MACALESTER TODAY

August 1989

A PARTNERSHIP IN MAKING HISTORY
Minority alumni look back on 20 years
AIDS victims: no cure, but prognosis offers hope

I read “Lifeguard on the Bay” [May] with great interest. I am involved very heavily in volunteer programs for Gay Men’s Health Crisis in New York City, the largest AIDS-service organization in the country.

Because Kevin Brooks’ article was well-written and compassionate towards its subject, I would like to point out one passage which I fear contributes to the large-scale ignorance surrounding the AIDS issue: “Unlike cancer patients, however, AIDS patients can harbor no illusions about recovery.”

True, there is no one single miracle cure for the HIV virus and its complications into ARC and AIDS. However, an in-depth look reveals a very surprising number of long-term survivors. Generally, these are individuals who have chosen for themselves a dual discipline combining aspects of allopathic and homeopathic medicines as well as spiritual or meditative techniques.

Possibly the worst factor facing a person newly diagnosed with AIDS is the societal perception that there is no hope. There is hope. And it’s found in what has become a well-organized network that provides the latest information on newly developed drugs and treatments.

Perhaps you are aware of all this, and if so, I urge you to be as sensitive to these considerations as you possibly can. There is a certain journalistic responsibility to help reduce the AIDS hysteria that, by contributing to the stress of people with AIDS, hastens the progress of the disease.

Victor Valentine
(Victor Wilmes ’74)
Brooklyn, N.Y.

A Macalester education still fosters openness

I just received the May issue of Macalester Today, and I wanted to let you know how proud I felt after looking it over. The first thing I noticed was the picture of Mac students marching for women’s choice in Washington, D.C. I’m glad to know that my alma mater is still full of students who support feminism, since many of my memories of Mac include discussions and participation in feminist and other “liberal” political issues. It seems that liberal thinking has gone out of style in the last 10 years, and yet Macalester students are willing to buck the trend.

I was also highly encouraged to read the articles by and about Ran Wang ’91, the articles about LaFrancis Rodgers-Rose and Catharine Lealtad ’15, and the brief note about the workshops dealing with racist and sexist biases. If this issue is representative of the Macalester of today, then I’m happy to see it! It seems clear that Mac students are getting an education that fosters greater openness and communication between people, and (like me) they get that education through personal experience instead of books.

Keep up the good work, Macalester!

Susan Schmitt Fischer ’76
Berkeley, Calif.

Pro-choice students well-organized, visible

I am an alum (class of 1980) who recently attended both the [May] pro-choice rally at the [Minnesota] Capitol and an earlier rally in front of the Federal Building.

I want to commend and congratulate whoever is doing pro-choice organizing at Macalester. At both rallies, your [Macalester students’] presence was strong, your numbers were felt, your signs were good, and you had that wonderfully cheerful irreverence that seems to be Macalester’s trademark.

You made me feel very proud.

Norah Davies ’80
Saint Paul

Mistaken identity

I have been described in many ways, but, to my knowledge, Nancy Peterson is the first to confuse me with a male young enough to have been my student. The remarks attributed to me in [Peterson’s] story about the dedication of the new library [March] resemble those made by David Ranheim, chair of the Board of Trustees.

I spoke about present faculty rather than recalling those of earlier years. If I

continued on page 33
ABOUT THIS ISSUE

Macalester minority students and administrators through the decades. Our historic overview of the minority program begins on page 10; for details on individual cover photos, turn to page 33.

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AUGUST 1989

2 At Macalester
Details on the college’s 100th Commencement, new Fulbright scholars, a gastronomic dispute, and more.

7 Finding a Few Good Scholar-Athletes
Why Macalester works harder to build a team than does, say, St. Thomas.
by John Hershey

8 Bridging Cultures
Three hectic days in the life of novelist Carlos Fuentes, last spring’s Wallace Distinguished Visitor.
by Kevin Brooks

10 A Partnership in Making History
Alumni remember the tumultuous beginnings of the minority program, which celebrates its 20th anniversary this fall.
by Jack El-Hai

18 Around the World in 73 Days
The international education of President Gavin, who spent over two months last year meeting alumni and parents all over the world.
by Chris Waddington

21 Alumni News
Upcoming events and other must-knows.

22 Alumni Profiles
Meet four artists: sculptor-architect Siah Armajani ’63, operatic stage manager Karen Miller ’79, and graphic designers Mike Hazard ’74 and Pat Olson ’73.

24 Class Notes
Surprise—Catherine Trosf’s twins were an April Fool’s joke.
by Eunice Sandeen Weisensel

25 Distinguished Citizens
Short profiles of five impressive alumni—a writer, a judge, a retired manager, a tireless volunteer, and a legislator—honored by the Alumni Association this May.
by Christina Baldwin and Nancy A. Peterson

26 Alumni & Faculty Books
A look at the role of an odd-jobs man in a rural community.
by Mary Lou Burket
100th Commencement has jubilation, sunshine

Despite a torrential rain the day before, Commencement Day 1989 was a bright, breezy Saturday, and the year's late spring left many flowering trees on campus—and high spirits among the graduating seniors. During Macalester's 100th Commencement ceremony on May 20, graduates (following recent college tradition) found a few ingenious ways to enliven their moment of glory as they crossed the stage. Reflecting the general jubilation, the words spoken at the podium struck a serious note as well. "Amidst the hoopla surrounding this graduating class, I believe that most of our feelings about the time we have spent at Macalester... go further than simple nostalgia," said senior essay-winner Kevin Brooks (Orange, Calif.) in his address. "We are critical as well as appreciative of the Macalester experience; those who have taught us would expect no less."

—R.L.G.

Hundreds of parents, alumni, and friends turned out for the college's 100th Commencement in May. As part of the procession (right), students carried two dozen flags representing the international alumni in the graduating class.
Above right: Receiving honorary degrees were educator and Presbyterian church leader Thelma C. Davidson Adair (left) and prolific composer-conductor Alice Parker. Both gave brief remarks at the ceremony, as did President Robert M. Gavin, Jr. (above).

Above: Ten members of Macalester’s 50th graduating class—the class of 1939—were special guests at the 100th ceremony. Front row, Harriett Koberstein Peterson, Mary Champlin Tonkin, Margaret Turner Achter, Frances Tripp Bell, Margaret Wallin Marvin; back row, Geneva Macomber Hobart, Edwin E. Koepke, Ramona Allen Miller, Milton W. Swanson, Vivian Jacobs Swanson ’40, Isabel B. Auldheide. Left: N’Nali Tausi Mbilinyi (center, holding flowers), a Tanzanian who double-majored in international studies and economics and business, was among the 1989 graduates.
Macalester clarifies 1986 racial incident listed in Newsweek

Several alumni wrote Macalester to express concern over a reference to the college in an April 17 Newsweek magazine column, “Let’s Tear Off Their Hoods,” by former U.S. senator Birch Bayh.

As chair of the nonprofit National Institute Against Prejudice and Violence, Bayh decried the “philosophy of hate” which has led to increased incidents of bigotry and prejudice by “a large and growing number of Americans.”

In the Newsweek column, Bayh said that his institute has catalogued 174 reported incidents on the nation’s campuses in the last five years. In one of the four examples he cited, he said that “the dorm room of five Asian women students was broken into and vandalized with the letters KKK painted on their door” at Macalester.

Bayh was referring to an incident that occurred at Macalester three years ago — but it did not happen quite as he described. In 1986, the residence-hall doors of six Japanese exchange students were defaced with “KKK”; the perpetrator turned out to be another Asian student who had feelings of hostility toward the Japanese. He was later expelled.

The vandalism was reported in the Saint Paul Pioneer Press Dispatch and The Chronicle of Higher Education. However, in an effort to respect the wishes for privacy of the students concerned — who at the time remained at Macalester — college officials did not release details identifying the nationalities and motivations involved. The story has thus been perpetuated, with slight variations, in other news media.

Macalester has now contacted the National Institute to clarify the nature of the incident.

—R.L.L.

Trustee officers elected

At the May meeting of Macalester’s Board of Trustees, four new officers were elected. Mary Lee Dayton, a trustee since 1979, is the new chair of the board, succeeding David Ranheim ’64. Barbara Bauer Armajani ’63, chief executive officer of Pinstripes Petites, is vice-chair; Peter A. Heegaard, managing principal of Norwest Capital Advisors, is treasurer; and William W. George, president and chief executive officer of Medtronic, Inc., is secretary.

Newly elected to the board are David A. Bell ’65, vice chair and CEO of the New York firm of Bozell, Inc.; Richard W. Schoenke, chief administrative officer of First Bank System; James E. Bachman ’69, senior vice-president of commercial underwriting at Saint Paul Fire and Marine Insurance Co.; and Mark Vander Ploeg ’74, senior vice-president for corporate finance at Shearson Lehman Hutton in San Francisco.

Former trustee E. Gerald Corrigan, president of the Federal Reserve Bank of New York, was named an honorary trustee.

—N.A.P.

Six win 1989 Fulbrights

Five Macalester seniors and one recent graduate — the largest number in Macalester history — received Fulbright grants this year for graduate study overseas.

The seniors, now graduated, are Matthew J. DiMagno (Rochester, Minn.), Mildred J. Griffin (Saint Paul), and James P. Ysebaert (Green Bay, Wis.), all awarded full grants to the Federal Republic of Germany; Amy L. Minert (Oscoda, Mich.), awarded a full grant to Denmark; and Martha Dye (Saint Paul), awarded a full grant to Morocco. Helga L. Ying ’87, now living in Terre Haute, Ind., was also awarded a full grant for study in West Germany. Roberta K. Casey ’88 was named a first alternate for a full grant to New Zealand. (This means that if any of the New Zealand Fulbright recipients are unable to go, Casey would be first on the list as an alternate.)

Fulbright grants are administered by the Institute of International Education in New York City; 639 were awarded this year to B.A.s across the United States. In the past 17 years, Macalester graduates have been awarded 42 Fulbrights, putting the college among the most successful in the country in competing for the grants.

—R.L.G.

Two alumni of 1985, ’88 are Mellon Fellows

Two recent Macalester graduates — Michael Bourdaghs ’85, Saint Paul, and Douglas Selvage ’88, now living in West Germany — won Mellon Fellowships this spring. The prestigious Mellon competition, whose winners this year include 59 women and 67 men from 60 North American colleges and universities, was established in 1983 to encourage outstanding college graduates to become humanities teachers.

The 1989 Mellon Fellows are eligible for awards of up to $26,000 to cover graduate-school tuition and fees, plus a stipend of $11,000 for each of the first two years of graduate study.

Bourdaghs, who majored in history and Japan studies at Macalester (he now works for a satellite-broadcasting company), will use his fellowship to pursue a Ph.D. in Japanese literature at Cornell University. Selvage, who has been studying on a Fulbright grant in Bonn, West Germany, this past year, will enter the University of Wisconsin’s Ph.D. program in history in the fall; he plans to focus on U.S. history.

—R.L.G.
College, restaurant owner clash over lapsed lease

Back in 1972, when David Unowsky named his new bookstore the Hungry Mind, he couldn't have predicted the furor that would erupt over his plan to feed hungry bodies as well.

Along with two other businesses, the Hungry Mind leases space from Macalester in the Mac Market on Grand Avenue. The small independent store, which is Macalester's official bookstore and only textbook source, is recognized across the country for its nationally distributed book review and its support of emerging authors and small presses. It serves the entire Macalester community as well as a broad regional clientele.

Two years ago, when the Mac Market's Phoenix Restaurant did not renew its five-year lease with the college, Unowsky proposed that the Hungry Mind expand into the restaurant space, providing browsers with sandwiches, salads, and beverages in an informal coffee-house atmosphere—a comfortable setting for the store's popular evening literary discussions and poetry readings.

College treasurer Paul Aslanian notified the owner of the Phoenix, Nhung Van Ngo, that the expired lease would be extended month by month until the new plans were complete. Almost two years later, in March 1989, Macalester gave the Phoenix 90 days' notice—but in the final week before the scheduled May 31 closing, Ngo asked the college to reconsider (and threatened to file suit), saying that leaving his 13-year location might ruin his business. The incident drew considerable attention from local media, since the Phoenix was one of the first Vietnamese restaurants in the Twin Cities. Ngo and his family had established it, with the college's help, after coming to the U.S. from Vietnam.

When this issue went to press, Macalester and Ngo were engaged in a series of meetings to address the Phoenix's needs, and plans for the Hungry Mind expansion—which originally was scheduled to open this fall—were still up in the air.

Eventually, Unowsky's business could be the Mac Market's only tenant. When the lease of Gray Milling, the market's pet-supply store, expires in 1992, the Hungry Mind plans to also expand into that space, according to Aslanian.

—N.A.P.

Gavin elected chair of private-college groups

This May President Robert M. Gavin, Jr., was elected chair of the board of the Minnesota Private College Council. The nonprofit organization, which has fundraising and research affiliates, represents 16 private colleges and universities in Minnesota.

"Today's global economy demands that we have a thorough understanding of other nations, cultures, and business practices," Gavin said, noting that more than half of all Minnesotans receiving degrees in international studies, foreign languages, math, and science do so at private colleges.

As chair, Gavin succeeds Anita Pampusch, president of the College of Saint Catherine. His one-year term of office began July 1.

Ford grant to bring new voices to classroom

Women's studies and cultural diversity at Macalester are to benefit as the college, along with five other Minnesota colleges and universities, participates in a $260,000 Ford Foundation grant announced last fall.

The grant, administered by Metropolitan State University in Saint Paul, aims to incorporate the history, culture, and perspectives of women and minorities into the classroom. Collectively and individually, the six institutions are offering workshops, seminars, and conferences for faculty to help integrate women and minority studies into the curriculum.

Others participating in the program, which continues through spring 1990, are Augsburg College, the College of Saint Catherine, Saint Cloud State University, and the University of Minnesota.

At Macalester, according to biology professor Jan Serie, 25 faculty members from all divisions of the college are participating in a study group. So far, the group has held day-long workshops with two Ford scholars, discussing what it means to make courses more inclusive of women and people of color and specific ways to bring about the transformation. Three more speakers are scheduled for this fall, including Spelman College president Johnnetta Cole.

—R.L.G.
Faculty, staff retirees honored this spring

Seven faculty and staff members retired this spring after a combined 133 years of involvement with the Macalester community. Honored at an outdoor ceremony in early May by president Robert Gavin, they leave behind rich and varied contributions to the college.

Professor of physical education and kinesiology and director of the human performance lab, John Bachman has been at Macalester since 1967. With interests in swimming and motor learning, he has coached the college swim team and tennis team in addition to writing many articles for professional journals.

Harvard undergraduate and Saint Paul native Edward Brooks, Jr., professor of classics, began teaching at Macalester in 1964 while pursuing a Ph.D. from the University of Minnesota. Specializing in Greek and Roman mythology, rhetoric, and Latin lyric poetry, he is also interested in the liberal-arts tradition and is the author of numerous books and papers on the subjects of ancient rhetoric and what he terms "the classical tradition." He is married to trustee Virginia Dahlen Brooks '59.

After teaching night classes at her husband's business college, senior clerk Lydia Ganje began working at the Macalester post office in 1970 as a favor for a friend who was taking two weeks off. "You make lots of friends in the post office because you get to know everybody," Ganje says, adding that she loved working with students. Always a part-time employee, Ganje enjoyed hosting foreign students in her home—which she continues to do today—as part of "Macalester Parents for International Relations," a group coordinated by Macalester's International Center.

Professor and chair of the geology department, Henry Lepp began teaching at Macalester in 1964 with extensive experience as a mining engineer and geologist in Canada, New York, and West Africa. He had also spent 10 years teaching geology at the University of Minnesota at Duluth. Lepp brought with him an interest in the geochemistry of sedimentary iron formations, and since his first year at Macalester he has been involved in building the college's much-respected and widely recognized geology department.

With the belief that humanities should be kept in the foreground of academic curriculum and with extensive expertise in French language, literature and culture, professor of French Hélène Peters began teaching at Macalester in 1961 and was among the first to establish the centrality of study-abroad programs in enriching the undergraduate humanities curriculum. A well-published writer, she specializes in existentialism and contemporary French literature, especially women's literature. She is the author of a book on women in existential literature and has contributed to the Encyclopedia Britannica and numerous professional journals.

Periodicals supervisor Rosemary Saltscheider, a former English major with education and psychology minors from the College of Saint Catherine, first came to Macalester in 1964 after substitute teaching at nearby Saint Joseph's Academy. A Saint Paul native who lives near the college, she was in charge of the Olin Science Library for a time. One of her most vivid memories, she says, was helping to move the periodicals collection from Weyerhaeuser Library to the new library last summer.

Professor of physics and astronomy Edward Strait says that he left Chicago's Northwestern University in 1965 for Macalester so that he would have a chance "to work more closely with students." Specializing in low-energy nuclear physics, he mentions the importance of the small accelerator in the basement of Rice Hall to his research work, which he will continue with the help of students after his retirement.

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$250,000 grant to support minority presence at Mac

A program identified as a top priority at Macalester—to increase minority representation in its student body, faculty, and curriculum—was awarded a $250,000 grant by the Knight Foundation in March.

The challenge grant (to be matched by Macalester) will go to implement a $532,000 program. The three-year program includes support for minority predoctoral teaching positions, for faculty and curricular development to increase the presence of minority perspectives in the classroom, and for hiring a minority person to help personalize the admissions process for minority prospective freshmen.

The Knight Foundation, founded in 1950, is one of the 25 largest private foundations in the United States. Although it is independent from Knight-Ridder Inc. (which owns, among other newspapers, the St. Paul Pioneer Press Dispatch), it supports worthy causes and organizations in communities where Knight-Ridder has newspapers.

Other colleges receiving Knight grants this year are Albion (Mich.), $250,000; Carleton, $250,000; Centre (Ky.), $250,000; Davidson (N.C.), $250,000; Eckerd (Fla.), $100,000; Kalamazoo (Mich.), $250,000; and Swarthmore (Pa.), $250,000.
Finding a few good scholar-athletes

Recruiting prospective students for sports teams has become a major part of coaches’ jobs at many liberal-arts colleges, Macalester included. So why aren’t Mac’s teams at the top of the conference every year? One coach offers his opinion.

by John Hershey

In September 1986 I was starting my 10th year in college administration when Macalester College, 1,100 miles away, gave me the chance of a lifetime: I was invited to coach women’s basketball and softball.

As a dean at Dickinson College in Carlisle, Pa., my days were filled with problem-solving, internal politics, student discipline, public relations, and part-time coaching. So here was a chance to trade titles—“the mean dean” for “Coach John.” I jumped at the chance, even took a pay cut, and headed to the Midwest. I arrived at Mac in October, full of expectation.

“Can you recruit?” was the question interviewers asked. I’d had 10 years’ experience. I understood the mission of the institution and had worked in similar situations. I said I thought I could.

No one told me then, however, what an uphill battle recruiting athletes for Macalester would be. Because so few freshman applicants both meet Macalester’s academic requirements and express an interest in softball and women’s basketball, I ended up struggling just to field a team—so I can keep my job—rather than assembling the championship teams every coach dreams of.

It’s a different athletic world from 20 years ago. In the late 1960s, women’s sports were in their infancy and recruiting of any kind was reserved largely for the big schools, and then for the men’s programs that offered scholarships. Seldom did coaches from small colleges make more than just a few recruiting phone calls, and they knew that the teams they’d face on the playing field were assembled the same way.

Now all colleges routinely recruit athletes for all sports, and everyone wants a scholarship; the eyes of the kids and their parents are that much bigger. And with strict admission standards, no athletic scholarships to offer, and a high price tag, Mac sits at the bottom of the heap in serious athletes’ eyes.

To compensate, Mac coaches spend a significant amount of time recruiting student athletes. Stop by the gymnasium on a Sunday afternoon or a weekday evening: You’ll find coaches talking on the phone, selling Mac to prospective student athletes, working to persuade them to apply for admission.

Due to a combination of factors, Mac is probably the most difficult school in the Minnesota Intercollegiate Athletic Conference for which to recruit. The college is working to be identified as one of the best small liberal-arts schools in the nation. It’s an admirable and important goal, and, to that end, our admissions standards have markedly increased. In essence, we’ve jumped to a different academic league. However, the institutions who are our new academic competitors are not the Minnesota schools we’re playing against. We’re competing in two leagues—and the price we pay for stricter admissions standards is exacted on the athletic field.

Every school in the Minnesota conference fields teams of athletes who are students in good standing—usually doing excellent academic work. Like Mac students, they’re playing because they like athletics. Unlike Mac students, however, their schools actively seek national athletic recognition rather than academic. It is this difference that sets us apart from our competitors. Combine it with Mac’s stricter admission standards, and it magnifies our athletic inequality in the MIAC.

So the coaching staff is working harder, looking farther and wider, to identify student athletes who are academically and athletically gifted. And we do find quite a few, so you’re missing the point if you’re reading complaint into this article. Macalester coaches are here because we want to be, and because we love working with the kinds of students Mac attracts. We also understand that there’s much more to athletics than mere winning and losing.

So the next time you attend a Macalester athletic event or see a score in the paper, remember how hard our kids are playing—and how hard their coaches worked to put them there.

Mac’s a school that’s set its academic sights on the stars but simply wants its athletics to be competitive. In a perfect world, that’s really the way it should be.
Carlos Fuentes's 1985 novel The Old Gringo begins with a Mexican woman remembering her time with an aging American journalist whom Fuentes sees as a "linking revolutionary" between two cultures. Now our writer, a senior English major, remembers his time with Carlos Fuentes—writer, diplomat, scholar, and cultural explorer. Fuentes himself—winner of Spain’s Miguel de Cervantes and Biblioteca Breve prizes and of Mexico’s 1984 National Prize in Literature—spent three days at Macalester in April as the fifth and last of the 1988–89 Wallace Visitors. (This year the college’s Wallace Distinguished Visitors Program, begun in 1986, focused on the arts.)

236 at 8:30" is what the schedule says, so here I am in the humanities building on this Thursday morning, April 27. Members of the Pan American literature class taught by English professor Alvin Greenberg and Spanish professor Juanita Garcia-Godoy clutch unsigned paperback copies of The Old Gringo, which they have been studying this semester, and wait for Carlos Fuentes to arrive.

Standing in the hallway outside the classroom, I don't know what to expect from this man, Mexico's leading novelist and critic, whose award-winning writing has been variously described as "dangerous," "energetic," and "brilliant." I glimpse the dangerous man relaxing with a cup of coffee in Greenberg's office. There, a host of admiring professors, like the students down the hall, carry copies of Fuentes's works—hardcover ones.

"At Harvard, the first thing you need in order to teach is a map," Fuentes says, joking about the geographical ignorance of students who study Central and South American literature. Greenberg says he remembers reading somewhere that a significant number of American high-school students do not know what country borders the United States on the south. Fuentes shakes his head.

During the class, Fuentes follows a pattern which will become customary during his three-day stay at Macalester: Standing at a lectern, he informally fields questions. His voice is soft and eloquent—almost aristocratic.

"In this novel, The Old Gringo, I posed a very difficult problem for myself, and that is to deal with stereotypes. This is the stereotype of an American Methodist schoolteacher, this is the stereotype of a Mexican revolutionary general, this is almost the stereotype of a cynical muckraking American journalist. What is behind them? Not so much what kind of psychological realities are behind them, but what literary realities are behind them? How can I connect their dreams, how can I connect their thoughts, and how can I connect their texts?"
duces "Mexico's most distinguished writer" to a standing-room-only crowd in Weyerhaeuser Chapel. Students have climbed up the high brick walls behind the pews to gain a better view. The convocation address, "The Culture of Crisis in Latin America," is not about literature; it is about cultural identity and political interdependence in Central and South America. Carlos Fuentes the writer becomes Carlos Fuentes the diplomat— I remember that at one time (1975-77) he was the Mexican ambassador to France.

"Our culture has maintained uninterrupted vitality," he says, emphasizing the need for a strong and growing civil society that can embrace the diversity of the Americas. "There is no absolute culture, just as there are no absolute politics."

Following the convocation speech, Fuentes lunches with 23 Spanish majors in the Alumni House. They discuss dormitory life, classes, and California, touching on the writer's fascination with Los Angeles. He is a bit puzzled by the term "New Age" when a student uses it to refer to a certain kind of music and lifestyle popular in California—the only time during his visit that I have seen him at a loss for an opinion.

The reading that evening is just as crowded as the convocation. Olin Hall, home of Mac Cinema and calculus finals, echoes to Fuentes's vibrant voice as he reads from his new novel, Christobal Nonato ("Christ Unborn"), which will be published in September by Farrar, Straus and Giroux. Having personally translated segments of a text "intimately mixed up with English," Fuentes has the embryonic Christobal narrate his conception and perceptions of the outside world. He will be born in 1992, an important date for Fuentes because it will be the 500th anniversary of Christopher Columbus's voyage to the New World. The story is entertaining, sensual, ironic, and penetrating. Creative, delightful wordplay and baroque narrative passages cause the audience to burst into applause and laughter.

By the end of the evening Fuentes is tired, and so am I. But at 8 a.m. the next morning in Kagin Commons, he is as awake and attentive as ever—probably more so than most of the students on campus. At breakfast with the organization of Latin American students (OLAS), the students who sit around Fuentes find themselves immediately involved in conversation. Where are they from? What languages do they speak? What does OLAS do? It is Fuentes's turn to question his inquisitors from the previous day's forums. More relaxed in his native tongue, he talks, jokes, and laughs with depth and in abundance.

Later in the afternoon, Fuentes is standing in the same hallway of the humanities building where I first saw him, again surrounded by admirers. He will leave the Macalester campus soon to return to his home and family in Mexico City. I ask him to sign my copy of The Old Gringo, which he does—"to Kevin, the young gringo"—and Greenberg gives him his own book of fiction, The Discovery of America. Fuentes appreciates the irony of the title's reference to Columbus, for in his words and deeds he is just as much an explorer as that 15th-century adventurer, bringing something magical and real to European eyes.

"I am more interested in what can be imagined than in what just happens," he had said the night before. Now Fuentes shakes hands, smiles and looks at those of us who have been with him throughout his three-day stay. "A wonderful send-off," he says.
For Milton de Jesus, the conflict of his time as a minority student at Macalester is summed up by a single sentence uttered by a frustrated classmate during the 1968-69 academic year: "Why does Macalester have to be one of the places to change?"

The entire country was changing. "1968 was an abnormal, turbulent year," says de Jesus, a U.S. Navy veteran and member of the class of '72. "The Vietnam War was raging pretty heavily, and the country was disturbed by the gore and the injustice." At the same time, the nation's social inequities sparked outrage—outrage against the despair in the ghettos of America's largest cities; against housing discrimination against blacks, Hispanics and Native Americans; and against the failure of most colleges, Macalester among them, to enroll more than a handful of minority students.

"You had people who on one hand were disenfranchised by the system, but at the same time their young men were fodder for the cannons. That was the turmoil in the belly of many of the students at Macalester," de Jesus explains.

Such were the tumultuous conditions that gave birth to the minority-program office at Macalester, which celebrates its 20th anniversary this year. Since its founding, nearly 500 students from American minority groups have graduated from the college, a figure which would have seemed unbelievable to the inhabitants of the campus of decades past.

Minority students, of course, have long attended the college. The late Catharine D. Lealtad, M.D., the college's first black graduate, received her Macalester degree in 1915. (In 1949 and 1979, she returned to campus to receive honors as Doctor of Science and Doctor of Humane Letters.) But Americans of color traditionally amounted to 2 percent or less of the enrollment until the late 1960s.

Nationally, the situation was little different: in 1960, only about 250,000 black students attended U.S. colleges, universities, and professional schools (most of them historically black institutions), and even fewer Asian Americans, Hispanics, and Native Americans were in the educational system. By the end of that decade, however, a clash of cultures was in the making: black college students alone numbered 1 million, with approximately 85 percent of them at predominantly white institutions.
"I don't think people [realize] that dramatic turn," says Mahmoud El-Kati, lecturer in history at Macalester since 1970. "It presented a kind of chaos for everybody, particularly administrators who had never in their wildest dreams thought they would have to deal with this problem."

At Macalester, much of the impetus for increasing the enrollment of students from aggrieved groups came from black, Hispanic and Native American students of the mid-1960s who found they had entered an overwhelmingly white college. De Jesus, for example, immediately noted the contrasts between Macalester and his home neighborhood.

"When I came to Macalester I felt very much alone," says de Jesus, now an attorney in Little Rock, Ark., who specializes in criminal and international/immigration law. "Although I grew up in the Twin Cities, the Macalester world was very different—it was affluent, homogeneous, very upper-middle-class and upwardly mobile." His sense of isolation, he feels, was grounded in social and economic differences, not in race.

"[White] kids drove sports cars," recalls Thad Wilderson, who came to Macalester in 1969 as a psychological counselor and now directs the college's minority-program office. Many minority kids, on the other hand, had to scrounge for day-to-day expenses. De Jesus remembers the great weekend dances on campus—with a $1 admission charge. "Many times I didn't have a dollar, believe it or not."

Roy McBride '72, now a poet living in the Twin Cities, saw a cultural naiveté in his white classmates during his freshman year, including one woman who eventually became his girlfriend. "She was at first a bit scared of me," he says. "I had really long hair—an Afro, before it became popular—and I wore sunglasses all the time. She perceived me as being very militant. Some people were scared of me just because I was black and big."

It was obvious to Macalester's few minority students that an increase in the cultural, economic, and social diversity of its scholars would benefit the entire school. "We were all looking around and saying, 'Hey, there aren't very many of us,'" de Jesus says. "The world was undergoing change, and it was not as evident at Macalester."

From there, things moved quickly. In the fall of 1968 a group of students of color met to discuss ways to increase minority enrollment. The dialogue spread to the campus as a whole by the spring semester, when it came to the attention of President Arthur Flemming, who had previously overseen a pioneering Upward Bound program at the University of Oregon.

"There was no question in the minds of some of us that there was a need to open up opportunities for minority students in an institution such as Macalester," says Flemming, who now lives in Virginia. "The Board [of Trustees] was ready and prepared to set aside some resources to make that possible."

The college dedicated $2.5 million of endowment funds to create both the minority-program office, which was to provide counseling and cultural activities for students of color, and a companion
program called "Expanded Educational Opportunities" (EEO). EEO was intended, says El-Kati, "for the people who have been most excluded [from college]—officially, legally, by custom, by habit, by mores."

EEO had a scope and vision that few colleges of any kind dared imitate. It aimed to scour inner cities and high schools with high minority enrollments for promising and interested students, and to bring those youngsters to Macalester with complete financial support, including waived tuition and room and board, plus allowances for travel, books, and pocket money.

"There are a good many institutions that were perfectly willing to say, 'Our doors are open to all students without regard to race, color, creed, national origin, and so on,' " Flemming observes, "but not many were willing to engage in a positive recruiting program designed to locate members of minority groups who would have an interest in coming, and working with them in solving the problems they would have."

A big problem, and one that had kept many blacks and Hispanics out of college from the start, was the poor guidance that high-school counselors often gave minority students. "I didn't get a lot of support from them that I was even capable of going to college," says Raquel Cervantes '74. The high-school advisor of Warren Simmons '73 erroneously told him he was permitted to apply to only three colleges; later, when he spoke to her about his interest in Macalester, "she told me not to apply because she thought I wouldn't get in."

To combat such discouragement, Macalester representatives traveled the country during the spring and summer of 1969 in active search of recruits, and by the following fall the college's first group of 75 EEO students (amounting to about 15 percent of the freshman class) arrived on campus.

Simmons, now working in suburban Washington, D.C., as a cognitive psychologist, remembers his initial impressions of Macalester as a youngster from Harlem. "What did I find? A community smaller than I thought it was going to be, and a community that was as ill-prepared to deal with me as I was to deal with it. So it was a shocking introduction for both sides."

Says James Bennett '69, who taught literature courses at Macalester and directed the college's Black Cultural House after his graduation, "Macalester had to do more adjusting to those kinds of numbers than the [minority] students had to Macalester. It was a question of Macalester getting a much closer feel to the real-world situation."

Angelos Pinkett '75 remembers that "a lot of the white students came from farm families or areas in which they had never been exposed to minorities before."

Most alarming for Simmons was the feeling that he was on display. With typical Macalester curiosity, the white students, he says, "wanted to find out what we think and what we like and don't like. It was sort of like we were in a game park in Kenya, and there were other people driving around taking pictures. That put me off and turned me off from reaching out to the white community and exploring it. I wanted to explore it as an equal, rather than as an object of study."

Nancy Lee '76 reacted differently to this burst of attention from white classmates. "They looked to me, as a black person, as a source of information and [as a way of] getting to know what black culture was about, in a non-threatening way," she notes.

Many students of color fell into a dual role—student and teacher—attending their Macalester classes while shouldering the burden of becoming spokespersons for their cultures. Macalester staff and other students needed reminders, for instance, that American blacks and Hispanics were not foreigners, that English was their first language, and that their music was not wild or exotic.

The minority students appointed themselves ambassadors—and it really needed to happen—to see that cultural awareness and diversity took place on the campus," says Pinkett, now a departmental manager for Minnesota Mutual Life Insurance Company in St. Paul. "We not only taught students—we taught the administration, and that was a tiresome spot. As a young adult, you're not always ready to teach people whom you've put on a pedestal as being academicians and knowledgeable."

That extra work, she believes, took its toll. "You think, 'Why do I have to do this? I've come to college to learn like everybody else—why do I have to teach, too?' But it's really a matter of survival;
I do it now in corporate America. I go to [corporate] classes on diversity, as a student, and I end up helping teach the class since I'm one of the few minorities in it.

The stress of constantly explaining themselves made many of Macalester's minority students of the era seek a refuge—a development fortunately anticipated by the minority-program office.

"In 1969," Thad Wilderson explains, "we had a lot of people coming from segregated societies and school systems.... There was a lot of need for support." Minority students, he says, "wanted to retreat to a place that was structured to be closer to the home that they came from—where they could have their own exclusive music, where they were able to boogie and not have to explain to anybody why they dance that way or slap hands that way."

Cultural houses for blacks, Native Americans, and Hispanics appeared just off-campus, providing familiar foods, companionship, and a haven from the dominant white culture. Minority advisors also dispensed welcome counseling to students who had never left home or been distant from friends and relatives—sufferers of homesickness as well as the cultural shock awaiting them at Macalester. "I looked to some of the counselors there as kind of surrogate mothers," Lee says.

EEO had a scope and vision that few colleges of any kind dared imitate. It aimed to scour inner cities and high schools with high minority enrollments for promising and interested students, and to bring those youngsters to Macalester with complete financial support.

Some minority alumni think that Macalester may have been overprotective of them during the period. Warren Simmons maintains that the support programs of the minority office "probably were overly successful. What the program did not do was make us multicultural. It gave me support to grow within black culture, which is important and good.... We were steeped in our own cultural experiences, but didn't necessarily see the relevance of others' or get the opportunity to explore other cultures."

The cultural houses and other retreats, he adds, made it easier to avoid contact with white students. "We were there on the same campus with [2,000] other students, and we kept in our separate world. At the time I was very comfortable with it. I didn't become uncomfortable with it until much later on, when I realized that part of the function of going to college is not only to master a certain body of
knowledge, but also to develop broader social experiences and a professional and social network to use later on in life.” For him, the consequences of that separation are embarrassing and sad. “I can't think of a white friendship that I established at Macalester.”

Melvin Collins '75 also noticed the frequent separation of racial groups on campus. “I had considered going to an all-black college, and I didn't think I wanted to do that because they weren't reflective of the real world,” he says. “Macalester seemed that it would offer a microcosm of the world—all these folks who were mixing and mingling—and that was going to be a real enriching experience, I thought.” He discovered that “all the people were there, but the mixing and mingling was not quite happening.”

Pinkett laments a lost educational opportunity—the chance to examine Macalester as it was at the time, a complex and unusual sociological laboratory. “We never openly talked about the conflicts that existed on campus, either in sociology classes or history classes. I think these would have been prime areas for the professors to take some risks and say, 'What is going on here?' ”

Says one black 1972 graduate: ‘What the program did not do was make us multicultural. We were steeped in our own cultural experiences, but we didn’t necessarily see the relevance of others’ experiences.’

In the president’s office, Flemming was not discouraged by the failure of students to instantly mix. “Initially there were some tensions, as you would expect when a program of that kind gets underway,” he explains. He likens the growing pains to “the experience we’ve had at the secondary and elementary levels when schools are desegregated and when the process of integration sets in. The initial period is one of some tension, and at first you don’t get genuine integration—that has to grow within the community.”

Some, at any rate, maintain that the strong support system was essential for the students’ well-being. John Warfield, who directed the EEO program at Macalester during its first four years and now holds professorships in the educational psychology and Afro-American studies departments of the University of Texas at Austin, defends Macalester’s support structure for minority students. It was, he says, “important for the stabilization and success of these students, so that there were opportunities for them to bask in their own cultural realities while they struggled with the effort of coping with the culture that they encountered at Macalester.”

‘My Impression Was That We Were Making History’

The most difficult part of his Macalester duties, which Warfield calls “a pretty tough job,” was “to try to insure at some point that there was the legitimate kind of consciousness-raising [about their own culture] that minority students required, as well as to keep the objective of their education and academic achievement in view.” Former Black Cultural House director Bennett adds: “America, at the bottom line,
by Warren Simmons

Three years have passed since that summer day in 1969 when I, a determined black 18-year-old, left Harlem and arrived in Minnesota to attend Macalester College. In 1969 all I knew of Macalester was that it was a white, middle-class institution. This may not seem like much, but to a black person it means coming in contact with people from an entirely different socio-economic background who have little or no understanding of your lifestyle, your culture. I had been in this position before—in elementary school—with swarms of curious white students eager to meet their first Negro friend and to withdraw to my dormitory room, where I would pull the shades down and wish to God I was someplace else. I was not as ready as I had thought to deal with white America again.

With a summer's rest, I started my second year not fully recovered from the scars of the first. This time, however, I knew more about Macalester—and Macalester knew more about me. The white students began to realize that I didn't want them all for friends—that I wanted to pick and choose my friends like regular people do. My professors... realized that I was not the reincarnation of Booker T. Washington....

I began to feel more like a regular student, even though the stigma of EEO was still present. I began to look beyond the barrier of smiling faces to glimpse what Macalester really had to offer: an education.

Come the third year and things were old hat. Macalester had become a community. No, not a community where everyone walks hand in hand loving each other, but a community like any other in the world, where people seek out their own preferences and style of living.... We didn't all love one another, but we came to have respect for each other as human beings....

One of Macalester's greatest pluses is that it allows its students to grow. Stumble and fall though we will, we learn to get up again and continue. Other colleges I've seen incubate their students for four years in cloistered communities that reflect nothing of the real world that we must all eventually return to. After four years these students go out to help a world that they don't know and that doesn't know them.... These students will always remember the good old days [as college students] and return to every Homecoming [game] with tears in their eyes, wishing they'd never left.

You don't find many former Macalester students around [campus]—perhaps because they've found their niche in the world and are living in the present, not the past. Macalester offers a first-rate educational experience, but many schools offer that; Macalester [also] offers a first-rate life experience. When one comes to Macalester, one does not leave the world—one remains a part of it.

Now, as a senior, it is all behind me. I rarely spend more than three hours [a day] on campus, and my thoughts are on graduate school and what lies ahead. I have not forgotten Macalester, though. You may not see Warren Simmons at any Homecoming games after this year, but that will be because Macalester has done its job and I have done mine.

Warren Simmons '73, who wrote this article as a Macalester senior 17 years ago, directs the institutional-support program (including Head Start and a dropout-prevention program) for the Prince George's County (Md.) public schools. Since he got his Ph.D. in developmental psychology from Cornell in 1979, he has worked in a variety of literacy and minority-education programs.
McAlester's first group of EEO students received their diplomas in 1973 (although three students graduated a year early), and Warfield and Bennett departed the college at the same time. Both administrators remember the magnitude of the program's efforts.

My impression was that we were making history," Warfield says. "It was the most comprehensive program that had to do with minority students that I had experienced anywhere in the country," made remarkable by the per-capita funding for the students and a university president who initiated the college to give extra assistance to "someone who had a death in the family, or kids who couldn't afford boots and warm clothes for the Minnesota climate. It was also multinatical, and that sense a bit ahead of its time."

The most trying time for the minority-programs office and its students came in the summer of 1974, when President James Robinson, Arthur Flemming's successor, announced his plan to clip $250,000 from the Macalester annual budget to reduce a hefty deficit. Roughly one-third of the cuts were to come from minorities—reducing down staffing, services, and social events. Although the college was not in session, students protested the budgetary cutbacks and, at the start of the fall semester, occupied the building at 77 Macalester Street, which housed the business office. They remained there 11 days.

I don't think you could work there at that time and not feel that you were a part of something special," Bennett says. "There were some problems and some hassles, but that group of students was unique flexibility that enabled the college to give some attention to the minority students—someone who had a death in the family, or kids who couldn't afford boots and warm clothes for the Minnesota climate. It was also multinatical, and that sense a bit ahead of its time."

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The career successes of the era's minority 

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The current success of the era's minority students shouldn't be surprising as students they were notably active in campus life. "Rather than sulk and be bitter about what we didn't see, we began to look at what we could do to make it different," says Melvin Collins (now a manager for the Twin Cities of a national career development organization). "In those days minorities were very active in all walks of campus life—trying to be a part of the institution and to impact some kind of change."" 

"That's not as great a campus community as Maction, many of the focuses of student activism in the 1960s and 70s have become institutionalized. In their place, the minority program—while still providing counseling and financial support—encourages students to attend conferences on such national issues as public housing, and introducing them to valuable professional networks. About 8 percent of Macalester's current enrollment comes from American minority groups, and many—though not all—of these students take advantage of the minority-program office's services: counseling a "Mentors" program pairing juniors and seniors with sophomores and freshmen; a book repository; and the chance to become involved in minority organizations and publications.

Some things, though, never change. Melvin Collins, glad he went to Macalester, gives this advice to prospective minority students today: "If you're going for a good education and for the opportunity to be exposed to people, do it—anything's got to be a great place for that. But don't think that these things are just going to happen, you're going to have to be an active part of making them happen. You're going to have to reach out to other people who are different from you."
Imagine that your employer encourages you to go on a round-the-world trip—not to get you away from your job, but to bring new life to your work. Imagine that your mission is to come back from your journeys with a new sense of your job's real purpose, new ideas, and new perspectives on old beliefs. Imagine that your bosses give you several months off to travel, and that they provide interesting people for you to meet, hospitable places to stay, even outside funds to cover your airfare and expenses.

Sound as unlikely as a Hollywood pipe dream? Macalester president Robert M. Gavin, Jr., doesn't think so. In fact, with the encouragement of his bosses, the college's Board of Trustees, he took just such a trip this winter.

Between November and April, in four separate excursions, Gavin and his wife, Charlotte, visited a dozen countries on four continents. In such farflung places as Argentina, Thailand, and Kenya, they called on Macalester alumni and parents and observed schools, wildlife programs, street life, Macalester study-abroad program sites, and a variety of governments in action—a set of experiences that Gavin describes as "a liberal education for the president of a liberal arts institution."

While Gavin's expenses were largely defrayed through a grant from Michigan's Kellogg Foundation (administered through the Minnesota Private College Council), the original impetus for the trip came from Macalester's trustees. In bringing Gavin to Macalester half a decade ago, they had stipulated that the new president should spend several months off campus during his fifth year on the job.

Gavin's personal twist on the idea of a presidential sabbatical was to make it an opportunity for examining and renewing Macalester's long commitment to international education.

On returning home, the sandy-haired 48-year-old spoke to us about his experiences in the calm of his sunny Macalester office. He began with some formality—a busy man taking time from his schedule—but as he warmed to the subject, his own brand of enthusiasm came through:

"Because we draw 10 percent of our student body from overseas"—nearly 200 Macalester students come from more than 60 countries—"I felt it was important to develop a first-hand knowledge of their native lands," Gavin said. "I wanted to see the kind of educational systems which those students were used to attending. Equally important was the opportunity to make direct contact with our overseas alumni—they are best positioned to report on the effectiveness of Macalester's international efforts."
alumna, Alexandra Sanchez de Lozada. (Together with another Macalester parent, Bolivian planning minister Fernando Romero, de Lozada was architect of Bolivia's current economic plan, "which moved [Bolivia] from an inflation rate of 24 thousand percent per year to the last two years' inflation rate of 15 to 20 percent—which for Latin America is unbelievably low," Gavin explains.)

His four trips proved a confirmation of the college's goals even as they provided humbling bits of feedback, Gavin says.

As a scientist—he served on Haverford College's chemistry faculty for 18 years—Gavin found that the trip had special meaning for him. "It's easy to talk about scientific and technical change in the abstract," Gavin says. "A trip like this makes the notion concrete. I'm thinking about Bangkok's 500,000 motorcycles, and all those TV aerials that I saw on traditional houses. In some places, people are moving from the 12th to the 20th century in the course of one generation."

Visiting some of the world's poorest nations shed a different light on American lifestyles, Gavin found.

'One of our Japanese alumnae told me that her greatest hope was that her daughter could also attend Macalester, where women can dream of a life beyond the prescribed roles. To me, that means we're doing something right in Saint Paul.'

We use too much energy, too many resources. We have run up a massive national debt while asking poor countries to sacrifice for the sake of their balance of payments. If the world is going to improve, the United States has an obligation to live within its means.

Many would be discouraged by such observations, but Gavin came away with his optimism intact, perhaps because he had a chance to see so many Macalester alumni doing good work around the world. Their activities ranged from an East African wildlife project to the quiet but persuasive witness for social change presented by Kassim-Lakha, a working woman in the male-dominated society of Pakistan.

She [feels very keenly] the difference between being a woman in Pakistan and being a woman in the United States," Gavin says. "There, it is unusual for a woman to work outside the home. In poor families, women literally do not leave the house—sometimes [staying there] for years without going outside."

Does Kassim-Lakha find that going against Pakistani norms hampers her ability to do her job? "She doesn't think so—but she is a very determined person," Gavin says. "Throughout his travels, Gavin found the role of women to be changing along with everything else. In many respects, he says, the struggles and successes of American women have served as models for their sisters around the globe."

"It's not that they want to copy our ways exactly," said Gavin. "Each society has its own pace and special problems. Still... one of our Japanese alumnae told me that her greatest hope for her daughter was that the girl would also have the opportunity to attend Macalester; [to her,] the college [is] a place where women can dream of a life beyond the prescribed roles. To me, that means we're doing something right in Saint Paul."

In fact, Gavin found strong interest in Macalester and its methods wherever he went. "Educators see the liberal arts college as a notable American innovation," he says. "In those Third World countries where change is most rapid, there seems to be a move away from narrow, technical education."

Educators were also curious about Macalester's international programs. In Beijing, for example, where he met with a deputy chief in China's State Education Commission (as well as with the parents of two Macalester sophomores, Ran Wang and Yvonne Zhou), Gavin found that "the idea of a school containing 10 percent international students [who are integrated into the student body] was revolutionary. Generally [in China], non-native students are isolated in their own separate dorms."

Still, Gavin says, he found gaps in the international education Macalester provides: "Students overseas seem to follow news in a broader range of countries than their American counterparts; awareness of world events and geography was high wherever I went. We're simply more insular in America—a sad fact that also affects us at Macalester. We need to do a better job promoting the rich resources that are already on campus."

To that end, Gavin hopes the college will expand students' access to the innovative international television programs used in Macalester's language.

Chris Waddington, who wrote a profile of English professor Alvin Greenberg for our last issue, is a Saint Paul free-lance writer who became an arts critic for the Minneapolis Star Tribune this spring.
Around the World in 73 Days

departments. A powerful satellite dish now brings broadcasts from around the world to the Humanities Learning Center.

"I'd like students in dorms to be able to tune in French, Russian, or Arabic reporting," said Gavin. "As a traveller, I found that local news was a great way to locate myself. Broadcasts in Nairobi or Karachi didn't offer a better truth, but they did provide a new perspective on familiar events."

Language and money have always been the foundation of trade, and, in our interdependent world, English and the dollar have advanced hand in hand. "Shopkeepers and taxi drivers always seemed to know enough English for business," Gavin says. "But their culture is always played out in the local language. It's a barrier that kept [Charlotte and me] from some experiences, but we worked hard to avoid the insulating world of the 'International Hotel.' We stayed with local alums and in local hotels."

Like many travellers, Gavin felt most foreign himself when trying to speak the language of those around him. "If you visit a dozen countries in four months, it's a matter you can't shrug off. You quickly learn to say 'hello,' 'goodbye,' 'thank you,' and to recognize 'entrance,' and 'exit.'" Gavin says the process gave him a new perspective on Macalester's language training.

"We face a problem when we try to make a culture accessible without teaching the language. For example, Macalester graduates live in a world with one billion Chinese speakers—a language that we don't teach. We can't teach or learn all the world's many languages. Still, I wonder if we can do more to create a solid linguistic foundation for those who decide to add another language later in life."

Gavin now feels quite strongly that Macalester—and other liberal arts colleges—should take action to make their students less insular. Ideally, he says, students should have proficiency in two languages when they enter college, and they should learn a third—one outside the linguistic family of the other two—before they graduate. Colleges should make study abroad available to students regardless of their ability to pay. And coursework should emphasize how world events affect all nations, instead of focusing on the impact of U.S. actions on the rest of the world.

Alumni from overseas tend to look back at their Macalester years with special affection, Gavin found: "All the international students and alumni [I met] were very positive about their experiences here; Macalester was clearly an important part of their lives." Their affection frequently extends to the United States as a whole. "This country is a model for many around the world," he says. "When we're criticized, it's usually for falling short of the model we propose for ourselves."

Gavin says his travels have led him to focus on solutions instead of problems, to see Macalester as a world player with a mission, its students as citizens of a single planet that is still big enough to hold many views and many cultures.
Leadership Weekend, Homecoming set pace for fall alumni agenda

As students and faculty begin a new year on campus, autumn brings a new round of alumni programs and activities across the country.

Leadership Weekend will find a hundred top alumni volunteers on campus Sept. 15–16 for inspiration, training and recognition. The program will provide these leaders—Annual Fund solicitors, class agents, Alumni Association board members, and admissions volunteers—with a fresh look at the college’s curriculum, facilities, and plans for the future.

Homecoming finds Macalester playing St. Olaf in football on Sept. 16, with an alumni reception on the field following the game.

Roger K. Blakely ‘43, professor of English at Macalester, is the featured speaker at a Boston event in September.

Other fall events will be held in Chicago, Milwaukee, Minneapolis, New York, Saint Paul, and Seattle. (For more information on these events, please contact the alumni office, 612/696-6295.)

Newly admitted Macalester students were guests at special summer events hosted by alumni volunteers in Boston, Chicago, Denver, Minneapolis, New York, Portland, and Saint Paul. The Denver event also recognized alumni who have volunteered for that area’s alumni career network.

Saint Paul’s Grand Avenue served as the focal point of a talk on urban revitalization by David Lanegran ’63, professor of geography, for the New York alumni club in May.

Native American contributions to global society was the topic of anthropology professor Jack Weatherford, speaking earlier this summer to alumni, parents, and friends in St. Louis and Atlanta.

Don Wortman ’51, a former Macalester trustee, hosted a gathering of alumni, parents, and friends in Washingon, D.C., for Chinese cuisine and an informal program on Macalester “then and now.”

Nearly 40 alumni and friends gathered in Tokyo last February to welcome President and Mrs. Gavin on their first visit to Japan. Included in the group were current

and former Macalester students, as well as several former World Press Institute fellows. Junki Maruoka ‘57 played the role of master of ceremonies and entertained the gathering with stories from his days at Macalester. President Gavin spoke about recent developments at Macalester and delighted the group with slides of Macalester’s new library.

About 30 friends and alumni attended a party in Sendai, Japan, two nights later. This reunion was a highlight of the Gavins’ visit to Macalester’s sister school, Miyagi University of Education. During the visit, the president signed a new agreement to deepen cooperation between the two schools and also delivered a lecture on science education in the United States.

Scenes like this one outside Carnegie last October should abound during Parents Weekend 1989.

Varied activities planned for parents in October

Parents will be special guests on campus Oct. 13–15, when Parents Weekend provides an opportunity to visit classes, talk with faculty, and attend special musical, theatrical, and athletic events.

“Developing Leaders for the World” is the topic of President Gavin’s keynote address on Saturday, Oct. 14.

Information is being mailed to parents. Arrangements are coordinated by the alumni office; with questions, call 612/696-6295.

Alumni Association elects new officers and board members

Janet Rajala Nelson ’72, Saint Paul, was named president-elect of the Alumni Association during its annual meeting at reunion weekend in June.

Nelson will succeed Julie Stroud ’81, whose two-year term as president continues until June 1990.

Kurt Winkelmann ’78, San Francisco, was elected vice president, and Ford Nicholson ’78, White Bear Lake, Minn., is secretary-treasurer.

All have served in several capacities on the Alumni Association’s board of directors. Winkelmann is to chair the board’s long-range planning committee, which is working with other committee chairs to define goals and tasks for the next three years. Nicholson, having streamlined the board’s reporting processes, begins a second term as secretary-treasurer.

Newly elected to the 30-member board are Paul Light ’75, associate dean of the Humphrey Institute of Public Affairs at the University of Minnesota; Margaret Wallin Marvin ’39, an educator and volunteer leader from Warroad, Minn.; and Jane Else Smith ’67, a student at William Mitchell College of Law in Saint Paul and formerly, while she lived in London, convener of Macalester’s London Club.

Retiring from the board this year are Elizabeth Hunt ’33, Saint Paul, who has served on the nominations and clubs committees; Peggy Walker ’72, Saint Paul, who has chaired the nominations, career, and admissions committees and helped recruit admissions volunteers nationally; and Rod Mackenzie ’69, Minneapolis, who has chaired the career committee and helped revise board bylaws.

Alumni Association board members establish priorities and provide leadership for the association and its services to alumni and to the college; these services include career networking, fund raising, development of alumni clubs, and assisting in the admissions process. Every Macalester alum is automatically a member of the Alumni Association; the college currently has about 17,000 living alumni.
Imaginative work is the cat’s meow—er, pajamas

At the Saint Paul home of Mike Hazard '74 and Pat Olson '73, color abounds. In the living room, a defunct television set is painted shades of pink, blue, green, purple, and yellow—one of Olson's works, "The Temptation of St. Video." The antenna has become a halo, the cord a snake.

The stairs leading to the second floor boast brightly painted bannister railings—a veritable rainbow that leads like the yellow-brick road to the second-floor bedrooms, where the dresser drawers and closet doors in three-year-old Sonia's room have just been painted in rainbow shades. "If I had time, I would paint the whole house," Olson says.

Touches throughout the house reflect the artistry of both Olson and Hazard. Many are collaborative efforts done for their graphic-design business, Cats Pajamas.

Their's is a home-based business, started just before Olson and Hazard were married in 1975. The two, who had met as students in the Macalester darkroom, were both looking for work. "There were no jobs for people like us then—bright liberal-arts majors with no skills," Hazard says. "But we knew we wanted to do something good in the arts."

This desire led them initially in two different directions. Olson, who had design and keyline experience, began to freelance her design expertise. Hazard, meanwhile, was busy with the Center for International Education, a nonprofit media-arts organization—started by his father—which Hazard took over in 1974. The CIE was originally founded to introduce the arts of other countries to the United States; Hazard shifted gears, and the organization began making movies of Minnesota writers of international stature: poets Robert Bly and Thomas McGrath, writer Frederick Manfred. These award-winning movies—"A Man Writes to a Part of Himself," "The Movie at the End of the World," and "American Grizzly"—have been shown on public and commercial television stations both in this country and abroad.

As Olson's business began to grow (she was hired to produce a monthly neighborhood newspaper, doing typesetting, design, and paste-up), Hazard began to help out with photography and errand-running. Soon he was a partner—he now handles Cats Pajamas' writing, photography, and management details, while Olson does the design.

Several years ago, Olson and Hazard scaled down the successful Cats Pajamas, which had hired a small staff and amassed an impressive portfolio (including shopping bags for Dayton's and the logo for Riverfest, an annual Saint Paul music festival), to devote more time to their artistic careers. By limiting their clients to those who allowed them a great deal of creative input, they became, once again, essentially a two-person operation (they still hire occasional freelance help).

"We're the smallest all-media shop in Saint Paul," Hazard says. "We do everything that can be printed—and, " he says, pausing for emphasis, "we do only jobs that we like."

Their new schedule allows not only more time for daughter Sonia, but a day every week for Olson to pursue her painting and time for Hazard to devote to CIE—he is planning a movie on architect Louis Sullivan's banks.

For her part, Olson has developed an approach to graphic design that incorporates her beliefs about art in general. "I think of graphic designers as anthropologists in modern culture," she says. "They work with verbal images, visual images and trends, and the nuances of how each of these bumps up against the other. When I design a logo, I consider all of this. I try to have the attitude that everything is important enough to do a good job on. I refuse to say that commercial work is just schlock, because maybe it will enrich the culture. I integrate my work and my philosophy, so that even when I am doing graphic design, I am making a living as an artist."

Adds Hazard: "Basically, that's what we are—a couple of artists trying to make a living in America." From all appearances, the two liberal-arts majors with no skills who just wanted to do something good in the arts have done—just that.

—Terry Andrews
Sculptor of words

Sometimes the line between visual and written art is very fine indeed—especially under the eye of public artist Siah Armajani '63.

Armajani's work has changed the scene in cities across the country and in a few international exhibitions. A dominant figure in the crossover field of architectural sculpture, he is best known for creating wooden structures—bridges, fences, and houses—and for his unique trademark: inscribing lines of poetry or other quotations directly onto the structures.

The words of Thomas Paine and Thomas Jefferson have added a dimension to his works, along with those of poets Robert Frost, Walt Whitman, and Robert Bly, and essayists Ralph Waldo Emerson and Henry David Thoreau. “The words are not descriptive of the respective pieces. They have their own agenda; they are another element,” Armajani says.

Armajani—recipient of a 1988 Macalester honorary degree, and the nephew of Yahya Armajani, professor of history at Macalester from 1946 to 1974—lives with his wife, Barbara Bauer Armajani '63 (vice-chair of Macalester's Board of Trustees), in Saint Paul. Southwest of downtown Minneapolis is the latest and most visible example of his work: a footbridge, 375 feet long, spanning a freeway from the Walker Art Center grounds to Loring Park.

Other Armajani projects include the Humphrey Plaza, adjacent to the Humphrey Institute of Public Affairs at the University of Minnesota; a skyway for the Norwest Center, also in Minneapolis; a Boston sandwich shop; a waiting room in St. Joseph's Hospital (Brainerd, Minn.); a bandstand in Mitchell, S.D.; a skyscraper in San Francisco; and indoor and outdoor reading gardens in Virginia, New York, and Lake Placid—the latter for the 1980 Olympics. Armajani has also worked in collaboration with architects Cesar Pelli, Scott Burton, and M. Paul Friedburg on Battery Park, a $13 million waterfront plaza in Manhattan.

The Walker footbridge was built as a memorial to Irene Hixon Whitney, a Minneapolis arts patron and civic activist; it forms part of the Walker Art Center's outdoor garden exhibition, completed in summer 1988. (Three other works by Armajani are also part of the Walker's permanent collection.) This spring, a poem especially written for the occasion by nationally known poet John Ashbury was imbedded in bronze on the bridge's floorboards.

A Walker spokesperson notes that Armajani's bridge provides a link long missing from the Minneapolis park system, attaching Loring Park to the Lake of the Isles pathways. —Amy Weivoda '92

Finding a musical focus

At 32, Karen Miller knows opera from the inside out. Trained as a soprano at Macalester, she has made her mark as a stage manager and director for opera companies across the country.

For the moment, Miller lives in Saint Paul, but she comes and goes as her jobs require. A year ago, she spent a month in Atlanta to direct a summer opera workshop at Georgia State University. This past January and February were spent in Sarasota, Fla., as director of the Sarasota Opera apprentice program. And in April she was named artistic associate of the Minnesota Opera New Music-Theater Ensemble (one of four branches of the Twin Cities–based Minnesota Opera), taking a residency program to eight U.S. cities.

This fall, Miller will be in Grand Forks, N.D., directing Sakakawea: the Woman of Many Names—a new opera celebrating North Dakota's centennial with the story of the Native American woman (her name is more commonly spelled Sacajawea) who led Lewis and Clark on their 18th-century expedition across the Rockies.

“I'm pleased to direct Sakakawea, for sentimental reasons as well as professional ones,” Miller says. “It should be fun to put on a show in my hometown.”

After graduating from Macalester, where she majored in music, Miller stage-managed at the Minnesota Opera, and as a free-lancer for other companies, for four years while continuing to study voice. But through a university course, she says, “I found I enjoyed coaching and directing more than performing,” and, in 1984, the Des Moines Metro Opera hired her to teach performance classes and direct apprentice singers in opera scenes.

Later came a 1987 grant from the National Institute for Music Theater, under which Miller worked in New York City with performance artist and composer Meredith Monk. Among other things, Miller provided musical notation for Monk's vocal-ensemble piece "The Ringing Place."

Throughout the year, she met privately with Monk, absorbing Monk's advice with regard to her own compositions. Some unusual works emerged: "I'm interested in how singers' bodies help them communicate, so I wrote some dialogues for faces and eyes only, and hands only, and songs for using the whole body."

Directing operatic singers is more complicated than stage-directing a non-musical play, Miller says. "Actors who say their lines can express an idea in just a few seconds, but singers' thoughts can last several minutes as the music continues or repeats. I think I'm good at helping singers find clear emotional expressions: how they focus their eyes makes their thoughts clear to the audience. It's a simple concept, but an important one."

—Richard O'Neill '77
Remember driving in the country and passing a lot scattered with auto shells and parts? Somewhere in the midst was a garage and a makeshift house. And someone—you wondered who—lived on the lot and saved the junk, and you wondered why.

Willie, the subject of Douglas Harper's engaging study, is such a character. Far from being eccentric or a wastrel, however, he serves his community ably, fixing whatever machines his neighbors need to maintain their lives in the isolated economy of northern New York State. He is a mechanic of considerable resourcefulness and judgment.

Harper discovered Willie the easy way—by needing a few repairs himself. An associate professor of sociology at the State University College in Potsdam, N.Y., Harper is also Willie's neighbor. He not only observes, he joins in—even benefits from—Willie's patient labors. Much of the appeal of the book derives from Harper's implicit admiration for Willie's integrity and role in their shared community.

This portrait of Willie doesn't have the shapeliness that a journalist might give it (the purpose, of course, would be different), but Harper writes so clearly and includes so many passages of dialogue that the reader feels welcome in Willie's shop. Willie's unusual pattern of bartering and improvising from salvage, of offering favors and teaching as he works, makes him an admirable figure. Yet he is also, somewhat sadly, an anomaly. Harper traces his subject's antecedents to the Iron Age, a time when making something and fixing it were parts of the same process, understood as well as performed by one person.

While on the one hand Working Knowledge is accessible to anyone who has tinkered in a basement or garage, lost happily in time, it also speaks to a much larger audience—those who have felt a twinge of unease as they paid for car repairs, for example. Or taken off in a jet and feared that the wings weren't safely attached. Or tossed a broken appliance away and thought, “Gee, this ought to be good for something” (it probably was).

Harper says, “I look at Willie's world to see one universe in wonderful detail; but I also look to call attention to the larger change that surrounds us all.”


Poems and short prose collected in this volume reflect the author's Cherokee and German/English heritage ("one heir of two inheritances"). A visiting instructor at Macalester, Glancy has published in such journals as Ploughshares and The Mississippi Review. Her earlier book, One Age in a Dream, received the Lakes and Prairies Prize from Milkweed Chronicle.

Ken LaZebnik '77 and Steve Lehman '84: A is for At Bat: A Baseball Primer. Illustrated by Andy Nelson. Culpepper Press (Minneapolis), 1988. Unpaged, $8.95 cloth.

This alphabet book for adults as well as children offers playful definitions of baseball terms:

U is for ump.
You may think he's a bum,
But argue too much
And he'll give you the thumb.

LaZebnik has written Calvinisms and other plays; he and Lehman co-publish the Minneapolis Review of Baseball, which is illustrated by Nelson.


First published by Temple University Press in 1984 with the title Black Labor in the South, this study examines the intersection of Afro-American and working-class history in postbellum Virginia. As Rachleff, who teaches history at Macalester, observes, the rise of the Knights of Labor in Richmond, Va., demonstrates "(1) that black and white workers could act together and (2) that a working-class reform movement could challenge the status quo."


In this medical thriller by the author of Blood Russian, The Red Encounter, and The Cross and the Sickle, those trusted with matters of life and death are suspect. Nina Trenton's father has been hospitalized with Alzheimer's disease, and she is expecting her first child. Soon after the birth, she is drawn into an investigation of murder and conspiracy involving her father, her husband, and her baby.

Mary Lou Burket '78 is a free-lance writer who lives in Minneapolis; her book reviews regularly appear in these pages and in such national publications as The New York Times Book Review and The Christian Science Monitor. If you have just published a book, please let us know—and ask your publisher to send a review copy to: Rebecca Ganzel, Managing Editor, Macalester Today, 1600 Grand Ave., Saint Paul, MN 55105.
had referred to former faculty who worked in Old Main, my list would have begun with Margaret Doty and included Jack Patnode and Mildred Schickler. Even I am not old enough to "fondly recall" James Wallace, although my mother does. Did the confusion arise because I am a DeWitt Wallace professor?

David Ranheim doubtless recalls from his days as a student how strongly I feel about proper attribution. I believe we both require apologies for the careless reporting that assigned his words to me.

Patricia Lanegran Kane '47
DeWitt Wallace Professor of English

I did indeed attribute David Ranheim's remarks to Professor Kane, and I regret the error. —N.A.P.

What is success?

Mac's first black graduate, Catharine Deaver Lealtad '15 [obituary, May], sets one of the best examples of a successful Mac graduate. Macalester has a tradition of making such outstanding servants of society. I am very proud of her and proud of being an alumnus of Mac.

I would like to share four of Harry Emerson Fosdick's [a religious leader who lived 1878-1969] definitions of success with the people at Macalester: to win the respect of intelligent people and the affection of children; to find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch, or a redeemed social condition; to know that even one life has breathed easier because you lived.

Jay Tu '85
Villa Park, Ill.

Short and sweet

Macalester Today is a real memory of happy days. Thank you.
Margaret Dahlen Abele '28
Pepperell, Mass.

ABBIE HOFFMAN, the political dissident who founded the Yippie movement of the 1960s and wrote "Steal This Book," was found dead last night in his home in New Hope, Pa. Hoffman's body was found by a neighbor, said Bucks County Coroner Dr. Thomas J. Rosco, and there was no apparent cause of death.

Hoffman, a native of Worcester, Mass., rose to prominence with the Chicago Seven, a group of radicals who stood trial on charges of conspiring to disrupt the 1968 Democratic National Convention in Chicago.

He lived in New Hope, across the Delaware River from New Jersey, during an unsuccessful fight several years ago against a pumping station on the river.

Story, A2

'Communist' photo teases parent of future Mac chip

I thought you might enjoy this recent newspaper clipping [from the April 13, 1989, Asbury Park (N.J.) Press, reproduced above]. If you look you will see that Abbie Hoffman is wearing a Macalester sweatshirt.

I send the picture not only because it is worth at least a note but to tease my Republican federal-prosecutor husband, who swears that our two daughters will never attend (to quote him) "a Communist institution such as Macalester College." I guess the photo gives him ammunition. Little does he know that I fully intend for Catherine and Jacqueline to be "Mac chips," as I was—my father, Henry.

Flip Schulke ['53], also attended Macalester.

I think of Mac fondly on many occasions and enjoy all of your mailings, especially Macalester Today.

Elizabeth Schulke Davidson '78
Ph.D.
Freehold, N.J.

Abbie Hoffman spoke at Macalester in October 1987, sponsored by a student organization. Our guess is that's when he acquired the sweatshirt. If other readers run into Macalester references in unexpected places, please send them to this "Letters" column for other readers to enjoy!

—Editors

Forget the size—
what does it say?

I have watched the drama unfold over whether Macalester Today's pages should be larger or smaller ("Letters," January, March, and May). I don't suppose it would make things any more ridiculous if I put in my two cents' worth.

My suggestion is that everyone spend more time worrying about what is on the pages instead of what size they are.

William Werner '77
Minneapolis

Cover details

The collage of historic photographs on the cover was designed by Elizabeth Edwards. Identifications for individual pictures, clockwise from upper left: Lourdes Aponte '81 and Haydee Perez '80 (also on p. 14), photo courtesy Michael O'Reilly; Earl Bowman '90, Mexican-American program director Max von Rabenau, and EEO director John Warfield (also on p. 13), photo courtesy Michael O'Reilly; Lakota Indian Randolph Tuttle '76, photo courtesy Michael O'Reilly; Mary Harris '77, Brenda Taylor '77, and Carmen Hamford '77 (also on p. 11), photo courtesy Macalester Archives; EEO administrator James Bennett '69 (also on p. 12), photo courtesy Macalester Archives; Brenda Hensford (right, class year unknown) with unidentified woman, photo courtesy Macalester Archives; George Spears '79, photo courtesy Macalester Archives.
A one-man 'moveable feast'

"Picture a man pushing a video cart down the hallway, a cassette deck on top of the viewing screen, a slide projector under one arm, a stack of graded papers under the other, books balancing atop every available surface...precariously guiding this interdisciplinary, multimedia moveable feast toward the classroom of students awaiting him..."

As described by colleague Robert Warde, English and art professor Roger Blakely '43 has inspired Macalester students for 43 years with his eclectic approach to his work. In May, Macalester recognized him with the Burlington Northern Foundation Faculty Achievement award. Alumni recognize and thank people like Professor Blakely every year with their gifts to the Macalester College Annual Fund, which helps support faculty salaries as well as teaching equipment and books. Professor Blakely has made a difference...you can, too.