

TODAY



OPENING SCENE

Mac's new theater and dance building gives students the space to take their ideas from imagination to creation.

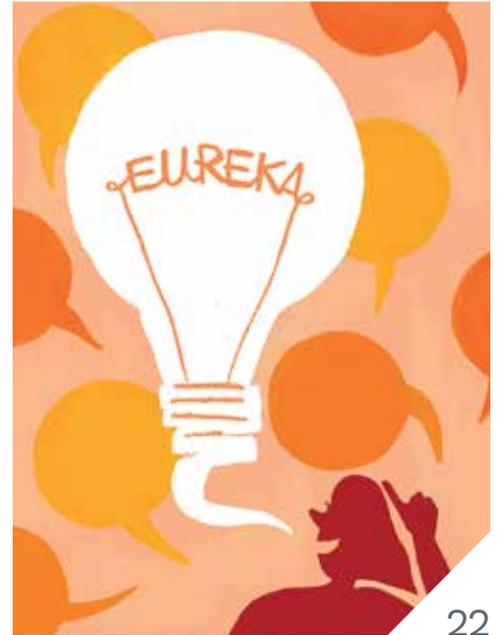
SEE PAGE 26



10



12



22

FEATURES

Breaking Out of Boxes 10

Rachel Gold's young-adult fiction includes the first novel with a transgender main character.

Mental Models 12

Robert Desimone '74 sees cognitive wonders firsthand.

Shaping a Better Macalester: EEO at 50 Years 16

Alumni and staff reflect on Expanded Educational Opportunities, Macalester's first college access program.

Language Evangelists 22

Mac's linguists love how you talk.

Opening Scene 26

In Mac's new theater and dance building, students can take ideas from imagination to creation.

Lecture Notes: Imagining the American West 32

History professor Katrina Phillips discusses her research on so-called "Indian pageants."

Bright Future 34

Reynaldo Rodriguez '85 applies his business acumen to expanding the reach of renewable energy.

ON THE COVER:

Macalester ballet dancers (from left) Linnea Fox '19 (Stinson Beach, Calif.), Ekaterina Hofrenning '21 (St. Paul), Maya Reddy '22 (Silver Spring, Md.), and Aleah Wong '22 (Seattle) in the new theater and dance building's Fox Studio



26



34

DEPARTMENTS

Correspondence 2

Household Words 3

1600 Grand 4

Sustainability check-in, career connections, and a national champion

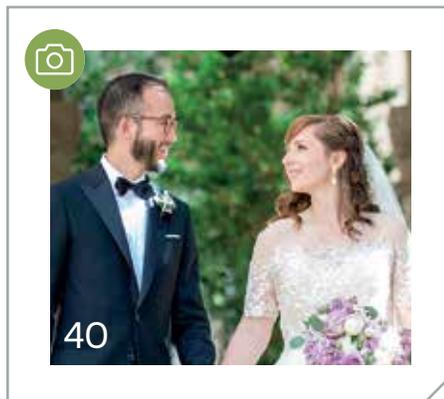
Class Notes 36

Books 39

Weddings 40

In Memoriam 45

Last Look 48



40

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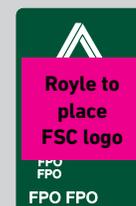
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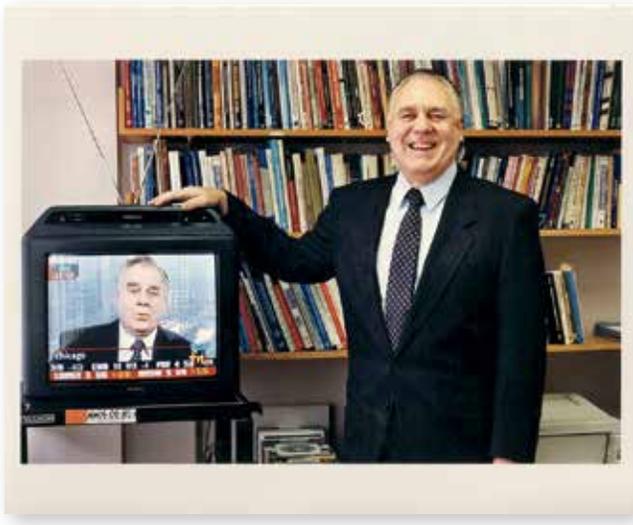
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Macalester professor **Roger Mosvick '52 P '81'84**—pictured in a 1997 *Macalester Today* photo standing next to his CNN interview footage—died in November 2018. He taught communications at Macalester for 47 years before retiring from the college in 2004.

Roger Mosvick's lessons

Professor Mosvick's Public Speaking course is one of the courses I treasure from Mac ("In Memoriam," Winter 2019). The practice of standing and speaking before others, the introduction of videotape so we could see ourselves, and the constant reassurance that no one could actually really see how nervous you felt inside, combined to inculcate confidence. When I counsel high school students on college choices I always encourage them to include a course on public speaking (and also an introduction to acting class). The poet Robert Burns wrote: "O wad some Power the giftie gie us / To see oursels as ithers see us!" Professor Mosvick gave me that gift and I remain grateful for it.

Tahir J. Naim '84
Santa Clara, Calif.

Looking back: 1967

It was great seeing the photo of Coach Bolstorff (Winter 2019). When I attended Macalester in 1967, Coach Bolstorff discovered my distance running capability while I ran the mile for the freshman phys-ed class. He invited me to run cross country and track, which I did for that year. He was always looking for talent. He was an incredible coach with a great heart. I remember running in the district



championships in the snow at Como Park in 23-degree weather in shorts. I really appreciated my time under Coach Bolstorff's training, and I'm glad to see him still active!

That same year I also worked for *The Mac Weekly*. Every Thursday morning we'd go down to the printing plant near downtown St. Paul and proofread the typeset copy. At that time, all copy was typeset by hand, proofread, and retypeset before the press ran later that afternoon so students could have their weekly paper delivered on Friday.

John Kremer '71
Taos, N.M.

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Visit Mac's social media hub at macalester.edu/macsocial and join in by using the **#heymac** hashtag when you post on Twitter or Instagram.

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We invite letters of 300 words or fewer. Messages may be edited for clarity, style, and space and will be published based on their relevance to issues discussed in *Macalester Today*. Share your thoughts:

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

MAC SOCIAL

 @macalesterenglish



The Macalester English Department welcomes the Mac Class of 2023! Congratulations on all of your acceptances! Look us up at Old Main 210 when you're here for Spring Sampler or the start of your first semester! #heymac #mac2023

 @MayaWeisinger



What a great surprise to receive today. I used to take these for granted, but now I'm old, sentimental, and (apparently) back in academia so I'll say it: I miss Macalester. Thank you, @macalestercollege for sending a little piece of home across the ocean. Ugh, so dang thankful. #heymac

FRAGILE

BY BRIAN ROSENBERG

In the fall of 1974, Macalester very nearly celebrated the centennial of its founding by announcing its closing.

Allow me to recount the short version of a long and complicated tale. Paul Aslanian, newly moved from the economics department to the position of CFO, discovered upon perusal of the balance sheets that the college had insufficient funds to cover its payroll. He also discovered that First Bank (now U.S. Bank) was unwilling to lend the college any more money, given its existing debt and weak financial position.

Put simply, the college was out of cash and close to out of options. Welcome to the job, Professor Aslanian.

Paul paid a visit to trustee Carl Drake, then Chair of the Finance Committee and CEO of the St. Paul Insurance Company. Carl called fellow trustee John Driscoll, a member of the Weyerhaeuser family, and John arranged to counter-sign a loan for \$2 million, which allowed the college to meet its financial obligations until the next round of tuition payments arrived. John's credit rating was considerably better than Macalester's.

The story of how Macalester dug itself out of this financial hole is also long and complicated, but here is what I want to emphasize: this near-death experience is not ancient history. I spent time with Carl Drake, who passed away in 2008, and was friends with John Driscoll, who passed away in 2012. Paul Aslanian, as some of you know, is still an active member of the Macalester community. Many emeritus faculty members, along with some of you reading this column, were at Macalester in the fall of 1974, though I suspect that relatively few were aware of the precariousness of the moment.

This episode has been on my mind recently as I have read report after report of liberal arts colleges facing possible closure or very severe financial problems. Hampshire College, confronted with what its president describes as "bruising

financial and demographic realities,"¹ has decided not to admit a first-year class for the fall of 2019. Beloit College is facing a budget deficit of \$7 million. The enrollment at Linfield College has fallen by 25 percent, resulting in a financial crisis and faculty layoffs. And in case you think that a large endowment is protection against such problems, Franklin & Marshall College, with an endowment of nearly \$400 million, is laying off staff to try to address a budget deficit of \$8 million, and DePauw University, with an endowment nearly the size of Macalester's, recently announced that it was laying off 57 staff members and offering early retirement incentives to nearly 100 members of the faculty.

Many alumni of these colleges are, unsurprisingly, shocked, saddened, and outraged. "The claim that there is no money available is disingenuous," insists one graduate of Hampshire. "It's our opinion that we can raise what needs to be raised."²

The unfortunate truth is that by the time a college is in very deep financial trouble, it is too late for fundraising to be of much more than temporary help. The support of alumni must be consistent and must come before a crisis develops. The most recent alumni giving rate at Hampshire is 22 percent. At Beloit it is 20 percent. At both Franklin & Marshall and DePauw it is 25 percent. At Linfield it is 13 percent. These numbers are perhaps dispiriting but not unusual and do suggest that support for these colleges among their alumni was not particularly strong prior to their crises.

(In case you are wondering, the most recent alumni giving rate at Macalester is 36 percent. At Carleton it is 47 percent, and at Williams it is 51 percent.)

Most important of all is the willingness of a college to make the right and responsible decisions—sometimes the very hard and unpopular decisions—about its budget and its programs. One should



try always to anticipate the impact of any decision not only today, but 10 and 20 years from now. By the time the negative effects of the wrong action (or, more commonly, of inaction) begin to manifest themselves, it is, again, generally too late to do much more than perform triage.

My point is that it is easy to be misled by the stately architecture, the long and distinguished histories, and the successful alumni into believing that these institutions are necessarily eternal. They are, in reality, surprisingly fragile, often one bad admissions cycle or one market crash away from financial exigency. The Harvards and Swarthmores of the academic world, insulated by their wealth and reputation from the ups and downs of enrollment and markets, are the exceptions, not the rule.

Macalester today is in an enviable position, with a balanced budget, a strong reputation, and a beautiful campus. It is also only 45 years removed from near extinction. Implicit in that juxtaposition is an important lesson: it is possible for an imperiled institution, with the right mix of good leadership and good fortune, to recover, but it is also possible for an ostensibly secure institution to become imperiled.

Keeping that lesson in mind will help all of us—trustees, administrators, faculty and staff, alumni, students—to be good stewards of the college entrusted to our care. ■

Brian Rosenberg is president of Macalester College.

¹ hampshire.edu/news/2019/01/15/january-15-2019-letter-from-president-nelson

² dailycollegian.com/2019/02/students-and-alumni-fight-for-the-future-of-hampshire-college

1600 GRAND



NATIONAL CHAMPION

ATHLETICS

When **Phoebe Aguiar '19** (Prairie Village, Kan.) races 800 meters, she wants to get out in front right away—and stay there. “I go out really fast and hard and then hang on for that last bit,” she says. “That’s just the way I race: all or nothing.”

That aggressive strategy has paid off. In February, the environmental studies major ran 2:07.50 to win the 800 by more than 3.5 seconds at the NCAA Division III indoor track and field championships in Boston. Aguiar’s run was the fourth-fastest performance of all time at the Division III level for the indoor 800, and it’s the first national championship for a Mac track and field athlete since the late **Janis Raatz Rider '88** won in the javelin in 1988.

Aguiar only started racing the 800 in her senior year of high school and has trimmed 13 seconds off her personal best time

since then. Because she’s relatively new to the distance, she’s eager to see how much progress she can make this spring and beyond. She’ll compete with Mac’s outdoor track and field team but also mix in larger meets nationwide to improve and get exposure for a possible professional running career after she graduates.

Next year, Aguiar will pursue a master’s of public policy and administration at Syracuse University to prepare for a career in government policy focused on fighting climate change. Because she still has one year of athletic eligibility (she missed track in her sophomore year to have surgery to repair a torn labrum in her hip), she’ll run outdoor track at Syracuse, competing at the Division I level.

But first things first: Aguiar is thinking about spring and excited about graduation—and aiming for another championship at outdoor nationals.

Group Travel

After 11 Mac friends dispersed around the world during junior year, they wanted to honor their friendships with a special reunion—and January was their chance. “We realized there might not ever be a time when we could take two weeks to travel together after we graduate,” says trip organizer **Brian Yu '19** (St. Louis Park, Minn.). Their destinations: Seoul, South Korea; Singapore; and Beijing, China. Each city is home for one of the travelers, and the group's reunion included three students who took a leave of absence after sophomore year to complete mandatory military service in Korea. We asked a few of the travelers about the experience.

Trip highlights

Eric Frost: In Korea, we saw an amazing sunset over Gyeongpo Lake and the surrounding mountains. I loved going to the Ihwa Mural Village in Seoul, which combined my two big interests: art and hiking. Also, eating kimchi in Seoul was amazing. I had it at every meal.

Brian Yu: In Beijing, we made dumplings with Tianyou's mother and climbed the Great Wall of China. We celebrated Nikhita's birthday with her parents and grandparents in Singapore.

Nikhita Jain: Celebrating my 22nd birthday with everybody. They made me feel so special. I'm a vegetarian, and we went to a tofu restaurant to ensure that I could eat a hearty meal.

Taneeya Rele: Karaoke in Korea. Pretty sure I lost my voice after that night.

Sightseeing with friends

Yu: We got to see each city through a friend's eyes. We experienced amazing hospitality in each city from our friends' parents, who had never met their children's college friends.

Rele: The others definitely forced me to be more adventurous. Because three of them are Korean, they made us try all these authentic Korean dishes I would never have had, had it not been for them.

Memorable meals

Yu: In Beijing, Tianyou's mother took us out for Peking duck at the famous Da Dong restaurant. We had traditional Chinese dishes and Peking duck which was carved at our table by a trained chef.



The group's first destination: Seoul, South Korea. Back row (from left): **Brian Yu '19** (St. Louis Park, Minn.), **Isaac Liu '19** (Taiwan), **Tianyou Li '19** (Beijing, China), **Jongwon Han '21** (Seoul, South Korea), **Colton Wenig '19** (Bartlett, Ill.), and **Eric Frost '19** (Oak Park, Ill.). Front row (from left): **Jackson Tak '21** (Seoul, South Korea), **Chase Yoo '21** (Seoul, South Korea), **Nikhita Jain '19** (Singapore), **Taneeya Rele '19** (Mumbai, India), and **Matthew Yang '19** (Bethesda, Md.).

Frost: In Gangneung, Korea, we went for dinner at a two-story building right on the coast. On the first floor, you'd point out which fish you wanted to eat—all of it caught that day—then go upstairs while they prepared the food. Jackson told us that eating this dinner was reserved for special occasions, and people were celebrating around us.

Rele: For dessert at the tofu house in Korea I had matcha tofu gelato. It was the best thing I've ever had.

Trip takeaways

Yu: Macalester provided an amazing environment for us to cultivate friendships that will last a lifetime. Our global network will definitely provide fun opportunities for future reunions.

Jain: I hope that 20 years down the line, we can all sit together with our children and laugh about the memories we made on this trip.

TINY CLASSROOM CONCERT

Inspired by National Public Radio's Tiny Desk Concerts, **Ellie Rudner '19** (Bayport, N.Y.) and her fellow Program Board members created Mac's Tiny Classroom Concert series as a way to rethink traditional classroom spaces. With the fourth floor of Old Main filled at over 40 people on a Tuesday evening in February, **Jack Libresco-Puckett '19** (Arlington, Mass.) and **Hannah Hoffman '19** (Acton, Mass.) sang, played guitar, and even brought in students on bagpipes and the saxophone for one song. —Livvie Avrck '19





HUDDLE UP WITH DONNIE BROOKS

Macalester's new director of athletics, Donald (Donnie) Brooks, arrived on campus in January—but the college has been on his radar since growing up in Texas in the '90s, when he learned that his best friend's parents were Mac alumni. "I respected them a great deal, and so I always respected Macalester," he says. Brooks previously served as director of athletics and recreation at Millsaps College in Jackson, Miss.

Favorite Leonard Center spot: I start my morning in the Deno Fitness Center, on the first treadmill, closest to the door. I get to see students and community members—this is a community space for healthy living and wellness.

Leadership style: I'm a student-centered leader. I want to know what students are listening to, what they're reading, what classes they like. My second favorite spot in the building is just outside the fitness center at midday, when there are lots of students around. If I want to get a read on how students are feeling, I go over there.

Favorite sport: I like to watch football from the sidelines, but I enjoy playing hoops. I'm a serviceable noon hoops basketball player.

Go Division III: Division III is one of the last few pure places in high-level athletics. These athletes care just as much and put in as many hours as some of their Division I counterparts, but they're doing it for the love of the game. There's a motivation that's so different—I wish more people could see it.

Goals: We're trying to build something uniquely Macalester. It starts with us identifying our culture, celebrating our culture, and recruiting to our culture. Right now, we're challenging our coaches in recruiting. We're going to be out across the country finding as many students who want to be successful in this environment as we can. We don't have to become something we're not in order to win championships.

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

International studies chair **Nadya Nedelsky** teaches courses on human rights, ethnicity and nationalism, and the origins of global hate movements.

Any stand-out books you've read recently?

Last summer I read *The Nazis Next Door* by Eric Lichtblau. It was really illuminating, and it relates to a research project I'm doing about an S.S. man who lived down the street from my parents, in South Dakota. It gave me a good background on how Nazis were let into America in the post-World War II period.

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

The Diary of a Young Girl by Anne Frank. I still have my original copy. I read it on a family trip to Germany in 1981. My grandfather was a Nazi—he was a German judge in occupied France. We were going to visit those grandparents, and I was reading Anne Frank's diary. It became really pivotal in my entire life course.

What book is crucial to understanding your academic niche?

There are five books I generally teach in my senior seminar, but I've found Erich Fromm's *The Anatomy of Human Destructiveness* the most useful. It's a psychoanalytic study of what motivates cruel, human aggression—aggression that is hard to explain and seems kind of pointless, in a way. And every year, someone from the class will contact me later to say how relevant it's been to their life. Even one guy who went on to teach grade school.



Any guilty pleasure reads?

It won't surprise you that I like crime fiction. I also like advice books—a favorite is *Quiet* by Susan Cain. It was totally liberating and empowering. It changed how I teach.

Another is books about *hygge*, that Danish “cozy” trend. I've got at least four books on it.

What one book would you recommend to everyone at Macalester?

The Righteous Mind by Jonathan Haidt. It's a great book for our times.

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

Career Connections

IN JANUARY, 11 students and several Mac staff members traveled to Washington, D.C., to spend three days investigating career paths in science policy. “I had no idea what policy work would be like before this trip,” says **Aaron Zou '21** (Beijing, China), a sociology major who's curious about working in public health. For Zou, meeting with alumni simultaneously broadened his understanding and narrowed down what paths match his interests best.

That's a key opportunity for students participating in MacConnect, a Career Development Center program that links them to alumni and organizations in cities nationwide for career exploration and networking. The science policy itinerary was just one of five MacConnect trips this year: students also explored technology in San Francisco, social science research in Washington, D.C., media and communications in New York, and investment banking in New York.

Visit macalester.edu/cdc for more information on future MacConnect programs.



Laurel Havas '99 (left), a senior health policy analyst in the U.S. Office of Management and Budget, talked with **Aaron Zou '21** and **Channelle Ndagire '19** (Albany, N.Y.) during the MacConnect science policy program in Washington, D.C.

Sustainability Update

With 2020 just around the corner, Macalester is fast approaching the deadlines for some of its sustainability commitments: zero waste by 2020, 30 percent real food by 2020, and carbon neutral by 2025.

Zero waste by 2020

To be considered zero waste, Macalester must be regularly diverting 90 percent of its waste from a landfill or incinerator. This goal was set in 2008, and by 2017–18, the college was diverting 74 percent.

“I didn’t think we were going to be able to get that far, and so I am kind of amazed at what we have been able to do,” sustainability manager Suzanne Savanick Hansen says.

Sending the leftover food waste from Café Mac and Bon Appétit catering to pig farms and implementing campus-wide composting have greatly contributed to Macalester’s success with going zero waste.

But there’s more work to do. The next strategy is to increase education outreach to reduce confusion about composting guidelines.

30 percent real food challenge by 2020

“Real food” is defined as being local, organic, humane, or fair trade. With Bon Appétit’s farm-to-fork program, Macalester is currently supporting 23 percent local food. In the summer, when it’s the growing season and with fewer students on campus, it is easier to achieve 30 percent real food.

The challenge is maintaining that status year-round. With help from Bon Appétit student workers and the various food justice organizations on campus, “we are trying to figure out more ways to find local vendors that might be able to also serve us,” Hansen says.

Carbon neutral by 2025

Through focusing on energy efficiency and on-site renewable energy, Macalester aims to be carbon neutral through a 52 percent reduction in greenhouse gas emissions and a 48 percent development in offsets.

“We still have some more time and we still have more work to do, but we’re moving in the right direction,” Hansen says.

Macalester has implemented a few solar panels and has switched from fuel oil to natural gas in the steam plant, among other changes. Since 2014, Macalester has saved over \$186,000 because of energy efficiency. In total, Macalester has saved over \$2.7 million in sustainability-related projects, mostly since 2006.



“We all have our sphere of influence, so if everybody does their thing in their sphere of influence, then we are getting somewhere. It’s going to be a collective effort because not one of us can stop climate change on our own.” —SUZANNE SAVANICK HANSEN

Carbon offsets are projects and programs that the college can invest in to prevent or mitigate emissions elsewhere, offsetting its own unavoidable emissions such as those from airline travel for study away. “Planting trees is a very classic example, but there are other things people do too, such as landfill gas capture—collecting and treating methane gas emitted from landfills for electricity—and energy efficiency in other places,” Hansen says.

The Sustainability Office plans to host a tree-planting event near campus and calculate the environmental benefits of these trees over their lifetime. This event will also draw on the other sustainability goals Macalester has committed to: education, urban sustainability, and sustainability and wellness. All of these goals aim to position Mac as a role model in sustainability within our community and for other colleges.

“We all have our sphere of influence, so if everybody does their thing in their sphere of influence, then we are getting somewhere,” Hansen says. “It’s going to be a collective effort because not one of us can stop climate change on our own.”
—Livvie Avrick ‘19

“When we’re confronting difficult, controversial topics, theater allows us to walk in heart first.”



Visiting professor and Penumbra Theatre Company artistic director Sarah Bellamy (left) reflected with theater and dance department chair Cláudia Tatinge Nascimento and President Brian Rosenberg on creating a stage that helps audiences imagine a world guided by social equity. Their February conversation on campus was part of the Big Questions series that brought together alumni, faculty, and staff in eight cities on topics ranging from elections to algorithms. A second round of Big Questions events will launch this fall. Watch the conversations so far: macalester.edu/bigquestions

The Macalester Moment

WHAT'S HAPPENING:

Launched in October 2018, The Macalester Moment campaign focuses on what's important to our community: access, excellence, and never having to choose between those two critical priorities. The \$100 million campaign builds support for the Macalester Fund, financial aid and scholarships, faculty and academic support, and programs.



TWO BIG GOALS FULFILLED:

This winter the college surpassed its \$100 million overall campaign goal and completed the new theater and dance building, thanks to the generosity of thousands of alumni, family, and friends.

TWO BIG GOALS TO GO:

Several key campaign objectives still need to be met, including raising the additional \$2 million needed to hit this year's Macalester Fund goal of \$5 million by May 31, as well as \$10 million for outright gifts and pledges in entrepreneurship, career development, student/faculty research, and financial aid (by May 31 next year).

THIS MONTH'S FOCUS:

With the campaign ahead of schedule, the top priority this spring is raising record-setting support for the Macalester Fund. It's an ambitious goal, and every gift pushes Mac closer to it. Formerly known as the Annual Fund, the Macalester Fund supports all students and all aspects of Macalester, allowing the college to invest in new opportunities while strengthening the most fundamental elements of the liberal arts experience.

GET INVOLVED:

Support the Macalester Fund by making a gift at macalester.edu/giving.

LEARN MORE:

macalester.edu/macalestermoment

A photograph of Rachel Gold, a woman with glasses and a blue shirt, sitting at a wooden table. She is smiling and looking towards the camera while holding an open book. The background is a blurred indoor setting.

BREAKING

OUT OF

BOXES

Rachel Gold's young-adult fiction includes the first novel with a transgender main character.

“You want to be a woman? That’s ridiculous. Look at you!”

... Being a woman isn't going to solve anything,' she said to me. 'It's just going to make your life hell. Look at you, you'd make the ugliest woman I can imagine. You'd be a freak. You need to drop this bullshit right now, young man. I don't want to know what put this crazy idea in your head, but you are grounded until you come to your senses.'"

Such was the reaction of Emily's mother when her "son" came out as transgender, a teenager who instinctively knew that, despite what the world saw, she was really Emily. The excerpt is from *Being Emily* by **Rachel Gold '93**.

"When Rachel Gold's novel *Being Emily* was published in 2012, it was the first time a young-adult novel put a transgender character at its center," wrote Kate Tuttle, president of the National Book Critics Circle, for the *Boston Globe*.

Gold grew up knowing the isolation of not fitting into familiar gender identity categories and she didn't want other kids to experience that isolation. As a young person in Ohio, Gold loved superheroes but hated dolls. She loved nail polish but hated playing house. She just didn't fit into either the conventional "boy box" or "girl box." By age 16, in 1980s suburban Ohio, she had come out as a lesbian.

"It was a very lonely experience," Gold says. "I knew no other lesbians. Thank God for the Worthington [Ohio] Library, which had two good books about lesbians." Like the characters in *Being Emily*, Gold found that video games and role-playing provided an opportunity to explore gender identity while having fun and making friends.

Gold's empathy isn't reserved for the transgender characters in her book. "I always need to understand my antagonist in order for the story to be real," Gold says. Emily's family members at first mourn the loss of their "son." Her father fears that their bond over restoring cars will be lost. Some community members find the idea of transitioning peculiar or worse. When Emily, dressed as a woman, dares to go shopping at a mall, a policeman finds her ambiguous gender identity threatening.

Being Emily soon garnered several awards—and the gratitude of trans kids and adults, who finally saw a version of their stories told with understanding and the assurance that gender-nonconforming people can clear a path to a whole and happy future. Gold herself, in addition to earning a master of fine arts degree and writing young adult books, has been a journalist, handled publicity for a tech company, and flipped houses, and for 15 years she's done public relations and marketing in areas including accounting, law, and engineering.

Harvard English professor and poet Stephanie Burt—who taught at Macalester (as Stephen Burt) from 2000 to 2007—says, "It's a very good young-adult novel about coming out as a trans girl. At the time it was published there were literally no such novels. There was an absolute crying need, [and] this is the first book

to fill it." Burt also wrote a heartfelt introduction to the new edition of *Being Emily*.

While they didn't overlap at Macalester, Gold and Burt met during the Twin Cities Book Festival in 2012. They have since made joint appearances at the Harvard Book Store and elsewhere. Last fall, Gold also returned to Macalester to participate in a panel on trans representation in the media.

In 2018, Gold published a new anniversary edition of *Being Emily* with updated language—for example, replacing "transsexual" with "transgender," which recognizes the difference between anatomy (sex) and gender (social roles). It also references scientific research that in the intervening six years has revealed much more about the development of gender identity, for example, that gender identity and sex may develop at different stages of pregnancy.

In addition to *Being Emily*, Gold has published three other young-adult books—*Just Girls* (2014), *My Year Zero* (2016), and *Nico & Tucker* (2017)—and has a new title coming out this spring, *In the Silences*. The books deal with racism and mental health as well as genderfluidity and other issues. She also writes science fiction and fantasy.

"I don't like the 'man box' any more than the 'woman box,' [for gender identity]" says Gold, who is comfortable with the descriptors genderqueer, genderfluid, and nonbinary (not exclusively female or male) lesbian. She most commonly uses the pronouns she/her and they/them.

"Humanity has a long history," she says. "Over the millennia, there have been many valid systems of gender. Jewish law acknowledges six. Some cultures had no genders. So don't box people into the binary system that Western civilization says is the only way to be." 

Jan Shaw-Flamm '76 is a freelance writer and editor and frequent contributor to *Macalester Today*.

RACHEL'S ADVICE FOR ALLIES

1. **Respect people's pronouns.** If you don't know what pronouns they use—or just in general—use nongendered language: "What would you folks like to drink?"
2. **But don't freak out when you mess up. Apologize and move on.** Everyone makes mistakes.
3. **If curious when talking with someone who is gender-nonconforming, ask,** "Is it okay to ask you questions or would you rather refer me to a book I should read?"



"There's no question in my mind that we are on track to major improvements in how we treat brain disorders," says **Robert Desimone '74** (at MIT's McGovern Institute for Brain Research).

MENTAL

MODELS

Robert Desimone '74 sees cognitive wonders firsthand—directing a brain research institute and judging a Chinese TV competition.

BY REBECCA DEJARLAIS ORTIZ '06

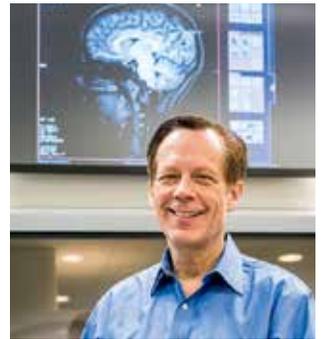
Even after decades immersed in neuroscience, **Robert Desimone '74** can still be surprised by the marvels—and mysteries—of the human brain.

Take last year, when Desimone served as a guest judge on the popular Chinese television competition *Super Brain*, which pits contestants with unusual cognitive talents against each other to solve challenges in front of an awed studio audience. He watched a contestant divide an 18-digit number by an 11-digit number—in 7.5 seconds. “It would have taken me longer to use a calculator to solve the problem,” he says.

Desimone, a neuroscientist who directs Massachusetts Institute of Technology’s McGovern Institute for Brain Research, was recruited to the show to assure audiences that the contestants’ exceptional skills were real. One contestant, for example, could memorize three walnut halves and then find the matching halves on a wall with more than 100 walnuts; another could study two walls made of 2,500 Rubik’s cubes, each displaying one of its six faces, and identify the single difference between the two walls. Sometimes the victor could be decided numerically. “But in some cases you’re comparing apples and oranges,” he says, “and that’s when I would help determine a winner.”

Desimone doesn’t doubt that the show’s intellectual feats are real, but he can’t always explain how they happen. After they saw the calculation expert in action, Desimone and a fellow judge asked the contestant how he did it. The neuroscientists knew that most calculation experts learn by training initially with an abacus. Over time, they learned to mentally manipulate the abacus in their heads, without the physical beads, but this kind of mental gymnastics could take up to 100 steps. Over time, the contestant told them, he stopped using the mental abacus but he could not explain how he reached an answer: the correct digits would simply come to him as he started writing down the answer.

Desimone’s best guess for what’s happening? “Instead of using the parts of the brain usually associated with math, he





On the *Super Brain* set in Nanjing, China, Robert Desimone evaluates unusual cognitive feats.

could be exploiting the parts of the brain that calculate how to precisely move all your muscles to grasp an object with your fingers or hit a baseball, taking feedback from the muscles into account—these muscle calculations are also very complex but they are done quickly, in parallel, and without conscious awareness,” he says. “Practicing on the abacus may have even helped make that transition, because he’s using his arms and fingers to write the answer.”

Desimone’s work on *Super Brain* is a lighthearted application of his neuroscience training. His work at the McGovern Institute has more serious outcomes: the researchers he supports are investigating and developing treatments for brain disorders including addiction, Alzheimer’s disease, depression, and schizo-

phrenia. The revolutionary “CRISPR” method for editing the genome in mammalian cells was developed by one of their researchers, for example, and some medical treatments using CRISPR-related methods are already in clinical trials. The institute’s mission (and what drives Desimone’s own approach) prioritizes building multidisciplinary teams that bridge what he says is a huge gap in science in the journey from identifying a gene mutation to understanding how it alters behavior—and then translating those findings into what happens in the clinic.

For more than two decades, Desimone has studied how the brain pays attention. In fact, he conducted some of the earliest experiments on how we process distractions. “I’ve learned that our ability to filter out distractions using our attention systems is far inferior to simply physically removing distractions,” he says. “Turn off the music, turn off the TV, focus on the task at hand, and you’ll perform much better.”

He spends less time in the lab now, but Desimone has been focused on research since his years at Macalester, which he learned about through the college’s National Merit Scholarship program. “My family was too poor to send me to visit schools, so I chose Macalester based on the literature I got in the mail,” he says. “And then I got on a plane for the first time, by myself, and flew to St. Paul.”

Desimone started out as an aspiring psychotherapist but quickly realized he was torn between therapy and research. After graduating early to save money, he worked in a halfway house. There, a supervisor’s advice gave him clarity: “Even though I was interested in helping people with mental illness, I was much better in the lab.”

As a PhD student at Princeton, he joined neuroscientist Charles Gross’s lab, where he and his lab mates discovered the first serious evidence for neurons in the cortex specialized for identifying faces. “Nowadays everyone accepts this is how it works, but back then, the large majority of the field simply didn’t believe the results,” he says. “That was one of the most important contributions I’ve made in science. At the time, it was a totally radical idea.”

So radical, in fact, that Desimone heeded advice from a senior

“I’VE LEARNED THAT OUR ABILITY TO FILTER OUT DISTRACTIONS USING OUR ATTENTION SYSTEMS IS FAR INFERIOR TO SIMPLY PHYSICALLY REMOVING DISTRACTIONS. TURN OFF THE MUSIC, TURN OFF THE TV, FOCUS ON THE TASK AT HAND, AND YOU’LL PERFORM MUCH BETTER.”

—ROBERT DESIMONE ’74



scientist reviewing the lab’s work to give up that line of inquiry. In his next role in a neuropsychology lab at the National Institute of Mental Health, the world’s largest mental health research center, he delved into mapping the cortex but avoided areas like face recognition. Initially Desimone resented the advice, but in hindsight, it saved him a lot of grief. Years later, fMRI brain imaging would push the field forward, showing researchers exactly where to look in the brain for the “face neurons.” Without that technology, he would’ve been trying to find a needle in a haystack.

Desimone went on to lead the National Institute of Mental Health’s intramural research program—focused on facilitating new treatments for psychiatric disorders—during what he describes as a golden era of funding. “We weren’t limited by money per se; we were limited by great ideas,” he says. Desimone began work to revitalize the clinical program by bringing in new researchers with bolder projects. Eventually, he became frustrated by the paucity of ideas for new clinical treatments, so he decided to take a step back into basic research again, which might lead to better ideas for the clinic. When he learned that the McGovern Institute shared this philosophy, he found that attractive and came on board in 2004.

Because McGovern has three satellite locations at Chinese universities, Desimone began to connect with research in China, which built his reputation in the Chinese neuroscience community. Five years ago, a Chinese neuroscientist extended a last-minute invitation to join *Super Brain*—then in its first season—as a judge. Though the show proved immediately popular, viewers had just as quickly grown suspicious of its contestants’ exceptional skills. As the show approached its first international competition episodes at the first season’s conclusion, producers were scrambling to

find an international neuroscientist to certify the feats. Desimone traveled to Nanjing, where the show is produced, arriving minutes before filming began. He’s been part of *Super Brain* ever since.

His role on the show changed last year when it shifted formats. Instead of featuring contestants with narrow expertise, as they had in the show’s first four years, producers offered an online qualification exam and selected contestants who each brought a range of abilities. More than 100,000 Chinese people took the test to be on the show, and the new format yielded even higher ratings. Recruiting for the opposing international team—part of Desimone’s new duties—wasn’t quite so easy: he contacted friends at various universities to find graduate students who weren’t as restricted by a daily class schedule as undergrads. Once his team was assembled, he served as a team leader, advising the contestants. He filmed several more episodes this spring.

At this stage in his career, he’s fascinated by the range of neurological wonders he sees, from the cognitive feats in a Nanjing television studio to the discoveries emerging from labs around the world. Desimone has never described himself as naturally optimistic—he counts himself firmly in the glass-half-empty camp. But that’s changing, at least regarding his field’s future. “I’ve been frustrated for so many years by the pace of progress, at least the pace toward helping people with mental disorders,” Desimone says. “But I’ve become optimistic. There have been fantastic discoveries over the past few years, and new tools are coming online at an astonishing pace. Never in my career has there been this pace of discovery. There’s no question in my mind that we are on track to major improvements in how we treat brain disorders.” **M**

SHAPING A BETTER MACALESTER: EEO AT 50 YEARS

Alumni and staff reflect on the successes, challenges, and impact of **Expanded Educational Opportunities**, Macalester's first college access program.



After students occupied Macalester's business office for 12 days to protest EEO budget cuts in 1974, (from left) Melvin Collins '75, mediator Earl Craig Jr., and Macalester president James Robinson announced a compromise at a news conference.

PHOTO: COURTESY OF MACALESTER COLLEGE ARCHIVES

BY MARLA HOLT

As a sought-after National Merit Scholar, high school valedictorian, and talented basketball player, **James Bennett '69** had his pick of colleges. He was recruited by Macalester—with a lot of encouragement from head basketball coach Doug Bolstorff—and arrived in the fall of 1965 as one of only six black students in his first-year class.

"I was from Texas, and I'd graduated from an all-black high school—so yeah, there was a tremendous amount of culture shock," Bennett says. "If I'd gone home for Thanksgiving my freshman year, there's a great possibility I might not have returned."

But basketball season kept him in St. Paul, and he stayed at Macalester. "Focusing on basketball helped me to adjust," he says. He joined the Student Association for Human Rights and, as a sophomore, co-founded the Black Liberation Affairs Committee. "I was introduced to student activism, and before I knew it, I was knee deep in trying to change my environment," he says.

One effort Bennett joined—with a handful of other students of color who found themselves at an overwhelmingly white college—was a push toward increasing the racial, cultural, and socioeconomic diversity of Macalester's student body. "We wanted the college to fully commit to its stated ideals of internationalism, multiculturalism, and community service," Bennett says.

The student activists gained the support of President Arthur Flemming, who convinced the Board of Trustees to spend \$900,000 in unrestricted funds on an ambitious Expanded Educational Opportunities (EEO) program benefitting disadvantaged students previously underrepresented at Macalester. The college also committed to creating an office of minority programs, starting an African American studies program, and increasing its number of faculty and staff members of color.

In the fall of 1969, 75 mostly black students from lower socioeconomic backgrounds—as well as a handful of Native American and Hispanic students and one white student—arrived on campus as the first EEO cohort, bringing with them life experiences and perspectives that would benefit the entire community.

The EEO program was launched at a time when the United States was undergoing tremendous change and student activism was at an all-time high on college campuses. The Civil Rights Act and the Voting Rights Act were passed in 1964 and 1965, respectively, but integration on paper did not translate into full equality, leaving many communities of color disenfranchised. Rising racial tensions exploded in riots in Detroit and Newark during the summer of 1967. African Americans represented approximately 11 percent of the civilian population, yet in 1967—at the height of U.S. involvement in the Vietnam War—they represented more than 23 percent of all combat troops in that conflict.

At the same time, higher education institutions were failing to grant access to students of color. In 1960, only about 250,000 black students attended U.S. colleges and universities, many of them at historically black colleges. Even fewer Asian American, Native American, and Hispanic students were attending college.



EEO WAS ABOUT BUILDING LEADERSHIP IN THE AFRICAN AMERICAN, HISPANIC, AND NATIVE AMERICAN COMMUNITIES.

THAD WILDERSON, FORMER ASSOCIATE DEAN

At Macalester, students of color represented at most 2 percent of the student body until the advent of EEO, which raised the number of students of color in the incoming class of 1969 to 15 percent.

"EEO was about building leadership in the African American, Hispanic, and Native American communities," says former associate dean Thad Wilderson, who joined Macalester's counseling and psychological services office in 1969. "It was important to bring a significant number of students of color to campus so that they didn't feel isolated from their communities. We wanted them to develop a strong cultural identity and confidence in their ability to share their point of view in any setting."

The EEO program provided full scholarships, plus money for travel and books, for students from populations that historically had not been represented at Macalester. In what was seen as an unusual recruiting effort at the time, admissions representatives visited inner cities and high schools with high minority enrollments during the spring and summer of 1969, interviewing and accepting students with the potential to succeed at Macalester.

That fall, Bennett, who had recently graduated, became director of Macalester's newly established Black Education and Cultural Center, a role he filled until 1973. Black House, as it was known, became a home away from home for many EEO students, as would cultural centers for Native American and Hispanic students. Students were free to "be themselves in a familiar

environment,” Bennett says, away from the stress of having to explain themselves to curious white classmates. Black House’s library offered books about black history and culture, and the center sponsored activities that included visits from nationally known speakers, artists, and cultural contributors to the black community.

While some viewed the cultural centers as a missed opportunity for the college to encourage fuller interaction between white students and students of color, Wilderson maintains that a strong support system was essential to EEO students’ success. “Many of the students came from segregated school systems, so we had to have a place for them to be able to kick back, listen to their music, and talk,” he says.

The EEO program changed Macalester from a predominantly white institution to one with a student body that more closely reflected the racial makeup of the country, but it struggled with funding throughout its 15-year run. In its first two years, EEO offered 75 full scholarships, but in its third year, it offered only 40, and that number eventually dropped to 25. In the fall of 1975, only 22 EEO students entered Macalester with partial scholarships.

One notable struggle over funding occurred in 1974, when President James Robinson announced significant cuts to EEO’s budget. Student protestors staged Macalester’s most well-known act of civil disobedience, occupying the business office for 12 days. The students initially won a compromise, but throughout the late 1970s and early 1980s, funding cuts continued, evolving the program out of existence in 1984.

Without dedicated college access programs in place, Macalester enrolled fewer students of color during the ’80s and ’90s. The numbers began to climb again in the late 1990s, when Macalester recommitted to fostering a diverse campus community. Today, the practice of recruiting students of color is “an art, not a science,” says Sedric McClure, assistant dean for college access. “EEO alumni are helping to shape our conversations about who has access to a Macalester education as we continually develop relationships and rapport within communities of color.” In 2018–19, students of color represent 31 percent of Macalester’s domestic student body.

“Change of the magnitude that EEO initiated is difficult,” Bennett says. “Some people thought it was the craziest thing that Macalester could do. They thought we were lowering our standards. But if you look at EEO alumni, who hold leadership positions in the arts, education, government, and business, I’d say EEO was an incredibly successful effort that’s worth celebrating.”

We asked four alumni—the enduring legacy of the Expanded Educational Opportunities program—to reflect on their experiences at Macalester.

Rochelle Williams '73

St. Paul

Rochelle Williams, a St. Paul native, attended Upward Bound, a six-week summer academic program at Macalester that was designed to introduce students not traditionally represented on college campuses to higher education.



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ROCHELLE WILLIAMS '73

The program opened her eyes to the opportunities awaiting her at Macalester, and she enrolled in the fall of 1969 as a member of the first cohort of EEO students. She earned a degree in sociology and worked as a computer software specialist before retiring two years ago.

“I thought Macalester was a fine college, period. Getting an EEO scholarship was part of my decision, but above all, it was an excellent college. That’s why I chose it.

It was wonderful to see so many people that looked like me on campus. There were good intentions for interaction between black and white students, but truthfully, there wasn’t much. Everybody had their own baggage. The college had opened the door for us. My feelings were that if you’re not ready for me to be here, I’m sorry, but it’s not up to me to fix that for you.

Those were really informative and educational times. We were living in the hippie era. There was a lot of craziness going on, the Vietnam War protests, the civil rights struggles. Sometimes protesting those issues brought us closer together, creating camaraderie at Macalester in the face of what was happening in our country.

EEO students were supported in giving back to the commu-

nity. Many of us tutored kids. I invited black elementary-school girls who were having trouble in school to spend the weekend with me at my room in the stadium residence hall. We'd go to basketball games, have dinner at the commons, go to the library. I was trying to show these girls what college was like, and Macalester allowed me to do that.

I never felt pressured to represent my race at Macalester, but I did feel obligated to speak up without being confrontational about it. Hearing other people's perspectives has always been, to me, a key to learning. I wanted everyone to have the opportunity to grow and learn from each other.

I believe EEO students opened a window and let some new air in at Macalester. We changed the way black people were viewed. We were smart and we were there—on our merits—to get an excellent education, just like all the other students.

Macalester was far ahead in its thinking in establishing a program like EEO. It opened the eyes of some white students who may not ever have had an opportunity to study and live among black students. It did the same for us. We learned that we're all human, no matter our race. Our classes, especially, were a safe space to discuss issues and perspectives, and the resulting dialogue was like a budding bloom."

Broderick Grubb '73

New Orleans

Macalester impressed Rick Grubb, a National Merit Scholar from Port Arthur, Texas, with a mailing that included a publication from the Black Liberation Affairs Committee detailing a new scholarship program for students of color. The leaflet welcomed students not historically represented at Mac, noting that "black students now have a chance to make an indelible mark." Grubb earned a degree in political science and economics. He heads his own insurance brokerage firm, BRK Insurance Group, LLC.

"I missed simple things from home, like food. You couldn't find grits or good barbecue in Minnesota. The good news was that there were so many EEO students who came at the same time with the same fears, economic anxieties, and growth issues. I became good friends with local students of color, and they welcomed me into their homes. That was a very important part of



PHOTO: COURTESY OF BRODERICK GRUBB AND MACALESTER COLLEGE ARCHIVES

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BRODERICK GRUBB '73



adapting—I never felt alone. There were people with similar experiences who I could relate to and talk with.

We were friendly with our white neighbors in the dorms, but there wasn't as much social interaction as there could have been. A lot of artificial barriers came between us, like a perception that it was them versus us. Most of us grew up in a

segregated society in which white people were against us getting the same treatment they received, so we—the black students—felt that our success would happen through self-determination and working together.

It was hard work to build trust with our white classmates. In the classroom, science was science, math was math, and race didn't come into it. But you get into the social sciences, and black students were expected to comment on every topic or issue as a representative of the entire black race. That didn't happen all the time, but it happened enough to be bothersome.

The EEO program existed before diversity was a buzzword. We didn't know we were being diverse. I never thought I was part of some major social experiment; I simply and perhaps naively believed that I received a scholarship based on my abilities and being economically disadvantaged. Nevertheless, this influx of students of color changed the college. An EEO student became one of the first female student body presidents while other students took on positions of authority and power and became involved at all levels of the college.

EEO was Macalester's commitment to change, but change hurts. Change has conflict. EEO wasn't perfect. Students in this program were often stereotyped and placed into boxes without others taking time to know them as people with the same problems, concerns, and fears as majority students. However, 50 years later, we can see clearly how EEO helped to change the lives of so many students of color. It helped to create outstanding alumni and successful people in all fields: law, business, medicine, art, music, education, politics, etc. These students are now giving back to the college and their local communities in so many positive ways. EEO was a good investment that paid off for Macalester and for society."

Anne Thomas '73

New York City

Anne Thomas had what she calls a “normal upbringing” in a small, quiet neighborhood in Harlem. Her cousin was the director of the Upward Bound program at Macalester, and through him she learned about EEO. She didn't visit campus until she arrived in summer 1969 for orientation as part of the inaugural group of EEO students. She earned a degree in sociology, with a minor in Spanish, and worked for 29 years as a flight attendant.



“I enjoyed my classes at Macalester and getting to meet and interact with people from all over the country and the world, although it was unusual to have more than one or two black faces in class. Oftentimes I was the only one. One of my favorite professors was Doris Wilkinson in sociology. Macalester made a big push to hire more black teachers at the same time as the EEO program started, and she came to Macalester with tenure. She was no-nonsense, really smart, and thoughtful.

I've dealt with being the 'only' my whole life: the only woman, the only person of color in the room. At Macalester, I was often looked to as though I could speak for all black people. Once, in an education class, everyone turned to me for an opinion on the state of urban education and its impact on blacks. People had a stereotypical view of what it was like to grow up black in Harlem, and assumed that everyone's experience was the same. I'd gone to parochial schools, and all of my friends who went to public school—all good schools at the time—were in college and doing well.

Macalester taught me how to interact with everybody, including curious students who didn't know a lot about who we

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were, other than how media portrayed black people, which was as boogymen. There were students at Mac with these ill-formed ideas, and as a group, the EEO students weren't ready to deal with that. We were there to get an education just like everyone else, so we did segregate ourselves to a degree because of our commonality in who we were at the time.

By our sheer numbers, we changed the complexion of Macalester. The college has carried on that tradition of change to a great degree, but it still deals with the issues we dealt with back then. That's because institutional racism isn't endemic to Macalester. It's an ongoing issue that's hard to dissect. It's not like we'll reach a point where we can say, “We're done with the work on that.”

Melvin Collins '75

West St. Paul, Minn.

Melvin Collins grew up in St. Louis, Missouri. He learned of Macalester's academic reputation through an after-school enrichment program for college-bound African American boys. The EEO program and the college's commitment to communities of color sparked his interest. At Mac, he ran track and field and was on the Student Program Board, the Community Council, and the Black Liberation Affairs Committee. He earned a degree in psychology and political science and currently works in talent acquisition for Ecolab.



“EEO had been operating for a year or so when I visited Macalester. I was impressed with the number of students of color on campus and the emphasis on the culture of those individuals—things like the Black House, the Hispanic House, Black Arts Midwest, and the Sounds of Blackness, which was called the Macalester College Black Choir at the time.

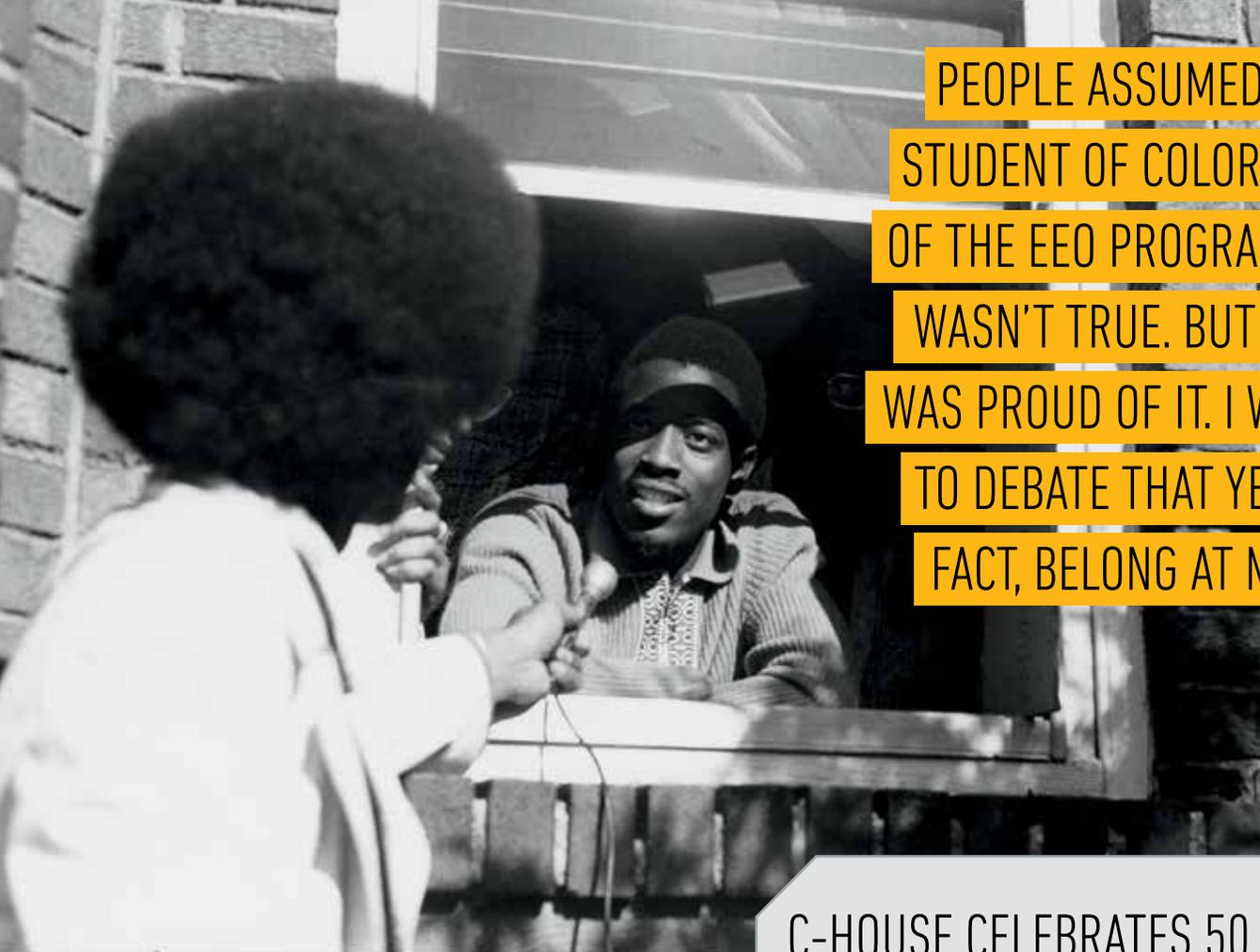
Once I was on campus, it felt really good to be among people who were like me and could understand where I came from. But I also noticed fairly quickly that there seemed to be a little tension with students who didn't feel like you really belonged at Mac. Sometimes you even got that feeling from some of the professors. That caused some angst.

We were more comfortable doing things with the other students of color. There was engagement with other students, no question, but it wasn't as free and open. Sometimes it seemed as though there was a mindset of, ‘EEO is over there and the rest of the college is over here.’

People assumed that every student of color was a part of the EEO program, and that wasn't true. But I was, and I was proud of it. I was willing to debate that yes, we do, in fact, belong at Macalester.

I read an article recently in which a couple of professors were talking about EEO, and one of them said that in order to get enough students to be in this program, Macalester just went out on the streets in Chicago and New York and pulled in folks. That hurt me to no end, because comments like that diminished what EEO students brought to Macalester. We were students who were prepared and had potential, and we rose to the occasion.

EEO was Macalester's first step toward change. It helped



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MELVIN COLLINS '75

During the business office takeover in 1974, Melvin Collins '75 (then president of the college's Black Liberation Affairs Committee) spoke with the media.

students experience difference to find sameness. To find our commonalities. We came together in activism—the Vietnam War, voting rights, the college's divestiture from South Africa. Those were broader issues that were bigger than all of us. But change takes generations. It's incremental and ongoing. EEO was just the start of it." 

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

EEO AT REUNION

This year's Reunion celebration (June 7–9) includes an Alumni of Color Reunion with special inter-generational events. The weekend's program will also commemorate 50 years since EEO started at Macalester.

Find out more and register to attend:
macalester.edu/reunion

C-HOUSE CELEBRATES 50 YEARS

Last fall, Mac's Cultural House hosted its annual block party, with a larger-than-usual guest list: alumni, staff, and faculty joined students to commemorate the C-House's own 50th anniversary. Now overseen by Residential Life and the Department of Multicultural Life, the space was known by several names (including the Black House, the American Indian Center, and Hispanic House) before becoming the Cultural House in the late '80s.

Today 11 students live in the C-House, but it's more than solely a residence hall. **Cristina Martin '20** (Round Lake, Ill.), who works as the C-House's manager, coordinates groups that gather in the building's spaces—especially the kitchen, which is bustling throughout the year thanks to events ranging from a Hawaiian student dinner to the Adelante! student organization's traditional Carne Asada celebration for the campus community. The house's most popular program, In The Kitchen With, takes place nearly every week during the academic year: student groups—including most of the college's 17 cultural organizations—and even some academic departments take turns hosting a meal that everyone helps prepare, so everyone learns about the dish's significance.

Martin also helps coordinate opportunities for students of color to talk about their experiences at Mac—away from the academic classroom environment. "By being an intentional space for people—especially other students of color—to gather, share, and live in the community, the Cultural House provides support and opportunities for growth," Martin says. "The C-House and the Department of Multicultural Life in general are so integral as symbols of multiculturalism and anti-racism as well as a healing space for students of color."



Language Evangelists

Macalester's linguists ♥ how you talk.

BY JULIE HESSLER '85 / ILLUSTRATIONS BY JULIE VAN GROL

Do you say GIF with a hard or soft G? Espresso or expresso? Clothes or close?

Regardless of how you pronounce these words, you've likely been corrected at some point in your life.

The first thing students in Macalester's "Introduction to Linguistics" course learn is that people who police language aren't just mean—they are wrong.

"So often what people are instructed on in language is what not to do with language," says assistant professor **Morgan Sleeper '11**. "Or having to be careful about your language: 'That's not proper English,' or 'That's not proper Spanish.' Linguists do the opposite. We're saying all these kinds of languages are amazing and valid and beautiful. We're going to study them to see what language can tell us about people, because that's what we study as a social science."

Linguistics, the scientific study of language, welcomes our endless idiosyncrasies while applying scientific methods to study, document, and often protect languages around the world.

Macalester's linguistics students, faculty, and alumni are linked by a palpable and contagious enthusiasm for linguistics. By virtue of what they study—how every one of us uses language—linguists, says **Edwin Reyes Herrera '20** (Sonoma Valley, Calif.), are "constantly 'on'...Once you get trained, you can't get untrained."

Where do they see linguistics? Everywhere.

Ling. 100

Students in Sleeper's "Introduction to Linguistics" spend the first half of the semester learning the tools that linguists learn to analyze data. They study the phonetics (sounds), phonology (sound patterns), morphology (word formation processes), syntax (word-order rules), and semantics (systems of meaning) of language.

During the second half of the semester, he says, students take those analytical tools and begin to look at the social uses of language—how people use language in their everyday lives—as well as language changes, multilingualism, language endangerment and revitalization, and language and education.

"The cool thing about linguistics is that anyone can do at least part of it because we all have experience with language," says **Bryan Ball '19** (Yakima, Wash.), a linguistics and German double major. "Everyone has a knowledge of how their language works."

Everyday Linguistics: KINDNESS

"In our department, we have a focus on kindness and scholarship that I'm really proud of. Just the idea of not judging people's language in a bad way is a big one...Our students also know how tied up language is in things like race and gender and class and international origin, and are then understanding and empathetic of those intersectionalities, rather than not."

—Professor Morgan Sleeper '11

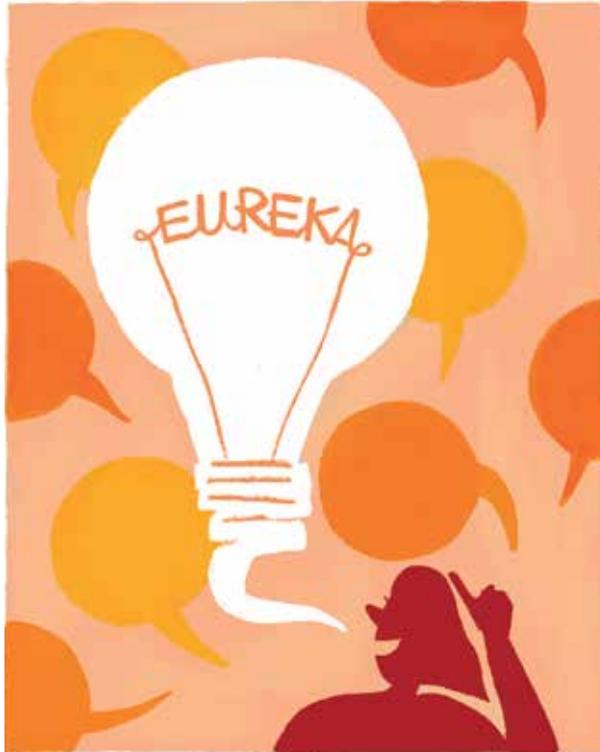
Epiphanies

Martha Danly '76 discovered linguistics at the Hinsdale Public Library in suburban Chicago while she was in high school. "There was a magazine article about Noam Chomsky, the famous linguist, and I said, 'Oh, my gosh, this is everything I love!'" she says. "It's logic. Mathematics. Philosophy. The human mind. Brain science. Behavior. I mean—it can't get better than this!"

When Danly transferred to Mac her sophomore year, the college didn't have an official linguistics major, so Danly created her own. She later earned a PhD in experimental psychology from Harvard University. A self-described "intellectual omnivore," she says "the aperture from linguistics to so many fields is infinite." Danly, who runs her own consulting business, has spent her career in tech, working on everything from online marketplaces and software migration projects to drones. By studying linguistics, she says she came away with skills that she uses in everything she's done since leaving Macalester. "My current consulting work is a ginormous software conversion project for a major bank, so I think about syntax—breaking down the work into elements, getting things done in the right order, and dependencies—while seeing the big picture as skills I use every day," she says.

When he was a kid, Sleeper got really interested in Super Furry Animals, a Welsh punk band. "I listened to the CD all the time, and I would sing along to it in English because I thought it was in English," he says. "A year or two later, I found out they were singing in Welsh." This led to Sleeper's interest in Welsh music and language. He planned to major in music but deferred his Mac admission offer for a year when his family moved to Italy. "I was learning Italian, and I was trying to teach myself Welsh, Chinese, and Finnish," he says. "I got into the sociocultural issues around how people use language in day-to-day life."

At Mac, Sleeper majored in linguistics, took music courses, and did fieldwork on Irish music and language. After earning a PhD in linguistics from the University of California–Santa Barbara, Sleeper joined Mac's Linguistics Department last year. One of his areas of research is identity in Welsh rock music. "My work shows that when people switch between Welsh and English in Welsh rock music, they're also doing musical shifts that go along with those linguistic shifts," he says. "It's the music and the language shifting together that are working to create their sort of unique identities as bands or performers. Everything I do with language and music is basically trying to show that you can look at language by itself, and you can look at music by itself, but if you look at it together, you get more richness out of that analysis."



Reyes Herrera came to Mac with an interest in journalism and communications. To complete his distribution requirements, he enrolled in "The Sounds of Language," taught by linguistics chair Christina Esposito. "The class is all about learning how to produce and perceive all the sounds that make up the world's languages," says Reyes Herrera. Two weeks into the class, Esposito pointed out a sound element in Spanish, Reyes Herrera's first language, that he'd never thought about before. "A light bulb went off in my head," he says. "Later that week I went to her office, and we talked some more, and I was like, 'You know what? Just sign me up.' And

I declared my major right then and there."

Now a junior, Reyes Herrera is a Mellon Mays Undergraduate Fellowship scholar who intends to pursue an advanced degree in linguistics. Last summer he conducted an acoustic analysis of three generations of Mexican immigrants living in the U.S. to learn how Spanish and English had changed over generations. "I really enjoy being able to quantify the language," says Reyes Herrera. "And I love being able to interpret the numbers...[and] become a part of the language's community." His results showed unexpected similarities between the first and third generations—grandparents and their grandchildren—due to strong relationships between the two groups, and a desire by the third generation to stay connected to its language, culture, and family. Reyes Herrera will present his research at the Acoustical Society of America in Louisville this summer.

Everyday Linguistics: VOCAL FRY

"Vocal fry is the creakiness at the end of a sentence, or the end of a paragraph, when people change the quality of their voice to indicate they are coming to the end. Linguists have known about it forever, and we all do it. But five or six years ago, the media picked up on its use among young women, calling it a disease that would ruin their careers because it sounded unpleasant. We explore that in my class. It's one of the ways in which people assign rules to the English language based on power structure and dynamics. It's a way to criticize young women's language and criticize young women. It's a way to say what they are doing is wrong. Who makes those decisions? Who gets to say that we sound unpleasant? Certainly not linguists."

—Professor Christina Esposito



Every Single Sound

Esposito studies languages, like Hmong, that contrast what is called voice quality in linguistics. “I work on languages that change the quality of the person’s voice, and that changes the meaning of the word,” she says. She demonstrates. “Say that ‘ma’ is a word that means table,” she says. “But ‘ma’ (spoken in a creaky voice) might mean cup, and then ‘ma’ (spoken in a breathy voice) might mean recorder. So it’s not the pitch that’s changing, it’s the voice features that are changing.”

To conduct research, linguists may record language and conduct acoustic analysis, such as measuring sound waves, in a lab. To transcribe spoken languages linguists all use the same tool: the International Phonetic Alphabet (IPA), a universal transcription system that can be used for any spoken language. “So if you think about it as an English speaker, if you were working on a language that had a click, how would you write that down?” asks Esposito. “The IPA has a way to transcribe every single sound that we know about that has been documented in languages, and it’s really useful,” she says. “Because we all have a shared language in linguistics, I can even email data to a friend who’s not here and say, ‘What do you think?’ because we’re all trained in the IPA.”

Macalester linguistics students start learning the IPA in introductory classes. They later use it in their “Field Methods” course to transcribe a language that is not known to them.

Everyday Linguistics: VOICED BILABIAL FRICATIVE

“I’m on the cross-country and track teams, and when I’m on a long run, I say words out loud and think about the sounds. My favorite sound is called a voiced bilabial fricative. It’s kind of like your lips are vibrating a bit. It’s not really a ‘b’ or a ‘v’—it’s in between, and that’s why I like it, because it kind of reflects who I am. I’m very proud of my Mexican heritage, and I identify as a Mexican Latino. But, then, at the same time, I understand that I’m second generation—I grew up here. So I feel like I’m always in between, and that sound really shows who I am.” —**Edwin Reyes Herrera ’20**

Uniquely Linguistic

Esposito describes a list with 63 sentences in Maasai, a language spoken in Kenya and Tanzania, used in an intro class. Students compare similar forms, and after analyzing the list, Esposito says they can tell her something about the language.

Linguistics major **Christina Irvine ’11**, who now works at the English Language Center at the University of Denver, remembers the exercise. “We’d get a set of similar short phrases in other languages, and we would have to decipher the grammar or vocabulary rules,” she says. “In English, it might look like this: 1. The dog. 2. The dog chews. 3. The dog chews bones. 4. The dogs chew bones. 5. The dog chews a bone.”

It seems simple in English, says Irvine, but when the language is unknown, you have to use different formulas to figure out the subject, verb, and object, and how they operate. Irvine describes linguistics as “math with words” and says solving these kinds of puzzles was a favorite part of her linguistics classes.

“This is what linguists spend hours doing,” says Esposito. “Everyone at Mac is trained in writing, reading, articulating, but this is a very uniquely linguistic thing—problem-solving in this way. We’re really good at big, messy, sloppy data, and figuring out what it’s about.”

Because search engines use speech technology and semantics, companies like Google hire linguists, says Esposito. A Mac grad works there now, and another will join Google when she graduates. “Linguistics,” says Esposito, “is going to give you a rich set of tools for use in anything in life.”

Field Methods

All Macalester linguistics majors are required to take the capstone course, “Field Methods,” usually as juniors or seniors. Students meet with a bilingual speaker—often called a consultant—of a language unknown to them and, using their tools as linguists, attempt to understand its structure.

Irvine’s class had a consultant who spoke Cambodian. Bryan Ball worked independently with a consultant who spoke Latvian. “I could see the practical uses for everything I’d learned at Mac,” he says. Meeting weekly with the consultant, Ball worked through first words and then sentences of increasing complexity, recording the sessions and doing transcription as the consultant spoke.

This semester, the consultant is a woman who speaks Karen, a Southeast Asian language spoken in lower Myanmar and the borders of Thailand. “I have been scouring the world looking for something on this,” Esposito says. “The dialect that the consultant speaks seems to be previously undocumented by linguists. So here you have this group of Macalester students working with a consultant, using all the tools they’ve learned in linguistics classes, working on a language that has no prior linguistic documentation. It’s so ripe for research for them. It could lead to publications for

them. It's just an amazing class, and it's really fun to teach."

Reyes Herrera is part of the current class. The collaboration with his classmates, he says, is one of the best things about the course. "It's not just to fulfill a capstone requirement—it's to start documenting the language and start forging the path for someone else," he says.

Everyday Linguistics: MULTILINGUALISM

"I was just reading an article about how learning languages and being multilingual as a child makes a positive impact on your memory, IQ, and other mental and cognitive functions. And to think of the juxtaposition of those who perceive that speaking other languages is somehow foreign or evil—that physically pains me."

—Christina Irvine '11

Endangerment and Revitalization

Does the cat face with heart eyes emoji signal the end of language?

"A lot of people are sort of fire-and-brimstone—"This is the end times of written language," says visiting linguistics instructor Maria Heath. "Emoji are going to kill English, right? And so linguists have to jump in and say, 'We're going to study this and prove to you that it's not something you should be worried about.'"

This semester, Heath is teaching "Internet Linguistics: The Language of Social Media." Her students have been exploring language use on various social platforms; the curious, "much interesting" grammar of doge memes; and how different generations are using social media. During a small-group discussion about texting, students concluded that their parents are more apt than they are to use emoji in texts.

Internet data, she says, is a great source of people using language in real situations that linguists can analyze. In class, Heath explores internet linguist Gretchen McCulloch's stance that emoji use may actually point to a language's health. "If people are using [English] creatively and in a wide variety of contexts," she says, "that shows that it's robust and living."

Everyday Linguistics: "FINSTAGRAM"

"Finstagram is a secret Instagram account where you can post anonymously without people judging you based on knowing who you are—it's different than the Instagram account you maintain for your friends and family. Negotiating anonymity down to the point of having two completely separate identities on the same platform in order to do two different social performances of yourself? That's super interesting."

—Instructor Maria Heath

But many other languages are in great danger of being lost forever. Linguists predict that only 5 percent of the 6,000 languages currently spoken in the world are expected to survive into the 22nd century. Ball became interested in the topic after taking the Endangered Languages course. He was struck by what he imagined would be a sad and isolating experience for speakers as a language died.

Ball has applied to work for the State Department and hopes to work in language revitalization. He's also considering ways he can help locally. Just south of his hometown of Yakima, Washington, is the Yakama Nation, a Native American reservation. "They speak Sahaptin, which has just around 100 people left who speak it," he says. "I know there is some movement to get young people to speak it. And my hope, if I were qualified to do it, would be to help with that." **M**



▶ OPENING SCENE

Mac's new theater and dance building gives students the space to take their ideas from imagination to creation.



PHOTOS BY DAVID J. TURNER



BY REBECCA DEJARLAIS ORTIZ '06

It's 8:10 a.m. on a Thursday in February, and Macalester's new theater and dance building is just beginning to stir. Professors are arriving to prepare for morning classes, a few students are setting up their laptops and coffee cups in the second floor's study spaces, and technical director Tom Barrett is already racing in all directions to tackle work on the main stage, the last space still under construction.

With the building almost complete, students and faculty can't stop imagining what's now possible in the performing arts at Macalester. The energy is palpable: in studios filled with natural light, in a green room where students and faculty gather, and in 270 new classroom seats that serve students from all disciplines.

"All of us are saying, 'This is amazing'—that's the continuous refrain," says theater professor Beth Cleary, whose "Oral Histories in Performance" students are interviewing the people who worked on the building's construction for an archive that will evolve into a script. "We're pinching ourselves."

The \$32 million project, funded in part by The Macalester Moment campaign and designed by HGA Architects and Engineers, adds 20,000 square feet to the building.

Every room—including the main stage, the black-box Huber-Seikaly Theater, and Fox Dance Studio—serves multiple functions. And every decision was made with the daily teaching and learning environment in mind, says department chair Cláudia Tatinge Nascimento, who came to Macalester two years ago in part because of this investment in the arts.

We couldn't cover everything that happened this semester in the building vice president of administration and finance David Wheaton calls "a transformative space for the college." Instead, we spent a single day exploring its classrooms and studios. Here's how it unfolded.

◀ 9:40 A.M.

In the black-box Huber-Seikaly Theater, 14 students in "Acting I" spread out across the floor, doing lunges, push-ups, and vocalization exercises as Whitney Houston's "I Wanna Dance With Somebody" pulses from the sound system.

Kicking off class with an active warm-up is non-negotiable, theater professor Harry Waters Jr. says: "It's natural to wake your body up, so you can be fully present. Students aren't just talking heads. In what we do, they're relating to one another with their whole body."

Most of the students are first-years. Some already plan to major in theater; others have never acted before. Regardless of their experience, the lessons of this course will stay with them. "Students learn about successes and struggles, and they get to experience themselves as a fuller person," Waters says. "After a theater class, our students are more human."



▲ 10:30 A.M.

IN FOX STUDIO, seven students in Bob Rosen's "Physical Approaches" class are devising three-minute wordless performances inspired by the clay work exhibited in Law Warschaw Art Gallery across the hall. Kneeling and barefoot, Rosen watches as the students rehearse. The room, which moments before had been filled with laughter and conversation, falls silent save for intermittent thumps and footfalls as they jump, stomp, and roll across the wood floor.

In "Physical Approaches," Rosen teaches his students—just two of the seven are theater majors—to express themselves without scripts. "It's a combination of writing things in a notebook to track thoughts and ideas and getting up on their feet to work," says Rosen, an actor and director who was a founding member of the

internationally acclaimed Theatre de la Jeune Lune company in Paris and Minneapolis. "They'll try things out, talk a little bit, and then try things out again."

It's a vastly different kind of learning than **Andy Han '19** (above right, next to Rosen) has ever encountered. Han, a computer science and philosophy double major from Northbrook, Ill., promised himself as a first-year student that he'd take a theater class before graduation. He decided to wait until his last semester, when he knew the new building would open. A month in, Han already has an appreciation for the rigors—and rewards—of physical theater. "This class made me think about audience," he says. "When you write software, you do that with the users in mind. In philosophy, you're trying to persuade readers through a paper. But in theater, I can't hide behind software or words. It's just me, a human body."



▲ 1:20 P.M.

Customer Lynn Farrington likens her shop to a laboratory—one of the places where students test out what they learn in class. And this costume shop, two and a half times larger than her old workspace, provides more room to do just that. “I can have three times as many students in the room stitching,” Farrington says.

The additional square footage also creates a safer work environment by allowing students to spread out. The room has five large work tables and sewing machines, as well as an industrial serger and sewing machine. (Pictured above: student employee **Kethulli Grein '19**, a psychology major from Lynn, Mass., transfers a pattern to modify it for the upcoming dance concert.)

In one corner, a fitting area’s lighting is designed to match what an audience sees on stage. An adjacent room with improved ventilation features washing machines, a dye vat, and a large table that will allow Farrington and her students to experiment with batik, painting, and other techniques that the old shop simply couldn’t support.

That’s what thrills Farrington about this space, and it’s a recurring theme in the building: “Now we can encourage the arc of completion, from imagined idea to a two- or three-dimensional project that forms a springboard to the next idea,” Farrington says. “Students can exercise their imagination to the next level, and we can give them the skills to do it.”



▲ 1:40 P.M.

Back in Fox Studio, a mix of theater and sociology students are moving through the room, responding to direction from theater and dance department chair Cláudia Tatinge Nascimento. For the first time, she and sociology professor Erika Busse-Cárdenas are co-teaching “Festival of Nations: Sociology of (Multi)Cultural Performance.” The course explores performance as an expression of culture and culminates in an intensive study of the Festival of Nations, an annual Twin Cities event that showcases the cultural heritage of nearly 100 ethnic groups.



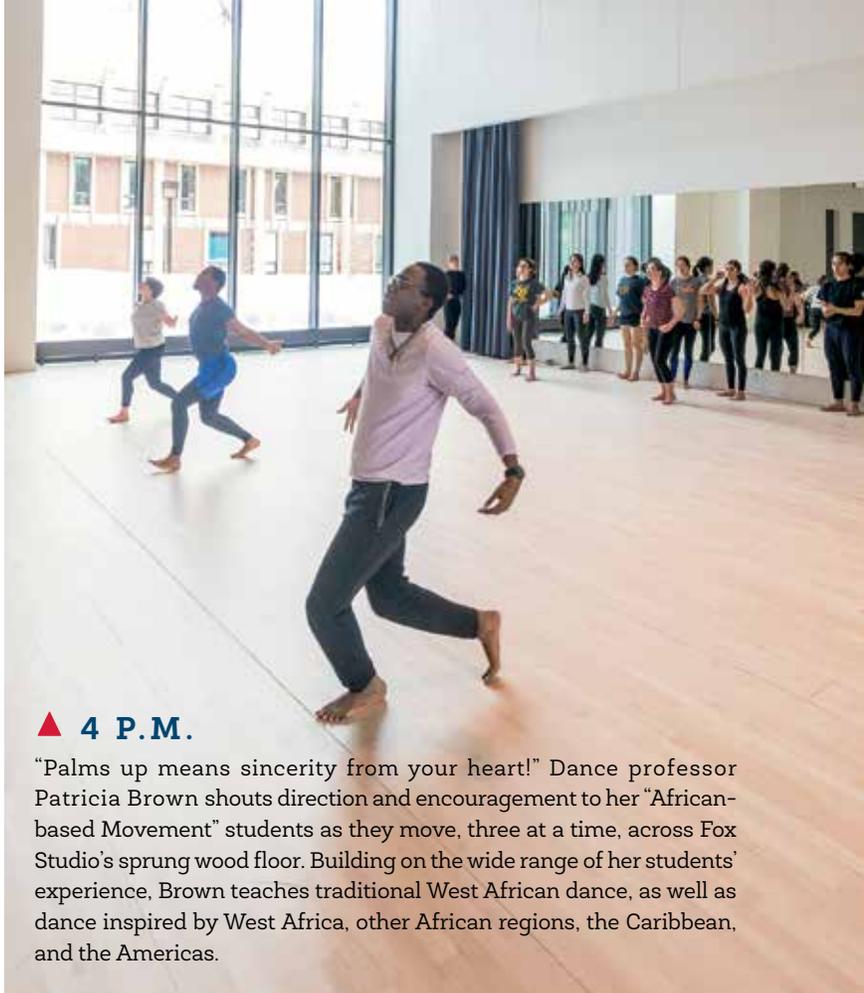
Tatinge Nascimento guides the students through an active theater training exercise, her voice the only one in the room. She's gently heckling, hooting, praising, chastising, playing with nicknames. "See each other. Don't look at the floor!" Tatinge Nascimento implores, and the students are running diagonally across the room, their breathing getting more audible. Then they're sprinting, then dancing—and finally they segue smoothly into their current assignment: writing and performing a short piece about their heritage.

This isn't the kind of classroom rhythm that Busse-Cárdenas and her sociology students are used to—but that's the point. Early in the semester, she met with plenty of sociology students wondering what to expect. "I heard 'Erika, I've never done this before in my life!'" says Busse-Cárdenas, who performed in theater as an undergrad and continues to study and practice dance. "And then I see them now, doing what they were scared to even try before. In this class, I've learned to help students with not only their ideas, as we do in a traditional classroom setting, but also how to use their own bodies to communicate the idea—and then connect that movement to what they're studying."

That includes using dance as a way to think about nationality, ethnicity, and multiculturalism. The class is meeting several times in the Fox Studio to prepare this assignment, and Busse-Cárdenas says those sessions enhance the classroom learning. "You're not sitting around a table; you're walking on that floor, with all the light and mirrors," she says. "It allows students to try other things. It opens our own minds as people from other disciplines."

2:15 P.M.

Midway through theater professor Cheryl Brinkley's "Voice and Speech" class, students move from warm-up exercises in Berg Studio to the adjacent classroom and take a seat in front of table mirrors. Today Brinkley is guiding the group through a lesson on vowels. Their discussion dives into minute details—with breaks to practice in front of the mirrors—but also fits into a broad foundation that stays with students. Though many of her students are



▲ 4 P.M.

"Palms up means sincerity from your heart!" Dance professor Patricia Brown shouts direction and encouragement to her "African-based Movement" students as they move, three at a time, across Fox Studio's sprung wood floor. Building on the wide range of her students' experience, Brown teaches traditional West African dance, as well as dance inspired by West Africa, other African regions, the Caribbean, and the Americas.

theater majors who will employ their new skill sets on stage, the class has also generated buzz over the years among non-majors who have heard it's excellent preparation for job interviews and presentations. And after they graduate, Brinkley says, often it's her turn to hear from them: the strategy pays off.

4:45 P.M.

When Brown's class ends, several students stay in the studio for her African-based movement ensemble. Late-afternoon light streams in through the full-length windows, which allow passersby outside the building and in the arts commons to watch the dancers as they move. It's a dramatic change from the windowless



◀ 3 P.M.

Downstairs in the design studio, a dozen "Lighting Design" students sit at computers, navigating design software that's new to almost all of them. By semester's end, says professor Kathy Maxwell, they'll be able to turn in a working light plot for the black-box theater.

Theater major **Jesse Claire '20** (Sacramento, Calif.) works in technical director Tom Barrett's scene shop and is also minoring in performance design and technologies. They plan to go into scenery design and are taking Maxwell's class to gain experience in lighting design—and they're in the right place. In the state-of-the-art design studio, 12 large work tables hold brushes, painting tools, cutting mats, and razor blades. A fully equipped lighting grid hangs from the ceiling. That means students can take ideas from concept to execution in the same room: they can sit at a drafting table, sketch out an idea on tracing paper and then actually hang lights and see what the finished product looks like. "I can make revisions as I go and have a better relationship between concept and practice," says Claire (pictured, far right). "The ability to learn by doing is crucial, and we didn't have that in the same way in the old space."

basement studio in the old building—one the students say took some getting used to. Now they find the location encouraging. “It’s nice to dance in public—you are seen as part of campus, and being visible is so important,” **Toan Doan ’19** (Quang Ngai and Ho Chi Minh City, Vietnam) says.

And classes like Brown’s are meant to push students out of their comfort zone, **Xuemeng Yao ’19** (Beijing, China) adds. Her words ring true for **Chris Reece ’19** (Clementon, N.J.). “I’d never done any formal dancing before my junior year at Mac,” Reece says. “I’m learning new things about myself every day.”

Building Tour

MAIN LEVEL

- Instead of a traditional proscenium layout, the faculty chose a flexible performance space for the main stage with various seating and performance configurations.
- Above the theater, a tension grid—effectively a metal mesh placed above the audience, but below lighting instruments—allows faculty to safely teach hands-on design and technical theater courses for up to 20 students at a time.
- One of the project’s most transformative features: a doorway that’s tall enough to transport sets from the scene shop to the main stage. Before the renovation, students had to build sets on stage, which took that space offline for weeks. Now, the stage can serve as a classroom while sets take shape in the scene shop. “It’s the only scene shop I’ve seen in a liberal arts theater that’s large enough for this,” Tatinge Nascimento says.
- Fox Studio hosts dance and movement classes and experiments in digital design technology, with enhanced acoustics, high-quality projectors, and white walls especially treated to serve as projection surfaces.

- The box office and lobby open into the Lowe Dayton Arts Commons.

LOWER LEVEL

- The Huber–Seikaly Theater can be used as a black-box space for theater, dance, and design. Equipped with a lighting grid, sound, and projection, the space supports directing, choreography, design, and acting collaborations.
- Berg Studio supports dance forms that need a marley vinyl floor.
- The design studio includes state-of-the-art technology.
- Two academic classrooms accommodate courses in any discipline.

SECOND LEVEL

- Eight modern, flexible classrooms house all disciplines and support interactive teaching styles (see sidebar at right).
- The Schwartz Arts and Sciences Link is a skyway to Olin–Rice Science Center, providing a physical and symbolic connection between the arts and sciences.
- Seating areas throughout the hallway foster student collaboration and gathering.

5:30 P.M.

After serving as a classroom all day, the Huber–Seikaly Theater is transforming into a performance space: it’s opening night for its inaugural production, currently untitled, a show created entirely by students. Stage manager **Em Friedman ’21** (Chapel Hill, N.C.) and their crew are setting up the chairs that finally arrived yesterday. Yet they’re already imagining the sense of accomplishment the group will feel after tonight’s show. Through this experience, Friedman says, “I’ve become much more interested in the process than the product.”

That process started last spring, when the idea for the show popped into theater major **Gretta Marston-Lari**’s head. Marston-Lari then developed the concept in professor Sarah Bellamy’s “Performance and Social Change” class last fall. The goal for Marston-Lari—a sophomore from Lima, Peru—and the friends who joined the project: to create a platform for students of color and transgender students to tell their own stories on stage. Mentored by Bellamy, each student wrote and directed a scene for what started as a monologue showcase and evolved into an ensemble, with nine actors on stage the whole time.

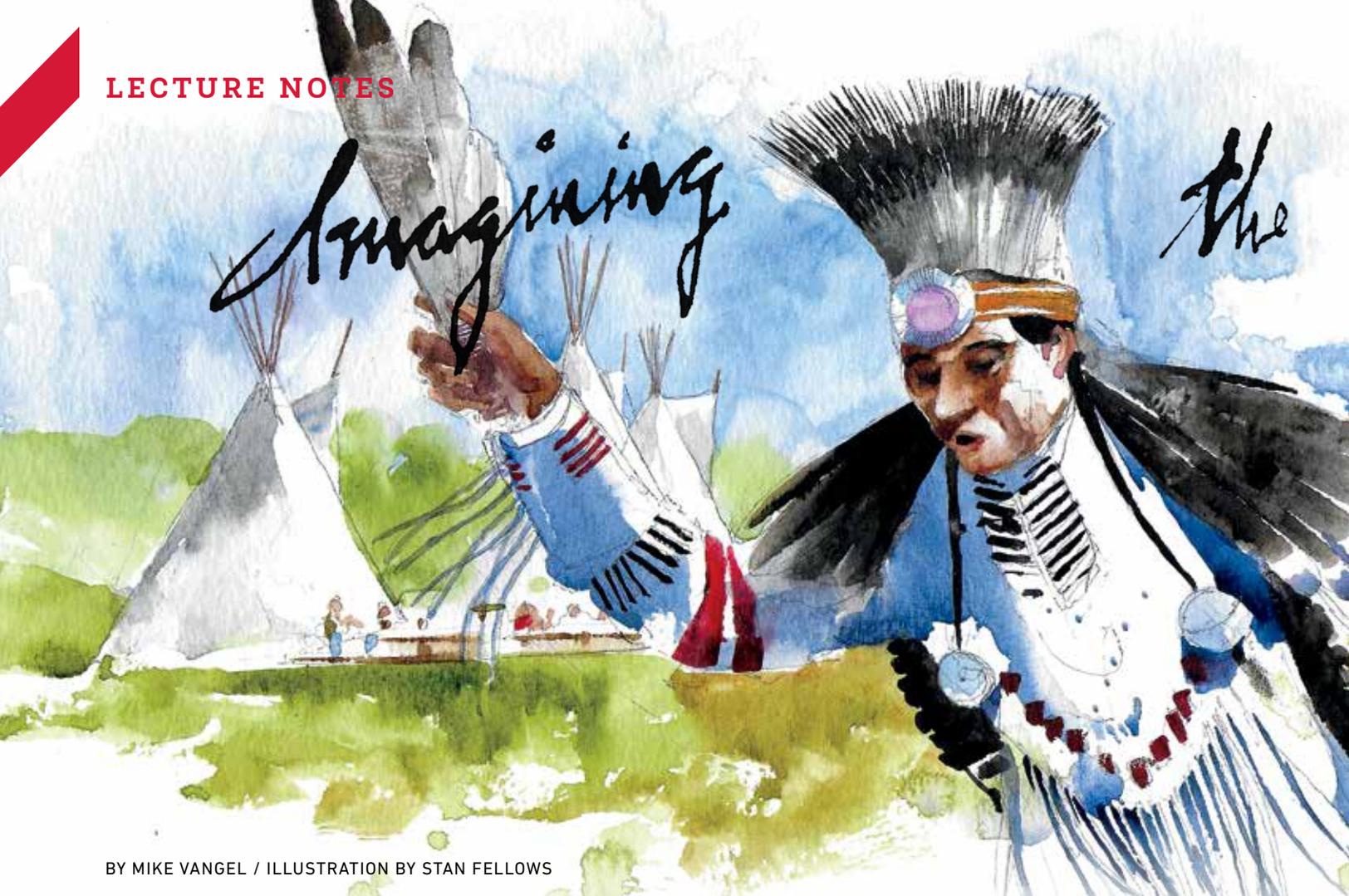
Later, the lights will go up and the show will begin. An hour later, the audience (including Bellamy and department chair Tatinge Nascimento in the front row) will rise for an ovation. “We’re all excited to see this really happen,” Friedman says. “This started as a whim. We found out we could really do it.” 

Classroom Connections

On the second floor, eight flexible classrooms house 70 class sections this semester. The rooms alleviate current pressure on classroom spaces around campus—and they introduce new collaborations and connections to the arts.

A SAMPLING OF THURSDAY CLASSES:

- Ethics in Archaeology and Museums
- India and Rome
- Intermediate Macroeconomic Analysis
- Critical Issues in Urban Education
- Literature and Human Rights
- The Political Geography of Nations and Nationalism
- American Indians and Global Indigeneity
- Philosophy of Mathematics
- Texts and Power: Foundations of Media and Cultural Studies
- Philosophy of Mind
- Religion and World Politics
- Distress, Dysfunction, and Disorder: Perspectives on the DSM
- Women and the Bible



BY MIKE VANGEL / ILLUSTRATION BY STAN FELLOWS

Katrina Phillips is a professor in Macalester's History Department, and an enrolled member of the Red Cliff Band of Lake Superior Ojibwe. She researches and teaches about American Indian history, the role of the mythic Western frontier in American pop culture, and an unusual phenomenon she's been studying for her first book: the twentieth-century explosion of so-called "Indian pageants" across the country. *Macalester Today* sat down with Phillips to learn more.

How did you find out about these Indian pageants?

I grew up near Bayfield, Wisconsin, and in grad school I went back to visit and was in a store where I found something called *The Indian Pageant Cookbook*. It was a reproduction of a book published in 1924, in conjunction with this huge Indian pageant staged in Bayfield, actually on the Red Cliff Reservation there. I thought, "This is the weirdest thing I've ever seen. This has to be the only time this has happened." But when I got home, I started researching, and it turned out that in the late nineteenth and early twentieth centuries, there was an explosion of them across the country. The 1950s was the heyday, but there are some still running today.

What happens in one of these pageants? Are they like plays?

One of the pageants I've been to, which they've done in Pendleton, Oregon, since the 1910s, is called the Happy Canyon Indian Pageant and Wild West Show. It's performed outdoors in this enormous

arena, where there's a stage with a backdrop of tipis, and there are people on stage acting out scenes to tell the story of the region's history. They added narration to it relatively recently, but nobody has any speaking lines, and there aren't necessarily distinct characters, except for people like Lewis and Clark and Sacagawea. The show begins with the Indians who lived in the region—mostly the Cayuse, the Umatilla, and the Walla Walla—and runs through the Treaty of 1855, where they ceded 6.5 million acres of land and moved to a reservation; that first half is the Indian pageant part of it. Then they do this giant set change, and suddenly you're in a frontier town, and the second half of the show is literally a slapstick vaudeville Wild West show. It's kind of surreal.

Why are they important?

I argue in my book that they matter because the towns and local businesses that created them did so as a way to try to stimulate tourism and to revive their regional economies. What's also important in a lot of these productions is that you're seeing this history reenacted where it actually happened. That can create this sense of authenticity, even when the balance between historical accuracy and entertainment might be off.

Why do you think people go see them?

There's always been a kind of fascination with Indians among non-Native people. Philip Deloria, one of the biggest names in Native studies, takes it all the way back to the Boston Tea Party, when the rebelling colonists dressed up as Indians. He argues that by adopting particular characteristics of indigeneity, Americans

American West



were trying to set themselves apart from Europeans. Interestingly, early in American history, tourism to places like Niagara Falls or hot springs was another way early Americans distinguished themselves. Instead of going to see centuries-old buildings, you went to see mountains.

As for the pageants that I've studied, I think a lot of what attracts people today is really more of a historical fascination—not necessarily with Indians, at least not as we currently exist, but with the ideal, romanticized Indian instead. With a lot of these productions, the depictions are very much the “noble Indian.” And I don't begrudge them or judge the people going. But it is really fascinating for me, as a Native person, to see how the ideas of indigeneity become transformed and performed.

In the syllabus for your “Imagining the American West” course, you argue that the mythic West is central to America's identity. Will you unpack that?

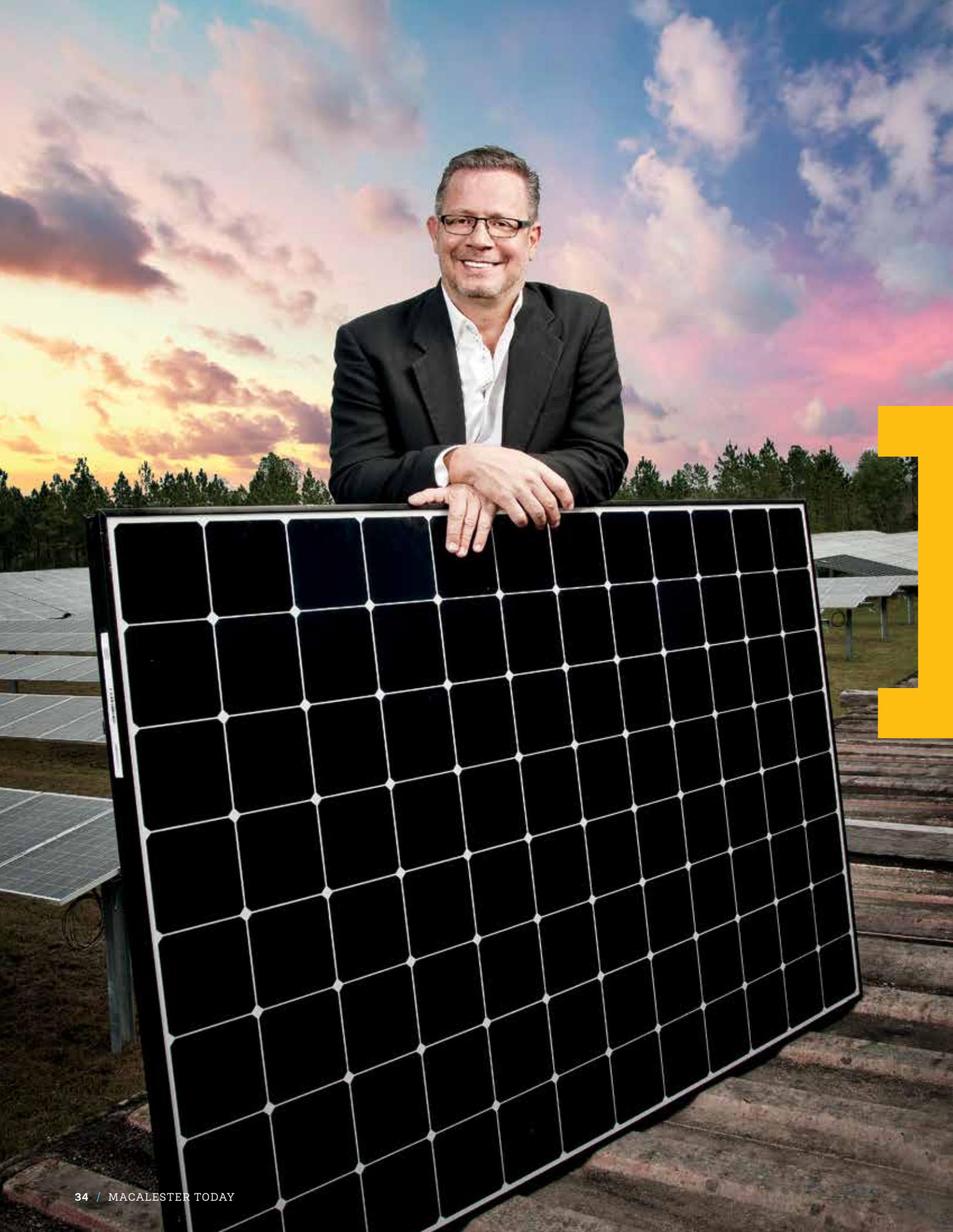
It goes back in some ways to this idea of wilderness. Early Americans came to view anything outside of the city as a place to be feared, but also to be conquered. From there you get explorers like Daniel Boone and the idea of the western frontier, as well as a lot of conflicts and contestation: settlers with this preconceived notion of the wilderness were continually moving westward, but of course, there were all these Native nations already there. That gives rise to this idea—famously espoused in Frederick Jackson Turner's 1893 lecture and essay, *The Significance of the Frontier in American History*—that the frontier is what makes Americans American. It creates this origin myth that still has staying power today.

What's it like teaching such American-focused courses at an international-minded place like Mac?

It's been cool for me, having students who grew up overseas or studied abroad, learning how the American West relates to people across the world. For example, a lot of people in Germany are really interested in Native Americans and powwows, and I have a student this semester looking at a similar phenomenon in the Czech Republic. The mythic West reaches places I might not have considered before. And few students come into my classroom with much knowledge of American Indian history. I don't mean that as a slight against them; indigenous history is just really under-taught. At the same time, it has also been amazing to have so many students who are willing to look at this component of American history, which is intriguing but also troubling for them. A lot of them start to question their previous history classes.

What do you hope students will take away from your courses?

When indigenous history is taught in other levels of education, it's usually just really depressing—like, “Let's talk about the Trail of Tears!” I try to find a way to balance my classes: to teach the horrific parts of this history, while showing my students the power of continued indigenous resistance. Because even my presence in the classroom is an act of resistance. I want my students to understand what's happened in history, but I don't want them to come away with just a sense of pity. I want them to see the agency and the resistance and the survival. And I want them to come out of my classroom with more knowledge about indigenous history—and the tools to help share it. **M**



BRIGHT FUTURE

Reynaldo Rodriguez '85 applies his business acumen to expanding the reach of renewable energy.

BY MIKE VANGEL / PHOTO BY DARIN BACK

If it weren't for Macalester, **Reynaldo Rodriguez '85** might never have gone into business at all.

Growing up in San Lorenzo, a rural town in Puerto Rico, Rodriguez excelled in the sciences from an early age. In high school, after winning an island-wide science fair, he competed in the International Science and Engineering Fair, and upon returning, he found his mailbox at home full of letters from colleges offering scholarships. Rodriguez chose Macalester because he was drawn to the culture, academic programs, and international profile. "The only thing I didn't take into consideration was the weather," he says. "The warmest thing I owned at the time was a sweatshirt."

Despite the cold, he fell in love with Mac, particularly the other students. They, in turn, exposed him to a wide variety of ideas and opinions, an experience he says he missed out on growing up in rural San Lorenzo. They even shaped his career path: until he got halfway through college, Rodriguez planned to pursue engineering. Many of his friends, however, happened to be economics majors. After hearing about their classes, he decided to try out a macroeconomics course. The next semester, he signed up for microeconomics. He was hooked.

He spent the next few semesters cramming to complete the degree requirements—and to learn all he could from legendary professor Vasant Sukhatme. "Sukhatme was my favorite professor, flat out," Rodriguez says. "He challenged my preconceived perspectives, broadened my viewpoint and totally changed my way of thinking."

After graduation, Rodriguez jumped into the business world, finding early success with a telecommunications company. Rising through the ranks to become vice president of international sales, he absorbed what he could about running a business and discovered a passion for growing companies.

He took a leap in 1998 and formed his own company, Maya Telecom. The timing would turn out to be fortuitous, with the cell-phone market about to explode. "All the towers that we installed were migrating from old flip phone technology to smart phone technology," he says. "We were some of the first to receive iPhones, because we had to test them to make sure they would talk to the cell sites."

Relying on his strong work ethic and the expectation of excellence he'd learned from Sukhatme, Rodriguez led the company to win contracts in three states, configuring some 16,000 cell towers in total: "There were 12 Bell companies at the time—AT&T, Bell

South, Pac Bell...we worked with all 12, and the government, too." It was a point of pride, he says, when his small, family-like company won government contracts over major competitors.

A few years later, Maya Telecom was doing so well that one of those major competitors bought it. "They made me an offer I couldn't refuse," Rodriguez says, laughing, adding that while he was sorry to let the business go, the change allowed him to explore another emerging market: solar energy.

During his childhood in Puerto Rico, he says, energy had been pricey and unstable. Historically, the island has produced much of its electricity from old petroleum-burning generators. The price of energy can fluctuate wildly because it's tied to the price of petroleum, and production results in a lot of pollution. As an antidote, Rodriguez founded two solar companies in 2007: Blue Beetle Energy, which operates in Puerto Rico, and Red Toad, which conducts business in Central and North America.

From the beginning, Blue Beetle and Red Toad pursued contracts for utility-scale solar farms, projects large enough to power tens of thousands of homes. Between the two companies, he estimates their projects will produce enough electricity to power more than 43,000 homes in the next three years.

That includes the development of a 250-acre solar farm in Puerto Rico, part of an effort to help restore electrical infrastructure destroyed in Hurricane Maria. He estimates that it could power up to 7,500 homes and hopes it will add stability to the island's volatile utility market.

Two years ago, Rodriguez launched a project in partnership with the Spokane Tribe of Indians in Washington to build a 120-megawatt solar farm inside tribelands. The project is expected to power tens of thousands of homes in the region. "Tribes are sovereign nations, but they've been dependent on the grid," he explains. "This way, the tribe can generate its own power. All the jobs go to tribal people, and they control the rates."

Lately, he's turned his attention to his adopted home state of Florida, where utility companies are aggressively expanding their solar capabilities. As they do so, Red Toad has won contracts to produce some of its largest projects yet—totaling more than 1,000 acres of new solar farms in the state.

"I love this industry," Rodriguez says. In addition to growing a business, "I get to feel like I'm doing something good for the environment. Something for my children. Something where I can look back 20 years from now and say, 'I helped do that.'" **M**

CLASS NOTES

Send **MAC TODAY** your class note via email at mactoday@macalester.edu or mail it to Class Notes Editor, Communications and Marketing, Macalester College, 1600 Grand Ave., St. Paul, MN 55105-1899.

CLASS NOTES PHOTO POLICY:

We publish one photo per wedding.

We do not have space to publish baby photos.

We welcome photos of alumni gathered together anywhere in the world and publish as many photos as space permits.

Photos must be high-resolution, approximately 2MB or greater in file size.

If you have a question about your class note, call Editor Rebecca DeJarlais Ortiz at **651-696-6123**.

1949

The Rev. **Doug Seleen** and his wife, Leila, celebrated their 65th wedding anniversary last October with friends and family. Doug spends 60 hours volunteering every month, mainly operating chapel television equipment.

1968

Glenn Knight has retired from Verizon after "24.75 years." Since then he has become more

involved with Toastmasters International. He served the public speaking organization as S1 area director in Colorado Springs, Colo., from 2017–18, and is spending 2018–19 as southern division director in District 26, which includes Colorado, Wyoming, and western Nebraska.

Diane Pedelty Martin and **Tom Martin '69** of Seattle celebrated their 50th wedding anniversary last September. They are both University of Washington emeritus professors; Diane retired from the School of Public Health, and Tom retired from

the School of Medicine. They have two married daughters and three grandchildren.

1969

The Class of 1969 will celebrate its 50th Reunion June 7–9, 2019.

"Hats off to the Class of '69 in theater," **Stu McDowell** wrote, "We were the first class to go through four years in the Janet Wallace Theater, which is no more. But I've seen the new dance and theater complex, and it's fabulous!"

Tom Ziebell recalled meeting head football coach Bob Lord and touring the Janet Wallace Fine Arts Center while visiting Macalester as a high school senior. "I'm thankful for Coach Lord's example, Dr. Virginia Schubert's influence, and Dr. Edwin Groenhoff's guidance in my decision to become a French teacher and coach," Tom wrote.

1971

Barbara Y. Phillips has been elected president of the board of directors of Creating Resources for Empowerment



Charlie '72 and Alice Berquist '75 (center) visited Marc '72 and Betsy Knoche '71 at their winter residence near Sedona, Ariz.

and Action. The feminist human rights organization is based in the Global South and promotes sexual and reproductive freedoms and the human rights of women, girls, and transgender people.

1974

The Class of 1974 will celebrate its 45th Reunion June 7–9, 2019.

1979

The Class of 1979 will celebrate its 40th Reunion June 7–9, 2019.

1987

David Maeda has been named director of elections for the State of Minnesota. He was previously the Minnetonka, Minn., city clerk and served as chair of the League of Minnesota Cities' Election Taskforce and as election supervisor for Hennepin County. David is also chair of the Minnesota Council on Asian Pacific Minnesotans.

1989

The Class of 1989 will celebrate its 30th Reunion June 7–9, 2019.

1991

Chris Watson has been named senior director of marketing for KVH Industries, Inc. The global technology firm is headquartered in Rhode Island and provides satellite communications for commercial and leisure vessels and precision navigation services for driverless automobiles.

1994

The Class of 1994 will celebrate its 25th Reunion June 7–9, 2019.

1995

Julia Kirt has been elected to the Oklahoma State Senate. She represents Oklahoma City.

1997

Last year, **Brooke Neumeyer Bui** gave birth to a daughter



Amelia Franklin '14 (left) and Andrew Lund '12 both work at Laughing Monk Brewing in San Francisco. "We both majored in geology at Mac and accidentally dress alike, too," Amelia wrote.

and was appointed dean of liberal arts at Irvine Valley College.

1999

The Class of 1999 will celebrate its 20th Reunion June 7–9, 2019.

After 15 years with the Congressional Budget Office, **Sarah Puro** has joined the staff of the House Appropriations Commit-

tee's Subcommittee on Transportation, Housing, and Urban Development.

2002

Bailey Eder became campus director for the Holmes Institute–Gold Coast in March 2018.

2003

The Classes of 2003 and 2004 will celebrate a cluster Reunion June 7–9, 2019.

Sarah Raser and her husband, **Ben Sherwood**, welcomed their second child, Robina Emma Sherwood. She was born in Lawrence, Kan., where Sarah and Ben have lived since 2016.



Sasha Lansky '14 met Doug Johnson '71 last fall when she took his "Strategizing for Human Rights" course at Harvard Kennedy School. "I'm hoping to follow Doug into the field of human rights activism," she wrote.

2004

The Classes of 2003 and 2004 will celebrate a cluster Reunion June 7–9, 2019.

Seth Viebrock is the founder of Origin Eight, a digital marketing and web design agency that has created websites for such clients as the Juilliard School, the University of Minnesota, Cornell, and Estée Lauder. Seth previously built websites for Justin Bieber, Rihanna, and Mariah Carey.

2005

Johanna Shreve is a member of the Rose City Rollers, the Portland, Ore., roller derby team that won the Women's Flat Track Derby Association World Championship last November in New Orleans, La.

2006

Claire Deason Chevalier has been promoted to shareholder at the law firm of Littler Mendelson P.C.

2008

Rachel Bunkers-Harmes Katsuura welcomed her second child, Yuumi, in August 2018.

2009

The Class of 2009 will celebrate its 10th Reunion June 7–9, 2019.

2011

As a member of the University of Minnesota's incoming medical school class, **Aaron Rosenblum** took part in a traditional

> *Continued on page 43*

WHERE DID YOU FIND A HOME AT MACALESTER?

"I went to Mac in 1963, by train from Lamy, New Mexico, to St. Paul. I'd never been away from my Santa Fe home before, except for visits to my grandmother's in El Paso, so I was scared, excited, and tired from the 28-hour journey. My parents were friends of Beulah and [Mac administrator] Homer Townsend; it was because of them that I applied to Mac. He met me at the train station, helped me cope with luggage that hadn't arrived, and took me to their home for dinner. The next day, he drove me back to the train station to claim my trunk. The Townsends took me in for several days and I felt at home there. They had three children and a cozy house near the college. Beulah, knowing I was terribly homesick, often invited me over for Mexican food. I babysat occasionally. I lost track of them after graduation, but my parents exchanged Christmas cards for many years." —**Eva Pando Radford '67**

"Macalester Jewish Organization (MJO) was the place where I first felt truly at home at Mac, walking into the first MJO Tuesday night meeting of the year and immediately feeling like I was with my people. I felt accepted for being my authentic self. Some of my closest friends from Mac remain people who I met at that first meeting, and it was amazing to watch as our class year led the campus Jewish community together our senior year." —**Isaac Gamoran '18**

"During a very cold January in 1970, I gathered with a group of Mac students to spend the interim term at Hastings State Mental Hospital. While getting to know and work with the patients, we also got to know each other very well. Many

became lifelong friends, but most especially, it was where I met the man who would become my husband. Through Kevin, when we returned to campus, I then got to know the wild men of Second East Dupre. Now, 46 years after our graduation and wedding, this extended group is still our closely knit family."

—**Lucy Lind Hogan '73**

"Concert choir provided me a consistent home and community for all four years of my Mac experience. I met one of my best friends (to this day!) through choir, whom I probably wouldn't have met if we both didn't love to sing."

—**Romi Dehler '14**

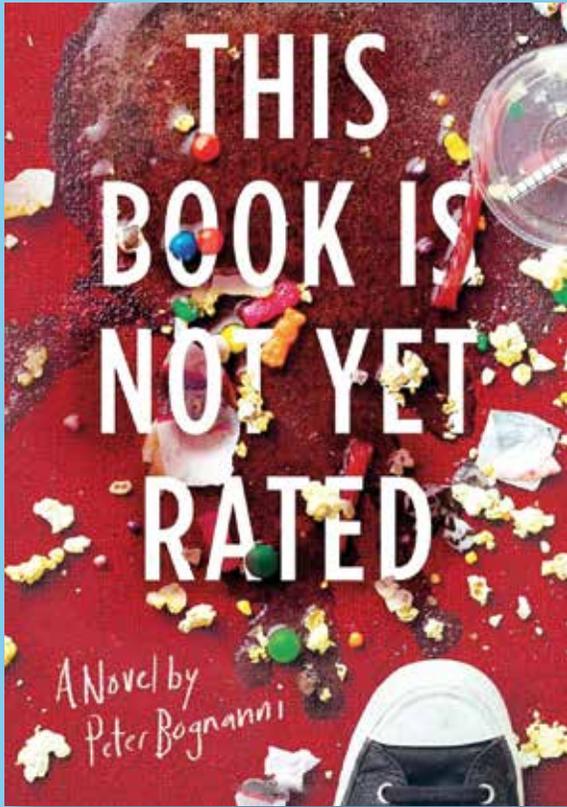
"In my first few months at Macalester, I felt completely out of place. Then I saw an ad for an EMT course being offered over January. I signed up thinking it would be a great experience that could help me gain practical skills before medical school. During the course I was drawn into the incredible organization of compassionate, talented students in Macalester First Aid (MFA). I found my niche at Mac working with MFA and starting Macalester College Emergency Medical Service. I gained confidence and an incredible supportive community of students. I'm forever grateful for that experience."

—**Lauren MacNeill '14**

TELL US:

What do you wish you would've known when you graduated? What advice would you give yourself?

Want to be featured in our summer issue? Send your answer via Twitter (@hey-mac), email (mactoday@macalester.edu), or mail (Macalester Today, Macalester College, 1600 Grand Ave., St. Paul, MN 55105).



PETER BOGNANNI '01

This Book is Not Yet Rated
(Dial Books, 2019)

I fell in love with Raina Allen the day she brought her diorama to class in third grade. It was a project for the school science fair. We had been assigned mandatory projects in November, a series of boring topics that mostly had to do with measuring precipitation levels and learning about the various flatulent land mammals of our region. But Raina had raised her hand when we got our projects and said, “Mrs. Boswell, I don’t want to be a pain,

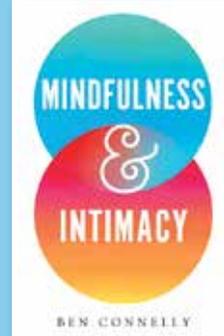
but I think it would be better if I did a diorama.” And Mrs. Boswell, who spent a decent amount of time squashing the dreams of Raina and others like her, froze for a minute. I could see even with my puny third-grade powers of perception that she was on the verge of saying, “Nope. Sorry. Precipitation levels for you.” But maybe because she was

distracted, or in a rare good mood, or bored out of her mind at the thought of seeing another graph of Minnesota snowfall, said, “Okay, Raina. But don’t make me regret this decision.”

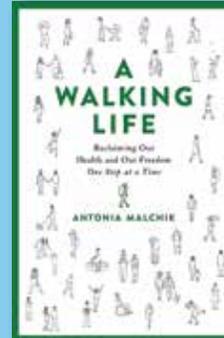
And Raina meanwhile had this look on her face like: *Okay, Mrs. Boswell, you can send your teacher threats my way, but I AM going to make you regret your decision because this diorama is going to BLOW YOUR MIND.* And sure enough, when Raina brought her project to our pathetic little science fair in the cafeteria on a slushy December morning, it was nothing short of astonishing.



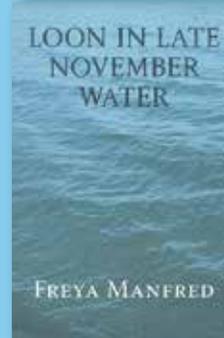
Judi Bergen '64 P'97,
Longing to Belong
(Lost Lake Folk Art, 2016)



Ben Connelly '92,
Mindfulness and Intimacy
(Wisdom Publications, 2019)



Antonia Malchik '98, *A Walking Life: Reclaiming Our Health and Our Freedom One Step at a Time*
(Hachette Books/ Da Capo Press Lifelong Books, 2019)



Freya Manfred '66, *Loon in Late November Water*
(Red Dragonfly Press, 2018)



Erin Twamley '09,
Everyday Superheroes: Women in STEM Careers
(Wise Ink, 2019)

WEDDINGS



1. **Maggie Wood '12** and **Mitch Glasser '12** were married on Oct. 26, 2018, in Stoughton, Wis. Their wedding party included **David Arvizu '12, Louie Mondale '12, Danielle Dweck '12,** and **Majra Mucic Gibbons '11.**

2. **Anna Peschel '08** and John Benning were married June 16, 2018, on Anna's family's property outside of Wheeler, Wis.

3. **Erin (Slater) Slater-Wu '15** and James (Wu) Slater-Wu were married on July 22, 2018, in Berkeley, Calif.

4. **Helen Baker '04** and Alexander Scollon were married Aug. 7, 2017, in Tobermory on the Isle of Mull in Scotland.

5. **Andy Tweeten '05** and Ben Nardozi were married Oct. 6, 2018, at Minneapolis City Hall.

6. **Nolan Levenson '11** married Joanna Kandel on Jan. 20, 2019, in Brooklyn, N.Y.

7. **Matthew Landers '06** and Jason Stone were married September 15, 2018, in Seattle.

8. **Bekah Keller '14** and **Spencer Robinson '13** were married Dec. 16, 2017, surrounded by many Mac alums.



4



5



6



7



8

CALLING ALL ALUMNI ATHLETES

Nearly one in four Macalester alumni participated in varsity athletics, and the Alumni Board's Athletics Working Group (AWG) is working to enhance how those alumni engage with the college and support current athletes—whether they're campus neighbors or thousands of miles away. AWG members are eager to answer questions about life after Macalester, especially on how their athletics experiences have helped them in a diverse range of careers.

The group spans 55 years in Macalester athletics: **Michael Skoien '73** (chair), **Justin Brandon '00** (incoming chair), **Abby Dos Santos '01**, **Glafira Marcon '13**, **Donald Olson '58**, **Josh Ortiz '05**, and **Jumaane Saunders '00**.

Current AWG projects

- **Mentoring:** The AWG is piloting a student/alumni mentoring project with the women's volleyball team. Based on learnings from the pilot, the project will hopefully expand to other Mac teams as well as Student Athletic Advisory Council (SAAC) members.
- **Year-round events:** Through collaborations with the Athletics Department and M-Club for events like "Back to Mac" day (scheduled this year for October 5) and Winter and Spring Sports Days, the AWG is working to bring alumni back to campus to support Mac teams and re-experience all the college has to offer.
- **Reunion weekend:** The AWG is active at Reunion weekend, sponsoring fun activities and educational panels that showcase alumni-athletes and student-athletes. Join us June 7–9! More details: macalester.edu/reunion

Get Involved

- Attend an athletic event—on campus or when Mac is on the road.
- Go to the athletics website, find an upcoming event, and click on the live stream to watch Mac athletes compete live from your computer, phone, or tablet.
- Host a game-watching gathering, wherever you are in the world. (We'll walk you through the technology!)
- Contact Alumni Engagement (alumnioffice@macalester.edu) and ask to connect with the AWG.
- Stay in touch and up to date with Macalester athletics programs through Mac Social (macalester.edu/macsocial), Facebook, Instagram, and Twitter.

OUR MACALESTER MOMENTS

"During my first month on campus, I enjoyed the freedom college gave us, especially compared to high school. I filled my time by balancing my academic schedule with a work-study job with the grounds crew, running track, hosting a WMCN radio show. Despite my involvement in several activities, I thought I should be doing more for the community. **Nadia Milani Fifita '99** introduced me to the Community Service Office and its tutoring programs. I'll always be thankful to Nadia for connecting me with the Homework and Hoops tutoring program and the other Mac students who rode the van every Tuesday afternoon to make a difference in the lives of students in Minneapolis. That weekly off-campus commitment created the foundation for my career in education."

—Justin Brandon '00



"Coming to Macalester from a small rural community in western Minnesota where 'diversity' and multiculturalism consisted primarily of Lutherans or Catholics and Scandinavians or Germans, Macalester was an eye-opener and an education in so many ways. As a basketball player my newfound teammates represented large cities across the country and multiple ethnicities. As a student thrust into an environment where everyone seemed to be a National Merit Scholar or in the top 1 percent of his or her class, academic life was a bit overwhelming. But as I often tell people, I learned more about life, people, and myself in my first year at Mac—on the court, in the classroom, and on campus—than I had in my previous 17 years."

—Michael Skoien '73



Share your own Macalester moment:
macalester.edu/macalestermoment

> Continued from page 38

white coat ceremony last fall at Northrop Auditorium.

2012

Hayley Berra is now parent child home program coordinator at the South King County extension of El Centro de la Raza. She is very excited to be working in child development.

Madeline Marshall has been named assistant professor of geological sciences at Albion College.

Mason Wells has been hired as a city planner for the city of Salem, Mass., after earning a master's degree in urban and regional planning from Tufts University.

Lewis Wilcox is a producer on *Westside*, a new reality show about aspiring musicians. He also did cinematography for the Netflix series.

2013

Hannah Warman Nkeulia and **Franck Nkeulia** welcomed a son, Félix, on April 15, 2018.

2014

The Class of 2014 will celebrate its 5th Reunion June 7-9, 2019.

Jake Waxman has begun working as a contractor for the U.S. State Department on United Nations Police peace-keeping affairs.

2015

Mariah Geiger is continuing her career in public health as an early adolescent health consultant for the Wisconsin Department of Health Services in Madison.



Bhutan's United Nations Ambassador Doma Tshering '90 (right) hosted a National Day reception at the UN in December. Doma and retired U.S. Ambassador Larry Dinger '68, senior advisor at the U.S. Mission to the UN, are pictured by the portrait of the late Kofi Annan '61, former UN Secretary-General.

Remember all those conversations you had at Mac, and each new idea and passion you discovered?

At Mac in Your City, alumni all over the world reignite that energy by gathering to engage in their communities, connect with one another, and celebrate their Macalester pride.

Interested in hosting a gathering for your city? Let us know. It's easy to do, and as a host, you'll play a vital role in this annual tradition for our global Mac community. Wherever you are in the world, join us in creating a special moment for alumni where you live.

MAC IN YOUR CITY

Thursday
October 3
2019

macalester.edu/macinyourcity
macinyourcity@macalester.edu

GIVING BACK TO MAC

Zack Avre '14

MACALESTER FUND CLASS AGENT



AT MAC: Geography and urban studies

AFTER MAC: Worked for three years in Brooklyn, N.Y., managing neighborhood planning and economic development projects at the New York City Economic Development Corporation

CURRENTLY: Pursuing a master in city planning degree at Massachusetts Institute of Technology, studying equitable economic development

CLASS AGENT MOTIVATION: I decided to get involved because I want to help shape the legacy of Mac to make sure it lives up to its values and works for all students,

particularly first-generation college students. Giving back to Mac is a way for me to stay connected to a community that gifted me some of my best friends and incubated my professional interests.

TAKE ACTION: There are many ways to give back—from donating the \$5 you would spend on a pint of beer to offering your time to current students looking for career advice.

By encouraging their classmates to support the Macalester Fund, Class Agent volunteers help strengthen the Mac experience for students on campus today. To learn more about joining this network, visit macalester.edu/classagent or contact macalesterfund@macalester.edu or 651-696-6909.

REUNION



Reunion 2019: June 7–9

Rekindle your Mac spirit with friends, enjoy new traditions, and celebrate all that you remember about Mac. In 2019, join our 5th Alumni of Color affinity reunion being held concurrently with this year's milestone reunions.

Register now.
Everyone is welcome.
macalester.edu/reunion

1938

Florence Lind Ekstrand,

101, of Mount Vernon, Wash., died Dec. 14, 2018. She was a reporter for her hometown newspaper, the Cokato, Minn., *Enterprise*, as well as a poet and freelance writer. After moving to Seattle in 1963, she became editor of the *Queen Anne News*, the *Magnolia News*, and a trade publication for the mobile home industry. With her publishing company, Welcome Press, Ekstrand released books by herself and others, mostly related to Scandinavian culture. Later in life, she made space in her home for college students and refugees from the Eritrea-Ethiopia War. Ekstrand is survived by three daughters, a son, three grandchildren, and four great-grandchildren.

Virginia Krahmer, 100, died May 26, 2016. She retired from Norwest Bank in St. Paul in 1981.

1942

Margarette Anderson Hann, 98, of Edina, Minn., died Jan. 28, 2019. She was a homemaker and an active volunteer with her church and numerous community organizations. Hann is survived by her husband, Charles, a daughter, a son, two granddaughters, three great-grandchildren, and a brother.

Virginia Snyder Mullen, 98, died Jan. 8, 2019. She taught cooking, sewing, marriage and family, sex education, and child development at Lake Oswego High School from 1964 until her retirement in 1982. Mullen is survived by two daughters, two grandchildren, four great-grandchildren, a sister, and a brother.

1945

Dorothy "Dodie" Ralph Stearns, 95, of Wilson, Wyo., died Dec. 31, 2018. With her husband, Clarence, she opened Hungry Jack's General Store in Jackson Hole, Wyo., in 1954. Stearns is survived by four

children and five grandchildren.

Jean Frarey Walters, 94, of Rochester, Minn., died Dec. 14, 2018. She was a child welfare worker with the Olmsted County Welfare Office from 1946 to 1955. Walters is survived by a daughter, a son, seven grandchildren, and eight great-grandchildren.

1946

Jean McCurdy Boswell, 93, died Dec. 17, 2018. She was an interior designer and a founding member of the Palos Verdes, Calif., Arts Association. Boswell is survived by two daughters and four grandchildren.

1948

Margaret Masters Clemmings, 92, died Jan. 30, 2019. She worked as a medical technologist at St. Louis Park Medical Center for 40 years. Clemmings is survived by a daughter, a son, two grandchildren, and a great-grandson.

1949

Burr L. Behler, 93, of Oak Park Heights, Minn., died Feb. 20, 2019. He served in the U.S. Army during World War II and worked as an internal auditor for Great Northern Railway. Behler is survived by four sons and eight grandchildren.

Lyle D. Gerard, 94, died Dec. 16, 2018, in Duluth, Minn. He was a World War II combat veteran who served in France and Belgium. He taught high school English in St. Louis Park, Minn., for many years, and later taught English as a second language. Gerard is survived by three daughters (including **Poldi Gerard '75**), five grandchildren, and a brother.

Winifred Mathis McAfee, 94, died Dec. 21, 2018. She was a school teacher in Kelliher, Minn., and worked for many years in the Stillwater, Minn., schools. She retired in 1986

as a high school library aide. McAfee is survived by a daughter, two sons, four grandchildren, six great-grandchildren, and a brother.

1950

James G. Bigelow, 96, died Nov. 5, 2018. He served as a pilot in the Navy during World War II and owned Bigelow's Bar on St. Paul's West Side. Bigelow is survived by three daughters, a son, nine grandchildren, and eight great-grandchildren.

Leland L. Durst, 91, died Dec. 30, 2018. He served in the U.S. Army during World War II, attaining the rank of corporal. Durst later worked for First National Bank and retired from Bremer Bank Corporation in Willmar, Minn. He is survived by five children, eight grandchildren, and seven great-grandchildren.

Stephen P. Hicks, 94, of Pipestone, Minn., died Jan. 15, 2019. He served as a bombardier in the Air Force in England during World War II. He later managed Hicks Oil in Pipestone, became a licensed pilot, was a member of the Civil Air Patrol, and was inducted into Macalester's Athletics Hall of Fame. Hicks is survived by his wife, Mary Lou, a daughter, and a son.

Donald M. Hultstrand, 91, died Dec. 21, 2018, in Greenville, S.C. Following his ordination as an Episcopal priest in 1953, he served in various capacities at churches in Minnesota, Ohio, Missouri, and Colorado. Hultstrand was named Ninth Bishop of the Episcopal Diocese of Springfield, Ill., in 1982. After his retirement, he served as bishop-in-residence at Christ Church Episcopal in Greenville and president of the Living Church Foundation. He is survived by his wife, Lenora, a daughter, a son, 13 grandchildren, 22 great-grandchildren, and a sister.

William H. Rock, 90, of Anoka, Minn., died April 8, 2018. He practiced family medicine

for more than 30 years in the Anoka area. Rock is survived by his wife, **Liane Sundin Rock '80**, four children (including **Raeny Rock-Hendrickson '84**), 15 grandchildren, 15 great-grandchildren, and a sister.

Alice Smythe Roth, 89, died June 26, 2018, in Coeur d'Alene, Idaho. She worked for the Sampson-Ayers Music Store and ICNE Library in Spokane, Wash. Roth is survived by three sons, three grandchildren, three great-grandchildren, two sisters, and brother **Robert Smythe '54**.

1951

William H. Caldwell, 91, of Monticello, Minn., died Jan. 23, 2019. He served in the U.S. Army in Japan. Caldwell is survived by two daughters, several grandchildren, a sister, and two brothers.

Janice Meddaugh Christensen, 89, of Salisbury, Md., died Jan. 11, 2019. She was a homemaker. Christensen is survived by four sons, five grandchildren, and two great-grandchildren.

Barbara Christopher Farrell, 89, died Dec. 22, 2018. She studied in France on a Fulbright Scholarship and taught at Indiana University. Later in life she gained expertise in documenting the bloodlines of thoroughbred horses. Farrell is survived by a daughter, two grandchildren, and two great-grandchildren.

Hugh E. Jelley, 95, of Hastings, Minn., died Dec. 19, 2018. He served in the U.S. Navy during World War II as a member of the Seabees. He worked for many years as a pipefitter and established and taught the pipefitting program at St. Paul Technical College. Jelley retired in 1986. He is survived by his wife, June, a daughter, a son, five grandchildren, and two great-grandchildren.

Yvonne Franzmeier Momsen, 89, died Feb. 6, 2019. As a volunteer, she held leadership

and board positions with such organizations as the St. Paul Chamber Orchestra, JC Wives, and the Children's Hospital Association. Momsen is survived by her husband, Bob, five children, nine grandchildren, six great-grandchildren, and sister **Karyn Franzmeier Pederson '60**.

1952

Donald F. Beisswenger, 88, died Nov. 26, 2018. He served as a Presbyterian minister in the American South and Midwest and was a member of the Vanderbilt Divinity School faculty from 1968 until his retirement in 1995. A champion of social justice causes, Beisswenger co-founded numerous organizations, including Project Return, Penuel Ridge Retreat Center, Tying Nashville Together, and the Living Room. Following an act of civil disobedience during a prayer vigil outside the School of the Americas Center at Fort Benning, Ga., Beisswenger, then 73 years old, was sentenced to six months in federal prison. He received the William Sloan Coffin Award for Peace and Justice from Yale University and the Presbyterian Peace Fellowship Award for Nonviolent Direct Action. Beisswenger is survived by his wife, Judy, six children (including **Thomas Beisswenger '80** and **Philip Beisswenger '83**), 10 grandchildren, two great-grandchildren, three sisters, and a brother.

1953

Soon Heung "Curtis" Kang, 95, of Onalaska, Wis., died Feb. 2, 2019. He was a professor at Buena Vista College from 1960 to 1970 and joined the history department at the University of Wisconsin-La Crosse as a professor in 1976, retiring in 1990.

Lee E. Markquart, 87, of Eau Claire, Wis., died May 29, 2018. He moved to Eau Claire in 1970 to build Markquart Motors. Markquart is survived by his companion, Sue Kristo, a daughter, three sons, 11 grandchildren, eight great-

grandchildren, a sister, and a brother.

Mildred Thompson Tooley, 88, of Minneapolis died Nov. 29, 2018. She received a U.S. Presidential Lifetime Volunteer Achievement Award. Tooley is survived by three daughters, a son, 10 grandchildren, and six great-grandchildren.

Richard G. Young, 87, of Westlake Village, Calif., died Jan. 18, 2019. He worked as a financial adviser. Young is survived by his wife, Claudette, two daughters, a son, and four grandchildren.

1954

Donn E. Sjolander, 86, of Bloomington, Minn., died Nov. 27, 2018. He served in the Navy for three and a half years in Hawaii and Guam and served for 20 years with the Navy Reserves, attaining the rank of commander. Sjolander retired in 1994 after 36 years as a portfolio manager of individual trust accounts with Northwestern National Bank. He is survived by a daughter, a son, five grandchildren, and a sister.

1955

Truman L. Jeffers, 85, died Dec. 20, 2018, in Arden Hills, Minn. He served with the U.S. Army in Germany for two years and for four years with the Army Reserve. Jeffers was executive vice president of the Minnesota Bankers Association from 1970 to 1995. His efforts influenced state and federal legislation, and he was involved in the creation of BancInsure, an insurance company serving banks and bankers. Jeffers is survived by his wife, **Leila Johnson Jeffers '55**, three daughters, eight grandchildren, a great-grandchild, and a brother.

James McDaniel died Jan. 12, 2019. He was an executive editor at Wadsworth Publishing in Belmont, Calif., for many years.

1957

Marvin L. Luther, 84, of Normal, Ill., died Feb. 24, 2019. He was a professor of physics at Illinois State University from 1966 to 1988. He also built several homes in the Bloomington-Normal area. Luther is survived by two daughters, two sons, and six grandchildren.

1958

Thomas J. Philipp died June 13, 2018. He served as pastor of Community Presbyterian Church in Merrick, N.Y., for more than 20 years.

John N. Viken, 85, of Ely, Minn., died Dec. 5, 2018. He was stationed in West Germany with the U.S. Army and worked in sales for IBM and as a stockbroker with Reynolds & Co. before embarking on a career as an entrepreneur. His ventures included several photography-related businesses and a packaging and shipping store. At the end of his career, Viken managed Summit Equipment, a photo equipment brokering company. He is survived by his wife, Judy, two sons, a grandson, and two sisters.

Mary Lusk Wangerin, 82, died Feb. 22, 2019, in Naperville, Ill. She worked for many years in public schools as a physical education teacher and guidance counselor. Wangerin is survived by two sisters.

1959

Cecile Williamson Cary, 80, of Dayton, Ohio, died Nov. 25, 2018. After spending a year in France as a Fulbright scholar and teaching for three years at Wayne State University, Cary taught in the English Department at Wright State University for more than 30 years. She was a specialist in medieval and Elizabethan literature and hosted the Ohio Shakespeare Conference twice. Cary retired in 1999. She is survived by three sons.

Martha Sackett Fowler, 81, died Feb. 4, 2019. She was

named Junior High Teacher of the Year by the Kenosha, Wis., school district in 1994. Fowler also was an adjunct teacher at Carthage College. She is survived by two daughters, a son, a grandson, and two sisters.

Alida Trocke Quinn, 100, of Minneapolis died Dec. 26, 2015. She was a teacher for more than 40 years and spent 26 years teaching kindergarten at Centennial Elementary School in Richfield, Minn. Quinn is survived by a sister and a brother.

Charles R. Shellenberger, 93, of Mahtomedi, Minn., died Jan. 6, 2019. He served in the U.S. Navy and retired after teaching history in White Bear Lake, Minn., for 34 years. Shellenberger is survived by his wife, Clare, a daughter, two sons, three grandchildren, and four grandchildren.

1961

Harland E. "Lanny" Ross, 80, of St. Paul died Oct. 2, 2018.

1963

Ann Lutter Wallace, 77, of Armstrong, Iowa, died Jan. 16, 2019. She is survived by a daughter, a son, three grandchildren, and two sisters.

1965

Ned M. Gibbons, 75, died Feb. 9, 2019. During his career in statistics, he worked for Chrysler and General Motors and was a member of the American Statistical Association. He is survived by his wife, Mary, and a son.

1968

Jeffery A. Buchholz, 72, of Nixa, Mo., died Nov. 15, 2018. He was a dentist. Buchholz is survived by three children, three grandchildren, his mother, three sisters, and a brother.

Marsha Wiecks Wright, 72, of Seattle died Jan. 15, 2019. She was a classical pianist, piano teacher, and board member of the Seattle Teachers Music Society.

1969

Nathalie Kantrud Pickering died Nov. 5, 2017, in Savage, Minn.

1972

Lynn Schroeder Johnston, 68, of Browerville, Minn., died Jan. 20, 2019. She worked for Todd County as a social worker for more than 40 years, specializing in custody and adoption issues. With her husband, she founded a summer camp at Little Elk Ranch. Johnston is survived by two children, six grandchildren, and her sisters, **Jill Schroeder '75** and **Ann Schroeder Kuzj '80**.

Rick Sevra, 68, died Feb. 18, 2019. After working as a research analyst for the Minnesota State Senate, he moved to Kansas City, Kan., in the early 1980s to join his family's mortgage business. At the time of his death, Sevra was president of Mid-Continent Investments of Kansas. He is survived by his wife, Parry, a sister, and a brother.

1976

Beatrice Ahlers Capriotti died recently. She worked in Macalester's Development Office for many years, beginning as secretary to the vice president of development and later as coordinator of research. As a staff member, she attended one Macalester class at a time and graduated in 1976. Capriotti founded the Minnesota Foundation Directory and was among the founders of the Minnesota Prospect Research Association (MPRA), which grew into a national organization. She served as president of the National Society of Fund Raising Executives in Minnesota (now AFP) and was honored by AFP-MN as Outstanding Professional Fundraiser in 1991. She ended her professional career as a consultant. Capriotti is survived by her husband, Frank, two sons (including **Franco Capriotti '72**), her daughter **Pamela Capriotti Martin '74**, four grandchildren and four great-grandchildren.

Terry M. Walsh, 64, died Nov. 15, 2018, in Indianapolis. He was a licensed practical nurse at Indiana University Methodist, retiring in 2016 after 40 years with the hospital. Walsh is survived by his wife, Barbara, four grandchildren, six great-grandchildren, a sister, and a brother.

1977

Thomas W. Molloy III, 64, of Gibson City, Ill., died Aug. 25, 2017. He worked for Graco Manufacturing in Minneapolis. Molloy is survived by four sisters.

1978

Susan Sineni, 63, of Des Moines, Iowa, died Feb. 15, 2019. She is survived by three daughters, a brother, and her mother.

1982

Sara A. Kinersly, 57, died Dec. 19, 2017, in Phoenix. During the 1980s, she made ikat design blankets and clothing at the Pauline Sargent Deppen weaving studio in Portland, Ore. Kinersly is survived by two children, her parents, a sister, and a brother.

1984

Christie K. Watson, 57, of Coon Rapids, Minn., died Dec. 10, 2018. As a deputy fire marshal for the State of Minnesota, she inspected day care centers, homes, and hotels. Watson is survived by four sisters and three brothers.

1988

Julia Hilliker Ronngren, 52, of Wauseon, Ohio, died Dec. 27, 2018. She served as pastor of

several United Methodist congregations in Ohio. Ronngren is survived by her husband, **Todd Ronngren '87**, four sisters, and two brothers.

1995

Rachel E. Hable, 45, died Jan. 30, 2019, in Orange County, Calif. She worked as a real estate attorney and was vice president, underwriting counsel, corporate underwriting at First American Title. Committed to equity, she was a member of Minnesota Women Lawyers and Women of Renewable Industries and Sustainable Energy. Hable also wrote for several sports fan websites and was a former director of Macalester's M Club. She is survived by her husband, Seth Anderson, her parents, four sisters, and a brother.

// OTHER LOSSES

Ronald A. Joslin, a research and instruction librarian at Macalester, died Feb. 20, 2019, at the age of 58. He lived in Coon Rapids, Minn. Joslin joined the Macalester staff in 1984 and worked at the college for 35 years. Joslin developed many collaborative partnerships with faculty, staff, and students, and launched the annual library technology conference LibTech at Macalester in 2009. He is survived by his mother, two sisters, and two brothers. An online book, *In Fond Memory: Ron Joslin*, can be viewed at mlpp.pressbooks.pub/fondmemoriesronjoslin. Individuals can contribute to the book by emailing lterveer@macalester.edu.

Harvey P. Jurik, a theater professor at Macalester during the 1960s, died Nov. 14, 2018, in St. Augusta, Minn., at the age of 88. He designed sets and costumes for theater productions at Macalester, and also worked at the Pittsburgh Playhouse and the Honolulu Community Theatre. Jurik was founder of County Stearns Theatrical Company and director of Theatre L'Homme Dieu in Alexandria, Minn. He retired from St. Cloud State University.

Hans W. Wendt, a retired professor of psychology at Macalester, died Jan. 31, 2019, at the age of 95. He is survived by his wife, Judith, a daughter, two sons (including **Alexander Wendt '82**), and seven grandchildren (including **Michael Darrow '14**).

REALIZATION OF A LEGACY



That was the 1975 theme (pictured, lower left) for the Black and Minority Students Graduation, a spring tradition on campus for several years in the 1970s. (The previous year's program cover—pictured, top left—featured art on “Umoja,” Swahili for “unity.”) Many students attended, but the only items from the event in Mac’s archives collection are the photo and two programs pictured here. Do you have more images from this event? Do you recognize whose art the programs feature? **Contact archives@macalester.edu or 651-696-6901.**



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PHOTO: DAVID J. TURNER

Pushball in snowfall: The annual Founders Day tradition on the Great Lawn took on an additional level of challenge—and fun.