

TODAY



The Next Big Idea

Nine professors share
the big ideas they would
like to see implemented
in today's world.

PAGE 22



16



22



30



32



34

FEATURES

Danger Zone 16

Benjamin Dille '82 received awards for heroism and constructive dissent for his work in Afghanistan.

Reflections on Fifty Years of Title IX 18

After Title IX, women's teams, with budgets and other resources, gradually began to compete and, finally, thrive.

The Next Big Idea 22

We asked professors: If you had all the necessary time, resources, and political will, what is an idea you'd like to see fully implemented in the world today?

Shelley Carthen Watson Pays it Forward 30

Her long career spans law, to human rights, to working to eliminate racism and empower women.

Forecasting a Better Future 32

Epidemiologist Omar Mansour '16 helped communities hold Big Pharma accountable for the opioid crisis.

Lecture Notes: How College Works 34

Visiting sociology professor Alisha Kirchoff explores how college shapes who students are and who they become.

FROM LEFT: VLADISLAV DROGOAN; CHARLES JISCHE; ADAM GLANZMAN; THERESA SCARBROUGH; WENJIA TANG

ON THE COVER:

In our pandemic-shadowed world, it's easy to think small: To imagine a world in which we tamp down our biggest dreams and place limits on what seems possible. That's why we asked Macalester professors to think big—really big.

PHOTO ILLUSTRATION: CHARLES JISCHE

DEPARTMENTS

Correspondence 2

Sounding Board 3

1600 Grand 4

Voices of Champions, First Thursday, summer internships and research

Class Notes 36

Books 38

Weddings 40

In Memoriam 44

Last Look 48



40

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Viewpoint Diversity

President Rivera’s editorial in the summer issue was a breath of fresh air. For years, viewpoint diversity at Mac seemed to have been replaced by a concern for microaggressions and safe spaces to recover from them. I do hope incoming freshmen, and current students, will accept the points Rivera made in her essay. It sums up well the value of a liberal arts education...like the one I got in the 60s. My hope now is Macalester will sign the University of Chicago pledge on viewpoint diversity.

Roger S. Peterson ‘67
Founder, Macalester Alumni of Moderation

I was pleasantly surprised to see President Rivera’s article “More Speech—Not Less—Is Vital to Learning” when I opened up the summer issue. One of the things I appreciated as a Mac student was the diversity, and that included viewpoint diversity. Reading issues of *Macalester Today* over the past few years, I was left with the impression that diversity at Macalester had come to mean “people who look different but think the same” and that was very disappointing. When I learned that the Foundation for Individual Rights and Expression (FIRE), a non-profit civil liberties group which aims to protect free speech rights on college campuses, gave Macalester a “red light” rating, meaning it had at least one policy “that both clearly and substantially restricts freedom of speech,” I found myself hesitant to recommend Macalester to friends and acquaintances with college bound children. I am glad to see that President Rivera agrees that “we must do all we can to promote the exchange of ideas, anticipating that it sometimes will result in passionate conflict” and that “challenging encounters help us to sharpen our thinking and may even cause us to shift our perspectives.” Especially online and on social media, we often see personal attacks and people accusing everyone who doesn’t agree with them as being “evil” and other words I won’t repeat, so I am glad to see the president also agrees that “we all have a responsibility to be respectful of others, even (perhaps especially) when we don’t see eye to eye.”

Ken Foley ‘97



Editor’s note: FIRE’s “red light” rating for Macalester is based on two policies in our student handbook: 1) urging caution when posting on social media, and 2) a discriminatory harassment policy. You can read the full policies at https://www.thefire.org/fire_speech-codes/macalester-harassment/

Where We Lived

This Spring 2022 story inspired Kearn Froebel Bartholomay ‘82 to submit her reflection about FEASCO—the Fun, Educational, Alternative, Social Change Organization, on second floor Bigelow in spring 1980.

FEASCO shared a floor with Bob Mould of Hüsker Dü fame, as well as others, since we didn’t take up the whole floor. I was one of the RAs of the floor, and Steve Steinhoff, Neil Leary, Brian Findley, and Pat Barnes, among others, all lived there too. I also remember Tim Ahrens and his friend Martha, Marie Bibus, Doug Tilton (Doug managed to get Mac divested from South Africa so as not to support apartheid), Frank Hornstein, Jim Levin, Suzy Plass, and Jim Snapp. I’m not sure if they all lived on the floor, but they were a part of the social change community. We were a combination of very idealistic and looking for a fun social life at Mac. Most of us were involved with other campus social change organizations and wanted to live together to more easily exchange ideas and have a sense of community. We had to petition the college to be able to live together on one floor, as no sororities or fraternities were allowed. We got permission, and away we went!

As head of Mac’s World Hunger organization, I worked with then-Chaplain Russ Wigfield and his wife, Norma. We wanted

to know how to bake bread. Norma taught us all, and we used that knowledge to host once-a-month homemade soup and bread meals in the Bigelow basement, for whoever would come, with a social change speaker to educate us, make us think and talk, and hopefully, take action. The community meals at the Hebrew House were our model. FEASCO’s monthly meals were a lot of work and a lot of fun. I remember many good, late-night conversations, as well as watching a stupendous chocolate candy fight staged by the Hüsker Dü friends, up and down the hall.

Correction

In the Summer 2022 issue’s In Memoriam section, the obituary of Mark (nee Johnson) A. Rurik ’79 did not include Johnson, Mark’s surname when he was a student. We regret this error.

CONNECT WITH US

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

CORRESPONDENCE POLICY

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

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

DAVID J. TURNER

You May Say I’m a Dreamer

People sometimes ask me, “Did you always dream of being a college president?” And my answer each time is the same: I did not have the audacity to dream of being a college president until only a few years ago. But, now that I am here, it’s an incredible privilege and honor to lead this extraordinary community and to help shape its future.

When I was offered the opportunity to become Macalester’s seventeenth president, our trustees told me they hoped I would undertake a strategic planning process in my first year. That challenge excited me and, right away, I began to dream about how to approach a process for charting a path to the college’s future. But, just weeks after I accepted the job, the COVID-19 pandemic upended life on Macalester’s campus and around the world. I knew by March of 2020 that the difficulties we’d face together would be extraordinary and unprecedented. Then George Floyd’s murder in May 2020, a few miles from our campus, sparked a national civil rights crisis that—rightfully—commanded our attention and prompted intense reflection about Macalester’s responsibility to address racial injustice. Throughout my first year, operating the college and supporting our faculty, staff, and students through immense challenges required my complete focus. We simply did not have the luxury to plan even months ahead, let alone years.

I’ve quipped that my second year at the college felt like a “do-over first year” because I finally was able to gather with others in person, and build relationships—both on campus and around the U.S. at various meetings, celebrations, and events. The theme of that year for me was “togetherness” and, accordingly, I sought connection with members of each of the college’s constituencies. Those connections laid a foundation for collaboration as we began collecting input from students, faculty, staff, alumni, parents, and local neighborhood residents about what Macalester should do, change, or let go of in order to make the college irresistible to the students of tomorrow.

The college’s Senior Leadership Team named the strategic planning process *Imagine, Macalester* and through it we invited all of you to dream along with us. We solicited applications for the positions of “Strategic Planning Champions” (see page 4) from the college’s various constituencies and invited them to work closely with us to sort, distill, and synthesize more than 3,000 suggestions made by members of our Mac community. At every step in the drafting process, we shared our work in transparent ways and invited feedback. We also held numerous town hall-style listening sessions in person and by Zoom to ensure no constituent perspective was excluded. Finally, an email box remained open throughout the process, through which we received hundreds of messages that we considered carefully. It was inspiring to see the creativity, innovation, and deep care for Macalester’s future that so many of you shared with us over the past year. Although the pace of plan-



ning may have seemed frustratingly slow to some, I believe the unconventionally inclusive approach we took to solicit this input was well worth the time and effort it took to give everyone a voice.

The plan that was approved unanimously by the Board in October reflects the best thinking of all who participated in the dreaming process. It builds on Macalester’s strengths. It celebrates all the things we love about Macalester’s history, its values, and its impact. It amplifies what makes Mac distinctive in an increasingly competitive marketplace. And it inspires us to keep dreaming, together, about the future we imagine.

Imagine, Macalester is not a tactical implementation plan. It is an articulation of high-level goals that will guide our work. It also is a commitment to you that we will measure our progress with discipline, regularly share information about our accomplishments—and setbacks—via a public dashboard, and invite you to hold us accountable.

The next phase of our work will require deep and sustained collaboration. For example, a review and refresh of our curriculum is something our faculty must lead. Improvements to our campus culture can only be achieved if we all assign ourselves responsibility to practice inclusion, kindness, and sharing of power. Renovating and expanding our campus facilities will require increased philanthropic giving through a capital campaign. There is much to be done and we must be ambitious about pursuing our goals with tenacity and enthusiasm. I hope you all will find ways to participate, because we believe creating our future is a team sport.

In closing, I’ll note that several alumni have asked me whether the name of our plan, *Imagine, Macalester*, was a deliberate nod to John Lennon. While it was not a conscious intention, it delights me that the positive feelings some have about his iconic song might somehow be projected onto our plan for a collective journey. And that seems fitting, since Macalester—like the song—urges us to dream of a more just and peaceful world. As everything we imagined together for Macalester’s future begins to take shape, I’m reminded that Lennon’s wife and creative partner, Yoko Ono, famously said: “A dream you dream alone is only a dream. A dream you dream together is reality.”

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

1600
GRANDImagine,
Macalester:VOICES OF
CHAMPIONS

In collaboration with the senior leadership team, twenty-three Strategic Planning Champions representing all members of the Macalester community helped to create the *Imagine, Macalester* strategic plan. In September, college leadership gathered one final round of feedback on the draft through several community listening sessions. The final plan was approved unanimously by the Board of Trustees in October, with development of steps for implementing the plan to follow. Find current information and timing at macalester.edu/strategic-plan.

With their work now concluded, we asked six Champions to share some behind-the-scenes perspectives about being a part of the *Imagine, Macalester* planning process.



Anna Diagne Sène '24
(Dakar, Senegal)

Majors: Political science
and Arabic

We had to list our main ideas on two boards. After all of the reading through the feedback, all of the summarizing, all of the—"Okay, this is what people are saying, how can we synthesize it?"—these were the big ideas. When we were finished, everyone was so happy. We went around putting stars on the words we liked—I like this idea, I love this idea. Then the facilitators told us, "Now you have to get rid of one board each." I was like, "What?" It was already hard to decide what to put on the boards, but now you want us to take one down? That was a moment of realizing that this is a work of prioritizing. Not everything is going to be able to be there, and it's not that the other ideas are not meaningful or valuable. What are the ideas that we want to carry forward for the Macalester we want to see in a few years?



Bobbie Pennington '24
(Mbabane, Eswatini)

Majors: Economics and
international studies

The process really opened my eyes about all of the implications involved in a decision. I'd bring up an idea related to students: Why don't we have a twenty-four-hour cafeteria? But I hadn't thought through all of the effects—the staffing model changes, the tuition raise it would require, the ways our regular dining hall would have to look different as a result. There are so many implications that you just don't think of unless you have a wide range of perspectives in the room to listen and learn from.



Dennis Cao
Associate Professor,
Chemistry

The process has been so interesting—almost like doing research. You have all these known things that people want, and all these unknowns that people don't even realize that they want. And you're trying to tease all that out, piece things together, and see if we can get to a consensus about where we want to go. We've gathered a lot of data, and we have a good picture of what the Mac community is looking for.



Rohan Preston P'25
Theater Critic, *Star Tribune*

We were meeting on a Friday afternoon at 4 o'clock. It had been a long week. We had met through COVID lockdowns and all of that. I remember thinking to myself, "This has been so much work and yet it's so good. It's so worth it." Someone acknowledged that it was Friday and we were probably exhausted. And yet in acknowledging that, we all came alive again around our shared goal and our shared desire to keep Macalester moving and building on its wonderful legacy.



Niloy Ray '99
Shareholder, Littler
Mendelson P.C.

During the feedback sessions, Mac alumni showed up. They showed up in numbers. They were opinionated. They were feisty. They were forceful. They were expected to have points of view and they delivered. We've been beaten down by the pandemic, and politics, and civil unrest, and injustice in this country, but when everyone came back to Mac for that process, virtually or otherwise, we were all net positive, net upbeat. We were here because this can be a place for change. We're not resigned to anything. We are hopeful for the future, and we're agents in our own destiny. We're agents of the future. I saw that coming through from all these minds, no matter whether it was 2 p.m. or 2 a.m. their time. That gave me hope that Macalester is putting out alumni who are just as civic minded and engaged as they were on campus.



Tamatha Perlman
Associate Director,
Academic Technical
Services

I approach almost everything differently because of my experience as a Champion. When I started this process, I had just started my position as associate director, and it helped me think long-range—to get on the balcony, so to speak, and think about what choices we could make in long-range planning to benefit Macalester, how we support people, and what that looks like for the future. During the pandemic we had to be so reactionary, and we talked a lot in our department and in this process about shifting out of that mode. It just felt good to be thinking about a brighter future.

THANK YOU

These thoughtful, creative, and committed Strategic Planning Champions devoted countless hours engaging their peers in the process and imagining the future of Macalester.

Alumni

Suveer Daswani '18
Daymond Dean '91
Charnelle Etti '15
Erin Miller '05
Barbara Phillips '71
Niloy Ray '99

Faculty

Dennis Cao
Ernesto Capello
Duchess Harris
Sonia Mehta

Parents

Meredith Harper Bonham
P'23
Rohan Preston P'25

Staff

Gabriella Gillespie '17
Jennifer Jacobsen
Tamatha Perlman
Margaret Smith*

Students

Sami Banat '24
Rola Cao '25
Rebecca Gentry '23
Gia Montgomery '24
Bobbie Pennington '24
Carter Rutherford '23
Anna Diagne Sène '24

*No longer at Macalester



“

We need you. We need your good minds, your critical thinking, your good hearts, because the fact is ... that the solutions to the problems we have today are not likely to be found in the paradigm which created them ... We have such great wealth to draw from and such great spiritual opportunity to be the ones that do something beautiful.”

—Winona LaDuke P’13

The renowned activist, author, and environmentalist delivered the keynote address for the college’s annual First Thursday convocation celebration in September. She was awarded an honorary degree of Doctor of Humane Letters.

SHELF CONSCIOUS

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

English professor Coral Lumbley teaches courses in medieval studies.



Any standout books you’ve read recently?

Susanna Clarke’s *Piranesi*. What’s special about the novel is you don’t really know what genre it is. A first-person narrator shares details about his life and you start wondering, ‘Where is he in time? Where is he in space?’ It’s fantastic. The genre itself is the mystery that plays out, and I won’t spoil it by telling you what it is.

What is one of your all-time favorite reads?

Predictably for a medievalist, J.R.R. Tolkien’s *Lord of the Rings*. It enchanted me when I was in middle school and it led me to become a medievalist. It’s prosaic, antiquarian, focused on nature, and offers a shameless love for fantasy and imagination and magic. It’s still got a grip on me.

What book is crucial to understanding your area of research?

The Invention of Race in the European Middle Ages by Geraldine Heng. I work on the Middle Ages and colonialism and race and gender. I’m interested in how hierarchies of identity start getting entrenched in the culture of medieval Europe. Heng’s book is a magisterial, detailed study of that topic, and it has really revolutionized the field of medieval studies.

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

I love to read historical sewing manuals and fashion books. Victorian and Renaissance-era sewing guides provide fascinating details of the ways everyday people wanted to style their lives and fashion their identities, just the way people do today. I am designing a fashion history course, so students should watch out for that.

What’s one book you recommend to everyone at Macalester?

Sir Gawain and the Green Knight. It’s a fourteenth-century English poem. On the surface, it’s a classic adventure story: this terrifying, giant green knight comes into King Arthur’s Court and poses a really scary challenge. Gawain has to rise to that challenge and go on a quest. But the poem is also historically beautiful and thematically unified within itself. It’s a masterwork of literature as well as being a beautiful window into medieval English aesthetics. It’s both fun and philosophical at the same time.

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

DAVID J. TURNER

WHAT I BROUGHT FROM HOME

When students returned to campus this fall they brought along their own special items: A killer-whale stuffed animal, a sketchbook and mechanical pencil, carrot halwa, an aquamarine chain, a fake signed record, and a necklace.



CASSIE WRIGHT '25 (PENNGROVE, CALIF.)



SHWETA SHANKAR '26 (MAPLE GROVE, MINN.)



BRADY THOMAS '26 (APPLE VALLEY, MINN.)



KURIAN S. JOS '26 (BRENTWOOD, CALIF.)



SAM HEMESATH '26 (SACRAMENTO, CALIF.)



CLARENCE PAN '24 (CHONGQING, CHINA)

DAVID J. TURNER



1600
GRAND

Summer at a Startup

In 2019, as a student employee in Macalester's Entrepreneurship and Innovation office, Ayça Arbay '23 (Izmir, Turkey) took on an assignment to edit a video for a new startup called Easy EMDR, founded by Zachary Jordan '20.

Three years later, they collaborated again—this time through the college's MacNest program, which connects students with local startups for paid ten-week internships. Jordan, now Easy EMDR's successful CEO, was named to Minne Inno's "Inno Under 25" list in 2020. Through Easy EMDR, he launched an app for mobile and web use that makes Eye Movement Desensitization and Reprocessing (EMDR) treatment accessible and affordable by integrating the technology into virtual therapy. He pledges 10 percent of Easy EMDR's profits to non-profit organizations, part of his broader mission to make trauma therapy affordable and accessible for anybody who needs it.

Arbay, a computer science major with a concentration in cognitive science, was curious to learn more about the wide range of tasks that working at a startup requires. As an intern at Easy EMDR, she took on projects focused on backend and UI [user interface] software development. She also helped research a redesign of the startup's mobile application. "It was a really fun change to use my creativity more," she says. "The project showed me that I want that creativity in my development, and that I would like to work more on the UX [user experience] and UI side in the future."

Arbay also learned from Jordan's mentorship and support—an aspect of the experience she didn't expect at the start, given that Jordan is only a couple of years older than she is. "At first I was caught up in this narrative that older people and people with experience have more to give to interns," she says. "Not only did Zach believe in my vision, he proved to me every day how competent and qualified he was to run this company. I came out of it with a new belief that as a young person I should not be afraid of large projects and starting startups. Anything is possible."

And in the span of ten weeks, Arbay was able to make an impact on Easy EMDR, too—and she'll continue her work there as a developer this fall. "Because of her work to help redesign and program our mobile app, clients can find therapists easier, and therapists can communicate better with their clients," Jordan says. "I couldn't be more impressed with what she was able to achieve in such a short time."

SUMMER INTERNSHIPS AND RESEARCH

Macalester students made the most of summer by taking on internships and research projects in the Twin Cities and far beyond. A few students told us about their experiences.



Nonprofit administration

Over the course of a six-month fellowship, Chuck Green fellows complete a spring seminar where they study democratic engagement and ethical participation in social and organizational change. Then they partner with local nonprofits for a ten-week paid fellowship where they put their ideas for change into action.

A 2022 Chuck Green fellow, Hufsa Ahmed '24 (St. Paul) learned what it takes to run a nonprofit by interning at Ignite Afterschool, an organization that works to increase funding for after-school programs across Minnesota. Her projects included developing an advocacy toolkit for proposed legislation to increase funding and access to after-school programs. The toolkit empowers people to engage with their legislators. Ahmed built the toolkit after conversations with community members and partners to find out exactly what was needed. "Talking to people was my favorite part of the experience," she says. "I ran a feedback session for all of the after-school policy coordinating councils, and it was such a cool role reversal—I, the intern, was running the meeting and getting incredibly valuable feedback from these important executive directors who were listening to me and giving me so much respect."

DAVID J. TURNER (2)



Ecology research

Jane Slentz-Kesler '24 (Durham, N.C.) worked in Madagascar at the Duke Lemur Center SAVA Conservation organization, a world leader in the study, care, and protection of lemurs. She lived in a remote village called Ambodivoara, conducting interviews with locals about vanilla, agroecology, and financial security, and assisting with lemur ecology research in the nearby protected forest. Jane says, "By crazy coincidence, the leader of the village project was a Macalester alumni, Maggie Poulos '18." Jane, at left, and Maggie are pictured together.



Legal advice

Sophia Norha '24 (Virginia, Minn.), at right, interned at the Hennepin County Public Defender's Office in Minneapolis. She says her best days on the job were getting to sit in on contested hearings or trials in court. "I really liked the hands-on nature of this internship! Going into the field and completing investigative tasks was also very rewarding."

PHOTOS PROVIDED

Theater performance

Quang Nguyen '25 (Montezuma, N.M.) interned in Vietnam at Viet Stage Limited, a creative, arts, and entertainment organization. "I had the opportunity to join Project H i Tí (Pig-Rat) in Nha Trang, Vietnam, with fellow artists. Inspired by twelve Eastern zodiac animals, Project H i Tí is a series that explores the complicated interactions between these animals as a way to show how people interact. Coming from various arts disciplines, the artists find, explore, create; demonstrate the conflicts; exploit the dramatic knots; and finally, propose hypotheses to resolve these knots. I was trained in basic acrobatics, contemporary dance, shadow puppetry, water puppetry, traditional Vietnamese instruments, and acting. Under the training and guidance of the creative director, music director, and choreographer, the artists are on a quest to create the performances from scratch."





SUMMER RESEARCH

Fossil Preservation

Marisa Luft '25 (they/them) of Brooklyn, N.Y. worked with geology professor Ray Rogers and geology and biology professor Kristi Curry Rogers on a five-week research project focused on ecology and fossil preservation in Montana.

“I was actually being a geologist. On the trip, I had a moment at our first campground. Ray had taken us up on this little walk, and I was looking out over everything. And it was near sunset and I was sitting up there looking down. I was like, ‘Wow, I want to do this. This is what I want to do for the rest of my life.’”

Hello from Oxford!

Julian Applebaum '23 (Wellesley Hills, Mass.), a political science major, spent spring semester studying at Oxford University in England. He wrote this letter for *The Words*, the English Department newsletter.

I've been here about six weeks now, and it has been surreal in the best way. Oxford, from its architecture to food to culture, feels like a totally different world. I have attended more formal dinners in the last few weeks than I have in my entire life. I met a student who plays the organ and conducts operas professionally, another writing his dissertation on rare book bindings, and another in my politics lecture who writes all his notes with a fountain pen. I've drunk at a 700-year-old pub where Oscar Wilde, CS Lewis, Margaret Thatcher, and Ernest Hemingway have also drunk. I even got to attend a black-tie ball last weekend!

Perhaps the biggest adjustment I've had to make is operating in Oxford's tutorial system. Oxford has a unique academic structure. Rather than attending classes, everyone self-studies the material and meets with a professor once a week or less. These meetings, called tutorials, are one-on-one with the professor to review the material. I am taking one English course this term: Victorian Gothic Fiction. I need to read one book from the reading list and submit an essay about it every two weeks. So far I've read *Great Expectations*, *Villette*, and *Wuthering Heights*. My tutor professor is an upbeat but stern British woman named Charlie who wears long, dark dresses with puffy sleeves and always has her hair tied back in a tight bun. Our bi-weekly tutorials feel like a rollercoaster; she asks me difficult questions about the novels and pushes me to deepen my analysis. I left the first tutorials feeling totally out of my depth and melodramatically wondering if I wasn't fit to study literature. I had a sort of breakthrough recently, though, so my essays are getting better and I feel a lot more confident in my abilities.

For fun I have been hanging out at the college bar (yes, there's a bar where the students live), competing with the Mock Trial team, and going to really interesting events around the university. A few weeks ago I attended a workshop with the Oxford English Society held in celebration of Virginia Woolf's birthday



where we went to the Bodleian Bibliographical Press to use the same kind of handpress and typeface that the Woolfs would have used for their first publications. I also bought a tweed jacket for fifteen pounds, which I'm thrilled about. Oxford feels like an academic's Disneyland. There's just SO MUCH to do all of the time!

Since this is *The Words*, I wanted to share some fun new British and Oxfordian words I've learned:

Rusticate: verb, to either be suspended from Oxford or take a leave of absence for welfare. It comes from the root "rustic" for country, and rusticate quite literally means "to return to the countryside." You'll hear students say "I'm thinking about rusticating next year," for example.

Invigilator: noun, a proctor/someone who watches over exams to prevent cheating.

Plonker: noun, an idiotic or inept person.

Bugbear: noun, an annoyance or pet peeve. "The lack of sinks in the dorm rooms is a bugbear of mine."

Scaf: noun, an informal self-service dinner held before the night's formal hall.

Buttery: noun, the college kitchens. Originally meaning the place from which you request more butter/milk/tea when you run out, now used more generally.

Sending love,
Julian

PHOTO PROVIDED



BLUE AND ORANGE ON THE GREEN

ATHLETICS

Macalester's women's golf team shot a two-round score of 641 to break the school record for 36 holes at the Division III Classic, hosted by Gustavus Adolphus College at Emerald Greens Golf Course in September.

Bailey Lengfelder '26 (Renton, Wash.), pictured at left, topped the program's 18-hole record for an individual while tying the school record for 36 holes. As a team, the Scots finished in ninth place out of seventeen teams.

Lengfelder shot a two-round score of 149 to tie for fourth and break the school record of 153, held by Macalester Hall of Famer Kristy Schaaf '03. Her second-round score of 73 tied the mark set by All-American Jordan Matheson '09 at the NCAA Championships in 2009.

"Bailey has gotten off to an incredible start in her college golf career," says head golf coach Johnny Greene. "Obviously, breaking records is fun and we should recognize that, but Bailey has bought into what we're trying to achieve here as a team. It'll be exciting to see what this program and Bailey can accomplish in the next few years."

MATTHEW MCLAGAN



DANGER ZONE

BY HILLARY MOSES MOHAUPT '08

Benjamin Dille '82 received awards for heroism and constructive dissent for his work in Afghanistan.

Over the last three decades,

Benjamin Dille '82 has represented the State Department at hotspots around the world. In August 2021 he was in Kabul, Afghanistan, as U.S. forces withdrew from the country.

As the Taliban closed in on Kabul, Dille was working furiously to organize his staff at the U.S. embassy. He had planned to spend another year in Afghanistan, but it had become apparent that he wouldn't have that opportunity. Now, he was focused on the task at hand: evacuating the staff of the U.S. embassy via helicopter to the Kabul airport.

Dille was serving as the minister-counselor for management affairs at the embassy at the time. As the senior administrator, he was responsible for overseeing everything from human resources to information technology, maintaining facilities to securing supplies. During the withdrawal of U.S. military forces, the Taliban moved into Kabul more quickly than experts had expected. In response, the State Department decided to evacuate its embassy there in just one day. The operation became the single largest civilian evacuation in modern history, with more than 2,000 American diplomatic and support staff leaving the city on August 15.

During the evacuation, Dille worked with his team to ensure that all American and allied diplomatic personnel were relocated. He then stayed on with his support team to coordinate housing, office space, and IT, as well as in-bound flights for supplies like clothing, baby formula, diapers, blankets, and other necessities for the tens of thousands of people waiting for flights at the airport.

"This was an operation carried out in the height of the global pandemic, which not only impacted the mission on the ground, but also the support task forces in neighboring countries and back home in D.C.," he says. Communication was made more difficult, and the embassy was short-staffed. "The situation in Afghanistan was quite unique and impossible to draw a parallel to other events."

'Case studies in leadership'

Dille, a Moorhead, Minnesota native, majored in history and international studies at Macalester. He studied abroad his junior year, spending the fall studying at Cambridge, and the January and spring terms studying French, his minor, in Paris and Avignon.

After graduation, he earned a law degree from the University of Minnesota, concentrating his studies in international and comparative law to prepare for a career in government or international service: "I come from a family of public educators, so public service seemed natural, especially when combined with my international interests," Dille says.

As a management officer, he has spent much of his career running the administrative operations of embassies or supporting them from Washington. He has served in Africa, the Pacific, Europe, and Central Asia. It's unusual for someone in the Foreign Service to have served in so many parts of the world, but Dille says that the working relationships with his colleagues have made his many assignments enjoyable. He had even served previously with three of his colleagues in Kabul. "I am very much a consultative leader," he says. "I believe that the collective creativity of my team is better than ideas that I think of myself."

Dille encourages young people to pursue a range of experiences and human connections, which will provide frames of reference as they get older and advance in their careers. "The advice I would give to current students is to be resilient and be positive," Dille says.

Studying history, he says, has proven invaluable to his career. "It gave me a tremendous understanding of geography, culture, technology, economics, and—most valuable of all as a manager—what are essentially case studies in leadership."

'The biggest challenge I could take'

"I have tended to take challenging assignments, and I saw the Kabul job as the biggest challenge I could take," he says.

From the outside, the mission to evacuate Kabul appeared rushed and dangerous, and there continue to be long-term repercussions for the American military, officials, and civilians, as well as their Afghan contacts. Dille is quick to emphasize that relocation efforts required intense collaboration among embassy staff and military teams.

"I was surrounded by courageous individuals that never swayed in their commitment to duty, despite near-constant credible threats of danger," he says. "The military did the hard and outstanding work of protecting the perimeter of the airport under dangerous conditions, while State Department staff worked with the military to get flights boarded and off the ground."


Aside from military, security, and two IT professionals, Dille was one of the last people out of the embassy. He stayed on at the Kabul airport for days, along with more than one hundred embassy personnel—some staying two weeks—to ensure that all American and allied diplomatic personnel were relocated, with Dille and many others continuing to provide support from Washington. Using the airport as a base of operations, Dille and the other State Department personnel worked to ensure the evacuation of at-risk Afghans who worked with the U.S. military or embassy. In all, Dille and his colleagues supported the evacuation of more than 124,000 Americans and Afghans—including 2,000 Afghan employees of the embassy and their families—from Kabul over the last two weeks of August.

For his work at the Kabul airport, Dille shared the State Department's Award for Heroism. His efforts in pressing embassy COVID-19 strategies that included purchase of vaccines for all Afghan staff and for advocating for more staff to remain in Kabul to support evacuation efforts earned him a 2022 American Foreign Service Association Award for Constructive Dissent.

D.C. to Micronesia to Turkmenistan to Quantico

After leaving Kabul, Dille was asked by the Acting Under Secretary for Management to go to Washington to provide guidance to those who were working on the U.S. side to continue to arrange flights out of Kabul.

Dille has since served as the deputy chief of mission and chargé d'affaires at the U.S. embassy in Kolonia, Micronesia, and as chargé d'affaires in Ashgabat, Turkmenistan. His next position is stateside at the Marine Corps War College in Quantico, Virginia, where he will teach diplomacy to Marine officers.

Dille may no longer be in Afghanistan, but the country and his colleagues are never far from his mind. "Many of us continue to work on Afghanistan-related issues a year later," he says. "We will continue to be relentless in this effort as we stand by our Afghan allies and their families." 

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

VLADISLAV DOROGAN



Reflections on Fifty Years of

TITLE IX

BY JULIE HESSLER '85 / ILLUSTRATIONS BY DÉBORA ISLAS

Tennis legend Billie Jean King calls Title IX “37 words that changed everything.” The landmark law, passed in 1972, banned discrimination on the basis of sex in federally funded education programs, revolutionizing women’s sports at Macalester and across the nation.

Before Title IX, Macalester’s women athletes competed against each other in phys ed classes and intramural competitions and occasional matches against other college women. The *Mac Weekly* describes a 1960 Christmas show put on by the women’s Aquatic League, featuring synchronized swimming and diving exhibi-

tions. Women also were cheerleaders (“Holler Girls”), rope jumpers, and “powder-puff” football players who played or performed at half-time during men’s games. A 1971 *Weekly* story recounts the experience of the women’s tennis team: “With the tight money, the team, unlike a nameless men’s organization, has chosen to do without uniforms, and sought a schedule consisting largely of home and local meets to save on traveling. Only tennis balls have been furnished, and any extras, such as entry fees, etc., have come out of the players’ own funds.”

After Title IX, women’s teams, with budgets and other resources, gradually began to compete and, finally, thrive. At a Reunion 2022 panel, scholar-athletes, coaches, audience members, and President Rivera reflected on women’s sports before and after Title IX. Read edited excerpts from their conversation.



No expectations

I was interested in golf...but along the way I took a tennis class with Coach [Ralph] Lundeen. I was good enough that he suggested maybe I could play on the intramural team, but after a couple of weeks, it was clear that I wasn’t really good enough. So I said, “How about we form a golf team?” He was very helpful in thinking about that. He let us practice, if we wanted, with the men’s team. He invited us to go on the spring trip with the men’s team. My parents wouldn’t let me go...I had no expectations coming in about having a women’s team. I had to start a team in high school but then had trouble finding teams to compete against. At that time, Macalester, like other colleges, was very different from today, as some of you know. For example, we had hours. Women had to be in the dorm at 11 p.m. The men could

stay up all night, and we had fifteen minutes of grace time per semester that we could be late. It was a very different environment in all sorts of ways.

There were about four of us who had found each other and played golf occasionally. The University of Minnesota had a team and we asked to play them. They invited us to their course. It was early spring and still quite frosty, with the grass sticking up through a thin layer of snow. But, we were determined to play our match. We did horribly. After the round, we all gathered in the clubhouse where we were thankful to find hot chocolate and a roaring fire in the fireplace. We were never able to secure another match with their team or any other. —Carol Wolf Runyan '72, professor emerita, University of North Carolina, Gillings School of Global Public Health

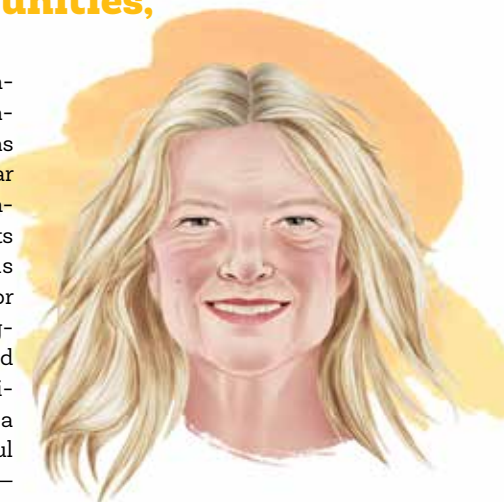


An awesome major

For a short timeframe, Mac had a physical education and kinesiology major. That was my major, and it was awesome. Two years after I graduated, I was accepted into a master’s program in athletic training at Indiana State University. There were only two universities in the U.S. that offered a master’s in athletic training, and neither accepted women when I graduated from Mac! I was one of the first twenty-five women who were certified as an athletic trainer. I thank [former coach and athletic director] Sheila Brewer and [former athletic trainer] Tom Copeland for that, as I built the love for that while I was here. —Muriel Gilman '72, professor, Bemidji State University, Dept. of Physical Education, Health and Sports

Unlimited opportunities, for some

As a kid I played golf with my family. My brothers followed me to Macalester in the two years after I was here. They were all three-, four-star athletes in high school. They had unlimited opportunities to play sports and did. They and their friends also had fantastic opportunities for scholarships, with leadership recognition, for a big boost into the world ahead as people who had participated and been engaged, and had a lot of experiences that were helpful for them on their way through life. —Cherie Doyle Riesenberg '72





The wave

I played volleyball here for four years, and also ran track and field for two years. Little did I know when I first came in '79 that it was one of the first years of any varsity-level sport at Macalester for women. You could start to feel a little wave coming. You could see women wanting to play sports. Being on the volleyball team, I came in with a pretty strong group of girls, and we were all very serious about playing and competing at a high level. Sheila Brewer did a lot with advertising and marketing to make the volleyball and track teams stand out. —Smoak Mueller Vitek '83, head volleyball coach, Rosemount High School



Do you have memories to share about women's athletics before or after Title IX? Email us at mactoday@macalester.edu.

Undies and Uppies

At Mac, I played—well, there weren't a lot of opportunities—but I did whatever my friends were doing. I went to swimming practice, and I must have competed a couple times. I played tennis. We played powder-puff football, of course—freshman and sophomores were the Undies, and when you became a junior, you were on the Uppies team. And Carol [Runyan] tells me that I played in a golf tournament. —Muriel Gilman '72

HALL OF FAMERS

Sheila Brewer and Patricia Wiesner played pivotal roles in the growth of women's athletics at Macalester.



SHEILA BREWER

In 1983, Sheila Brewer became the first woman to serve as athletic director for both men's and women's sports at a MIAC institution. During her 32 years at Macalester, she also coached several women's sports, and had great success guiding the Scots' volleyball team. Brewer's 1980 squad won 58 matches, captured both the state and Region 6 tournaments and finished seventh at the AIAW national tournament. In 13 seasons, Brewer recorded 350 volleyball victories and won three MIAC titles. Brewer was inducted posthumously into M Club's Hall of Fame in September 2022.



PATRICIA WIESNER

Patricia Wiesner's teaching career at the college spanned 35 years. She taught tennis, ballroom dancing, yoga, first aid, water safety, downhill skiing, and the history of physical education. She directed the college's synchronized swim shows in the 1950s, started the women's cross-country team, and supervised the cheerleaders for 23 years. She coached tennis, volleyball, swimming, field hockey, and basketball, and was Macalester's first women's athletic director. Wiesner was inducted into M Club's Hall of Fame in 1988.



Beyond athletics

One of the fun things about Title IX is that it goes beyond athletics. I was the second woman to be elected to the presidency of the student government here at Mac. There have been a lot of things that were possible because of Title IX. Women were able to use that as an instrument to get involved, be recognized, and carry on positions. It's been phenomenal. I could go through the list of firsts I've been able to do in my career, including breaking the glass ceiling of being president of the American Military University. A lot of that has to do with Mac. —Kate Houghton Zatz '82, acting president, American Public University and American Military University

Motivation and pride

I was born before Title IX was passed, so I really saw its effects on my own childhood in terms of what was offered to play when I was in grade school, versus what was available to me in high school and in college. And now, as a mother, I see a difference in terms of what sports have meant to my own daughter, who started playing a sport at age four that she could imagine playing professionally if she excelled at it enough. That made a big difference in terms of her motivation and the pride she took in her sport.

—Suzanne Rivera, president, Macalester College



Life off the pitch

One of my teammates helped start Pride Athletes at Mac this year for LGBTQ+ athletes. A lot of my teammates and I have been taking part in that. Another teammate is on the BIPOC Mac Student-Athlete Collective Board. One of the cool parts about being here is seeing what everyone else is doing off the field and off the court. It's awesome to see how everyone is trying to make a change in the world, and also making themselves better people while we're here, as well as trying to be the best athletes we can be. —Sarah Hamilton '23

History lessons

I went back and read some of the history of Title IX. I was surprised at how many challenges there have been over the years, and I was completely unaware of that. I think we need to be teaching everyone about the history of not only their sport, but sports in general, and how these issues all interweave, and not take anything for granted. I've had many graduate students over the years who have said to me, "Oh, feminism. That was your era. We don't have to think about that." They may be changing their tune a little bit right now in light of Roe v. Wade. But, I think we haven't done enough to educate about the history of how some of these issues evolved so that we can sustain progress. —Carol Wolf Runyan '72



Mental health

There is a priority of mental health in D3 athletics and specifically at Macalester, which is part of why I came here. The coaches and staff care about me as a person before they care about me as a player, and I know that I can go to them if I need to. Because I am a student-athlete, we all know that the "student" comes first and my courses will take priority. Just knowing that everyone cares for me really helps. I know I can advocate for myself when I need to take a step back from soccer, and when I need to adjust my priorities to make it all work because we are a high-achieving group. —Sarah Hamilton '23, member of Macalester's women's soccer team

A better path

When we first started, the Association for Intercollegiate Athletics for Women (AIAW) was the governing body for women's sports. It was a tremendous organization. AIAW was really about building a blast of energy around women's sports. They were developing women athletes, developing the love of sport, and starting to build some history. My senior year, we went NCAA. It was a totally different experience. One negative about Title IX and NCAA is that we followed the path of men's sports when I think women with AIAW were creating a better path. A big part of it was, "How did we as a group get better?" Now with a lot of sports, if you're a fellow coach you keep secrets to yourself, instead of coming together and making everybody better. It's just a really different culture. —Smoak Mueller Vitek '83

Changing paradigms

There are a lot of paradigms that have existed in the way that sports are organized, and it's very difficult to change. I'm hoping that women, as they gain economic, social, and sports experience and all these other things just like in other fields, will bring that experience to bear on the larger world of sports and athletics. —Cherie Doyle Riesenberg '72



Little wins in everything

Today there is a lot of support around providing resources for the women's teams and just being able to go out and recruit, see athletes at a young age develop over time, and then also make sure that they're developing as humans. It's important that we get to know our student athletes as more than just athletes. Being there for them when they need help. It's not yelling at them, it's talking about, "Hey, what's going on? Is everything okay?" It's not only about winning. There are little wins in everything that you do. —Tashina Steggall, associate head track and field coach, Macalester College

The Next BIG Idea

BY ERIN PETERSON / PHOTO ILLUSTRATIONS BY CHARLES JISCHKE

In a pandemic-shadowed world, it's easy to think small: To imagine a world in which we tamp down our biggest dreams and place limits on what seems possible.

But Macalester is designed to help people see opportunities all around them. Earlier this year, we reached out to professors with a question meant to reveal those possibilities: If they had all the necessary time, resources, and political will, what is an idea they'd like to see fully implemented in the world today?

And across the board, they thought *big*—really big.

They painted pictures of transformed schools that inspired truly meaningful student learning. They shared the paths they saw to a world filled with people who were generous rather than judgmental. They illuminated their visions of a world of abundance, not scarcity. They also suggested you tuck away those screens for—gulp—a two-week digital vacation.

In the pages that follow, we're excited to showcase their ideas.

BIG IDEA No. 1

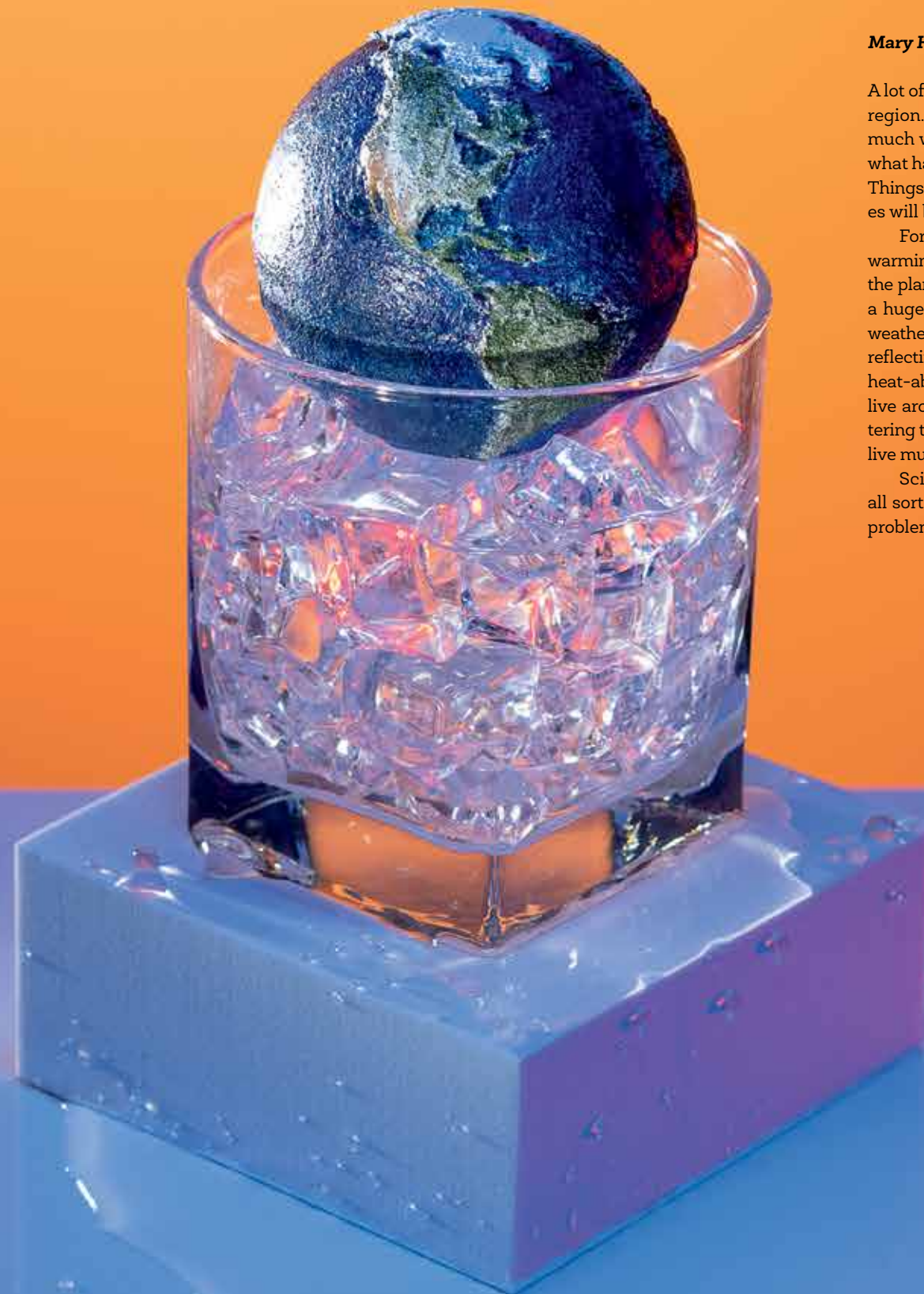
Keep the Arctic cold

Mary Heskel is an assistant professor of biology.

A lot of people think of the Arctic as a barren, lifeless region. Certainly, many people don't think about it much when creating policies at lower latitudes. But what happens in the Arctic doesn't stay in the Arctic. Things are changing fast there, and the consequences will be seen everywhere.

For example, recent calculations show that it's warming more than four times faster than the rest of the planet—which is a problem, because the Arctic is a huge carbon reservoir and regulates climate and weather patterns in lower regions. The white, energy-reflecting ice cover has been shrinking, and the dark, heat-absorbing ocean is expanding. Fish that used to live around Maine now can live near Greenland, altering the marine ecosystems. Spruce and birch trees live much farther north than they have in millennia.

Scientists and engineers are coming up with all sorts of unconventional ideas to try to solve this problem. One idea is to release aerosols into the high >>



atmosphere to dim the sun. Another research group wants to use DNA splicing technology to bring back woolly mammoths to help reshape the Arctic ecosystem. In theory, mammoths would trample the over-shrubbed and heat-absorbing forests and help revert the area to arctic grasslands, which do a better job at reflecting the sun's heat and keeping the ground cold. There are also companies developing technology to suck carbon dioxide out of the atmosphere.

The better—if politically unpopular—option is to stop burning fossil fuels, which promote warming.

To me, it says a lot about the urgency of the problem that scientists are coming up with these extreme and out-of-the-box ideas, because if we can't save the Arctic through politics, what else can we do?

We're at a tipping point, so we've got to keep it cool.

BIG IDEA No. 2

Get the lead out (for good)

Gabriel Lade is an assistant professor of economics.

We've known for literally thousands of years that lead exposure can lead to health and behavioral problems. It's why we started phasing out the use of lead in products like fuel and paint in the 1970s and 1980s in the United States. We know now that any exposure is bad, especially for sensitive populations such as children and older adults. How big is the problem? One study suggests that eliminating small amounts of lead from fuel had the same health benefits as reducing other air pollutants by 90 percent.

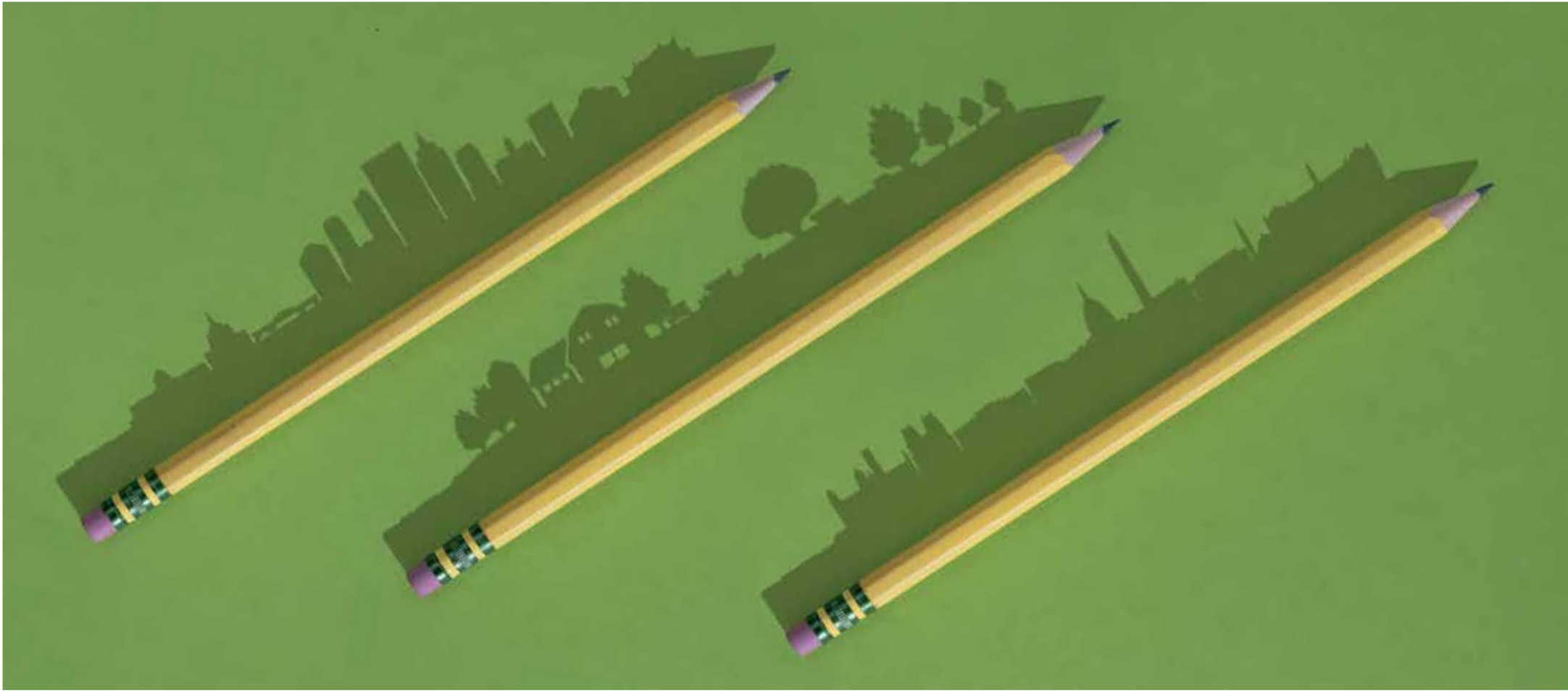
The problem is that there is a lot of "legacy lead" out there in materials that predate the bans that have been implemented over the decades. There are also a few loopholes to lead bans. Examples include lead service lines that deliver water to many homes in the United States, lead-based paint, and fuel used in classic cars, motorcycles, and some small airplanes.

We should get rid of it all. That's not just eliminating it from any current uses. We should also subsidize households to replace service lines and windows that have lead paint, common in those built in the mid-1970s or earlier.

Yes, it will be expensive. Replacing service lines—mostly found in homes built before the mid-1980s—can cost thousands of dollars per household, and some studies suggest at least ten million people live in the households that may be affected. While President Biden recently announced a plan to replace these lead water lines within the decade, funding may not be sufficient to do so.

That said, we know that when we reduce lead exposure, we see decreases in older adult and child mortality. We also know that reducing lead exposure can reduce cognitive and behavioral problems that affect all aspects of individuals' lives. Further, in areas where service lines have been replaced, research finds that home values increase up to and even beyond the cost of the replacement.

Lead exposure can lead to tremendous and lasting losses, even above the many health problems it causes. My own research on the housing market impacts of the Flint water crisis provide a prime example of the detrimental effects and risks of legacy lead in our lives. It's time to mandate its removal.



BIG IDEA No. 3

Take students into communities through experiential learning

Brian Lozenski is an associate professor of educational studies and chair of the department.

When the pandemic hit and schools moved to Zoom—when the social cohesion of school was fundamentally disrupted—school became very different. At first, the task before educators felt straightforward: *Can students learn this packet of information?*

That moment led to larger, important questions: What is the purpose of school? Is it just preparation for the future? What if school could actually be for right now?

We need a fundamental reconceptualization of education. We need to incorporate far more hands-on, experiential learning in our school curricula and take students into their communities. Much of it should be in the service of democratic engagement, not simply learning skills for some time in the future.

We don't need to start with a blank canvas. In a

place like St. Paul, students could be engaged in political activities happening at the State Capitol or in business boardrooms. I've seen examples of schools being run as student co-ops. There are schools that exist on an operating farm, and part of school is about participating in life on that farm.

When students are helping construct their own educational environments and outcomes, when young people are participating in the conversation about important issues, it can be such a rich experience. They gain a desire to be truly engaged in their communities. Schools would also become a central site of problem solving for whatever a community is facing—economic challenges, social cohesion issues, or housing issues.

For example, in St. Paul Public Schools, the Student Engagement and Advisory Board, an extracurricular organization, encouraged the school board to develop a curriculum for the district in ethnic studies; after some significant back and forth, the board ultimately mandated it as a graduation requirement. But this kind of work doesn't need to be extracurricular—it can be part of every student's experience.

If we don't change now, when will we ever be willing to make these changes? Writer Arundhati Roy says the pandemic is a portal—a gateway between one world and the next. What are we holding on to? It's time to rethink what education can be.

BIG IDEA No. 4

Incorporate data analysis and machine learning into farming and agriculture

Lori Ziegelmeier is an associate professor of mathematics, statistics, and computer science.

I grew up on a farm in rural Kansas, where my dad primarily farmed field corn, wheat, and soybeans, and raised cattle.

Technology has advanced a lot in the farming industry over the years. When I was growing up, my dad would use flood irrigation techniques—laying pipes to flow water down small trenches through crops—but it's inefficient and can lead to runoff. Today, it's more common and efficient to use pivot irrigation sprinklers, machines that rotate around a central pivot, to water crops. But there is so much more that we could do to deploy our resources more effectively.

For example, rather than water the whole field equally with pivot irrigation sprinklers, we could use

a combination of drone imaging and spectral signatures to determine how much water certain parts of a field actually need, which could reduce water usage.

We could do the same with disease or pest control: rather than spraying an entire field with pesticides, we could do more targeted treatments.

We could even create robots that use machine learning to distinguish between weeds and crops. Those robots could remove the weeds so we wouldn't have to use herbicides at all.

Some of these strategies are already being implemented on a small scale, but they're not yet mainstream. As the world population continues to grow, as drought conditions accelerate, and as farming conditions continue to deteriorate, using data analysis and machine learning could have a huge impact and help farmers continue to feed the world.

BIG IDEA No. 5

Make a gap year after high school mandatory

Hannah Kim is an assistant professor of philosophy.

My proposal is to make students take a year off after high school before they go to college or do anything else. For six months, they'd hold down a service-industry job or a white-collar internship in a region or state they're not from, depending on the kinds of experiences they've already had in high school. For another six months, they'd spend time abroad.

Here's why: In my classes, my students and I talk about "epistemic communities." These are communities—friendships, political groups—in which the people share a common set of beliefs or ways of look-

ing at the world. We are all in epistemic communities.

The problem is, if you're trying to communicate with someone from a different epistemic community, the things that will be compelling to you will not be as compelling to them. There's not a common platform for understanding. One way to expand our understanding of others is just to meet many different kinds of people in many different situations.

In my proposal, high school graduates would be primed to take on the perspectives of very different kinds of people and different kinds of lives that they couldn't have imagined as students. Hopefully, they would form lifelong friends that would open them to thinking beyond what they learned from their parents or at school.

The point is not that students specifically spend time in service-industry jobs, white-collar internships, or even in international locations. The larger goal is to encourage meaningful relationship-building across different kinds of people who might not naturally intersect.

In the end, I want to help people become more empathetic, open-minded individuals who can think for themselves, in part because of the rich experiences they've had.

BIG IDEA No. 6

Take a two-week digital sabbatical

Victoria Malawey is a professor of music.

My idea is for everyone to take a two-week digital sabbatical from the internet and their phones.

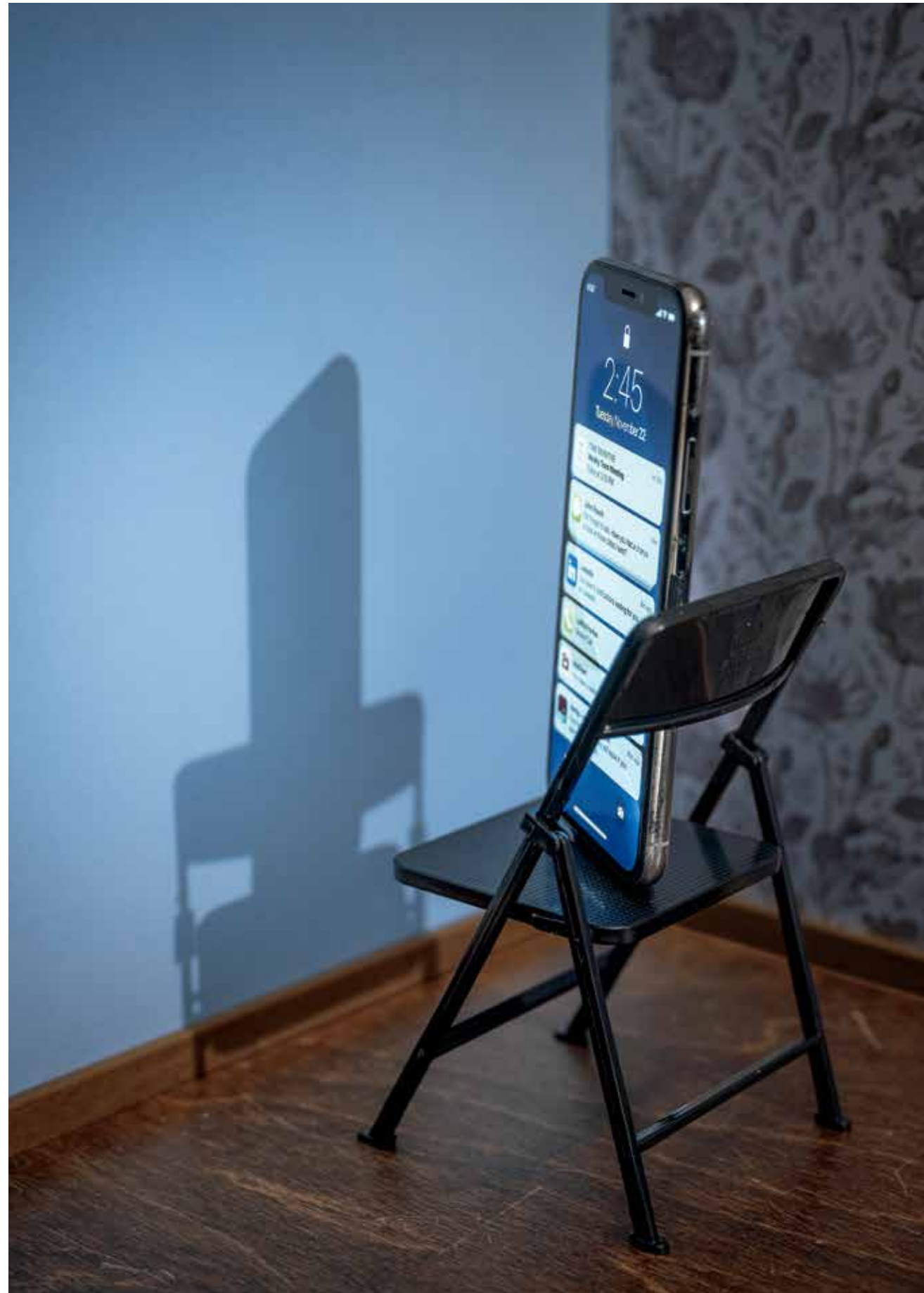
I found it illuminating that when Apple started showing us our screen time each week, at first we were mortified. Then we just turned that notification off, because we didn't want to know.

My hope is that this break would rewire our brains to be more present in our physical environments and to approach others with curiosity. If we spent more time face to face with people, I think many of us would be better versions of ourselves.

This isn't just about the problems of social media. I know that for myself, sometimes I'll get an email when I'm in the wrong mood for it, and I'll whip up a response that isn't as thoughtful as it would have been if I'd been speaking to the sender in person.

As social creatures, we need to connect with others for our survival. But if we've learned anything from the pandemic, it's that digital connection is helpful but does not fulfill our need for physical human connection.

When we turn the screens off, we will be forced to seek connection in analog ways. This type of connection—where we speak with one another, see and respond to each other's body language, and simply be present with one another in the same physical space—is optimal. A digital sabbatical could help us cultivate better, truer connections with one another.



BIG IDEA No. 7

Shift everything to electric, then move to renewable energy

Chris Wells is a professor of environmental studies and chair of the department.

The single biggest challenge right now is climate change, and the most significant contributor to climate change is the combustion of fossil fuels.

United Nations data suggests that the world can emit just 300 additional gigatons of carbon into the atmosphere before we push the planet past 1.5 degrees Celsius of warming—after which we are highly likely to see some of the most devastating consequences of climate change. To put that in context, in 2019, we emitted 33 gigatons of carbon. So there's a really pressing need to shift away from fossil fuel technologies to electric technologies supplied by renewables much faster than we are.

This means putting electric motors in vehicles and replacing the oil and natural gas boilers in people's basements with electrical technologies like heat pumps. To do so, we really need to be thinking

at the systems level, and in even bigger ways than the recent Inflation Reduction Act that includes billions to support the transition to clean energy.

Instead, we need “moonshot strategies,” both in the U.S. and internationally, to overcome seemingly impossible barriers in a short time. There are many policy levers to pull and incentives to offer to shape markets, including subsidizing renewable energy production, supporting the technological advancement in areas such as solar panels and wind turbines, and offering incentives in the form of rebates to lower the upfront costs of electric cars.

There's no “one thing” that a single country can do, but globally, nations need to start pulling as many of these policy levers as they can, as quickly as they can, to solve this global problem.



BIG IDEA No. 8

Accelerate meaningful learning through virtual reality environments

Walter Greason is DeWitt Wallace Professor of History and chair of the department.

For too long, we've been bogged down in nineteenth-century ideas about how teaching and learning work.

In most classrooms, we have to train people intensely for long periods of time in ways that are not natural or automatic. Here's what I mean: we don't learn to walk by reading about walking—we learn to walk by practicing and failing. Experiential learning is profound.

In contrast, immersive virtual reality environments found through technology like Meta's Oculus—where you can see, hear, and synthesize data in ways similar to what we've been doing since we were born—open new frontiers for retention and innovation. I believe they can become a regular part of the way we do education.

For example, I recently finished work on a scholastic simulation about the Civil Rights movement that enables students to walk through a historic Black community, meeting with local church and business leaders, as they discuss different opinions about how to challenge racial segregation effectively. This is the kind of experience that can open students up to new ideas and new questions.

We can pair these experiences with formal debriefings led by educators and with assessments built in along the way. If we do this right, the result will be students who feel real enthusiasm for the topic and who will internalize the lessons of learning experiences.

We're on the brink of a quantum leap in learning, something akin to an industrial revolution, but in a digital setting. Young people are ready for this. What is possible is going to completely transform in the space of a generation.

BIG IDEA No. 9

Remember the future

Rachel Gold '93 is a visiting assistant professor of English.

For many people, the pandemic locked down their present and closed off the future. The world changed dramatically and broke away from their expectations.

This has been true for many of my students, who might have come to college planning to go into a specific career or to travel, for example. There was no pandemic in those plans. Given the shock of the pandemic, students had trouble imagining what their lives would be like in a few years.

We need to open up those futures again. A prompt I like is this: “Imagine that it's a year from now. Think of a place you've never gone but would love to visit. Then think of a person you love. Imagine you're in that place, with that person. How did you get there? And what are you doing?” (This is a variation on an exercise by Jane McGonigal—for more, check out her book *Imaginable*.)

When we go through difficult times, we can feel powerless and hopeless. Healing and growth occur in many ways—one of the most accessible is the power of our voices and stories.

This is true on an individual level, and it's also true on a larger level. The pandemic has been awful, but what might it lead to in the future? For one example, we can look at the way the AIDS crisis galvanized the queer community and fostered many positive political and cultural advances.

We're now seeing evidence that people are rethinking their life goals, seeking more purpose and meaning. I hope this pandemic will spur huge advances in racial equality and the elimination of poverty.

There are many thought experiments that you can do alone, but you can also do them with others. Healing can arise through active re-storying of the future, and collaborative thought experiments carry a lot of power. You can get together with your family or friends every so often and talk about life five or ten years in the future. Then discover what you can do today that will affect how that future turns out.

When we find ways to engage with the future—in our own lives and with others, in large and small ways—we shift into a more playful, inspiring, and powerful mindset. [M](#)

Erin Peterson is a Minneapolis-based writer.

SHELLEY CARTHEN WATSON PAYS IT FORWARD

Her long career spans law, to human rights, to working to eliminate racism and empower women.

BY TINBETE ERMAYAS '08

As a former litigator, Shelley Carthen Watson '82 is skilled at gathering information. "My friends joke that I can find anything on the internet about anyone," she says, "which for people who are dating my daughter is pretty scary at times."

Her ability to gather information and trust her gut led her to Macalester. Having been raised in San Bernardino, California, Carthen Watson admits she didn't know much about the college at first—and was considering other schools. Her research made all the difference.

"I realized that it was the same school whose debate program I had heard about for years. It was among the top five debate programs in the country," says Carthen Watson. "The political activism [at Macalester] really drew me, and I thought that it's a place where it would be easy for me to find my niche."

Political and intellectual engagement

It didn't take long. By age nineteen, Carthen Watson was interning at the State Capitol and had become involved with Minnesota's Democratic-Farmer-Labor Party. She was even elected as an alternate delegate to attend the Democratic National Convention in 1980.

"It was exhilarating," says Carthen Watson. "I'd never even been old enough to vote before then. And there were a lot of people who sort of took me under their wing, and they were stalwarts of the DFL and continued to mentor me. I learned an awful lot and it certainly helped me in my career."

Perhaps the biggest way it helped was by distilling Carthen Watson's goals as someone who wanted to link the policy issues she debated on campus and turn them into tangible change. Thus leading her to a career in law.

But there was just one problem—she hated law school: "I remember being so disappointed in law school. At Macalester, there were all these people who were well read, who were engaged politically and intellectually. And you would sit around and you're having these conversations about the state of the world of public policy."

The hyper-competitive nature of law school students was such a shift that Carthen Watson contemplated leaving. "After that first semester, I hated it so much. I didn't know if I wanted to come back after Christmas," she recalls. A visit with a Mac friend's brother who had gone through the same thing reoriented her thinking. "He said, 'Look, law school is nothing like practicing law. They're just like two separate worlds, and if it still interests you, and challenges you, go ahead and stick it out.'"

Soul searching

Carthen Watson finished law school. She enjoyed an esteemed legal career for decades—first as a litigator in private practice, and then for years as senior associate general counsel managing labor and employment matters at the University of Minnesota.

Despite her success, she wanted more. "I loved practicing law," says Carthen Watson, "but it did not feed my soul. I took a sab-

atical because I was pretty restless and I thought this would help."

So she moved abroad—to Cape Town, to take a job with the South African Human Rights Commission. "That work brought me back to what really made me pursue a legal career in the first place. And that was using the law as a vehicle for social change."

While there, Carthen Watson worked to abolish childhood corporal punishment and advocated for Black South Africans, who faced enormous obstacles in accessing housing.

The trip reinvigorated her passion for the law, so she came back to Minnesota, looking for an opportunity to do similar work. She found it at the YWCA Minneapolis, where she had previously served as a board member. She became president and CEO in 2021.

Mission critical

"It's an organization whose mission embodies my values, and I can be involved on a variety of fronts," says Carthen Watson. "From the public policy aspect of criminal justice reform to eliminating systemic racial and gender barriers, empowering girls and working with youth, the YWCA just brought it all together for me."

It's not lost on Carthen Watson that she leads the organization at a critical time. When we spoke, it had been just a few weeks since the Supreme Court announced the *Dobbs v. Jackson Women's Health Organization* decision, which overruled *Roe v. Wade* and the constitutional right to access an abortion. She was upset but not shocked.

"I did my senior honors project at Macalester about the Supreme Court's retreat from *Roe* back in 1982," said Carthen Watson. "The Court just chipped away at it and made it less accessible by requiring parental consent or waiting periods or denying federal funding. I never thought that they would get to the point where they would totally overrule it."

Given her organization's mission to eliminate racism and empower women, Carthen Watson says she wants to expand on a slew of programs that address the local community's needs.

She will gauge her success by how much she is able to alter systems that tend to disfavor women and people of color. These efforts include working with local institutions on bias training and conducting anti-racism workshops, interrupting the cradle to prison pipeline by providing affordable quality childcare for working parents, as well as fighting health disparities.

Carthen Watson is fueled by what's possible. "I was raised on that old cliché, 'to whom much is given, much is expected.' It was drilled into me from a very early age that the benefits, opportunities, and experiences I had were available to me because other people had stepped up, worked hard, sacrificed, and suffered, and I have a responsibility to pay it forward not only for my own child, but everyone else's child." [M](#)

Tinbete Ermyas '08 is an editor at National Public Radio in Washington, D.C.

THERESA SCARBROUGH



Forecasting a Better Future

BY DANIEL P. SMITH



Epidemiologist Omar Mansour '16 helped communities hold Big Pharma accountable for the opioid crisis.

In March 2020, weeks before COVID-19 would overtake the nation, Omar Mansour '16 visited Cabell County, West Virginia, to confront another public health crisis.

The 288-square-mile county on the West Virginia–Ohio border told a gripping story of the despair the opioid epidemic had unleashed upon American communities, as well as the resilience and demands for justice many residents were leveraging to reverse the devastating trend. Mansour was there to help local leaders determine the cost of interventions to rebuild community health—as well as the cost of not taking action.

In Cabell County, an estimated 81 million opioid painkillers had flooded the not-quite-100,000-resident county over an eight-year period, according to court documents. At least 10 percent of Cabell County's population, including one in ten newborns, are affected by opioid use disorder.

In addition to the eye-opening numbers, Mansour recalls the tale of young siblings orphaned twice in twenty-four hours. A day after the children's parents died from a fatal overdose of opioids laced with fentanyl, their grandparents—and newly entrusted caregivers—overdosed on the same tainted batch of drugs.

"You see the devastation firsthand and hear stories like that, and it's hard to look away," Mansour says.

Mansour's work with Johns Hopkins University epidemiologist Caleb Alexander, MD, however, has enabled some communities to begin healing. His experiences in the field fueled the former Macalester biology major to double down on efforts to improve human health.

Finding his niche

Born and raised in Jordan, Mansour attended high school in the Netherlands, where he encountered Mac students studying abroad. Listening to their stories of Mac's liberal arts focus and the international student body, Mansour ditched thoughts of attending college in the U.K. to enroll at Mac.

Although Mansour arrived in St. Paul considering pre-med, his work with two Community and Global Health professors—Christy Hanson and Vittorio Addona—transformed his focus.

Hanson's International Public Health class sparked Mansour's interest in advancing human wellness through policy. As a sophomore, Mansour worked alongside Hanson on a project for Kenya's Ministry of Health. The two identified risk factors for treatment interruption among patients with tuberculosis in the East African country.

Meanwhile, Addona, a statistician who studies the medical applications of statistics, spurred Mansour's enthusiasm for epidemiology, a field marrying population health with mathematical concepts. Addona taught Mansour in four courses and supervised his research.

"Omar possesses a rare combination of intelligence, discipline, perseverance, and a desire to do meaningful research," Addona says. "He was always capable of identifying what tasks needed to get done to move a project forward, and then completed those tasks with diligence and thoroughness."

Following his undergraduate studies in biology and statistics, Mansour earned a master's degree in epidemiology at Johns Hopkins University, regarded by many as one of the nation's premier schools of public health. One of his Johns Hopkins professors was Alexander, who serves as an expert witness and advisor on opioid litigation. A month before graduation, Alexander invited Mansour to join his fledgling effort advising local governments on opioid litigation. Mansour accepted.

"I had no idea what it would become," he admits.

Projects with a purpose

Over the next three years, Mansour crisscrossed the country, from West Virginia to California, studying the far-reaching impacts of the opioid epidemic. He toured towns with staff from local family services agencies, counselors, law enforcement officials, teachers, and municipal leaders. Every visit left Mansour with a heightened sense of purpose.

Alexander designed customized abatement programs for each community, such as treatment centers, public education, and increased access to Naloxone, the medicine used to reverse opioid overdoses. A health economist calculated the cost of Alexander's prescribed interventions, a figure local governments would later use in court cases when seeking abatement from manufacturers, distributors, pharmacies, and others charged with driving the opioid crisis. Meanwhile, Mansour completed the underlying modeling and statistics for Alexander's plans. Specifically, he forecast the burden of the epidemic in public health terms with or without certain interventions over the next fifteen years.

Mansour's work made the complex digestible. It provided political leaders, judges, and the general public straightforward and accessible information to explain the extent of the problem and the value of potential solutions.

"If you fail to make a clear and compelling argument, then you're not going to get support," Mansour says.

Alexander's team continues advising local governments in about twenty cases collectively seeking some \$100 billion in abatement. Its work contributed to the \$12 billion settlement in 2019 between roughly 2,000 local governments and Purdue Pharma, the manufacturer of OxyContin. Any awards from these lawsuits fund many of the much-needed interventions Alexander designed.

"Having seen the devastating effects of the opioid crisis firsthand, I'm honored and humbled I was able to use my skills to help here," Mansour says.

Last year, Mansour left Alexander's team to pursue a PhD at Harvard University in pharmacoepidemiology, a field devoted to evaluating the effects of pharmaceutical use in large populations. He plans to focus his research on the effectiveness of various cancer-treatment strategies. Mansour predicts that increased access to health data, technological developments like artificial intelligence, and a promising pipeline of oncology drugs will dramatically change cancer treatment over the next two decades.

"I want to be a part of that change," Mansour says. "I want to keep doing my part to help people." **M**

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



BY JOE LINSTROTH / ILLUSTRATION BY WENJIA TANG

College campuses are often referred to as “bubbles” for their seemingly insular cultures and disconnection from the “real world.” But for visiting sociology professor Alisha Kirchoff, such a characterization could not be further from the truth. The college experience, she argues, is actually shaped by and a direct reflection of the forces that influence our wider society, for better and worse.

This fall, Professor Kirchoff and her students aim their critical lenses at themselves in an effort to explore how college shapes who they are and who they become, the similarities and differences between the Macalester experience and those at other colleges and universities, and what needs to change in order to make the college experience more equitable.

This is the first time you’ve taught a class about college life. Why were you compelled to create this course?

As a sociologist, I feel a moral obligation to help guide students in thinking about the structures they inhabit and the impacts that those structures can have on people. My point of departure for the class is how a group of people can come into a college environment and have very different experiences within that institution and then have very different experiences once they leave that institution, even though they’re all carrying a piece of paper that says the same thing: a bachelor’s degree from this place. And then

discuss how that fits into this larger ecosystem of social stratification and inequality in society.

Historically, a college degree was supposed to be the great equalizer, and college is often a vehicle for class mobility—it’s a vehicle for wonderful things. But what has happened over time and what is not discussed in that same conversation is how college and university life is itself a system where inequalities that exist in broader society are replicated or, at times, perpetuated, and that they can also be challenged.

The goal with this class is to turn the lens on the college experience as they’re living it, to think about how it’s reflective of broader patterns or how it reinforces patterns of inequality in society. But then also to think about college as a social structure in and of itself, where we have experiences that are different from others and why that might be the case.

One of the concepts you employ to have this discussion is called “sociological imagination.” Explain what that is.

It’s where we make the familiar strange.

Sociological imagination is about seeing the world as it is, as opposed to how we are, and knowing the difference. There are people who say there’s no such thing as an objective truth, and yes, of course, we all see things through the lens of our own experiences.

But what the sociological imagination invites us to do is to think about things outside of ourselves and our own lived experiences and to understand that there are multiple truths that can coexist at the same time. It helps us try to see the world through the lens of experiences that are not our own, and importantly, to not assess a normative value to those experiences.

How do you get students into that frame of mind to be able to look beyond their lived experiences?

I usually start by asking them questions that seem like “well, duh” kind of questions. For example, why would you go to college? As a faculty member who has spent a large amount of time in education, it’s absurd that I would ask that question, but that question can be taken a lot of different ways.

There is a pedagogical strategy called “the structured discomfort” where you guide students through a set of ideas that might be difficult or in conflict with their worldview. And you do that not in big chunks, not by hitting anyone over the head, but by taking small bites of a challenging issue throughout the course of the semester.

I’m looking for a way to show students at Macalester how abundantly privileged they are just by being here, and what they can do with that and what their experiences at Macalester mean when they leave. Even students who do not necessarily

come from what we think of as being typically privileged backgrounds, just being in this space at this time with the resources available provides opportunities that a state school or community college doesn’t. By showing students the whole spectrum of diversity of experiences that are possible in college, I hope it will help them assimilate what their college experiences are in a different way.

Why is this class relevant right now?

I think we’re on the precipice of a transformation and have been for the last few years. The nature of college is changing—who is able to access it is changing and the importance of it. There’s a shift in the narrative that’s questioning broadly the importance and meaning of college.

There’s also been a lot of introspection in higher ed that has caused people to ask, “What are we doing?” Attending college has gotten really expensive and it’s increasingly out of reach for people, so what’s the value added? COVID and going online really accelerated some of those conversations.

This is a good moment to engage in conversations with Macalester students who are bright and civically minded to simply read some things and ask, “What is the point of all of this?” “Who is this for?” **M**

CLASS NOTES

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

CLASS NOTES PHOTO POLICY:

We publish one photo per wedding.

We 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.

Email alumnioffice@macalester.edu to request a Mac banner for an upcoming wedding or other gathering.

If you have a question about your class note, call editor Julie Hessler at **651-696-6443**.

1963

Andy Peters was elected 1st vice commander and legislative chairman of the American Legion's 5th District in June. He served in the 7th Army from 1963 to 1965 and has been a member of the American Legion for 55 years.

1973

The Class of 1973 will celebrate its 50th Reunion June 8–11, 2023.

Terry Nadler retired from Medtronic in 2009 after a career in computer programming and managing physician and nurse training programs for implantable heart rhythm devices. Since then, he has sold wine and trained as a docent at the Minneapolis Institute of Art. Terry has vacationed numerous times in England, where he taught for a couple of years in the 1970s.

1978

The Class of 1978 will celebrate its 45th Reunion June 8–11, 2023.

1980

Clara Taylor retired in June 2022 after 18 years as a real estate appraiser with the Oregon Department of State Lands. She and her husband are remodeling their house in Salem, Ore., and hope to move to the Bellingham, Wash., area this coming year. Clara has plenty of time for gardening, needlepoint, kayaking, and exploring new hobbies.

1982

Benjamin Dille received the State Department Award for Heroism for his work in Kabul, Afghanistan, during the Taliban takeover in August 2021. His team evacuated the diplomatic staff from the U.S. Embassy in a single day and aided in the evacuation of 124,000 Afghans. Ben has moved to Kolonia, the Federated States of Micronesia, to serve as deputy chief of mission and chargé d'affaires, and looked forward to serving on detail from the State Department with the faculty of the Marine War College this past August.

1983

The Class of 1983 will celebrate its 40th Reunion June 8–11, 2023.

1984

Tom Morgan has been promoted to full-time artistic director of Ars Nova Singers, the professional choir he founded in 1986. Based in Boulder, Colo., the ensemble is committed to presenting new music and engaging in interdisciplinary collaborations.

1988

The Class of 1988 will celebrate its 35th Reunion June 8–11, 2023.

1991

Adrian Moran moved to the Rockford, Ill./Beloit, Wis., area in 2022. He would be happy to connect with nearby Macalester alums.

1993

The Class of 1993 will celebrate its 30th Reunion June 8–11, 2023.



Five Macalester soccer teammates (and other alumni) met up in August in Grindavik, Iceland, where they hiked to see waterfalls and an erupting volcano. From left: Nick Sikon '04, Cara Goff '06, Andrew Wissler '06, Erla Petursdottir '04, Seth Benziger '99, Katie Pastorius Benziger '06, Olof Petursdottir '06, and Annie Borton '07. (Not pictured: Magnus Oppenheimer '07).



Max Meyerhoff '17 captained a Hood to Coast running relay team made up of Mac alums from New York City, Boston, Minneapolis, Seattle, and Olympia, Wash., in August. The 196-mile course from Mount Hood to the Oregon coast took 30 hours to complete. Top (from left): Andrew Boyer '17, Rachel Ladd '17, Lydia Fermanich '17, and Shay Gingras '17. Bottom: Jordyn Whitman '17, Hannah Scout Field '17, and Max.



Not only were Consuelo Gutierrez-Crosby '98, Monica (Tuttle) Smith '98, and Stacy Grant Overgaard '97 on the swim team together at Macalester, they have children who swim on the same high school team. From left: Consuelo, Austin Crosby, Thomas Danielson, Monica, Mike Danielson '98, Connor Overgaard, and Stacy. Not pictured: Matt Crosby '98.

1996

Christopher Berger attended the World Economic Forum's annual meeting in Davos, Switzerland, where he "worked in partnership to advance racial justice on the global agenda." He collaborates with Tara Kaushik '18 and Amelia Cotton Corl '06 at the Minneapolis-based GHR Foundation. Christopher's spouse, Sarah Reichert '96, is a racial equity leader in the St. Louis Park, Minn., Public Schools.

1998

The Class of 1998 will celebrate its 25th Reunion June 8–11, 2023.

2002

Stacey Sorensen Green was named a district court judge in Minnesota's First Judicial District in February 2022.

2003

The Class of 2003 will celebrate its 20th Reunion June 8–11, 2023.

Anne VanderMeer was a co-winner of a Best Narrative Award from the British Academy of Film and Television Arts for the videogame *Unpacking*, in which players discover the protagonist's story while helping arrange her belongings in various moves throughout her life.

2007

William Clarke and his wife, Alison, recently welcomed a daughter, Kerry Bayly, into the world in Rutland, Vt.

2008

The Class of 2008 will celebrate its 15th Reunion June 8–11, 2023.

2012

Maya Weisinger is programs and communications manager at Culture Action Europe. Based in Brussels, Belgium, CAE is a network of cultural organizations, artists, activists, academics, and policymakers that functions as "the first port of call for informed opinion and debate about arts and cultural policy in the European Union."

2013

The Class of 2013 will celebrate its 10th Reunion June 8–11, 2023.

2017

Gordy Moore graduated from the University of Minnesota's Hubert H. Humphrey School of Public Affairs in May with a master of urban and regional planning degree. He served as a bus rapid transit planning intern with Metro Transit in Minneapolis. Gordy and his partner have moved to Chapel Hill, N.C.

2018

The Class of 2018 will celebrate its 5th Reunion June 8–11, 2023.

WHAT STRATEGIES DO YOU USE TO STAY IN TOUCH WITH MAC FRIENDS?



From left: Judith Wodzak '15, Mariah Geiger-Williams '15, Christian Smith '15.

"My senior year, I lived in a Kirk suite with my best friends. Since graduating, those friends and I have maintained a very active WhatsApp group chat, which is named "#kirk924" after our suite. Recently, one of those friends got married at Macalester, and the day of the wedding, the three of us made sure to take a picture in front of Kirk 9!"—**Christian Smith '15**

"A classmate has set up a weekly Zoom for up to 9 of us. We are in AR, VT, MD, OH, IA, MI, and MN. It's wonderful to see and hear from everyone."—**Ruth Lee Copp '68**

NOW TELL US:

WHAT SONG CAPTURES YOUR ERA AT MAC, AND WHY?

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



Four classmates gathered on June 13. Front (from left): Mayva Richards Boranian '53 and Monte Jestus Pettersen '53. Back: Jeanne Paden Reinhart '53 and Mary MacRae Mark '53.



John Austin '72, Kathy Steiner '72, John Callahan '71, Kim Miller '72, Craig Laughlin '72, and spouses traveled to Cornwall, England, this past July. "The Land's End sign usually shows the distance to New York," Kathy wrote, "but John Callahan improved it."



David Smith '81 hosted an off-campus Reunion gathering for the Class of 1981 at his home in Eagan, Minn., on June 2. Bernadette Samanant-McCormick '81, David, and Patrick Drigans '81 organized the event. About 36 alumni attended.



While traveling through Morocco, Professor Andy Overman of Macalester's Classical Mediterranean and Middle East Department met up with Matthew Wilkinson '22 in the city of Meknes. Matthew is conducting field research and will continue studying Arabic with the support of a Critical Language Scholarship.



Elliot Stapleton '05, Laura Pennington '02, Philippe Knab '02, Kelly Johnson '02, Adam Fallon '02, and their families (not pictured) met up on the Oregon coast.

Email book publication news to mactoday@macalester.edu.



Miriam Moore-Keish '19. *Clearance Philosophy* (Bottlecap Press, 2022)

Pasta Water, Onions

They said it should taste like tears, then you know it's good enough.

The chefs I see on the internet assume their viewers know what tears taste like and maybe they should—haven't we all experienced onions before?

They tell me how to cut onions to avoid weeping, because onions only lash out when distressed—I learned this.

I learned how to cradle them, the cutting board their manger, and slice in grids: leaving the root in tact because they cry when they forget where they came from.

My mother drained pasta in her great-grandmother's colander but I've learned to scoop pasta out of the pot and finish it in the sauce—you preserve the pasta water this way.

It's an underrated ingredient, really. The water keeping us alive, the starch emulsifying the sauce and bringing everyone together,

the salt a cycle of breaking: becoming the rock it came from, then eroding again and again, into streams, rivers, and oceans.

All of it down the drain from my great-great-grandmother's colander, rusted from generations of the same family's tears,

pasta water falling from our eyes—or maybe it's this onion I'm cutting—both of us forgetting our roots. —Miriam Moore-Keish

PHOTOS PROVIDED



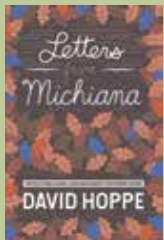
Kemi Adeyemi '07. *Feels Right: Black Queer Women and the Politics of Partying in Chicago*. (Duke University Press, 2022)



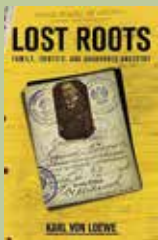
"Feels Right looks at the queer dance floor through routine and spectacular moments of distress and discomfort so that we might take black queer women seriously as complex beings who adroitly navigate bad feelings and disagreement, and who do so in the pursuit of complex black queer community. We watch, we judge, we desire, we throw shade, we take it out on one another, we scheme to see one another, we flirt, we grip up on one another, we daydream about one another—all in one continuum. We do this against all odds, as spaces for us dwindle, as life for us feels as perilous as ever. We find one another on the dance floor even if we don't acknowledge or talk to one another. We're all exhausted but we get on the dance floor because we love each other, in some way. We believe in one another that much, want to be around one another that much. We want more for one another that much."



Kai Bosworth '10. *Pipeline Populism*. (University of Minnesota Press, 2022)



David Hoppe '73. *Letters from Michiana: Reflections Along Lake Michigan's Southern Shore* (Victory Dog Publishing, 2022)



Karl von Loewe '62. *Lost Roots: Family, Identity, and Abandoned Ancestry*. (Atmosphere Press, 2022)



Marie Zemler Wu '99 (pen name Ron de Beaulieu). *Minneapolis Murder & Mayhem* (Arcadia Publishing, 2022)



John P. Craddock '80, faculty emeritus, geology; Brady Z. Foreman '04, and Alexandros Konstantinou '08, and David H. Malone. *Tectonic Evolution of the Sevier-Laramide Hinterland, Thrust Belt, and Foreland, and Postorogenic Slab Rollback* (180-20 Ma). (The Geological Society of America Special Paper 555, 2021)

Editors Craddock, Konstantinou, and Foreman told us more about research, fieldwork, and the joy of intellectual curiosity.

"The Rocky Mountains represent a major physiographic region of modern day North America. Their characteristics influence weather patterns, shape ecosystems, yield important natural resources, and serve as a dynamic backdrop to North America's rich cultural history. Our research and special volume published by the Geological Society of America examines the tectonic



processes that led to its development and its evolution through deep time."—Brady Foreman (top left)

"When we're out in the field, the most critical items are food and water that will allow us to survive. After that, the three most essential field items for a geologist are 1) a Brunton compass (for orientation and for measuring trends and tilts of structures in the field); 2) our maps to orient and sketch geologic unit contacts (topographic maps and satellite images); and 3) our waterproof field notebook, with pencils. A rock hammer is a close fourth item." —Alexandros Konstantinou (top right)

"As a student, I benefited from an environment full of academic rigor and intellectual curiosity led by the late geology professor Jerry Webers. One of the pleasures of being a Macalester faculty member was sharing in that same intellectual curiosity with students, leading them to solve research problems, and sending students like Brady and Alex off to graduate school." —John Craddock



Anna Schmitz '14 and Eamonn Gallagher Schmitz were married May 13, 2022, in St. Paul. Top row (from left): **Sophie Nikitas '14, Lucy Andrews '14, Hannah Wiesner '14, Carolyn Prescott '14, Katherine Ehrenreich '14.** Bottom row: **Anna, Katy Howell '14, and Becky Kane '14.**



Lily Jilk '16 and **Ben Farber '16** were married July 30, 2022, in East Jewett, N.Y. Back (from left): **Jordan Katz '16, Justin Kleschen '15, Nick Mar '15, the newlyweds, Kendall Van Sistine '16, Hannah Currens '16, and Kayla Steinberg '15.** Front: **Nick Marotta '13, Scott Foltz '15, Hannah Pollard-Garber '16, and Dylan Kilgour '17.**



Lydia Craig '16 and **Joseph Aulisi '17** were married recently. In attendance were: **Joe Trier '18, Ben Castagnetti '18, Alex Baretta '18, Izzy Ballet '17, Peter Bertel '17, Sean O'Brien '18, Quentin Stuart '17, and Anson Justi '17.**



Michael and Emily Paulson '09 have gotten married after 10 years together.



Ellie Bekmanis Nokes '16 and Cowan Nokes were married July 23, 2022, in Hochborn, Germany. Ellie is surrounded by (from left): **Jillian Neuberger '16, Jake Speirs '16, Kayla Sivak-Reid '16, Lia Hansen '16, and Dagmara Franczak '17.**



Eric Stephens '15 and Rachael Murray were married July 31, 2022. In attendance were **Matt Creasy '15, Sam Parker '15, Gina Thayer '15, Nate Leech '14, Mackey Borg '14, and Leo Zoeckler '15.**



Mariah Geiger '15 and **Nate Williams '15** were married May 28, 2022, at Macalester's Weyerhaeuser Chapel in a ceremony officiated by former Macalester Chaplain KP Hong. Many Macalester friends joined them to celebrate. From left: **Dylan Saul '15, Amanda Wareham '15, Brian Caldwell '15, Winter Young '16, Liz Isaac-Herzog '16, William Theriac '16, Christian Smith '15, Lucas Smith '15, Andrew Banman '15, the bride and groom, Judith Wodzack '15, Jamie Morrow '16, Dan Bomberg '16, Jake Waxman '14, Zach Popkin-Hall '13, Isabella Seaton '15, and Marian Herzog '15.**



Maddie Gerrard '17 and **Sean Mock '17** were married April 30, 2022, in Boston. They were joined by Maddie's parents, **Michelle Decker Gerrard '89** and **Chris Gerrard '88**, along with two generations of Macalester friends. From left: **Enrique Pacheco '16, Grace Zhu '16, Greg Fait, Sam Dyer '19, Paul Reischmann '19, the groom and bride, Al Willig '89, Kira Liu '17, Amelia Gerrard '20, Anne McEvoy '17, Nate Kellar-Long '90, Beth Kellar-Long '89, Sierra Pancoast '17, Brian Lindeman '89, Mara Halvorson '17, Lilian Vo '18, Cami Garcia-Flahaut '17, Alex Abramson '18, Becky Dale '88, and the bride's parents.**

Jennifer “Jo” Opdyke Wilhelm ’96

A biology major, Jo Opdyke Wilhelm says she found a love for ecology while studying abroad in the Republic of Palau. The senior environmental scientist for the King County Water and Land Resources Division in Seattle has been in her role for seventeen years, but her path wasn’t always so steady. “In my first ten years out of college, I did a ton of three- to six-month seasonal positions and temporary jobs and did ecological work on the side,” she says. “I worked in Papua New Guinea, and I’ve touched most corners of the United States chasing opportunities to get experience and figure out ultimately what I wanted to do.”

Today she designs, implements, and monitors stream, river, and near-shore habitat restoration projects in the role of ecologist or project manager. The team takes down barriers and hard armoring that humans have put into a system, but they also create habitats. “All of those habitats are critical for salmon, especially when they are young and just coming out of the gravel,” she says. “They need quiet water to get out of the main floods, to find food, to grow, and get big. Without proper habitats, they are less likely to be able to survive and come back and spawn and create the next generation of salmon.” Wilhelm shared some career lessons she’s learned in the field and elsewhere along the way.

Take jobs you believe in

The passion piece of mission-driven work comes naturally to me. I’ve always looked for jobs that I believe in. One of the things that I love most about what I do now is that we’re making change on the landscape. We’re taking degraded systems and trying to improve and restore them. Over time, you can see the change. You see it when the big yellow steel vehicles are out there moving dirt, and when the first floods come through. Watching how these projects evolve and watching the fish use them is amazing.

Speak up

If you get eight ecologists in the room, you’re probably going to get eight different opinions. The reality is, none of them are wrong and none of them are right, but some people speak more loudly and more confidently. My ongoing journey is having confidence in what I’ve seen, and what I’ve understood, and what I’ve learned, and then applying that to the projects and making sure that my opinion and my voice are being heard in those conversations.



Don’t discount joy

Recently, I was encouraged to apply for a supervisory job. Part of my brain was saying, “Go for it, this is a step up,” but I couldn’t get excited about it because I really love what I’m doing now. The mistake I’ve seen people make is doing what society is encouraging them to do and not listening to their heart. I’m privileged in that I was able to say, “No. It’d be a little bit more money, but I’m okay where I am.” It can be valuable and important to recognize what you like to do and what you find joy and fulfillment in, and staying true to that.

Be prepared

Depending on what I’m doing, when I’m out in the field I’ve got my personal protective equipment—steel-toed boots, reflective vest, hard hat, eye protection, ear protection. Project engineering plans (hard copy or on my phone), project specifications, my phone—for looking up water-quality data, compliance information, regulators’ contact info in case there is a fish kill I need to call in. Water, snacks, car keys, GPS, mallet and stake to mark spots visually, lots of flagging tape, Sharpies, chest waders, knee boots, sampling equipment (for water quality or fish), measuring tape, and my EpiPen and Benadryl. I have an allergy to some kind of stinging insect, but I haven’t figured out what it is yet.

PHOTO PROVIDED

‘Giving back to the place that formed me is important to me.’

DAY JOB: Enterprise success manager at DeepScribe, an AI medical technology startup. Our product helps doctors with their medical documentation and electronic medical records, so that they can look at their patients, listen, and be fully present during a visit instead of typing away on the computer. Prior to that, I was head of growth at Next Gen HQ and on the strategy and innovation team at Privia Health.

VOLUNTEER ROLE: The first thing I did was Macathon (the college’s twenty-four-hour innovation and creativity contest) in 2017, and I totally fell in love. I’ve been an alumni judge almost every year since, helping to mentor and evaluate the student teams. There’s something pure about the idealism at Macalester and the way that manifests itself into solving real problems at Macathon.

FAVORITE MACATHON STORY: On a Friday evening, I met with a student team whose goal was to solve air pollution in India after Diwali, when there are lots of fireworks ignited. I said, “Cool! Tell me more,” and we talked through questions. I didn’t see that team again until they made it to the finals the next day.

VOLUNTEER SPOTLIGHT Anna Graziano ’13



They had abandoned the pollution idea for another project: upcycled pants. They had sewn together windbreaker, waterproof pants on the outside and sweatpants on the inside, with special buttons so you could easily remove the top layer—like a better snow pant! It was so interesting to see how quickly their ideas evolved and what they were willing to go for. They made an amazing product.

WHY DO YOU VOLUNTEER AT MAC? Staying connected to the community and giving back to the place that formed me is important to me. I transferred to Macalester as a sophomore and my three very best friends to this day also transferred there that same year. That in itself is a gift. Another part of it is staying connected to that feeling of learning. I find the students really inspiring. It’s that true, raw energy and idealism, with a little bit of naïveté, which I think is amazing and should be nurtured.

Want to volunteer?

Visit macalester.edu/alumni/volunteer to learn more.

WE NEED YOU

From sharing job opportunities with students to organizing alumni events to becoming a class agent, there are many ways to connect to the Macalester community.

For more information, scan the QR code below or go to macalester.edu/alumni/volunteer.



PHOTO PROVIDED

1940

Florence Ekberg Halverson, 103, of Minneapolis died May 8, 2022. In addition to teaching school and working in an insurance agency, Halverson played piano and directed numerous choirs. She also took care of her disabled husband, the late Carl Halverson '39. She is survived by five children (including Louise Halverson '70), five grandchildren, and four great-grandchildren.

1942

Lowell A. Gess, 100, of Alexandria, Minn., died June 21, 2022. After attending seminary and medical school, completing an ophthalmology residency, and serving as pastor of small congregations in rural Minnesota, Gess began doing medical missionary work in West Africa in 1952. With his wife, Ruth, he established an eye clinic in Freetown, Sierra Leone, that is still in operation. Gess wrote seven books about his experiences and received numerous awards for his work, including the Order of the Roket (Sierra Leone's highest civilian award) and Macalester College's Charles J. Turck Global Citizen Award. He is survived by six children, 16 grandchildren, and 30 great-grandchildren.

1945

Jeanne Welander Kennedy, 98, died June 24, 2022, in Fort Collins, Colo. She volunteered with the Cub Scouts, the Camp Fire Girls, and the Friends of the Fort Collins Library, and served as a church treasurer. Kennedy is survived by four children, six grandchildren, three great-grandchildren, and a sister.

1946

Dorothy Whiston Bedahl, 98, of St. Paul died Feb. 26, 2022.

1948

Eileen Block Klein, 95, of Parkers Prairie, Minn., died Feb. 22, 2022. She worked at Mutual Life of New York in Fargo, N.D., and First National Bank in Parkers Prairie.

Klein also transcribed Braille versions of Sunday school lessons for 25 years. She is survived by her husband, Arland, two children, four grandchildren, and seven great-grandchildren.

Martha Lee Muska, 96, of Naples, Fla., died Sept. 21, 2021. With her late husband, she established Muska Lighting Company on Grand Avenue in St. Paul. She supported numerous charities in the St. Paul area and the Albin Polasek Museum in Winter Park, Fla. Muska is survived by a daughter.

Donald H. Stevenson, 97, of Camarillo, Calif., died Jan. 5, 2022. He served in the Army Air Force's special weather unit during World War II. During his 50-year career, Stevenson taught English for three years at Macalester College and 13 years at San Diego City College, served as inaugural chair of the English department at San Diego Mesa College, and taught at West London College for a year on a Fulbright exchange. Stevenson is survived by two daughters, a son, and five grandchildren.

1949

Lois Hansen Penning, 94, died March 15, 2022. She is survived by two daughters, a son, four grandchildren, and three great-grandchildren.

1950

Marilyn Johnson Berglund, 93, of Iowa City, Iowa, died Aug. 4, 2022. She is survived by seven children, 15 grandchildren, and 10 great-grandchildren.

Janelyn Patten Stanton, 92, of Apple Valley, Minn., died May 30, 2021. She is survived by two daughters, four grandchildren, and four great-grandchildren.

1951

Charles K. Velie, 93, of Delray Beach, Fla., died June 29, 2022. He was president and owner of Velie Oldsmobile and Velie Mercedes and pursued a career in real estate in Palm Beach

County. Velie is survived by his wife, Ann, two daughters, two sons, nine grandchildren, two sisters, and a brother.

1952

Gerald K. Villars, 92, died June 24, 2022, in Denver. During a career in education spanning four decades, Villars helped launch Colorado's gifted and talented program and won numerous awards, including the Association of American Educators' Vincent Van Gogh Award for Outstanding Leadership in Arts Education. He is survived by his wife, Jeannine, six children, 18 grandchildren, six great-grandchildren, and his first wife.

1953

John J. Hargreaves, 88, died Feb. 15, 2019. He pursued a career in research and development, flying, and teaching. He once spent 30 days in an environmental capsule to help prove that astronauts could survive in space. His wife, Luetta Ehlers Hargreaves '53, died July 27, 2021, in San Antonio at the age of 89. They are survived by two daughters, a son, four grandchildren, and two great-grandchildren.

Clarice Uehlin Turry, 90, died June 27, 2022. She worked for many years as a medical technologist at La Verendrye Hospital in Fort Frances, Ont. Turry is survived by two children, four grandchildren, six great-grandchildren, and a brother.

1954

Bradner R. Ameluxen, 95, of Roscommon, Mich., died Aug. 4, 2021. A U.S. Army veteran, Ameluxen served during World War II in both the European and Asian theaters and fought in the Battle of the Bulge. He was a social worker in Grand Rapids, Minn., and retired as director of social services for Roscommon County in 1988. Ameluxen is survived by six sons, 17 grandchildren, and 20 great-grandchildren.

Katherine Bolle Olson, 87, of South Carolina died Feb. 12, 2020.

Orrin Sechter, 91, of St. Paul died April 20, 2019. He served in the U.S. Navy and was senior vice president at Merrill Lynch for 46 years. Sechter is survived by his wife, Beverly, three children, 12 grandchildren, and a sister.

Robert L. Smythe, 89, of Hector, Minn., died May 21, 2022. He was manager of advanced electro-optic systems and technology with Texas Instruments and worked on numerous technologies, including silicon solar cells, light-emitting diodes, and infrared detectors. Smythe is survived by his wife, Carol, two sons, many grandchildren, and sister Carol Smythe McClellan '57.

Theodore J. Solomon, 89, of Ames, Iowa, died May 18, 2022. After serving as a Methodist pastor in Massachusetts, Solomon began his teaching career in 1962 at St. Andrews Presbyterian College. He later taught at Florida Presbyterian College and was a professor in Iowa State University's Department of Philosophy and Religious Studies from 1969 to 1994. As a member of the Fellowship of Reconciliation, Solomon helped organize activities in support of peace and civil rights. He is survived by a daughter, four grandchildren, four great-grandchildren, and a brother.

Thomas N. Tjornhom, 92, died May 1, 2022, in Minneapolis. He began his career as a chiropractor in 1956 in Bloomington, Minn., as that city's first practitioner in the specialty. He served as president of the Minnesota Chiropractic Association. Tjornhom also pursued a career in music, playing trombone and upright bass with various ensembles, devising vocal arrangements, and founding the Bloomington chapter of the Society for Preservation and Enjoyment of Barbershop Quartet Singing in America. He is survived by his wife, Nancy Luxon Tjornhom '56, two daughters, two sons, 16 grandchildren, nine great-grandchildren, and sister Barbara Tjornhom Nelson '57.

1955

Allene Pritchard Burns, 88, of Edina, Minn., died May 6, 2022. She taught second and third grade in the Edina Public Schools. Burns is survived by her husband, Roy, a daughter, and four grandchildren.

Joan Kaepfel Nickells, 88, of Highlands Ranch, Colo., died July 17, 2022. She taught first grade for a year, and was also a homemaker, chair of the board of trustees of the Children's Foundation, and an elder with Christ Presbyterian Church in Edina, Minn. Nickells is survived by a daughter, six grandchildren, five great-grandchildren, and a brother.

1956

Norma Dagit Anderson, 88, died Aug. 9, 2022. She worked as a teacher and substitute teacher and sold real estate. Anderson is survived by her husband, Mauritz, two daugh-

ters, a son, six grandchildren, and a great-grandchild.

Mary Sveen Hanson, 87, of Colorado Springs, Colo., died July 3, 2022. She worked in medical research laboratories at the University of Wisconsin and served as national president of the American Medical Association Alliance from 1993 to 1994. Hanson is survived by a daughter, a son, six grandsons, and a sister.

Phyllis Post Schutz, 87, of Hastings, Minn., died May 27, 2022. She worked as a substitute elementary schoolteacher. Schutz is survived by her husband, Robert, three children, eight grandchildren, eight great-grandchildren, and a sister.

1957

Marlene Heger Bixby, 86, of Bloomington, Minn., died July 2, 2022. A committed volunteer, Bixby was involved with Partners in Food Solutions and supported

the efforts of World Vision to build and maintain schools in central Africa. She is survived by three children, six grandchildren, and four great-grandchildren.

JoAnne Juul Desmond, 86, died Aug. 3, 2022. A trained soprano, Desmond taught voice and performed with choirs and orchestras. She was also a youth activities coordinator with the YWCA and served for more than 20 years as director of volunteer services for the University of Michigan Hospital and St. Joseph Mercy in Ann Arbor, Mich. She had two children and six grandchildren.

1958

Viktor O. Wilson of Stillwater, Minn., died Aug. 8, 2022. He taught biology for 34 years. Under Wilson's leadership as head coach from the early 1960s to the late 1980s, Stillwater's high school wrestling team produced three state champions and captured eight conference titles.

He was inducted into Macalester's Athletics Hall of Fame, as well as the halls of fame of the Minnesota Wrestling Coaches Association and the St. Croix Valley Athletic Association. Wilson is survived by five children, seven grandchildren, and four great-grandchildren.

1959

Carl E. Anderson, 87, of Sierra Vista, Ariz., died Jan. 12, 2021. He is survived by a daughter.

Dennis D. Tooley died July 16, 2022, in Rochester, Minn. He was a minister with the United Church of Christ, serving several congregations in Minnesota. Tooley also served as chaplain at Rochester State Hospital, provided marriage and family counseling, and served as an officer with the National Association of Mental Health Chaplains. He is survived by his wife, Connie, three daughters, five grandchildren, a great-granddaughter, a sister, and two brothers.

A little bit of Mac, wherever you are.

Thank you to everyone who participated in events around the world during Mac in Your City, Sept. 28–Oct. 1.

Connect with Mac alumni near you: check out Macalester Regional Chapters by scanning the QR code or going to macalester.edu/alumni/groups.



1960

Brian L. Anderson, 84, died April 27, 2022. After six years with Campus Crusade for Christ, Anderson worked as a teacher and was principal of Victory Christian School. He is survived by his wife, Rosalyn, and two granddaughters.

1961

Gerald J. Schlaeppi, 83, died July 1, 2022. He served in the U.S. Army as a chaplain assistant and singer in the U.S. Army Chorus and worked in client services with the Social Security Administration for 34 years in North Dakota, New Mexico, and Minnesota. Schlaeppi retired to St. Paul in 1995.

1962

Stanley R. Nelson, 96, of Harris, Minn., died Aug. 14, 2020. He served with the Marine Raiders in the Pacific theater during World War II. He was also a charter member of the Minnesota Weapons Collectors Association and wrote many articles for the organization. Nelson is survived by a son.

Barbara Reagan Sphar, 81, died June 1, 2022. She had two children, three grandchildren, and three great-grandchildren.

Eldon W. Swanson, 81, died July 18, 2022. He served in the U.S. Air Force and the Air National Guard and worked as a regional sales manager and marketing manager for Paragon Electric Company. Swanson retired in 2016 as chief operating officer for a manufacturing company specializing in military and commercial aeronautical equipment. He is survived by his wife, Nancy Jensen Swanson '62, two sons, and three grandchildren.

1963

Susan L. Herrick, 78, of Hot Springs, Ark., died March 18, 2020.

Susan R. Hubler, 81, died May 15, 2022, in Rancho Palos Verdes,

Calif. She worked as a medical writer at the House Ear Institute in Los Angeles and also wrote for numerous other organizations.

James E. Jensen, 81, died June 9, 2022, in Omaha, Neb. During his 20 years of active duty in the U.S. Air Force, Jensen was stationed in London and Thailand and at several locations in the United States. After retiring from the military, he worked as a civil servant for 25 years. Jensen is survived by his wife, Susan Voigt Jensen '63, a daughter, two sons, six grandchildren, four sisters, and two brothers.

1965

Kay Jones Jacobson, 79, of Mankato, Minn., died July 31, 2022. She taught elementary school and was co-owner of the Mankato-based Katolight Corporation. Jacobson is survived by two daughters, four grandchildren, and a sister.

John T. Wilson, 79, of Sacramento, Calif., died Jan. 12, 2022.

1966

Sandra Tomlinson Clair, 78, of St. Michael, Minn., died recently. She is survived by a daughter, a son, a grandson, and a brother.

Patricia Potter-Efron, 77, died July 1, 2022, in Eau Claire, Wis. She developed and oversaw the women's studies curriculum at Thomas Jefferson College, worked as a family counselor, co-founded First Things First Counseling Center in Eau Claire, and taught for several years at the Rutgers Summer School of Alcohol Studies. With her husband, Ron Potter-Efron '66, she taught gestalt therapy classes, co-wrote several books, and launched the National Anger Management Association's Domestic Violence Offender Treatment Certification Program. After receiving a diagnosis of Lewy body dementia in 2018, she worked with her husband on a blog and book about her experiences with the disorder. Potter-Efron is survived by her husband, two daughters, a son, and four grandchildren.

// OTHER LOSSES



Kenneth P. Goodrich, Macalester's provost from 1971 to 1973, died Aug. 10, 2022. He was 88. Goodrich was chair of Macalester's Psychology Department from 1965 to 1967 and subsequently served the college as dean of academic affairs and dean and director before becoming provost. He also worked at several other institutions, including the University of Pennsylvania, the University of Wisconsin, Syracuse University, and Ohio Wesleyan University. Goodrich is survived by four children (including Karen Goodrich '92), six grandchildren, two great-grandchildren, and a brother.

1967

Ellen Mikulak Newcombe, 77, of Wynnewood, Pa., died June 12, 2022. During her career in education, she taught, engaged in research and development, and worked in the administration of technology services. Newcombe is survived by three daughters (including Andrea Newcombe '02 and Christina Newcombe Dahlheimer '02), two granddaughters, a sister, and a brother.

1969

Marjorie Cline Holland, 75, of Great Falls, Mont., died June 14, 2022. She worked as an international airline hostess with Trans World Airlines and taught high school Spanish in the Twin Cities and Montana. She also worked as a museum sales manager, a YWCA development director, and a sales assistant with Piper Jaffray. Holland is survived by her husband, Michael, two sons, and four grandchildren.

1970

Benjamin P. Ahles, 74, of Mechanicsburg, Pa., died Aug. 1, 2022. He served in the U.S. Army, worked in community mental health, and advocated for the homeless. Ahles is survived by his wife, Marilyn Murphy, four sons, four grandchildren, and five siblings.

John H. Clingerman died May 25, 2022. He was the founding

director of the School of the Riverside Shakespeare Company, a professional training program in New York City. At Riverside, he directed acclaimed productions of *Twelfth Night*, *Love's Labour's Lost*, *Richard III*, *This Bud of Love*, and *Romeo and Juliet*. Clingerman is survived by his partner, Douglas Myhra.

Timothy Oman died April 16, 2021. He was artistic director and associate artistic director of the Riverside Shakespeare Company in New York City from 1980 to 1991, with more than 250 credits as a director and producer. Oman also acted in many films and television shows.

1971

Gail Buchanan Estes, 73, of Lafayette Hill, Pa., died Aug. 6, 2022. She worked as a clinical psychologist with several organizations before launching a private practice in 1993, serving clients in Bala Cynwyd, Pa., and the western suburbs of Philadelphia. She is survived by her husband, Richard, her mother, four daughters, and 12 grandchildren.

James O. Phillips, 72, of Flagstaff, Ariz., died in April 2022. He worked in the energy industry, retiring from Minnesota Power in 2014. Phillips then moved to Flagstaff, where he was active in the Coconino Astronomical Society and was a founding member of the

Flagstaff Speculative Fiction Critique Group. He is survived by a sister and a brother.

Harry Douglas Riley, 73, died May 28, 2022. He is survived by two sons, three grandchildren, and two sisters.

1973

David C. Billingsley, 69, died June 28, 2020, in Pleasant Prairie, Wis. He worked for the Minnesota Power Company and Xerox and was self-employed in hair care and liquor store enterprises. Billingsley was also a social worker in the Veterans Affairs hospital system. He is survived by three children, five grandchildren, three sisters, and three brothers.

Ann W. McIntosh, 71, died June 8, 2022, in New Hope, Minn. She was one of the first employees of the Hungry Mind Bookstore in St. Paul, where she oversaw the children's section. After becoming a certified public accountant, McIntosh worked with firms in Minneapolis. She later moved to Connecticut to work with the Financial Accounting Standards Board to rewrite accounting rules in the wake of the Enron scandal. McIntosh also danced with the Royal Scottish Country Dancers in St. Paul. She is survived by a sister.

1974

David D. DuBois, 70, died July 22, 2022, in Stacy, Minn. He created art in various media, including stone, metal, wood, clay, paint, and pencil. DuBois is survived by four sons, two grandchildren, and three sisters.

1975

Brooks P. Holton, 69, of Austin, Minn., died July 23, 2022. He worked for Dr. Najarian in the University of Minnesota's Department of Surgery. He is survived by his husband, Stephen Neiswanger, and two sisters, including Ann Holton Paparella '82.

1976

Catherine M. Babcock, 68, died June 27, 2022, in Los Angeles.

She was community coordinator and director at the Huntington Library and worked in arts administration for numerous organizations, including the Music Center of Los Angeles, Walt Disney Concert Hall, and the Los Angeles Opera. Babcock also served on the board of directors of the Bank of Elk River, her family's Minnesota-based community bank. She is survived by two children and five siblings.

1981

Marci J. Meyocks, 63, died June 9, 2022. She managed the soundstage at Prince's studio, Paisley Park, and later worked for other recording studios in the Minneapolis area. Meyocks is survived by a sibling.

1983

Ellen Heinrichs Norby, 57, died Oct. 18, 2021. She worked with more than 10,000 pediatric patients during her 30-plus years with Queen City Physicians. She is survived by her spouse, Conrad Norby '81, and three children.

2003

Erland N. Herfindahl, 42, died Aug. 6, 2022, in Rochester, Minn. After three years as a researcher with the International Trade Commission in Washington, D.C., Herfindahl began working for the Office of the President as a trade negotiator covering Africa, Asia, and Indonesia. As head of the Generalized System of Preferences, he worked to give poor countries preferred trade status while ensuring their workers received livable wages. Herfindahl was appointed head U.S. trade negotiator with the European Union in 2020. He is survived by his wife, Esther, two sons, his parents, sister Ingvild Herfindahl '99, and a brother.

2008

Ira C. Liston, 36, died June 1, 2022, in Westminster, Colo. He worked as a staff immigration attorney at the Public Law Center in Santa Ana, Calif., for several years. Many of his clients were victims of international sex trafficking. Liston is survived by his parents and a brother.

CELEBRATING
ALUMNI
ENGAGEMENT

“You are students for four years; you are alumni for the rest of your lives.” –President Suzanne Rivera

Macalester's Alumni Board creates, amplifies, and celebrates alumni engagement. Members help develop engagement opportunities and energize community building and connections—everything from Reunion to Career Clubs to Mac in Your City. The board's three working groups—Athletics, Diversity, and Career Connections—help advance the mission of the college. We caught up with two of the five new Alumni Board members.

Jennings Mergenthal '21
St. Paul, Minn.

What is your favorite Mac memory? I really enjoyed the International Roundtable. The speakers were always interesting, but I really enjoyed the student sessions. It was a great opportunity to see what other students were passionate about and it always provoked fascinating discussions. I facilitated three sessions, one of which was an early version of an Indigenous land mapping project that I've continued to work on.

**Burke Strickland '69**
Houston, Texas

How have you used the alumni network as an alum? Early on, I benefited from conversations with alumni from the 1940s and 1950s who shared their perspectives on adapting to the world of work while upholding Mac's core values. Over the years, I've also enjoyed meeting up with alumni as I traveled to other cities, including engaging conversations over dinner and impromptu photography expeditions in scenic areas.

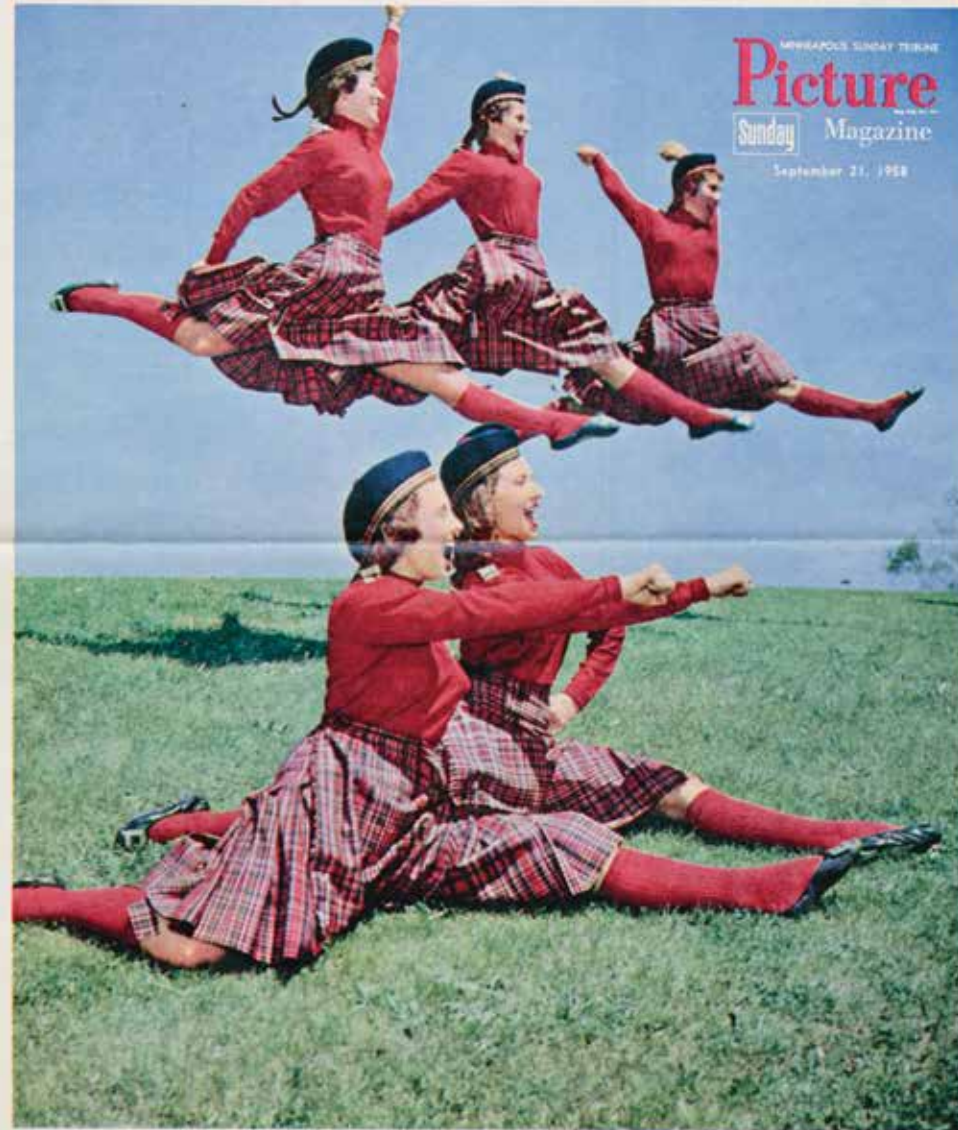
**Ron Bole '62, St. Paul, Minn.****Hikuepi (Epi) Katjiuongua '96, Kensington, Md.****Kim Eng Ky '16, Maplewood, Minn.**

“How Scottish is Macalester?”

ARCHIVES DISPLAY, DEWITT WALLACE LIBRARY, LEVEL 2

Despite the Scottish origins of Mac’s founders and early students, Scottish traditions at Mac weren’t widely embraced until the 1930s. Macalester athletics began using the nickname “Scots” or “Scotsmen” in the mid-1930s. The 1936 Biennial yearbook featured a kilt-clad puppet, Sandy “Mac” Alester, to introduce the section titles. The year 1939 brought Scotch songs and kilted cheerleaders to athletic games and an inaugural Founders Day celebration which encouraged attendees to wear plaid clothing.

Inspired by the 1957–58 cheerleader uniform redesign and the pieces of the Pipe Band and Highland Dancer uniforms in our collections, we dug through the Archives to find other highlights of Macalester’s Scottish identity including photos, newspaper clippings, correspondence, and event publicity documenting the Bagpipe Band, MacAlister Clan membership, the Scottish Country Fair, and even Mac’s first mascot, a Scottish terrier. Our Archives are available by appointment.



CLASSY LASSIES: Macalester cheerleaders set for home debut. See page 2.

Photo by Dwight Miller

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Students explored more than one hundred student and community organizations at the annual Involvement Fair in September.