Fall 2011

The Classic, Fall 2011

Public Relations
Northwestern College - Orange City

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Roommates
Alumni tell of pet peeves, personality clashes and making friends for life

Also
Imagine Campaign
Comedy Improv
Game Day
From the 8:30 a.m. team meeting until after kickoff, photographer Dan Ross chronicled Northwestern’s game day on Oct. 15.
We chose a different course at Northwestern and became even more intentional about our Christian worldview, since the time of our founding as a classical academy in 1882. Virtually all private institutions of higher education across America were also founded by church bodies. However, during the 1860s and 1870s, many church-related institutions distanced themselves from their Christian heritage. That’s where Northwestern is different.

We chose a different course at Northwestern and became even more intentional about our Christian mission. The late 1970s and early 1980s were years when NWC poured resources into Christian missions and outreach programs, establishing our Summer of Service (SOS) and Spring Service Project (SSP) programs that continue to offer students the opportunity to put their faith and learning into action.

The decision to become even more intentional about the Christian aspect of our mission changed everything about our destiny as a college, influencing hiring practices and curriculum development and leading to the excellent reputation and strong brand we enjoy today: a Northwestern that is an authentically Christian college. We’re known for our exceptional campus community and admired for preparing graduates who are devoted to living out the best of what it means to be a Christian college. And we’re committed to living out what it means to be a Christian college.

The mixture of worship and service we have at Northwestern creates a strong sense of community. It is not something we can manufacture ourselves. It is a gift that can only be received and experienced. The decision to become more intentional about the Christian aspect of our mission has profoundly changed the type of community built here. Chaplain Harlan Van Oort ’82 may have described it best during a recent chapel service. He said, “When you mix worship with service it creates community.”

We are committed to living out the best of what it means to be a Christian college. And we are an academically rigorous institution preparing students not only for the workplace and graduate school, but also for a lifetime of learning. In addition, there’s a third word besides “Christian” and “academic” that describes Northwestern community. Perhaps more than any other word, “community” is how alumni describe their Northwestern experience.

Many colleges and universities talk about community, but there is something truly distinctive about the type of community built here. Chaplain Halden Van Oort ’32 may have described it best during a recent chapel service. He said, “When you mix worship with service it creates community.”

Walls and barriers are broken down as we worship and serve together. This happens on SOS and SSP trips, within discipleship groups in our residence halls, and all across our campus—including in the classroom, where excellence is offered in worshipful praise of God and learning is pursued in the context of how it might be used to serve God and humankind.

The mixture of worship and service we have at Northwestern creates a strong sense of community. It is not something we can manufacture ourselves. It is a gift that can only be attributed to the work of the Holy Spirit. And it’s a beautiful thing to be a part of.

Middle East Memories

Thank you for all the work you put into the Classic. I read through each issue cover to cover because I enjoy keeping up-to-date on a place that holds so many wonderful memories for me.

The cover evoked many great memories of the Middle East Studies Program—I could not wait to delve into the issue. What a blessed learning experience it was; it’s still life changing.

I hope more students will take advantage of the opportunity not only to study abroad, but more importantly to learn about the world and its people. There may be no better time than when in college to travel and learn about other cultures, religions, people and places (and probably no cheaper or safer way either).

Thank you for delving into the issue of Islam and Christian relations. Islam is not often studied in most Christian circles; too often Christians shrink back in fear or uncertainty when they hear someone mention Islam.

I found the Muslims I encountered to be so similar to myself that it took some time for me to process how and why their religion and beliefs were different from my own. With knowledge comes wisdom and understanding.

I wholeheartedly agree with Rev. Hubers’ statement, “The best way to share the love of Jesus Christ is to know who they are—to understand how they see the world.” It is not really fair or loving to judge something or someone you do not know or understand. I firmly believe Christ loves these non-Christian believers, enough to die so that we can be redeemed, and that we will win more hearts for Christ through compassion, understanding and sharing his love than by any other means.

Marla Van Steenis ’08
Belforest, Calif.

WE LOVE GETTING MAIL
Send letters to Classic, Northwestern College, 101 7th Street SW, Orange City, IA 51041; email: classic@nwciowa.edu. Letters may be edited for length and clarity. Please include an address and daytime phone number.

Truth in Advertising

The summer Classic is as its name proclaims. The reality of a ‘diverse world community’ is embraced with the loving correction of the Christ we serve, and in whom we put our hope and trust, without denouncing those with a different faith—a winsome love that builds relationships instead of fences.

The Rev. Don DeYoung
Kalamazoo, Mich.

Proud

Each time I receive the Classic, it makes me proud to be a Northwestern alumnus. Not only does the magazine look great, it continues to be unfailingly relevant and to address tough issues.

I very much appreciated the “Faith in our Genes” article in the spring issue. This topic can be quite divisive, and I felt the article handled it with boldness and fairness. The complexity of the issue was discussed, and the author refrained from offering simple black-and-white answers that no longer satisfy in our world where there is more and more gray. Admittedly, I did agree with the main thrust of the article that God is good and in the business of restoring what is broken. Perhaps using a discarded embryo to relieve the suffering of another is his way of redeeming what would otherwise be lost.

I was again impressed with the summer issue. The articles “Across the Faith Divide” and “Understanding Islam” are important first steps in educating Christians about the beliefs of our Muslim brothers and sisters. My hope is that these articles will prompt honest, educated discussions about how Christians can embrace the similarities we share with Muslims as we all worship God the best way we know how.

Betide (De Boom ’01) Swartz
Belleisle, MI

On the Web exclusive

Read more comments about “Across the Faith Divide” at classic.nwciowa.edu.
In Good Hands

New Directors

Six new directors began their positions this fall.

Aaron Bouchet, director of student programs, comes from California’s Simpson University, where he was director of student involvement and associate director of student programs. He earned a master’s degree in college student affairs at Arizona Pacific University and a bachelor’s at Taylor University.

Seth Carter is serving as interim director of service learning. The resident director of West Hall last four years, he earned a master’s degree in spiritual formation and leadership from Spring Arbor University, where he also did his undergraduate study. Rahim Franklin has been hired for the new position of multi-ethnic student coordinator.

Former residence hall director at Buena Vista University, he holds a master’s degree in school counseling as well as a bachelor’s degree, both from BVU.

Marlin Haverdink ’10 is the new director of residence life. Northwestern’s director of service learning since 2007, he also previously served as director of leadership development and resident director. He completed a master’s degree in higher education at Gordon-Conwell Theological Seminary and a bachelor’s degree at Taylor University.

Patrick Hummel, director of residence life for the last three years, is now the director of missions. A former assistant dean of residence life at Calvin College, he earned a Master of Divinity degree at Gordon-Conwell Theological Seminary and a bachelor’s degree at Taylor University.

Mike Wallinga ’01 rejoins the Northwestern community as director of institutional research. He taught computer science at NWC for nine years before serving for a year as an analyst at Interstate Control Systems in Sioux Center.

When the American Football Coaches Association and Affiliate Insurance Company were reviewing candidates for the 2011 Good Works Team, Chris Butler was an easy choice.

The senior from Victorville, Calif., helped to start Northwest- ern’s La Mosaic multicultural student association and has served as a multicultural intern. He has also spoken at local middle and high schools, encouraging stu- dents to avoid drugs and alcohol, and volunteered at The Bridge, a Christian church and voluntary counseling center.

A starting cornerback and punt returner, Butler was among the team’s leaders in interceptions this fall. He also is a two-year letter winner in baseball, where he was second on the squad in runs scored and bases stolen last season.

The psychology major, selected by his football teammates to be a member of the Raiders’ leadership council, plans to pursue a master’s degree in management and family therapy after graduation. In the meantime, he’s leaving his imprint on the campus and community.

Perfect Checkup

Northwestern’s athletic training education program has received continuing accreditation from the Commission on Accreditation of Athletic Training Education (CAATE).

Standards for accreditation are set with the support of the American Academy of Family Physicians, the American Academy of Pediatrics, the American Orthopaedic Society for Sports Medicine, and the National Athletic Trainers Association Inc. Northwestern’s athletic training education program was initially accredited in 2005. Jennifer Rogers, program director and instructor of kinesiology, oversees that and the most recent accreditation review, which included a comprehensive self-study on-site evaluation, review by the accreditation committee, and approval by the CAATE board of directors.

The CAATE-accredited status of the college’s program ensures that athletic training graduates are eligible to sit for the Board of Certification for the Athletic Trainer test. The department’s next accreditation review will be in 2020–21.

In addition, six new directors began their positions this fall.

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Parents: Read to Your Kids

Among the books Sybesma and her students pour over for good teaching ideas are titles that might prove popular with parents too. Check these out:

Infants and toddlers
• LMNO Peas by Keith Baker
• The Very Hungry Caterpillar by Eric Carle

Ages 3 to 5
• Chicks Chicks Boom Boom by Bill Martin Jr., John Archambault and Lois Ehlert
• Intersecting Chicken by David Ezra Stein

K-2nd grade
• Frog and Toad are Friends by Arnold Lobel
• Paper and More Peeps by Tedd Arnold

3rd and 4th grade
• Hatchet by Gary Paulsen
• Queen of the Falls by Mary Ann Hoberman and Marla Frazee, a soon-to-be teacher

5th grade and up
• Amelia Ear: The Life and Disappearance of Amelia Earhart by Candice Fleming
• Maniac Magee by Jerry Spinelli

LMNO Peas and Other Great Reads

Class
Children's Literature

Instructor
Dr. Lila Sybesma
Assistant Professor of Education

by boomers sometimes get a bad rap. But among the good things they've inspired are great books for the kiddos.

That's one of the history lessons future teachers learn in Dr. Lila Sybesma's Children's Literature class. "More babies, better books," says Sybesma, showing her students children's books from the 1940s and earlier—books with long, blocky paragraphs and simple black-and-white illustrations.

"Then in the 1950s, children's literature exploded," she explains, passing around books with vibrant colors and vivid illustrations. Children's authors became more playful, engineering pop-up books and interactive books with texture and sound. They broke the rules, writing books with words running all around the pages rather than just left to right.

In addition to reading and reporting on outfits of children's books, Sybesma's students must also lead Story Hour at the Orange City Public Library, demonstrating how to hold the attention of a dozen preschoolers through reading and associated activities that are both entertaining and educational.

For example, after a reading recitation of The Seven Silly Eaters, by Mary Ann Hoberman and Marla Frazee, a soon-to-be teacher and her subjects might munch on carrot sticks while talking about the Food Plate (which recently replaced the Food Pyramid).

"It's a two-credit class, so students have to work fast and hard," says Sybesma. "But it's full of warm fuzzy moments, too, like when a book I read reminds students of when they were little."

School’s Online for Teachers

One of Northwestern’s online programs for educators will serve teachers who want to earn a unified endorsement, enabling them to teach in integrated settings for children from birth to age eight.

The unified endorsement is valuable for educators in preschools, K-3 classrooms, early childhood centers and Head Start classrooms. Teachers with a unified endorsement can also serve as administrators for early childhood programs.

Northwestern is the only college in Iowa that offers an online unified endorsement program, which makes it convenient for working teachers.

NWC also offers its coaching and early childhood programs.

Northwestern enabled them to teach in preschools, K-3 classrooms, early childhood centers and Head Start classrooms. Teachers with a unified endorsement can also serve as administrators for early childhood programs.

School’s Online for Teachers

It’s amazing what a fresh coat of paint will do. And new lighting, windows, flooring, partitions and climate control.

This summer the four-court area of the DeWitt Physical Fitness Centre underwent a $1.5 million renovation funded by donors who saw surveys showing students' declining satisfaction with the college’s physical fitness facilities and decided to do something about it. Gone are the beige walls and green track. Red steel that’s perforated to absorb sound now accents the upper half of the white walls. New energy-efficient, high-intensity lights make the facility brighter, as does the addition of more than a dozen 10-by-5-foot windows running along the top of the north and south walls. Improving insulation made the addition of air conditioning practical.

People are really excited about the way it looks,” says Allison Weeldreyer, a senior member of the track and cross country teams.

"When I talk to the student admissions ambassadors, they’re more willing to show this area to campus visitors."

It’s flooring, and partitions, however, that will make the biggest difference for those using the center. A half-inch-thick sport surface—twice as thick as the former flooring—covers the courts and running track, providing more cushioning for those running, walking and playing basketball and volleyball.

New gym divider panels lower from the ceiling to separate the track from the courts and the courts from each other. There are also three net practice cages that lower from the ceiling for baseball, softball and track.

"The ability to contain activity is going to enable more people to be in the place at once," says Dale Thompson, director of the Rowenhorst Student Center.

Eventually Thompson would like to see what is known as the Mini-Gym renovated as well, with new fitness equipment, refurbished racquetball courts and locker rooms, a game room, and areas for aerobics and other fitness classes.

As with the four-court area of the fitness center, funding will dictate the timing and extent of those improvements.

Recharging

Three faculty members are pursuing professional development and research projects on sabatical leaves.

Jeff and Karen Barker, theatre and speech, have been based in Oak Harbor, Wash., this semester. Jeff is working with members of First Reformed Church in the presentation of Scripture within worship. He also spent time in Africa doing research for his third play about Arlene Schuiteman’s missionary career. Karen is involved with the church in a Scripture memorization project and is preparing to perform Early One Morning, a one-woman musical from the vantage point of Mary Magdalene.

Dr. Jennifer Fenster, psychology, is serving as a Fulbright Scholar in Romania for the 2011-12 academic year. She is assessing the success of the program the New Horizons Foundation has developed to empower Romanian youth and increase responsibility, teamwork and trust among them. Fenster is also teaching research methodology courses in a master’s degree program at Babes-Bolyai University in Cluj.
Earl Woudstra was named this fall as one of 18 individuals in the 2011-12 Fall of Fame class. The 1978 Northwestern alumnus led the Red Raiders to a 403-139 record during his 17 years as head coach, the all-time winningest coach in the program’s history, and was named national coach of the year four times.

Northwestern qualified for 10 national tournaments during Woudstra’s tenure and holds the record for the most wins at the event. The Raiders were runners-up in 2000 and advanced to the Final Four in 2006 and 2009.

“I’m delighted that Coach Woudstra has been selected to the Hall of Fame in his first year of retirement,” says Barry Brandy, athletic director. “The incredible success his teams had on the court was a direct reflection of who he is. Earl personified servant leadership. He was always far more concerned of his players and coaches than he was about himself or the sport. Nothing was more important to him than seeing spiritual growth and understanding take place in the women on his squads.”

Woudstra, who continues to serve as assistant athletic director and kinesiology professor, will be the fourth Northwestern representative in the Hall of Fame.

He will join former football coach Larry Korver ’54, quarterback Lee Kinney ’85 and former wrestling coach Paul Bartlett.

New on the Board

Northwestern’s Board of Trustees welcomed six new members at its fall meeting in September.

The Rev. Stephen Brown, rural Orange City, has been pastor of Ridgedale Free Grace Reformed Church since 1999. He earned a Master of Divinity degree at Western Theological Seminary and a bachelor’s degree at Calvin College. He and his wife, Linda, have four children, including Tim ’12, Dan ’05 and Sarah ’09.

Ashle Groeneweg of Orange City is president and founder of Pizza Ranch. He and his wife, Mela, have four children, including Spencer ’15.

The Rev. Keith Eidsa of Orange City ’s American Reformed Church since 2004. He earned a Master of Divinity degree at Western Theological Seminary and a bachelor’s degree at Buide University. He and his wife, Dennis, have two daughters, including Katie ’14.

The Rev. Mike Pitzenberger of Orange, is lead pastor for Faith Church’s Orange campus. A graduate of Minnesota’s Concordia College, Pitzenberger earned a Master of Divinity degree from Western Theological Seminary. He and his wife, Gina (Langstraat ’89), have four children, including Janet ’14.

The Rev. Roger Voskuil ’88, director of spiritual care at First Reformed Church in Sioux Center, rejoins the board after serving on two different occasions. He has been appointed board secretary/treasurer. He earned a Master of Divinity degree at Western Theological Seminary. He and his wife, Kathy, are the parents of three daughters, including Lori Scheaffen ’94 and Renee Pfitzner ’98.

 Carl Wyssa ’88 of Sioux Falls, SD, is regional president at US Bank, where he has worked for 18 years. He and his wife, Lori (Vanden Hoek ’88), have three children, including Emma ’15.

Joel Westerholm

Book lover

You taught at universities on the East Coast before joining Northwestern’s faculty. What enticed you to move to Iowa?

I had a pretty good idea of what I was getting myself into, having graduated from a Midwestern Christian college—though nothing prepared me for the two weeks in December that first year when the temperature didn’t get above zero. We stayed because we found people we enjoyed living among in a place where God was doing his work in which we could find a niche.

Both of your children are students at Northwestern. Did you ever imagine they would be attending the same college at which you teach?

I raised them to cheer for the Raiders as loudly as possible. As they grew older, I could imagine them sitting in classes answering questions, or writing articles for the Beacon and stories for Spectrum. I hoped their rather sharp senses of humor (which they got from their mother) wouldn’t create too many problems for my colleagues.

What are some challenges involved with teaching college-level English?

The biggest challenge is trying to develop students’ attention spans and imaginations. In a culture of instant gratification, in which people expect entertainment to be shallow and immediate, I want my students to discover the greater joys of more complete involvement in a work of art.

When did you realize you wanted to teach English as a career?

I needed to find a job in which someone would pay me to read. To my mind, what could be better than a job in which I read books I enjoy and get to talk about them with intelligent people?

Joel Westerholm, a member of the English faculty since 1988, also teaches classical guitar for the music department.

What do you like to read?

Besides box scores when the Cubs have won, I read novels and poetry from the rest of the world. I am curious about the lives of people who live in other places. And I read quite a bit of journalism about the environment, the plight of the poor around the world, and issues of war and peace.

What’s your guilty pleasure when it comes to books?

I am a sucker for a good murder mystery.

What do you wish you were an expert at?

I want to have [acclaimed jazz guitarist] Martin Taylor’s fingers. I’m a pretty good guitarist, he’s amazing.

Positive Test Results

Recent graduates of Northwestern’s athletic training and nursing programs have posted board exam pass rates that exceed national averages.

The college’s 2011 athletic training majors had an 83 percent first-time pass rate and a 100 percent pass rate overall on the Board of Certification exam. The national first-time pass rate average is 66.7 percent. Graduate school placements of the program’s May graduates include the University of South Dakota and Baylor University in Texas.

Northwestern’s 2011 nursing majors posted a 92.5 percent first-time pass rate on the Board of Nursing exam. The national average is 91.4 percent. Placements of the 21 B.S.N. graduates include the Sanford Health System and the University of Wisconsin-Madison Hospital.

More than 95 percent of Northwestern’s athletic training and nursing graduates have passed the Board of Certification exam. The national average is 91.4 percent. Placements of the program’s May graduates include the University of South Dakota and Baylor University in Texas.

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First-Year Faculty

Terry Chi
Assistant Professor of Psychology
Ph.D., University of California-Berkeley
Chi joins the faculty after teaching at the University of Wisconsin-Rockdale and conducting research at the University of Southern California and Vanderbilt University. His research on the influence of parenting history has appeared in peer-reviewed publications such as the Journal of Consulting and Clinical Psychology and been presented at conferences.

Rachel Foulks
Assistant Professor of Theatre
M.F.A., Arizona State University
Foulks has taught at Wayne State College and the University of Wisconsin-Parkside and conducting research at the University of South Dakota.

Brandon Woudstra
Lecturer in Business
M.B.A. candidate, University of South Dakota
Woudstra played professional basketball for six years in Europe. He recently served as program director for Blueprint Basketball, responsible for program development and marketing, basketball skills instruction, customer services, and site and session management. He is also an independent contractor for other basketball organizations and a licensed residential real estate appraiser.

Chris Hausmann
Assistant Professor of Sociology
Ph.D., University of Notre Dame
Hausmann brings expertise in social theory, social movements, research methods, microsociology, emotions, and global sociology to Northwestern. He most recently worked in Notre Dame’s Center for Social Research, helping researchers with survey design. Hausmann recently co-edited a special issue of the Journal for Peace and Justice Studies.

Emily Stokes
Assistant Professor of Art
M.F.A., Arizona State University
Stokes has taught at Owens Community College in Toledo, Ohio; the Arts Arab (Arab) Art Center; and Arizona State. She has had solo exhibitions at Arizona State, the University of Michigan Hospital and Madison’s Creek Library in Ann Arbor. Her work has been part of group exhibitions in 16 states.

High Praise
The 2011-12 school year started with Northwestern receiving numerous accolades for its high-quality education:
- U.S. News & World Report ranked Northwestern seventh among 100 Midwestem colleges. To achieve that listing, Northwestern scored well in areas that measured:
  - Our reputation for offering an excellent academic experience
  - Students’ desire to stay at and graduate from Northwestern
  - Professors’ credentials and availability to students
  - The college’s financial soundness and support of alumni donors
  Washington Monthly placed Northwestern third in the nation in its listing of the country’s top basilicuan universities, based on how well we prepare our graduates for lives of achievement, service and research.

Factors figuring into the rankings include the number of graduates who go on to earn doctoral degrees and the institution’s commitment to community services. Forbes.com includes Northwestern among the top 15 percent of the nation’s colleges and universities, based on the quality of education we provide and our students’ great career prospects, graduation rates, and low levels of debt. The Princeton Review lists Northwestern among 153 institutions selected for its “Best in the Midwest” designation, based on institutional data and student opinions. Our students praised Northwestern’s integration of faith with learning, financial aid, accessibility of administrators, acceptance of minority students and campus activities.

Standouts
Three receive alumni awards for their accomplishments, service

Peggy (Leeds ’82) Bilsten
Service to Humankind
As the vice mayor for Phoenix, Peggy Bilsten advocated for people with disabilities and fought the abuse of women, serving on the mayor’s and Arizona governor’s commissions to prevent domestic violence. She also serves as the executive director of the Arizona Sexual Assault Association and is part of the staff for the Global Training Network, which equips church planters, leaders and pastors around the world.

Dr. Bryan Den Hartog ’81
Professional Achievement
Bryan Den Hartog is an orthopedic surgeon at the Black Hills Orthopedic & Spine Center. He also serves on the faculty for the American Academy of Orthopaedic Surgeons and the American Orthopaedic Foot and Ankle Society (AOFAS). Den Hartog has published peer-reviewed articles in journals such as The Journal of Bone and Joint Surgery and is a journal reviewer for Foot and Ankle International. Active in missions and part of the humanitarian committee of the AOFAS, he has trained doctors and performed surgery in Haiti and Venezuela.

Dr. Bryan Den Hartog

Peggy (Leeds ’82) Bilsten

Service to Humankind
As the vice mayor for Phoenix, Peggy Bilsten advocated for people with disabilities and fought the abuse of women, serving on the mayor’s and Arizona governor’s commissions to prevent domestic violence.

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FALL 2011
10
11
NORTHWESTERN CLASSIC
Support for the Mission

2010–11 giving reaches nearly $4 million

Fundraising Report
July 1, 2010, to June 30, 2011

$3.9 million Total giving to Northwestern College; giving to the Northwestern Fund was $1.4 million
$780,015 Total alumni giving to Northwestern; 21% of alumni supported their alma mater
$621,956 Total giving to endowed scholarships for students; $330,557 was received from bequests
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286 Heritage Society members (donors making planned gifts)
468 Tower Society ($1,000+ to the Northwestern Fund) members; 42 donors gave $2,500 or more, and 36 gave $5,000 or more

286 Members named to the Jacob and Hannah Heemstra Roll of Honor, which recognizes donors who have given to Northwestern for 20 or more consecutive years

Imagine Campaign

<table>
<thead>
<tr>
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<td>Northwestern Fund</td>
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<td>Strategic initiatives</td>
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*Funds raised between Jan. 1, 2005, and Oct. 31, 2011

Alumni giving

Best giving percentage
- Class of 1949: 67%
- Class of 1948: 60%
- Class of 1944 & '45: 56%
- Class of 1954 & '32: 50%

Best giving overall
- Class of 1972: $110,830
- Class of 1975: $86,828
- Class of 1977: $74,737
- Class of 1993: $61,680
- Class of 1965: $57,621

Best giving to the Northwestern Fund
- Class of 1965: $46,216
- Class of 1997: $30,719
- Class of 1977: $25,995
- Class of 1953: $25,340
- Class of 1955: $23,165

Football

Winning Streak
The Raiders won their last eight games to finish 9-2, tie for second in the GPAC and earn a 17th-place national ranking. Quarterback Davis Bloemendaal also was a GPAC player of the week.

Men’s Soccer
Turnaround
The Raiders posted their first-winning season in four years and their best record since 2004, finishing 12-7-1. They tied for third in the GPAC with a 6-4 mark. Freshman goalkeeper Luis Hernandez earned GPAC defensive player of the week honors.

Women’s Soccer

Women’s Golf

Middle of the Pack
Northwestern’s women placed third in all-time lowest round with a 333 at the Dordt Invite. The golfers set a school record for lowest team score when they shot a six-under 278 at the Siouxland Invite. Two other scores this fall are among the Raiders’ five lowest of all time. After two rounds of the GPAC qualifier, NWC is in third place and Neil Malek is tied for third individually. Malek, Jay Monahan and Kyle Stankew were each named GPAC golfer of the week.

Women’s Golf

In Third
Northwestern is in third place after two rounds of the GPAC qualifier. Taylor Kline is tied third individually. The Raiders tied the school’s all-time lowest round with a 333 at the Dordt Invite.

Cross Country

Record-Setters

Women’s Golf

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Finished Strong
After graduating two All-Americans and an all-region honoree, Northwestern relied on a mix of returning players and new recruits. The Raiders won 13 of their last 18 matches to finish the season 19-16. They tied for third in the conference with an 11-3 mark. Freshman Kaithlin Floerchinger earned GPAC setter of the week honors twice.

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Red Zone

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GAME DAY

A lot goes on before the football is placed on the tee and the De Valois Stadium crowd of 3,000 cheers the Raiders on to victory. Photographer Dan Ross chronicled the activities that led up to Northwestern’s 35-10 win over Concordia on Oct. 15. Visit classic.nwciowa.edu to see dozens of other Game Day photos.
Picture this

My freshman roommate arrived first, and when I came later, our RA snapped a photo of the two of us practically before we’d even had a chance to say hi. That picture became a treasure because on both our faces you can see the fear of two freshmen who don’t know what to expect.

That was the beginning of a long-lasting friendship that endured living together for four years, three of them in the same room. We experienced each other’s joys and trials. Favorite memories are taking long walks and movie nights on the weekend. We took an interest in each other’s majors and shared what we were learning in our classes. We didn’t always get along, but we always worked through our disagreements, which is a great relationship skill to learn.

Sarah Hilkemann ’08
PLANO, TEXAS

PB & J and other great combos

The summer before my freshman year, I was a little nervous about my roommate assignment. So my mom suggested that after I got my roommate match-up letter, we could contact her family and arrange to meet halfway before fall to get to know each other, talk about preferences, figure out who would bring an iron, blow-dryer, etc.—to avoid doubling up and that sort of thing.

Finally the letter arrived! I opened it, started to read and said, “Mom, remember your idea for meeting my roommate and her family in the middle? What’s halfway between here and Tokyo?” Yep, I’d gotten matched with Sawa Sasaki ’98 from Japan.

That year I learned to live with someone by bridging cultural differences. I taught her how to make peanut butter and jelly sandwiches, and I learned to sleep through her early morning calls home to Tokyo. She taught me the best way to teach someone how to speak English is lovingly and gently.

Tara Simmons ’98
MANTORVILLE, MINN.

Roommate arrangements

First semester of my sophomore year, due to an increase in enrollment, eight of us lived in Fern Smith’s second-floor lounge. A row of wardrobes down the middle of the lounge separated two “rooms” with four beds each. It was a little hectic, so I spent that semester studying in the chapel sound booth, which I had access to because of my work-study job.

I spent the second semester on the island of Zamalek in Cairo, Egypt, with a roommate from a different college. We both were students in the Council for Christian Colleges & Universities’ Middle East Studies Program. I learned a lot from my roommate that semester, who was learning her fifth language while we were there!

During my junior year, my roommate and I rearranged our room about once a month, more as the year drew to an end. It was a standing joke on our floor; our wing mates would offer to call the fire marshal when we piled stuff in the hall so we could move the bigger furniture around.

My junior roommate and I were also friends with the same guy. We all went together on a Spring Service Project, during which she and he officially started dating. The year after we graduated, that guy married my roommate. Five years after that, I married his roommate.

Marla (Van Steenis ’98) Bruins
BELLFLOWER, CALIF.

ANGELIC BEHAVIOR

My roommate and I had a big plastic angel—left over from Christmas decorating—and late at night (when everything seems funnier), we’d tie a rope around it and let it down from our window to knock against the window of the room below ours. When our downstairs neighbors got over their “holy” fright, they’d open their window, and we’d let down a basket of goodies. (Maybe I should have submitted this anonymously—can we still get fined for removing our screens?)

Jackie (Rauch ’00) Swanson
DENISON, IOWA

ROOMMATES 101: LESSONS FOR LIFE

Nearly 90 percent of Northwestern’s students live on campus, a factor that plays a major role in the college’s strong sense of community. After four years of sleeping through each other’s alarms, listening to each other’s music, and tolerating each other’s quirks, many roommates find they’ve learned a lot about getting along—and building community among the diverse collection of people they live with.

Sharing a room isn’t always easy. But it can lead to deep friendships, lasting college memories, and—if nothing else—learning that benefits future relationships.

We asked our readers to send their roommate stories to the Classic. Here’s what they shared.

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Cracking up

One evening in October of 1983 during my junior year at Northwestern, my roommate Craig Pennings ['85] and I were studying in our dorm room. On my desk was a box of Ritz crackers I was munching on. I offered him some and he said, “No, thanks.” I said, “What’s the matter? My crackers aren’t good enough for you?” He said, “Hey, I’m not hungry.”

When he left the room, I just put the box on his desk. Later, without a word, he put it back on mine. And so it went for a couple of days. Finally, when I got them back on my desk for the umpteenth time, I put them away.

But before going home for Christmas that December, I dug those crackers out, tied them up in their wax paper wrapping, and stuffed them inside a shoe in his closet. I scribbled a note that said something like, “Since you didn’t eat them in October, I thought you might be hungry by now.” Then I laughed and left. By the time I came back for second semester, I had forgotten all about it.

In May 1984 after final exams, I was packing up to go home for the summer and found the crackers stuffed in one of my shoes with a note from Craig saying he thought I should keep them.

I did keep them—for a whole year, until graduation the spring of 1985 when I went to his closet and stuffed them back in one of his shoes just before leaving the dorm for the last time. I attached a note that said, “Thought you better have these crackers since you wouldn’t eat them in October of ’83. You thought I’d forgotten, didn’t you?” I chuckled, thinking I was having the last laugh, and left.

In April of 1988, three years after we graduated from college, I got a suspicious package from Craig. It contained the crackers, or more accurately cracker dust, with a caring heart and one of the most loyal notes we’ve written. It’s been going on for more than 25 years. Craig knows that if he dies before I do and the cracker dust is in my possession, I will find a way to bury it with him. I know he will do the same for me.

To anyone else, that bag of Ritz cracker dust is worthy of a trash can. For Craig and me, our running joke is part of the legacy of our deep friendship. Craig has been there for me during the most difficult times in my life. He is an encourager with a caring heart and one of the most loyal friends I’ve ever known.

Todd Thompson '85
LUBBOCK, TEXAS

*The story of Todd and Craig’s cracker exchange was first printed in March 2008 on Todd’s blog, ASKedFolksToGo.com.*

Roommate redux

One of my college roommates—who had an uncle who worked for Alcoa Aluminum—came back from a weekend at home with dozens of boxes of aluminum foil. So we wallpapered room 327 in Colenbrander Hall with foil and then painted pictures and words with black light paint (a ’70s thing) to create “atmosphere.” It was pretty cool!

Glenn Van Ekeren ’74
EKONOR, NEB.

Sweet cheeks

I introduced one of my roommates to wearing blush. She always thought it wouldn’t work with her ivory skin, but she just hadn’t found the right shade. She says she still thinks of me whenever she applies her blush to this day—which makes me smile.

Elizabeth Colbert ’08
SIoux FALLS, S.D.

Groovy

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Glenn Van Ekeren ’74
EKONOR, NEB.

Game on

I was a fan of the Philadelphia 76ers, Minnesota Twins and Southern rock. My roommate was a fan of the Boston Celtics, New York Yankees and Elvis. We roomed together for four years, proving you can get along with someone in spite of differences—a great life lesson.

Mark Davis ’77
ARLINGTON, MASS.

Meet the sister

My roommate, Tim Bishop ['94], definitely opened my eyes to something: his sister, Stacey, who also attended Northwestern. Thanks to Tim, I met my wife, and we’ve now been married for 18 years.

Anthony (J.R.) Roberts ’95
LELAND, IOWA
Roommate déjà vu

My freshman year roommate and I didn’t get along. We were completely different in temperament and expectations—and probably both quite immature. It got so bad we couldn’t have a civil conversation, and by Thanksgiving, we’d agreed we both wanted someone else—anyone else!—as a roommate. Nonetheless, imagine my surprise when I came back from Christmas break, opened the door to my room and found all my stuff gone! My roommate had gotten some friends to help him move my stuff into an empty room down the hall. Second semester, living in different rooms, we got along better, although neither of us would have said we were friends. But the story doesn’t end there. My former roommate hailed from the same hometown as my eventual girlfriend; in fact, she had dated him in high school. When my girlfriend and I later married, my brother couldn’t attend at the last minute, so guess who my wife-to-be asked to step into our wedding party as a substitute? The guy I couldn’t live with as a freshman ended up in a number of my wedding pictures.

And it continued. Six months after graduation, my wife and I moved back to Orange City into an old Victorian just north of downtown. We lived downstairs, and guess who lived upstairs? My old roomie and his wife! Both older and a little wiser, we finally managed—with the help of our wives—to develop a cordial sense of community.

Phil Somsen ’73
FORT DODGE, IOWA

Planning ahead

We first met when we woke up one August morning in the same dorm room (bed hair and sleepy eyes—what a great first impression!). We still refer to each other as “my roommate” and are the best of friends. In fact, we’ve made plans to be roommates again when we are old and widowed!

Deb Stralow-Dyson ’96
FORRESTON, ILL.

Midori Okawa-Ataka ’96
TORRANCE, CALIF.

Breakfast burgers

Back when I went to Northwestern, in the mid ’60s, we used to change roommates a lot—even during the middle of the year. In my first two years, I had a different roommate every semester, which wasn’t unusual at the time. I lived all over Colenbrander: on first north, second west, third west, down in the Ghetto. As an athlete, sometimes I roomed with a teammate, sometimes an athlete in another sport, and sometimes a non-athlete.

I had one roommate who’d go over to where Subway is now—it used to be called Debos—where you could get four hamburgers for a buck. He’d go to Debos and buy eight hamburgers; he’d eat four before bed and put the other four in a drawer so he could eat them for breakfast.

Barry Brandt ’69
ORANGE CITY, IOWA

Friending without Facebook

Some of my best memories from college are of falling asleep at night, telling jokes and chatting with Steve, who bunked above me, and Bryan, who bunked below me.

Even in this Facebook age, I still advise college students to let the college assign you a roommate you don’t know. Then walk in with no expectations, and even if your roommate doesn’t become your BFF, you can learn so much from rooming with someone you didn’t choose. The roommate relationship is a microcosm of the most important life relationships. If you keep an open mind, you’ll find along the way—or in hindsight—that you learned a ton from rooming with a stranger. One of the lessons might be that anybody can become a friend.

Dean Van Farowe ’96
CLEVELAND, OHIO

Armed with friendship

My freshman roommate was Diane (Auman ’86) Te Grotenhuis. We couldn’t have had more in common and became fast friends. We shared everything and often stayed up too late talking and laughing. Diane was born without her right arm, but that didn’t stop her from accomplishing everything she set out to do. She was a great athlete, student, musician and friend. She inspired me and taught me anything is possible. She’s touched so many lives, and I’m grateful mine is one of them.

Kristen (Teigland ’96) Puttmann
ORANGE CITY, IOWA
To put on a play, actors must memorize scripts and determine where emphasis will be placed. Dialogue and movement are honed in hours of rehearsal until, finally, there is no variation. When the curtain rises and the lights come up, a polished performance is revealed, one which the cast and crew will replicate the following night.

To prepare for a weekend show in Omaha, Neb., or a comedy festival in Texas, the actors of 88improv listen to the news. They submit their imaginations to rigorous calisthenics, turning over current events and trivialities of the day. After planning an outline of improvisational games for their show, they arrive relaxed and ready, but not fully prepared for what is to come.

Because what was funny last time—a line, a character choice—will not necessarily amuse tonight’s audience in the same way. The dozens of ideas that raced through Tim Schoenfeld’s brain, of which he used three, will need to be discarded, even if, as might be the case, the audience once again calls out the suggestions “pickle,” “bathroom” and “Arnold Schwarzenegger.”

If a play is a blind date, with each party displaying his or her good side, improvisation is a marriage in its sixth year: still new, yet comfortable—the couple no longer reaching for mouthwash before their morning kiss. The spotlight shines not on one or the other, but is shared. 88improv, in fact, includes a married couple—Tim ’03 and Sarah (Kennedy ’01) Schoenfeld—as well as a pair of siblings (Nate ’02 is Tim’s brother). Steve Hydeen ’02 is practically family; he and Nate roomed together freshman year, and the four have performed together since their years in Black V, a popular improv troupe they helped start at Northwestern. Current students continue the tradition; on a recent visit to campus, 88improv met with the actors, who described to them a comic strategy they often employ.

“Do you know the Café Format?” the students asked, and the 88improv members could only chuckle—they had helped invent it. Nate moved to Omaha in 2003. The rest of the group, scattered about the Midwest, would converge monthly to perform with him, eventually deciding to pick up their families and settle there permanently.

“At that point, we felt it was important to continue to have this creative expression as part of our lives,” Sarah says. The group intentionally sought out an area not known for improvisation in order to blaze a clean comedic trail.

“We do a different brand,” says Tim. “We don’t do dirty improv. We want to teach the people in Omaha that this is what’s funny.”

“To have people laugh,” says Nate, “we take that very seriously.”

The subtext of these actors’ scripts is unusual: No dreaming of names in lights is detected. A concern for the other takes precedence, and it’s a necessary part of their relationships onstage, as well.

“Improv is very selfless,” says Steve. “It’s about making your teammates look good. No one knows what will happen next. If I make them look good and they make me look good, we all will succeed.”

The audience, craving a laugh, wants them to succeed. They want 88improv to use “pickle” in a scene because their kid yelled it. They want the actors to override mistakes with a quirky gesture, to “make things funny that weren’t funny and make sure the audience is taken care of,” explains Tim.

The troupe prefers long-form improv, which gives them more time—45 minutes or so—to take a topic from the global to the personal, painting the laughter with context and depth.

“We get out there in the political realm in one scene, but then we’ll do nine scenes about how it comes back to you at home,” says Nate. “We take a tender approach. It’s all funny stuff, but at the same time you can walk away from our show and think life’s not as bad as you thought. We say that having some fun is a fine way to live the American dream.”

When they finish performing, the group gets together to debrief before Sarah and Tim run out of babysitting hours (“dinner and a show,” she calls it). They’ll recall that Nate happened to invite an audience member with Down syndrome onto the stage, and how it didn’t matter that the young man, whose arms should have reached around Nate to animate the scene, didn’t move; everyone had a fantastic time.

Actors surprise audiences with clean comedy improv

by Amy Scheer

88improv bad, once again, met and exceeded the rules of engagement.

Find upcoming shows or book one at www.88improv.com
Imagine walking into a room filled to overflowing with all the information in the world, contained in books scattered everywhere with no system of organization. The books have no titles and can only be retrieved by searching their text. How do you locate what you’re looking for? More importantly, how do you judge the reliability of the information you find?

Dr. Tim Schlak, Northwestern’s library director, uses that analogy to describe the Internet. In this Information Age of the Web, Kindles and iPads, some believe libraries are a thing of the past. Schlak argues they’re more important than ever.

“Think of libraries in this new age of technology as an organized version of that room, providing services that can deal with information overload and address issues of information literacy,” he says. “That’s the direction we’re moving in: teaching students not only how to access information, but how to evaluate it.”

On Sept. 30 Northwestern publicly launched the Imagine Campaign—a $55 million fundraising effort—during a banquet for college donors. Among the campaign’s goals is the construction of a learning commons, a building that will house not only the college’s library, but its academic support center, writing center, multimedia center and computer help desk.

“We’re bringing key departments that are integral to what happens in the classroom and placing them in one convenient, accessible location,” says Schlak. Such an integration of function will better equip Northwestern faculty and staff to help students conduct research, evaluate sources and incorporate what they’re learning into their own work and thinking.

At $15 million, the learning commons is a key component of the campaign, which has already resulted in more than $35 million in gifts and pledges. A $2 million gift in April by Jack and Mary DeWitt of Holland, Mich., played a key role in fundraising efforts as other donors followed their lead. President Greg Christy and members of Northwestern’s advancement staff are anticipating another $1 million gift from other donors in the near future, leaving $3.3 million left to raise for the building.

“The end of the calendar year is always an important time for giving,” says Christy. “Having raised over $5 million in recent months, there’s great momentum to complete the funding and make this dream a reality.”

Other campaign goals include raising $8 million for student scholarships; $8 million in deferred giving through wills, bequests, trusts and annuities; and $5 million for facilities improvement—such as the recent renovation of the DeWitt Physical Fitness Center’s four-court gymnasium.

Another $9 million will be earmarked for strategic initiatives, including funding for new academic programs; developing an online learning curriculum; strengthening co-curricular, experiential and
 xuyên các chương trình học văn hóa, cung cấp các nguồn lực cho hỗ trợ học thuật và tư vấn; và thành lập các giáo sư giỏi để hỗ trợ tuyển dụng học viên.

Kế hoạch 100 triệu USD cho quỹ học thuật Northwestern sẽ được sử dụng để hỗ trợ quỹ tài chính và nhận huy hiệu cho các nhà tài trợ.

Kế hoạch 10 triệu USD cho quỹ tài trợ mục tiêu sẽ được sử dụng để hỗ trợ các mục tiêu học thuật và đào tạo.

Kế hoạch 8 triệu USD cho quỹ tài trợ mục tiêu sẽ được sử dụng để hỗ trợ các mục tiêu học thuật và đào tạo.

Kế hoạch 9 triệu USD cho quỹ tài trợ mục tiêu sẽ được sử dụng để hỗ trợ các mục tiêu học thuật và đào tạo.

Kế hoạch 5 triệu USD cho quỹ tài trợ mục tiêu sẽ được sử dụng để hỗ trợ các mục tiêu học thuật và đào tạo.

Kế hoạch 2 triệu USD cho quỹ tài trợ mục tiêu sẽ được sử dụng để hỗ trợ các mục tiêu học thuật và đào tạo.

Kế hoạch 1 triệu USD cho quỹ tài trợ mục tiêu sẽ được sử dụng để hỗ trợ các mục tiêu học thuật và đào tạo.

Kết quả quyên góp cho quỹ học thuật Northwestern vào tháng 10 năm 2011 là 10.7 triệu USD, trong khi kế hoạch là 7.6 triệu USD. Kết quả quyên góp cho quỹ tài trợ mục tiêu là 4.9 triệu USD, trong khi kế hoạch là 4.8 triệu USD.


“Đây là dự án, kết hợp với các cải tiến học thuật mà chúng tôi đang phát triển, sẽ thay đổi cách học tập chúng tôi.”

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The three-story, 58,000-square-foot building will be constructed just west of Christ Chapel, representing in a tangible way the integration of faith and learning that takes place at Northwestern.

This emphasis on technology will permeate the learning commons—from the multimedia center where students can review music and films to the walk-up computer kiosks where guests can check their email or search for a book upon entering the library. There’s also a 32-computer reference classroom where students will be taught research skills.

Other informal student study space will include a coffee shop on the main floor and a 12,000-square-foot community room on the second floor, with expansive views of Zwemer Hall, Christ Chapel and the campus green.

College officials have actually scaled back, from earlier plans, the space dedicated to shelves of books. Book ordering trends are down—students access journal articles as often as they do books—and Schlak is in the process of working with faculty to winnow from Northwestern’s collection those volumes that are either out of date or not intended for an undergraduate curriculum.

“In order to be sure that the quality of a collection was measured by its size,” he says. “I measure success in how often these items are being used. We shouldn’t raise funds for a building to house books that are no longer relevant to a liberal arts, undergraduate curriculum.”

Once that winnowing process is completed, Schlak anticipates moving a collection of 100,000 volumes, which would fill the shelves to just under the 70 percent of capacity recommended for optimal browsing. With a continued commitment to electronic books and resources, however, Schlak hopes to have a total of 200,000 books and e-books in the collection by year’s end.

Further room for expansion will be provided by a shelving-on-rails system to be housed in the lower level of the learning commons. Though the storage space isn’t needed now, the railing will be installed in the floor so shelves can easily be added in the future.

Those involved in talking to Northwestern alumni and friends about the Imagine Campaign are excited about its potential for advancing the college’s mission and teaching students’ lives.

“We have a sterling academic reputation, but this project, along with some curricular improvements we are developing, will transform how learning takes place at Northwestern,” says Christy. “The new learning commons will impact every academic department on campus and launch us to an even greater level of scholarly excellence.”

Whether it’s the learning commons or some other aspect of the Imagine Campaign, Jay Wielenga, Northwestern’s vice president for advancement, believes the variety of goals and projects will appeal to the many people who support the college financially.

“While the learning commons is the most pressing, or visible, part of this campaign, there is an opportunity for individuals and organizations to give to Northwestern in a variety of ways,” he says. “People need to consider a gift where their passion lies, and the Imagine Campaign enables them to do that.”
Looking Back

THE BOOK BRIGADE

by Anita Cirulis

The line of students and faculty snaked into the main entrance of Zwemer Hall, up the steps to the building’s second and third floors, down the back fire escape, over to the newly constructed Ramaker Library— and back to Zwemer Hall. The wooden pop bottle crates they carried as they left Zwemer were full of books; those same crates were empty on the return trip to Zwemer Hall. And so it was, on a winter day in February 1964, that the entire contents of Northwestern’s library were moved on a trip to Zwemer. And so it was, that the great majority of them, were recruited the volunteers.

We did it in one day, but we were full of books; those same crates were empty on the return trip to Zwemer Hall. And so it was, that the entire contents of Northwestern’s library were moved on a winter day in February 1964, that the entire contents of Northwestern’s library were moved on a trip to Zwemer. And so it was, that the great majority of them, were recruited the volunteers.

\"It was a night and day difference,\" remembers Van Engelenhoven. \"Here was this beautiful new building with all the windows on the north side and way more space than it seemed to need at that point and all kinds of study areas. It was rem with almost more books than could fit in the space and not much study area at all.\"

Ramaker Library, built for $377,000, was designed to hold 100,000 volumes and provide seating for 250 students. Gracious Berkgeng for the 29,000-square-foot building took place during Homecoming on Oct. 13, 1962. It was opened for use on Feb. 17, 1964—just four days after the book brigade filled its shelves.

\"Classes were canceled,\" Van Engelenhoven says. \"We didn’t have a lack of person-power, even though the great majority of students at that time were commuters.\"

The ready availability of volunteers probably stemmed from their eagerness to begin using the new library. Van Engelenhoven remembers the old library in Zwemer being “very cramped, with almost more books than could fit in the space and not much study area at all.”

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Among those celebrating Ramaker’s opening was Dr. Sylvio Scorza, a religion professor. Rendered a paraplegic after a car accident, he had been unable to use the library in Zwemer because of its location two stories above the ground floor. Ramaker Library, by contrast, had a ramp leading to the front entrance and an elevator to book stacks on the second floor, making the library fully accessible—and filling Scorza with one emotion as he watched the books being carried into their new home: joy.

Red Ties

MASS BLOOMERDAAL ’81
Director of Diversity Relations

During my 30 years on the campus of Northwestern, one of the biggest transitions I’ve watched every year is the one that happens when two people who may not know each other move into a 12-by-12-foot space together. Gone are the days of siblings bonding together at home, so most students today—once college never having shared a room. So are there a lot more roommate problems! Not necessarily. In fact, the sense of community at Northwestern seems stronger than ever. Northwesterners’ residence life programs encourage roommates and bring mates to respect each other. They teach students that living with someone different from you is an opportunity to learn and grow in ways that will serve you the rest of your life.

Northwestern is committed to building community for many reasons, the most important of which is to fulfill the part of our mission statement that describes Northwestern as an “academic community engaging students in courageous and faithful learning”—learning that takes place in far more spaces than just our classrooms. We think the lessons you learn through residence life are important enough to require the majority (nearly 90 percent) of our students to live on campus. The ability to form, sustain and nurture relationships with the people you’re stuck living, working or serving with is invaluable in college and beyond.

I was once advised, “Having a good roommate has a lot to do with being a good wingmate to respect each other. They teach students that living with someone different from you is an opportunity to learn and grow in ways that will serve you the rest of your life.

Northwestern’s fifth annual Day of Learning in Community will include lessons in difference and togetherness—among people, cultures, ideologies. If you have a story about what resonates and connects us, consider sharing it on Feb. 15. To explore how you might become engaged—including whether you could be reimbursed for travel expenses to visit campus—contact DLC planner Jill Haasarna ‘95: 712-707-7100 or jhaasarna@nwc.edu.
Overtime Is Quality Time

Over the course of a weekend in the late ’90s, the four Wicking boys played sports in four different cities spanning several states: Des Moines, Kansas City, Minneapolis and somewhere else whose mother can’t remember. “It’s a blur, to be honest,” says Dawn (Te Brink ’80) Wicking on the early years raising star athletes who are six years apart. “There were times we heard uproar in the van three nights in a row.”

In this traveling diner and a house-turned-locker room in Sioux Falls, S.D., Wieking and her husband, Kim ’80, clocked quality family overtime with their sons. Brett ’06, Blake ’08 and Bryant ’10 all mortared to the archrival University of Sioux Falls football team. “We always taught our boys to respect their opponents,” she says. “I’m not very athletic myself, but I can appreciate the lessons they’ve learned through sports.”

Wicking serves as president of the National Alumni Board, a role she describes as listening to young people and meeting their needs. Those skills, honed en route to hundreds of games, now serve scholarship students and others on campus, making this mother a mentor and leader. Those skills, honed en route to hundreds of games, now serve students they’ve learned through sports.”

“In life, too. I’m not very athletic myself, but I can appreciate the lessons they’ve learned through sports.”

Jeanine (Wick) Smith will leave her job as a professor of exercise science at Central College in Pella, Iowa, by 2013. She is survived by brothers Andrew Michael. He is survived by brothers Kristin (Falksen) Knoke and her husband, Mark, recently lost a 5-month-old son, Andrew Michael. He is survived by brothers Jonathan (E), Jordan (D) and Matthew (J). The family lives in Ankeny, Iowa.

Deb Schuissweiser received a master’s degree in global leadership from Fuller Theological Seminary in June. She now lives in Seattle, where she hopes to work in nonprofit fundraising development. She also does freelance copy editing and grant writing consultation.

Time to publish a new alumni directory. When you get the card asking for your Raider information verification, please respond. You’ll be offered the chance to purchase a directory, which will be published next summer.

Van Peursem says that while the exercises are highly entertaining, the oddity of such practice hasn’t stopped Dr. Dan Van Peursem ’89 from getting his groove on. Chair of the math department at the University of South Dakota in Vermillion, Van Peursem incorporates many diverse teaching methods, including mnemonic devices and getting his students to chant, stomp their feet and sing.

“There’s the playful—but effective—‘Derivative Song’: ‘One d two plus two d one, that’s the way we get ‘er done,’ sung to the familiar tune of ‘Twinkle, Twinkle Little Star.’ And Van Peursem describes ‘The Quotient Rule’ as a rap that requires the whole class to “do some activities.”

Math Notes

Standing outside a college math classroom, probably the last thing you expect to hear is music—certainly not rapping, for example, or lyrical chanting. But the oddity of such practice hasn’t stopped Dr. Dan Van Peursem ’89 from getting his groove on.

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Van Peursem says that while the exercises are highly entertaining, they also engage the students in learning. He admits his students may be less likely to remember him as someone passionate about math than “the crazy, excitable person in front of the room who will do virtually anything to get his students to learn.”

by Amy Schurr
’07 Alicia Dirickol is a clinician at the Center for Psychoanalytic Development in Anchorage, Alaska.

Stephanie Hildreth graduated from the University of Iowa Carver College of Medicine. She is completing a five-year residency in ophthalmology at the University of Iowa Hospital.

Brennan Reichle, Brooklyn Center, Minn., is an SEC reporting analyst for Interactive Corp.

’08 Emily Cawte is a bilingual Spanish teacher and mentor specialist at The Principal in Des Moines.

Anthony Khent is co-director of bands at The Classical Academy in Colorado Springs.

Kendra (Van’t Hof) Heitritter teaches kindergarten in Rock Valley, Iowa. She and her husband, Joseph, have a daughter, Lucy (1).

’10 Jessica (Vander Velden) Glanzer and her husband, Tyler, both teach math at Perry (Iowa) High School.

Andrew Klump et is pursuing a Master of Divinity degree at Drake Divinity School in Des Moines, Ia.

Rachel (Kline) Eubanks teaches English at Drury University.

New Arrivals

All and Jay McKinstrey ’86, daughter, Sarah Elizabeth, joins Casey (16), Corin (13), and Anna (3)

Kathy and Dr. Bill and Nella Kennedy

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Tyler Parson serves as pastor at Cross-Ridge Church in Holstein, Iowa.

Ryan Simmelink teaches fourth grade at Adams Elementary in Carroll, Iowa. He recently completed a master’s degree in educational leadership at Drake University.

Healing Touch

During five years of practicing medicine in some of the most understudied areas of the country, Dr. Jeff Beekhuizen ’97 has learned that sometimes the most effective treatment method is simply showing you care.

He first learned that lesson during four years in a clinic on a Navajo reservation, an assignment that was stipulated by a federal scholarship program.

“In my Western mindset, if you have stomach pain, it’s because something’s physically wrong. But a Navajo individual might believe it’s because someone put a curse on him,” Beekhuizen explains.

“I learned early on, you’ve got to meet people where they’re at. My Navajo patients didn’t care that I went to med school. But when they saw that I cared about them and tried to understand their beliefs, they started to trust me.”

These lessons prepared Beekhuizen for his current work in inner-city Memphis, which has high rates of infant mortality, teen pregnancy, HIV infection and other challenges. His commitment to the neighborhood prompted him to buy a house there, and now he can’t imagine ever settling into a traditional suburban practice.

The neighborhood prompted him to buy a house there, and now he can’t imagine ever settling into a traditional suburban practice.

“He saw that I cared about them and tried to understand their beliefs, he says. “I’m trying to be willing to take risks and be obedient to God’s call—to follow Jesus’ example in the Gospels as best I can.”

by Sherris Barker Willson ’98

www.nwciowa.edu/auction

SPEAK UP

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classic@nwciowa.edu • classic.nwciowa.edu
Kim (Verhage ’89) and Dan Peterson ’01, daughter, Isla, 13; sons, James, 15, and Cameron, 10. She is survived by her husband, Steven B. Verhage, and four grandchildren.

Sara (Katesenberg) ’00 and Tom Schulte’s ’00, daughter, Isabella, 13; sons, Ben, 11, and Henry, 8. She was a member of First Presbyterian Church in Des Moines.

Melanie (Poppen) ’00 and Chad Osmond ’02, daughter, Luke William Vicks (Dyksstra ’01) and Justin Schrock ’01, daughters, Naelah Kay and Kayleigh Alarique (Boender ’08), Caleb, 8, Enloe, 5, and twins Ayla and Kira (2). She died of natural causes.

Chad and St. Mary (Heffran ’51) Sinnington, daughter, Selah Hope, joins Caleb, 5, Avery, 3 and Ula (2). She was a member of First Community Church.

Teresa and Tim Brown ’02, daughter, Selah Dena, joins Jonorah (2). She was a member of the Iowa City Community Church.

Renee and Adam Sparkling ’02, son, Graham Greg, joins Michael (2)

Kyle and Starley (Whittrich) ’03 Berck, son, Ryan Noel, joins Abby (3) and Katly (1) Michael and Sarah Aap Olson ’03, daughter, Cora June

Stephanie (Gunderson ’04) and Nic Boerema ’05, daughter, Eliza Jean Ashley (DelVecchio) ’05 and Ryan Maxwell ’05, daughters, Evelyn Modesta, joins Kitty (Sophia) and (2)

Daniel and Shanna (Wetter) ’10 Taddi, son, Inver Nikolai Hannah (Wandel Helton) ’10, and Michael Helton ’06, son, Wesley Thomas Bobby and Janis (Schwitzer) ’06 Johnson, son, Bray Steven, joins Lukas (3) and Droguk (2)

Kari (Carrillo) ’06 and Dan Johnston ’05, daughter, Caroline Kate, joins Caroline (2) and Tessa Drijfhout-Rosier ’06, son, Ana Eliza

Luke and Brooke (Sliifter ’07) Nielsen, daughter, Kendall Grace

Sallie (Blecher ’08) and Jake Hecklinson ’07, son, Garett Paul

Bethany (Lindogedt) ’09 and Carson Nurin ’09, son, Jackson John

The Rev. Dr. Harvard Knizuenga ’38, age 73, died June 19 in Richland, Mich. He graduated from Central College, Western Theological Seminary and the University of Dubuque Theological Seminary. He served two RCA churches in South Dakota and later served Presbyterian churches in Mississippi, Arkansas and Missouri. He is survived by his wife, Riverine, and two children.

James Lancaster ’58, of Ida Grove, Iowa, died July 29 at age 84. After graduating from Northwestern, he earned a master’s degree from the University of Iowa. He practiced law in his hometown and was a member of the First Presbyterian Church in Ida Grove.

Amanda Bright ’09 and Jeff DeWitt, of Orange Beach, Maine. He taught at the University of South Dakota, Western Iowa Tech Community College and in the Ida Grove school system. He later started Lancaster Painting. He was a member of St. Paul Lutheran Church. Among his survivors are his wife, Laura; a brother, and a sister.

Jared (Vander Pol) ’80, Klein, of Texas, died from breast cancer on June 7 at age 53. After receiving a degree in interior design from Iowa State University, she moved to Dallas to pursue a career in kitchen design. She was also a BeautyControl Image Consultant. She was an active member of First Presbyterian Church in Levellieu, where she served as a deacon and on many committees. In addition to her husband, Jared, and two sons, she is survived by three siblings: Kyle; Jilly ‘79; and Roberta Brightman ‘74.

Patrick Drumm ’81, Montezuma, Iowa, and four siblings, including John Drumm ‘78.

Among DeWitt’s survivors are his wife, Karen; seven children; 23 grandchildren; and 62 great-grandchildren.

Always knew you’d be a Raider?

Thought you were applying to Northwestern University when you filled out your app? Everyone’s road to NWC is different. Tell us how you wound up at Northwestern for a future story in the Classic.

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Patrick Drumm ’81, Montezuma, Iowa, and four siblings, including John Drumm ‘78.
Libraries: Beyond the Walls
by Janna Dykstra Smith ’77

Books have always had a place in my life. I remember, when I was 10 years old, a catechism teacher reading aloud Escape to Life by Gladys Condon, about a boy in East Berlin who escaped across the wall to the West. The description of how he savored an orange for the very first time captivated me.

It was at Northwestern where I first read The Screwtape Letters by C.S. Lewis, the Christian apologist. This book was pure genius. Lewis used the letters between the senior demon Screwtape and the junior tempter Wormwood as a clever, backhanded way of teaching about Christianity.

Three friends and I once spent the night among the books in Ramaker Library, making popcorn in Senator Hoeven’s office. (I want to set the record straight, though: it was not my idea to hang the portraits of Northwestern’s presidents upside down.)

As an elementary education major, I had a work-study job at the Orange City Public Library that convinced me to pursue a library career, but it would be a while before that happened. After teaching for two years, I spent a summer traveling throughout Europe. While there, I learned that teaching positions were available on U.S. military bases, so I decided to apply. That August, I flew to Bad Homburg, Germany, to teach first grade.

The city was about six miles away from the Iron Curtain, the metal fence between East and West Germany. Despite the harsh realities of the border, it was a magical land on the west side of the barrier. I enjoyed wandering through the villages where the Brothers Grimm had collected their fairy tales. I saw my first Gutenberg Bible in the Fulda Bibliothek. And I met a young cavalry lieutenant, whom I married the next summer.

(Ironically, the Condor, about a boy in East Berlin who escaped across the border near Bad Homburg, which had made international news because the city was wiped out of bananas within hours. It made me think of Escape to Life, the book I was so intrigued with as a 10-year-old.)

After the wall fell, the military drawdown began. Army posts that had operated since World War II were suddenly deactivated. Each base had a post library. It was encouraging to learn that rather than shipping the books back to the States, most of them were sent to libraries in Eastern Europe.

Once my husband retired from the military, my career stabilized and I became a library media specialist at a middle school in Jefferson, Wis. I became involved in the Veterans History Project through the Library of Congress. My students and I interviewed soldiers and others who had experienced war. Catharina Voorwinde, a Dutch woman who as a child was in a Japanese prison camp in Sumatra, was memorable, as she required us to read a number of books before agreeing to answer any questions. Her story can be read at www.tinyurl.com/wartimeremembrances.

I was able to work with architects to design a modern library when a new Jefferson Middle School was built, so I share the excitement Northwestern’s librarians must feel about building a new learning commons and library. We are in a fascinating time for librarians as we figure out how to utilize digital readers, e-books and other technologies. Libraries now extend beyond the traditional four walls.

Three years ago I transferred to a neighboring district. I am still a middle school librarian, but now to nearly 700 students. It is a challenging job, but I love it. Our students are at an interesting age. There are some great books written for this level (although, personally, I hope the vampire craze ends soon). I read a number of books before agreeing to answer any questions. My students became involved in the Veterans History Project through the Library of Congress. My students and I interviewed soldiers and others who had experienced war. Catharina Voorwinde, a Dutch woman who as a child was in a Japanese prison camp in Sumatra, was memorable, as she required us to read a number of books before agreeing to answer any questions. Her story can be read at www.tinyurl.com/wartimeremembrances.

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Things are looking up. Last week a student checked out The Screwtape Letters. Janna Dykstra Smith, a native of Hull, Iowa, is a library media specialist in Milton, Wis. Her husband, Steve, is a library media specialist in Milton, Wis., and one of their sons is a librarian at Kennedy-King College in Chicago.

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Sister Act

When Amelia Thies moved into the third south floor of Fern Smith Hall in August, the anxiety of starting college was lessened by the fact that she knew her roommate, Emma. In fact, they had always been roommates. And a third sister, Paige, was just down the hall.

The triplets—daughters of Don and Peggi (Vander Linden ’91) Thies of rural Melvin, Iowa—didn’t originally plan to attend the same college, but as they searched, Northwestern seemed like the best fit for all of them.

“They weren’t ready yet to make that break,” says Peggi.

And, besides, by living on the same floor at the same school, they would still be able to share things like blow-dryers, shampoo and clothes.