OUR NEWEST ALUMNI—
Meet six grads who love
their post-college lives

A national conference on free expression
gives justice a hearing

Admissions:
Bucking the national trends
LETTERS

Centennial alumni weekend inspires poetic tribute

What a grand and glorious Macalester weekend! On a scale of one to ten, a "twelve" would seem appropriate. It was so good to see each and every one of you and to look with fondness back to the crossing of our paths many years ago. Somehow, the years, on balance, have been kind to us, and the passage of time reminds us of the subtle but strong influence the school has had on our lives.

It is interesting to note that the fabric we call Macalester is held together by threads of love and affection, knitting together people, ideas, students, teachers, generations, and backgrounds of every conceivable origin. Macalester is not finite, and she will continue to produce an environment that improves the lives of all she touches.

So our thanks go to those who planned the Centennial weekend, those who worked so hard to make it happen, and especially those who came to share the joy. It was great to see and talk with all of you. The affair will warm our hearts and minds for a long time to come.

Dorothy Middlemass Macomber '39
G. Reed Macomber '38
Phoenix, Arizona

Let's play up 'mainstream Mac' and class activities

I enjoyed reading the July issue of Mac Today. However, I feel the Alumni Weekend received limited treatment in view of the fact that it was Macalester's 100th birthday.

I, for one, would like to have seen greater coverage of the class reunion activities. It would have been very appropriate to have a picture of all class chairmen and other officers. Some of us who have been away from Mac for decades need something to identify with, and a picture of a few classmates would have helped.

Now, on the positive side, the coverage of present-day Mac activities and outlook for the future was informative and well done. It is sad, though, to see the emphasis on the few students who achieve at unusual levels. Why not explore at greater depth the activities and achievements of mainstream Mac students?

Edward R. Steadman '41
Normal, Ill.

We hope Mr. Steadman reads this issue's article on "typical" students from the class of 1986. In the meantime, how do other readers feel about Macalester?

Today's coverage of issues and on-campus activities? Please write—we'd love to hear your opinion!

—Editor

Mac debaters' success has precedence in past

I always enjoy reading about the accomplishments of Macalester's debate teams in Mac Today, and I was pleased to read in the July issue that two Macalester debaters had won the Cross-Examination Debate Association's national championship. They are to be congratulated for that achievement.

But there's a misleading suggestion in the article that reports this accomplishment as the most recent success for the debate squad "since 'going national' in 1969." Macalester has a long tradition of excellence and achievement in debate and forensics, a tradition that started long before 1969. Those Macalester debaters who distinguished themselves and the College in competition at the National Debate Tournament at West Point in the decades before 1969 would be surprised to learn that they weren't part of a national program. So would the Macalester orators who excelled in the national competition of the Interstate Oratorical Association before 1969. So would the Macalester debaters who won trophies at tournaments on both coasts years before 1969. Does the reference to "going national" mean competing for the national championship of the Cross-Examination Debate Association? If so, then the date had better be 1974, the year when CEDA was founded, rather than 1969.

To remember the past accurately is certainly not to diminish present accomplishments. It would have been better, though, to recognize Macalester's CEDA championship as the latest success for a debate squad with a long tradition of excellence in national competition.

James W. Pratt '66
River Falls, Wis.

From the editor...

Welcome to Macalester Today, a new magazine succeeding the newspaper that served for 14 years as Macalester College's official alumni publication.

Our transition from newspaper to magazine began two issues ago, with the introduction of a color cover and a photo section on high-quality paper. Your enthusiastic response encouraged us to extend these and other improvements to the publication as a whole.

At the same time, readers were asking for less spot news and more interpretive features about the College today, and for more alumni profiles. We hope you enjoy the mix of stories in this and future issues, which will reach you in February, May, August, and November each year.

And, of course, we invite your comments.

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The two co-chairs of the 1986-87 annual fund explain why they love their job.
A campus landmark
dies a noble death

Early on the morning of July 23, a crowd gathered on a campus sidewalk to say goodbye to a 101-year-old friend: the east wing of Old Main. The only structure on campus when it was built in 1885, it had housed virtually every college office in its long life—most recently admissions, history, minority programs, and the dean of students. But the building, although handsome and rich in tradition, had serious structural problems too great to ignore. The west wing, built a year later, was sound and could stand proudly next to the planned new library; the old east wing, it was regretfully determined, had to make way.

The demolition took the better part of a week to complete.

Ironically enough, the structurally flawed east wing had been built with the only cold, hard cash Macalester possessed for decades—the $40,000 revenue from the 1870s sale of a hotel donated by Charles Macalester. Yet the newer wing (two-thirds financed by borrowed money) is as solidly built as they come. Left, and below: The Saint Paul construction firm of Carl Bolander & Sons carried out the demolition under the eyes of hundreds of onlookers.
Gentlemen's wagers heighten football spirit

When Macalester's football team won its season opener on Sept. 6, more was riding on the outcome than team pride. Before the non-conference game against Texas's Trinity University, played at Macalester, the mayors of the two cities involved issued each other public challenges, with the two institutions' presidents following suit.

If the Trinity Tigers had won the game, George Latimer, mayor of Saint Paul, would have taken Henry Cisneros, mayor of San Antonio, to a live production of American Public Radio's popular "A Prairie Home Companion" radio show. Since the Scots trounced Trinity 22-0, however, Cisneros must honor his end of the bet: compliments of Cisneros, Latimer will enjoy San Antonio's San Ferio Del Rio River Music Festival.

A similar bet was placed between Macalester president Robert M. Gavin, Jr., and Ron Calgaard, president of Trinity. The stakes here were a pair of tickets for an evening's excursion on Saint Paul's Mississippi River paddlewheeler Jonathan Padelford (if Trinity had won), and dinner on the river in San Antonio (since Macalester won).

At last report, Latimer and Gavin were looking forward to seeing San Antonio soon. The two teams will next face each other at Trinity in November 1987.

Professor's sculpture makes a splash

"Watertouches," a colorful collection of sculptures by assistant professor of art Stanton Sears, made its floating debut on a Minneapolis lake last month.

The open, linear structures of welded aluminum, each about seven feet long, were designed to appear "fragile, ephemeral, precarious, and ever-changing," Sears says. Their display on Lake Hiawatha ran Sept. 3 through 20.

As light and wind conditions changed, Sears says, "there are moments when the pieces almost disappear, and other times when they show up sharply and are extended by their reflections in the water." Depending on where the viewer stood, the sculptures could appear ordered and systematic, or arbitrary and fragmented.

Sears, who earned degrees in painting from Pennsylvania State University and the Rhode Island School of Design, has exhibited his work throughout the country. Three years ago, he received a New Hampshire State Arts Board grant for a series of floating sculptures. Other floating exhibits in the Twin Cities include a 1984 installation on Saint Paul's Lake Phalen and another one on Lake Hiawatha last year.

Financial support for "Watertouches" was given by the Minnesota State Arts Board and the National Endowment for the Arts.

Senior named ROTC leader

Chad Stevenson '87 was recently elected cadet corps commander for the Macalester/St. Thomas detachment of the Air Force ROTC. As commander, Stevenson will manage AFR/ROTC Detachment 410, a group of future Air Force officers who have undertaken an officer-training program in conjunction with their regular college studies. Stevenson was selected for his leadership abilities, says Lieutenant Colonel Charles Henges, professor of aerospace studies at the College of St. Thomas; he will remain commander throughout the fall semester.

Assistant professor Stanton Sears moves his sculpture into place on Minneapolis's Lake Hiawatha.
Scots' strong beginning foretells gridiron glory

After finishing with winning records in 1983 (6-4), 1984 (6-5) and 1985 (6-4), the Scots football team, under head coach Thomas E. Hosier, is well on its way to a fourth straight winning season in 1986, with a 4-1 record midway through the schedule.

In the season opener on Sept. 6, the Scots used a balanced offensive attack and a smothering defense to score a 22-0 victory over visiting Trinity University (San Antonio, Tex.).

On Sept. 13, however, Hamline capitalized on a Scots fumble—the fourth of the day—to score the winning touchdown in the Pipers' 24-17 upset victory over the Scots at Municipal Stadium. With the win, the Pipers reclaimed the paint bucket that goes to the champion of the annual "Snelling Avenue" clash.

The next week, the Scots bounced right back, defeating Bethel 28-13 at Macalester Stadium. With running back Tom Wagar '90 (Waseca, Minn.) showing the way with 87 yards, the Scots totaled an impressive 213 yards of rushing in the contest. Defensive back Eric Thole '88 (Stillwater, Minn.) had two interceptions, 10 tackles (seven solo), and a pass breakup to lead the defense.

For the Sept. 27 game, the league's "Offensive Player of the Week" award went to quarterback Tom Lindell '87 (Wayzata, Minn.), who connected on 14 of 27 passing attempts for 290 yards and three touchdowns, then ran for another, to lead the Scots to a 42-29 victory over Gustavus Adolphus in Saint Peter.

In a near-repeat performance against Carleton on Oct. 4, Lindell completed 11 of 23 passing attempts for 236 yards and four touchdowns, tying the school record. An opportunistic defense forced eight turnovers as the Scots scored a convincing 34-8 victory over Carleton at home—a game dubbed "the Brain Bowl" on the Saint Paul-based radio show "A Prairie Home Companion" that night.

The road won't get any easier for the Scots as they head into the second half of the MIAC schedule. Looming at the end of the tunnel are perennial powers Saint John's (Nov. 1) and Saint Thomas (Nov. 8). The outcomes of those two contests may determine who wears the MIAC football crown in 1986. —Marc Ryan

Macalester publication wins silver medal

The design of the 1984 Prospectus, the illustrative guide to Macalester that is sent out to people who express an interest in attending the college, has won a silver medal from the Council for Advancement and Support of Education (CASE). Designed by Eric Madsen of Minneapolis, the book was one of 20 entrants in CASE's "Campus Graphics" competition.

Two Macalester students win Truman Foundation grants

Two Macalester students are 1986 recipients of awards from the Harry S. Truman Scholarship Foundation in Washington, D.C.

Jodi E. Vandenberg and Douglas E. Selvage, both members of the class of '88, were among 102 college students to receive the prestigious award this year, making Macalester one of only 11 colleges and universities to have two 1986 Truman Scholars.

The Truman Scholarship is awarded annually to students who show potential for leadership, academic ability, and a career in government. Now in its 11th year, the scholarship provides students an annual award of up to $7,000 to apply toward tuition, fees, books, and room and board during the student's junior and senior years, and toward two years of graduate study.

When the machines left the East Old Main demolition site last July and the dust cleared, what remained was a view no one had seen for 100 years—with one touch of whimsy. As stones from the exterior (to be used to patch existing Old Main stonework and in the planned link to the new library) had piled up on the north side, some mischievous passer-by reshaped them to resemble a miniature Stonehenge.
Provost Peter Conn gave this speech during freshman convocation on Sept. 3.

The 19th-century American writer James Russell Lowell once said that there were two kinds of travelers: Those who told you what they had gone to see, and those who told you what they saw. The first sort need not have traveled at all, since they knew in advance what they would find. The second sort traveled with their eyes open, and they learned.

Lowell's distinction has a special relevance for all of us associated with colleges and universities, and especially for our newest colleagues, the freshman women and men we are greeting today. Under the guidance of a distinguished faculty, and in the company of superb fellow students, you are embarked on a voyage of discovery. No one can tell you what you will find. You will not be alone, but you will often be on your own. You will be exploring and mapping the geographies of world and of self, discovering the richness of the arts and sciences and learning a great deal more about yourselves than you have suspected.

As you journey across the next four years, you would do well to keep Lowell's distinction before you like a beacon: Travel light, with an open mind, ready to meet new ideas and new people on the ground of adventure and curiosity and exhilaration.

All this is my way of welcoming you on behalf of the faculty of Macalester College. Since I, too, am a freshman, having joined the College just a few weeks ago, I have a special sympathy for all who are beginning their careers in this fine place. I know something of your questions and anxieties, and I believe that you will find, as I have, that you have chosen wisely. For the next four years, you will have the rare privilege to immerse yourselves in your own intellectual advancement, to nourish yourselves and in turn make your contribution within a superlative academic environment.

At the center of our collective enterprise, we share a fundamental commitment to a liberal education. Despite what our critics sometimes suggest, the term "liberal education" has nothing to do with the simple-minded labelling that sticks like adhesive tape to political comment: liberal, conservative, radical, reactionary. At Macalester, the term "liberal education" is not a catchphrase but a cluster of values.

"Liberal" in this perspective bears the full weight of its Latin sources: It denotes an education that liberates us, that frees us from the narrowness of our single time and place and catapults us into the larger worlds of human experience. Liberal education is premised upon an attitude, a commitment to learning, a belief in the value of study for its own sake. This is the root and blossom of education at Macalester. Liberal education will not simply prepare you for how you will someday make your living, though it will do that. It will prepare you to live.

Over a century ago, the abolitionist
leader Wendell Phillips said that the scholar has no object "but truth to tear a question open and riddle it with light." This is a pugnacious statement, and it implies something of the energy that learning demands of each woman and man who takes part in it. (I have taken Phillips' statement, by the way, from a book I have just read, a superb new biography published this year by Prof. James Stewart of Macalester's history department.)

There is no place here for the unresisting sleepwalker, the person content to receive information like a passive receptacle and hand it back at regular intervals. Rather, Macalester is an arena for those who cherish the vigor of active learning, who understand that the life of the mind is above all lively. What you begin at Macalester you will continue for decades to come. Keep this obvious but often forgotten fact in view: No matter where you live the rest of your life, you will spend all your waking hours in your own mind. Your task at Macalester, if I may express this in a homely metaphor, is to furnish that dwelling place as handsomely, as variously, as you can.

Considered as the mind's discipline, liberal education stands on its own pretensions, independent of sequel. In that sense, the education you can earn here will be self-sufficient and complete, providing its own rewards. Among those rewards is joy, an informed delight in the world's natural and human beauty, an almost physical elation as your growing powers of apprehension and discrimination bring insight and perception.

At the same time, education leads not to withdrawal from the world, but to a more civilized and humane worldly engagement. Planet Earth in the late 20th century is a tumultuous, fragile, globally interdependent society. Each of us could enumerate the crises that imperil our beleaguered world: racial and sexual injustice, an insulted environment, cities in decay, millions of hungry poor, and the substantial possibility of nuclear annihilation. These questions are not in the end technical or managerial; they are complexly social, political, and even moral issues.

Education will not automatically vouchsafe the wisdom we need to grapple with our problematic future, but we have found no surer avenue to wisdom than learning thoughtfully applied to action. If we are to gain any purchase on today's crises, and on the unimaginable dilemmas that will face us in the 21st century, I can think of no better strategy than the chancy belief we maintain in liberally educated women and men.

Education offers access to the imaginative achievements, the skills, and the mistakes of those who have preceded us. We conserve and invent by turns with as much prudence as we can muster. Because we are skeptical, we subject all claims to stern interrogation: We know that tradition can stiffen into the rigor mortis of habit, and that innovation can decline into mere novelty and mechanical gestures of dissent. Our job, therefore, is neither to ignore nor to repeat the past, but to build on it. How we are to do so is the question that lies near the center of the conversation all of us shall be having over the next four years.

This is not the place to predict the details of that debate, nor to search out its implications. Suffice it to say that from this day forward, you are being asked to take your part in this discussion, and to share in the responsibilities of collegial citizenship. I take pride in welcoming you to the company of educated women and men.
THE ADMISSIONS PICTURE:
Entry Tougher as Applications Rise

According to Money magazine, most high-school seniors are finding that admission to the college of their choice is easier than it has been in years. Prospective students at Macalester, however, are facing the most rigorous admissions process in the school's recent history—the result of a dramatic increase in applications over the past three years, and a corresponding rise in the caliber of students whom Macalester is now attracting.

A special report in the September issue of Money magazine examines a dual phenomenon: "for the top schools," a remarkable "crowding at the gates"; for most other colleges, facing a shrinking college generation, the necessity of increasing the percentage of applicants they accept in order to fill out their freshman classes.

Minnesota is no exception to the national trend; becoming a freshman at most of Minnesota's colleges and universities will be easier than ever in coming years. Among the state's 16 private colleges, nine faced a declining pool of applicants during the past admissions year (as much as 14.2 percent); other schools held steady or reported relatively modest increases.

Macalester, by contrast, had the highest increase in applications in 1986—17 percent—among Minnesota's liberal-arts colleges, ranking highly among undergraduate schools across the nation as well.

This increase caps a carefully cultivated jump in applications to Macalester. Over the past three years, the number of students applying for admission has risen 51 percent. As a consequence, the college now accepts a successively lower percentage of applicants: 66 percent in 1986, down from 73 percent in 1985 and 79 percent in 1984. Dean of admissions William M. Shain anticipates that Macalester's admissions rate will reach the institution's goal of 50 percent by 1989.

This growing selectivity places Macalester in an increasingly competitive position with such nationally reputed private colleges as Oberlin, Swarthmore, and Haverford. Based on inquiries already received, the college is predicting a fourth noteworthy year of applications for 1987.

The best news for Macalester, Shain says, is a new awareness of the specific kind of education Macalester has to offer. "This year, more than ever, people know why they're choosing

by Randi Lynn Lyders '83
Macalester,” Shain says. He points to several distinguishing factors:

- Macalester’s population of international students—12 percent—is proportionally the largest and most diverse of any private college in the Midwest, and possibly the largest in the nation among exclusively undergraduate, private institutions.

- Since 1981, the number of new National Merit Scholars enrolled here each year has put Macalester among the top five colleges nationwide among schools with fewer than 2,000 students.

- In the past 10 years alone, the college has counted among its recent alumni 27 Fulbright-Hays Scholars, four Rhodes Scholars, five Danforth Fellows, five Harry S. Truman Scholars, and 15 National Science Foundation Graduate Fellows.

- More than 48 percent of 1985 graduates had completed at least one semester-long internship in more than 200 businesses and organizations before leaving Macalester.

- Almost 40 percent of 1985 graduates participated in one of Macalester’s 28 study-abroad programs (which cover 20 countries).

- Unlike other colleges in the Twin Cities area, whose total enrollments include a significant percentage of part-time night and weekend students, Macalester stresses its residential character as an important aspect of its program. Campus housing accommodates at least 74 percent of this year’s students.

How has Macalester’s prospective freshman class distinguished itself in recent years? By demonstrating increasingly high academic performance, says Shain:

- The average combined-SAT score has risen from 1141 to 1200 over the past six years.

- The number of freshmen who ranked first or second in their high-school classes has more than doubled in one year.

- Compared with their predecessors over the past decade, entering students demonstrate the strongest interest in, and aptitude for, mathematics and computers.

- This year’s total of 32 National Merit Scholars, the highest number since 1972, reflects a steady rise—from 29 last year and 22 in 1984.

In addition, Shain lists several others factors affecting the composition of Macalester’s student body that reflect the college’s increasing selectivity:

- Because of the significant increase in the number of highly qualified freshman candidates, these students have constituted a higher percentage of Macalester’s new students than ever before. Of students entering this September, 91 percent are freshmen, compared to 88 percent a year ago—the highest percentage in recent memory.

- Shain feels this change is a healthy one for Macalester, given its tradition as a primarily residential institution. “Freshmen tend to participate more and, in general, bond more strongly to the college” than transfer students, he says. Freshmen tend to bring stronger academic qualifications as well, he adds.

- Building on the existing reputation of Macalester’s international perspective, admissions officers have fostered a further increase in the number of new students who have already demonstrated “international awareness”—by studying abroad, for instance, or expressing an interest in pursuing Macalester’s international-studies major.

- Minnesota students represent one-third of Macalester’s enrollment, but figures show a boost in successful recruitment beyond the Upper Midwest as well. In 1985–86, the five states most often represented by Macalester students were Minnesota, Illinois, Wisconsin, New York, and Massachusetts. Among freshmen, representation from mid-Atlantic states from 1985 to 1986 has more than doubled (from 32 to 65), and percentage gains from the South are almost equally significant. “Our strategy includes no geographic bias,” Shain says. “It is no harder to gain admission to Macalester from Saint Paul than it is from Idaho.”
As a result of its mission to enroll more highly qualified students, Macalester no longer competes directly with most other private Minnesota colleges. Instead, it now faces its greatest challenge in institutions outside the state. “Our competition has come to be predominantly highly selective liberal-arts colleges which draw their students nationally as we do,” says Shain, who was formerly a regional director of admissions at Princeton University.

According to Macalester president Robert M. Gavin, Jr., this trend is consistent with the college’s overall goal. From its present status “among the top 30 liberal-arts colleges,” he says, Macalester is striving to enter the ranks of the top 15. Although the economic climate is forcing some colleges to examine and reduce their offerings, Macalester has been able to provide a consistently high level of programs, faculty and academic achievement, Gavin adds. (The market value of Macalester's endowment, which reached $100 million this year, puts it in the top 65 among U.S. colleges and universities.)

Macalester’s admissions officers say that the “highly positive tone” fostered by enhanced facilities and equipment, together with the availability of financial aid (70 percent of students receive over $7 million annually), has attracted more high-school seniors to campus in recent years. Five National Science Foundation grants last year included funds for a top-notch electron microscope, an innovation that prospective students often look for; the new Leonard Natatorium (honored by the American Society of Architects) and other renovations have rejuvenated Macalester’s athletic facilities; and, above all, plans for construction of a $10 million state-of-the-art library have generated interest from students and faculty alike.

In addition, Shain says, incoming freshmen notice the college’s commitment to internationalism (a prime symbol being the United Nations flag, flown continuously since the U.N.’s inception), recent favorable college guidebook profiles (particularly Edward Fiske’s Selective Guide to Colleges), and “the friendliness and helpfulness of people here compared to other parts of the country.”

Looking ahead to 1987 admissions, Shain sees a continuation of the four-year upswing in number of applications and college selectivity. On Oct. 1, more than four months before the deadline for application to the 1987-88 freshman class, inquiries about the Macalester program—totaling 20,600 last year—stood at more than 19,000 (up 15 percent from the same date in 1985), and campus visits by prospective students are up 30 percent over this time last year. According to all the signs so far, 1987 could be Macalester’s most bountiful admissions year yet.

Alumni Offspring Can Expect Special Attention from Admissions Office

The admissions office staff faces an ever-growing pile of applications each year from students who want to be Macalester freshmen. Each application requires them to make a judgment call based on a variety of factors—grades, creative abilities, character, and leadership skills. But even though 1986 freshman applications to Macalester approach the 2,000 mark, William M. Shain, dean of admissions, still pays special attention to the ones from children of Macalester alumni—Mac Chips, as they are called.

It’s not that he discounts grades and character when considering Chip applicants—far from it. But, he says, his experience has shown that Chips are predisposed to get the most out of four years at Macalester; they bring an awareness of college traditions, he says, that enhances campus life.

“We work with the assumption that the admissions process should be favorable to alumni children,” he says.

Among 1986-87 freshmen, Macalester admitted 66 percent of alumni-child applicants, as opposed to 66 percent of applicants as a whole. Shain believes that as Macalester’s competition shifts increasingly to the national level, and as the declining overall rate of admission stabilizes at around 50 percent (the institution’s goal for freshman admissions), the rate for Chips will still remain somewhat higher than the overall rate. It is unlikely to fall below 70 percent, he says, especially in light of “an increasing tendency of the most talented alumni children to include Macalester among the outstanding national institutions” to which they apply.

Shain emphasizes that applications from all alumni children receive individual treatment; he likes to talk with each of the families personally—by phone, or during a visit to campus—to discuss students’ qualifications. "Our task is to identify a group of people who will feel the right kinds of challenge at Macalester—who will feel pleased by their achievements here and be ready for whatever it takes," Shain concludes. Bright, internationally minded, high-achieving students are always welcome at Macalester—all the more so if in them Macalester continues a family trend.

—R.L.L.
There is a myth that a liberal-arts education doesn’t prepare you for anything, writes national columnist William Raspberry. That’s why, the myth goes, so many parents and counselors are looking on college as a high-priced trade school, and why students are bypassing so-called idealistic majors like religion or political science in favor of studies toward high-status careers.

Raspberry debunks the myth, citing a recent study of liberal-arts graduates who believe that their education was the best preparation possible for their present careers. But what about Macalester students today? Are their dreams different from those of students five, ten, thirty years ago?

To find out, we talked with some members of the class of ’86 over the summer. What had they done at Macalester to make them feel particularly proud? What kind of mark do they want to make on the world?

by Rebecca Ganzel
Charles N. Bean

It might sound glamorous—off to Indonesia right after graduation, Colombia the next month, Nicaragua two months later. But for this politically committed 22-year-old, there's more going on than a good time.

For Charles N. Bean, Jr., '86, you just can't separate humanitarian concerns from politics.

"So much of political activism, for me, is rooted in my faith," Bean says. "My parents wonder why the heck I want to go to Nicaragua for a year—but then they realize it's because they brought me to church for 16 years."

It was through his church that Bean, as a junior in high school, first found himself in Nicaragua—his first international trip. Although he had applied for the 10-day Moravian youth convocation "on a whim," the trip had a lasting impression.

"This was about a year and a half after the [Sandinista] revolution," he says, "so the propaganda and the heightening tension in the country practically knocked me over. I was just a small-town boy, and here in the villages were other 16-year-olds carrying machine guns.... I can understand it now; it just takes a different orientation to understand what it's like to be living in a revolutionary country."

Bean's own orientation was affected so strongly that when it came time to choose a college, his number-one criterion was an international emphasis. And, in his four years at Macalester, he travelled out of the country three times: to Germany on a choir concert tour, to Costa Rica for the Associated Colleges of the Midwest's field-research program (Bean studied a Moravian church recently established by Nicaraguan refugees), and to Switzerland for an independent interim project. Each trip, he says, reinforced his concern for "full human development—physical, material, political, social, and spiritual."

At 22, Bean himself is already a man of many public accomplishments. A magna cum laude graduate who majored in both religious studies and political science, he is a member of Phi Beta Kappa and a junior-year inductee into Pi Sigma Alpha, the political-science honor society. As a junior, he was given the Peter R. Weisman Endowed Prize in recognition of his humanitarian concern; this spring, he received both the S.W. Hunter Award (honoring students' "commitment to peace and international understanding") and the Hubert H. Humphrey and Walter F. Mondale Endowed Award in Political Science. His senior project, a paper called "Political Theology and the Liberation of the Oppressor," which grew out of his previous visits to Central America, earned him honors in political science.

Nor has graduation slowed him down. Last summer, Bean was one of only three Americans chosen by the United Ministries in Education to attend a month-long conference in Indonesia on human resources. In late July, a week after his return, he flew to South America for five weeks in Colombia with a Red Cross youth program on disaster relief (14 Colombian towns were destroyed in a November 1985 volcano eruption). And, while his classmates head for office jobs or universities, Bean has earned his living since mid-September at the Center for Global Service and Education in Nicaragua, where he helps to coordinate travel seminars for U.S. visitors. The seminars are affiliated (through a parent organization) with Augsburg College; their aim is to expose travelers in Nicaragua to as many different points of view as possible, then lead them to reflect, as North Americans and as Christians, on how to respond to the country's situation.

For all his public glory and international service, however, only a rather extraordinary self-possession separates Chuck Bean from your basic small-town kid who did well at college. He's still involved with his hometown church; at Macalester, he played football one year and sang in the choir; and he does enjoy an occasional beer.

"He's very intelligent and responsible," says Charles R. Green, professor of political science, who first taught him during Bean's sophomore year. "He did really exceptional work. What distinguished him to me at first was that he paid a whole lot of attention to other students. He really listened. You don't find that often in a sophomore."
Some of Bean’s other-directedness has come from his early involvement in the Moravian church, a little-known Protestant sect that, significantly, achieved prominence at the height of the European colonial period. There are fewer than 750,000 Moravians today, but most of them are concentrated in such politically hot areas as Central America and South Africa, thanks to the church’s extensive missionary effort some 200 years ago. So the Moravian church in the United States is very much concerned with underdeveloped countries, particularly, Bean says, “the discrepancy between the First World and the Third World in terms of material goods.”

Bean’s parents, who live in Waconia, Minn., are active members of the Moravian church. His father is a doctor in family practice who emphasizes the social and psychological care of his patients, Bean says; his mother is a former teacher who has tutored at the Shakopee women’s prison. Of Bean’s three older sisters, two are ministers and one a social worker.

“I don’t believe that selflessness or altruism in our modern world is just charity or just service, but that there is a real political commitment to it also,” Bean says. “I define politics broadly: It’s how people live together, focusing on the power relationships between them. [All my sisters] have sort of keyed in on social/psychological care, and I’m keying more towards politics, international affairs, and U.S. foreign policy.”

During his senior year, he became particularly interested in liberation theology, an interpretation of Christian scripture that has grown up in Latin America in recent years.

“I don’t believe that selflessness in our modern world is just charity. It has a real political commitment to it as well.”

“A lot of people skim over the ‘liberation,’ associating it with some kind of Marxist analysis of an economic situation,” he says. In his interpretation, he emphasizes freedom from the oppression of poverty—material and spiritual.

“Liberation theology emphasizes reflection within one’s context. So whether you live in a shantytown in Bogotá, Colombia, or whether you come from a nice seminary in West Germany, that makes a difference—you read what the Gospel has to say with regard to your situation much differently. A reading of the Gospel through the eyes of the oppressed demands that changes take place. Human creatures and children of God are allowed and encouraged to fight for development.”

Ironically, Bean believes that churches themselves aren’t always the best instruments of such change. For that reason, he doubly admires the Red Cross, which he first became interested in during his senior-year interim in Switzerland.

“[Churches and governmental organizations] just can’t avoid it—their service has some sort of religious or ideological commitment attached,” he says. “The Red Cross endeavors so much to lose that, to have that humanitarian commitment without ideological strings. I can see how that neutrality works in bridging the gap between North Korea and South Korea, or working with political prisoners in Central America.”

Looking ahead, beyond the graduate school he hopes to attend, he thinks he might end up working for (or, as a consultant, with) an organization like the International Red Cross.

What does he consider particularly valuable about his years at Macalester? It’s hard to know where to begin. For starters, Bean wrote three large research papers, including his senior thesis, that he counts among his most important achievements. One of these, written his junior year, has become a handbook for U.S. churches on the logistics of declaring themselves “sanctuary churches”—that is, safe harbors for what are either illegal aliens or refugees fleeing for their lives, depending on whether your point of view is that of the United States government or that of the churches themselves.

“I tried to put the sanctuary movement into historical and political perspective, to see what it meant as an act of civil disobedience,” Bean says, pointing out that both the churches he studied underwent a great deal of soul-searching before opting to join the movement. “And, if [other churches] decide to declare sanctuary, [the paper shows] the best way of going about it.”

This past spring, the semester after Bean returned from Geneva, he arranged an internship with the local chapter of the Red Cross, partly to see how the aims of the international organization were carried out at the grassroots level, he says. There, among other projects, he helped create an emergency “language bank” (for cases when, for instance, someone who speaks only Chinese requires emergency medical attention) through the Minnesota International Center, and organized a meeting of nine Minnesotan volunteer disaster-relief groups—the first such meeting in the state.

“The people at the Saint Paul Red Cross were very helpful and supportive of me during the internship,” Bean says. They also thought he was ideal for another Red Cross project, this one jointly sponsored by the American and Colombian societies. So, last summer, Bean was one of eight Americans chosen to work with Colombian youth in redeveloping the towns destroyed by a massive 1985 volcano. This was Bean’s first venture into South America, and his first hands-on experience with disaster relief.

The Colombian trip came on the heels of another international youth project in yet another far-flung country: Indonesia. Bean was one of only four Westerners (three U.S., one Canadian) invited to a human-resources development program sponsored last summer by the Asian arm of the World Student Christian Federation. Bean didn’t know about the conference, which began in June, until just a month before, when he got “a
letter that knocked my socks off': he'd been nominated to go to Indonesia, all expenses paid. "I turned in the application that afternoon," Bean says.

So for the end of June and most of July, Bean was on the Indonesian island of Sumatra with 40 other student-age men and women representing 20 countries in the Asian basin (his roommate was Pakistani). They heard reports on each country's national youth movements, with an emphasis on the rights of such ethnic minorities as, say, Koreans living in Japan.

By the time you read this, Bean will be back in Central America, one of five Americans staffing the Center for Global Service and Education in Nicaragua. The center arranges interviews for American visitors with governmental, religious, and ethnic leaders in Nicaragua. Bean signed up for six months there, but he may stay a year. After that, he'll return to the States to study public policy in graduate school; he hasn't yet decided which one.

"It's not like I'm totally selfless, because I definitely enjoy my schedule—going off to Indonesia one month, and Colombia the next month, and Nicaragua two months after that," Bean says. "That's definitely a good time, especially for a no-strings-attached 22-year-old."

But there's more going on than "a good time." Bean says he vacillated for a while between graduate school and seminary, finally choosing graduate school. "I think there's more need now for people to be politically astute and aware than a need for ordained pastors," he says. "What does a white male from an affluent society have to say? What kind of contribution can he make?" That's what Chuck Bean wants to find out.

Even 15 years ago, Nelson knew better than to idly imagine what she might do for a living someday. Such things were not taken lightly around her house. Childhood ambitions of becoming a nurse, a teacher, or an astronaut were examined with rigorous scrutiny by her father, a self-made real-estate broker and investor.

"He's always quizzed me, since I was seven years old, on what I'm going to be doing in life," she says matter-of-factly. "He'd say, What would you like to do? Where do you want to go? Why do you want to be this?" Then he'd examine Nelson's plans with an eye to their probable success. Not enough market for that, Jerry Nelson would say. Or, "Too many people are going into that—think of something different."

"Don't put your life on your face or your legs," Nelson quotes him. To prepare them for less ephemeral professions, he gave all three Nelson children checkbooks in junior high, with strict instructions to keep them balanced.

In short, Nelson was raised to be a businesswoman. "A businessperson," she corrects. "Probably a businessman. My father says that."

**Kari J. Nelson**

*A stockbroker at 22, Kari Nelson is prepared to go wherever ambition, charm, and hard work will take her.*

If Kari J. Nelson '86 ever felt the urge to rebel against her upbringing, it doesn't show. At 22, she is a stockbroker at Merrill Lynch, a position that she says usually requires five years' sales experience—which she doesn't have. (How did she get the job? "I'm very outspoken," she says by way of explanation.) She has her real-estate license, which was her junior-year interim project; by now she almost certainly has both an insurance license and a securities license; sometime in the next two years, she plans to start part-time work on a master's degree in business administration, with her certified-public-accountant licensure picked up along the way. And this fall she began work as a graduate assistant for a Dale Carnegie course on "Effective Speaking and Human Relations"—a class that practically makes leadership a science.

Once you've talked with Nelson, none of this surprises you. This woman was raised to know what she wanted, and she says her Macalester education gave her the tools to get it.

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Nelson, who graduated with two double-barrelled majors—economics and business, and law and society—and a minor in political science, was raised in Fargo, N.D. She prizes her years at Macalester for the exposure they gave her to international students. “Most of my friends are Middle Eastern—really neat people,” she says now. Her “best friend,” Nilgun Uras ’86, is Turkish. “Their values are so close to mine. Nilgun has such a small class. She’s nice, she’s reserved, she’s a lady—but still aggressive. I really enjoy that.”

She expresses similar admiration for her mother. “She’s the accountant for my father’s business. She’s usually a step ahead—she’s a really bright woman.” Marjo Nelson taught her daughter the subtle side of running a business: “you know, etiquette, anything that makes you a lady,” Nelson says.

After a year at the University of North Dakota, Nelson transferred to Macalester, drawn, she says, by its internship program and the Entrepreneurship Club. At UND, she found, many students’ lives revolved around what fraternity or sorority they were part of. “I’m not that type of person,” she says. “At college, you should be looking at more opportunities.”

To hear Nelson tell it, her social life came last while she was a student at Macalester—she was too busy with a host of organizations and activities. “I’m not very social,” she says. For example, although she lived on campus every year, she never ate at the food service, preferring to eat in her room or on the run. Instead, her energy went into schoolwork, the Entrepreneurship Club (of which she was vice president her junior year, president her senior year), and, beginning in the summer of 1984, a half-time job as assistant to a local economics-consulting firm. There, she says, her task was “to keep the office running a hundred miles an hour. I worked with taxes, I worked with accounting, I did clerical work.”

The Entrepreneurship Club, which with around 100 mem-

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**Idealism Is Alive and Well (and living in Macalester’s graduates)**

by Christopher D. Herlunger

Christopher D. Herlunger ’81, now a general-assignment reporter for the Rochester (Minn.) Post-Bulletin, wrote this column for the Fergus Falls (Minn.) Daily Journal in August 1985. Among the idealists he discusses are Micheal J. Thompson ’81, now a teacher at a St. Paul junior high school; Daniel A. Hellerman ’81; Cynthia M. Visness ’81; Arthur A. Guetter ’81; Carol W. Powers ’80; Jay R. Thorson ’82; Martha J. Eidmann ’80, now returned from Guatemala; and Timothy C. Ahrens ’80.

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I’d like to defend youthful idealism for a moment.

Those of us who think of ourselves as being even a bit idealistic are dismayed by the media’s suggestion that many of the generation coming of age—the so-called Yuppies—have sold out to money and the like.

Stories and columns attacking Yuppies are wearing thin, and I don’t want to slip into romanticism and sentiment about “the idealism that still burns brightly.”

Still, I think it’s worth mentioning the experiences of a few of my peers which show that not everyone has bought the media line on selling out.

I could tell you about my good friend Kathleen, whom I have known since 11th grade. Her high-school friends thought she was destined for a career in law or politics. She still might take up either of those high-paying professions—Lord knows she’s got the ability—but she felt a call to teaching. I know the high school where she teaches in California must feel fortunate to have someone with her enthusiasm, smarts, and, dare I say it, idealism.

Another friend, Micheal, left a job at a successful Twin Cities magazine in 1984 to return to school and get a teaching certificate. The teaching profession will be richer for his efforts: He’ll be the most humane of high-school English teachers, the type of teacher a student remembers for life.

One college roommate, Daniel, has a degree in labor relations, and another friend, Cindy, spent two years in the Peace Corps in Morocco. Art is earning a Ph.D. in mathematics. He hopes to avoid the labyrinth of business and government by teaching at a small college.

Four of the brightest people I knew in college have attended seminaries. I doubt any of them will ever be paid enough for their efforts to bring some peace and hope to their corners of the world. Carol is working at a Unitarian parish in California, Jay hopes to become a Lutheran pastor in a small Midwestern town, and Martha is in Guatemala, learning Spanish and working among the poor.

Another, my old roommate Tim, has all the attributes of someone who could “make it.” He is smart, well-educated (Yale Divinity School), and could do well in any profession. I’m sure he will make it, but not by traditional Yuppie standards: He has chosen to work as a minister in an inner-city parish in Cleveland.

He is typical, I think, of many young ministers today: He is not particularly preachy, nor does he have any illusions—romantic or otherwise—about the hard work ahead. He will be a success if he sees through his life goal: that of doing justice.

I visited Tim last spring at school, and he showed me one of his sermons. As sermons go, it wasn’t bad. It ended with a quote from Deuteronomy (30:11-14) that may seem a little heavy-handed here, but it has some application to this issue of idealism among the young.

Quoting Moses, who is talking about the commandment of helping the needy and poor: “It [the commandment] is not far off… It is in your mouth and in your heart, so you can do it.”

In our own small ways we are doing it. And the world will be a little better off for our efforts.
Kari Nelson's career is well underway, it is because she and her parents have been planning her future for a long time. "She was never the kind of person who cries, 'What's going to become of me when I grow up?'" says professor of economics Karl Egge, who was her academic advisor. "It's fun to work with students who are so nuts-and-bolts oriented, who are used to adult thinking." Nelson didn't stand out in class, he says—"she had to work very hard to get her B's"—but she shone in activities that demanded good business sense and an adult outlook.

In lining up speakers for the Entrepreneurship Club, Egge says, "Kari had enough charisma to talk to grownups and persuade them to come to Mac. She personally contacted, and entertained, 25 different guest speakers, and she always related to them on an adult level."

According to Egge, Nelson's father fully supported his daughter's many extracurricular ventures, and it was at his urging that she studied for her real-estate license as an interim project in January 1984, passing the qualifying test the following year.

Another internship—her third at Macalester—followed, this one at Merrill Lynch. By then she was already studying for her securities license, planning to go on for her M.B.A. in the fall. "I wasn't going to work next year—there was no way!" she says, remembering her sentiments at the time. "I felt education was the way to go."

"Kari is going to end up a leader in her community, whatever her current ambitions may be," Egge says. "She's charming, and she likes to take on work. She's like a jet engine: The more you shovel to her, the more efficient she is."
**Victor J. Raymond**

Define 'eclectic' in a thousand watts or more, and you've got Victor Raymond: writer, sociologist, fantasy buff, and piper extraordinaire.

You say you haven't met Victor J. Raymond, class of '86? Think again. He performed for 280,000 people over the summer of 1985, and by the time you read this the sound of his bagpipes may well have reached another 350,000 pairs of ears. For the past three summers, Raymond has donned 17th-century Scottish costume (and a persona to match) to serve as "wandering minstrel" for the Minnesota Renaissance Festival, braving mud, rain, and recalcitrant drones to bring his puckish music to fairgoers. All in a day's work for Raymond, who also happens to be a member of the Rosebud Sioux tribe.

Nor are bagpipes and extemporaneous acting the extent of Raymond's interests. "Victor has possibly the most unusually broad range of extracurricular activities of any student at Macalester," says William M. Shain, dean of admissions. "I would describe his level of commitment as bionic—I don't see how any human being could sustain his schedule."

"Bionic" is the word. When we called Raymond last summer, his answering machine was a droid who was terrified of what "my master, Victor Raymond" would do to it if we failed to leave a message. A week later, it was speaking Russian—perhaps, by Raymond's fascination with U.S.-Soviet relations, which he hopes to study in graduate school next year.

A sociology major, Raymond was host for two years of Macalester station WMCN's Monday-afternoon radio show of Celtic and Gaelic music; in addition, he regularly wrote columns and editorials for the Mac Weekly his senior year. From age 14 to 19, he was a member of the local chapter of the Society for Creative Anachronism, where he developed the 12th-century Welsh persona who later metamorphosed into bagpipe-player Eric Ross.

Today, Raymond lives in a south-Minneapolis studio apartment that he shares with two cats and 1,500 books. He continues to serve on the board of the West Bank folk-music institution, Coffeehouse Extempore, where he is secretary/treasurer, volunteer coordinator, and a concert manager. He also is secretary/treasurer for Teleport Productions, a Minneapolis video-production group; he belongs to an informal science-fiction writers' group; and he is coeditor of Politically Incorrect, an irregularly put-out publication for science-fiction fans.

This past spring, Raymond graduated with highest honors for his 300-page paper on "The Subculture of Fantasy Role-Playing Games," which distilled his experience with such fantasy games as "Dungeons and Dragons" and "Space Opera" into a sociological study.

"I'd originally thought of that honors thesis as being a neat way to combine my sociology interest and my interest in fantasy role-playing games," he says. "But almost immediately it took on a much more central place as a purely sociological work." In the paper, he puts such games into historical context: They have their roots, he says, both in ancient strategy games like chess and Go, and in 20th-century science fiction.

"Role-playing games offer an opportunity to explore a secondary world, a reality apart from the one we're used to in real life," Raymond says. "The number of people who play them is quite large"—five million, he estimates. "Certainly the majority of those are teenage males. When I was much younger, I was one of them. I tended to enjoy the high fantasy, the involvement in the characters, the sort of improvisational-acting aspect of the game."

Raymond traces his manifold enterprises back to his childhood in southeast Minneapolis, where he was a regular visitor to the public library. "I was an omnivorous reader," he says. "I read a great deal on a wide variety of subjects: mysticism,
His parents divorced in 1973, and Raymond lived with his father, then professor of American Indian studies at the University of Minnesota, and stepmother, who directs the Minnesota Indian Women’s Resource Center. He is one-quarter Sioux, the rest being English and Scottish.

“I grew up in what can fairly be described as a white, middle-class, academic, inner-city household,” he says. “My real exposure to the American Indian community, although my family was very involved in that community, didn’t come until this past year, when I was working with the Indian Education Project in the Saint Paul school system. It’s not that my father didn’t make us feel our American Indian background, but it was primarily a familial thing.”

Raymond came to Macalester as a National Merit Scholar in 1980, forgoing his senior year of high school to do so—“I’m officially listed as a dropout on the Minneapolis Public School rolls,” he says. He was one of the first Macalester students Shain admitted, and the two struck up a friendship that endured through Raymond’s somewhat rocky academic career.

“I’ve been in education for almost 20 years, and I’ve never known anyone remotely like Victor,” Shain says. “He’s enormously bright, always interesting, and occasionally exhausting.”

Raymond enrolled as an independent student, moving out of his parents’ house to an apartment in south Minneapolis on the first day of class. It took three buses to commute from there to Macalester, but Raymond took it in stride. “Victor is a master of the local bus system,” Shain says, pointing out that Raymond at one time held three off-campus jobs, one in Dakota County, without ever owning a car.

Raymond’s first five semesters at Macalester were not propitious. “From 1980 to 1982, Macalester was just another thing I was doing, and that was a mistake,” he says. Other pursuits took precedence over academics, and his grades suffered; in fact, he failed four courses in two semesters. So he took what turned out to be a year-long leave of absence, from January to December 1983. “I wasn’t giving the college the attention it deserved, and I needed to get out, and rethinks, and regroup,” he says. “In some ways, 1983 was a matter of putting the brakes on—trying to get my priorities in order.”

That year, which he spent pursuing his interests in theater and science-fiction writing, and in working in what he terms “the strategy- and adventure-games industry,” was worth it, Raymond says. When he returned to Macalester, in the spring of 1984, it was with a renewed commitment to his academic life. “I always think of it as two phases, my first phase and my second phase,” he says—and he’s much prouder of his second phase record. “My last years at Macalester were the best,” he says. “I was able to finish the way I wanted to finish,” with a B-plus average in his major, sociology, and a B average in his core field, political science.

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I don’t see how any human being could sustain his schedule.”

“The first time I was here,” Raymond says, “I was accused of not being Indian enough by other Indian students on campus. My response always was, You don’t know what kind of Indian I am—don’t pull this ‘more Indian than thou’ on me. And I still look at it that way. But after I returned [in 1984], I found that there were a number of American Indian students here on campus who were interested in talking to me as a real person.”

One other American Indian graduated with him in May, and several others were within a semester of graduation at the time.

“The number of American Indians who graduate from college is very small,” he says. “And the number of American Indians who go on to get higher degrees is infinitesimally small. I’m fortunate in growing up in an American Indian household that had the opportunity to advance itself a little further.”

What lies ahead? If all goes well, Raymond says, he’ll enroll in the University of Minnesota’s Humphrey Institute next year, working towards a master’s in public policy. When we talked with him last summer, he was applying for several jobs to tide him over while he applies to the university: one as a guidance counselor at an American Indian school (across the street, he notes, from the southeast-Minneapolis library where he spent so much of his youth), and another as a coordinator of Minnesota’s evening-school program. He also plans to continue his study of Russian through the university’s extension program. Further down the line, he’d like to get his Ph.D. in sociology, preferably from the University of California at San Diego.

Beyond that? He’s still the ultimate liberal-arts student. “I can’t help but believe that I’m going to continue doing a diversity of things,” he says. “I’ve never been very comfortable with the classic stereotypical American suburban lifestyle—you know, ‘be a part of corporate America.’ That’s never really interested me. Maybe I’m going to do it the hard way, but”—earnestly—“I really, really enjoy doing the wide variety of things I’ve had the chance to do.”
Mark E. Mertens
A triple-major with an international bent embarks on a teaching career.

If Macalester had a department of off-campus studies, Mark E. Mertens '86 would be its star pupil. Of the four years he was a student here, he spent a total of 15 months overseas.

In the absence of such a department, Mertens ended up with three majors—international studies, French, and economics and business. One of just three triple-majors in his class, he also minored in Spanish, graduating cum laude last spring as a fifth-year senior (he had transferred from Augsburg College as a sophomore).

In a way, it had taken a coup d'etat to bring Mertens to Macalester. He grew up in Liberia, a small nation on the west coast of Africa, where his father was a doctor and his mother a teacher. In 1980, Mertens' junior year of high school, a violent overthrow of the Americo-Liberian government forced his family to return to the United States from Liberia, where they had lived since Mertens was three months old. Back in the Twin Cities, Mertens (who fit right in, being blond, Lutheran, and a Saint Paul native) graduated from Minnehaha Academy.

As it turned out, if he had stayed at his Liberian high school, he would have been ineligible for Macalester's DeWitt Wallace Saint Paul Scholarship, open to graduates of high schools in Ramsey, Washington, or Dakota County. That scholarship ($1,000 annually for three years), although it wasn't Macalester's only attraction for Mertens, was the catalyst for his transfer from Augsburg College to Macalester after his freshman year.

All in all, Mertens spent two semesters in France with Macalester study-abroad programs, one semester in Spain on a University of Minnesota program, and a summer as an intern with the public-relations department of a French newspaper.

On a trip to Peru during the interim of his sophomore year, he studied squatter settlements for an interim project and visited some resettled Liberian friends. In Toulon, France, his junior year, he studied literature, art, and economics at the Center for European Studies, living with a French family.

When Mertens came back to the United States for what he thought would be his last year in college, a study-abroad program developed by Prof. Helene N. Peters was in its second year. This was an eight-month course in business studies at the University of Rennes' Institut de Gestion, for which one Macalester student is chosen each year. The program was tailor-made for Mertens, who had nearly completed the requirements for an economics-and-business major. It also appealed to him as a chance to hone his skills for a future profession: teaching.

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His semester in Toulon had renewed his interest in teaching French, an idea that, he says, had been "at the back of my mind" for some time. To test the waters, he had taken his first education course at Macalester the summer he returned from France, "an independent study on the philosophy of education. It was very, very good," he says. "But I didn't want to go into the classroom speaking mediocre French... If I was going to teach, I wanted to feel very confident."

The Rennes program appealed to him on two counts, then: whether he went on to teach or not, studying business administration in France—especially the required summer internship—would probably have practical application to his profession. "And then I found out the price of the program," he says, laughing at this bottom-line reasoning. "It was about $1,000 for a semester, and the French franc at that point was going down, down, down."

That settled it. In May 1985, when the rest of his class was trying on caps and gowns, Mertens was travelling through western France with a dozen French people—he was the only foreigner—to promote Ouest-France's newest venture, sports marketing. The French newspaper, the largest in France, was sponsoring sporting events, like a windsurfing race or a tennis tournament, to increase its readership, bringing in one other
spor (that summer it was a banking firm) to pick up the tab. As an intern, Mertens found himself doing everything from putting up banners to planning 2,000-person parties.

The autumn found him "in a refurbished 16th-century convent" in Toledo, Spain—"just the most enchanting little town you've ever seen," he says—studying Spanish literature and art through a program jointly funded by the Foundation Ortega y Gasset and the University of Minnesota. Then, after an interim period in Paris, he returned to Saint Paul to finish the work for his teaching certificate (junior high and high school) in French and Spanish.

Although he had had two years of French in high school, Mertens says, his proficiency in French and Spanish was acquired in college. On a language-proficiency test developed by the University of Minnesota, he recently scored just below "native speaker" in French, slightly lower in Spanish.

"He is a born pedagogue; he'll be a very good teacher," says Peters, who chairs the French department. In addition to teaching Mertens and supervising two of his major papers, she worked with him in Paris during last January's interim program, initiating Macalester undergraduates into French culture. In organizing field trips for the non-French-speaking students, she says, Mertens set out to show them a small section of Paris at a time, using their surroundings to teach "art, architecture, gastronomy, and human aspects" of France.

"He's inventive, he's original, he's innovative—full of ideas. His thoroughness is staggering," Peters says. "He's a good teacher because he's a good learner. He has a methodical mind, and he absorbs what he's taught very well. What you say falls on fertile ground and blossoms immediately.... Mark is a really striking, rewarding student. He's gifted for languages, and he has a good sense of intercultural communication."

Had Mertens been helped by a foreign language acquired in Liberia? Well, he says, sort of.

"I did speak Liberian English, quote-unquote, which is more difficult to understand, even, than English from the Caribbean islands," Mertens says. Although Liberia is surrounded by French-speaking countries and is home to 16 main language groups, most Liberians eventually learn English—or some version of it. Speaking Liberian English helped his French pronunciation later on, Mertens says, because the dialect shares a certain nasal quality with French.

In Liberia, Mertens found a microcosm of American culture ("When you're a small foreign community, people tend to band together," he explains) that sometimes contrasted strongly with the native Africans' way of life. "When we had tribal chiefs come to visit us at our house," he says, "they would go through the whole National Geographic upside down, because pictures didn't mean anything to them. They don't have photography, and their artwork is really kind of abstract."

As a result, Mertens developed an understanding of cultural differences and similarities—an understanding, he believes (and Peters agrees) that makes him a stronger teacher. "I'm very sensitive that the things some people take for granted maybe aren't so," he says slowly. "That has to change the way you teach. I don't want everyone to fit into one mold, to crank students out like rubber stamps."

"I have a lot of economics and business," he adds, "but it

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**Cynthia James**

We talked with Cynthia L. James '86, now enrolled in the University of Chicago's Ph.D. program in cognition and communication, just before her 5 p.m. shift as a sales consultant at Dayton's. It was the last summer she would need to work for tuition money, since her record as a *cum laude* psychology major at Macalester (plus honors for her senior project) had earned her a generous fellowship from Chicago—"tuition plus a stipend," she says. "It's going to be really nice. I can't imagine going to school and not having a job too!"

James's psychological bent stems from her interest in languages, particularly the French she has studied since she was 11 years old. It was a course in psycholinguistics, taken her sophomore year, that made her choose psychology for a major.

"From the time I decided to major in psych, I knew that I'd eventually have to go to graduate school," she says. "It's kind of hard to do much with an undergraduate degree in psychology; there are not a whole lot of openings at that level. You pretty much have to have a master's or a Ph.D."

For her senior honors project, James combined dance with psychology, testing people's perceptions of when dance movements began and ended. Her subjects, all longtime students of dance, watched a videotaped performance (by James herself, who studied dance all four years at Macalester), pressing a button each time they saw a finished movement.

"I think that honors project really prepared me for graduate school," she says. "You hear all the time about the problems of research—how long everything takes. Even making the apparatus that I needed took so long. And just making the videotape was an adventure."

At the University of Chicago, James is continuing her study of language—how people learn it, and how machines can produce it. After she's earned her doctorate, she hopes to work in corporate research. Through her father, a manager in the Honeywell's avionics division of software engineering (her mother, who holds a master's in psychology, is a college administrator in Winona, Minn.), James has become interested in the field of "expert systems," computer systems "that mimic the knowledge and thinking processes of an expert in a field," James says. She can imagine making a living in this area someday.

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*—R.L.G.*
Kathleen Lemon

We reached Kathleen M. Lemon '86 by telephone at the Mountain Lake Biological Station in Pembroke, Virginia, where she was spending the summer studying plant disease. A cum laude graduate who earned highest honors for her senior thesis (on how well horsemint, a plant native to Minnesota's prairies, reproduces after a grass fire), she originally planned to major in history or international studies, but an elective biology course she took in her freshman year changed all that. During the 1985 interim, she travelled to Panama to study tropical plants on a Macalester-approved program; the experience left her with an interest in tropical ecosystems that may well be lifelong, since she plans to earn her doctorate in the subject someday.

"At first, I thought plants were boring, since they can't move," Lemon says. "Then I realized because they can't move, they have to have a lot of different strategies to avoid being eaten by predators—toxicity, for instance, and spines."

Starting this fall, Lemon is back on the Panamanian island where she spent her junior-year interim, working as a biological technician until December. The projects she expects to be involved with include banding hummingbirds and studying plants' paternity. There's a political aspect to her work, given the fact that the rain forests in Central and South America are rapidly being eroded by slash-and-burn agriculture and oil exploration, but most of her interest is strictly biological. "Forests don't regenerate," Lemon says, "and the more you know about tropical ecosystems, the more useful you can be in preserving them. You preserve what's important so you can manage what's left."

After she comes back from Panama in December, Lemon will start applying to graduate schools so she can work towards a Ph.D. in biology, with an emphasis on tropical plant-animal interaction. At this point, she's not sure what she'll do after that, she says, since jobs are scarce for ecologists. "I'm getting my Ph.D. because I'll enjoy doing it," she says. "It's not just a means to an end."

—R.L.G.
French literature used in French high schools, translations of *Peter Pan* and *Winnie-the-Pooh*. He had searched stores for recorded music popular among French teenagers, so that his American students could learn that there was more to French music than Edith Piaf and Jacques Brel.

For one French class, Mertens had the students compare reproductions of two Picasso paintings, one painted before World War II, the other just after. "I told them to write about the mood, about what the painter was trying to say to them and why," he says. Mertens wasn't sure what the Hmong students would make of this, but he was "amazed" at their insights. He also brought in videotapes of Quebecois television, prompting a discussion of French and American governments' disparate roles in scheduling TV commercials. For a Spanish class, he required students learning "la casa: the house" to make architectural drawings of their ideal residences, with all the rooms labelled in Spanish.

"I like approaching the kids in a more adult fashion," Mertens says—"not so it's above their heads, but so they can understand your respect for them. And then you can get respect from them too. It's a two-way street. . . . I like to put questions out and make people think. And"—amazement showing in his voice—"they will think, they are interested!"

When we talked with him last summer, Mertens, like most owners of newly minted teaching certificates, was still looking for a job—ideally, he says, in an inner-city school. Although he was considering other fields than teaching, just in case ("I've tried to leave as many doors open as possible," he says), he was optimistic about his teaching prospects. And we hope that by the time you read this, Mertens will be exercising his ingenuity on a classroom of students who never dreamed French or Spanish could be so interesting.

After all, this is a man who has turned even a hostile coup d'état to his advantage. How could a high-school principal resist?

As Macalester Today went to press, we learned of Mertens' new job: teaching French at Cooper Senior High School in Robbinsdale, Minn.

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**Life After the Liberal Arts?** by William Raspberry

High-school counselors need to get their hands on a little pamphlet published by the University of Virginia. Its 22 pages contain more useful advice, guidance and perspective than all the high-school baccalaureate addresses I've heard in 35 years—including those I've made.

The booklet, "Life after Liberal Arts," is based on a survey of 2,000 alumni of the university's college of arts and sciences. It should lay to rest the myth that a liberal-arts education "doesn't prepare you for anything."

Ninety-one percent of the survey respondents, representing an array of professions, believe that a liberal-arts education prepared them for fulfilling careers. At a time when too many parents and counselors are looking at college as a sort of trade school, pressing students into such "hot" majors as engineering and computer science, these undergraduate generalists offer a different view of what college should do.

A 1971 biology major who later earned an MBA degree and is now a bank vice president said the undergraduate years "provided me with an overall understanding of people, politics and society, which are most important to the understanding of marketing."

A $60,000-a-year executive, a 1973 psychology major, said, "Liberal arts helped me with the ability to think and write."

A preponderance of the respondents, all of whom graduated between 1971 and 1981, are working in careers that have no obvious connection with their undergraduate majors or even their first full-time jobs. But more important than the revelation that undergraduate majors have essentially no bearing on careers is the advice these successful men and women offer those who would follow them: "Students (and their parents) should stop thinking of college as an assembly line that automatically deposits them, after four years, into lucrative professions."

College, they said, should provide a solid general education. Far more important to career success is experiential learning—extracurricular activities, internships and summer jobs—plus writing and thinking skills, and personal initiative.

Despite all this, the trend among college students is toward locking into career tracks as early as the sophomore year.

"It seems that college students have a sense that their future might be more happy if they were getting an undergraduate professional degree, as opposed to an undergraduate liberal-arts degree," said Susan Tyler Hitchcock, an assistant professor of humanities at Virginia. She, along with Richard Benner of the university's office of career planning and placement, coauthored the booklet. "They'll seem more ready-made for a job, whereas they'll have to sell themselves more with liberal arts."

Instead of an early commitment to a specific career, the survey consensus recommends this "winning combination": a liberal-arts foundation, complemented with career-related experience and personal initiative. It is, to this liberal-arts graduate and father of a college-bound daughter, splendid advice.
A retiring Chief Justice, an associate justice-designate, and five other noted national scholars examined "The Constitution, Freedom of Expression, and the Liberal Arts" at Macalester in September. The occasion was the DeWitt Wallace Conference on the Liberal Arts, first in an annual series named for and made possible by the late DeWitt Wallace '11, founder of The Reader's Digest.

The presence of Chief Justice Burger and coverage by national media heightened the sense of drama at the two-day conference. An attentive first-day audience of 2,000 listened as the Chief Justice opened the conference with what he termed a "civics lesson" about the Constitution and its origins. The conference was one of the first official events of the Bicentennial of the Constitution, a national celebration chaired by Burger.

Later the first day, two legal scholars analyzed free-speech issues from their divergent viewpoints. With his nomination to the Supreme Court pending before the Senate (he was confirmed a week later), Antonin Scalia spoke cautiously but described himself as a supporter of pure forms of freedom of expression. He advised critics not to harbor “deep suspicions” about his conservative views. Meanwhile, Norman Dorsen, president of the American Civil Liberties Union, warned that Constitutional freedoms are being eroded by a conservative government and its supporters.
Differing views on the state of First Amendment freedoms in the U.S. today were expressed at the Wallace Conference by legal scholars Antonin Scalia, confirmed as a member of the Supreme Court a week later, and Norman Dorsen, president of the American Civil Liberties Union. During a break, Scalia, at left in photos, shared a laugh with Dorsen.

Noting that Supreme Court nominees usually maintain a low profile while their nominations are pending, Antonin Scalia said he had thought about withdrawing from his speaking engagement at Macalester. But Chief Justice Burger urged him not to do "the mean but intelligent thing," Scalia said. "So here I am before you, at a time when any sensible person would be hiding in a cave."
W

Warren Burger, retiring Chief Justice and long-time Macalester trustee, opened Macalester's DeWitt Wallace Conference on the Liberal Arts with a historical look at the difficulties encountered in drafting the Constitution and getting it ratified by the necessary nine states. The process demanded creative leadership and a spirit of compromise, Burger said.


Nationally recognized scholars explored freedom of expression in the context of a variety of liberal-arts disciplines on the second day of the Wallace Conference. On facing page, clockwise from upper left: Author John Edgar Wideman spoke of the role of social symbols in determining perceptions of reality; chemist Harry Gray cited problems in media coverage of significant scientific developments; Robert Jay Lifton, social psychologist and psychiatrist, spoke on the effect of nuclear threat on human consciousness; and historian Mary Beth Norton traced a variety of historical impediments to women's freedom of expression. Designated as Wallace Distinguished Visitors, the scholars are returning to campus for several days to meet with students and faculty in classroom and other settings. This page, top: Retiring Chief Justice Warren Burger opened the Wallace Conference. Above left, he chatted with guests at a black-tie dinner in his honor. Right, Macalester President Robert M. Gavin, Jr., talked with Mr. and Mrs. George Grune at the dinner. Grune is president and chief executive officer of The Reader's Digest Association, chairman of the DeWitt Wallace Fund for Macalester College, and a Macalester trustee.
The charge of the alumni

With "Taking Charge" as its motto, the Sept. 5–6 alumni-board retreat got down to business with alacrity. President Christina Baldwin '68 began by asking members to write down all the assumptions they had unconsciously brought with them—"We've never done it that way"; "We don't have the money for that kind of thing"—and then literally burn them in the Alumni House fireplace. With those out of the way, six alumni committees (covering everything from networking to long-range planning) were free to focus their goals and objectives for the year.

Many members commented with enthusiasm on the meeting's energetic approach, with the hope that it will fuel them throughout a busy year of alumni activities.
Alumni gifts exceed million-dollar goal

Macalester alumni have set an all-time record in contributions to the Centennial annual fund, surpassing an ambitious million-dollar goal. A total of 4,669 donors gave $1,032,431 to the campaign, which ended Aug. 31.

Integral to the success of this campaign was the outstanding volunteer leadership of the campaign co-chairs, Dean Edstrom '62 and Curt Swenson '61. Under the guidance of Edstrom and Swenson, more than 240 individuals volunteered to assist the campaign with personal solicitations, phoning, class letters, and more.

"Hard work, diligence, and generosity" were key contributions, Edstrom says. Months before the campaign officially began, Edstrom and Swenson provided hands-on assistance and key insights to all aspects of the campaign. Edstrom and Swenson not only helped plan the college's most ambitious alumni goal for one year, they made sure it was realized.

The incentive for alumni to increase their gifts was twofold, Swenson says: the challenge funds offered by several alumni, plus the "tremendous" amount of time put in by volunteers. "Volunteers phoned and called on more alumni than we have called on in any other single year," he says.

The generosity of the alumni who offered challenge funds resulted in significantly increased gifts from alumni donors:

- 2,809 alumni donors increased last year's gift, or gave new gifts; the average new or increased gift was $160, for a total of $449,818. These increases were in response to a generous challenge from George and Wilma Fox Leonard, both class of '27, who provided $275,000 to match, dollar for dollar, all new and increased gifts.

- Alumni from the classes of 1970 through 1985 increased their gifts an average of $87, for a total increase of $90,141 over the previous year's giving. These new and increased gifts were matched not only by the Leonard challenge, but also dollar for dollar by the newly created 21st Century Challenge fund, established by three anonymous alumni.

Alumni response to the challenge funds reflects an increase in giving at all levels. Particularly apparent was the number of alumni who joined the college's donor societies.

- Forty-three alumni became charter members of the new President's Club, for donors who give more than $5,000.

- One hundred twenty-one alumni became members of the James Wallace Society by giving between $1,000 and $4,999.

- The number of alumni members of other donor societies (Neill, Macalester, and Centennial) increased significantly as well. Members of all five societies will be listed in the 1985-86 annual report, to be published later this year.

Distinguished Citizen Citation

The Board of Directors of the Macalester College Alumni Association is seeking candidates for Distinguished Citizen citations to be awarded during Alumni Weekend 1987

Nominees should have demonstrated in their day-to-day living that a liberal-arts education can provide training and inspiration for unselfish and outstanding service to the community, the nation, and humanity.

Please send the names of Macalester alumni you wish to nominate, along with a description of civic, social, religious, and professional activities that qualify them for the honor, to:

Barbara W. Shank '70, Citations Committee
Macalester Alumni Association
1600 Grand Avenue
Saint Paul, Minnesota 55105

Deadline for nominations is January 5, 1987
Regional alumni events are flowering this fall

If you live in the vicinity of Boston, New York, Philadelphia, or Chicago, or in New Jersey or Colorado, alumni in your area are planning special regional events in the coming months. Details were not available at press time, but interested alumni are urged to contact the following organizers:

In Boston, Anne Harbour '64, 617/236-4628;
Chicago, Ann Bangsund Grussing '58, 312/964-8187, or Magda Krance '76, 312/275-8833;
Colorado: Matthew Flora '74 (Denver), 303/388-3476, or Sonya Anderson '65 (Boulder), 303/444-5345;
New York, Deborah Walker '73, 201/828-4463;
Philadelphia and New Jersey, Deborah Ogle Haggerty '69, 201/895-3814.

Successful Parent Fund is completed

Pronounced a major success by volunteers, parents, and staff, the 1985-86 Parent Fund closed last month at $121,000. This is 55 percent more than was given last year, and represents 60 percent more donors as well. Co-chairs of the fund were Beverly Johnson (mother of Leif and Rolf Johnson, both members of the class of '87) and Kenneth Rice (father of Anne Louise Rice '87).

The 1986-87 Parent Fund, with Phyllis Ellis (mother of Clay Ellis '89) replacing Johnson as co-chair, is launched this month. John B. Davis, a former president of Macalester and father of Lincoln Davis '80, serves as honorary chair of the 1986-87 campaign. The fund, as William Livingston, director of major gifts, points out, is a significant part of Macalester's Annual Fund. “Every student at Macalester is subsidized $3,000 over the required tuition,” he says, and without the contributions of alumni, parents, and friends to supplement endowment income, this subsidization would be impossible.

Plan now to attend your 1987 reunion

The theme is “Macalester Around the World,” and the dates are June 11-14: Alumni Weekend is underway. A full array of activities is being planned, including the June 13 All-College Banquet, and special-interest groups are encouraged to organize their own on-campus reunions during those days.

If your class year ends with a 2 or a 7, this is your big year! On Friday, June 12, special events are in order for the classes of (take a deep breath) 1922, 1927, 1932, 1937, 1942, 1947, 1952, 1957, 1962, 1967, 1972, 1977, and 1982. Please call or write Mary Smail, associate director of the Alumni Office, if you would like to help plan these gala events: 1600 Grand Ave., Macalester College, Saint Paul, MN 55105; 612/696-6295.

British alumni ‘organise’

Twenty-five Macalester alumni live in the British Isles, most of them in or near London. At the instigation of Jane Else Smith '67 and Richard H. Smith '65, who live in Buckinghamshire, the group held its first meeting—over tea and sherry, of course—last March at the Smiths' home, and in September at St. Catherine's College, Cambridge (where John K. Rose '50 teaches forensic medicine). They look forward to many future meetings, where among other things they will discuss the possibility of establishing a link between Macalester and a Scottish university.

Some things on campus haven't changed. Members of the class of '57, whose 30-year reunion is seven short months away, may remember this scene (and perhaps identify its players?). Of course Macalester still flies both the U.S. flag and the United Nations flag, a prime symbol of its commitment to internationalism.
Living proof of diverse education

by Randi Lynn Lyders '83

Macalester didn’t know how close it came to the top of Mike Carr’s Christmas list until Dec. 26 last year, when Carr walked into the development office with a check for $18,000. For Carr, a commodity-futures trader and a member of the class of '73, it was the first step of his resolution to share his recent success with “one of many worthy causes.” He chose Macalester.

“Macalester’s philosophy was —and still is today—that a Macalester education could prepare a person to do any number of things,” Carr says. “I’m living proof of that.” The new Michael L. Carr Endowed Scholarship is given “in appreciation of his Macalester experience” to any student needing financial assistance, with first consideration to minority students.

Carr had noted, he says, the college’s “ongoing commitment” to attracting highly qualified minority students, particularly Native Americans, and he wanted to help. “I wanted the scholarship [I endowed] to be as open as possible,” he says. “At the same time, I feel that minority students may come from a socioeconomic background that’s not as good as others, and I would like to improve their opportunities.” Matched by the Centennial alumni fund’s Leonard and 21st Century challenge grants, Carr’s $18,000 gift last December brought Macalester an additional $36,000 in unrestricted support for the college.

Choosing Macalester was a carefully weighed decision, Carr says. In making it, he hearkened back to an earlier career: writing “multiple-choice books” for 10- to 13-year-old readers. While working for TSR, Inc., producers of the popular game “Dungeons and Dragons,” he wrote Robbers and Robots and two other books, presenting dozens of morally balanced alternatives as part of the plot.

These books, Carr explains, have several possible endings. Which ending children get depends on how they solve various multiple-choice problems as they read. “The choices are designed to reward ingenuity and good behavior,” Carr says. “When you write this kind of literature, as I did, you give a lot of thought to the choices you make in life.”

A Macalester history major, Carr had planned to teach secondary-level social studies and history, but he found few jobs available. For the two years after he graduated, he worked in a management-training program with the Ground Round restaurant chain in Cedar Rapids, Iowa. Then, in 1976, he was recruited to design and edit simulation games for the fledgling TSR Hobbies in Lake Geneva, Wis.

Eventually promoted to general manager, Carr became part of what he terms the firm’s “classic success story.” His seven years at TSR (he left in 1983) even put his historical training to work with one role-playing game he created, “Dawn Patrol,” based on World War I aerial combat. “At least I have one tangible result of my longtime interest in history!” Carr says, a little ruefully.

Carr stumbled on what he now calls his “niche in life” quite by accident. Checking on prices of common stocks in The Wall Street Journal—“I didn’t even read it regularly then”—he spotted an item in the employment section: Richard J. Dennis & Co. was looking to train off-floor commodity-futures traders for its Chicago office. It was not as far-fetched a career move for Carr as it might seem: “at TSR, I had been accumulating materials to design a game on commodities,” he says.

Although it took him at least two years to reap lucrative benefits from the trading system he learned, Carr persevered, using the system and his “widely divergent creative and analytical background” to the hilt. He says his career remains a challenge. At first, he took the train daily from Lake Geneva to Chicago, a two-hour trip each way. Now recently married, he works from an office in his new home in Mukwonago, Wis.

Realizing that 1985 would be his most financially successful year yet, Carr began to consider how to develop his interest in “making philanthropic contributions, even on a small scale.” In this approach, Carr says, he was influenced by the example of his employer Richard J. Dennis, a well-known philanthropist.

Carr, who says he will never have “an opulent lifestyle,” believes that all Macalester alumni are “inexorably tied” to the school that educated them.

“I believe that excellent students like Macalester’s often move on to excellent jobs, and eventually they have more to give,” Carr says. “My attending Macalester was made possible by a scholarship. I feel pretty strongly that people who have been successful should think about the college and its needs.”

A Gopher football fan (“my excuse to get back to the Cities”) and an officer in a snowmobile club, Carr would like to write another book or two in the future, perhaps including a parody romance novel. And he won’t rule out the possibility of going back to his first love, high-school teaching. “If life experience counts for anything,” he says, “I certainly would bring more to it now.”

Macalester’s own Santa Claus, Michael L. Carr ’73.
Fifty years' zeal fuels lifelong biochemist

by Suzanne Paul '86

"When I don't get the grants, I'll know it's time to retire," laughs 79-year-old Harland G. Wood, class of 1931. Wood is an emeritus professor of biochemistry at Case Western Reserve University's School of Medicine, and his most recent award is one any biochemist would covet: a five-year research grant from the prestigious National Institute of Health, bestowed upon him in July by a unanimous vote of his professional peers.

Wood's manner is genial and matter-of-fact, and he tends to downplay his significant role in revolutionizing biochemistry. His voice sounds especially youthful when he talks about the subject that has kept his attention for more than 50 years: microbiology. "It's like a hobby," Wood explains. "It concerns the biology of all living matter; it involves how we get energy and grow, how we utilize food, how we fight disease. It's a study of the processes that are essential to life. I get very engrossed in how things happen—research is like solving a puzzle."

Over the years, Wood has not just watched changes occur in his profession—he has created them. During the 1930s, Wood discovered that one strain of bacteria was able to live by means of carbon dioxide fixation with hydrogen, in which gaseous \( \text{CO}_2 \) molecules are joined with \( \text{H}_2\text{O} \) molecules to form a stable organic food matter, glucose. This observation challenged the previous assumption that \( \text{CO}_2 \) fixation was accomplished only in plants (it has since been found that the process occurs in animals and humans as well). Wood's observation could not be proven until the development of the mass spectrometer in the late 1930s, an instrument Wood helped devise in a five-story elevator shaft at Iowa State University. His thesis made scientific history, eventually leading to the recognition of links among metabolic processes in all living tissues.

Wood is reticent in discussing his achievements in his field, and he claims that he "grew into" biochemistry: "I really wanted to study chemistry, or so I thought," he chuckles about his Macalester studies.

Macalester gave Wood more than a thorough knowledge of chemistry; in his junior year, he married classmate Mildred Davis. To offset the financial hardship following the 1929 stock-market crash, Wood became a salad maker in his dormitory, Kirk Hall, worked for the college's chemistry department, and was an assistant athletic trainer. Like his four siblings, who also graduated from Macalester, Wood was made a member of the "M" Club for his outstanding participation in college sports.

It was a Macalester biology professor, O.T. Walter, who encouraged him to apply for a fellowship at Iowa State University at Ames. "I got the fellowship because of my strong background in chemistry, which they wanted at Ames," he explains. After completing his Ph.D. from Iowa, during which he made his hydrogen-fixation discovery, Wood taught briefly at the state universities of Iowa, Wisconsin and Minnesota. In 1946 he joined what is now Case Western Reserve in Cleveland, Ohio, where he continues to work on full-time research.

The exploration Wood has done of the structure and functions of enzymes has been honored throughout his life. In addition to a 1981 Distinguished Citizen Citation from Macalester, he has been recognized with the Eli Lilly Award in Bacteriology, the Carl Neuberg Medal, the Modern Medicine Award for Distinguished Achievement, and fellowships in Denmark, New Zealand, and Germany.

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Research remains Wood's favorite pastime, but the Woods are already planning for a time when Harland's other hobbies—hunting and trout fishing—will replace his activity in the biochemical lab. He and Millie look forward to retiring to Grants Pass, Oregon, where one of their three daughters lives, perhaps after his 80th birthday next fall. Till then, he plans to get the most out of the National Institute of Health's five-year grant; his research assistants will take over the autotrophic project after he retires. After a lifetime of history-making discoveries, a reputation for innovative teaching, and full-time involvement on the cutting edge of research in his field, adjustment to a slower-paced lifestyle presents a different kind of challenge. As Wood speculates with characteristic understatement, "It'll be a big change if I do retire."
A ‘round robin’
comes full circle
by Betty Schultz Frost ’47

Last summer, a very special mini-reunion of the class of 1947 met in the hills of Frisco, Colorado, three hours drive from Denver. All were unusually well-acquainted with each other’s lives, thanks to a resolution made 38 years before: Shortly after they left Macalester, 16 women—all raised in the Twin Cities—had made a letter-writing pact. The resulting “round robin” (or simply “R.R.,” as it came to be known), a twice-yearly packet of their news-filled letters, has been faithfully kept up for nearly four decades. Last July, these 16 women, together with sundry husbands, came to Colorado to see with their own eyes the people they had read about for so long. What follows is a report by one of those ’47 women on how the R.R. came to be and how it changed over the years.

From the first day we girls of the class of ’47 enrolled at Macalester, we spent our time trying to fit everything in: studying, attending compulsory Chapel and weekly Convo, passing Senior Life Saving, attending compulsory Chapel and, of course, writing our “guys overseas” and dating those poor lonesome Air Corps cadets on campus. We were part of what was then the largest graduating class in Macalester history—145 people.

In those days, Hubert Humphrey taught political science to the Air Corps boys, while student Walter Mondale M.C.’d “Queen of Hearts,” a February beauty contest. Many of us were waiting for soldiers, sailors, flyers, and Marines to return from the war; meanwhile, we knit mufflers, studied at the newly constructed Weyerhaeuser Library, and chatted with President Turck over coffee in the Old Main grille.

Tuition was $125 per semester then, which seemed like a lot. Out-of-town students lived on campus; most local students lived at home with their families to save the cost of room and board, commuting to Macalester by streetcar, on foot, or (for a few lucky ones) in the family automobile. Sixteen of us in-town girls became friends then—a friendship that has endured more than 40 years.

Within a year after we left Macalester, Betty Ann Baker organized the Round Robin by circulating a list of all of us in our new geographical order. One of us wrote a letter and sent it to the next person on the list; the second wrote her own letter, then passed the letters on to the next “Robin”; the third passed on a packet of three letters, and so on up to 16, the number it has remained ever since. When the packet came around to you again, you took out your own letter, substituted a new one, and sent it off again. Thirty-eight years later, the “RR” is still circling the continent: north to Duluth and Hibbing, south to Mankato, Minn., east to Pennsylvania and westward to Colorado and California.

Most of us married that first year out of college. Now we had shed our bobby sox, sloppy sweaters, and saddle shoes, and we had to learn to keep house—in any kind of housing we could find. Our first letters reflected despair: over cakes that fell and wringer washers that twisted the towels, and over working at mundane jobs to send our G.I. husbands through school.

Our 1950s letters were bulging with talk of babies and toddlers. We were all married by then, and we stayed at home to sew, knit, cook, and raise children. We became active in the P.T.A., the League of Women Voters, and our churches.

In the 1960s, everything changed. Our accumulation of 2.9 children apiece was graduating from high school and starting out for colleges and technical schools.

If school was good for our kids, weRobins decided, we were going back for more of it! Once those children got their diplomas and certificates, five of us became teachers—in early childhood, kindergarten, first grade, and college.

By the 1970s, most of us were grandparents, and the envelopes bulged with photographs.

Today, we find, our offspring do not always do our bidding nor follow our lifestyles, but we love them anyway. They include Patte’s son Stephen Paulus ’71, now composer-in-residence for the Minnesota Orchestra, and four Comiskeyes who are all Christian ministers. Some titles you’ll find on other children’s office doors are: marketing administrator, insurance underwriter, chef, auto racer, tree-trimmer, dentist, teacher (several), lawyer, pilot, chemist, engineer, computer programmer, physicist, trucker, construction worker, jewelry designer, and carpenter.

Incidentally, we are all planning our next reunion of Robins and spouses—for 1989!
Taking the lead reaps rich reward

Macalester alumni, after achieving success in the Centennial year annual fund, are turning their attention to the 1986-87 annual fund with the slogan “Macalester Alumni: Leading the Way into Our Second Century.”

Fund leaders are determined to surpass their dollar goal and increase the number of donors by the new fund year’s concluding date of May 31, 1987.

Chairing this year’s campaign are Richard E. Eichhorn ’51 and Carol Schwarting Hayden ’56, who spoke with Nancy Peterson, editor of Macalester Today, about their goals for the fund and their reasons for serving as active Macalester volunteers.

Macalester Today: You’ve taken on an important leadership position for the college, heading the annual fund campaign. Why have you undertaken this task?

Eichhorn: I’ve had unusual opportunities to observe Macalester over the years—as a graduate, an alumni board member, a trustee, and a visiting professor.

Some things haven’t changed over the years. For example, the small size and the intimacy of the campus are still there. The urban setting still offers exciting opportunities to learn; highly qualified men and women continue to guide the college; and academic freedom still serves as the centerpiece in the intellectual life of the students and faculty.

These are but four of the many examples I believe have continued to make Macalester one of the finest liberal-arts colleges in the country—well worth our support.

There have indeed been changes over the years. For example, there is an increased level of minority support, many more international learning opportunities, more active student involvement when I was a student, and a greater consciousness of the need to strengthen our niche in this ever-more-complex world. Changes will continue to be a way of life if we expect Macalester to continue as one of the premier liberal-arts colleges.

Eichhorn: Even though alumni gifts represent a relatively small part of the college’s operating budget, it is a very important part. The needs are great; for example, faculty and staff salaries must be at competitive levels to retain and attract the brightest and the best. Physical facilities are in constant need of repair and renewal. Top-flight equipment is always needed, especially in the sciences... and on and on.

Hayden: Individually and collectively, we can make a very big difference to the college.

Hayden: It’s important that we increase the number of donors, and that people give at whatever level they can. It’s important that Macalester become part of their regular, annual giving.

Eichhorn: Each of us needs to show that we can be counted on to help lead Macalester into our second century.
Long may she wave