Education Challenged
Winter 1992

Taylor's Own Russian Revolution
An American Hero
Liberating Education
Beyond the Barriers
Education challenged? When my grandmother taught school, she says the challenge was to keep the fire going in the wood stove, to make sure the room was swept out each morning, and to stay one week ahead of her older students in the Latin primer.

Times have changed. One would be hard put to find a school house today that consists of “one room and a path.” Neither do teachers regularly perform janitorial service. Nor is Latin a common high school offering.

Latin isn’t offered on Taylor’s campus, for that matter. But, then, neither is Russian, and there are several students who are actively seeking to change that in the wake of a visit by students, faculty, and the president of Nizhni Novgorod State University.

The Taylor students are eager to master elements of the Russian language before making planned visits to Nizhni Novgorod. Their involvement in the educational process highlights one of many ways in which Taylor’s participation in the exchange program left the university forever changed—perhaps in itself the best example of education in action. (See page 12.)

“Educator-in-action” seems an apt title for elementary school principal Betty Campbell ’64 whose story appears on page 16, though Reader’s Digest chose instead to honor her with the title, “American Hero in Education.”

Then, challenging an all-too-prevalent product orientation to education is professor emeritus Dr. Mildred Chapman (page 18). And as her former students will remember, she is not one with whom to trifle.

Finally, Dr. Louis “Buzz” Gallien ’76 acts on both his research findings and his convictions in developing a unique mentor program for future teachers (page 21).

In different ways, each of the persons highlighted herein challenges our notion of what education can be. In different ways, each by example fires the imagination.

Perhaps times haven’t changed so much after all. Perhaps it is still the role of educators to be lighting fires.

Pray, let us feel the heat.

—Doug Marlow ’81, editor

**CULTURAL EXCHANGE:** In traditional Russian dress for a cultural presentation at Taylor, Dr. Bella Gribkova, associate professor of English language at Nizhni Novgorod State University exchanges more than a greeting with Alex. 10, as his mother, Mitzi Thomas ’92 looks on.
12 REVOLUTION IN AMERICA’S HEARTLAND
Taylor’s Russian guests were on campus a mere three weeks, yet they left behind them a university profoundly changed.

16 AMERICAN HERO IN EDUCATION
She’s not afraid to take on gangs, drug dealers, “crack” houses, even the entire neighborhood, in her efforts to assure students the best possible early education.

18 LIBERATING EDUCATION: PRODUCT OR PROCESS?
In her “farewell address” to the faculty and students, a distinguished educator challenges the notion of a test-score hungry society that we are what we produce.

21 BREAKING THE CULTURAL BARRIER
Educators can make a difference in the lives of young African-American men, says Louis “Buzz” Gallien ’76.

2 EXCHANGE
3 ON CAMPUS
9 SPORTS
10 JAY KESLER
23 TAYLOR GATHERING
24 TRADITION
26 ALUMNI SPOTLIGHT
27 ALUMNI NOTES
32 VISTA
This business of ethics

Thank you for all you do to keep alumni like myself informed about Taylor University. Although my husband and I live overseas, I greatly appreciate receiving the Alumni magazines and other notices of alumni activities.

I appreciated the recent issue of the alumni magazine given to articles on ethics. It made me proud to think Taylor graduates could give positive testimonies of putting Christ first, even in the business world. It also made me recognize an area to pray for our friends and supporters back in the U.S.A. Although they may have many more possessions and advantages than we do as a missionary family, I am truly happy that we do not have to face the politics and ethics of a business life.

*Carolyn Barton Mudge ’74
Solomon Islands*

Cloud of witnesses

Being a part of the alumni of Taylor, each issue of the magazine I anxiously await. I love to be updated on friends but also, I am always curious to see if Taylor’s leaders (and I believe this magazine represents most of them) continue in the vision set in the past. Remembering Taylor’s roots in the words and examples of godly men and women from long ago is important, lest one stray. I remember many times my grandma (Alice Shippy, employee for 35 years) telling me of Lilian Haakonsen’s commitment to the sick. We would also talk about the faith of Sammy Morris. I pray that we can live in such a way as they did.

Thanks for the insight in your Précis this past issue *(Autumn 1991)*. It is also good to hear that Prof. Mikkelson is still himself?

*Steve Wolfe ’90
Chicago, Illinois*

Love in action

I just wanted to add my two-cents to the article on “Voices of Experience” *(Summer 1991)* about Prof. “Bull” Gates.

When I was a sophomore at Taylor, I had no idea what I wanted to do. I went to talk to Coach Gates about the recreational leadership major. Not only did he share his love for Taylor and the athletic department, but his faith in Jesus Christ.

He took such personal interest, not even knowing me, and prayed with me about what God’s will would be for my life. God used him (and he obeyed) by demonstrating his love to others.

I graduated in 1988 and now am the community outreach director for Akron Youthquake Ministries, serving God in the inner-city. Thanks Coach!

*Lisa Miller ’88
Akron, Ohio*

No middle ground

There are two letters (Autumn 1991) sent regarding Paige Cunningham’s article on abortion that I felt I must respond to.

First of all—abortion is either right or wrong. There is no middle ground. Both of the letters indicate to me a belief in situation ethics. The situation determines if it is okay or not.

I would encourage the writers of both those letters to read what happens to a baby during abortion. There are at least five techniques I have heard of that are used in destroying an unborn baby. I will list them below. That baby did not do one thing wrong to have its life ended so horribly. Please pray and ask God to reveal His broken heart over these destroyed children and the horror and pain that must follow the mothers.

1. Dilation and curettage: the baby is cut into pieces and scraped from the uterine wall.

2. Suction curettage: the baby is basically “vacuumed” by a strong suction into a jar.

3. Salt poisoning: a strong salt solution is injected into the baby’s sac. The baby swallows the poison and is literally burned alive.

4. Hysterotomy or Caesarean section: the baby is removed and allowed to die by neglect or sometimes killed.

5. Prostaglandin chemical abortion: these chemicals cause the uterus to contract violently, pushing out the developing baby. The contractions are abnormally severe, sometimes killing the baby and injuring the mother.

If we as the body of Christ are saying that these acts are okay to commit, I think our country is in graver danger than we know.

Also, (this is off that subject), I too was a member of Taylor’s championship baseball team in 1975 and 1976. *(Autumn 1991)* Hi, Sam Eddy!

*Jim Hagan ’78
Gig Harbor, Washington*
After 19 years, TV producer returns to campus with a mission

When Barry Pavesi ’75 was a sophomore at Taylor University, he decided to leave the school because it didn’t offer a radio or television major.

Now—19 years later—he’s back. This time, to stay. Pavesi, who left ABC television in New York after 15 years, is the school’s producer-in-residence. It is a new position for a school that has only recently begun expanding its television program. He arrived on campus last fall.

To come to Taylor, Pavesi left behind a job that let him work with people such as Peter Jennings, Ted Koppel, Barbara Walters and Howard Cosell.

The job took him to the Olympics—in Lake Placid, N.Y., and Los Angeles—as well as every football and baseball stadium in the country.

He worked on news shows such as Good Morning America, special broadcasts during the Persian Gulf War and soap operas such as All My Children and One Life to Live.

He left behind the world of political conventions and presidential debates.

Actually, it was easier than it sounds.

“I came to a point in my life where I realized I just couldn’t continue to spend my life working for money,” Pavesi says. “I wanted to do something more for evangelical Christianity.”

But when students ask him questions, Pavesi says, that’s what they want to know: Why leave ABC to come to Upland?

“It’s a difficult question to answer,” he says. “The real answer to that is I feel that’s what God wanted me to do and that’s a difficult reason for people to handle.”

It’s even tough for students at Taylor.

“They all want careers, they all want to do well, they all want success,” Pavesi says. “A lot of kids here have their lives planned out.

“They’re 21 years old and they want to get married and have two children, and in nine years they’ll be at a certain point,” he says. “I’m like, ‘Wait a minute. I don’t plan that far ahead.’”

It was only within the past year that Taylor officials worked to bring Pavesi to the staff. He had worked on a video project for the university several years ago.

Last semester, he mainly gave guest lectures in broadcast courses. This spring he will lead some independent study courses and work on another video to be marketed by the university.

Pavesi says some of his former co-workers have offered to come to Taylor to lecture and a spring trip for some students to New York is planned.

So far, coming to Upland has been an easy adjustment for Pavesi and his wife, Betsy, who works at Marion General Hospital.

“This is America,” Pavesi says.

“Turn on the 6 o’clock news, and it’s not the farm report and all about how much rain we had. It’s pretty much the same news you have in the major markets.”

In fact, he says, there are many good things about moving to the Midwest from the East Coast.

But, he believes, the biggest adjustment may be yet to come—the adjustment to an Indiana winter.

“Lake Placid was the coldest I’ve ever been in my life,” Pavesi says. “But I have not experienced an Indiana winter in a while.

“Upland in February or Lake Placid in 1980? I’m going to reserve total judgment on that.”

Adapted with permission, from the Chronicle Tribune, Marion, Ind.
NAIA involvement with the Olympic movement and the national governing bodies of each of the sports sponsored by the Olympic games is the task of the five-member NAIA International Committee, to which geography professor Roger Jenkinson was recently named. Jenkinson is past-president of NAIA and has held numerous leadership positions within the organization.

A "New Testament Tour: The Life of Christ and the Ministry of Paul" will be held June 6-23, sponsored by the William Taylor Foundation. Led by religion professor Dr. Robert Pitts and Mr. Charles Newman, the four features five days in New Testament Greece, three days on a New Testament Cruise of the Greek Isles, and seven days in Israel. The cost is $2865 per person. For additional information, call Newman at 1-800-882-3456.

Cleaning, raking leaves, and painting were among the tasks performed by the 150 students, staff, and faculty who participated in the first Community Outreach Day, Nov. 2. Volunteers were assigned to tasks in Upland and nearby Marion.

The newest book by President Jay Kesler, Raising Responsible Kids: Ten Things You Can Do Now to Prepare Your Child for a Lifetime of Independence, has been chosen by Wolgemuth & Hyatt Publishers as their entry at the Christian Booksellers Convention in the marriage and family category. The Evangelical Christian Publishers Association awards the Gold Medalion to the best books of each year based in various categories. Winners will be announced in June.

Indiana's new State Elderhostel director is John Wallace, associate professor of social work. Elderhostel is an international program providing continuing education for persons age 60 or older. Each summer, Taylor acts as a training site for the program. Taylor faculty are involved in teaching various courses.

National magazine ranks Taylor among top 10 midwest regional liberal arts schools

Taylor University is again ranked among the "top ten regional liberal arts colleges in the Midwest" by U.S. News and World Report in that magazine's 1992 annual guide to "America's Best Colleges." U.S. News and World Report places schools in one of 14 categories and then ranks schools within each category. Taylor is the only university from Indiana to be named in its category.

To determine the rank of each institution, U.S. News and World Report first surveyed the academic reputations of colleges and universities as measured by a group of nearly 2,500 responding presidents, deans, and admission directors, who rated other schools within the same category as their own.

In addition to ranking the schools' academic reputations, U.S. News and World Report used data concerning the selectivity of the student body, the degree to which the school financially supports a high-quality, full-time faculty, the school's overall financial resources, and the level of student satisfaction (as determined by the number of students admitted as freshmen who graduate within five years).

Selectivity was determined by the acceptance rate among applicants to the 1990 freshman class, the percentage of those accepted who actually enrolled, and the first-time freshmen's high-school class standings and average national aptitude test scores.

Scores relating to faculty support for colleges in Taylor's category include a variety of statistical information: the 1990 ratio of full-time equivalent students to full-time equivalent instructional faculty; the percentage of part-time faculty; the average 1990 salary and benefits for tenured full professors.

An assessment of financial resources was reached by dividing each school's 1990 dollar total of educational and general expenditures by its total full-time equivalent enrollment.

The measure of student satisfaction gauged the percentage of students in the 1983 to 1985 freshman classes who graduated within five years of their enrollment date.

'S89 graduate Brad Newlin's life celebrated, memorial scholarship inaugurated

The Brad Newlin Memorial Christian Education Scholarship was awarded for the first time this fall at a banquet ceremony that included a videotaped review of the influential life of the late Taylor graduate.

Therese Trejo '82 received the award, which will be presented annually to a student who exemplifies the character qualities evident in Newlin's life, says Dr. Gary Newton, director of Christian education.

Newlin, an '89 graduate in Christian education, was diagnosed with a rare form of cancer (see "A Sure Foundation," Taylor Spring 1990) just four months prior to his graduation. He died July 31, 1990.

President Jay Kesler made note of the genuineness evident in Newlin's life. "He grasped transparency with Jesus Christ. We do appreciate what he brought us. We do appreciate what he taught us. We do appreciate the scholarship in his memory. Our hope is that over the years, many, many students will be touched and encouraged to live life with more vigor, morewholeheartedness, more total commitment—living over the edge for Jesus Christ as did Brad."—DM, RD
History professor Alan Winquist receives award, cited for teaching excellence, campus leadership

He’s brimming with energy. He’s short of stature. And he has sand in his shoes.

The first two characteristics are immediately evident to students in Dr. Alan Winquist’s history classes; the significance of the third characteristic does not long remain a mystery.

A professor of history at Taylor since 1974, Winquist brings a high level of enthusiasm to his subject, and has a talent for making potentially dry subjects “come alive.”

Part of his secret is the “sand in his shoes,” a phrase President Jay Kesler uses to describe Winquist’s penchant for traversing the globe.

This January, for example, Winquist is in Europe as co-leader of a Taylor-sponsored study tour. Following a month in Russia last summer as part of the Taylor-Russia exchange program, he spent another month crisscrossing Europe. Such is his reputation for travel, that it is a standing joke among the faculty to inquire at the beginning of each academic year, “Is Winquist back yet?” (Generally, he does return in time for the start of classes.)

The history professor’s love affair with travel has its rewards when he steps into the classroom. Students are quick to notice his ready familiarity with other countries, peoples, and historical sites. It adds an edge to his lectures and enables him to breathe life into the past, they say.

Too, Winquist’s travel experience is both representative of and a result of his continuing thirst for knowledge. A stamp collector since age seven, he attributes his early interest in history, geography, and travel to a desire to visit the countries represented by the various stamps in his collection. The fulfillment of that childhood dream has translated into a continued openness and willingness to learn right along with his students. That quality, among others, has earned him the respect of his peers, who this year selected him as recipient of the Sears-Roebuck Foundation Teaching Excellence and Campus Leadership Award. “The award recognizes Dr. Winquist’s outstanding contributions to undergraduate education, student learning, and campus life,” says academic dean Dr. Richard Stanislaw.

Winquist says he enjoys contact with students. “They are open to new ideas, to new challenges, and that in turn keeps me open,” he says.

Each semester presents an entirely different series of opportunities, he says, noting that he changes his lectures as often as possible to take into account new facts he has learned. “To be good at teaching, a person needs to keep up with his or her studies, theories and interpretations, just like the students.”

For Winquist, the pursuit of knowledge is not only an academic endeavor, however. It has application for all areas of life. “We are living in exciting times with such major changes throughout the world,” he tells students. “My hope is that we continue to strive to eliminate, once and for all, misunderstandings, prejudices and hatreds. Growing up in the ethnic salad bowl of New York City, from an early age I learned to live with people who, for the most part, were not from my ethnic background or religious faith. I could have either developed deep prejudices and suspicions against them or learned from them and appreciated the contributions of all these groups. I chose the latter—it was one of the most important decisions I ever made.”—RC, AC, LR, AS, DM

TRAVELING MAN: Winquist’s first 5-year plan called for him to be at Taylor. Still at Taylor, he is in his fourth such plan.
Construction of the Randall Center for Environmental Studies is right on schedule, according to Dr. Daryl Yost, provost and executive vice president. “It might even be a week or two ahead of schedule,” Yost says. The center is scheduled to open this August at the start of the 1992-1993 academic year.

“Pioneer in Youth Ministry” is the appellation Group magazine gives President Jay Kesler in its September 1991 issue. The youth ministry magazine features a personal profile of Kesler on pages 42-46 of that issue.

Professor emeritus Dr. E. Herbert Nygren and his wife, Louise, were honored at the annual Heritage Chapel in November. The purpose of the event is to recognize and honor persons who have made an impact on the university and to instill in current students appreciation for Taylor’s longstanding heritage, says history professor and archivist Dr. Dwight Mikkelson.

Taylor received a $50,000 grant for curriculum development from Lilly Endowment, Inc. last year. Targeted areas: strengthen cross-cultural program, senior seminar, computer literacy program, library orientation program, and create a service-participation component.

Candidates are currently being sought to fill faculty positions in art, chemistry, education, English, and marketing.

Preferred candidates will have a doctoral or other terminal degree, previous experience, and a commitment to the Taylor University philosophy of Christian education. Highly experienced marketing executives are welcome to apply for the marketing position. Direct inquiries to Dr. Richard Stanislaw, Vice President for Academic Affairs, at (317) 998-5204.

World Opportunities Week brought representatives of nearly 40 mission organizations to campus this fall, say co-chairs Scott Kregel ’93 and Shannon Cogburn ’93.

Danger, fear, joy, sorrow: emotions intermingle during failed coup attempt as professor watches drama unfold

A small chunk of red brick sits on the edge of James Coe’s office desk at Taylor’s business department.

It’s not especially large or threatening. Certainly not imposing. Just a chunk of brick.

But late last summer, the brick—like Coe himself—was at the center of a historical event.

The brick was part of the makeshift barricades that surrounded the Russian Parliament building during the attempted coup in the Soviet Union. Just about anything that could be found was piled around the building, the center of the resistance.

“I remember seeing refrigerators, stoves, desks,” Coe says. “Anything they had.”

Before the coup began to crumble, he saw tanks. Hundreds and hundreds of tanks, their guns pointed toward the city. He and other professors from U.S. universities stopped counting one day after reaching 200.

The group of 12 was in the Soviet Union as part of a delegation through the Christian College Coalition. They were there to start a program designed to improve the graduate level business programs at Moscow-area universities.

When the group arrived in mid-August, nothing seemed out of the ordinary. Coe, who had visited in May with the People to People Exchange program, says security at the airport even seemed looser this time.

Three days later, everything changed.

“We never suspected anything,” Coe says of the coup. “It took everybody by surprise. Even the people in Russia, the ordinary people, were very much surprised.”

The group first heard the news while at a retreat center 50 miles from Moscow. One of the professors was listening to British-Broadcasting Corp. on the radio.

“At first it’s kind of a disbelief,” Coe says. “That this can’t be true. Like somebody is pulling your leg. Then it just builds and builds and the more you realize it’s true.”

The first clue came later that morning, Aug. 19, when the U.S. group members were scheduled to meet their Soviet counterparts in Moscow. They didn’t know how else to make contact so they drove in on a bus.

“There was this big sign that said, ‘Moscow.’” Coe says. “And right behind it, two columns of tanks with guns pointed to Moscow.”

It was scary, he says, but then again it wasn’t. The ends of the cannons appeared to be plugged and the tank drivers appeared to be very, very young.

“You just wondered how these young kids could fire their tanks at the buildings and their people,” Coe says. “You could tell they weren’t really into it.”

Still the scene was enough to get the Americans thinking about how they could get out of the country. They talked about taking a train to Finland if the airport closed.

Or going cross-country in cars.

The next morning they went back to Moscow, this time heading to the U.S. Embassy. They were stopped several blocks away in a massive traffic jam.

The group ran to the embassy between cars, only to find hundreds of people in a line three blocks long. Says Coe: “People were wanting to get out of the country.”

Inside the embassy, personnel said the situation was not dangerous. So the group decided to stay and complete their work. They spent the night huddled around a radio in the kitchen, listening to the BBC.

When they returned to Moscow the next evening, everything had changed. The coup had failed.

This time, they got as far as the Russian Parliament building, known as the Russian White House. Outside, people had lit fires and spent the night.

“The feeling that night was just electric,” Coe says, his voice getting caught up in the memory. “The people were euphoric, they were singing. About 50 people would grasp arms and they’d run in front of the building and run back.

“It was just unbelievable."’

But on the other side of the building, things were silent. Dozens of candles had been lit in honor of three men killed during the coup.

“Nobody said anything,” Coe says. “Not even understanding their language or anything. You knew what was going on there.

“It just made you cry inside that people had to give up their life.”

Adapted with permission from the Chronicle Tribune, Marion, Ind.
Innovative lab teaches teachers to teach math; celebrates 20th anniversary

When Taylor’s Math Lab, an innovative training ground for elementary education majors, turned 20 this fall, perhaps no one marked the anniversary with more satisfaction than did professor emeritus William Ewbank. After all, Ewbank started the innovative program—one of the first of its kind in the U.S., he says.

Born in England, Ewbank retains a British sort of no-nonsense approach to education. He quotes the truism, "I hear and I forget. I see and I remember. I do and I understand." It was that philosophy, and his frustration with "so many professors having a love affair with the new math," that led him to create the math lab.

The lab still occupies its original cramped quarters in a corner of the Reade Memorial Liberal Arts Center. An assortment of manipulatives—blocks, Unifix cubes, and other learning devices—fills the room. The inventory includes some of the original equipment Ewbank ordered from England or made himself when he found the learning aids were otherwise largely unavailable.

Times have changed and much of the math lab’s stock-in-trade is now readily available through any one of dozens of educational supply catalogs. The function and purpose of the lab, however, remains much the same.

The program serves to integrate content and methodology. After familiarizing themselves with the lab’s resources, elementary education majors employ the tools to teach local grade school children math skills in a fresh and exciting way.

Mrs. Maurer’s first-grade classroom at Eastbrook Elementary School in Upland can generate quite a little excitement. That has been their habit each Thursday morning, when Christy Secund ’93 appears with a bag of math manipulatives for her regular visit.

Recently, she chose to investigate the number seven with the students. Using brightly colored Unifix cubes, the students were to find all the equations that equal seven. As cubes were arranged and rearranged, math suddenly became fun.

“Math can be fun,” asserts assistant professor of mathematics Ron Benbow. “Math can be meaningful. Math can make sense. The Math Lab helps to foster a positive outlook in the minds of young children. The secret of the lab’s success is the philosophy of active learning—getting kids involved.”

Sophomore Tammy Swathwood received her introduction to the Math Lab at the hands of Taylor students who visited her sixth-grade classroom. “I couldn’t understand math on paper but seeing it applied practically brought it to life for me,” she remembers.

Current education majors and Taylor-trained teachers continue that active learning process for students within the local community and across the country.—AC, DM
Decision to be reached soon on Taylor, Summit merger

At its October meeting, Taylor’s Board of Trustees unanimously voted to authorize the administration “to send a letter of intent to the president and chairman of the board of trustees at Summit Christian College, indicating that the board wishes to pursue, in good faith, a merger to be consummated no later than January 1992,” says Dr. Daryl Yost, provost and executive vice president.

Earlier this year, officials of the Fort Wayne, Ind.-based school (previously known as Fort Wayne Bible College) approached Taylor with an overtone regarding the merger possibility.

“This offer represents a significant opportunity which cannot be dismissed lightly,” says Dr. Charles Jaggers, vice president for university advancement and chair of the merger task force. He points to similarities in the mission statements between the two schools and to opportunities which the Summit setting would provide for Taylor to meet its board-approved long-range plan.

While acknowledging Summit’s financial difficulties, Jaggers says the school is in some ways unlike other struggling institutions. “They are still current on payroll and on all loans,” he says. “The campus is well maintained, and half their buildings were built since 1972. Summit’s problems are economies of scale, and a dwindling demand for their educational product.”

According to Jaggers, a post-merger Taylor can develop viable curricular offerings in an extension program setting which are profitable. In addition, he says, “we believe that a financial plan can be developed which measures and contains financial risks.”

In a memorandum sent to university employees, university officials outline major benefits of the proposed merger for Taylor. Included are opportunities to extend the university’s mission statement, diversify her clientele, and service the Fort Wayne metropolitan area and tri-state region with an educational product that incorporates the hallmarks of a Taylor education.

The Taylor University Board of Trustees is expected to take action on the merger proposal by Jan. 31.—DM

Tours, crowds characterize largest-ever campus visitation day

The 280 prospective students who, together with their parents and sponsors, participated in the October 25 campus visitation day set a new participation record for the event, sponsored twice each semester by the admissions office.

The visitation day’s record attendance, coinciding with the start of Parents’ Weekend, resulted in standing-room-only crowds at the Friday morning chapel service. Overflow seating provided viewers with a closed circuit television broadcast of the chapel service.

According to Steve Mortland ’85, campus visitation coordinator, that was just one of the many ways in which organizers put forth extra effort to accommodate the number of visitors.

“Our goal is to provide prospective students and their parents with an accurate view, firsthand, of the Taylor experience,” he says.

It is challenging to provide a large number of people with a high degree of personal attention. Mortland confesses. To do so, he leans heavily on the services of students such as Tim Popadic ’94 who comprise the Personal Touch Staff.

Popadic says he enjoys introducing prospective students and their families to Taylor. That job can be especially demanding, he admits, on campus visitation days when PTS members typically begin the day by setting up materials in the chapel at 6:00 a.m. Next is a breakfast meeting with prospective students and their parents at 7:00. The rest of the morning and afternoon is devoted to attending presentations, question and answer sessions, chapel, and lunch with prospective students, and conducting interviews, class visits, and campus tours—among them, walking tours, van tours, and tours of the library and residence halls.

“Our ideal goal after completing this campus visitation day is not to allow any student to return home with unanswered questions regarding Taylor,” says Mortland.

Interested students may schedule a campus visit or obtain more information about Taylor and the admissions procedure by calling the admissions office at 1-800-TU-23456, or by writing to: Office of Admissions, Taylor University, 500 W. Reade Ave., Upland, Ind. 46989.—AS, DM
Tennis team ends fall season with perfect record, District 21 title

Three times in a row: Lady Trojan volleyball team takes NCCAA National title, posts 40-plus wins

For the third time in as many years, the Lady Trojans volleyball team took the NCCAA National Championship title. En route to a 41-11 overall season record, they also took their second consecutive Hoosier Conference for Women championship title and advanced to their first-ever NAIA District 21 championship match this fall.

“We have a motto called ‘singularity’—and it means that we go for each moment. We try to do the best we can in that moment because we know we’ll never get it back,” says Anne Lee ’94, named both the NCCAA tournament’s most valuable player and NCCAA All-American. “Also, we have a lot of spirit and we play hard on emotion.”

Individual honors also went to Kristi Dyck ’93, named NCCAA All-American, and Lynne Kinzer ’92 named NCCAA Academic All-American.

Dyck, Lee, and Shannon Warfield ’92 were each named to the HCW All-Conference team, while Coach Karen Traut was named conference Coach of the Year.

In NAIA District 21 play, Dyck and Lee were selected as All-District and All-Tournament performers.

The Lady Trojans have now won more than 40 matches in each of the past three seasons under the direction of Traut. Since 1989, Taylor has posted an overall record of 129-20.

Taylor’s women’s tennis team capped off a tremendous season by winning the NAIA District 21 Championship. The tournament title earned the Lady Trojans their first-ever berth to the NAIA National Tournament which will be held in May in Kansas City.

In the district tournament Taylor totaled 32 points, which more than doubled the score of the second-place team. All six singles players and all three doubles teams for the Lady Trojans reached the championship match of their respective flights.

“This team was very determined to do well,” said head coach Tena Krause. “That determination and our overall depth were the keys to our success.”

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“This team was very determined to do well,” said head coach Tena Krause. “That determination and our overall depth were the keys to our success.”

Freshman Andrea Beutler captured the district title at #2 singles and finished the 1991 fall season with a perfect 17-0 singles record.

Other district titles were won by senior Lisa Gallagher at #3 singles, freshman Dana Steckley at #4 singles, and the doubles team of Beutler and Steckley. Senior Tica Laughner, who finished as the runner-up #1 singles, was also voted to the All-District team.

Besides capturing the NAIA District 21 title, the team finished its regular season with a perfect 12-0 dual-match record. With three freshmen among the top six singles players this year, Taylor’s women’s tennis program should enjoy more success in the coming years.—JR

Soccer team advances to first-ever District 21 finals play

Since the soccer program began in 1983, the Trojans had never won a game in NAIA District 21 tournament play. This fall, they fell only one goal short of winning the title match. The Trojans started the tournament by defeating Huntington College 3-2 on penalty kicks after the game had gone through two overtimes and two sudden death periods tied at 2-2.

Playing in snow and 25 degree temperatures, the Trojans then defeated Grace College 1-0, also on penalty kicks. In their first two tournament games, the Trojans played two hours of overtimes. In the championship match against top-seeded IUPUI, Taylor fell short, losing 3-2. The Trojans finished the season with an overall record of 13-8.
The following article is extracted from the vision statement for Taylor University, unanimously approved by the Board of Trustees at their most recent meeting. Copies of the unabridged vision statement are available upon request.

A vision for Taylor University

Taylor University is an interdenominational evangelical Christian undergraduate institution educating men and women for lifelong learning and for ministering the redemptive love of Jesus Christ to a world in need. As a community of Christian students under the guidance of a faculty committed to the Lordship of Jesus Christ, Taylor University offers liberal arts and professional training based upon the conviction that all truth has its source in God.

—Mission Statement of Taylor University

By President Jay Kesler

Contrasted to institutions wishing to change, modernize or accommodate their mission statement to respond to internal dissatisfaction, market pressures or a crisis of integrity, there is a high level of satisfaction among Taylor’s constituents with the statement of mission. We are committed together to the proposition that the college exists for the purpose of carrying out this stated resolve, as distinguished from an institution that prizes survival as primary and then searches for a statement that legitimizes its existence. Whether Taylor University survives and prospers or dwindles and dies is of less importance than the maintenance of the integrity of her historic purpose and mission.

Therefore, a vision for the future must radiate with greater fidelity and brilliance the foundational precepts on which the enterprise was first launched. The ultimate purpose of this document is to assure the greatest adherence to our founding principles, while addressing areas of current need and becoming proactive toward anticipated environmental changes. A vision is not static in that, as certain goals are realized, new opportunities and challenges are seen from the heights attained along the way.

For purposes of organization we focus on three broad statements which provide the framework for the vision.

That Taylor University actualize the intent of the mission statement to the greatest possible degree, given our finite limitations.

In short, we intend to pursue excellence relentlessly to be the very best that we can be. Taylor University is a community of Christians who have joined together to achieve the historical mission of the University. This community is represented on campus by students, faculty, administrators, and staff. Off campus, Taylor is represented by an extended community of alumni, trustees, parents, and many friends of the University.

The actualization of the Taylor Mission is made possible by the combined dedication and commitment of each community member striving toward our common goals and mission. Together we espouse the values of intellectual development, service to others, and faith, as well as social and physical development.

The Campus Community—The campus community is an intentional community of faculty, students, administration and staff. It is our conviction that living and studying together provides an all-important setting for shaping the lives of students.

We believe there is strength in maintaining a university community where our accountability to one another is kept intact through our commitment to the principles contained in the “Life Together Statement.” Faculty, students, administration and staff alike must with willing enthusiasm give themselves to this ideal.

Therefore, in seeking students we select those who can commit themselves to the values of the institution. Likewise, we propose continuing to seek persons at every level of employment who share the excitement of the Mission Statement and the Christian convictions undergirding it. Faculty, administration, staff (including clerical, buildings and grounds, business services), indeed all people in Taylor’s employ, are an important part of the educational process and must be included and dignified as such.

The Extended Community—To actualize the mission statement requires not only the university campus and its people but also an extended community. We acknowledge the vital role of trustees, alumni, parents, churches,
businesses, foundations, and many other friends in helping to actualize our mission. Through this extended group of people, Taylor receives immeasurable help in the achievement of its goals, whether that help comes from voluntary service, referring students, providing opportunities for employment and practicums, giving advice, praying, or sharing sacrificially time and financial resources. The mission of the University simply could not be actualized without our extended community.

That the Taylor education and experience be made accessible to all worthy and qualified students regardless of socio-economic background.

Academic Balance—We are committed to enrolling students of high academic motivation and will continue to honor the classroom achievements of applicants in our selection process. We are, however, convinced that other factors beyond intellectual gifting must guide our judgments. Leadership skills, extra-curricular activities, spiritual motivation, character and personal aspirations must be considered.

Social Background—It is evident that there are deficiencies in our society that make a college education difficult to envision for many young people. We intend to make every effort to assist students to overcome racial, economic, social, and family barriers and to succeed in completing a college degree.

Financial Aid—In order to insure a desired socio-economic balance in our student body and to acknowledge academic achievement, we will continue to pursue the growth of the Taylor fund and the endowment to provide scholarships and other forms of institutional-based aid for worthy students.

That the word Christian as used in “Christian college” mean more, not less, to a watching world.

The fulfillment of this aspiration is to a great degree a result of the achievement of the first two. We must be what we claim to be. While being unashamedly Christian, we must strive for excellence in all of our programs. This involves cooperation and interaction with our colleagues and with other institutions in both the secular and Christian sectors. We seek to cultivate diversity, exposure, and interchange within our community to challenge our distinctives and uncover our biases. In humility we realize that we are both learners and teachers in this process, but because of our identification as Christian, we are held in greater scrutiny than those who make no Christian profession. For this reason we seek to be constantly involved in both internal and external assessment, evaluation, and outcomes studies with the purpose of seeking objectivity and even greater excellence.

The service component expressed in both the local and international community by faculty, students and alumni must continue to be seen as part of the Taylor experience. Though material success is often a by-product of education, we will continue to challenge students to avoid materialism as a life goal. As society in general spurns lower-paying, more demanding service areas, we must continue to encourage Taylor students to take up the slack and fill these needed societal functions with quality people of unusual dedication (i.e., teachers, social workers, health care workers, pastors, youth workers, missionaries, specialized education, etc.).

While the aforementioned service component is historically sought as a Christian ideal, we affirm the legitimacy, even the necessity, of Christians seeking excellence in areas of business, professional and public life that usually result in significant monetary rewards. This issue is dealt with comprehensively in the Bible, “To whom much is given, much shall be required.” Therefore, rather than to denigrate success, reward and excellence, we seek to assist students to understand the nature of stewardship in all of life.

Engagement with the world through the preaching and teaching of the gospel will always characterize Taylor to a watching world; however, we do not limit ourselves to religious activity, nor do we assume that biblical faith dictates unity of political or social agenda. Taylor will encourage diversity and debate in the struggle for justice and redemption in the larger society. We believe that Christian faith guides and instructs the application of all disciplines in the greater society. As the world seeks for ethical and moral standards, the example of the believer should be understood as an important part of our mission. Sobriety, chastity, integrity, honor, industry and tolerance are virtues that are most convincing as lived out over time in the lives of people. These areas stressed at Taylor through the Life Together Statement are not simply quaint religious preferences, but part of the ethos of Taylor.
Taylor’s Russian guests were on campus a mere three weeks, yet they left behind them a university profoundly changed.

By Doug Marlow ’81 and Dr. Stephen Hoffmann

Taylor’s Russian guests were on campus a mere three weeks, yet they left behind them a university profoundly changed.
They did not look like revolutionaries, the 11 students and two faculty members who had just arrived from the heartland of Russia and stood facing the Taylor student body that morning. And yet, Provost Daryl Yost was later to term their visit “the most significant event in Taylor University’s 145-year history.”

Whether they meant to or not, the Russian visitors took the campus by storm during their three-week stay, and in so doing, challenged the entire university community to re-examine its notions about the educational process.

It began when the Russian guests were first introduced to the campus community at the Sept. 6 academic convocation, barely three weeks after the attempted coup in Moscow. “There had been tense moments following the coup attempt when we wondered whether the Russians would be able to come,” says Dr. Stephen Hoffmann, political science professor and coordinator of the Taylor-Russia pilot exchange program. “To see their smiling faces at that convocation represented a triumph over repression and a new beginning in Russia.” Indeed, those present for the Friday morning convocation sensed that it was an historic occasion. Few ovations in the Rediger Chapel/Auditorium have been so long or so genuine.

The Russians, overwhelmed at the warmth of their reception, themselves began to applaud. They embodied the spirit that had led Nizhni Novgorod State University (NNSU) to set up a pilot exchange program with Taylor through the Christian College Coalition. The Communist ideology, which was supposed to infuse the heavily technical curriculum with meaning, had produced cynicism rather than commitment. They were eager to consider how a Christian liberal arts model might help them to fill the vacuum.

“We (Russians) now have an empty box of ideas and we must understand Christians abroad,” notes Dr. Oleg Kolobov, dean of the school of history at NNSU and exchange trip sponsor. The three weeks that followed provided opportunities to begin doing just that. In classrooms, residence halls, and homes, the visitors were impressed with the natural way in which Christianity was reflected in the life of an academic community. “Our students get a good education,” said Dr. Bella Gribkova, NNSU associate professor of English language and exchange trip sponsor, “but we don’t have the human factor. They know of the Bible and its principles, but this is a chance for us to see people who not only talk about principles, but live them.”

If the visit was significant for the Russian students and their faculty sponsors, perhaps it was even more so for their American counterparts. When they bid farewell to their Taylor friends, the Russians left behind them a university that had been changed, challenged, and in many ways revolutionized by their presence.

“I don’t know of anything that has happened on this campus that had more profound an impact than the visit of those 11 students and three faculty members” says Prof. Philip Loy, chair of the political science department. That impact was felt in many ways.

International study opportunities

Students at Taylor are offered a number of avenues for international study, but the Taylor-NNSU exchange heightened awareness of the benefits. “This campus for the first time in many ways came alive with the possibility of international study,” says Dr. Alan Winquist, a 17-year veteran of Taylor’s history department. “The entire campus stopped short and took notice. I can’t think of another group that so captivated the university community.” Last summer Winquist was co-sponsor for the group of Taylor students who visited NNSU in the first half of the exchange (see box, page 15). This fall he helped host the Russian guests.

Broken stereotypes

Taylor students who have grown up with “Evil Empire” images of the Russian people saw those stereotypes crumble with a speed rivaling that of the destruction of the Berlin Wall. “America has always viewed Russia
as the enemy." says Stacie Shopp '93, adding that her stereotype included men with black coats and glasses of vodka. First-hand experience has changed that; now she looks forward to pursuing a career that will allow her to work closely with the Russian people. "That's where my heart is," she says. Similarly, sophomore Rebecca Hostetler says she has learned that "people are alike no matter the color of their skin, the language they speak, or the country in which they live."

Scholastic commitment

The Russian students modeled for their American peers a serious commitment to learning. "They were all serious scholars," says Jim Palmier '92. "They were thrilled to take advantage of an organized library and professors who were equally thrilled to be of service to them."

Adds Winquist, "Bella (Gribkova) says Russian students are more serious than American students, and that is probably true. My gut feeling, however, is that Taylor students are becoming more serious about their studies. Perhaps the influx of students from Singapore, the Bahamas, and now from Russia has something to do with it."

Cross-cultural awareness

Taylor has long defined herself in terms of her role within the "real world" outside the campus environs, Hoffmann explains, and in recent years the school has made strides in cross-cultural studies and experiences. "Until now, however, the school did not have this kind of substantive relationship with an institution outside our own circles," he says. "This gives a whole new dimension to our cross-cultural efforts."

Becky Peterson '94 welcomes the opportunity. "I wanted to spend every minute with (the Russian students) because I knew they were leaving and I would probably never see them again. We need to have more cultural exchange, more interaction with other cultures."

Echoes sophomore Steve Eckstrom, "I've appreciated the interaction with someone of a different culture. I'm more aware of the changes that are occurring in the Soviet Union and I'm thankful for the freedom that the people of our country have always enjoyed."

Renewed appreciation

"I learned how fortunate we are in the United States and how easy it is to take it for granted," says junior Matt Bowen. That lesson was repeated again and again as students learned about the living conditions in Russia. "Nelli told me once that she thought the women in Russia were the strongest women in the world because of all they have to go through," says Peterson. "I also learned that Bella's husband goes to stand in the food lines while she works; when she comes home, she goes to stand in the food lines while he goes to work."

Shopp, a member of the exchange team that visited Russia, agrees. "I would ask Natasha, 'Are you happy?' She'd reply, 'I am happy now because you're here. We don't have enough time to be happy; we spend too much time waiting in line for bread.' " Seeing the great patience of the Russian people gave rise to some soul-searching in her own life, says Shopp. "It made me look at myself."

Expanded Christian world view

Loy uses the term "evangelical ghetto" to describe the environment created by those students who interact exclusively with other Christians, missing the challenges, and opportunities involved in sharing their faith. Having Russian guests on campus may have caused a little consternation in those circles, something Loy sees as a positive development. "The Russian students were unlike anything those little Christian ghettos have ever seen," he says.

Winquist sees another dimension to the visit. "It was the first time a group of non-Christians was invited to the campus in what was a type of outreach program to show them how we integrate faith and learning," he says. "We have not made any compromises with our standards; our guests were sympathetic to our Life Together Statement, and it worked fine."

Some of the Russian guests were open to hearing the gospel message, students found. "They have been brought up as atheists or in the Russian Orthodox Church," says Peterson. "I was able to talk about God and Jesus with five of them. Something they had never heard about was God as a God of love. When they left, one of them told me, 'Becky, I promise I will read about Jesus.' "

"God brought the mission field here instead of us going there."

Faith and learning revisited

A unique aspect of the exchange program is that NNSU pursued Taylor, according to Dr. Edwin Squiers, director of environmental sciences. "They chose us; they chose this kind of a school," he says. "(They) had been to other places, to the big universities out east, but they said, 'We see in you what we like.' "

Paul Stockske, senior

"The experience changed me. It made so many changes in me. I know it sounds rather like a cliche, but I learned that people are people wherever you go: they're facing the same struggles, the same dilemmas that you are facing."

Philip Loy, professor

"It was an exhilarating kind of thing interacting with people who take nothing for granted, who question things I take for granted in teaching American political systems. I'd go over there tomorrow if I could figure out a way to do it."
Inside story: The trip to Nizhni Novgorod

by Dr. Stephen Hoffmann

The Taylor-Russia exchange actually began when Dr. Alan Winquist, my wife, Artis, and I accompanied eleven Taylor students to Russia for almost five weeks last summer. The experience was a demanding one. Ten of us didn’t get our luggage for almost a week. All but one or two were ill at one time or another. Slow mail and lack of access to telephones made communication with home virtually impossible.

Food American college students take for granted—pizza, soft drinks, fruit, etc.—was unavailable. Intensive Russian study for those who had no previous exposure to the language was traumatic.

But it was also a very rewarding experience. We were taken to many interesting cultural sites in and around Moscow, Leningrad, and Nizhni Novgorod. Known as Gorki from 1932-1990, Nizhni Novgorod is beautifully situated high above the Volga River, Russia’s Mississippi. In a country where consumer goods and living space are in short supply, our hosts bent over backwards to make us comfortable. We had meaningful encounters with local evangelical Christians, whose faithfulness after years of discrimination and whose hunger for sharing with American Christians impressed us all. Best of all were the personal relationships formed when NNSU students took our students on unscheduled visits to their homes or other places in the city.

The entire experience was quite different from that afforded by a short-term missions trip or study abroad program. It was a very intense exchange relationship that developed in Nizhni Novgorod. We lived among the Russian students. We waded the Volga River with them.

The tremendous warmth that characterizes the Russians was in evidence, and the relationships that developed among our students and faculty members were a great deal deeper than I had anticipated. Hosting the Russians here has only cemented those ties.

We have earned the respect and love of some of the most talented students and gifted academic leaders of a major institution of higher learning in Russia. Our challenge is to develop this unique opportunity for ministry and in the process significantly enrich the educational experience Taylor has to offer.

Stacie Shopp, junior

“When they left they took a part of my heart with them. If I never get back to Nizhni Novgorod—which I hope to do—I know we will always be friends; we will always be a part of the same family. And they’ll always feel the same about me.”

Jim Palmer, junior

“Andrei said, ‘What a beautiful road this is.’ I looked out at it, remembering the roads we had driven in Russia. I saw how smooth, how straight it was. I saw the lights, the stripes. I saw—just for a second—through his eyes what it was like to travel a road like that.”
She’s not afraid to take on gangs, drug dealers, “crack” houses, even the entire neighborhood, in her efforts to assure students the best possible early education. Not only that, but she’s promised to pay their college tuition as well. Who is this remarkable woman? She’s Betty Campbell ’64, nationally recognized as

An American Hero in Education
Betty Campbell '64 is an American Hero in Education.

Since Reader's Digest awarded the honor to Campbell and a handful of other educators from across the country, the Portland, Ore., elementary school principal has been in the national spotlight, including an appearance on network television.

But parents and teachers at the Boise-Eliot Elementary School didn't need Reader's Digest to tell them that Campbell is a hero when it comes to educating children. They've known it for years.

"She's an absolutely remarkable woman, and she deserves the attention," says Judy Heumann, mother of one Boise-Eliot student and one graduate of the school. Campbell has made Boise-Eliot "an incredibly magical place," Heumann says.

The inner-city school is an island of stability and educational challenge for children of many backgrounds. It serves 785 students in pre-kindergarten through fifth grade, and Campbell knows most of them by name. Sometimes wearing roller skates, she greets children in the morning at their school buses. She has lunch with students who achieve their personal goals and takes out to breakfast the first 10 teachers to complete conferences with parents of every student.

Simply put, Campbell, 48, inspires teachers to do their best. "She presents a model that 'We are going to be excellent and it starts with me','" says Sharon Dawson, a Boise-Eliot kindergarten teacher who nominated Campbell for the award. "We are successful because she is here."

So are the students. Reading and math scores are above the average of schools in the area. Nearly 99 percent of parents regularly review their child's academic progress.

Campbell cares about her students even after they leave Boise-Eliot. For the past four years, she has promised her graduating fifth-grade students a fully paid education at a college or trade school in Oregon after they graduate from high school, if they meet certain conditions. They must earn at least a C grade average in high school, promise not to use alcohol or drugs, not to become parents before college, and not to acquire a criminal record.

Campbell has given 400 of the certificates and estimates the cost of keeping the promise at up to $500,000 when the first class reaches college age in one and a half years. She has collected some money in a non-profit fund, but she needs much more from businesses, foundations and individuals.

She declines to say how much money is in the fund. "We have a lot more work to do," she says with a laugh.

The Reader's Digest judges took special note of Campbell's response to the arrival of gangs into the community five years ago. As crime and drug problems increased, families were driven away from the community. Parents whose children were bused to Boise-Eliot began to transfer them back to their own neighborhood schools. Campbell's vision for her school began disintegrating.

Campbell was not one to take it sitting down. She and her staff fought back with programs to build self-esteem in students so they could resist the appeal of gangs and drugs.

Boise-Eliot launched after-school programs for children most susceptible to gang influences and began a recognition program with former NBA Portland Trail Blazer Kermit Washington and the Sixth Man Foundation that offers incentives to students for academic achievement and all-around improvement. And she started a support group for grandparents who are rearing their grandchildren.

Campbell also became involved in trying to rebuild the neighborhood surrounding the school. She gave realtor tours of the school and urged them to use Boise-Eliot as a drawing card to attract families to buy homes in the area.

Although the level of neighborhood violence is still high, Campbell says "the school is an extremely safe place and for many of the students it is the only safe place."

Campbell was one of 10 individual or teams of educators to receive the annual awards, out of a field of 750 nominees. She received a $5,000 prize and Reader's Digest donated $10,000 to the school.

Campbell says that part of the money from both prizes went to the scholarship fund.

She says the Boise-Eliot staff and parents deserve much of the credit for the school's success and for making her job enjoyable.

"Education is the greatest profession in the world," Campbell says. "We teach tomorrow's doctors, lawyers, accountants and plumbers. We educate all people."

Adapted with permission from the Oregonian, Portland, Ore.
In her “farewell address” to the faculty and students, a distinguished educator challenges the notion of a test-score hungry society that we are what we produce. She also offers some pointed directives for improving who we are.

The thesis I wish to support is that a liberating education, particularly a Christian one, is process, not product. Process is that which Henry David Thoreau labeled as building foundation under the castles we have built in the air. Most of us, I believe, support this position. But aren’t our actions as teachers and students highly product oriented, thus often obscuring our allegiance to process? Too often I find that we equate educational success with the immediacy of product achievement, and our educational foundations lack the structural stability essential for lifetime learning. An educated Christian lifestyle requires disciplined formation and solidification of learning habits which continue after all formal education is completed. Noted educator John I. Goodlad talks of viewing education as a state of continual becoming with a goal in front and not behind. He sees educating a human being for the 21st century as an enabling process opening the world and inviting the student to step inside.

Product orientation, on the other hand, is highlighted in the current overemphasis on standardized test scores and the acquisition of high grade point averages which may or may not represent quality course choices. This may satisfy a test-score hungry society, but the underlying motivation of all of us involved needs reexamination. Certainly the person who does well on the SAT, GRE, NTE and all of those other test hurdles deserves praise. There are, however, intelligent people who are not skilled multiple choice test takers. When we deal with human beings, not everything can be put into score boxes. Inevitably there are certain intangibles of the learning experience, certain feelings, personal values, and subliminal areas, the teacher cannot invade, let alone measure in statistical terms. Although I like and have enjoyed good grades and am pleased with students who achieve highly, I learned long ago that there may be a limited correlation between grade card achievement and lifestyle achievement.

The relevance of the concern for increasing emphasis on process education for those who sincerely wish to integrate Christian faith and learning is, I believe, particularly significant. In Romans 12:2 the Apostle Paul succinctly states, “Be ye transformed by the renewing of your mind.” With only one lifetime to do what we want to do, we can’t flounder in the low gear of superficial education when the high gear of reality teaching and learning is available. To build a God-honoring quality learning culture at Taylor University is an awesome task for which each of us bears responsibility as we recognize that every attitude and action is raw material for God’s kingdom.

According to Thomas Henry Huxley, “The great end of life is action.” At the Christian college the goal must be not knowledge itself but instead action based on the knowledge. Our curricular structure at Taylor thus seeks to implement procedures whereby students learn how the perspectives and languages of various disciplines relate to one another, how the totality of learning may be used to revitalize the moral and ethical wastelands of modern society. Abandonment of the piecemeal shoestring approach

by Mildred Chapman EdD

Liberating Education:
product or Process?

What are some of the components of that extra dimension brought by Christian breadth and maturity?

Let’s begin by recognizing that the way of Christ is not a route we accept and travel automatically. Rather it is a deliberate and continuing lifestyle centered upon the person of Christ. If Christ is truly viewed as maker and creator of all, then expanding our intellectual horizons is learning more of Christ. Recognition that God’s will is our highest interest brings awareness that acceptance of freedom in Christ carries with it responsibility to make that freedom work justly. Christian liberty thus becomes accountability out of love. Faithful discipleship is forged by what Presbyterian theologian Nancy J. Ramsey has called “continuing dialogue with the plurality of voices competing for power in our lives and our view of the world, and the perspective from which we approach and exercise that dialogue.” Let us not become so dazzled by the overriding importance of our own religious projects that we fail fully to immerse ourselves in the grounding of the Holy Spirit. Remember John Milton’s insight: “They also serve who only stand and wait.”

Real education cannot be totally compartmentalized into that which is the domain of the Christian college or that which is the domain of a particular discipline. Specialization is often valuable, but overemphasis on the significance of any discipline drains the vitality of a liberating Christian education. Because God’s ways are higher than our ways, the accommodation of course requirements and self-interests for positive contribution to our larger environment can be both physically and emotionally exhausting—or it can become invigorating. Certainly the interaction of faith and environment brings a rich, complex, and always changing configuration of people and issues. William Butler Yeats once defined genius as living with major issues of life. In that context, genius is reflected by how power is used and shared—beginning in the residence hall room, on the athletic field, or in the faculty-staff lounge. The strength of interdependence is eroded when we succumb to frustrations with one another. Also essential is clear identification of one’s personal value system. The strength of our denominational diversity at Taylor should never become blurred by lack of assurance or stamina for one’s personal stance.

My foremost dream for the Christian college is that we enable evangelicalism to eliminate the often justifiable charges that we are self-centered and anti-intellectual. Christianity Today’s Eutychus has noted a religious movement directed by the Rev. Watson T. Yup. His eat, drink, and trendy gospel of the Yupification Church has many taking up their credit cards and following to seek the triune deity of latest, best, and most, a membership with vogue on the outside but vague on the inside. On the other hand, process at its best implies the thrill of being part
of an educational community where after-class conversation is often animated discussion and expansion of intellectual seeds planted in class. Students and faculty are impelled by what they love. Is not loving all of God’s truth loving Christ at our best?

We talk a great deal about the love of God and so does Scripture, but even the secular world is now emphasizing the value of tough love. Matthew 5:13 says “Ye are the salt (not the sugar coating) of the earth.”

Is not readiness to deal knowledgeably with the real issues of life a part of achieving the required savor of that salt? I have learned, not always readily, that suggesting solutions is much easier when I don’t know much about the problem. Christian commitment and seeking truth are inseparably bound together. One draws strength from the other.

We build savor and strength as we avoid falling into the magnetic mud of temptation or the provocative pond of procrastination. Stopgap students or teachers make the stopgap education. Ambition more likely guides us to the desired destination when it forms a partnership with work. It has been said that God gives us ingredients for daily bread and expects us to do the baking.

We must be continually aware of those glues which hold together the crosscurrents of technology and the liberal arts. I believe writing is a major ingredient of that glue and a significant key to learning. Poet Samuel Taylor Coleridge called language the armory of the human mind, and the anthropologist Jack Goody labeled writing the technology of the intellect. A major sin of schools is that writing has become a fast-diminishing necessity. Yet writing to learn is a foremost route to achievement in every discourse community. Building writing skill enables the exploration of truth in a responsible fashion. Writing enables us to own our thoughts. I urge students to value courses with strong writing components and teaching colleagues to incorporate the hard work of required process writing as replacement for portions of the multiple guess curriculum which makes teaching more pleasant.

There is a general societal agreement that defects at all levels of our education system are the number one problem demanding solution as we approach the 21st century. Perhaps discontent and ferment are signs that the fires of education are burning well. The teaching profession needs renewal, and one of the best launchings of that renewal would be for the 85 percent of American parents who never read to their children to turn off the television and pick up Mother Goose. Those who seek good grades without savoring the joys of personal choice reading miss the major benefit of education.

To run a complex nation with a simple people is impossible. Let’s also remember that the miracles of artificial intelligence become tunnel vision unless saturated with ethical commitment and the liberation of the liberal arts. Noted physician Paul Brand has declared that the world will die from lack of pure water and soil long before it will die from lack of antibiotics and surgical skill.

As we immerse ourselves in those diverse areas of knowledge which enable us to become thinkers, healers, and doers for God’s kingdom and consistently remember that God’s ways are higher than our ways, we will hear often from his still small voice and will find that renewal that is personal, powerful, and persuasive. This is the process through which our potential for a needy world is most validly expressed.

Knowing that we are the only Bible many will read should enable our finding rainbows in clouds of difficulty, or as another has said, “When we are handed a lemon, make lemonade.” Henry Ward Beecher called difficulties God’s errands and proof of God’s confidence in the recipient. William Blake talked about “building a heaven in God’s despair.” Christ-centered learning moves us through those valleys of reality where happiness depends not on happenings but on obedience to Christ. The validity of our Christianity and the merit of lifestyle learning is shown when we go into the valley of despair academically as well as spiritually equipped to lift up those about us.

As the product labels of our education become mementos or perhaps admission tickets to new opportunities, may the educational process keep us always enchanted with life and growing for a lifetime of Christian involvement. As Elton Trueblood has said, “The Christian must be the one who out-thinks as well as out-loves the opposition of the world.”

At the close of her 22 years of active service to Taylor University, Professor Emeritus of Education Mildred Chapman was last year named Distinguished Professor by the Alumni Association.
Educators can make a difference in the lives of young African-American men, says Louis “Buzz” Gallien, class of ’76. He has started a mentor program that takes future teachers on a journey

Breaking the cultural barrier

This story starts with a friendship. Two teenage boys slept over at each other’s houses. They ate with each other’s families and played in each other’s neighborhoods.

Nothing unusual about that, except that one was white and one was black.

The white one grew up to be a professor.

The black one grew up to die young.

Nothing unusual about that, either.

By almost any measure, young black men are in trouble. They have more serious illnesses and shorter lives than other groups. They are more likely to be hurt by violence, expelled from school or imprisoned.

Young black men are headed for extinction unless something changes soon, says Louis “Buzz” Gallion, 38, an assistant education professor at Transylvania University.

“You know the thing that drives me wild?” Gallion asked. “Where is the outrage?...We have lost more black kids than we lost total in Vietnam. And yet, where is the outrage in this country? Where are the politicians?”

Gallien traces his personal outrage to Sam Bonam. They went to elementary and high school together in their hometown of Ann Arbor, Mich., and stayed close until Bonam died of a premature heart attack, during a casual game of basketball. He was 24.

The death, like the friendship, was a turning point for Gallien. “He had an effect on my life because he was really one of my best friends...I saw his side of life up close and personal, not because of the study but just because he and I were friends."

And so, Gallien sends his students across the cultural barricades into the Lexington neighborhood around Transy. This voyage takes them into a child’s world along streets that Transy student Melissa Young said, “most of have seen only through the windows of our own locked cars.”

D.J. and Jay

Jay Fennell, 23, grew up on a horse farm in Charlottesville, Va., attended private schools, drives a silver Rabbit convertible and plays lacrosse. He is a junior at Transy.

Dedric Jovan “D.J.” Brown, 11, goes to Johnson Elementary School and lives down the street from the school on East Sixth Street. He likes basketball, baseball and Nintendo.

Gallien’s “cross-cultural mentoring” requirement brought them together. The requirement—but not commitment—ended in December. They still spend time together every week.

Fennell wants to teach younger children. He doesn’t worry about the pay or being the only man in an elementary school matriarchy. “It was one of those decisions. It was so easy to make, I didn’t really make it.”

Because he is 5-foot 3, he can get on a child’s level in more ways than one. “Good teachers are those who can narrow the gap cognitively with the kid. With me, the gap was never there.”

On a recent, sunny Friday afternoon, Jay walked a half-dozen blocks from Transy to Johnson Elementary, where children surged past him like minnows in a stream until D.J. surfaced.

Walking back to Transy together, they scanned the sidewalk for coins and chatted about everyday things, a birthday party, D.J.’s baseball team, how to spend the afternoon. Nothing profound but very comfortable. It is this sharing of the ordinary that Gallien hopes will bring understanding and make better teachers.

“You can’t learn ‘human growth and development’ from a textbook,” he said.

At Transy, Jay traded his ID for pool cues and a rack of balls. The dim game room was a cacophony of video beeps and piped-in rock music. Beyond a glass wall, an indoor swimming pool sparkled.

Between joking with each other and analyzing each other’s shots, Jay sneaked in some seriousness.

“How’s your math going?”

No answer.

D.J. sank a difficult shot and gave Jay an expectant glance.

“Nice shot. That was sweet,” the mentor said.

Jay advised D.J. to adjust his grip. “Wrap your finger around it like this,” he said, demonstrating for him. D.J. listened, concentration etched on his face, effort straining his thin body.

Lessons for would-be teachers: A student will work on something if it interests him, if he can see some direct benefit or connection to himself.

On the way home, they ducked into Jay’s dorm for a minute. Transy regulars are getting used to seeing mentors and their pupils. But the sight of a black pre-adolescent unsettled a temporary guard, hired to help Transy lock down for spring vacation.

Jay said the guard demanded to know that they
were up to.

"I told him ‘I live here.’ And he said, ‘I know he doesn’t live here.’ I said, ‘He’s with me.’"

Later, Jay said: "D. J. got real quiet and intimidated."

Lesson No. 2: Young black men carry the weight of others’ suspicions, no matter how well-behaved or passive they may be.

"He almost made me feel guilty," Jay said.

**A positive discovery**

Before coming to Transy two years ago, Gallien was on the faculty at Millsaps College, a private, predominantly white school in Jackson, Miss.

There, he launched a study that is starting to attract national attention. Gallien went into five high schools and talked to young black men about education and school.

They overwhelmingly refuted the stereotypes about themselves.

Contrary to popular belief, they had positive attitudes toward school. They "talked about how they want to be men of character and purpose," Gallien said.

They liked school and though they could do much better academically.

They just saw no way that school would make a difference in their lives. It held no promise for them, had no relevance, rang no personal bells.

At Beaumont Middle School in Lexington, principal Russell Behanan said Gallien’s findings were consistent with what he observed every day. Young black males tend to have the best attendance. They view school as a secure place where they are accepted, Behanan said.

“But they don’t look at it as a place that’s going to help them in the future. They see it as a haven for them now....”

“When you have these statistics out there glaring at you, it’s hard to see that school or anything else is going to make a difference....Even kids in middle school are aware of the almost-double unemployment rate of young black males, the shorter life expectancy. Young kids today talk about this sort of thing,” Behanan said.

Gallien said white teachers often believed the stereotype. “If you look at the literature and media, what’s your assumption going to be? That they have a real bad attitude. There hasn’t been much research on it.”

Teachers who buy the stereotype can do great damage, said P. G. Peeples, president and chief executive of the Urban League in Lexington. One result, Peeples said, has been "a large-scale write-off of black males in educational systems across this country."

Look at the college-going rate of black males. It is lower now than in the mid-1970s. According to the American Council on Education in Washington D. C., 27 percent of black male high school graduates in the 18 to 24 age group—324,000 people—were enrolled in college in 1989, the latest year for which figures were available. Compare that with 35 percent, or 331,000 people, in 1976.

Why can’t white teachers capitalize on the positive attitudes of black males? A lack of appreciation for cultural differences is one barrier, Gallien said. A shortage of black male role models is another. And there’s a surplus of white fear.

Most teachers are white women and will be for the next decade, Gallien said. "Because they don’t know, they misinterpret and see these kids as profound behavior problems when they are not behavior problems," he said.

Gallien hopes that exposure through mentor programs will make white teachers feel less intimidated in the classroom.

Peeples said Gallien’s findings about attitude were important. But he said he was not surprised. Blacks of both sexes often succeed in alternative education settings that provide a second chance.

Schools and teachers alone cannot solve the crisis facing black men, Peeples said. But efforts like Gallien’s to bridge the cultural gap and better prepare teachers are “a step in the right direction.”

“Across this country, we need less finger-pointing and more coming together to address this issue,” Peeples said.

Behanan said cross-cultural exposure was important for all educators, black and white. “Getting prospective teachers into situations where they’re dealing with all sorts of kids is very important.” Teachers who feel comfortable will have a greater chance of showing students the importance of education, he said. “A teacher who understands will have much more of a chance simply because he’s going to be listened to.”

About 75 Transy students—not all of them education majors—have been mentors to fourth and fifth graders. Gallien hopes his students include some future governors and mayors.

“I think if they get personally involved in the issue, then it will happen in this generation,” Gallien said. “That’s the key. You’ve got to do it on a personal level or nothing’s going to happen...”

“I maintain you can’t live with yourself if you have any conscience and if you’re personally involved.”

**Another friendship**

are spending a day in the park, playing basketball, lobbying balls at each other with lacrosse rackets that resemble overgrown snowshoes, teasing each other.

D.J. brings an older friend, Demetrius Jones, who is 14.

Taking a breather at Jay’s new apartment, D.J. stirs spoonful after spoonful of sugar into his lemonade and greets Jay’s suggestion that they head back to the basketball courts with mock amazement.

“Man, you’re going to get whipped again.”

Nothing here suggests teacher-pupil formality. Instead, it’s the familiarity born of entering each other’s worlds, knowing each other’s friends, playing each other’s games.

A reporter hands D.J. a tape recorder. He stiffens, suddenly shy and uncomfortable. A little coaxing and razzing from Demetrius loosens him up. He giggles and answers that Michael Jordan is his favorite athlete, baseball his favorite sport, math his favorite subject.

How do you like having a mentor, he is asked.

“Good, fantastic, wonderful,” he blurs out.

Seriously?

“Yeah.”

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Taylor gatherings in this country unite alumni, friends, current students and their parents, prospective students and their parents — friends, all, who share a common interest and belief in the mission of Taylor University.

National Alumni Council surpasses endowment goal

Eighteen of the 20-member National Alumni Council were on campus prior to Homecoming for the fall meeting. Special emphasis was given to how the Taylor endowment can be increased and how multicultural concerns, including recruitment and retention, can be enhanced.

The $3,000,000 goal for three years that the NAC established for increasing the endowment through the creative program called “Endowing the Vision” was surpassed in one year by nearly $1,600,000 to a grand total of $4,600,000 raised in future endowment funds which will be unrestricted.

The National Alumni Council members come to campus at their own expense and represent various graduation years, gender, and geographical locations. Officers include: Dick Gygi ’67, president; Ruth (Wolgemuth ’63) Guillaume, past president; Don Granitz ’52, president elect; and Fran (Woy ’62) Terhune, recording secretary.

Taylor Plan banquets offer involvement opportunities

Taylor Plan banquets bring alumni and friends up to date on the mission for the university and provide an opportunity to make a financial commitment toward seeing that vision fulfilled. Watch for information concerning a Taylor Plan banquet in these areas:

Sacramento, California
January 13
San Jose, California
January 14
Santa Barbara, California
January 15
Orange County, California
January 16
Pasadena, California
January 17
San Diego, California
January 18
Fort Myers, Florida
February 1
Sarasota, Florida
February 3
Winter Haven, Florida
February 4
Gainesville, Florida
February 6
Lafayette, Indiana
February 20
Terre Haute, Indiana
February 24

Bloomington, Indiana
February 25
Evansville, Indiana
February 27
Madison, Wisconsin
March 10
Rockford, Illinois
March 12
N. Chicago, Illinois
March 13, 14
Toledo, Ohio
March 19
Mansfield/Ashland, Ohio
March 20
Findlay, Ohio
March 21
Columbus, Ohio
April 3
Richmond, Indiana
April 6
Dayton, Ohio
April 7
Allentown, Pennsylvania
May 14
Philadelphia, Pennsylvania
May 15
South New Jersey
May 16
Warren, Pennsylvania
May 28
Erie, Pennsylvania
May 29
Buffalo, New York
May 30

Taylor Club meetings

Greater Fort Wayne
October 3
Bob Gortner was the guest speaker at a luncheon meeting. Club Coordinator Cindy (Krauss ’86) Russell, assisted by Emerald Gerig ’50 and Kerry Oren ’84, hosted the event. There were 24 in attendance. George Glass and Tom Essenburger represented the Alumni Relations Office.

Indianapolis Taylor Club
November 7
Chris Bennett spoke about the internationalizing of the business curriculum at the first of two luncheons. Shawn (Mulder ’90) Newhouse handled the RSVPs while George Glass represented the alumni office.

November 14
At the second luncheon meeting, Jim Coe spoke on the business department and his trip to Russia as part of the Christian College Coalition. George Glass provided a campus update. Club President Scott Hughett ’87 coordinated the event.

Chicago Loop
November 15
Dr. Steve Hoffmann was the special guest speaker for the Chicago Loop Luncheon. He shared about the exchange program with the Russian students, and George Glass provided a fall campus update. John Clarkson ’72, Skip Gianopoulos ’87, and Charlie Hess ’71 coordinated the event, held each November and June. John Clarkson ’72 is the club president.
"Father of Indiana Methodism" serves as Taylor president

At his death at age 80, Rev. Samuel T. Gillett, D.D., was acclaimed as a father of Indiana Methodism, and with good reason. During a long and notable career, Gillett served as president of one Methodist college, professor at another, pastor of the largest Methodist churches in Indiana, four different times as a district superintendent, and as delegate to the General Conference of Methodism.

He served as President of Fort Wayne College (later Taylor University) from 1852-1853 and at Whitewater College from 1853-56, all in Indiana. Contemporaries report that people would easily and in large numbers respond to his appeals for them to come to Christ.

However, during his early years Gillett had no intentions of entering the ministry. Born on February 19, 1809, in Madison County, N.Y., as a young boy he migrated with his family by river to the newly formed state of Indiana. His father died soon after and Gillett went to live with older half-brother, Col. Napoleon Palmer, where he would spend his childhood years.

At age 17, Gillett received an appointment from President Andrew Jackson as midshipman in the United States Navy. Instruction was furnished at navy yards and on board ships in commission, the Naval Academy not then in existence as it is now organized. Nonetheless, Gillett passed his examinations, graduating first in his class. The ministry was the furthest thing from his mind.

He was assigned to the Mediterranean fleet, and spent four years visiting Italy, Asia Minor and the Grecian Archipelago. In 1830 he was re-assigned to the eastern Mediterranean, France, Italy, Egypt and Palestine. He was received by the governor of Jerusalem and studied the Bible and the culture of the region. Still, he headed no call to Christ.

In 1832, he took a four-year leave of absence to serve as civil engineer, surveying the building of the Madison and Indianapolis Railroad. Still, there was no hint of the life’s work and devotion to ministry that lay ahead.

Then on October 6, 1836, at age 27, Gillett was at home reading the Methodist Church Discipline. He ran across an illustration from sea-faring life that spoke to his heart, and he was converted to Christ. His life was forever altered. He resigned his commission as a Lieutenant and entered the ministry, a vocation he was to pursue with vigor until his death on January 27, 1890 in Indianapolis. His funeral was held at Roberts Park Church followed by burial in Madison, Ind., with full military honors to await the resurrection of the just.

1909

Perhaps Prof. Newton Wray’s skill in defending the faith got its start in an Indiana law office.

1852

Taylor’s president graduated with top honors from what was to become the United States Naval Academy; he never did set out to be a preacher.

1909

Lawyer, preacher; President, teacher

Variously a clergyman, educator, college president, and lawyer, Dr. Newton Wray devoted 20 years of service to Taylor as a member of the religion department from 1909-1929.

Wray is remembered as a very dedicated man, with an exceptional mind. He was a skilled Christian apologist and a prolific writer. His book, “Must the Bible Go?,” published in 1916, played a vital role in refuting the infiltration of higher biblical criticism, a movement which had emerged earlier out of Germany.

Wray was born October 30, 1854, in Shelby County, Ind., the son of Isom and Miami (Bowen) Wray. He received his education in the common schools of his day, then earned the BA degree in law from DePauw University in 1875.

Wray practiced law in Greenfield, Ind., from 1877-1879, serving as city attorney in 1879. In the fall of that year he decided to enter the Methodist Church ministry, and was ordained in 1880. He then pastored churches in Indiana until 1884, when he enrolled at Drew Theological Seminary in Madison, N.J., graduating in 1887 with the BD degree.

Wray held pastorates in New York and Massachusetts before accepting a position in the religion department at Asbury College in Wilmore, Ky. Wray later served one year as president of that institution before coming to Taylor at the invitation of President Monroe Vayhinger for what was to be a 20-year stay.

Mary Alma Gilbert and Wray were wed in Bainbridge, N.Y., in 1892. They were the parents of Ruth, Gilberta ’18, James, Newton and Ida.

In 1912 Taylor conferred on Professor Newton the D.D. degree.

Blessings upon his memory as a stalwart soldier of Jesus Christ.—WR
It seemed almost natural that William Durham Vennard should attend Taylor University. He was born January 30, 1909 in Chicago, Ill., the son of Thomas and Dr. Iva (Durham) Vennard. His mother was the founder and president of the Chicago Evangelistic Institute from 1910 until her death in 1945.

An acquaintance of Dr. John Paul before he became Taylor’s president in 1922, Dr. Vennard served as an instrumental member of the Legal Hundred, the governing board of Taylor that served to keep the school from bankruptcy during Paul’s tenure.

She also inaugurated a program with Paul in which CEI graduates could transfer their credits to Taylor and earn liberal arts degrees. In recognition of her service to Taylor, she was awarded the D.D. degree at the 1923 commencement services.

One of the students who transferred credits from CEI to Taylor was her son, William, who entered Taylor in 1928. William served as Junior Class Chaplain, associate art editor, and later, staff artist for the Gem. He belonged to the Philaethean literary society and served as editor of the Gospel Torch and the Junior Quill club. William graduated with the class of 1930.

In 1940, William enrolled in the master’s program at the University of Southern California. After earning his Master of Music degree, he was invited to join the faculty in the music department. He eventually became head of the voice department. In 1967, he became president of the National Association of Teachers of Singing. In 1957, he wrote the textbook: “Singing, the Mechanism and the Technic,” which in 1967 was reprinted and enlarged. Copies of both volumes are shelved in Taylor’s Zondervan Library.

In the fall of 1948, Taylor University officially inaugurated football as an intercollegiate sport, thereby entering a new phase in its athletic history. The start was not an easy one. Controversy surrounded the decision. While Coach Don J. Odle, newly appointed head of the physical education department, and President Clyde Meredith supported the sport’s introduction, opposing the idea were former Dean Burt Ayres and several board members who feared, among other things, the effect the sport might have upon the Christian principles of the school.

It was a season to be remembered, if not for glory, then for grit. Odle coached the team, serving as both line and backfield coach. Eight of his starting eleven had not played on a high school squad; the players used equipment discarded by high school teams; Taylor played its “home” games on Memorial Field in Marion.

Taylor lost the season opener to Huntington College, and remained winless throughout the season. (The team vindicated themselves the next year, however, finishing second in the Hoosier Conference.)

The team suffered no serious injuries that inaugural year.

As reported by the editors of the student annual, the Gem, there was common agreement—among the students, anyway—that the new sport birthed in controversy over its effect upon the morals of young people, would indeed prepare youth to carry their religion to the world.

This has come to pass. This writer was present as a student that inaugural year and can verify the validity of that statement.—WR
PUTTING IDEAS IN FLIGHT

Byron Leas '74 points to the OSSE satellite instrument on a model constructed by his daughter, Brianne, 12. Leas is responsible for the OSSE's ground and in-flight software.

Gamma rays have been called the "street toughs of the electromagnetic spectrum." Emitted by the hottest, most violent objects in space, and with the highest energy level of any radiation, these minute photons can plow their way through six inches of lead. And they sometimes appear without warning in split-second, random bursts, like drive-by shooters.

Scientists believe that because gamma rays rocket through space largely unchecked and unchanged, they hold reliable information regarding the creation of the universe. In the past, limited gamma-ray detectors have been sent up on small spacecraft and high altitude balloons. More thorough study of gamma rays calls for much more sophisticated equipment.

NASA's massive Gamma Ray Observatory (GRO), launched aboard space shuttle Atlantis in April 1991, contains just such equipment. It is comprised of four instruments, each designed to measure a specific part of the gamma ray spectrum.

One of the four is the Oriented Scintillation Spectrometer Experiment (OSSE), designed to monitor emissions associated with low-energy gamma-ray sources anywhere in the sky. Scientists are depending on the OSSE for information which will contribute to understanding such phenomena as novae, supernovae, pulsars, quasars, and black holes.

And for information from the OSSE, scientists depend on Byron Leas '74.

Leas, 39, is the lead computer programmer of the seven-person team that developed and maintains both ground and in-flight software for the OSSE.

In a recent seminar he gave Taylor students and faculty an insider's perspective on the GRO, the OSSE, his job responsibilities, and scientific reaction to a GRO finding that has upset current astronomical theory. (The orbiting observatory has detected violent bursts of gamma rays that could not have been produced by any known object or phenomenon in the cosmos.)

Leas, who holds an MS degree in applied mathematics from Miami University of Ohio, uses the scientific jargon of astrophysicists handily, though he is quick to remind students, "I'm a programmer, not an astrophysicist."

Later he continues in this vein. "I'm a bystander, really. I'm just lucky to be here at this time watching the scientists try to figure out the processes."

Leas' unassuming character almost belies the significance of the task with which he is charged—almost. "I'm responsible for the flight software that is running (the OSSE), basically the production end of it," he says. "If something fails, I'd better know why." Then, in response to a question, and with an edge in his voice, "Yes, I take it rather personally."

His duties are challenging and interesting—"changing every day," he says—and he terms the work "worthwhile." The hours are long and he is on call in case of emergency 24 hours per day. However, his greatest frustrations arise from the people-managing aspects of his position. "But I'm getting better (at that)," he says with a smile.

Leas and his wife, Nadine (Wenger '74), live in Chesapeake Beach, Md., with their daughters, Danielle, 13, and Brianne, 12.

To date, Leas has worked on the OSSE for five years under a contract that runs for yet another two and a half years. What then? "More satellites, I guess."

—DM, AC
1926

Milton Leisman died December 12, 1990, following an illness of only one month. Milton served for 60 years in the Methodist ministry before retiring. He is survived by his wife, Charlotte, two sons and two step-children. Charlotte lives at 321 North St. #2, Sun Prairie, WI 53590. • D.V. Whiteneck became a great-grandfather for the 15th time when Leo Matthew Robbins was born August 17.

1930

Ellamarie Williamson passed away in her sleep on June 19. She had lived a very full life, teaching for over 40 years in the same classroom. Although she had no children of her own, she influenced at least 16 nieces, nephews and their children to attend Taylor.

1941

Ross Richey died September 14, just 34 days before he was to celebrate the Golden Anniversary reunion of his TU class. Although blind for a number of years, Ross remained active, serving as minister of visitation for Trinity U Methodist Church and providing service through the American Council for the Blind where he held several offices. Ross had been in charge of fundraising efforts with his class members in preparation for their reunion, and was represented by his wife, Mary, when the class gift was presented at the Alumni Brunch on October 19. Mary lives at Greencroft Tower #605, 500 W. Main St., Elkhart, IN 46515-0967.

1951

Ella (Kincaid) Lindvall, managing editor of Moody Press, was Gold Medal winner of the 1990 C.S. Lewis Medal Contest for her book, Read-Aloud Stories Volume 3. Both of the previous volumes also received awards. Ella, a former kindergarten and first-grade teacher, has written numerous other books for children with a Christian message. Her address is 1505 Sunset Drive, McHenry, IL 60050.

1952

John & Jeanette (Badertscher x’54) Cornell live at 4020 58th Ave. N., St. Petersburg, FL 33714. They have a new ministry with LIT Intl, a subsidiary of TEAM. John writes and edits correspondence course material for the training of third world pastors and leaders. • Ruby Enns left India last March, and now may be reached at Box 42, Meade, KS 67864. Her work of the past 38 years with the Evangelical Fellowship of India is now in the hands of nationals. • Jack Patton, art professor at Taylor for many years, has a painting, Nutt’s Folly, on the market in a limited edition lithograph. Jack’s specialty is watercolor paintings of classical and Victorian architecture and historical landmarks. His address is 4704 Independence Dr., Bradenton, FL 34210.

1957

Mildred (McMurtry) Copeland is a physician at the Choctaw Indian Medical Clinic in Hugo, OK. She and husband Bill live at 1020 N. 5th, Durant, OK 74701.

1958

Jerry Alfred, Leo, IN, Elementary School principal, oversees two campuses — one at the elementary school and the other handling an overflow of 100 sixth-graders in the junior-high senior building. Communication is maintained through two-way radio. • Irv & Carol (Howland ’60) Thompson live at 1107 Thistledown Dr., Norman, OK 73072-3941. Irv is national sales director for Star Buildings, traveling coast to coast. Carol is a homemaker.

1959

Marjorie (Starkweather) Terdal, associate professor of linguistics at Portland State University, was one of four recipients of PSU’s Burlington Northern Faculty Achievement Award for excellence in teaching.

1964

Ray Eicher, an Operation Mobilization missionary in...
Mussoorie, India, was in the states in the fall for the Operation World conference. He spent some time with sons Andri and Stefan, students at Taylor. The Eicher family is in its third generation of association with Taylor University, beginning with Elnore Eicher ’26, Ray’s father. • Dave & Alice (Hendrickson ’63) Golden have begun an assignment in Germany where Dave is community chaplain at Baumholder Army Base. In addition to his responsibility for a corps of 15 chaplains, Dave has the privilege of preaching twice a month at a post chapel. Alice is involved in women’s and family ministry as well as the music program. Their address is: Ch (LTC) & Mrs. David O. Golden, USMCA Baumholder, PO Box 1056, APO New York, NY 09034.

1967

Dr. Sandra (Humble) Johnson will be published in the spring of 1992 by Kent State University Press. Her work, The Space Between: Literary Epiphany in the Work of Annie Dillard, is the first full-length book written about the contemporary Pulitzer Prize-winning author. Sandra resides near West Liberty, OH, with husband Dan, an attorney, and their daughter, Brooke Mac-o-chee (13).

1970

Donald Butler x, a medical sales representative for ICI Pharma, has been named to the President’s Circle of Excellence by ICI Pharmaceuticals Group. Donald, wife Cheryl, and their four children live at 324 Mill Pond Rd, Whitehall, MI 48461.

1972

Mark Holmes is a loan review officer for Farmers & Merchants State Bank in Logansport, IN, and is also a local pastor of Bethlehem U Meth Church in Twelve Mile, IN. He lives at 1323 1/2 High St., Logansport, IN 46947-2857.

1973

Rainy Day Projects for Children and Toys and Games for Children to Make, by co-author Gerri (Covet ’73) Jenny, are part of the Murdoch Books’ ‘Projects for Parents’ series which addresses the need for mutual involvement between adults and children by providing opportunities for quality learning experiences. Two new books in the series, also by Gerri, will be published soon, one on gardening projects and one on children’s birthday parties. Fred ’71 and Gerri live at 608 Stockton Ave., Grove City, PA 16127. • Stephen & Lorrie Liverdague are Evangelism Resources missionaries in Zaire, working at the International Center of Evangelism in cooperation with the national Church of Zaire. They have two children--Nathan (3) and Katherine (1). Their address is Evangelism Resources, BP 4577, Kinshasa 2, Zaire, West Africa.

1974

Rod & Linda (Troilo) Gerig, Brent (11) and Teresa (8), have moved to 602 Green Meadow Lane, Ovilla, TX 76056. Rod works for the government on the Super Conducting Super Collider project (SSC).

1975

Harold & Nancy (Shepson ’76) Lund continue in their work at Alliance Academy in Quito, Ecuador. Harold is secondary principal and Nancy teaches third grade, with 15 students from five different countries. They are having to take great precaution with their food and water because of the cholera outbreak in Ecuador.

1976

Laurie Bobbitt is employed by the Missouri Department of Natural Resources as a project manager in the state’s Superfund Section, in charge of cleanup of hazardous waste sites. She is also developing a visitors’ center for the cleanup of Times Beach, MO, the only town ever bought out by the federal government due to contamination, in this case, dioxin. Laurie lives at 4212 Faurot, Columbia, MO 65203. She joined a group from her church on a missions trip to Moscow last July. • Mark & Marian (Snyder ’77) Willey had their sixth child, Jana, on July 15. Jana’s siblings are Laura (12), Joshua (10), Benjamin (9), Rachel (6) and Kristen (2). Mark is pastor of Fellowship Baptist Church, and Marian is homeschooling the children. They live at 29 Concord Rd., Marlton, NJ 08053.

1978

Tim Klopfenstein has been appointed vice president and chief financial officer for Provident Life & Accident Insurance Company’s Group Department. Tim, an actuary, moved from a vice presidency of Provident’s group pension subsidiary. • Russell Patton is pastor of McCutchenville U Meth Church, 9401 Old Petersburg Rd, Evansville, IN 47711, and would like to hear from Taylor friends. • Dan & Melinda Potts announce the birth of Jaadi Lynn on October 22. She joins Justin (9), Jordan (6) and Jenny (4). Dan is a computer engineer for General Motors. The Potts family’s address is 690 Kirinna Ave., Tipp City, OH 45371.

1979

Steve & Karma (Renbarger) Freeman announce the birth of Kristen Nicole on July 29. Big brother Ryan Thomas was born November 7, 1989. Karma is a medical technologist at Riley Children’s Hospital in Indianapolis, and Steve is assistant plant manager at Woodmizer, Inc. Their address is R. 1, Box 105A, Litzon, IN 46149. • Nancy (Grande) Graham received the Master of Science in Education-Special Education degree in August from the University of Wisconsin-Eau Claire.

1980

Matthew Scott was born April 24 to Garry & Mary Sue Dyer, 865 Crabtree Ln, Cary, IL 60013. • Arnie & Debbie (Lapham) Gilles are celebrating the birth of Joel Michael on March 4. He was welcomed home by sisters, Laura (6) and Jessica (3). The Dyers live at 5925 Willowbridge, Ypsilanti, MI 48197. • Darwin Glassford received the PhD degree in May from Marquette University. His degree is in education, with a specialization in educational foundations. His address is 831 Lakey Gap Rd, Black Mountain, NC 28711. • Tim & Kathy (Nine) Oosterling had a son, Seth Eugene, on September 3. Their other children are Nathaniel (5), Abigail (3) and Ruth (1). The family resides at 2022 Grant Ave., Butler, PA 16001. • Doug Potts has completed the MS degree in elementary administration at the University of Akron. He is a 6th-grade teacher at East Canton Elementary School. Doug and Kim (Chissus x’83) have three children: Kristee (9), Brian (7) and Jaclyn (3). Kim teaches piano at home, and she and Doug are youth leaders in their church. They live at 5112 Lincoln St., East Canton, OH 44730. • David & Leslie (Cruz x’84) Ruegsegger announce the birth of Hannah Elizabeth on November 11, 1991. David is a pilot for the Indiana State Police, and flies out of Indianapolis Intl Airport. They live at 1336 N. 400 W. Greendale, IN 46140.

1981

Steven & Carolyn (Nicholson) Harper welcomed Peter James on July 22. Brother Andrew Thomas is 2. Steve is a metallurgist at Arvin Industries, and Carolyn is a homemaker. Their address is 3710 31st St., Columbus, IN 47203. • Kathi Small has been appointed by TEAM to teach missionary children at Christiansen Academy, beginning this summer. Her address will be Christiansen Academy, Aptdo 75, San Cristobal, Tachira, Venezuela. Until then she may be reached at 5239 Woodbrook Dr. #H, Indianapolis, IN 46254.

1982

Bill & Debra (Huffman ’83) Cargo and daughter Delaney (2) welcomed Teirney Danz to the family on August 15. Bill is
manager for both the Village of Edmore and City of Stanton, while Debra is working evenings as a therapist at Montcalm Community Mental Health. Their address is 416 Crescent Dr., Edmore, MI 48829. • Katie Cluff married Dr. Jeffrey Beers on June 22, and the couple lives at 1782 Willowy Circle S., Columbus, OH 43220. Katie is a programmer specialist with Nationwide Insurance, and Jeff is a physician with Urgent Medical Care. • Jonathan & Janice (Roehl) Cook and son Peter welcomed Catherine Elaine on August 7. Proud grandma is Betty (Tusant '50) Roehl. The Cook family resides at 7575 N. Fowler Ave., Portland, OR 97217.

Steven Lhamon completed a BS in nursing at the University of Texas Health Science Center in 1991. The U.S. Navy, which he joined in 1990, then sent him to Officer Indoctrina
tion School in Newport, RI. Upon completion, he was commissioned an ensign, and is currently assigned to the Navy’s Oak Knoll Medical Center, Oakland, CA, as a nursing supervisor. He and wife Cindy are being quartered at a nearby army base. Their address is 2689-R 10th St., Oakland Army Base, Oakland, CA 94607. • Byron & Cindy (Griffin '85) Mossburg & sons, Caleb Andrew (2) and Aaron Joseph (1), announce the newest member of the family. Rachel Elizabeth, born August 2. Byron teaches and coaches at Carmel High School. The family resides at 5201 Sherwood Ct., Carmel, IN 46032.

Miriam (White) Parrott, son Daniel (5) and daughter Rachel (2), said goodbye on September 15 to their husband and father whose life was claimed by cancer. Miriam writes, “We are so thankful for God’s faithfulness throughout Bill’s illness, and glad that Bill knew Jesus as his personal Savior.” Miriam and the children live at 29034 Edward, Madison Hts, MI 48071. • Greg & Joy (Yonolly) Pyles announce the birth of Hayden James on August 3, joining Sarah Kathrine (3). The Pyles family lives at 8035 Sky Blue Dr., Alexandria, VA 22310.

1983

Mark & Cindy (Keener '84)

Allan announce the birth of their first child, Kaitlynn Beth, on July 8. Mark is in his first year as principal of Potomac Elementary School in King George, VA. Cindy is at home with Kaitlynn at 253 Hampshire Dr., Ruthen Glen, VA 22546. • Esther Ann was born July 25 to Aaron & Linda (Luke '85) Brown, 3316 Vic Joy Dr., Bethel, OH 45106. Her brother, Joshua, is 2. • Mike Kendall is coordinator of computer operations and maintenance for Wawasee School Corp. in northern Indiana. He and Gena (Griswold) live at 1222 E. Center St., Warsaw, IN 46580, with their three children--Jared (6), Megan (4) and Mallory (2). • Kara (Boehm) Molehnen received an MSEd in counseling education from Northern Illinois University in May. She is currently assistant director of financial aid at Benedictine College, Lisle, IL. Her husband, Bob, is a real estate appraiser with Cassidy & Assoc. of Geneva, IL. • Rebecca Jane was born August 9 to Greg & Jane (Harvey) Porter, 670 Church St., Roysters, PA 19408. Big sister Kelly Joy is 3. Greg is on the InterVarsity staff at Ursinus College and Jane is a homemaker. • Cathy (Bush) Richardson gave husband Scott a special birthday gift on July 7 in the arrival of Kirsten Lissi, their first child. Scott, who has an MA in intercultural studies from Columbia Biblical Seminary, is a candidate coordinator for Operation Mobilization in Atlanta. Until Kirsten’s birth, Cathy was a computer/ business/ math teacher at Ben Lippin School in Columbus, SC. She is now giving part-time computer support to Operation Mobilization. The Richarsons’ address is PO Box 444, Troy, GA 30290-0444.

• Scott & Cathy (Engle) Simpson announce the birth of Caitlin Leigh on May 25. Scott teaches math and science in Alexandria Community Schools, and Cathy is at home with Caitlin at 1005 S. Corder, Jonesboro, IN 46938.

1984

Amy (Peterson) Bennett and her husband Randy are the proud parents of a beautiful baby girl, Sarah Ann, born August 27. The Bennetts live at 155 Walnut #202B, St. Charles, IL 60174. • Barry & Debra (Richardson) Mason are blessed with a daughter, Emily Rachel. Born September 21, Emily joins her parents at 6017 Norwalk Ave., Indianapolis, IN 46220. After a 16-week maternity leave, Debra returns to work as a systems analyst at Eli Lilly and Co. Barry works in health care administration for Life Care Services, Inc. Debra is a member of the Taylor University National Alumni Council. • Ron & Julie (Ringenberg) '85 Moser live in Tulsa, OK, where Ron is principal programmer for CIS Technologies. Julie is at home with Scott (3), Benjamin (2) and Timothy (1). Their address is 2406 S. Joplin Ave., Tulsa, OK 74114-3826. • Jonathan & Janet (Carlson) Steiner announce the birth of Hope Elizabeth on August 27. Big brother is Andrew (2). They live at 2517 Raymond SE, Grand Rapids, MI 49507. • Todd & Lynn (Bille) '87 Watanabe and Michael Taylor, on August 7, 1990. Todd teaches math at North Florida Junior College and is completing his doctorate at Florida State. Lynn is at home with Michael at 606 SE Lakeshore Dr., Madison, FL 32340.
8258 Castle Ridge Ln, Indianapolis, IN 46256. • Stephen John Resch III delighted his parents, Steve & Tami Resch, with his arrival on June 12. Steve is in his second year at Reformed Theological Seminary. Tami, a maternity nurse, is working part-time at Florida Hospital. Their address is 4162 Plantation Cove Dr., Orlando, FL 32810. • A son, Andrew Glenn, was born October 19 to Trace & Lana (Yost '83) Roth of Findlay, OH. The Roths have two daughters—Brittany (4) and Lauren (2). • David Slaughter has been named a vice president of Blanton/Harrell, Inc., a talent management firm in Nashville, TN. Dave continues as personal business manager for Amy Grant and Michael W. Smith. He resides with wife Monica at 761 Darden Pl., Nashville, TN 37205.

1986

Terry Linhart is in his 6th year with Fort Wayne Area YFC, and last fall became Campus Life director at Wayne High School. Kelly (Johnson '90) is a case-worker for Wells County Department of Public Welfare. The Linharts’ address is 910 Harbor Walk Dr., Fort Wayne, IN 46819. • Ron Spyker is associate pastor of First U M eth Church in Anderson, IN. His wife Cynde (Brook ‘75) is enrolled in a dental hygienist program at IUPUI, Indianapolis. The Spykers and their three children live at 3238 Greenbriar Rd., Anderson, IN 46011.

1987

After teaching junior high math for three years in Homer, Alaska, Pamela Anderson is now enrolled in North Park Theological Seminary in Chicago. Her address is 5247 N. Christiana #1-S, Chicago, IL 60625. • Richard & Adele (Heinrich ‘89) Frieder announce the birth of their first child, Emily Anne, on July 18. The Frieder family lives at 3211 Chase Dr., Minnetonka, MN 55343.

Rick x & Robin (Boyd ‘85) Harris announce the birth of daughter Rory Kathleen on July 18. Big brother is Ross (2). Rick is manager of Harris Water Conditioning at Grabill, IN, and Robin enjoys staying home with the children. They reside at 11205 Alta Vista, Leo, IN 46765. • Tab & Cathy (Wolfie) Horne announce the birth of Joshua on August 25. The Horne family lives at 8509-1A Bridgeway Dr., Fort Wayne, IN 46816. • Laura Kroesen and David Bauer were married May 26 in Sugar Grove, PA. Taylor participants were Cully (Powell) Watson, Beth McAhren, Deborah (Spear) Smith, Mark Andrews x, Troy Funte, Francie Horvath ‘89 and Lori (Owens ‘86) Brooks. The couple’s address is RD 3, Sugar Grove, PA 16350, where they plan to raise buffalo. (That’s right—buffalo!) • Dave & Kara (Johnson) Kuneli, 701 Denway Dr., Kalamazoo, MI 49008, have a baby girl, Jennifer Alyssa, born September 23. • Bryce Jordan was born October 17 to Jeff & Janice (Brewer) Marsee, 412 S. Second, Coldwater, OH 45828. • Scott & Karla (Pyle ‘86) Mikek announce the birth of Kailyn Elaine on October 19. Scott teaches social studies and coaches football and basketball at Wakarusa Middle School. Karla teaches 2nd grade at Nappanee South Elementary School. They live at 109 W. Wabash Ave., Wakarusa, IN 46573. • Kent & Darla (Griffith) Nelson are settled in their new home at 2796 S. Dunkirk Circle, Aurora, CO 80014. Darla is assistant to the president of Kingdom Building Ministries, and Kent is university representative for adult education at the University of Phoenix-Colorado campus.

1988

Carolyn (Boberg) Bailey has received her MA in clinical psychology from the Forest Institute in Chicago. She has also finished course work for a doctorate in clinical psychology at Adler Institute, and is currently in a residency at the Illinois Department of Corrections. She and her husband, Joseph, reside at 701 Eddy St., Sandwich, IL 60548. • Kevin Nill has been appointed to the position of credit review officer at Barnett Banks, Inc., Florida’s leading financial institution. Kevin lives in Jacksonville, FL. • Michael Vonder has completed his JD degree at Georgetown University and is a labor and employer relations attorney with the firm of Baker & Daniels in Indianapolis. Mike and Rebecca (Swofford) have bought a home at 11529 Sterrett Blvd, Indianapolis, IN 46236.

1989

Jonathan Becker was one of 100 nationwide winners of the 1991 Sallie Mae First-Year Teacher Award. Sallie Mae is the nation’s single largest source of education loan funds. Jon is a social studies teacher at Edwardsville High School. He and wife Mary, a photographer and former Air Force nurse, reside at 24 Pepperwood Ct. Edwardsville, IL 62025. • Jennifer Dickinson received the master’s degree in student personnel last May from Miami...
University in Ohio. She is currently a residence hall director at Anderson University. Craig Handy is a math teacher, grades 7-12, at Community Christian School in Seminole, FL. His address is 8447 74th Ave. N., Largo, FL 34647. Tim Huntener and Sheri Pawlczak were married April 6. Taylor participants were Phil Elwood, Mark Harris ’88, Tim Augustine ’91 and Lana Huntener ’91. Tim received a BS in management information systems from Bowling Green State University in 1990, and is a programmer analyst at Magnavox. Sheri works at CBT, a credit bureau. The couple’s address is 1534 Reed Rd #E, Fort Wayne, IN 46815. Lydia Louise was born October 29, 1990, to Brian x & Denise (Gropp) Luke, 49 S. 7th St., Newark, NJ 07107. Brian and Denise teach at Newark Christian School and work with World Impact ministries in Newark.

Julie Martens and Bryan Middley were married May 31 in Wheaton, IL. Taylor participants were Cindy Ludwig and Kim (Barthauer) Beadle. Julie is a social worker with Family Service, and Bryan is in the claims department of Metropolitan Life. They live at 2756 Village Green, Aurora, IL 60504. The wedding of Deborah Moore and Russ Running was August 17, with Cheri (Passon) Birkey and Donna (Moore) Teagle among the participants. The couple’s address is 224 Hwv 40, Three Lakes, WI 54562. Deborah is a tour director for The Winery.

1990

Gretchen Burwick is in her second year on the Campus Crusade staff at University of Michigan, where she ministers to women students and is thrilled by what God is doing on the campus. Her address is 3024 Woodland Hills Dr. #25, Ann Arbor, MI 48108.

1991

Jim Church is in graduate school at Asbury Theological Seminary, taking mostly music classes this year. His address is ATS, SPO #105, 204 N. Lexington Ave., Wilmore, KY 40390-1199. Shaw Clark and Kent Oakley were married August 3 with many Taylor participants: Rebecca Groves, Cindy (Steenblik) Schenkel, Mark Schenkav, Dave Cumitz ’90, Bill Neal ’90, Gretchen Reynolds ’92, Michelle Gates ’92, Kristin Oakley ’95 and Beth Neiderham x’92. Shawn is assistant VP at Field Marketing Research, and Kent is a program/analyst for Cincinnati Bell Information System. They live at 11651 Norborne Dr. #1711, Cincinnati, OH 45240. Carin Dunberg and Ronald Symonne ’82 were married August 10 in Naperville, IL. Taylor participants were Jennifer Voskull, Alan Symonne ’87 and Michelle Roberts ’88. Ron is in his final year at LeTourneau, where he will receive a degree in business administration with aviation maintenance. The Symonne’s address is LeTourneau University, PO Box 7001, CPO 1192, Longview, TX 75607. Alyson Forbes Flynn and Richard J. Stanislaw, Jr. ’88 were married June 29. Taylor alumni and students participating were Mary Buhl, Elyce Elder, Drew Stanislaw, Kristen Heisler ’90, Doug Cornfield ’87, Dan Chilcott ’88, James Brewer x’89, Carolyn Flynn ’95 and Natalie Stanislaw ’96. Rich is resident director of the Christian College Coalition’s American Studies Program. Alyson is a freelance artist, currently exhibiting work at the Dellenbach Center on Capitol Hill. They reside at 328th Street NE #4, Washington, DC 20002. Jill Ivey and William Wickham were married March 23, with Lori (Anderson ’90) Carlson participating. Jill is an accountant with Larry Nunn & Associates in Columbus, IN. Bill is a computer technician with Dayspring Digital Solution in Muncie. The couple lives at 415-C Capistrano Dr., Greenwood, IN 46143. Lisa Marker and James Ebert were married July 13 in Cincinnati, OH. Taylor participants were Stephanie (Wilson) Walker, Sean Copeland, Brent Williams, Lora Marker ’93, Cheryl (Taylor ’90) Storer, Lynn (Leedy ’90) Talbot and Scott Robison ’92. The couple’s address is 431 Winthrop Dr. #63, Findlay, OH 45840. August 3 was the wedding date of Wendy Bilen and Steve Mesmer. Taylor participants were Missy Nieveen, Scott Maynard ’80, Carrie Lucht x’92, Jennifer Settles x’92, Sarah Sievemop x’92 and Stephanie Scott ’92. Wendy teaches children aged 4 and 5 at a Christian day care center. Steve works for Hoffer Plastics. Their address is 1415 Abbott Rd. #6, Elgin, IL 60123. Sarah Nussbaum and Jeffrey Kaper ’90 were married June 1 in Woodburn, IN, with Tammy (Snicker x) Daun, Jodel Wendelmann, Rick Miller ’90, Burt Kaper ’92, Ron Nussbaum ’93, James Kemm x’90, Brian Daun ’89 and Brad Lusche x’90 participating. The couple’s address is PO Box 263, Waseka, IL 60790. Susanne Peterson has taken a position as a nanny in the Boston area. Her address is 100 Cranbord Rd, Chestnut Hill, MA 02167. Stephene Sexton and Kevin Vanden Brink were married August 3 in Upland, IN, with a long list of Taylor participants: Brian Van Osdel, Janelle (Hall) Van Beek, Don Reynolds, Kurt Vanden Brink ’89, Steve Muhler ’92, Brad Brummele ’90, Mark Kincade ’90, Sarah Powell ’92, Alcina (Helyer ’92) Brummele, Ronda Lawson ’92, Todd Guire ’90, Julie Borden ’93 and Gina McGuire ’93. Vicki Veach ’89 officiated. Kevin is enrolled in Covenant Theological Seminary, and Stephene teaches 5th grade at Gateway Christian School. They live at 4000 Atherton Dr. #2-S, St. Louis, MO 63130. July 6 was the wedding date of Dara Stickle and Todd Syswerda. Heidi Storm, Cathy Hay, Monica Henry, Adam Conde ’92 and Dina Stickle ’93 were the Taylor participants. Todd and Dara reside at 509 18th St. #238, Greeley, CO 80631-5849. David Hess ’89 officiated at the wedding of Laura Zorovich and Bart Geyer x’90 on June 30. Others participating from Taylor were Cathy Hay, Julie Stumpo, Lori Willett, Greg Axhns x, Katie Kroger ’92, Kep Crab x’90, John Birkey x’90, Tim Oren x’90 and Stephanie Schrader ’93.

1993


To be included in Alumni Notes, just call 1-800-TU-23456 and ask for Betty Freese at ext. 5113. Or, if you prefer, send your name (including your maiden name), the class from which you graduated, your address and telephone number (the latter for alumni records, as only your address will be posted in Alumni Notes), and current information in a style similar to that of the Alumni Notes section to: Betty Freese, Alumni Notes editor, Taylor University, Upland, IN 46989 (Fax #317-998-4910).

Your clear, black and white photograph is welcomed for possible publication, as well.
On friendship in Philadelphia: the shout heard 'round the world

Imagine this:

_You are oceans away from home. After just settling in to new surroundings and making new friends, you are uprooted again._

Those tearful good-byes are now hundreds of miles behind you, but home is still thousands of miles ahead. Loneliness and homesickness set in. Imagine how wonderful it would be to see a familiar face.

Suddenly, your new-found friends appear.

For the Russian students who with their sponsors visited Taylor University in October as part of a pilot exchange program, this was no fantasy.

Following their three-week visit to the Upland, Ind., campus, the group headed east to New York, Philadelphia, and Washington, D.C. Taylor history professor Dr. Alan Winquist acted as advisor and guide. It was in Philadelphia that the surprise came.

Junior Stacie Shopp’s Russian friends had phoned from New York, just two days after leaving Upland.

“We miss you. We miss Taylor.”

“It’s so dirty here, there’s so much pollution.”

“The people are unfriendly.”

“We wish we were back at Taylor.”

Though Shopp knew it was impractical, she began pushing the idea of driving out east to spend some extra time with the Russian students. It was a crazy idea, but before she knew it, she and her friends were putting money down for a rental car.

Toward the end of their 14-hour drive, Shopp, Stacy Ellis, Becca Hostetler, and Becky Peterson held an in-car worship service to thank the Lord for safety and to ask his blessing on the time they would spend with their Russian friends.

The four women arrived in time to see the Russians enter Independence Hall ahead of them. The guard would not grant the Taylor students admission, however, explaining that the Russians were participating in a private tour.

Shopp and her friends waited on a bench outside for approximately two hours.

When the tour group reappeared, the Taylor students called out a greeting in Russian. As recounted in the *Washington Post*, there was a brief moment of disbelief before all bedlam broke loose. A solid half hour was spent just talking, hugging, and laughing.

The students spent the rest of the afternoon together (about three hours) before good-byes were said a second time, amidst a certainty that distance could not sever the bonds of friendship. However, Shopp did not fully understand the impact of the impulsive trip until President Khokhlov’s parting statement, “I almost think when we get back to Russia you might be there just to say, ‘Hi!’”

Then, with backward glances filled with love and gratitude, the Russians were gone.

Arriving back at Taylor after their busy weekend, the four students faced their Monday morning classes with no regrets.

Says Shopp, “It was all worth it. No matter how much it cost or how much time it took. It reaffirmed our love for them and reminded us that even though we are apart, we’re still connected.”

Reflecting on the Philadelphia surprise visit in a letter she writes from Russia, exchange participant Jenya Bousourina affirms that sentiment. “Tell Stacie and the girls they will never know how much it meant to us.”

That act of friendship had a profound effect on many other people, as well, including the press. After getting wind of the story, one local paper commented that “the State Department ought to put the Taylor students on the payroll.”

In many ways, the fruitfulness of the exchange between Taylor and Nizhni Novgorod State University resonates with what Leo Tolstoy imagines—and perhaps foreshadows—in _A Confession_, penned some 110 years ago. He writes, “I believe that the will of God is that every man should love his fellow men...I believe that the reason of life is for each of us simply to grow in love. I believe that this growth in love will contribute more than any other force to establish the Kingdom of God on earth—to replace a social life in which division, falsehood and violence are all-powerful, with a new order in which humanity, truth and brotherhood will reign.”—AC, AW
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