PARTING SHOTS
Pangos, Bell give credit where credit is due

GODDESS OF SMALLPOX
Going global to eradicate disease

ALL GOD’S CHILDREN
Education grads show heart for children with special needs
The Man, The Bowtie, The (Future) Legend
Eli Francovich ’15
Andrew Brajcich, grandson of the accounting legend Dan Brajcich, makes a name for himself with hand-tied bowties, and much more.

All God’s Children
Marny Lombard and Rajah Bose
St. Madeleine Sophie School, where many GU education grads teach, embraces children of all abilities.

Goddess of Smallpox
Marny Lombard
Connie Davis (’67) set out to make a difference in the world of disease. Back then, she tackled polio; today, it’s resistant malaria.
This is an unprecedented time at Gonzaga, and the world should know about it. From the opening of the Hemmingson Center to recognition of Gonzaga’s value in the *Princeton Review* and *U.S. News*, the future is more exciting than ever.

Thanks to the continued success of Gonzaga basketball, eyes across the nation were on the University this March. To capture this attention, a campaign was launched to show that Gonzaga is just as premiere off the court as on the court. This is the place where the potential of so many unfolds.

See how our new video and website tell the story: unfold.gonzaga.edu.
I wanted to work at Gonzaga to surround myself with the energy and enthusiasm that only college students possess. So when I found myself in Coughlin Hall 104, 10 minutes early for a Critical Thinking class, I was nearly giddy. I hadn’t sat in a classroom in years, and yet it felt like yesterday as I settled in to one of those desk chairs.

“You’re really lucky,” the professor told the room of mostly 18- and 19-year-olds. “Gonzaga values philosophy so much, you get to take three more courses of it as part of your required coursework.” I didn’t look, but I bet eyes rolled. There would have been more if any of them knew that I was taking this logic course for fun.

I want the full Zag experience. I’m new to the University and until joining its staff, had never watched a Gonzaga basketball game. (Not at the McCarthey Athletic Center, not on TV, not ever.) At my first opportunity, I joined the ranks of other staff members arriving on dark winter mornings to wait in line for tickets. I started watching games at home, I bought Zag swag gifts for Christmas, I put the bumper sticker on my Prius.

Being a Zag is more than that, so on lunch breaks, I wandered through Jundt Art Museum and bought concert tickets at Monaghan Mansion. My calendar filled with evening lectures and theatre presentations. Still, I had to take a step further. That’s how I landed in a Critical Thinking class, one of the core requirements for all students. A great choice, because this is where young minds learn to process their thoughts and defend their beliefs. In this classroom and others, Jesuit pedagogy is alive and students are developing into people who will make a difference.

“Learning logic, for most people, is not enjoyable,” Professor David Weise warned. “It’s tedious, difficult, dry. BUT, if you take it seriously and apply yourself, it has the potential to impact every part of your life. It’s a mechanism by which we discover truth.”

Here I journey with students in exploring the growth and opportunity that abounds. Everywhere I turn, I see stories unfolding, glimpses of hope for a world with plenty of needs.

Happy learning,
TOP HONORS

Gonzaga is No. 1 among Peace Corps’ volunteer-producing colleges and universities in 2015, holding the TOP SPOT FOR THE THIRD YEAR among small schools nationwide. Twenty Zag alumni currently volunteer with the Peace Corps. Alumni from more than 3,000 colleges and universities have served in the Peace Corps since the agency’s founding in 1961, including 330 graduates from Gonzaga.

AN INVESTMENT FOR LIFE. The Princeton Review included Gonzaga in its top 200 list of “Colleges That Pay You Back.” The Review rated 650 colleges on 40 weighted data points — from academics, cost, financial aid and student debt to graduation rates, alumni salaries and job satisfaction. GU was specifically praised for its strong sense of community, outstanding financial aid, top athletics programs, accessibility of professors, career support and emphasis on developing the whole person.

GU took #2 IN THE BEST VALUE in the West on the U.S. News rankings of schools. “Best Value” indicates which colleges operate most efficiently, meaning the school produces a top-quality education at a reasonable cost.

SLAM-DUNK COLLEGE TOWN The February/March edition of National Geographic Traveler magazine recognized Spokane as one of “The Final 4: Our Picks for Slam-Dunk College Towns” thanks to the Gonzaga University men’s and women’s basketball teams.

The Princeton Review named Gonzaga among universities nationwide to have the best alumni networks. This recognition was also shared on NBC’s “Today Show.”

WE LOVE SEEING YOUR COMMENTS ON OUR SOCIAL MEDIA PAGES! Here’s what a few folks had to say in response to the U.S. News “best value” story:

• “Gonzaga was the best decision my son ever made. He got a superior education, experienced all that college can offer, grew up, and was hired right after graduation using his education in a wonderful career he was so well prepared for.”

• “I’m so glad my two sons got to go there. Best value? I don’t regret my tuition payments. Go Zags!”

• “Gonzaga keeps providing me reasons to be a proud graduate. Thank you for continuing to represent all that is best in a Jesuit education.”

For more details and links to the original sources, visit gonzaga.edu/magazine.
FRANCIS CHAU ('15)
ACT SIX SCHOLAR

Helping people is what I value most. I just got a tattoo that says, in Latin, "Go forth and set the world on fire." It is a constant reminder that what I do will help change the world in some way.

As a volunteer for First Call Suicide Hotline, I help people realize they matter. Through Campus Kids, I show kids that higher education is a possibility for their future.

I had an opportunity to work for Teach for America, and I was discerning whether that’s what I wanted to do. When I went to Thailand last spring through Gonzaga’s work with the Opus Foundation, I saw Fr. Joe Maier, working in the worst conditions possible, telling his students, “Go to school, go to school, go to school,” and I saw the passion in his teachers to give students opportunities to get out of their slum conditions. It made me want to do the same. This was God’s way of telling me I was on the right track, working to become a teacher.

YOU CAN SUPPORT TOMORROW’S GREAT TEACHERS.

Francis is an Act Six and Mary Stuart Rogers scholar. Financial aid makes a Gonzaga education possible for this senior and many other students. Learn more at gonzaga.edu/scholarshippromise.
3RD ANNUAL GONZAGA DAY: BELIEVE IN ZAGS!

ON JAN. 31, NEARLY 9,000 ZAGS AROUND THE WORLD celebrated their belief in Zags: that with the support of families, community members who hire our students, and donors who provide financial support, our graduates can do anything.

A halftime program during the men’s basketball game shared the stories of two amazing students who received scholarships for answering the question, “Who Believed in Me?” thanks to the generosity of Gonzaga supporters.

ALEXANDRA REILING, (’16) CIVIL ENGINEERING

“The person who has inspired me most is Andrea Hougen, my construction materials instructor and Gonzaga alum (’97). I had just gotten back a test and my eyes started to tear up because I was not seeing the results I wanted after studying so hard. Hougen called after me and invited me into a hug. She said she understood how hard it was to be in the engineering program and to go through similar struggles. She emphasized how my family was proud of me and that I should not give up or be disillusioned.”

JEREMY CHOW, (’16) ACCOUNTING

“My parents believe that I can excel in this environment and be successful once I leave. They believe that I am meeting people who build me up and are joining me on my journey to becoming a better young man. My parents expect that my time as a Zag will mold me into a better human being who understands himself more and they encourage me to turn my passions into a profession.”

To learn more about this year’s Gonzaga Day and for additional videos, photos and more, visit gonzaga.edu/gonzagaday.
Do you believe in Zags? This question was posed during Gonzaga Day celebrations in January, but it is also the question, answered in the affirmative literally thousands of times a year by students and their families, by generous alumni and supporters, and by our Jesuits, faculty and staff.

It seems a particularly important question to ask and to reflect upon now. For decades following World War II, our nation saw a veritable explosion in the number of college-going students and, in turn, incredible growth in the number and size of higher education institutions. Support for students and pursuit of a college education (and the economic growth and development that follows) were at the top of the federal government’s list of priorities.

Over the past 20 years, in ways both highly visible and barely noticed, the world of higher education has changed substantially. Technological advances have created new modes for delivering education, and a plethora of new educational opportunities has resulted in greater competition for students among “traditional” institutions. Despite these shifts, several important things have not changed. The world still needs well-educated, intelligent, creative, ethical and hard-working women and men who feel a sense of responsibility to positively impact their communities.

The Catholic Church, in large part through the work of the Society of Jesus, continues to depend upon its universities to educate people — through word and example — about the Gospel and the teachings of the Church. Even as our task is to “stretch” our students intellectually and socially, we also challenge them to grow in a mature understanding and appreciation of their faith.

At Gonzaga, we continue to believe that a major part of our educational mission is to teach students not only about the art and science of learning but also to create an experiential context wherein students grow in their appreciation for what it means to be kind, decent and constructive members of a community. There is no substitute for living together with people very different from oneself to gain competency in social skills that have lifelong benefits.

Our commitment to sustaining this mission is evidenced by recent dialogue at the federal and state level regarding budget proposals and numerous regulatory actions. We must raise questions about the fundamental purpose of higher education in our country: are colleges and universities developers of human potential and incubators of opportunity, or — as some would suggest — merely expensive enterprises with questionable “return on investment”?

In my view, a narrow paradigm does not do justice to the full value, and impact, of a Gonzaga education. Based upon surveys and the testimony of our graduates, gaining employment — specifically field-related employment — is not an enormous challenge; but neither is it a sufficient criterion for success. Our alumni talk about the importance of the relationships they developed with their faculty and peers, and the meaning those relationships have had over the course of their lives. They speak of the experiences while at Gonzaga that made an indelible mark on their hearts, forever changing their understanding of the meaning that selfless acts of generosity can have. They reference the power of spiritual retreats as rooting their adulthood in an active life of faith.

Making, and keeping, Gonzaga successful in this new higher education environment will continue to demand agility and constant innovation. The challenge we face, ever and always, is understanding our educational needs, finding new and distinctive ways to meet them, and maintaining our Jesuit, Catholic and humanistic mission. This is the core of the Gonzaga experience that has benefited and served our graduates so well.

So — do you believe in Zags? If you are reading this, the chances are very good that you do, and we thank you. We will work every day to justify your belief. May the Holy Spirit continue to bless and guide you, now and forever.

Thayne M. McCulloh, D.Phil.
President
Comm Class Breaks from Social Media Overload

In her first semester of teaching, Lisa Silvestri, Communications Studies associate professor, found herself in an inspiring situation. Students in her Interpersonal and Small Groups Communication class organized and participated in a 48-hour social media sit-out. For two days, they refrained from checking their phones for new Facebook posts, tweets, Instagram notices, YikYak conversations or a host of other activities that consume an extraordinary amount of time.

The break was student conceived and organized, Silvestri says, although it was prompted by a time survey where students were asked to record when they were using social media.

Senior communications major Colten Cain’s time study revealed he spent 13 hours engaged in social media during a 72-hour period. It was a wake-up call.

“I love social media,” Silvestri says. “I think digital communication is the way of the future, but it can’t come at the expense of your immediate network.”

And if nothing else, the “extra” time away from texting and posting selfies can be used for other types of productivity and enjoyment.

“I knitted a whole scarf last night, because I had so much more time,” says Ellie Stephenson, junior, sociology.

How many social media sites/apps can you name? We bet there are more than you think. Test Yourself! gonzaga.edu/magazine

Tweets, Likes
1.35 BILLION
People around the globe are active Facebookers.

Global Web Index

300 HOURS
Time in video uploaded to YouTube ... per minute.

YouTube

UNDER 25 & OVER 45
Facebook has the oldest user base, with a quarter of users over the age of 45. Appealing to the younger generation, SnapChat says more than 71 percent of its fans are under 25.

Global Web Index

80 FAVORITES
President Thayne McCulloh has tweeted nearly 1,000 times, but only one of those has achieved more than 80 "favorites" by his followers. He learned it’s all about the hashtag.

Global Web Index

56%
The amount of growth seen by the SnapChat mobile app in 2014 ... the highest growth seen by any of the social media outlets last year.

Global Web Index

12,000 TWEETS
That’s how many times Eric Agnew, professor in the GU Graduate School of Business, has tweeted. He uses Twitter to share and track activities with students in the Social Business class, using #SocialBizGU.

and Hashtags
The Impact of Jesus Christ Superstar

For years, Suzanne Ostersmith dreamed of directing "Jesus Christ Superstar." Gonzaga’s Theater and Dance program director loved the intensity and vibrancy of the ’70s hit musical. Still, the sheer scale of the production always intimidated her, even after directing more than a 100 shows. So, when the department decided to put on the show last year, she had her doubts.

When five out of six shows sold out before opening night, her doubts were put to rest. “I was reaffirmed in the power of live performance, and what that can do for the performers and the audience,” Ostersmith says.
AMEN, AMEN — You missed Jundt Art Museum’s Amen, Amen exhibit featuring Southern self-taught artists representing religion? Fortunately, selected works and thoughtful reflections have been compiled into a book by the same title, for purchase through the museum.
Amen, Amen demonstrates the artists’ collective and individual attempts to investigate the nature of sin and suffering, the conflict of good and evil, and the mysterious workings of the divine. In the book, you’ll learn about common misconceptions about self-taught artists, insights from the collection’s owner, Carl Mullis, and historical perspectives shared by Paul Manoguerra, director and curator of Gonzaga’s Jundt Art Museum.

▸ Purchase Amen, Amen for $20 by calling Jundt Art Museum at 509.313.6843.

LINGUA AMERICANA — Partnering with Spokane Public Schools, Gonzaga’s first English Language Camp last year drew 350 children together. The camp makes the perfect ESL teacher training ground, says James Hunter, assistant professor and camp director. Graduate students learn how to teach English as a second language, first by watching a master teacher and then by doing the teaching themselves. With 30,000 refugees in Spokane, there is ample opportunity to connect with and serve students of all ages from many nations.

▸ To see language learning come to life, watch an inspiring video at gonzaga.edu/magazine.

FATHERS OF ART — As Gonzaga’s “Jesuits in the Arts” series continues, Jundt Art Museum opens two exhibitions this fall, featuring the works of Jesuit artists.

The paintings of Father Andrew William Vachon — who served as Gonzaga’s first artist-in-residence in the 1960s-70s — will accompany works of Father Arturo Araujo, an art professor at the University of San Francisco who specializes in printmaking, ceramics and painting.

▸ Learn more at gonzaga.edu/jundt.

NOTEWORTHY

MOVING ON — Gonzaga’s Earl F. “Marty” Martin, executive VP, has been elected president of Drake University in Des Moines, Iowa. EVP Martin has given 10 years of service to Gonzaga: four as dean of the Law School, one year as interim AVP and dean of Law, and five as executive VP. He enhanced the quality of support for students, faculty and staff, and oversaw the design and construction of the new Hemmingson Center — a one-of-a-kind student center which opens this fall.

Professor Emeritus Michael Herzog, who served as chief of staff for the president, has retired. Herzog has been responsible for a host of significant projects, ranging from institutional accreditation and core curriculum review to coordination of last year’s Opus Prize events. This spring at Gonzaga-in-Florence, he finishes more than 40 years of teaching.

HIGH MARKS — A team of five students from Gonzaga’s Graduate School of Business advanced to the regional finals of the Hult Prize, the world’s premier social enterprise competition. The 2015 Hult Prize focused on start-ups that provide sustainable, high-quality early education solutions in urban slums. Gonzaga’s team was selected from more than 20,000 applications representing 500 universities around the world. Students are Kaitlyn Aliota, Devon Haugan, Jacob Landsberg, James McMue and Eric Pemberton.

The American Association of Nurse Practitioners honored Deborah Smith, senior lecturer in Gonzaga’s School of Nursing and Human Physiology, with its 2015 Nurse Practitioner State Award for Excellence. Among her many responsibilities, Smith represents Gonzaga in a five-year, $5 million U.S. Veterans Affairs Center of Excellence grant involving five VA hospitals.

Senior Christopher Birmingham received the prestigious Marshall award from the British government. His studies, focused on developing robots to help the disabled and the elderly, will continue at the graduate level at a university in the United Kingdom. Marshall Scholarships finance up to 40 intellectually distinguished young Americans each year.

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CLASSROOMS COMPRISING FIRST-YEAR COLLEGE students are transformative spaces. People in transition to college collectively engaging writers, texts and ideas have the opportunity, and the responsibility, to discover new landscapes of meaning. For most students, this approach signals a departure from high-school-style learning. Some are initially reluctant to become accountable in this way, but as they begin to trust that I sincerely wish them to take risks and explore uncharted grounds, there is a palpable sense of collective exhilaration in the classroom. To borrow from the words of Toni Morrison, students are mystifying that which was quite recently reassuringly familiar and familiarizing that which once seemed impossibly strange. They grow powerful, then, much as writers do — in large part by following a foundational Jesuit educational principle: question everything.

Good fiction combined with open-ended classroom discussions provides myriad opportunities to challenge assumptions and beliefs by making concrete many abstractions we might otherwise keep at bay. Literary representations of elitism, classism, racism, sexism, materialism and the like create room for self-scrutiny.

LESSONS FROM LITERATURE IN ENGLISH 105, STUDENTS — AND PROFESSORS — DISCOVER THEMSELVES

BY JESSICA MAUCIONE, PH.D.
ASSOCIATE PROFESSOR
ENGLISH AND WOMEN’S AND GENDER STUDIES DEPARTMENTS
Edward P. Jones’ short story “Good Neighbors,” for example, implicates readers in de-familiarizing popular notions of “goodness.” My students and I discuss the ways in which the story invites readers to identify with characters whose behaviors seem most familiar and oftentimes most appropriate, only to lead us to question not only those characters and their motives, but the parts of ourselves that identified with them in the first place.

This thrusts the class into an age-old inquiry: What is a “good neighbor”? The follow-up question for many of my students is: “Am I one?” In other words: Does my own increasingly nuanced understanding of what holds real value correspond with the identity I am constructing for myself?

What makes a mission-driven liberal arts university unique is that this line of inquiry remains central. Becoming educated and becoming “men and women for others” are correlative, if not synonymous, within this tradition.

**LITERATURE AS A VEHICLE FOR CAMPUS CHANGE**

It is a humbling discovery process, particularly when students begin the semester quite aloof to questions we pursue. One student made it clear that he felt disengaged specifically as a German. He felt that Europe had managed to get past race issues in which the U.S. remained mired. Later, he did a presentation on representations of race in German commercials. Half black himself, he became emotional in front of the class as he provided an analysis of the ways in which mainstream German media uphold white supremacist ideologies that divide what is good or normal versus what is bad, deviant or violent along racial lines.

To have him come to this realization publicly benefited the class enormously. For the next four years, this student suggested to others that they take my class. During his graduation week, he wrote me a thank you, telling me how important it was that I keep taking on questions of race in the classroom.

In another case, a young woman was reluctant to engage race and racism because she felt that her family’s working-class background made her a target of reverse racism. That was in January. In February, this young woman petitioned for changes in the campus food service’s approach to Black History Month to align with its intention to honor African Americans rather than perpetuate stereotypes. She approached the situation with diplomacy and tenacity, involved the class in her project, and was successful in bringing about a needed change.

I teach two versions of English 105: Introduction to Literature, one titled Race and Ethnicity and the other, House and Home. Questions connected to these topics intersect and resonate in myriad ways because both require the cutting through and collapsing of binaries that separate the seemingly familiar from the apparently strange: self/other; good/bad; black/white; man/woman; normal/abnormal.

Some GU students feel immediately at home upon arrival — experiencing a bolstered sense of self — while others experience an otherness or marginalization that sometimes deepens rather than wanes with time on campus. There is often, though not always, an element of race or racialization in the line of demarcation between the first group and the second group. If incoming freshmen address this in their first year at the university, there is hope of transforming the campus community into one that is increasingly open and diverse.

As I write this, my English 105: House and Home students are preparing literary analyses of selected passages from Kerri Sakamoto’s “Electrical Field.” Sakamoto’s novel involves readers in multiple layers of mysteries, ultimately uncovering some of the contemporary psychosocial effects of the internment of Japanese Canadians during World War II. First-semester freshmen may not know what it is like to grow up as a member of a group suffering under state-sanctioned violence. But it is important to me that they come closer to understanding what it might have been like to be interned during World War II because it may provide a gateway to understanding what it feels like to face systemic discrimination based on race, ethnicity, gender, sexuality or class.

To “familiarize the strange” is to cultivate the power to imagine whole worlds beyond one’s own experience. We thereby gain access to conversations and communities that may have previously seemed inaccessible. My great fortune is that I get continuous access to dynamic groups of evolving students whose willingness to question everything brings me constant renewal.

**MORE THAN MECHANICS**

First-year college English is about so much more than mechanics. Academic analysis provides only the foundation to boundless possibilities for intellectual inquiry, which challenges students to face the notion that human beings are accountable to one another. Recent studies out of the New School for Social Research in New York validate what English teachers have long intuited — there is a distinct link between reading and empathy. Reading and empathizing are exercises of imagination. Close examination of words and ideas — the daily undertaking of the 100-level college English course — thus opens portals to once-foreign terrains.

What do you remember about your freshman lit course? Does a particular novel, conversation or discovery stand out? Share with us on Gonzaga’s Facebook page, or send an email to editor@gonzaga.edu.
Social media doesn’t usually facilitate learning. In-class texting, Facebooking and tweeting can be the bane of a professor’s existence. That said, one Gonzaga professor figured out a creative way to integrate social media and school. Last fall Molly Pepper’s Management 350 class provided written feedback at the end of every lesson, then she tweeted select responses.

“Part of Ignatian pedagogy* is to ask students to reflect on things,” Pepper says. “And I thought this would be a nice way to make students just pause for a minute at the end of class and think, ‘What am I walking out the door with? What was important to me today?’ ”

It was an idea Pepper discovered while at a conference. After each session she filled out a similar “Tweet” card. It forced her to slow down and focus on what she’d learned, and she returned to her classroom hoping to create that same reflection in her students.

**LEARNING FROM STUDENTS**

One unintended, but positive, consequence of the exercise was Pepper learning what parts of her lectures stuck with students.

“Typically, every class would boil down to three things,” Pepper says, “and it was never what I thought it would be.”

That feedback was invaluable to Pepper. In some ways it was like a comment card at a restaurant, providing her with day-to-day pointers on her teaching. “That was good,” she says. “It told me what I didn’t know.”

The exercise motivated her to be more disciplined about tweeting articles out to her students, as well as providing recaps of each class on Twitter.

* Ignatian pedagogy is a method of teaching taken from the Spiritual Exercises of St. Ignatius of Loyola, founder of the Society of Jesus. The five elements are: Context, Experience, Reflection, Action and Evaluation, which foster the learner’s growth and development.

**100-PLUS ZAGS PRESENT AT NATIONAL CONFERENCE**

Gonzaga may not be known as a research university, but don’t tell that to the 108 students who are so passionate about undergrad research, they applied — and were selected — to present in front of thousands of peers from institutions across the nation. Eastern Washington University hosted the 2015 National Conference on Undergraduate Research, which received submissions from more than 3,700 undergrads eager to present their work. Here, we learn more about what that means to Matt Bahr, associate dean of GU’s College of Arts and Sciences.

What’s the significance of having this many students present at NCUR?

To have so many students participating in a national conference of this type highlights just how active our faculty are in promoting and supporting undergraduate research. It also brings a number of potential benefits, including expanded opportunities for students to engage national and international-level audiences as well as to have their work published and distributed nationally.

What different academic programs do these students represent?

The range of academic programs is quite vast. There were participants from Biology, Chemistry, English, Communications, History, Math, Philosophy, Sociology, Political Science, Physics and Psychology, plus the School of Education and School of Engineering.

What does this participation say about Gonzaga?

Gonzaga is deeply committed to promoting a rich student learning experience. The close faculty mentoring that so many of our students are getting across the range of disciplines illustrates the dedication and commitment to student learning. Conducting original research allows undergraduate students to take the next steps in becoming true scholars and experts in their chosen areas of study.

**STUDENTS AS RESEARCHERS**

**LEARN MORE.**

Visit gonzaga.edu/magazine to hear from students about their research projects, which range from studies of turtles and marmots to Filipinos in the Northwest and political practices of college students.
Dogs in Foley Library?
During finals week?

“Absolutely!” says Theresa Kappus, librarian. “We thought bringing in therapy dogs would be a great way to provide a quick study break and a bit of stress relief for the students.”

Ellee, an English Mastiff, is one of Linda Irish’s specially trained therapy/Reading Rover dogs who visits Gonzaga during finals week.

“There’s great potential for expanding visits with our canine friends,” says Kappus. “Many times, students just want to hang out with the dogs because they miss the pets they’ve left at home.”

Ellee is happy to oblige. After all, the job comes with plenty of loving attention and an occasional treat.
THE MAN,
THE BOWTIE,
(future)
THE LEGEND

BY ELI FRANCOVICH ('15) :: PHOTOS BY RAJAH BOSE
ANDREW BRAJCICH IS STYLISH
HE WEARS BOWTIES, SUSPENDERS & CUFF LINKS
HE’S A VERSED PROFESSIONAL, with a knack
FOR CONNECTING WITH STUDENTS
HE NERDS OUT ON TAX LAW
— HE HAS A LAW DEGREE —
HE OWNS 30 BOWTIES
HE OWNS A CAT — HIS CAT OWNS A BOWTIE —
HE SERVED IN THE PEACE CORPS, BUT
HAD TO LEAVE
DUE TO REGIONAL TENSIONS
HE WAKES UP EARLY TO WORK OUT
HE WAKES UP EARLY TO PREP CLASSES
HE DRINKS A LOT OF COFFEE
HE LOVES TEACHING
HE LOVES TEACHING AT GONZAGA, AND WOULD PROBABLY TURN DOWN A TEACHING GIG AT HARVARD
MAYBE EVEN FOR A MILLION DOLLARS
HIS GRANDFATHER IS legendary
GONZAGA ACCOUNTING PROFESSOR DAN BRAJCICH.
Students love Andrew Brajcich. Being a humble man, he deftly deflects the praise, crediting his grandfather, his students, his professors. Still, the stories his students tell paint a picture of a man who is obsessed, in the best possible way, with teaching — and above all else, with his students’ success.

“I’ll be honest with you, I think I’m developing a lot as a professor because I learn every semester,” Brajcich says. “If you just show the students that you care about them and their development, they work harder. The response is pretty amazing.”

Students agree. Across the board, he is a favorite professor at Gonzaga. Senior accounting major Trevor Harrison credits Brajcich, who is his academic adviser, with convincing him to go into accounting. Part of the allure is Brajcich’s charisma. Harrison feared that working as a professional accountant would kill his spirit, but Brajcich showed him otherwise.

“When he makes jokes about tax it helps,” Harrison says. “When you see someone who is that invested in tax and he’s still laughing it’s like, ‘There is hope. I can be funny still.’ ”

The whole notion of accountants being boring, money-obsessed number-crunchers is simply not true. “People who are in it for the money, they usually don’t make it out of junior year in accounting,” Brajcich says. “If you’re solely set on making money, you could get creative and figure out a quicker and easier way.”

Personally he chose accounting because it’s foundational to business. “Accountants seemed indispensable. I liked the idea of having a needed skill set,” Brajcich says. Pair this with the challenge of it, and he was sold on his career. He tries to convey this to his students by focusing on the bigger picture, of both accounting and tax law. While tax law is dense and seemingly byzantine, it’s intimately connected to how we organize our society. “It’s really just made-up rules,” he says. “Obviously we need people to pay taxes, we need schools. We need roads. But people get creative, they try to get around or minimize their tax expense. So we make more rules to limit their ability to do that.”

“I’ll be honest with you, I think I’m developing a lot as a professor because I learn every semester,” Brajcich says. “If you just show the students that you care about them and their development, they work harder. The response is pretty amazing.”
Sitting behind a desk in Spokane’s United Way building, Blake Finnerty had clammy palms. The senior accounting major was about to talk to complete strangers about the most intimate of subjects: money.

“It got real very quickly,” Finnerty says. “People were coming in with less than $20,000 worth of income and they had five children. They needed that return.”

Finnerty was participating in Gonzaga’s Volunteer Income Tax Assistance (VITA) program. The 15-year-old effort connects students needing real-world accounting practice to low-income families who need professional tax help.

Current VITA co-director, Professor Andrew Brajcich, participated as a student in VITA’s inaugural year.

Engaging and mentoring students is part of what it means to be a Brajcich. Andrew’s grandfather, Dan, was a legendary accounting professor at Gonzaga. Although he could be gruff, he cared deeply. He had hundreds, if not thousands of jokes on hand, ready for any situation. “I don’t know where he came up with them all,” Brajcich says. “But every time you saw him he usually had a new joke to tell.” Ultimately his value was in his ability to provide calm, measured advice. One interaction sticks out in Andrew’s mind. He was in his first year of law school. He was overwhelmed. Worried he’d wash out, he called his grandfather.

“I said, ‘Grandpa, I’m just getting killed down here. It’s so hard, it’s just so much work. You’re the old professor — can you give me some words of wisdom?’” The elder Brajcich was silent. And then he said to Andrew, “Well, at least you’re not in Iraq.” That reality check was exactly what Andrew needed to hear. It’s that kind of grounded advice that Brajcich loves to give to his students. He believes the vast majority of our decisions are made instantaneously. It’s our job, he says, to uncover what we truly want.

COMING HOME

That’s how it was when he was offered a job at Gonzaga. After getting his law degree, serving in the Peace Corps, and working professionally for a year in Seattle, he was ready to come back to Gonzaga. He jumped at the opportunity. “It was like coming home,” Brajcich says.

And he doesn’t want to leave. He jokes that if Harvard offered him a million dollars he’d turn it down, maybe. That’s because at the end of the day he’s interested, and committed, to his students.

“I think he’s the perfect balance between brilliant and humble,” says Harrison. “He’s willing to stay connected and involved in students’ lives.”
When Harper graduated from high school, Wang and her mom were Harper’s only “family” in the bleachers. Harper recalls, “I kept thinking, ‘Where would I be without a role model like her in my life?’ I would not be alive or in a good place if it wasn’t for Melissa. She took me in and gave me a chance to get back on my own two feet.” She continues, “Since then I have found a job and have never felt more independent.”

In October 2014, Harper attended Wang’s wedding. Wang recalls seeing Harper afterward, in tears. “She said words I always wanted to hear — thank you and I love you. Brandi was so incredibly grateful, and for the first time she clearly articulated the impact our relationship had on her life.”

“I can’t tell you how gratifying and special that was for me. It’s been quite a ride, but I feel so blessed that my path crossed hers. I truly believe that the Holy Spirit has been busy at work, bringing us back together time and time again.”

BRANDI Harper stood quietly, curbside at Logan Elementary just north of Gonzaga’s campus. Her ride home from her first day of Campus Kids wasn’t going to arrive.

It was a cold, dark fall day in Spokane in 1998 when Melissa (Sanders) Wang (’01) saw her newly appointed mentee standing chilled and forlorn. So Wang and a fellow Campus Kids mentor walked the fifth-grader home, north on the busy Hamilton corridor.

Thus began a relationship that matures to this day. Through troubled times, moves, high school graduations, marriage — the bond between mentor and mentee has remained ironclad.

While young Harper’s home life was not stable, she found security, love and support at Campus Kids, an outreach of Gonzaga’s Center for Community Action and Service Learning (CCASL).

“Melissa was the supportive, positive mentor I desperately needed,” Harper shares. “She asked my mom permission for me to spend the Easter holiday with her family in Kalama, Wash. I cannot explain the excitement, joy, fun and completely free feeling I had being there. I had never experienced a holiday like this. I had never seen a family so happy and doing so much together. That changed my view of what ‘family’ should be.”

She continues, “It gave me the courage to stand up for myself, to know that the abuse I was enduring was not OK, or normal.”

Harper is just one of thousands of elementary and junior high students who have benefited from Gonzaga student mentors.

As Harper moved from Logan Elementary to Shaw Middle School, Wang was able to continue as her mentor.

“My friends and I would bring Brandi back to our dorm, and take her to the COG,” Wang recalls. “We went to her house and her bedroom was so full of junk — and she had no bed — that she had to sleep on the couch. My roommate and I spent a day cleaning out the junk, painting her room and making a bed for her. It was like ‘Extreme Home Makeover’.”

Wang graduated from Gonzaga but the two didn’t lose touch. While teaching at Finch Elementary, Wang would pick Harper up for outings on a regular basis until she moved to Vancouver, Wash.

MIRACULOUS MOVES
Living on the other side of the state, Wang received disturbing letters from Harper. Her own letters back to Harper were returned.

“At 15, I was failing school and my home life was unstable,” Harper shares. “My grandma decided I needed a change and arranged for my uncle and his wife, whom I’d only met once, to take me in. That summer I started life over again, and was surrounded by people who only wanted to see me succeed.”

In meeting her three cousins, Harper shared pictures of her life in Spokane. One cousin stopped her when she showed a picture of Wang. “That’s our track coach!” the cousin said.

And just like that, the two found each other again.

“When I heard her voice on my phone, my heart was pounding,” Wang remembers. “She was safe. She left a number, but no area code. So I tried a couple and discovered that of all places, she moved right here to Vancouver.”

Wang continues, “It was miraculous. It still brings tears to my eyes.”

Harper was starting a second try at her freshman year in high school, and she and Wang spent time together, tutoring, baking cookies, attending family events.

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Know of another story like Brandi & Melissa’s? Share it with editor@gonzaga.edu.
IN HONOR OF CCASL'S 20TH ANNIVERSARY, WE LOOK TO CAMPUS KIDS FOR INSIGHT ON THE IMPACT VOLUNTEERING HAS ON STUDENTS AND THOSE THEY SERVE
With the vision of former Vice President for Student Life Sue Weitz, the Center for Community Action and Service Learning began in 1994. Since then, the life-changing program has been replicated by many universities around the country.

“ar the beginning it was just me and two work-study students, a computer and two metal desks,” recalls Sima Thorpe, CCASL’s first director. Today CCASL programs, under Director Todd Dunfield (’00), include mentoring programs; Zag Volunteer Corps (evolved from April’s Angels); several social justice initiatives, like Take Back the Night; and an academic service-learning program that incorporates a civic engagement component into course curriculum.

- 3,028 student volunteers
- 107 student leaders
- 78,859 hours of service
- $2.1 million estimated impact on the community by CCASL volunteers
- 13 Spokane Public Schools partners
- 431 Gonzaga mentors worked with 685 Spokane youth
- 106 nonprofit partners
- 6,940 pounds of food recycled and distributed by Campus Kitchen
- 15 CCASL programs: Campus Kids, Mission: Possible and Gonzaga University Specialized Recreation among others

Learn more about the 20th Anniversary of this program: gonzaga.edu/ccasl20th.

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OCTOBER 9-11, 2015

GONZAGA UNIVERSITY
FALL FAMILY WEEKEND

Family members of our undergraduate students are invited for Fall Family Weekend to enjoy activities and experience a slice of campus life.

For more information, visit gonzaga.edu/ffw
Keani Albanez grew up with a basketball under her arm and shadowing her dad, an accomplished basketball coach in Santa Barbara, California. As an eighth-grader in 2007, she was the national Adidas Female Basketball Player of the Year. Off the court, school was a struggle. All she wanted to do was play hoops. Albanez found sanctuary in the gyms with her dad and his boys teams.

"In the beginning, the boys wouldn’t pass her the ball because she was a girl," George Albanez says. "So she’d stand under the basket and get all the rebounds, or dive and get the loose balls. That has really defined who she is now."

AGAINST THE ODDS

Keani’s dad recognized her talent, but with a learning disability and English as her second language teachers had little hope that she would attend college. Albanez took fewer classes so that she could get special help, attended night school to get the necessary credits to qualify for college admission, and took the SAT four times.

No one in her family had ever graduated from college. School was a daunting goal, but she desperately wanted to be the first in her family to achieve a degree. Gonzaga took a chance on her.

“When I made this decision (to attend Gonzaga) dad thought it was awesome. He loved the school, and the small classroom was important to him, even more than basketball,” she says.

In reality, he was terrified. “I wanted her to succeed in school and I wasn’t sure if she was ready for such a prestigious academic school like Gonzaga,” he says.

When the two arrived on campus for Albanez’s freshman year, Athletic Director Mike Roth took them straight to the basketball tutoring center. Roth said to the nervous dad, “She’s our kid. We’re going to make sure she is successful in the classroom.” Mission accomplished. Keani has never had a semester GPA under 3.0.

ALL GROWN UP

“To have watched my daughter accomplish what she has in the classroom and be on schedule to graduate in May, it has changed my view on private education,” George Albanez says, choking back tears of pride. She would show him other perspectives, too.

“I always called to motivate Keani throughout her college career,” he says. “When I saw a press release naming a pre-season all-WCC team and Keani was not mentioned, I called her and suggested she now had something to prove.”

Keani replied, “Dad, I am confident in my game and who I am as a player. There are more important things to me than making the all-WCC team, like classwork, studying, service projects.”

George realized then that Keani had gone from daddy’s girl to a bright, young, independent woman, just like that.

“He calls me, texts me, checks in the end of the week,” Keani says. “He misses doing the little things for his little girl now that I’m all grown up.”
Vivian Bell warned Gary Bell Jr. as a youngster growing up in Kent, Wash., not to touch the curling iron. “Of course, kids always want to touch things they’re not supposed to,” Gary shares. “So I had to touch it, and immediately regretted it. It’s just one of many examples that mom was always right.”

Kevin Pangos’ mom, Patty Pangos, put her foot down when her family went on vacation. “During vacation, basketball is a swear word,” he mimics his mother saying. “Ultimately, she didn’t want me to get burned out on basketball, and wanted me to be able to enjoy it throughout my life.” There was method to his mother’s mindset. “But he wasn’t always happy with me about this,” Patty says. “So on a trip to Europe we gave Kev a camera to occupy his time …”

His sister Kayla, a Gonzaga graduate student, interjects, “So he takes a picture of a mountain, and it turns out there’s a basketball hoop in the picture. We are cracking up in the backseat and mom and dad have no idea.”

GONZAGA'S CAREER-LEADER IN 3-POINT BASKETS AND WCC PLAYER OF THE YEAR KEVIN PANGOS ALWAYS GOES TO MOM PATTY PANGOS FOR ANSWERS ON SPORTS, RELATIONSHIPS AND LIFE.

MOTHER KNOWS BEST

WITH MOTHER’S DAY JUST AROUND THE CORNER, AND FATHER’S DAY NOT FAR BEHIND, GONZAGA MAGAZINE SALUTES OUR STUDENTS’ FAMILIES. HERE, WE VISIT WITH KEVIN PANGOS AND GARY BELL JR., FOUR-YEAR STARTERS FOR THE MEN’S BASKETBALL TEAM.

BY DALE GOODWIN ('86)

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MAKING POINTS

Bell and Pangos are definitely Bulldog brothers from different mothers. But their mothers shared similar roles in shaping two of the finest basketball guards in school history. Together the senior guards combined for more than 3,000 career points, 775 assists and 300 steals. They led Gonzaga teams to more wins than during any other four-year span in Gonzaga basketball history. Both will go on to play professional basketball here or abroad. But they both know that when it comes to making points, family comes first.

“My mom is always about family first,” says Bell. “She has seen just about every game I’ve played either in person or on the computer. And school is very valuable to her. I’m not sure I would have been here if not for my mom’s influence. I saw her going back to school to earn her degree later in life and I knew it was important to her, so it was important to me.”

“Gary is going to walk away with something no one can take away from him, a college degree,” Vivian says. “I’m excited to see what the next step will be.”
"My mom is the one who will be honest with me about everything," says Pangos. "She won't sugarcoat anything. She always puts things into perspective."

“When Kev was 8 or 9, I took him along on a canoe trip I had organized for some troubled older boys," Patty recalls. "He was carrying a pack that was almost bigger than he was, and we had to walk up a hill about 400 meters, then come down. The mosquitos were out. The big, strong boys kept complaining. Kev sprained his ankle halfway through the hike, but didn't say a word.

“I’ll never forget we got into the canoe on the other side and Kev said to me, ‘Mom, is that the most fun you’ve ever had?’ Work ethic was never an issue for him.”

Clearly, their dads, Gary Bell Sr. and Bill Pangos, both coaches, gave their boys a love of and respect for the game. But it was the matriarchs who helped form young men of such strong character.

Vivian was put on the spot by the church pastor one Sunday morning, who asked her to come up and sing for the congregation.

“I know she didn’t want to," Bell Jr. recalls. "But she was brave enough to do it, and that’s helped me a lot going into hostile basketball environments when the fans were trying to intimidate us. I just think about mom in front of all those people, and I'm OK.”

"My dad loves sports and that’s how I became a gym rat," Pangos says. "On his street in Holland Landing, Ontario, he’d go out after dinner and shoot ‘until mom would call me in at 10 because ‘the neighbors need to sleep.’

“To this day, being in the gym, late at night, working on my shots, continuing to make myself better, is a joy.”

Both his parents also played college ball. His mom pulled down the rebounds and his dad was a skilled shooter.

When Pangos and Bell left home to come to college, they didn’t leave the idea of family behind.

"Coming here on my recruiting trip, the guys welcomed me like I was already on the team. I knew this was my team, my choice from that point on," Bell said.

Looking back, the two seniors can’t remember where the time went. The four NCAA Tournament runs and the home games in the Kennel will be among their favorite memories, but some of the most meaningful times were when Bell and Pangos were hanging with the team. "Walking across campus is like being a part of our own little family here," Pangos said.

That would come as no surprise to their moms, who knew years ago that their sons were something special.
On a gray Friday morning at St. Madeleine Sophie School, a student named Gracie balances concentration and caution as she comes down the steps. Gracie wears a broad, padded belt and shadowing her, both hands grasping the belt, is Martine Romero ('00). At the bottom of the stairs, Gracie grabs her walker and bounces off to homeroom. A second-grader with a ponytail, a pink jacket, a damaged heart and mild cerebral palsy, she is not unusual at St. Madeleine Sophie.

Just over half the teachers here are Gonzaga alumni. Some knew they wanted to work here after hearing Principal Dan Sherman as a guest speaker at Gonzaga’s School of Education. From his descriptions, they knew they would find a community of the heart. This school, with 200 students in pre-K to eighth grade, opened 10 years ago.

St. Madeleine Sophie’s mission is to educate and make community with all of God’s children, no matter their economic, ethnic or academic needs.

Forty percent of St. Madeleine Sophie students require individualized education plans. The school accepts all children, those with Down syndrome, those who are somewhere on the autism spectrum, even those whom other schools have shied away from. You will find highly gifted students, non-native English speakers, including a few students each year who come from South Korea and stay just a year or two. The students seem to absorb the empathy that their teachers model. They cluster around Gracie and others who might need a steadying hand. Every child plays together during outdoor gym. Every child is invited to birthday parties.

Last summer, this model of including all students earned the school national attention. Principal Sherman won the Edward Shaughnessy III All God’s Children Inclusion Award. Ordinarily for this award, the judges’ decisions are closely called. But Sherman and the work he leads at St. Madeleine captured every single vote.

Sherman credits the teachers from Gonzaga for much of the school’s success. “They understand Catholic teaching in social justice. They know how to reach out to our students. Each one is an excellent teacher with an enormous heart,” he says. The first place he looks for new teachers is Gonzaga’s School of Education.

At lunch, Romero sits next to Calvin Bertsch. You can’t miss Calvin, with startlingly blue glasses and an owlish gaze. He munches on carrot sticks and watches the lunchroom hubbub, while Romero injects a dose of extra nutrition into the feeding tube that ports into Calvin’s tummy. He is a medically fragile student, but he’s happy to pull his shirt up to show visitors the “button” on his feeding tube. His parents found St. Madeleine Sophie through recommendations from Calvin’s doctors at Seattle’s Children’s Hospital. He’s not the only student to arrive by this path.

“We just wanted a place where our three kids could be all together,” says Tricia Bertsch, Calvin’s mother. “With his mitochondrial disease, one school turned him away as a liability. We came to visit on a Friday, and on Monday all three kids were enrolled.” Calvin is in and out of the hospital several times each year. His extra nutritional needs mean that he must be tube-fed supplements twice a day.

“I said, ‘We’ve never done this before, but we can try,’ ” Romero recalls. She learned from Tricia how to do his supplemental feedings, and now is earning her master’s in special education through a full scholarship to the University of Notre Dame. Her position as director of inclusion gives her oversight of the extra planning for many of the students.

“The moment we walked in here,” says Calvin’s mom, “we felt like we were home. That is what it comes down to.”
THE RULES OF INCLUSION

I was in the entourage of a 6-year-old.

Gracie had news that every kid at school wanted to hear, or so it seemed. They were following her across campus, a bouncing battering ram of pigtails and batman backpacks, as she spread the word. In her bag she carried an ultrasound picture of her brother-to-be. She found the principal who knelt beside her to get a better look at the black and white photocopy.

“Baby,” Gracie said definitively, and waited for him to match her joy. When he did, her work was done.

She quickly put the picture back into her bag that dangled from her walker and made her way toward her classroom. The wheels spun quickly as she almost skipped across the campus. I could barely keep up with my tripod and video camera.

I was at St. Madeleine Sophie School in Bellevue, Washington to photograph and document the work that Gonzaga alumni were doing at this school founded on the idea of inclusion.

As Gracie approached the classroom, another student ran from behind me to open the door for her. She slipped past and disappeared into the room where the little chairs and desks were waiting.

At recess I lagged behind a group of young teen girls who were strung together arm-in-arm as they strode across the parking lot that the school uses as a playground. In the middle was Kenya, who wore a bright pink raincoat and a wide smile which seemed to hold her eyes closed.

[Cont. next page]
They gathered under a tree to chat about the usual things — their teachers, homework, what game they wanted to play. But not about boys, not yet (though that may have had something to do with me looming nearby). They asked Kenya what she wanted to do and she nodded along as the group went to retrieve jumpropes.

That afternoon in the classroom, Julie Grace worked with her classroom aide on flashcards alongside an anxious, dark-haired boy named Noah. Both were buried in their work, she with a reading project and he on his handwriting. He kept looking over his shoulder at her to see what she was up to. Both were distracted by one another.

Once he had finished tracing the lines with his stubby pencil, he stood up to chat with his friend. He communicated with Julie Grace through the monitor attached to her wheelchair. As they looked at items on the screen, the computer interpreted what they were looking at and said the answer in a robotic childlike voice.

I watched as Noah took Julie Grace’s hand in his and held a paper cutout he had made to his nose. He was hoping to get a laugh from her. I couldn’t tell if he did. They were hand in hand for a few moments before she yanked hers away. This was elementary school after all.

Throughout the school, students of all abilities were in classes together, working and playing in the same group. All students learned with one another, even those with different abilities. Especially those with different abilities.

When I was in school we also believed in inclusion. We told Billy, who we knew didn’t quite know better, that he should run across the gym and dance for the girls. He would soon be running back toward us with his shirt off. The girls would scream, and we would laugh, and then he would laugh and feel included.

That was inclusion.

Billy was our age, maybe older, but had limitations to his comprehension. We viewed ourselves as separate — we were one, Billy was the other. We would have never let anything bad happen to Billy, but we mostly just watched out for ourselves.

Billy spent the rest of his time at school in a separate classroom, a place they called Special Ed. I took algebra and tried to figure out Shakespeare. The only times we saw one another were during physical education and lunch.

Billy liked the attention and entertained us without prodding. He ran onto the empty floor during school assemblies to dance, thrusting his pelvis around as the students in the bleachers laughed. During lunch, he walked around and talked to everyone. Sometimes he stole some fries and then he took his shirt off and whirled it around his head. He knew he could make people laugh by doing something they couldn’t.

**STILL LEARNING**

Many years later, I still find it difficult to create an understanding and comfortable space between myself and someone who is different. A teacher at St. Madeleine’s explained to me that inclusion is not necessarily something we are born with — it must be taught. St. Madeleine’s does that every day by modeling the behavior in teachers and encouraging it between students. They don’t just talk about the idea of inclusivity, they bring the students together in one classroom to work and learn together.

It wasn’t by mistake that the students ran ahead of Gracie to open the door for her, or jumped rope with Kenya, or took a break from their classwork to chat with Julie Grace. All students were expected to learn with the class. Aides were available to help with special needs, but much of the learning was done among the students while nobody else was watching.

In some way, the same was true for my crowd and Billy. When I even considered attempting something against the rules, it seemed that teachers were around every corner, watching. But with Billy, we were an island from their suspicion. Perhaps they thought we were watching out for him, taking Billy under our wing, giving him some lessons on life. Really, it was the other way around.

I can credit Billy with teaching me that. The same is true with Gracie, Kenya and Julie Grace for all the students at St. Madeleine’s. In just one afternoon while they were busy jumping rope and tracing their alphabet letters, they showed me there was still so much left to learn.

To watch the short video produced by Rajah Bose visit gonzaga.edu/magazine.
“Your example, even more than your words, will be an eloquent lesson to the world.”

– Madeleine Sophie Barat
IT WAS THE ’70S, AND A YOUNG ALUMNA THOUGHT SHE WAS GIVING A SINGLE YEAR TO INTERNATIONAL PUBLIC HEALTH. TURNS OUT, SHE MISCALCULATED.
ONE WOMAN’S MISSION: ERadicating Smallpox in India

By Marny Lombard :: Photo by Xill Fesenden
onnie Davis (‘67) still sounds surprised at her big break. She entered the world of international public health — with the World Health Organization, no less — just days after completing her residency in Los Angeles. She was 28.

“It was a fluke,” she says. Perhaps. But Davis was improbably well-suited for the adventures she would face as a young doctor in India, joining the campaign to eradicate smallpox.

“I had gone to Gonzaga-in-Florence, and that was a really big year for me. It was pivotal. I wanted to live overseas and see the culture but I also really wanted to be a doctor. I had been given so much. I wanted to give back,” Davis said.

Smallpox was a scourge of the ancient and not-so-ancient world, as Ebola is today. It killed in days, pustules rising all over the body, especially on the face and extremities. Facial scars disfigured the lucky survivors. In 1968, the World Health Organization (WHO) set out to rid the world of smallpox. In May 1975, Davis completed her residency in pediatrics at the Los Angeles County-University of Southern California Medical Center. The WHO wanted her in Delhi in June.

Recommendations from her mentor at the Los Angeles County-USC Medical Center, Dr. Paul Wehrle, made this possible. He was a WHO consultant, and the organization was seeking doctors to send into remote regions, where India’s national government was not doing enough to stop smallpox.

The WHO “wanted young doctors they could put at the district level, give them a vehicle, a driver and a paramedic and money. You had the funds to hire people to vaccinate. You could get the work done,” Davis says.
As a Muslim country, however, Bangladesh posed added challenges. The eradication teams would travel by riverboat to isolated villages. Davis would have to live on the boats with the men; bathing would amount to jumping in the water. She failed to win over the official.

“I said, ‘OK, but don’t send me to a big city like Calcutta. I want to see the real India.’”

The technique that Davis and thousands of other doctors in the eradication program used is called surveillance and containment — at heart, the same technique that health care workers in Africa use today with Ebola. Each team would begin their work by identifying a high-priority village or by starting in a town’s market.

“We would ask if anyone knew of any rash-and-fever cases,” Davis remembers. “If we heard a rumor, we’d chase it. We’d go to the village where we heard there might be a rash-and-fever case and find the person, then determine if it was smallpox. If we found someone, and it looked like the real thing, we would take off several scabs and send them off for confirmation to the specialized smallpox lab.”

But before results came back, Davis’ team had to start containment efforts, vaccinating every single person within a 1-kilometer radius and then search for rash-and-fever cases in villages within 10 kilometers. In effect, they created a disease-free ring around the patient, so that the virus had no new person to infect.

CROSSING BOUNDARIES
Davis wasn’t simply hunting smallpox, though. She was wreaking havoc with cultural taboos. While Davis, her driver and paramedic shared close quarters in their WHO Toyota Land Cruiser, they could not even eat in each other’s presence. The two men were of different castes and religions (Muslim and Hindu) and locals weren’t sure which caste Davis represented, so the three were to eat separately.

“Finally, I put my foot down,” shares Davis. “I said, ‘I am NOT going to eat all by myself every day for the next six months. I’m in charge of this team and you can both tell the authorities that I ordered you to do this. I have spoken to the gods, I accept all the bad karma, and I’ll take the blame.’”

Her first challenge came before she even packed her bags: The WHO wasn’t confident about sending a female physician into rural India, where there were no other solo women travelers, no services and no guarantee where she would sleep the next night.

According to Davis, the head of the eradication program in Geneva was asking, “Do you think she can do it?” and Dr. Wehrle replied, “Oh, yeah, she can do it.”

CHASING RUMORS
Davis spent a week training in Delhi. Nine men comprised the rest of the training group; all of them were going to Bangladesh, the next hot spot. Although this wasn’t clear before she arrived, Davis learned that India was down to single-digit reports of smallpox cases.

“I don’t want to stay here,” she remembers telling an eradication official. “I want to go to Bangladesh, where the smallpox is. I don’t want to go out and investigate rash-and-fever cases and have them turn out to be chickenpox.”

DAVIS, SEATED IN FRONT OF INDIRA GANDHI’S IMAGE, MEETS WITH RAJASTHAN HEALTH OFFICIALS REGARDING SMALLPOX, 1976.
Initially, it was pretty difficult for them — men who had never eaten with a woman unrelated to them. But it got easier and by the time the project was finished, Davis says the three were good friends.

Davis also dissuaded officials from a requirement that she check in at a police station daily, to ensure knowledge of her whereabouts. As an African-American woman traveling with two Indian men, Davis was widely observed by local people. “Everyone knew what I was doing and where I was. It was ridiculous,” she says.

Speaking truth to power was no problem for her, who along with her siblings had learned early from her parents “we were Davises and we were not to let people take advantage of us, or push us around.”

Connie Davis (’67) found her work in international public health exciting and interesting. Her projects and accomplishments vary from working with UNICEF, helping to raise Senegal’s childhood immunization rate from 40 percent to 80 percent in two years, to presenting research to the Dalai Lama on increasing injected drug use causing HIV/AIDS in Tibetan youth.

GODDESS OF SMALLPOX

Davis thought she would spend six months in India, but she passed two years there, working in three regions. Her first posting was in the mountainous and remote Bengal, close to the Bangladesh border. While her team had been instructed not to cross international borders, she was determined not to allow smallpox to come back over the border into India. “Not on my watch,” she says.

One day, her team heard a rumor of rash-and-fever in a village near the border, but the source said the village was in Bangladesh. She looked across the border. How far was this village? Was it really smallpox? Borders don’t keep out diseases.

Should she go, or stay in-country? Davis cared more about cure than politics, so off they went, talking with local people and asking about the village. They found eight cases of smallpox. She lifted scabs off the youngest and last infected patient and had them flown out and tested to confirm the disease. In that mud hut, though, she was confident that she was seeing the real thing. She reported the outbreak by telegram to the WHO office in Calcutta and asked them to contact Bangladeshi authorities. Then she started containment procedures on the Indian side of the border.

In Davis’ two years tracking down rash-and-fever cases, that lonely village was the only place she found smallpox. The ancient scourge was declared eradicated from India in 1977. Global eradication of the disease was declared in 1980, after the last case occurred in Somalia. Smallpox eradication was a complex, enormous effort that is still considered a historic success in international public health.

No other major disease has been eliminated from mankind, though the WHO has for years struggled to eliminate polio. The only samples of the smallpox virus today remain in a U.S. lab near Washington, D.C.

Davis returned to California and began a more settled life as a pediatrician. A year later, she received a phone call from Dr. D.A. Henderson, the forceful physician who had led the global eradication program. He had become dean of the Johns Hopkins School of Public Health.

“Are you bored yet?” he asked. She laughed and said, “How did you know?” Henderson offered Davis a full scholarship for a master’s degree in public health at Johns Hopkins, and she accepted.
Gonzaga University is developing its own undergraduate degree in public health, in response to a need for such expertise in the United States and internationally. Tentatively, the program will launch in 2016.

Public health, in essence, is the work of keeping a population healthy.

And the field is growing, says Brenda Stevenson Marshall, dean of Nursing and Human Physiology, whose school will collaborate with Gonzaga’s College of Arts and Sciences, School of Business Administration and School of Education.

Two tracks are envisioned: one in ethics and policy, the other using a social and behavioral approach.

Traditionally, public health education has been the purview of graduate schools; however, the number of undergraduate programs has risen in recent years. Gonzaga would become the fifth Jesuit college or university to offer a public health bachelor’s degree, joining Boston College, Fordham, St. Louis and Santa Clara.

Know of another grad who has done remarkable work? Email your story ideas to editor@gonzaga.edu.
Soon, the Hemmingson Center of our dreams will be a reality. You helped make this dream come true, so come share in the excitement as we open the doors of this historic facility.

SAVE THE DATE:
JOHN J. HEMMINGSON CENTER DEDICATION
FRIDAY, OCTOBER 16, 2015

gonzaga.edu/hemmingsoncenter

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JAKE KEYES
The Little Zag’s Welcome to Gonzaga Basketball!
Son of Mike (’97 J.D.) and Theresa Keyes (’94 J.D.), Jake is a seventh-grader who previously published The Little Gipper’s Welcome to Notre Dame Football!
In addition to writing about sports, he also plays football and basketball.

Q. What are some of the most interesting Zag facts you discovered?
A. There are so many! My top two are that when Derek Raivio left GU in 2007, he finished as the second all-time career free-throw shooting percentage leader in NCAA Division I history, and Frank Burgess led the entire NCAA in scoring in 1961 when there was no three-point line at the time!

Q. What resources did you use to research Zag history?
A. I used various websites such as gozags.com and sports-reference.com along with many others. I also got some facts from the book about Gonzaga basketball, Bravehearts, by Bud Withers. I also spent much of my time at the GU archives.

Q. What will you write about next?
A. Right now I’m not exactly sure! I am taking a break and focusing on sports, schoolwork and piano.

Proceeds of book sales benefit scholarships at Gonzaga University. You can order through Amazon.com or at your local ZagShop.

NOTEWORTHY WORK
Know of Gonzaga alums who have presented at national seminars or accomplished other notable achievements in their field? “In Print” would like to expand its accolades to those who are making a mark outside the world of publishing. Send info to editor@gonzaga.edu.

DR. BRIAN HENNING
Professor of Philosophy and Environmental Studies
Riders in the Storm: Ethics in an Age of Climate Change
With the increase of natural disasters, droughts and superstorms, it’s clear that climate change isn’t coming — it’s here. The ecological crisis — and how we handle it — is the challenge of this century. Though policy changes or technological advances may help, they’re not enough. We need new ways of thinking and acting. Riders in the Storm assesses the challenges through an interdisciplinary study, examining the basic scientific, political, economic and moral dimensions through a framework of philosophical ethics.
(Anselm Academic)

MATT KOLBET (’98)
Language Arts instructor, Sherwood High School, Oregon
Martin Epich shares a first name with his best friend, but that’s where the similarity ends. His friend Marty is more attractive, more successful and more popular with women. Worse, he has better stories to tell. Just weeks before Marty’s wedding day, a car crash takes his life. Soon, Martin is trying to remake himself: changing jobs, pursuing a young woman he shouldn’t and consciously vying for a nickname. Martin begins to research the violent past of the small town where he lives, and if history repeats itself, one death may not be enough.
(Champlain Avenue Books)

FR. JAMES K. VOISS, S.J.
Assistant Vice President for Mission
Rethinking Forgiveness
Voiss examines the concept of forgiveness through the lenses of philosophy, psychology and Anglo-American moral philosophy, layering this exploration with examples in contemporary Christian literature and inviting the reader to rethink the meaning of forgiveness.
(Liturgical Press)
AS THE WORST QUESTION IN THE WORLD reverberated in her ears, the seed of a future passion germinated. Michelle Crosby (J.D. ’01) was 9 when a judge asked her which parent she wanted to live with.

“As a child, you’re half your mother and half your father,” Crosby says. “When you ask a child who they want to live with, you are asking them to rip themselves in half.”

Crosby survived, remaining close to both parents. But she always wondered whether there was a better way. “It really was the catalyst for this, to make sure that no other kid is put in that position,” she says.

Now Crosby is the co-founder and CEO of Wevorce, a company dedicated to reworking the divorce process by avoiding courtroom showdowns, instead focusing on the health and well-being of children and parents. “I thought ‘Why don’t we treat all cases as a settlement process, not as a court process,’” Crosby says. “I thought about how we could do divorce more humanely.”

MARRYING PERSONAL EXPERIENCE AND PROFESSIONAL KNOWLEDGE

After graduating from law school, Crosby began working with a mega-firm dealing in securities. She wasn’t happy. On the verge of quitting the profession, a friend convinced her to rethink practicing law. So she turned toward holistic law, an approach focused on mediating a suitable middle ground with both parties. Crosby then opened her own private family law practice in Boise.

This is where she started noticing similarities among divorce cases, eventually naming 18 archetypal roles individuals play in a relationship. “Women communicate very indirectly, and men communicate very linearly,” Crosby says. “This means she may have been in a grief process for years, and he’s just starting.” So, Wevorce molds itself to the couple’s unique situation.

“I started using this model in my own practice,” she says. “It was the equivalent of running your business in the garage. I ran more than 100 families through the model, and kept all but one out of court.”

After two years, Crosby was confident she had a system that worked. That’s when she met fellow-founder Jeff Reynolds over breakfast. Reynolds challenged Crosby to think bigger and to move the operation outside of her personal practice. Within a year, he introduced her to the venture capital and technology communities.

And then fortune struck. The two were invited to the prestigious startup incubation unit Y Combinator, renowned for being “harder to get into than Harvard.” Y Combinator has provided funds and advice to more than 500 startups, including Reddit, Airbnb and Dropbox. That exposure was rocket fuel for Wevorce, which uses technology to improve the way divorced couples can communicate about visitation schedules and other essential information asynchronously.

Soon, Crosby and Reynolds had $100 million in investments, lawyers calling from around the world and articles appearing in Forbes and The New York Times.

“Wevorce is not just a business, it’s a movement,” Crosby says. “I’ve taken calls from attorneys in South Korea, Australia and Denmark. It’s really a human need.” As passionate as Crosby is, she admits that Wevorce isn’t for everyone. Physically, emotionally and verbally abusive relationships are weeded out in the initial screening.

Despite the scale of the practice and increasing exposure, Crosby’s primary motivation is still easing children through a fundamentally traumatic experience. “You’re always going to be a family,” she says to potential clients. “We’re going to help you become parents in two households. The world is clearly ready for a new, more graceful perspective on divorce.”
TRANSFORMING DIVORCE, SO KIDS WIN
LAW SCHOOL GRAD’S WORK IS FUELED BY CHILDHOOD TRAUMA

ALUMNI PROFILE: MICHELLE CROSBY | BY ELI FRANCOVICH ('15)
1960

‘60 Harold Rebenitsch was inducted into the 2014 Grand Forks (N.D.) Public Schools Teachers Hall of Fame. Rebenitsch taught chemistry at Red River High School from 1968 to 1999. He left a lasting mark on the chemistry curriculum by implementing qualitative analysis in chemistry classrooms, allowing students to take charge of their learning as they spent weeks running diagnostic tests to identify unknown samples. A colleague wrote, “Students were treated as if they were capable of critical thinking and they rose to the occasion, enjoying the opportunity to act like ‘real’ scientists … their pride in their accomplishments was palpable.” Rebenitsch lives in Detroit Lakes, Minn.

1970

‘71 Tony Boselli was honored among his peers for 40 years in the McDonald’s business. Tony began his career in 1974, when he moved to Colorado with his brother to open their first McDonald’s restaurant; today, he owns and operates 21 golden arches locations. He supports his community by feeding more than 500 families every Christmas as well as serving on the board of directors for Harvest of Hope, a nonprofit that feeds the poor. Tony has five children and 10 grandchildren and has been married for 27 years to Carla Boselli.

1975

‘75 Nick Giannone was selected to lead Houston’s Rotary district as governor in 2015-2016. Rotary International is one of the oldest and largest service organizations. Founded in 1904, it has over 1.2 million members in more than 200 countries. Its major project at this time is to eliminate polio from the world by 2018.

1977

‘77 Brig. Gen. Bud R. Jameson Jr. (ROTC) retired in September after 41 years of military service. Jameson was honored in a Change of Command Ceremony for the 316th Sustainment Command (Expeditionary) at the Army Reserve Center in Coraopolis, Pa.

1980

‘83 Jackie Purcell delivers updates on Alaska’s arctic climate with a sunny smile as KTUU-TV’s chief meteorologist. Based in Anchorage, Purcell has worked fulltime for the NBC affiliate since 1990, both reporting onscreen and improving scripts behind-the-scenes. Purcell has become a familiar fixture across the state in nearly three decades of broadcast work, and she has no intent to stop soon. “It’s a gratifying experience to work in a job you love, in a town you love, surrounded by people and scenery you love,” Jackie says on KTUU’s website.

1990

‘93 Karen Mefford was recently hired as executive vice president and chief technology officer for Seattle Bank. She has more than 20 years of banking experience, specializing in vendor and operations management. She began her career with Washington Federal, and her most recent employment was with the Federal Home Loan Bank of Seattle, where she was vice president and director of operations.

1994

‘94 William Benjamin Nowell completed his Ph.D. in social work at Columbia University. He is now the director of Patient-Centered Research at the Global Healthy Living Foundation. One of his main projects there is developing a patient-powered research registry for people living with rheumatoid arthritis and spondyloarthritis.

1988

‘88 Nena Cook is a partner with Ater Wynne, a law firm focusing on serving businesses. Cook is a former president of the Oregon State Bar with more than 23 years of experience specializing in complex business disputes, appellate law and professional liability defense. Cook is a frequent speaker and writer on the topics of professionalism, ethics and employment law.

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‘98 Brian Davey (’00 M.Ed.), Ph.D., BCBA-D, has been named chief executive officer of H.O.P.E. Group in Phoenix. Through a strategic partnership between H.O.P.E. Group and his own company, Highland Behavioral, Dr. Davey will establish much-needed outpatient behavioral health services for children and teens with severe autism and related disorders.

Send your news to gonzaga@gonzaga.edu.
'99 Dolly Hunt was elected prosecutor for Pend Oreille County in northeast Washington and began her term of service in January. Hunt is the first female prosecutor in the county where she was raised. For the last eight years she’s served as deputy prosecutor.

2000

'00 Lt. Cmdr. Eric Pedersen (J.D.) received the 2014 Award of Merit from the Washington State Bar Association. Pedersen was honored for his service as staff judge advocate to SEAL Team 10 in Afghanistan in support of Operation Enduring Freedom. Pedersen lives in Seattle, where he is a trial attorney for the Department of Homeland Security.

'01 Ben Freeburg married Jenni Mickelson in Seattle in September. A number of Zags were present to celebrate, including Spike, who came immortalized as the groom’s cake.

'03 Paul Shoen and Annie (Swatzell) Shoen ('02) recently welcomed their third child, Cecilia. Annie is a deputy district attorney at the Multnomah County District Attorney’s Office and Paul is a supervisor at the Oregon Judicial Department in Portland. They will return to Spokane/Coeur d’Alene this summer to watch Paul compete in his fifth Ironman, something he is preparing for by chasing three kids around.

'00 Rebecca Lumley was elected shareholder of the national law firm Polsinelli. Rebecca practices in the area of commercial litigation. She lives in Phoenix.

'04 Rebecca Lumley was elected shareholder of the national law firm Polsinelli. Rebecca practices in the area of commercial litigation. She lives in Phoenix.

'05 Mike Danitz and Shannon (Iaci) Danitz welcomed twins Olivia and Jude in July. Olivia and Jude join big brother Lucas, 3. They live in Denver, where Mike is a management consultant for Deloitte Consulting and Shannon runs her own marketing communications consulting business.

'06 Jaunessa Walsh ('07 MBA) opened a second location of Farmgirlfit, the Crossfit-style gym she founded with four other Gonzaga graduates in Spokane in 2011. The second gym, located in Coeur d’Alene, opened its doors in October.

Jon Billings is the creator, host, producer and manager of the “Gonzaga Hoops Tip-Off Show,” a pre-game radio program that sheds light on Gonzaga men’s basketball, but also the Alumni Association and other university projects. The show is based in Seattle, which is home to the largest number of Zags outside of Spokane, he notes. He married Jessica Lightfoot ('07) in the student chapel this spring.

'08 Christina (Puglisi) Bordieri and Scott Bordieri married in August in Hershey, Pa. Christina recently received her master’s in child psychology growth and development.

Brady Smith works as a public defender in Helena, Mont. She served with the Peace Corps in Ghana after graduation, and says the two experiences are similar — stressful, but never boring. Two years into the job, she finds meaning in the challenge of the courtroom. “It’s worth it, because behind all the stress there’s a story.”

Valerie (Doyea) Nelson and her husband Todd welcomed their first child, Peyton, in September. They live in Seattle where Valerie works as a nurse for Seattle Children’s hospital and Todd is a police officer.

Katherine Leger took final vows in September with the religious community of The Institute Servants of the Lord and the Virgin of Matará. Now Sr. Advocata, she lives in the Community of Blessed Marie de l’Incarnation and serves at a parish in the Diocese of Peterborough, Ontario, Canada.
now live in Kailua-Kona where Thomas works for Ferguson Enterprises and Sofia works for EPIC ‘Ohana, Inc., a non-profit dedicated to serving underprivileged children.

Alex Wollin and Christine Wemhoff married in Seattle last July. Fellow Class of 2010 Zags in their wedding party included Kimberly Brown, Kristen (Marchus) Ingels, Andrea Logue, Anna Cascari, Nathan Saad, Aaron Quilliam and Andy Henderson. Alex works at Boeing as a research and development engineer. Christine is the director of admissions and marketing at Archbishop Murphy High School. They met in the halls of St. Catherine-Monica their freshman year.

Kelly McClellan ’10 studied coral reef ecology and the conservation of marine systems along the Great Barrier Reef in Miami University’s Earth Expeditions global field course last summer. Kelly, a high school teacher at Steilacoom High School in University Place, Wash., took the graduate course in pursuit of her master’s degree from Miami University’s Advanced Inquiry Program.

Thomas Hergenrader (B.S.C.E.) and Sofia (Noorani) were married in June. The wedding ceremony was held in Haliewa, Hawaii. Fellow Zags joined from around the world, including groomsman Mac Graham ’11 and emcee Adam Friend. Thomas and Sofia

Casey and Maura (Senecal) McCoy ’11, J.D. ’14 married at St. Charles Borromeo Church in Tacoma last April. Other Gonzaga grads in the wedding party included Hailey Maes ’11, Amanda Clark ’11, Mairghread Foley ’11, Clare Senecal ’13, Shannon Senecal ’07, Aaron Fox ’10 and Conor Senecal ’08. The couple lives in Seattle.

Stewart Allen and Hannah Witt married in August 2014, with David Lindsay (director of Student Activities, retired 2014) officiating in Portland. Zags in the wedding party included Tony Ackerman, Caitlin Hafla, Abby Nelson and Avriel Burtot. The couple live in Phoenix.

Monica (Freshley) Camp and Michael Camp married on Mercer Island in August. They met in their first two Gonzaga classes, symphony orchestra and physics. Zags in their wedding party included Erik Yamashiro, Kyle Martin, and Ashley Sutch ’11. Monica recently completed her master’s degree in orchestral conducting at Central Washington University, also receiving her teaching certificate, and Michael works for V.I.P. Aircraft Interiors company in the greater Seattle area.

Franjo and Michelle Crnkovic (M.Ed.) welcomed a daughter, Livija, in May. The couple teach in Nanaimo, B.C.
JOINING THE JESUIT VOLUNTEER CORPS

'07 David Paullin
Spokane

'13 Kurt Guenther
Washington, D.C.

Edwin Torres
Sandino, Nicaragua

'14 Brittney Boland
Nashville

Monsieree de Castro
Phoenix

Hannah Cooper
San Jose

Allison Cutuli
Detroit

Brenna Holland
New Orleans

Daniel Logue
Bridgeport, Conn.

Maura McLafferty
Seattle

Molly Moore
Kansas City, Mo.

Chris Morden
Los Angeles

Sofia Najera-Pena
Atlanta

Annarose O’Brien-Wilson
Los Angeles

Dillon Oldham
Seattle

Jennifer Spink
Berkeley

Andrew Williams
Boise

'08 Cory Notestine (M.A.) was named the 2015 School Counselor of the Year by first lady Michelle Obama.

The award, presented by the American School Counselor Association, honors those who devote their careers to advocate for student development and readiness for college and careers. Notestine is a counselor at Alamosa (Colo.) High School.

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ZAG SCHOLARSHIP PROMISE

“At Gonzaga, we learned how to learn and it didn’t stop when we left. It gave us a meaningful connection that had an impact on the way we view life. We support Gonzaga scholarships to grow the community and help others get that experience.”

Paul Sari ('05) & Stephanie Neumayer ('03)

[Sponsors of student Taylor Lilley]

Believe in Zags with your support of the Zag Scholarship Promise. Make your annual gift at gonzaga.edu/BelieveInZags.
WHO IS THIS ZAG?

This Gonzaga professor wrote more than 500 articles and books on American culture that spanned 50 years. Perhaps better known in the literary circles of New York than Spokane, his witty writings dissected the American way of life, ranging from baseball to sexuality. He began teaching at Gonzaga in 1939, but left from 1942 to 1946 to serve as an Air Force captain in WW II. He won the Carl Foreman Award for best short novel in 1961. A Spokane native, he was the father of six. Oh, and he had a brother named Richard who was a Jesuit.

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

DAN BRAJCICH
MEMORIES OF THE MYSTERY ZAG FROM OUR WINTER ISSUE

‘52 Mike Brewer, Spokane: Black Dan Brajcich was one of my favorites. I will always remember him for his advice to the accounting class: "The debits are always on the window side." I worked in money management for over 50 years and loved it.

‘56 Richard Cheek, Portland: I was an accounting major during the 1950s when Dan was the entire accounting faculty. I recall that a couple of guys in my class had poor grades in their first couple of years, mostly caused by poor high school preparation, and that Dan went to bat for them, kept them in school; they performed well from then on and were highly successful after graduation. I worked part time for Dan in his accounting practice and learned never to let Dan touch anything I was working on because his handwriting was completely illegible.

‘60 Fred Nolden, Lake Havasu City, Ariz.: I have continuously felt fortunate, and proud, of my Gonzaga experience in general, and specifically to have been a student of Mr. Dan Brajcich. He was never interested in "double lining" the answer. He was interested in teaching us to think and to solve problems. That was his legacy for anyone lucky enough to be in his classroom.

‘68 Joe Auge, Yellowknife, Canada. We just fondly called him the "Old Man" — probably because we roomed with his son, Dan (Jr.). He often gave me a hard time for being in the engineering program (and not accounting where he was a legend). I never understood it until later years when I heard that he had started in engineering but then dropped out to take accounting. I like to think it was because the engineering program was just a little too tough for the Old Man.

‘72 Jim Buller, Billings, Mont: Professor Dan Brajcich was known to say, "If I want a question I will ask for one." His final exams in accounting never had numbers. They were all essay.

‘74 Roberto (Bert) Martinez, Sarasota, Fla.: Dan Brajcich is the best and most effective teacher I ever had. He is mainly responsible for my choosing the accounting profession. My good friend Robert Spitzer (who decided to become a Jesuit priest his senior year) was also in accounting, and I believe that helped Father Spitzer to become a very effective president of Gonzaga University in later years.

‘75 Dwight Weigelt, Spokane: Black Dan is none other than Dan Brajcich, of course. It was my first day as a junior transfer student in intermediate accounting when Dan commandingly entered the classroom and said that we would be starting on chapter six. We could cover the first five on our own. I also remember when preparing for midterms in intermediate accounting, one of us asked about the span of the exam — would it be everything in the book thus far? No, Dan replied. It will be on everything I think you should know in accounting thus far.

‘80 Greg Hicks (‘83 J.D.), Newport, Wash.: Any student who took a business class at Gonzaga from the 1960s through the early part of this century should recognize Daniel Brajcich, distinguished accounting professor, extraordinary teacher and a man of great character. He had many nicknames at Gonzaga, but the one I always thought the most appropriate was "the man who taught the world to count."

‘96 Myrna G. Carroll (‘01 Ph.D.), Spokane: The dashing young man in the picture is none other than Dan Brajcich. Dan left his mark on a multitude of students. His common sense approach to accounting cut to the chase of any problem; his classroom approach was unique, his stories unforgettable. (Who but Dan could claim to have hit a fly on a wall with a spitball?) Dan cared and he wanted each of us to care, as well. Dan’s policy of not allowing questions in class, however, did not prevent him from periodically asking, "Does anyone have any questions?" if he finished his lecture a bit early. Everyone, including Dan, would chuckle at the silence that followed.
BROTHERLY ORDER OF THE YOYOS

BY BRITTANY WILMES ('09)

Like most intramural teams, the YoYos had their ups and downs — hence the name. Founded on fierce friendship, the team lived on the second floor of DeSmet Hall. Dan Avey ('63) coined the team name, formally known as the Brotherly Order of the YoYos. This moniker stuck to the scrappy group through elaborate pranks and campus moves and decades of post-college life.

The YoYos of 1959 may have had an iffy year on the football and softball fields, but the YoYos of 2015 are going strong and creating opportunities for Gonzaga students to find both success and honorary family members on campus.

“There’s a special feeling about a small school and the friends that you make,” says member Mike Strong ('63). “I think the fact that we’ve stayed friends for 50 years now is a testament to Gonzaga and the small-school experience.”

The YoYos found the experience so valuable that they’ve established a scholarship endowment to support upperclassmen in finishing their degrees at Gonzaga. Many of the YoYos were first-generation college students, and their years on campus were life changing. Strong was the first in his family to graduate from high school and college. “That led me down an entirely different pathway than most of my ancestors,” he says. “Gonzaga is a special place for me, and obviously for a lot of the other guys, since they’re continuing to support students.”

The YoYos have reunited often over the years, most recently for their 50th reunion in 2013. They’ve added a few honorary members these days, and while they reminisce about smuggling coyotes into DeSmet and burying cars in snowbanks, they’re now pooling their efforts to fund futures.

YOU CAN SUPPORT GONZAGA STUDENTS, TOO!
Learn more about funding Zag scholarships at gonzaga.edu/scholarshippromise.

A YOYO LOVE STORY

Read more about one member’s romance with a Gonzaga girl and their 40 years together at gonzaga.edu/magazine.
'32 Francis Burke, Nov. 1, Modesto, Calif. Burke taught for 36 years, which included stints as an administrator and adjunct professor. Upon retirement he spent his afternoons in prayer. He called this time “cramming for finals.”

'39 Father Carl Hayn, S.J., Oct. 21, Los Gatos, Calif. At 98 years old, Hayn was the oldest member of the Jesuits’ California Province. He taught physics at Santa Clara from 1955 until his retirement in 2006. He continued to tutor students daily.

'46 William Hayden, Jan. 7, Fresno, Calif. A nasty childhood ear infection and contracting polio inspired Hayden to become a doctor. He served in WW II as a pharmacist, then worked throughout California as a general physician and maintained a large one-man medical practice in Fresno.

'49 Ted McFaul, Nov. 28, Spokane. A lifelong athlete, McFaul was a man of many talents. While serving in the Navy during WW II he was featured in Time magazine for delivering babies while evacuating a Pacific island. He was a standout football player, and regional ping-pong champion. He loved games, even finished one last bridge game 48 hours before passing.

'50 Louis A. Mastriani, Nov. 29, Rotterdam, N.Y. After a distinguished career in the Air Corp during WW II, he taught ROTC classes at Syracuse University. After that, he spent 37 years running a pharmacy with his brothers.

'52 Father Tom Healy, S.J., Jan. 8, Spokane. Healy’s vocation was high school teaching and administration. He brought his infectious energy and joy to his work and was instrumental in the creation of the Matteo Ricci Program for advanced high school students.

'53 Edward Wesley Anderson, Nov. 22, Spokane. “Uncle Ed” started his educational career at Logan Elementary. He spent 25 years in private medical practice in Orange County, before moving back to Spokane.

'54 John Goodrich (J.D.), Dec. 9, Park Forest, Ill. Goodrich worked first as the general solicitor for the Monon Railroad. He rose through the ranks there, eventually working as the treasurer for Illinois Central Gulf Railroad. One of his greatest joys was singing in the church choir, which he considered second family.

'56 Henry Haener, Oct. 3, Clarkston, Wash. Haener was an avid inventor, tinkerer and learner. He had four degrees and formed an airplane flying club in Grangeville, Idaho.

'58 Robert Popovich, Dec. 17, Seattle. Popovich grew up tough in rural Montana. His nickname was, in fact, “Tuffy.” Popovich worked as an auditor his whole life, but was always involved in side businesses. His penchant for conversation made him particularly adept at bartending.

'50 Edmund Gray, Dec. 19, Colville, Wash. After serving in the Air Force Medical Corps, Gray moved into rural public health. He worked in the Colville area most of his life, served a term as Washington State Medical Association president, and was known throughout the state as a champion for rural medicine.

'57 Gale Ferguson, Nov. 7, Spokane. Starting with Gonzaga’s men’s glee club, Ferguson had a lifelong love of singing. In later years he sang for the Spokane Symphony Chorale and the Messiah and Central Lutheran church choirs.

'58 Roger Smith, Dec. 10, University Park, Fla. Smith spent his working life immersed in intellectual property rights. He oversaw this work for IBM at the peak of the company’s success. After that he worked in New York City before retiring. In retirement, he served as an expert witness in many high profile intellectual property rights cases.

'61 David Battle, Nov. 4, Albuquerque, N.M. An accomplished architect, Battle worked on and supervised a number of restoration projects. When he retired he was involved with a major preservation project on the Washington Monument.

'63 Michael John McIntee, Nov. 13, Sacramento, Calif. McIntee taught for 30 years at Jesuit High School in Sacramento. He coached golf for 25 years and won numerous championships and coaching awards.

'66 Marcia (Collins) Keil, Jan. 10, Tacoma, Wash. Keil worked as an Allstate agent for 27 years. When she retired she kept learning. In her latter years she took interior design classes. She loved singing in her local church.

'67 Dennis “Denny” Freun, Dec. 9, Spokane. A beloved dentist, Freun lived and worked in north Spokane for years. He was known as an attentive and kind dentist. He loved golfing, fishing, Montana and mowing his huge lawn.

'69 Daniel McCarthy, Dec. 28, Helena, Mont. McCarthy worked for Montana’s Office of Public Instruction until he retired in 2009. He was nationally recognized for his work in early childhood special education. In retirement he pursued a number of hobbies; his favorite was playing with his grandchildren. Tea parties, scavenger hunts and art projects filled his final days. His grandchildren remember him as a great playmate.

'71 Kathleen Tomsick, Nov. 29, Tri-Cities, Wash. After years as a stay-at-home mom, Tomsick went back to work as a CPA for Clifton Larsen Allen in Kennewick. She enjoyed the work and the flexible hours.

'71 Larry Stuckart, Spokane. Stuckart was a well-known local activist who dedicated his life to helping Spokane’s poor. He worked for SNAP for 20 years. During that time SNAP’s annual budget grew to nearly $25 million, with 180 employees. Stuckart was described as the “quintessential human.”

'78 John R. Madri, Nov. 23, Spokane. Madri served as the president and CEO of Global Credit Union. While in that role the credit union opened nine new branches and assets grew from $30 million to $300 million. He received Gonzaga’s distinguished Alumni Merit Award in 1997. He also served on the Board of Regents from 2003 to 2010.

'78 Donald Reed, Oct. 2, Spokane. Reed was a career military serviceman for both the Army and the Air Force. He retired as a major and commander of the 92nd Supply Squadron at Fairchild Air Force Base.
'84 Colleen Magnuson (J.D.), Oct. 11, Spokane. Gonzaga friend and benefactor Colleen Magnuson passed away in March. We’ll share the story of this matriarch in the next issue of Gonzaga Magazine.

Jessie Rosauer lived every day with purpose and promise. Ninety-nine years’ worth. Spokane, where she made her home for that entire span, was the beneficiary.

After meeting Mert Rosauer at North Central High School and marrying in 1935, the two set off on their own. Jessie borrowed $75 from her parents to open a beauty shop, and for a time she owned two shops and managed a third. Meanwhile, Mert borrowed $1,000 from his parents to open his first grocery store. It failed, but he eagerly tried again and in 1949 opened a new store that became the first in the Rosauer chain and the first bona fide “supermarket” in Spokane. Jessie contributed much to the aesthetics of the new store, even implementing professional-looking uniforms for checkers. The chain grew to include 24 stores and 1,600 employees when the Rosauers sold the business in 1984.

Their dedication to hard work is as legendary as their commitment to improving the world for others. Jessie served as president of St. Augustine’s Altar Society, Philomathea and St. Joseph’s Children’s Home Auxiliary. She was co-chair of the Champagne Ball for the Arts and was chair of the Women’s Division of United Crusade. She was a member of Morning Star Boys Ranch Auxiliary, Greater Gonzaga Guild, St. Monica’s Guild and helped form Holy Family Hospital Auxiliary. Because Mert and Jessie were strong believers in education, a generous gift to Gonzaga University made possible the building of the J. Merton and Jessie Rosauer School of Education, dedicated in 1994. It serves as an invaluable tool for aspiring teachers, and is a reminder of the couple’s generous gifts to Gonzaga since 1968.

The Rosauers made many contributions to Gonzaga, including: the Crosby Student Center; Bernard J. Coughlin, S.J. Endowed Chair; the Business School Building Fund; Great Teachers Program; Dussault Foundation; the Foley Center Library; and the Joseph Merton and Jessie Rosauer Family Scholarship for education students with financial need. Since its establishment in 2000, there have been 40 Rosauer Family Scholarship awards made to deserving students.

The couple’s philanthropy stretched globally: United Way, Spokane Guild School, Fred Hutchinson Cancer Research Center in Seattle, Providence Sacred Heart Medical Center, and Girls and Boys Town in the Philippines.

Jessie was honored by Gonzaga in 1994 with the DeSmet Medal, Gonzaga’s highest honor, and also received the Ignatian Spirit Award Merit and honorary doctor of Law degree from Gonzaga in 1987. Jessie is survived by three children, Robin Rosauer (’65), Shari Kain and Susan Palmer; 13 grandchildren and 17 great-grandchildren.
CONNER HOUSE (’15), gathers with Zambian children in front of the as-yet-unopened library at Chilena Basic School in Zambezi. Gonzaga students helped to fund the library through fair-trade sales of Zambia Gold Honey, which originated at GU in 2009.
I saw it first in the eyes of a handful of Zambian leaders when working alongside Gonzaga engineering students to build a more effective and sustainable cooking stove. After three lessons on heat generation from our students, our Zambian partners were ready to get their hands dirty. Using bricks and other locally sourced materials, we developed a stove together. Then something really interesting occurred. One day while we were out gathering new materials, the Zambian leaders made another, improved stove. When we stepped aside, they used their new knowledge and took ownership of the project.

With each additional iteration, the stove — and our global relationship — improved.

**THE PRACTICE OF ACCOMPANIMENT**

Many of us want to make a difference in our communities, and in our personal and professional lives. We want to be leaders, bringing change to a world that seems increasingly hungry for transformation. However, one doesn’t need to look far to see examples of those with good intentions, at home and abroad, who get in the way of true change. Often as not, the source of failure is overemphasizing tangible results while underemphasizing process.

Since 2007, I have led a specialized study abroad course in which Gonzaga students practice development work in Zambezi, a rural village in southern Africa. My experience last year watching students partner with Zambians to improve their stoves was another lesson in accompaniment, and I believe it has implications for the ways that we lead and serve around the world and in our local communities.

Jesuits believe that accompaniment is the act of being with and doing with, rather than doing for: walking together along the same path with a community that identifies objectives, creates a plan, and manages these activities in its own leadership or development process. In this way, accompaniment is not about giving service to the people, as a traditional charity would, but about serving alongside them in a relationship of mutual reciprocity. Great leaders remember that the process of communicating with their people is as important as the end result, and they make space for the process by taking time to invest in the people and discover their assumptions and expectations. This core commitment allows the best leaders to practice more effectively two key elements of accompaniment — exploring values and giving back the work — that can unlock its power and facilitate real change in the world.

**IT BEGINS WITH UNDERSTANDING VALUES**

Near the end of our stove project, Sandu, who is one of our trusted friends, told me, “We believe knowledge is the weapon to success in life.” This core value has allowed the Zambezi community to shape the dialogue on change toward a focus on education. After careful listening, the Gonzaga program has come alongside a primary rural school in the Zambezi district to build a community library. Opening this year, it is the first library of its kind in this region of Zambia. While we are financial partners in this endeavor, we have not spent our time physically working on the construction of the library, believing the Zambian people to be experts in this regard. Rather we have dedicated our time listening and posing questions that seek to understand the values and goals that will integrate this library into the fabric of the community. Sustainable change that allows a community to “stand on its own two feet” must be rooted in the core values of the community.

**GIVING THE WORK BACK**

We often gain credibility and leadership by demonstrating our capacity to take other people’s problems off their shoulders and give them back solutions. While this can be an important skill, the leader practicing accompaniment mobilizes the work of others rather than simply pointing the way. The leader reflects on ways to take the work off her shoulders and place it into the various factions within the organization to work on the problem together. This way of proceeding models accompaniment by “operating at eye-level with the community.” Gonzaga-in-Zambezi students who embody the notion of eye-to-eye better serve our Zambian partners because they alleviate some of the inherent power dynamics between the more “privileged” students and the local people “in need.” In the same way, leaders must forge partnerships built on mutual respect and trust and seek opportunities to give back the work.

My colleague Aaron Ausland encourages those practicing accompaniment “to generate opportunities to receive in the places where you serve, to become mutually indebted and to develop real relationships with the community.”

In June, Gonzaga student Paxton Richardson reflected on an experience in Zambezi: “James, a respected community member, understood the stove well enough that he took over the second half of our lesson. Here I was, learning from the people I thought I would be serving and teaching. There was no division between them and us. That line was shattered the minute we received their warm, joyous welcoming.” In Zambezi, to Paxton’s surprise and satisfaction, she stumbled upon friendship, new understanding of community development, and the opportunity to practice accompaniment.

I hope that Zags everywhere will find opportunities to practice accompaniment in their own local and global communities.

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WHAT'S ALL THE BUZZ ABOUT?

Your search for organic, natural, rich, fair-trade honey ends here! $10.

Zambia Gold is produced in southern Africa by independent cultivators who learned the craft from their ancestors. All profits from sales directly support education in Zambezi, a community where Gonzaga students learn and serve every May. The school in Zambezi holds two class sessions a day to accommodate more than 800 students in only nine classrooms. Through the Zambia Gold honey project, Gonzaga supports the community’s hope to bring electricity to the school, finish a new library and provide student scholarships.

Available at dining locations on the GU campus or online at ZAMBIAGOLD.ORG