

INTEGRATION

George Fox
University

VOL. XXXI, NO. 2

APRIL 2001

The Art of Integration

Making faith a part of teaching is an intentional process at George Fox University

What makes a college education Christian? How does what we believe make a difference in teaching and scholarship at George Fox?

The integration of faith with learning has been a value of this university since its beginning, but lately, those questions — and their answers — are being addressed in a much more intentional way.

“A lot of people would think of Christian education in terms of the Christian disciplines: professors praying in class, students going to chapel,” says Robin Baker, vice president for academic affairs. “All of those things are important, but they’re not what distinguish a Christian education.”

Assistant Professor of Art Mark Terry agrees. In his experience, such practices are the rod by which many students measure whether a professor has integrated faith and learning in the classroom. He sees Christian education as the involvement of a faith that looks beyond behaviors and appearances of “religiosity” and seeks “what God has to teach us about Himself, ourselves, and our world in the pursuit of a college degree.”

When it comes to the academic disciplines, in some ways, a Christian education is the same as the education provided by public schools, Baker says. Whether it’s English, history, or science courses, George Fox professors approach issues in similar ways as other researchers and scholars. However, with a Christian education, there is the belief that the center of all truth is Christ. Everything is interpreted in the light of the revelation provided by the historical text of the Bible and by Christ in us.

As a result, while science may teach that the only way true knowledge is obtained is through the senses, “Christians would say that the knowledge we obtain from the senses through the scientific method is vital and important, but it isn’t the only knowledge,” Baker says. “So in that context, a Christian education is more inclusive, or holistic.”

It’s one thing to discuss the theories behind integration. It’s another to actually achieve integration in the classroom. Following are some examples of how George Fox University is taking concrete steps to help its faculty accomplish that goal.

Guiding New Faculty

In both his own education and in his teaching experience prior to coming to George Fox, first-year music professor David Church never had a role model to demonstrate the process of integrating faith into one’s teaching.

“I guess my teaching has been teaching content and curriculum, so it’s been a real challenge for me to naturally integrate my faith and not just take it and have it either at the beginning or end of a class,” he says.

Church was among 15 new faculty who met monthly to share the challenges and triumphs of their first few weeks and months as George Fox professors. Usually Baker hosted them in his home, but they also shared a meal with George Fox President H. David Brandt.

Meeting with Baker, Brandt, and other experienced George Fox professors, the new faculty members were able to ask, “How do we naturally do this? Give us examples.”

What did Church and the others learn?

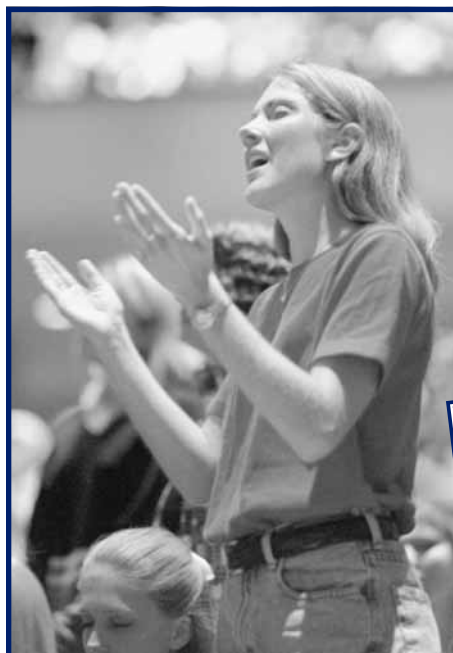
“To be a good integrator of anything, you have to be natural in both areas that you’re trying to integrate together,” he says. “So if your faith isn’t a natural part of your being, it’s kind of hard to integrate it into music or art or biology or anything, because you don’t see the natural opportunities, those teachable moments when you can bring the faith element into what you’re doing.”

Hearing from Leading Christian Thinkers

How does one love God with his or her mind?

According to J.P. Moreland, a well-known author and professor at Talbot School of Theology, the mind is the core of transformation, and that’s why, in the Christian religion, the role of teacher is so central to the spiritual life.

Moreland spoke twice to George Fox



PREPARING LEADERS WITH VALUES AND VISION

See inside for our special insert on George Fox University's Legacy Campaign



ALLAN BORRUD

faculty, students, and staff — his February visit funded by a Christian College Consortium grant for faculty development.

In a morning chapel address, he told his audience, “The richness of your spiritual life is not just a function of your relationship with people, your worship, and chapel. It is every bit a function of what you do in class. If you don’t give yourself to your studies — especially in those areas that help you learn to think as

Mark Terry, assistant professor of art, feels fortunate that nearly everything about art is an act of creation and therefore provides the opportunity for revelation about the nature and person of God. “I feel that matters of faith are so deeply and naturally intertwined into the fabric of what we do as artists, that it really doesn’t feel like work to integrate faith and learning,” he says. “However, it *does* require that we be very intentional about the act of weaving.”

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The Art of Integration

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a Christian, you will not have a set of convictions that are deep enough to cause you to be different from your culture.”

Moreland’s emphasis on the importance of a Christian worldview is in keeping with the Reformed tradition, says Baker. In contrast is the Wesleyan tradition, which places great emphasis on the contributions of the spirit.

Leonard Sweet, a guest lecturer at George Fox in March, was the counterpoint to Moreland. A futurist and author, Sweet is the E. Stanley Jones Professor of Evangelism at Drew University and an expert in postmodernism.

“For Sweet, the very terms we use to describe ourselves as Christians suggest we’ve bought into the whole idea that to be a Christian means to assent, or agree, to a series of propositions,” Baker explains. “Sweet’s point was that to be a Christian is so much more than rational assent. We know God not through just the rational world and thought and the senses, but also through the spirit.

“For me, that was really powerful. He’s right, but that’s not always easy to build into an academic curriculum.”

Providing a Background for Integration

Beginning this September, all new faculty at George Fox University will take a series of three courses, one per year, designed to help them integrate their faith with their academic disci-



Hank Helsabeck, professor of mathematics, in class with sophomore Joe Gonzalez. When it comes to the academic disciplines, in some ways, a Christian education is the same as its counterparts. However, with a Christian education, there is the belief that the center of all truth is Christ.

plines. Taught each fall, the courses will be led by Tom Johnson, dean of George Fox Evangelical Seminary.

Baker is excited about the curriculum. “This will help professors understand what it means to connect their theology and their passion for Christ with what they do as teachers,” he says. “Getting new faculty together in a group, reading significant works, and then talking about how to connect their faith with the students in the classroom will really advance the mission of integrating faith in a true sense — both in spirit and rational thought — at George Fox.”

The first-year course, taught by Johnson, will cover the basics of Christian theology, provide an overview of the Bible, and give a general introduction to integration.

In their second year, participants will work on the specifics of integrating faith and learning in their particular area.

“A variety of approaches is needed because academic fields are different and also because people are different,” Johnson says. “We’ll want professors to pick an approach that’s comfortable for them and that fits their content area and their discipline.”

The third-year course will address Quaker distinctives, with the goal of helping faculty think about integrating faith and learning in a Quaker context.

Sharing Personal Stories

When it comes to integrating faith and learning, the main question often is, How?

At this past fall’s faculty conference, George Fox professors heard concrete examples from some of their own, including Mark Terry and Sherrie Schulke, assistant professor of social work.

Terry, in his fourth year at GFU, had never seen faith integration modeled by teachers or peers prior to coming to George Fox. Despite the absence of such an example, he considers himself fortunate, since nearly everything about art is an act of creation and therefore provides the opportunity for revelation about the nature and person of God.

Terry loves showing his students, in Exodus 31 and 35, that artists were among the first people to be given spiritual gifts by God for use in his service.

“In God’s holy word, then, artists are called. They are called with a spiritual

gift in the same way that pastors and teachers are called,” he says. “I think that’s powerful. It’s subtle, but it makes a difference for George Fox students. When they do what they do, it’s a holy calling.”

The discipline of art is also particularly suited to a discussion of Jesus’ parable of the talents, Terry says, given our contemporary understanding of “talents” as gifts and abilities.

“While tithing and financial giving are extremely important aspects of a mature faith relationship,” he says, “the aspect of stewardship I want our students to grasp has more to do with how they make use of their giftedness.”

That’s why many art classes incorporate a stewardship component, from designing logos for church programs free of charge to contributing pottery to Empty Bowls, an artists’ event that raises money for the hungry.

“I feel that matters of faith are so deeply and naturally intertwined into the fabric of what we do as artists, that it really doesn’t feel like work to integrate faith and learning,” Terry says. “However, it *does* require that we be very intentional about the act of weaving.”

Schulke, like Terry, finds some natural connections between her discipline and her faith.

“My students say Jesus was the ultimate social worker — not in a way that demeans the divinity of Christ, but they really see Christ modeling what they hear in the profession,” she says.

Schulke speaks of the themes in the Bible — of caring for the poor, the widow, the orphan, the stranger — that are found in both the Old and New Testament. “I try to connect my students to the Bible as a starting point, and we really look at the example that Christ was in reaching out to people and addressing their human needs.”

Recently, however, she learned that

such efforts weren’t enough. Through a long, honest conversation with one of her students, she discovered that, while they weren’t saying so, her students were struggling. Those doing field experiences their junior year were experiencing spiritual crises. Pat answers were inadequate

for addressing the evil they were seeing in the world and the suffering of little children.

“It’s hard,” Schulke says. “You’re trying to get so much information to them you forget to hear back from them about how they are processing it or how it’s affecting them.”

In response to her discovery, she has begun using “reflection papers.” “I want them to interact with the material and tell me what they’re thinking about it,” she says. “It’s been a really good way to hear from the students.”

At the same time that Schulke was learning she needed to “listen in a deeper way” to her students, she was discovering she needed to be more open with them about her own life.

“As a professional social worker, you don’t self-disclose. You don’t share with your clients because you’re there to listen to them,” she says. “But students want to know about their professors. It’s not obvious to them that I go to church unless they go to the church I attend. It’s not obvious what I’m doing in my spiritual life unless I talk about it.”

Whether through informal conversations or structured learning opportunities, George Fox faculty are continuing to grapple with the process of integrating their faith with their teaching. The result is that such integration is more than talk or theory at the University. It’s actually happening — in the classrooms, residence halls, and athletic fields.

And these stories are just a small portion of those which could be told.

— Anita Cirulis

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George Fox University LIFE (USPS 859-820) is published four times a year by George Fox University, 414 North Meridian Street, Newberg, Oregon, 97132-2697, USA. Periodicals postage paid at Newberg, Oregon. Postmaster: Send address changes to LIFE, George Fox University, 414 N. Meridian St. #6305, Newberg, OR 97132-2697.

Please send letters, alumni news, and address changes to LIFE, George Fox University, 414 N. Meridian St. #6305, Newberg, OR 97132-2697. Phone: 503-554-2126. Use our Web site: www.georgefox.edu/alumni, and click “Staying in Touch.” E-mail: alumni@georgefox.edu.

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This We Believe

The University's reworking of its Statement of Faith stays true to original tenets

George Fox University has a new Statement of Faith. However, the new document realistically might be called a "Re-statement of Faith." The wording is updated, the order changed, but the ultimate tenets remain the same.

President David Brandt has termed the new statement a "This is How We Live" document.

True, the Statement of Faith is a legal document for the University and, as such, is included in its bylaws — but it is also the guideline for the day-to-day life of the institution.

The process of re-evaluation was triggered by the incorporation into George Fox College of Western Evangelical Seminary, which had its own Statement of Faith. One Christ-centered university speaking with one voice was an ultimate goal of the merger.

The lofty idea of a deep, perfect, spiritual benchmark often comes down to the choice of a few words. That was where the nine-member presidential task force spent its hours. Carefully parsing sentences and paragraphs, the group considered intent, nuances, and implications. The University's Friends history and heritage were kept clearly in mind, along with other theological traditions, such as the Wesleyan emphasis from the seminary.

The former Statement of Faith allowed faculty and staff to opt out of the Quaker-based pacifist and sacramental clauses when they signed on as employees. Wanted was a foundational statement that all employees could stand on, one all could (and must) sign, without exception.

"I preferred a statement that didn't allow and encourage abstentions from certain articles; one we could ask everyone to agree to," says Brandt. The former

STATEMENT OF FAITH

THE TRINITY We believe in one eternal God, the source and goal of life, who exists as three persons in the Trinity: the Father, the Son, and the Holy Spirit. In love and joy, God creates and sustains the universe, including humanity, male and female, who are made in God's image.

GOD THE FATHER We believe in God the Father Almighty, whose love is the foundation of salvation and righteous judgment, and who calls us into covenant relationship with God and with one another.

GOD THE SON We believe in Jesus Christ, the Word, who is fully God and fully human. He came to show us God and perfect humanity, and, through his life, death, and resurrection, to reconcile us to God. He is now actively present with us as Savior, Teacher, Lord, Healer, and Friend.

GOD THE HOLY SPIRIT We believe in the Holy Spirit, who breathed God's message into the prophets and apostles, opens our eyes to God's Truth in Jesus Christ, empowers us for holy living, and carries on in us the work of salvation.

SALVATION We believe that salvation comes through Jesus Christ alone, to whom we must respond with repentance, faith, and obedience. Through Christ we come into a right relationship with God, our sins are forgiven, and we receive eternal life.

THE BIBLE We believe that God inspired the Bible and has given it to us as the uniquely authoritative, written guide for Christian living and thinking. As illumined by the Holy Spirit, the Scriptures are true and reliable. They point us to God, guide our lives, and nurture us toward spiritual maturity.

THE CHRISTIAN LIFE We believe that God has called us to be and to make disciples of Jesus Christ and to be God's agents of love and reconciliation in the world. In keeping with the teaching of Jesus, we work to oppose violence and war, and we seek peace and justice in human relationships and social structures.

THE CHURCH We believe in the Church as the people of God, composed of all who believe in Jesus Christ, who support and equip each other through worship, teaching, and accountability, who model God's loving community, and who proclaim the Gospel to the world.

CHRISTIAN WORSHIP We believe Christ is present as we gather in His name, seeking to worship in spirit and in truth. All believers are joined in the one Body of Christ, are baptized by the Spirit, and live in Christ's abiding presence. Christian baptism and communion are spiritual realities, and, as Christians from many faith traditions, we celebrate these in different ways.

THE FUTURE We believe in the personal return of Jesus Christ, in the resurrection of the dead, in God's judgment of all persons with perfect justice and mercy, and in eternal reward and punishment. Ultimately, Christ's Kingdom will be victorious over all evil, and the faithful will reign with Him in eternal life.

Statement of Faith, for the most part, paralleled a decades-old statement of the National Association of Evangelicals.

When instructing the task force, Brandt, who chaired the committee, listed a few basics: The new Statement of

Faith needed to be clean, clear, broad-based, and, as much as possible, without jargon.

"It should not bring strife into the community, but productive conversation," he noted. He asked that the state-

ments be reworded to be positive — rather than state negative concepts — and he asked that the wording be for "the people on the street, as well as for seminarians and theologians."

Howard Macy, professor of religion and biblical studies, was one of the members of the task force.

"We wanted a faith statement that is both faithful to the Friends witness and accessible to folks who are not Friends," he says. "I really believe the revised statement of faith is, in most ways, more compatible with Friends doctrine than the [former] one."

Others on the task force included administrative secretary Gloria Foltz, psychology professor Kathleen Gathercoal, seminary dean Tom Johnson, campus pastor Gregg Lamm, seminary professor Larry Shelton, human resources director Peggy Kilburg, and board of trustees member Joe Gerick, superintendent of the Northwest Yearly Meeting of Friends.

The yearlong process of revision began with the task force, which was supplied with statements adopted by other Christ-centered colleges and universities nationwide. The initial draft and subsequent revisions were posted for employee and student discussion, then revised again. The result was endorsed by the President's Cabinet and the executive committee of the board of trustees, then submitted to the full board in February 2000. Board suggestions and recommendations were addressed, and the statement reconsidered and approved by trustees in September.

"Attempts at revision always carry some risk," Brandt admits. But he's pleased with the results, calling George Fox's new document "a useful, accessible statement of our critically important theological commitments."

— Barry Hubbell

PRESIDENT'S PEN

With All Our Minds

During my growing-up years, young boys learned to say they didn't like school. In cold climates, children pray for snow so schools will be closed. University students talk about not letting classes interfere with their education.

While such ideas and attitudes are usually meant in jest, they also may accurately reflect parts of our culture. The life of the mind sometimes takes a "back seat" to other values.

The Pharisees decided to take Jesus to school one day. "Teacher," they asked, "which is the greatest commandment in the Law?" Jesus' response is recorded in Matthew 22. "Love the Lord your God with all your heart and with all your soul and with all your mind."

Cornelius Plantinga, Jr., dean of the chapel at Calvin College, in his article, "Pray the Lord My Soul to Keep," says about this verse, "We are intellectual beings, and Jesus Christ calls us to mindful love; he calls us to intellectual love." Since the intellect is the heart of the university, especially the Christian university, we would do well to think about such strong language from Jesus.

Followers of Christ are commanded to intellectual love. I don't often find the words "intellect" and "love" brought together. Our culture tends to think of



President David Brandt

our minds comes from Jesus, not Moses. Our Lord and Savior commands mindful love of God.

Plantinga suggests that "loving God intellectually means taking an interest not only in God, and in the peculiarities of God, but also in the works of God." If this is true, it sets the stage for the Christian university. We know God as Creator of the physical universe, as well as of all living beings. All of creation is ours to study and to know when we love God with our minds.

This is the heart of the Christian university. This is what drives us to learn and to teach at George Fox University. This is why it is imperative that we integrate Christian faith with all learning.

Since Plantinga says some of this better than I can,

love as mindless — or at least driven more by our affective selves than our cognitive selves.

Jesus' answer to the Pharisees was taken from Deuteronomy 6:5, with one change: Moses commanded the people to "Love the Lord your God with all your heart and with all your soul and with all your strength." Loving God with

I will share several further thoughts from his article found in *Christianity Today* (Aug. 10, 1998): "Love the Lord your God with all your mind. Let this command defeat every anti-intellectualism. What a sin this is, and how much of the Christian church happily commits it! Anti-intellectualism is anti-Christian ... Love the Lord your God with all your mind. Let this command also defeat every selfish intellectualism, every worldly intellectualism, every idolatrous intellectualism. Let it remind us that the life of the mind has nothing to do with carving a niche for ourselves, or making a name for ourselves, or conquering some field of study as if it were an enemy. The life of the mind is an act of love, an act of reverence."

The task of the Christian university is large. I certainly need to continue working on loving God with heart and soul, but also with my mind. Many of us are actively pursuing this commandment. The integration of faith and learning is an ongoing process that, for me, has become a lifelong quest. We at George Fox University have the privilege and responsibility of implementing Jesus' commandment to love God with all our minds.

I pray the goal of George Fox University always will be to win minds for Christ.

David

George Fox Adds Political Science and Economics Majors

George Fox students this fall will have the choice of two new majors: political science and economics.

According to Ron Mock, associate professor of peace studies and political science, the need for a formal program in political science as part of the University liberal arts offerings has been discussed for several years.

Student interest in the subject has increased, he notes. Mock believes this is partly due to the influence of former U.S. Senator Mark Hatfield, who teaches political science part time at George Fox.

This fall Mark Hall, who is teaching at East Central University in Ada, Okla., will join the George Fox faculty full time as an associate professor of political science. His charge is to develop the major. Hall and Mock will be the two full-time professors of political science, and Hatfield will continue to teach part time.

The new major will take on an interdisciplinary nature, implementing history and peace studies courses, along with traditional political science courses. According to Mock, the program also will also embody elements unique to the evangelical Quaker tradition.

Hall says his goal is to challenge students to consider how their political views intersect with their Christian faith and private life.

“My vision for the major is not to dictate solutions but to encourage students to think — in a thorough and systematic way — about how they will approach politics as a Christian,” he says. “The goal is to help students ask the right set of questions, rather than giving them a set of answers.”

In preparing for the development of the major at George Fox, Hall looked at the existing programs at other Christian liberal arts colleges, especially those on the West Coast. He found that only a few Christian liberal arts colleges have political science majors, but they don’t necessarily teach the subject from a decidedly Christian perspective.

While the program at George Fox will cover much of the same material that secular colleges would teach, Hall also intends to teach students how to integrate the skills they learn into their lives as Christians.

“At a Christian institution like George Fox, we are able to focus on issues like morality in politics and the “just war” theory — topics that those who aren’t coming from a Christian background might not talk about,” he says.

Mark Weinert, associate dean for academic affairs, says the program comes at a time when there is a growing sense at George Fox that “public life and political awareness are an important part of being liberally educated.” With the new major, the department hopes to generate more student interest in public service as part of one’s career or private life.

The Department of Business and Economics also will restructure its program offerings for the coming year.

In an effort to meet a growing demand among business students and to keep up with the business programs of competing universities, the department will offer three majors: accounting, business administration, and economics. Previously, stu-



CARLOS SANCHEZ

“My vision for the major is not to dictate solutions . . . The goal is to help students ask the right set of questions, rather than giving them a set of answers,” says Mark Hall (left), George Fox’s new associate professor of political science. Thanks to an increased interest on the part of students, political science is being added to the list of majors offered by the University. Another new major being added is economics. According to business department chair Michele Johnson (right), the previous business and economics major focused mostly on business and offered economics only as a concentration. Splitting the major will allow faculty to more completely teach both disciplines.

dents had the choice of a business and economics major or an accounting major.

According to department chairperson Michele Johnson, the major in business and economics has, until now, focused primarily on business and offered a concentration only in economics. Faculty believe they can provide greater breadth and depth of learning by splitting the major.

With economics as a separate major, the business administration major will offer concentrations in finance, management, marketing, and international business.

The department cites a growing student demand for a finance concentration as one of the reasons for the proposed restructuring. Competing colleges and universities currently offer such a finance emphasis.

“‘Investments’ is a hot field,” explains associate professor Debra Worden. “Everyone wants to know how to invest their funds — such as retirement money or extra income — to earn the highest return possible, and to understand the risks involved. The financial services industry is a growing market in the U.S. and global economy. And corporate finance is the study of how a firm raises capital and how it decides to spend that capital, all in the name of increasing shareholder wealth.

“It’s an exciting field. It’s the application of accounting and economics.”

Under the new curriculum structure, each concentration will require two four-hour courses, and all senior business majors will be required to take a senior capstone course. With the current system, each concentration has four or five 3-hour courses and no senior capstone course.

Also with the new structure, the required hours in the business major will be reduced from 45 hours to 42. This will allow students to increase their liberal arts background while deepening the quality of the senior experience in the concentration. Students will be able to focus on fewer courses during the senior year.

The new economics major and restructured business administration major will not require new curricula or faculty. Each will simply draw from courses already offered.

— John Fortmeyer

Faculty Awarded Research Grants

A first round of research grants has been awarded to six George Fox faculty members, with more to come this spring.

While continuing to teach, another four faculty members will do special “research leaves” during the next academic year through grants that will allow a one-course reduction in their teaching loads for one semester.

The awards were announced in March by the Faculty Development Committee. According to committee member Beth La Force, the summer grants amount to \$3,000 each, but also may be supplemented with up to \$1,500 in additional funds to cover supplies and related expenses.

The research leaves also are awarded in the amount of \$3,000, but cover the cost of having adjunct instructors teach one three-credit class for a semester to allow the teaching load reduction.

The summer grant recipients, and their research topics, are:

- **Steve Delamarter** (Seminary), who will write a Scripture index and introduction to Charles Worth’s *Old Testament Pseudepigrapha*.
- **Phil Smith** (philosophy), who will review writings he has been doing on virtues and integrate them into a possible book chapter.
- **Bill Jolliff** (writing/literature), who will compile poems for possible publication and also do some additional original work.
- **Carlisle Chambers** (chemistry), looking at new substances with novel optical or electronic properties.
- **Mark Terry** (art), exploring traditions in wood-fired art and constructing and firing a wood-fueled kiln.
- **Mel Schroeder** (drama), who will prepare a graphic pictorial representation on the process involved in set design.

Those taking research leaves through a partial reduction in their teaching loads during 2001-02 are:

- **Gene Dykema** (business), researching “Complexity and Interdependent Systems in Economics.”
- **Debra Worden** (business), looking at the investment decisions of Generation Xers.
- **Dirk Barram** (business), who will consider what factors influence gender participation in leadership opportunities among students.
- **Howard Macy** (religion/biblical studies), who will work on a book project called *Laughing Pilgrims: Humor and the Spiritual Journey*.



LEGACY CAMPAIGN

Preparing Leaders With Values and Vision

Wired for Learning

A portion of Legacy Campaign dollars will help fund critical high-tech educational tools

History professor Caitlin Corning uses it to give her students access to European newspapers. Admission director Dale Seipp needs it to track responses to 16,000 inquiries from prospective students each year.

Whether one attends class, teaches, or works in an office, technology is an indispensable part of a college education. That's why George Fox University's Legacy Campaign includes \$1 million to fund technology needs. And that's why the new Stevens Center will have five "wired" classrooms and space for the institutional technology department.

Talk to people using computers and the Internet at George Fox, however, and you'll find it's not a matter of technology for the sake of technology.

"It's really for the learning," says Keri Macadaeg, executive director of institutional technology. "We all have different modes of learning. In order to best reach students, it's important we integrate those different methods in our teaching. Technology can help us do that."

Macadaeg lights up when talking about how computers can enhance learning for a variety of students. Lectures may be fine for those who are good auditory learners, but for those who learn best visually, accessing the Web may be a better solution than an overhead projector. Hands-on learners may benefit from computer courseware materials outside the classroom. And for the introverted student who has difficulty speaking up in

class, time to reflect on the material and then respond in writing via a class e-mail discussion or chat room may give him or her an opportunity to be heard as never before.

Macadaeg also points to the sheer volume of information that technology provides.

"The resources available on the Internet are so rich," she says. "Yes, we need to teach our students to critique that information, to use discretion. But it's just incredible the wealth of information you can get sitting at a computer to do a research paper."

Corning is one of the leaders among George Fox faculty who are using the Web in their teaching. All of her syllabi are online, where they can be updated to reflect the latest changes to a course or accessed if students lose their paper copy. And because most of her classes have some kind of Internet assignment, her online syllabus is a gateway to those assignments, containing interactive links.

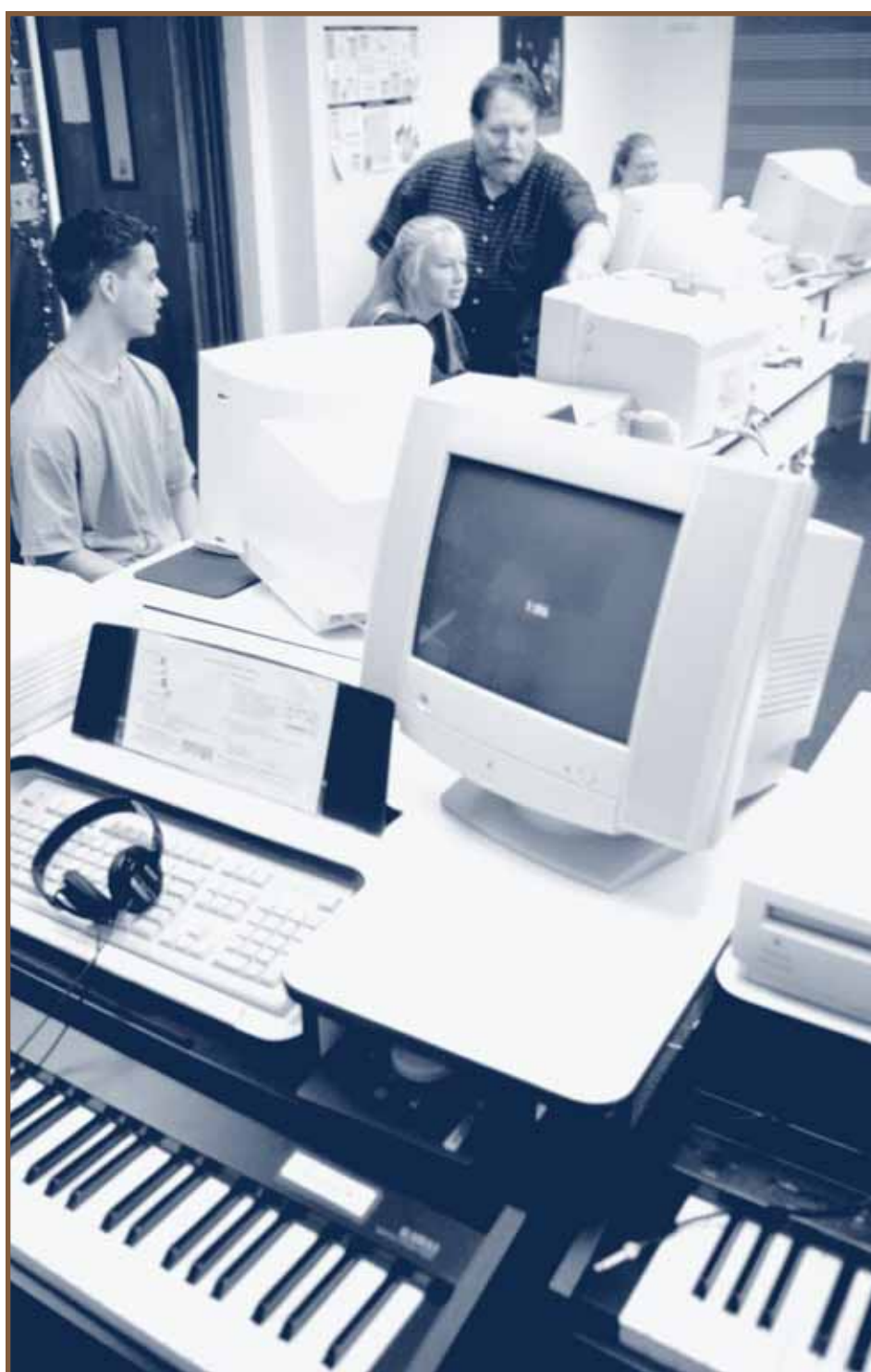
"Technology opens access to materials students wouldn't be able to get other ways," she says.

This semester, she has a number of different classes monitoring European newspapers and reporting on current world events.

"There's just no way the University could afford the 50 newspapers that the students are reading," she says. "We could never afford to have them, and even if we did have them, there would be a delay in getting paper copies."

Corning echoes Macadaeg's comments about different learning styles. Because history is a lecture-intensive subject, creating multimedia ways to present some of the information can really help the students who are visual learners, she says.

"If I'm lecturing on ancient Rome, I can go to Pompeii on the Web and tour the official sites online," she explains. "It gives it more immediacy. I can go to an archaeological site and explore it in class while I'm talking about it. If we're studying Renaissance art, I can go to the



Kenn Willson, associate professor of music, instructs students in the use of MIDI (musical instrument digital interface), an example of how access to state-of-the-art computer equipment enhances the learning environment.

JEROME HART

Sistine chapel, pull up the art, and talk about Michelangelo. It seems much more engaging to me, rather than me just lecturing up there."

Corning and Macadaeg also agree on the importance of technology in preparing students for the world beyond college.

"Regardless of the discipline, I think it's critical to give our students marketable skills," Macadaeg says. "It doesn't matter what field you're entering; you'll need a technical background." Art majors, for example, need to know how to use computers if they're doing graphic design, while music majors may work in an industry in which recordings are digital.

Corning concurs. "We shouldn't be graduating anybody who isn't

continued on page 4

"Regardless of the discipline, I think it's critical to give our students marketable skills. It doesn't matter what field you're entering; you'll need a technical background."

Keri Macadaeg, executive director of institutional technology

Giving Back

Two alumni couples make regular giving a lifelong habit

Roger and Louise Sargent

Roger and Louise are the type of husband and wife who finish each other's sentences. Married 25 years, they met while students at George Fox and have been giving to their alma mater nearly as long. They're among those who, while not major donors, are nonetheless important to the University because of their faithful, consistent support.

For the Sargents, that giving began back in 1979, shortly after Roger's graduation from Western Evangelical Seminary, when he was pastor of Rose Valley Friends Church in Kelso, Wash.

"We started giving on a pastor's salary," Roger says.

"At the time, it was probably a bigger percentage of our salary than it is now," Louise adds.

The Sargents remember former alumni director Gary Brown calling on them in 1990 with news of a Collins Foundation challenge grant. Told the foundation would match alumni gifts if a certain percentage gave, the Sargents' response was, "Sure, we could do that."

"We started out at \$25 a month, and then we moved up to \$30, and then we moved it up to \$50," Roger explains. "Once we started giving monthly, we just continued doing that."

Over the years, the Sargents have contributed to such projects as the library renovation, sports facility, fine arts auditorium, and alumni scholarships. They're members of the President's Council, although Roger says it wasn't the membership benefits that attracted them, but rather the desire to give to whatever was the current need.

The Sargents' monthly contribution to George Fox is made automatically and electronically from their checking account. Monthly donations, they say, fit with the way they pay bills.

"We give monthly because that way we *do* it," Roger says. "I guess it's a matter of it being a habit of giving..."

"... rather than a decision every time," Louise adds.

The Sargents also admit that giving to George Fox was something they saw modeled. All of their parents are alumni and have donated to George Fox.

"I guess, too, we believe in the mission of the school, the mission of a Christian liberal arts education," Roger says.

"I don't think it's a sense of duty or obligation," Louise says. "It's a sense of staying connected. It was a good place for us, a good place to be, and we don't want to let go completely."

The Sargents believe in George Fox enough to send their children to their alma mater. Their daughter, Bethany, is a junior music major at GFU, and son Jeffrey has been accepted for next fall. Their youngest son, Anthony, is a seventh grader in Kent, Wash., where Roger is a firefighter lieutenant for the Seattle Fire Department and Louise does research and assessment for the Kent School District.

Despite having one child in college, the Sargents have continued in their support of George Fox.

"We give her money, and we give the college money, and she gives the college money," Louise jokes about their daughter.

"I guess we're not looking for an excuse not to give," Roger says. "My goal at some point is to give more on a monthly basis. It won't



Roger and Louise Sargent

JIMI LOTT

always stay at \$50, but right now, that's what we decided upon."

Roger admits that \$50 a month — or \$600 a year — might not seem like much. On the other hand, "a little bit given by a large number of people can add up to something," he says. "If there were a thousand

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\$1 Million Still Needed to Fund All Campaign Goals

With nine months remaining in the Legacy Campaign, George Fox University needs just \$220,000 to reach its \$22 million goal — but \$1 million to fully fund all of the campaign's projects.

"The largest portion of the million dollars yet to be raised is for the Stevens Center," says Dana Miller, vice president for university advancement. "We're closing in on our goal and things are progressing well, but we still have some work to do. The \$800,000 still needed for the Stevens Center isn't going to just magically appear. Our prospect pool is getting very thin."

Hanging in the balance is a \$500,000 challenge grant from the Kresge Foundation that George Fox will receive if it raises the entire \$7 million needed for the Stevens Center.

"The challenge was to finish the project," Miller says. "We had a balance of approximately \$1.2 million at the time of the challenge, and we've raised \$400,000. So we have another \$800,000 to go."

According to Miller, there are people who have given a second gift

to the Stevens Center, in part to help reach the Kresge challenge.

George Fox University has held area dinners for the Legacy Campaign in Boise, Idaho; Los Angeles; Seattle, and Spokane, Wash. In early May, Miller and his staff will be in Eugene and Medford, Ore.

"We hope to raise a portion of the remaining balance as the result of those regional events," he says.

Also being pursued are grants to support the George Fox engineering program. Recently expanded to offer a full four-year major, the program will move into Wood-Mar Hall after the building's first two floors are renovated.

Currently, nearly half a million dollars in undesignated gifts are earmarked for completing Wood-Mar's renovation. However, if other dollars are raised specifically for Wood-Mar and the engineering program, that \$450,000 could go to other projects. However it occurs, Miller says, "The bottom line is, to finish all of these projects — to get to a zero balance — we still need more than \$1 million."

Preparing Leaders With Values and Vision

continued from previous page

people, a thousand alumni, who gave \$600 a year, we would be looking at \$600,000, which seems like a pretty substantial amount of money.”

And even though Louise didn't say so, one gets the sense that she agrees.

Jim and Jeanine Le Shana

The Le Shanas' first exposure to giving to their alma mater came while they were still students, during the Beards for Books fund drive. As student body president, Jim played a leading role in the effort, and since they weren't married at the time, both made three-year pledges.

Designed to help George Fox increase its library holdings, the student-led campaign was conducted among students, faculty, and staff. Its premise was simple: if a certain dollar amount was reached, a certain member of the George Fox community would shave off his beard. The longer the individual had worn a beard, the more money had to be raised to make him clean-shaven.

A thermometer with pictures of each goal's target charted the fund drive's progress, while ceremonial clippings took place in chapel every time a specific dollar amount was reached.

“It went surprisingly well,” says Jim. “There was a great deal of enthusiasm, and it was fun. There were guys whose family members had never seen them without a beard.”

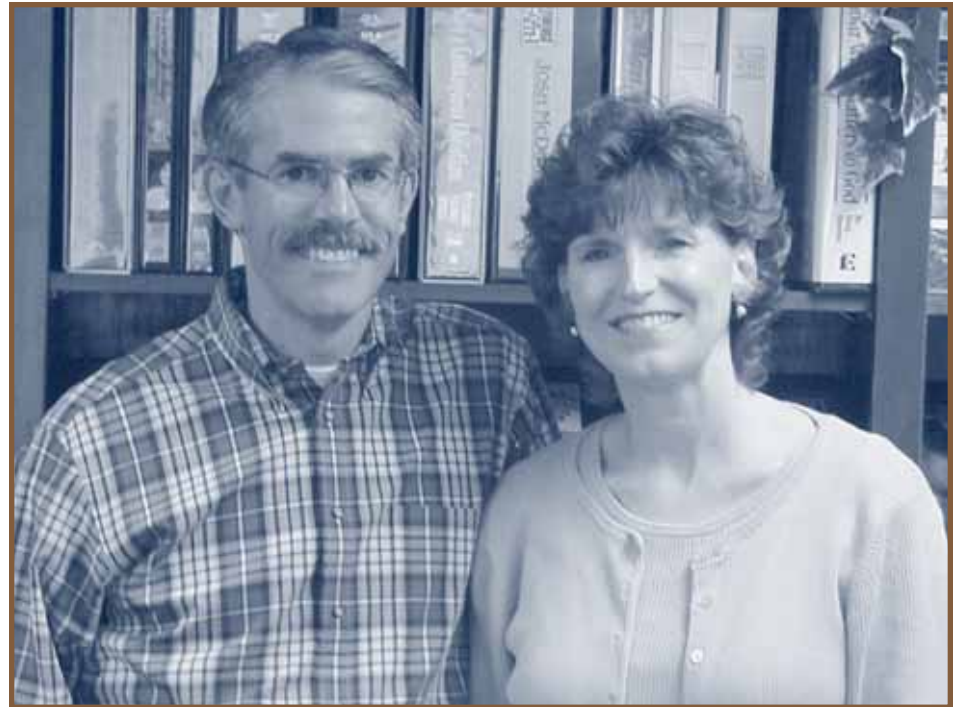
“I suppose for Jeanine and me that did become the beginning point of our understanding that we had a larger contribution to make to George Fox. It was going to be ongoing, and it started at that moment.”

The Le Shanas both graduated in 1981. Jeanine (Myers) was the first in her family to go to George Fox, although her father and two brothers graduated from Western Evangelical Seminary. Jim's father, David Le Shana, was president of the college for 13 years, and Jim's older sister, Debbie, is also one of its alumni.

After graduating, Jim and Jeanine moved to California, where Jim joined the staff of Rose Drive Friends Church in Yorba Linda, Calif., a 2,000-member congregation with 10 full-time pastors and 14 part-time pastors on staff. Jeanine works part time in its children's ministry and volunteers in the music ministry. Jim was associate pastor for 14 years and currently is serving as interim pastor since the death of C.W. Perry, the senior pastor. Now living in Placentia, Calif., the Le Shanas have three sons: Jason, 15; Jonathan, 12; and Jared, 7.

The Le Shanas' experience as students at George Fox forms the basis for their desire to give to the University. Jim talks about the impact their college years had on their lives, their spiritual journeys, and their growth.

“It made a contribution to us, so we want to make a contribution back to it. We believe in the purpose and vision of George Fox University,” he says. “We believed in it 20 years ago, and we still believe in it today. God is using it to prepare young men and women to be



Jim and Jeanine Le Shana

COURTESY JIM AND JEANINE LE SHANA

effective not just in the workplace and in the home, but to be effective ministers for Christ in all of those arenas — to make a difference in the world for Christ.”

Jeanine agrees. “With George Fox, I think we both gained so much,” she says. “We want a place like that for our kids to be able to go.”

It's the realization that everything they have belongs to God which motivates their giving, she says. And while they can't give much, they've given faithfully for the past two decades.

“It's not like we give a ton, but if we keep doing what we're doing, maybe by the end of our lives it will be more than some big donors.”

Besides, says Jim, places like George Fox can't continue unless people support it.

“I know that the needs of the University aren't one-time needs,” he says.

“They're ongoing needs, so we want to give on an ongoing basis.”

And according to Jeanine, that kind of giving has an added benefit.

“We have a constant connection to George Fox,” she says about their giving. “It reminds us to pray for the school and to be interested in the school because of our investment.”

— Anita Cirulis

Regional Events Schedule

Eugene, Oregon

Friday, May 4, 2001, Downtown Athletic Club, 999 Willamette Street
6:00 p.m. reception • 7:00 p.m. dinner
Entertainment by DaySpring

If you would like to attend this complimentary, no-solicitation event, please R.S.V.P. by April 20 (503-554-2115 or mlarue@georgefox.edu)

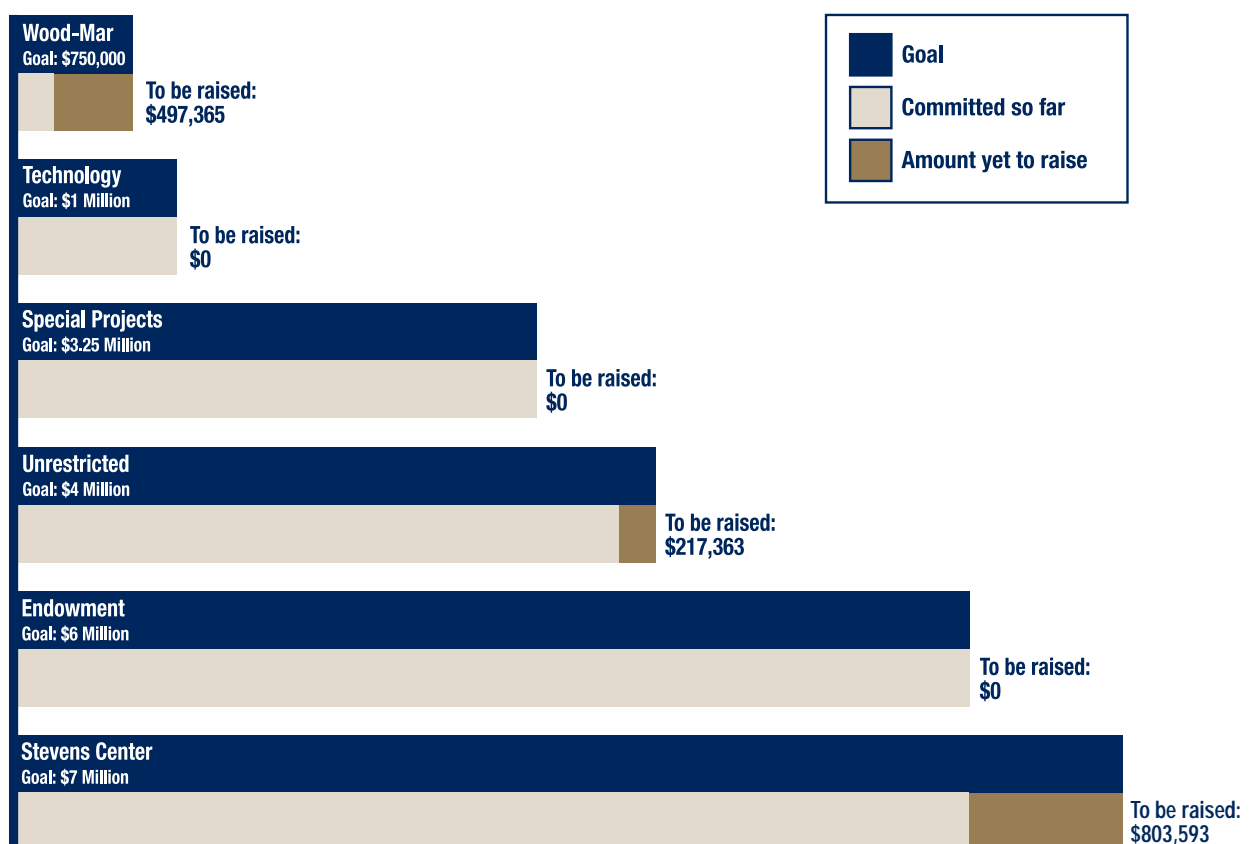
Medford, Oregon

This event, originally scheduled for May 5, 2001, 6:00 p.m., at the Rogue Valley Country Club, has been cancelled.

Campaign Update

As of March 1, 2001, a total of \$21,779,155 had been committed toward the \$22 million goal, leaving a balance of \$220,845.

However, to ensure that each and every campaign priority goal is met, a total of \$1,067,621 must be raised before the end of the campaign. The scheduled completion date of the campaign is December 31, 2001.



\$450,700 in unrestricted commitments have not yet been allocated to a specific priority.



ANITA CIRULIS

Above: The availability of technology to administrative offices, such as that of the registrar, is critical to the smooth operation of the University. Dale Seipp, who oversees undergraduate admission, says, "When it comes to record keeping and managing communication with prospective students, there's no way we could even attempt to deal with the quantity of students we deal with . . . without up-to-date technology."

Below: Paul Chamberlain, professor of chemistry, helps a student process and examine data. Thanks to funds raised through the Legacy Campaign and grants from the Meyer Foundation and the Lilly Foundation, more resources are being dedicated to helping professors integrate Internet research and software applications into their teaching practices.



JEROME HART

continued from page 1

comfortable with the new technology," she says. "It's a job skill. Not just the ability to work the technology, but to be able to make good judgments about it. Not just, 'How do I find material on the Internet?' but 'How do I evaluate what I find?' Students more and more are citing Internet sites, but just because it's on the Net doesn't mean the material is correct."

As the admission staff recruits students to George Fox University, Seipp says access to technology is an issue.

"For today's student, the question is not, 'Do you have it?' and they're surprised when we do, but 'You *do* have it, don't you?' because it *is* an expectation," he explains. "They've grown up with instant access. That's their norm. They expect to be a part of that online community, to do research, or to find entertainment 24 hours a day."

It's not just the technology available to students but the technology available to his staff that is critical to Seipp's performance of his job.

When it comes to record keeping and managing communication with prospective students, he says, "there's no way we could even attempt to deal with the quantity of students we deal with and be able to keep very good track of our records without up-to-date technology."

Seipp also sees the growing importance of the Web in students' college searches. Increasingly, high school juniors and seniors are going online in search of information about their choices. This year alone, nearly 200 students, or one-fifth of the total number of applicants to George Fox University, applied online — double the number from last year.

Meeting the demand for technology by students, faculty, and staff is a constant challenge.

Computer hardware and software change so fast that budget requests made eight months in advance when budgets were being planned are outdated by the time the new fiscal year begins.

Technology is expensive, and costs often fluctuate. The average T1 connection costs \$10,000 to \$15,000 per year. (A T1 line is like your modem at home, only much faster, capable of supporting the needs of approximately 200 Internet users simultaneously.) George Fox, with its single T1 line, is at its limits in bandwidth. By contrast, the smaller Reed College in Portland has three.

Attracting and retaining institutional technology (IT) staff is difficult, since George Fox University can't compete with the salaries available to people in the high-tech field. That's why the \$1 million in the Legacy Campaign earmarked for technology was so crucial, and why gifts like \$500,000 from the Meyer Foundation and \$300,000 from the Lilly Foundation were so appreciated.

"We would have been dead in the water if we had not received the Meyer grant," Macadaeg says. "I don't know how I can thank the Meyer Foundation enough for the grant we got from them. We had just one router box, old and obsolete, that was managing everything. Now that's just a tiny piece of the network, compared to what we needed and what we were able to purchase because of the Meyer grant."

Things like routers, servers, and the cable in the ground is expensive, but without that equipment, nothing else can work.

Along with the network infrastructure, advances have been made in IT staffing and operations. Four years ago, Macadaeg had 10 people all reporting directly to her. Now she has a staff of 16, with directors overseeing four areas: systems and networks, administrative computing, academic technologies, and user services.

"Our academic side is completely new," she says. "Now faculty can get help with integrating technology into their curriculum. We can sit down with professors, find out what they want to do in the classroom, research software applications available to them, and actually enhance the learning environment because of that."

While progress has been made, the Stevens Center will bring even more. By this fall, the institutional technology department will have a room specifically designed to house the network servers, with proper ventilation and air conditioning. The building will have an expanded faculty development area where professors can come and receive one-on-one assistance. Its "smart" classrooms will provide Web access and a classroom equipped with computers that can be used for training.

Macadaeg and her staff may be counting the days until they relocate in the Stevens Center, but others are looking forward to the building's grand opening as well.

"I'm just really excited about the Stevens Center," Corning says.

It's safe to assume her students will be, too.

"If I'm lecturing on ancient Rome, I can go to Pompeii on the Web . . . I can go to an archaeological site and explore it in class . . . It seems much more engaging, rather than me just lecturing."

Caitlin Corning,
assistant professor of history

— Anita Cirulis

We the People

George Fox senior Aaron Dahl witnesses history (and makes a little of his own) by being first in line for the Supreme Court hearing that decided the presidency

It required great personal fortitude on his part, but a George Fox senior was first in line to see history in the making.

Aaron Dahl, of Beaverton, Ore., who spent fall semester in a special studies program in Washington, D.C., was first in line for tickets to the U.S. Supreme Court proceeding Dec. 11 that eventually ended the stalemated U.S. presidential election.

But doing so required him to literally camp out next to the court building for a very cold winter weekend.

Dahl showed up outside the Supreme Court building at 5:15 p.m. Saturday, Dec. 9, and stayed there until Monday morning with only a couple of blankets and a pillow, getting only about 20 minutes total sleep.

More than 200 people, several of whom had lined up Saturday night like Dahl, waited in hopes of getting one of 60 seats inside for the public.

“The first night, I thought I was going to die,” says Dahl. “Then on Sunday, it started to snow a little. My body was shaking uncontrollably from the cold.”

But as one of the 60 people who finally made it in to sit through the entire 90-minute hearing, it was clearly worth it all.

“Completely,” he says. “My roommate sat next to (then-Missouri Sen. and now U.S. Attorney General) John Ashcroft. I spoke to (columnist) George Will for a second. It was incredible. Jesse Jackson was in the room, as well as Bob Dole and Geraldo Rivera.”

The nine Supreme Court justices heard oral arguments on a lawsuit by Bush, who was then still governor of Texas, to stop the hand recounts of presidential ballots in Florida. Al Gore, who was then the vice president, contested the state election after Bush was certified the winner by a few hundred votes. The Florida Supreme Court had ordered the recount.

Days later, in a sharply divided opinion, the nine U.S. Supreme Court justices ruled narrowly in Bush’s favor, thus effectively ending Gore’s chances of a win and thereby ensuring the presidency for Bush.

Dahl, a business and history major with a political science minor, was one of three George Fox students enrolled in the American Studies Program sponsored by the Council for Christian Colleges and Universities, based in Washington, D.C. The program is designed to help students connect biblical faith with public life and vocation. In addition to attending classes on public policy and public involvement, the George Fox students find internships with agencies and organizations that complement their career interests.

In a happy coincidence, the Court was involved in this historic decision during Dahl’s time in Washington.

Dahl and the No. 2 and 3 people in line found a way to bring order to the process for securing seats inside the Court building. Developing their own ticket system by tearing up a legal pad, they kept a running tally of the people seeking seats, calling roll every two hours to make sure they were actually putting in the time to get inside the courtroom. The situation became larger than life: Ticketholders felt the need to check with the three leaders before going to the bathroom, getting blankets from their car, or picking up coffee — anxiously trying to secure their ability to witness history.

“You don’t need my permission to go to the bathroom,” Dahl found himself repeating. “You have two hours — just be here for roll call.”

A strong camaraderie developed among the people in line, despite sharp political differences.

“We had completely opposite viewpoints, but had a really great time in line,” says Dahl, who supported Bush in the election. “It’s an incredible moment in history to see how things happen in our election process.”

Kevin Trowbridge, communications director for the Council for Christian College and Universities, was curious enough Monday morning to go down to the court building to observe the crowd of demonstrators outside. He says the court hearing was a terrific example of what students in the American Studies program can experience in the nation’s capital.

“It’s a great opportunity for them to get a taste of what’s going on in America,” he says. “History is being made, and they get to see it.”

— John Fortmeyer

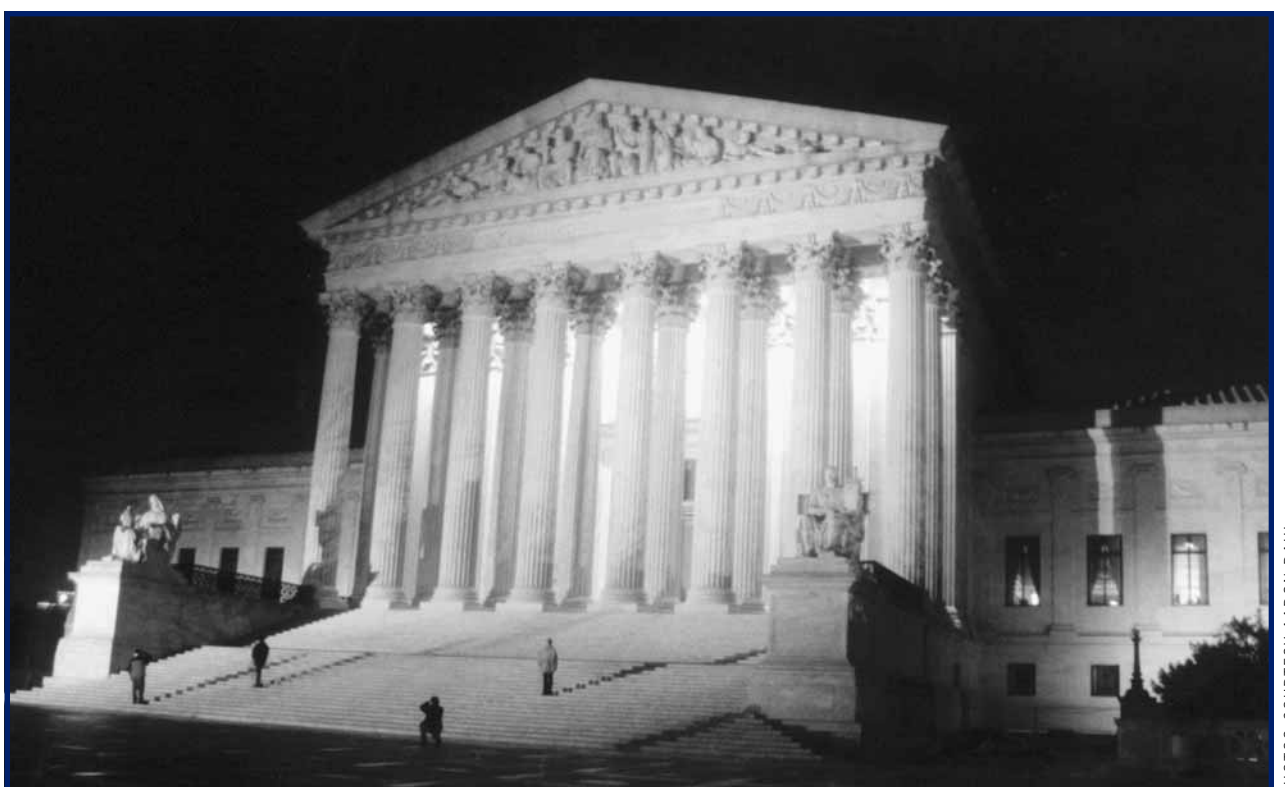


Top: Aaron Dahl (left) and his roommate, Ben Stewart of East Texas Baptist University, after being issued official tickets for entry into the Supreme Court chambers. Stewart got in line eight hours after Dahl and had to settle for ticket No. 27. Ironically, Dahl ended up in perhaps the worst seat in the house. Being first in line, he was seated at the very end of a row as people filed into the courtroom.

Above left: The first three in line. Dahl and his partners — Mike, left, a political consultant, and Dave, an attorney (“We were on a first-name basis,” says Dahl) — were dubbed the “Line Czars” by local media. Their system was so organized that when Court personnel began monitoring the line early Monday, they easily adopted the Czars’ ticket system.

Above right: The linemates prepare for an Associated Press interview. Dahl estimates he was interviewed by 20 different news agencies as he managed the line over the weekend. “I had my answer to ‘Why are you here?’ down to a sound bite,” he says.

Below: The U.S. Supreme Court building. After a weekend of bitter cold and sleep deprivation, Dahl and 59 others were escorted up the hallowed steps and into the chambers of the Supreme Court. “It was so warm inside, and we were so exhausted, that we started nodding off,” Dahl says. “We had to keep elbowing each other to stay awake. If they caught you sleeping, they’d kick you out. I guess they think it’s disrespectful to sleep in front of the Supreme Court justices.”



Achievements Earn Awards for Four Alumni

George Fox honors four graduates with alumni awards during Homecoming festivities in February

ALUMNA OF THE YEAR

Marjorie Weesner

As a champion of women's athletics, Marjorie Weesner has many former students at George Fox who recall her simple command: "Come on, ladies, get up and *move!*"

That admonition came from someone who herself kept things moving at the University. Weesner has long demonstrated an ability to blend straightforward honesty with kindness, and outspoken opinions with charisma. That ability earned this 1953 George Fox graduate and longtime coach and faculty member the respect of her peers, the athletes she coached, the students she taught, and the people she helped.

Now, the University's Alumni Association has honored Weesner as its 2001 Alumna of the Year, an honor recognizing individuals who achieve distinction through dedication and exemplary character and service while supporting the mission and goals of the University.

During a total of 31 years on staff, Weesner demonstrated visionary leadership as a coach and as an outspoken and effective advocate for women and sports at George Fox. After graduating, she taught the two women's physical education classes and coached women's basketball, softball, and volleyball part time while earning a master's degree in education from Linfield College.

She then taught in high school for eight years, serving five years as chair of the physical education department at an Illinois school. She returned to George Fox in 1963 as assistant professor of physical education and coached women's basketball, softball, field hockey, and volleyball.

Along with Earl Craven, she helped start the physical education department and oversaw its growth into the health and human performance department. She earned her doctorate in education at the University of Oregon in 1971 and was named an Outstanding Educator of America in 1972.

Weesner helped establish the Women's Conference of Independent Colleges, which was the first women's athletic conference in the Pacific Northwest. She established a scholarship for women in 1973. Showing perception that was ahead of her time, she helped George Fox offer coed physical education classes.

In 1987, Weesner joined what is now the professional studies department as an assessment counselor and academic advisor. Her faculty colleagues selected her as a faculty representative to the Administrative Council. In 1993, Weesner retired with the status of professor emeritus. She was inducted into the George Fox University Sports Hall of Fame in 1996.

Weesner and her husband, Harold, a 1953 George Fox graduate, have a married daughter and two granddaughters. GFU's Alumna of the Year taught Sunday school and served on boards for the Northwest Yearly Meeting of Friends and the University's Alumni Association.

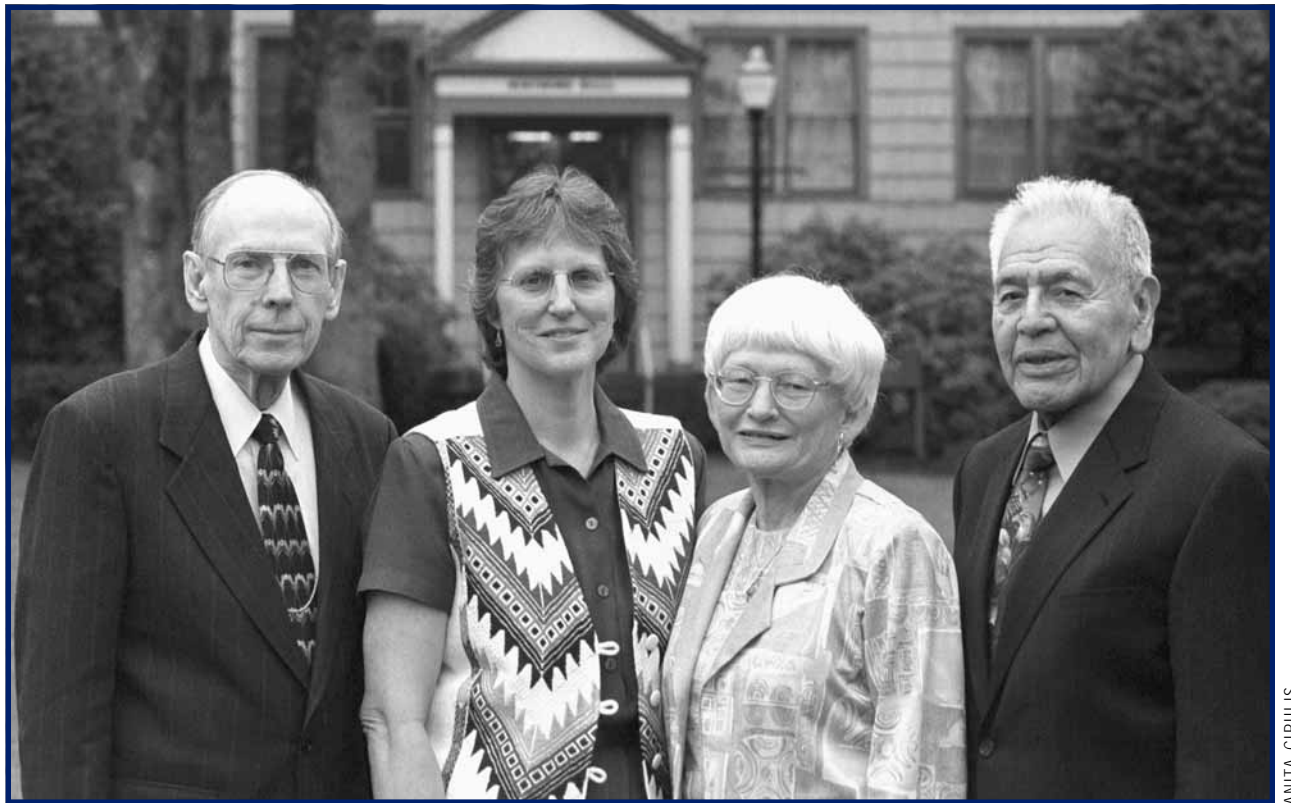
Since retirement, volunteering has become a second career for her. She is active as a Court Appointed Special Advocate (CASA) for abused and neglected children, serves on the Yamhill County Mediators board of directors, and mediates in both its victim-offender and community programs. She is a member of the Chehalem Youth and Family Services board of directors and the Yamhill County Commission on Children and Families. In addition, she works with a women's prison ministry.

SEMINARY ALUMNUS OF THE YEAR

Wesley Wildermuth

As the first full-time missionary to Japan after World War II for OMS International (formerly known as the Oriental Mission Society), Wesley Wildermuth began a four-decade journey of influential service for the Lord under the OMS banner in several nations. Those many years of service were cited as Wildermuth received George Fox Evangelical Seminary's 2001 Alumnus of the Year award for his outstanding work as a pastor, missionary, professor, seminary president, and OMS field director.

While a student at the original Cascade College in



The alumni award winners for 2001 are (from left) Wesley Wildermuth (M.Div.'51), Donna Marks Kreutz (B.A.'69), Marjorie Weesner (B.S.'53), and Arnold Booth (B.A.'47).

Portland, which closed in the 1960s, Wildermuth was chosen "Most All-Around Male Student," as well as student body president. He married Margaret Carey in 1944 and graduated from Cascade in 1945.

In 1951, he earned a master of divinity degree from the seminary, which later recognized his life of exceptional service by presenting him with an honorary doctor of divinity in 1980 and a Golden Award for Excellence in 1993.

Wildermuth ministered in the Portland area for several years before going to Tokyo Biblical Seminary to teach; he later served as that institution's president. Along with Margaret, he worked for OMS from 1950 to 1990 in various capacities. He served as director of evangelism, Japan field treasurer, Japan field director, board chairman for a Christian academy in Japan, and as a member of the OMS board of directors. While still assigned to Japan, he opened the first Northwest Regional Office for OMS in Portland.

In 1976, the Wildermuths went to Indonesia, where he taught at a seminary and developed a curriculum for a four-year program that combined academic studies and practical ministries application.

In 1982 the Wildermuths pioneered the OMS work in the Philippines. He served as both field director and Southeast Asia field representative. They were instrumental in establishing Faith Fellowship, the first OMS-related church in Manila, and started an evangelistic outreach through home Bible studies to reach that city's middle and upper classes. They also helped establish the Faith Evangelical Church of the Philippines and helped organize the curriculum that led to the founding of Faith Bible College.

Wildermuth again served as Northwest regional director for OMS from 1988 to 1990. Today, the Wildermuths, who have three grown children, live in Gresham, Ore., and serve in the Tremont Evangelical Church.

DISTINGUISHED ALUMNUS

Arnold Booth

In Metlakatla, Alaska, Arnold Booth is a mover and shaker — literally — as the oldest member of the Eagle clan of the Git Gilhowli Dancers. But he also is known for his outstanding work as an educator, coach, businessman, and civic leader.

A 1947 graduate of George Fox, Booth has been a teacher for 31 years, teaching grades one through 12 in various capacities. For 15 years, he coached in the Metlakatla Public Schools, as well as played in the Metlakatla Athletic Club. He also served as a council member for 30 years in his community.

A linguist of note, Booth restored the use of Symalgyax, the language of the Metlakatlans. He developed cross-cultural programs in his Alaskan community under federal funding during the 1970s. He was interviewed in 1975 for inclusion in *Tomorrow is Growing*

Old, a book of stories about the Quakers in Alaska, written by George Fox faculty member Arthur Roberts.

Booth is active with the Metlakatla Indian Community. For three years, he participated on the Metlakatla Indian Community environmental restoration committee for hazardous material cleanup of the Annette Island Reserve, and he represented the community at the Tsimshian Tribal Council in Prince Rupert, British Columbia.

Today he and his wife, Mary, live in Metlakatla, where he has served as a church elder and is a member of the Veterans of Foreign Wars (having served in the military during World War II), the Retired Native Teachers, the Southeast Native Elders, and the Alaska Rural Initiative with the University of Alaska Southeast Alaska District.

The Booths have a combined family of eight children.

DISTINGUISHED ALUMNA

Donna Marks Kreutz

Donna Marks Kreutz, a 1969 graduate, has spent her life working as a linguist and translator, particularly with the Zapotec people of Mexico.

Following graduation as a Spanish major, she was on staff at George Fox as a supervisor of the language lab, as well as a Spanish instructor for more than four years. During summer vacation, she began pursuing graduate study and also began linguistics training with Wycliffe Bible Translators. She also visited Bolivia as a short-term assistant, where she helped conduct literacy classes and Sunday school teacher training in several Aymara churches.

In 1976, she completed a master's degree at the University of Texas. Her thesis presented her study of Zapotec verbs and rules that govern their tone changes.

In 1977, she and fellow George Fox alumna Barbara Morse went to the Zapotec town on Guevea de Humboldt, in the Isthmus of Tehuantepec, the narrow part of southern Mexico.

With the help of several Zapotec friends, the two learned the language, adjusted to village life, and began translating rough drafts of Scripture. In 1982 the Book of Luke was published, along with audiotapes of the Gospel. Since then, many Scripture tracts and easy-to-read stories have been published, as well as individual New Testament books, including Galatians and Philippians.

In 1984, Donna married John Kreutz, a fellow Wycliffe member. They have two daughters. The Kreutzes have continued their translation and literacy work among the Zapotecs and have overseen the completion of all the New Testament books in rough-draft form. They also are working on a bilingual Zapotec-Spanish dictionary and helping Zapotec Christians write choruses.

— John Fortmeyer

ALUMNI NOTES

Norval Hadley (G49) was noted in the winter 2000 edition of *World Vision Today* as one of 50 people spotlighted by World Vision President Richard Stearns as symbolic of the tens of thousands of people who have worked for the international ministry over the last half-century. The listing noted that he sang in the Vision Quartet during ministry founder Bob Pierce's 1950s crusades, and later became "a dynamic World Vision prayer intercessor."

Stan Cuyler (GFES68) is senior chaplain for the Wynne Unit at the Texas Department of Criminal Justice.

John Booth (G72) was recently published in the January 2001 issue of *Church Musician Today*. Booth co-wrote the feature "Good Thoughts About Worship" with Rick Hope.

Ron Hays (n74) recently traveled to India with Northwest Medical Teams, Tigard, Ore., to assist in earthquake relief efforts.

Dave Maurer (G89) is an accounts payable accountant for TraneOregon in Tigard, Ore.

Stephen Gallop (DCE91) is pastor of First Baptist Church, Warden, Wash.

Darci (Nolta) VandenHoek (G92) is an evidence technician for the Hillsboro (Ore.) Police Department. Her husband, Kirk (G93), manages one of the mobile dental units for Northwest Medical Teams, Tigard, Ore.

Steven Johnson (G76) is pastor of First Baptist Church, Goldendale, Wash.

Matt Milligan (G92) is vice president-new business sales manager for Oregon, Washington, and parts of Idaho and Montana at Boyd Coffee Company, Portland, Ore.

Ruben Montenegro (DCE94) is business services manager for the Vancouver Clinic, Vancouver, Wash.

Bryan Boyd (G96) is assistant technical director and technical theatre instructor at the University of Portland. He recently directed *Winners*, a short play by Irish dramatist Brian Friel that was included in the *Pieces of Life* drama festival at George Fox. He also presented the same play during February at the University of Portland.

Diane Marr (G96) is marketing assistant in the Specialized Conveying Systems Division at Key Technology, Walla Walla, Wash.

Nancy Propp (G96) is a teacher for Tualatin Hills (Ore.) Park and Recreation District youth sports.

David Reinstma (G96) is a math teacher and volleyball coach for Rocky Mountain Christian High School, Helena, Mont.

Heidi Oester (G98), Kevin Nordyke (G87), and Dan Hyatt (G87) all work for the Luis Palau Evangelistic Association (LPEA) in Beaverton, Ore. Heidi and her sister, Anna, were featured in a Dec. 24 story in *The Oregonian* about "delivering Christmas joy" to families at three migrant farm camps around Hillsboro and North Plains. LPEA donated most of the toys and clothing the sisters delivered.

Nique Stewart (n98) is owner of Maximum Health & Nutrition, a health and nutritional business in Melbourne, Australia, which assists people who are interested in natural supplementation of diet.

Jodi Platt (G99) is a half-time kindergarten teacher at Tualatin (Ore.) Elementary School.

Meredith (Snyder) Welton (G99) and her husband, Brent, are working at Double K Christian Retreat Center in central Washington. Their duties include planning and directing a summer adventure camp for junior- and senior-high-age youth.

Micah Routon (G00) and Bryan Thompson (G00) are working to produce several new videos and other ministries with Dave Graffenberger of the "Every Creature Crusade," sponsored by the ministry organization OMS International.

MARRIAGES

Scott Brown (G92) and Amy Odman, Dec. 16, 2000, in Newberg, Ore.

Kristina Arnold (G95) and Richard Lim, Jan. 20, 2001, in Portland, Ore.

Brian Thomas (G93) and Katie Hawkins, Oct. 29, 2000, in Orange, Calif.

Raymond Cheung (G96) and Winni Huang (G99), Dec. 17, 2000, in Portland, Ore.

Phillip Nelson (G96) and Tracy Osborn, Dec. 3, 2000, in Portland, Ore.

Jill Tusan (G96) and John Shaferly, Aug. 18, 2000, in Salem, Ore.

Mark Frisius (G98) and Ellen Friberg (G99), Jan. 13, 2001, in Grandview, Wash.

Jonathan Knosp (G99) and Wendy Mueller (G00), July 8, 2000, in Eugene, Ore.

Christopher Skaggs (G99) and Rebekah vanZwoll (G00), Oct. 28, 2000, in Tualatin, Ore.

Sarah Swearingen (DCE00) and Jeremy Hansen, Oct. 27, 2000, in Salem, Ore.

BIRTHS

Sharon (Duhrkoop) (G83) and Richard Hannum, a boy, Jack Charles, Dec. 28, 2000, in Brea, Calif.

Michael (n85) and Nancy (Baugh) (G88) Fawver, a girl, Elyse Nancy, Oct. 20, 2000, in Newberg.

Christine (Armstrong) (G89) and Kevin (G90) Lucke, a boy, Andrew Lawrence, Dec. 12, 2000, in Stayton, Ore.

Coreen (Schmeltzer) (G89) and Kevin (n89) Stanton, a girl, Karina Blithe, Dec. 21, 2000, in Hillsboro, Ore.

Laura (Smith) (G89) and Scott Parvi, a girl, Kendra Leigh, June 22, 2000, in Lacey, Wash.

Craig (G91) and Cathy Burgess, a girl, Grace Michelle, Jan. 12, 2001, in Portland, Ore.

David (G91) and Jennifer (Fyock) (G91) Kinard, a boy, Grayson Walker, Aug. 9, 2000, in Seattle, Wash.

Kristi (Marquette) (G94) and Steven (G96) Brown, a girl, Marquette Marie, Aug. 13, 2000, in Portland, Ore.

Erik (G94) and Rhonda (Harper) (G94) Boehme, a boy, Andrew Erik, Sept. 16, 2000, in Portland, Ore.

Colby (G94) and Tonya Scheer, a boy, Teddy Jay, June 18, 2000, in Tualatin, Ore.

Tina (Stauffer) (G95) and Anthony Bucher, a girl, Hannah Brielle, March 25, 2000, in Eugene, Ore.

Rob (n95) and Christy (Miller) (n95) Goodwin, a boy, Jonathan Elias, Dec. 13, 2000, in Oregon City, Ore.

Melissa (Bateman) (G95) and Michael Knox, a girl, Angela Marie, Nov. 1, 2000, in Clackamas, Ore.

Chris (G95) and Kristen (White) (G97) Schlitzkus, a boy, Rowan William, Dec. 28, 1999, in Hillsboro, Ore.

Emily (Bergman) (G96) and Brian Kibby, a boy, Avery Lee, Nov. 27, 2000, in Renton, Wash.

Jill (Schiewe) (G97) and Michael (n97) Arzie, a boy, Caleb Michael, Nov. 30, 2000, in Tualatin, Ore.

Brendan (G97) and Laura Ford, a boy, Camden Jackson, Dec. 13, 2000, in Portland, Ore.

Laura (Parmley) (n01) and Andrew Carlson, a girl, Ellie Ann, July 2, 2000, in Kirkland, Wash.

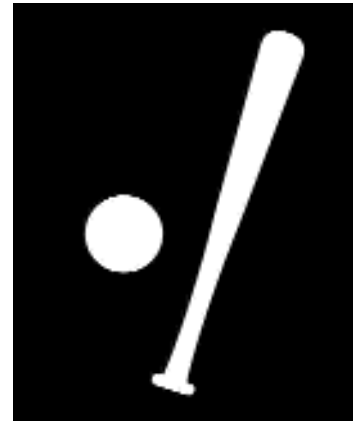
DEATHS

Arthur Ellis (G59), Jan. 15, 2001, in Denver, Colo.

Glen Stansell (G66), Feb. 4, 2001, in Nampa, Idaho.

Portland Beavers Baseball

George Fox University Night



Saturday, July 28, 2001

4:30 p.m. game time
\$8.50 per person

For all George Fox University alumni, parents, students, and friends!

Enjoy America's favorite pastime, see PGE Park, Portland's newly renovated stadium, fellowship with George Fox friends, and *save money!*

Tickets available on a first-come, first-served basis.

Contact the Office of Alumni Relations:
503-554-2114 or
sphillips@georgefox.edu

Career Help Available Through Alumni Office

The Office of Alumni Relations is teaming up with the IDAK Group (a national firm specializing in helping adults in midcareer transition) to offer a Midcareer Advancement Seminar to George Fox alumni, students, and guests.

The seminar is a three-part extensive career assessment process, matching the natural talents of the participants to more than 60,000 career options. This is an adult-focused process designed to help people move ahead in their careers.

This year, the seminar will take place the first three Tuesday nights in May — May 1, 8, and 15 — from 7 to 9 p.m. at the University's Portland Center (12753 S.W. 68th Ave., Portland). The first two-hour session is free. For participants continuing with the two subsequent two-hour sessions, the cost is \$165 per person.

Contact the Office of Alumni Relations by April 23 at 503-554-2114 or sphillips@georgefox.edu to make your reservation.

From Fill-In to First

Scott Rueck rises from interim coach to the leader of a No. 1 ranked team

Picture this: It is August of 1996. Sherri Murrell, who has guided the George Fox women's basketball team to consecutive playoff appearances in each of her three seasons as head coach, has resigned to join the Portland State University coaching staff as an assistant.

A young man has just been named head coach on an interim basis. The new coach's qualifications for the position? Four years as a high school boy's assistant coach, two seasons as an assistant coach in the women's college ranks, and one year as head coach of the George Fox women's tennis team.

Not exactly the résumé of most great college basketball coaches.

It didn't help when post Katie Greller, newly recruited from Orange City, Iowa, entered his office with tears in her eyes, fearing that she had come to the wrong school.

"I knew most people's expectations weren't very high, and that was a motivation for me," says Scott Rueck. "I've had to prove myself more than most."

Now fast forward to February of 2001.

George Fox is rated No. 1 in the nation in NCAA Division III women's basketball. And that frightened freshman player is now senior Katie Greller Lacey, two-time conference player of the year.

"She was a little overwhelmed at first, being so far away from home and looking ahead to all her classes," says Rueck, who has 95 career victories (vs. 33 losses) in five seasons as the Bruins' head coach.

"I told her to hang in there and understand that she is going through a lot. I told her, 'Let's give it a week or two.' Fortunately, she did."

Rueck, 27 when he took the job, has coached the Bruins to their second consecutive Northwest Conference championship with a 15-1 conference record. No George Fox women's coach has enjoyed a higher winning percentage.

"I didn't know if it was possible," admits Rueck. "We were brand new into NCAA Division III. We have been fortunate, getting some good kids. I had hoped we would get to this level, and it has really been a dream come true."

Under the direction of Rueck, the Bruins have enjoyed unprecedented success. For leading the team to a conference co-championship and a "Sweet 16" appearance in the NCAA tournament in 1999-2000, he was named Northwest Conference coach of the year by his peers.

This season, for an encore, he led the Bruins to the No. 1 ranking for two weeks in mid-February — and earned the coaching honor once again.

"Being named coach of the year — as much as that is because of the players — getting voted by your peers is a great thing," says Rueck. "It tells you that you are doing something right. It gives me a lot of confidence."

The Bruins finished this season at 23-3. Their seemingly dream season ended earlier than expected, though, as they fell to the University of St. Thomas in the second round of the Division III tournament.

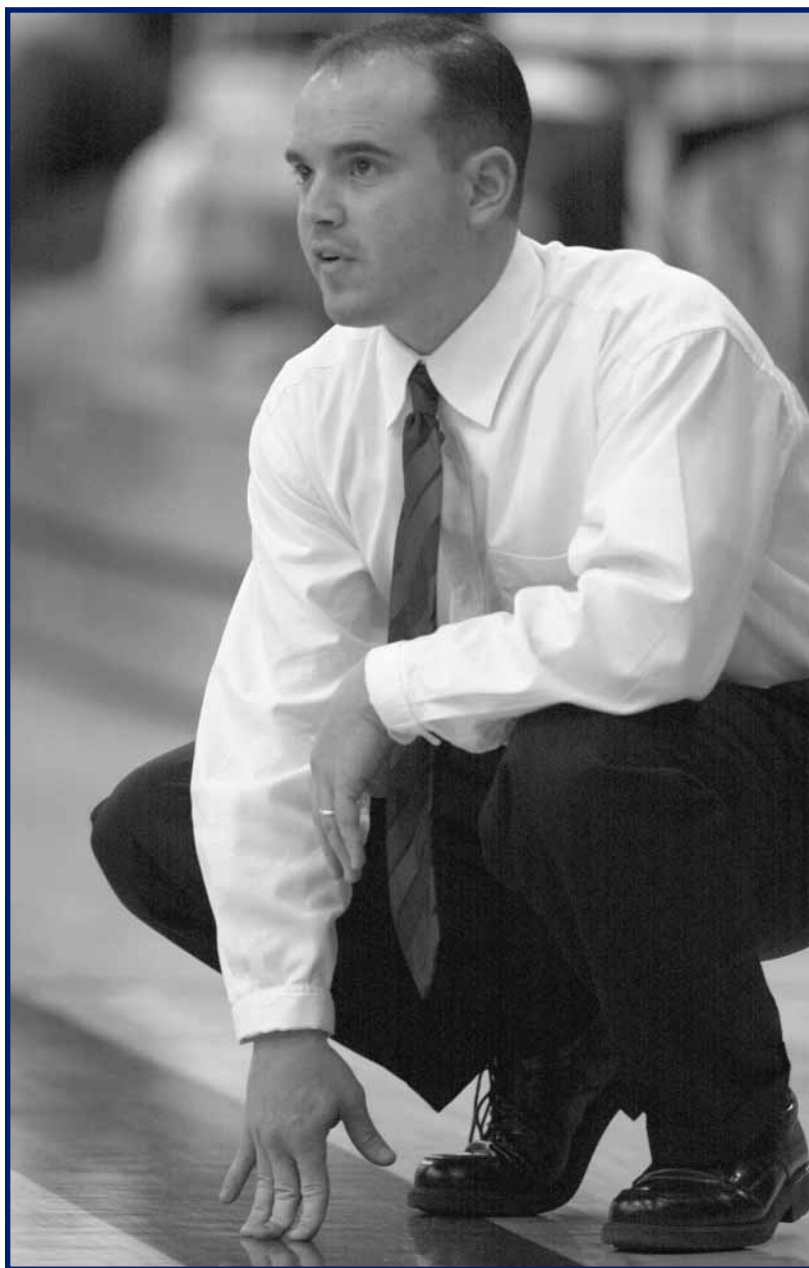
Rueck spoke to his team after the game.

"The main thing was not to focus on what we didn't do but to remember what we did accomplish. We wanted to go further, but we did a lot of great things."

Minutes after the game, as his players wiped tears from their eyes, a fan walked up to him. As they shook hands, the man asked, "Same time next year?"

The coach looked into his eyes. "Definitely."

"We will be loaded up with seniors; we've got a



Scott Rueck, who never played college basketball, is the only George Fox basketball coach to lead a team to a No. 1 national ranking.

bunch of kids who have been in this program and have learned what it takes to get to the next level," says Rueck. "I'm confident we can put it together. There is a lot of optimism."

Lacey was a freshman at George Fox when Rueck held his first practice as a head coach in 1996. Five years later, she cut down the net after securing the NWC championship, and placed it over her coach's head.

"I think that Scott has been so successful because he is a people person and he relates very well to people and especially to the players," says Lacey. "That coaching relationship is very important. What Scott does very well is blend a lot of different personalities. He takes them and gets them focused on one goal."

"He is ultimately what creates the program," she says. "He is a very competitive person, and he holds himself to a high level and that rubs off on his players."

Rueck already has compiled 12 years of coaching experience. The self-proclaimed "gym rat" began his coaching career while he was a student at Oregon State University, walking the sidelines at Santiam Christian High School in Corvallis from 1989 to 1993.

Rueck, who also teaches courses in the department of health and human performance, began his basketball experience long before his first coaching job.

"My background has really helped me," says Rueck, who spent time as a ball boy for Barry Adams, the winningest coach in Oregon high school history. "From the age of two, I have been around the game."

A graduate of Glencoe High School in Hillsboro, Ore., Rueck comes from a basketball family. His father, Marv Rueck, was a longtime member of the basketball coaching staff at Hillsboro Union High School, including a season as head coach when Glencoe High School opened in 1980. His sister, 1995 George Fox graduate Heidi Rueck, set the team's career, season, and single-game assist records as an NAIA All-American point guard. His wife, Kerry (Aillaud) Rueck, who now accompanies him on the bench as his assistant, played for George Fox from 1993 to 1995 and holds the Bruin

BRUIN SPORTS

Women's Basketball

Ranked first in the nation for a part of the season, the George Fox women's basketball team ended its year with a home loss to St. Thomas (Minn.) in the second round of the NCAA Division III National Championships.

The season began with a nine-game winning streak, a new record for the start of a season. Northwestern College (Iowa), the No. 2-ranked NAIA team at the time, ended that streak, but the Bruins then reeled off 11 more in a row, tying a team record set last year.

At 20-1, the Bruins climbed from a preseason ranking of 15th to the top spot in the nation, becoming the only team in the last three years other than three-time defending national champion Washington (Mo.) to be ranked No. 1.

A close loss at Willamette dropped the Bruins to No. 4, but the team bounced back to win three more, clinching an outright Northwest Conference title with a 15-1 league mark, and then defeating Pacific Lutheran in the conference tournament title game to earn an automatic bid to the NCAAs.

The Bruins tied the team record for wins in a season (23) and set new marks for fewest losses (3), best winning percentage (.885), best field goal percentage in a game (.619) and fewest turnovers in a game (6).

Senior center Katie Lacey (Orange City, Iowa) was named NWC player of the year for the second consecutive year, while junior point guard Becky Thompson (Colton, Ore.) and junior wing Nicole Prazeau (Portland, Ore.) earned second team all-conference honors. Scott Rueck was NWC co-coach of the year.

Lacey finished her career second in all-time George Fox women's scoring (1,524 points), fourth in rebounds (840), and 10th in steals (130). She holds records for career field-goal percentage (.543), season shooting (.582), free throws (128) and attempts (161), best field goal percentage in a game (1.000) and best free-throw percentage with a miss (.900).

A three-time first team all-conference selection, she has been named to the CoSIDA Academic All-District VIII Team the last two seasons.

Senior wing Tabitha Greller (Eagle, Idaho) ended her career as the Bruins' all-time leader in three-point field goals (150) and three-point attempts (446).

Men's Basketball

While the final 2000-01 men's basketball record was the same as last year at 8-16, (5-11 Northwest Conference), there were many positive signs that George Fox Bruin basketball may be on its way back.

First-year coach Mark Sundquist, who replaced veteran coach Mark Vernon in late July, had little time to recruit and had to make do with a lineup usually much smaller than the opponents. The Bruins made up for their lack of height with hustle, aggressive defense, and plenty of outside shooting.

The Bruins, second in the nation last year in three-point field goals, were third this year, leading the Northwest Conference with an average of 9.9 threes per game. Primarily responsible for that number were the conference's top-scoring duo, wings Jordan Green (Cashmere, Wash.) (18.4) and Travis Melvin (Pleasant Hill, Ore.) (17.8), who combined for 137 three-pointers.

Green, a first team all-conference player the previous two years, was second team this year — but only because league coaches changed from a 10-man all-conference team to a five-man team. The senior led the conference in steals (3.38), assists (5.04), and free throw percentage (.879). He finished his career seventh in all-time George Fox scoring (1,468 points), third in steals (251), and 10th in assists (373).

record for season three-point accuracy.

"I have really been blessed," says Rueck. "It is a really good fit. I get to work with players who are great people every day. I look forward to going to the gym. They want to learn, and I learn from them."

"It has been kind of a perfect job," says Rueck. "I've been blessed by doors opening at the right time. It's not often that someone who doesn't play college basketball gets a head coaching job at the age of 27."

The "interim" coach title, by the way, has long since been removed.

— John Felton

