

In the classroom
Problem-solving through art **p.10**

Journeying together
Reflections on the Christian way **p.12**

THE MAGAZINE OF
WALLA WALLA UNIVERSITY
SPRING 2021

Westwind

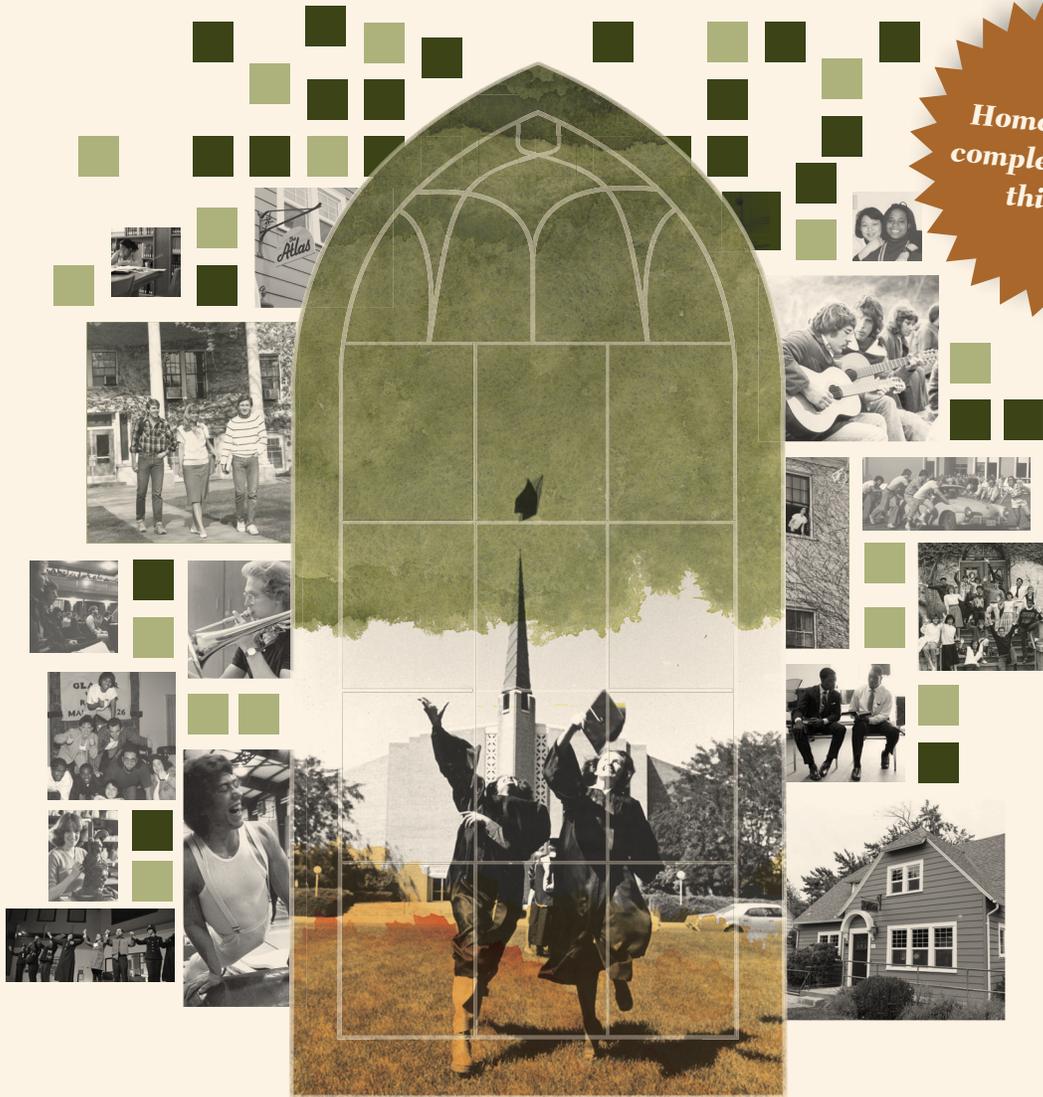
The alchemy of growth

Three alumni reconnect with favorite teachers and
reflect on moments that shaped their lives **p.14**



Walla Walla University
Homecoming Weekend 2020 & 2021
April 22-25, 2021

Homecoming is
completely online
this year!



MOSAIC MOMENTS

Celebrating art, service, and a time-honored space

Enjoy live online events where you can reconnect and reminisce from the comfort of your home!
Celebrate the 100th anniversary of Village Hall, 60 years of student missions, 50 years of art majors
and minors, the 10th anniversary of the Atlas, and Alumni of the Year 2020 and 2021.

Share your photos and memories for an online collection that we will unveil at homecoming.
Submit your material by April 12 at wallawalla.edu/homecoming.

Honor years: 1960, 1961, 1965, 1966, 1970, 1971, 1975, 1976, 1980, 1981, 1985, 1986, 1990, 1991, 1995, 1996, 2000, 2001, 2010, 2011, Vanguards
Alumni of the Year: Sam Carvajal '60, Gary Wiss '66, Doug Clark '70, Bill Fritz '75 & '77, Gale Crosby '81, Kelli Wheeler '91, Becky Billock '94, Handel Wellington '01

Register, reconnect, and reminisce at wallawalla.edu/homecoming
or call Alumni and Advancement Services at (800) 377-2586.

Westwind

THE MAGAZINE OF WALLA WALLA UNIVERSITY // **SPRING 2021**

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About the cover

Natalie Schmidt's goal to become a lawyer was inspired by professor Tim Golden.

ILLUSTRATION BY AGATA NOWICKA

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Walla Walla
University
SEVENTH-DAY
ADVENTIST
HIGHER
EDUCATION

DESIGN BY McCLOSKEY
Senior art major Mitchell McCloskey captures emotion through art and enjoys challenging himself with new artistic styles and techniques.



IN THE CLASSROOM // P. 10

“I encourage them to find a solution to their problem.”

—Joel Libby '04, assistant professor of art

More alumni news online!

Visit us for more at wallawalla.edu/westwind.



Seen & Heard

Links to the latest news stories about WWU alumni.



Back to You

Alumni share their stories in their own words.



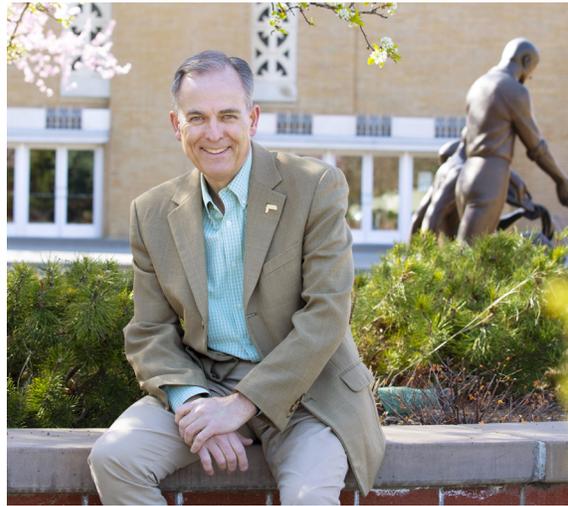
Westwind

The latest magazine and PDFs of past issues.

Taking hold of God's resurrecting power

As Christians, we await the grand hope of the future day of resurrection and the return of Christ—a culminating, glorious event toward which history moves. We also believe in resurrection in the here and now. Ephesians 2:4-7 describes believers who are in relationship with the resurrected, ascended, and exalted Jesus as co-resurrected, co-ascended, and co-exalted with Him. Through the mercy of God, the power exhibited in Christ's own resurrection can be active in our midst today. We at Walla Walla University are looking toward participating in God's resurrecting power.

In many important ways, Walla Walla University has weathered the COVID-19 pandemic well. We have a long list of blessings for which to be thankful. At the top of the list are loyal students who have stuck to their academic goals and to WWU amidst the requirements imposed by the pandemic. The list includes incredibly hardworking, sacrificial, and resilient faculty and staff members who have worked long hours to meet the needs of students. Our students, led by our ASWWU officers, have exhibited both creativity and durability in expressing student life in digital form. This week, a group I was meeting with started listing the names of people who have played key roles in helping WWU navigate the pandemic. The list grew and grew. Heroes and heroines abound. As we look back, we are especially grateful that active cases of COVID-19 on our campuses have been relatively few. Also on our list of blessings is a balance



sheet that has outperformed our expectations, thanks in no small part to the financial support of our alumni.

However, I would not wish to gloss over the negative impact of the pandemic on your school. The one-year anniversary of the onset of the pandemic is, in important ways, a doleful one. We have learned afresh that much of the value of a WWU education is in the high-touch, face-to-face, arm-in-arm, energized community that we share. We have always treasured the occasions when we can gather in large groups and celebrate the values of WWU, such as vespers, church services, worships galore, concerts, parties, tournaments, and the like. It has been more than a year since we have sat together in the Walla Walla University Church and experienced the Christmas concert, a gift to our community from WWU and our Department of Music. It has been more than a year since the church was full for vespers on Friday for an inspiring evening of music, testimony, and worship. It has been more than a year since sports teams from academies have gathered on campus for a tournament. While our faculty have conducted courses online, they would be the first to tell you that it is not the same. Or, perhaps, they would be the second, in line behind WWU students. The absence of our close, engaged, face-to-face academic life has been painful. The pandemic has taught us that all these things add up to a wondrous richness of life together, and they make this community irresistible to those who watch it function.

Which brings me back to that heartening belief we share: As we await the resurrection, we can experience God's resurrecting power in the present. We at WWU need God's intervention in this moment. We need to participate in resurrection. We need opportunity and energy to rebuild and re-energize, to recapture the valuable and rare religious, social, and academic culture that has been at the heart of Walla Walla University. As faculty, staff, and students take up the task—both joyous and daunting—of participating in a resurrection of all that is WWU, we need you engaged with us. Thank you for your prayers, your gifts, and your encouragement as we move toward resurrection.

John McVay, president

College Avenue

The latest from across campus



PHOTO: COURTESY OF BEN JACKSON

Ben Jackson made multiple trips to Yellowstone National Park to collect data for his research.

Geologic wonders

Jackson research on hot spring drainage published in *Applied and Environmental Microbiology*

Research by Benjamin Jackson, associate professor of mathematics, and fellow researchers from Montana State University has been published in the scientific journal *Applied and Environmental Microbiology*. Their work focused on the effects of water flowing over a microbial mat in Yellowstone National Park's Octopus Hot Spring on cellular extremophile life forms in the spring water.

Jackson's contributions to the project included creating a mathematical model of the hot spring drainage system. Developing the model meant making multiple trips to Yellowstone during each season to measure the velocity of water flowing out of the hot spring channel and months of research on cell counts through microscopy and image analysis.

Jackson has been collaborating on this project since 2011 when he was a graduate student at Montana State University. The paper, titled "Relationship Between Microorganisms Inhabiting Alkaline Siliceous Hot Spring Mat Communities and Overflowing Water," is the culmination of those years of research and was supported by a large research grant.

➤ Meet the math faculty at wallawalla.edu/math.

Support system

New campus center provides enhanced support for 21st century learning

The new WWU Center for Teaching, Learning, and Technology (TLT) is stepping into its role on campus at an important time. With many courses currently offered in person, online, and in mixed settings due to COVID-19, the center is providing support for faculty as they work to preserve class excellence.

The TLT provides teachers with educational technology, professional resources, continuing education, and support in standardizing online course structure and assessments. The center also helps faculty effectively use that technology to facilitate dual modality courses, provides support for the D2L online learning management system, and provides assistance with online course design.

"Students learn best in a variety of systems, not just one way," said Pam Cress '90, associate vice president for Academic Administration. Cress is at the forefront of developing the TLT and sees the center as a way to help faculty better serve students.

'Reliving Mark'

Graduate student partners with theology dean on TV series about Jesus

RACHEL SCRIBNER, 2019 graduate of the WWU cinema, religion, and worldview master's degree program, has collaborated with Hope Channel and Carl Cosaert, dean of the School of Theology, to create a television series about Jesus based on the gospel of Mark. "Reliving Mark: Discovering Jesus in Israel" is a six-part series that premiered on Hope Channel in February.

Much of the series was filmed on location in Israel including Old Jerusalem, the Garden of Gethsemane, the Sea of Galilee, reconstructed villages in Nazareth, the Golan heights, and the ruins of Capernaum known as Chorazin.

"Carl Cosaert had been taking groups to Israel on tour, and he wanted to share some of the same archaeological sites and insights from the Bible with people who might not be able to travel to Israel," said Scribner. "I hope that viewers can watch this series and learn more about what life was really like in Jesus's day, and more about Jesus himself. I hope people can imagine the stories better after they see this program."

Carl Cosaert stands near the Umm El Kanatir ruins during filming on location in the Golan Heights.

+ Scribner shares highlights from filming in an interview at wallawalla.edu/news.

Watch the series and access free study guides and bonus footage from Israel at relivingmark.com.

Social work students support valley residents at new mental health clinic

Deisy Haid '10 and '11, assistant professor of social work, is working with healthcare providers in Walla Walla to

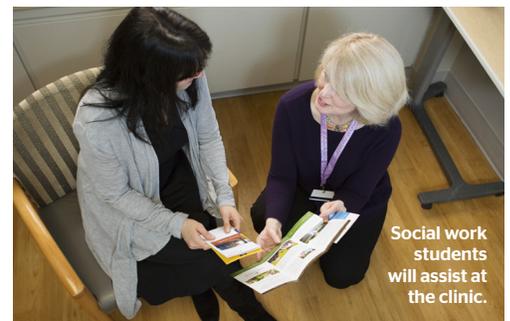


launch Blue Mountain Health Cooperative (BMHC), a free nonprofit walk-in mental health clinic that provides prompt nonemergency care for individuals in need.

The clinic also provides valuable field experience for undergraduate and graduate students in the WWU School of Social Work

and Sociology. When a patient comes to the clinic, a WWU master of social work student provides a clinical assessment while an undergraduate social work student works to find a long-term mental health provider for the patient. A licensed expert oversees care at the clinic.

Haid said "it was perfect timing" when she was invited to join the BMHC board and consult on the project, noting that providing



Social work students will assist at the clinic.

opportunities for WWU students to obtain practical experience is an important element of the School of Social Work and Sociology.

+ To learn more about the School of Social Work and Sociology, visit wallawalla.edu/socialwork.

BY THE NUMBERS

Student finances

90

Percentage of WWU students who qualify for financial aid

\$25,690

Average financial aid package per WWU student per year

\$46.4 MILLION

Total amount of financial aid given to WWU students each year

35

Percentage of WWU students who graduate free of debt

28th

WWU ranking for financial aid out 829 four-year colleges and universities in the U.S.*

1st

WWU ranking in Washington state for overall financial aid*

*Best Colleges for Financial Aid by LendEDU.



Learn more about WWU Student Financial Services at payforwwu.com.

PHOTOS: CHRIS DRAKE, ARON NAKAMURA

Vaccine clinics

CHE organizes volunteers for local COVID-19 vaccination clinics

THE WWU CENTER for Humanitarian Engagement (CHE) is playing a key role in recruiting and organizing volunteers for COVID-19 vaccination clinics at the Walla Walla County Fairgrounds.

David Lopez '05, director of the CHE, has used his experience with humanitarian development to implement software used to manage the 120 volunteers needed each day the clinic operates. Currently,



Nurse practitioner Evelyn Martindale indicates an open station.

vaccination clinics are held at the Walla Walla Fairgrounds, where more than 18,500 doses of the vaccine have been administered as of March 2.

The CHE has helped recruit volunteers with a diverse range of skills in order to provide patient registration, mobility aid, and translation services. Dania Estrada-Castanaza, junior psychology major, helped as a nurse's assistant by filling

out paperwork and going over important information with patients. "Seeing the difference this makes for the patients, and how grateful they are—it's their lives, it's their livelihoods—it makes you feel all the more thankful you're able to help," she said.

Wils Haffner, junior business administration major, helped less mobile patients get around. "It is nice to say you were part of the solution for something we're all dealing with," he said.

The volunteer crew includes many WWU students, faculty, and staff.

Taylor receives top WWU award for service

Doug Taylor '78, associate director of student financial services, was awarded the WWU Community Service award as part of the 138th annual Walla Walla Valley Chamber of Commerce Awards celebration. The awards were presented online this year.

"Doug has given hundreds of hours in volun-

teer time to the Walla Walla Valley," said Cassie Ragenovich, recently retired director of Student Financial Services. "Whether it's working with families of terminally ill patients through hospice, helping struggling agencies with financial guidance, or helping to start a nonprofit that's still strong over 30 years later, he's made a difference in our community."

Taylor's service includes volunteering

as a hospice care worker, organizing the first World AIDS Day program in Walla Walla, and many years as University Church treasurer. Taylor has also



served as treasurer for the WWU Alumni Association, was WWU Village Club sponsor for many years, and helped establish Blue Mountain Heart to Heart and Helpline.

"One of Walla Walla University's core themes is generosity in service," said Ragenovich. "Doug's service to the Walla Walla Valley shows his commitment to that value."

Blue Zones Walla Walla

WWU joins Adventist Health on groundbreaking community well-being project

THE WWU CENTER for Humanitarian Engagement (CHE) will play a key role in involving WWU students in a new community health initiative, the Blue Zones Project Walla Walla. The project was announced in December by Adventist Health and will include several other participants in the community. Students pursuing a variety of majors ranging from premedicine to education to business will work with representatives in the community on Blue Zones Project initiatives.

The Blue Zones approach focuses on improving health by increasing opportunities for healthful choices, such as moving our bodies more, creating healthy social networks, and eating more plant-based foods.



Learn more about the Blue Zones Project Walla Walla at wallawalla.edu/blue-zones.

“The Blue Zones Project has a strong reputation for improving quality of life in communities throughout the nation,” said John McVay, WWU president. “We are happy to work with Adventist Health to bring this highly beneficial program to Walla Walla to improve the health and well-being of our community now and for generations to come.”

The Blue Zones Project Walla Walla has been launched thanks to generous funding from Adventist Health to support the initial stages of the project.

Design by art student selected for display in College Place

Artwork by **Autumn Uhrig**, sophomore art major, was one of eight designs selected by the College Place City Council for special recognition. Uhrig submitted her art as part of a contest that

called on local artists to create designs for weather-resistant vinyl wraps to cover traffic signal utility boxes in College Place. Uhrig’s award-winning design features a pop art

style with a wheat field beneath a sunset.

“Before I began working on the project, I asked many friends and family members what came to mind when they thought of Walla Walla,” said Uhrig. “People listed several things, from local restaurants, to parks, but the common thread was always the fields and the wheat, as well as gorgeous sunsets.”



Find more student art at clyde-mary-harris-gallery.squarespace.com.

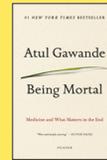


books+sites

Reading and browsing recommendations from our experts

Being Mortal: Medicine and What Matters in the End

By Atul Gawande (Metropolitan Books, 2014)



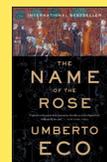
Beaked whales can dive 2,000 meters below the ocean’s surface. They are difficult to study, living deep offshore and avoiding close contact. Thoughts of our finitude, like beaked whales, can exist deep

below the plane of our lives, only surfacing when we are forced to reckon with our mortality. Gawande’s book explores the struggle to cope with the constraints of our biology and the supervisory role played by the medical complex at the end of life. He carefully examines received wisdom that privileges safety and survival above well-being and purposeful agency. This is a crucial guidebook for us all.

—Andreas Beccai, University Church lead pastor

The Name of the Rose

By Umberto Eco (Mariner Books, 1980)



This book, like most books made into movies, is so much better than its movie. It has special resonances to any who grow up in an apocalyptically oriented faith. It is a murder mystery set in a community of faith with historical church politics interwoven into the story in a medieval monastery.

The vibrant descriptions of theology portrayed in architectural and artistic depictions are too great to miss out on.

—Ron Jolliffe '71, professor of English

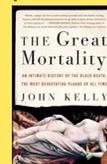
The Great Mortality: An Intimate History of the Black Death, the Most Devastating Plague of All Time

By John Kelly (HarperCollins Publishers Inc., 2005)

The Great Mortality puts [the COVID-19 pandemic] in perspective. The book also discusses how the plague dramatically reshaped society. I suspect there will be major changes to our own world because of COVID-19 that we are not even aware of yet.

History does not repeat itself exactly, but there are definitely important lessons to be learned.

—Gregory Dodds '97, professor of history



Picnic on the lawn

WWU Students enjoy a picnic on the **annual Campus Day** during the 1918-19 school year. Note the luxury of cloth napkins in the days before disposable paper and plastic! The sloping lawn south of the Administration Building hasn't changed much even with construction of the new building.



PHOTO: WWU ARCHIVES

ART 294 AND 317

Introduction and Advanced Printmaking

(Taught online during 2020-21)

COURSE DESCRIPTION AND OBJECTIVES:

Printmaking involves either adding or removing material on a surface that will be covered in ink and pressed onto paper in order to leave an image. These surfaces, called matrices, come in a variety of forms from wood to linoleum and even metal plates. Students learn a variety of methods and materials in a hands-on approach.

Printmaking is taught to provide a wide variety of artistic experiences in order for students studying art to take elements from each to create their own pathway. Even for non-art majors, **the class teaches perseverance and problem-solving.**

Printmaking gives students creative freedom, and unlike other classes such as drawing—which requires learning fundamentals through drawing assigned imagery—printmaking is more about the process.



This piece, titled "Great White," was created by Jordyn Boonstra '20.

During alumni weekend we will celebrate 50 years since WWU began offering a major in art in 1970.

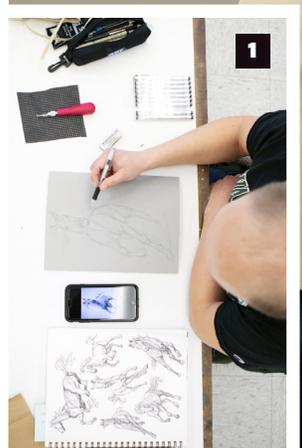
MATERIALS:

Speedball brayer
Block carving tool
X-acto knife
Linoleum blocks
Plexiglass plates
Printmaking paper
Charcoal bricks
Black, blue, and red inks

THE PROCESS:

1. A sketch is refined on paper then drawn on a matrix—in this case, linoleum. The artist then carves the image into the matrix to create the block.
2. A brayer is used to spread ink evenly over the surface of the block.
3. The inked block is pressed against paper using the steel plate of a carefully calibrated press.
4. The fresh print is revealed by gently peeling the paper from the block.

photographs by CHRIS DRAKE



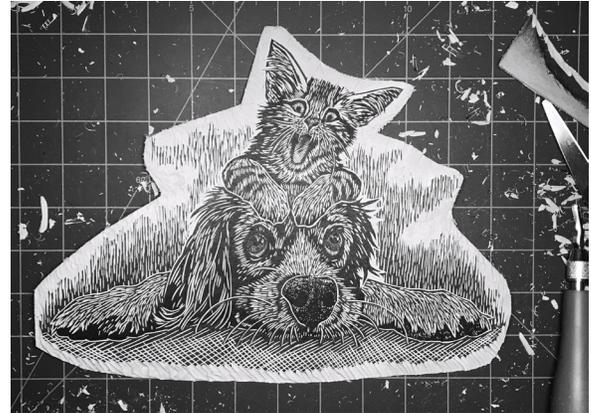


Mitchell McCloskey is a senior majoring in art with a concentration in illustration.

2



4



PROFESSOR:

Joel Libby

Assistant professor of art and chair of the Department of Art



Joel Libby '04 grew up in the San Joaquin Valley of

California. He has a bachelor of arts degree from WWU and a master of fine arts degree from the Academy of Art University. He has also studied at the Laguna College of Art and Design and Avondale College. His interests in art are many and varied, but his primary focus is on historical illustration.

TYPES OF PRINTMAKING COVERED:

- Collagraph
- Block
- Monoprint
- Reduction
- Intaglio

With this piece, McCloskey focused on a detailed, realistic block style.

“*Printmaking is a side of art that I've found goes wrong more often than just about any other. There are a lot of variables to deal with—the moisture in the paper, the amount of ink, the amount of pressure applied, and the condition of the block. There are quite a few things that can go wildly wrong, and it can be incredibly frustrating.*

But I don't see my role as a professor in that class to solve people's problems. I can give them all the information they need as far as all the variables they are adjusting, and then

I encourage them to find a solution to their problem.

And as frustrating as that might seem, I think it's a beneficial aspect of the class.”

—JOEL LIBBY

Professor of practical theology
and apologetics

David E. Thomas

For the 2020 Distinguished Faculty Lecture, David Thomas' lecture "The Nature of Christian Belief" addressed what constitutes Christian faith and what makes believing in the Christian way both viable and credible.

I HAVE BEEN, for the last 20 years, one of the members of the faculty in the Walla Walla University School of Theology. For the first 17 years, I served as the dean. For the last three, I have been a full-time teacher. Prior to that, I served for 24 years as a church pastor, beginning with some multi-church districts on the East Coast and ending with a multi-staff church here in the Walla Walla Valley where I live. I mention these things not so much as to tell of myself but to provide a context for what ended up being the focus of my Distinguished Faculty Lecture. During these 44 years, life and church life in the United States have changed dramatically. An aspect of this change that has long absorbed my attention is the marked drift away from organized religion in general and from Christianity in particular. Last I checked, some 44% of citizens report no affiliation with organized religion at all, and the younger the demographic surveyed, the higher the percentage of departure is likely to be.

In the 1980s, I began to try to understand the reasons behind this drift. While there are many reasons that could be cited, I ran across one that captured my interest enough that I began to explore it more deeply. This issue came sharply into focus for me when I happened upon the following quotation from Dr. Elton Trueblood, a fine scholar. He wrote: "The value of intellectual inquiry lies not in its ability to tell us what we ought to do, but rather in its ability to surmount the barriers that hinder our doing. The careful study of the philosophy of religion is helpful, not because in most instances it brings men to God, but because it fulfills the humbler role of removing barriers to requisite commitment" (Elton Trueblood, *The Validity of Christian Mission*, p. 45).

What this quotation did for me was open my mind to the fact that a major reason for the departure from Christianity is that there are somehow a whole lot of what Trueblood called "barriers" that are preventing people from even approaching Christianity. These are not physical barriers, but intellectual barriers. As you might imagine, I was immediately very interested in trying to find out what those barriers might be.

In the summer of 1993, my interest increased significantly as the result of a class I took at

the seminary at Andrews University under Dr. Fernando Canale. Though I found his language to be quite dense—he is a very good philosopher and scholar—the concepts he unfolded to the class absolutely captivated me. For the first time in my life I understood that deep down underneath everyone's belief system can be found a collection of assumptions that they may not even be aware they hold. These assumptions are absorbed mostly from surrounding culture, and they are critical for they determine what items will be allowed into the rest of the thought system. This has been now a fascination of mine since that time. Along the way, I developed a general studies class that has been my attempt to popularize these highly philosophical elements. I have been very gratified by the results of the class, not the least of which has been reports from many students over the years that what they learned in the class gave them intellectual room to remain Christian and Adventist.

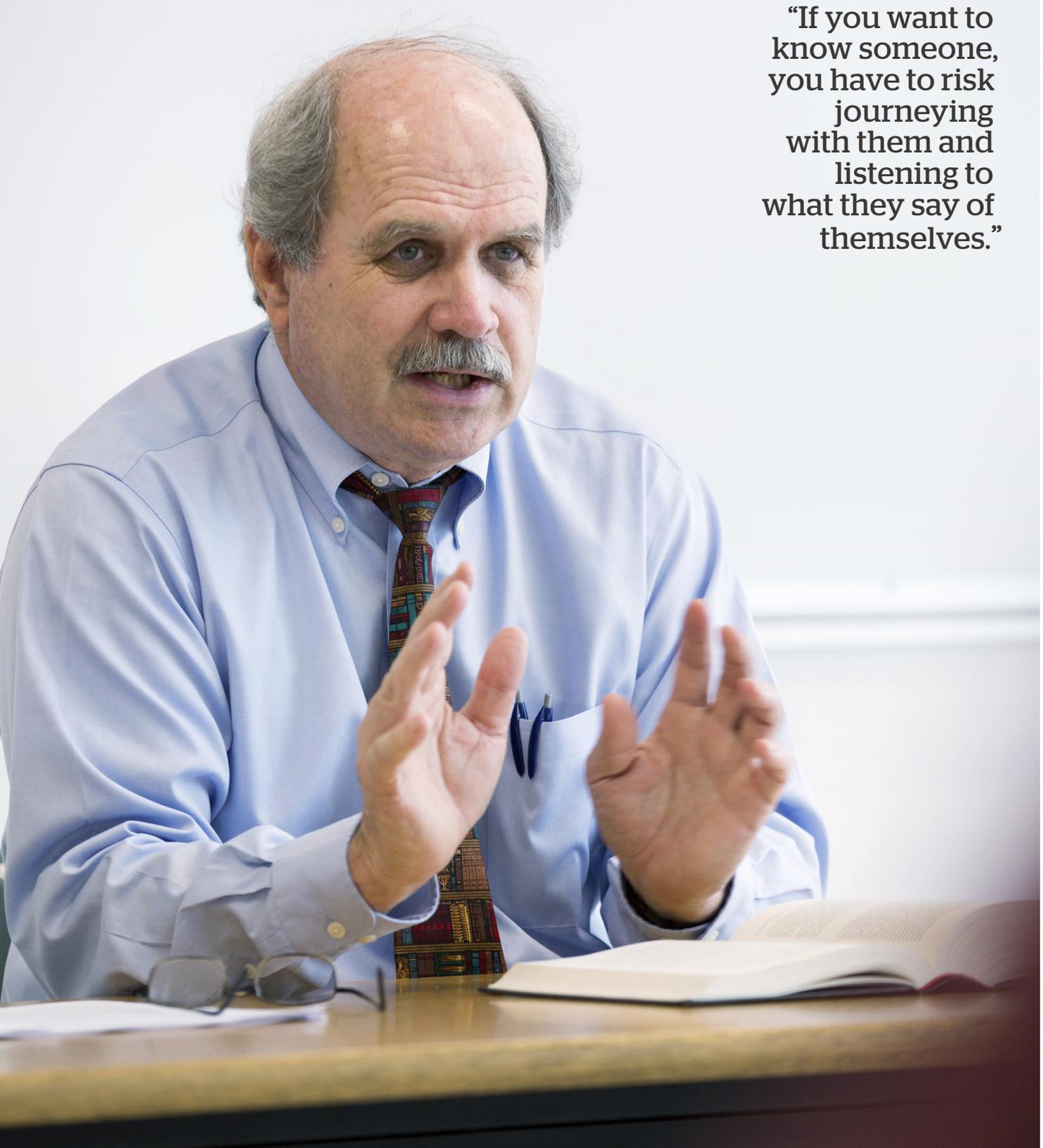
In the Distinguished Faculty Lecture, I addressed two of the foundational items that I think are preventing many people from being believers. The first has to do with the existence, or perceived nonexistence, of evidence for God. Those who look for empirical evidence for God are making what is known as a "category mistake." They are looking for evidence where none can be found, much like a shopper who goes to a clothing store to get a pizza. In part, evidence for God cannot be found by empirical means because God is not limited to the empirically testable realm.

The second item consisted of my reflections on the fact that we cannot come to know another person by empirical means because personal knowledge is not obtainable by empirical means. Knowledge of a person comes primarily by way of self-revelation. If you want to know someone, you have to risk journeying with them and listening to what they say of themselves. In particular, you have to risk association BEFORE you can know, which is the reverse of what we want in our society, risking only after we are sure of something. Here the record of God's actions in history past become very significant, providing us not with an exhaustive record but with one that is sufficient to believe with confidence. 

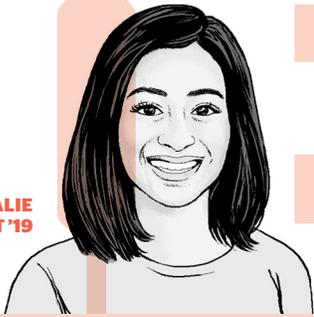
 Thomas' complete lecture is available at wallawalla.edu/dfl.



“If you want to know someone, you have to risk journeying with them and listening to what they say of themselves.”



THE



**NATALIE
SCHMIDT '19**

ALICE



**TIM
GOLDEN**

**WRITTEN BY
NATALIE SCHMIDT '19,
KYLE KAY '11, and
JENIFER JESSON '11**

**ILLUSTRATIONS BY
AGATA NOWICKA**

OF



**RODD
STROBEL '87**

GROW



**JOE
GALUSHA '68**

**Three alumni reconnect with a favorite faculty member
and reflect on college experiences,
expanding confidence, and intellectual growth.**



**KYLE
KAY '11**

A combination of forces can merge during our time in college. Conversations with professors and friends, moments of sometimes difficult self-reflection, and hard work on challenging tasks can spark revelations about emerging interests and talents. Often during college, the Holy Spirit gently moves hearts and minds toward new ideas about career and calling. The following three conversations provide a glimpse into how that often mysterious alchemy of growth unfolds at Walla Walla University.



**JENIFER
JESSON '11**

KNOW THYSELF

Natalie Schmidt '19 interviews Tim Golden, professor of philosophy

NATALIE SCHMIDT: What is your experience teaching university courses for the past year during the pandemic?

TIM GOLDEN: There is no substitute for in-person teaching. You were in law classes I taught, and you know how challenging those classes are. Teaching those courses online is hard because you lose the energy that you encounter in the classroom. When you are talking to an audience, whether it's a large audience or a small group of students, you draw energy from the room. When you teach online, you can be lecturing and not only not picking

up on the energy in the room, but you are also reminded that some students are easily distracted online. So online teaching, while a stopgap measure because of the pandemic, in my opinion is to be strongly disfavored because of the lack of in-person interaction and how that takes form in the dynamic of teaching and learning.

SCHMIDT: I remember your classes were difficult and being in person made them a lot easier to grasp the information. You could explain the subject matter with diagrams on the board, and I just felt that I was able to learn more in person than online.

SCHMIDT: What law school did you attend, and what was your favorite and least favorite class?

GOLDEN: I went to Thurgood Marshall Law at Texas Southern University in Houston. My favorite class was Criminal Procedure and least favorite was Wills and Estates.

SCHMIDT: Oh, that is actually the practice area I currently work in!

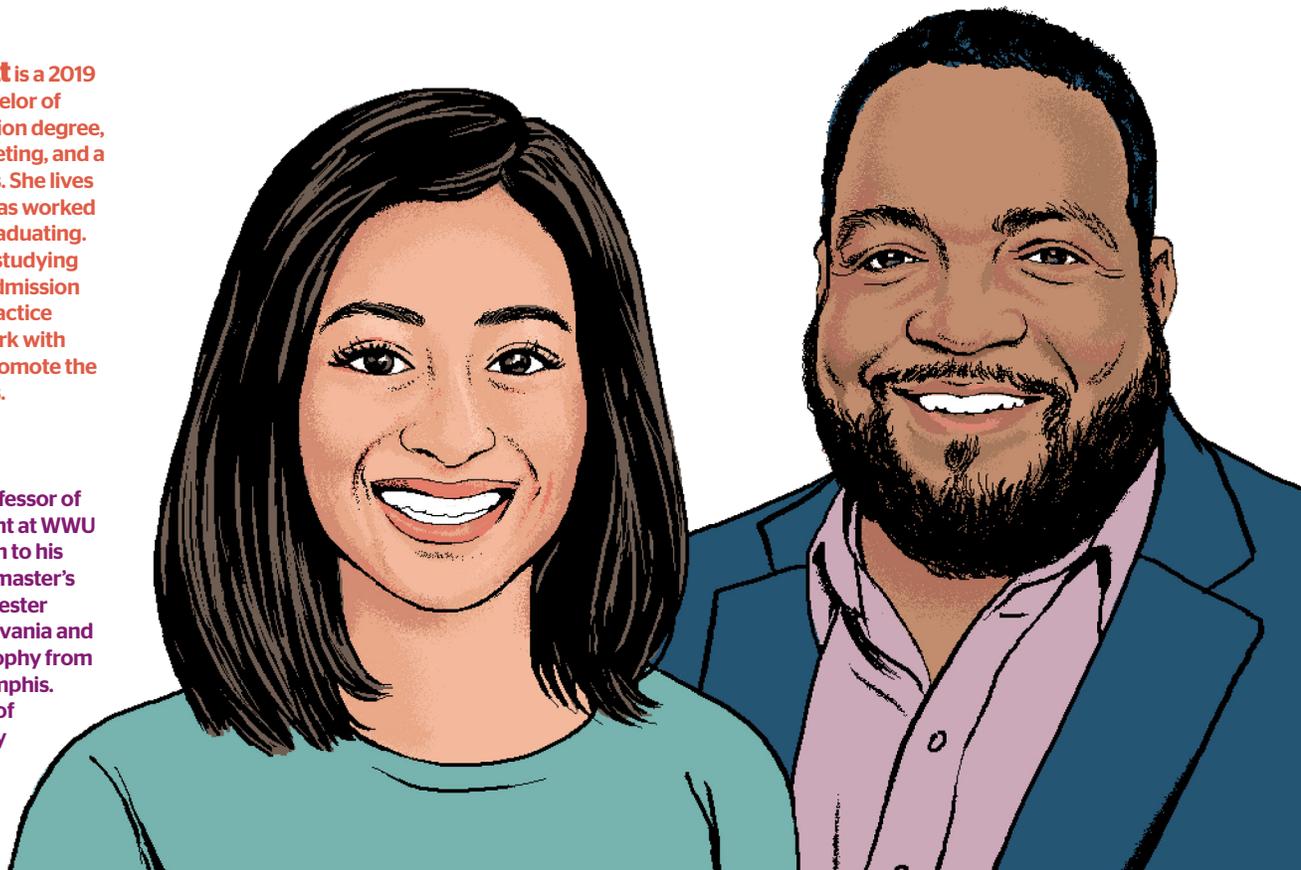
GOLDEN: Wait, no, I am sorry. I take that back. Federal Taxation would be my least favorite class. The Wills and Estates class was cool. Criminal Procedure was my favorite because I was a criminal justice major in undergrad, and I wanted to be a public defender. I had a strong interest in representing poor people charged with committing crimes, and I knew that I needed a strong working knowledge of criminal procedure in order to do that effectively. I practiced as a public defender for two years and then I established my own law practice where I practiced court-appointed criminal defense work. I did court-appointed work, and I worked on other cases where I was privately retained—95% was criminal defense, and I did a small number of civil cases. I worked in a public defender's office for two years, then had my own

THE ALUM

Natalie Schmidt is a 2019 graduate with a bachelor of business administration degree, an emphasis in marketing, and a minor in legal studies. She lives in Boise, Idaho, and has worked for law firms since graduating. She recently started studying for the Law School Admission Test. Her goal is to practice animal law and to work with organizations that promote the well-being of animals.

THE PROFESSOR

Tim Golden, professor of philosophy, has taught at WWU since 2015. In addition to his law degree, he has a master's degree from West Chester University of Pennsylvania and a doctorate in philosophy from the University of Memphis. He teaches a variety of classes on philosophy and critical thinking, and enjoys cooking and acting.



law practice for about 11 years, and then I went back to graduate school. I have practiced law for about 20 years.

SCHMIDT: What inspired you to teach at WWU as a law professor?

GOLDEN: People may think this is super corny, but I am inspired by the mission of Walla Walla University. When I think about the mission, about being a community of faith and discovery committed to the four principles the mission is comprised of, I feel like WWU is a good place to be where I can use my experience and interest in law just as much as my interest in philosophy. I can draw on every part of my academic background and that motivates me to do my best at WWU.

SCHMIDT: What is one experience you had over your years of teaching that is most memorable?

GOLDEN: I would say that was the time when I got an email from a student who really struggled in other classes and told me that my class that I taught in philosophy is what gave them hope. That they could succeed in academics because they didn't find anything else interesting until they took my course. When I read that email, I really felt like I actually made a difference in the life of one of my students.

SCHMIDT: What is one thing that is on your bucket list that you haven't accomplished yet?

GOLDEN: I would like to go to Leningrad, Russia, to see the hometown of [Emmanuel] Kant. They have his tomb, and you can see the streets where he walked in the 18th century. Some of the books from his library are in the museum. They have a whole island devoted to him. Kant Island. That would be a really cool trip.

SCHMIDT: I didn't even know that existed, but I would also like to go there. Why is Kant your favorite philosopher and not someone like Aristotle or Socrates?

GOLDEN: Kant is my favorite philosopher because his intellect and ambition are admirable. He is my favorite because he takes the major issues of philosophy in terms of both science and religion, in terms of God. God is one of these philosophical questions, and the status of science, and so to devote your career as an academic philosopher would be a tall order. Kant somehow manages to deal with both of those issues. He also not only deals with these big questions of God and science, but he also deals with morality and art and beauty and writes about politics. The comprehensive systematic

nature of Kant's work and the fact that he taught logic at a small school are some reasons as to why he is great.

SCHMIDT: I remember doing a lot of studies on Kant and his different literary works. Now that you have had experience teaching, what would you tell your younger self in regard to what you know now?

GOLDEN: I would tell my younger self to learn to take breaks. Learn that rest is healthy and not a hindrance and learn that usually if you're overworking because you want to be productive, you are probably being counterproductive. There is such a thing as diminishing returns, and I think that if my younger self would understand that it would be better. I am learning that now and learning to take each day as it comes and keep it in perspective; it helps with mental rest and energy. Remember there is a difference between activity and progress. You can do a lot of things but you're not getting a lot done. Those are two different things. You can achieve that balance by knowing how to rest.

SCHMIDT: This is something I will need to learn before attending law school. Any advice for students and recent grads who are considering law school or some career in the legal sector?

GOLDEN: My advice is philosophical advice. It is said that on the temple of the Delphic Oracle where Socrates' best friend went and asked the Oracle who was the wisest person in the world, she came back and said, "Socrates, on the front of that temple is inscribed 'Know

I would tell my younger self to learn to take breaks. Learn that rest is healthy and not a hindrance.

thyself.'" I think that phrase is so important for people who are considering legal careers and law school—it is very important to know yourself. So much of what you decide to do as a lawyer should be driven by your personality and strengths and weaknesses. If you know you have a problem speaking in front of people, but you want to do law, transactional law is better suited. Business law—helping clients by drafting agreements and contracts, working on deals like mergers and acquisitions, wills, and estates—you are better off doing that if you are introverted and detail oriented. If you are more extroverted, you are more inclined to litigation and going to court and speaking before the judge. Know yourself really well. Have

a sense for what you bring to the law but also what you want the law to bring to you. If you know that, you can save yourself a lot of headache along the way. You also have to be good with deadlines, have integrity, be honest. You get paid to take on other people's problems. You have to have a burden for helping others. You have to do an honest self-assessment of strengths and weaknesses because only when you do those things, can you really target a career path in law. Otherwise, you may be sort of roaming around somewhat unsure of yourself. The best thing is to know yourself.

SCHMIDT: You were the one that inspired me to pursue a career in law. I heard you speak at a preprofessional event and realized that there were other aspects to law besides making money and having a materialistic mindset. I have loved animals since I was little, and I wanted to do something to help them. I realized that law could help me achieve my goals of giving back to the environment and animals by creating legislation, and organizations like the Humane Society of the United States and the Animal Legal Defense Fund have made a huge impact in animal law. I am not financially driven to be an attorney but want to focus my attention on bettering animal welfare. I don't in fact want to make a large profit from law but want to help others instead. I am sure that you encountered a lot of that since you were a public defender.

GOLDEN: Natalie, you sound just like me. I am not financially driven either. Like you, I went to law school because I wanted to

help people, and my way of helping was to represent poor people and to speak up for them when they were charged with committing a crime. Law for me was never a job, it was much more than a career; it was a vocation and a calling to help poor people. I wanted to give them equal and high-quality representation just the same as if they went to a large law firm.

SCHMIDT: I really like that perspective.

GOLDEN: I am very proud of you for getting yourself ready to go to law school. Thank you for interviewing me.

SCHMIDT: Thank you so much. I'm glad you were the inspiration for my career.

A PLACE OF CARING

Kyle Kay '11 interviews Rodd Strobel '87, assistant professor of physical education

KYLE KAY: What does the study of physical education do for WWU students?

RODD STROBEL: Physical education is the most fundamental thing we can engage in for human existence. There isn't anything that we experience—from birth to death—that is not a physical experience. Even having a thought is a physical process within the brain—a neuron firing is a physical process—it's polarized ions across a membrane and that is a physical process. So, the study of physical education really is the study of the fundamental essence of what it is to be human. There are all kinds of areas to study within physical education, but the basic part is focusing on what it is to be human, what it is to exist as a person.

KAY: Does that message get translated to the majors that come to the program at WWU?

STROBEL: There has been a tendency in the field of physical education to view it as just play. While play is part of physical education and is fundamental to human existence, physical education is much more than play. Sometimes that gets lost.

KAY: The book *Play: How it Shapes the Brain* by Stuart Brown was profound for me personally. What you're saying ties into how activity and physical processes are fundamental and then linking those to the importance of play.

STROBEL: Absolutely. People say it's "just" play, but "just" is the wrong word. Play is fundamental and critical to what it means to be human.

KAY: I definitely got the idea in the physical education program at WWU that we were trying to get kids to add skills, but the key point was to help them enjoy being active—to play and find some way to enjoy being active. I saw you prioritize relationships with students and character development over any other performance criteria.

STROBEL: One of the first things I say in my Principles of Coaching class is that you have to start from a place of caring about

your students. If you don't care about their well-being then you have no business being a coach or a teacher. If it doesn't start with that, then you're wasting your time. There's too much influence and power in coaching and teaching positions for people to be there who don't care.

KAY: When I took Principles of Coaching there were six of us in the class. The intimacy of that group was special. It didn't feel like a class. It just felt like good advising—self-help stuff to get us to the next stage of wherever we were going.

STROBEL: I like that class because it allows for that and because we often have a small class. Sometimes I lecture, but many times, I present an idea and then we talk about it. I love that we can have those kinds of discussions. Most teachers realize after not very long that the content they are teaching is just an excuse to engage with students. I happen to engage with health

You have to start from a place of caring about your students. If it doesn't start with that, then you're wasting your time.

and physical education, but it's really just an excuse to engage with students and find ways to get them to engage in the world and with each other. What they need to master is being people and knowing how to interact with each other.

KAY: How has your teaching progressed through the years?

STROBEL: I love my content area and it's very important, but I have a better under-

standing now that the process of learning is more critical than the content itself. I've also learned the importance of teaching people how to learn.

KAY: Do you feel like that was a linear progression or were there major moments when that really shifted?

STROBEL: It's probably a little of both. There was some linear progression from early on when I started teaching high school. That was probably just a process of maturity, and that was somewhat linear. There were also jumps. In motor learning, we call that dynamical systems theory where it's a non-linear change in behavior as a result of some linear change in some other element. So as time has gone on, there have been nonlinear changes in my understanding. Primarily those jumps have come through interactions with others where my understanding takes a jump or I'm able to put together things that were there before, but now I put them together in a way that lets me make a bigger jump than just a linear change.

KAY: If you were presented with that idea at the beginning would you have bought it or did you need the maturation to get to the other points?

STROBEL: For me personally, I needed to mature a little bit. I look back on my experience with the four teachers at WWU who influenced me the most—Gary Hamburg, Ralph Perrin, Tim Windemuth, and Curtis Kuhlman—and I see elements of that in their teaching. I think they were telling me that, but sometimes I wasn't hearing it or I wasn't understanding it. So that's a reminder that I can't neglect to talk about those things because even if students don't get it now, maybe I can plant a seed. Sometimes that's all you can hope to do is plant a seed that somebody else waters and then it grows.

KAY: I can't think of anything specific you did to put that idea in my head, but as I'm transitioning through different theories of what I should value, I run back on those experiences from college. I get a reassurance of, yeah, this would totally work. This wouldn't go against anything I learned from Rodd, which to me is a way of saying you were probably trying to tell me that then, or you planted the seed well. You had a very measured approach to problem solving whenever things would arise and you shared experiences from your teaching or coaching career—where you got something right and where you got something wrong. That was really valuable to me and to be able to see how those ideas have impacted me in the last 10 years and how at different times I've been lucky enough to be able to run some of my problems by you. You've been very gracious helping me figure out some different things that have arisen. I've

been blessed to have you be so generous with your time throughout the years.

KAY: What do you love about teaching physical education?

STROBEL: Well, the surface thing is that it's fun—going back to the word play—the times that I get to play with students, whether it's Badminton class or Basketball class or even in Motor Learning class. I love that class because of the things we get to do in labs. Not only do they help us learn, but they are just fun. So, the easy thing is that physical education is just a blast. The other thing is I just love watching the light bulb go on above kids' heads. It's pretty fun to see those learning and growth moments.

KAY: You've definitely instilled that passion in many, many of your students. I know that firsthand, and I've spoken with other people that I shared time with in your classes. You made it clear how much you wanted to be there and communicating that alone does so much for the trust and the vulnerability that you show being there and just liking being there. It really helped me soak up the experience rather than just getting through the class. That ties back to what we've been saying about how the content isn't the most important thing, it's how we get through the content, the process of doing it is more important than the content itself.

STROBEL: Physical education touches on the most fundamental essence of human existence. If you think about how God has interacted with humans over His history of interaction with us, what did He do with the children of Israel when he brought them out of Egypt? The first thing He did was tell them how to take care of themselves physically. That was before the 10 Commandments. He's like, "You guys are all messed up. You need to take care of yourself physically. Here is how to have a clean camp. Here are the things to eat and to not eat. Here is the way to live so you can be healthy." He knew that if their bodies weren't working well, it could be challenging for them to have a good relationship with Him.

Then you look at the New Testament. What did Jesus do? He met people's physical needs. He healed them. He forgave them. He said, "No, it's going to be okay," and he healed blindness and leprosy and other problems, because He knew that if they were facing those physical challenges then the other part of that relationship could be challenging for them. So, He met physical needs first. I get to operate in a world that takes that seriously. Helping people along on that journey is why I teach physical education and why I think physical education is the most important department on this campus. You can't engage in any other

pursuits without a functioning physical body.

KAY: What I hear you saying is that in college every class you take in general studies should have a component in it that links back to the intersectionality of health and how regardless of what class you're taking, if you can't figure out a way to be mentally healthy and physically healthy, you're not going to get anywhere or you're going to barely get through.

STROBEL: I like that you used the word intersectionality, because it is so many things and it's different for you than it is for me. This idea that it's intersectional is critical, and I think we have lacked that understanding. It isn't that if you exercise you'll be fine. No, it's more than that. It's this whole concoction of things, and getting people to understand that about themselves is the critical element—then we can start talking about all those things that go into what makes us healthy.

KAY: Caring about health and improving it, that will help everything else. So, let's put a little time into it.

STROBEL: Yes, that's right. It's been great talking with you, Kyle. I love talking about this stuff with people who get it.

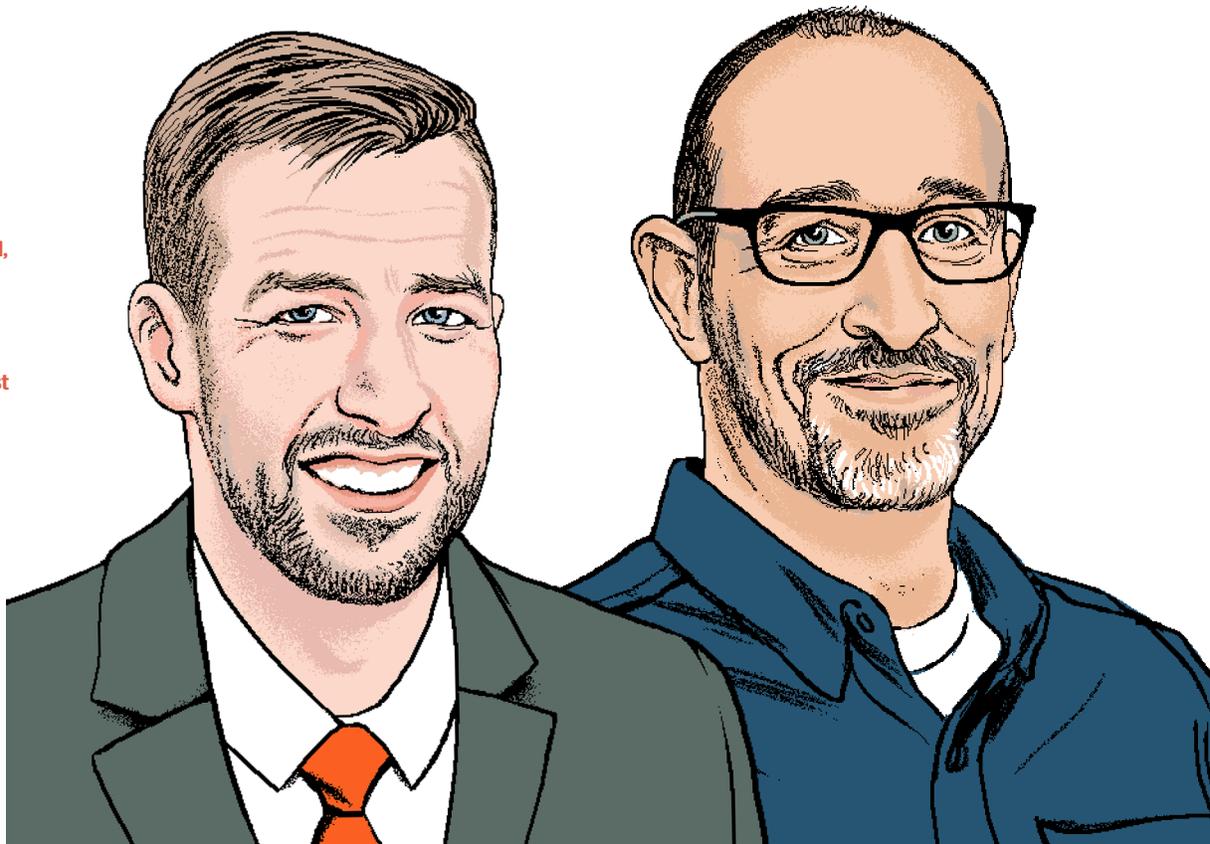
KAY: It's been great, Rodd. Thanks so much.

THE ALUM

Kyle Kay graduated in 2011 with a bachelor of science degree in physical education. He is the physical education teacher and athletic director at Fraser Valley Adventist Academy in Abbotsford, British Columbia, Canada. He and his wife, Janelle, have two young children. Kay was named Physical Education Teacher of the Year in 2021 by the Seventh-day Adventist Health, Physical Education, and Recreation Association.

THE PROFESSOR

Rodd Strobel is chair of the Department of Health and Physical Education. He has a master's degree in education from WWU and a master's degree in motor learning from Columbia University. He teaches a variety of activity and theory classes and especially enjoys cycling and playing badminton.



THE STUDY OF LIFE

Jenifer Jesson '11 interviews Joe Galusha '68, professor emeritus of biology

JENIFER JESSON: What inspired you to be a biologist?

JOE GALUSHA: I have always been very interested in the scientific understanding of life. Life in animals and plants is, I believe, the most complicated process that we know about. As a biologist I have the privilege of asking: What are the characteristics of life? Where did they come from? How do they work? How are they involved in making animals and plants successful—meaning able to reproduce and keep the species going? In my own specialty of animal behavior, I looked at those questions but took another step and said that behavior contributes qualities to the animal's decisions that help them stay alive. I have a

basic assumption that the behavior an animal does is susceptible, guided by natural selection, and that the very best behaviors an animal can do contribute to its living longer and producing more offspring. As the study of life, biology is central to our understanding of science.

JESSON: There does appear to be this innate, natural inclination of all living things to do what is needed socially, behaviorally, environmentally to propagate. My time at Walla Walla and in your classes taught me to look for those things and study them come and reason together to discuss what we see. Many times, we find basic laws that do not change, that come from a law giver. Those are some of the skills that I learned

during my time at Walla Walla and in your classes. We discussed different findings, looked at different sides of presenting information, and then discussed those things together. It's really helpful for critical reasoning. Did you intentionally seek to develop those types of skills in your students?

GALUSHA: A major interest I had in becoming a university teacher was that I could ask questions for which there were currently no answers. This allowed me and my students to make hypotheses about what was important. For instance, in animal behavior, we understand the motivating factors for behavior to be three basic steps. One, the animal needs to find food. So behavior that increases the amount of food captured and eaten will be favored. Secondly, it is very important that an animal behave in a way to attract a mate. The third point is that animals need to avoid predators. We ask, "What could be the reason this animal is successful or this behavior is included in its repertoire?" The skills that are required for that process are curiosity and asking questions that can actually be answered.

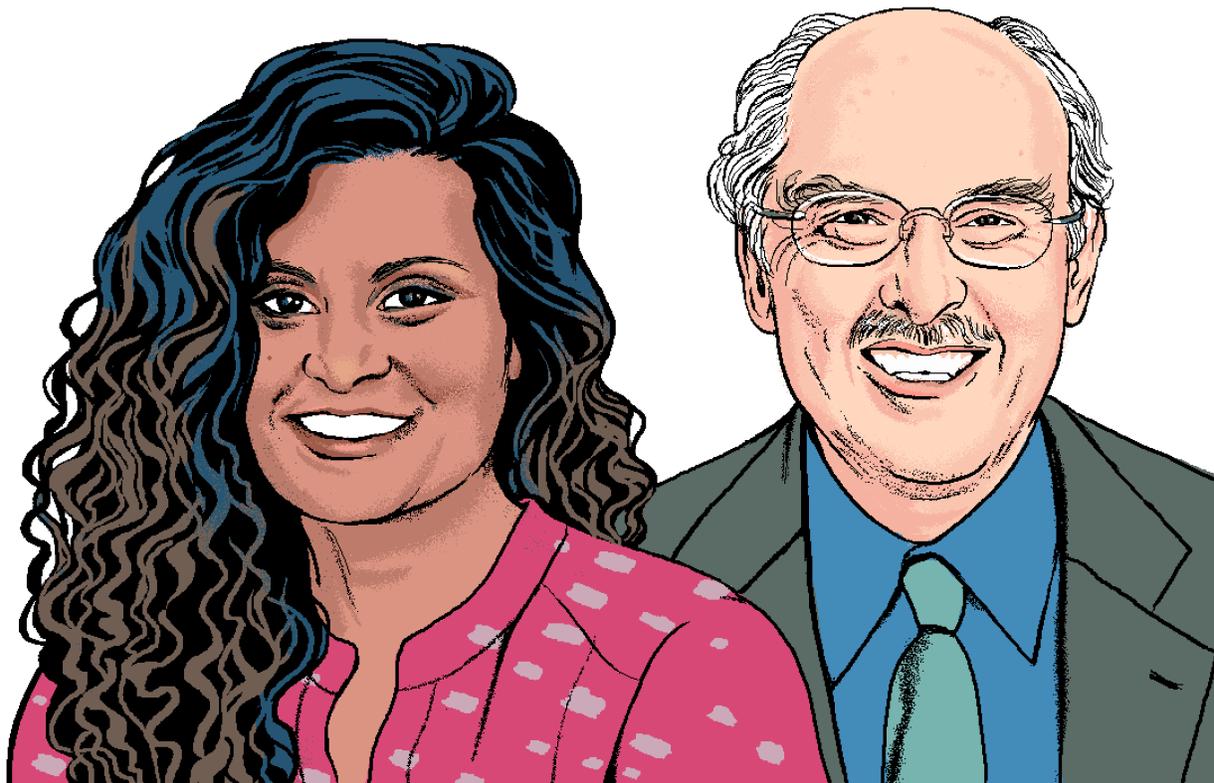
In animal behavior and biology itself we stress asking questions for which empirical evidence can be gathered and used to answer the questions. The precision with which that is done is important. Next, it is important to quantify our observations. You and I might be walking in a forest or along the seashore, and we see a bald eagle chasing a local seagull. As

THE ALUM

Jenifer Jesson is a 2011 graduate with a major in mathematics and minors in biology and business. She completed dental school at the Loma Linda University School of Dentistry and has a master's degree in public health. She practices dentistry in Paradise, Calif.

THE PROFESSOR

Joe Galusha lives at Rosario Beach in Anacortes, Washington, with his wife, Marilyn, where he is retired after more than 40 years of teaching biology at WWU. He continues to study animal behavior, to write about his observations, and to enjoy time hiking and living near the Rosario Beach Marine Laboratory.



we watch the way they move back and forth we see natural selection right close up and personal, at least to the gull. And the gull swoops and dodges, and almost every time is able to avoid the predation effort of the eagle. For a number of years, I and my graduate students have attempted to understand that particular predator-prey relationship—the gull attempting to stay alive and avoid predators; the bald eagle attempting to find food that it can actually capture.

I am looking to find the story. How do animals that are predators actually determine what to eat and how to catch them? The best answer we have to date is there is a combination of genetic proclivity in the brain of predators, and they actually, innately, know how to move and to capture prey for food. They learn how to do that better, but many animals have such a modest life span that they have to actually have it genetically programmed, especially in insects. When an insect hatches, it grows and goes through several stages, but its behavior is not learned from any other member of its species. What it chooses to eat, how it avoids predators, how its life is determined by its genes. The idea that something as complex as a living organism can and does select behaviors that are advantageous to its staying alive without learning is absolutely amazing.

JESSON: It is incredible how that shows how we were designed. You mentioned curiosity, asking questions, and seeking knowledge. Those are skills that can apply in so many areas of life. I remember two classes that addressed where did we come from and what are the evidences—looking at it from an evolutionary standpoint and the creationist standpoint—then looking at the evidences and coming up with questions to discuss as a class to get us thinking for ourselves. Many institutions tend to feed you information and you just accept. I think that's done a lot now in many schools where just the theory of evolution is presented. That was something I really appreciated, not to shelter us but to present that here are the different theories, now let's explore the faith-based element as well.

GALUSHA: Can I tell you how that came to be interesting to me? I kept finding the behavior of animals that I studied to be more and more and more complex. I was satisfied with many of the current scientific answers as to why an animal's behavior was important in keeping it alive, helping it reproduce, and sustaining the species it was part of. What I didn't find satisfying in my graduate work was the origin of anything as complex as an animal's living environment and an animal's behavior. I began to read and think about how these animals might have begun in the beginning. There are at least two basic ideas. One being that living

things arose spontaneously from chemicals in small, warm pools of water. Another model was that a supernatural being actually created life to begin with in a variety of different forms. As I looked at scripture, which is the source for the creation model, and science, which is a basic source for the theory of evolution, I finally simply settled the issue for myself. I said, "It is easier for me to believe in the design of a creator than

Those kinds of probabilities led me to a quiet reasoned choice. It is easier for me to find a designer in living things than to sense pure chance.

in the chance—very, very complex chance—that some of these things just happened." I have spent much time in Philosophy of Origins and Speciation class looking for the harmony between origin by God and evolutionary explanations or origin by chance. I don't believe life could arise by chance alone.

JESSON: You know, Joe, I believe it takes more faith to believe in evolution than believing in a creator. Having your class to really ruminate on that and to discover answers to questions was very helpful in forming those foundations and beliefs that impact spirituality, purpose and future. Having some of those big life questions answered can help you journey through life with more peace, direction and purpose.

GALUSHA: Some things here on earth we can't explain yet, but they are important to consider. What we now know is that there are more possible connections between neurons in the human brain than there are primary particles in the universe. That means there are more combinations of connections between the brain neurons than there are protons, neutrons, and electrons in the entire universe. The chance of living things just coming to be—and then the chance that the combination of chemicals would result in reproducing another one that had grown or developed—is so remote as to be less likely than the number of primary particles in the universe. Those kinds of probabilities led me to a quiet reasoned choice. It is easier for me to find a designer in living things than to sense pure chance.

JESSON: What is your advice for someone just starting their career?

GALUSHA: When I am asked, "What does it take to be a scientist?" I say that number one, it takes curiosity. Number two, you've got to be careful and systematic in the way you study. You can't make statements that are not grounded in empirical data. And lastly,

you've got to be passionate about what you do. There are many people who are polite in the way they study and go about their work, but new discoveries and great satisfaction come primarily from those who are excited and passionate about what they do.

JESSON: Wow. I love that, Dr. Galusha. I'm going back to calling you Dr. Galusha. It's just an instinct.

GALUSHA: Let's work on that together, because I want it to feel more natural, but I don't want to have to switch and begin calling you Dr. Jesson.

JESSON: No, please don't. This is getting too formal! But no, I love that, curiosity. Having evidence grounded in empirical data to make those statements and have that firm foundation and then a passion for it. That is an equation for success as a scientist and also in life.

What are you doing in retirement? I know you're on the beautiful Rosario campus, which I have so many fond memories of. It was my favorite summer at Walla Walla, spending that summer at Rosario.

GALUSHA: Like you, summers at Rosario were very special to me. It was my privilege to spend five summers as a student here a long, long time ago. I got so interested in the classes and the research that was possible, I just kept coming back. I happened to be sponsored financially on a grant that was made to a professor at WWU. So, three of those summers were funded by a grant from the National Institutes of Health. Then I was fortunate enough to be here 48 years so far. So, 53 summers we have been here at the Rosario Beach Marine Laboratory. I either taught or conducted research or provided leadership as the director for the station over those years. Now I continue to conduct research experiments related to seabirds. And of course, Glaucous-winged gulls are my favorite target. I continue to read scientific literature about social behavior in the life of animals. And I continue to write scientific papers and scientific reports about the work that we did over the years. I had such a good experience here at the station, like you did, I also volunteer here a few hours each day. I go down and help with improving the marine station by keeping it looking good, working well, and getting it ready for academic use by students. 📖

AlumNotes

Get up to date with fellow WWU alumni. Submit your information for AlumNotes at wallawalla.edu/alumnotes.

1960s

Mary (Richards) Aaron '61 and her husband, **Thomas att.**, have one son, **Rob '90**. After graduating, Mary taught elementary school for 4 ½ years. She writes, "After I married in 1964, I quit teaching and became a homemaker, wife, mother, grandmother, and now a great-grandmother." Her favorite memories of WWU include living in Conard Hall with Dean Evans. "She was such an inspiration with her worships. I was also blessed by the chapels and the lyceums," writes Mary.



▲ **Darold Bigger '66** and his wife, **Barbara (Messinger) att.**, live in Walla Walla. Darold writes: "After flirting with retirement and working part time as WWU's assistant to the president and interim pastor at the campus church, I've been drafted and re-tooled as dean of the School of Social Work and Sociology. It's a stimulating opportunity to work again with outstanding, innovative, and energetic colleagues in the only Northwest school offering bachelor, master, and now doctor of social work degrees." Barbara is retired after working as director of the campus store for 27 years. Both Darold and Barbara's daughters graduated from WWU—Shannon in 1995 and Hilary in 1997 and 1998. Shannon was killed in 1996. Some of Darold's favorite mem-

ories of his time as a student at WWU include moving into the current University Church, meeting and getting engaged to his wife, taking classes from elders Balharrie, Grove, and Litke, traveling on the weekends with Dick Hart in support of student missions, and forming lifelong friendships.

Kenneth Carr '61 lives with his wife, **Ellamae (Kultz) att.**, in Woodburn, Ore. They have two sons, Daniel and Donald. Kenneth retired in 1995 from his work as an accounting manager for Blue Cross/Blue Shield of Oregon. During his career, he also worked as a staff accountant, controller, and a chief accountant for an Adventist hospital. He runs a small farm with Christmas trees, cattle, and goats, and enjoys working on old cars. Through the years he has worked with Maranatha to build churches mostly in the U.S., but also in three other countries. He has been an elder in his church, a junior and earliten leader, and has taught the Sabbath school lesson. His fondest memories of his time at WWU are of speech class with Mrs. Rigby and Spirit of Prophecy with H.J. Alcock.

Jim Gregg '66 and '68 lives in Central Point, Ore., where he is retired from his position as the respiratory therapy department head at Rogue Valley Medical Center. Jim and his late wife, **Ellen (Hill) '63**, have four children: Shawn, **Jason att.**, Marla Erskine, and Alexander. After graduating, Jim taught for a year at a public high school before teaching respiratory therapy at Kettering College for five years. He spent the next 20 years at Rogue Valley Medical Center and providing adult foster care. Jim enjoys cutting firewood for exercise.

His favorite memories of his time at WWU are of hiking in the mountains and listening to the elk bugle, driving in the mountains with friends, playing Rook in the growth chambers in the biology department, summers at Rosario and scuba diving with friends, and a trip to Hurricane Ridge for botany class.

Marolyn (Eiseman) Wagner '65 lives with her husband, **Donald R. '66**, five miles out of Desert Hot Springs, Calif., in a "little bungalow." Marolyn writes that they are "busy painting and making it ours." Marolyn retired in 2018 from her work as a registered nurse. They are now enjoying living in the same state as their son, Donald II, in Redlands, Calif., and their daughter, Mindy Williams, in Berkeley, Calif. In retirement, Marolyn and Don have enjoyed traveling. Since selling their house in Walla Walla in 2016, they have traveled across the U.S. on Highway 10, spending the winter in Florida and seeing many other states on their trip. They have also been to Hawaii and Bangkok, and have been on cruises to the Caribbean, Jamaica, and Mexico. Of some of her favorite WWU memories, Marolyn writes, "Our dean of women was Helen Evans in Conard Hall. I have to say that I admired her for the worship services she prepared for us. I also loved being on the Portland Campus. Great memories."

Keith Wedin '61 lives in Grantsburg, Wisconsin, where he is a retired physician. He and his late wife have two children, Karlyn Creitz and Sharlene LeClerc. He fondly remembers the "wonderful experience" of his summers at Rosario Beach. He writes that he enjoyed Dr. Starr's sense of humor in German class and that he ended up using his German for a fellowship a few years later in Germany.

1970s

Lyle Albrecht '70 lives with his wife, Peggy, in Union, Ore. They have two children, Tami Woodbury and **Troy '93 att.** Lyle is now retired after 45 years in public evangelism. During that time he baptized more than 5,000 people. Some of his favorite memories of his time at WWU are of hearing Richard Fearing preach and working for Paul Hellie operating heavy equipment.

Mark Buhler '76 lives with his wife, Arlene, in Altamonte Springs, Fla. The have one daughter, Emily Strawn Kavanaugh. Mark is an attorney and operates his own law firm. He specializes in yacht transactions and is board-certified in admiralty and maritime law. He is a young adult Sabbath school teacher and mentor and sings in the men's chorus at the Markham Woods Adventist Church in Longwood, Fla. He writes that he still loves playing Rook and other table games, traveling, growing fruit, boating, Maranatha mission trips, and exploring the outdoors. His favorite memories of his time at WWU include participating on the gymnastics team, taking classes in aquatics from John Waterbrook, motorcycling with friends, and exploring the region.

▼ **Carey Carscallen '76** lives with his wife, **Dorothy (Crumley) '76**, in Berrien Springs, Mich. At the end of 2019, Carey retired as a professor emeritus at Andrews University after teaching for more than 18 years in the School of Architecture and Interior Design. He was dean of the school for 15 years. He continues to teach part time in the hands-on design studio where they



are building medical clinics in shipping containers for Africa. Carey writes, "Nearly every year I took students on mission trips to Bolivia to design and build an orphanage and day care center for street children. There were also many trips to Italy with our students to visit the Piedmont valleys where the Waldenses lived and died for their faith." Carey and Dorothy have three children: Jeremy, **Peter '06**, and Kristin Parker. Carey's favorite memories of his time at WWU include the Friday night vespers programs, working with Dean Loewen in Sittner Hall, Dean Howard and the student missionary club, skiing and other sports, as well as his classes in industrial education. He says, "Spending quality time with Dorothy Crumley was also a favorite in 1976. She consented to marry me in 1977."

Lester Cunningham '71 lives with his wife, Anita (Anderson), in Walla Walla. They have one son, **Martin att.** Before retiring, Lester worked for 35 years for the Army Corps of Engineers, Walla Walla District on computer programming, flood insurance studies, and ice engineering. He enjoys gardening, hiking, and traveling, and has visited his wife's homeland (Sweden) and other European countries at least 17 times. About his time at WWU he writes, "I remember dedicated teachers caring for each student, prayer at the beginning of class, hard assignments." He also remembers writing letters to his girlfriend in California who would later become his wife of 52 years. "Somehow I escaped the dunking in the fish pond outside the girl's dorm," he writes.

David Fuller '76 lives in Vancouver, Wash., where he is a funeral director. He has been active with Lions International since 1978 and serves on the board of Lions Vision Gift. In his free time he enjoys hunting and staying connected with his college classmates. His favorite memories of his time at WWU include interaction with faculty

and classmates in the history and business departments.

▼ **Mardine (Thompson) Johnson-Long '76** lives with her husband, Ray, in Kingwood, Texas. They have a blended family of four children. Mardi is retired after working for 10 years in clinical and research laboratories followed by 25 years working with computer



systems in hospitals. She lived in Oregon, Washington, and California until 2011 when she moved to Texas to be near her daughter, Kathryn (Johnson) McCreedy. She writes, "We enjoy family, friends, gardening (me), gourmet cooking (Ray creates it, I eat it), and travel. We are active in our church, plus, I have recently published an inspirational book, *It Is Always NOW!*" Of her time at WWU, Mardi writes, "I enjoyed many good friendships, opportunities for enriching entertainment, and Sunday brunch at that wonderful little café on the main street. These years formed an integral part of who I am to this day."



Jon Kattenhorn '71 and his wife, Jeanette (Peters), live in Yucaipa, Calif. They have three children: **Sara Schilt '04**,

Dana Rhynus att., and **Jordan '12**. During 41 years as an OB/GYN in Boise, Idaho, Jon delivered 6,000 babies. He retired in 2019 and he and Jeanette moved to Southern California to be close to their children and grandchildren. Jon has served on the WWU board and is actively involved in the LLU School of Medicine Alumni Association. He's now "busy being a grandad" and enjoying his family. Of his favorite WWU memories, Jon

NAME THAT NURSE ... *The rest of the story*

OUR SINCERE THANKS to the many alumni who wrote in to help solve the mystery on the **From the Archives** page in the last issue of *Westwind*. The nursing graduate in the photo is **Anne C. Hazeltton**, and the photographer is **John Anholm**, Anne's fiancé at the time.

Anne and John both graduated in 1973, Anne with a bachelor's degree in nursing and John with a bachelor's degree in engineering. They got married in September of that year.

The next year, John completed a master of science degree in electrical engineering at Stanford University, and the Anholms moved to the Seattle area where John went to work designing electronic instrumentation. Anne completed a master of nursing degree in 1976 at the University of Washington and became a family nurse practitioner in 1980. She went on to graduate from medical school also at UW in 1989 and completed an OB-GYN residency in 1993.

John became a project manager on a digital multimeter project and is listed as coinventor on four patents. He is now retired, but says he is just as busy as ever. Anne is still delivering babies during 24-hour shifts at the hospital.



Many Westwind readers wrote to provide additional details about the photo and had wonderful things to say about Anne and John:

Roxanne '73 and John Vixie '74: "This photo was taken in June on Saturday afternoon of graduation weekend in 1973 right after the nurses pinning in the College Church."

Sherrylin Black att.: "Anne is an amazing person!"

Darrell Genstler '74: "John was my roommate my sophomore year and was a great support and encourage-

ment to me during that pivotal year in my education at WWC."

Carla Rouse Burt '74: "I went to grade school with Anne at Rogers School," which is pictured in the background of the photo.

Thank you for sharing your memories and for the reminder of how so many lives have been woven together because of Walla Walla University.



From the Archives

60

Name that nurse

Many alumni will recognize the old Rogers Adventist School building, now an apartment in the background of this classic '70s photo, but who are the two subjects of the photo? The WWU Library is looking for an amazingly detailed collection of historical photos, so we're asking the alumni about this one. If you know, or think you know, send us an email at westwind@wallawalla.edu.



What is SEEN & HEARD?

Seen & Heard is an online supplement to our print issue of *Westwind* that provides opportunities to celebrate career milestones and inspirational stories about WWU alumni. This online portal includes a collection of links to national media news stories about alumni.

FIND IT AT
wallawalla.edu/westwind

Click on "More Seen & Heard" for the full archive.

Send your info for Seen & Heard to westwind@wallawalla.edu.

writes, "Everything! My classmates, dorm life, class schedules, and involvement in music."

Nanci Oberg '76 and her husband, **Ed Wolske '69**, live in Alamo, Calif. After graduating, Nanci worked for 30 years as a teacher and administrator in special education in California public schools. Ed was a dentist for 36 years. Both are now retired and are building a retirement home on the Oregon Coast. They have two daughters, **Elizabeth '17** and **Natalie '17**. Nanci's favorite memories of WWU include the "beautiful fall season."

Daryl Payne '70 and his wife, **Kathi (Mantz) '70**, live in Woodbridge, Calif., where Daryl is a dentist. He and Kathi celebrated their 50th wedding anniversary in 2020. They have three children, Jeffrey, **Eric '02**, and **Ryan att.** Daryl remembers his time at WWU as being a very busy season of life. He loved taking classes from Dr. Maxwell, Dr. Lang, and Dr. Barnes. Daryl taught the

organic chemistry lab during the 1969-70 school year and worked his way through college at St. Mary Medical Center. His favorite memories of his time at WWU include meeting his wife. He also fondly remembers preparation for the Loma Linda University School of Dentistry and the Even-song programs, which he says were "spiritual and relaxing." He has a distinct memory of "getting my draft number off the teletype machine in the Administration Building., 256!"

1980s

Beth Ann (Brinker) Dilts '86 lives in Walla Walla with her husband, David. They have two children: Daniel and **Dana '93**. Beth Ann is retired from her career as nursing home social service director, and she enjoys connecting with her lifelong friends. One of her favorite memories from WWU was the day she graduated at age 52. She writes that "Wilma Hepker, Chris Kramer, and O.D. Davis got me through."

Kevin Gepford att. lives in Portland, Ore., where he is the customer success/onboarding program manager for Extensis. Kevin writes, "After 25+ years living in New York City, I'm thrilled to return to the beautiful PNW and resettle in Portland." Of his favorite memories of WWU, Kevin writes, "I found my love for swimming there, which became a lifelong sport."

Mark Remboldt '81 lives with his wife, **Janette (Gay) att.**, in La Center, Wash. They have two children, **Anthony '12** and **Amy '13**. Mark is the chief financial officer and treasurer for the North Pacific Union Conference of Seventh-day Adventists. Throughout his career, Mark has also worked for the Adventist church in California, West Virginia, Washington, and for the East Africa Division in Zimbabwe and has done software development for the General Conference. Mark writes that his favorite memories of his time at WWU



Nick Nordby '91 and family

include being the RA for Sittner Hall North during his senior year, the Whitman Lodge Toga Brothers, and the year-end water fights with Hallmark residents.

Lori (Cicerelli) Stotko '81 lives with her husband, Steven, in Orcutt, Calif., where she is a leadership specialist and spiritual director for Transforming Lives Advocacy and volunteers for hospice of San Luis Obispo. After graduating from WWU, Lori completed a master's degree in leadership and organizations and specialty training in spiritual direction, grief recovery, and pastoral crisis intervention. She is an ordained minister and retired from a 21-year career in spiritual care and hospital chaplaincy. She has one son, Jeremy Brooks. She enjoys hiking with her husband on the Central California coast and is an award-winning author.

"It is amazing to have my own children attending WWU now. My husband, Rob, is still a professor of engineering at WWU. After homeschooling my children, I decided I wanted to use my degree in education to help children who struggle to read and spell. I became a certified dyslexia tutor and now work one-on-one teaching children to read. It is really exciting to make a direct difference and maybe even change the future." Barbara enjoys gardening, nature photography, watercolor painting, and daily walks with her husband. Of her time at WWU, Barbara fondly remembers spending time with friends, singing at Afterglow, haystack potlucks, and working in the dorm as an RA and in the chaplain's office as Student Missions director.

▲ **Nick Nordby '91** lives with his wife, Julia, in Kirkland Wash. Nick is director of broker relations for John L. Scott Real Estate and a partner in the Nordby-Gephart Group. Nick and Julia are members of Bellevue Adventist Church where Nick serves as an elder and is the board chair for Puget Sound Adventist Academy. Nick and Julia have two children: **Alexandra att.** and **Davis curr. att.** Of his time at WWU, Nick writes, "I loved being involved with OPS and all the fun activities and events we were able to provide the men of Sittner. I also have great memories of the College Bowl competition that a group of us were involved in during our four years at Walla Walla. We started out in third place our sophomore year,

1990s

▼ **Barbara (Spencer) Frohne '91** and her husband, **Rob '83**, live in Walla Walla with their two children, **Araya curr. att.** and **William curr. att.** Barbara writes:



got second place our junior year, and won it all our senior year. The Onion Bowl was another great memory. I still remember the fun of playing football in the cold nights of October and November."

Eric Oakley '91 lives with his wife, Dawn, in Yuba City, Calif., where he runs his own periodontal practice. After graduating from WWU, Eric graduated from Loma Linda University and the University of Rochester. He served for eight years at the Adventist clinics in Guam and Saipan. His hobbies include traveling, hiking, reading, and scuba. His favorite memories of his time at WWU include Friday night afterglow, CanAm hockey games, ping-pong, and a midnight food fight in the cafeteria during dead week.

2000s

Patricia (Morley) Bantilan '01 lives in Rogersville, Alabama, where she is retired after 30 years as a medical-surgical nurse for the Veteran's Administration in Portland, Ore. She is also retired as a commissioned officer of the U.S. Army with more than 40 years of military service. In retirement, Patricia is studying piano music performance at Northwest-Shoals Community College in Muscle Shoals, Alabama. She writes of her time at WWU that she has fond memories of "the

caring and love from staff to all students" and that WWU was "a beautiful, wonderful college."



▲ **Aaron Graybill '01** and his wife, Cassandra, live in Dayton, Ohio, where Aaron is a senior administrative fellow for Kettering Health Network. The Graybills recently returned to the U.S. from Malawi where they worked for five years at Malamulo Adventist Hospital. Aaron and Cassandra have two daughters, Anna and Alice. Aaron's favorite memories of his time at WWU include playing for the Wolves and being coached by Rodd Strobel, working at the WEC, and late-night study sessions with friends.

Thomas Stewart '01 and his wife, **Jennifer (Ward) att.**, live in Chico, Calif., where Thomas is a physician. They have two children, Caleb and Cali. Thomas's favorite memories of WWU include biking, hiking, and snow camping in the Blue Mountains, working with Troy Fitzgerald and the youth group, and studying in the science and religion departments.

2010s

▼ **Eric Clay '11** lives in Arlington, Wash., where he is an aerospace software applications engineer for Blue Origin. During his last year at WWU he studied abroad through the Adventist Colleges Abroad program at Seminar Schloss Bogenhofen. Eric completed a master's degree in computer engineering at the University of California and writes that he "lived in New Zealand for a year before God finally led me to my current amazing job working with rockets." In his free time, Eric enjoys tinkering with computers and travel. His favorite memories of his time at WWU include taking German from Brigitte Davis and personal finance from Bruce Thorn. He also fondly remembers "the relief of being done with my engineering classes and game nights with friends."



Tye Davis '11 lives with his wife, **Cambria (Mensink) '14**, in Coeur d'Alene, Idaho. They have one daughter named Kailani. Tye worked in Coeur d'Alene as a pastor for six years before serving as an interim pastor in East

Wenatchee and Leavenworth in 2020. In 2021 the Davises will be relocating to Bavaria, Germany, where he will continue to serve as a pastor. Tye's hobbies include riding motorcycles, flying airplanes, and traveling. His favorite memories from WWU include making lifelong friends, meeting his wife, and spending a year in Germany with the Adventist Colleges Abroad program.



Brendan Tickner '14 is a manufacturing engineer who works with drones and currently lives in West Hollywood, Calif.

He is also executive director for the nonprofit organization, USA Dodgeball. Brendan writes that his favorite memories of his time at WWU include "week-end adventures with friends around town."

Stephanie Waterman '10 lives in Lakewood, Wash., where she is the manager of civil social work for Western State Hospital. She writes that her favorite memories of her time at WWU include "the amazing professors I was blessed to have and the wonderful friends that I made."

Nicholas Will '11 and his wife, **Ruth att.**, live in Battle Ground, Wash., where Nicholas is an anesthesiologist. He writes that his favorite memory of his time at WWU is, "Rosario!" 🎉

August 27-29, 2021

Join guest speaker Joe Galusha '68, WWU professor emeritus of biology, for a relaxing weekend with fellow friends and alumni. Come for Sabbath or the full weekend. Provided Washington state regulations allow social gatherings, registration will open June 15.

▶ Learn more at wallawalla.edu/rosario-sabbath.
(800) 377-2586

Alumni Sabbath at Rosario

In Memory

Family members may submit obituary information for their loved ones at wallawalla.edu/obituary.

Samuel Altman att. was born in 1925 in Centralia, Wash., and died Feb. 23, 2020, in Federal Way, Wash., at age 94. Surviving: daughters **Denise McGhee '73** of Redlands, Calif., and **Laurie Turner att.** of Burien, Wash.; sons **Jon att.** of Edgewood, Wash., and **Alan att.** of Edgewood; and sibling Leslie Altman of Federal Way.

Marissa (McElvain) Atkins att. was born in 1986 in La Mesa, Calif., and died Oct. 2, 2020, in Spokane, Wash., at age 34. Surviving: husband Jim of Polson, Mont.; sons Andrew, Levi, and Brayden of Polson; sisters Rebecca Maso of Polson, and Dawn of Austin, Texas; mother Laurie of Polson; and father Donald of Polson.

Carolyn Bliss-Seltmann '80 was born in 1943 in Walla Walla, and died Feb. 22, 2020, in Temecula, Calif., at age 77. Surviving: daughter Lauren of Fairfield, Calif.; sons Laughn of Hays, Kan., and Larry Max Jr. of Columbia Falls, Mont.; and sister **Corine Wallace att.** of College Place.

Nathan Brenneise '57 was born in 1928 in Greenway, S.D., and died Oct. 25, 2019, in Payette, Idaho, at age 91. Surviving: wife **Muriel '57** of Payette; daughters **Kathryn Priester att.** of Walla Walla, and **Yvonne Iwasa '88** of Payette; sons **Carl '86** of College Place, and John of Campbell, Calif.; and sister Orpha Bensen of Eureka, S.D.

Samuel A. Bushnell Jr. '60 was born in 1936 in Seattle, Wash., and died Dec. 11, 2019, in Fresno, Calif., at age 84. Surviving: wife Hope of Fresno; daughters **Faythe Broussard att.** of Highlands Ranch, Colo., and Melanie Mueller of Los Flores, Calif.; sons **Scott '82** of Napa, Calif., and **Stuart '84** of Sacramento, Calif.; sisters **Grace Moore att.** of Redlands, Calif., Shirley Morrison of

Oakland, Calif., Sandra Mills of St. Paul, Minn., Beverly Johnson of Redlands, Calif., and Carol Harris of Day City, Calif.; and brothers **Ron att.** of Spokane, Wash., and **Keith att.** of Kirkland, Wash.

Doris (Poole) Craig was born in 1924 in Poona, India, and died May 10, 2020, in Lewiston, Idaho, at age 95. Doris was secretary for the WWU vice president of Student Life for many years. Surviving: sons **William '74** and **Kenith Craig Jr. att.**

Kenith R. Craig '43 was born in 1919 in Selma, Ore., and died Oct. 20, 2014, in Scottsdale, Ariz., at age 94. Surviving: daughters **Loislee Schwartz '71** and **Loralee att.**; and son Kenith **Craig Jr. att.**

John Engstrom '60 was born in 1936 in Stockholm, Sweden, and died Sept. 21, 2020, in Kennewick, Wash., at age 83. Surviving: wife **Ardelle (Johnson) att.** of Pasco, Wash.; daughters **Celeste Graves att.** of Pasco, and **Heather Reed att.** of Phoenix, Ariz.; son Brent of Las Vegas, Nev.; and brother Robert of Apopka, Fla.

Sue Ettienne att. was born in 1976 in St. Croix, U.S. Virgin Islands, and died July 4, 2020, in Renton, Wash., at age 43. Surviving: sister **Cathy Ettienne-Augustin '00** of Renton; brother Fritz of Renton; mother Monica Ettienne of Renton; and father Stephen of Midlothian, Texas.

Rhonda (Casper) Ford '76 was born in 1954 in Myrtle Point, Ore., and died Aug. 27, 2020, in Vancouver, Wash., at age 66. Surviving: sons **Ryan att.** of Vancouver, and **Kevin '14** of Washougal, Wash.; sister Kakule Kisunzu of Centreville, Va.; brothers **Dennis '76** of Shoreline, Wash., and **Martin '82** of Meridian, Idaho, and mother **Joyce (Lewis) Casper att.** of Medford, Ore.

Afton A. (Proctor) Frank att. was born in 1933 in Roberts, Idaho, and died Oct. 16, 2019, in Grand Junction, Colo., at age 86. Surviving: daughter Cindy Barton of Grand Junction; and son Bryan of Rifle, Colo.

Betty Jane (Tumlinson) Haas att. was born in 1925 in Oakland, Calif., and died March 4, 2020, in Asheville, N.C., at age 94. Surviving: daughter Judith (Haas) Brauer of San Bernardino, Calif., and son Richard of Pittsburg, Pa.

Bonnie B. (Comb) Hawkins '81 was born in 1937 in Hampton, Iowa, and died May 23, 2020, in Saint Helena, Calif., at age 83. Surviving: husband James of Yountville, Calif.; and daughters **Janelle Griswold '82** of Bend, Ore., Jennifer Richmond of Windsor, Calif., and **Jeanie de la Torre '87** of Anchorage, Alaska.

Delmar Johnson '50 was born in 1927 in Portland, Ore., and died Sept. 4, 2019, in Loma Linda, Calif., at age 92. His wife, **Thelma (Burbank) Johnson '51**, was born in 1924 in Trout Lake, Wash., and died Jan. 27, 2020, in Loma Linda, Calif., at age 95. Surviving: daughter **Laurel (Snookie) Johnson '78** of Los Angeles, Calif., and son **Walter '79** of Redlands, Calif.

Elmer Kelln att. was born in 1926 in Saskatchewan, Canada, and died Oct. 7, 2020, in Loma Linda, Calif., at age 93. Surviving: wife Jeanette of Loma Linda; daughters Myra Garner of Texas, and Lois Mikelson of Wisconsin; son Wayne of Loma Linda; and sister Vivian MacKimmie of British Columbia, Canada.

Max Kilba att. was born in 1934 in Peers, Alberta, Canada, and died April 22, 2019, in Salmon Arm, British Columbia, Canada, at age 84. Surviving: wife Nettie of Salmon Arm; daughter Carolyn Devnich of Chilliwack, British

Columbia, Canada; and sons Mark of 100 Mile House, British Columbia, Canada, and Russell of Salmon Arm.

Edwin Larson '49 was born in 1923 in Portland, Ore., and died June 20, 2020, in Laguna Woods, Calif., at age 96. Surviving: daughters Joy Guttenberger of Corvallis, Ore., **Janell Jones '73** of Berrien Springs, Mich., and Cynthia James of Lancaster, Calif.

Samuel LeFore att. was born in 1938 in Walla Walla, and died Feb. 5, 2019, in Maui, Hawaii, at age 80. Surviving: wife Donna of Milton-Freewater, Ore.; daughters **Wendy Ochs att.** of Corvallis, Ore., **Tamara Reeves '85** of Milton-Freewater, and **Andria Coronado '83** of Milton-Freewater.

Gloria (Thomas) Matthews '60 was born in 1938 in Hood River, Ore., and died March 19, 2019, in Lindsay, Calif., at age 81. Surviving: husband **Tom '60** of Lindsay; daughters Karen of Washington D.C., Kelli of Calgary, Alberta, Canada, and Kimberley of Santa Ana, Calif.; sister Diann Spence of Hanford, Calif.; and brother Lloyd of Lotus, Calif.

Melva J. Nelson-Eslinger '58 was born in 1935 in Portland, Ore., and died Jan. 24, 2020, in Pleasant Hill, Calif., at age 84. Surviving: husband **Harold Eslinger '60** of Pleasant Hill; daughters Lorinda Smith of Saint Helena, Calif., and Heidi De La Fuente of Fresno, Calif.; sons **Mark Eslinger '85** of San Jose, Calif., and Eric Eslinger of Pleasant Hill; and brother **Nels Nelson '68** of Hillsboro, Ore.

Hoe T. Poh '52 was born in 1927 in Singapore, and died Feb. 26, 2020, in Benicia, Calif., at age 92. Surviving: wife MaryFrances Kelly-Poh of Benicia; daughters Kimble A. Imamoto of Sacramento, Calif., and Cynthia L. Roberson of Sacramento; and siblings Sian T. Poh of Los Angeles, Calif., and Bee T. Poh of Singapore.

Darlene J. (Grunke) Sanders '67 was born in 1943 in Norfolk, Neb., and died July 20, 2020, in Nordland, Wash., at age 76. Surviving: daughters **Julie Sanders**

Keymer '93 of Walla Walla, and **Holly Sanders Roderick att.** of Vancouver, Wash.

Nora Schmied '53 was born in 1919 in Santiago, Chile, and died June 4, 2019, in Mayer, Ariz., at age 100. Surviving: brother **Sergei Arias '54** of Mayer.

Robert H. Sheidler att. was born in 1927 in Salkum, Wash., and died June 30, 2020, in Walla Walla at age 93. Surviving: daughter Heidi Hoffer of College Place; sons **Robert E. att.** of Midway, Utah, **Gordon att.** of Everett, Wash., and **Gary att.** of Cheney, Wash.; and sister Iva Sheidler of Centralia, Wash.

Russel Thomsen '64 was born in 1941 in Chehalis, Wash., and died July 27, 2020, in Silverdale, Wash., at age 78. Surviving: wife Tina of Silverdale; sons Randy of Absarokee, Mont., and Greg of Federal Way, Wash., sister **Barbara Specht '64** of Portland, Ore.; and brother **Duane '62** of Pasco, Wash.

Kenneth R. Tucker att. was born in 1936 in Hood River, Ore., and died March 28, 2019, in Kingston, Wash., at age 82. Surviving: daughters Lynn Jean Schildwachter of Seattle, Wash., and Laurie McEwan of Poulsbo, Wash.; sons Kenneth S. of Wenatchee, Wash., Mark of Wenatchee, and Gregory Unterseher of Port Orchard, Wash.; sister **Linda Groth att.** of Calimesa, Calif.; and brother **Donald att.** of Calimesa.

Gary M. Wilson '68 was born in 1946 in Eugene, Ore., and died Oct. 21, 2020, in Vienna, Va., at age 73. Surviving: wife **Beverly (Jepson) '68** of Vienna; daughter Kimberly Wilbur of Vienna; son Christopher of Front Royal, Va.; and sister **Linda G. Bethea att.** of Roseburg, Ore.

R. Ivan Zbaraschuk '63 was born in 1942 in Samburg, Saskatchewan, Canada, and died Feb. 28, 2020, in Puyallup, Wash., at age 77. Surviving: wife **Ila (Russell) '64** of Puyallup; sons **G. Michael '93** of Seattle, Wash., and **Tony '89** of Keene, Texas; and brother **Dennis '63** of Prince Albert, Saskatchewan, Canada.

Helen (Ward) Evans Thompson Zolber '49

Helen Thompson Zolber had a legacy of helping people grow and thrive to their fullest potential. She believed in mentoring young people to understand the benefit of having a long-range perspective. She had a passion for people and once said, "I'd like to be remembered for the love that I had for my students in the residence hall, and the love that I had for my students in the classrooms, and the love that I had and have for the alumni."

Helen was born in Brush Prairie, Wash., in 1927. She was the youngest of six children born to Chloe and Perry Ward. In grade school, Helen became a Christian as a result of the influence of a neighbor. In 1949, she graduated from Walla Walla University with a degree in physical education as well as English. She was the first person in her family to earn a college degree.

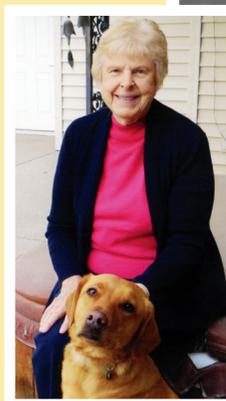
After graduating from WWU, Helen became dean of women at La Sierra University. In 1954, she returned to WWU to be assistant dean of women and eventually became head dean, a position she held for 10 years. During that time she worked to complete a master's degree and doctorate in English from Stanford University. After completing her doctorate, she traded her role as dean for a faculty position in the Department of English and eventually became chair of the department.

Helen didn't stop there. In 1976, she became academic dean at Southwestern Adventist University. She married **Thomas R. Thompson '35** in 1978 and returned to Walla Walla where she became WWU director of alumni affairs. She worked to revitalize the Alumni Association and raised money to build the Havstad Alumni Center and fund a \$1 million endowment. In 1984, she became vice president for academic administration at Loma Linda University. She and Thomas returned to the Walla Walla Valley in 1989. Thomas passed away in 1998, and in 2000 Helen married a family friend, **Melvin Zolber att.**

During her distinguished academic career she was honored not only for teaching and administrative excellence but also for pioneering work in the cause of equality for women in the Seventh-day Adventist Church.



Helen during her time teaching (above) and in retirement (left) with her dog, Benny.



Throughout her life, Helen published many articles in various magazines and spoke on several occasions for different organizations and commencement ceremonies.

"As a freshman at Walla Walla College in 1968 I had the privilege of taking the first Honors Freshman Composition class from Helen Ward Evans. It was a wonderful class, and I made lifelong friends. That was also the beginning of a friendship with Helen," said Trudy Carpenter Klein '72. "Until very recently we attended the same Sabbath School class. I was profoundly influenced by her thoughtful remarks, which demonstrated her understanding of God and humanity."

"Helen's influence on me is beyond words to express. I found her to be a very bright lady that lived and worked based on real Christian principles as she understood them from the Holy Bible. We will all miss her," said Walt Meske '62.

In an interview in 2018 for the WWU Alumni Association video series *Remember When*, Helen was asked why she returned many times over the years to the Walla Walla Valley. She said: "Walla Walla University has always been home. I love the people. I love the place. I love the gifts it has given to me through the years. I have always felt an integral part of this place."

Helen passed away in her home in Walla Walla on June 19, 2020. She is survived by three stepchildren **Marilynn Ladd '64** of LaCrosse, Kan., **Evelyn Grosbell '66** of Derbe, Kan., and **Tom '68** of Walla Walla. 🐾



BACK TO YOU // LINDA FOXWORTH '92

'God brought me through'

There are three distinct times in my life when I should have been dead, except for the grace of God. The first time was in a near plane crash when I was 10 years old. The second time was when I was a student at Walla Walla University.

My first year at WWU felt miserable. I couldn't believe my parents just dropped me off in the desert with not a lot of people who looked like me or had similar interests to me. "Just try one more quarter," begged my dad, who was a WWU alumnus. After winter break I didn't want to go back, and my parents said, "If after this quarter you don't like it, you can transfer."

During that next quarter my girlfriend said, "Let's borrow our friend's beater car and run down to Loma Linda." Being adventurous and naive, I said, "Sure." While there, we went to a concert at La Sierra University and heard a student-initiated gospel choir, and we thought, "We can do this when we go back to Walla Walla." That is how we started the LIBERTY gospel choir, which was made up of anyone

who wanted to sing gospel music. We thought this would be a "Black choir," but it was definitely multi-cultural—made up of Black people, White people, Asian people, Hispanic people, and more. My friend left WWU after one quarter, but the Lord blessed me to continue leading the group. The choir traveled throughout



Read more personal stories from alumni in our Back to You section online at wallawalla.edu/westwind.



Foxworth's work with the Lift Every Voice choir has included bringing together individuals from more than 60 interfaith churches.



the Pacific Northwest recruiting other students to attend WWU. I developed friendships with many different people merely because we performed in the gospel choir together. I had found my passion, and I continued my education at WWU. I also sang in other groups, played percussion in the college band, and furthered my piano skills.

I was part of the Ski Club at WWU, and one day every sign was telling me not to go skiing that day. I missed the bus; my car wouldn't start; and my friend's car battery died. But we got a jump and headed to the slopes. We had almost made it to the lodge when the car skidded off the road, rolled down an embankment, and was stopped by a tree just before we would have rolled into a creek. That was the second time I should have been dead. We crawled out the front windshield with just a few scratches. At my piano lesson later that week my teacher told me she had been skiing and had seen the most horrific car being excavated along the road, and she knew the people in that car were killed because the roof was smashed to the floor. She described the car, and it was the one we had crashed. I don't know how we walked away other than God had a plan for my life.

After graduating from WWU with a bachelor of science in nursing degree, I joined the music ministry team at Sharon church in Portland, Oregon, where I have served on and off as the minister of music for the past 25+ years. One of the other local churches—Your Bible Speaks—that had sprung out of Sharon had been searching for ways to unite the two churches. We decided to do a joint musical workshop to

celebrate Black History Month. We titled the workshop Lift Every Voice—LEV for short. We taught various genres of black music to the choir during the week and then performed on Saturday evening. LEV unified those two churches.

After the success of the first LEV concert, we thought, "Why not unify our Christian body of believers in Oregon by doing the same thing with more churches." LEV is now an annual event in Portland, and the choir has grown to more than 60 various interfaith churches and organizations. I serve as the coordinator. It's such a blessing to minister through music. In 2021 we had a virtual event showing "The Best of LEV" from the past 20 years.

The third time I had a brush with death was in 2014, after an LEV concert, I was taken to the hospital with a severe fever and sepsis. I was rushed in for emergency surgery with blood levels that were extremely dangerous. Once again, God brought me through.

My spiritual journey and love for music grew right there in College Place, Washington. I know God has spared my life on several occasions, so I have become open to what He has in store for me. Music has been my way to witness and give back to Him for the numerous times He's spared my life knowingly and unknowingly.

Linda (Loiseau) Foxworth lives in Portland, Oregon, with her husband, Derrick, where she is the Rocky Mountain Regional Oncology Manager for Exact Sciences.

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Upcoming events to note on your calendar



AUGUST 27-29

Rosario Alumni Weekend will feature guest speaker Joe Galusha '68, professor emeritus of biology. Come for Sabbath or the full weekend. If Washington state regulations allow for social gatherings, registration will open **June 15**. Learn more at wallawalla.edu/rosario-sabbath.

APRIL 11

Elections for new **Alumni Association officers** will be held online this year—no printed ballot will be mailed. Visit wallawalla.edu/alumvote to learn about the candidates and to cast your vote. Voting will close at midnight on Thursday, April 15.

APRIL 22-25

Join us online for **Homecoming Weekend 2020/2021**. We've planned a variety of virtual activities to help you reconnect with friends and reminisce about college life. Find a weekend schedule and links to upload your photos and memories at wallawalla.edu/homecoming.

MAY 15 & 22

The Department of Music will present its **Spring Choral Concert** on Saturday, May 15, at 5 p.m. and **Symphony Orchestra Concert** on Saturday, May 22, at 4 p.m. Watch both concerts live at wallawalla.edu/concert where you can also find recordings of previous performances.

JULY 21

Join alumni and other friends in Walla Walla for a **Walla Walla Sweets baseball game** at Borleske Stadium. We'll cheer on our team and catch a glimpse of Wally the Wolf. If Washington state regulations allow for social gatherings, tickets will go on sale June 5. Learn more at wallawalla.edu/sweets.

WESTWIND ONLINE

Find the latest alumni news and stories on our **online Westwind portal** at wallawalla.edu/westwind. You'll find links to national news stories about alumni in *Seen and Heard*, inspiring alumni stories in your own words in *Back to You*, and PDFs of previous issues of *Westwind* magazine all in one location.

For a full calendar of events, visit wallawalla.edu/calendar. Follow us on **Facebook**, **Twitter**, and **Instagram**.

