Macalester’s New President: Dickins Scholar Brian Rosenberg
Funny comeback

Fresh Concepts, the college's student-run comedy improv and sketch troupe founded in 1994, performed a reunion show at the Class of '98's five-year reunion in May. The performers included past and current members. Left row, from top: Patti Cleary '98, Tim Carnahan '98, Lorne Lieb '98, Katharine Heller '98 and Katherine McMillan '00.

Right, from top: Elliot Stapleton '05, Lindsay Goss '04, Adam Kipniak '03 and Chris Messinger '00. See page 48.
Features

14 Five Dumb Things People Believe About Religion
Professor Jim Laine challenges some of the most common assumptions we make about religion.

16 Civic Engagement
Macalester is returning to its civic roots and asking questions like: How can we benefit the community?

24 Photos of Reunion & Commencement

Departments

2 Letters

6 Around Old Main

11 Alumni & Faculty Books

34 Class Notes

49 Giving Back

Cover story: page 30
Great Expectations
An interview with Brian Rosenberg, Macalester's 16th president. The Dickens scholar sees "almost no limits on the level of excellence that Macalester can achieve."

The cover photograph by Steve Woit was taken in the Rare Books Room of the DeWitt Wallace Library.
Macalester Today
Fall 2003

Director of College Relations
Doug Stone
Executive Editor
Nancy A. Peterson
Managing Editor
Jon Halvorsen
Art Director
Elizabeth Edwards
Class Notes Editor
Robert Kerr ’92

Macalester College
Chair, Board of Trustees
Mark A. Vander Ploeg ’74
President
Michael S. McPherson
Vice President for College Advancement
Richard Allen Ammons
Alumni Director
Gabrielle Lawrence ’73
Associate Alumni Directors
Carol Polk and Celine Clark ’99

Macalester Today (Volume 91, Number 4) is published by Macalester College. It is mailed free of charge to alumni and friends of the college four times a year. Circulation is 25,000.

E-mail: alumnioffice@macalester.edu
Web: www.macalester.edu/alumni

Please send letters intended for publication to Letters to the Editor, Macalester Today, College Relations, Macalester College, 1600 Grand Ave., St. Paul, MN 55105-1899. Or by e-mail: mactoday@macalester.edu. We reserve the right to edit letters for conciseness and clarity.

Dorothy Dodge, 1927–2003

I WAS SADDENED to hear of the death of Professor Dorothy Dodge [see page 47]. Back in the 1970s, she introduced me, along with scores of other students, to the study of international relations and comparative government. I got great intellectual mileage out of courses I took with her on international relations theory, international law and Third World politics.

Her ardent support for the U.N. was a perfect fit with Mac’s internationalist heritage and commitment. She was very supportive of the student magazine Macalester International, a Journal of International and Intercultural Affairs, which I launched together with some classmates in 1977–78. We kept in touch from time to time in subsequent years.

When I last saw her, in 1998, she was already frail but still as sharp as an old kitchen knife. Her very independent spirit and humorous as well as occasionally ironic-sarcastic personality were perhaps best summed up by the well-known bumper-sticker that adorned her office door: “A woman without a man is like a fish without a bicycle.”

Dirk Verheyen ’78
Academic Director
American University’s World Capitals Program, Berlin
Berlin European Studies Program
UNC Chapel Hill Honors Semester in Berlin

Slavery

I VERY MUCH enjoyed the Summer issue of the Mac Today. The article entitled “Revolution Road” was particularly interesting. There seemed to be much more information about the campus, compared to previous issues, which was great.

However, on page 33 the caption for one of the illustrations from Juan Williams’ book This Far by Faith reads: “A slave woman cries out for mercy as she witnesses a slave being taken away by a slaveholder.” This is incorrect. The picture quite obviously shows the breaking up of a family by slave owners, which was a common practice. In fact the caption physically on the illustration reads, “The Parting ’Buy us too.’”

Clare Barrett-Liu ’01
Berkeley, Calif.

Scottish Country Fair

THE SPRING ISSUE contained the announcement by Mike McPherson that the college would no longer be sponsoring the Scottish Country Fair. Given the late notification of the Macalester and Scottish communities, there really was no possibility to reverse this decision before the Board of Trustees met to make a formal decision on the matter. The sad fact is that we in the Scottish community were not given a chance to have meaningful input on saving the fair.

The Scottish Country Fair is by far and away the largest community event that the college holds. It is the regional Lakes and Prairies Highland Dance championship and is the largest regional bagpipe band competition in the Upper Midwest. We draw dozens of pipe bands and hundreds of Highland dancers from all over the Midwest and Canada. The fair generates a tremendous amount of positive exposure for the college and engenders great good will on the part not just of Scottish Americans like myself, but of all of the community. It will be a terrible loss to Macalester and the entire Twin Cities to lose the fair. It also reflects very poorly on Macalester’s commitment to multiculturalism.

Macalester would do well to remember the Scottish heritage not just of the founders of the college, but of the multiple generations of Scottish Americans who have attended the college, supported it generously and made it the great institution that it is.
Clarifications

- Many faculty members contribute to Macalester's Annual Fund and make other important financial contributions to the college. Nine of these faculty donors were pictured on the Giving Back page in the Summer issue. We did not intend to suggest—as the caption may have—that they were the only, or the only important, faculty donors to Macalester.

- At the end of her essay in the Spring issue, entitled “My Midwest conversion: An East Coastie learns to love Minnesota,” Hannah Clark '02 described herself as “a struggling freelance writer [who] accepts Visa or MasterCard donations.” We have heard from two readers who took her description seriously and found it inappropriate. Hannah meant her comment to be facetious and that’s how we at Mac Today read it.

Perhaps a case of East Coast vs. Minnesota humor?
—Jon Halvorsen, Managing Editor

Today. I speak as a third-generation Mac alum, as a former Highland dancer and as the niece of one of the first Macalester pipe majors, Ross MacLean Muir '54. I had hoped that my two daughters, who are both Highland dancers, would continue our family tradition and attend Macalester, but given the current direction of the college, this looks very unlikely.

My hope is that the students, faculty and alumni will rally to the support of the Highland dancers and pipe band and vigorously protest the shutting down of the fair. A committee has been formed to continue the fair and may be reached at www.mnscottishfair.org. Sadly, it seems unlikely that any future fairs will be held at Macalester.

Jennifer White Gobel '81
West St. Paul

Civil rights history

I RECEIVED my Summer Mac Today and quickly turned to “Revolution Road,” Donna Nicholson’s account of the journey of Professor Duchess Harris and her Mac students into the South in order to focus on the African American civil rights movement of the 1960s.

I couldn’t wait to arrive at the section of the article that described the Macalester connection and our involvement as Mac students during that period—only to realize, with great sadness, that our involvement and support during that period was not included in the article. Hence this letter, as it needs to be a matter of recorded history in Mac Today that the civil rights struggle of the 60s did indeed include the very active participation of a significant number of Mac students.

Our involvement received wide coverage in the mainstream media, especially the St. Paul Pioneer Press.

In 1959-1960, some of us became aware that SNCC (the Student Non-violent Coordinating Committee, called “Snick” in those days) had begun a boycott of Paramount theaters in the South due to that chain’s pattern of racially segregating patrons by restricting African Americans to the balconies of their theaters.

Macalester’s president, Harvey Rice, had begun receiving phone calls from parents and alumni who were very unhappy with our actions.

SNCC began informational picketing at Paramount theaters in several cities throughout the South. In a few weeks, sympathy boycotts were organized in Northern states, in order to add to the financial and moral pressure on the Paramount corporation to desegregate. A group of us decided we would join this effort. We held meetings on campus to announce our intent to form informational picket lines at the Paramount and Riviera theaters in downtown St. Paul.

Several dozen of us picketed the theaters on a weekly basis for a period of several months. Media coverage included several articles in the Pioneer Press, one accompanied by a photo of a blind student who, accompanied by her seeing-eye dog, carried a sign saying “There are none so blind but those who refuse to see.” Our action was the subject of several lively debates on campus. Discussions raged in Old Main’s Grill. Some faculty members (Dr. Pat Kane, Dr. Thompson) cared enough to come by and state their support.

At one point, it was revealed that Macalester’s president, Harvey Rice, had begun receiving phone calls from parents and alumni who were very unhappy with our actions. President Rice called some of us over to his home. We went there with some trepidation. What were we about to be told? Well, President Rice informed us that his feedback to the concerned callers was that he was proud of all of us and that our participation showed our involvement in the world.

We beamed. We cheered!

My participation in these activities is one of my most meaningful memories of my life at Mac. Thank you for this opportunity to include this account in Mac Today.

Rev. Gordon R. McCoy ’61
Chicago
LETTERS

friends since 1965. You can really get some perspective, information and straight talk from this bunch!

Civil rights history is important, as are Holocaust history and feminist history. Its most important use is to learn and not repeat, to make new history, which we are doing in present-day Birmingham. And I will argue vehemently that we are doing a sight better job of it than several cities in that far-off place spoken of as “The North.”

Marilyn Hopkins Isaminger ’76
Birmingham, Ala.

Globalization

As usual, I enjoyed reading the most recent issue of Macalester Today, including particularly the article “A World of Difference” about the work of David Sislen ’95 and Daisy Pitkin ’00. I admire and respect the work and commitment of both. These two Macalester grads remind me of how the many reasons I am proud that my son also attended Macalester.

I was especially struck by Mr. Sislen’s statement that “all public policies have winners and losers.” I respectfully suggest two questions for Mr. Sislen. First, is his statement necessarily true? Second, even if it is, should we not pursue, as a matter of fairness, methods by which the losers are those who are in the best positions to overcome the losses? In many circumstances, the answer to the second question is easy and obvious. Although it may be difficult in other circumstances to decide who is in the fairest position to bear the losses, answering the question is worth the effort.

Kent G. Harbison
Roseville, Minn.

I know that Daisy Pitkin’s views on capitalism and globalization are common at Macalester, and sadly throughout the world. Common, however, does not make them correct.

Daisy makes the following statement in reference to the World Bank and IMF: “They’re creating poverty and knocking out all these sustainable communities. They’re creating jobs—that’s one of the few benefits they do provide—but they’re low-wage jobs with no benefits, and they don’t recognize the rights of workers to organize.”

What kind of community is sustainable if it doesn’t have jobs? Yes, compared to the United States, they are low wage (maybe only a few dollars a week). They are jobs, however, and the wages are thousands of times more than the people in these communities made before.

How the creation of jobs creates poverty is an enigma that only anti-capitalist and anti-globalization supporters can understand.

Michael Brousseau ’93
Minneapolis

It was fitting that the article on divergent views of the neoliberal economic policies awaited me as I returned from the Jobs with Justice annual conference in Miami, a city bracing for the meeting of the Free Trade Area of the Americas Ministerial in November.

While I was in Miami, the labor and environmental activist Oscar Olivera explained how Bechtel (yes, the one in Iraq) had hoped to privatize the water utility of Cochabamba, Bolivia, his hometown, but was driven from the country due to popular opposition. And though the multinational failed to invest $1M before being booted, they are now suing the Bolivian government for $25M for potential profits lost.

So, as David Sislen says, there are “winners and losers.”

I prefer that developing nations break free from the coerced structural adjustment and free trade agreements that cripple democracy and sovereignty; and that global capitalist elites who seek to exist outside financial, environmental, workplace and legal standards, and morality suffer.

I prefer that the Bolivian masses win, and keep their $25M and public water facilities. And, I won’t mind in the least if Bechtel loses.

Chad Jones ’00
New York

Iraq and George Bush

Seje Henry-Hughes ’05 hits the nail right on the head [“War and peace and Macalester,” Summer issue]. Don’t worry, Seje, about the anti-war protesters, we will always find a safe haven for them, just as we did in my World War II despite the loss of an estimated 50 million lives because they “just didn’t get it.” We could have headed off that war with an early response to the Axis powers.

Franklin M. Wicker ’48
Lakeville, Minn.

Although I realize that for good reasons the magazine refrains from overly political or partisan comments, I was surprised about the complete absence of treatment on the Iraq war in the Spring issue. Worse, on the inside front cover I found a full-sized color photograph of President Bush [with Autumn Alexander Skeen ’78 and her family at the signing of Anton’s Law, named after her 4-year-old son]. In the given international context, I found this coverage offensive, no matter the importance of the issue addressed by the article (booster car seats).

Writing from outside of the U.S., I need to tell you that the reputation of the U.S. has suffered immensely from its jingoistic foreign policy. Any opinion on the U.S. attack on Iraq must consider a variety of conflicting factors, but certainly the U.S. decision to invade that country reflected an overt violation of the established multilateral networks and rules of international diplomacy. By ignoring the stand of the United Nations Security Council, the U.S. severely weakened the influence...
of that international body, including its Security Council and its program on disarmament; and this entails, I am afraid, grave consequence for future world stability and peace.

I am recounting these facts in order to appeal to Macalester College, and especially its alumnii community, to take more of a stand on this matter. Writing from outside of the U.S., but having greatly enjoyed living and studying inside the country for over 10 years, I need to tell you that the reputation of the U.S. has suffered immensely from its jingoistic foreign policy. Therefore it is crucial for progressive colleges, like Macalester, to remind people, in and outside the U.S., that the current government does not represent the country as a whole.

Macalester has long prided itself, with good reason, for its international orientation, and it exhibits the United Nations flag on its campus (as well as making much ado about the fact of U.N. Secretary-General Kofi Annan's enrollment). If Macalester does not speak out for respecting established multilateral mechanisms of international diplomacy, who will?

One thing I am sure about—nobody in the international community is associating Bush with car safety, and only a small minority with safety as such.

Georg Leidenberger '87, Ph.D.
Profesor-Investigador
Universidad Autónoma Metropolitana-Azcapotzalco, Mexico

Editor's note: While we knew that publishing a photo of President Bush would upset some readers, we believe that in context the photo is not a commentary, one way or another, on Bush or his policies. The Spring issue went to press before the war started. But we sought to feature a representative cross-section of campus opinions about the war in the Summer issue (pages 5, 6 and 7).

Jon Halvorsen

A parent's experience

I don't usually feel so overwhelmed when reading your publication, but for some reason today was different. Maybe it was the article written by William Sentell '02 referencing his experiences in the "real world" (what other world is there, really)? Or perhaps the many newly released books penned by former Mac students and faculty that filled me with a vague pregnant sort of pride. Or maybe it's just the simple fact that I opted out of a formal education favoring work and the resulting money and freedom it afforded and now am somewhat remorseful in that decision.

Whatever the reason, I want you to know that as a parent of a Mac 2004 graduate I am grateful for the comfort I feel knowing Lauren is having the experience of a lifetime. It is evidenced by reading the Letters to the Editor, the Class Notes and even the memorials that my daughter's experience at Mac will be never-ending and richer beyond our expectations.

While I may have "lost" Lauren to Minnesota permanently, she has gained so much, grown so independent, flown from my nest so gracefully; landing where she feels the most useful and challenged. Thank you all, for making a parent's college experience as positive as it is for the student. And thank you Macalester Today staff for compiling such a wonderful magazine.

Mary Ellen Gumerson
Oklahoma City, Okla.

See page 48 for an obituary of Wipa Wichaidist Khongkhakul '62.

Wipa Wichaidist Khongkhakul '62

WIPA WICHAI DIS T was a senior and I'd just entered Macalester when we met in September 1960, but her grace and sense of fun quickly put me at ease; we became friends and, in fall 1961, roommates.

Friendship with Wipa was an education. She balanced life as a student with her role as a representative of Thailand, including official occasions off campus. She combined both roles as an Ambassador for Friendship, traveling in a Rambler with five other Macalester students across America one summer. Back in the Twin Cities she helped gather students to hear concerts at Northrop Auditorium, to cook an international dinner for 75 in a nearby church, or simply to talk over a pizza divided among as many as could fit into a booth at Knovlton's.

After she graduated, several carloads of us saw her off at the airport. Back in Bangkok, Wipa taught school and, in time, married Victor Khongkhakul. Their daughter, Amy, was born before they earned their doctorates in New York. Wipa and Victor became professors of music and sociology, respectively, at major universities in Bangkok. They helped to expand institutions of higher learning within Thailand, with the result that more Thais now have access to an education.

When Wipa, Victor and Amy visited Boston in 1991, we had a happy reunion. Later, in Bangkok, I saw how effective Wipa was in a college classroom, where her lively personality and knowledge of music facilitated her leading dialogues like those we as students had enjoyed with professors at Macalester.

Off campus, "Dr. Wipa" was often approached by former students, themselves now teachers and professional musicians. Their love and respect for her was apparent. It came as no surprise to hear that the King of Thailand himself had from time to time invited Dr. Wipa to come to the palace with some of her advanced students to play jazz.

Wipa will be much missed in Thailand, as she will be in the United States by friends from Macalester and elsewhere.

Mary Ellen Gumerson

Anne Harbour '64
Minneapolis

Tim O'Brien

Thank you for the Tim O'Brien cover interview in the Spring issue. I have been an avid fan of O'Brien's work ever since he spoke at Macalester's commencement in May 1993.

As a teacher of American literature at the American Community Schools in Athens, Greece, I have included O'Brien's writing in my classes during the past eight years. Now, I can supplement O'Brien's stories with the Macalester Today interview.


William Thomas Papatassos '92
American Community Schools
Athens, Greece
The Macalester faculty faced some tough decisions this past spring, voting—after considerable debate—to make major changes in several academic programs.

Recent discussions about Macalester's goals and values, along with a budget crunch, led to changes in Communication and Media Studies, Humanities and Cultural Studies, Education, Comparative North American Studies and African American Studies. Students who have already begun a particular academic track will be able to complete it.

About three years ago, then-President Mike McPherson initiated a series of discussions about Macalester's core values. As part of that strategic planning process, the college has been examining whether it is achieving its academic goals, and how it can do better.

"We have a very broad curriculum at Macalester," said Provost Dan Hornbach. "We have lots of different things that students can do. But what we find, and some students find, is that there are some areas where we don't have enough depth, where students can sort of scratch the surface of particular areas but can't get very deeply into it because we just don't have the faculty resources to provide that depth. What we are trying to do is to look at how we can deepen those areas that are still very core to our mission and where we don't have enough depth."

While some of the curriculum restructuring would have happened anyway, the current budget shortfall played a role as well.

In the most controversial of the changes, which were voted on by the entire faculty, Communication and Media Studies will no longer be a department. Two of the three tenured faculty in the department, Leola Johnson and Clay Steinman, will move to Humanities and Cultural Studies, which will become a department for the first time (it was previously an interdisciplinary program). Adrienne Christiansen, who teaches political rhetoric, will move to Political Science. Classes in interpersonal communication, currently taught by Roger Mosvick and Chris Lopez, will be phased out.

The department was vulnerable to budget cuts because it had two full-time positions "at play." The college cannot cut tenured faculty, but Mosvick is retiring and Lopez's position is not tenure-track.

It made little sense for the three remaining professors to continue to form a department, because they all come from different academic backgrounds. Steinman and Johnson teach film and media studies, which is a very different discipline from rhetoric or interpersonal communication.

"As hard as it was to do and as heartsick as I am about this, I supported the motion because I felt it was necessary to look at what was in the best interests of the college as a whole, and not just what is in my best departmental interests," Christiansen said. In remarks to the faculty, she said, "We are in a time of scarcity at Macalester and we can't have everything we want, even when what we want is very valuable, like the study of human communication."

Mosvick, a 1952 Macalester graduate who has been teaching at Macalester since 1956 and was instrumental in the development of the current department, strongly opposed the changes. "I am naturally disappointed to witness the abolition of a very popular, highly rated department which had contributed so much to the unique education of Macalester students for 50 years," he said. "I have yet to hear one sound academic justification for this action other than 'we must cut somewhere' or the unhelpful, arrogant assertion that 'Communication Studies is not central to the mission and values of this college.'"

Get wind of this

The Class of 2003 voted to help pay for the installation of a wind turbine as its senior class gift to the college. Dan Moring (Evanston, Ill.) represented the class as students, staff and faculty gathered in April with officials from Xcel Energy, the Green Institute and neighbors of the college to turn on the newly installed turbine. The 10-kilowatt turbine is wired into the Olin/Rice Science Center and will be used as a "hands-on" experiment by Macalester students. It will generate enough electricity to reduce the college electric bill by about $1,000 per year.
With the creation of a new American Studies Department, the current ethnic studies programs will gain in stature and support. Previously, African American Studies and Comparative North American Studies (CNAS) were interdisciplinary programs that only offered minors.

American Studies will begin with two faculty. Duchess Harris from Political Science and African American Studies and Karin Aguilar San Juan from CNAS. At least one more professor will be hired for the department soon, Harris said, hopefully a specialist in either Latino or Native American studies.

"Being a department, we'll have the institutional support that you don't have when you're a program," Harris said.

She noted that the American Studies discipline has permeated colleges across the country, whereas Comparative North American Studies was relatively obscure. "Being linked to a national organization, an academic journal, and other departments throughout the nation...will help students feel confident that they can major in this and have future opportunities and be connected in the field," she said.

The Education Department will no longer offer teacher licensure, though students will still be able to minor in educational studies. A bridge program is currently being designed, which would allow students to begin teacher licensure at Macalester and complete their work at another institution.

While this is a loss for the college, the bridge program will provide access to a wider variety of licenses than Macalester could offer alone.

The chair of the Education Department, Ruthanne Kurth-Schai, said the decreased resources allotted to the department will be "a continuing challenge," but she expressed optimism about the new curriculum as well. "We are looking forward to the design of some very innovative collaborations" with other schools, she said.

—Hannah Clark '02

New faculty and mentors

MACALESTER has received an $800,000 grant from the Andrew W. Mellon Foundation for use toward hiring new junior or intermediate faculty members in the humanities and social sciences in advance of faculty retirements.

Over the next several years, many of Macalester's senior faculty members, hired in the 1960s to meet the demand of the baby boom generation, will be eligible to retire. In certain academic departments the percentage of eligible faculty is dramatic: over 70 percent in History and Philosophy; 50 percent in German/Russian Studies; 40 percent in Spanish; 38 percent in English; and 29 percent in Psychology and Economics.

The grant, which starts with the 2003-04 academic year and runs about seven years, will enable these retiring professors to develop mentoring relationships with their younger colleagues who succeed them and ensure that Macalester continues to be responsive to newly emerging areas of scholarship.

Aanonsen honored

BIOLOGY PROFESSOR LIN AANONSEN received the Macalester College Excellence in Teaching Award this past spring. A brief excerpt from the citation:

"Since your arrival at Macalester in 1989, you have shared your love of neuroscience with your students and taught them how to think critically, inquire honestly, communicate compellingly and consider the human impact of their scientific work. Your teaching is engaging and genuine, from the heart as well as the head. You are as likely to engage your students by pointing out the sheer beauty of a neuron as you are the intricacies of their molecular processes. Your courses brim with students who want to learn with you.

"While the challenge you provide and excellence you demand attracts our brightest students, you also have a way of reaching and supporting every student in your classes."

President's house

THE HOUSE AT 1635 SUMMIT AVE., which was the home of Macalester's International Center and World Press Institute for many years, is back in the Macalester family.

Specifically, it is the home of new President Brian Rosenberg and his wife, Carol, and their two children, Adam and Sam.

The house was sold to private buyers in 2002, at which time the International Center and WPI moved to a college-owned house at 1576 Summit. The buyers fully renovated the 1635 house, which better suits the college's needs for receptions and other official functions and is ideally located.

The house that has served as the president's residence since 1984 is being sold.
Alumni awards

Honorary Degree Recipients

The Rev. Sally Abrahams Hill ’51 was the first woman ordained and installed as a parish minister in her presbytery. She led the Twin Cities Metropolitan Church Commission’s efforts in education, international exchanges, Christian-Jewish-Muslim dialogue, ecumenical worship and women’s issues. She helped organize a pioneering women’s theological colloquium in Minneapolis called “Re-Imagining,” which brought together more than 2,000 women from 49 states, 27 countries and 19 denominations and challenged the church to new heights of inclusiveness and justice.

WaiTen D. MacKenzie is a renowned artist and teacher. He is at the center of a large community of potters who continue the tradition of making functional, affordable pieces for people to enjoy in their homes. As an adopted Minnesotan, he embodies classic Midwestern values: modesty, honesty and a strong work ethic. The American Craft Council gave him its Gold Medal for Lifetime Achievement, the highest honor that can be given to an American craftsperson.

Distinguished Citizens

Gina McElfish Damberg ’53 is a volunteer in Eveleth, Minn., who has served on the boards of the Iron Range Rehabilitation Center and Mesabi YMCA and worked with battered women as a volunteer with Range Women’s Advocates. She was recognized by the Minnesota Division of the American Association for University Women as an “Agent of Change.” Prudence Lanegran Cameron ’56 wrote: “Her work with battered women has been inspiring. Her compassion, determination and dedication to helping those who so desperately need it is amazing.”

Jeff Halper ’68 is the Coordinator of the Israeli Committee against House Demolitions, a coalition of human rights groups whose aim is to fight what he says is the Israeli government’s policy of destroying the houses of Palestinians on the West Bank and Gaza Strip. “We are saying to the Palestinians that we acknowledge your existence as a people and your right to be in this country. We want to share this country with you, based on the rights of both our peoples. We seek a common future based on a just peace,” he says.

David L. Huestis ’68 is associate director of the Molecular Physics Laboratory at SRI International in

Quotable Quotes

“There is a process that’s been observed with ethnic food. Entrepreneurial people start out by providing food for their own ethnic group… foods that aren’t provided by the mass or dominant culture. The foods are typically low-cost foods. Then they are discovered by what I call the suburban culture. When the mass culture discovers that kung pao chicken is really good, it moves out into the bigger market and becomes more expensive dishes.”

Macalester geography professor David Lanegran ’62, quoted in a St. Paul Pioneer Press article about ethnic foods

“Why call yourself biracial or multiracial? Because there are certain experiences that are unique to growing up biracial that are eliminated by identifying any other way.”

TV Journalist Elliot Lewis, author of Chicken Gumbo for the Multiracial Soul, who spoke at Macalester last March. He noted that in the last U.S. Census, 6.8 million Americans checked the “multiracial” category—the first time that the Census offered that category.

“Most conversations with El-Kati become philosophical, and few of them are short. As he says, ‘Everything is related to everything.’”

Minneapolis Star Tribune staff writer Sharon Emery, writing about Mahmoud El-Kati, who retired last spring after teaching history at Macalester for 30 years

“I am told that today’s graduates are known for their generous voluntary community service. Keep
The Rev. Sally Abrahams Hill '51, above, and potter Warren D. MacKenzie were given honorary degrees at Commencement in May.

Bar Association Alliance for Women honored her for her work in domestic violence and child abuse programs. She is also founder of the not-for-profit Transforming Communities, which promotes the practice of restorative justice.

Warren Simmons '73 is a scholar, policymaker, researcher and practitioner, all in the interest of better schools. As executive director of the Annenberg Institute for School Reform, he directs a national not-for-profit organization established to promote and advocate for the serious redesign of American schools. Former Brown University President E. Gordon Gee said: "Time and again, Warren Simmons has skillfully led teachers, administrators, parents and others through the challenging terrain of education reform."

Martha A. Mills '63 was the first woman attorney at the Wall Street firm White & Case. She went on to argue civil rights cases in Mississippi and southern Illinois. She was among the first women to be inducted into the American College of Trial Lawyers.

Catharine Lealtad '15 Service to Society Award

presented posthumously to Mary Ella Gains Randall '43 (1921–2003)

For 39 years, she taught English in the Washington, D.C., public schools. She was passionate about her calling and dedicated to the highest standards of English instruction. Active in the National Council of Teachers of English, she served as president and newsletter editor of the local chapter. She was a major writer of the D.C. competency-based English curriculum. After retiring from the public schools, Randall became an adjunct English professor at the University of D.C. She was also a pillar of Good Shepherd Episcopal Church.

Alumni are invited...

to nominate candidates for an honorary degree, Distinguished Citizen Citation or Young Alumni Award.
You may do so online:

Alumni Service Award

Robert C. Ringold '52 (1928–2002) was a beloved figure on the Macalester campus and devoted alumnus. He was presented with the Alumni Service Award shortly before his death from cancer on Aug. 18, 2002. He was a member of the Alumni Association Board of Directors, an active participant in the Dismantling Racism Group, a member of his class reunion committee, and a friend and mentor to many students, faculty and staff. He was committed to social justice and to the students of Macalester.

Young Alumni Award

John Millsap '96 earned master's degrees from Harvard Divinity School and Harvard's Kennedy School of Government. He served the president of the Unitarian Universalist Association as his assistant for social justice, working on such issues as child poverty, campaign finance reform and nuclear proliferation. He has written for his denomination's national magazine on his commitment to universal compassion and respect, which he lives out, in part, by eating as a vegan and boycotting other animal products. He is now pastor of the Unitarian Universalist Church of South County in Mission Viejo, Calif.
Pecos Bill rides again in... Mongolia?

Eighteen students translate and illustrate a very American story for the 2.5 million people in the world who speak Mongolian

Pecos Bill lassoed a hurricane and brought rain to Texas. Raised by coyotes, he was wild enough to tame Lightning, the wildest horse in the West, by riding it from Alaska to the Grand Canyon. His fiancé's bustle was so bouncy that she bounced clear to the moon.

Got that? Now translate it into Mongolian.

That's just what a group of anthropology students did. Professor Jack Weatherford told students in a cultural anthropology class that they had to complete a project that would help education in Mongolia, where he has focused much of his work. After that, he pretty much left them alone.

"I felt that there was way too much discussion of too many issues in our class and on campus in general without people knowing how to make a difference," Weatherford says. He wanted his students to find a problem and "not to talk about it, not to plan it, not to critique others' methods of addressing it... but actually pose a solution and enact that solution."

One group chose to make a book in both English and Mongolian. Because only 2.5 million people speak Mongolian, there are few books in the language. The story will help Mongolian elementary students read in their own language and learn English, the country's second language, as well.

At first, the anthropology students considered using a Mongolian folk tale, but they worried that there would be too many cultural misunderstandings, says Brittany Lynk '06 (Wadena, Minn.). So they picked a very American story: Pecos Bill.

This unique story presented unique problems. The students and their translator, Dulmaa Enkhchuluun, a Mongolian student studying at Augsburg in Minneapolis, had to translate the story into Mongolian cultural terms as well as language. For example, American folk tales have exaggerated humor for which Mongolians have no frame of reference, Lynk says. And Lightning is not an appropriate name for a horse in Mongolian, so Enkhchuluun changed it to White. A note to teachers on the back cover explains these differences.

After 18 students wrote, illustrated and translated the book, Lynk spent nearly 80 hours scanning pictures, formatting pages and putting it all together. The result is a beautifully illustrated book on sturdy, shiny paper, with icons next to some of the words to help students learn to read. For Lynk, the project took a lot longer than she planned. "But it's so rewarding in the end," she says. "I see that all the work comes together, it works out in the end, and we have a finished product."

Most of the 135 books went to two "squatter" schools, Weatherford says. When 12 million Mongolian farm animals died over the past three winters, about 30,000 displaced families moved to slums, called squatter communities, surrounding the capital, Ulaanbaatar. The rest of the books are going to older students studying in the city, who will bring them to rural areas.

Enkhchuluun delivered the first set of books to a school in Chingeltei, Mongolia, this past spring. "He said that the children sang and danced in honor of the gifts," Weatherford reported. "They had decorated a bulletin board, and then they asked him to teach the first class with the new book. So he read them the book—I guess in both languages. It sounds like it was quite an affair."

—Hannah Clark '02
Outdoor leadership; life on the farm; prudence revisited

AMC Guide to Outdoor Leadership
by Alex Kosseff '94 (Appalachian Mountain Club Books, 2003. 280 pages, $15.95 paperback)

Alex Kosseff, leadership director for the Appalachian Mountain Club, has led wilderness trips for a wide range of organizations and speaks and consults regularly on leadership and risk-management issues. The founding director of the AMC's Leadership Training Institute, Kosseff offers expert advice and real-life experiences to anyone who wishes to become a safe and effective leader, whether an aspiring guide or an adventurous parent. His book discusses such topics as effective decision-making, group dynamics, awareness and attitude, and the human impact on the environment. He also addresses hot topics such as current "industry standards" for safety and quality, the use of technology in the wild and legal issues for outdoor leaders.

Kosseff, an avid backpacker, skier and climber, lives in Somerville, Mass.

Glimpses of Gate: A Pictorial Journal of Gate, WA: 1880-1920
by Judith Upton '64 (Gotham Printing, 2003. $25 paperback, 224 pages)

This book documents an early logging and railroading town, Gate City, that was platted in 1891. Located in the Chehalis River Valley halfway between Seattle and Portland, the area provided work for whistle punks, gandy dancers, mercantile owners and stump farmers from many ethnic groups. The stories of these strong characters, collected and preserved through oral histories and photographs by Judith Johnson Upton '64, present a glimpse of a lifestyle and place.

Upton lived on a dead-end dirt road in Gate for 16 years and began gathering oral histories in the 1970s. After moving to Olympia, Wash., she worked at Saint Martin's College as community liaison for the Institute of Pacific Rim Studies and served as adjunct faculty. On retirement, she brought the book "out from under the bed."

Alex Kosseff '94 has led wilderness trips for a wide variety of organizations.

Growing An Inch

This novel is the third of a trilogy set in St. Paul and Minneapolis in 1949. The story is told through the eyes of 4-foot-11 Donny Cunningham, a boy who appears in the other two novels, Until They Bring the Streetcars Back and Finding Laura Bugg.

The books take place at the same time and share a setting and many characters, but are different tales told from different points of view.

When his mother dies, Donny must raise his brothers and sister. A senior at St. Paul Central, he does whatever it takes to keep his family together while his father leads them ever closer to disaster. Donny is caught between the law, which has a claim on his young brother, and gangsters, who have a claim on his father.

Born in St. Paul, West attended Macalester and the University of Minnesota. He moved to Montana in 1964. Among his earlier novels are Blind Your Ponies and Amos: To Ride a Dead Horse. Amos was made into an Emmy-nominated CBS "Movie of the Week" with Elizabeth Montgomery, Dorothy McGuire and Kirk Douglas.

Modern Software Development Using Java: A Text for the Second Course in Computer Science

This textbook teaches undergraduates how to do large-scale software development, including such topics as software requirements and design, object-oriented programming, data structures, multithreaded code, client-server computing and the design of graphical user interfaces.

While also teaching the fundamental concepts of data structures, the authors change the
traditional emphasis from how to design and build them to learning how to analyze and use them.

Michael Schneider is a professor of computer science at Macalester whose research interests lie in the areas of parallel processing and computer networks. He has taught computer science in England, Israel, Kenya, Australia, Japan, Zimbabwe and Malaysia. Paul Tymann is a professor of computer science at Rochester Institute of Technology.

The Modern World of Neith Boyce: Autobiography and Diaries
edited by Carol DeBoer-Langworthy '64
(University of New Mexico Press, 2003. 376 pages, $34.95 hardcover)

Well known in the first two decades of the 20th century for her fiction, plays, poetry and articles, Neith Boyce (1872–1951) witnessed many of the artistic and literary movements of the time. She is remembered today primarily for her marriage to journalist Hutchins Hapgood and their mutual struggle with the theories of free love that permeated their Greenwich Village circle.

This edition of Boyce's hitherto unpublished autobiography and diaries focuses on Boyce herself, portraying her as a one-woman exemplar of the ideas now grouped together under the name of modernism. Two of the documents in this book record her European sojourns of 1903 and 1914, where she was acquainted with Gertrude Stein and Mabel Dodge. She was also involved with the influential free verse poet Mina Loy and the New American Theater movement associated with the Provincetown Players.

Boyce's autobiography crosses the boundaries of traditional genres, taking liberties with time, form and identities. Today she is recognized as a pioneer of what is now known as creative nonfiction.

Carol DeBoer-Langworthy is a visiting lecturer in English at Brown University. She is spending the 2003–04 academic year as a Fulbright Senior Lecturer in Turkey.

Time Lapse
by Alvin Greenberg (Tupelo Press, 2003. 304 pages, $22.95 cloth)

What happens when a family man becomes a hired killer? In his new novel, Alvin Greenberg, professor emeritus of English at Macalester, writes about Walter Job, a professor at a small Midwestern college who becomes a paid killer. A thoughtful and methodical man in both of his occupations, Job has developed his intellectual talents at a great American university and honed his murderous skills in the U.S. Army. Pursued by authorities seeking to end his decade-long killing spree, he traverses middle America in a journey to redefine what is moral and what is mortal.

Greenberg, who taught at Macalester from 1965 to 1999, now lives in Boise, Idaho, with his wife, poet Janet Holmes.

Changing Works: Visions of a Lost Agriculture

Douglas Harper, professor and chair of the Sociology Department at Duquesne University, documents the life of dairy farmers in upstate New York on the cusp of technological change. Through photographs and interviews with farmers, Harper depicts a social world altered by machines and offers visions of rural times past.

Harper, who once lived in a farmhouse in New York's North Country and returned several times to do more interviewing and gather data, relates stories about families and their dairies that reveal how industrialized labor changed the way farmers structure their work and organize their lives. Changing Works combines Harper's pictures with classic images by photographers such as Gordon Parks, Sol Libsohn and Charlotte Brooks, whose work during the 1940s documented the mechanization and automation of agricultural practices. Part social history and part analysis of the drive to mass production, Changing Works compares how farming was done a half century ago with today and harks back to the benefits of an older system.

The book won the North Central Sociological Association's Scholarly Achievement Award.

The World According to Dog
by Joyce Sidman with photographs by Doug Mindell (Houghton Mifflin, 2003. 72 pages, $13 cloth)

Joyce Sidman, who earned a post-graduate teacher's license from Macalester in 1983, is the author of several books of poetry and a writer-in-residence for Minneapolis schools. She was inspired to create this tribute to dogs after being diagnosed with multiple sclerosis. The poems she wrote about her dog Merlin struck a chord with her group of teen-age writers who told her stories of their own dogs. Sidman incorporated these stories into more poems.

Sidman lives in Wayzata, Minn., with her husband and two teen-age sons.

Basic Writing as a Political Act:
Public Conversations
About Writing and Literacies
by Linda Adler-Kassner '85 and Susanmarie Harrington (Hampton Press, 2003)

Instead of trying to "solve" problems related to basic writing and students in basic writing classes, this book offers a new view. The authors begin by analyzing definitions of basic writing and basic writers. They argue that much of the work in basic writing (research and teaching materials alike) portrays classroom-based literacy practices as devoid of social context. Students' existing literacy practices are separated from the cultures in which they were cultivated and, more
A life in photos: Flip Schulke exhibit at Macalester

Flip Schulke has given Macalester a digital collection of his life's work in photography, comprising more than 11,000 images. The college is working on ways in which the collection may be used, both in classroom work and in student and faculty research.

Next spring, the Macalester Art Gallery will hold an exhibit of Schulke's work. For details, see www.macalester.edu, click on Arts & Events Calendar.

At Macalester, Schulke had a triple major in political science, sociology, and journalism, and somehow found time to be on the college swimming team.

"My main influence at Macalester was Ivan Burg, who had been picture editor at the St. Paul Pioneer Press," Schulke says in Witness to Our Times: My Life as a Photojournalist. "Ivan said a good reporter is supposed to keep his eyes open. He took the rules of journalism and put them into picture journalism. A photojournalist has to find picture stories—this was a new idea. By my sophomore year, I knew what's what I wanted to do."

As a junior, Schulke was named College Photographer of the Year. As part of his award, he attended a workshop at the University of Missouri, where he learned about photo agencies that hire photographers and sell their work to publications around the world.

"I got back to [Macalester] and wrote to Black Star, asking how I could get connected with them," he recalls. "They sent me a polite kiss-off letter, only I was so naive I didn't know what it was. It was very encouraging, saying my work was good and that I should keep in touch. To me, this was the voice of God. So I kept sending them story ideas....

"One of my ideas was about my German American hometown. Black Star gave me my first paying assignment, for the U.S. Information Agency, and told me I should spend a couple of days there. They didn't need the pictures for two months, so I spent eight weekends in New Ulm, covering every angle of the town. I shot 20 rolls of film. When I sent them in, my editor said anybody who would work that hard could learn to be a good photographer."

In his career, he has photographed Elvis Presley, Muhammad Ali, Martin Luther King, Jr., Fidel Castro, John F. Kennedy and the early astronauts of the American space program. He was also a pioneer in underwater photography and dived with Jacques Cousteau. His images of the civil rights movement during the 1960s stunned American magazine readers and may have helped to change public opinion.

Schulke's photos have appeared in Life, National Geographic, Time, Newsweek and Sports Illustrated. For his work documenting the civil rights movement, he received the 1995 National Press Photographers' Crystal Eagle Award. He lives in West Palm Beach, Fla. •
Five Dumb Things People Believe About Religion

‘All religions say basically the same thing, and the differences among them are just superficial.’ Don’t you believe it, argues Professor Jim Laine, who challenges some of the most common assumptions we make about religion.

The study of religion is making the strange familiar and the familiar strange,” Jim Laine observes. A professor of religious studies at Macalester since 1985, Laine gave his inaugural lecture last spring as Arnold Lowe Professor in Ecumenical Studies. The professorship is named after the late Macalester trustee and longtime pastor of Westminster Presbyterian Church in Minneapolis.

Laine, whose serious scholarship on serious subjects is sometimes almost disguised by the witty observations he delivers in the accent of his native Texas, earned his Th.D. in the history of religions from Harvard. He specializes in the religions of Asia and Islam and has made a half-dozen research trips to Pune, India—the “Oxford of the East”—to study Marathi and Sanskrit texts. He answered a few questions for Macalester Today.

You believe that some efforts at ecumenicalism are superficial because people—with the best of intentions—gloss over the truly profound differences in religion.

Often in ecumenical discussions there is a tone of “We all worship the same god, we all want peace and justice in the world”—it sounds so easy. It suggests that people who do not achieve peace or who have serious arguments over religion are crazy or barbaric.

But ecumenical discussion takes place in an arena in which the political powers have already been set. When religion really is an arbiter of power, then it makes perfect sense to fight over religion: which religion is going to be calling the shots, in terms of political power and the way society is to be built?

In the United States, we say that Presbyterians and Jews and Buddhists can all get along, because the ground rules of their place in society have already been set by this larger thing—separation of church and state. I’m calling that a meta-religion. If we get everybody to agree to separation of church and state, fine, all these conversations can take place under this umbrella. But what if people don’t accept those basic premises? What if the meta-religion hasn’t been established and there are serious questions about the role that religion should play in society?

A major reason the West has trouble appreciating Islam is that we can’t imagine endorsing a system in which Islam is a primary arbiter of power. We want Muslims to become like Protestant Christians, and then they can have a role in our society. If they say, “No,
through the democratic process we'd like to elect a Shiite party to power in Iraq and run the country according to those principles," then we get edgy—and we'll use our power to stop them from doing that.

**Many Muslims don't understand why you would separate your daily life, your political life in every sense, from your religion.**

From everything you hold dear. If this is the most important thing and the source of truth in the world, then why can't religion go into politics? Why does it have to be just a private hobby?

Post-Reformation, post-Enlightenment Christians have a hard time understanding the connection between religion and the exercise of power. They think they've removed religion from power but in fact they've just created a meta-religion that plays those same roles that religion used to play, while they've de-emphasized and marginalized the articulate theologies of different churches and made them less significant.

You once gave a lecture entitled "Five Dumb Things" that people believe about religion. You say that one such belief is: "Beneath all the dogma and the practice, all religions say essentially the same thing."

It's a comfortable idea, that somehow there are stylistic differences that we can dance around but deep down people are reasonable folks who all subscribe to the same things. That point of view generally masks a prior commitment to a very particular kind of religion.

**Another “dumb thing,” in your view, is the statement “Oriental people are more spiritual.”**

In his book *Orientalism*, Edward Said has provided an important critique of the way the Western world writes and thinks about the non-Western world. The notion that there was a “spiritual” essence about people in the East, as opposed to a “rational” or “technological” way about people in the West, has had a kind of romantic cachet in the West. Often that kind of thought was used as a premise for colonialism. Even people in the East would often internalize it. Rabindranath Tagore, the Nobel Prize-winning poet from Bengal, said in effect, "The British are good at politics and we should let them run our country; we're involved in more spiritual things." That became a powerful rationale for the exercise of British power in India.

Then there's: "Oriental religions are more tolerant than Western religions."

We've all heard these lines: "All religions are different paths up the same mountain top. We're all headed in the same place, we just go by different ways." Again, those ideas depend upon somebody setting the ground rules under which different traditions can be tolerated. So in modern India you get the irony of Hindu saying, "We're more tolerant than Muslims—that's why we need to get rid of Muslims, or stop their ideas from getting credibility."

It's a way of saying we've all assumed the ground rules and within those we can afford to be tolerant of different styles of religious practice. It's not a deep-down tolerance.

**"I have my own private religion."**

Our students sometimes think every individual can make up his or her own mind about various things. That's fine. But it fails to see that the very terms with which we think, the very categories we use, have been set by our culture, and all of us are products of that culture and participants in a common language. We're very much shaped by the kind of language we use and the concepts we're given. We may nudge it one way or another a little bit, but human beings are basically cultural animals; they're not purely individuals. To understand religion at all, you have to come to the realization of just how much it depends upon shared cultural values.

You said that the fifth dumb thing is: "Sometimes the truth is beyond words."

Again, that's often a mask for some other proclamation. If I wanted to criticize people who I thought were too legalistic in their religious tradition, or too concerned with the specifics of observance, I could say religion should be this murkier, vaguer, more mystical thing that I claim is beyond words. Even saying "it's beyond words" is itself words; it leads us in some direction or another. Words are still our most important cultural currency.

What's your own faith tradition?

I'm a practicing Roman Catholic. I probably am a critic of a certain kind of individualism, which would be consonant with the Catholic position that we're not just individuals, we're part and parcel of a tradition and a culture. You can't escape from that.

Having come out of the Sixties, I'm probably reacting to the individualism of that era to some extent, and that may have something to do with my embrace of this very communal tradition [Catholicism] that has all these bizarre ideas in it [he laughs].

---

**We want Muslims to become like Protestant Christians, and then they can have a role in our society.**
During his first year at Macalester, Federico Helfgott '03 spent two hours every week helping mostly poor, Spanish-speaking immigrants learn English. Despite the fact that he's originally from Peru and speaks English as a second language himself, Helfgott helped in a pronunciation class. Class members practiced their English by sitting around a table and talking about their lives. One middle-aged woman told Helfgott she often didn’t want to come to class, because she was so tired from lifting boxes all day at a factory.

Helfgott says the time he spent woke him to the vast diversity of the human experience. Macalester’s campus is usually far removed from the struggles of immigrants from all over the world who come to the Twin Cities looking for a better life. In contrast to the Twin Cities version of “internationalism,” many Mac international students, Helfgott says, have had life experiences similar to middle-class Americans.

In academic terms, it was a lesson in “multiple identities.” No one is simply Peruvian, black, white, rich, poor, male or gay. You have to consider the entirety of each person’s experience, Helfgott says. He later studied theory about “multiple identities” in classes at Mac, including a Women’s and Gender Studies (WGS) course his sophomore year.

“It’s definitely helped me understand a lot of things that I’ve read in class better,” he says. “A lot of the language they use [in WGS] is still very abstract, but you learn about it in the real world. Only then can you really understand what it means.”

Building on tradition

Helfgott didn’t know it, but when he brought his volunteer experience back to the classroom, he was part of a national movement toward increasing “civic engagement” on college campuses. Civic engagement is a broader version of its older brother, community service.

Like many other colleges, Macalester is returning to its civic roots and asking questions like: How can we benefit the community?
service, and Macalester is one of many colleges trying to define the concept and make it a reality.

At Macalester, civic engagement "grows out of a long tradition at the college of service to others," says departing President Mike McPherson, who has done as much as anyone at Mac to support the idea. "For a long time, Macalester has promoted the concept of 'respectful' service—understanding someone's own concept of what they need, rather than helping meet needs as we define those needs. Civic engagement builds on that to mean participating with others for our common benefit."

An "engaged" college works with communities and organizations outside of it—locally, nationally and internationally—in a way that benefits everyone involved. For example:

- In an immigration history course at Trinity College in Hartford, Conn., each student was paired with an immigrant and met with him or her weekly. In exchange for receiving help with English, the immigrants shared their experiences with students.
- In an accounting class at California Polytechnic University, students learned about tax law by helping low-income taxpayers prepare their tax returns.
- The Rochester (N.Y.) Institute of Technology has formed a partnership with a neighborhood group to encourage student and faculty participation in neighborhood revitalization efforts.
- Macalester has purchased a wind turbine—with the help of a class gift from the Class of 2003—which will produce a small amount of environmentally friendly energy (see photo on page 6). The college will collect data about the number of windy days, as well as the turbines cost and energy output. This data can be used to help other groups interested in going green.

'What are the skills that Mac graduates need if they are going to go on in the rest of their lives to be citizen leaders?'

Political science Professor Andrew Latham, who is co-directing the Project Pericles initiative to increase Mac's civic engagement, says an "engaged" college must do two things:

- promote "civic learning" and "public scholarship";
- model civic responsibility itself.

For most people, that definition probably contains a few new terms. "Civic learning" means developing the skills students need to be effective "citizen leaders." "The college in its core values statement talks about cultivating citizen leaders," Latham says. "Now, what
does that mean? What are the skills that Mac graduates need if they are going to go on in the rest of their lives to be citizen leaders? Civic learning is about identifying those intellectual practical skills and then being a bit more purposeful about cultivating them.”

**Returning to the real world**

Students can learn those skills—how to structure an argument, express themselves coherently and even craft public policy—all without leaving the classroom. By contrast, "community-based learning" means that faculty incorporate the community into their courses. “Public scholarship” is research that directly benefits a community outside the college.

“A lot of scholarship since World War II has [become] hypertechical, very narrow, specialized, focused on academic audiences and tackling problems which are not ‘real world’ problems but derived from disciplinary debates,” Latham says. “Public scholarship is about an attempt to reverse that trend, to get the disciplines and the universities and colleges back to ‘We should be asking questions that are of public significance, public relevance.’

their civic roots. We should be asking questions that are of public significance, public relevance, or that are directly responsive to a local public need. … But we’re still doing this as scholars. It’s not just advocacy work or something on the side.”

Civic engagement is not just about the actions of individuals; the institution as a whole must model civic responsibility. “It’s in how we do our practices, how we make our purchases, how we use energy, how we reward staff and hire faculty and staff,” says Karin Trail-Johnson, director of the Community Service Office and co-director of the Project Pericles initiative.

For example, the University of Pennsylvania has a number of economic development projects in its West Philadelphia neighborhood. In the “Buy West Philadelphia” initiative, the university has increased its spending on local goods and services by 400 percent. Colleges ranging from Portland (Ore.) State University to Hampshire College have rewritten their hiring and tenure procedures to reward faculty who incorporate service into their courses. At Mac, the High Winds Fund works with the community surrounding the college to maintain a high quality of life in the neighborhood.

A key element of civic engagement is reciprocity. Engagement is not about one person “serving” another; it is about working with communities outside Macalester to improve the world we share.

Helfgott, a history major, says he has benefited immensely from his off-campus work, which he called “inseparable” from his coursework. In order to be politically active, he says, you need a deep academic understanding of your arguments. On the other hand, scholarship without action sometimes leaves him feeling discouraged. “I think a lot of things that you learn in the classroom, if you do not make any attempt to [engage] with them outside the classroom, it ends up not meaning that much to you and you forget it after a while. Or sometimes you can just throw your hands up in the air and [say], ‘I give up. All these things I’m learning in history class, all these horrible things that have happened, there’s no solution and this is just the way life is. I’m just going to go party tonight.’ ”

**Finding a community**

For students of color, public work off campus can provide a much needed community. Mike Manigault ’03, who is African American, interned with St. Paul...
City Council member Jerry Blakey '81, who introduced him to black leaders and organizations in the Twin Cities. "I learned a lot about the black community in Minnesota, which I knew nothing about," Manigault said, adding after a pause: "Which I considered nonexistent."

The outside community must truly benefit from civic engagement as well. McPherson says the first step should be identifying community need, and then finding where that connects with student interest. By contrast, in the traditional model of community service, the student would decide what he or she wanted to do—work at a food shelf? work with the elderly?—and do it.

"A different way to think about it is, 'We'd like to help you get involved with a local community, learn more about their understanding of their strengths and weaknesses, and through that kind of involvement understand how you can make a difference,'" McPherson says. "What we may think people in Frogtown [a St. Paul neighborhood] need and what people in Frogtown think may be very different things."

Of course, the college should also contribute to the community simply because it's the right thing to do. "It's a primary ethical responsibility to the broader community to use results of learning for the greater good and engage the broader community in pursuit of education and knowledge," said education Professor Ruthanne Kurth-Schai. "Particularly being in an urban setting makes it important, and having our type of students, who disproportionately move into positions of social service and leadership."

**Who cares about apathy?**

Civic engagement is not a totally new idea. But a formal movement to increase civic engagement on campuses has accelerated in the last 15 years, as colleges grappled with an increasingly apathetic student body. In 1985, national surveys found that freshmen were less interested in politics and more interested in money than ever before. Several higher education officials, including the presidents of Brown, Stanford and Georgetown, took those studies as a wake-up call and founded Campus Compact. While Compact is not the only organization promoting civic engagement, it is a prominent one, and its history has both mirrored and been a catalyst for the movement itself.

In its early years, Campus Compact tried solely to involve students in community service. But by the late '80s, the organization realized that community service, without an accompanying educational component, could do more harm than good. "You can..."
'What we may think people in Frogtown [a St. Paul neighborhood] need and what people in Frogtown think may be very different things.'

reinforce stereotypes just as easily as you can break them down," says Mark Langseth, executive director of the Minnesota chapter of Campus Compact. He cited a student who returned from volunteering at a homeless shelter and told his roommate: "Just like I thought, it's a bunch of drunk old men who should get a job." "That's miseducative," Langseth says. "The reality of homelessness in Minnesota is it's [primarily] women and children who are homeless.

Campus Compact now advocates service with an educational component. That way, the college can make sure "students are learning about larger social issues and that students are really grappling with the larger kinds of change processes that are going to need to happen," Langseth says. "That they're not just engaged in recreational volunteerism."

Macalester's Community Service Office, Internship Office and Multicultural Life staff have been pursuing serious service learning projects for years. The CSO has 3.5 paid staff positions and 11 student employee positions. About 50 percent of Macalester students volunteer every semester, and 80 percent do so before they graduate, Trail-Johnson says. By contrast, only 28 percent of students nationally are involved in service, according to a Campus Compact survey of its member organizations.

The Mac bubble

Many Mac volunteer programs have educational components. In the Off-Campus Student Employment program, for example, students are paid by Macalester to work at a local nonprofit. Once a month, OCSE students come together to discuss their experiences. In the Hewlett Pluralism and Unity Program, diverse groups of students discuss race and identity, to prepare them for thoughtful, productive engagement with the world outside—and inside—the Mac bubble (see page 23).

But civic engagement has gotten less attention in the classroom. "There are islands of excellence on the faculty side, but we haven't been systematic about it," Latham says.

Faculty involvement is crucial for civic engagement to succeed, says Langseth of Campus Compact. "What many of us found is it was very unlikely that the institution was going to provide the necessary resources to create an infrastructure and support structure for more and more students to get involved, if there wasn't strong faculty support. And, frankly, that if we didn't drive this notion of service learning into the curriculum, at least to a significant degree, it would always remain on the margins of higher education where it would remain vulnerable. We didn't want this to be a fad."

That's why, in his Project Pericles role, Latham is working to be a catalyst at efforts that will help faculty develop courses with community-based learning and public scholarship components.

Pericles is born again

Named after the Greek who brought democracy to Athens, Project Pericles—a national nonprofit organization founded by philanthropist Eugene Lang—is not just one more program added to the civic engagement soup. Macalester is one of 10 charter members, along with Swarthmore, Hampshire and Pitzer. Of the $100,000 that funds the Macalester program, half came from a former Macalester trustee, Don Garretson, and his wife Adele, and half from the national Project Pericles initiative. The Board of Trustees had to endorse the program to access the funds, and several trustees are on its governing board.

Endorsement and involvement at such a high level gives it a strong opportunity for success, Trail-Johnson
Amanda Martin '01 says Professor David Lanegran's "Urban Geography" class was a transforming educational experience. Pictured in the Selby neighborhood of St. Paul where the class often went, Martin now works for an advertising agency in Minneapolis: "While a bit of a stretch from urban geography, it's still the same concept of studying various landscapes of people and discovering their similarities, differences and the interactions among them."

When you're biking around and interacting with people, you really see how theories are put into practice."

Project Pericles but fits the civic engagement mission perfectly. The program teaches students basic number-crunching competency—the ability to make sense of the numbers that permeate our world. Courses in departments from English to Mathematics all focus on a specific topic—school vouchers last year, immigration this year—and come together once a week to discuss the issue and learn data analysis.

- The Engaged Departments Project. Faculty are developing a toolkit for academic departments that want to be more engaged. Small grants will be offered to participating departments as an incentive.

Faculty looking to become more engaged can also look to other departments, like Women's and Gender Studies. WGS is already systematically working to increase engagement, partly due to a $45,000 Ford Foundation grant. The grant will fund a conference this October called "Sustainable Feminisms: Enacting Theory, Envisioning Action." WGS has also created two stipend programs with the grant money, one for social entrepreneurship and one for graduate school preparation.

In addition, faculty and students have begun the process of reviewing the WGS curriculum. They reevaluated their core requirements and encouraged faculty to integrate civic engagement components into their courses. Professor Scott Morgensen, for example, now requires students in at least two of his classes to do short projects with local social change organizations. This is in addition to the senior seminar, "Linking Theory and Practice," which does the same on a larger scale. "Hopefully, people will feel like they have an integrated experience," Morgensen says. "Not just intellectual, but actually [studying] how you put ideas into practice."

Laneagran's landscape

People can also look to individual professors. Macalester can already boast professors with a longstanding national reputation for integrating civic engagement into the curriculum. David Lanegran's "Urban Geography" class, for example, won him an award from Educational Change magazine. Lanegran
Geography Professor David Lanegran has his students bike through the Twin Cities to "read the landscape."

"It's a planned experience so they'll see different kinds of neighborhoods, see different kinds of land use, and they'll be forced to look and to think about why those landscapes exist," Lanegran says. They aren't just looking and thinking. His classes have worked with business and neighborhood associations around the Twin Cities since the 1970s. Amanda Martin '01, who took his class and later precepted for Lanegran, said that it was a transforming educational experience. "That class was amazing," she recalls. "You can sit in a classroom and hear lecture after lecture and fall asleep, but when you're biking around and interacting with people, you really see how theories are put into practice."

Adding a service component to a course shows students that their education has currency outside the campus, Trail-Johnson said. "[Students] often have more passion and more drive to do their project really well because there's a community partner that's going to read it as well. Suddenly you have a client and it could affect policy, it could affect people's lives. The stakes are higher and students know that."

"That's how communities change—by everybody feeling like they have a say,'"

The stakes were certainly high in Jack Weatherford's "Cultural Anthropology" class in the fall of 2002, when he told his students that they had to find and alleviate a problem in the world. One class decided to help a day center for orphans in Botswana; the other raised money to buy a grinder so that a family of Nigerian AIDS orphans could make money grinding corn and cassava.

Weatherford emphasizes that these were not his projects. By building a community service project from scratch, Weatherford's students learned about networking, fundraising, public relations and cross-cultural communication. But they also learned some of the lessons that distinguish community service from civic engagement. For example, the Botswana team initially thought the orphan center would need AIDS information and condoms. If this were a traditional community service project, they might have just sent those items. Instead, they asked orphanage employees about the areas of greatest need. To their surprise, the kids had all the condoms they needed; they lacked toothbrushes, however, and that became a major part of the Mac team's donation.

"That's an important lesson: don't assume you know what someone else needs. As Mike McPherson says, what we may think people in Botswana need and what people in Botswana think may be very different things."

What happens to leftover food?

Meanwhile, Trail-Johnson is coordinating two working groups trying to institutionalize civic engagement on campus. The Engaged Campus Committee will take inventory of all the current engagement projects on campus, assessing some of them and brain-
storming what the college can do better. The committee will be asking, in Trail-Johnson's words: "As an institution, how are we being a good neighbor?" For example:

- What is college policy on letting community groups use Mac facilities?
- Does Mac consider civic engagement in hiring and promoting faculty and staff?
- What does Mac do with its leftover food?

When that assessment is more complete, the Civic Structure Committee will convene to discuss how civic engagement should be coordinated on campus. Should there be a center that will oversee all related efforts? Or should Macalester keep the current decentralized structure? Either way, Trail-Johnson said, the pockets of campus working on community projects need to communicate better. If communication were improved, then different groups could build on each other's efforts, rather than starting from scratch with each new project. The college could build deeper, long-term relationships with specific non-profits, schools or community organizations. And it would be easier for the community to figure out how to get involved with Mac. "We want to make it as easy as possible to access the resources of the college," Trail-Johnson says, and that means for students, faculty, and the community outside Mac as well.

Ultimately, all of the college's constituents must be involved to truly create an engaged campus. That includes alumni who, in their jobs and communities, can help build relationships between the college and the world. On campus, engagement will no longer be the purview of the CSO alone. Each department, Trail-Johnson says, can find ways to connect its goal with a community objective.

"It's not the CSO's role to be the conscience of the college," Trail-Johnson said. "That's how communities change—by everybody feeling like they have a say... Americans in general tend to be very categorizing, [to say] 'That's your job, that's my job.' Social change happens when everybody takes some stake and some ownership in their own way to make the community a better place."

---

**Understanding how one fits: Race, identity and community**

"Civic learning" may seem a little abstract. But the Hewlett Pluralism and Unity program, now in its third year, is putting it into practice. The program increases first-year students' understanding of race and community—a crucial skill of "citizen leaders"—so that they will be more aware when volunteering, studying or just living their lives.

Each year, about 30 incoming first-years—10 white American students, 10 international students and 10 U.S. students of color—are accepted into the competitive program. During the fall 2002 semester, students met frequently for exercises and discussions about issues of race and identity.

In one exercise, for example, students stood in a circle while statements were read such as: "I've never been discriminated against"; "I'm an only child"; "I've been judged because of the way I look." Anyone who agreed moved silently to the center, then moved back.

Isabelle Chan '06 (Eden Prairie, Minn.) said Hewlett provides a rare chance to discuss race with a diverse group of students who might not associate otherwise.

"[The Hewlett program] brings to the surface subjects that we would never talk about in our everyday activities," Chan said. "Being able to kind of work out that uncomfortableness really prepares you for situations where you might be faced with a different kind of culture, different practices or customs and you're able to deal with it because you're exposed to so many different kinds of people in our group." As a result, she's been more prepared to discuss race with diverse students outside of the program as well.

During winter break, the Hewlett students each took photos of their home communities and shared them with the group. When they toured Twin Cities neighborhoods in the spring, they were not simply finding problems with disadvantaged communities; they were thinking about themselves and their own communities as well. The program thus acknowledges that it is not simply the poor who need to be "fixed"; we are all part of a complex system and we must work together to improve the world we share.

"The experience is about having this diverse group of students come together to look at their own identity, their communities, and looking at that juxtaposed with the Twin Cities communities," said Joi Lewis, dean of multicultural life and a member of the Hewlett steering committee.

"We think that civic engagement will be stronger because it's not like we're the cavalry riding in, to just come and help the community. It's a reciprocal relationship where you can learn more about your own community."
Reunion & Commencement

These Class of '78 members are (from left) Joan Matteson Schofield (Albuquerque, N.M.), Dona Kuyath-Lofland (Eden Prairie, Minn.), Diane Sabar (Kildeer, Ill.) and Susan Rosenberg (Deerfield, Ill.).

Left: Alumni and friends take part in a fun run/walk on Summit Avenue from Alumni House to the Mississippi River.

Right: Marilyn Gedney Burnes '43 (Palo Alto, Calif.), left, greets Phyllis Tucker Jahnke '43 (White Bear Lake, Minn.).

Katie Lukas '03 ( Robbinsdale, Minn.) receives her diploma.

photos by Greg Helgeson
Above: Members of the Class of 1953 gather to lead the procession for the Commencement of the Class of 2003.

Right: David Gehrenbeck '53 (White Bear Lake, Minn.) was one of the marchers in the 50th reunion class.
Left: Joy Rogalla Van '48 and Ted Van '48 (St. Paul) are right in step. Joy was a featured speaker at the banquet celebrating Macalester women in athletics.

Below: Rebecca Troth '78 (Bethesda, Md.), center, finds a humorous point in the Class of '78 survey—see page 40 of Class Notes.

Right: Nadia Pinder '03 (Nassau, Bahamas), in cap and gown, is surrounded by well-wishers from the Caribbean. From left: Xaveria Williams '04 (Clarendon, Jamaica), Kemie Jones '06 (Freeport, Bahamas, standing behind Nadia), Datra Christie '04 (also from Nassau) and Heather Cover '04 (also from Freeport).
Above: Sixty-five years after they graduated, these Class of '38 friends renewed their ties at Mac. From left: Virginia Krahmer (St. Paul), Elizabeth Patterson Cameron (St. Paul) and twins Margarete Wahlers Carlson (Portland, Ore.) and Henrietta Wahlers Mack (Irvine, Calif.).

Below: These current students—and athletes—attended the banquet celebrating women involved in athletics throughout Macalester's history. Front (from left): Carrie Rosenthal '06 (New York), Cara Goff '06 (Amherst, Mass.) and Alisha Seifert '05 (Mahtomedi, Minn.). Back: Jessica Bullen '05 (Ashland, Ore.), Caitlin Adams '04 (Monona, Wis.), Licinia McMorrow '04 (San Jose, Calif.), Meghan Pederson '04 (South Portland, Maine), and Lisa Bauer '04 (Woodbury, Minn.).
These former cheerleaders led a Mac cheer at the women's sports banquet. From left: Betsy Templeton Simons '65 (Cross Lake, Minn.), Judy Bartosh Lacher '64 (Bloomington, Minn.), Jan Haines Williams '65 (Cherry Valley, Ill.) and Barbara Peterson Einan '64 (Roseville, Minn.).

Above left: President Mike McPherson and Marge at their last Reunion. Marge's T-shirt says: "Mike & Marge's World Tour 1997 to 2003."

Above right: Lee Markquart '53 (Eau Claire, Wis.) speaks at the induction ceremony for Golden Scots—alumni who graduated 50 years ago or more.

Left: Jubilation's in the air at graduation.
What attracted you to Macalester?

The particular mission of Macalester seems to me both admirable and practical, which is a happy combination. As we move into the next 10 or 20 years, the devotion of serious attention to internationalism, diversity and civic engagement will be increasingly important for colleges—given the way the world is changing, given the way the demographics of the United States are evolving. The college’s academic strength and reputation and tradition of leadership on these issues should position it as a national model.

And Macalester’s location provides the college with magnificent possibilities. There are very few high-quality, private, residential liberal arts colleges in metropolitan areas. This offers Macalester opportunities to recruit students, to diversify its student body, staff and faculty, to generate support from a vital and vibrant community. Service-learning and internship opportunities for students are everywhere. I’m very excited about continuing and building upon the work that’s been done in all of these areas.

Personally, this is a great place for my family and me. I grew up in New York City. I don’t aspire to return to an urban area of that size, but I have aspired to live in a more manageable urban area where one has the opportunities that a city provides, without some of the challenges presented by some very large cities.

What are your impressions of the faculty?

The quality and credentials of the people I’ve met and read about are extremely impressive. Macalester has managed to recruit people away from some other very fine colleges simply because of its quality, mission and location. There is a demonstrable history here of close interaction with students. If you look across the board at the kind of scholarly and artistic and scientific work that has been done by this faculty, I think that it stacks up very well with faculties at the best colleges in the country.

Of course Macalester is, first and foremost, a teaching institution. The faculty combines a scholarly track record with a commitment to teaching that you can sense when you talk to people. In my view those are the two essential components to a very strong faculty.

It’s also clear that there is a great deal of faculty involvement in the governance of the institution, and for me that’s a good and healthy sign.

What do you know about Macalester students?

The student body here is extremely talented academically and, from what I can tell, has been getting stronger and stronger in recent years. It’s also more national and international than at most other Midwestern liberal arts colleges. It’s more international than at most liberal arts colleges, period.

Liberal arts colleges in the Midwest tend to recruit fairly regionally, with the exception of a handful of schools. Those few tend to be the very best schools, and Macalester is one of them. The student body is a little more diverse than others I’ve seen in its perspectives, backgrounds and ethnicity and in its range of interests and commitments. It’s more socially aware and engaged.

How do you define academic excellence?

On the one hand, I understand the desire felt by some people to try to measure and quantify and define
precisely what academic excellence means. And I'm certainly not averse to doing careful assessment of academic programs to try to determine where excellence exists and where improvement is needed. But fundamentally the excellence of colleges like Macalester unfolds over the lifetime of the students who graduate from them and is therefore very difficult to measure in simple and straightforward ways—though it should be evident in a lifelong intellectual curiosity and a comfortable engagement with the world.

The most important and central priority for a college of our sort is to assemble a strong and committed faculty that understands the mission of the college and carries it out. But beyond that one can look to what students do when they leave the institution. Colleges like Macalester send an exceptionally high number of students to graduate and professional schools. They also produce leaders in society and graduates who are sought out by employers in a variety of fields.

Macalester is facing some challenging economic times. How do you set priorities?

For me, the No. 1 priority is continuing to think about ways of building on and enhancing the academic excellence of Macalester during a time when resources are either shrinking or at best staying flat for the near term. That's going to require very careful, frank thought and some willingness to put everything on the table for scrutiny and discussion. As we go through this process, I want this community to feel as if there are almost no limits on the level of excellence.

The excellence of colleges like Macalester unfolds over the lifetime of the students who graduate from them.

A Dickens scholar, Brian Rosenberg is the author of a study of Dickens' *Little Dorrit*:

"One lesson that I've tried to learn from Dickens is that connections among individuals—human connections—are more important than administrative structures."
Our alumni need to be full and important participants in Macalester's future.

that Macalester can achieve, because I truly believe this to be the case.

It's critically important for me to begin to expand the resource base of the college. Macalester's endowment is the envy of most schools, but we do not have a comparatively strong tradition of philanthropic support. We also need to continue thinking through issues of tuition and financial aid and to look for budget disciplines that will help us make the best possible use of our funds and therefore maximize the opportunities for the college. This is a very high priority for me.

How does being a Dickens scholar fit with being a college president?

There is admittedly something ironic about the fact that I've now chosen administration as my career, since Dickens is among the most anti-administrative and anti-institutional of writers. My favorite Dickens novel, the one I've written most about, is *Little Dorrit*, which has a chapter entitled "Containing the Whole Science of Government." The chapter focuses on an institution in the British government that Dickens calls the "Circumlocution Office," which for him is paradigmatic of all monolithic institutions. The Circumlocution Office takes a look at any problem, any difficulty, and spends all its time figuring out how not to do it.

One lesson that I've tried to learn from Dickens is that connections among individuals—human connections—are more important than administrative structures and should not be sacrificed in service to those structures. What is critical, especially at a college like Macalester, is having the right kind of relations and connections, along with a deep sense of shared mission and purpose, among the individuals who live and work here.

How does that focus on human connections help you?

It's very easy to take all the things we do, however important, much too seriously. I've always found that humor is one of the best ways of putting things into context by creating a tone for discussion that's a little Macalester disproportionately produces leaders and people who effect important social change.
bit more civil and a little bit more relaxed, by diffusing tensions, by letting people know that even though you are in a suit and you are standing up in front of a crowd, you are just a human being and you are just trying to establish connections with them as human beings. I don't think you want to take yourself too seriously, and I don't think you want to take many of the issues that we deal with too seriously. Some of them are deeply consequential, but only a handful of them are beyond humor.

**How can alumni help?**

Macalester's appropriate place is among the very best colleges in the country, and the best colleges are strong in all respects: in the work of their faculty and staff; in the talents of their students; in the extent of their resources; and—as critical as anything—in the depth and breadth of the commitment of their alumni. Our alumni need to be full and important participants in Macalester's future. My goal is to build even more ways for alumni to engage in meaningful partnerships with the college, and my hope is that all alumni will choose to strengthen the tradition of generosity that touches every student and is necessary for Macalester to thrive.

**Why is Macalester worthy of philanthropic support?**

I think Macalester disproportionately produces leaders and people who effect important social change. If you are interested in having your philanthropic contribution make a difference in society, there are few investments that will potentially pay off in larger social terms than an investment in a college of this quality and character.

The questions that I ask in considering philanthropic contributions include the following: to what uses will my contribution be put and what good will it do, and for how many people, and in what way? Macalester has an extraordinary record of and a deep commitment to accomplishment, civic engagement and fostering leadership within society. While there are many colleges in this region, I think that Macalester's excellence in these areas sets it apart.

If you look at philanthropic giving to colleges or to museums or to other organizations, the question is not, how badly do you need it? The question, it seems to me, is, how wisely do you use it? Harvard doesn't stop raising money because its endowment is 18 or 19 billion dollars. In fact, Harvard raises more money than most schools. The question is not simply need but quality and mission and purpose, though clearly it's important to remind people that even with Macalester's endowment the needs are great. Students who pay tuition don't pay anything close to the full cost of their education. Macalester subsidizes the education of its students to a very significant extent.

**What do you do for fun?**

I love spending time with Carol and my kids. They are the best friends and the best therapy that I have in my life. I love to read, and not just for scholarship. I'm a fan of contemporary fiction, though I do enjoy history and biography as well. Reading is the way I relax during that increasingly brief part of the evening after the kids go to sleep and before I get too tired to think. I try to stay in shape. I play racquetball very competitively. We have begun more and more to travel as a family, going to England and Japan in the past two years. I think it's very important to introduce the kids to other cultures, other parts of the world.

As for Carol, being a physician is part of her identity. She wants to see what it's like to be a president's wife, both what the demands are and what the opportunities are, before she sorts out her own professional future. This will be an interesting new challenge for her, as well as for me.

**Since you're a lifelong New York Yankees fan, what happens when they come here to play the Twins?**

My allegiance to the Yankees runs deep, so it's going to be a hard one to give up. But I will acknowledge that after five years in Wisconsin, the Packers were beginning to get under my skin. So who knows, maybe after a few years in Minnesota...
“Macalester is where I grew up,” says Owen Shaffer ’55. “I came to the college naive, but I left with a real feeling for humanity and knowledge.”

Owen, pictured with his wife Veronica, gives regularly to the Annual Fund. He has also made major gifts to construction of the Ruth Stricker Dayton Campus Center and John B. Davis Lecture Hall as well as the renovation of Kagin Commons.

Owen has always been impressed with Macalester students, a feeling confirmed when he met Amy Golembiewski ’99 at a college event. “Talking with her made me realize the importance of my gifts to Macalester—they make it possible for Macalester to maintain a need-blind admissions policy.”
Designer genes

DISTINCTIVELY ATTIRE for Commencement are (from left) Matthew McGrath (Pittsburgh), Patrick Hayden (Sudbury, Vt.) and Greg Moy (Chicago). There is a Macalester tradition of seniors making their own gowns for graduation. Hayden, whose older brothers Seth ’00 and Zachary Hayden ’97 also took the homemade route at their graduations, "convinced Greg and me to do it," McGrath said, "but we procrastinated too long. I simply borrowed a gown and got a little creative and Greg had purchased one just in case.

"But Pat, who also procrastinated, was vastly more inspired," McGrath added. "He made his gown from his bedsheets at 2 a.m. the night before graduation with only an Exacto knife, duct tape and safety pins in a single-handed effort to preserve an all but extinguished tradition for one more year."