Macalester Today Summer 2004

Macalester College

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Professor Jack Weatherford: Genghis Khan and the Making of the Modern World
Dad's day

Brian Rosenberg's sons, Adam (left) and Sam, and wife, Carol, join him as he is inaugurated as Macalester's 16th president. See page 5.
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Justice for Genghis Khan

Professor Jack Weatherford holds a model of a Mongolian home or ger (often called a yurt by foreigners). It consists of a lattice framework covered in sheets of felt. For his new book on the Mongol conqueror Genghis Khan, Weatherford spent more than seven years researching and traveling throughout Asia.
**Letters**

Macalester Today
Summer 2004

Director of College Relations
Doug Stone

Executive Editor
Nancy A. Peterson

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Jon Halvorsen

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Elizabeth Edwards

Class Notes Editor
Robert Kerr '92

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Gabrielle Lawrence '73

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Carol Polk and Celine Clark '99

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E-mail: alumnioffice@macalester.edu

To submit comments or ideas, write: Macalester Today, College Relations, at the above address. Phone: (651) 696-6452. Fax: (651) 696-6192.

E-mail: mactoday@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.

**Republicans**

**What a shock** to read the Spring issue of *Macalester Today* and learn there was a Republican at Mac? Congratulations to State Sen. Julianne Ortman '86, Republican from Chanhassen, for standing up for her beliefs while attending Mac. It must have been a tremendous challenge facing the constant assaults against those beliefs from her professors and fellow students.

Are there any more like her? I doubt it, but we can always hope.

Dave Pennington '50

Rochester, Minn.

**Editor's note:** The writer of the following letter lost her 4-year-old son, Anton, in a car accident in 1996. She subsequently led a successful effort to increase child safety nationwide with improved booster seats. President Bush invited her and her husband and daughter to be present when he signed Anton's Law in 2002. See Spring 2003 *Mac Today.*

**Anton's Law**

I write not to belabor the sentiments expressed by Georg Leidenberger '87 [Fall Letters] about the color photo of President Bush and my family in the Oval Office, but to express a sincere thank you to Bill Boyd '53 [Spring Letters], who saw in the photo what was really there.

Anton's Law is the first federal law specifically created to provide oversight for our elementary-age children on our highways. Not surprisingly, the gist of this painfully-paid-for, long overdue occasion was dismissed as insignificant by some keen on saving Mac’s political face. This slighting of children’s vital issues is precisely why traffic crashes are the No. 1 killer of children in America. We’d really rather focus on our adult agendas.

Maybe I would have preferred to pick out my own president to sign the law, but the grown-up world doesn’t afford us the luxury of a customized cast list for personal history.

As for the future, this fall a new Anton’s Legacy Web site will be online, providing a forum for gathering crash information with which we can further influence the road safety agenda for the world’s most vulnerable travelers.

I thank *Mac Today* and writer Karen Lundegaard ’89 again for providing a forum for a topic that is far from finished: Safe, equitable treatment for the small of stature traveling in either the front or the back seats of motor vehicles. We must give them as much protection as we adults have. They trust us to do no less and to fail them is a terrible curse, believe me.

Autumn Alexander Skeen '78

Walla Walla, Wash.

**Spring issue**

As a *Mac grad* of 66 years ago, I write to express appreciation to all who edit *Macalester Today.* You do remarkably well, and I especially appreciate the Spring issue.

Our new president did a masterly job in his column. As a former graduate school president, I know how one has to patiently evaluate every situation that all be heard.

Gordon M. Torgersen '38

St. Petersburg, Fla.

**Students on the lawn in front of Old Main and the DeWitt Wallace Library last fall.**

**Centerfold**

In the *Winter issue* of *Macalester Today,* the centerfold photo particularly caught my attention. More than a half century ago in the Forties and early Fifties, I stretched out on the grass on warm days under the shade of the same trees in front of Old Main near the Bell Tower and pretended to study in the...
company of friends, just like the current students shown in the photo.

That picture sure brought back some of the best memories of Macalester.

Pete Hughes '52
Redwood City, Calif.

Days of yore

IN THE DAYS OF YORE, before World War II and immediately after, the philosophy of the college meant very much to me. Now in reading Macalester Today, I find very little with which I can identify and appreciate such as: patriotic fervor, strong religious commitment, a will to win in Iraq, small federal and state governments, individual initiative. And the list could go on and on.

Earl Demersseman '49
Lake Oswego, Ore.

Jerry Webers

I CAN USUALLY COUNT on Macalester Today to provide an interesting or informative feature on current faculty or alumni. If nothing else, the Letters section never fails to administer my quarterly dose of controversy. The Spring issue delivered both!

Thank you to Molly McBeath '91 for the thoughtful and inspiring article on Dr. Jerry Webers of Macalester's Geology Department. I was as happy and thankful to hear of Dr. Webers' amazing victory in his battle with cancer as I was saddened two years ago to learn of his illness during a brief visit back to Olin Hall.

Dr. Webers played an important and extremely positive part in my Macalester education. As a second-semester freshman largely unsure of the academic direction in which I wanted to proceed, I signed up for his "Oceanography" class simply looking to round out my spring schedule. Dr. Webers' passion for geology and the enthusiasm with which he taught his students both in the classroom and in the field inspired me.

Three years later Macalester graduated a new geology major. I thoroughly enjoyed each class and every minute in that small (back then anyway) and extremely close-knit department. It is wonderful to see both Jerry and the Geology Department healthy and thriving.

Magnus C. Leslie '94
Topsham, Maine

Communication studies

I WANT TO REGISTER my disappointment about the demise of the Communication and Media Studies Department at Macalester. While I majored in philosophy, I spent a great deal of time in Communication Studies. Professors Nobles, Lesicko, Mosvick and Christiansen took me under their wing, mentored me and taught me a great deal.

I share Christina Sabeo's and Rebecca Opsata's views [Spring issue's Letters] on what a loss this is for future Mac students. I only hope the forensics program will not be next.

Seth David Halvorson '96
New York

Children with special needs

RE: THE DEATH of Mine Ener '86 and her newborn child [Winter issue]. Our daughter Catherine was born in 1995 and diagnosed very early with congenital hydrocephalous and Group B Strep Meningitis. She spent most of her first nine months in the hospital. There were moments when the fear was overwhelming; the depression crushing; the prognosis dismal. There was a time when she was so ill that I considered discontinuing treatment but my husband refused.

So many people have helped us. Doctors, nurses and hospital volunteers. Our parents and siblings competed for household duties like laundry, cleaning, yard work and babysitting. The church provided dinners as well as daily visits filled with hope and prayer. The public schools gave us therapists and teachers through their early intervention program and the teachers taught us what to do.

Then one day, just a month behind schedule, Catherine learned to smile. We worked harder and slowly she began to do other things that "typical" babies do: roll over, hold her head up, crawl, walk. She struggles every day yet when she succeeds at something the joy is overwhelming.

In Catherine's honor our family formed The Watt Foundation in 1998. Our mission is to help organizations that work with handicapped children in Nebraska and Iowa. Since our inception we have given away almost $350,000. We buy therapy equipment. We fund programs such as IEP (individualized education plan) training for parents and academic tutoring for children not served by commercial tutoring centers. We funded two studies on treadmill and stretching to further the research in children with walking difficulties and severe muscle hypertonicity.

If you are struggling with a child with special needs, remember that there are people like us out here to help you.

If you are searching for some way to remember Mine Eener and her baby, perhaps you could find an organization that serves special needs children in your community and give them a donation of your time or money.

We know that every life is precious. Catherine taught us that while perfection makes life easy, the challenges we overcome make life meaningful.

Jean Brady '86
Omaha, Neb.
jean@wattfoundation.org
MACALESTER RECENTLY received two major gifts, the college announced in May. Wilma Fox Leonard and George Leonard, both 1927 graduates and longtime benefactors of Macalester, left the college $5.8 million. George Leonard, a businessman, died in 1991 at the age of 87. Wilma Leonard died in February at the age of 99 (see Spring Macalester Today).

The first of three generations of their family to attend Macalester, the couple created 13 endowed scholarships which this year benefit 26 students, made the lead gift to the college's natatorium, which bears their name, and were among the college's most active fund-raisers and boosters. Mrs. Leonard also recently made major gifts to the renovation of Wallace Hall, a research fund for students and the Alexander G. Hill Ballroom.

Most of their gift will go to the college's general endowment fund. The rest will be split between the George P. & Wilma Fox Leonard Athletic Department Endowed Fund, the Tom Leonard Fund (in memory of their deceased son) and the Wilma F. Leonard Endowed Scholarship Fund.

In the second gift, political science Professor Dorothy Dodge set up a special fund from her estate valued at $1.6 million, with the proceeds benefiting Macalester. The fund will support scholarships for four women political or social sciences majors annually. Dodge, who died in 2003 at the age of 76, taught at Macalester from 1955 to 1996.

"These magnificent gifts from the Leonards and Dorothy Dodge exemplify their long-standing support of Macalester and their understanding of the importance of stewardship," said Macalester President Brian Rosenberg. "The Leonards were committed over many years to making a significant contribution to the college and its students. George was fond of saying that his many contributions were a way of repaying the $125 annual scholarship he received as a student.

"Dorothy Dodge was an outstanding and innovative faculty member for many years and I can think of no better way to remember her than a scholarship for political science students in her name."

The Music Department announced the discontinuation of the Festival Chorale.

The group, which has been a part of Macalester for well over 30 years, combined community singers and students to create a symphonic chorus of 100 or more voices.

"Macalester Festival Chorale had a distinguished history of memorable performances under its founding director, Dale Warland, and also under his successors, Kathy Saltzman Romey, J. Michelle Edwards and Robert Morris," Professor Marjorie Merryman, chair of the department, said.

"Unfortunately, in the last several years membership has fallen and budgetary pressure has intensified, making the organization increasingly difficult to run. The Music Department is hoping to create new ways to involve our dedicated community of singers and music lovers, whose presence on campus will be sorely missed.

"As the choral program reorganizes, Robert Morris will be leaving his position as director of choral activities, and he plans to pursue his active career as a composer and as music director of the Leigh Morris Chorale," Merryman said.

"The position of choir manager and publicity specialist is also being eliminated, but Martha Davis '83 hopes to continue her long association with the college in another role," she said.
HERE ARE TWO EXCERPTS from President Rosenberg's March 6 inaugural address, entitled "Transformative Power: Macalester's Mission and Purpose." For the full text, see www.macalester.edu/inauguration.

On the nature and purpose of the liberal arts college:

There sits in my office a whole shelf of books dedicated to defining the aims, values and virtues of the liberal arts college. I cannot hope here to add anything of novelty to a subject about which so many have already said so much. Since some truths, however, bear repeating, and since being a college president means in part learning to embrace repetition, I will reiterate the point that the sort of college of which Macalester is a stellar example is, in the words or Steven Koblik, former president of Reed College, a "distinctively American" institution, as American as our particular form of democracy, our historic (if currently embattled) emphasis on inclusion and our tradition of social mobility.

Indeed, I would go so far as to argue that the centrality of the liberal arts education in America is in part responsible for the preservation of our characteristic political and social institutions, since that education, more than any other form with which I am familiar, is aimed at producing the sort of citizen without which those institutions cannot flourish. The liberal arts are nothing less than preparation for the condition of freedom and evolved, I believe, as a defense against the descent of freedom into chaos and misrule. If this seems an overstatement, consider that the liberal arts model, like the society within which it was formed, rests finally on a belief in the transformative power of ideas, the necessity of collaborative action for the common good and the importance of individual self-determination. Macalester's "Statement of Purpose and Belief" begins with the declaration that "At Macalester College we believe that education is a fundamentally transforming experience... [and that] the possibilities for this personal, social and intellectual transformation extend to us all. We affirm the importance of the intellectual growth of the students, staff and faculty through individual and collaborative endeavor." Substitute "citizenship" for "education" and one has a reasonable working definition of American social and political life in its idealized form.

It is no accident that American colleges and universities began by the early 19th century to distinguish themselves, in mission and structure, from their more specialized, more exclusive and more orderly European forebears, or that Thomas Jefferson chose to memorialize himself not as the third President of the United States, but as the author of the Declaration of Independence, the creator of a state statute on religious freedom and the father of the University of Virginia.

On other days, and in other settings, I will talk about the practical utility of a liberal arts education; on other days, and in other settings, I will provide statistics that document...
our success in sending students on to graduate and professional schools and to distinguished and rewarding careers in a variety of fields; on other days, and in other settings, I will talk about the rigor of our majors, the value of our general education requirements and the seriousness with which we take self-assessment.

On this day, and in this setting, I want to state clearly my belief that a liberal arts education has as its goal the promotion of a depth of thinking and a breadth of spirit not subject to easy measurement and that to define our mission in terms that are too utilitarian and too quantifiable is to concede the ground we should most vigorously defend. Our success is best measured by the books our graduates choose to read, the philanthropic causes for which they labor, the things they build and re-build, the positions of leadership they occupy, the children they raise—in short, by the lives they lead, for which a liberal arts education is of course not wholly responsible, but to which that education surely and richly contributes. To a culture preoccupied with short-term benefits and uncomplicated answers this may seem evasive and old-fashioned, but it is true.

Let me return again to our “Statement of Purpose and Belief,” where we define the goal of developing “individuals who make informed judgments and interpretations of the broader world around them and choose actions or beliefs for which they are willing to be held accountable. We expect them to develop the ability to seek and use knowledge and experience in contexts that challenge and inform their suppositions about the world.” We do not and cannot always succeed, but we are wholly clear about our goal of educating individuals to think critically and creatively, to respond with intelligence, composure and empathy to unanticipated challenges and changes, and to shape, through their work and ideas, the civic, intellectual, artistic and moral life of our times. Anyone who believes that this mission has become outmoded, that the world is less in need of such individuals than it once was, has not, it seems to me, been paying much attention.

On the history and character of Macalester:

The desire at Macalester to provide an education comparable in quality to—yet different in character from—what is provided by the finest colleges in the land is palpable and powerful. From the beginning we have tried mightily to balance the goals of excellence and access, of national visibility and local distinctiveness, of creating programs of the highest quality and making those programs available to a population less privileged than might be found at many of our peer institutions. For many decades, and especially since the mid-century presidency of Charles Turck, the college has taken a resolutely internationalist perspective, even at moments when such a perspective has been unpopular, in the belief that world citizenship, and American citizenship, are forged most strongly in an environment that embraces a wide range of global viewpoints. We were among the first colleges to address openly and explicitly, if not always deftly, the opportunities and deep complexities of social and cultural diversity. For years this college has, more than most, attempted to wed what historian Hugh Hawkins has termed a Socratic approach to the liberal arts as philosophical questioning with “a Ciceroan emphasis on civic duty,” building bridges, and not erecting barriers, between intellectual and political life. Decade after decade, year after year, we have aspired to play some role in the formation of individuals equipped to imagine, articulate...
and inspire us to live up to the noblest ideals of American and global society.

These are good goals, difficult goals; we do not always succeed in reaching them; yet the fact that we continue to pursue them even in the face of substantial challenges is testimony to our seriousness of purpose and reason enough to see Macalester College as a resource worthy not just of preservation, but of enhancement. Those of us charged with the stewardship of this college—by which I mean both those of us who live and work here today and those who have benefited from the work of the college in the past—should feel not merely obligated but privileged to help advance its historic mission.

Perhaps the most striking feature of our past at Macalester is the extent to which we have throughout our history been enacting, on an institutional level, the transformative process we attempt to inspire in our students. Put simply, the history of this college is a case study in the value of perseverance, flexibility and aspiration. It took eleven years from its nominal founding in 1874 for the college to enroll its first class of students; during virtually every decade from the 1870s to the 1970s the college was faced with the very real threat of financial exigency and even, at times, with possible collapse. One is tempted when reading the story of Macalester's first century to say of it what DeWitt Wallace said of the story of his father: "this is a saga essentially of suffering, acute and prolonged."

Yet time and again suffering was met with determination and threats of demise were turned into opportunities for institutional evolution. Throughout it all our students were educated thoughtfully and rigorously and a community of learners was created and nourished. Macalester has been hurdling obstacles for well over a century and has been reinventing itself almost from birth: in 1893, when a drive to establish an endowment was launched and the college opened its doors to women; in 1947, when in the wake of the Second World War the college embraced a new vocational emphasis; in 1961, when the so-called "Stillwater Report" signaled a turn toward a stronger liberal arts orientation; in 1992, when the full impact of the largesse of DeWitt Wallace became clear and the college was granted the opportunity to aspire to a new level of national prominence and academic excellence.

That it has managed to do this without ever losing sight of its core mission, and that it has arrived at the start of the 21st century as one of the pre-eminent liberal arts colleges in the nation, as one of the handful that can aspire realistically to prepare the best and brightest students for positions of national and global leadership, is a truly remarkable fact. Truly remarkable. It is also, I propose, the foundation upon which the future of this college will be built and an example and challenge to the Macalester community of today.

So let me conclude my remarks and formally initiate my presidency by asserting with the deepest conviction that if one believes those things to be strongest that have been most sorely tested, those goals to be most precious that have been most doggedly pursued and those institutions to be most lasting that have fought most tenaciously for their values, then one must be optimistic about the future of Macalester College. The current version of Macalester, the version created for us by the efforts of our predecessors, is still in its youth, and I am excited and inspired by the prospect of witnessing, of playing my own small part in shaping, its maturity.

Above: Sam Rosenberg celebrated his 10th birthday on March 7, a day after his dad's inauguration and two days after Macalester celebrated its 130th birthday at the pre-Inauguration party. The college was officially founded on March 5, 1874.

Left: Macalester's two most recent presidents, Mike McPherson (1996–2003), left, and Bob Gavin (1984–96), were among the special guests.
Professor's arrest sought
Politicians in India line up to condemn Jim Laine's book on revered Hindu king

Authorities in the Indian state of Maharashtra are seeking the arrest of Macalester Professor Jim Laine for statements in his recent book questioning the history of a revered 17th century Hindu king.

Laine's Shivaji: Hindu King in Islamic India was released in the summer of 2003 by Oxford University Press. The Indian translation of the book was banned by the state of Maharashtra last January when a riot began outside the Bhandarkar Oriental Research Institute in Pune, India, where the religious studies professor had conducted some of his research. Members of the mob tarred the face of one of Laine's colleagues, whom Laine thanked in the preface of his book. (See Spring Macalester Today.)

"The riot was not spontaneous combustion," Laine told the Mac Weekly. "It was a carefully orchestrated event for political purpose."

Indian Prime Minister Atal Bihari Vajpayee, who first came out against the banning of books, now supports the actions taken against Laine by the Maharashtra government. "It becomes competitive patriotism," Laine said. "[The politicians] are all lining up now to condemn the book."

The book takes a critical look at the construction of stories about Shivaji that have been introduced to mainstream Indian culture. The most contentious chapter, "Cracks in the Narrative," highlights points of the story that have historically been excluded in order to maintain a positive image of Shivaji, Laine said. In the book, Laine considers "unthinkable" thoughts, including that Shivaji's parents might have been estranged because they never lived together.

For now, Laine will be unable to travel to India, where he has made at least a dozen visits conducting research. "It's been my whole scholarly career," he said.

Urban studies

The faculty has voted to reconfigure the current urban studies major as a concentration and house it in the Geography Department.

The current urban studies major requires students to complete a 14-course sequence, including a focus in history, geography, economics, sociology or political science, six courses related to urban studies and a senior seminar.

The new urban studies program will require students to complete a major in another department and a concentration, which geography Professor David Lanegran '63 said will allow students to focus more on the discipline of urban studies. "The requirements for urban studies will change more on paper than in reality," Lanegran told the Mac Weekly. "Essentially the current major is a concentration."

There are currently 22 urban studies majors and most chose to double major. Ten of these majors are geography majors.

Don't try this at home

President Rosenberg takes the inaugural ride on Macalester's new square-wheel bike. The new version was designed and built by Professors Wayne Roberts and Stan Wagon, Dave Bole '90 of The Bicycle Chain shop in Roseville and Ken Moffett. It gives a smooth ride over the "road," which is made up of inverted catenary arches. Wagon designed the original square-wheel bike, which received nationwide publicity when it was unveiled in 1998.
Four very cool names

Patricia Gould Smith '79 is pictured in Antarctica 25 years ago. Now she and three other Macalester geology majors are a permanent part of the continent.

In 1979-80, the four accompanied Professor Jerry Webers on a major international research expedition to Antarctica lasting nearly three months (see Spring Macalester Today). Earlier this year, the U.S. Board on Geographic Names approved naming geographic features of Antarctica's Ellsworth Mountains after the four. They are: Craddock Crags, for current Macalester geology Professor John Craddock '80; Hudak Peak, after Curt Hudak '79, now an environmental geologist; Rosen Peak, for Larry Rosen '79; and Gould Spur, for Smith.

"It's a great honor and a big surprise," says Smith, who now does environmental assessments for the U.S. Environmental Protection Agency. "It was definitely a memorable experience, unlike any other that you can take part in. It was a scientific community that's been unparalleled in my work since, and I've worked in a lot of different areas of geology since I left Macalester."

Rosen, now a senior principal geologist with a geotechnical and environmental consulting firm in St. Louis, said he was thrilled when Webers asked him to be part of the expedition. "To have Dr. Webers enhance that honor by remembering and nominating me for consideration for a named geographic feature was beyond any expectation I had when the journey began 25 years ago. I always knew the experience would last me a lifetime. Now aspects will last beyond—and my children and future descendants will be able to point to a map, or perhaps even visit the location. That's cool!" Rosen said.

In 1981, Webers literally put the college on the map when he named another peak in the region Mount Macalester.

Hispanic studies

The Latin American Studies Program will be housed in the Spanish Department, starting this fall. The Spanish Department will be renamed Hispanic Studies.

The faculty approved the idea in March, after a forum in which faculty and students discussed the new arrangement.

In Macalester's new academic structure, an interdisciplinary department must have at least two full-time equivalent (FTE) core faculty in order to offer a major concentration.

"We do not want to be reduced to a concentration or a minor or something like that," said Jim Stewart, professor of history and director of the Latin American Studies Program. "This gives us a kind of institutional viability—what changed is that Latin American studies has moved from a more marginalized position to a more centralized position."

"Latin American studies didn't have enough faculty to continue to be a major—it needed a house," Spanish Professor and Chair Toni Dorca said. "It makes sense that Spanish would provide this house—it's a practical movement. It's going to give Latin American studies a chance to survive and a chance to do better."

"It's more a housing than a merging," Dorca said.

At the forum, Stewart said that Latin American studies would not be incorporated into the Spanish Department. "There will always be an independent steering committee," he said. "No one's going to mix the agenda of Spanish Department business with Latin American studies business."
Teachers, scholars, mentors, friends

Three longtime faculty members are retiring; a fourth, Jack Rossmann, is entering Macalester’s phased retirement program

Edouard Forner, Music

In 1970 Edouard Forner came to Macalester with an M.A. in music theory and composition from Stanford, and a diploma in conducting from the Vienna State College of Music and Dramatic Arts. For six years, he was chorus master and conductor at the Stadttheater in Rendsburg, Germany. In over 30 years as a teacher, he continued his own study, working with many of the great composers and conductors of living memory including Nadia Boulanger and Pierre Monteux. In 1962, he received the Leonard Bernstein conducting award at the Boston Symphony’s Tanglewood Festival.

As professor and director of instrumental activities, Forner directed Macalester’s Symphony Orchestra and Symphonic Band. He taught classes in advanced instrumental conducting and electronic music, and he served as department chair from 1990 to 1995. As music director and conductor of the St. Paul Civic Symphony since 1970, he leads one of the great community orchestras, bringing a wide range of symphonic literature to the public. In 1996 he took the Civic Symphony to Nagasaki where a “Sister Orchestra” affiliation was established.

In 1996 Edouard Forner took the Civic Symphony to Nagasaki where a “Sister Orchestra” affiliation was established, and the response of the Japanese audience attested to the ability of music to transcend historical and cultural divides.

Asked about pinwheels of his career, Forner recalls a particular Mahler concert and a performance of Stravinsky’s Firebird, but also the extraordinary friends and mentors he has come to know and cherish, most notably his wife Jan Gilbert, composer and Macalester faculty member.

Currently, Forner is immersed in programming for the next two seasons of the Civic Symphony and looking forward to another summer working with a friend, composer Karlheinz Stockhausen, near Cologne, Germany.

Roger K. Mosvick ’52
Communication and Media Studies

For 51 years Roger K. Mosvick contributed to Macalester as a student and professor in one of the longest legacies on record. He has been a highly valued teacher and colleague, an energetic chairperson and a recognized international communications consultant.

After graduating from Macalester in 1952, Mosvick received his master’s in speech communication in 1958 and his Ph.D. in organizational communication in 1966 from the University of Minnesota. Thereafter he completed a post-doctorate program at Brunel University in London. Although he has taught at international business sites and at the Universities of Minnesota and St. Thomas, Macalester has been his lifelong vocation.

In the 1960s as director of debate he developed a large program that laid the foundations of Macalester’s national prominence in forensics. For 20 years he chaired his department, and as a Faculty Advisory Council member he helped guide the college through the groundbreaking years of the Expanded Educational Opportunities program. Among other professional activities he served as chair of the Applied Communication Section of the National Communication Association. Mosvick’s influence on the field of communication continues through the 4,500 students he has taught, many of whom are now prominent in the field.

His 40 years as a consultant to companies such as 3M, IBM and Honeywell provided his students with an ongoing study of real-life communication practices as well as rich data for his co-authored text, We’ve Got to Start Meeting Like This!, now translated into French and Chinese. In 1995 Mosvick was recipient of the Macalester’s Thomas Jefferson Award, and in 2000 alumni endowed an annual prize in critical thinking and a scholarship in his name.

Bernard Solomon Raskas, Religious Studies

Bernard Solomon Raskas was already an esteemed rabbi and Talmudic scholar when he joined the Macalester faculty in 1985. He earned his B.A. from Washington University in St. Louis in 1945, and in 1949 he was ordained by the Jewish Theological Seminary. In 1995 Raskas served as senior rabbi at Temple Beth Israel in St. Paul, where he remains rabbi laureate. He is the author of Seasons of the Mind and the trilogy Heart of Wisdom, and author or editor of many other academic works.

Many of Roger Mosvick’s students have gone on to great success. For example, the 1960 State Oratorical Contest winner was Kofi Annan.

Bernie Raskas was the first Jewish chaplain at the college. He also taught classes on ancient and modern Jewish life.
Rabbi Raskas, a warm and funny man, was called "the Jewish Garrison Keillor" by Vice President Walter Mondale. For 20 years he wrote a syndicated column for the Anglo-Jewish press. He has also published numerous reinterpreted rituals for Passover and Rosh Hashanah that have enriched those observances for many.

Raskas taught classes on ancient and modern Jewish life. He was the first Jewish chaplain at the college, and the curator of the permanent exhibit, "The Ten Commandments in Ten Versions." He served on the United States Holocaust Memorial Council and many local boards including the Chamber of Commerce, the Human Rights Commission and the Boy Scouts. He has chaired three campaigns and is permanent consultant to the St. Paul United Jewish Fund.

In 1985 Raskas received the Agus Award, a tribute to his scholarship from the Rabbinical Assembly. In 1988 the Jewish Theological Seminary named him a Distinguished Alumnus, and in 1997 the United Hospital Foundation honored him with its Service to Humanity Award in recognition of his hospital chaplaincy.

His students, however, are likely to remember Raskas not for his honors or degrees, but for his profound and sincere interest in their ideas and their lives.

Jack Rossmann, Psychology

Jack Rossmann's career has encompassed three major components of higher education—research, administration and teaching. Rossmann earned his B.S. and M.S. in sociology at Iowa State University in 1958 and 1960 and his Ph.D. in educational psychology from the University of Minnesota in 1963. He came to Macalester in 1964 as director of educational research and an assistant professor of psychology. In 1977 Rossmann was selected an Administrative Fellow of the American Council on Education. He then served as Macalester's vice president for academic affairs from 1978 until 1986 when he turned to full-time teaching, serving as department chair from 1989 to 2000.

Rossmann recently completed a year as president of the Minnesota Psychological Association. He has also served as president of the Minnesota Conference of the American Association of University Professors, which honored him with their Sloan Award for his support of academic freedom and shared governance. In 1990 the college presented him with the Thomas Jefferson Award.

Rossmann is coauthor of the book Open Admissions at the City University of New York and has published numerous articles in professional journals. He has served on the boards of the World Press Institute, United Theological Seminary and Twin City [now Minnesota] Institute for Talented Youth, and as chair of the board of trustees of Unity Church-Unitarian in St. Paul. He has chaired over 30 accreditation teams for the North Central Association, and he will chair the college's self-study committee as it anticipates accreditation review. He plans to continue his ever-popular surveys of the 25- and 50-year reunion classes, and he and his wife Marty will further their joint research project on the family. The Rossmans are the parents of two alumni, Charles '86 and Sarah '88.
Teaching, staff awards

Psychology Professor Eric Wiertelak received this year’s Excellence in Teaching Award. The annual award recognizes a Macalester faculty member who has demonstrated excellence in teaching through classroom instruction, student advising and educational leadership. Wiertelak has taught at Macalester since 1993 and directs the Neuroscience Studies Program. His citation calls him “an outrageously successful teacher” and “a creative innovator in pursuit of ever more effective teaching strategies—e.g., use of Web. In fact, you have become nationally known for your successful innovations and are a recognized leader in undergraduate neuroscience education.”

Biology Professor Mark Davis, who has been teaching at Macalester since 1981, received the annual Thomas Jefferson Award for exemplifying the principles and ideals of Thomas Jefferson. Davis is an ecologist who has received national grants, including several from the National Science Foundation to study the effects of fire and climate change on prairies and oak savannas. Davis’ courses “are rigorous, but always highly enrolled, and you have developed innovative pedagogy with emphasis on fostering students’ written and oral communication skills,” his citation reads. “Your highly effective role in the classroom and your committed mentoring certainly contributed to your choice as the 1995 Minnesota College Science Teacher of the Year. In short, you exemplify the teacher-scholar, and it is not surprising that many of your students have gone on to careers in ecology and environmental science in government and academe.”

Donna Thordson, executive assistant to Macalester’s vice president for administration and treasurer, received the Staff Outstanding Service Award. A staff member at Macalester since 1982, she “has been one of those quiet unsung heroes who make a real difference in the quality of Macalester. She has provided outstanding service with a positive attitude to students, staff and faculty,” her citation says.

Quotable Quotes

“Everything that is in my pictures came from my education here.”
Flip Schulke ’54, a renowned photographer best known for his award-winning photos of Martin Luther King, who received an honorary degree from Macalester

“On March 20, the Prime Minister of India warned a certain ‘foreign author’ to refrain from ‘playing with our national pride.’ Mr. Atal Bihari Vajpayee referred, of course, to our own beloved Professor James Laine, who is currently persona non grata in the World’s Largest Democracy for his heterodox writings. This is a rare and beautiful event, and we should all take pause to savor it: in this historical moment, we glimpse the one instant in which Farce and Tragedy, transmuting from one to the other, appear momentarily indistinguishable.”
Abhishek Kaloker ’04, who is from New Delhi, writing in the March 26 Mac Weekly about the threats in India against a Macalester professor. See page 8.

“I’ve become more of a Minnesotan in the last nine months. I’ve learned that even if you tailgate someone, they will still drive the speed limit.”
President Brian Rosenberg, a native New Yorker, describing his adjustment to Minnesota

Flip Schulke ’54 received an honorary degree from Macalester in February and attended an exhibition of his work in the Macalester Art Gallery. He has given the college a digital collection of his life’s work in photography comprising more than 11,000 images.

“Did I enjoy Macalester? I remember asking a graduating senior the same question two years ago. The response was ‘Do you like pain?’ I finally understand what was meant. The Macalester experience for SoC [Students of Color] is difficult and excessive when compared to other students. Let’s reiterate: our numbers are dropping, we have the burden of teaching others our culture and we face bureaucracy, culture shock, ignorance, exoticification, racism, institutionalized racism, entitlement, white privilege, etc. Yet, those of us who do survive learn something others cannot. We acquire a unique perspective to analyze and a determination to fight for what we believe is right. Always remember that ‘We are Macalester.’”
Erik Morales ’04 (Commerce, Calif.), editor of the Mac Weekly’s “Quietly and Mostly to Myself” column for students of color, in his final column April 30.
Spring sports review

Track & field

Kirsten Fristad '05 (Rochester, Mich.) and Koby Hagen '06 (Minneapolis) won individual championships to lead the way for Macalester at the Minnesota Intercollegiate Athletic Conference track and field championships at St. Olaf College. Fristad repeated as MIAC 400-meter intermediate hurdles champ by winning the finals with an NCAA Division III provisional qualifying time of 62.76. Hagen won the 1,500-meter championship with a 4:43.82 mark. Fristad also added a second-place finish in the 100-meter high hurdle finals with a provisional qualifying time of 15.02.

Both Macalester teams moved up one spot from a year ago, with the women placing sixth out of 12 and the men finishing eighth out of 11 teams.

The Scots had four second-place individual finishers. On the men's side, Alex Wise '07 (Knoxville, Tenn.) was second in the pole vault (14-8 1/4) and Ssebbaale Seromba '05 (Tutume, Botswana) placed second in the triple jump (46-2 1/4). In addition to Fristad in the 100 hurdles, the Mac women received a second-place finish from Susan Brown '07 (Kingston, Jamaica) in the triple jump (36-11 3/4—NCAA provisional qualifying).

The Macalester women had three fourth-place finishes. Colleen Schramm '07 (St. Paul) placed fourth in both the triple jump (35-10) and 100-meter high hurdles (15.13) and Francie Streich '06 (Lincoln, Neb.) took fourth in the 5,000-meter run (18:29.86).

Baseball

The Scots rebounded from a rough season in 2003 to play some good baseball this past year, finishing eighth in the MIAC at 7-13 and 13-23 overall. That's more than twice as many wins as last year. All-America second baseman Joel Brettingen '04 (Minnetonka, Minn.) shattered the school record for most career hits and was ranked among the league leaders in most key statistical categories once again. He finished as a career .400 hitter. Outfielder Mike Merrill '05 (Lititz, Pa.) enjoyed another big season and led the team in runs scored. Andrew Percival '06 (Seattle) and Marc Rodwogin '05 (Marlboro, N.J.) hit over .300 while Liam Bowen '06 (Silver Springs, Md.) and Cormac Seely '05 (Stockton, Calif.) led the Mac pitching staff.

Women's water polo

Macalester won the Heartland Regional championship for the sixth time in seven years to earn another trip to the Collegiate III national championships in California, where the Scots closed out a 10-19 season by taking seventh at nationals. Jackie DeLuca '07 (New Preston, Conn.) was named to the all-tournament team at...
nations and set a Mac school record for ejections drawn in a season. Hayley Campbell '04 (Goshen, N.H.) became Mac's all-time goal-scoring leader and on the season led the Scots with 53 scores. DeLuca added 51 goals and a team-leading 41 assists. Heather Lendway '06 (St. Paul), Cassie Hartbly '06 (Amherst, Mass.) and goalie Elena Bulat '07 (Madison, Wis.) led the defensive effort, while Kate Larson '05 (Rockford, Ill.) was third on the team with 38 goals.

Women's tennis

The young women's tennis team kept getting better and better as the season went on and toward the end came very close to picking up some MIAC victories. Back-to-back 5-4 losses in April to Concordia and Hamline preceded a good MIAC tournament run which saw the Scots nearly pull off upsets over St. Benedict and Concordia before going down to narrow defeat. Sarah Crangle '04 (Piedmont, Calif) did a good job holding down the No. 1 position in the singles lineup for the second year in a row. Erin Case '05 (Ann Arbor, Mich.) led the team with a 10-12 singles record—mostly at No. 2 and 3—and Christy Hagstrum '05 (North Oaks, Minn.) was second on the team in wins with eight on the season. Hagstrum went 6-8 at No. 2 singles.

Men's tennis

The Scots were forced to play without several key regulars for much of the season and finished with a 3-16 record. Jake Depue '04 (Springfield, Mo.) capped his second year at No. 1 singles by posting six wins on the season. Teammate Eric Brands '05 (Menlo Park, Calif.) led the Scots in singles victories with seven, while Depue, Nick Werth '06 (Bloomington, Ind.) and Alex Hiller '04 (Madras, Ore.) posted six wins apiece. Mac's No. 2 doubles team of Tobin Kaufman-Osborn '07 (Walla Walla, Wash.) and Chris Yost '07 (Colorado Springs, Colo.) combined to register a 5-2 record on the season. The team suffered narrow 5-4 MIAC defeats to both Bethel and St. Olaf and went 2-3 on its spring break trip.

Softball

Under new head coach Tom Cross, Macalester played some pretty good softball this season. Veteran leadership from an outstanding senior class helped the team defeat traditional conference power St. Mary's for the first time in eight years and sweep Carleton for the first time in seven years. All-Conference third baseman Caitlin Adams '04 (Monona, Wis.) enjoyed another fine season and was among the league leaders in home runs and slugging percentage. Kat Sprole '05 (Des Moines, Iowa) was the team's top hitter and Lisa Bauer '04 (Woodbury, Minn.) had another solid season at the shortstop position. The battery of pitcher Alisha Seifert '05 (Mahometl, Minn.) and catcher Chris Soma '04 (Kiester, Minn.) was dependable once again.

New women's coach

Earlham College Coach Jeannine Ruh has been named Macalester's new women's basketball coach. She replaces Mary Orsted, who resigned after six years as head coach at Macalester.

Ruh successfully rebuilt the program at Earlham and in 2000-01 was named North Coast Athletic Conference coach of the year after guiding her team to an 17-10 record and a berth in the conference championship game. Before starting at Earlham in 1997 she was the head coach for three seasons at Haverford College.

She is a 1987 graduate of Otterbein College (Ohio), where she played basketball and softball.
Negotiating the 'creative tensions' at Macalester

by Brian Rosenberg

B y the time you read this column, I will have been president at Macalester for nearly a year and will have starred in "Meet the President" events in Scottsdale, Tucson, Los Angeles, San Francisco, Naples, Fort Lauderdale, Seattle, London, New York, Boston, Washington, Chicago and (five times) the Twin Cities.

Between these events and Reunion, I will have spoken with, to and in front of more than 2,000 alumni and parents and will have discovered a number of things: the likelihood of an upgrade as a Frequent Flier on Northwest Airlines (moderate); the most expensive city in which to catch a cab (Boston, hands down); the chance that a package of cookies scrounged in a Northwest World Club will remain intact in a crowded briefcase (small, unfortunately).

More useful, I will have developed a much deeper sense of those issues that are of most importance to the extended Macalester community and a clearer understanding of my mission and challenges as president.

Despite variations in geography and demographics among these numerous events, what has been most striking has been the consistency with which a small set of themes has been articulated by those in attendance—which suggests not only that Mac alumni from different generations have much in common, but also that our collective response to those themes will define the future and shape the nature of the college. Each of these might be described, fittingly enough, as a sort of creative tension, or as a desire to bring into appropriate balance a pair of entwined but competing priorities. I would identify the most consequential of these as follows:

(1) Commitment and criticism: Macalester alumni for the most part care deeply about the college and remain convinced that its central mission is admirable and necessary; at the same time, Macalester alumni—not a few of whom are passionate and idealistic—hold the college to high standards in virtually every sense and are not slow to point out where the college has failed to meet those standards. More than most colleges, I suspect, we are regularly asked, for better or worse, to prove to our alumni that we are living up to their goals and expectations.

(2) Excellence and distinctiveness: Most of our alumni are pleased with the college's rising national prominence and with our ability to compete for students, resources and recognition with the finest colleges and universities in the country. At the same time, our alumni are wary of any attempt to "chase rankings" or to become a carbon copy of other elite institutions. We want to be outstanding, but to be so in a way that resonates with the distinctive character, mission and history of Macalester. In particular, even as we receive more and more applications and become necessarily more "selective," we want to preserve our focus on educating engaged and informed global citizens.

(3) Quality and access: Virtually all our alumni want our programs, faculty and facilities to be comparable or superior to those at the very finest liberal arts colleges; at the same time, they take great pride in the fact that Macalester serves, and has long served, a population much more diverse economically and much more international than do nearly all of our peer institutions. This commitment represents an enormous investment of resources. Can we devote the necessary funds to the operations of the college while simultaneously providing much more financial aid than do the schools with which we compete for students? Can we foreground access while at the same time ensuring that the college to which we are providing access remains strong and financially stable? These last are perhaps the most pressing questions currently faced by Macalester and will, consequently, be the subject of intensive discussion and planning in the weeks and months ahead.

It should be apparent that none of these "creative tensions" is subject to easy resolution; it might even be fair to say that none is resolvable in the strictest sense, but that the goal should be to maintain the paired objectives in some appropriate balance and not allow one to overwhelm or obliterate the other. On all, to be sure, we invite your reflections and ideas and on all we will be consultative and forthcoming. Exercising stewardship means not merely celebrating accomplishment or bemoaning weakness, but wrestling day to day, week to week, with issues of consequence and complexity. I hope you will join me in doing so.

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

Responding to a Mac Today query, alumni explain why they became teachers and share their favorite stories

Second in a two-part series.

Nancy Wolvington Reyraft '69: When I first came to New York from Macalester, I had a partial scholarship to Manhattan School of Music from the Minneapolis Symphony. However, New York City looked daunting from the northern suburb where I had taken a day camp job for the summer of 1969. When the local school district offered me a job, I chose teaching over conservatory. However, I would not say that I loved that first year of teaching fifth- and sixth-grade general music.

A year later, New York University offered me a full fellowship to study music history. While I was enjoying my study at NYU, the Hackley School asked me to teach K-5 music and high school choir. At Hackley I had such a good time with the children (ages 5–18) that I knew I could live life as a teacher.

Now I teach elementary general music on Long Island, enjoying both my singing-dancing-playing time with the children and my ample holiday time for travel. My husband and I will be deans for Concordia College's Global Language Village in China (Global-LanguageVillages.org) this summer. If any Macite would be interested in teaching English for two weeks in China during July, please contact me for particulars: nreycraf@suffolk.lib.ny.us

Jill Drury '80, adjunct assistant professor at the University of Massachusetts, Lowell, teaching at graduate level in computer science: I started teaching because I had been going to school all my life (I’ve taken far more courses at night between 1980 and 2001 than I took in my four years at Mac) and it seemed the natural continuation of my connection to the academic community after finally finishing a doctorate. The best thing about teaching is seeing a student become passionate about the subject material—especially when they go out and immediately apply what they learned to their work.

Donna Hecker Blad ’56, Mesa, Ariz.: I had a third-grade teacher who encouraged me to become a teacher “when I grew up.” So, when I grew up, I did just that. I came to Macalester and enrolled in the elementary teaching program. During my senior year of practice teaching, I worked in one of the school districts that later hired me. After 15 (not consecutive) years of teaching, I moved to Arizona. With too much experience I was not able to find a teaching job, so I
worked for an architect. Just three years ago, upon retirement, I went back to substitute teaching and am loving it!

Joel Creswell '02, Dodge Nature Preschool, West St. Paul: I became a teacher specifically for an environmental organization because I feel that environmental education is a critical and too-often lacking part of the worldwide effort to stem environmental degradation and live sustainably.

The best thing about being a teacher is being able to witness firsthand the amazing creativity that children exhibit. Few things are more rewarding than watching children explore, take risks, and grow in a safe and nurturing environment.

One of my favorite stories is about a child who came into the classroom telling me he wanted to show me something. He stuck up his middle finger. Although initially surprised, I knew that gestures from young children do not always mean what adults assume. I asked the child what his gesture meant, and he pointed at his middle finger and replied, “Look, I’ve got an owie right there!”

Janet Flaa Borgschatz '68, third-grade teacher, Shannon Park Elementary, Rosemount, Minn.: My favorite story happens every year, yet it is no less a miracle to me. Each September I meet my new students and their parents at the annual “Back to School” night. And each year I think a number of them look rather unlikable or poorly behaved or just plain average. Then school begins and I become immersed in getting to know my students and forming relationships, establishing routines and discipline, and motivating learners to strive for their best and all the while I am missing my last year's children.

The miracle happens after about three weeks of school when I am exhausted and too busy to have looked for it. All of a sudden I realize I have fallen in love with every one of my students and each one of them is beautiful to me. I feel a deep sense of joy when I get to this point in the year, because I know that I'm going to love coming to school each day and that it's going to be another good year of learning for all of us.

Meredith Aby '95, social studies teacher, debate and speech coach, Jefferson High School, Bloomington, Minn.: There are so many things I love about teaching. I love seeing the world, current events, political leaders and popular culture through my students’ eyes (especially my ninth graders)! They say what they think and ask such down-to-earth questions, which is a refreshing view to complicated political issues. Their enthusiasm for learning and life is frequently contagious.

*The best thing about being a teacher is being able to witness firsthand the amazing creativity that children exhibit,* says Joel Creswell ’02, a teacher at Dodge Nature Preschool in West St. Paul.

I love seeing the world, current events, political leaders and popular culture through my students’ eyes.
I love that I get to work with these interesting, smart, creative students, but I also love struggling to engage some who are not very interested.

Thelma Lancaster ’74, chief interstices director, Redwood Day School, Oakland, Calif.:

After graduating from Macalester, I went to Dunwoody Industrial Institute in Minneapolis to Baking School. Having worked at Saga Foods, the old food service in Mac’s cafeteria, I wanted to gain a trade to travel with, to investigate the world of my Russian major and year-abroad, Serbo-Croatian exposure. Baking seemed to hold the key.

Five years of working in retail bakeries and 15 years of running my own bakery scratched many itches, but by mid-life it was time to find the next thing I wanted to be. For 10 years while my son was growing up and I owned Leaven and Earth Bakery, my days off were spent volunteering at his school. I loved spending time in that environment, so I couched his application for admission to a private school in sixth grade to include a job application for myself (“I’ll bake cookies for every occasion!”). My job as “Chief Intertices Technician” at Redwood Day School began.

My current interstices are teaching computers to kindergarten through fifth grade and integrating cooking into the curriculum of kindergarten through eighth grade. Cooking and computers are marvelous arenas of learning because they make connections for all kinds of students that might otherwise be missed. Both the kinesthetic nature of the tasks and the understanding fostered by innate appetite for food (what teenager doesn’t eat...lots), make cooking a wonderful enhancement for diverse subjects: math and the geometric progress of \( \pi \) (yes, my 2-inch cookie is 4 times bigger than your 1 inch!), history and slave labor, beating biscuits 1,000 times, art and the bread sculpting of fantastical insects.

I absolutely love what I do. The frisson of delight I feel when an entire class goes deadly quiet as each child is totally engrossed in producing a computerized decomposition flip book is not duplicable.

Sherry Linkon ’81, coordinator, American Studies; co-director, Center for Working-Class Studies; and professor of English, Youngstown State University:

During my last year at Mac, I worked part time at a drugstore on Snelling and Selby. Every day, the same people would come in to buy a newspaper and a
candy bar after getting on or off the bus at the corner, and every day I'd say hello, chat about the weather, and so on. And every day, they'd look at me like they'd never seen me before.

I decided I wanted to do something that would allow me to make a difference in people's lives. It didn't hurt, of course, that I loved the atmosphere, values and schedule of college—the sense that ideas mattered, that words mattered, people mattered, but also a kind of work where time to think and interact was part of everyday life.

It was a good decision. Teaching is the best work that I've ever done. I love that I get to work with these interesting, smart, creative students, but I also love struggling to engage some who are not very interested, who were up all night working at the local auto plant or taking care of a sick child. I love that I get to keep exploring new ways of teaching, new ideas about how people learn, and new ideas about how American culture works and what's worth teaching about. Teaching is endlessly creative and challenging.

Happily, I work at the kind of university where teaching is really valued, and even better, I've been recognized within my school and beyond for my work as a teacher. Last fall, I was named Ohio Professor of the Year, as part of a competition run and judged by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education. So oddly enough, my picture was on the cover of YSU's alumni magazine, in ads that are running in magazines around the state of Ohio, and—get this—on billboards along the highway.

But much better than suddenly being a celebrity, I've been getting letters and e-mails from former students, telling me that I made a difference in their lives and filling me in on where they are now. I quote Katherine Graham all the time on this: "To love what you do and feel that it matters—what could be more fun?"

Estee Baldwin-Eaker '01, public school teacher in Denver who teaches first- and second-grade class for gifted-talented students: I tell people that teaching is my passion, my love, my life. I tried to do other things, and I was always drawn back to teaching. I became a teacher because I was meant to and I can't imagine not being one. The best thing about being a teacher is sharing and growing with my students. From the discussions to the knock-knock jokes to the different cultures I've been exposed to, there are so many things that my kids bring to the table. Every day I am changed through teaching.

There are so many joys that I get out of my job that no one else can truly appreciate. Like a mother continued on page 41
by Jan Shaw-Flamm '76

Every week Peter Kirschmann '07 caught a van to St. Paul's west side where he tutored Wilber, a 7-year-old Latino boy who is bilingual but needed help reading in English.

On a farm in Washington state, Kathleen Cook Owens '03 meditated, read, hiked and talked with friends who were Catholic, Jewish and Wiccan—and confirmed her desire to become a Presbyterian minister.

At the back door of a hotel in Bucharest, Romania, Andrea Tanase '04 waited in vain for her contact, who was to provide entrée to the private gypsy gathering upstairs. Daring to enter anyway, Tanase was challenged—"Are you a gypsy? Are you with the paper? What are you doing here?"—but grudgingly allowed to remain.

What these students have in common is that their experiences all happened with the support of the Lilly Project. The idea for it began in 1999 when Macalester was approached by the Lilly Endowment, a private philanthropic foundation, about designing a program for students considering a religious vocation.

In the spirit of a friendly counter-offer, the college proposed a broader program encouraging secular students, as well as students of all faith traditions, to explore lives integrating work and values. The result has been the four-year, $1.8 million Macalester Lilly Project for Work, Ethics and Vocation.

"Sometimes with a liberal arts degree, how you fit into the world of work without more education can be a bit fuzzy," says Dianna Shandy, an anthropology professor. "The Lilly Project [pushes] students to consider how they fit in. One of the things that happens here, because we are so good at thinking critically, is that we can come up with a whole list of problems. We don't necessarily take that extra step and come up with the solution.... Given all these problems, how does that lead to action instead of paralysis?"

In Good Faith

How can I be a moral person? What's important to me?

Macalester's Lilly Project invites students—of all religions and none—to consider how to live ethical lives and find their places in the world.
Peter Kirschmann '07 tutored a 7-year-old Latino boy: “We ended up reading five Little Critter books in one day.”

Talking to real people

Andra Tanase, an international studies major from Bucharest, received a Lilly summer research grant to study the Roma, or gypsies. After reading the relevant literature at Macalester and the National Library in Bucharest, she interviewed gypsy leaders in Romania and traveled to Spain to talk with Spanish gypsies.

“I’m an international studies major because I’m interested in human rights and minority issues,” she says. “I found it to be particularly significant in my country, so that’s how I came to be working on gypsies.”

Spanish gypsies, Tanase found, while still on the fringes of society, were often more integrated into the work force, and not so desperately poor, nor as involved in crime, as their counterparts in Romania. “I was very surprised with the amount of attention the Roma got in Romania, and I think that’s because one of the conditions to be integrated into the European Union is to solve the gypsy problem in Romania, so there’s a lot of funding directed towards them.”

The research opportunity gave Tanase some practical perspective on her own future career. “I really got a lot from the research, talking to real people, seeing how NGOs [nongovernmental organizations] and government organizations work. You see exactly what they do, how the people you’re dealing with react. For example, they are sometimes reticent, so what are the skills you need to develop? You have to understand them, be empathetic.”

Her plans include graduate school in international economic development or international and inter-cultural communication. “I really believe if people just understood each other more, many, many other problems would be solved.”

Lives of Commitment

Growing up Catholic in Germantown, Wis., Peter Kirschmann was interested in volunteer work but “serving doughnuts after Mass didn’t cut it for me.” He was interested in a more urban opportunity where his work would really make a difference.

The summer before his freshman year, he received a letter introducing the Lilly-Macalester Lives of Commitment volunteer service program, and he quickly applied.

This year more than 100 students applied for the 40 positions volunteering at one of nine sites. Another 10 sophomores, juniors and seniors served as Lives of Commitment student leaders. Because Kirschmann likes kids and is considering a career in education, he joined the tutoring program where he met Wilber. For the 2003-04 academic year, the two spent a couple of hours each week concentrating on reading. “The first couple weeks you could tell that he’d rather be at home playing PlayStation or whatever,” Kirschmann said mid-year, “but now we’ve finally found he likes the Little Critter books by Mercer Mayer....We ended up reading five of them in one day.”

During the course of the year, LofC volunteers met at monthly dinners to compare notes and reflect on their experiences with their advisers and fellow volunteers.

Lives of Commitment benefited both Wilber and Kirschmann, who based some of his presentations in a sociology class on his tutoring work. Then there was

‘We can come up with a whole list of problems. We don’t necessarily take that extra step and come up with the solution.’

Jan Shaw-Flamm '76 is a Twin Cities-based freelancer, specializing in communications for higher education and the professions.
'I think that same core value of trying to help people in the world, that sense of altruism, has existed for a long time.'

Classroom beyond Snelling and Grand

Professor Dianna Shandy was part of the first faculty cohort to receive Lilly funding to develop a program-related course. Her scholarly interests include migration and refugees, which intersected with work, ethics and vocation in her course, "Refugees and Humanitarian Response." Drawing from life beyond the classroom, her class tutored some students through the Hmong American Partnership. Later, Shandy sent them out to do carefully designed "cultural lite histories."

"Instead of sending a bunch of first-year students without research skills out there to study vulnerable populations—refugees, possibly people with illegal immigration status—I tried to turn it around and do what [anthropologist and author] Laura Nadar calls 'studying up.' It means that you don't just look at the recipients of a service project, you look at the power structures that shape the options available to people."

In "studying up," students examined very different ways of interacting with refugee populations. "One student interviewed his cousin, a journalist who had been conscripted into the Israeli military and had to work in a camp with Palestinians in a prison sort of situation. Another student interviewed a U.S. Marine who was a part of the humanitarian relief effort in Somalia in the early 1990s. Others looked at teaching ESL in the Twin Cities, and at voluntary agencies that resettle refugees."

"Refugees and Humanitarian Response" has become a popular part of the regular anthropology curriculum. "Students are hungry for opportunities to connect with the world beyond Macalester," Shandy adds. "Lilly helps provide opportunities to make use of our urban environment, that rich classroom beyond Snelling and Grand."

Faculty and their faith

When Kathleen Cook Owens first arrived at Mac from Corvallis, Ore., she already expected that she would ultimately enter the ministry. But she found it difficult to be a Christian on campus, to differentiate herself from the more conservative Christians her classmates knew from the media. That all changed at a conference exploring what a project on work, ethics and vocation might look like at Macalester.

"Hearing professors talk about their faith made me feel comfortable talking about my faith on campus. In my first semester at Mac I received the impression that personal faith views should not be brought into the classroom....It was my conversations with professors about how they integrated their faith with their studies that made me realize I could as well."

Owens went on to take advantage of a variety of Lilly opportunities and served three years on the campus Lilly Advisory Board. Some of her Lilly experiences were religious only to those with a religious perspective—the sophomore retreat, and English Professor Jim Dawes' "Justice" course, which looked at issues of justice in literature from Antigone to today. Other activities were intrinsically religious. During an internship at House of Hope Presbyterian Church, Owens explored life as a minister. She planned youth activities, led aspects of worship and shadowed the clergy, reflecting on her calling in a series of essays. Lilly also enabled her to visit McCormick Theological Seminary in Chicago where she later applied. It was at a retreat at Whidbey Institute in Clinton, Wash., where Owens joined students of other faiths in contemplating the direction of their post-Macalester lives.
With seminary in her future, for now Owens travels nationally in her work with the Presbyterian Student Strategy Team and the Council for Ecumenical Student Christian Ministries.

"From writing the grant as a first-year and listening to professors' stories, to the sophomore retreat, to the internship at House of Hope and the senior leadership retreat in my last semester, Lilly was a part of my education throughout my time at Mac," she says.

"Working with Lilly and the Chapel gave me the confidence and faith to really claim who I am and what I believe. I am now ready to speak up on what I believe and to pay attention to where my faith is calling me to serve."

Questions about morality

Chemistry Professor Rebecca Hoye advised the nine Lives of Commitment students who volunteered weekly at the English Learning Center in Minneapolis. As a scientist who grew up Presbyterian, Hoye appreciated the variety of opportunities through Lilly. "There are aspects of the program that provide really good advising for students who are headed into religious occupations, similar to those for students who are pre-med or those who want to graduate school....But in the first year and second year, it's really designed for everybody to start asking some questions about 'How can I be a moral person?' and 'What is important to me?'"

Hoye is impressed with the volunteers' commitment to the English Learning Center. After their own full days as college students, they boarded a Mac van at 5 p.m., not to return for four or more hours. Six of them taught English classes to adults; the other three worked in the associated children's center where their time with younger students was less structured, but equally demanding.

As adviser, Hoye observed the students at the ELC, attended retreats with them and joined them at dinner gatherings during the year. The Mac students, she says, enjoyed being a valuable part of their English students' successful transition to American life. "[While] a lot of students have similar experiences going through the Community Service Office....this program has been a little bit different in that it's been so purposeful and supportive of the reflection piece....That piece hasn't gotten lost in the hustle and bustle of the semester."

Thinking about vocation

Like many other participants, Chris Fletcher '05 of Santa Fe, N.M., has taken part in several Lilly experiences, beginning with Lives of Commitment when he tutored Tibetan students at a Minneapolis high school. Fletcher doesn't consider himself to be religious or spiritual, so he was pleased when his LoC group dealt with the question of vocation and religious language at one of their retreats.

"I know it's been an issue, 'How do we keep the students in this who are just committed to service?' and 'How do we keep those who are also committed to religion or spirituality?' At the retreat last year we really resolved that by giving a list of ways to think about vocations....One phrase from a religious standpoint might be 'fulfill my mission as put forth by God,' and another one that was maybe less religious, 'wanting to help others in the world.' There was a list of about 20 phrases, and we picked two or three and explained [where] we were coming from in terms of vocation."

In his Lilly class with Professor David Chioni Moore, Fletcher and others interviewed recent Mac grads about their careers and values. Fletcher's favorite question was essentially: "As a junior or senior, did you have any idea what you would be doing now?" The answer was encouraging for any student whose crystal ball was still hazy. "Everyone," Fletcher reports, "said, 'No.'"

One day in history class it struck Fletcher that in some respects Macalester is, as the alma mater says, "ever the same." "We watched a video of Macalester during the Vietnam War. People dressed differently and everything, but I think that same core value of trying to help people in the world, that sense of altruism, has existed for a long time. It was probably more religiously driven [when] it was a more religious school, but I think it still exists."
Rhodes to Everywhere


by Doug Stone

For Michael Fredrickson '67, his initiation as a Rhodes Scholar at Oxford University was not quite what he expected.

“My initial reaction was horror,” he recalls. “I had expected cozy digs with fireplaces and crumpets with clotted cream. I got a shoebox of a room that was heated only by the hot water pipe on its way to the bathroom next door—which, I was pointedly advised, was meant for the exclusive use of the Welsh scholar who lived down the hall and who used to slink by me because I used it anyway.”

Lois Quam '83 ended up running the successful re-election campaign of an Oxford city councilor, right down to the counting of the votes—even though she herself was not eligible to vote.

Gretchen Rohr '98 found the adjustment difficult at first, after choosing a college at Oxford where she was the only American and only Rhodes Scholar. “British students and some professors don’t like Rhodes Scholars so you’re always having to prove yourself,” she says.

The three are among the 11 Macs who have won the world's best-known scholarship. The first was Benjamin Wallace, son of Macalester President James Wallace, in 1904. Six decades passed before a second Mac student won a Rhodes, but there have been 10 Rhodes Scholars from Macalester since 1967. The latest is Simon Morrison '04 (see Spring Macalester Today), who graduated in May and will attend Oxford this fall.

Eight of Macalester's Rhodes Scholars recently shared some impressions of their two or three years at Oxford.

Michael Fredrickson '67

I always had difficulty seeing myself as a "real" Rhodes Scholar. So, I learned, did just about everybody in my class. I think we thought of ourselves as anomalies among this group of high-powered types. The warden of Rhodes House defined a Rhodes Scholar as a man with a brilliant future behind him. Still the cachet attached to the scholarship is an entree that gets you in most doors.

The experience was broadening in many ways. It let us look back at what was going on back home—this was 1968 after all—from a different vantage point and without being totally immersed in what was going on here. It also introduced me to a group of men I have become uncommonly close to over the years.

I applied knowing I didn't have a prayer. I did so because [Macalester English Professor] Patricia Kane told me it would provide good interviewing experience when it came time to apply for a Woodrow Wilson fellowship. I suspect Dr. Kane was as shocked as I was when I won.

At Oxford: B.A. in English and literature
After Oxford: grad school taught freshman English worked as "hippie farmer" played guitar

Daniel Lips '77

I took away a great education. It solidified my interest in medicine and made me a better person. I took away a less American-centric view of the world and a much better appreciation for the international view of the world community. I traveled extensively including an outstanding vacation with my parents in Western Europe in my 1972 Volkswagen bug.

I didn't consider myself Rhodes material. Mac prepared me well in the sense that I got an outstanding education. It's a lot about the confidence that Mac gave me. Faculty

Doug Stone is the director of college relations at Macalester.

Graduated Harvard Law School; worked at Boston law firm

Today: General counsel for Board of Bar Overseers, state agency in Massachusetts that regulates legal profession; author of crime novels: A Cinderella Affidavit, Witness for the Dead, A Defense for the Dead (just released) and a fourth under way.

Daniel Lips '77: "I would do it all over again in a heartbeat."

Lois Quam '83 at Oxford in 1983: "I don't identify myself as a Rhodes Scholar. You shouldn't get a privilege for winning a scholarship."

Macalester Rhodes Scholars: You shouldn't get a privilege for winning a scholarship.
I took away a less American-centric view of the world. Like Lynda LaBounty (Psychology) encouraged me to apply.

The tutorial system [at Oxford] was really different and the educational surprise. The aspect of mastering a body of material and showing up for one-on-one tutorials [with the professor] gave you a responsibility but also gave you the opportunity for feedback and interaction with people who were world-class scientists.

It solidified my interest in medicine. It also gave me a little greater depth and perspective that I needed before I pushed on with my career.

At Oxford: master's in physiology
After Oxford: M.D. at Washington University in St. Louis; internship and residency at university's Barnes Hospital; post-graduate and fellowship work; cardiologist in Indianapolis and Kansas City
Today: Works as cardiologist for Minneapolis Cardiology Associates and as medical director of the Catheterization Laboratory at Abbott-Northwestern Hospital

Douglas Tilton '82

The best part of Oxford was the opportunity to travel. I tended to escape at every opportunity. My best memories are of town, not gown, flat-mates and friends, with the exception of my thesis supervisor, who made academic life tolerable.

The opportunity to do academic work on South Africa diverted me from my anticipated pre-law track and set the course for my future work on South Africa. The irony is that now I still spend most of my life with lawyers, mercifully the human rights variety.

I'm not sure the Rhodes is something you can prepare for. The thing that impressed the committee were my extracurricular activities and range of involvement with social justice issues. I remain grateful to [Professor and Rhodes adviser] Truman Schwartz and [Professor] Chuck Green for encouraging me to apply. It seemed like a ludicrous notion at the time.

I am often amazed that I have had the chance to be in South Africa through this period of its history—a possibility that seemed very distant in my days at Macalester.

At Oxford: master's and doctorate in politics
After Oxford: worked on U.S. policy toward South Africa through Africa Action and on South African domestic issues
Today: Policy analyst for the Parliamentary Office of the South African Council of Churches as a mission co-worker for the Presbyterian Church (USA); has been provincial officer for electoral observer network in KwaZulu-Natal

Lois Quam '83

The experience exceeded my expectations. I made lifelong friends, and I enjoyed becoming involved in the British Labour Party, including running several local election campaigns.

Under the British health system, all citizens receive health care coverage. Throughout my career, I have continued to believe universal health care is a mark of a humane and effective society. In my work I have

"I burned holes in the legs of three pair of jeans trying to work at my desk with a space heater between my legs," Michael Fredrickson '67 says of his room at Oxford.
looked for ways that our country can ensure health care access for all its citizens.

Oxford also provided me with hands-on training for how business works. Your thoughts and arguments had to be very well formulated. This is very similar to business where we have to organize our thoughts quickly and make points clearly.

Macalester helped me immensely. Macalester lives its belief that academic achievement and public service are both essential. I also benefited from an outstanding faculty who were very supportive and generous with their time.

At Oxford: master's in philosophy, politics and economics

After Oxford: Chair of the Minnesota Health Care Access Commission; member of the White House Task Force on National Health Care Reform, chaired by Hillary Rodham Clinton; research director at health organization

Today: head of Ovations business segment, part of UnitedHealth Group, which focuses on health care needs of people over 50.

Eric R. Olson '86

I grew up a mile from Macalester. I had no perspective. I didn't know what to expect [at Oxford]. It was exciting and a little intimidating. But I chose a traditional Oxford college with few American students, Merton College, in order to get a true “immersion” experience. Merton was wonderful—a movie version of Oxford. Eccentric old professors, some of whom hadn't left the college walls since World War II.

You would read a dozen books and then write an essay for the tutorial. One professor, knowing I was an American, made sure his knife was extra sharp. I did an essay. He said, “Well, Mr. Olson, you've done a great high level overview, but it's not very deep.” Then I picked a few countries to exemplify different models. He said, “Mr. Olson, you've done a really good job on the country, but you've missed the broader point.” It was the exact opposite of what he said the first time.

Later as my final revenge, I read a lot of books, engaged in debate, had a balance between specific and general. He said, “Finally, Mr. Olson, you got it.” I turned my paper around and it was blank. I was totally free associating. He laughed.

My experience at Oxford was life-changing in many respects, and yet felt like a natural extension of my experience at Mac. The ethic at Macalester makes it easy to remain aware of what’s going on in the world and what matters. Mac’s emphasis on substance, on the method of inquiry, that there are no easy answers is quite different from some other more competitive environments. I was originally a chemistry and Russian major with the idea of going to medical school. My Mac experience and the Rhodes played a key role in where I am today...embodying personal values and professional skills and aspirations.

At Oxford: master's in Russian and East European studies

After Oxford: worked on developing U.S.-Soviet trade relations through U.S.-USSR Trade and Economic Council in New York and Moscow; founded management consulting firm; partner in another consulting group

Today: works with Natural Step, firm founded in Sweden that has created framework for helping corporations develop and maintain environmentally sustainable business practices

Abigail Noble '96

I suffered culture shock in adjusting to British ways of interacting. It was less warm than Midwestern and Macalester ways. I arrived at my accommodations late one afternoon and there was difficulty getting the key to the house. I found a young woman on the other side of the door staring at me. I said my name. She said, “I'm Sophie. I do biology. I don't like being interrupted.” She later warmed up.

The experience was much more sink or swim than Macalester. It was exhilarating, but sometimes very lonely. It was very liberating, but required a lot of independence.

Oxford absolutely changed my life in two major ways. It created another context of traveling and living abroad. I had only spent a week in Germany before that. And it gave me the ability to argue analytically and to debate. I understood what sound reasoning was.

I felt very supported by Mac. I had so much individual contact with professors. The support helped build my confidence. So when I went to Oxford, I felt prepared academically and nurtured. [Professor] Adrienne Christiansen helped prepare me for the interviews and her courses on the history of rhetoric.

Rhodes criteria

The Rhodes Scholarships, established in 1903 by the imperialist Cecil Rhodes, are awarded on the basis of:

- academic achievement
- integrity of character
- spirit of unselfishness
- respect for others
- potential for leadership
- physical vigor
were the best preparation for Oxford. [Professor]
Robert Ward's literature courses were also great
preparation.

**At Oxford:** B.A. in English literature, master's in English

**After Oxford:** worked at rape counseling center near Oxford; two years in Boston living in and writing about intentional communities and education; teacher training in New Hampshire

**Today:** teaching English, history and debate to 9th–12th graders at Lake Champlain Waldorf High School in Charlotte, Vt.

**Christian Campbell '99**

Oxford is an elitist, traditionalist, unabashedly Eurocentric time warp, and I have actually met some of the most amazing people in my life here. I expected to hate Oxford, and I did, but I came here, on the tainted funds of the Rhodes Scholarship, to confront the contradictions of Caribbean culture head on.

I am a lot tougher and actually a lot more at peace with myself as an artist and intellectual. In so many ways my experience at Macalester was absolutely formative and laid the foundation for the vision with which I approached both the Rhodes Scholarship and my Oxford journey. Macalester's so-called alternative persona, which I admittedly mocked from time to time, allowed me the space and helped to give me the courage to pursue an "alternative" life as an artist and intellectual.

I was very young when I entered Mac, barely 16, and it was a close-knit enough and lively enough intellectual space to challenge me to become a leader in academics, the arts, athletics and activism. Most importantly, it was at Macalester that I decided to commit my life to words, and learned even more about how to reason with myself and the world, to turn ideas over and over in my head, to always, always question.

**Before Oxford:** at Duke when he became second Bahamian citizen to win Commonwealth Caribbean Rhodes Scholarship in 2002; M.A. in English and currently Ph.D. candidate in English at Duke; published poet

**Today:** at Balliol College, Oxford; master's of philosophy candidate in English studies; teaches undergraduates; finishing first collection of poetry.

**Gretchen Rohr '98**

The tutorial experience is surreal. The international experience at Oxford is like no other. The most exciting piece was how thrilled I was being in an international community where I could learn how much was possible, sharing with others and seeing how different systems and cultures operate and interact. I loved being in a community that was very critical of U.S. policy because I generally share that criticism. On the other hand, as an African American with no ancestry tied to a specific country, it made me realize how American I am.

During my spare time and breaks, I worked on international human rights issues. I went to Zimbabwe working with a network of widows and orphans. That experience focused me. I realized I may be more effective working with people at home and go from there, knowing that we're not necessarily the model we should be selling.

I know I would never have gotten a Rhodes if I hadn't gone to Mac because I know of no other place where I would have connected with so many faculty and staff. I was overwhelmed with the support I had. Community service and social activism were crucial.

**At Oxford:** master's in jurisprudence

**After Oxford:** graduated from Georgetown Law School

**Today:** Holland & Knight Fellow with the Southern Center for Human Rights in Atlanta; works on class-action litigation on behalf of those incarcerated in Alabama jails and prisons.

Christian Campbell '99: “A good friend of mine, a Jamaican Rhodie, once said that if we consistently thought of the largeness of our prestige and privilege as Rhodes Scholars and Oxford students, we'd never make it.”

MACALESTER TODAY
Eugenics and writers; rap and religion; Africa and development

Unnatural Selections:
Eugenics in American Modernism and the Harlem Renaissance

Challenging conventional constructions of the Harlem Renaissance and American modernism, Daylaine English links writers from both movements to debates about eugenics in the Progressive Era. She argues that, in the 1920s, the form and content of writings by figures as disparate as W.E.B. Du Bois, T. S. Eliot, Gertrude Stein and Nella Larsen were shaped by anxieties regarding immigration, migration and intraracial breeding.

English’s interdisciplinary approach brings together the work of those writers with relatively neglected literary, social scientific and visual texts. She examines anti-lynching plays by Angelina Weld Grimké as well as the provocative writings of white female eugenics field workers. English suggests that current scholarship often misreads early 20th century visual, literary and political culture by applying contemporary social and moral standards to the past. Du Bois, she argues, was actually more of a eugenicist than Eliot.

She contends that because eugenics was widely accepted in its time as a progressive ideology, we need to consider the long-term implications of contemporary genetic engineering, fertility enhancement and control, and legislation promoting or discouraging family growth.

English is assistant professor of English and teaches African American literature at Macalester.

The Tribunal
by Peter Robinson ’75 (iUniverse, Inc., 2004. 270 pages, $17.95)

This novel is a legal thriller about an American prosecutor assigned to defend a Serbian warlord at a war crimes tribunal in The Hague. The lawyer faces a suspicious client, a self-righteous prosecutor and hostile judges. When his spunky 11-year-old daughter is kidnapped, the lawyer is plunged into a battle to win his client’s freedom and to save his daughter’s life.

Peter Robinson is a former assistant U.S. attorney and criminal defense lawyer. He is currently defending the president of the Rwanda National Assembly at the International Criminal Tribunal for Rwanda and the former chief of the Yugoslavian Army at the International Criminal Tribunal for the former Yugoslavia.

African Environment and Development:
Rhetoric, Programs, Realities

This volume, co-edited by William Moseley, assistant professor of geography at Macalester, explores the connections between African rural livelihoods, environmental integrity and broader scale political economy. The book features a series of case studies by a mostly new generation of top environmental scholars. It employs a political ecology approach to examine a wide range of livelihood activities and environmental issues in Southern, West and East Africa. The studies demonstrate the necessity of grounding environment and development policy discussions within a broader understanding of the economy, history, politics and power.

Ulysses S. Grant
by Kate Havelin ’83 (Lerner Publications Co., 2004. 112 pages, $26.60 cloth)

This children’s book, aimed at grades 6–12, tells the story of the general who led the Union to victory during the Civil War and later worked to peacefully reunite the Northern and Southern states. Ironically, Grant graduated near the bottom of his class at West Point, was forced to resign from the army and suffered failure after failure in his early career. As president, he fought to establish civil rights for both Native Americans and African Americans, strengthened the currency and retained his reputation as an honest man in spite of the many corruption scandals surrounding his administration.

This is Kate Havelin’s 10th book for young readers. She lives with her husband and two sons in St. Paul.

Taking Sides:
Clashing Views on Controversial Issues in Drugs and Society
edited by Raymond Goldberg
(McGraw-Hill/Dushkin, 2004. $22.50 paperback)

A chapter by Jonathan Leo ’86, an associate professor of anatomy at Western University of Health Sciences, appears in this debate-style reader designed to introduce students to controversies in drug use and abuse. His chapter, “Attention Deficit Disorder: Good Science or Good Marketing?,” which originally appeared in Skeptic magazine, argues that the science behind the diagnosis and subsequent treatment for attention deficit/hyperactivity disorder is weak. Leo has written several articles critical of the widespread use of medications to treat emotional distress.

Safe Schools Manual
edited by Alan Horowitz and Grant Loebig ’02 (St. Paul Public Schools, 2003. 137 pages, $10 paperback)

This manual, published by the St. Paul Public Schools’ Out for Equity program, provides materials to help combat homo-
phobia and other forms of disrespect in schools. Materials cover topics such as analyzing school climate, building and strengthening gay-straight alliances, dispelling myths about sexuality and gender identity, reaching out to lesbian, gay, bisexual and transgender families and incorporating LGBT issues into the classroom.

Grant Loehnig began work on the Safe Schools Manual as an intern at Out for Equity through Macalester's Women's and Gender Studies Program. After graduation, he worked with Out for Equity as a program assistant. He is currently pursuing his master's in collaborative piano in New York City.

For more information about the book, call 651-603-4942 or see www.stpaul.k12.mn.us/outforequity.

**Cooper's Lesson**

_by Sun Yung Shin '94_

_(Children's Book Press, 2004. 31 pages, $16.95 cloth)_

This children's book tells the story of Cooper, a biracial Korean American boy, in side-by-side texts printed in English and Korean. A cousin teases him for being "half and half." When Cooper feels uncomfortable trying to speak Korean in Mr. Lee's grocery, one moment changes everything. He comes to realize that questions of identity are never simple, whether you talk about it in English or Korean.

Sun Yung Shin was born in Seoul, South Korea, in 1974. She was adopted by American parents in 1975 and grew up in the Chicago area. A poet, essayist and teacher, she lives in Minneapolis with her husband and two young children.

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**Justice for Genghis Khan**

Professor Jack Weatherford makes the revisionist case for the revolutionary Mongol conqueror

_Macalester Professor Jack Weatherford's new book, Genghis Khan and the Making of the Modern World, made the New York Times' best-seller list shortly after publication this spring. Here are excerpts from an interview that the DeWitt Wallace Professor of Anthropology gave to Robert Siegel on National Public Radio's "All Things Considered":_

_Siegel: Jack Weatherford has written a book in praise of Genghis Khan, the 13th century Mongol conqueror who has become synonymous with rampaging hordes, brute force and an unquenchable thirst for plunder._

_Weatherford: I'd say aside from religious leaders, Genghis Khan is probably the most important person in world history. That's a sweeping statement and a lot of people won't agree with it. But when you look at the facts and at how much he accomplished in his lifetime, I certainly think it's true._

_Siegel: Weatherford's book draws on a Mongol document, The Secret History of the Mongols._
that was incomparably vast.

Weatherford: No one has created anything like it. It was about 11 or 12 million square miles, which is much larger than all of North America would be today. It stretched from Asia, of course, all the way across to the Mediterranean. It included all the great civilizations of the past, eventually including China, Russia, Mesopotamia, Persia and even India. So the majority of people alive in the world today live in a country that was once conquered by the Mongols.

Siegel: One thing that Genghis Khan had contempt for was the aristocrat.

Weatherford: He came from the lowest rung of the lowest tribe on the steppes and he fought his way up. He realized that the aristocratic people were treacherous, they would always betray him, whereas the common people would be loyal to him. One of the reasons he became noted as a hugely cruel person was because when he conquered cities, he killed the rich right away.... In the mind of Genghis Khan, the aristocrats were worthless and dangerous, and so he killed them off in every city that he conquered.

Siegel: The source for much of this is The Secret History, written by his relative. How seriously do we take this source?

Weatherford: He was not a totalitarian in any sense. It's true that he was taking tribute from the people, but he was also giving back to the people, in the sense that he acquired no personal wealth; he lived a very simple life throughout his life. And he became obsessed with the idea of commerce as a way of connecting people together and keeping them loyal in one system.

He wanted to create a single law under which all people in the world would live—a just law. In fact, it began with such things as diplomatic immunity. And he went from there to creating a law that today many nations would accept as the ideal but in his time was in fact far from the ideal. He lived in a time of great torture and great torment of people, and he was really a revolutionary. It's not surprising that in the first book in the English language, Geoffrey Chaucer's Canterbury Tales, the longest story is about Genghis Khan. Chaucer called him the greatest lord who ever lived. It was quite clear in his time that he was a revolutionary.

But since then we've turned against Genghis and against, in a certain way, the whole history of Asia. We've rejected him, we've consigned him to the edge as a barbarian with Attila the Hun and other great evils of history. But in fact he was one of the greatest men of history and he still has a positive impact on the world today.

Publishing the professor: A Macalester story

One of the people behind Professor Jack Weatherford's best-selling book is a Macalester alumnus, Philip Patrick '91, who is director of marketing for Weatherford's publisher.

"Working on Jack's book was a true privilege for me," says Patrick, a vice president for the Crown Publishing Group, a division of Random House. An English major with an anthropology core, Patrick worked at the Hungry Mind Review of Books before moving to New York 10 years ago.

"I didn't have the good fortune of a course with Jack, but I always knew of him and the high regard in which my classmates held him," Patrick says. "I did get to know him a bit while I was at the Hungry Mind Review and he wrote several reviews for us.

"Last summer when we were starting to plan for the book's publication, I spent an afternoon in Jack's office looking over his amazing photo album of his trips to Mongolia. He gave me this very cool Mongolian face cream for my wife, which she has since become addicted to. Presents a bit of a problem as the stuff isn't exactly available at Sephora or the Body Shop."

Patrick says Weatherford's book "has all the hallmarks of a good read—particularly a sense of discovery or, in this case, a rediscovery. The reading public is responding—it became a New York Times best seller after two weeks in bookstores."
The Full Matilda by David Haynes '77 (Harlem Moon, 2004. 370 pages, $14 paperback)

In his new novel, David Haynes describes an African American family legacy of serving the upper crust. Matilda Housewright’s family has been in “service” for generations in Washington, D.C. Matilda grew up in the house of a powerful senator and learned how to be a hostess extraordinaire. But after her father dies and she starts an ill-fated catering business with her brother, she begins to question who she is and what, exactly, she is serving.

Haynes teaches creative writing at Southern Methodist University in Texas and in the Warren Wilson College MFA program for writers. Named one of America’s best young writers by Granta magazine, he has had his short stories recorded for National Public Radio’s “Selected Shorts.”


Originally published in 1999 by Harvard University Press and now reissued in paperback, Financial Missionaries to the World won the Society for Historians of American Foreign Relations Robert H. Ferrell Book Prize. Emily Rosenberg, the DeWitt Wallace Professor of History at Macalester, establishes the broad scope and significance of “dollar diplomacy”—the use of international lending and advising—to U.S. foreign policy in the early 20th century. Combining diplomatic, economic and cultural history, she shows how private bank loans were extended to leverage the acceptance of American financial advisers by foreign governments. In an analysis that is relevant to contemporary debates over international loans, she reveals how a practice initially justified as a progressive means to extend “civilization” by promoting economic progress became embroiled in controversy. Critics charged that American loans and financial oversight constituted a new imperialism, and even early supporters of dollar diplomacy worried that it might induce the very instability that it supposedly worked against.


Although rap music is often seen as a black secular response to pressing contemporary issues, it has deep connections to African American religious traditions, this book shows. Noise and Spirit explores the diverse religious dimensions of rap stemming from Islam, Rastafarianism and humanism as well as Christianity. The volume examines rap’s dialogue with religious traditions, from the ways in which Islamic rap music is used as a method of religious and political instruction to the uses of both the blues and black women’s rap for considering the distinction between God and the devil.

Anthony B. Pinn is a professor of religious studies at Macalester. He is also the co-editor of Peoples Temple and Black Religion in America (Indiana University Press, 2004). The Peoples Temple movement ended in 1978 when more than 900 men, women and children died in a ritual of murder and suicide in Jonestown, Guyana. Although the leader of the movement, Jim Jones, was white, most of his followers were black. Scholars from various disciplines assess the impact of Peoples Temple on the black religious experience.

The Path to Partnership: A Guide for Junior Associates by Steven C. Bennett ’79 (Greenwood Publishing Group, 2004. 208 pages, $34.95)

Steven C. Bennett, a litigation partner in the New York offices of Jones Day, has written a primer for law students considering firm practice. Drawing upon his many years in training and developing junior associates, he discusses some of the most common problems that can affect the career development of new lawyers and offers practical advice for navigating the crucial first years. He offers practical guidance on topics ranging from determining whether firm life is the right fit to preparing for partnership.


This book shows how two of America’s most prominent poets engage in a process that is both dialectic and holotropic as they continually create—through doubling—a fuller and more fluid self-identity. Ultimately, their use of alter-selves to deepen their subjectivity and transform otherness expands their voice and vision, culminating late in their careers in a polyphony of self. Paul Wadden argues. Bridging literary scholarship and writing pedagogy, he concludes by illustrating how the two poets’ writing practices offer invigorating models and departure points for writing students in contemporary literature and composition classrooms.

Wadden’s articles on literature and literary studies have appeared in College Literature, Mediations and The Hemingway Review. He teaches English at International Christian University in Tokyo.
Why I Teach continued from page 19

fawning over her child in a way that no one else can understand. I delight in moments and stories that are only delightful because of the road that led to them.

Judith Sandeen Bartel ’82, teacher at Hill-Murray School in Maplewood, Minn.: The best thing about teaching is the kids. I have developed wonderful relationships with my students that have lasted for many years. I have attended and been a part of weddings, have seen babies born and continue to have contact with many of my former students. There is nothing more gratifying than knowing that I have made a difference in someone’s life.

Teaching also offers many other opportunities. I have taken students to Washington, D.C., several times. In 1994 I wandered into the United States Holocaust Memorial Museum and my life was forever changed. I attended the Belfer Conference for Educators, the Belfer II Conference, the Bearing Witness program for Catholic School Educators and in 2002 I was awarded the Mandel Teacher Fellowship from the Museum. Last summer I taught the break-out sessions for middle school social studies teachers at the Belfer Conference and have been asked to return this coming summer. I have had the opportunity to meet and work with many amazing Holocaust survivors in the Twin Cities and around the country. Last summer I taught with Dr. Stephen Feinstein at the University of Minnesota Center for Holocaust and Genocide Studies. I also designed a course titled “20th Century Human Behavior” which discusses 20th century intolerance focusing on the lessons learned from the Holocaust.

I joined the profession so I could relax during the summer, but that rarely happens!

Margaret Page McCubbin ’60 and ’64, Center City, Minn.: I came back to Mac to get a second degree, this time in teaching. I started with the St. Paul schools in 1964 and knew that teaching kids was where I belonged. I am still teaching kids—I am the tutor at my local high school, full-time, with no plans to retire. There isn’t anything else that is as important for me to be doing with my life.

I currently work as a volunteer—my 15th year at this—since the school district has no money for a tutoring program. My pay is to stand at graduation and congratulate all the kids I’ve helped to get a diploma and have a chance at a good life. That’s priceless.

Mac had a wonderful Education Department when I was there; why the college decided to end the complete program, I don’t understand. Cut somewhere else—“leaders of tomorrow” are found in the classroom, on both sides of the desk.

Barbara Wilson Peterson ’68, Ames, Iowa: The best thing about being a teacher is having the opportunity to influence young people in a positive manner. No one teacher can reach every student, but most teachers can reach many. We might be able to instill in them a love of learning or an interest in or even a passion for a certain subject matter. We might instill in them self-discipline and/or self-motivation, or inspire them to embrace the positive values we seek to increase in our society. We might be the only ones who believe in them or who help them to realize their potential or their inherent value as a person. These are the things we seek to accomplish, and with dedication and caring, we can and do, do so.

I took early retirement last year. When I announced the decision to my students, one of them asked if they’d been so awful I couldn’t take it anymore. The question amazed me since this was the best of my five wonderful classes that year. I listened to tell him and his classmates that on the contrary, I was having such a great year, I decided to quit when I thought it couldn’t get any better. The boy, a football player, was pensive for a moment, then queried, “Oh, so then you’re saying this is like retiring after winning the Super Bowl?” I affirmed that, and everyone seemed quite content.
In 2001, philanthropist Eugene M. Lang launched Project Pericles, Inc., a nationwide network of colleges and universities dedicated to the legacy of Pericles, the ruler who brought democracy to Athens. Project Pericles fortifies each institution's efforts to "instill in students an active and abiding sense of social responsibility and that our democracy offers each person an opportunity to 'make a difference.'"

Chosen as one of 10 charter members of Project Pericles, Macalester is integrating co-curricular programs and academic offerings so all members of the Macalester community can bring the full range of their capacities and convictions to bear on civic endeavors, both locally and around the globe. The monetary award from Project Pericles also supports curricular innovation and planning for a center for civic engagement.

"Through Project Pericles, I am very happy to be personally involved in promoting civic engagement as an essential part of the traditionally excellent educational experience that Macalester provides," Lang says.
Orangerageous

Students cheering on the men's basketball team wear hats made by Deb Johnson, the mother of basketball player Lars Johnson '07 (St. Cloud, Minn.). She produced about 180 hats. They became all the rage as the men's team enjoyed its best season in 23 years, finishing second in the MIAC.