

THE NORTHERN POST

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CONDUCTING MEANINGFUL CONVERSATIONS

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Exit Stage Left: Good-bye, Dr. Orr

by Dr. Kay Tronsen

The warp and woof of our lives is woven with beginnings and endings, a Godly design that balances form and feeling. Endings come as part of that design. For those of us who don't like endings, we moan and groan, and, finally, adapt. I have known Dr. Michael Orr almost seven years as a faculty colleague, and when I heard he was planning to retire, I thought, "No, you can't." But, yes, he can, and he is, so we, who are left behind, must adapt. But before he sorts his books, packs up his office, and gives me his pictures, I asked him to give us some of his time to talk to us about his long career. One thing that has always impressed me is his enthusiasm and energy, followed by his intense compassion for students, and his servant's heart. His answers reflect this as you will see below.

Dr. Orr's energy and creativity can be seen not only in his professional activities but also volunteer projects, such as producing student plays like *Godspell*, *Fiddler on the Roof*, *Transitions*, and *Oliver*. He wrote and performed a one-man Easter play about Joseph of Arimathea. His great passion for mentoring led him to organize a student mentoring program and encouraged and supported the re-establishment of a student newspaper, *The Moody Mosaic*. Need someone to paint your office? He'll do it. Need someone to help? Dr. Orr will volunteer. Need someone to

listen and give sage advice? He's your man. Need someone to drive a truck to Portland, OR, to bring back library books and shelving? Yep, he did that too.

So at the end of this semester, we sigh, frown, smile, and, finally, say good-bye to a professor, a friend, a colleague, a mentor, a husband, a father, a grandfather, and a devoted servant of Christ.

You have touched many lives, Dr. Orr. God's blessings on the new adventure awaiting you. We will miss you.

Q: How many years have you been a college professor?

A: I have taught full time as a college professor for 36 years. Before that, I taught middle school for four years.

Q: What is your one hidden talent?

A: Realizing that a "hidden" talent may be hidden to me as well, I think perhaps a talent unrealized by fellow colleagues and, perhaps, students is the ambition to make course curriculum and student learning outcomes practically experienced in any class I am instructing.

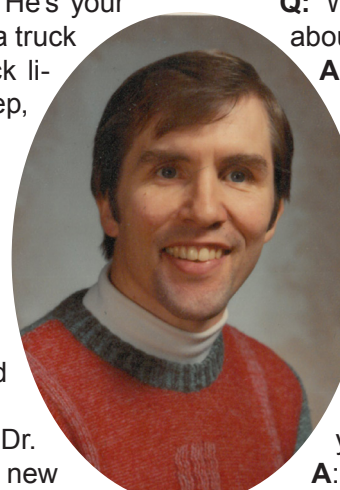
Q: What would students be surprised to learn about you?

A: Until my mid-thirties, I did not aspire to be a teacher. It was only after a disappointing career as a Jewish missionary, when I read a book entitled *The Christian Mind*, by Harry Blamires, that I aspired to help prepare the next generation of Christians to engage their generation from a Christian worldview.

Q: If you could take the students on a field trip to anywhere in the world, where would you take them?

A: I would take them on a week-long culture trip to New York City, NY. I actually took a class on such a trip to New York City the year before I . . .

Continued on page 2



"Dr. Orr is one of my heroes. I want to live my life like him. His life embodies a surrender to God and His word, an unceasing commitment to His plans, a generosity of spirit, a passion for people, the heart of true teacher, and a perseverance despite the trials. I am deeply grateful that the Lord allowed us to serve Him, His people, and the Northwest together. His retirement from Christian higher education is the end of an era and a testament of how one life can influence thousands for good and God's glory."

Dr. Wendy Liddell

To the Nations by Lewie Warren

Walking in the front doors of Fourth Memorial Church on Monday, November 11, the bustle of students, faculty, and missions organizations' chatter about the work God is doing throughout the nations could be heard from the street.

Great Northern University's second annual Missions Conference was planned and led by a team of six students who were overseen by two faculty members. Over the course of the two-day conference, the keynote speaker led four sessions, followed by a time of worship led by the music team from Redemption Church, with Andy Yount as its leader.

A.W. Hull, the conference's keynote speaker, has been a missionary on the field for over 35 years. He brought messages of Jeremiah the prophet; Peter, the disciple of Jesus; Paul, the apostle of Christ, and Dr. Hull explored how

God prepared each of these three men for the missions God had designed for them. These messages were bookended by an exposition covering the best ways to keep a missionary from burning out on the field. Hull's overarching theme was that our human weakness coupled with God's grace results in great power for the glory of the Kingdom. This power fuels us as Christ followers to take the message of the gospel to the nations.



Between each of the four sessions led by A.W. Hull, smaller breakout seminars were led by local and global missions organizations to update and edu-

cate attendees about a variety of topics. During the two-day conference, 28 mission agencies shared about how God has been using their organizations across the globe. Mikayla Killpatrick, a junior at Great Northern University, commented that her favorite session was led by Katie Comstock from TEAM about racial unity and the Great Commission. These seminars were each about an hour with a range of topics, from interacting with the LGBTQ community to evangelism to Catholics to a panel of Moody and IESB alumni.

In another student interview, the question was raised about the future of Missions Conference. The student interviewed was concerned for the stability of Missions Conference in the coming years due to the lack of student participation in the development, planning, and coordinating of Missions Conference. However, Dr. Beine, the faculty advisor of the student-led organization stated that there is no need to worry about the fate of Missions Conference. He said, "The yearly conference will continue (under the same philosophical guidance), but the structure of the planning team may change to accommodate for a smaller available student body leadership."

Going forward with Missions Conference, we will see a difference in the production aspect of the event, but not less of an almighty God. As we learned from the conference this year, "God is not safe, but he is absolutely secure." A.W. Hull reminded us that weakness plus grace amounts to great power. Despite a smaller team, but with an abundance of grace, expect next year's Conference to be a powerful one.

Exit Stage Left, *continued*

transferred to Moody—Spokane. We visited many of the art museums in New York, went to a Broadway musical, and visited two churches in the city that were seeking to impact their local cultures in very different ways.

Q: What has changed most in education since you started teaching?

Dr. Orr has such a heart for his students. He was always willing to meet them where they were at, and bring them along with him. A great life mentor as well as an academic instructor.

— Kathy Hills

A: Without a doubt, what has changed most in education is the advances made in technologies both in teaching and in what students bring to the classroom. When I first started teaching college in 1983, I produced class notes by typing my original notes on a typewriter and duplicating them for students on a mimeograph machine. Students did their library research from books or analogue sources found on microfiche. This made research writing much more time consuming. Students were less aware of distant news and current information from family and peers since social media did not exist. Yet they were also more focused on campus life and personal interactions with local students and friends. They hand wrote letters and notes to friends and family. Such actions may not have been better, but they were potentially more focused.

Q: What has stayed mostly unchanged since you started teaching?

A: What has remained most constant is student optimism about their future opportunities during and after college. They also continue to value and seek meaningful relationships and are able to learn and bounce back from mistakes.

Q: When you talk to friends and family about your time at GNU, what's the first thing that usually comes up?

A: They almost always ask hopefully about the progress of GNU and the welfare of the students and faculty. They are emotionally invested in our vision and long-term success.

Q: If you had not been a teacher, what other occupations did you strongly consider?

A: When I was in high school, I wanted to be an architectural engineer. After I

felt God's call to ministry, I wanted to be involved in a youth ministry because of the positive influence of the men and women who had impacted me spiritually in high school. During my years as a student at Moody, I felt lead to become engaged in full time Jewish evangelism and, after graduation from college, I served with my wife, Pat, as a missionary to the Jews for eight years in Chicago and New York City. As I look back on my career as a teacher, I feel so fortunate to have been involved in a profession that fulfills my passions and is engaged in a work that has eternal significance.

Q: What activities and projects do you do you hope to tackle during retirement?

A: There are a few home improvement projects that I have been putting off that I hope to complete after I retire. I also want to spend more time with my family. However, I want to also seek opportunities to be involved in ministries with my church and other local ministries in the area. My experiences with the spiritual mentoring of other men is something I would like to continue to pursue as both a trainer and a mentor.



Dr. Michael and Pat Orr, Photo by Rachel Denney

So, Great Northern, before it's too late, before Dr. Orr has moved on, shake his hand, get his autograph, take a picture, and wish him godspeed.

Q: What do you hope students will remember most about you?

A: I hope they remember my enthusiasm for the subjects I taught, and my appreciation for the ideas, creativity, and talents that I recognized and sought to cultivate in them.

Q: If you could live your life again, what would you do differently?

A: I would want to have pursued my relationship with Christ more intently, to recognize and reject the false narratives of my contemporary culture more vigorously, and to surrender to the will of God more consistently.

Traveling Home by David Bradley



Photo By Gleb Lukowets on Unsplash

Just a short scroll through Instagram will, without fail, bring to the front one exciting reality for Millennials and Gen Z'ers alike. Van living. People, enamored with the idea of freely roaming with a minimalist's possessions and an even more minimal pricetag, will purchase an old van, bus, large car, or old RV, and convert it into a liveable space—complete with bed, water, electricity, storage, a pet, and some way to cook—then hit the road. This trend seems to have hit the internet one day, and boomed the next. Popular Youtubers like VaVa-Vans, Jenelle Eliana, Max and Lee, and Jinti Fell all bring viewers along for the ride as they take their home on wheels from coast to coast.

#vanlife has a number of reasons for its appeal to this generation. Many of those who portray their lives on social media from within their mobile dwellings show glamorous pictures of the back doors open overlooking crashing

waves, scenic landscapes, or lush forests. Others find the simplicity of life inside 60 sq. ft. (or less) appealing. In the end, many recognize that life in a van, bus, car or RV isn't always

glamorous, but there are hundreds, if not thousands of people who have taken on the challenge. It truly is a way of life.

While it is true that the ability to travel freely allows the inhabitants to experience life in ways otherwise impossible, there is also a lot that can go wrong. Being that one's entire livelihood travels with him, a break-in can be devastating. On top of that, depending on the vehicle of choice, breakdowns are inevitable and often costly; websites such as vanclan.co work hard to educate onlookers in exactly what beginning (and continuing) to live in a van looks like.

Spread throughout these sites as well as hundreds of van life blogs are detailed guides for all aspects of van living. From tips and tricks for personal hygiene to explanatory pieces on the best places to park, they've got it all. If you love the look of VW Vanogans, Ford E150s, or Chevy Astro Vans, chances are there's a tutorial online about making the



Photo by Tim Trad on Unsplash

Traveling Home, *continued*

conversion.

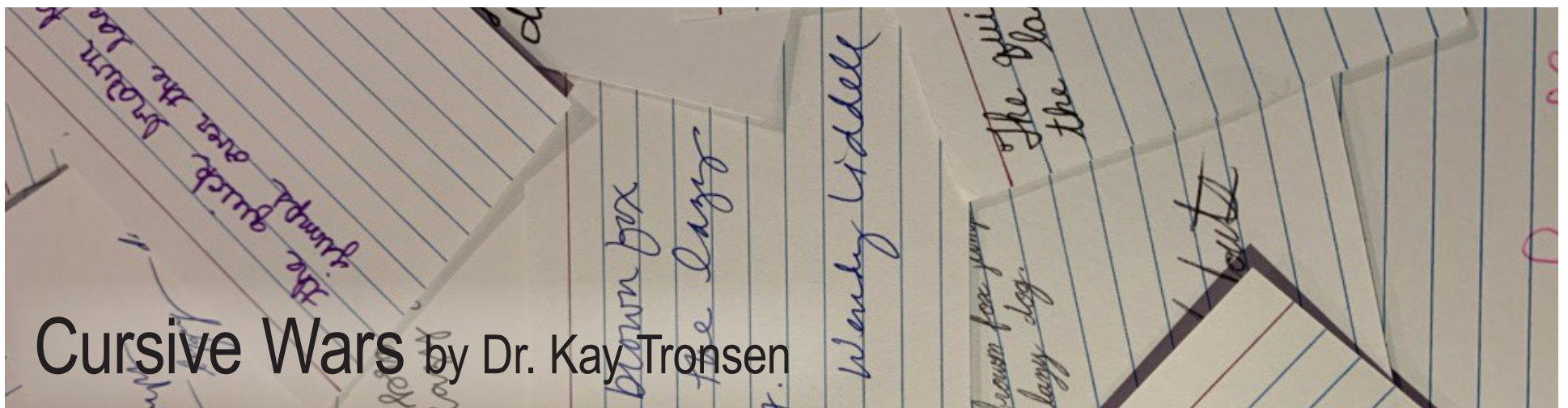
Ben Ellenberger, a friend from my childhood, has taken on the challenge of van living, but not entirely for the sake of traveling. According to him, living in his renovated early 2000's Allegro Bay RV makes financial sense. A company called Thousand Trails offers RV campers a low rate of \$190 rent per month to stay in any of their campsites nationwide. That's certainly cheaper than my rent! But, after two and a half years, the company reduces the price even further, making it just a few hundred dollars for a year's stay anywhere in the nation. According to Ellenberger, even if he isn't traveling the nation, he's saving money, and that's worth it!

Assuming that the occupants can find free wifi or pay for a wireless plan, the ability to work, especially in online corporations, is not limited at all by the choice of living in a mobile, confined space. Angela Payne, an online Spanish teacher, took advantage of her opportunity to travel by choosing to live for two years in warmer, Spanish-speaking places before returning to Spokane to reconvene with family.

Van lifestyle isn't entirely negative, nor is it a walk in the park. However, many partakers share that the benefits—assuming you're pretty hardy—outweigh the negatives. But, across the board, vanlifers always recommend having a traveling buddy. Whether it be a dog, cat, snake, or human, having some company for rainy days in your van can preserve your sanity and exponentially increase the fun.



Photo by Lucas Miguel on Unsplash



Cursive Wars by Dr. Kay Tronsen

Mandating the elimination of teaching cursive handwriting in public schools has a relatively short history, but it does not have a shortage of controversy. Cursive writing used to be an educational "given" – children go to school, learn to read and write, do math, hopscotch, and, then, somewhere around the 3rd grade, take a tottering step toward growing up by learning to write in cursive. But no longer.

In 2010, the Common Core Standards dropped the requirement for schools to teach cursive writing. The Common Core is a set of criteria that describes what students should know and what students should be able to do in order to prepare them for college and adult jobs. The intent for the Core is to have national standards in order to compare and test (and improve) schooling on a national basis. The intent for dropping cursive was to provide more space in the school day so students could learn other things like keyboarding. Most states (46 out of 50) have adopted the Common Core Standards, and most of the states that adopted the Common Core Standards have dropped cursive as a requirement. One reason for states to accept the Common Core has been economic. The Department of Education offered over \$4.4 billion in grants for states, but that money had strings attached, which required states to prove that their curriculum and standards clearly led to student success in college and in the job market, and the Common Core addresses these two elements explicitly.

And one might think that would be that: we've outgrown the need for cursive; time to move on.

But a return-to-cursive movement has risen, led by the American Handwriting Analysis Foundation. On January 23, 2013, they launched their website called "Campaign for Cursive." In 2016, they produced a white paper, "The Truth About Cursive Handwriting: Why it Matters in a Digital Age," which sets out an impressive case for why teaching cursive is important, presenting research and cognitive studies that support the teaching of cursive. For example, one University of Washington source summarizes what cognitive brain mapping has shown; it "reveals that areas of the brain having to do with learning, language, and working memory 'light up' during cursive writing in ways that they do not with keyboarding or printed writing." The movement has gained traction. Legislation has been introduced in some states to put cursive back in the lineup. As of April 2019, eighteen states have successfully passed legislation doing so. Just to be clear – schools and teachers aren't banned from teaching cursive in those other states; they just aren't mandated to do so. In Washington state, teaching cursive is at the discretion of individual teachers or school districts. A 2016 bill proposing making cursive mandatory in Washington failed to pass.

Not all proponents have the research in mind, however. Some call cutting cursive "unamerican", pointing out that many of our founding documents are written in cursive. Jonathan W. Emord, in "Why the Left Curses Cursive," writes that this move "denies generations of youth the opportunity" to read documents like "the Magna Carta, Mayflower Compact, Constitution, Bill of Rights, Declaration of Independence, Emancipation Proclamation" and so forth.

The opponents who have spoken out against putting cursive back in the schools cite worry over the money needed to do so (both in the legislative process itself and in tight school budgets). They posit that the full curriculum already in place has no room for cursive, and they criticize it as an appeal to nostalgia to teach an obsolete skill. Opponents like to point out, though the teaching of cursive has a 300-year history in the US, it has already been in a national decline since the 1970s due to the rise of technology and standardized testing pushing the already crowded elementary school schedule to the limit, so the 2010 Common Core death knell had already been tolling, ever so faintly, for a long time.

What about cursive and college performance? In 2017, Darren Rosenblum, a law professor at the Elisabeth Haub School of Law at Pace University, banned laptops from his classroom and found student participation increased and retention of concepts improved. The "Campaign for Cursive"

While teaching cursive might pass the way of the dodo bird and the typewriter, it will not be an easy passing . . .

white paper said, "Research by Dr. Pam Mueller of Princeton and Dr. Daniel Oppenheimer of UCLA found students who typed lecture notes performed worse on tests involving higher-level thinking and comprehension than students who took notes by hand." For college students who want to truly learn and retain that learning, it might be time to pull out those rusty cursive skills and give it a try.

While teaching cursive might pass the way of the dodo bird and the typewriter, it will not be an easy passing; those who maintain cursive is an essential brain-neuron building system in young children will face opponents who see a future without cursive as an efficient and timely development. As usual, no easy answers are in sight.

Why do we celebrate Advent?

Advent is a Christian holiday counting down the four Sundays before Christmas Day, with the final candle being lit on Christmas Eve.

'Advent' means coming, and this symbolic lighting of the candles reminds Christians to prepare our hearts for the Kingdom that is coming through Jesus Christ.

The four candles in an advent wreath each symbolize a theme and group. They are the Prophet's Candle, representing hope; the Bethlehem Candle, representing faith; the Shepherds' Candle, representing joy; and the Angels' Candle representing peace.

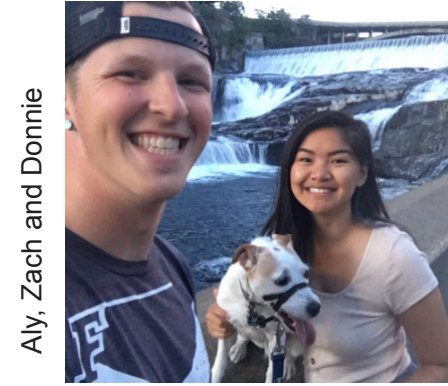
When you participate in Advent this year, prepare your heart for the knowledge that the kingdom has been brought by Christ Jesus our King.



Photo by Prithivi Rajan on Unsplash

First Friend by Lewie Warren

The Admissions Counselor at Great Northern University is also the sweetest, most vivacious person you may ever meet. I had the pleasure of speaking with Aly Bangayan-Tielmann about her role at GNU, how she got here, and her future plans.



Aly, Zach and Donnie

As the youngest staff member at the university, Tielmann has a unique advantage when working with prospective students. Tielmann remarked, "I've started to think about my job as being someone's 'first friend' at GNU. I'm usually their first point of contact with us." Unfortunately, an Admissions Counselor's role usually ends at New Student Orientation. Tielmann noted that she loves engaging with current students and hearing about how their lives are going. She is often able to then relay information to prospective students about the types of students who attend our university and how they are planning on using their degrees after graduation.

Tielmann started out as a student at

Moody Bible Institute in Spokane and had every intention of leaving at the earliest opportunity. But the longer God kept her in Spokane, the more she saw the beauty of the "amazing endeavour" that became Great Northern University. As she plans for the future, Tielmann notes that Spokane is likely not her final destination.

As for future plans, "The ultimate plan for me is to become a Theology/Bible professor during the week and a Registered Nurse on weekends. That's the dream." Tielmann acknowledges that "this might not actually happen until I'm 80, but that's okay with me. I've learned that not everything needs to be done before I turn 30." For such plans, Tielmann has ultimate faith that God will reveal His perfect timing and instruction.

The beating heart of Tielmann is making sure people know they are cared about. Her main objective is "making sure people know that they matter and also that the things they do, and the choices they make, matter." One huge part of being the Admissions Counselor is making sure that prospective students know they can fit at GNU, experience deep, personal growth,

and make a difference in the lives of the people around them. Every choice we make is important, and—because we are made in the image of God—each individual is important.

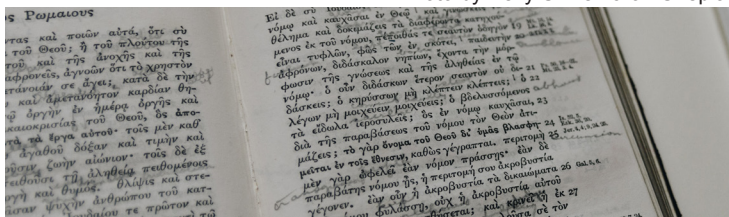
As part of learning about individuals, Tielmann gave some insight about her mentors here at work. She mentioned Dr. Jennifer Mills, Dr. Wendy Liddell, and Nat Schey, as her closest working companions, and her most influential mentors. She states, "I learn so much from everyone and I'm honored to be working alongside such brilliant minds, even just as a measly admissions counselor." None of the faculty or staff would question Tielmann's dedication or cheerful attitude around the campus; she regularly lends a hand in everything ranging from planning student events, to boldly helping with IT questions, to providing Crock Pot Talk meals.



When asked what her piece of relational advice might be to the students at GNU, Tielmann encouraged us to, "be intentional in figuring out who you are in Christ as an individual. Single, dating, in a relationship, or married, you're always going to be and feel limited if you don't have your own growing personal relationship with Christ."

Does it Really Say That? by David Bradley

Photo by Kelly Sikkema on Unsplash



Pastors, youth leaders, small group hosts, Sunday school teachers, and lay-people alike regularly share in asking the question, "Does the text really say that?" For some, the answer to that question heightens their understanding of the text's meaning, allowing them to expound and apply it to their congregation; for others, it's about digging deeper into the usage of particular verbs to discover that rarity of content corresponds with the rarity of a words use. Regardless of the reason, believers from each of these groups will only receive their answer if there is someone who's engaged deeply with the grammar at play.

The abundance of English translations and excess of language software have made it a common belief that personal knowledge of the biblical languages is unnecessary for effective Bible study, practice, and teaching. In fact, Aviya Kushner, in an article explaining the decline of Hebrew study, stated that Biblical Hebrew learning plummeted 23.9% between 2013 and 2016 alone; this trend continues into the present day.

If it is true that software has the ability to pick up the slack, why might the Church continue studying the languages of the text to begin with? Shouldn't we want our programs to eliminate the need for teachers and preachers proficient in Greek and Hebrew if it's superfluous?

In short, maybe. Not every believer has time or need for the ability to parse each verb in Ezekiel 36. However, that doesn't mean that the church no longer wants these abilities, nor does it mean that the languages are useless. After all, the Church has historically benefited from cries like those of the early reformers, who promulgated, "ad fontes!" or "to the sources!"

The first great benefit found through engaging with the original languages is just that, engaging with the source. As Dr. Kibbe might explain, reading the Bible in English is not unlike reading a letter from your spouse after it has been translated from Latin. Instead of apprehending the tone, personality, and unique writing characteristics, you are forced to perceive through the voice of the one interpreting.

Achieving mastery in any area of the humanities necessarily comes with the ability to read the original documents without needing the help of secondary or tertiary texts. As students of the Bible who are seeking to exegete it properly in and out of the pulpit, being able to engage its very words cuts out the "middle-man," and thus, his lens.

Heath Robertson, an MBI-Spokane alum working as the Spiritual Support Director at Enlightium Academy has the great privilege of studying God's word every day while on the job. According to him, having a working knowledge of both Greek and Hebrew has granted a greater understanding of English grammar, a heightened ability to articulate his thoughts through language, as well as a greater ability to engage the text's meaning straight from the writer's hand.

In the end, though, the greatest benefit of language studies is the ability to take part in deep devotional study. Engaging the nuance, hearing the voice, and comprehending the author's literary devices, empowers the student to love the study of Scripture for its indescribable ability to change the human heart.



Natalia Y on Unsplash

Photo by Prithivi Rajan on Unsplash

The Great Food Fight

by Karmen Gregg, Professor

Our country is in a season where we have an excess of food, yet we are simultaneously struggling with a third of the population being categorized as food insecure (food insecurity is defined as not knowing where your next meal is coming from). This leaves us perplexed at the juxtaposition of being the most affluent country in the world that still struggles to feed its citizens; why? A multitude of factors contribute to the health of a population (location, socioeconomic status, ethnicity, and education); food is a foundational component that supports the overall well-being of a community. One of my favorite graduate professors once said, "Food is at the intersection between environment, health, medicine, and nutrition. It is how we get our nourishment to survive, and it's directly reflective of what our living environment is like. So anytime we can improve the quality of people's food, and the variety and the taste and the experience, it can bring healing to people."

This public health concern also hit a new reality when a recent statistic was published specifying 59% of college students struggle to put food on the table (Lopez-Cevallo, Patton-Lopez, & Cancel-Tirado, 2014). Food and health-promoting expenses fall to the wayside with the rising cost of tuition and housing. There is also a correlation between food security and a student's academic performance. Lopez et al. (2014) found that if a student had food insecurity, they were more likely to have a GPA under 3.1 than their fed peers.



As a solution-oriented, practical individual, I want a community to flourish and be nourished physically and spiritually, but what are the steps that need to be taken to fix a systemic issue? There is a triage of components to ensure success in attending to the food security of a community and a nation.

Access and affordability: A population cannot be well-fed if food is not available to them geographically as well as economically. We need to make healthy food affordable and accessible to the general public.

Education: There are two different facets to this education. Individuals need to have the necessary knowledge regarding what are health-promoting, nutritious foods, and how they can make a difference in their health conditions now and in the future. Secondly, people need knowledge of some general culinary skills for using and cooking nutritious food. It isn't enough to know what you should eat, but you need to know how to prepare it.

I understand that these concepts are still abstract and need to be accurately tailored to assess and address the food needs of a population or community, but we can start having the conversation.

Hunger is not hypothetical; it is a profoundly humanistic and global issue we are facing. This issue isn't going to be solved tomorrow, but I think it's a food fight worth starting.

The Girl for the Job

by Shelby Mogge, GNU Junior

The past year has been foundational in building the vision for my life. My professors at Great Northern University have encouraged me to begin to dream again, have helped me embrace failure and pushed me to believe in my own effectiveness to impact and engage with my community. I think that, coming to college, I set aside my personal dreams and forgot that I had the freedom to dream God-sized dreams. My vision for the future is dreaming without limits, which gives me the freedom to step into the role where God has called me.

Dreaming without limits looks like coming back to a childlike faith. When I come back to this place of faith, I am allowed to dream of things unimaginable. This faith empowers



me to accept that I am, in fact, the girl for this job. The particular "job" I feel called to is building community and being the bridge for people to learn about healthy living and how to improve their community. More specifically, I feel called to sustainability and community health. Sustainability is educating people on how to protect our environmental, human, and

ecological health. The purpose of community health focuses on the physical and mental well-being of the people in a specific geographic region. Community health involves creating initiatives for individual engagement for maintaining and improving their health.

Both of these—sustainable living and community health—focus on protecting and improving healthy lifestyles. I want to show people the power of taking charge of their lifestyles, instead of letting society dictate how they ought to live. My passion is to bring people back to the simplicity of health education. I envision creating programs for younger kids to teach them basic nutrition and health movement, how what we eat and how we move can

have such an impact on individual growth. Along with creating programs that are geared towards health education, I want to learn to embrace failure and learn from it. After graduating with a degree in Leadership Studies, I intend to pursue a Master's in Public Health in order to make my dream of educating individuals and changing community health a reality.

VOLUNTEER OF THE YEAR: 2018-2019



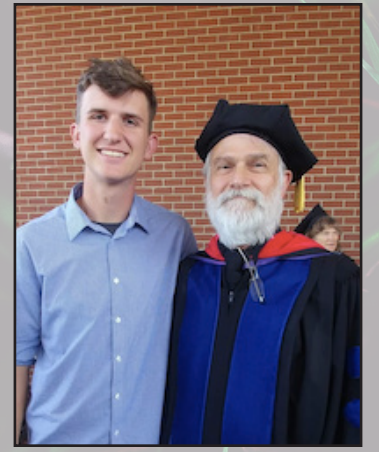
Thank you to
Christine Schneider
for all her excellent
work for Great
Northern University's
Library.

FALL FLASHBACK

What are your favorite memories from Fall of 2018 at GNU?

"My favorite memory of last fall was having lunch with the professors and developing extended relationships with them outside of the academics."

Grant Mudgett, Biblical Studies, Junior, Right with Dr. Gerald Vreeland



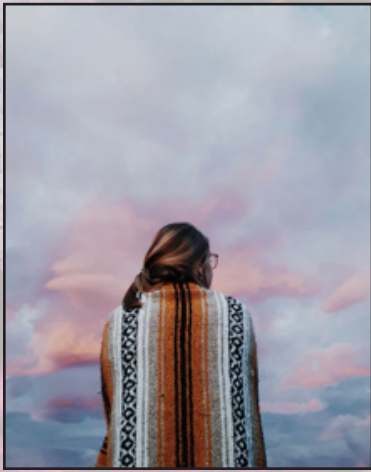
"I love the colors fall brings, it ties every thing together as though earth puts on a show for a short while."

Mikayla Killpatrick, Biblical Studies, Junior, Below



"I think my flashback to last fall is all about our GNU people forming a family. We had all gone through so much with losing our school and I remember just the family feel that came together and was solidified last fall."

Heather Wilking, Intercultural Studies, Senior, Left.



"I've really enjoyed some of the casual conversations that turned into very deep theological debates. I know that may sound slightly ridiculous, but when students attending a school like ours debate over theological differences, it shows me that the people here truly care about finding the truth in God's Word and want to move onto the 'meat' rather than being content with the 'milk.'"

Christian Pfenning, Communication, Sophomore, Right



MISSIONS CONFERENCE 2019





Photo by Annie Spratt on Unsplash

WE ASKED GNU STUDENTS TO SHARE THEIR FAVORITE CHRISTMAS TRADITIONS WITH US.

"Well, as a kid, we would always go chop down a real tree the weekend right after Thanksgiving and spend all Sunday afternoon decorating it."

--Robin Kotlarek

"Every Christmas Eve, my family and anybody we have over, makes our own pizzas. It's delicious! And, on Christmas morning, in addition to reading from the Christmas story from Luke, we watch the 1994 rendition of *Miracle on 34th Street*."

--Christian Pfening

"Watching *It's a Wonderful Life* while decorating the Christmas tree with family."

--Daniel Katzenberger

"Every Christmas morning, all of the kids sit at the top of the stairs and wait for my parents to come, and they ask us questions while they video tape us. They ask the same questions every year: 'What is your name? How old

are you? What is the true meaning of Christmas?' My dad also makes a big Christmas breakfast with homemade donuts and goetta."

--Shelby Mogge

"I like decorating the tree with my family."

--Matthew Frank

"My siblings and I play Stratego every Christmas Day, six players. I look forward to it every year."

--Elijah Roseberry

"This family that sort of adopted me does a wise man hunt. It's essentially a scavenger hunt and all the presents you find are what would've been in your stocking. Also there's baby Jesus in the manger and he's covered up by a little blanket until the morning of Christmas! It's really cute."

--Hailey Scott

Looking Ahead

Crock Pot Talks

Spring Semester

January 28
February 25
March 24
April 21



Photo by Alyssa Kowalski on Unsplash

Spring Chapel Theme

Spiritual Disciplines

Wednesdays, 11:00 a.m.
GNU Uhden Chapel

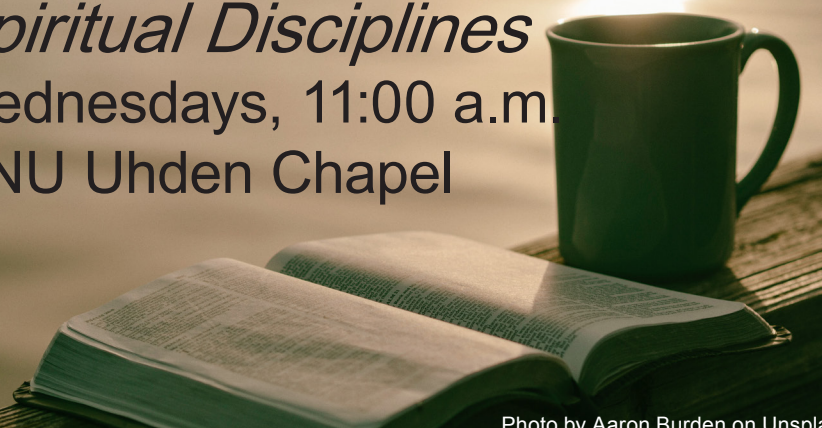


Photo by Aaron Burden on Unsplash

MERRY CHRISTMAS FROM THE TEAM AT THE NORTHERN POST
DR. KAY TRONSEN, DAVID BRADLEY, AND LEWIE WARREN