Features

YOUNG MINDS BLOOM
Beyond classes and curriculum, a compost of thinking and caring creates the fertile ground in which Gonzaga students learn and grow. The gardeners? Gonzaga’s faculty, of course.

PROMISING COLLEGE
Two alumnae are navigating a 14-year journey with 46 second-graders and untold obstacles, as they pursue an education for all.

IN BASKETBALL AND LIFE
David Pendergraft and others in the GU basketball family drill down to the essentials of leadership.

“ASHFALL”
Mount St. Helens’ eruption on May 18, 1980, left Gonzaga’s campus looking as if an eerie springtime snow had fallen. Crossing Astor Street, southwest of St. Aloysius Church, is Father Art DuSault, S.J.
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Campus architect Mac McCandless
deciphers the structural secrets of
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Cover: “Growing Minds”
Photo by Rajah Bose and artwork by
Mary Eberle/Anemone
There is a cycle of seasons to an academic year much as the one that nature offers: days long and short; phases of frenetic energy and moments of quiet calm; a time of endings and moments when all things begin anew. In the weeks following the Christmas season days still seem too short, the homework overwhelming. It is in this moment of late winter that we are called to pay attention, to listen anew, and to rediscover the miracle of life that has been given to us.

Gonzaga is a place richly blessed. Many hands over many years have labored to make it a beautiful campus, with carefully laid stones, pathways, and statues. Springtime brings the smell of flowers, freshly-mown lawns, and the rippling of water. Fr. Art Dussault – whose imprint can be found everywhere at Gonzaga – would be proud of the diligent commitment to caring for our buildings and grounds: for these are, in their own important ways, essential to the work of our students and those who teach and care for them.

Yet, in the end, there is one element, one factor above all which makes Gonzaga the unique and special place that it is: the people who support and animate it with their love. Since the beginning, it has been the selfless generosity of those who believe in the mission who have made that mission possible: Jesuits, students and their families; civic leaders and business owners; exceptional faculty and staff members; religious and lay women and men; devoted alumni and supportive visionaries. If you are reading this, you are one of those who makes this work possible. And we are filled with gratitude.

This issue of Gonzaga Magazine reflects, for me, God’s grace working through the talent and generosity of so many wonderful people: amazing alumni, incredible faculty, inspiring coaches, dedicated administrators. Through their efforts they tell the story of Gonzaga’s mission: to educate the next generation, by their example as well as their words, and in so doing deliver God’s message of hope and inspiration to the world.

As Gonzaga approaches the 125th anniversary of its first classes (this coming September) we have been doing a lot of reflecting about what is of fundamental importance to us as a university. We have been re-examining the core curriculum – not an easy task. We have been working hard to articulate, for ourselves and for our students, what it means to be a Jesuit, Catholic, humanistic university in this day and age. The heart of this institution is as it has always been: a place that recognizes its students are on a journey, and is fundamentally devoted to helping them seek a deeper level of understanding in everything they do. They are stretched to deeply consider the meaning of their own life, and of others; to discover the pathways of truth and the power of knowledge; to see God in all things and feel the meaning of Christ’s message to the world.

During this season of Lent, followed by the glorious celebration of Christ’s resurrection, may this Eastertime of new life and renewal bring us all grace and hope. Know that we are indeed grateful for your prayers and your support. May God bless you and yours, now and always.
BY DAVE MUTCHLER

“Mary” A simple greeting. A communication from one individual to another. Yet, in this single word, the God of creation recognizes, accepts and touches an individual. Jesus, who has died, is now alive. He has conquered death and made atonement for sin. This same triumphant Jesus, returning from the bonds of death, chooses to reveal himself first to a single individual, Mary.

In terms of the world, Mary is not a significant person. It is recorded that she was possessed by demons and that Jesus had driven the demons from her. He knew Mary well. Mary was there when Jesus was arrested. She followed him to the cross. She saw him die. She was an eyewitness to his burial.

I attended Gonzaga University from 1970 to 1974. Although a communications major, I prepared for certification in education, with Ken Moll as my supervisor. A requirement of the program was to observe a variety of classrooms.

I observed a junior high class at Holy Names Academy near Gonzaga. At one point, I was asked to lead a discussion on the assigned Bible teaching as described above. The fact that Jesus revealed himself first to Mary instead of the other, more important disciples had a powerful impact and revealed a principle which has guided my professional career.

That principle was to see individuals. As an Army officer, I led people. To succeed, I would need to see those under my supervision as people first, soldiers second. I remember those people: Henry from Utah, Linder and my friend, Sergeant Corbin, to name a few. Although these men were my subordinates, I saw them as individuals. I recognized them as unique individuals; they made me a successful leader.

In 1978, I accepted Christ, not simply the teaching and stories, but the Person. He touched me personally and it became my privilege, my joy, to be able to serve him as a teacher in a variety of venues. In public school, I led Grade Six students to academic success. I started each year by learning the names of each individual student on the first day of school. I can still see Terry, Stephanie, Diane and Greg and where they sat in my classroom. I remember teaching them, laughing with them and guiding them to success. I saw them as people, unique individuals, and I loved them.

Serving with Wycliffe Bible Translators in Papua, New Guinea, and Guatemala for more than 12 years allowed me to teach students from more than a dozen countries, many for whom English was a second or third language. I remember Cherry from the Philippines, Rinku from India, Daren from Australia, and Pauline from Papua, New Guinea. They all shared, however, the need to be seen, heard and loved.

Jesus chose to first reveal his resurrected form to an individual woman. He saw her pain and broken heart. He sees me as well. And because of that, it is my privilege to serve Him by serving others. Indeed, it is my joy.

Editor’s note: Dave Mutchler (’74) lives in Arlington, Texas, where he works for the Seed Company, which works with local translators on international Bible translations.
Michael Lavrisha ('10) wanted his younger sister, Kristina, to know about Gonzaga traditions and treasures. So he made her a map and poster, both with lists of must-do Gonzaga experiences. Here are some of his suggestions:

**FRESHMAN YEAR:** Play hall sports...Go on retreat...Try out for Setons...High five AJ...Meet David Lindsey...Play Marco Polo in the pool. **SOPHOMORE YEAR:** Go to Canada...Get on a first-name basis with someone at the COG...Develop your own COG concoction...Go to an away basketball game. **JUNIOR YEAR:** Take a service learning class...Take ceramics...Study abroad...Run Bloomsday...Late night Pita Pit...Live in a house...Visit Professor Crowley...Camp out for a basketball game. **SENIOR YEAR:** Run 18 m.p.h. past the speed limit sign...Boat cruise...Senior Ball...Make your graduation walk memorable...GRADUATE!

To read “128 Credits that Won’t Show Up on your Transcript,” go to gonzaga.edu/magazine.
JOANNE SMIEJA HOLDS A B.A. AND A PH.D. IN CHEMISTRY. She grew up on a dairy farm in central Minnesota, the ninth of 11 children, and was the second to earn a college degree. In 2013, she will celebrate her 25th year of teaching chemistry at Gonzaga. And she still remembers when, as an undergraduate student, her academic adviser, a male, suggested that majoring in chemistry may be “too difficult for a young lady.”

Today, thanks to a five-year grant of nearly $600,000 from the National Science Foundation, Smieja is spearheading a nationwide effort to enhance mentoring and advancement opportunities for female faculty who teach in the traditionally male-dominated disciplines of STEM: Science, Technology, Engineering and Math.

“NATIONALLY, THE PERCENTAGE OF WOMEN WHO PURSUE TENURE-TRACK POSITIONS IS AROUND 30 PERCENT, WHICH IS GROWING BUT IS STILL TOO LOW,” Smieja said. “We’ve found that while many women may accept tenure-track positions, they don’t stay. One barrier could be the isolation they experience due to working in small departments where they are either the only woman or one of very few.”

The grant includes 70 female faculty members from 12 universities across the country, organized by both the discipline they teach and where they are in their career: early, midcareer or senior. What makes this approach so innovative is its mentoring approach. Women in the early stages of their careers meet with women from the disciplines of chemistry, biology, math, physics, computer science and engineering. Female faculty from the same discipline will meet with others who are either just starting, halfway through, or at the senior levels of their professional careers.

“Women will be able to meet and discuss within their own alliances as well as benefit from cross-fertilization of ideas across all disciplines,” said Smieja.

IN TOTAL, THERE ARE 134 STEM WOMEN FACULTY AT THE 12 PARTICIPATING UNIVERSITIES, who teach and influence more than 25,000 female undergraduates. By holding their gatherings in conjunction with national organization meetings for the Council on Undergraduate Research, the American Association of Colleges & Universities, and Project Kaleidoscope, attendance and involvement in the grant study should be healthy and valuable.

The grant has been more than three years in the making, and Smieja credits Gonzaga colleague Joann Waite, director of the Sponsored Research and Programs office, for making the grant a reality. Waite reached out to her colleagues across the country to assess the level of interest in collaborating with Gonzaga on this type of grant. The response was overwhelming.

“I contacted Joanne to let her know there was definitely interest out there, and we pulled a strategy together,” Waite said. “Not only will this grant provide invaluable support and mentoring for STEM women faculty across the country, but also to the students they teach.”

Smieja recalls when she was the only woman in Gonzaga’s chemistry department, and looks forward to improving the academic culture for women in the future. “If we can affect how women feel about the work they are doing – if we can provide support to them – they will become more self-confident and successful in what they are doing, which will encourage more women to pursue similar paths.”
Mary McFarland’s joy was visible when she heard from colleagues in Syria that an electrical blackout there could not deter refugees’ desire for education. For McFarland, the news underscores the enormous potential of a new initiative to educate the marginalized masses worldwide – a project that may become part of the Jesuits’ greatest legacies.

From a cottage at Gonzaga University, McFarland serves as international director for Jesuit Commons: Higher Education at the Margins, an ambitious four-year pilot launched in September 2010 in partnership with Jesuit Relief Services. The students are refugees from eight countries and live at camps in Malawi and Kenya with urban refugees in Syria. McFarland resigned as dean of Gonzaga’s School of Professional Studies in 2010 when an anonymous donor funded the pilot.

Using Skype, she speaks daily with team members in Rome, Kenya, Malawi and Syria. This particular morning, she learned that life had become more difficult for students and teachers in Aleppo, Syria, where blackouts have become routine. Administrators worried no one would attend a night session in their cold, dark classroom.

“Promptly at 6 p.m., every single student in the track showed up for class, as did the teachers,” said McFarland, who spends five months each year with refugees on-site and works from Gonzaga the rest of the year. “Class went on by candlelight. At each of the sites we experience this kind of hunger for education.”

No one questions the refugees’ yearning to learn. Faculty teaching in the program “without fail say they’ve learned more than their students,” McFarland said. “One Jesuit faculty member asked of the team he taught with, ‘Is anyone else grading these papers with their jaw open in amazement?’”

The innovative project finds its roots in the 35th General Congregation – the last worldwide meeting of the Society of Jesus. Pope Benedict XVI encouraged Jesuits to reach out “to the margins” to engage and educate a secular world. Jesuit Commons leverages the collaborative potential of the Jesuits’ and lay partners’ network that includes thousands of schools serving millions in more than 100 countries.

Gonzaga and Regis University in Denver have taken lead roles in Jesuit Commons. McFarland says Gonzaga President Thayne McCulloh and vice presidents Patricia O’Connell Killen and Earl Martin have been key to GU’s involvement.

“What’s so exciting,” McFarland says, “is that we are giving our universities and the refugee students a chance to work together to build an entirely new and dynamic global network of Jesuit higher education.” So far, McFarland has developed a global team including the Jesuit Distance Education Network (JesuitNet), 12 of 28 U.S. Jesuit universities, and colleagues in Italy, Africa, Syria, Jordan, Thailand and South Africa.

The initiative employs the latest online tools to deliver accredited university courses to refugees who have had little or no postsecondary education. Jesuit Refugee Service provides on-site coordination and expertise. Regis serves as the credentialing institution while Gonzaga has found and delivered low-cost network resources and other support. Microsoft donated software and licenses; faculty at Gonzaga and other Jesuit universities teach without pay.

Jesuit pedagogy transforms, thereby liberating the mind and the spirit, said McFarland, who earned a doctorate at Gonzaga. “This initiative seeks – in partnership with those living at the margins – to teach, to learn, and to help transform the world,” she said.

When the pilot ends post-2014, McFarland predicts that “we will have a more developed model and a broader reach to the margins of the world involving Jesuit universities in Latin America and worldwide.”

Imagine the impact.

[View a comprehensive, interactive map of Jesuit social apostolate programs at http://jesuitsocialministry.org/map.]
Say each student brings a computer, phone and iPod to campus – plus or minus printers, cameras, electric toothbrushes, hair dryers, etc. Times all of that by 4,700 undergraduates. How would you like to have that appear on your power bill? All the more important, then, that in November Gonzaga established sustainability policies that cover a wide range of topics. Just a few of those included are water-efficient appliances, construction products made of agricultural crops and residues; 25 percent post-consumer waste recycled paper; silver LEED building standards; paint and carpeting with low or no formaldehyde; and native and drought-tolerant plants.

25% post-consumer waste

Field trip to Omaha

Twenty GU entrepreneurship students enjoyed a day in Omaha, Neb., with Warren Buffet in November. “The students were surprised at Buffett’s sense of humor, down-to-earth and humble demeanor despite his great wealth, said Professor Todd Finkle, who led the trip. “They stated that it was interesting to hear about his investment strategies however they enjoyed hearing about his different philosophies on life even more.”

two Rices

The Department of English has attracted nearly 60 majors to the writing track founded in 2009. Two writing track majors, juniors Alexis Rice and Emily Rice (no relation), have received scholarships to the renowned Port Townsend Writers’ Conference this summer at Centrum, in Port Townsend, Washington. The scholarships are made possible through College of Arts and Sciences donor funding.
JUST IN TIME FOR VALENTINE’S DAY, Gonzaga’s Chamber Chorus performed Venus and Adonis. This Baroque-era masque, or semi-opera, featured student soloists and professional musicians from across the Northwest playing period instruments. Students designed their costumes and choreographed the dancing. The performance presented some of Gonzaga most gifted student voices and was directed by Timothy Westerhaus, Gonzaga’s director of chorale activities.

The semester’s final major performance will feature Joseph Haydn’s Missa In Tempore Belli (Mass in Time of War), written during the late classical era just after Mozart’s death. “It was named ‘In Time of War’ as Napoleon laid siege to the city of Vienna. Some claim it to be an anti-war piece. Regardless, our students have a great opportunity to perform music of the highest order of beauty in a beautiful setting,” Westerhaus said. The concert will take place April 26 at Spokane’s Martin Woldson Theater at the Fox.
THE VENERABLE GESHE THUPTEN PHELGYE, a Tibetan Buddhist monk, is spending this year at Gonzaga as the University’s first Global Scholar in Residence — teaching, lecturing and leading meditation sessions on campus. He advocates vegetarianism and universal compassion for world peace.

During fall semester, Geshe Phelgye taught a course on Asian religions with John Sheveland, associate professor of religious studies. This spring, the two are team-teaching a course on Buddhism.

The concept of a Global Scholar in Residence emerged from work done last year by a faculty committee on diversity. And establishing Geshe Phelgye as the first Global Scholar in Residence is in keeping with a Jesuit initiative on interreligious dialogue that originated within the 34th General Congregation in 1995.

“This visiting scholar series involves bringing a steady diet of important voices to the campus, voices which are, at present, underrepresented in our current faculty,” Sheveland said. “It makes very good sense to have not only a Buddhist monk here with us for the year, but to have him in the classroom interacting with students.”

Geshe Phelgye served 10 years in the Tibetan Parliament-in-Exile and used his annual leave to travel the world and teach at various universities, including Harvard. Students there arranged a speaking tour for him which led him to Gonzaga. He gave annual speeches at GU for three or four years before the invitation to spend the year on campus.

Geshe Phelgye lives in an apartment in Twohy Residence Hall alongside freshman and sophomore students. “Many people are concerned. They ask me ‘Are you OK? Is it super noisy, annoying?’ It’s OK. I say ‘This is their time. We were young, this is their time.’ It’s fine, no problem,’” he said.

— Lauren Campbell (’13)
LAбор OF
LOVE,
LOVE OF
LEARNING

NEXT IN THE SERIES IS
“WHAT CAN WE LEARN FROM
POSTMODERNISM?” TO BE
HELD MARCH 26 IN THE WOLFF
AUDITORIUM. SPEAKERS
ARE MARK ALFINO OF THE
PHILOSOPHY DEPARTMENT AND
MARC MANGANARO OF
THE ENGLISH DEPARTMENT,
DEAN OF THE COLLEGE OF ARTS
AND SCIENCES.

WHen WAYNE Pomerleau
Of Gonzaga’s PHILOSOPHY
Department Was named
to the John K. and Ann J. Powers
Chair of the Humanities, he was
staggered at the generosity of
those who made possible the
endowed professorship. Beyond
his salary, the chair included a
modest stipend. “Wow! Lucky me!”
Was there anything special, he
inquired, that the Powerses
required of him? No, the answer
came. He was meant only
to continue his teaching and
scholarly work.

That didn’t strike Pomerleau as
fair. As an ethics professor, he
admits, “I am easily inclined to
guilt.” No matter why, he wanted
to give back and so devised a
lecture series named “What Can
We Learn?” Pomerleau’s gift is not
just any lecture series. Each event
brings together two professors
from different departments, the
better to generate provocative
exchanges of ideas. “The serious
discussion of great ideas is not the
monopoly of any one department,”
he notes.

Pomerleau delights in putting the
expertise of Gonzaga faculty before
the public eye; he considers the
twice-a-year series to be part of
“the intellectual face of Gonzaga.”
Now in his 35th year of teaching
at Gonzaga, Pomerleau has
organized 14 events in the series,
gravitating most often toward
the great thinkers: Sartre and
Camus, Confucius and Lao Tzu,
Shakespeare, Socrates, Karl
Marx, Sigmund Freud, Charles
Darwin, St. Thomas Aquinas,
Jane Austen, Abraham Lincoln
and William James, John Muir
and Aldo Leopold, Herodotus and
Thucydides, Gandhi and Martin
Luther King Jr.

Not all goes without a hitch. A year
ago, the Herodotus and Thucydides
experts had to face off against
March Madness and Gonzaga
men’s basketball in round two
of the NCAA tournament. Also,
Pomerleau’s longing for a lecture
involving Charles Dickens has
been thwarted to date, by the fact
that Gonzaga’s faculty does not
include two Dickens experts. “I
try to get people who really have
expertise, not just interest.”

Still, the ongoing interdisciplinary
lecture series allows him to
highlight the enduring value of great
thinkers and writers of the past
and to showcase the impressive
expertise of faculty members in
Gonzaga’s College of Arts and
Sciences. “I’m grateful for the
Powers Chair appointment because
it opens up to me additional time for
trying to make such a contribution,”
Pomerleau said.
Q&A

WITH PATRICIA O’CONNELL KILLEN, GONZAGA’S ACADEMIC VICE PRESIDENT
Where do you hope to take Gonzaga from here?

I want to lead Gonzaga into a future in which the distinctive excellence of each program shines – and does so within a global frame. What does it mean for Gonzaga to be a global university in Spokane educating those who will shape the 22nd century? I think we have hints of the contours of that global university, in the growing interest in our international programs and in the international students who choose to study here. We also see it in how we think about big issues. We have a relatively new environmental studies program, for example. One cannot do environmental studies without thinking about the environment as a global issue. Similarly we have a women’s studies program that recently celebrated its 20th anniversary, in a year when the three Nobel Peace Prize winners were all women from Africa. We have an incredible resource towards being that global 21st century university: shaping leaders, artists and innovators for the 22nd century in our Jesuit, humanistic, Catholic heritage. From the beginning, Jesuit higher education has been willing to walk on the edges, to imagine alternative futures, always going toward the magis, the greater. The students we educate today are the people who will shape the future. The decisions they make will have a profound impact on whether and how the human species and other species can live into a future. That’s the project, really.

Is Gonzaga’s core curriculum undergoing change?

For the past four-plus years, the faculty has been thinking about what the University’s core curriculum learning objectives should be. The process is a valuable one. The Core Curriculum Committee has proposed a set of core learning objectives, which the faculty discussed this fall. Two core models have emerged from the committee’s work. A third model has been offered by faculty. This spring we are gathering the sense of the community on those learning objectives and the core model. I think it also is important for people to realize that, however great or small the changes finally agreed upon for the core, the review and discussion of it is a project worthy of the faculty’s thoughtful engagement. Gonzaga claims the core as central to students’ educational experience. The faculty needs to reflect on it. The last time the core was reviewed and revised was over three decades ago, when the vast majority of our faculty was not here.

How do you see technology and efficiency interacting at Gonzaga?

At Gonzaga we want to be as efficient and effective as we can be, and that has been an initiative of President McCulloh. We must make decisions that will not erode the quality of the education we provide. We need to think about creative forms of delivery of certain kinds of information and knowledge. We also need to think about how our students work with technology as they learn. A large number of our students do hybrid or entirely virtually delivered summer courses. Some of our international students find us through hybrid graduate courses. And we have welcomed many newer faculty who already are deploying technology and new communication media creatively in their teaching. We have the Florence campus and the Tilford Center high-tech learning environment. We could in fact deliver courses globally. I think we’re poised for significant innovation and creativity. We are taking steps toward increasing our capacity for virtual delivery so that we can increase our capacity to be creative and take advantage of emerging technologies.

What gems have you discovered at Gonzaga?

If I open my jewel box, the biggest gem I see is the commitment of our faculty and staff to our students and to the mission of Gonzaga. The faculty – even when engaged in high-pitched debate on policy – and the staff share a profound commitment to educating our students to become full adults capable of being men and women for others.

People have heard about psychology professor Mark Bodamer’s work with chimps in Zambia. But our entire thriving psychology program, which is one of our largest majors, is also a gem. I think our linked thought-and-expression courses for first-year students are really important, too. Another jewel is the student-faculty research going on in the sciences, social sciences, humanities and the professional schools.

And I’ll offer one last gem. During orientation last fall I gave a talk multiple times to groups of new freshmen. At a break between sessions, two custodians came through to make sure that all the spaces where sessions were going on were tidy and pleasing to everyone using them. Talking with our custodians, hearing the clarity with which they understood how their work contributed to the mission of Gonzaga was wonderful. The humanity of this place, the deep commitment and the cherishing of its heritage and mission – all in the context of incredible openness toward the future – this bodes very well for Gonzaga.
Gonzaga hosts the 10th annual Spokane Intercollegiate Research Conference this spring. GU students will join their Whitworth University peers in presenting scholarly work. The two universities collaborate on the event, each hosting in alternate years.

The entire research process, including presenting research in a professional setting, pays dividends for Gonzaga students, says Patricia Terry, co-organizer of the event and associate dean of the College of Arts and Sciences, the conference sponsor. Students gain maturity, confidence, patience and a deeper perspective on their field of study; they also begin to see themselves as the young professionals they will become. And they accrue a powerful credential to help reach the graduate school of their choice. Beyond this, participants can flourish in highly individual ways.

Shortly before the 2011 Spokane conference, psychology major Makenzie O’Neil (’11) received an invitation to present at a national conference in Washington, D.C., where her work would receive an award. The problem was the cost. She could not afford airfare, hotel and registration, and her parents were not sold on the idea of sending her. “I brought my mother to the Spokane conference so that she could experience what an academic conference is like and see me present my research. I am not exactly sure what changed her mind, but as we were leaving the Whitworth parking lot she turned to me and said, “You’re going to that conference in D.C.” Today, O’Neil is earning her master’s in social sciences with an emphasis in psychology at the University of Chicago. She hopes to continue research and one day to teach at the college level. And that conference in Washington, D.C.? “It ended up being a blast,” she said, “and definitely bolstered my interest in research.”

The humanities hold their own at this conference. Last year, English major Tayler Mustion presented his examination of “royal masculinity through Shakespeare’s first tetralogy and its impact on England’s monarchy, nationhood and kingdom.” His research showed him “the manipulations of gender that Shakespeare used to characterize certain monarchs and the ways he constructed entire versions of England around particular notions of monarchy and masculinity.”

Mustion, a junior, was delighted when like-minded students quizzed him after his presentation. “It’s a rare thing to get so many Shakespeare nerds together in one place,” he said.

Jessica Mangundayao, a graduate student in special education, believes that all students should do research. “Research enables you to apply what you are learning in the classroom to real life. Research also allows you to come to your own conclusions.”

“Being part of the conference,” she added, “and being able to create work that was presentable made me feel like I found my purpose and that I was finally doing something that I not only understood but also loved.”

This year, an estimated 200 Gonzaga students will present their research at the Spokane Intercollegiate Research Conference on the Gonzaga campus, April 21.
A lot of ‘formerlies’ are stacked up in the history of the Magnuson Theatre. Formerly the Russell Theatre. Formerly Gonzaga’s gymnasium, where basketball teams played under coaching great Hank Anderson until 1965 when the Kennedy Pavilion (now the Martin Centre) opened, and where neighborhood boys sneaked in pickup games, thanks to the enormous heart of Brother Peter Buskens, S.J. Formerly the ROTC shooting range – way up on the top floor, where all four walls give bird’s eye views of campus, and an old chalk board is nearly gray with the scrawled names of past students.

Last summer, workers laid a new slate roof, good for the next hundred years. Other recent improvements have made the theatre arts gang happy – better heat, actual air conditioning, new seats, sound and lighting equipment and a beautifully refurbished lobby.

But underneath it all is a remarkable building, the features of which architect Mac McCandless can parse as effortlessly as a grammarian redlines a freshman’s first paper. McCandless calls his interest “forensic architecture” – deducing the original thinking behind a building’s design.

The bull’s-eye windows that most of us admire? McCandless explains the crucial work that those windows perform: built in 1904, the walls of the theatre were quite tall, for their day. The gymnasium needed that height, as it had two floors. The lower gym with a 12-foot ceiling served the younger boys, and the upper gym was for the older students. How to incorporate daylight? The engineering solution – one of the few solutions at the time – lay in the round windows, which distribute the weight of the building more equally around the openings.

Go to gonzaga.edu/architecture to tour the Magnuson Theatre building with campus architect Mac McCandless.
YOUNG MINDS BLOOM... INTO EDUCATED CITIZENS OF THE WORLD, WHEN PROFESSORS PRODUCE A NOURISHING ACADEMIC AND EXISTENTIAL SOIL IN WHICH STUDENTS MAY BEST GROW. HOW DO OUR FACULTY CREATE AND COMBINE THE ULTIMATE LEARNING NUTRIENTS?

PHOTOS BY RAJAH BOSE :: ARTWORK BY MARY EBERLE/ANEMONE

For more, go to gonzaga.edu/magazine.
Since 1974, I have been teaching a course about sex and gender. The topics include biological essentialism (our bodies make us opposites), sexism, heterosexism, abortion and sexual violence. I know the students will be interested in the course material before they read the first chapter in the text. Some of them will have definite opinions about our subjects. Even if they are unsure of their positions on many issues, they are not indifferent. They have a wealth of experience as sexed and gendered human beings – including growing up in families, going to school, belonging to churches, making friends, and consuming various media. In addition, I am aware that I also have strong convictions, shaped by many years of reading, thinking and teaching as a feminist.

I will not have to inspire the students to care about our questions. I can count on my own interest. However, I have been doing this long enough to know there’s another side – the side that makes me worry. Our passion – theirs and mine – can take us to some very rough places of fear, misunderstanding, frustration and anger. It is pretty easy for me to write a brief paragraph about academic freedom on the course syllabus. Practicing such freedom in a course that touches on so many hot issues – hot because the inquiry is not abstract and impersonal, but instead touches basic assumptions and values – is complicated.

For the past 20 years, I have been working at “teaching with my mouth shut” during class, to paraphrase the title of Donald Finkel’s book about shifting from “telling” students what they should know to creating conditions for learning. This means making decisions about texts, handouts, videos, and discussion formats. It also means listening to students as they talk with each other, reading their comments on the online discussion board, and responding to what emerges. It places students at the center – instead of me as “lecture star and authority.” The students work together to figure out what they have read in the texts, or seen and heard on the screen. Often their discussion becomes livelier as they move away from my prepared questions to their own, identifying moments of confusion and disagreement.

Yes, things can fall apart. When problems arise in student conversations, I am not the only person who notices, and I am often not the best person to intervene. Many students are highly gifted at responding to overdoses of emotion, either positive or negative. If I do intervene, I try to do so in a way that reminds all of us of our shared responsibility for listening carefully to each other, making room for many points of view, and protecting the continuation of our inquiry. I ask questions that might help us focus on the task in a different way. Sometimes, I invite quieter students to comment. Later, I might discover from reading their papers that we need to come back to topic at another class meeting. It is exhilarating to read that students are still wrestling with questions a few weeks after a discussion.

This happened recently with a heated discussion about cultural ideals associated with motherhood. On both sides, strong feelings were obvious. I left the classroom thinking that different perspectives had been represented, although perhaps without sufficient appreciation for the common ground between them. The essays on a subsequent exam revealed continuing disputes, and new questions. We needed to take more time with this, to explore what is at stake in defining and supporting motherhood, and we did. We also acknowledged that we had not resolved all of our disagreements.

Teaching is relational – connections that form, stretch, break, mend, and re-form – among the students, and between the students and me. I appreciate the surprises now, although I am still anxious about how to respond. Then I remind myself of these two things: The passion the students and I have for our subject keeps us coming back to each other, and the community we build in our conversations gives us what we need to continue learning more.
I graduated from Gonzaga University in 1999. I returned in 2008 to teach philosophy. That first semester I organized a group of students to meet in the evening in one of the classrooms in College Hall to discuss how our reading of the classic philosophical investigations of ethics relate to the great Irish film, “Waking Ned Devine.” However, the door was locked. I couldn’t believe it; those classrooms were always open. As a student I often walked into the Admin Building (as College Hall was then called) to study for an exam after the library had closed. As a graduate student passing through Spokane I even slept in one of those empty classrooms. When I asked the security guard about the locked door, he showed me the computer, DVD player, projector and document camera that now grace every classroom.

This electronic deluge has improved teaching and learning in many ways. However, great costs may come with a world drenched in instantly accessible information. If it is true that the hyper-connectivity of the information age is a hindrance to deep thinking and the upwelling of creativity, it seems we must nurture a Gonzaga experience that includes great stretches of time cloistered from these technologies. Towards that end, I have a proposal: Perhaps our Internet provider will give us a special rate if we only contract their services for three hours in the evening.

Defenders of technology often point out that while some benighted Luddites decried the dangers of the printing press, and the hopelessly backward Plato worried about the effects of writing, in hindsight we would not want to return to a world without the printed or written word. Well, of course not, and the same is probably true of the Internet. My only suggestion is that as a university we are particularly well situated to remember that we need not uncritically accept the bad with the good.

Critics of the printing press were right that the avalanche of cheap books made possible by mass production has the power to expose learning to the vagaries of market forces and to fracture a community into individual silos of narrow specialties and individual preference. But the university predates the printing press, and its structures provide a place of sanctuary for a society awash in books to cultivate depth and integration of knowledge in a common endeavor. A university course consists not of many individuals each reading his or her own books, but of a class all engaging the same sources, chosen for their wisdom not their profitability. The overlapping texts of a core curriculum mirrors this shared approach as out of the many different disciplines a common intellectual community is knit.

As a university, our institutional structures also implicitly recognize the worry that reading will divorce the search for truth from the human dialogical context. So, the university maintains that, contrary to Matt Damon’s powerful speech in “Good Will Hunting,” an education is not available for $1.50 in late fees at your public library. We certainly read and write a great deal, but perhaps the heart of what we do lies in conversation and Socratic-style lecturing, as our classrooms, coffee shops and pubs provide a sanctuary from the ubiquity of writing. We might even say that in the silence at the heart of the rituals that mark our Catholic tradition, we make a place to hold onto what is lost with the pre-historic turn to language itself.

The university has done a good job of providing a shelter from the dangers of a world over-run with books, writing and even speech, so that in the civic space of common literacy and tradition, the immediacy of dialogue and community, and even the silence of ritual and prayer, its members might be free from distraction for the deep thinking that is our task as human beings. With a communal wisdom, let us find a way to do the same with the Internet.

A CLOISTERED SPACE
BY DAN BRADLEY, ASSISTANT PROFESSOR OF PHILOSOPHY
BERKELEY, 1970. TWO MINUTES INTO MY first solo class. The subject? Greek political theory. Plato and the crowd that kept to his trail. The foundations of Western thought. Arcane stuff for the average undergraduate. Earthshakingly important to me.

A scruffy kid with frayed mismatched clothes – which is to say, a normal-looking Berkeley student of the era – raises his hand, menacingly, in my judgment. “Why aren’t we studying Eastern political thought?”

Time for taut nerves to snap? Time to run from the room in search of less frightening work? No, a time to be calm and honest. “Because I don’t know a damn thing about Eastern political thought,” that’s why.

I was happier with that counter than he was. He never came back for a second class. Over a small but significant hump, I launched my career.

Teaching is a skill – like hitting a baseball or whipping eggs for a perfect omelet. Even if you are a “natural” at it, time and experience should make you better. If you are not a natural – well, you may still get good at it if you try. Or, sadly, you may strike out – with egg on your face?

You need these things to be a good teacher: a conviction that you know something worth telling people about – maybe not the only thing worth knowing but up there somewhere near the top; the courage to plunge ahead – not by yourself but in the company of your students, your temporary companions; and an already skilled teacher you have watched and learned from and who stands even now near your shoulder, a ghostly coach who helps you over the rough spots.

That 80-word sentence may be too much to digest in a single reading. I’ll pause while you read it again. I’m proud of it – it contains almost everything important I know about teaching.

It’s the model teacher that I want to talk about.

Mine wasn’t anybody at Berkeley. Most of the professors in my department couldn’t care less about teaching – they had books to write, books that would make them famous from Berkeley to Beijing. Watching their indifferent performances was dispiriting.

(Thank goodness for the few exceptions, like young Mike Leiserson, who would later be my GU colleague for more than 30 years.) My model was Ralph Bishop, a history and business law teacher at Golden High School. I guess that he’s dead now – he was already in his 50s when I graduated in 1961 and left Colorado behind. (Yes, angel, that means I’m almost 70.)

Bishop was clear and accurate about the facts. That’s always good. More importantly, he was fun to watch and listen to. He’d arrange his – to us – ancient carcass on the front of the desk and suck a small candy. (An ex-smoker? Or maybe still smoking but too far from the teacher’s lounge, that forbidden place of mystery?) He’d start: “Well, now, folksies, if we could have your attention please.”

Same corny opening every time. A joke among the students. But he wasn’t a joke. He was a magnificent storyteller. He told us how FDR, who seemed to have been a personal friend, saved the country during the Depression, how the great crusade against the Nazis was won, and more. He did get our attention and he helped us learn.

His exams were famously difficult. Objective exams a couple hundred questions long. No one had ever gotten all the answers right, he boasted, throwing a clear challenge to my buddy Rich and me – I mean, he looked right at us.

When I did get all the answers right on an exam, he seemed sad. Chastened. Even wronged. A scrawny man, he slumped his shoulders and solemnly shook his head. A thin tuft of white hair found its way down his forehead. “Well, folks, Garvin got me.”

Then he admitted that he had lied. I was not the first, but the second. Somebody named Parker, later a famous engineer, I think, did it back in 1941. I sank – but only a little. It’s still a high point of my checkered academic career.

I am not a Bishop clone. For one thing, I’ve learned from others besides him. Especially those at GU whom I team-taught with in my early years. Chang, Killen, Welch, Costello, Leiserson, Royce, Rinehart, Jeannot. You remember them.

And I’ve taught myself. I’ve experimented. I’ve worked through failures and built on successes. I’ve tried never to rest in one place but to keep moving toward something better.

These days we are into collaborating with our students. That’s good. We should be. But in many ways teaching remains a solo act.

What happens there in front of the class is self-revelation. If you care about your subject and about your students, that will show. If you don’t, that will show, too. You need to be a good person to be a good teacher. If you are not – my advice is that you find other honest work. Or just stay home.

Gonzaga isn’t Berkeley. Gonzaga is blessed with an abundance of skilled, caring teachers. That was true in 1971 when I showed up. It’s true today. I’d like it very much if we all worked hard to keep it that way.
SELF-REVELATION
BY BLAINE GARVIN, PROFESSOR OF POLITICAL SCIENCE
46 CHILDREN WITH THE CHANCE TO ATTEND ANY COLLEGE IN WASHINGTON

PROMISING COLLEGE

STORY BY KEVIN TAYLOR :: PHOTOS BY RAJAH BOSE
LIDGERWOOD ELEMENTARY SCHOOL’S CONNOR HALONEN, 10, AND CHRISTIAN SANTA MARIA ’09.
Sitting at a table in a room filled with happy chatter, Allison Christianson is one of those kids. She is 10, dark-haired and slender, and intent on long division, which she works out on a sheet of paper rapidly and with a flourish. “I do like math,” she says.

One table away is another 10-year-old, Connor Halonen. Clad in the black jersey of his Pop Warner football team, the Storm, Halonen loves football and can talk about it at length. But first, he points to a long wall of shelves stuffed with books. Those weren’t there three years ago, he says, but now every Tuesday “we have reading time.”

Christianson, Halonen and 44 classmates, now fifth-graders at Lidgerwood Elementary School, assemble in this upstairs sanctuary most afternoons at the Boys and Girls Club on Spokane’s north side. After school. For extra study. This is where Reach For The Future!, Schafer and Etter’s brainchild, is, well, reaching for the future. All 46 of these students have been promised a college education – sometimes a rare thing in their families. At the Boys and Girls Club, Reach provides homework help, tutoring, lunch buddies and visits to Spokane-area college campuses.

“Me and my parents want me to go to college,” Halonen says. And not for sports, he says, but rather “A college that teaches me.” Christianson adds, “My parents say when you go to college, you can be whatever you want.”

Gonzaga University alums and longtime friends, Schafer (’71) and Etter (M.A. ’87) were inspired in 2005 to create a foundation that would guarantee a college education for Spokane children who might not otherwise have the opportunity.

Both women had worked with children for much of their careers – teaching, coaching, counseling. Schafer had also spent seven years as a guardian ad litem, representing a child’s interests in court. Etter got her master’s in counseling and psychology at GU to work with troubled kids.

Each had seen enough of the dashed hopes and missed chances being ground away, under the weight of poverty. Independently, each had formed a desire to find a way to break cycles of poverty and diminished expectations. And before the idea was broached out loud at a party one night – “I’d had a few lemon drops,” Schafer jokes – there were, they say, some common threads they followed: the ethic of compassion and helping one another fostered at Gonzaga, and news accounts of Harlem businessman Eugene Lang’s impromptu guarantee of a college education for the sixth-graders in his alma mater, PS 121, if they would stay in school.

“We both, at the same time, were thinking the same thing but we had no money to do that,” Etter says. So they researched, making several visits to the nearest I Have A Dream Foundation (the international organization created out of Lang’s promise) in Vancouver, Wash. The foundation “had some very strict criteria for what you had to do before you could begin a project,” Schafer says. “One of which was you had to have $250,000 in the bank before you started your program.”

College is expensive. Dreams are fragile. Don’t blow your promise to kids who hear too many and collect on too few. This was the message from the I Have A Dream Foundation, which, according to its website in late 2011, has helped more than 15,000 kids with college tuition since Lang made that first promise to the small classroom of Harlem sixth-graders in 1981.

Schafer and Etter, while eventually deciding not to affiliate with I Have A Dream, follow much of the business model in their own Reach For The Future!, which has promised to pay for college education.
for 46 kids and has, by late 2011, purchased $500,000 worth of GET units, the tuition credits offered through the Washington Guaranteed Education Tuition Program.

“It took us about three-and-a-half years to raise that $250,000,” Schafer says. Etter adds, “That’s where we got a lot of support from a lot of Gonzaga friends and other friends, and some businesses really stepped up.”

Washington Trust Bank, Garco Construction, the Inland Northwest Community Foundation, Spokane Teachers Credit Union, the Ludlow Foundation, Avista and others have come forward with help, and some have made long-term commitments. Schafer and Etter have enlisted spouses and friends and community leaders to help with fundraising and fund management. In the recession, GET units have more than doubled in cost from $74 each three years ago to $163.

Then, the two did more research to select the school and the grade level before the project launched in 2008. Educators told them second grade is a place where kids can be inspired before they lose confidence and fall too far behind in schoolwork. Lidgerwood Elementary met the criteria of serving a student population that is low-income but high-diversity, where Reach For The Future! could really have an impact.

And, says Lauren Garske ’07, Gonzaga alumna, program coordinator and the only paid REACH staff member, the impact has been terrific. Scores are up, enthusiasm is high.
NEICE SCHAFER ENCOURAGES MARQUITA CHRISTIAN.
State education statistics show that among the 17 Title I schools in Spokane, Lidgerwood performed poorly on standardized test scores before adopting REACH. Last year, Garske said, “Lidgerwood was fifth of 17 in writing, second of 17 in math, and first of 17 in reading. Thirty of the original second-graders are still in the same classroom together three years later, an unusual degree of stability, and 15 of the kids who moved away are still in the program.

Starting in the second grade, the REACH kids, as they are known, have visited the Gonzaga campus twice, and Whitworth University and Eastern Washington University.

“We’ve really made college a vision for these kids as opposed to just a word,” Garske says. “We bring in college students to talk to the kids about what they’re going through, to be role models and show the kids exactly what they are working towards, why they come here every day,” to after-school sessions at the Boys and Girls Club.

“We are having an impact on the whole grade level,” Garske says, noting that last year REACH surveyed all fourth-graders at Lidgerwood. “The first question asked, ‘Do you see yourself going to college, circle yes or no.’ Well, 49 of the 50 kids surveyed circled yes.”

Given all the time they spend together in school and after, the REACH kids tend to break down the walls of typical cliques, Garske says. They are sassy in a good way, cohesive and motivated.

And the payoff, though still distant for the kids, is already appreciated in their homes. Corey and Trisha Christian, Shadle Park High grads, say their own desire to go to college was thwarted by tight finances and the need to get jobs right out of high school. They were hoping for better for their kids, Austyn and his adopted sister Marquita, but couldn’t imagine how they would swing it.

Then, at a meeting for parents of Lidgerwood second-graders three years ago, the REACH promise was announced. And as the import sank in, “I was bawling right there in the stands,” Trisha Christian says. “It’s a lifetime opportunity we would never have been able to give them.”

And now, on car trips when they hear Austyn and Marquita talking together in the back seat about college this or college that, the Christians smile. Garske smiles. Etter and Schafer smile.

Smiling at a future that is coming within reach.

TO BE INVOLVED
Visit the website, reachforthefuture.org. Reach for the Future’s next fundraising auction will take place on May 31 in the Globe Room at Cataldo Hall on the Gonzaga campus.

For more, go to gonzaga.edu/magazine.
What are two or three qualities of a great leader on the court?

Fortier: The ability to be vocal is one. We have had some players who have good interpersonal skills with the team, connect well with the coaches, but they’re a little bit shy or timid. We need a vocal leader to get them together when they’re on the floor. A lot of players that we have coached have trouble with this. Still, some sort of vocal leadership helps bring them together. And you have to back that up with compassion.

Pendergraft: My two would be strength and respect. Say you hit a brick wall in a game. You’re struggling, you’re down by eight with four minutes to go, and you want to quit. You have to have the strength and resilience to see that in the rest of your team and say, “No. We need someone to stand strong and be tough. Make a play, get my team together.” Someone has to have that glue to hold the team together, just that mental toughness.

And the other one is earning respect of the team. This player is battle-tested, so the team knows that he will back up what he says. “I’m going to get the ball to so-and-so,” and he does get the ball to so-and-so, and we score. Or when there’s a loose ball, he gives the effort, and I know he’s going to have my back if coach is hollering at me and I didn’t do anything wrong. He’s right behind me. That level of respect – call it brotherhood respect – needs to be there.

Josh Armstrong, faculty member and director of Gonzaga’s Comprehensive Leadership Program, was the moderator for this discussion.
Nilson: The two that ring true to me are communication and consistency. I see a lot of people who do a nice job leading by example, but that’s kind of a buy-in. Of course you have to do it. You have to show up to practice, you have to work hard. I see a lot of people who aren’t quite comfortable getting out of their comfort zone. I can think of one great player who eventually became a great leader, JP Batista. But early on, he would show up and it was game day, he was going to get his lift on. Where I think he could improve was if a coach asked him “Where are the rest of the guys?” he might answer, “I don’t know, I’m getting my stuff done.” He didn’t always take that next step. Leadership is making sure the other guys are on board and that you can trust them. And then being consistent. I see guys being fired up and rallying the troops and then they hit the dips and you don’t see them for a while. When they come back, it’s like “Where were you last week?” That inconsistency is almost more harmful.

Ferch: I like self-sacrificial leaders who have integrity. I think at the highest level of basketball, you have to add a third element, which is having among the best skills. That combination to me, on the court, comes out as an embodiment of love for the game, for the endeavor you’re doing. You see somebody who is unwilling to let the community fail. So if somebody is failing it might mean a really difficult conversation. I’ve seen this from some of the highest level players: “Hey, not to point you out, but if you look around this team, if you just look at the percentages, who should shoot?” That’s a hard message to tell somebody who might be the fifth option. But that leader will frame it so that the person knows what he has to do. I see that as a combination of love and power that makes sense on the court. It makes you want to be as sacrificial and have as much integrity as that leader.

Sometimes we designate the leader of the team because she is a senior or he was named captain. Talk about that dynamic. Is that really the leader, or do leaders emerge?

Pendergraft: I hope the title came because that leader did emerge. Most of the teams I’ve been on have been that way. Jeremy Pargo was such a tremendous leader on the court. He was vocal, he would get everyone going. You knew that he was going to give it his all, and he was powerful. Those qualities are contagious, that mix of love and power. Pargo emerged as a captain halfway into his sophomore year.

Fortier: Courtney is kind of like JP. She would be working her butt off, two lists a day, in the gym shooting as much as she could, always just bringing the walk-on with her to do shots. By her sophomore year she was the person everyone went to. She had a lot of the things you talked about. She was not going to let the other players fail, she was going to sacrifice herself, or tell them what to do. She was a good example of someone who, while I don’t think she was a natural leader, but was a leader on the court. She had the presence, the skill set and all those things that matter, but being vocal wasn’t comfortable for her being vocal. Still, she was a competitor, and that brought leadership out for her.

We have a player this year, a sophomore who is vocal and is always doing the right thing. We’re trying to help her know that you don’t have to be an upperclassman or a starter to be that leader. Then on the contrary, we have a lot of players whom we coach on their leadership style when they get to be upperclassmen. In our program, seniors have a captain role. They may set a goal to become a better leader. Well, how can you do that? You say you want to get shots up and be a better leader. Maybe you need to be bringing a different player in every week to get shots up with them. Or maybe you need to be checking on these players off the court.

Servant leadership, essentially, is making others better. So what does that look like on the court?

Nilson: It looks like one guy whom we all know, John Stockton. When John plays (which he does regularly on Sunday afternoons), he is the best. But there’s something else – he always brings his best. If he’s not there, it seems like the group for the most part starts a little slow. Everyone’s joints are a little cold. But if he is there, it feels more like I’m going to pass out after the first three or four plays.

John doesn’t say a lot, but if you’re not doing good, he’ll give you a little prod. It might just be a look. Or, “Hey, let’s go.”
Somehow, you’re going to know about it. He’s going to lead by example but also call you out a bit.

And he does a great job with humility and love for the game, which is how you play the game. That’s what you’re getting called out on. He might say, “This shot shouldn’t be taken at that point, you should take this one.” If you take this one, and you miss it, he’ll still say “Great shot.” Which is a unique dynamic. You feel well loved in your game. You feel confident – although it can be pretty tenuous when you first start playing with someone like that. What happens if I really screw up here? I screwed up a lot in the beginning.

Pendergraft: I agree with Mike. John comes in the gym, and you know what his approach is going to be. It makes you check yourself. “What was my mental attitude coming in? Was I going to take a play off? I can’t do that now. Because I know he’s going hard every time and he’s going to expect that of me.” I think you hit it right on the head – he does a great job of being humble within the game. Say, we do lose a game and you’re on his team. He says ‘I messed up here, this is my fault. You and I, we’re going to do this.’ And you think to yourself, ‘I just had three turnovers, and he’s that focused?’ It’s so contagious with him. He’s so quiet and humble and he just goes full out.

Nilson: The first time I began to notice this was when I was playing with you, Shann. You always encouraged me and I always liked that about playing with you. And playing with John was a lot like that. I remember one instance, he cut to the basket and you did this little pass, and I was on the other team so I was a little ticked, but he was like “Great pass, Shann! Great pass!” And all of a sudden, everyone’s spirits get raised around a certain thing – which is basketball.

Fortier: We’ve talked about three specific players: John Stockton, Jeremy Pargo and Courtney Vandersloot. So far as servant leadership goes, they’re different from other players. They’re getting the team together. The ball’s in their hand the most. They’re passionate about the pass and getting other players on the team baskets. It’s a different way of playing, where you don’t have to score the points and you don’t have to get the defense. It’s a different art that they have, within the same game. They’re the passer.

Ferch: The right person, the right leader doesn’t have to say more than “Move the ball.” Which means: “We’re losing when you don’t move the ball. That’s a terrible play. It slows us down, not getting to where we have to be. There are two other people who should have shot that instead of you.” It’s got all those things in it, in just one sentence.

Pendergraft: One time I was trying to get my team going. I was picking John’s brain and he basically said, “If your team needs to get going, make a play. Don’t talk to them.” It was almost that servant leadership, where change comes from within. If your team needs something, don’t talk to the other four players. You need to step it up. You want to get defense going? Make a play, make a steal. That’s what ignites your team. [And I realized I have to get better at basketball.]

DO YOU THINK THAT A COACH LEADER OR AN ATHLETE LEADER IS MORE EFFECTIVE ON A TEAM?

Fortier: We coaches can only do so much, and then the games come down to the players. I think that players tend to tune out coaches. It seems kind of like the military, where you have someone in the trenches with you, someone you respect and who has all those characteristics. Those players could coach the team without the coach, the good ones. It’s someone that the team rallies around more than the coach. And they may respect the coach, and hopefully the coach is impactful and a leader and got you guys organized in a way that the athlete leader can take over. But I feel like the players on the court have more impact in the times that it really matters.

Nilson: I think if you asked the athletes that question they might say the coach, but I think there are a lot of athletes at this school who look to the player. In my experience personally, and just looking at the players on the current team, I think that looking towards each other can be just as impactful as what the coaches do.
ONE OF GU’S MISSIONS IS TO DEVELOP WHOLE PEOPLE. IGNATIUS TALKED ABOUT DEVELOPING THE SOUL AND HOW WE CAN DO THAT. CAN YOU GIVE ME AN EXAMPLE OF HOW LEADERSHIP HAS FORMED STUDENT ATHLETES WHOM YOU ARE PROUD OF, OFF THE COURT?

Ferch: That is a good question. It reminds me of different times with different players and different coaches. The Jesuits would say, “Life is made of different consolations and desolations. Don’t get too attached to either one. Know that you are going to have consolation and then desolation.”

I think leaders get you through the desolations and sometimes their words might be a desolation too, but they pull you back up. Another Jesuit said “God is the God of all consolations.” It’s not just a balance for your desolation but there’s this larger essence that believes in love and consolation which we refer to as God or the divine. I see great players and great coaches ‘step you over’ in the middle of desolation and help you, bridge with you, to the other side. It might be verbal, it might be just the way they do things.

Nilson: In class, I am reading the book “Servant Leadership,” and I love the idea that leadership starts within. That before I can be an influence on anyone, I have to live a life that other people would want to follow. I think that’s where Lisa does a nice job. I have a little daughter, Ella, and Lisa is a person I would want her to be around. Whether Lisa coaches the x’s and o’s, that doesn’t really matter, because I think her presence and I think Ella is going to look and see, when Marcus (Lisa’s young son) is around how does she treat him? And how does she treat the other coaches? And how does she treat the players? There’s always some sort of a gap between what you want to live and what you actually live, but I think the closer that coach can be to marrying those two, the more powerful leader they’re going to be. So hats off to you, Lisa, I think you do a great job of that.

Fortier: Thanks, that’s very nice. I try. Leading by example is something that people see, but it might take time to learn. It might take four years or longer.

Pendergraft: I know through my experience that the men’s coaches have 18- to 22-year-old kids who are becoming young men. A lot of my teammates grew up with tough backgrounds or in tough situations. Being able to see what a healthy family is, what healthy encounters are – that changes their whole world, not just the basketball landscape. It changes the whole dynamic of what life is about. Even, what love is, in some cases. Looking back, it was really powerful to see the four-year transformation in some of those guys.

Josh Armstrong: I think that’s part of why we have a history here of men’s and women’s teams that have been successful. People want to root for Gonzaga. But I have to think they also want to root because these athletes are becoming whole people. I feel proud to send some of these people out into the world and I feel like they’ve become better people during their time here.
LIVING GONZAGA’S MISSION IN BIOLOGY

GONZAGA’S BIOLOGY PROGRAM DRAWS HIGHLY CAPABLE STUDENTS WHO THIRST FOR A STELLAR LEARNING ENVIRONMENT. What makes for such an environment? Creative and accomplished faculty who are dedicated to teaching. Research opportunities. And a muscular support system conceived particularly for students who come from first-generation or ethnic minority backgrounds.

Two of the three elements are well in place at Gonzaga. This year, the University unveils the third element in a new offering, Gonzaga’s Science Scholars Program. This is, at its core, a Gonzaga mission program, working through the sciences. The program’s goal is to graduate a more diverse set of high achieving, creative students that use science as a means to make the world a better place.

The new program, which is expected to branch out to other sciences in coming years, will name five Gonzaga Science Scholars each year. It will provide incentive funding to come to Gonzaga and create a strong community among biology majors even in their first months on campus. Gonzaga biology professors took a giant step in that direction this past fall by volunteering to teach Pathways classes for all freshman biology majors.

“When all 80 freshmen biology majors gather in the same place for several sessions of Pathways (they also meet in small groups of 10-15 most weeks), you can see them looking around at each other and realizing that this is their cohort, their community,” says Nancy Staub, biology professor. “I think it really helps to be able to say ‘This is who I am, and this is my community.’”

Further, every Gonzaga Science Scholar will participate in community outreach, enriching hands-on science education in low-income Spokane elementary schools. After all, to teach is to learn. The Science Scholars also will gain access to resources such as regular student mentoring groups. They will also serve as mentors for other students. After participating in one summer of research experience on campus, these students will go on to an additional summer of research at another university, with funding support if needed.

“I remember taking three or four students of mine to Oregon State University one summer for a conference with some of their biology faculty and graduate students,” said Staub, whose research is on salamanders. “Afterwards, we had pizza for dinner, and we all sat around and talked biology and salamanders all evening. My students couldn’t believe it. They didn’t know that people did this. We all had a great time.”

Staub has admired programs similar to the Gonzaga Science Scholars Program at UC Berkeley and other major research universities. She and other faculty have worked hard to build a strong biology program that serves a diverse population of students, and they see the Gonzaga Science Scholars Program as the logical next step to reach their goals. Staub credits a GU teamwork approach for the success of starting this program, and foremost among the team members are Gonzaga’s donors, as well as Julie McCulloh, dean of admission; Jim White, director of financial aid, and colleagues in the development office and of course in the biology department.

“We wanted to make our own Gonzaga-specific program, and we think it will work well,” Staub said. “In a way, it’s like a Hogan Entrepreneurial Leadership Program limited to the sciences; our aim is to target future leaders who will make a positive difference in our society through science and help them achieve their goals.”

To help make the Gonzaga Science Scholars Program a reality, contact Stephanie Rockwell at rockwell@gonzaga.edu. This new program is growing out of the Gonzaga Scholars Program, which depends on donor generosity to provide “gap” scholarships after all other financial aid has been awarded to exceptional students who are often first-generation college graduates. Gonzaga Science Scholars will receive the same type of scholarship funding.
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TYING THE KNOT

Janelle Umek ('09 J.D.) married Jacob Brennan ('10 J.D.) at St. Aloysius Church on May 29. They live on Spokane’s South Hill where they enjoy honing their culinary skills and palettes, mastering landscaping projects, and playing with Avery and Sophie, their canine kids.
‘74 Edward Logue won his third Best Actor award from Grays Harbor Driftwood Players. He attributes his success to the excellent tutelage of Dorothy Darby Smith and acting in a small-town community theater.

‘82 Christopher Culp (J.D.) was appointed by Gov. Christine Gregoire (J.D. ‘77) to the bench of the Superior Court of Okanogan County, Wash., after serving on the district court there since 1986. He looks forward to seeking election to a four-year term in the fall.

‘89 Raymond Czwakiel (M.B.A.), Milton, Mass., is a new member of the Milton Public Library Board of Trustees. Czwakiel has lived in Milton for nearly 15 years and calls himself a “proud and frequent patron of the Milton Public Library.”

‘91 Jesse Davis (M.O.L.) was named chief of the Airport Police and Fire Department at Ted Stevens Anchorage International Airport. He has more than 15 years of experience in the department.

‘92 Angelique Signorelli (‘95 M.A.) and Frank Heinzen married on May 24, 2008, at Our Lady of Lourdes Cathedral in Spokane. They welcomed daughter Emma Alicia on March 22, 2009, and son Donald Angelo on May 6, 2010. Angelique works as a grant writer and researcher at NEWESd101. Frank is a chemical dependency counselor.

‘96 Amy Fredeen, Anchorage, Alaska, has been elected secretary to the Board of Trustees for the Make-a-Wish Foundation. She works as chief financial officer for the Cook Inlet Tribal Council, Inc.

‘98 Beth Mulligan Hartsch was the first female finisher in the Oct. 9 Klicks Mountain Bike Duathlon in Bellingham, Wash., where she lives with her husband, Jacob Hartsch (‘96) who finished in third place.

‘01 Melody (Crick) Peters and Scott Peters welcomed a daughter, Madison, on Aug. 29. Melody loves watching her daughter learn something new every day. “When Madison is ready to eat, she folds her hands in front of her like she is saying grace,” she said. Gina (Bogath) Stoess...[3] and her husband, George, welcomed their first son, Henry, on Jan. 10. They live in Des Moines, Wash., where George is a firefighter for King County Fire District No. 2. Gina resigned from her teaching job to be a hands-on mom.

‘02 Lynne Olmos is a finalist for Washington’s Teacher of the Year award. She teaches English and drama at Mossyrock Junior High and High School in Mossyrock, Wash. She also coaches the school equestrian team.

**IT’S ALL ABOUT QUALITY**

Back when Jim Brooke (‘97) was in fourth grade, he broke down bulk packs of candy and sold them as individual units on the playground – until the principal shut him down, that is.

His business has expanded since then, but he’s still bringing people the quality food they want. Now it’s called Corfini Gourmet, from his mother’s maiden name. Corfini distributes local and natural meats, seafoods, specialty items and wine across the Pacific Northwest.

When he started Corfini in 2003, Brooke drove around Seattle in his ‘91 Subaru hatchback, using his garage as a warehouse. An average day today is filled with meetings with some of his 40 employees, phone calls with the 800-some restaurants that purchase his products and working on plans to grow his company. Already, there are two other Seattle companies under the Corfini Gourmet umbrella: Corfini Cellars and Toasted Goat. And Brooke is working on a Web-based company and expanding to other markets, like Spokane.

– Lauren Campbell (‘13)
'03 Brendan Cunningham married Erin Miller on Sept. 17 in Jersey City, N.J. He is a fourth-year resident in emergency medicine and family practice. Tana Small Joslin (J.D. '06) and ('06) Devin Joslin...[1] welcomed baby Sven on July 4 – bringing him home in a Gonzaga onesie. The family lives in Wenatchee, Wash. James Kelley, Norfolk, Va., is stationed on the destroyer U.S.S. Oscar Austin as a lieutenant, junior grade.

'04 Stephanie Dickinson and Chad Warneke...[2] were married on Sept. 25, 2010, at Resort at the Mountain in Welches, Ore. The couple lives in Portland where Stephanie is clinical manager at the Parry Center for Children, a psychiatric treatment center, and Chad is marketing manager for Oregonians Credit Union. Their bridal party included Erin Dineen, Brett Hawkins and Matt Scheelar. Courtney Haase is an assistant coach for the women’s rowing program at the University of Minnesota. As a Gonzaga senior, she was a first-team All-Western Intercollegiate Rowing Association selection.

'05 Emily Feicht is the member relations and development manager for Washington Women’s Foundation. The foundation provides grants in arts and culture, education, environment, health and human services. Jesse Goldsmith was featured in Commercial Executive Magazine in Phoenix, Ariz., as a successful young real estate agent. He has brokered $50 million in retail investment sales since graduation. “I owe a lot of my success to my time at Gonzaga,” Goldsmith said.

'06 Caitlin Ross married Daniel Benoit on Sept. 17. The couple live in Mill Creek, Wash.

'07 Kimberly Albers, Seattle, married Jacob Olsen on Aug. 5. The pair met at a New Year’s Eve party in 2006 through a mutual friend. “The whole day of the wedding was very surreal, but we were so happy to have all of our friends and family there to celebrate with us,” she said. They plan a honeymoon to Italy this spring. Joe Padon, Craig, Colo., received the Young Agent of the Year award from the Professional Independent Insurance Agents of Colorado in October.

'08 Clare Alexander ('11 M.Ed.) married Stephen Sykora...[6] on July 23. Stephen manages group homes for adults with disabilities and Clare teaches special education. The couple lives in Spokane and is grateful to Gonzaga for bringing them together. Robert Holland, married ('10) Amanda Ruen on July 30 in the University Chapel. Their wedding was celebrated by Fr. Craig Hightower, S.J., and Fr. Bob McNeese. The couple lives in Spokane, where Amanda teaches and Rob is an engineer.

'09 Sarah Alberts married Christopher Deaton on Sept. 4 in Seattle. The couple lives in Bellevue, Wash., where Sarah works at Valley Medical Center.

Amanda Parsons and ('08) John Peters...[5] married on Aug. 20. They celebrated with s’mores, sliders, fireworks and a Bulldog-shaped groom’s cake. They live in Redmond, Wash. Tyler Strom married Siobhan Kirkpatrick on July 16 in Missoula, Mont. They live in Colfax, Wash.

'10 Mike Kelsey has taken a job with Gonzaga’s Alumni Association. After serving as student body president as a senior and working as a financial aid counselor last year, Kelsey decided he wants to remain directly involved with the Gonzaga community.

Robert Holland, married ('10) Amanda Ruen on July 30 in the University Chapel. Their wedding was celebrated by Fr. Craig Hightower, S.J., and Fr. Bob McNeese. The couple lives in Spokane, where Amanda teaches and Rob is an engineer.

Jessica Sheady and Jonathan Manfredonia...[4] were married Aug. 20 in Spokane. The wedding festivities included a cocktail hour with a polo match and hats galore. Jessica and Ali Messer ('09) planned the wedding as part of their recently opened business, Soiree Event Design, in Spokane.

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HOGAN GRAD FOLLOWS HER BLISS

After graduation, Nora Totonchy Sheils ('02) moved back in with her parents in Portland and started what has become an award-winning wedding planning business, Bridal Bliss. For seed money, Sheils used her cash award from the original Hogan Business Plan Competition, which she won in her senior year.

Weddings don’t always go perfectly. A groom went to the wrong church; a mother-of-the-bride broke her wrist dancing; a canine ring-bearer heard the call of nature in the middle of the aisle – but Sheils has learned to take it all in stride.

"Every wedding brings on new challenges," she said. "Most run without a hitch but some have a few hiccups we have to deal with along the way."

In addition to planning more than 60 weddings a year, Sheils makes multiple television appearances monthly and runs a sister company, A List Events, which plans corporate events.

As for winning "Best All Around Wedding Vendor" and "Best Wedding Planner" in Portland for the second year in a row and being profiled in "Graduate & Go," a book aimed at helping recent college grads find a job they love?

That’s icing on the cake.

- Lauren Campbell ('13)

ALUMNI

'43 Joseph Deichl, Sept. 27, Seattle.
'43 George Witter, Nov. 7, Spokane.
Edward Barulich (V-12), Nov. 9, Rodeo, Calif.
'50 James Weber, Nov. 11, Seattle.
'52 Jerome Smith, Sept. 29, Pleasant Hill, Calif.
'55 Virginia Swanson, Oct. 27, Yakima, Wash.
'56 Geraldine Weller, Nov. 9, Spokane.
'59 Harry Levirch [J.D.], Aug. 29, Spokane.
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'60 Fred Staples [J.D.], Sept. 19, Richland, Wash.
'62 Lawrence Monbleau [J.D.], Sept. 15, Phoenix, Ariz.
'63 Charles "Ray" Eberle [’66 J.D.], Oct. 12, Spokane Valley.
'64 Donald Goligoski, Oct. 7, Spokane.
'64 Jeffrey Thimsen [’79 J.D.], Sept. 23, Spokane.
'66 Robert Borghorst, Aug. 20, Portland.
'69 Rick Schomburg, Sept. 26, Spokane.
'71 Mark Mills, Aug. 20, Sierra Vista, Ariz.
'74 Martha Butts, Nov. 8, Denver.
'78 Geneva Ward, Sept. 10, Spokane.
'81 Richard Guskin [J.D.], Oct. 21, Cranford, N.J.
'83 Martin Tschannen, Aug. 18, Anchorage, Alaska.
'89 John Ellis, Oct. 29, Spokane.
'91 Thomas McClure [M.Ed.], Sept. 24, Spokane.
'92 Bonnie Martin [J.D.], Oct. 14, Port Orchard, Wash.
'93 June Pigott [M.Ed.], Sept. 20, University Place, Wash.
Julia Kunkel ['10 G.I.F.], Nov. 1, Spokane.

Gonzaga extends its condolences to the families and friends of these individuals.

IN MEMORIAM

HOGAN GRAD FOLLOWS HER BLISS

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Faculty, Staff

Robert Burke, Sept. 21, Spokane, former dean of the School of Business Administration.
Michael Chapell, Sept. 11, Spokane, law faculty.
William Clarke, Sept. 19, Spokane, former biology faculty.
Alex Deccio, Oct. 24, Yakima, Wash., former Regent.
Yvonne diPalma, Dec. 30, Florence, Italy, art faculty.
Robert Hurd, Sept. 14, Spokane, former biology faculty.
WHO IS THIS ZAG?

Described as the “birth mother to women’s athletics at Gonzaga,” this individual began her GU career in 1961, offering women’s intramurals in basketball, volleyball and badminton. She did it all – taught PE, launched an intercollegiate basketball team and coached all the women’s teams. She even coached the Naiads, a women’s synchronized swim team. All of this occurred before Title IX, which in 1972 mandated equality for women’s athletics. Today, she’s proud as can be of Gonzaga’s women’s basketball team.

If you know who this mystery Zag is, please share your thoughts and a favorite memory by emailing gonzaga@gonzaga.edu or writing to Editor, Gonzaga Magazine, Gonzaga University, 502 E. Boone Ave., Spokane, WA 99258-0070.

FATHER CLEMENT REGIMBAL, S.J.
MEMORIES OF THE MYSTERY ZAG FROM OUR WINTER ISSUE

‘58 David Walsh, Las Vegas: Father Regimbal was my first introduction to Gonzaga as he presented the benefits of a Gonzaga education to my senior class at Bellarmine High School in Tacoma on one of his recruiting trips throughout the Northwest. He sealed the deal. My roommate, Bob Thaden, and I were honored on many occasions to serve weekday Mass for Father at St. Al’s. He was a wonderful person, excellent mentor and great priest.

‘59 Delpha (Stevens) Camp, Eugene, Ore.: Father Clement Regimbal, S.J., was vice president under Fathers Corkery and Morton, as I recall. I worked in the registrar’s office during the summer, and his office was next door. He had the same French-Canadian ancestry as I, and we used to greet each other in French. Although he spoke fluent French, I could only manage a few words and phrases. He had a great sense of humor and was always full of energy.

‘70 Liz (Feuersinger) Templeton, Denver: Father Regimbal was director of the Florence program when I went to Italy in fall 1968. As my father was born and raised in Austria, I had relatives there whom I had never met. When we were in Salzburg, they came to the hotel to see me. I was out, so they talked with Father Regimbal. He arranged for me to leave the opening tour, spend several days with my Austrian relatives and meet up with the group later. As our tour bus approached the outskirts of Salzburg we stopped along the road where my aunts, uncles, and cousins were waiting to greet me. It was a memorable moment made possible by Father Regimbal. I have always been grateful.

Rich Warner [GIF ‘70], San Francisco: Father Regimbal, known by the Gonzaga Florentini as “Reggie,” was the moving force behind the success of Gonzaga in Florence. Reggie was a priest, businessman, mediator, a true Florentine with countless Florentine friends and a tour guide who kept the books and the students in tow. Together with Fr. Tony Lehmann, Reggie annually guided 90 young [sometimes a little immature] American students through the perils of the Mid-Eastern countries of Lebanon, Israel, Egypt, Cyprus and Turkey. All of the Gonzaga in Florence students had great respect for Reggie, especially when they witnessed his true priestly colors at the annual Christmas Mass in Shepherd’s Field, just outside the gates of Bethlehem. We all remember and miss Fr. Regimbal.

‘85 Michael Lynch [J.D.], North Kingstown, Rhode Island: Father Regimbal was the chaplain for the Law School. As a first-year law student, my free time was at a premium and this included taking the time to attend daily or even weekly Mass. As a lifelong practicing Catholic, it troubled me that I could or would skip Mass to study. Father Regimbal was very approachable and I brought this issue up with him. His advice was a lifelong lesson that I carry to this day. He asked if I exercised or worked out to keep my body in shape, and I responded yes. He then equated my spiritual wellbeing and relationship with God and the church with exercise and told me that if I didn’t work at it then it would wither. But if I worked at it by attending Mass and staying active in the church, then my faith and desire to attend would flourish and grow. Father Regimbal’s advice was so practical and easy to understand that I have never forgotten it and practice it to this day.

‘90 Timothy O’Brien [J.D./MBA], Spokane: During my time at law school, Father Regimbal was assigned to the law school as our spiritual advisor. My fiancée [now wife for more than 21 years] and I asked Father Regimbal to assist us with our upcoming marriage in the church, as she was a divorcee. After some questioning, he identified a loophole to the process because the first marriage had not been sanctioned by the church. I appreciated his resourcefulness. We asked Father Regimbal to marry us in the Jesuit House, which he agreed to do. Though not in the best of health, he performed our wedding and left a lasting impression as to what service and giving of oneself is all about.

For more, go to gonzaga.edu/magazine.
GONZAGA ANNIVERSARY BOOKS

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GONZAGA.EDU/ANNIVERSARYBOOKS
RICHARD KIRKENDALL ('50) published “The Organization of American Histories and Writing and Teaching of American History” (Oxford Press). The book emphasizes the writing of the American story by offering a panorama of the fields of history and their development, moving from long-established ones such as political history and diplomatic history to more recent ones, including environmental history and the history of sexuality.

MATTHEW RINGDE

DAN KOLBET
('01) wrote “Off the Grid” (self-published), a dystopian thriller about a future in which electricity is delivered wirelessly, leaving some small towns powerless. One man finds himself a model employee of the very company that caused his parents’ deaths, putting him on a mission to bring down the corrupt CEO.

CHRISTINA MCCALE
('92, M.O.L. ’95) and RICHARD MOODY (M.O.L. ’93) jointly published “Start Your Internet Business: 36 Things You Need to Know Now.” The book is based on interviews they conducted with 11 of the Web’s most successful “webpreneurs,” uncovering the things they each wish they had done differently when starting their businesses.

KATHY FLORES BELL
(M.O.L. ’11) published “A Chicken’s Guide to Talking Turkey with Your Kids about Sex” (Zondervan Group). This book helps parents build a strong, trust-filled relationship with their children to prepare for the intimate talks they’ll need to have as their children grow up.

KELLY JONES
('90) published “The Girl Who Heard Color” (Berkeley Books). The novel follows a young Bavarian girl who becomes swept up in the world of art in early 20th century Munich, a passion which will determine her future in an ever-changing country.

For brief excerpts of these books, go to gonzaga.edu/magazine.
BILLINGS
The Billings-Montana Chapter just got started this year and had a great turn-out for our kick-off meeting, with good ideas developing for this upcoming year. We’ve enjoyed game watches this winter and are planning a networking event at a local winery this spring, a send-off party in August, and we hope to fit a service project in there, too. Our focus is on Billings alumni and friends, however I’ve learned that Montanans don’t mind a long drive. If other Montana alumni want to join us, we would be thrilled. Contact: Erica Shea Heinz, eheinz@zagmail.gonzaga.edu, 406.671.6883.

BOSTON
The Boston Chapter is growing thanks to an influx of alumni who have enrolled in graduate schools and volunteer programs in the area. We held a Dec. 17 service event at Cradles to Crayons in the Brighton neighborhood, creating packages just in time for Christmas. Our spring service event will take place at Community Servings. We also plan to hold a few other social events this spring. Contact: Eric Mendoza, emendoza@zagmail.gonzaga.edu.

FLORIDA
The Gonzaga Florida Alumni Chapter is joining forces with Florida alumni from other Jesuit universities and colleges. With relatively few Zags living in Florida, we approached other Jesuit alumni and held our first service project with Habitat for Humanity on Feb. 18 in the West Palm Beach area. Participation and feedback were great, with high levels of interest from Fordham, Georgetown, Creighton, Marquette and Loyola University of Maryland. Hopefully this will be the first of many service projects we will complete with our Jesuit alumni friends. If you are near West Palm Beach, contact: Amy Crisman Rainis, amyscrisman@hotmail.com.

PORTLAND
The Portland Chapter continues to raise funds for the Portland Regional Scholarship. Alum Greg Bui of Nike set a goal of $25,000 by the end of 2011 in order to make the first award for the 2012-2013 academic year. The chapter kicked off the new year with the 10th Annual Portland GAMP Trek on Jan. 10. We hosted alumni, students and friends at dinner following a day of student tours at Portland businesses, multiple employer informational interviews, and an alumni-student social. On Jan. 25, GU alumni shopped ‘til they dropped at the Nike Employee Store Gonzaga Night, followed the next day by the University of Portland Pilots game. In 2012, the chapter will upgrade its Facebook presence and establish a GU alumni networking event. Contact: Dena Horton, dhorton@normandeau.com.

SEATTLE
The Seattle Chapter organized a Spirituality on Tap on Nov. 30, followed by a Gonzaga/Notre Dame basketball game watch. Partnering with the Illinois Alumni Chapter on Dec. 3 resulted in a Toys for Tots donation drive challenge. On Dec. 4, the chapter’s Little Zags group held a Holiday Boat Cruise. We also helped organize pre-game activities for the Battle in Seattle on Dec. 17. The Gonzaga Alumni Mentoring Program (GAMP) Seattle Trek and Networking Dinner took place Jan. 12 and 13, with chapter members participating in a parent social and staffing a booth at the Career Fair. Our sixth annual spring service project is planned for April. Contact Matt Sullivan, mattsul@amazon.com.

SPOKANE
Several Gonzaga alumni may live in Japan, but probably none like our most recent honorary alumnus. During September several Spokane citizens traveled to the 50th anniversary celebration of the Sister City Societies of Spokane and Nishinomiya, Japan. The Honorable Masahiro Kouno, mayor of Nishinomiya, was named an honorary Zag Alumnus of the Spokane Chapter, and was presented an official document proclaiming such, duly signed by Director Bob Finn and Chapter President Matt Santangelo. He also received an official Zag alumni golf shirt. Contact: Rol Herriges, sqgr@comcast.net.

TACOMA
It has been great watching the Zags play, especially with the insight shared by Coach Jerry Krause at last fall’s Seventh Annual Tip-Off dinner. By now tickets to GU games and the hotel stays are just fond memories to the lucky raffle ticket winners. The third annual winter wine tasting at The Wine Bank continues to be an excellent opportunity to network and meet new alums. Great wine, great food, great friends; Tacoma Alumni Chapter at work. Looking ahead there will be a return to Cheney Stadium to watch the Rainiers (the Mariners’ AAA farm team) and other opportunities to enjoy area alums. Contact: Julie Rehberger, jbrpar@aol.com.
TO BE CONTINUED BY FATHER FRANK CASE, S.J.
A cornerstone of Ignatian Spirituality is the idea of finding God in all things. Since God is present in all things, however, it is not so much a matter of searching for God as of seeing and recognizing God.

It helps to bring perspective and purpose back to even the weariest of travelers if we’ll just take a moment to look for God in any aspect of our life. In a difficult time, we can find God in a path forward; or we find the path forward in God. Through our failures we can find God in a lesson learned. In the suffering of our fellow humans, we can find God in those who attend to their needs, and often enough in the suffering person’s demeanor. God is the glass half full of what is good and beautiful; we simply need to remember what makes that glass half full.

You might want to reflect for a moment on a little essay by Vinita Hampton Wright as she reminds us that each person is made in God’s likeness:

“I Saw Jesus Today”

I saw Jesus on the train today. He had worked a long shift, his overalls a patchwork of sweat and grime; yet he joked with a coworker in the adjacent seat. I saw Jesus a while later, as the crowd filed onto the stairs to the street below – he was a young girl with two small children in tow, her nerves clearly frayed. And then, in the grocery store, there was Jesus again, a checkout clerk who smiled and wished me a good evening. The next time I saw him, he was stuck in traffic, his business suit rumpled and his eyes weary. And when I walked by my neighbor’s house, Jesus sat on the front step, passing the time with a friend.

When Jesus came to share our human existence, he changed what it means to be ordinary people going through the day. Each one of us has a purpose and a place in the world. Each of us experiences pain, fatigue, humor and hope. If we look more intently at the people we encounter on a typical day, we will see who they truly are – persons loved by God. Regardless of appearance or situation, the woman, man or child before you is brimming with holy possibility. Consider that you are gazing into the eyes of God. Understand that Jesus comes to you in many faces and places.

Editor’s note: “I Saw Jesus Today” was written by Vinita Hampton Wright, author of “Days of Deepening Friendship,” published by Loyola Press.
You’re It!

PASS IT ON TO PAY IT FORWARD >>>

For more information, visit gonzaga.edu/zagtag