The Mystery of Maya Blue

What does the study of the Maya reveal about the ancient past?
Wheaton College exists to help build the church and improve society worldwide by promoting the development of whole and effective Christians through excellence in programs of Christian higher education. This mission expresses our commitment to do all things “For Christ and His Kingdom.”
FEATURES

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Every year, vivid but transient colors of autumn envelop Wheaton’s campus.

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A recent survey of Wheaton alumni provides stats you’ll want to know.
by Danielle Kessler

22 Shades of Grace
Anthropology Professor Dr. Dean Arnold ’64 receives international acclaim for his scholarly research leading to discoveries related to Maya Blue, a pigment of clay and indigo used in Maya pottery, murals, and rituals. This longtime Wheaton faculty member received Wheaton’s Alumnus of the Year 2008 Award for Distinguished Service to Alma Mater.
by Jeremy Weber ’05

24 Major Changes
When these four alumni graduated from Wheaton, they never dreamed they’d be doing what they’re doing now. Life brings its surprises; read about what it brought them.
by Jennifer Grant ’89

28 Worth the Trip
Here is a first-person account of an alumna’s experience spending the summer between her sophomore and junior years in Mali, with Wheaton’s Student Missionary Project (SMP). She left Africa with new knowledge and perspectives, and also with a friendship that continues, now 20 years later. SMP celebrates its 50th anniversary this year, having sent more than 1,200 Wheaton students overseas to serve the Lord in many varied ways.
by Dawn Kotapish Noel ’92
After seeing a photo of front campus in a recent Wheaton magazine, Louise Crawford ’36 wrote a letter with a strong request: “Please—don’t change Blanchard or the lovely lawn in front of it!”

Every year Blanchard Hall’s front lawn welcomes thousands of people who live, work, and visit here. It compels even the neighbors to drop by. When Joshua, Ziel, and Diamond Smith go outside to play on the front lawn, it isn’t the front yard of their home on Union Street. They walk a half block to the College’s front lawn.

It’s a grand playground—a special place to revel in the first warmth of spring, climb trees that shade summer picnics, and find time to shuffle through crisp, autumn leaves. Here, winter’s snow banks become forts, and snowmen, friends. And the seasons give proof of the passage of time.

Louise will remember the huge elm trees that once towered over the campus, but years ago they succumbed to Dutch elm disease. Still, others stand: red and sugar maples, rare blue ashes, aged gingkoes, larch and bald cypress, white pines, Norway spruce, and white birches.

With more than six acres covered with Kentucky bluegrass and perennial rye, the lawn has room enough for students to throw a Frisbee or a football, to fly a kite, and to string up a nylon rope for slacklining. Or, to take a break from studies and simply lie out on the grass, soak up some sun, and dream.

It is a classroom where professors teach. It is a practice room for Conservatory students—to the delight of passersby. It is a place for reading, study, prayer, and worship. Here, life-altering decisions have been and are being made.

Church youth groups, on campus for summer retreats, have been known to play hide-and-seek on Blanchard’s front lawn. The person who is “It” wanders the area, looking for those he can “tag out.”

Where do those who have hidden behind the trees run as they avoid “It”? Where do they declare themselves to be safe? What do they touch that becomes “home”?

It is the cornerstone of Blanchard Hall, etched with Wheaton’s motto: For Christ and His Kingdom.

Louise, do not be concerned. For almost 150 years Blanchard Tower has stood as a sentry over its front lawn. Lord willing, it will continue to safeguard what He has wrought on this rise in the Illinois prairie.
Community Considerations

I have recently been mourning the loss of community that I experienced at Wheaton. The amazing friends I met at Wheaton are now scattered here and there, and I feel that I have suffered a great loss.

While flipping through the recent alumni magazine, I recognized a face in the picture of the reunion class of 1958. I looked more closely and realized that the familiar face and the one next to it belong to a couple at our church. I had no idea that they were both Wheaton grads, albeit 50 years ago.

And then it hit me. I may have lost the community I had while at Wheaton, but the extended Wheaton community is right where I am.

Cari Sue Palma ’01
Gainesville, Florida

I want to commend Drs. Howard, Cook, and Allen on their insights as to social factors that contributed to the breakdown of American community in the autumn 2008 Wheaton. As an educator dealing with teachers, parents, and students, I believe breakdown of the community mentality has resulted from an over-emphasis in the ’80s and ’90s on “me first,” leading to a thinking that the world centers around “me” and is to serve “me.”

When believers follow the example of Jesus, who came “not to be served but to serve” (Matt. 20:20), their view of the world changes, and they learn to serve. When we think “community,” we make decisions based on the impact it has not just on us personally, but also our family, the church, the locale, the nation, and the world—for generations to come.

Gary Fortney ’79
Phoenix, Arizona

Wheaton Professors: Where Would We Be Without Them?

Various Christian leaders in the U.S. recently unveiled “An Evangelical Manifesto,” World magazine (May 3, 2008) describes it in detail. Three times that article mentions William Wilberforce and his vast impact upon evangelicals. But most of us, to our loss, seem unacquainted with another giant who followed him—Anthony Ashley Cooper, 7th Earl of Shaftesbury (1801-85). A film about him would be a great sequel to the Amazing Grace movie. The Seventh Earl, by Grace Irwin, is a stirring “dramatized biography” of Shaftesbury (Eerdmans, 1976).

I’m thankful that 50 years ago, before it was the “in” thing, Wheaton Professor Dr. Earle Cairns guided me in a history project regarding those men, plus other evangelicals through the centuries who sought to salt and enlighten society with both the gospel and practical social/cultural reforms.

Then in 1960, Dr. Cairns’s small but good book Saints in Society was published. I have no proof but also no doubt that earlier he strongly influenced Carl Henry’s impactful Uneasy Conscience of Modern Fundamentalism. Thank God for cutting-edge professors at Wheaton through the decades.

Alex V. Wilson ’59
Louisville, Kentucky

Editor’s note: Dr. Earle Cairns was loved and respected by many of us. He passed away on May 28, 2008, at the age of 98. (See his obituary in Class News, page 51.)

This year I celebrated my 50th birthday. To mark my memorable occasion, I decided to send 50 letters to persons that I wanted to thank for being influential in my life.

One of my letters was written to Professor of Education Dr. James Lower. I told him of starting classes one fall without any money to pay for books. All I knew to do was to attend classes and take notes. That is, until Dr. Lower announced an upcoming test. It took a lot...
to move beyond my embarrassment to ask Dr. Lower if he had a textbook I could borrow. When he asked me why I needed to borrow a book, I had to confess that I didn’t have money to buy books for the semester. He agreed to make sure I would get a book. I don’t know whom Dr. Lower called, but the next day I received a call and was told that I could go to the bookstore and purchase all of my books for the semester. My letter was one of thanks to him for choosing to get involved in my personal situation and make a difference.

About two months later, I received a call from Dr. Lower responding to my letter. He actually didn’t remember the incident (and I’m not quite sure he remembered me either) but thanked me for writing. I gladly told him that I often credit him and Dr. Paula Martinez for getting me through Wheaton College.

Estella M. Tolbert ’82
Flossmoor, Illinois

In reading “More Than a Teacher” in the autumn 2008 issue, I was surprised not to see any mention of Wheaton’s English professors. I am writing to thank the entire English department.

When I was a freshman in 1983, the English department was still housed on the first floor of Blanchard. I remember the dark corridor and the C. S. Lewis wardrobe (now at the Wade Center) and the atmosphere that combined scholarship and coziness, something both attractive and a bit mysterious, the feeling of entering another world.

Drs. Beatrice Batson, Sharon Coolidge, Roland Hein, Roger Lundin, Joe McClatchy, Leland Ryken, and others, including visiting professors such as Walford Davies, all combined a belief in Christian humanism with a deep love for literature, which I now realize wasn’t and isn’t an automatic given for English departments. Their classes offered a pathway into works of literature, and encouraged us to value contemplation, intellectual application, and aesthetic enjoyment for their own sakes.

The professors were personally accessible too. I remember particularly one occasion when I sought out Dr. Lundin. I loved the poetry of Dylan Thomas, and was distressed by what I perceived as the loveliness of his poetry on the one hand and failings of his personal life on the other. Dr. Lundin, with great sympathy and with no condescension whatever, conveyed to me that one’s disappointments with a writer’s biography did not negate the worth, beauty, and even truth of his work.

Another good memory is of Dr. Hein’s inviting us to his house before Christmas break to listen to a recording of “A Child’s Christmas in Wales.”

Whatever failures I’d had in my Wheaton career, my decision to major in English was an unqualified success, and due to my professors. Thank you, English professors, from my heart, and may God bless you all.

Pam Shade Schwartz ’87
Front Royal, Virginia

Setting the Record Straight
I enjoyed reading about Akiko Oshiro Minato in the autumn 2008 issue. Unfortunately, a significant error of fact has crept into the feature article about Ms. Minato’s life. On page 24, in parenthesis, the following assertion is made: “Even though Christianity was introduced to the country in 1859, today less than one percent of Japanese identify themselves as Christian believers.”

Of course, in her commencement address, Ms. Minato qualifies her remarks on this point as referring to Protestant Christianity.

In fact, Christianity first came to Japan in 1549, when St. Francis Xavier led a group of Jesuits to the island nation. The mission flourished in the first decades after their arrival, claiming more than 300,000 converts, at the time about 1% of the population. By 1597, however, 26 Christians were crucified in Nagasaki; they were a mixed group of European missionaries and Japanese converts.

By 1650, more than 5,000 Christians had been martyred in a terrible persecution. In small pockets, usually on remote islands, the so-called Hidden Christians continued to worship Christ, often disguising their places of devotion as Buddhist shrines.

The percentage of Japanese who claim Christian faith remains about the same as it was 450 years ago. Now it is an ecumenical mix of Protestants, Catholics, Anglicans, and Orthodox. I think we should all be encouraged that a Catholic brother, Taro Aso, was just elected Prime Minister, the first Christian to hold that post.

Jonathan D. Lauer ’74
Mechanicsburg, Pennsylvania

Write Us
We want to hear from you. Send us your letters and e-mails as they relate to material published in the magazine. Correspondence must include your name, address, and phone number. The editor reserves the right to determine the suitability of letters for publication and to edit them for accuracy and length. Unfortunately, not all letters can be published nor can they be returned.

Editor, Wheaton
Wheaton College / Wheaton, IL 60187
editor@wheaton.edu
On May 17, College administrators, trustees, and the family of Dr. J. Richard Chase gathered in the center of campus for the dedication of the new J. Richard Chase Commons.

Chase Commons comprises the footpath created when the length of Franklin Street, which ran through campus, was closed down. The walkway extends from the plaza between Edman Memorial Chapel and Pierce Memorial Chapel east to the Soderquist Plaza, just outside Coray Alumni Gymnasium. A new plaque recognizing Dr. Chase’s years of service to the College is located on the south side of this stretch, between Adams Hall and the Memorial Student Center.

As Wheaton’s president from 1982-93, Dr. Chase oversaw the closing of Franklin Street, a move that unified and brought beauty to central campus.

Sculptor Clay Enoch ’95 was a student while Dr. Chase was president. When called upon to create the plaque, Enoch considered it a personal privilege. “Having known President Chase, and having specific memories of him casually interacting and laughing with me and a group of my friends—that really helped as I worked to achieve his likeness. It makes such a big difference if I am able to look at the work and think, Does that feel like him; do I recognize him in the clay? It was really a unique honor to sculpt this portrait because I certainly have a great deal of respect for President Chase and wanted to help communicate his legacy to future generations of students.”

Casting Chase’s Likeness

Alumnus Clay Enoch ’95 describes the process behind the creation of the Chase plaque.

The bronze plaque ended up weighing just under 90 pounds. I spent around six weeks total in the process of creating the original clay. After that, a rubber mold was made in order to reproduce the plaque, first in a synthetic resin material and eventually in bronze. The resin piece was used as a stand-in for the dedication until the bronze could be cast.

This process takes between 10 and 12 weeks. The first step is to pour warm wax into the rubber mold to create a wax copy of the original. A process of dipping and coating in a ceramic shell material creates another mold around the wax, registering all of the detail. This shell is fired to strengthen it and in the process, the wax melts and is drained from the mold. Then molten bronze, heated in a crucible, is poured into the empty mold, creating a bronze copy of the original. At this point, because the plaque was cast in sections, it gets welded back together and those welds are tooled to blend back into the design. Finally, the piece is ready for patina—a process of applying an assortment of chemicals to achieve the desired warm bronze finish.

President Chase and his wife, Mary, with the resin stand-in plaque at the dedication of the J. Richard Chase Commons on May 17, 2008.
College Dedications Hastert Center

“I would like to think that you are witnessing today the beginning of something very, very significant for Wheaton College,” began President Litfin, “something that will turn out to be one of the jewels in the crown of this institution.”

With these words, Dr. Litfin, Speaker Denny Hastert ’64, Chairman of the Board of Trustees Bill Pollard ’60, Professor Javier Comboni and a many other guests joined together to dedicate The J. Dennis Hastert Center for Economics, Government, and Public Policy on the front steps of the Memorial Student Center, September 19, 2008.

The Hastert Center’s objectives include encouraging scholarly research and discussion, expanding curriculum offerings, and organizing conferences and seminars for managers, public officials, and ministry executives. Under the direction of Dr. Javier Comboni, the Hastert Center is getting its start with...
A new temporary exhibit in The Billy Graham Center Museum is challenging the way visitors think about AIDS. A Vision of Hope: Reflections of Poverty & AIDS in Africa provides a window into some of the very real and personal moments of women, children, and men living with AIDS. Unlike the snapshots used in the news media, the portraits on display show an uncanny hope, dignity, and even joy.

Photographer Al Buschauer took the photos during several trips to Africa with the nonprofit agency Hands of Hope and Willow Creek Community Church. Also featured are abstract paintings by Marg Rehnberg, as well as several art composites using the joint skills of both artists.

A Vision of Hope will be on display through February 26, 2009.
**Admissions introduces BRIDGE program**

**Building Roads to Intellectual Diversity and Great Education (BRIDGE),** a new Admissions initiative, is an intensive, residential academic enrichment and leadership program for first-generation college-bound, low-income or African-American or Latino students.

As BRIDGE scholars, selected high school students will spend four consecutive weeks for two summers living like a college student at Wheaton. Students will live in a dorm, eat in Anderson Commons, and foster friendships with students from other Chicago-area high schools. They will also prepare for college through a curriculum featuring advanced writing, critical thinking, and ACT tutoring, alongside in-depth Bible studies and one-on-one mentoring relationships.

The entire program is free of charge for all participants. Completing both years guarantees a minimum $1,500 scholarship per year to Wheaton College.

BRIDGE coordinator Veronica Ponce ’08 started developing the program during her sophomore year, while serving in student government as the vice president of community diversity. “I strongly believed that just talking about diversity was not enough. What Wheaton College really needed was more students with diverse backgrounds on campus.”

Ponce had participated in a summer enrichment program at Stanford University the summer before her senior year in high school, and credits that experience with encouraging her to apply to Wheaton. Being a low-income, first-generation college student herself, Ponce made it her goal to see more students admitted from this particular demographic—a demographic that continues to be underrepresented in campuses nationwide.

“I also felt that making higher education more accessible to traditionally underrepresented students was a justice issue that Wheaton needed to engage.”

During her junior year, Ponce presented a proposal to the College. The following fall, she was told Wheaton would fund the program through its endowment, and placed the program under the supervision of the admissions office. Ponce was offered the coordinator position and began work right away.

Ponce knows there is still much work to be done. Currently, she is developing relationships on behalf of Wheaton with churches and nonprofit organizations working with youth in Chicago. She is also traveling with Wheaton’s multicultural admissions counselor to promote BRIDGE at various college fairs, events, and high schools in the city.

BRIDGE is now accepting applications for this summer’s inaugural session.

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**Wheaton Welcomes New Faculty**

**Row 1** (from left) Jeffrey Barbeau, biblical and theological studies; Jennifer McNutt, biblical and theological studies; Christa Tooley, anthropology; Javier Cornboni, politics and international relations; Katharyn Waidler, philosophy.

**Row 2** (from left) Rebecca Sietman, communication; Elizabeth Hubbard ’01, English literature; Victoria Rau, intercultural studies; Brian Post Psy.D. ’08, psychology; Susan Vendeland, applied health science; Shuguang Rose Wang ’01, foreign languages; Beth Felker Jones, biblical and theological studies; Steve Anderson, military science.

**Row 3** (from left) Bryan T. McGraw, politics and international relations; Stephen Lovett, math and computer science; Brian Hunt, applied health science; Adam Miglio MA. ’01, biblical and theological studies; Keith L. Johnson, biblical and theological studies; Mark Thorne, foreign languages. Not pictured: Jeremy Bidwell, Robert Moore, Joonhee Park, Michael Wilder.
Endowment Fund: $322 million

The endowment fund contains those assets of the College permanently invested to support College programs. The purpose of the endowment is to generate a dependable stream of income and provide a reserve of institutional resources. The investment objective is to maximize total return (current income plus capital appreciation) over the long term within acceptable risk parameters.

The total endowment fund declined 11.3% to $322 million as of June 30, 2008, compared to $363 million as of June 30, 2007. This decrease is attributed to a total return of -10.9% for the endowment investment pool combined with withdrawals equal to $14.9 million for budgeted spending (resulting in a 4.1% spending rate). Gifts to the endowment equaled $10.6 million, including $1.1 million from annuities, estates, and matured trusts. Endowment per student declined to $120,528 as of June 30, 2008 compared to $134,551 as of June 30, 2007.
Pre-Season Spark
Meet one of the reasons why women’s softball may soon be the sport to watch.

If you ask Kelli Hennessey ’11 to tell you about her favorite game of the 2008 softball season, she’ll tell you about one the team didn’t win.

“It was the final game of our spring break schedule, and we were up against Central College, a team that was heavily favored to win; in fact, they were supposed to ‘kill us.’ The score went back and forth through all seven innings. At the bottom of the last inning, we lost by one run, but that game was matchless in terms of intensity and competition.”

As it happens, intensity and a competitive spirit are two of the attributes that immediately caught Coach Chris Hudson’s eye when he began scouting Kelli in her junior year of high school.

“Kelli is an offensive spark plug,” Coach Hudson says. “She bats to get on base. She’ll scramble to steal a base. When I first met her, I knew her left-handed batting and natural aggression could help us in any number of positions.”

For Kelli, who has played competitive softball since she was nine, a defining moment of her career came when she tore her anterior cruciate ligament (ACL) in ninth grade. Bench for the year, she became determined to come back strong, taking a disciplined approach to the physical therapy recommended for her recovery.

Not only did she develop an interest in pursuing a career in physical therapy, but by the time Kelli graduated from high school, she was batting .421 and was two-time league MVP. Kelli’s sister, a first baseman, stood across the field; her mother and brother sat in the stands; and her father, who has coached Kelli since she was nine, yelled from the dugout.

“My family are my fiercest motivators and my biggest fans,” Kelli says. “My dad definitely helped build my physical aspect of the game, but more so, he and my mom built my character. They would say, ‘Remember who you are Kelli, on and off the field. You represent your family, your school, the team, and the Lord.’”

Says Coach Hudson, “I’m impressed by her character. Kelli knows her strengths and limits, and she rallies the team.” He appreciates the way Kelli builds relationships, helping teammates with decisions they make on and off the field.

Hailing from Corona, California, Kelli confesses that it’s been a sacrifice to play far from home, and without her dad and sister for the first time. But when asked what she’s most looking forward to in the ’09 season, Kelli kicks right back into competitive mode: “I’m excited about the incoming talent of our freshmen players and the chance to help take the softball program to the next level.”

by Marcy Hintz M.A. ’08
### Winter Sports Schedule

#### Men's Basketball

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<td>at Grinnell</td>
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<td>1/7</td>
<td>Illinois Wesleyan</td>
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<tr>
<td>1/10</td>
<td>at North Park</td>
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<td>1/14</td>
<td>Augustana</td>
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<td>1/17</td>
<td>at Millikin</td>
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<td>1/21</td>
<td>Carthage</td>
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<td>Elmhurst</td>
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<td>1/28</td>
<td>at North Central</td>
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<td>North Central</td>
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#### Women's Basketball

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<td>at Schreiner</td>
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<td>1/10</td>
<td>at North Central</td>
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<td>Elmhurst</td>
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<td>CCIW Tournament</td>
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#### Wrestling

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<td>1/8</td>
<td>at Concordia (WI), with Maranatha Baptist Bible</td>
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<td>1/10</td>
<td>Knox College’s “Chuck Porter Duals”</td>
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<td>1/14</td>
<td>at Augustana</td>
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<td>1/16</td>
<td>at North Central Invitational</td>
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<tr>
<td>1/17</td>
<td>at North Central Invitational</td>
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<tr>
<td>1/24</td>
<td>at MSOE Quadrangular</td>
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#### Swimming

- **Men's & Women's Swimming**
  - 1/17 at Hope Quadrangular
  - 1/24 Carthage
  - 1/31 at Illinois Wesleyan, with North Central
  - 2/12 at North Central
  - 2/19-21 CCIW Championships
  - 3/18-21 NCAA Div. III Championships (Minneapolis, MN)

#### Track & Field

- **Indoor**
  - 2/7 at Illinois Wesleyan Keck Invitational
  - 2/13 (Women) at Chicagoland Championships
  - 2/14 (Men) at Chicagoland Championships
  - 2/21 Dick Pond Invitational
  - 2/27-28 CCIW Championships (Bloomington, IL)
  - 3/13-14 NCAA Div. III Nationals (Terra Haute, IN)

- **Outdoor**
  - 3/27 at Washington Invitational
  - 4/4 at North Central Quad
  - 4/11 at Monmouth Invitational
  - 4/18 at Wheaton Twilight Meet
  - 4/22 at Old-Fashion Track Meet
  - 4/24-25 at Drake U's Relays
  - 4/24-25 at Hillsdale's Gina Relays
  - 5/1-2 at CCIW Championships (Kenosha, WI)
  - 5/7-8 at North Central
  - 5/9 at U of Chicago
  - 5/14-15 at North Central
  - 5/21-23 NCAA Div. III Nat'l's (Marietta, OH)

#### Water Polo

- **Women's Water Polo**
  - 2/28 at Carthage
  - 3/6 at Notre Dame
  - 3/11 at Cal Baptist
  - 3/11 at Chapman
  - 3/12 at LaVerne
  - 3/27-28 Wheaton Invitational
  - 4/3-4 Midwest Invitational at Carthage
  - 4/17-18 Regional Championships at Macalester

#### Golf

- **Men's Golf**
  - 3/13-14 Geico Intercollegiate (Savannah, GA)
  - 3/27-28 Prairie Fire Classic (Galesburg, IL)
  - 4/3-4 Illinois Wesleyan (Normal, IL)
  - 4/6-7 U of St. Francis (Kendallville, IN)
  - 4/17-18 CCIW Championships (Springfield, IL)
  - 4/24-25 Scot-Fire (Monmouth and Galesburg, IL)
  - 5/1-2 CCIW Championships
  - 5/13-16 NCAA Div. III Nat’l

- **Women's Golf**
  - TBA at U of Chicago
  - 4/2 at North Central
  - 4/9 at North Park
  - 4/11 at North Park
  - 4/14 at Benedictine
  - 4/17 at Elmhurst
  - 4/18 at Illinois Wesleyan
  - 4/22 at Illinois Wesleyan
  - 4/25 at Illinois Wesleyan
  - 4/29 U of Chicago
  - 5/1 at Millikin
  - 5/2 at Millikin
  - 5/7-9 CCIW Tournament

#### Tennis

- **Men's Tennis**
  - 2/13 at UW-Whitewater
  - 2/14 U of St. Francis (Whitewater, WI)
  - 2/14 UW-Oshkosh (Whitewater, WI)
  - 2/21 at Grinnell (Hanover Park, IL)
  - 3/11 U of Rochester (Orlando, FL)
  - 3/13 at Calvin
  - 3/20 at Calvin
  - 3/27 U of Chicago (Hanover Park, IL)
  - 4/6 U of Chicago
  - 4/8 at Carthage
  - 4/14 Illinois Wesleyan
  - 4/15 at North Central
  - 4/17 at DePauw
  - 4/25 at Augustana
  - 4/25 at Elmhurst (at Augustana)
  - 4/31 CCIW Tournament (Bloomington, IL)
  - 5/1 CCIW Tournament (Bloomington, IL)

- **Women's Tennis**
  - 2/20 at Hope
  - 2/21 at Hope
  - 2/28 at Calvin
  - 3/12 at Whittier
  - 3/19 at Benedictine
  - 3/21 at Concordia (IL)
  - 3/25 Beloit
  - 3/28 at Lake Forest
Stand by for Winter
Vibrant colors, crunchy leaves, and cooler temperatures signal a season’s change for front campus.
The allure of a class reunion is that it offers a chance to catch up with old friends—both to reminisce about the past and to discover what different paths your classmates have taken since the “good ol’ days” on campus when you were uniquely bonded through shared living space, classes, Chapel, and Wheaton spirit!

Market research is a vital stewardship activity for any organization, helping to inform communications and planning strategies, but a survey of
Wheaton alumni goes beyond essentials. It is also personal, and even a bit sentimental. In some ways, it is like attending a multi-generational reunion.

A two-part research study was conducted in late 2007, consisting of an analysis of existing alumni records, followed by a 32-question electronic survey sent to alumni with undergraduate degrees. An encouraging 3,222 alumni responded, sharing opinions on topics ranging from theology to alumni activities, communication preferences to thoughts on giving.

Consider this report an uncommon opportunity to reconnect with your classmates (without the pressure to lose 15 pounds first!). Grab a glass of punch, put on a nametag, and read on . . .

In his book, Arctic Dreams, Barry Lopez presents a wonderful non-fiction account of the cold, stark, and fascinating region of the far north. The Arctic's icebergs are great monoliths of ice, but only their tip can be seen—which is actually about one-tenth of their size, for the ice reaches far below the water's surface.

You alumni represent for Wheaton College the mass that, though largely out of sight, keeps us stable and steady. You are the ones who make sure that we continue to be driven by deep, strong currents. You constitute the great, massive weight of Wheaton College, some forty thousand strong around the world, who keep us sturdy and heading in the right direction.

I am an alumnus of four different institutions. But not until I sat down in the president's chair and began to wrestle with how to lead an institution like Wheaton College did I begin to appreciate the stability, the balance, and the strength that alumni give to this institution.

Our alumni are stakeholders in Wheaton College. We value your prayer. We value your encouragement. Thank you to those who participated in our recent alumni survey—we value your input. We cannot do without your support.

Dr. Duane Litfin,
President

* Source: C.Grant and Company, 2007
Wheaton alumni, meet yourselves!

Much like the general American population, you are about 50/50, male and female. You make your homes in each of the 50 states and throughout the world. Statistically, you are living in all seasons of life. But unlike most of America, more than half of you have continued your education beyond the undergraduate level, and 93% of you attend church regularly. Nearly 75% are married (more than 11,000 of you are married to another Wheaton alumnus).

### Highest level of education

<table>
<thead>
<tr>
<th>Degree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s degree</td>
<td>44.0%</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>34.8%</td>
</tr>
<tr>
<td>MDiv</td>
<td>2.8%</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>16.6%</td>
</tr>
<tr>
<td>Other</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

### Marital status

- Married: 74.3%
- Divorced / separated: 3.1%
- Widowed: 1.8%
- Single: 20.8%

### Alumni children at Wheaton

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheaton grads</td>
<td>4,606</td>
</tr>
<tr>
<td>Attended; no degree</td>
<td>582</td>
</tr>
<tr>
<td>Current students</td>
<td>415</td>
</tr>
</tbody>
</table>
Alumni were asked several questions about ways the College communicates with them.

**Sources of information about Wheaton**

- Wheaton magazine: 56%
- Quarterly email: 42%
- Friends/family: 28%
- Website: 21%
- Other emails: 14%
- Direct mail: 9.7%
- Parent communications: 5.6%
- Other: 4.4%

**Frequency of information about Wheaton**

- 84.1% indicate they receive the right amount of information.
- 4.4% are not sure.
- 9.7% receive not enough.
- 1.8% receive too much.
Getting Together

Walk through any class reunion, and you will hear certain phrases repeated over and over: “It is SO good to see you!” and “We have to get together again soon—let’s not wait another 20 years!” The desire to connect with fellow alumni is clear. A wide variety of ideas were submitted regarding how to make it happen: “Hold more regional events, closer to where I live.” “Allow us to see who has RSVP’d. I would like to know who plans to be there from my class.” “Send save-the-date cards. This past year, I received a postcard for the local club event three months ahead of time, and that was very helpful.” “Provide more family-friendly, affordable events.” “I would love more networking opportunities. Gathering of academic departments would be great.”

Top 5 preferred on-campus events
1. Faculty lectures
2. Cultural events
3. Professional development courses
4. Alumni lectures
5. Informal gatherings

Top 5 preferred off-campus events
1. Faculty lectures
2. Web-based learning
3. Professional development courses
4. Informal gatherings
5. Alumni lectures

Giving Back

Why I give to Wheaton
Top 10 Reasons
from survey respondents who had made a gift in the past three years

1. I believe strongly in Wheaton’s mission.
2. I know my dollars are being spent effectively to do good.
3. I can see my dollars going to work to impact people’s lives.
4. I feel the dollars I give really do make a difference.
5. I feel blessed for the prosperity I have been given and wanted to share.
6. Wheaton reports back to me about how the money was spent and used.
7. I consider my giving to Wheaton part of my life and who I am.
8. I can deduct my gift to Wheaton on my taxes.
9. I see and hear about Wheaton and its work in the news.
10. Wheaton had a specific need and I wanted to help.
Alumni were asked to list types of organizations to which they contribute financially (besides Wheaton).

2006 Charitable giving sources (excluding Wheaton)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church</td>
<td>91.0%</td>
</tr>
<tr>
<td>Ministries/missions</td>
<td>76.5%</td>
</tr>
<tr>
<td>Community</td>
<td>30.4%</td>
</tr>
<tr>
<td>Health related</td>
<td>22.8%</td>
</tr>
<tr>
<td>Other colleges/univ.</td>
<td>19.9%</td>
</tr>
<tr>
<td>Arts</td>
<td>15.3%</td>
</tr>
<tr>
<td>Political</td>
<td>15.2%</td>
</tr>
<tr>
<td>Private elem./sec. schools</td>
<td>12.4%</td>
</tr>
<tr>
<td>Environmental</td>
<td>9.5%</td>
</tr>
<tr>
<td>Zoos/wildlife</td>
<td>7.0%</td>
</tr>
<tr>
<td>Policy</td>
<td>4.4%</td>
</tr>
<tr>
<td>None</td>
<td>2.0%</td>
</tr>
<tr>
<td>Other</td>
<td>6.2%</td>
</tr>
</tbody>
</table>

Percent (Multiple Responses)

“59.6% reported making a donation to Wheaton in the past three years.

We cannot make institutional decisions based on poll data. That’s not what this or any previous alumni survey is about. But what our alumni think about their experience as Wheaton students, and now as graduates, is not just interesting information. Such knowledge is also vital to building connections between alumni and the College, and among alumni themselves. The hope is that through this research, better programs and communications will result, which will be mutually beneficial to alumni and to Wheaton.”

Dr. R. Mark Dillon, vice president for advancement and alumni relations

[perspec7ives]

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Dr. R. Mark Dillon, vice president for advancement and alumni relations

On theology
- 94% believe that Wheaton honors its biblical foundation.
- 80% agree or strongly agree that the Scriptures are trustworthy and of supreme and final authority in all they say.
- 15% identify themselves as “theologically liberal.”

Overall quality
- 88% gave Wheaton a positive rating for both satisfaction with their degree and perceived quality of the College.
- 84% would recommend Wheaton to high school seniors.

On academics
- 98% felt intellectually challenged as a Wheaton student.
- 93% value their degree.
- 79% agree or strongly agree that faculty were mentors as well as instructors.
A Scholar and a Christian

After teaching at Wheaton for 35 years, Dean sees his career accomplishments as much more than carving out a name for himself within his field of research. His efforts are an earnest attempt at reversing the secular perception that evangelicals are anti-intellectual.

“To me the issue here is not the subject of anthropology itself. The significance of what I do is to bring glory to God with my mind,” says Dean.

Today Dean is internationally known for his work combining archaeology and ethnography. He authored a seminal book in the field of ceramics, but his focus has always been anthropology.

“My research is not about ceramics per se but about the people that make them,” says Dean. “It’s the exegesis of the past—trying to figure out what all of these materials humans have left behind tell us about ancient human cultures.”

Because only a tiny fraction of human history is written, most of it can only be told by artifacts, says Dean. He therefore studies...
contemporary potters and the relationship between their cultural patterns and what they produce, so that archeologists can better understand the past.

His primary research has focused on the potters in the Yucatan city of Ticul, where over the past 50 years industrialization and tourism have transformed the culture—and the vessels its potters produce. Today most ceramics here are produced for hotels and tourists in nearby Cancun.

Dean's research establishes a methodology for making inferences about ancient social changes, based on changes in artifacts, that can be used by archeologists worldwide.

Clarity of Vision

However, Dean talks not of pride in his academic accomplishments, but of providence. He sees his career—from his arrival at Wheaton in 1964 for his life after graduating from Wheaton in 1964. During Vietnam, Dean explored military service, but was turned down by both the Army and Air Force because of his braces and poor vision.

So he went to graduate school, landing an assistantship and then a three-year fellowship at the University of Illinois, where he not only met his wife, June, but also received funding for his research and earned his master's degree. He then taught at Penn State University, but the school didn’t renew his contract after three years.

Though he tried to parlay his ceramics expertise into consulting work with American Bible Society or Wycliffe Bible Translators, nothing unfolded. He applied for a Fulbright Lectureship. Meanwhile, he and his wife devoted themselves to prayer. “I thought my academic life was over,” remembers Dean.

Then a phone call to Washington, D.C., revealed that he’d been nominated for a Fulbright in Cuzco, Peru, the following year. The same week, Dean attended an alumni meeting in Pennsylvania where a chance conversation with Wheaton’s dean of the faculty led to a brief visit to Wheaton and then six months later a job offer post-Peru. “Only in God’s providence, only in God’s great grace did I come here,” he says.

Once at Wheaton, Dean soon found that many fellow academics at other institutions dismissed Christian scholars as lacking intellectual rigor or focusing only on conservative wedge issues. In response, Dean buried himself in his Bible, and believes God responded by bringing him relationships with young scholars who later rose to positions of influence.

One such scholar became an editor of a series published by Cambridge University Press and influenced the publication of Dean’s first book, Ceramic Theory and Cultural Process, which became an influential text for ceramic interpretation. That same year, Dean was awarded a visiting fellowship at Clare Hall at the University of Cambridge. His second book was also published by Cambridge after a chance encounter with Clare Hall’s president, who was a member of the evaluating committee when his manuscript was being considered.

When he tried to publish his third book—a 400-page tome encapsulating his Yucatan research on ceramic production and social change—Cambridge turned it down.

“That was a crushing blow,” says Dean, but he later found another publisher at the University Press of Colorado.

In hindsight, Dean now sees the handiwork of God in this too, and says he is thankful.

“This has been my vision: to let the secular world know there are Christian scholars—people who take their faith seriously—who are serious scholars who do have a mind and do good work,” says Dean.

“This is not me; this is God’s work, God’s grace, and He has blessed me.”
MAJOR Changes

OF TEN STUDENTS’ MAJORS HAVE SEEMINGLY LITTLE TO DO WITH THE VOCATIONS THEY PURSUE AS ALUMNI.

BY JENNIFER GRANT ’89

IT’S A SATURDAY AFTERNOON IN MAY and the blue sky seems lit from within. The few clouds scattered on its surface look like they were cut from white paper. It’s an idyllic backdrop for Edman Memorial Chapel, a broad brick structure with impressive columns, six across, and imposing white, wooden doors.

Suddenly, one set of double doors, then another, then the third swing wide. At first a few, and then a stream of young people cascades down the steps. They wear glossy blue robes and, almost to a person, they fidget with the square hats they wear, moving their heads side to side to set tassels swinging, clearly amused by the oddity of wearing such things. They remove and then stack the mortar boards on top of the thick covers of their diplomas, tucking them under their arms awkwardly to catch friends in one-armed embraces.

The day feels surreal to them—the perfect sky, the robes, the hats, and the heightened emotion. And maybe, from behind their cameras, the parents, who take photographs and then dutifully stand apart as their children say their goodbyes, feel at odds too. There’s the swell of pride, of course, in the accomplishments of their children. And there is a keen sense of the passage of time and a complex fusion of worry and wonder: Are their children ready to set out into what generation after generation can’t help calling “the real world”?
For four Wheaton alumni, the journeys they set out on at graduation have, as such journeys do, taken unexpected turns. And they have found themselves in very different places than the ones their younger selves anticipated. But, in each case, these four find themselves growing into the people they believe God created them to be.

**JENNA JONAS WALHOUT ’91 • MAJOR: SPANISH**

**GOING BACK TO SCHOOL**

Jenna Walhout ’91 says that after graduating from Wheaton with a major in Spanish, she felt as if her options were slim. She had chosen her major because she loved the Spanish language, but she felt certain that she did not want to teach. Jenna’s father has a market research company and, after graduation, she too began to work in the field, eventually forming her own small firm in 1994. During this time, she enrolled in a doctoral program in Spanish literature, but after taking a few classes she knew that graduate school wasn’t for her.

“I always lived with an underlying question of what I should be doing,” Jenna says. Then, in 2005, she decided that she needed to make a change. “Something in me suddenly said, ‘I’m just not doing this anymore.’”

Jenna’s first thought was to pursue a library science degree and perhaps work as a media specialist in an elementary school. She returned to Wheaton College and began coursework. A professor in Wheaton’s education department, however, encouraged her to reconsider her plans and, after more thought and after encountering a few obstacles, she changed course and entered Wheaton’s accelerated master’s degree in teaching program.

“Initially I thought I’d be in an elementary school, but I’ve fallen in love with middle school,” Jenna says. “Kids at that age are so misunderstood. They need to be accepted and loved for who they are. It is exciting to me to give them intellectual and emotional support.” Jenna is currently completing her student teaching assignment at Edison Middle School in Wheaton.

Jenna’s husband, Dr. Peter Walhout ’91, joined Wheaton’s faculty in 1999 and currently is associate professor of physical chemistry at Wheaton. The Walhouts have four children.

“I’ve always been impressed by people who know early on what they want to do. They pursue it and then they have a career. I never had a plan. I just did whatever came my way,” Jenna says. “But now, when I walk into the middle school, I know that for the first time in my life, I’m where I’m meant to be.”

**JIM ABEL ’69 • MAJOR: PHILOSOPHY**

**A LIFELONG LOVE OF SONG**

Jim Abel ’69 says that not long after marching across the stage and receiving his Wheaton diploma, he went to a pawnshop in the area and bought a guitar. “During my years at Wheaton, I would sneak into the Conservatory of Music to play piano. I knew I had to buy a guitar when I left school because I wouldn’t be able to do that anymore,” Jim says.

At Wheaton, Jim majored in philosophy and maintains, nearly 40 years later, that the discipline gave him enormous advantages in his work and life. “The best preparation I got for life was studying philosophy at Wheaton. Any problem I’ve encountered in life, I can
break down, think it out,” he says.

After graduation, Jim attended Northwestern University’s Business School, earning his M.B.A. and subsequently becoming a regional vice president for a company that provided financial advice to hospitals.

Just prior to his marriage in 1985, Jim and his future wife quit their jobs, sold their respective houses, and, after the wedding, traveled in Europe for nearly a year. They then returned home to the Kansas City, Missouri, area. A few years later, they welcomed son Ted into the family. Jim’s wife returned to work while he cared for their son. In the late 1980s, he rarely met other men who had chosen to stay home with their children.

“I never planned to be a father, let alone a stay-at-home father. But, it was absolutely the right choice for me,” he says. “Being home gave me all that time with him.” Jim continues to enjoy a close relationship with Ted, who is currently a junior biology major at University of Kansas near his parents’ home.

Today Jim works as a stock market investor, but in his “spare time”—which can reach up to 40 hours a week—he works as a musician. He has released four CDs, including the most recent collection titled “Thunder.” No longer sneaking into practice rooms to play the piano, now Jim gets “more bookings than he can handle,” playing original contemporary folk songs.

“Where would I be without music?” Jim asks.

CEILIA HOLLATZ BERGMAN ’87 • MAJOR: COMMUNICATIONS

AN AMBITION TO SERVE

When Celia Hollatz Bergman ’87 was a junior in high school, she had a clear vision of what her future would look like: She would have a career as an anchorwoman. To that end, she chose communications as her college major. Over the next few years, however, she felt like received a “wake-up call” when she learned about the realities of the job—long hours, stiff competition, and the fact that anchors are “at the mercy of whatever is going on in the community.”

Celia had begun her college career at Taylor University and transferred to Wheaton before her junior year. It was at Taylor that she knew she wouldn’t pursue a career in broadcast journalism. Once at Wheaton, she says, she struggled as a transfer student, unsure of herself both academically and socially.

It was in an interpersonal communications class taught by Dr. Em Griffin—now professor emeritus—that Celia felt a light go on, possibly showing the way toward a different career. “In that class, I became interested in the helping professions—jobs like counselors and advisors,” she says.

Following graduation, and still uncertain about what her future would hold, Celia started work at the Romanian Missionary Society in Wheaton. It was there that she realized how much she enjoyed working with people from other cultures. “I loved my job, but I kept wondering what was the next step for me,” she says. Celia left the organization because she was restless for new challenges and had no room for advancement at the organization. This restlessness, this hunger for challenge, is a defining factor in her career.

She married Chad Bergman ’87 in 1988 and a year later took a job at Wheaton College’s development office. Her responsibilities included managing the annual giving drive. She enjoyed working in the college environment, but knew that fundraising wasn’t her passion. From there, she entered Loyola University to earn a master’s of education in college student personnel.

It was during her internship for the program that Celia discovered the field of international student advising. She said to herself, “This is where I can breathe!”

Following graduation from the program, she was employed in ever more challenging jobs in international student affairs. She also began a doctoral program in higher education administration and defended her dissertation in August 2006. After 13 years working with international students, Bergman again was restless, itching for more challenge as well as for a more general job in college administration.

Since 2005 she has been employed as associate dean of students for student health and administrative affairs at the University of Chicago. She handles emergency planning and management; serves as a liaison between the administration and the student health, counseling, and insurance centers; and also is responsible for her office’s communications.

In her “spare” time, she is an instructor in Loyola University’s higher education program. The course she currently teaches is Introduction to the Student Affairs Profession, which marks a tidy return to the place she started on phone-a-thons in Wheaton College’s development office so many years ago.

“I could have never predicted this career path,” Celia says. “The pieces have all come into place.”

Celia’s husband, Dr. Chad Bergman ’87, is a professor of theater at North Park University in Chicago where also he serves as producer of the university’s theater program. The Bergmans await another monumental life change—they are in process to become parents and await their first child from China.
Ryan Middlebrook '03 calls himself a “puzzle solver.” As a geology major at Wheaton, he was most interested in “hard rock” geology and how “things work through time.” His father, a psychiatrist, was also a geology major in college. While at Wheaton, Ryan thought that he might have a career in teaching. After graduation, he returned to his native Texas and began graduate coursework at Stephen F. Austin State University. After a semester, he withdrew. “I realized that although my love for geology hadn’t diminished, there was something about going to school nonstop that didn’t fit with me,” Ryan says.

Ryan says that after his semester in graduate school, he “floundered for a little while.” He and a friend started a small business that failed to thrive. During this time, Ryan approached his pastor, Stephen Kinnaird, asking if he could work for him.

In addition to pastoring Bethlehem Mission Church in Nacogdoches, Texas, Stephen Kinnaird has been a guitar maker, or luthier, for the past 25 years. Until recently, he worked alone in his East Texas shop, repairing guitars and hand-building two or three custom guitars a year while spending most of his time in his pastoral work.

Ryan has great affection and respect for Pastor Kinnaird. “I used to watch him in the shop. It’s such fine, exacting work to build guitars. I don’t know if I wore him down with my begging, but two years ago, he asked me to be his apprentice.” Ryan says that this year, he and Stephen Kinnaird hope to complete 12 guitars.

“Our work takes a lot of concentration and precision,” Ryan says. “We build top of the line, custom guitars. We are competing with large companies and in the custom guitar world, guitars have to sound great and look flawless.”

Ryan loves the time he spends in the shop with Stephen. They spend the day talking about theology and listening to music. “At the end of the day, we’re all dirty and dusty and we’ve accomplished something. I didn’t realize how much I was going to love building guitars.”

Ryan and his wife Anna enjoy living near his extended family in rural Nacogdoches, the oldest town in Texas. “I’m looking for a quality of life,” Ryan says. “Time with family. A slower pace. Enjoyment from each day. And I love getting to build something that honors God.”

Talents that lay fallow. Roads circumvented, only to be rediscovered. Finding a quiet place. As they streamed out of their graduation ceremonies, the four alumni featured here had no idea where God might lead them, but with patience and openness, they continue to discover His plans.
My assignment with Wheaton’s Student Missionary Project (SMP) arrived in my mailbox during the spring of my sophomore year, in 1988. I’d never heard of Mali before, so I ran back to my dorm room to study the world map taped above my bed.

There it was—a vast Saharan dustbowl, home to a capital city called Bamako and the most extreme of all backwater destinations, Timbuktu. It was among the five poorest countries in the world, and Kayes, where I would spend the majority of my time, was the world’s second-hottest city.

Except for Egypt, I had never been to the continent of Africa. Having grown up in both Nepal and the Middle East, globetrotting was not a new undertaking for me, but traveling to an unfamiliar destination without my family was an entirely new experience.

Worth the Trip

How an SMP trip to the middle of nowhere continues to inform my world today.

by Dawn Kotapish Noel ’92
Twenty years later, the Student Missionary Project celebrated its 50th anniversary this year, and announced that the SMP acronym would now stand for Student Ministry Partners. It’s a change I welcome since, although I considered missions, my summer in Mali did not result in a long-term missions commitment.

What the trip did yield was exactly what Wheaton’s newly christened Student Ministry Partners works to provide: a transformational, cross-cultural opportunity to merge ministry with education, learning with service.

It would be impossible to catalog all of the things I learned during my summer in Mali. My responsibilities included tutoring children and young adults in English and calling upon my semi-passable French to befriend church youth and lead Bible studies. I also assisted my host family, seasoned United World Mission missionaries Rev. Jim and Jennifer Bowers, by helping out in the kitchen, pitching in with vacation Bible school, and babysitting their young children.

Life in Kayes, which lies near Mali’s border with Senegal, was full of challenges. To endure the city’s sweltering temperatures without the benefit of electricity, we sometimes took cold showers in the middle of the day, fully clothed. Ten minutes later, we’d be completely dry and ready for another shower. The limited availability of fresh produce made well-balanced eating nearly impossible. The region’s fine red sand found its way into every crevice of the house, and, at night, local footpaths and roads crawled with so many toads it reminded me of the biblical plagues of Egypt.

My greatest obstacle came with driving the Bowers’s four-wheel-drive Jeep around town. Due to the vehicle’s age and my inexperience, the Jeep stalled frequently, and on an unpredictable basis. Most of Kayes’s roads were narrow, unmarked, unlit, and unpaved. Summer’s frequent downpours turned them into treacherous rivers of potholes and mud. As a result, I was constantly getting lost and, worse yet, mired in ditches from which it sometimes took a posse of volunteers more than an hour to extricate my vehicle.

But driving also allowed me to invest more time in the local church community across town. Without braving Kayes’s less-than-ideal streets, it’s doubtful that I would have become as fully immersed in the community as I did, holding regular Bible studies and game nights, and frequently transporting people to and from church-sponsored events.

When the time came to leave nine weeks later, I was heartbroken. I’d fallen in love with the culture and had become accustomed to wearing one of my three African outfits more regularly than the Western-style clothing I’d brought along. At church on Sundays, I looked forward to long hours of hymns sung to the enthusiastic beat of drums. I’d attended two African weddings—one which lasted until dawn and the other accessible only by canoe—and grown to enjoy evening visits at local homes over cups of sweet tea. Even the concept of “African time”—a more laidback approach to planning that allows about an hour’s flexibility on either side of an appointment—had grown on me.

Since leaving Mali, I have followed the Bowers’s continued and fruitful
SMP Celebrates 50 Years:
How has its mission changed?

The Student Missionary Project (SMP) began as the vision of Ron Chase ’56, who served in the jungles of Mexico’s Yucatan Peninsula during the summer of 1957. That fall, Ron shared his fervor for missions during a visit to campus. His excitement was contagious. In 1958, 47 students applied to be among SMP’s first participants, and twelve were selected and served that summer in Guatemala, Honduras, and Costa Rica.

More than 1,200 Wheaton students have since served overseas with SMP. On October 3, 2008, a number of these students returned to campus with their families to celebrate SMP’s 50th anniversary. The event’s 130 guests also included Wheaton faculty, staff, and students as well as former directors of the Office of Christian Outreach (OCO), the Rev. Dennis Massaro ’75, M.A. ’84, and Dr. Timothy Sisk.

Dr. Evvy Campbell, associate professor and chair of the Intercultural Studies program at Wheaton’s Graduate School and an SMP alumna, gave the keynote address. She also announced OCO’s decision to change the name from the Student Missionary Project to Student Ministry Partners.

Rev. Brian Medaglia, who is in his fifth year as OCO director, explained that under its original name, SMP was occasionally misunderstood to be a ministry tailored only to students preparing for full-time missions work. In keeping with Wheaton’s long-term plans to augment opportunities for learning that extend beyond the classroom, OCO is exploring additional ways for SMP to partner with academic departments so that students can more often integrate their SMP assignments with their areas of study and, in some cases, earn academic credit. Already SMP has teamed up with the geology and applied health science departments in this regard.

“We want to send students the message that, regardless of your major, there’s a place for you here,” says Medaglia. “SMP allows students from every major to integrate learning with service and to pursue transformative experiences that extend the Wheaton mission.”
A new science center, faculty-to-student mentoring, a renovated arts building, evangelism, an addition for Edman Chapel, endowed scholarships—these are just a few of the ambitious initiatives set out by the unprecedented $260-million Promise of Wheaton campaign.
You Hold The Promise

The last several months have brought heightened uncertainty and apprehension due to the financial crisis faced by the American and the global economies. Understandably, it has also given each of us uneasiness in regard to our own personal finances. What, then, might be the effects of this financial predicament on the College as we enter the crucial last two years of The Promise of Wheaton fund raising effort?

We are buoyed by the firm conviction that:

- The Lord and His people have already given more than $176.4 million in just over three years (unprecedented).
- The Lord knew about this financial crisis long before we did.
- Alumni and other friends who support the work of the College do so with the conviction that giving to God’s work is of eternal, nonperishable significance.

So, what do we do now in this crucial fourth year of our five-year Promise effort?

- First, we thank the Lord for His goodness to us.
- Second, we know that stewardship and relationships are not for an arbitrary campaign frame; they are for a lifetime. And so we will continue to seek funding for the initiatives we believe the Lord set before us some years ago.
- Third, we trust Him for the outcome, with eagerness to see the ways He will lead people to give in such tough financial times.

Survey says . . .

More than 65 percent of Wheaton alumni know little or nothing about Wheaton Associates, according to our recent alumni survey (see pages 14-19). And yet, alumni, parents, and other individuals who are members of Wheaton Associates give more than 70 percent of the unrestricted Wheaton Fund—the money necessary each year to support the College’s ongoing operations and to help keep Wheaton affordable for every qualified student.

That’s why The Promise campaign wants you to know about this vital program, with hopes that you, too, will participate. The goal is to increase the number of Associates to 2,010 by the year 2010, in celebration of the College’s 150th anniversary.

Where do we stand as of now? Since the campaign began, 387 new Associates have joined the program, raising the total number to 1,863.

Throughout its history Wheaton College has not wavered from its founding mission of educating students in the things of God, to prepare them for a lifetime of leadership and service as stated in our motto—For Christ and His Kingdom.

“We would be quite unable to pursue this mission, at least with any excellence,” President Duane Litfin explains, “without our devoted family of Wheaton Associates.”

<table>
<thead>
<tr>
<th>giving summary</th>
<th>gifts / pledges*</th>
<th>initiatives</th>
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<td>$ 13.2M</td>
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*Total received as of 10.31.08 includes $4.0M in undesignated funds.
As Wheaton embarks on a new Faculty Student Mentoring Initiative, many of you might be curious about how this initiative will change what faculty have been doing all along, and what new opportunities will be available to students as a result.

The answers will differ, of course, depending on the discipline, but for purposes of illustration, this is what’s been happening in the art department since visiting instructor Marissa Baker ’01 joined the faculty in 2007.

Marissa has already enriched the curriculum, making Wheaton one of the few schools in the nation to offer a Community Art and Missions concentration (see the back cover). But more than this, as a mentoring hire, Marissa also teaches a range of classes from art survey and documentary to drawing classes. This frees four other faculty members to offer smaller, seminar-style groups that provide deeper opportunities for mentoring relationships.

This institutional support is meant to foster high quality relationships between faculty and students that center around scholarly work but also blend in personal, professional, and spiritual dimensions.

Just what has been accomplished through these seminar experiences? For an insider’s perspective, we asked two art professors (see sidebar, right) for a glimpse into what this new mentoring time has meant.

Dr. E. John Walford, professor of art
This marvelous initiative has allowed me to conduct a research seminar with five students last year, and five students this year, focusing on “Transformations in Netherlandish Artistic Imagination, 1470-1620,” drawing out how the great theological turmoil of the Reformation period bore fruit in the artistic realm in the Netherlands.

While German art has been carefully researched from this perspective, that of the Netherlands has been much less so. This year, we have been digging deeper into the theological aspects, which is proving to strengthen and nuance our original thesis.

We eat together before our weekly evening class, and the interactions with a small group, in and out of class, have provided a superb context in which to share how a Christian scholar works within his or her discipline. It has been enriching and deepening for us all—and the students have also proved to be promising researchers.

Joel Sheesley, professor of art
The mentoring initiative has been a rich experience for me and for the seven students who have taken Advanced Topics in Painting. Our focus both terms has been on painting heads, or portraiture. My students and I are all painting at the same time. Our approach has been to represent the “countenance” or substance of the sitter rather than mere likeness. The difficulty of parsing out the difference among these intentions is surpassed only by the technical difficulty of painting the head with any degree of accuracy. While most of our energy is poured into the simple act of painting, we intentionally extend our focus into the spiritual realm, for instance, by prayerfully reflecting together on Psalm 90 as an expression of the sobriety of our task: the measuring of another human being.
They monitor loons, haze bears, and study turtle populations. They attend conventions and present research findings alongside their professors. They scrutinize segments of DNA, study magnetic reconnection, and investigate hydrogen storage. Every summer, Wheaton’s science departments launch students into the world of labs, wildlife habitats, and hospitals—and these science majors immerse themselves in what are sometimes the most minute details of God’s creation.

“Some people think that science is inherently godless, but I disagree with this,” says senior biology major Nelson Stauffer ’09. “Research and study are windows into God’s glory. The things that we find are not new, but have been around as long as life.”

Nelson, who worked on a genetics project with Wheaton professor Dr. Pattle Pun, was only one of many students engaged in summer research projects in 2008.

Liana Dolan ’09 was another. Liana, a senior, has a clear sense of what she wants to do with her life: on a high school missions trip to Uganda, Liana decided she wanted to become a doctor.

“At that trip to Uganda, I got a sense of what God was doing in that tribal area. I saw that medicine could be a bridge between peoples and cultures,” Liana says. While caring for villagers’ health needs at a first aid clinic, Liana was able to tell them the story of her life and faith. Since that trip, she has traveled overseas several times, most often to Uganda and Peru.

Liana is pre-med at Wheaton and will graduate in May 2009. Before beginning medical school, however, she plans to complete Wheaton’s accelerated master’s program in international studies to better prepare for cross-cultural work.

When she left for Brigham and Women’s Hospital this past summer, Liana wasn’t certain that her internship would be entirely applicable to her future plans. During her time in Boston, Liana was pleasantly surprised. She realized that she was gaining a better understanding of “connections between medicine and research and culture and health.”

Liana’s work in the hospital lab focused on scrutinizing changes in the DNA of patients with malignant mesothelioma, a cancer of the lining of the lungs caused by exposure to asbestos. Liana helped to extract DNA from tissue for experiments, attended residents’ meetings, and observed changes in the DNA proteins as markers for the cancer. Currently, Liana is working with Dr. Roger Kennett, professor of biology at Wheaton, in his research on antibodies that cause programmed cell death in prostate cancer cell lines.

The College’s new Science Center will be a 128,000-square-foot building featuring an atrium museum, teaching and research labs, and energy-efficient design. The center is expected to be open for use in fall 2010. “The space was designed to allow for collaborative research projects,” says Dr. Dorothy Chappell, dean of natural and social sciences. “The new building will help us increase the number of students who can participate in research projects and the quality of their experiences.”

Dr. Rodney Scott, associate professor of genetics in the biology department, concurs. Dr. Scott is especially delighted that each faculty member will have a designated research space in the new building. “There is a momentum growing among students in the sciences at Wheaton,” Dr. Scott says. “Today, our students are more similar to research colleagues than they used to be. The research we do together is more like what is done in the real world.”

In summer 2008, Liana spent eight weeks working at a lab at Brigham and Woman’s Hospital in Boston. Her work involved RNA extraction, Northern Blotting, and microarray analysis.
**Groundbreaking News!**

On Friday, October 3, to kick off Homecoming weekend, about 400 members of the campus community and friends of the College gathered to break ground for the new Science Center.

“We are very careful about how we use the space on this campus. We are very careful about the aesthetics of the campus, the green spaces,” President Litfin said in his opening remarks. “But here we are today to do something truly unusual and very significant. We are here for a groundbreaking, for the beginning of a new building and a new footprint on this campus.”

The new building presents long-awaited opportunities for natural science faculty. “I must admit I have a sense of contagious excitement,” began Dr. Stewart DeSoto, chair of the physics department. “The classrooms and laboratories are designed to be spacious and modern and the students will be able to learn 21st century techniques. They will also be mentored in labs designed to promote collaborative research.”

But the true focus of the event was not the building itself. “Brick and mortar are not what excite us,” said Dr. Litfin. “This institution is about students—wave upon wave of students. And in this case, students who we are sending out into the scientific community, at every level, for generations to come.”

The new Science Center is well underway—excavation has officially begun, and the concrete foundations should be in place by late January. Still, more funding is required, to reach not only the $62 million in construction and furnishings costs, but also the $18 million for endowment and other expenses.

**Paying it forward**

What’s an endowment for, anyway? Over the years, Wheaton’s Board of Trustees and administration have resolved that every new building be endowed with funds to cover year-to-year maintenance and other expenses. Otherwise these ongoing costs would be borne by our students and their families who pay tuition, and by the Wheaton Fund that each year keeps tuition as low as possible. For the College, placing such a burden on tuition is neither viable nor acceptable. Our goal, therefore, is to ensure that every new building is sustained by investments to its endowment, gifts from alumni and friends—given toward the future.
Over the 14 years I have worked at Wheaton, it has been impossible, of course, for me to have personal contact with most of you who are among our 43,000 alumni. Still, from various sources, I am able to hear or read about many of your life stories.

Yet a reality of life on this earth, is death; and within a week’s time, we lost three alumni whom I knew rather well.

Shelly Allen’s office is about 30 feet from mine; it is now vacant. Shelly ’86, M.A. ’00 worked at Wheaton for 16 years. Not many months ago she was diagnosed with ALS (Lou Gehrig’s Disease) and soon faced insurmountable obstacles. With never a shred of self-pity, she found continual joy in work, at play, and with friends. Shelly left this earth on September 26.

Chuck Strobeck ’49 and I had several conversations over the years. Speaking with his daughters at the visitation, I said, “I never heard anything but admiration by those who knew him—he was always, quietly, serving others.” One of them replied, “I could tell you many other quiet acts of kindness to those less fortunate.” Chuck left this earth after a long illness, September 29.

Walt Eckelmann ’51 and I visited many times, the last at his Wisconsin home, near HoneyRock. I remember thinking, What a bright, gracious man. He loved Wheaton, and he loved his Lord. He told me his kids teased him because he would walk around his house, turning off unused lights. “It’s a little way for me to remind myself that God owns it all,” he said, “and I should take care of what He has entrusted to me.” Less than three months later, he unexpectedly left this earth, September 28.

Three examples of alumni who did not grow weary in well-doing. When I multiply out the actual potential of the Wheaton family of 43,000 alumni, I am overwhelmed with the privilege of doing the work of the College. It makes me want to run my race well. Please know we are immensely grateful for your service to the Lord Jesus Christ.

“Precious in the sight of the Lord is the death of his saints.” — Psalm 116:15 (NIV)
This senior jacket worn by Carrie Williams ’00 is what her grandmother, Ann Ekings Williams ’35, was wearing when she first met Carrie’s grandfather, Maitland “Ed” Williams ’38. “I was given the jacket after my grandmother died,” says Carrie, “because I was the most recent generation of our family to graduate from Wheaton. My grandparents LOVED Wheaton College. They always encouraged me to go there, and I will never forget how they would sing ‘Wheaton, dear old Wheaton, live forever!’ whenever Wheaton came up in conversation.”

Carrie’s other Wheatie relatives are her grandmother’s sister, Marjorie Ekings Gorton ’31; her grandfather’s sister, Geraldine Williams Eyres ’34; her dad, David Williams ’71; an aunt, Betsy Williams Loveland ’65; and an uncle Maitland “Landy” Williams ’66.
Members of 2003 reunite for a terrific weekend

Memorabilia from the 1983 25th reunion

Enjoying BBQ—and great company: President Emeritus Hudson T. Armerding, President Duane Litfin, and President Emeritus J. Richard Chase

Clement Wen ’02, Tracy Wen, Leslie Clark ’03, Rachel Woodson ’03, and Gospel Choir Director Tanya Egler, at the Alumni of Color reunion

Elia and Adeline Hsieh, daughters of Drs. Jennie Hsieh and Matt Hsieh, president of the Alumni Association

The Thunder football team defeats North Park University, 56-58.

2008 Distinguished Service to Alma Mater recipient Dr. Dean Arnold ’64, wife June Trottier Arnold ’66 and daughters Michelle and Andrea

Susie Gieser Cassel, Dee Ong Netzel, and Luise Wilkinson welcome 1988 classmates
The Story of Her Life: L-O-V-E

During their Class of 1988 20th reunion, Seth and Anne Letsinger Cohen told of the life and death of their daughter, Hannah. Here is their story again, told to you.

hey are tucked away in the Song of Solomon, but you might associate the words with a simple, familiar tune often sung in Sunday school classrooms: His banner over me is love. For two Wheaton alumni, the words have become emblematic of the daughter they loved and lost.

Seth ’88 and AnneLetsinger Cohen ’88 met in high school at The Stony Brook School, a private, Christian boarding school in Long Island, New York. The two became friends and, later, fell in love at Wheaton College.

They were married in January 1988, and after graduating from Wheaton in May, they became house parents at Lydia children’s home in the Chicago, caring for abused and neglected boys. Seth says, “God placed His call for our lives right there on Irving Park Road.” They knew that God wanted them to be involved in Christian education for needy children and that they should build their family by, as Seth says, “first committing to children who had lost theirs.”

They returned to Stony Brook as staff members, and both took night classes to earn their master’s degrees—Seth, in business administration, and Anne, in social work.

It was at Stony Brook when they met their first foster child. Hannah was three months old with “silky dark brown skin and a huge stop-you-in-your-tracks smile,” Seth remembers. Eight months later, the Cohens also became foster parents to Hannah’s newborn brother, Noah.

Seth and Anne fell in love—hard—with Hannah and Noah. When they learned that the children were unlikely to be returned to their family of origin, the Cohens began paperwork to adopt the siblings. Their hopes were challenged by a new ruling by the New York City Child Welfare Administration: white parents could not adopt black children. The children’s birthmother was also eager that the Cohens be allowed to adopt the children.

Seth and Anne’s first child by birth, Josiah, arrived while their petition to adopt Hannah and Noah was still being disputed; but when Josiah was two, they were able to adopt the children. The cake at their family celebration read, “His Banner Over Me Is Love.”

Hannah begged her family to adopt a daughter so that her sister Sarah “wouldn’t be the only girl” when Hannah died. The three sisters spent more than a year together before Hannah’s death.

Hannah’s joyful spirit tumbled out with the music when she played the piano.
In 1995, the family moved to Philadelphia. Seth began his doctoral studies in urban education. He was hired as the headmaster of Spruce Hill Christian School the same year that Hannah entered its kindergarten. Seth continues as headmaster of the K-8 school and is also headmaster at City Center Academy, the institution’s high school.

“The majority of our students are poor or under-parented,” Seth says. “Sixty percent come from single or grandparent-headed households, 85 percent are minorities or immigrants, 60 percent receive financial aid, and too many have a parent in jail.” All of the Cohen children attend Spruce Hill starting as kindergartners. Seth says he has “the world’s best job.”

Seth and Anne had two more children: daughter Sarah by birth and son Isaiah by adoption. When Hannah was 11, they made a family trip to Disney World. Seth and Anne noticed that Hannah was tiring quickly and experiencing chest pains. Once home, they were stunned to receive her diagnosis: Primary Pulmonary Hypertension. The disease affects the heart and lungs and is both rare and incurable. There was a 50 percent chance she would live one year.

“We were brokenhearted,” Anne says. “Sometimes we were in a fog of disbelief, sometimes we sobbed angrily, and sometimes we were too sad to cry.”

In their grief, Anne and Seth say they had to practice the habits of their faith. “This was not the heroic faith of the great saints who knew for certain that God would deliver on His promises. No, this was faith in the dark. This was clinging to the cross, not because it made good sense to us, but because we were in bad shape—and the cross was the only anchored object in our tossing sea,” Anne says.

A few months after Hannah’s diagnosis, it became clear that God was closely accompanying Hannah in her journey toward death. Hannah began talking about her illness, eventual death, and her place in heaven. “She even drew a picture of her gravesite: Jesus lying prostrate across the sky overhead, looking down, and an angel next to a group of people who are standing at her gravestone,” Anne says.

On the headstone that her daughter had sketched, Anne wrote, “He has taken me to the banquet hall, and His banner over me is love.” Hannah then wrote her own name and the names of every member of her family. “I’m going first,” she said, “but someday you will all come, too.”

A year before she died, Hannah gave her testimony to a group of girls at church. She said, “It’s the most beautiful banner in the world. It stretches from the beginning of time to the end of the world. The person holding the banner is God, and on it are four letters: L-O-V-E. Song of Solomon 2:4 says, ‘His banner over me is love.’ Everything I do, think or say happens under the protection of this great banner. In other words, the story of my life takes place under the banner of God’s great love.”

By January 2008, Hannah’s 16-year-old body was “all skin and bones, stuffed full of tubes, barrel-chested from a heart four times its rightful size, and dependent on forty-two different medications a day,” her mother says. “But even in that condition, she never questioned her worth to God. He held her too tightly for that.”

Hannah Shasia Cohen died on February 10, 2008, more than five years after she was diagnosed. A few months later, the Cohen family—including baby daughter Deborah Joy—celebrated Hannah’s birthday.

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“Deborah arrived in our family more than a year before Hannah died, and in large part because of Hannah’s loving insistence,” Anne says. A few years before her death, Hannah began to plead with her parents to adopt a baby girl. She did not want her little sister Sarah to be the only girl in the family after her death. “Indeed God has used Deborah Joy’s little life to bring us joy.”

“The God we loved in the spring of 1988 is the same God that calls us, sustains us, refines us, and comforts us. You and I may have changed, but he has not. Before the world was formed, God held up the banner of love to stake his claim on my life and yours—and he has not moved,” Seth says.
A program for young alumni:

we10

After one year of credit, students become members of the Alumni Association.

we10 is a ten-year program for young alumni—currently the classes of 2002-2012.

On September 10, 2008, we10 hosted the first annual “Welcome to the Alumni Association” party.

Top, from left to right: John Bagley ’10, David Lee ’10, Steve Ivester ’93, MA ’99, and Apostolos Katantzis ’11

Above: Alumni Board members, faculty, and staff serve ice cream.

Conservatory Professors Howie Whitaker and Lee Joiner playing jazz.

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THE SITUATION could be called desperate: widespread poverty, scarce natural resources, one of the world’s highest illiteracy rates, and growing numbers of people infected with AIDS. In spite of the dire conditions in Burkina Faso, Judy ’63 and Dave Hull ’60 speak of the work God is doing in this nation through a mission they helped establish in 2000, the West African Christian Ministries (WACM).

Senior editor with Urban Ministries in Calumet City, Illinois, Judy never dreamed she’d be president of a missions organization at this point in her life. “I once thought I’d like to be a full-time missionary, but God has allowed me to participate in His worldwide missions this way,” she says. Dave, a mathematics professor at Valparaiso University, serves as the mission’s treasurer.

The ministry got its start when a friend and fellow Ph.D. student at Trinity Evangelical Divinity School, Moussa Coulibaly, asked the Hulls to support him in planting churches and training pastors in his native Burkina. “Moussa could have made a life for himself anywhere, but he felt called to return home,” explains Judy.

Dave and Judy, along with another couple who led an African-American church in Chicago, pledged their support, and before long, WACM was also resourced by seven churches and many individual donors. “One-third of our donors are African-American, one-third are Anglo-American, one-third are Chinese-American, and a few are Hispanic,” Judy says. “We reflect the body of Christ in a way that many missions organizations do not.”

The ministry is now able to meet more of the overwhelming needs. For instance, illiteracy rates are at more than 70 percent in Burkina, and few children have access to education. In response, WACM began a child-sponsorship program and has opened four Christian schools in this primarily Muslim nation. A micro-enterprise program also now gives women the ability to care for their children.

“We operate on a very tight budget,” explains Dave, “but since Moussa is Burkinabe and lives at the level of the people he serves, we are able to stretch our funds to support him, his family, and nearly two dozen other staff.”

Dave and Judy traveled to Burkina together for the first time in 2006. For Dave, this visit meant teaching; for Judy, it meant interviewing children for sponsorship.

During this trip, Judy, who had visited in 2002, noticed a number of newly constructed, mud-brick evangelical churches. She says, “Parents [of students in the Christian schools] are coming to Christ because of the love and care that they are seeing for their children.”

Although at the age when many people are retiring, Dave and Judy aren’t planning on sitting back in their rocking chairs and relaxing. They look forward to returning again to Burkina Faso, where they want to work for the Lord.

by Chris Blumhofer ’05

“God is full of wonderful surprises,” says Judy Hull ’63, who along with her husband Dave ’60, appreciates the opportunity of partnering with Moussa Coulibaly, a friend and colleague who directs West African Christian Ministries (WACM) in the country of Burkina Faso.
Nathan Hancock ’89 tells his business associates that he double majored in economics and biblical studies at Wheaton College, they often wonder how the disciplines are related. But some 20 years later, Nathan has found a way to put his business acumen to the Lord’s service.

An entrepreneur who founded Hancock International Corp. (what he calls a “travel agency for freight”) just a few years after graduation, Nathan says his opportunity to give back came when his wife, Elizabeth Schrag Hancock ’89, participated in a “Hike for Life” hosted by CareNet Pregnancy Services, and convinced Nathan to attend the annual banquet.

As part of the evening’s program, a young woman spoke briefly about her relationship with CareNet. She had planned to have an abortion, before talking with counselors. At the close of her presentation, the child she wouldn’t have known joined her on the platform. That was the turning point for Nathan. “I fought tears through her entire presentation,” he admits. He left that evening eager to be involved. “It was the face of love and compassion that drew me in,” he says.

Over the last eight years, Nathan gradually took on a more active role, and for two years now he has served as chairman of the board for the organization, a not-for-profit that “serves Jesus Christ by working to prevent unplanned pregnancies, and by providing emotional support, spiritual counsel, and practical help to anyone dealing with the effects of an unplanned pregnancy.”

The ministry offers abstinence education in schools, pregnancy counseling, parent training, and counseling for men and women who have chosen abortion.

Nathan says many mothers and fathers who have chosen abortion come back to attend Bible studies. “Our attitude is nonjudgmental. Many times both mothers and fathers find themselves deeply emotionally impacted and struggling. There is healing that needs to take place,” he says.

The business know-how Nathan developed through Hancock International prepared him for his leadership role at CareNet, and for his current project, the development of a massive marketing campaign, using Internet technology to target the ministry’s main demographic, 18- to 30-year-old women.

But Nathan’s experiences with CareNet have also influenced the way he thinks about business. “My work with CareNet has made me much more aware of areas in my day-to-day life that I can make more eternally purposeful—from how I greet the mailman to how I work with a vendor, employee, or client.”

Ultimately, Nathan has realized that “giving back is both a duty and its own reward. Human DNA requires each person to better his or her physical circumstances,” he explains. “But then what? Giving back is a way to fulfill another human longing: relevance.” Nathan has found that relevance in CareNet.

by Brandon O’Brien ’07
Inside the FBI

Learn more about the FBI's war on crime from one alumnus directing task forces in the U.S. and abroad.

PROFILE

by Dan Edelen ’92

EVERY DAY, one man in Washington, D.C., puts thousands of dedicated men and women into life-and-death situations. A battlefield general of a different sort, Ken Kaiser ’78, assistant director of the FBI’s criminal investigative division, oversees a global war on crime.

It’s a sobering task. Ken directs all the FBI’s white-collar crime investigations, including corporate fraud, public corruption, organized crime, and civil rights violations, plus all violent and gang-related crimes.

“I have the awesome responsibility of being in charge of nearly 5,000 people who do a very dangerous job, and ensuring that they come home safely,” he says. “I worry that a decision I make will get someone hurt or killed. I literally have people’s lives in my hands.”

As a student at Wheaton, the Evanston, Illinois, native volunteered to tutor boys who lived in the notorious, gang-infested Cabrini-Green housing project. This experience sparked a desire to help others. Watching a young man take his grades from a D to an A, Ken realized, “Wow. I’ve really accomplished something; I’ve helped someone else out.”

After graduating from Wheaton, Ken’s desire to assist others led him to join the State Department’s diplomatic security group, charged with protecting foreign dignitaries on state visits. In 1982, he made the leap to the FBI, following his father’s (an FBI agent) career path. He then worked in counterterrorism in the days before the first World Trade Center bombing, eventually rising to special agent in charge (SAC) of field offices in New Orleans and Boston. In the wake of Hurricane Katrina, Ken returned to his former office to command operations, working with 750 other agents to secure the city and rescue people in distress.

Of the FBI’s benevolent functions, he says, “We investigate crimes against the elderly, like health-care fraud, or violent crimes against individuals, and we bring the perpetrators to justice. You feel like you’re making a difference in the world, making it a better place to live. It’s service to the public, to the country, and to mankind.”

While his work has assumed a more executive edge since his promotion to assistant director in April 2007, it’s no less taxing. Ken directs 450 task forces in the U.S., and 25 more in countries like Romania and Colombia. (The total number of these task forces increased by 200 in the wake of the 9/11 attacks.) Ken is also the face of the FBI on criminal matters, regularly detailing the Bureau’s investigations for national and international news media.

The FBI motto, “Fidelity, Bravery, Integrity,” reflects Ken’s faith in Christ. “When you’re taught Christian values, you don’t put yourself first; you put others first and try to be a good example. I care about the people who work for me, and they know it. That came from my education at Wheaton.”

With a twinkle in his eye, Ken adds, “I’m always proud of Wheaton College graduates; there are very few I’ve had to throw in jail.”
2nd Generation. Row 1: Evan Anderson (Daniel Anderson ’75, father); Jessie Koehn (Brian ’85 and Lesley Miller Koehn ’86, parents); Masako Kawate (Dora Myers Kawate ’74, mother); Alexandra McKay (Rhonda Binkley McKay ’86, mother); Kaitlyn Atkins (Michelle Hummel Atkins MA ’87, mother); Zachary Stoner (Timothy Stoner ’82, father); Jacquelyn Goeking (Gordon ’74 and Vickie Null Goeking ’74, parents); Brittany Gaddy (David ’81 and Jayne Stackhouse Gaddy ’83, parents); Hosanna Bilby (David ’83 and Amy Edlund Bilby ’83, parents). Row 2: Keith Dufendach (Carl ’75 and Karen Claybrook Dufendach ’76, parents), Caroline Graves (Janet Sudak Graves ’79, mother); Debby Bouzeos (Betty Flitts Bouzeos ’74, mother); Julia Johnson (Kenneth ’82 and Marilyn Swanson Johnson ’82, parents); David Pinckney (James Pinckney ’78 and Linda Benson Pinckney ’80, parents); Amanda Traylor (Melanie Roach Traylor ’80, mother); Elizabeth Anderson (John ’84 and Jean Hon Anderson ’83, parents); Sophia Matias (Sarah Jessip Matias ’84, mother); Bryn Bergwall (James Bergwall ’74 and Linda Larson Bergwall ’78, parents); Karen Bergman (Barton ’81 and Beth Hawley Bergman ’83, parents). Row 3: David Musick (Daniel ’73 and Jean Kendall Musick ’73, parents); Adam Sandvig (Rae Lynn Shirley Sandvig ’80, mother); Griffin Klemick (Jan Barrick Klemick ’84, mother); Megan LaRusso (Daryl ’79 and Beth Hofstra LaRusso ’79, parents); Jimmy Greene (Deborah Dixon Greene ’79, mother); Jared Cochrum (Kent ’85 and Cynthia Neff Cochrum ’85, parents); Lauren Eggert (Dean ’82 and Cheryl Holder Eggert ’83, parents); Genevieve Boisse (Stephen ’79 and Deborah Sergey Boisse ’75, parents); Kristen Anderson (Jeffrey ’81 and June Stavrand Anderson ’81, parents); Alyssa Aftab (Wendy White ’75, mother). Row 4: Matthew Porter (William Porter ’79, father); Stephen Morton (William ’84 and Ruth Perschbacher Morton ’85, parents); Matthew Cialkowski (Edward Cialkowski ’85, father); David Olson (Janet Ritter Olson ’74, mother); Alexander Heldengren (John ’81 and Blanche Williams Heldengren ’81, parents); James O’Reagan (Beth Zitzman O’Reagan ’81, mother); Lauren Adams (Lon ’80 and Shari Keilhacker Adams ’80, parents); Jonathon Miser (Fred ’79 and Debra Krotz Miser ’79, parents); Colson Barkley (Don ’77 and Ann Brause Barkley ’77, parents); Camden Barkley (Don ’77 and Ann Brause Barkley ’77, parents); Lucy Hull (Brandon ’82 and Lynette Bashaw Hull ’84, parents).

4th and 5th Generation. Row 1: Timothy Congdon (Rob Congdon ’79, father); Roger Congdon ’40, grandfather; John ’00 and Ellen Kellogg Congdon ’02, great-grandparents; Henry 1870 and Nora Blanchard Kellogg 1872, great-great-grandparents; Jonathan HON and Mary Bent Blanchard HON great-great-grandparents; Hillary Truty (Heidi Smith Truty ’82, mother); Ray Smith ’54, grandfather; Gertrude Ekvall Smith ’26, great-grandmother; Charles ’24 and Lillian Norris Weaver ’24, great-grandparents; Charles 1870 and Frances Carothers Blanchard 1880, great-great-grandparents; Belle Blanchard Weaver 1897, great-great-grandmother; Jonathan HON and Mary Bent Blanchard HON great-great-grandparents; Katie Erickson (Marc ’85 and Judy Hansler Erickson ’87, parents); Marc ’62 and Nancy Brown Erickson ’63, grandparents; David Brown ’36, great-grandfather; Adam Sawyer (James Sawyer ’76, father); James ’52 and Rosena Gearhart Sawyer ’52, grandparents; Milton ’29 and Marguerite Brokaw Bowman ’28, great-grandparents). Row 2: Elliot Miller (Rhoda Congdon Miller ’87, mother); Roger Congdon ’40, grandfather; John ’00 and Ellen Kellogg Congdon ’02, great-grandparents; Henry 1870 and Nora Blanchard Kellogg 1872, great-great-grandparents; Jonathan HON and Mary Bent Blanchard HON great-great-grandparents; Brenda McMillan (Mark ’85 and Bethany Johnston McMillan ’87, parents); David ’65 and Georgia Rizzotto Johnston ’65, grandparents; Donald ’62 and Margaret Pigueroon McMillan ’61, grandparents; Douglas ’37 and Barbara Pelley Johnston ’43, great-grandparents; Benjamin Sawyer (David ’78 and Jill Lehnert Sawyer ’78, parents); James ’52 and Rosina Gearhart Sawyer ’52, grandparents; Milton ’29 and Marguerite Brokaw Bowman ’28, great-grandparents); Erick Bodett (Shirley Cook Bodett ’82, mother); Gilbert ’55 and Nancy Spriggs Cook ’55, grandparents; Harold Cook ’30, great-grandfather).
3rd Generation. Row 1: Anne Marie Hawthorne (Stephen ’81 and Mary Muehleisen Hawthorne ’80, parents; Irwin Muehleisen ’46, grandfather; Gerald ’51 and Jane Elliot Hawthorne ’53, grandparents); James Millikan (Randall ’80 and Lynn Carter Millikan ’80, parents; William ’54 and Wilda Olson Carter ’54, grandparents); Camilla Taetzsch (William ’75 and Beverly Smith Taetzsch ’75, parents; Camilla Lynch Smith ’52, grandmother); Taylor Smith (William Thornton ’57, grandfather); Elisabeth Henderson (Steven ’76 and Janeil Jacob Henderson ’77, parents; Marilyn Harte Henderson ’52, grandmother); Jennifer Hansma (Susan Pratt Hansma ’87, mother; Thomas ’60 and Gloria Ver Hage Pratt ’59, grandparents); Kirsten Westergren (Stephen Westergren ’83, father; Clifford Westergren MA ’84, grandfather); Andrew Morozink (Karen Larson Belling ’83, mother; Richard Larson ’58, grandfather); Taylor Hopkins (Evelyn Loescher Hopkins ’55, grandmother); Daniel Crickmore (Mary Storck Crickmore ’77, mother; Miriam Gabriel Storck ’68, grandmother); Jed Sanford (Lynn ’49 and Laura Nelson Sanford ’47, grandparents); Aimee Johnson (Harry ’38 and Lois Tanis Pett ’38, grandparents); Andrew Parks (Ellen Smals Parks ’82, mother; Roberta Field Smals ’60, grandmother); Devlin McGuire (David ’69 and Rebecca Riskedahl Mitchell ’75, parents; Marine Edvenson Riskedahl ’45, grandmother); Luke Schleicher (Karen Weber Schleicher ’88, mother; Clifford Weber ’62, grandfather; Mary Fisher Weber ’65, grandmother); Samuel Menzies (William ’53 and Doris Dresselhaus Menzies ’55, grandparents); Julia Strapp (Priscilla Blair Strapp ’78, mother; Howard Blair MA ’52, grandfather); Daniel Hardt (Patricia Bueneman Von Busch ’58, grandmother); Rebecca Kinney (Robert Kinney ’78, father; Marilyn Carlson WSRN ’53, grandmother); Julia Nussbaum (Timothy Nussbaum ’83, father; Jack Nussbaum ’55, grandfather). Row 2: Anne Marie Hawthorne (Stephen ’81 and Mary Muehleisen Hawthorne ’80, parents; Irwin Muehleisen ’46, grandfather; Gerald ’51 and Jane Elliot Hawthorne ’53, grandparents); James Millikan (Randall ’80 and Lynn Carter Millikan ’80, parents; William ’54 and Wilda Olson Carter ’54, grandparents); Camilla Taetzsch (William ’75 and Beverly Smith Taetzsch ’75, parents; Camilla Lynch Smith ’52, grandmother); Taylor Smith (William Thornton ’57, grandfather); Elisabeth Henderson (Steven ’76 and Janeil Jacob Henderson ’77, parents; Marilyn Harte Henderson ’52, grandmother); Jennifer Hansma (Susan Pratt Hansma ’87, mother; Thomas ’60 and Gloria Ver Hage Pratt ’59, grandparents); Kirsten Westergren (Stephen Westergren ’83, father; Clifford Westergren MA ’84, grandfather); Andrew Morozink (Karen Larson Belling ’83, mother; Richard Larson ’58, grandfather); Taylor Hopkins (Evelyn Loescher Hopkins ’55, grandmother); Daniel Crickmore (Mary Storck Crickmore ’77, mother; Miriam Gabriel Storck ’68, grandmother); Jed Sanford (Lynn ’49 and Laura Nelson Sanford ’47, grandparents); Aimee Johnson (Harry ’38 and Lois Tanis Pett ’38, grandparents); Andrew Parks (Ellen Smals Parks ’82, mother; Roberta Field Smals ’60, grandmother); Devlin McGuire (David ’69 and Rebecca Riskedahl Mitchell ’75, parents; Marine Edvenson Riskedahl ’45, grandmother); Luke Schleicher (Karen Weber Schleicher ’88, mother; Clifford Weber ’62, grandfather; Mary Fisher Weber ’65, grandmother); Samuel Menzies (William ’53 and Doris Dresselhaus Menzies ’55, grandparents); Julia Strapp (Priscilla Blair Strapp ’78, mother; Howard Blair MA ’52, grandfather); Daniel Hardt (Patricia Bueneman Von Busch ’58, grandmother); Rebecca Kinney (Robert Kinney ’78, father; Marilyn Carlson WSRN ’53, grandmother); Julia Nussbaum (Timothy Nussbaum ’83, father; Jack Nussbaum ’55, grandfather).
Recommended Reading from Wheaton's Faculty

Although the primary role of a Wheaton professor is that of teacher, our faculty regularly conduct individual research and publish books and articles. Here are some of the more recent books.

**Bruce Benson**, professor/chair of philosophy, co-edited with Peter Goodwin Heltzel

*Evangelicals and Empire*  
(Brazos Press, 2008)  
A collection of essays considering differing perspectives on evangelicalism and its relationship to empire theory.

**Michael Mangis**, professor of psychology

*Signature Sins*  
(InterVarsity Press, 2008)  
An exploration of common forms of sin and how temperaments, culture, family, and gender affect the way those sins manifest themselves in our lives.

**Joel Sheesley ’42**, professor of art

*Domestic Vision*  
(Lutheran University Press, 2008)  
A collection of paintings exploring meaning in the ordinary life of home, with essays from noted scholars providing context for the art.

**Brian M. Howell**, associate professor of anthropology

*Christianity in the Local Context*  
(Palgrave MacMillan, 2008)  
A comparison of four Southern Baptist congregations in the Philippines, and their efforts to construct themselves in terms of a global faith.

**Robert C. Bishop**, John and Madeleine McIntyre Endowed Professor of History and Philosophy of Science

*The Philosophy of the Social Sciences*  
(Continuum, 2007)  
An examination of important conceptual and methodological questions in the social sciences for the purpose of identifying unexamined assumptions in these fields.

**James C. Wilhoit**, Scripture Press Chair of Christian Formation and Ministry

*Spiritual Formation as if the Church Mattered*  
(Baker Academic, 2008)  
A call to restore spiritual formation practices in modern churches, organized around the framework of receiving, remembering, responding, and relating.

**Michael Mangis**, professor of psychology

*Signature Sins*  
(InterVarsity Press, 2008)  
An exploration of common forms of sin and how temperaments, culture, family, and gender affect the way those sins manifest themselves in our lives.

**Bruce Benson**, professor/chair of philosophy, co-edited with Peter Goodwin Heltzel

*Evangelicals and Empire*  
(Brazos Press, 2008)  
A collection of essays considering differing perspectives on evangelicalism and its relationship to empire theory.
Global Influences
Greater freedoms in the Balkans may come through knowledge and skills of journalism graduates.

by Dr. Will Norton, Jr. ’63, Dean at the University of Nebraska-Lincoln

Hans Nielsen Hauge was a Norwegian farmer who lived during the late 1700s and early 1800s. As a result of a life-changing conversion experience, he traveled throughout Norway, telling others about the revelation he had from God. He also was a successful businessman whose acumen helped spark the economic rise of the peasant class of that nation. Government leaders were worried about a peasant revolt, and leaders of the Norwegian State Church feared the outcomes of his house meetings. As a result, he was arrested for his religious beliefs, for printing and speaking about those religious beliefs, and for meeting to discuss those beliefs.

His unjust arrest and imprisonment, and the harsh conditions in which he was held in prison, eventually led to his being freed and to passage of a constitution that brought to Norway:

- Freedom of speech,
- Freedom of the press,
- Freedom of religion,
- Freedom of assembly, and
- Freedom to petition the government.

The Norwegian Lutheran Mission and other evangelical organizations developed as a result of Hauge’s activities. About 200 years later, Wheaton alumnus Asbjorn Kvalbein, M.A. ’79 founded NLM’s Gimlekolle School of Journalism and Communication. Wheaton’s own graduate program in journalism and communication, which placed graduates in positions of media leadership around the world, was the prototype for Gimlekolle. Nine years ago my father, Will Norton, Sr., who was dean of Wheaton College Graduate School for nine years, and I visited this school in Kristiansand, a city on the southeastern tip of Norway.

More recently, another Wheaton Graduate School alumnus, Oyvind Aadland M.A. ’87, the former director of international studies at Gimlekolle, developed a partnership with Cardiff University and the College of Journalism and Mass Communication at the University of Nebraska-Lincoln. The result of this partnership was the establishment in 2005 of the Kosovo Institute for Journalism and Communication, whose mission is based on a commitment to the five individual freedoms first articulated in the U.S. Constitution.

I spoke to the first graduating class of KIJAC and reminded them how those freedoms had transformed life in America and in Norway.

Though freedom and prosperity may have seemed impossible in the Balkans from as far back as 1389, following the defeat of the Serbs at the Battle of Pristina, none of us knows whether modernization will develop in Kosovo and the Balkans the way it did in Norway during Hauge’s day. For this reason, the optimism of our Norwegian friends should be an encouragement. Their bright outlook is based on five of the same freedoms we cherish.

As I spoke at KIJAC’s commencement, I wondered if one of the students in the audience might emulate Hans Nielsen Hauge. The future of those freedoms in the Balkans might very well depend on the knowledge and skills of people like these graduates of the Kosovo Institute for Journalism and Communication.

"...the optimism of our Norwegian friends should be an encouragement. Their bright outlook is based on five of the same freedoms we cherish.”

Dean at the University of Nebraska-Lincoln since 1990, Dr. Will Norton, Jr., served as president of the Association for Education in Journalism and Mass Communication from 2000 to 2001, and as president of the Association of Schools of Journalism and Mass Communications from 1989 to 1990. In 2005 the Scripps Howard Foundation named him Journalism Administrator of the Year. He has been a trustee of the Freedom Forum since 1998.
Evangelism Outside the Box
Dr. Rick Richardson helps people think outside the box and reimagine evangelism for an increasingly postmodern culture and postcolonial world. He longs to see everyday Christians, many of whom feel shut down in evangelism, set free to share with their friends and neighbors. The following is taken from his book Evangelism Outside the Box: New Ways to Help People Experience the Good News (InterVarsity Press, 2000).

by Dr. Rick Richardson, Associate Professor and Director of the Master in Evangelism and Leadership Degree

Our culture is travelling through a shift in mindset that is epochal, a major earthquake in the mental landscape of our generation: you might call it liquid modernity, or hypermodernity, or postmodernity.

Whereas Christians, who are to be in the world but not of it, should we engage in such a mindset? Some dimensions of postmodernism we can accept, with discernment, holding to what is biblical and reflective of God’s image. But certainly we cannot embrace its thoroughgoing moral and epistemological relativism.

How, then, do we respond to these changes in people’s mindset as we seek to share our faith?

Some people say that postmoderns don’t care about truth; they only have personal preferences. I don’t agree. People influenced by postmodern culture are concerned about truth, but they aren’t looking for absolutes or universal truth. They are looking for truth that is “real,” truth that resonates with their lives, their experiences, and the experiences of their community. They want to know what is true to life—their life.

On the downside of this transformation, defining universal values has become difficult. Since there is no absolute truth, there are no universal values. But there are also good dimensions of this transformation in the way people understand truth. People today are less prone to false dichotomies between head and heart and hand, thought and feeling and behavior. They can have a more integrated view of truth and reality, similar to the writers of the Bible. The Ten Commandments were the first doctrinal statement of the Hebrews. Truth as philosophical or conceptual, truth divorced from feeling and action, is meaningless to many of them.

To effectively evangelize, we are all—those of us who name the name of Christ—going to need to learn to listen and respond to people’s contemporary questions and not our scripts from the past. Yes, some will respond to new renditions of old answers, but many will not be so satisfied. We need to start at a different point with them. We need to enter their world, like Jesus entered ours. We need to communicate to their sensibilities, and to their emerging consciousness.

I recently sat on a panel at a conference that included young Christians and pre-Christians. They asked questions about the credibility of Christian faith, such as the evidence for the resurrection and the reliability of the Bible. They seemed politely interested in our answers. Then someone asked about how Christians can question homosexual identity and practice. The temperature in the room went up. A few tempers flared. People were clearly not merely politely interested.

That experience was an indicator of the real and urgent questions of today’s generation. What questions make their intensity and concern go up? When do they start to get offended? What questions hit them where they live?

When I hear those questions, I know I am beginning to tap into the hearts and minds and imaginations of people today.

So, here is a summary of some of the new questions we face as we seek to share our faith:

Questions of power and motive. Even our logical answers can feel like an attempt at domination to the postmodern person. To them, we’re just another tribe or interest group, using our logic to gain power. Postmodern people have redefined truth as “whatever works for you, whatever rings true to your experience, and whatever feels real to you.” There is no “metanarrative,” no grand story to inspire people, no explanation of everything. To them, any attempt to claim that one has the truth for everybody is experienced as an arrogant, offensive attempt at domination and control.

Questions of identity. Who am I? Who will I listen to for help in developing my identity and sense of self? How can you Christians think you can tell other people who they are? Each person has to create her own meaning.
Questions of character, trust, and attractiveness. Why should I trust you? Look at what believers have done: racism, sexism, homophobia, the Crusades, and religious wars. Intolerance and dogmatic, narrow hate seem to mark your institutions. You constantly draw lines of exclusion. Your character is no better than the character of the society you live in. I can trust you just as much as I can trust other leaders in our society—hardly at all.

Questions of love and meaning. How can you reject the homosexual lifestyle? How can you say you love people when you reject who they are, when you reject how they define their very identity? How can you question living together, when people love each other? How can you be rule-oriented in your ethics, when the situation has to determine what is really loving and meaningful?

Questions of interpretation. Isn’t the way you see the world completely dependent on your community and place of birth? Can’t you interpret Scriptures any way you want, and haven’t you? I don’t care about the Bible’s reliability. I am concerned about its integrity and moral value. After all, it was written by ancient, patriarchal, and ethnocentric people.

Questions of relevance and relativism. Does your belief change lives? Does prayer really make a difference? Do you live a better or a happier life? Does your religion work? Does it help you with your pain? If it works for you, why should it work for me? What does it matter what you believe, as long as it works and helps you? The question about the uniqueness of Christ is not primarily philosophical. It is a question about utility and relevance. Don’t all religions help people equally? If a religion works and feels real to a person, then it is true for that person. People aren’t looking for theological comparisons, but for attractiveness, relevance, and usefulness comparisons.

Questions of impact. Does your religion help society? Does it help me, whether I’m in your group or not? Or, are you just another self-serving group? Of course you are.

In the end, the gospel is still the power of God for salvation. We are called to communicate the gospel whether people respond well or not. Following the example of Paul, we “become like a Jew to win the Jews, become weak to win the weak,” become like a postmodern (while remaining biblical!) to win postmoderns. As we enter the worlds of others to communicate well the truth of the gospel, God can use us in our generation to reap a great harvest in an increasingly postmodern world.
Some countries languish in no-growth mode while others flourish. A new economic school of thought provides insights into economic disparity.

by Dr. P. J. Hill, George F. Bennett Professor of Economics

My discipline has long been termed the dismal science, a description given to economics by historian Thomas Carlyle in the nineteenth century. Indeed, much economic analysis has taken the form of throwing cold water on reforms that will supposedly improve human well-being, arguing that good intentions are not enough and that one needs to carefully think through the incentive effects of any policy change.

More recently, however, one sub-discipline in economics, the New Institutional Economics, has given a positive response to an important question: Why the great differences in income and wealth across societies?

In 1800 the richest countries of the world had per capita incomes about three times that of poor countries. By 2005 this gap had widened so significantly that the per capita incomes of the richest countries were sixty times that of the poor countries.

In 2005 the richest countries of the world had per capita incomes about three times that of poor countries. By 2005 this gap had widened so significantly that the per capita incomes of the richest countries were sixty times that of the poor countries. Almost all of this growing difference is not because of exploitation of the poor by the rich. Instead, the vast gap has arisen because of varied abilities to produce wealth. In other words, some parts of the world have discovered the engine of economic growth, while such growth has bypassed other parts.

Economists have tried numerous explanations for such differences in growth, varying from natural resources to infrastructure to education. All of these have been found to be lacking, especially when embodied in foreign aid programs.

The fundamental cause of economic growth is found in the institutional structure of an economy. The rule of law, protection of property rights, openness to trade, enforcement of contracts, and a stable money supply are all-important for rewarding the individual endeavor that produces increases in economic well-being.

That doesn’t mean other efforts are futile. Microfinance—the making of small loans to individual entrepreneurs—has been successful in numerous settings. A new movement, Business as Mission, also shows real promise. In this endeavor Christians start businesses to glorify God by both creating wealth for all stakeholders and exemplifying biblical principles. Both of these efforts, however, are more likely to thrive in a good institutional environment.

If it is as simple as getting the right institutions in place, why have some countries remained in the no- or slow-growth mode? Usually this is because the elites, or those in control, don’t find such an institutional environment to their advantage. Indeed, when one examines institutions in less developed nations, one often finds that things like property rights and contract enforcement are not easily available to the poor and marginalized.

Therefore, Christians concerned with poverty should work toward a well-functioning set of rules, and those rules should give those at the bottom the same access to a fair judicial system and protection of their property as those at the top of the economic order.

P. J. Hill, the George F. Bennett Professor of Economics at Wheaton, is a Senior Fellow at Property and Environment Research Center in Bozeman, Montana. He is a coauthor of Growth and Welfare in the American Past; The Birth of a Transfer Society; and The Not So Wild, Wild West: Property Rights on the Frontier. He has also written numerous articles on the theory of property rights and institutional change and has edited six books on environmental economics. He is a graduate of Montana State and the University of Chicago. P. J. also owns and operates a ranch in western Montana.
The Sign of a Friend

When Nelson Stauffer ’09 became a resident assistant, he had no idea just how much he would learn.

Nelson Stauffer ’09 speaks two languages simultaneously. During verbal conversations, he unintentionally signs words with a tap on the chin for thank you, or the brush of curled fingers across his mouth for awesome. “I realize I sign a lot without meaning to,” he says.

As a hearing person and a former resident assistant at Fischer Hall, Nelson learned sign language last year to help Wheaton’s first deaf student acclimate to college life. “You can’t have a relationship with someone if you can’t communicate with him,” says Nelson, who wanted to Noah Buchholtz ’11 to feel welcome at Wheaton.

They first met in Kansas City at a gathering for incoming and current Wheaton students. Noah’s brother acted as interpreter, while Nelson experimented with finger signing.

The attempts reminded Noah of the ordeals he experienced in high school, and he hoped it wouldn’t be indicative of what he would encounter everyday at Wheaton. Within a few months, however, Noah was greatly encouraged when he ended up on Nelson’s floor and learned that Nelson had been practicing his sign language—a lot.

In the beginning, Noah and Nelson communicated by passing a notebook and pen back and forth while Nelson continued studying American Sign Language (ASL) online dictionaries and learning words from Noah as well.

One evening two months into the semester, Noah arrived in Nelson’s dorm room where a deep, encouraging talk ensued. Nelson recalls, “I realized the communication style isn’t what’s important. I have a great friend here.”

The truest sign of a friend is the willingness to enter into someone else’s trials and culture. Nelson did just that, not only by learning to speak Noah’s language, but also by joining his church. One Sunday, Nelson volunteered to drive Noah to New Life Deaf Community and stayed for the service. “I was really insecure in my signing; I was the only hearing person,” he says. But in time, he came to love this welcoming community. Soon he had more friends at New Life than at his former church.

Embracing the deaf culture heightened Nelson’s awareness of minorities, as well as the tensions between hearing and deaf people. This new awareness led Nelson to join Noah in forming an American Sign Language group at Wheaton College, with nearly 30 participants attending weekly meetings to learn ASL.

A biology major, Nelson’s primary focus has been preparation for graduate school to pursue a career in teaching and research. But Nelson credits his R.A. experience for affecting him most deeply at Wheaton. “Being confronted with my own self-absorption wasn’t easy,” he explains.

Noah, however, sees his R.A. in a different light. Though there was distance between the two young men in the beginning, the relationship strengthened when Nelson worked to learn Noah’s “heart language.”

“Now,” Noah says, “we are brothers.”
Return to Ethiopia

After 15 years, one professor returns to the land where she pursued graduate studies.

by Jennifer Grant '89

Founded in 1994, Meserete Kristos College is the only one of its kind—a private, residential, Christian liberal arts college in Ethiopia. Its name translates from the Amharic to “foundation is Christ.”

Bean and onion fields, volcanic crater lakes, and acacia trees border the college campus, located in the countryside southeast of Addis Ababa, Ethiopia’s capital.

In July 2008, Associate Professor of Politics and International Relations Dr. Sandra Joireman traveled to the college with her husband, Dr. Paul Joireman, and their two children Matt (13) and Corinne (9), to teach Introduction to Sociology.

“. . . my students this past summer—all of them—identified ethnicity as a gift.”

“Like Wheaton students, students at Meserete Kristos want to be ‘salt and light’ in their environment,” Dr. Joireman says, noting that her class was comprised of African government and church leaders.

While Dr. Joireman taught, her children spent the month “hanging out with people,” catching frogs, and learning to drink coffee. In retrospect, Dr. Joireman feels that the children served as a bridge, opening the way for conversation, and bonding with colleagues and students.

“Having them there made us more approachable—our children were a real blessing in so many ways,” she explains.

Though this was the children’s first trip to the country, the newlywed couple had spent 11 months in Ethiopia during the 1993-1994 academic year. A Fulbright scholar, Dr. Joireman studied Amharic, Ethiopia’s official language, to prepare for her work at that time.

In those earlier days, while Dr. Joireman completed her field research through the University of Addis Ababa, her husband Paul taught physical chemistry at the university. Now a computer programmer at Fermi National Accelerator Laboratory in Batavia, Illinois, Paul taught Introduction to Computers and upgraded the computer lab at Meserete Kristos College on this return trip.

“He worked all the time,” Dr. Joireman says. “People would always come to him with their computers and say, ‘Could you fix this for me?’ He was well-loved!”

In the 15 years since their time in Addis Ababa, the Joiremans did not have another opportunity to travel to Ethiopia—until the recent trip in July 2008. On arrival, Dr. Joireman found herself in a country greatly changed.

Initially she saw the transformation visually. Ethiopian people now favor western dress over the traditional gauzy white clothing and accompanying white muslin shawl that was almost universally worn by women when Dr. Joireman was a doctoral student. Dr. Joireman noticed that women wear the traditional nettela to church, but in daily life wear western clothes.

And, as the first days passed, she saw deeper evidence of change.

“Globalization has had an impact on Ethiopia,” she says. “There is a lot of development, including a lot of roads and nice houses that weren’t there previously, which is very encouraging. The economy seems to be humming—and that was not the case when I was there right after the Socialist government had fallen.”

In 1974, a military junta established a communist state in Ethiopia, ousting Haile Selassie, the country’s emperor. Christians and others who opposed the Socialist government were imprisoned or executed. The church went underground.

Dr. Joireman feels a deep connection to the Christians at Meserete Kristos College. Although her students came from many denominations, the college was founded by the Meserete Kristos Church, part of the Mennonite World Conference. The Joiremans are members of Lombard Mennonite Church and have for many years heard the stories of Anabaptist Christians in Ethiopia who were persecuted, imprisoned, and sometimes executed when the junta was in power.

Meserete Kristos College’s current president, Negash Kebede, was imprisoned for four years during the communist regime for his Christian faith.

“When they went underground in 1974, the Anabaptist church had about 5,000 members. When they came out in 1991, they numbered 50,000,” Dr. Joireman says.

Teaching an introductory sociology course, with its attendant discussion of gender and ethnicity issues, proved to be tricky at times. Dr. Joireman’s students, however, surprised her with their diligence, as well as their commitment to waving away dialog that might be divisive in favor of finding common ground and applying their studies to their work lives in the church.
Below, top: Dr. Paul Joireman in his usual post in the university’s computer lab. Paul worked more than 40 hours a week in the lab and then brought students’ and faculty members’ computers home for repair and to solve software issues. “He was popular!” says his wife, Dr. Sandra Joireman. Center: Corinne Joireman’s best friend during the summer was Roman, the university’s accountant. Roman not only taught Corinne to enjoy drinking coffee, but also taught her to write in Amharic. The two spent hours together every day while the Joiremans were in Ethiopia. Bottom: Sandra, Matt, and Corinne Joireman stand outdoors with an Ethiopian missionary friend.

For example, the discussion about gender issues revolved primarily around how to encourage more women to get involved in leadership, because the church in Africa is in need of leaders, Dr. Joireman explains.

In trying to create a classroom environment where everyone could speak freely, Dr. Joireman says, “My job was to open up a space for conversation. It was a little rough sometimes.”

She notes that often if one student asked a question that the rest of the class considered “off-topic,” they would ask her to stick with her material, saying, “When will we have the opportunity to learn this again?”

They then encouraged classmates to ask divergent questions later, when class was over. They savored every word of her lectures, knowing that her time was short. Often, their perspectives overturned her expectations.

“The assumption here in the States can be that ethnic identities lead to conflict, even to violent conflict, but my students this past summer—all of them—identified ethnicity as a gift. That’s really different—and not something I would have gotten in America,” Dr. Joireman says.

The Joireman family received two separate gifts from Wheaton College to go to Meserete Kristos: the Alumni Association’s Timothy R. Phillips Endowed Scholarship, which enables faculty members to bring their families on short-term mission trips, and the Faculty Missions Project Grant.

“I’m grateful to Tim Phillips, who left this legacy. I can’t imagine that we would have done this otherwise,” Dr. Joireman says, adding that her family hopes to return again in 2010.

“We have such strong ties there. It was a delightful experience for us both professionally and spiritually,” she says. “Teaching there is something we can do as a family, since both our gifts can be used. We’re really needed there.”
"Humanly speaking, Wheaton’s funding will depend largely on student revenues and the generosity of those who want to keep Wheaton affordable."

I heard it again at Wheaton’s Homecoming this fall. In fact, I hear it every time I gather with young Wheaton alumni. It’s the question many of you may have asked: How will we ever be able to afford to send our children to Wheaton?

Here’s another question I also hear sometimes, not always stated so politely: Why does the College always seem to be in fund-raising mode?

And here’s a third question, this one from me: Do you see the connection between the first two questions? The answer to the second is the only real answer to the first.

Here are three merciless but easily-demonstrated realities we at the College live with every day:

• There are no inexpensive ways to deliver a Wheaton education. The real per/student costs of a world-class, residential, Christian liberal arts college will inevitably be high.

• There is not a single institution in the country that has better students and educates them for less than Wheaton College. Not one.

• The only sources of income we can turn to for funding are our students or Wheaton’s constituency. Not government, not large foundations, not the corporate sector, not churches. Just student families or Wheaton’s extended family. Those are our choices.

So a single response addresses both of the above questions: We do everything we can to subsidize our students through the generosity of others. This is our only real hope of keeping Wheaton affordable to the maximum number of families out into the future. We work hard on such things as keeping the institution lean, growing our endowment, and tapping other sources of revenue. But in the end, humanly speaking, Wheaton’s funding will depend largely on student revenues and the generosity of those who want to keep Wheaton affordable. That’s our reality.

But this also needs to be said. I was discussing with a Wheaton alumnus public perceptions about the rising costs of higher education, whereupon he shared with me this interesting bit of perspective. He said the year he graduated from Wheaton, almost four decades ago, he went out and purchased a brand new Volkswagen beetle. The price of that car, he said, was almost exactly the cost of his senior year at Wheaton. Recently he had gone out and again looked at a new Volkswagen beetle. Its price, he said, was almost exactly the cost of a current year at Wheaton. He went on to observe that the Volkswagen of today is, of course, a much better automobile than the Volkswagen of the 1960s. But in the same way, he said, the Wheaton education available to students today is also much improved over the one he received.

The cost of a Wheaton education has ratcheted up painfully over the decades, but so has the cost of everything else. What’s more, Wheaton’s costs are an investment designed to last, not just for 100,000 miles or until the warranty runs out, but for a lifetime and beyond. We see this design working itself out in the lives of our alumni across the world, and right before our eyes in the experiences of our current students. That’s why we believe in what Wheaton does, and why we work so hard at trying to keep the College financially accessible to as many families as possible.
What are you pulling for?

For Wheaton Associates, the answer couldn’t be clearer.

“We believe in the mission of Wheaton College, and the value of higher education from a Christian world view.”

Wheaton Associate
Lindy Lawrence, mother of Grant ’07, Carter ’09, and Abigail ’11.

That’s why she and her husband, Jeff, became Wheaton Associates three years ago. That’s why they hope you will join them today by:

**Giving** a minimum annual gift of $1,000 to the Wheaton Fund.

**Praying** regularly for the College, its students, faculty, and staff.

**Promoting** the mission of Wheaton College in your communities.

**Encouraging** others to support Wheaton in similar ways.

Wheaton Associates give more than 70 percent of the unrestricted Wheaton Fund. These gifts not only help lower tuition costs for every student, they also help provide for faculty salaries, library resources, athletics, and student ministries.

To learn more about joining this team, contact: 800.525.9906 or email: wheatonassociates@wheaton.edu. Give online at www.wheaton.edu/giving.
Art of Community

Through a Neighborhood Arts Program last summer, Marissa Baker '01, visiting instructor of art, taught 13- to 15-year-olds basic art skills like color mixing, color theory, and how to grid an image.

By helping these 24 teens create this 28-foot-wide mural in North Lawndale, she also hoped to give them a feeling of authorship and a chance to display their work publicly.

It’s through these types of projects that community artists like Marissa offer a means of expression for people who have often been marginalized, and help them form a community identity. She explains, “The community artist is one who enters into the lives of others to activate creativity, storytelling, and discipleship.” Marissa now teaches this contemporary art form at Wheaton.