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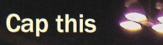
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Macalesterroday

Fall 2005

Balancing Acts

Kyra Ostendorf '95 and Peter Munene '89 with Nelson. See page 24.



Graduation caps go sailing as the Class of 2005 celebrates at Macalester's 116th Commencement. See pages 18–23.

KELLOGG LOBBY

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forced graduation indoors, but 460 seniors and their families didn't miss a beat

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Cover story: page 24 Balancing Acts

Young Macalester parents are wrestling with age-old questions of balancing work, life and child-rearing. Greg Helgeson photographed Kyra Ostendorf '95 and Peter Munene '89 with their son Nelson at their home in Minneapolis.

LETTERS

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Macalester Today (Volume 93, Number 4) 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. E-mail: alumnioffice@macalester.edu

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Left, right and Dr. Mitau

IN RESPONSE to Tom Dynneson's letter in the Summer issue: It is a frightening world indeed if a rumor spoken twice becomes truth. Are we all now convinced that Macalester is captive to

dangerous leftwingers—you know, of the sinister Ted Mitau type? And now we are told Classical Studies prove that

Are we all now convinced that Macalester is captive to dangerous leftwingers — you know, of the sinister Ted Mitau type?

Socrates couldn't get a job there? Come on, folks, this craziness is not

worthy of people educated at Macalester.

Dick Rautio '55 Aurora, Colo.

HERE'S ONE LETTER in support of Roger S. Peterson '67's letter on "political correctness" in the Spring *Macalester Today*.

His letter closely expresses my belief that Mac has decided to travel down the wrong path, while many Mac alums have watched in disbelief and astonishment. A Dean for the Study of Race and Ethnicity?

I, too, belonged to the Y-DFL while attending Mac, and graduated with a political science major and a philosophy major, due in large part to Dr. Mitau, who always encouraged discussion from the entire political spectrum.

> G. Theodore Mitau was a legendary, passionate teacher. He left Nazi Germany in 1937 and earned his B.A. from Macalester in 1940. He taught political science at Macalester from 1940 to 1968.

Mac has taken a hard turn to the left since I graduated. Although my husband and I (both Mac '53) happily supported the Alumni Fund for a

number of years after our graduation, our financial contributions for education no longer go to Mac, but to other institu-

Dr. Mitau always encouraged discussion from the entire political spectrum.

tions which are more reflective of the views and values we learned at Macalester and which have been deepened and broadened by our years of experience.

> Dorie Gathercoal Clark '53 Spokane, Wash.

Sports, life and Macalester

I ENJOYED President Rosenberg's column about the role of athletics at Macalester [Spring issue]. Unfortunately, the value of sports in college is often defined by won-loss records rather than the important role that sports play, win or lose, in so many people's lives, including my own.

I have always enjoyed sports, tennis in particular. I started playing tennis at age 10, and played on Mac's tennis team all four years. Back in those days (mid-'60s), tennis was not widely popular, and I was just glad that Macalester had a tennis program!

I am truly grateful that Mac gave me the opportunity to participate in collegiate sports. Our tennis team won the MIAC championship three of my four years, if memory serves me correctly, but the importance of tennis in my life has far transcended this winning record. As I look back,

Unsung heroes? Here are two. Tell us about others!

TELL US about a Mac alum—someone you know personally — who deserves recognition in the pages of Macalester Today for what they do, quietly, in their daily lives. What you would like our readers to know about this person? Tell us—in 200 words or less—and we will publish as many replies as we can. Write: mactoday@macalester.edu. Or Macalester Today, College Relations Office, Macalester College, 1600 Grand Ave., St. Paul, MN 55105.

Here are two responses to our query in the previous issue:



Awareness and compassion

I WOULD like to sing a song for my unsung hero, Christopher Curran '03.

My friend Christopher worked in Guatemala the year after he graduated from Mac, and he has set up a scholarship program to help some of the students he met during his stay. Using the global education, political awareness and compassion he learned at Macalester and elsewhere, he is bringing the gift of education into the lives of these Guatemalan youth. Chris puts countless hours of his own time into creating the scholarship Web site, raising funds, educating U.S. students about Latin American history and politics, and rallying people to help those in need. I am honored to have such a caring person in my life—indeed, he brings hope everywhere he goes. Please visit www.projectvictoria.org to see what Chris has been up to. Jessie Knoll '02

Berkeley, Calif.

A wide circle

Jane Wilson Ritter '76 is one of the world's kindest, most multi-effective citizens. When I first met her, she was managing editor of the Mac Weekly, the rare person who could do everything in a newspaper office. After graduation, she worked as a journalist and joined the Peace Corps, andhard to believe-became even kinder and more focused. Now as wife to Malcolm (AP science writer) and mother to Matt and Scottie in New York City, she is a not-at-allstressed-out urbanite. For years, Jane has been quietly, steadily taking care of a wide circle of family and friends, while finding time to also make a big difference at church and school. Every time I see her, she is as calm and organized as ever. A sure sign of good character: On an overnight bus trip from New York City to Detroit, Jane stepped off the Greyhound with her sons looking refreshed and ready to take on the world. She's amazing.

> Anne Valentine Martino '75 Ann Arbor, Mich.

I see so many positives that have resulted from sports.

As a shy child, the modest success that I enjoyed in sports gave me self-confidence. During my teens,

sports were a positive focus in my after-school activities. In college, sports, both varsity and

I am truly grateful that Mac gave me the opportunity to participate in collegiate sports.

intramural, provided social contacts, developed teamwork and provided a great counterbalance to academic stresses. After graduation, tennis afforded me the opportunity to meet many interesting people literally around the world. During the difficult times after my marriage failed, the tennis courts became my refuge rather than the bars. Tennis has helped me keep my weight down and enjoy good health. Last, but certainly not least, tennis has just been a lot of fun, and an activity I have been able to pursue, socially and competitively, to this day. (Now if tennis would just grow hair, we'd really have something!)

Fielding winning teams should be Macalester's goal, but win or lose, the benefits of actively participating in sports, on any level, are great. This is why Macalester must continue to support athletics. Perhaps that old cliché should be modified to read "it's not whether you win or lose, but *if* you play the game."

Sports have been an important part of my life. Macalester played a significant role in developing this aspect of my life, and I sincerely hope that subsequent generations of Macites will be afforded the same opportunities I enjoyed.

Richard P. Shipman '66 Concord, N.C.

Disability rights

I BECAME a disability rights activist just after the Americans with Disabilities Act was passed in 1990. For the last 15 years I have struggled to get the supports people need to live in their own homes regardless of what barriers they face. I now work for the Colorado Cross Disability Coalition as the coordinator for southeastern Colorado.

In September 2004, I watched a woman die because no neurologist would treat her and she had Medicaid. The very people who pioneered the independent living movement when I was studying at Macalester, many of them my childhood friends, are being threatened with re-institutionalization because of drastic cuts in

literally every program people depend on for assistance, whether they are capable of working or not.

Veterans of the Iraq and Afghanistan conflicts are coming The very people who pioneered the independent living movement when I was studying at Macalester are being threatened with re-institutionalization because of drastic program cuts.

home with life-altering injuries that will need long-term care. The Boomers are retiring just as major corporations are dropping their pension plans. The cost of health care is the single largest burden on the economy behind the budget deficit and the national debt.

I challenge the Macalester community, new and old, to come up with paradigms at *continued on page 43*

Deep into honors projects

The universe, dark matter physics, and lots and lots of WIMPs

Undergraduate honors students at Macalester regularly conduct research and write papers at a level formerly the exclusive domain of graduate schools. We contacted two '05 graduates to find out what kind of questions were sufficiently intriguing to sustain them through months of research and writing.

Daniel Sword, a physics major from Nashville, Tenn., spent the better part of a year working with Professor Tonnis ter Veldhuis on dark matter physics. "Recent experiments have shown that no

more than 20 percent of all matter in the universe is made up of the same stuff that makes up the stars and planets," wrote

Sword. "Physicists have proposed that much of the rest is made up of what are called Weakly Interacting Massive Particles, or WIMPs. Our current picture of the universe is one in which galaxies are enshrouded in halos, or clouds, of these dark matter WIMPs.

"It has been argued that WIMPs might become gravitationally trapped inside the sun. After enough WIMPs collect, they begin to run into one another and annihilate, potentially forming neutrinos. Though neutrinos are also elusive, they are better understood, and we can detect them on Earth using neutrino telescopes. The rate of detection depends on the solar capture rate,

which depends on the WIMP properties. Thus, neutrino experiments on Earth provide a good way to

test theories that describe the properties of WIMPs. My research dealt with calculating the rate of solar WIMP capture corresponding to given WIMP characteristics."

Sword filled several notebooks developing an equation—the calculation of which required the use of 18 computers in Macalester's Linux cluster. Sword was pleased when the results of hours of calculation agreed with a parallel program simulation developed by his colleague Evan Acharya '04. He also found that previous estimates were off by about a factor of 10. In connection with his honors project, Sword spoke at a conference at Washington University in St. Louis, where he was the only person presenting theoretical physics research. He is currently pursuing a Ph.D. at the University of Minnesota.

Pondering the paradox of the United Nations mandate

In her thesis, international studies major Anna Kläppe of Eskilstuna, Sweden, explored the concept of a paradoxical mandate of the United Nations Secretary-General, characterized by the necessity to adhere to the U.N. charter while maintaining support from the United States.

Advised by Professor Ahmed Samatar, Kläppe explored how Secretaries-General Dag Hammarskjöld, Boutros Boutros-Ghali, and Kofi Annan '61 managed times of contention with the U.S., and how their management influenced U.S. support. Kläppe's study was one of prodigious depth,

Choices, choices, too many choices: why more is less

CHOICE is freedom, and you can't have too much of that.

Or can you? As we choose our stereos, our mutual funds and our jams from an ever-burgeoning array of choices, are we more satisfied?

"No, sheer abundance seems to raise our expectations," Swarthmore College Professor Barry Schwartz suggests, leaving us wondering, "Could the alternatives have been better?" As Macalester's 2005 Johnson Lecturer, Schwartz addressed a full-to-bursting Olin-Rice lecture hall, discussing the psychological, economic and cultural implications of excessive choice in contemporary U.S. society.

Schwartz's research was inspired by his foray to purchase a pair of jeans at The Gap. "Slim fit, easy fit, relaxed fit, baggy?" asked the clerk. "Stone-washed, acid-washed, distressed?" Schwartz explained that he wanted "the kind that used to be the only kind."

Extensive choice bedevils the people Schwartz calls "maximizers," whose goal of always getting "the best" leaves them second-guessing their decisions. In contrast are "satisficers," who seek only what is "good enough." In fact, abundant choice can paralyze us into not choosing at all. Convenience stores, according to Schwartz, found that sales and customer satisfaction *rose* when stores *reduced* the product options.

Schwartz's lecture was cosponsored by the Economics and Psychology Departments through the endowed Robert Johnson Lectureship established by the late Professor Walt Mink. Schwartz's book on the subject is entitled The Paradox of Choice: Why More is Less. '[The guidebook] Colleges with a Conscience will help you find a school that won't force you to choose between your desire to make the world a better place and your desire to succeed in college.'

- Princeton Review and Campus Compact, which named Macalester one of 81. "colleges with a conscience." See Books on page 30.

with a bibliography alone of nine singlespaced pages.

Hammarskjöld held the charter sacred, carrying an actual copy of it with him during travels, and Kläppe

concluded that after Hammarskjöld's death the paradox emerged as his successors lost the *raison d'ètre* of their mandate. In her study Kläppe proposed three areas in need of immediate

reform and offered her recommendations to improve the viability of the United Nations:

 the secretary-general must above all adhere to the charter. Present and future secretaries-general must reclaim their independence and neutrality.

• the U.N. must break free from its financial and organizational limitations. Economic reliance on the United States must decrease. The Security Council must be expanded, and the veto must be abolished or significantly limited.

• the U.N. must have permanent access to a significant number of professionally trained peacekeeping troops.

As the United Nations turned 60 this year, Kläppe wrote that "some argue for its retirement, while others believe...that with six decades of experience, and a seemingly endless amount of grave challenges ahead, the real work has only just begun."

Why Americans give—and to what

Sociologist Terry Boychuk sheds light on American philanthropy

PROFESSOR TERRY BOYCHUK is chair of the Sociology Department. He teaches a

variety of courses and is the author of *The Making and Meaning of Hospital Policy in the United States and Canada.* Among his scholarly interests is American philanthropy of the 19th and 20th centuries.

What qualifies as philanthropy?

Professor Terry Boychuk

Simply, philanthropy means love (phil) of people (anthro). Legally, not all acts of goodwill qualify as philanthropic. The law primarily reserves this designation for organizations devoted to the advancement of religion, education, and the relief of human suffering and want.

How important is philanthropy to U.S. nonprofits?

The mix of revenues for individual charitable organizations varies greatly. Religious congregations receive almost all of their income from member donations. Arts organizations also rely heavily on donations, but from comparatively few sources, with foundations and wealthy patrons commonly forming a highly concentrated sponsorship class. Social service and allied health care nonprofits overwhelmingly rely on government subsidies and fee-for-service charges.

Estimates of contributions to charity depend on how you define them. I would estimate that direct cash donations from private individuals account for somewhere between 1 and 4 percent of the total income of the charitable, nonprofit sector, and that for every \$1 that individual Americans donate to good philanthropic causes, that federal, state and local governments collectively spend \$100 on social programs for health care, education, social services and income supports.

How is the practice of philanthropy different in the U.S. than elsewhere?

Relative to other countries, charitable organizations in the United States are remark-

ably entrepreneurial and market-oriented. Commonly, government subsidies or other mandatory funding is much greater for nonprofits in other advanced industrial democracies.

How has philanthropy in the U.S. changed?

The Great Society programs of the 1960s and '70s reconstructed American philanthropy in profound ways. A primary objective of the War on Poverty was to create a socially and economically inclusive universe of nonprofit service agencies, largely accomplished with federal grants. The dismantling of the Great Society programs in the past 25 years cleared

the way for more conservative policies. Public funding is more scarce, and unfunded mandates, much more common.

Most recently, the commercial bent of nonprofit Charitable impulses are remarkably stable, not fickle at all. Americans support charitable organizations deeply embedded in their personal lives.

organizations has intensified. The growth of merchandising is one of the pronounced trends in fund-raising. PBS is a familiar example with the licensing agreements to market toys and with commercials for corporate sponsors embedded in programming.

Do causes go in and out of favor? What's popular now?

Charitable impulses are remarkably stable, not fickle at all. Americans support charitable organizations deeply embedded in their personal lives, and only rarely support other causes. Churches claim the lion's share of most people's philanthropy. Parents contribute mightily to nonprofits serving their children. Alumni give to their alma mater. Adults commonly support organizations that serve their aging parents or healthcare organizations that offer the best hope for relieving the afflictions of stricken friends and relatives. In other words, charity begins at home.



Scientific questions

No matter how you add up the numbers, women remain a distinct minority in mathematics and the natural sciences. Four Macalester women faculty talk about their successful paths to careers as professors.

by Barbara K. Laskin

PROFESSOR JAN SERIE'S face lit up as she recalled an "aha-moment" as an undergraduate when she understood one of the physical laws of biology. "The earth actually shifted for me on its axis, and I haven't been able to let go of that moment since it happened."

Serie, now in her 23rd year at Macalester, tries to recreate that moment for her own students. "It's thrilling when you know they've got it."

Yet she also wants her *women* students to understand that not much has changed for those who want to become scientists. The culture of science is still dominated by men—much as it was when Serie was an undergraduate.

In 1980, there were 9 tenured women faculty at Macalester—and not one was tenured in the natural sciences or math. Today, 39 women have tenure at Mac, of whom 8 are tenured in the natural sciences or math. (See graph on page 7.) Nationwide, according to the National Science Foundation, women continue make up "only approximately 25% of the science and engineering workforce at large."

Serie and three other Macalester women faculty members talked recently about the paths they took to successful careers in the natural sciences and mathematics.

A life in mathematics

Last spring in Denver, invited speakers came from all over the world to pay tribute to Mathematics and Computer Science Professor Joan Hutchinson on her 60th birthday. Her interests clearly defined the conference and its title, "Graph Theory with Altitude." Hutchinson's interest in math started with her mother, who taught high school math. "We were always doing math puzzles, making math toys and even reading short stories about mathematicians. In my first year of college [at Smith], I had a wonderful woman math teacher who became my mentor and a good friend for the rest of her life. I had many excellent male teachers as well, who were very encouraging."

Kim Venn, who joined the Physics and Astronomy Department at Macalester in 1996, recalls that when she was growing up in Canada, "my middle school and primary school teachers noticed I had some talent and interest in math. They helped me to value this gift,

and set extra problems and applications for me to work on in classes."

Susan Fox, a colleague of Hutchinson's who joined the Mathematics and Computer Science Department in 1995, had a natural aptitude for the kind of thinking that computer science requires. She also worked sometimes with her father, a programmer for FORTRAN, a high-level programming language that is used primarily for scientific, engineering and mathematical applications. "He let me help him correct the punch cards for his programs when I was 7 or 8 years old."

Fox was encouraged by both women and men teachers throughout school. "It doesn't hurt that I get along well with men, generally, and have always had many male friends. Whether that is a cause or a consequence of my interest in computers is, of course, impossible to know. I'm also stubborn enough not to let the lack of other women alone drive me away. That said, if I had had some really negative experiences in my field, I might have left the field. But I have been







Clockwise from top left

Susan Fox: "I was painfully aware, at times, of being the only woman."

Joan Hutchinson with her Ph.D. thesis adviser, Professor H. S. Wilf of the University of Pennsylvania, at a conference celebrating her 60th birthday and her achievements in her field.

Jan Serie: "It's hard to retain women in general, and it's harder to hire them in the first place."

Kim Venn with her daughter: "Our faculty already reflect the male/female Ph.D. ratios in each field—nearly."

fortunate to have great mentors and neutralto-supportive colleagues."

Changing the culture

Serie, who had women science teachers in high school and college, became a teacher herself partly because "it was a comfortable thing for a woman to do." And because fewer women are research scientists, Serie said, there have been fewer studies about women's overall health issues. "We [her generation of feminists] got in the door but we didn't change the culture," said Serie. "The next generation of women is going to have to change the culture."

Today, Serie rejoices with her students who have more options than she did. "More of my students are interested in exploring things like nursing—things the women in my generation would have been horrified by. I think we've come full circle to say, look, nursing is a really honorable profession—it's a great thing to do with your life. I felt like I needed to succeed in order for the women coming after me to have the opportunities... and they do."

The culture was also difficult for Joan Hutchinson in graduate school at the University of Pennsylvania, but she sought support where she could find it. She met her husband, Stan Wagon, also a member of the Mathematics and Computer Science Department, while doing her postdoc at Dartmouth. They've shared a position in math for 30 years, first at Smith and, since 1990, at Macalester.

"When I began graduate school in 1969, there were very few women in college and university math departments," Hutchinson said. In 1971, the Association for Women in Mathematics was founded, a strong organization "from which I've received a lot of support and to which I try to give back by supporting younger mathematicians.

"I was usually one of very few women at research conferences, but there has been an upside to this—many mathematicians remember me and my talks. I am pleased to see how many women now attend research conferences, but it's also a bit discouraging to see how many drop out of the field," Hutchinson said.

The only woman in class

Susan Fox was "painfully aware, at times, of being the only woman" majoring in computer science in her undergraduate class. "Because the faculty in my department were concerned about the low numbers of women, I also found myself being put in the spotlight more than I was really comfortable with. In graduate school there were more women, and in my professional life I have never felt targeted negatively because I was female. I have faced only the challenges that any academic would face: creating an active research program, improving my teaching and making a place for myself in my profession."

Venn became a scientist with a "combination of pure interest and stubbornness, and a sufficient number of

supportive men and awesome women to work with." But, she said, she made the mistake of working with two difficult advisers who gave her little support at first. "I regularly

'We got in the door but we didn't change the culture. The next generation of women is going to have to change the culture.'

thought that I'd never have a career in science since neither of them (a man and a woman) did anything to help me find jobs or research opportunities," Venn said. "At the same time, it made me much more independent so that now I have a great deal of control over my research."

Serie found then-President Bob Gavin very supportive of her work when she arrived at Macalester in 1983. "I see him as someone who was quite instrumental in my early career." Now Serie can almost define her life as that of a mentor. "In some ways my whole life has been to figure out how to

Macalester women faculty

1980 1995 2005

39

8

Number of tenured female faculty at Macalester	9	22
Number of tenured female faculty in nat sci or math	0	5

-from Macalester's office of Institutional Research

U.S. workforce at large

Women in most science and engineering fields in the workforce at large25%Women faculty in science and engineering at 4-year colleges and universities21%

-from the National Science Foundation web site

make the path wider and better for the people who are coming after me."

Venn says the numbers at Mac may "continue to grow a bit, but our faculty already reflect the male/female Ph.D. ratios in each field—nearly. At least two women per department in the physical sciences would be a nice goal, but Macalester already has a strong showing of women science faculty, and in particular a faculty who are quite supportive of one another."

Fox has tried to support female students and would like to be more active in outreach efforts to girls. "Too many girls turn away from computing before they ever get to college. The numbers of women majoring in computer science have not increased very much since I was a student: isolation and being in the minority are still issues. However, I think there is widespread concern both in industry and academia about the scarcity of women in my field, and improving the numbers is a constant topic of conversation. That leads me to be optimistic about the future. I have seen great changes in attitudes towards women in computer science during my adult life."

Serie is not as optimistic. "Of the people we've hired in the last 20 years at Macalester, we've retained about half of the tenure-track women and 80 percent of the men. It's hard to retain women in general, and it's harder to hire them in the first place. I don't have a huge amount of hope that we are going to have a lot of women in physical sciences at Mac anytime soon."

Hutchinson said it will take a concerted effort. "It will be very important to keep up the priority of hiring and retaining women and minorities to maintain a good balance. Women can and do move around in the academic world, often taking risks in their jobs, so that a department needs always to be working on gender and diversity balance."

Barbara K. Laskin is manager of media relations at Macalester.

Quotable Quotes

GI sometimes hear Macalester students in various organizations grumble that they shouldn't have to educate their classmates and instead, their colleagues should educate themselves, or better yet, that the [college] Administration should provide programming that does all the heavy lifting. I find this a deeply troubling attitude. First, it's been my experience that few people are sufficiently interested in my life or my issues that I can reasonably expect them to go off and do fair-minded, dispassionate research. And especially given that there are so many detractors out there who want to characterize lesbians or feminists or rhetoricians in the worst possible light, relying on my countrymen to 'self-educate' is a very scary proposition. And much as I respect my colleagues in the Administration-the 'Man'-I wouldn't want them to be doing all the programming on campus around 'my' issues, either Think about the equivalent of the Administration once you leave Macalester-the Bush Administration. Would you want them to do all the GLBT education and programming in the United States? Not this girl! >>

Adrienne Christiansen, a professor of political science at Macalester, speaking May 11 to gay, lesbian, bisexual and transgender seniors at the first Lavender Graduation ceremony ever held at Macalester.

MACALESTER TODAY

Comparison of the second state of the secon

Jeanne Halgren Kilde, a professor of religious studies, writing in the April 13 Minneapolis Star Tribune about the "Left Behind" series of apocalyptic novels. She is co-editor of Rapture, Revelation and the End Times: Exploring the Left Behind Series.

Cl've been fortunate to have some successes on the basketball court and will

remember them for years to come. But above all, I got what I wanted when I came here: a great education. ³⁹ Erik Jackson '05 (Evergreen, Colo.), an economics major, All-Conference guard in basketball and finalist for the national Bob Cousy Award, quoted in the March 16 College Sporting News.

Erik Jackson was named Male Athlete of the Year at Macalester for 2004–05. 'The thing they don't tell you at the Admissions Office about Macalester's diversity is that in addition to opening our eyes to new cultures and perspectives, it also forces us to take a long, hard look at our own.... And I value that critical eye more than almost anything else we've acquired here.'

> --- Rachel Farris '05, speaking at Commencement. See page 21.

Re-accreditation review

ON MARCH 27-29, 2006, Macalester College will undergo a comprehensive evaluation visit by a team from the Higher Learning Commission of the North Central Association as part of its regular re-accreditation review. For the past two years, the college has been engaged in a process of self-study, addressing the commission's requirements and criteria for accreditation. The evaluation team will visit the institution to gather evidence that the self-study is thorough and accurate.

Macalester College and the Higher Learning Commission invite interested parties to submit written comments on Macalester to: Public Comment on Macalester College, The Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

Or comments may be submitted online at the Higher Learning Commission's Web site: http://www.ncahlc.org/

Comments should include the name and address of the person(s) providing the comments. Comments cannot be treated as confidential. All comments must be received by Feb. 26, 2006, to be considered. All comments received by that date will be reviewed by the Higher Learning Commission.

New vice president

Thomas P. Bonner

is the new vice president for advancement. He comes to Macalester from the University of the South in Sewanee, Tenn., where he



Bonner

was vice president for university relations and led a \$180 million capital campaign.

Bonner has been at the University of the South since 1991, first as associate director of planned giving, then director of planned giving, director of major and planned giving and executive director of development. He is a 1980 graduate of the University of Southern Mississippi.

He succeeds Mark Kronholm.

Athletic director



Travis Feezell has been named athletic director at Macalester, Feezell headed the Whitman College Athletic Department in Walla Walla, Wash., for the past five years, overseeing 18

Travis Feezell

varsity programs and intramurals and teaching classes on sports culture and great books. He was the baseball coach for six years as well. A varsity baseball player at the University of Wyoming, he was a finalist for a Rhodes Scholarship in 1989.

Feezell succeeds Irv Cross, who is stepping down as athletic director to become the defensive coordinator of the football team and a fund-raising consultant to the president as Macalester plans for construction of a new athletics and recreation center.

Face to face to face ...

Who else on campus is a biology major, lives in Kirk Hall, or loves the movie Napoleon Dynamite? Thefacebook knows all.

EMEMBER the Macalester photo directory of ages past, commonly called "the zoo book" for the quality of the portraits? Well, now there is a new, techy version involving more than 800 campuses and 2.8 million users. This freeto-users social networking tool is found at www.thefacebook.com, but unless your e-mail address ends in ".edu," forget ityou can't access thefacebook.

Launched in February 2004 by Harvard student Mark Zuckerberg, it's become the database of choice, and chief means of procrastination, for a number of Macalester students, including anthropology major Brittany Lynk '06. "I use it to get people's phone numbers, to learn more about their hobbies and to learn the names of the friends of my friends," says Lynk. "It makes the campus seem small, and keeps you in touch if you live off campus." Using the global search, she has even caught up with friends from her seventh-grade church camp.

The facebook adventure begins when you develop a personal profile, which can be as basic as your e-mail address and student status, or may include your photo, residence, romantic status, favorite movie or book and

thefacebo

more. Anyone on facebook can access some information, but only your "friends" have access to the details. To designate someone as a friend.

you e-mail someone an invitation to be your friend. He or she may accept friend status, reject it, or leave you hanging indefinitely. Thefacebook can then send reminders of friends' birthdays. Every profile also has a "wall" where people can leave comments about or for you.

Profile blue fields are searchable, meaning you can find out, for example, who else is a bio major, lives in Kirk Hall, or

'I use it to get people's phone numbers, to learn more about their hobbies and to learn the names of the friends of my friends.'

loves the movie Napoleon Dynamite. Mac students can browse information on other Macites, but only the profiles of "friends" on other campuses, limiting the creepy stalking potential of some similar Web sites. Just got accepted to Macalester? Wrangle time on a friend's .edu address and learn who from your hometown is already a Scot. Then there's the "poke," an undefined function that sends a pointing index finger with the message "You have been poked." At least someone thought of you. You can join or initiate an online group. Among the Mac groups are "Pedro for President," "Weatherford Veterans," "Spongebob Freaks" and "Rural Pride."

For Lynk, the cultural anthropologist, thefacebook is more than a social network; it's a study in anthropology, an emerging, borderless culture that exists over the Internet.

'Unthinkable Thoughts'

Professor Jim Laine's 'obscure academic book' about a Hindu king set off a firestorm in India. The book has been banned, a colleague assaulted and Laine himself threatened with arrest. But as he explains, the opposition to his book is not exactly what it appears.

IM LAINE has built his academic career around research in India. He first went to India in the late '70s, and from 1985 to 2003 he spent months at a time in Pune, the "Oxford of the East," studying Marathi and Sanskrit texts.



Professor Jim Laine

But the Macalester professor of religious studies will not be returning to India any time soon. His third book, about a 17th century Hindu king named Shivaji, published in India in June 2003 by Oxford University Press, set off a firestorm. Even after Oxford Press withdrew the book and Laine apologized for any offense his book had given, a mob ransacked the research institute in Pune that had given him assistance and assaulted an Indian colleague simply because Laine had thanked the man in the book's acknowledgements. The prime minister of India even called for Laine's arrest.

But the "Laine affair," as it's been called, is much more complex than it appears. Laine talked about the controversy in an interview in late June with Jon Halvorsen.

What is the current status of your book in India?

The book continues to be unavailable in India. The state government banned it. Some of the people who originally contacted me about what they considered the offensive portions of the book way back in November

2003, and who led the initial charges against me, have been in touch with another publisher in India of a previous book I published. That book is mostly a translation of an epic account of Shivaji's life. They found in my introduction a reference I made to the "Oedipal structure" of the story and they took offense. They said Oedipus had sex with his mother and this could not possibly apply to their hero. I wrote back and said that since Freud most people think of "Oedipal conflict" between father and son and that's part of normal psychological development. It's also a term that refers to certain patterns of literature. Their

objections are a little absurd.

But given the climate in India today, the Indian publisher has stopped making the book available out of fear they will suffer retribution. So this group has gained power as a kind of thought police.

I had something.

attacking me see themselves as secular, rationalist, progressive and feminist-not as supporters of some traditional religion. So they make an odd opponent for me.

The Maratha group

Of course, those references do relate to some of my ideas that they found most objectionable in the other book [Shivaji: Hindu King in Islamic India]-that Shivaji had some conflict with his own father. His father didn't live with him and was employed by a Muslim sultan that his son was fighting militarily. It seems perfectly reasonable to me to explore the possibility that they had conflicts. All those ideas are absolutely unthinkable. In my third book, I actually use that term - "unthinkable thoughts." I feel terrible about everything that happened, but on the other hand, if by saying a thought is "unthinkable," and that indeed turns out to be the case, then maybe

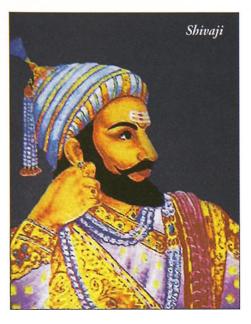
But your case is different from that of other Western scholars who have been targeted by Hindu nationalists?

Yes. By and large, the problem is framed in terms of conservative Hindu nationalists trying to preserve a particular view of Hinduism vs. secular or liberal people who challenge that view. There's been a little of that in my case.

But the real controversy in my case relates to the struggle between two caste groups in Maharashtra in southwestern India, where I've done my work. Those groups are the Brahmins—the intellectuals and insiders to the world of publishing and writing in English-and the Marathas, the caste group from which Shivaji came. Marathas have felt themselves oppressed by Brahmins in many ways and are now trying to claim their place in that society. Their suspicion always is that if something is written about Shivaji that they consider demeaning to his heritage or name, it must be a Brahmin plot to continue to oppress their group.

If you read my book in a balanced way, there are some places where it seems I support a Brahmin position, but there are other places where I'm quite critical of the presuppositions of traditional Brahmin





scholarship. But it's that Brahmin-Maratha battle that I've become caught up in. The Maratha group attacking me see themselves as secular, rationalist, progressive and feminist—not as supporters of some traditional religion. So they make an odd opponent for me. In their view, Brahmins have duped me—the Western scholar with access to international resources and Oxford University Press—into spreading a message denigrating their heritage. Some of the e-mail I got from them was sort of sympathetic—"you just didn't realize that you were being used and manipulated."

The fact is I was assisted in my research by a number of Brahmin scholars because it is true that they dominate scholarship in that part of India. But a chunk of my book was a careful critique of the biases that I thought some of these scholars had. That got overlooked in the heat of the debate over this one issue.

The then-Indian prime minister, Atal Bihari Vajpayee, said in March 2004 he was "prepared to take action against the foreign author" and threatened to have you arrested.

This became an issue during the national election. Whenever politicians were speaking

in Maharashtra, they didn't want to get outflanked on this issue. There had to be some competition as to who was more incensed at the foreign scholar. The prime minister actually reversed his initial position. He first said he was opposed to the banning of books. But then he later felt he was losing traction, so he called for my arrest.

Was it frightening to be threatened in that way?

I never received any kind of official communication from the government or police. I don't have any real worry about that. I continue to be worried about people I mentioned in my book who were targeted.

Did you know that some of the things in your book would be controversial?

I couldn't have predicted this political effect. There were a few people who reviewed it and were shocked or whatever by some of the things I said. But once it became a political issue the only thing that got discussed was three pages in the fifth chapter. I thought the book was about how narratives get shaped and how people tell stories and why stories are important and reflect those people's values. I was more interested in how the stories are told then whether or not they are, strictly speaking, historically accurate.

You issued an apology to those who felt offended by the book. Was that intended to help your colleagues in India who were targeted?

Yes. Several of these people had a police guard for several months. Oxford pulled the book very early, so people were offended who had never seen the book. I certainly wanted to apologize for offending people who felt that I had somehow tried to disparage a national hero. That wasn't my intent.

What do you think would happen if you returned to Pune in the near future?

Many people say nothing would happen but others say I need to be more careful. I wouldn't take the risk of going anywhere in Maharashtra State at this point. I was very comfortable and settled into a particular niche and I had a whole group of colleagues and friends in Pune. Now I'm saddened by the idea of not going back to a place where I had such deep ties. But from a scholarly point of view, it may be time in my career to do something a little different. I'm on leave [in 2005–06] and hope to do some work on a book that won't be as location-specific as the work I did in the past. It will involve India but in a much broader way and won't require field work since I figure I'm not going back to India for a while.

Are there "lessons" to be drawn from this whole experience?

I thought I was writing a pretty obscure academic book that few people would read. The usual run on a book like this is 750 to 3,000 copies, worldwide. I have no idea how many were published in India, but not very

many. I thought within scholarly circles there might be a little debate. I couldn't have predicted this. The events that unfolded

I wouldn't take the risk of going anywhere in Maharashtra State at this point.

showed me that I had underestimated the degree to which Brahmin-Maratha conflict continued to inform the imaginations of people as they thought of Shivaji.

But I really don't think there's a "lesson to be learned." Except that if you want to stay out of trouble, you should stay within the framework of what is acceptable thought. If we do that, it seems to me we're not academics any more, in the usual definition of what an academic does to push back the frontiers of knowledge.

Veiled meanings

What happens if you wear a Muslim burka to a Macalester play? All kinds of interesting things.

by Anne Campisi

NE DAY IN APRIL I put on a burka a long black dress, my face and hair veiled—before I drove to the Macalester theater. My husband, Evan Winet, was directing a dress rehearsal of *The Jester*, a 1967 Syrian comedy, for the spring production. He was the only person who knew I was coming.

I suspected this might bother some people, both the appearance of a veiled woman



Two views of the author.



on campus and the eventual understanding that I was not a Muslim. But I was curious and Evan was game: how *would* people react? A combination of nervousness and the burka's elegance improved my posture when I left the car. Two passersby, reflected in the window ahead of me, openly stared until I entered the Janet Wallace Fine Arts Center.

Four months earlier, in January 2005, a faculty travel grant sent Evan to Damascus to research the play. This was a new translation, commissioned specifically for Macalester's production, and one of the few Arab plays staged in the United States in recent years. In Syria, we had a chance to consult with the reclusive playwright, Mohammad al-Maghut, who at 71 is renowned as one of the Arab world's foremost living poets.

Back home, students participating in the play took a Theater Projects course that focused on issues of the text. Not only did they learn lines and collaborate with local Arabic dancers and musicians, they

discussed extensive readings on subjects like Arab nationalism and the Israeli-Palestinian conflict.

At the dress rehearsal, I took my seat three minutes into the first scene. The entire cast was on stage and eight people were in the house. With all but

I didn't expect the ethnic diversity I've found here in the Twin Cities; I didn't expect to sip tea among women in black Iranian *chador*, or colorful Somali head scarves, at the café on my St. Paul street.

my eyes and fingers draped in black, no one knew it was me. But everybody noticed.

"When you came in," Rachel Cole '97 told me afterwards, "a stillness fell, a shock, just an acknowledgement of the entrance of this woman."

Though no one broke character, students told me later that some of them were disturbed, reading the veil as an extreme form of female oppression in their own space. Others shrugged me off as a reporter for a local Islamic paper. A few thought the burka was exotically sexy. More than a few myself keenly among them—felt enormously self-conscious.

"It challenged my own position of being in the play," said Cole. "[*The Jester*] was written by a Syrian man criticizing Arab nationalism, and here's me as a white, Jewish, American woman. What is my relationship to these issues?...It complicates the project, but doesn't negate it." Ultimately, she went on to explain, an actor has to act. And she can't control who's in the audience.

Students wrestled between the rhetorical openness taught in their classrooms and the spontaneous social habits of the real world. Though I laughed aloud at the funny bits of *The Jester* and applauded heartily at the end, people passed me on tip-toe.

Just after the curtain call, however, one student actor came up and bridged the perceived divide. A cart of cupcakes had appeared, in honor of a birthday, and with this she approached me at my seat, smiled and offered me one. She held it out almost warily, as if her overture might cause offense requiring a quick retreat. I accepted the cupcake with thanks and congratulations, and everyone heard my voice. The student asked my name and the game was up: I was someone they knew. Reactions varied from laughter and loud appreciation to sober feelings that a non-Muslim American wearing Islamic clothing in public was an unacceptable transgression. The conversations would go on for weeks. Meanwhile, I puzzled over just how one ate a cupcake while veiled.

PARTLY BECAUSE the play was recommended by the weekly *City Pages* newspaper, *The Jester's* audiences were fairly diverse and included many theatergoers from the local Arab-American community. This fact alone defied my preconceptions of life in Minnesota. Originally from New York and California, I didn't expect the ethnic diversity I've found here in the Twin Cities; I didn't expect to sip tea among women in black Iranian *chador*, or colorful Somali head scarves, at the café on my St. Paul street. As the Midwest continues to change and grow, I see Macalester boldly facing forward. ●

Anne Campisi is a writer who lives in the Twin Cities.



Unconventional Wisdom: Citizenship and Community at Macalester

The following is adapted from President Rosenberg's address to the opening convocation of the academic year on Sept. 8.

by Brian Rosenberg

HOUGH I do not ordinarily pay much attention to bestseller lists, I did happen to read back-to-back this summer two books very popular among those not otherwise occupied with Harry Potter, each of which, coincidentally, has a rather direct connection to the Twin Cities. The World is Flat was written by New York Times columnist Thomas Friedman, who grew up in Minneapolis and received an honorary degree from this very college in 1992; Freakonomics was co-written by Steven Levitt, who before becoming a prize-winning economist at the University of Chicago graduated in 1985 from St. Paul Academy and Summit School, which sits just a few blocks to our south. More significant than these local ties is the fact that each book seemed to me to speak in some important and interesting way to the work we do at Macalester: to the way we define our mission, shape our programs and imagine our communal identity. It is about these topics that I would like to speak briefly on this occasion, when we stand poised at the beginning not only of a new academic year, but of planning processes for new initiatives, new buildings and new fund-raising campaigns that will do much to shape the future of an institution whose past gives us reason for hope and pride.

Friedman's argument, by now quite widely known, is like many forceful and elegant arguments relatively straightforward. We have only recently, he contends, entered a new era of globalization that is "shrinking the world from a size small to a size tiny and flattening the playing field at the same time." The force driving this new form of globalization, "the thing that gives it its unique character... is the newfound power for individuals to collaborate and compete globally," and the lever enabling this shift is "not horsepower, and not hardware, but softwareall sorts of new applications-in conjunction with the creation of a global fiber-optic network that has made us all next-door neighbors." Whereas, moreover, previous eras of globalization "were driven primarily by European and American individuals and businesses," this new era "is going to be more and more driven not only by individuals but also by a much more diverse-non-Western,

non-white—group of individuals."¹ Too many within the United States, Friedman contends, and particularly too many within the worlds of politics, business and education, ignore this new reality, to our great and growing disadvantage.

We need to be prepared not to change direction, but to strengthen characteristics already present or incipient in the college: not to alter our mission, but more energetically to pursue and fulfill it.

WOULD concede the caveat voiced by many of Friedman's critics that he overstates the extent to which the world has already flattened and notes but minimizes the fact that the vast majority of individuals in places such as India and China still live in conditions dramatically worse than those commonly found in the United States or Western Europe. One does not usually sell books by *under*-stating provocative arguments. Nevertheless the evidence that the world is in the process of becoming a very different place than it was twenty years ago and even than it is today-a place more urban, less Caucasian and more deeply interconnected—is overwhelming. About half the world's population currently lives in cities; within about 25 years that number will reach 60 percent globally and will approach 90 percent within the United States. "Nearly all population growth over the next several decades will be in the cities of developing countries, whose population will double to nearly four billion by 2030."2 Imports and exports, which made up 5 percent of the United States economy in 1970, now total nearly 15 percent of the economy.3 Between 1980 and 2003, the percentage of world industrial patents awarded to individuals and companies in the United States fell from 60 to 52, with concomitant increases in south and east Asia, and similar trends can be noted everywhere in the worlds of science, education and technology.4

We at Macalester overlook at our peril, and at the risk of failing to serve the students we enroll, the evolving nature of the world into which our graduates will move. We face the prospect of irrelevancy and of decreasing levels of public and private support if we do so. Fortunately at this college we can point to a longstanding commitment to precisely those principles and practices that will prepare students for Friedman's flat world: internationalism, an appreciation and critical understanding of diversity, an awareness of education not merely as a private benefit but as a public good. These are not priorities to which we have been drawn as they have become popularly embraced, but ones that reach back through the presidencies of Charles Turck and James Wallace and in some sense to the founding of the college. We are also most fortunate in being situated in an urban environment that, while blessed with all sorts of comforts and riches, still provides us with an opportunity to explore the

¹ Thomas L. Friedman, The World is Flat: A Brief History of the Twenty-First Century (New York: Farrar, Straus and Giroux, 2005) 10-11.

⁴ Friedman 269.

² "Urban Population Trends," *Peopleandplanet.net*, 26 January 2005 http://www.peopleandplanet.net/doc.php?id=1489

³ "A Case Study: United States International Trade in Goods and Services," *EconEdLink*, 19 October 2001 http://www.econedlink.org/lessons/index.cfm?lesson=EM215

peculiar complexities and trials of urban life. Our challenge must be to embrace and not turn our back on these characteristics: to take seriously the notion that education at Macalester really should be shaped at the core—at the departmental, programmatic and individual level—by our distinctive mission and location.

This is not to say that we should abandon the teaching of *Middlemarch*, mathematics, or molecular biology or that we should pursue distinctiveness merely for its own sake. The core tenets of a small-college, residential liberal arts education—an emphasis on individualized instruction, on the development of critical and imaginative thinking, and on

a rigorous curriculum of both breadth and depth-have not changed. It is to say that we should acknowledge the extent to which education is preparation for citizenship within local, national and global communities and that changes in those communities should be reflected in the education we

Macalester graduates from the 1940s to today share to a remarkable extent their support for the college's distinctive identity and often have more in common with one another than they do with others of their own generation.

provide. Thomas Jefferson's famous observation that "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be," ⁵ remains as true today as it was in 1816; what has changed—dramatically—are the particulars of both nation and civilization, and what must change therefore is the education upon which such constructs are grounded. We can embrace this truth timidly and halfheartedly, nibbling around the edges of our enterprise and wishing the need for change would disappear, or we can embrace it with energy and enthusiasm and create a college of compelling power and relevance. My hope is that as we develop the new Center for Global Studies and Citizenship,6 as we form and implement our new general education curriculum, as we make decisions about investments and resource allocations, we will have the courage to do the latter rather than the former. Macalester's fundamental goal over the next decade and beyond should be to become widely recognized first and foremost as a college distinguished by exceptional academic quality, but also by a pervasive sense of excitement and innovation, a keen awareness of the changing world into which we are sending our graduates, a distinctive and demonstrable commitment to the education of global leaders in areas including public service, business, law, medicine, the arts, the sciences and education, and a student experience informed and enhanced by a vital urban environment. To accomplish this we need to be prepared not to change direction, but to strengthen characteristics already present or incipient in the college: not to alter our mission, but more energetically to pursue and fulfill it.

Levitt's book, co-authored with Stephen J. Dubner, is more impish and irreverent than Friedman's and speaks less directly to our situation at Macalester. Among the questions it asks and answers are such puzzlers as "What do schoolteachers and sumo wrestlers have in common?"; "Why is a new car suddenly worth so much less the moment it leaves the lot?"; and "Which is more dangerous: a gun or a swimming pool?" 7 All of these, while interesting, have little immediate bearing on our endeavors at the college, though I'm sure that many of us would like that question about new cars in particular answered definitively. What caught my attention were two of the fundamental ideas upon which

Levitt's worldview is based, each of which is transferable in some sense to our thinking about Macalester. The first of these is that "the conventional wisdom is often wrong": the second is that "dramatic effects often have distant, even subtle, causes."⁸ Just as Levitt brings these ideas to bear upon topics ranging from crime to parenting to abortion, I brought them to bear upon a question about which, for obvious reasons, I think a great deal: what is and what should be the ideal nature of the Macalester community?

DO NOT want to minimize in any sense the importance of diversity to our community at the college: racial and religious diversity, international and ideological diversity, are a cornerstone of American higher education and fundamental to our mission. Ensuring access to first-rate post-secondary education for students from lower-income and underrepresented groups is perhaps the central challenge for both public and private colleges and universities in the early decades of this century, and our success in meeting that challenge will go a long way toward determining the success of our nation in the world. Today, however, I want to speak not about diversity but about unity, about the extent to which in becoming part of the Macalester community we become part of a shared enterprise and responsibility that does or should provide us with a bond that transcends all of the ways in which we are different from one another. K.Anthony Appiah has written that in the coming years "the identities we need will have to recognize both the centrality of difference within human identity and the fundamental moral unity of humanity."9 I would argue by extension that the Macalester we need to form must embrace both the discrete and distinctive cultures from which we come and the particular culture we form and share once we arrive on this campus.

⁶ Plans for the Center will be announced this fall.

⁵ Thomas Jefferson to Charles Yancey, January 6, 1816, cited in William G. Bowen, Martin A. Kurzweil, and Eugene M. Tobin, *Equity and Excellence in American Higher Education* (Charlottesville: University of Virginia Press, 2005) 4.

⁷ Steven D. Levitt and Stephen J. Dubner, Freakonomics: A Rogue Economist Explores the Hidden Side of Everything (New York: William Morrow, 2005) v-vii.
⁸ Levitt and Dubner 13.

⁹ K. Anthony Appiah and Amy Gutman, Color Conscious: The Political Morality of Race (Princeton: Princeton University Press, 1996) 105.

¹⁰ Cited in Levitt and Dubner 90.

¹¹ Friedman 443.

Conventional wisdom, a term coined by economist John Kenneth Galbraith to describe wisdom that is "simple, convenient, comfortable and comforting—though not necessarily true,"¹⁰ would hold that within the Macalester community unity is in relatively short supply. We contain within our 53 acres students from 50 states and more

than 75 countries; we offer to our 1,800 degreeseekers three dozen different majors and more than 100 different campus organizations serving a variety of constituencies and interest groups.

I truly believe that we cannot approach the work of educating global citizens without simultaneously addressing the work of building local community.

We spend an extraordinary amount of time identifying, understanding and celebrating our differences. Beyond this, we have a reputation for being somewhat more fractious, individualistic and self-critical than are many of our peers: proponents of such a view might point to such evidence as our historically low alumni giving rate, our high student protest rate and our low faculty attendance rate at monthly meetings to support their position.

I see things somewhat differently. I believe that the sense of shared purpose among students and alumni of this college is powerful and that the desire to affirm the importance of community is palpable. We have surveyed our alumni of the past 60 years and discovered that Macalester graduates from the 1940s to today share to a remarkable extent their support for the college's distinctive identity and often have more in common with one another than they do with others of their own generation. They embrace our commitment to internationalism, multiculturalism and service. We have reached out to our alumni for support and service and have been met with a positive response that has, among other things, driven the alumni giving rate up from about 35 percent to nearly 45 percent in only a few years, a rate of growth rarely seen in college philanthropy, and the number of volunteers up ten-fold. We have begun to schedule events such as Founders Day for the campus and alumni community and have been met with attendance far higher and more enthusiastic than anticipated. And we have spoken with students and discovered that, to them, it is deeply important to understand the history, culture and longstanding purpose of this place to which they for a time belong. We should expect from them no different and no less, and we need to figure out ways to respond more effectively to their desire. We need to recognize that cynicism about the importance of community is something we can ill afford and that reinforcing those things that bind us together is as important as celebrating those ways in which we are individually distinctive.

And why is this strengthening of our college community so important? To answer that question I allude again to Steven Levitt's second idea, that "dramatic effects often have distant, even subtle causes." I truly



community. We cannot teach citizenship without, at the start, modeling within our own community the nature of responsible engagement, support, debate, participation and leadership. How can we expect our students to become alumni who engage constructively with local, national and international issues if we do not encourage them while at Macalester to exercise thoughtful stewardship over the community they here inherit and inhabit? There is I believe a direct connection between local stewardship and global citizenship; by strengthening the sense of the former, we improve the preparation of our students for the latter. By building community at Macalester, we increase the likelihood that our graduates will build

communities throughout their lives.

believe that we cannot approach the work

of educating global citizens without simulta-

neously addressing the work of building local

EAR THE END of his book, Thomas N Friedman paraphrases one of his sources, a Cuban-born computer scientist named Irving Wladawsky-Berger, who contends that "we need to think more seriously than ever about how we encourage people to focus on productive outcomes that advance and unite civilization-peaceful imaginations that seek to 'minimize alienation and celebrate interdependence rather than self-sufficiency, inclusion rather than exclusion,' openness, opportunity and hope rather than limits, suspicion and grievance."11 Nearly every day the news from around the country and around the world reminds us of the urgency, even the desperate urgency, of this need. Through building our own community at Macalester, through teaching and inspiring citizenship beyond Macalester, the creation of such imaginations is our work, and we should do it with great pride, great effort and a fierce determination to succeed.

Brian Rosenberg, the president of Macalester, writes a regular column for Macalester Today. He can be reached at rosenbergb@macalester.edu.

Diversity and community: The Pluralism & Unity

Program at Macalester provides a year-long experience for 30 first-year students a cross-section of U.S. white students, U.S. students of color and international students. The goal is to create a community of people committed to exploring issues of multiculturalism and working to end racism in a global context. Drawing fans **COCK** from as far away **AGAIN** as London, the Macalester band reunites for two sold-out shows and a documentary

Text and photos by Vince Castellanos '92

buzz built through the capacity crowd packed inside the Triple Rock Social Club in Minneapolis. The occasion? A reunion of the legendary Macalester band Walt Mink, who were brought back together for a documentary movie. "Minneapolis is lucky tonight," said the director, Christopher Butler, as he introduced the band and 16mm cameras whirred.

Founding members John Kimbrough '90 and Candice Belanoff '90 stepped onstage with drummer Zach Danziger. The trio opened with the apropos "New Life," then segued smoothly to "Love You Better." By the time Kimbrough tore into the tune's guitar solo coda, the band and its fans were in full-on rock mode. Not bad for a group that hadn't played plugged-in for eight years.

When the June 17 reunion show was announced, the Triple Rock set a venue record for fastest sellout. Demand was so great that an all-ages gig was added. That sold out, too. People pilgrimaged from California, Texas, Ohio, New York and even London for the event.

For Chris Peknik '94, who journeyed from Albuquerque, N.M., Walt Mink was an introduction to alternative music. "I saw them open for Toe Jam in February '91 at Cochran, and my musical horizons really opened considerably. I always carried a torch for them, and the fact that they got back together was like a gift." Kimbrough, Belanoff and original drummer Joey Waronker '92 formed Walt Mink at Macalester in 1989, naming the band after a favorite psychology professor. "An idiosyncratic Cream for the '90s, Walt Mink adds daring innovation to the power trio formula," USA Today wrote in 1992. "...Their captivating honey-and-vinegar sound is fresh and inventive without being so oddball as to forever trap them in cult limbo." The band landed a major label deal, but bad timing and label trouble limited their commercial success. Waronker left to drum for the likes of Beck and R.E.M., and John and Candice called it quits in 1997,

performing a farewell show in New York City. In attendance that night was casual fan

Christopher Butler. Now a writer/ producer for Nickelodeon Online, Butler became fascinated by Walt Mink's history. "Their story is riddled with bad luck," he says. "They weren't screw-ups or drug addicts or rock tragedies. They deserved better. The ending in New York was so

The late Professor Walt Mink

sad, but I thought, 'What if we write a new ending?'"

Butler planned a documentary that would feature a reunion show, and he met with Kimbrough in early 2003. "If someone is proposing a movie about a band no one's heard of, you'd think he's nuts. So I was pretty wary," Kimbrough admits. "And I told him I wouldn't put the band back together. That would never happen in a million years."

"I was so entrenched in my life with a toddler and a family and graduate school," Belanoff says. "No way was I doing that."

Eventually, though, Butler's persistence paid off. "What made our band good was elusive," Kimbrough

says. "I knew that his only shot at showing it was to film us."

"I've got a son now [Eli, almost 4]," Belanoff adds, "and when he's 14 I'll have to convince him I was cool once." Butler then lobbied Waronker. Though a supporter of the

project and

tempted by the



Candice Belanoff '90 and John Kimbrough '90: with original drummer Joey Waronker '92, they formed Walt Mink at Macalester in 1989, naming the band after a favorite psychology professor.



prospect, the budding producer couldn't commit due to scheduling issues, so Walt Mink's final drummer, Zach Danziger, was enlisted and the line-up was set.

Famous for frenetic gigs, Walt Mink didn't disappoint at its reunion. Three-and-a-half-minute bursts of punk-tinged power-pop bliss showered down upon spectators bouncing to the beat. Kimbrough stalked around stage and attacked his intricate guitar licks, and Belanoff pogoed in place with eyes shut as adoring fans shouted, "I love you Candice!"

"At times it felt like we were bringing it with the old energy," Kimbrough said later. "It was as if no time had passed; it was incredible. The only thing missing was the stage diving."

Well past midnight and after more than 90 minutes of high intensity, the crowd still clamored for more, bringing Kimbrough back for yet another encore. "I'll play one more, but we're fresh out," he said apologetically.

"Lovely Arrhythmia" ended, the band took a final bow and the lights came on. But instead of leaving, fans clustered about and renewed acquaintances. "I underestimated the extent to which it would be a family affair and I didn't know how powerful it would be," said a hoarse Mike Lara '89, who came from Boulder, Colo., to see his pals John and Candice for the first time in 15 years.

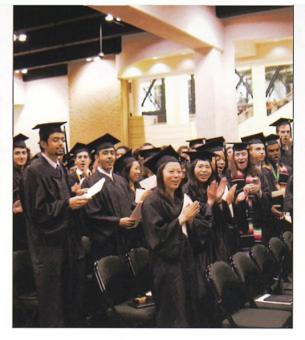
Belanoff lives in Boston with her husband, Jason Harmon, and son. A doctoral student in epidemiology at Harvard, she hopes to use her degree to "teach young people and do some research around health disparities, social epidemiology and maternal and child health."

Kimbrough lives in New York with his wife, Rachel Karsen '90, and scores movies and television shows. He earned an Emmy in 2000 for the song "Up to You," which he wrote for a Nickelodeon special, beating out such luminaries as Marvin Hamlisch and Carole King in that award category.

Neither Belanoff nor Kimbrough rule out another joint musical effort. "It might've been the most fun I've had playing in the history of Walt Mink," Belanoff says. "It was amazing to see old roommates and friends; it was a really lovely homecoming. People seemed psyched. They were singing along and smiling, I was smiling; it was a really smiley, happy event."

Butler hopes to finish his documentary in 2006 (see www.waltminkthemovie.com). "Chris helped us rewrite the ending of the band in a super-positive, awesome way, and I'm deeply grateful for that," says Kimbrough. "I think it went amazingly well, and it was so much fun to feel that enthusiasm coming back at us. I got to reconnect with friends; all my people were there. It was really beautiful."

A freelance writer, Vince Castellanos '92 lives in Minneapolis with his wife, Paige Fitzgerald '94, and their lab mix. 'I've got a son now and when he's 14 I'll have to convince him I was cool once.'



Macalester's 116th Commencement was held at the St. Paul RiverCenter. The 460 graduating seniors came from 41 states and the District of Columbia and included 77 international students from 49 countries.

COMMENCEMENT 2005

Minnesota's fickle weather forced graduation indoors but, as these pictures show, 460 seniors and their families didn't miss a beat

photos by Greg Helgeson



18



Left: Members of the Concert Choir at the baccalaureate service in Weyerhaeuser Memorial Chapel include (front row from left): Cassie Warholm-Wohlenhaus '07 (Lindstrom, Minn.), Tom Klink '08 (Oak Park Heights, Minn.), Sarah Turner '05 (Cross Plains, Wis.), Christopher Engelhard '06 (Jamestown, R.I.) and Carolyn Loeb '08 (Maynard, Mass.).



Above: Tiffany Eagar '05 (Salt Lake City, Utah) and Daniel Bogard '05 (St. Louis, Mo.) at the service in the chapel.

Right: Yukie Sakaguchi (Hiroshima, Japan) receives her diploma.





Above: The Macalester Pipe Band in action.

Where everybody knows your name Jayne Niemi '79 gets it right at graduation time

hrysostomos C. Kridiotis."

"Ssebbaale Sseremba."

"Mariya Sergeyevna Sadakova."

Macalester Registrar Jayne Niemi '79 pronounced these and the names of 457 other graduating seniors in a ringing, mellifluous voice, making them sound like a symphony. She's had the job for six commencements now, so more than 2,700 graduates have heard Niemi e-nun-ci-ate their full names at that exquisite ta-dah moment as they cross the stage to receive their diplomas.

Whether they knew it or not, Rhea Rohini Datta, Kwame Ametepee Tsikata and Zeynep Yilmaz not to mention Christopher Read Hill, Michael John McNamara and Kathryn Louise Swanson—could count on Jayne Niemi to get their names right.

"I attribute this 'talent' to growing up in Chisholm [on Minnesota's Iron Range]," she says, "where Finnish and Slovenian were spoken between my parents and grandparents, and where other community members were speaking Italian, Croatian, Serbian, Russian, Polish and who knows what else. It gave me an ear for the different sounds."

A French major at Macalester, Niemi has taken courses in Spanish, Italian, Serbo-Croatian and Slovenian. But any listener can tell that she goes to great lengths to pronounce each senior's name correctly. Two days before, she listens to a tape from the International Center on which many—but not all—international students have

Jayne Niemi '79: Growing up on Minnesota's Iron Range, with its rich mixture of languages, "gave me an ear for the different sounds."



recorded their names. "I listen to that two or three times, repeating aloud and perhaps driving my colleagues batty."

At rehearsal, she goes over reader cards from the students on which they've given some pronunciation hints. "I read aloud through the cards once, flagging the ones that I question. These are often names like Cara or Johanna/Joan/Jo Anne which have many variations on pronunciation that aren't always made clear. Or, they are students who aren't international in citizenship, but have very international names. These I call, pronounce for them and tell them to call our voicemail to correct my version. I make all sorts of notes for myself on the cards about accented syllables, rhyming words, etc. If I'm lucky, I can



run through the cards twice more before showtime, but often it's just once, since I'm responsible for making sure we get everyone officially graduated and that's even more important.

do occasionally find myself repeating names at home in the shower or as I try to sleep—some of them can be like a song that keeps going through your head!"

Niemi obviously relishes the task of pronunciation. "But besides my personal enjoyment of it, I really believe that at an event like this, where we are celebrating a person and their achievements, getting their name right is important. Hopefully, it sends the grad and their family off with the feeling that we know who they are and that we're proud of them."

— Jon Halvorsen

'Some names can be like a song that keeps going through your head!'



The procession of flags representing the countries of the graduating seniors.

Friendship and fervor

Rachel Farris '05, an English major from Three Rivers, Mich., delivered her senior prize essay. An excerpt:

Diverse as the class of 2005 may be, we all share in the great good fortune to be among the tiny minority of the population that gets to spend four years experiencing the kind of friendship and intellectual fervor we have here. Though the issue of privilege has been one we've struggled with throughout, collectively and as individuals, I hope at this moment we can all agree that deep gratitude for the gifts of this community is something that absolutely unites us. I'm confident that the legacy of this unifying, privileged experience will show itself in distinctive ways in all of our lives. •



Rachel Farris







Above from left: Robert Spurlock (Portland, Ore.), Peter Ellew (Cottonwood, Ariz.) and Peter Gartrell (Durham, N.C.) savor the moment.

Left: Michael McNamara (Rolling Hills, Calif.) is jubilant.

Below (from left): Zeynep Yilmaz (Bursa, Turkey), Joan Bennett (Woodbury, Minn.), Johanna Nice (Houston, Texas) and Sasha Kostov (Sofia, Bulgaria).



The Rev. Dr. Jon M. Walton '69 with the Rev. Linda C. Loving, a former Macalester trustee, who read the citation for his honorary degree.

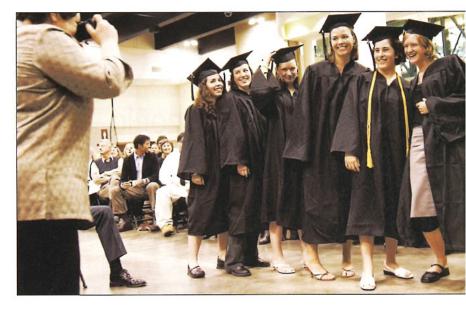
Brave leaders of faith

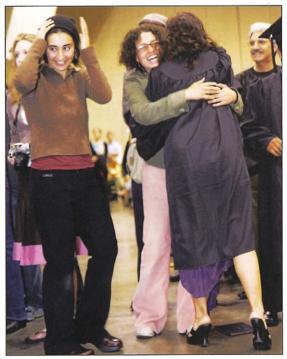
Honorary degrees went to poet Edward Hirsch and the Rev. Dr. Jon M. Walton '69, pastor of The First Presbyterian Church in the City of New York. Walton delivered his first sermon there just two days before Sept. 11, 2001. The church lost seven members of its extended family in the attack on the World Trade Center. Walton is the co-moderator of the Covenant Network of Presbyterians, a national organization committed to the inclusion of all qualified persons in the ministries of the Presbyterian Church without regard to sexual orientation. He spoke at Macalester the day before commencement. An excerpt:

Because of those days [Sept. 11 and after], I am no longer so modest about doing the work of being a minister in a world where hunger and poverty and power and ignorance and disease and religious fanaticism demand a response. I am convinced that just as we need great scientists and wise diplomats, and gifted teachers and brilliant researchers, inspired artists and poets and able physicians, we also need bright, articulate and brave leaders of faith...pastors and priests and rabbis and imams who will help us discern with clarity and speak with conviction about the kind of world that God is calling us to co-create, a world in which we either learn to live together or in which we will most assuredly die together.

> Right: Brooke Childs '04 (Amherst, Mass.), left, who officially graduated in December but walked with the Class of 2005, and Sarah Meyeroff '04 (Milwaukee, Wis.) congratulate Jessica Buendia '05 (Iowa City, Iowa), right.

Below: A photo op for (from left) Brett Dennis-Duke (New York), Melanie Roberts (Barrington, R.I.), Sara Guadagni (Walnut Creek, Calif.), Elizabeth Hutchinson (Minneapolis), Emily Matzner (Milwaukee, Wis.) and Elisa Berry (Minneapolis).





LANCING

Should one parent stay home with a young child? How many hours does a job require? How does a couple find time for themselves?

Young Macalester parents are wrestling with age-old questions of balancing work, life and child rearing. by Kara McGuire '98

fter my daughter Charlotte was born, my husband said I'd found a new hobby: over-analyzing my work schedule. Do I work too much or too little? Are three long days at day care

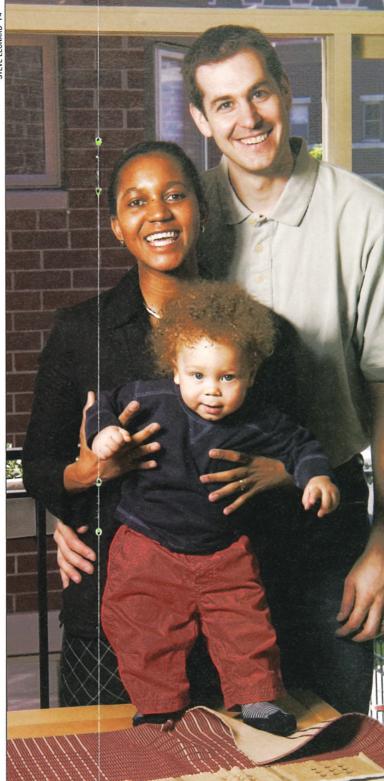
better than five half-days? Can we afford for me to quit working or do we rely on my salary for things that matter? Do I even want to quit?

While becoming a mother has been one of the most gratifying and meaningful of life experiences, the struggle to balance work that I enjoy with the family I enjoy even more is ever-present.

Like the diverse group of college students we once were, there's no one-size-fits-all solution for balancing work and life for young Macalester parents.

Weeknights at the home of Pamela Gozo '97 and Patrick Gutmann '96 in Chicago are busy. While one makes dinner, the other is playing with 1-year-old Noah. After dinner, Pamela runs the tot's bath and then Patrick puts him to bed. "Dividing up responsibilities makes things run a lot smoother," says Patrick.

But this sort of hustle is nothing new to this family. "Both of us were extremely busy when we were at Mac so we both had to be pretty organized," Pamela recalls. This organization is what makes it possible for both to work demanding jobs and still find time to spend with Noah and each other.



Kara Fiegenschuh McGuire '98 is a producer on American Public Media's personal finance public radio program "Sound Money" and

writes "Pay Dirt," a weekly column for the Minneapolis Star Tribune about personal finance issues facing people in their 20s and 30s. She is pictured with her husband, Matthew McGuire'97, and daughter, Charlotte.



individuals with their own goals." But after having Noah, she realized she wanted a flexible job that she could feel passionate about. That's why the native of Zimbabwe is making a career switch, from commercial banking to managing the African Leadership Foundation, a nonprofit that is raising money to build a school in Capetown, South Africa, and creating scholarships for the school's graduates to attend colleges in the U.S. and other countries. While she acknowledges that her new job will likely demand a full-time schedule at first, she hopes to eventually work less. "I think my ideal number [of days to work] is three. The family part would be more balanced. But in a lot of jobs three is not enough to be effective." She thinks being more focused and putting 100 percent into the job during work hours is the key to getting the job done in a shorter work week.

Pamela Gozo '97 and Patrick Gutmann '96 with Noah. Dividing up responsibilities makes things run a lot smoother," Patrick says.

A good role model

amela always figured she would work. "My mom worked when I was younger and I felt it was good for me. She was a good role model. It helped me to see [my parents] as separate

For Patrick, working has changed since Noah's birth, even though he's kept the same job doing product management and strategic planning for a commercial bank. Before Noah he often worked 50-plus hours a week. But now he tries to work no more than nine hours a day. "I've become more disciplined about leaving."

A young child changes so much from day to day that you can almost see each development. The feelings that parents have about work-life balance seem to change nearly as much. One of the toughest issues for many working parents to deal with is accepting that in a dual-income household, they won't always be the one tending to scraped knees or hearing a new word for the first time.

Pamela is no different. It took a while, but "I came to terms with the fact that I thought it was healthy to

'We kind of had a contest of who's going to get a job first, the winner being the one who didn't get the job.'

have my son spend time with other people for certain parts of the day. When I go there, he's always happy. He's developed relationships with these teachers that are different from what I give him. Now I do feel like I spend enough time with him."

And the winner is...

fter Nelson (now 2) was born, Kyra Ostendorf '95 was excited about staying home for a year. Four months later, her husband, Peter Munene '89, lost his job as an IT director for a start-up company. Fortunately, rental income and savings from Peter's job enabled them to enjoy a year and a half at home together with Nelson. Once the end of the money was in sight, "we kind of had a contest of who's going to get a job first, the winner being the one who didn't get the job," recalls Peter. "So I did win."

In Kyra and Peter's circle of friends, there are several stay-at-home dads. And most other fathers who hear about Peter's job are envious. "It's safe to say that I never expected to stay home. But I never expected to be married or have children, so I'm not that surprised," Peter says.

And Kyra, who had expected to stay at home, is glad to be working. "In a lot of ways, I was ready [to go back to work], emotionally as well as financially." The big challenge was finding a job in her field of education that would pay enough for Peter to be able to stay home with Nelson. She finally found a position writing curriculum for Knowledge Learning Corp., which runs child care centers across the country. She was able not only to use her degree but to test the curriculum and its tools on Nelson, who was developing at about the same rate as the learning materials.

"I think it's actually really good that I'm the one working," muses Kyra. "Because if I were home with Nelson full time, Peter would be home on the week-

ends and feel this pressure to get work

Kyra Ostendorf '95 and Peter Munene '89 with Nelson. "It's safe to say that I never expected to stay home," says Peter.

done on the house and then I'd be with Nelson seven days a week, 24-7."

Working on their house in Minneapolis' Seward neighborhood is Peter's passion, when Nelson's napping or at preschool. "I'm pretty sure that going back into IT isn't something I want to do. I've had dreams of starting my own business in a whole new area of woodworking and furniture making. I think we're still moving towards that and I'll be taking the plunge in the next year or two to see if I can have a shop run out of the basement or garage."

Peter's also become quite the multi-tasker, taking care of household business on the phone while doing the laundry. He says staying at home is similar to the project management work he used to do. "Certain things have to be done so you plan your day, create your routines." But then there are blocks of time that are free and flexible for trips to the zoo and bonding with Nelson. His favorite thing about staying home: "seeing a child learn is just a miraculous experience."

Finding time for two?

hen Shelley Churchill '89 and

Peter Gross '90 brought Clara June home from China, Shelley knew something had to give. She loved her job as a consultant for Ernst and Young, but she traveled all the time. Peter traveled a lot, too, as a software consultant for nonprofit organizations. She switched to consulting in a different area of expertise so she could work in Washington, D.C., but she hated it. Staying home wasn't a choice. "I'm actually the [principal] breadwinner," Shelley says, "so for me going back to work wasn't an option."

With encouragement from Peter, she struck out on her own as an independent consultant. "I was used to



'I was used to working 55 hours a week when I was childless. What I discovered is that you really can't do that with a small child.'



Alyson Schiller Muzila '96, left, Julie Schultz Bailit '93 and Jill Bruner Lenhardt '95 get together for play dates. Each has two sons under the age of 5.

working 55 hours a week when I was childless. What I discovered is that you really can't do that with a small child. It's really, really hard to fit more than 8 or 9 hours in a day." But now that her business is on its feet, she's glad she took the risk. "If I was in a job that I hated, that's just unbearable because you're not at home with your kid and you're at a job you hate." One of her biggest adjustments to motherhood is not being able to put work first. "There are some days where I really want to stay and work because the work is really interesting, but I can't always do that."

Because both Shelley and Peter work, they have made taking care of Clara June an equal partnership. "We have to do it equally since we both work full time," says Peter. The other key to their work-family juggling act is finding time to take care of themselves as individuals, "We've developed a pretty good workout schedule," notes Peter. But like most of the

'I didn't fully understand how hard it would be to stay at home with kidshow isolating it would be.'

families I interviewed (and my own family as well), "I don't think we've found a good balance of finding time for the two of us," Peter laments. Even with a well-oiled system, Shelley admits, "some days I feel like I've got it under control, other days I feel like I'm hanging on by my fingernails." But that isn't stopping them from beginning the process to adopt a second child from China.

What life is all about

hen Jill Bruner Lenhardt '95, Julie Schultz Bailit '93 and Alyson Schiller Muzila '96 get together for play dates in suburban Boston, the life choices they've made are often the topic of conversation. That is, when the motherseach of whom has two boys under the age of 5-can finish a sentence. All have husbands who supported their decisions to stop working full time and who make enough money to support the family. But that didn't make their adjustments pain-free.

"I didn't fully understand how hard it would be to stay at home with kids-how isolating it would be," says Jill, mother of Blake (3) and Colin (2). For Alyson, mother of Lukan (4) and Alex (1), who gave up a communications position with an environmental organization, "the hardest part is not feeling like you accomplished something at the end of the day and having that sense of closure, like my project is done, I've planned a conference, I've reached my goal."

Julie, mom to David (3) and Eli (1) still works as a fundraising consultant. But with just one client, she

Steve Leonard '74, who took the photo of Pamela Gozo '97 and Patrick Gutmann '96 on pages 24-25, is a free-lance editorial-style location photographer based in Chicago. He and his wife, Magda Kranz '75, are pictured with their son, Cosmo.

hasn't had to juggle work with parenting because she's her own boss. "The juggling I find is trying to fit everything-make sure that my identity is separate from the mommy identity and I do things that I enjoy."

Her friends Jill and Alyson do volunteer work to stay involved with the issues they care about and to maintain their professional skills. A member of Macalester's Alumni Board and Grand Society, Jill was also co-chair of her 10-year reunion and donates her time to an after-school creative writing and soccer program she ran before having Blake. She focuses about 10 hours a week on these causes. With an au pair to help take care of the kids, Alyson devotes 10 to 20 hours a week to volunteer work. Her passion: environmental issues. "It's just sort of a bug that I caught at Mac, and for me it's what life's all about."

But if that's what life is all about, why did these three successful women choose to furlough their careers for more time at home? "I can always go back to work," Julie says, "but this is my one chance to spend my days playing with my two adorable little boys and creating a world of wonder for them. I have chosen to stop and smell the flowers or squish the bugs or watch the trains over and over and over again and I wouldn't trade it for the world. In the long run, I can say that I have the best job. I am a mommy, and I feel so blessed that this is just the beginning of this incredible journey."

'This is my one chance to spend my days playing with my two adorable little boys and creating a world of wonder for them.'



Quilts and war; breastfeeding; colleges with a conscience

Passing on the Comfort: The War, the Quilts and the Women Who Made a Difference

by An Keuning-Tichelaar and Lynn Kaplanian-Buller '72 (Good Books, 2005. 160 pages, \$14.95 paperback)

During World War II, a young Dutch Mennonite woman, An Keuning-Tichelaar, and her husband were active in the nonviolent resistance to the Nazi occupation of the Netherlands and sheltered many people in their home, including Jewish refugees, members of the resistance and injured civilians. After the war they opened their home to Mennonite refugees who had fled Russia. All of those who took refuge in their home were offered food, clothing, shelter and com-



fort. The refugees slept on and under warm homemade quilts and comforters made by North American Mennonites and sent to Europe by the Mennonite Central Committee. This book pieces

together the stories of An Keuning-Tichelaar and the Dutch Mennonites with the story of Lynn Kaplanian-Buller '72, co-owner of the American Book Center in Amsterdam, who rediscovered the quilts years later. She is also active in the Dutch Mennonite Relief organization.

The book includes the story of Russian Mennonites in search of a new home after the war and the commitment of the Mennonite Central Committee and the North Americans to provide relief, comfort and hope.

Colleges with a Conscience

by the Princeton Review and Campus Compact (Princeton Review, 2005. \$16.95 paperback)

Macalester is one of 81 "colleges with a conscience" listed and described in this guidebook, which is intended to help

prospective students "find a school that won't force you to choose between your desire to make the world a better place and your desire to succeed in college." The guide was prepared by the *Princeton Review*, which helps students with their college choices, and

Princeton

Colleges with a

Conscience

Campus Compact, a coalition of more than 900 college and university presidents committed to supporting the public purposes of higher education.

The book says Macalester "boasts not

only a strong reputation, but also an uncommonly unified spirit of social and political awareness." The Community Service Office, which serves as the campus' catalyst for civic engagement efforts, "will keep growing bigger and better, thanks to a plan to launch a new and improved Center for Global Citizenship," the book notes.

In addition to helping students, the book's editors hope to "applaud the good work being done by colleges and give visibility to their civic efforts—public work that's often invisible to people outside of higher education."

Spilled Milk: Breastfeeding Adventures and Advice from Less-Than-Perfect Moms

by Andy Steiner '90 (Rodale, 2005. 178 pages, \$12.95 paperback)

"Five years ago, I was a breastfeeding expert," Andy Steiner writes in the introduction to her book. "I'd read all the books, I'd

Sports and politics

Dave Zirin '96 loves sports. He just hates the way they're packaged and manipulated, especially since 9-11.

DAVE ZIRIN '96 is the author of the new book What's My Name, Fool? Sports and Resistance in the United States (Haymarket Books). The title is taken from Muhammed All's taunt of his opponents in the ring. All's refusal to use his given name, Cassius Clay, was a watershed moment in the 1960s when sports and politics collided, Zirin argues.

Zirin's work has been

praised by a number of people from sports commentator Frank Deford to consumer advocate Ralph Nader. Zirin is editor of the *Prince George's Post* in Maryland and the author of the weekly sports column "Edge of Sports," which appears at edgeofsports.com. He spoke with Doug Stone, director of college relations and a former journalist who teaches a journalism course at Macalester.



Dave Zirin '96 will read from his work at 7 p.m. Friday, Oct. 14, in Macalester's Weyerhaeuser Memorial Chapel.

How did you get into sportswriting?

I was raised on my father's stories of Jackie Robinson and the Brooklyn Dodgers, so sports and its history has always been part of my life. But as I started to get my head around politics, I became more and more frustrated with mainstream sportswriting. Too much of it was like cafeteria food: easily consumed and easily forgotten (Kagin excluded of course). Too much of it was also bled of any political content, when I believe sports is among the most deeply political spheres in our society.

How did you develop your style and your take? So few sportswriters offer the political analysis you do.

We are taught that politics are just what happens on C-SPAN between two guys in bad haircuts. But politics are in every aspect of our life from the air we breathe to the quality of our schools. Politics also deeply imbue the wide world of sports. I find this intersection fascinating, but it is often either ignored or openly disparaged by mainstream sportswriters.

What motivated you to write this book?

I started my column "Edge of Sports" with a readership of just my brother-in-law and me and on a good week, my partner Michele. But I posted it to the Web—thanks to the Web

Published a book?

TO HAVE A NEW OR RECENT BOOK mentioned in these pages, send us a publisher's press release or similar written announcement that includes a brief, factual description of the book and brief, factual information about the author. We also welcome book jackets that we can reproduce.

The address, e-mail, fax and phone numbers for Mac Today are on page 2.

taken a class and I'd even observed other mothers in action. I was a pro. Then my daughter was born."

A journalist and former senior editor at Utne Reader whose work has appeared in Ms., Glamour, Mademoiselle, Self and Modern Maturity, Steiner set out to write a book about the realities of breastfeeding by interviewing women around the country about

design skills of fellow Mac alum Nico Berry '96and I found that there were other people, thousands of them like me, who were sports fans but completely alienated from both the apolitical and even right-wing way sports is sometimes hustled.

What was there about Macalester that helped prepare you for what you do now?

Macalester was a great school to be different. iconoclastic, rebellious and free to explore the intellectual underpinnings of those impulses. I think they would balk at being called mentors, but the instruction of Professors Peter Rachleff

and Clay Steinman has been absolutely invaluable-more so than they surely realize. Peter taught me that a life at the service of social justice was a life well spent and Clay showed me how culture and politics don't exist in vacuums but actively feed and shape one another in a dynamic fashion.

their breastfeeding experiences. She asked each to provide tips to nursing mothers. Steiner, a mother of two who describes her

Breastfeeding

Leas Than Perfect

Andy Steiner

own breastfeeding experiences, weaves together their practical, humorous and non-preachy

stories and advice for "a rollicking discussion about what can only be called the world's first fast food."

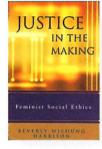
Justice in the Making: Feminist Social Ethics

by Beverly Wildung Harrison '54, Elizabeth M. Bounds, Ed., Pamela Brubaker, Marilyn J. Legge, Ed., Rebecca Todd Peters (Westminster John Knox Press, 2004. 252 pages, \$24.95 paperback)

Beverly Harrison has long fought for women and others at the margins, challenging the ways in which women's intellectual contributions, gifts of ministerial leadership, reproductive capacity and sexual identity have been defined. This collection of essays and lectures, presented over the course of her career, demonstrates the progression of her contribution to the field of Christian ethics and the evolution of her thought in response to changing social realities.

Throughout the book, conversations between Harrison and the editors update and amplify her views.

Harrison is Carolyn Williams Beaird Professor Emerita of Christian Ethics at Union Theological



Seminary in New York, where she taught for more than 30 years. Her books include Our Right to Choose and Making the Connections.

In the book, and in your work in general, you bemoan the use of sports as a patriotic activity, particularly post-9-11. Why is that so bothersome to you?

This is the only country in the world that feels the need to compel their sports audience to stand and salute

before watching a game. It's been this way for decades, but since 9-11, as patriotism has been manipulated to sup'Why has a second anthem been added to baseball games during the 7th inning stretch?'

port what I believe to be an immoral and illegal invasion and occupation in Iraq,

> many sporting events take the character of consolidating support for "the troops," which is a cover for supporting the war. Why was [former NFL player] Pat Tillman's funeral broadcast nationally? Why has a second anthem been added to baseball games during the 7th inning stretch? Why were a week of "Sports Centers" (on ESPN) broadcast from Kuwait? And most critically, why is none of this challenged, either by sportscasters or fans who may oppose the war?

the double play, a Lebron James pass, a Mia Hamm goal. Why is that important?

I absolutely and unabashedly love sports. I just hate the way it's packaged and manipulated. Sports to me is something that can rise to the level of art. It's beautiful. I want my book to be a contribution toward reclaiming sports, and disconnecting the beauty from a lot of the racist, sexist garbage that sticks to it like barnacles on a boat.

You defend Barry Bonds in the steroid controversy. Have you taken heat for that?

Yes, I received thousands of e-mails from Bonds haters, despising the fact that anyone would dare defend him. But the only actual evidence that Bonds used anything comes from leaked grand jury testimony. He also has flourished into his early 40s, when most steroid users crumple by their mid-30s. People just don't like him because he isn't warm and cuddly, and he's outspoken and black. That doesn't mean one is a racist if they don't like Barry Bonds. He certainly gives enough reasons not to like him, but it's an element and one worth challenging.

DAVE ZIRIN

WHAT'S MY NAME, FOOL?

Sports and

Resistance in the

United States



Macalester History Quiz III: Winners!

1. Geology Professor Jerry Webers discovered a rare fossil bed in this place and literally put the college on the map when he named a mountain "Mount Macalester." Where is the mountain located?

A. Germany B. New Zealand C. Antarctica D. Montana

2. He grew up on an Arkansas farm during the Depression. He spent 10 years as a parish minister and Air Force chaplain before earning a Ph.D. at Duke. A longtime professor of religious studies, he has published books and articles on the apostle Paul. He is:

- A. Calvin Roetzel B. David Hopper
- C. Jim Laine D. Glenn Clark
- 3. Name the recent Macalester commencement speaker who urged graduating seniors: "Go have some interesting failures. If you need to have a personal crisis, this would be a good time for itthis summer, perhaps. Don't put it off until mid-life, when it takes so much longer to resolve."
 - A. Tim O'Brien '68 c. Bill Clinton B. Kofi Annan '61 **D.** Garrison Keillor



4. For decades the bell in the Bell Tower, a Macalester landmark, has called the campus community together for convocations and special events. The Bell Tower itself is a gift from:

A. DeWitt Wallace **C.** the Presbyterian B. President Theodore Roosevelt D. the Classes

Church of 1927 and 1928

- 5. Instilling in students a love for French language, literature and culture, this faculty member was twice decorated by the French government, most recently as officier of the Ordre des Palmes Academiques.
 - A. Virginia Schubert C. Karl Sandberg B. Galo Gonzalez D. Ellis Dye
- 6. Macalester recently sponsored an alumni trip to this country, which has roughly the same population as the city of St. Paul and is home to more than 20 Macites.
 - A. Benin c. Andorra **B.** Iceland D. Mongolia
- 7. Dean of women for 36 years, she moved lights out in the women's dorm from 10 p.m. to midnight (because students were lighting candles to study), successfully urged the college to allow dancing and was the first faculty chair to include student

members on her committees. She was:

A. Margaret Doty C. Laurie Hamre B. Grace Bee Whitridge D. Hildegard Johnson



- 8. In the Mac Rouser—words and music by Lucille Farrell '19 what is it that "we proudly give ... for our dear college Macalester"?
 - A. our hearts B. our cheers

C. a darn D. an Oskie Wow-Wow

- 9. In the stairwell of Old Main is a plaque erected in tribute to Winifred Moore Mace, 1876-1956. She was Macalester's:
 - A. first woman faculty member

B. first Rhodes Scholar

- C. first woman graduate D. longtime custodian
- 10. Name the ardent supporter of the United Nations and devout Presbyterian who once declared: "The enemies of internationalism have to be fought wherever they are found. It is too late to appease them. It is dishonorable to surrender to them. This is one world."
 - A. Professor
- c. Walter Mondale '50 D. Professor Mary Gwen

Owen '23

- G. Theodore Mitau'40 **B.** President
 - **Charles Turck**



Winners of Macalester sweatshirts

All told, 218 readers entered our Macalester History Quiz III, which was published in the Summer issue and also posted on the Macalester Web site. Macalester Today is giving Mac sweatshirts to these five readers:

All 10 answers correct:

Zack Mensinger '05 (Red Wing, Minn.) Gavin Stahl '09 (Hutchinson, Minn.)

9 correct (chosen in a random drawing from 23 readers who got 9 answers):

Del Ehresman '68 (Monroe, Wis.) Charles Johnson '56 (Gainesville, Va.) Stephanie N. Phillips '07 (Lake Oswego, Ore.)

Thanks to everyone who entered the guiz. We welcome suggestions for the next Macalester History Quiz. Send your suggested question to: mactoday@macalester.edu.

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Alumni Awards 2005

The Alumni Association recognized eight outstanding alumni at a ceremony during Reunion

'There is no better way for us to recognize the importance of our work at Macalester than by acknowledging our graduates who have done such terrific things for the world.'

> --- President Rosenberg, speaking at the alumni awards ceremony

Young Alumni Award

Lyungai Mbilinyi '95 is a research scientist at Wilder Research in St. Paul, where she evaluates programs that address violence prevention and intervention, youth delinquency and the needs of the African immigrant community. A native of Tanzania, she has a Ph.D. in social work and conducts the kind of objective research and analysis that reveals how effectively a given human service program serves its clients. She is also involved in primary research such as the St. Paul Foundation's assessment of racism in the east-metro communities. In demand as a speaker at conferences both locally and nationally, she has published in the areas of children's exposure to domestic violence, welfare reform, and the co-occurrence of child maltreatment and woman abuse in families. Karen Hanson '95 said of her classmate: "Lyungai has demonstrated outstanding involvement and achievement in graduate education, community contributions, career advancement and service to Mac."

Catharine Lealtad '15 Service to Society Award

Geoffrey Maruyama '72 has devoted his career to improving the educational experience of all students through diversity and inclusiveness. A psychology major at Macalester, he earned a Ph.D. and joined the educational psychology faculty at the University of Minnesota. There he directed the University's highly regarded Center for Applied Research and Educational Improvement. Stepping in as interim director of research, evaluation and assessment, he guided the St. Paul Public Schools as they strove to better serve a changing population of students. A longtime member of the Society for the Psychological Study of Social Issues, Maruyama has served as its president. In 2003 SPSSI awarded him its Distinguished Service Award. Professor Jennifer Crocker of the University of Michigan said: "Geoff Maruyama provides an inspiration to all of us, showing us how it is possible to truly walk the SPSSI talk in our scholarship, our service, our teaching and our lives."



Mbilinyi





2005 Alumni Service Award

Steve Cox '76 has been an extremely valuable Macalester volunteer for years. Under his leadership as M Club president, the organization has grown into an active group of varsity letter alumni who support athletics and honor Mac's former athletes. His love of the college also manifests itself in many other ways, including helping to organize "Meet the President" night for his decade, and working on this year's reunion committee, the Annual Fund, the Alumni Board and the committee to raise funds for the new athletic facility. "Always positive and enthusiastic, a strong supporter of Macalester and a consistent donor, he is a wonderful role model for Macalester alumni of all generations," said Alumni Director Gabrielle Lawrence '73.

Alumni are invited...

to nominate candidates for an honorary degree, Distinguished Citizen Citation or Young Alumni Award. You may do so online: www.macalester.edu/alumni. Or call the Alumni Office: 651-696-6295.



Hoisington



Noronha

Distinguished Citizens

Drake

W Harry M. Drake '50 has long supported

Macalester, the Twin Cities and the greater community in ways both roundly celebrated and quietly noted. A longtime Macalester benefactor, he made a gift of lasting significance in 1998 in establishing the Harry M. Drake Distinguished Professorship in the Humanities and Fine Arts. He has supported the college in many ways, including a decade as the college archivist. A dedicated curator of the college's legacy, he inventoried artifacts from Macalester history, researched and identified faces in old photos, and made numerous calls to obtain copies of missing materials. "Harry Drake always has remembered his Macalester roots and been a tremendously loyal supporter of the college in so many ways," said Macalester Trustee David Ranheim '64. "It is most fitting that he be recognized in this way for his distinguished service to Macalester and the community."

Robert C. Hoisington '50 is a highly respected figure in Minnesota sports history. While earning his degree in mathematics and education at Macalester, he lettered in track and cross country, and the college won three MIAC championships during his tenure. In 30 years of teaching and coaching at Central and Southwest High Schools in Minneapolis, he coached seven Minnesota State High School teams and 36 individuals to track and field and cross country championships, and he was named Coach of the Year for Minneapolis seven times and for Minnesota five times. Since retiring, he serves on the MSHSL games committee and as head rules interpreter. WCCO-TV gave him its Home Town Hero award for his work as site manager for the annual Minnesota Ovarian Cancer Alliance 5K Run/Walk. He has been inducted into eight Halls of Fame, including the Macalester M Club.



Olson



Wilson

Carole Mae Brandt Olson '55 directed the Family Violence Program at Family and Children's Service in Minneapolis for a decade. There she developed nine Parents Anonymous groups serving abusive parents. She also helped establish the Minneapolis Crisis Nursery, an abuse prevention program that has expanded across the state. In 1979 she co-founded the Pride Program, the first self-help group in the U.S. for adult women prostitutes. In her 13 years as executive director of Episcopal Community Services, a new program for low-income single fathers was initiated to help them gain employment, pay child support and become responsible fathers. In partnership with Westminster Presbyterian Church in Minneapolis, ECS developed the Transitional Housing Program. "That program has grown into a leading Twin Cities-area effort, and has helped numerous low-income families find stable housing over the years," wrote Westminster Pastor Timothy Hart-Andersen, a Macalester trustee.

June Noronha '70 is a former international student who personifies a commitment to international education. A daughter of Indian immigrants to Kenya, she has spent most of her career at The College of St. Catherine in St. Paul. The college this year named her among the 100 people whose contributions have most influenced the institution in the past century. For more than 25 years, she has been active in NAFSA: Association of International Educators, the largest organization of international educators in the world. Well known for her leadership on diversity and communicating across cultural barriers, she was elected president of NAFSA for 2001–02. In that role she was an outspoken leader for fair and just treatment of international students and scholars studying in the U.S. in the wake of the Sept. 11 attacks. In 2002, the membership of NAFSA paid her "grateful tribute for exceptional service in exceptional times…in recognition of extraordinary service to international education and exchange."

Edward S. Wilson '70 has worked diligently for equal justice for more than 30 years, first as a lawyer and then as a Ramsey County District Court judge. "Ed Wilson is a quiet, unassuming judge who is a legal giant in our community," wrote his fellow judge Michael J. Davis '69 of the U.S. District Court in Minnesota. "He truly believes in the phrase 'equal justice under the law.' As a judge, Ed has been actively involved in bringing about the restorative justice methods to sentence defendants in Ramsey County. He has committed innumerable hours to community service regarding the criminal justice system in our society." Wilson was one of four Minnesota judges who spent a year serving as international judges in Kosovo. Under the United Nations Mission, they were charged with helping to re-establish the rule of law in a country torn by war and ethnic hatred. For their work in Kosovo, he and his Minnesota colleagues were named "Judges of the Year" by the state chapter of the American Board of Trial Advocates.

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the local, state and federal levels that will help us integrate the young, the old, the temporarily able-bodied and the disabled, the Fortune 500 Club and the minimumwage worker. If we fail to create new visions for our society, the 21st century may well lead us down a path of social upheaval to rival Hitler.

Kristen Castor '76 Pueblo, Colo.

Ethnography

I SMILED and nodded my head as I read the article "Anthropology Spoken Here" (Summer issue). As a freshman at Macalester in 1971, I was speechless when asked if my ethnographic research paper, "Games Children Play: Ethnography of a Second Grade Recess," could be included in the 1972 edition of The Cultural Experience: Ethnography in Complex Society. Of course

I said yes, and to this day, I still meet who are familiar with the book and are surprised to learn I am one of the "contributors."

Unfortunately. anthropology faculty not enough people know how to listen and to ask questions that solicit information about people and their lives.

As I read the article, I reflected on

ways in which ethnographic interviewing has impacted my life and work.

First, my personal and professional experience has demonstrated, unfortunately, that not enough people know how to listen and to ask questions that solicit information about people and their lives. My professional career has revolved around addressing violence against women, most specifically, domestic violence. This requires working with multiple systems and stakeholders and asking them to consider doing things differently in light of the complex dynamics of domestic violence. I have always found this works best when I take the time to learn how each system works and operates. I hadn't realized until I read the article that this involves, to some extent, ethnographic interviewing. However, in my case, I do have a motive beyond understanding, as I am hoping to encourage change.

Coincidentally, an innovative tool for evaluating domestic violence case processing has been developed by Dr. Ellen Pence of Praxis International. This tool, called the Safety and Accountability Audit, is utilized to help improve a system's (such as law enforcement, prosecution, child protection, or probation) response to domestic violence cases by enhancing safety for victims and accountability for offenders. Its methodology was heavily influenced by the work of Dr. Dorothy Smith, a sociologist, who specializes in researching the ways in which workers within institutions are organized and coordinated to think and act.

The Safety Audit is a complex process that essentially involves taking the time to learn how a particular system is organized to think and act in response to domestic violence cases. When is this form used? What information does it ask for? When do you decide to arrest, when not? How did you learn that? Through the audit process, problematic practices as well as where and what changes need to be made become clear. The focus is not on the individual practitioner, but on the rules, regulations, forms and training-essentially the institutional practices. For this reason, the Safety Audit is referred to as an institutional ethnography.

A full circle was completed for me as I read the article. The Safety Audit has been a compelling and exciting tool in my community of Bellingham and it has led to significant improvements in our law enforcement response to domestic violence cases. Perhaps the Safety Audit resonated so well with me because of the foundation that was laid in 1971 in the Spradley-McCurdy method of ethnographic interviewing.

Thank you for that memory and connection.

Sue Parrott '75, Director **Bellingham-Whatcom County Commission Against Domestic Violence** Bellingham, Wash.

Professor Earl Spangler

IT SADDENED ME to learn of the death of Earl Spangler [Summer issue]. He was my undergraduate adviser and one of my favorite professors at Macalester. As a veteran of the Korean War on the GI Bill, I and others found that he was one of us, a warrior/scholar/author. Because of him,

I came back to Macalester to complete my M.Ed. and he served as my adviser. I wrote a history of the Negro Church in Minnesota under his supervision. He offered me a job at Kenosha, Wis., where he was dean, but I could not interrupt my graduate studies at Colorado.

I remember when he turned 50 his students presented him with a bow and arrow toy set for fun. Earl taught the history of the South and the history of the West. He was an excellent teacher and a great guy, moderate in his political views and did not try to influence our politics. He did give us an excellent foundation in history and inspired us to go on to graduate school by preparing us for academic warfare. At one time I attempted to get him to come to the University of Texas of the Permian Basin

(branch of the University of Texas) where we were searching for a dean of arts and education. He did not come, but I remember that he was retired and wanted to keep on teaching. I lost contact with him at that time and often wondered if he continued to teach. I learned in your obituary that he was active to the very end. What a great guy! He always stood his ground in the murky waters of academic politics and was a straight-ahead type of scholar who would not bend for personal gain.

The students who were influenced by Professor Spangler can only give thanks to Macalester for providing a person of his character and ability. If I had my wish, I would inscribe a small monument on campus stating that Earl Spangler taught here and proclaimed the virtues of lifetime learning.

Thomas L. Dynneson '61, Ph.D. Odessa, Texas



Earl Spangler was an excellent teacher and a great guy, moderate in his political views and did not try to influence our politics.

The incomparable Professor Roger K. Blakely

(1922–96) enrolled at Macalester in 1939, graduated in 1943 with a B.A. in English, then returned to teach in Macalester's English Department for 46 years.

His passions included Mozart and his hometown Barnum (Minn.) Bombers, the novels of Thomas Hardy and Henry James, Minnesota's North Shore and photography. And, not least, Macalester, where he left an immeasurable legacy as a teacher, colleague and friend.

Professor Blakely received both of Macalester's major teaching awards during his career. Upon his retirement in 1992, he was awarded a Distinguished Citizen Citation.

During his life, Professor Blakely supported the Annual Fund, the Mitau Junior Faculty Sabbatical Fund, and various endowed scholarships and prizes. After his death in 1996, the college received nearly \$87,000 for the "sole purpose of student scholarships at Macalester." The Roger K. Blakely Endowed Scholarship was established.

The majority of his trust provided for his sister, Betty. Since her recent death, the balance of nearly \$750,000 has come to Macalester. It will be added to the scholarship fund and the college's endowment.

Generations from now, Macalester students will still benefit from Roger Blakely's generosity.



Tenting tonight

ALUMNI GATHER at a tent on the lawn in front of Old Main during Reunion. The tent is where all Reunion classes meet for special events such as picnics and evening dancing.

1600 Grand Avenue Saint Paul, Minnesota 55105-1899

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