

TODAY

Out of History's Margins

Kyera Singleton '11
is changing how
one museum depicts
slavery and the
fight for freedom.

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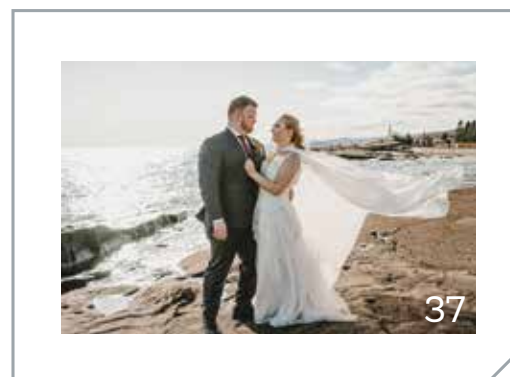
Professor Lauren Milne works to make digital interfaces more accessible for people with disabilities.

LEFT TO RIGHT: DAVID J. TURNER; TRACI DABERKO; DAVID J. TURNER; PHOTO PROVIDED; MICHAEL MORGENTHAU

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"History allows me to imagine a more just future," says Kyera Singleton '11.

PHOTO: NICOLE LOEB

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Viewpoint exchange

I was pleased to see the letter “On Viewpoint Diversity” and the article “Freedom from Certainty” (Spring 2021). As a progressive, I’ve found that substantive engagement with moderate and conservative thought has sharpened my ability to articulate my views. I’ve even been surprised to discover that I sometimes agree with moderate and conservative assessments, and sometimes uncover blind spots in progressive thinking. I wish I had pursued more opportunities to explore this kind of thinking while at Macalester.

I also want to challenge one aspect of “On Viewpoint Diversity’s” analysis. The author notes that his conservative classmates did not demand “safe spaces,” as opposed to today’s purportedly fragile and immature students. It is true that safe spaces are sometimes intertwined with elements of progressive culture which might seem immature and performative (like “cancel culture”), but such spaces are also responding to real trauma that exists among communities that have long experienced economic, racial, and other forms of marginalization. It is legitimate to question whether safe spaces, trigger warnings, and the like actually help heal and reverse this trauma, but the trauma itself is real and needs to be given attention and care. This gets glossed over when claiming that today’s students are merely immature and fragile.

Charlie Birge ’15
Minneapolis

I was very pleased to see “Freedom from Certainty.” As a member of the Macalester Alumni of Moderation (the Mac Mods) since its beginning, I have been trying to make this point on viewpoint diversity and Macalester’s lack thereof. I hope this article gets the attention of the Macalester community starting with President Rivera, and we see the change we have been looking for. How I would love to see Macalester take the lead in moving away from the liberal dominance of “group think” that has taken over so many colleges.

Nothing will happen until Macalester adds “promoting a campus environment that encourages viewpoint diversity” to its mission statement. Until that is a stated objective, there is no way to measure its success. For Macalester to claim itself a true liberal arts college there needs to be equality and inclusiveness of viewpoint diversity across the political spectrum.

One only has to look at the Commencement speakers Mac chooses to see the lack of such equality and inclusiveness so required of a true liberal arts education.

Jim Burho ’70
Panama City, Fla.

I was heartened to read “Freedom from Certainty.” When I attended Macalester, I recall asking a student who was an avowed Marxist to explain his philosophy. I was genuinely curious and open to having my mind changed. Although I ultimately concluded that proclaiming class struggle as the fundamental conflict in society was misguided, I did feel I learned from the dialogue.

What we now call “woke” ideology, which I understand is prevalent at Mac, is another philosophy that could benefit from some real analysis and discussion. For example, is it really clear that transgender athletes who are biological males should be allowed to compete in women’s sports? Is that something that is so self-evident that it should be accepted without question? One wouldn’t think so, and yet in some cases, it seems the shackles of “wokeness” prevent some from achieving “freedom from certainty.”

I cannot claim to have my finger on the pulse of current events at Mac. Like Will Rogers famously said: “All I know is what I read in the papers.” In this case, Macalester Today is “the papers.” That is why it was so refreshing to read “Freedom from Certainty”: it was an exception to the political correctness that constitutes most of what I see coming out of the college these days.

Jim Noran ’74
Williamsburg, Va.

Regarding Roger S. Peterson’s remarks (Correspondence, Spring 2021): Your condescension is palpable. If you think current Mac students lack critical thinking, I strongly recommend you actually talk to them. I assure you debates on issues across the political spectrum still occur across campus. Plus, the parties as you knew them have drastically changed in the last 60 years. Your analysis appears to be a regurgitation of far-right media talking points and comes off as deeply out of touch.

Your classmates may not have complained about microaggressions because they likely thought no one would listen, since they had only recently acquired certain basic rights in the Civil Rights Act, like voting or protection against discrimination. I guarantee they still faced derision, even

if you didn’t personally witness it. Don’t let nostalgia paint a rosy picture of past race/gender/LGBTQ relations. If you really think today’s youth are “scared of viewpoint diversity,” try diversifying your own views and speaking with them yourself. Maybe you’re just afraid of that age-old bogeyman: change.

Kathleen Fitzgibbon ’17
Madison, Wis.

Thank you for publishing Roger S. Peterson’s letter. It seems long overdue to recognize the Mac Mods and their mission, which should also be the mission of every institution of higher learning, to encourage the respectful analysis and discussion of a multiplicity of viewpoints. Thank you also for the article relating to handling differing perspectives and positions, and to the course that teaches the history of liberal and conservative thought. Having spent much of our careers in politics and public service, we can attest to the critical importance of listening to, and learning from, other points of view.

The Hon. Scott McCallum ’72,
former Governor of Wisconsin
Laurie Riach McCallum ’72

In memory

I was saddened to learn of the passing of John King ’54 (In Memoriam, Winter 2021). He was my track and cross-country coach in 1956–58. John was a great guy and a fantastic coach. He demanded excellence—to be in shape, to work out properly. To win was the objective, and win we did! We competed in the MIAC, and competition was tough. John was a student and athlete under David Primrose, who built Macalester as the top-notch college in track and cross-country. John carried out his legacy in first-class style. He is a member of Mac’s M Club Hall of Fame, as am I as a member of the 1959 MIAC champions in track. John will be missed by all he coached, and all whose lives he touched. He was my mentor.

Orv Fenstad ’60
Lake Worth, Fla.

Correction

Longtime professor Galo González’s obituary (Winter 2021) omitted the names of surviving family members: his wife, Cheryl Loesch ’85, and his son, Nick González-Loesch. We regret this error.

At the Heart of All We Do

I have enjoyed learning—and school specifically—since I was a young girl. Curiosity is the fuel that pushes me to seek new information, challenge my assumptions, and enhance my understanding of the world around me. Unsurprisingly, I love to read and always have multiple stacks of books, magazines, and newspapers nearby, waiting to be consumed.

One practice I developed this year that brings me great pleasure is to read the papers our incredible faculty members publish in academic journals. These articles—summarizing their experiments, describing observed natural and human-made phenomena, and posing big questions—provide a window into the array of knowledge and expertise they bring to their teaching. This dual role our faculty members play is the core of the teacher-scholar model that is so essential to the Macalester experience. Reading about the innovative and relevant work our faculty members do makes me want to be an undergraduate student again!

For example, I was fascinated (and alarmed) by the work of chemistry professor Leah Witus and sociology professor Erik Larson, which illuminated the existence of gender bias in how people hear and understand information about COVID vaccine safety. Their project emerged from a series of YouTube videos Witus created in 2020 to break down complex science topics for a general audience. When she recorded a video explaining how COVID mRNA vaccines work, Larson suggested teaming up to evaluate gender bias.

So, Witus created a second video, identical except for a male narrator. After 1,100 Americans watched the videos, Witus and Larson learned that the male voice was received as significantly more persuasive by viewers—increasing vaccine intention compared to a group that didn’t watch any video. By contrast, the female narration had mixed effects on increasing vaccination intention. Some viewers of the female-narrated video actually reported feeling less likely to seek vaccination. Theirs is a powerful example of interdisciplinary collaboration, a key aspect of working and learning in this community.

In addition to the contributions our faculty members make to their respective academic disciplines, they also collaborate with students on research, providing meaningful opportunities for them to engage deeply in the production of scholarship. Moreover, Mac students acquire the skills to make meaning of what they learn and discover. Not content merely to learn facts, they also want to know “why?” and “how?” and “what if?” These questions follow our students outside their classrooms and onto the playing field, and the stage, and the studio, and into their volunteer roles in the community beyond campus. In this way, a Macalester education transcends the transactions of traditional classroom instruction and transforms learners into doers.

Academic excellence is one of Macalester’s four pillars and, as a liberal arts college, our central purpose is to educate students: not only so that they may become gainfully employed, but also so that they may create impact in their communities and across the world. As I told our recent graduates at Commencement, the facts they memorized may eventually fade, but the tools they acquired here will help them succeed in any career—or careers—they may choose.

And, despite the past year’s enormous challenges, Macalester excelled in every academic discipline we study and teach. Our students learned and grew. Our faculty discovered and created new knowledge. We earned accolades, we expanded boundaries, and we deepened our understanding of the world. It was a tremendous year of intellectual growth for all of us, in and out of the classroom.

Our seniors completed capstone and honors projects in a dizzying variety of topics, from diabetes management during COVID to fire history in Glacier National Park to the effects of racial covenants on modern-day property foreclosures. Throughout the year, students also received external support—two Fulbright fellowships are among the many honors—to further explore and develop their academic interests. Thanks to Watson Fellowship funding, Vivian Bauer ’21 (Takoma Park, Md.), a linguistics major with minors in art



history and Portuguese, plans to travel to Brazil, Portugal, Cabo Verde, Angola, Mozambique, and Timor-Leste for her project, “Art is for Everybody: Looking Beyond Museums in the Lusophone World.” And we just found out that Sun Tun ’22 (St. Paul) will receive the Society of Vertebrate Paleontology’s inaugural Futures Award to support his research with geology professors Kristi Curry Rogers and Ray Rogers.

I am looking forward to the upcoming academic year and all the joy—and learning—it will bring. Not just student learning in the classroom, but learning we all will do together as we forge the college’s future. In particular, I’m excited to welcome our new Executive Vice President and Provost, Dr. Lisa Anderson-Levy, to campus this summer so that we can partner on launching a new strategic planning process. This work will engage every constituency of the college: students, faculty, staff, alumni, parents, and local community residents. Throughout, we will keep academic excellence at the heart of all we do—because learning is necessary to create a more just and peaceful world.

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

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GRAND

Although the Class of 2021's formal Commencement ceremony took place online in May, public health guidance allowed the college to plan two Grad Walk programs, where many of the graduating seniors crossed the stage in their cap and gown in front of friends and family.

DAVID J. TURNER

RADICAL
ACCESSIBILITY

"I WANTED TO EXPLORE THE INTERSECTION BETWEEN HAVING A DISABILITY THAT AFFECTS SPEECH VERSUS COMMUNICATION AS AN OVERALL MEDIUM," ASHLEY ALLEN '21 (WAYZATA, MINN.) SAYS ABOUT HER PORTRAIT, PART OF RADICAL MACACCESS'S VIRTUAL ART GALLERY. "MY DISABILITY IS NOT SOMETHING MOST PEOPLE NOTICE—HOWEVER, IT CONTINUES TO PROVIDE A FOUNDATION FOR HOW I VIEW AND EXPERIENCE THE WORLD."

ASHLEY ALLEN '21

The pandemic radically transformed the way Macalester operates—and amid many challenges, Maya Lawnicki '22 (Milwaukee, Wis.) saw an opportunity. In a course called "Being Human in STEM," co-taught by professors Devavani Chatterjea and Louisa Bradtmiller, Lawnicki and her classmates discussed how quickly the college made fundamental changes to classrooms. "If we could make adjustments because of the pandemic so quickly, why couldn't we make these same adjustments to diversity, equity, and inclusion that fast as well?" she says. "It made me think, what can I be doing now that can encourage conversations about inclusivity?"

The answer: a panel on inclusivity in teaching. Lawnicki recruited faculty to speak, and facilitated a discussion about creating inclusive classrooms in the pandemic and beyond. The panel was part of Radical MacACCESS, an annual program founded in 2018 to create space for students, faculty, and staff that identify as disabled. Led by a committee of twelve students this year and supported by Disability Services, Radical MacACCESS is designed to build community and foster discussion. This year, organizers hosted a keynote with Kay Ulanday Barrett, a poet, performer, and cultural strategist who advocates for disability justice. A virtual art gallery featured work by disabled and neurodiverse students, lifting up their experiences and voices.

As Lawnicki's panel showed, the pandemic spotlighted the need to place accessibility front and center in the Macalester community. Students, faculty, and staff had to address the challenge of remote classes and programs, as well as the mental health impact of increased anxiety, depression, and isolation. Faculty recorded lectures, began class with "minute mingle" check-ins, and gave students the option of exploring multimedia assignments, such as podcasts and social media posts. Disability Services, a campus office that works to ensure equal access to academic and co-curricular activities, piloted remote drop-ins and online programs. These adjustments, far from being a stop-gap measure, have the potential to transform access at Macalester in the years to come.

Disability Services coordinator Josie Hurka emphasizes the importance of designing universal learning environments that work for everybody, comparing it to door opener buttons, which are used by everyone: "Everything we're doing in terms of access and design works for everybody. Wouldn't it be amazing if we didn't need accessibility programming anymore?"

The students and staff of Radical MacACCESS see hope of this vision becoming a reality. Plans are already being developed to continue practices such as remote office hours and flexible attendance policies, as well as restructuring programs and teaching methods to serve students' needs more holistically. "It's not a return to normal," says Melissa Fletcher, director of Disability Services. "It's a return to better." —**Rachel Rostad '15**



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Mercado Central and its mural on Lake Street in Minneapolis, both included in the course's story map project

Unpacking Latinx Studies

"Our stories cannot be checked into boxes." —poet Elizabeth Acevedo, "Afro-Latina"

"One of the stereotypes about the Latinx population is the perception of it as one homogeneous ethnic group," Professor Alicia Muñoz says. "We talk about the 'Latino vote.' But it's not the Latino vote. There are so many different political ideologies that when you try to simplify it and put it in a big block, you end up neglecting the richness of this particular population."

In her course "Introduction to U.S. Latinx Studies," Muñoz's goal is to shine light on that richness through an interdisciplinary discussion of the Latinx experience in the United States with a focus on Mexican, Puerto Rican, Dominican, and Cuban Americans. Through fiction, poetry, films, and critical essays, students examine issues of race and ethnicity, language, identity, gender and sexuality, politics, and immigration. They also connect their classroom work with Twin Cities people and places.

Muñoz, associate professor and chair of the Spanish and Portuguese Department, teaches in Spanish, though some readings are in English—and some are in both languages. During a segment on language, the class read and discussed "Lengualistic Algo," a poem by Olga García Echeverría that seamlessly blends Spanish and English words and phrases together.

"[The poem] is about the use of language and how it's connected with the identity of the person," says Alessandra Policarpo '24 (Belo Horizonte, Brazil). "If you are suppressing the language, you are also suppressing the person. It's Spanglish because that's the way she thinks and that's the way she expresses herself."

Muñoz says that the topic of language has led to some "rich classroom discussions about what it means to speak Spanish when

you look like me versus what it means to speak Spanish when you are a white person. In the case of white speakers, it's a positive skill, something that's going to help your career. But this other group is marked as ethnic and foreign because they speak the language—moreover, they are encouraged to assimilate by suppressing that language over time."

Community engagement is a central component of the course. For the last three years, Muñoz had partnered with a Minneapolis charter school. Students served as buddies to a group of Latinx fourth-graders, developing and sharing lessons about Latinx history and mentoring the children. During the pandemic, Muñoz pivoted to a new story map project in partnership with the Lake Street Council in Minneapolis.

"It's an online interactive website tool that's going to highlight some Latinx-owned businesses on Lake Street," says Ian Witry '23 (Minneapolis), a Spanish and Latin American studies double major and Portuguese minor. "It will provide some history, and you'll be able to scroll down to see maps, timelines, and images to read and interact with."

Students work in small groups during some of their class time to develop website content. When in-person classes resume, Muñoz says, she's hoping that the story map project, too, will continue and expand.

Recently, the class discussed the U.S. Census, including what options people are given—or, in many cases, not given—to identify themselves and their race and origin by checking boxes. "Even though it's only a piece of paper, it affects how Latinos are perceived and perceive themselves in the United States," Policarpo says. "I've learned a lot about the Latino community in the U.S., and there is much more to learn."

DAVID J. TURNER



Setting the Scene, Outside

In April and May, three theater and dance productions moved outside to Shaw Field to align in-person performances with COVID-19 public health guidance. Among them: Asher de Forest's *I'm Going to Go Back There Someday*, part of the theater major's senior honors project. With de Forest as a first-time director, the production explored the story of a grieving young man and his travel companions on a road trip. It's one of four plays through which de Forest (Kirkland, Wash.) examined grief before expanding his focus to hauntings more broadly thanks to encouragement from his capstone professor, Beth Cleary. "I desire to make theater because theater haunts me," he wrote in his honors essay. "As they do for theater, hauntings will always be redefining who I am, redrawing my boundaries and making me new." Actors on stage, from left: Ndunzi Kunsunga '22 (Minneapolis); Elinor Jones '21 (Fort Collins, Colo.), facing away; Kendall Kieras '24 (Des Moines, Wash.); and Ezra Nayagam Muthia '24 (Pasadena, Calif.). Set design by Alice Endo '22 (Arlington, Va.) and costumes by Lynn Farrington.

In April, chorale member Zahara Spilka '21 (Mequon, Wis.) ran into director of choral activities Michael McGaghie—not in the Mac-Groveland neighborhood, but nearly 100 miles away from campus at a pharmacy in New Ulm. "Our vaccine appointments (2nd shots!) were back to back!" McGaghie posted on the @macchoirs Instagram account. "Singers—get your immunizations and we'll be back in the choir room soon."

 macchoirs

TOP: RICH RYAN PHOTOGRAPHY



1600
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Digital Drive

ATHLETICS Last spring, Kai Akimoto '22 was unexpectedly and abruptly back home in Tamuning, Guam, navigating his sophomore year amid the COVID-19 pandemic more than 7,000 miles away from Macalester's football field. And yet his coaches' advice was still ever-present.

"Something Coach Jennison tells us all the time is, 'You have to shape your life, or someone else will,'" says the biology major, a running back who led the Scots in carries and rushing touchdowns in 2019. "And we also practice controlling what we can control. I didn't want to be a bystander."

Taking that wisdom to heart, Akimoto soon began applying his biology and chemistry education to public health work. He started volunteering with the U.S. territory's contact tracing effort and almost immediately realized that the pace wasn't matching demand among the island's 160,000 residents. "We were writing everything down by hand with pen and paper," he says. "I started to worry that if infections continued at their current rate, we weren't going to be able to keep up. People weren't getting their test results back in an efficient way, and that became very discouraging for them."

Then Akimoto helped with COVID testing in Guam's villages, first collecting patient information, then doing the actual swabbing. Again, he noticed that doing everything by pen and paper was slowing down the work. "I realized that we needed to remove ourselves from the analog process and try to digitize this," he says. "If we could do that, we'd be able to increase Guam's surveillance testing, give people test results faster, and fight

community transmission more proactively."

Akimoto was also interning at an outpatient care clinic, and he brought his idea to clinic staff, who connected him to the business development department, which set the idea in motion. He immersed himself in the program's development.

By fall, he was juggling Mac classes that met at 12:30 a.m. and 6:30 a.m., Guam time, with working on a team that helped launch a platform that, indeed, digitized the appointment process and helped people set up testing and navigate contact tracing more efficiently. "It's not anything new—but it's new to Guam," Akimoto says. "And I'd say it's essential, but on Guam, we're limited in that kind of resource."

Akimoto returned to St. Paul this past winter to study for the MCAT and take his classes during the day—and prepare for a modified football season, which included two scrimmages this spring. This summer, he's back in Guam, joining the effort to apply the digital platform to increase the territory's vaccination rate. Akimoto had imagined a career in medicine before the pandemic, but the past year's work clarified his direction and timeline: after seeing firsthand Guam's shortage of health care providers, he wants to become a physician as quickly as possible so he can contribute to health care on the island.

And that extends another lesson from football. "Sports has helped me realize that everyone needs to contribute as best they can, so the whole community can benefit," Akimoto says. "If there's something you can do, you've got to step up and put in the effort."

KURT STEPNITZ

ATHLETICS

THE WRAP-UP



Hannah Grosse '22 (Minneapolis) broke her own school record in the pole vault by clearing 3.43 meters (11 feet, three inches) at the MIAC championships.



The women's basketball team was a finalist for the 2020–21 Athletes for Hope University Awards, which honor student-athletes and teams nationwide for exceptional work and dedication to service. The team supported homeless youth through the Kids in Need Foundation and hosted AFH Fit visits with a St. Paul elementary school.

The highlight of the abbreviated men's basketball season came at St. Olaf, when Michael Poker '24 (Brookfield, Wis.) hit a game-tying three at the buzzer in regulation. Then, in overtime, Tyler McFarland '21 (Denver) drained another three-pointer with four seconds left to beat the Oles 78–77.



Head coach Jason Muhl earned MIAC Coach of the Year honors for both men's and women's tennis, his fourth conference Coach of the Year honors.



Basketball and soccer player Kayla Togneri '21 (Ventura, Calif.) received a Fulbright research/study award to support her neuroscience research in Peru.



Eleanor Michaud '23 (Long Grove, Ill.) is an Association of Collegiate Water Polo Coaches Division III All-American—the first Mac water polo player to be named to the first team. Annika Krueger '22 (Emerald Hills, Calif.) and Laurel O'Hare '24 (Evanston, Ill.) received All-American honorable mention.



After 13 years leading the football program and becoming the all-time winningest coach in Scots football history, Tony Jennison transitioned into a new role in Mac's Development Office, with a focus on athletics. Offensive coordinator Kijuan Ware is interim head coach for the 2021 season.

SHELF CONSCIOUS

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

Kelly MacGregor is a geology professor specializing in glacial geomorphology.



Any standout books you've read recently?

I just finished a book called *Hidden Valley Road*, by Robert Kolker, about a family in Colorado where half of the children ended up having schizophrenia. It's also really an interesting history on how we have diagnosed and understood mental health challenges over the past century.

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

I have four answers, and that's because I have favorite books that made a big impression on me at different times in my life. When I was a child, my parents gave me a book for Christmas called *The Clan of the Cave Bear*, by Jean M. Auel. In college I read *On the Road*, by Jack Kerouac. When I was a graduate student in the field working on glaciers in Alaska, I read *Going to the Sun*, by James McManus. And then one of my favorite books of all time is *Straight Man*, by Richard Russo.

What book is crucial to understanding your academic niche?

I assign *The Control of Nature*, by John McPhee, in most of my classes. I study surface processes on the planet, and the book is three stories about different ways that humans interact with the geological world.

Any guilty-pleasure reads?

I would say that 90 percent of my reading is guilty-pleasure reading, and most of that is young adult fiction. I love *The Scorpio Races*, by Maggie Stiefvater. *The Passage*, by Justin Cronin, is more dystopian and a little darker than my normal reads, but it was super compelling.

What book would you recommend to everybody at Macalester?

Educated, by Tara Westover. It describes a dramatic example of a troubled upbringing told by a woman who grew up in a large family and was basically responsible for her own education. And then it describes how she made her way through getting into college, and pulls back the veil on what education—and especially higher education—is all about, from the perspective of somebody who didn't grow up in a family where that was the norm.

—Rebecca Edwards '21

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

9 Reasons to L♥VE Macalester ATHLETICS Right Now

BY CHARLES BUCHANAN

Steve Cox '76 claims he is not the Scots' biggest superfan, but let's review the evidence: He's frequently spotted in the stands cheering, "Go Mac!" He signs emails with blue and orange hearts. And he has rallied support for Mac athletics for more than 30 years as a board member—and longtime president—of the M Club for alumni athletes.

"Mac athletes give their all, win or lose," says Cox, a Waukegan, Illinois, native who played soccer and hockey while earning a history degree. Initially the high school soccer veteran didn't think he was good enough to make Mac's team, but coaches sought him out soon after he arrived on campus. "I didn't even bring my soccer shoes" to college, Cox recalls. "I had to borrow someone's bicycle to go buy a pair." He added ice skates in his junior year after Coach Leo Collins saw him play intramural floor hockey.

Cox, like all athletes who complete an intercollegiate season, became an M Club member as a graduating senior. (Varsity head coaches—and athletes who were denied access to varsity sports before the 1972 passage of Title IX—also are members.) In 1990, Sheila Brewer, Mac's athletic director at the time, encouraged Cox to add his youthful voice to the club's board of directors. He became president in 1994 and, except for a three-year break, has held that role ever since.

The M Club's goal, Cox explains, is to build enthusiasm among alumni and the Mac community for the 21 varsity athletic programs, which include baseball and football—Mac's oldest sports—along with basketball, golf, soccer, softball, tennis, swimming and diving, track and field, cross country, and women's volleyball and water polo. To accomplish that, the club's directors host events to build excitement for athletics, support athletes both on and off the field, honor outstanding athletes past and present, and collaborate with the Alumni Board's Athletics Working Group and the Student Athlete Advisory Committee to achieve shared goals.

Cox describes his work with the M Club as one way he gives back to Macalester. "Macalester took a chance on me, and it turned out to be the perfect fit for me," he explains. Recently retired from more than 40 years of teaching history in St. Paul's public schools, Cox can devote even more energy toward boosting his beloved Scots. Here are nine of Cox's reasons to stand up and cheer:

1/ The Scots have claimed 15 NCAA Division III national championships including the 1998 women's soccer crown, the 2014 title in one-meter diving, and 13 track and field victories. Phoebe Aguiar '19 outran the competition to win the indoor track and field women's 800 meters two years ago.

2/ Mac is a powerhouse in the pool: The women's water polo team is a three-time winner (2017–2019) of the Collegiate Water Polo Association's Division III Championship. Cox recalls being awed by the strength and stamina of these student-athletes, who keep moving in the water even during timeouts.

3/ Mac athletics supports the college's commitment to diversity. A transgender inclusion policy has been in effect since 2015. Earlier, in 2003, the M Club extended membership to women who played sports—ranging from basketball to badminton—in the decades before Title IX granted them access to varsity programs. "That was a big step forward not only for the M Club but also for being more inclusive with Macalester athletics," Cox says.

4/ The M Club Hall of Fame—which you can visit online—celebrates outstanding Mac athletes and teams from more than 130 years of intercollegiate sports. At a banquet, new inductees share stories with current student-athletes about the lifelong impact of their athletic experiences, Cox says.

5/ Mac soccer fans are known for their colorful—some would say irreverent—cheers. *Mental Floss* included them in a list of seven memorable sports chants.



DAVID J. TURNER

What would you add to Steve's list?
Tell us: mactoday@macalester.edu.

▶ Mark your calendar for Back to Mac 2021 on campus Oct. 9.

6/ Mac's football tradition includes ancient rivalries and unique trophies. The winner of the Mac-Carleton College game—nicknamed the "Brain Bowl"—hoists the Book of Knowledge. The victor in the matchup with Hamline University brings home the Paint Bucket, created in the 1960s to end a series of spray-painting pranks on the competing campuses.

7/ Newer athletics traditions include Back to Mac—a perfect fall weekend for Scots fans packed with free sporting events, tailgating, an alumni mixer, and more. In winter and spring, the M Club invites the community to fan appreciation days that feature games, swag giveaways, and free food. At Reunion, the M Club welcomes everyone to participate in the legendary three-person slingshot water balloon challenge, with prizes for teams who come closest to splashing Mac the Scot.

8/ Winning isn't the only priority for athletic director Donnie Brooks and his department. Cox admires how coaches and athletic staff "look at the whole student, including their academic, social, and emotional well-being." Throughout the COVID-19 pandemic, for example, the department found ways for teams to meet and practice safely to provide student-athletes with a support system.

9/ Scots excel in balancing athletics with academics. In the 2019–2020 school year, 161 student-athletes earned Academic All-Conference honors. And two—softball player Julia Carpenter '20 and soccer player Jackson White '20—were named Academic All-Americans. [M](#)

Charles Buchanan is a freelance writer based in Birmingham, Alabama.

Out of History's | M A R G I N S |

BY HILLARY MOSES MOHAUPT '08

As protests erupted across the country after George Floyd's murder in May 2020, young activists of color gathered at the Royall House and Slave Quarters in Medford, Massachusetts, just outside Boston, to protest the existence of slave quarters in the city. When Kyera Singleton '11 talked with the protesters, they were surprised to learn Singleton, a Black woman, was the museum's director.

"And what they thought the museum was—that we were either romanticizing this history or simply ignoring it—couldn't possibly be the case if I was the executive director," Singleton remembers. "That became a moment for me to say, 'Let me tell you about what we do.'"

The Royall House and Slave Quarters has operated for more than a century, its mission originally focused on telling the story of Massachusetts's largest enslaving family. But new research initiated by the museum's board of directors led to a reinterpretation of its mission, and in 2005 the museum added "Slave Quarters" to its name to counteract the original story. Singleton became the part-time executive director of the museum in April 2020.

While today the museum focuses on the history of slavery, centering the lives of enslaved people, Singleton notes that the site's preservation had nothing to do with that story. In fact, the slave quarters themselves are no longer in their original state, with part of the building converted in the early twentieth century into meeting space and an apartment. That the quarters weren't properly preserved illustrates whose history is celebrated, she says, and whose history is relegated to the margins.

"As a Black woman leading this museum, I'm so happy that I get to lead the charge to change that," Singleton says. "I get to say we're going to do as much research as possible so we can make sure that those people who were compelled to work here matter."

Last summer's interaction with protestors was a watershed moment at the beginning of Singleton's tenure at the museum. It reinforced for her that museums—which have historically hidden or minimized their relationship to slavery or misrepresented the experience—can be painful for Black visitors, who so often aren't able to influence how this history is depicted. "Besides making sure we get the history of slavery right, my role also includes asking communities what else they want to talk about, and what I learned is that people want to discuss what impacts them on a daily basis," she says. "As a museum leader, it's my responsibility to talk about how the past and legacies of slavery impact Black communities today."

Singleton began thinking critically about history—how it's told and recorded—as an American studies and women's, gender, and sexuality studies major at Mac. "Macalester gave me the tools to think about who I was as a scholar and why," she says. "It gave me a blueprint in so many ways. I wanted to think about how slavery is embedded not only in our history but also in this nation's built environment. It's all around us, yet it's invisible."

Singleton also credits Macalester with introducing her to working with communities, thanks to an internship at the YWCA St. Paul through an American studies course with Professor Karín Aguilar-San Juan. "The classroom gave me a space to think about my own values and desires in terms of doing community-based work," Singleton says. "How can we empower people, especially when

**Kyera Singleton '11
is changing how
one museum
depicts slavery
and the fight
for freedom.**

institutions stereotype the same communities they pretend to uplift? You can walk into any community right now and people will give you a long list of solutions they think may fix the issues they face on a daily basis. I learned that all you have to do is listen."

After graduating, Singleton enrolled in a PhD program in American culture at the University of Michigan. While a graduate student she moved to Atlanta to study at the James Weldon Johnson Institute for the Study of Race and Difference at Emory University; she also completed a policy fellowship at the ACLU of Georgia. A Harvard fellowship to complete her dissertation sent her to Massachusetts, where she is currently an American Democracy Fellow in the Charles Warren Center for Studies in American History.

Her vision for the Royall House and Slave Quarters has three main parts: ensure the past is always in conversation with the present, expand the museum's partnerships with cultural organizations statewide,


"As a museum leader, it's my responsibility to talk about how the past and legacies of slavery impact Black communities today."

and become one of the leading sites on the history of Northern slavery in the region. The ultimate goal: restore the only known freestanding slave quarters in the North back to its original state.

"I don't want the story of slavery to only be through the lens of violence, because that's limiting," she says. "You have to center Black people as political agents in their own history. We have always fought for our own freedom, and everyone else's, and continue to do so today."

Singleton is passionate about using her research skills to help people uncover long-hidden histories in the archives. Approaching historical records from new angles can yield discoveries that challenge the white supremacist structures that have hidden the stories of enslaved people. "If we ask different questions, we will get different results," she says.

Leading a museum during a pandemic challenged her to shift to programming online and to expand into social justice issues like mass incarceration, education, and housing inequality. Singleton also launched a poetry series to celebrate Black cultural production and joy.

"At the root of all of this is that I love history, and I love what history can teach us," Singleton says. "I love how history allows me to imagine a more just future." 

Hillary Moses Mohaupt '08 earned a master's degree in public history and is a freelance writer in the greater Philadelphia area.

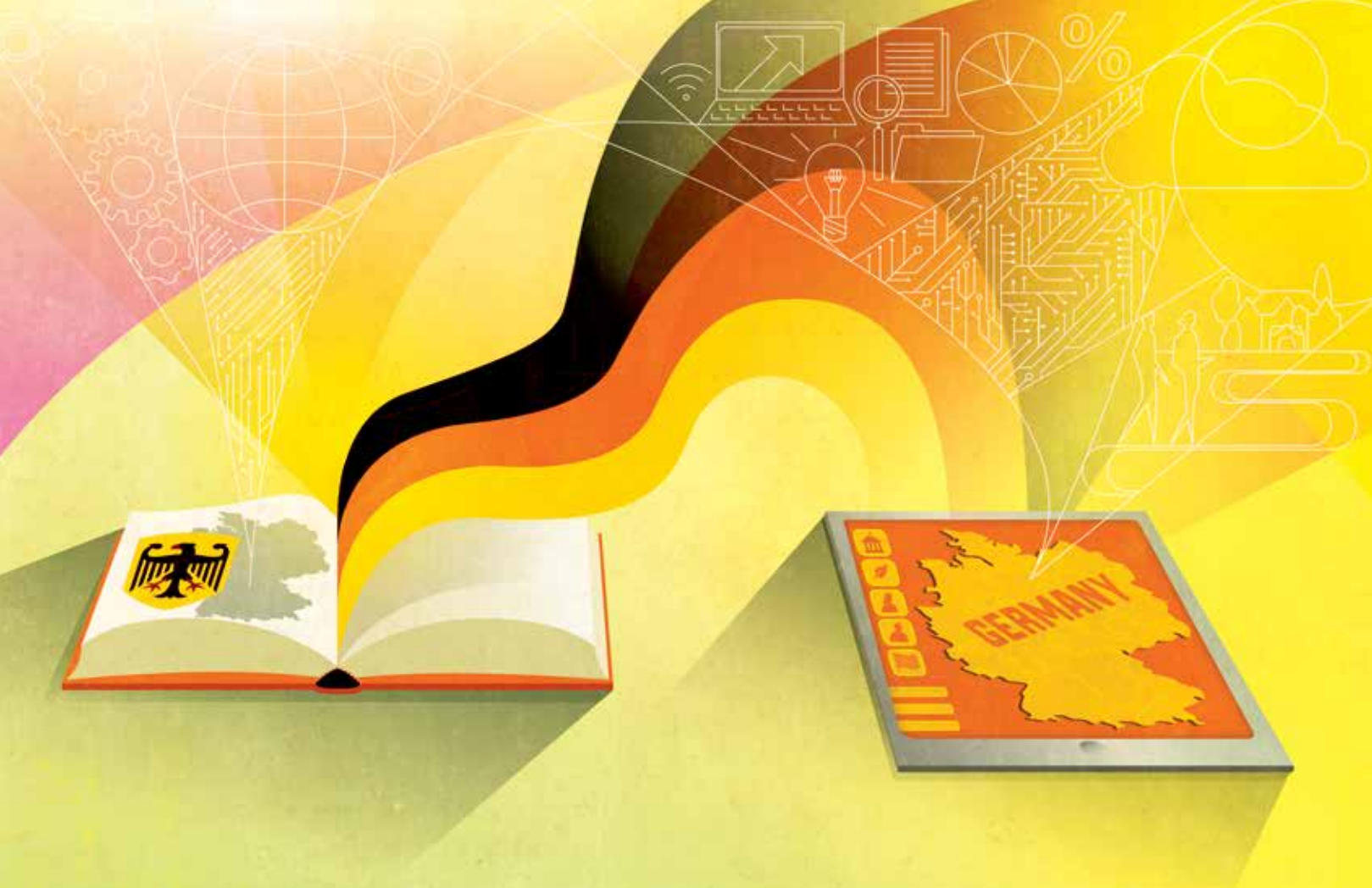
NICOLE LOEB



Interactive — EDUCATION

Macalester's Digital Liberal Arts initiatives
are changing how faculty, staff, and students
collaborate, share knowledge, and solve problems.

BY LAURA BILLINGS COLEMAN
ILLUSTRATIONS BY TRACI DABERKO



In today's Germany, nearly one in four German residents is an immigrant, a foreign-born population that rivals that of the United States. Germany appointed its first female chancellor more than 15 years ago, and today women make up at least 30 percent of the governing boards of large corporations. More than seven percent of residents identify as LGBTQ, the highest percentage in all of Europe. The average German creates an annual carbon footprint of 9.4 tons of CO₂—about 40 percent less than the average American.

As the data points show, modern German society is progressive and diverse. But until recently, the best available textbook for first-year German students depicted little of the diversity or daily life of the German-speaking world—a fact that associate professor Britt Abel and her students at Macalester were finding increasingly frustrating. While the publisher updated the books regularly, the stock characters depicted as German speakers remained unchanged and out of step with the times. “I found myself constantly apologizing to my students for the material,” Abel says. “That’s when I realized it didn’t have to be this way.”

Working with a team from Macalester’s DeWitt Wallace Library led by the late librarian Ron Joslin and a grant from the National Endowment for the Humanities, Abel decided in 2016 it was time to

build a better textbook—one that was both more dynamic than a traditional textbook, and also more up to date in terms of content. Along with her colleague Amy Young, a professor at Iowa’s Central College, and a team of coauthors, Abel spent a month in Vienna, where the group recorded conversations with native and proficient non-native speakers, captured photos, and took videos of everyday life. Abel and her coauthors came up with a diverse set of characters to build a lesson plan around, then envisioned a choose-your-own-adventure learning format to steer first-year German learners toward real-world conversations.

Back in the U.S., they assembled all the pieces into *Grenzenlos Deutsch*—Limitless German—an online, open education resource for introductory German. Built on a WordPress platform with illustrations drawn by Macalester students, *Grenzenlos Deutsch* is changing the way German is taught at Macalester and many other institutions. It includes embedded audio files and videos featuring actual German speakers, as well as interactive exercises that allow students to check their progress in real time. “It’s actually seven different websites that all work together,” Abel says. “There’s a lot going on there.”

Unlike other language e-textbooks, with access codes that can cost \$300 or more, *Grenzenlos* is free to every user and can be accessed from any device.

And unlike traditional, physical college textbooks, which can be out of date as soon as they’re printed, *Grenzenlos* can be updated, enriched, and expanded on a continual basis, creating a curriculum that evolves with the times.

Creating a digital product as complex as *Grenzenlos Deutsch* without a coding degree would have been nearly impossible a decade ago.

But today, the proliferation of digital tools such as DIY website interfaces and story-mapping software allows even nontechnical users to build interactive educational experiences. Collectively, the use of these tools is known as the digital liberal arts (DLA), and it allows today’s faculty, staff, and students to present scholarship, collaborate with colleagues, and represent research findings in dynamic new ways. While computer-assisted tools have obvious applications in STEM courses, the technology is now making its way into humanities classrooms.

“It’s about using these tools not just because digital is cool, but because the technology has a way of enabling projects that couldn’t otherwise be done,” says Andrea Kaston Tange, professor and chair of Macalester’s English Department for the last four years, and director of Mac’s Digital Liberal Arts program from 2019 until this past spring. “I define DLA as the methods, tools, and approaches for using digital technology to illuminate research or add to pedagogy in fields where people might not normally expect to see computer- or data-driven technologies used.”

With the help of recent grants from the National Endowment for the Humanities and The Andrew W. Mellon Foundation, Macalester has been rapidly expanding its capacity in this digital realm. Over the past several years, it has assembled a cross-disciplinary team from the DeWitt Wallace Library, the Digital Resource Center, and academic information associates to connect big ideas to the information technology it will take to build them. Macalester’s DLA program is helping faculty members deploy new digital platforms to create more meaningful assignments for students, share scholarship with new communities, and collaborate across disciplines.

While the digital liberal arts, also referred to as the digital humanities, have been buzzwords on college campuses for the past decade, Tange says

the movement may have gotten a boost during the pandemic, as the constraints imposed by physical distancing and virtual learning prompted many faculty members to revise their course plans. As the campus shut down last spring, the DLA team took the lead in hosting a series of workshops to help faculty adapt to teaching virtual classes quickly. When classes moved to Zoom and Google Meet, many Mac professors began looking at digital projects as a way to build camaraderie and connections during a time when dynamic classroom discussions were elusive. For instance, assistant professor of history Katrina Phillips’s students researched and built an interactive chronology of Indigenous history with brief Wikipedia-style posts, many featuring maps and historic images. “I wanted it to be a project students could do anywhere, and I wanted to use it to build a sense of community, and get them to connect with each other by seeing what everyone else is doing and learning,” Phillips says.



To build the timeline, Phillips got help from academic information associates Brad Belbas '88 and Ben Voigt '10, part of a six-member team of tech-savvy specialists who support each of the school's core departments while keeping faculty members up to date on what's possible with new teaching technologies. While Macalester's academic information associates will often drop into a classroom to help students learn new tools and software to support their digital projects, the extra training isn't always necessary. "We're actually meeting students where they already are," says Aisling Quigley, a postdoctoral fellow who took over as the DLA program's director in June. With the ubiquity of digital technology, students are comfortable engaging with these tools on a daily basis. But they're increasingly curious about ways they can organize and apply those skills, says Quigley, who also teaches a popular DLA course called "Introduction to Data Storytelling."

"I've been surprised to find that they want to know more about project management and how to scaffold a project and collaborate with teams—skills that some people might think are mundane, but that are new muscles that many students haven't had a chance to flex before," she says. "Students spend a lot of time on the internet and social media already, so the idea that their academic work can have a more public audience is very engaging to them."

"Digital, community-based projects can help deepen the connections between the campus and community partners, and can help make knowledge more public, rather than the academy creating knowledge only for itself."

—Paul Schadewald, senior program director for Community-Based Learning and Scholarship

While digital initiatives are coming out of every discipline at Macalester, the Geography Department has been an early adopter of DLA.

Classes have used geographic information systems—technology that analyzes spatial locations, patterns, and relationships—to research and explore the feasibility of launching an early childhood education program in St. Paul. They've also incorporated student-made infographics into online books and used story-mapping software, which combines narrative texts, location maps, video, and other interactive content, to track how and where Mac alums have made use of a geography degree.

"There's definitely a certain coolness factor when you're working with technology and tools that are relevant and that may even have an impact on your employability later on," says geography pro-

fessor Dan Trudeau. While he still sees a place for research papers and other more traditional assignments alongside digital projects, Trudeau says the potential audience for work that's published online tends to raise the stakes for many students. "They do their best work when the products they're creating are for an audience that is not their teacher," he says. "That accountability creates an environment that motivates people to do great work."

In fact, some of Macalester's most successful digital initiatives have been designed specifically through collaborations with community organizations. A prime example is Remembering Rondo—a 2016 project with community leaders from the Rondo neighborhood, which was divided in the 1950s and 1960s when the I-94 freeway was constructed through the heart of St. Paul's historic African American community, displacing businesses and families. Macalester history students set up headquarters at the Hallie Q. Brown Community Center, where they digitally archived objects and photographs, and collected stories and reminiscences from residents who remembered the old neighborhood. The information Macalester students collected is still available as a searchable online database, one that continues to inform visitors about the history and family connections in St. Paul's Black community.

"Digital, community-based projects can help deepen the connections between the campus and community partners, and can help make knowledge more public, rather than the academy creating knowledge only for itself," says Paul Schadewald, the senior program director for Community-Based Learning and Scholarship and another key part of the college's DLA team. Research that previously might have been handed in to the professor now has a public presence long after the course is over, he says, "and the use of digital tools can help students realize the significance of their work. That project was very impactful because our relationship with the Rondo community has continued."

The collaborative possibilities of DLA are an important part of its draw, says John Kim, associate professor and chair of Macalester's Media and Cultural Studies Department. As a contributor to *Mississippi. An Anthropocene River*, a multilayered, multidisciplinary exploration of human activity and impact on the Mississippi River, Kim and three students in 2019 traveled more than 800 miles of the river by canoe, working with a diverse set of collaborators including the National Park Service, New Orleans Center for the Gulf South, and the Max Planck Institute. Macalester's canoers carried along a data-sensing robot that Kim built himself and programmed to collect information about the journey, everything from GPS coordinates and water temperature, to concentrations of atmospheric



volatile organic compounds. The data they collected continues to contribute to public research and be analyzed through data visualizations, but Kim says those outcomes may not be as important as the new webs of connections that he and his students helped to build on the way down the Mississippi.

"The Anthropocene River project was a new way of thinking about research for me. Rather than thinking of a paper or a monograph, it was about building relationships and a community of researchers and activists that spanned the entirety of the Mississippi so that we can continue to collaborate on projects into the future," he says. As participants continue to share findings and writings on an evolving project website, "the fact that it is ongoing and seemingly continuous is a benefit."

The growing complexity and academic quality of digital projects is also prompting many colleges and universities, Macalester included, to explore whether digitally produced projects and published research should eventually count toward tenure. Right now, most institutions consider only traditional scholarly publications such as books and journal articles; pedagogy-oriented and digital-first projects don't count. "For me, the payoff of creating a project like *Grenzenlos Deutsch* has been about working with students, using better materials in my classes, and having been part of an incredible collaboration to make this project possible," Abel says. "That said, this is a digital project, openly published, that relates to pedagogy—three strikes against doing digital liberal arts projects for faculty members trying to get this to count for tenure."

Another debate in higher education is whether digital initiatives, tools, and algorithms could eventually drain away the magic of diving deep into the humanities. If students can build online projects, the argument goes, will diving into books and debating and discussing with classmates have less value? In Tange's experience, it's quite the opposite. "The magic of a deep dive is actually enhanced by DLA projects, which have made digitized versions of archives available for much wider study, and provided students with expanded ways to present their own deep research work," she says. "We see students' engagement in debate and discussion increase as they access more primary sources and analyze them in new ways. We aren't replacing humanities with technology—we're using new tools to demonstrate even more the value of the humanities to create connections across time and populations of learners."

While today's digital multimedia projects may look almost nothing like the homework that Macalester alums remember, at their core, says Kim, they still teach students how to make sense of the world. "I will continue to assign written papers because I believe there's a kind of critical thinking and inquiry that's only developed through the discipline it takes to form a thesis and support an argument," he says. But the digital realm and traditional ways of learning about the humanities can complement one another: "It's not about one at the exclusion of the other—now it's important to be fluent in both." ■

Laura Billings Coleman is a frequent contributor to *Macalester Today*.



DAVID J. TURNER

RECORD OF SERVICE

Macalester reflects on the legacy of Vice President
Walter Mondale '50, on campus and far beyond.

BY REBECCA DEJARLAIS ORTIZ '06

When Harry Char '51 enrolled at Macalester in 1948 midway through the year, he was renting a room off campus—until he got word one day that a spot had opened up in a Kirk triple. His roommates would be two upperclassmen, one of whom was Walter “Fritz” Mondale '50.

At first, Char thought he'd simply lucked out by being assigned a roommate who didn't actually spend much time in the room. Mondale had been part of the group that brought then-Minneapolis mayor Hubert H. Humphrey to campus in 1947. By the time Char moved in, Mondale was immersed in Humphrey's Senate campaign. “He was so consumed with helping Hubert Humphrey get elected that he was gone from dawn to evening almost daily,” Char says.

But over the semester, the two did connect, and for Char, it lingers as a quiet reminder of a time-honored Macalester hallmark: the chance to live with, and learn from, people whose backgrounds and perspectives diverge from your own experiences. “We were so different,” Char says. “When we were free together, we'd visit and talk, mostly around politics. Fritz was a devoted and faithful, politically gifted Democrat. I was from Hawaii, then a territory with Republican leanings.” With Hawaii having no elected voting members of Congress and a governor appointed by the president, Char says politics seemed removed from his daily life before Macalester.

In addition to Humphrey's successful Senate campaign, 1948 also marked a presidential election. One day, Republican candidate and overwhelming favorite Thomas Dewey's motorcade was scheduled to drive by Macalester's campus. “I was anxious to be there to cheer on our next president, and as I was leaving,

Fritz asked me why I was rushing off,” Char says. “His admonition ‘You're wasting your time’ didn't deter me.”

In November that year, Democratic incumbent Harry S. Truman won in a shocking upset. “I should have listened,” Char says. “Fritz was so stable and sensible with political affairs.”

This past spring, the Macalester community mourned the loss and celebrated the legacy of former Vice President Mondale, who died April 19 at the age of 93.

Although Mondale only attended Macalester for two and a half years, his time on campus was formative. He quickly gained a reputation for political advocacy and organizing on campus before delving into the political landscape beyond 1600 Grand. In Mondale's first semester, his peers elected him class president, and he later chaired Macalester's Students for Democratic Action chapter. He also competed in speech and debate, sang baritone in the men's chorus, and traveled to England as one of 10 students selected for the Student Project for Amity among Nations (SPAN) program.

At Macalester, he told writer Nick Coleman in a 2017 Macalester Today interview, “I became more committed to progressive ideals, better educated about why they were important. I started to get a glimmer of history and of what people can do when they work together. And I started to wake up . . . I got an excitement about the decency of public policy that has stuck with me ever since.”

Because of financial challenges, Mondale transferred in his junior year to the University of Minnesota, where he would also later attend law school, after serving as a corporal in the U.S. Army. In 1955 he and Joan Adams Mondale '52 were married by Joan's father, longtime Macalester chaplain Rev. John Maxwell Adams, in the college's student center. Then he began his career as a lawyer,



2015

she worked in art galleries, and the couple started a family.

What happened next is well-chronicled in state and national history. Mondale dedicated himself to decades of public service, including a term in the White House as President Jimmy Carter's vice president and his own run for president in 1984. He kept an even keel through highlights and challenges alike, including tumultuous turning points and transitions for the Democratic party.

And over the years, the Mondales stayed connected to Macalester, returning for events ranging from Commencements and Convocations to lectures and class visits. At Convocation in 1993, President Carter presented his vice president with the college's Board of Trustees Award for Meritorious and Distinguished Service. Joan served as a Macalester trustee from 1986 to 2007, returning to campus for board meetings even when the family lived in Japan during her husband's service as U.S. ambassador. After Joan died in 2014, Macalester renamed its art building and donors established a scholarship in her memory.

"My relationship with Macalester has remained strong all these

years, through many different presidents of the college," Mondale told *Macalester Today* in 2017. "... I think Macalester has been one of the most important experiences and influences in my life. And I think that thousands of people who have gone there over the years would agree. The opinions they shaped there may be different, but there's something about the civility and the excitement, the ideas, the growing respect for learning, for reading and trying to move your understanding about issues forward."

Now the college and the country reflects on Mondale's extraordinary commitment to public service, and a legacy at Macalester that spans nearly 75 years since he was elected freshman class president. Even early on as a student, Mondale had big dreams—and he tipped off his Kirk roommate Harry Char to those aspirations. "At 20, Fritz was so dedicated to public service that on occasion he confided to me his early hope toward national election," says Char, now 92 and writing and painting back in Hawaii after a long career in education and the U.S. Coast Guard and Naval Reserve. "He was an outstanding senator, and a great vice president and public servant."

MONDALE'S PUBLIC SERVICE

1960–64

Appointed Minnesota's attorney general, then elected to a second term

1964–76

Served as U.S. senator

1977–81

Served as vice president under President Jimmy Carter

1984

Ran for president with Geraldine Ferraro as his VP pick, losing to Ronald Reagan and carrying only Minnesota and the District of Columbia

1993–96

Appointed U.S. ambassador to Japan by President Bill Clinton

2002

Replaced U.S. senator Paul Wellstone on the ballot after Wellstone died in a plane crash days before the election; lost narrowly to then-St. Paul mayor Norm Coleman

DAVID J. TURNER

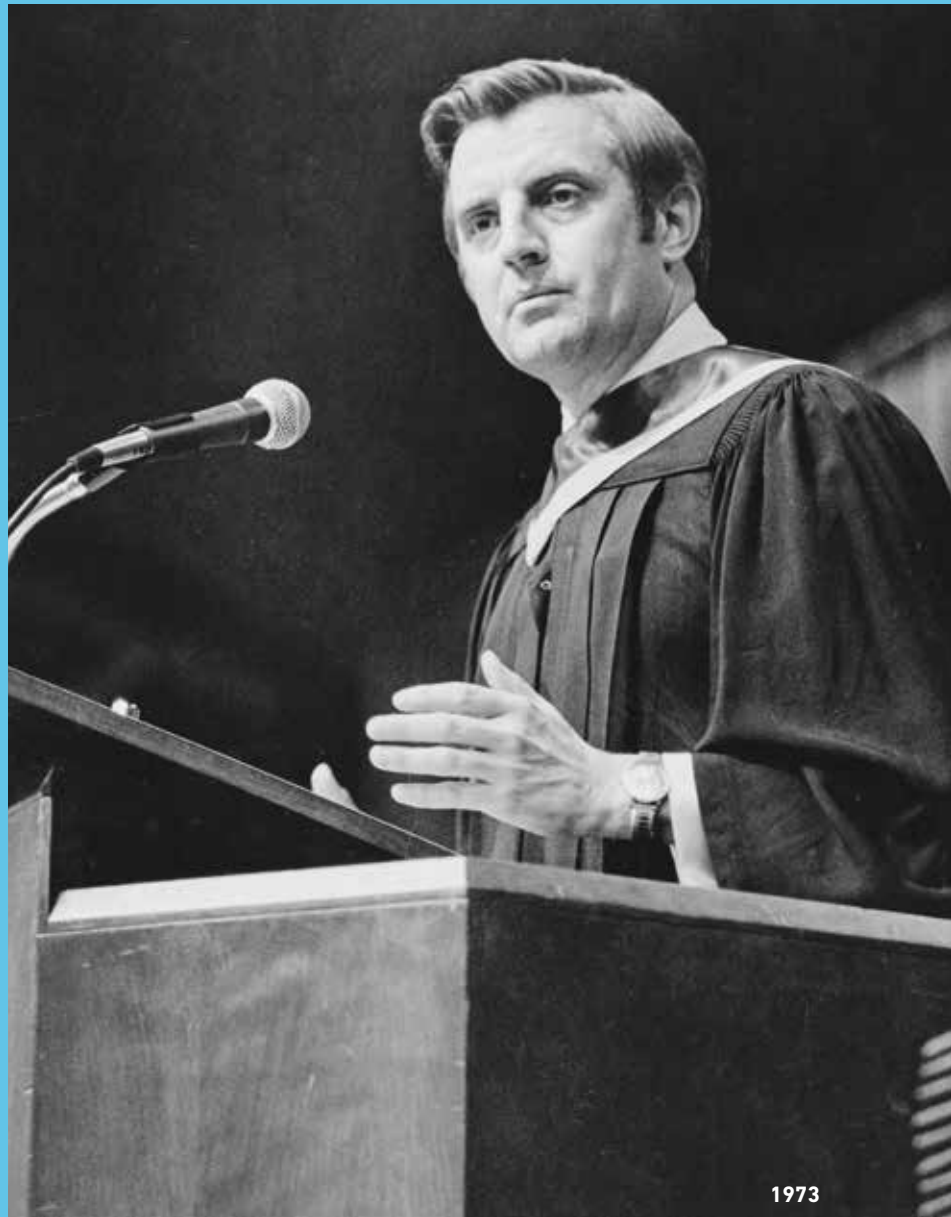
IN HIS OWN WORDS

Over six decades, Vice President Mondale returned to campus regularly to talk with students, from class sessions to Commencement speeches. The following reflections are excerpted from remarks from those visits.

"As Americans, I think we realize that we are in the midst of what can only be called a profound crisis of confidence and spirit. ... I think we realize that we are under pressure, under challenge, perhaps like we've never been before. In a real sense, we see dangers that I don't think we expected to see. Dangers that erode the fundamental value of our vote, dangers which challenge our constitutional processes, and the enforcement of the law, and perhaps most fundamental of all, dangers which challenge what we thought was our most fundamental reliance on the truth, which comes from the top leaders of American society. These events have eroded public confidence to the point that virtually every poll that one looks at shows that the American people increasingly do not trust their government, do not trust the free processes of our society, and do not believe what public leaders tell them. And society cannot prosper or survive on that kind of cynical diet. As Lincoln once put it, with public sentiment, nothing can fail. Without it, nothing can succeed." —**Commencement, 1973**

"I am told that today's graduates are known for their generous voluntary community service. Keep it up; we really need it. But our nation needs something else from young Americans: we need your involvement in politics; you need to vote. The great issues affecting your lives will be decided by government but your generation has strangely decided not to participate. In a recent study over 60 percent of college students had volunteered for community service but only 36 percent of you voted in the 2000 election." —**Commencement, 2003**

"The toughest speech I ever gave in my life, I gave right under that basketball hoop there [in the Mac fieldhouse], to a crowded, angry group of students and citizens from this area, who were troubled about my position and the Vietnam War. And I came home to do something that's very hard for us to do in politics, to stand up and say 'I'm wrong.' 'I'm wrong and I had to change my mind,' because it was wrong. And what I did, millions and millions of Americans did. We had pursued a course which was not sustainable and a tragedy in human lives, the tragedy in the divisions in American life, the tragedy in terms of the poisoned dialogue on the American campuses, was something that polarized this nation for nearly 20 years thereafter." —**Convocation, 1981**



1973

"In every respect we are becoming one people around this globe. That's why education to learn about this world is so important, and that's why Macalester's work is so sacred. We must assume our global responsibilities beginning in college." —**Convocation, 1993**

"I don't believe this country can compromise with the truth. I think the truth should be a minimum essential ingredient for the election of any decent person to public office from the lowest level to the highest level. Without truth, the American people cannot act responsibly on public policy. You can't pass a law against lying, but you don't have to elect liars. And this is something that the American people must decide on their own as voters and citizens. And it's something which the graduates and the sponsors of Macalester College should have no trouble accepting." —**Commencement, 1973**

"I urge you strongly to take action. To get involved in the great issues, step across that line, and make a difference." —**Commencement, 2015**

COURTESY OF MACALESTER COLLEGE ARCHIVES

BACK TO CLASS

Professor and political scientist Patrick Schmidt teaches and researches public law and American politics, including American legal and political development. We asked him to reflect on the contributions, and the challenges, of Vice President Mondale's decades in public service.

Political platform: Mondale was a progressive in the New Deal tradition, and he will always be remembered as a coauthor of the 1968 Fair Housing Act, a major piece of civil rights legislation. But even by that point, Mondale had built an impressive record on civil rights and a wide range of policies to work toward a more just society. Although as vice president and ambassador he built a legacy in the international arena, his heart was always with seeking a more caring, even moral country in its domestic affairs.

Minnesota impact: For decades, Mondale stood as a living monument to the state's culture of good governance. There was never a whiff of scandal around him; he embodied the idea that public service was a noble calling and that government was about people working together to make the community better. He carried that torch for his mentor, Hubert Humphrey, and picked it up again when Paul Wellstone was tragically killed just days before Election Day in 2002.

National presence: To students of national politics, Mondale's term as vice president transformed that office. His broad set of responsibilities, including international diplomacy, and close working relationship with President Carter influenced nearly all his successors. The words issued by former President Carter after VP Mondale's death, that he considered his "dear friend... the best vice president in our country's history" is both a beautiful testament to their relationship and actually a plausible claim. And as one marker of who he was, we should always remember his choice to put the first woman, Geraldine Ferraro, on a major party ticket.

Challenges: While Minnesota remembers him with great fondness, and especially his decency and political values, in a national perspective, we would have to take account of some of his weaknesses: he was personally charming and funny but came across as especially wooden when set against the "Great Communicator" of Ronald Reagan. Also, he led the party at a time when the party was struggling with its identity. By the time he stepped into the 2002 Senate race, some saw him as a representative of a different age, and as a candidate of nostalgia rather than a vision for the future.

With hindsight we understand: Politics needs great people, but individuals can't stand against the tide. Mondale was a leader of the party at a transitional time for progressives, who were splintered after 1968 and vastly out of favor during the Reagan era. Unfortunately, when telling the story of Mondale's life in politics, one chapter will be his overwhelming defeat as the Democratic nominee in 1984. With distance we came to understand that it didn't really matter who the party nominated that year.



"One of the things that always impressed me about Fritz was his taking a very courageous stance against the Vietnam War. Fritz started out as a supporter, then fairly rapidly began questioning it. In 1969, when I was vice-chair of the Minnesota Young Democrats, he came to Macalester to speak at a rally against the war. My memory of that day? You couldn't pack any more people into that fieldhouse. If fire marshals had come around, they would have had a fit. It was a rambunctious scene, and Mondale gave a great speech, which was well-received by Macalester students." —**Peter Fenn '70**


"Although I didn't know Fritz and Joan when I was a student, Macalester is a small family, so we met each other at various gatherings over time. I spent six years on the Minneapolis City Council, and the first time I was sworn in, in 1978, my brother and sister-in-law came to the ceremony. Fritz was vice president at the time and happened to be in Minneapolis that day, and the city council president called to ask if he wanted to swear in the new council. I'm in the audience with my brother and sister-in-law and my fellow council members, and Fritz comes walking down the aisle. Everyone turns to watch him walk in, and then he looks at me and says, 'Hi, Sally.' And I

stammered, 'Hello, Mr. Vice President,' and he walked on. My brother grabbed my arm and said, 'Do you really know the vice president?!' I thought he was going to faint. That's typical of the person Fritz was, though: gracious, giving of himself, just a delightful guy." —**Sally Howard '58**

"In my junior year, I received the new Joan Adams Mondale Endowed Scholarship, which supports students in the arts because Joan Mondale was so active in the art world. I got to spend some time with Vice President Mondale in the ceramics studio. He knew a lot about ceramics, and that was a surprise for me: I didn't expect someone like him to know what makes a good bowl or plate, and he was picking up pieces to test the weight and look at the technique. I gave him a bowl that I had made—probably my favorite at the time—and he told me he was going to eat his cereal the next morning in that bowl. I was very surprised but also very honored: some people think ceramic pieces are artifacts that belong on shelves, but when people tell me they're going to use the pieces that I make, it means a lot to me." —**Egzon Sadiku '16**

"When the studio art building was renamed in 2014 in Joan Adams Mondale's honor, I heard Vice President Mondale speak at

the rededication, and I immediately got a sense of his presence. And I had this idea: what if he came to speak about his work in Japan with one of my classes? It would be so amazing. At that time I felt like a very young professor, and I was so nervous to approach him. But I figured it couldn't hurt to ask. So during the reception, I approached him, planted my feet, and waited for my chance to introduce myself and tell him about my class. What impressed me so much then, and in all the steps that followed, was his common-sense graciousness. His interest was very natural and vivid: he wanted to visit the class, and he wanted to talk to students.

Later that year, he visited 'Narratives of Alienation,' my class about how modern Japanese fiction registers a sense of distance or exclusion from the world. My students prepared questions and were really excited. I saw them also dealing with a disconnect they observed: how the person sitting in front of them had been part of so much history. They had a lot of questions about that. He carried all of his experience with him, yet he was able to listen and talk with students candidly and directly, with curiosity about their perspectives. Despite all of his accomplishments, he was a human being first. I understood better then how he was a hero for a lot of people. I saw it up close." —**Professor Arthur Mitchell, Asian Languages and Cultures** 

Pathways for Change

EACH YEAR, the college's Alumni Awards honor alumni who exemplify a deep commitment to Macalester's values. Their paths are wildly different, but they all—in one nominator's words—"see the pathways for change," whether that means trying something new, launching an idea, advocating for what they believe in, or reaching out to make connections. We asked this year's winners about the people, places, and experiences that stretched their perspective, changed their mind, and shaped their focus.

"If I can help train new leaders, that's the best use of my time and experience."

AFTER HIS SOPHOMORE YEAR, Douglas Johnson '71 quit school and hitchhiked to India. He wanted to study nonviolent organizing in Gandhi's ashram, and visited 15 countries before returning home. Since then, the self-described entrepreneur for social justice has been a transformational human rights activist and leader.

A co-founder of the Infant Formula Action Coalition (INFAC) in 1977, Johnson led a campaign protesting the infant-formula marketing practices by multinational corporations in the developing world, successfully pressuring Nestlé to curtail inappropriate marketing measures in 1984.

In 1988, Johnson became the Center for Victims of Torture's first executive director. Over 23 years, he helped build an international movement that has enabled thousands of torture survivors to heal and rebuild their lives. With Senator Dave Durenberger he designed, and then with Senators Paul Wellstone and Rod Grams enlisted critical and unusual bipartisan support for the passage of, the Torture Victims Relief Act of 1998. Concerned by the human rights movement's tactical inflexibility, Johnson launched the CVT's New Tactics in Human Rights project in 1996.

Today, Johnson trains the next generation of human rights leaders at the Harvard Kennedy School. "If I can help train new leaders, that's the best use of my time and experience," he says.



Douglas Johnson '71



Demoya Gordon '06

"Macalester helped me develop a language around the social justice issues that had always bothered me."

FROM CHALLENGING RACISM at Prada to advocating for the rights of transgender people in prison, Demoya Gordon '06 has dedicated her career to making positive change through the law.

Gordon grew up in Jamaica. A lucrative career as an attorney would make her parents proud, which was important to Gordon. But she also wanted her work to make the world more just and fair. At Macalester, Gordon realized she could explore law "in a way that would better the world," she says. "The readings, teachings, and conversations at Macalester helped me develop a language around the social justice issues that had always bothered me."

Gordon is currently a supervising attorney at the New York City Commission on Human Rights. There, she tackles discrimination in public spaces and bias-based profiling by city law enforcement.

Looking back, Gordon says she often doubted herself. Leaning on her Macalester community helped. "If I didn't have the support of my Mac friends and professors . . . I don't know if I would have made it."

Writes her nominator, "Demoya continues to see pathways for change, and I am grateful that she is among the many incredible women who have been nurtured and sent out into the world by Macalester!"



Jaye Gardiner '11

"Having diverse minds in the same room will help propel science farther, faster."

WHEN CANCER RESEARCHER Jaye Gardiner '11 dreams up a solution to a problem, she's not one to wait for someone else to take action. Take JKK Comics, which she cofounded in 2015 to increase scientific literacy through comics as a storytelling medium. Or the Unique Scientists website and trading cards, projects she helped organize to celebrate the diversity of scientists. Or a Black in Cancer group, which she co-organized last year to promote diversity in the cancer and biomedical research communities and support young scientists of color.

Through these projects and more, Gardiner is making science more approachable and inclusive for people from diverse backgrounds.

"Everyone's perspective is unique and based on their lived experience, and they will tackle and solve problems in a different way than someone else will," says Gardiner, who works as a postdoctoral research trainee in Philadelphia's Fox Chase Cancer Center, supported by numerous competitive fellowships. "Having diverse minds in the same room will help propel science farther, faster."

Writes her nominator: "Jaye has taken her love of science and her love of comics—two seemingly unrelated fields—and created a way to bridge the gap so that she can inspire and teach others."

Who should Mac honor next year?

Nominate a classmate or friend for the 2022 Alumni Awards by Sept. 27: macalester.edu/alumni/alumniawards

"They're inspiring women doing good work in a very broken world."

"THROUGHOUT HIS 40-YEAR journalism career, Chris Herlinger '81 has consistently and eloquently lived out the liberal arts and internationalist world views that are at the core of a Macalester education," writes his nominator.

A New York-based international correspondent for *National Catholic Reporter's Global Sisters Report*, Herlinger has reported from Bangladesh, South Sudan, Haiti, the Middle East, and Europe, covering the work of Catholic sisters, global humanitarian issues, and the United Nations. "I feel very drawn to the Catholic sisters I write about," says Herlinger. "They're inspiring women doing good work in a very broken world."

Along with his daily journalism, Herlinger penned a trilogy: *Food Fight: Struggling for Justice in a Hungry World*; *Rubble Nation: Haiti's Pain, Haiti's*



Chris Herlinger '81

Promise and Where Mercy Fails: Darfur's Struggle to Survive.

"His work is about telling the stories, making the connections, celebrating the work of the people he meets, and providing his readers with a clearer understanding of the world around us," writes his nominator.

By introducing him to liberal theology, his Macalester peers prompted Herlinger to think about religion in a new way. Forty years later, his nominator calls him "one of the nation's leading thinkers and writers focused on the intersection of religion and international issues."

"It's important to challenge laws that harm people."

"AMY HAGSTROM MILLER '89 is a woman of exceptional courage and determination," writes her nominator. "She has what we call it in Texas grit."

In 2016, that grit brought Hagstrom Miller all the way to the Supreme Court. Her clinics were the lead plaintiff in the most critical abortion rights decision in a generation, taking on onerous regulations around abortion in Texas. Her win created a legal standard that has helped secure and preserve access to abortion around the country.

Hagstrom Miller is the founder and CEO of Whole Woman's Health, managing eight clinics in five states. After years working in different clinic settings, she learned that many approaches to abortion care services were rooted in patriarchy and traditional medical approaches. In



Amy Hagstrom Miller '89

2003, Hagstrom Miller decided to start a company with a more holistic, feminist model. "What if we could design our own experience for health care that would consider our values, cultural experiences, and comfort with medicine; one where that pregnant person is truly at the center?" she says.

For now, Hagstrom Miller continues to dispute restrictions around abortion, in legislative halls as well as courtrooms. "It's important to challenge laws that harm people," she says. "Abortion access is the floor, not the ceiling."



Emily P.G. Erickson '08

“I thought this broad perspective and humility would be a good formula for a book group.”

EMILY P.G. ERICKSON '08 calls her reason for wanting a Mac alumni book group “selfish,” but her efforts toward creating and directing MacReads are anything but.

In 2012, Erickson launched the monthly Twin Cities-based MacReads group. “Macalester alumni tend to pay attention to perspectives other than their own,” says Erickson, who worked as an urban planner, earned a master’s degree in psychology, and now works as a freelance writer. “I thought this broad perspective and humility would be a good formula for a book group.”

Over the past ten years, Erickson has devoted considerable time and energy into organizing MacReads. And every month,

people show up. Clearly, alumni crave what she created: a fun and safe space to exchange ideas, much like what they encountered at Macalester.

After George Floyd was killed near her home, she wrote a trio of widely read essays about how parents can talk to their white children about race and justice. When the Alumni Board asked Erickson to help facilitate discussions on antiracism in education, parenting, and community activism, she answered the call.

Intellectual curiosity, compassion, and multiculturalism—Macalester helped sharpen these values, Erickson says, from “ideas that you talk about in high school to embodied action.”

“I learned the enormous sense of the possible.”

SIXTEEN YEARS AGO, on a mission trip to help abused and abandoned girls in Honduras, Kris Amundson '71 and two friends had a realization: if these girls could go to college, they could have far better lives. “We looked at each other,” says Amundson, “and we said, ‘We could do this.’”

With that, La BECA Women’s Scholarship Foundation began. “Beca means ‘scholarship’ in Spanish,” Amundson explains, “but we use it as an acronym for bringing education, compassion, and assistance to girls and women in Central and South America.” La BECA has awarded more than \$550,000 in scholarships to 114 scholars in six countries.

She has remained a fighter for kids in politics, as a leader in K-12 education, and as founder of multiple nonprofits. Amundson served for 10 years in the Virginia House of Delegates and later as president and CEO of the National Association of State Boards of Education.

Most recently, Amundson wrote the book *81 Questions for Parents: Helping Your Kids Succeed in School*; founded EduTutorVA, a nonprofit to tutor K-12 students at risk of falling behind



Kris Amundson '71

during the pandemic; and co-chaired the Class of 1971’s 50th Reunion committee.

“At Macalester, I learned the enormous sense of the possible,” says Amundson. “If you need to get something done, you get together a bunch of people and then you go and do it.”



Nyalleng Moorosi '06

“Data is produced with our beliefs and values embedded in it.”

“FROM THE MOMENT I met Nyalleng Moorosi '06,” writes her nominator, “I was both awed and inspired.”

A leader in the fields of artificial intelligence (AI) and data science, Moorosi helped set up the first Google Research Lab in Africa and co-founded an Africa-wide summer school focused on machine learning, all while researching how AI perpetuates inequality.

Now a software engineer for Google AI, Moorosi aims to help people understand how data influences their lives. “Even the most perfectly quantitative space is not perfectly without bias,” Moorosi says. “Data is produced with our beliefs and values embedded in it.”

Along with her groundbreaking research, Moorosi has brought other women, especially Black women in Africa, along with her as trailblazers in a field made neither easy nor accessible for women.

Moorosi’s interest in computer science and research was cultivated by two women: Professor Susan Fox, who sparked Moorosi’s interest in computing, and Professor Libby Shoop, who introduced Moorosi to research. “The way teaching was carried on at Mac was transformative,” Moorosi says.

Writes her nominator: “Nyalleng fully embodies Macalester values, continuing to see the goodness and potential in the world that energized so many of us during our Mac days.”

“THE MOST FUN I had in my work life was as Macalester’s dean of students,” says Mary Ackerman '70. “Macalester students are unbelievable. They’re smart, fun, critical, supportive, and creative—you don’t get anything better.”

As a student, says Ackerman, “Mac gave me the ability to grow into myself, to understand that I could lead and be passionate about things that mattered.”

After being hired as a Macalester admissions counselor, she eventually rose to become director of admissions, one of two women in the country in that role at the time. From 1979 to 1991, Ackerman created a nationally recognized student affairs program as dean of students.

In 2011, Ackerman retired and reignited her activist roots. Her new community grappled with a proposed pipeline, set to run through wetlands, wild rice paddies, tribal lands, and across the Mississippi. Ackerman and her husband gathered leaders from water conservation organizations around their kitchen table. Those efforts launched the Northern Water Alliance of Minnesota, a collaboration to preserve and protect clean water. Empowering others to use their voices continues to drive Ackerman, as it did during her tenure at Mac.

Writes her nominator: “She’s an inspirational and brilliant leader.”



Mary Ackerman '70

“Mac gave me the ability to grow into myself.”

“I want to set up future Mac students and alumni to do great things.”



Michael Coleman '11

MICHAEL COLEMAN '11 has stayed connected with Mac in so many ways since graduation, from serving for seven years on the Young Macalester Alumni Connect (yMac) steering committee to pitching in on alumni panels. (And that’s not even factoring in his role as a Mac tennis coach.) For Coleman, the explanation is

easy. “Macalester feels like home to me—more than my actual house sometimes, more than the home I grew up in and loved,” he says. “No matter what’s going on, I can walk onto campus and feel good.”

Coleman’s college tennis experience created the foundation for his Mac connection, and he also worked as

a residential assistant for three years, building community for new students.

He continues to build community through yMac programming, especially networking events that bring together alumni in different life stages. During the pandemic, yMac has drawn in more alumni through online events, in addition to

helping students prepare for life after graduation. Soon, Coleman looks forward to resuming Dunn Brothers coffee chats with students who reach out.

His goal for his support is big, yet simple: “I want to set up future Mac students and alumni to do great things,” Coleman says. “That’s how I can best help.” [M](#)

Read the full profiles and watch videos about each award recipient: macalester.edu/alumni/alumni-awards



BRIDGING THE GAP

The aim of this “radical centrist” is to get people talking—and listening—to one another.

BY JULIE KENDRICK

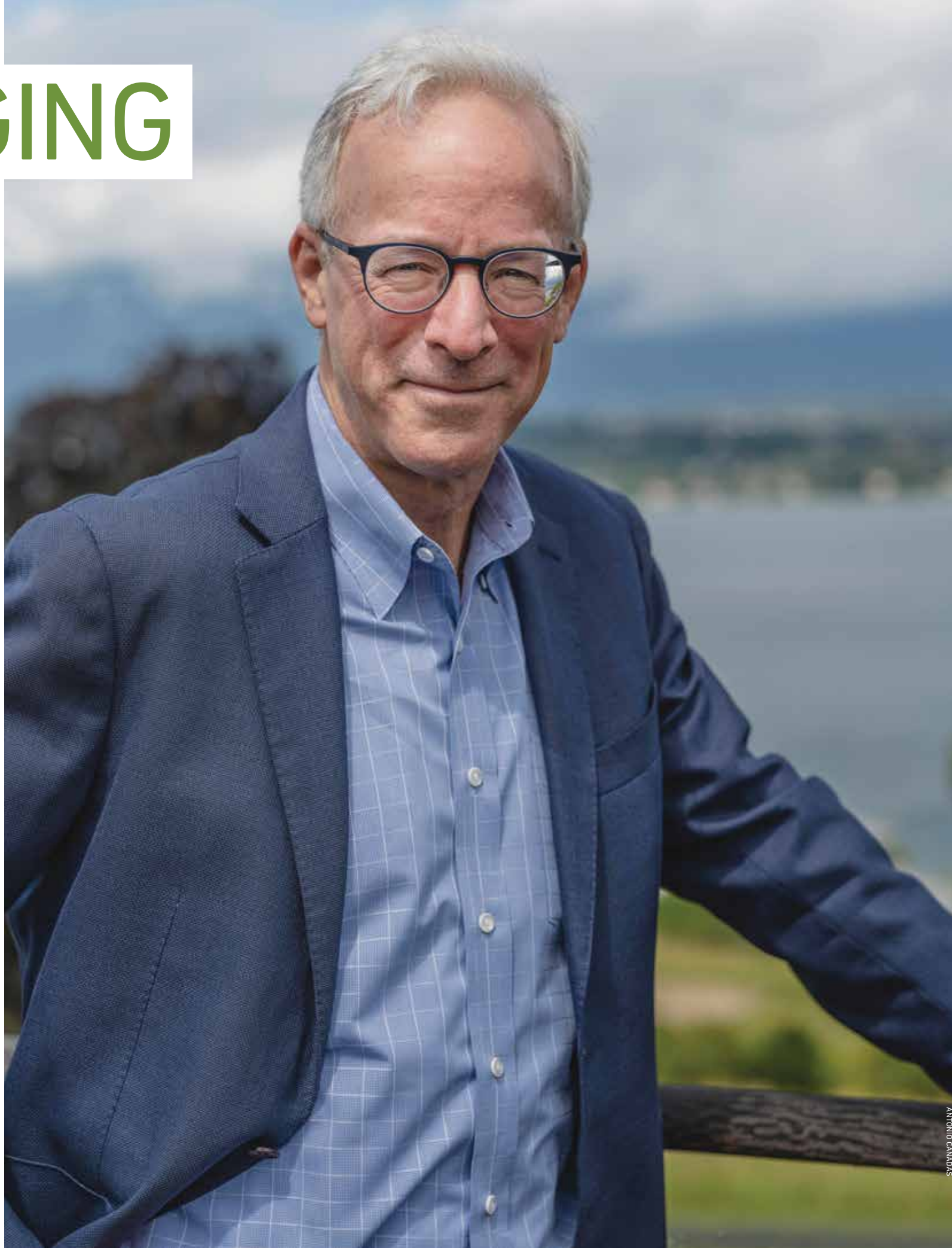
It's the classic question for advice columnists everywhere:

My family is getting together for a celebration, and I'm concerned that my staunch right-wing uncle and my left-of-center cousins will end up in a shouting match—maybe even a food fight. What should I do (besides wearing a rain slicker and hoping for the best)?

If that seems like a tricky situation, then consider the day-to-day challenges faced by Paul Smyke '85, a member of the executive committee and head of regional strategies for North America at the World Economic Forum.

The Forum's annual meeting at Davos, Switzerland, is usually attended by CEOs, heads of state/government, top academics, media leaders, and arts and culture influencers. During his tenure, the group of politicians that have spoken at Davos and other Forum events includes presidents, vice-presidents, governors, and more than 100 U.S. senators and members of Congress. They represent an incredible range of political and philosophical viewpoints, so Smyke has the learned experience of knowing what it takes to keep conversations civil and open.

With all the headlines that annual meeting generates, it might be surprising to learn that it's just a small part of the Fo-



ANTONIO CANADAS

rum's work. "Davos is actually only about 10 percent of what we do on a year-round basis," he says. "There are hundreds of different working groups toiling away all year long." Forum gatherings are the kind of places where someone from an environmental nonprofit can have a conversation with the head of an oil company, or where a leader of Greenpeace can sit down with the CEO of McDonald's. "We live in a world where businesspeople hang out with other businesspeople, scientists with other scientists," he says. "At the Forum, we break down the silos, mix it up a little bit, and create conversations among those who don't normally speak to each other."

If this description is starting to make the kerfuffle at your last Thanksgiving dinner seem like small (mashed?) potatoes, Smyke has a unique perspective on how to pull off moments of constructive dialogue. He describes himself as being part of the "radical center," a term popularized in the book of that title by Ted Halstead and Michael Lind. If you'd like to make some small steps toward civility, his suggestion is simple: "You have to start by being open to the idea that someone on the other side is a good and smart person who has reasons for thinking the way they do," he says. "It's easy to be condescending to those we don't agree with, but that just increases alienation."

Smyke's job gives him the opportunity to model that openness and to encourage others to give it a try. At Forum meetings, leaders from academia, business, government, and civil society might find themselves thrown together in what he describes as a "protocol-free environment," where everyone is on an equal footing. "We invite thinkers and leaders from across disciplines to address a problem," he says. "Sometimes, sparks will fly. If you aren't used to hearing from those outside your sphere, it can be a real wake-up call to have your actions or intentions questioned, but that's what should happen during a healthy debate."

What's the "secret sauce" of keeping things real but respectful? "The Forum is doing its job well if everyone in the room feels the heat being turned up on them," he says. "When they're out of their comfort zone, sitting on the edge of their seats, then it's working." It can be challenging to

measure success in that environment, but he has some practical rules of thumb: "One of my barometers is when I look around the room and nobody's looking at their phone."

His "beat" at the Forum is U.S. and Canadian politics. Lately, he says with characteristic understatement, "there have been challenging days." Before the pandemic, some days might have included meetings with half a dozen members of the House and Senate, officials who range across the political spectrum from the Tea Party to progressives. Smyke remains calm at the center. "I've done this job since the beginning of the Clinton administration," he says. "No matter who's in office, I just stay focused on building connections among government officials at all levels, from mayors to Capitol Hill, helping them connect with different stakeholders from around the world and trying to meet in the middle."

It might come as no surprise that the formative years for a radical centrist happened in—where else?—Switzerland, where the World Economic Forum is headquartered. During his college search, Smyke's guidance counselor suggested that Macalester's international focus might be a good fit for him. "The symbolism of flying the United Nations flag on campus was not lost on me, since I grew up in Geneva, the UN's European headquarters," he says. At Mac, he got involved in residential life, becoming a residential assistant his sophomore year and being named residence hall director for Bigelow Hall his junior year.

"I found my posse at Mac," he says. "My freshman college roommate, Will Freeman, lives ten minutes from me in the Boston area, and we're still friends. I stay connected with a ton of people from my years there."

In addition to those friendships, the lessons learned on the St. Paul campus still resonate as far away as Davos. "I use my liberal arts education every day in my work at the Forum," he says. "I need to be a fast learner on a wide range of topics, and I need to make the connections between issues and people." **M**

Julie Kendrick is a Minneapolis-based writer whose work appears in *HuffPost*, *Delta Sky* magazine and the *Star Tribune*.

Twitter @KendrickWorks

Inclusive Technology

BY ELIZABETH CAMPBELL / ILLUSTRATION BY MICHAEL MORGENSTERN

Computer science professor Lauren Milne's research focuses on making digital interfaces more accessible for people with disabilities. Her previous projects include a touchscreen-based Braille program, accessible digital games for blind children, and a tool that helps blind programmers navigate code structure. She's especially drawn to introductory programming environments, which are increasingly part of elementary school curriculums, and how those can include kids who are blind or have low vision.

Elizabeth Campbell: What prompted your interest in working on accessible interfaces?

Lauren Milne: I majored in physics in college, but when I graduated, I knew I actually wanted to go into computer science. Before graduate school, I worked as a personal care assistant for a young man who had Angelman syndrome and used an AAC [augmentative and alternative communication] device—basically a pad with icons that he could use to speak and communicate with people. It performed such a vital function, but there are also a lot of pieces that I thought could be improved. Some of those barriers are what led me to look at accessible interfaces.

I got a lot of support along the way, especially from my University of Washington advisor, Richard Ladner, who is passionate about working with students with disabilities. But a lot of it for me was just learning. I had experience working as a personal care assistant for someone with Angelman syndrome, but I did not have experience working with people who are blind. I had to learn about the tools and the community, and stay humble as a

sighted researcher about what I don't know.

EC: Sometimes people who are sighted or don't have another disability will come in thinking they have all the answers, and we try to say, "Hey, we appreciate you working with us, but listen to us."

LM: What I try to do is solve real problems. Richard would talk about how students would come in with proposals for fancy new additions to the white cane that often weren't actually useful. We talked a lot about participatory design, and making sure that you're solving a problem that's actually a problem.

EC: What problems did you observe in introductory programming languages and how they work with screen reader technology?

LM: Traditional programming languages are text-based, so they work relatively well with screen readers, which is software that reads what is on a screen so that a blind person can use a computer or smartphone. But introductory programming languages are a lot more visual now. In particular, block-based programming environments (such as Scratch), which use puzzle piece-like units of code, have become really popular. Because block-based programming relies heavily on visual metaphors, though, it's not fully accessible for children with visual impairments.

We explored techniques to overcome these barriers and built Blocks4All, an accessible blocks-based environment on an iPad that uses audio and spatial cues to help blind children learn to program. For my project, I had the children figure out how to write

a program where a little robot would be able to knock over Jenga towers. They were really pumped about using the robot.

EC: I wonder how many kids have felt encouraged through this work to pursue careers or courses of study after previously feeling discouraged with the lack of access.

LM: That's one of my underlying goals: to get kids excited about potentially doing research and going into computer science or any STEM-related field. It's very frustrating when STEM teaching tools aren't accessible, because it sends such a poor message to students. I want to help mitigate that and say, "You are welcome. Please. We need you in this space."

EC: Have you encountered opposition from people who don't see a space for blind people in math, science, and technology?

LM: I don't think I've necessarily faced opposition. A lot of times when I present my research, sighted people are surprised—they just didn't know or hadn't considered that blind people are programmers. And a lot of times when I talk with people at computer science education conferences who are showing off awesome new programming environments that make it easy for sighted children to learn to program, I'll ask, "Have you considered making it accessible?" That's where I face some opposition. People say, "Oh, we don't know how to do that," or "We don't have the resources to do that." It's a next step that never seems to get taken.

EC: How do you incorporate this research into your teaching?

LM: I taught a "Human Computer Interaction" course about research methods in designing technology, and I brought in guest lecturers to talk about designing for someone who might be different from you. For example, a blind researcher talked about how some design tools can actually propagate ableism (discrimination against people with disabilities). The classic example is that people think wearing a blindfold means they understand how someone who is blind would use an interface. And obviously, that doesn't fully represent a blind person's experience.

EC: What are you working on now?

LM: I'm working with Professor Abby Marsh, a Mac computer science colleague, to look at security and privacy questions related to using assistive technology. Because a screen reader needs to be able to access information that's underlying in the interface, developers have to balance keeping a system open and keeping it secure. And what happens if you're using assistive technology on a website and that fact becomes exposed to the developer? We're exploring the trade-off of people sharing personal information to improve accessibility. There's so much data being collected about people. Where that information goes, and how it's being used, are really interesting questions that people should think about. **M**

Elizabeth Campbell, who is blind, is a reporter at the *Fort Worth Star-Telegram* in Texas. She has a passion for greater accessibility in the workplace and beyond.

CLASS NOTES

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

CLASS NOTES PHOTO POLICY:
We publish one photo per wedding.
We 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**.

1970

The Class of 1970 will celebrate its 50th Reunion on campus June 3–5, 2022.

1971

The Class of 1971 will celebrate its 50th Reunion on campus June 3–5, 2022.

Barbara Phillips has been elected to the board of directors of the Women's Environment and Development Organization, which was founded by Bella Abzug.

1972

The Class of 1972 will celebrate its 50th Reunion June 3–5, 2022.

1974

Louise Fradenburg Joy retired from the University of California at Santa Barbara in 2018 and now practices psychoanalysis in downtown Santa Barbara. Louise reports that both she and her sister, Jan Fradenburg '73, are happy and well.

1977

The Class of 1977 will celebrate its 45th Reunion June 3–5, 2022.

"I am officially retired from career/job hopping," Lynne Gehling wrote. Over the years, she has been a small business owner, claims adjuster, web designer, and institutional money manager. Lynne recently served as treasurer for the successful Minnesota Senate campaign of Ann Johnson Stewart.



Bernadette McCormick '81 and Patrick Drigans '81 organized a Class of 1981 mini-Reunion in St. Paul in June.

Britt Nelson is co-executive director of Neighbors for Kids, a nonprofit childcare, preschool, after-school program, and summer camp in Depoe Bay, Ore. She continues to practice law with her own firm.

1980

Pat Barnes is retiring from commercial real estate after 35 years with Bank of America. He now hopes to find a role in public policy and politics in Phoenix, Ariz.

1982

The Class of 1982 will celebrate its 40th Reunion June 3–5, 2022.

1983

Karen Hoffman is now an instructional designer with the California Dental Association. She works remotely from her home in a small town in rural Arizona.

1984

Andrea Sevetson retired in July 2020 after 15 years in academia and 14 years in corporate America.

1987

The Class of 1987 will celebrate its 35th Reunion June 3–5, 2022.

1988

Omar Imady was a lead author on "Syria at War: Eight Years

On," a report from the United Nations Economic and Social Commission for Western Asia and the Centre for Syrian Studies at the University of St. Andrews. He also co-authored the fourth edition of the *Historical Dictionary of Syria*, which has been updated to reflect recent events in the country.

Lara Pullen writes "The AJT Report," a monthly column in the *American Journal of Transplantation*. In a recent column, she examined the role of the transplant community within the health care field during the COVID-19 pandemic.

1992

The Class of 1992 will celebrate its 30th Reunion June 3–5, 2022.

1995

Artist Rafael Francisco Salas curated the exhibition "In Flowered Fields" at the Museum of Wisconsin Art in Milwaukee this past spring. Rafael paired his own recent work with rarely seen objects from the museum's permanent collection to highlight the different approaches Wisconsin artists have taken in representing the landscape. Rafael is a professor of art at Ripon College and a contributing writer to *Newcity Art* in Chicago.

1997

The Class of 1997 will celebrate its 25th Reunion June 3–5, 2022.

1998

Andrew Borene has returned to public service as the designated civil liberties and privacy officer for the National Counterintelligence and Security Center within the Office of the Director of National Intelligence. He also serves on the executive board of the National Defense Industrial Association's Special Operations and Low-Intensity Conflict Division and is an honorary chairman of the Cyber Security Summit as well as a fellow at Georgetown University's Center for Security Studies.

Consuelo Gutierrez-Crosby returned to higher education last November when she became assistant director of the University of Minnesota's TRIO team, which supports first-generation college students, BIPOC students, and students with disabilities. "I keep running into Mac connections with former students, staff, and alums all across campus," she wrote.

2002

The Class of 2002 will celebrate its 20th Reunion June 3–5, 2022.

2004

Masha Marchevsky Yevzelman was named one of Minnesota Lawyer's Attorneys of the Year for 2020. She also received the Minnesota State Bar Association Tax Law Section's 2020 Jack Carlson Memorial Distinguished Service Award. Masha chairs the Tax Disputes and Litigation Group at Fredrikson & Byron.

2005

Elena Kamenetzky, a Japanese teacher at Eastern High School in Louisville, Ky., was named National Language Teacher of the Year by the American Council on the Teaching of Foreign Languages (ACTFL) in November.

2006

Emma Case Beasley and her family have bought a house in Durham, N.C. They moved there from San Diego in early 2020. Emma has two children, George (4) and Frederick (3).

Eileen Fitzpatrick and Julien Fergeau welcomed a son, Ronan Fergeau, on Aug. 30, 2020.

2007

The Class of 2007 will celebrate its 15th Reunion June 3–5, 2022.

Will Clarke and his wife, Alison, welcomed the birth of daughter Kenna Catherine Clarke on Feb. 5, 2020, in Rutland, Vt.

2008

Carmen Phillips has been named the editor-in-chief of the digital publication Autostraddle.

2009

Anna Min, a member of Mac's Alumni Board, is leading Minnesota's LGBTQ advocacy organization, OutFront Minnesota, as interim executive director until June 2022.

WHICH CLASS WOULD YOU COME BACK TO MAC TO TEACH?

"It would be great to come back to teach Ernie Sandeen's American architecture and David Lanegran's urban geography courses. Wait, in some ways I already do. There is a strong echo of both classes in my own courses in architectural history and the built environment that I teach at the University of Arizona. I owe a debt of gratitude to both wonderful educators." **—Lisa Schrenk '84**

"I just retired from 45 years of corporate internal writing. It took me many years to figure out how to use creativity to communicate most effectively with my audiences. Of course you have to know your audience, but then find the most exciting, fun, creative way to get your peeps to read the message and understand the message and remember what they need to know to do their jobs." **—Vicki Javner '77**

"Vocal science/vocal health." **@yourspinsteraunt** @

"I've found Buddhist meditation so helpful as well as interesting. The Buddha has done a wonderful job of outlining ways to explore how the mind operates in a myriad of ways, which can lead to less suffering for ourselves and also the world." **—David Nelson '82**

"The Dozen Things Everybody Needs to Know or Do about Information Technology (IT). I teach IT to grad students at Kenesaw State University. Since IT is woven through everyone's everyday life, we all need some basic knowledge and skills to safely survive and thrive." **—Rich Halstead-Nussloch '71**

"Innovation for science students." **@baba_zhi** @

"Invertebrate animal diversity was my absolute favorite class at Mac."

Invertebrates are often overlooked and understudied, so there is nothing more exciting than learning about these animals and their incredible adaptations every day in class. I'd love for more people to know about these fantastic creatures." **—Pietro Tardelli Canedo '19**

**NOW TELL US:
WHO'S A MAC
ALUM YOU ADMIRE
AND WHY?**

Give them a shout-out via Twitter (#heymac), email (mactoday@macalester.edu), or mail (*Macalester Today*, Macalester College, 1600 Grand Ave., St. Paul, MN 55105).



Last October, Liz Hoefer helped launch the Galveston-Houston Immigrant Representation Project, a nonprofit organization that provides area immigrants with high-quality legal services.

2010

Quinn Rivenburgh became a licensed professional counselor and board-certified art therapist last year. In January, they joined Full Spectrum Therapy in Portland, Ore., as a mental health counselor for queer and trans youth and a supervisor for student counseling interns. Quinn also teaches as an adjunct in art therapy programs at Lewis and Clark College and Adler University.

2012

The Class of 2012 will celebrate its 10th Reunion June 3–5, 2022.

2013

Rebecca Zimmerman Hornstein

looked forward to becoming a rabbi upon her graduation from the Reconstructionist Rabbinical College in May 2021. She is a labor organizer, a progressive activist, and the campaign manager for a progressive city council candidate in Lynn, Mass. Rebecca also co-founded the website Rituals for Revolutionaries, which offers marriage rituals and counseling for those who may be skeptical of organized religion.

Meg O'Halloran is now chief advancement officer of the Lowcountry Land Trust in Charleston, S.C. The organization does land conservation and climate change mitigation work along the South Carolina coast.

2014

Libie Motchan is co-founder of Fulton, a new venture that offers "supportive, sustainable, and comfortable" arch support insoles.



Kathryn Linafelter Johnson '82 has been tapping maple trees for syrup in Minnesota. "The comfort of annual routines is grounding," she wrote.



Jaye Gardiner '11
Young Alumni Award Recipient 2021

ALUMNI AWARD NOMINATIONS

Think about your Mac network

Who exemplifies Mac's values of internationalism, multiculturalism, and service to society?

Help us celebrate our alumni. Each year, Macalester honors graduates with Alumni Awards—and nominations are now open for 2022.

To learn more about how to nominate a friend or classmate (especially in honor of an upcoming milestone Reunion), visit macalester.edu/alumni/alumniawards or email alumnioffice@macalester.edu.

The nomination deadline is Sept. 27.

2015

Irene Gibson is a statistician in the U.S. Department of Homeland Security's Office of Immigration Statistics. This year she was the lead author on the DHS report "COVID-19 Vulnerability by Immigration Status," detailing population estimates, demographic profiles, status-specific risk factors, and health politics that apply to immigrants by status group. "Foreign-born noncitizens in the United States have different COVID-19 risks and outreach requirements than the U.S.-born population, and accounting for these differences can help create a more inclusive health system," she wrote.

2017

The Class of 2017 will celebrate its 5th Reunion June 3–5, 2022.

Gordy Moore began pursuing a master of urban and regional planning degree at the University of Minnesota's Hubert H. Humphrey School of Public Affairs last fall.

2018

Anna Hitchcock is working as an artist and woodworker in Rhode Island. Her senior thesis sculpture, entitled *Let Go!*, was exhibited in New York City in 2019 and was recently featured in a show at the Messler Gallery in Rockport, Maine. A portrait of pain and transformation following sexual assault, *Let Go!* interjects intimacy into the Me Too movement and highlights the complex implications of overly relying on individual trauma to catalyze social change. Anna's work can be viewed on her website: annahitchcock.com.



Becca LaFoy '12 married Greg Nash on Oct. 10, 2020, in an outdoor, masks-required ceremony in Grand Marais, Minn. Mac alumni in attendance included Becca's parents (**Randy LaFoy '74** and **Margaret Westin '74**) and brother (**Ed LaFoy '16**), as well as **Anna Schiltz Molina '12**.



Vassi Tomova '06 and Mukund Raghu were married on Sept. 22, 2019, in Athens, Greece, surrounded by many Mac friends.



Legacy Russell '08, *Glitch Feminism: A Manifesto* (Verso, 2020)

“The divide between the digital and the real world no longer exists: we are connected all the time. What must we do to work out who we are, and where we belong? How do we find the space to grow, unite, and confront the systems of oppression? This conflict can be found in the fissures between the body, gender, and identity. Too often, the glitch is considered a mistake, a faulty overlaying, a bug in the system. . . . Legacy Russell argues that we need to embrace the glitch in order to break down the binaries and limitations that define gender, race, sexuality.”



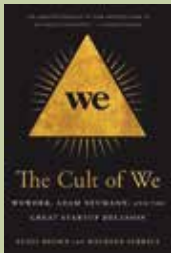
Seth Levine '94 and Elizabeth MacBride, *The New Builders: Face to Face with the True Future of Business* (Wiley, 2021)



“In the summer of 2019, we—Seth Levine, a venture capitalist, and Elizabeth MacBride, a business journalist—set out to tell the stories of

entrepreneurs beyond the high-tech enclaves we both know well. What did entrepreneurs look like in the middle of America and in communities outside the halo of traditional technology startup hotbeds?

What we discovered surprised us. The next generation of entrepreneurs doesn't look anything like past generations, and defies the popular image of an 'entrepreneur' as a young, white founder, building a technology company. In fact, almost the opposite is true. Increasingly, our next generation of entrepreneurs are Black, brown, female, and over 40. They are more likely to be building a business on Main Street than in Silicon Valley. They typically start businesses based on their passions and rooted in their communities. In many cases, they are building businesses in areas left behind after the uneven recovery that followed the Great Recession of 2008–2009. . . . We call these entrepreneurs New Builders. They are the future of America's entrepreneurial legacy. This book tells their stories and explains the financial systems and power networks that must change if we are to help them succeed.”



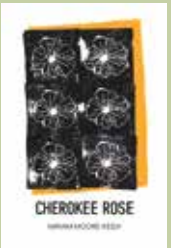
Eliot Brown '05 and Maureen Farrell, *The Cult of We: WeWork, Adam Neumann, and the Great Startup Delusion* (Crown, 2021)



“The implosion of WeWork in September 2019 was an astounding moment in business. Nearly \$40 billion in value on paper vanished, virtually overnight, as the investment world woke up to the reality that America's most valuable startup wasn't a tech company but simply a real estate company—one that was losing more than \$1.6 billion a year. Its charismatic, hard-partying CEO, once lionized as the archetype of the modern-day 'visionary' startup founder, suddenly became a target for criticism, particularly for his self-enrichment. In the wake of the company's sudden unraveling, investors lost money, and employees lost their jobs; the CEO left rich.

As reporters covering the saga for *The Wall Street Journal*, we had seats at the forefront of this downfall, chronicling the company as it buckled, and unearthing new details that became part of the story of its collapse. Still, despite an extensive reporting effort at the time, we were left with countless key questions unanswered.

At the story's heart was a simple mystery. How did this happen? Why did some of the world's top investors and bankers fall under the spell of this company? How did capitalism contort to view something so inherently simple—a company leasing real estate—as a disruptive tech startup valued higher than Fortune 500 companies like FedEx and Target? Was the WeWork story an outlier, or was it simply the most vivid example of a cultural rot that had formed within twenty-first-century entrepreneurial and investment culture?”



Miriam Moore-Keish '19, *Cherokee Rose* (Finishing Line Press, 2021)

“Warwick”
I learned from a sign that Warwick, Georgia is the home of the National Grits Festival.

My eyes were grateful for something to focus on besides the road shaved down by cotton plantations with names like *Whispering Pines* and *Oak Grove* and one called *Liberty*.

all of them choking the road from both sides, closing in to a point on the horizon that I would reach

before settling on a new distance, vanishing point by vanishing point, connecting the dots to the Spanish moss line in a world I used to think was vanishing as well.



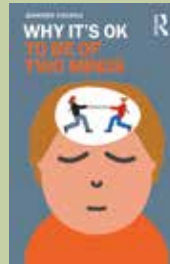
Kathleen West '99, *Are We There Yet?* (Berkley, 2021)



WRITING ROUTINE: I taught school full-time as I wrote my first novel, *Minor Dramas & Other Catastrophes*, but in this project, finishing the book was my primary focus. I wrote many mornings in a friend's beautiful backyard studio in the fall and winter of 2019, a blanket over my legs and a cup of cinnamon tea at my right elbow.

ONE LESSON FROM THIS BOOK: An idea I wanted to explore was the separation between children's and parents' identities. Parents tend to take credit for their kids' successes and then blame for their failures. But, our children are their own people with their own efficacy.

ADVICE FOR WRITERS: It takes a million drafts to get it just right, so don't stress about the first one. Just put the bad words on the page. I do my drafts in Comic Sans font, which makes it impossible to take myself too seriously.



Jennifer Church '76, *Why It's OK to Be of Two Minds* (Routledge, 2020)



Christine Heyrman '71, *Doomed Romance: Broken Hearts, Lost Souls, and Sexual Tumult in Nineteenth-Century America* (Knopf, 2021)

Lisa Schrenk '84, *The Oak Park Studio of Frank Lloyd Wright* (University of Chicago Press, 2021)



Eric Dregni '90, *For the Love of Cod: A Father and Son's Search for Norwegian Happiness* (University of Minnesota Press, 2021)



Timothy B. Malchow '88, *Günter Grass and the Genders of German Memory: From The Tin Drum to Peeling the Onion* (Camden House, 2021)



Jennifer Fleeher '00, *Media Ventriloquism: How Audio-visual Technologies Transform the Voice-Body Relationship* (Oxford University Press, 2021)

CLOCKWISE FROM TOP LEFT: MINA AYESHMERI; PHOTO PROVIDED; ANNE MARIE PHOTOGRAPHY

PHOTOS PROVIDED

REUNION 2021

For the second year in a row, we celebrated Reunion online instead of on the Great Lawn, with a program designed to welcome all: alumni from 65 classes attended this year's event, and they joined Reunion from around the world, from Cyprus to Kenya to Singapore. This year's program included all-class socials, class-specific gatherings, dance and Department of Multicultural Life workshops, and faculty and staff office hours. We commemorated milestones for class years ending in 1 and 6, and honored alumni who received Alumni Awards in recognition of their contributions to their community (see p. 26). We're so grateful for all of our volunteers who helped plan events, as well as everyone who joined us to connect, reflect, and celebrate at Reunion 2021.

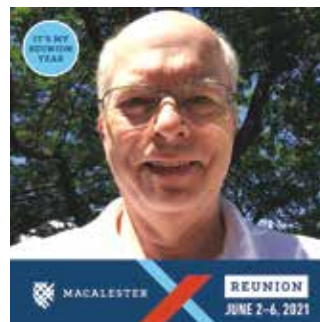
BY THE NUMBERS

2021	Most recent class represented
1946	Most senior Golden Scot in attendance
1996	Class with the most attendees
13	Countries represented
24	Total events
\$21.2 MILLION	committed to Macalester by milestone classes (including 1970 and 1971) in honor of their Reunions
\$7.1 MILLION	The Class of 1970's Reunion gift
\$13.7 MILLION	The Class of 1971's gift so far, setting a record for 50th Reunion giving
24	Mac trivia teams (including Mac of Ages, Scot Drop and Roll, and DeWitt the Cow)



 **fitsimmons.christina**
Maryland

#heymac sorry to miss you in person for #reunion2021 but glad to connect virtually—including the #virtual5k. Hope to see everyone in person soon!



 Check out archival images in honor of each milestone Reunion: dwl.library.macalester.edu/reunion2021

JOIN US NEXT:
Mac In Your City in-person and online / Sept 19–25

KEEP CONNECTING:
macdirect.macalester.edu

THE GLOBAL MAC NETWORK

The Alumni Board strives to connect alumni with one another and the college, wherever they are in the world, and each board member supports those efforts by joining a working group focused on athletics, career connections, or diversity. Through collaborations with Career Exploration and Entrepreneurship and Innovation, the Macalester Career Connections (MC²) working group helps alumni (and students) establish and build their careers. MC² chair Ezequiel Jimenez '13 shares more about current MC² projects—and how you can pitch in.

Alumni Small Business Directory

In 2020, MC² supported the college's Entrepreneurship and Innovation and Alumni Engagement offices in launching a directory highlighting alumni-owned businesses, with more than 60 businesses on the list. "This is a good way for alumni to engage and support one another," Jimenez says. "I'm very happy to buy something from an alum because I know it comes with care and attention to the values we carry." Browse the directory (and add your business to the list): macalester.edu/alumni/mac-together

The #HireMac push

Since March 2020, Mac alumni have shared more than 300 job and internship opportunities with the college's Career Exploration team, which shares postings with current students and recent graduates. It's a work in progress: fill out the Google form at bit.ly/helpfiremac to share job and internship opportunities at your workplace.

MacExplore

Last January, more than 80 students participated in the college's virtual MacExplore, which included career workshops and the opportunity to solve a case problem for a local organization, Alight. Sixty alumni served as mentors, providing students with feedback and advice prior to their final presentations.

Macalester Career Clubs

New this year: Macalester Career Clubs are designed to foster career exploration and connections, for alumni of all ages and graduation dates. The working group also helped assemble a downloadable kit for alumni who want to start their own club for a profession, geographic location, or interest area. Email Toni Phelan at aphelan@macalester.edu to start your own alumni club.

GET INVOLVED

Reach out—and sign up. When Ezequiel Jimenez moved to the United Kingdom for a master's degree program, he "immediately went to look at MacDirect to see who lives in London," then started gathering with alumni in the city. Register at macdirect.macalester.edu to start connecting—the college is rolling out new features this summer.

Want to start your own Career Club? Email Toni Phelan at aphelan@macalester.edu.

Join the #HireMac campaign by sharing your job and internship opportunities: fill out the Google form at bit.ly/helpfiremac.

Connect with alumni at Mac in Your City this September: macalester.edu/macinyourcity

Celebrate someone in your network by nominating them for the Alumni Board or an Alumni Award: macalester.edu/alumni/alumniboard

"And come to Reunion, even if it's not your milestone year!" Jimenez says. "It's a source of inspiration every year."

macalester.edu/reunion



A BEST-PRACTICES INNOVATOR

Gülüm Özüstün Williams '92 spends her workdays focused on large-scale change—and the best practices that will help a company get there. At the global CEO advisory firm Teneo, where she's the chief administrative officer, Williams is applying proven best practices to help establish the young, fast-growing company as an industry leader.

After majoring in economics and international studies at Macalester, Williams worked in investment banking at Morgan Stanley, then attended Harvard Business School before moving to management consulting at the Boston Consulting Group (BCG). Early on, her path was more predictable through the ranks, but now she seeks out variety. "Every three years or so, I see how I can build on my current role and change it up," she says. Yet over the course of nearly 30 years, she's only worked for three companies. We asked Williams to share what she's learned about embracing opportunity and continuous growth.

Be flexible

At BCG, my responsibilities expanded over time, but my priorities were shifting. I had three children in less than four years, and my work required heavy travel—I reached a point where I needed to find a different role for my personal and professional priorities to co-exist. BCG worked with me to create roles. Now that I'm on the management side, I'm all for that. Obviously, we can't create jobs where there's no need, but we need to be flexible. If someone raises their hand and wants to try something new, can we make something work?

Find the opportunity

I had to learn over the years to let go of my predefined expectations of what makes a "good" experience. You're working on a client project, for example, and you get asked to work in an industry in which you have zero interest—but maybe you're working with a manager who does team management really well or you are getting deeper expertise in a new business topic. Or maybe you're going to be traveling heavily, and you can say, "I'm going to learn about doing a good job while being on the road all the time." Find that piece that will test you in new ways.

Let ideas percolate

I'm a very pragmatic thinker, and I used to bring that approach to brainstorming sessions: "That's a good idea." "That's not a good idea. Here's how we should do it." I learned to approach these sessions with a more open mind. I've learned to let ideas just percolate. Even if you don't run with those ideas—even if you know they're bad ideas—they can still change how you approach a project or problem by showing you a different perspective that may not have occurred to you.



PHOTO PROVIDED

Give immediate feedback

It's so important to give "just-in-time" feedback right after a big meeting or presentation—to take the time then to say what went well and what didn't, rather than waiting until your next formal meeting together. Early in my career, a manager told me that I'd start my questions with "Don't you think," giving the impression that I had already made up my mind. My manager encouraged me to ask more open-ended questions. It's simple, but it stuck with me.

Expand who can be a mentor

I'll hear people in my industry say, "I can't find a mentor." But a role model doesn't need to be one individual. Think about what skills you want to learn, and see which colleagues are strong in each trait. Take 10 percent of one colleague, 20 percent of another, and create your own hybrid role model.



// 'SOMEONE NEEDS TO DO THIS'

In 2019, Burke Strickland '69 hosted his first alumni event as Mac's Houston regional chapter lead: a reception at the Houston Museum of Fine Arts, followed by time to explore the exhibits. There was only one hurdle: some members of the multigenerational group gathered on the museum's plaza were in such deep conversation that they never even entered the museum.

For Strickland, it's a vivid example of how the Mac connection endures, a thousand miles from St. Paul. "It's validating, exhilarating, encouraging," he says. "We share so much in common across generations. Even as campus changes, as student needs change, we still share the same core values."

Strickland's Mac experiences helped shape those values, especially in Professor Hildegard Binder Johnson's human geography class. "When I was a first-year, geography would've been toward the end of my list of potential majors," Strickland says. "But she engendered in us such an expansive world view, and that lit a fire in me. She taught us about eighteenth-century geographer Alexander von Humboldt, who said, 'The most dangerous world views are the views of those who haven't viewed the world.' Hildegard guided us to see the world with an inquisitive, analytical mind—but she also told us that there has to be an end to analysis, when you have to take action."

Strickland has carried those lessons ever since, gravitating toward job opportunities and social justice engagement where he

could make an impact, including his work at the end of his career at the University of Texas's MD Anderson Cancer Center. He has also traveled internationally, with a keen interest in photography.

For many of his 40 years in Houston, Strickland focused his advocacy abroad. Then he started to wonder why there weren't more Mac alumni events in Houston. "Someone needs to do this, and I can be that someone," Strickland, a loyal Macalester Fund donor and James Wallace Society member, remembers realizing. "But it hasn't been a one-person show—I've been pleased to see the response from other alumni in the area, too. I feel a double call to promote Mac regional activities and hopefully be a guiding light to encourage engagement and support for the school."

Although the pandemic halted the chapter's in-person plans, the group cosponsored a Mac in Your City event with Dallas alumni by Zoom and will continue virtual options alongside future in-person events. One chapter event idea on Strickland's list: "Someone told me we should go back to that museum, so we can finally make it inside this time."

GET INVOLVED

Visit macalester.edu/alumni to connect with regional alumni chapters around the world; learn more about 2021 Mac In Your City events, September 19-25; and explore other opportunities to support and engage with Macalester.



MAC ENTREPRENEUR: Jaime Hasama '18

Founder and CEO,
SoCal Sunny Creative
Los Angeles

BUSINESS FOCUS: We are a social media marketing agency for nonprofits and social impact businesses, specifically focusing on animal welfare and racial justice. So far, it's my most successful business and brings in the most revenue. We've worked with more than 50 organizations around the world.

WHAT I'VE LEARNED: Entrepreneurship is an amazing opportunity to build personal and generational wealth, especially for BIPOC women. Being an entrepreneur requires vulnerability and courage and I wouldn't have it any other way.

UPCOMING FOCUS: My goal this year is to double my 2020 revenue by increasing my client base and service offerings. I also am striving to be more strategic with my growth, which means hiring more team members to support the day-to-day while I focus on the long-term visions. Being a serial entrepreneur is extremely fulfilling, but also exhausting, so prioritizing my mental health is a must.

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

PHOTOS PROVIDED

1944

Betsy Yeats Stepanovich, 99, died Feb. 8, 2021, in Santa Clara, N.M. She retired after a career as a nurse in West Virginia, New Mexico, and California. Stepanovich is survived by two daughters, a son, numerous grandchildren and great-grandchildren, and two brothers.

1945

Angeline Pappas Spell, 97, of Naples, Fla., and Edina, Minn., died Feb. 16, 2021. She taught at various high schools in Minnesota and held a leadership role in the Minneapolis school district's Art Education Administration. Spell is survived by a daughter, a son, and five grandchildren.

1947

Virginia Lawrence Elmer, 94, died Oct. 1, 2019. She is survived by her husband, Kenneth Kuby, three children, four grandchildren, and four great-grandchildren.

1948

Doris Steen Johnson, 95, of Edina, Minn., died April 16, 2021. She taught chemistry at St. Louis Park High School for 34 years, retiring in 1987. A recipient of the Presidential Award for Excellence in Science Teaching, Johnson served as president and executive director of the Minnesota Science Teachers Association and as a board member of the National Science Teachers Association. After her retirement she worked at the Minnesota Department of Education and mentored student teachers at the University of St. Thomas. Johnson is survived by a son and three grandchildren.

Jeanette "Jean" Stien Nelson, 94, of Bird Island, Minn., died April 11, 2011. She was a public school teacher for 23 years and taught for two years at St. Aloysius School in Olivia, Minn. Johnson is survived by two sons, two grandchildren, and two great-grandchildren.

1949

Dale W. Clark, 94, of Newtown Square, Pa., died Feb. 7, 2021. He served in the U.S. Army Air Forces during World War II. Clark later spent 15 years in various teaching positions with the Department of Defense in Germany, Turkey, Spain, Puerto Rico, and the Philippines. After returning to the United States, he worked as an educational administrator for the Department of Justice and retired from the Federal Bureau of Prisons in 1981 as north-east regional director. Clark is survived by his wife, Mary Jean Peterson Clark '50, two daughters, a son, three grandchildren, and two great-grandchildren.

1950

Elizabeth Hooper Miller, 92, of Wake Forest, N.C., died May 1, 2021. She taught school in Jackson, Minn., and worked for the Cincinnati Council of Camp Fire Girls; the Norwood, Ohio, YWCA; and the College of Wooster. Miller retired in 1995 after 22 years as a library technician at Wooster High School. She is survived by a daughter, a son, and four grandchildren.

Former U.S. Vice President Walter F. Mondale, 93, of Minneapolis died April 19, 2021. He served in the U.S. Army for two years and practiced law in Minneapolis before his appointment as Minnesota attorney general in 1960. He was then appointed to Hubert H. Humphrey's Senate seat after Humphrey's election as vice president in 1964. Mondale was re-elected twice to the Senate, and in that office became known as an advocate for education, housing, migrant workers, and child nutrition, and an opponent of the Vietnam War. He joined presidential nominee Jimmy Carter's ticket for the successful 1976 campaign to unseat incumbent Gerald Ford. Mondale then made his own bid for president in 1984. He lost to incumbent Ronald Reagan, carrying only his home state of Minnesota and the District of Columbia in the Electoral College. Mondale

subsequently served as the U.S. ambassador to Japan from 1993 to 1996 and practiced at the Minneapolis law firm of Dorsey & Whitney. He made one more bid for elected office in 2002 when he unsuccessfully campaigned for the seat of Minnesota Sen. Paul Wellstone, who had died in a plane crash less than two weeks before Election Day. Widely considered the first American vice president to work as a partner with the president, Mondale is remembered by many for his decency, commitment to liberal principles, and droll sense of humor. Mondale was married to Joan Adams Mondale '52 for 58 years, until her death in 2014, and he is survived by two sons and four grandchildren (including Louie Mondale '12).

1951

Donna Sandberg Campbell, 91, of Arden Hills, Minn., died April 14, 2021. After a career as an elementary school teacher, she retired from the International School of Minnesota in Eden Prairie. Campbell is survived by a daughter and a sister.

Carroll E. "Pete" Peter, 91, of Roseville, Minn., died March 1, 2021. He retired after teaching at Concordia College for 40 years. Peter is survived by his wife, Helen, two daughters, two sons, nine grandchildren, and three great-grandchildren.

1953

Jo Beedee Beebe, 88, died March 3, 2021. After graduating from San Francisco Theological Seminary, Beebe was director of Christian education and pastor at churches in New York, California, Missouri, and Minnesota. The first woman appointed to the faculty of Eden Theological Seminary, Beebe also served as national president of United Presbyterian Church Educators and chairperson of the Personnel Committee of the United Presbyterian Church's General Assembly. She is survived by her husband, Fred, a daughter,

a son, a granddaughter, and two great-grandchildren.

1955

Constance Pruden Johnson, 87, died March 3, 2021. She retired from RBC Wealth Management. Johnson is survived by three daughters, two grandsons, and two sisters.

1956

Robert W. Aws, 89, of Shoreview, Minn., died April 14, 2021. He served with the U.S. Army in Germany during the Korean War and worked as a stockbroker. After retiring from the investment business in 1990, he worked for Lunds and Byerly's. Aws is survived by his wife, Debra.

Lehman Lloyd Lanakila "Bud" Henry, 89, of Kaneohe, Hawaii, died June 4, 2019. He worked as an operations research analyst for the U.S. Commander-in-Chief of the Pacific Command, retiring from the federal government in 1990. He is survived by two daughters and five grandchildren.

Margaret "Marcy" McKenzie Wrenn, 86, of Tucson, Ariz., died April 17, 2021. She led ceramics workshops, taught at Pima College and in federal prison, and exhibited her artwork at galleries throughout Arizona. Wrenn also served as president of the Southern Arizona Ceramics Association. She is survived by her husband, Bob Wrenn '55, three children, five grandchildren, and four great-grandchildren.

1957

LaVonne Haar Kennealy, 85, died May 10, 2021. She worked in public education as an educator and administrator. After her retirement, she worked part time as a supervisor for Wells Fargo. Kennealy is survived by four children, six grandchildren, and a great-grandchild.

Margaret Oman Zold, 85, died May 5, 2021, in Racine, Wis. She began her teaching career in Two Harbors, Minn., and

retired as a gifted and talented history teacher in Racine. Zold then served as a manager and teacher at the Racine Historical Society's 1888 Schoolhouse. She is survived by her husband, Robert, a sister, two grandchildren, and two great-granddaughters.

1958

Marilyn M. Borchert, 85, of Fari-bault, Minn., died Feb. 17, 2021. She worked as a legal secretary for IDS and for a county attorney. After her retirement, she created and sold needlepoint.

1960

Lesley "JoAnne" Buggy, 82, died Jan. 9, 2021. She taught in the Department of Curriculum and Instruction in the University of Minnesota's College of Education and Human Development as a lecturer for 26 years. Buggy's social studies textbook *America! America!* was adopted at elementary schools throughout California, Texas, and New York.

After retiring in 2005, she wrote eight children's books about agriculture, one of which received a National Book of the Year Award from the Farm Bureau. She served on Macalester's Alumni Board as well as on her 50th Reunion Committee.

Grace Laughlin Holm, 82, died March 15, 2021. She worked as a systems engineer for IBM and opened Key Computer Services with her husband, David, who survives her. Holm is also survived by three daughters and three granddaughters.

June Cooper Starn, 89, of Maple Grove, Minn., died Feb. 26, 2021. She was a special education teacher in the Anoka-Hennepin School District. Starn is survived by a daughter, three grandchildren, and brother Grant Cooper '60.

1961

Richard A. Anderson, 81, of Chanhassen, Minn., died March

27, 2021. He performed under the stage name Richard Anson at theaters in the Twin Cities, including the Guthrie Theatre in the Round, and Chanhassen Dinner Theatres. He also appeared on television and in print advertisements and training films. After retiring from acting, Anderson worked as a substitute teacher. He is survived by his wife, Linda, a daughter, a son, three grandchildren, and a sister.

Ronald G. Kratz, 82, of Wyoming, Ohio, died Jan. 22, 2021. He is survived by his wife, Matilde Gandolini, three children, four grandchildren, and a sister.

1962

Gay A. Gustafson, 80, died Feb. 24, 2021. She pursued careers in religious education, teaching English as a second language, and elementary education. Gustafson is survived by two daughters, two sons, eight grandchildren, and three sisters.

Ivan Kmit, 81, of Mora, Minn., died May 7, 2021. He served for several years in the Marine Reserves. Kmit is survived by his wife, Janet, two daughters, a son, six grandchildren, a great-grandson, and a sister.

Charlotte Norquist Wilson, 77, died Jan. 11, 2018. She is survived by two daughters, a son, four grandchildren, a great-granddaughter, and a sister.

1963

Emmy Levy Jacobson, 93, died March 6, 2021. She worked as a teacher. Jacobson is survived by two daughters, a granddaughter, and two great-grandchildren.

Florence Kalenius, 79, died March 18, 2021, in Pine City, Minn. She was a retired elementary school teacher.

1964

Willie Carey Wilson, 79, of St.

IN-PERSON AND ONLINE

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SEPTEMBER 19–25, 2021

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Paul died March 29, 2021. After working for the Minnesota State Commission Against Discrimination and the St. Paul Public Library, Wilson joined the St. Paul Urban League in 1966 as a community organizer. She was later administrative deputy and director of housing before becoming the organization's president and chief executive officer in 1974. Wilson served as commissioner and chair of the City of St. Paul's Housing and Redevelopment Authority and was a board member of several educational institutions. She retired from the Urban League in 2004. Wilson is survived by a son and a granddaughter.

1966

Craig S. Johnson, 77, died April 6, 2021. He is survived by his wife, Sharon, two sons, and six grandchildren.

Clyde E. Salmi, 76, of Biwabik, Minn., died Aug. 10, 2020. He worked for IDS as an auditor.

Salmi also owned and operated Salmi Homes in Palo and Virginia, Minn., and assisted living facilities in Eveleth, Minn. He is survived by his wife, Shirley, and a sister.

1967

Warren H. Olson, 85, of Fridley, Minn., died May 8, 2021. He taught social studies and coached football for 35 years, leading the Brooklyn Center Centaurs to a Class A Prep Bowl victory in 1982. Olson retired in 1991, but continued to coach at local high schools and Hamline University. He is survived by his wife, Lilly, a daughter, three sons, 15 grandchildren, and seven great-grandchildren.

Jane Else Smith, 76, died May 1, 2021. She taught English as a second language and high school English and Spanish. Later in life, she graduated from William Mitchell College of Law and worked at West Publishing Group, where she headed teams

that helped publish law for Puerto Rico and Mexico. Smith then launched LiSimba Consulting Services, which specialized in cross-cultural issues in the business world. She served on Macalester's Alumni Board in the 1990s. She is survived by a daughter, two grandchildren, and her life partner, John Hendrickson.

1968

Brian W. Carey, 74, died April 14, 2021. He served as a helicopter pilot with the U.S. Army in the Vietnam War. Carey is survived by a daughter, a son, and six grandchildren.

1969

James P. Johnson, 75, of Anoka, Minn., died April 16, 2021. He worked as a police officer and an agent with the FBI and BCA. After his career in law enforcement, Johnson was a private investigator and accountant, and also worked for

ECM Publishers. He is survived by his wife, Sharon, a daughter, two sons, eight grandchildren, and three siblings.

1972

Kerry L. Freund, 70, of Minneapolis died Jan. 28, 2021. He was a member of the Sports Car Club of America for 40 years and chaired the Ojibwe Forest Stage Rally. Freund is survived by a daughter and a brother.

Sheila K. "Katy" Nims, 69, died March 27, 2021, in Greenville, S.C. She worked as a certified public accountant, was director of computing services at Brenau University, launched the organization business Finding What Works, and taught accounting classes at Tulane University Biloxi and ECPI University. Nims also held several positions with Toastmasters International and received the Distinguished Toastmaster Award in 2019. She is survived by a daughter, four grandchildren, and a sister.

1973

Kevin P. Hogan, 70, died March 1, 2021. After beginning his career as a physician with the U.S. Navy, Hogan became chief of dermatology at Georgetown Hospital and opened his own practice, Frederick Dermatology Associates, in 2009. He is survived by his wife, Lucy Lind Hogan '73, two sons, and four grandchildren.

1974

Lee A. Briggeman, 69, died April 7, 2021. She served in the U.S. Army and was the first female instructor for primary leadership at the NCO Academy. She later opened the restaurant Putsey's Place in Fertile, Iowa, counseled Vietnam veterans, sold early American pattern glass antiques, and worked as a teacher. Briggeman and her husband, Robert Olson, had a son.

Cynthia R. Burton, 69, of Meadville, Pa., died March 16, 2021. She was a reference librarian at Allegheny College. Burton is survived by three sisters.

Manuel J. Cervantes, 70, of St. Paul died March 31, 2021. After working as an attorney for the AFL-CIO and a workers' compensation judge for the State of Minnesota, he spent 20 years presiding over family, juvenile, and domestic abuse cases as a referee with the Ramsey County District Court. Cervantes also served as St. Paul city attorney and a state administrative law judge. The Minnesota State Bar presented him with the 2018 Rosalie E. Wahl Judicial Award of Excellence. At Macalester, he served on the Alumni Board and was an M Club member. Cervantes is survived by his wife, Patricia, three daughters, two sons, 11 grandchildren, a great-grandchild, sisters Raquel Cervantes-Bethke '74, Ramona Cervantes Hernandez '76, and Guadalupe Cervantes '78, and brothers Ricardo Cervantes '81, Jose Cervantes '84, and Juan Cervantes '84.

1977

Isabel Hammer Kloss, 94, of Hopkins, Minn., died March 2, 2021. She taught elementary school in Hopkins for many years. Kloss is survived by two daughters, a son, seven grandchildren, and four great-grandchildren.

1979

Vicki O'Neal Iddings, 62, died May 9, 2020.

1981

Susan Gerber Morrell, 61, died March 24, 2021. She began her career with Monsanto as an environmental chemist. After serving with the Evangelical Lutheran Church in America in various roles, Morrell returned to Monsanto/Bayer, working on the permit application process and supporting thousands of field trials in the United States and Latin America. She served on Macalester's Alumni Board. Morrell is survived by her husband, Jim, three children, a granddaughter, and three sisters (including Patricia Gerber '72).

1985

Elizabeth "Penny" Nelson, 57, died March 18, 2021. After working as a primatologist with chimpanzees in Zoo Atlanta and researching bats in Panama for the Smithsonian, Nelson embarked on a career in public radio. She started out as a researcher with the WHY program "Fresh Air," and later joined KQED-FM in California, where she worked for 25 years as a news writer, producer, and guest host of the programs "Forum" and "The California Report." In addition, Nelson represented nonfiction writers as an agent with Manus & Associates Literary Agency. She is survived by two sons, her mother, and two brothers.

Diane C. Skorupski, 57, of Pea Ridge, Ark., died May 3, 2021. She worked for Tri-State Transportation for 23 years. Skorupski is survived by her parents and three brothers.

Michael T. Srebnick, 57, of New York City died Jan. 15, 2021. He worked as an insurance executive at MetLife and special projects director for the PGA Tour. He also founded Leverage Sports Management Inc., and, during the dot-com boom, was partner and director of business development at USWEB/CKS and vice president of new business development at Scient. According to Karin Ronnow '84, although Srebnick struggled with substance abuse and health problems, "his intensity and charisma drew people in, and he would hook them with his capacity for provocative, argumentative, impertinent, humorous, and sentimental talk." Srebnick is survived by two brothers and their families.

1990

Julia K. Fearing, 51, died recently in Arden Hills, Minn. She pursued graduate studies in Central Asian Turkic languages, earning a master's degree from the University of Wisconsin-Madison and continuing her studies at Johannes Gutenberg University in Mainz, Germany. Fearing also played viola with various orchestras. She is survived by her parents, four sisters (including Amy Fearing Wendt '80), and brother Kenneth Fearing '83.

1994

Irv Santana, 48, died in North Carolina on February 4, 2021. He attended Macalester for two years and is remembered by classmates for his generous personality and ability to make any situation hilarious. Always up for an adventure, Santana enriched the lives of many Macalester alumni from the '90s. "Irv was the connective tissue to our collective Macalester ex-

perience and I couldn't imagine our college years without him," says Dudley Voigt '94. Through his calling, stand-up comedy, Santana shared observations about friends and trying to navigate the strange worlds of the Bronx and Minnesota as a Hispanic man feeling slightly out of place. In 1999, he was crowned "Funniest Person in the Twin Cities" at the Acme Comedy Contest. Santana lived in many places but his favorite was Playa Del Carmen, Mexico, where he ran a B&B and continued to perform. He is survived by his parents and two siblings.

1998

Kent M. Hedtke, 45, of Richardson, Texas, died March 10, 2021. He worked for Half Price Books in various roles. Hedtke is survived by his wife, Lisa, three daughters, his parents, two sisters, and brother Nathan Hedtke '00.


Tori Low Tomalia, 44, died Feb. 23, 2021. She co-founded and served as managing director of Pointless Brewery and Theatre in Ann Arbor, Mich. Tomalia is survived by her husband, Jason, three children, her parents, two sisters, and a brother.

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Band Together

“Labor Day Sunday, 1969, found most everyone on campus parked lazily in front of Old Main, enjoying the first rock concert of the school year,” wrote the late John Katsantonis '70 in a caption shared by photographer Tom Nelson '70. The lineup included the student band Mushroom, featuring (left to right) Tommy Wiesner '71 (now performing as Tommy Wiggins), Rob Dimit '72, Katsantonis (on drums in back) and the late Steve Heidepriem '74.

The concert snapshot is part of the Class of 1971's 50-Year Reunion photo gallery. Visit the collection and other milestone Reunion galleries: dwllibrary.macalester.edu/reunion2021

TOM NELSON '70



THANK YOU, MAC FAMILY.

Through countless acts of kindness and generosity, you showed our community's strength this past year. You reached out to lift up one another, you helped create hope, you expanded our students' networks, and you demonstrated your care for students through your time and gifts. The college faced unprecedented challenges, and because of our Macalester family's critical support, we were able to meet those challenges and build toward our future.

Because of you, we are stronger. Thank you for your support, and for being part of this community.



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