How does a liberal arts education prepare students for success in the workforce and in life? Lawrentians leave campus with the kinds of adaptable skills that allow them to flourish—both in their jobs and as citizens contributing to the greater good.

Freshman Studies, Interdisciplinary Cornerstone
The reading list might be different these days, but Lawrence’s foundational Freshman Studies program has remained true to its original mission: fostering intellectual curiosity through reading, discussion and writing.

Innovative Teaching: New Pedagogies and Technologies
Lawrence faculty members are stretching beyond traditional teaching methods to deepen classroom engagement and discover interdisciplinary intersections, allowing students to explore new ways of thinking within a traditional liberal arts framework.
Dear Lawrentians,

Technology is reshaping our world, demanding that we develop new skills to put presently unimagined tools to work. The speed of communication, and the constant churn of new ways to stay connected and to gather information, mean that skills of discernment are more essential now than ever before.

The very makeup of communities is also changing, and collaborating across difference is becoming the norm rather than the exception. All that can be confidently predicted is that the immediate future will, in many ways, be unlike the immediate past.

How, then, are we to prepare students who will graduate into a world that has already changed during their brief time at Lawrence?

The short answer is to renew our focus on the tried and true liberal arts education, which prepares students to adapt in a rapidly changing world. Many recent studies have reinforced our understanding of the financial impact of a college degree. For example, one study by the Federal Reserve Bank of New York found that employees with bachelor’s degrees earn, on average, one million dollars more than high school graduates over their lifetime. Closer to home, the Great Lakes Colleges Association has undertaken a study to understand the power of the liberal arts. Early results of this study show that a liberal arts education improved graduates’ odds of displaying leadership qualities, of contributing to society through volunteer work and charitable giving, and of finding general satisfaction in their lives.

These are some of the traits Lawrentians routinely exhibit during and after their time on campus as they hone their critical thinking skills and develop the tools to enable the open exchange of diverse viewpoints and a lifetime of learning.

But this proven, rigorous educational system must continue to adapt, as it has in the past, to the changing needs of society and of our students. For example, our faculty are working to enhance offerings in global studies as students embark on careers and lives that take them to every corner of the world. We are encouraging and enabling more students to study abroad. Our curriculum is also continuously evolving to provide greater interdisciplinary opportunities to meet new demands in areas like cognitive neuroscience, environmental studies, innovation and entrepreneurship, ethnic studies and film studies.

Lawrence firmly believes in the value of a residential liberal arts education, an education that takes root in our foundational Freshman Studies program and culminates in the Senior Experience. With this strong tradition of shared experience across generations of Lawrentians as our foundation, we are navigating a future that is being written and re-written every day. This effort will require us to continue to develop new pedagogies, to explore and to cross the boundaries of disciplines and to imagine the needs of a world that does not yet exist.

As we navigate the evermore rapidly changing world, we are grateful for the steadfast support of our alumni and friends who are making the future of Lawrence bright. It has been a pleasure to speak with many of you on the road this year; I look forward to our community gathering for Reunion on June 15–19. I hope to see you there!

Yours,
Mark Burstein
President
A Case for the Liberal Arts

By Tom Ziemer

Jerald Podair, Lawrence's esteemed history professor, was a practicing attorney in New York when he split a cab ride with a corporate trainer.

Podair decided to pick his travel companion’s brain. “What are you looking for in one of your trainees, the ones right out of college?” he asked, before jumping in and attempting to answer his own question: “I guess you want someone with a business degree, someone who majored in business, right?”

“No, no,” he said, “that’s the last thing I want. The last thing. Give me a good, smart liberal arts kid with an imagination and some creativity, and I can teach him the business in three months. After those three months the liberal arts kid will run rings around the business major kid. Give me the liberal arts kid every time—he doesn’t always have to be told what to do.”

Imagination. Creativity. Critical analysis. Comfort with ambiguity and complexity. They are the sorts of traits Lawrence cultivates in each of our 1,500 students during their time in Appleton. You could throw in a few more qualities: leadership, teamwork, collaboration, the ability to work together toward consensus to solve problems, who can effectively communicate with colleagues or clients half a world away.

Student comments on Lawrence education, like the one above, speak to some key qualities developed and enhanced by four years of engaged learning in the arts, music and humanities, the social sciences and the physical and biological sciences.

They are enduring qualities, ones that will allow Lawrentians to adapt and thrive in new jobs in new sectors in new places, even as technology continues to race ahead and reshape life as we know it (which is why Lawrence made the cut in the Princeton Review’s 2016 edition of Colleges That Pay You Back: The 200 Schools That Give You the Best Bang for Your Tuition Buck, with a median mid-career salary of $89,500).

The next Google, Facebook, Nike or J.P. Morgan will still need workers who can interpret and analyze data, who can form a consensus to solve problems, who can effectively communicate with colleagues or clients half a world away, as the late beloved former Lawrence President Richard “Rik” Warch said in his 1984 Matriculation Convocation address to students, “The best preparation for the future—as opposed to the past or present—is an education that imparts and nurtures basic and transferable skills of inquiry, analysis and communication.”

As the late beloved former Lawrence President Richard “Rik” Warch said in his 1984 Matriculation Convocation address to students, “The best preparation for the future—as opposed to the past or present—is an education that imparts and nurtures basic and transferable skills of inquiry, analysis and communication.”

That line of thinking has withstood the turbulence of the past 30-plus years. In a 2015 study by the Association of American Colleges & Universities, 91 percent of employers surveyed agreed that “a candidate’s demonstrated capacity to think critically, communicate clearly and solve complex problems is more important than his or her undergraduate major.” Even more—96 percent—agreed that “all college students should have experiences that teach them how to solve problems with people whose views are different from their own.”

These are precisely the type of evergreen skills a Lawrence education hone, by exposing students to both the breadth and depth of the liberal arts.

Lawrentians begin their academic journey with the university’s nationally recognized Freshmen Studies program, which asks first-year students to wrestle with diverse subjects that range from Plato (some things never change) to the laws of physics, from graphic memoirs on gender roles and sexual orientation to jazz albums and war films.

Lawrence students end their time on campus with the Senior Experience, an independent study, research project, major seminar paper, field experience, exhibition or performance that showcases their command of their chosen major. They might study the economics of Netflix, examine autism spectrum disorder therapy on a molecular level or perform Bach on the piano (as members of the Class of 2015 did).

In between those two bookends, students might spend 10 weeks learning about English history in London or polishing their French in Dakar, Senegal, six weeks at sea studying the ocean or three weeks of their winter break as part of a traveling classroom exploring the intersection of commerce, culture and conservation in China. They might study in new interdisciplinary programs like neuroscience, film studies and innovation and entrepreneurship.

It’s all part of the process of molding students who are intellectually curious, open-minded, global citizens—people who, in the words of alumnus H. Michael Hartoonian ’60, a respected education scholar, “work to acquire a liberal arts mind not simply to become better off, but to become better—a better person and a better citizen.”

The path to reaching that destination has changed through the years, thanks to new disciplines, courses and technologies. But the destination remains the same: striding across the stage on Main Hall Green and wearing Lawrence’s traditionally black cap and gown and walking toward the future as a better citizen—people who, in the words of alumnus H. Michael Hartoonian ’60, a respected education scholar, “work to acquire a liberal arts mind not simply to become better off, but to become better—a better person and a better citizen.”

“Life has limitations, but the life of the mind has none,” he said. “It knows no boundaries. It is ongoing and increasing, with a Lawrence education representing only its first chapter.”

By Tom Ziemer
Freshman Studies, Interdisciplinary Cornerstone

By Elizabeth Carlson, associate professor of art history and Scott Corry, associate professor of mathematics
In 1945, then-President Nathan Pusey introduced the Freshman Studies program to the Lawrence curriculum in the following way: “[Students] need to know that they can read great books and enjoy them. They need to read different kinds of books to learn that one reads differently in different fields, they need to learn that these books have significance for them in their own lives.” Though the course has changed in its 70-year history, it has remained true to its original mission of fostering intellectual curiosity through reading, discussion and writing. In 2016, it’s worth pausing to consider what exactly we mean by intellectual curiosity, and to ask why Freshman Studies is still the starting point for a Lawrence education.

In order to be truly curious, one needs something to be curious about. And so we fill our course with challenging works from a variety of disciplines and traditions, created by authors and artists with diverse voices and identities. This year we began with Native Guard, Natasha Trethewey’s stunning collection of poetry exploring her identity as a biracial Southerner and confronting the complex legacy of slavery and the Civil War. At the other end of fall term we read Alison Bechdel’s Fun Home, a meticulously crafted graphic memoir detailing the formation of her lesbian identity against the backdrop of her father’s struggles and the development of the gay-rights movement in the United States. These deeply personal works served as bookends for three others: a work of economics by Thomas Schelling, a play by Bertolt Brecht and (of course) Plato’s Republic. The winter kicked off with the sacred Hindu scripture The Bhagavad-Gita before moving on to Richard Feynman’s The Character of Physical Law, the iconic physicist’s series of Messenger Lectures delivered at Cornell in 1954. After marveling at the short stories of Jorge Luis Borges and taking a close look at Gillo Pontecorvo’s film The Battle of Algiers, we’ll end with a new work for Freshman Studies: Miles Davis’ Kind of Blue, a landmark jazz recording by one of the most innovative musicians in American history.

If that isn’t a list to be curious about, we’re not sure what is. But we want our students to go beyond well-meaning interest, to be deeply curious. We are asking students (and ourselves) to constantly wonder: Have I understood this text? What else could it mean? Should I reject my initial ideas in favor of richer ones? Why does this test matter? Most importantly, while eager engagement is necessary for all the works, different types of work require different sorts of evaluation. This makes Freshman Studies an especially challenging course, to take and to teach.

Reading diligently requires that one continually asks questions. This is harder than it sounds, since different types of works invite different sorts of questions. Why does Tremain write so many sonnets, and why is she so sneaky in the way that she plays with the sonnet form? How can it possibly be, Mr. Feynman, that the arrow of time is a statistical phenomenon rather than something baked into the fundamental physical laws? How do Socrates’ analogies drive Plato’s argument, and how much light does “the friction of comparison” really provide? These different types of questions, in turn, suggest different sorts of answers: largely interpretive for Trethewey’s poetry, focused on clear understanding for Feynman’s physics and a heady mixture of both for Plato’s philosophy. We also ask students to make connections between works, helping them think creatively by finding links between, for example, the beauty of physical laws and Plato’s forms. We want them to experience firsthand the rewards of attentive reading, as they continually question and provisionally answer, drawing on their powers of understanding and interpretation in an intricate intellectual dance.

Dancing is more fun with others, and so we teach Freshman Studies in small seminars of 15 students. Discussion exposes us to alternate viewpoints and allows practice in the difficult skills of persuading others, being convinced by others and agreeing to disagree after a reasonable, even emotionally charged, conversation. Like close reading, serious discussion takes work, and the ability to contribute develops over time. Freshman Studies lays the groundwork for future conversations by modeling the possibility of satisfying and improvisational intellectual work by a community of peers, something which isn’t so easy to accomplish and isn’t always so easy to find in the world at large.

After testing out ideas in conversations, we ask students to substantiate their claims in thesis-driven essays. The path to good writing is long and arduous and there is no real shortcut. The careful feedback we provide helps draw attention to the many areas that need work: grammar, tone, quality of prose, organization, etc. But above all, good writing comes from having something to say, and that is the focus of Freshman Studies. We want our students to discover writing as a tool for thinking, at which point the notion of revision becomes more natural: As we write more, we uncover new insights and confusions, and we have more and different things to say.

So why is Freshman Studies such a good starting point for the Lawrence education? The course not only provides important instruction in reading, discussing and writing but also encourages comfort with ambiguity and controversy. It fosters an intellectual community amongst students and faculty and demonstrates that there really are questions worth asking, questions whose exploration requires prolonged study—even the work of a lifetime. To truly engage with Trethewey’s poetry, one should study poems and literature in general, going far beyond the basic structure of the sonnet as introduced in Freshman Studies. To truly understand Feynman’s statements about time (and much more!) one should study thermodynamics in the physics or chemistry departments, as well as other subjects such as mathematics. By the time they are seniors, our students can apply what they have learned in their majors and minors to truly interesting questions of their own devising, thereby satisfying the curiosity they have been cultivating since freshman year.

All Lawrentians will go on to major in at least one subject, and they will acquire specific disciplinary knowledge and effective methodologies through substantial coursework in that area. Moreover, many will continue to cross disciplinary boundaries through the questions they ask. Take, for example, the Senior Experience project of Caren Sullivan ‘16. Majoring in chemistry and minoring in art history, she utilizes Raman spectroscopy to examine the pigments used in a 15th-century manuscript, while Assistant Professor of Art History Benjamin C. Tilghman ’99 and Assistant Professor of Chemistry Allison M. M. Fleshman look on. The work is part of Sullivan’s Senior Experience project.

Chemistry major and art history minor Caren Sullivan ’16, left, uses a confocal Raman microscope to determine which pigments are present in a 15th-century manuscript, while Assistant Professor of Art History Benjamin C. Tilghman ’99 and Assistant Professor of Chemistry Allison M. M. Fleshman look on. The work is part of Sullivan’s Senior Experience project.
You might remember Freshman Studies as the moment of your own personal paradigm shift, when you suddenly awoke to the banality of evil and the need for 500 pounds and a room of your own to make this the best of all possible worlds. Or perhaps your memories aren’t so vivid. Maybe you vaguely remember Augustine weeping in the garden repeating “the horror, the horror,” as Cook Ting carved Okonkwo’s yams into cubist portraits of the Bennet sisters. Perhaps you’ve still wondering what precisely was the origin of the species of Chuang Tzu’s butterfly that circled and circled in a widening gyre, or how exactly Figaro managed to trick Sigmund Freud. Or perhaps you decided that, you know what, the immediate goal of the course is to help students make the leap to college-level thinking and writing, the long-term effect is to foster not simply a comfort with intellectually and aesthetically challenging works, but a continuing need for them. Freshman Studies, at its best, is a class from which we continue to learn a decade, 20, even 50 years down the road.

As alumni who have returned to Lawrence and now teach Freshman Studies (and also serve on the newly formed Advisory Committee for the program), we have an unusual perspective on the course. Many of the joys and frustrations of the course have carried over to our teaching. If it is hard for a humanist to understand a physics text or a social scientist to make sense of an opera, it is even harder to walk into a classroom with the responsibility of helping 15 freshmen do the same. And if writing five papers in 10 weeks was daunting, imagine grading all those papers. But such anxieties are more than outweighed by the satisfaction of seeing a class discussion take flight or learning a new perspective on a work you’ve taught for years through the fresh eyes of a student. We also have come to understand how important the program is to the faculty as a whole. For students, Freshman Studies serves as a common frame of reference and a source of shared jokes and history, and much the same is true for the faculty. Professors in fields as disparate as math, German and film come together in workshops and informal discussions related to the program. Freshman Studies has the capacity to bridge the considerable differences in our teaching and scholarly endeavors. In addition to the camaraderie, the interactions with diverse faculty and students improves our work.

Freshman Studies continues to evolve. While commonality is emphasized in the program, so is change. It is no longer a “great books” course. In fact, one of the new Freshman Studies classics is a graphic memoir (Alison Bechdel’s Fun Home), and the question of what exactly the course should teach is always under discussion. This is as it should be. A liberal arts education is just as much about how we learn as it is about what we learn, and should be grounded in the fundamental belief that one’s education is always a work in progress. The best way we can carry on the program’s long tradition of unsettling young minds is to make sure that it continues to have a spirited present.
Innovative Teaching: New Pedagogies and Technologies

Contributors: David Berk, director of instructional technology; Ádám Galambos, Dwight and Marjorie Peterson Professor of Innovation and associate professor of economics; David J. Hall, associate professor of chemistry; Kathy Privatt, James G. and Ethel M. Barber Professor of Theatre and Drama and associate professor of theatre arts; Martyn Smith, associate professor of religious studies

Using the proven framework of liberal education, faculty and students at Lawrence are exploring new ways to teach and learn. Many faculty members at Lawrence reflect on how they can reach beyond traditional teaching methods to deepen classroom engagement and discover interdisciplinary intersections.

The Flipped Classroom

Lawrence is known for its intimate learning environment, with a 9-1 student-to-faculty ratio that ranks among the smallest in the country. However, some introductory courses require a slightly larger lecture format to reach a wider swath of students. These courses present a challenge to make them interactive and responsive to student learning styles. Several faculty members at Lawrence have been experimenting with the “flipped classroom” or “hybrid” approach to teaching as a way to make the in-class experience more dynamic.

The general idea for the flipped classroom is to flip the lecture and the work students normally do outside of class. Lecture content is delivered with online videos that students watch outside of class. Class time is then freed up to work through problems or complete close readings of difficult texts. With this active learning approach, the instructor is free to move about the room and work directly with individual students and groups. Students learn by doing, rather than listening.

Technology eases the viewing of video on various devices and enables the flipped classroom to flourish. Courses run in this manner are also known as “hybrid” courses since a significant portion of their content is accessed online, but the strengths of face-to-face education are not left behind as students continue to spend significant time in the classroom. The flipped classroom can best be seen as a way to bring to bear the strengths of liberal arts learning while taking full advantage of the possibilities afforded by technology.

Supported by a grant from the Teagle Foundation, Lawrence is currently engaged with a consortium of colleges to explore the application of flipped or hybrid pedagogy. The grant has helped David Berk, director of instructional technology, to interest faculty from a diverse range of departments in these innovative practices.

Angela M. Vanden Elzen, reference and Web services librarian, talks to an art class about the library’s new makerspace.
Martyn Smith, associate professor of religious studies, has transformed his Islam course into a hybrid course. The portions of the class that were static were made into short lectures and became required viewing for students before coming to class. Class time then took on a workshop role, pushing students to read more closely and think through questions relating to Islam in small groups.

“Teaching in the humanities, I believe in the importance of engaging directly with primary texts, but the type of close reading I want to encourage is becoming harder as we lose space for reading and books,” Smith says. “Maybe it’s counterintuitive, but by allowing the lecture portions of my course to go online I’m able to emphasize more than before the need for careful reading and discussion of primary texts.”

Associate Professor of Chemistry David J. Hall has redesigned his biochemistry and introductory chemistry classes to meet the needs of different learning styles, including visual, verbal and tactile interaction.

“Knowing I am now dealing with the Netflix generation, I am shifting the first exposure of material to outside of the classroom via textbook and videos, complete with assessment quizzes,” Hall says. “This allows me, in the classroom, to use 3-D-printed proteins and viruses generated in the LU makerspace to explain concepts and to model expert problem solving using janusian, homospatial and sep-con articulation processes of creative thinking.”

“I’m excited about the format-flexibility of the short videos; students can literally watch one on their phones while waiting in line,” adds Kathy Privatt, the James G. and Ethel M. Barber Professor of Theatre and Drama and associate professor of theatre arts. “My goal in class will be to move students from understanding the aesthetics of a time period to being able to use aspects of those aesthetics in their own work as theatre makers.”

Ádám Galambos, the Dwight and Marjorie Peterson Professor of Innovation and associate professor of economics, assigned students in his flipped class videos and then followed up with small-group discussions in lecture.

“I walked around and helped out where I needed to,” he says. “Groups then presented their solutions. As a result of doing this, they learned much better and more quickly how to solve those types of problems, and I got a much better sense of where individual students stood in their understanding of this material.”

However, Lawrence needed a new learning space for faculty to experiment with these new teaching practices, so Berk led an effort to remodel a lecture-style classroom in Youngchild Hall.

“Aafter careful discussions with faculty wishing to shift their pedagogical approaches, we decided on an active learning classroom design with tables set up in pods around the room,” Berk says. The redesign team will review the ways the room has been configured and use those observations to inform decisions about investments in classroom technology.

Interdisciplinary Makerspace for Engaged Learning

Lawrence is piloting a makerspace—a space with technology and tools to allow for creative design and experimentation—on the first floor of Seeley G. Mudd Library. The Lawrence University Interdisciplinary Makerspace for Engaged Learning was funded through a grant from the Associated Colleges of the Midwest (ACM), thanks to the efforts of faculty and staff from at least 15 academic disciplines and departments.

Lawrence’s makerspace, which features two 3-D printers, will provide the university’s creative students with an outlet to pursue innovative, cutting-edge projects. Students from a wide range of disciplines—innovation and entrepreneurship, chemistry, art history and more—have already used the space, and students from religious studies, anthropology, studio art and the Conservatory of Music will do so in upcoming terms.

The ACM grant will also allow Lawrence faculty members to learn and share methods for integrating the spirit of the maker movement into classes—creating a maker pedagogy—and to share that knowledge with educators in the Appleton area and beyond through live-streamed events and social media outreach.

Learning from Silicon Valley

What can liberal arts colleges learn from Silicon Valley about encouraging innovation? Galambos, Hall and Smith will lead a group of 12 other faculty members on a 10-day immersion experience this summer to find answers to this question.

The trip is part of a yearlong seminar led by the Lawrence team and sponsored by an Andrew W. Mellon Foundation grant to the ACM. Faculty members will explore questions like: What can we learn about cross-disciplinary innovation from Silicon Valley? What do liberal arts values and habits bring to an innovation ecosystem? Are there cultural traits or innovative practices that would benefit our liberal arts campuses?
FACULTY PROFILE JASON BROZEK
Stephen Edward Scarff Professor of International Affairs and associate professor of government

Current scholarly interests
I’m a political scientist, but my work falls under the umbrella of environmental security—the study of how natural resources intersect with international violence. In particular, I’m trying to understand the ways shared freshwater resources like lakes, rivers and aquifers can be a flashpoint for international violence, but also perhaps a catalyst for long-term cooperation. I’m also interested in the use of water as a weapon. This summer in Iraq, for instance, ISIS captured dams in both Mosul and Ramadi and used control of water as a threat against cities downstream.

Moments in recent memory
As I write this, I’m sitting in a small café in Guiyang, China, where we’re halfway through a three-week “traveling classroom” on sustainability, economic development, urbanization and migration. Seeing this unforgettable place through students’ eyes and watching them encounter China, navigate unfamiliar waters and engage with unfamiliar experiences is deeply rewarding and memorable. After two Fall Term prerequisites, including a language course, our visit to Shanghai, Wuxi, Guiyang, Shenzhen and Hong Kong is an opportunity for students to explore difficult questions of China’s environment, economy and culture.

Bringing the outside world into the classroom
The world conspires to make classes on international politics engaging (and well-attended)! In political science, the study of international security has its roots in Cold War tension, and it’s fascinating to watch the field struggle and evolve to understand contemporary threats, which are knottier and more complex than a bipolar nuclear standoff. And the world is changing so fast—I have to remind myself, for example, that current first-year students were in elementary school on 9/11. But that also means they rarely come to a course with entrenched ideas of the “right” way to understand the world.

When leaving Lawrence is a good thing
Over the past year, it’s been heartening to see more and more emphasis on global education and off-campus academic experiences. Lawrence is a tremendous place, but as I tell my students, you’ve got to get out there in the world.

Students and faculty grow here
This place constantly challenges me to learn more, which I think is the hallmark of a liberal arts education. Lawrence is filled with curious, engaged, hard-working people who push themselves to do more, learn more and be better than they were yesterday. That environment is a treasure.

If I could teach any course at all...
Lawrence has always given me latitude to teach topics I’m interested in, but most of my dream courses are things I want to collaborate with colleagues on—a course on war photography, for instance. Or on coffee, which would work so well with a traveling classroom component!
FACULTY PROFILE JODI SEDLOCK
Associate professor of biology

Current scholarly and research interests
My current work explores the games that bats and insects play over agricultural landscapes, particularly irrigated rice paddies and, for the first time this summer, cornfields. By better understanding the “rules” of these games, we may be able to enhance bats’ role as consumers of crop-associated insects, many of which are important crop pests and vectors of disease. This summer, I will explore the extent to which the ultrasonic acoustic “noise” generated by katydids (which increases as rice matures) deters bats who echolocate insects using the same frequency (i.e., it “jams” their sonar). In other words, do “soprano” katydids create a predator-free zone over rice for flying crop pests?

Moments of extraordinary learning
The most memorable teaching-related moment was a lesson in how to handle unintentional insensitivity on a class field trip. I had a fabulously diverse class with students from five different countries and many parts of the United States. Our guide asked students about an environmental practice in their hometowns—a reasonable and interesting question—which made many students feel attacked. On the bus home, one student explained how she felt inappropriately judged and made responsible for her country’s policies—and it reminded me of a similar experience I had while abroad. The next day, I apologized to the class for failing to intervene. I wrote to the guide and let her know the harm she’d caused. I’m definitely looking forward to upcoming workshops on cultural competence!

Favorite course
Terrestrial Field Ecology is a hands-on, student-driven workshop on the creative aspects of scientific inquiry and practice. Each week I present a topic in applied ecology and a study system, and students develop an answerable research question for the class to pursue in the field. The process builds students’ confidence as they share ideas with the class and constructively critique others. I enjoy seeing how students react when the sampling design we developed on the whiteboard in the classroom doesn’t work in the field—do they panic, give up or enjoy the challenge? This teaches adaptive management of projects—a skill that goes beyond ecological research.

On the evolution of disciplines
It’s an interesting time to be a bat biologist. At one time, rabies was the one zoonotic virus that everyone knew about and feared. Now, it seems like most disease outbreaks are linked to bat hosts—SARS, Nipah, Ebola viruses. This certainly hasn’t helped bat conservation, but it has drawn attention to the connections between human health and global environmental change. In each example, a change in human behavior (e.g., pig farming in forests, eating bats) sparked the epidemic. We simply interact with wildlife more than we ever have, and wild animals are more stressed by habitat loss and overhunting than ever before.

Interdisciplinary engagement
Most of the courses I teach are interdisciplinary because they focus on applied biology—basically how human choices impact other species and vice versa. Last fall I taught an interdisciplinary symposium, Art and Biodiversity Conservation. Students explored the issue of wolf conservation in Wisconsin from different stakeholder perspectives—DNR staff, farmer, deer or bear hunter, vacation homeowner—and created a visual exhibit in one of the Wriston galleries to share what they learned with the Lawrence and Appleton communities.
Christyn Abaray was named Lawrence's new athletics director in November. Abaray takes over for Mike Szkodzinski, who had split his time between the position and coaching the Vikings’ ice hockey team since 2009.

Abaray will join Lawrence on a full-time basis in April. Until then, she is making monthly visits to campus as she transitions from her current position at Buena Vista University in Storm Lake, Iowa.

Abaray has served as athletic director at Buena Vista since June 2012. Before that, she spent nearly eight years at Swarthmore College in Pennsylvania. She is a 2001 graduate of Washington University in St. Louis, where she earned bachelor’s degrees in anthropology and environmental studies. She went on to complete a master’s degree in exercise and sports science at the University of North Carolina.

Abaray was inducted into the Washington University Sports Hall of Fame in 2011, honoring her four years as a starting defender for the women’s soccer team. A three-time first-team All-University Athletic Association and All-Central Region selection, Abaray earned All-America honors from the National Soccer Coaches Association of America in 1998.

What makes Lawrence a good fit for you?

Students, faculty and staff are what make a place, and as I got to know Lawrence, the kinds of programs that students are involved in and initiate—I’m truly impressed, because they are doing these things in addition to the regular demands of student life. Intellectually and in practical ways, they reach above and beyond. That’s the kind of academic environment from which I came, and I know how exciting it can be. When I shared this opportunity with my husband, his remark was, “This is a you place.” I thought so, too.

How do you see athletics working hand-in-hand with academics?

Everything we do is a learning opportunity and should be viewed through that lens of development and growth. The rigor of the academic environment, the opportunities for intellectual stimulation, the chances for interpersonal and personal development and the privilege of participation within athletics all contribute to the holistic development of the student. Employers and graduate schools value the skill sets that student-athletes develop.

The athletics program contributes to the overall college experience for both student-athletes and non-athletes. It’s one part of the greater whole. Athletics participation epitomizes engaged learning. Our “classroom” (athletics field, court, pool, rink, course, gym) is a bit unorthodox, our “classes” (practices) are regular and intense, our “homework” (preparation outside practice time) as, or more important than, practices and our “tests” (competitions) are a tool for measurement—albeit in a more public setting.

What experiences as a student-athlete do you draw upon in your professional life?

Skills learned through sports are transferable in so many areas of life, professional and personal. Relationship building among those with similarities—and more important, among those with potentially significant differences—is first and foremost. I’ve learned to find commonality while acknowledging and appreciating difference. Everyone has value and everyone brings something to the table.

Effective communication is imperative for success. This starts with self-awareness (I learn something new about myself almost daily) and builds toward understanding others and perceiving and valuing their needs. Articulate writing and speaking, and clarity in body language are always in demand. Strategic and imaginative thinking is another key. Student-athletes learn to naturally ask, “What if?” I continue that practice professionally. It’s prudent to have a plan and multiple ways to implement it—and it’s even more prudent to be flexible.

Finally, time management is an absolute necessity. Prioritization and organization have to be constant, along with that flexibility I mentioned, because things can always arise that need immediate attention.

Do you have immediate goals for Lawrence athletics?

Right now, I am asking questions and listening closely to answers. I like to hear the ideas of all stakeholders. I am excited to be joining Lawrence athletics at this moment. The college’s demonstrated commitment to the renewal of athletics with multimillion dollar physical plant improvements and the investment in a full-time athletic director—I truly feel this is the beginning of exciting times.

On moving to the Fox Cities

The Appleton community seems to embrace Lawrence; that shared appreciation is just what I’d want to see. When the college and the broader community embrace each other, it is an absolute win-win.

My family is excited about joining this community. We think it will be a great place to raise our children. My husband, Chris, is an elementary school teacher and a high school basketball coach. We have two small children, Jackson, 4, and Jade, who is almost 2. It’s a busy life, but we wouldn’t have it any other way.
STAFF PROFILE MARK SPECKMAN
Vikings football offensive coordinator

Coach Mark Speckman joined Lawrence football in 2015 after serving two seasons as coach of running backs and tight ends for the Montreal Alouettes of the Canadian Football League. Before his stint in professional football, Speckman served 14 years as head coach for the Willamette University Bearcats in Salem, Ore.

Speckman was a finalist for the Liberty Mutual National Coach of the Year and was named American Football Coaches Association West Region Coach of the Year in 2008. He has been named a conference coach of the year 10 times. Before coaching college football, Speckman served as head coach at several high schools. He has served as a consultant to college football programs, including Wisconsin, Oregon and Stanford, and he worked with the staffs of NFL teams, including the Green Bay Packers, San Francisco 49ers and Seattle Seahawks.

Not only is Speckman an expert on the “fly” offense, he is an accomplished motivational speaker and a published author. Along with W. Jason Niedermeyer, Speckman wrote Figure it Out: How I Learned to Live in a Digital World Without Digits, a book that relates Speckman’s experience of having been born without hands to universal audiences. The book is in its second edition.

What made you say “yes” to Lawrence?
I had decided to leave professional football, and when (coach) Rob McCarthy gave me a call, the challenge intrigued me. I like his vision, the fact that he gives me autonomy to run the offense I specialize in—it’s a rare opportunity in college football, and we have a lot of fun with it—and I’m pretty fired up about being a supportive member of his coaching staff. There is a palpable desire to support and build the team here. I knew I would be dealing with excellent student-athletes, too.

Motivational speaker and football recruiter?
As a high school football coach, there comes a time when one is invited to speak to local community groups. I suppose it was a Kiwanis or Lions Club meeting where I first spoke. From there, I was invited to a company and eventually I made a name as a motivational speaker. Now, these occasional trips offer additional opportunities to recruit in regions I might not otherwise reach. Recently, it was New Jersey. It opens new opportunities for me to get in touch with prospective student-athletes.

Excitement for Vikings football
You can win at an academically rigorous school. It takes a plan, and key components have to be on board. The renovation of the Banta Bowl speaks to the Lawrence community’s desire to reinvigorate Vikings football. Successfully recruiting for Vikings football means finding students who are ready for an academic challenge. We’re looking forward to achieving a bigger roster. Some of the best academic schools in the country have overcome challenges and are posting winning records. It’s an achievable goal.

On difference and success
Growing up, the most important thing had been to fit in—but in my case, the better I fit in, the more I stood out. My being a starter on a football team became national news; I didn’t want that kind of attention. It took me a while to come to terms with that—that I have a good story. People can see that I am different, I do things visibly differently and I find my way, figure things out and succeed.

Figuring it out
We too easily fall into the trap of thinking there is only one way to do a thing—the way it is commonly done, or the way it has always been done. Turns out, there are a thousand different ways to do any one thing—with or without hands—and that is something I can demonstrate daily.
As part of Lawrence’s Sustainable China program, Uram spent six weeks over the summer of 2015 in Guizhou, China, where she researched migrant women artisans and their views toward their evolving batik culture. She traveled to five field sites, where she surveyed and interviewed artisans on their experiences, challenges, and relationship with their handicrafts. Her Senior Experience capstone project involves translating interviews and analyzing surveys and field notes to write an ethnography.

China, complexity and intersecting studies
The Luce Foundation’s Sustainable China Grant focuses on the intersections of culture, commerce and conservation. Most of the coursework I have taken has been language and culture-based. Fortunately, the program brings together students, faculty and staff with diverse backgrounds and academic objectives, which provides a range of enriching perspectives on complex topics such as historic preservation, urban planning and renewable energy.

Eye-opening courses outside the major
Gender and Cinema with Alison Guenther-Pal and Judith Sarnecki brought together concepts and analytical frameworks from film studies and gender studies to explore the ways cinema can reinforce, critique and challenge cultural constructions and performances of gender. Professors Guenther-Pal and Sarnecki created a lively and supportive atmosphere that enabled the most open and insightful conversations I’ve ever experienced about difficult topics like race, sexuality, class and ethnicity.

Career plans and aspirations
I hope to live in China for a couple of years to improve my fluency in Mandarin. Given the chance, I would love to return to Guizhou to conduct more ethnographic research or find another kind of work that allows me to interact with people on a meaningful level.

What did you learn from your China trip?
One of my biggest takeaways was realizing how incredibly intricate issues surrounding sustainability are. There is a world of difference between reading about the dense smog engulfing Chinese cities and actually breathing it, between seeing pictures of polluted lakes and seeing them in person. There is never a clear-cut right and wrong when dealing with complicated issues.
ALUMNI PROFILE
IRENE STROHBEEN ’78

Principal and owner, Irene Strohbeen & Associates, LLC

Majors: Chemistry, mathematics

After graduating as a chemistry and mathematics double major, Irene Strohbeen ’78 attended the University of Illinois at Urbana-Champaign, earning her master’s degree in chemical engineering. Soon afterwards, Strohbeen began working for Kimberly-Clark as an entry-level scientist. During her 28 years at Kimberly-Clark, Strohbeen rose to director of research and development and product and technology development. The position required her to manage and develop the people and programs needed to successfully launch new Kimberly-Clark products. Now an independent consultant, Strohbeen helps businesses and inventors identify and develop new product opportunities for future growth. Her consultancy work has allowed her the flexibility she was missing in the corporate world, and she uses that newfound flexibility to give back to the community. Strohbeen, co-chair of the Fox Cities club of the Lawrence University Alumni Association, sits on three nonprofit boards in the Appleton area: the Women’s Fund for the Fox Valley Region, the Mid-Day University Alumni Association, and the League of Women Voters.

The value of an interdisciplinary approach

Although my focus was on chemistry and math, it was the courses outside of my major that impacted me the most. The professors and their courses collectively gave me the interest and confidence to have a broader knowledge and skill base rather than being a specialist. I am confident that I was successful at Kimberly-Clark due to my liberal education at Lawrence. My engineering degree got me the job, but my Lawrence education gave me the necessary skills to function well in the business environment.

Learning outside of the classroom

One of the most impactful experiences I had at Lawrence was as a member of the first varsity women’s basketball team. The experience was important because of what I learned about being a team member from coach Mike Gallus. He emphasized team development, and he provided a few nonsports-related activities each season to get us off campus, just to help with team building. Those experiences as a part of the team have stuck with me ever since.

Making an impact

As a consultant, I am constantly aware of my communications—am I getting through to my client, how do I best explain a complex technical concept, etc. I also have to be able to critically analyze a situation or problem in order to provide some quick problem-solving options. It’s surprising that, even as a consultant within a specific field, I have found that role to also require a strong skill set and broad knowledge base.

Advice for current students

One of the key things I’ve learned is that the world doesn’t fit neatly into academic departments. The world is strongly interdisciplinary, and it’s critical you are able to communicate and work with people from a variety of academic backgrounds and disciplines. I would challenge every Lawrence student to take at least one class from each department.

ALUMNI PROFILE
ANTHONY “ROSS” LIPARI ’96

Head of Americas, sales at Nest

Major: Government

The son of Lawrence alum Joseph G. Lipari ’72, Ross Lipari started his career in management consulting at Accenture before moving to beverage company SABMiller, where he spent 10 years gaining experience in various strategy and sales leadership roles.

In 2014, Lipari landed his current position with Google, managing and overseeing the retail business of Nest—the leader in connected home products with self-learning thermostats, smart smoke detectors and indoor cameras—across North and South America.

Both his father and his aunt, Marie Lipari ’84, inspired him to attend Lawrence. Once here, Lipari spent his time engaged in challenging activities both in and out of the classroom: He studied abroad in Paris, played varsity and intramural sports and took classes in disciplines outside of his comfort zone.

Lipari resides in Los Altos, Calif., with his wife, Noelle, and their three children: Luca, Raffaella and Capri.

Self-discovery

Like many freshmen uncertain of what they really wanted to major in, I started on the “pre-med” track until I took an introduction to government class with Minoo Adenwalla. Minoo’s exceptionally high expectations and tough yet nurturing style is exactly what I needed as a freshman. He inspired me not only to transition into government as a major, but to raise my overall level of commitment to academics.

Breadth of opportunity

The world that awaits Lawrentians after graduation is amazing, full of interesting opportunities and people, irrespective of the professional path they decide to take. Though it may seem cliché, I think that each of us takes away from Lawrence what we put into the experience, so I would encourage the current classes to explore fully the diversity of offerings, study overseas for a trimester, play an intramural sport, take a class that seems interesting but perhaps is a bit uncomfortable and go hard at everything, always.

LAWRENCE
29
By Zach Ben-Amots ’16, editor-in-chief

STUDENT ACTIVISM ILLUMINATES A NEW LEARNING OPPORTUNITY FOR LAWRENTIANS

The liberal arts are intended to cultivate classrooms that educate the whole person. At Lawrence University, though, student learning extends well beyond the classroom. Our entire being is drastically structured by the education we receive through extracurricular activities, leadership roles, employment opportunities, late-night discussions and so much more. This is made possible through the institutional structure, but it depends largely on the ability of students to engage with and learn from each other.

Ours is a seminal time in Lawrence history. Student activists have spurred policy changes and culture shifts, leading to a more diverse and inclusive community. While a select group have spurred policy changes and culture shifts, leading to a more equitable future.

Historically, Lawrence has shown a reactionary attitude toward national movements and sentiments. The civil rights movement gained momentum around the United States throughout the 1960s, but it did not reach the Lawrence campus until the early 1970s. In many ways, that delay can be attributed to a lack of diversity on campus—another reactionary change at Lawrence. This attitude is partially a result of geographic location. Northeast Wisconsin lacks the diversity that reflects the national population and does not contain a metropolis that would provide exposure to current affairs on a global scale. However, the current generation of students has unprecedented access to social movements through technological innovation. Along with that, Lawrence University has diversified significantly. Both factors are leading to a student body that acts in confluence with national and global movements.

While a select group have spurred policy changes and culture shifts, leading to a more equitable future.

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One of the greatest values of The Lawrentian is its role in documenting changes of campus climate. There is something exciting about documenting news on campus that will have lasting impact and consequences. The administration set forth a significant and positive precedent with its response to the list of demands released in November, student activists are immersing their peers in relevant issues.

This shift from reactive to proactive cannot be denied as a constructive development—albeit worthy of conversation. As students of color are having their concerns heard for the first time in decades, students of privilege have begun searching for their place in the movement. Curiosity is a good first step, but it must be followed by active participation. Each student will determine their individual role through stimulated listening.

For these changes to occur, all Lawrentians must engage. If we maintain aversion to progress, this community will never grow. It is hard to ignore the similarities of these protests and demands to those presented 40 years ago. But what if, this time, we listened for the sake of understanding? What if we listened as a practice of empathy? Perhaps then we would be able to reflect on this moment 40 years from now and recognize the inedible impact of our actions.}

NEWS FROM THE LAWRENTIAN

Stylistic changes:

Lawrentians to reflect on their own roles in advancing or engagement. Transitional moments like this should push peers, other students share a responsibility for stimulated of students takes on the burden of activism and educating more diverse and inclusive community. While a select group have spurred policy changes and culture shifts, leading to a more equitable future.

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NEWS FROM THE LAWRENTIAN

Student protests at scores of institutions across the country have focused attention on issues of racism, diversity and inclusion. I applaud our students at Lawrence who brought these issues to the fore. Their protests have served to accelerate initiatives already underway, and to focus us on new needs.

This change is crucial to our sense of ourselves, to our identity and to the work we do together. It is a defining goal at Lawrence to create a learning environment in which all students, faculty and staff can thrive. Moreover, to assure that we fulfill our mission to prepare Lawrentians to adapt and to succeed in diverse workplaces in a rapidly changing, pluralistic society, we must foster understanding and dialogue from different perspectives.

Many campus committees met during winter break to identify initiatives that could provide a new framework for our efforts. Those initiatives fall into five broad categories: learning, resources, safety, enhanced diversity and dialogue across difference.

To enhance learning, we decided to make curricular changes and to provide campus-wide educational opportunities. Beginning in Fall Term, we will offer courses in Latino/Latina literature and in the Native American experience. And we have authorized a search for a tenure-track appointment in ethnic studies, specifically in African American studies. These new offerings will significantly increase opportunities for students to study the central issues of race, ethnicity and identity in society today. We have also engaged a firm specializing in cultural competency to provide training for staff and faculty.

Human, physical and informational resources are necessary to assure access for all students to the support they need to thrive. To that end, we have started searches for a new senior administrator for diversity and for a new coordinator to assist in the operation of our Diversity Center, which will be relocated. We have also created a diversity and inclusion section of our website to include details of all of these initiatives.

Assuring the safety of all community members at Lawrence is essential. We have developed a system to facilitate the reporting of bias-motivated incidents. A committee is investigating campus community approaches to social media. Our technology services department is improving camera coverage of the College Avenue area of campus. And we have doubled our campus escort services.

Progress depends on recognizing whatever divides us, and addressing division through dialogue across difference. In Spring Term, we will begin work with an external firm to build a more cohesive campus community centered on respect and understanding.

While much work is underway, we have a long way to go. We will remain diligent and committed in our efforts to make sure that Lawrence is a welcoming and supportive community, in which all can succeed.
BRAYTON FAMILY MAKES HISTORY

In 2007, at the same time Roy Brayton ’72 was anticipating his 35th Lawrence reunion, his father, Richard Brayton, was looking for a meaningful way to make a tax-deductible gift. The rest, as they say, was history. Informed by his lifelong passion for history—he was a 1937 Harvard history alumnus—Richard established an expendable fund at Lawrence that aimed to immerse students in the real world of history through collaboration with faculty.

Since then, the fund has provided students with opportunities to pursue extracurricular research and enrichment opportunities. “It has helped students access research and travel opportunities that they otherwise might not have,” says Jake Frederick, chair of the history department. Some have worked to compile databases or examine archival documents with faculty. Others have pursued internships at historical societies and libraries. These in-depth projects give undergraduate students rare and valuable opportunities to build skills in translation, analysis, writing, editing and librarianship. The fund has also allowed the history department to sponsor national speakers, field trips and an annual junior writing award known as the Brayton Prize.

One of the first student recipients, Caitlin Gallogly ’08, worked for two years on a book project with Robert S. French Professor of American Studies and Professor of History Jerald Podair. Caitlin believes the experience helped make her an attractive candidate to the history program at the University of Minnesota and gave her a significant advantage over her peers once there. She also reflects on the confidence it gave her: “Leaving LU, I believed that the world was my oyster and that I could conquer it.” Now a working actor in Los Angeles, Caitlin says, “My time at Lawrence remains the most incredible gift of learning, growth and discovery I’ve ever received, and I am grateful for it and for the wonderful people it brought into my life. I hope one day to be in a position to give back to LU and to help students receive the same life-changing opportunities that I experienced.”

Until he passed away in 2013, Richard enjoyed receiving periodic letters from student recipients about their projects. He was heartened to hear how much the fund helped them. Roy is often impressed by the quality of their work and experiences. The original fund was eventually going to end, but in August, Roy and his spouse, Michael ’Mickey’ Sullivan, pledged to endow it. Roy says they wanted “to be sure history majors at Lawrence will always have the opportunity to receive financial help during their studies at Lawrence.” In honor of his father, the fund will now forever be the Richard A. Brayton Fund for Excellence in History. “My Mom and Dad were wonderful, loving influences on Mickey and myself. We are really thrilled and so excited that their enthusiasm for Lawrence continues in the Richard A. Brayton Fund for Excellence in History.”

Remember when…

…the Red Class survived the cold, rain and mud to have a very miserable but exciting Hat Hunt?

“My legacy gift is most meaningful to me in that it will allow me to ‘pay forward’ the scholarship that I earned to attend Milwaukee-Downer and to pay tribute to a very encouraging father who wanted his only daughter to graduate from college, an opportunity he never had. The Catharine Beecher Fund is the best choice for my legacy gift. I know that deserving, motivated young women will have scholarships available, in perpetuity, to make their higher education dreams come true. For them—and their dads!”

—Peggy Hilton Snyder M-D’62

Include Lawrence in your estate plan to join the record number of members of the Lawrence-Downer Legacy Circle. For more information, call 920-832-6557 or visit legacygiving.lawrence.edu.
performed the Act III sextet from Figaro. Siembieda—and junior Derrick Hahn (accompanist on piano) with an eight-minute scene from Mozart’s Marriage of Figaro to earn first-place honors in the Collegiate Opera Scenes Competition in January in Indianapolis. Six singers, all seniors—Josh Eidem, Paul Gutmann, Mitchell Kaspryj, Katie Mueller, Jackson Rosenberry and Kayla Siembieda—and junior Derrick Hahn (accompanist on piano) performed the Act III sextet from Figaro.

NEW AT LU: DEAN OF SPIRITUAL AND RELIGIOUS LIFE

Lawrence is grateful to announce the Julie Esch Hurvis Dean of Spiritual and Religious Life, a newly endowed leadership role at the college. Tom Hurvis ’60 made the generous gift to honor his wife’s memory and sustain her legacy.

“Julie Esch Hurvis ’61 lived her life according to spiritual principles,” says Nancy Truesdell, vice president for student affairs, “and this dean will encourage students to explore and discover their own principles along their educational path.”

Such self-examination is a natural fit with Lawrence’s interdisciplinary approach to education. Lawrence seeks to create a welcoming community for spiritual and religious exploration and expression for students of all faiths.

Truesdell used a 2010 sabbatical to explore ways Lawrence could provide a holistic wellness approach for student life. Her research included campus visits, consultations with student affairs staff and in-depth study of the ways various institutions approach and structure their student wellness programs. The initial result included Lawrence’s decision to affiliate physical fitness and mental health facilities within the wellness center.

Truesdell also noted that Lawrence remained in the very small minority of colleges that did not offer a spiritual component to their wellness programming. “On President Burstein’s arrival, he noted that our campus community should continue to examine ways we can improve inclusivity for students who have a desire for spiritual practice as a facet of their lives on campus,” she says. Leadership met and consulted with spiritual and religious student organizations, whose members supported the concept. The Julie Esch Hurvis Dean of Spiritual and Religious Life will report to the vice president for student affairs and will support all students, regardless of their religious background or beliefs.

“We envision this individual will be a gifted communicator, a catalyst for enrichment and a unifying public figure,” says Truesdell. “The full range of music, art, drama, dance and film at Lawrence offers an exciting potential for expression and creation. The spiritual center will provide a powerful symbolic home, with areas for contemplation, prayer and practice.”

A national candidate search is currently underway.

LU ENGAGES IN THOUGHT-PROVOKING CONVERSATIONS

The speakers of the 2015–16 Convocation Series have urged the Lawrence community to stay open-minded, challenge assumptions and contemplate what it means to be an educated citizen of the world.

The series began with President Mark Burstein’s address For Mature Audiences Only: A Liberal Arts Education. Burstein challenged students to expose themselves to uncomfortable and unfamiliar viewpoints.

“To provide a transformative education we must redouble our efforts to teach and attempt to understand the provocative, the unexpected, the different from ourselves,” he said. “We must also work together to create a more supportive community and to broaden the different views we hear and learn.”

Ta-Nehisi Coates, a national correspondent for The Atlantic, followed with his address Race in America: A Deeper Black. Calling the destruction of the black body in the United States “tradition” and “heritage,” Coates discussed police violence against African Americans and implored students and community members to consider the standard to which society holds those sworn to serve and protect.

“When you’re a police officer, you’ve been given the power by the state to kill, to use lethal violence at your discretion,” said Coates, whose book Between the World and Me won the 2015 National Book Award for Nonfiction. “There has to be a high standard by which you are judged. … When you are in a system where you pay taxes to protect you and those people kill you, that’s a kind of crime that’s a little different than if you’re walking down the street and some random person shoots you.”

In February, Krista Tippett, a Peabody Award-winning public radio broadcaster and New York Times bestselling author, delivered her address, The Mystery and Art of Living. Discussing religion, philosophy and ideas of what makes us human, she asked how students can live their best lives.

Students Win National Opera Competition

Seven Lawrence students won a judging panel of professionals with an eight-minute scene from Mozart’s Marriage of Figaro to earn first-place honors in the Collegiate Opera Scenes Competition in January in Indianapolis.

Six singers, all seniors—Josh Eidem, Paul Gutmann, Mitchell Kaspryj, Katie Mueller, Jackson Rosenberry and Kayla Siembieda—and junior Derrick Hahn (accompanist on piano) performed the Act III sextet from Figaro.

STUDENTS WIN NATIONAL OPERA COMPETITION

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In the fall of 2015, a unique set of circumstances allowed university organist Kathrine Handford to secure a harpsichord from John Phillips, a renowned instrument builder based in Berkeley, Calif. Phillips is considered one of the foremost harpsichord builders in the world, and the waiting period for one of his instruments can be as long as seven years. An important addition to Lawrence’s historical keyboard instruments, the harpsichord will be used for teaching and performing, benefitting the growing number of students interested in baroque music as well as faculty performers and the early music community.

The harpsichord is a precise reconstruction of the 1722 Johann Heinrich Gräbner Sr. instrument preserved in the Villa Bertramka in Prague. Gräbner built organs early in his career with his older brother Christian, but later he was venerated for the quality of his string keyboard instruments. His only surviving instrument, Gräbner’s 1722 harpsichord, is the quintessential harpsichord for the music of Johann Sebastian Bach, perfect for playing continuo, accompanied sonatas, concerti and solo repertoires. The instrument also plays older styles of music better than many 18th century-style instruments.

Given by friends and alumni, the harpsichord is dedicated to the memory and legacy of Miriam Clapp Duncan, one of the Conservatory’s most devoted professors and celebrated musicians. Duncan, a former university organist and professor emerita of music, was a master of the harpsichord and studied with Gustav Leonhardt. She joined the Lawrence faculty in 1949 as a part-time instructor and was later appointed as a full-time faculty member, retiring as chair of the organ department in 1985. Duncan was the force behind the purchase and installation of the Brombaugh Opus 33 tracker organ in the Lawrence Memorial Chapel. Such a tribute will help carry on her tradition of enriching students through sharing knowledge, experience and passion.

Rather than take the day off, roughly 350 students, staff, faculty and alumni spent time on Martin Luther King Jr. Day volunteering in the Fox Valley community. Lawrentians supported 18 community service projects, ranging from painting a rock-climbing wall for a local elementary school to organizing hygiene products for homeless shelter residents. Six student organizations worked on projects to benefit area organizations, including Habitat for Humanity and Harbor House, which provides services for victims of domestic abuse.

Students also welcomed area middle school students to campus to show them the Lawrence campus and to talk about higher education in general. Afterward, students attended the 25th annual Martin Luther King Jr. Community Celebration. This year’s theme was “Breaking the Chains of Injustice.” Jointly presented by Lawrence University and Celebrate Diversity Fox Cities with the support of numerous Fox Valley organizations, churches and individuals, the celebration featured Angela Davis—a social justice icon, scholar and author—as its keynote speaker.
Lawrence inducted six new members into its Viking Hall of Fame at the annual dinner in October in Warch Campus Center.
Steve Blomberg ‘74

Blomberg’s athletic career at Lawrence was brief, but the Brookfield, Wis., native stands as the finest hitter in school history. Blomberg played two seasons of Lawrence baseball before signing with the Kansas City Royals. He went on to play five seasons in the minor leagues and reached as high as Double-A before retiring.

A standout running back, Blomberg played varsity football as a sophomore and rushed for more than 1,000 yards, earning first-team All-Midwest Conference honors and breaking or tying six school records along the way. An outfielder on the baseball team, he was a career .481 hitter, hitting .485 in 1971 and .475 in 1972. Blomberg, whose season batting average record stood for 24 years, is the only player in Lawrence history to hit .400 in back-to-back seasons. In two-time All-MWC selection, he also earned Topps District All-America honors twice.

A salesman for Waters Industrial Supply Co., Blomberg and his wife, Jeanne, have two children, Sam and Rebecca, and live in Waakesha, Wis. He also has a son, David, who resides in Huntington Beach, Calif.

Kurt Kirner

Kirner took Lawrence swimming to a new level as his teams won a pair of MWC titles and he coached nearly 200 league champions. A native of Prairie du Sac, Wis., Kirner coached both the men’s and women’s swimming and diving teams from 1991 to 2007 before moving to Division II Hillsdale College in Michigan.

Kirner’s men’s team won the MWC Championships team title in 1996 and 2000. Kirner was named the MWC Men’s Coach of the Year in 1996 and 2006 and was the Women’s Coach of the Year in 2007.

Lawrence established itself as the state’s dominant private college program during Kirner’s tenure. The Lawrence women won eight team titles at the Wisconsin Private College Championships and finished second eight times. The Lawrence men won six titles at the Private College Championships and finished second 10 times. Kirner also broke new ground for Lawrence swimming at the NCAA Division III Championships with swimmers earning All-America honors six times.

Kirner coaches the women’s swim team and is an assistant professor at Hillsdale College. He and his wife, Susan, have two sons, Quinn and Clayton.

Shannon Arendt Laroux ’04

Arendt starred on the field and on the court for the Vikings. A standout infielder for the Vikings softball team, Arendt also was a powerful outside hitter for the volleyball squad.

The Hortonville, Wis., native started for four years at second base and received postseason honors in three seasons. She was an All-MWC selection in 2003 and 2004 and earned National Fastpitch Coaches Association All-Great Lakes Region honors in 2001.

Arendt was a force as an outside hitter on the volleyball court and earned All-MWC honors in 2002 and 2003. She also led Lawrence to its best season in school history in 2001.

Arendt, who received a degree in biology, received her nursing degree from Rush University. She works as an aesthetic nurse at Fox Valley Plastic Surgery. Arendt and her husband, Alex, have a dog, Gunner, and a cat, Gizelle.

Felice Porrata ’05

Porrata quietly went about her business on the basketball court at Lawrence and emerged as one of the greatest players in school history. Porrata’s consistent performance resulted in spectacular career numbers, and she was just the second player in Lawrence history to be a four-time All-MWC selection.

A native of Glenview, Ill., Porrata scored 1,186 career points when she graduated. Porrata averaged 12.8 points per game while shooting 47.9 percent from the floor. She is the only player in Lawrence history with 1,000 points and 500 rebounds. Not only was Porrata one of the league’s top scorers during her career, she also was a fine defensive player.

Porrata, who earned a bachelor’s degree in Spanish, lives in Kansas City, Mo. She works as a freight broker at Erreightship.
FOOTBALL
Four Vikings earned All-Midwest Conference honors and several newcomers made big impressions in head coach Rob McCarthy’s first season at Lawrence. Defensive back/returner Alic Riedel ’18 was chosen for the first team, and defensive end Jake Gostisha ’18, linebacker Jacob Lueck ’17 and offensive tackle Jackson Straughn ’17 all made the second team.

Riedel was chosen as the return specialist after averaging 21.3 yards per kickoff return. Gostisha, who was Riedel’s prep teammate at Appleton East High School where they played for Lawrence Hall of Famer Pat Schwanke ’83, made the switch from quarterback to defensive end. He finished fifth in the league with 88 tackles.

Lueck ranked fourth in the conference with 92 tackles, while Straughn was the anchor of the offensive line and started every game at tackle.

Rookie quarterback Ryan Butterfield ’19 led the team in both rushing and passing and earned MWC Offensive Player of the Week honors by rushing for 243 yards and three touchdowns in the season finale against Grinnell College. Butterfield became the first Lawrence player to run for 200 yards in a game since Justin Berrens ’04 did it against Ripon College in 2002.

The Vikings (1-9) return their top four rushers, top seven receivers and top nine tacklers for next season.

CROSS COUNTRY
Three Lawrence men earned All-Midwest Conference honors as the Vikings finished second at the league championships. Lawrence was the runner-up with 75 points, and Grinnell College took the title with 62.

Freshman Josh Janusiak ’19 emerged as a star for the Vikings and finished fourth at the Midwest Conference Championships.

Janusiak covered the 8,000 meters at Noëlridge Park in Cedar Rapids, Iowa, in 26:40.9. Max Edwards ’17 was all-conference for the second straight season after taking eighth and rookie Ben Schaeder ’19 rounded out the all-conference contingent.

On the women’s side, Clare Bruning ’16 became just the fifth runner in school history to be a four-time all-conference selection. Bruning led the Lawrence contingent by taking eighth place and finishing the 6,000 meters in 23:32.9.

Earlier in the season, Lawrence was ranked 10th in the tough Midwest Region by the United States Track and Field and Cross Country Coaches Association. It was the first time Lawrence had ever cracked the regional rankings. The Lawrence women claimed a pair of team titles during the season.

MEN’S SOCCER
Junior midfielder/forward Mike Deremo ’17 earned the second All-Midwest Conference selection of his career. Deremo was a second-team pick after scoring two goals and providing one assist.

The Vikings (4-13-1) finished on a strong note by winning two of their final three matches, including a 2-0 victory over rival Ripon College.

Lawrence won the Team Academic Award from the National Soccer Coaches Association of America for the 12th consecutive year. The honor goes to a team with a grade point average of at least 3.0. The Vikings were at 3.27.
WOMEN’S SOCCER
Lawrence (9-9) narrowly missed a berth in the four-team Midwest Conference Tournament.

Lawrence injected itself into the race for the MWC Tournament with three consecutive conference wins over Grinnell College, Cornell College and Ripon College in October. The Vikings also topped UW-Stevens Point, which was the Vikings’ first win over the Pointers since 1989.

Sophomore midfielder Ryan Berkley ’18 was chosen for the All-Midwest Conference team for the first time. Berkley, who led the team with eight goals and six assists, was a second-team pick.

Junior midfielder Casey Merkle ’17 and senior goalkeeper Patsy Kealey ’16 were both named MWC Players of the Week during the season.

Lawrence won the Team Academic Award from the National Soccer Coaches Association of America for the 12th consecutive year. The Vikings had a team grade point average of 3.5.

WOMEN’S TENNIS
The Vikings put together a winning season with a 10-8 overall mark.

First-year player Lilly Endsley ’19 led the Vikings with 10 singles victories at No. 2, and she teamed with Katie Frankel ’17 for a team-high 11 wins at No. 1 doubles.

The Vikings posted multiple impressive wins, including a 3-1 mark against teams from the powerhouse Wisconsin Intercollegiate Athletic Conference.

The Vikings earned the Intercollegiate Tennis Association All-Academic Team award again by posting a 3.64 grade point average in 2014–15. Eight members of the women’s team, Melissa Heeren ’15, Allison Juda ’15, Tess Vogel ’15, Elena Watson ’15, Ali Heising ’16, Frankel, Cathryn Wood ’17 and Lindsay Holsen ’18, were named ITA Scholar-Athletes.

VOLLEYBALL
After posting a 1-2 record to start conference play, Lawrence ripped off five consecutive league wins as part of a six-match winning streak. During that streak, defensive specialist Katie Kumbalek ’19 was named MWC Defensive Player of the Week.

Lawrence (8-19) finished in fifth place in the league with a 6-4 record, just one win away from making the Midwest Conference Tournament.

Rookie outside hitter Arianna Neumeyer ’19 completed a stellar first season by earning All-Midwest Conference honors. Neumeyer was a second-team all-conference pick after leading the team in kills.

Lawrence women’s soccer player Ryan Berkley ’18 jumps for a header against Benedictine (Ill.) University on Ron Roberts Field at the Banta Bowl. The Vikings defeated Benedictine 1-0, and Berkley was later named to the All-Midwest Conference team.

First-year player Arianna Neumeyer ’19 hammers a ball past a Carroll University defender during their Midwest Conference match at Alexander Gymnasium. Neumeyer went on to earn All-Midwest Conference honors for the Vikings.
The Power of Ideals: The Real Story of Moral Choice
Anne Colby ’68, co-author

Cynicism often seems a smarter choice than idealism. There are reasons for this: disappointments of politics, corruption of trusted institutions, the unattainability of lasting world peace and the persistence of inequity in the world. It is now considered foolish to think that people can be counted on to rise above self-interests or to tell the truth if it does not reflect well on the self. Famous studies have shown that we have an almost unlimited potential for cruelty when placed in the wrong situations.

The Power of Ideals examines the lives and work of six 20th-century moral leaders who pursued moral causes ranging from world peace to social justice and human rights. The authors explore the workings of three virtues: inner truthfulness, humility and faith, and argue that all of us—with ordinary lives—can exercise control over important decisions and pursue ideals that we believe in.

Colby is a consulting professor at Stanford University. She was a senior scholar at the Carnegie Foundation for the Advancement of Teaching, director of the Murray Research Center at Harvard University. She has authored nine books and her research has been covered in national publications such as the Chronicle of Higher Education, the New York Times, and the Wall Street Journal.

The Orange Tree: Early Poems
Jane Dickerson ’71

In this early collection, Dickerson weaves the natural world into a rich tapestry to explore her relationships with those whom she loves and has loved.

Dickerson, who majored in English at Lawrence, studied with poets Stanley Plumly and Michael Collier at the University of Maryland at College Park. She now resides in St. Paul, Minn., having lived in numerous regions of the northern and southern United States. She works as an editor and book publisher.

The American Ancestry of Sir Winston Leonard Spencer Churchill
Gregory Bell Smith ’59

Smith parlayed a lifelong interest in Winston Churchill and his genealogical skills into a detailed scholarly examination of Churchill’s American ancestry, Churchill’s mother, Jennie Jerome, was born in Brooklyn to a family with extensive New York and New England forebears. Smith details more than 80 families in Churchill’s American ancestry, among them several U.S. presidents.

Smith, who majored in mathematics at Lawrence and holds a master’s degree in the subject, is now retired after a career in the computing industry. He is chairman of Churchillians-by-the-Bay, the San Francisco area affiliate of the Churchill Centre. The book can be obtained directly from the author at gbsmith@comcast.net.

Regarding Tiberius
Bartholomew W. Boge ’95, co-author

Regarding Tiberius is the novelization of a series of ancient scrols recently discovered in the ruins of famed Roman commander Scipio Africanus’ seaside villa near Naples, Italy. Written in the 1st century by a young woman of Persian and Ethiopian ancestry, Helena Mithridates Kleopatra, they comprise an account of how her life and destiny were forever altered by her chance meeting with Tiberius, the son of a prominent Roman senator. The pair embarks on an odyssey from Asia Minor to Syria and Palestine. His goal is to rise to the upper echelon of Roman military leadership at any cost, hers to find and assassinate Cato, the commander who gave the order to slaughter the entire population of Eupatoria, her ancestral home. Their aspirations lead them to Jerusalem, where both of their quests meet bloody, final resolutions.

Boge, a history major at Lawrence, is a night-shift safety officer. His band, Dixie In Sight, released a progressive rock concept album, Sorrow & Promise, in 2001. His next book is underway with a working title, Helena: Queen of the Lepers.
Uncanny Encounters LIVE!
Dark Drama, Sci-Fi Screams, & Horrific Humor
Paul McComas ’83, co-author
This suite of short plays deals with human relationships, usually romantic, intersecting with other-worldly forces. Within the pages is a smorgasbord of strange and supernatural shenanigans ranging from cults to cryogenics, sorcery to science-run-amok, aliens to Armageddon.

Paul McComas, an English major at Lawrence, is a writer, producer, filmmaker, educator, musician and actor. He lives in Evanston, Ill.

Rewire: A Radical Approach to Tackling Diversity and Difference
Pooja Sachdev ’99, co-author
Rewire: A Radical Approach to Tackling Diversity and Difference takes a fresh look at equality, diversity and inclusion at work. It critiques the current thinking and practices that slow progress while providing readers with a holistic and tactical perspective that leverages what we know about human relationships, usually romantic, intersecting with other-worldly forces. Within the pages is a smorgasbord of strange and supernatural shenanigans ranging from cults to cryogenics, sorcery to science-run-amok, aliens to Armageddon.

Sachdev, who studied psychology at Lawrence, worked as a consultant organizational development specialist. Previously, she worked at Towers Perrin (now Towers Watson) and at Taylor Nelson Sofres (TNS) and was appointed senior policy officer at the Commission for Racial Equality. She has worked with organizations in the public and private sectors, including Channel 4, London Borough of Newham, the Department for Trade and Industry, Novartis and Royal Mail. Pooja holds an M.Sc. in occupational psychology and is currently working as a consultant in London.

Dogs: A Global Alphabet
Rev. Ralph Wright, OSB, illustrated by Barbara Martin Smith ’67
Dogs: A Global Alphabet is a stunning, 10-by-10, hard-cover book with original watercolor paintings illustrations of dogs. A whimsical, lyrical poem accompanies each painting.

Smith studied history at Lawrence and received her M.F.A. from Southern Illinois University Edwardsville. She has won several awards for her watercolor paintings, including Missouri’s Artist of the Year award in 2011. Based in St. Louis, Smith creates landscapes, seascapes and “soulscapes,” capturing the inner essence of her subjects and engaging with their mystery and beauty.

The Lawrence University Alumni Association is launching regional clubs in seven cities with the highest alumni populations: Chicago, Milwaukee, the Fox Cities, the Twin Cities, Madison, Washington, D.C., and New York.

Some alumni may remember the old regional club banners that used to hang in Riverview Lounge. Regional clubs were most active countrywide in the late 1980s and early 2000s, but recent alumni interest sparked discussion about re-implementing them so alumni could stay engaged with each other and the university. The LUAA Board of Directors Connecting Alumni Committee has taken on the challenge of reviving the clubs.

The committee comprises alumni who are diverse in class year and geographic location: co-chairs Paul Snyder bjorklun99 and Cameron Kramlich ’92, Christine Benedict ’99, Wallace Chandler ’58, Julian Hector ’08, Andrew Kraemer ’13, Bimalsaen Rajbhandari ’17, Katy Schwartz-Strei ’84, Irene Strohbehn ’78, Marianne Varney ’71 and Karen Watson ’80.

Over the course of many months, the committee determined that the regional club model should help shape meaningful alumni experiences through cultural enrichment events, social and networking events, admissions events and community service events. To that end, regional clubs have welcomed graduates to their areas and organized museum tours and service opportunities with alumni from other liberal arts colleges. The clubs also hold enormous potential to rally local alumni to one another.

“Regional events connect alumni who would otherwise never meet,” committee co-chair and San Francisco alum Kramlich explains. “I’m incredibly excited for the opportunity alumni events create to meet local members of our Lawrence community, even though we live thousands of miles from Appleton.”

Jamie Cartwright ’14, co-chair of the LU Club of the Fox Cities, believes the Fox Cities club will—and should—play an important role in strengthening the relationship between alumni and current students as well. “Alumni in the Fox Cities have the potential to be a tremendous resource to Lawrence and its student body,” he says. “We also have the opportunity to work together as committed community members. Our hope is that the LU Club of the Fox Cities becomes a conduit for connecting the campus to our surrounding community and for connecting alumni to one another.”

Clubs are encouraged to create programming that pulls from the strengths of their city and broadly appeal to the local alumni base. Whether alumni are interested in a weekly book club or a brewery tour, there is something for everyone.

CONNECT
lawrence.edu/alumni/regional-clubs
Join Facebook groups for all the clubs

MEET YOUR CLUB CHAIRS
Chicago: Elizabeth Nerland ’10 and Gayatri Malhotra ’14
Milwaukee: Karen Watson ’80
Fox Cities: Jamie Cartwright ’14 and Irene Ang Strohbehn ’78
Twin Cities: Valerie Olaghy ’03
Madison: Christine Benedict ’99 and Christine Seeley ’12
D.C.: Richard Wanerman ’11
New York: Ariella Morik ’12 and Kristine Pottinger ’89
In an effort to build a stronger alumni community that is interactive and celebrates the accomplishments of our multi-interested alumni, a number of small improvements to how we share class news. Your class news will be featured once a year in Lawrence magazine. To help collect class news for this issue.—Mike Pope '12, assistant director of alumni relations.

ALUMNI TODAY

WINTER 2016

Compiled and submitted by Diane Greathood

Loyd Bonaville and his wife, Marilyn ‘54, live in Riverside, Calif., at a retirement community. Wayne Bosak and his wife, Betty, spent three months on Kauai island while maintaining their home in Wausau, Wis. This year the couple visited Betsy, very active in Wausau.

Bill Cerney and his wife, Betsy, remain active in Virden, Ill., and enjoy the rest of her family who live nearby.

Nancy Burmeister Porter is back in Seymour, Wis., after the death of her husband, Roy, a few years ago. She is doing volunteer work, a lot of reading, nature studies, and enjoying the rest of her family who live nearby.

Fritz and Patty Callahan have moved to Austin, Texas, and are living in a house bought for them by Longhorn fans as a retirement gift.

Sarah Steele Salisbury has spent a lot of time in the Pacific Northwest this year and is now back in Florida. Driving from Washington to Wisconsin and then to Florida has impressed him with how vast, diverse and interesting our nation really is.

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and winning fellow residents to the upcoming change in management concept, she finds that a good fight, but this has been the over top and she is more eager than usual to get back to Sanibel, Fla., for the winter for the next year."

McDonnell. I am also awaiting her return as we have a standing dinner party on New Year's Eve, during which time she shall raise our glasses and wish all of you good health and happiness in the coming year.

68

Compiled and submitted by Jake Stockinger

Tom Callaway, Los Angeles, had his first career in acting in TV and movies in New York and Hollywood, then a second career in designing houses. His collection of treasures and what he calls "a Jacaranda liner for Holland & Sherry in New York was chosen by the World of Interiors magazine in London as the best fabric collection of 2015. With no retirement in sight, he is pushing along with his lifelong affair with art.

Eileen J. Chase still lives in a bungalow in Kansas City, Mo. She is retired and she lives it. She Eckboads, gardens, boats and travels. She is in the phone book.

Jerry Clifford, Canarville, Ct., finds his wanderlust has increased with retirement: China’s Tibetan plateau, Morocco’s medinas, Lago Superior, Alaskan Rockies, Canadian Rockies, African photo safari. Rhine River, Canadian Rockies, African photo safari. He still teaches, including a class for "mature learners" and a summer science camp for third through sixth graders, mostly migrant farmworker kids. Although he and BJ were very pleased with the Supreme Court’s ruling on marriage equality in June, they tied the knot in the eight-month window that followed. Years later, they tied the knot in the eight-month window after. "It seems impossible the 50th motion is only two years I look forward to seeing many law enforcement friends."

Rich Crandall and his wife, Lee, live and work in Honolulu. He is a full-time lecturer in psychology at Leland Community College. He has cut back on professional music activities and performs live on piano only occasionally. However, he recently released another CD album—a solo album of vintage tunes entitled Buddy Boldmere 1935s (visit music formats.com). He often sees classmate Mary Louise Knutson ’88, Mary -Lee Huber, Colleen Held "Brian was always a classmate and fraternity brother of Camp David). He also keeps busy on boards of the International Executive Service Corps and the American Academy of Diplomacy. He runs into classmates and fraternity brother Bob Selltizer every year or so. He always loves to see law students visiting the Washington or Gettysburg area. As Cape Cod retirees, Bonnie and Wayne Drangar, East Darien, Mass., enjoy beach living. Wayne is a financial advisor and enjoys playing and umpiring senior softball on Cape Cod and in Sarasota, Fla. Bonnie’s book, When Cancer Strikes a Friend what to Say, to Do, and How to Help, was published in 2012. As a retired gynecologist, Bonnie leads the clinic’s care team and also enjoys painting abstract works and landscapes.

Mary Louise Knutson ’88 perform with her trio in Wauwat. He has kept up contact this past year with Bill Mittlfehldt, Mary Lee Naher, Colleen Held Messana, Holly Leveys, and Phil Berghaus. He is sure to see Bill Ayde ’96 at a Lawence event he is co-hosting.

Stephen G. Cutter has retired for four years from the earth sciences department at Montana State University in Bozeman. He and Sue Furlong ’79 have two children. He is working to protect Yellowstone National Park’s hydrothermal system.

Leslie Montague Delosrneo, Greenwich, Ct., Iowa, is still teaching theatre and performance studies at Grinnell College. She works with theatre in communities, which has included 100+ years as women’s artists in Mumbai. During fall break this year, she worked with the Theatre Royal Stratford East in London’s East End on their Home Theatre Project.

Nancy Klein Delfung Holme, West Olci, Mich., says that a few years ago in her home on Lake Michigan, she and husband Chuck plan to again spend the winter in Arizona in their RV. She now does rock hounding and cutting and polishing gem our in Quartzsite, Ariz. and says it reminds her of when she considered being a geology major at Lawence. “If anyone visits the shores of Lake Michigan on the Michigan side, be sure and get in touch!”

Shawn E. Donnelly, Spring Silver Med., works part-time on international trade and investment policy in the U.S. Council for International Relations in Washington, D.C. and that work plus volunteer speaking on international economic issues for the State Department takes him to Europe a couple times a year. His girlfriend and he have bought a Civil War-era farmhouse in Thurmont, Md. (just off Camp David). He also keeps busy on boards of the International Executive Service Corps and the American Academy of Diplomacy. He runs into classmates and fraternity brother Bob Selltizer every year or so. He always loves to see law students visiting the Washington or Gettysburg area.

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Elizabeth Montgomery and her husband, Daniel ’65, have had Blackwix, Va., for 35 years. Daniel is a luthier. Elizabeth retired last year and is getting back to calligraphy. She helps with a calligraphy center for low-income working families that she helped start. This past year, she and Daniel have begun what is probably their final journey together. Daniel has been diagnosed with dementia. Fortunately, their “faith, family and friends have been a great comfort and support”.

Terry Franke, Winnetka, Ill., just wrapped up almost five years as chair of the Board of Trustees at Lawence, which included hiring Mark Brustein as Lawence’s new president. He continues to serve on the board. A surprise Nightlight was the anonymous gift establishing the Terry and Mary Franke Scholarship fund in the amount of $1 million. The fund targets Chicago inner-city students who demonstrate community leadership. He just started a new consulting firm, working with college and university boards on presidential leadership transition.

Dr. Charles L. Galle and his wife, Carol, now live in Camden, Maine, where they moved three years ago from Maryland. He taught elementary science for 34 years. Now retired, he enjoys working as an independent contractor in science education. They like close to Camden’s harbor and mountains, so kayaking, hiking, photography and hiking are favorite activities. They enjoyed an April visit from Liz mommomet Jim Harper, and they welcome other classmates to visit them in Camden.

Hugh W. Gray, Puruapana, Costa Rica, says the land of his birth was calling, so he and his wife, Phoebe, moved there in 2001. He still teaches vocal skills, trumpet and ukulele. He directs a community choir and works with children ages 3-10. He has refertilized the area where he lives and maintains a vegetable garden. The two of you get to the U.S. at least twice a year to experience big-city life again.

Laurel Vauille Naugt is excited that she and her husband moved to Miami, in “Miami is a pleasant memory,” but they are happy to immerse themselves in small-town New England life. “Happy 70th to us!”

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Hiep Nguyen is nearing the end of his third year of retirement and lives in E. He sold his house in Appleton and now lives at a home near Shawano, Wisc., and lives. He lives very, very busy and says “Life is good.”

Ann Godfrey Holmes, Steamboat Springs, Colo., went to New York City to sing Messiah and made her Carnegie Hall debut Nov. 29. While there, she met up with Bonnie Bryan Hill. She sings with a local chorus called the Yampa Valley Choral Society. Singing, another skill she learned at Lawence, still occupies much of her winters. She is a ski guide for a group called The Over the Hill Gang. She and her husband recently down-sized, moving closer to the ski slopes into a townhouse in Steamboat Springs. They occasionally see Jim Frien, but would love to hear from anyone from Lawence Class of ’68 who stills who would love to visit the Rocky Mountains.

Bill Johnson ’66 and Marcia Zane Johnson of Lake Oswego, Ore., are nominally retired but feel busier than ever. Sports of travel included multiple getaways for hiking and paddling on the Washington and Oregon coasts. They also cross country skis periodically with Sue Eaton Benowicz ’66 and enjoyed a great but brief visit with Tom Harper ’65 and Marcia Gibson Parker ’66 as they passed through Portland region.

Christine Grope Knutson, Minneapolis, and her husband, Gary, have lived on one of Minneapolis’ city lakes for years. Gardening is a new passion in retirement. In a few months, they will list their home and downsize and live on just one level. She is a founding member of the Saint Viccent Choir, began last year by the MacPhail School of Music for adults with Mild Cognitive Impairment (MCI) and their caregivers. She herself was diagnosed many years ago, and while it is a blow, “the choir is among the best musical experiences this ‘ill Cowen’ has ever had.” She sends a special greeting to Candy and John Schuelsen.

Dr. Gregory J. Maloney, Gorton, Neb., is saddened to see that some classmates seem to be affected with “Old Timer’s Disease” or are overtired on Placidol, and that they are taking tricyclics while blissfully ignoring the writer matters of today. He says not everyone is a happy-faced, sugar-coated consumer of sunshine and wine. “Statistics suggest that in spite of the wars and wars that we have been exposed to, more should still be alive. The Four Horses of the 21-century apocalypse are riding. They are: war, injustice, indolence and ill treatment of the sick.”
this past winter while visiting San Francisco. “I will be visiting Portland often—so I’m hoping to keep an active friend in Portland who I met when she lived here.”

Alessa Abercombie Ross, Reston, Ohio, spent nine months teaching in Russia, Europe and Asia (30 countries in 2012). She plans to travel to China, Vietnam, Japan, Korea and Sri Lanka. She is a videographer for public access TV in Athens—counselling art events, sustainability tours. She is installing solar on her roof and hopes to move to her late husband’s play, Mozart, and The Met. Then film.

Robert L. Struekinger is affiliated with the Henry W. Bloch Center as a senior consultant, having received a grant to write a book about political reform in China. Almost all research materials for his book—a biography—are in Chinese, so he has a hope. He hopes to have it finished next year. He has moved into Washington, D.C., from the suburbs and is enjoying it thoroughly.

Class secretary Jake Stockelhuis writes: Two years after the death of my wife, Judy Schwanke ’77, the fog of loss seems to be lifting. Much credit must be given to my wonderful wife, Jo Kolanda. They celebrated 20 years of marriage in August.

attorney since April 2011. He was re-elected in 2014 and has ran for mayor of the City of Brookfield, Wis., in 2011 and 2015 and was elected in 2015 and has continued to work as an oncology nurse at the City of Hope in Duarte, Calif. after a rewarding adventure in Washington, D.C. Bill continues work with the Department of Homeland Security and Myra, retired, continues his interest in the Board and Rogers community food program.

Myra and Bill Hillburg are back in Long Beach, Calif. after a rewarding adventure in Washington, D.C. Bill continues work with the Department of Homeland Security and Myra, retired, recently performed at Carnegie Hall with the Long Beach Camerata Singers.

WINTER 2016

ALUMNI TODAY

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Bert and his grandchildren can relocate to Southern California after his retirement from internal medicine for 38 years. He is looking forward to the law programs offered. Bert enjoys reunion weekend—seeing friends and also the law programs offered.

For several years, Elizabeth Mahon Nichols has been working as a social worker at the University of Illinois at Chicago. He is now a coordinator for the Colleges of Nursing and Medicine. He is also a minister of music at St. Clement of Rome Parish in Chicago. Elizabeth Mahon Nichols is enjoying his retirement and is looking forward to law programs offered.

Jerry Sanders is currently a member of the editorial board for the Music Library Association’s Basic Manual Series. Resilience Costabell is enjoying working in London. She is currently a member of the editorial board for the Music Library Association’s Basic Manual Series. Resilience Costabell is also a member of the editorial board for the Music Library Association’s Basic Manual Series. Resilience Costabell is enjoying working in London. She is currently a member of the editorial board for the Music Library Association’s Basic Manual Series. Resilience Costabell is also a member of the editorial board for the Music Library Association’s Basic Manual Series.

Bill Edminster is making progress on his “private goal of reading all the books that get recommended to students before they go to college.” He feels that he runs a classic book discussion group at the McCrory Public Library, where he has been an assistant director for 22-plus years. Travel is Bill’s other passion, including trips to London “every year but one since 2002.” Like countless returning to Milwaukee, Bill returns to Lawrence from McCrory, IL, at least once a term to serve as the alumni advisor for the Phi Kappa Tau chapter on campus. Over her “very satisfying” years, she has proudly watched the faculty and students become shaped by the college. After 35 years of full-time music teaching, Mark Fendler retired from Ithaca College, N.Y. He moved back to Aguacate and is enjoying many projects to list here. Sounds like he’s not available for hire as a member of the editorial board for the Music Library Association’s Basic Manual Series. Resilience Costabell is also a member of the editorial board for the Music Library Association’s Basic Manual Series. Resilience Costabell is enjoying working in London. She is currently a member of the editorial board for the Music Library Association’s Basic Manual Series. Resilience Costabell is also a member of the editorial board for the Music Library Association’s Basic Manual Series.

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40 years of teaching and learning, professor Dan Danover has been an assistant director for 22-plus years. Travel is Bill’s other passion, including trips to London “every year but one since 2002.” Like countless returning to Milwaukee, Bill returns to Lawrence from McCrory, IL, at least once a term to serve as the alumni advisor for the Phi Kappa Tau chapter on campus.

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DIANE K. MARINOS AND JONATHAN S. FERGUSON continue to live in Minneapolis with their cat, Luna. "Who at 20 is no longer shy about hiding her doughnut addiction" Jonathan is a paragraphist at patent firm Schwabe, Lundberg & Weiss. Diane manages corporate events for Boston Scientific. They celebrated 17 years of marriage in 2015! Hubbell includes learning about wine with a group of longtime friends, reading as much as possible, cooking and traveling with "tideless pack" and traveling for work and play in 2016 they will be visiting the family of Eloise Bruneteau ’83 in Cape Town, South Africa, and Istanbul.

REBECCA L. MAUZO married Emily Haire in 2012 and they live in Fort Collins, Colo., where Emily is pursuing a Ph.D. in sociology. Rebecca runs her own business making contemporary art tapestry and teaching workshops. "Starting my own business really made me realize how much my LU education taught me. I have so many skills that I trace back to Lawrence." In 2014 Kathleen Metzger Neuwets’ husband, Daniel, was named an Albert Einstein Distinguished Educator Fellow, so they moved to D.C. for a year and home-school Andrew, 10, and Chloe, 8, noting “It was an amazing experience getting to know our nation’s capital intimately.” This June Kathleen returned a Master of Music in music education from Adams State University. They live in the Houston area, where she writes, teaches and takes care of their family.

Joan Wittlinger Nymahendre has been living and working in Madison, Wis., just over one year as dean of education at Gateway University Madison West campus. She enjoys the culture, food and running trails that the Madison area offers and looks forward to a European vacation with her daughter, who is studying abroad during her junior year with Beloit College.

Andrea Powers Robertson is excited to return to Madison this summer as the senior director of her husband, Barron’s, job. Andrea is researching job and real estate opportunities and navigating pre-school choices for Daniel and Ruby, who will be 4 and 3 then. In the meantime, she serves full time as director of development and patron engagement at Pointe Symphony Orchestra and tries (often failing) to stay one step ahead of two demanding kids.

Frank M. Spertl and his wife, Stacey L. Nathansorn, welcomed Dana Brooke June last June. Aye (3) is thrilled to have a sibling. In his new position, Frank advises the U.S. Coast Guard on a number of domestic and international environmental law issues that impact the many missions the U.S. Coast Guard conducts. When not at work or chasing little people, he runs with the Pacers Racing Team. At the Philadelphia Marathon, he qualified to run the 2016 Boston Marathon, noting “I have many miles and lots of hard work ahead of me to prepare for this perennial spring race.”

After 15 years on the faculty, Brad R. Wassell accepted a new position as director for student research at Edgewood College, where he develops primarily undergraduate engaged learning programs and works with Christine Jones Benedict ’99 and Quinn Mullinick ’99. He teaches courses in art history and runs a private piano studio, where he collaborates with Lara Rubenstein. He traveled to Japan in 2014 to study with Professor Cathy Kaslky at the International Music Festival. “I love finding time to connect with fellow alumni whose friendship I continue to hold dear.”

Laura Cornning Woltman and her husband, Garry, have two sons: Nathaniel (13) and David (9). In her 20th year with Appleton Schools, she is the general music teacher at Ferber Elementary School (K-6) and reports being “involved, invested and passionate about teaching and engaging with all my students, including those who have special needs.”

Last fall, Jiayi Ling Young joined the UC Davis faculty as an assistant professor of design. Her research interests include cultural assimilation and the place of the self in the effort to locate and reposition ourselves as we attempt to balance technology with questions about the human condition. Her work is usually manifested in a hybrid format that fuses visual language with scientific data or theory using emergent media, such as interactive objects and responsive environments.

From a junior prom at Milwaukee-Denver College, Jan. 10, 1942
Lina Rubel, her husband, Brian Gallogly, and two children, live in San Francisco, CA. Lina taught English to middle school students in her native Ukraine before she attended Oberlin. She now teaches English to adult English language learners while Brian is a wine sales representative. She owns “an eternal debt to LU for the gifts that are Nathalie Chastelain and Kristian Busby ’95, my lifelong best friends.” Bradford Woodend, his wife, Mindi Fend Park, and their son, Alexander, live in Omaha, Neb., where he uses his “classical education and liberal arts experience within the corporate world as a manager and senior network engineer for West Corporation.”

10

Compiled and submitted by Maes Cook

Greeting, Class of 2010 and fellow Lawrence alumni, I’ve had a blast reading submissions and publishing them in our class notes. Beyond my LU secrets, I have been paddling through law school at the University of Colorado Law School in Boulder, CO. I met my husband, Jason Weis, ’12, two years ago, and are expecting our first child in December 2015. Jennifer Doyle is an artist currently living in northern California. Jay Gerrits Vert, her husband, Tim Vert, and their two daughters, Lucy and Bambi, reside in Portland, Ore., and are expecting their first child in January. Julia Bode is a basketball coach and fitness instructor, while Jamie Vert, her husband, Mark, and their two children—Caroline, Avery and Edmund with working as a music teacher and playing the guitar. They have been married 29 years. Mambi Radecki works as a radiation oncologist in Waukesha, Wis., where she and her husband, Richard Tirk, raise their two active daughters—Mary and Grace—live in Milwaukee, where they are expecting baby number two in December!”

11

Compiled and submitted by Maes Cook and compiled by Lloyd B. Collins

Annee Pope ’98 and her husband, Michael Ingala, live in Portland, Ore., and are expecting their first child this May. Lindsay Hanson, her husband, Paul Stevens, and their son, born in Sept. 12, 2015, a beautiful day according to this author. Sarah Lick, her husband, Tim Honig, ’11, and their two children, live in Chicago area please feel free to hit me up!”

12

Compiled and submitted by Camen Wyoming

The Lawrence Class of 2012 has been busy making its mark on the world. Many are in the midst of big changes and accomplishments. Cemeren D. Bilen, Whistlestop Bay, Wis., is getting ready to tie the knot with his girlfriend, Maggie Barnes, this June. Both are third-year medical students at the University of Wisconsin-Madison. Tyler Crisman, Franklin, WI, is working at Motorola Mobility as a technical recruiter. Rabin R. Doshi, and husband David D. Davis ’11 moved to Minneapolis. Katalin is managing her small business, consulting services at the DeVos Institute of Arts Management. David is director of bands and orchestra at Clear Springs High School in Clear Springs, Minnesota, Minn.

Anastasia C. Day, Newark, Del., is in her fourth year of graduate work in history at the University of Delaware. Her dissertation is currently titled: Productive Plots: Nature, Nation, and Industry in the Victory Gardens of the U.S. War-World War I Home Front. She also wrote a chapter for the book The Good Gardener, edited by Arnette Giesekoe and Nancy Jacobs, and has presented at two international conferences. As she reports, ‘I’m comparing with Timothy Hoog ’11 to plan and execute the single greatest celebration of love, food, beer, and friends ever seen on the earth and also be a way to work in the garden.” Diana K. Jarvand, Sherwoodan Junction, WI, is busy working within the arts realm. She has directed, assisted director, choreographed and acted in the Moon. She has designed sets and props and managed the box office. Andrew F. Loombe, Marquette, Mich., has worked as a political and investigative reporter for WJW-TV Fox 11 News in Green Bay for three years. He focuses on the Wisconsin State Legislature in Madison and even once coverage the Green Bay Packers. Paul and Elizabeth welcomed their first child, Walter Robert Hoffman Stevens, on June 22, 2015. April Verson received her Master of Music in bassoon performance from Carnegie Mellon University in May 2013. She works at the Illinois Mathematics and Science Academy. She is planning to direct a school year as a residential counselor and math team coach while frequenting in Chicago on bassoon and contrabassoon. In the summer, April continues working with the program MathPath (mathpath.org), now as the student life director.

He is researching computer-assisted algorithmic generation for his PhD. He also sings with both classical vocal music groups and animated music notation.

Mariana S. Nimmer, Marietta, Wis., is teaching at Lawrence in the Alumni and Constituency Engagement Office, connecting with Lawrence alumni. She also sings with the chamber choir, in Chicago and Milwaukee, and teaches voice lessons. Michael wants to point out how awesome our class is: “Third place in number of donors this year on the Giving Day Leaderboard.”

Margaret R. Schmidt, Dover, N.H., received her J.D. from the University of New Hampshire School of Law after completing a legal residency at the United States Department of Justice Office on Violence Against Women. She was admitted to the Massachusetts Bar in November after passing the bar exam. She is currently finishing her Master of Public Health while at the University in Chicago. She is an experienced graduate research assistant and intern at Prevention Innovations Research Center, addressing sexual and intimate partner violence on college campuses and in New Hampshire communities.

Mariana S. Nimmer, Chicago, completed her Master of Arts degree in public history at Loyola University, Chicago, and will receive her Master of Library and Information Science from Dominican University in San Antonio, TX, in May 2016.

Lauren S. Thompson, New London, WI, returned to the Fox Valley area from Ann Arbor, Mich. She is a public relations and communications assistant at the School District of New London. In her free time, she co-founded the nonprofit Fox Valley Pride Outright. She has also been a volunteer for the local mental health center at a residential school at University of Chicago, is now teaching high school English in a Chicago suburb.

14

Compiled and submitted by Danielle W. Johnson

A year and a half has flown by since we graduated from Lawrence. The class of 2014 has dispersed across the nation, pursuing both new and exciting adventures. From graduate school in places like Oregon and Idaho, to working in technology and software industry in Ireland and China, our class is traveling a wide variety of paths. A few of us have gotten the chance to see each other on rare occasions.
occasions, such as our first reunion that occurred this past June, but many of us still miss going to the VR and connecting with our classmates over a drink.

Amelia Anderson moved out to Eugene, Ore., to pursue a master’s degree in history.

Qianyu Chen just graduated with a master’s degree in operations from the Georgia Institute of Technology and is excited to move to Charlotte, N.C., to work for Bank of America.

Claire Conard, Fanny Lau and Dakota Williams all joined the staff at Lawrence in the alumni and development offices. Claire continues to be involved in theatre as a writer and performer. Fanny is enjoying having a younger brother on campus as a freshman and living with three Lawrence alumni roommates. Throughout the year, Dakota performs with various orchestras, bands and chamber groups. They all look forward to connecting with classmates through their jobs as well.

Brenna Decker recently began a master’s program in entomology at the University of Minnesota – Twin Cities and is enthralled with native bee ecology.

Matthew “Matt” Love lived in Chicago for a time after graduation, moved to the toy company Felt and Play, and now is living in Nihao, China, with his wife, Yanyi “Anastasia” Jiang. This past summer, Yanyi began a master’s program in theatre as a writer and performer. Fanny is revelling in the everyday joys of Shanghai and is enthralled with native bee ecology.


Emily M. Blair ’11 and Jennifer Rheaume, Everett, Mass., July 14, 2014

Emily Hoffman Warsek ’11 and Michael Warsek, Marshfield, Wis., Oct., 12, 2014

MARRIAGES AND UNIONS

BIRTHS AND ADOPTIONS

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BIRTHS AND ADOPTIONS
Andrea A. Pandazi '84. Oct. 30, 2015. Survivors include a daughter, Jennifer A. Smith-Zempel '99; a granddaughter, Kalamazoo, Mich., sister-in-law, Marcia Grimm Schultz '57; and a great-niece, Margaret J. Bryant '05.

Marian Kirkpatrick Torian M-D'44, Milwaukee, Wis., November 2015. Survivors include a daughter-in-law, Jody Hoppe Campbell '77; and a son, Robben C. Torian '84.


Robert C. Campbell '50, Oconto Falls, Wis., July 31, 2015. Survivors include his wife, Cheri Pfeiffer Campbell '54, and a son-in-law, David S. Veum '83.

Carol Amthor Teska '54, Duxbury, Mass., November 2015. Survivors include a daughter, Jody Teska Veum '82; and a son-in-law, David S. Veum '93.

Ruth Johnson Peterson '59, Parkville, Md., December 2015. Survivors include an aunt, Barbara Isely Kamerling '49; and a sister, Barbara Isely Dedo '64.

Margaret Cornelison Robbins '66; and a cousin, Julie Esch Hurvis '61, Oriental, N.C., October 8, 2015. Survivors include her husband, J. Thomas Hurvis '60; a cousin, Margaret Isely Araneo '56; and a sister, Katherine Ulrich '79.

Evelyn Bronske Nauheim '77, St. Louis, Sept. 9, 2015. Survivors include her husband, David H. Nauheim '77; and a sister-in-law, Emily Becker Nauheim '76.

John J. Ulrich '77, Ada, Ohio, Sept. 7, 2015. Survivors include a brother, Michael J. Ulrich '77; and a sister, Katherine Ulrich '79.

Anne Hall Greisch M-D'54, Milwaukee, Wis., May 14, 2015. Survivors include her husband, J. Thomas Greisch '55, and a daughter, Autumn Greisch '80.

Kent Naka '65, Columbus Grove, Ohio, November 2015. Survivors include his wife, Patricia Hurless Kenney '61; and a brother, Robert E. Spoo '79.

Chip Bartsch '87, Ada, Okla., September 2015. Survivors include an uncle, Robert C. Eisenach '48; and a brother, Robert E. Spoo '79.

Mark F. Fox '57, Holland, Ohio, December 13, 2015. Survivors include his wife, Chrisite Choute Austin '66.

Nan Orphamee Greis '66, July 6, 2015. Survivors include a niece, Brenda Greis '92; and a cousin, Arama Karlin Cohen '18.

Stephen J. Lund '80, Dublin, Ohio, May 13, 2015. Survivors include a brother, Chrisite Choute Austin '66.

Harriet Willman Acton '49, Big Bear City, Calif., April 7, 2014

Joan Heller Fliegel '49, Winnetka, Ill., Sept. 20, 2015. Survivors include a sister-in-law, Marguerite Landis Saecker '57; and a sister, Connie Menning Landis '62.

Robert E. Shellman '49, Oconto Falls, Wis., October 2015. Survivors include a sister-in-law, Marilyn N. Shellman '46; and a daughter, Karen R. Shellman '76.

Carol Chworowsky Towne M-D'50, Green Bay, Wis., December 2015. Survivors include a daughter-in-law, Jody Hoppe Campbell '77; and a son, David D. Towne '78.

June A. Greisch M-D'50, Whippett, Wash., September 2014. Survivors include a daughter, Jennifer A. Smith-Zempel '99; and a son-in-law, David S. Veum '93.

Dorothy Williams Bobilin '51, Pearl City, Hawaii, August 14, 2015. Survivors include a cousin, Alice Stevens Hecker '55.

George M. Chandler '51, Durham, N.C., August 14, 2015. Survivors include a stepdaughter, Myra McNaughton '52; and a stepson, John R. McNaughton '53.

Margaret M. Lutz '51, State College, Pa., March 29, 2015

Stuart V. Foote '51, Rochester, N.Y., February 2015. Survivors include a daughter, Jennifer A. Smith-Zempel '99; and a son-in-law, David S. Veum '93.

Dorothy Weber Melin '44, Houston, Nov. 12, 2015. Survivors include a sister, Margaret J. Bryand '05; and a granddaughter, Dorothy Weber Melin '44.


Donald O. Pagel '69, St. Louis, Oct. 24, 2015.

Nancy L. Wmbling '70, Lake Oswego, Ore., December 2014.

Steven M. Tower '72, Northfield, Mass., Jan. 17, 2016. Survivors include his wife, Heather B. Tower; a son, Christopher G. Tower; and a daughter, Sara Towell.

Nelson F. Freeburg '73, Memphis, Tenn., June 27, 2015.

Deborah J. Heritage '73, Charlotte, N.C., June 30, 2015.

Melissa K. Lessin '75, Nokomis, Fla., August 16, 2015.

Gina E. Wagner '03, Appleton, Wis., December 20, 2015. Survivors include a brother, Michael J. Ulrich '77; and a sister, Katherine Ulrich '79.

Edward C. Nelson '06, Madison, Wis., July 31, 2015. Survivors include a sister-in-law, Emily Becker Nauheim '76.

Catherine Bonnske Nauheim '77. St. Louis, Sept. 9, 2015. Survivors include her husband, David H. Nauheim '77; and a sister-in-law, Emily Becker Nauheim '76.

John J. Ulrich '77, Ada, Ohio, Sept. 7, 2015. Survivors include a brother, Michael J. Ulrich '77; and a sister, Katherine Ulrich '79.


Andrew W. Robbins '64, Santa Fe, N.M., June 25, 2015. Survivors include his wife, Margaret Cornelison Robbins '66; and a cousin, Nancy Nelson Eckel '61.

Kenneth L. Schellie '64, Parkville, Md., July 16, 2015. Survivors include her husband, Dr. Kenneth Harriman '54.

David G. Miller '55, June 6, 2015.

James W. Morris '56, Dallas, Tex., Oct. 8, 2015. Survivors include his wife, Joan Ubbink Robinson '56.

Margaret Hoyer Davies '54, Panama City, Fla., September 2015. Survivors include her husband, J. Thomas Hurvis '60; a cousin, Margaret Isely Araneo '56; and a sister, Katherine Ulrich '79.


Nancy Locklin Robbins '59, Nokomis, Fla., November 2015. Survivors include her husband, J. Thomas Hurvis '60; a cousin, Margaret Isely Araneo '56; and a sister, Katherine Ulrich '79.

Marianne Wilson Geske '56, La Crosse, Wis., November 2015. Survivors include a sister-in-law, Margaret J. Bryand '05; and a granddaughter, Dorothy Weber Melin '44.
The Big Picture

Students, faculty and staff pose at Hongfu Temple in Guiyang, China, during Lawrence’s winter Sustainable China trip.
A liberally educated citizen should have the skills and the sense not to fall prey to the specialists and technocrats who pose as the new elite of our troubled times.

—Richard “Rik” Warch (1939–2013), former Lawrence president, in his 1979 Matriculation Convocation address