

TODAY



Education Illuminated

As the pandemic amplifies challenges in K-12 education, where do we go next? **PAGE 26**



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Dakota elder Walter “Super” LaBatte Jr. '70 is an artist, historian, and culture bearer.

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“I wanted us to investigate some of the documented theatrical history that led us to this moment,” Professor Harry Waters Jr. says.

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“What I’m hoping to see as we come out of this is more questioning about how we want to live together,” says Mac educational studies professor Brian Lozenski.

PHOTO ILLUSTRATION: CHARLES JISCHKE

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El-Kati's legacy

I enjoyed tremendously the article on Professor Mahmoud El-Kati (Winter 2021). I was a freshman in 1969 and well remember the cultural upheaval taking place at that time. A class with Professor El-Kati was one place we knew we would encounter a majority of Black students. One final exam had us students in a circular formation and the good professor asking questions and waiting for the first verbal answer. It was like a Black History category on Jeopardy.

I also remember courses on the Harlem Renaissance with Evelyn Vanouse, with many of the same students. During one of my summers in the Twin Cities, I participated in a protest march (the cause forgotten), and Professor El-Kati was at the front leading the chants.

Thank you for this profile of a very impactful professor.

Joan Johnson Rooks '73
Hemet, Calif.

Mahmoud is the reason I teach history today. His knowledge of the subject, his engaging style, and his commanding presence left an everlasting impression. I have tried to duplicate his style for going on 43 years!

Eric Anderson '75
Pomona, Calif.

Professor El-Kati profoundly impacted my worldview as a student of history. His teaching still impacts my perspective of our country. Thank you.

B. Todd Jones '79
St. Paul

Cheers

Thank you for putting the 1977 cheer squad in *Macalester Today*. We are so often not included in the history of Mac. It was a hard row to be on a Macalester cheer squad—there were very vocal opinions on pros and cons. I led the cheer squad from fall 1978 until we were disbanded by the athletic director for allowing men to try out. One of those men was Doug Tilton '82 and he was pretty darn good. We performed during basketball season in the original long plaid skirts and sweaters from the past squads. Greatest memory was breaking our football losing streak, the *People* article, and the celebration.

Robin Garcia-Hrbek '83
Rosemount, Minn.



Thanks to Kim Walton '79 and Robin Garcia-Hrbek '83, we've identified the cheerleaders in "Last Look" (Winter 2021). From left: Vickie O'Neal Iddings '79, Walton, and Garcia-Hrbek.

On viewpoint diversity

Regarding the invitation to answer what lessons from past experiences guide you today ("Wise Words for Turbulent Times"): When I was a poli sci major at Mac in the '60s, most of my classmates were Republicans. I was almost the lone DFLer. But we all got along fine, and I am still in touch with many of them. Viewpoint diversity was an accepted norm at Macalester back then. Now, I always try to see all sides of an issue, and, typically, there are more than two sides. It's called critical thinking, something missing at Macalester now. I am a registered independent in California.

When JFK died, my Republican friends reached out and comforted me. They, too, were shocked and saddened. I recall we invited Barry Goldwater to speak in '64. As he entered the convocation, nearly everyone stood in respect. None of my GOP friends asked for a safe haven that post-election morning in November. No comfort dogs were roaming the dorms. No one ridiculed them in class that day, so they did not complain about microaggressions. I guess my colleagues were adults. How Macalester has changed now that students are scared of viewpoint diversity.

Roger S. Peterson '67
Rocklin, Calif.

Founder, Macalester Alumni of Moderation

Winter reflections

I have enjoyed the last couple of years of *Macalester Today* and believe the level of journalism to be much improved. In the latest issue, I especially enjoyed the feature story "Wise Words for Turbulent Times," by Kim Catley. Kris Amundson's story was par-

ticularly inspiring. I loved her mother's comment: "You can't wring your hands and roll up your sleeves at the same time." Indeed!

I also learned a great deal about Mahmoud El-Kati. I never had the privilege of taking one of his classes when I was at Mac ('85-'89), but he always seemed a wise and knowledgeable professor. Glad he is still involved in the community!

I was dismayed to hear of the loss of Galo González. He brought an energy and passion to his teaching that inspired my love of literature, film, and the Spanish language. I taught Spanish at the high school level for nearly 10 years and lived in Mexico and Spain, in large part due to Professor González's influence.

Joanne Terry '89
Denver, Colo.

I was so grateful to read Dr. Rivera's article "Practicing Gratitude." It is unusual to hear this kind of sharing from an academic leader. Her take on how to respond to this pandemic was pitch perfect. I'm impressed and filled with thanks that Macalester has a leader with this kind of spirit and grace. I think the ship is in good hands!

Rev. Carl Anderson '64
Mt. Prospect, Ill.

One of the most timely and interesting issues in a long while. Congrats!

Gerald Stacy '62
Canyon Lake, Texas

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

Looking Forward with Hope

A beautiful cardinal has taken up residence in the tree outside my bedroom window. It sings in the morning as I prepare for work, reminding me that spring is coming. My spouse, Mike, and I have learned that Minnesotans like to joke about the inordinate length of winter, but the cardinal doesn't seem to mind the cold. The persistence with which it sings each morning causes me to think about the tenacity, resilience, and hope we all have had to cultivate in this most challenging year.

And there is much cause for hope. Every day, we inch closer to being able to gather with loved ones as the number of people receiving COVID vaccinations continues to climb. In our family, we anticipate the (rescheduled) summer wedding of our firstborn. On campus, signs of life are evident at every turn—from the crocus poking up through the ground to seek sunshine, to the students assembling around the flagpole outside my office for plein air choir practice.

In just a few weeks, we will celebrate our 2021 graduates, who overcame seemingly insurmountable obstacles to complete their degrees undaunted. Their plans after Commencement range from pursuing Fulbrights and PhDs to joining startups and taking roles at technology companies like LinkedIn. What an inspiration, to launch a cohort of principled, curious, and deeply compassionate young people out into the world beyond our campus, knowing they will transform it for the better.

In communities near and far, across a vast range of paths and professions, these soon-to-be Mac alumni will apply the lessons, values, and skills they explored at 1600 Grand. They will not be content merely to complain about injustice, violence, bigotry, or suffering. They will assign themselves the tasks required to change what they cannot accept. In so doing, they will make us all proud.

And, coming up behind them, a new class of Mac students prepares to join the campus this fall. Selected from the largest applicant pool in Macalester's history, these students will join a Mac family that has persevered and will emerge stronger,

bringing with us into our "new normal" all the recently acquired tools, skills, and strategies that—though learned by necessity—will now be incorporated with thoughtful intention into our classrooms and co-curricular instruction.

These incoming students will begin their Mac journeys at a time when all of us in higher education are focused deeply on access and equity as essential to academic excellence. And I am proud that Mac has taken important steps to advance both of these. Our decisions to drop the application fee and to use holistic, test-optional strategies for evaluating applicants have increased the number of talented students who allowed themselves to dream of becoming Scots, and we know these students are deeply committed to pushing themselves in the classroom, on the field, on the stage, in the studio, and in our community.

Likewise, we have been working tirelessly to ask ourselves (and answer!) difficult questions about what we must do to be sure our campus is one in which every member of the community can flourish and thrive. Toward that end, multiple task forces and working groups are addressing material barriers, such as food insecurity, and leading the kinds of changes that will be necessary to advance the four pillars of a Macalester education: academic excellence, internationalism, multiculturalism, and service to society.

Of course, the college cannot dismantle every form of inequality in our society, nor fix systemic barriers to access that are beyond our control. But higher education remains an important ladder of opportunity. We can, and we must, ensure that a Mac education is within reach for the many talented students who see in this community a place to grow, stretch, and dream—whether those students come from Minnesota or Mali or Mexico or Myanmar.

For this reason, we continue to raise funds for financial aid, to advocate for doubling the Pell Grant program, and to expand our recruitment strategies. These efforts benefit greatly when our alumni volunteers and ambassadors get involved. Your talents, time, and treasure are vital for building a stronger and more equitable



Macalester, now and for generations to come.

Like the cardinal outside my window who is undaunted by Minnesota's stubborn and enduring winters, Macalester looks forward with hope and a deep, almost instinctive, confidence that brighter days lie ahead. We send off our graduates with that abiding hope and we anticipate with great joy a new academic year that will look more familiar than the one that soon will end.

Dr. Suzanne Rivera is president of Macalester College.

1600
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SENIORS LOOK BACK

We invited the Class of 2021's graduating seniors to channel their Mac experiences into haiku or advice for new students. And they had a lot to say—visit macalester.edu/seniors for more responses.

YOUR TURN

What's your advice for new students? Can you summarize your Mac years in a haiku? Share via email (mactoday@macalester.edu) or social media with the [#hey_mac](https://twitter.com/hey_mac) hashtag.

“

INTRO STATS AND CALC
PROBS, REAL, BAYESIAN AND MATH STATS
CAUSAL, NETWORK, BANG!

—ZUOFU HUANG

“

CAFÉ MAC TOASTER,
WHY DID YOU EAT MY BAGEL?
WHY ARE YOU ON FIRE?

— GABRIEL FISCH

“

I LEARNED TO PLAY PIPES,
SANG WITH JAZZ AND POP COMBOS.
NOW THE WORLD'S MY STAGE!

— ELIAN SAMONIDES-HAMRICK

“

MADE AMAZING FRIENDS
NEVER BEEN IN CARNEGIE
FOUND LOVE FOR FRISBEE

— JULIA RECORD

“

MY HOME FOR FOUR YEARS
LOVE, LAUGHTER, TEARS AND GROWTH
SIMPLY, THANK YOU.

— ISABEL CONDE

“

I WASN'T A VERY SOCIALLY ACTIVE PERSON WHEN I FIRST CAME TO MAC, AND I DON'T THINK I AM ONE EVEN NOW. HOWEVER, I TRIED TO PARTICIPATE IN EVERY ACTIVITY DURING ORIENTATION AND GET TO KNOW AS MANY PEOPLE AS POSSIBLE. I THINK THIS WAS THE BEST DECISION THAT I MADE DURING MY YEARS AT MAC.

— YOUNG HYUN (CHASE) YOO

“

THE WORLD IS MULTIDIMENSIONAL, NOT BINARY.
ONE POOR GRADE, MISTAKE, OR HICCUP DOES NOT
MEAN YOU HAVE FAILED AT LIFE.

— FRANKLIN MARQUETTE

“

YOU WILL NEVER BE GIVEN THE TOOLS
TO DISMANTLE THE SYSTEMS THAT OPPRESS YOU.

— JENNINGS MERGENTHAL

“

ASK FOR EXTENSIONS. DON'T WASTE YOUR TIME CATERING TO PEOPLE WHO DON'T CARE ABOUT YOU. AND BY GOD, LEARN HOW TO COOK SO YOU DON'T SPEND EVERY MEAL AT CAFÉ MAC.

— KELSEY RODRIGUEZ

“

BEST SPOT ON CAMPUS TO PROCRASTINATE:
WITHOUT A DOUBT THE LIBRARY BASEMENT.

— CARTER GALE

HONORING THE CLASS OF 2021

This spring all over the Mac community, we're celebrating the Class of 2021 as our seniors prepare to set out on paths that will take them into communities all over the world. On May 15, in addition to the college's virtual Commencement ceremony, much of the class will participate in one of two Grad Walks, designed to create an in-person celebration while maintaining the community's health and safety during the pandemic. Join us in sending off our seniors by posting your well wishes on social media using the hashtag [#hey_mac](https://twitter.com/hey_mac).

Our community is so grateful for the outpouring of support from alumni this year, including through Career Exploration initiatives. Here's how you can support the Class of 2021, wherever you are in the world:

HELP #HIREMAC: If your company has openings for jobs or internships right now, fill out the Google form at bit.ly/helpfiremac, and we'll share them with students.

CONNECT DIRECTLY with students to share information about open positions: contact careereexploration@macalester.edu.

LOGIN TO THE NEW AND IMPROVED MACDIRECT: macalester.edu/macdirect. Our alumni platform features an improved search function with expanded options to update your profile and view your volunteer or giving history. (Even if you've used MacDirect in the past, you'll need to create a new login.)

In MacDirect, turn on your CareerHelper badge to signal that you are open and willing to connect with students for career advice.

GALLERY VIEW

COMPILED BY REBECCA EDWARDS '21

Several of the *Class of 2021's* studio art majors share recent creations—and some of the highlights and lessons from all the hours they've spent in the Art Department.



Zarra TM

(Jacksonville, Fla.)
Acrylic paint on canvas, part of an in-progress triptych on dissociation

Favorite day in the Art Department:
Always critique day. No matter what level of the class, putting all the work up on the wall and really taking a breath to look is incredibly energizing. You learn as much from your peers as you do your instructors, and collaboration makes fulfilling art.



Emily Shang

(Beijing)
"Window," oil painting

One thing I learned from art at Mac:
Art is a very powerful tool. Every decision in the theme, composition, colors, and more elements contributes to the message that one wants to communicate through the art with the audience.



Mai Xor Vang

(St. Paul)
Vector self-portrait using Adobe Illustrator

One thing I learned from art at Mac:
At Macalester, I was able to discover myself as an artist. I learned about my work ethic, my artistic style, and my process whether that be how I get inspired or stay inspired.



Long Nguyen

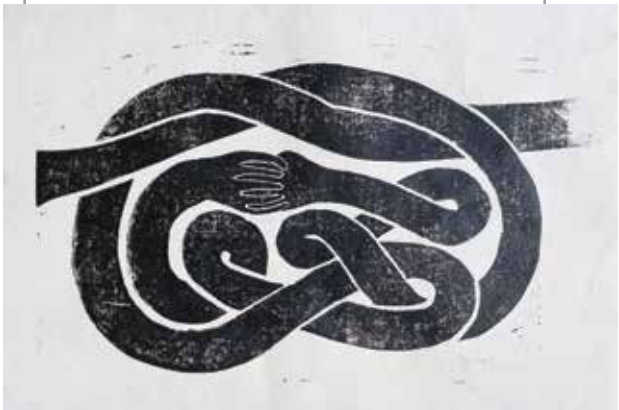
(Ho Chi Minh City, Vietnam)
"13,789km away from home"

One thing I learned from art at Mac:
Push a little harder before deciding to give up on an idea.

Ailsa Burke

(Iowa City, Iowa)
Untitled linoleum print, made in April 2020 from home

One thing I learned from art at Mac:
No matter the outcome of your creative process, what matters is showing up and putting time in and getting your energy flowing. It makes you feel better and it makes your art better.



Camilla Severi

(Cesena, Italy)
Vase, Raku clay with clear glaze

Favorite day in the Art Department:
I recently managed my first Raku ceramic firing. We take pots out of the kiln at 1,800 degrees, and they burn in barrels containing combustible materials such as sawdust and wood shavings. So many people helped out, and it was a great day.



Malini Basu

(Kolkata, India)
Icon set, pen and ink, 2020

One thing I learned from art at Mac:
We have a tendency to miss so much of the world, simply because we're not actively looking. We learned this in Sculpture 1 while sculpting busts of our fellow classmates, realizing how little we knew about the contours of a face. But I think it's equally important to be constantly changing the lens through which we see our surroundings.

1600
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ATHLETICS

JIM SMITH'S Favorite Places

When Jim Smith '21 is on the golf course, some may find his key to success a little unconventional: he likes to make conversation with his competition. "We might be out there for up to nine or ten hours, and it's all competition time, even though that may look different from an intense basketball or football game," says Smith (Shippensburg, Pa.). "Finding things in common with people from other teams helps me stay present and energetic."

Smith carries that spirit into community-building in all of his Macalester roles, from Kirk RA to Geography Department student leader to Student-Athlete Advisory Council (SAAC) president. That's no easy task this year. "It's extremely challenging when people can't be together in person—we all know this by now," Smith says. "But there are also opportunities for communities to flourish, as unique members share different parts of their identities. There's tremendous opportunity for growth."

For SAAC, that includes hosting a networking event to connect alumni athletes with more than 100 student-athletes, amplifying MIAC and NCAA initiatives on mental health and diversity and inclusion, and building new interdepartmental campus relationships.

This spring, Smith is finishing his behavioral economics capstone before joining UnitedHealth Group as an advisory services analyst after graduation. He's also a geography major, so naturally, we asked for a tour of his favorite campus places—three spots where he seeks community and conversation (and one where he doesn't).

The Golf Simulator

In the Leonard Center, the golf simulator in Room 36 is a hidden gem. You hit the ball into this floor-to-ceiling five-sided box, and cameras and sensors pick up data: how fast the ball's going, how much spin it's carrying. This connects to a computer system and shows you in real time on a projected screen where that ball would end up. In the winter, we use the golf simulator several times per week, and it's a great time for concentrated instruction from Coach Greene. When we're on the driving range in warmer weather, sometimes we're all clamoring for attention at the same time. This room is really where we work on our swings and improve.

Geography Lounge

There's plenty of stimulating conversation, collaboration, and hobnobbing among students and professors here. It's where I held office hours when I precepted "Contemporary Mongolia," a first-year course taught by Professor Holly Barcus, a leading scholar on migration and rural livelihoods in the region. That class hooked me on the topic, and this winter I finished my geography capstone, "Competing Sustainabilities: Air Pollution and Mitigation Initiatives in Ulaanbaatar." This spring, I'm collaborating with my GTU [geography honors society] co-president, faculty, and staff to host the Midwest Undergraduate Geography Symposium. We're grappling with figuring that out in a virtual environment.

The LC Atrium

I like really solid multiuse spaces like the Leonard Center Atrium. I've worked there, I've napped there, I've socialized there, I've led SAAC meetings there. It's also been transformed into a dining area this year, so it's one place where I find community right now. And people don't always notice this, but by the big window looking out over Shaw Field, the old center court of Macalester's basketball court is right there. I think that's pretty neat.

Old Main

I love exploring Old Main's nooks and crannies. On the fourth floor, there's a tiny wooden folding desk that must be from the 1920s. I'm a taller guy, and boy, it's uncomfortable. But when you really have to crunch and get something done, if you force yourself to sit in that 100-year-old desk, you can usually find a little success.

KURT STEPNITZ



Macalester College Student Government president Fatiya Kedir '21 (right) with President Rivera

As we celebrate the *Class of 2021*, we pause our usual focus on faculty bookshelves to ask student government president Fatiya Kedir '21 (Minneapolis) about some of her formative reads.

What's a standout book that you've read recently?

All About Love, by bell hooks, taught me a lot about radical love and self-care. I found that book right when I needed to find it, right after last summer. It helped me frame everything about the summer and about my own goals as I started my final year at college. It taught me something so basic, but fundamental to my work in my own community: that any work needs to always start and be rooted in the self.

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

Angela Davis: *An Autobiography*. Autobiographies can be overly glorifying, but I love this one because it seems very genuine. She's an iconic Black woman, but in addition to that, she's also an incredible being in the ways that she is able to truly reflect the full and true human experience in her writing. Her autobiography is no exception. She is able to be honest about the good, the bad, and the mixed, in a way that made her even more impactful and powerful in my eyes.

What book is crucial to understanding your academic niche?

We read Max Weber's *Protestant Ethic and the Spirit of Capitalism* in my international studies capstone class with Professor Ahmed Samatar. It was published in 1905, so you get the specific history about institutions that helped root

capitalism in its present form. I'm really interested in seeing how it relates to capitalism today, neo-liberalism, and why it's so deeply entangled in the ways that we view each other. It changed the way that I view the system I live in.

Any guilty-pleasure reads?

Comic books—and manga even more—and although I don't own many, I do enjoy stealing some from my brothers when I go home on the weekends. I went from Junie B. Jones when I was first learning English to Magic Tree House, then straight to chapter books. I thought I was so cool for reading chapter books, but I wish I had read more comic books then. I'm thankful for them now.

What book would you recommend to everybody at Macalester?

All About Love is one. We do have a sense of community and care at Macalester—we're not competing with each other, but we can be really competitive toward ourselves. The way it talks about love is rooted in self-care in order to reach community care. Sedric McClure recommended one recently that I'm still reading: *No Future Without Forgiveness*, about the South African apartheid. Even if you don't necessarily know much about apartheid or South Africa today, it's really helpful to understand what forgiveness is, whether it's self-forgiveness or forgiveness of people around you.

—Rebecca Edwards '21

DAVID J. TURNER



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BEHIND THE GRID

MEET ADRIAN JOHNSON

Adrian Johnson '21 (Laramie, Wyoming) can't really explain why he loves crossword puzzles so much.

He could speculate: as an international studies major, Johnson says he's used to creative problem-solving, and has always loved giving himself a challenge.

But the truth is, the draw to crosswords surprised even him. "Honestly, I couldn't tell you," he says. "I'm a really passionate and driven individual. I've tried all sorts of sports and clubs, and I learned a few magic tricks a while back. I just get really intensely focused on something, eventually not knowing exactly how I got there."

What Johnson can pinpoint, though, is when he started to turn fleeting curiosity into action.

In 2019, he resolved to solve *The New York Times* Saturday crossword, generally considered the week's most difficult. But when that came easier to him than anticipated, he was unsatisfied. "I told my friend, 'I'm gonna learn how to make one of these,'" he says.

Less than two years later, Johnson has sold crosswords to the *Los Angeles Times*, *The New York Times*, and *Universal Crossword*. He has puzzles awaiting approval with publications and more in the works, including custom puzzles for individuals. Making crosswords, Johnson says, has become more than his latest passion du jour. He's found a real home in the puzzle-making community, and sincerely loves the craft. "I get a lot of joy out of just sitting down and coming up with ideas," Johnson says. "It's meditative in a way."

Johnson breaks down the process of building a crossword: "Very broadly, there are two basic kinds of puzzles, the themed and the unthemed. The theme can be pretty much anything—it could refer to the direction of letters on the grid, or the grid art, or the words," he says.

"The unthemed is all about just layering innovative and colorful answers—cool pieces of vocabulary that will make the people doing the puzzle feel good when they figure it out."

After determining the puzzle's direction, Johnson brainstorms words and phrases relevant to his idea. Then, he sits down with his crossword-developing software and begins to hash out the final grid.

But crosswording isn't always a solitary task. He's worked on a number of collaborations, and has made connections with industry veterans. His Feb. 13 *Los Angeles Times* publication is a collaboration with sci-fi novelist Jeff Chen, who has published more than 100 puzzles for *The New York Times*.

Johnson dreams of publishing a crossword for every weekday in *The New York Times*, and maybe even using the money he hopes to continue earning to pay off his student debt.

"At the end of the day, there's a lot of uncertainty in life," Johnson says. "But there's only one right answer to a crossword puzzle. And however trivial that seems, I think it's a really nice thing. I like giving that to people." —Rebecca Edwards '21

KURT STEPNITZ



When Adrian Johnson '21 met President Rivera last fall, they got to talking about his crossword projects. Out of that conversation, this Mac-specific puzzle took shape for *Macalester Today* readers. (President Rivera even helped write some clues!)

Here Come the Scots

ACROSS

- 1. Repairs
- 6. "That is to say ... "
- 11. Like cheese or wine, over time
- 15. Red-haired Disney mermaid
- 16. Like slippers or sweatpants, often
- 17. "Veni, _____, vici"
- 18. Wiggler inside an Apple computer?
- 20. Big name in car rentals
- 21. "Any questions? Hit me!"
- 22. Tears, as pages of old class notes
- 24. Yadda, yadda, yadda
- 25. Vietnamese holiday
- 26. Hyper-masculine Hostess snack cake?
- 28. Leather-_____ shoes
- 31. Owner of the first bed Goldilocks slept in
- 32. She/_____ /hers
- 33. Down Under bird
- 34. Second word of "The Star-Spangled Banner"
- 35. Rich cakes
- 38. Gridiron game in which players burst into a '90s dance craze?
- 43. Organ supplying an octopus's defense mechanism
- 44. Female on many a Scottish farm
- 45. Fish in a Japanese pond
- 46. Yang's counterpart
- 47. Reaction to a bad pun
- 49. Change, as the Constitution
- 51. Two of a kind in an Eastern gambling mecca?
- 54. Minnesota winter hazard
- 55. German exclamation of dismay
- 56. Tug on
- 57. Old TV or cell phone component
- 61. Indication that spring in St. Paul is here, perhaps
- 63. Impatient cry to a tropical bird?
- 65. Common _____ (educational standards)
- 66. Winged vehicle
- 67. Late-night dormitory snack
- 68. Place for an office during quarantine

Adrian Johnson

1	2	3	4	5		6	7	8	9	10		11	12	13	14
15						16						17			
18					19							20			
21							22				23		24		
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55				56				57				58	59	60	
61			62		63			64							
65					66					67					
68					69					70					

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See page 51 for the answer key.

69. Smooths, as a wooden surface
70. How you might look after lifting in the Leonard Center, informally
- DOWN
1. Owner of the second bed Goldilocks slept in
2. They're often named for Presidents
3. Cut while shaving
4. Activity in many a political science class
5. Lost steam
6. Absolutely gross
7. Do some lawn maintenance
8. Musical genre for Juice WRLD
9. Continent with the Pyramids of Giza
10. Woodland fairy
11. 13th director DuVernay
12. Approximately
13. Macalester's M. Kelso Professorship in Art
14. Musical era epitomized by *Saturday Night Fever*
19. Granola bit
23. "Se-x-x-y!"
26. Poet Angelou, author of *Phenomenal Woman*
27. Sage, e.g.
28. Round before the final
29. Sultanate whose army features a pipe and drum band
30. Four-leaf clover or rabbit's foot, it's said
31. Prefix with sexual
34. NCAA conference for Vanderbilt University
35. "Little piggy" of song
36. North Carolina liberal arts college
37. Dropped, as one's poll numbers
39. Home to the world's three most populous cities
40. Accumulated, as expenses
41. It might give you goosebumps
42. The "O" of M.Y.O.B.
47. *I Am _____* (Pakistani Nobel's memoir)
48. Prop for the Tin Man
49. What theater majors hope to be later in life
50. Grandma, in the South
51. _____com (dating site)
52. "Gesundheit" elicitor
53. Soccer ball inflators
54. Ending of a company name
57. Fills with wonder
58. Lost clownfish of film
59. Yuletide carol
60. _____ of Green Gables
62. Itsy-bitsy
64. "Your point is?"

Reimagining Community Care

The Sustainability Office is evolving fast. When environmental studies professor Christie Manning became Macalester's sustainability director last year, part of her mission was to redesign the college's approach to sustainability using an environmental justice framework. Through partnerships with local mutual aid networks and nonprofits, the office is rerouting its focus toward dismantling environmental exploitation and white supremacy in Macalester's own backyard.

Since 2014 Macalester students have operated a chapter of the Food Recovery Network (FRN)—a student-led movement that donates excess food from dining halls across the country. Lately, student workers and volunteers have also employed Mac's Free Swap program, which has long been available for students to donate or collect clothing and other essentials, to deliver supplies to nearby houseless encampments. That work is part of a partnership with a local mutual aid organization, the People's Protection Coalition. Mutual aid systems, in organization theory, are efforts in which people take responsibility for caring for one another and creating change.

These programs illustrate sustainability and social justice work's overlap, says Manning: "One of my goals is to have a wider definition of sustainability at Macalester. Sustainability is also about preserving human well-being, and making it possible for all humans to survive and flourish."

Facilities zero-waste coordinator Charlee Gorham '21 (Woodbridge, Conn.) agrees. "Environmental exploitation always directly harms low-income communities and communities of color much more than wealthy white communities," says Gorham, citing interwoven examples of St. Paul housing and intentional redevelopment history, including displacing Rondo neighborhood families to build I-94 in the 1950s and 1960s and how that relates to the houseless encampment along the interstate today. "Macalester is a part of the redevelopment that changed our neighborhood's environment. As people who benefit from that ongoing exploitation and gentrification, we have to do our part to repair the damage."

As Gorham points out, there's a history of "white savior" narratives surrounding the pursuit of environmental justice. At majority-white campuses like Macalester, efforts to center historically marginalized communities in environmental activism can be read as self-serving charity work rather than as an integral part of the office's mission.

"My students remind me how important it is to approach this work with humility, with an understanding that this isn't 'me helping you,' this is all of us trying to take the edge off these systems of inequity," Manning says. "What happens within Macalester affects the Twin Cities community, and vice versa."

Gorham implores alumni to connect with mutual aid work wherever they live—or even start their own food recovery network. "Our college degrees give us power and privilege. Give everything you can to the most vulnerable in your communities," Gorham says. "This is how we reimagine community care."

—Rebecca Edwards '21

CAPSTONE CONCLUSIONS

Before they graduate, seniors close their years at Macalester by digging into an in-depth capstone project. We asked a few how they approached this assignment—and what they learned.

BY REBECCA EDWARDS '21

FEELING RISKY? BLAME THE LEFT SIDE OF YOUR BRAIN



"We know in neuroscience that the right hemisphere of the brain is the social side. But when it comes to risk-taking, the left hemisphere is the risky side and the right is the cautious side. I looked at the right side of the brain to see what was going on there during peer pressure to take risks—to see whether the cautious or social element was dominant."

The brain and body are contralaterally mapped, so the participants of our experiment used a hand gripper in their left hand to activate the right side of the brain, or vice versa. Then we gave them a modified version of the Iowa Gambling Task, where they had to pick cards in order to win money, but before they picked they were told which card a previous participant had selected, in order to activate a peer-pressure response.

Our results were really interesting: the groups that activated the left side of their brain took more risks when they were pressured to be risky than when they were pressured to be cautious or not pressured at all. But for groups that activated the right side of the brain, there was no difference no matter the pressure. We could start to conclude from that research that the cautious element of the right side of the brain has greater dominance than the social element under a peer-pressure situation."

—Sam Hochberger '21 (Maple Grove, Minn.)



CHANGING CURRICULUMS, COLLECTIVELY

"I argue that the way to address colonialism in education democratically is through involving the community, parents, and teachers, and by creating a more culturally responsive curriculum that addresses white violence. In the model I proposed, that starts with prepping teachers, students, and community members to go through

a year with monthly workshops led by people of different ages and community statuses, to really start to understand the impacts of colonialism in education. At the end of the year, the goal is to see curricular changes that are created not just by the educators but by every stakeholder in the community." —Lily Alexandroff '21 (Oak Park, Ill.)



FINDING JOY IN UNCOMMON PLACES

"Queer theorist José Esteban Muñoz says that queer utopia is created by individual moments in the present in which queer people are performing their imagined futures in everyday spaces. I thought that public restrooms would be a really useful space to create a trans utopia—combining that with how site-specific dance can change the meaning of a place to the dancer. I'm choreographing a piece that I'll perform in a men's bathroom in Janet Wallace Fine Arts Center. Men's

bathrooms are places where I feel very watched, places that sometimes feel closed off to me as a trans student, so I started thinking, what would it look like to make a dance for that space that's intentionally joyful? I want to take that with me into my work in drama therapy: the ability to make the space around you whatever you need it to be, to have those resources within your own body and imagination."

—Adar Kamholtz-Roberts '21 (Evanston, Ill.)



GENERATIONAL TRAUMA

"Through interviews with Hmong individuals in the Twin Cities and Hmong scholars, I studied how Hmong and Hmong American identities have been shaped by their experiences with migration, refugee experiences, and war. Though our findings are relatively preliminary, one of the interesting themes that has come up in my conversations and research is this aspect of inter-

generational trauma. Even if you haven't experienced something traumatic directly, if your family has, that can be passed down and experienced in younger generations. I also learned about all the different ways in which the Hmong community has documented their stories, to preserve their history and pass it down to younger generations." —Anisha RajBhandary '21 (Portland, Ore.)



HOW MATH SHAPED THE SEARCH FOR WHAT WE'RE MADE OF

"Back in the 1960s, physicists predicted the existence of subatomic particles called quarks that make up the matter that we see in the universe. For this, they relied on representation theory, a branch of mathematics dealing with symmetries in nature. I studied representation theory and reproduced the results from the '60s. By studying properties of particles found in nature and plotting these, I found that these plots resembled a specific aspect of representation theory. Analyzing the mathematics allowed me to predict results in the

physical world, just like the scientists in the '60s.

I'm a physics and math double major, and one of the challenges was accessibility: these are advanced topics involving a lot of physics, but I was presenting to math students and professors. I had to find a balance that wouldn't involve too much physics for my math class, and it was important to me to make sure that this project could be discussed in a way that people could really understand."

—Diego Lopez Gutierrez '21 (Lima, Peru)

ALL @CHARGED UP

BY GEORGE SPENCER
PHOTO BY BOB STEFKO

ON AN OVERCAST DAY IN AUGUST 2019, Steve Trkla '83 piloted an electric boat toward the imposing Manhattan skyline. He wasn't alone. As he neared Battery Park's North Cove Marina, news helicopters buzzed overhead, and small boats carrying reporters from CNN and Fox News trailed behind. Surrounding him were 17 sailboats, harnessing the wind to traverse New York's harbor.

They had come to escort the Malizia II, the zero-carbon racing sailboat that carried 16-year-old Swedish climate activist Greta Thunberg on the last leg of her 15-day journey across the Atlantic. Thunberg, who had been invited to address the United Nations General Assembly, had opted to travel by boat to reduce carbon emissions on her trip. A flotilla of sailboats, each representing one of the U.N.'s Sustainable Development Goals, had met her at the mouth of the harbor. Thunberg invited Trkla to join them in his company's electric boat.

Trkla made the high-profile journey because he is president of the U.S. division of Torqeedo, a German company that is the leading maker of electric motors for watercraft. Its name is a mashup of "speed" and "torque," the force a motor exerts. Torqeedo motors power both commercial and recreational boats, including kayaks, yachts, ferries, and barges. Admirers call it "the Tesla of the water."

Trkla, a former software sales and marketing executive, is leading a revolution in boating. Electric motors currently power about 2 percent of boats, but that share is predicted to grow rapidly in the coming years. Torqeedo hit \$40 million in sales last year and is projecting \$100 million in annual sales by 2025.

"An electric drive fits the way many people actually boat," Trkla says. "It's quieter, cleaner, and easier. You can have a normal conversation and enjoy the sounds of nature. No more leaking, stinking gas cans, oil changes, or driving around looking for ethanol-free fuel. All you do is plug in at night. The next day your boat is charged and ready to go."

Growth mindset

Trkla left the software industry for Torqeedo, joining the company in 2007 as its second U.S. employee, because he sensed it was a great career opportunity and it aligned with his previous experience growing startup companies. The early years were ex-

Electric boat motors are the wave of the future—and Steve Trkla '83 is leading the way.

hausting, yet exciting. Boat makers, dealers, associations, and government officials all wanted to meet him. "Everyone was talking about green power. Getting an audience was not difficult," recalls Trkla, who then spent 70 percent of his time on the road.

Today, Torqeedo has sold more than 100,000 motors, and he supervises 21 employees in the company's office in Crystal Lakes, Illinois, near Chicago. A political science and law and society major at Macalester, Trkla credits emeritus history professor Paul Solon with teaching him the value of personal stewardship. In an "Origins of Modern Constitutional Systems" course in Trkla's senior year, Solon returned his first paper slashed with red ink and "a big 'See Me' with big exclamation points."

Trkla felt invigorated by the personal attention. "I learned so much from him that semester," says Trkla, who was also a Mac football wide receiver and a high hurdler on the track team, where he met his wife, MaryKay Gallagher Trkla '86. "The education I got at Macalester forged my personality and leadership skills going forward, and that kind of experience drives me today."

Electric outlook

Europe will convert to electric boats faster than the U.S., Trkla says—in part because the U.S. recreational market is "still a very go-fast culture," and electric motors' benefits don't include top speeds. He notes changes happening in the commercial market, though: Torqeedo's recent projects include converting the San Antonio River Walk's 44 boats to electric power, as well as similar transitions for water taxis in other cities.

Today's electric boats remind Bill Yeargin, president of powerboat maker Correct Craft, of cell phones in the 1980s. "They were big and hugely expensive, and their batteries didn't last more than a few short calls," he says. But over the years they became more compact, powerful—and ubiquitous. "That's what's happening with electric boats, except it's going to happen much faster," he predicts.

That shift will first require a major advancement in batteries, says Electric Boat Association of America executive director Tom Hesselink. Trkla agrees—and with lithium battery technology already changing rapidly, he looks forward to the "magic point" when smaller, lighter, and higher-density batteries pack the same punch as gas. Trkla foresees an avalanche of boat builders changing their boats' designs to better mesh with electric technology.

"We have definitely seen the paradigm shift, and it's taking place dramatically," he says. "We have blazed the trail." **M**

George Spencer is a freelance writer based in Hillsborough, North Carolina.



THE Writing Life

Twin Cities journalist Mary Ann Grossmann has been penning stories for 60 years. BY DANIEL P. SMITH



MARY ANN GROSSMANN '60

PHOTO: LESLIE GROSSMANN

Over the last six decades, Mary Ann Grossmann '60 has led a compelling professional life as a writer and editor with the *St. Paul Pioneer Press*.

She sat in gilded chairs at New York City fashion shows.

She traveled from one Middle East palace to another by royal helicopter.

She chatted with the likes of U.S. President Jimmy Carter, iconic author Kurt Vonnegut, and feminist pioneer Betty Friedan.

She penned the obituaries of her parents as well as her husband.

"Whatever came, I took it in stride," Grossmann says. "You take the good with the bad and I'm certainly not complaining."

Encouraged to write by various English teachers throughout her formative years in West St. Paul, Grossmann pursued a journalism degree at Macalester—"Tuition was \$300 a semester, and my mother about flipped," she recalls—and met her husband, the late Tom Thomsen '60, in Dean Huntley Dupre's French Revolution class.

When she landed a job with the UPI wire service in Minneapolis before graduation, she walked into a male-dominated world, emboldened by parents who encouraged her to pursue her passions. While Grossmann's metal finisher father and shoe-peddling mother were simply thrilled to call their daughter a college graduate, her pastor's wife disapproved of a young woman entering a most "unladylike" profession.

"Ladies didn't go into journalism," Grossmann laughs.

Grossmann, of course, happily bucked tradition, a spunky soul who joined the *St. Paul Dispatch* and *Pioneer Press* in April 1961 and never left.

She inhabited a front-row seat to journalism's—and society's—evolution.

She watched the *Dispatch*, the city's afternoon paper, vanish and a newsroom of ringing phones, clacking upright typewriters, cigarette smoke, and the occasional argument

cede to the digital revolution and a prevailing hush. Still, the job's principal directive—to capture someone's story—never changed.

"Talk all you want about mechanics, but that's what journalism's really about," says Grossmann, whose first front-page story for the *Pioneer Press* revisited the famed Armistice Day Blizzard of 1940.

Grossmann served as Women's Department editor for two decades, overseeing its transition from covering society—weddings, fashion, nonprofit galas, and the like—to features, which included reporting on issues such as feminism and abortion.

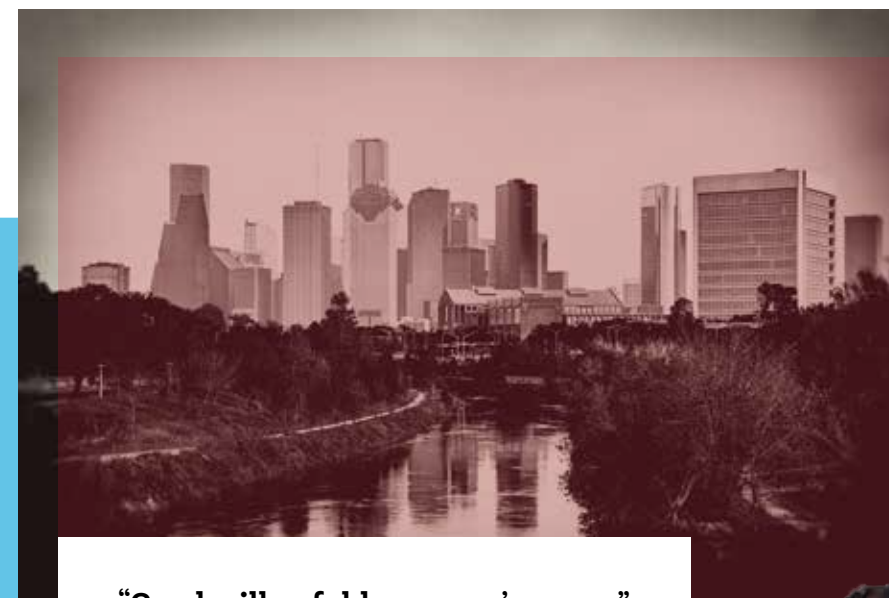
"That wasn't easy because the men running the paper, a bunch of World War II veterans, wanted change, but didn't want any trouble," she says.

In 1983, a boss banished Grossmann to the books beat, where he assumed she would succumb to the boredom. As luck would have it, the Twin Cities literary community exploded around Grossmann. Small publishers like New Rivers Press, Graywolf Press, and Milkweed Editions emerged. The Loft, the largest writing center in the world, grew out of Minneapolis's Dinkytown neighborhood. Renowned authors and their agents prioritized a Twin Cities stop on national tours.

"Being sent to books turned out to be my revenge story because the dullest beat at the paper became the most fascinating," Grossmann says.

Though she retired in 2001 from full-time work at the *Pioneer Press*, she continues filing copy for the newspaper, largely reviewing books and highlighting authors. Her bylines now stretch into the thousands.

"I couldn't even venture a guess," Grossmann says of her story count, though she acknowledges that some hand-spun tales remain more memorable than others.



"Good will enfolds women's group"

— NOVEMBER 19, 1977 —

Grossmann ventured to Houston alongside thousands of other women for the first White House-sponsored National Women's Conference. Though designed to unite women and provide those from differing backgrounds an opportunity to share their hopes and perspectives, which Grossmann noted in her November 19 story introducing the conference, the gathering quickly devolved into intense arguments about divisive issues, such as abortion and LGBTQ rights. Deluged by the tension, Grossmann escaped to a dog show in the Sam Houston Coliseum's basement where she hugged a Saint Bernard before returning to the conference.

"Professionalism should kick in, and it does, but I needed a break," she says of the contentious conference.

Good will enfolds women's group

By MARY ANN GROSSMANN
Trends Editor
HOUSTON, Texas — "If the good feelings on our charter flight down here had existed in St. Cloud, we could have had a real meeting there."
That's Donna Storch talking — the St. Cloud woman who has been a strong critic of the Minnesota Women's Meeting in St. Cloud in June.
Storch and LoAnn Wilhelmsen, Sartell, "are among thousands of women who have come to Houston as observers of the National Women's Conference which officially opens today."
Two other Minnesotans, who came at their own expense, are Judy Shea and Paulette Joyce of Minnesota Feminists for Life.
These four women represent opposition to one of the most controversial resolutions in the proposed National Plan of Action — abortion. But on the Equal Rights Amendment they are not in agreement.
The proposed national plan has been endorsed in total by the Minnesota delegation. And although this foursome disagrees on portions of the plan, they all agree to Houston with a delegation that was characterized, as Storch said, by good will among the 100 women.
quarrel with most items in the proposed national plan. Her group, however, is offering six resolutions, one of them in direct contradiction to the reproductive freedom in the national plan.
"We know that the plan will pass as it," said Shea, "and we know as individuals we will have very little to say. But this is a direct challenge to the plan on abortion. We want people here to know that a person can be pro-woman and pro-life. That is the consistent proposition. Abortion exploits women."
Shea and Joyce, both of Minneapolis, agreed, "We don't have a lot of friends here."
The other feminists don't really want us but we don't fit in with some of the other groups who are against the Equal Rights Amendment."
Both women said they would love to see an end to linking of ERA and abortion, since these are separate issues and women can be for or against one or the other.
As pro-life feminists we are calling for passage of the ERA to insure justice for women and passage of the Human Life Act. See Women, Page 4.



FROM TOP: LESLIE GROSSMANN; ISTOCK (2); ARTICLES: MINNESOTA HISTORICAL SOCIETY, WITH PERMISSION FROM THE PIONEER PRESS

“Women ‘kicking up a fuss’ in state’s first bank strike”

— DECEMBER 17, 1977 —

On a frigid winter morning in rural Willmar, Minnesota, Grossmann covered the first day of a groundbreaking, 400-plus day labor strike in which a small group of female employees picketed against inequities and discrimination at Citizens National Bank. The so-called Willmar 8 would soon draw the attention of *The Wall Street Journal* and *The New York Times*, turning a bright spotlight on their small town and their cause.

“I remember the women picketing through two different winters in bulky snowsuits and I saw them get stronger and stronger,” Grossmann says. “I also saw the strike divide a small town where everyone knew everyone.”

Women ‘kicking up a fuss’ in state’s first bank strike

By MARY ANN GROSSMANN
Staff Writer

WILLMAR—The guys at Peter's Trench station leaned on the cigarette machine and watched women picketers outside the Citizens National Bank next door.

The girls are really kicking up a fuss today, one man said. “Willmar hasn’t had this much publicity in 10 years.”

Camera crews and reporters from the Twin Cities and communities near Willmar began arriving in this town of 17,000 by 4 a.m. Friday to cover the first employee bank strike in Minnesota history.

Even more unusual—the striking local, Willmar Bank Employees Association, is made up entirely of women.

“Wait a minute. We have to catch this car,” one picketer said, interrupting a conversation with reporters.

The women said by 10 a.m. most customers were refusing to cross picket lines to get into Citizens National, Willmar’s newest and smallest bank with \$23 million assets.

Seven picketers are bookkeepers and tellers at the bank, and others are members of the Willmar National Organization for Women which has been backing the women employees for a year in their grievance against the bank.

The strikers charge the bank has denied women promotions, that men with no experience were brought in as management trainees without notification of job openings, that women at the bank are paid less than men and that they have been subjected to remarks such as “you’re not the chief breadwinner in your family” when they complained of low pay.

When they were forming their union, the women said, bank officers tried to set them against one another, played the leaders under scrutiny, length-

ened their work hours and offered to pay nonunion women more than those who unionized.

The struggle between the women and the bank has been going on since November 1976, and since that time NOW members and the women employees have been picketing the bank every Monday night.

A suit brought by the union through Equal Employment Opportunity Commission is being studied now by that federal agency’s legal department. EEOC already has announced probable cause to believe the bank has discriminated against all its female employees.

Federal mediation was attempted but sessions ended this week when the women charge, the bank failed to agree on what EEOC called “minimum remedies” of back pay, raising the women’s salaries and non-retaliation guarantees.

The women seem angrier, however, at what they say is the bank’s refusal to insert a non-discrimination clause in the proposed contract.

While the women talked to reporters outside the bank, Citizens National president Leo Pirsch told the bank’s side of the story in his office.

He believes the controversy is about money and that “sex discrimination isn’t a big issue.”

The bank’s lawyer, he said, thinks it is unnecessary to put a non-discrimination clause in the contract since federal law already forbids discrimination. The bank does not discriminate against women in pay, Pirsch maintained, and offers equal pay for equal work.

Although the strikers say some bank customers closed out their accounts this week rather than cross picket lines, Pirsch said “we didn’t have unusual account closing” this week.

Because most of the bank’s employees are on strike, business was being carried on Friday by bank officers and, the strikers said, officers’ friends and relatives.

The bank has a total staff of 17, including the president. There are three nonunion female employees who were working Friday, one woman officer and a woman union member who decided to work.

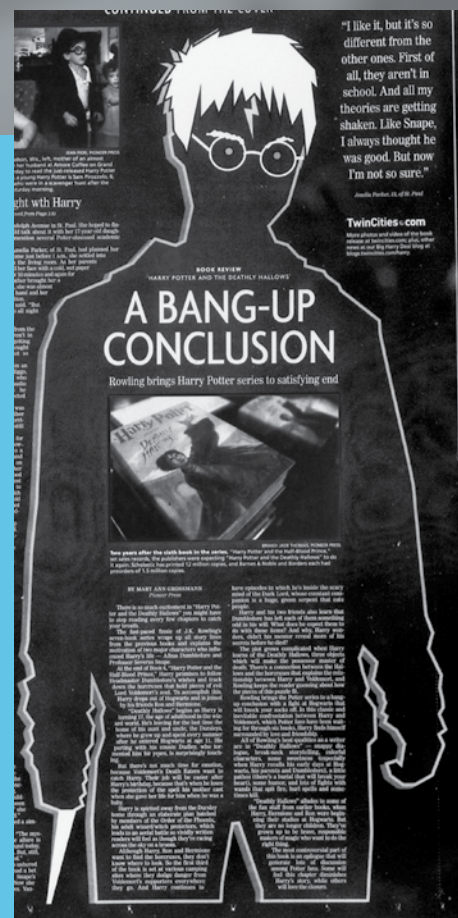


“A bang-up conclusion: Rowling brings Harry Potter series to a satisfying end”

— JULY 22, 2007 —

Grossmann devoured the 600-plus pages of the final Harry Potter book so she could hustle an immediate review into the paper. Some devoted Potterheads charged that her resulting 620-word report discussing *Harry Potter and the Deathly Hallows* should have carried a spoiler alert.

“I stayed up all night reading the book and wish I hadn’t, because it would have been a better review if I had taken my time,” she admits. “Journalism is often a balance between being quick and being better.”



FROM TOP: MINNESOTA HISTORICAL SOCIETY; ISTOCK

FROM TOP: ISTOCK; AP PHOTO/RICHARD DREW



CONTINUED FROM 1A

Tut exhibit

that he's like a rock star of archaeology, he smiles and shrugs. He even quietly admits to having groups.

With a spotlight statue of Tutankhamun towering behind him, Hawass said that the Science Museum's exhibit "may be one of the best" to leave Egypt since the first Tut exhibit in 1970. He said he's hoping this display of royal items will persuade people to travel to Egypt.

"I am here to tell the people of Minnesota that Egypt is safe," Hawass said, referring to how tourism has dropped off since the January political upheavals in his native country. "We need tourists to return, so we can restore our

FYI

What: "Tutankhamun: The Golden King and the Great Pharaohs"

Where: Science Museum of Minnesota, 120 W. Kellogg Blvd., St. Paul

When: Through Sept. 5
Info: smm.org

Hawass said Tut was born at El-Amarna, a city built by his father, Akhenaten, midway between the Delta and the royal city of Thebes.

Akhenaten forbade worship of the old gods that Egyptians had loved for centuries and substituted his one god — represented by the sun.

At El-Amarna, Akhenaten worshipped with his wife, Nefertiti, and all traces of the heretic Akhenaten were erased.

Tutankhamun died in 1325 B.C.E., possibly from the effects of a severe form of malaria and a weak constitution that might have been caused partly by his parents' sibling relationship.

Hawass will be looking for the tomb of Tut's widow in the Valley of the Kings.

The Ki also will restore Eg- ing for the artifacts a world. The Stone in th the famous Germany.

"The Nile said, refer Western at tinely sent before Egy ment overs



“Michelle Obama returns to the Xcel Energy Center”

— MARCH 14, 2019 —

Grossmann beams when recalling Michelle Obama's 2019 visit to the Twin Cities as part of her tour for *Becoming*, the former first lady's best-selling memoir. Grossmann's recap captured the event's bustling energy, Obama's candor, and the undeniable optimism consuming an arena dominated by a multigenerational sea of women.

“There was something in this huge room that was so palpable, yet so invisible, and I found myself reaching for words I didn't have,” Grossmann says. “It was all affirmation of how one lovely and decent person can make a difference.” **M**

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





Freedom *from* Certainty

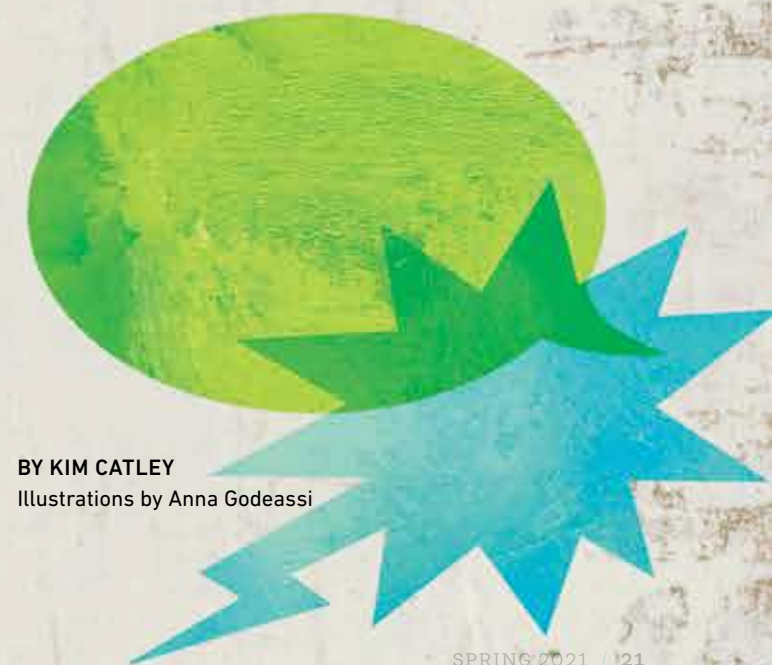
**At a time when everyone thinks they're right,
what does it take to acknowledge the validity
of other perspectives—or even admit that
you might be wrong?**

In today's polarized world, arguments abound. From heated threads on social media, to a cacophony of talking heads on TV, to politicians who seemingly refuse to consider the other side, it can seem like everyone is more concerned with digging in their heels than digging into the underlying issues.

As a country, we're having a hard time talking with each other—but at Macalester, faculty members are hoping they can equip their students to find another way.

The process doesn't begin with tools and tricks for making a case, but rather an environment of trust—one where students learn to listen passionately and feel confident taking risks. From there, they develop a deep knowledge of their position and explore counterarguments, considering their positions from all angles and looking for fallibilities.

In genuine argumentation—a term defined by philosopher Henry Johnstone Jr.—no one is required to walk away with a changed mind, but both sides must be open to the possibility. We can't demand that our opponents assume all the risks of being open to change, he argues, if we don't ask the same of ourselves.



BY KIM CATLEY

Illustrations by Anna Godeassi



What approaches help you navigate conversations with people who don't share your view? Have you changed your mind lately? Tell us your story: mactoday@macalester.edu.

"Genuine argument is a deeply human and humane activity," says political science professor Adrienne Christiansen. "It's about figuring out what's in the best interest of the community, and developing relationships with other people."

Macalester seeks to create such a community. Whether it's a class exploring the roots of political ideologies, a discussion about cultural norms with classmates from Sweden and Pakistan, or seeing the real-life implications of U.S. policy while working in the community, students are challenging their existing beliefs in an effort to more deeply understand their values, and their vision for the future.

Get to know your "opponent"

In the opening days of her first-year course "Political Argumentation and Debate," Christiansen lays the groundwork for healthy, robust deliberation. Students read about principles of arguing on the website of the Better Arguments Project, a national initiative created to bridge divides, and Henry Johnstone Jr.'s 1963 essay, "Some Reflections on Argumentation," in which he explains his idea of genuine argumentation and the importance of being truly open to another's perspective.

She also turns to a deck of cards designed to foster conversation at a dinner party. After breaking students into pairs, she gives them a few questions to answer: What is one of your biggest regrets? What

is one thing you would change about yourself?

As the week progresses, the groups get larger and the prompts more complex and controversial. For example, can online teaching offer a more equitable model of education?

"Over the course of five days, these students—who start as total strangers—experience sharing something about themselves that would normally not come up in a classroom," Christiansen says. "The key is to create conditions where the students feel like they get to know each other and have an opportunity to be vulnerable."

She wants her students to establish trust and create a classroom environment where kindness reigns, where there's space to take risks and make mistakes without fear of being ridiculed. This, she says, is the setting for engaging in genuine argument.

"We argue," she says, "but we want to do it in a better way, where human relationships are held up as central in overcoming our polarization."

Explore the backstory

Many students come to Macalester because the college resonates with their progressive beliefs, whether it's the school's tradition of social protest or an emphasis on diversity that goes back decades. Still, these students are forming their opinions, and constantly reshaping them in light of new perspectives and life experiences. They're also learning how

to articulate what they believe and why.

On the first day of his "Conservative and Liberal Political Thought" course, political science professor Andrew Latham tells his students to throw away all of their preconceived notions. They spend half of the semester tracing the progression of liberalism from the Enlightenment philosopher John Locke, known as the "father of liberalism," through the New Deal and the 1960s, up to current thought. Then, he repeats the process with conservatism, starting with eighteenth-century Anglo-Irish politician and philosopher Edmund Burke.

"The way I try to set the table is, 'We are going to learn two new languages,'" Latham says. "And when you learn a language, you learn the vocabulary, the grammar, you read a little bit of literature. You immerse yourself, you practice."

"The mainstream political discourse in this country is still from slightly center right to slightly center left. Being able to speak that language and enter that conversation is important for everybody, whether they're a biology major, or an econ major, or a classics major."

Once they have the vocabulary, Latham asks his students to write two papers, one at the end of each unit. First they explain why they are or are not liberal; then they answer the same question for conservatism. Some students still identify with the ideas they held at the beginning but have a clearer sense of why. Other students might write an essay explaining why they don't identify with the classical definition of liberalism because they're even further left.

Wherever they land, Latham hopes they're better equipped to handle intellectual challenges and can explain what they believe and why.

Ryan Specht '21 (Somerville, Ohio) says his conservative beliefs are rooted in his upbringing. He knew his parents voted Republican, even though they didn't discuss it often. Specht also has a reverence for history and tradition that he says was a major influence. Until recently, though, his beliefs were gut instinct; he didn't have the language to explain them.

At Macalester, he says he slowly realized he didn't agree with his peers on most issues. He avoided debates, because he didn't have the reasoning to dispute their ideas, but also knew they didn't feel right to him.

"That led me to do my own research," he says. "Like most young conservatives I flirted with pure libertarianism for a time, but I slowly began to see the drawbacks of that and eventually developed some language regarding my own conservatism. I grew confident enough to start pushing back against what my peers were saying about politics."

Enrolling in Latham's class helped him take his research a step further by going beyond present-day politics to understand the underlying philosophy. "It allowed me to understand more than just what I think about a particular policy," he says, "but why I value the moral and cultural traditions of this country, why it is that I believe the things I do."

That grounded knowledge of conservatism is what Latham hopes all of his students—both conservative and liberal—take away from the class. In fact, the course is a deliberate effort to expose Macalester students to conservative thought, filling what he saw as a gap in the college's course offerings. He originally developed it as "Conservative Political Thought," but reengineered the course to contextualize how conservatism is, in part, a reaction to liberalism.

While Latham saw an academic gap, his course isn't the only

space where Macalester students can debate conservative ideas. On a campus that trends to the left, the Mac GOP student organization provides a gathering place where conservative students can debate and dissect their arguments without starting from a defensive position. Kian Sohrabi '22 (Potomac, Md.), the organization's chair, says when members don't have to explain or defend core principles, they can have a more nuanced discussion about conservative policies.

Just as the national Republican Party is currently reckoning with members' competing visions for the future, students in Mac GOP represent a spectrum of viewpoints. In fact, Sohrabi says they welcome members of different political perspectives; conservative, libertarian, and even liberal students are invited to join in the conversation.

"Having people who think differently can lead to a better discussion," he says. "We're all actively disagreeing with each other, but at the same time, respecting each other and developing our ideas. I don't have to completely agree with the person I talked with, but at least I understand their argument better, and hopefully I've developed my own."

Seek out more information

For more than 10 years, sociology professor and chair Erik Larson has taught "Social Science Inquiry," a research methods course that asks students to collect data in response to a client's question. The clients are typically campus offices and departments or community organizations. They're seeking students' perspectives on topics ranging from the college's first-year courses, to the role of finances in their lives, to their understanding of leadership. The data is then used to inform policies and programs.

In small groups, students complete each stage of the research process: designing surveys, implementing them, collecting and analyzing the data, and drafting a report. They have to consider the mindset of survey respondents and frame questions to solicit responses that accurately reflect what other people believe and how they act.

This semester, one group is exploring how students understand polarization, and whether it has any influence on their day-to-day lives. It's a question posed by the Civic Engagement Center, in partnership with Move for America, which is launching a summer fellowship program for college students and recent graduates that aims to bridge the urban-rural divide in Minnesota.

An early draft of the students' survey included questions about how people think about diversity of opinions, whether bipartisanism or compromise is good, and how well-prepared students feel to speak with people with different viewpoints.

"[The survey] will unpack this idea of polarization," Larson says. "In the course, we encourage each other to get beyond the obvious, to get to the questions that can help us understand the deeper cultural meanings and connections across these phenomena that we only often talk about in the singular and the abstract."

Consider every angle

While having the knowledge to back up your case is a key element of debate, genuine argument also requires an openness to seeing the world through another's eyes.

At Macalester, students are exposed to a spectrum of thought—particularly due to the college's emphasis on internationalism and multiculturalism. It's one thing for American students who identify

as conservative or liberal to have a discussion about immigration in the United States. It's another to have that same conversation with international students from Turkey, China, the West Bank, Colombia, and the Netherlands, not to mention students who immigrated to the United States.

Julius Enarsson Enestrom '24 (West Chester, Pa.) regularly brought that global mindset to Christiansen's first-year argumentation class. Enestrom's parents are Swedish diplomats. He was born in Sweden and has lived in New York City; Stockholm; Islamabad, Pakistan; London; Brussels; and Philadelphia.

He often applied a Swedish lens to discussions and essays. In one instance, Enestrom had to write a paper about immigration. He saw how the right-wing, anti-immigrant Sweden Democrats were surging in popularity—but for very different reasons than anti-immigrant sentiments in the United States. In Sweden, citizens are used to paying high taxes because they believe in providing a social safety net, but they also trust that others will work and support the system. Enestrom says that refugees, however, can struggle to gain employment, for example due to language barriers. This leads some Swedes to believe immigrants are destroying the welfare system.

Comparing the Swedish and American responses to immigration led Enestrom to see his country in a new light. "I hadn't really taken that external perspective," he says. "It made me question, what is Swedish culture?"

Zain Ijaz '21 (Lahore, Pakistan) also found his experience at Macalester led him to a more nuanced understanding of how his beliefs were rooted in his experiences growing up in Pakistan. He says he had few chances for exposure to different ideas, or space to talk with others about what they believed.

At Macalester, getting constructive feedback from classmates and professors helped him refine his own ideas and make better arguments. In a mock debate for his "Latin America Through Women's Eyes" class, Ijaz had to play the role of a South American president who opposed abortion rights. He had to research and present beliefs that didn't align with his own, but in doing so, he came to understand the arguments behind them.

"It helped me understand both sides of the coin better, and the different perspectives that people have," Ijaz says. "I learned that it's okay that some people might agree with what you have to say, and others might not. At the end of the day, I'm still learning a lot from both sides, and it helps me make a more informed decision."

While some students find a perspective shake-up through discussions with their classmates, others learn that leaving the classroom helps them broaden their understanding of how others see the world.

A former work-study student in the Civic

Engagement Center, Margaret Breen '20, says the classroom was a space for reading theory and discussing ideas, but it didn't compare to being out in the community. She recalls a political science class, "Politics and Inequality: The American Welfare State," that included discussion about the failures of welfare.

At the same time, Breen was teaching English at the Rondo Library, where people often came for help signing up for SNAP, reduced-cost public transit, and other welfare programs. She spent part of her time analyzing policies and legislation, and arguing with classmates about whether welfare traps people in poverty—and then witnessed the urgency of solving those problems in real life.

Breen left convinced that theoretical policy conversations weren't enough. To find solutions, she needed to hear the voices of those who are affected by the decisions.

"It was a really valuable lesson about the importance of engaging with community and listening," Breen says. "As much as it might seem easier to have one person pointing and telling everyone what to do, I could see the shortcomings of that as well."

Make your case

After the students in Adrienne Christiansen's first-year argumentation course establish rapport and gain a fundamental understanding of the principles of debate, she puts them to the test.

Every week, she meets with small groups to discuss the readings and related subjects. A former debate coach, Christiansen applies some of the same tactics for testing arguments, which often involves strategically arguing your case and preparing for your opponent's counterposition. But she also insists her students practice passionate and empathetic listening—without worrying about their next move. She keeps the focus on communication, reasoning, and evaluating the effectiveness of their arguments, rather than encouraging classmates to change one another's minds.

She sees the whole process as serious work, with high-stakes implications.

"The polarization in the U.S. and around the world ought to give us pause," she says. "It's very easy to move from polarization to hostility and animosity, and the desire to stamp out the ideas and people who don't share your view."

"This isn't a frothy [exercise], to read about other people's ideas. It is absolutely essential if Americans want to maintain a model of democracy. We have to be in a position to argue for it and be attentive to its weaknesses and inadequacies."

In one session, she challenged her students to tackle that very question. After reading the 2018 book *How Democracies Die*, by Steven Levitsky and Daniel Ziblatt, Christiansen asked her students



to write an argument about whether or not modern-day American democracy is worth maintaining.

One of her students, Janette Lopez Ramos '24 (Las Vegas), drew on her own background in speech and debate when formulating her opinion. She knew firsthand the importance of voicing her opinion, how to communicate with people who hold different opinions, how to be empathetic, and how to think critically about the world around her.

"I argued in that paper that democracy is worth it, because democracy allows people to freely share their ideas, while also living in a community that's respectful of others," Ramos says. "Democracy gives power to the people and allows them to decide for themselves."

Be open to having your mind changed

If the goal of all of this work isn't to change someone else's mind, or even shift your own, you might be wondering: What's the point?

Latham says it's part of his responsibility to help Macalester students prepare to navigate the outside world. While he describes Macalester as his dream job, he also says the college's values are, unfortunately, not representative of the cities and companies where graduates might land. "Look at our mission statement: the public service, the civic engagement, the global citizenship," he says. "If we take them seriously, we have to equip students not for the world they wish they were moving into, but the world they're actually moving into."

By recognizing both the value and limitations of Macalester's progressive bubble, and constantly challenging their ideas of the world, students will be able to talk to people of all backgrounds and beliefs.

During Margaret Breen's senior year, she worked with the Civic Engagement Center and ISIAH, a multi-racial, multi-faith organization focused on racial and economic equity in Minnesota. ISIAH was launching a new relational organizing program, and Breen was tasked with talking to people in her network about the importance of voting in the November 2019 election.


The problem was, the only item on the ballot that year was a city referendum on trash collection. Breen has always been deeply engaged with local politics; her friends, however, were a harder sell. Breen says she learned how to share her values without lecturing those who feel otherwise.

She had the chance to test that approach after graduation when she phone-banked for the Sierra Club ahead of the 2020 election. She was supporting climate justice candidates, all of whom were Democrats, and occasionally had the chance to engage further with people who planned to vote Republican down the ballot.

"It wasn't about convincing anybody," Breen says, "but it was about them giving me something to chew on, and hopefully me giving something for them to chew on. [I want] to try and promote critical thinking, because I think that was probably my biggest takeaway from Macalester. We need to be comfortable not just saying what we believe, but also why."

Even if Macalester graduates never draw a direct correlation between these skills and their career, they're still sharpening skills of curiosity and argumentation. They'll be equipped to make their case and listen carefully to the perspectives of others, whether they're running for office, volunteering with a civic organization, or simply talking to their neighbors.

Kian Sohrabi says that's what he hopes to take away from the push-pull of his experience on campus and in Mac GOP.

"I might end up 50 steps to the left in the next five years, or I might end up 50 steps to the right," he says. "But it helps me know that no matter which way I end up falling, it's not because I'm being pulled by one force, or pushed by another. It happened because of constant discussion and critical thinking from both sides." 

Kim Catley is a writer in Richmond, Virginia.



EDUCATION ILLUMINATED



Teachers, staff, and Mac faculty share what the pandemic revealed to them about the challenges of public education at this moment—and how to think about what might be ahead.

Among all professionals, K-12 educators have faced some of the biggest pandemic-prompted challenges in their work. The abrupt shutdowns and shift to remote learning upended the most fundamental aspects of their jobs. As the pandemic continued to rage, teachers and administrators were caught in the crossfire of public debates about whether and how to reopen schools. Politicians, school boards, and parents created often conflicting pressures, even as educators themselves weighed the difficult balance between anxieties about their own health and safety and the very real needs of their students.

Still, each weekday morning, these educators continue to put on game faces and conjure classrooms for students. Whether the setting is virtual, in-person, or some kind of hybrid, teachers are doing their best to mitigate the significant academic, social, and psychological losses of the last year. Many of the issues they are dealing with are not new, at least to them. The pandemic has shined a harsh light on the flaws of the educational system. Many teachers and administrators hope it will also illuminate a way forward.

Here, we talk to education experts about their experiences over the past year with the vulnerabilities in public education—and how we can improve it in the future.

BY MATTHEW DEWALD
Photo illustrations by Charles Jischke



Brian Lozenski says that education may not be the great equalizer we once believed.

WHEN SCHOOLS CLOSED IN MARCH 2020, virtual learning exacerbated inequalities that in-person learning had helped mitigate and, to some extent, mask. Some students had computers and internet access at home, while others had no way to participate in virtual classes. Children who relied on school for subsidized breakfast and lunch were going hungry. Kids whose parents were essential workers were home alone, sometimes watching younger siblings while they did their own schoolwork. Meanwhile, students from better-resourced families could log on to their classes with ease—or even learn in a “pod” with a private tutor the parents had hired.

These aspects of the pandemic made blindingly apparent something that Brian Lozenski, an associate professor of urban and multicultural education at Macalester, had already observed: The resources families have going into school are the best predictor of what a school will do for them. This new awareness is prompting new questions about education’s effectiveness as an equalizer in American society.

“The pandemic has really jolted people into a different sense of reality,” he says.

When the pandemic hit, the social and cultural fabric of the classroom space was ripped away. “What that showed us was that the cultural context of school is fundamental to any educational project,” he says. “Absent that, just relying on a skills-based, almost technical approach to education is really lacking.”

Lozenski hopes the pandemic has opened room for curricular revisions that emphasize interdisciplinary, social learning focused on asking big questions about how people relate to one another, whether politically, economically, or socially. He believes that not positioning students as “citizens-in-waiting” and instead treating them as fully engaged participants in society can better increase student motivation and achievement and better prepare them for the world they will enter.

“What I’m hoping to see as we come out of this is more questioning about how we want to live together,” Lozenski says. “We’re seeing some clear indications that our society is not functioning. A lot of communities have been naming this for decades, saying things aren’t working very well for us. I think you’re starting to see more and more people recognize that.”



Beatrice Rendon plans to continue to use technology tools that appeal to more learning styles.

BEATRICE RENDON '13, a second-grade teacher at Waite Park Community School in Minneapolis, started the 2020-21 school year with a challenge: Getting a Google Meet link to 30 seven-year-olds.

After that came talking them through downloading apps, building relationships with them, and coaching well-meaning parents who might not know how the technology worked either. Sometimes the home helpers were older siblings left home and in charge by working parents and themselves trying to keep up with their own virtual learning. There were internet glitches, sound issues, and more as she and her students climbed the learning curve.

“It’s kind of a blur thinking back to the first six or eight weeks,” she says. “I just remember keeping everything super positive, and the kids being so amazing and patient.”

Out of those struggles came new insights into how she can use these technology tools to better reach all

learners. For example, she has begun prerecording instructions for activities and adding visual icons to guide students. This allows students who are not yet proficient readers to engage independently with the activities. The technology platform Rendon uses also increases her ability to offer differentiated instruction tailored to students’ strengths and needs.

As she develops these and other adaptations under challenging circumstances, she hopes that a greater recognition of teachers’ professionalism will be another outcome of the pandemic.

“My biggest wish for post-pandemic teaching and learning is that it’s more humane,” she says. “I think everybody needs to take a deep breath and trust the education professionals. In a normal year, I’m teaching kids who are reading and doing math from a pre-K to a middle school level. Teaching kids who are behind is not new to any of us, but we’ll do it best if we’re supported and trusted.”



What lesson have you taken away from K-12 education over the past year? What ideas should be part of the conversation? Share your view with us: mactoday@macalester.edu.



Addy Kessler wants to encourage more curiosity and true learning.

ADDY KESSLER '04 is already living in a world many teachers can only dream about. She teaches product design at Lincoln High School in downtown Portland, Oregon, and has such strong support from her administration that her principal once asked her what her dream class would be and then approved the proposal she developed.

This support and the flexibility she inherently has as an arts educator play a key role in her satisfaction. While arts education has national standards, it hasn’t been saddled with detailed state mandates about content or the high-stakes standardized testing that teachers in other subject areas have—which can allow for more meaningful conversations and growth.

For example, instead of tests, she has students create portfolios. She grades students on the demonstration of technical and conceptual understanding, not on the quality and quantity of works. She engages in regular conversations about the work in progress, areas of improvement, and where they are finding success.

The approach encourages learning through a process of experimentation, self-analysis, and self-critique. Experimentation—“where the magic happens,” she says—is rewarded, even if it doesn’t work out the way the teacher or student had planned.

While she says she hears the phrase “learning loss” a lot these days, she thinks that’s not quite the right focus. “Students are learning. We don’t need to be forcing our usual expectations on to students during an unusual time,” she says.

Kessler says she’s learned a lot about supporting the social and emotional needs of her students during this past year, and the value of creating community. “I’ve had to change things up and learn how to connect with people in different ways—it has been challenging but also really great,” she says. “I think this will forever impact the way I approach my teaching going forward.”



Jesse Hagopian wants us to ditch high-stakes testing once and for all.

JESSE HAGOPIAN '01, who teaches history and ethnic studies at Garfield High School in Seattle, has long been a critic of high-stakes standardized testing, such as state-level achievement tests and college entrance exams. Among the things he says the tests do not measure are students' wisdom, problem-solving abilities, critical thinking skills, empathy, ability to work with other people, or intellect.

The current pandemic, he says, has brought the shortcomings of high-stakes testing into relief. Evidence of this is the federal government's decision to

waive requirements for standardized testing in the spring of 2020, when students of all backgrounds faced significant stresses. He contrasts this with a normal year when the unique stresses facing students from disadvantaged backgrounds are overlooked. Now that more people understand the relationship between life stress and testing, what should change?

"I think we need to invest the money in authentic forms of assessment," he says.

He cites the example of New York Performance Standards Consortium, a group of 38 public schools that are exempt from state standardized testing requirements. Instead, students complete long-term, in-depth projects tailored to their interests. Student learning is evaluated through teacher-developed performance assessments specific to the curriculum, rather than imposed top-down through multiple-choice questions developed by a state testing board.

Hagopian likens the process to the interaction of a doctoral student and dissertation adviser. "I think that's a model for transforming assessment that really meets the needs of our kids," he says.

Data backs him up. A 2020 report by researchers at the City University of New York found that although Consortium students began high school "more educationally and economically disadvantaged than their peers," they were more likely than their peers to graduate high school, attend college, and succeed there.

in other words, have much of a safety net.

As her district began making decisions about returning to some in-school instruction at the beginning of the 2020-21 school year, "things got pretty messy," she says. Some teachers took to the streets for public protests against a return to in-person learning, Suleiman among them.

"Of course, I want to go back," she says. "That's literally the phrase that I put on the sign that I was holding up at that protest: 'I want to teach safely.' I want to be with my students as soon as possible, but I want to protect my family, and I also want to protect my students."

She believes that increasing effective, intentional outreach efforts to disadvantaged communities would strengthen district-wide decision-making. Without it, she worries that the voices of her students and their families are not sufficiently heard on this and other questions.



Leyla Suleiman thinks it's time to diversify the voices that influence decisions.

LANGUAGE ARTS TEACHER Leyla Suleiman '17 was teaching at Park Center Senior High School in Brooklyn Park, Minnesota, when, like the rest of her colleagues, she shifted to distance education in March 2020. Her experience as her district developed plans for returning to in-person learning has shown her the critical importance of broadening the voices that influence decision-making at the district level.

This fall, she will be required to return to the classroom. The idea elates her, but it also makes her nervous because she doesn't yet know what the prevailing public health conditions will be then. She is also concerned for the teens Park Center serves, many of whom come from populations disproportionately affected by the pandemic. It has high numbers of students who receive free and reduced lunches, who come from non-English-speaking households, and who are students of color. Students who often don't,



Lesley Lavery wants to make the teaching profession more diverse and more appealing to young professionals.

BEFORE THE PANDEMIC STRUCK, 17 percent of new teachers were leaving the profession within the first five years, according to a report from the National Center for Education Statistics. Lesley Lavery, an associate professor of political science at Macalester, won't be surprised if that figure rises when data reflecting the pandemic era comes in.

Two-thirds of teachers leave the profession for reasons other than retirement, according to a 2017 report by the Learning Policy Institute. It cited lack of administrative support and dissatisfaction with working conditions among the top reasons for their departure. Both of these issues contribute to a dynamic that Lavery has seen during the pandemic. The federal government pushed decisions about school reopening to the governors. The governors then pushed the decisions down to local districts. Local districts sat back while teacher unions publicly voiced nuts-and-bolts concerns about a safe return to in-person learning. Teachers then took the blame if schools didn't reopen.

"It's often the case that it is the superintendent or a school board that is not ready to go back, but they don't come out and say it," Lavery says.

She worries that this kind of mixed messaging, plus concerns about pay levels, will make it particularly difficult to recruit teachers of color, which the profession desperately needs more of. In 2012, they made up just 18 percent of the public school teacher workforce, even as students of color made up 49 percent of all public school students.

"That's not the type of work that is going to attract the diverse Black and brown students that make it through college," she says. "They want a job that's rewarding, and they want a job that pays well enough."

In February, Mac professors Lesley Lavery and Brian Lozenski talked with President Suzanne Rivera as part of a Big Questions conversation about whether the pandemic will make K-12 education more equitable. Watch the discussion: macalester.edu/bigquestions



Jumaane Saunders says we should rethink basic structures of the school day and year.

JUMAANE SAUNDERS '00, until recently a principal in Brooklyn Prospect Charter School in New York City, says the pandemic highlighted the education system's rigid reliance on outdated structures.

"We do school the exact same way we did it in the late 1800s and early 1900s: the schoolroom with students at desks and a teacher in the front," he says. But when classes went remote last year because they had to, parents and kids realized some time-honored educational traditions weren't necessary.

Similarly, he points to the school calendar, a holdover from an agrarian economy. "Kids have summer break for picking season, but how many kids are tending the fields now in America? Yet we

still follow that same model even though we know as educators that two months off leads to a loss of educational knowledge, what we call the summer brain drain."

These days, students are learning asynchronously, and parents are finding alternative online academies and even forming small clusters to hire teachers themselves.

"I've heard stories of that happening all over the country, from people who have a lot of money to impoverished communities," he says. "I think there needs to be a serious conversation in this country about what K-12 education needs to look like going forward." [M](#)

Matthew Dewald is a writer in Richmond, Virginia.



For more than 30 years, Dakota elder Walter "Super" LaBatte Jr. '70 has dedicated his considerable energy to *owang'wasté kag'a*, making beauty. His work includes handmade beaded moccasins, richly painted powwow drums, and making his own brain-tanned buckskin. LaBatte has not only developed a national audience for his work, he has also earned the respect of his Dakota community as a local historian and culture bearer.

Before LaBatte found success as an artist, he grew up in a traditional Dakota community, attended Macalester, and worked for many years in construction while doing art on the side. While he recognized early on that his greatest satisfaction came from creating his artwork, he wasn't interested in the life of a "starving artist." He continued to work construction until he retired at 53 and devoted himself full-time to his projects. While deeply passionate about his art, LaBatte is equally committed to preserving Dakota traditional skills and knowledge that are at risk of disappearing.

While LaBatte is enrolled at the Sisseton Wahpeton reservation in South Dakota, he grew up in the Pejuhutazizi community near Granite Falls in southwestern Minnesota. His family lived simply, without a phone or television, relying instead on his dad's stories for entertainment. His grandfather, Wanbdi Ska, White Eagle, named LaBatte for his other grandfather, Was'icun Hdinaz'in, Spirit Returns. His parents, both fluent Dakota speakers, chose not to teach him the language because of their experiences growing up under intense pressure to assimilate, including boarding schools. Like many Dakota families who were struggling to adapt to white culture, many of their traditional arts and teachings were also not passed on between generations. In school, when LaBatte observed that people often believed in a romanticized stereotype that all Native people were artists, he rebelled by refusing to make art.

During the 1960s, LaBatte chose to attend Macalester, where he discovered he had a gift for language, declared German as his major, and applied for a study abroad program at the University of Vienna, Austria. While not accepted, it sparked his lifelong interest in travel. While at school, he also tried beadwork but quit when he realized it was not up to the quality he had seen in his community.

MAKING BEAUTY

BY DIANE WILSON / PHOTOS BY THERESA SCARBROUGH



LaBatte credits Macalester for teaching him how to think in a critical, logical manner. “I learned to become wary of conclusions without the proper justification for those conclusions,” LaBatte says. “With that ability, I was able to solve problems.”

After graduation, LaBatte worked for several years at Burlington Northern. After he quit, he found a summer job working construction on a new tribal office building and realized that work “fit like a glove.” Unlike his former white-collar job, construction gave him a sense of immediate gratification in seeing the results of his work, without all the travel and internal politics. He moved to the Twin Cities for a job, and fell into a lifestyle of hard drinking.

In 1986, after a bout of pancreatitis, his mother told him that if he wanted to quit drinking, he should ask Wakan Tanka. After a great deal of prayer, LaBatte chose to become sober, a decision that would lead him back to his Dakota traditional ways. “The mind is very powerful,” LaBatte says. “It can take you to heaven or hell. It’s your choice.”

After a year of sobriety, LaBatte realized that he was missing a spiritual aspect in his life. He decided to start dancing at powwows, a community celebration that includes traditional dancing, singing, and feasting. Since he could not afford to buy an outfit or regalia, LaBatte decided that he would try beadwork again and make his own. When LaBatte showed his first pair of moccasins to his father, he became emotional while holding them, stroking the beads and saying, “I thought this was a lost art.” Years later, beaded moccasins would become one of LaBatte’s most requested artworks.

As he worked on his dance outfit, however, beading conventional leather was hard on his hands. A fellow dancer told him about brain-tanned buckskin that was made using a traditional process that few people remembered. Fortunately, LaBatte’s father had learned it from his own mother and taught LaBatte how to make his own buckskin. Soon he was tanning 30 to 50 hides each year and traveling to Montana to sell them. At that time, he was one of very few people who knew how to do this work.

A couple of years later, an adopted brother asked LaBatte if he could fix his broken powwow drum. After looking it over, LaBatte told him it would be easier to make a new one, despite having never made one before. The success of that first drum led to requests for three to four powwow drums each year, as well as hand drums.

These days LaBatte works in his garage studio in Granite Falls, making moccasins with meticulous attention to detail. His favorite compliment, he says, was from a customer who said, “Your moccasins look like what I see in museums.” While he entered a few art shows when he first started out—winning first place at a Rapid City, S.D., art exhibition—LaBatte discovered that posting his work on Facebook generated all the commissions



he could handle. When a friend showed a pair of his moccasins during an interview on a national television news program, demand for his work skyrocketed. His growing reputation received another boost in 2016, when he received a request for moccasins from presidential candidate Bernie Sanders.

While he considers his beadwork to be traditional, LaBatte creates his own designs. From a wall of shelves filled with glass jars of brightly colored beads, he begins a project by selecting the background color, possibly a bead he hasn’t used in a long time. That choice dictates the accent colors, followed by the contrasting outline. “I’m designing as I’m beading,” LaBatte says. If he decides he needs a new design, he goes back to his graph paper and colored pencils.

Now, in the midst of a pandemic, protests for racial justice, and volatile national politics, LaBatte finds peace and serenity in his art. “My art feeds my soul,” he says. “In times of stress, I go to my artwork. I do what I want to do, what Spirit moves me to create.”

As an elder, LaBatte has discovered a gift for storytelling, much like his father. “I’ve reached an age where the stories just fall out,” he says. Three years ago, Pioneer PBS in west-central Minnesota created a short animated film of a family story narrated by LaBatte about a pelican that saved a Dakota village on Lake Traverse from attack hundreds of years ago. The film was selected for the 2018 St. Louis International Film Festival.

He is also working with his niece, Teresa Peterson, on a collection of Dakota stories, including those he heard growing up in his community. That book, *Voices from Pejuhutazizi: Stories and Storytellers*, will be published in November by the Minnesota Historical Society. “I want to preserve the stories I heard in my youth from the elders of that era and to record my experiences growing up on Pejuhutazizi,” LaBatte says.

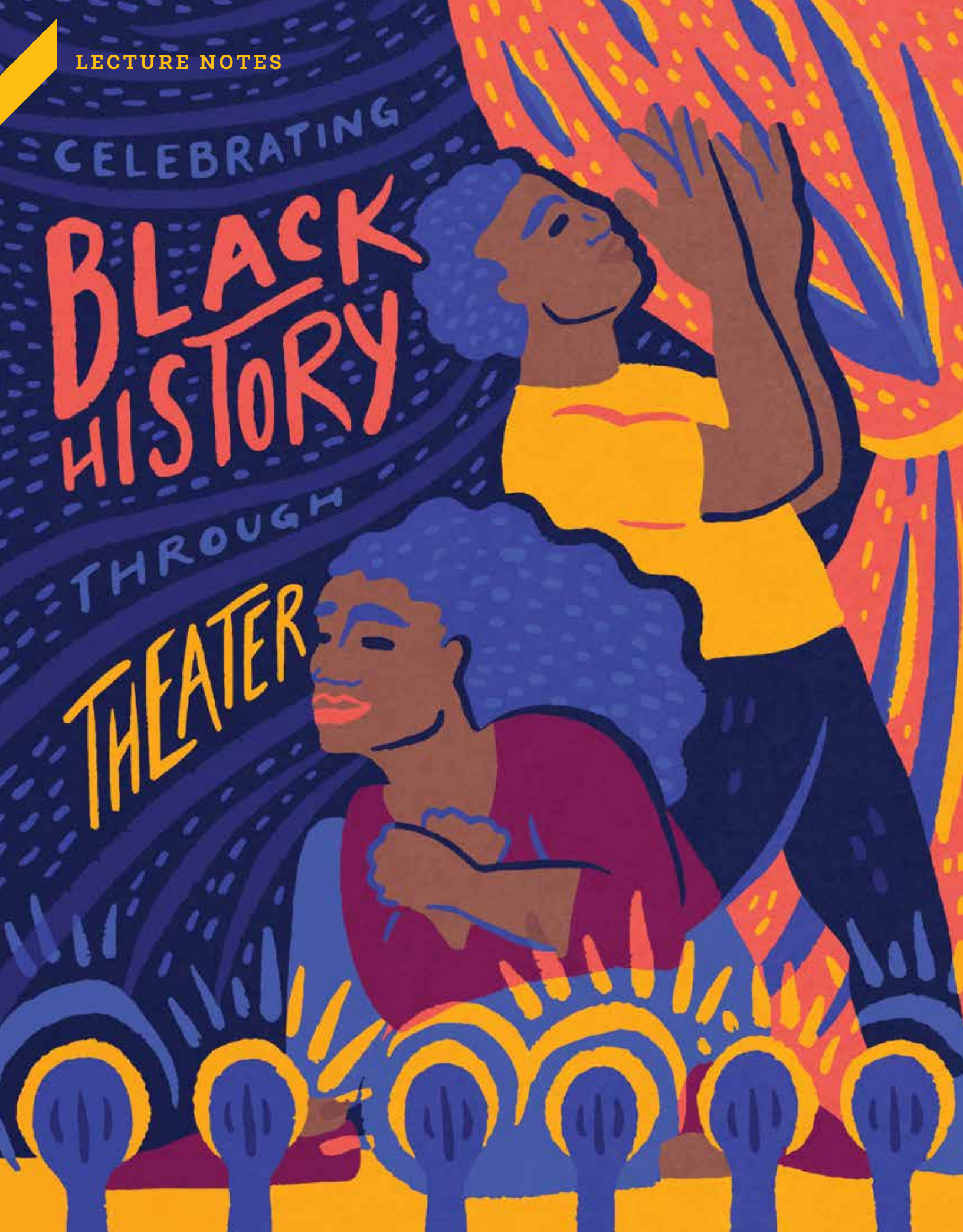
As LaBatte’s reputation as an artist continued to grow, Pioneer PBS also filmed a documentary on his life and work that was a 2018 official selection for the American Documentary and Animation Film Festival in Palm Springs, California. “A person needs to stay busy, to have a purpose in life. My artwork gives me that purpose,” LaBatte explained in the film.

At the heart of LaBatte’s work is a commitment to ensuring that traditional Dakota skills and knowledge are maintained. “Everything I do,” he says, “I’m hoping it doesn’t die out.” That means teaching classes through Dakota Wicohan, a local organization, and training apprentices. One of LaBatte’s other ambitions is to ensure that a traditional corn soup, Pasdayapi, is still available in his community. He learned to love the soup as a child, when his grandfather was responsible for growing the corn and making soup for gatherings. When LaBatte moved home to retire, he realized that no one was making the soup anymore. He began growing the corn, a beautiful multicolored variety, and sharing the recipe.

Several years ago, LaBatte finally made the trip to the University of Vienna—many years after he first applied to study abroad—where he stood on the steps and cried out, “I have arrived!” Until the pandemic restricted travel, LaBatte has tried to visit Europe every year.

When asked what he tells the young people in his life, LaBatte replies, “Get your education.” When he considers the issues this country is facing, LaBatte believes that education provides the skills young people need to solve these problems. [M](#)

Diane Wilson, Mdewakanton/Sicangu, is a Minnesota writer and educator. She is the author of *Spirit Car: Journey to a Dakota Past*. Her new novel, *The Seed Keeper*, was published in March by Milkweed Editions.



BY MANDI MASDEN '08 / ILLUSTRATION BY SIMONE MARTIN-NEWBERRY

Last summer after George Floyd was killed, theater professor Harry Waters Jr. looked out his Minneapolis window and saw Lake Street on fire amid the uprising. When he began to think about teaching that fall, he knew his syllabus needed to change. “I didn’t just want to do a course about reading some plays,” Waters says. “The community I’m part of is mourning and grieving and angry, and I needed to celebrate the positives. I really wanted us to investigate some of the documented theatrical history that led us to this moment.” We asked him about “Living, Making, Celebrating Black History Through Theater,” the course that emerged from that reflection.

What opportunity does this moment create to investigate our contributions to and expansion of American theater and history?

This class looks at the Black experience in America through the lens of Black playwrights and Black plays, and grounds us in an understanding of what the Black theater community creates in response to history. These plays were all written in response to their time periods, and all of them talk to each other in a certain way. In asking my students how these plays speak to them, and investigating them through the lens of history, we’re having a different kind of discussion about the text and also about Black culture. Essentially it’s an American history course, and we’re teaching them a different way of accessing the histories, and looking at the ways Black people are telling stories and redefining forms within that history.

What texts and resources do you use to facilitate this type of work?

Before I ask students to write anything about their experience reading Black plays, they need to have a grounding in Black images and that historical grounding in the United States. One of the first things we did was watch the 1987 documentary *Ethnic Notions*, which everyone should own because it gives you the visual imagery and historical context of how Black people are dehumanized in this society. In the beginning, they also read *The Dutchman*, by Amiri Baraka; *For Colored Girls...*, by Ntozake Shange; and *A Raisin in the Sun* by Lorraine Hansberry—so you’ve got three different eras, three different writers, three different storytelling techniques. They offer so much information, and they each ground you in the history of the time. We look at the various ways that Black folks are telling stories that are different: What does it mean when it’s this particular body that is creating and telling?

How does a theatrical approach to this “grounding” differ from regular text analysis?

With *Day of Absence* by Douglas Turner Ward, for example, I had everybody make a white mask by cutting a paper plate in half. The play is about Black actors in white face, and as we read the play aloud in class, it added another layer that’s part of how

students are learning experientially about racial dynamics. It’s not about making anybody feel guilty or telling anyone how to feel. It’s about facilitating an experience in community, so no one is outside of it, wondering alone “What do I do?” It’s creating something no one has to disappear from, because we are in it together. That’s acting, that’s ensemble: you are working from your body—you are the material, you are the research—so how are we using it, or how is it available? I want students to know they are a community capable of building experiences that can move them forward in unexpected ways.

Theater classes are particularly hands-on and physically interactive spaces. How do you build community in remote instruction?

I offer a prompt and send students to Zoom breakout rooms, where they talk about characters, writers, the era, what spoke to them and why, what they found revealing or disturbing. Then they come back not only with a reflection on the text, but with a performance based on what they experienced with it. It allows them to have a communal experience with each other and share with the larger group, so everyone’s learning from each other’s experiences instead of me just lecturing about it. That way they’re going deeper into the readings and learning how to tell a story that’s experiential, instead of just reporting on the assignment. We’re not doing play analysis—we’re doing an experiential analysis.

How are you finding joy during this time?

I find it in community. I’m not a playwright or a novelist that can sit alone just writing. For me there’s something about the collaborative process that is always open to possibility in a different way. Knowing the exact outcome isn’t really interesting to me, because then we’re just going from “Okay, how do we do that?” to “Okay, we did that.” It’s similar to being in rehearsal when each moment is about discovery: finding what works, what doesn’t work, discovering something completely unexpected. That’s what brings me joy.

You’re retiring from teaching this spring. How has Mac prepared you for the next step?

I’m still connected to so many Macalester graduates who are working in the Twin Cities, and that’s a gift I did not know was going to happen. They’re doing their own thing now, and it’s still peripherally connected to what I do and what we did together in the classroom—I just worked on a piece with a recent grad who is a sound designer. Macalester gave me access to an amazing artistic community. These communities created magic, and I got to help facilitate that. I want a picture of me like Obama, just dropping the mic. [M](#)

Mandi Masden '08 is an actor, writer, and entrepreneur based in Brooklyn, N.Y. Harry Waters Jr. was her teacher and advisor at Mac.

CLASS NOTES

1964

Tony Johnson has retired after 56 years in banking. He began his career at First National Bank of Minneapolis and worked for nearly 40 years for Frandsen Financial Corp. Tony and his wife, Betty Kiger Johnson '65, live in Alexandria, Minn.

1969

Rhode Island's Martin Luther King Jr. State Holiday Commission presented Carol Bragg with its 2020 Community Service Award in recognition of the more than 40 years of work she has done for peace, racial and economic justice, and nonviolence.

1971

The Class of 1971 will celebrate its 50th Reunion June 2–6, 2021.

1976

The Class of 1976 will celebrate its 45th Reunion June 2–6, 2021.

Although Ray Piirainen and his family have shopped at Brightwater Clothing and Gear in Excelsior, Minn., for more than 10 years, it wasn't until last December that he met the owner, Bill Damberg '81, and learned that he is a fellow Mac alum.

1977

After serving health care organizations for 37 years as a partner at Ernst & Young in Dallas and the firm's national office, Kenneth Bernstein retired in 2014. Since then, he has been appointed to the boards of several non-profit healthcare organizations, including Texas Health Resources, the largest

health care system in north Texas; Southwestern Health Resources, a joint venture with the University of Texas Southwestern Medical Center; Metrocare Services, the Dallas County mental health provider; and the Texas Council Risk Management Fund. He continues to pursue his interest in railroads, business history, and n-scale model railroading, and is looking forward to being able to travel again with his wife, Barbara, visit his daughter Rachel '09 in Minneapolis, and see his son Noah graduate from Washington University in St. Louis in May.

Walter Hatch has been promoted to professor of government at Colby College. His new book, *Ghosts in the Neighborhood: How Germany Has Escaped a Haunted Past, but Japan Has Not*, is under contract with University of Michigan Press.

1981

The Class of 1981 will celebrate its 40th Reunion June 2–6, 2021.

1983

David McKee was recently promoted to editor of *Casino Life Magazine*, a British publication. He continues to work as a columnist and researcher for Las Vegas Advisor. He lives in Augusta, Georgia, with his wife, Jennifer, their two cats, and a turtle.

1984

Mark Salzwedel transferred to 21GRAMS Gotham, a new business unit within the W20 Group, in January. He continues working as a senior medical editor. Last October, Mark moved from Brooklyn's Bed-Stuy neigh-

CLASS NOTES PHOTO POLICY:

We publish one photo per wedding.

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.



Last fall, Kelsey Austin-King '13 phonebanked for Democratic challengers in competitive state legislature races through the Sister District chapter in San Jose, Calif. When she chatted about Midwestern winters with virtual phonebank captain Maureen Sheehan '73, they realized their Macalester connection. "She was the first female student body president! It was a great experience to phonebank with the guidance from our seasoned, energetic lead Maureen, and I'm so glad we met," Kelsey wrote.

borhood back into Manhattan. His sixth short story, "Gods of Commerce," will appear in the forthcoming science fiction anthology *Disobedient Futures*.

professor in Emory University's Psychology Department, and Kristen teaches piano and ukulele lessons over Zoom to students on both sides of the United States and in Europe.

1986

The Class of 1986 will celebrate its 35th Reunion June 2–6, 2021.

Kristen Shepherd Hampton reports that she and Rob Hampton '88 are enjoying their teenage daughters, Morgan (14) and Ava (17). Rob is a researcher and

1991

The Class of 1991 will celebrate its 30th Reunion June 2–6, 2021.

1996

The Class of 1996 will celebrate its 25th Reunion June 2–6, 2021.

WHAT PODCASTS ARE YOU LOVING RIGHT NOW?

"Forest of Thought aims to explore the ecology of ideas that our lives are embedded in." —**Deborah Rieser '74**

"This Is Uncomfortable, hosted by Reema Khrais, is about money and how it shapes life, relationships, and identity. Highly recommend for young grads looking to learn more about finances in a casual way with an emphasis on intersectionality and very relatable situations." —**Zeena Yasmine Fuleihan '18**

"On the Media (incredible cerebral journalism about how we frame the world), Articles of Interest (a miniseries about the cultural histories of different fashion items and trends), Bundyville (investigating the overlaps between anti-government extremism, fundamental Mormonism, and the American West), Reply All (a show about internet culture, which is to say culture), and The Cut (smart, current, endlessly listenable)." —**Brian Stephenson '10**

"NPR's Short Wave: science explained and discussed in a meaningful and easily understandable manner. And with great enthusiasm!" —**Michael Skoien '73**

"Presidential, from The Washington Post." —**Mike Garcia '92**

There's plenty of podcast production happening on campus, too:

- **Big Questions** compiles glimpses into the minds and hearts of the people who comprise Macalester: macalesterbigquestions.buzzsprout.com
- A **Mac Weekly** production, *The Abstract* features stories of scientific research, from profuse failures to precious moments of triumph: themacsweekly.com/category/podcasts/science-podcast
- **Groveland** (another *Mac Weekly* podcast) features news that matters: themacsweekly.com/category/podcasts/groveland
- In the **Macalester Scots Podcast**, students and alumni share their Mac athletics experience: athletics.macalester.edu/podcasts
- This winter, the Center for Religious and Spiritual Life's *Podcast from Home* shared snippets of our community's lives and loves to build a sense of home. anchor.fm/macalestercrsl
- In Elul, the final month of the Jewish year, Macalester Jewish Organization created a daily podcast marking the journey toward Rosh Hashanah and offering voices of Jewish Macalester. anchor.fm/mjoelul



"I am loving *Hear to Slay* with Tressie McMillan Cottom and Roxane Gay. Brilliant conversations about current events." —**Colleen M. Stockmann '05**

"Changes with Annie Macmanus has been a great addition to my library. It started in 2020 and aptly helped listeners navigate all the changes being dealt with. Time well-spent listening to Annie and her eclectic mix of guests share the twists and turns their lives have taken." —**Meg Rummel Engelman '91**

"Check out *Peds RAP*, a continuing medical education podcast for pediatricians. Mike Cosimini '05 is an associate editor (and also my spouse!)." —**Amelia MacRae '05**

"I co-host *Manufactured*, a podcast featuring supplier perspectives on sustainable fashion. After managing two different garment factories in Cambodia for five years, I feel strongly that factory voices are misunderstood and underrepresented in the sustainable fashion agenda, and that conventional approaches to sustainable fashion are inadequate for driving the systemic transformation the industry so desperately needs." —**Kim van der Weerd '09**

"My all-time favorite podcast is *Happier with Gretchen Rubin*, in which she offers tips on happiness and good habits." —**Alexandra McLaughlin '16**

NOW TELL US:

WHAT CLASS WOULD YOU COME BACK TO MAC TO TEACH?

Send your answer via Twitter (@heymac), email (mactoday@macalester.edu), or mail (*Macalester Today*, Macalester College, 1600 Grand Ave., St. Paul, MN 55105).

1999

Wendell Bartnick has been promoted from associate to partner at Reed Smith LLP. He is based in the firm's Houston office and is a member of the IP, Tech, and Data Group.

2001

The Class of 2001 will celebrate its 20th Reunion June 2–6, 2021.

Last December, Katy Head-bloom Hyman became director of palliative care at Memorial-Care Long Beach Medical Center in Long Beach, Calif.

2005

Colleen Stockmann completed a PhD in art history at the University of Minnesota last fall and joined the faculty at Gustavus Adolphus College as assistant professor of art history and arts administration. She lives in south Minneapolis with her partner, two cats, and many plants.

2006

The Class of 2006 will celebrate its 15th Reunion June 2–6, 2021.

Spencer Edelman has been elected chair of the Bankruptcy Section of the New Mexico State Bar for 2021.

Richard Graves is co-founder and chief commercial officer of Sorcero, an enterprise language intelligence platform serving the life sciences and insurance industries. He previously spent seven and a half years at CleanChoice Energy, a private renewable energy supplier and community solar provider.

2008

Cora Polsgrove reported that Macalester's 2008 women's ice hockey team experienced a "baby boom" in 2020. In January, Cora, Jo Trigg, Robin Canavan, and Erica Schultz held a Zoom gathering with their new babies, who wore matching onesies designed and created by fellow hockey alum Allison Palmer.



"Not to be deterred by the coronavirus, the Class of '65 enjoyed a Zoomed Holiday Tea on December 6, 2020," wrote Ruth Lippin '65. "Thanks to Lisa Ziemba from Engagement, we were able to enjoy each other's company. Classmates joined us from Alaska, Hawaii, the East Coast and the West Coast and everywhere in between, and from Ecuador! We are always told that one of the challenges of aging is to remain flexible—well!!! We passed that test!"

2011

The Class of 2011 will celebrate its 10th Reunion June 2–6, 2021.

Aaron and Majra Mucic Gibbons announced the birth of their second child, Ayla Shawn Gibbons, on Feb. 17, 2020. Ayla joins big brother Leo.

2014

Romi Dehler is now assistant

director for leadership and organizations at Minnesota State University Moorhead.

Jake Waxman has been accepted into the 2020 class of Presidential Management Fellows. He now works for the U.S. Department of the Treasury.

2016

The Class of 2016 will celebrate its 5th Reunion June 2–6, 2021.

MACALESTER REUNION IS COMING TO YOU!

Join us from your home for an exciting and inclusive online Reunion experience, with a special welcome to our milestone class years including the classes of 1971, 1976, 1981, 1986, 1991, 1996, 2001, 2006, 2011, and 2016.

Rekindle your Mac spirit with friends, enjoy new traditions, and celebrate all that you remember about Mac from wherever you are in the world. Everyone is welcome, regardless of class year.

macalester.edu/reunion



REUNION JUNE 2–6, 2021



Virginia Hungate-Hawk '07 and Josh Peters were married August 8, 2020, in a safe, small outdoor ceremony in Seattle. From left: Tim Bates '06, Virginia, Josh, Emily Calkins Charyk '07, and Mark Calkins Charyk.



Rachel Gunsalus '13 and Palmer Fliss '11 were married on August 1, 2020, on a backpacking trip in the North Cascades. Emily Davis '13 officiated.

MAC ENTREPRENEUR

MY JOB: Selling, buying, or renovating property can be overwhelming. We make it simple, whether you're an experienced homeowner or new to real estate. For example, we get a lot of "love it or list it" questions. That conversation can be as direct as an ROI analysis: the kitchen will cost more than you think—time to move. Or more complicated, where we delve into the ties people have to their property. Suddenly, it's house therapy. Whatever the next step, we're there to help.

STARTING OUT: Make your own opportunities. My first year in real estate, 16 years ago, I signed up for four open houses every weekend for a year. Yes, I was tired and had little free time. But in return, I jumpstarted my career with the experience and a book of clients it would've taken years to acquire.

STAY CURIOUS: I'll always be pushing myself to work smarter on behalf of my clients. But sometimes when you're in it, you don't see the opportunities. The Twin Cities has been my home for 26 years. (Shout-out to Mac for bringing me here!) While keeping my business here, I'm also exploring other places, states with different climates and architectural styles. I want the challenge of creating outside my comfort zone.

HOUSE TIPS: HGTV is not the place to learn about real estate or construction. Every market is local and nuanced. Talk to a local agent or broker doing the work. On the flipside, I cannot say enough about *This Old House* on PBS. Fantastic remodeling edu-



SAMANTHA STRONG '98
Owner, Broker,
General Contractor
Metamorphosis Realty
& Design-Build
MINNEAPOLIS

cation! The team has the resources to build the project "the right way," from techniques to materials used. I absorb it all and apply it to my own projects.

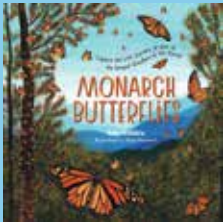
Read more about Mac entrepreneurs by signing up for the college's Entrepreneurship & Innovation monthly newsletter, where Samantha's story appeared in January: email eburnnet@macalester.edu

Check out our Alumni Small Business Directory (and add yours to the list): macalester.edu/alumni/mac-together



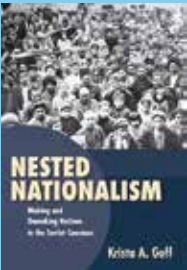
Ann Hobbie '88, *Monarch Butterflies: Explore the Life Journey of One of the Winged Wonders of the World* (Storey Publishing, 2021)

"I came to teach children and teachers about monarch butterflies

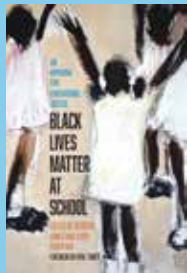


because of the ease with which they illustrate the magic of the natural world. Eastern monarchs migrate 3,000 miles to overwinter in central Mexico's mountain forests. Each year's visitors to these roosting sites are the great, great grandchildren of those who rested there the previous year. And monarchs are fascinating for other reasons: a monarch grows 2,000 times its egg mass by the time it turns into a chrysalis, for example, and they are poisonous to many, but not all, other organisms. Like other lepidoptera, they taste with their feet. And their dramatic life cycle is fun to observe.

Research has revealed that the monarch population has plummeted over the last 20 years from habitat loss, pesticides use, and climate change. In this book, I endeavored to tell the story of this fascinating and threatened species in an accurate, compelling, and beautiful way."



Krista A. Goff '04, *Nested Nationalism: Making and Unmaking Nations in the Soviet Caucasus* (Cornell University Press, 2021)



Jesse Hagopian '01 and Denisha Jones, *Black Lives Matter at School: An Uprising for Educational Justice* (Haymarket Books, 2020)

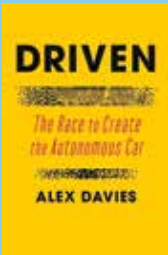


Christopher Paul '99, *Free-to-Play: Mobile Video Games, Bias, and Norms* (MIT Press, 2020)



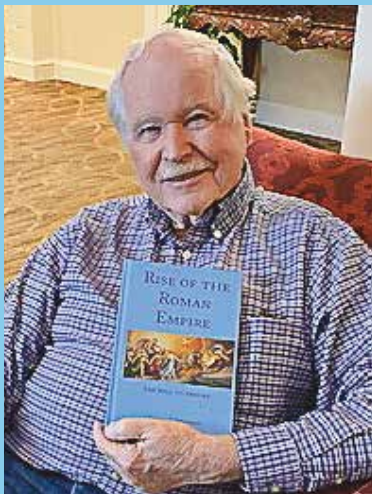
Alex Davies '10, *Driven: The Race to Create the Autonomous Car* (Simon & Schuster, 2021)

"Perhaps Hollywood is to blame for raising our expectations, but a few years ago, it seemed as if self-driving cars were going to be here sooner rather than later. In *Driven*, Business Insider senior editor Alex Davies tells the dramatic, colorful story of the quest to develop driverless cars—and the fierce competition among Google, Uber, and other tech and auto giants in the race to revolutionize our lives." —*Fortune*, "21 Books to Look Forward to in 2021"



Thomas L. Dynneson '61, *Rise of the Roman Empire: The Will to Endure* (Peter Lang Inc., 2020)

"In the second century BCE, the Greek historian Polybius (200–118 BCE), after arriving in Rome in 168 BCE, asked in his *Histories*: 'How did the Romans succeed in building a world empire in such a short span of time?' This book takes the perspective that Polybius's question was mistaken, in the sense that the formation of the Roman Empire took a very long time indeed, centuries. The formation of the Roman Empire began in 390 BCE when the Gauls burned Rome; and even before that time, the kings of Rome were some of the first empire builders."

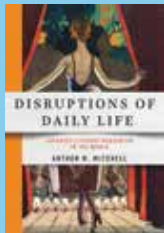


WHAT'S YOUR FAVORITE FREE-TO-PLAY GAME?

"Candy Crush and match-3 variants are classics. I love Supercell games, particularly *Clash Royale* and *Brawl Stars*. And *Genshin Impact* is an absolute revelation in what the free-to-play mobile platform can be. That all said, it's important to remember that games like *League of Legends* and *World of Tanks* are free-to-play, too. Through this book, I got a sharper understanding of how people talk about video games and the underlying presumptions of the gaming community shape the games that are made and the way they are received."



Gordon Jensen '77, *The Way Out* (Highsmith Creative Services, 2020)



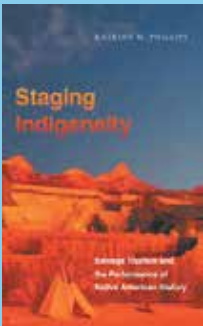
Arthur Mitchell, associate professor of Asian languages and cultures, *Disruptions of Daily Life: Japanese Literary Modernism in the World* (Cornell University Press, 2020)

ADVICE FOR WRITERS:

"Dig inward, and read outward. Faced up against the daunting task of figuring out what to write and how to write it, it is easy for a certain defensiveness to set in. The tendency is to lock the door and clam up, entrench yourself in your perspective, fear and reject out-of-hand stories that are opposite yours, or worse, close to yours. This is a self-defeating response based on an illusion. There is always room for another book. You have a story to tell. You have a contribution. The challenge is to dig into your experience, your feelings, your instincts, and your insights to extract what is singular. And all the while, to take in those of others. If you can handle the tension, the ideas of others can only enhance, enrich, and clarify your own."

Katrina M. Phillips, assistant professor of history, *Staging Indigeneity: Salvage Tourism and the Performance of Native American History* (University of North Carolina Press, 2021)

"I had no idea that a reluctant trip to my reservation during one of the busiest tourist weekends of the year would lead me down this path. My research has taken me from the Great Smoky Mountains to the slowly rolling hills of north-eastern Oregon to south central Ohio. I have sat backstage at the Mountainside Theatre in Cherokee, watching the cogs of an aging, albeit well-oiled, drama prepare for a performance. I've traveled from Columbus to Chillicothe, watching freeways and the industrial feel of the capital give way to bucolic farmlands and two-lane highways. I've walked miles in cowboy boots in Pendleton, watching proud descendants of cowboys, Indians, and pioneers reenact their popularized version of history. Despite their many differences, one constant remains. American Indian historical pageantry and outdoor drama are a lens for the past and the present, the historic and the dramatic. And, in the spirit of the historic and the dramatic, I end with the words of William Shakespeare:



Orest Ranum '55, *Tyranny from Ancient Greece to Renaissance France* (Palgrave Macmillan, 2020)

'All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts ...
Last scene of all,
That ends this strange eventful history."



ALEX DAVIES PHOTO: CHRISTIE HEHM KLOK; OTHER PHOTOS PROVIDED

PHOTOS PROVIDED

HYPE WOMAN

Go behind the scenes of the Young Macalester Alumni Connect (yMac) group's social media presence, and you'll see no shortage of enthusiasm, thanks to Joanne Johnson '16. "I love to overuse exclamation points on the yMac Facebook page," Johnson says. "I'm our biggest hype woman!"

Two years ago, Johnson joined yMac's steering committee because she wanted to help young alumni to stay connected even as their relationship with the college changes. "My relationship with Mac is different from when I was a student, but I rely on it for the same things: new perspectives, creativity, and curiosity," she says. We asked Johnson to share more about her own perspective.

CURRENTLY: I work at Washburn Center for Children, a Twin Cities non-profit children's mental health agency. In August I moved to Chapel Hill, N.C., and became Washburn's first full-time remote employee.

NEXT STEP: This fall, I'm starting the University of North Carolina's master's in public health program, with a focus on global health. My specific interest is in urban/rural health disparities: investigating the connections between the social and physical environments that structure communities and the effects they have on individual and population health.

FORMATIVE MAC CLASS: Taking "Intro to Urban Geography" in my first semester really taught me how to observe and ask questions about my surroundings.

KEY CAFÉ MAC ITEM: The soft-serve ice cream machine. Every day. All day.

FAVORITE YMAC EVENT: I really enjoy yMac trivia night, mainly because we usually hold the event in the middle of freezing January, and it is a great excuse to drink and laugh with friends.

BEST TRIVIA CATEGORIES: Literature and music.



ADVICE FOR YOUNG ALUMNI: It is okay to make mistakes and fail. The biggest failures in my career have led to the biggest periods of professional and personal growth.

GET INVOLVED

Join the active yMac group on Facebook and follow @macalesteralumni on Instagram to connect with the young alumni community, find resources, and get event updates—and learn more about joining the yMac steering committee at macalester.edu/alumni/groups/yMac. For more information about other opportunities to volunteer and engage, visit macalester.edu/alumni.

CONNECTING THROUGH CONVERSATION

The Alumni Board strives to connect alumni with one another and the college, and each board member supports those efforts by joining a working group focused on athletics, career connections, or diversity. Diversity working group chair Kim Cole '96 looks back at how her group navigated 2020—and shares plans for this spring and beyond, including how you can get involved.

Going virtual

Last February, the Alumni Board's diversity working group talked about a new goal to do more online in 2020. We knew that so much of the work and connection among Mac alumni—and how we can bring together diverse communities of alumni—is global. We were deciding already that we wanted to try more virtual programming, even before the pandemic began.

Balancing efforts

Our working group's focus is serving all the communities of diverse Macalester alumni. As the year progressed, current and very pressing tensions emerged around racial justice work in this country. We needed to balance that ongoing work with addressing the conversations about racism and racial justice happening around us.

Creating conversations in community

As we looked to create meaningful programming, we decided to focus on virtual events on antiracism: 100 alumni joined a session in December about antiracist parenting. After a brief introduction from psychology professor Cari Gillen-O'Neel, participants moved into self-selected breakout rooms with alumni facilitators on more specific topics about antiracist parenting, including age groups, media literacy, and antiracist book recommendations.

That peer-to-peer experience was a huge success, but we also heard that participants wanted to hear more from the facilitators. Our second antiracist parenting event, in April, featured a panel and Q&A with three alumni (Justin Brandon '00, Emily P.G. Erickson '08, and Kris Amundson '71) facilitated by Professor Gillen-O'Neel. Through those events, we saw the immense interest among our community in this topic, with many parents joining us and also grandparents and folks who were just curious to learn more.

Coming up

Our next online program on May 19 will focus on antiracism in the workplace, with an introduction for the whole group followed by breakout conversations on various sectors, career stages, and specific areas of workplace challenges related to diversity, equity, and inclusion.

The Alumni Board is also carefully reviewing our own practices. We've created a DEI task force to evaluate current policy, implement new training, and examine ways in which the board can lead and model how to do our engagement work equitably and inclusively.

Diversity is an expansive, broad, and complex topic—and one that's so woven into Mac's core values. With our decision to zero in on virtual events this year, we've learned and practiced some impactful ways to engage a broader community. We'll build on those efforts in the months ahead.



GET INVOLVED

- ▶ Register for our May 19 event on antiracism in the workplace: macalester.edu/alumni/lifelonglearning
- ▶ Join the conversation in our new Facebook group: "Macalester Alumni Discussing Diversity, Equity & Inclusion." We're building community and sharing resources.
- ▶ Check out (and add to) the college's antiracism resource list: macalester.edu/mactogether
- ▶ Celebrate someone in your network by nominating them for the Alumni Board or an Alumni Award: macalester.edu/alumni/alumniboard
- ▶ Read President Rivera's latest update about equity and antiracism initiatives: macalester.edu/antiracism

MacDirect

Create your profile for the new release of MacDirect

Connect with people in our community for job advice, finding friends, viewing your volunteer or giving history, or finding alumni near you. MacDirect has been updated with new features, so create your new login and check it out! *Even if you've used MacDirect before, you'll need to register again to access this updated system.*

Questions?
Email alumnioffice@macalester.edu

macalester.edu/MacDirect

THE EXECUTIVE UTILITY INFIELDER

Recent conventional business wisdom emphasizes specialization and subject matter expertise—and Mark Green '89 has found success by fighting against that approach for most of his career. From turning around large operating segments within insurance companies like Allstate to starting his own insurance company with partners, Green has embraced learning from different perspectives within the industry. Today he works in Chicago as an executive vice president of Kemper Corporation, a multifaceted role he describes as “executive utility infielder.” We asked the speech communication major about some of the lessons he’s learned so far.

Sit in different seats

When I got into insurance, I saw that in order to be really good at any of the roles, I needed to have a broad-based perspective of all of them. I sat in a lot of different seats, then I took those learnings and put them into practice as a general manager turnaround specialist.

I believe strongly in this from a business perspective, but it applies a lot more broadly. We don’t seem to value breadth of knowledge in the traditional sense anymore. I would posit that the more experience you get from different perspectives, and the more awareness you have about how each lever works within the business model, the more productive and valuable you are.

Expand your network

The more networking that you can do, the better off you’re going to be. Pick up the phone and find new people to talk to. Work LinkedIn. Work Instagram. I don’t care what social media you’re using—just get to know more people.

But go deep rather than broad. Sometimes I see people send out LinkedIn invitations to anybody whose profile says SVP in insurance, with a generic note that says “I find your background fascinating.” That’s what not to do. Reach out with something specific and personal. Networking is about really getting to know people, and having people get to know and like you, and be willing to support you and advocate on your behalf. Over time, if you have real depth, the breadth will come. Don’t rush it.

Back up your ideas with critical thinking and facts

I came to Macalester from a very small, fairly conservative town in Arkansas, with 35 people in my graduating class. I was a moderate, which was fairly unique on campus. I had to defend every position I ever took, and I also like to think it might have been good for my classmates because it got them out of potential echo chambers. I couldn’t just take for granted that I was right: I’d better have evidence, because the person across the table would explain why



I was wrong, sometimes in excruciating detail! Macalester taught me how to think, and how to support my arguments and ideas. That’s been invaluable in my career.

Chase happiness

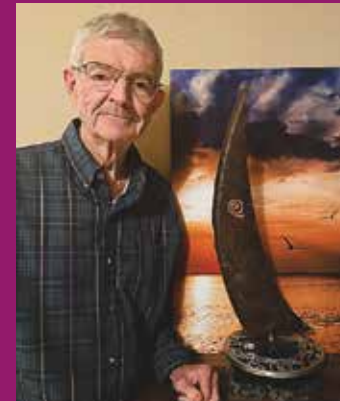
It took me way too long to realize what truly made me happy. Today I realize I am happy when I can give some business acumen to a charity board I sit on, when I’m sitting around a fire pit with friends, when I’m out for a run or just hanging out with my kids on the couch watching Star Wars on Disney.

When my wife passed away seven years ago, I was a senior executive in a high-pressure job, and for a few years, a nanny spent more time with my three young children than I did. Then the realization hit me: I want to spend time with my kids. I want to be more of a dad than an executive. Keeping up with the Joneses is really, really overrated. You have to make sacrifices, and, while you don’t want to worry about making your rent or house or car payment, you shouldn’t be defined by what you do at work. Your work should be an enabler to your happiness, not the other way around.

PHOTO PROVIDED

// THE SCRAP METAL IMPRESSIONIST

Bruce MacMullan '69 is a banker turned self-described “scrap metal impressionist.” A decade ago, he retired from a successful 37-year career and embarked on a new path, exploring art for the first time to express his ideas and social commentary. “I use only recycled materials on every project, and each became a story on its own,” he says.



His latest sculpture is *Ceaseless Quest for a Safe Harbour*, which grew from an old auto transmission and a discarded cistern cover. “This is my attempt to symbolize the earth’s current status as a sort of neglected ‘ghost ship’ that has oftentimes floundered aimlessly for the last few hundred years,” MacMullan says. “The current, critical condition of our ship has us listing dangerously toward inevitable destruction due largely to careless disregard. How can we envision a lasting continuance of Earth’s original hospitality as a safe and secure home for all of its people?”

MacMullan’s art practice isn’t the first time he’s changed direction. That started back at Macalester, where he switched majors from history to business to English literature. And his path at Mac wasn’t always easy—in fact, it often wasn’t easy. “I was an average student in high school and was simply trying to carry on a family tradition when I first enrolled at Mac,” MacMullan says. “Frankly, I was pressed from day one to simply stay afloat.”

When MacMullan got word in his last semester that he would indeed receive a diploma, he felt like he had “just turned my first real corner of life,” he wrote decades later in his 2014 memoir, *Zero to Sixty: Memoirs of an Inexplicable Scot*. That experience was formative, despite—or perhaps because of—the struggles. “For students of all types and potentials, Macalester remains a substantive scholastic environment with a very effective manner for building character, perpetuating career success and creating decent citizenship that moves us all to a better place,” he says.

That’s MacMullan’s goal now with his art: to inspire hope and action. “Fortunately, there now seems to be a significant, renewed movement of global consciousness with a true belief that we can still accomplish many of our most critical goals before our singular ‘carrier ship’ permanently runs aground,” he says. “As my own life nears an end in the very foreseeable future, I trust that proactive world citizens of means and influence will never let up until Mother Earth can once again adequately sustain herself.”



// GET OUT THE VOTE

On her last day of canvassing outside Atlanta before the January U.S. Senate runoff election, Lisa Hu '15 sketched a blue Georgia on her rental car. “I have been drawing the outline of Georgia in my journal since the November election,” Hu wrote in a Facebook post that day, “and now here we are. Almost there.”

Hu had traveled from California to advocate for Senate candidates Rev. Raphael Warnock and Jon Ossoff through Seed the Vote, a Bay Area-based project dedicated to organizing frontline communities and supporting electoral work in swing states. After previous work with Seed the Vote, Hu trusted the organization to place her with grassroots organizations that invited, trained, and could absorb and mobilize a surge of volunteers as part of their statewide strategy with coordinated local leadership.

And thanks to the coalition’s strict COVID-19 precautions, volunteers were able to connect with voters in person. Hu canvassed with the Asian American Advocacy Fund PAC in Atlanta’s north-eastern suburbs, part of a group that knocked on 100,000 doors statewide before the runoff. On Election Day, she volunteered with Asian Americans Advancing Justice Atlanta as a nonpartisan poll monitor. “I wanted to build power specifically in my own communities by organizing Asian American and Pacific Islander folks,” says Hu, whose grandparents and other family in Georgia motivated her decision to go. “I work in policy. I don’t identify as an organizer, so it felt really exciting and humbling to step into this new kind of role for the final stretch. Meeting people where they are at—in terms of language, location, culture, the priorities they care about most—is imperative to galvanizing action. And organizing should drive policy work.”

Over eight days, Hu knocked on doors, answered questions, and handed out literature in English, Chinese, Hindi, Vietnamese, and Korean. She listened and talked with hundreds of voters about issues including COVID relief, health care, education, and immigration. And those conversations stayed with Hu long after her last day of doorknocking, and long after Warnock and Ossoff gave victory speeches and Hu returned to her job in Oakland as the Greenlining Institute’s energy equity program manager. “I’m so honored and grateful for all the deep multiracial solidarity work, the strategic brilliance of long-term organizers, and the joy in our BIPOC coalition,” she says.

1940

Alice Wall Mitchell, 101, of Shell Lake, Wis., died Dec. 30, 2020. During her 34 years as a high school English and literature teacher in Chatfield, Minn., she also directed school plays and served as a librarian and year-book advisor. In 1976, Mitchell was named Chatfield's Teacher of the Year and one of the top ten teachers in the state. She is survived by a daughter.

1941

Gayle Erlandson Flanders, 101, died Dec. 23, 2020. She worked in payroll, served as a Cub Scout and Girl Scout leader, and was a school librarian, Sunday school teacher, and homemaker. She is survived by four daughters, a son, eight grandchildren, and six great-grandchildren.

1944

Harry B. Lincoln, 98, died Dec. 3, 2020. He served with the U.S. Army Air Corps in Italy during World War II. In 1951 Lincoln joined the faculty of Harpur College (which became Binghamton University), beginning a 36-year career teaching music history. He specialized in Italian Renaissance music and served in various departmental and institutional governance roles. Additionally, Lincoln was a founder, first president, and principal flutist of the Binghamton Symphony Orchestra. He is survived by two daughters, a son, and four grandchildren.

1947

Norma Johnson Danielson, 93, of Minneapolis died Nov. 17, 2019. She taught music in several communities in Minnesota and was among the first teachers in Minnesota certified to work with students with learning disabilities. Danielson is survived by a daughter, a son, and three grandchildren (including Catherine Bretheim '15).

1950

Marylu Johnson DeVahl, 92,

of St. Paul died Dec. 25, 2020. She was a longtime piano teacher. DeVahl is survived by two daughters, a son, and four grandchildren.

Mary Fisher Marsden, 93, died Dec. 13, 2020. She launched her own business as an appraiser. Marsden is survived by a daughter, two sons, and five grandchildren.

Kathryn Shaw Martin, 92, died Dec. 11, 2020, in Golden Valley, Minn. In 1970, she began a career teaching home economics and life skills to special-needs students. Martin was nominated for New York State Home Economics Teacher of the Year in 1977 and Tennessee Teacher of the Year in 1983. She is survived by four sons, five granddaughters, two great-grandsons, a sister, and a brother.

Robert W. Penshorn, 93, died Dec. 26, 2020, in Chisago City, Minn. He was a Navy veteran and retired from a career in public accounting at the age of 80. Penshorn is survived by his wife, Patricia Bloom Penshorn '53, four daughters, five grandchildren, and sister June Penshorn Nelson '47.

Marlyn Isaacson Weber, 88, of Oakdale, Minn., died Nov. 30, 2016. She is survived by three daughters, two sons, 11 grandchildren, and nine great-grandchildren.

1951

Reno E. Backus, 88, of Edina, Minn., died Nov. 24, 2017. He practiced pediatric neurology at the Minneapolis Clinic of Psychiatry and Neurology. Backus is survived by two daughters, four sons (including Bruce Backus '77), 13 grandchildren, and brothers Byron Backus '50 and Lloyd Backus '52.

1952

Charles B. Bastis, 90, of Nevis, Minn., died Oct. 6, 2020. He served as a staff sergeant with the Marines during the Korean War. Bastis taught mathematics

and coached riflery at Robbinsdale Junior High School until his retirement in 1992. He is survived by his wife, Lorna, three daughters, four grandchildren, and three great-grandchildren.

Delores Peterson Hagen, 89, of Bloomington, Minn., died Jan. 27, 2020. She taught in Minneapolis for 35 years. Hagen is survived by her husband, Harold, a son, and three grandchildren.

Viola Fichtner Miller, 95, of Southampton, N.J., died Feb. 6, 2021. She worked as a registered nurse for hospitals and school districts. Miller is survived by two daughters, four grandchildren, six great-grandchildren, and a sister.

Bruce W. Ramsay, 91, of Apple Valley, Minn., died Jan. 2, 2021. He worked for Honeywell/Alliant Techsystems for 35 years, and was also a real estate agent with Realty Center in Edina, Minn. Ramsay is survived by his wife, Jean, two sons, and five grandchildren.

Rodger M. Schwartz, 91, of Bloomington, Minn., died Dec. 27, 2020. He is survived by a daughter, a son, five grandchildren, and eight great-grandchildren.

L. Jean Stryk-Lawler, 88, died June 26, 2020. She is survived by her husband, Bill Larson.

George N. Wemeier, 89, of Waconia, Minn., died Oct. 22, 2019. During his tenure as football coach at Washburn High School from 1966 to 1983, his team went undefeated for 60 consecutive games and claimed the Minnesota Class AA title in 1972 and 1977. Wemeier was recruited to the University of Minnesota's football coaching staff and later held coaching positions at Augsburg University, Hamline University, and the University of St. Thomas. A member of Macalester's M Club, he was inducted into the college's Athletic Hall of Fame in 1991. He also received Macalester's Distinguished Citizen Award in 1973. He is survived by his

wife, Sue Borchart, a daughter, a son, and his sister Mary Wemeier Anderson '48.

1953

Doloroes "Dee" McKee, 90, of Waconia, Minn., died Dec. 5, 2020. After a career as a chemist, she retired from American Can. McKee is survived by two sisters and a brother.

1954

Paul W. DeBeer, 88, of Sun City, Ariz., died Jan. 25, 2021. He served as pastor of churches in Iowa, Nebraska, Illinois, and Ohio, and was active with Habitat for Humanity. He is survived by his wife, Kathleen Johnson DeBeer '55, a daughter, two grandchildren, and a great-granddaughter.

Thomas M. Engeman, 88, died Dec. 20, 2020. He served in the U.S. Army during the Korean War and embarked on a career in public television as a volunteer at KTCA in St. Paul. After working at state universities in Connecticut, Nebraska, and South Dakota, Engeman joined KUSD at the University of South Dakota in Vermillion, eventually becoming program director. He is survived by his son, Ross Engeman '89, three grandchildren, and two sisters, Joyce Engeman Hayak '56 and Eleanor Engeman McNair '49.

Carol Sjordal Johnson, 91, died Dec. 9, 2020. She worked as a substitute teacher for 26 years. Johnson is survived by two sons, three grandchildren, and four great-grandchildren.

Jean Larson McCarl, 87, of Richfield, Minn., died June 25, 2020. She taught elementary school in Minneapolis, directed a nursery school, and served as youth director at Oak Grove Presbyterian Church. She retired as activities director of Presbyterian Homes Gideon Pond in Bloomington, Minn. McCarl is survived by her husband, Jim, three daughters, and a granddaughter.

1955

Louise Thorne Matson, 87, of Minneapolis died June 20, 2020. She is survived by her husband, William, two children, six grandchildren, and four great-grandchildren.

1956

Marilyn Warren Blackmon, 86, died Dec. 17, 2020. She is survived by a daughter, a son, two grandchildren, three sisters (including Elizabeth Warren Moede '52), and brother David Warren '57.

Gladys Carothers Blossfeld, 85, died Jan. 6, 2021, in Naperville, Ill. She taught high school English and Spanish, among other subjects, in Dearborn, Mich., and was an administrator for Dearborn's GED program. Blossfeld is survived by her husband, James, a daughter, a son, two grandchildren, and sister Jo Ann Carothers Hoover '61.

Alice Stiffler Erickson, 86, of Roseville, Minn., died Feb. 20, 2021. She worked as a registered nurse at Elmhurst Hospital in New York City. Erickson is survived by her husband, James Erickson '56, four children, six grandchildren, four great-grandchildren, a sister, and a brother.

M. Fred Himmerich, 90, of Milwaukee died Jan. 29, 2021. After his ordination as an Episcopal priest in 1962, Himmerich served churches in Beloit and Watertown, Wis. He was also a camp director, an adjunct professor at Nashotah House, and founder of a community free meal program. He is survived by four daughters, a son, nine grandchildren, two sisters, and a brother.

1957

Mary Lou Hanson Moeller, 85, of Racine, Wis., died Dec. 9, 2020. She taught at Jerstad Agerholm School in Racine for 20 years, and later taught fifth and sixth grades at Prairie

School. Moeller published a children's book, *Pearl's Wisdom*, in 2010.

1958

Mary Ellen Ebentier Jesse, 84, died Dec. 31, 2020. Her 34-year career as a kindergarten and first-grade teacher began in Anoka, Minn., and she retired after 21 years at Roosevelt School in Bismarck, N.D.

Kenneth R. Nelson, 87, of Bay Lake Township and Edina, Minn., died Nov. 25, 2020. He owned The Frances Shoppe and J. Taskers in Brainerd, Minn. Nelson is survived by his wife, Janet Johnson Nelson '55, two daughters, a son, nine grandchildren, five great-grandchildren, and a sister.

Carolyn "Betty" Henderson Robinson, 88, of Tampa, Fla., died Nov. 19, 2020. She taught Sunday school classes and served on a number of mission trips. Robinson is survived by two sons, three grandchildren, and a brother.

Marlene Brandt Teien, 84, of Cumberland, Wis., died Feb. 20, 2021. While teaching kindergarten in Bloomington, Minn., Teien won a national award from the Ashland Oil Company of Kentucky. She is survived by her husband, Larry Teien '58, two daughters, two granddaughters, and a sister.

James R. Weibel died Jan. 15, 2021. He worked at Fairview Hospital for 30 years, retiring in 1997. Weibel is survived by a sister.

1959

Patricia Perkins Bringgold, 83, died Jan. 9, 2021. During her junior year at Macalester, she was elected National Ski Queen and traveled to ski events across the United States and in Austria and Switzerland. Bringgold later taught in Grosse Pointe Woods, Mich., and Edina, Minn. She is survived by her husband, Gary Bringgold '57, four children, nine grandchildren, and two sisters.

// OTHER LOSSES

Former Macalester Director of Athletics **Irv Cross** died Feb. 28, 2021, in Roseville, Minn. He was 81. Following nine seasons as a professional football player, Cross became the first Black sportscaster with a national viewership when he joined CBS Sports in 1971 as a commentator and analyst. He also co-hosted *The NFL Today* from 1975 to 1989. After joining Macalester in 1999, Cross worked to improve competitive opportunities for women and helped advance initiatives to address racial prejudice. He left Macalester in 2005 and later served as CEO of Big Brothers Big Sisters of Central Minnesota. Cross received the Pro Football Hall of Fame's Pete Rozelle Radio-Television Award in 2009. He is survived by his wife, Liz, and four children.



Former Macalester professor **Fabiola Franco** died Feb. 14, 2021. During her 35-year career, she taught Spanish at various levels. A specialist in contemporary Latin American literature and Hispanic linguistics, Franco founded and directed Macalester's Latin American Studies program. She is survived by three siblings and several nieces and nephews, including Francisco González Franco '95, Ricardo González Franco '99, and Camila Abraham '04.



Ken Moffett, Macalester's science instrument technician for the past 20 years, died Jan. 17, 2021. He was 75. Moffett worked for 23 years at the University of Minnesota Hospitals and joined a software startup before coming to Macalester. In addition to improving the facilities in Macalester's Olin-Rice Science Center, Moffett created models for teaching demonstrations and invented tools and equipment to assist in professors' and students' research. He received Macalester's Staff Outstanding Service Award in 2016. Moffett is survived by his wife, Barbara, a daughter, a son, five grandchildren, and three brothers.



Joanne Luedtke Causton, 82, of Brooklyn Park, Minn., died Feb. 5, 2021. She is survived by her husband, Ron, three daughters, a son, six grandchildren, a sister, and a brother.

1960

Alicia Ahneman Merriam, 82, of Tempe, Ariz., died Jan. 18, 2021. She taught kindergarten in California, Missouri, and Arizona, and was co-owner of Carnival, Merriam's Midway Shows, with her husband, Dale. Merriam is survived by her husband, a daughter, two sons, and five grandchildren.

1961

Marianne Goldenman Anderson, 84, died Dec. 4, 2020. She is survived by two daughters, six grandchildren, seven great-grandchildren, and sister Evelyn Goldenman Wengrofsky '60.

Bess Marmas, 89, died Nov. 19, 2020. She worked as a secretary, a physical education teacher, and a guidance counselor. Marmas is survived by a brother.

1962

Thomas W. Bates, 83, died Dec. 24, 2020, in Big Fork, Mont. He served in the Navy and worked for Glidden Paint Company and American Building Maintenance Company. After working as comptroller at Veriflo, Bates became a co-owner of the California-based manufacturing plant. He also owned a brewery and a restaurant in Marion, Mont. He is survived by a son, three grandchildren, and a sister.

1963

Dean R. Gilland, 79, of Arlington Heights, Ill., died Jan. 10, 2021. He trained as a medic in the Army. After 30 years in sales management at Scott Paper Company, Gilland worked in the mortgage industry and for the National Automatic Merchandising Association. He also served as head wrestling coach at Bethel University. He was a

member of Macalester's M Club. Gilland is survived by his wife, Nancy, a daughter, a son, three grandsons, and a sister.

1964

David M. Crow, 82, of Portland, Ore., died Feb. 3, 2021. He was an Air Force veteran and pastor of churches in Michigan, Iowa, and Wisconsin. After retiring as general presbyter for the Presbytery of the Cascades in Portland, Crow served as interim pastor for congregations in Oregon, Hawaii, and Norway. He is survived by his wife, Beverly Bates Crow '63, a daughter, two sons, three grandchildren, two sisters, and a brother.

1966

Stewart O. Luckman, 82, of Edgewood, Wash., died Nov. 23, 2020. He was a professor of sculpture at Bethel University. His public sculptures are on display at universities, government buildings, and places of worship across the United States and in Finland. After his retirement in 1998, Luckman served as director of the San Juan Islands Museum of Art Sculpture Park and helped establish the Islands Museum of Art. He is survived by his wife, Marilyn, two sons, four grandchildren, a sister, and a brother.

Elaine Bowers Wittman, 76, of Missoula, Mont., died Nov. 18, 2020. She worked as a flight attendant for 25 years. Wittman is survived by two daughters, a son, and two grandchildren.

1967

Laird Anderson, 75, of Scottsdale, Ariz., died Jan. 3, 2021. He served as an officer in the U.S. Navy during the Vietnam War, and later retired as a U.S. Air Force captain and Minnesota Air National Guard tech sergeant. Anderson was also a banking executive, an employee of the Minnesota Department of Revenue, and a volunteer emergency medical technician and firefighter. He is survived by his wife, Kathy, and a sister.

// OTHER LOSSES

Former Macalester Professor of Music **Bob Peterson** of Chanhassen, Minn., died Feb. 22, 2021, at the age of 77. After directing choral activities at Edina High School for 22 years, Peterson joined the Macalester faculty in 1998 and served as acting chair of the department from 1999 to 2003. He continued as a visiting professor and served as director of choral activities, retiring in 2008. Peterson also directed the Twin Cities Catholic Chorale from 2000 to 2019. He is survived by his wife, Patricia, a daughter, three granddaughters, a great-grandson, a sister, and two brothers.



Former Macalester trustee **Frederick "Ted" Weyerhaeuser**, 89, of Mendota Heights, Minn., died Dec. 24, 2020, at the age of 89. After three years as a naval intelligence officer, he began his career at Wood Conversion Co. (later Conwed Corporation), eventually becoming chief executive officer. Weyerhaeuser also helped develop and operate the registered advisory firm Clearwater Management Corporation. He served on the boards of numerous corporations and nonprofit organizations, including the United Way, the St. Paul Community Foundation, the Ordway Center for the Performing Arts, and House of Hope Presbyterian Church. He served on Macalester's Board of Trustees for 26 years, including as chair from 1982 to 1985. He was also a member of the emeriti trustees from 2003 to 2020, chairing that group from 2006 to 2009. Survivors include his wife, Nancy Neimeyer Weyerhaeuser '53, brother Charlie Weyerhaeuser '60, niece Laura Rasmussen '85, two daughters, two sons, 12 grandchildren, and a great-grandson.



Lewis D. Baxter, 75, of Savannah, Ga., died Feb. 3, 2021. He served in the Air Force as a pilot in the Vietnam War. After returning to the United States, Baxter attained the rank of lieutenant colonel and served at the U.S. Central Command and Special Operations Command in Tampa, Fla. He also worked for nonprofit organizations. Baxter is survived by a son and brother Charlie Baxter '69.

1968

Meredith "Mickey" McPherson Ellsworth, 74, of Wells, Minn., died Nov. 21, 2020. She taught elementary school in St. Paul, Wells, and other Minnesota communities. Ellsworth is survived by her husband, Greg, two daughters, a son, 10 grandchildren, a sister, and four brothers.

James G. Rice, 74, died Jan. 2, 2021. He worked as a social worker, librarian, and teacher, and was a faculty member of the University of Iowa's School of Library and Information Science. Rice is survived by a daughter, a son, and a sister.

1970

James G. Straka, 72, of St. Paul died Nov. 20, 2020. He was a faculty member of Macalester's Chemistry Department and worked in laboratories at the University of Minnesota Hospitals, the St. Paul Police Department, and Pace Analytics. Straka also played French horn with local orchestras and conducted local musical theater productions. He is survived by a sister and two brothers.

1971

Robert L. Bement, 71, of Stillwater, Minn., died Dec. 27, 2020. He worked for Andersen Windows and coached high school girls lacrosse. Bement is survived by his wife, Donna, a daughter, a son, and a sister.

Diane Marr Leonard, 70, of Rome, N.Y., died March 17, 2019. She worked for Bank of Amer-

ica and retired as a database administrator for Cathedral Corp. Leonard is survived by her husband, Glen Leonard '73, a daughter, a son, four grandchildren, and three brothers.

1972

John R. Bartee, 70, died Jan. 8, 2021, in St. Louis Park, Minn. He taught English in Japan for 14 years and taught English as a second language to adult immigrants in Minnesota. Bartee is survived by two sisters (including Kathryn Bartee '77) and two brothers.

Elizabeth Gibson, 69, died July 30, 2020. While employed with RHR International, she consulted with companies on corporate culture change. She also developed an independent consulting company and co-wrote two books. Always a dog lover, she was active in rescuing and adopting greyhounds. Gibson is survived by her husband, Howard Slobodin, and a brother.

1973

John B. Davenport, 69, of Roseville, Minn., died Feb. 25, 2021. During his 24 years at the College of St. Thomas, he worked as an archivist, head of the special collections department, and acting director of O'Shaughnessy Library. Davenport began teaching American, European, and church history at North Central University in Minneapolis in 2001, rising to department chair before his retirement in 2017.

Rebecca S. Rootes, 69, died Feb. 5, 2021. She served with the Peace Corps in the Philippines and joined the National Oceanic and Atmospheric Administration in 1983 as a legislative fellow. Over the next 29 years, Rootes held a number of positions in NOAA and represented the organization internationally. She also helped launch the Women's Aquatic Network. Rootes is survived by her husband, Edward Murdy, two children, and a grandchild.

1979

Cynthia G. Tolley, 64, of North Cape May, N.J., died Nov. 20, 2020. She ran a daycare service from her home and worked as the office manager for her sister's dental practice for almost 20 years. Tolley had a daughter, a son, and three sisters, including Carol Tolley Hastings '76.

1980

Mary E. Kroon, 64, died Nov. 5, 2020. She worked as a Title 1 teacher in Hopkins, Minn. Kroon is survived by her husband, Thomas Leach, a daughter, two sons, a sister, and brother Herb Kroon '75.

1984

Maurice J. "Doc" Mosay, 80, died Jan. 24, 2021, in Amery,

Wis. He was involved in the American Indian Movement and served as director of the St. Paul American Indian Center. Mosay was also a musician who played with Waylon Jennings and Floyd "Red Crow" Westerman. He is survived by four children and three sisters.

1986

Joseph W. Howard, 56, of Onigum, Minn., died Nov. 12, 2020. He worked for Northern Lights Casino for more than 25 years in a variety of positions, including security officer and blackjack pit boss. Howard later worked for Leech Lake Transportation. He is survived by his significant other, Rana, his mother, two daughters, three sons, five grandchildren, a great-granddaughter, a sister, and five brothers.

"Here come the Scots" answer key from page 11

1	2	3	4	5	6	7	8	9	10	11	12	13	14	
M	E	N	D	S		I	M	E	A	N		A	G	E
15	A	R	I	E	L		C	O	M	F	Y		V	I
18	M	A	C	B	O	O	K	W	O	R	M		A	V
21	A	S	K	A	W	A	Y		R	I	P	S		E
25		T	E	T		M	A	C	H	O	H	O		
28		S	O	L	E		P	A	P	A		H	E	R
31	E	M	U			S	A	Y			T	O	R	T
34														
38	M	A	C	A	R	E	N	A	F	O	O	T	B	A
41														
43	I	N	K	S	A	C			E	W	E		K	O
46														
47	Y	I	N		M	O	A	N		A	M	E	N	D
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52														
55	A	C	H			P	U	L	L		A	N	T	E
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65	C	O	R	E		P	L	A	N	E		R	A	M
66														
68	H	O	M	E		S	A	N	D	S		S	W	O
69														
70														

rites of spring



Today Mac students enjoy spring's return by grabbing a spot on the Great Lawn for studying, relaxing, or throwing a Frisbee. Back in 1915 in the same spot, students reveled in a May Day celebration complete with winding ribbons around a maypole in front of Carnegie and Old Main.

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CHANGE SERVICE REQUESTED



On a sunny March day, Jonah Brumbach '24 (Montclair, N.J.) takes a break from his "Introduction to Buddhism" homework for some leisure reading on Bateman Plaza.

JULIA BINTZ '24