We looked around the other day and found 12 alumni—an even dozen, representing every decade from the 1960s to the 2000s—working on Macalester's Advancement staff. They got together in Weyerhaeuser Hall for this collective Class Note.

*Clockwise from back left:* Adrienne Dorn ’03 and Holly Muñoz ’02, both Annual Fund associate directors; Jan Shaw-Flamm ’76, College Relations writer-editor; Jitla Armer-Meyerhoff ’05, PCI data entry clerk; Danielle Nelson ’05, Alumni Relations Scots Pride coordinator; Kristin Midelfort ’74, associate director of major gifts; Janice Dickinson ’64, Alumni Relations assistant; Emily Koller ’03 (seated), major gifts assistant; Gabrielle Lawrence ’73, Alumni Relations director; Kathryn Lowery ’73, Annual Fund director; and Anne Bushnell ’82, director of prospect research.

*Inset:* Dameun Strange ’95, Alumni Relations associate director.
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The Rhodes committee says ‘Hello’ to Keon West ’06

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Past Masters

In future history books about Macalester, Professors Norm and Emily Rosenberg will have a prominent place. Peter Bartz-Gallagher ’05 photographed the two inspiring teachers and pioneering scholars in Old Main, the home of the History Department during most of their 31 years at Macalester.
Mahnaz Kousha

GREAT STORY on Professor Mahnaz Kousha ["Women in Iran: Behind the Veil," Winter issue]. Professor Kousha was one of the stars of the Sociology Department. I enjoyed her classes.

Darius Collins '96
Minneapolis

Remember the champions

GOOD TO READ your Fall sports review of the women's soccer team and its coach, John Leaney [Winter issue]. It's always great to hear how well the women's soccer team continues to do year after year under Leaney's outstanding coaching.

But it was surprising to see in the box focused on John Leaney's highly successful career that there was no mention his 1998 team won the NCAA Division III National Championship. It was the first (and I think only) national championship in Macalester's sports history. It deserves to be highlighted.

Jane Hirschmann,
mother of Nell Hirschmann-Levy '02
New York

Good point. Our February 1999 cover story highlighted Coach Leaney and those amazing women soccer players, but their accomplishments always bear repeating. Although theirs was the first and so far only NCAA national championship for Macalester, the Mac men’s swimming team won the NAIA (National Association of Intercollegiate Athletics) national championship three times, in 1964, ’65 and ’66.

—the Editors
he listened for hours to them in his office. With his gentle, non-judgmental encouragement, Russ was the lantern in a dark place, giving us "light" and "possibility." He had faith in us.

I believe wherever he is now, he is comforting and listening to troubled souls, and offering them the amazing balm of his grace and compassion.

LuAnn Adams '82
New York

AS WAS NOTED at his memorial service, Russ was one of those extraordinary individuals who in a profound fashion touched people who were lucky enough to know, to work with or to struggle with him for the cause of human rights. Much of the discussion has focused on the years that Russ was Macalester's chaplain from 1979 to 1986. However, for those of us who are older, Russ was a gift to us during his years as Mac's assistant chaplain from 1956 to 1964.

My appreciation of the special person that Russ was began when I was assigned to be his student clerk in 1960. Russ never seemed to be fazed by the fact that he had been given as his staff a self-described agnostic who did not type very well. I think Russ saw me, like so many others who came into his sphere, especially students, as a work in progress both spiritually and individually. He was a most gentle, helpful and important guide. It was Russ who taught me that you did not have to be a Christian to be able to have a meaningful spiritual life.

I also learned how important he was to the mental health of students. Students with spiritual confusion, profound depression, and even thoughts and attempts of suicide found their way to his office and received the gift of his kind and nurturing nature. I often wonder how many adult Mac alumni are here today, leading productive and meaningful lives, because Russ made himself available to us in times of crisis and need.

Also, I hope that somewhere in its archives Mac has preserved a record of the roles that Russ played in Mac's fledgling civil rights movement (Student Action for Human Rights); the formation and operation of non-traditional spiritual organizations such as Student Religious Liberals; the free speech "fight" that actually allowed a Communist to speak on the campus; and publication of what I believe was the college's first underground newspaper.

In the early '60s, there was a forum at Mac that delved into whether it was possible to have saints if there was no God. Although I still wonder about the existence and nature of divinity (something I was taught to do at Mac), I do know that there are saints, in all the best senses of that word, in this world. I know because I worked for one during my time at Mac. The world is less of a place without Russ.

Don Gemberling '64
St. Paul

Macalester Yesterday

John Gallos '49 interviews two other students on the campus radio station, WBOM (Broadcasting Over Macalester), in the late 1940s. Gallos, who died last November (see page 47), served as manager of the station in 1947-48. He and two friends—Chris Wedes '49 and Roger Awsumb '51—began their broadcasting careers on WBOM and all went on to become well-known figures on children's TV shows. Gallos was "Clancy the Cop" (Inset) on WCCO-TV in Minneapolis from 1961 to 1977 as well as host of his own show on religion, "Sunday Morning with John Gallos," for 31 years. Awsumb, who died in 2002, got his start in television when Gallos hired him as a floor director at WCCO in 1952. Awsumb was "Casey Jones" on two Twin Cities television stations from 1954 to 1973. Wedes—initially the sidekick "Joe the Cook" to Awsumb's Casey—moved to Seattle and became the TV clown "J.P. Patches" from 1958 to 1981. Wedes still makes personal appearances in Seattle.
Now hear this, anywhere in the world

WMCN Radio, Mac's largest student organization, goes global

As a student, Elliot Stapleton ’05 played some of the most experimental music he could get his hands on when he had a radio show on WMCN. Although the recent grad now lives in Minneapolis—too far away for the station’s 3.5-mile radius signal to reach him—he still listens via webcasting.

“There are some terribly interesting shows that certainly rival something like Radio K or The Current because WMCN offers a lot of freedom in terms of programming. For example, I love the Fresh Concepts [student group] comedy hour. The openness that the station offers is what keeps me listening after I graduated,” Stapleton says.

Macalester's student-run, free-form, non-profit public radio station is already the largest single student organization on campus, with more than 120 students serving as DJs. The station is now in the midst of a series of changes that will not only allow for involvement of even more students but also enable listeners to tune in via the Internet.

All WMCN programming—primarily music but also talk, news and announcements—can now be accessed live, anywhere in the world, via webcast. “One of the greatest things about webcasting is that we aren’t limited anymore. It’s easy for alumni to listen wherever they are. Parents of international students can listen to their shows, and people abroad can listen, too!” says Emily Ayoob ’07 (Portland, Maine), the station’s development director last fall semester.

The 15 or so WMCN directors select shows at the beginning of each semester. “In choosing shows, we try to look for unique ideas,” says Caitlin Donesley ’07 (Boise, Idaho), WMCN’s promotions director. “There’s a new show this year where the DJs borrow someone’s iPod, and then create a musical portrait of someone based on the music on their iPod.”

Jonah Bull ’06 (Rehoboth, Mass.) and Ben Freeman ’06 (Seattle) are in their third year of co-hosting a show, “Pirates vs. Ninjas.” They met their first year at Mac when they were roommates and found they had similar musical tastes, Freeman said. Bull adds, “All his music was on my computer.” They play what Bull calls “underground college radio, not the hottest indie rock or hip-hop.” That means such groups as Freestyle Fellowship, Prefuse 73, Madlib and MF Doom.

Freeman uses webcasting to listen to other college radio stations, and now some of his friends on both the West and East coasts listen to his show. “My parents always...”

Five reasons to party

Students celebrated the fifth birthday of the Ruth Stricker Dayton Campus Center in February. The party, which happened to coincide with Super Bowl Sunday, featured a raffle, pin the tail on the donkey (above right) and lots of food.

Above left: Cindy Darrow, left, Campus Center director, and Tara Stormoen-Martinez, assistant director, draw prizes. Right: Josh Springer ’08 (Portland, Ore.), Annah Walters ’08 (Erlin, Minn.) and Moeko Cider ’08 (Burlington, Wash.) get into the party spirit.
wanted to listen, but couldn’t, and now they can,” Bull says.

With new one-hour time slots—in the past shows were always two hours—more DJs can get involved because of more time slots to fit student schedules. “We have to accept more shows,” Ayoob says, “which can affect the overall quality a bit at first, but it gets more students involved, and in the long run is better. We realize there are people at Mac who really have great music tastes. We’re hoping that in the long run, the changes with WMCN will bring more of these great-taste music people out of the woodwork.”

During the current spring semester, News Director Erik Forman ’08 (Madison, Wis.) hopes to get his show, “Inside the Bubble,” up and running. “Listeners can look forward to hearing interviews with campus activists and administrators about issues that concern everyone concerned with Macalester,” he says.

Radio is a powerful tool to build community and political consciousness, Forman says. “It also gives students an opportunity to gain radio experience and have fun with their friends.”

—Heather Stahl ’08

Tuning in
http://www.macalester.edu/wmcn/

postal:
WMCN 91.7fm
1600 Grand Ave.
St. Paul, MN 55105
wmcn@macalester.edu
WMCN office: 651-696-6082

Programming guide:
http://www.macalester.edu/wmcn/guide/index.htm

broadcast hours:
Monday–Friday 8 a.m.–2a.m.
Saturday–Sunday 10 a.m.–2a.m.
Here they come to save the day!

Remember Mighty Mouse? The folks at the Help Desk have taken his place.

What's the best place to get a sandwich around here?

"Where's the nearest hospital?"

When new Macalester students see "Help Desk" on their phone lists, they often don't understand that it refers to computer help. Nevertheless, student workers at the Information Technology Services (ITS) Help Desk do their best to steer callers in the right direction before moving on to help users dealing with a lost password or crashed hard drive.

"Some callers really know what they're talking about; some are afraid to do anything on their computer; and some people think they know what they're doing," says Matthew Cox '06 (Black Earth, Wis.), a biology major and four-year veteran of the Help Desk.

With up to 1,000 calls a month coming in during the busiest time—September—it takes a calm, level-headed person to deal with one frantic caller after another. "But I enjoy it," says Cox. "It's good to leave after your shift knowing that you have really helped people."

Apparently, he's not alone. Of six seniors working the Help Desk, five have worked there all four years. "Student employees are incredibly important around here," says Jesse Harman '99, coordinator of user services. "I have 17 employees, and they handle 60-70 percent of the calls. It takes a high level of commitment."

One might think that the Help Desk is staffed solely by students who arrive already possessing the technical skills of a young Bill Gates. Not so. "I mostly hire consultants sight unseen from the work-study forms we get in the summer," says Harman. "If they have some customer service skills and want to help out, anyone can learn the skills and tools."

"The first month and a half are the craziest," says Cox. "Students move into the dorms and have trouble connecting to the network, so we get calls from them, and sometimes from their parents, too: 'Why haven't you solved my son's problem yet? We may be working on 150 problems at once.' ITS provides T-shirts and dinner to keep the hardworking students going during those first hectic weeks. After the initial flurry, the most common problems relate to viruses in students' computers and the resetting of passwords.

Whenever possible, they try to solve problems over the phone. That's easier now with VNC software, which allows the consultant to remotely see and control the caller's computer.

"Life began for me at 6:30 this morning, but I think it's considerably later for most people around here."

—Aaron Hawkins '06 (Richmond, Ky.), who is majoring in chemistry and religious studies, responding to a Mac Weekly question about when life begins

Endowment 101

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<th>Macalester Endowment: Market Value</th>
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CRAIG AASE ’70, the college’s chief investment officer, reports:
• Macalester’s endowment has bounced back from the market correction of 2001–02 and is approaching its all-time high;
• the college continues to diversify its portfolio, reducing U.S. stock and bond market exposures and increasing non-U.S. stocks and alternative investments (real estate, energy, private capital and absolute return strategies);

Investment returns have improved in both absolute and relative terms. Macalester’s endowment outperforms the average endowment by an increasing margin.

“We are pleased with the higher returns,” Aase says, “but we believe it is just as important that we continue to diversify the portfolio, reducing the volatility of expected future returns that comes with a large U.S. stock market exposure.”

3 x 3 hours of math problems = poetry

A MACALESTER TEAM scored a perfect 100 to win the three-hour Math Association of America’s regional math contest, tying with the University of Minnesota.

Nikolay Dinev ’06 (Sofia, Bulgaria), Michael Decker ’06 (Portland, Ore.) and Margarit Ivanov ’06 (Pleven, Bulgaria) have formed Macalester’s top team since they were sophomores. Impressively, all five Macalester teams finished among the top half of 65 competing teams.

“We all have broad mathematical interests,” says Dinev of the winning team, “but geometry is usually my area. Mike does algebra and Margarit does analysis and Diophantine equations, although that is not an ironclad rule.

Given the list of problems, everyone picks one that seems interesting, tries to solve it and writes it up. If the problem is not easily solvable, then we talk about it and eventually someone comes up with the right idea. We also proofread one another’s proofs, so those are a joint effort.”

To keep skills sharp, many team members tackle Professor Stan Wagon’s “Problem of the Week,” a Mac tradition started in 1968 by the late Professor Joe Konhauser, and attend a weekly one-hour practice hosted by Wagon, Professor Tom Halverson and Dave Ehren of the Mac Academic Excellence Center. Dinev, Decker and Ivanov have also organized a problem-solving club in which they share their experience with younger students.

The preparation pays off: Macalester teams have taken top honors in four of the last eight years.

“As with all things mathematical, beauty is the most important reason to do competitions,” says Dinev. “Competition problems usually have elegant solutions that are the mathematical equivalent of the best poems.”

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A Sample Problem of the Week

Chicken McNuggets® come in packets of 6, 9 or 20; thus it is impossible to buy 13 McNuggets. What is the largest number of McNuggets that you cannot buy?

The answer:

As with all things mathematical, beauty is the most important reason to do competitions.
NEVER HAVE I been surrounded by such destruction, whole neighborhoods disappeared, vanished, gone,” says Nick Reynolds ’06 (Minneapolis). “Impossible amounts of garbage, signs of death, every day passing the orange spray-paint FEMA crosses on the fronts of houses, counting the death toll. It was hard to take in.” Reynolds was one of 21 students and seven staff who spent Jan. 12–21 on a relief trip to Mississippi to help with cleanup efforts following Hurricane Katrina. In a Feb. 7 presentation on campus, participants told of donning “hazmat” (hazardous material) suits to remove asbestos and mold-laden materials from the nearly irrecoverable homes that stretched for blocks in Biloxi.

“We saw school marching bands, kids riding bikes, people throwing candy. The community is back.’

I went for a pseudo-selfish reason,” says Reynolds. “9-11 happened and I read about it in the paper; then the tsunami and the earthquake in Pakistan—all so distant and intangible. I sought to establish a relationship to Katrina.” While there, he recalled, “My mind would wander while I

Responding to Katrina

The Hurricane Katrina Relief Trip was not the only Macalester response to the disaster in the Gulf.

- In September, a Macalester staff and faculty teach-in titled “The Katrina Crisis: A Window on Our National Condition” drew nearly 100 students, faculty and community members.
- 25 students in Professor Roopali Phadke’s environmental studies course “Water and Power” wrote a report on managing water infrastructure entitled “Exposing Hurricane Katrina: The Scope of an Unnatural Disaster.”
- The college welcomed four New Orleans students, two each from Tulane and Dillard universities, for fall semester.
- The Macalester Web site provided a forum for discussing Katrina-related issues. Links were provided to sites for donating and to resources for additional information.
was 'mucking out' a house on Ahern Drive. Sometimes I would be happy and content—
the simplicity of the work, the good kind of
physical exhaustion, the sense of 'doing
something meaningful,' and the joking
and bonding I did with my crew...but other
times I would try to take in the whole
eormous situation and found myself expe-
riencing hopelessness, shock and grief.'

But the hopelessness was not unrelenting.
'There was a parade on Martin Luther King
Day,' says Louise Sharrow '09 (Cincinnati,
Ohio). 'We saw school marching bands,
kids riding bikes, people throwing candy.
The community is back.' Also back, she
noted, were the casino barges. Some partici-
pants were chagrined that casinos were
among the first commercial establishments
to reopen, but as Macalester Chaplain Lucy
Forster-Smith noted, those casinos provide
a significant number of jobs in the area.

Ruth Janisch Lake and Nadja Hogg
of the Community Service Office and Forster-
Smith began planning the trip last October.
'It was challenging,' says Janisch Lake.
'Because we were planning so far in advance,
relief organizations didn't know what kind of
work we would be doing or even where. I-90
along the Gulf coast opened only four days
before we got there. [The] many unknowns
made it difficult to provide the details neces-
sary to help volunteers prepare and feel safe.'

The Macalester group worked with Pres-
byterian Disaster Assistance (PDA), which
has an ongoing presence in the area. PDA
provided modest tent accommodations and
showers. The daily tasks resulted from work
orders by local people requesting help clear-
ing a yard, taking down ruined walls or
removing garbage. The Mac contingent also
discussed the situation in the Gulf with
alumni Margaret Oard '72 of Saucier, Miss.,
and New Orleans residents Deanna Vandiver

Two students, Emily
Goodman '08
(Barrington, Ill.)
and Miriam Larson '08
(Urbana, Ill.), did sep-
erate independent study projects in
connection with the relief trip experience
and both made reference to the resented
"disaster tourists" who came to the Gulf
more to take photographs than to work. At
the February presentation, listeners were
encouraged to write to their U.S. senators
about the recovery problems and the need
for continued relief response.

Cora Polsgrove '08 (Bloomington, Ind.)
went on the trip in part "to give the brain a
break for a week and use my hands."

Bemoaning her lack of construction skills,
Polsgrove recalls thinking, "I feel so incom-
petent! Just let me write a paper!" Most
stunning to her was the degree of devasta-
tion. "They say Hurricane Andrew took
10 years to recover from, and Katrina was
10 times as bad. So what's that mean—
100 years?"

There are vitas and then there are vitas: Faculty Web sites

Macalester.edu puts volumes of useful
information at the beck and call of any
Macite whose fingers know their way around a
keyboard. While one expects to find professors'
office hours, curriculum vitae and e-mail
addresses, by digging a little deeper one can
learn remarkable tidbits about folks on campus.

Karin Aguilar-San Juan,
American Studies, is
accomplished in the martial
arts. "My forte was once
full-contact ground fighting
without protective gear.
Practicing for street fighting
was a thrill, but not good for
my soul or for world peace.
I turned to kung fu as a sport rather than a
fighting art."

Check the African
Studies Web site for
David Chioni Moore,
International Studies
and English, and you'll
learn that "Oftentimes
people who know David
only by his writing mistake him for an Ibo
[people of southeast Nigeria], thanks to the 'Chi'
starting middle name. Great (and humorous)
shock ensues upon face-to-face meeting. Chioni
is the name of David's Italian grandfather."

Joan Ostrofe, Psychology, sings in the
choir at Mt. Zion Temple, and studies American
Sign Language, noting, "[I] find it really useful
to be a student and a teacher at the same time,
and also to experience all of the excitement and
humiliation of learning another language."
The economics of pollution

As an environmental economist who studies Latin America, Professor Sarah West '91 finds reason for optimism that market-based incentives can reduce pollution.

Economics Professor Sarah West '91 teaches courses in environmental, public and urban economics. After graduating from Macalester, she earned a master's degree in Latin American studies and a master's and Ph.D. in economics. Her research focuses on market-based incentives for the control of vehicle pollution.

West is co-editor with Aldemaro Romero, former director of Macalester's Environmental Studies program, of Environmental Issues in Latin America and the Caribbean (Springer, 2005). West is also co-author, with Ann Wolverton of the Environmental Protection Agency, of the chapter “Market-based Policies for Pollution Control in Latin America.” She spoke with Jan Shaw-Flamm ’76 of Macalester Today.

What's an economist doing in a book on environmental issues?

Economists think about efficiency—about balancing the societal benefits and costs of production and consumption. My businessman grandfather once asked me, with some disdain, “Why do we need environmental economists?” I asked him, “Do you think society should have pollution reduction as one of its goals?” “Yes,” he said. I explained, “Environmental economists can help policymakers find policies that attain a given amount of pollution reduction at lowest cost, so that if we want to reduce acid rain, for example, we do it in such a way as to minimize the number of electric company jobs lost.” That seemed to satisfy him.

How is this book different from other books out there?

First, we designed this book with undergraduates in mind. Second, it is interdisciplinary. A biology student can use this book to learn how the politics of international institutions affect species’ survival. An economics student can learn how to use biologists’ research on the benefits for birds of shade-grown coffee to develop optimal coffee-pricing schemes. It also provides examples of cutting-edge analyses for the educated reader interested in environmental issues.

Have any Macalester students contributed to this book?

Joel Creswell '02 co-authored the book’s first chapter, “In the Land of the Mermaid: How Culture, not Ecology, Influenced Marine Mammal Exploitation in the South-eastern Caribbean.” He traveled with co-author Al Romero to Barbados to conduct research for this chapter, resulting in a unique and comprehensive history of human interactions with marine mammals. Creswell now attends the Yale School of Forestry and Environmental Studies.

In addition, Erika Molina '05 did a fantastic job formatting the chapters to meet the publisher’s specifications.

Why did you focus on Latin America and the Caribbean?

In Latin America and the Caribbean, clashes between social and economic development and the environment appear in
stark relief. Poor farmers and oil companies encroach upon the rain forest, domestic and foreign hotel owners replace mangrove swamps with volleyball courts, newly wealthy city dwellers shift from riding the subway to driving cars.

But because the institutions that regulate polluting activities in the region are young, opportunities for making good environmental policy abound. Institutions are relatively flexible, and policymakers can learn from the successes and mistakes made in other countries. While the complexities of the environmental problems challenge us, the abundant opportunities to create effective policies are exciting.

What are a couple of examples of “market-based policies” to control pollution?

A market-based policy provides a financial incentive to reduce pollution, rather than requiring such reduction, as in a “command-and-control” policy.

Tax credits for hybrid cars such as the Toyota Prius are market-based incentives. Such credits push some car buyers to choose hybrids over conventional cars. Imagine the command-and-control alternative—it would require consumers to buy a certain number of the cars, imposing high costs on households for whom a hybrid is inappropriate.

The U.S. sulfur dioxide (SO2) tradable permit system is another example. Did you know that today you could call a broker and buy an emissions allowance for one ton of SO2, a source of acid rain? Holding such an allowance would entitle you to pollute one ton, if you happen to be an electric utility company. Or you could simply hold the permit, thereby preventing anyone else from polluting that ton. The United States used this tradable permit system to cut SO2 emissions by about 40 percent since 1995, at much lower costs than requiring firms to install scrubbers on their smokestacks.

Taxes, subsidies and deposit-refund systems are also market-based incentives. Many Latin American countries subsidize the adoption of clean industrial technologies, and Mexico has a deposit-refund system for car batteries.

How does this contrast with “command-and-control” policies?

Market-based policies give polluters more flexibility than most command-and-control policies. Some utilities may find it cheaper to switch from coal to natural gas, while others may choose to install scrubbers on their smokestacks. Others that face high abatement costs may choose not to reduce pollution at all. But they must always buy permits for each ton they emit, and therefore always face an incentive to figure out a way to abate at a cost lower than the permit price. This is not the case with command-and-control policies—once a polluter meets a given standard they face no incentive to reduce pollution further.

Which works best?

It depends. Using a market-based tradable permit system for mercury emissions, for example, might result in dangerously high pollutant concentrations known as “hot spots,” because a firm can pollute as much as it wants to as long as it buys enough permits. But such hot spots are not a concern with emissions of carbon dioxide, which mix perfectly in the atmosphere regardless of the location of the emitter.

Regulations don’t generate revenue like a gas tax or carbon tax. On the other hand, polluters may prefer the greater degree of certainty involved with command-and-control policies.

Opportunities for making good environmental policy abound [in Latin America and the Caribbean]. Institutions are relatively flexible, and policymakers can learn from the successes and mistakes made in other countries.

Do pollution control policies in Latin America place a disproportionate burden on the poor?

Because poor people spend more on energy as a percentage of their income than the wealthy, even in Latin America, any pollution policy that raises the price of energy is likely to be regressive, that is, burden the poor relatively more than the wealthy.

But we should be concerned about not only the distribution of the costs, but the distribution of the net benefits, the benefits of pollution reduction minus the costs. The poor, for example, stand to benefit proportionately more than the rich from improvements in water quality.

Which kind of policies do we use in the U.S.?

With the exception of the tradable SO2 permit program, deposit refund programs, tax credits like those given for the purchase of hybrid cars, and some subsidies for research and development, U.S. environmental policies are dominated by command-and-control standards. Cars, for example, must be fitted with catalytic converters and must pass standards for their emissions per mile.

If you could persuade governments in Latin America and the Caribbean to implement just one new anti-pollution policy, what would it be?

Tax gasoline and use the revenues to provide rebates to poor households and to fund environmental protection institutions.

You make pollution control sound almost doable. Do market-based policies allow us some optimism?

I think we should be very optimistic about our ability to control local air pollutants—ground-level ozone, sulfur dioxide, particulate matter and many water pollutants. We have already made great strides in these areas. Because pollution control policies were successful, air and water in the United States are, generally speaking, cleaner than they were 30 years ago. Mexico City is much cleaner now than 10 years ago.

On the other hand, because controlling global warming gases requires international coordination, it is much more challenging. If the United States, China and India agree to constructive talks, a global system of tradable carbon permits complemented by country-specific carbon taxes holds great promise. Teaching students how to think rigorously about these kinds of problems is my small contribution to finding solutions.
Talk about work

Student athletes team up with M Club for a Career Night with returning alumni

by Vince Castellanos '92

May Lin Kessenich '05 was searching for alumni who were athletes at Mac and willing to discuss their current careers with students. I wasn't much of an athlete, but Kessenich wanted a writer. I recruited my spouse, Paige Fitzgerald '94—an attorney who was quite an athlete—and we enjoyed the inaugural 2004 event so much that we returned last fall for year two.

Presented by the Student Athlete Advisory Committee (SAAC) with support from M Club, Career Night '05 brought more than 70 students to Kagin Commons. They met with 22 alumni, such as Gary Hines '74 (football and track at Mac, now a Grammy Award-winning musician), Sandy Cole '91 (volleyball, basketball and track, now a network engineer) and Michael Merrill '05 (baseball, now a GIS specialist).

"An event organized by students, for students and involving alumni is a pretty rare and neat thing," says Career Night organizer Lisa Ostenson '06. "Having alumni back gives us a chance to see what's out there. Who knew former Mac students hold so many interesting jobs?"

Ostenson targeted former athletes primarily for two reasons. "The M Club is such a great resource for us," she says. "Alumni support for [groups like] SAAC is so much better at Mac than most schools, and utilizing that is a unique opportunity we can't pass up. And students can see that the athletic experience can contribute to your life, even at a D-III school."

"Participating in sports teaches you organizational skills and helps you balance commitments," agrees Kate McRoberts '97, who played tennis at Mac and now serves as a project manager for Evantage Consulting, which helps companies with their online business. Kate, who attended Career Night with her husband, Ian McRoberts '96 (soccer and basketball at Mac, now in real estate), adds: "I've wanted to get more involved in the Mac community for a while, and I thought this would be a great way to connect with students."

At the 2004 event, my wife spoke with a steady stream of students while just two sought me out—and one was lost, literally.

Career Night with her husband, Ian McRoberts '96 (soccer and basketball at Mac, now in real estate), adds: "I've wanted to get more involved in the Mac community for a while, and I thought this would be a great way to connect with students."

At the 2004 event, my wife spoke with a steady stream of students while just two sought me out—and one was lost, literally. In

Eastern Onion

David Nifoussi '07 (Oradell, N.J.) performs a singing telegram at a birthday party in February in Anoka, Minn. Nifoussi is the new owner of Eastern Onion and Flamings by the Yard, a business that sends singing telegrams and "lawn surprises" across the Twin Cities area for occasions such as birthdays, anniversaries and retirements. He started working for the company last summer and eventually bought it, with a loan from his parents. A music major, he plays numerous characters while singing his telegrams, such as "Ned the Nerd," "Hector Hula" and "Party Gorilla." Nifoussi told the local Sun Newspapers that he hopes to own the business for several years after he graduates and then sell it for a profit. "Being a 20-year-old business owner will probably look pretty good on my résumé," he said. For more information see http://www.easteronionmn.com or call 763-537-1820.
2005, I equaled the previous year's number, but this time neither student was lost. In fact, both appeared directed and focused. Nate Oglesbee '06, an anthropology major and cross-country team member, is a sports editor at the Mac Weekly and is considering a journalism career. "Classes are one thing, but we have to hear about experiences from the real world," he says. "It's good for us to see how alumni have done it, and it's reassuring to know there are jobs at the end of the tunnel."

I'm not sure how helpful my wisdom was, but as Paul Young '89 points out, it's not always what is said but who says it. "They're going through some of the same things we did," says Young, who played soccer and rugby at Mac and now prosecutes sexual assault and child abuse cases for Minnesota's Anoka County. "And sometimes it's better to hear the answer—whatever that is—from a former student than from a parent or professor."

Ostenson deemed the evening a success, and plans are already in the works for a fall 2006 Career Night. •

Vince Castelans '92, a free-lance writer, lives in Minneapolis with his wife, Paige Fitzgerald '94, and their lab mix.

A job after graduation? You can bank on it.

For at least six seniors majoring in economics, the market has come to them

Imagine entering your final semester of college with a signed job contract already in your pocket. By January, at least six Macalester economics majors, soon to be investment bankers, were in just that catbird seat.

"I am certain no other liberal arts college (except a few on East Coast) has had this kind of success this early," says economics Professor Karl Egge. "Given we only have about 65 graduating majors, this early hit rate is huge.

"The market this year for new [investment] analysts appears to be about $60,000 a year, plus about $10,000 paid upfront for a relocation and/or start-up bonus. At the end of their first year, they could get a bonus in the zone of $20,000 to $40,000... but they will work more hours, and perhaps under more pressure, than two people," Egge adds.

Kevin England '06 (Minneapolis) has a pretty good idea what he's getting into. For one thing, his dad, Brad England '77, is an investment analyst with Piper Jaffray. More significantly, Kevin landed a coveted internship in New York last summer with his soon-to-be employer, Merrill Lynch, so he has already experienced the workdays that start at 9 a.m. and finish between midnight and 3 a.m., workdays that don't acknowledge the concept of "the weekend."

Last Sept. 1, nine months before graduation, England had a job offer in hand. There's no question that he worked hard to earn his opportunity, but "I have to stress that working with alumni landed me this job. I flew myself out to New York to meet the alumni, and Edward Aitken '96 is the one who really put the wind in my sails; he was instrumental in opening doors. Firms like Merrill Lynch can go to Harvard and get 400 résumés, so you have to have someone to push your résumé."

Astghik Poladyan '06 (Yerevan, Armenia) is headed to the opposite coast where she will be an investment banking analyst with JPMorgan in San Francisco. Mac alumni and her professors were critical in helping Poladyan bridge the gap from college student to analyst. One important factor was her internship with 3M. "With the help of Karl Egge and Tippo Vrohidis '88, I received an internship offer to work with 3M's International Tax Group in the summer of 2005... My internship experience has been amazing and has contributed tremendously to my personal and professional growth."

"It is extremely difficult for seniors to get interviews or prestigious job offers without the help of Mac alums," she adds. "Early in September of last year, a few recent Mac alums took the initiative to conduct first-round interviews with a number of Mac seniors on behalf of their firms. Khaled Habayeb '03 from JPMorgan was one of them. With two other alums from JPMorgan—Tanzeen Syed '04 and Nate Abbott '05—Khaled selected a few students to continue the interviewing process in the New York and San Francisco offices. [All three] have been very supportive—allways willing to find time to answer any questions I had, to tell me about their experiences or to offer me advice."

It all helped prepare her for "Super Day," the day-long series of interviews in San Francisco.

By last November, Poladyan was weighing job offers from three major firms. After carefully considering her options, she signed with JPMorgan. "Karl Egge, [and fellow Professors] Vasant Sukhatme and Gary Krueger have been extremely helpful in offering me advice in the process of applying for jobs, as well as when I had to make my final decision."

Poladyan says that "the best way to express my gratitude is to help others. I have helped a number of Mac juniors and sophomores with their internship searches by reviewing their résumés, putting them in touch with my contacts, conducting mock interviews and offering them my advice."

'At the end of their first year, they could get a bonus in the zone of $20,000 to $40,000... but they will work more hours, and perhaps under more pressure, than two people.'
Internships: hands-on experience

Aaron Johnson-Ortiz '06 (St. Paul) was staring at the wall in the Art Department, in a daze after a series of all-nighters, when his eyes came to focus on a poster about an internship in Latin America.

That glance completely altered the course of his junior year.

The poster invited applications for the Cordry Internship, an opportunity to conduct hands-on ethnographic research and collecting in Latin America through the Science Museum of Minnesota. "I applied as an art major, sent in a PowerPoint portfolio of my work, and was interviewed and selected," says Johnson-Ortiz. "It's only awarded every two years, and usually goes to graduates."

In fall semester 2004, Johnson-Ortiz conducted research at the Science Museum, reading relevant literature and studying its archeological and ethnological ceramic collections from Mexico and Central America. In December 2004, he flew to Costa Rica, where he devoted three months to ethnographic fieldwork in San Vicente de Nicoya, a ceramic artisan community. There he photographed and collected ceramics, viewed artisans, visited quarries where they obtain raw materials and documented the pottery manufacturing process. In the culmination of his internship, he lectured at venues including the National Museum of Costa Rica, the Science Museum and Minneapolis' Resource Center of the Americas, and cataloged some 2,500 photographs for use by the Science Museum.

"I now have a better understanding of art history and artistic development beyond the Eurocentric outlook on art," says Johnson-Ortiz.

Internships for academic credit grew from 192 in 2002-03 to 281 in 2004-05, an increase of 46 percent in two years, according to Director of Internships Mike Porter. "You don't graduate from college these days without some kind of internship experience," he says. "It's a way of showing that you can handle work responsibilities."

"One intern came to me quite apologetic and said of her internship, 'I'm sorry, but I hated it,'" says Porter. "'Good!' because she learned something about her interests that would guide her choices for the rest of her time at Macalester."

Internships may be for one to four credits, as negotiated with the faculty sponsor. Most are part time, but summer and January internships are often full time, and may take place anywhere in the world, so long as they meet the internship requirements. Some 30 percent of internships are
paid, many in corporate finance, and Porter would like to see more paid internships in other sectors. “Many students,” he says, “have to choose between an internship and keeping their part-time jobs.”

About half of Macalster students find their internships among the hundreds of postings sent to the Internship Office, but Porter also encourages students to choose an organization they would like to work with and structure an experience there.

Economics major Andrew Wissler ’06 (Annandale, Va.) found his internship at Jeffrey Slocum, a Minneapolis investment firm, in the old-fashioned way—through friends. “I sent my résumé to Alana Hedlund ’04, who is working at Slocum full time, and she forwarded my résumé to the head of HR. I came in for a couple interviews and was offered a position.”

Wissler began his 20 hour-a-week internship last fall and expected to work through winter break and spring semester. “It is very interesting, as you are exposed to different investment vehicles and processes. I have worked on a variety of assignments including new manager searches for clients, contacting managers for returns and other relevant information, writing manager profiles and updating proprietary databases. This internship has given me insight into one of the many available career paths in finance.”

—Irene Oglesbee ’06 (Northfield, Minn.), calculating in the Mac Weekly that he spent “9,613 minutes of my life ... cheering on the blue and orange” at Mac soccer games
Winter sports review

Heather Lendway ‘06 named Swimmer of the Year in MIAC

The highlight of Macalester's winter sports season was Heather Lendway ‘06 (St. Paul) winning conference championships in three events and being named Swimmer of the Year in the MIAC. As this issue of Macalester Today went to press, she was preparing for the NCAA Division III championships in March.

Women's swimming & diving

Lendway, who was defeated in just one race, put together the best season ever by a swimmer in Mac's women's program. She won three MIAC individual championships—all in school-record and NCAA-qualifying times, and all with comfortable margins over the runners-up after leading on every lap. Lendway successfully defended her 500-yard freestyle and 1,650-yard freestyle titles, and added a first-place conference finish in the 400-yard individual medley (just short of a conference record).

The Scots went 4-5 in dual meets, 3-4 in MIAC duals, and saved their best for last at the conference championships, where the team established 11 school records. Lendway's three All-Conference certificates brought her career total to nine, while three teammates earned All-MIAC honors with top-three finishes. Nancy Taff '07 (Falcon Heights, Minn.) placed second in the 200-yard breaststroke, Kristin Mathson '08 (Verona, Wis.) took third in the 400-IM and Alanna Mozena '07 (Dubuque, Iowa) was third in 1-meter diving. Mathson added a fourth-place finish in the 200-back and fifth-place swim in the 500-free. Taff was also fourth in the 100-breast and Annie Flanagan '09 (Madison, Wis.) placed fifth in 3-meter diving.

Bob Pearson was named MIAC Coach of the Year for the fourth time in the last five years.

Men's swimming & diving

The Scots finished seventh at the season-ending MIAC championships, receiving a superb season from Sjon Swanson '06 (Rosemount, Minn.). After being granted a medical redshirt season by the NCAA for missing his third year at Macalester due to injury, Swanson broke some longtime school records and earned All-MIAC status by placing third at the MIAC meet in the 100-yard breaststroke while also placing fifth in both the 200-yard individual medley and 200-breaststroke.

New football coach

Glenn Caruso, offensive coordinator and quarterbacks coach at the University of South Dakota the past two years, is the new head football coach at Macalester.

"We have hired a phenomenal young coach with the experience, the vision, and the energy to transform our football program," Macalester Athletic Director Travis Feezell said.

Caruso, 31, takes over from Dennis Czech '83, who resigned in November following eight years as head coach. The Scots are coming off an 0-9 season and will look towards Caruso to rebuild the program.

Men's basketball

The Scots' three-game win streak midway through the conference season put them in position to battle for a spot in the MIAC playoffs, but they ended the season with five straight losses to finish 7-18 overall and 6-14 in the league. Seven of the team's final 12 losses were in close games, including a pair of one-point defeats in the final couple weeks. Tom Conboy '08 (Chanhassen, Minn.) ranked second in the conference in scoring (19.2 points per game) and fourth in rebounding (8.2), and in just two years at Macalester has accumulated 893 points and 367 rebounds—putting him on pace to challenge for the school career records in these two categories. Brendan Bosman '06 (Minneapolis) had a breakthrough season.

Correction

THE ARTICLE in the Winter issue about the five new members in the M Club Athletic Hall of Fame gave some inaccurate and incomplete information about one of the inductees. Here is the correct information:

Clifford Caine '55 had outstanding success as Macalester tennis coach from 1960 to 1970. The Scots were conference champions in seven of those 11 years and never had a losing season. He later achieved great coaching success at St. Paul Academy, winning eight Minnesota state championships with his boys and girls teams. In 2004, he was inducted into the Minnesota Tennis Coaches Hall of Fame. Caine has earned both a J.D. and a Ph.D. and has held administrative posts at the University of Minnesota, Macalester, St. Paul Academy and Breck School. He also has been an educational consultant, providing school and college counseling for students. He served as president of the Minnesota State High School Girls Tennis Association and state president of the National Association of College Admission Counselors. He has also written two books on college counseling and admissions process.
increasing his scoring average by nearly seven points per game while ranking 15th in the MIAC in scoring and eighth in rebounding. **Jesse Hollander '07** (Katmandu, Nepal) joined Conboy and Bosnian as a top 10 MIAC rebounder. Conboy was named to the All-MIAC team and Bosnian was an honorable mention pick.

Women's basketball

New Coach **Ellen Thompson** had her work cut out for her since no one on this year’s roster had played collegiate basketball before and the women’s program was being rebuilt after shutting down following six games a season ago. Junior and senior athletes from cross country, soccer and softball joined a group of first-years and transfers to form a team which played hard, performed well defensively and went 2-21 while playing an independent schedule. The women will be back in the MIAC next winter. The Scots defeated Crown College and Caltech, and came up just two points short against Pomona-Pitzer and six points short against St. Mary’s. **Elise Pagel ’09** (Appleton, Wis.) established a Macalester frosh scoring record by averaging 15.5 points a game and was the team’s scoring leader in all but two games. **Diedre Jackson ’08** (Oak Park, Ill.) led the team with 7.8 rebounds per game.

—**Andy Johnson**, sports information director
John Stuart Mill; history of bowling; comparing corruption

The Blackwell Guide to Mill's Utilitarianism edited by Henry West (Blackwell Publishing, 2006. 304 pages. $74.95 hardback, $29.95 paperback)

This volume contains the complete text of John Stuart Mill's Utilitarianism and 12 original essays related to that text. Henry West, professor of philosophy at Macalester, invited the contributors, wrote the introduction and wrote one of the essays.

West is the author of two books, An Introduction to Mill's Utilitarianism and Moral Philosophy: Classic Texts and Contemporary Problems, as well as articles in journals and encyclopedias on Mill and Utilitarianism.


Syndromes of Corruption: Wealth, Power and Democracy offers a comparative view of corruption problems that various societies experience and the reforms that must be pursued. A threat to democracy and economic development in many societies, corruption arises in the ways people pursue, use and exchange wealth and power, and in the strength or weakness of the state, political and social institutions that sustain and restrain those processes, Johnston says. He uses statistical measures to identify societies grappling with four syndromes of corruption. Countries studied include the United States, Japan and Germany ("Influence Markets"); Italy, Korea and Botswana ("Elite Cartels"); Russia, the Philippines and Mexico ("Oligarchs and Clans"); and China, Kenya and Indonesia ("Official Moguls").

A concluding chapter explores reform, emphasizing the ways familiar measures should be applied—or withheld, lest they do harm—with an emphasis upon the value of "deep democratization."

Johnston is Charles A. Dana Professor of Political Science and division director for the social sciences at Colgate University.


In this illustrated history of "the great sport and humble hobby that conquered the world," Eric Dregni traces bowling from its ancient Egyptian roots to the 21st century United States. He looks at the game's cultural context, from bowling fashion and bowling alley architecture to its role in TV programs and films like "The Honeymooners," "The Big Lebowski" and "The Flintstones." Photographs and illustrations depict period advertisements, a primer on bowling etiquette, film posters and contemporary bowling meccas like Bryant-Lake Bowl in Minneapolis.

Dregni is a free-lance journalist and translator and the author of five previous books, including The Ads That Put America on Wheels and Minnesota Marvels. He lives in St. Paul.

Environmental Issues in Latin America and the Caribbean edited by Aldemaro Romero and Sarah E. West '91 (Springer, 2005. 299 pages, $129.95 hardcover)

Intended as a reader for undergraduates or master's degree students in interdisciplinary courses, this book is a non-technical interdisciplinary collection of 12 essays, each of which uses natural or social science methods. Researchers from Canada, Europe, Latin America and the United States analyze a representative set of environmental issues in Latin America and the Caribbean. They consider problems at international, regional, national, and local levels and examine current and historical environmental policy.

Aldemaro Romero, a former professor of environmental studies at Macalester, is chair of the Arkansas State University Department of Biological Sciences. Sarah West is an economics professor at Macalester—see page 10.


A research sociologist with 40 years of experience in the field of work and leisure, Robert Stebbins is also, in his free time, a mountain scrambler, cross-country skier and snowshoer. Here he combines his professional and leisure interests by examining how and why committed hobbyists in mountaineering, kayaking and snowboarding meet challenges posed by nature in the Canadian Rockies. He shows why some people become so passionate about such sports and how they arrange their lives so that they can consistently pursue them.

Stebbins is a sociology professor at the University of Calgary and a fellow of both the Academy of Leisure Sciences and Royal Society of Canada.

Apprentice to a Garden by Evelyn Orr Hadden '89 (BookSurge Publishing, 2005. 150 pages, $15 paperback)

As a first-time homeowner, Evelyn Hadden realizes too late that she has moved into "a vast, barren public park." In these essays, she describes how planting for privacy inspired her passion for gardening, and how she transformed her urban lawn into a private, all-season garden.
Hadden writes and publishes information about gardening and natural landscaping. She created and manages the informational Web site LessLawn.com. In 2005, she founded the small publishing company LessLawn Press.

Arrival and Departure: Twenty Poems by Evald Kruut ’54 (self-published, 2005. 31 pages, $5 paperback)

A native of Estonia, Evald Kruut emigrated to the United States from Germany in 1950. He established a library and technical information center for Dow Corning’s Electronic Products Division in Hemlock, Mich., and served as executive director of the Veterans (Public) Memorial Library in Mount Pleasant, Mich., before his retirement in 1991. This collection includes his own poetry as well as translations of poems in Estonian, French, German and Russian.

The book is available from the author for $5, including shipping and handling: 424 S. Anna St., Mount Pleasant, MI 48858.

A Theory of Everything for Physics by Carey R. Carlson ’71 (Syren Book Co., 2004. 28 pages, $8.95 paperback)

Carey Carlson lays out a concise exposition of the Bertrand Russell/Alfred North Whitehead doctrine that “space is made of time.” The structure of time is treated as discrete, rather than capable of infinite divisibility, coinciding with premises of quantum theory.

Carlson, a writer based in Minneapolis, studied the philosophy of science under the late Grover Maxwell at the University of Minnesota.


For the 17th and 18th century colonists of the British Greater Caribbean, hurricanes were entirely new and terrifying parts of the physical environment. These European settlers had never faced such storms, capable of destroying staple crops and provisions, leveling plantations and towns, disrupting shipping and trade, and resulting in major economic losses for planters and widespread privation for slaves.

In this book, Matthew Mulcahy, who teaches history at Loyola College in Maryland, examines how colonists made sense of hurricanes, how they recovered from them and the role of the storms in shaping the development of the region’s colonial settlements. Topics examined include colonial science, the plantation economy, slavery, and public and private charity.

**Published a book?**

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The address, e-mail, fax and phone numbers for Mac Today are on page 2.

**Hurricanes and ‘the common order of things’**

Colonists found themselves suddenly returned to a state of nature in the aftermath of hurricanes, their efforts to establish a civilized society literally demolished. Everywhere they turned, they encountered a landscape that represented social degeneration rather than social development.

Colonists tallied these losses to property in monetary terms...but they also measured them in cultural terms. The destruction accompanying hurricanes inverted the series of binary oppositions that shaped English perceptions of the New World and that colonists used to define themselves and their colonial projects—the concepts of nature versus culture, savage versus civilized, wild versus cultivated, chaos versus order, waste versus improved. The storms destroyed the symbolic markers of English culture and social order. Hurricanes “materially affected and changed the common order of things,” wrote one eighteenth-century commentator. The widespread damage and disruptions reversed the existing social hierarchy as the grand were made low and “all artificial distinctions [were] leveled in the dust.” Big planters who had occupied refined houses suddenly found themselves living in the huts of slaves.

— from Hurricanes and Society in the British Greater Caribbean, 1624–1783

by Matthew Mulcahy ’90 (©2006 The Johns Hopkins University Press)
How Here Looks from There

'There is a rare optimism among all people in the society.'

'You see the helpful America and you see the narrow-minded, closed America.'

'What probably surprised me the most is how open and tolerant American society is towards those immigrants.'

Raj Kumar K.C., reporter, The Rising Nepal, Katmandu

I had the feeling before I came that Americans would be very tough because they are citizens of the United States, so they would be very difficult to talk to, they would be very arrogant....But that feeling turned topsy-turvy when I came here. Everybody was very friendly. People would say "Hello, how are you?" even though they didn't know me. You're not concerned with whether I'm feeling well or not—you just do that. It really radiates the feeling of something positive. In my country, we don't do that. I have realized that people in the United States are very positive, you always see the positive part of life. And I think that is the success of being one of the superpowers in the world. Once you radiate that feeling, you radiate it to other people, and there is a rare optimism among all people in the society. And there starts the process of development.

Teodora Vassileva, reporter, Capital Weekly, Sofia, Bulgaria

Every time I visit a country, I make my top list of the things that surprised me most. The negative thing that struck me most was that I saw a lot of homeless people and I didn't expect this. It's not in the news. It's in some of the Hollywood movies, but as something more exotic. The first time I remember this clearly was in Boston. I saw in the park in several places dozens of homeless people sleeping, or just looking for food in the people would say "Hello, how are you?" even though they didn't know me.'
garbage. Then we visited other big cities and I saw that this wasn't only happening in Boston.... I don't know if you know how many homeless street people you have here in the United States. I procured several numbers, and one of them was that 3.5 million people in one year can experience homelessness here, which really surprised me. The United States is the richest country, how is it possible? I know there are homeless people everywhere, even in my country, but they are not so visible.

The number one positive thing that I saw is the enormous amount of charity and donation and volunteerism in this country. That's an incredible tradition, and I hope that we can organize people to do something like this back in my country.

Matthias Bernold, editor, Wiener Zeitung, Vienna, Austria

It's impressive how much money U.S. newspapers have.... Information is changing from a one-way track to a more open two-way track. Readers respond, and this creates a new way of information. [But] there's a very negative aspect of all this development. It's that people share far less information, they're interested in far fewer things, and the amount of common knowledge is declining.... This is why you see the two halves of America, the philanthropic half and the war-driven half. You see the helpful America and you see the narrow-minded, closed America. It's very difficult for these two Americas to communicate, not because they have different points of views, but because they have different information, a different base.

Pilar Conci, reporter, La Nación, Buenos Aires, Argentina

Every city we went to, there were a lot of immigrants in all layers of society. The highest amount were in low-paying jobs, such as the staff in the hotels we went to. Maybe there's not one American maid left in the hotels here; all of them are Mexican, Puerto Rican or from Central America. And that also says a lot about your workforce and the development of your economy.... But during our travels we met a lot of well-educated immigrants who have very important positions, [such as] a top scientist at the [Centers for Disease Control] in Atlanta and the managing editor of the Miami Herald in Florida. We also met with first-generation Americans who went to school here and got better education and better positions in society than their parents. We also learned how American universities need to lure foreign students to fill their programs in science because not enough Americans are interested in that. And those foreign students are immigrating for good and becoming American citizens. So I was able to see both sides of immigration....

But I guess what probably surprised me the most is how open and tolerant American society is towards those immigrants and their cultures. You may say I come from a country of immigrants myself, and that's true. Argentina had some very heavy European immigration and those people built the country and defined our culture. But that process stopped 50 years ago. And when we had immigration in the '90s—poor immigrants from other countries in South America—there was a lot of intolerance and discrimination against them. So, despite issues that you have with immigrants—I also became aware of those—I think it's more important that you are so able to assimilate them to your society. I didn't think before I came here that the U.S. was a more open, tolerant society than my own, but I discovered that it is.
Paving the Rhodes to Oxford

An outstanding student, deeply engaged on campus, with a passion to do good?

The Rhodes committee says ‘Hello’ to Keon West ’06.

by Doug Stone

Although he’s proud to win a Rhodes Scholarship, Keon West ’06 says the interview process for the Rhodes was not as grueling as his last three years as a tour guide for the Macalester Admissions Office.

“Walking backwards [as he led the tour and talked about the college], I had parents and students trying to pick me apart,” he said with a smile. “I had to think on my feet. I had to come up with something good and honest or there would be real consequences. Compared to that, answering questions while seated in an air-conditioned office [during the Rhodes interview] wasn’t that hard.”

The soft-spoken, thoughtful West is trying to stay focused on the big picture, but his life is incredibly busy with a myriad of activities and demands in and out of the classroom. And the Rhodes, announced in December, has made things even more hectic.

Besides his tour guide work, West says his academic training at Macalester prepared him in many ways for the Rhodes. “There is a lot of freedom of expression here. My thoughts really mattered. It was not so much people teaching me, but sharing ideas. The way classes are taught here helped me get the Rhodes. You are taught to think critically.

“At Macalester, you are constantly questioning. I like multiculturalism and internationalism. They keep you thinking about other cultures and people, give you new ways to see the world. It’s harder to trap someone whose mind has been opened up.”

He was part of a group of first-year students in the Pluralism and Unity Program who studied and talked about prejudice and racism. “That helped me win the Rhodes because the committee liked people who are involved, people who have a passion, people who will do some good in the world.”

West’s plans post-Macalester are pretty clear: two years at Oxford University studying experimental psychology, return to the U.S. to get a Ph.D., then back to Jamaica. But the path to Macalester was never that clear. “I know slightly more about Oxford than I knew about Macalester back then.”

The son of two physicians, West assumed he was going to be a doctor, too. “But I broke it off at 16 and decided to pursue psychology. I used to read books on cognition and visual illusions. I realized I could go to the U.S. and study psychology.”

He found out about Macalester the way many international students do: from Jimm Crowder, director of international and transfer admissions, who happened to be in Jamaica speaking to high school students. “The atmosphere of the school and the personality came across from Jimm. That’s what made me want to apply.” He also was admitted to Yale and Wesleyan, “but I really liked Mac and they offered the best financial aid package.”

West says, “the entire Minnesota landscape was very alien to me, but I wasn’t worried. I liked the weather initially—it was fall after all—but that changed.” Orientation for new international students

Keon West ’06

Home: Born in Trinidad and Tobago; raised in Jamaica

Majors: Psychology and French

Activities: Martial Arts Club (president); Salsa Dance Club (founder and president); Psychology Department Search Committee; Campus Self-Study Committee; Pluralism and Unity Program; Psy-Club (president); Psy-Chi (National Psychology Honors Society, president of Macalester chapter)

Rhodes tradition: 21st Macalester student to win a Rhodes, 11th since 1967; competed with 26 other students from Jamaica

Family: parents, Wayne and Doreen, are both physicians; older sister, Kamille, recently graduated from medical school, University of the West Indies; younger sister, Kacy-Ann, is a sophomore at Macalester

Doug Stone is director of the College Relations Office at Macalester.
had to think on my feet [as a Macalester tour guide]. I had to come up with something good and honest or there would be real consequences.

was "a good week of just meeting people from all over, from countries I'd never heard of."

The atmosphere in class was "extremely informal" in contrast to the more traditional style he was accustomed to in Jamaica. Some Macalester students called professors by their first names, a custom he never got used to, particularly when it came to his mentor and academic adviser, psychology Professor Jack Rossmann. "I still don't call him anything but sir," West said.

The respect is mutual. Rossmann describes West as a "wonderful young man, very articulate, very thoughtful. I'm not surprised he won a Rhodes. As soon as I heard he was going to be interviewed, I thought he would get it."

West was once set on becoming a clinical psychologist, but now he's not sure. He is considering research in cognitive psychology and social psychology. He admires the well-regarded book Why Are All the Black Kids Sitting Together in the Cafeteria? by Beverly Daniel Tatum, a psychologist, expert on race relations and president of Spelman College in Atlanta. "I would like to write a book like that someday," West says. "A book that makes a difference."
Past Masters

In future history books about Macalester, Professors Norm and Emily Rosenberg will have a prominent place. Now in their 31st year at the college, the two historians are synonymous with ‘inspiring teachers’ and ‘pioneering scholars.’

by Elizabeth Tannen ’05

Norm and Emily Rosenberg do not make a habit of talking to the media. As predicted, they have responded to my request for an interview with cool trepidation. I anxiously pace the length of my house, nerves jabbing at my insides like so many pick-up sticks, and await the time we have set to further “discuss the matter” by phone. Armed with a cache of spiels designed to reel them in, I dial their number. Norm answers.

“Hi, Lizzie.”

“Hi! So, I was thinking—”

“Why don’t you e-mail us and we’ll talk this weekend,” he says. “But right now you should turn on Channel 2—there’s a documentary of They Marched into Sunlight [a book we read in class].”

Norm and Emily would much rather assign homework than talk about themselves. Later that evening I relay the anecdote to a group of alums and fellow Rosenberg admirers gathered at a neighborhood bar, all of whom respond with knowing grins and suggested lines of questioning.

It’s a familiar scene. As much as Emily and Norm are objects of admiration in the Mac community, they are also the subjects of some fascination. The students who take their classes are inevitably charmed not only by their warmth, humor and tactile passion for American history—as they make plans for life after Macalester, both of their CVs brim with recognition of their teaching and research prowess—but by the seeming incongruity of their pairing. It’s grown tired to remark their differences as professors, but one former student best captured the contrast when he suggested that their team-taught class might consist of Norm playing video footage of Emily’s talking torso—spliced together with those of Jon Stewart and Lisa Simpson, of course.

Her endearingly effervescent demeanor notwithstanding, Emily is surely the serious one: teaching reliably at 8:30 in the morning, specializing in the serious stuff of public policy. Norm is notoriously more laid-back, his cultural studies classes built around image schemes that form a synaptic universe only he could choreograph.

Still, it’s not all that surprising when Norm and Emily, who have shared a position since 1974 and are now honored as DeWitt Wallace Professors of History, insist on perceiving them-
selves as complementary rather than opposite quantities. Both, after all, teach 20th century American history. They co-write all the time (one college textbook, In Our Times: America Since World War II, has gone through seven editions since 1976, and their co-authored history survey text, Liberty, Equality, Power, is widely used around the country). It may be 10 years or so since the last time they team-taught, but as far as they are concerned their work proceeds in constant tandem. It is telling that the one accomplishment they openly brag about is how long they’ve negotiated sharing one academic position; with disarming assuredness, they tell me it’s a world record.

I have often been aware of a certain reticence from Emily and Norm, a vague sense of privacy. I realize now that what I had perceived was their extraordinary modesty along with their sense of purpose. Their love for teaching is coupled with a devotion to their work that precludes endeavors of less importance to them—hence their disinclination to speak with media. Punditry simply lies outside of their interests. Anyways, they’d rather be teaching.

**Why did the two of you want just one job?**

Emily: It was the early days of the women’s movement and we both felt that flexible jobs and careers were important for both women and men. Nothing would really change in the direction of equality unless men also had the opportunity to have more flexible work and family life.

Norm: It’s unheard of now. Most couples want “two jobs.”

Emily: When we were in graduate school, we’d never even heard of such a thing as sharing a job. But we thought it would be a way to balance careers and families and jobs.

**How did you share one job at first?**

Norm: We’ve done it every possible way. We’ve taught together; we’ve had one of us teaching entirely one semester—

Emily: And one the next. What was nice about it was that you could rearrange it in different configurations, depending on the need.

Norm: Now that our four kids are gone, it makes sense for both of us to teach for one semester so we can’t work more than half-time. And people think we’re getting such a good deal! But many people could have half-time work—you just have to work for half the salary.

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Elizabeth Tannen ’05 is a writer currently interning with National Public Radio’s “All Things Considered” in Washington, D.C.

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**Do you remember your first impressions of Macalester?**

Emily: We knew it was a school that got a lot of talented students. So we were thrilled—we liked the atmosphere and St. Paul. The students were lively and interesting and it was the early ’70s, when there was a lot going on on campus. The counter-culture was at its very height at Macalester. It was the kind of atmosphere where students felt that learning should be relevant; they would challenge your syllabus if they didn’t think it was relevant enough.

Norm: You had some ideas of your own, but basically the syllabus was a joint product of you and the students in those days.

Emily: There was a sense that learning should be collaborative, which students really tried to enforce within the classes, and of course we loved that because we felt there needed to be significant changes in education. We saw that students could be empowered by the power of their own choices, and we were delighted to be in a school that had the respect for students that it did not feel the need for a heavy regimen of requirements. I remember the first few years, if it was a small class, the first item on the agenda was, where should we meet? Because nobody thought you had to be in a classroom if you were really going to learn.

Norm: I won’t mention the places my classes used to meet. But everything was less structured then.

Emily: We sometimes even met in students’ apartments. Students would bake things. That all now sounds sort of flaky, like it was part of an anti-intellectual, let’s-do-anything atmosphere, but it wasn’t. At the time, it offered a very engaged way of learning.

Norm: That passed relatively quickly, though. You don’t want to get nostalgic about it, but that’s been the biggest change, I think, in the whole time we’ve been
We're always asked how students have changed and the answer's always the same: much less so than the rest of the country.

1999: The Rosenbergs with one of their former students, Juan Figueroa '77, when they received an Outstanding Faculty Award at the first Alumni of Color Reunion. The two also received the Burlington Northern Award for outstanding teaching in 1993, and Emily received the Thomas Jefferson Award for outstanding teaching, scholarship and college service in 1994.

How has the way that you teach changed over the years?

Norm: For me—and I think for you, too—it's the electronic nature of teaching. Amazingly, I probably didn't teach with video until the mid-'80s. Probably three-quarters of papers were handwritten in the old days. We couldn't teach now without the Internet. I even use it for submitting papers.

Emily: Ironically, another way that teaching has changed, which goes against the sort of thing we were just talking about, is that we actually did a lot more lecturing then in our regular-sized classes. It's what almost everyone did. The whole notion of the professor as the authoritative lecturer has been challenged, however. So our teaching has changed radically over the years. I went from pretty much giving lectures in larger classes, then at some point in the middle-'90s I'd gone to mostly discussion—no matter the size of the class—until I began to get comments from students that they wouldn't mind hearing from me now and then! Now I've kind of gone back again.

Norm: The funniest thing we ever tried was when a colleague of mine and I had this brilliant idea that college students learn best in the middle of the night. So we actually had a full class—25 people informally signed up—and we were going to hold a class from one in the morning till three! But the college wouldn't schedule it. That was the ultimate in flexibility.

How do you think of your teaching styles in relation to one another?

Norm: I think they're complementary. We do basically the same thing in different ways.

Emily: I don't know what students perceive, but we certainly perceive ourselves as having had a lifelong dialogue not just about history and all kinds of substantive and interpretive issues but also about teaching.

Norm: And what the best way to teach a specific thing is. That's the great advantage, that we teach the same thing.

Emily: Well, we do different things—

Norm: But we understand what the other is trying to do.

Emily: Exactly. We understand each other's strengths and weaknesses so we can have a dialogue about that.

Norm: We both don't stress content so much—specific content is a function of other things. Early on we stressed getting the "correct" perspective; we obviously don't anymore. For both of us, teaching is getting students to see how many perspectives there can be on any one issue or theme and approaching them in all sorts of ways.

Emily: And getting students engaged from wherever they're coming in and whatever issue they want to engage with. There are many different ways each of us could go about doing that, because Norm has different strengths and interests than I do, but the goals are pretty similar. One of Norm's strengths is cultural history, for example, and particularly dealing with images. It's not that I don't think it's valuable, it's just not what I can hold in my mind's eye. So if it involves cultural history, Norm is the person who can be very adept at talking about it. I've always been much more—

Norm: Public policy-oriented.

Emily: Yes. In some ways, I guess it's not as associative a medium as cultural studies, so our minds work a little bit differently. I think that's why in a lot of ways we complement each other really well—when we write, for example. Norm tends to be more associative and his style draws more toward cultural things; I'm probably more linear in my style and drawn more toward policy-type things.

Norm: I'm more serious than you are.
What has stayed the same about Macalester students?

Emily: Though the styles change, the engagement of students in their own learning remains the hallmark of Macalester.

Norm: The inventiveness of students, their engagement with a wide range of things. We're always asked how students have changed and the answer's always the same: much less so than the rest of the country. There's a very distinct culture here and it's hard to explain—we won't try. But more of it has remained than has seeped away. Particularly the enthusiasm.

Emily: It's a culture that really values learning and engagement with learning and intellectual inquiry, but it's not a culture that wants to demonstrate that; there's little competitiveness about grades. So it's intellectually ambitious, but not—

Norm: Uptight, or self-important.

Emily: That is an incredibly unique atmosphere. Usually if you go to this kind of rigorous intellectual place, you get a sense of competitiveness that is very stressful. I don't think that Macalester—

Norm: Well, it's stressful, but not destructively stressful.

Why do you think your classes are so popular?

Emily: You have to ask students!

Norm: We work at it! We both like to teach. And for us it's fun. I think that carries over.

Emily: But as is the case with most faculty, we're also genuinely engaged with our subject matter and really interested in what we do.

Norm: Yeah, we change it all the time. It's fresh to us!

Emily: It's never the same class.

Norm: I try not to recycle class syllabi. Because the tendency then is to routinely recycle something that you've done before.

Emily: Well, I repeat some stuff.

Norm: I'll play the same video, but it'll be for a different purpose and in a different context. You know, I'm surprised what I can come up with! But our teaching seeps into our textbooks, too. We once even had a feature on "The Simpsons."

What have you learned from teaching?

Emily: It's the same thing that we've learned from child-rearing, which is patience and tolerance of different views.

Norm: Understanding and empathy. Never overestimate what you've done for people. In terms of history, it's always multi-causal—there's always another influence. The same thing is true for teaching: How do you measure your supposed influence on a student versus someone else's? Why would you want to? You hope to be one of the factors; you hope that what you introduce to people will be important and useful for them. But on the other hand, you're not looking to shape people like a potter.

Norm and Emily by the book

The Rosenbergs are as respected by their peers in the American historical profession as they are revered by their students.

Emily specializes in U.S. foreign relations in the 20th century and is a past president of the Society for Historians of American Foreign Relations. Norm specializes in U.S. legal and cultural history and is one of the founders of the academic project to study the relationship between U.S. legal culture and Hollywood motion pictures.


Emily is also the author of A Date Which Will Live: Pearl Harbor in American Memory (2003); Financial Missionaries to the World: The Politics and Culture of Dollar Diplomacy, 1900–1930 (1999); Spreading the American Dream: American Economic and Cultural Expansion, 1890–1945 (1982) and many scholarly articles.

Norm is also the author of Protecting the "Best Men": An Interpretive History of the Law of Libel (1990); of legal history articles in The United States Supreme Court: The Pursuit of Justice (2005), Constitutionalism and American Culture (2003), and other edited volumes; and of law-review articles in numerous journals including Law & History Review, American Journal of Legal History, UCLA Law Review, Legal Studies Forum and Rutgers Law Review.
By dragging along a camera whenever she visits her "friends," and keeping an eye out for quiet, personal moments, Alison "Quito" Ziegler '98 combines her passion for photography with activism on behalf of immigrant communities.

A newcomer to Minnesota herself when she enrolled at Macalester, the native New Yorker has been capturing the stories of immigrants in Minnesota for the last two years. She has documented their lives through photography as part of her role with the Minnesota Immigrant Freedom Network, a nonprofit organization she co-founded that works to reform what it describes as the "broken immigration system" in the United States.

Last summer, Ziegler (she was nicknamed "Quito" in her first year at Mac when a friend compared her to a mosquito because of her small size and pesky behavior) organized her largest project yet, which she named the Minnesota Family Project. Partnering with several nonprofit organizations and supported by local foundations, including the McKnight Foundation, she rented a 36-foot truck and plastered both sides of it with life-size images of immigrants in their homes, at work and places of worship. She and four full-time staff members toured Minnesota, making 33 stops in 22 towns.

Ziegler wanted Minnesotans to see the photographs, but she also incorporated her audience into her art. "I wanted folks to start interacting with the ideas behind the photographs, instead of just taking 10 seconds and looking at some pictures on a truck."

When this art project on wheels pulled into the county fair in Albert Lea, the public library in Pelican Rapids or the Walker Art Center in Minneapolis, it unloaded no cargo. Instead, visitors were encouraged to step inside the truck, have their picture taken and asked to write out their own personal history of immigration on a printed copy of their portrait.

What if their family had lived in Minnesota for six generations? No problem. They were asked to write about their ancestors' story of immigration. These photos and the hand-scrawled histories they contained, whether recent or centuries old, were pasted up inside the truck for the next community to appreciate.

"I wanted people to feel this personal connection to the issue of immigration and to their own personal history of immigration," Ziegler says. "I could see the people who participated understanding in their head that we all came here for the same reasons."

Not everyone had such a positive reaction to Ziegler's exhibit or her staff, three of whom were immigrants themselves. "There were a lot of people..."
Alison "QUITO" Ziegler, left, with Amina Dualle, a Somali community organizer.

But Ziegler says Minnesotans will have to get used to talking to people who don't look like them, as increasing numbers of immigrants continue to flock to the Midwest. And as she notes, with the increase in population comes a growing tension. "They speak a different language. They eat different foods, they have different colored skin and people don't know how to handle that."

Ziegler says her own introduction to diversity in Minnesota began with an internship right after graduation, with fellow photographer Wing Young Huie. The trips they took into immigrants' homes and businesses provided a contrast to her childhood in a predominantly Jewish community in New York. "I grew up in this cloistered environment on Long Island, and then I came to Macalester's campus, which is another bubble. Working with [Huie] really helped me break out of that for the first time."

By connecting people from different backgrounds through her photographs, Ziegler hopes she can help others break through some of the same barriers she once faced. "If I take my camera and I can show people where I've been, it helps broaden their understanding of who these [immigrants] are," she says.

Minnesota is home to...

- the largest population of Hmong (60,000 in 2004) in the U.S.
- the largest Somali population (25,000 in 2004) outside Africa
- a foreign-born population that grew from 110,000 to 240,000 in the 1990s

SOURCES: Minnesota Demographic Center and Minnesota Public Radio
The value and challenge of study away

by Brian Rosenberg

Macaulester's pledge to educate global citizens and leaders rests in part on our commitment to encouraging as many students as possible to spend some time studying off-campus. Work in classrooms, laboratories and studios lies at the heart of our enterprise, but that work is deeply enriched when students can extend their learning experiences into places and cultures with which they were previously unfamiliar. For many students—I am certain for many alumni—study away opportunities become among the most meaningful and memorable parts of their Macalester education.

For this reason the college attempts to provide exciting and intellectually substantive study away opportunities for as many students as possible. During the 2004-2005 academic year, 213 students studied away for at least a semester, mostly during their junior year; in 2005-2006 the number has grown to 250, easily the highest on record. In the most recent listings from the Institute for International Education, Macalester ranked 15th nationally among liberal arts colleges in the percentage of students studying abroad for at least a semester. Unlike many other colleges that concentrate their study abroad programs in only a few locations, we are this year sending students to programs in 48 different countries. Faculty such as Andy Overman and Joe Rife in Classics and Duchess Harris in American Studies also take students abroad for shorter-term but intense study abroad experiences in countries including Israel, Turkey, Greece and France.

We are determined at least to maintain and ideally to increase these off-campus opportunities for our students. At the same time, we acknowledge that our ability to provide such opportunities is not unlimited and that, under certain circumstances, we have been forced to cap the number of students studying away in a particular year or semester. Given the college's commitment to global citizenship, it is reasonable under these circumstances to ask any number of questions: Why limit the number of students who can have these powerful experiences? Why not permit all academically qualified students to study away or even require that all students study away during their time at Macalester? Why should something so obviously good not be, for our students, universally available?

There are many ways to answer these very good questions. For students participating in certain activities or pursuing certain majors, a study away requirement would be inconvenient and even highly problematic; this is especially true of students in some science disciplines or following pre-professional tracks. To take one hypothetical but plausible example, a pre-medical student on the women's soccer team might not want to miss the season in the fall of her junior year and might need to take a particular biology or chemistry course in the spring. Such difficulties are not insuperable but they are real and need to be borne in mind. The truth is that the very few colleges with off-campus study requirements tend to depend heavily on excursions lasting two or three weeks, whereas at Macalester we emphasize the benefits of participation in semester-long programs. Very large numbers of students studying away, moreover, means fewer students on campus and some resultant loss to the local community. The record number of students studying away this spring has led to the cancellation of a number of courses and to an unusual number of vacant rooms in the residence halls, each of which has some negative impact on the students living and studying in Saint Paul. If one imagines the simultaneous departure from campus for a semester of the entire junior class, the challenges posed by universal study away become apparent.

Probably most challenging of all—doesn't this seem always to be the case? —are the financial issues. Because Macalester allows students studying away to retain their financial aid, and because Macalester forwards most or all of each student's tuition to the study away program in which she or he is participating, the cost of providing this educational opportunity is enormous. It costs the college on average about $12,000 for each student who studies away for a semester. During the current year, the expenditure for study away will be nearly $3 million; this is more than one-fifth of what we will spend on all faculty salaries combined and far more than we will spend on maintaining all our facilities and buying and maintaining all our computers. If we were to allow study away costs to grow unchecked, we would be forced to make cuts elsewhere in personnel or programs. Try as I might, I cannot make the math come out any other way.

So we will continue to promote the virtues of studying away and to support very large numbers of students who do so; we will look for additional resources to fund study away, in part through our upcoming capital campaign; and we will carry on with the endless balancing act that comprises the management of Macalester. The challenge of being a place doing so many worthy things is that we want to do all of them more often, for more students, and to better effect. As aspirations go, this isn't bad.

Brian Rosenberg, the president of Macalester, writes a regular column for Macalester Today. He can be reached at rosenbergb@macalester.edu.
Donors to the Annual Fund are the Superheroes who support the mission of Macalester College. Thank you!

We are on our way to the fourth consecutive year in which alumni have increased their giving to Macalester. Many donors have met the challenge from Team Macalester and doubled their gifts to the Annual Fund.

Many donors make gifts by phone or online with a debit or credit card. “What a super thing to do,” says Team Captain Scot. “Contributions go to work immediately, while conserving resources such as paper, stamps and fuel.”

In addition, by the end of May about 450 people—100 more than last year—will have volunteered their time to raise support for the college.

“Thank you!” from Team Macalester.

For more information about the Annual Fund, go to www.macalester.edu/superhero.
Welcome back to Mac:
Reunion June 2–4

Macalester has special plans for Reunion, Friday through Sunday, June 2–4. See Class Notes in this issue or go to www.macalester.edu/alumni. These Reunion photos from 2001 show alumni from the Classes of 1951, 1971 and 1996, just a few of the classes that will be observing a Reunion this June.