalester.edu/macalestertoday/15>

This Article is brought to you for free and open access by the Communications and Public Relations at DigitalCommons@Macalester College. It has been accepted for inclusion in Macalester Today by an authorized administrator of DigitalCommons@Macalester College. For more information, please contact scholarpub@macalester.edu.

MACALESTER TODAY



LETTERS

The policy of *Macalester Today* is to publish as many letters as possible from alumni, the primary audience of this magazine, as well as other members of the Macalester community. Exceptions are letters that personally malign an individual or are not related to issues at Macalester or contents of the magazine. Please send letters intended for publication to Letters to the Editor, Macalester Today, Public Relations and Publications Department, Macalester College, 1600 Grand Ave., St. Paul, MN 55105-1899. We reserve the right to edit letters for conciseness and clarity.

Arabs and Israelis

The article "Western Myths, Arab Enlightenment" by Thomas J. Abercrombie in February's *Macalester Today* was wonderfully evocative of the rich culture and history of the Arab world. However, the statement at the beginning ["massive lobbying to justify Israeli's hard-line stances often casts Arabs in unflattering stereotypes"] is troubling.

The issue of Arab stereotype and Arab and Israeli relations is not a simple black and white issue, it is complex. Not to attribute a part of the negative Arab stereotype to the institutionalized enslavement of women in many Arab countries and not to attribute any negative Arab stereotype to the existence of totalitarian and theocratic regimes, and instead blame it on "lobbying," seems unbalanced. These facts of Arab life run deeply counter to modern Western values.

American misunderstanding of foreign cultures is not confined to the Arab world. Mr. Abercrombie's conversion to Islam raises the question of a political agenda in his attribution of the negative Arab stereotype to "lobbying" by Israel and raises the question of anti-Israeli bias. **Gabriel Brodsky, parent
New York**

Favorite profs

Let me add my name to the long list of those who consider Chuck Green their "favorite prof." I remember many early breakfast meetings to argue about my honors project and many good conversations about just about anything. A hearty

and heartfelt thanks to Chuck for four fun and challenging years at Mac!

**Molly C. McGinnis '87
Chicago**

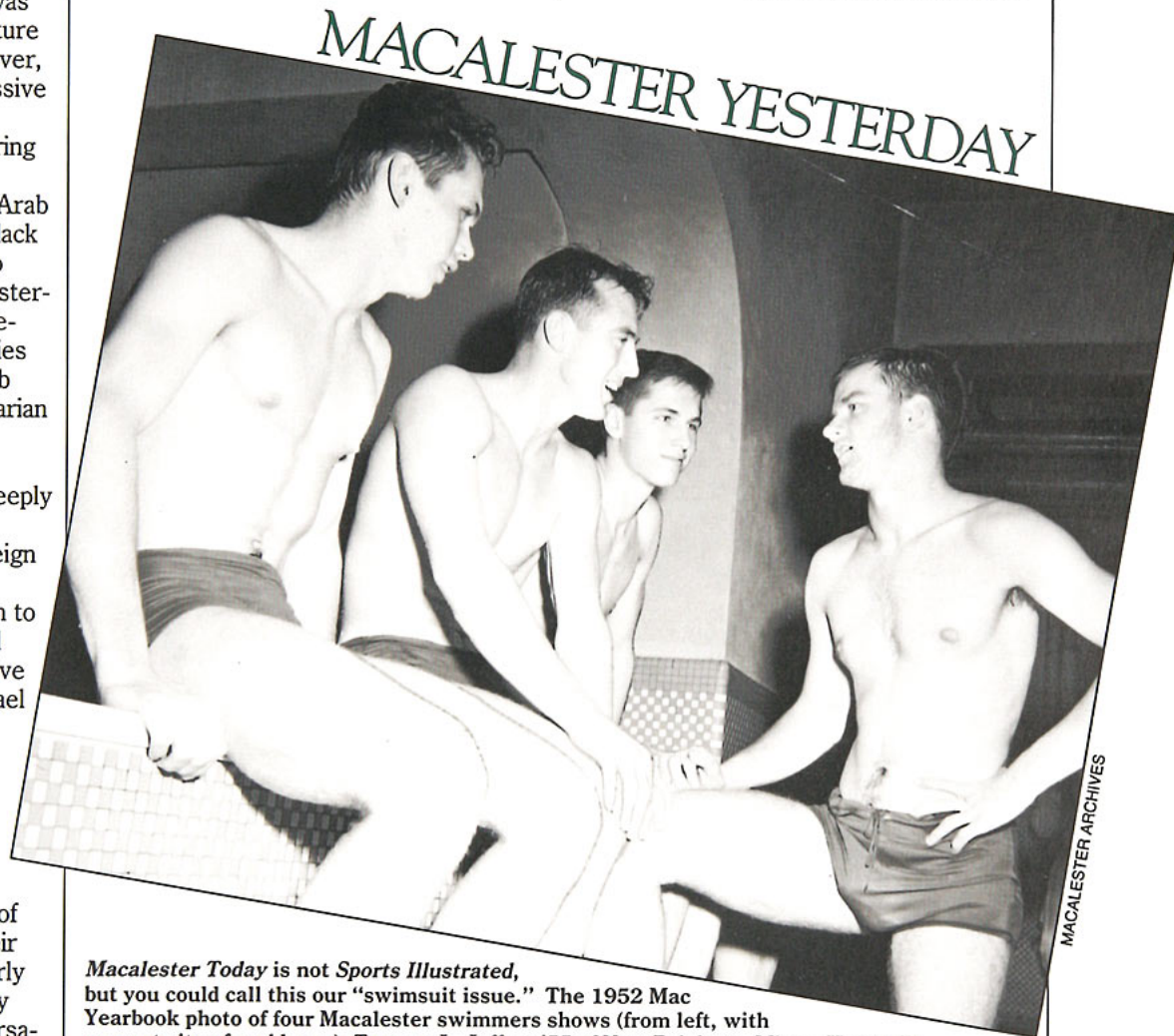
Doug Hatfield taught a whole generation of eager drama students what good theater is. He insisted on quality and got more than our best. In the era of the Little Theater, we learned our craft on a tiny stage with minimal lighting equipment and a tired old dimmer board, minuscule dressing rooms and no discernible wings. Doug taught us what could be done with sweeping plays like *Hamlet*, *Arms and the Man* and Pirandello's *Henry IV* by extending the stage, using the aisles and probing his vivid imagination.

He made us responsible and punctual by reminding us that when we were five

minutes late to rehearsal, we were wasting five times all of the other actors and crew who had waited for us. He taught us to improvise, to understand our characters' pasts so that even members of an onstage crowd could react in his/her particular character. "There are no small parts; only small actors." We waited anxiously at the end of nightly rehearsals to hear our "notes" from Doug. When we managed to please this very tough audience of one, we were elated for days.

Everything he taught us about directing, motivating others, pride in performance which enhances self-esteem, the theater as a family of diligent, creative people, many of us have passed on. As a high school teacher of drama and English in both regular and alternative public schools I passed on the idea of pride in

LETTERS continued on page 33



Macalester Today is not *Sports Illustrated*, but you could call this our "swimsuit issue." The 1952 Mac Yearbook photo of four Macalester swimmers shows (from left, with current city of residence): Truman L. Jeffers '55 of New Brighton, Minn.; Harold R. Johnson '52 of St. Paul; Jerry M. Ingalls '54 of Monroe, Wis., and J. Craig Edgerton '53 of Durango, Colo.

ABOUT THIS ISSUE



A backpack, snapshots, a passport, a research paper, a map: The cover photo by Mike Habermann shows some of the items belonging to Macalester students who have studied abroad.

MACALESTER TODAY

Executive Editor

Nancy A. Peterson

Managing Editor

Jon Halvorsen

Art Director

Elizabeth Edwards

Contributing Editor

Gary McVey

Class Notes Editor

Kevin Brooks '89

MACALESTER COLLEGE

Chair, Board of Trustees

Mary Lee Dayton

President

Robert M. Gavin Jr.

Vice President for Development

David Griffith

Alumni Director

Karen McConkey

Associate Alumni Director

Mary Winston Smail

President, Macalester Alumni Association

Janet Rajala Nelson '72

Alumni Director Emeritus

A. Phillips Beedon '28

Macalester Today (Volume 80, Number 3) is published by Macalester College. It is mailed free of charge to alumni and friends of the College four times a year. Circulation is 24,000.

For change of address, please write: Alumni Office, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105-1899. Or call (612) 696-6295.

To submit comments or ideas please write: *Macalester Today*, Public Relations and Publications Department, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105-1899. Or call (612) 696-6452.

2 At Macalester

A new strategic plan; campus construction; Mac "a top pick" among high school seniors; a soccer star joins the pros.

5 Global Thinking

You can find Mac students in the farthest reaches of the globe, enriching their campus courses with study abroad.

by Jack El-Hai



10 Health Care: State(s) of Emergency

The federal government's failure to confront America's health care crisis has forced Minnesota and other states to seek their own reforms.

by Lois Quam

12 Macalester's Money and What It Means

The college's treasurer explains why a large endowment is wonderful—and not enough by itself.

by Paul J. Aslanian

17 Alumni & Faculty Books

Nancy Raeburn '84 has written a luminous memoir of her 10 years on a Greek island.



19 Alumni News

A look at Reunion Weekend, June 5-7, plus news about alumni of color and the "Alumni Soundings" series.

21 Class Notes

From Milwaukee and Zimbabwe, Cairo and Fresno, Macites let us know what they're up to.

by Kevin Brooks

Macalester prepares to build on its strengths

President Gavin, concluding a comprehensive review that solicited ideas from every part of the Macalester community, will present his recommendations for the college's strategic plan to the board of trustees on May 22.

During the past year and a half, the college has undertaken an ambitious planning process to determine how best to expand and build on its historic commitments into the next century. Although the college's strategic plan is updated periodically, the plan approved by the trustees this month will be the first to take advantage of the extraordinary opportunity presented by the college's enhanced endowment, current strengths in admissions and national recognition (see page 12).

The long-range planning process began in 1990-91 with a full-scale faculty review of the academic program. Last September, President Gavin appointed a strategic planning committee to look at specific aspects of the academic program as well as student life, campus facilities and related issues. The committee, chaired by Provost Elizabeth Ivey, is comprised of faculty, staff, students and alumni. Alumni across the country have taken part in the process in a series of "Alumni Soundings" meetings (see page 20).

President Gavin's full recommendations will be announced May 22, but several directions have become clear:

- Macalester will remain a selective, undergraduate liberal arts college committed to academic excellence, internationalism, diversity and service.
- The college will undertake an ambitious, well-planned enlargement of its faculty to enhance student-faculty collaboration and research and add depth, diversity and new perspectives to the curriculum.
- Macalester will better integrate the intellectual, co-curricular and residential lives of its students by enhancing residence halls and other campus facilities and initiating new programs.

A full report on the plan, as approved by the trustees in May, will appear in August's *Macalester Today*.



MIKE PAUL/ACT TWO

Psychological insight

Professor Charles Torrey, right, teaches psychology, not theater, at Macalester, but he has dramatic talents. Last fall he co-starred in the play "Inherit the Wind," based on the 1925 Scopes "monkey trial," at Minneapolis' Theatre in the Round. *Star Tribune* critic Peter Vaughan said Torrey's "fine performance as a compassionate, intelligent defense lawyer is the best reason to see" the play. Torrey played a character modeled after Clarence Darrow, known for his defense of free speech and unpopular causes.

Applications set record

Macalester has received an all-time record number of applications from prospective first-year students for fall enrollment.

The number—2,693, as of March 27—surpassed the previous record of 2,458 for 1988 freshmen, which covered the whole admissions process, Dean of Admissions William M. Shain reported.

Shain said the consistent increase in applications to Macalester in the past few years is just as important as the number. "Few other national liberal arts colleges can show such a steady upward trend," he said.

The applications are consistent with a Feb. 2 article in the *Portland Oregonian*, the largest newspaper in Oregon, about high school seniors' college choices. The article began: "Ever heard of Macalester College? Maybe you haven't, but this year's typical high school graduate has, because it's a top pick among the class of '92."

The *Oregonian* said Macalester has "a number of things going for it" and quoted Nancy Knocke, who runs her own college-counseling business in Portland. "It has a huge endowment, for one,"

Knocke said. "It doesn't have a Greek system, which appeals to a lot of kids. And it has an excellent reputation for community service."

The global view

Macalester has been identified as one of 52 U.S. liberal arts colleges which are distinguished for their international studies and service.

Collectively, the colleges—known as "the International 50"—grant less than 2 percent of the nation's baccalaureate degrees, according to a report published in January by Beloit College in Wisconsin. Yet, the report found, graduates of these colleges:

- represent more than 10 percent of U.S. ambassadors and 9 percent of the nation's foreign service officers.
- make up 10.4 percent of the student body at graduate schools of international affairs.
- have received 9.1 percent of the Ph.D.'s awarded in all international fields, 11.4 percent of the Ph.D.'s in European history, 15.5 percent of

those in Russian and 20.4 percent of the ones in Japanese.

The report, "In the International Interest: The Contributions and Needs of America's International Liberal Arts Colleges," looked at data from 142 liberal arts colleges. It identified the International 50 on the basis of five criteria: number of undergraduate degrees awarded in foreign languages and area studies; percentage of students studying abroad; percentage of alumni earning doctorates in modern languages; percentage of alumni entering the Peace Corps; and percentage of international students.

Representatives of the International 50 met for the first time at Beloit College last June and formed a consortium. The report concludes with a set of recommendations developed by the consortium for strengthening international studies in higher education generally.

The next meeting of the International 50 will be held Nov. 13-15 at Macalester.

Campus takes on new look

Numerous construction projects are under way or being planned at the college. Among them is a \$5.5 million, two-story addition and renovation of the first two floors of the Humanities wing of the Janet Wallace Fine Arts Center.

The Humanities addition, to be completed this summer, is perhaps the most noticeable project currently under way. The addition will provide 14 refurbished classrooms, two new computer labs, two advanced media classrooms, 37 faculty offices, an expanded language lab, new facilities for the computing services and media services departments and six work/study spaces, four of which could become offices. Also housed in the addition will be a computer store and a campus darkroom. A new elevator will make the improved facilities fully accessible.

Other projects planned for 1992-93 include:

- the interior remodeling of Old Main, scheduled to begin in September and be completed next spring. Planners and architects are making special efforts to maintain the historical integrity of Old Main, which is listed on the National Register of Historic Places.

Plans call for the ground and existing floors of Old Main to include six classrooms, one seminar room, three conference rooms, and faculty offices for the departments of philosophy, religious studies, English, education and history.

Together, the Old Main renovation and the Humanities addition will create 17 new or refurbished classrooms on campus, raising the total number of classrooms to 52.

- the \$1 million renovation of Rice Hall of Science. Scheduled to begin this summer, it will improve the safety, efficiency and size of research labs. The improved lab space will strengthen the



The Humanities wing of the Janet Wallace Fine Arts Center is getting a two-story addition.

college's emphasis on research-based learning.

- completing the renovation of the ground floor of Carnegie Hall.
- creation of lounges in Turck Hall.
- renovating the exterior of Kirk Hall.

Other projects under way or recently completed include an upgraded voice, video and data network and campus telephone system, the continuing renovation of Bigelow residence hall and the creation of lounges in Dayton residence hall.

—Gary McVey

Confronting rape

Macalester students collaborated with a professor on an original play about date rape which they presented March 13-18 at the Janet Wallace Fine Arts Theater.

"Until Someone Wakes Up," a series of 21 vignettes examining the different facets of date rape, was the culmination of a script development workshop offered during January's Interim session by Carolyn Levy, visiting assistant professor of dramatic arts and dance. The students—10 men and 11 women—interviewed more than 20 victims of sexual assault as well as men convicted of rape. They also spoke to rape counselors and other professionals, read books and articles, and discussed personal opinions and experiences.

Each student wrote a monologue based on the research. A recurring theme of the play was the way in which society gives messages about what it means to be a man and a woman and what is to be expected on a date.

Levy, who previously helped create socially based collaborative plays for the now inactive Women's Theatre Project in the Twin Cities, said she chose date rape as the subject for the workshop because it was a relevant and immediate issue for the students. Levy and a group of students hope to present the play during orientation for new students next fall and at other colleges and several high schools during the next year.

—Jong Bum Kwon '93

Helping hands

Helping troubled youth is the single most popular activity for Macalester students who volunteer their time for community service.

The MACTION/Community Service Office reported that for the fall 1991 semester, 307 students served as weekly volunteers (39 for more than one organization), representing about 13,500 hours of volunteer time.

Of those, 123 students or 36 percent worked in programs involving troubled youth; 87 students or 25 percent took part in programs to help the homeless.

MACTION also enlisted 920 volunteers for one-time events, representing nearly 2,900 hours of volunteer time.

Soccer star joins pros

Mark Abboud '92 (Rochester, Minn.) graduates this month, then goes to work—for the Tampa Bay Rowdies of the American Professional Soccer League. He is the first Macalester soccer player to sign a pro contract.

The leading scorer in Macalester history, Abboud netted 56 goals in his four-



Mark Abboud

year career and led the Minnesota Intercollegiate Athletic Conference in scoring as a junior and senior. He led the Scots to MIAC championships in 1988 and 1990.

"If Mark was going to impress anybody with his play, it would be Rodney Marsh, the Tampa Bay coach," said Macalester coach John Leaney. "I was a fan of Rodney's when he played in Manchester, England. He was a very skillful finesse-type player, as Mark is. We made a tape of Mark's skills, as we do all our top players, and sent it to Rodney. He flew Mark down there and, after a tryout, they offered him the contract."

All-Americans

Seniors Mark Omodt (Minneapolis) and Scott DeGeus (Racine, Wis.) were named to the GTE Academic All-America Football second team. Athletes were selected by the College Sports Information Directors of America on the basis of

their academic excellence and playing ability.

Omodt, who was also a team captain and a first-team All-Conference offensive lineman, is majoring in math and Spanish. DeGeus is majoring in math and economics. They were among 48 college-division players honored nationwide.

Ruliffson No. 1 scorer in Mac basketball history

Jane Ruliffson and several other Macalester athletes enjoyed outstanding individual seasons in winter sports.

But the winter was a disappointment for Macalester's six teams. Inexperience and lack of depth were the main culprits as no team finished above seventh in the Minnesota Intercollegiate Athletic Conference.

Ruliffson (senior, Fargo, N.D.) became Macalester's all-time leading basketball scorer, finishing her career with 1,762 points after averaging 19.9 points a game in her final season. She became Macalester's first three-time All-Conference performer and was named to the District 5 Academic All-America team.

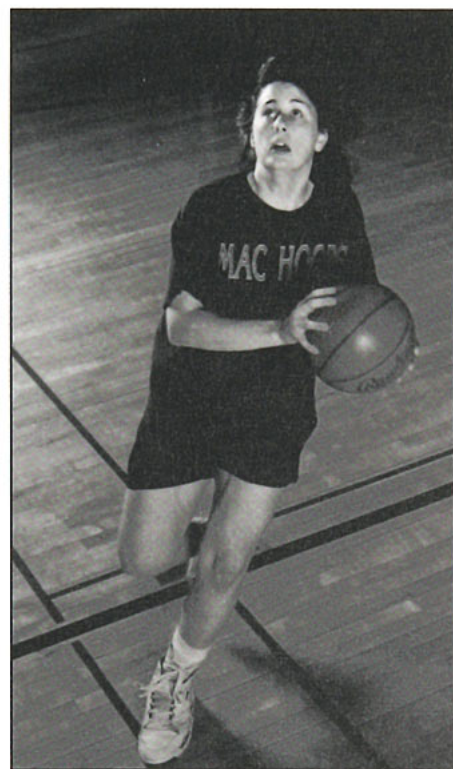
Two seniors qualified for the NCAA Division III national championships in their respective sports: Karen Goodrich (McMinnville, Ore.) in women's indoor track and field, and Adam Burke (Rock Island, Ill.) in men's swimming. Goodrich won the 600-yard race at the conference meet and qualified for nationals in the 55-meter hurdles. At nationals she finished eighth and just missed All-America honors. Burke made the All-America Honorable Mention list when he scored points at the national swimming championships, placing ninth in the 200-yard freestyle and 13th in the 1,650-yard freestyle. He missed the finals of the 200-yard freestyle but won the consolation championships with the fifth fastest time posted by any Division III swimmer in the nation during the season.

The men's basketball team had one All-MIAC player, guard Omar Field-Ridley (junior, Davis, Calif.), a transfer from Carleton. The quick point guard was third in the MIAC in scoring (18.1 points per game) and second in assists (5.7). Teammate Derrick Malcom (junior, Social Circle, Ga.) made the league's All-Defensive

team and was the MIAC's second-leading rebounder.

A couple of first-year swimmers emerged as two of the top competitors in the conference. Ivy Reed (Warsaw, Ind.) of the women's team and Brian Deiger (Toledo, Ohio) of the men's established school records nearly every time they entered the water. Deiger broke a pair of 20-year records in the backstroke events, while Reed set school marks in freestyle, butterfly and medley events.

Goodrich wasn't the only standout on the women's indoor track team. Karen Kreul (first-year, Stevens Point, Wis.) joined a long list of outstanding Macales-



Jane Ruliffson

ter distance runners from the past 10 years. She finished third, behind two All-Americans, in the conference 1,500-meter race. Teammate Jen Tonkin (junior, Bellevue, Wash.), the defending MIAC champion at 5,000 meters, ran superbly during the indoor season but missed the conference meet with an injury.

The top performer on the men's indoor track and field team was Nelson Jumbe (sophomore, Harare, Zimbabwe), who took second in the conference in the long jump, losing to the eventual national champion.

—Andy Johnson

GREG HELGESON



Global Thinking

*Half of Macalester's students study abroad.
They enrich their academic experience
with knowledge gained in such countries as Ecuador,
Cameroon, Mexico and Germany.*

by Jack El-Hai

It could be argued that "study abroad" programs date back a millennium or longer, when explorers, crusaders and scholars traveled to other countries to plunder the knowledge—and riches—of other cultures. Study abroad has come a long way since then.

Significant changes have come even since the 1960s. "My generation's experience with study abroad was very different from that of today's Macalester student," says John Knapp '69, director of Macalester's International Center. "I was here in the '60s when 'study abroad' primarily meant working in Europe for six weeks in the summer and then traveling around until school started again in the fall. Macalester had a number of academic programs available at that time, but the majority of students went the work-and-travel route in Europe.

"Many alumni may still remember 'study abroad' that way. It was a wonderful experience and, in its own way, a great thing to do, at a time when students weren't so dependent on summer income to meet the following year's educational expenses. Today, however, our emphasis is on setting up more specific academic opportunities, during the school year and in farther reaches of the globe, that are a much more direct extension of the campus curriculum."

Macalester's focus on study abroad differs from that of many other liberal arts colleges in three ways: the importance of study abroad programs in the college's rigorous curriculum, the number of students who gain international experience while at Macalester and the truly global scope of the pro-

grams that students participate in.

Macalester is among a handful of liberal arts colleges with an international studies major that requires students to study abroad. "Study abroad must bear a significant relationship to the kind of academic work the student is doing on campus," says Robert Warde, associate professor of English and director of the international studies major program. Warde, who recently led the semester-long Arts of London and Florence program for the Associated Colleges of the Midwest, believes it is only a matter of a few years before fully half of Macalester's academic departments offer majors with an emphasis on international studies that would also require study abroad. "Political science, economics, history, anthropology, sociology, geography, English and biology are all possible candidates," he says.

"The trick," says Knapp, "is to find programs abroad that will tie in with students' courses on campus. We want them to be able to continue their liberal arts education while they're abroad, taking advantage of the new perspective that study abroad can give."

Back in the '60s, that new perspective generally meant a European one. Now, "there's more emphasis on the whole planet," Warde says. "Our

Jack El-Hai is a Twin Cities writer of nonfiction and fiction whose work has appeared in American Heritage, Mpls.-St. Paul and many other publications. His last article for Macalester Today, about recruiting minority students, appeared in February 1991.

Eric Keys studied several towns in Ecuador: "I really learned how to integrate knowledge from several different disciplines and bring together all the elements." At right, he relaxes on a train ride in Ecuador.



GREG HELGESON



students are in programs all over the world, and we're paying attention to so-called Third World countries." During the current academic year alone, Macalester students studied in 32 countries; since 1985, they have studied in 44. Within the next year or two, Macalester students may have the opportunity to study in Vietnam and other previously inaccessible nations.

An extraordinarily large number—between 50 and 55 percent—of Macalester students study abroad during college, and the college's new long-range plan is likely to call for increasing this percentage. Compare that with the national average of 2 percent. About one-quarter had already spent time in other countries when they arrived as first-year students.

"Those with a focused idea of what they want to get out of a program are often more successful," Warde says. "I frequently see a difference in the satisfaction of students with knowledge of why they are [abroad] and students who want to ramble around."

And just as some students are best suited for study overseas, some study-abroad programs match Macalester's academic standards better than others. There are many programs organized by other institutions, in fact, for which Macalester will not grant academic credit. Macalester organizes some programs and allows students to choose among many programs organized by other colleges and consortia, such as the Associated Colleges of the Midwest.

"On paper, most programs sound focused," Warde says. "In practice, not all are. There's still a large percentage of programs that don't provide as much substantive content as they ought to. . . . Students in study-abroad programs shouldn't be asked to do the exact same things they'd do for courses on campus, but they should be asked to work just as much."

The towns of Ecuador

Of the 30 students in Ecuador in the fall semester of 1990 as part of a study-abroad program sponsored by the Higher Education Consortium for Urban Affairs, 17 were from Macalester. Eric Keys '92 (Madison, Wis.), a Latin American studies and Spanish major, says the purpose of the program was to study the economic and ethnic composition of several Ecuadorian towns.

"It was the most satisfying semester I've ever had," Keys recalls. "We had to dig and find information ourselves for the 70- to 90-page papers we wrote as teams. I really learned how to integrate knowledge from several different disciplines and bring together all the elements. I've since done the same thing in my history, sociology and anthropol-

ogy classes. Otherwise, it's easy to get tunnel vision."

Before selecting the program in Ecuador, Keys investigated two other study-abroad programs in Latin America. He picked the HECUA offering because it used the entire country as a classroom and because "it was very serious academically," he says.

Immunology in Germany

In 1990, Jennifer McKeand '92 (Bloomington, Minn.) became the fifth Macalester student to travel to Germany to participate in a biology department-sponsored program at the Goethe Institute and the University of Munich.

McKeand, a biology major, spent two months in half-day German-language classes at the Goethe Institute. At the university, she worked on isolating an antibody for the related Epstein-Barr and Burkitt's lymphoma viruses, which, respectively, cause mononucleosis and tumors in the jaw and stomach.

In addition to making McKeand feel more independent in her subsequent on-campus work, the study-abroad experience "helped me decide what was not an option in my career," she notes. She plans to pursue a master's degree in genetic counseling after she graduates.



GREG HELGESON

Development in Mexico

Jason Coulter '92 (West Bend, Wis.) last year spent a semester in Mexico meeting with church leaders, businesspeople, human rights activists and operators of agricultural co-ops. It was all part of an experiential learning program that brought together U.S. students from many colleges and universities for first-hand study of major development issues in Mexico.

"I've always been interested in development issues, especially in a Latin American context," says Coulter, an economics major. "I knew from the start that I wanted to study abroad while at Macalester, and this program helped me develop my Spanish while learning about the culture in Mexico."

Students in the program were required to write extensive research papers about some aspect of Mexican development. Coulter's paper focused on the role of the church in national change. Since his



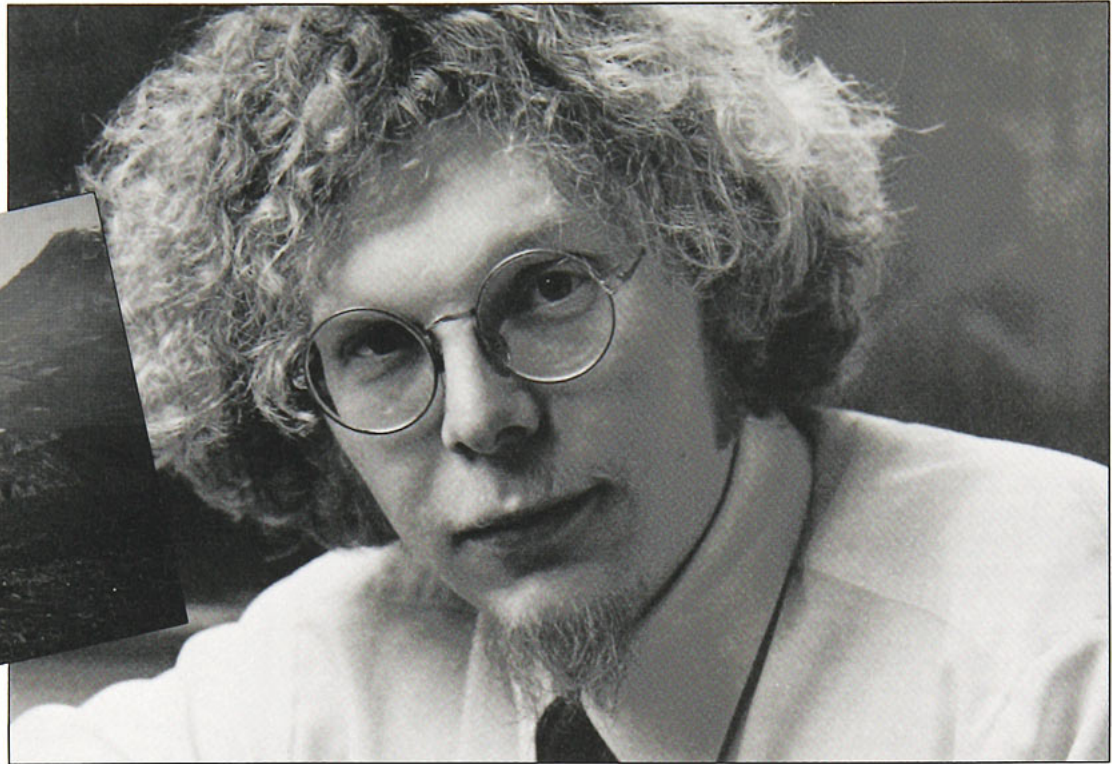
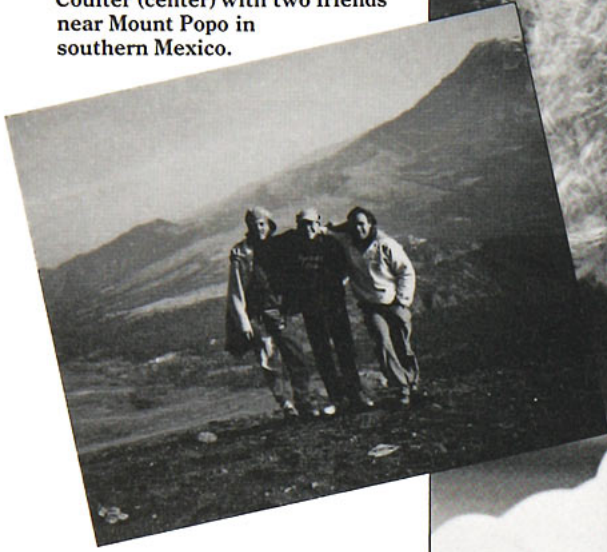
Jennifer McKeand, a biology major, went to Germany to investigate antibodies for two related viruses. She also did a little sightseeing near Munich with a friend.

Total off-campus study enrollment

1982 - 83	86
1983 - 84	106
1984 - 85	108
1985 - 86	113
1986 - 87	138
1987 - 88	179
1988 - 89	181
1989 - 90	192
1990 - 91	245
1991 - 92	184

The decline in the number of Macalester students studying abroad in 1991 - 92 was part of a national trend. Colleges attribute it to the Gulf War, which took place while students were applying for 1991 fall programs, and the recession.

Jason Coulter, an economics major, studied development issues in Mexico first-hand. Below, Coulter (center) with two friends near Mount Popo in southern Mexico.



Study-abroad destinations

	<i>Macalester students (1991 - 92)</i>	<i>All U.S. students</i>
Western Europe	54 percent	76 percent
Latin America	14	8
Asia	14	6
Eastern Europe	6	2
Africa	5	1
Oceania/Pacific Islands	5	1
Middle East	1	5

Sources: *Macalester and In the International Interest, 1992 report by the International Liberal Arts Colleges, Beloit, Wis. Figures are approximate.*

return to campus, he has been in the unusual position of learning the theory of the economy of developing countries after observing it firsthand. He has led class discussions on the economic development of Latin America, and his experience in Mexico helped generate the ideas that he explores in his honors thesis on the philosophy of economic organizations.

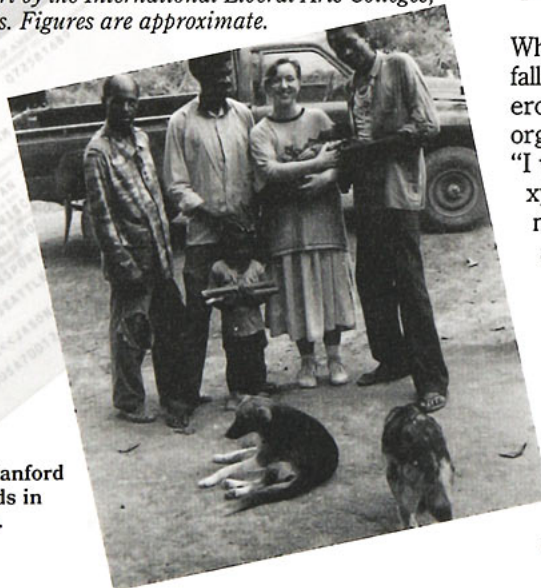
"After I graduate, I want to go back to Latin America for public service work," Coulter says. "I won't have to worry much about culture shock, and I'll know the political and economic questions to ask."

The music of Cameroon

Whitney Sanford '92 (Northfield, Minn.) spent the fall semester of 1990 in the African nation of Cameroon, studying in an experiential learning program organized by the School for International Training. "I went there to learn to play a traditional style of xylophone," says Sanford, who has a double major in French and international studies. "I also learned the instrument's traditions and music."

She divided her time living with an urban family and boarding in a Catholic mission in a smaller village. "The family in the city had running water only one day per week, but the nuns at the mission made sure they had it more often," she recalls.

Sanford conducted most of her musical research independently. The effect on her on-campus work at Macalester has been deep. "I now want an experiential basis for



Whitney Sanford with friends in Cameroon.

my academic study," she says. "It got me interested in getting out into the Twin Cities to do community work." She also has become a xylophone player with Macalester's African Music Ensemble.

The following semester, Sanford participated in another study-abroad program in Avignon, France, doing an independent linguistics project on the use of the French language in Africa. "I think everyone should go abroad during their time at Mac," she says.

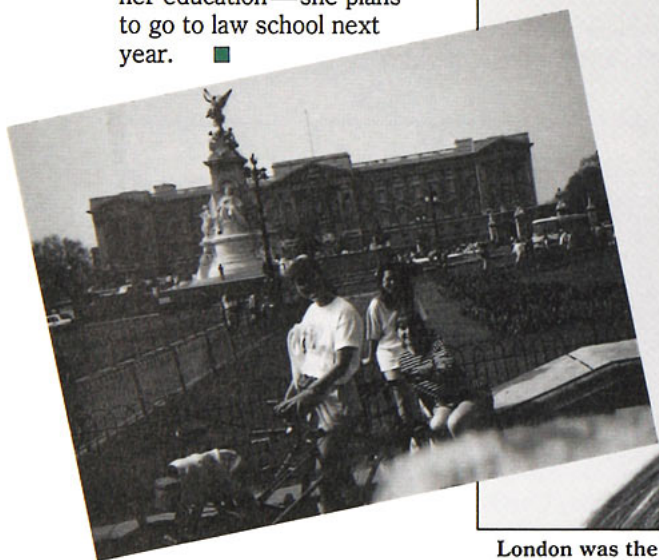
In chancery

Juli Stensland '92 (Austin, Minn.) found herself over her head as a participant in a comparative legal program in London, and she was glad. "They expected me to have more experience in law than I actually had, and that was good because I was expected to do more than I would have at home," she says.

Organized by Boston University, the program began with three month-long courses comparing the British and American legal systems. Then each participant spent the remainder of the semester in a legal internship. Stensland, who has a double major in political science and economics, interned with a trade association of lending and mortgage institutions.

"I did a lot of basic legal work, things I could not possibly have experienced back at home, and the courses gave me a solid base on how the U.S. legal framework sits within its British legal origins," she says. "When I came

back to Macalester, it helped me to have a base for the Philosophy of Law course I took this year." The experience also helped her decide the next step in her education—she plans to go to law school next year. ■



GREG HELGESON

"I think everyone should go abroad during their time at Mac," says Whitney Sanford, who studied in both the African nation of Cameroon (opposite page) and France. In Cameroon, she learned to play a traditional style of xylophone.



GREG HELGESON

London was the focus for Juli Stensland, who compared the British and American legal systems. She also enjoyed a little sightseeing at Buckingham Palace (she's seated at right in the snapshot).

Health Care: State(s) of Emergency

*The federal government's failure
to confront America's health care crisis
has forced Minnesota, Hawaii and other states
to seek their own reforms*

by Lois Quam

The health care system of the United States, always tenuous, is finally breaking down. As the crisis deepens, the effects are felt universally.

The millions of Americans without any health insurance are only the tip of the iceberg. The value of workplace insurance coverage declined in the 1980s through increasing patient copayment and deductibles, rising premium contributions by employees and restrictions on dependent coverage. More Americans find themselves turned down for insurance coverage or confronted with "pre-existing condition" riders which exclude coverage for precisely those conditions for which they most need medical advice and treatment.

The inadequacy of the patchwork of public programs and private payers—which is the American health care system—is apparent. While the pressure for reform is building, federal action remains

unlikely. The states are likely to take the first step and serve as the laboratory for federal action.

The worsening of access to health care during the Reagan administration was a reversal of a post-World War II trend. Protection against medical expense had vastly improved because of the widespread introduction of private medical insurance as a benefit of employment and the passage of the Medicare and Medicaid programs. However, this increased demand for health care was met by a swift and substantial expansion in the supply which drove up health care expenditures dramatically. Between 1965 and 1989, health care rose from 4 percent to more than 13 percent of the U.S. gross national product.

Federal health care policy in the 1970s emphasized regulatory control mechanisms. This approach was replaced in the 1980s by a competitive market strategy for cost containment. Advocates of this approach argued that greater competition between health care purchasers and providers would lead to lower costs.

Despite this focus on cost containment, medical care inflation continued. The major result of cost containment was an increase both in the number of uninsured Americans (they grew by about 40 percent during the Reagan years) and the number with woefully insufficient insurance.

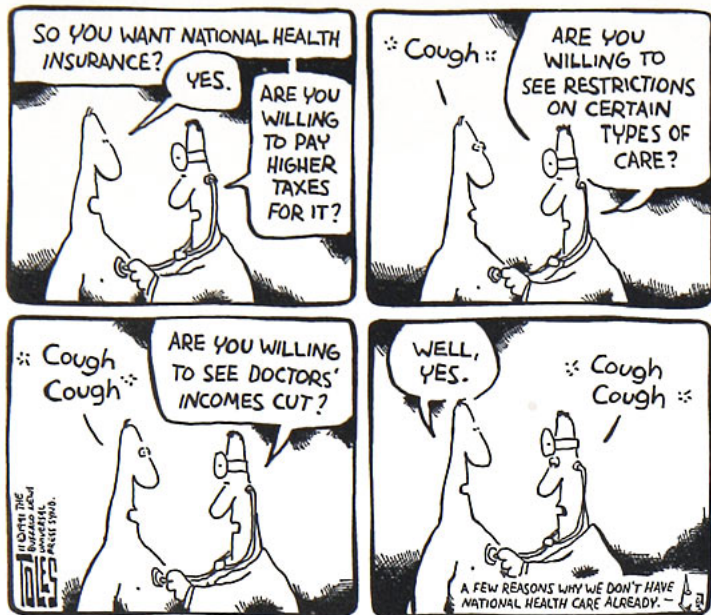
More than 37 million Americans—roughly 17 percent of the total population—lack health insurance. In 1986, roughly 7 out of 10 uninsured persons lived in families with incomes above the federal poverty threshold.

Three major groups are unable to gain access to the private insurance market and are ineligible for government support:

- the unemployed.
- adults (and their children) working in low-paid jobs without health insurance benefits.
- persons with disabilities or chronic illnesses which leave them uninsurable.



Lois Quam '83 was chair of the Minnesota Health Care Access Commission that recommended a universal health insurance plan for Minnesota. She is director of research and development at the United HealthCare Corp. in Minnetonka, Minn., a national health management company, and a member of the Advisory Committee of the Children's Defense Fund of Minnesota. She and her husband, Matthew K. Entenza '83, and their three sons live in St. Paul.



TOLES © 1991 THE BUFFALO NEWS. REPRINTED WITH PERMISSION OF UNIVERSAL PRESS SYNDICATE. ALL RIGHTS RESERVED.

Medicaid provides little respite. Fewer than half of Americans with incomes below the official poverty line meet Medicaid eligibility standards.

Going without health insurance can mean real hardship. A study by the Robert Wood Johnson Foundation found that a family member's chronic illness posed grave difficulties for the family. Illness caused an uninsured family to make major changes in jobs, housing or living arrangements twice as often as an insured family. The study found that at least one million families in 1982 had at least one member refused care for financial reasons.

In Minnesota, a study conducted for the Minnesota Health Care Access Commission found that 11,000 of the approximately 370,000 uninsured Minnesotans were denied needed health care in 1990 because they lacked insurance coverage. Another 50,000 uninsured Minnesotans reported that they delayed seeking health care for serious or potentially serious symptoms because they lacked insurance. The 69,000 uninsured children in Minnesota were particularly adversely affected.

Several proposals for a national health care system are under debate, including one authored by the Democratic leadership in Congress. However, these proposals lack a designated funding source and face the near-certainty of a veto by President Bush. Therefore, the focus on reform has shifted to the states. More than 30 states have legislation pending, a commission deliberating or a demonstration project under way.

Hawaii has enacted a universal health care system through an employer-based plan. As this issue of *Macalester Today* was going to press, Minnesota was poised to become the second state to introduce a universal access system. The Minnesota Legislature passed founding legislation for a universal plan in 1991, based on the recommendations of the Minnesota Health Care Access Commission. That leg-

islation was vetoed by Republican Gov. Arne Carlson.

However, the governor and the bipartisan legislative leadership reached a historic compromise earlier this year to enact a revised version of the commission's recommendations.

The legislation—funded by an increased cigarette tax and a new sales tax on health care—establishes a new state health insurance plan

open to all Minnesotans. The plan gives Minnesotans the option of obtaining insurance coverage as part of a large group (at a rate based on income) rather than purchasing it on their own.

While all these reform proposals are under debate across the nation, there is every sign that the problem is worsening. As costs continue to rise, employers, physicians and insurers are best able to protect their incomes and profits by shifting the cost of care on to patients. That shift is manifested in higher premiums and copayments as well as increasing denials of applications for insurance. In turn, more Americans are left with little or no insurance coverage.

At some point, this combination of high cost and worsening health may become more damaging than the political pain of reform. Then, the United States may join the ranks of all other industrialized countries, with the exception of South Africa, which guarantee health care access for all their citizens. ■

Between 1965 and 1989, health care rose from 4 percent to more than 13 percent of the U.S. gross national product.

Health insurance is universal in Canada's publicly funded health care system.

Per capita spending

U.S.: \$1,955

Canada: \$1,507 (in U.S. dollars)

Life expectancy

U.S.: men 71.3 years, women 78.3

Canada: men 73.1 years, women 79.9

Infant mortality per 1,000 births

U.S.: 10.1

Canada: 7.3

Doctors' average liability premium

U.S.: \$15,000

Canada: \$1,470

Source: "Canadian Health Insurance: Lessons for the United States," June 1991 report to Congress by U.S. General Accounting Office

Health care: U.S. and Canada

JIM HANSEN

Macalester's Money and What It Means

A \$390 million endowment gives the college an historic opportunity. But, as Macalester's treasurer knows, an endowment is just the beginning.

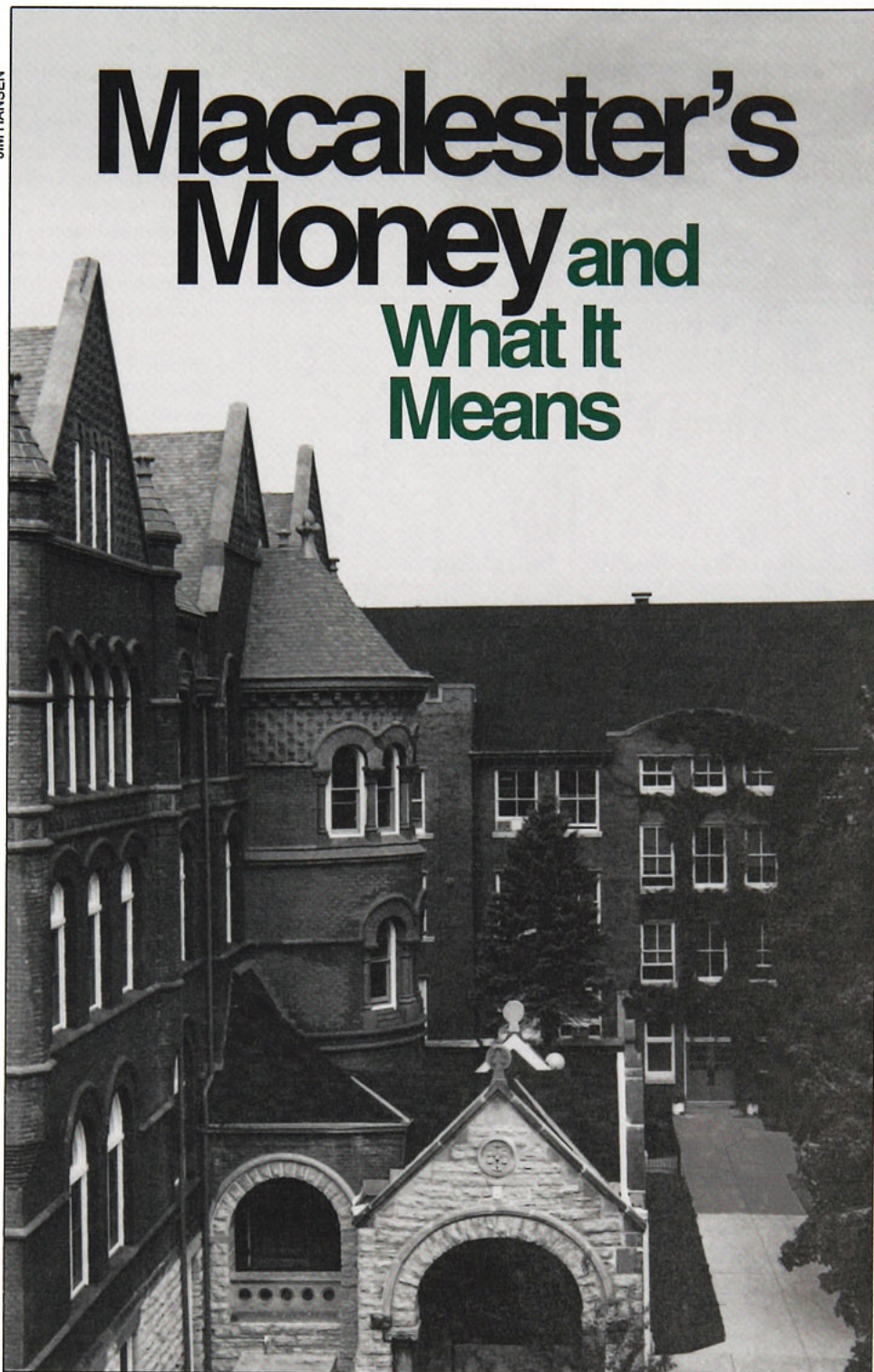
by Paul J. Aslanian

Last year I was called for jury duty in St. Paul. As the lawyers questioned me, they learned that I worked at Macalester as the college treasurer. The judge had obviously heard the news about Macalester's endowment because she interrupted to declare, "You must be the envy of every college treasurer in the country."

"I am," I replied. I wanted to add, "Yes, we do have a large endowment, but a large endowment is not the whole story." The growth in Macalester's endowment presents the college with an historic opportunity. However, it must be viewed in context.

For U.S. higher education in general, the boom times that marked the 1980s are over. Like pincers coming at us from different directions, several factors in the '90s are making it more difficult for col-

leges and universities to be successful. In addition to the basic problem of demographics—the decline in the number of 18-year-olds, which will reach a low point in the mid-1990s—as well as a slumping national economy, the price of private colleges in the last decade increased at a much faster rate than family income. Compared with public higher education, private colleges have become even more expensive. It's just Economics 101: What would happen to the demand for apples if apples—relative



to family income and relative to oranges—became much more expensive?

As a result, parents and students considering a Macalester-type college expect extra value for the extra dollars they're spending—and more financial aid. (At Macalester, financial aid jumped 14 percent in 1991–92 while tuition increased only 6.9 percent.) Ten years ago, we could make a financial aid award and parents would call to say “thank you.” Today, many parents view the financial aid award as the beginning of a lengthy, complex negotiating process.

We have entered the age of consumerism in shopping for a college. Parents and students are better informed and more demanding than they were just a decade ago. Many of them question the old belief that small private colleges are inherently better than large public institutions. At Macalester, we must be much more explicit about the additional value of a Mac undergraduate educational experience.

There is more price competition now among private colleges than we have ever experienced. All of us are geared up to enroll a certain number of students. We already have our physical facilities, our faculty and staff in place, so it doesn't cost us much more at the margin to enroll those last few students. Because of this concern about overcapacity—which is simply the other side of the demographic coin of fewer 18-year-olds—private colleges are all competing intensely for those last few students to fill their slots.

It is very doubtful that the top 50 liberal arts colleges will be able to keep raising tuition as rapidly as they did in the 1980s. Yet most, if not all, must give out more in financial aid. Consequently, one

often hears of “retrenchment” and “downsizing.” To balance their budgets, many colleges are cutting academic programs, faculty and staff (see article on page 16).

Macalester is certainly not independent of the marketplace. We face the same competition. But our problems are generally of a much happier nature because of the growth of our endowment. As recently as 1979–80, we had an endowment with a market value of \$24 million and we were spending \$1.3 million a year of endowment and other investment income in our operating budget. For 1991–92, we have an endowment with a market value of about \$390 million, and we have \$13.3 million in income from the endowment and short-term investments. The major issue confronting Macalester is: How do we make the best use of our

The major issue confronting Macalester is: How do we make the best use of our additional endowment income? Or, ‘What is Macalester going to do with the money?’

additional endowment income? Or to put it in the way people usually ask me, “What is Macalester going to do with the money?”

First, we're not going to commit our additional endowment income to any permanent programs until we make sure we have good ideas. Beginning in the 1990–91 academic year, which was designated “the Year of Academic Planning,” and continuing through this year of strategic planning, we have sought the views of Macalester's faculty, stu-

1990 – 1991 Total private support (millions)

Wellesley	\$33.7
Smith	31.6
Williams	21.1
Pomona	17.1
Amherst	13.7
Oberlin	12.9
Swarthmore	9.1
Grinnell	8.2
Reed	7.4
Wesleyan	7.0
Haverford	6.2
Carleton	5.6
MACALESTER	5.6

Source: Williams College, “Pumpkin Papers.”

1990 – 1991 percentage of alumni donor participation (all purposes)

Williams	64
Amherst	62
Swarthmore	59
Wellesley	57
Wesleyan	55
Pomona	53
Haverford	52
Oberlin	50
Smith	48
Carleton	48
Grinnell	47
Reed	43
MACALESTER	36

Source: Williams College, “Pumpkin Papers.”

Macalester and peers: private support

Three who made an endowment

dents, staff and trustees. Alumni have taken part in shaping the college's future through about two dozen meetings across the country.

Second, we want to spend the money in such a way that students, parents, faculty and alumni believe the Macalester undergraduate experience is even better and of greater value.

And third, continued financial support from alumni and parents is essential if Macalester is going to take real advantage of this opportunity.

By almost any measure—the applicant pool, retention rates, graduation rates, enhancement of physical facilities, financial strength, to name a few—Macalester enjoyed a great decade in the 1980s. In the 1990s, we have the chance to move up to a new plateau. This is an extraordinary time in the college's history.

What makes this decade so challenging—and frankly, a little scary—is that we haven't found any model to guide us. I know of three other colleges that have had similarly large and sudden increases in their endowments in the past 25 years. Unfortunately, none of them, in my view, used their extra endowment income to make major, lasting, positive changes in their institutions.

Personally, I believe we have an obligation to become the best possible Macalester College we can be. In order to do this, we have to compete head-on for the best faculty and the best students

The recent increase in Macalester's endowment is a story of dramatic growth. But there are three heroes behind the numbers. Besides the obvious one—DeWitt Wallace—there are two quiet heroes: Edwin Kagin and John B. Davis Jr.

Professor Kagin taught religion at Macalester and was a colleague of DeWitt's father, James Wallace, who served Macalester for more than 50 years as a professor, dean, president and fundraiser. In 1957, Kagin wrote a biography of James Wallace.

He sent the manuscript to DeWitt, not anticipating the impact it would have. The biography revealed to DeWitt just how much hardship and poverty his father had to endure to build Macalester. DeWitt wrote the introduction, saying he was "profoundly shocked" to read of his father and mother's suffering.

DeWitt concluded, "If the readers of this story feel as I... they will not allow such suffering to have been in vain. Macalester College must and will continue to grow in importance and in strength, fulfilling its destiny of Christian leadership of which my father dreamed."

DeWitt, the founder of *Reader's Digest*, contributed enormously to Macalester, especially after reading Kagin's biography of his father.

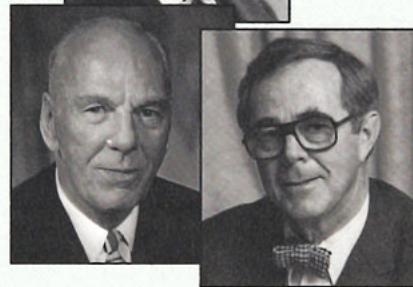
John Davis became president of Macalester in 1975, a time of turmoil, financial problems and an

with the best national liberal arts colleges. That is going to cost money. I would be the first to agree that \$390 million is a huge number. But while a large endowment is necessary for Macalester to become the best it can be, endowment alone is insufficient. Every college depends upon three sources:

- Endowment: Colleges cannot spend their endowment. Rather, they spend income from endowment. At Macalester, we have a 5 percent spending rule: in simplest terms, we can spend 5 percent of the market value of our endowment per year. In that way, our endowment, if invested properly, will maintain its real, inflation-adjusted purchasing power. The 5 percent rule is wedded to our responsibility to treat present and future generations of students equally. If we spent too much today, we would be favoring today's students and imposing a penalty on future generations. Likewise, if we didn't spend enough on current students, we would be cheating them in order to benefit future students. Macalester seeks to be neutral between generations.
- Tuition and fees: Our tuition of \$13,331 a year is almost \$3,000 less than the average tuition at our 12 peer colleges. We may decide, for a variety of reasons, to keep our price lower than their price. But if we do, that means we have \$3,000 less to



Macalester's three financial "heroes": Edwin Kagin, left; DeWitt Wallace, below left, and John Davis.



alienated DeWitt Wallace. John worked very hard to restore everyone's confidence in the college and to re-establish a good relationship with Mr. Wallace.

That effort culminated in 1981 with the establishment of the DeWitt Wallace Fund for Macalester College. From 1981 to 1990, Macalester was the quiet beneficiary of this fund. The Wallace fund, valued at about \$10 million when it was established, has risen in value to represent about 80 percent of Macalester's total endowment of \$390 million.

—Paul J. Aslanian

1991 – 1992 tuition and fees

Amherst	\$16,945
Wesleyan	16,830
Oberlin	16,817
Williams	16,770
Reed	16,700
Swarthmore	16,640
Carleton	16,296
Wellesley	16,271
Haverford	16,150
Smith	15,770
Pomona	14,930
Grinnell	13,742
Average	16,155

MACALESTER 13,331

Source: Chronicle of Higher Education, Oct. 23, 1991.

spend for faculty, support staff, computers, facilities, fuel, mowing the lawn, vans to transport students—all the things that it takes to make a college go. Some may argue that our endowment is large enough to make up the difference in tuition: We could use \$5.25 million of our endowment income (\$3,000 multiplied by 1,750 students) for that purpose. If we follow the 5 percent spending rule, it takes \$105 million of endowment to generate \$5.25 million in income. That would bring our endowment down from \$390 million to \$285 million.

- Gifts and grants: At our 12 peer colleges, the average of all gifts received during fiscal year 1991 was \$14.5 million. At Macalester, we received about \$5.5 million. When we announced the news of our enhanced endowment, we knew that it could potentially hurt future fundraising—that some potential donors would mistakenly conclude that we were too “rich” to need their support. But the benefits of being known as a financially secure institution more than offset the possible short-term adverse development consequences. Some may argue that the peer colleges are older, more established, with richer and better-connected alumni. Therefore, we should use our endowment to make up the \$9 million per year difference. Under the 5 percent rule, it would take \$180 million worth of endowment to give Macalester this \$9 million. So now the effective size of Macalester’s endowment has been reduced to \$105 million.

Market value of endowments on June 30, 1991 (millions)

MACALESTER	\$390
Wellesley	388
Smith	343
Swarthmore	342
Pomona	316
Williams	315
Grinnell	293
Wesleyan	272
Amherst	268
Oberlin	224
Carleton	174
Reed	98
Haverford	89

Source: Chronicle of Higher Education. Figures listed are market value of endowments as of June 30, 1991.

To sum up: An endowment of \$390 million, minus \$105 million for tuition shortfall and minus \$180 million for gifts shortfall, equals an effective endowment of \$105 million.

Can Mac compete against the Oberlins, Swarthmores, Carletons and Pomonas with an endowment of \$105 million? The answer is categorically no. We need additional voluntary support and additional tuition revenues.

So where does our large endowment leave us? It all depends on our goals. If we want Mac to be able to compete head-on with the short list of the very best colleges in the country, we must make the Macalester undergraduate educational experience even better, in both real and perceived terms.

Three other colleges had large and sudden increases in their endowments in the past 25 years. None of them used their extra endowment income to make major, lasting, positive changes in their institutions.

Many wonderful ideas are being discussed. Having been up to my eyeballs in the details of the endowment, I’m impatient to get started.

However much Macalester may change in the future, I hope it keeps the same character it had when I first came here in 1967 as a young economics instructor. A graduate of a large university,

Macalester and peers: tuition and endowment

From Maine to California, hard times hit higher education

I had never been associated with a small college. I found a real community where people cared about each other. I could walk over to the faculty coffee room and talk with a chemist, a philosopher or a historian—a remarkable breadth of people. The older faculty members warmly welcomed me and several took me under their wing.

I was scared to death of meeting my first class. I had heard so many stories about all the National Merit Scholarship finalists among the student body that I was afraid I wasn't smart enough to teach. Fortunately for me, it all worked out well. Often, when I finished a lecture or a class discussion, students would follow me to my office, making me feel like the Pied Piper, and we would continue talking about the issues raised in class. That part of the conversation often was just as important as what went on in the classroom.

And students would call me at home to ask politely, "Could you help me with a problem? I'm doing my homework tonight and I'm stuck on one point." At first I was shocked; as an undergraduate at a large university, I never even dreamed of call-

ing one of my profs at home. I quickly figured out these phone calls were entirely appropriate.

I was captivated by the atmosphere at Macalester. Like most other colleges, Macalester went through a lot of turmoil in the next few years, and I left for another job in 1971. But just the memory of the 1967-68 academic year was enough to bring me back for good in 1974. It is that image that keeps me here today—the sense of how wonderful small colleges like Macalester can be when they work well. ■



Paul J. Aslanian has been treasurer of Macalester since 1974. He is also an associate professor of economics.

"It is the morning after."

That's how Robert Rosenzweig, president of the Association of American Universities in Washington, D.C., describes the outlook for U.S. colleges and universities in the 1990s. After decades of growth—more course offerings, larger faculties, bigger research facilities, more diversity in student bodies—colleges and universities "have to pay for their prosperity," Rosenzweig told *Time* magazine.

The headline in the Feb. 3 *Time* story described the national trend: "Big Chill on Campus."

"Tough economic times are forcing so many colleges and universities across the country to cut costs and adjust their ambitions that the shape of higher education may be significantly changed as the 21st century dawns," the *New York Times* reported in February.

Among the prestigious schools which have made or anticipate making budget cuts are Smith, Williams, Swarthmore, Oberlin, Wesleyan and Bowdoin. Even the Ivy League has not been immune; Columbia's deficits could reach \$87 million in 1993, and Yale's \$8.8 million deficit is expected to rise to \$50 million in coming years. Stanford plans to cut its budget \$43 million over the next two years.

In addition to the shrinking pool of 18-year-olds, reasons cited for the difficulties colleges



face include declining financial support from public and private sources, increasing demand for financial aid, and the growing cost of faculty and high-tech equipment.

Although many financially troubled schools have announced that they intend to keep tuition hikes down, some have responded to budgetary problems by reconsidering traditional "need-blind" admissions policies—the practice of accepting qualified students regardless of their ability to pay.

In 1990, Smith announced it could no longer afford a need-blind policy, and last fall it rejected 29 otherwise qualified applicants, 11 of whom were women of color. After protests from students and alumnae, Smith restored its need-blind policy but may not offer financial aid to cover the need of all applicants in the future.

Bowdoin turned away 40 applicants last year for the same reason, and Wesleyan is considering making need a major factor in deciding which applicants to accept from its waiting list. "Letting financial conditions affect who gets in is not an attractive option for us," Bowdoin Dean of Admissions Richard Steele told *Time*. "But we're not assuming that we can be totally need-blind as we approach the 21st century."

Some observers expect such actions to substantially affect the economic makeup of student bodies at private institutions. Henry Rosovsky, a Harvard economics professor, told *Time*: "Low-income students get fully funded, and high-income students pay full freight, but it's the middle class that really has a hard time."

—Robert Kerr '92

ALUMNI & FACULTY BOOKS

Mykonos: A Memoir

By Nancy Raeburn '84 (*New Rivers Press*, 1992. 118 pp., \$9.95 paperback.)

"I lived on an island once in the middle of the Aegean Sea." With that haunting and simple statement we enter Nancy Raeburn's luminous work.

In 1970, Raeburn moved to the small Greek island of Mykonos from Cambridge, Mass., intent on painting through the summer. "Little did I know then that the decision to stay the winter—so casually arrived at—would herald a sojourn lasting a little over ten years of my life."

Ten years on a Greek island would change anyone's life. Raeburn, however, turns her inward conflicts, victories and defeats into the stuff of literature.

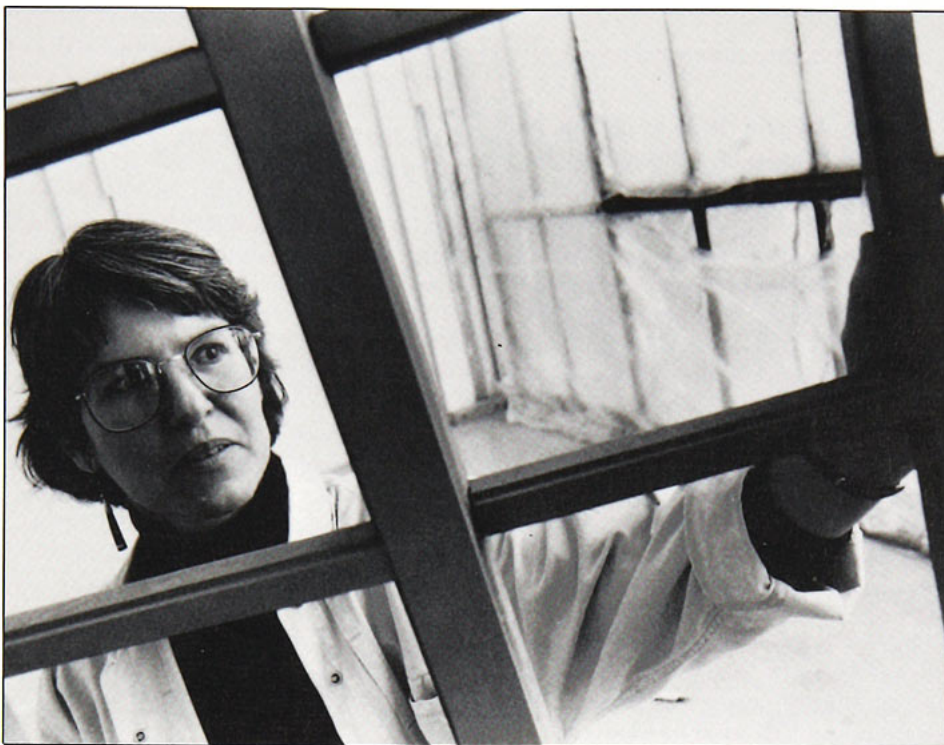
Mykonos accomplishes a rare feat by being as entertaining as it is profound.

This is not a travel log nor a series of "snapshot" experiences. Instead, the book is a collection of interrelated stories that grew out of an honors project at Macalester. *Mykonos* is an intensely visual experience. Raeburn's eye for detail and color energizes her rich and moving narrative. Each section resonates.

In the opening chapter, "The House," we become intimately familiar with Raeburn's three-room farmhouse (rented for \$20 a month) that served as shelter, painting studio and sanctuary. In passages laden with *Walden*-esque imagery, she introduces the book's themes: life and death, past and present, solitude and society. Even the spiders, ants and centipedes that drop from the ceiling take on symbolic proportions: "Far from being mistress of this house, I realized I shared it *with* those others, inhabitants who, if I included their ancestors, had lived there much longer than I."

There are memorable characters throughout the book such as her landlord, the venerable Barba Manolis, who survived Italian occupation during World War II and kept his large family alive. "But probably his most remarkable feature was the expression in his eyes. They smiled at me out of the deep tracery of wrinkles with such friendliness that they seemed to perceive in a glance every thought I had ever had in my life." She painted his portrait and, later, attended his funeral.

A fascinating chapter details the *hierosphyia*, loosely translated as "pork-eating



GREG HELGESON

Painter and writer Nancy Raeburn in her studio in downtown St. Paul.

party." Raeburn fills the senses with her description of this 24-hour marathon of work in which a pig is slaughtered, dressed and divvied into sausage links. We share her predicament when presented with a choice morsel: "I looked down at it in my plate, poached white like an egg, faintly blue where the iris would be. The thought of eating an eye!"

There are more disturbing scenes, such as the misogynist Meltiades beating his wife, or the drowning of Kalliope's kittens. Even during the most painful moments, however, Raeburn doesn't drop her gaze.

In her introduction, Raeburn thanks Macalester English Professors Alvin Greenberg and Roger Blakely for their help and encouragement. The rest of us should thank them as well. *Mykonos: A Memoir* is stunning. —Kevin Brooks '89

William Lloyd Garrison and the Challenge of Emancipation

By James B. Stewart, professor of history (*Harlan Davidson*, 1992. 213 pp., \$9.95 paperback.)

This biography of the radical abolitionist is one of the first three volumes of the new American Biographical History Series. Stewart, whose previous books include a biography of Wendell Phillips

and a study of the abolitionists, brings the insights of recent scholarship to bear on Garrison's enigmatic personality.

Garrison "virtually embodied America's first great movements for social justice," Stewart writes in the introduction. "This brief biography attempts, above all, to suggest the value of Garrison's career for his generation, and for ours."

Native Roots: How the Indians Enriched America

By Jack Weatherford, associate professor of anthropology (*Crown*, 1991. 310 pp., \$21 cloth.)

Like his previous *Indian Givers: How the Indians of the Americas Transformed the World*, published in 1988, Weatherford's latest book chronicles the contributions of Native Americans to modern civilization. Both books have been widely reviewed and quoted.

In *Native Roots*, he points out, for example, that:

- Americans use more than 2,000 Indian words in daily speech, including *shark*, *okay*, *chocolate*, *cigar* and *honk*.
- More than half of American foods come from Native Americans, including corn, potatoes, tomatoes, most beans,

squash, pecans, chilies and maple syrup.

- Half the states of the U.S. and the provinces of Canada have Indian names.

"Culture does not live in blood or genes; it lives in the way of life, in the attitudes and values, in the types of food eaten, the clothes worn and the institutions established," Weatherford says.

In Our Times: America Since World War II

By Norman Rosenberg and Emily Rosenberg, professors of history (Prentice Hall, 1991. 326 pp., \$18 paperback.)

This is a completely revised and expanded fourth edition of one of the best-known syntheses of recent U.S. history.

Norman is also the author of *Protecting the Best Men: An Interpretive History of the Law of Libel*, which was nominated for the American Historical Association's annual prize in legal history. A paperback edition (University of North Carolina Press) came out in 1990. In addition, Norman wrote two essays, "Freedom of the Press" and "Freedom of Speech," in *By and For the People: Constitutional Rights in American History*, published in 1991 by Harlan Davidson. The volume was sponsored by the Organization of American Historians' Committee on the Bicentennial of the Bill of Rights.

Emily contributed the chapter "Walking the Borders" in Michael J. Hogan and Thomas G. Paterson's *Explaining the History of American Foreign Relations*, published in 1991 by Cambridge University Press. The book was commissioned by the Society for the History of American Foreign Relations and includes contributions by the most distinguished historians of American foreign policy.

Capitalism in Colonial Puerto Rico: Central San Vicente in the Late Nineteenth Century

By Teresita Martínez-Vergne, assistant professor of history (University of Florida Press, 1992. 208 pp., \$27.95 cloth.)

Martínez-Vergne's book is a micro-level analysis of the first sugar mill established in Puerto Rico, her native country. In explaining the mill's demise, she explores the forces that affected the sugar economy of the greater Caribbean. Her work

challenges the long-held view that the capitalization of the sugar industry occurred mainly in the 20th century and that it led inexorably to the proletarianization of the work force.

Old and New Unsolved Problems in Plane Geometry and Number Theory

By Stan Wagon, professor of mathematics and computer science at Macalester, and Victor Klee, University of Washington (Mathematical Association of America, 1991. 352 pp., \$22 paperback.)

This book, aimed at both teachers and students with a very modest math background, is intended to convey the excitement of the great unsolved problems of mathematics.



The Platonic Doctrines

Translated by Jeremiah Reedy, professor of classics (Phanes Press, 1991. 80 pp., \$20 cloth, \$9.50 paperback.)

This work by Albinus, the only complete philosophical textbook surviving from the ancient world, was intended to be an introduction to Plato's writings. This is the first definitive English translation from the Greek.

Base Paths: The Best of the Minneapolis Review of Baseball, Volume 1, 1981-1987

Edited by Steve Lehman '76 and Ken LaZebnik '77, illustrations by Andy Nelson (William C. Brown Publishers, 1991. 224 pp., \$19.95 cloth.)

This book had its origins at Macalester where Lehman and LaZebnik took an Interim course on baseball literature in 1975. "We both passed," Lehman writes in the introduction, "but neither of us won MVP (Most Valuable Paper), which was an essay on the '64 Phillies entitled *In the Days of Wine and Rojas*."

"That class provided us with the first inkling of a connection between our twin loves of baseball and literature. Ken proposed to combine the two, creating a

quasi-literary quarterly in which baseball fans from any walk of life could express their opinions on and abiding affection for the National Pastime."

LaZebnik, who now writes for Garrison Keillor's American Radio Company in New York, founded the *Minneapolis Review* in 1981 and Lehman has been its editor in chief for the past seven years. *Base Paths* collects more than 75 pieces — poems, essays, reviews — from the journal's first six years. Among the contributors are Macalester English Professors Robert Warde and Harley Henry.

The *Minneapolis Review* was recently renamed the *Elysian Fields Quarterly*. Subscriptions are \$18.50 a year (write EFQ Accounting Department, 2460 Kerper Boulevard, Dubuque, IA 52001. *Base Paths* is available from the same address.)

Stiller's Pond

Edited by Jonis Agee, Roger Blakely and Susan Welch (New Rivers Press, 1991. 500 pp., \$15.95 paperback.)

This enlarged second edition of "New Fiction from the Upper Midwest" contains the original 46 stories plus 15 new pieces.

Macalester fingerprints are all over the anthology. In addition to co-editor Roger Blakely, the Macalester faculty members whose work is included here are Diane Glancy and Alvin Greenberg and former faculty member C.W. Truesdale.

Macalester alumni who contributed stories include Kristi Wheeler '69, John Mihelic '66, Dan Nicolai '87, Cheryl Loesch '85, Edis Flowerday Risser '61, John King Kai Ming McKenzie '90 and Davida Kilgore '78.

Women & Music: A History

Edited by Karin Pendle (Indiana University Press, 1991. 320 pp., \$27.50 cloth.)

J. Michele Edwards, professor of music at Macalester, contributed two chapters: "Women in Music to ca. 1450" and "North America Since 1920." The book offers a chronological survey of women's activities in music performance, composition, teaching and financial support from classical Greece to the present, with primary focus on art music in Europe and the Americas. The work was chosen as the December 1991 main selection of the Performing Arts Book Club.



Coming soon to 'Dear Old Macalester': Reunion Weekend, June 5, 6 and 7, 1992

It's not too late to make your reservation for Reunion Weekend. If your class year ends in "7" or "2," your classmates have special plans (see the Class Reunion Contacts in this issue's Class Notes).

All alumni are welcome for the full weekend of programs, food and fun. Highlights:

Friday, June 5

Minicollege on "Exploration and Discovery" includes the history of exploration (Professor David Lanegran '63); what's next for the new Soviet political union (Professor Dorothy Dodge); history's encounter with the female presence in 1492 (Professor Teresita Martínez-Vergne); myth and reality in the discovery of America (Professor Jack Weatherford); discussion of Professor Diane Glancy's plays about Native Americans (with Glancy and researcher Kristi Wheeler '69); immigration and ethnicity in American history (Professor Peter Rachleff).

Other highlights: M Club Mac Hack golf tournament and luncheon; authors' reunion; Concert Choir reunion dinner; President Gavin's dinner for all alumni; Alumni Service and Distinguished Citizen awards; comedy cabaret with Susan Vass; class hospitality centers.

Saturday, June 6

Minicollege: the African's discovery of North America (Professor James Stewart).

Other highlights: M Club breakfast and sports panel; the Arab world today; "Macalester's Vision of the '90s," a conversation with President Gavin; all-class picnic; tour of the Anthony Caponi Art Park; "Paving the Way: Macalester Women in Science, Law, Health, Journalism and Art"; class photos; all-class social; class parties.

Sunday, June 7

All-alumni breakfast; chapel service, with Alumni Concert Choir under the direction of Dale Warland; all-class brunch.

For information and reservations

Call the Alumni Office, (612) 696-6295.



College reaches out to alumni of color

Thirteen alumni of color from across the country returned to campus Jan. 31-Feb. 2, at the college's invitation, to offer guidance on how Macalester can build a stronger relationship with all its alumni of color.

The weekend was organized by Thad Wilderson, the college's coordinator of community relations and co-director of its Maccess summer program for high school students of color in St. Paul.

"We're asking the questions, 'How can we better communicate with our alums of color? How can we better inform our alums of color about what the college is doing today, its goals and plans?' We want to have those alums take some ownership of the college. Many of them have not been back since graduation," Wilderson said.

Wilderson, who is African-American and served as director of multicultural programs at Macalester for six years before assuming his current position, invited alumni of color to share their personal views of Macalester. "We also spent time talking about barriers—either real or perceived—that may have prevented alums from being involved with the college, so we could be certain to address those," he said.

Alumni events, both at Macalester and elsewhere, often fail to attract many alumni of color. "We are very committed to alumni of color," Karen McConkey, alumni director, told the group. "Does that mean we've been successful with our programming for alumni of color? No, not very."

The group met with President Gavin, Provost Elizabeth Ivey, Dean of Admissions William Shain, Dean of Students Edward DeCarbo and other college representatives. They also talked informally with students of color at Macalester's Cultural House.

As this issue of *Macalester Today* was going to press, the college and the alumni who participated were working on an action plan that grew out of the weekend. About 40 Twin Cities alumni of color attended a reception April 8 at President Gavin's house, and an event focusing on alums of color will be held during Reunion Weekend, June 5-7.



Among the alumni who returned to Macalester Jan. 31-Feb. 2 were (from left) Shelley Carthen Watson '82 of Shoreview, Minn., Kim E. Walton '79 of Chicago, Rob T. Davis '80 of Detroit and Manuel J. Cervantes '74 of St. Paul.

'Alumni Soundings' series helps shape college future

From Boston to San Diego, Seattle to Florida, hundreds of alumni have attended meetings with President Gavin and other college officers to express their views about the future of Macalester.

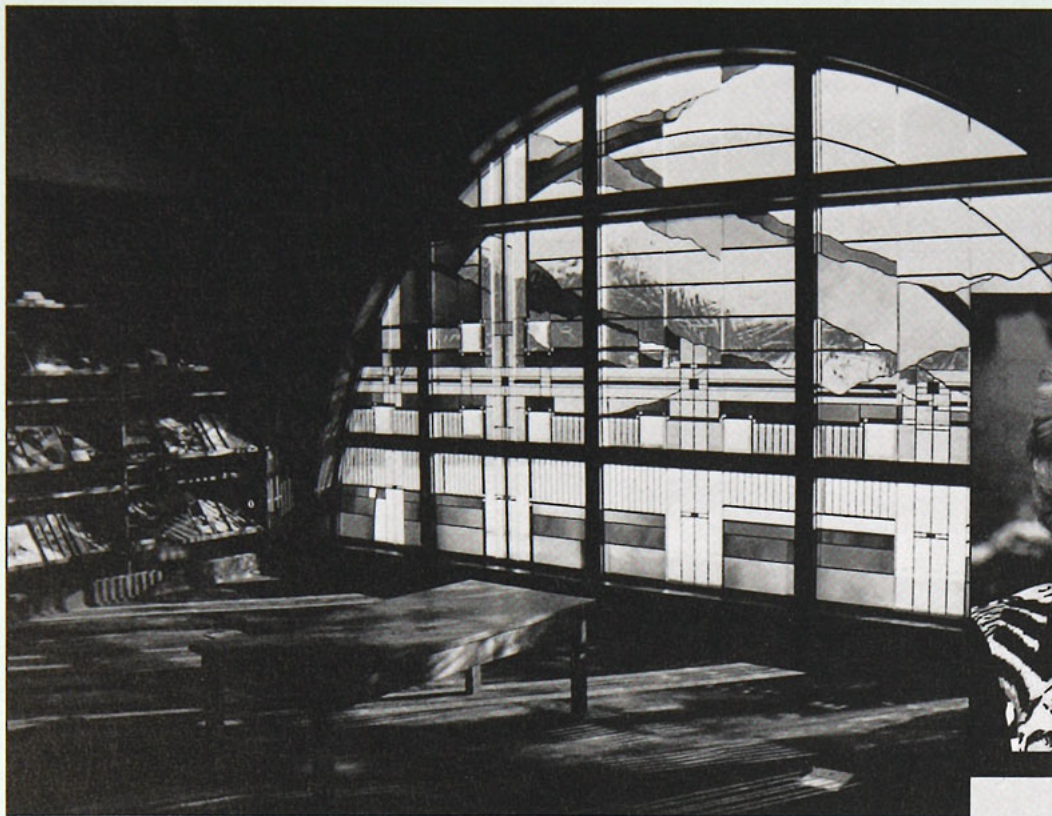
The "Alumni Soundings" meetings, which began last November and will continue into 1993, are part of Macalester's strategic planning process. They are designed to emphasize alumni comment and involvement in the college.

The meetings, each attended by 20 to 50 alumni, have seen lively exchanges on a host of topics. Here are several of the common themes:

- the importance of outstanding teachers at Macalester and their close relationship with students, and the need to strike a proper balance between teaching and research in this age of "publish or perish."
- the role of athletics at Macalester. Many alumni—especially those in the Twin Cities—believe the college should strive for excellence in athletics

just as it does in music, debate, theater and other areas. They want a strong physical education program with facilities for fitness and individual sports. At the same time, the consensus is that Macalester must never become a "jock" school.

- the need for Macalester to remain both accessible and affordable to middle- and low-income families.
- the debate over graduation requirements. Many alumni, especially those from the 1940s, '50s and '60s, see value in some required courses or experiences. Alumni from the 1970s tend to favor self-direction and disapprove of imposing many requirements.
- the need for Macalester to compete with the nation's best colleges and remain a leader in such areas as internationalism.
- the need for the college to continue improving its career services to students and alumni.



The Warroad, Minn., Public Library has been called "a national model for small-town libraries." Margaret Wallin Marvin, below, is the moving force behind the library, and Michaela Mahady, bottom, designed the stunning arched window that serves as the library's centerpiece.



JIM HANSEN



If you build it, they will come: Warroad builds a beauty

The Public Library and Heritage Center in Warroad "may just be the most beautiful building of its kind in Minnesota," *St. Paul Pioneer Press* architecture critic Larry Millett declared last November. *Architecture Minnesota* magazine called it "a luminous jewel."

The moving force behind the library is philanthropist Margaret Wallin Marvin '39. One of its architects is Michaela Mahady '73.

The \$1.5 million library "was planned, designed and financed almost entirely by women—a rarity in the male-dominated world of architecture," Millett wrote. "It is a work of high art that could well serve as a national model for small-town libraries. And perhaps most important, it has proved to be a transforming presence in the life of this remote northern community. In fact, circulation has doubled and library visitation quintupled in Warroad since the building opened [in early 1991]."

Margaret, who moved to Warroad in 1939 to take a teaching position, wanted the town (pop. 1,800) to have "a beautiful centerpiece." She provided the money. "I

just couldn't stop smiling the day of the dedication," she said. "It's a trite thing to say, but the library really is a dream come true."

Michaela is a partner with the Minneapolis architectural firm of Mulfinger, Susanka & Mahady, which designed the library. Both a stained-glass artist and an architect, she designed the huge arched window that serves as the centerpiece of the library, as well as 28 smaller windows. "I found working on the library to be particularly gratifying because it's such a comforting and comfortable place to be," she said. As a child, "I would go into a library and read all day. I wanted to give people a good place to do that, by the window."

In 1976 Michaela and her husband, John Pietras, founded Pegasus Studio, which produces works of art glass for churches, homes and public spaces. The September/October 1991 issue of *Architecture Minnesota* featured three projects by Pegasus, including the Warroad library.

The library has also benefited from the generosity of Elizabeth Lee of St. Paul,

who attended Macalester part-time in 1929. After reading a 1989 *Macalester Today* article about Margaret (a Macalester trustee) and her plans for the library, Elizabeth donated more than 3,000 books as well as records and tapes to the library in memory of her two sons, Robert E. Lee '59 and David Lee.

"I found the article about Mrs. Marvin and brought it to Robert's attention before his death [in 1990]," Elizabeth recalled. "He said, 'Mom, wouldn't that be a good place for your books?'" Her donation included four pages from the Nuremberg Chronicles, printed in 1493, which Robert had given her.

Penn State. In 1948, he married Aileen Holz, whom he met while studying at Penn State.

He was a math instructor at Penn State from 1949 to 1955 and again from 1960 to 1963. From 1955 to 1964 he also worked as a mathematician for HRB-Singer, Inc., in State College, Pa. He moved to Minnesota in 1964 to become an associate professor at the school of mathematics and the Minnemath Center at the University of Minnesota.

In 1968, Professor Konhauser joined the math department at Macalester as an associate professor. He became a full professor and chair of the department in 1970 and served as chair until 1981. He retired from full-time teaching at Macalester in May 1991 but returned to teach his popular geometry course for the current spring semester.

"Joe had a personal magnetism that drew students and made them very loyal," said Wayne Roberts, chair of mathematics and computer science. "The wonderful, personal relationships he developed with his students would be the envy of any professor."

Professor Konhauser earned a national reputation as a geometer, problem solver and recreational mathematician. He was the editor of the national *Phi Mu Epsilon Journal* and served on national committees of the USA Mathematical Olympiad and the prestigious William Lowell Putnam Mathematics Competition, designing and evaluating tests. He also coached the Macalester Putnam team and for more than 20 years sponsored a problem-of-the-week competition at the college that sparked the interest of numerous students and faculty members.

"He had few peers in the country in the areas of problem solving and recreational mathematics," Roberts said.

Survivors include his wife, Aileen; one son, Daniel Scott of San Francisco; one sister, Louise Glaze of Ford City, Pa.; and a daughter-in-law, Victoria Peterson of San Francisco. A memorial service was held March 5 in Macalester's Weyerhaeuser Chapel. In lieu of flowers, the family requests that donations be sent to the Joseph Konhauser Memorial Fund in care of the development office.



Boyd Shafer

Boyd C. Shafer, a professor of history at Macalester from 1963 to 1972, died Feb. 10 of a stroke in Fayetteville, Ark., where he lived. He was 84.

Professor Shafer was born in Crestline, Ohio. He graduated from Miami University in Ohio and received his M.A. and Ph.D. from the University of



Alex Haley on the set of "Roots II" in 1978, accompanied by journalists from WPI.

Iowa. Prior to coming to Macalester he served 10 years in Washington, D.C., as executive secretary of the American Historical Association and as managing editor of the *American Historical Review*. An authority on nationalism and 18th century Europe, he taught at Stout Institute, Columbia University and the University of Arkansas, where he was chair of the history department from 1947 to 1953. During World War II he served in the Army Air Corps and on the general staff, rising to the rank of captain.

Among his books were *Life, Liberty and the Pursuit of Bread* (1940), written with his wife, Carol, and *Nationalism, Myth and Reality* (1955). In 1970 he received the Troyer Steele Anderson Prize of the American Historical Association for "the outstanding contribution" to the development of historical studies in the United States during the previous 10 years. After leaving Macalester, he taught from 1972 to 1976 at the University of Arizona. He was a member of the board of the Harry S. Truman Library in Independence, Mo., the Bureau of the International Committee of Historical Sciences and the National Historical Publications Commission.

In addition to his wife, he is survived by a daughter, Kirstin Moritz of Providence, R.I.; a son, Anders Shafer of Eau Claire, Wis.; and four grandchildren, including Rachel Moritz '95.

Alex Haley first came to Macalester in 1964 as a guest lecturer at the World Press Institute. It was the start of a long relationship with the college, during which he began writing the book that made him famous.

James V. Toscano, then director of WPI, came across Mr. Haley in 1964 while searching for someone who could explain the black experience to the institute's visiting international journalists. Mr. Haley, who had just finished collaborating with Malcolm X on the black Muslim leader's autobiography, was working as a free-lance journalist for *Playboy* magazine and had written about Malcolm X for *Reader's Digest*.

"It was through his writing that we brought him here," Toscano, now executive vice president of the Park Nicollet Medical Foundation, told the *St. Paul Pioneer Press*. "I called around the country and asked

who was an up-and-coming black journalist, and he was one of them, and we were able to get him to come out... he was always an enormous hit with the journalists.

"He was marvelous, a warm and kind man. He kept up friendships all over the world with people he met here [at WPI]."

Mr. Haley died of a heart attack Feb. 10 in Seattle. He was 70.

In 1969, he was casting about for a place to stay while he wrote the first draft of the work that was to become *Roots*, Toscano recalled. He said Mr. Haley stayed at the guest apartment of Macalester's International Center (now WPI headquarters) on Summit Avenue where he worked for about three months organizing his research.

"He had an interesting way of writing," Toscano said. "He had little slips of paper from 8-by-11 sheets that were cut into thirds and halves, and this was how he kept all his notes.

"He would organize them and put them in bushel baskets, so the living room was just filled with piles of paper from various things he had been doing."

Toscano said *Roots* was originally titled "Before This Anger" and was scheduled to appear in the late 1960s. "He was trying to give all of us a perspective on the black experience in America and using his family experience as an example of that larger history," Toscano said.

Published in 1976, *Roots: The Saga of an American Family* sold 6 million copies in hardcover editions and millions more in paperback around the world. It received the Pulitzer Prize in 1977, the same year it was turned into a TV miniseries seen by an estimated 130 million viewers.

Mr. Haley returned to Macalester in May 1979 to receive an honorary doctorate and deliver the commencement address. In a letter to *Reader's Digest* founder DeWitt Wallace the next day, Mr. Haley wrote, "I can't express how much your *Reader's Digest* and its editors have meant to my writing career, including that without your help *Roots* wouldn't exist, as I've said many times and places, so my appreciation equals my respect and my admiration." ■

Macalester remembers Yahya Armajani, renowned historian and teacher

As a distinguished historian who remained devoted to his native Iran during three decades at Macalester, Yahya Armajani strengthened and personified the college's international outlook.

As an ordained Presbyterian minister who was raised in the Muslim faith, he preached that all people were members of God's family.

As a man, he combined a playful sense of humor with a passion for justice.

Dr. Armajani and his wife, Ruth, were the host family for June Noronha '70 when she arrived at Macalester from Kenya in 1967. "This is your Aunt Ruth, and you can call me Uncle Armi," he told her.

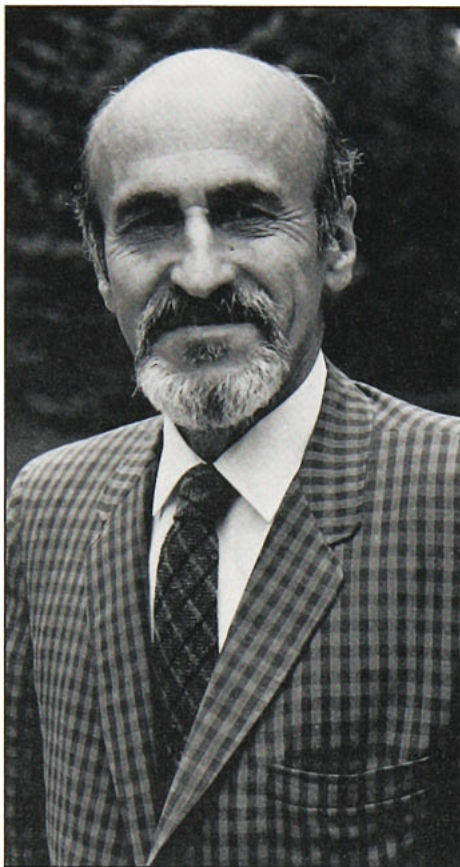
"I was a devout Catholic, horrified to be living with a Presbyterian minister. . .," June said. "Gently, he teased me into tolerance, into the diversity of Christian experience and into reading his books on all religious traditions." She recalled an Interim course he taught on the Arab-Israeli conflict. Because she was pro-Zionist, he assigned her to defend the Palestinian position. "Needless to say, that altered and deepened my perspectives on the Mideast conflict."

Dr. Armajani was her mentor, friend and even officiated at her wedding, a role he performed for a number of students. "He helped me grow up, and he helped expand my intellectual horizons," June said. "He taught me that even grave, learned historians had a keen sense of humor and could be very playful."

June, Robert A. Morgan '50, Arthur H. Ogle '64 and several other former students and colleagues spoke Feb. 9 at a Macalester memorial service for Dr. Armajani. He died Dec. 28 after a brief illness in San Diego, Calif., where he had retired. He was 83.

He taught at Macalester from 1946 to 1974, serving for the last 15 years as chair of the history department. Raised in Rasht, Iran, he was a national authority on Middle East history. He became renowned at Macalester for his scholarship, teaching and leadership in promoting international understanding.

"He was like a father to generations of international students," said Macalester history Professor Jerry Fisher '59, a colleague, friend and former student. "He was one of the key people who gave



Yahya Armajani

Macalester the international atmosphere for which it became known." International students from 63 countries make up 10 percent of the college's current student body.

His son, Babak Armajani of St. Paul, recalled his father's "passion for justice, even when his positions were unpopular." Dr. Armajani spoke out for civil rights for all Americans and "steadfastly insisted that Americans appreciate the Palestinian position."

Yahya Armajani was born Nov. 3, 1908, in Siyahkal, Iran. As a child, he lived in what he later described as "a one-room, windowless, thatched-roof house in an illiterate peasant home." He received his higher education in the United States, earning a B.A. from the College of Emporia in Kansas, a theology degree from Princeton Theological Seminary, and M.A. and Ph.D. degrees from Princeton University.

While on a lecture tour in the U.S., he gave a talk at Macalester that so impres-

sed college President Charles Turck that Turck asked him to stay on as a member of the faculty. During his long career at Macalester, Dr. Armajani served as coordinator of the Middle East Area Studies and chair of the Coordinators Committee of the Louis W. and Maud Hill Center of the Area Studies in St. Paul. He traveled extensively, taking student groups to the Middle East and the Soviet Union.

He served as president of the Midwest Conference on Asian Studies, editor on the Middle East of *Studies on Asia* and president of the Upper Midwest Historical Association. Among his many books are a textbook, *Middle East Past and Present*, and one called simply *Iran*.

Among his honors were the Ariel Distinguished Teacher Award in 1960, the People to People Award in 1962, Macalester's Thomas Jefferson Award in 1967 and the Outstanding Educator Award in 1973.

In a letter addressed to "Dear Friends" of the Macalester community upon his retirement in 1974, Dr. Armajani took note of "the student revolt with all its good and evil aspects [which] rocked most of the universities and colleges of the nation," including Macalester.

"The point is that Macalester is an institution which responds to the challenges of the times. . . . It is a law of life that those who do not respond to challenge die in bed without bruises, but those who respond make mistakes.

"There is no hiding the fact that we at Macalester have made mistakes. It is not the mistakes, however, which abide but the positive results of the response and there are many. It is upon these positive results that the future greatness of Macalester will be built."

In addition to Ruth and Babak, he is survived by a daughter, Nurene Armajani of The Netherlands; three grandchildren; a niece, Pari Bakhshian; and three nephews, Bahman Armajani, Siah Armajani '63 of St. Paul, who is married to Barbara Bauer Armajani '63, and Manucher Armajani '53, who is married to Janet Padmore Armajani '53.

Memorials may be sent to the Yahya Armajani Memorial Foundation, 732 Arlington Ave. East, St. Paul, MN 55106.

LETTERS continued from inside front cover

excellence to students from Denver to Madison, and watched it make a difference in their sense of themselves. The skills and attitudes he taught me have been used in community theaters in Minneapolis, Madison and Denver. People ask me how I made the leap from being a drama teacher to becoming a psychotherapist, and I tell them that both jobs are about what make people tick.

Most importantly, Doug provided us with a means to test ourselves, work harder than we thought we could and emerge feeling a sense of efficacy. He was a very special teacher and mentor, and his death in 1990 left the world poorer. **Avis de Maagd Elson '60**
Madison, Wis.

Many people here in Little Rock have heard of Dr. G. Theodore Mitau from me, and it was a great joy to hear about him from other Macites [in the February issue]. I want to share my anecdote.

I was a "fresh" man in 1968, mired in the hopelessness of the inner city, a Vietnam era veteran full of anger, daring to obtain a college education. Harry Jensen, a Macite who also came to be a very dear friend, opened the door to Macalester.

As a freshman, I enrolled in a political science seminar which met in the evening for three hours. Probably one-third of the way through the first session, I innocently walked out of class to get a drink. Upon returning I tried the door, but it was locked. I knocked; the teacher opened the door and boomed (!) that I should not have disturbed his class but instead should have come in through the back door. I responded, "I don't have to come in the back door anymore—civil rights is here."

Really, I thought he was putting me on, having no prior experience with Dr. Mitau, and my response was in kind. I recall that the class died laughing and it took quite a while to get things settled down.

Dr. Mitau kept me after class and we talked for over an hour, beginning what I consider to be among the most enduring of friendships.

Most people who came in contact with Dr. Mitau could not get enough of him. Years after graduation I attended one of his public lectures, this one in a small room at the Janet Wallace Fine Arts Cen-

ter. I was late, the room was crowded and many were standing along the walls. I made a valiant effort at a surreptitious entry; Dr. Mitau spotted me, stopped his lecture and introduced me as "one of his students."

Never mind the Nobel Prize.

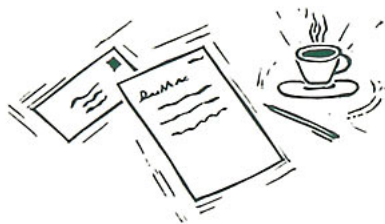
Milton A. DeJesus '72
Little Rock, Ark.

Your "Favorite Professors" article brought back many memories, but I cannot let one impression pass without comment.

G.T. Mitau was a riveting classroom teacher, one who could hold a class of 180 in his hand year after year. I sat in four of his classes as a student and two more as assistant. He never grew old. After 25 years, Dr. Mitau's intellect and astonishing intensity in class remain vivid.

Indeed, that is why he became a legend at Macalester.

Douglas McFarland '68
St. Paul



The excellent issue on "Favorite Professors" brought back wonderful memories. I particularly like the cover picture of Ted Mitau.

He was not only a great teacher but he loved his adopted country and constantly hammered away at the importance of active participation in politics. Even though he was an active Democrat and I was Young Republican chairman, he encouraged me and went so far as to say one day that it was more important to have good thinking people in the Republican Party!

Robert C. Palmer '51
Grand Forks, N.D.

In light of my eventual vocational choice, one faculty member stands out—Dr. Milton McLean. He conveyed to me and many others at that time a lively and stimulating application of the Christian faith to all of life.

I first became acquainted with him in a freshman course on the "Life and Teach-

ings of Jesus." I had been raised in a home which included religious training, but he gave to me new and broad interpretations which I found exciting. Biblical injunctions for social justice and concern for one's neighbor became part of my ideology.

Beyond the classroom also, the influence of "Mac" was warmly felt. He had an engaging personality and an infectious sense of humor. I can still hear the burst of his laughter at some good joke or hilarious circumstance. His life was open; one felt the urge to want to share in it. He instinctively reached out to students and sought to know them personally. His office door was usually invitingly ajar for anyone to enter, and we often did. Even his home was generously shared, and groups were frequently there around a fireside to enjoy fellowship and to participate in discussions on every pertinent subject.

Perhaps Mac's greatest gift was the way he opened our minds to new perspectives. He was instrumental in bringing to campus a host of notable persons, like George Washington Carver and Toyohiko Kagawa, that we might be exposed to their creative insights and spirit. During vacations he took students to national youth assemblies at Lake Geneva and other centers to be further challenged by provocative personalities.

Perhaps sensing in me a growing interest in the ministry as a career, he "gave" me his weekend pulpit at the Presbyterian Church in Rush City, 50 miles north of St. Paul, all during my senior year and following summer so I might gain valuable experience. Finally, he facilitated my going on to a seminary.

A unique contribution of Macalester is that it has provided the kind of faculty capable of shaping lives and giving direction while teaching students and imparting knowledge. Milton McLean was such a person, and he left his mark on many of us back then.

Richard C. Norberg '39
San Mateo, Calif.

More letters about "Favorite Professors" will appear in future issues of Macalester Today.

—the Editors

In keeping with Macalester's international flavor, Commencement in 1991 saw the colorful flags of many nations waving on the lawn in front of Old Main as family and friends took photos of the new graduates. Commencement this year is Saturday, May 23.



Alumni Survey Coming in August

Please watch your mail in August for the 1992 alumni survey.

Your responses and those of your classmates will be used to create the most comprehensive and informative alumni directory in the history of Macalester.

The directory will be for official college and Alumni Association use only and for personal communication be-

tween alumni. It will allow you to catch up with old friends and find other Macalester alumni in the area.

The directory will be available in early 1993, and you can reserve a copy on your survey form. ■

Macalester College
1600 Grand Avenue
Saint Paul, Minnesota 55105-1899

ADDRESS CORRECTION REQUESTED

Non-Profit
Organization
U.S. Postage
PAID
Permit No. 921
St. Paul, MN

MACALESTER
COLLEGE