FLORENCE’S 50TH ANNIVERSARY
Gonzaga-in-Florence is in the business of transformation and has been honing this remarkable project since 1963-64.

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PRESIDENT FOR A DAY
Six Gonzaga students dream about leaving their personal imprint on the University.

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A ZAG ON HIS FULBRIGHT YEAR IN COLOMBIA
When Ryan Bart (’12) arrived in Bogotá last fall he brought with him his own particular brand of magic, and then shared it with the children of Ciudad Bolivar.

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GONZAGA
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GONZAGA UNIVERSITY

COVER: “CELEBRATING A GOLDEN MILESTONE” ~ Illustration by Patricia Skattum
The Basilica di Santa Maria del Fiore, or Basilica of Saint Mary of the Flower, is the main Catholic church of Florence, Italy, and the Duomo has become a catalyzing symbol of the Gonzaga-in-Florence program.
Developing a worthwhile vision requires certain raw ingredients: a tackle box filled with knowledge and experience; a measure of courage and purpose; a meditative, yet alert, frame of mind and, not least, a dram of good fortune. As I reflect on the year to come, I find us well-possessed of these elements: an excellent understanding of Gonzaga’s strengths in academic excellence, community and service learning; a driving desire to elevate those strengths; and the generosity and respect of our community, which are so emblematic of Gonzaga’s good fortune.

This summer, I have found no time for fishing and rather little for meditation since graduation in May. More than any other in memory, the months of June, July and August have motored across campus in overdrive. Consider:

In June, we bid the 59-year-old COG farewell, and Zag Dining commenced operations in the new Boone Avenue Retail Center. Throughout the summer we sponsored thousands of conference and summer-camp attendees, even as our faculty taught hundreds of courses. In mid-July, Gonzaga formally celebrated the largest single gift in its history – $25 million – given by John Hemmingson, our friend, trustee, benefactor and civic leader. That same day, a ceremonial groundbreaking and fire-lighting signaled the launch of construction for the “next generation” COG, our new University Center. This project will usher the University into a new era of engaging with issues and people worldwide – as befits this generation of students who in every recognizable way will lead global lives.

This summer, Sue Weitz was honored upon her retirement with the Harry H. Sladich Award; after highly successful national searches, the University welcomed to campus her successor, our new vice president for student development, and three new academic deans. We launched the new School of Nursing and Human Physiology, and we are preparing to celebrate the 50th anniversary of our pioneering and flagship study abroad program, Gonzaga-in-Florence. How long is 50 years, really? Fifty years ago, in September 1963, the Beatles first appeared on U.S. television. That same month, Gonzaga became only the third American university to embark on educating students in Florence, the city at the heart of the Western Renaissance.

Now, a new academic year is upon us. We look forward with anticipation to welcoming another entering class of unique, talented, and inspiring students. And always, we greet the new day with gratitude for the privilege of working to advance Gonzaga’s mission, and with deep appreciation for the support of so many. May the peace of Christ be with you and yours, always.
When Pfeffer, a finance and marketing major, graduates he wants to continue serving others with a career in business. "I think God provided me with a personality to be in business. It makes it possible for me to deal with people and to help others. I so prevalently see God in other people that I need to work to help others."

"He looked at me — and just looked at me — and said, 'Thank you.' Since that day, I can't explain it — the will to help others so beyond words. I can truly see God in community."

Pfeffer continues to develop his faith through academic classes like Christian diversity, where he visited a different church every week of the semester. As the semester went on, he was less going to the different church services for the grade or for writing a better paper, but because I enjoyed it. That whole class really taught me, it's not what people see you practicing, it's what you do when no one is watching.

"In high school, Pfeffer traveled to New Orleans to rebuild houses. As he was knee-deep in drywall, the owner of the house stopped by and said, 'Thank you.' Since that day, I can't explain it — the will to help others so beyond words. I can truly see God in community."

"When Pfeffer, a finance and marketing major, graduates he wants to continue serving others with a career in business. "I think God provided me with a personality to be in business. It makes it possible for me to deal with people and to help others. I so prevalently see God in other people that I need to work to help others."

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COMMENCEMENT 2013

Concluding a remarkable 125th Anniversary, Gonzaga’s 120th commencement in May saw bachelor’s degrees conferred on 1,306 graduates, 863 master’s degrees, 19 doctorates and 161 law degrees.

For the ninth consecutive year, this was the largest graduation in Gonzaga’s history.

“It is my hope that your time at Gonzaga has afforded you not only opportunities to succeed but opportunities to fail. For an important part of the Jesuit educational experience includes building tenacity, a resilience of character that is only born out of being humbled, and a capacity to pull oneself back together and try again.”

-From President Thayne McCulloh’s Commencement Speech

HOST THE OPUS!

Gonzaga is embarking on a once-in-a-lifetime learning experience: The University will bestow the 2014 Opus Prize. Each year the Opus Prize Foundation asks a sponsoring Catholic university to honor an individual or organization with a $1 million faith-based, humanitarian award.

The award process becomes an educational adventure of its own and requires “spotters” who can recommend a possible recipient in any corner of the world. Gonzaga will organize and execute the process in the coming months.

The Opus Prize “embodies the ‘faith that does justice’ and gives us at Gonzaga the opportunity to help identify individuals and organizations that carry out this concept that is central to what we do,” said Mike Herzog, Gonzaga chief of staff. “I hope that the process creates a lasting impact on our community, and that our students have a profound learning experience.”

The 2012 Opus Prize went to Father Richard Frechette of the St. Luke Foundation for Haiti. The 2013 prize will be awarded next fall.

Gonzaga will award the 2014 Opus Prize to an unsung hero who, guided by faith and an entrepreneurial spirit, is conquering one of the world’s most persistent social problems.
GONZAGA & ZAMBIA’S TEACHERS-OF-TEACHERS

Gonzaga is partnering with a Jesuit teachers college in a program that promises to change the course of K-12 education in Zambia. This summer, 27 educators from the Charles Lwanga College of Education spent two weeks on Gonzaga’s campus working toward master’s degrees. This customized program delivers most of its instruction long-distance via GU’s virtual campus.

“These instructors are being educated in cura personalis and Ignatian pedagogy,” said Jon Sunderland, dean of the School of Education. “They will impart those same theories and learning strategies to their students – young, prospective teachers – who will then go out into the Zambian schools.”

>> More on the Gonzaga Charles Lwanga project on page 48.

JANE GOODALL, PRESIDENTIAL SPEAKER SERIES,
MCCARTHEY ATHLETIC CENTER, APRIL 9

Jane Goodall wondered aloud to a near-capacity crowd how the most intellectual beings to ever walk this planet could be destroying their home. One glimmer of hope, she said, “is the young people, what they are doing, their energy, their passion and their commitment. Everywhere I go, they know that they can make a difference. They know that they are going to save the planet.”

LUKE WEBSTER (’13), a biology major, worked under Professor Nancy Staub on research to improve our methods of determining if different species are related to one another. Luke talks about his experience in Study Break, a video series about student projects, passions & research. Go to gonzaga.edu/magazine.
Welcome to the Class of 2018 (1,240 Strong)

“This class is the most diverse ever at Gonzaga and, according to academic profiles, the second strongest class ever to enter GU,” said Julie McCulloh, dean of Admission.

Who’s New?

Judi Biggs Garbuiō
Vice President for Student Development

An Angel in Their Path

At the University of Southern California, I had the chance to work with the Norman Topping Student Aid Fund. Students tax themselves to provide scholarships and support services for first-generation students. One professor learned that first-generation, low-income students are less apt to study abroad, so he partnered with the Topping Fund to create a summer program. These students spent a week in Los Angeles looking at corporations with ties to Japan, then a second week in Japan. Their learning was profound. Some of the students had never been outside Los Angeles. Some never perceived themselves as Americans; they had always been marginalized. But as an international traveler, you are American. So they were getting all these mixed emotions. My work in student affairs has always been about creating an environment where everyone can be successful. My mother, a first-generation, non-traditional college student, told me that she had had an angel in her path. I want to ensure that all students find an angel to help guide them through their Gonzaga experiences.

Average G.P.A.
3.74

Students from Diverse Racial/Ethnic Backgrounds
22.9%

SAT Math
605

SAT Reading
596

First Generation
19.4%

Garbuiō’s strengths include strategic planning, the management of healthy student affairs organizations, and the development of cutting-edge student development programs and services.
A 16-YEAR LABOR OF LOVE

I was deeply involved at Fordham University in a project that helped K-8 students with psychoeducational screening and intervention. These students attended Catholic schools across the South Bronx and Harlem. We offered individual and group counseling, crisis intervention, parent training, teacher consultations and kindergarten screening to determine which students might be at risk for learning disabilities, behavioral difficulties, or emotional concerns involving anxiety or depression. Generally, the earlier we intervene, the greater the probability of success. Here’s an example. We worked with an eighth grader with Asperger syndrome. Individuals with Asperger syndrome typically do well in school, but don’t have effective communication skills. One of our graduate students worked to help him learn how to react to situations with his peers or adults at school. He was interested in a girl in the classroom and didn’t know how to approach her. Our extern worked with him on better ways of socializing. Because he was verbal and engaging, we were really able to see his growth. He was so appreciative, and his mom was pleased, too. He did exceptionally well academically and was accepted into a Catholic high school. We worked with over 3,000 students in 16 years. This project was a labor of love, a passion of mine, one that I’d like to bring to Gonzaga and Spokane.
DEAN ELISABETH MERMANN-JOZWIAK
COLLEGE OF ARTS AND SCIENCES

LEARNING OUTSIDE OF THE CLASSROOM
I was a first-generation college student from a small town north of Cologne, Germany. I enrolled in the University of Cologne, a college with 50,000 students, and commuted to school by train. I loved being a student, but I would never have made it to this country had it not been for a professor who encouraged me to study abroad. I spent a year at Washington University in St. Louis. At the International Student House I met people from all over the world. I attended the Alvin Ailey Dancers and the Harlem Dance Theater. I heard Toni Morrison and Coretta King speak. I learned about learning outside of the classroom – it was eye-opening. Flash forward a few years. I returned to the U.S. for my Ph.D. in English and then moved across the country to Texas A&M-Corpus Christi. The city is 58 percent Latino, and the students similar in some ways to those in Cologne. Many are the first in their families to attend college. Many carry incredible burdens for 18- to 22-year-olds, working 30 to 40 hours a week while earning their degree, and taking care of family. Faculty are more than teachers; we were mentors, showing our concern and following up with students when they missed classes or assignments. I am still that first-generation college student. Wherever I teach, or wherever I lead faculty, I try consciously to make a difference to students.

DEAN BRENDA STEVENSON MARSHALL
SCHOOL OF NURSING AND HUMAN PHYSIOLOGY

LESSONS FROM A NON-TRADITIONAL STUDENT
I started graduate school at 41, a single parent of three children. Two years later, I became their only parent. Their father, an eye surgeon, died on my youngest son’s birthday, shortly before I began a doctoral program at the University of Michigan. Consoling my children while rebuilding our lives was painful; the most difficult part of my journey, however, was the lack of support from peers. Many felt I was “too old” to attend graduate school. Even the faculty were apprehensive. “Who do you think will hire you at your age?” I did one thing right, though. I chose a dissertation committee of men whose wives all attained degrees later in life; they were highly supportive, and I remain deeply appreciative. But I realize that when I reflect upon my journey, I am reflecting on the plight of non-traditional students generally. I am African-American; I was in my 40s; with the exception of occasional substitute teaching, I had never worked for a living. My life revolved around home and family. But I persevered and defended my thesis a few months after my 50th birthday. My commitment to support and to mentor non-traditional students evolved from these experiences, is enduring and will continue here at Gonzaga.

MERMANN-JOZWIAK’S PROFESSIONAL INTERESTS INCLUDE TRANSNATIONAL AMERICAN STUDIES, CHICANA LITERATURE, AND THE FIELD OF TEACHING AND LEARNING.

AS AN EDUCATOR, STEVENSON MARSHALL FOLLOWS THIS CREDO, A PARAPHRASE FROM ST. JOHN OF THE CROSS: “IT IS NOT WHAT HAPPENS TO ME BUT HOW I RESPOND: THAT IS ALL GOD CARES ABOUT.”
Vincent Van Gogh said the greatest work of art is to love someone. When I think about love I think about growing up in Montana – land of 100 mountain ranges. I think of the East Coast and how over half the Eastern Seaboard can fit inside Montana. My mother grew up in Cohagen, Montana. Cohagen has eight people. They have a store, they’ve got the back of the house where she lived, and where my grandmother worked as the post-master, and they’ve got two bars. When I think about love, I also think about my daughters who give me the opportunity to have 11 pink shirts. They like to pick them out for me. I like to think about them. I like to think about love, and I love that idea that Vincent Van Gogh brought to us.

Being a husband and a father I have three daughters. Being a psychologist, I have the honor of working with many beautiful people and observing how they come together. I notice that most of us have never been taught the necessary skills around the question of how people’s inner lives interact, and what that might mean once we get angry or are harmed, or once we’ve done damage to someone else.

I’ve also had the grace of being a leadership and forgiveness researcher for the last 20 years. If you look at these interior elements and what they can mean to us, you find some fascinating things. Some of the best research in this area has come out of the University of Washington from John Gottman. I’m amazed at how powerful it is to see what we’ve discovered. Researchers measure not just your behaviors, but your tone of voice, your eye contact, even what you’re thinking about when you’re in conflict. People would come into Gottman’s lab and his team would videotape them for a few days at a time. The researchers were interested in analyzing thoughts and behaviors and attitudes and actions and inactions. They analyzed how we are motivated and what our dreams are for the future. How did do they that? They pulled individuals out of the lab and looked at the tape and said, “When you screamed this at Sally, what was your thought process right there?” And they analyzed it down to the motivation for each moment.

Gottman became pretty strong at understanding people’s motivations and behaviors. He got to where he could predict divorce in three minutes at a 95 percent rate. What he saw was contempt on the face of a person three times over the course of about 45 seconds. Contempt is what you think it is. It’s the bodily expression of “I hate you.” You can see how some of these things interact. It gets even scarier from there. We are all made up of masculine and feminine. But some of us block our feminine side, to the detriment of society; and some of us block our masculine side, to the detriment of society. There is a life-affirming masculine and a life-deepening feminine. And when we block those, it harms us and others.

When I first experienced the core of this kind of work, it came to me as forgiveness. I think most of us don’t think about forgiveness a lot. When we do, we might think, “Maybe I need to forgive that person.” But on a deeper level, as we grow stronger and more mature, we think, “I need to ask for forgiveness. I need to make atonement.”

I had never been exposed to that until I met my future wife’s father. It took me forever to get up the courage to ask Jennifer for a date, and then she had the gall to say something like, “Sure, I’d love to but first you have to have an interview with my father.”

I had played college basketball and basketball overseas, and I knew that Jennifer’s
father was a very intense basketball coach. Think of Bobby Knight. I was not looking forward to that interview. I tried to argue her out of it, but she said, “That’s what we do.” “Seriously?” “Yes.” She was an amazing person, and I really wanted to date her, so I surrendered to the interview.

You have to remember culture, too. My family’s culture is Czech and German. The parents’ bedroom is a relic zone: You don’t go in there, you don’t touch anything. Jennifer’s family has an Irish background. The parents’ bedroom is where everybody gathers at the end of the day. They hang out, they talk, say a prayer, and go off to their beds. So her dad greets me at the front door and says, “Come with me.” Upstairs we go into the parents’ bedroom. When I get there, I am at odds with life – I see two chairs set way too close to each other. With my Czech-German hand, I move my chair back some distance, and I sit down.

And then everything changes. This person, this intense basketball coach, has a heart of strength, beauty, depth and intimacy. It touches me, just thinking about it. He started out by saying, “Here are some of the things I love about you and that I have noticed about you.” That was the first time that I’d heard an adult male talk to me this way. He said seven or eight things. Then he went on to list some things he loved about my mom, and then about my dad.

He said, “I would give you 50 rules but you wouldn’t remember all of them. I’ll give you two. One of them is that Jennifer knows her limitations. Don’t take her beyond those. And the second one is that I don’t want you to have to come to me and say you’re sorry.” These are big ‘guru rules.’ What do they mean, even? They mean something like – you had better be a decent or good person. But still, these ideas would have dropped out the bottom, if he hadn’t pursued an enduring relationship with me – which he did. In the next few years, probably more than a hundred times, he would say, “I’ve got a day trip coming. I’m speaking down in the Tri-Cities. Why don’t you come with me?” We went on these journeys together. He was a great relator and conversationalist. He was humble, ready to grow, fully embracing the feminine, never negating the feminine; understanding the masculine, knowing how to live. It was a great moment in my life to receive that from him.

The first time I ever heard of “forgiveness asking” came from him. He had made a sharp comment at the dinner table to his wife. I didn’t even pick up on it. In my family, on a 100 point scale of verbal violence, his comment was a minus eight. After dinner, he came over to me and said, “I’d like to ask your forgiveness for the way I treated my wife at the dinner table.” I didn’t know what to do. I said, “Ah, you don’t have to ask me.”

And he said, “No, I don’t ask just for you. In our family we ask forgiveness of the person whom we harmed, and also everybody who was there, in order to restore the dignity of the one who was harmed.”

That moment, combined with his investment into my life, changed me entirely.

Forgiveness research is profound around the world right now. People with higher forgiveness capacity have lower depression, they have lower anxiety. They have less heart disease, think of that symbolically: They have less heart disease. They have greater emotional wellbeing, and bridges are being made to stronger immune systems. The Mayo clinic uses forgiveness in its treatment process. The next DSM – the Diagnostic and Statistical Manual of Mental Disorders, which psychologists use to help make diagnoses – will likely include bitterness as a personality disorder.

What does it take for us to come to a meaningful place with each other? If the greatest work of art is to love one another, how do we move in that direction? Martin Luther King gave it to us: “The oppressor will not willingly give up power.” So don’t be blind or dumb about it. If you’re being wronged, that’s not just going to change. Then he gives us a second moment of illumination when he says, “When we love the oppressor we bring about not only our own salvation but the salvation of the oppressor.” He is noticing that we all oppress and that it’s up to us to come to a deeper and more true experience of one another.

In closing, I think of my grandfather. He was a lovely person and we loved him, but he descended all the way into alcohol and died young. He ended up in state-funded housing in Montana, with nobody near him. That was one of the family’s most disheartening crucibles.

I looked into her eyes and said, “Why do you love me so much?”

I pair that with a moment with Isabella, who is my third daughter. One day when she was about 4, she was at the kitchen table. I looked at her and I saw how beautiful she was. I looked into her eyes and said, “Why do I love you so much?” She just kept chewing, like “I don’t know what you’re talking about.” I get more serious. I gently turned her face to me and asked again: “Why do I love you so much?”

Her answer: “Because you were made to love me.”

This is an excerpted version of a TedX talk given by Shann Ray Ferch in Spokane last March. Ferch teaches in Gonzaga’s Doctoral Program in Leadership Studies, and his research is on forgiveness and servant leadership. He is a former pro basketball player, a poet and award-winning fiction writer. The Spokane TedX event takes place annually at Saint George’s School.
The Last Supper at the COG

In honor of 59 years of friendships and peals of laughter shared over three meals a day, we offer a fond – if irreverent – farewell to the COG. In 1954, the opening of the COG represented a brand new era. No more meals in the basement of College Hall – the COG served 700 students at a time. Today our freshman class numbers more than 1,200. On May 10, the COG served its final meal; the building came down in July, making way for the expansive, new University Center, set to open in 2015. In the interim, Zag Dining is in the just-completed Boone Avenue Retail Center on Hamilton Street.
Gonzaga University recognized a $25 million transformational lead gift from University Trustee John J. Hemmingson for the new University Center and other important initiatives. “As we look to the future, we understand what a transformational impact this facility will have for our campus. We are so grateful to John Hemmingson for his extraordinary generosity and vision in making this Center a reality for Gonzaga,” said Thayne McCulloh, president of Gonzaga.

Hemmingson was recognized at the July 11 ground-breaking and ceremonial fire-lighting on the former site of the Center, helping to ensure the contribution to the University. Sodexo also made a significant contribution to the University Center, helping to ensure the start of construction. The center will house campus dining, with a two-level residential dining facility, cafes, a marketplace and conference dining. **GU**

Six Gonzaga teams earned NCAA Public Recognition Awards as the NCAA recognized 976 Division I sports for exceptional work in the classroom as part of the NCAA’s Academic Performance Program. Forty-three GU teams have been recognized since the award started in 2004-05. **GU**

Thuy-Anh Vo ('13) won the College Women’s Leadership Award in May. Vo was one of 22 women to receive the national award and was a member of the inaugural Act Six scholars graduating class. The award recognizes students who are social activists and politically engaged. Vo will be featured in the book “51%: Women and the Future of Politics.” **GU**

Gonzaga ranks 18th in the nation in Princeton Review in the category “Everyone Plays Intramural Sports.” This fall GU’s intramurals program is adding indoor soccer and freshmen relays. Forbidden, though, are “five-finger shoes” in any sport. Although there haven’t been any specific problems with the shoes, associate director of the Rudolph Fitness Center, Shelly Radke, said it’s considered best practice to ban them. **GU**

Gonzaga’s 2012-13 exemplary faculty are: Ann Ciaullo, English; Diane Tunnell, sport and physical education, Mirjeta Bajraktari, business, Jane Tiedt, nursing, David Thorp, human physiology, Linda Schearing, religious studies; Marianne Foelix, biology; Peter Paauw, biology, Ryan Herzog, business; and Ken Anderson, business. Kristine Hoover and Lazarina Topuzova, both organizational leadership, received the Service Learning Award. John Sheveland, religious studies, earned the Faculty Diversity Award. John Vander Beek, math, and Randy Williams, education, both were named professors emeritus. **GU**

Last year international students came to Gonzaga from 43 countries speaking more than 26 languages. Countries represented included: Vietnam, Thailand, India and Tanzania. Students spoke Korean, Arabic, Thai, Ukrainian and more. **GU**

**CORRECTION:** The spring issue of Gonzaga Magazine inaccurately reported the demise of former law professor Thomas “Speedy” Rice. The editor regrets the error. With his usual dry wit, Rice asked if the University would split any condolence money. Rice teaches at Washington and Lee University School of Law.

**COG.** “These flames represent innovation, creativity and a place where people will gather in a community of faith, knowledge-sharing and story-telling,” McCulloh said. “That is what will happen throughout the new University Center.”

Hemmingson’s support constitutes the single largest gift in Gonzaga’s 126-year history, it also advances initiatives in other areas including the Foley Center Library and athletic programs. A Northwest entrepreneur, Hemmingson has worked and invested in education, insurance, real estate, technology, agriculture and other key industry sectors. A committed community supporter, Hemmingson was a founding board member of The Rypien Foundation. He serves on the boards of the Boys and Girls Club of Spokane, Mobius and Spokane Neighborhood Action Partners where he is vice-chair, among other civic service.

Sodexo also made a significant contribution to the University Center, helping to ensure the

**Father C. Hightower, S.J.,** of “I Gave up Losing for Lent” fame, left Gonzaga in May. The former director of University Ministry is now superior in Sacramento, Calif. Hightower, who came to Gonzaga in 2008, was a constant on the bench during Gonzaga men’s basketball games. Michelle Wheatley (’07) has been promoted to director. **GU**

In May, Cardinal Timothy Dolan, president of the U.S. Conference of Catholic Bishops, appointed Gonzaga’s Counseling Center Director **Fernando Ortiz** to its National Review Board. The board’s task is to collaborate with bishops to prevent the sexual abuse of minors. Ortiz has a doctorate in counseling psychology from Washington State University and did post-doctoral work at UC Santa Barbara in cross-cultural counseling. He has worked at Gonzaga since 2009. **GU**

**Zag Dining Services** has relocated to the **Boone Avenue Retail Center**. On opening day, June 17, the BARC fed about 400 people. Executive chef **Thomas Morisette** (a cousin to Fr. Al Morisette, S.J.) says that, although the BARC is only a temporary location, he is more than happy with the facility. **GU**

Katie Seelig and Emma Fahy represented Eye to Eye, an organization that mentors children with learning disabilities. **GU**

Two May Gonzaga graduates undertook a national tour this summer to empower those with learning disabilities and attention deficit hyperactivity disorder. **GU**

John Vander Beek, math, and Randy Williams, education, both were named professors emeritus. **GU**

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**College Hall’s iconic poplars are no more.** The trees, planted sometime in the ‘30s, were removed this winter. Tim Hatcher, head grounds keeper, said the poplars were about 10 years past their life expectancy. “Trees are like people, they get old and die too,” he said. Flowering cherry trees and Alaskan cypruss, a type of cedar, replaced the huge old poplars. Although the new trees won’t grow as tall as the poplars, they will add color to the east side of College Hall. **GU**
A clubhouse regular at a tender age

By Dale Goodwin

Frank Gonzales dumped a bucket of balls at one end of the backyard and took his pail to the other. He turned it over, sat on it and held up his glove. At the other end, his son Marco stood on a two-by-four, picked up a ball and wound up. He hit his dad’s glove time after time, no matter where Frank positioned it. The penalty for missing dad’s glove was chasing the ball. Marco, age 6 or 7, wanted no part of that. Father and son repeated the drill day after day, often into twilight – early in the spring, well after summer, and during the winter months in a nearby warehouse in Fort Collins, Colo.

Playing in the Majors is a dream of every kid. Marco is no exception, and neither was his dad. Marco had lived in five countries by age 6. He tells of going to Japan with his family and picking up enough of the language that, at age 5, he could direct the cab driver to the ballpark. Back in the states, Marco and his mom, Gina, regularly traveled to support his dad. Frank spent 10 years playing internationally and pitching in the minor leagues, including five years with the Triple A Toledo Mud Hens, but never got the call.

“My last year I was playing for Somerset, an independent team. I knew by then I wasn’t going to make the Majors,” Frank said. “Gina would send me video tapes of Marco pitching and playing shortstop. He was 6 years old. I was pitching OK, but seeing him play made me decide to pack my bags and come home.”

Father and son’s backyard devotion paid off. Marco, a Gonzaga junior in 2012-13, built an All-American resume. His selection as the 19th player picked in the 2013 Major League Baseball draft by the St. Louis Cardinals is the highest ever for GU.

“Walk into the clubhouse after Marco’s pitched a shutout or received another award, and you would never know it by watching him,” said Coach Mark Machtolf. “He’s the same genuine guy every day. He never shows it off. He’s always encouraging his teammates, and a great leader by example in the clubhouse and on the field.”

Marco Gonzales’ dad, Frank, a former professional pitcher, mentored both his sons, but never to the point where baseball wasn’t fun anymore. “When practice wasn’t fun we took a break and moved on to something else,” Frank said.

“That all started with my parents,” Marco said. “My dad (a teacher and coach) has always been about helping others become better educated. My mom (a firefighter) always wanted to be the first one to a fire to help those who needed her most. Neither one ever wanted attention.”

Marco has learned on his own, too. Last summer, he played in Cuba with the U.S. team. “One day we drove to the ballpark and these little boys were playing baseball with sticks and rocks in the street. Every one of them wore a smile. I’ve never been more grateful to put on the uniform.”

Sticks. Rocks. Snow. Marco loves the game no matter what. While being recruited by Gonzaga, Marco, his parents and brother, Alex, now 15 and a promising shortstop, drove to
Spokane over winter break. They intended to continue south and visit Pepperdine, UCLA, Santa Barbara and other universities.

“I’d never seen so much snow on a baseball field,” Frank said. They had arrived during one of Spokane’s harshest winters. Marco said, “We took a tour of campus, talked to the coaches, then I sat down with my family and talked about my decision. I fell in love with the school and the city, and I loved the coaching staff.”

“I thought he was absolutely out of his mind to come play for a school with three feet of snow on its field,” added Frank, who now coaches pitchers for the Tri-Cities (Wash.) Dust Devils in the Northwest A League. Marco said, “But what did you think about the coaches and the school?”

Frank liked the school but worried whether Marco was getting in over his head academically. (Eventually, Marco alleviated that fear, by earning Academic All American honors.) Frank liked the coaches a lot, straight-shooting, genuine guys who knew how to teach the game. After a two-hour conversation, Marco had made up his mind.

A couple days later they met with the coaches before leaving Spokane. They talked more baseball, more about a Gonzaga education, and Marco had a last word.

“My family and I have made a decision.” With that, Marco, Frank, Gina and Alex ripped open their jackets and everyone was wearing Zag apparel. Marco’s T-shirt read “I’m a Bulldog.” And they never made it to another school.

Slideshow and more at gonzaga.edu/magazine.
SOCIAL JUSTICE, EMERGING TECH & COMIC STRIPS

Not everyone has equal access to information. In fact, a large percentage of the Gonzaga student population has limited experience in retrieving research and data, said Adrian Pauw, Foley Center librarian. This is not simply a social justice issue within the field of library and information science – Pauw’s area of expertise.

“Those students who can afford smart phones and tablets may be at an advantage because they have more access to apps. That’s why creating technology-rich spaces on campus with diverse collections of tools is important. We want all our students to be able to use any tool that will be transformative for their learning and work, even if they cannot personally afford that tool.”

Tools such as web apps, tablets and the latest smart phones are what many of us think of as emerging technology. Yet, emerging technology actually permeates every industry, from medicine to the social sciences. It is the abstract concept of regular change within and beyond the systems we currently know.

“It can be daunting. It is so difficult to get a handle on. You have to make forward-thinking decisions about the tools available and yet you want to have some room to be on the leading edge of the next new technologies.”

Emerging technology is an important area of library information science. Pauw stays current with developments in this field, with particular attention to the needs of students. What tech tools will be most useful? Pauw believes students should go through their own discernment process with emerging technology. When students consider and decide among options, she said, they emerge with better skills for the workplace.

“Even the students who come to college with technology experience often have been handed a device by mom or dad without much choice. Students have a lot of experience with information, but I push them to think about what it means for information to be a real thing. How do we interact with information in person or in digital environments?”

With the development of the new University Center and modifications in Foley, Pauw is eager to see more space dedicated to technology. Students, she said, need to work collaboratively and interact with technology in individually nuanced ways. Pauw and her colleagues are working with the concept of “makerspaces,” places with the resources for 3-D printing and tools for learning code.

“Scholarship can take very different forms. It doesn’t have to be the traditional form of an academic paper. We are starting to think about the academic product differently. What does it mean to create something for scholarship?”

The answer may involve physically building academic materials, such as a 3-D model, instead of a 30-page research paper. It still requires the same amount of research, but exists as a different product. Another example: the creation of an original painting, rather than a printed anthology of existing paintings.

“Stripping in Foley” was an assignment Pauw developed with the same idea in mind when she taught the freshman Pathways class in 2012. Her students researched articles about social justice problems that related, in some fashion, to information. Then, using illustration apps, students created comic strips to retell their social justice story.

The project, said Pauw, “took the high academic concept of social justice and introduced a creative approach. In class they were playing around with alternative narrative formats and this allowed them to use emerging technology to address a real issue.”

Originally pre-med and a biology major, Pauw never expected to end up in this field. After graduation, she and her husband moved to Idaho where they owned and ran an independent bookstore for three years. It was at the bookstore that Pauw realized she was excited about information and about helping others find information.

“I felt called to work for bigger issues and, at first, I didn’t recognize information science as being connected to social justice. But, I realized that information is a big issue. Information theory includes social justice. It’s about access to information and tools, and it’s about creating a culture that favors and rewards the sharing of knowledge.”

Now a five-year librarian, Pauw incorporates new devices, applications and systems into the Foley Center collection. She demonstrates practical uses of equipment, specific to students’ courses and works with faculty to select appropriate tools for instruction. Throughout, she encourages students and faculty to explore emerging technology, how it impacts their lives and how they can use it for the good of others.

“I try to teach students that when we use technology intentionally, we can truly be people for others in a new way. The more our students experience problem-solving in digital environments and working with these tools, the more they will be prepared to be people for others in tomorrow’s world.”

By Kathleen Autumn Jones (’10)

ADRIAN PAUW, LIBRARIAN, IS IN CHARGE OF EMERGING TECHNOLOGY AT THE FOLEY CENTER LIBRARY
VIEW FLOOR PLANS AND MORE AT GONZAGA.EDU/UNIVERSITYCENTER
UNIVERSITY CENTER

Merge student experience in academics, faith, multicultural and social activities within a facility that also offers a portal to the world. This is the starring role assigned to the University Center. Construction began in August. Completion is due in summer 2015.

Students and faculty will confer and collaborate. International students and the new Center for Global Engagement will call the University Center home as will University Ministry, the Center for Community Action and Service Learning and the Unity Multicultural Education Center.

An airy, two-story space will house student dining. Smaller restaurants – and a café/pub – will draw in adult customers. An 800-person ballroom will accommodate conferences and other events. Architects anticipate a Leadership in Energy and Environmental Design Gold building. The University hopes to fund the facility’s entire $60 million cost via philanthropy.
LATE ONE FEBRUARY NIGHT IN 1964, THREE GONZAGA STUDENTS WERE ARRESTED IN FLORENCE. THEY "HAD THE SILLY INSPIRATION TO BEND ONE OR TWO TRAFFIC SIGNS IN ONE OF THE PIAZZAS," READS A LETTER FROM FATHER JOE F. CONWELL, S.J., THEN ASSISTANT DIRECTOR OF THE PROGRAM. GONZAGA-IN-FLORENCE HAS ITS SHARE OF STORIES. BUT IN ESSENCE, IT’S A PROGRAM WITH DEEP ROOTS AND A RICH HISTORY. FLORENCE STUDENTS COME HOME WITH A RENEWED SENSE OF FAITH AND INSPIRATION, TALES OF TRAVEL AND STUDY, AND CONNECTIONS THAT BOAST LIFELONG FRIENDSHIP. THIS YEAR WE CELEBRATE GONZAGA-IN-FLORENCE’S 50TH ANNIVERSARY.

STORY BY LAUREN CAMPBELL ’13  ILLUSTRATION BY PATRICIA SKATTUM
1963-1964
FATHER NEIL MCCLUSKEY, S.J., AND FATHER JOE CONWELL, S.J.

G-I-F began under the direction of Father McCluskey, S.J., and Father Conwell, S.J. The first 70 students began their Florence experience by sailing for six weeks across the Atlantic Ocean, then traveling down the Rhine River and eventually on to Florence. Fr. McCluskey and Fr. Conwell wrote often about needing more space for G-I-F.

SEPTEMBER 30, 1963
Gonzaga-in-Florence opens its doors and welcomes its first class.

NOVEMBER 1, 1964
Florence program is formally dedicated in Palazzo Vecchio in the presence of Eugene Cardinal Tisserant and Agostino Cardinal Bea.

1966
Father Clement Regimbal, S.J., becomes the director.

NOVEMBER 4, 1966
The Arno River floods and G-I-F students, known as the “mud angels,” help dig Florence out of the mud.
In the fall of 1961, Kevin Roddy (’64) wrote his father a letter. Fr. Neil McCluskey had organized a year-long study abroad program in Florence, Italy, and Roddy desperately wanted to attend, but tuition was $600 more than at Gonzaga – equal to about $5,000 today – and his family was already struggling to pay.

“I was convinced this would be a wonderful opportunity,” Roddy said. “So I wrote to my father, since we didn’t have email back then and I couldn’t call, and he wrote back with three words: ‘Go. Go. Go.’” So he went.

It wasn’t so easy for others. Marilee Hart Russell (’64) was already paying for school herself. When she wanted to go to Florence, she had to take on a second summer job, in the parts department at Sears. She put cardboard in the bottom of her shoes to save money. For a year, she slept an average of four hours a night. But in the end, she went.

Along with 67 others, mostly juniors, they sailed to Rotterdam, went on to Germany, and then toured Europe down to Florence.

The summer before, Ed Cody (’64) had been working the same job he did in high school, logging. “It’s a big gap from working with the loggers to Florence, Italy. For me, it all happened in three days.” When he arrived, he was completely overwhelmed. History was everywhere. “There, the Renaissance comes crashing down on you every day,” he said. World War II was still in the collective memory, you could see bullet holes in the walls. He had no idea what to expect, but immediately decided he needed to learn Italian.

Students who spoke more Italian, like Sunny Strong (‘64), could take classes at the University of Florence. Otherwise, they used the Jesuit House as a classroom. She took English literature courses, so she had the advantage of reading the material in her native tongue. But still, she had to pass an oral final exam in Italian.

Everything wasn’t easy, that first year, with all of the logistics still being sorted out. The girls lived with nuns, two floors of them to one bathroom. They didn’t have any toilet paper, until Hart Russell’s grandmother mailed them a case. The sisters liked the toilet paper, and they took it, so the students had to steal it back. The rooms were so small that there was no room to study, so they would climb onto the roof of the flat factory next door and study there. There was barely enough food, especially for the boys – a roll for breakfast, a hot dog and half a hard-boiled egg for dinner.

And then there were the big moments. President John F. Kennedy was assassinated that year, while they were thousands of miles from home. The period of mourning was intense, even in Europe. Some of the students had made friends with a pair of Syrians, and they mourned together.

With everything so new, the students had the chance to make the year their own. Roddy took art classes, learning to draw and paint and sculpt from accomplished Italian artists. Hart Russell started writing poetry and won a trip to Paris. She also found a passion for art.

“I USED TO TAKE MY LUNCH TO THE UFFIZI, WHERE I HAD FOUND THIS PAINTING – LA BATTAGLIA BY PAOLO UCCELLO – THAT I WOULD SIT IN FRONT OF EVERY DAY. I LEARNED, IN A SENSE, EVERYTHING I NEEDED TO KNOW ABOUT COMPOSITION FROM THAT PAINTING.”

Cody joined a group of French ex-pats to learn that language too – he had fallen for a French girl on the boat, a girl he would woo and eventually marry – and became friends with an older Italian man who was also in the group.

“ONE NIGHT, WE WERE WALKING HOME OVER THE PONTE VECCHIO,” HE REMEMBERS. “IT WAS APRIL, AND A BUSLOAD OF TOURISTS PULLED UP AND WALKED INTO A HOTEL. THIS GUY
1980-2004
FATHER TONY VIA, S.J.

Fr. Via became the director of G-I-F in the fall of 1980. While based in Florence, he traveled extensively through Italy and the eastern Mediterranean countries with students. Fr. Via continued on the faculty of G-I-F after he stepped down as director in 2001.

1991
Florence travel program instituted.

SUMMER 1996
First summer session of the Florence program begins.

2001
Father Michael Monahan, S.J., is appointed dean.

DECEMBER 2002
Last year of the Christmas Tour to the Holy Land. In recent years, the tour has visited other locations.

2003
Father Michael Maher, S.J., is appointed dean.
FATHER TONY LEHMANN, S.J.
Fr. Lehmann began working with the Florence program in 1969 after 16 years as a cloistered monk. He visited Fr. Regimbal on a trip to Florence to renew his passport, and was asked to stay as chaplain. Fr. Lehmann held a number of roles with G-I-F until 1982.

Timeline by Kathleen Autumn Jones (‘10).

SEPTEMBER 2003
Classes begin at the current campus, Via Giorgio La Pira, 11.

FALL 2004
Jerry Greenan leads G-I-F as interim director.

2004
Patrick Burke is appointed interim dean. He officially becomes dean in 2006.

SPRING 2010
Introduction of the Engineering Track, a semester program for sophomore engineering students.

FALL 2011
Introduction of the Teacher Education Track, offering courses for students studying education.
LOOKED AT ME AND SAID, ‘IT’S TOURIST SEASON, DOESN’T THAT MAKE YOU MAD? THERE’S GOING TO BE FOREIGNERS ALL OVER TOWN.’ I FELT VERY PROUD OF MYSELF, WALKING THROUGH TOWN WITH THIS GUY, SPEAKING ITALIAN AND COMPLAINING ABOUT THE FOREIGNERS TAKING OVER OUR TOWN.”

After a year away, the students were changed. Hart Russell came back a traveler; she received a Fulbright and went to India the next year. Roddy taught cultural studies, and the history of the same art he studied in Italy. Cody stayed in France to work, and then became a journalist. He’s back in Paris now, writing for the Washington Post, after working in Mexico, Central America and the Middle East.

Florence, though, has stayed in everyone’s heart. Roddy recalls a bike ride with an Italian friend, Enzo, and the way he exploded with joy at the beauty of the flowers and the warmth of the sun. Strong remembers noticing the way that Italians spoke to each other on the street, thinking of it as an interaction and not an interruption. She still tries to live that out. And Cody still wears corduroys, just like the ones he bought 50 years ago to fit in with the Italians.

DURING ITS FIRST 50 YEARS, GONZAGA-IN-FLORENCE HAS NOT ONLY EDUCATED AND TRANSFORMED MORE THAN 6,000 STUDENTS; IT HAS BUILT SIGNIFICANT STATURE AND GOODWILL WITHIN THE CITY OF FLORENCE. YET WE BELIEVE THAT THE BEST IS STILL TO COME: GONZAGA-IN-FLORENCE IS PREPARED AND WELL POISED TO OPEN A CENTER FOR GLOBAL RENAISSANCE STUDIES.

Such a center would advocate that the Florentine Renaissance and successive renaissances in western Europe are the outcomes of earlier renaissances across Euroasia, including the blooming moments of Indian, Chinese, Islamic and Mediterranean cultures. This broad perspective offers an ideal platform for global renaissance studies – while also complementing Gonzaga’s new Center for Global Engagement.

This new center in Florence would aspire to offer a two-year study abroad program with a minor in Global Renaissance Studies, granting a solid cultural foundation for any major of international breadth. Further, we would like to strengthen and refocus our curriculum to more vigorously reflect the remarkable significance of Firenze. For three centuries, Florence was the radiating center of the Renaissance, and a cultural crossroads from North Africa, the Middle East, the Far East, and northern, western and eastern Europe.

The proposed Center for Global Renaissance Studies supports the concept of a global humanism. It also supports and connects with the New Renaissance, a vision for innovation and research now being promoted by the European Union.

The Center for Global Renaissance Studies would firmly root itself in the Jesuit liberal learning tradition. The Society of Jesus is the natural heir of the intellectual emancipation that took place at the Renaissance. It actively contributed to the building of modernity, by creating a new system of liberal education, participating in the scientific revolution and building the first early modern network of intercultural dialogues with non-Christian areas beyond the Mediterranean, as reflected in St. Ignatius’ letters.
EVER WISH THAT YOU COULD TAKE CHARGE OF THE UNIVERSITY FOR JUST A DAY? HERE, SIX STUDENTS SEIZE THE OPPORTUNITY TO VOICE THEIR DREAMS FOR GONZAGA.
EDWIN TORRES ('13)
INTERNATIONAL STUDIES & SPANISH

It would be really cool to have more small businesses on campus. That would help the Spokane economy and provide students with jobs – adding to student involvement. If the small businesses were encouraged to use local produce and resources, that would help the University’s new promise to move toward sustainability. And it would be nice to get dishwashers in Corkery. With today’s technology, they would probably save the University some water.

JOSH BARNES ('14)
ENGLISH, HONORS PROGRAM

If I were president for a day, I would create more on-campus employment for students, instead of employing so many people from outside the University. I would also offer more scholarships; I know people who had to drop the education program because they couldn’t afford the extra semester to student teach.
If I were president for a day, I would take a closer look at the way we structure the grading system on campus. In my experience, an A doesn’t really mean much anymore; it is the default to say that you checked all of the boxes prescribed for a class. You don’t need to go above and beyond, and frequently you don’t even need to do the required reading to obtain this mark. I believe that deflating our grading scale would force students to work harder and really engage in their studies if they wanted to get that A. In France, where I studied for a year, grades are done on a 20-point system. In this system, 14 is considered a great mark, and they say that 20 is reserved for God. I think that there is value in the difficulty of high marks. If a B was the standard for checking all the boxes, an A would become a meaningful distinction.
While I loved every single aspect of my Gonzaga experience, what formed me the most was my involvement in the arts. Participating in dance and theatre at GU opened my life to new ways of thinking, friendships, and aspects of myself that I would otherwise never have been exposed to. I have also noticed that these departments and areas in our school are sometimes forgotten. Athletics are a huge part of Gonzaga, and I do not deny the importance they have to our school. But other students in the arts and I often feel overlooked. Therefore, I think a fantastic addition to our school would be an organization of GU students in the arts. It could be called something like G.U.S.A. – Gonzaga University Students in the Arts. This would allow students involved in dance, drama, music and visual arts a chance to gather and communicate on how to have a larger voice in the GU community, to plan arts events, to share ideas, and to have an outlet and a place where creativity can flourish.
If I were president of Gonzaga for a day, I would recommend that each student explore the advantages of an urban plunge in downtown Spokane. Reality Camp is one of three freshman pre-orientation programs that seeks to raise awareness of community service. The first night, the 40 participating freshmen go on an urban plunge in downtown Spokane. On this excursion, students interact and speak with members of Spokane’s homeless population. They listen to heartbreaking and miraculous stories of life on the street - stories that are too often overlooked. This personal interaction with someone who has had firsthand experience in the darkest part of the city humbles students. It teaches the importance of recognizing others who are less fortunate, and developing a kind heart and passion for service. So many times I have noticed that we – myself included – get so wrapped up in the Gonzaga/college bubble, that we become almost insensitive to the real issues in the greater Spokane community.
Connor Cahill ('13)
BIOCHEMISTRY
UNIVERSITY IGNATIAN
AWARD 2013

I would recommend a mentoring organization that partners juniors with freshmen. I believe there is not enough formal mentoring between older and younger students at Gonzaga, so an organization matching those groups together would be ideal. I fondly remember times, as an underclassman, when upperclassmen took me under their wing and showed me the bountiful opportunities Gonzaga has to offer. Also, I can honestly say I witnessed a few friends not get that kind of guidance and mentorship. So, any organization that guided upperclassmen to reflectively mentor underclassmen would make a great contribution to campus.
The bus began to crawl up the hillside that marks the southernmost part of the city. My nostrils took in the stench from a seeping stream below, and my lungs filled with deathly exhaust fumes. I had no idea where to get out. This was my first day teaching the art of magic to the children of Ciudad Bolivar, the poorest and most dangerous barrio in Bogotá.

"Daniel, pay attention!" It is impossible to count how often I have said this during Magic Club lessons. Daniel gasps with joy at each magic trick. Always wearing his Road Runner sweatshirt, he was first to master the showy method that card aficionados use to shuffle a deck of cards. But of all 10 students, he has the most trouble paying attention. He interrupts as a 5-year-old would — "Teacher, watch me!" — but he is 15. Children in the club are 12-15 years old. They gather each Tuesday at the Bella Flor Foundation, which works with disadvantaged youth.

Although magic has a hold of my heart, I am in Colombia with the Fulbright English Teaching Assistantship Program. I teach English at the Universidad Colegio Mayor de Cundinamarca. I am the first native speaker at this humble institution, and demand is high. Last fall, my supervisor and I originally set a limit of 130 students — that grew to 240. I taught 17 classes per week, with eight lesson plans. My students are a pleasure and an honor to work with.

The people of Bogotá have been wildly supportive of the Magic Project. Three times, we have been featured on national television, and I have been interviewed on the national radio. Colombia’s two most famous magicians, Gustavo Lorgia and Richard Sarmiento, are important and enthusiastic supporters. I recently attended an auction at Gustavo’s house.
Making Magic in Bogotá
with all of Bogotá’s magicians. Never have I seen grown men act so much like kids, with bidding wars over plastic chickens, confetti and miniature cards. Last fall, Gustavo invited the Magic Club to his show, Ilusión. And we had a surprise up our sleeves – Daniel and Andres, our other Magic Club star, joined Gustavo on stage to a roar of applause. All attention was on them as they began their routine – the ball and vase trick, making a ball disappear and reappear from inside a small vase. It is a beginner’s trick, but they executed it perfectly. After less than three months, they were performing with internationally famous magicians.

My passion for magic began when I was younger than Daniel. Ever since, I have led parallel lives – one as a pre-med student and the other as a student of magic. Sometimes my two lives meet. During my Gonzaga years, I took my magic every week to Sacred Heart Medical Center’s Children’s Hospital. I began my visits there due to my interest in medicine, but I had no idea what I was in for.

DURING MY GONZAGA YEARS, I TOOK MY MAGIC EVERY WEEK TO SACRED HEART MEDICAL CENTER’S CHILDREN’S HOSPITAL. I BEGAN MY VISITS THERE DUE TO MY INTEREST IN MEDICINE, BUT I HAD NO IDEA WHAT I WAS IN FOR.

in medicine, but I had no idea what I was in for. The children found real joy in the magic. Yet some days when I packed up my props and returned to my car, I just sat and sobbed at the suffering of those children and their families.

I knew I wanted to make a similar connection in Bogotá. So each week before I climb all the way to the foundation in Ciudad Bolívar, towering over Bogotá, I first stop at the Vista Hermosa Hospital. This is where the people of Ciudad Bolívar who lack insurance or finances come to be treated. On my first visit, the administrators did not understand what I wanted to do. My less-than-perfect Spanish didn’t help, but finally they grew excited. At their insistence, my hospital name is Doctor Ryan. Simply being a gringo in Colombia, I receive credibility that I don’t deserve. For the first month, I went by myself. Then, Juggling Master Joe Willens, a close Fulbright friend, began to accompany me each week.

A month later, I met Carlos Lopez, founder of a nonprofit called Connecting Smiles, who now joins us every week. Carlos is well connected with the magic community, and each week he brings another magician. What started as a solo magic gig has turned into a weekly quartet of performers who offer laughter and a sense of awe to bored patients in the waiting rooms or suffering patients. In two weeks, we will be bringing our magic students from Bella Flor to perform with us at Vista Hermosa. My plan is that in a few years, when they are mature enough, these students will be responsible for managing the performing program at this hospital as it resides in their very own community.

Not only has Carlos agreed to manage the Magic Club when I leave Bogotá this summer, he is also largely responsible for starting a second club with a group of orphan girls from Findesin Orphanage. It is comforting to know that the club will not just last, but the program I began will also continue to grow. Another invaluable source of insight has come from Magicians Without Borders, an international non-profit based in Vermont. Tom Verner, the head of Magicians Without Borders, has taught me many valuable lessons.

This spring, the Magic Project continued to evolve. In April, we held our first performance in a new hospital, Fundación Santa Fé. It is the most respected hospital in the city, if not the country. I met the president of the hospital at a party through the U.S. Embassy. She called me, eager to get something going with Magicians Without Borders. For the rest of my time here, we will perform each week for patients in the oncology and pediatric wards. Although I prefer to work with less privileged populations, I am excited to spend time in such an advanced hospital.
On top of teaching, we have been performing an average of five or more magic shows each week in hospitals and foundations. For the past few months, I have been dreaming of putting together an afternoon workshop where we can teach interested doctors and nurses some basic magic tricks that they can do with their patients. I pitched the idea to this hospital, and the administrators are interested.

Finally, as the weeks and months flow by, I have gotten to really know the magic students from Ciudad Bolívar. One boy battles with great insecurity, the aftermath of sexual abuse. A girl deals with severe psychological issues. Gangs are prevalent, and two of the boys appear to be on the edge of delinquency. Daniel’s home is full of neglect. Some weeks, the Magic Club flourishes; other weeks it is a struggle.

But this is what I came here to do: to use the art of magic to inspire hope, teach discipline and instill empowerment in children who lack such opportunities. How could this be a cakewalk? Daniel and others are emerging as leaders and able performers. As the children improve, their confidence grows, and I see their passion and joy emerging. Daniel is even learning to be patient while I explain directions. He recently told me that when he graduates from high school next year, he wants to dedicate his life to studying and performing magic. It is a beautiful thing.

RYAN BART WILL SPEND FOUR MONTHS IN INDIA NEXT SPRING, WORKING THROUGH MAGICIANS WITHOUT BORDERS.
THROUGH THEIR EYES:
GONZAGA’S FIRST COHORT OF SCIENCE SCHOLARS

MARY ANTHONETTE BINONGCAL
Seattle, Wash., human physiology, [’16]
“In our first semester, the Science Scholars are together in classes a lot. That helps build community among us. Now when we see each other, it’s special. We’ve all had our own struggles, but we’re family.” Mary has added a psychology minor, rounding out her interest in the whole person.

ANNE MCKENZIE
Camarillo, Calif., biology major, [’16]
“Next year in Science Scholars, there will be double the people. I’m looking forward to that.”

YECENIA MORALES-GARCIA
Edmonds, Wash., English major, minor in business and dance, [’16]
“Being in Pathways classes and science classes together, I knew I could go to them to ask for help. I learned that I am comfortable being myself here.” Yecenia changed her major this year, discovering a passion for English. Still, she will stay in the Science Scholars program, helping to mentor next year’s new members. “Plus, I want to be able to tell them ‘It’s OK to change your minds.’”
Gonzaga’s second cohort of Science Scholars enrolled this fall. This new program creates a support network for diverse biology students, offering financial aid, community outreach and summer research experiences. The Science Scholars was born out of Professor Nancy Staub’s desire to target future leaders who represent diverse populations and will make a difference in our society through science.

**RAHMI NEMRI**  
Spokane Valley, biology, pre-med, (’16)  
“The opportunity this has given all of us, allowing us to supervise in the open labs, or to tutor and mentor others – it’s been great. I am building relationships with all of the biology professors, which means I have so many resources available to me. I want my life to be meaningful, and I can do that, and help people while doing something I love.”

**YACHANA BHAKTA**  
Reedsport, Ore., biology major, (’16)  
“Students in the sciences here have really different backgrounds. Some are really experienced and some – like me – are not. Sometimes they are able to help me, and sometimes I can help them. We’re creating a community and we know we can turn to each other. That’s part of the program we’re building.”

**NANCY STAUB**  
professor and founder of Science Scholars  
“We have strong, hard-working students in biology. What’s different about this subset – the Science Scholars – is that they intentionally promote a supportive, diverse community. Our department aims to educate the next generation of leaders in science, research, and medicine; we can’t do so without a community of diverse minds brainstorming the challenges of today and tomorrow.”
VENTURE CAPITALISTS? NO. NERF GUNS? YES.
Five years ago, Josh Neblett was a senior business major at Gonzaga. His girlfriend, Sarah Wollnick, was in her final GU undergrad year. Chance put them in touch with Tom Simpson, an adjunct professor who taught a class on creating new ventures, and who fosters entrepreneurial ambitions outside the classroom through his Northwest Venture Associates.

Fusing Simpson's expertise with Neblett's strategic savvy and Wollnick's interest in green living, the trio developed GreenCupboards, a website that would sell bundles of eco-friendly cleaning products. After starting with just $288,000 in funding and $5,000 in sales in 2008, the firm's scope has expanded our model. It's now on track to be a $25 million in sales in 2008, the firm's scope has increased - along with its balance sheet. It's now on track to be a $25 million business and has begun acquiring likeminded companies under the umbrella name Etailz.

WHAT WAS THE ORIGINAL IDEA?
JOSH: It was to be the first industry leader within the eco-friendly product space online – with everything from baby and kids' products, to toys and games, home and outdoor.

HOW HAS GREENCUPBOARDS EVOLVED?
JOSH: The idea was to bundle eight or nine products in your kitchen cupboard or bathroom cupboard. We quickly figured out that wasn't a scalable e-commerce business. You can't force a pre-made bundle on the customer. People want options. Through all the relationships that we established – getting the samples, running the tests – we had hundreds of green vendors wanting to work with us. So we expanded our model.

HOW DID YOU CHOOSE YOUR PRODUCTS?
JOSH: We put a big emphasis on testing, making sure that the products we offered were actually green. There's a lot of "greenwashing." Early on we went as far as to have a green chemist on the team that looked at the ingredients of all these products.

HOW DID YOU FILTER OUT "GREENWASHED" PRODUCTS?
SARAH: Greenwashing basically means making marketing claims that don't necessarily impact the product itself. When we look at products and ask what's going to make it something we can stand behind, first we look at the materials. Then we look at the end use. Finally we look at how it's manufactured and where it's coming from. We don't believe that certifications (i.e., organic) always indicate what is great.

JOSH: We have a green compliance team. Every manufacturer goes through this team. They interview the company, they do due diligence online. You can figure out pretty quickly by looking at the ingredients or what the company stands for – if you just put in a few hours to research the brand and products.

WHY IS THE ETAILZ STORY UNIQUE IN E-COMMERCE?
JOSH: The standard e-commerce model is: I'm going to go out and raise venture capital – tens of millions, hundreds of millions of dollars. For the next few years, we're going to lose that money. At the end of the day, we hope we can acquire market share, and if we do, we can be successful. At Etailz, we took a different approach. We said we're not going to deal with the venture capital side. We're going to grow this thing a little bit slower, a little bit smarter, and in a bootstrap way. I think this approach is going to be more and more what you see in the future.

THE MILESTONES

05.08 – After winning the 2008 Hogan Entrepreneurial Business Plan Competition GU students
Josh Neblett and Sarah Wollnick co-founded GreenCupboards with adjunct professor Tom Simpson

09.08 – GreenCupboards made its first sale
12.08 – Logged $5,000 in sales for the year
01.09 – Hired first official employee
12.09 – Logged $430,000 in sales for the year
01.10 – Landed Seventh Generation as a supplier
03.10 – Moved out of Northwest Venture Associates and into its own building
07.10 – Childhood sweethearts Josh and Sarah married
12.10 – Logged $1.7 million in annual sales
12.11 – Logged $7.2 million in annual sales
02.12 – Made first international sale
12.12 – Logged $13 million in annual sales
03.13 – Acquisition of ecomom.com
04.13 – Changed name to Etailz
07.13 – Relaunched ecomom

THREE SMART THINGS THAT JOSH & SARAH DID

Norm Leatha, entrepreneur in residence in the Hogan Entrepreneurial Leadership Program, offers perspective on the success of GreenCupboards:

ONE "They did a lot of trial and error. They would try a product one way, then another way. They were very sensitive to their market and to feedback. They moved in a measured way, not at snail's pace. And then they took off."

TWO "A lot of companies want to do bricks and mortar, inventory, website, packaging – everything. They said, 'We package bundles of products and we do evaluations. And they put together only an electronic inventory.'"

THREE "By using Amazon as their primary marketing channel and not doing their own shipping, they saved a lot of money. Instead, they focused on the company image."

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THREE "By using Amazon as their primary marketing channel and not doing their own shipping, they saved a lot of money. Instead, they focused on the company image."
'52 Thomas Moran is celebrating 60 years as a Marist brother.

'60 Richard Vielbig, Auburn, Calif., spends his winters cross-country skiing in the Northern Sierra Nevada Mountains, and summers hiking the same area.

'62 Andrea Beauchane, Chico, Calif., recently retired after 21 years teaching in her local parish elementary school and working 25 years in an airport shuttle business owned by her and her husband. She spends most of her time volunteering at her local parish. This year she attended the 50th reunion of the inaugural honors class, of which she was a member.

'68 Dennis Calfee, ('72 J.D.) was recognized in April by the Florida Bar tax section as the Gerald T. Hart Outstanding Tax Attorney of the Year. Calfee won praise for the help he gave students and colleagues as a member of the University of Florida Law School faculty. He has taught there since 1975. Calfee’s interest in tax law was fostered by Gonzaga professors Daniel Brajcich and Gary Randall. Calfee has taught worldwide during his career.

'72 Leslie E. Wong, San Francisco, became the 13th president of San Francisco State University on March 14. Previously, he served as president of Northern Michigan University in Marquette, Mich. Returning to the Bay Area is a sort of homecoming for Wong who grew up and met his wife, Phyllis, in Oakland.

'80 Bernie Beck, Addison, Texas, is studying for a Senior Professional Human Resources certification test. Beck hopes to start a career as an executive coach and independent business consultant.

'Brian Ernst was ordained deacon of the Sacred Heart Parish in Spokane in August 2012. Ernst is an attorney specializing in labor law. He and his wife, Julie, have five children.

'83 Michael McShane was unanimously confirmed by the U.S. Senate as Oregon’s newest federal judge. McShane was nominated by President Obama in January and appointed in May.

'85 Gregory Zappone has finished his second degree, graduating with a bachelor’s in mechanical engineering technology from Southern Polytechnic State University in Atlanta. Zappone hopes to relocate to the San Francisco Bay area.

Jason Whalen ('92 J.D.) was selected to an interim term as deputy mayor of Lakewood, Wash., in January. Whalen and his wife Gael have been married for 26 years. They have three daughters. Whalen credits his involvement in community and public service to the Jesuit values instilled in him while at Gonzaga.

FALL FAMILY WEEKEND
OCTOBER 25-27, 2013
Thousands of parents and family members will join the students on campus for a fun-filled weekend of academics, arts and athletics. For registration information, go to www.gonzaga.edu/ffw and then, make your hotel reservation.

ZAG NATION RE-UNITE!
OCTOBER 18-20, 2013
Come re-unite with your class!
For the past nine months, I have been serving as the brigade chaplain for the 3rd Brigade Combat Team of the 101st Airborne Division in eastern Afghanistan. As the only Catholic priest in the provinces of Khost and Paktya (an area about twice the size of the state of Delaware), I traveled often to see soldiers and civilians at forward operating bases and combat outposts."

His new assignment is at Fort Campbell, an Army base of about 35,000, near Oak Grove, Ky.

‘99 Scott Zapotochy, Sebastopol, Calif., was recently recognized for his work at Paul Hobbs Winery. Zapotochy was featured in the North Bay Business Journal’s “Forty Under 40” issue. He directs estate grape farming, vineyard development and contract fruit work. His first exposure to wine as more than just a beverage came from Gonzaga-in-Florence. "That inspired a love of wine and its place at the table and also wine as a cultural piece," he said.

Benjamin Cushman and his wife Alexa, Fairfax, Va., welcomed a son, Austin Harrison Cushman, in October 2012.

‘03 Josh Gana received the David B. Stephen Award from the Northwest Association of College & University Housing Officials. It recognizes a member who has provided outstanding and distinguished contributions to the association. Josh is the assistant director of Housing and Food Services at the University of Washington.

Nathan Macklin married Laura Tibbitt at St. Peter’s Catholic Church in Washington, D.C., on April 27. The couple lives in Washington, D.C., where Nathan is in the Foreign Service and works on the advanced travel planning team of Secretary of State John Kerry. Laura works as a project manager for international development projects at Chemonics International. The wedding party included Hector Maldonado, David Robinson, Brian Newhouse, Bryan Davey (’98 BA, ’00 M.Ed.), and Andrea Macklin Davey (’01 BA and ’03 M.Ed.). The couple honeymooned in Thailand and will make their home in Nairobi, Kenya, where Nate will be posted at the U.S. Embassy and Laura will work in international development.
'05 Kevin Elliot ['08 J.D.] and '06 Tina McCormick Elliot ['08 M.Ed.] have a special connection to the old Zag bookstore on campus. The two met while working there as undergrads. “We just had a late afternoon shift when usually not a lot was going on,” said Elliot. “We ended up chatting a lot.” He said they’re sad to see the building go but they’re excited for Gonzaga’s future. Elliot is a lawyer in Spokane, and Tina is an educational specialist for the Mead School District.

'05 Mark Raleigh married Morgan Forrey on July 28, 2012, at University Lutheran Church in Seattle. Mark is finishing his doctorate in civil and environmental engineering at the University of Washington, and Morgan is the assistant director of college counseling at the Northwest School in Seattle.

'07 Marcus and Audrey Duffey welcomed their first baby, George Loghry, on Oct. 18, 2012, in Whitefish, Mont. Marcus and Audrey have been married five years. He is general manager of the Great Northern Brewing Company. She works for Glacier Sotheby’s International Realty. The family cheered on the Zags this past December at Battle in Seattle.

'09 CJ McClure and Katie Colton completed this year’s Boston Marathon. Great friends since freshman year, they both live in Scottsdale, Ariz., and work as personal trainers. Colton crossed the finish line at about the time the bombs exploded. Relatives spent an anxious hour before finding her uninjured. The day before the marathon they attended a Boston Red Sox game where they met Clayton Mortensen ('08) who plays for the Red Sox.

'10 Drew Flamm (M.Com.L., M.Org.L.) North Manchester, Ind., has joined Manchester University’s fundraising team as director of development. Flamm was previously a regional director of advancement and annual giving for Cedarville University in Ohio.

'10 Brendan A. McIntire married Ashley Bellino in March 2012 at Timberline Lodge, Mount Hood, Ore. McIntire works for Boeing and the couple lives in Everett, Wash.

'12 Megan Boland is working in project management at Eleven Inc., an advertising agency in San Francisco.

'13 Kelly Olynyk, who wore Gonzaga’s No. 13 jersey, was draft No. 13 in the 2013 NBA draft, selected by the Boston Celtics.
Army to lead a platoon of infantry
from Gonzaga and went on in the distinguished military graduate influence me? I graduated as a confl icts in between. how did he and Vietnam with all the small in World War II, through Korea sense of the word. he served not to say that he was soft in any inspired us to be better. this is his quiet strength and leadership mentor and role model who by non-commissioned offi  cer as a steady, consummate professional Williams was always a cool, springfi eld, Va.: Sgt. Maj. Duane MK Nathaniel, Springfield, Va.: Sgt. Maj. Williams was always a cool, steady, consummate professional who was a leader and a mentor. Too often, we stereotype an Army non-commissioned offi cer as a crusty, combative, foul-mouthed terror who beats his charges into obedience. Sgt. Maj. Williams displayed none of these traits. In all of the time I’ve known him, he never responded with anger or bullying. Instead, he was a mentor and role model who by his quiet strength and leadership inspired us to be better. This is not to say that he was soft in any sense of the word. He served in World War II, through Korea and Vietnam with all the small confl icts in between. How did he infl uence me? I graduated as a Distinguished Military Graduate from Gonzaga and went on in the Army to lead a platoon of infantry on the border between North and South Korea, to command an infantry company, became a master Army parachutist with 500 jumps, a Ranger, Special Forces, and ultimately followed in Sgt. Maj. Williams footsteps of teaching the Army’s future combat leaders.

Williams was there when I went through Gonzaga’s ROTC program and he helped all us cadets fi ll out our requests for branch assignments and school choices. When my assignments came back I noticed that I was accepted into airborne school. Since I didn’t recall asking for this (because I have an aversion to jumping out of airplanes that plan on landing) I asked Sgt. Maj. Williams how I got accepted to that school. He said he thought it would be good for me since my older brother [see above] is crazy and loves jumping out of planes. I got injured before actually jumping from an airplane but he was right, it was good for me in the long run. I’m glad he got me into the school.

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

‘32 Harold Portch, Feb. 1, Spokane. Harold worked for Almira Market Co. for 45 years. He also was chief of the Almira Fire Department for many years.

‘41 Henry Hargreaves, S.J., Feb. 22, Spokane. A Jesuit, Henry worked with the native peoples of western Alaska for many years.

‘43 John Costello, April, Spokane. John received a Purple Heart, two Bronze Stars and a Silver Star for his service in World War II. After the war, he worked the family farm.

‘45 Martin Miller, Feb. 2, Laguna Beach, Calif. Martin served in the Navy before opening a dental practice in Anaheim, Calif.

‘47 Ralph Drendel, S.J., [M.A.], Dec. 2, Los Gatos, Calif. A Jesuit for 72 years, Ralph served in the Superior General’s office in Rome. He served as director of novices, a spiritual director and a high school teacher.

‘47 Neill Meany, S.J., March 4, Spokane. An artist, Neill designed the stained glass windows at St. Joseph’s Parish in Yakima. He taught at Bellarmine Prep, Marquette High School and Gonzaga Prep, and worked in the Yakima, Granger and Naches parishes.

‘50 Lawrence Leaf, Jan. 10, Spokane. Larry taught math, engineering and computer science to thousands of students – on four continents – with the Department of Defense.

‘50 Robert Lundy, March 15, Grand Junction, Colo. Robert received the Asiatic Pacific Campaign Medal (with 4 stars) and Philippine Liberation Medal for his service in the Navy in World War II.


‘51 Lawrence Coleman, April 29, Spokane. A former basketball player, Larry coached high school baseball, basketball, wrestling and football.


‘51 Roland Lawrence, Jan. 22, Escondido, Calif. Roland taught for more than 50 years at both the high school and college levels.

‘51 Thomas McLaughlin, Jan. 10, Spokane. Tom worked for the U.S. Postal Service for more than 30 years.

‘51 Donald Rea, Feb. 8, Davidsonville, Md. Don was a regional manager for Byrd Press and later opened a consulting business.

‘51 John Ringwood, April 6, Spokane. Jack served in the Navy, and then raised his family on the cattle ranch where he was born.

‘51 Evelyn Ruff, Nov. 27, Sacramento, Calif. Evelyn taught in Kennewick, Wash., and served as director of Charles L. Sullivan Middle School in Fairfield, Calif.

‘51 Joyce Settle, Dec. 16, Spokane. Joyce was a member of the first class of women to graduate from Gonzaga.

‘51 Gene Velling, Feb. 13, Pasadena, Calif. Gene was a businessman and active member of his church and community.

‘52 Monty Bipps, Feb. 7, Spokane. Monty spent 20 years as a teacher and started a non-profit for at-risk students.

‘52 James Cassidy, Jan. 9, Everett, Wash. Jim served in the Army during the Korean War. He owned and operated Cassidy Funeral Home.


‘54 Fred Mollerus, Jan. 25, Campbell, Calif. Born in Chile, Fred worked for General Electric for 25 years before starting his own consulting company.

‘55 Mary Tuss, Dec. 12, Missoula, Mont. Mary was a medical technologist and avid sports fan.

‘60 Judith Dempsey, March 13, Lakewood, Wash. Judie was a social worker and receptionist.

‘60 James Gordon, April 27, Thompson Falls, Mont. After working for the University of Montana, Jim cofounded Gordon-Prill Engineering.

‘61 Ronald Burke, Dec. 21, Spokane. Ron worked for L&S Engineering and was the Amateur Softball Association Junior Olympic Commissioner from 1986-2012.

‘61 John Schultheis, [J.D.], Feb. 12, Spokane. John practiced law and served as judge in the Spokane County District and Superior courts, and the Washington State Court of Appeals.

‘61 Robert Vanderzanden, Oct. 16, Roy, Ore. Bob was a Navy aircraft mechanic for more than 30 years.

‘62 Imelda Flynn, S.P., [M.B.A.], Feb. 21, Seattle. Imelda, known as Sister Alice Marie, was a Sister of Providence for 67 years. She taught and served as a consultant for the visually impaired.

‘63 John Heffernan, March 6, Spokane. John worked as a probation officer and established the first work release program in the Spokane County Jail. Later, he opened Airway Heights Correction Center. John also designed the “Computers
for Kids” program, which refurbished and placed donated computer equipment in schools across Washington.

64 Ronald Lentes, [M.B.A.], April 9, Springville, Calif. Ron turned his love of model airplanes into a mail-order business when he opened Lencraft.

66 Rodney Barnett, [’70 J.D.], May 4, Spokane. Rod served in the Army before returning to Spokane to operate his family’s business, Carr Sales, an electrical supply company. He was a founding director of Sterling Financial Corporation.

67 Randall St. Mary, [’71 J.D.], March 30, Everett, Wash. Randy practiced law and was a board member for Providence Hospital.

67 Wilfred Stump, [J.D.], March 27, Valley, Wash. After law school, Wilfred worked as a lawyer with his father and uncle.

71 Nancy Gillespie, Feb. 7, Spokane. Nancy worked as a probation and parole officer.

72 Julie Hanretty, Jan. 18, Sacramento, Calif. Julie was the first female criminal investigator in Sacramento County, and an associate professor of criminal justice at Sacramento State University.

74 Howard Davis, [J.D.], Jan. 9, Spokane. Gene worked as in-house counsel at Aetna Life and Casualty Insurance, had a private practice, and served as deputy Washington state insurance commissioner.

74 Robert Smith [’77 J.D.], Jan. 4, Billings, Mont. Bob was an attorney and served as president of the Yellowstone County Bar Association.

75 Peter Martinelli, March 25, Spokane. Peter loved boating on Lake Coeur d’Alene.

75 Fred Montoya, [J.D.], Feb. 17, Wenatchee, Wash. Fred had practiced law and served with the Washington State Human Rights Commission from 1985 to 1990.

76 Stephen Backman, [J.D.], Dec. 17, Colbert, Wash. Steve practiced law in Spokane for 35 years.

76 Sheila Smartt, Feb. 9, Great Falls, Mont. She sold life insurance and annuities for New York Life before starting her own financial services business.

76 Robert Swanson, [J.D.], Dec. 29, Massapequa Park, NY. He was a lawyer in the NYC Family Court System.

79 Richard Means, [J.D.], Dec. 4, Schertz, Texas. A navigator-bombardier in the Air Force, Richard was awarded eight Distinguished Flying Crosses. He practiced law in Spokane, taught university mathematics, and taught sailing at the U.S. Naval Academy in Annapolis, Md.

80 George Miller, [J.D.], Dec. 8, Waco, Texas. He worked for Texas Life Insurance Company for most of his career.

’81 Mark Bender, Feb. 7, Denver, Colo. Mark practiced law and real estate investing.

’81 Leonard Kosiec, [M.Ed., ’85 Ph.D. Leadership], Dec. 8, Fernie, B.C. He taught in Fernie for more than 30 years and remained active in education after his retirement.

’81 Scott MacNeill, Dec. 31, Spokane. Scott was a painter and volunteered at the Spokane Valley Partners food bank.

’81 Loa Perin, April 9, Boise, Idaho. Loa was part of the scrub team at Sacred Heart Medical Center that performed Spokane’s first open-heart surgery. She worked for Veterans Affairs and the Idaho Department of Health and Welfare.

’82 Carol Sullivan, [M.A.], March 10, Spokane. Carol was an elementary school teacher and a visual impairment specialist.

’83 Mary Siefken, S.C.L. [M.S.], Jan. 10, Leavenworth, Kan. Mary entered the Sisters of Charity in 1955. She taught in parochial elementary schools many years.

’84 Dave Swartout, Jan. 16, Spokane. Dave was an early activist in Hands Off Washington and served as the executive director of Outreach to Rural Youth – Washington.

’85 Louise Doherty, [M.Ed.], Jan. 24, Calgary, Alberta. Louise worked for the Calgary Catholic School District and was a board member for the Children’s Link Society.

’87 Kelly Palumbo, [M.Ed.], April 19, Cheyelah, Wash. She taught second grade and was a certified lifeguard and swim instructor.

’87 Catherine Randles, [M.A.], Dec. 26, Spokane. Catherine was a medical technologist.

’92 Blaine Bauer, [M.A.], Sept. 24, Newport, Wash. Blaine loved to be outdoors in his home state of Montana.

’92 Joseph Gallagher, Feb. 26, Redwood City, Calif. JP volunteered with the Jesuit Volunteer Corps and served on the board of directors with JVC: Southwest. Following his own diagnosis, JP founded the Gastric Cancer Foundation, offering guidance for patients and raising research funds.

’92 Kathleen Kragelund, Feb. 16, Tacoma, Wash. Kathleen was a flight attendant for Trans World Airlines before attending Gonzaga. Later, she taught at Gonzaga Prep.

’92 Anna Miller, March 14, Spokane Valley, Wash. Anna worked in the registrar’s office at Gonzaga’s Law School.

’95 Emagene Warren, O.S.B., May 11, Cottonwood, Idaho. She was a real estate broker and appraiser before becoming a Benedictine sister of the Monastery of St. Gertrude.


’05 Michael Harry, April 1, Gillette, Wyo. Michael worked for Bloedorn Lumber and was recently accepted with distinction to the Gillette College of Nursing.

’10 David Melvin, [J.D.], Feb. 28, Columbus, Ohio. Melvin, 31, died unexpectedly.

’14 David Bank [student], April 18, Cody, Wyo. A math major and member of the Hogan Entrepreneurial Program, David planned to be an actuary.

FRIEND OF GONZAGA
Margaret Tiesse, Jan. 4, Spokane. She and her husband owned Garland Market in Spokane.

FACULTY OF GONZAGA
Brian C. Russo, July 11, Spokane. Russo taught acting, directing and theater history, and directed “The Crucible,” “Winter’s Tale,” among other works. His career included a Fulbright scholarship and a State Department grant in the Culture Connect Envoy Program in Kolkata, India. In addition to being a professor, he was a published fiction writer and produced playwright, a gifted adaptor, and a professional actor.

MOM TO GONZAGA — Elizabeth J. Hanson, May 18, Spokane. Liz was known for regularly inspiring Gonzaga students. She listened to their problems, treated them to home cooked meals, and she never missed a Zags game. Liz believed in education, from learning how to ride a horse to understanding philosophy. She raised four children, traveled the world with her husband, Fred, and volunteered for numerous organizations in Spokane. Liz loved animals, dogs especially, and at one time had six Irish setters. She served as a Regent, Trustee and Trustee Emeritus for Gonzaga for more than 30 years.
LEWIS CHULU GREW UP ON THE OUTSKIRTS OF CHIPATA, ZAMBIA, A PLACE WHERE ELEPHANTS, LIONS, HIPPOS, ANTELOPE, LEOPARDS AND HYENAS SHARE THE LAND.

Farming and tourism reign as area industries, but Lewis decided to teach. He moved to Lusaka to attend the University of Zambia and taught for a decade in secondary schools. Then, in 2006, Chulu began teaching future teachers at the Charles Lwanga College of Education in Monze, Zambia.

“I am very proud to be associated with CLCE and teacher training at this level,” said Chulu. “This is where it all starts.” Chulu and 26 of his colleagues spent two weeks on campus at Gonzaga in August.

Charles Lwanga College, or CLCE, is a Jesuit institution and one of few teacher education programs in Zambia. Its instructors, educators like Chulu, currently have just bachelor’s degree – and CLCE confers only two-year associates-level certificates. By raising its faculty’s education to the level of master’s degrees, CLCE will be able to award its graduates four-year bachelor’s degrees. Additionally, the institution will then operate independent of the Zambian government.

“The people of Zambia get the power of education in relationship to democracy and freedom,” said Raymond Reyes, Gonzaga associate academic vice president. “They have a deep hunger for learning.”

In 2008, Father Fred Kabwe, S.J., of CLCE, asked Gonzaga to bring advanced degrees to the educators. The arrangement fits within a twinning agreement between the Oregon Province and the Malawi Province in Zambia. Gonzaga School of Education professors teach, both on the ground in Zambia and via the virtual campus.

“This is an example of taking pride in who we are as a Jesuit university, walking the talk of Saint Ignatius of Loyola,” said Reyes. “Here we are 471 years later out on the frontier. That is what the Jesuits have always been about; serving the underserved with passion and excellence.”

Jonas Cox, Gonzaga associate professor of education, taught the first and most recent classes at CLCE. Toward the end of his first stay, he took one of the teacher candidates, known as “baby boy” because it was his birthday, to a bar and bought him a beer.

“I realize that our relationship with our students is wrong,” said Godfrey Mooka, educator at CLCE. “I watched you walk into yellow house with baby boy and you bought him a beer. We keep distance from our students, but we shouldn’t do that. We should establish relationships with our students.”

Most of the CLCE educators’ professional experience, said Cox, is very traditional. They use a lecture and recitation model. They also expect foreigners to come in with a prescribed solution to their problems, he said.

Rooted in Ignatian pedagogy, Gonzaga faculty focus on experiential education and early involvement with school children. Most of the courses are activity and discussion based.

“It’s not what we continue to do, but what they continue to do in the way they go forward,” said Jon Sunderland, outgoing dean of Gonzaga’s School of Education. “These instructors will now be educated in cura personalis and Ignatian pedagogy. They will impart those same theories and learning strategies to their students, who will then go out into their schools.”
Those schools have few desks, a chalkboard and sometimes chalk. They rarely have electricity and classrooms may hold 40 to 60 elementary-age children.

“What we have here in our poorest classroom is 100 percent more equipped than their best classroom,” said Cox. “Some teachers have gathered materials, but most have nothing.”

With minimal resources in the classroom and high demand for teachers, it is all the more important that teacher candidates in Zambia have the best possible training. In helping CLCE educators better understand leadership and administration, they will, in turn, be able to equip future teachers with skills necessary for success.

“We need to embrace good instructional practices in our schools if we are going to train children to be thinkers and not just passive absorbers of information,” said Chulu. “The significance of this master’s program is not necessarily for me but for that little boy or girl in a classroom somewhere.”

TO BE CONTINUED...

OF JESUITS, TEACHERS AND THE CHILDREN OF ZAMBIA

BY KATHLEEN AUTUMN JONES ('10)
GONZAGA UNIVERSITY MISSION STATEMENT

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good.

In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person – intellectually, spiritually, physically, and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.

[ADOPTED FEBRUARY 2013]