

# THE

George Fox  
University

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## Encouraging Character Development

*The Templeton Guide recognizes George Fox University's role in building character.*

George Fox University's high ranking in *U.S. News & World Report* magazine's annual listing of America's Best Colleges may have been topped by yet another national honor.

The "Templeton Guide: Colleges that Encourage Character Development" places George Fox in a unique position shared by just 20 colleges and universities in the nation.

The University on Oct. 22 was announced as one of 100 institutions selected for the Templeton Honor Roll for character-building colleges, and President David Brandt was chosen one of just 50 presidents in the nation recognized for outstanding presidential leadership. The double honors went to just 20 colleges.

"It is very gratifying and meaningful," said Brandt. "To be recognized for promoting character development is, for me, the highest honor possible. It is important to understand that such an honor really is shared by the whole institution. Many George Fox individuals contribute to the character development that occurs on our campuses."

Brandt's perspective on the importance of character development is being noticed. It's a growing national theme. In the past, most institutions were leery about teaching values, says Gwendolyn Jordan Dundy, executive director of the National Association of Student Personnel Administrators. She told the *Christian Science Monitor* in a Nov. 16 article that the new guide comes at a time when "people talk about moral education, civic responsibility, and academic integrity a lot in higher education."

The newspaper reported the "Templeton Guide" is "viewed by some in the higher education community as an alternative to traditional college guides," noting that the Templeton Guide, by identifying colleges with strong character education programs, is unlike other popular college guides that evaluate institutions on student-faculty ratios, graduation rates, and other factors.

The director of character development programs at the John Templeton Foundation said the institutions and presidents "are a model for colleges and universities nationwide ... With the Templeton Guide we hope to help prospec-



JERRY HART

According to the *Student Handbook*, George Fox University professors (like Kerry Irish, history, above right with junior Nigel Hunter) actively model and inspire as a "requirement" of their teaching at George Fox. Students are told to expect this of their professors. "To be recognized [by the Templeton Guide] for promoting character development is, for me, the highest honor possible," says president David Brandt. "It is important to understand that such an honor really is shared by the whole institution."

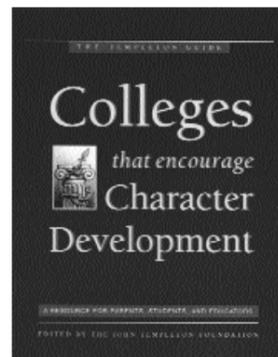
tive college students and their parents who want to know what colleges are doing to promote the core values of honesty, self-control, respect and service to those less fortunate."

The Templeton Guide chose schools to be listed through a selective process that considered the following criteria:

- ◆ A clear and compelling vision and mission that express a commitment to prepare students for lives of personal and civic responsibility;
- ◆ The significant involvement and participation of faculty in forming and shaping the ideals and standards of personal and civic responsibility;
- ◆ Evidence that a wide variety of programs exists to prepare students for lives of personal and civic responsibility;
- ◆ The integration of personal and civic responsibility standards and activities into the core curriculum or areas of academic study;
- ◆ External recognition or honors; and
- ◆ Procedures to assess effectiveness of campus-wide character-development programs.

Established in 1989, the Templeton Foundation, located near Philadelphia, works with educators, scientists, theologians, medical professionals and other scholars throughout the world to support more than 100 programs serving three purposes: to encourage character development in schools and colleges; to encourage an appreciation for the benefits of freedom; and to stimulate serious and scientific research on the relationship between spirituality and health.

As it was being considered for listing in the Templeton Guide, George Fox was asked to respond to the following: "Describe how institutional leaders, including faculty, are actively involved in explaining, modeling and inspiring stu-



The Templeton Guide helps those "who want to know what colleges are doing to promote the core values of honesty, self-control, respect and service to those less fortunate."

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# University's Community Lifestyle Standards Focus on "Do's" Rather Than "Don'ts"

Consider the partially filled glass of water: it's either half full or half empty. It's a matter of perspective. So goes the view of George Fox University's student guidelines and lifestyle agreement — the one each undergraduate student must sign to be admitted to George Fox.

"Instead of looking at all the things that students are told not to do, I like to look at what they are told to do," says Sharra Durham, interim dean of students.

She explains how the student handbook outlines the positives of healthy living and good relationships.

Campus Pastor Gregg Lamm points out that while some aspects of George Fox's lifestyle agreement might be challenged in larger society, much of it finds support among the general public.

"Our lifestyle agreement is based as much on the rules of civil society as it is on Scripture," Lamm notes.

Both of the Student Life administrators appreciate the balance reflected in the wording of the handbook. It explains that expressing God's love means students should, in accordance with the example of Christ, "build one another up"; "bear with one another" in compassion, kindness, humility and patience; "bear one another's burdens"; "speak the truth in love"; and prac-

tice "reconciliation, restoration and restitution" in relationships.

"I'm glad that policy addresses both attitudes and actions," says Lamm, "because that's what Jesus did."

The rules that guide students in character formation are addressed in the University's student handbook, which looks more closely at the motives behind the rules. For example: "As members of a Christian community, we must remember that our behavior reflects

not only on ourselves, but on other members of our community and on our Lord Jesus Christ. Whether we step out into the bigger world around us or interact in our own smaller realm, the things we say and do are a testimony to who we are and who we serve."

While students are required to sign George Fox's lifestyle agree-

ment, they are not required to sign a statement of faith or indicate that they are a Christian. That allows the University to effectively reach out to some students, seeking to influence them with the Gospel of Christ. Some students enter George Fox and for the first time face active lifestyle expectations of a Christian community.

That, says Durham, actually opens opportunities for direct witness as non-Christian students probe the

rationale behind University rules.

"It's freeing," she says. "You can ask them straight out: where are you spiritually?"

"The lifestyle statement helps students to begin to ask the right questions," agrees Lamm.

As for Christian students, George Fox's expectations prompt them to consider the importance of godly living that puts their faith into practical action, Durham says.

"That's a message we seek to give students: that if they're not living it out daily, then what they believe and what they claim won't hold the same significance."

So what happens if a student doesn't follow the lifestyle guidelines?

Durham notes the University does not hold its rules over the students' heads as a threat, but does seek to apply those rules in a fair, compassionate manner that constantly aims for students' emotional, physical, and spiritual well-being.

Members of the Student Life staff approach the process of discipline with a desire to help the student be fully restored to the community. One component of the process is the authority of the Dean of Students to suspend or dismiss a student — depending on the nature of the infraction — with the decision based on the severity of the violation and the frequency. The process is based on biblical guidelines addressing restorative goals of disciplinary action.

"I'm really glad our policy, in the way it is enforced, tends to be grace-based," says Lamm. He quotes pastor and author Ron Mehl, who writes: "The parameters that God gives us for our lives are not to hold us back, but to set us free."

## The Lifestyle Statement

"In accordance with Christian convictions honoring the body as the temple of the Holy Spirit, the University community accepts a lifestyle that forbids immoral sexual behavior and the use, possession or distribution of alcohol, tobacco or illegal drugs. Gambling and obscene or pornographic materials or literature also are unacceptable. Students are expected to maintain those lifestyle standards both on and off campus."

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## PRESIDENT'S PEN

### Character Is Values Lived

We live at a time when education is being delivered in an increasing variety of ways. Educational methodology is on the agenda of essentially all workshops, conferences and meetings. If it is not, it is discussed during breaks in the meeting.

Too often we have such discussions without being sure of what education is. Is education only knowledge transfer? Should education be expected to affect how persons behave? Is education measured only by the diploma, or is the process important as well?

I believe education should be a formative process that is then, inadequately, validated with a diploma. Real education must shape students' character — how they live in society. Information transfer is an almost incidental by-product of the process.

Much of society and many academics like to think education is "objective." I certainly agree that real education, to be meaningful, must result in the student reaching his or her own conclusions and internalizing values for him or herself. I do not believe values are equal and thus to be chosen, cafeteria style, to fit one's likes and preferences.

Several years ago, Robert Coles, professor of psychiatry and medical humanities at Harvard University, wrote an article, "The Disparity Between Intellect and Character." He begins the article with an assertion he ascribes to Ralph Waldo Emerson in a speech given at Harvard University in the middle of the 19th century: "Character is higher than intellect."

Does the modern academy believe this? In the article, Coles asks, "How do you teach people to be good? What's the point of knowing good, if you don't keep trying to become a good person?" In an earlier article, Coles asks, "How does one move from an intellectual analysis of ethical issues to a life that is honorable and decent?"

These are powerful questions for today's academy, and critical issues for George Fox University at the turn of the millennium.

Michael S. Roth in the Chronicle of Higher Education writes, "For many students today, being smart means



President David Brandt

being critical...I fear, however, that as the goal of education has become the creation of a class of professional unmaskers, we have seriously limited our ability to make sense of the world. In overdeveloping the capacity to show how texts fail to accomplish what they set out to do, we may be depriving students of the capacity to learn as much as possible from what they read.

"In an academic culture in which being smart often means being a critical unmasker, our students may become too good at showing how things don't make sense. That very skill may diminish their capacity to find or create sense, meaning, and direction in the books they read and the world in which they live."

Our task at George Fox University is to make sure we help students to "add to faith virtue" (II Peter 1:5). Information gain and career preparation are essential to education, but we must take as our first priority helping students to live well and to live right.

Education becomes coherent only when it is complete. The integration of faith with learning is central to George Fox education. This integration is done only when it is coherent and pervasive. It must be found everywhere in the institution.

Education is incomplete unless it helps students to live lives of virtue and godly character. George Fox University is committed to providing such education in every academic program, in each co-curricular activity, and in all administrative decisions. Such education requires the entire community to be committed to this pursuit, and it needs to be supported by the prayers of all those who care.

*David*

# Christ Reflected

*Through mentoring relationships, faculty and staff model Christ and impact students' lives.*

The Templeton Foundation recognition of George Fox University includes several references to the importance of faculty and University leaders as role models — inspiring and setting examples of responsibility, helping in the character development of students (see story, page 1).

With 33 years of experience in teaching and mentoring, Glenn Moran, professor of education, says mentoring at Christian universities takes on much more significance, and that true mentoring — building relationships with God and with others — stimulates dual growth.

“The protégé gains in the spiritual realm, the classroom, or the workplace, while mentors renew their energy, increase their motivation, and feel valued,” he says. “It has to be a two-way street or it won’t work.”

Two examples of George Fox faculty helping students in their walks with Christ and on their way to careers follow:

## Carrie Jo Vincent

“I can love you very much as a person and still flunk you as a student,” says Carrie Jo Vincent, assistant professor of drama. She doesn’t say that threateningly, but as a big-time believer in “tough love” who makes her ground rules and expectations very clear to her students.

It’s part of her process of mentoring her students that extends beyond the classroom.



Carrie Jo Vincent, theatre arts, states that her first objective is to bond with students and encourage them in their faith walks. Establishing a mutual friendship/trust relationship helps the teaching process, according to Vincent. “Nothing will shut down creativity as quickly as a lack of trust.”

A life in theatre is incredibly rewarding, but also physically, emotionally and psychologically draining, Vincent says. “I learned early on the importance of developing a support system to help me take risks.”

Now she is helping her students do the same, and more. Vincent strives to show students how she integrates her family life (a married mother of two) with her profes-

sional life. That mentoring shows.

Tonya Lynne Wildhaber, a senior communication video production major from Raymond, Wash., credits Vincent for being “a professor, a mentor, a ‘mom,’ and most important, a friend.”

Vincent teaches students far more than theatre competencies, Wildhaber says. She leads by example and inspires students to hold on to their Christ-inspired dreams and passions.

“Carrie Jo is more than a teacher and more than a mentor,” Wildhaber adds. “She’s an amazing woman of God, a humble servant who seeks to serve and encourage those around her. I hope that Christ grows in me so some day I can be a mentor to someone, like she is to me.”

The excitement and stress of a big production brings about incredible bonding, Vincent says. That is a big part of



JERRY HART

Mark Terry, art, admits he has let the line between his personal and professional life become somewhat blurred. He has opened up his house, his family and his personal life in an effort to reach out to students on a personal level. Letting students see his own ups and downs models problem solving and helps accomplish Terry’s ultimate goal, which he says is “to guide students to be good stewards of their gifts.”

mentoring. “Throughout a production, we’re links in a chain; all of us are interdependent on one another. It’s an incredible collaborative experience, but the chain is only as strong as the weakest link.”

While Vincent shares the students’ excitement, she also helps them calm down and stay grounded because she has been through it all, says Kristina Russell, a senior from Shoreline, Wash., who is majoring in communication arts with a theatre emphasis.

“It’s a blessing how she helps us develop as artists and humans. I’m amazed at how she helps us grow in faith while working through difficult and painful times.”

Russell and Wildhaber are two of as many as 200 students Vincent may come to know during the course of a year.

Vincent’s first objective is to bond with her students and to encourage them on their faith walks.

“In this craft, we use our own voices, expressions, and movements to express everything from anger and joy to hysterical laughter,” she says. “Acting can seem unnatural, uncomfortable, and even foolish. Nothing will shut down creativity as quickly as a lack of trust.”

Vincent notes that Christian artists — especially her young students — walk a line between the secular world of theatre and their own spiritual calling. Those forces, she says, can create an undertow of emotions. Knowing that, Vincent chooses to get to know her students personally.

A fourth-generation teacher, Vincent has been focused on drama since the seventh grade when she entered her first drama class and was smitten. As early as she can remember, Vincent says, she acted out various roles, and as toddler,

she would even mimic her family cat. Her parents encouraged her to channel her energy in theater.

She pursued a life’s work in drama, earning a master’s degree in theatre arts from Western Oregon University in 1991. She began her teaching at George Fox in the fall of 1998 after 16 years teaching theatre and dance choreography to ages from kindergarten to senior citizens.

## Mark Terry

It might surprise some to hear that assistant professor of art Mark Terry, in his third year of teaching at George Fox, does not claim teaching is his calling.

Instead, he says he feels called “to guide students to be good stewards of their gifts.”

The distinction is important, because it explains student response to his role at George Fox. They say he not only teaches, but mentors them and reaches out to them on a highly personal level.

“Mark sees us as more than students,” says Andrew Harper, a senior art major from Lynnwood, Wash. “He is aware of the bigger picture of our lives, and he’s available to help us with almost anything.”

That “anything” can cover a lot, even loaning his vehicle so some of his students could move into an apartment.

“He helps us out in all kinds of ways,” says senior art/music teaching major Chris Breithaupt, Salem, Ore.

Sometimes it’s reciprocal. Breithaupt helped Terry convert an old shack on his property into an art studio. Some would call that “bonding.”

Senior art major Kristie Sauer, Jack-

sonville, Ore., appreciates Terry for sharing the ups and downs of his own life as a way of showing students how to deal with problems. “He’s opened up his strengths and weaknesses to all of us,” she says. “Besides always being there for us, he’s also got us mentoring each other.”

Harper notes that Terry has “opened up his home and his family to all of us.” The family includes his wife, Missy, and two young girls.

“Having his perspective, whether it’s about academic or personal stuff, is a huge support.”

Terry describes his job as “to help my students be successful, and to do that, I have to get to know them,” adding “I don’t hide my feelings from them.”

Forming relationships with up to 40 or 50 students a year is rewarding, Terry says, but also time consuming, and the line between his personal and professional life often becomes blurred.

He says the hardest part of his job is critiquing the work of his students because “artwork is so personal, it is like an extension of our personality. It isn’t as cut-and-dried as, say, scoring a calculus test.”

While some secular artists may be striving to express truth through their art, Terry says he sees his students and himself as lights in the darkness. His quest, and what he instills in others, is to instead seek truth in Christ and reflect that in art.

# “Thanks for Being My Friend”

*George Fox represents a fresh start for four students from Kosovo.*

Four students say their path to George Fox University this fall took them through a hell on earth. With emotional scars from the recent war still vivid in their minds, the ethnic Albanians from Kosovo are pursuing a new life in Oregon.

The refugee students are among 45 throughout the United States receiving scholarships at 22 private liberal arts colleges as part of a program coordinated by Carol Detweiler, wife of Richard Detweiler, president of Hartwick College in New York. The Detweilers are former Peace Corps volunteers who, because of their international experiences, wanted to offer scholarships to two Kosovars to attend Hartwick. Detweiler asked her husband if other schools would be interested in doing the same.

About two dozen schools across the country responded. George Fox is the only one in the western United States.

“I felt it was something that fit our mission as an institution,” said Dale Seipp, director of undergraduate admissions, who was quick to act on the inquiry from Detweiler. “In our Quaker tradition, we realized we could provide an education to people coming from a war-torn environment.”

Seipp said Detweiler’s program identified a top group of college-age students from among the Kosovar refugees, most of whom came to the United States through Fort Dix, N.J. Those who wanted to take advantage of the program were then enrolled in interested schools based on the students’ academic interests and on the regions to which they had been relocated. In the case of the George Fox students, they and their families had moved to either the Northwest or California.

Most of the students are receiving scholarships for up to five years. That includes one year to study English as a second language. As refugees, the students are eligible for federal financial aid, and George Fox created a financial aid package for them that includes the federal aid, grant money and work-study funding.

About 20 percent of the students’ costs aren’t covered, and the University is pursuing additional funds through church groups and refugee programs.

“I believe our students from Kosovo are contributing a perspective to our student population and community that is valuable to understand,” said Andrea Cook, vice president for enrollment services. “They are all aware of the Christian environment and lifestyle expectations of our university, and are very grateful to have the opportunity to study here,” she said.

The four students — Mirsade Bejiqi, 21; Mentor Visoka, 18; Latif Latifi, 20; and Blerim Berisha, 19 — were given an opportunity to tell the George Fox community about a world very different from the Newberg campus during one of the University’s Peace Suppers. Those attending watched in stunned quietness as the four students showed graphic slides of the horrors of “ethnic cleansing” they witnessed in their country from Slobodan Milosevic’s Serbian forces. The color photos depicted mutilation of not only adults, but children as young as 2 years old.

“The Serbs said they didn’t kill anyone but soldiers, but these pictures speak the truth,” said Latifi, who fought tears as he spoke.

“I want to be strong. I don’t want to cry, because crying won’t make me feel better,” said Bejiqi.

“You don’t know what you have until you lose it,”



The four students from Kosovo (clockwise from bottom: Mirsade Bejiqi, Blerim Berisha, Mentor Visoka, Latif Latifi) have traveled a long and horrifying road to get to where they are today. Hiding, being threatened by soldiers and deported to refugee camps have left them with haunting memories. “You don’t know what you have until you lose it,” says Berisha. They are grateful for a new life at George Fox.

said Berisha.

Bejiqi told how she and about 50 friends and family members hid during the war in the basement of a neighbor’s home with hardly any food and water. When Serb soldiers finally arrived, they took her money and threatened to kill her if she and the others didn’t leave quickly. Despite days without food or clean clothing, she and the others made their way toward refugee camps in Macedonia.

“I saw too many dead bodies,” she said. “Even now I have nightmares.”

Berisha told of studying secretly in private homes after Serbs closed schools to ethnic Albanians. His Muslim father was fired from a university teaching job.

The Kosovo Liberation Army and Serb forces fought battles near Berisha’s home. When the NATO air strikes began, he and his family fled Kosovo.

“NATO brought life back to Kosova (as Kosovars call their country),” he said. “Now the people are free in Kosova and have a chance to rebuild their lives.”

Today, distance and the passing of time have separated the students from the circumstances that caused such pain. All four say they are enjoying their new lives in America, and at George Fox. While all expect to return to Kosovo on visits during the next several years, they are focused for now on American college life. All are enrolled for their first year at George Fox in the English as a Second Language program, then they will begin regular studies toward their chosen majors next year.

“I like everything here,” said Bejiqi, who studied English back home and who is most fluent in the language among the four. Bejiqi, like Visoka, is from the Kosovar city of Prishtina, which before the war had

about 200,000 people.

“I’ve made a few friends that understand things, (even though) they are Americans,” she said. “Usually when you mention that you are from Kosova, American students say ‘cool.’ I hate that. Usually American people think everything is cool today. Which it is not.”

Less than cool, in Bejiqi’s opinion, are the lifestyle standards at George Fox. “There are too many rules here,” she said — but with a grin. She describes herself as a Muslim who is nonetheless comfortable attending a Christian university.

Bejiqi hasn’t yet chosen a major, but is leaning toward art. In the meantime, she is having great fun with her new close friends, who also include some international students from Taiwan as well as several Americans.

Whereas the circumstances of life in her homeland caused her, she said, to grow up quickly, life among college students in a small American city is letting her revert to being young at heart again. “Sometimes we go to [the department store] and run around and hide from each other,” she laughed. She also considered it great fun to observe scores of students wrestling in a recent campus “flash” for possession of the University’s “Bruin Jr.” mascot.

“That was great!” she said. “I wanted to fight, too!”

Latifi and Berisha both hold work-study jobs on the University’s security staff.

Unlike the other three students, whose parents are still in America, Latifi’s parents have returned to Kosovo. He communicates regularly with them, although phone calls to that part of the world tend to be spendy.

Latifi majored in economics in his homeland, but hasn’t yet chosen a major here. He is thinking of political science.

“For us, studying is harder here in that we don’t speak very fluent English yet,” he said. “Also, Americans don’t understand our jokes. Sometimes it’s difficult for us.”

Berisha is from Gjilan, a Kosovar city that had about 70,000 people prior to the war. A volleyball enthusiast, he majored in physical education back home but now plans to pursue a degree in international business.

By living on campus, the Kosovar students have had an opportunity to share their unusual stories with Americans of the same age.

“It’s really neat to get someone with a different background on our floor,” said Carrie Johnson, a junior from Bend, Ore., who is resident assistant for the residence hall floor where Bejiqi lives. “We get to hear different aspects on things.”

“I’m far from my homeland, far from my family. I really miss them a lot. I don’t know what else to say except ‘God bless you.’”

— Latif Latifi

Johnson noted that Bejiqi has “made a lot of friends really quickly. She’s really easy to talk to.”

The Kosovar students explained that they are eager to move on from the horrors that they have witnessed, and that they are appreciative of the opportunity to study at an American university.

“I’m far from my homeland, far from my family,” Latifi told the audience at the Peace Supper. “I really miss them a lot. I don’t know what else to say, except God bless you, United States, and God bless you, George Fox University.”

“Thanks for everything that you offer us,” Bejiqi added. “Don’t look at me like a stranger. I’m your friend. Thanks for being my friend.”

# It's Alive!

*A George Fox professor and student create a supercomputer ranked among the best in world competition.*

A supercomputer that ranks near the top in world performance competition using parallel processing computers has been created by George Fox University professor Brent Wilson and one of his students.

A Web site ([www.haveland.com/povbench](http://www.haveland.com/povbench)) that keeps track of global competition of computer performance listed the new George Fox cluster tied for No. 15 in the world in terms of speed.

Wilson, assistant professor of computer science, and student Jim Snow, a junior computer science major from Amity, Ore., have developed what the National Aeronautics and Space Administration describes as a "Beowulf cluster": a network of personal IBM-style computers on a Linux operating system that work together as a single parallel computer. Specifically, Wilson and Snow linked eight Pentium III, 450-megahertz machines, and created the potential to link up another 30 in the specialized network.

As a benchmark for comparing the performance of such computer clusters, technical experts since May 1994 have used a color, three-dimensional image of a vase on a pedestal surrounded by mirrors. While the average lone computer on a George Fox faculty member's desk might take several hours to do the multitude of computations required to render that standard image, Wilson said, supercomputers elsewhere in the world have done it in as little as two seconds.

Wilson's cluster accomplished the rendering in 13 seconds.

He notes that one project elsewhere two years ago cost researchers nearly \$5.5 million to hit the No. 2 spot with a three-second rendering. His project at George Fox cost markedly less — \$8,500 — and uses equipment that Wilson says can be purchased at most any computer parts store.

The work of Wilson and Snow took an estimated 15–20 hours a week from May through August. "It took a whole lot of trial and error," Wilson said. "It was an interesting collaboration between theory and practice."

The biggest surprise — and delight — for Wilson was that the whole exercise succeeded. He says he and Snow simply stared in awe for a while as their eight computers actually started working as one.

Wilson says, with a smile, that with his new creation, he initially felt a bit like Dr. Frankenstein, excitedly exclaiming, "It's alive!"

"I had been expecting failure," he said. "This was (originally) going to be a purely academic exercise."

Wilson, who lives in Salem, Ore., is pursuing a doctorate in computer science through Nova Southeastern University in Fort Lauderdale, Fla., and his work on the supercomputer project will be included in his doctoral dissertation. Although Wilson had long wanted to try the computer cluster project, he didn't devote the time until one of the faculty at the Florida school urged him to do so.

While the "supercomputer" itself is a bit hard to define, Wilson offers his own definition: "A supercomputer has enough power to do the job that I needed done yesterday."

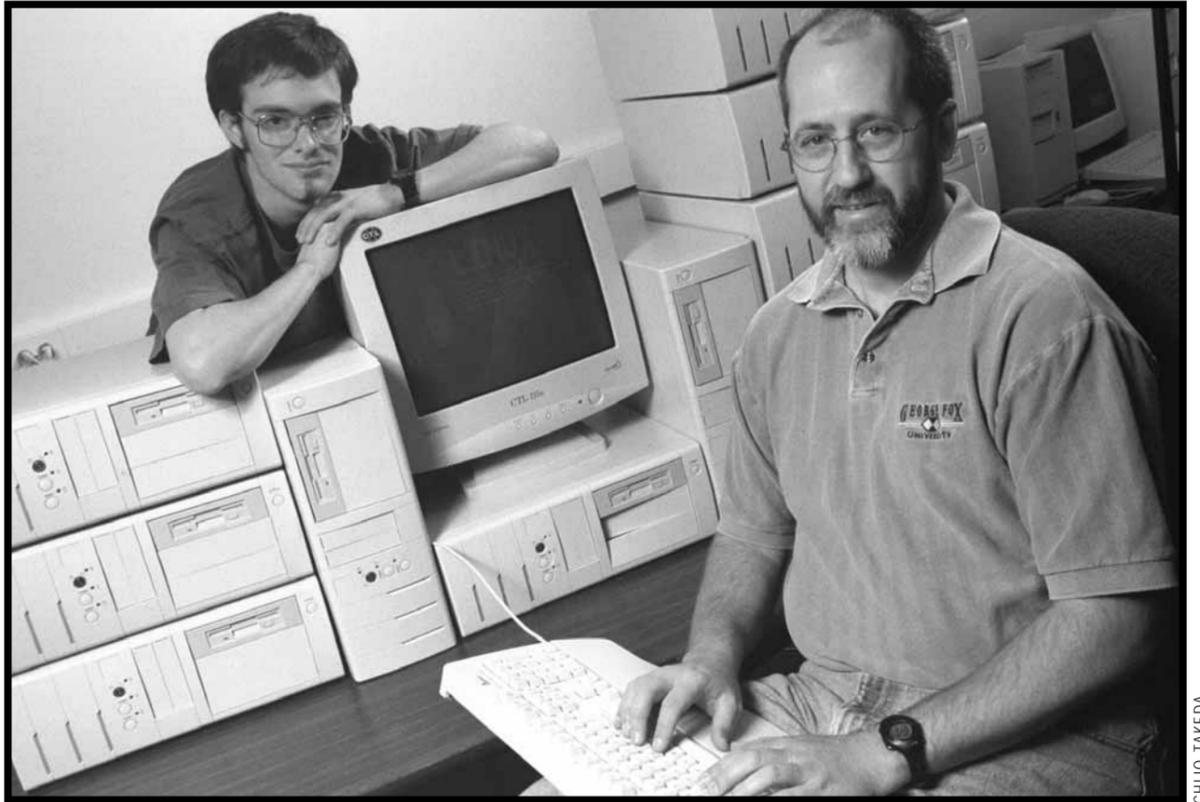
While yesterday's supercomputers used to fill up rooms, today it takes just multiple computing units working "parallel," or collaboratively, to do a special task, Wilson said. He said the George Fox cluster likely will be maintained with about 12 units.

"We have as much processing power now as computers that cost millions," he said.

There is great economic incentive in American industry to advance the technology of supercomputers because of their ability to do enormously time-consuming tasks in a fraction of the time, Wilson said. But he says the role of the new computer cluster at George Fox is going to be "pretty academic."

"We'll use it in our program to teach students about parallel processing," he said. "It really is the next wave. Our students are excited. They want to get their hands on it."

Michael Quinn, head of the department of computer science at Oregon State University in Corvallis, praised Wilson for his efforts at George Fox.



OK, see if you can follow this: A "Beowulf cluster," a network of IBM PCs on a Linux OS that work together as a single parallel computer, was constructed using eight 450 Mhz Pentium IIIs by professor Brent Wilson (right) and junior computer science major Jim Snow. Their creation performed a standardized computational test in 13 seconds, 15th-best in the world. Not bad for an exercise that Wilson originally embarked upon as "purely academic."

"This is cool technology," Quinn said. "There are all kinds of opportunities for undergraduate students to get their hands on parallel computers. What Brent has done is a great service to students at George Fox."

Wilson gave additional focus to supercomputers in November, when he attended a national conference in Portland that drew an estimated 25,000 to 35,000 peo-

ple to the Oregon Convention Center. The Supercomputing '99 Conference was sponsored by the Association of Computing Machinery.

Wilson joined the George Fox faculty in 1994 after previously teaching at Chemeketa Community College and South Salem High School, both in Salem, and at Cascade Union High School in Turner, Ore.

## Encouraging Character Development

*continued from page 1*

dents to understand and practice the virtues and standards of personal and civic responsibility."

The University's response: "Students of George Fox are part of an overall community, expected to uphold certain standards of behavior and contribute to the welfare of the group in specific ways. The University is committed to its Christian philosophy of education pursued within the context of community. Professors, administrators and staff members are all part of this community. As stated in the Community Life portion of the *Student Handbook*: 'Living in a daily fellowship with other Christians is a privilege and an expression of God's grace. In recognition of this privilege, great value is placed on the quality of relationships in our community. We acknowledge we are living in a fellowship where we are dependent on and accountable to one another.'

"Modeling of a lifestyle that demonstrates personal and corporate responsibility is, for George Fox employees, not optional. It is a job requirement as part of a Christ-

ian lifestyle agreement that faculty and administrators must sign to be a part of the George Fox University community.

"George Fox University professors actively model and inspire as a 'requirement' of their teaching at George Fox. Students are told (Academic Affairs section of the *Student Handbook*) to expect this of their professors: 'Not only will you become grounded in the basics of your discipline, you also will be challenged to be humble in spirit as you prepare to serve others with what you have learned.'"

### President Brandt Joins George Fox in Templeton Honors

In citing George Fox President H. David Brandt as one of 50 college and university presidents in the nation to be honored for presidential leadership, the John Templeton Foundation was clear.

The "Templeton Guide: Colleges that Encourage Character Development" in its profile says: "His extensive experience has provided

him with a sensitivity to student needs, a commitment to the highest standards of academics, and an appreciation for the role the university can play in the community."

Of George Fox's 11th president, the Templeton Guide says: "President Brandt stands behind George Fox's fundamental principle that a university is a place that empowers students to take responsibility for themselves and demonstrate it toward others. This philosophy is woven into every aspect of study and student life at George Fox University."

Readers are told: "Leading the way with a mission that embraces a commitment to responsibility, President H. David Brandt is taking George Fox University into the 21st century with a vision of intellectual and personal growth, and participation in the world's concerns."

The Templeton Guide says the programs and initiatives supported by Brandt all reinforce personal responsibility among students and faculty. It then describes programs in civic education, lifestyle agreement, professors as models, and student leadership.

# “Such Memories, Such Memories...”

A 97-year-old alumna recalls her days as a Pacific College student in the 1920s.

When Florence Lienard graduated from Pacific College (as George Fox University was known in 1927), she was close friends with everyone in her senior class.

But then Lienard — who will be honored as the University’s oldest living alumnus at a special luncheon on Feb. 12 — says her graduating class included just seven students.

Over the past half century, Lienard, 97, has traveled, lived and worked throughout the Pacific Northwest, but she always has maintained close ties to her alma mater and jokingly admits feeling “like she owns the place.”

“We never imagined it would grow to its size. To us, it was great the way it was.”

Of course, the University has grown up physically and changed names, but Lienard says it, and indeed the world, has undergone transformations she never dreamed possible.

Born in Cincinnati, Ohio, June 3, 1902, Lienard was the youngest of seven siblings. She moved to Seattle at the age of 6. When she was in her early teens, the family moved again, this time to Newberg, where she attended public high school, graduating in 1920. After taking one year off from school to help at home, she enrolled at Pacific College.

“It wasn’t a question of whether or not I would go to college — my parents expected that,” Lienard explains. “The only question was where.”

Pacific College was a logical choice for several reasons. First, she only lived a few blocks away. Also, the children were all raised as devout believers, and Pacific was a well-regarded Christian school founded by the Friends Church. Finally, her father, George H. Lee, taught church history and Bible studies for several terms there, and her sister, Ruth Lee, also taught in the high school academy that was located in a wooden building behind the college and was the forerunner of the college.

Lienard recalls being one of approximately 20 freshmen. “There were enough of us to fill up two rows in the chapel. It was an even mix of boys and girls,” she said. Like the other freshmen, Lienard had to wear a green cap and undergo an initiation that lasted several weeks.

“It wasn’t done out of cruelty, but we were put in our place. It was mostly good-natured.”



Above: The freshman class of 1923. Lienard is the girl farthest to the right in the front row. Below: Lienard, front and center in white, on the 50th anniversary of her graduation.



CHIJO TAKEDA

Florence Lienard, 97, George Fox’s oldest living alumnus, has had quite a life since her graduation in 1927. Her favorite part? Her 15 great-grandchildren, though she can only fit 13 of them in her arms at once (above).

sophomore, she accepted an invitation from Floyd Lienard, a high school senior, to attend the college’s annual sports banquet. In spite of the age difference, the couple grew close, and while both were in college,

became engaged to be married.

The Lienards, who were wed in 1927, raised three children: Ruth, now 58, living in Idaho; George, 70, in Arizona; and Edith, 65, in nearby Dayton, Ore.

After graduating, Lienard survived the depression and enjoyed a variety of experiences as a schoolteacher. She also helped run a farm for 12 years and a hardware store for seven years. After living throughout Oregon and Washington, she returned in 1992 to McMinnville, where she now lives in an assisted living center.

Through the years, she stayed close to several of her old college friends, but now all have passed away. She also recently lost an older brother, Arthur, who lived to be 102.

But Lienard, who smiles often and laughs easily, is blessed with good health. Although she uses a cane, she is still mobile. Now a great-great-grandmother, she spends much of her time reading spiritual books and fiction, and visiting with friends and relatives.

Although her life is full of fond remembrances, her college days are something special, she says, gently patting her well-preserved college photo album.

“Oh my, such memories, such wonderful memories...”

—John Rumler

Lienard was active in the Oratorical Society, the Drama Club, and she sang in the student chorus. She also was an ardent sports fan, and she cheered the Bruins on in their fierce rivalries with McMinnville College (now Linfield).

Every year at homecoming, the McMinnville students would try to steal away Pacific College’s mascot, a bearskin named Bruin.

“We guarded it around the clock, and whenever they came after it, we were waiting in the bushes. Baseball, basketball and football were very big. All our sports had a strong following then,” she said.

Looking through her photo album stirs many old memories to new life. Lienard fondly recalls a few favorite teachers, including Alexander Hall, the music director, and Russell and Mary Lewis, both in the English department.

Then there were the May Pole celebrations every May 1, and of course, every spring the students would meet for one day and scrub the entire campus, inside and out, until it sparkled. Afterwards students would share their sack lunches on the campus grounds.

Standard attire for female students at the time was long dresses, while male students often wore white shirts with jackets and ties. The atmosphere was very prim and proper, with administrators and faculty being supportive but quite stiff.

“Yes, it was strict, regimental. There was no dancing whatsoever, and we all lived by rules then,” Lienard says. “We enjoyed life and had a great deal of fun. That was the only way we knew.”

In those days, the campus seemed to exist independently, almost as a world of its own. Lienard says there was a notable exception: George Fox students would always build a large float and participate in the city’s annual Berry Parade.

When Florence was a



FOUR PHOTOS AT LEFT: COURTESY FLORENCE LIENARD

Left: Florence on the steps of Wood-Mar Hall. Right: Floyd Lienard, at right, with baseball teammate Eldon Everest. When Florence was a sophomore, Floyd asked her to be his date at the annual sports banquet. They grew close and were engaged while still attending college. They married in 1927.

# AlumMillenni -

Celebrating Homecoming 2000

All alumni are invited to share in the Alum-Millennium — a weekend packed with exciting events just for you!

- five o'clock people concert
- Homecoming Honors Brunch
- Keynote address from State Senator Eileen Outub ('93)
- Sunday morning alumni and student worship service with Pastor Shaun McNay (GFU '83, GFES '88)

PLU

Affinity reunions for ASC and R.A. alumni, Seminary alumni, and class reunions for 1990, 1980, 1975, 1970, 1960, 1950 and all alumni pre-1950

## ALUMNI NOTES

*Editor's Note: Because some alumni news submitted via our Web site was never received, please resubmit news sent prior to December 1, 1999, if it is not in this issue of LIFE.*

**Ron Barnick** (G54) and his wife, Grace, are charter members of The Covered Bridge Society of Oregon, which works for the preservation and restoration of the state's covered bridges. The Barnicks were recognized in the fall 1999 issue of *The Bridge Tender*, the society's official publication.

**Gary Brown** (G68) received his commercial hot air balloon pilot's license in October 1999. He flies primarily with Vista Balloon Adventures, Newberg.

**Neil Robbins** (G78) is the associate director for Portland Youth for Christ.

**Susan (Gallahan) Rice** (n79) is an elementary school counselor for Immaculate Conception School and the play therapist for a women's and children's treatment center in Fairbanks, Alaska.

**David Myton** (G80) has been appointed acting dean for the College of Natural and Health Sciences at Lake Superior State University, Sault Ste. Marie, Mich. He continues as chair of the chemistry department.

**Charles Upchurch** (G80) is a claims adjuster for Allstate Insurance, Seattle, Wash.

**Gary Friesen** (G83) is executive vice president for Peacemaker Ministries, a non-profit organization in Billings, Mont., which assists Christians in responding biblically to conflict.

**Kevin** (n89) and **Coreen (Schmeltzer)** (G89) **Stanton** and their family have recently returned to Oregon after completing a one-and-a-half-year assignment in Denmark with Intel Corporation.

**Katie (Wagner) Robyn** (G90) is a zookeeper at the Kansas City Zoological Gardens, Kansas City, Mo.

**Mike Warren** (MHR90) is employed by the Washington State Patrol, overseeing patrol operations in Adams County, Wash. He also oversees the Commercial Vehicle Enforcement Division.

**Ann Marie Frisch** (G91) teaches sixth grade at Otto H.H. Peterson Elementary School, St. Helens, Ore.

**Todd Munsey** (MHR91) is member services director for Douglas Electric Cooperative, a member-owned electric utility in Douglas County, Ore.

**Rich Swingle** (G91) launched in New

York City his newest one-act play, "The Acts," which focuses on the growth of the early Church as God's Spirit empowers his people. He has also recently performed in Washington, D.C., and Israel.

**Kim Stafford-Galaviz** (G92) teaches English at Shelton (Wash.) High School.

**Mac Pennington** (MHR93) is the transportation services supervisor for the Lake Oswego (Ore.) School District.

**Mark Herold** (n94) has finished two marathons this year: Las Vegas, Nev., and Portland. He lives in Longview, Wash., where he maintains a tree farm.

**Ruben Montenegro** (MHR94) is a supervisor in the medical reports department for Kaiser Permanente Northwest, Portland.

**Janet Killary** (G95) is a firefighter/paramedic for the City of Ellensburg (Wash.) Fire Department.

**Jacob Coleman** (G97) is an account representative for Columbia Funds, Portland. His wife, **Dawn (Napier)** (G98), is the children's ministry intern for Valley Christian Church, Wilsonville, Ore.

**Iva (Trussel) Quinlan** (G97) teaches third grade and sheltered English at Trost Elementary School, Canby, Ore.

**Carol George** (WES98) is pastor of family ministry at Faith Lutheran Church, Keizer, Ore.

**Joe Litzinger** (MHR98) is customer business manager for Pacific Power in the Grants Pass (Ore.) area.

**John McClanahan** (G98) is pursuing a master of aeronautical science degree at the Elmendorf Air Force Base, Alaska, chapter of Embry-Riddle Aeronautical University.

**Sharon Tata** (G98) entered the Master of Divinity degree program at Western Seminary in Portland in June, 1999.

**Nate Barnett** (G99) has been signed by the Everett (Wash.) Aquasox baseball team for the starting lineup at first base. The Aquasox are a part of the minor league farm system for the Seattle Mariners.

**Aaron Haynes** (G99) is a first/second-grade teacher at Gilchrist (Ore.) Elementary School. His wife, **Robyn (Ross)** (G98), is the child development specialist.

**Adam Hieb** (G99) is employed by The Equity Group Realtors, Portland.

**Mary Hinckley** (WES99) is providing counseling services specializing in career issues and adult attention deficit disorder.

She is in private practice in Portland and also serves clients affiliated with Washington County.

**Jenae Huck** (G99) teaches third grade at Columbia City Elementary School, St. Helens, Ore.

### MARRIAGES

**Valerie Crooks** (n71) and Randy Jackson, April 10, 1999, in Yorba Linda, Calif.

**Roger House** (G75) and Lydia Garman, July 4, 1999, in Pearl City, Hawaii.

**Esther Smith** (G92) and Marty Hagen, June 26, 1999, in Aims, Ore.

**Tammy Daniels** (G93) and Brian Keepers, Aug. 14, 1999, in Camano Island, Wash.

**Michelle Brown** (G94) and Scott Roberts, Sept. 11, 1999, in Newberg.

**Polly Payne** (G95) and Aaron Brunko, Sept. 18, 1999, in Boise, Idaho.

**Tim Ahaus** (G96) and **Christi Cannon** (G99), Aug. 28, 1999, in Newberg.

**Kori Ristow** (MAT96) and Eric Taylor, June 26, 1999, in Portland.

**Karen Baltz** (G97) and Patrick Gibbs, Aug. 8, 1999, in Portland.

**Jacob Coleman** (G97) and **Dawn Napier** (G98), June 5, 1999, in Newberg.

**David Roller** (G97) and Miranda Ham, July 31, 1999, in Ridgefield, Wash.

**Caleb Williams** (G97) and **Kara Fouts** (G98), May 22, 1999, in Lynnwood, Wash.

**Tamara Anderson** (MAT98) and Jeffrey Poush, July 24, 1999, in Gig Harbor, Wash.

**Benjamin Boyer** (G98) and **Allison Malakowski** (n00), Oct. 28, 1999, in Hillsboro, Ore.

**Kristina Gerdes** (MHR99) and Richard Mikulak, Sept. 11, 1999, in Cornelius, Ore.

**Ken Gilmore** (G98) and **Corrie Hoenhaus** (G99), Oct. 30, 1999, in Tacoma, Wash.

**Keith Johnson** (G98) and **Jen Schilperoot** (G99), July 31, 1999, in Sunnyside, Wash.

**Laura Glover** (G99) and Jessiah Wasson, July 11, 1999, in Woodinville, Wash.

**Rebecca Kunze** (G99) and Christopher Archer, Oct. 16, 1999, in Vancouver, Wash.

**Melanie Lambert** (G99) and Dale Goodno, Sept. 25, 1999, in Tigard, Ore.

### BIRTHS

**Steve** (G81) and Nancy **Morgan**, a girl, Abigail Lois, Oct. 23, 1999, in Oregon City, Ore.

**Howard** (G84) and Linda **Perry**, a boy, Jared Ross, Nov. 10, 1999, in Amarillo, Texas.

**Vicki (Bisbee)** (G84) and Angel Valdez, a girl, Jessica Mecia, May 3, 1999, in San Ramon, Calif.

**Debra (Crane)** (G85) and **Michael** (n87) **Goonan**, a girl, Ciera Veneita, June 14, 1999, in Portland.

**Michelle (Downing)** (G89) and Dave Barnhart, a boy, Andrew Brett, Oct. 4, 1999, in Portland.

**Christine (Armstrong)** (G89) and **Kevin** (G90) **Lucke**, a girl, Karyn Elizabeth, Aug. 10, 1999, in Sublimity, Ore.

**Cindy (Comfort)** (n89) and Marc Olson, a boy, Peter Hale, July 10, 1999, in Oregon City, Ore.

**Pam (Vance)** (G90) and **Marc (G91) Wollam**, a boy, Luke Thomas, Oct. 6, 1999, in Boise, Idaho.

**Chad** (G91) and Kristi **Moore**, a girl, Megan Bethany, Sept. 6, 1999, in Grass Valley, Calif.

**Linda (Funderhide)** (G91) and Kurt Rasor, a boy, Evan Richard, Oct. 5, 1999, in Tualatin, Ore.

**Karin (Mainwaring)** (G93) and **Jeff** (G94) **Goodman**, a girl, Jessika Marie, June 27, 1999, in Portland.

**Jason** (G93) and **Trudy (Kitt)** (n93) **Koop**, a boy, Carson Fischer, Aug. 6, 1999, in McMinnville, Ore.

**Herberd** (G94) and Naedene **Duran**, a girl, Kaytlin Brandy, Sept. 2, 1999, in Hillsboro, Ore.

**Sarah (Morse)** (G95) and Matthew Plies, a boy, Kai Emerson, Aug. 1, 1999, in Portland.

**Sherry (Ortlieb)** (G96) and Troy Jones, a boy, Brett Michael, June 4, 1999, in Redding, Calif.

**Erik** (G96) and **Jaylene (Wisman)** (G96) **Wecks**, a girl, Lillian Grace, Sept. 22, 1999, in Ithaca, New York.

### DEATHS

none reported

# Better Late

*A Bruin soccer star arrives late for practice — but what an excuse!*

**B**ryan Erickson was over a week late for preseason practice. The George Fox men's soccer starting forward had a good excuse, though: He was in the war-torn country of Kosovo, sharing the gospel of Jesus Christ through his life and words with a people starving for a little "good news."

"We didn't actually start out with plans to go to Kosovo," said Erickson, referring to the small international group of soccer players with whom he traveled for three months this past summer under the auspices of Youth With A Mission (YWAM).

must stop and talk!"

"They hate what the Serbs did to them, and it hurts them to feel that way, because they're really very caring people."

Erickson's European adventure began with a decision to take the second semester of his freshman year off to serve with YWAM, an organization with which he is very familiar. "My parents (Warren and Cheryl Erickson of Chehalis, Wash.) had been with YWAM in Sweden for five years when I was younger, and I became fluent in both Swedish and Norwegian," he admitted.



COURTESY BRYAN ERICKSON

George Fox sophomore Bryan Erickson (the big kid in the back in the white shirt) spent the first week of his soccer preseason as an activities director for schoolchildren in the Kosovo town of Prizren. He and six other volunteers spent their days with 150 kids, playing with them in areas away from the warring Serbs and Albanians. "It was an eye-opening experience, and only strengthened my desire to go into full-time Christian service," says Bryan.

"We were only supposed to go through Norway and Sweden, but we wound up in Italy and received an invitation from a group in Kosovo to come over, and that's where we spent August."

Erickson and six other players worked in the town of Prizren as "activities directors" for about 150 children each from five different schools.

"We took the kids each day to 'safe zones' — areas that had been cleared of land mines left over from the war with the Serbs — and did anything we could to keep them off the streets where it might still be dangerous. Soccer, basketball, four-square, drawing, games — you name it, we played it!"

Because most Kosovars are Muslim, an open Gospel presentation was not always possible, "but many were curious about why we were there and what our faith meant to us, and that gave us some opportunities," Erickson remembers. "There were several teenagers who acted as translators for us, and they especially had lots of questions, and we were often able to share the gospel that way. One of them even became a Christian!"

Erickson was pleasantly surprised by the Kosovars' attitude toward him as an American.

"You might think they'd hate us for all the bombing we did over there," he says, "but somehow they knew we were trying to get the Serbs to leave them alone, and they're really grateful. They are so happy to be free again, and were very friendly. When they pass you on the street, you can't just say 'Hi' and keep going; you

In March, Erickson headed to Sweden for three months of Discipleship Training School. The original plan was to send an international team of soccer players through Scandinavia, playing local teams and conducting clinics as a means of opening doors for the Gospel.

"Because of some economic problems, only a few of the Brazilians made it, so we didn't have a full team," Erickson recalled. "So, while we didn't get to play as many exhibitions as we wanted to, we did hold clinics in parks, speak to youth groups, and do street evangelism."

The team spent June in Norway and July in both Norway and Sweden before driving to Italy in early August, where they received the invitation to visit Kosovo.

Despite missing some practice time, Erickson's contributions to the 1999 Bruins' soccer team were not diminished. Just as in his freshman year, he was second on the team in points produced, with 18, scoring five goals and passing off a team-high eight assists.

Would he make the trip again, even if it meant missing more soccer time?

"Absolutely," Erickson affirms with no trace of doubt. "It was an eye-opening experience, and only strengthened my desire to go into full-time Christian service, probably as an overseas missionary, if that is the Lord's will for me. I love soccer, but I love serving Jesus Christ more, and I am so thankful I had the chance to serve Him the way I did this summer."

## BRUIN SPORTS

### Fall Wrapups

#### Volleyball

Despite compiling one of the best seasons in George Fox volleyball history, the 1999 season came to a disappointing close when the Bruins failed to receive a bid to the NCAA Division III Tournament in their first year of NCAA eligibility.

There was still much to be proud of, however. The Bruins finished with a 19-7 overall record and tied for second in the Northwest Conference (NWC) at 12-4, one game behind league champion Pacific Lutheran. It was the Bruins' 13th straight winning season.

The Bruins finished second in two tournaments: the Puget Sound Tournament and the University of California-Santa Cruz Tournament, losing in each only to nationally ranked teams University of California-San Diego and California State University-Hayward.

Numerous individual awards were claimed by the Bruins. Senior outside hitter Sharon Barnett (Salem, Ore.) repeated as NWC Player of the Year, led the conference in kills per game (4.21), and finished her four-year career as the all-time Bruin leader in kills (1,449) and digs (1,641).

Senior middle blocker Beth Davis (Salem, Ore.) led the conference in blocks per game (1.39), ranked 7th nationally, and received First Team All-Conference and GTE Academic All-District VIII honors.

Both Barnett and Davis were named to the NCAA Division III All-West Region Team.

Senior middle blocker Wendy Clark (Bainbridge Island, Wash.) made Second Team All-Conference.

#### Women's Soccer

The women's soccer team recorded its second straight winning season with an 11-8-0 mark. In the Northwest Conference, the Bruins finished fourth with a 7-7-0 record. Sophomore forward Karli Holub (Pleasant Hill, Ore.) was named First Team All-Northwest Conference after finishing second in the league scoring race with 30 total points, collecting 14 goals and two assists. She already ranks second on the all-time team lists for career goals (29) and total points (67), trailing only record holder Gegi Bonera (32 goals, 79 points).

Senior midfielder/defender Megan Diefenbaugh (Eugene, Ore.), a four-year starter, was a Second Team All-NWC selection.

#### Men's Soccer

The 1999 men's soccer season was not the sort to which the Bruins have become accustomed. Their 7-12-0 record marked the end of a string of 13 straight winning seasons, and was the first losing season in veteran coach Manfred Tschan's 17-year career.

The team entered the season with only three returning starters, and had no seniors to provide much-needed experience and leadership for a young squad. Nevertheless, the team remained competitive, dropping six of its games by a single goal.

Junior midfielder Merrick Brownlee (Eugene, Ore.) finished second in the Northwest Conference in scoring, with 29 points on a team-high 11 goals and seven assists, and was named Second Team All-NWC.

#### Cross Country

It was a most unusual year for veteran coach Wes Cook and his George Fox cross country teams. For the first time since his initial year with the program in 1986, the Bruins did not have anyone qualify for the national championships. The Bruins' best bet to make it this year, men's senior Brandon Workman (Moscow, Idaho), became ill a few days before the regional meet and was not at full strength on the day of the run, finishing out of the chase for a berth in the nationals.

Workman finished well enough, though, to earn NCAA Division III All-West Regional honors, as did sophomore surprise Steve Willmer (Fullerton, Calif.). Both also earned All-Northwest Conference honors as the Bruins ran a strong second to conference champion Puget Sound. Freshman James Eubank (Astoria, Ore.) finished one slot out of both All-Conference and All-Region honors.

During the regular season, Workman captured the Bear Fete Invitational and the Willamette Open, earning NWC Athlete of the Week honors both times.

The women's team was hampered at mid-season by the loss of its top runner, junior Marisa Merritt (Portland, Ore.), to a stress fracture in her left foot, but the other Bruin runners showed continued improvement as the season progressed.