

# APULIFE

AZUSA PACIFIC UNIVERSITY MAGAZINE

Summer 2011 | Volume 24 | Number 2

CHARACTER EDUCATION ■ RESTING FROM THE WORK ■ MAJOR LEAGUE CHARACTER

Thriving in  
College





Our campus in South Africa offers undergraduate students a semester-long opportunity to live cross-culturally in an amazing country with remarkable people. The impact of the experience comes from rigorous academic study combined with powerful service and ministry. Students spend several days a week in the classroom and several at a variety of ministry sites, including Project Gateway, housed in the old Pietermaritzburg jail. The first inmates constructed the original cellblock from weathered, red bricks in 1862. With the fall of apartheid, a group of churches used the former prison site to create Project Gateway in 1991. Now a national monument, the building represents hope to women and children on the margins of society, provides financial assistance to those locked out of marketplace opportunities, and serves as a training school and educational center for the Foxhills community.

Each visit, I come away amazed by the deep and lasting impact this building has on our students. In April, as I stood outside those old, red brick prison walls, I realized that it is just like God to transform a prison from a place of prejudice, confinement, and death to a place of hope and renewal. Looking at those walls, I remembered some other red bricks that capture hope, optimism, and a Christ-centered mission.


In 1992, Resident Advisors initiated the Legacy Brick Project. With the support of the Office of Alumni and Parent Relations, the project encouraged APU alumni to put their names on a brick with a Scripture verse or statement of hope, creating a legacy sidewalk in front of the Hartwig Memorial Prayer Chapel. On some of my most difficult days, I slip into the prayer chapel, entering the front door by way of that walk. The image of those red bricks—representing many lives dedicated to Christ's redemptive purposes—helps to center me, once again, on my own call.

Those bricks now remind me, too, of our current Board of Trustees. For the past 112 years, our trustees have led this institution in humility, wisdom, discernment, and sacrifice through times of challenge and celebration. This current board continues that legacy.

So, in May, just before the board gathered, I laid brick pavers just outside the LAPC Board Room—27 bricks inscribed with 27 board members names, followed by a short description. Let me give you just a few examples. Don Marshburn: mission and legacy caretaker; Jeannie Pascale: passionate Christian, global citizen; Mike Lizárraga: historic pathfinder; Tim Stripe: diligent and persistent examiner; Peggy Campbell: student-centered advocate; and 22 others. I told the trustees that these bricks symbolize their commitment and contribution to the Christ-centered legacy of APU.

Eugene Peterson, in his paraphrase of Ephesians 2:20–21, says: "God is building a home. He's using us all—irrespective of how we got here—in what He is building. He used the apostles and prophets for the foundation. Now He's using you, fitting you in brick by brick, stone by stone, with Christ Jesus as the cornerstone that holds all the parts together." Like bricks in the walls of an old prison or embedded in a sidewalk, our legacy fits right beside the legacy of the apostles and prophets. We are each a "brick" in God's hand, fully available to His purposes.

I wonder what unique and remarkable place God intends for you in His Kingdom project. I wonder what legacy He has in mind that only you can fill. I pray for you and for me to have the willing obedience to trust the Builder's hand in placing us exactly where He wants to use us.

Shalom,  
  
 Jon R. Wallace  
 A brick in his Father's house

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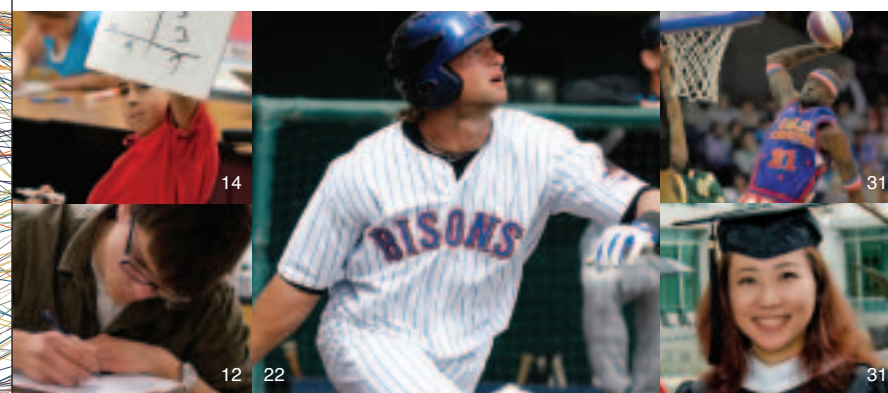
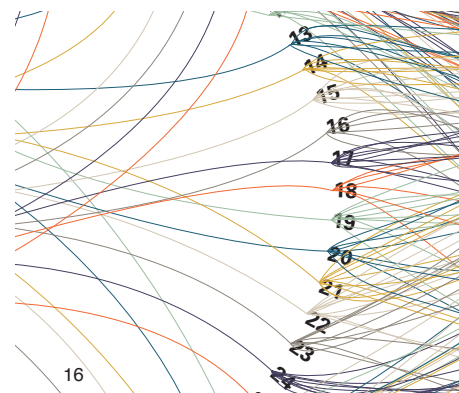
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# APULIFE



**FEATURES**

- 12** **Thriving in College**  
*by Laurie A. Schreiner*
- 14** **Character Education: Testing the Value of Values**  
*by Scott Banks*
- 16** **Resting from the Work: Observing Sabbath in a Hurried World**  
*by Jessica Sherer*
- 20** **Books—The Next Chapter**  
*by Sabrina Wong*
- 22** **Major League Character**  
*by Joe Reinsch*
- 26** **Sudden Impact**  
*by Caitlin Gipson*
- 30** **Mission: Possible**  
*by Georgeann H. Ikuma*

Cover photo by *evokephotography.com*.


**DEPARTMENTS**

- 2** President's Letter
- 6** Campus Close Up
- 24** Cougar Sports Roundup
- 25** Alumni and Parent News and Notes
- 28** Class Notes
- 28** Alumni Interview  
*Ghahre Pascale '02*
- 31** Alumni Spotlight  
*Tina Jin, M.A. '10*  
*Kevin "Special K" Daley*
- 34** Where in the World . . . ?
- 35** Archived



BRANDON HOOK '12

Word of a “secret” concert drew hundreds to APU’s amphitheater for an acoustic performance by Grammy Award-winning rock band Jars of Clay. Before the performance, the band shared about their nonprofit organization, Blood:Water Mission. Jars has also partnered with Azusa Pacific Online University to offer more than \$67,000 in scholarships to help three fortunate recipients earn an online bachelor’s degree. To download the live concert, visit [www.apu.edu/jarsofclay/](http://www.apu.edu/jarsofclay/).

 Contribute your best photos of campus—people and places, events and spaces—that showcase APU. Go to [www.flickr.com/groups/azusapacific](http://www.flickr.com/groups/azusapacific) to submit today.

### Kern Grants Assist Future Ministers

The Kern Family Foundation awarded a \$1.5 million grant to the Graduate School of Theology (GST) Kern Scholars Program, making APU one of eight institutions nationwide to participate in this endeavor. This grant, renewed for five years, assists students who seek to serve full time in pastoral ministry by offering scholarships and support services. Established in 2003 with the support of a Kern Family Foundation grant, APU's Kern Scholars Program provides seven to nine full-tuition scholarships each year for students enrolled in GST's Master of Divinity (M.Div.) program. APU's program provides resources, opportunities, and relationships to reduce the obstacles that hinder these students' calling, and helps exceptional young pastors enter ministry well prepared.

"The Kern Family Foundation has been one of the biggest blessings in my life," said Andrea Vaudrey, M.Div. '10, a recent Kern Scholar alumna. "I have seen my ability to be a pastor, leader,

and teacher grow because of the education I received through the foundation and Azusa Pacific University. The network and community the scholarship fosters provide lasting relationships that further prepare and enhance one's ministry. I am so thankful for the foundation, their generosity, and their commitment to developing future leaders in the Church."

"To have an M.Div. degree fully funded by the Kern Foundation is a life-changing gift for the students accepted into our program," said T. Scott Daniels, Ph.D., dean of the School of Theology. "Having high-quality students like the Kern Scholars blesses the School of Theology and the churches they will serve."

### Master of Social Work Earns Accreditation

The Master of Social Work (MSW) program earned full accreditation from the Council of Social Work Education (CSWE), following four candidacy visits and submission of extensive documentation detailing program

curriculum, faculty expertise, congruence with professional standards and ethics, and student internship opportunities. APU joins an elite list of 208 schools nationwide to offer an accredited MSW program. That significant achievement provides evidence of the program's rigor and contribution to the field for the 131 enrolled MSW degree students as well as program alumni. "It gives our current students official confirmation of what they already sensed—that APU is completely in line with current professional knowledge and expectations," said Katy Tangenberg, Ph.D., MSW program director. "Furthermore, prospective students can select APU's MSW program with confidence in the program's solid academic foundation and professional relevance."

"Attaining CSWE accreditation moves the program toward a position of greater influence in the community and further affirms the quality and value of social work education at Azusa Pacific University," said Mark Stanton, Ph.D., ABPP, provost. "APU is committed to high-quality academic programs, and

this demonstrates the relevance of Christian higher education in the field of social work."

This prestigious accreditation adds a highly coveted seal of approval from CSWE, which is comprised of a partnership of educational and professional institutions, social welfare agencies, and private citizens recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

### WASC Visit Brings Positive Report

APU's reaccreditation process through the Western Association of Schools and Colleges (WASC) continued with the Capacity and Preparatory Review (CPR) March 9–11. The CPR visit involved a comprehensive examination of the university's structure and resources. The four self-study themes outlined in the Academic Vision 2016 directed the preparation: transformational scholarship, faith integration,

God-honoring diversity, and intentional internationalization. Each theme plays an important part in identifying the university's objectives, one of the key areas that WASC assesses.

During the three-day visit, 7 WASC members participated in 46 meetings, attended by more than 280 staff and faculty, 65 students, and 4 board members. Leading up to the visit, the team also toured APU's Los Angeles and Inland Empire regional centers. The CPR visit allowed WASC officials to evaluate APU's infrastructure, including university policies, goals, procedures, and resources, all of which impact the university's ability to attain academic excellence and achieve its goals and objectives. At the end of the visit, the WASC team commended APU for efforts toward these goals, specifically mentioning staying true to the university's mission and vision, and effectively addressing faith integration, God-honoring diversity, and intentional internationalization. The team also recommended a continued focus on strategic planning and financial stability.

Though WASC finalizes its official report in June, the initial response indicated a positive review. "These conversations represent the pinnacle of a 24-month-long process of self-reflection and assessment about who we have been called to be as a Christ-centered university," said President Jon R. Wallace, DBA. "In the exit interview, the team noted that we have a clearly defined mission, articulated vision, and commonly held values. In other words, we understand who we are as a Christ-centered learning community and express commitment in our work."

"WASC's Team Chair Dr. Larry McKinney said that our students were our very best ambassadors, and the stories they shared with the visiting team verified we were meeting our academic vision goals," said Vicky Bowden, DNSc, RN, professor of nursing and WASC accreditation liaison officer. "During a meeting with our international students, some of the WASC members became visibly

emotional over the APU experience stories. They clearly saw that we are living out our mission."

The next and final phase of the process will determine if living out that mission makes a measurable impact on learning outcomes. The CPR paved the way for discussion of issues that need to be addressed for the Educational Effectiveness Review (EER), slated for October 10–12, 2012. That visit enables WASC to evaluate the effectiveness of student learning as it relates to academic achievement and institutional

learning, which involves visible plans for improving performance throughout the university.

### APU Recognized for Diversity Efforts

As part of a comprehensive effort to reaffirm APU's purpose and place, God-honoring diversity stands as a core value of this campus community. Efforts include a Blue Ribbon Task Force investigating the university's core beliefs and identity, a WASC accreditation team exploring four key areas of effectiveness,

and a growing climate of cultural sensitivity. Three recent awards validate these endeavors.

First, APU received the Council for Christian Colleges & Universities' (CCCCU) Robert and Susan Andringa Award for Advancing Racial Harmony for 2011. Established in 2000, the award celebrates the achievements of CCCU campuses in making progress in the areas of diversity, racial harmony, and reconciliation. "This award acknowledges all of our collective work on diversity

*continued on page 10*

## APU Welcomes Poet Laureate Billy Collins



"The question is: What should poets do with the other 23 hours of the day?" quipped Billy Collins, U.S. Poet Laureate (2001–03), as he addressed a packed Upper Turner Campus Center. Known for his humor and ability to connect with readers and audiences, Collins visited Azusa Pacific University as part of the second annual James L. Hedges

Distinguished Scholar Lecture Series on March 1.

The event marks the first time APU has welcomed a poet laureate (the U.S. representative for poetry) to campus. As the English faculty members considered candidates for this year's guest lecturer, they sought a successful individual making a significant impact on the culture—Collins satisfied each criterion. When Professor Mark Eaton, Ph.D., learned of Collins' speaking engagement at nearby USC, he made arrangements for the two universities to share the poet's time and costs, thereby orchestrating one of the campus' most prestigious literary events.

Collins, arguably the most popular poet in America, is admired by his fans for his accessibility and count "The Lanyard" and "Litany" among their

favorites. "Collins writes about topics everybody can relate to," said Joseph Bentz, Ph.D., American literature professor. "He writes about childhood, family, and relationships. His poetry hits you at a deep level of experience." From a professional standpoint, Bentz expressed the honor of hosting a member of the American literature canon, but on a personal note, admits that his favorite moments of the evening involved Collins' sense of humor, which earned him *Poetry* magazine's first Mark Twain Award for humor in poetry. "Part of the humor depends on, or at least is helped by, how the poems are delivered—and he's a master of delivery."

Evidenced by the impressive turnout and standing ovation, APU students

agreed. "The night provided a glimpse into the poet's mind and his ability to take everyday moments and turn them into an art form," said Cat Raia '12, visual art major and English minor. "He was able to find the sadness within comedy and vice versa."

According to David Esselstrom, Ph.D., professor and chair of the Department of English, the APU community delighted Collins with their warm reception. "They showed not only their interest in poetry, but also their eagerness to engage the wider culture with cordiality rather than simple civility, with honest curiosity rather than poorly disguised contempt, and with love rather than mere tolerance."



## History Comes Alive for L.A. County Youth

Azusa Pacific University partnered with the Los Angeles County Office of Education (LACOE) and the Perryman Foundation to host the 31<sup>st</sup> annual History Day L.A. on March 12, drawing more than 700 L.A. County 4<sup>th</sup>–12<sup>th</sup> graders.

As part of a national program, History Day L.A. enables students to explore history through creative and original productions on specific historical themes. This year's projects focused on Debate and Diplomacy: Successes, Failures, and Consequences. Community members and social science professionals judged students' projects, which included presentations and performances. Winners in the elementary, junior, and senior categories went on to compete at the California History Day in April. State winners in junior and senior categories traveled to the University of Maryland in June to participate in National History Day.

"In many cases, standardized tests limit the assessment of students' learning and give an inaccurate picture of what students may know or how they understand what they have learned," said, David Landers, assistant professor of education and APU's History Day L.A. coordinator and liaison to LACOE. "Students who participate in History Day competitions can choose to present their historical findings through one of six project formats: historical paper, exhibit, webpage, performance, documentary movie, or poster. These options allow students to engage their individual learning styles in a way that demonstrates what they have learned while also learning from other students' strengths."

Complementing that learning, historical re-enactments took place on APU's West Campus lawn throughout the day, giving students a tangible representation of the events studied in

textbooks. Participating historical organizations included the New Buffalo Soldiers, Heritage Trail Hands on History, George Washington and Volunteers, Riley of Los Rios, Yucaipa Valley Forge and Adobe Brick Making, Ben Franklin's Printing Press, and North and South Civil War.

Representatives from local museums also shared resources with teachers and students, including Wells Fargo Historical Education, Chinese Historical Society of Southern California, Autry National Center of the American West, and local historical societies from Azusa, Glendora, Covina, and Arcadia.



## Stanton Named New Provost

Azusa Pacific University's new provost, Mark Stanton, Ph.D., assumed the helm April 21, after a six-month, nationwide search. Stanton, a nationally known clinical psychologist and family psychology expert, becomes the university's fourth provost and chief academic officer. He reveals his passion for APU's students, faculty, and staff in everything from his advocacy for the academy and promotion of a living-learning environment that fosters Christ-centered transformation to his energetic commitment to positioning Azusa Pacific as an elite Christian comprehensive institution.

"Dr. Stanton is an accomplished psychologist, scholar, and academician whose leadership and vision for our academy and faculty will take the university to the next level of academic excellence while remaining firmly rooted in our rich Christ-centered heritage," said President Jon R. Wallace, DBA. "His mature faith and commitment to higher education and the mission of Azusa Pacific are clear. I am thrilled to have him as our next provost and look forward to working alongside him."

The provost plays a central role in accomplishing the university's mission.

Reporting to the president and serving as a member of the President's Council, Stanton provides strategic leadership to and oversight of academics and broad university initiatives. He articulates and models the university's academic vision, leads more than 425 full-time faculty, partners with administrators and faculty to pursue innovation and new approaches to learning, and balances administrative and budgetary demands.

"I am excited about the opportunity to work collaboratively with the president, university leaders, faculty, and staff to advance the mission and purpose of APU," said Stanton. "Our Carnegie classification as a Doctoral/Research university positions us to offer high-quality, comprehensive academic programs to all our students, from traditional undergraduate students to adult learners, online students, graduate students, and doctoral candidates. We will move forward strategically to fulfill our Christ-centered mission with purpose and distinction that expands our contribution to the academy and enhances our reputation for excellence."

As acting provost throughout the last 10 months, Stanton guided APU's academy through its Western Association

of Schools and Colleges (WASC) Capacity and Preparatory Review visit, and provided significant leadership to the university's values and ethos review process. As provost, Stanton plans to implement a 10-point vision that dovetails with the university's mission and draws on the strengths of the administration and faculty. The vision spans 5–10 years and involves: raising the university's academic reputation; making strategic, entrepreneurial, innovative decisions; deepening a culture of trust and collaboration; collecting and evaluating mission-driven data; supporting scholarship at all levels; developing a cogent and shared understanding of faith integration and spiritual formation; living out a commitment to God-honoring diversity; implementing an integrative model of teaching, learning, and assessment; renewing the emphasis on a strong liberal arts education for undergraduates and increasing support and service for the graduate and adult constituency; and enhancing students' cross-cultural experience.

In addition to these long-term goals, Stanton's immediate attention focuses on the final phase of the WASC accreditation renewal process,

which culminates in the Educational Effectiveness Review (EER), slated for October 10–12, 2012.

"Dr. Stanton brings a deep knowledge of and love for APU," said Mark Dickerson, JD, Ph.D., APU vice president for legal and community affairs and provost search committee chair. "As a scholar, he has authored numerous publications in prestigious journals and books, including *American Psychologist*, *Family Process*, *Professional Psychology: Research and Practice*, and *Journal of Psychology and Christianity*, and received awards for his work in the field of family psychology. As an academic leader, he is an active member on academic, administrative, and faculty governance committees, including WASC and American Psychological Association. He has also helped APU develop sound systems and processes to manage the complex and diverse operations of our many schools and programs." In addition, Stanton is the inaugural editor of *Couple and Family Psychology*; book proposal reviewer for Oxford University Press, John Wiley and Sons, Brunner-Routledge, and Sage Publications; and editor of *The Family Psychologist*. He has given more than 50 professional presentations at national and regional conferences.

Previously, Stanton served as dean of APU's School of Behavioral and Applied Sciences (2006–11). His history with Azusa Pacific, however, dates back to 1990, when he joined the faculty as an assistant professor in the Department of Graduate Psychology. He also served as director of the APA-accredited Doctor of Psychology program (1996–2006) and chair of the Department of Graduate Psychology (2000–06). Known as a bridge builder, collaborator, and a prayerful man of action, Stanton stands poised to usher APU into the next chapter of its legacy.

## By the Numbers

**1:** The position Homecoming/Family Weekend should be on your Top 10 Things to Do List this year. Celebrate the festivities October 27–29, 2011, including Dinner Rally now back on Friday night.

**2:** The number of APU social work students in the past three years awarded full scholarships to the University of Michigan Master of Social Work program after presenting winning papers at the annual National Association of Social Workers Conference in February.

**15:** The number of APU students who qualified for the national speech tournament in Nebraska after the Speech and Debate Team hosted the National Christian College Forensics Invitational Tournament, which drew 27 colleges and universities for three days of intense competition. The results: APU took 1<sup>st</sup> in the district, 3<sup>rd</sup> in the region, and 33<sup>rd</sup> in the nation.

**70:** The number of APU Symphony Orchestra members who performed the U.S. premiere of a Swedish composition by Hillborg on March 31 that also showcased the orchestral works of Debussy, Barber, and Ravel, and included a guest appearance by one of the nation's top violinists, Charles Stegeman.

**220:** The number of participants comprising 32 Focus International mission teams serving in 20 countries this spring and summer. Help support them at [www.apualumni.com/owgive/](http://www.apualumni.com/owgive/).

**126,000:** The dollar amount the Pfizer pharmaceutical company granted to Jerrold Petrofsky, Ph.D., JD, professor of physical therapy, to study "The Effect of ThermaCare Heat Wraps on Delayed On-set Muscle Soreness" to determine if heat actually assists healing.



## Night of Champions Inspires Thousands

Azusa Pacific University hosted the 27<sup>th</sup> annual Night of Champions on March 19, bringing together approximately 3,700 Southern California teens, parents, pastors, coaches, and friends for a day of entertainment and inspiration that showcased positive role models as alternatives to mainstream media celebrities.

This year's featured speaker, Green Bay Packers wide receiver Jordy Nelson, played a significant role in Super Bowl XLV with nine catches for 120 yards and a touchdown, helping propel the Packers to their first Super Bowl championship in 15 years. When asked if the impact of the accomplishment had hit him yet, he replied, "Yes, it's hit me, but it hasn't got me."

Nelson used the opportunity to explain that the source of his purpose and identity comes from God, and that earthly accolades pale in comparison. Fellow speaker, Jake Olson, a 13-year-old USC fan who lost his left eye to retinal blashpoma at age 1 and recently lost his other eye, spoke about his journey and the ongoing support of the USC Trojan family.

Entertainment included a performance by The Katinas, a contemporary Christian music group of five Samoan brothers who use music to transcend culture, generations, and socioeconomic status. Also, Bob Holmes performed a one-man volleyball team exhibition to encourage students to "stand alone."

Night of Champions, a joint effort by APU and the Fellowship of Christian Athletes, not only provides an exciting program and an inside look at successful role models, but also facilitates an opportunity for changed lives. Throughout the evening, APU students came alongside the attendees to answer questions, establish personal connections, and pray with kids seeking a different way of life.

"The APU students who make this event happen are incredible," said Mike Barnett '83, M.Ed. '01, head women's track and field coach and 11<sup>th</sup>-year Night of Champions director. "For nine weeks, 25 students meet regularly to brainstorm fresh ideas and plan a creative and relevant evening. On the night of the

event, nearly 350 students and 50 faculty and staff members work together to bring about well-organized chaos that God uses to speak to those kids. Each year gets better and bigger, and we continue to see a growing impact on Southern California youths." At the event's conclusion, 97 attendees made a decision to follow Christ and will now grow in their discipleship under the care of their youth leaders.



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continued from page 7

over the years, marking our progress and exemplifying the importance of this core institutional value," said President Jon R. Wallace, DBA. "I appreciate each member of the APU community who waited, pushed, 'carried the water,' and modeled God-honoring diversity in such a way that I could follow. We are most certainly not where we once were; but rest assured, we are also not where God ultimately calls us to be. I am privileged to continue on this journey alongside such amazing people."

Second, APU once again secured a place among the top-ranked schools nationwide in the 2010 *Diverse Issues in Higher Education* Top 100 Graduate Degree Producers issue. This year, APU ranked 6<sup>th</sup> out of 100 universities for Hispanic master's degrees in education, and 9<sup>th</sup> for the Asian-American master's degree in psychology. The university ranked 66<sup>th</sup> for all minority master's degrees in all disciplines.

Finally, *Hispanic Outlook* ranked APU 16<sup>th</sup> in awarding the most master's degrees to Hispanic students in 2009.

*Hispanic Outlook* presents the Top 100 institutions for Hispanics based on information from the U.S. Department of Education's National Center for Education Statistics.

"These awards and rankings reflect the university's strong commitment to diversity," said Mark Stanton, Ph.D., provost. "At APU, we want to create an environment that allows students to engage with a diverse faculty and curriculum as they prepare to become world citizens."



Pictured left to right: David Bixby, APU executive vice president; Louis Zamperini, honoree; Bill Clark, Bayside Church; Dave Dias, APU board member; Jon R. Wallace, APU president; and Ray Johnston '75, senior pastor of Bayside Church

## Zamperini, Subject of the Best-selling Book *Unbroken*, Receives Honorary Doctorate

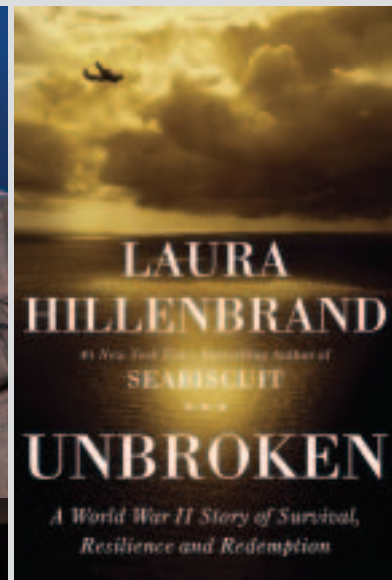
In celebration of a life heroically and humbly lived as God's servant, President Jon Wallace conferred upon Louis Zamperini the honorary degree of Doctor of Humane Letters on Easter Sunday, April 24. "Louis lives his life as a testimony to the power of forgiveness as an extension of Christ's love," said Wallace. "His example inspires believers and nonbelievers alike, and it is my privilege to honor him for a life well-lived."

Zamperini began his exceptional life in Olean, New York, the son of Italian immigrants. In the 1920s, the family moved to California where young

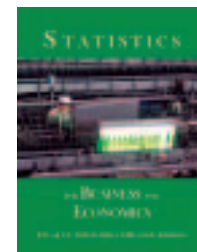
Zamperini excelled as a long distance runner at Torrance High School and the University of Southern California, setting high school and national collegiate records for the mile. He later qualified for the 1936 Olympic Games in Berlin as the youngest in that event, finishing eighth in the 5,000 meters with the fastest final lap time of 56 seconds.

During World War II, Zamperini valiantly served as a B-24 bombardier in the Pacific. When his plane crashed, he and his pilot, the only survivors, drifted in the ocean for 47 days before being picked up by the Japanese Navy. He

remained in captivity as a prisoner of war (POW) at Ofuna through the end of the war. His biography, *Unbroken* (Random House, 2010), by Laura Hillenbrand, tells a story of extreme courage, endurance, survival, and redemption. Following the war and a meeting with the Rev. Billy Graham, Zamperini accepted Christ, later becoming a Christian inspirational speaker on the theme of forgiveness, which he practiced by visiting many of the Japanese guards from his POW days, giving his testimony, and sharing his forgiveness with them.



## Scholarship at Work



**Statistics for Business and Economics** (Cognella University Readers, 2011) by Stuart C. Strother, Ph.D., and Orlando Griego, Ph.D., professors, School of Business and Management

This college textbook for the introductory statistics course primarily serves business and economics students. The content includes descriptive statistics, probability, hypothesis testing, regression analysis, time-series analysis, and statistical process control while incorporating many real-world examples and demonstrating statistical analysis using Microsoft Excel 2007.



**Masterful Living: New Vocabulary for the Holy Life** (Metaformation/WHC Publication, 2011) by Kevin Mannoia, Ph.D., director of spiritual care for graduate and adult students

In response to a growing need among pastors and lay leaders in the Wesleyan Holiness stream of the Church to deepen understanding and commitment, Mannoia explains that holiness is not an exercise in discipline, but a life of surrender and reflecting Christ in all things. The Master came to earth to model what attainable holiness looks like. *Masterful Living* also describes that way of life in applicable and inspiring ways. God calls everyone to be holy and reflect His nature through character, engagement, relationships, choices, thoughts, activities, curiosity, and dreams. *Masterful Living* discusses what that means and how to become such a person.



**These Are the Generations: Identity, Promise, and the Toledot Formula** (T&T Clark International, 2011) by Matthew Thomas, Ph.D., adjunct professor, Department of Biblical Studies

This seemingly minor heading interacts with genealogies and divine covenants to shape the trajectory of Israel's developing sense of identity. Using a combination of form-critical and linguistic methods, Thomas explores the role of the *toledot* formula, often translated "These are the generations of Name," in shaping the book of Genesis and the Pentateuch as a whole. From the perspective of the text's surface structure, the study uncovers and resolves a number of tensions within the text, and provides insights into a number of other questions surrounding the *toledot* headings and the organization of the structure of the Pentateuch.



**Is the Good Book Good Enough? Evangelical Perspectives on Public Policy** (Lexington Books 2011)

"To Do Justly and Love Mercy: Using Scripture to Guide Criminal Justice Policy," chapter by Jennifer E. Walsh, Ph.D., professor, Department of History and Political Science  
 This book offers a carefully nuanced and comprehensive portrait of evangelical attitudes on a wide range of contemporary policies and their theological underpinnings. Each essay applies an evangelical lens to a contemporary issue, and the result thoroughly enriches the understanding of evangelicalism as a prism through which many view a wide range of policy debates.



**Quilting Exhibition** (Second Story Gallery Exhibition at the Walker House, San Dimas, CA, March 11–19, 2011) by Ruth Anna Abigail, Ph.D., professor and curriculum specialist, Center for Adult and Professional Studies

"Creation's Song," Medium: Painted corduroy, commercial cotton, Angelina fibers, wool roving, and hand-made charm  
 Of Abigail's 370 quilts, 5 stood on display at the Art of Quilters and Stained Glass exhibition, including "Creation's Song" pictured here. The event showcased both traditional patchwork as well as art quilts that portrayed a sense of how history connects to new directions in quilting.



**The First 100 Days: A Pastor's Guide** (Beacon Hill, 2011) by T. Scott Daniels, Ph.D., dean, School of Theology

Pastors joining or starting new churches come with hopes, dreams, and expectations for the growth of their new ministry. As they transition into a new congregation, they must also focus on building relationships with local leaders and deal with issues inherited from their predecessors such as financial mismanagement, moral or ethical misbehavior, or unresolved conflict. *The First 100 Days* guides these pastors with godly wisdom and purpose during the first few months.



**Cycle of Victorious Living** (Beacon Hill, 2011) by T. Scott Daniels, Ph.D., dean, School of Theology

First published in 1971, more than 100,000 copies of this classic Christian book have inspired people throughout the world with the simple, life-transforming message of Psalm 37: God has made provision for abundant living through the fully yielded heart. This revised edition contains all the original work along with additional thoughts by Daniels interspersed throughout. The modern version seeks to help a new generation discover the secret of God's transcendent grace that enables victorious and holy living during tumultuous times.

# Thriving in College

by Laurie A. Schreiner

Grades and graduation have defined college student success for decades. But research conducted by faculty and students in APU's doctoral programs in higher education offers a new vision for student success—one that encompasses the whole person and focuses on not just surviving college, but also *thriving*. Studying what helps students thrive provides a way for researchers at APU to accomplish its mission to “advance the work of God in the world” by identifying the abundant living possible during the college years.

The faculty and student research team that I lead defines thriving as optimal functioning in three key areas: academic, relational, and emotional. Based on this definition, we developed an instrument called the Thriving Quotient and have conducted studies with thousands of college students to understand how to help students thrive. Results showed that thriving students succeed academically, are energized by the learning process, set and achieve goals, manage the demands of college, participate in healthy relationships, appreciate others' differences, want to make a contribution to the world, possess a positive outlook on life and the future, enjoy their college experience, and benefit from it in significant ways that influence their view of themselves and their future.

Our team uses the Thriving Quotient to discover ways of elevating the college experience for all students. Although students from low-income families, deficient high school preparation, and populations historically underrepresented in higher education stand at a disadvantage in navigating college life, thriving focuses on aspects of students that are changeable. Unlike ethnicity or prior education, these psychological characteristics can be influenced by intentional efforts to assist students. The roadmap for thriving includes such campus experiences as student-faculty interaction, engaging pedagogy in the classroom, academic advising that helps students envision their future and select the right major, meaningful service opportunities, and feeling a sense of community on campus. It also comprises support from family and friends outside the college environment, and the presence of a strong spiritual foundation.

Given the critical role family plays throughout the academic journey, what can family members do to help their students thrive in college? Regardless

of whether the student recently graduated high school, returned to college after raising a family, or studies at the graduate level, family members can support the thriving process in several key ways. And for those whose students just started kindergarten and for whom the college experience seems far off, early parenting messages are critical in developing the kind of children who more easily thrive throughout their lives.

**Emphasize the role of effort in success.** Research reveals that the quality of effort invested is the best predictor of student success. When parents or teachers praise children for being smart, rather than for putting in the time and energy to do something well, it sends the message that smart people don't have to try (Dweck, 2006). Effort plays a key role in learning to master a skill or a subject area. Attribute successes and failures to the effort invested and strategies used, rather than to innate abilities or perceived lack thereof. It takes time and energy, as well as consistent practice, to gain skills and succeed. In the midst of a culture that promises easy paths to fame and fortune, children whose parents have encouraged and rewarded hard work and their best efforts are likely to continue investing effort when they get to college, and will be more likely to get the most out of their college experience.

**Encourage students to take responsibility for their learning.** Students who have “learned how to learn” and developed strategies for monitoring their own learning process and making progress toward meaningful goals are positioned to thrive in the college environment. Thriving students make meaning for themselves, even in classes that are not inherently interesting to them, by connecting concepts to other aspects of their life or future goals. Encourage college students to seek help



from faculty—a connection common in thriving students.

In the growing years, parents can equip their children to thrive by instilling in them a high value for the learning process and encouraging their curiosity. Giving children increasing and appropriate levels of responsibility and independence, while holding them accountable for the choices they make, will equip them to thrive throughout their lives.

**Identify, affirm, and develop students' strengths.** Identifying students' talents and helping them develop strengths provides them with an effective foundation for approaching the challenges of college. When family members articulate and affirm the strengths of their student, it communicates that students have within themselves the

necessary ingredients for success. Playing to one's strengths not only energizes and fulfills, but it also leads to a greater likelihood of success.

The messages children hear shape their view of themselves and others, potentially for a lifetime. When the messages are about all the ways in which they are not measuring up, or things they do not do well, they can become demoralized and unmotivated, feeling as if nothing they do will ever be good enough. In contrast, when messages from parents, teachers, and pastors are about how God has designed them to do good work and glimpses of those talents are noticed and affirmed, children not only view themselves differently, but also view God and other people in healthier ways.

Believing that God has gifted students uniquely, we strive to help them become the persons God created them to be and to do the work they were designed to do.

APU incorporates this strengths development philosophy into programming for first-year students, as well as in other areas of undergraduate and graduate study. The *StrengthsFinder* tool (Gallup, 1999) helps all first-year students identify their areas of greatest talent, then peer leaders in alpha groups and the Beginnings class, faculty, advisors, and staff help them develop and apply those talents as a foundation for addressing the challenges that college life brings. Believing that God has gifted students uniquely, we strive to help them become the persons God created them to be and to do the work they were designed to do. When students learn who they are as children of God, discover how God has equipped and designed them for Kingdom work, see what they can become when they invest their time and energy into their academic tasks, and realize that APU faculty and staff walk alongside them in that journey, they *thrive*.



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## Resources:

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PHOTOS BY EVOKEPHOTOGRAPHY.COM

# CHARACTER EDUCATION: *Testing the Value of VALUES*

by Scott Banks

Based on the premise that if education can make children *smart* people, it can and should also make them *good* people, public education in the U.S.

began with the concept of character education built into the academic curricula.

“However, for the last half century, we have seen a shift away from thinking of schools as a place for the socialization of youth,” said Martin Berkowitz, Ph.D., a national leader in character education.



“Right now, there’s national pressure to be monomaniacal about testing,” he said, “and despite proof of success, many schools take no comprehensive approach to character development.”

Those resistant to integrating character education back into the system say that parents, rather than schools, should mold a child’s character. Yet, with or without intentionality, schools shape children’s character, and their character impacts society. As Berkowitz puts it, “The best way to make a more just and caring world is to make more just and caring people.”

The first step in implementing comprehensive character education involves reaching agreement as a community—school leaders, parents, teachers, staff, and students—on positive ethical values. A typical list includes caring, respect, responsibility, fairness, and honesty. Most find this part of the process easy; the controversy surrounds application. “When people get upset, it’s not the words. It’s the instruction. They want to know, ‘How are you going to do it?’ ‘Who is going to do it?’ ‘What if I don’t trust the teachers?’ ‘What if some teachers don’t understand religion the same way I do?’” he said. “What I do is I ask, ‘Would you be willing to join me in figuring out how to make this work?’” This phrasing points toward a critical aspect in Berkowitz’s view of character education: that the school community affords all members a meaningful voice.

Equally important, the school’s leadership must prioritize school-wide character education. It cannot be effective if isolated in a single class or program. Ivy Yee-Sakamoto, Ph.D., APU professor of education, explains the problem with isolated approaches. “Without school-wide consistency, students perceive character education as misplaced, as if they were receiving a grammar lesson in a math class.”



RESOURCES: [www.apu.edu/crev](http://www.apu.edu/crev) [www.character.org](http://www.character.org) [www.characterandcitizenship.org](http://www.characterandcitizenship.org)

Berkowitz reviews effective character education practices in his upcoming article “What Works in Values Education” in *The International Journal of Education Research*. Specifically, he cites peer interactive strategies. In this approach, teachers guide students into meaningful and caring exchanges with each other. Examples include cooperative learning, peer tutoring, and cross-age buddying.

Beverly Hardcastle Stanford, Ph.D., APU professor emerita, has successfully employed cross-age buddying to develop character. In her project, sixth graders collaborated with first graders to write storybooks. The sixth graders brought pictures to first grade buddies, and the first graders told stories to go with the pictures. The sixth graders took notes and edited the stories into books, and then returned to read the stories to the first graders, who each got their own book to keep. By jointly creating meaning and using the steps of the writing process, the sixth graders discovered the power they have to affect others. In turn, the first graders gained positive role models. “If you want children to care about others,” Stanford said, “give them opportunities to mentor younger children.” This activity exemplifies the effective practice of service-learning, which combines learning with service to others. Such service promotes the intrinsic value of caring for others and inculcates it as a moral habit.

In contrast, many schools often grapple with student character in the form of misbehavior. Too often, in Berkowitz’s view, schools only reward behavior or punish it. Research increasingly supports developmental discipline, in which educators help students address the problems that shape their misbehavior and guide students to see the effects of their actions on others.


Yee-Sakamoto recounts a story to illustrate this point. A girl received a profane and bullying phone message from some girls at her junior high school. The school

principal punished the girls by making them pick up trash, but Yee-Sakamoto points out that the consequence does little to promote ethical growth. “It might prevent the girls from doing it again,” she said. “But it won’t help them see the effect their behavior had on this little girl.”

A school with a comprehensive approach to character education would have deeper resources available. Yee-Sakamoto suggests that in a school that teaches compassion, the principal could cite that shared goal. He could then ask the girls, “How are we doing? What did you do, how was it wrong, and how could you do better next time?” A discussion like this, she says, requires time and personal relationships. The principal might rely on key people in the lives of all the girls to reach out and help them grow. The school might even have a peer mediation system, in which specially trained students help others resolve problems.

Berkowitz encourages this kind of school community by including both “trust” and “nurturance” on his list of proven practices. He offers four ways for parents to help their school promote character education. “Let the school know you want to support their character education efforts,” he said. “Offer to join whatever committee is responsible. Ask the school what they need to be effective. And, if you are interested, become an expert.”

Stanford advises parents to build a positive relationship with their school. “Engage with your child’s school not as an antagonist or a critic, but as a partner. Teachers must do the same. Only as partners can you work together for the benefit of the children.”

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“Engage with your child’s school not as an antagonist or a critic, but as a partner. Teachers must do the same. Only as partners can you work together for the benefit of the children.”



# Resting from the Work: OBSERVING SABBATH

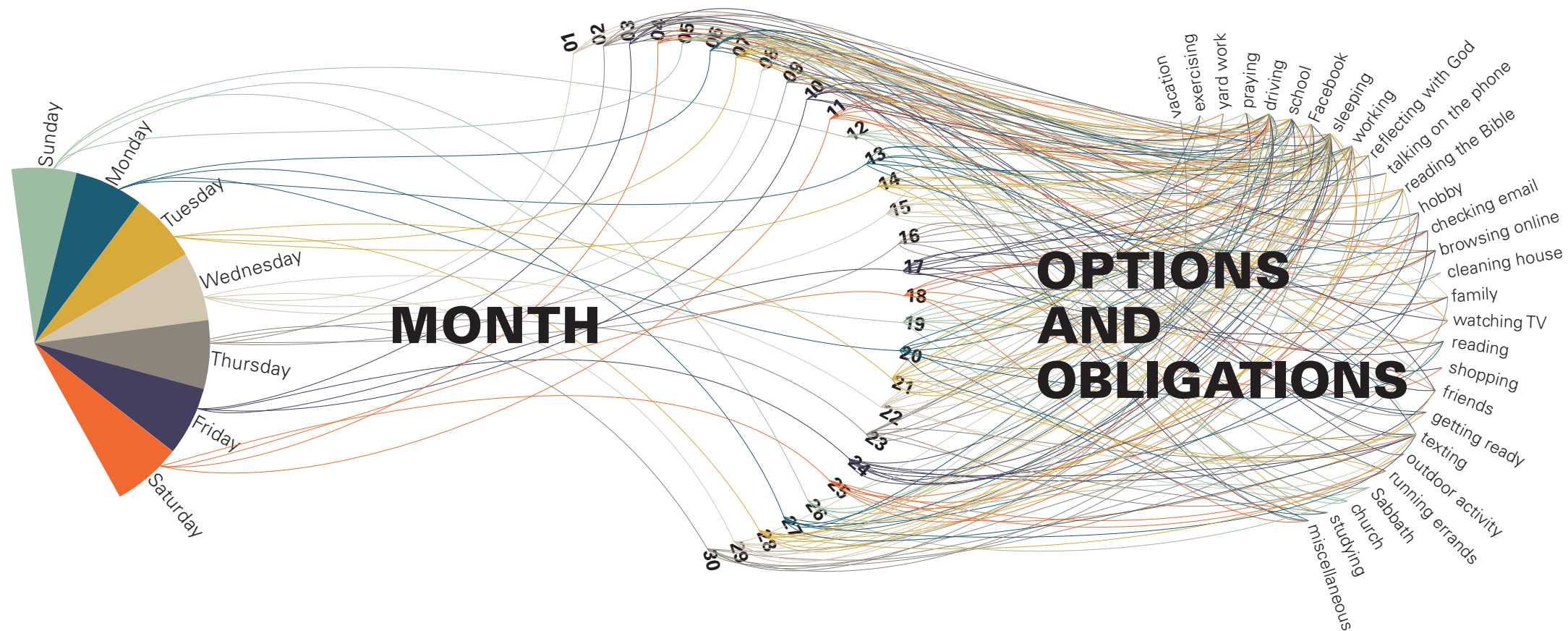
by Jessica Sherer

## IN A HURRIED WORLD

By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done.

GENESIS 2:2–3 (NIV)

DAY



OPTIONS  
AND  
OBLIGATIONS

### WHAT SABBATH IS AND IS NOT

According to Jewish theologian Abraham Joshua Heschel, Sabbath constitutes “a day on which we are called upon to share in what is eternal in time, to turn from the results of creation to the mystery of creation; from the world of creation to the creation of the world.” Jewish tradition observes Sabbath, or *Shabbat*, from sundown on Friday until nightfall on Saturday. Adherents abstain from activities such as cooking, writing, building, and anything deemed creative or that exercises control over one’s environment.

Christians practice a less definitive observance. Some Christian traditions observe a formal Sabbath on the seventh day (Saturday), others on the first day (Sunday). Still others claim that no specific day represents the Sabbath, believing the “Lord’s Day” serves as a symbolic metaphor for rest in Christ (Colossians 2:16–17).

T. Scott Daniels, Ph.D., dean of the School of Theology, explained the historical and cultural significance of observing the Sabbath for the Hebrews. “The nation of Israel used the Sabbath to mark their lives in contrast to the nations around them. It was meant to show others that this life is not dependent on our work, but it is dependent on God,” he said. In other words, it was about trusting that God would provide their daily bread even when they did not labor for it; they did not need to be driven by fear of famine.

For Christians, the New Testament illustrates how Jesus altered the meaning of Sabbath. “Christ abolished the need for keeping the Sabbath in the traditional sense, but we are still expected to employ a Sabbath mentality,” explained Daniels. “In the Gospels, Jesus says that Sabbath was made for humankind, not humankind for the Sabbath. It’s not a legalistic thing. It’s supposed to be both a blessing for us and a message to the rest of the world that we don’t value busyness above God.”

Jamie Noling-Auth, D.Min., associate campus pastor, described the importance of keeping worship as a central focus in practicing Sabbath. “We have to be purposeful in setting aside a time to rest so that we can worship God. We may associate Sabbath with ‘me time,’ but worshipping the Lord plays an integral part. Through worship, we abide in Christ and feel the type of restoration that nothing else can provide.”

### WHY IT MATTERS

“The noise of our lives drowns out God’s voice. It’s not that we don’t love God, but that we ignore Him without intending to do so. Usually, we are closest to God in a quiet moment, and some of us don’t have a single quiet moment all day long,” observed Joseph Bentz, Ph.D., professor of English and author of *Silent God*. His book cites examples of some of the most creative people in history who set aside time for rest and renewal—Albert Einstein, Warren Buffett, Bill Gates, and others. “Even if you are an achiever-type person, you should know that Sabbath feeds creativity and productivity.”

Bill Catling, MFA, professor and chair of the Department of Art, shared a similar sentiment about the connection between productivity and seasons of rest. “Being busy all the time, even if we think it’s for God, doesn’t produce fruit. A tree bears fruit seasonally as it was created to do. The Bible is filled with imagery of bearing fruit at the right time because of the right nourishment.”

But when believers neglect Sabbath, they thwart more than just their ability to produce. Theresa Tisdale, Ph.D., professor of graduate psychology, believes a frenetic lifestyle affects relationships. “Stress costs us in our relationships with others. There is a significant connection between the lack of rest and difficulties in relationships. When we don’t have an emotional reserve, we can’t connect well with others.”

Further, employing a Sabbath actually benefits physical and psychological health. According to Tisdale, “Research reveals that practices such as reflection and contemplation are associated with a decrease in blood pressure, a lower heart rate, and an increase in our sense of well-being.”

Noling-Auth holds that a Sabbath practice correlates with stewarding what God has entrusted to His followers. “Practicing Sabbath is good stewardship—of our body, mind, and soul. It shows that we want to live up to our fullest potential by respecting the boundaries of our human limitations.”

### HOW BELIEVERS CAN RESPOND

All of this talk of silence, rest, and contemplation leaves many in anything but a peaceful state, thinking, “What would I actually do on a Sabbath day? Where would I start? What if I want to slow down, but find that I barely have time to keep up with the demands of my daily routine?”

Before dismissing Sabbath as unattainable, Tisdale recommends taking a practical, realistic approach. “I believe each person needs to find a sustainable way to incorporate Sabbath rest into daily life. It needs to be personal, God-focused, and rhythmic. I suggest starting small. It will not be possible to change our habits all at once.”

Both Bentz and Tisdale offer suggestions for ways to begin adopting a Sabbath way of life, such as spending a few quiet moments outdoors every day, pausing several times daily for deep breathing and quiet, or decreasing the frequency of checking email, voicemail, and Facebook.

Still, it may be too easy to allow other priorities in life to push Sabbath practice to the spiritual back burner. In a culture that rewards overachieving and busyness, many people struggle to see value in slowing down. In fact, practicing stillness before the Lord may feel like yet another obligation on the to-do list. But Tisdale suggests a change in perspective. “I believe it’s important for us to shift from seeing Sabbath as one more thing to do, to seeing it as a time of rest and rejuvenation for our body, soul, and spirit.”

For Bentz, Sabbath teaches its practitioners to value what God asks above what society promotes. “God calls for balance in our lives. Jesus says that tomorrow will take care of itself. We have to fight what our culture values.”

Catling teaches his students that Sabbath is the only way to move through the intensity of life without letting it become the definition of life. He describes an “inner garden” that provides an internal landscape of peacefulness and reconnects the believer to his/her roots as a child of God. “This notion of a garden is so powerful because it takes us back to the Garden of Eden where we could walk with God in the cool of the day.”

Faculty and staff can best serve students by modeling a Sabbath mentality and lifestyle themselves. “Holiness and wholeness come from the same root word. How do we teach students that caring for our whole selves can lead to holiness? I think we need to start by living in a manner congruent with that value in our own lives as faculty and staff,” said Tisdale.

The APU community can also make use of the many opportunities already available on campus. “We purposely don’t do any student life programming on Sundays so that we can protect that as a day of rest. Throughout the year, we also offer multiple paths and venues to facilitate a Sabbath approach, like solitude retreats, Walkabout, the Prayer Chapel and Place of Prayer, Sabbath dinners, High Sierra, extended holiday breaks, moments of silence in class, meals at professors’ homes, presentations from chapel speakers—these are all ways that we try to encourage rest and renewal for the APU community,” described Noling-Auth.

### WAYS TO ADOPT A SABBATH APPROACH TO LIFE

- 01 Turn off your cell phone and avoid the Internet for one day each week.
- 02 Create a space in your home or office that is clean, neat, and comfortable.
- 03 Cut out one television show a week and spend that time in silence, prayer, and Bible study.
- 04 Use your daily commute as a time to think, pray, or sit in silence.
- 05 Take a few moments each day to close your eyes and just breathe deeply, connecting with the peace of God within you.

Continued on next page

## WHERE IT LEADS

Even today, Israel's Sabbath asserts its historical, cultural, and spiritual significance. Modern Christians may choose to revere the sacred practice of abstaining from work on a day solely committed to worshipping God in adherence to the Law, but because of the grace of Jesus Christ, they can focus less on what the Law permits or prohibits and more on how to respond to God's invitation to rest with gratitude and humility.

"I believe that when Paul said to pray without ceasing, he meant to live our lives in a prayerful state. To me that means creating space for life to take place, space for Jesus to become part of the very fabric of who we are," said Catling.

Heschel says that Sabbath practice in this life offers a glimpse of eternal life: "Even when the soul is seared, even when no prayer can come out of our tightened throats, the clean, silent rest of the Sabbath leads us to a realm of endless peace, or to the beginning of an awareness of what eternity means." Thus, believers prepare their souls for the promise of that eternity.



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## Bill Catling

Bearing the Altarwood of Heaven

2010

Ceramic, wood, and twine  
36" x 15" x 10"

The heavenly fire requires fuel to burn; cut branches form the artist's soul.

It is an honor to be the one who tends the fire, carries the wood, and rakes out the coals. We have forgotten the simple power of keeping the sacred hearth. The descent into ashes and grief provides a way back to the radiance of the true Son.

## KEY VERSES ABOUT SABBATH

### Genesis

2:2–3

### Exodus

16:22–30

20:8–11

31:13–17

23:27–32

### Numbers

15:32–36

### Deuteronomy

5:12–15

### Nehemiah

13:15–22

### Psalms

92:1–15

### Matthew

12:1–13

### Mark

2:27

### Luke

13:10–17

### John

5:5–14



## Guy Kinnear

Pater Noster: The Flood

2010

Oil on panel  
22" x 24"

The painting is part of a series looking at Jesus' relationship to storms. This one in particular was a response to Mark 4:35–41. The person in the image is not literally sleeping in the storm as Jesus did, but the model and I were responding to the idea that sometimes the best thing to do is to rest, Sabbath, and even play in the midst of the disaster instead of waiting for the disaster to be over. That act serves not only as a demonstration of faith, but also enables one to handle the disaster better.



## Justin Dahlberg

Untitled

2007

White colored pencil on toned paper

My drawings reflect a sense of stillness or repose. I investigate moments that embody solitude—not loneliness or unwanted isolation—but the possibility of a unique and personal event that sticks in the memory and is worthy of visual preservation.

# Books—The Next Chapter

## Following the Changing Form of Written Expression

by Sabrina Wong

Professor Roger White, Ed.D., cradles what looks like a navy blue pocket calendar in his hand. In actuality, he holds a copy of the classic Anglican text “Sermon of the Plough,” by 16<sup>th</sup>-century martyr Hugh Latimer. The pages show a little wear and tear, but the book remains in excellent condition, considering its age—more than 400 years old.

“Sermon of the Plough” can be found online, but an electronic version doesn’t deliver the sacred experience that comes with the decorative flourishes in the calligraphy, the weathered feel of the leather binding, and the delicate rustle of the pages. As a faculty member assigned to the university libraries special collections, White clearly prizes the beauty of these printed words. However, as an expert in educational technology, he also recognizes that the increasing popularity of ebooks may spell an end to the widespread use of physical books as we know them.

Last year, online retailer Amazon.com announced that ebooks outsold hardcover books by almost three to one. According to the Association of American Publishers, ebooks account for nearly 10 percent of book sales. In a *New York Times* interview, Mike Shatzkin, an expert on digital change, predicted that figure will rise to 75 percent in the next 10 years. As ebooks rapidly revolutionize the publishing world, the value of many books may become like that of Latimer’s sermon—an object akin to a treasured museum piece featured in a university’s special collections.

White sees physical books taking on an increasingly emotive character. “Think of a special greeting card that someone has picked out for you. There are images, a handwritten note, and a signature. It’s something you can keep and put away.

There’s an emotional connection that is just not the same as an electronic version. It doesn’t evoke the same affect.”

English Professor Joseph Bentz, Ph.D., believes that ebooks will change both the way people read and the way authors write. “Reading a physical novel is a solitary experience,” said Bentz. “eBooks bring potential for people to comment on sections, initiate discussions, and interact about books on social networks like Facebook. As people expect more interactivity, authors will write books that incorporate multimedia such as maps, photographs, videos, and music.”

Bentz, whose academic interests include 700-page novels by Thomas Wolfe, sees changes in reading as part of a larger shift in the way technology affects people’s attention spans. “The deep concentration that is part of the magic of reading novels, in particular, will be lost—and is already being lost,” said Bentz. “It’s hard to become part of another world when you keep getting pulled out of the text to follow a link.”

With all the potential and availability of ebooks, the fact that most students prefer to keep their backpacks stocked with paper books may come as a surprise. The *Chronicle of Higher Education* reports that 76 percent of students prefer printed

### Among College Students



**76%**  
of students prefer printed textbooks to electronic versions

### eBooks @ APU

University Bookstore and University Libraries hold more than

**60,000**  
digital books

textbooks to electronic versions. University Bookstore Manager Diane Teague concurs, “Students just aren’t interested in etextbooks. They prefer to read from physical books rather than a screen.”

D.J. Brinkerhoff ’12, who attended a technology-focused charter high school, believes a robust device designed for students could spark an interest in etextbooks. “The Kindle lacks functionality and the iPad is not focused on reading. The best device would include note taking, a Web browser, a planner, and academic reference software.”

While APU undergraduates have a vision of what they want in ebooks, graduate students make the most out of them both in the University Bookstore and university libraries, which hold more than 60,000 digital books. According to Kimberley Stephenson, MLIS, assistant professor and Web services librarian, the libraries’ ebook databases primarily support regional campuses and online students, particularly graduate students in education and business. Ideal for students in places like China and South Africa, ebook databases make library books available without a trek to Azusa.

“APU can provide electronic books and journals to students throughout the world,” said Liz Leahy, MAT, MLS, professor of theological bibliography and research and special assistant to the dean of university libraries. “We offer many wonderful databases such as Past Masters, which contains fully searchable texts of important philosophers and theologians.” While Leahy values this electronic access, she still enjoys browsing the library and used bookstores for wonderful old books.

Those fortunate enough to visit the APU library might want to make an appointment to see a special tablet about half the size of a Kindle. Once the height of its civilization’s technology, this Sumerian artifact dates to 1950–1750 BC. The painstakingly chiseled cuneiform writing on this clay tablet artfully displays the human instinct to express ideas for future generations. No one knows what form written expression will take 4,000 years in the future. One thing, however, remains true—at the end of time, there will be books: “*And I saw the dead, great and small, standing before the throne, and books were opened. Also another book was opened, the book of life*” (Revelation 20:12).

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### 2010 Book Sales

eBooks  
VS.  
Hardcover Books



Last year, online retailer Amazon.com announced that ebooks outsold hardcover books by almost three to one.

**3 to 1**

### eBook Growth

According to the Association of American Publishers, ebooks account for nearly 10 percent of book sales.



In a *New York Times* interview, Mike Shatzkin, an expert on digital change, predicted that figure will rise to 75 percent in the next 10 years.

**10%** + **10 Years** = **75%**  
of book sales

### Summer Reading List

**Top 5**

Reading Recommendations from APU Professor Liz Leahy\*



\*Liz Leahy blogs on faith and scholarship at [www.stampstheologicalibrary.wordpress.com](http://www.stampstheologicalibrary.wordpress.com).

- 1. Books & Culture: A Christian Review**  
[www.booksandculture.com](http://www.booksandculture.com)
- 2. Culture Making: Recovering Our Creative Calling**  
Andy Crouch  
InterVarsity Press, 2008
- 3. Devotional Classics**  
Richard J. Foster and James Bryan Smith, eds.  
Harper San Francisco, 2005
- 4. One Thousand Gifts: A Dare to Live Fully Right Where You Are**  
Ann Voskamp  
Zondervan, 2011
- 5. The Poetry of Piety: An Annotated Anthology of Christian Poetry**  
Ben Witherington and Christopher Mead Armitage  
Baker Academic, 2002

Look for reading recommendations now in every issue of *APU Life*.



PHOTOS COURTESY OF THE BUFFALO BISONS

## MAJOR LEAGUE CHARACTER

by Joe Reinsch

Kirk Nieuwenhuis' climb as one of baseball's top prospects comes as no surprise to those who have coached him, played with him, or simply watched him rapidly ascend the ladder of professional baseball. Just three years ago, Baseball America named the APU '09 graduate the NAIA Preseason Player of the Year after leading Azusa Pacific to its first NAIA World Series appearance in 23 years. With professional baseball scouts tracking every swing, throw, and pitch of his 2008 junior campaign, the 6' 3" outfielder lived up to his billing, leading the Cougars to another World Series trip while earning NAIA All-America First Team honors. Despite the intense attention and pressure, Nieuwenhuis consistently displayed the poise and humility of a man and athlete beyond his years.

"His ability to block out distractions always impressed me," said Azusa Pacific Head Coach Paul Svagdis. "There were times when 25 scouts lined the fence just to watch him take batting practice, and I was amazed by his ability to block that out and focus." That composure, coupled with his God-given talent, also captured the New York Mets' attention, who made him their third-round selection in the 2008 Major League Baseball draft. His performance at each of the Mets' minor league affiliates earned him promotions to the next level, pushing him to Triple A Buffalo (just one step away from a big league call up) by the end of his second full year.

On the field, his approach to the game reflects his Christian walk—purposeful, humble, and dedicated. In 2009, he became a Florida State League All Star, leading the league in doubles, extra-base hits, slugging percentage, and runs scored. A year later, he earned a promotion to Triple A for the final month of the 2010 campaign, but not before he left his mark with Binghamton, ranking in the Double A Eastern League's top 10 in doubles, slugging percentage, and runs while earning another All-Star nod. With 8 more doubles in the final month at the highest level of minor league ball, he finished with 43 doubles, the fourth-highest season total in all of minor league baseball. After Nieuwenhuis held his own in the Arizona Fall League, which annually features the brightest prospects in baseball, the Mets invited him to their spring training camp. But his meteoric rise comes with increasing challenges.

"Out here, you're playing every day, and it's a lot more demanding than college," Nieuwenhuis said. "You have to be more focused, and it's tougher mentally to prepare and perform every day because your job depends on it. You find out pretty quickly if you're going in the right or wrong direction. Whether you can make the adjustment determines how your career goes."

Nieuwenhuis balances the pressures of professional baseball by leaning on his faith and encouraging others to do the same. He quickly developed a

### Kirk Robert Nieuwenhuis

Bats: Left, Throws: Right • Height: 6' 3", Weight: 215 lb. • Born: August 7, 1987 in Santa Monica, California, US (Age 23)

Drafted by the New York Mets in the 3<sup>rd</sup> round of the 2008 MLB June Amateur Draft

Year	Team	Lev	G	AB	R	H	2B	3B	HR	RBI	SB	BB	SO	BA
2008	Brooklyn	A-	74	285	34	79	15	5	3	29	11	29	70	.277
2009	St. Lucie	A+	123	482	91	132	35	5	16	71	16	53	118	.274
2009	Binghamton	AA	8	32	8	13	3	1	1	2	1	4	9	.406
2010	Binghamton	AA	94	394	81	114	35	2	16	60	13	30	93	.289
2010	Buffalo	AAA	30	120	10	27	8	1	2	17	0	11	39	.225
2011*	Buffalo	AAA	41	148	26	45	14	2	6	13	5	25	44	.304
<b>Totals</b>			<b>370</b>	<b>1,461</b>	<b>250</b>	<b>410</b>	<b>110</b>	<b>16</b>	<b>44</b>	<b>192</b>	<b>46</b>	<b>152</b>	<b>373</b>	<b>.273</b>

\*Totals through May 18, 2011



reputation within the Mets organization as an unapologetic Christian with a mature, well-rounded approach to life. "There aren't many Christians in this arena, so you learn to lean on one another," Nieuwenhuis said. "You learn to become a leader, especially when there aren't many who are willing to step up to the plate. It's a blessing being able to do that."

Nieuwenhuis leads Bible studies with teammates and regularly attends Baseball Chapel, an organization that provides a team chaplain and weekly meetings for every minor league baseball team throughout the country. "Baseball Chapel serves as a stepping stone for these guys since there's no church they can get to on Sundays," said Tom O'Connor, the team chaplain who also serves as athletic director at Davis College. "Kirk understands that a fruit-bearing Christian continually matures, and he's committed to becoming stronger in his walk. He's not afraid to let others know what he believes." When the Mets invited him to major league spring training camp in 2011, he stood as an established veteran who helped introduce the new minor

league players to their chaplains and the Baseball Chapel program. "The guys respect Kirk because he isn't the type of Christian who hammers you over the head. He models a spiritual life, and others see that there's something different about him," O'Connor said.

He started the 2011 campaign in Triple A Buffalo, just a phone call away from his Major League Baseball debut. Considered the Mets' fourth top prospect, when Nieuwenhuis finally gets called up to "The Show," the bright lights of Major League Baseball will magnify a man of character and illuminate one of the sport's finest.



Joe Reinsch '03 is APU's sports information director. jreinsch@apu.edu

## THE APU MLB CONNECTION

MLB teams have drafted 32 Cougars.

### Cougar alumni currently with MLB affiliates:

RHP	<b>Scott Hodsdon</b>	Oakland Athletics (2007 6 <sup>th</sup> round)	<b>Current Team:</b> Stockton Ports (A Advanced)
C	<b>Ryan Delgado</b>	Atlanta Braves (2010 32 <sup>nd</sup> round)	<b>Current Team:</b> Lynchburg Hillcats (A Advanced)
OF	<b>Kirk Nieuwenhuis</b>	New York Mets (2008 3 <sup>rd</sup> round)	<b>Current Team:</b> Buffalo Bisons (AAA)
RHP	<b>Jason Ray</b>	Oakland Athletics (2005 8 <sup>th</sup> round)	<b>Current Team:</b> Lake Elsinore Storm (A Advanced)
LHP	<b>Brandon Sisk</b>	Kansas City Royals (2008 nondrafted free agent)	<b>Current Team:</b> Northwest Arkansas Naturals (AA)
OF	<b>Stephen Vogt</b>	Tampa Bay Rays (2007 12 <sup>th</sup> round)	<b>Current Team:</b> Montgomery Biscuits (AA)

### Other Cougar alumni that have been drafted by MLB teams:

**Peter Gehle**, LHP, Chicago White Sox (2010 27<sup>th</sup> round); **Jonny Bravo**, LHP, St. Louis Cardinals (2008 23<sup>rd</sup> round); **Andrew Shive**, RHP, New York Yankees (2008 35<sup>th</sup> round); **Chad Clark**, RHP, Arizona Diamondbacks (2003 21<sup>st</sup> round); **Eric Ordorica**, 3B, Florida Marlins (2002 25<sup>th</sup> round); **Justin Duarte**, 1B, Philadelphia Phillies (1999 22<sup>nd</sup> round); **Carlos Salazar**, 1B-C, Oakland Athletics (1990 19<sup>th</sup> round); **Jose Millares**, 3B, Baltimore Orioles (1999 38<sup>th</sup> round); **Javier Murillo**, 2B, Cleveland Indians (1998 25<sup>th</sup> round); **Wayne Edwards**, P, Chicago White Sox (1985 10<sup>th</sup> round); **Greg Shirley**, OF, Pittsburgh Pirates (1985 32<sup>nd</sup> round); **Joe Grayston**, SS, Texas Rangers (1984 15<sup>th</sup> round); **Rob Amble**, OF, Texas Rangers (1984 25<sup>th</sup> round); **Jeff M. Robinson**, P, Detroit Tigers (1983 3<sup>rd</sup> round); **Rodney Martin**, OF, Houston Astros (1983 14<sup>th</sup> round); **Jim Giacomazzi**, P, San Diego Padres (1981 16<sup>th</sup> round); **Jon MacMillan**, OF-1B, Chicago Cubs (1980 30<sup>th</sup> round); **Ken Pryce**, P, Chicago Cubs (1980 32<sup>nd</sup> round); **Phil Bemonte**, INF, Chicago Cubs (1979 36<sup>th</sup> round); **Chris Barbone**, OF-INF, San Francisco Giants (1978 9<sup>th</sup> round); **Floyd Vrennecke**, SS, Minnesota Twins (1977 33<sup>rd</sup> round); **John Littlefield**, P, St. Louis Cardinals (1976 30<sup>th</sup> round); **Paul Moskau**, P, Cincinnati Reds (1975 3<sup>rd</sup> round); **Mark Rogers**, OF, Philadelphia Phillies (1975 12<sup>th</sup> round); **Bill McCorkle**, 1B-C, California Angels (1972 26<sup>th</sup> round); **Michael Henderson**, P, New York Mets (1972 36<sup>th</sup> round); **Chris Jones**, OF, Cincinnati Reds (1970 13<sup>th</sup> round)

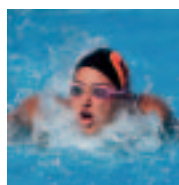


PHOTOS COURTESY OF APU ATHLETICS

## The Winter Season

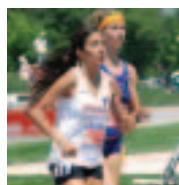
The Directors' Cup race measures intercollegiate athletic programs' performance and success seasonally and annually. After a solid fall season in which all six Cougar teams advanced to their respective NAIA national championship tournament or meet, the six-time reigning Directors' Cup champion Cougars followed up with an even better winter season that gave Azusa Pacific a substantial 92-point lead in the 2010–11 race.

Among the winter standout performances, the Cougar women's basketball team captured the NAIA National Championship with a 65-59 victory over two-time defending national champ Union University on March 22 in Jackson, Tennessee. The victory avenged a loss to Union in last year's title game and also garnered the program's first-ever national title and the university's 36<sup>th</sup> NAIA crown since 1980, the third most in association history.



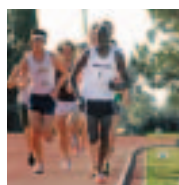
### Women's Swimming and Diving

In just its third season of existence, the Cougar swimming and diving team finished fifth at the NAIA championship meet in early March, its best showing ever after finishing seventh in 2009 and sixth last year. Senior Kaylen Hewko '11 completed her career as the standard-bearer for future Cougars. A five-time NAIA champion, Hewko broke her own NAIA record in the 200-yard butterfly with a time of 2:04.41.



### Women's Indoor Track and Field

Led by senior Victoria Martinez '11, Azusa Pacific finished third at the NAIA Indoor Track and Field Championship Meet in Geneva, Ohio. Martinez won the NAIA mile in school-record fashion with a 4:53.01 for her first-ever NAIA individual crown. Later in the meet, she came back to anchor the Cougars' distance medley relay for a second-place showing with yet another school record, smashing the former standard by nine seconds.



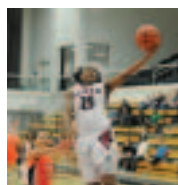
### Men's Indoor Track and Field

After four straight national championships, Azusa Pacific's streak came to an end this year, instead tying for 4<sup>th</sup> place at the NAIA Indoor Track and Field Championship Meet—the Cougars' 11<sup>th</sup>-straight Top Five finish. Distance runners Abednego Magut '11 and Wade Meddles '14 both finished third in their respective events, Magut clocking a 4:12.51 in the mile and Meddles posting an 8:31.18 in the 3,000 meters.



### Men's Basketball

For the 16<sup>th</sup> consecutive year, Azusa Pacific qualified for the NAIA Men's Basketball Championship Tournament in Kansas City, Missouri, the second-longest active streak in the nation. The Cougars won 29 of 35 games, which included a 14-game winning streak, and finished second in the Golden State Athletic Conference. Led by All-American Reggie Owens '11, who was second in the GSAC in both scoring and rebounding, the Cougars advanced to the NAIA's "Sweet 16."



### Women's Basketball

Paced by All-Americans Alex Moore-Porter '11 (the program's first-ever, three-time All-American), and Eboni Sadler '12, Azusa Pacific won 22 of its final 23 games, including 17 straight, and won all 5 NAIA tournament games to win the national title. A deep and talented team, the Cougars won a school-record 33 games, including 26 by 10 or more points, and ran away with their second-straight Golden State Athletic Conference championship.



Pictured left to right: Terry Porter, Bill Odell, and Travis Grant

### Odell Retires in Style

After 20 years at Azusa Pacific, former Cougar Head Men's Basketball Coach and Athletic Director Bill Odell announced his retirement effective summer 2011. Two weeks later, the NAIA honored him with induction into the Hall of Fame. Odell, who becomes just the 12<sup>th</sup> person in school history to receive the highest honor from the NAIA, led Cougar men's basketball to 14 Golden State Athletic Conference championships in his 16 years at the helm and won more than 80 percent of his games, making him one of college basketball's three winningest coaches from 1992–2007 (joining Duke's Mike Krzyzewski and North Carolina's Roy Williams). In 2005, Odell was named the NAIA Coach of the Year after leading Azusa Pacific to its first-ever NAIA championship game appearance. He coached nine All-Americans, including six GSAC Players of the Year.



### Foodie Face Off

For some, it was the famous chips and salsa. For others, the enchilada plate and the chunky guacamole sealed it. Still others listed a litany of favorites. In 40 minutes flat, 53 APU Facebook friends responded to the question: "What was your favorite place to eat in Azusa?" and posted their favorite college-day eateries. The top five dining spots included:

- 5 Chicken and Ribs
- 4 The Donut Man
- 3 The Hat
- 2 Kin's Chinese

And in case you hadn't guessed it yet, the number one foodie hangout . . .

## 1 La Tolteca

#### NOTABLE AND NOTEWORTHY

The Alumni and Parent Relations staff and your classmates want to know what's new with you. Upload Alumni Class Notes and photos to [www.apualumni.com/classnotes](http://www.apualumni.com/classnotes) or email [alumni@apu.edu](mailto:alumni@apu.edu).



## Kids of Character by Jim Burns

Unlike the color of mom's eyes and the wave in dad's hair, character cannot be passed down to our children. We have to teach it. Kids don't come into this world with integrity, responsibility, perseverance, morality, and a strong work ethic, but they do come with an amazing capacity to learn and emulate—and they watch their parents and other adults like hawks. So, in this culture that condones greed, laziness, and instant gratification, how can parents help develop good character in their children?

First and foremost, we have to model it. Kids can spot a hypocrite a mile away, so consistency and integrity in our own lives matters. Be the same person at work, in the home, and in social situations. Parents are investors and teachers more than anything, and the job doesn't have a retirement age. When parenting adult children, the stakes are higher than when they were younger—it involves marriages, careers, raising children—but the process begins at birth.

Start by modeling a life of faith and spirituality. Don't just tell them about Christianity; let them see you read your Bible and hear you pray. They need to know faith reaches beyond lip service and that you actually live and breathe the things you believe. Tell your kids stories that help them see your point. Talk to them about your own lives, your family, your experiences. Children relate to and retain stories, so read books about people of character. Readers are leaders, and leaders are readers.

Leaders also exhibit self-control, another character trait we must teach. If they don't learn to discipline themselves, someone else will have to do it for them. Teach your kids to monitor their own lives and to focus on how good it feels to have done the right thing. Self-denial can be an unpopular and difficult road to travel, but in this world, they will face many temptations and make countless choices—knowing when, how, and why

to say no gives them a more Christlike perspective on life.

Also like Christ, humility ranks among the top character traits we must instill in our children. Though it goes against the grain of the culture, we must teach them to be servants. The most attractive people have an air of humility and realize their life is a gift. Help your kids make the right assessment of themselves—not a critical and self-deprecating analysis, but a realistic understanding of their gifts and talents, rather than an artificially puffed-up version fabricated by well-meaning parents, teachers, and coaches. Their pride should stem from what God has done in their life and the blessings they have received.

Finally, one of the most effective ways we can help kids build character is simply by paying attention. I'm convinced that every child is born with the capacity to develop character in his or her life. All they need to get started is just one parent who will recognize and affirm great character qualities in their lives. Once that support system is established, their character and growth can really flourish.



Azusa Pacific University's HomeWord Center for Youth and Family with Jim Burns, Ph.D., serves as a research and training institute dedicated to providing biblically based resources for parents and youth to help build healthy families. Follow Jim Burns on Facebook.

## Upcoming Alumni Events

**July 22–23, 2011** | Track and Field Reunion for Classes of 1979–95 | APU | Go to [www.apualumni.com/trackreunion](http://www.apualumni.com/trackreunion) to register.

**August 26, 2011** | Alumni Music Chapter Event | John Williams at the Hollywood Bowl | 6 p.m. | Hollywood Bowl | 2301 N. Highland Ave., Los Angeles, CA 90068-2742 | \$20 per person | Go to [www.apualumni.com/hollywoodbowl](http://www.apualumni.com/hollywoodbowl) to register.

**September 2, 2011** | New Student Orientation | Go to [www.apu.edu/orientation](http://www.apu.edu/orientation) for further information.

**October 27–29, 2011** | Homecoming and Family Weekend | It's one of APU's best-loved traditions and it just won't be the same without you! Mark your calendar and plan to come celebrate the spirit of community at your *alma mater* with favorite events like the golf tournament, Battle of the Bands, bed races, In-N-Out tailgating, and of course, the big football game.

# Sudden Impact

When APU Academic Hall of Fame honoree Ron Cochran '82 walked the prison halls on his first assignment as a San Bernardino County Sheriff, he encountered the unexpected: his former best friend. Behind the bars, he saw a young man who had been a close friend in junior high and high school, accompanied him on family backpacking trips, and watched Cochran play football. "It was eye-opening and really validated my decision to become a police officer," Cochran said. "Seeing him drove home how important it was for me to have an impact on kids like my friend, because I've seen firsthand where they can end up."

by Caitlin Gipson

Cochran determined while at APU that he didn't like some of what he saw in society around him, and decided that if he wanted to do something about it, he would need to put himself in a position where he could make a difference. He joined the San Bernardino Sheriff's Department in 1984, and more than 25 years later, continues to provide a compelling example of how God can use Christians, whatever their chosen profession, as agents for change.

Cochran came to APU in 1979 via then-APU Head Football Coach Jim Milhon. "I saw some video of this defensive back for Pomona High School, and he was way too small—just tiny," Milhon remembered. "I saw this skinny kid level a large running back, and I thought, 'There's a lot of fight in him.' People would ask, 'Don't you know how small he is, Coach?' and I'd say, 'Yes, but he can play.' So we brought him on board."

The gamble paid off. Cochran went on to lead the National Association for Intercollegiate Athletics for two years in punt returns, and he still holds APU's record for pass interceptions, an honor that earned him a place in APU's Athletic Hall of Fame. "Ron was one of the top five recruits during my 18 years as head coach," Milhon said. "During one game against the University of Redlands, he intercepted three passes in a single game. One of those passes would have won the game for Redlands—Ron just tore their heart out." In addition, he rose to a leadership role on the team. "He was always positive, always smiling, with an incredible work ethic. Ron was an absolute joy to coach."

During his college career, Cochran also had several experiences that turned his thoughts toward law enforcement. The first involved the tragic death of a teammate during a mugging in

Cochran's own neighborhood. The second was an instance where Cochran experienced racial profiling by an Azusa police officer. In both cases, Coach Milhon encouraged him to not just get angry, but to think about how he could change things. "He told me that I had a choice: either I could get bitter, or I could do something about it," Cochran explained. "So I decided that the best way to change the system was from the inside, by becoming part of it."

Originally, Cochran had planned to be a parole officer, but an internship placement he received while at APU changed his mind. "Recidivism was so high—in six months, I saw the same kids three or four times. I realized that I needed to get to these kids sooner, before they were in the system." The role of a police officer, he discovered, provided that opportunity. "We are right there on the front lines where you can make that decision to arrest or not, and can sit down and talk to these kids about their choices." In fact, some of the proudest moments of his 26-year career have been when he's received calls or letters from kids he's talked to, sometimes years later. "Several times kids have contacted me to say that my interactions with them changed the direction of their lives—those moments reinforced to me that God has worked through my career choice."

Additionally, as Cochran worked his way up the chain of command, he has worked on the system itself. "In my current role as deputy chief, I affect policy and influence how we deliver services." Most recently, he worked with



PHOTO COURTESY OF RON COCHRAN

"We are right there on the front lines where you can make that decision to arrest or not, and can sit down and talk to these kids about their choices."

Lifechanging Ministries to mentor children who have parents in prison and arranged for several captains and the sheriff to do the same. "These mentoring relationships are pretty unorthodox in law enforcement. Police officers aren't encouraged to get involved with the children of people in custody," Cochran explained. "But I think, who better than us? We need to be invested in our community, and bridge the gap between those who are in custody and law enforcement. It essentially brings an aspect of ministry to what we do. Also, as an officer, when you get personally involved, often with people of other races and creeds, you are much less likely to be racist yourself."

And how did his childhood friend react to seeing Cochran on the other side of the bars? "He said he was happy for me, that I wasn't getting into the same trouble he was. Strangely enough, he was proud." Seeing that friend there forever changed Cochran, and to this day, lends an urgency to his work with the San Bernardino Sheriff's Department, where he is not only the highest-ranking African American in the department's history, but also in the county and all its allied police departments. "For me, law enforcement is not about the gun or the power," said Cochran. "I live for the times we take off the gun belt and play hoops with a kid or just talk to them about their choices. That's where the real power lies. It's about changing lives, and helping someone change direction before it's too late. It's about making an impact."

 Caitlin Gipson is a freelance writer, search engine optimizer, and marketing consultant in Redley, caitlinsplace@hotmail.com

1990s

**1 JIM HAYFORD '90** was selected as the next head men's basketball coach at NCAA Division I Eastern Washington University in Cheney, Washington on March 29, 2011. He led the men's basketball program at neighboring Whitworth University (NCAA Division III) for the past 10 seasons and put together a 217-57 record (.792). Jim coached Whitworth to five Northwest Conference titles, three NCAA Division III Sweet 16 appearances, one Elite Eight appearance, and a 54-5 overall record in the past two seasons. He was also named the Northwest Conference Coach of the Year five times. Prior to coaching at Whitworth, Jim was head coach for two seasons at the University of Sioux Falls in South Dakota, as well as an assistant at Azusa Pacific University from 1991-99 under then-Head

Coach Bill Odell. Jim lives in Spokane with his wife, Robin, and children, Jayme and Joseph.

**KIMBERLY (REID-SCHMIDT '99) MILLER** and her husband, Darrin, live in Carson City, Nevada, with their sons, Kai, 6, and Tavin, 4. Kimberly works with Send Out Cards and is also a project administrator with Chromalloy, a company that produces turbo jet engine parts. The Millers enjoy hiking and camping in the Sierra Nevada Mountains. kimberlena@hotmail.com

2000s

**2 BRYAN SWALLEY '06** and wife **JOCELYN (YUEN '06)** call the Denver metro area home. Bryan works in Littleton as the operations manager for DP Guardian, a company specializing in maintenance and energy efficiency solutions for

high-technology environments. Jocelyn stays home with Lola, 3, and Elijah, 2. jocswalley@hotmail.com

JUST MARRIED

**3 MARJEANNE SIDER '86** to Hollis Johns on July 18, 2009, in Upland. Marjeanne has taught elementary school in Moreno Valley for 24 years, and currently teaches first grade at TownGate Elementary. Hollis is a recent graduate of Universal Technical Institute. They live in Riverside. marjeannejohns@att.net

**4 KERRY FULLER '01** to David Martin on March 6, 2010, in Salem, Oregon. Those in attendance included **LORIE (MOORE '02) LADD** and **CORAL SCHNIPPERT (ATTENDED 1997-99)**. Kerry completed her master's degree in counseling in 2006 at Western Seminary. She teaches flute and piano lessons, is

involved with music at their church, and counsels with her husband in pastoral ministry. David is the pastor of Gilham Community Church in Eugene, and is an adjunct professor at Northwest University's Salem Bible College. floatiful@yahoo.com

**5 JAY SHERER '03, MBA '08**, to **JESSICA MOE, M.A. '08**, on March 21, 2009, in San Dimas. Members of the wedding party included **JESSE SHERER '05, CODY SHERER (ATTENDED 2003-08), STEVE HEFFERNAN '03, MBA '08, JESSICA GRANADOS, M.A. '05**, and **MICHELLE HERTZLER '01**. Jay is a marketing supervisor with Evangelical Christian Credit Union in Brea, and Jessica is lead editor in the Office of University Relations at APU. They live in Chino Hills.

**6 LEXI WILLIAMSON '06** to **JEFF PRYOR '06** on August 21, 2010, in Walla Walla. Members of the wedding party included **KELSEY SCHABER '06, LACEY (WALKER '06) MEEHAN, SARA CRONSTEDT '07, NICK OKERSON '06, JON ABBAS '06**, and **SCOTT SMITH '05**. Lexi is a college/career counselor at Mount Vernon High School, and Jeff is in his third year of medical school at Pacific Northwest University of Health Sciences. They live in Mount Vernon, Washington. lexikathleen@gmail.com

**7 SARAH CRUZ '07** to **JOSH PAUL '07** on Sunday July 27, 2008, at Cornerstone Christian Church, in Wildomar. Both are teachers and love to spend their breaks traveling.

**8 JOELEY GARCIA '08** to **TRAVIS HARPER '08** on March 12, 2011 in Cave Creek, Arizona. Members of the wedding party included **WHITNEY (PATTERSON '08) MITTMAN, KELSEY WATKINS '10, CANDICE HOUVENER (ATTENDED 2005-06), PHIL BRAZELL '08, JUSTIN BLANK '08, LUKE MAGNUSON '08**, and **JARED HERBERGER '08**. Others in attendance were **SHINO (KURODA '96, M.Ed. '00)** and **ERIC SIMONS, M.S. '02**, and **AARON BARTHOLOMEW '90**. jtravis.harper@gmail.com

**9 SARAH MANCK '08** to **PATRICK FERGUSON '08** on July 17, 2010, in Fort Wayne. Patrick is working on his master's degree in fisheries and aquatic biology at Ball State University, while

Sarah studies environmental science at Taylor University in pursuit of a master's degree. They live in Upland, Indiana. sarahmanck@gmail.com

**10 BEN JONES '09** to **HEATHER LAFAVE '10** on April 1, 2011, in Santa Clarita. Members of the wedding party included **AMBER LAFAVE '12, BETHANY (JONES '06) BOEKESTEIN, LINDSEY CLONINGER '09, LAURA KURICA '12, GARRETT LEBSOCK '09**, and **DAVID PAGENKOPF '08**. Ben graduates with a degree in special education from APU this July. Heather is a marketing director for a company involved with historic restorations. They live in Glendora.

FUTURE ALUMNI

**11** To **DAVE BURKE '94** and his wife, Marsha, a son, Evan Josiah, on March 11, 2011. He joins big brother Noah, 3. Dave is the senior director of undergraduate admissions at APU and a part-time music minister in Orange. They live in Azusa. dburke@apu.edu

**12** To **MELODY (JAMES '96) HAMBY** and her husband, David, a daughter, Hope, adopted in November 2008. Hope, now 2, joined big brother Marcus, 8. Melody taught kindergarten for several years before becoming a stay-at-home mom. David owns West Coast Commodities, a livestock feed supplier. They live in Washington. 2goldensmom@gmail.com

continued on page 33

ALUMNI INTERVIEW—GHAHRE PASCALE '02



**APU LIFE:** You studied abroad as an undergraduate, attended the London School of Economics as a graduate student, and plan to work with a technology startup in California. What inspired your love for an international lifestyle?

**PASCALE:** At APU, I valued hearing the perspectives of speakers from other countries and cultures, and explored authors, ideas, and concepts that aren't purely American. The study abroad and internship programs really encouraged me to go beyond my comfortable

boundaries and made me realize that the Kingdom of God is not limited to the U.S. Nor is it limited to social class, location, a circle of friends, or one denomination. It is much bigger and grander. So being Kingdom focused, I felt prepared.

**APU LIFE:** You were born in Iran and adopted by American parents. Do your two cultures give you a unique insight into the struggles in the Middle East?

**PASCALE:** While my heart is undeniably American, I value and embrace my Persian background. In fact, I have a few business contacts in Iran and am even learning Farsi. But my cultural blend also makes me acutely aware of the plight of Iranian Christians. There is a small, but vibrant Christian commitment in that country with a growing number of home churches. The way the American media portrays the Middle East concerns me. That society is more complex than people think—there are strong pockets of faith that need our support. Organizations like Iranian Christian International, Inc., that minister to about 200,000 believers in Iran and millions more outside the country, and Middle East Concern (MEC) that supports victims and fights discrimination against those who are and are becoming

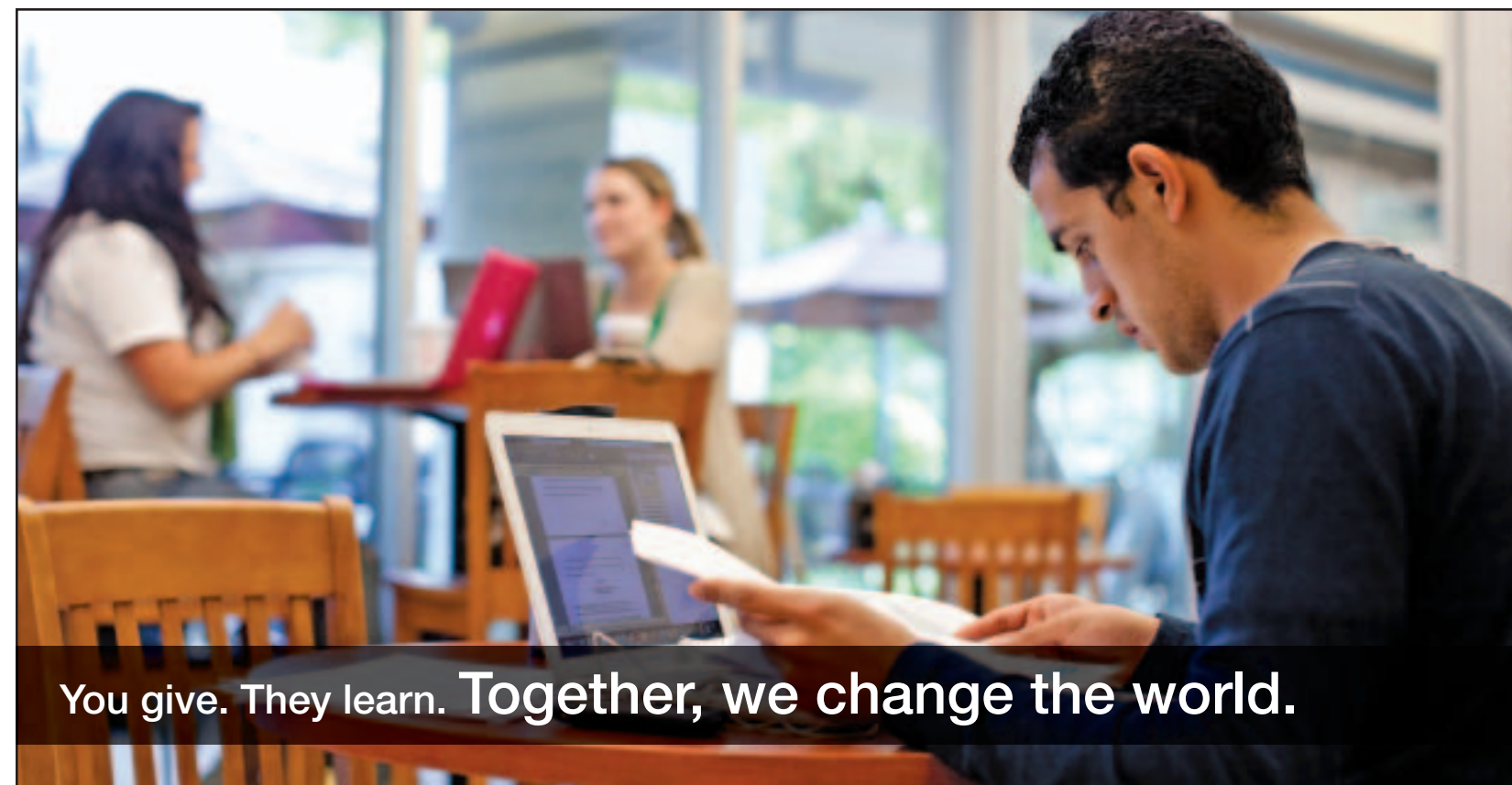
Christians in the Middle East and North Africa, are making an impact, but there still remains so much persecution. American Christians can make a huge difference by supporting these kinds of organizations, praying for persecuted Christians everywhere, and guarding against prejudice in the United States.

**APU LIFE:** Despite your busy life of scholarship and business endeavors, you faithfully give of your time and resources. What's your philosophy?

**PASCALE:** I learned the importance of service at a young age—what it means to be devoted to Christ and the Kingdom and how to marry those two things. APU instilled in me the fundamental building blocks to make a strong connection between vocation and service. I think about money and finances in a Kingdom-centered way, and try to see how I can help. First, money is not mine; God has provided it to me. There's a lot of need out there, and we have to think about how to advance the Kingdom, because ultimately, that's where you'll get satisfaction. If you get absorbed by materialism, it's never ending and unsatisfying. But using those resources for the Kingdom satisfies eternally.

**APU LIFE:** How are you serving the Kingdom today?

**PASCALE:** God is leading me into prison ministry in Texas with Kairos Prison Ministry International (KPMI). I'll work with incarcerated men, sharing the love of Christ and mentoring. It's an intensive five-day program targeting people of influence within the prison, confronting what they've done and showing them who they can become as a believer in Christ. As we've gotten tough on crime, our prisons have become overcrowded. Inmates get an education on how to become criminals, and the recidivism rate is very high. In some states, corrections fail and former inmates just recycle, returning to poor lifestyle choices and repeating offenses. But prison ministries are powerful and greatly reduce recidivism. There's an opportunity to reach people at their most fragile point. One of Christianity's hallmarks is the self-sacrificial love that Christ showed us. People can be redeemed as we have been redeemed, and if we are His hands and feet in the world, we need to be in those places.



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# Mission: Possible

by Georgeann Halburian Ikuma

**“Jesus looked at them and said, ‘With man this is impossible, but with God all things are possible.’” —Matthew 19:26**

Bankruptcy—financial, spiritual, and moral—dominates the news and leaves little doubt about the state of the world today. Although most people who struggle to make ends meet can’t imagine how they can possibly give to others, Joe ’92 and Lori (Schlack, attended ’89–’92) Lawson found a way. Assigned by the United States Army in Cairo to train the Egyptian military on the maintenance and operation of its M1A1 tanks, Joe and Lori gratefully accepted the opportunity to lead Petrescue Bible Institute (PBI)—an adult college designed to educate, encourage, and provide a resource for refugees. Now, with the Lawsons’ help, those with great need have a chance.

Shortly after their arrival in Egypt two-and-half years ago, the Lawsons took an active role in restructuring the school at the request of their pastor from the Ma’adi Community Church, whose congregation includes people

from 40 different countries and just as many denominations. “He was looking for someone to rewrite the curriculum and put more focus on teaching the Bible and theology,” said Joe, chair of the college’s governing board. “Lori took up the challenge and transformed the school into a viable institution which now offers 16-week semesters with four programs that lead to a bachelor’s degree.”

The majority of refugees attending PBI face many obstacles on the road to graduation. Many rely on scholarships to pay for tuition, earn little to no money as jobs are scarce, travel up to an hour and a half to attend classes, and return home late in the evening to care for their families. But their successful education undoubtedly benefits the younger generations, as well. “By properly preparing our college students, they, in turn, are able to help teach at the refugee schools,” said Joe. “We would like to see these schools equipped with

the books and facilities necessary to effectively educate children so they will know the Lord and be competitive in the tough job markets both in Egypt and in their respective homelands.”

The Lawsons credit their years at APU with not only preparing them for this rewarding endeavor, but for also teaching them about servitude and being true to their beliefs. “My professors changed my life by bringing their faith into the classroom,” said Joe, who holds a bachelor’s degree in biology. “I not only learned what secular scientists taught and believed, but I also learned about service, different worldviews, and not having to hide your faith in order to be a good scientist.”


Lori also applies her knowledge gained at APU to her current role as PBI director. “My instructors challenged me to think, ask questions, and engage my world,” she said. “Specifically, Dr. Earl Grant challenged me to see

people of other religions from their point of view, while Dr. Jerry Pattengale’s enthusiasm in the classroom and love of history and academics continues to guide my own desire to teach.”

The Lawsons’ education reached far beyond the confines of the classroom. Both agree that their years of involvement with APU’s Mexico Outreach solidified their call to ministry and ability to make a difference in the lives of others. “Mexicali showed me my passion and true direction, which is to influence people by serving and supporting them,” Joe explained.

Though thousands of miles away, and what many might see as worlds apart, the Lawsons’ hope for PBI and its students mirrors that of APU’s founders. “We would like to see PBI grow into an accredited Western-style Bible college whose graduates are equipped to pursue advanced degrees and effectively pastor, teach, or minister to communities throughout the world.”

*The Lawsons have regularly supported their alma mater since 1992. A plaque in the Segerstom Science Center honors their faithfulness.*

 Georgeann Halburian Ikuma is a freelance writer living in the San Francisco Bay Area. [ghikuma@yahoo.com](mailto:ghikuma@yahoo.com)



## Borderless Education

She never stepped foot on campus, but Tina Jin, M.A. ’10, earned a prestigious APU degree from her hometown in China. The first APU student ever to complete an entire program online and off site, Jin received more than a degree; she came away with a rich APU experience.

While teaching K–12, she realized that her love for learning and teaching the English language could be more than just a passion. “When I found out about the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) program, I was very excited because it meant that I could do more than teach English to students. I could

also help learners become teachers and train other teachers,” said Jin. “I also viewed TESOL as the door to a higher level of teaching English with advanced and evolving methods. To me, TESOL means the connection to the international English teaching platform and cultivates the ability to stand on this platform with a true understanding of the changes and movements in English teaching.”

When a friend told her about APU and its reputation for excellence, it seemed like the perfect fit, but she couldn’t commit to studying abroad. The answer came in 2008 when she met Mary Wong, Ph.D., professor and director

of APU’s TESOL program, who visited Beijing while on sabbatical. “I was impressed by the design of the online M.A. in TESOL program and APU’s commitment to the quality of online teaching and learning,” said Jin.

After adjusting to some basic differences between Chinese and American educational systems, Jin quickly transitioned from an isolated student to a fully engaged classmate. She embraced the concept of critical thinking and learned to appreciate and participate in scholarly debate, two concepts not commonly practiced in her culture. However, the most profound impact of her educational experience may have been what she learned about herself. “I immediately recognized the growth in my heart,” said Jin. “I realized that teaching is so much more than a job or a way of making a living—it is God’s plan for me. I believe that with this degree, there are more opportunities ahead of me.”

Even in remote locations, an APU online education not only opens doors around the globe, but it also ensures a comprehensive scholarly experience. The requirement to attend a conference

distinguishes APU’s TESOL program from others, and as part of her degree program, Jin traveled to Bangkok where she met a professor and 12 other TESOL cohort members to learn, interact, and discuss the program courses. The event allowed the students and professors to meet in person and participate in a dynamic exchange of ideas and pedagogy. “APU’s online programs use a cohort model which provides a supportive community of learners fostering collaboration and in-depth interaction. Through regular and detailed threaded discussions, I end up knowing my online students just as well or even more intimately than those in my classroom,” said Wong.

Jin met her professors and classmates once again when she made it to Azusa in December 2010 to celebrate in the commencement ceremony. “During the program, although I was far away from my university, I never felt alone,” said Jin. “And at commencement, when I stood in the Felix Event Center, a strong feeling of love filled my heart and surrounded me with peace.”



## Goal Tending

Harlem Globetrotter showman Kevin “Special K” Daley’s accomplishments represent a unique mix of impressive feats: playing on a cricket field in Jamaica, throwing passes to NFL stars like Greg Jennings and Jay Cutler, playing in a darkened gym in a glow-in-the-dark uniform, and appearing on hit TV shows such as *Hell’s Kitchen*, *The Bachelorette*, and *Are You Smarter Than a 5<sup>th</sup> Grader?* He also holds the official Guinness World Record for the longest recorded hook shot ever made at 46’ 6”.

Although his athletic prowess and flair for entertaining have brought him celebrity, one of Special K’s most meaningful accomplishments remains the fulfillment of a promise he made to himself and his father by completing his college degree.

Despite a rigorous schedule that saw him play 500 games in 25 countries and covering more than 50,000 miles in a two-year stretch, Daley—who attended APU from 1998–2000—earned his degree in sociology in spring 2010 through an online university. “I couldn’t preach education to my own daughter if I had the opportunity and didn’t do it,” he said.

Often the ringleader in locker room frivolity, Special K found it challenging to pull himself out of the mix to focus on his studies. “I had to concentrate and block it out,” he said. Just before a game in Chile, for example, music blasted in the small locker room while teammates joked around, and Daley had only 15 minutes to complete an exam. He not only earned a 90 percent on that test, but he also eventually graduated with a 3.6 grade-point average and Deans’ List distinction.

He learned that dedication from his father, who raised three sons alone (Special K’s mother died when he was 3 years old) and moved the family from Panama to the U.S. in 1989 to give them better opportunities. Following his basketball career, Daley plans to pursue a career in motivational speaking, life coaching, and writing. “I don’t want people to ever say that I was just an athlete,” said Daley, who is writing his first book. Entitled *I Never Stopped Smiling*, it focuses on overcoming challenges and inspiring others—the story of his life. He has also created a website—[www.3dquest.net](http://www.3dquest.net)—promoting what he calls the three Ds of life: dedication, desire, and discipline.

Find out more about Special K and his life as a Harlem Globetrotter by visiting [www.harlemglobetrotters.com](http://www.harlemglobetrotters.com).





Every effort is made to publish all photos submitted to APU Life. We apologize if your photo was not published.

continued from page 29

**13** To **CHRIS JENNINGS '96** and his wife, **SARA (FINLEY '98)**, a son, William Finley, on May 2, 2010. He joins older siblings Kate, 6, and George, 3.

To **GABE '00, M.Ed. '02**, and his wife, **ERYNN (PANNEL '03) FILKEY**, a daughter, Layla Gray, on December 6, 2010. She joins big brothers Isaac, 4, and Kaidin, 2. Gabe works as a real estate agent at Century 21 Award, and Erynn is a medical social worker at Sharp Hospital. They attend Newbreak Church and live in San Diego.

**14** To **JOHN BURDETT '01** and his wife, **DANICE (AXELSON '02)**, a daughter, Rylee Joy, on August 28, 2010, the same as her older brother Ryder, 5. She also joins brother Cole, 3, who was born deaf, but now has bilateral cochlear implants and attends a school where he is learning to listen and speak, and sister Cora, 2. John is finishing his doctorate in music education at the University of Illinois. Danice is a stay-at-home mom and president of the Parent Teacher Organization at Cole's school. Keep up with the Burdetts at [theburdettjourney.blogspot.com](http://theburdettjourney.blogspot.com).

**15** To **ERICKA (KUBICEK '01) WHITE** and her husband, Matthew, a son, Asher Michael, on October 29, 2010. He joins big brothers Caleb, 4, and Merrick, 2.

**16** To **CARISSA (RAISBECK '02) HOWARD** and her husband, Jaye, a daughter, Hope Grace, on May 29, 2009. Jaye works as a graphic/Web designer in Irvine, and Carissa works part time as a child life specialist at Loma Linda Children's Hospital. They live in Riverside. [CarissaJoy@hotmail.com](mailto:CarissaJoy@hotmail.com)

**17** To **AMY (REEVES '02) ROSDIL** and her husband, Andy, a son, Hudson, on August 10, 2010. Amy works in Denver as the director of student life at Front Range Community College. [amyreevesca@gmail.com](mailto:amyreevesca@gmail.com)

**18** To **ERIK OLSON '03** and his wife, **BET (FREED '04)**, a son adopted from Ethiopia, Zain Sato. He is their first child. The Olsons live in the northwest suburbs of Chicago.

**19** To **TIM STUCKY '03** and his wife, **HEATHER (DAVIS '06)**, a daughter, Kayla Rochelle, on November 22, 2010. Kayla is their first child. Heather works in the financial reporting department at Hansen Beverage Company, and Tim is a special assets consultant at Evangelical Christian Credit Union. They live in Corona.

**20** To **LYNDSAY (KIRK '03) PIÑA** and her husband, **CORY '04**, a son, Samuel Allen, on October 21, 2010, in Baldwin Park. He joins big sister Naomi. The Piñas live in Pasadena while Cory completes his Master of Arts in Theology at Fuller Theological Seminary. [lyndsayauren@gmail.com](mailto:lyndsayauren@gmail.com)

**21** To **HOLLY (McKEAN '05) HAYDEN** and her husband, Daniel, twin girls, Abigail Marie and Bridget Suzanne, on December 14, 2010. They live in Alexandria, Virginia.

**22** To **LISA (GANTT '06) MARCIA** and her husband, Steven, a son, Jackson Wesley, born on March 13, 2011. Lisa owns her own virtual consulting company with clients nationwide. They live in Atlanta.

**23** To **STEPHANIE (HALL '06) GIAMANCO** and her husband, **JON '06**, a daughter, Sophie Grace, on January 20, 2011. She is their first child. 603 Vasona Ct., Los Gatos, CA 95032. [sgiamanco@gmail.com](mailto:sgiamanco@gmail.com).

**24** To **SHANNON (KALFELL '06) WHEELER** and her husband, **ANDREW '06**, a son, Logan Paul, on January 12, 2011. He joins big brother Aydan James, 2. They live in Rancho Cucamonga. [s.wheeler53@gmail.com](mailto:s.wheeler53@gmail.com)

**25** To **ALLYSON (HICKS '05, M.A. '09) LINSCOTT** and her husband, **KRIS '05, M.A. '09**, a son, Karter Bradley, on February 5, 2011. Allyson is the veterans affairs and transcript coordinator at Azusa Pacific University, and Kris is a business analyst for GMAC Financial. They live in Glendora. [kalinscott.blogspot.com](http://kalinscott.blogspot.com)

**26** To **BEN LION '07** and his wife, **LORI '08**, a daughter, Isabella Ann, on January 19, 2011. Ben is the director of new student and parent programs at

Belmont University, and Lori is a pediatric nurse practitioner in anesthesiology at Vanderbilt Children's Hospital. They live in Nashville.

To **REBECCA (STEPHENS '06) STRAMAGLIA** and her husband, **MARK '06**, a son, Matthew David, on February 21, 2011. Mark is the PeopleSoft service manager and assistant director for software and service development at Azusa Pacific University. [mstramaglia@apu.edu](mailto:mstramaglia@apu.edu)

**27** To **JOHNNY CABRERA '02, M.A. '08**, and **GLORIA HEEJUNG (YOU, M.A. '08)**, a daughter, Elise Gippeum (pronounced Gi-Poom, the Korean word for joy), on February 15, 2011. [jmcabrera3@gmail.com](mailto:jmcabrera3@gmail.com)

**28** To **JEN (McDONALD '09) BAUMGARD** and her husband Landon, a son, Micah Landon, on March 25, 2011. Landon is pursuing a master's degree in piano performance at Indiana University, and Jen is a stay-at-home mom. They live in Bloomington, Indiana.

**IN MEMORY**

**HERMON VOGET '30** passed away on February 6, 2011. He was an assistant manager and regional sales representative for J.J. Newberry department store. His first wife, **VIDA (BATEMAN '30)**, passed away more than 30 years ago. He is survived by his current wife, Nickie, who lives in Simi Valley.

**REV. DR. KUNDAN L. PETER '67** passed away on April 8, 2011, at age 77. Born in the Punjab region of British India, Kundan came to Azusa College and earned a degree in psychology. He went on to complete a doctorate in ministry from the Claremont School of Theology, was ordained by the Methodist Church of India and Pakistan, and served as a member of the Pacific Southwest Conference. He is survived by his wife of 55 years, Irene, as well as a son, Arnold, and daughter, Vanita. Memorial gifts may be sent to the Claremont School of Theology, Development Office, 1325 N. College Ave., Claremont, CA 91711.

**BEVERLY (BOSWORTH '71) CANARY** passed away on April 2, 2011, at age 76. She was born in Webster City, Iowa, in 1934, and received a bachelor's degree from Southwest Christian Seminary in Phoenix, before attending Azusa Pacific. She taught English as a second language for more than 20 years at the El Monte Adult School. She is survived by her husband of 53 years, Peyton III, her children Peyton and Carolee, and eight grandchildren. A memorial service was held on April 8 in Cedar City, Utah.

**TIM BURLINGAME '72** passed away on October 28, 2010, after a 13-year battle with leukemia. For 35 years, Tim was an administrator at Sonrise Christian School in Covina, and retired several months before his passing. He also served as a commissioner and board member for the Association of Christian Schools International and board member of Western Christian School. In addition, Tim was involved in community groups such as the Covina Sunrise Rotary Club, Covina Planning Commission, and Covina Chamber of Commerce. He is survived by his wife of 43 years, Kathy, as well as four children and five grandchildren.

**CHERYL (PETERSEN '73) WEDEKING** went to be with the Lord on January 18, 2011, after a five-month battle with cancer. She met her husband, Ron, while volunteering on staff with Young Life, and they were married on March 19, 1976. Cheryl assisted her husband as he served on pastoral staff and enjoyed gourmet cooking, gardening, biking, and tennis. The greatest joy and accomplishment of her life was raising her children in the ways of the Lord. Her family and friends will remember her gift of hospitality, passion for life, positive and encouraging outlook, and unending service to the Lord. She is survived by her husband, Ron; her children, Kelly Simants, Kirsten Lie, and Ryan Wedeking; and her parents and siblings. Memorial gifts can be designated to Mercer Island Young Life for their camp scholarship fund in Cheryl's name. Mercer Island Young Life, PO Box 409, Mercer Island, WA 98040.

continued on page 34

continued from page 33

**29 GARY LENHART '81** passed away on March 22, 2011. He is survived by his wife Debbie, and his children, **JENNIFER (LENHART '06) MOFFAT, STEVEN '08, SHANNON '12,** and Daniel. A celebration of Gary's life was held on March 28, 2011, in Yorba Linda.

**30 SHARON PERKINS '08** passed away on January 8, 2011, of acute lymphocytic leukemia. As an athletic training major at APU, she worked with several teams, including baseball, women's basketball, track and field, tennis, and football. While a student at

APU, Sharon completed clinical rotations at Fortanasce Physical Therapy in Arcadia and Webb High School in Claremont. Following graduation, she worked as an athletic trainer at The Physical Edge, a sports performance and rehabilitation clinic, in Arcadia. Sharon was full of life and an inspiration to many. She is survived by parents Bill and Diana, brother Will, and sisters Shannon and Shelley.

**31 JACK CARTER** passed away on April 15, 2011, after a two-year battle with cancer. He was a math and physics professor at Azusa Pacific University from 1988–2010, and also coached tennis for

seven seasons (1989–95), leading the Cougars to their first Golden State Athletic Conference championship in 1994. Jack was born in Texas in 1936, and earned degrees from both Colorado State University and Denver University. He married Judy McCoy in 1958 and had three children. When the family moved to Azusa, Judy worked in APU's Career Center until she passed away following a car accident in 1992. Jack then married **GINNY CHURCHILL '94, M.A. '06,** in 1995, enjoying the last 16 years with her, teaching at the High Sierra Semester, playing tennis, and loving their combined family. Jack is survived by wife Ginny;

three children **CHRISTIE (CARTER '87) RIEHL, SCOTT '87,** and **KELLIE (CARTER '92) BROWN;** four stepchildren Steven Churchill, Melissa (Churchill) Muller, **ANDREA (CHURCHILL '00) BAISERI,** and **MIKE CHURCHILL '99;** and 13 grandchildren. A celebration of Jack's life was held on April 30 at Azusa Pacific University. To visit his memorial website, as well as obtain information about how to donate to a memorial fund for his granddaughter, Elanor, go to <http://jack.carter.muchloved.com>.

## WHERE IN THE WORLD ARE YOU WEARING YOUR APU CLOTHING?

Send us your photographs of the places you have been with your Cougar wear. If we print your submission, you will receive an APU T-shirt to wear while visiting your next exotic or interesting destination. Send your photos,\* along with a description of the location where the photograph was taken, and your T-shirt size, to the Office of Alumni and Parent Relations, PO Box 7000, Azusa, CA 91702-7000, or [alumni@apu.edu](mailto:alumni@apu.edu). Or you can add your photo to the Azusa Pacific Everywhere Flickr account at [www.flickr.com/groups/apueverywhere/](http://www.flickr.com/groups/apueverywhere/). \*Please send high-resolution images or prints only.

**ROBERT '00 AND CATHARINA (DINWOODEY '01) GILLAM**  
LAMANAI MAYAN RUINS, BELIZE

**EVAN NELSON '07**  
PORT-AU-PRINCE, HAITI

**AUBREY '10 AND JUSTIN HARKINS '10**  
BIG ISLAND, HAWAII

**MELEA BARDAL, M.A. '08**  
BETHLEHAM, PALESTINE

**MARIKO NAMURA, M.A. '11**  
NAGOYA CITY, JAPAN

**KATIE ROSE '08** is a first lieutenant in the United States Air Force currently deployed to Bagram Air Base, Afghanistan, working as a nurse, serving the local population and U.S. troops. Following her deployment, she will return to Brooke Army Medical Center, in San Antonio, Texas, to work as a cardiac nurse. [usafgrl@gmail.com](mailto:usafgrl@gmail.com)



SPECIAL COLLECTIONS

## Prayer

*Our Father, Who art in heaven, hallowed be Thy name . . .* With the Lord's Prayer as the model, the APU community has prayed fervently throughout its history. On July 6, 1901, the first China Band of missionaries from the Training School for Christian Workers (an APU predecessor) gathered for an all-day prayer meeting in Elysian Park. As recorded in *The Witness and Training School News*, "While in prayer, one of the China Band was unexpectedly led out in supplication for a building . . . not for the mission in China, but rather for the immediate necessity of a place to permanently house the Training School." On June 6, 1903, a dedication was held for a lot purchased at First and Figueroa in downtown Los Angeles. Likewise, President Matilda W.

Atkinson, in her 1906 Annual Report, bathed the school in prayer: "Trusting God, we pray for the school and each life it touches." Still today, passionate about the power of prayer—whether corporately in a Chapel service, in the solitude of the Hartwig Memorial Prayer Chapel, or in countless intimate moments where two or three are gathered in His name—APU students, faculty, and staff continuously turn their hearts and minds to the Lord. *For Thine is the kingdom, and the power, and the glory forever. Amen.*

—Ken Otto, M.L.I.S., associate professor, special collections librarian



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