

# LEE

George Fox  
University

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## Blueprint for Diversity

*George Fox is making intentional efforts to become a more racially and ethnically diverse community*



Ginean Lewis (right), a George Fox graduate who now serves as an admission counselor for her alma mater, visits with students attending a multicultural reception that is part of the University's orientation activities each fall. The reception is just one of the ways George Fox is reaching out to students of color.

**A**s one of two black female students on the George Fox Newberg campus in 1988, Ginean Lewis occasionally found herself answering awkward questions:

"Did you come here to play basketball?"

"No."

"Are you here on a music scholarship?"

"No. Have you heard me sing?"

"How often do you wash your hair?"

Some reached out to touch her hair. At times, she felt like a campus case study.

Today, Lewis works as an admission counselor, recruiting students of all colors to the same campus community. George Fox still isn't as diverse as many wish, but there's a consensus that things are improving.

Making the George Fox experience more inviting for students of color like Lewis and enriching the culture of the campus community are two of the main reasons George Fox is taking intentional steps to increase its racial and ethnic diversity.

To accomplish its goals, the University has begun implementation of a strategic plan called the *Blueprint for Racial*

*and Ethnic Diversity*. The *Blueprint's* main points address the recruitment and retention of racially, culturally, and ethnically diverse students, faculty, and staff, as well as the creation of a curriculum that cultivates awareness of issues of race, culture, and gender.

### A Biblical Mandate

George Fox President David Brandt says George Fox is not seeking diversity for diversity's sake.

"There's a biblical mandate that drives me to the *Blueprint*," he says. He points to Galatians 3:28: "There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus."

"As an institution with a Quaker history, the *Blueprint* fits us," says Andrea Cook, vice president for enrollment services. "We haven't arrived, but our goal is to be a mosaic of people. We should reflect the kingdom of God."

Daryl Dixon, director of multicultural services, says a racially and ethnically diverse campus enhances the educational process and prepares students for their futures.

"This is an environment of learning," he says, "a place you learn about people

who are different from you. Seventy percent of those entering the job market by 2008 will be women and people of color. You're going to be working with people very different from you.

"That's how heaven's going to be," says Dixon. "People of all nations and tribes. Why can't we experience a little of that on earth?"

### White, but Welcoming

Ginean Lewis first considered attending George Fox because she sought a Christian college in the Northwest — a region that dazzled her with its green natural beauty on a trip up from her Pomona, Calif., home.

A teen active in track, student government, and modeling, she was drawn by the friendliness of the people she met at George Fox. She felt especially welcomed on her campus visit when she joined her student hosts on a late-night toilet-paper raid on another student residence.

After growing up in Southern California — where people of color outnumber whites — Lewis had concerns about the lack of diversity she saw on the Newberg campus. But when the time came to make a decision, George Fox was the only col-

lege she applied to.

"I asked the Lord what he wanted me to do," she says. "I knew this is where he wanted me."

### The Northwest Challenge

George Fox traditionally draws most of its students from the pale-skinned northwest corner of the United States. The minority population in Oregon has doubled in the last decade, but is still small.

The 2000 census identified 85 percent of Oregonians as white. GFU's undergraduate student body this year includes about 7 percent racially diverse students and 4 percent international students.

Like George Fox, most universities in Oregon and Washington struggle with diversity issues. President Brandt acknowledges that the lack of diversity in the region "makes it a little harder" to recruit racially diverse students, "but not less important."

### Recruiting Diversity

Vice President for Enrollment Services Andrea Cook is using *Blueprint* recommendations in her office's student recruitment efforts. Among the

see *Blueprint*, page 3



## Athletic training program earns accreditation

George Fox University gained accreditation for its athletic training program in Oct. 2001, making it just one of three colleges in Oregon — and just one of seven Christian colleges nationally — to offer an accredited undergraduate program leading to certification as an athletic trainer.

The accreditation is especially important given upcoming changes in the requirements for certification.

In many states, including Oregon, athletic trainers must be certified by the National Athletic Trainers Association (NATA). Since the mid-1980s, George Fox has offered an internship program that prepares athletic training students for the NATA exams. That organization, however, is phasing out the internship route leading to certification.

After 2003, students will be allowed to take the NATA exam only if they have graduated from an accredited athletic training program. Others wanting to be certified will be required to pursue a graduate degree.

Work toward accreditation at George Fox goes back several years, according to Dale Isaak, head athletic trainer and an assistant professor of health and human performance. The past two years since the GFU program was given candidacy status were particularly rigorous, he says, but the University had the advantage of having a well-established academic and clinical program.

# A Sweet Deal

Author and futurist Leonard Sweet joins George Fox as a visiting professor

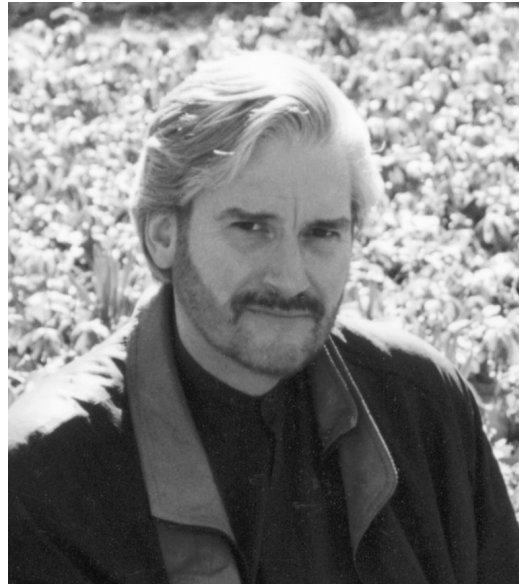
Author, historian, and futurist Leonard Sweet has a new descriptor for his book covers: Distinguished Visiting Professor at George Fox University.

The affiliation with the Newberg-based University and its Portland-based seminary was announced by President David Brandt in January.

Sweet is the author of the trilogy of books *SoulTsunami*, *AquaChurch*, and *SoulSalsa*, written as third-millennium resources to help leaders come to terms with contemporary postmodern culture. Each has its own Web site and multimedia components, some of which have received national awards and one Grammy nomination.

Working with George Fox Evangelical Seminary, Sweet will bring leadership to its Doctor of Ministry Program in a variety of ways. He will teach one of the courses for each of the doctoral cohorts and will facilitate at least one retreat — or “advance,” as he prefers to call it — for each group. He will also engage a select group of Doctor of Ministry Program students in a mentoring relationship that emphasizes postmodern church leadership and that is electronic, participatory, and experiential.

Sweet will also present seminars at



George Fox University that will be open to the public. His March 22 presentation will focus on postmodern evangelism, while his May 16 visit to campus will examine alternative leadership styles. Further details still are being determined.

In addition, Sweet will serve as a consultant to the University and President Brandt several days a year.

Sweet is currently affiliated with Drew University (Madison, N.J.) as the E. Stanley Jones Professor of Evangelism. Prior to this position, he served five years as vice president of academic affairs and dean of the theological school

at Drew. Previously, Sweet served 11 years as president and professor of church history at United Theological Seminary (Dayton, Ohio).

Sweet is the author of 21 books, more than 100 articles, and more than 500 published sermons. He and his wife, Elizabeth, have partnered with Group Publishing to produce the Web-based preaching resource Preaching-Plus.com. Upcoming books by Sweet include “A” is for Abductive: *The Language of the Emerging Church* (with Brian McLaren); *Forget the Vision Thing: Play It by Ear*; *Are You NUTS? Let Jesus Drive You Crazy*; *The Jesus Meme*; and *Giving Blood: The Art and Craft of Abductive Preaching*.

Sweet has held several leadership positions in the United Methodist Church and has spoken at numerous jurisdictional and conferences, including the 1996 World Methodist Congress in Brazil. He is a consultant to many denominational leaders and agencies, and is a frequent speaker at national conferences, state conventions, pastors’ schools, and retreats.

Sweet has a master of divinity degree from Colgate Rochester Divinity School and a Ph.D. from the University of Rochester.

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## PRESIDENT'S PEN

### Community With Diversity

George Fox University, over many years, has been in the business of community formation.

It always has been important for George Fox people to know and support one another. We continue to be a place where people matter, where there is strong identity of employees and students with the institution, and where we care deeply for one another. Community is important to provide the security of a sense of belonging, which we all need and want.

Especially in recent years, the American culture has emphasized the importance of individuals and the diversity among us. Each person is a unique creation of God, and our individual characteristics are important. We used to take pride in the American “melting pot.” We now realize that, as a result, we have sometimes not heard voices that need to be heard. Voices that are not dominant tend not to be heard.

Is it possible to have both community and diversity? Individuals need to be part of a community — and also to be recognized for their special contributions. At times, it is important that small groups speak and be heard as unique voices in a larger community.

Can we “have it all?”

When people think of community, it is usually defined as a smaller, homogeneous group. Churches, universities, and clubs often have achieved strong community because the members are a lot alike.

I believe homogeneity is a “cheap” way to achieve community. Our commitment to Christ demands a higher and different approach to community than merely being similar. Jesus said he would draw all persons to him. Jesus is the “glue” which bonds us as a community.

The Scriptures call us to form community out of certain

kinds of diversity. The apostle Paul suggests in Galatians 3:28 that “In Christ’s family there can be no division into Jew and non-Jew, slave and free, male and female. Among us you are all equal (*The Message*).” Race, gender, and socioeconomic status are not to divide us.



President  
David Brandt

Our culture, it seems, has at times promoted “diversity for diversity’s sake.” George Fox University is committed to forming Christian community within biblically defined diversity. Not all behaviors are acceptable to be practiced within the George Fox community, but all persons are to be valued as God values them. Our *Blueprint for Diversity*, reported in this issue of *Life*, is a new step in seeking biblical diversity throughout the University. This document makes the statement that we are committed to work specifically on racial and ethnic diversity.

Our nation has a rather dismal record of race relations. The Christian church also has not fared well in this regard. We continue to find that people of different races and ethnicities do not worship together.

While the *Blueprint* is not a total or quick fix, I am committed to working with this document and seek to better reflect Jesus’ call for community with appropriate diversity at George Fox University.

*David*



## Blueprint: Plans extend from recruitment to curriculum

continued from page 1

University's initiatives:

- Reaching out to elementary and middle schools with racially and ethnically diverse populations, encouraging students to consider college — and George Fox in particular — as an option for their future;
- Participating in college and career fairs in racially and ethnically diverse areas;
- Teaming up with alumni, churches, and organizations that can identify racially and ethnically diverse prospective students;
- Finding ways to better use the University's financial resources to attract racially and ethnically diverse students; and
- Providing college preparatory programs for racially and ethnically diverse students.

### Attracting Faculty and Staff of Color

Increasing George Fox University's number of racially diverse students is not just a matter of recruitment programs.

"You've got to have people (of color) to recruit people (of color)," says Cook. "It becomes a real challenge. We must create an environment that's welcoming."

A key part of providing a welcoming environment is providing role models who share a student's racial or ethnic background. The *Blueprint* addresses strategies for attracting and retaining faculty and staff of color. Recommendations include:

- Providing the University's search committees with guidelines for achieving faculty diversity;
- Making deliberate efforts to seek staff candidates from more diverse networks — such as racially diverse churches, the Urban League, the Siletz Tribe, and the Oregon Council for Hispanic Advancement; and
- Providing ongoing education for staff and faculty to increase understanding of racial diversity issues.

### Fighting to Stay Independent

In her first year at George Fox, Lewis developed friendships with her classmates and dorm floor mates. One of her classes became an informal support group, meeting frequently for meals. A friend took her home to Idaho for a holiday.

But she didn't want to get too comfortable.

"I'm very confident in who I am," she says. "I'm not easily influenced by peers. I wasn't trying to fit in. I told myself, 'I'm going to be me. I'm not going to be shaped. I'm going to shape.' I had a different music style ... different humor. I fought to stay independent."

She made an intentional effort to integrate her racial heritage into her academic work.

"If I had to do a report," she says. "I did it on a black person. I tried to bring some angle of culture into it."

### Seeing Yourself in the Curriculum

President Brandt notes that George Fox can recruit racially and ethnically diverse students, faculty, and staff, but the decision to join the community is made by the individual, not the University.

"The curriculum we have much more control over," says Brandt.

Brandt favors a true integration of the curriculum as opposed to an "add-a-course" approach to multiculturalism.

"We intend to engage the entire faculty in making sure the curriculum is honest and complete," he says. "That may include offering a special course, but we don't want to go there first."

George Fox currently offers various courses on cultural and racial diversity-related topics, and is considering creating a diversity course that would be included in the general education courses required for all students.

Such efforts are important, says Martha Iancu, director of the English Language Institute. Students want to see themselves in the curriculum, she says.

"How can we broaden the curriculum to make it related to Native Americans, African Americans, Asian Americans, and others?" she asks. "How can we make it related to the challenges they face as a minority in a majority world?"

### "You're Different Around Your Black Friends."

In Ginean Lewis' junior year, the number of black George Fox students increased. Lewis said she connected immediately with five of the women.

"Those girls became my family. I had holidays at their houses. I ate like I did at home."

Lewis said she was able to be herself with her new friends.

**"This year, freshmen are ready to talk about the issues. I'm encouraged by the conversations I'm having. We've got some high-quality students of color in this freshman class. The key is keeping them. We've got some work to do."**

— Daryl Dixon, Director of Multicultural Services, George Fox University

"When I went to Idaho (to her white friend's home) for the holidays, they didn't see all of me. Our holidays and family gatherings are very different: what we watch (on television), what we eat."

Her old friends noticed a change. Her roommate told her she was different when she was with her black friends.

"I told her, 'It's a side you haven't been privileged to see.'"

### Teaching Understanding

Those who have been at George Fox for several years say the community is becoming more understanding of diverse cultures.

"I got a lot of ignorant questions then," says Lewis. "I don't think they're being asked now."

As director of multicultural services, Dixon and a part-time multicultural advisor work to support racially and ethnically diverse students and build understanding of diversity issues among students, faculty, and staff.

During their orientation — which bore the theme "Created for Community, Designed with Diversity" — all freshmen read *The Color of Water*, the autobiography of biracial author James McBride.

"This year, freshmen are ready to talk about the issues," says Dixon. "I'm encouraged by the conversations I'm having. We've got some high-quality students of color in this freshman class. The key is keeping them. We've got some work to do."

Part of the work will be done by the numerous organizations and events sponsored on campus to encourage cross-cultural understanding. Seminars, workshops, lectures, and presentations are held throughout the year.

Special emphasis is given during the campus's multicultural week and the Northwest Racial Reconciliation Conference. An African-American alumni group provides support to a newly created African-American student group. A multicultural student club also holds events.

"I'm impressed by what we are doing," says Dixon, "but I don't have a false vision of what we're going to be. It's not going to be like Southern California."

Lewis says it must be a community-wide effort.

"I can't do it," she says. "Daryl Dixon can't do it. The people who are white can't do it."

"It has to be a heart passion from the president to the librarian to the coaches to the staff. It's different now. More people are willing to make a stand. More people are willing to carry that torch."

— Rob Felton

## Boise Center offers Idaho commencement, new major

George Fox University's Boise Center is offering more options to adult learners in Idaho and eastern Oregon.

The University held its first Idaho commencement for graduates of the Boise Center on Nov. 10. Previously, students had to travel to Newberg to formally receive their degrees. While they will still have that choice, the option of participating in a local ceremony allows more family and friends to attend.

George Fox President David Brandt gave the commencement address and presented diplomas to 36 graduates. They join 230 other students who have earned degrees through the Boise Center.

Also in November, the Boise Center held its first class for a degree-completion program leading to a bachelor of science in management and business information systems (MBIS). While the MBIS major has been offered through the University's Portland Center since 1998, this is the first time the program has been available in Idaho.

Offered in a cohort model over the course of 68 weeks, the MBIS program is designed for adult learners who need to complete their college degree, aspire to positions in management, and want to effectively use computers within their areas of responsibility.

Serving as advisors for the program are technology representatives from Preco Electronics, the Idaho Department of Labor, Adeco Technical, and Hewlett-Packard Inc.

The MBIS program is the third academic program offered through the Boise Center. Also available are another degree-completion program leading to a bachelor's degree in management and organizational leadership, and a graduate program that culminates in a master of arts degree in organizational leadership.

## M.A.T. replaces secondary education major

A secondary education major that can be completed in four years is a thing of the past at George Fox University — and most other private and public colleges and universities in Oregon.

"The trend is that, for secondary education, more people are doing an undergraduate major in their content area, and then a fifth year that is almost entirely teacher preparation," says Linda Samek, deputy director for the state Teacher Standards and Practices Commission.

That's true at George Fox as well, where beginning this past fall, students planning to teach at the high school level now must earn a bachelor's degree in a nonteaching major, such as biology or history, and then continue on to receive a master of arts in teaching.

Samek, a former George Fox faculty member, says the fifth-year route "is not yet the rule here in Oregon, but it is a trend. And the rest of the nation is way behind us."

The trend can be traced back to the 1980s, when a landmark federal report on education titled "A Nation at Risk" was issued. That was followed by a similar report recommending teacher preparation become a five-year enterprise.

In response, Oregon legislative leaders began lobbying for fifth-year programs. They also passed a state law that requires all teachers — whether ele-

mentary or secondary — to secure a master's degree within their first six years of teaching.

"So it is to their benefit, if they are a career teacher, to get it done on the 'front end,'" says Scot Headley, GFU's associate professor of education.

In recent years, George Fox experienced a decrease in the number of students enrolled in its secondary education major, which required each student to declare a specific academic area as a teaching specialty. The result, Headley said, was a "super major," requiring 30 hours of content in a particular discipline and 30 additional hours in teacher education itself.

Part of the frustration facing students, he says, was that their academic advisors were telling them 30 hours wasn't enough preparation in their chosen secondary-level teaching discipline — but to go beyond that was to invite academic overload because of the other demands of the teacher education program.

"In the last couple of years," Headley says, "we in the teacher education program realized students were being correctly advised, but that we were in the minority of schools still trying to prepare teachers in a four-year program."

By that time, George Fox offered a well-established master of arts in teaching degree, so it made sense to focus students' attention on that program.



# A New View of the World

*A George Fox student gets a different perspective while studying in Egypt*

**W**hen Matt Gerber went to the Middle East this past fall, he knew he would be an ambassador, of sorts, to people who might have questions about his homeland.

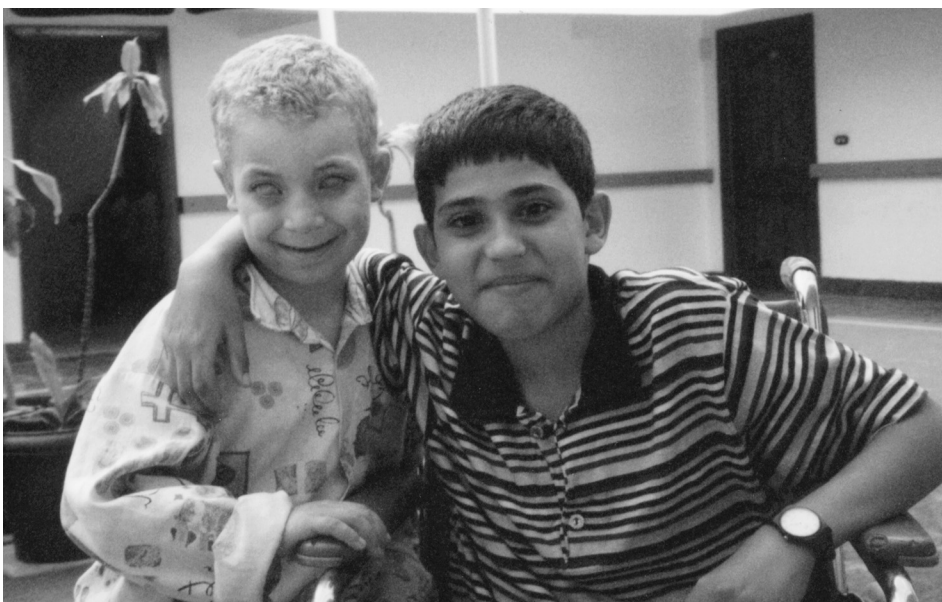
What he couldn't have predicted was that within weeks, events back home in America would make that role all the more timely.

"As far as residents here in Cairo, Egypt, are concerned, I am a novelty: an American Christian living in the heart of a staunchly Islamic state," the George Fox University junior wrote in an opinion piece featured in *The Oregonian* newspaper Oct. 22.

An international business major from La Grande, Ore., Gerber was one of four George Fox students who spent the fall exploring the Middle East in a Cairo-based program of the Council for Christian Colleges and Universities. The program aims to help students better relate to Islamic culture — and also to better understand their own place in a troubled world.

Never have those objectives been more relevant. When the Sept. 11 attacks

**Below:** Matt and fellow George Fox student and CCCU Middle East program participant, junior Christy Russo, with friends at the entrance to a Coptic church they visited.



**Above:** Part of the CCCU's Middle East program involves getting involved in service. "Several organizations were informed of our interest in serving them, but it was up to us to initiate contact and arrange our schedules to come and work," Matt says. Among his opportunities was a weekly visit to the Shams-el Berr Society for Blind and Handicapped Children in Cairo, where he worked with Peter (left) and Ayd. Peter has cataracts, a curable condition, but there is no money for the surgical procedure. "It seemed that all the children were getting medication, but none I knew of were getting any sort of surgical attention," Matt says. "Peter could still actually see a little bit, so he was considered one of the lucky ones."

**Right:** An opportunity to serve that felt more close to home was with an Egyptian boy scout troop, led by Matt's friend, Ramez (left). Along with guest-speaking, Matt helped out with activities, crafts, and games.



**Left:** Matt on a rooftop in front of the Damascus, Syria, skyline during a learning tour to Jordan, Syria, and Turkey. A planned Israel trip was cancelled for safety reasons. "We felt pretty safe," Matt says, "but some of our parents were really nervous." An impromptu visit to Israel and Palestine later in the semester was also cut short, Matt says, due to a string of suicide bombings in the city during their stay.

on New York and Washington, D.C., started America's war on terrorism, the program became all the more significant for Gerber and the other Americans.

In his commentary, Gerber wrote that he was "confronted daily with a bitter-sweet contrast of warmth toward me personally and animosity toward my country." In taxis, cafes, and on the street, he was constantly asked for a rationale behind the actions of the U.S. government. He told how a restaurant manager in Cairo, with tears in his eyes, had asked how Gerber could let his nation intervene so forcefully in Mideast affairs.

"I went into that restaurant looking for some lunch and came out with a new perspective," Gerber wrote. "As much as I would prefer to distance myself from the iron fist of U.S. military action in circumstances I do not condone, I must take responsibility for the fact that I, too, am held accountable for the actions of my government, not just politicians."

Middle East program participants study the Arabic language and attend multidisciplinary seminars about the region's culture, history, politics, economics, and religion. In the fall of 2001,



PHOTOS COURTESY MATT GERBER

the students traveled extensively within Egypt and the Sinai Peninsula, as well as through Jordan, Israel, Palestine, Syria, and Turkey.

"The point that troubled me most was the extreme degree of poverty I witnessed," said Gerber. "Mother Theresa drew the world's attentions to the sick and famished of Calcutta (India), but there are many living in similar conditions just outside of Cairo. I was disturbed, and often wrestled with the reality of God's grace in the lives of these people."

In his commentary, Gerber cited education as an important part of promoting international peace and understanding. "Increasing our knowledge of foreign affairs, and asking critical questions about personal and national roles, particularly in this time of conflict, is part of the only possible solution to ebb the tide of increasing hostility between regions and peoples of the world," he wrote.

The academic portion of last fall's study program was altered after Sept. 11 by the cancellation of a two-week study tour in Israel. According to Gerber, this had less to do with the level of violence

**Above:** Matt with his apartment "boab," Hussein. "A boab is like a doorman with various domestic duties," Matt says. "Hussein was too old and arthritic to do much, but he was good at shooing away feral cats and mischievous children."

**Below:** Matt and senior Jacob Kuntz, another program participant from George Fox, at the top of a minaret, a tall, spirelike structure that is part of an Islamic mosque.



in Israel at the time, than as a response to concern from parents back home about their sons or daughters being in that region at all. Whatever form they take, Gerber sees great value in overseas study programs.

"I feel George Fox University would be doing a great justice to its students to require a semester of cross-cultural learning of all undergraduates," he said.

Hoping to someday work in medical missions as a surgeon, Gerber greatly enjoyed shadowing an accomplished physician in Cairo. His future plans might also include graduate studies in linguistics or a return to the Middle East.

"The greatest thing I am taking away from this semester in the Middle East is the understanding that it is not necessary to disprove the faith of others in order to validate my own beliefs," said Gerber. "I may not agree with the institution of Islam, but that in no way gives me the right to judge Muslims, nor love them any less."

— John Fortmeyer





# Classroom Skills Focus Aid Work

*A George Fox professor seeks to improve the lives of others, this time in Afghanistan*



JOEL DAVIS / THE OREGONIAN

Bill Essig, vice president of Northwest Medical Teams, recently returned from Afghanistan. Essig also teaches business courses at George Fox University's Portland Center.

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The following story ran on Thursday, Nov. 22.

**B**ill Essig is a versatile man who moves from college classroom to relief agency office to refugee camps in Central Asia.

But each job — assistant professor in George Fox University's business department and vice president of international programs for Tigard-based Northwest Medical Teams — brings something important to the other, Essig said.

Teaching forces him to examine how he does his work, and international aid gives him opportunities to improve the lives of others as he hones the skills he teaches, the West Linn resident said.

He finished the academic term at the university's Tigard campus early this month while preparing for his second trip in a month to Central Asia to aid Afghan refugees whose bleak living conditions are made worse by the current conflict.

He left Sunday for Uzbekistan to coordinate work with other agencies assisting people hit by four years of drought and more than 20 years of war in Afghanistan.

He also hopes to connect with three Northwest Medical Team volunteers scheduled to depart on Friday for Tajikistan. The group will travel into Afghanistan to work with refugees, he said, and other teams will follow through the winter.

Essig, who was raised in Berea, Ohio, south of Cleveland, has been on the move since 1972, when he graduated from Miami University in Oxford, Ohio. He took off for Morocco, worked for a while in Switzerland, then traveled through Europe, the Middle East and into India, where his life was profoundly changed.

As did other young people in the 1970s, he went to India, Essig said, "with a sense of adventure and a drive to search out the deeper meaning of life."

He met a couple of gurus and even hung out with a few Rajneeshees. He sought help at a clinic operated by a Norwegian medical missionary. While his foot healed, he had long discussions with the missionary and began reading the Bible, Essig said.

"I had a transforming experience," he

said. "I became a Christian."

At the same time, Essig was disturbed by the differences between the haves and have-nots he had seen in his travels.

"I decided I wanted to address some of the needs that I saw all around me," he said.

He found the moral imperative to respond to people in need through Jesus' words in the Gospel of John's 10th chapter: "I came that they may have life, and have it abundantly."

That isn't a promise for the hereafter, Essig said, but one for today in which "people are enabled to take greater control over their lives, their futures, and their environments."

For five years, he worked with the Travelers Open Door agency, coordinating teams operating social welfare and rehabilitation programs in India, Afghanistan, Sri Lanka, Egypt and Greece.

## On to Bangkok

He moved in 1980 to Bangkok, Thailand, and started medical and redevelopment programs for Southeast Asian refugees with Seattle-based World Concern. Four years later, he became World Concern's director for West Africa and Kenya.

He was vice president for international programs with Portland-based Mercy Corps International from 1988 to 1995, adding Eastern Europe and Central America to the list of regions where he's worked.

By the mid-'90s, Essig and his wife, Laurie, a Southern California native he met in Sri Lanka, had three growing sons, each born in a different continent. He began thinking about taking a break from relief work.

Essig had received a master's degree in public administration from Harvard University in 1988 and thought he might teach someday. The opportunity arrived in 1995 when he met Tom Head, then chairman of George Fox's business and economics department.

"As I got to know him and his background and his capacity as a manager, I felt he could contribute to the program at George Fox," Head said.

Many students at the Quaker-founded university are interested in overseas work, Head said, and in the management styles Essig explores.

He has developed a graduate business course, "Leadership and the Human Side of Enterprise," in which he emphasizes the servant leadership model he believes Jesus outlined in Matthew, Chapter 23: "The greatest among you will be your servant. All who exalt themselves will be humbled, and all who humble themselves will be exalted."

## Essig's syllabus

Essig's syllabus includes "Leadership Is an Art" by Max DePree, "The Servant as Leader" by Robert K. Greenleaf and case studies from Southwest

Airlines, a successful company with egalitarian management and few labor problems.

One of Essig's class handouts outlines a leader as one who fosters collaboration, strengthens others, sets an example, experiments with new processes and celebrates accomplishments.

Brendon Connelly, who recently completed requirements for his master's degree, said Essig showed students that even when hard management decisions must be made, "there's a more humane way than the top-down, command-and-control system."

During classroom breaks, Essig has continued to visit foreign fields. He was a consultant to Mercy Corps in 1995 and 1996.

World Vision, a California-based relief and redevelopment agency, sent him in the summer of 1997 to Azerbaijan and in the summer of 1998 to Albania and Kosovo.

He helped Northwest Medical Teams reorganize its management structure from October 1999 to May 2000. Then he joined the Tigard-based agency, cutting back to half-time at George Fox.

"Bill is a versatile guy," Head said. "He's energetic. He wants to do work that is meaningful and useful for the world. It's hard to hold him down."

He is also a perfectionist who will work too many hours if she doesn't convince him to relax occasionally, said his wife, Laurie Essig.

"Over the years, I've tried to slow him down, but that's his work ethic," she said.

Her husband is in a volatile part of the world for the next month, and their middle son, Aric, 22, joined him to help medical volunteers with logistics in northern Afghanistan, Laurie Essig said.

"I learned a long time ago not to be worried," she said. "If worse comes to worst, I'll deal with it then."

Meanwhile, Bill Essig planned how to get teams into Afghanistan with medical aid, food and tents during the cold winter, along with how to make sure people in refugee camps have clean water.

"A military gain doesn't mean the situation is resolved," he said last week. "Many thousands of people are still facing a very difficult winter."

— Janet Goetze

## Psychology professor returns from Russia as Fulbright Scholar

George Fox University is lending its faculty to the world — benefiting the host nations, and at the same time impacting the University.

With the return home of GFU's third Fulbright scholar, academic vice president Robin Baker says the benefits run both ways: "We're lending them our professors, but our faculty are also coming back with important experiences that should impact the way they teach and talk about issues."

His assessment follows the return to Newberg of associate professor of psychology Chris Koch, who spent three months this fall in Russia — briefly experiencing media exposure there as a representative of the United States.

Soon after Sept. 11, Koch was interviewed by Russian television for his perspectives, as an American, on the terrorist attack on the United States. "I found myself in a role almost like an ambassador," says Koch.

Koch was in the Siberian city of Omsk, where he spent time at Omsk State Pedagogical University, Omsk State Medical Academy, and Omsk College. He worked on eight research projects focusing on cross-cultural examinations of attention, on nonverbal intelligence, and on problem solving.

"The Fulbright gives you the ability to take on multiple perspectives," says Koch. "It immerses you in another culture and another way of thinking, and a new understanding of how you approach problems."

Koch follows Sharon Linzey, professor of sociology, as a Fulbright professor. Linzey was in China during the last school year. She taught at Renmin University in Beijing, China. Before joining the George Fox faculty, she had taught in both Russia and Japan through Fulbright programs.

George Fox's first Fulbright scholar was Martha Iancu, associate professor of English as a second language. She spent 1992-93 in Galati, Romania, where she had earlier received two other Fulbright grants while teaching at other institutions.

It's not necessarily unusual for a small university to have Fulbright scholars back-to-back, say Fulbright officials, "But having a Fulbright scholar at all testifies to the excellence of the individual faculty selected," says Judy Pehrson of the Fulbright office in Washington, D.C.

The Fulbright program is named after its creator, the late Sen. J. William Fulbright of Arkansas, who saw educational exchange as a way to promote mutual understanding between Americans and people of other nations. Fulbright grants are made by the U.S. State Department for a variety of educational activities. The Fulbright Scholar Program sends 800 scholars and professionals worldwide each year to lecture or conduct research.



# Bearing a Caring Message

*A George Fox counseling professor says a stuffed animal can ease stress*

## Applications due Feb. 25 for Alumni Association Scholarships

The George Fox University Alumni Association board of directors awards \$20,000 annually in the form of student awards and scholarships.

Applications for 2002-03 awards must be sent to the Office of Alumni and Parent Relations by Monday, Feb. 25, 2002. Granting of these scholarships follows the regular application and award practices of the financial aid office. Recipients of alumni awards and scholarships will be selected by the George Fox University Alumni Board Scholarship Committee.

Applicants must be traditional undergraduate students who are children, grandchildren, or great-grandchildren of George Fox University alumni.

The GFU Alumni Association recognizes as alumni anyone who has completed one year or more of academic work or has received a degree from George Fox University (formerly Pacific College and George Fox College), George Fox Evangelical Seminary (formerly Western Evangelical Seminary), or Cascade College (only those alumni who have had their alumni status transferred from Seattle Pacific University to George Fox University).

Ten Alumni Awards, each worth \$1,500, will be awarded. One Alumni Scholarship worth \$5,000 will be awarded. Two Alumni Awards will be given in each class (freshman, sophomore, junior, and senior), and two Alumni Awards will be given "at large" (not restricted by class).

Alumni Award applicants must have a minimum cumulative grade point average (GPA) of 3.00. Alumni Scholarship applicants must have a minimum cumulative GPA of 3.65.

Applications for current students are available beginning Monday, Jan. 14, 2002, in the Office of Alumni and Parent Relations or the Office of Financial Aid. Incoming freshmen and transfer students must submit their applications to the undergraduate admission office. Application deadline is Monday, Feb. 25, 2002, at 5 p.m.

For more information, call Sheri Philips, executive director of alumni and parent relations, at 503-554-2114.

Karin Jordan first had the idea of giving teddy bears to Nyack College students during her visit to the college's Manhattan Center just days after the Sept. 11 terrorist attacks.

As part of a team of mental health professionals, she was there to provide psychological first aid to those suffering from post-traumatic stress. Three months later, Jordan returned to conduct five additional days of intensive counseling. That time she was accompanied by more than 600 stuffed animals — one for each Nyack College student — donated by students, faculty, and staff of George Fox University.

"Teddy bears made sense because it was something our school, and students, in particular, could donate that was personal," said Jordan, an associate professor in GFU's graduate department of counseling. "We want them to know that they're not alone."

While some may assume college-age students would be too old for stuffed toys, Jordan says having a security object such as a blanket or stuffed animal is especially instrumental in the recovery of those who feel their security has been jeopardized.

"We are going through a grief process in this country," said Jordan, "because we thought we were safe, but we're not."

When the planes hit the World Trade Center, Nyack students watched it from the unobstructed viewpoint of the 10th-floor windows of their building just nine blocks from Ground Zero. Moments

before the attack, they had been worshipping in chapel.

After the bombing, hundreds of students sent in e-mails to an "I'm OK list," sometimes relaying frightening tales of escape or of personal loss. Not only did many watch the attack, but many lost friends or loved ones as well.

In the days that followed, the student body shrank.

"For many of them, it's just too hard to go back," said Jordan.

That's why she made two trips to New York City, and collected the teddy bears. She knows that long-term problems can be lessened considerably by early trauma work. Counseling, she says, can help deliver sufferers from chaos to a cognitive level in their mental recovery.

"It's called critical incident stress debriefing," Jordan explained of her counseling method. "Through systematic steps, we'll go back to what they saw and experienced and were feeling at the time,

and bring them back up to the present."

The key is to get victims to acknowledge the depth of their emotions, talk about them, and learn that what they're struggling with is normal, she said.

And after they've talked, there's a cuddly teddy bear to hug — a gift from one college student to another. In a small ceremony after a Nyack College chapel, Jordan unloaded five enormous boxes of stuffed animals that she brought. Each student was invited to pick one out — for its cuteness, for its softness, for its warmth and comfort. Attached to each was a note of encouragement from the person who gave the stuffed animal, or a verse of Scripture.

"I think their faith is really helping them," Jordan said. "They have proven to be incredibly resilient young people."

— Excerpts of the above story were taken from *The Oregonian* articles by Sarah Allen and Tom Detzel



Who could resist playing with them first? Karin Jordan relaxes among some of the 600 teddy bears she collected from George Fox students, faculty, and staff to be given as gifts to Nyack College (N.Y.) students. Jordan thought the stuffed animals would help students with post-traumatic stress — Nyack students had an unobstructed view of the World Trade Center on the morning of the Sept. 11 attacks.

JOHN FORTMEYER

## The Hosts with the Most

*The Dinner for Eight program, a success in its first year, is back for seconds*

Dinner for Eight is back for an encore. Started a year ago, the program gives George Fox alumni the opportunity share their lives and careers with George Fox students.

Current alumni host future alumni for a casual and relaxed dinner in their homes. The program is designed to provide GFU undergraduates an opportunity to connect with alumni and talk — or dream — about a specific career.

Dinner for Eight is sponsored by the Office of Alumni and Parent Relations, which matches students with alumni, based on majors and career interests.

This year's Dinner for Eight will be held three consecutive Tuesday nights: March 5, 12, and 19.

The program provides more than just an occasion for alumni to share the lessons they have learned along their career paths. It's also an opportunity for alumni to participate in the lives of current students they invite to their homes. Students will provide their own transportation to their host homes.

At last year's event, alumni hosts represented the following careers: financial



In one of last year's Dinner for Eight success stories, Dr. Tim Janzen, center, and his family hosted seven students for dinner and discussion.

planning/investment, sales, biology, business, education/teaching, public administration, missionary work, nursing, economics, social work, computer engineering, psychology, electrician, pastor, theatre, communications/video, marketing, politics, and higher education.

Feb. 8, 2002, is the deadline for alumni to register to host a group.

Event information and registration will begin in January. For more information, contact Scott Box, assistant director of alumni and parents relations (503-554-2130 or sbox@georgefox.edu).

CRAIG STRONG



# ALUMNI NOTES

**George Scott** (G75) works in Portland and is the president and CEO for Special Olympics Oregon, a position he has held since September 2000.

**Bob Rapp** (GFES76) is a resource information support specialist for Douglas County Senior Services Division in Roseburg, and volunteer chaplain for the Veterans Administration Medical Center, Roseburg, Ore.

**Nancy (Katus) White** (G90) and her husband, Jon, live in LaGrande, Ore., where she is a stay-at-home mom and a part-time candle consultant with PartyLite Gifts Inc.

**Rich Swingle** (G91) is in Singapore performing the roles of Simonidis and Pontius Pilate in *Judah Ben-Hur*, a pre-Broadway production.

**Heidi Longstroth** (G92) is distance services librarian for Idaho State University, and is working towards her second master's degree in English.

**Denise McKnight** (DPS92) is the owner of Backroads Photography in Tigard, Ore., and sings in the Mountain Park Church choir, Lake Oswego, Ore.

**Susan (Beals) Walterhouse** (n92) teaches music at Manley Public School, Manley, Neb. She also directs the worship program and youth ministry outreach center at Faith Missionary Church, Weeping Water, Neb.

**Carrie (Meyers) Kisling** (G93) teaches preschool at Lakeridge Bible Church Preschool, Dallas, Texas.

**Lorene Moore** (G93) is Gervais Community Learning Center project director for the Gervais (Ore.) School District.

**Larry** (G96) and **Angela (Hale) (n96) Bailey Jr.**, live in Hillsboro, Ore., where he is working for Intel. He just completed his Ph.D. in chemical engineering at Stanford University.

**Heidi Holdorf** (G96) is teaching third grade at Middleton Elementary School, Sherwood, Ore.

**Daichi Jinbo** (G97) received a master of arts in intercultural studies in May 2001 from Biola University, La Mirada, Calif.

**Brooke Hopper** (G99) is living in Rockville, Md. She had worked for the Peace Corps and was assigned to Gabon, Central Africa, where she was a small animal husbandry extension agent.

**Tommy** (G99) and **Sarah (Bowder) (G99) Kolodge** live in New York City, where he is a dental student at New York University and she is a pension administrator for Price, Raffel & Browne Inc.

**Nate McIntyre** (G00) is an undergraduate admission counselor at George Fox University.

**Amy Chapman** (G01) is office manager at Eagle Lake Camp, Glen Eyrie Conference Center, a division of the Navigators, Colorado Springs, Colo.

**Linda Jarsky** (DPS01) is continuing education specialist at the Idaho Botanical Garden in Boise, Idaho, where she will direct the development and administration of adult education activities for the garden. She is an advanced master gardener and a certified arborist.

**Heidi Rogers** (MAT01) is teaching seventh- and eighth-grade social studies at Waldport Middle School, Waldport, Ore.

**Jill Wood** (G01) is a tutor at a women's shelter in Mandeville, Jamaica, with the Mennonite Central Committee.

## MARRIAGES

**Randy Comfort** (DPS85) and Annie Roth, Dec. 31, 2000, in Decatur, Ill.

**Dawn Stockton** (n86) and Andy Dennison, Sept. 1, 2001, in Tacoma, Wash.

**Jeff Coleman** (G93) and Sara Pritchard, July 22, 2001, in Boring, Ore.

**Mark Pothoff** (G93) and **Olivia Fromdahl** (G00), June 30, 2001, in Beaverton, Ore.

**Jim Maine** (G95) and Melissa Harris, July 7, 2001, in Billings, Mont.

**Tara Herrmann** (G96) and Tyler Hébert, Aug. 12, 2001, in Tualatin, Ore.

**Quentin Watne** (G98) and **Brandi Bamforth** (G98), July 7, 2001, in Portland.

**Tony Dohren** (G99) and **Stacie Wilton** (G00), Aug. 11, 2001, in Portland.

**Tyler Johnson** (G99) and **Karen Witty** (n02), June 9, 2001, in Damascus, Ore.

**Tommy Kolodge** (G99) and **Sarah Bowder** (G99), July 28, 2001, in Canterbury Falls, Ore.

**Joshua Payton** (PsyD99) and Julie Aplet, June 23, 2001, in McMinnville, Ore.

**Rachel Sutherland** (G99) and Kevin Foss, Nov. 10, 2001, in Anacortes, Wash.

**Joseph Williams** (G99) and **Melody Talburt** (G00), July 14, 2001, in Hillsboro, Ore.

**Brooke Bassett** (MAT00) and Joe Mofenbeier, July 21, 2001, in Portland.

**Nate McIntyre** (G00) and Kim Larkin, Sept. 21, 2001, in Beaverton, Ore.

**Katie Horning** (G01) and Tim Evans, July 7, 2001, in Beaverton, Ore.

**Joshua Kaiser** (G01) and **Rebecca Artinian** (G01), July 21, 2001, in Portland.

**Monika Mizsei** (G01) and Christopher Thompson, Sept. 8, 2001, in Clarksville, Tenn.

**Gillian Gould** (n03) and Luke Summers, July 14, 2001, in McMinnville, Ore.

## BIRTHS

**Major** (n85) and Diana **Inskeep**, a boy, Sean Matthew Kieran, June 2, 2001, in Tacoma, Wash.

**Linda (Funderhide)** (G91) and Kurt Rasor, a boy, Joshua David, Sept. 18, 2001, in Tualatin, Ore.

**Jeremy** (G91) and **Jennifer (Gibb)** (PsyD01) **Huwe**, a girl, Madeline Jane, Oct. 9, 2001, in Newberg.

**Daniel** (G91) and **Michele (Sumey)** (G91) **LaVeine**, a girl, Kara Jane, Oct. 7, 2001, in Newberg.

**Michele (SeWell)** (G91) and Loren Hall, a boy, Micah Andrew, July 11, 2001, in Silverton, Ore.

## GEORGE FOX UNIVERSITY HOMECOMING 2002

# A BRAND-NEW 'U'

## FEBRUARY 15-17

### Schedule

#### Friday, February 15

- 6 p.m. .... Women's basketball: GFU Bruins vs. Whitman Missionaries, *Miller Gymnasium*  
7:30 p.m. .... Switchfoot in concert, *Bauman Auditorium*  
University Players Presents, *Wood-Mar Auditorium*  
8 p.m. .... Men's basketball: GFU Bruins vs. Whitman Missionaries, *Miller Gymnasium*  
9 to 11 p.m. .... Alumni Coffeehouse, *Stevens Center*

#### Saturday, February 16

- 11 a.m. to 1 p.m. .... Alumni Honors Celebration Brunch, *Klages Dining Room*  
1:30 to 3:30 p.m. .... Class reunions for 1962, 1972, 1977, 1982, and 1992, *Stevens Center*  
1:30 to 3:30 p.m. .... Ministry affinity alumni reunion, *Edwards-Holman Science Center atrium*  
4 to 5 p.m. .... Campus tours departing from the Stevens Center  
4 to 5:30 p.m. .... "Big World, Specific Call" session for ministry affinity alumni with Jose Zayas, *Wood-Mar Auditorium*  
5 to 7 p.m. .... "Taste of George Fox" food fair, *Klages Dining Room*  
6 p.m. .... Women's basketball: GFU Bruins vs. Whitworth Pirates, *Miller Gymnasium*  
8 p.m. .... Men's basketball: GFU Bruins vs. Whitworth Pirates, *Miller Gymnasium*

#### Sunday, February 17

- 10 to 11 a.m. .... Alumni and student worship service featuring Jose Zayas and chapel band alumni, *Bauman Auditorium*

### Highlights

- Don't miss the Switchfoot concert! Tickets ordered by George Fox alumni before Feb. 8 are \$10. Tickets available at the door for \$15.
- The keynote speaker for Homecoming 2002 is Jose Zayas, partner evangelist with Luis Palau Evangelistic Ministries.

### More Information

Information is available by contacting the Office of Alumni and Parent Relations at 503-554-2114, or by visiting the George Fox University alumni Web site at [www.georgefox.edu/alumni/activities/homecoming](http://www.georgefox.edu/alumni/activities/homecoming).

**Debra (Kintrea)** (G93) and **Joshua (n95) Kneeshaw**, a girl, Hannah Nicole, June 11, 2001, in Portland.

**Carrie (Meyers)** (G93) and Reid Kisling, a girl, Rosalie Anna, April 25, 2001, in Dallas, Texas.

**Christine (Peterson)** (G93) and **Tim (G95) Brandt**, a boy, Caden Ryan, June 19, 2001, in Tualatin, Ore.

**Jason** (G95) and **Jennifer (Dawson)** (G95) **Carpenter**, a boy, Hayden Charles, July 28, 2001, in Albany, Ore.

**Seth** (G95) and **Elaine (Smith)** (n95) **Heasley**, a boy, Ethan Thomas, Aug. 23, 2001, in Hillsboro, Ore.

**Larry** (G96) and **Angela (Hale)** (n96) **Bailey Jr.**, a girl, Katelyn Jean, Oct. 5, 2001, in Stanford, Calif.

**Matt** (G96) and **Sara (Skeeter)** (G97) **Wilber**, a girl, Elliana Sue, Sept. 16, 2001, in Salt Lake City, Utah.

**Christopher** (G97) and **Angie (Broer)** (G98) **Sax**, a girl, Katie Ilene, Aug. 21, 2000, in Tualatin, Ore.

**Kriss** (DPS97) and Jennifer **Schneider**, a girl, Madison Anne, Aug. 27, 2001, in Tualatin, Ore.

**Anna (Stone)** (G97) and Ryan Smith, a boy, Samuel Peter, Feb. 22, 2001, in Tualatin, Ore.

**Amanda (Boone)** (G98) and **Sean** (G00) **Calvert**, a girl, Elizabeth Hope, Aug. 31, 2001, in Portland.

**Sarah (Johnson)** (G98) and Brandon Ellis, a girl, Susannah Kate, Oct. 7, 2001, in Fresno, Calif.

**Josh** (G99) and **Audra (Wilson)** (G01) **Cadd**, a girl, Raeleigh Sondelani, Sept. 4, 2001, in Newberg.

## DEATHS

**Kenneth Yergen** (n31), Sept. 1, 2001, in Newberg.

**Helen (Schmeltzer)** Hollis (G39), Aug. 10, 2001, in Sublimity, Ore.

**Zetta Ann McDaniel** (DPS91), Sept. 12, 2001, in Cottage Grove, Ore.

**Troy Wieber** (MAT00), Oct. 28, 2001, in Salem, Ore.

### Key

- G** Traditional graduate  
**n** Traditional nongraduate  
**DPS** Department of Professional Studies graduate (MHR, MOL, and MBIS majors)  
**GFES** Seminary graduate  
**PsyD** Doctor of Psychology graduate  
**MAT** Master of Arts in Teaching graduate  
**MBA** Master of Business Administration graduate



# The Three Bears

*James, Kenny, and John Macy hope to turn Bruin ball into family fun*

**B**ruin fans are waiting for history to be made on the Newberg campus this season.

If or when it happens, it will be more than just George Fox history; it could be nationally newsworthy.

It's possible that sometime during the 2001-02 men's basketball season, three brothers could be on the court at the same time. There is no guarantee, of course. But Bruin basketball boss Mark Sundquist smiles when he says, "It could happen."

He has the rare opportunity for a college team to field a trio of brothers. His options include James Macy, 6-0, a fifth-year senior and four-year starter at point guard who could join the 1,000-point club before the season is over; Kenny Macy, 6-3, a junior and lanky wing who provides instant offense off the bench with his outside range; and John Macy, 6-3, a freshman wing who is still finding his place in the scheme of things.

If the brothers do get into the game at the same time, it could be a first in college basketball. Research by the George Fox sports information office has turned up no evidence of it ever happening before.

The possibility of the Culver, Ore., brothers being on the same court for the same team at the same time would have been impossible if James had not red-shirted his first year at George Fox. Now that the opportunity is here, all three hope it happens.

Kenny is the swing player in the situation. "I played in high school with both James and John," he says. "But James and John have never played together, not in organized games, anyway. There are five years' difference between them, and I just sort of bridged the gap."

The boys played together at home, usually competing against one another. Thanks to their dad, Richard, they played on their own court on their parents' 1,500-acre farm just outside of Culver, population 850, about a half-hour north of Bend.

"He loves basketball, and he asked us one day if we might like a basketball court," James says of his dad. "Of course, we said 'yeah!' so he made one!"

That was about eight years ago, and the backyard now has a full-length, lighted basketball court. "We'd always have friends over for a game or two when we couldn't get into the gym at school," says James. "On Thursday and Sunday nights, we'd have 15 to 20 kids over playing basketball."

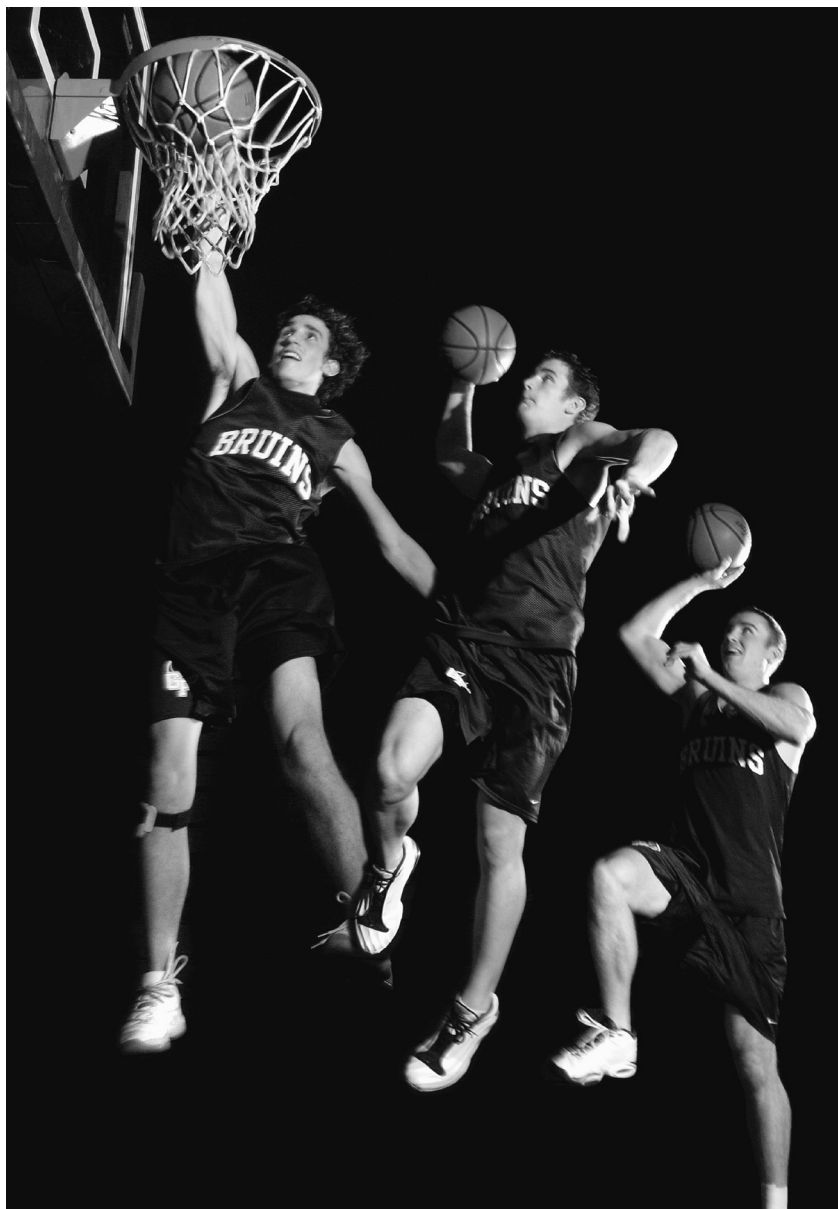
Hoops came after farm chores. "Our grandparents came here when they first started irrigating the land and settled into farming," James recounts. "Before irrigation, you couldn't grow much out here." Richard Macy and his brother, Ed, run the farm. "We grow a little bit of everything — carrots, potatoes, wheat, alfalfa, hay, spices like mint and coriander. We've got it all. It's a nice life," says James.

As a high school senior, James was recruited to George Fox by former Bruin coach Mark Vernon to play ball. Family ties also attracted the Macys to the Newberg campus.

The brothers' grandfather, Dwight Macy, is a former member of the George Fox board of trustees and a current lifetime honorary trustee. He and his wife, Marie, have been significant donors to the University. Their son Richard Macy and other relatives attended George Fox, making James, Kenny, and John the third Macy generation associated with the University.

It wasn't a hard decision to choose George Fox, James says. "I liked the Christian atmosphere, and it was pretty close to home."

It could be assumed that, with one son already playing for the Bruins, Richard and his wife, Terry, would have pushed their other two sons toward George Fox.



An age difference of five years kept Kenny, John, and James Macy (left to right) from playing on the same team in high school, but they may get the opportunity at George Fox.

"Oh, no," protests John. "They left us on our own." "They never coerced us," he says. "We could have gone other places, but I'll admit the main reason I'm here now, besides getting an education, is to play basketball alongside my brothers."

Although close on the court, the brothers are not constantly together.

"We pretty much go our separate ways," says James, who was married last August. He and his wife, Kimberly, a student at Western Oregon University, live in McMinnville so they can split the driving distance to the two schools. They have occasionally invited Kenny and John to join them for a home-cooked meal, "but so far, they haven't taken us up on it — too much going on here on campus, I guess," says James with a laugh.

When his college basketball days are over, James hopes to go into teaching, though he admits going back to the family farm is a pleasant possibility. Kenny wants to complete an M.A.T. degree, then teach physical education and coach. John, his major undecided, thinks "business maybe, and I'd like to travel."

"You always were the wild one!" his brothers tease him.

John smiles. "Yeah, James has always been the quietest, then Kenny, and I'm the loud one. Our high school coach, Curt Shelley, told me he thinks I'm the total opposite of James!"

If there is one area the three are alike, however, it is in their competitive spirit.

"None of us likes to lose," says Kenny, "but we handle it a bit differently. James is the calm one; when things get rough, he just walks away and cools off. John and I fight with each other too much!"

How do those separate approaches work?

"Well," admits Kenny, "we don't play a lot of one-on-one any more, but James usually wins."

With John's admission to George Fox, there are no more Macys left on the basketball team at Culver High. After eight straight seasons with at least one Macy brother on the school team, they are missed, but not forgotten. In fact, after James got married, John brought him this message from their high school coach:

"Coach Shelley says to hurry up and have some kids; he needs more Macys for the basketball team!"

— Blair Cash

## BRUIN SPORTS

### Volleyball

**Ranked seventh** in the Northwest Conference preseason coaches' poll, the George Fox volleyball team stunned the conference with a 19-5 record and 11-5 league mark, finishing third. The Bruins won seven straight to start the season, and at one point were ranked 16th in the nation. One of the Bruins' biggest conference wins came against nationally ranked Puget Sound, ending the Loggers' 26-game winning streak in conference play.

Junior setter **Mindi Cotner**, of Keizer, Ore., was a First Team All-Conference selection, finishing 17th nationally in assists (11.88) and 23rd in digs (5.03). She also earned Verizon/CoSIDA Academic All-District VIII Second Team honors.

Junior middle blocker **Shelly Schultens**, of The Dalles, Ore., was a Second Team All-Conference pick while leading the NWC and placing 21st nationally in blocks (1.53).

Sophomore outside hitter **Nicole Bostic**, of Spokane, Wash., (Honorable Mention All-Conference) finished 20th in the nation in digs (5.12), a figure that both led the conference and set a new George Fox single-season record.

As a team, George Fox was ninth nationally in digs (24.34), 20th in assists (13.36), and 22nd in digs (14.85).

Bruin coach Steve Grant completed his 22nd season with a record of 450-271 (.624). He entered the season with the 16th-most wins among active NCAA Division III coaches (431).

### Men's Soccer

**Led by the highest-scoring offense** in the Northwest Conference, the George Fox men's soccer team foiled preseason prognosticators who tabbed the Bruins for a seventh-place finish in the conference. With a 10-7-1 overall record and a 9-5 league mark, the Bruins finished second. George Fox led the NWC in goals (44), assists (39), and total points (127), with a season-high 13 goals in a 13-2 win over Walla Walla College.

The Bruins had two individual conference leaders in seniors **Merrick Brownlee**, a midfielder from Eugene, Ore., and forward **Bryan Erickson**, from Chehalis, Wash. Brownlee led the NWC in assists (13), setting a new George Fox single-season record in the process, and total points (33). Erickson was the conference leader in goals per game (0.61), while scoring 11 goals total. Both were named First Team All-Conference.

Bruin coach Manfred Tschan completed his 13th season at George Fox with a 160-90-10 record (.615), and his 19th season overall as a head coach with a mark of 224-119-19 (.645).

### Women's Soccer

**A season that began with a promising 3-0 start** concluded in disappointment for the George Fox women's soccer team. Injuries struck several key offensive players, resulting in 11 straight losses to end the season and a final record of 4-14. The Bruins finished eighth in the Northwest Conference with a 1-13 record.

Sophomore forward **Sara Oates**, of Grover Beach, Calif., despite struggling with a pulled muscle most of the season, led the team in scoring with 12 points (3 goals, 6 assists).

The Bruins were strong on defense, with defender **Beth Liljenberg**, a senior from Portland, Ore., and goalkeeper **Cori Wulf**, a junior from Salem, Ore., earning All-Conference recognition. Liljenberg, who started 74 of 76 games in her career, was Second Team, while Wulf, who led the NWC in saves (184), was Honorable Mention.

Byron Shenk, the only coach in the 11-year history of the George Fox women's program, announced his resignation at the end of the season to devote more time to his duties as chair of the Department of Health and Human Performance and as an assistant athletic trainer. He ended his coaching career with a 96-81-11 (.523) record at George Fox, and a 200-200-37 (.500) record in 32 years total.

### Cross Country

**With the smallest** and least-experienced squads in his 15 years at George Fox, Bruin coach Wes Cook knew the 2001 season would be more of a learning experience for his men's and women's cross country teams. Several members of both teams set personal records during the season.

The annual Bear Fete/Bru-Running Homecoming affair, usually a season highlight, was cancelled when Cook was hospitalized for a few days with an irregular heartbeat and high blood pressure, but many of his former athletes returned anyway and celebrated with a cookout in the coach's back yard.

In the Northwest Conference, George Fox placed seventh in the women's race and eighth in the men's. In the NCAA Division III West Regionals, the Bruins sent their top four women and top three men as independent runners. Senior **Kirsten Norgaard**, of Everett, Wash., finished 32nd, and sophomore **Beth Moyer**, of Camarillo, Calif., finished 33rd, both earning All-Region honors.