Shining a light on darkness
Soeffker Gallery hosts exhibit by Michael Price, who designed the iconic statue of Bishop Leonidas Hamline on campus.

Dressing The Bishop, Proposal Rock, Office Olympics... Take a look at some of the traditions that make Hamline special.

The power of collaboration crosses the street in a unique partnership between Hamline Elementary School and Hamline University.

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Spring is the time of year that we begin to think about and engage in activities that revive the soul and feed the spirit. The campus becomes alive with the life of spring—the appearance of buds on trees and the greening of our beautiful campus. The greatest sight for us is students who begin to migrate from their cocoons—residence halls, apartments, and homes—to experience what the campus outside the classroom and the Anderson Center has to offer—lots of space to spread out and study for that chemistry exam, share a laugh with another Hamline student, or gaze upward while contemplating the meaning of life and the wonders of the world.

While it’s easy to focus attention on what is happening on campus, at Hamline, we educate students to be locally committed and globally engaged citizens. Events beyond campus impact who we are now, who we want to become, and the actions we take to improve Hamline, our communities, and the world.

It’s encouraging to witness the way the Hamline community comes together and stands with our global and neighborhood partners against violence and injustice. When the unthinkable happens, I’m amazed at the resilience and hope of so many people. We looked on in disbelief and with sadness at the news of the bombings in Paris and Brussels. We cried for and with those individuals and families who experienced violence, whether here in Minnesota or around the nation. Yet, our heads remain unbowed and we rise.

Here at Hamline, we don’t shy away from difficult conversations that result from incidents in our communities and around the world. In November, we hosted an interdisciplinary panel on violence and terrorism, faculty-led classroom discussions, and informal conversations around campus. And, more importantly, our off-campus program staff were in immediate contact with members of our community studying or working in those areas where attacks occurred or where the safety of community members was in question.

On campus, we listened to students and supported their efforts to be part of the Twin Cities through service to the community and participation in civil activities. Our Hamline to Hamline elementary school partnership, which is believed to be the longest university/elementary partnership in the nation, remains strong. Approximately 200 members of our community participate as volunteers, tutors, buddies, and so much more to our young neighbors across the street. Eight university alumni are on staff at Hamline Elementary, and a graduate of the elementary school can be counted among our student body.

We are Hamline proud!

With all that we’re doing and have yet to do, it’s easy to understand my vision for Hamline University—to work together with all of you to make Hamline University a premier institution of higher learning in the nation.

Best wishes,

Faynese Miller, President
Students dance to music by indie pop group Smallpools at the 2015 Winter WonderJam concert, now in its third year. The February event, which brings local and national musicians to campus, is hosted by HU Radio, Hamline Undergraduate Student Congress (HUSC), and Hamline University Programming Board (HUPB).
Prison class breaks down barriers, builds understanding

What do college students and incarcerated individuals have in common? More than Joseph Oliver ’17 imagined before a new class brought him face-to-face with men serving time at the Minnesota correctional facility in Lino Lakes.

Oliver was one of the first Hamline students to participate in the Inside-Out Prison Exchange Program, designed to bring college students and incarcerated men and women together to study as peers behind prison walls.

“The first day, we were all kind of nervous,” Oliver says. “But as soon as everyone got there, we kind of just clicked and everything melted away.”

Shelly Schaefer, chair of the Criminal Justice and Forensic Science Department, brought the international program to Hamline in fall 2015. “The Inside-Out model is all about equality,” she says. Classes start with an equal number of “inside” and “outside” students, and chairs are arranged in a circle for discussion.

“This class, more than anything, has a strong social justice mission,” Schaefer says. “It’s really going back to how do we retransform our views on ‘the other,’ and how do we begin to allow a lot of different people to have a voice at the table.”

Several precautions ensure students’ safety inside the prison. All students are screened before being admitted to the class, Hamline students go through the Minnesota Department of Corrections’ volunteer training program, and there are cameras and emergency phones in the classroom.

Only first names are used, and communication between Hamline students and incarcerated students ends at the conclusion of the class.

After the fall semester class, Kelsey McWilliams ’16 says, “I feel like I have a better outlook, that everyone isn’t the worst thing that they’ve ever done. I used to think there’s an ‘us’ and a ‘them.’ Now it’s more of a collaboration.”

—Julie Carroll

Professor given AmeriCorps lifetime achievement award

Hamline School of Business professor and former Saint Paul mayor Jim Scheibel recently won the highest possible award given for volunteer service—the President’s Lifetime Achievement Award from AmeriCorps Volunteers in Service to America (VISTA).

Scheibel was chosen for the award based on his years of service to VISTA, advocacy, and volunteer work with mentoring-partnership organizations. He received a plaque, signed by President Barack Obama, during a ceremony for the 50th anniversary of the VISTA program.

“I have a lifelong commitment to building stronger communities through volunteer work,” Scheibel says. “I like being a creator of the community I live in, and what’s even better is working with people to develop their leadership skills as co-creators.”

The combination of Hamline University School of Law and William Mitchell College of Law was approved by the Accreditation Committee of the American Bar Association. Mitchell Hamline also was listed in The National Jurist’s honor roll of best schools for practical training.

Center for Justice and Law launched

The new Center for Justice and Law at Hamline brings together people across campus who are focused on legal and justice work to collaborate with community partners, provide high-impact educational opportunities, support collaborative research, and sponsor public symposia.

“Almost a quarter of our students come to Hamline eager to work in this field, and we have a number of community partners with whom we’re engaged in collaboration on grants and various projects,” says Marcela Kostihová, interim dean of the College of Liberal Arts.
Three MFAC instructors receive national literary honors

Gene Luen Yang, an instructor for Hamline’s Master of Fine Arts in Writing for Children and Young Adults (MFAC) program, was named the National Ambassador for Young People’s Literature, co-sponsored by the Library of Congress, the Children’s Book Council, and the Every Child a Reader foundation. He is the first graphic novelist to be honored since the position was created in 2008. In addition, his American Born Chinese was the first graphic novel named a finalist for the National Book Award.

Matt de la Peña, an MFAC instructor, won two top awards for his picture book Last Stop on Market Street: the John Newbery Medal for outstanding contributions to children’s literature and a Caldecott Medal for illustration. De la Peña is the first Hispanic to win the Newbery. This is the second book ever to receive both accolades. “One of the best parts of winning the Newbery while class was in session was being able to share the experience with the great faculty and students at Hamline,” de la Peña says. “I always tell my students the best writers are able to put the highs and lows into perspective, maintaining focus on the work itself. Now I get a chance to put my money where my mouth is.”

Laura Ruby, also an MFAC instructor, won the 2016 Michael L. Printz Award for her young adult novel Bone Gap. The story is about the disappearance of a young girl named Roza and her friend’s endeavor to unravel the mystery. The novel also was a finalist for a 2015 National Book Award. “I was working on Bone Gap at a rather low point in my life—personally and professionally,” Ruby says. “But when Mary Rockcastle [director of The Creative Writing Programs] called to offer me a position on the Hamline faculty, I thought maybe I’d have something to say to other writers. Working with these enthusiastic, talented students was so energizing, and my colleagues so inspiring, that I slowly found my love for my own writing again. It’s poetic that I received this award while at [MFAC] residency. This program brought me back to myself.”
Hamline recognized as national study abroad leader

Is your suitcase packed? Is your passport up-to-date? If you’re a Hamline student, the answer is probably “yes.”

The Open Doors Report of the Institute of International Education confirmed Hamline students’ globetrotting tendencies, ranking the university first in Minnesota for study abroad opportunities, with more than 640 Hamline students studying abroad during the most recently surveyed academic year. Nationally, Hamline ranked 14th in the Top 40 Master’s Colleges and Universities category, a rise of two places over last year.

Hamline has pledged to increase the undergraduates who study internationally to 70 percent by 2020.

Power of One Day exceeds goal

Exceeding last year’s results and far surpassing the goal, this 24-hour day of giving generated 683 gifts worth $190,000. In addition, Hamline announced a $50,000 endowment gift from the Disabled American Veterans of Minnesota Foundation. The next Power of One Day is November 16.

166 FACULTY/STAFF DONORS 197 FIRST-TIME DONORS 683 TOTAL GIFTS $190,000 TOTAL RAISED
Students provide warm welcome to Syrian refugees

After moving halfway across the world to escape the conflict in their native land, Syrian refugees face a number of challenges, including trying to stay warm during their first North American winter.

The Hamline Muslim Student Association recently held a drive to provide warm clothing to Syrian refugees in Canada, Michigan, and Minnesota.

More than 200 bags of clothing were donated to the campaign by students, alumni, staff, and community members.

“The idea originated with the Who Is Hussain? campaign, but it was my idea to bring it to Hamline,” says student organizer Nadia Almosawi ’16. The campaign is a global movement that seeks to spread the message of Hussain ibn Ali, a man viewed by many as the Muslim equivalent of Mahatma Gandhi.

“We hoped to raise awareness of the situation and impact the way people view this crisis,” Almosawi says.

From capstone project to reality: Twin Cities Mobile Market

When Leah Porter Driscoll MNM ‘12 needed a capstone project to graduate, she chose the topic of food deserts and learned just about everything she could about the vast inequities in the Twin Cities.

“It’s sadly ironic that our ZIP code not only determines our life expectancy, but that those in the poorest neighborhoods also have the most limited access to fresh fruits and vegetables, which is something that could improve their health outcomes,” she says.

Rather than putting her project on a shelf when she graduated, Driscoll kept going. Eventually, she partnered with The Amherst H. Wilder Foundation, a Saint Paul-based nonprofit health and human services organization, to create the area’s first mobile market.

The retrofitted bus makes weekly stops at 18 locations in some of Saint Paul’s poorest neighborhoods.

In a recent survey, 70 percent of shoppers reported they had increased their consumption of fruits and vegetables as a result of the mobile market, which offers competitively priced and minimally processed produce, meats, dairy, and other staples.

Driscoll has already heard a number of anecdotes about improved health consequences. “One shopper was diabetic and had struggled with rising blood sugar counts,” she recalls. “At her last visit, her doctor asked her what in the world she’d been doing since her counts were finally in the normal range. She told her doctor it was because she was able to shop once a week with us.”

Driscoll received The Hamline School of Business 2015 Distinguished Alumni Award. And, only a year after launching, Mobile Market has received enough funding to allow the purchase of a second bus, which will hit Minneapolis streets this summer. Driscoll hopes to use space on the bus, as well as outside in summer months, for cooking demonstrations and sampling.
Fast forward

He’s officially listed as 5-feet-9-inches tall. At times last fall, however, forward Abbai Habte ’16 seemed to stand a lot taller on the soccer field. The Saint Paul native had a terrific season, helping the Pipers reach their first postseason appearance in nine seasons.

Habte led the Pipers and was second in the MIAC in goals (10) and points (24) in 2015. On October 5, 2015, he recorded a soccer rarity—a pure hat trick of three goals in a 3-0 win at Northwestern. Feats like that helped him gain a spot on the National Soccer Coaches Association of America (NSCAA) All-Region team. He’s the first Piper to earn such a plaudit in seven years and the third ever in Hamline history.

“Abbai was a real leader for us this year,” says head coach Alex Morawiecki ’06. “His hard work on the field lifted everybody around him.”

Habte finished his four-year career at Hamline with 16 goals and 40 points. Both rank fourth in university history.

—Dave Wright, sports information director
Fall sports

**Football**
*4-6, 2-6 (7th) MIAC*
Austin Duncan ’16 finished with the university record for rushing yards (4048) and touchdowns (34). Chase Duwenhoegger ’17 was named to the All-MIAC second team offense. Matt Wildes ’16, Darrian Smith ’16, and Anthony Hill ’17 were named to the defensive unit, and Kyle Johnson ’18 was named to special teams.

**Volleyball**
*11-15, 3-8 (10th) MIAC*
Julia Zolnosky ’17 was named to the all-conference team. She was third in the MIAC in kills per set (4.24).

**Soccer**
*Women 5-11-1, 2-8-1 (11th) MIAC*
Malya Hirshkowitz ’17 earned her second straight postseason honor when she was named honorable mention on the MIAC postseason team. Aubrey Stenson ’16 also had a spot on the same team.

*Men 8-9-2, 5-4-1 (T-5th) MIAC*
Abbai Habte ’16 was second in the MIAC in goals (10) and points (24). The Pipers made the playoffs for the first time in nine years. Habte and Jake Niemann ’17 were named to the All-MIAC team.

**Cross country**
*Women 273 points (10th)*
Meg Griffin ’19 was the top HU finisher in the conference meet, placing 49th in the 244-runner field. Brenna Kennedy ’16 was right behind her in 50th position.

*Men 194 points (7th)*
Nathan Rock ’16 and James Logan ’17 earned places on the MIAC honorable mention unit for their 10th and 25th place finishes at the conference meet.
Making sense of senseless violence

Last November, after terrorist attacks in Paris and other parts of the world, Hamline professor Jillian Peterson organized a multidisciplinary panel discussion to examine what appeared to be senseless acts of violence. If we fail to understand the root causes of terrorism, panelists pointed out, we cannot adequately address it. Hamline magazine asked the panelists to summarize their talks.

To contribute to the conversation, send an email to magazine@hamline.edu.
A RELIGION PERSPECTIVE AND GENERAL OVERVIEW
By Mark Berkson, chair of the Religion Department

The terrorist attacks in Paris (and San Bernardino, Calif.; Tunisia; Mali; or anywhere that extremists with weapons have slaughtered innocent human beings) seem senseless. The utter indifference to human life and the brutality and fanaticism that characterize groups like ISIL, Al Qaeda, Al Shabaab, and Boko Haram should always be shocking and alien to us.

At the same time, in an academic community, we have the responsibility to try to make sense of the senseless, to understand as much as possible what factors gave rise to groups like these. Only when we understand how these extremist groups arose and gained a following can we formulate a strategy to eliminate them as far as possible.

Since I teach Islam, I’m often asked, “Why are Muslims so violent?” This is a wrong, misguided question. The right question would be, “How and why did these groups arise in these particular places in this particular historical moment?” If we focus on ISIL, for example, we can see that the group, which began as Al Qaeda in Iraq, would not exist if not for the U.S. invasion of Iraq. Another factor involves Sunni-Shia tensions that were exacerbated due to former Iraqi Prime Minister Nouri al-Maliki’s poor decisions in post-war Iraq. Yet another key factor is the Syrian civil war, which produced chaos and division that the group was able to exploit and turn into territorial gains.

As we look more deeply at groups like Al Qaeda and the Taliban, we can see how a puritanical, harsh form of Islam came to have influence in parts of the world that had known centuries of moderate, tolerant forms of Islam. That story includes the role of Saudi Arabsians who export their rigid, puritanical, Wahhabi Islam throughout the world (financed, in part, by U.S. petrodollars). We must also remember that the Taliban, which sheltered Al Qaeda, arose with U.S. financing and support in the context of anti-Soviet resistance in Afghanistan during the 1980s. The story is complex and multi-layered, so we should avoid any simple explanation.

Violent extremists represent a miniscule fraction of Muslims worldwide. If we add together all of the militant Muslim extremists from the various terrorist organizations, the highest estimates would bring us to a number that is approximately .02 percent of the population of Muslims in the world. The vast majority of victims of their violence are Muslims. If these terrorist groups collectively vanished from the earth, nobody would be more relieved than the overwhelming majority of Muslims, who simply want to live in peace. Leaders in the Islamic world have consistently condemned these groups in the strongest possible words (although many Americans don’t know this because most media coverage focuses on the violence). These leaders include the Grand Mufti of Egypt; the Organization of Islamic Cooperation, which said that ISIL’s violent actions “contradict the values of Islam”; and the Arab League, which called for its 22 member nations to fight ISIL “militarily and politically.”

The motivations of many of the people who join these extremist groups are only nominally about Islam. Many aren’t particularly religious and don’t know much at all about Islam. These alienated young men join such groups for power, adventure, or respect (like others join street gangs). Many are recruited through the skillful use of social media.

Perhaps the most important thing to remember is that Islam, like all religions, is a remarkably diverse tradition. We must keep in mind that differences within religions are as great as, if not greater than, the differences among them. We should never let the violent extremists represent an entire religion.

Throughout history and across the globe, an astronomically greater number of Muslims has been influenced by the Sufi mystical tradition than by extremism. The Sufi path is characterized by love and service. It’s a form of religion that can play an important role in combating the evil done in religion’s name. This gentle, tolerant, spiritual form of Islam can be exemplified by remarkable people like Shaykh Muhammad Naqib ur Rehman (known as Pir Sa’ab), a Sufi leader from Pakistan who visited Hamline University last year. His shrine of Eidgah Sharif does charitable work, fights poverty and hunger, participates in interfaith dialogue, promotes nonviolence, and provides free education for girls. Pir Sa’ab speaks throughout Pakistan to condemn terrorism and promote an Islam based on love—even speaking in areas with significant Taliban activity despite receiving numerous death threats. Pir Sa’ab says, “Sufism works on the human heart to make it soft so that in the times of atrocities and harshness, the response becomes love—all-embracing and all-encompassing love and forgiveness—not hatred.”

The major conflict of our time is not between Islam and the West, but within Islam itself (in fact, within all religions). It’s between the best of religion and the worst. Religion at its worst is about creating and defending boundaries, divisions between “us and them,” “the saved and the damned.” Extremists are obsessed with identifying unbelievers, heretics, and blasphemers. Such a worldview often justifies or gives rise to violence.

Religion at its best is about dissolving boundaries, revealing a oneness that underlies and connects all of the diverse manifestations of creation. In fact, if there is one concept that is most important in Islam, it is tawhid, oneness. It refers to the oneness of God, which also means the oneness of all creation, and thus the oneness of humanity. Sufis show us a way of seeing past all divisions, encouraging us to put aside our labels and banners. The great Sufi poet Rumi describes it in these words: “Only love. Only the holder the flag fits into. No flag.”
A PHILOSOPHY PERSPECTIVE
By Sam Imbo, professor of philosophy and interim associate dean of the College of Liberal Arts

Paris, London, and New York are synonymous with culture, sophistication, and high finance. Now, however, these cities have become known for something else—terrorist attacks. Sadly, so have Madrid, Benghazi, and San Bernardino, Calif.

In November 2015, terrorists stormed a concert hall, set off explosions at a stadium, and shot diners at cafés and restaurants in Paris. In total, 130 people died and hundreds more were injured in the series of coordinated attacks.

These and other acts of terrorism, even though they may occur far away, still hit us close to home. Calculated, yet senseless, such violence evokes feelings too strong for us to handle alone. We need to be with others, to reaffirm the human connection. We also need to stand together against demagogues, opportunists, and cynics wishing to exploit tragedy to stoke xenophobic and nativist sentiments.

In recent years, some have pointed to acts of terrorism around the world as reason to fear religion, particularly Islam. While it is true that the perpetrators of these acts of violence employ religion as their justification, it’s dangerous and unfair to make the lazy inference that religion is the cause of this violence. People of faith, particularly Muslims, are injured greatly by public ignorance and uncritical acceptance of erroneous depictions of their beliefs.

In his paper “The Familiar Stranger: An Aspect of Urban Anonymity,” social psychologist Stanley Milgram provides a way to think about the plight of Muslims in America when he speaks of the strangers with whom we regularly cross paths yet know nothing about due to lack of interaction. The truth is that Muslims are not strangers in America; they have a long history in this country. When those who belong are treated like strangers in their own land, however, it can lead to severe political implications.

Alienation can be addressed at two levels: the personal and the institutional. One way to address the familiar stranger phenomenon is for all of us to cultivate meaningful relationships with fellow citizens we may not understand. Reading about, talking with, and listening to those of a different culture, religion, or political persuasion can improve our personal knowledge.

The harder work is to address institutional structures that result in people feeling like strangers in their own land. For those who doubt that institutional barriers exist, consider whether American civil society allows room for substantive discussion and civil disagreement across racial, class, religious, and cultural differences. In our political discourse, are there real consequences for defending positions that are xenophobic, racist, or sexist?

Many of us go about our busy lives without pausing to reflect on these deeper questions until tragedy jolts us awake. However, all of us might benefit if difficult discussions such as these did not arise only in times of tragedy.
A GLOBAL STUDIES PERSPECTIVE
By Leila DeVriese, chair and associate professor of global studies and director of Middle East studies

In the hours following the November 13, 2015, attacks on Paris, people around the world shared their reactions to the horrific events using various social media platforms. A discursive sense-making process shaped the nature, tone, and content of these online conversations.

In the first few hours, as reports of the events were still unfolding, Facebook profiles, as well as national landmarks and monuments worldwide (from Egypt’s pyramids to New York’s Empire State Building), were adopting the colors of the French flag in solidarity with the people of Paris.

Fewer than 12 hours later, a different narrative—reaffirming that the scourge of terrorism is indiscriminate and global in reach—was emerging as many people reminded us of similar terrorist attacks in Baghdad, Beirut, Lagos, Nairobi, and other cities that had often gone underreported by Western mass media in 2015. Among the most memorable social media posts were graphs indicating that more than 90 percent of the victims of terrorism in 2015 were of Muslim and/or Arab origin.

Soon, it became abundantly clear that this was not an “East vs. West” or “us vs. them” scenario.

This transformation of public discourse within a few short hours highlights the diffusive, discursive, and global influence of social media.

Such valuable data, however, did little to temper the knee-jerk reaction by xenophobes and far-right politicians in Europe and the United States, who exploited the attacks to fan the flames of Islamophobia and further their own anti-immigration agendas. Many politicians and pundits alike were quick to draw false connections between migration and terror, disregarding any distinction between violent extremism and peaceful Islam or Muslims.

Some may argue that the media is somewhat, if not equally, complicit in sustaining heated political rhetoric surrounding Islam. According to Dalia Mogahed, a former adviser to President Obama, co-author of the book Who Speaks for Islam?, and director of research at the Institute for Social Policy and Understanding in Washington, D.C., the media ignores not the silent minority, but the silenced majority. She argues that, while the overwhelming majority of Muslims reject the proclamations of terrorist groups like ISIL and denounce them as un-Islamic, mainstream media continues to propagate a more sensationalist and divisive narrative of “us vs. them.”

Ironically, the anti-Muslim backlash that spread throughout Europe and the U.S. was exactly the type of response terrorist groups like ISIL are banking on. ISIL sees this stigmatization of Muslims in the West as the perfect recruitment tool and has built an army of thousands of foreign fighters—many of them from Europe—by tapping into a reservoir of marginalized youth. Here’s where a deeper understanding of ISIL’s ideology and motivation becomes imperative to counteracting its destructiveness and reach.

In order to validate its claim as the new caliphate, ISIL needs to control land. The caliph’s legitimacy hinges on his ability to enforce ISIL’s extreme and distorted interpretation of Sharia, and the caliphate can only do that if ISIL can maintain its territorial conquests. ISIL is not interested in pushing its way into European territory; it has set its sights solely on Arab lands. Without land and Muslim populations on which their version of Sharia can be administered, a caliph is effectively delegitimized and stripped of credibility, jurisdiction, and authority to lead, thus rendering ISIL leaderless and vulnerable to internal fissions and implosion.

Subsequently, in order to maintain and expand its territorial control, ISIL’s very survival rests on recruiting more foreign fighters and expanding its volunteer army.

Many of ISIL’s marketing and recruitment campaigns play on the sentiments of isolation and disenfranchisement felt by youth in some parts of Europe or the U.S. So, when politicians and mainstream media respond to terrorist attacks like those in Paris by perpetuating anti-Muslim or xenophobic rhetoric, they are playing directly into the hands of violent extremists.

The final lesson to take away from the recent terrorist attacks around the world lies in the power of language and naming. Whether we use ISIL (Islamic State in the Levant), ISIS (Islamic State in Iraq and Syria), or IS (Islamic State), all three terms are aspirational in that the terrorist group neither represents Islam nor is it a state. They may aspire to and claim to represent both, but that is far from the truth. In using their terminology, governments and people are legitimizing them and lending credibility and validation to their aspirational claims. Moreover, all three acronyms contribute to confusion and a conflation of the terms “Islam,” “Muslims,” and “Islamists,” which are respectively very different concepts.

Recently, President Obama remarked that “ISIL is not Islamic … and [is] certainly not a state.” Muslim scholars around the world agree and have been very vocal in their denunciation of the group. Instead, we should follow the example of the Muslim and Arab world and use the Arabic term “Daesh,” an acronym for al-Dawla al-Islamiya fi al-Iraq wa al-Sham. “Daesh” can also be used as a derogatory term referring to “a bigot who imposes his view on others.”

“We should follow the example of the Muslim and Arab world and use the Arabic term ‘Daesh.’”
Define, quantify, and prevent. That is how a criminologist approaches an incident, whether it’s a local crime or an international terrorist event like the recent attacks in Paris and Beirut.

Terrorism, as defined by The National Consortium for the Study of Terrorism and Responses to Terrorism (START), is an “intentional act of violence or threat of violence by a non-state actor.” It must include at least two of the following criteria:
1. The violent act was aimed at attaining a political, economic, religious, or social goal;
2. The violent act included evidence of an intention to coerce, intimidate, or convey some other message to a larger audience (or audiences) other than the immediate victims; and
3. The violent act was outside the precepts of International Humanitarian Law.

Between 1970 and 2014, more than 100 people were killed on a particular day in a particular country 176 times, according to START. Until 2013, 4.2 mass fatality terrorist events happened per year on average. In 2014, that number spiked, with 26 mass fatality events occurring in eight countries.

When responding to terrorism, there is a tension between safety and freedom. We give up some individual freedoms for greater societal safety. How much freedom we should give up and why we should give up that freedom are matters for debate. For criminologists, the answers to these questions depend on why we think terrorism occurs. For example, are people who commit terrorist acts rational, or do they have strain in their lives?

Criminological theory and research suggest that when responding to terrorism, it is important to avoid alienating people. Research has found that if there is a lack of community or trust due to suspicion of others, crime will likely increase. Crime also increases when people do not believe in the legitimacy of the police.

With these and other findings, we as a society have the power to make decisions that will work to prevent events such as those in Paris and Beirut while maintaining freedom.

Research has found that if there is a lack of community or trust due to suspicion of others, crime will likely increase.
The November 13, 2015, terrorist attacks were so resoundingly brutal precisely because they struck in the core of a place representing the cultural ideals of universality, solidarity, and progress—the city of Paris. These values, considered as the fundamental principles of Western culture, are, however, rooted in a historical reality that is as complex as our current reality. The relationship between France and the Muslim world has a long and tortuous history.

In 1789, the French Revolution launched monumental changes in the French state. In addition to toppling the monarchy, revolutionaries stripped the church and the clergy of many of their long-standing powers of decree, hold on education, censorship, arrest, and exile.

Over the next century, these reforms fluctuated according to the regime until 1905, when the government of the Third Republic enacted the law of secularism, effectively establishing the separation of church and state. The law was based on the principle of the neutrality of the state, freedom of religious exercise, and limitation on public power related to the church. In order to ground the law and ensure its endurance, the law prohibited the display of religious symbols in the public sphere, including schools, public institutions, and hospitals.

The strictness of the law stemmed from the endeavor of French society to dismantle the restrictions of their own religion—Catholicism. The current, apparently harsh, law against the wearing of headscarves in public institutions is integral to the same regulations the French apply to Christians (although Muslims claim, often justifiably, that there is more tolerance of non-Muslim symbols).

French colonization began in 1830 with the city of Algiers, capital of Algeria. France then established Morocco and Tunisia as protectorates. Independence was reached in 1955-56 for the latter two countries; whereas Algeria, considered a proper colony of France, gained independence in 1962.

The impositions on religious customs and changes in land management and ownership, as well as restrictions on civil rights, culminated in mid-20th century uprisings and brutal efforts to suppress them. The turmoil caused political upheaval in France, where the experience of World War II was only beginning to be examined, but where there was much support for the more than a million French non-Muslim residents (the Pieds noirs, or “black-footed”) who had lived in Algeria for generations and had benefitted from the unequal access to its resources.

Starting in the 1970s, North African immigrants began to immigrate to France, where there was an urgent need for manual labor in the boom of the post-war economy. The Muslim population today is estimated at 5 million.

The integration of the Muslim newcomers has been fraught with difficulties. Although many have become part of French society and economy, many second-generation Muslims have been relegated to suburban housing projects, assigned to inferior schools, and discriminated against in the workplace.

These circumstances can help to explain the frustration that has been fomented and exploited by extremists who enlist support for violent actions against the West’s involvement in the Muslim Middle East and rely on the conflicted identity of young Muslims in modern France.
The power of collaboration crosses the street in a 125-year partnership between Hamline Elementary School and Hamline University.
Once a week during his lunch break, Hamline University Dean of Students Alan Sickbert crosses Snelling Avenue to toss a ball with Marshawn, a 7-year-old student at Hamline Elementary School (formerly Hancock-Hamline University Collaborative Magnet School). They play racquetball, chat about their days, and compete in games the imaginative second-grader invents. Occasionally, Sickbert helps Marshawn with his homework.

“We value our time together,” Sickbert says. “For [Marshawn], it’s a reward for getting his schoolwork done, so he works hard and does well. For me, it’s getting to know Hamline’s neighbors in a more meaningful way.”

Sickbert and Marshawn have been hanging out together for two years as buddies in the Hand in Hand mentoring program. The student-led program is a key component of the Hamline to Hamline Collaboration, a unique partnership between the university and the elementary school that impacts hundreds of participants on both sides of the street.

The two institutions have been working together for more than 125 years. In 1991, the partnership was formalized, making it the nation’s first official elementary school–university alliance of its kind by taking a three-pronged approach to collaboration. The three components—aesthetic department pairings with each grade level, one-on-one mentoring, and inside-the-classroom tutoring—all fall under the collaboration’s guiding principle that “college begins in kindergarten.”

“This collaboration puts some of Hamline’s core values into practice, such as social justice, equity, and inclusion,” says Fayneese Miller, president of Hamline University. “It’s a creative and integrated partnership that celebrates the cultural diversity in our midst while engaging community members in shared learning experiences.”

Sickbert was inspired to become a Hand in Hand mentor after being invited to a neighborhood walk with the elementary school students during the spring of Marshawn’s kindergarten year.

“Marshawn was my tour guide,” Sickbert says. “We ate lunch together and chatted quite a bit. He’s bright and full of energy, and we had a lot of fun together.” Sickbert so enjoyed meeting the boy that he signed up to be a mentor and asked to be matched with Marshawn. Now Sickbert joins hundreds of university members as they mentor, tutor, and learn alongside the elementary school students, modeling the importance of school and guiding the children toward a future that includes a college education.
While many universities offer service programs that include tutoring and mentoring, the Hamline to Hamline Collaboration strengthens the commitment by building two-way, ongoing relationships between the institutions.

“This is a reciprocal partnership, with both campuses working together to support our belief that college begins in kindergarten,” says Nancy Vang, the university’s coordinator of the Hamline to Hamline Collaboration. “It greatly benefits both schools because it encourages Hamline [University] students to engage deeply with their community by creating positive relationships, and it normalizes the idea of college for the elementary school students.”

The children routinely visit the university campus to enjoy access to an unprecedented wealth of cultural and educational experiences—from occasionally eating lunch in the cafeteria with their mentors to taking swimming, soccer, and gymnastics lessons from varsity athletes to preparing legal arguments for a mock trial with law students. The activities break down barriers and encourage relationships to blossom.

“When the children come to Hamline, they can visualize themselves as college students,” President Miller says. “They also see that they are important to us. That is a valuable message to send.”

First among the shared experiences are academic pairings, such as the annual collaboration between Mitchell Hamline School of Law and the elementary school’s fifth-graders. Each spring, the children prepare for and conduct a mock trial alongside law students and practicing attorneys in the law school’s courtroom. Kindergartners are invited to Bush Memorial Library to hear students in Hamline’s Master of Fine Arts in Writing for Children and Young Adults program read from their newly published children’s books. Journalism students teach photography, writing, and illustration to fourth- and fifth-graders as they work together to publish The Snelling Connection, a biannual newspaper. In first grade, children learn the elements of producing a play in collaboration with Hamline’s Theatre Department.

Alongside these examples of larger grade-level experiences, there are individualized collaborative projects that support the elementary school curriculum, such as a recent hands-on demonstration and discussion about the making of Silly Putty, conducted by Hamline chemistry students in a fourth-grade classroom.

Frank Shaw, mathematics professor and faculty liaison for the Hamline to Hamline Collaboration, sees these academic pairings as opportunities to enrich learning at the university level as well as at the elementary school.

“These experiences plant seeds of interest in the minds of the children, encouraging their potential and hopefully making them more likely to go to college,” Shaw says. “At the same time, the university students see connections between what they’re learning and what’s being taught at a lower level. They learn to abstract what they’re learning in a way that allows it to be explained to 10-year-olds.”
Shaw has led some of his students in an exercise in algebraic thinking with the elementary school’s third-graders, in which they timed and plotted the course of weighted parachutes they dropped from a height of 15 feet in front of Hamline’s library.

“One of the challenges is that the lessons we do together have to be seminal to what the children are learning, especially in math, which is tested, quantified, and examined so carefully by the public,” Shaw says.

Bobbie Johnson, principal of Hamline Elementary School, appreciates the university faculty’s willingness to share their academic expertise with her school.

“The collaboration sets our school apart from other schools because we have this strong community connection that fosters student learning at every level,” she says. “By the time a student has gone from kindergarten through fifth grade, they’ve had quite a few varied experiences with the university students.”

In addition to the many Hamline students who participate in academic and athletic pairings and serve as Hand in Hand mentors, nearly 100 students regularly spend five to 10 hours a week as tutors in every classroom at the elementary school, assisting teachers with lessons in all subject areas and working with individual students or small groups. The tutors are work-study students from Hamline who are employed and trained through the federally funded America Reads and America Counts programs.

Marketing major Justin Malecha ’16 has been a tutor since he was a first-year student. He’s now in his second year working in the same kindergarten classroom, where he helps the children improve their reading and math skills.

“I love seeing the transformation in the kids from the beginning of the year to the end, as they move from struggling to flourishing,” he says. The experience has taught him patience, as well as creativity in reframing a difficult lesson so that students can understand it. The hugs and high fives he gets are a nice reward too.

“The kids definitely remember me and are always excited to see me in the hall,” he says.

Hamline Elementary is fairly bustling with university students on a daily basis, says Elizabeth Casperson ’15, a fourth-grade teacher who is one of eight Hamline grads on staff at the school.

“Our school is full of Hamline tutors every day,” she says. She herself tutored at Hamline Elementary while she was an undergraduate. She says the experience provided a sneak peek into her future as a teacher.

“I was so fortunate to be able to talk with the teachers about the curriculum and about studies or articles that I was reading for class,” she says. “Tutoring was a practical application of my education.” Casperson now enjoys the daily support of up to four tutors in her classroom, giving her fourth-graders additional adults in their lives to help keep them motivated and on track.

The teachers appreciate the steadiness of the tutoring program and welcome the extra attention the university students give to the children, says Jodie Wilson ’93, the elementary school’s faculty liaison for the collaboration. “This is a stable program that we rely heavily upon,” she says.

“Having tutors—university students who are great role models—in the classroom is just a regular, expected part of the children’s school day.”
Planting seeds

The Hamline to Hamline Collaboration has shown that planting the idea of college early on has the power to propel kids toward postsecondary education. When strategic management students at Hamline completed three analyses of the collaboration in the early 2000s under the direction of Rita Johnson, Hamline professor emerita of management and economics, they found that 94 percent of the elementary school’s third-, fourth-, and fifth-graders wanted to go on to college. Most of those students said, however, that they didn’t think their families could afford to send them, which inspired Johnson and her husband to establish a four-year renewable Hamline to Hamline Scholarship, available to Hamline Elementary alumni who go on to attend Hamline University.

Mandy Vang ’16, who was a student at the elementary school and is now a public health major at Hamline, has experienced the dual impact of the collaboration. She was inspired to go to college after having a Hand in Hand mentor in third and fourth grade. “I loved being able to talk to someone older and more educated,” she says. She is the first member of her family to attend college and is hoping to go on to medical school. She has mentored a girl at the elementary school and is currently tutoring students in first and third grades. “Being involved in the program helped me see college as a possibility,” she says. “If it worked for me, it certainly can continue to work for today’s kids, as the more exposure to college they get, the likelier they are to want to go.”

It’s really what being a good neighbor is all about: serving and uplifting each other while working toward a common goal, says Nancy Vang. “It takes the whole community to keep this partnership alive.”

STRENGTHENING TIES

There are numerous ways to help, from providing funding to volunteering. Examples include:

• Creating a fund to support the hiring of a full-time music teacher. The addition of a music program would boost Hamline Elementary’s curricular offerings to match opportunities available at other schools.
• Creating and maintaining a community garden to beautify the school grounds and engage children in learning activities related to food systems and agriculture.
• Helping students complete an art piece woven into the school’s fence that illustrates the history and work of the collaboration.
• Volunteering as a tutor in the school’s Reading Partners program to make a meaningful and measurable difference with a child who struggles with reading.
• Supporting the Hamline to Hamline Scholarship, which aids Hamline Elementary School alumni in attending Hamline University.

Learn more about how you can help strengthen the Hamline to Hamline Collaboration by contacting Jodie Knudsen Wilson ’93, the elementary school’s faculty liaison, at jodie.wilson@spps.org or calling the school at 651-293-8715.
HAMLINE TRADITIONS

With more than 160 years of history, Hamline University has had countless traditions. From dressing The Bishop to Proposal Rock, these traditions build community and create memories across generations. Reminisce with us as we share snapshots of a few Hamline traditions—some new, some old. Then, visit hamline.edu/magazine to add your own favorite traditions.

Internship for free. Pay your dues. Manage the work. Wait for Trump to call.
Brandon M. Schneider ’16
Undergraduate student 1st place

So you want to lead? Consider all the ways this is not about you.
Leslie Johnson MNM ’15
Graduate student 1st place
For more than 10 years, the Annual Lip Sync Competition has been a highlight of Hamline’s Homecoming Week. Attendance has grown from 30 people to a 600-plus extravaganza.

Late Night Study Breakfast has been a tradition every Thursday before finals week since 2004. Faculty and staff serve food to students, prizes are handed out, and a DJ plays music.

The football rivalry between Hamline and Macalester stretches back to 1887. In 1965, after graffiti became a problem on both campuses, the coaches introduced a paint bucket “trophy.” The scores of the games are recorded on it. In this Hamline Archives photo from 1938, the trophy was a watering can.

The Office Olympics, begun nine years ago, rallies competing student workers on campus to race against one another for school bragging rights.

A rival coach’s disparagement turned into a tradition for the Hamline cross-country team. “Ham Dogs” became a badge of honor, logo, and tattoo for some on the team.

Proposal Rock was the site of many Hamline engagements. Originally located at Frog Pond in Saint Paul’s Newell Park, it now rests in front of Giddens Learning Center. With the move came the tradition of chiseling class dates in 25-year increments: 1886, 1911, 1936, 1961, 1986, and 2011. This archives photo was taken in 1986.

Inside Old Main’s clock tower are dozens of signatures of former students. Now only the facilities crew—and, some say, ghosts—have access to the tower.

The Bishop has acquired an extensive wardrobe of T-shirts and other articles of clothing placed by students to promote and celebrate campus events.

The Gatsby Lawn Party, held in the backyard of The Creative Writing Programs’ house, welcomes new members to the program each fall with croquet and ’20s music in a nod to Minnesota native F. Scott Fitzgerald’s novel The Great Gatsby.

Each year since 1981, alumni and physics faculty compete against current physics students in a softball game.

In honor of National Poetry Day, Hamline School of Business holds a haiku contest.

Since 2007, the annual Etiquette Dinner has taught students which fork to use at dinner and allowed them to network with alumni.

Pictured from left to right:
Use your Piper network!

Do you want to connect with a classmate with whom you’ve lost touch? Would you like to know if there’s a fellow Piper in the city to which you’re moving? Is there an alum who works for the company where you’re applying?

Good news! You have some great resources at your fingertips. (See more details on the next page.)

- Use Hamline Everywhere, our alumni e-directory, to look up classmates or friends from a specific class year, major, city, or state.
- Get social with Hamline to connect with classmates on Twitter, Instagram, and Facebook.
- If you’re looking for a job, join Piper Connect through Hamline’s Career Development Center.

A student who was applying for an internship at the White House called me recently because she wanted to connect with people who could advise her. I put her in touch with a Twin Cities alum who has a background in state government and a Washington, D.C., area alum who works for a U.S. representative. Several times, she spoke with these alums, who gave her great advice based on their years of experience in government service.

Have you used these resources and still need connections? Contact me at bradtke@hamline.edu or 651-523-2201. I’m always happy to help.

Betsy Brenden Radtke ’89
Associate Vice President
Alumni Relations
Post positions by registering as an employer. (You will not have access to view other jobs.)

Job seekers register as an alum to view job listings. (You will not have access to post positions.)

Join today to use your Hamline network at hamline.edu/cdc

EXPAND YOUR PROFESSIONAL NETWORK WITH HAMLIN CAREER LINK

Piper Connect is a password protected database composed of Hamline alumni and employers who have agreed to be contacted by students and alumni with questions or requests for informational interviews and is only available through Hamline Career Link.

GET SOCIAL!
Are you moving to a new city and wish you could touch base with a fellow alum to learn more about the area? Are you looking for a new job? Hamline alumni can connect with one another from all corners of the globe through social media. Use your network of 35,000 alumni! Find alumni social media information, including LinkedIn groups for various regions, at bit.ly/hualumnisocial.

Hamline Everywhere!

You’re connected to an online network of more than 35,000 alumni through Hamline Everywhere!

Stay in touch with classmates and friends, register to search the alumni e-directory, submit a class note to Hamline magazine, update your contact information, and more.

- Check out the latest Hamline headlines and alumni in the spotlight.
- Browse alumni events.
- Learn about services and benefits available to alumni.
- Refer a student and volunteer.
- Connect with Hamline on social media.

hamline.edu/everywhere

Do you spend your winters away in warmer climates? Do you move to your lake home or cabin each summer? If so, please let Hamline know so we can make sure that your mail is delivered to the right place at the right time.

Email alum@hamline.edu to let us know your seasonal address and during which months each year you reside there.
CLASS NOTES

UNDERGRADUATE

1949
Sandy Vivian Abeler raised $7,260 for scholarships to Camp Lebanon by competing in her fourth Cedar Lake Splash event. She was the oldest person to swim nearly a half-mile across Cedar Lake in Minneapolis.

1950
Victoria Vriesen is the hospice chaplain for Martin and Faribault counties and lead chaplain at the local hospital. He and his wife have been married for 64 years. Both have been given the Gold Lifetime Presidential Award for Community Service. Victoria also has received the Jefferson Award for Public Service and the Kiwanis International Hixon Award for Public Service.

1958
Robert Stewart authored two articles in the Mark Twain Journal and Nevada in the West magazine. He was a member of Nevada Governor Mike O’Callaghan’s staff for eight years.

1961

Strecker, Karen Klein Tracy, and Carol Grabau Trotter attended a reunion last October at Cedar Valley Resort in Whalen.

1963
Charles Pfeifer and Jean Jaeger Pfeifer’s 45-year-old son, Timothy, died on February 12, 2015. The couple moved to New England in 2012 to be closer to their daughter, son-in-law, and grandson.

1966
Mary Dalbotten became a grandmother for the first time on December 18, 2015, Sabinnna was born to Mary’s son, Adam, and her daughter-in-law, Ying Ya.

1973
Lisa Runquist practices law full time and is an adjunct professor of law at Trinity Law School and Shiloh University. The second edition of her book, ABCs of Nonprofits, was published recently by the American Bar Association.

1975
Willie Johnson was awarded the Brother Julius Winkler Adjunct Faculty Award for sustained excellence in teaching in the schools of Graduate and Professional Programs of Saint Mary’s University.

1976
John Schreiber published his seventh novel, Catching the Stream, a continuation of his Ironwood County series, which is set in southeastern Minnesota.

1977
Dan Hakes received a Lifetime Achievement Award at the 2015 3M Environmental, Health and Safety Awards for his leadership and long-standing expertise in product responsibility excellence. Dan retired in May 2015 after 38 years at 3M. He and his wife, Jody, live in Woodbury. They have two teenage daughters and two English springer spaniels.

1980
Sandra Wilcoxon was featured in a solo exhibition at the Urban Institute for Contemporary Arts in Grand Rapids, Michigan.

1988
Hector Perez-Estrada lectures part-time for the International MBA program at the University of Graz in Austria.

1991
Jake Spano was elected and sworn in as mayor of St. Louis Park. Previously, he served as a city council member for four years. Spano also works in the Office of Minnesota Secretary of State Steve Simon as chief of staff. He and his wife, Cate McDonald ’92, live in St. Louis Park with their children, Mia and Flynn.

1992
Peter Krauss received the Nanoimprint Pioneer Award in Napa, California, for his seminal contribution to the nanoimprint industry.

1994
Jason Lien is co-chair of Maslon LLP’s Litigation Practice Group.

1995
Thomas Ruter (also MPA ’99) is chief operating officer at Canvas Health in Oakdale.

1998
Alanna Seppala Schany and her husband, Jeff, welcomed a son, Ryker Cole, on September 24, 2015. He joins sisters Annika and Jaelyn.

2001
Kris Fredson, political director for the Minnesota AFL-CIO, received a Paul D. Wellstone Award for Lifetime Commitment to Organized Labor at the Minnesota DFL’s 4th Annual Humphrey-Mondale Dinner on June 6, 2015.

Grant Harding and his wife, Michele, had a daughter, Kylie Marie Harding, on July 17, 2015.

2002
Luke Kuhl (also JD ’04) joined the National Electrical Contractors Association—Saint Paul as its chapter manager. He lives with his wife, Renee Kuhl JD ’04, in Arden Hills.

2003
Tonya LaFave was elected to the Corcoran City Council in 2015.

2006
Artika Tyner launched the Leadership for Social Justice Project with the goal of building a global leadership community. She also published her book, The Leader’s Journey: A Guide to Discovering the Leader Within.

2008
Jessica Zimmer Slavik was named 2015 Deputy of the Year by the Minnesota Sheriff's Association.

2009
Sarah Elston married her husband, Samuel, on August 15, 2015.

Photos

1 Alanna Seppala Schany ’98 welcomed son Ryker Cole.
2 Tonya LaFave ’02 was elected to the Corcoran City Council.
3 Mary Dalbotten ’66 became a grandmother.
5 Sarah Elston ’08 was married.
6 Emily Brake ’09 was married.
7 Jayne Harris (MBA ’08) was named Chaptered Property Casualty Underwriter by the American Institute for CPCU.
8 Christian Willman ’13 graduated from Ranger School.
9 Esha Seth ’14 and Yakasah Wehyee ’14 married.
10 Former Hamline University wrestling team members gathered for a reunion. From left: Scott Lemke ’78, Lane Schmiesing ’78, Herb Pollinen ’78, Rod Hunter ’81, Willie Johnson ’75, Bill Durbahn ’79, Lee Fish ’81, Steve Trenor ’73, and Tad Trenor ’80.
2009
Emily Brake married her husband, Shawn, on October 18, 2015, in Austin, Texas.

2011
Nicole Witstine bought a house and became an aunt this year.

2013
Christian Willman graduated from Ranger School on July 10, 2015. He is deployed to the Middle East with the U.S. Army’s 1st Infantry Division in support of Operation Enduring Freedom.

2014
Esha Seth married Yakasah Wehyee on October 17, 2015. Yakasah Wehyee’s paper “Generational Responses to Job Security, Traditional Class Division, and the American Dream” was published in Open Journal Political Science.

GRADUATE
1993

1999
Thomas Ruter (MPA and CLA ’95) is chief operating officer at Canvas Health in Oakdale.

2008

Jayne Harris (MBA) was awarded the professional insurance designation Chaptered Property Casualty Underwriter by the American Institute for CPCU.

2009
Melanie Sorensen (MAED) is senior director of conservation education at the Houston Zoo.

Beverly Bushyhead (MPA and MMN) is program director at Nonprofits Assistance Fund. She was also appointed by the Minnesota Department of Human Services Commissioner to the Cultural and Ethnic Communities Leadership Council.

FACULTY AND STAFF
Dick Mulkern competed in four events in the 90-94 age group at the USATF Minnesota Masters Track Outdoor Championships at Hamline University. He set records in the shot put and hammer throw. He also competed in the Iowa Senior Track Outdoor Championships in three events, setting Iowa records in the shot put, javelin, and discus.


Submit class notes and high-resolution photos three ways:

1 ONLINE
everywhere.hamline.edu
(Send photos separately to magazine@hamline.edu.)

2 EMAIL
magazine@hamline.edu

3 MAIL
Hamline magazine, MS-C1916
1536 Hewitt Avenue
Saint Paul, MN 55104
1936
Ruth Nash Basom died on November 30, 2015. During her time at Hamline, she was a member of Torch and Cycle and she majored in English literature. She is predeceased by her husband, Bill; her children, Nash and Scott; and her sister, Helen. She is survived by her children, Ken and Kit; seven grandchildren; and a great-grandson.

Georgia Hartwell Killeen died on August 8, 2015. During her time at Hamline, she was a member of Alpha Rho Delta and the Women’s H Club, and she majored in biology. She is predeceased by her sister, Lucella Hartwell ’37; and her husband, James. She is survived by her children, Michael, Katherine, Sharon, Teresa, Timothy, Moira, and Rosemary; and seven grandchildren.

1937
Woodrow Johnson died on August 1, 2015. He received an honorary doctorate of science at Hamline in 1961. He is survived by his wife, Nita; his children, Frederick, Judith, Deborah, and Jeffrey; nine grandchildren; and nine great-grandchildren.

1938
Ruth Draeger Dubbeld died on July 30, 2015. She majored in mathematics at Hamline. She is predeceased by her husband, Abraham; and five siblings. She is survived by her children, Eva, Benjamin, Walter, Freda, Paul, Esther, and Martha; 14 grandchildren; 21 great-grandchildren; a great-great-grandchild; and her siblings Benita, Dorothea, and Herb.

Marion Iverson Koefod died on January 23, 2015. During her time at Hamline, she was a member of the National Collegiate Players.

1939
Lois Fuller Johnson died on December 16, 2015. She is predeceased by her husband, Leslie. She is survived by her children, Russell, Robert, and Ruth; four grandchildren; and eight great-grandchildren.

Shirley Hammargren Michienzi died on May 9, 2015. During her time at Hamline, she was a member of Philo Browning, Torch and Cycle, and A Cappella Choir. She majored in French and Spanish. She is survived by her children, Laurel Kartarik ’77 and Mark Kartarik ’78; and six grandchildren, including Mark Kartarik ’12.

1940
Thea Aries Johnson died on September 21, 2015. During her time at Hamline, she was a member of the National Collegiate Players. She is survived by her husband, Abraham; and her sister, Helen. She is survived by her children, Ken and Kit; seven grandchildren; and a great-grandson.

1941
Shirley Brown Bogue died on June 24, 2015. During her time at Hamline, she was a member of Torch and Cycle, Philo Browning, A Cappella Choir, and The Oracle. She majored in English. She is predeceased by her husband, Robert Bogue ’44. She is survived by her children, Jeffrey and Barbara; four grandchildren; and eight great-grandchildren.

1943
Coleen Gray Zeiser (Doris Jensen) died on August 3, 2015. During her time at Hamline, she was a member of Alpha Rho Delta and National Collegiate Players. She majored in English literature and music. She is predeceased by her husband, Fritz. She is survived by her children, Susan and Bruce; her stepsons, Rick and Steve; and several grandchildren.

1944
Shirley Hammargren Michienzi died on May 9, 2015. During her time at Hamline, she was a member of Philo Browning, Torch and Cycle, and A Cappella Choir. She majored in French and Spanish. She is survived by her children, Laurel Kartarik ’77 and Mark Kartarik ’78; and six grandchildren, including Mark Kartarik ’12.

1945
Jean Elliott Frank died on December 23, 2015. During her time at Hamline, she was a member of Torch and Cycle, Sigma Gamma Delta, The Oracle, and A Cappella Choir. She majored in business administration and education. She is predeceased by her mother, Olive Good Elliott ’12; her husband, Burton; and her grandson, Jeremy. She is survived by her children, David, William, and Robert; three grandchildren; and seven great-grandchildren.

1946
Patricia Borman Lawrence died on October 10, 2015. She majored in nursing at Hamline. She is predeceased by her husband, Robert, and her sister Bonnie. She is survived by her daughter, Julie; a granddaughter; and her sister Barbara.

1947
Carolyn Moe Burns died on September 23, 2015. She majored in nursing at Hamline. She is predeceased by her husband, Robert. Lucille Elmer died on October 15, 2015. She majored in medical technology at Hamline. She is survived by her sisters, Ileanne and Marcella.

1948
Richard Humphreys died on September 17, 2015. He majored in economics at Hamline. He is predeceased by his son Christopher, and his sister, Barbara. He is survived by his wife, Jean; his children Kathleen, Susan, Llewellyn, and Kevin; seven grandchildren; and four great-grandchildren.

Joyce Christensen Rutka died on August 23, 2015. During her time at Hamline, she was a member of the Epsilon Lambda Sigma Society and The Oracle. She is predeceased by her husband, Bob. She is survived by her children, Robert, Timothy, and David; six grandchildren; and four great-grandchildren.

1949
Joni; seven grandchildren; and four great-grandchildren.

Mary Cline Resch died on October 27, 2015. During her time at Hamline, she was a member of Alpha Phi Theta and she majored in business administration, economics, and mathematics. She is predeceased by her husband, Dwight Peterson ’50; her son, Mark; and her brother, Reynold. She is survived by her daughters, Laurie and Karen; and six grandchildren, including Matthew Resch JD ’08.

1950
Donald Anderson died on July 29, 2015. During his time at Hamline, he was a member of the men’s basketball team and Theta Chi, and he majored in health and physical education. He is predeceased by his wife, Carol. He is survived by his children, Brad, Cindy, Swager, and Kim; eight grandchildren; and two great-grandchildren.

Elizabeth Hickman Geppert died on December 19, 2015. She majored in nursing at Hamline. She is predeceased by her husband, Wayne; and her son, Gary. She is survived by her children, Steve and Joni; seven grandchildren; six great-grandchildren; and her brother, Nick.

Richard Hough died on September 7, 2015. He majored in chemistry at Hamline. He is survived by his wife, Barbara; his children, Cindy, David, Bruce, and Greg; 12 grandchildren; and two great-grandchildren.

Dorothy Klages Loeb died on August 18, 2015.

Marion Forsberg Peterson died on July 27, 2015. During her time at Hamline, she was a member of Alpha Phi Theta and she majored in business administration, economics, and mathematics. She is predeceased by her husband, Dwight Peterson ’50; her son, Mark; and her brother, Reynold. She is survived by her daughters, Laurie and Karen; and six grandchildren, including Matthew Resch JD ’08.
Lois Besser Bunday died on October 9, 2015. During her time at Hamline, she was a member of the Epsilon Lambda Sigma Society, Torch and Cycle, and A Cappella Choir. She majored in health and physical education. She is predeceased by her husband, Richard; her children, Debra, Michael, Sheryl, Lynne, and Kathleen; seven grandchildren; and her stepson, Jeff.

Arlene Lemke Daugherty died on December 26, 2015. She is survived by her husband, Richard; her children, Debra, Michael, Sheryl, Lynne, and Kathleen; seven grandchildren; and her sister, Patricia.

Edith Goetz Dickinson died on June 29, 2015. During her time at Hamline, she was a member of The Oracle and Alpha Rho Delta, and she majored in art. She is predeceased by her husband, John, and her sister, Barbara. She is survived by her daughters, Elizabeth, Sally, and Susan; and four grandchildren.

Hazel Curtis Hakes died on July 23, 2015. During her time at Hamline, she was a member of The Oracle and A Cappella Choir, and she majored in music. She is predeceased by her husband, Gordon Hakes ‘50. She is survived by her children, Daniel Hakes ‘77, Kathryn, and Cynthia; seven grandchildren; and three great-grandchildren.

Allen Heneman died on October 10, 2015. During his time at Hamline, he was a member of Theta Chi. He is predeceased by his son Kerry. He is survived by his wife, Imtraud; his ex-wife, June; his son Kent; and stepsons Thomas and Stephan.

Mayme Carlson Maynard died on July 7, 2015. She majored in economics at Hamline. She is predeceased by her husband, William; and her siblings Gladys, Myrtle, and Herald. She is survived by her daughter, Leslee; two grandchildren; and her sister Vivian.

1951
James Noren died on July 29, 2015. During his time at Hamline, he was a member of the cross country team, Pi Gamma Mu, the swim and dive team, Alpha Tau Omega, Torch and Cycle, Phi Delta, The Oracle, and the track and field team. He majored in business administration, economics, and history. He is survived by his wife, Alice Hunt Noren ’51; his brother, George Noren ’53; his daughters, Julie and Karen; and two grandchildren.

1952
Daniel Bartko died on August 22, 2015. He majored in mathematics at Hamline. He is predeceased by his wife, Edith; and his siblings George and Pauline. He is survived by his son, Stephen; his granddaughter, Ashley; and his brother Joseph.

Eunice Jensen died on October 19, 2015. During her time at Hamline, she was a member of the Aquatic League, and she majored in psychology and sociology. She is predeceased by her siblings, Eileen Jensen Koenig ’47 and Virginia Jensen Fanuko ’48; and her son Peter. She is survived by her children Pamela, Paola, and Philip; and four grandsons.

Harry Johnson died on October 7, 2015. He is predeceased by his wives Jean Wadsworth Johnson ’56 and Betty; and nine siblings. He is survived by his wife Beverly; his children, David, Mary, Julie, Jana, Paul, Danielle, and Matthew; seven step-children; 20 grandchildren; 23 great-grandchildren; 28 step-grandchildren; and 21 step-great-grandchildren.

1955
Joanne Drum布 Ruthmann died on February 3, 2015. During her time at Hamline, she was a member of Sigma Gamma Delta and she majored in Spanish. She is predeceased by her husband, August; her sons, Robert and Bernhard; and two grandchildren.

Kathleen Powell Sommers died on July 6, 2015. During her time at Hamline, she was a member of Epsilon Lambda Sigma Society and A Cappella Choir, and she majored in English and education. She is predeceased by her husbands, John and Donald. She is survived by her sisters, Barbara Powell Sigurbjornsson ’59 and Joan; her sons, Mark, Lee, Jeff, and Alan; 10 grandchildren; and five great-grandchildren.

1953
Monroe Bell died on November 26, 2015. During his time at Hamline, he was a member of A Cappella Choir and he majored in music. He is predeceased by his wife, Margaret; and his daughter Margaret. He is survived by his children Jim and Kate; his sisters, Mary and Katy; and four grandchildren.

Joanne Neil Husbys died on June 27, 2015. During her time at Hamline, she was a member of Beta Beta Beta. She is predeceased by her husband, David, and her brother, Jim. She is survived by her children, Karen, Steve, and Alan; two great-grandchildren; two great-grandsons; and sisters, Patricia and Frances.

Marian Loomer Solomon died on December 31, 2015. She majored in nursing at Hamline. She is predeceased by her son Robert; and her grandson Ezekiel. She is survived by her husband, Ted Solomon ’54; her children Richard and Rebecca; four grandchildren; and four great-grandchildren.

1955
Ruth Sokan died on October 11, 2015. She majored in nursing at Hamline. She is predeceased by her eight siblings.

1956
Richard Mingo died on October 22, 2015. During his time at Hamline, he was on the basketball team and he majored in science. He is predeceased by his husbands, John and Donald. He is survived by his sisters, Jeanette and Lee. He is survived by his wife, Rosemary.

1958
Evelyn Kisecker Baker died on September 28, 2015. She is survived by her husband, Condy; her children, Pam, Scott, Ron, Andy, and Parker; her sister, Jean; seven grandchildren; and three great-grandchildren.

1958
Sarah Sorensom Egert died on June 23, 2015. During her time at Hamline, she was a member of Alpha Phi Theta and she majored in nursing. She is predeceased by her sister, Carol. She is survived by her children, David, Michael, Thomas, and Barbara; seven grandchildren; two great-grandchildren; and her siblings Joan and Richard.

1962
Jean Olson Chapman died on August 20, 2015. During her time at Hamline, she was a member of Alpha Phi Delta and The Oracle. She majored in elementary education. She is predeceased by her husband, Roger. She is survived by her children, Steven, Jolene, Suzanne, and Michael; and four grandchildren.

Gretchen Hiegel Horner died on July 19, 2015. During her time at Hamline, she was a member of Alpha Phi Theta and she majored in nursing. She is predeceased by her sister, Ruth. She is survived by her husband, Gary; her children, Juli, Heidi, and Matthew; four grandchildren; and five great-grandchildren.

Jon Laging died on August 23, 2015. During his time at Hamline, he was a member of Alpha Phi Omega and he majored in political science. He is predeceased by his wife, Kay. He is survived by his sons, Keller and Christopher; and two grandchildren.

Marlene “Jean” Holmes Sanders died on January 2, 2016. She is predeceased by her sister Carol. She is survived by her children, David, Michael, Thomas, and Barbara; seven grandchildren; two great-grandchildren; and her sisters Joan and Richard.
major in economics. She is predeceased by her brother, Clifford Olson ’64. She is survived by her husband, Harland; her children, Mary, Sue, and James; seven grandchildren; three step-grandchildren; six great-grandchildren; two step-great-grandchildren; and foster child, Glenn.

1963
Elizabeth Hallen Borland died on October 26, 2015. During her time at Hamline, she was a member of Pi Beta Gamma and Pi Gamma Mu, and she majored in education and history. She is survived by her husband, Jim.

1964
Jerald Henry Pietan died on October 12, 2015. During his time at Hamline, he was a member of Theta Chi and he majored in biology. He is survived by his wife, Mary; his children, Jody, Kelly, Scott and Mark; and four grandchildren.

Stephen “Todd” Pushing died on November 10, 2015. During his time at Hamline, he was a member of Theta Chi, the men’s golf team, and the football team. He is predeceased by his sister, Carole. He is survived by his significant other, Barb; his daughters, Liz and Rachel; two grandchildren; and his brother, Brent.

1965
James Miller died on July 11, 2015. During his time at Hamline, he was a member of the tennis team, the H Club, and The Oracle. He majored in mathematics. He is survived by his children, Kelsey Miller ’05 and Adam; his siblings, Thomas, Eugene, and Sylvia; and his friend, Sharon.

1965
Lawson Bracewell died on July 15, 2014. During his time at Hamline, he was a member of Phi Delta and Alpha Tau Omega, and he majored in anthropology and sociology.

1967
Kathlynn Deviny Miller died on August 5, 2015. She majored in chemistry at Hamline. She is survived by her son, Ian; five grandchildren; and her brothers, Edward and Robert.

1968
James Stork died on June 28, 2015. During his time at Hamline, he was a member of Tau Kappa Epsilon and The Oracle. He majored in physics. He is survived by his partner, Margaret; and his brother, Joseph.

1969
Daniel Schultz died on July 4, 2015. During his time at Hamline, he was a member of Theta Chi and the football, baseball, and track and field teams. He majored in health and physical education. He is predeceased by his daughter, Stacie. He is survived by his wife, Lynn Charles Schultz ’72; his sons, Aaron and Jason; and his five siblings.

1973
Christine Dwight died on December 30, 2015. She majored in art history at Hamline. She is survived by her children, Sarah, Adam, and Nathan; three grandchildren; and her brothers, Tony and John.

1974
Gary Guttersen died on July 19, 2014. During his time at Hamline, he was a member of Tau Kappa Epsilon and the football team, and he majored in psychology. He is survived by his wife, Kristine; his children, Erik, Brian, and Leah; and his sisters, Susan and Julie.

1980
Nancy Solo-Taylor died on November 10, 2015. She majored in French at Hamline. She is predeceased by her sister, Bette. She is survived by her husband, James; her daughters, Jessica and Molly; and her brother, Gordon.

1981
Eric Nyquist died on November 29, 2015. During his time at Hamline, he was a member of the swimming and diving team. He is survived by his wife, Kristin; and his children, Cameron, Peter, and Madeline.

1993
Gary Smolik died on May 22, 2015. During his time at Hamline, he was a member of The Oracle and he majored in communication arts. He is survived by his siblings, Jeanne, Jim, and Joyce.

1995
Randi Nelson died on August 17, 2015. He majored in mathematics at Hamline. He is predeceased by his wife, Wendy. He is survived by his wife, Jodi; daughters, Danielle Nelson ’13, Madilynn Nelson ’18, and Samantha; his parents, Woody and Mary; and his brothers, Scott and Chris.

2010
Leslie Willis died on November 10, 2015. During her time at Hamline, she was a member of Phi Beta Kappa and Phi Chi, and she majored in psychology. She is survived by her parents, Mark Willis ’77 and Charolette; sister, Sarah; and boyfriend, David.

2015
Patricia Pearman (MAED) died on August 2, 2015. She was an education professor at Hamline. She is predeceased by her stepdaughter, Micheline. She is survived by her husband, Noel; her mother, Marjorie; her siblings, Merilee, Linwood, and Robert; her stepsons, Severyn and Geoffrey; four grandchildren; and five great-grandchildren.

William Downing died on July 22, 2015. He was a biology professor at Hamline. He is predeceased by his wife, Betsy. He is survived by his children, Deborah Downing Gelbach ’69, John Downing ’73, and Elizabeth Downing Colburn ’76; and seven grandchildren.

1981
Patricia Pearman (MAED) died on August 2, 2015. She was an education professor at Hamline. She is predeceased by her stepdaughter, Micheline. She is survived by her husband, Noel; her mother, Marjorie; her siblings, Merilee, Linwood, and Robert; her stepsons, Severyn and Geoffrey; four grandchildren; and five great-grandchildren.

1995
Patricia Pearman (MAED) died on August 2, 2015. She was an education professor at Hamline. She is predeceased by her stepdaughter, Micheline. She is survived by her husband, Noel; her mother, Marjorie; her siblings, Merilee, Linwood, and Robert; her stepsons, Severyn and Geoffrey; four grandchildren; and five great-grandchildren.

1995
Patricia Pearman (MAED) died on August 2, 2015. She was an education professor at Hamline. She is predeceased by her stepdaughter, Micheline. She is survived by her husband, Noel; her mother, Marjorie; her siblings, Merilee, Linwood, and Robert; her stepsons, Severyn and Geoffrey; four grandchildren; and five great-grandchildren.

2015
Timothy Polk died on July 8, 2015. He was a religion professor at Hamline. He is survived by his wife, Lucy; and children, Ben, Sam, and Martha.

2015
Thomas Ruddy died on July 7, 2015. He worked in the Development Office at Hamline. He is predeceased by his brother Colin. He is survived by his children, Mari Ruddy ’88, Marty, and Mo; his siblings John, Rob, Ann, Kathy, and Betsy; and two grandchildren.

2015
Stewart Shaw died on August 19, 2015. He was a philosophy professor and registrar at Hamline. He is predeceased by his son David. He is survived by his wife, Katherine Alta Shaw ’56; his children Stephen and Carrie; six grandchildren; and his brother, Robert.

2015
Kenneth White died on December 18, 2015. He was an education professor at Hamline. He is predeceased by his wife, Bonnie; and eight siblings. He is survived by his daughters, Diane, Stephanie, and Marguerite; seven grandchildren; and seven great-grandchildren.

2015
Robert Willis died on September 16, 2015. He was a religion and philosophy professor at Hamline. He is predeceased by his brother, Don. He is survived by his wife, Elaine; his children, Mark Willis ’77, David, Paul Willis ’78, and Kate Willis ’75; and four grandchildren.

2015
Darrel Alkire died on December 3, 2015. She was a life trustee at Hamline. She is predeceased by his brother, Don. He is survived by his wife, Elaine; his children, Mark Willis ’77, David, Paul Willis ’78, and Kate Willis ’75; and four grandchildren.

2015
FRIENDS
Darrel Alkire died on December 3, 2015. She was a life trustee at Hamline. She is predeceased by her husband, Howard. She is survived by her children, Patti, Marilyn, Gary, and Janice; eight grandchildren; and two great-grandchildren.
Hamline’s Soeffker Gallery hosted an exhibit by late Hamline art professor Michael Price entitled “A Legacy in Bronze” last winter. The exhibit included sculptures of Price’s children, friends, Hamline students, and some religious pieces. He also created the iconic statue of Hamline’s founding benefactor, Bishop Leonidas Hamline, across from Old Main.

Price served several terms as chair of the Art Department, and he taught in the Department of Studio Art and Art History from 1970 until his death in 2001.

Phyllis Cretors, Price’s sister, recently established the Michael Price Memorial Scholarship endowment fund with a generous gift of $50,000. Gifts of any size may be added to this fund by those who would like to honor Price’s life and work and benefit students with demonstrated financial need. Please contact Marcia Yanz, leadership gift officer, at myanz01@hamline.edu or 651-523-2336.

1. Lady Fixing Her Hair, bronze, 1987, collection of Charles and Bonnie Graham
2. Artist’s Cloak, bronze, 1980, collection of Art and Martha Kaemmer
3. Danny, bronze, 1975, collection of Susan Price
5. Nude, bronze, 1980, collection of Susan Price
7. Stations of the Cross: Christ Carrying the Cross, bronze, 1988, collection of Susan Price
Hamline staff member Mark Berg and his wife, Renee Beltrand, have always supported Hamline’s mission through their annual gifts. When their daughters, Erika and Jenifer, chose to attend Hamline, they knew it was time to create a legacy by including Hamline in their will.

“We’re so grateful that Hamline has provided this supportive environment for our daughters to explore their interests and to mature into their best selves,” Mark says.

Mark Berg has been a development research associate at Hamline since 2006.

Jenifer Berg ’16, a global studies major, spent her J-term in South America and hopes to someday teach English in that part of the world.

Erika Berg ’17, a psychology major, hopes to work in criminal justice or social work.

Become a member of the Hamline University Heritage Society by including Hamline in your estate plans.

Contact Linda Carlson at 651-523-2811 or lcarlson13@hamline.edu, or visit hamline.edu/plannedgiving.
The 2017 J-term will offer Hamline students a chance to travel to Cuba, as the university participates with nine other U.S. universities in an educational partnership with Cuban universities.

Professor Andrea Bell will lead a group to Cienfuegos University, located about 150 miles southeast of Havana. As part of the Culture & Art and Transcending Barriers class, students will design and paint a mural on the wall of a public street dedicated to artists in Cuba.

“We are thrilled to be one of the 10 universities selected to formalize an agreement with an educational partner in Cuba,” says Kari Fangel Richtsmeier ’92, director of Hamline’s International and Off-Campus Programs. “It’s important to us that our students experience Cuba early in this important transitional period for a firsthand view of the impacts of the embargo and government restrictions on Cuban life, and how this new era will change that country.”

—Julie Kendrick