

GENEVA MAGAZINE

WINTER 2008

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1848-2008

A Journey in Christian Education

calendar

december

12 End of the Fall Semester

january

24 Gold & White Athletic Day
Women's Basketball Reunion

february

16 Spring Open House
18-21 *The Misanthrope* Theater Production

march

27 & 28 Genevans Concert

april

1 Scholarship Reception
3 Geneva Connections
4 Jazz Band Concert
17-18 Alumni Weekend
25 Concert Band Concert

may

14 Graduate School & Adult
Education Commencement
15 Senior Brunch
Baccalaureate
16 Undergraduate Commencement
20 Mancini Musical Theatre Awards

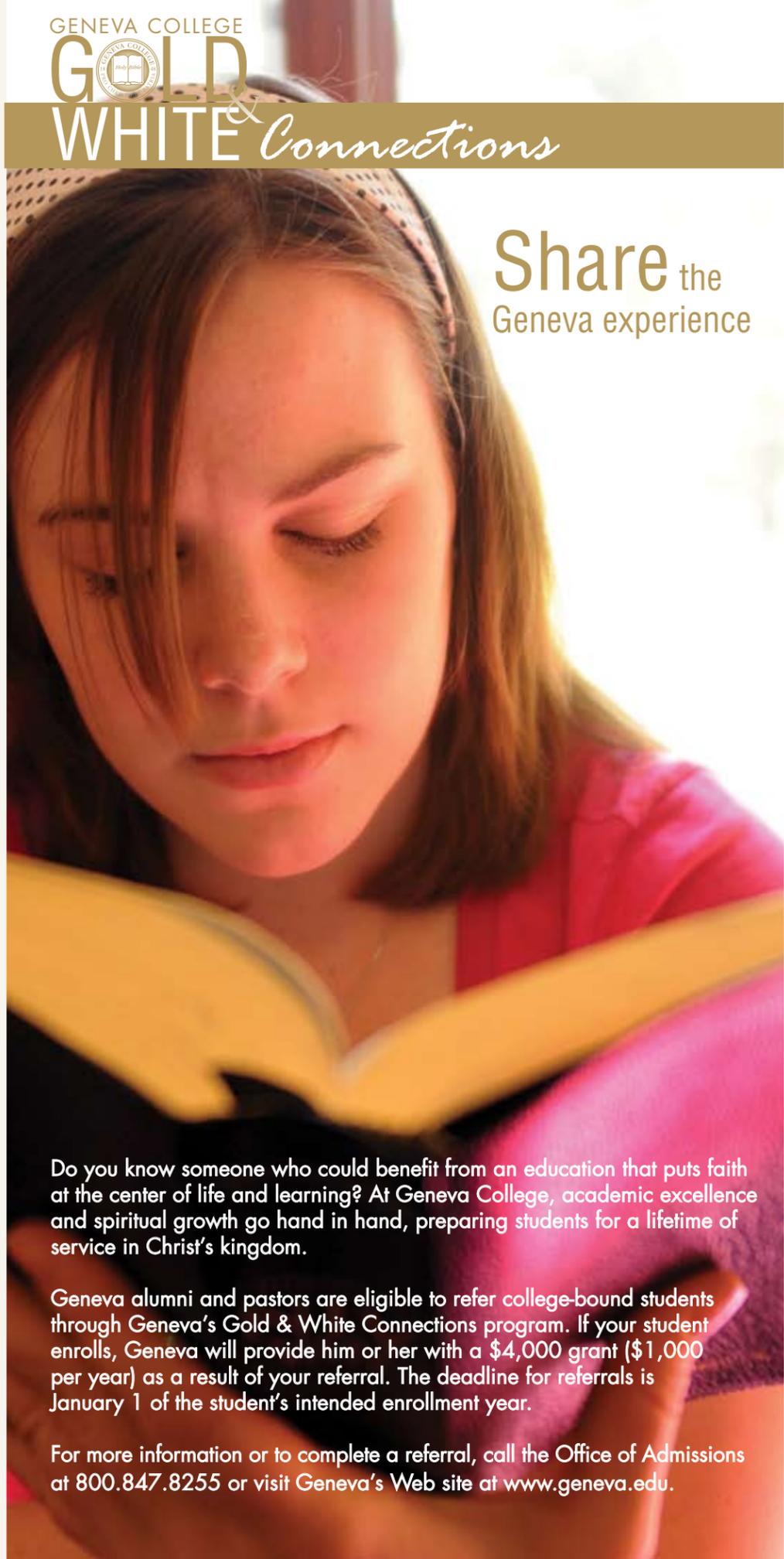
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October 10 Homecoming 2009

Check the calendar at
www.geneva.edu

for more event listings, or
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ON THE COVER: Geneva service men and women
on the steps of McCartney Library during World War II.



GENEVA COLLEGE
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Share the Geneva experience

Do you know someone who could benefit from an education that puts faith at the center of life and learning? At Geneva College, academic excellence and spiritual growth go hand in hand, preparing students for a lifetime of service in Christ's kingdom.

Geneva alumni and pastors are eligible to refer college-bound students through Geneva's Gold & White Connections program. If your student enrolls, Geneva will provide him or her with a \$4,000 grant (\$1,000 per year) as a result of your referral. The deadline for referrals is January 1 of the student's intended enrollment year.

For more information or to complete a referral, call the Office of Admissions at 800.847.8255 or visit Geneva's Web site at www.geneva.edu.

GENEVA MAGAZINE

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Lt. Sara Rebecca Lee '37, the daughter of Geneva President Dr. C.M. Lee.

Geneva Magazine is published two times per year for Geneva College alumni, friends, students and parents. It showcases the college and its constituencies as they strive to fulfill the college's mission. Opinions expressed in Geneva Magazine are those of its contributors and do not necessarily represent the opinions of the editorial review board or the official position of the college.

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GENEVA COLLEGE

Your feedback is greatly appreciated. Please send your correspondence to editor@geneva.edu or Geneva Magazine, Geneva College, 3200 College Avenue, Beaver Falls, PA 15010.

from the president

"Praise our God, O peoples, let the sound of His praise be heard; He has preserved our lives and kept our feet from slipping. For You, O God, tested us; You refined us like silver." Psalm 66:8-10

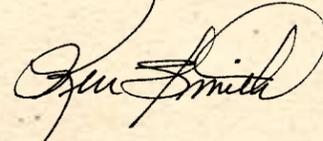
This has been a year of celebration for the Geneva community. For 160 years, God has worked in the hearts and minds of our students, developing them into servant-leaders to build His kingdom. And as He has transformed these countless lives, He has also transformed this college. This issue of *Geneva Magazine* is a celebration of God's faithfulness — to the college and its people — along each step of our journey.

Geneva has come a long way since 1848 when it opened its doors in Northwood, Ohio. The college has always been rooted in the Reformed Christian faith, a faith God has strengthened in the face of many challenges. Through wars, financial crises, and cultural changes, God's grace has shaped Geneva into the Christ-centered institution it is today.

God calls us as Christians to be in the world but not of the world, and this magazine shares several snapshots of the ways Genevans have heeded that call. "The Truth Will Set You Free" takes us back to the years of the Underground Railroad, when Geneva faculty and students in Northwood helped slaves escape to freedom. We also read of the hundreds of men and women who fought for our country and the Geneva spirit during World War II. And we share in the stories of students, faculty, and alumni today as they write their own stories on the pages of history.

You are part of the Geneva story, as well. The pages of this magazine contain only a few of the voices, stories, and faces that have shaped and built this college. I invite you to reconnect with us, to share your own stories, and to participate in the ongoing mission of Geneva through your financial and prayer support. And join us in praising God for His grace, His faithfulness, and His continued work in the Geneva College community.

In His service,



Kenneth A. Smith
President



in brief CAMPUS NEWS



GENEVA MAINTAINS TRADITION AND WELCOMES CHANGE

As part of this year's Homecoming celebration, President Kenneth A. Smith dedicated the newly renovated Reeves Field with a special ceremony at the front gate. "This is a momentous occasion as we officially dedicate the new Reeves Field and open it for official use by our Golden Tornadoes, fans, visitors and campus community," Smith said.

The field was originally completed in 1925 and dedicated to the memory of John T. Reeves (1825-1917). Reeves was an active member of the church and local community and worked as an agent for the Harmony Society, a German religious group living near Beaver Falls. Through Reeves' representation, the Harmonists donated a large plot of land to Geneva College in 1879, enabling the campus to relocate from Northwood, Ohio to Beaver Falls.

Through the generous donation of Carl Hughes '43 and his wife, Anny, the new press box towers over the football field. Hughes dedicated the press box in memory of A.C. Edgecombe (1896-



1975), who served the college as a professor of engineering from 1921 to 1943, and as athletic director from 1924 to 1943. Reeves Field was built during Edgecombe's tenure.

On the wall of the press box, above the 50-yard line, a block of concrete stamped "1925" stands as a tribute to the rich history of the college and its athletic programs. In his dedication address, Smith encouraged the Geneva community to honor this heritage while looking forward to the future. Reeves Field is complete, but Beyond the Bend projects will continue to update and beautify Geneva's campus.

"In the midst of what's new, we maintain the tradition of Geneva... When you come to Homecoming next year, Beyond the Bend will be done and the new face of our campus will be complete."

GENEVA BREAKS NEW GROUND IN CARDIOVASCULAR TECHNOLOGY

This fall, Geneva College launched the nation's first cardiovascular technology (CVT) graduate degree program. Through a partnership with INOVA Heart and Vascular Institute (IHVI) in Falls Church, Virginia, Geneva students can now earn a Master of Science degree in Cardiovascular Science.

Cardiovascular technologists work directly with cardiologists to perform diagnostic and therapeutic procedures. Their assistance has become vital in the growing trend toward non-surgical solutions for cardiovascular diseases. "The burden on cardiologists and their support staff will only increase as the baby boomer generation ages and cardiovascular disease continues to be among the leading killers in our nation," says Dr. Daryl Sas, chair of Geneva's Department of Biology.

Geneva's CVT program gives students the unique opportunity to combine a Christian liberal arts education with medical studies. After spending their first three years studying biology at Geneva, students go to the IVHI to earn their bachelor's, master's or combined B.S./M.S. degree in cardiovascular science.

"Geneva's program trains CVTs in the area of invasive cardiovascular technology, which involves the insertion of a catheter and various



tools to detect and open blocked arteries," Sas says. Geneva's new graduate-level program includes training in electrophysiology, which deals with the insertion of pacemakers and laser surgery on the electrical system of the heart.

The improving success rate of these procedures has caused hospital case loads to steadily grow, not only at the IHVI, but in other hospitals nationwide. Integrating faith with learning, Geneva's CVT program is meeting this growing need in the medical field.

"[We are] committed to training and educating competent servant-leaders who will embrace cardiovascular technology to provide safe, quality, and compassionate patient care," says Dr. David Essig, director of the CVT Program.

THE DCP CELEBRATES 20 YEARS



BY CAITLIN ZEISET '10 with Dr. Robert Hough and Dr. Ralph N. Phillips

For two decades, the Geneva College Degree Completion Program (DCP) has transformed individuals, organizations and communities with the power of Christ-centered education. The program provides classes uniquely tailored to meet the needs of working adults.

It all began in 1988 when Dr. Robert Hough, dean emeritus of Adult and Continuing Education, and his team of administrators set out to implement a program to give working adults the opportunity and means to step back into the college classroom.

"My mission was to launch an adult education program, and my motivation was a verse. 'No one who puts his hand to the plow and looks back is fit for the kingdom of God' (Luke 9:42). With deep conviction I accepted the challenge to assist in developing the Degree Completion Program, to help 'put wheels under the wagon,'" Hough said in an article published in the Fall 2003 issue of *Geneva Magazine*.

The structure of the DCP created a unique ministry within the classroom. Classes were organized in a way that kept one group of students and professors together throughout the program, providing the opportunity to develop deep, meaningful relationships. In the midst of family life, work and classes, DCP students could depend on professors and on each other for encouragement and support. "Geneva became a leader in the field of non-traditional adult higher education throughout the East," Hough says.

"As the DCP impacted individuals and promoted further education in the community, it also enhanced the college itself," says Dr. Ralph Phillips, Geneva's current dean of Adult and Continuing Education.

With the ability to offer classes in convenient local areas, the DCP's geographical reach expanded. This broadened Geneva's audience from high-school graduates to adults with families,

full-time jobs and invaluable life experience. Some of the non-traditional DCP students saw their children enrolled in Geneva's traditional undergraduate program.

The staff members who started and nurtured the DCP with dedication and perseverance have now moved on to retirement or other avenues of service. But the DCP's committed staff has continued the work they began, and the program has experienced great growth over the past 20 years.

The DCP has gradually grown from the original three classes, or cohorts, to more than 24 cohorts meeting in 12 locations throughout western Pennsylvania. From the one major available in the beginning, the program has expanded to four: human resources, human services, community ministry and organizational development. The DCP also offers a "bridge" program to help students earn credits toward graduation under the careful oversight of Geneva College instructors.

"But more important than the DCP's ongoing growth is our continued emphasis on the integration of faith and learning in a context which places a high value on efficient and joyful service to students," says Phillips.



1. In 1998, the DCP celebrated the start of its 100th cohort.
2. Commencement 1995
3. A DCP class meeting in Somerset, Pa. (*The Daily American*, 1998)
4. The first issue of *Progression*, the DCP newsletter, published in 1993.
5. The DCP staff at their building on Geneva's campus (1993)
6. Dr. Harry Farra, the DCP's primary faculty, with four members of the first cohort.
7. Nine of the 17 DCP alumni and students belonging to the 171st Air Refueling Wing of the Pennsylvania National Guard (1995)
8. The oldest DCP grad, 78-year-old Robert Livingston, graduated in 1999.
9. DCP counselors with Human Resources grad Faith Stipanovich '94



Assistant Professor of Business Joseph Bucci was selected to present his paper "Faith-Influenced Managers and Terminal Worker Behavior" at the Christian Business Faculty Association's annual conference. Bucci's research centered on the impact a redemptive philosophy can have in managerial decision-making, specifically in relation to termination decisions and the possibility of offering "second-chance" opportunities to employees.

Professor of Music Dr. Robert M. Copeland translated and edited *Le Droit Chemin de Musique (The Direct Path of Music)*, by Louis Bourgeois (1550). He also wrote an introduction which traces the relationship of John Calvin's thought to musical theory of his time (The Institute of Mediaeval Music, Ottawa, Canada).

Dr. Sha Wang Luangkesorn, assistant professor of music performance and theory, won the Pittsburgh Concert Society Major Audition in April. Her subsequent performance at Carnegie-Mellon University was recorded and broadcast by WQED-FM, a Pittsburgh public radio station.



HONORING FACULTY ACHIEVEMENTS

Service through excellence. This is a principle that Geneva's faculty members not only share in the classroom, but also demonstrate in everyday life. Through research, authorship, sabbatical projects and further education, they continue to develop their expertise and impact the academic community.

President Kenneth A. Smith awarded the 2007-08 faculty awards as part of this year's academic convocation ceremony. Dr. Adel Aiken, associate professor of education and director of Geneva's Master's in Reading Program, received the Excellence in Teaching Award. Associate Professor of Sociology and Higher Education Dr. Don Opitz received the Excellence in Scholarship Award. Opitz is also the director of Geneva's Master of Arts in Higher Education Program.

Todd Allen, assistant professor and chair of the communication department at Geneva College, was selected as one of 22 faculty from across the country to participate in a seminar entitled "African-American Struggles in the 20th Century" at Harvard University. The one-month seminar focused on the Civil Rights Movement and was sponsored by the National Endowment for the Humanities.

Classes were held at the W.E.B. Du Bois Institute for African-American Studies at Harvard under the leadership of Dr. Henry Gates and directed by Drs. Patricia Sullivan and Waldo Martin.

"This experience has been a tremendously rewarding one," says Allen. "To spend a month engaging many of the leading scholars of the African-American freedom struggle has deeply enriched my scholarship. It is truly an honor to have been chosen for this outstanding program."

Other participants included Bob Moses, current director of The Algebra Project and a representative of the Student Nonviolent Coordinating Committee; Peniel Joseph, author of *Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America*; Ronald Walters, director of the African-American Leadership Institute and author of several books on African-American politics; Leon Litwack, historian and author of *Been in the Storm So Long* and *Trouble in Mind: Black Southerners in an Age of Jim Crow*; and Peter Guralnick, author of *Sweet Soul Music* and *Dream Boogie*.

TODD ALLEN GOES TO HARVARD



Geneva College would not be where it is today without the generosity of its people. From prayers and faithful service, to donations, endowments and scholarships, every gift builds this college and supports our students. For more information on giving to Geneva College, call 724.847.6795 or visit www.geneva.edu.



Pictured is the Graves family (from left: Aiden, Judab, Isabelle, Ian, Michelle and Elijah) with Shirley McMillan.

Investing in the Future

The Willard '47 and Shirley (Stewart '47) McMillan Scholarship

"It is hard to overemphasize the influence Willard McMillan has had on the college. His service as the first director of spiritual activities, as dean of students during the early 1970s, and his chairmanship of the Bible department, not to mention his personal concern for and counseling of students, have greatly shaped the spirit of Geneva."

David M. Carson, *Pro Christo et Patria: A History of Geneva College*.

For people like Willard and Shirley McMillan, showing love means taking action. Both graduates of Geneva, their lives have impacted generations of students.

"Most of Dad's career centered at Geneva College," says daughter Kathy (McMillan '72) Dennis. During Willard's 35 years at Geneva, he served as an assistant professor, director of spiritual activities, dean of students and chair of Geneva's Bible department.

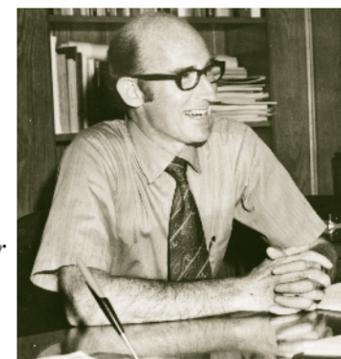
Geneva students were the focal point of Willard's professional life, as well as an intrinsic part of the McMillan household. "The whole time I was growing up, there were students living with us, eating with us or in some way interacting with my family," Kathy recalls. "My parents entertained all the time and many students lived in our home."

"We reached out to students because we so much enjoyed them," says Shirley McMillan. And their involvement in the lives of students was not a short-term investment. Kathy says that her parents kept in touch with many students long after they graduated.

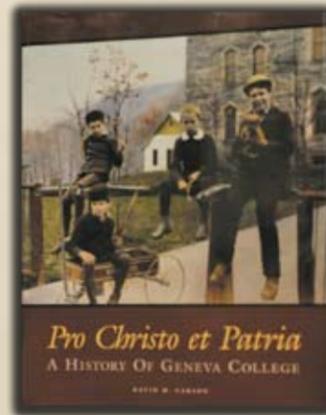
Now a member of Geneva's board of trustees, Kathy has also served as director of financial aid and of planned giving. Knowing the value of student scholarships, Kathy teamed up with the rest of the family to establish a scholarship in her parents' honor. The scholarship is based on character and financial need and can be awarded to any student in any field.

Ian Graves, a Christian ministries major and then father of four, received the scholarship in 2006. He had the opportunity to meet Shirley at a brief ceremony before Geneva's annual scholarship reception. "She took an interest in my family and my plans," he says. "Her encouragement was just as important as the scholarship."

Willard McMillan retired from Geneva in 1990, and served as pastor of the Geneva Reformed Presbyterian Church in Beaver Falls until 1995. He passed away in 2005.



Keeping the Chronicles of Geneva College



Dr. David M. Carson

Carson is a former pastor, historian and Geneva College Samuel A. Sterrett Professor Emeritus of Political Thought. In honor of Geneva's 150th anniversary, he wrote *Pro Christo et Patria: A History of Geneva College*. Without his dedication, scholarship and love for Geneva past and present, this issue of *Geneva Magazine* would not have been possible.



The Geneva College Archives

Kae (Hirschy '83) Kirkwood is the archival librarian at Geneva College. In addition to preserving artifacts from the past, Kirkwood archives Geneva history as it happens. She has generously shared her resources and expertise with *Geneva Magazine* to facilitate research for this issue.

The Logan County Historical Society

Thanks to the museum curator and staff at the Logan County Historical Society for providing photographs, articles and resources for "The Truth Will Set You Free" (see page 20). Geneva was originally located in Logan County, Ohio, and the historical society erected a stone in 1948 to mark the place where the college building once stood.



Geneva and the World



1848-1868

- 1848 - Geneva Hall founded
- 1851 - Female Seminary opens
- 1866 - Freedmen's College opens

- 1851 - *Uncle Tom's Cabin* published
- 1861 - Civil War begins

1868-1888

- 1873 - Officially named Geneva College
- 1880 - Geneva moves to Beaver Falls, Pa.
- 1882 - *Pro Christo et Patria* becomes Geneva's motto

- 1876 - Custer's Last Stand
- 1879 - Edison invents the light bulb
- 1886 - The Statue of Liberty erected



1888-1908



- 1891 - First football season
- 1893 - First basketball game
- 1897 - Science Hall completed

- 1901 - Theodore Roosevelt becomes president
- 1903 - Wright brothers' first flight

1908-1928

- 1911 - Johnston Gym built
- 1918 - Geneva hosts Student Army Training Corps
- 1920 - Engineering Department founded
- 1925 - Reeves Field built

- 1909 - Peary reaches the North Pole
- 1914 - World War I begins
- 1920 - Women's suffrage granted



1928-1948



- 1933 - Student body reaches record high of 613
- 1943 - Army air force cadets train on campus
- 1948 - Geneva's 100th birthday

- 1929 - Stock market crash starts the Great Depression
- 1941 - Attack on Pearl Harbor



1948-1968

- 1952 - Memorial Hall built in honor of Geneva's service men and women in WWII
- 1958 - Chemistry Department receives ACS approval
- 1967 - Adoption of *The Foundational Concepts*

- 1963 - Martin Luther King's "I have a dream" speech
- 1965 - *The Sound of Music* in theaters
- 1965 - First U.S. combat troops land in Vietnam



1968-1988

- 1969 - Humanities becomes part of the core curriculum
- 1970s - Women's athletics expand to volleyball, tennis, basketball and softball
- 1978 - Center for Urban Theological Studies (CUTS) established

- 1969 - *Apollo 11* lands on the moon
- 1970s - Microwaves become standard household items



1988-2008



- 1988 - Geneva begins the Degree Completion Program (DCP)
- 1991 - Geneva drafts a mission statement
- 2006 - Geneva starts Beyond the Bend campus improvements

- 1989 - Berlin Wall comes down
- 1990 - The Persian Gulf War begins
- 2006 - "To google" officially becomes a verb
- 2008 - United States elects first African American president

Drawn from *Pro Christo et Patria: A History of Geneva College*, by Dr. David M. Carson

A vision for education

John Black Johnston, pastor of the Reformed Presbyterian church in Northwood, Ohio, wanted to start a college. He proposed that the denomination start a "grammar school" as a first step toward this goal, and after a year of thinking it over, the presbytery agreed. The very next day, April 20, 1848, Geneva Hall opened for classes with a president, two faculty members and 42 students.

Distinctively Christian

Education in the 19th century was based on the Latin and Greek classics, a course of study designed to enrich and prepare the mind for any field. But Geneva broke from tradition by refusing to teach the "pagan classics," instead teaching Latin from Reformation authors and Greek from the Greek New Testament. Even as its academic programs changed and evolved, the college remained distinctively Christian, possessing "a curriculum of study from no part of which the Bible has been excluded" (President J.R.W. Sloane, inaugural address, 1852).

A dark time

Over the next decade, Geneva's enrollment grew. The board rapidly began borrowing money for improvements and campus renovations, but created unbudgeted debts the college could not pay. Geneva was in trouble. "The last minutes of the board, dated July 7, 1859, ended with an appeal for financial support that did not come. The college faded away ... students went to fight in the Civil War. Teachers went to other occupations. All that remained in Northwood were the buildings and the memories" (Carson, p. 9).

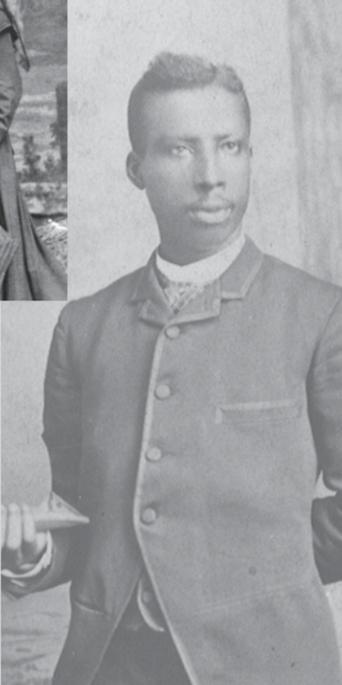
The Freedmen's College

As the Civil War came to an end, there were a number of attempts to reopen Geneva's doors. One of these was Rev. John McCartney's establishment of a college for freedmen.



Rev. John Black and Elizabeth Boyd Johnston

Solomon Ford Kingston, a graduate of the Freedmen's College



Geneva Hall in Northwood, Ohio

This type of program was rare, even in the North, and enabled a number of freed slaves to return to the south as ministers and teachers. But despite the success of the Freedmen's College, Geneva continued to flounder.

A new beginning

With the election of President Henry Hosick George in 1872, Geneva finally got back on its feet. Under his leadership, Geneva Hall officially became Geneva College; degrees were again granted; programs expanded and gained broader appeal; and in two years, attendance rose from 50 to 170 students. "During the 18 years of his presidency, he created from the mere shadow of a college a stable and effective institution" (Carson, p. 14).

Moving to Beaver Falls

With its newfound prosperity, Geneva needed a more stable financial base. The college began looking for a new location, and after weighing several options decided on Beaver Falls, Pennsylvania. The Harmony Society, a German pietist sect living near the city, had offered Geneva a sizable gift of land. The location held benefits for both parties — a wider community and more opportunity for the college, and greater prestige and prosperity for the town. Geneva moved its campus from Northwood in the fall of 1880 and opened for classes in 1881.

Unique programs

Although most 19th-century colleges had religious affiliations, Bible courses were not part of the traditional curriculum. Political science was rarely taught and never required. But in

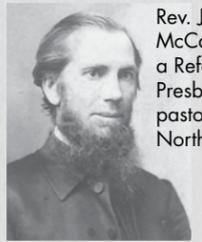
1880, Geneva added both Bible and political science courses to its core curriculum. These changes stemmed from the Reformed Presbyterian Church's belief in the lordship of Christ over all areas of life, including government.

Meeting needs in the community

In 1907, William Henry George became president of Geneva. Only 28 years of age, he encouraged more faculty development, higher academic standards and a stronger presence in the Beaver Valley. He moved the whole college calendar two weeks later so that local teachers could enroll in special summer classes, and began the Extension Program to help locals achieve a college education.

Growth and change

In 1922, Geneva was one of the first institutions to receive accreditation from the Middle States Association for Colleges and Schools. The following years brought the Great Depression, World War II and many changes to the college. With the influx of students that came after the war, Geneva rapidly expanded



Rev. John McCartney, a Reformed Presbyterian pastor in Northwood

"As the institution is what it professes to be, Christian and not Pagan, the Bible, with a selection from the best Christian authors in the Learned Languages, will be the text book"
1849 College Catalog

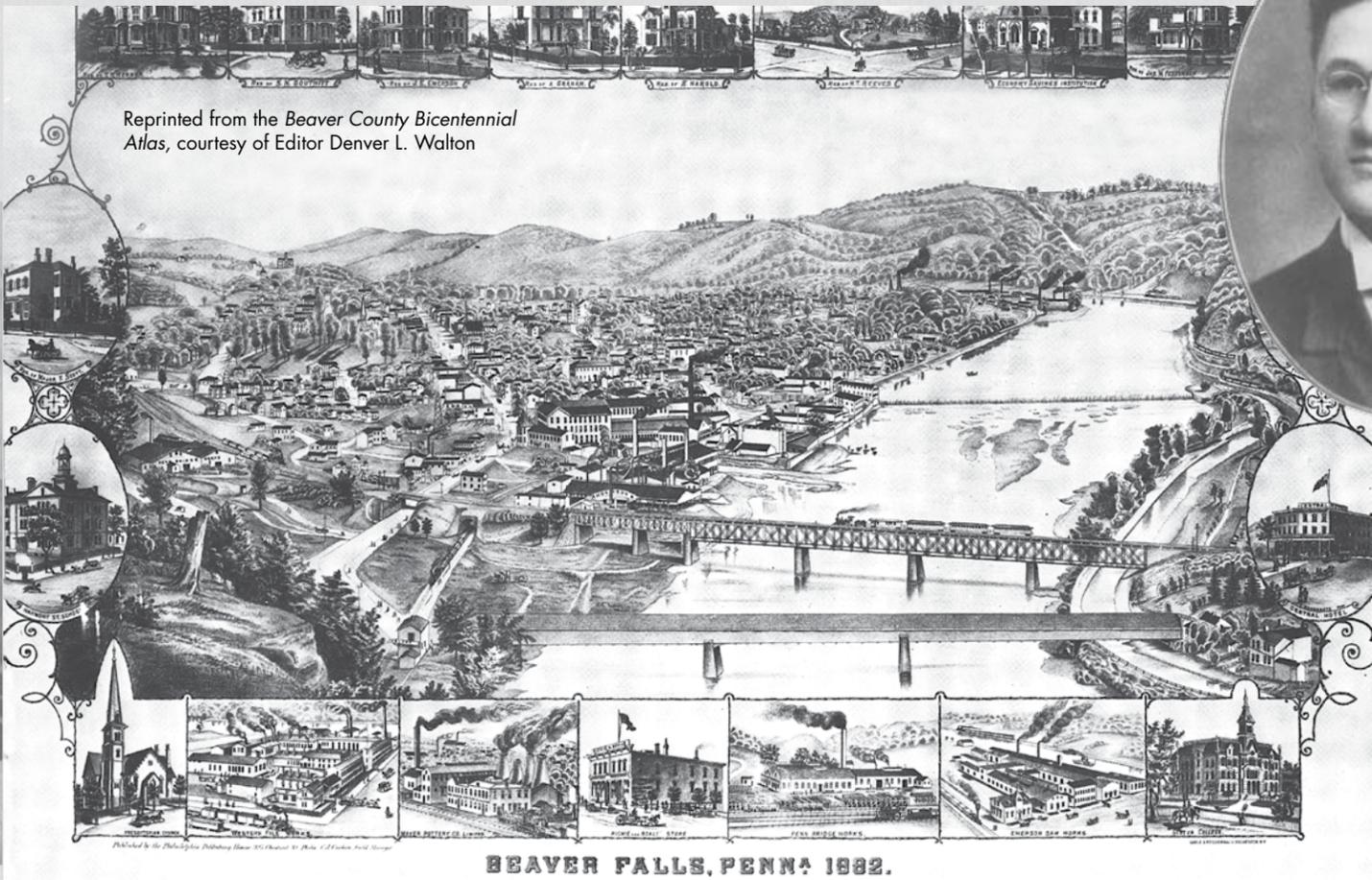
its campus and programs. The Middle States Association returned in 1956 to re-evaluate the college, and after doing so, expressed a number of concerns. These included the academic qualifications, salaries and teaching loads of the faculty; the selection process for students; and the mission of Geneva as a whole.

A sense of purpose

It was at this time that Dr. Edwin C. Clarke became president of Geneva. In addition to responding to the Middle States evaluation and the growing needs for campus expansion, Clarke turned his attention to making Geneva what John Black Johnston had established it to be: a distinctively Christian college. 



President George leading a commencement procession



Reprinted from the *Beaver County Bicentennial Atlas*, courtesy of Editor Denver L. Walton

BEAVER FALLS, PENNA. 1882.



William Henry George
President from 1907-1916

"When they [Geneva students] graduated they would 'have an education'; they could then proceed to train for their chosen vocations and would help create an atmosphere of culture in their homes and communities." David M. Carson, *Pro Christo et Patria*.



Geneva students enjoy the YMCA and YWCA annual picnic, 1911

Defining the Mission: The Foundational Concepts of Christian Education

BY JENNY (BOWER '05) PICHURA

“For with You is the fountain of life; in Your light we see light.”
Psalm 36:9

“Starting with the belief that God is the source of all truth, education becomes the exciting adventure of seeking to appropriate knowledge in all its various facets under the guidance of the Holy Spirit.”

These are the opening words of *The Foundational Concepts*, the document that states the meaning and purpose of a Geneva College education. Rooted in the belief that God’s truth is the starting point for knowledge, Geneva makes faith the center of all areas of life and learning. But when *The Foundational Concepts* were written in the 1960s, the college didn’t have the clear identity it does today.

“Geneva is known in the Christian community now in a way that it wasn’t in the ‘40s and ‘50s,” says Jean (Linton ‘43) Hemphill, who served on the committee that drafted *The Foundational Concepts*. “You wouldn’t recognize the college in my day at all. The thing that distinguished it as a Christian college was simply that the rules and regulations on campus were based on biblical principles.”

Since its arrival in Beaver Falls in 1880, Geneva had been the only college in the area. “Geneva’s emphasis was not nearly as much on focusing to get Christian students as it was on getting students from the community,” Hemphill says.

Beginning in the 1950s, Geneva met with some competition. The University of Pittsburgh dramatically reduced the cost of tuition. Later, Penn State University opened a branch campus in Beaver County. The newly founded Community College of Beaver County offered career training at a much lower cost than Geneva.

Geneva had to examine what it had to offer that other institutions didn’t. “Private school education costs more than a public education, so it has to have something important to make parents spend the extra money,” Hemphill says. It was time for Geneva to revisit its roots. “We had to appeal to the Christian community.”

Meanwhile, several factors were setting the stage for a renewal of Geneva’s Christian commitment.

In the years following WWII, Geneva had experienced rapid growth. To accommodate the influx of students, the college purchased more property, constructed new buildings and



Geneva students in the Brigadoon, 1960s

hired more faculty. Through all this growth, the college began to lose sight of its foundational purpose.

“But in God’s providence, it was Geneva’s desire to improve the physical that led to the improvement of the spiritual,” says professor and President Emeritus Dr. John H. White.

Geneva needed new residence halls, a student center, athletic facilities and upgrades to its science building. In order to pay for these improvements, the college needed funding. Still under the direct oversight of the Reformed Presbyterian Church in North America, Geneva approached the denomination for more financial help.

But the church had questions about the depth of Geneva’s Christian commitment. That concern was echoed by the Middle States Association, an organization that accredits regional colleges and universities. After an evaluation in the mid-1950s, the committee found that although the college was struggling from a lack of funds and increase in competition, its real problem lay in a lack of purpose.

It was time for a change, and Geneva President Dr. Edwin C. Clarke was ready for it. “I am firmly convinced that the educational program which Geneva offers must be basically and essentially Christian in character, primarily liberal arts in nature, and excellent in quality,” he said in his inaugural address in 1957.

In the early 1960s, Geneva’s board of trustees asked the board of corporators for a major contribution from the denomination. The corporators granted their request, but in 1964 asked that a joint committee, made up of members of both boards, be appointed to “study in depth the problems of implementing the distinctively Christian witness and character of Geneva College and to make recommendations for developing this witness and character to its fullest degree.”

The corporators were represented by White, James D. Carson, Kenneth G. Smith, and Paul D. McCracken; and the trustees by J. Merrill Robb, Jean L. Hemphill and J. Renwick



From left: Dr. Robert Tweed, Dr. J. G. Vos and President Edwin Clarke

The Foundational Concepts of Christian Education

Patterson. “The joint committee set out to define a philosophy of Christian higher education that would clearly express the idea of Geneva,” says White.

As the committee worked to draft the document, they realized they were defining Christian education in a way that had not previously been articulated in the church at large.

“The concept of Christianity as being a Christian in every area of life, and as studying every subject from a Christian point of view, was a difficult bridge to get over,” Carson says.

Dr. Johannes G. Vos, a professor in Geneva’s Bible department, had a powerful belief in the power of Christ-centered learning. In his pamphlet entitled “What is Christian education?” he provided the vision the joint committee had been searching for:

“By Christian education we do not mean secular education with Christian features added on externally; Christian education means education that is Christian in its essence or inner character all along the line, not only in the chapel and Bible classroom, but in every classroom and every laboratory, as well as in the life and thinking of every teacher.”

“According to Vos, our entire way of looking at the world cannot be proved,” says Smith. “We start from a totally different point of view — you can’t demonstrate it scientifically. But it’s not a blind faith, it’s an educated faith.”

With Vos’ help, the joint committee presented the first draft of *The Foundational Concepts* to the boards, faculty and administration of Geneva College. They liked the direction. More drafts were circulated and discussed, and the document was finally adopted by the denomination and Geneva’s board of trustees in 1967.

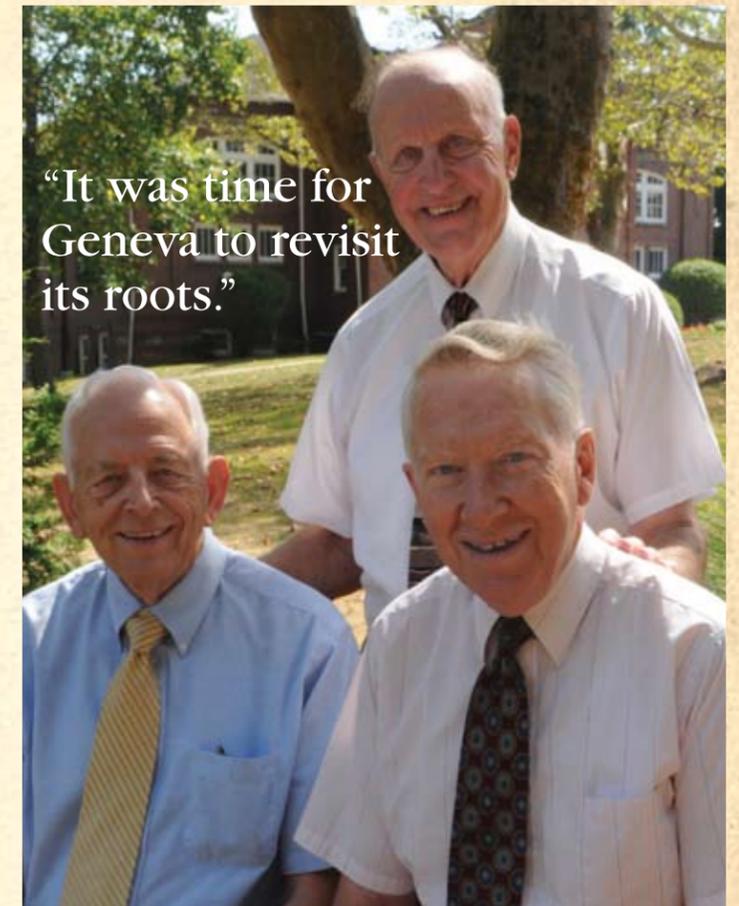
The changes that followed *The Foundational Concepts* came gradually. “It affected the faculty and the hiring of personnel. It affected the humanities — the whole department was an outgrowth of that,” Hemphill says. “The faculty was talking about it, Dr. Clarke was faithful to encourage it, and it was becoming a part of the college community.”

Geneva’s newly defined mission required faculty to know and understand their field from a Christian perspective. This complete integration of faith and learning was a new concept for the faculty, some of whom were not professing Christians.

But President Clarke wasn’t trying to impose a whole new system on the faculty. Instead, he wanted to involve them in bringing Geneva in line with its overarching purpose.

“They not only saw the document and reviewed it, they made contributions to it,” Carson says. “They participated — they weren’t just told what it was supposed to be.”

There were also changes in the student body. With the re-evaluation of Geneva’s mission, in and out of the classroom, the structure of residence life changed dramatically. Where



From left: Dr. James D. Carson, Dr. John H. White and Rev. Kenneth G. Smith

house mothers had previously overseen students in the dorms, residence directors (RDs) were put in place. Closer in age to students and living in community with them, RDs were able to take an active role in the academic, personal and spiritual lives of students.

“This is not just a method, it’s a whole way of thinking,” Carson says, “and it marks us as Christians in the world today.”

Over the years, the mission defined in *The Foundational Concepts* has transformed Geneva’s campus. With biblical truth as their starting point, students can grow intellectually, personally and spiritually. Their education forms a foundation for the rest of their lives, allowing them to explore the depth of God’s call as they use their gifts to build His kingdom.

Hemphill hopes to see this transformation continue, both in scholarship and faith. “I want to see students receiving a well-rounded education with Christ at the center of all learning. But education is more than book learning. I’d like to see students going out into the world and making a difference in whatever field of service they are in.”

“That’s what makes this campus so exciting,” Smith says. “If these students get this, they’ll continue to make a difference wherever they go.”

“It was time for Geneva to revisit its roots.”

GENEVA Today

"The goal of Christian education is the development of mature students who, as individuals, have well-integrated personalities; and who, as well-oriented members of society, are building the kingdom of God in the family, the church, the nation and the world."
The Foundational Concepts

Show me Your ways, O LORD, teach me Your paths; guide me in Your truth and teach me..." Psalm 24:4

"As Christians, we are living in the world — a world that we are not called to dismiss, detach from or ignore...but rather acknowledge and engage together."

Josh Cretella
 Writing major
 Youngstown, Ohio



"My classes here have helped me to connect my faith with the 'outside world.' They have helped me to see how I can impact the world around me and make a difference."

Molly Stewart
 History major
 Johnstown, Pa.



"It's all about your commitment level. If God is sovereign over everything and foundational in everything, we can do nothing but strive to be excellent."

Dr. Gayle Copeland
 Associate Professor of Education; Chair, Department of Education



"We want to help students develop a sense of what the Christian life is all about — not just in Bible class and chapel, and not just in the classroom. Students are called to be Christians wherever they are."

Dr. Kenneth Carson
 Vice President of Academic Affairs



The mission of Geneva College is to glorify God by educating and ministering to a diverse community of students for the purpose of developing servant-leaders, transforming society for the kingdom of Christ. We accomplish this through biblically based programs and services marked by excellence and anchored by the historic, evangelical and Reformed Christian faith. The curriculum is rooted in the liberal arts and sciences, vocationally focused, and delivered through traditional and specialized programs.

DEVON LAW

"My grace is sufficient for you, for My power is made perfect in weakness. Therefore I will boast all the more gladly about my weaknesses, so that Christ's power may rest on me."
 II Corinthians 12:9

Devon Law was a star student at Geneva, but she didn't sit at the front of the class because she wanted to. She sat there because she couldn't see the board.

When Devon was 18 months old, she toddled into the street and was struck by an oncoming car. Her parents immediately rushed her to the hospital, where the doctors told them that a concussion and severe internal bleeding had damaged their daughter's eyes forever.

While most doctors told Devon's parents they had to face reality, one specialist told them never to give up hope. So they kept hoping and praying and, in time, God made the impossible a reality. Although she would never regain her central vision, Devon's peripheral vision gradually improved.

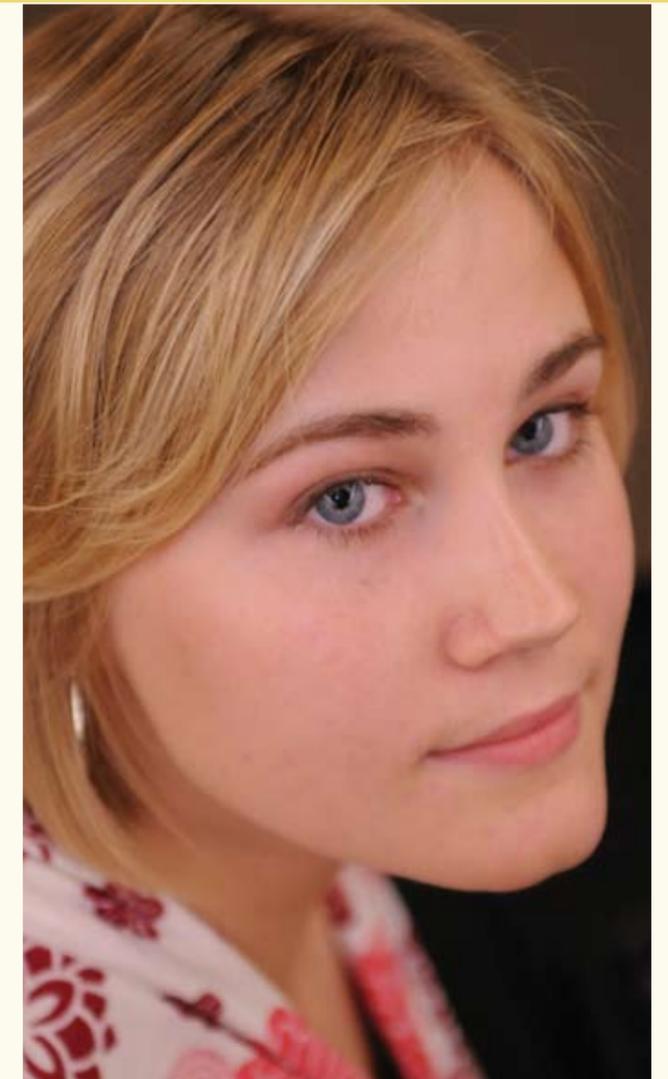
Growing up surrounded by people who understood her situation, Devon didn't need to talk much about her disability. "It was easy to find ways to deny it. I could put in the extra effort and get things done. I could either fake that I could see or know that people would understand."

But when she came to Geneva, Devon couldn't fake it anymore. Because of her disability, she had to work with Geneva's academic support services. "It was kind of embarrassing," she says. "People started asking questions."

Devon knew that if she shied away from everything that made her uncomfortable, her life wasn't going to go anywhere. "I had to acknowledge my limitations and come to terms with the fact that I wasn't strong enough to make it on my own."

She started taking on leadership positions to challenge herself and push her own limits. She served as a health coordinator in her residence hall for three years, keeping fellow students active and aware of health-related issues. She also became a member, and later vice president, of Delta Alpha Pi, a leadership society for people with disabilities.

As Devon gradually grew more confident and comfortable with her disability, she wanted to help other people become more open about their life situations. "Different is not necessarily



negative," she says. "You just have to recognize that each person is part of the kingdom of Christ and can contribute in his or her own specific ways."

Now a graduate student at Western Michigan University in Kalamazoo, Devon is studying vision rehabilitation therapy.

"I'm just here to thank and serve God each day," she says. "Finding my identity was a slow, arduous process, but loss of vision helped me to see God a little more clearly."

In a chapel message during her senior year, Devon shared her testimony with the entire campus community. We would like to thank her for sharing her story with us. — GM

Fighting for the GENEVA SPIRIT

BY AMANDA FLINNER '06

As World War II shook the globe, its reverberations were felt on the small campus of Geneva College in Beaver Falls, Pennsylvania. Families and friends were saying good-bye to loved ones bound for battle. Students busy planning the senior play were also preparing for war. Star athletes shed jerseys and donned uniforms, blending into the ranks to march into the unknown.

But not all heroes wore uniforms. Dr. C.M. Lee saw battle, but wasn't wounded; he became a leader, but didn't give orders. As a professor, dean of students, and finally as president from 1949-1956, he served the college for 38 years. After glimpsing visions of war through his students' eyes, he recorded the names of over 1,100 students and alumni who left Geneva to fight for their country during World War II.

Lee's carefully constructed chronicle follows each student through his or her journey, recording everything from military achievements to marriages. He filled 11 loose-leaf notebooks with every scrap of information he could find. Pressed between pages of names and dates, are aged newspaper clippings, photographs and advertisements — a scrapbook of honor.

Geneva experienced its first glimpse of tragedy after the attack on Pearl Harbor in December 1941. Ensign Harvey McClung's mother received a terse telegram that read: "Killed in action in performance of his duty." McClung '34 was serving on the battleship Arizona and was the first alumnus to be killed in action.

Ensign (later promoted to Lieutenant) Renwick Martin '36 was on duty during the attack, serving as a member of the supply corps in the Hawaiian Islands. His family suffered without news until the evening of December 12, when their relief came in three words: "Am okay, Ren."

Just one year later, some Genevans were coming home for brief visits, while others returned for burial. On January 28, 1943, former FBI director J. Edgar Hoover paid tribute to the work of one such hero. Special Agent Harold D. Harberfeld '34 was brought home to Beaver Falls after he and about 34 others were killed when their large transport plane crashed during a mission in a remote section of what is now Suriname.

Dr. M.M. Pearce, Geneva's president from 1923 to 1948, wrote of the wartime changes slipping over the campus. He hoped the scattered Genevans would be proud of their *alma mater* and take comfort in the growth and positive changes on campus. He hoped that soldiers would return home and "find ourselves unimpaired by our experiences, perhaps with all our debts paid, with our buildings and equipment

in good condition, and ready to go forward in the happier experiences of peace."

Many students and faculty went to war, but the war also came to Geneva. In February of 1943, the 36th regiment of the Civilian Pilot Training Course arrived singing the aviation anthem that would soon become a familiar part of the daily campus bustle. The cadets were fulfilling the navy's New Year's resolution: that prospective naval aviators would begin training along with a three-month condensed college course at various universities and colleges around the country. For President Pearce, the purpose was clear. In his account of the "Military Unit of Geneva" he wrote:

"The army of a free people is to be led by men who know something of the literature of freedom; who understand the history out of which this crisis has come; who know something about the world...and who through the study of physics understand the marvelous instruments they are to use."

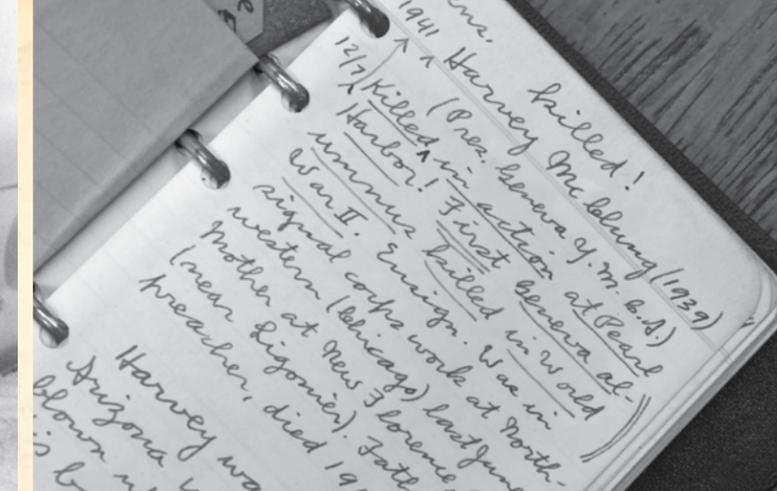
Geneva initiated a hospitality center as a way to alleviate homesickness for the cadets. Every week at the local Elks club, air cadets could enjoy a good meal and entertainment, including a play, music from the Beaver Falls High School swing band, and dances with volunteer hostesses from the college. "[We] couldn't ask for a better place to spend [our] off hours," wrote one cadet. "They really mean to do all in their power to make you feel as much at home as possible."

This "Geneva spirit" endured among Geneva's own students who left for battle. J. Richard Kelso completed three semesters before leaving for the Naval Air Technical Center in Memphis, Tennessee, but they were enough to garner a "deep impression" that Kelso calls one of the "most pleasant and enduring associations I've ever had or will have."

Several students wrote with warm remembrances of Geneva, a part of the past they hoped to rekindle. Some wrote with humor: "Sure would like to be back — wouldn't even mind (not too much anyway) Edgcombe's algebra class." All were yearning for the days they could return.

President Pearce responded to the letters, almost always addressing each student as "Dear Friend," glad to be able to read humor through hardship and see the students optimistic about the future. Many requested copies of *The Cabinet* and *The Alumnus* so "we can keep up on campus activities."

According to Lee's records, approximately 1,075 Geneva students and faculty members returned home after the war, some to earn their degrees or resume work. In 1952, Memorial Hall was dedicated to the 41 Genevans who served and died



Bits from the Boys

in World War II. The plaque is inscribed:

For us who knew them well, their valour and devotion need no monument of stone and steel. The memory of all Genevans who served the cause of Freedom is enshrined in our hearts. That those who come after us may read the meaning of their sacrifices, this memorial is dedicated by alumni, students, faculty, and friends, and the names of those who gave their lives in World War II are here inscribed. *Dulce et decorum est pro patria mori* (It is sweet and fitting to die for your country).

Geneva provided an education to prepare students for service, an anchor to keep visions of home alive and a promise to help provide a future after the war. Thanks to Lee's records and Pearce's correspondence, the college has a lasting record of the sacrifices its students made during those war years. And now, over 60 years after the end of the war, the Geneva spirit they fought to maintain lives on. ©

The college found comfort in the few words it received from its fighting Genevans. *The Cabinet* began publishing "Bits from the Boys," a column of news, scraps of information and excerpts from letters.

Most bits were lighthearted, but optimism couldn't overshadow the underlying weariness in their words. Bob Masneri insisted "flying's a wonderful life, but it's a ragged life," and Richard "Smokey" Garber lamented rations overseas. "If anyone tells you the army gets all the butter, they're crazy. I haven't seen any butter yet."

The bits also boasted achievements. Lt. Don Greenawalt "returned miraculously" to England in his battered B-17 Flying Fortress which had made it through 12 raids over German enemy territory.

Graciously donated by his children, Dr. C.M. Lee's notebooks and letters are preserved in the Geneva College Archives.

“Our oral histories do not explore the lives of decorated generals or millionaire athletes or nationally recognized politicians,” says Dr. S.S. Hanna, professor of English at Geneva. “Our oral histories explore and record the lives of ordinary individuals whose contributions to the health of our culture often go unnoticed.”

Hanna has taught his Writing of Oral History class for several years at Geneva. Students spend the first portion of the semester learning about oral histories and preparing questions for the older men and women they’ve picked to interview. By the end of the semester, they will have transcribed a substantial amount of text culled from these interviews, eventually publishing the text in book format.

“The course is not an issue-oriented course. That is to say, it does not study a major event or period in our history, such as the Great Depression, and interview individuals who lived during that period. Rather, it is a life-oriented course, one that records the stages in a person’s life from childhood to the present time,” says Hanna.

Recording history in this way involves a high level of historical and human accountability. History major Brandon Corcoran ’09, whose grandfather’s oral history was recorded by the class several years ago, is taking Hanna’s class this semester. He says the process is unlike any of the research he’s had to do during his college career. “The nature of this class holds me responsible. I am constructing a past from facts, yes, but those facts are being supplied from the source [Dr. Howard Mattsson-Bozé], and he has the final say on everything that is written. There are requirements for me to get to know the person that I am interviewing and to truly take an interest in his life so that my questions can be meaningful and allow for a revealing answer that will flesh out the life that we are studying.”

When Evie Hemphill ’05 was a Geneva student, she interviewed her grandmother Jean (Linton ’43) Hemphill for Hanna’s class. She fondly recalls the experience:

“Once a week ... Grandma and I would sit down over her familiar dining-room table for an hour or so. I’d press ‘record’ on my tape player and ask her to tell me what it was like learning to drive an early Ford model, if she and her sister enjoyed riding horseback to school, what made her fall for Grandpa or how she’s gained perspective about the hard things in life. Later I would transcribe these weekly interviews, and before long a book-length manuscript took shape.”

Hemphill’s oral history is housed next to nearly two dozen other books from Hanna’s class. Some of these books are thick, the transcribed interviews stretching over hundreds of pages. Others are succinct and to the point. While some of the oral history books, like *Pick and Ladle: Perspectives on Coal and Steel in Western Pennsylvania*, examine a broad topic through the eyes of the several people interviewed, most focus on the life of a single person.

For *As My Father’s Son*, students met with Dr. James Carson ’50 once a week. “[They] divided [the interviews] up by decade: what life was like in the ’30s, the ’40s, when I came to Geneva in the ’50s, when I was married, the start of my ministerial work, and so on,” Carson says. “Each week’s interview narrowed focus. It helped both me and [the students].”

Carson notes the important role oral histories can play for universities, organizations and companies. “For any institution, it’s valuable to have an oral history. It preserves history, and provides background material and can be a big help with history books.”

Hemphill also recognizes the importance oral histories play and will continue to play. “My experience in the oral history class was especially valuable to me because of the opportunity to interview one of my own relatives,” she says. “But I began to realize through listening to Grandma’s memories just how complex and interesting and wise the older generation is. There is so much they can pass on to us, if we would only take the time to ask and listen. Sadly, the days go by, and so often we are too busy. Oral history does for us as humans something similar to what poems do in capturing this fleeting life. Robert Frost’s description of a poem as a ‘momentary stay against confusion’ applies to oral history as well.” 

By Word of Mouth

BY JASON PANELLA ’04

Tucked away in Geneva College’s McCartney Library is a row of earth-tone hardcover books, their simple bindings etched with gold lettering. The stories inside tell of adventure, romance and mystery; hope and fears, mistakes and triumphs. Yet these stories are not works of fiction. They are the true stories of our relatives, friends and neighbors. They are oral histories — stories shared by word of mouth and transcribed for future generations.

The term “oral history” gained popularity after being mentioned in an article in *The New Yorker* in the 1940s. Since then, historians have used the term to describe the recording, preservation and interpretation of the events in the speaker’s life. Usually, oral historians will record and later transcribe the speaker’s opinions, recollection of past events, and even folklore.

YOU CAN TELL THEIR STORY

Is there someone in your family or community who has a lifetime of stories to tell? Instead of letting those stories slip away, learn how you can preserve and pass them on for generations to come. All you need is a voice recorder, a listening ear and a little guidance to help you ask the right questions.

SUGGESTED READING

Listening Is an Act of Love, compiled by David Isay (Penguin Press, 2007). “You might think a smorgasbord volume of the thoughts and experiences of everyday people would hardly be riveting,” Evie Hemphill says, “but I found I could hardly put it down.”

The Greatest Generation, by Tom Brokaw (Random House, 1998). This book is made up of stories and anecdotes from the WWII generation. “What you really get are the experiences,” says James Carson. “Genealogy can be so sterile until you drop in stories that make it alive and make it real.”

Dr. S.S. Hanna also recommends:

The Oral History Manual, by Mary Kay Quinlan (AltaMira Press, 2003)

Like It Was: A Complete Guide to Writing Oral History, by Cynthia Stokes Brown (Teachers & Writers Collaborative, 1998)

Doing Oral History, by Donald A. Ritchie (Oxford University Press, USA, 2003)

Transcribing and Editing Oral History, by Willa K. Baum (AltaMira Press, 1991)

The Truth Will Set You Free

Geneva College and the Underground Railroad

BY LAURA (ZIMMOVAN) CERBUS '08



Artwork taken from *The Underground Railroad*, by William Still (Philadelphia: Porter & Coates, 1872).

Few issues have divided our nation more than slavery. Creating a rift so deep that it pitted brother against brother, slavery challenged the beliefs and actions of Christians across the United States. In the midst of this struggle, the church itself stood divided.

And yet, convicted by Scripture of the evil of slavery, many Christians became active and vocal abolitionists. They not only spoke out against slavery and the Fugitive Slave Act, but also took part in civil disobedience by helping runaway slaves.

Following their conviction that slavery was wrong, students and faculty of Geneva Hall — then located in Northwood, Ohio — actively participated in the Underground Railroad. Their efforts resulted in hundreds of slaves travelling through Logan County on the road to freedom.

According to Geneva faculty member Rev. J.S.T. Milligan, “every house was a home for the wanderers...there was a cave on the farm of a man by the name of Patterson, absolutely safe and fairly comfortable for fugitives. In one instance, 13 fugitives, after resting in the cave for some days, were taken by the students in two covered wagons to Sandusky.”

Covered wagons were a common method of sneaking runaways through hostile territory. According to some accounts, the students at the reins would pretend to be a

hunting party carrying game in the back of their wagon. As “hunters,” the students would travel fully armed and intimidate even the most determined questioners.

Underground Railroad historian William Henry Seibert says that Geneva encouraged “anti-slavery convictions to prevail in the region, and fugitive slaves to be welcomed.” Many faculty members, including J.S.T. Milligan, J.R.W. Sloane, J.M. Forsythe and Isaac Patterson, functioned as operators, conductors and station-keepers on the Underground Railroad.

Records of these stories appear throughout Logan County newspapers. *The Bellefontaine Examiner* describes the efforts of Isaac Patterson as a station-keeper: “A few hundred yards to the north on Patterson land was a large cave where Isaac Patterson hid his fugitive slaves. The opening of the cave was about eight feet in diameter, a ladder took one down at least 20 feet in the ground, then a passageway went east. That is where Isaac Patterson concealed the slaves until they were transferred to another point north.” In an attempt to give runaway slaves more time to escape, the Pattersons would hold lengthy family devotions while investigating officers waited, respectful and unsuspecting.

The work of other faculty members is recorded in the *Belle Center Herald-Voice*: “Mr. Forsythe was instrumental in managing the ‘hunting parties’ and arranging their schedules and personnel. Rev. Milligan and Rev. Sloane used their homes as hiding places and headquarters.”

Despite the risks of heavy fines and imprisonment, faculty and students persisted, confident that what they were doing was right.

The basis for their civil disobedience was grounded in Scripture. From their own study and their consciences’ dictates, Geneva College faculty believed that helping the slaves was an imperative. They expressed these convictions at a Northwood meeting formed to consider the duty of Christians in regard to the Fugitive Slave Act. Their resolutions clearly and unequivocally declared the immorality of this law and the duty of Christians to obey God’s law first:

“Resolved, that we will still feed the hungry, clothe the naked, and hide the outcasts, whether white or black — doing to others, as we would have them do to us” (*The Bellefontaine Examiner*).

The Reformed Presbyterian Church (RPC) stood firmly on this issue, as well, making many decrees against slavery in the years preceding the Civil War. One historian considers the RPC’s Scottish heritage as a further reason for their vocal and active denunciation of slavery:

“It may be that the Covenanter traditions, handed down for two hundred years, from the days when their ancestors had been harried over the moors of Scotland by Claverhouse and the dragoons of Charles II, gave them a keener conception of the predicament of the hard pressed refugee from Kentucky and Virginia; and they doubtless had a lively admiration for the ‘black brother’ who, having been endowed by God with an immortal soul, had sufficient address, or desperate courage to seize his own body, despite the title claim of his owner and master, and transport it skillfully and with speed over the Ohio River.”

Through the faithfulness of their forefathers, the men and women at Geneva Hall were given a heritage to continue in their own lives. As they did so, their own lives were a testimony to their children and grandchildren. William K. Sloane, whose father, Rev. James Renwick Wilson Sloane, was a Geneva Hall president and involved with the Underground Railroad,

They had a conviction — that all men are made in the image of God and belong to Him alone — and their actions simply reflected their beliefs.

recalls that “the first clear, conscious memory I have is of seeing slaves taken from our garret near midnight and forwarded towards Sandusky. I also remember the formal, but rather friendly visitation of the house by the sheriff’s posse.”

While the activity of the Underground Railroad ended after the Civil War broke out, the faithfulness of the Geneva community continued. At the close of the war, Geneva reopened with a clear purpose of educating freedmen for service and leadership in the South.

As we examine our role in society today, we can look to the past for encouragement and inspiration. The faculty and students working with the Underground Railroad were not interested in fame or recognition. They had a conviction — that all men are made in the image of God and belong to Him alone — and their actions simply reflected their beliefs. The same principles that guided them should guide our steps today. ☐

“He has showed you, O man, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.” Micah 6:8



The Essence of Diversity

The heart of the gospel is redemption, the binding up of that which is broken. Redemptive healing impacts all aspects of creation, including the relationships we have with one another. “There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus” (Galatians 3:28). Identifying this passage as the “diversity imperative,” Dr. Maureen Vanterpool is actively seeking the realization of Christ’s promise and command at Geneva.

Vanterpool is an associate professor in the Department of Leadership Studies at Geneva and is in her ninth year of teaching in the Master of Science in Organizational Leadership (MSOL) Program. One of the main factors that brought her to Geneva was the school’s rich history of faithfulness, particularly in regard to the Underground Railroad and the education of freedmen.

She says that after the Civil War, the education of freed African Americans was a compelling part of the motivation to reopen the college. At one point, almost half of the students were freed slaves. These facts are recorded in various historical documents of the college.

“[The faculty and students at Geneva Hall] took action; they didn’t just debate the ills of slavery and profess to value freedom,” says Vanterpool. “I believe that this fact ought to be celebrated and lifted up in a way that enables us to draw people who are themselves diverse and who are interested in a diverse institution. Undergraduates desire to fit into the culture of their college. If they come into a culture that is striving for diversity, they will want that as well. If we’re trying to be faithful to the word of God, that’s something we ought to be paying attention to.”

Vanterpool’s passion for this part of Geneva’s history has led her to conduct scholarship on the college’s past and future commitment to diversity. Her research, entitled “The Diversity Imperative: Reclaiming the Commitment and Envisioning the Future of Geneva College,” takes the call in Galatians 3:28 and examines Geneva’s espoused and enacted values. “It’s not enough to espouse values in the mission statement; our values ought to be enacted in our daily walk for us to be faithful,” she says.

Recent efforts in Geneva’s enrollment department have focused on recruiting African American students in Pittsburgh and Philadelphia, and Vanterpool sees this as a promising sign. “Any great action has to happen as an institution.”

Building a Classroom Without Walls

Jenny Pichura, Dr. Lynda Szabo and Dr. Jeffrey Cole

“Imagine the power of learning about the early church while visiting catacombs a block from where you live. Imagine pondering the ideals of the Renaissance while climbing up into Michelangelo’s dome atop St. Peter’s Basilica. Imagine contemplating the tragedy of Pompeii as you wander through its empty villas. Even these experiences only scratch the surface of what Rome has to offer.” Dr. Jeffrey Cole

In 1969, Geneva College introduced an integrated humanities program as part of the core curriculum. Delving into art, literature, architecture, philosophy, music and history, the humanities have given generations of students a deeper understanding of Western culture and the human experience. Beginning in the fall of 2009, students will be able to follow these studies to their source — spending a full semester living and studying in Rome.

Until now, Geneva’s only semester-long study-abroad programs have involved sending students to programs affiliated with other institutions. A core group of faculty worked together to design and initiate the Semester in Rome Program: Dr. Jeffrey Cole, associate professor of history and humanities; Dr. David Guthrie, dean of academic affairs; Dr. Ken Carson, vice president for academic affairs; and Ann Burkhead, coordinator of Geneva’s Crossroads Center for Off-Campus Studies.



Cole serves as the program director. Dr. Lynda Szabo, associate professor and chair of Geneva’s English department, will live in Rome and teach the three Humanities courses. Szabo, the students and Site Director Kristen Snyder will all live in a villa near Rome’s major historical and cultural sites.

Geneva Magazine editor Jenny Pichura recently sat down with Cole and Szabo to talk about the purpose and vision behind the Semester in Rome Program.

GM: Why the humanities? **LS:** The humanities form a foundational part of a liberal arts education. Until about 100 years ago, any well-educated person would have been grounded in the liberal arts, traditional philosophy, history, mathematics, the sciences, literature and the classics. The humanities train us up in things that have to do with culture and philosophy, what it means to live a good life, to be human, to be wise. And at Geneva, we’re privileged to talk about that in a context of

faith as well. **JC:** According to Nicholas Wolterstorff, the liberal arts “enrich our lives.” And in addition to enriching our lives, the humanities give us glimpses of the richness of human creativity that God has endowed us with. **LS:** The humanities really touch on those basic human questions we all have. Through a common understanding of culture, the humanities can allow us to move outside our disciplines and speak to one another with a common tongue. We are investigating what it means to be human, to have a mind, and to have intellectual curiosity, regardless of the direction we go in our specializations.

GM: Why Rome? **JC:** In Rome you have Christian history and you have art history and ancient history, but you also have contemporary Europe, literature and philosophy. All these things flow together in Italy and Rome serves as the hub.

LS: Rome is also interesting in regards to Geneva’s Reformed context. Historically, Rome has been a crossroads for everything, and the Reformation was no exception. Rome had to respond and contend with what was happening in Switzerland, Germany and England during the Reformation, and numerous documents and art styles emerged as a result. **JC:** Italian culture is layered in many different ways — disciplinarily and historically. Roman civilization is centuries older than ours, and I think students

are going to come away with a connection with the past that goes very deep.

GM: How will the humanities in the Rome differ from the courses as they are taught on Geneva’s campus? **JC:** The course is entitled Western Humanities in the Italian Context, so the idea is to integrate the curriculum with sites and works of art in Rome. We’ll have a classroom, but we’re breaking the boundaries of the normal educational experience. Students will be going to specific sites so they can study history, literature, art, philosophy in all the richness of the Italian context.

GM: How does this program compare to other study-abroad programs available to students through Geneva’s Crossroads Center? **JC:** Whether you go to London or to Lithuania or South Africa or Beijing, going to another university and experiencing another educational system is a great experience.

But the Semester in Rome Program is unique because it’s ours. We have a Geneva faculty member teaching Geneva curriculum in a Geneva program.

GM: Let’s talk about the learning environment you’ll be building in Rome. What do you think that will look like?

LS: It seems to me that boundaries are going to cross in ways that they don’t usually cross on a typical campus. I live close to Geneva’s campus, but I don’t live on campus; I don’t live in the same facility with my students. Rome is just going to be so much more intense in terms of the amount of time I’ll be spending with them every day. I don’t know if they still do this kind of thing at Oxford and Cambridge, but there was a time when the tutors lived in the same residential places with the students. A big part of great education there used to be just going to the tutor’s room in the evening to have tea and just talk about ideas. It’s the idea of being available — that learning happens in seamless ways and doesn’t stop when you exit the classroom.

GM: How do you think this might change students’ perspectives on learning? **LS:** There are rhythms of the learning life and the scholarly life that it would be nice to introduce to students; more times of reflection and contemplation. It’s the idea that

you don’t just cram information then forget about it, but that it sort of sits with you a while. I hope that learning becomes a little more a little more like a natural rhythm of life. **JC:** This might be a model, too, for other things that could happen here at Geneva. These students are going to bring their Rome experience back and challenge us with new ways of thinking about learning and living together.



GM: How will the program provide opportunities for students to travel? **JC:** Florence and Pompeii are the two main trips we’ll be taking during the semester. And whether it’s as a class or as individuals, students will have assignments wherever they go. It’s not as if Thursday afternoon comes and “Okay, it’s vacation time!” Students still need to be thinking, “I’m in the culture, I need to be observing, I need to be engaging.” With everything we do, we want to be very intentional. **LS:** They’ll have plenty of time to explore on their own, as well. That in itself will be an excellent education — learning how to get around on their own without being afraid.

GM: Although students will be studying the Rome of the past, they’ll also be immersed in the Rome of today. How will students be engaging current culture in Rome? **JC:** It’s a little difficult because of the language. Most of our students won’t

be fluent in Italian, but there are service opportunities available through other colleges and universities in Rome. Right across the street from our location is one of the places where Campus Crusade works and just goes and talks to students. It would be really neat if our students could be a part of that; they’d be engaging the culture, meeting people their own age, and talking about their faith.

GM: How do you think this program might affect life and learning here at Geneva? **JC:** As I said before, we’re pushing the boundaries between academics and student life, and internationalizing our campus as well. Can you imagine, when we have 36 students a year coming back from this experience, how thinking about the world will change and how thinking about the value of the humanities will change as well?

The Semester in Rome Program is available to Geneva students at regular semester cost and includes room and board, admission to historical sites, a food stipend and a monthly metro pass in Rome. Additional costs include airfare, a program fee, and any trips students choose to take on their own. The facility will also be available for conferences and retreats.

For more information, contact Dr. Jeffrey Cole at jscole@geneva.edu or 724.847.6757. You can also visit Geneva’s Web site at www.geneva.edu.



in service

OUR PEOPLE

Assistant to the President

Barb McKenzie takes life in stride. As administrative assistant to Geneva's commander in chief, she never knows what the day may hold, but she isn't the type to get flustered by the unexpected.

Barb has lived in Beaver County all her life. After graduating from Beaver Falls High School, she applied for her first job — at Geneva. "I had all my secretarial training in high school, and my office practice teacher had Geneva on a list of job opportunities."

Barb started work in alumni records, handling mailings and keeping records up to date. Three years later, a position opened up in the chaplain's office. Dr. John H. White was serving as chaplain at the time, and later went on to become vice president of religious services and church relations.

When Barb became White's assistant in 1976, political science, sociology, Bible and the humanities were all housed in the same building. Barb was the only full-time receptionist. As she juggled a flood of new responsibilities, she also had to adjust to the student-driven atmosphere.

"The chaplain's office saw students all the time," she says. "It was my first taste of working with students, so it took a little bit of getting used to."

But she did get used to it. She enjoyed getting to know the students as they came to her with questions or problems. She also got used to the practical jokes that characterized the office — youth ministries in particular — and rose to the challenge.

"She seems like such a reserved person, but she has a great sense of humor," says White.

Barb's sense of humor helped her keep pace with the pranksters in youth ministries, but it also enabled her to deal with change and new challenges. When White became president of the college in 1992, Barb continued as his assistant.

Although she's always been able to keep cool under pressure, her new job brought new meaning to the word stress. "There's never a calm time," Barb says. "You go from one thing to the next, dealing with challenges."

And it wasn't long after White became president that Barb's ability to meet those challenges was put to the test. "I got a call from a very upset student," she says. "He said that there was a bomb — one in Old Main and one in the Science & Engineering Building." Both the president and the provost were off campus, so Barb had to make the calls to alert campus and evacuate the buildings in danger.



Dr. Kenneth A. Smith became president after White's retirement in 2004. However, before Smith accepted the position, he and Barb had a conversation. "From my years of service on the board of trustees, I knew Barb. I knew her love for the college and her strong institutional memory. I told her I wanted her to stay and that her decision would make mine a whole lot easier."

Along with her unfailing confidentiality and skills in facilitation, Smith says that Barb's sense of humor makes it easier for both of them to deal with day-to-day stress. "One day, as I was shredding



some old documents, I dropped one sheet of paper on the floor. When I leaned over to pick it up, my tie got sucked into the machine. The next time I went to the shredder — and it couldn't have been more than a day or so later — there was a no-ties symbol right on the top.

"Barb is unflappable. She never really seems to get anxious. She has a solid sense that God is in control of this institution. I appreciate her history, her wisdom, and any recommendations she has on how we can do things better."

When Barb isn't at the office, she enjoys spending time with her family. She is the fourth of seven children and the proud aunt and great-aunt of 23 nieces and nephews.

TONYA REED

"By the grace God has given me, I laid a foundation as an expert builder, and someone else is building on it ... no one can lay any foundation other than the one already laid, which is Jesus Christ." I Corinthians 3:10-11

Tonya Reed is a visionary, but for many years she felt lost. She was searching for purpose and direction.

She knew she wanted to work with people, she just didn't know how or where. After earning her certification in child care from the University of North Carolina, she began a series of social work jobs that led her from a children's hospital to a minimum security prison. At one point, she even tried nursing school. "I hated it. I couldn't give a shot to an orange."

Tonya knew something had to change. "I was following a path that didn't seem to make sense," she says. She decided to move back home to western Pennsylvania and began working with juvenile delinquents at the Youth Development Center in New Castle. It was there that Tonya learned about Geneva's Degree Completion Program.

"The DCP was an answer to prayer," she says. "It was life changing. They didn't offer a degree in human services then, but all I needed was a four-year degree."

She decided to major in human resources, even though it didn't initially seem to have a direct relation to her field. But Tonya's choice was more practical than she had expected, taking her into the field and unearthing skills and interests that she never knew she possessed.

After graduating from the DCP, Tonya earned her master's in social work from the University of Pittsburgh. She later became a foster care trainer and recruiter in Beaver County, a job that merged her degree in human resources with her skills as a social worker. All the pieces of her life seemed to be coming together. "I began to see the blueprint and it all started making sense."

But God was about to surprise her again by unfolding yet another layer of His plan. In 2001, Tonya traveled to India with friend and Christian music artist Nancy Honeytree. They held women's leadership conferences while they were there. Once the two returned to the United States, they raised money for a village well. "It was overwhelming, especially from a social work perspective," Tonya says. "Whatever you could do was just a drop in the bucket, but even a drop makes a difference."

With the support of local churches and organizations, they founded Fishnetters, a ministry geared toward empowering women and church leaders in developing countries. Since that first visit to India, Tonya has traveled to countries all over the world, including Sri Lanka, Pakistan, Nicaragua and the Middle East.

"The Lord gave us the vision," Tonya says. "He started opening doors and gave us the faith to walk through them." He



also showed Tonya what He had created her to be — a program initiator.

When Geneva's DCP began offering a major in human services in 2007, Tonya became its first primary professor. She is also the outreach coordinator for St. Stephan's Episcopal Church in Sewickley. There she works with volunteers, welcomes visitors, plans outreach efforts in Pittsburgh, and — has founded another ministry. Together with Geneva's Director of Alumni Relations Ginny Caldwell, Tonya helped establish Shepherd's Heart Fellowship, a ministry devoted to feeding the homeless in Pittsburgh. Over 80 area churches have joined the program.

Tonya's most recent initiative is the Center for Church-based Human services and the Christ-centered Application of Research and Education (also known as Church CARE). Along with Dr. Cathy Sigmund, a professor of psychology, counseling and human services at Geneva, Tonya is working to provide churches with the resources, education and training to deal with human services challenges in their communities.

AT THE CENTER

BY ELIZABETH ASCHE DOUGLAS



More than 50 years ago, in an introductory course in art history and its anthropological and archaeological sources, a professor cited the ability to make clay pots as basic evidence of civilization. In today's educational programs we often overlook the value of hands-on making in favor of teaching what can be measured by standardized testing. Arts centers help to level the educational playing field with experiences that are concrete and uniquely individual. I have spent

much of my life allied with non-profit community arts centers as an outreach from my work at Geneva.

Where are we when we're at the center? Centeredness is so common to our experience that we hardly give thought to its essential meaning. We know intuitively that a center is a point of origin, a place from which things flow, around which things revolve, and toward which things are drawn. Geneva's anniversary slogan celebrates "160 years of Christ-centered education." Though not explicitly Christian, the centers addressed here invite consideration from that vantage point.

In an age ruled by information technology, we tend to overlook that much of our humanity lies within ourselves. To express, literally, is to push out what's inside. Simplistically, the expression of an orange is orange juice. In human terms, expression of thoughts and feelings through the filter of imagination is art. Like the great 18th-century English poet and painter William Blake, I believe that imagination best reflects that we bear our Creator's image. The greatest cultural achievements of humankind readily substantiate the power of imagination. Our pursuit of ever faster and more efficient means of gathering, analyzing and interpreting digital data should not lead us to forgo engagement of our physical senses with material reality.

Downtown Beaver Falls boasts a new center. What was once the John T. Reeves Bank at 1217 Seventh Avenue is now the

Center for Creative Arts Expression (CCAIE). The first of its kind in Beaver Falls, the CCAIE is the realization of a lifelong dream of founder and executive director Geraldine Jackson McCorr, a Beaver Falls High School art teacher. Her partner in this bold venture is her husband, the Rev. Walter McCorr, pastor of Triumph Church, Youngstown, Ohio.

In the CCAIE's building, an old bank vault is now outfitted with pottery wheels at which children and adults can learn to "throw pots." The cubicles that once housed bank tellers are now small studios with supplies for various art activities. Bookcases line one wall. The central floor space can be put to a variety of uses by arranging tables and chairs needed, or removing them entirely. It can be a performance space for chamber concerts, literary readings and open-mic events; or it can become a structured classroom. The center's art gallery, named to honor the late Tim Gehley, a beloved Beaver Falls High School art teacher, hosts one-artist exhibitions. Geneva professor Lynda Lambert and I have been among those whose work has been on display there.

Last spring, I was a mentor in the CCAIE's Artrepreneurship Project, funded by a Community Connections grant from the Pittsburgh 250 Foundation in celebration of the city's anniversary. A group of Beaver Falls High School students had the opportunity to explore the arts in six different workshops over six weeks. They made found-object sculptures with me. I saw their self confidence deepen as their imaginative and technical skills grew.

The CCAIE joins other regional institutions that make bridging the creative arts gap their mission. The educational programming of New Brighton's Merrick Art Gallery and the Merrick Associates has provided nourishment in the arts for nearly 40 years. In 1997, Lynda Lambert and I co-curated *Geneva Collects*, an exhibition of artworks owned by persons with a Geneva connection. Many Geneva students have benefited from the Merrick's resources over the years, and several have served in internships at the museum.

My service on the board of directors and advisory board of Sweetwater Center for the Arts in Sewickley, Pennsylvania began in the mid-1990s. While Merrick classes are primarily in the visual arts, Sweetwater has the most



comprehensive arts education curriculum in the northwestern corridor of the Greater Pittsburgh region. Its classes cover the performing arts as well as a wide range of the visual and plastic arts.

One of Sweetwater's signature programs is an annual Mavuno Festival of African American Visual and Performing Arts, now in its 12th year. I have been a member of the festival committee and coordinator of its "First Fruit" exhibitions from the start. The name Mavuno, Swahili for "harvest," came to us via a Geneva College student from Kenya.

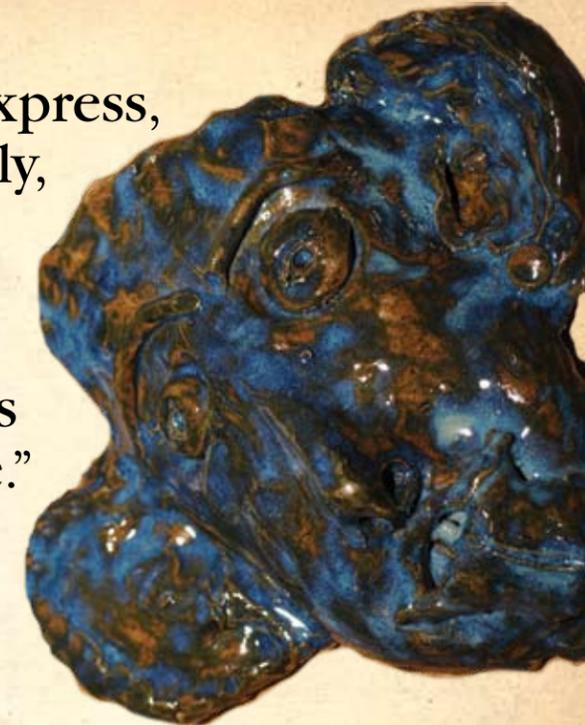
Midland's new Lincoln Park Performing Arts Center has quickly become a great asset to Beaver County. The Lincoln Park institutions, along with the Pennsylvania Cyber School and the National Network of Digital Schools, are products of the vision and drive of Dr. Nick Trombetta, former superintendent of the Midland School District.

The Performing Arts Charter School draws students from all around the region, and their enthusiasm for its learning experiences and nurturing environment has to be seen to be believed. On the opening day of the school's second year (2007-08) the entire student body erupted in a spontaneous standing ovation of cheers and applause as their administrators made their entrance on stage. Anyone who thinks education the arts is inconsequential should see the quality of their work and the esteem-building satisfaction they derive from making or doing things that bring pleasure and appreciation to others.

The Guild Council of Pittsburgh Filmmakers Pittsburgh Center for the Arts (PF/PCA) serves to facilitate communication among the organization's governing board and the 12 artists guilds that make PF/PCA their home. I sit on the council as representative for Women of Visions, an African American women's art collective. I am also a member of Group A, a guild that focuses on innovative art, and the Society of Sculptors. The PF/PCA educational programs service area colleges and universities as well as public and private schools at all grade levels.

In the late 1990s I was invited to be a part of the preliminary planning committee for a projected Center for African - American Culture in Pittsburgh. The center is now rising in Pittsburgh's Cultural District and has been named in tribute to the late Pulitzer Prize winning playwright August Wilson. Wilson was one of the many influential African Americans associated with the arts in Pittsburgh, and in the spring of 2008 their portraits were

"To express, literally, is to push out what's inside."



displayed on a vast banner surrounding the Center's Liberty Ave. and William Penn Place construction site. The August Wilson Center itself promises to be a stellar example of early 21st century architecture befitting its commitment to present educational programs and cultural events. 

When appointed to Geneva's full-time faculty in 1966, Elizabeth Ashe Douglas was its first artist/art historian, as well as its first female African-American faculty member. The first studio courses in the visual arts were initiated under her direction and she was on the team that conceived and implemented Geneva's arts-oriented block of interdisciplinary humanities courses as a general education requirement. Her participation in a 1969 National Endowment for the Humanities Summer Seminar for college and university faculty on Black Literature and Art at Southern University, a historically black institution at Baton Rouge, Louisiana, prepared her to design and teach Geneva's first course in black culture. She continued to teach the course for two decades. It is her hope that in the near future Geneva College's long projected plans for a Center for the Arts will come to fruition.

Student Kaitlyn Harpold displays her found-objects sculpture, part of the Artrepreneurial Series at the Center for Creative Arts Expression.



CHANGING OF THE GUARD



With the start of the 2008-09 school year, Dr. Kimerly Gall became Geneva's new director of athletics. After 10 years of growth and achievement under head football coach Geno DeMarco, the Golden Tornadoes look forward to continued success under Gall's leadership.

Gall is a familiar face on Geneva's campus. From 1980-94, she served as women's athletic director and head women's tennis coach and basketball coach. She left Geneva to pursue a Ph.D. in physical education

at The Ohio State University, and spent the next 11 years teaching and coaching at Calvin College. She is happy to be back at Geneva and is excited about the potential in the athletic department.

"My vision for Geneva College athletics is that we will continue to move forward in all programs," said Gall. "We will look to maintain a quality example of what a Christian athletic program should look like and act like."

"Geneva continues to strive to explore ways in which the deep truths of the Christian faith can and should influence all of life," says Ken Carson, Geneva's vice president of academic affairs. "Working on this high calling will be one of Dr. Gall's primary tasks, just as it has been the primary task for Coach DeMarco."

The 2008-09 academic year is the athletic department's second provisional season in its transition to NCAA Division III. Despite these changes, Geneva's success on and off the field has continued across the board. "We compete to win," said Gall. "But most importantly we strive to honor Christ in the way we compete."

LOSING A SON OF GENEVA:
HOW FOOTBALL AND FAITH AFFECT LIVES
BY VAN ZANIC '93

Geneva College is known for many things — academics, athletics, a beautiful campus and a strong presence in the local community. But this small liberal arts college is more than an academic institution. It's a family, and the first line of Geneva's *alma mater* drives that point home: "Come now to the campus true sons of Geneva..."

This sense of brotherhood and family loyalty is especially apparent in Geneva's athletic programs. Using individual strengths to reach a common goal, team sports deepen bonds in a unique way. Even after their college careers are over, bonds built both on and off the field remain strong.

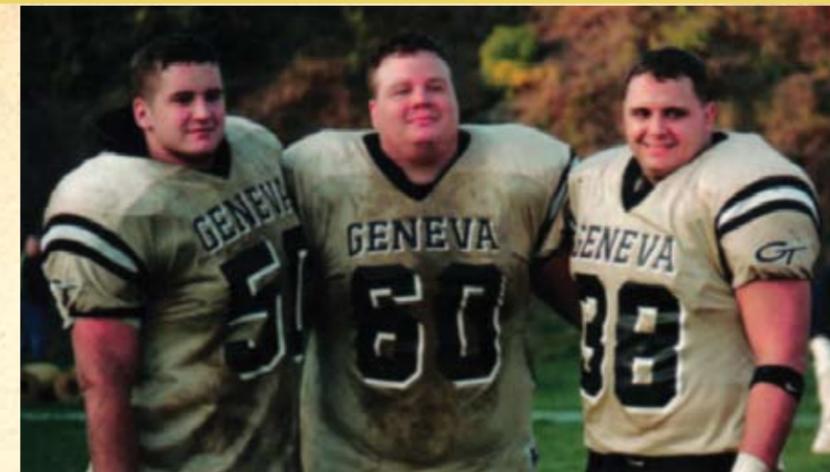
This summer, one of Geneva's football sons, Leif Ellis, was tragically killed in a construction accident. Just two weeks before the accident, 30-year-old Leif and his wife Lauren had welcomed their son Brody into the world. They had also been getting ready to celebrate their one-year wedding anniversary.

Although Leif had graduated from Geneva six years before, his relationships with teammates and coaches hadn't changed with the passage of time. In an overwhelming show of support, over 50 former members of Geneva's football team came to the funeral to say good-bye to Leif and show their support for his family.

After leading Geneva's football program for the last 15 years, Head Coach Geno DeMarco understands why Geneva football builds such lasting relationships. "When you combine a game like football that demands so much sacrifice with the message and philosophy of a Christian college, you will undoubtedly get groups of kids that care about one another. We preach the message that 'us is always us.'"

Assistant Athletic Director Rebecca Dittmar has been around as long as anyone in the Geneva athletic department and she too has seen how relationships prosper after graduation. "The best analogy I can think of is comparing it to a band of brothers," Dittmar explains. "These guys have gone through the rigors of football and what it means to trust your teammates and those memories live on forever. These guys will always have each other, which is why when one of their brothers goes down they are all there to help pick up the pieces."

Leif Ellis made plenty of sacrifices during his football days. Primarily used as a blocking fullback, Ellis rarely touched the ball himself. However, he led the way for some of the most prolific running backs in school history. "Leif was one of the



Leif Ellis #38 with teammates and best friends Kevin Murray #60 and Adam Smith #50.

best blocking backs, if not the best blocking back, we have had at Geneva," DeMarco says. "He didn't get to carry the ball much but was always willing to do whatever it took to win a game. He had the respect of every player on the roster."

The day of Leif's funeral, a line of people that wrapped twice around the funeral home stood waiting to pay their respects. Leif's father, Bill, presented the eulogy and throughout his message explained what Geneva and the Golden Tornadoes had meant to his son and how they had shaped his life. Struggling to make it through his final words, Bill closed with a phrase that everyone in the congregation could relate to: "Fight Geneva, fight Geneva, fight Geneva, fight Geneva, fight."

As all the voices in the room united to sing the Geneva fight song, it was clear that although Leif Ellis would be greatly missed, he would live on in the hearts of his friends, family and band of brothers.

A few months after the funeral, Leif's teammates organized a golf outing in his honor. Through the laughter and endless memories that filled the day, the event was yet another tribute to the life of Leif Ellis and the impact he made on so many people. The golf outing raised over \$11,000 for Leif's wife and young son.



Bill Ellis takes the field with Geneva's team captains at the Homecoming game against Washington & Jefferson.

RETIRED JERSEYS HUNG AT METHENY

Among the recent changes in Geneva's athletic facilities is a new addition to Metheny Fieldhouse. Three retired basketball jerseys have been placed on the wall above the court in recognition of greatness within the Golden Tornadoes basketball program.

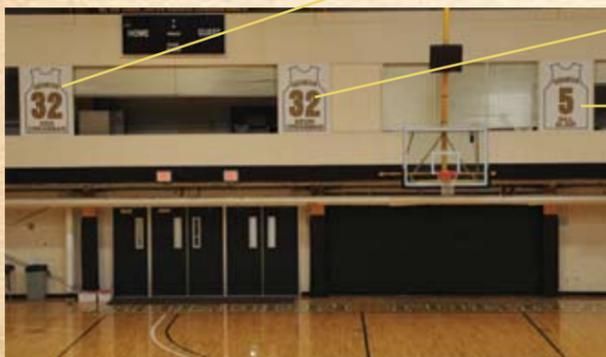
During the 1996 season, Ken and Kevin Creasman each had his #32 jersey retired. This year, all-time great Bill Blair, #5, will join the brothers as the only players in Geneva basketball history to have their numbers retired.

Ken Creasman graduated in 1973 after compiling over 1,000 points in his four-year career. His shining moment on the court came during his final season when he scored 42 points against Saint Vincent College. Ken played for three head coaches, including the legendary headman Cliff Aultman.

Kevin Creasman graduated five years after his older brother and also played a major role in Geneva basketball history. Scoring 2,372 points, Creasman remains the second highest scorer in school history. He is also fourth in rebounding with 749 boards during his career.

But long before the Creasman brothers dominated the spotlight for Geneva basketball, Bill Blair stole the show in the 1950s. Spring-boarding his team to four consecutive trips to the NAIA national tournament, Blair was a three-time Helms All-American. Blair posted 2,052 career points, including 739 points in the 1953-54 season alone, achieving the fourth-highest single-season total in school history. That year Blair also posted 50 points in a victory over Juniata College, which served as Geneva's single game record at the time.

Each of these players has earned his proper place in the Geneva College record book. Now their jerseys have found their proper home within the walls of Metheny Fieldhouse. Mounted on the wall for all to see, their numbers will inspire generations of Geneva basketball stars to greatness.



KENNY BARRETT

"I will repay you for the years the locusts have eaten...you will praise the name of the LORD your God, who has worked wonders for you." Joel 2:25a, 26b

Growing up in Bethany, Connecticut, Kenny Barrett just wanted to be a football player. Not only did he love the game itself, but he also liked the way it set him apart from his classmates at school.

During his freshman year of high school, Kenny was invited to his first real party. "It was a prestige thing," he says. But the evening ended unglamorously with his mother coming to pick him up — from the police station. That night, he made what he calls "a public profession, but in the wrong way."

He spent the rest of his high school career in a downward spiral. He was nearly expelled during his senior year and lost the numerous football scholarships he had received from big colleges and universities.

"I ended up going to Southern Connecticut State University and I thought I was going to be the big dog because it was a D-II school," he says. But because he was still on academic probation, Kenny was redshirted and wasn't allowed to play his freshman year. He studied hard and passed his tests, but his scores still weren't good enough.

So Kenny walked away. Away from school, away from his family and away from football. "I just went into the main stream—partying, drinking, doing drugs. I went into a downward spiral and lost control."

A few years went by. Kenny was running night clubs and selling drugs, "living the high-paced lifestyle I thought was cool." He had all the things he thought he wanted, but somehow he felt empty. Something inside him made him want to go home. So he left the big city and tried to start putting his life back together.

One day, on a whim, he decided to call an old friend, Peter Cox. A Christian, Peter had been Kenny's youth football coach. "I want you to come somewhere with me on Sunday," Peter told him. That "somewhere" was a rock concert led by evangelist Luis Palau.

"That night, something happened," Kenny says. "I can't even explain it, I just broke. It wasn't the prayer I prayed, it was the Holy Spirit."

Kenny was excited — he felt like a changed person — but Peter told him that his whole way of life had to change, as well. "When we got home, I was about to go out with my friends like usual, but Peter said no. He handed me a Bible and told me to go read the book of John and learn about who Jesus is."



Peter also told Kenny he should go back to school. Not only that, he told him he should start playing football again.

"I said there was no way I could ever play football again after drinking, smoking, doing drugs and destroying my body," Kenny says. "All the good gifts and abilities God had given me were broken because of me."

Then he discovered a verse that would change his life. "In the book of Joel it says 'I will repay you for the years the locusts have eaten.' That's when I realized that true freedom is love and life in Christ."

Peter traveled with Kenny to scope out different Christian colleges. When they came to visit Geneva, a football player invited Kenny to stay overnight. "We stayed up for hours," Kenny says. "He talked about God and his faith and we hit it off. I realized, I'm supposed to be here for a reason."

The next day, the same realization struck again and again. "All these little things happened. It was a beautiful day and I met great people, including a Bible professor from New England. I realized this was where God wanted me to be."

Kenny graduated in the spring of 2006, "through football, discipline and God. I thank God for Geneva — for these people. It was challenging all the way — I didn't bang out all A's and B's, but I learned how to think and how to make my faith a part of my life."



in conclusion DAVID M. CARSON

BY ELIZABETH (CARSON '84) WILSON

My father, David Carson, came to Beaver Falls in 1946, before Geneva had even celebrated its centennial, to serve as pastor of the Reformed Presbyterian Church in Eastvale. Though he had denominational and family ties to the college (his grandfather J. M. Coleman taught political science from 1892 to 1907), he had no idea that God would call him to a lifetime of service in the Geneva community. He certainly never intended to become a professor.

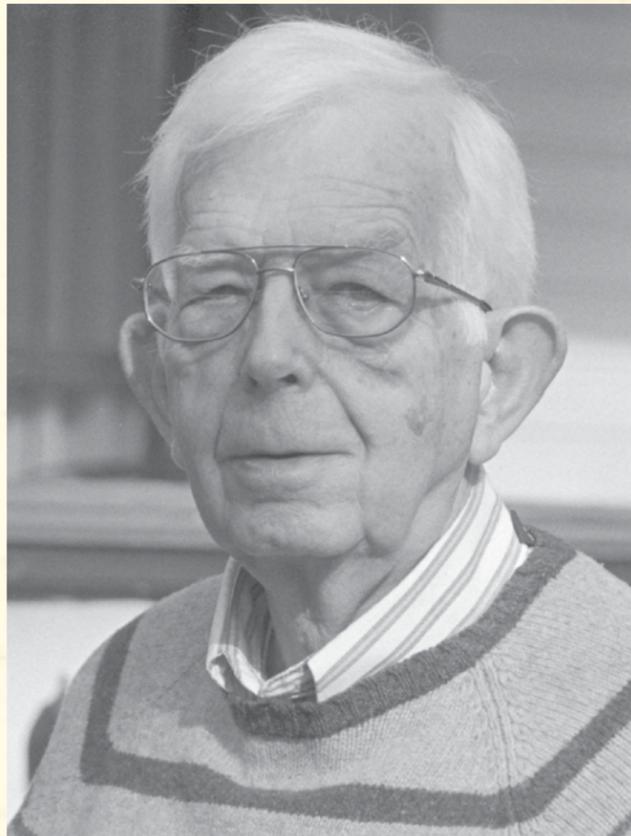
At that time, service men and women were flocking back from World War II and Geneva was scrambling for teachers. When the chairman of the English department asked Dad to teach freshman English, he refused — not once but several times — on the grounds that he was a pastor and should focus on his congregation. But Dr. Allen Morrill kept asking. Finally worn down, Dad agreed to come and see the class in question.

“We walked up the stairs to the second floor of Old Main, to the room in the northwest corner,” Dad says. As soon as he and Morrill stepped through the door, a man standing at the front of the classroom handed Dad the attendance sheet, told him the day’s assignment, and left.

Despite this unnerving beginning, Dad taught the class for a full semester. And another. And another. He enjoyed teaching and interacting with students, and eventually came to realize that God was calling him to education, not to the pastorate.

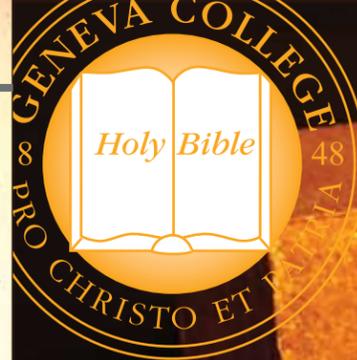
After graduate work at the University of Pennsylvania, Dad began teaching political science at Geneva. Approaching the field from a Christian perspective, he equipped students with a critical understanding of government and political issues. His primary course, Great Issues in Politics, is still part of the core curriculum. For four decades, Dad taught nearly every student at Geneva. Generations of students have testified that they entered his class with little knowledge or interest in his subject, but left challenged and inspired by his teaching.

Dad later described teaching as “finding out where the students are, and bringing them to where you want them to be.” Perhaps this was the reason he connected to so many students. Instead of “teaching down” to them, he gave them a vision for where learning could take them.



After Dad retired, Geneva’s administration asked him to write a history of the college for the sesquicentennial in 1998. He undertook the task as he undertook teaching, with a joy and a commitment to serve God through serving the college. He spent the next several years poring over old trustees’ minutes and yellowed issues of *The Cabinet*. He searched everywhere for historic photographs and labored to create a text that would faithfully tell the story of Geneva’s first 150 years. The result was *Pro Christo et Patria: A History of Geneva College*.

Filled with quotes, accounts, pictures and events, the book shares not only the history of the college, but the stories of its people. This is what makes it such an appropriate capstone to Dad’s career. I once tried to calculate how many students he taught during his forty years at the college: with an estimated 300 students a year, the number comes to approximately 12,000. Their lives are his legacy.



BUILDING GENEVA'S FUTURE
BRICK
BY BRICK

Buy-a-Brick is back.

For a limited time, you can engrave a brick on Geneva’s campus. A meaningful gift for Christmas or any special occasion, this is also a lasting way to honor friends, loved ones or favorite professors.

There are a limited number of bricks available. Orders must be received by May 31, 2009.

For details or to order a brick, contact the Office of Institutional Advancement at 724.847.6795 or gifts@geneva.edu. You can also visit Geneva’s Web site at www.geneva.edu.

Examples:

In memory of
John W. Montini
Class of 1936

Trust in the Lord
Prov. 3:5

In memory of
Dr. Byron Bitar
Beloved Professor

10 members
GTO
1998 Team

