2022

Macalester Today Spring 2022

Macalester College

MACALESTER

TODAY

SPRING 2022


10

14


22


30


32

FEATURES

ON THE COVER:
In Professor Dennis Cao's chemistry courses, he wants students to understand that forgetting material is more than just okay—it's a natural part of the learning process.

PHOTO: DAVID J. TURNER

FROM LEFT: WESLEY VOLCY; DAVID J. TURNER; ISRAEL VARGAS; PETE EKLUND; ANNA TAKAHASHI

DEPARTMENTS


36

STAFF

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Formative faculty

In "The Professor Who Changed My Life" (Winter 2022), we invited readers to continue the conversation by sharing their own reflections.

"Hands down, Professor Mahmoud El-Kati! I serve on the National Board of the NAACP, served as president of the Boston NAACP, and have dedicated my entire adult life to civil rights, justice, and equity. Professor El-Kati gave context for so much of the world around me, and ignited a passion for service. Way before CRT and *The New Jim Crow* or *Caste*, his class was all about truth catching up to history."

Michael Curry '91

"Professor Andrew Latham changed my life. He introduced me to more conservative perspectives without trying to force them upon me. He made me a more well-rounded thinker. He's an excellent professor and an asset to Macalester."

Andrew Feinberg '13

"Can't choose just one! Dr. Emily Rosenberg for her outstanding teaching and writing on US foreign relations that I still refer to today. Dr. Betsy Schmidt for her paradigm-smashing scholarship and teaching on women's leadership. Dr. Michelle Edwards for widening my horizons regarding female musicians and composers. Dr. Maria Doleman for her stellar teaching of Spanish conversation and literature, and Dr. Michal McCall for teaching me the social science research fundamentals. Their contributions to my intellectual growth have been gifts that keep giving throughout an interesting career, through which I have consistently drawn on their lessons."

Emily Allen '91

Fifty years of Family Tree

"I remember laying the tile in the space on Selby before serving as a patient advocate and a blood drawer. Came back again as a medical student. Fifty years has gone by so fast."

Desmond Runyan '72

"I served on Family Tree Clinic's board of directors in the 1970s. It was a time of need rather than expansion. The level of commitment was palpable. I am so proud to read this exchange and learn the current status. Congratulations on all that's been achieved by this grassroots effort."

Anne Lewis '72 P'03

In memory

On January 19, former Macalester professor Charles M. Norman passed away from a brief illness. I had the fortune to work for Charlie as a writing tutor and preceptor. Most importantly, I was able to spend a great deal of time talking to and learning from this man who had an enormous intellect, wry sense of humor, and a passion for literature, writing, teaching, and mentoring. He dedicated twenty-five years of his life to Macalester and its students—and had an outsize influence there. If during the course of our lives, we come across a professor or mentor who inspires us, believes in our promise—and is also a friend—we are lucky indeed. I know that dozens of alumni feel as fortunate as I do to have been even a small part of Charlie's life. He knew how to bring out the best in people. He was generous, authentic, and loved by so many. On behalf of Macalester alumni, I offer my deepest condolences to his family.

Wendy Stehlik Meyer '91
Boulder, Colo.

Macalester has an amazing heritage of incredible humans who have passed through the campus. The recent death of Jon Western '84 rocked my world, and also helped me reflect on a few of those pillars.

My academic advisor Chuck Green was instrumental in guiding me to take a year off from school to work on the Mondale campaign. He figured it would be a good way to put my passion and energy to good use, while maybe discovering what I might want to do with my life. The experience didn't shed any light on those life choices, but it sure provided the confidence to try anything!

Doug Bolstorff was one of my biggest mentors: The example he set—of being happy with his choices and family, and the honesty and humility that he traveled daily life with—is an inspiration I have tried to follow every day.

Jon Western was my classmate and friend, and we would do the six-hour trudge up to his hometown in Mandan, North Dakota, here and there because he knew my family was far away in Maine. That is just exactly who he was: He saw the little things that could make a big difference to others.

His death is just earthshaking. We are not supposed to be losing classmates yet. We are too young. What has hit me hard is the realization that not only did I lose a friend, but that we are aging. Damn, it is a reminder to live and love our remaining days, our lives, and our families.

For many of us coming to Macalester from smaller towns, there was a lot of trepidation, but the community provided a safe and welcoming environment. Thank you, Chuck, Doug, and Jon, for being some of those important touchstones for me. An education is so much more than the completion of years of classes, and for what Macalester provided in that realm I am forever grateful.

Stephen Barnes '85
Longmont, Colo.

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CORRESPONDENCE POLICY

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- Tweet: @macalester using the hashtag #macalestertoday
- Mail: *Macalester Today,* Macalester College, 1600 Grand Ave., St. Paul, MN 55105

Investing in Access

Across the United States, the rising cost of higher education poses an increasingly daunting barrier for students and their families. At Macalester, motivated by our enduring belief in the transformative power of education, we are building on past progress and creating new solutions that can chip away at that roadblock and others, opening doors to talented students from all backgrounds. That commitment takes root long before admitted students open their acceptance letters, and it extends long after they enroll.

It begins with investing in external partnerships to find future Macalester students from every walk of life. We work with QuestBridge, the Posse Program, TeenSHARP, College Possible, College Track, and United World Colleges, among many other programs. This fall, our first cohort from the Posse Program will include ten students from the Twin Cities receiving full-tuition scholarships from Macalester. We are proud that this partnership expands our efforts to recruit and support students from the Twin Cities, and makes Macalester the first college ever to select a "posse" from within the state of Minnesota.

We also have reimagined long-standing practices in Admissions and Financial Aid. As a result, we've made some permanent changes, such as moving to test-optional admissions and eliminating the application fee. These initiatives have made Mac more accessible. Prospective student interest in the college, as measured by application submissions, has never been stronger; this year more than 9,600 students applied for Fall 2022 entry.

At Macalester, we meet each admitted student's full demonstrated need, providing scholarships and grants to nearly two-thirds of our students, including international students (which very few US colleges do). These packages typically include grants, loans, and student employment. Pell Grants are a key component of Macalester's financial aid program, and 21 percent of US students on campus today are Pell-eligible. The result is a student body that is much more socioeconomically diverse than many of our peers.

But aid for tuition, room, and board is not enough. Lower-income students face a multitude of other obstacles when they pursue higher education, and we are naming those roadblocks in the broader landscape and within our own institution specifically. We are working on solutions to some of the pain points that our Financial Barriers Working Group identified last year, including how to cover the cost of books and supplies, study-away travel, cold-weather gear appropriate for Minnesota winters, and unplanned expenses such as a dental emergency or a broken laptop.

In the years ahead, our work to support students will expand thanks to the recent invitation we received to join The Consortium on Financing Higher Education (COFHE), an organization of thirty-five highly selective private colleges and universities that share a commitment both to excellence in residential undergraduate education and affordability through financial aid programs that meet the full need of admitted domestic students. Many of the other COFHE institutions bring significantly greater resources to this challenge than we do. As a result, they are able to offer their high-need students aid packages with more grant support and fewer or no loans. We hope to learn from them about how to improve our practices—and raise the resources it will take to offer similar levels of support.

DAVID J. TURNER

"While the college's commitment to access is unwavering, the challenge of meeting student needs is something we cannot overcome without the generous assistance of alumni and friends."

I've heard countless stories from Mac alumni about the impact that the college's long-standing commitment to access has had on their lives. Perhaps you are one of them. Without financial aid, many would not have chosen Macalester or benefited from their experiences here. Even with this support, I see how hard our lower-income students work. I know what extra burdens they are carrying. I understand viscerally what it means to have to clear your own path as you go. It inspires me every day.

And, while the college's commitment to access is unwavering, the challenge of meeting student needs is something we cannot overcome without the generous assistance of alumni and friends. There are many ways to support this work, including Macalester Fund giving directed to student aid, contributing to the Minnesota Opportunity Scholarship Fund, and endowing a scholarship. We need all those who have given in the past to continue their transformative support, and to amplify the impact by growing their investments in Macalester. And we need those who haven't yet given to join in this effort; there is no better time to start than right now. For more information: macalester.edu/giving

Dr. Suzanne M. Rivera is president of Macalester College.

1600 GRAND

DAVID J. TURNER

How We Show Up:

Accountability and Action

Dr. Alina Wong started her student affairs career at Macalester in 2008, as the assistant director of the Department of Multicultural Life's Lealtad-Suzuki Center. Now she's guiding the college's approach to advancing equity and justice: After working at Barnard College, Swarthmore College, and most recently Penn State, Wong came back to Mac this winter to serve as the college's inaugural vice president for diversity, equity, and inclusion.

"I feel like I'm coming full circle," says Wong, who joins President Suzanne Rivera's senior leadership team. "So much of what I learned about diversity, equity, and inclusion on a college campus, I learned at Mac." Shortly after Wong returned to campus in February, she talked with Rivera about their vision for the new role and the college's next steps.

President Rivera: There's already so much work happening at Mac with regard to advancing equity and justice. What excites me about this role is your ability to help us be more strategic and coordinated in the way we undertake these initiatives. We're identifying existing gaps, or overlaps where we're stepping on each other's feet inadvertently. Then we'll build programming to meet the needs we've identified.

Dr. Wong: Macalester has been doing this work for a long time—it's not new. But if we're all in silos, our progress will be limited. And we still face many barriers. Macalester lives in a world where discrimination, oppression, power, and privilege exist. How we respond is what makes Macalester unique. Do we say that's just the way the world is and do our best, or do we say that's not how it has to be? What's my responsibility for change, and what's my accountability for action? I want to build collaborative partnerships with faculty, staff, students, and alumni to identify the changes that we need to make internal to Macalester to embed and operationalize equity and justice principles in our work—and also to imagine how the knowledge, experiences, and relationships that we build within Macalester will help us to have an impact on broader social issues and concerns.

Rivera: I love how you're framing that we all have a responsibility to think about the different ways we show up for this work. It's an opportunity for people to assign themselves the task that's right for them at that time.

Wong: There are so many arenas where the work needs to be done. You don't have to be out front, marching. For some folks, it might happen in the classroom or lab. It might be in a think tank or lobbying. It needs to be this collective encompassing and wide breadth of action.

Rivera: I'm going to ask you about a "spicy meatball" of a topic. Some people think that initiatives around inclusion, equity, and justice are in conflict with free speech and freedom of expression. It's one of the challenges on a liberal arts campus: Of course we want to promote freedom of expression, but we also want this to be an environment in which people feel not just safe but actually included. How do you think about this challenge?

Wong: People have a right in our constitution to express themselves. I believe that right does come with responsibility and is not free of consequence. That's where we need to enact our community principles. Are we a community of listeners and learners? Then, if I said something—intentionally or unintentionally—that hurt somebody, we talk about it. I'm going to listen. I learn from it.

At the same time, we do have policies around discrimination and harassment. If someone is using speech to cause violence, to create harmful or ineffective learning environments, we do have ways to address that.

Rivera: It's a challenge in our society in general to talk about hard topics without using hard words. We see examples all the time of people using words as weapons. I think one of the really important things that can happen on a college campus is for us all to learn how to be in community with one another, in a way that honors legitimate differences of opinion.

Wong: I also recognize that there's a lot of hurt in the world. There's a lot of anger, rightfully so. How do we support one another in feeling that, and then recognize ways that we also need to heal? How do we also make space so that someone can express anger in a way that's felt by everyone in the room but isn't attacking?

Rivera: You're arriving at Macalester at a time when we're relearning and reimagining how to be together in person, in community. Obviously we want our students to have the best possible experience we can provide. I think faculty and staff are doing an extraordinary job of addressing students' concerns—and yet, we know that there's still more we can do. When you think about meeting student needs, what are some of the things that are top of mind about how we can support our students?

Wong: Some of what we can do is just listen very intently. We have to hear what's being said and what's not being said, and have multiple ways for students to communicate with us. We have to pay attention to the loudest voices and also the softest. The student-centered environment is so key to our students' psychosocial and academic development: the experiences they have inform not only who they are now, but how they grow into adulthood.

SARA DION

Ever wonder about all those books lining professors' offices? We're with you.

Religious studies professor Susanna Drake teaches courses in the history of Christianity, biblical studies, and women's, gender, and sexuality studies.

Any standout books you've read recently?

All the Light We Cannot See, by Anthony Doerr. It's set during World War II on a tiny walled island, and one of the main characters is blind. The descriptions of her making her way around through touch and sound—that's fascinating to me. I remember being at the beach and trying to hide from my family so that I could have more time to read.

What's one of your all-time favorite reads?

I could read Michael Ondaatje's *In The Skin of a Lion* and *The English Patient* over and over again. Another favorite is Henry James's *The Wings of the Dove*. I'm one of those people who likes a hundred pages of describing a setting or feeling with little dialogue; that's totally relaxing to me to read. I love when authors evoke a certain emotion that you haven't thought much about because it's so hard to describe. I love being put in that place.

What book is crucial to understanding your academic niche?

My field is early Christian history, but a really important book to me is Saba Mahmood's *Politics of Piety: The Islamic Revival and the Feminist Subject*. She conducted an ethnography among Muslim women in women's piety groups in Cairo, Egypt—women who are living into the norms. She encourages us to think more broadly about what agency means, and that it's not always resistance to an oppressive norm. That's been important to me in the study of religion and for my current research project on women's veiling practices, where I'm thinking about the ways that women relate to their practices of piety.

What's something you love to read that we might not expect?

I can't read anything serious before I go to bed, so I love to read cookbooks. I've read many more recipes than I've ever cooked, but I'm starting to cook them. And I love looking at pictures in interior design magazines—it's like a visual feast.

What one book would you recommend to everyone at Macalester?

Augustine's *Confessions* is so much more than an autobiography or memoir; it's a meditation. It's one of those books that I read at age twenty and got one thing out of it, and then read again as I'm getting older and get something else. What he says about memory, time, love—it's just a good book to wrestle with and learn from. *–Talia Bank '23*

Whose shelf should we visit next? Email **mactoday@macalester.edu**.

Strategic Planning Themes

Throughout the "Imagine, Macalester" strategic planning process, the Mac community—on campus and around the world—has shared big ideas about the college's future through surveys, town halls, email messages, and group listening sessions and one-on-one conversations with Strategic Planning Champions. In late March, President Suzanne Rivera and Provost Lisa Anderson-Levy shared four broad emerging themes from that input:

Reimagine the residential liberal arts experience. Create a joyful, educational journey that balances academic, social, and practical skills within a supportive community that removes barriers to interconnectedness across identities and viewpoints; that challenges students to grow; and that prepares students to be global citizens.

Build sustainable and enduring approaches to access and equity. Transform Macalester by aligning our educational mission, equity principles, and resource allocation practices in order to facilitate the holistic learning and growth of all Macalester community members.

Fuel community well-being and flourishing. Foster a campus environment and culture that supports the well-being of all community members by creating shared experiences and recognition that cultivate belonging.

Create signature Mac experiences for students. Distinguish Macalester by putting our values; our urban location; our reflection about identity, agency, and responsibility in the world; and our relationships with alumni and community partners at the heart of all we do.

Strategic Planning Champions and the senior leadership team will continue to incorporate community feedback leading up to the May Board of Trustees meeting and the finalization of the plan this fall. Additional opportunities for feedback will be announced as the process unfolds.

Share your perspective

strategicplan@macalester.edu

Learn more

macalester.edu/strategic-plan

TOURNAMENT TRIUMPHS

ATHLETICS THE NIGHT before the Minnesota Intercollegiate Athletic Conference men's basketball tournament began, Gabriel Ramos '22 (Dorado, Puerto Rico) didn't sleep well.

It's not that he was new to the MIAC—in fact, Ramos led the Scots with one hundred career appearances, a sharp contrast to the rest of a young team that included thirteen first-years or sophomores among the roster's seventeen players.

It was Ramos's first playoff game, though, and the first playoff game for the men's basketball program since 2005. Ramos could feel a different energy churning in the Leonard Center during warmups, when fans started filing in earlier than usual. By the time he launched the ball across the court to leading scorer Caleb Williams '24 (Wild Rose, Wis.) for a dunk late in the first half, more than a thousand people cheered in the stands. "It was the loudest I've ever seen the LC—the floor was shaking," Ramos says. "And when we won, everyone rushed the court. I was ecstatic."

But the team's story didn't end there. After the 79-66 win over St. Scholastica in the first round, the Scots upset Carleton in Northfield, 70–56. Then they rallied from a thirteen-point second-half deficit to beat Augsburg 76–74 in the semifinal to advance to the tournament championship against top seed Saint John's, the first time in tournament history that a sixth-seed had made it to the final. Mac students traveled by bus and helped pack the stands at all three road games.

In front of 1,800 fans in Collegeville, the Scots came up just short, dropping the conference championship game 75–71. "It hurts to be that close," says fourth-year head coach Abe Woldeslassie '08, who was named D3hoops.com's Region 9 Coach of the Year and leads the team with assistants Conner Nord and Bridge Tusler. "But when you step back and look at the season overall, it's clear that we're right there. There's a real buzz around this program, and it's earned."

Now the young team will begin to look toward its bright future, knowing that no one will be surprised by the Scots next season. And Ramos, who earned All-MIAC honors along with Williams, will savor a remarkable end to his collegiate basketball career. "This is what you work for, what you dream about—I feel so blessed it happened," he says. "The support from the Mac community gave us memories we'll never forget."

Fans join Badou Ba '24 (Dakar, Senegal) on the court to celebrate the team's semifinal win against Augsburg.

CHRISTOPHER MITCHELL '01

GEOHAZARDS

Department: Geology | Professor: Alan Chapman

Why take this class?

To better understand the processes behind natural hazards (or as I like to call them, the many ways the planet can kill you) and the intersections between hazards and society.

Course description

An introductory course for students of all backgrounds aimed at: 1) understanding the geology behind disasters, including earthquakes, volcanoes, floods, tornadoes, hurricanes, sinkholes, landslides, climate change, asteroid impacts, and changes in Earth's magnetic field; and 2) investigating the intersection of risk with society and at a personal level. Also includes one field trip to view sinkholes and landslide debris and spelunk in the Twin Cities.

Geohazard tip

If you find yourself face to face with a tornado (one of the main hazards we contend with here in Minnesota), take shelter in a ditch or gully, lie down, and cover your head with your hands. Do not seek shelter beneath a highway underpass!

Building community

We spend a lot of time cross-pollinating in this class. Examples include maintaining a class blog ("hometown (geo)hazards," where students describe where they came from and the hazards they have faced or the potential hazards affecting their home), holding student-led poster sessions on sociopolitical issues pertaining to hazards, and critically evaluating disaster movies (e.g., *San Andreas*, *Dante's Peak*, and *Don't Look Up*) as a class.

Lessons learned

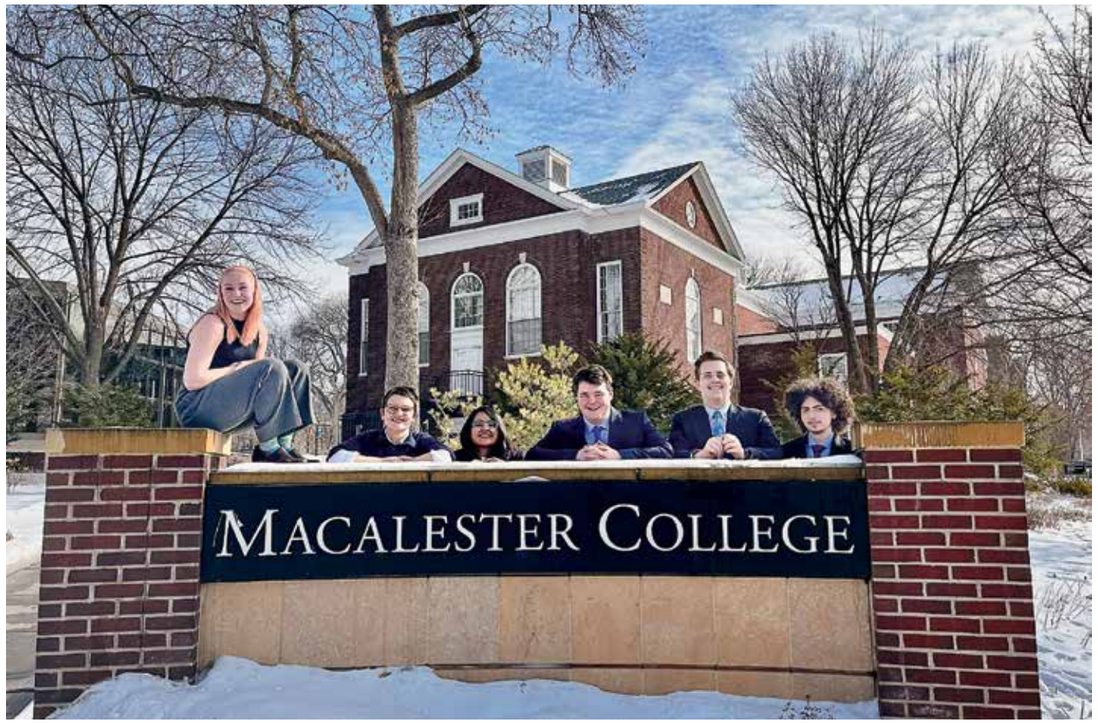
Students will be empowered to recognize when tectonic hazards (e.g., volcanoes and earthquakes), atmospheric hazards (e.g., hurricanes and tornadoes), and surface hazards (e.g., landslides, flooding) are present in their surroundings and respond accordingly: e.g., by not buying a house on a flood plain, knowing what to do in a lightning storm, and learning how to ride out an earthquake.

Outside of class, you'll find me:

Seeking type 2 fun via trail running or cross-country skiing.

FROM LEFT: DAVID J. TURNER; BEAU LARSEN

60 SECOND SYLLABUS



From left: Sarah Beth Hobby '24, Casey Moerer '23, Dipakshi Sarma '24, Joe McMurtrey '22, Paul O'Connell '22, and Ethan Glass '25

Ethics Bowl Team Wins National Title

"In Ethics Bowl you can be comfortable being unsure about a topic, or even being wrong," says Casey Moerer '23 (Santa Cruz, Calif.), a Macalester Ethics Bowl team co-captain. "Countless times I've come into an issue with my own perspective and have been gently and constructively challenged by my teammates."

This winter, Moerer and teammates spent two months getting ready for the 26th Annual Intercollegiate Ethics Bowl national competition after qualifying at the regional level last fall. They prepared arguments for seventeen real-world ethical dilemmas, including facial recognition technology, hate speech regulation, drone warfare, and hybrid human-monkey embryos. And their hard work paid off: Competing remotely from campus in February, the team was crowned the 2022 national champion.

The national competition followed the traditional Ethics Bowl format, in which teams prepare arguments without knowing the question beforehand and are given only a minute or two before each round to prepare their thoughts. Competitors are judged on the clarity, nuance, and logical soundness of their arguments—and, unlike other debate competitions, teams can agree with one another.

"Ethics Bowl contests the idea that contemporary ethical dilemmas are merely two-sided disagreements, instead believing that there is a wider array of questions to ask and considerations to examine," says director of forensics Beau Larsen. "Students are asked to contemplate the relevant values, frameworks, and stakeholders of an issue while forwarding ethical arguments."

At the national competition, Moerer, Paul O'Connell '22 (Sebastopol, Calif.), Joe McMurtrey '22 (Valparaiso, Ind.), Dipakshi Sarma '24 (Guwahati Assam, India), Sarah Beth Hobby '24 (South Pittsburg, Tenn.), and Ethan Glass '25 (Pittsburgh, Penn.) represented Mac against thirty-six opposing teams. Co-captain Sarah Falkovic '22 (Chapel Hill, N.C.), Sarah Gotbetter '22 (Weston, Mass.), and Eli Schue '24 (Ashland, Wis.) assisted the team as student coaches and researchers, alongside Larsen and program alum and volunteer coach Nathan Vinehout Kane '18.

The team also won the national Bioethics Bowl in 2021 and was preparing to defend the title as this issue went to press. That annual competition focuses on a narrower range of ethical issues in science, medicine, and public health. But, for students, competition is only one meaningful aspect of the Ethics Bowl experience.

"The Forensics Department really has created a community that fosters alumni connections," Falkovic says. "It's something that lasts much longer beyond our time in Ethics Bowl. We had a lot of conversations with alumni over the summer at social gatherings and on Zoom calls, and it was so fun to have this sense of timeless belonging and bonding. It's a wonderful place not only for what you do while you're here, but also for the community you gain once you graduate."

WESLEY VOLCY AT THE BROOKLYN ARTERY

THE MISSING PIECE

Mandi Masden's puzzle company fills a cultural gap in the jigsaw market.

BY VICTORIA CARTER

In the midst of the pandemic, many Americans took up an old pastime that was perfect for home isolation: jigsaw puzzles.

They sorted through hundreds or thousands of pieces to assemble scenes of Americana: Landscapes. Windmills. Dogs (so many dogs). Smiling white people. Sailboats. Artwork curated for a narrow section of consumers—specifically, white ones.

Mandi Masden '08 knows these genres well. Growing up in Cheyenne, Wyoming, Masden was, in her words, "a puzzle boss." She even had a designated puzzle table in her room. But gradually her hobby faded to the background. After majoring in theater, English, and American studies at Macalester, she earned an MFA in acting at the National Theatre Conservatory in Denver and launched a successful career on stage and screen in New York City. She has acted on Broadway and appeared in popular shows including *Law and Order: SVU*, *Blue Bloods*, and *Madam Secretary*, as well as commercials for Snickers and U.S. Bank.

By the time she worked on a performance piece in 2019 that drew on puzzles structurally and metaphorically, her enthusiasm surprised a friend who had never heard her talk about puzzles. She came to a sudden realization.

"I hadn't done a puzzle in a long time because I hadn't seen anything that I'd wanted to do."

Later that year, Masden's friend set out to find her a puzzle that she would actually want to do, with a subject that had something to do with who she is—a Black woman. Such a puzzle was surprisingly hard to find. He eventually ordered a custom puzzle, using a painting by Atlanta-based artist Charly Palmer as the subject—a piece of art Masden loved so much that she had tried to buy it earlier in the year but couldn't afford the price.

She started imagining a line of puzzles that showcased contemporary artists of color, allowing puzzle enthusiasts to engage with fine art in an accessible and affordable way—and addressing the gap in accessibility to collecting fine art that blocks people from participating in art culture. And to Masden, the underrepresentation of people of color in puzzles was connected to the lack of diversity in fine art as a whole. As her idea took shape, she learned from a *Macalester Today* article on Professor Brianna Heggeseth's paper "Assessing Diversity in Major US Art Museums" that at the eighteen museums in Heggeseth's research team's study, roughly 85 percent of the artists whose work is shown are white.

Inspired, Masden incorporated as Apostrophe Puzzles—an apostrophe symbolizing both omission (the lack of diversity in puzzles) and possession (the art by and for people of color featured in Apostrophe's collection of puzzles). She invited several artists of color to partner with her, and found a puzzle manufacturer.

Then the pandemic hit.

With all film, television, and theater production shut down, Masden suddenly lost the income she had planned to rely on while she launched her puzzle business.

Instead, she launched a crowdfunding campaign. Masden set hers up on IFundWomen with an initial goal of $10,000 in thirty days—a target she reached in only five days, largely through the support of Mac students and alumni who helped the campaign ultimately raise $40,000.

She describes that Mac community as "passionate about things like social justice and equity and inclusion." As one of few Black students on a campus where people pride themselves on a progressive culture, Masden was under no illusion the school was devoid of racism or prejudice. But "it felt like Macalester was a place that wasn't afraid to have the conversation," she says. "I was also learning, in those classrooms, about racism, power structure, and history. It was definitely an education in understanding who I am, what my politics are, and where they fit. A lot of the most important Black teachers I've had in my life, I had at that school."

That unapologetic confidence and determination was an asset in the early days of Apostrophe—and once the pandemic began, with so much of the population sheltering in place, the puzzle market was surging. But the boom worked against Apostrophe Puzzles: the manufacturer she had planned to work with, along with every other US-based puzzle manufacturer she spoke to, didn't have room to make her puzzles.

"Even when I lost the manufacturer I was like, 'Okay, that's a closed door, I'll find an open one.'" Rather than allowing a seemingly huge obstacle to derail the dream, Masden took it in stride. Through networking with existing puzzle makers whose offerings she admired, she was able to secure a new overseas manufacturer.

Masden doesn't regard this setback as the hardest part of getting Apostrophe off the ground. It was learning to trust that she was up to the challenge of starting this company without a background in business or puzzles. What she did have was a belief in her own intellect, ability to learn on her feet, and tireless work ethic—and with that she knew she could go far.

"Once I allowed myself to believe in myself—everything else felt manageable," she says.

Today Apostrophe Puzzles are available online and in bookstores, brick and mortar boutiques, and museums, and Masden launched a second collection earlier in 2022. In her bid to expand representation of people of color in the art world, Masden has shown that jigsaw puzzles and fine art are a perfect fit. M

Victoria Carter is a writer based in northern California. Her writing focuses on the intersections of race and just about anything else.

Mac to the Future

A longtime history professor asked a generation of students to imagine the rest of their lives.

BY PAUL SOLON

Macalester is a wonderful place, and no one knows that better than someone like me lucky enough to have spent not just four years but indeed four decades here (in the History Department 1970–2009). Through good times and bad I was blessed with a constant stream of marvelous students whom I remember with affection in all their youthful ardor and promise. One unusual memento I still treasure: their obituaries. Not real ones, of course, but those written as a thought exercise in my course, "The Future as History."

We spent a semester considering history as the process of change through time so the future became every bit as much the province of the historian as the past. I asked students to project their own futures in imagined obituaries. They were, to paraphrase Mrs. Malaprop, to "... cast all our retrospection to the future" and speculate on how their lives might turn out, taking into account their personal prospects and the "expert" projections of the future we had studied such as the Club of Rome study and *Preparing for the Twenty-First Century*. I intended the assignment to be fun; certainly the results were a pleasure to read. Collectively these roughly 150 "obituaries" offer an intriguing snapshot of a generation of Macalester students spanning the years from 1976 to 2005.

What is striking is their general optimism in anticipating peaceful, prosperous lives. No one was killed in war and domestic violence was rare, though one presciently imagined being assassinated by an anti-immigration terrorist active in an anticipated 2020 MAA movement (Make America America). Most expected happy, albeit small, families. Virtually all projected marriage, only two foresaw divorce, and the current decline in family size was fully anticipated.

My students envisioned financial security but not great wealth (aspiring oligarchs probably took econ rather than history). The single most popular career was rock star. Such aspiration probably tells us more about youthful dreams than musical prospects, but the arts generally were well represented as people envisioned winning Tonys, Academy Awards, Pulitzers, and even two Nobels. Many hoped to be diplomats and peacemakers, but domestic politics loomed large as well with proposed careers ranging from the organizer who "finally" unionized Walmart to mayors, governors, and senators, as well as the first female Chief Justice who reaffirmed Roe v. Wade, apparently still being litigated in 2040.

Obituaries are not histories, but they do inescapably reflect major developments. What do these tell us of the future that once was? Most predictions were extrapolations of the present, thus the 1980s essays imagined presidencies that never were (e.g., Sam Nunn, Ross Feingold, and Dan Quayle—who, I was assured, was impeached). Technological progress was eagerly but never fantastically anticipated (one terrific exception planned on being the first ambassador to Alpha Centauri). Instead of "warp speed" travel faster than light, we saw medical breakthroughs or energy transformations with hydrogen cars, fusion and/or wind power, and CO_2 sequestration addressing climate change. Similarly, sociopolitical change was rarely seen as cataclysmic, though one predicted a full Malthusian Crisis around 2140 and another the disintegration of the United States after a second civil war fought over water rights. Even the imagined wars were low intensity and safely regional; nuclear weapons were deployed elsewhere but implausibly never in the United States. Predicted challenges were successfully managed, such as climate migration or independence movements in Hong Kong and the Amazon basin.

These imagined futures may not have all come to be, but they usefully remind us that the past is a limited guide regarding things to come. My students were in good company in their errors; the "expert" writings also look out of date. The most common expert prediction when I started teaching the course was that the world would run out of oil before the end of the century. We know how that turned out. Think, moreover, of the many things none of us foresaw: the fall of the Berlin Wall, an African American president of the United States, a woman vice president (to be fair there was one prediction of a woman president in 2042), gay marriage, a peaceful end to Apartheid, fracking, streaming, even cell phones.

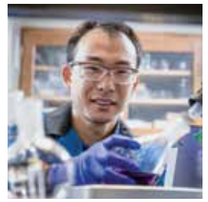
I like to think that collectively these essays moved beyond compliance not merely into plans but on to aspirations. Some obituaries were perfunctory but most were wonderfully honest, imaginative, and even joyfully insouciant as one wrote, "I can't be real here about my future ...if I knew what I wanted to do with my life why would I be at a liberal arts college?"

However little we learn about the future, we surely learn about the one-time hopes and dreams of a generation of current Mac alumni. As I read them, what runs through these essays from the late baby boomers through the early millennials is that students came, as I hope they still come, to Mac with both hope and determination: to prepare, to succeed, and to make a difference. They sensed, and acted, on the reality that their future would not just "happen," they would make it. Surely this is reassuring for partisans of a small but lively liberal arts college. What better place to prepare for a future we can only feebly predict and never really know in advance? M

Paul Solon is an emeritus professor of history at Macalester.

CRAIG MARTIN

Professors Look **BEYOND** the Lecture


Macalester faculty members find creative ways to help students learn even the most challenging concepts.

BY ERIN PETERSON
PHOTOS BY DAVID J. TURNER

Kelsey Grinde knows how important it is to think broadly and creatively about teaching.

It wasn't just that the assistant professor of mathematics, statistics, and computer science had trained to be a high school mathematics teacher, and that she'd learned plenty of techniques to help students find their footing. It was also that she herself had benefited from teaching that went beyond lectures and included plenty of personalized attention. "I was fairly shy in class as a college student, and sometimes I was one of the only women in the room," she says. "The kinds of active learning techniques that I use now are the ones that really worked for me as a student. They helped me get a lot further in math and statistics than I ever thought I would have."

Grinde isn't alone. Creative teaching can crack open even the toughest subjects. It can spark a student's passion and fuel work for a lifetime.

And at Macalester, this kind of effort and experimentation around teaching is commonplace, says Joan Ostrove, director of the Jan Serie Center for Scholarship and Teaching. "Faculty are drawn to Macalester because they want to be outstanding teachers," she says. "They want to be part of a community that thinks about teaching and values it." To support that effort, the center offers regular programming and resources related to pedagogy and advising.

To learn more about the imaginative work happening inside the classroom (and sometimes, beyond it), we asked a few faculty members to share the foundational ideas and creative approaches that propel their teaching.

FLIP THE CLASSROOM

ASSISTANT PROFESSOR of mathematics, statistics, and computer science Kelsey Grinde had been using a traditional lecture format in the first statistics classes she taught before arriving at Macalester in 2019. But when the pandemic hit partway through her first year at Macalester and classes moved to Zoom, she realized that she needed to rethink her approach. "I didn't really want to be on Zoom talking at students for a long time, for everybody's sanity," she says.

So she teamed up with department colleagues Brianna Heggeseth and Leslie Myint to create a series of five- to fifteen-minute videos that teach concepts like linear regression models, or show how to interpret data sets linked to smoking and lung function. Students watch them in their own time, study the text, then ask questions and work through problems during class. This approach, known as a flipped classroom, offers Grinde a chance to more clearly understand when students have mastered an idea and when they need a bit more help.

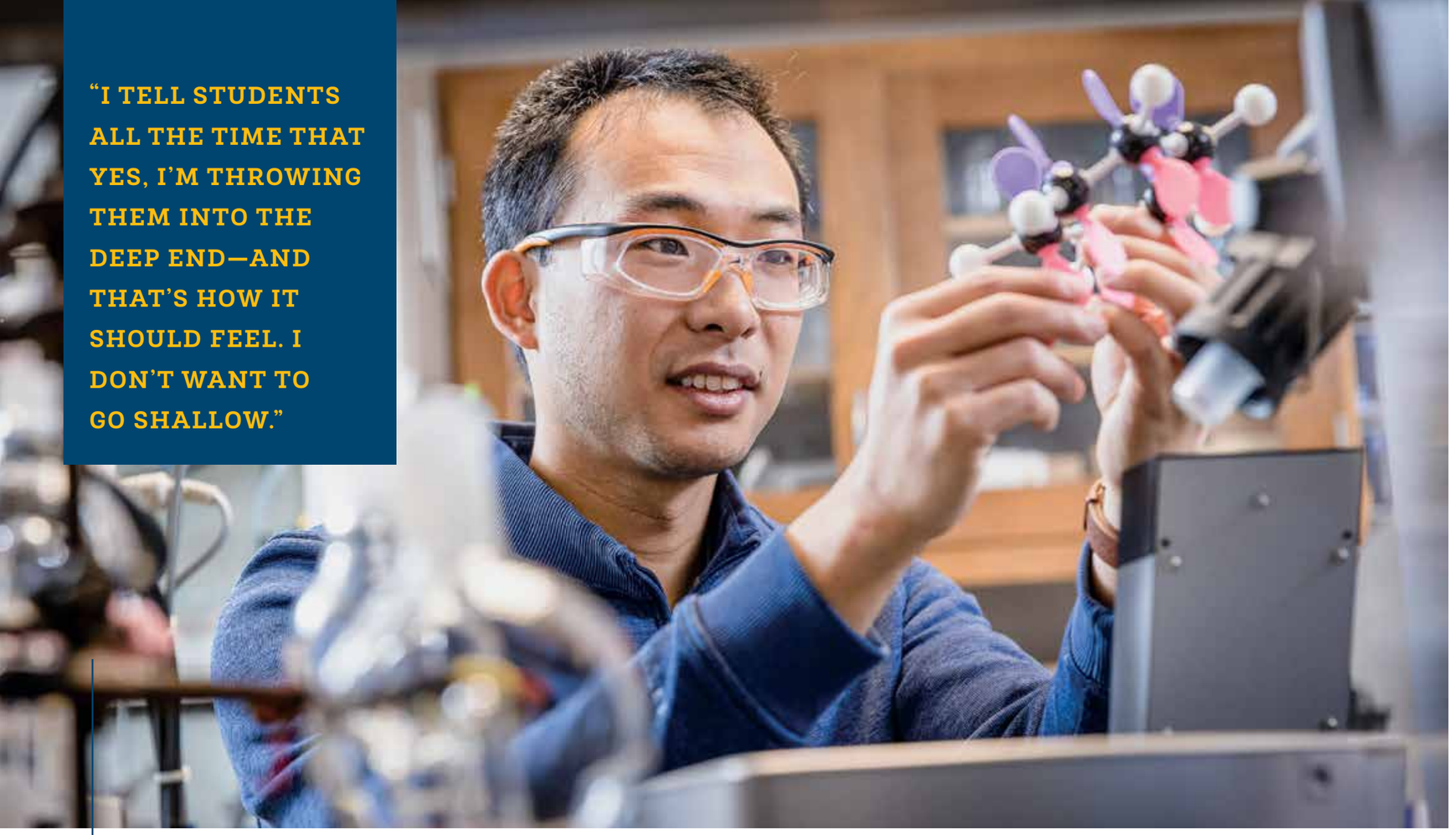
Now that students are back in person, she's kept this flipped classroom in place. Students watch the videos on their own, then work in groups to solve problems in class. Grinde walks around the room, dropping in on groups to check on their progress. Oftentimes, she uses a Google doc to monitor how the class is doing overall with group discussion prompts.

The new approach has added significantly to Grinde's workload. Creating the videos is extraordinarily labor intensive—she and her collaborators spent most of their summer working on the videos, rather than other research and projects. But she's also been particularly happy with the way that it has transformed the classroom. She loves it when she can see students talking animatedly with each other about concepts or helping one another with specific knotty problems.

She knows that being able to watch videos again and again can be helpful for students who simply need a little more time and repetition to cement their learning.

Grinde is also delighted to have more time to get to know her students on a personal level. During class, "I'm not an authority figure standing up at the front, I'm sitting down next to them and helping them work on something," she says. "This allows me to have conversations with students who—if they just came to class and didn't come to my office hours—I might otherwise never have really met."

She's hopeful that the approach will open up statistics to more people who might otherwise have stopped after a single course. "For many people, there's a lot of internal dialogue about how they're terrible at math, or they're not good with computers. But I hope that this is one way to get more people to realize how cool statistics is—and that they can do it," she says.



"I TELL STUDENTS ALL THE TIME THAT YES, I'M THROWING THEM INTO THE DEEP END—AND THAT'S HOW IT SHOULD FEEL. I DON'T WANT TO GO SHALLOW."

EMBRACE THE FORGETTING OF LEARNING

ASSOCIATE PROFESSOR of chemistry Dennis Cao teaches what is often considered one of the toughest courses at Mac: organic chemistry. The class, essential for pre-med hopefuls, includes lessons on molecular geometry and electron flow that can scramble the brains of otherwise accomplished students.

Cao has one message he wants all of his students to hear before they give up: The work is *supposed* to be difficult. "I tell students all the time that yes, I'm throwing them into the deep end—and that's how it should feel. I don't want to go shallow," he says.

That might seem like cold comfort, since Cao himself long ago mastered the material. But as a novice in other areas of his life, he intentionally throws *himself* into the deep end all the time, too, trying a new hobby every six months. He's picked up woodworking, fishing, and even 3D printing—cheerfully acknowledging that he's not an expert in any of them, despite his efforts. He knows, viscerally, the feeling of being overwhelmed by a new subject.

"I think languages are a fun thing to learn, but I used to get so annoyed when I couldn't even remember three words—what's the point?" he says. "But that *is* the point. You can't remember three words, so you have to just keep doing it, and doing it, and doing it."

Instead of getting frustrated about the time and repetitions required to understand a concept and establish it firmly into long-term memory, students can instead acknowledge it, plan for it, and embrace it. Learn, forget. Learn it a new way, forget again. Eventually, students *do* remember. And when they do, they don't just *remember* the information for a test, they *understand* it.

When students internalize this approach to learning difficult subjects, it pays dividends: Cao reminds pre-med students in his class that this is the warm-up: In medical school, they may be taking five classes that are all as tough as organic chemistry in different ways, and once they know what it takes to succeed in a very difficult class, they will be ready for the new challenges of medical school.

Cao says that students who learn to embrace the challenges of organic chemistry often find that the approach benefits them broadly. "Most of my students don't go on to be organic chemists, but I have had students come back and tell me that doing the work in my class helped them in another totally unrelated class," he says. "I find a lot of gratification in knowing that, in the long term, this approach helped."

Keep going: Read more about Cao's views on teaching and learning on Twitter at @denniscao.

BY THE time that students enter assistant professor of sociology Erika Busse's upper-level course, "Qualitative Methods," they've spent plenty of time learning from research that uses qualitative research methods such as observations and interviews. In Busse's classroom, they finally have the chance to employ those qualitative methods in their own original research.

Busse has her students design a project to understand an aspect of race and ethnicity more deeply by choosing a single intersection near campus and studying social dynamics in it over the course of a semester. Students have chosen to study everything from ways to create community to the ways advertising differs for drivers, pedestrians, and public transit users.

GET OUTSIDE THE CLASSROOM

Busse says that preparing to do ethnographic research can provoke anxiety in students who are used to burrowing into books and acing tests. Instead, they have to adjust to a more fluid and uncertain process of observation, interviews, and study: "They want to know: What am I going to say? What should I do? Should I take out a notebook or take notes on my cell phone?" she says. "They're used to being challenged intellectually in the classroom or with their friends, but they've never gone out themselves to observe and collect data. That can be disorienting."

Busse encourages students to be open to the messiness of the process, and she has them regroup in class to share their experiences, troubleshoot, and even provide advice to others. One of her great joys is seeing the growth that they experience as they move from idea to research to finished paper.

And although not all students end up loving the process, they do gain a greater appreciation for the challenges of research that aren't fully visible in a published journal article. "If you want to actually learn social dynamics, you have to be open to the idea that you won't always have control. You'll always depend on other people," she says. "Learning that? It's priceless."

CREATE STANDOUT SOCIAL MEDIA POSTS TO HIGHLIGHT IMPORTANT ACADEMIC IDEAS

IN THE summer of 2020, assistant professor of psychology Morgan Jerald was contemplating changes to her upper-level seminar, "The Psychology of Black Women," against the backdrop of the uncertainty of the pandemic and the grief and rage erupting in the Twin Cities over the murder of George Floyd.

That summer, she'd begun noticing a trend dubbed "Power Point activism"—slideshows on Instagram that paired distilled insights with compelling graphics to make a persuasive point. She realized that they could also be a launching point for her students who wanted to bridge the divide between academic research and wider impact, so she developed a short, powerful Instagram project.

She asked each student to write an op-ed about any issue related to the psychology of Black women. Then, students created an Instagram slideshow, complete with images, based on the content of the op-ed.

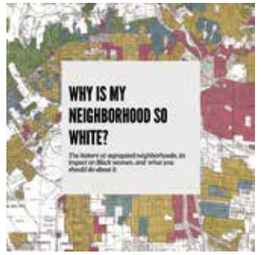
Even students well-versed in the social media platform's nuances found the project one part thrilling, one part hair-raising. It's anything but easy to convey complicated concepts in an engaging and visual way. "Having to distill something into a really short format is sometimes even harder than having no word limit at all," Jerald says. "It requires you to communicate really clearly."

Students created slideshows on topics ranging from health care disparities to segregated neighborhoods to education. They carefully sequenced the slideshows to start strong, build arguments, and provide resources for viewers to learn more. Jerald says that the projects gave students essential practice in communicating effectively to non-academic audiences about important issues.

The work has already earned significant external praise. Last year, the project received an Action Teaching Award from the Society for the Psychological Study of Social Issues, a group of three thousand scientists who seek to apply theory and practice to today's critical problems.

Jerald says she wanted the project to remind students that they can have a voice in issues that are important to them. "I hope that my classroom and assignments can be used as a space for students to process what's happening and feel more empowered to act on it," she says.

Check it out: See students' Instagram projects at @mac_psyc394.



CHANNEL PASSION TO CREATE ART

WALLACE PROFESSOR of Art Ruthann Godollei knows that Mac students are driven and passionate about a variety of issues. In her "Dissent" course, she requires students to channel that energy into creating meaningful art that goes beyond the craftsmanship in order to say something larger about a social or political cause.

In the course, she teaches students about art linked to dissent and protest throughout history and around the world. Then, she has students create their own works based on the ideas that are important to them. Over the years, students have made stickers about immigration, linocuts to propel fundraising efforts, and specialty cards for Bike to Work week. "I want them to do their ideas, not my ideas," she says.

Art offers a particularly kinesthetic learning experience, says Godollei: "So many of us are stuck in virtual realities. Art helps people get back into their bodies, back into the material of their hands." It's also a way for students to find another way to take action on something they care about.

Godollei says that when students transform their ideas into tangible artwork, they see their own abilities, and the world they inhabit, in a new way. "It's a wonderful feeling when you've got a whole classroom of students getting their hands inky, exclaiming with each other over what they're making," she says.

And regardless of what they pursue in their lives later, they have a deep understanding of the challenges of creating art designed for impact. "It also helps them appreciate the labor of art, the human intelligence behind it, and the real struggles that people have gone through."

Erin Peterson is a Minneapolis-based writer.

Tell us about the creative teaching that had an impact on you.

We want to hear about the Macalester class that transformed your own learning. What made it work? Send your responses to mactoday@macalester.edu.

WHERE WE LIVED

In a digital timeline, Andie Walker '23 knits together a history of Mac's student housing.

BY TALIA BANK '23

Most weeknights last fall, you could find Andie Walker '23 and her friends bonding over cooking and sharing vegetarian meals together in an on-campus residence hall. They chopped, grated, and sautéed in a bustling kitchen and enjoyed common spaces with high ceilings and tall windows, a function of its location directly underneath the Macalester Stadium's seating sections. It's a unique housing option, by design: each year, up to twenty students live in the Veggie Co-Op, which has served as an intentional meat-free living community since 1992.

As Walker settled into her temporary home, she started to wonder about the history of the Veggie Co-Op, as well as the nearly two dozen other student housing options on campus that range from traditional residence halls to language and special-interest housing. She turned her questions into an independent study for her digital history communications major, delving into Macalester's archives and creating a digital timeline to visualize the history of student housing. We asked her about the process—and what she learned.

How does your timeline project align with your academic interests and major?

In my sophomore year, I decided to design my own digital history communications major.

I really enjoyed my history classes and my computer science classes, but I didn't see a lot of opportunities to combine them. I took a very interdisciplinary class called "Intro to Data Storytelling" and it got me thinking about designing a major that had to do with using software to do research, but also communicate history in a way that's more accessible to the public.

Why did you choose a digital format for the project?

The internet has often been used just for converting analog versions of media like books into web pages: a huge block of text that you just scroll through. But there are other options for communicating that are more suited to being online, or actually designed to live on the internet: for example, clicking through an interactive map or exhibit. I thought that would be a really interesting avenue to go down for history.

What materials did you use to compile the timeline?

I started by looking at the college catalogs, which was a tedious process, but each catalog's PDF is searchable. Any time housing information changed, I would make a note of what was added or what happened. That took a long time, but then I had a good understanding of what halls even existed—a lot of buildings don't exist anymore, so we never talk about them and wouldn't even know to look them up. After that, I visited the archives and looked at old photographs and newspaper clippings. I also looked at *The Mac Weekly* database. There would be tons of letters to the editor in every edition. It seems like it was more how the college communicated; whereas now that happens mostly on the internet, and I thought that was really cool.

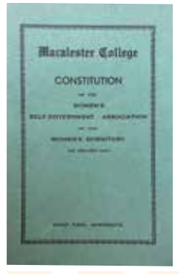
What stood out to you?

I read anecdotes from people who had lived in Wallace, which used to be a women's hall, and almost all of the stories were about residents running to get back in time, or sneaking through windows to avoid getting in trouble for not making curfew. I was really shocked because I thought it made sense for that kind of curfew to exist in the '30s and '40s, but I was really surprised that it continued to exist until the late '60s. And during that time, men were only allowed in certain parts of Wallace Hall—one student remembered the men from Kirk Hall singing up to the windows. That was really a shock to see that kind of restriction had existed gender-wise so late into our history; there was a lot of separation.

I also noticed that in historical *Mac Weekly* issues, people would write in their own voice instead of taking a more journalistic tone, which seems to happen more today. People would be like, "The college is thinking about building a dorm in the stadium. That is such a bad idea. Why would you ever do that?" I thought that was funny. I lived there, and it's great—it's one of the nicest places I've lived on campus. M

Check out Andie Walker's full digital timeline, including more than three dozen moments in Mac's history: tinyurl.com/studenthousingtimeline

We asked Andie to share five chapters of student housing in Mac's history that stood out to her.



1940
LIFE AT WALLACE HALL

"Many halls in Macalester's history practiced self-government. Students often elected their leadership: A 1940 Wallace Hall constitution explains that a president, vice-president, secretary, and treasurer will govern the hall, in coordination with faculty and staff. The constitution also features bylaws for living in Wallace, including quiet hours after 10:15 p.m. every night, during which residents should wear 'bedroom slippers with soft heels' and avoid practicing musical instruments."


Coed Housekeepers Have Fun in New Home

Carrying their home work further than most coeds are the girls who live at the Home Management house, 1668 Portland ave. They do their own meal planning, shopping, cooking and scrubbing. Jobs are rotated so each girl gets her chance at the various projects.

No politics enters into the parcelling out of jobs at the house. The girls simply crack their head into a bowl of grips held by Prof. Ruth Bonde, house adviser, and become cooks, maids, scrub women or bed makers.

1943
THE HOME MANAGEMENT HOUSE

"The Home Management House was established as a new option for female students who, according to *The Mac Weekly*, helped to cook, clean, and manage the house. At the time, Macalester offered a major and minor in home economics, and a home management class in the department served as a prerequisite for living in the house. The house continued to be an option for students through 1950."

COURTESY OF MACALESTER COLLEGE ARCHIVES (6)

1946
MACVILLE

"After the end of World War II, Macalester saw an influx of veteran students. In 1946, the Federal Public Housing Administration constructed several temporary homes, meant to house thirty-two married and thirty-two single veterans attending Macalester as part of an effort to accommodate the growing student body."


Macalester Women Want Right To Make Their Own Decisions

1966
STUDENTS FED UP WITH DORM RULES FOR WOMEN

"Since Wallace Hall's opening, women living in campus housing were required to return to their dorms by specific times at night. By the 1960s, many students were fed up with the policy. In 1966, *The Mac Weekly* conducted a survey of seventy female students, 90 percent of whom said they were in favor of changing the restrictions. 'Any woman twenty-one or twenty-two years old certainly can't be emancipated' when she has to be in at 12 on weeknights, argued one respondent."


Gender-blind housing proposal gets media attention

2003
GENDER-BLIND HOUSING PROPOSED

"In fall 2003, the college proposed a pilot program that would test out gender-blind housing in order to provide increased support for LGBTQ students. News of the proposal caught the attention of alumni and reporters across Minnesota and nationally, with some in favor and others against."

What stands out in your residence hall memories? Share your story by emailing mactoday@macalester.edu or sending a note to Macalester Today, 1600 Grand Avenue, St. Paul, MN 55105.

THE POWER OF Podcasting

How alumni and faculty are embracing the medium of audio storytelling.

By Marla Holt
Illustrations by Israel Vargas

When theater companies went dark and auditions for voice work dried up in the early days of the pandemic, Katharine Heller '98 was glad her living room was already equipped for podcasting. The New York-based actor, writer, producer, and voiceover artist had been hosting the slice-of-life podcast *Tell The Bartender* since 2013. During lockdown, the interviews she conducted via platforms like Zoom and Skype in her de facto home office—which includes a large computer monitor, several microphones, a mixing board, and two ergonomic chairs that protect her back during hours of editing—became her lifeline to others.

"I love listening to people talk, and inviting those voices into my home really helped with isolation during lockdown," Heller says.

Heller's idea for *Tell The Bartender* came from the eight years she spent tending bar in Brooklyn and listening to patrons share their stories. Now, as a podcast host, she invites ordinary people to talk about their lives in a setting that is as confessional and intimate as the bar, treating her guests and their stories with humor and care. In the past nine years, she has recorded 115 episodes, including some personal favorites, such as the episode, "I Didn't Know I Was Nugent," about a restaurateur who discovers his birth father is rocker Ted Nugent, and "Cabbage Patch Dreams," during which Heller and her sister dissect their 1980s obsession with Cabbage Patch dolls.

From 2014 to 2020, Heller also co-hosted *The Struggle Bus*, an advice podcast about self-care and mental health, which at one time made it to No. 7 on Apple Podcasts' Top 10 chart. In 2016, she founded The Podcast Shop, a boutique company offering pre- and post-production and consulting services for podcasters.

"Podcasting is personal," Heller says. "It's a balance of journalism, improv, and performance, and I genuinely want people to feel comfortable doing it."

Although they've only been around since 2004, when media personality Adam Curry launched an audio recording of his everyday life called *Daily Source Code*, podcasts—downloadable episodic audio programs—are here to stay. (According to Edison Research, 51 percent of Americans aged twelve and older listened to a podcast in 2021, with 32 percent listening at least once a month.) The medium is effective and portable, and a podcast's often vivid and moving content can create a sense of intimacy between creators and listeners.

CLOCKWISE FROM TOP LEFT: PROVIDED; GENINE ESPOSITO; PROVIDED; KIM NEWMONEY; CAROLINE YANG FOR APM REPORTS

Listen Up

Alumni Isabella Kulkarni, Rolando Rosas, Davy Gardner, Katharine Heller, and Curtis Gilbert enjoy listening to podcasts as well as creating them. Here are a few of their favorites; find them on your chosen platform.

Home Cooking
Hosted by Hrishikesh Hirway, the creator of the popular podcast *Song Exploder*, during which musicians dissect their songs to tell the story of how they were made, and Samin Nosrat, chef and author of *Salt Fat Acid Heat*, a James Beard Award–winning cookbook. The pair provides creative inspiration in the kitchen.

"It's a show that anyone can enjoy regardless of the level of their cooking skill. You learn Samin's trade secrets, but more importantly get to hang out with two people who clearly find joy in each other." —Isabella Kulkarni

Slow Burn
This narrative podcast examines watershed moments in history, such as Watergate, the Clinton impeachment, and the police beating of Rodney King and the L.A. riots that followed.

"It's the best kind of immersive storytelling because you get the sense that you're there."
—Davy Gardner

The Work Week—After Hours
The hosts delve into issues that affect the workplace, from leadership to career innovation to bad bosses.

"These guys are very good at covering topics that all workers can relate to."
—Rolando Rosas

Heller and fellow Scots Isabella Kulkarni '13, Davy Gardner '14, Rolando Rosas '96, and Curtis Gilbert '02 are just five alumni who are skilled at podcasting. Read on to learn about their work in the medium, as well as how podcasting assignments are expanding the ways that students can present their scholarly work in Macalester classrooms.

Giving voice to stories

Isabella Kulkarni '13 first discovered a knack for audio storytelling during her first job after Macalester. She was conducting intake interviews with refugees and new immigrants to the Bay Area for the International Rescue Committee, an organization that helps people who are affected by humanitarian crises to survive, recover, and rebuild their lives. At the time, she was also listening to a lot of long-form audio journalism, such as *Radiolab* and *This American Life*.

"I realized I was already doing the work of looking for stories and voices to amplify," she says, but didn't yet have enough training in radio production. "I didn't know how to make the leap into creating actual podcast stories."

Kulkarni later earned a master's of science degree in journalism from Columbia University. One of her first radio pieces—about the Mister Softee ice-cream truck jingle that is an earworm for many New Yorkers—aired on NPR's *Marketplace* while she was in graduate school. She has since created and produced podcasts for Gimlet, the *New York Times*, The Ringer, Radiotopia, WNYC, and Futuro Media Group's *Latino USA* program. She has also taught the fundamentals of audio reporting and writing at Columbia.

Now a Los Angeles–based producer, story editor, and showrunner for Audible Originals, a division of the audio entertainment company Audible that creates original audio storytelling, Kulkarni develops scripted content for both fiction and nonfiction podcasts. Her work includes *The Sea in the Sky*, a speculative fiction piece about two astronauts set in a futuristic world when climate change has devastated the planet. Her soon-to-be-released project is an audio documentary about businessman Ed Buck and the intersection of class, race, and drugs.

Kulkarni is particularly drawn to narrative nonfiction, an interest sparked by her work on two podcasts at Gimlet. She produced for *Undone*, which examined tiny moments in history that had greater ripple effects on society, and also enjoyed reporting and researching for *Mogul*, a miniseries about hip-hop producer Chris Lighty.

"I love that podcasting is both creative and impactful," Kulkarni says. "There's a performance aspect to it that allows for emotion and intimacy and lets the listener imagine the world that's being created, maybe even better internalize the subject matter because there are no visuals."

Kulkarni is also collaborating with New York-based audio creator and writer Davy Gardner '14 on an Audible Original fictional podcast series.

Gardner is the curator of audio storytelling at Tribeca Enterprises, the multiplatform storytelling company behind actor Robert De Niro's Tribeca Film Festival. He balances writing with leading Tribeca's audio storytelling department and podcasting studios. Podcasting has the power, Gardner says, to deliver exceptionally good stories.

"Audio can be a very visual medium, which sounds counterintuitive," Gardner says. "When I'm writing an audio fiction script, I'll include a stage direction—like the color of clothes or the style of a room—to help the performer visualize the scene. Then the listener can really see it in their mind, as well."

Gardner got his start writing comedy for the Upright Citizens Brigade Theatre in New York City. He moved into podcasting by writing stories performed by actors on Radiotopia's *The Truth* podcast, which has the tagline of "movies for your ears." For example, his audio story "Married Alive" explores the state of a couple's relationship while they're buried by an avalanche, while "Museum of You" poses the question of creating a museum about your life to use as your dating profile. Gardner also launched and produced four seasons of Wondery's

FROM LEFT: PROVIDED; KIM NEWMONEY ; PROVIDED (2); COURTESY OF ADAM CURRY

Podcasting 101

The generally accepted view of what qualifies as a podcast—a blend of *iPod* and *broadcast*—is an episodic series of digital audio files available for downloading and listening to at any time on a personal device. (Remember *Serial* and its slowly unfolding reinvestigation of Maryland teenager Hae Min Lee's murder and the subsequent arrest and conviction of Adnan Syed? That podcast's compelling 2014 first season, often cited as an audio game-changer, was many people's introduction to podcasting.)

Podcast consumers can subscribe and listen for free on any number of platforms, from Spotify and Google Podcasts to Stitcher and PodBean. The medium is particularly disruptive, given its potential for retailers to reach customers through smaller and more targeted ad buys.

Media personality Adam Curry is considered podcasting's pioneer. In 2004, he launched *Daily Source Code*, in which he talked about his everyday life, news, and the idea of podcasting. A mere eighteen years later, there are nearly a million podcasts about everything for everyone.

Some podcasts are carefully scripted; others are improvised. Producers can record one at home or in a professional studio. Some are supported by corporations, sponsors, and individual donors, with advertisements or not.

Podcasts, which currently aren't regulated by the FCC the way TV and radio are, are considered social media.

Celebrating all things podcasting

Macalester held a campus-wide celebration of audio storytelling with its first-ever Podcast Week in early April. Events included:

- How-to-podcast workshops at the Digital Resource Center
- A competition for the best student-created podcasts, with finalists broadcast on WMCN Radio
- A panel discussion with professional podcasters; presenters included Emanuele Berry, executive editor at *This American Life,* and Andrew Beck Grace, co-creator and co-host of NPR's *White Lies.*
- Discussions with scholars and experts on the pedagogy of podcasting.

Learn more: **macalester.edu/podcastweek**

Keith and The Girl
Comedians talk about current events, pop culture, politics, and their everyday lives.

"They get into serious stuff and it's fascinating and hilarious at the same time." —Katharine Heller

Political Gabfest
Sharp political analysis meets informal and irreverent discussion.

"If you're a political junkie, you'll love this. It's three really smart people dissecting politics and policy." —Curtis Gilbert

Homecoming
A scripted fictional mystery about a soldier who returns from war to a facility called the "Homecoming Initiative."

"You listen in to the soldier's therapy sessions. It gets very nefarious, but in an interesting way." —Davy Gardner

Hit Play
Short audio plays written and performed by members of the New York Neo-Futurists.

"This is a shameless plug for the theater company I belong to: A podcast that's the perfect balance of beautiful, funny, and touching." —Katharine Heller

The Lazarus Heist
A true crime news podcast that investigates the 2014 hack into Sony Pictures.

"It involves cybercrime, North Korea, and Hollywood and is really well done." —Curtis Gilbert

podcast series *Against the Odds*, an anthology of scripted documentary series paired with personal interviews, such as "The Thai Cave Rescue," featuring the 2018 effort to save twelve boys and their soccer coach trapped inside a six-mile caving system after heavy rains.

"Podcasting, especially audio drama, gives storytelling a different dimension than TV or books," Gardner says. "It's an engaging, immersive experience that's intimate, close, and allows you to be an active listener. If it's done well, you don't want to miss a minute."

Podcasting as digital marketing

Podcasts can tell stories, contextualize the day's news, or provide how-to lessons for practically any skill. The medium is also a useful business marketing tool, says Rolando Rosas '96, the founder of Global Teck Worldwide, which sells office technology products such as headsets, speakerphones, and webcams. "We help people sound and look their best while using these devices," he says.

The company has always offered real-time tech support. But the work-from-home boom introduced an unprecedented demand for home-office technology and, with it, a dramatic increase in customers' need for support. Rosas saw an opportunity to use podcasting as a way to address clients' needs quickly and interactively.

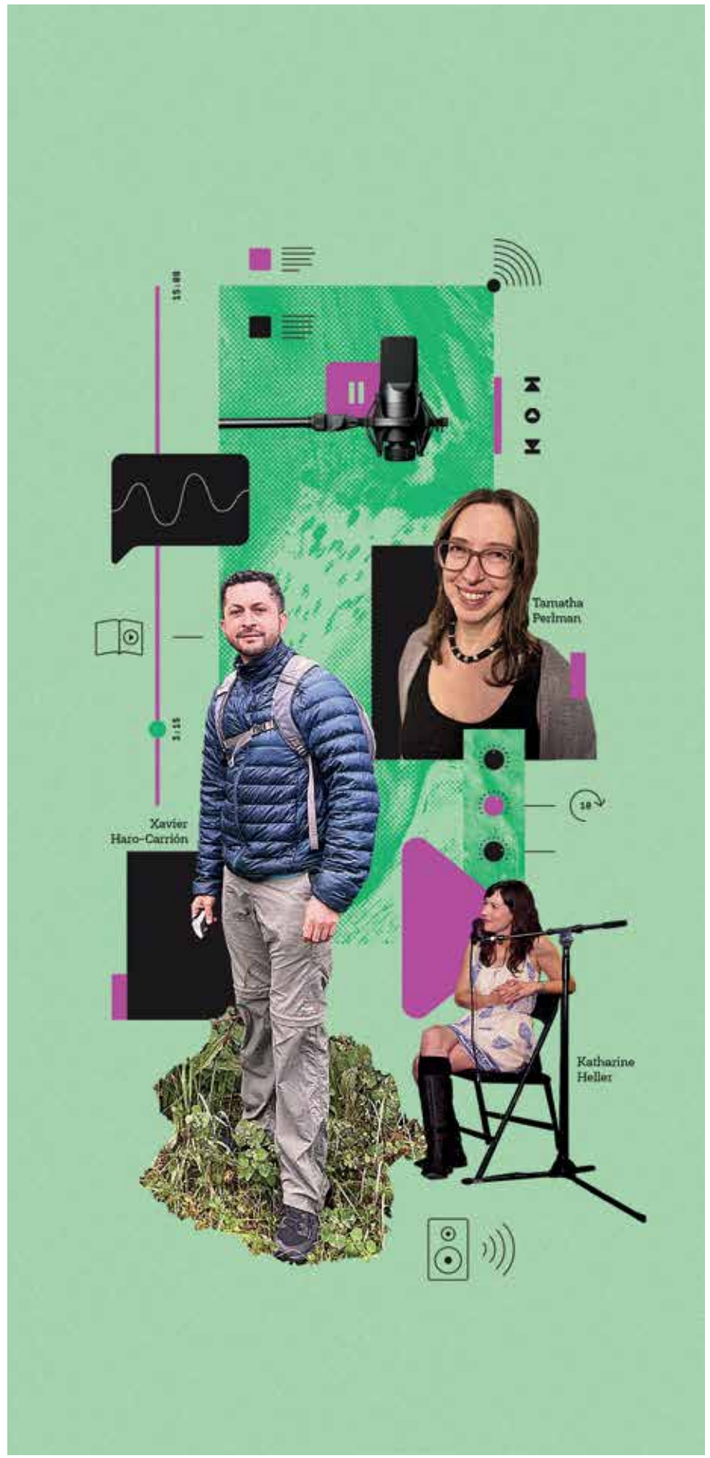
Global Teck Worldwide launched *What the Teck?* on YouTube, during which he and his guests review products, identify trends, and troubleshoot office-technology problems.

"Podcasting helps us share our relevant knowledge directly with clients," Rosas says. He's found that the conversational tone of *What the Teck?* has resonated with listeners and been copied by competitors. "Each time we change up our style, from livestreaming to interviewing guests to doing skits and adding animation, our competitors do the same," Rosas says.

"Podcasting is a step toward helping Global Teck Worldwide up our branding," he says. "My advice? If you own a business and you're not podcasting, you should be."

Podcasting in the classroom

At Macalester, professors are embracing podcasts—in addition to research papers or essays—as an assignment that teaches traditional skills as well as clear communication. Students in linguistics, geography, and political science courses, among others, now create podcasts in which they explain their research.



CLOCKWISE FROM TOP RIGHT: PROVIDED; TOM SCOLA; CRAIG NOLES

"Students find podcasting fun, flexible, and interactive. Plus, it's relatively easy to do," says Tamatha Perlman, associate director of academic technology services. Her office provides technical support and guidance for faculty members who want to build podcasting into the curriculum. She's also one of the organizers of Macalester's first-ever Podcast Week (see p. 26).

"Podcasting helps students build digital literacy skills while learning to communicate information to a broader, more general audience, rather than a strictly academic one," Perlman says.

It's a valuable experience for the students in "Neotropical Landscapes," taught by assistant professor of geography Xavier Haro-Carrión. The course examines human-environment interactions, including conservation efforts, in biomes and ecosystems from southern Mexico to Chile, and students create case-study podcasts focused on a geographically small area. Their podcast topics—based mainly on a review of scholarly literature of the area they're presenting—have included endangered hummingbirds in an Ecuadorian national park, conservation in the Brazilian savannas presented through music, and Indigenous peoples' use of plants from the Amazon.

"The students learn to present their findings and tell a story of a particular geographic area in a new way, which they find entertaining and interactive," Haro-Carrión says. "I was very pleased with the high quality of their work." Students play with aesthetics, adding appropriate texture from the location they are studying, such as the sound of waves, birds, or musical instruments.

Heavyweight
The host tries to fix problems between people, though he's unqualified to do so, in an attempt to change a moment from their pasts.

"This show delivers a satisfying narrative every time—it's both funny and tender. Who doesn't love a well-thought-out show that makes you laugh, cry, and feel all the feelings?" —Isabella Kulkarni

Because students were so enthusiastic about the project, Haro-Carrión plans to continue assigning podcasting in future courses. He found the students enjoyed listening to each other's work and participating in an end-of-term podcast showcase to learn more about their peers' process—sort of like an "ask the director" session.

"Students aren't going to read twenty research papers written by their peers, but they'll listen to a classmate's ten- to fifteen-minute podcast," he says. "It's a compelling way to engage an audience, and it forces students to pick an interesting topic, to be clear with terminology, and to share information in a logical way."

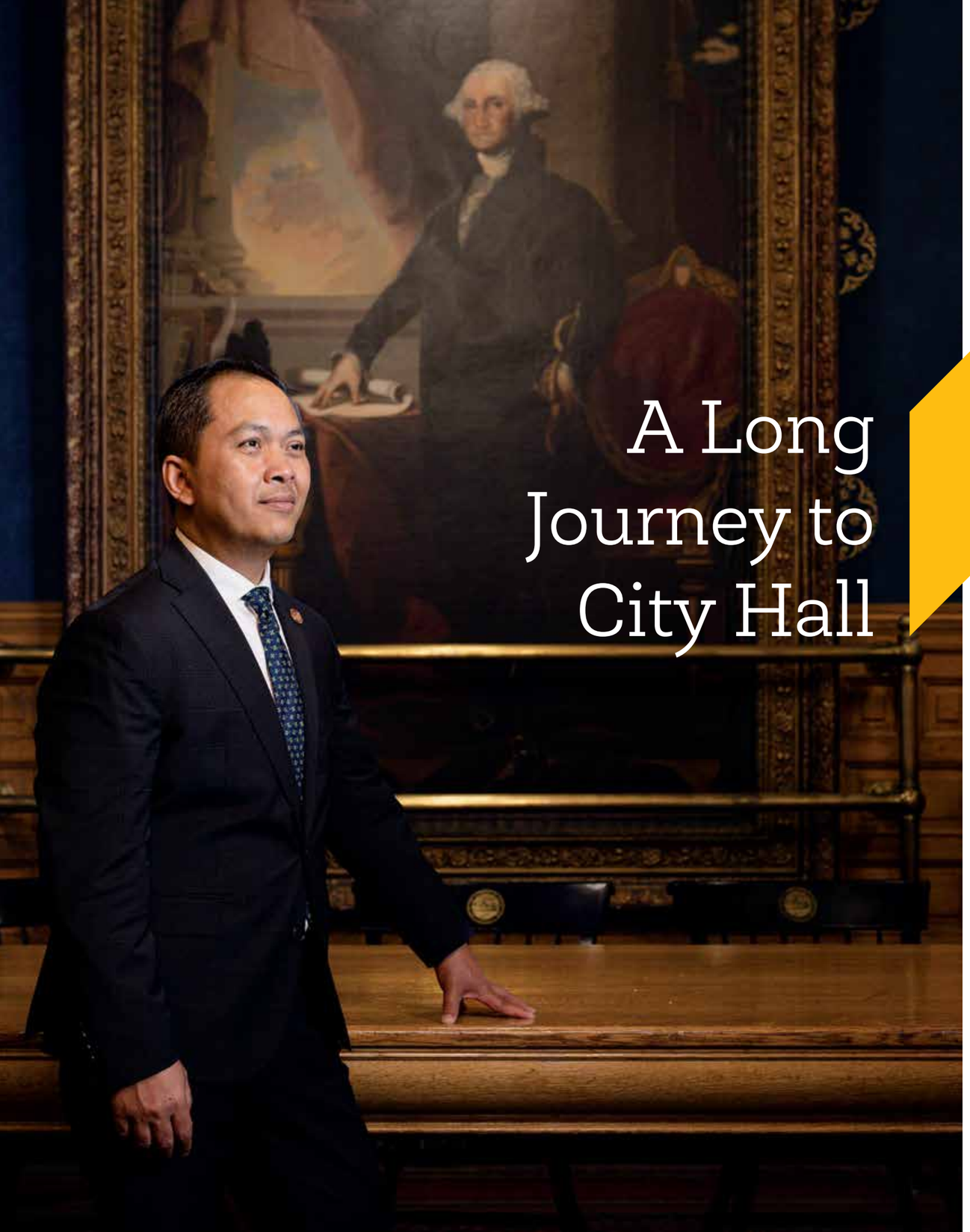
American Public Media correspondent Curtis Gilbert '02 and Annie Baxter, an editor at the Wall Street Journal's daily podcast *The Journal*, co-taught narrative journalism at Macalester in 2020 and 2021. Gilbert also hosts *Sent Away*, a podcast about Utah's teen treatment industry, and previously reported for the Peabody Award–winning investigative podcast *In the Dark*.

Students in the narrative journalism course write for both print and audio, which strengthens their overall communication skills, Gilbert says. "They learn something about writing in any given style by writing in a different style," he says. "With podcasting, they learn to write for the ear by hooking their audience with a story that has characters, surprises, and action, with scenes that move the story forward. Structuring a podcast is extremely linear, because listeners rarely 'go back a page' or rewind."

Gilbert notes that many students used the pandemic as a hook or inflection point for their podcasts. One student created a series about her mother, who was a health care worker in the Bronx during the height of the lockdown. Another focused on a portrait photographer who was capturing his subjects through windows and doorways.

The human voice is a powerful and emotive instrument, and it can really pull people into a story they want to keep listening to, Gilbert says. "Audio communication fills a unique niche for people, with podcasting in particular lending itself to engaging and deeply investigative storytelling." M

Marla Holt is a freelance writer based in Owatonna, Minn.



RICH PIZZUTI

A Long Journey to City Hall

In Lowell, Massachusetts, Sokhary Chau '96 is the country's first Cambodian American mayor.

BY SOREATH HOK

When Sokhary Chau '96 first came to Lowell, Massachusetts, as a fourteen-year-old Cambodian refugee in 1986, politics were the furthest thing from his understanding. He never imagined that he would one day become the city's mayor, let alone the first Cambodian American mayor in the United States.

Now, thirty-six years after his arrival in Lowell, a city of 110,000 thirty miles north of Boston, he leads the most diverse city council in its history. Out of eleven city councilors, three are Cambodian refugees. Together, they represent the second-largest Cambodian refugee population in the United States.

Within his first two months in office, Chau invited friends and family to a cultural ceremony—typically held as a private gathering—at City Hall. The event marked the one hundredth day since the death of his mother, who lived long enough to cast her ballot for her son but died before Inauguration Day on January 3, when the city council voted unanimously to elect Chau as mayor.

In Cambodian culture, the one-hundred-day ceremony is a special occasion to end the first mourning period for a loved one. For his mother's, Chau invited her friends and their family, and held the ceremony in the mayor's office, where he hung pictures of his mother and father to honor their journey: Chau's father, a captain in the Cambodian Army, was executed by the Khmer Rouge regime, and his mother helped all seven of their children escape Cambodia in the late 1970s.

For Chau, holding his mother's ceremony in an unconventional location speaks to one of his goals as mayor: to make City Hall a more open and inviting place for its citizens, especially for members of the many diverse immigrant communities that reside in Lowell. Chau says he was motivated by his own experience as an immigrant before he held office. "I'm a pretty confident person, but walking into City Hall was intimidating," he says. "Imagine other immigrants, right?"

Chau's life in the United States started in Pittsburgh in 1981, where his family was first sponsored by a Catholic church. But better-paying factory jobs drew the family to Lowell, along with many other Cambodian refugees in the 1980s.

Chau was too young to work, so school became his focus, and that opened opportunities. In middle school, Chau's teachers encouraged him to apply to private school, and he earned a scholarship to attend Phillips Academy in Andover, Massachusetts. There, he found an interest in service, which led him to Macalester, where he received a scholarship for students committed to civic engagement. Chau, who majored in economics, was also heavily influenced by the college's emphasis on internationalism.

"When I heard the terminology 'the global village,' I felt for the first time like I might want to do something that could tie the US and Cambodia or southeast Asia," he says. "I always felt like I could do more because of the experience I had just surviving the Khmer Rouge. When we first came here, we were all on welfare. And then I went to two of the best schools, in my opinion. With all the amazing people around me, I always felt like I had to do more with the opportunities given to me."

After college, Chau came back home. He found steady work in Lowell and started his own mortgage company before the mortgage crash closed it in 2008. After that, he worked at law firms, but he always felt something was missing. "I think it quietly worked itself through my conscience somehow that I just wouldn't be happy with not giving back to the world, not doing something more for the community," he says.

His first foray into politics was helping two Cambodians in his community get elected to office, one to the Lowell City Council and another to the Massachusetts House of Representatives. When another council seat opened in 2017, Chau decided to make a run. Although his first attempt was unsuccessful, he decided to try again with the support of his community and won in 2019. And it was the same community support that launched him into the mayor's office this year. One of his key goals is to diversify the city's staff. "Lowell is very diverse," he says. "So we want the staff at City Hall, the police department, the fire department, public works, and the schools to reflect the people that we serve."

Chau says he wants Lowell's residents to feel comfortable engaging with their elected leaders and demanding more from them. And along the way, he said he hopes his actions will inspire the next generation to pursue their own dreams. "I want to do a good job and be a role model to the younger generation," he says. "I want to show them that there's a pathway." M

Soreath Hok is a journalist at Valley Public Radio in central California.

Building a More Inclusive Economy

BY DIGITIZING LENDING PROCESSES FOR NONPROFIT AND COMMUNITY LENDERS, NICK ELDERS '01 IS EMPOWERING THE NATION'S SMALL BUSINESSES.

BY DANIEL P. SMITH

PETE EKLUND

How did a kid from rural Washington land at Macalester?
I came with my mother from Lake Quinault to play football, though I didn't know how elusive football success had been for Mac.

And how did you decide to major in economics?
It was a completely serendipitous choice inspired by teammates. Then it seemed a sensible path to a good job.

How did you find your first professional job?
I contacted my Mac economics professor Karl Egge and asked him if he knew of anything. He mentioned a little Minneapolis nonprofit called the Community Reinvestment Fund (CRF) that needed help on a data project.

What did you do for CRF?
I started in a fundraising role, but quickly became the IT manager. CRF had a progressive outlook regarding technology and its ability to solve problems. Back in the early 2000s, there wasn't software on the market to do the work we needed, so we built custom solutions ourselves.

And what was CRF's work?
Originally, CRF purchased loans from other nonprofits, pooled them together, and then connected private capital to purchase the assembled pool. We were an intermediary connecting Wall Street to Main Street and the technology we built streamlined this process. When the recession hit, though, CRF's business model morphed from a behind-the-scenes intermediary into a direct lender making Small Business Administration loans. Erik Swenson '00 and I started a project to create technology to simplify the SBA process, which had been widely known as slow and cumbersome.

Is that SPARK's origin?
Yes. During the recession, we saw financial technology companies like OnDeck, CAN Capital, and even PayPal getting into business lending, which made it easy yet expensive for small businesses to borrow. Their pitch was: "Apply online now and get your money in minutes, not months." It essentially became payday lending for small businesses.

Isn't that a rough path for small businesses?
Absolutely, because the rates and terms are so high. We thought nonprofit and community lenders, with their products and services, could offer an even better experience—they were just missing a technology partner.

And what was your solution?
We created the software to help them originate loans, then sold it to as many as we could find. We built a similar experience to fintech and offered it to community lenders so they could better compete. The initiative was so successful, we ended up spinning it out of CRF as a separate, standalone business. Today, our lenders create more sustainable, contemporary models with our technology as the backbone for their lending, while the businesses don't have to choose between speed and price. Our lenders grow with their small businesses, not from them.

What motivates you to do this work?
I know the challenges small-business owners face. In the late 1980s, my father entered business for himself as an independent log truck driver. Getting into the car one day, his back went out. He spent six months on the living room floor and our family of six faced some tough times before he was forced to close down the business and start working for an established company. My father was willing to take the entrepreneurial risk, but he didn't have the right mix of capital and advisory services to grow his business.

How did that influence your personal mission?
I want to help small businesses, the heart of our American economy, grow. When small businesses thrive, people in our communities rise.

How did the pandemic impact SPARK?
We spent 2012 to 2020 dialing in our product and gaining incremental market share, making about two thousand business loans and crossing the $1 billion threshold in late 2019. We felt good about that. When COVID-19 hit and [Paycheck Protection Program] loans emerged, we made some minor modifications to our technology and pushed out a PPP product immediately. Over three months, our platform processed 45,000 PPP loans totaling $7 billion.

That's an absurd jump.
No kidding. There were nine of us in the business and a lot of twenty-hour workdays. We helped our lending partners become much more agile and responsive as they became frontline financial responders to the crisis.

How did that change your feelings about SPARK?
It brought me so much closer to the work. We saw how people were relieved and overjoyed, even brought to tears when their PPP loans would fund. In times of stress and anxiety, we, and our partners, helped people see a brighter future.

Where does SPARK go from here?
We're built for something bigger. We structured the company as a public benefit corporation, which gives us the freedom and flexibility to make decisions that maximize social benefit, not solely shareholder value. We're contributing to a more inclusive economy by working with lenders who target underserved populations, and we hope eventually to systemically connect banks and nonprofit lenders so small businesses can access the variety of lending options both offer. That's the moonshot.

And a noble aim.
We think so. If a small business is trying to access capital and they qualify for a bank loan, great. If not, we intend to connect them with their local nonprofit lender so they're not going outside this sphere and getting hurt by predatory lenders. We offer a systemic solution that uplifts both businesses and communities. M

Daniel P. Smith is a Chicago-based freelance writer.

Exploring Sensation and Perception

BY JOE LINSTROTH / ILLUSTRATION BY ANNA TAKAHASHI

In an era when it often feels like people are looking at the same thing but coming to very different conclusions, having a better understanding of how our brains sense and perceive the world can be especially useful. In his class "Exploring Sensation and Perception," Professor Eric Wiertelak, who is chair of the Psychology Department and a member of the Neuroscience faculty, takes an unconventional approach to examining how our brains make sense of the world around us. By using Japanese cuisine and the "pursuit of deliciousness" to explore our sense of taste, students learn not only about how others form their realities, but also how to better understand themselves.

How is it that people's perceptions of reality can be so different sometimes?

In psychology, the tendency to see the things that go along with what someone's beliefs or expectations are is known as confirmation bias. If you spend most of your time in one place or with a particular group of people, you're going to wind up having expectations that are based on those experiences. If you have more experience with people from all different walks of life, expectations are different. Our way of perceiving the world is the result of our combined experience across our lifespan. That's how people can have very different perspectives on the same thing.

What's the neuroscience behind that?

That's the organization of the brain itself. You start out as a baby with a basic neuromatrix that has everything connected to it. As you grow, connections either strengthen or get pruned off where it makes sense, given where you are in the world, what you're born into. So if you're born into a nomadic group in Mongolia and live in a ger, you're going to have a different set of expectations that are valid for your nervous system compared to somebody who lives like we do in carpentered environments with lots of straight lines. The nervous system then comes to expect certain things about that environment. It's painted onto the circuitry in our brains as to what is relevant to where you are.

In your class, you explore this process through food. Why food?

It is not the traditional way to do a sensation and perception class; most often the sense of vision is used to provide focus in courses like this. Obviously vision is an incredibly important part of sensation and perception, but one of the interesting things about using flavors, taste, and food preferences—the pursuit of deliciousness—is that while everybody has to take in food, preferences vary by person. This allows students to be more introspective about their own personal experience, as well as learn about the processes of sensation and perception.

What is it about Japanese cuisine in particular that makes it well suited to explore sensation and perception?

There's a philosophy behind Japanese cuisine called *washoku*, which not only means the food of Japan, but harmony of flavors. It has to do with combinations of five items constantly repeating over and over again. The five different tastes, for example: salty, sweet, bitter, sour, and umami. Five different ways of preparing things, five different textures, multiple colors—meals are supposed to have these combinations in order to promote health and well-being. Rice, soup, three side dishes—it's a nicely organized cuisine, and it's delicious. We also draw focus on umami, a hallmark taste in Japanese cuisine, and investigate how that sensation correlates closely with the neurotransmitter glutamate.

How does glutamate work in our brains?

Most people think the most important neurotransmitter is serotonin or dopamine, but there are others that you can think of as doing more of the nervous system's heavy lifting. And for excitation—increasing the likelihood that connections are activated—glutamate is the most important neurotransmitter. Glutamate is a big part of what makes you sit up during a conversation and look at the person while you listen and nod. A large source of glutamate in American diets is parmesan cheese. And glutamate is the source of umami, which helps explain why our brains recognize it as a delicious taste.

The underlying purpose of having all these sensory apparatuses is to actually promote us as effective members of our species. And it's really interesting to think of how the structure of the nervous system has put in reward mechanisms—neurochemical relationships such as our attraction to umami and glutamate—that give us great pleasure if we are achieving our ecological niche.

How can we heighten our mind's sensations of food?

Put away the cell phone and spend time enjoying your meal. Each time I teach this course, we make a class cookbook, and I put this concept on the cover: There is only this moment. If you allow a food experience to be what you're about at that moment—and maybe care a bit more about the meal's appearance or ritualize it in some way—it's going to be more enjoyable. There's a reason meals over candlelight and music have existed in romantic literature forever, because all the senses mark this as a special moment. And that's really living, being in the moment.

In pursuit of deliciousness, what can we learn about ourselves?

In terms of the visual aspects of something being delicious, or the sound or smell or taste, whatever combination resonates with us tells us about what kind of an individual we are. We are the things that we find delicious. M

Between Two Maples

The Alumni Board represents Macalester's broad, global alumni community, and strives to connect alumni with one another and with the college. Each board member supports those efforts by joining a working group focused on athletics, career connections, or diversity.

Over the past two years of building alumni programs in virtual spaces, the Alumni Board's diversity working group has explored a range of formats, from formal panels to bustling breakout room discussions guided by alumni experts. This year, Andrew Kaufteil '01 and diversity working group chair Karen Codjoe '74 decided to try something new: facilitate conversations between two alumni from diverse backgrounds, with a goal to embrace the college's tenet of multiculturalism and celebrate inspiring alumni stories and paths through dialogue.

Their creation: *Between Two Maples*, a thirty-minute interview series inspired by comedian Zach Galifianakis's show *Between Two Ferns*. The series launched in December with Wipro brand marketer Will Clarke '07 interviewing educator and activist Jesse Hagopian '01. Read on for an excerpt of their conversation adapted for print, or watch the full interview at macalester.edu/mactogether—and join the next *Between Two Maples* conversation in May.

WILL CLARKE: At Macalester, students do all kinds of things and follow different passions. You came to Mac thinking of yourself as an athlete. How did that change?

JESSE HAGOPIAN: Before Macalester, my life revolved around baseball and soccer. But at Mac, I finally started to connect with and find a purpose in education. In my sophomore year, I took film studies with Clay Steinman, and he was instrumental in helping me learn to analyze society and write about it. "The Black Experience Since World War II" class with Mahmoud El-Kati blew my mind. And the mentorship I got from Leola Johnson and Duchess Harris changed my life. These educators redefined for me that education could be about solving problems in the world, understanding who you are, and working collectively with others to make a difference—and that intellect couldn't be measured by a number determined by a testing corporation.

WC: How does your experience with standardized testing influence your work now?

JH: It has been really important. My experience of feeling shame, and not worthy of school, because of my test scores is one of the things that brought me to lead a boycott of a standardized test at the school where I teach in Seattle—my alma mater, Garfield High School. We had a decisive victory and I needed to communicate those ideas to people all across the country who are building the opt-out movement, so I helped create the book *More Than a Score: The Uprising Against High-Stakes Testing*, to tell that story.

WC: When did you know you wanted to be a teacher?

JH: For most of my life, I knew that I would definitely never be a teacher. But I went through a transformation at Macalester and wanted to think about how I could communicate some of these ideas to kids: to make education relevant to their lives a lot sooner than it happened for me, to help them understand they're more than a score, to explore ideas of race and power in society. In my first job in Washington, DC, the first project I assigned got destroyed because of a hole in the ceiling. Students created these beautiful posters about someone from history they admired, and before they could present them, the posters were completely destroyed by the rain coming through the ceiling. I knew then that I not only had to be an antiracist teacher in the classroom, but also had to figure out how to organize collectively to transform the conditions of public education, if I was really going to meet the needs of my students.

Get Involved

- Who should we feature in future panels and *Between Two Maples* conversations, and who should moderate them? Share your suggestions, as well as topics you'd like to see covered in future programs: alumnioffice@macalester.edu.
- Join the "Macalester Alumni Discussing Diversity, Equity & Inclusion" Facebook group.
- Build your community on MacDirect: macdirect.macalester.edu
- Join us for the next *Between Two Maples* conversation happening in May. Registration details: macalester.edu/alumni/lifelonglearning

WHAT WOULD YOU TITLE YOUR MEMOIR?

"That's easy: *An Accidental Life*. Not to make a big deal of it or anything, because everything turned out pretty much okay, but things I aimed at, planned for, dreamed of… pretty much all fell splat, while the best results came from events and actions I unintentionally or with little thought fell into or became involved with. Kind of like the Zen kōan, 'If you want to find something; stop looking for it.'" **—Bruce Downing '71**

"*Not What I Expected*." **—Wendy Butler-Boyesen '72**

"My memoir, which I wrote two years ago and distributed to a few friends, is titled *Dutiful Daughter*, about a boat trip I took with my family when I was nineteen to twenty-one years old. When I arrived at Mac in February 1972, I was never so happy to leave the boat and move to a warm room in Doty with my own twin bed! My sister J.R. (Janice) Roessl '77 just sold her coming-of-age memoir, working title *Heritage*, to Lyons Press, with publication in spring 2023." **—Pamela Roessl Fricke '74**

"*Ask For What You Want!*" **—Joel Stegner '71**

"*Trouble at Work*, Vol. 1, and *A Career in Public Interest Law* (two in a series)." **—Jay Wilkinson '75**

"I just completed the first draft of my memoir through The Loft! My title is *Beyond the Field of Right and Wrong*. I grew up in a household of wild contradictions: violence, deep compassion, and spiritual curiosity. There is a beautiful Rumi poem with a line in some translations that reads, 'Out beyond ideas of rightdoing and wrongdoing there is a field. / I'll meet you there.' My family life taught me that there are simply too many complexities to any person or situation to assign labels." **—Nancy Herbst '79**

"*Schubert's Ave Maria Paid the Rent: A Memoir of a Church Musician*. As a church musician since my days at Macalester, I have sung many pieces of music, but none more than Schubert's *Ave Maria*!" **—Janet Grove '80**

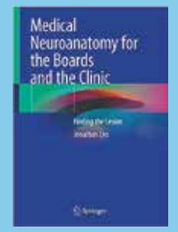
"*Twenty Degrees Above Zero: My Life in the Global Academic World*." **—Frederick Hale '69**

"*Memory Keeper*, because of my penchant for collecting and documenting events and people to preserve their memory—something I owe to my late mentor Dr. Yahya Armajani, who told me to collect history wherever I find it and pass it to the next generation. I have documented the cultural history of the northern Persian Gulf region, traced the family history of my family and 103 individuals in genealogies, started the LGBTQ archives and historical society of metro Washington, DC, created the Rainbow Heritage Network to document and preserve historic LGBTQ sites across the nation, and worked with local Virginia historical preservation groups to find and keep local history alive." **—Mark Meinke '70**

NOW TELL US:

WHAT STUDENT ORG OR CLUB DID YOU LOVE AT MAC, AND WHY?

Share with us via Twitter (#heymac), email (**mactoday@macalester.edu**), or mail (*Macalester Today*, Macalester College, 1600 Grand Ave., St. Paul, MN 55105).



Jonathan Leo '86, *Medical Neuroanatomy for the Boards and the Clinic* (Springer, 2022)

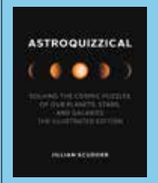
Kathleen West '99, *Home or Away* (Berkley, 2022)

When the COVID-19 pandemic began, Asian Languages and Cultures professor and chair Rivi Handler-Spitz turned to a beloved old hobby to cope with the uncertainty and worry she was feeling: one day in March 2020, she sketched her fears about her parents' exposure to the virus. The next day, she drew again. Before long, her daily drawing became routine, and Handler-Spitz started sharing her work with friends and family via email. Then she committed to keeping her daily project going for at least a year.

In 2021, ten of her comics were featured in *The COVID Chronicles: A Comics Anthology*, a collection of graphic narratives from artists around the world, edited by Kendra Boileau and Rich Johnson. In November, *The Washington Post* featured the anthology on its "Best Graphic Novels of 2021" list. And most days, Handler-Spitz still draws. "In the beginning I thought I'd need a reserve of ideas to keep this up," she says. "But over time, I realized there's never any dearth of material. Sometimes it can be cathartic to realize I've come to understand a problem better by drawing about it."

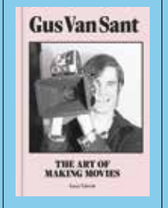
Marlon James, *Moon Witch, Spider King* (Riverhead Books, 2022)

"In the second book of his Dark Star trilogy, James coaxes beauty from dark thoughts, leaving readers with a concaved, mystical, and African-inspired world that begins in free-fall. . . . In a world as thoroughly imagined as J.R.R. Tolkien's, no detail seems spared. Full figured and richly drawn, *Moon Witch, Spider King* is the bridge of a trilogy and also a creation that, like James' talent, stands alone." —Natashia Deón, *Los Angeles Times*



Jillian Scudder '09, *Astroquizzical: Solving the Cosmic Puzzles of Our Planets, Stars, and Galaxies: The Illustrated Edition* (MIT Press, 2022)

Walter LaBatte Jr. '70 and Teresa Peterson, *Voices from Pejuhutazizi: Dakota Stories and Storytellers* (Minnesota Historical Society Press, 2022)



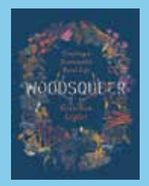
Katya Tylevich '06, author of *Gus Van Sant: The Art of Making Movies* (Laurence King, 2021) and editor of *The Marina Abramovic Method: Instruction Cards to Reboot Your Life* (Laurence King, 2022)

Heidi Waterhouse '99, Jared Bhatti, Zachary Sarah Corleissen, Jen Lambourne, and David Nunez, *Docs for Developers: An Engineer's Field Guide to Technical Writing* (Apress, 2021)

Corina McKendry '98 and Nik Janos, editors, *Urban Cascadia and the Pursuit of Environmental Justice* (University of Washington Press, 2021)

CLOCKWISE FROM TOP LEFT: MARK SELIGER. PROVIDED PHOTOS PROVIDED

Gretchen Legler '84, *Woodsqueer: Crafting a Sustainable Rural Life* (Trinity University Press, 2022)



"After my dip in the pond, I felt a profound physical sense of well-being—cool, dry, rejuvenated. Ruth and I sat on a rustic wooden bench in the woods and talked about our days. It came to me suddenly, inexplicably—a powerful yes! I could live in this place, in the woods of rural Maine, for a long time. Maybe even forever. I tested the feeling—pushed against it—like a goat testing a fence. I didn't have to stay here, but I didn't necessarily want to leave. That seemed like something new. Other places I'd inhabited, other lives I'd lived, didn't feel quite right. I'd felt hemmed in by them, constrained; 'trapped' might be a better word. But this place, this landscape of woods and pastures, dirt roads, barns, stone walls, ponds, and old mountains, finally felt like it could be home. And so, when Ruth said she'd found us an almost perfect house, a house we could make perfect for us, I was willing to make a commitment. For better or worse, we felt as if we were ready—for each other, for the house, for the land, and for a farming, gardening, and foraging way of life. I had no idea in the beginning how that commitment would be tested."

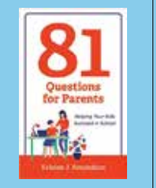
Tim Paulson '75, *Forty Years of Making 'Good Trouble': The Selected Labor Writings of a San Francisco Labor Leader* (Senders Publishing, 2021)

Tim Paulson '75 recently retired after a career that included being the first person to lead the over 150 unions of both the San Francisco Labor Council, AFL-CIO, and the San Francisco Building and Construction Trades Council. Over the years, his efforts included collective bargaining, policy research, legislative campaigns, and get-out-the-vote efforts. "Everything I did was for people to have a voice at work," he says.

MAKING HISTORY: Our labor council ran a legislative campaign for a bill called the San Francisco Health Care Security Ordinance, to get employers of more than twenty people to provide health care. [US Representative and Speaker] Nancy Pelosi brought it as part of the national legislation that became the Affordable Care Act. That all started here in San Francisco, and I'm pretty proud of the campaign we developed to make it happen.

FORMATIVE LESSON: When I was a young organizer, some construction workers told me they'd like to join our union. We did a very thorough campaign with the workers, and almost all of them signed cards pledging to join. I was a monitor at the union election, and as they walked past me, I could tell something was askew—they wouldn't look me in the eye. All of their votes flipped, and I found out later that the boss and foreman had gone to their houses and threatened their employment, which is against the law. That changed how I approached union elections. We started trying out other tactics: getting out on the street, threatening boycotts, bringing in politicians and people from faith communities, doing media campaigns.

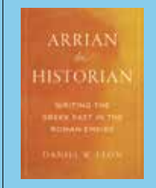
ADVICE FOR ORGANIZERS: I tell organizers that it's not about you—you're not coming in as a knight in shining armor. It's about the workers. Harry Bridges, who led a city-wide strike in San Francisco in the 1930s, said, "We don't do anything unless the workers want it." You have to always listen to the workers.



Kris Amundson '71, *81 Questions for Parents: Helping Your Kids Succeed in School* (Rowman & Littlefield, 2021)

Kate Bowler '02 and Jessica Richie, *Good Enough: 40ish Devotionals for a Life of Imperfection* (Convergent Books, 2022)

Lei X. Ouyang '97, *Music as Mao's Weapon: Remembering the Cultural Revolution* (University of Illinois Press, 2022)



Dan Leon '02, *Arrian the Historian: Writing the Greek Past in the Roman Empire* (University of Texas Press, 2021)

Lawrence Perelman ’98

GROWING UP, Lawrence Perelman ’98 imagined he would become a concert pianist, but he couldn’t shake an entrepreneurial urge to solve a particular problem. “I noticed that classical music was missing from mainstream media,” he says. “I wanted to increase that visibility.”

As that focus developed, Perelman transferred to Macalester from a conservatory in New York. With fewer hours dedicated solely to piano, he discovered a new interest in producing and marketing classical music—so in his spare time, Perelman founded a nonprofit called The International Association of Young Artists and organized a summer performance tour on a transatlantic ocean liner and through Europe.

After graduation, Perelman had another idea: a performing arts cable channel. He earned an MBA at Columbia Business School and founded Semantix Creative Group, a strategic advisory firm for performing artists and global performing arts institutions. As Semantix’s CEO, Perelman kept pitching his idea, and even discussed it often with Carnegie Hall executive and artistic director Clive Gillinson. Nothing took hold, though, until they met again in early 2020 and agreed to finally explore the idea.

In December 2021, the dream finally became a reality, when Perelman, as co-founder, was part of the team that launched Carnegie Hall+, a premium subscription on-demand channel on the Apple TV app. A partnership between Carnegie Hall and German production company Unitel, Carnegie Hall+ will launch on other platforms later this year.

“I’ve been fortunate to be surrounded by people who believed in dreams and took chances on me,” Perelman says. We asked the entrepreneur what he’s learned so far.

COURTESY OF LAWRENCE PERELMAN

Put your heart out there

My parents always encouraged me to take risks: “You want to meet someone and accomplish something? Write them a letter.” That’s maybe the most valuable lesson I’ve learned: to put your heart out there and make a statement. In 1994, I wrote a letter to [conservative author] William F. Buckley Jr. to thank him for emboldening Soviet Jews to come to America—I believed that his anti-Communist philosophy was instrumental to my parents leaving the Soviet Union. I wanted to thank him in person by playing piano, and he invited me to come play for him.

We stayed in contact, and when I graduated, I told him, “I want to do for classical music what you’ve done for conservatism.” He offered me a grant through his foundation to research music education in New York City schools, when arts education was being reintroduced. This grant made it possible for me to move back to New York, where I’ve been ever since. Over the years, he became a dear friend and mentor who changed the course of my life because he took time to answer my letter.

Send the letter

Today we’re on our phones all the time—we’re overwhelmed by so much noise. Sending a letter breaks through that noise. If you’re just starting out and looking for an opportunity, identify the person you respect and take time to write a letter. I like to say, it might change your life.

Put yourself at the top of the list

Once you’ve sent the letter, following up is an insurance policy and a differentiator. When you call to confirm it arrived, you also put yourself at the top of the list. So often you hear people say, “Well, I sent it, but I never heard back.” But did you follow up? “No, I didn’t want to bother them.” It’s true—there’s a fine line between good persistence and bad persistence. But give it a week or ten days, then follow up.

Keep learning

At Commencement, I learned from the program that [trustee emeritus] David Bell ’65 was at that time the CEO of Bozell Worldwide, then one of the largest advertising agencies. I thought, “Wow. We have one of the biggest names in branding as an alum and trustee.” I wrote to him and asked if we could talk about how classical music can do more to connect with the public. David became a friend and mentor. Once when I was thinking of leaving a job, he told me, “Larry, never leave a job until you’ve stopped learning. When you stop, that’s when you leave.” This advice is as true today as it was then.

TEN YEARS OF MACREADS

In 2011, Emily P.G. Erickson ’08 wanted to join a book club for Twin Cities Mac alumni. The trouble was, no such group existed—so she started her own.

Now her creation, MacReads, is celebrating ten years with a blend of longtime regulars and newcomers who joined when the group moved online during the pandemic. “MacReads is absolutely the best of why I went to Macalester and why I love Macalester people,” says Kate Baxter-Kauf ’02, a member since the group’s third meeting. “It’s smart people in a room discussing something in depth and with feeling, knowledgeable about the subject and excited to dig in together.”

Intrigued about starting a book club where you live? We asked a few MacReads members for their advice:

“It’s tempting to pick current bestsellers, but your meeting will be limited to those who can go out and buy the book. One of the things that I really appreciate about Emily’s construction of MacReads is her focus on making sure that the books we read will be accessible, with numerous physical and/or e-books in local libraries.” **—Sarah Dicks ’09**

“Translation can be an issue when choosing foreign language books. The first time I chose a book for MacReads, I chose Yevgeny Zamyatin’s *We* (1924), a Russian dystopian novel. I didn’t realize that *We* had been translated into English many times, and the different translations give the reader a substantially different idea of the story.” **—Everett Beek ’06**

“Consider the MacReads model! Because it’s open to all alumni, we’ve had a core group of folks as well as others who come in and out based on their availability and interest. It’s great for keeping discussions interesting, always having enough people, and creating lasting relationships. And don’t be afraid to have a book club where everyone really does read the book.” **—Kate Baxter-Kauf ’02**

“Include people you don’t know. That’s how this group started. This was a big vision and kind of brilliant—there are so many commonalities between different classes over the years.” **—Ken Iosso ’87**

“A food theme related to the book for in-person gatherings is always enjoyable.” **—Aimee Thostenson ’94**

Get started:
Learn more about MacReads and read Emily’s guide to book clubs: tinyurl.com/macreadsbookclub

Contact interim director of alumni engagement Erin Updike at eupdike@macalester.edu for more details about how to launch a book club in your city.

1939

Frances Tripp Bell, 104, died Jan. 26, 2022. She volunteered around the Twin Cities and taught at a local nursery. She counted twenty-five Macalester alumni in her extended family and in 2019 attended her eightieth reunion on campus. Survivors include her daughters, Kathy Bell Buhaug '70 and Mary Bell Wolff '76, and her sons, David Bell '65 and Rick Bell '68.

1944

Margaret Durkee Hoey, 97, died June 18, 2020.

1945

Elaine Gartner Pilon, 96, died July 19, 2021. She is survived by three sons (including Bradley Pilon '75 and Timothy Pilon '80), ten grandchildren, and seven great-grandchildren.

1949

Robert L. Ramstad, 98, died Nov. 25, 2021, in Eagan, Minn. He served as a Navy pilot in the Pacific and worked at St. Paul Fire and Marine (later Travelers) until his retirement in 1983 as director of new products. Ramstad was the oldest living competitor in Macalester's Alumni Golf Tournament. He is survived by a daughter, two sons, three grandchildren, three great-grandchildren, and brother Donald Ramstad '52.

1950

Jennie Boresiuk Skrien, 93, died June 30, 2021, in Marshall, Minn. She is survived by a daughter, three sons, nine grandchildren, and four great-grandchildren.

Jean Thomasson Speckman, 93, died Oct. 15, 2021.

1951

Stafford W. Gedge, 91, of Rochester, Minn., died Jan. 14, 2022. He served in the US Naval Reserve from 1955 to 1965. After practicing internal medicine in Marshfield, Wis., Gedge joined the Mayo Clinic internal medicine staff in 1963. He retired as assistant professor of medicine at Mayo Medical School in 1993. Gedge is survived by his wife, Nancy, five children (including William Gedge '77), eleven grandchildren, eleven great-grandchildren, and two sisters.

Edward H. Rasmussen, 93, died Nov. 29, 2021. He served in the Navy for two years and taught high school music and economics in Mahtomedi, Minn., for eleven years. After serving one term in the Minnesota House of Representatives, Rasmussen moved to Bagley, Minn., where he practiced law for more than fifty-seven years. He served for forty-two years as Bagley's city attorney and provided thousands of hours of pro bono legal work for his community. Rasmussen is survived by his current wife, Betty, former wife, Marilyn Lewis '53, four children, nine grandchildren, and four great-grandchildren.

1952

Betty Donaldson Cheeley, 90, died Jan. 29, 2022. She taught elementary school and led seminars as an early proponent of Math Their Way. She is survived by four children, eleven grandchildren, ten great-grandchildren, and two sisters.

Robert V. Hovelson, 91, of Shakopee, Minn., died April 18, 2021. He served in the US Army and supervised the development of numerous projects in the Twin Cities, including the IDS Center in Minneapolis. Hovelson is survived by three sons and a grandson.

1953

William G. Hedberg, 93, of White Bear Lake, Minn., died Nov. 11, 2021. He served in the Navy during World War II and the Korean War. Hedberg later worked for American Can Company in Minnesota, Illinois, New Jersey, Texas, and Connecticut. He is survived by four children, nine grandchildren, and a brother.

Kathryn Mielitz Hiller, 89, died Nov. 18, 2021. She worked for more than twenty years as the executive secretary for the principal of Thousand Oaks High School and was a district secretary for special education for the Conejo Valley Unified School District. Hiller is survived by her husband, Maynard Hiller '52, four children, and five grandchildren.

Patricia L. Jensen, 90, died Feb. 8, 2022, in Osakis, Minn. She taught in public schools in Minneapolis and worked as an educator and director of elementary curriculum in the St. Cloud, Minn., public school system. She retired in 1986. Jensen is survived by her husband, John Mork, four children, and a granddaughter.

Helmut Lutsep, 94, died Jan. 29, 2022, near Hudson, Wis. A native of Estonia, Lutsep assisted with the Berlin Airlift and emigrated to the United States in 1949. He served in military intelligence at Fort Bragg during the Korean War and worked as a chemist and scientist for 3M for more than thirty years in the Twin Cities and Italy. Lutsep is survived by his wife, Ligita Lutsep '63, two daughters, two grandchildren, a sister, and a brother.

Athena Margellos Seale, 90, died Jan. 6, 2022. She taught first grade in Oregon and Minnesota, and also taught for three years at the US Army Base in Vogelweh, Germany. After living in five different cities as an Army spouse, Seale worked as a designer and decorator with her husband's land development business. She is survived by three daughters, five grandchildren, and a sister.

1955

Linnea Peterson Johnson, 86, of Brooklyn Park, Minn., died May 18, 2021. She taught English and journalism in the Osseo School District. Johnson is survived by three children.

1956

Donald W. Johnson, 89, of Ridgeville, S.C., died Dec. 3, 2020. He was married to Nina Johnson, and his daughter is Susan Johnson Israel '83.

1957

Mavis Truwe Klefsaas, 86, of Edina, Minn., died Jan. 6, 2022. She taught English as a second language in the Bloomington, Minn., schools. Klefsaas is survived by three children, six grandchildren, and four great-grandchildren.

1958

Patricia Pogue Mueller, 85, of Mound, Minn., died Jan. 19, 2022. She worked for many years in administration. Mueller is survived by three children and a granddaughter.

Conway C. Villars, 90, of Inver Grove Heights, Minn., died Nov. 26, 2021. He was a special education teacher in St. Paul and a professional drummer. Villars gave lessons and performed with many ensembles, including the US Navy Band, the Como Pops Orchestra, the State Fair Grandstand band, and the Richfield Symphonic Band. He is survived by three children, seven grandchildren, a great-grandchild, and a brother.

1959

Kenneth J. Berglund, 90, of East Bethel, Minn., died Nov. 27, 2021. He served in the US Army during the Korean War and worked for his family's lumber business and Sherwin-Williams Company. Berglund is survived by his wife, Doris Graf.

James W. Peter, 84, of Minneapolis died Nov. 20, 2021. He operated a certified public accounting firm in Minneapolis for many years, working on engagements involving Valleyfair and the Minnesota Vikings. Peter also served as a board member and treasurer for numerous nonprofits, including Westminster Presbyterian Church. He is survived by his wife, Donna, a daughter, a son, three grandchildren, and three sisters.

Wayne Peterson, 83, of Bluffton, S.C., died Nov. 13, 2021. He worked as a private consultant to the insurance industry with the Equitable Life Assurance Society. Peterson was a member of the National Guard in Minnesota and Ohio, an officer in fire departments in New Jersey and Iowa, and a city council member in Clive, Iowa. He also held positions in the Des Moines Area Transportation Planning Commission and Des Moines Metropolitan Transportation Authority. Peterson is survived by his wife, Karen, a daughter, two sons, and four grandchildren.

John D. Westerdahl, 84, of Seattle died Jan. 1, 2022. He worked in office management and accounting for such companies as Pillsbury, Shasta, and Manildra Milling. Westerdahl is survived by his wife, Sally Bonebrake, a son, two grandchildren, and a brother.

1960

Barbara Hoglund Clark, 83, died Feb. 3, 2022. She taught junior high English in Circle Pines, Minn., worked as Macalester's assistant alumni director in the mid-1970s, and was a partner in Kristen's, a women's clothing boutique in White Bear Lake, Minn. Clark was also active with several community organizations and served on the boards of the St. Paul Children's Hospital and the cancer fundraising organization CARE. She is survived by her husband, Thomas Clark '60, her children and grandchildren, and a sister.

Larry E. Glasenapp, 83, of Philadelphia died Jan. 21, 2022. After teaching elementary school in Hopkins, Minn., he served with the Peace Corps in Africa. Glasenapp then worked in retail in the Philadelphia area. He is survived by his wife, Lisa, a sister, and two brothers, including Richard Glasenapp '61.

Joanne Heckman Kiemele, 82, died Jan. 5, 2022. She assisted her husband, LeRoy, who served as a pastor and Army chaplain. Kiemele also taught third grade at White Sands Missile Range for a year. She is survived by her husband, four children, seven grandchildren, and four siblings.

Charlotte Stransky Lucero, 82, of Las Vegas died Sept. 16, 2021. She retired from a twenty-five-year career in special education in 1999. Lucero also served on the boards of numerous organizations devoted to improving children's education. She is survived by her husband, Jerry, a son, and a brother.

1961

John R. Eppeland, 86, of St. James, Minn., died Oct. 29, 2021. He served in the Marines during the Korean War. During his engineering career, Eppeland worked at Research Incorporated and BGK Finishing Systems, helped design the infrared ovens that produced tiles for the first space shuttle's heat shield, and held several patents for his designs. He later launched a home construction company and was named St. James' Person of the Year in 2002. Eppeland is survived by his wife, Myrna, three daughters, a son, seven grandchildren, a brother, and sister Karla Eppeland Viland '72.

1963

Roger L. Geske, 80, of St. Paul died Jan. 14, 2022. He served in the Navy.

1964

Susan Parry Nohlgren, 79, of Lake Katrine, N.Y., died Dec. 14, 2021. She served with the Peace Corps and taught high school English. Nohlgren also worked

at LaRabida Children's Hospital and in human resources for the City of Chicago's Department of Cultural Affairs. She is survived by three daughters.

John H. Olson, 79, died Nov. 12, 2021. He was a science teacher in Roseville, Minn., for twenty-five years and was the founder and director of Cryogenic Laboratories, Inc. He retired in 2002. Olson is survived by his wife, Lois, two children, ten grandchildren, and two great-grandchildren.

Karen Rogness Wilkinson, 79, of Bloomington, Minn., died Dec. 1, 2021. She worked with the Minneapolis Public Schools for thirty-five years as a school psychologist. Wilkinson is survived by her husband, Ron, three children (including Todd Wilkinson '96), five grandchildren, and a sister.

1965

Richard D. Eldridge, 78, of Vadnais Heights, Minn., died Nov. 4, 2021. He served in the US Army and taught junior high physical education in Brooklyn Center, Minn., for almost thirty years. A Minnesota State High School League Hall of Fame inductee, Eldridge was also an athletic director, a referee, a track and field official, and a clock operator at University of Minnesota football and basketball games. He is survived by his wife, Karen, four children, four grandchildren, nine great-grandchildren, two sisters, and a brother.

1966

Dale W. Johnson, 77, of Rockport, Texas, and Plymouth, Minn., died Jan. 14, 2022. He worked with the Federal Deposit Insurance Corporation as a federal bank examiner and retired as CEO of a bank in St. Cloud, Minn. Johnson is survived by his wife, Patricia, a daughter, and a granddaughter.

Katherine Hess Jolin of Milwaukee died Jan. 25, 2022. She worked for twenty-nine years as a nurse. Jolin is survived by two sons and three sisters.

1967

Linda Yerxa Petschl, 74, of Minnetonka, Minn., died April 7, 2020.

1968

William G. Swanson, 75, of Brooklyn Center, Minn., died Dec. 16, 2021. He pursued a career as an attorney in Brooklyn Center. He is survived by his wife, Barbara Hoganson Swanson '69, a son, two grandsons, and sister Linda Swanson Svidal '70.

1969

John W. Crabb, 74, died Nov. 27, 2021. During his forty-four years as a teacher and school administrator, he worked in Minnesota, Washington, D.C., and Ohio, and spent the last thirty years of his career at Phoenix Country Day School in Arizona. Crabb is survived by his wife, Elaine, a son, two grandchildren, and a brother.

1972

John Law died Jan. 20, 2022. He served on Macalester's Board of Trustees from 2002 to 2014, and organized challenging hikes with alumni in European mountain ranges. With his wife, Hope Warschaw, Law established Macalester's Law Warschaw Gallery. He is survived by Hope and their son.

William K. Schultz, 72, died Jan. 25, 2022, in St. Paul. He worked in sales and ran a small business focused on packaging and media supplies. Schultz is survived by two daughters, six grandchildren, and a brother.

1973

Mary L. Chamberlain, 70, died Dec. 6, 2021. She lived and worked in Germany, and later worked for HUD in Ohio.

Brenda E. Davis, 70, died Nov. 14, 2021. While living in the Twin Cities, she taught ballroom dancing and worked for a public relations agency and the University of Minnesota's public health and athletic departments. After moving to Boston in 1985, Davis was an executive assistant at Bain Capital and Bain & Company. She is survived by her brother, Dwight Davis '75.

Nancy M. Grosskrueger, 69, of Maplewood, Minn., died Dec. 21, 2021. She worked in the trucking industry and was a tax preparer with H&R Block. Grosskrueger was also involved in the Truck Rodeo and served as president of Deck and Derrick. She is survived by a sister and a brother.

Kathleen A. Hardy, 70, of Maplewood, Minn., died Nov. 16, 2021. She worked at the University of Minnesota, Minnegasco, and the St. Paul Companies. Also a singer and actress, Hardy performed in public schools with the Minnesota Sinfonia, appeared in many plays over the years, and served several terms on the board of Theatre in the Round. She is survived by her husband, Robert Salter, and brother Thomas Hardy '69.

1974

Ian Elliot, 70, died Dec. 18, 2021, in New Jersey. A cultural leader in Billings, Mont., Elliot was director of Growth Thru Art, a non-profit dedicated to teaching art to students with disabilities, and founder of Rainbow Children's Theatre. He was also involved with Arts Partners United. After sustaining a traumatic brain injury in a car accident in 1994, Elliot earned a master's degree in rehabilitation, founded a brain injury support group, and served on the Montana Governor's Traumatic Brain Injury Advisory Council as vice chair. He is survived by his partner, Jenny, and a sister.

1975

Mary Kate Wintrol died Nov. 24, 2020. During her twenty-three years with the University of Nevada at Las Vegas, Wintrol was an associate professor, a teaching and learning librarian, and judge and co-chair of the institution's Lance & Elena Calvert Awards for Undergraduate Research. She is survived by her partner, John Dubrish.

1978

Doria L. Haering, 65, of Milwaukee died July 1, 2021. She worked as a licensed clinical social worker at Aurora Sinai for twenty-two years and retired in 2019 as an adult protective services intake coordinator for Milwaukee County. Haering is survived by her husband, Steve Luedtke, and three sisters.

Margaret L. Hodnik, 65, of Aurora, Minn., died Jan. 10, 2022. She worked for Brown and Bigelow, Minnesota Mutual, Minnesota Power, and ALLETE, retiring as vice president of regulatory and legislative affairs. Hodnik is survived by a sister and a brother.

1980

Susan Adams Johnson died March 6, 2020. She is survived by her husband, Henry Chambers '81, and two sons.

Helen C. Subialka, 63, of Emily, Minn., died Dec. 16, 2021. She is survived by her partner, Francis Schroeder, a daughter, three sisters, and four brothers.

1981

Lynda M. Steltz, 63, of Hastings, Minn., died Jan. 16, 2022. She is survived by two children and two brothers.

1982

Raul Quintanilla, 66, of St. Paul died Nov. 10, 2019.

1983

Ronelva Cloud Gustafson, 60, of Old Agency, Minn., died Nov. 24, 2021. She was a social worker with Leech Lake Child Welfare and a workforce navigator with Beltrami County Employment Services. Gustafson is survived by her mother, three grandchildren, three sisters (including Coleen Gullickson '85 and Dorothea Cloud '86), and three brothers.

1984

Jon W. Western, 58, of Florence, Mass., died Jan. 29, 2022. He began his career as an intelligence analyst with the State Department, but resigned in 1993 in protest against US policy in Bosnia. After earning a PhD in international relations from Columbia University and serving as a fellow at the US Institute of Peace, Western joined the faculty of Mount Holyoke College. For the next twenty years, he taught and conducted extensive scholarship on international human rights. Western is survived by his wife, Jenny Urff, two sons, a sister, and a brother.

1992

Jennifer Wegter-McNelly, 52, died Dec. 17, 2021. After her ordination in the Presbyterian Church in 1996, she served churches in California, Massachusetts, and New York state. She also served on presbytery governing bodies and attended the denomination's General Assembly. A committed advocate for social justice, Wegter-McNelly worked with interfaith organizations on issues related to hunger, homelessness, and health care. She is survived by her husband, Kirk Wegter, a son, her mother, and two sisters.

// OTHER LOSSES

Macalester trustee emerita **Margaret D. Ankeny**, 88, of Wayzata, Minn., died Jan. 17, 2022. She served on Macalester's Board of Trustees from 1980 to 1989. A longtime member of the board of the Minnesota Orchestra and chair of the ensemble's Symphony Ball, Ankeny also performed with the Dale Warland Singers and the Minnetonka Choral Society. Her husband, Pete, passed away less than twenty-four hours after her. She is survived by five children, twenty-one grandchildren, and a great-granddaughter.

Peter A. Heegaard, who served on Macalester's Board of Trustees from 1986 to 1998, died Jan. 15, 2022. He was 85. After working at Northwestern National Bank for many years, Heegaard founded Norwest Capital Advisors (later known as Lowry Hill Investment Advisors). He retired from investment management in 1996 to focus on social justice and nonprofit work. He founded Urban Adventures, an urban education program for business and financial professionals, and was involved with the Phillips Eye Institute's Early Youth Eyecare program. Heegaard is survived by his wife, Anne, three children, eight grandchildren, and a brother.

Longtime Macalester staff member **Yvonne M. Holmgren**, 71, of St. Paul died Feb. 6, 2022. She joined the staff of the college in 1985 and retired in 2011 as manager of donor records. Holmgren is survived by her husband, Darwin, a daughter, and two grandchildren.

Charles M. Norman, a lecturer in English and linguistics at Macalester and longtime director of the college's Learning Skills Center, died Jan. 19, 2022, at the age of 91. He lived in St. Paul. Norman taught writing and English literature at the Minneapolis School of Art and the University of Minnesota before joining Macalester's faculty in 1972. In addition to leading the college's Learning Skills Center from 1980 to 1998, Norman served as an editorial associate with the *Minnesota Review* and published a writing textbook with the University of Hawaii. He retired in 1999. Norman is survived by four children and six grandchildren.

COURTESY OF MACALESTER COLLEGE ARCHIVES

Ask the archivist
What are you curious about in the archives? Tell us: mactoday@macalester.edu.

Save the date
Coming back for Reunion? Explore the archives at an open house on Friday, June 3, from 9-11 a.m. on the second floor of the library.

Macville

As Andie Walker '23 built a digital timeline of Macalester's student housing (p. 20), the Macville chapter of the college's history caught her attention. After World War II, enrollment surged, and veterans and their families lived in temporary homes constructed by the Federal Public Housing Administration on the south end of campus, near the corner of Snelling and St. Clair avenues. Pictured here: Kirk resident Dorothy Otness preparing a home for a Macville couple who had become parents a few days before they were ready to move into the new quarters.

MACALESTER COLLEGE

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JULIA BINTZ '24

In the campus center, three student bands performed "over a sea of glow sticks and dancing concertgoers," wrote Abby Bulger '24 in *The Mac Weekly* of the Saturday night scene. From left: Julia Ricks '22, Ha Do '23, and Alec Deegan '23.