

7-1-2001

# Macalester Today Summer 2001

Macalester College

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

---

## Recommended Citation

Macalester College, "Macalester Today Summer 2001" (2001). *Macalester Today*. Paper 65.  
<http://digitalcommons.macalester.edu/macalestertoday/65>

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](mailto:scholarpub@macalester.edu).

# Macalester Today

Summer 2001



Raising Children  
in a Violent World



*Oh to be at Macalester, now that spring is here:  
Wallace Hall in bloom.*

# ABOUT THIS ISSUE

## Features

### 14 Healing Art

"Here was this thing that could have killed me. And it didn't. Instead, it made my relationships much stronger," says senior Maya Winfrey.

A near-fatal accident has inspired her art.



### 16 Oh the Stories They Can Tell

Four students who studied abroad—in Mongolia, England, Senegal and India—relate their unforgettable experiences.

### 30 Center of Attention

Macalester's new Ruth Stricker Dayton Campus Center opens a semester early to good reviews.

## Departments

### 2 Letters

### 4 Around Old Main

### 11 Mike Today

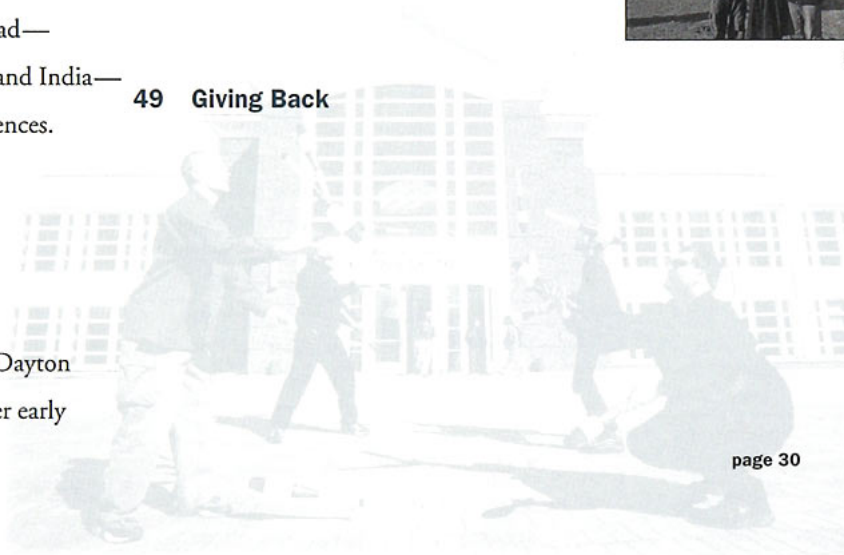
### 12 Alumni & Faculty Books

### 34 Class Notes

### 49 Giving Back



page 16



page 30



### Cover story: page 20 Raising Children in a Violent World

Ruth Christman Mandernach '76 and two of her sons, Josh (left) and Nick, were photographed at a park near their Los Angeles home that has been the scene of drug use and gunshots. Ruth is one of eight alumni parents who were interviewed about the challenges of raising children in a violent world—or one perceived as violent. Larsen & Talbert took the pictures of Ruth and her sons on the cover and on pages 20–21.

## Macalester Today

Summer 2001

Director of College Relations

Doug Stone

Executive Editor

Nancy A. Peterson

Managing Editor

Jon Halvorsen

Art Director

Elizabeth Edwards

Class Notes Editor

Robert Kerr '92

### Macalester College

Chair, Board of Trustees

Mark A. Vander Ploeg '74

President

Michael S. McPherson

Vice President for College Advancement

Richard Allen Ammons

Alumni Director

Gabrielle Lawrence '73

Associate Alumni Directors

Carol Polk and Kim Gregg '93

*Macalester Today* (Volume 89, 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 25,000.

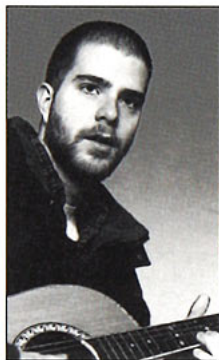
**For change of address**, please write: Alumni Office, Macalester College, 1600 Grand Ave., St. Paul, MN 55105-1899. Or call (651) 696-6295. Toll-free: 1-888-242-9351.

**To submit comments or ideas**, write: *Macalester Today*, College Relations, at the above address. Phone: (651) 696-6452. Fax: (651) 696-6192. E-mail: [mactoday@macalester.edu](mailto:mactoday@macalester.edu) Web: [www.macalester.edu/~alumni](http://www.macalester.edu/~alumni)

Please send letters intended for publication to *Letters to the Editor, Macalester Today, College Relations, Macalester College, 1600 Grand Ave., St. Paul, MN 55105-1899. You can also send your letter by fax: (651) 696-6192. Or by e-mail: mactoday@macalester.edu. Or via the Web: www.macalester.edu (click on Alumni & Parents, then Alumni Relations). We reserve the right to edit letters for conciseness and clarity.*

### Paul Pellowski, 1978–2001

ON THE MORNING of March 10th, senior psychology major Paul Pellowski was struck by a car and killed crossing Snelling Avenue. The deep sense of loss and devastation felt by his family and friends cannot be expressed. Paul was just months away from graduating with the Class of 2001, and his future plans seemed boundless.



Paul Pellowski

His sudden departure has left a hole in the heart of the Macalester community.

Paul was quite an unconventional human being. While he was intelligent, sensitive and funny, he managed to stand apart from the amazing people around him. He had a positive directness and an ability to find some way of relating to everyone he met. People were the most important thing in Paul's life, and he never hesitated to express his love to those around him. He was extremely quirky, but never to a fault, and always in a manner that brought people towards him rather than pushing them away. Paul was widely considered the funniest person in the world. We were constantly amazed that a person so wildly eccentric managed to be exceedingly popular and well-liked.

It is difficult to take anything positive out of the loss of someone so young. As we grapple to make sense out of this tragedy, we must remember Paul's appreciation of life's precious value. His good nature and peculiar wit were an antidote to the rampant cynicism on our college campus.

### To our readers

**You will notice** some changes with this issue of *Macalester Today*, both in content and design.

Letters now begin on page 2 rather than the inside front cover, which will usually feature a photo of a campus scene. Our campus news section has been renamed Around Old Main. Page 49 is devoted to alumni who are Giving Back to Mac in some way. There are design changes throughout to make the magazine easier to read.

Not least important: Class Notes has been redesigned to make the section more readable and able to accommodate all the photos alumni send us. We're pleased to report that we now get more photos and notes than ever.

We hope you will like these changes. But pro or con, we welcome your comments about the magazine at any time.

**Nancy Peterson, Editor**  
**Jon Halvorsen, Managing Editor**  
[mactoday@macalester.edu](mailto:mactoday@macalester.edu)  
**(651) 696-6452**

We hope that Paul's short but beautiful life will guide us through this period of anguish into a brighter future.

**Katie Nelson '01, Carl Wedoff '01,**  
**Nicholas Shuminsky '01, Kevin**  
**Rasmussen '01, Jessica Pascoe '01,**  
**Ben Hecker and countless others**

### Share your Mac stories

WE WELCOME STORIES from alumni, friends, former employees and anyone else in the Macalester community who wishes to be part of a history of Macalester College that will be written over the next four years.

This history is part of a larger campus initiative, the Lilly Project for Work, Ethics and Vocation, funded by the Lilly Endowment to explore the concept of vocation in terms of both religious and non-religious work. It will pair students' academic study of and personal reflection on vocation with institutional self-scrutiny. Just as the Lilly Project encourages students to ask questions about their values, the work they intend to do in their lives and their identity, the Macalester history component will explore these questions on an institutional scale.

Of particular import to this historical reflection is the creative tension at Macalester resulting from its Presbyterian, but “non-sectarian,” heritage and its current broad diversity and secularism. This history will explore Macalester’s distinctive heritage and how it has been shaped and reshaped by such transformative phenomena as World War II, the Cold War and anti-communist campaigns, the Vietnam War, feminism, the civil rights movement, environmentalism, gay rights and a host of other cultural events.

Oral history will constitute a major component of this study, and to gather stories, the Lilly Project has teamed up with the Alumni Association Board of Directors Oral History Task Force. Organized in September 2000, this task force is charged with collecting and preserving the stories of Macalester alumni. Joining together, the Lilly Project and the Oral History Task Force are pleased to invite you to contribute to this exciting effort to reflect on Macalester’s history and identity.

Please share your stories with us. Our Web site is ready and waiting for your favorite memories of your Macalester years. Log on to [www.macalester.edu/~lillygrant/history.html](http://www.macalester.edu/~lillygrant/history.html), and limber up those typing fingers. We’re interested in hearing about campus life, issues, curriculum, finance, college values, relations with the Twin Cities community—just about anything, even that monster snowstorm in ’74!

When you send in your story, it will be screened and then posted on the Web site. So be sure to check in now and then to read the contributions. We’ll be rotating the stories as we get more, and archiving them electronically, so once your story rotates off the page it will still be accessible.

If you’d like more information, or want to become more involved in the project, please contact either of us.

Thanks very much for your help.

**Jeanne H. Kilde**

**Director of Curricular Activities  
Lilly Project for Work, Ethics, and Vocation  
Visiting Assistant Professor,  
Department of Religious Studies  
(651) 696-6597; [kilde@macalester.edu](mailto:kilde@macalester.edu)**

**Linda S. Trout ’69**

**Chair, Alumni Association Board  
Oral History Task Force  
(913) 339-6258; [troutl@umkc.edu](mailto:troutl@umkc.edu)**



Bob Tu '50 and Bob Stimson '64 in Beijing

### Meeting in Beijing

LAST JAN. 22, I met Guangnan Tu (Bob Tu) '50 while on a business trip to China. I was there to negotiate a manufacturing licensing agreement with a Chinese company for a new product

I invented for the grocery and exhibition industry.

Before I arrived in Beijing, and because of his letter in the Winter issue of *Mac Today*, I e-mailed Bob to see if he would like to meet. He rode two hours across Beijing on a bus just to visit with me in my hotel prior to my departure. We had a great discussion about his life in China before and after his graduation from Macalester. China is changing very fast and Bob has a great perspective on China’s past and future!

To any Macite going to Beijing, I would recommend putting aside a couple of hours to visit with Bob (his e-mail address: [tugnuxde@163bj.com](mailto:tugnuxde@163bj.com)). Thanks, Bob, for your great hospitality!

**Bob Stimson '64  
Bloomington, Minn.  
[bstimson@mn.rr.com](mailto:bstimson@mn.rr.com)**

**'To any Macite  
going to Beijing,  
I would recommend  
putting aside a  
couple of hours to  
visit with Bob.'**

### Restaurants

THANK YOU for the fun and informative article on Mac alums in the food business. I was disappointed to see no mention of Emel Sherzad '89’s fine Afghani restaurant, the Khyber Pass in St. Paul, located so near campus and filled with Mac community members nightly. Also, Patrick Armatas '96 manages his family-owned eatery, Sam’s No. 3 Restaurant in Aurora, Colo., where the motto is “In Chili We Trust.”

**A Mac gastronome**

### Lobster country

THE COVER of the Spring *Macalester Today* intrigued me. To see uncooked lobster on a serving plate certainly caught my eye. (I live in Maine.) I’m sure it’s saying something I am missing.

Everything inside the magazine was superb. I really liked the “Hungry Minds” cover story and Marion Kole’s contribution, “The Lunch Bunch” photo of our class.

Keep up the good work of this outstanding alumni magazine.

**Wendy Otto Carey '46  
Cape Elizabeth, Maine  
[Lawwen@aol.com](mailto:Lawwen@aol.com)**

### Irv Cross

I APPRECIATED your article on Irv Cross, Macalester’s athletic director (Winter issue). The photograph on page 19 offers a significant clue concerning his surprisingly “down-to-earth and friendly” style. One would hardly expect a large ego from someone who asks himself “What would Jesus do?” (red armband, right wrist) throughout the day.

**David A. Frenz '92  
Edina, Minn.  
[dfrenz@mail.ahc.umn.edu](mailto:dfrenz@mail.ahc.umn.edu)**

## Tragedy strikes the campus community

*Macalester senior killed when struck by a car on Snelling Avenue*

**M**ACALESTER SENIOR Paul S. Pellowski was killed early Saturday, March 10, when he was struck by a car while crossing Snelling Avenue adjacent to campus. The driver stopped the car and called 911 but Pellowski died a short time later.

St. Paul police said Pellowski was crossing Snelling near Portland Avenue about 3 a.m. and had made it through three lanes of traffic when he was hit by a car headed north on the four-lane street. Police said the driver was not speeding and had not been drinking before the crash.

A psychology major, Paul, 22, was the son of Bill and Marilyn Pellowski of Northfield, Minn.

His death stunned the campus. "This is a very difficult time for our community," President McPherson said in a statement inviting the campus to a memorial service. He asked students to keep Paul's parents, family, girlfriend, roommates "and all Paul's friends in your thoughts and prayers."

About 200 people, including Paul's parents and other family members, attended a memorial service March 15 in Macalester's

**'I deeply respected Paul's strong character and appreciated his compassion, kindness, and sense of justice and equity.'**

— *Professor Roxane Gudeman*

Weyerhaeuser Chapel. His friends covered the walls, pews and vestibule with scores of photos of him and played some of his favorite music. In informal remarks, a dozen speakers took turns painting a composite picture in words of the 6-foot-5 young man, known affectionately as "Tall Paul," who had touched their lives. They described an earnest, open, direct person who had a gift for friendship—even with people with whom he appeared to have little in common—and a good sense of humor. "He really loved Macalester. I think he blossomed here," one young woman, who is not a Mac student, told the mourners.

The speakers included his girlfriend of three years, Katie L. Nelson '01, who read



Paul Pellowski '01

from a ballad he wrote her. "He's the love of my life," she said.

"Paul was never cynical," said Carl Wedoff '01, a roommate. "He never said anything bad about anyone. He was always positive."

Another roommate, Kevin Rasmussen '01, said he learned from Paul to tell friends how much he cared about them.

Several psychology faculty spoke, including Professor Roxane Gudeman, who read from a letter she wrote to his parents. She met him when he signed up for her "Psychology of Gender" class last year. He later became a research assistant to her and also enrolled in her senior seminar on "Cultural Psychology."

"I value very much the Paul whom I knew through his participation in classes and research," Gudeman said. "But as I got to know him more, I saw more. Thinking about Paul always made me smile because I loved his zestful spirit of adventure, his independence of thought, his enjoyment of the unusual, and his sense of humor and appreciation for the unexpected. His mind could be wild and quirky in a wonderfully creative way.

"I also deeply respected Paul's strong character and appreciated his compassion,

kindness, and sense of justice and equity. And I particularly enjoyed the fact that, from a superficial glance, at least, Paul's surface self revealed little of the richness and complexity that one gradually came to know if one was lucky enough to get to know him," Gudeman said.

The *Mac Weekly* published two pages of photos of Paul in its April 6 issue. In a letter in the April 13 *Weekly*, Paul's twin brother, Matt, a student at Grinnell, wrote that after Paul's first weekend as an admitted student,

**'Paul was never cynical. He never said anything bad about anyone. He was always positive.'**

— *roommate Carl Wedoff '01*

"Paul fell in love with Macalester. Every time I visited him throughout college he was so happy. He loved the campus, the urban setting and the challenging academic atmosphere.

"But most of all, he loved the people. As many of you know, friendship meant more to Paul than anything. . . . I know that Macalester was the best place for Paul to thrive."

See Letters on page 2 for a tribute to Paul Pellowski.

## One student's environmental impact statement

*Joel Creswell '02 helps a town on Cape Cod with pollution problem*

THROUGH HIS RESEARCH on polluted local ponds, junior Joel Creswell helped town officials in Falmouth, Mass., on Cape Cod take action to eliminate the environmental impact of the pollution.

His research also earned Creswell a Marine Biological Laboratory Associates Award given each year to a student who excels in an independent research project and presentation as part of the Marine Biological Laboratory Semester in the Environment Program in Woods Hole, Mass. Creswell spent last fall semester studying with the program.

For his project, Creswell researched how nutrient pollution affected two of Falmouth's coastal ponds; one was freshwater and the other saltwater. Local officials knew the ponds were being polluted by septic systems from nearby homes and lawn fertilizer.

But Creswell's study helped town officials rethink their treatment management program. His research discovered that the

freshwater pond was deficient in nitrogen while the saltwater pond was phosphorus deficient. That was the opposite of what Falmouth officials were basing some of their treatment decisions on. Following the discovery, the town's city council took action on the issue.

Creswell, who is from Portland, Ore., is majoring in environmental studies and international studies. He plans to teach environmental science at the college level.

"What I value most was the research experience..." Creswell said in an e-mail this spring from Vienna, where he was studying in Macalester's German Study Abroad Program. "It was a major learning experience not only in science but in organization and timelines and budgets and coordination. Any research I do in the future will be hugely supported by what I learned in Woods Hole..."

"Because [Woods Hole] is a leading research institution, I was able to work with some of the top researchers in the field of environmental science, which means that much of what I learned is very current science, and some of it is not yet in textbooks."

**'I was able to work with some of the top researchers in the field of environmental science.'**

## Student newsmakers

SENIORS Melanie Gipp (Decorah, Iowa) and Annemarie Ackerman (Little Falls, Minn.) received prestigious Watson Fellowships for a year of independent study outside the U.S.

Gipp, a Spanish major, will go to the Afro-Brazilian region of Bahia, Brazil, and the Indian community of the Andes in Jujuy, Argentina, to study medicinal practices and beliefs. She will investigate ritual and ceremonies of healing, religious influences and practices as well as natural, botanical medicines in the regions.

Ackerman, an international studies major, will do documentary photography in the Portuguese-speaking countries of Brazil, Cape Verde, Mozambique, India (Goa) and Portugal. "By photographing everyday people, places and events in these diverse places, I plan to investigate any tangible evidence of the Portuguese colonial empire and its legacy," she said.

Laura Burrack '02 (Geneseo, Ill.) received a Barry M. Goldwater Scholarship for outstanding students in mathematics, the natural sciences and engineering. Burrack is majoring in biology and hopes to become a research scientist. The scholarship, named after the late Arizona senator, is the premier undergraduate award of its type in the sciences.

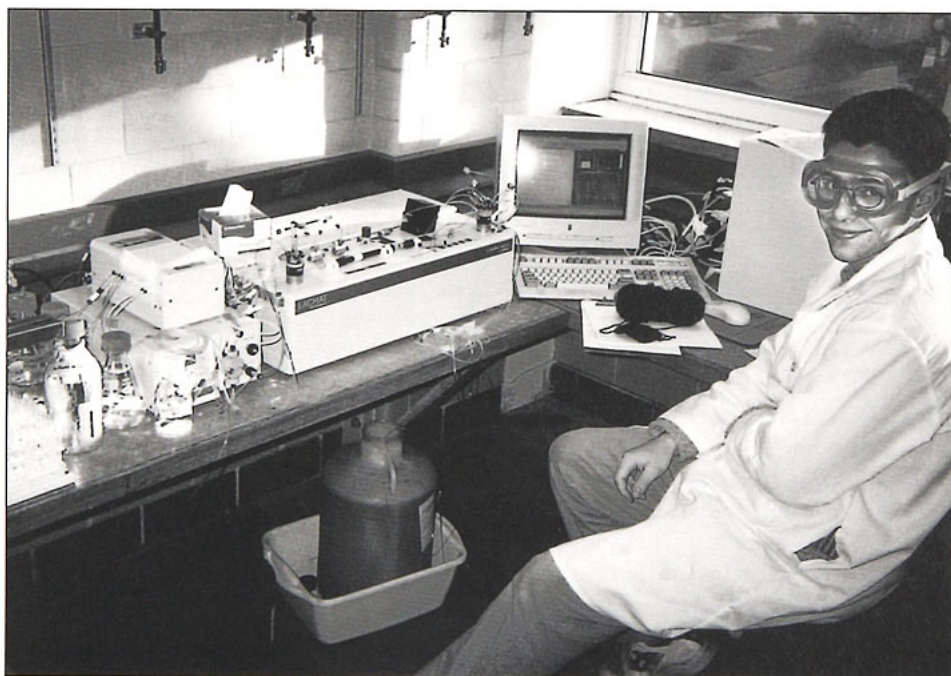
## College gains control of fund

**I**n a major development affecting Macalester's future, the DeWitt Wallace Fund for Macalester College will transfer its assets to the college to create a permanent endowment to support a host of programs which the fund currently sponsors, including scholarships and faculty development.

The college will gain control over the DeWitt Wallace Fund for Macalester College and the fund will be dissolved as part of a major agreement between the Wallace-Reader's Digest Funds and the New York Attorney General's office.

The agreement does not mean additional funds for the college's endowment. Rather, it means that the college will control more than \$303 million in assets that are already included in its \$496 million endowment. It also means Macalester will be able to further diversify its holdings by selling additional Reader's Digest stock.

For more information, see [www.macalester.edu/pressreleases/](http://www.macalester.edu/pressreleases/)



"I have never seen so much research potential and competency in an undergraduate student as I have seen in him," biology Professor Al Romero, director of Macalester's Environmental Studies Program, said of Joel Creswell, pictured at the Marine Biological Laboratory in Woods Hole, Mass.



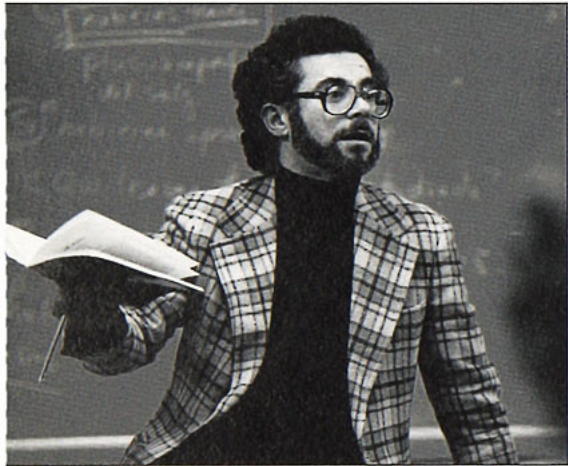
## Professors emeriti—n., from Latin, past participle of *emereri*, to earn by service

*These 11 faculty have retired or are entering Macalester's phased retirement program. For more about each, go to [www.macalester.edu/~alumni](http://www.macalester.edu/~alumni)*

### *Joel Baer, English*

"Joel is probably the most thorough and meticulous scholar I've ever known, as well as being a wonderful writer," says former colleague Alvin Greenberg. Baer's current work grew out of his interest in Defoe, which led him to research a notorious pirate, Captain Henry Every, also known as John Avery. Baer notes he has "poached vigorously" in the areas of history and legal history, culling information from archives at the University of Minnesota as well as the public records office in London and other sources in England.

This summer, Baer plans another trip to England for more research on Captain Every.



In addition to traveling, he plans to spend time woodworking, crafting furniture in his home workshop.

### *Don Betts, Music*

In 1976, he became the youngest professor in Macalester's history to receive the Thomas Jefferson Award. Department Chair Robert Peterson says Betts is a "multi-talented, amazing person. As a piano teacher, he continually brings out the very best. . . . He knows how to screen students to bring them to the next level. . . . As a piano performer and musician himself, he still plays with such energy and enthusiasm. His whole body speaks. That vivid emotion flows out of him."

Betts plans to continue teaching piano at Macalester, as well as spending more time composing and working on his own musical scores.

### *J. Michele Edwards, Music*

"It will be hard to imagine Macalester without Michele," says colleague Jan Serie of the Biology Department. "She's been a very important voice in the Music Department and in broader issues on campus. She's been a very strong voice for women at a time when the campus is still making the transition to become an egalitarian place." Serie adds that Edwards is "also a terrifically good musician. She has high standards and is very interested in bringing a diversity of forms and styles into her concerts and her classes."

Edwards plans to continue her work as a musicologist and a conductor following her retirement.

### *Chuck Green, Political Science*

"Chuck Green, despite his characteristic modesty, has long been recognized as one of Macalester's master teachers," says Franklin Adler, chair of political science. "For Chuck, learning has never been simply the presumed

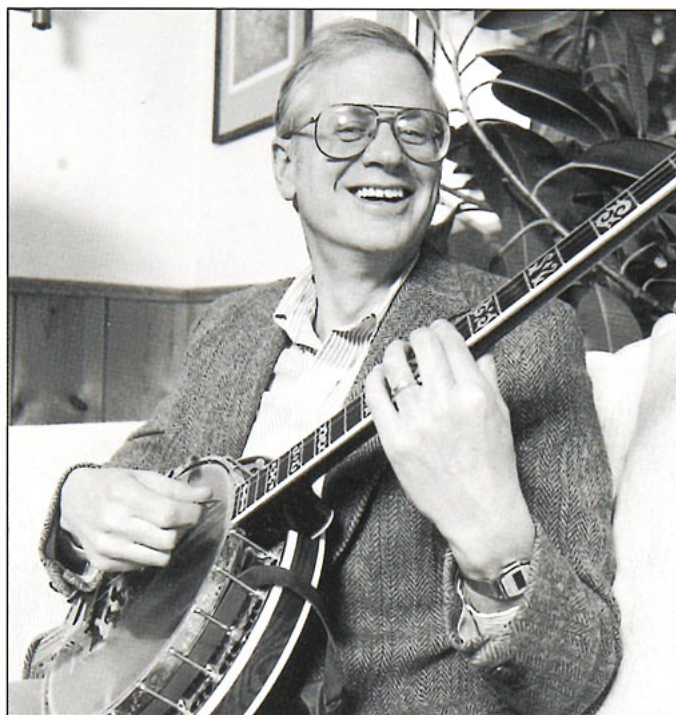
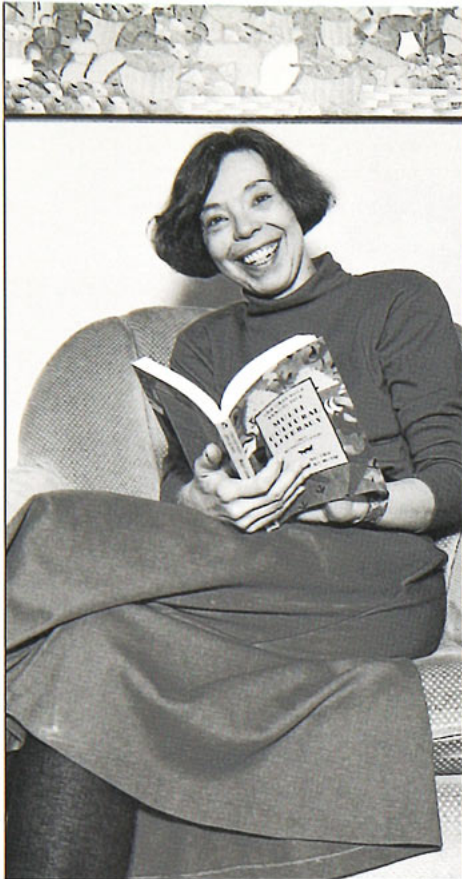


Most of these photos were taken in the 1960s or '70s, when these faculty began teaching at Mac; some were taken in the '80s. Left: Joel Baer; clockwise from top: Don Betts, J. Michele Edwards, Chuck Green.

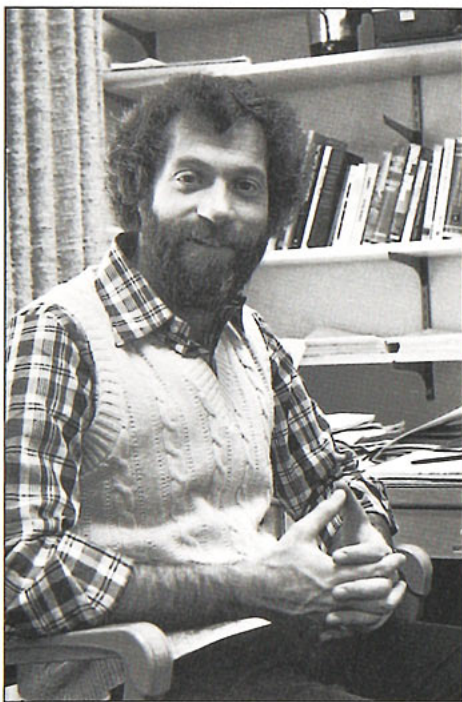


mastery of knowledge, but rather an open, ongoing process of reflection and discovery, both for groups and individuals. Thanks to his inspiration and skill, we are constantly reminded why liberal arts colleges exist and what they are all about."

Green plans to teach a couple of courses next year, work on *Reenvisioning Education and Democracy*, a book in progress, consider



**Clockwise from lower left:** Michael Obsatz, Michal McCall-Meshejian, David McCurdy, and Ray Mikkelson. The retiring faculty were honored May 19 by the college and the Alumni Board for their many years of service to Macalester.



“Professor McCall-Meshejian was an outstanding teacher and a most caring mentor,” says Mahnaz Kousha, chair of sociology. “She had an open-door policy. Both students and faculty colleagues felt free to drop into her office to share their thoughts, to seek advice and to discuss their topics of interest. She was always at the forefront of exploring new horizons in sociological research and methodology. Her classes covered topics most pertinent in contemporary society. Michal was a true scholar who shared her success with others and who believed in mentoring others to achieve their best.”

**David McCurdy, Anthropology**

“Professor McCurdy has a highly distinguished record of 15 published books,” says department chair Jack Weatherford, “and he has taught 8,000 to 9,000 Macalester students. His classes in introductory anthropology, archaeology and evolution, and research methods form the backbone of the department’s curriculum. Professor McCurdy is frequently highlighted in the anthropological literature and presented at professional conferences as an outstanding teacher with his own unique approach to teaching anthropology to undergraduates. We all owe him a great debt of gratitude.”

McCurdy’s plans include revising three of his books, some of which have been in print continuously for 30 years. Travel is also high

on the agenda for David and his wife, Carolyn.

**Ray Mikkelson, Physics**

“I’ve always thought of myself as a teacher first and a scientist second,” he says, noting that although he’s taught almost all the department’s courses, modern physics and quantum mechanics are his favorites. “I think the microscopic world is very interesting, and quantum mechanics holds puzzles that have been under serious debate and only recently studied in laboratory experiments.”

Mikkelson plans to continue helping his colleagues and students as a consultant in the Physics Department. “He is a super teacher, incredibly committed to teaching,” notes colleague Sung Kyu Kim. “He is a detail person, a great source of information on any issue. On a personal level, he is really a true Midwesterner. On ethical and moral issues, I’ve always thought of him as the conscience of Macalester.”

**Michael Obsatz, Sociology**

His plans include continued speaking engagements and workshops, travel and writing. Books in progress include one on mentoring boys and another to be called “What’s Behind Door # 3?” about the third

some other writing projects and “work on my backhand.”

**Michal McCall-Meshejian, Sociology**

She has stepped into the future where her research, her values and her teaching have led her. She’s a farmer in Birchrunville, Pa., where she raises flowers as part of the Community Supported Agriculture (CSA) movement. She is also writing a book about her experience as a farmer.

phase of life, the years from 50 to 75 and beyond.

"Mike Obsatz brought to the classroom an abiding concern for the mental health and well-being of the Macalester community," says colleague Terry Boychuk. "His teaching in the fields of male socialization and violence, human sexuality, the family, and the sociology of death, dying and bereavement afforded students a rare opportunity to explore the significance of pivotal moments in their personal development. His writings also reflected his profound commitment to understanding the social origins of destructive behaviors and to devising strategies for addressing some of the most pressing social issues of our time."

### *Jerry Pitzl, Geography*

Susan Wiesler '80 thanked her former teacher "for being so genuinely interested in your students and so passionate about maps. You made a great difference in my life and many others' both before and after me."

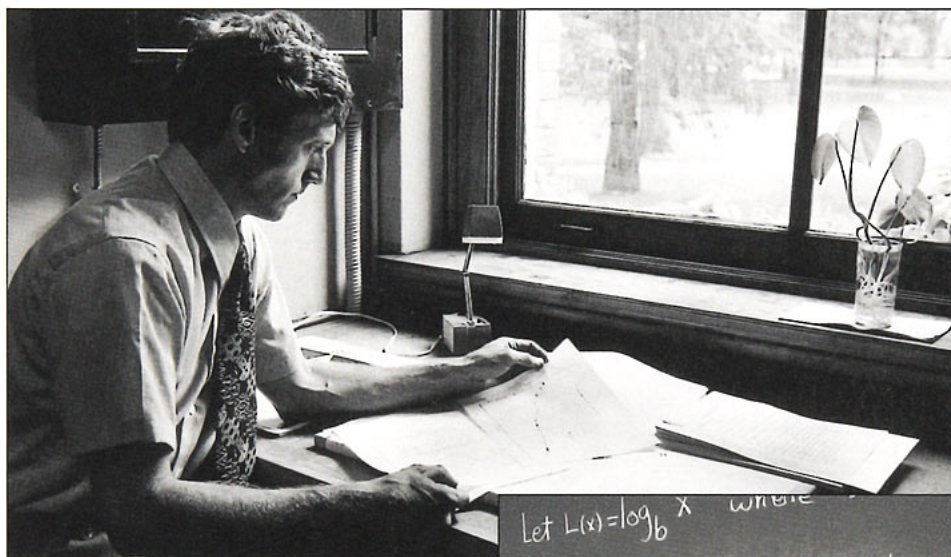
John Hodowanic, former executive director of the World Press Institute, recalls how Pitzl shared his enthusiasm with WPI Fellows: "They quickly realized that, to him, geography has to do with *everything*. Which helps explain the popularity of his classes."

Jerry and Darlene Pitzl are settling in the Southwestern United States, a region they have grown to love. He has a few writing projects under way and hopes to return to an earlier passion: photography. Travel is also high on their list of priorities.

### *A. Wayne Roberts, Mathematics*

"The chance to work with Wayne was one of the attractions of Macalester," says department chair David Bressoud. "I was struck by his attentiveness to others, the care with which he laid the groundwork for any endeavor that he undertook and the flexibility to respond to the needs of others that arose out of these. They have been hallmarks of his teaching as well as his service."

In addition to writing on the subjects of mathematics and higher education, Roberts plans to continue as Math League director, teach classes if needed and take time for some woodworking. Of the last 36 years, he says, "I feel good about what we've done and what the college enabled me to do. It's been a very good place for me, and I leave with the best of feelings."

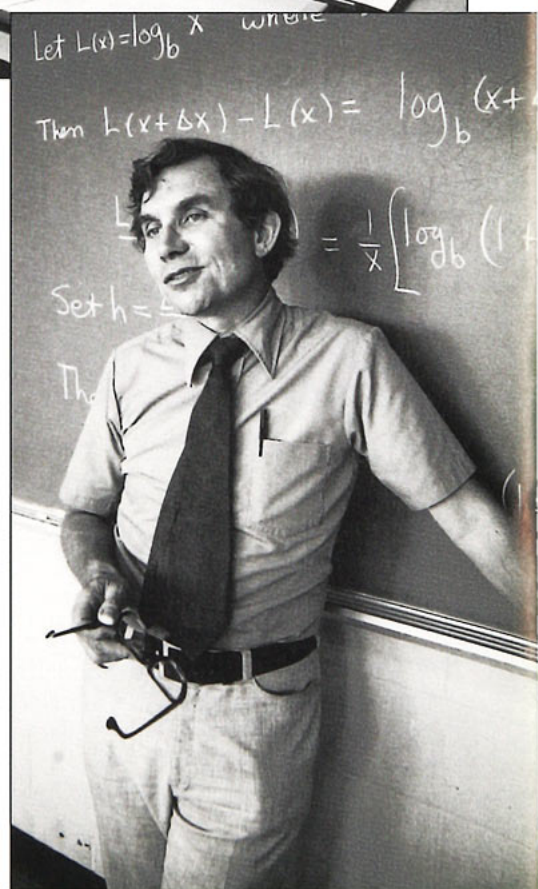


Top: Cal Roetzel; above: Jerry Pitzl;  
right: Wayne Roberts

### *Calvin Roetzel, Arnold Lowe Professor of Religious Studies*

"How has he done it?" asks Jim Laine, chair of religious studies. "Up at 5:45 a.m. to run five miles. In his office by 7:30. Door always open. Armies of student devotees stopping by. Everyone stopping by: to tell a joke, to share their woes, to ask to borrow his car, to ask how to fix their car... or their plumbing... or their roof. Yet the award-winning books keep on appearing. How has he done it? How does he continue to do it?"

As for the future, there are the siren calls of the cabin on Lake Superior and a file of clippings from the *New York Times* travel section. Then there's the matter of four or five books promised to publishers. Considering his life thus far, Roetzel says, "I'm so, so lucky. I'm the luckiest person in the world."



## Winter sports review

### Men's basketball team enjoys best season in a dozen years

**M**ACALESTER REGISTERED its first double-digit win season in men's basketball since 1987-88 when it finished 10-13 under fourth-year Coach Curt Kietzer. The Scots were competitive in nearly every game, losing seven games by four points or less or in overtime.

Ryan Gerry '02 (Cave Creek, Ariz.) was seventh in the nation in three-point baskets (3.3 per game) and led Mac with a 14.2 scoring average. Doug Benson '02 (Maple Plain,



Ryan Gerry '02:  
14.2 scoring  
average



Doug Benson  
'02: averaged  
13 points,  
7.8 rebounds



All-American  
swimmer Karin  
Halvorson '01

'03 (Burnsville, Minn.) and Emily Koller '04 (Greybull, Wyo.), two players whom Coach Mary Orsted can build her team around for the next couple years. Koller set a school record with a .535 shooting percentage and

led the Scots with an 11.4 scoring average. Hesch finished as the MIAC's second-leading rebounder for the second year in a row and averaged 9.9 points, 9.0 rebounds and 1.3 blocks per contest. Afton Hanson '04 (Karlstad, Minn.) reached double figures in scoring in half the team's games, including 26 in an overtime loss at Gustavus and 17 in an upset of St. Mary's, and led Mac in three-pointers, assists and steals.

#### Women's swimming & diving

The women's swimming & diving team posted its best MIAC dual meet record ever by going 3-4 under Coach Bob Pearson, defeating Hamline, St. Mary's and

best distance freestyler ever at Macalester. The program's only All-American, Halvorson finished her season by taking fourth in the 1,650 at the MIAC Championships and fifth in the 500 free. Janna Lundquist '03 (Minneapolis) also put together a very strong season, taking fifth at the MIAC Championships in the 100-yard backstroke in school-record time and eighth in the 200 backstroke. Jenn Anziano '02 (Denver) won the 50-yard freestyle at the Lawrence Invitational and later established a school record in this event.

#### Men's cross country skiing

Jesse Crandall '01 (Drummond, Wis.) earned All-MIAC honors for the second year in a row to lead the men to third place at the conference championship. Crandall placed sixth in the MIAC in the 15-kilometer freestyle and seventh in the 10K classic, giving him a combined sixth-place overall finish. Tim Lewandowski '03 (Minnetonka, Minn.) was 12th in the conference in the 15K freestyle and Sigbjorn Vik '02 (Tertnes, Norway) took 13th in the freestyle. At the season-ending central regionals, Crandall closed out his collegiate career with his best weekend of racing, taking 11th in the 10K classic. That was second best among MIAC racers and the best regional finish ever posted by a Mac skier.



All-MIAC skier Jesse Crandall '01

#### Women's cross country skiing

The team placed fourth at the MIAC championships under Coach Morrey Nellis and received consistent efforts all winter from Lindsey Tuominen '01 (Duluth, Minn.) and Lesley Benton '03 (Cumberland Center, Maine). Tuominen, a four-year standout, finished 13th at the conference championships in both the 5-kilometer classic and 10K freestyle. Benton was Mac's top finisher at the MIAC meet in the 5K classic, placing 11th out of 27 racers. She took 14th, just behind Tuominen, in the 10K freestyle.

#### Men's swimming & diving

The men went 2-4 in MIAC duals and took fifth—up one spot from a year ago—at the conference championships. The Scots

St. Catherine, and took eighth at the season-ending conference meet. Macalester was second at the eight-team Lawrence University Invitational, second at the Macalester Invitational and first in the St. Catherine Invitational. Karin Halvorson '01 (Mililani, Hawaii) concluded her great career as the

registered dual meet wins over St. Mary's and Hamline, and beat St. Thomas late in the season to win the St. Catherine Invitational. The team was very strong in the classroom again with a team grade point average last fall of 3.49—best in the nation for the second straight semester among NCAA Division III programs. Joe Hanes '03 (Neenah, Wis.) and Erik Nelson '03 (Minneapolis) had outstanding seasons and each set school records. Hanes earned All-MIAC honors by taking third in the 500-yard freestyle at the conference meet. He also placed fifth in the conference in the 1,650-yard freestyle and sixth in the 400 individual medley. Nelson took fifth (100 yards) and seventh (200) in the two backstroke events and added a sixth-place MIAC finish in the 50 free. Tim Wallace '02 (Millbury, Mass.) won the 100-yard breaststroke and took second in the 200 IM to lead Macalester to a fifth-place finish at the Lawrence University Invitational.



All-MIAC swimmer  
Joe Hanes '03



MIAC triple jump champion  
Kajerero Ssebbaale '02

### Indoor track and field

The women's and men's teams closed out the indoor season at the MIAC Championships with the men placing 10th and the women 11th. Kajerero Ssebbaale '02 (Tutume, Botswana) won his third straight conference indoor championship in the triple jump and qualified for the national meet, where he just missed making it to the final round. He also took third in the long jump. Katie Christenson '04 (New Auburn, Wis.), Liz Hajek '02 (Afton, Minn.) and Anne Poduska '01 (Mount Vernon, Iowa) led the way for the women. Christenson placed fourth in the MIAC pentathlon; Hajek took on a tough 55-meter high hurdle field and placed fifth in the finals; and Poduska took fifth in the weight throw.

—Andy Johnson, sports information director

## Quotable Quotes

Here are some of the noteworthy comments made recently on and around the campus:

"[For] a mere \$7, you can see some Macalester College students deliver truly moving theater—a piece of work brimming with passion and sensuality, with tenderness, hurt and abandon. . . . *The Star Tribune* does not usually review college productions, but this one—with its swirls of beauty and testifying, with its eruption of young, womanly energy—is exceptional."

**Rohan Preston**, *Minneapolis Star Tribune* critic, in his March 1 review of the Macalester production of *Ntozake Shange's "for colored girls who have considered suicide/when the rainbow is enuf,"* directed and choreographed by Professor Dale Shields. See back cover photo.

"Choosing a major is important, but we really work to soften the association between career and major. The reality is that most graduates end up in careers that don't have a straight line back to their major—particularly in the liberal arts."

**Denise Ward**, director of Macalester's Career Development Center, quoted in a Jan. 7 St. Paul Pioneer Press article about choosing a major in college

"It's not just sitting in front of the TV. It's cool to have anything you could possibly want in front of you—you just have to look for it."

**Matt Soltvedt '01**, a computer science major who designs and upgrades Web sites

for small businesses and does consulting work, quoted in a Rocky Mountain News article on "Computer Gurus" last Oct. 15. Soltvedt's work has helped pay for college, the article said. See his Web site: [www.soltvedt.com](http://www.soltvedt.com)

"Your books and poems demonstrate the empathy you have with people who find themselves homeless, but we have seen you, when one of your students was hospitalized, open your home for over a month to his parents, people you did not know, so they could stay near their son here in St. Paul. Time and again you have brought both compassion and integrity to campus discussions about how we might function harmoniously on a radically diverse campus. The importance we see you attach to the spiritual dimensions of life could be a lesson to us all."

Excerpt from the Thomas Jefferson Award citation about English Professor **Diane Glancy**, a novelist, poet and essayist

"Today, too many of my students and too many others—young and old, black and white—believe they are impotent, unable to influence the society in which they live. People move forward fastest when they move forward together."

**Julian Bond**, civil rights activist, speaking at Macalester on March 12. Bond, chairman of the NAACP, teaches at the University of Virginia and American University in Washington, D.C.

## Faculty and staff newsmakers

**English Professor Diane Glancy** received this year's Thomas Jefferson Award. Established by the Robert Earl McConnell Foundation, it is bestowed upon members of the Macalester community who exemplify in their personal influence, teaching, writing and scholarship the principles and ideals of Thomas Jefferson.

The novelist and poet has won an American Book Award, the Wordcraft Circle of Native Writers and the Minnesota Book Award for Poetry. See Quotable Quotes above.

**Donna Nicholson** received the Staff Outstanding Service Award. As manager of media relations for the past seven years, she was cited for her excellent work representing the college to the media and the general public as well as her contributions to the campus community, including serving as chair of the Staff Advisory Council and as a campus mediator.

For more on each award, go to: [www.macalester.edu/news.html](http://www.macalester.edu/news.html)

## Three skills that students need to become citizen-leaders

by Michael S. McPherson

**T**HANKS TO THE SUPPORT of Macalester's Board of Trustees, I was able to spend three months earlier this year on sabbatical at Tulane University in New Orleans. I devoted this time (Mardi Gras aside!) to examining relations between democracy and higher education.

One aspect of this large question is how we can help students become better citizens. This shouldn't be a matter of preaching at them about citizenly virtue or enforcing certain patterns of thought. Indoctrination is out of place in college and anyway probably counterproductive. We should never tell our students what to think, but it is very much our job to help determine what they think about. In fact, it's no exaggeration to say that influencing what students think about is a large fraction of what a college education is. To help students become better citizens, the main thing we can do is help them develop their capacity for deliberation. I find it helpful to think of that deliberative capacity as having at least three components:

- skill at reasoning and argumentation;
- a capacity for empathetic understanding that the classicist and philosopher Martha Nussbaum calls "narrative imagination";
- a capacity for practical deliberation.

The first of these—skill at reasoning and argument—doesn't require much comment. But clearly citizenship does require the ability to spot a logical fallacy or a hidden assumption. Increasingly (and this is something of a hobby horse of mine), it also requires a basic understanding of and comfort with statistical inference. (If you want to be a citizen, you have to do the math!)

The term "narrative imagination" points to a vital—and sometimes neglected—contribution that literature and the arts make to developing a person's deliberative capacities. Nussbaum quotes the constitutional scholar Alexander Meiklejohn: "There are many forms of thought and expression within the

range of human communications from which the voter derives the knowledge, intelligence, sensitivity to human values: the capacity for sane and objective judgment which, so far as possible, a ballot should express. People do need novels and dramas and paintings and poems 'because they will be called upon to vote.'"

To deliberate with others requires an ability and willingness to see the world from their point of view. Learning to read a novel, or to act in a play, or to express oneself in a painting or to grasp another's expression—all these are activities that can enlarge a person's imagination and capacity for understanding. It's far too naive to say that reading literature will make you a better person, but it's quite plausible to say that a knowledge of literature and the arts can enable you to inhabit a morally richer world.

There is, finally, the matter of practical deliberation. Aristotle distinguished theoretical reason, which results in establishing true propositions, from practical reason, which results in right action. Traditional academic work connects most naturally to theoretical reason. Democratic deliberation, obviously, is a species of practical reasoning, of reflection that results in action.

**P**ROVIDING STUDENTS with opportunities to develop skill at such "reflection in action," as the philosopher and psychologist Donald Schon terms it, is a major challenge for American colleges. Schon has written insightfully about the need to integrate more practical experience into the education of professionals, like lawyers and architects. "In this view of professional knowing, technical problem solving occupies a limited place within the inquirer's reflective conversation with the situation. In the professional's problem setting, means and ends are framed interdependently. And the professional's inquiry is a transaction with the situation in which knowing and doing are inseparable."

But of course, just this is true of problems of democratic decision, where we come upon

the interplay of means and ends, of values and facts as well as the need for reasoning to end in action. Indeed, we might think of liberal education as, in important measure, preparation for the "profession" of citizen-leader.

To foster skill at practical deliberation, we need to think about fashioning structured opportunities for students to participate in real-world problem solving, both on campus and in the community. This is perhaps the aspect of education for democracy that colleges have thought least about. How do we embed students in situations that have real deliberative weight, while at the same time preserving the space for reflection and criticism that is essential to learning?

I find the potential enormously exciting, and of course some of that potential is being



President McPherson (right) at a reception for "chips"—children of alumni—that included Martin Daniels '76 and Beth Daniels '77 of Minneapolis and their daughter, Shoshana Daniels '04.

realized here at Macalester, in service learning, action research and allied efforts. To be sure, there are real difficulties. When we engage with our surrounding communities, we need to view them as democratic partners, not as experimental subjects. And we must ensure that student engagement is always deliberative as well as practical: it is in structured reflection on the practical work that real learning takes place. ●

---

*Mike McPherson, the president of Macalester, writes a regular column for Macalester Today.*

**Teasing and Harassment:  
The Frames and Scripts Approach for  
Teachers and Parents**

by Glenn W. Olsen '69 and John H. Hoover  
(National Educational Service, 2001. 128  
pages, \$9.95 paperback)



The authors of this book ask, "How can bullies be stopped? How can children be taught to be more understanding of one another? How can teachers and parents help youngsters deal with teasing and taunting? How can

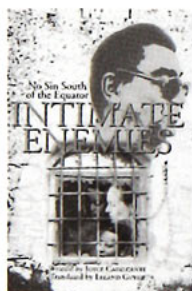
thin-skinned children become more resilient? This book should help you answer these questions and more. We hope that the procedures outlined here can help parents and teachers understand the dynamics of teasing and effectively handle teasing episodes."

Glenn Olsen is an associate professor in the Early Childhood Education Division of the University of North Dakota.

**Intimate Enemies:  
No Sin South of the Equator**

by Joyce Cavalcante; translated from the Portuguese by Leland Guyer (Writers Club Press, 2001. 402 pages, \$20.95 paperback)

Macalester Professor Leland Guyer translated this novel by Joyce Cavalcante, a journalist and author of six previous novels as well as several short stories and articles that have appeared in eight anthologies. Using elements stored in her memory from childhood, Cavalcante for the first time writes about northeastern Brazil, her native region. She describes a sensual and modern place that suffers from the same problems it endured a century ago, in addition to modern ones such as the corruption inspired by government incentives to combat drought. The plot describes the violence committed by the strong against the weak.



*Intimate Enemies* won an award for best fiction from the Art Critic's Association of Sao Paulo, where Cavalcante currently lives and works.

**The Feminization of Surrealism:  
The Road to Surreal Silence in Selected  
Works of Marguerite Duras**

by Lisa F. Signori '84 (Peter Lang Publishing, 2000. 168 pages, \$48.95 hardcover)

This study offers a detailed analysis of Marguerite Duras' relationship to the male-dominated literary domain of Surrealism,

**The FBI, the mob and a witness: a legal thriller set in Boston**

Michael Fredrickson '67 is the general counsel to the Massachusetts state agency that prosecutes other attorneys for legal wrongdoing. *Witness for the Dead*, his second legal thriller, was recently published by Forge Books. Inspired by a real case, *Witness* concerns the efforts of the FBI to bring down a mob boss in Boston. An excerpt:



Fredrickson

"It's about that witness, Judge. Arthur Patch—you remember? He wants to talk to me." She beamed, triumph overcoming her nervousness.

Judge Biddle's frown turned genuine. Of course he remembered Arthur Patch. He had jailed the man only two days ago, after finding him in contempt for refusing to answer Danielle's questions before the grand jury. And Mr. Patch would damn well stay there until he agreed to testify.

Judge Biddle reached out and took her motion papers before she could offer them. Tilting his head back, he peered at the first page through the lower lenses of his bifocals. "What do you mean, a motion nobody's supposed to know about?"

"It's an *ex parte* motion, Judge."

He looked up. *Ex parte* meant the motion would be heard without notice to the other side. Judge Biddle's revulsion at *ex parte* motions was no secret. He viewed them with the same disdain Earl Weaver had once shown the sacrifice bunt. Even on those rare occasions when he did consider a matter without both sides present, he felt it stank

of impropriety. Glowering now at Danielle, he gathered about him a cloak of shivering rectitude.

He watched her quail slightly, then rally to brave the storm. "It's all in my affidavit, Judge. Patch had a note delivered to me last night. At home, no less." Still standing in the threshold, she tipped forward so she could flip the pages for him, her gleaming hair falling to cover the side of her face. She pulled away when he had the document she wanted before him. Her fingers grazed his in the process, but the spell of her presence had been broken.

"His note is right there," she explained. "He wants to talk to me. About cooperating. But he says his lawyer can't know anything about it. He's adamant about that. And the rule says I can't talk to somebody who's represented by counsel without the lawyer's permission. Unless..." She shot him a sly smile as her voice trailed off. "Unless I get a court order from you saying it's okay. That's my motion."

She stood up straight and waited, observing him closely as he took all this in. The storm had blown over now.

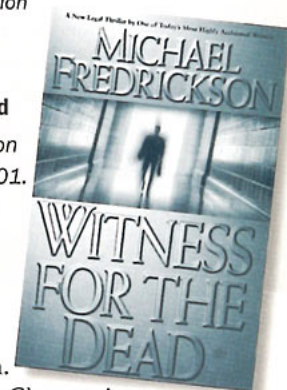
"You mean," he asked, "he's scared of his own lawyer?"

"Bingo." She was grinning now.

©2001 by Michael Fredrickson; reprinted with permission

**Witness for the Dead**

by Michael Fredrickson '67 (Forge Books, 2001. 384 pages, \$25.95 cloth)



founded in France in 1924 by Andre Breton. With Duras' final text *C'est tout* in mind, the book suggests a re-evaluation of Duras' work based on a comparison of the ultimate silence of her texts to the surrealist ideal of the marvelous. The study seeks to show how Duras' work encourages a re-examination of the surrealist movement to encompass the feminine unconscious, which finds its place in the realm of silence.

Lisa Henderson Signori received her B.A. in French from Macalester and her M.A. in French and Ph.D. in Romance languages from the University of Missouri-Columbia. She taught French at Central Methodist College for three years. She currently lives and writes in the south of France.

**The Ties that Bind: African American and Hispanic American/Latino/a Theologies in Dialogue**

*edited by Anthony B. Pinn and Benjamin Valentin (Continuum, 2001. \$24.95)*

Acknowledging both the previous lack of substantive dialogue and the present need for coalition among disadvantaged groups, six African American and six Hispanic American theologians here explore their common historical and cultural heritage and their similar chronicle of struggle and affirmation. Among the topics treated are the core themes and historical development of these two theologies; the roles played by scripture, tradition, imagination, and individual and collective experience; popular religion; womanist and *mujerista* theologies; ways of dealing with pain, suffering and subjugation; and strategies for building bridges between communities of struggle.

Anthony Pinn is a professor of religious studies at Macalester.

**Eighteenth-Century Women: Studies in their Lives, Work and Culture**

*edited by Linda V. Troost (AMS Press, 2000)*

Macalester English Professor Joel Baer contributed the essay "Penelope Aubin and the Pirates of Madagascar: Biographical Notes and Documents" to this volume. Aubin was a popular English novelist of the 1720s.

**Minnesota Real & Imagined: Essays on the State and Its Culture**

*edited by Stephen R. Graubard (Minnesota Historical Society Press, 2001)*

David Lanegran '63, professor of geography at Macalester, contributed an essay, "Minnesota: Nature's Playground," to this book.

Lanegran also wrote an essay for *Swedes in the Twin Cities: Immigrant Life and Minnesota's Urban Frontier*, also published this year by the Minnesota Historical Society

and edited by Philip J. Anderson. His contribution is entitled "From Swede Hollow to Arlington Hills, From Snoose Boulevard to Minnehaha Parkway: Swedish Neighborhoods in the Twin Cities."

**A 21st Century Ethical Toolbox**

*by Anthony Weston '76 (Oxford University Press, 2001. \$39.95 paperback)*



This hands-on approach to introductory ethics is intended to give students a set of tools to help them understand and make a difference in real-life moral controversies.

It invites students to approach ethical issues with a reconstructive intent, making room for more and better options than the traditional "pro" and "con" positions that have grown up around difficult problems like abortion and animal rights. In addition to his own discussion, Anthony Weston includes provocative short selections from essayists, activists and philosophers, and also cites his own students. Extensive "Exercises and Notes" sections end each chapter, and a detailed appendix offers instructors advice on how to use the book in the classroom.

Weston teaches philosophy and environmental studies at Elon College and serves as Master Teacher in Elon's Global Studies Program.

**Making Sense in Geography and Environmental Studies**

*by David B. Knight '64 and Margot Northey (Oxford University Press Canada, 2000. 256 pages, \$19.95 Canadian, paperback)*

Subtitled *A Student's Guide to Research, Writing and Style*, this book explores many types of writing—including lab reports, field studies, abstracts and major essays—and outlines the basic principles of grammar, punctuation, usage, style and documentation.

The book's use by undergraduates who take courses in all divisions of knowledge is enhanced by the innovative chapter on documentation, which discusses five methods for referencing and gives examples of the three dominant referencing styles used in the sciences, social sciences and humanities. Throughout, the book emphasizes comput-

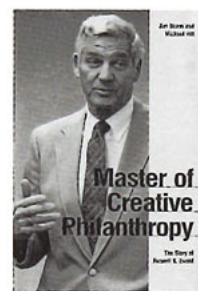
ers for research and writing, and has material on map making, GIS, and tables and graphs. The book has been adopted in numerous fields of study, at graduate and undergraduate levels, besides geography and the environmental sciences.

David B. Knight is a professor of geography at the University of Guelph.

**Master of Creative Philanthropy: The Story of Russell V. Ewald**

*by Jim Storm and Michael Vitt (Philanthropoid Press/The McKnight Foundation, 2001. 140 pages; no cost; complimentary copies can be requested at 952-470-0927)*

Russell Ewald '50, who died last year at the age of 79, headed the McKnight Foundation, "the largest, most influential



philanthropic organization in the Upper Midwest—a foundation on the cutting edge, a foundation that sets a standard for creative philanthropy," the authors write. Their biography of Ewald, "the man

behind its reputation," follows him from his humble beginnings in St. Paul, his involvement in a faith community from youth throughout his life, service in the Marine Corps during World War II, Macalester, two pastorates as an Episcopal minister, Foundation Services, the Minneapolis Foundation and finally McKnight. Although Ewald never amassed a fortune or held public office, "he affected as many lives [in Minnesota] as those whose names do grace our civic edifices. . . . His work made a difference to legions of people outside his field, but most never knew his name," the authors say.

Jim Storm, a close friend who regarded Ewald as a mentor, is an adviser to donors and a consultant in the field of organizational development. He is married to Candi Gleason Storm '66. Michael Vitt is a writer, editor and communications strategy consultant who lives and works in Minneapolis. ●





# Healing

A near-fatal accident inspires  
a Mac senior's artistic work

by Andy Steiner '90  
photo by Greg Helgeson

**A** YEAR AND A HALF AGO, Maya Winfrey says, "I lacked focus. In a way it was like I was looking around for something to define my life. Then the thing I was looking for appeared."

On Jan. 20, 2000, Winfrey was home visiting her family in Massachusetts. She was driving on icy roads between her father's house and her mother's house when her car crossed into the oncoming lane and hit a van carrying 20 passengers. While everyone involved in the accident was hurt, Winfrey's injuries were the most serious. The long list included a broken right leg, liver damage, broken ribs, collapsed lungs, and a fractured jaw and pelvis. Her left leg was also amputated.

Her family prepared for the worst. Somehow she beat the odds, emerging from the ordeal altered physically but in many ways stronger than before.

"It was very natural for my family to question if I was ever going to get up again," Winfrey says, looking at her hands. "I can't begin to imagine what it was like for my mother. Here was this thing that could have killed me. And it didn't. Instead, it made my relationships much stronger. It sharpened my focus, and showed me what was important and what wasn't."

To hear Winfrey talk, you'd think she was a slacker before the accident, but that's hardly the case. A studio art major, she was a serious student whose passions spanned a wide variety of subjects.

"Maya's a very intelligent person, and she wanted to learn more about all the things that intrigued her," says history Professor Peter Rachleff, one of Winfrey's mentors. "In a way, I think that spreading herself so thin limited her focus on the things she needed to pay

attention to. . . . I'd say she *used* the accident to help focus her interests."

There was talk about Winfrey finishing her studies at home, or transferring to a nearby college. But she says she felt drawn back to Macalester, perhaps in part because she wanted to participate in the senior show—required of all art majors. "I'd had a lot of time to think about what kind of art I wanted to make. As soon as I was physically ready, I wanted to come back."

This past winter, after Winfrey had adapted to her prosthetic leg, she returned to the Twin Cities and got to work on her project for the show, an ambitious installation that addresses "the work involved in healing from my car accident, and also the struggle that someone has to go through being a person of color in the United States."

People who knew her before the accident have told her, "You look older." Winfrey takes this as a compliment, because she now sees her ordeal as a growing experience. "I always wanted to take a year off. In a way, I did. I probably got what people are looking for when they go away to Europe for a year." She waits a beat and then smiles wryly, knowingly: "But it wasn't anything like Europe." ●

**'Here was this thing that could have killed me. And it didn't. Instead, it made my relationships much stronger.'**

---

*Andy Steiner is a senior editor at Utne Reader.*

Maya Winfrey's art project addresses "the work involved in healing from my car accident, and also the struggle that someone has to go through being a person of color in the United States."

Maya Winfrey's accident inspired not only her own art but that of her boyfriend, Nicholas Herman '96. See *Macalester Today* on the Web: [www.macalester.edu/~alumni](http://www.macalester.edu/~alumni)

on the  
WEB

# Oh the Stories They Can Tell

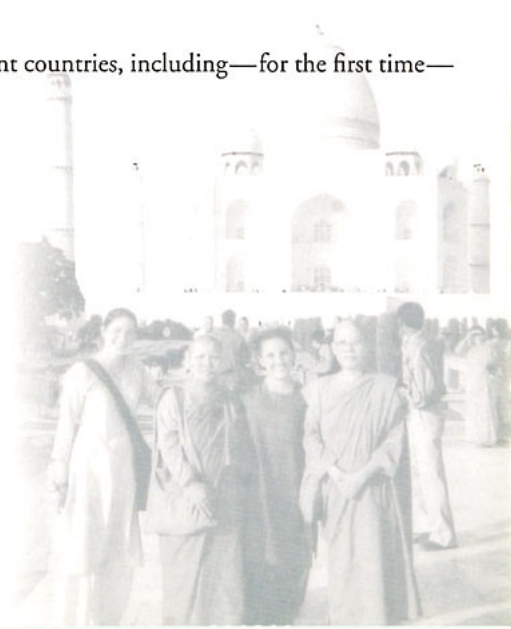
Study abroad sets students on life-changing journeys

*by Jan Shaw-Flamm '76*

**S**TUDYING ABROAD was once viewed as the poor student's Grand Tour: backpacks, culture shock, sleeping on trains, a fun semester's respite from four years of brain-straining academics.

Now, while study abroad still involves trains and backpacks, the location and program are carefully chosen, not as a "semester off," but as a semester to devote to the intellectual and personal growth that, like Scotch eggs and fermented mare's milk, you just can't get at home.

In the past year, 251 Macalester students studied away in 67 different countries, including—for the first time—Cuba and Mongolia. Here are a few of their stories.





## Emre Edev '02 in Mongolia:

**'I started brushing the sand away, and this one fragment got bigger and bigger'**

**S**TUDYING ABROAD requires flexibility. When Emre Edev headed for Mongolia, he intended to investigate the impact of Communism, or urbanism, or maybe development. But a Protoceratops Andrewski intervened.

"When we were in the Gobi, we had a paleontologist with us, and she taught us how to look for bone fragments," Edev recalls. "[On the last day], after about 20 minutes of looking, I came across this one fragment that was buried in the sand. I started brushing the sand away, and it got bigger and bigger, and there was another one next to that, and another next to that. It turned out to be a whole fossilized dinosaur skeleton."

With the help of the paleontologist, the two meter-long skeleton was brought back to the city of Ulaanbaatar, and Edev spent his independent study project time cleaning and studying it. "I just couldn't pass up the opportunity to work on something like that, something I'd found."

A Turkish American from Baltimore, Edev wanted to see the country from which the Turkish people are believed to have emigrated. Also, "I wanted to go to Mongolia because I'm an anthropology major, and the romantic vision of anthropology is working out in the

field amongst people who haven't really had any Western contact. . . . I wanted to experience doing ethnographic field-work."

He spent part of his time with the minority Tsaatan people in the

**A Turkish American, Emre Edev, shown with a guide in the Gobi Desert, went to Mongolia to see the country from which the Turkish people are believed to have emigrated.**

northern mountains. "They're reindeer herders, and they're very isolated. It was a crazy journey; we took a helicopter ride, we traveled by horseback and on foot for 2½ days."

One day they rode reindeer into the

mountains. "We went up a peak, and I remember thinking we were miles from any city of any sort. I felt very small, like one of a vast number. You lose all feeling of self-importance. It's very humbling. . . . Seeing nothing but mountains, I'll never forget that."

## Amanda Thompson '01 in England:

**'I learned that a dream can turn into a reality'**

**W**HEN AMANDA THOMPSON returned from England, her most valuable souvenirs were her new skills and enhanced confidence. One of the first tests of her ability to cope fell from the sky. Northern England experienced unremitting rain, resulting in what were purported to be "the worst floods in 400 years," interrupting travel and such assumed luxuries as showers.

"I learned how to be on my own," says Thompson. "Not that I haven't been on my own, but this was across the world from anything familiar to me, so I learned how to cope."

Thompson is a psychology major from the Twin Cities who spent last fall studying at the University of York. At term's end, a friend joined her for travel around Europe. In one of those experiences that just happens in an unfamiliar setting, the jaunt got off to an



Right: Amanda Thompson, second from right, enjoys a scrapbook moment with three English friends at the University of York.  
Inset: Near Buckingham Palace in London.



anxious beginning when the friends waited for each other for over six hours—in two different train stations. “That was a really tough day, but we got through it. And we were supposed to leave for Barcelona at 8:20 the next morning.”

Having studied Spanish at Mac, Thompson was delighted to get to Spain and find that people understood her. Becoming friends with other international students further whetted her appetite for languages, so upon returning to Mac, she took up German.

The University of York has a respected psychology department, and one of Thompson’s goals was to get a different angle on social psychology. In writing papers in the U.K., for example, “you get to be a little more, I don’t want to say subjective. . . . You get to postulate a little bit more, I guess.”

“[Also, York] was not nearly as P.C. [politically correct] as Macalester. My sociology class never talked about race, I don’t really remember if we ever talked about gender, and we never talked about [social] class. In educational psych we talked about it a little bit. At Macalester we talk about those things constantly.”

Thompson’s experience expanded her horizons. “I learned how to dream. I learned that a dream can turn into a reality. It was always a dream to go abroad, and I got to go to all these countries. . . . I’m completely broke now, but I was there, and now I know I can do it again.”

Jon Erik Schönheyder wears a traditional Senegalese boubou.

## Jon Erik Schönheyder '01 in Senegal:

‘[Studying abroad] puts questions in your head that keep popping up every day’

**F**EW ECONOMICS MAJORS choose to study abroad in developing countries, but it made exquisite sense to Jon Erik Schönheyder. “We study these things in class: world inequality, income gaps and growth gaps. It just doesn’t make any sense to look at it only from a textbook point of view.”

Schönheyder, who is from the Norwegian town of Oppdal, spent last fall in Senegal. He took classes in language, culture, and the theory and practice of development, followed by an internship with the Senegalese Red Cross

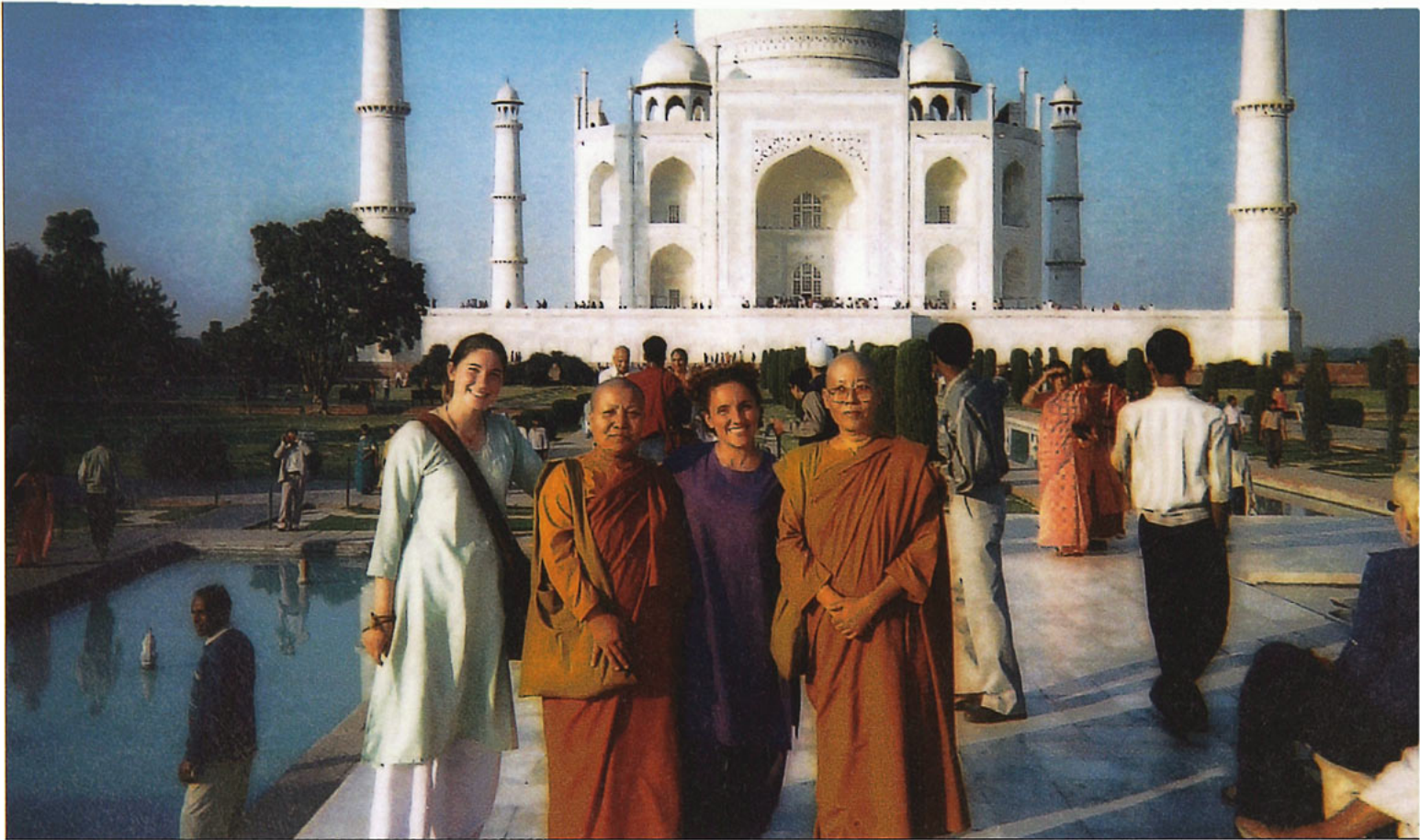
“Studying abroad in a developing country teaches you lessons in a subtle way, and it is a slow process. . . . It’s not like when you say ‘Voilà!’ and you have it all figured out. The time spent in a place very different from your own gives you an understanding of how things can work differently, what gives meaning to other people.”

This spring, as an independent study class, Schönheyder explored theories explaining economic growth, drawing heavily on his experience in Senegal. “Economists, especially macro economists, are often criticized in the kind of study that I went on, so I’m trying to look at it through different lenses.”

Schönheyder has a sustained commitment to the Red Cross, having volunteered with the world’s largest humanitarian organization in Norway and St. Paul, as well as in Senegal. He is particularly interested in the organization’s efforts to fight disasters by preventing them from happening.

“First of all, this means that you will have to get involved in the business of development. There are many





theories of development and many controversies [about] what are the right things to do. It is a delicate situation for an organization that relies so heavily on principles of independence and neutrality. Can one be actively part of development without getting into politics? Will this hurt the reputation of the organization, which is so crucial to maintain in times of conflict? These are questions I tried to answer through my internship.

“[Studying abroad] puts questions in your head that keep popping up every day. . . . It doesn’t go away when you go home.”

## Nicole Allegra Miceli '02 in India:

**‘I was attuned to my body  
in a way that I’d never been’**

**N**ICOLE ALLEGRA MICELI describes herself as “very hyper,” and says her dad is always telling her to slow down. So friends and family were more than mildly surprised when she chose to spend the fall in a Buddhist monastery in India.

“Friends would say, ‘Buddhism? Nicole?’ like it was a joke, because I was going to live in a monastery,” says the Staten Island native, who is majoring in history and women’s & gender studies. It was, in fact, a life-changing experience.

At the monastery, part of a Buddhist Studies in India Program, students would “sit” for meditation twice a day, the first at 5:30 a.m. “I was a little skeptical about how meditating would affect me, but after four months

I realized I was attuned to my body in a way that I’d never been. I was able to understand my emotions and the way I relate to people, and really look at what was going on in ways I hadn’t before.”

In addition to meditation, there were classes in the Hindi language and Buddhist history and culture. This intensive study was followed by a month of independent study in Katmandu, Nepal, where Miceli studied the impact of the goddess Tara on Tibetan laywomen. After researching the Tara legends, Miceli talked with women about their experience and understanding of the goddess, with the intention of doing a feminist analysis of Tara and how she represents female empowerment. It proved to be challenging.

“They said that Tara is not special for women, yet all the stories that they had been told were stories in which Tara makes a woman being able to bear children or have menstruation a gift, which I found to be extremely interesting and paradoxical.

“So I found that, although maybe on a conscious level people didn’t identify Tara as a figure of empowerment or somebody who grants empowerment to women specifically, I think definitely on an unconscious level it came out in many of my interviews.

“I love doing research now. It led to all these different issues and experiences that they had that I hadn’t even considered.”

Recalling the success of her research, and her meditation practice, Miceli says, “Those four months I was definitely the most content I’ve ever been in my life.” ●

**On a visit to the Taj Mahal, Nicole Allegra Miceli, second from right, and an American friend met up again with two Buddhist nuns they had known while studying in Bodhgaya, Buddhism’s holiest site, a day and a half’s train ride away.**

# Growing Up Violent?

Alumni parents talk  
about raising children

in a society where violence seems ever-present.

Or is it?

by Jan Shaw-Flamm '76

**W**ALLED COMMUNITIES, HOME SCHOOLING, CELL PHONES. All are to some extent a reaction to violence—or the fear of it.

Are kids in the U.S. growing up in more violent times than did their parents?

A recent national poll published in *Parents Magazine* found that 76 percent of parents fear that their child will be the victim of a violent crime. Perhaps even more disturbing, 27 percent worry about their own child committing such a crime.

Yet some statistics are encouraging: firearm deaths among children and adolescents dropped 35 percent from 1994 to 1998, the most recently analyzed year, according to the Centers for Disease Control and Prevention and the National Center for Health Statistics.

Does the media fan the flames of our fears? George Gerbner, professor of telecommunications at Temple University, writes that “heavier [TV] viewers are more likely than comparable groups of light viewers to overestimate one’s chances of involvement in violence; to believe that one’s neighborhood is unsafe; to state that fear of crime is a very serious personal problem; and to assume that crime is rising, regardless of the facts of the case.”

Yet, by covering the murders of Matthew Shepard in Wyoming and James Byrd in Texas, the media may do us a service by calling our attention to violence of a type that went largely unremarked in years gone by.

Are violent incidents simply more consistently reported? The National Incidence Study contracted by the U.S. Department of Health and Human Services showed a 67 percent increase in abused or neglected children from 1986 to 1993. Did treatment of children worsen drastically in seven years, or does heightened awareness mean that fewer abused children go unnoticed?

How fearful are we, how fearful should we be and what are we doing about it?

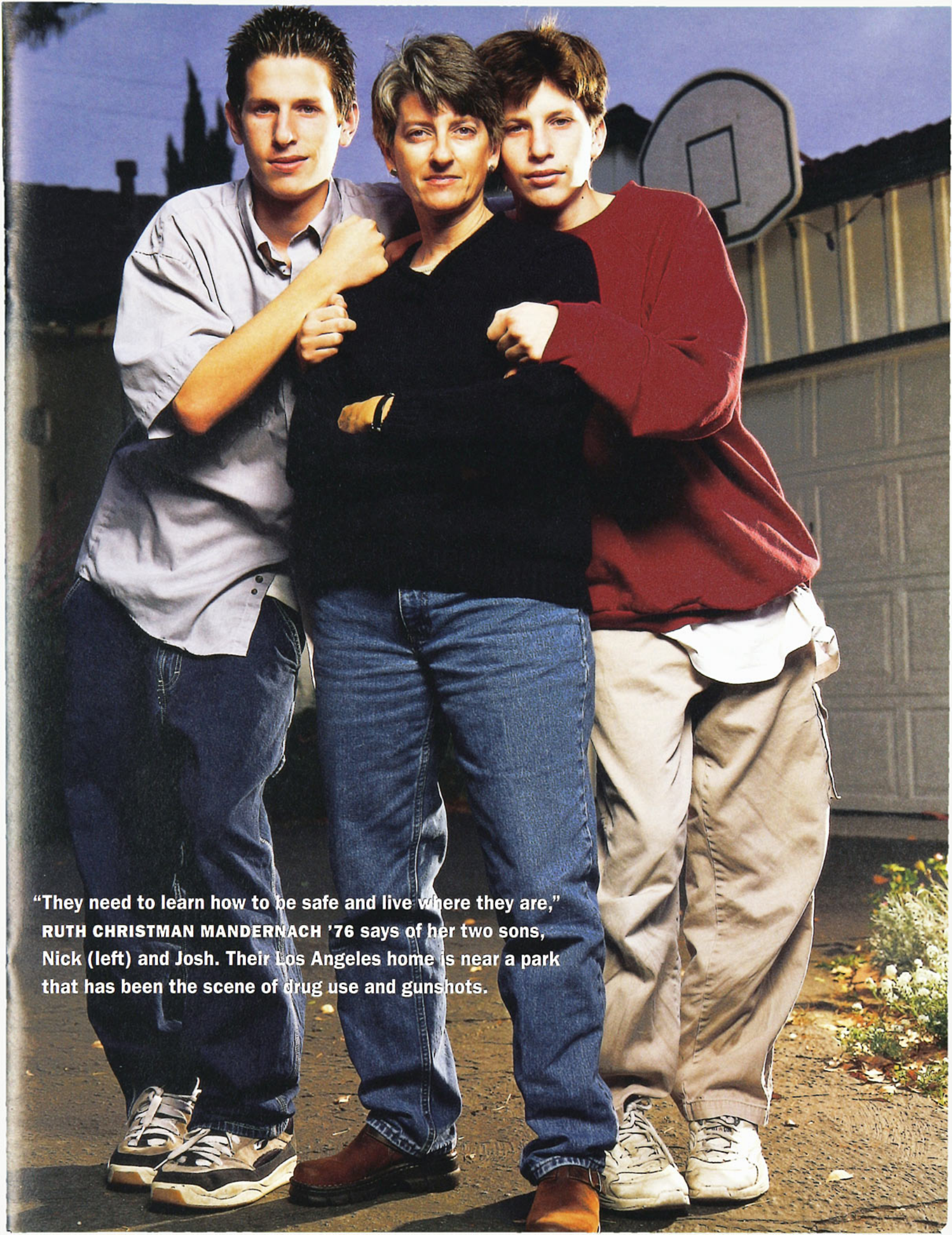
*Macalester Today* talked with eight alumni parents about children and violence. We’re grateful for their insights and their willingness to speak candidly of their own experience.

---

*Jan Shaw-Flamm '76 of St. Paul, a regular contributor to Macalester Today, is the mother of Joanna, 15, and Alison, 13.*

For more  
on this story,  
see *Macalester Today*  
on the Web:  
[www.mcalester.edu/~](http://www.mcalester.edu/~alumni)  
alumni

on the  
WEB



**“They need to learn how to be safe and live where they are,”**  
**RUTH CHRISTMAN MANDERNACH '76** says of her two sons,  
**Nick (left) and Josh.** Their Los Angeles home is near a park  
that has been the scene of drug use and gunshots.



## Ruth Christman Mandernach '76

(see photograph on pages 20-21)

Children: Nathan, 19, Josh and Nick, 16

Home: Los Angeles

Occupation: licensed clinical social worker

'Kids need a way to somehow make the world a better place'

**G**RANT HIGH SCHOOL in Los Angeles has 3,400 students who speak a United Nations of languages. In October 1999, tensions between the school's Armenian and Hispanic students erupted into a large-scale, brick-throwing riot that was frightening, even by urban L.A. standards.

"Some parents might have said, 'I'm pulling my kids,' but I never even thought about it," said Ruth Christman Mandernach '76. "I just think they need to learn how to be safe and live where they are."

Mandernach, her husband Bill, and sons Nathan, Josh and Nick live in a sunny California bungalow with a palm tree, plenteous flowers, and a pool. But their environment doesn't inoculate them against the realities of, in Mandernach's words, "gritty Los Angeles."

The park near their home has been the scene of drug use and gunshots, and Mandernach has had to teach her sons to come inside the house when trouble breaks out. "People are inquisitive and curious by nature. They just want to stand and gawk, and I want to, too. I've had to work on that adrenaline rush with them, [teach them that] it's not just exciting, it's scary."

Mandernach feels parents shouldn't deny violence. "And don't overreact, or they close their ears to you. A couple words, 'That was scary.' Kids also need to have a way to self-express their fears—music, dance, writing, cartooning, whatever.

"Kids need a way to somehow make the world a better place. It gives them a feeling of control, and it's been an important part of our lives. For Josh, it's playing with little autistic kids; for Nick, it's been hunger issues. Nathan has donated his services to develop community service Web sites.

"I think my kids have been more upset by poverty than the incidence of violence because poverty is always in their faces. But the possibilities are endless for what kids can do to feel that they're making the world a better place."

### Vote on violence

Are U.S. children more threatened by violence today than in 1950? 1900?

Vote in our Web poll, and exchange comments with other *Macalester Today* readers: [www.macalester.edu/~alumni](http://www.macalester.edu/~alumni)

on the  
WEB



"Oakland has a reputation as a city with a lot of violence," says JOHN THEYE '74. But his daughters—Natalya, left, Stacy and Nicola—are aware of my low opinion of people who [leave] because of the perceived risk."

## John Theye '74

Children: Nicola, 15, Natalya, 12, Stacy, 9

Home: Oakland, Calif.

Occupation: telecommunications project manager

'Be aware,' a father tells his daughters, but he knows safety can never be absolute

**J**OHN THEYE and his ex-wife share custody of their children, so every other week he's a single father to three daughters with all the joys and dilemmas that entails. A devoted dad, he is annoyed when some people question his decision to remain in Oakland.

"Oakland has a reputation as a city with a lot of violence," he says. "I know a lot of people my age with children who have moved out of Oakland specifically to avoid violence or to feel safer." The girls, he says,

"are aware of my low opinion of people who [leave] because of the perceived risk. On an absolutist basis, there's always risk everywhere."

Rather he teaches his children what he calls "the No. 1 rule for living: Be aware. My gut tells me that if you are aware, and you avoid obviously stupid situations, you are on the right side of the odds, and you'll avoid problems. It's not 100 percent, but there are no 100 percent odds that I know of."

In fact, Theye's family experienced their most stunning encounter with violence not in the poverty-stricken flatlands, but near their Montclair home in a very nice part of Oakland. When Theye's eldest daughter was a 4-year-old, the manager of her daycare center was murdered by her husband. "This was a person she saw every single Monday through Friday of her life. She knew what a loving, sweet person she was, and then one day she was dead." This tragedy led to long and early discussions of violence and its sources.

Theye strongly disagrees with the perception that these are more violent times. "I think that more information is being made available to the public about the violence that is happening and in such a sensational way—'If it bleeds, it leads,' et cetera. It creates a dis-

torted perception. When we were growing up, there were violent episodes of all sorts against blacks in the South, but was that on the front page?"

## Kimberly Gehrman-White '86

Children: Alexandra, 5, Madeleine, 3

Home: Tigard, Ore.

Occupation: at-home mother

# Freedom of speech vs. an employee's sense of responsibility

**K**IMBERLY GEHRMAN-WHITE '86 wrestles with protecting her children from violence without imposing her values on others.

Until 1996, she worked in marketing for Warner Bros. Records in L.A., where her department produced posters, album cover art, and the ads published in magazines such as *People* and *Rolling Stone*. Like



**KIMBERLY GEHRMAN-WHITE '86**, at-home mother to Alexandra (above) and Madeleine (left), once worked for Warner Bros. Records. She believes strongly in freedom of speech—but objects to album covers and lyrics that glorify violence toward women.

many others, she sometimes found it difficult to reconcile her corporate responsibilities with her personal values, particularly as gangsta rap soared in popularity.

"Sometimes I would have issues with both the lyric content and the content on a poster or album artwork. I think you can still have an edge without completely going over the top, with everything being about rape and violence against women. But I believe freedom of speech is very important. How do you bring those two together?" Ultimately, she feels it's a parent's responsibility to monitor what children watch and listen to.

Gehrman-White, her husband, Michael, and their daughters now live in suburban Portland, Ore., where

she is a full-time, at-home mother. The dilemmas are now more personal in scope as she faces the everyday questions that arise when children move into an environment beyond parental control.

For example, when her children visit friends, Gehrman-White finds herself in a quandary. "The most responsible thing would be to ask the friend's parents, 'Do you have a gun in your home?' And what if they do? Should I keep my child from ever going to their home? It's as if you're passing judgment on them. We try to teach in our home respect and responsibility for guns and to notify a grownup immediately if a friend even thinks of touching a gun."

What movies will they watch? What video games will they play? "I wish that I didn't have to worry about these things," says Gehrman-White, "but I can't bury my head in the sand."

### Douglas Friederich '87

Children: Madeline, 8, Colin and Anika, 2

Home: Minneapolis

Occupation: emergency room physician

## Screening for violence now part of a doctor's job

AS A FATHER AND AN EMERGENCY ROOM DOCTOR, DOUGLAS FRIEDERICH '87 sees the daily life and some of the dark side of life in the city and the suburbs. He and his family like the convenience and centrality of living in north Minneapolis. But he prefers to work in Maplewood, and his 8-year-old daughter attends school in Robbinsdale, both suburban.

In his job, "I see kids that get hurt all the time, but most are accidental. I used to treat patients at Hennepin County Medical Center; there I saw kids hurt and killed by guns. Where I'm working now, I don't see that at all. Mostly, I get suburban families whose children fall off bikes or get hit by softballs."

Nevertheless, like many hospitals, they've begun to screen for domestic violence that may occur behind closed doors. "We ask everyone who comes to the emergency room if they've ever been in a relationship where there's been physical, emotional or sexual violence, even if they're there with a little finger cut."

Are these more violent times? "I think it is probably more violent, but it's also hyped up more through the media, and

**DOUGLAS FRIEDERICH '87**, shown at home with his family, works as an emergency room physician: "We ask everyone who comes to the emergency room if they've ever been in a relationship where there's been physical, emotional or sexual violence, even if they're there with a little finger cut."

we just pick up on it." Still, he says, "My wife and I grew up in more of a small town. I remember being gone all day, a mile or two from home, being with friends, riding a bike and not coming home all day. I don't think I can see my daughter ever doing that."



**ANNE SPEER KNAPP '67**: "Our older son is gay. After he was grown, I learned there were a couple of times when kids followed him home and tried to beat him up."

### Anne Speer Knapp '67

Children: two sons, 32 and 30

Home: Seattle

Occupation: director of planned giving, American Heart Association, Northwest affiliate

## 'There are times in life when physical response may be called for'

**ANNE SPEER KNAPP** enjoys a successful career, but when her children were young, she was an at-home mother in small-town Indiana.

"We had an environment in the home that certainly didn't encourage violence, and that has an impact on the kids. I've never been one to hide our kids from the

For more on this story, see *Macalester Today* on the Web: [www.macalester.edu/~alumni](http://www.macalester.edu/~alumni)

on the WEB



realities of life, but we weren't living in an area where that was a problem, so it's easy to say.

"My first fund-raising job was at Manchester College, which is a peace college and connected to the Church of the Brethren in Indiana. It teaches a lot of programs on conflict resolution, and I learned a tremendous amount about using verbal communication skills so issues can be resolved without resorting to threats. I've always felt that schools should include courses on conflict resolution."

But Knapp has never lived in Utopia. "Our older son is gay. After he was grown, I learned there were a couple of times when kids followed him home and tried to beat him up. In one case, they were antagonizing his younger brother, making fun of him, saying, 'Oh, your older brother's a fag.'

"Our gay son is a big guy, and apparently he came out of the house and just pounded the crap out of the kids who were taunting his younger brother. And you know, if I'd been there, I probably would have joined them. There are times in life when physical response may be called for.

"So I guess I'm not one of those who just believes that you should never, ever, ever resort to any kind of physical response."

## Michael Dowling '79

Children: M'aza, 16, Addisu, 15, Ayalnesh, 13, Kalkidan, 11, Bethlehem, 10, Kadja, 9, Sineshaw, 7

Home: Amherst, Mass.

Occupation: physician, general adult medicine



"[Some] white teachers were really not tuned into what our children were understanding or feeling," says MICHAEL DOWLING '79. He and his wife, Pam, second and third from right, are pictured with (from left) Sineshaw, M'aza, Pam's daughter-in-law Paula, Ayalnesh, Pam's birth son Davis, Kalkidan, Kadja, Bethlehem (orange outfit) and Addisu (far right).

### Vote on violence

Are U.S. children more threatened by violence today than in 1950? 1900?

Vote in our Web poll, and exchange comments with other *Macalester Today* readers: [www.macalester.edu/~alumni](http://www.macalester.edu/~alumni)

on the  
WEB

Beyond power toys and guns: Harrowing images and the 'real violence'

**M**ICHAEL DOWLING '79 makes it sound like an obvious choice, no big deal, that he and his wife, Pam, have seven adopted children—Kadja, who came from Haiti, and six birth siblings from Ethiopia.

send her there so she can get a better education. The whole white community is angry, and they show her walking through this gauntlet of white parents screaming at her.

"For three weeks our son was just a wreck and we

## Professor Clay Steinman: Focus on TV violence distracts attention from more urgent social problems



Steinman

**M**acalester communication studies Professor **CLAY STEINMAN** doubts that everyday life is any more violent now than in previous generations.

"Problems of violence in the home are not new. Neither is violence in the streets. Nor is violence between kids. The differences are the easy availability of handguns and the way television makes violence more visible."

Why is TV so violent? "With the proliferation of video sources, it becomes harder and harder to attract audiences, so they do more sensational things. But even more, even though violent shows are not the top-rated shows, they may be the most profitable because they are the easiest to export. Humor doesn't translate well across cultures, but violence does.

"Actually, the most serious problem is local news. Local news wants to be bland politically to attract the largest audience, but it still wants to be sensational, so the one way to do that is to concentrate on violence and crime. Those stories tend to be the easiest to do, and they tend to be more visual. So what do you have? Crime, accidents and fire.

"Seeing violence seems to make at least some people believe that the world is more violent than it is," he says, "and it makes them be preoccupied with the state being involved in security rather than [helping people]."

Steinman, who has a 16-year-old son, said he would rather see concern focused on violence to the environment, and social problems such as the inadequate funding for public schools, and the lack of adequate medical care and housing for kids. •

didn't know why. We finally found out that he had seen the video. You just don't take a kid, show him a racially violent video and not tell the parents so they can support him—unless it is Black History Month and you are 'educating' the white kids. He has not lost the images. His sense of belonging at school was definitely eroded.

"[Ruby] comes out in the end being a heroine—with the help of, not in spite of, a white teacher—but the images our son took with him are the harrowing ones. For little kids, you talk about the power toys and the guns and things to play with, but the real violence is the stuff like that."

## Betty Flad Elliott Tiffany '42

Children: blended family with Ann, 53, Bob, 51, Bruce, 47, Kate, 45, John, 44, Anne, 41, and Deb, 38

Home: Sunfish Lake, Minn.

Occupation: volunteer

**'We were probably the last family to have television. They didn't get a good crack at violence very early.'**

**I**N 1997, **BETTY TIFFANY** was named a Macalester Distinguished Citizen for her tireless work on behalf of homeless women and children. Still an active volunteer at 80, she contrasts her experience as a parent with what she observes now.

"In that era, in the '50s, I don't remember that we did much [to avoid violence]. We were probably the last family to have television. They didn't get a good crack at violence very early. It's so publicized now in newspapers, magazines, TV, movies. I don't think there was that much visible to our kids at that time."

Tiffany's regular volunteer commitments keep her in touch with children. One, a seniors' organization,

## Professor Michael Obsatz: 'We have to start changing our ideas about what children are entitled to'



Obsatz

**I**n addition to teaching, Macalester sociology Professor **MIKE OBSATZ** writes and conducts workshops on living non-violently. He feels the U.S. has become a more violent society.

"There certainly are more guns in the United States than in most cultures, and there are more guns in the United States than there were 100 years ago or 50 years ago," says the father of three.

"Secondly, we have a tremendous amount of violent media.

"There have always been gangs, and there have always been kids who've been hurt by other people," Obsatz added, "but the lethality of the violence has increased over the last hundred years. We have more automatic weapons. [Kids can] gun down a bunch of people like in the Jonesboro, Arkansas, situation. It didn't used to be that way in the '50s.

matches each participant to a first- or second-grader. The pairs meet weekly for 1½ hours, working together to build the child's reading skills and self-esteem. When the frustration level is high, there can be "lots of tension and lots of blowups," in Tiffany's words. Some of the children have experienced abuse. It's not a job for the prim or faint-hearted.

"What we learn as volunteers is that you don't gasp or say, 'Oh, my, that's terrible.' Sometimes a small child will say, 'The police came by and picked up my dad, and he's in jail.' We just sort of listen and go on with the reading. Those are the kids you get the biggest reward from. If they get stuck on a word, you say, 'Remember, that's why I'm here, I'm here to help.'"

**BETTY TIFFANY '42** does volunteer work with first- and second-graders, some of whom have experienced abuse.

"This is an ongoing thing. It isn't going to get solved by metal detectors or security guards."

Obsatz sees the answer not in technology but in individuals taking responsibility. For example, "We have to take bullying more seriously, which means adults, teachers and parents have to stop it in the schools. For too long that's been ignored as 'the way kids are.' We have to realize that there's a real toll that gets paid by kids who are bullied.

"We have to start changing our ideas about what children are entitled to. They need limits, they need guidance and they need support, and some kids just aren't getting those three things. I would say 25 percent of kids are not getting those things at home. We have to change parenting practices, and we have to look at what kind of a culture we're becoming in terms of consumerism, in terms of greed, in terms of entitlement." •



GREG HELGESON



**LUCY PATTERSON MURRAY '88**, now at home with Miller and Evan, was once a counselor for kids with emotional and behavioral problems: "A lot of these kids have been told, just 'behave, behave, behave,' but not how to deal with what's behind the anger."

## Lucy Patterson Murray '88

Children: Miller, 4, Evan, 1

Home: Chattanooga, Tenn.

Occupation: at-home mother

# 'Kids need more practice getting along'

**L**UCY PATTERSON MURRAY'S life sounds idyllic. She is an at-home mother whose children are young. Their family lives on the beautiful campus of Baylor School, where her husband, Ned, is associate headmaster.

Because her children are young, and their circumstances advantageous, her children haven't yet bumped hard into the reality of violence. But Murray herself knows the world of troubled adolescents. In her previous life, Murray was a counselor and teacher for kids with emotional and behavioral problems, and she brings her professional knowledge to her role as a parent. She feels that kids need skills for resolving conflict, and the chance to use them.

"Kids need more practice getting along. It's easier to get on the computer and do something, than to solve a problem out in the backyard. It's a lot harder to deal with the problem and come out on the other side. Yet, if you don't deal with it, it's constantly going to be there . . .

"I probably wouldn't believe this if I hadn't done this kind of work with adolescents. It's called anger management now. A lot of these kids have been told, just 'behave, behave, behave,' but not how to deal with what's behind the anger, so by the time we got them at 14 or 15 or 16, there had been lots of problems. Many of them were really angry for lots of good reasons, but they hadn't been able to express it. A lot of them had turned violent to feel powerful in this world."

Murray knows that a good education and a middle-class lifestyle are no guarantee that kids will grow up trouble-free. The kids she worked with "are all just people like you and me, who need some help, and it's not too terribly difficult to get them help if you know how. I guess that's the key, knowing how and not being afraid to help. It's not a hopeless situation." ●

**For more on this story,** see *Macalester Today* on the Web: [www.macalester.edu/~alumni](http://www.macalester.edu/~alumni)



**M**ACALESTER'S NEW Ruth Stricker Dayton Campus Center has quickly become what it was intended to be: the main gathering place on campus.

The building is drawing good reviews from students, faculty and staff. Students especially like the Campus Center's greatest attraction: food. Cafe Mac, which occupies almost the entire main floor, serves food nearly all day long. Four stations prepare each order from an eclectic, "hemispheric" menu.

"North" offers hot and cold breakfasts, a fresh produce bar, deli, carvery and Smorgasbord entrée. West,

represented by the Iron Grill, specializes in American-style sandwiches and U.S. regional foods. South features the flavors of Africa, India, and Central and South America; ethnic grains, rice, tortillas and ethnic breads are part of each day's menu. East features noodles and wraps influenced by the Pacific Rim as well as foods from Spanish, Italian, Greek and Middle Eastern cultures.

"I think it's lovely," Kim Russell '02 told the *Mac Weekly* soon after the building opened. "I think it's the best thing yet. I am so surprised it's not even funny. [Dinner] last night was amazing."

Joshua Bertsch '03 said, "I think people will feel proud about bringing their parents here, bringing friends here and saying, this is part of us now."

Not everyone has been impressed by the building. "It's ghastly. It's sterile. It feels like a corporate retreat," Jonathan Hulland '01 told the *Weekly*.

# Center of

# Attention

Mac people enjoy the food and facilities of the new Ruth Stricker Dayton Campus Center

GREG HELGESON PHOTOS



Anthropology Professor David McCurdy, who served on the planning committee for the Campus Center, said he and his faculty colleagues eat lunch there virtually every day. "The building seems to work very well, and having the food cooked at different stations has made a huge quality difference since there is no need to do batch cooking any more. I don't hear food complaints any more," McCurdy said.







Students on Bateman Plaza, named after Macalester Trustee Warren Bateman '44, in front of the Campus Center.

Two months after the Campus Center opened, the *Mac Weekly* weighed in with an editorial that said, in part: "Yeah, it takes 15 minutes to get a burger, but at least we can wait that quarter-hour in style and at almost any time of day. We have seen no tears shed over the departure of the grab 'n' go. And doesn't everyone just seem a little happier? From the omelet boy to Tony, the Grille Guru, there are more smiles to go around in the new union. . . ."

"We sincerely applaud the college and Kraus-Anderson Construction for rushing to get the job done [ahead of schedule] and for getting it done, at least in part, for the sake of the senior class. . . . The new place connects this year's graduates with the future, rather than making them resent the fancy new place they suffered through but 'just missed.' While that won't do any harm to alumni giving, we prefer to think that this time the ones in charge listened and hauled ass to do something about it," the *Weekly* said.

Named after Macalester Trustee Ruth Stricker Dayton '57, the \$18.4 million Campus Center opened at the end of January, a full semester earlier than planned. In addition to the food service, its main features include:

- the Highlander Store (651-696-6698), which carries a variety of Macalester clothing and memorabilia, and the campus post office;

- the 270-seat John B. Davis Lecture Hall, which is equipped with state-of-the-art audio-visual technology;
- the Mary Gwen Owen Performing Arts Stage, the site of concerts, comedy sketches and talent shows;
- the second-floor atrium, six meeting rooms, lounge and Eichhorn Student Activities Center, home to student organizations and the Campus Programs and Residential Life offices.

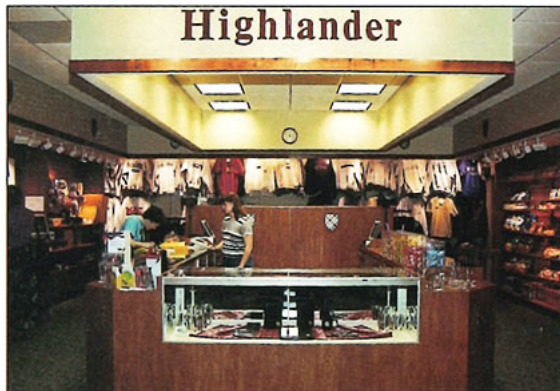
Ruth Stricker Dayton, a longtime Macalester trustee, served on the executive committee of the Touch the Future campaign. She is a former president of the Alumni Association Board of Directors and in 1987 received the Alumni Association's Distinguished Citizen Citation for achievement and service. She is owner and executive director of The Marsh, A Center for Balance and Fitness, in Minnetonka, and is widely known for promoting mind/body health and well-being.

For more information on the Campus Center, see the Macalester Web site: [www.macalester.edu/~alumni](http://www.macalester.edu/~alumni) and click on Campus Center ●

*Turn the page for more on the Campus Center.*

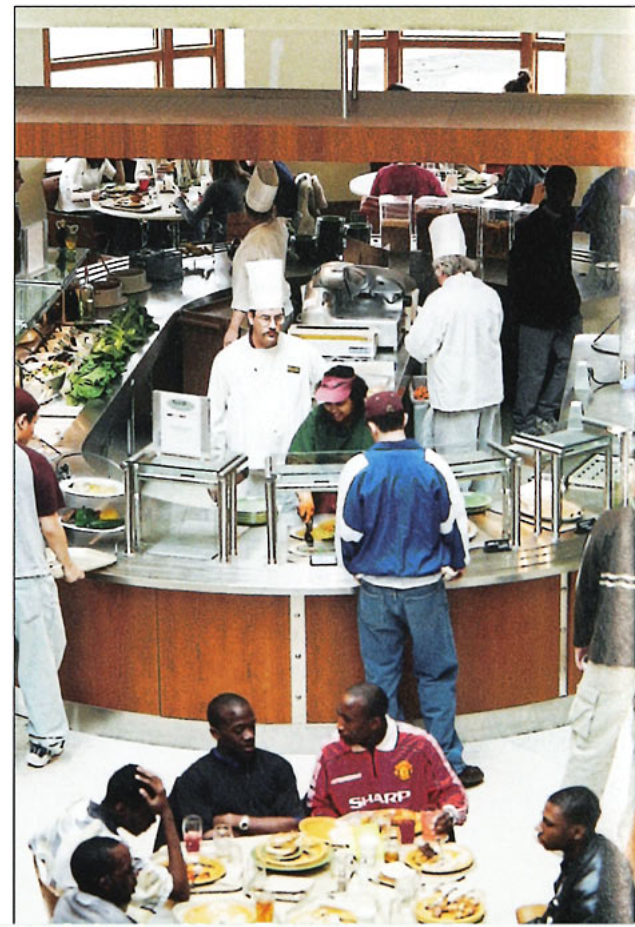
The skylit second floor, overlooking the dining area that occupies nearly all the main floor, is a good place to read, study or just hang out.

GREG HELGESON PHOTOS



Above: The Highlander Store in the basement carries a variety of Macalester clothing and memorabilia.

Right: Lunch at Cafe Mac. "It's appropriate that Macalester serve food that is both healthful and representative of the world's cuisines," says Dean of Students Laurie Hamre. "Our students eat plenty of burgers and fries, but they love couscous and sushi and paella, too."



# New building, old bones: Revisiting the heart of campus

by Kate Havelin '83

LOOK OUT THE WINDOW of the new Campus Center and see a place as familiar as my own face. Weyerhaeuser Hall's stately bricks stand as upright and ivy-covered as they did decades ago. Back when I was at Mac, Weyerhaeuser was the library. Today, it's found new life as home to campus offices. The bones are the same, but the look has changed.

And I, having just turned 40, stare in the mirror and see the same bones, and a look that has changed. I see smile lines and gray hair—signs that I've lived and laughed and sweated. I see a body stretched and shaped by two young children and four decades of living. I've adjusted, and so too has my school.

The Campus Center dazzles me with its airy lightness. At first, it seems I've wandered into a sleek espresso bar. I stand disoriented before the North-South-East-West menu board, trying to figure out just what I want. The Malaysian red curry seems light years beyond the milkshakes and fries I downed decades ago at the Student Union Grille.

Of course, you can still get burgers, shakes and fries at this new upscale eatery. But instead of sitting in a basement, under fluorescent lights, students today dine bathed in natural light from legions of windows, with artful prisms of blue and purple glinting off the skylights. The comfortable lounge chairs are equipped with pullout trays for laptops.

This Campus Center reflects the world as it is now, and that's as it should be. I want my school to stay up to date, to change with the times. Just as I hope I'm changing—even if my hairstyle still dates back to college days. It's hard to change some things, harder still to accept that some things are gone.

The truth is, many of my memories of Mac took place in a building that no longer exists. I remember working at the old Grille, serving up fries and shakes; working at the campus post office one summer, and checking my mailbox for letters from home every day.

And I remember my second day on campus, walking into the *Mac Weekly* office stuck back in a dusty corner of Cochran Lounge. I might just as well have made that grimy newspaper office my dorm. It was my

home on campus. The *Weekly* was where I spent my time, made my friends, suffered mad crushes and then hopeless despair. That newspaper office was where I practiced the skills I still rely on today.

And today, touring the Campus Center's Eichhorn Student Activities Center, I peek my head into room 228—the “Media Groups” office. This pristine space is for the Media Board, which coordinates the *Weekly*, WMCN, Spotlight and something called Banshee BPS. The walls are bare beige, unmarked by so much as a thumbtack. Three office chairs huddle around a tiny table, two other chairs guard empty keyboard trays. The *Weekly's* office itself is in the basement of Bigelow and Wallace. For whatever reason, the student newspaper office is no longer in the center of campus.

I think back to the *Weekly* office I knew: walls stained with beer, marked with ballpoint pen and grease pencil, not to mention pizza grease and photographs. It was the kind of place where you could set fire to a St. Thomas newspaper on the floor each week

**I want my school to stay up to date, to change with the times.**

**Just as I hope I'm changing—**

**even if my hairstyle still dates back to college days.**

and not notice much difference. I hope the current *Weekly* office is still grungy enough to burn an *Aquin*.

I check out the *Weekly* online and read the editors' spin on the new Campus Center. They're delighted to have a student union again, “a place to just go and chill . . . to connect with friends or to rest their feet between classes . . .” Young as they are, the editors understand that what matters is not so much how the new space looks, but what it does. The editorial applauds the contractor and the college for finishing the project ahead of schedule, so seniors will get a few months to enjoy hanging out in the one place designed for everyone in the college to come together. The Campus Center gives the students of today and tomorrow a place to build the memories of college they'll keep all their lives.

I walk out of the Campus Center, catch my reflection in the window. The bones of my face, and this school, are just fine. May the changes never end. ●

---

*Kate Havelin is a free-lance writer and editor who lives with her family in St. Paul. She's just finished writing a biography of Elizabeth I for junior high students that Lerner Books will publish in 2002.*



# So You Think You Know Macalester: A History Quiz

Win a Mac sweatshirt! You can enter our quiz by answering these 10 questions.

1. Where did the melody of "Dear Old Macalester" originate?

- A. Russian national anthem
- B. Broadway tune
- C. Scottish hymn
- D. Minnesota state song

2. Author Mary Karr '76 (*The Liars' Club*) cited him as a mentor and spoke at his memorial service. Three other Macalester students respected him enough to name their rock band after him. Name this revered professor.

- A. Karl Sandberg
- B. Jim Spradley
- C. Yahya Armajani
- D. Walt Mink



3. The daughter of a Presbyterian minister, she used to challenge her students by saying: "No use your being so smug, when you realize how few white, Republican Presbyterians there are in the world." She was:

- A. Mary Gwen Owen
- B. Margaret Doty
- C. Borghild Sundheim
- D. Grace Whitridge

4. The United Nations flag flies every day at Macalester. According to a *Mac Weekly* article depicting the event, the U.N. flag was first raised at Mac in what year?

- A. 1948
- B. 1950
- C. 1955
- D. 1960

5. Identify the Macalester author (three are alumni and one is a retired professor) who wrote: "All of us, I suppose, like to believe that in a moral emergency we will behave like the heroes of our youth, bravely and forthrightly, without thought of personal loss or discredit. Certainly that was my conviction back in the summer of 1968."

- A. Charles Baxter
- B. Tim O'Brien
- C. Susan Allen Toth
- D. David Haynes

6. This Macalester president was unfazed when student protesters occupied the administration building. He told them: "The right of the people to assemble and petition for their rights is a hallmark of our Constitution. I applaud you." After that Jeffersonian proclamation, he went on with his day—and, incidentally, did not give in to their demands. He was:

- A. Charles Turck
- B. John B. Davis, Jr.
- C. Robert M. Gavin, Jr.
- D. Harvey Rice

7. Macalester has been enriched by international perspectives. Which of these legendary faculty members was NOT born overseas?

- A. O.T. Walter
- B. Ted Mitau
- C. Hildegard Johnson
- D. Yahya Armajani



8. In 1969, Hubert Humphrey returned to Macalester, where he had taught political science in 1943–44, after what he called "a rather extended sabbatical." One of the courses the former vice president and ex-Minneapolis mayor taught in the fall of 1969 called for students to read books by Daniel P. Moynihan and James Q. Wilson. What was the name of that course?

- A. Presidential Leadership
- B. The Vietnam Experience
- C. Urban Policy
- D. American Politics

9. They once lived in Prague, had strong ties to France and accompanied Macalester students to Russia. Name this widely admired faculty couple.

- A. Norm and Emily Rosenberg
- B. David and Beverly White
- C. Ted and Charlotte Mitau
- D. Huntley and Virginia Dupre

10. Asked to describe what he was like as a Macalester student, Kofi Annan '61 recalled in a 1998 interview: "I was an active and a friendly young man." Which of these does NOT describe his activities as a Mac student?



- A. leading role in a campus play
- B. state champion orator
- C. 60-yard dash record holder
- D. guest speaker on Africa

## Win a Macalester sweatshirt

*Macalester Today* will give away 10 Macalester sweatshirts to readers who answer the most questions correctly. In the event of ties, 10 winners will be chosen in a random drawing from the highest scorers. Winners will be announced in the Fall (September) issue.

To enter the contest (only one entry per person), simply send us your answers by:

- e-mail: [mactoday@macalester.edu](mailto:mactoday@macalester.edu)
- fax: 651-696-6192
- regular mail: *Macalester Today*, College Relations Office, Macalester College, 1600 Grand Ave., St. Paul, MN 55105
- online: [www.macalester.edu/~alumni](http://www.macalester.edu/~alumni)

Deadline: Aug. 1, 2001. Good luck!

NAME \_\_\_\_\_ CLASS YEAR \_\_\_\_\_

ADDRESS \_\_\_\_\_

PHONE \_\_\_\_\_

Write your answers here (if mailing or faxing):

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_

**Marilyn Benson '55, Minneapolis**

**Retired special education teacher, St. Paul Public Schools; creator of endowed scholarship for a female student at Macalester, member of Grand Society and regular donor to Annual Fund**

**Majors at Mac:** B.A. in sociology and Spanish, B.S. in elementary education

**Interests:** outdoors; travel; the arts, especially Guthrie Theatre, Theatre in the Round, St. Paul Chamber Orchestra and Minneapolis Institute of Arts, where she was a longtime volunteer

**What I liked about Macalester:** Everything about Macalester just seemed to fit for me. I enjoyed my time there and the personal attention, the small classes and intimate educational experience. My closest friends are mostly people I graduated with or met at Mac.

**Why I give back:** One scholarship student wrote to me, "It means the world to know that my goals and dreams mean something to someone and you are willing to help me financially to find my place in society."

I feel that it is an obligation and a privilege to do something like funding a scholarship. And the fact of the matter is, you can't take it with you.



**Marilyn Benson '55 and Jane Turk '02, this year's recipient of the Marilyn Benson Endowed Scholarship, are pictured in the new Ruth Stricker Dayton Campus Center.**

### Seven sisters of the rainbow

These student actors appeared in "for colored girls who have considered suicide / when the rainbow is enuf," directed and choreographed by Professor Dale Shields. From left: Cerissa Chaney '02 (Los Angeles), Nisreen Dawan '04 (Baton Rouge, La.), Tafadzwa Pasipanodya '01 (Harare, Zimbabwe), Laneisha Stanford '01 (Long Beach, Calif.), Jimica Dawkins '03 (St. Paul), Marissa Lightbourne '02 (Nassau, The Bahamas) and Danai Gurira '01 (Harare, Zimbabwe). See page 10, Quotable Quotes.



1600 GRAND AVENUE  
SAINT PAUL, MINNESOTA 55105-1899

ADDRESS SERVICE REQUESTED

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

MACALESTER COLLEGE

