Discovering Community:
Abigail Noble '96 and Brian Bull '91, Two Personal Journeys
Making Mac accessible
I read with interest your article describing the planned renovations to Olin and Rice Halls. I was dismayed that there was no mention of plans to make the buildings accessible to wheelchair users. The drawings of the front entrance still feature those forbidding steps.

When I came to Macalester in 1972, public schools were not required to educate children with disabilities. I was born with cerebral palsy and walk with crutches. I survived first grade only because the principal agreed to call on sixth grade students to open the bathroom door for me. In second grade I was transferred to a school with fewer stairs, again only because the principal agreed to let me try. My sixth-grade teacher recommended that I be placed in special segregated school mainly because I was lacking in social skills. Fortunately, the special school didn’t agree. I graduated from the “accessible” high school with honors, convinced that the only real barrier I had ever faced was other people.

I remember standing at the bottom of the stairs in front of the Student Union one fall day in 1972 facing a college official. We chatted pleasantly for a bit. I was living in Dupre, which had a ground-level entrance and an elevator. The food service let me use the freight elevator and I often rode up with garbage or old food. Then he asked, “And tell me, how are you going to get around in the winter?” My stomach contracted into a cold ball. I wasn’t quite sure what my career would be yet, but it wouldn’t be anything if this man sent me back home. I smiled and shot back, “Very carefully!” I reminded him that I had 18 years of experience with winter in Denver and I had learned how to fall before I could walk. I still wonder why people always assume that I will put myself into situations I can not handle when I live with this condition every day of my life.

From that day forward I was wary of asking for any help. I learned very quickly to take the most traveled pathways, to walk in ice-hardened footprints for traction and to carve out footholds in the snowplow banks with my crutches. In my sophomore year one of my classics professors suggested I ask the registrar to move my classes downstairs. I had most of my classes in the Humanities Building and raced up and down those staircases several times a day. Fat chance, I thought. They’ll tell me it’s too difficult. I was right. I spent my junior year in Europe over the objections of the professor in charge. Fortunately, the other members of the department were impressed with my independence. By the time she arrived to supervise our group, I’d backpacked through several countries alone on every form of public transport there was. My moment of triumph came the day I picked my way up the precipitous path to the Acropolis, clambered across the slippery rocks to the Parthenon, crawled up the back entrance on my hands and knees, and slid out the other side on my bottom. The guards carried me down at 5 p.m. I thought there was nothing I could not do.

Except maybe graduate. In my senior year I was told the math class I had taken would not fulfill the math/science requirement. I petitioned for an exception. On a cold, rainy October day a voice on the telephone told me to come to her office on the second floor of Old Main to hear the decision. I was living at the German House at 33 Cambridge at the time. I was cold, wet, tired, and my fiancé had just died of muscular dystrophy. I simply could not bear the thought of that flight of stairs after a long trek across campus to hear her say yes or no. She refused to give out the information over the telephone. I burst into tears on my way back down. There were so many barriers I had overcome in my four years at Macalester. Why did the biggest ones have to be the most unnecessary?

--A few weeks later, a friend drove me to the emergency room at Ramsey with a dislocated elbow. I didn’t fall, I didn’t overdo, it just happened. As a matter of fact, it could have happened to anybody. It was too late to withdraw and I couldn’t stand the thought of going home to recuperate, losing a semester. Fortunately, all my classes were small and they agreed to meet at the house. One of the maintenance men even suggested that he might do anything and promptly put a handrail on the porch. By January I was hopping footholds over the drifts again and inching across Grand Avenue with my forearm resting in a sling bolted to a makeshift crutch.

When the Americans with Disabilities Act was passed in 1990, I was elated. No one will ever have to go through what I did to get a college education and a foothold on a career. Disability is enough of a barrier in itself. Now at least the unnecessary obstacles have to be removed. You can’t change Minnesota’s winters, but you can ramp Olin Hall.

Kristen Castor ’76
Pueblo, Colo.

Editors’ note: Since 1983, when the Leonard Natatorium was built, all building projects at Macalester have been designed to make them accessible in compliance with either previous federal guidelines or, more recently, the Americans with Disabilities Act. Among the accessible buildings on campus are Humanities, Old Main and 77 Macalester. The work at 77 Mac was completed last summer and included construction of two wide ramps and an elevator. When Olin and Rice Halls are renovated, the complex will have a large ramp at the main entrance on the north side and another ramp on the east side of Olin.

Mark Dickinson ’76, director of Macalester’s Physical Plant, says he would welcome any questions about ADA issues. He can be reached at (612) 696-6140.

Scientists
I was delighted to read updates on no fewer than three Mac faculty who were early influences on my scientific career.

Lynda LaBounty [featured in an article “The Psychology of Addiction”] taught animal behavior and learning in a way that ended up having practical value for me. The biochemists I work with — who think of animals mainly as a source of interesting biochemicals — are astonished by my ability to handle rats. I recently appeared on a local talk show with some genetically obese rats we are studying. Thanks to my experience with LaBounty’s “Rat Olympics,” I was able to prepare the rats for their TV debut.

The same article briefly mentioned Marilyn Carroll, a University of Minnesota faculty member who helped an adjunct appointment at Mac at one time. Her class on experimental design and methods still influences the way I do science.

I have mixed feelings about the news that another former mentor, Kathleen Parson, has become the new academic dean. Her classroom teaching skills were always exceptional — I hope she has not left teaching behind entirely.

Life consists of change, and so, too, do the life sciences. My best to everyone in their new positions and to the next generation of students.

Paul Ernsberger ’78
Cleveland, Ohio

Editors’ note: The writer is an associate professor of medicine, pharmacology and neuroscience at Case Western Reserve University School of Medicine.
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On the cover
This issue features essays by Abigail Noble '96 and Brian Bull '91. They wrote their articles independently of each other, and in fact had never met until we asked them to get together for the cover photo. Photographer Doug Beasley took this picture on an October afternoon just outside Weyerhaeuser Hall. Turn to page 8.

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November 1995
Search under way to choose Macalester's 15th president
Bob Gavin's successor expected to arrive on campus by Aug. 1

MACALESTER IS WELL under way in its search for a successor to President Robert M. Gavin, Jr., a process which is expected to bring a new president to campus by Aug. 1, 1996.

In an open letter to faculty, students and staff in September, Janet Rajala Nelson '72, a Macalester trustee and chair of the Presidential Search Committee, gave a detailed update on the status of the search process. It was the first in a series of communications which will continue until the new president is named.

President Gavin, who became Macalester's 14th president on Aug. 1, 1984, announced last May that he will step down at the end of the current academic year. His successor is expected to be announced by then.

In her letter, Nelson outlined the search process and made these key points:

- The Board of Trustees has the responsibility to choose the top leader of the college and cannot delegate the responsibility to others. Of the 30 members of the board, 20 are alumni of Macalester.
- The Board has formed a Search Committee to assist in the process of finding a new president. The charge to the committee is to conduct a search that will

President Duties and Responsibilities

THE OVERARCHING responsibility of the President of Macalester College is to provide the leadership necessary to strengthen the position of Macalester as one of the nation's preeminent liberal arts colleges.

Toward that end, the President is expected to carry out the following specific duties:

- Exercise educational leadership to assure that Macalester will continue to meet the educational needs of a complex and diverse society.
- Provide oversight for the planning and management of the College, including implementation of the Board of Trustees-approved Strategic Plan in such a way as to strengthen Macalester's commitment to:
  - academic excellence;
  - a significant minority presence in the faculty, student body and staff;
  - a curriculum that reflects cultural diversity;
- Provide timely and relevant information to the Board of Trustees to assure that it is well-informed in carrying out its policy-making function.
- Select senior administrative officers, delegate significant and appropriate duties to them as a leadership team, evaluate them, and make changes as necessary.

Characteristics Most Desired in Macalester's Next President

(John Chandler, consultant to the Presidential Search Committee, helped the committee develop a document describing the characteristics for the next leader of Macalester. Chandler held an extensive series of conversations with faculty, staff, students, alumni trustees and the Search Committee itself. Discussions were also held with the Board of Trustees and local civic and business leaders. The leadership criteria are part of a document approved by the Board of Trustees, shared with the entire Macalester)
produce a short list of individuals, any one of whom would be an excellent president for Macalester. These individuals will then be reviewed by the full Board for its final decision.

- The entire Macalester community has the opportunity to participate in two important aspects of the search. First, the community has assisted in the development of leadership criteria (see below). These are the characteristics which the Search Committee will use in evaluating candidates. By participating in on-campus conversations in August and September, faculty, staff, alumni trustees and students have had significant influence in the development of the criteria.

Faculty, staff, students and alumni are also sources for names of candidates to be considered. The Search Committee is interested in considering a diverse range of qualified candidates. Everyone interested in Macalester is encouraged to offer nominations.

- The importance of confidentiality cannot be overemphasized. "All written material on presidential searches and advice from those who have conducted searches are unanimous on the subject," Nelson said. "An effective, successful search must be conducted with the utmost adherence to confidentiality. The reason is simple. Candidates who will consider for this position will be high-level professionals. These people will not allow us to consider them if they do not have the utmost assurance that their candidacy is confidential. The best candidates will simply not expose themselves to the potential for embarrassment, loss of credibility in their current responsibilities and perhaps long-term career damage.

"The single most common cause of failure of presidential searches is breach of confidentiality. The academic world is small. If there is a leak, the best candidates will not remain under consideration," Nelson said.

"Another critical aspect of confidentiality is Committee deliberations. In order to do their job fully and meaningfully, Committee members must be prepared to participate in frank and open discussions. That simply will not happen if Committee members cannot count on one another not to share their comments beyond the Committee room.

"For these reasons, the Committee is charged with absolute confidentiality about candidates and internal deliberations. We will strive to share with you what we can about the stages of the process. But, please do understand when Committee members tell you that they cannot answer your questions," Nelson said.

Communication Regarding the Presidential Search

Nominations and expressions of interest will continue to be received until an appointment is announced.

The appointment will be effective Aug. 1, 1996. Screening of candidates began in mid-October 1995. Submission of nominations and applications and inquiries about the position are encouraged.

Written submissions should be directed to:
Janet R. Nelson, Chair
Presidential Search Committee
Macalester College
P.O. Box 8228
St. Paul, MN 55108

You may also direct inquiries to John W. Chandler, Academic Search Consultation Service, who is serving as consultant.

His telephone number is (202) 332-4049, and his fax number is (202) 234-7640.

Macalester College is an equal opportunity, affirmative action employer.

THE CHALLENGES AHEAD for Macalester and the aspirations voiced by members of the Macalester community point to a blend of professional strengths and personal qualities that the Board of Trustees and the Presidential Search Committee will seek as they evaluate presidential candidates. Among the qualifications that will be viewed most favorably are the following:

A. Professional and Academic Qualifications
- A record of intellectual achievement and institutional leadership that will provide credibility and command respect among all constituencies of the College.

B. Leadership and Management Capabilities
- Alertness to the more significant forces and trends in the larger society that are shaping the environment in which higher education functions, and a demonstrated vision about the future of liberal arts teaching and learning.

- The intellectual and conceptual power to think and act effectively at the strategic level, and demonstrated success in providing leadership in strategic planning.

- The management ability to translate long-range goals into practical action plans.

- A demonstrated record of choosing, motivating, and evaluating colleagues and subordinates, leading them as a team, and delegating significant responsibilities to them.

C. External Representation
- The ability and visibility to project and represent Macalester and articulate its character and aspirations compellingly to local, regional, national, and international audiences.

- The ability and desire to raise money for Macalester's operations and capital needs.

D. Personal Characteristics
- The highest standards of personal and professional integrity.

- Personal values and experiences that are consonant with Macalester's commitments to scholarship, diversity, internationalism and service.

- The visibility, warmth, communication skills and accessibility that will strengthen the bonds of internal community.

- A perceptive, vocal, and generous-spirited awareness of the importance of faculty and staff contributions to Macalester's mission and quality.

- Eagerness to reach out to alumni and help them to be a well-informed, loyal and supportive constituency.

- Comfort with and liking for students, a sincere interest in their educational progress and personal growth, and a conception of them as having a lifelong association with Macalester.
Latimer joins faculty
George Latimer, former St. Paul mayor and currently a top-ranking Department of Housing and Urban Development official, will join the Macalester faculty this January.

Latimer will be a Distinguished Visiting Professor in Urban Studies and teach the capstone seminar in that program. He will also participate in all-campus programs, work with students on special projects, advise students, lecture on housing and urban issues, and help bring to campus a national focus on urban problems.

"We are extremely fortunate to have George join us at Macalester," said President Gavin. "He is one of the country's top experts on urban issues, an articulate advocate for change, a great speaker and teacher, and one of the best-known public figures in Minnesota."

Latimer said he welcomed the opportunity to work with undergraduate students to help them see the connection between various academic disciplines such as economics, sociology, geography, political science and humanities, and the problems facing urban America.

"I am very interested in the integration of knowledge with the way people live their lives," he said. "How do Head Start, housing aid and transportation come together in one family? I want students to think about how we use people's experiences to make public policy effective and meaningful at the family level.

"We also need to knock down the often artificial barriers between public and private policies," he continued. "We need to think about ways to get the public and private sectors to work together on urban issues and policies."

Latimer is a longtime friend of Macalester, and two of his five children, Faith Latimer '83 and Tom Latimer '90, are graduates of the college.

Latimer and geography Professor David Lanegran helped organize the Mayors Forum series at Macalester in the mid-1980s. The series brought top national experts on urban issues to campus. Latimer will work closely with Lanegran, a friend with whom he collaborated for many years on a variety of St. Paul urban issues. In 1990, Latimer received an honorary degree from Macalester.

Luce Professorship
Macalester has been selected to receive a $390,859 Clare Boothe Luce Professorship over a five-year period that will allow the college to build on its successful efforts to increase the number of women on the faculty, particularly in the sciences.

The professorship in physics and astronomy is a tenure-track position that has been awarded to Kimberly Venn, currently a postdoctoral fellow and research scientist at the renowned Max Planck Institute for Astrophysics and the Institute for Astronomy and Astrophysics at the University of Munich.

Venn will join Macalester's Physics and Astronomy Department in September 1996. The Clare Boothe Luce Program, named after the American playwright, magazine editor and congresswoman, is administered by the New York-based Henry Luce Foundation, Inc. The program was established in 1987 under the terms of her will "to encourage women to enter, study, graduate and teach" in science and engineering. Since then, more than 50 women have served as Clare Boothe Luce Professors at institutions around the country.

Venn is an astrophysical researcher working at the forefront of experimental astronomy. She has worked with the Hubble Space Telescope, the 10-meter Keck telescope and telescopes at the European Southern Observatory in Chile, among others. Her collaborations with scientists at premiere research institutions around the world and her strong teaching skills and experience will provide exceptional research opportunities and graduate school networks for Macalester students.

She will also serve as an important role model in attracting more students, especially women, to the field. Her appointment advances the college's nationally
recognized commitment to and progress in the sciences and strengthens the modern astronomy and astrophysics curriculum.

"We believe Dr. Venn is an exceptionally talented scientist who will certainly have an outstanding career and be an internationally prominent astrophysicist," said President Gavin.

Four join the Hall

The number of Macalester Athletic Hall of Fame members grew to 83 Oct. 6 with the induction of four more outstanding alumni. They are:

- Doyle Larson '52, the energy behind the M Club since he resurrected it in 1986. He served as M Club president from 1986 to 1992 and is currently an M Club director. Larson has served as a Macalester trustee since 1992 and has contributed heavily to the improvement of the athletic fields and facilities. While at Macalester, he was a letter winner in wrestling. Larson is a retired Air Force general and served as a squadron commander during the Vietnam War. He is currently chairman and chief executive officer of Centurion Enterprises.

- Viktor O. Wilson, Jr. '58, a two-time MIAC wrestling champion. A four-year letter winner in wrestling, including one year as captain, Wilson placed second at the conference meet as a freshman. In 1956, he won his first wrestling title at 177 pounds. He ended his collegiate career as a champion in 1958 at 167 pounds with three straight wins to lead the Scots to a second-place finish. He also was a four-year letter winner in football. Wilson went on to become a successful head wrestling coach at Stillwater, Minn. Retiring from coaching in 1984, he continues as a high school biology teacher. He keeps busy officiating football, wrestling and track, and is an avid bicyclist, canoeist, traveler and reader.

- Harold M. Smith '37, who excelled in basketball. In 1937, when he was chosen All-State, Smith's outside shooting helped lead the Scots to their first conference championship. As a freshman on the 1933 team, he was the second leading scorer in the conference. Smith also was a member of another Macalester championship team — the tennis squad in 1935. He was chosen as captain of the 1936 squad. Smith lives in Minneapolis after retiring as golf coach at Anoka High School.

- George Kraft '53, a three-time state champion in the pole vault. He was a four-year letter winner in track and field, competing in the high jump and long jump. In 1953, Kraft was co-captain of the MIAC championship track and field team. For these accomplishments, he was elected to Sigma Delta Psi, the national athletic fraternity. Kraft also served Macalester as director of intramural sports. He has worked in the business sector for more than 20 years as personnel manager and training director at the McCulloch Corp., Jostens and the Mayo Clinic. He also served 14 years in the public sector as an English teacher and track coach. A community volunteer in Owatonna, Red Wing and Rochester, Kraft is also an elder of the First Presbyterian Church of Red Wing.

Athletes of the Year

The M Club honored four Athletes of the Year at its Athletic Hall of Fame banquet in October.

The Male Co-Athletes for 1994-95 are:

- Chris Link '95 (Sparks, Nevada), a standout for Macalester in both football and track. He won the Athlete of the Year award for the second straight year. A four-year starter in the defensive backfield for the football team, Link enjoyed his best track and field season last spring, earning NCAA Division III All-America honors by placing seventh nationally in the 400-meter dash.

- Rob Sader '98 (Ham Lake, Minn.), who excelled in both basketball and baseball. He was the first Macalester freshman to be named Athlete of the Year. In basketball, he led the MIAC in rebounding and blocked shots and was among the leaders in scoring and field goal percentage. Sader was the only freshman named to the All-MIAC baseball team last spring. As the ace of the pitching staff, he went 5-4 with a 4.01 ERA.

The Female Co-Athletes of the Year for 1994-95 are:

- Karen Kreul '95 (Stevens Point, Wis.), a middle- and long-distance running standout for four years in both cross country and track. She earned 14 All-Conference certificates, three in cross country and 11 in track. She won MIAC championships in both indoor and outdoor track.

- Jenny Scanlon '95 (Fullerton, Calif.), one of the most accomplished athletes in Macalester history. She scored 16 goals to lead the soccer team to an 11-6-1 record. She was named MIAC Player of the Year for the second time, All-Conference for the fourth time and All-America for the third time. In softball, Scanlon led the Scots with a .362 batting average, was second on the team in RBI and runs scored, and played very well defensively at shortstop.

U.S. News rankings

Macalester ranks 16th among national liberal arts colleges in the quality of teaching, 18th in academic reputation and 34th overall, according to the latest rankings by U.S. News & World Report.

The teaching ranking is new to the magazine's annual survey. "In recognition of widespread public concern about the quality of teaching on the nation's cam-
puses," U.S. News said it asked college presidents, provosts and deans of admissions to select those colleges that have "an unusually strong commitment to undergraduate teaching."

Macalester is tied with Bryn Mawr for 16th in that category, ahead of Bates, Middlebury, Reed, Kenyon and Smith, among other colleges.

Among the 161 national liberal arts colleges, Macalester was ranked 34th overall. Last year, it was ranked 35th. Its ranking of 18th in academic reputation is up from 20th in that category a year ago.

U.S. News determines its rankings by surveying college presidents, deans and admissions directors and by combining those results with educational data provided by the colleges themselves. The data measure student selectivity, faculty resources, financial resources, retention rate and alumni satisfaction. The last category was determined by the average percentage of a college's living alumni who contributed to its 1993 and 1994 fund drives.

In another survey by U.S. News, Macalester ranks fifth among all national liberal arts colleges in one "best value" category and 17th in another. The rankings are intended to show where students can get the best education for the money.

Class of '99

This year's entering class is "the most academically talented to enroll at the college in many years as reflected by the academic statistics, including the strongest standardized testing in Macalester history," says Dean of Admissions Bill Shain.

Here are a few facts about the Class of '99:

- Admission rate: 54%
- Nations represented (by citizenship): 37
- Regional distribution by high school:
  - 35.1% Upper Midwest
  - 15.7% Central Midwest
  - 10.6% Overseas
  - 9.1% Far West
  - 9.1% New England
  - 7.7% Mid-Atlantic
  - 7.7% Southwest/Rockies
  - 4.9% South
  - 2% U.S. Territories
- Academic distinctions:
  - 48 National Merit Scholars
  - 94 other National Merit (finalist, semi-finalist, commended)
  - 37 valedictorians and salutatorians
  - 11 all-state musicians
  - 10 speech/debate captains
  - 7 National Honor Society presidents
  - 6 playwrights
  - 3 jugglers
  - 2 bagpipers
  - 2 cable TV show hosts

Salute to Carl Drake

CARL B. DRAKE, JR., former chairman of the board of St. Paul Companies, was presented with Macalester's fourth annual Board of Trustees Award for Meritorious and Distinguished Service at a dinner on campus Sept. 7.

Drake served on the Macalester Board of Trustees from 1961 to 1989 and as chair from 1977 to 1979. He was honored for his many years of work on behalf of the college and the community at large. The citation says in part that Drake has "exemplified and brought to life the college's ideals of service to society and commitment to the highest standards."

Timothy Hultquist '72, current chair of the Board of Trustees, said, "I can think of no one more deserving of the Board of Trustees Award than Carl. As a leader, as a board member, as a fundraiser and as a philanthropist, Carl has given so much to Macalester and to the Twin Cities community."

President Gavin said that "Macalester is strong today because of Carl's vision, faith, support and commitment. He has made an education at Macalester possible for thousands of our students. We owe him a great deal."

Drake, a 1941 graduate of Yale, joined what is now the St. Paul Companies in the same year. In addition to his long service to Macalester, he has served on the boards of numerous civic and charitable organizations, including the United Way, the Ordway Music Theatre, the Minnesota Private College Fund and the St. Paul United Arts.

Previous winners of the Trustees Award include Kofi Annan '61, now Undersecretary-General for Peace Keeping operations for the United Nations; former Vice President Walter Mondale '50; and John B. Davis, Jr., former Macalester president.
On the trail of history: Macalester and the Black Sea

The plot of the Macalester Black Sea Project grows ever more intriguing.

The Macalester Black Sea Project is a unique joint venture with Zaporozhye University in Ukraine. Its focus is an archaeological dig on Ukraine's Crimean Peninsula that seeks to discover proof of a synagogue at Chersonesus, outside modern-day Sevastopol, dating from the 2nd-4th century Common Era.

It is believed to be one of the earliest diaspora synagogues ever found, and possibly the earliest.

Professor Andy Overman, director of the project, believes the team is on the verge of proving that the building is, indeed, a synagogue. "To be precise, we're referring to this building and this area as Jewish public space, part of the ancient city of Chersonesus. We're saying that because we're not completely clear yet on the configuration of the building and what was part of it."

The Jewish public space lies beneath a 5th century basilica. Proving it is a synagogue would help scholars learn more about the nature of Judaism and the ancient world, and how different cultures interacted.

Overman, chair of Macalester's Classics Department, first took Macalester students and other members of the team to the Black Sea in July 1994. He returned last summer with 45 Americans, including 12 Macalester students. They joined 18 Ukrainian students and scholars from Zaporozhye University.

The team found more evidence this summer. Summing up, Overman says, "We have found [evidence of] public space, with Hebrew inscriptions, with menorahs and beautiful mosaics, which are usually part of public space. And we can date it earlier than the basilica, from the 2nd to the 4th century.... I think next [digging] season we'll find more evidence about what this public space was used for, and maybe even find an inscription."

Various members of the team presented their results this summer at conferences in Budapest and Oxford, England. Overman and others made a presentation before the Ukrainian Academy of Arts and Sciences, which touched off a long debate among their hosts. In an area of the former Soviet Union which was closed to Western scholars until recently, and which has a long history of anti-Semitism, Overman's team has attracted attention as "the American..."
Discovering Community: Two Personal Journeys

She was a small-town Indiana girl whose extended family was her universe.

He grew up in Idaho, taunted because of his Nez Perce heritage.

As college broadened their horizons, it also gave them new definitions of community.

In separate essays, Abigail Noble '96 and Brian Bull '91 describe the personal support they found—somewhat to their surprise—at Macalester.
I had all-night conversations about European politics, Louisa May Alcott and breakfast cereals. It was a whirling and wonderful introduction to life at Mac.

My first memory of Macalester is a bright brochure that came to my house. It stood out from the rest of the college material, distinguished not only by the bold plaid but also by a bold message. The cover declared: "There are urgent questions that have to be answered and answers that have to be questioned. That's what Macalester College is all about."

Everything rebellious in my 16-year-old soul thrilled to that message. In my own family, I had the reputation of being the one to put forth an obscure objection if there was one to be found.

I come from a small Indiana town and a large extended family. We have never had sitcom serenity, but the adjective "ordinary" seems apt. There were some smudges in our picture as Midwestern model family, though. My mom, for instance, shows fire (a few might say breathes it) when she talks about the worth and responsibilities of her profession, nursing. My grandpa is a vocal critic of waste in state government (and an occasional writer of letters to the editor). And my aunt struggles with the family court to try to find the best place for her daughter.

But I thought that these small efforts to move against the tide of events weren't worth much in the greater scheme of things. Real change is accomplished with eagerness and fervor and courage, and those things did not seem to be in my ordinary surroundings. In my application essay to Macalester I quoted Thoreau, who said that "through the mud and slush of prejudice and tradition and delusion and appearance" we move toward the truth. I was not as excited about the second half of that quotation — that eventually we also must find "a hard bottom and rocks in place, which we can call reality." Someone in the Admissions Office must have hoped I'd figure out both were important. And so, with a generous scholarship and high hopes, I came to Macalester.

In those first few weeks I think I can say I had the most exciting, promising, lovely time in my life. I had all-night conversations about European politics, Louisa May Alcott and breakfast cereals. I tried a thousand activities and went to more Macalester events than could fit in my day planner. It was a whirling and wonderful introduction to life at Mac.

Eventually the novelty wore off a little and I found the routine that we all must find, and even better, the niche that every individual in a family seeks. I settled into a few activities that were very important to me: rape crisis counseling, tutoring. I leaned toward English and communications in my studies, but still held back from any commitments.

Abigail Noble '96 is an English major who is now applying to graduate school. She plans to specialize in Victorian literature. This article is adapted from remarks she made last June to alumni during the Heritage Society dinner in Cochran Lounge.
more aware of how important they are to me. After an afternoon with children, listening to the “Sesame Street Blues” tape and cleaning up applesauce, I was ready to revel in my studies. Committee meetings were nothing in complexity compared with distributing equal amounts of cake to two eagle-eyed children.

So while I was learning what an important part I wanted children to play in my life, my academic focus sharpened, too. I decided I loved literature, especially Victorian literature. I found there the same moral questions I struggled with, and although the answers are sometimes a little simple for modern tastes (as when, in Jane Austen, problems are happily and inevitably solved by marriage), there is enough complexity of thought and enough pondering of the human condition for anyone to mull over.

And so now I struggle to accomplish the hardest task a family faces: bringing together its disparate elements. How to combine 19th century England with my interest in young people? As I’ve wondered, as I’ve gone back and forth about career options and my values, I wondered, as I’ve gone back and forth about career options and my values, worried about grad school and what kind of family I want, I’ve looked for help wherever I can find it. At Commencement this past May, I heard some wonderful thoughts on the subject from Macalester Trustee Mary Lee Dayton, who was awarded an honorary degree for her work on behalf of Macalester and the welfare of women and girls. She said that the pleasure of service had been in the friendship of people she might never have known otherwise.

From a woman who had accomplished so much, that seemed an interesting judgment. Of all the rewards of service — practical experience, emotional satisfaction — it was the companionship and support of others that she most valued. Her words struck me because this year I was reminded of the importance of that kind of support.

Last spring semester, my 14-year-old cousin had to be removed from the home in which she was living. I took care of her. It was one of the hardest things I have ever done.

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My mom’s most frequent complaint in my own teen-age years was, “I have feelings, too, you know.” At the time it seemed an irrelevant thing to say. After hearing an adolescent’s devastating evaluation of my clothes, my interests and my habits, I know what my mom meant. It takes enormous patience to understand someone else’s desire to belong when it seems they do not want to belong to you, to strive to create a family when a member of it appears to reject the effort. And yet I think more than ever that the effort is worth making.

People at Macalester helped me at every turn to accomplish the hardest task a family faces: bringing together its disparate elements. How to combine 19th century England with my interest in young people? As I’ve wondered, as I’ve gone back and forth about career options and my values, worried about grad school and what kind of family I want, I’ve looked for help wherever I can find it. At Commencement this past May, I heard some wonderful thoughts on the subject from Macalester Trustee Mary Lee Dayton, who was awarded an honorary degree for her work on behalf of Macalester and the welfare of women and girls. She said that the pleasure of service had been in the friendship of people she might never have known otherwise.

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People at Macalester helped me at every turn to deal with a situation that, strictly speaking, is outside
by Brian Bull ’91

IN THE FINAL STAGES of the so-called War of 1877, a wearied band of Nez Perce Indians fought their way over 1,700 miles of wilderness. They were pursued by the U.S. Army, which was trying to stop them from fleeing into Canada. The Nez Perce lost many leaders, including my direct ancestor Ollikut, brother to famed Chief Joseph. The band, largely women, children and elders, was exhausted. Ultimately, the Nez Perce were captured 40 miles short of the Canadian border and freedom.

I wonder what my ancestors thought, as they fled from the U.S. Army. I wonder how they saw the foreign landscapes unfolding before them, and if they thought they would ever return to their homeland.

I reflect upon my own departure, and the circumstances that brought me from the deep valleys of Idaho to the fertile plains of Minnesota in 1987. College was not high on my priorities in high school. I had planned to drop out at 16. My people didn’t go off hundreds of miles away to “get educated.” My father, Andy Bull, a social worker and a newspaper reporter, helped me see my potential. When I told him I was going to drop out, he answered, “No, you’re not.” That was our father-and-son talk. He insisted that I take the ACT and SATs, and bring home a college guidebook.

What I recollect most about high school was the perpetual racism I encountered. For all its scenery and friendly folk, Idaho has some “redneck” areas.

What I recollect most about high school was the perpetual racism I encountered. For all its scenery and friendly folk, Idaho has some “redneck” areas.

North of my hometown of Lewiston, for example, the white-supremacist Aryan Nations is headquartered. I was often the target of verbal and physical abuse from classmates and townspeople. Slurs of “Injun” and “nigger” resound in my memory, sharp-edged and brutal. My fear about college was that it would be the same.

A Nez Perce legend recounts how the land was besieged by a monster. It roamed the earth, inhaling the animals into its body, where they eventually died. Coyote, the hero of our legends, chose to confront the Monster. Allowing himself to be inhaled into its body, Coyote attacked the Monster from within, killing it. The surviving animals escaped, and Coyote formed the people of the Earth from sections of the destroyed Monster. He created the Nez Perce from its blood.

Personally, the legend represents more than a creation story. It symbolizes my fight against racism, in itself a monster that destroys those contained in it. I resolved to attack the Monster through education and perseverance. It seemed natural to enroll at Macalester, which told me of a progressive community with strong values that included cultural diversity.

But the Monster could assume any shape, anytime, anywhere. My first encounter with it at Macalester came my first semester, in the form of an anonymous letter sent to the Community Council president, also a Native American student. The racist taunts of the letter alarmed me and other Indian students.

But the campus took a stand on the issue, decrying the letter. Editorials and letters appeared in the Mac Weekly. Students, staff and faculty addressed racism through talks and workshops. Accustomed to dealing with incidents like this alone back home, I felt in the company of sympathizers and friends. I stayed because it was time to fight the Monster from where I stood.

I joined Proud Indigenous People for Education (PIPE), and later became a co-chair. With a small, dedicated group of Indian and non-Indian participants, we organized many events, including the Spring Pow-Wow, Native American Awareness
Week and the Columbus Day Bonfire. I became involved with an original play entitled The Peace Pipe, written by English Professor Diane Glancy, that detailed the ill-fated expedition of explorer Zebulon Pike. The story was largely recounted by his Indian guide, Joseph Renville, whom I played.

Over four years, I helped educate Macalester about Native American culture. I assisted two students, Karen Beriss and Chris Griffith, in coordinating an independent project that focused upon the Nez Perce reservation in Lapwai, Idaho. Staying with my aunt and uncle, Karen and Chris did an anthropological study on our traditional ways. Upon their return, they discussed their project at a presentation in Weyerhaeuser Chapel.

Another profound experience came with Professor Glancy's "Native American Literature" course, where we discussed a variety of books written from a Native perspective, such as N. Scott Momaday's House Made of Dawn and Louise Erdrich's Love Medicine. Diane, of Cherokee descent, invited me to share my experiences, and I often felt like an assistant professor as I recounted my tribal knowledge to my classmates.

In turn, I learned about other cultures, through the classroom and personal experience. Tushar Doshi '91, a student from Singapore, was one of my roommates and exposed me to Eastern Indian culture.

As a worker against discrimination, it was easy to feel that I was incapable of offense. But I learned that I could do things that would offend others. As the Nez Perce legend reminded me, there's a remnant of the Monster within all of us. Recognizing that helped me relate to the Macalester community more openly.

My father called often to "check in" and give me the latest news about the family, including my grandparents and my stepsterners and stepbrother. In my junior year, he told me that a memorial pow-wow was being given in honor of my mother, Carol Watters, at Washington State University, which she had attended. She died in a car accident the day before my ninth birthday. Excitement about the memorial turned to concern when I realized that it was to be held in the spring, not the summer when I usually came home. I could not afford another plane trip.

When my birthday arrived, some friends and I went out for dinner. When I opened the birthday card they gave me, a check slipped out. My voice shook as I read the card. Several dozen friends, staff and faculty had signed the card and contributed money for me to fly home for the memorial. They had coordinated the plan secretly with my father. When I called him that evening, he remarked that such friends "aren't found like that just anywhere."

Senior year came and went like a summer storm. I completed my psychology major, and put the finishing touches on my minors in English and dramatic arts. I prepared speeches for my "Persuasion" class, taught by Professor Scott Nobles, which impressed me with its focus on rhetoric, speaker affect and analysis of famous speeches. Along with the traditional hunting, fighting and singing, oratory is a highly revered talent with my people.

My father, stepmother and stepbrother attended Commencement. After the ceremony, I thanked my dad for not letting me drop out of high school. He smiled. "I figured all along you could do it.... You've done well, Brian."

Last May, I departed Macalester, after four years as an admissions counselor. The job involved assisting in multicultural recruitment.

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**Faithful Friends**

For a new rabbi and an aspiring Episcopal priest, Macalester sparked life-changing spiritual odysseys — and an abiding friendship

by Jon Halvorsen

**K**EEP AN EYE ON THOSE TWO,**” a visiting faculty member told Macalester Professor Calvin Roetzel when he returned from a sabbatical. “Those two” were Sandra Cohen ’90 and Clare Hickman ’89. In Cohen’s freshman year and Hickman’s sophomore year, both had enrolled in a religious studies course, “Introduction to the Old Testament.”

For Cohen, the course changed the direction of her life. It helped her discover her own Jewish heritage and her vocation. She is now Rabbi Cohen, a new assistant rabbi in Denver, Colo.

For Hickman, the course was part of a long struggle in which she questioned the faith she had been raised in. She came to a resolution while halfway through Harvard Divinity School. In the language of her church, she is now an “aspirant” for the Episcopal priesthood in Michigan.

“Introduction to the Old Testament” also introduced Cohen and Hickman to each other, and they became the best of friends. Their initial bond was a shared intellectual passion for the study of religion. Now, both are in, or moving toward, “the trenches,” as one of their professors puts it — the places where clergy touch people’s lives.

“She’s my friend, I think, who best understands my religious commitment,” Cohen says of Hickman. “Because we both understand what’s at stake — that the differences in our beliefs are less important than what we’re both interested in: preserving community, serious engagement with text and with religion and with God.”

“I have some friends who are Christian,” Hickman says, “but I have a lot more in common with Sandy just because of the depth of commitment and the ways in which we’ve examined our religions, our faith, our texts and that sort of interaction.”

Cohen grew up in Minneapolis. Her late father was a prominent attorney; her mother taught English literature and composition at the University of Minnesota. Although her family was affiliated with Temple Israel, they weren’t particularly religious. But in her first semester, Cohen took “Introduction to the Old Testament,” a course taught by Tim Polk, a Hamline professor who was filling in for Roetzel.

“Most people come to a Bible course and are dismayed to discover that some of it might be myth,” Cohen recalls. “I was amazed to discover that some might be historical truth — like there actually was a King David. Dr. Polk treated the text with a lot of love and care, and showed us new ways of reading it. But not ever in a judgmental or dismissive way. He really wanted us to take the text seriously and listen to what it was saying to us....

“I remember him standing in front of the class and saying, ‘The message of the Hebrew Bible isn’t of a wrathful, vengeful God. It’s that God is with

*The religious studies faculty [at Macalester] took me in and gave me a whole new access to the stories that are really mine,” says Sandra Cohen. At her ordination as a rabbi last June in Cincinnati, she was joined by Professors Calvin Roetzel, left, and Jim Laine and her friend Clare Hickman.*
I have some friends who are Christian, but I have a lot more in common with Sandy just because of the depth of commitment....'
— CLARE HICKMAN

us. ... The religious studies faculty took me in and gave me a whole new access to the stories that are really mine.”

Polk gave Cohen a high grade on her first mid-term. At the bottom of her paper, he wrote a note asking whether she had ever considered majoring in religious studies — or becoming a rabbi. “I had never considered either!” Cohen recalls, a decade later. “I was going to be an English major.”

Polk did more than make Cohen start thinking about a different major or a vocation. He also brought her together with Clare Hickman. “He basically told me one day that I should just give Sandy a call,” Hickman says. “I don’t know what it was exactly that he saw, but he seemed to think we would be good for each other.”

“I was having a hard time in my personal life,” Cohen remembers. “I’m not quite sure of the whole story, but I know that Clare befriended me and was very caring with me at a time when that was very important to me.”

While college was the time when Cohen came to terms with her religious heritage, it was a period of religious struggle for Hickman. She was brought up in the Church of England — she and her family emigrated from Plymouth, England, to Port Huron, Mich., when she was 10 — and then the Episcopal Church in America. Her father is a research scientist; her mother works in personnel management. Although she describes herself as “personally pious” during her senior year of high school, she came to question her faith while in college. She was intellectually excited by the study of religion.

In her words, she and Cohen were both just on fire for this material that we were studying.”

But “religious studies at Macalester was my time for stepping back and starting to take another look at what I’d been raised in and what I believed, and whether I believed any of this, and what did it mean to believe it... That’s what being at Macalester did for me. It was difficult in a lot of ways, but very valuable.”

Both Cohen and Hickman grew close to Macalester’s religious studies faculty, especially Calvin Roetzel and Jim Laine. The department’s offices on the third floor of Old Main became their hangout.

“I remember that when I went to talk to Cal about declaring my major and having him be my adviser, he said he believed that his students, his advisees, had a real claim on his time,” Cohen recalls. “And it was true — he was always there for me.” To show how far she was willing to reciprocate as his student, Cohen declares, “I even took German for him. Ooooh!”

“It was such an open door policy there,” Hickman says. “I could come and talk to Cal and Jim about anything, whether it was a personal problem or chatting about what classes I wanted to take or what I wanted to do [after Macalester]... Cal is quiet about it, but they are very passionate about what they do.”

In her junior year, Cohen’s parents moved to New Jersey and she joined Temple Israel on her own. She began going to services every Friday night, accompanied by Hickman. They learned the songs and made Shabbat dinners together.

THE SYNAGOGUE hired a new rabbi — a Macalester alumna, Marcia Zimmerman ’80. In addition to being an obvious role model, Zimmerman surprised Cohen one day by telling her that, like Cohen, she had never taken any Hebrew instruction — until she started rabbinical school. “She said it was really, really hard, but she did it,” Cohen said. “It was like this light bulb went on. I really liked the texts, and I really liked engaging in some of the moral and ethical struggles, and then trying to figure out a relationship with God and with the community. I liked working with people. I liked learning. I could be a rabbi! It was really an eye-opener for me.”

Cohen was the first Macalester graduate to win a Wexner Fellowship, the most prestigious award of its kind for religious educators in the Jewish community. She used it to attend Hebrew Union College—Jewish Institute of Religion in Cincinnati.

I still have a lot of hoops, some of them on fire, to get through before I get there,” Clare Hickman says of the priesthood. She is shown in her parish church, St. Clare’s Episcopal Church in Ann Arbor, Mich. as his student, Cohen declares, “I even took German for him. Ooooh!”

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In her junior year, Cohen’s parents moved to New Jersey and she joined Temple Israel on her own. She began going to services every Friday night, accompanied by Hickman. They learned the songs and made Shabbat dinners together.
Laine and Roetzel describe her as one of the brightest students they've ever taught. Hickman goes further: "When I'm around her, I feel — and in fact, I think I am — more intelligent and brighter. She's so infectious, so curious, and so afire and alight."

Hickman herself scored two perfect 800s on her graduate record exams, Roetzel points out. (Hickman says, "That's always the joke between Sandy and me — because that's the only test I ever did better on than she did.") She enrolled in Harvard Divinity School, intending to earn a Ph.D., not enter the ministry. In fact, "I was halfway through Div School and halfway through a Ph.D. program [when] I thought, 'Hmmm, this isn't actually what I want to be doing.'"

Hickman is now in Ann Arbor, Mich., working for the Great Lakes Colleges Association as a sideline while she goes through the long process toward becoming an Episcopal priest. "I think I would like to be a parish priest," she says. "But it's hard to say, because I also feel drawn toward chaplaincy, like a hospital or prison chaplaincy."

Hickman and Cohen have not lived in the same city since 1989, but their friendship continues to thrive with the help of a heavy long-distance bill. Laughter comes easily to both, and affectionate kidding is an essential part of their relationship.

"Rabbis — they get paid more [than Christian ministers]. I always say that's the No. 1 reason to convert — that and blintzes," Hickman says, laughing. "Because Sandy and I have always had such a deep respect for each other's religions — both the religions in and of themselves and our relationships to that faith — we are constantly teasing each other and saying the most outrageous things about each other's faith."

"We're both sort of religiously conservative and politically liberal," Cohen says, "and people don't think that's possible anymore, but it is. People listening to a conversation between the two of us might think she has some problems with Jews and I have some problems with Christians. But we just like to harass each other. And we can do that because we really trust each other."

For Cohen, 1995 has been full of milestones. In March, she married Bennett Cohen, a practicing attorney as well as an accomplished musician. He took her name. In June, she was ordained as a rabbi. (Hickman attended both ceremonies, and in fact served as "best woman" and designed the chuppah — wedding canopy — for Cohen's wedding.) In August, Cohen was welcomed into Congregation Emanuel in Denver as the new assistant rabbi for 1,900 families in the oldest synagogue west of the Mississippi.

Cohen acknowledges that she may yet fulfill her professors' predictions and, one day, return to academia. "I keep telling Cal, 'I'm sure there's a Ph.D. looming inside me somewhere.'"

"On the other hand," she adds, "I've been in school for nine years straight. I'm glad to be out in the trenches for a little while. And I really enjoy people." Cohen has worked in a trauma hospital, and devoted a lot of time and energy to pastoral care. Among the many duties of a rabbi are teaching, visiting the sick and elderly, burying the dead and counseling people. "A woman came in this morning and sat down in my office and said, 'I feel like God has abandoned me.' We talked about that. I really get to touch people's lives in a lot of different ways. It's wonderful. It's a little exhausting. Yes [it's demanding]. I asked for this, didn't I?" she says with a laugh.

Hickman doesn't expect to be ordained in the Episcopal Diocese of Michigan before 1999 at the earliest. She faces a daunting series of in-depth interviews, screenings and general exams before she can become a priest. "I still have a lot of hoops, some of them on fire, to get through before I get there," she says.

Like Cohen, Hickman agrees that she, too, may eventually be drawn back into a college or university. If both someday become professors of religious studies, it would be fitting. So far, the aspiring priest and the new rabbi have followed almost parallel paths of study, struggle, faith and commitment.

Hickman laughed. "Sandy was always a step or two ahead. But that's all right."
Many people view this as a trash habitat. It's full of stunted trees, marshes and bogs. Still, it has a subtle beauty.

— Professor Mark Davis

For Professor Mark Davis and his students, the classroom is a savanna alive with birds, bogs and bur oaks.

by Jack El-Hai

The mosquitoes bite ferociously this morning. A cloud of 50 hovers around both Michelle Crozier '96 and Paul Bazakas '96, but they stand still, listening. For a few seconds there is only silence in the woods. Then a bird calls in the distance. "Red-eyed vireo," Crozier says. "Seventy-five meters, eleven o'clock."

Bazakas nods and makes a mark on a clipboard grid. Again silence.

These two Macalester biology majors, along with three others — Toby Query '98, Carolyn Muermann '96 and Toni Schaeffer '96 — spent this past summer as research assistants in a three-year project to study habitat change in a sand plain oak savanna near East Bethel, Minn., 40 miles north of the Twin Cities. Mark Davis, professor of biology and environmental studies at Macalester, directs the project with a $200,000 grant from the National Science Foundation's Research in Undergraduate Institutions program. (Davis is currently directing another student-assisted project — see next page.)

This is not the first time Davis has ventured into this land of bur oaks, poison ivy and wild turkeys.
PLENTY OF COUNTIES have undergone studies of their ethnic groups, archaeological past, political history or agricultural patterns. Isanti County in east-central Minnesota, though, is one of the few counties anywhere to have benefited from a comprehensive study of its landscape history.

This past summer, Professor Mark Davis worked with student assistants Laura Church ’96 and Cara Hummer ’97 on a project funded by the Blandin Foundation to compile a history of the county’s natural habitats, land use patterns and ecological research, spanning the past 150 years. Once full of prairie, woodlands, wetlands and savanna, the county’s landscape has been greatly altered from the effects of farming, logging and, most recently, urban encroachment.

Davis says this project is important because right now “the county is envisioning its future. Relating the future to the memory of the past is a central and crucial part of its planning.”

Davis, Church and Hummer toured the county, visited public and private natural areas, talked to old-timers and tapped the resources of the Isanti County Historical Society to dig for landscape clues in volumes of old newspapers, files of photographs and the pages of journals written by Swedish immigrants. Davis and the students created a slide show that they are presenting to area community groups this fall. In the winter, they’ll write an article on the project and submit it for publication.

“When we first came here, our knowledge base of Isanti County was practically zero, and it’s not the kind of research we’ve typically done” in the Biology Department, Davis says. Even so, the study was so needed that “a lot of people in the area have been enthusiastic and bent over backwards to make it possible.” — J.E.

Professor Mark Davis

which is part of the Cedar Creek Natural History Area study site. During 1988–90, he directed another NSF-funded project to observe species persistence in the area. He feels a fondness for this threatened terrain that people have traditionally cleared, drained and farmed.

“Many people view this as a trash habitat,” he says. “It’s full of stunted trees, marshes and bogs. Still, it has a subtle beauty. There’s not the grandness of the mountains, but I’ve grown to love these gnarly old bur oaks.”

The student assistants, who receive academic credits, a stipend and housing for their summer’s work, are in a phase of the project in which they do a census of the bird populations of different areas of Cedar Creek. Some of these areas have been burned frequently by ecologists during the past 25 years in an effort to simulate the naturally occurring lightning fires that charred the savanna in previous years. Other areas, burned less frequently or not at all during the same time period, have grown into woods and host a different community of bird species.

The students have heard much more than vireos. Bazakas, Query and Crozier observed more than 70 bird species in their first month, including bald eagles, least flycatchers, lark sparrows, scarlet tanagers, barred owls, mourning doves, chestnut-sided warblers, peewees, blue-grey gnatcatchers, redheaded woodpeckers and goldfinches. They can recognize all of them by the sound of their calls.

“At first we thought we knew all the birds — but we didn’t,” Crozier admits. But within just a few weeks came bird-call understanding. “Now they don’t sound at all alike. We can identify and recognize minute details.”

Davis smiles as he sees the students’ fluency in bird language. “It’s great to see so much competency,” he says. “This is a remarkable skill. It’s much more than what students would learn in the classroom.”

LESS THAN A MILE AWAY, Schaeffer and Muermann tend a large plot containing 1,500 tree seedlings. They are bur oaks and pin oaks, competitors for sun, water and nutrients on the savanna. “Here we’re studying the relative survivorship of the two species under different conditions,” Davis says. Some of the seedlings grow in tarpaulined shade, others in ground exposed to sun. “To some we add nitrogen to simulate the fertilizing effects of air pollution.”

Davis likes bringing students onto the savanna. “Here they can experience the whole summer cycle of events,” he says. “It involves blooming wildflowers, breeding birds, migrating monarch butterflies, even biting insects.”

It’s obvious he enjoys watching the cycle himself.

Jack El-Hai is a Twin Cities free-lance writer. His most recent article for Macalester Today (May 1994) focused on alumni making a mark in Minnesota politics.
Among the international students who took part in the processional were (right) Maki Tanaka '99, left, and Mika Yokotake '99, both from Japan. Some students, including Yonca Ulusoy '97 (below) of Istanbul, Turkey, wore the national dress of their countries.

Macalester opened the academic year with a special convocation Sept. 15 marking the 50th anniversary of the founding of the United Nations as well as the college's special interest in the U.N. and in internationalism. The occasion was also the 110th anniversary of the opening of classes at Macalester. "These two events have a great deal in common," President Bob Gavin said. "Though firmly rooted in the Midwest, this college has always looked outward across the globe. Since the early days of this century, Macalester sent U.S. students around the world and welcomed to this campus in St. Paul students from all over the globe."

"We Nigerians like to see ourselves as world citizens. We legitimized our status as a world citizen by joining the U.N. within one week of our country's independence in 1960."

— Ambassador Ibrahim Gambari

President Gavin listens as Ibrahim Gambari, Nigerian ambassador to the U.N., addresses the audience. Right: Timothy Hultquist '72, chair of the Macalester Board of Trustees, who spoke of how Macalester "prompted and prodded me to think about internationalism."
Those who would dismiss international peacekeeping because it cannot do everything—as some do these days in Washington—would deprive us of the ability to accomplish anything.

— Ambassador Karl Inderfurth
In an innovative twist on study abroad, Macalester faculty members explored East Central Europe, and each other's ideas, in a three-week seminar.

Photos by Gitta and Bob Hammarberg
A dozen Macalester faculty members spent three intensive weeks together last July. They gained new insights into their disciplines, new perspectives on another region of the world and — perhaps most of all — a new sense of themselves as a community of scholars.

They found all these in Budapest, Hungary. "It was the greatest thing that's happened to me ever since I came to Mac [in 1983]," said Gitta Hammarberg. "It was a relaxing but serious intellectual setting — serious in the sense that I think we all learned a lot. And we learned a lot across our disciplines."

"I'm a literary scholar [of 18th and 19th century Russian literature], and that's the least of what I learned there," added Hammarberg, who is a native of Finland. "I've never had this much intellectual exchange with a group of people — nothing this sustained and this collegial with so many disciplines involved."

The faculty members took part in the first of what will be a series of Macalester faculty development seminars abroad. It had two broad goals: to further internationalize the faculty and to promote a sense of scholarly community and cooperation among the faculty by sharing a common intellectual project.

For most of the Macalester faculty, it was their first trip to Hungary. For David Blaney, a political scientist who has made two trips to China and spent five months in Nigeria, the three-week seminar was his first trip to Europe. "My experiences [in China and Nigeria] become material for illustrations in courses, and vivid images from those places shape my thinking in certain ways," he said. "That, at best, is what these trips can do — they give you a sort of investment in a place, and that carries with you to some extent. So that now, the news about East and Central Europe has a little more appeal to me."

Blaney, now in his second year at Macalester, said the experience in Budapest was good in another way: "I doubled the faculty members that I know well. For me, that's very valuable."

The Macalester contingent spent most weekdays listening to scholars from the region deliver papers on such topics as the legacy of communism, the ecological crisis in Eastern Europe, the transition from socialism to a market economy, and other major themes. While the speakers taught them much, they learned even more from the discussions that followed, with the Europeans and among themselves.

"Every evening, every discussion was inspiring," Hammarberg said. "We got 13 different readings on every topic we came in contact with. And just walking in the city with colleagues was nice. We never walked quietly. We discovered things together."

Several faculty members vividly recall attending an innovative, Hungarian-language production of "Midsummer Night's Dream" in the medieval town of Szentendre. They and the rest of the audience sat around the open-air stage in swings, forming the "forest" for Shakespeare's comedy. Blaney especially enjoyed discussing the production afterwards with

Old Hungary, new Hungary: Lenin looks down upon a new Saab at the entrance to Szobor Park in Budapest. Rather than adopt the Communist practice of erasing history, Hungarians have relocated "dead monuments" and other artifacts from the Communist era, like the Lenin statue, to this "instructional" park.
Taken from Castle Hill on the Buda side of Budapest, this photo shows the Parliament building across the Danube River.

Dan Keyser, a theater professor, and Ruthann Godollei, an art professor, "This was something we could do, even though none of us were really Hungarian speakers, because of Dan and Ruth's expertise," Blaney said. "They knew something about what that particular production meant. This was, I think, an example of what people call community building that can go on among faculty members in this kind of program."

Clay Steinman, a journalist with a Ph.D. in cinema studies who joined Macalester's communication studies faculty two years ago, also savored the sense of community he experienced in Budapest. There were specific benefits to him as a scholar as well. "I found it helpful to talk to people who work in the TV industry in Hungary, to get insights into the motivations that TV producers and directors have in a non-commercial system."

Steinman met an alumnus of the World Press Institute, Sandor Orban, who now works for one of Budapest's major tabloids. "The more I learn about alternative forms of journalism around the world, the better I understand how our system works, what's valuable about it and what's problematic," Steinman said.

Michael Monahan, director of the International Center at Macalester, helps coordinate study abroad for Macalester students. In an essay he wrote about the seminar, he described it as a compressed version of "what study abroad is all about: an opportunity to look with fresh eyes, and through the eyes of others, upon the world; a delicious and all too rare moment of being fully engaged while also in retreat from usual ways of working; a time to live and learn deliberately, with purpose and focus, in a different culture...."

Monahan also took the opportunity to examine Central Europe as a site for study abroad. He took a
half-dozen of the seminar's participants to Prague for a weekend, meeting with staff and faculty at Charles University. He did the same in Budapest. "The trip generated a lot of good ideas for me professionally, and in study abroad particularly," he says.

Ruthann Godollei had a personal reason to visit Hungary. Her father's parents emigrated from Hungary at the turn of the century. Although she has no close living relatives left there, she made an effort in the months before the trip to learn the language. "It was made easier by the fact that I heard it as a child, from my grandparents. If they wanted a secret, they talked to each other in Hungarian... People were so nice to me — they lit up when they saw me attempting to speak Hungarian."

As an artist herself, Godollei sought out and made connections with Hungarian artists. Using the Internet, a former student of hers, Michael Kassner '92, who works in a Mexico City gallery, put her in touch with two Hungarian artists in Budapest, to whom Godollei introduced herself before the trip via e-mail from Macalester. In Budapest, she met with Janos Sugar, an internationally famous sculptor and conceptual artist, and spent many hours having "big art talks" with two painters, one of them a Cuban who has lived in Budapest for many years.

"The artists, especially, welcomed me into their homes," Godollei said. "They were anxious to talk about work. They saw me and my government as different things — which I appreciated. I got a lot out of [the trip]. I found people really respectful of artists, which I don't find in this country. A standard reaction here is: 'Do you make money at that?'

Instead, [Hungarians] ask, 'What do you make? What kind of work do you do? What artists do you like?' They're really willing to talk about art. That's just like food to me.'

Godollei, who has taught at Macalester for 10 years, has already brought Hungary into her classroom this fall. "On a simple level, I took slides at the museums in Budapest, which are fantastic, and art shows that I went to and the work of private artists I met. I'm already using those slides in my classes — printmaking and women in art. So it immediately translates.

"[The other impact] is probably subtler and going to take a while to show up. I got a lot of support [as an artist]. I brought slides with me [of my work] and had talks with artists I met. Just getting encouragement and support for what I'm making made me think I'm doing the right thing. It will show up in my work."

Gitta Hammarberg, no doubt, speaks for other faculty when she says "it's a little presumptuous to think that I or anyone became experts on Hungary or Eastern Europe" after a three-week seminar. "But I've always been interested in Eastern Europe," she said.

"Since I do Russian literature, that part of the world is relevant. This might filter into some of my classes."

"I'm not prepared to teach a class on Hungary or Hungarian literature yet. But I've got an interest now, and I'm reading more as a followup."

Anne Sutherland, dean of international development at Macalester and a professor of anthropology, organized the seminar. She
Budapest: Bringing it all back home to Mac

When they returned to Macalester after their three-week seminar in Budapest, each of the 12 participants wrote a short personal reflection about the experience, discussing how it has affected his or her thinking, work and pedagogy. All of these essays will be published in the journal Macalester International, along with the seminar papers given by European scholars.

Here and on the following pages are brief excerpts from five of the Macalester essays:

Lessons from Hungarian television

There is no formula for programming that by design is not always transgressive. In this context, high ratings are not niche programming: aiming a show at farmers and demographics do not determine programming, as much as the tastes of local elites. Even the national aims programming at discrete audiences (such as the young, retired people or farmers). This produces programming that is by design not always transgressive to audiences that advertisers covet. This is not niche programming: aiming a show at farmers is not the same, for example, as aiming it at what is left in the United States and would be the audience for Country Music Television. This makes impossible the full evening's viewership that U.S. commercial networks treasure. In this context, high ratings and demographics do not determine programming, although shows with no constituency or those judged "tired" by the Channel 2 staff are let go.

Also important for my teaching, I think, will be the beginning sense I was able to gain of the specificity of Hungary and Czechoslovakia, specificity unavailable as one encounters the flow of international news in the media. Moreover, I was exposed to views about the former Yugoslavia (by Ivan Veljovc and others) that I got informally from that country) that I had never heard clearly articulated — and that have led me to see U.S. news coverage as tragically oversimplified. Not only will this help me teach analyzing the news with more sophistication but it has also already retrained my appetite for doing more with Hungarian and Czech movies in my film courses and bringing more international films to the Macalester community.

The experience of being with such bright and articulate colleagues from Macalester also gave me a better sense of what is available to me at the College and provided me with a resource for informative discussion that while organized around rigorous questioning of assumptions remains accessible and supportive. Informal conversations were particularly worthwhile, allowing me to test new ideas derived from the faculty the major issues of the end of the 20th century — the explosion of globalization processes, the triumph of democracy and capitalism, and the rise of issues of ethnicity and culture — as they take place in different regions of the world.

"The impact of the seminars on faculty research and knowledge, and ultimately on the Macalester curriculum, will not be known for several years," Sutherland said. "But I expect it to have a major part to play in the internationalization of the curriculum."

Art and "shock therapy"

Many times during our faculty seminar in Budapest, I heard the phrase "shock therapy" used in the context of a rapid changeover to a free market economy. I heard this term in previous visits to Central Europe. The term "shock therapy" is now used so frequently with no apparent resilience, I have become alarmed at its implications. Why should a discredited medical/psychological practice from the "West" be used to define the form of this economic transition? What are the consequences in terms of the human spirit to social body thus treated? ... The art in Central Europe may be one of the few fields for healing, recalling one's humanity in the wake of brutal treatment. I worry that people won't want to support the vital arts as opposed to light escapist entertainment. In his apartment in Budapest, painter Istvan Koteles is crafting beautiful, transcendent modern versions of angels, citing a Hungarian proverb: "If you associate with angels, you will be like an angel, if you associate with devils, you will be a devil." A potential gallery dealer recently informed him that his work was "too philosophical" and therefore unmarketable. I see four major factors now working against the survival of the arts in the wake of economic shock therapy: (A) An enormous Western pressure to trivialize and suspect art and cultural workers. (B) Economic reality; art as "extra" in the face of survival issues. Contrary to the notion that art thrives in adversity, I believe art gets made deeper...
Ruthann Godollei

had conditions. There are minimal necessities needed to make artworks including time, enough to cat, some materials. There are sheer physical limitations on the artists I met to work extra jobs and still find time and energy to create. (C) Market pressure to make stuff that sells instead of saying what you think needs to be said. Pseudo-authentic folk art for tourists currently crams the markets. (D) Both the regional audience and many artists don't want to remember the pain of recent events, preferring a "get on with it" approach. Failure to explore the Communist legacy as well as to actively critique its replacement through the arts will leave a vacuum of expression which light entertainment or pseudo-Western art fashions won't address.

The German artist Joseph Beuys once strung up a motto behind one of his Aktionismus performance art productions. It read, "To change the art, you must change the man." An artist deeply committed to humane values, he saw political justice and economic justice as inextricably tied together.

Ruthann Godollei, assistant professor of art, teaches printmaking, 2-D design and women in art. This year, her monoprints on the subject of domestic violence were displayed at the Peninsula Fine Arts Center in Newport News, Va.

Becoming a better student
by David Chioni Moore

I will close my reflections with a pedagogical note, by returning to a theme I raised earlier in this essay: that of the value of knowing one's ignorance.

At Macalester I am one of a few professors whose primary departmental commitment is not to a traditionally constituted discipline but to International Studies itself. And in this role I teach, at both introductory and senior-seminar levels, courses specifically in this thing called International Studies.

But what should I teach? It is of course tempting to try to "cover the whole world" — to do a week on this, a week on that, and hopefully in the end to have taught one's students a thing or two about the planet. And initially, when I left for Budapest, at least one small part of me said, "Ah, David, you've been to 40 countries and here come another five. Now when students come to you and say, 'Professor Moore, what about the situation in country X?' there'll be five more nations on which I can opine with some authority."

But the lesson, I am happy to report, has been quite the opposite. Put into Budapest I returned to the role of student: an active, engaged, indeed aggressive student, but a student nonetheless. And in that brief return to student status I rediscovered a valuable lesson about my role as teacher: that I don't know all that much; or, put another way, that mostly what I've learned to do as a scholar is to manage my ignorance somewhat better than my students. What I should teach, then, is not so much a knowledge-dump or fact-collection, but rather a way of questioning, a way of making certain that when my students-of-the-world receive their Macalester diplomas, they become, like me, not ex- but better worldly students.

Hungarian artist István Koteles, second from left, hosts visitors from Macalester in his studio-apartment. They include Dan Keyser, left, Clay Steinman, center, and Ruthann Godollei, who took this photo. The others are Israel Velázquez, second from right, a Cuban artist who lives in Budapest, and Éva Szendrényi, a free-lance designer and technical director in Hungary and Europe. She came to Macalester last spring to give a lecture to theater students and meet with faculty members who were going to Budapest.
David Chioni Moore, who received his Ph.D. from Duke University, joined the Macalester faculty this fall as assistant professor of International Studies and English. He has published diverse essays in African philosophy, anthropology, accounting theory, literary studies and other areas.

It is no simple matter to define the region made up of the former Soviet satellites. Western Europe is accustomed to call itself simply Europe, as in "European Union." Russia is bordered on the east by Ukraine, which means in Slavic "on the edge" or "on the frontier." If Ukraine is the edge of the Russian world to the east, then Poland, Slovakia, Hungary, Romania and Bulgaria are the edge of Europe to the west. Much as our Czech, Hungarian and Serbian speakers [at the seminar] insisted on the quintessentially European nature of their heritage, and no matter how widespread the moniker "Central Europe" becomes, the fact remains that the region is psychologically only on the margins of Europe. Some modifier (previously "East," now "Central") will continue to be required. In this century these countries represent first and foremost a liminal area, between Europe and Russia, between eras of European and Soviet dominance, between totalitarian and democratic political systems, socialist and capitalist economic models.

Liminality is a concept crucial to many fields, such as politics, history or ecology. Those of us who study national cultures would do well to look to the edges also, as areas of ferment, of traveling influences, of challenge.

I expect my teaching and research on Russian culture to feel the effect of this challenge. I hope that my work on the relationship between Russian and American culture will be enriched by a new sense of the gradations of intermediary cultures, of the geographical, economic, cultural and psychological transition between what I have been accustomed to think of as "east" and "west" (not to mention a new hesitation to use such terms). My current research project on cultural constructions of nature in Russia and the U.S. will benefit from attention to peripheral forces, if only because I understand better the need to justify drawing disciplinary borders across natural ecosystems and traditional "culturesystems." A study, for example, of the role national parks play in the cultures of the whole region, would be a fascinating way to explore varieties of nature awareness and the phenomenon of environmental nationalism.

Likewise, my teaching on Russian literature and on the cultural roots of Russian nationalism has tended always toward the center of Russian culture, the major cities, the undisputedly "Russian" writers. The fact that what makes them Russian is often determined at the borders (literally in Ukraine, "on the edge"), I have heretofore mostly ignored; this summer's exposure to the world on the other side of that edge will spur me to explore issues of liminality more. It would take some presumption on my part to offer a course on Central and East European literature, but the rewards could be enormous.

For its culture and history, for its importance as an economic and political crucible, and for what we can learn about borderlands and their crucial role in the modern world, East-Central Europe is undoubtedly a region worth bringing out of the academic shadows and more to the attention of our students.

It would take some presumption on my part to offer a course on Central and East European literature, but the rewards could be enormous.

—Rachel May

Rachel May, assistant professor of Russian, holds a Ph.D. from Stanford. She is the author of The Translator in the Text: On Reading Russian Literature in English and co-translator of Little Jinx by Abram Tertz.
Reflections of a Composer

Carleton Macy's new CD was 20 years in the making

by Kevin Brooks '89

Carleton Macy, chair of the Music Department at Macalester, is celebrating the release of a CD featuring four of his original compositions for piano and flute.

Macy is no stranger to having his pieces recorded, but this is the first time an entire CD has been devoted solely to his compositions. And in many ways, the music on Reflections is a journey through Macy's musical interests and influences.

Many of the pieces were written specifically for Macy's friend and musical collaborator, John Jensen. It was actually Jensen, the Macalester Trio pianist sharing duties with Donald Beets, who first approached Macy in 1990 with the idea of recording a CD of original piano music. A sabbatical and McKnight Fellowship in 1992-93 gave Macy the time he needed to devote all his effort to composing, and that's when many of the new pieces on Reflections came to life.

"During that time I really felt like I became a composer," he said. "Whenever I felt like writing, I could write. It got to the point where it was fluid. If I had an idea for a piece, I could sit down and not be interrupted and just write. And in four, five days, the piece was basically there."

In the 25-minute title piece for solo piano, Macy reconstructed various well-known musical works he has long enjoyed. His eclectic collage incorporated traditional composers such as Bach, Chopin and Schubert, a few modernists (Dallapiccola and Webern), and even a jazz standard ("How High the Moon") and a popular classic ("Somewhere Over the Rainbow").

If ever a "liberal arts" composition existed, this is one.

"I actually analyzed the original pieces and then put the analysis in front of me and wrote," said Macy. "The Bach is Bach harmony. The Webern is Webern — 12-tone music. I readjusted it however I felt like at the time."

To illustrate his method, Macy points to "How High the Moon." To begin, he extended every chord out to full 13th chords (standard chords consist of a root, a third and a fifth). "Then I chopped off two or three of the bottom five elements — often the root; often the root and the fifth," he says with glee. The result isn't quite the original chord, but its origins are the original chord. Hence, a reflection of the chord.

"I feel that I am a true postmodern composer. I am taking styles and settings and techniques and artifacts from the past, breaking them apart and reconstructing. The postmodernists would say I am deconstructing, but I wrote some reconstructions 20 years ago and I'm going to stay with my term."

What Macy describes may seem complex and inscrutable, but the music itself is accessible to even the untrained ear. Playful and energetic one moment, sweet and lilting the next, Macy's music rarely betrays its complex theoretical and structural framework.

"They are little fascinations, almost like word games or crossword puzzles, and some people will recognize them. I would hope they recognize 'Somewhere Over the Rainbow,' although I hope they only barely recognize it because of the copyright," he says with a laugh.

The other pieces on Reflections are shorter, but equally innovative. "Solstice and Equinox" for two flutes and piano explores the harsh spirit of a winter solstice and the calm balance of an autumn equinox. In "Three Ostinato Studies," Macy uses two pianos to explore minimalism.

Maria Music," written in 1976, reflects Macy's teaching career. While teaching at the University of Washington nearly 20 years ago, he encountered a Brazilian student who referred to all music as some form of tango, and who believed that Brahms was one of the greatest of all tango composers. The four movements of this work for solo piano are tangos of vastly differing character.

The CD features outstanding performances by Julia Bogorad, principal flute of the Saint Paul Chamber Orchestra, and Adam Kuenzel, principal flute with the Minnesota Orchestra. It also highlights the talents of Macalester pianists Jensen and Christine Dahl.

For a copy of Reflections, contact the Minnesota Composers Forum, 332 Minnesota St., Suite E145, St. Paul, MN 55101-1300; phone (612) 228-1407; fax (612) 291-7978; e-mail: compfrm@maroon.tc.umn.edu.

Kevin Brooks '89 played trumpet in the Macalester Jazz Ensemble, which Carleton Macy directs.

Carleton Macy: His "work" often comes home, as countless Macalester students and musicians who have been invited to barbecues at the Macy home can attest. He lives within walking distance of Macalester with his wife, Julie, and their children, Elizabeth (17) and Alex (13).
The making of a doctor: Chester Anderson ’41 and Macalester

by Carolyn Griffith

Chester A. Anderson came to Macalester in 1937 from the tiny town of Cokato, Minn., with $400 and the desire to prepare for a medical career under the tutelage of Professor O.T. Walter. Anderson had heard that Professor Walter's students usually got into the University of Minnesota's medical school.

"I knew I wanted to be a doctor in the 8th grade; don't ask me why," Anderson chuckles. "My father had saved $400, and he said I could use it for college, or go lease the filling station down the street."

Anderson credits Walter, and Macalester, with providing an excellent education and preparation for medical school — and a moral and ethical compass. "Basically, he was just a gentleman all the way through," Anderson says of his professor. "He would always take time to answer questions, to explain things. He was a very compassionate, moral individual who passed on that this was the way to treat people.

"I've tried to emulate him," Anderson notes.

In the era before federally insured student loan programs, paying for a private college education wasn't easy. "I did every job on campus," Anderson remembers: from washing windows in the dorms to polishing floors to peeling potatoes to sweeping and flooding the ice rink, he was always working. During summer vacations, he took harvesting and canning jobs; during winter break, he delivered excess Christmas mail for the city of St. Paul.

"I was very organized; I studied from 8 p.m. to about 1 a.m.,” he says, explaining that he went through school getting about six hours of sleep a night. "It was the Depression. A lot of students were in the same boat," Anderson hastens to point out.

"Every fall, I would always owe $200 or $300 from the year before," Anderson says, noting gratefully that with comptroller Bud Budolfson's help, "we'd always work it out."

After graduating from Macalester in 1941 and completing medical school at the University of Minnesota, Anderson did his internship at St. Paul's Miller Hospital, then served in the Army Medical Corps in 1945 and 1946. For nearly 40 years he practiced family medicine in Hector, Minn., a community of 1,300.

"I enjoyed every year of practice; I really liked the patient contact," said Anderson, who had originally intended to become a surgeon.

In addition to running a busy practice, Anderson found time to get involved in the politics of medicine. "When I started out, family practice was the bottom of the totem pole," he says. He and some colleagues wanted to start a family practice department at the U of M, and it was Anderson who lobbied the Minnesota legislature for financial support for the program.

Anderson showed a talent for politics, and was asked to lobby for the Minnesota Medical Association and the Minnesota Academy of Family Physicians. Rural issues — the rural physician's low pay and long hours, and rural patients' limited access to medical care — have been of particular concern.

Anderson enjoyed matching wits with intelligent legislators. "It's fun — they hammer at you, and you hammer back, and you never, never, never lose your temper," he says of the lobbying process.

A founder of the Minnesota Family Practice Network, and past president of the Minnesota Medical Association, Anderson was named the nation's Family Doctor of the Year in 1983. "Retired" since 1985, he now serves as medical director for five rural nursing homes.

"Macalester was the start, for me," says Anderson. "We have a responsibility to help those who come along after us," he notes, adding that he has had "the good fortune to do what I wanted, and be financially comfortable." His sizable contributions to the college include support for the Olin-Rice renovation project, an endowed scholarship fund and a charitable remainder annuity trust.

"I can't think of any better place to help young people go forward," Anderson says of Macalester.
Rosenbergs co-author new history; Diane Glancy tells a secret


Macalester history Professors Norman and Emily Rosenberg wrote the final six chapters of this new college-level textbook, which was nearly a decade in the making. They begin with American entry into World War II and conclude with Newt Gingrich and the Republicans' "Contract with America."

In addition to covering such standard subjects as the Cold War, Watergate and Vietnam, the Rosenbergs deal extensively with social history. They comment upon such cultural figures and developments as James Dean, Elvis Presley, the new women's movement, McDonald's fast-food, MTV, Indian gambling casinos and debates within African-American culture. Their suggestions for further reading at the end of each chapter include videos as well as books.

Their four co-authors include the historians John M. Murrin and James M. McPherson, both of Princeton, Paul E. Johnson of the University of Utah and Gary Gerstle of the Catholic University of America. The three themes announced in the title permeate the text. "This book attempts to integrate social and cultural history into a political story," the authors write in the preface. "We have tried not to ghettoize the concerns and achievements of women, Indians, African Americans, Hispanics, Asians and other minorities. We believe that the larger story of what is now the United States simply will not make sense unless the potent influence of race and gender is made clear."

The text is supplemented by four photo essays that explore power relationships at all levels of American society. To accompany the book, the publisher is also presenting two text-specific videos, in which the Rosenbergs appear.

Video: Up North with Dewey Albinson

"A North Shore Portrait: Memories of Dewey Albinson"
published by Diane Glancy, directed by Kristi Wheeler '69 (1995 release, Macalester Media Services. 40 minutes, VHS video, $15)

Minnesota artist Dewey Albinson, who spent summers at Grand Portage from the 1920s to the 1960s, was the first to paint the sacred "spirit cedar," as the Ojibwa people called it. He named the painting "The Witch Tree." Best known for his impressionistic landscapes and portraits of native people, Albinson was also an early environmentalist and a vocal spokesman against the overdevelopment of the wilderness.

On a Blandin Research Fellowship in the summer of 1994, Macalester English Professor Diane Glancy and Kristi Wheeler '69, a media specialist at Macalester, traveled up the North Shore of Lake Superior with student assistants Chris Boulton and Lisa Smieja to recreate Albinson's memoirs.

Glancy, a prolific author and winner of the Minnesota Book Award and other honors, and Wheeler, a scriptwriter of prize-winning historical documentaries, teamed up on earlier Macalester productions, including The Peace Pipe and The Truth teller.

The "North Shore" video is available for rental to schools and colleges through University of Minnesota Film and Video, or for purchase at cost through Macalester Media Services: (612) 696-6325.

Kristi Wheeler '69, left, and Diane Glancy with their Ojibwa guide Melvin Sherer during production of the "North Shore Portrait" video last year. They're at the High Falls of the Pigeon River on the North Shore of Lake Superior.
departing for college and returning to find her mother ill — are threaded with the twin strands of her complex culture and her desperate love for her cousin Cedric.

Glancy's fifth book of poems, *Boom Town* (63 pages, $10.95 paperback), was recently published by Black Hat Press in Goodhue, Minn.

Her first novel, *Pushing the Bear*, based on the forced migration of Native Americans during the 1838 Trail of Tears, is to be published in 1996 by Harcourt Brace.

**China for Women**


Essays, personal accounts and fiction by women — some living in China, emigrants and inveterate travelers — offer inside information not available in standard guidebooks. Subtitled "Travel and Culture," the book is intended as a guide into the lives of ordinary Chinese women today and the experiences of women travelers in China.

Ilze Mueller, a lecturer and German language assistant at Macalester, participated in translating the book into English from German.

**Science for a Polite Society**


Subtitled "Gender, Culture and the Demonstration of Enlightenment," this book re-examines the social, cultural and intellectual context of the origins of modern science.

Sutton, a laboratory supervisor in Macalester's Physics Department, affirms the importance of women in the early popularization of science. He shows that women, were avid readers of natural philosophy and active participants in experiments for the edification of their peers. Some of these women went on to champion the new science and played a significant role in securing its acceptance by polite society. Sutton points out that the sheer entertainment value of startling displays of electricity and chemical explosions would have played an important role in persuading the skeptical.

**The "MAC" Community Cookbook 1995**

This 236-page cookbook was produced by members of the Macalester community, and is as eclectic as you would expect. Recipes range from A (African green pepper and spinach) to Z (zucchini jam), from bobotie (curried beef casserole) to couve a mineira (shredded kale greens),...
Nguyen (printing). The print of Old Main from Virginia French Bread to Dupre's Weston explores a multitude of practices closer to individuals and into daily life. Bringing wilderness, animals and the Earth directed mostly at herself, and a growing journey from research associate and ping and handling.

Shepherdess: Notes from the Field by Joan Jarvis Ellison '70 (1995, Purdue University Press. 140 pages, $14.95)

Ellison graduated from Macalester with a core in biology and chemistry and went on to earn an M.S. in biophysical sciences at the University of Houston. After working as a research associate at Baylor University in the neurology department and at the University of Texas Medical Branch in Galveston in the department of human genetics, she retired to rural Pelican Rapids, Minn., with her husband, Dave Ellison '69, to raise children.

This book, her first, is the story of her journey from research associate and mother to shepherdess. With humor directed mostly at herself, and a growing understanding of sheep behavior and health, Ellison deals with the thorny problems of what to do with too much manure, whether or not to eat your own sheep and her book seems to relate all of them, The Liars' Club is not Mommy and Daddy Dearest. She writes about her parents and sister with a fierce love.

"I do think we continue mostly to love each other, if we're born to each other," Karr says, "and [readers] identified with that aspect of it... that it was a book where these bad things happened, but to some extent we endured, with love. We con-

\"Liars' Club\': Mary Karr's eloquent home truths

by Jon Halvorsen

You only have to spend a few pages in Mary Karr's company — her best-selling memoir The Liars' Club — to know you're in the presence of a gifted writer. In a wholly original voice, salted with the wry expressions of a seventh-generation Texan, Karr tells the compelling story of growing up in an eccentric, troubled family in the 1960s. She describes, for example, how she, her sister Lecia and her parents had a habit of eating meals on her parents' bed:

Mother had made the bed extra big by stitching two mattresses together and using coat hangers to hook up their frames. She'd said that she needed some spread-out space because of the humidity, a word Lecia and I misheard for a long time as stupidity. (Hence, our tendency to say, 'It ain't the heat, it's the stupidity.' Hence, she needed some spread-out space because of the humidity, a word Lecia and I misheard for a long time as stupidity. (Hence, our tendency to say, 'It ain't the heat, it's the stupidity.') It was the biggest bed I ever saw; filled their whole bedroom wall-to-wall.

Anyway, the four of us tended to eat our family meals sitting cross-legged on the edges of that bed. We faced opposite walls, our backs together, looking like some four-headed totem, our plates balanced on the spot of quilt between our legs. Mother called it picnic-style, but since I've been grown, I recall it as just plain odd.

While Karr's family suffered from Texas-sized problems, and her book seems to relate all of them, The Liars' Club is not Mommy and Sister, the state. To prevent opportunities to use diplomacy to prevent collapse of the state.

Ahmed Samatar, dean of international studies at Macalester, and Lyons, a senior research analyst in the Foreign

\'One of the joys of writing the book was being in the presence of [my father's] voice. He's been dead for 10 years. Having him [there in the book] — it was really great to see him, great to hear him talk.'
Policy Studies program at the Brookings Institution, explain how lessons learned in Somalia should shape international responses in future cases.

My Mother Had One Like That!!
by Mary Chumas-Ernst '53 (1995, Light and Life of Minneapolis. $9.95 paperback)
This book is subtitled "An Easy Handbook to Learn the Worth of Your Antiques, Heirlooms and Treasures." Mary Chumas-Ernst who lives in St. Paul, has spent 15 years teaching antiques and collectibles in adult education and elder colleges, currently at Lakewood Community College. She describes the book as "a composite of the best of my classes." •

my mother, Charlie Marie, is in most ways the protagonist of the book — the revelation of her tragic secret is the climax of The Liars' Club — Karr's adoration for her late father shines through. It was J.P. Karr's gift for storytelling that inspired his daughter. In fact, encouraged by the late Professor Jim Spradley, Karr tape-recorded two of her father's stories for an oral history project at Macalester more than 20 years ago.

"Certainly the voice of the book is meant to be a sort of homage to him," Karr says. "One of the joys of writing the book — there really weren't very many joys, I don't find joy in writing anything — but one of the joys of writing the book was being in the presence of his voice. He's been dead for 10 years. Having him there in the book — it was really great to see him, great to hear him talk."

Mary Karr '76: "Bad things happened, but to some extent we endured, with love."
New trustees and new members of Alumni Board elected

THREE NEW MEMBERS began serving on the Macalester Board of Trustees in September. They are:

• Ruth DeBeer Strieker ’57, the founder, owner and director of The Marsh, a unique Center for Balance and Fitness in Minnetonka, Minn.;

• Gordon Campbell Stewart, pastor and head of staff of Westminster Presbyterian Church in Minneapolis;

• Kenneth Goldman ’81, president of Goldman Builders, a commercial construction, real estate development and property management company operating in New Jersey and New York. He is serving as an alumnus trustee.

Hail, Mary, and farewell
Fans of Mary Small attended a party in August to honor her upon her retirement after 11 years as associate director of the Alumni Office. Her warm personality and devoted work on behalf of the college have won her countless friends in the worldwide Macalester community. Mary and Sandy Hill ’57, assistant to the president, were married last March 25, shortly before they helped lead an alumni trip to Japan.

New members of the Alumni Association’s Board of Directors are:

• Kathleen Osborne Vellenga ’59 of St. Paul, former Minnesota state legislator and now director of The Children’s Initiative;

• Julie Strickler ’75, a writer and senior project manager at Wells Fargo Bank in San Francisco;

• Shelley Carthen Watson ’82, an attorney and partner in the Minneapolis law firm of Robins, Kaplan, Miller & Ciresi.

Volunteers for Macalester
Annual Fund volunteers gathered around the Class of ’95 gift, a sculpture by Professor Don Celender, during the Alumni Leadership Conference in September. (See also page 4.) Pictured, from left: Carol Terry ’69, Russ Wigfield ’43, Edward Swanson ’64, Shelly Collins Rucks ’87, Becky Cameron Gonzalez-Campoy ’83, Deb Derringer ’92 (assistant director of the Annual Fund), Jennifer Gravitz Palmer ’94, Charles Rossmann ’86, Julie Schultz ’93, John Hyslop ’55, Mike Hecht ’93, Kristin Midelfort ’74, Rafael Carrillo ’95, Muhib Rahman ’92 and Alex Mutebi ’92. Many other Annual Fund volunteers were also on campus for the conference but not present for this photo. These volunteers will work to provide Macalester with $800,000 from alumni this fiscal year, and to increase the level of alumni participation from the current 38 percent to 40 percent.
Changing ideas

Carla Morris '85 led a workshop for alumni on "Dealing with Change" during the Alumni Leadership Conference in September. The interactive seminar explored some of the changes Macalester is pursuing in the curriculum, facilities, admissions and other areas. Morris, president of her own organizational consulting firm in Washington, D.C., works with corporations and government agencies throughout the country. She focuses on helping her clients plan and manage change.

Calendar of events

Here are some of the events scheduled for alumni, parents, family and friends. More events are being added all the time. For more information on any of the following, call the Alumni Office, (612) 696-6295, except where noted. You may also call the campus events line, (612) 696-6900.

Nov. 1-16: Alumni Fall Phonathon
Nov. 10-11, 17-18: "Creations" by Macalester Dance Ensemble (696-6359)
Nov. 11: "An English Morning with Susan Allen Toth," 9:30 to 11:30 a.m., Cochran Lounge, Student Union ($8 for English repast and program; call 696-6295)
Nov. 14: Mac Recent Grad Happy Hour, The Child, Harold, 1610 20th St. NW, Washington, D.C., 6:30 to 8 p.m. (call Molly Thorsen '93 for more information: 202-546-0218)
Nov. 18-19: Macalester Festival Chorale (tickets: 696-6520)
Nov. 28: Macalester Book Club, Alumni House (696-6295)
Nov. 29: Boston/Cambridge Alumni Happy Hour, 6 to 8 p.m., The Childe Harold, 1610 20th St. NW, Washington, D.C. (call Molly Thorsen '93 for more information: 202-546-0218)
Nov. 30: Macalester Concert Choir, 19th Annual Festive Evenings (tickets: 696-6520)
Dec. 1: Mac Jazz, 8 p.m., Janet Wallace Fine Arts Center
Dec. 2: Macalester Symphony Orchestra, 8 p.m., Janet Wallace Fine Arts Center
Dec. 1-2: Macalester Concert Choir, 19th Annual Festive Evenings (tickets: 696-6520)
Dec. 3: Macalester Symphonic Band, 3 p.m., Janet Wallace Fine Arts Center
Dec. 5: Collegium Musicum, 7:30 p.m., Janet Wallace Fine Arts Center
Dec. 7-10: Play "India Song" by Marguerite Durand, directed by Sears Eldredge, Janet Wallace Fine Arts Center (696-6539)
Dec. 8: Flying Fingers, folk music, 8 p.m., Janet Wallace Fine Arts Center
Dec. 9: African Music Ensemble, 8 p.m., Janet Wallace Fine Arts Center
Dec. 10: St. Paul Civic Symphony Holiday Concerts, 2 p.m. and 4 p.m. (admission: 696-6520)
Dec. 10: New Music Ensemble, 8 p.m., Janet Wallace Fine Arts Center
Dec. 12: Mac Recent Grad Happy Hour, State of the Union, 1357 U St. NW, Washington, D.C., 6:30 to 8 p.m. (call Molly Thorsen '93 for more information: 202-546-0218)
Dec. 15: Sirens and Traditions, a cappella vocal ensembles, 8 p.m., Janet Wallace Fine Arts Center
Jan. 20, 1996: Great Scots event, "All You Want to Know About Japan and Never Dared to Ask," with Professor Jerry Fisher, Weyerhaeuser Hall (696-6295)
Jan. 20: Winter Sports Day, 2 p.m.
Macalester Field House and Gym
Jan. 23: Boston/Cambridge Alumni Happy Hour, 6 to 8:30 p.m., John Harvard's Brew House, Dunster Street, Cambridge (see Nov. 29 listing for alumni contacts)
Feb. 18-25: Student Phonathon
Feb. 21: Boston/Cambridge Alumni Happy Hour, 6 to 8:30 p.m., Cactus Club Restaurant & Bar, 939 Boylston St., Boston (see Nov. 29 listing for alumni contacts)
Feb. 24: Boston alumni event with Professor Robert Warde discussing an art history topic at Museum of Fine Arts (call Carlynn White Trout '82 at 617-665-0192 for more information)
Feb. 25-27: M Club Phonathon
May 23-26: Commencement (Saturday, May 25) and Reunion Weekend •

New England potluck

Diane Miller '71, center foreground, hosted a potluck lunch for 24 alums from the Boston area May 21 at her home in Belmont, Mass. "Diane and her husband, Mike, were terrific hosts, making everyone feel welcome and at ease," wrote Carlynne White Trout '82, who took this photo. Also pictured (from left): Simon McDonough '89, Thomas Buttolph, Caroline Cunningham '92 and Susan Reed '85.
May 23–26, 1996:
Two memorable traditions come together

MACALESTER ALUMNI AND STUDENTS will come together for a milestone in the college's history — combining the 1996 Commencement and Reunion into a single, college-wide celebration Memorial Day Weekend, Thursday through Sunday, May 23–26.

Reunion
Alumni will find the traditional Reunion activities — class parties, alumni college programs, campus tours and more — as well as new activities for alumni and students, and the opportunity to participate again in a Macalester Commencement.

Senior Week
Through the introduction of a Senior Week, the Class of 1996 will have special activities for themselves and the chance to reflect on their college years. Seniors are planning those events.

Commencement
Senior Week concludes with Commencement at 1:30 p.m. Saturday, May 25, on the lawn in front of Old Main, and special festivities welcoming the college's newest alumni into the fold.

Reunion classes
Alumni whose classes end in “1” or “6” will receive information through their classes; others should watch Macalester Today.

Questions?
For more information, please call the Alumni Office: (612) 696-6295.

Unforgettable!
Why the study of mathematics is one of the liberal arts
Creativity, history, questioning 'truths' — they are all part of math at Mac

by David M. Bressoud

The task of the educator is to make the child's spirit pass again where its forefathers have gone, moving rapidly through certain stages but suppressing none of them. In this regard, the history of science must be our guide.

— Henri Poincaré

I HAVE ALWAYS BELIEVED that at its heart mathematics is a subject of the liberal arts. Unlike the other liberal arts, mathematics deals in Truths, eternal verities that transcend ethnic or cultural lines. But it is a mistake to interpret this as meaning that mathematics deals exclusively with rigid formulation of process and right or wrong answers. Such a view is far from complete, and my greatest challenge is to help students widen their vision.

Several years ago, I decided to try something different with my class in real analysis. This is a junior/senior course required of and dreaded by most math majors. It begins with a litany of strange and seemingly unmotivated definitions, then progressively builds them into ever more complicated lemmas, propositions and theorems. By the end of the course, few students understand what they have done or why they have done it. At best — and this was my own experience as a student — it is a game with intricate and generally incomprehensible rules. It is mental exercise of the first order.

In fact, real analysis is an area of mathematics that emerged in the 19th century in response to very immediate needs of the scientific community. Calculus, the all-powerful tool of 18th century science, was disintegrating.

Calculus is a tool for calculating, hence its name. A few easily memorized rules replaced laborious computations for determining tangents or finding areas. Its first great success was in the hands of Isaac Newton, who used it to explain and predict the motion of the heavenly bodies. It was soon turned, with equal success, on problems of optics, vibrating strings and drumheads, hydrostatics and hydrodynamics. In the 18th century, a long succession of previously intractable scientific problems yielded to this miraculous tool. By the end of the century, there was general belief that all of the interesting problems had been or soon would be solved.

The course that I began to teach several years ago starts with the assumption enunciated by Henri Poincaré that the pupil learns best by retracing the steps of those who have gone before. For real analysis, this means starting with the problems that mathematicians had slowly and painstakingly isolated and illuminated. For the student who has no idea why this particular definition was chosen, it is meaningless.

One student reacted, 'If I had known that mathematicians could make mistakes, I never would have chosen it for my major.'

whose point was that anyone willing to take the validity of calculus on faith had already swallowed a far larger gnat than was required for belief in God. Many rejoinders were published, but none of them really answered Berkeley's core critique. Periodic competitions were announced, offering substantial prizes for the scientist who could establish a solid foundation for calculus. No truly satisfactory solutions appeared.

But no one worried too much about why calculus worked. The important thing was that it did. True, there were a few anomalies and potential pitfalls, but the practitioner learned how to circumvent them. Two things changed in the early 1800s. Schools of engineering began to appear, and it was now necessary to train large cadres of students in what, up until now, had been more an art than a science. More importantly, the problems that scientists were encountering were pushing the tools of calculus to their limits, and the tools were breaking down. It became apparent that they could not be pushed any further until they had been dissected, examined and thoroughly understood.

This was a long and difficult process. In some sense it is still going on, but it did reach a generally recognized point of closure in 1901 when Henri Lebesgue published the first fully satisfactory definition of the integral. This thoroughly digested and firmly established understanding of calculus is what is now called 'real analysis.'

One of the realizations of real analysis is that many concepts that appear intuitively clear — tangents, continuity, even the nature of number — in fact require very careful and non-intuitive definitions if they are to be used correctly. Most courses in real analysis start with these strange definitions. Historically, these definitions came at the end of the construction of real analysis. They were a response to the problems that mathematicians had slowly and painstakingly isolated and illuminated. For the student who has no idea why this particular definition was chosen, it is meaningless.

The course that I began to teach several years ago starts with the assumption enunciated by Henri Poincaré that the pupil learns best by retracing the steps of those who have gone before. For real analysis, this means starting with the problems that brought calculus to its moment of crisis. We then follow the struggle of the succ...

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group who are interested in Jewish culture," he says. "It was clear our research had really struck a chord, and also given [the Ukrainians] a license to talk about it," Overman says. "Nobody in the room wanted to be known as the archaeologists who are finding out that the Jews got there before the Slavs." At the end, Overman says, the director of the Ukrainian academy declared his approval of the project and urged his colleagues to support it.

The project involves more than digging up evidence of Jewish culture in the Ukraine. Overman, his colleagues and students are working in collaboration with their Ukrainian counterparts. The Ukrainian archaeologist who is director of the site is scheduled to visit Macalester this fall; Overman and his co-director, Robert MacLennan, plan to teach at Zaporozhie University sometime in 1996; and two students from Zaporozhie are scheduled to attend Macalester next spring.

"To me," Overman says, "the greatest reward is the collaboration and the friendships that that collaboration helped shape. Everybody involved is taking a risk. A project like this can blow up in your face or just not work. The kinds of relationships that are formed through a combination of scholarly exchange and personal risk are really deep ones.

"Secondly, we're really advancing knowledge. We're doing research that no one [in the former Soviet Union] has been able to do for a long time, and that in many ways people over there still can't do."

Hamre named dean

Laurie Hamre is the new dean of students at Macalester.

Hamre has been associate dean of students and college grievance officer for the past three years. President Gavin selected her following an internal search and upon the recommendation of a college advisory committee.

Before coming to Macalester in 1992, Hamre served as director of student activities at St. Olaf College, assessment center coordinator at Alverno College in Milwaukee and director of student activities at St. Norbert College in DePere, Wis.

"In the last three years, Laurie has demonstrated outstanding ability to work with students, campus programs, staff, faculty and all aspects of student affairs," Gavin said. "I am confident she will be an outstanding dean."

The dean of students is responsible for student affairs and most non-classroom activities at Macalester.

Hamre succeeds Edward DeCarbo, Jr., who resigned last summer.
Just between friends

Amanda Lawton ’97 (Green Bay, Wis.) has young Truman Haunt’s attention as she creates a story about the stuffed animals the two are playing with at Shriners Hospital for Crippled Children in Minneapolis. Lawton joined other members of the women’s soccer team and other Macalester student-athletes for a day of community service Aug. 30 at the hospital and other Twin Cities locations. “I think everyone really enjoyed it,” says Lawton, who is majoring in neuroscience and biology.