



## Keeping current

Yesterday I visited my neurosurgeon, who a few weeks ago had his tools in my spinal column. I have appreciated his reluctance to dwell on the likelihood that 53 years of running, pounding, twisting, jumping and general back abuse haven't done me any good. But what I appreciate even more is that every time I have been in his office he has demonstrated a working knowledge of the latest research in spine treatment. His practice is based on what he is learning through primary and secondary research. I am always encouraged that he is so remarkably current.

We expect our doctors to be superb. Maybe this is why we all claim that our surgeon is "one of the best in the country." When I got to the point where it felt like I was walking around with a dagger in my back, I wasn't looking for a "90 days same as cash" discount doctor. I wanted the best I could get. I have a bad feeling toward doctors who'd stand over me with cutting edges in their hands but don't feel the need to be on the cutting edge in their fields.

At Whitworth, our faculty performs

mind-and-heart operations every day. Students stand before us with the reasonable expectation that we will educate them with the highest levels of professionalism and care. We are a high-quality, high-cost institution. I wish we were only the former, but that's not possible.

Our mission is as important as that of my neurosurgeon. And to fulfill it, we too must be absolutely current in our fields. In this information age, our disciplines unfold at a more rapid rate than ever. No longer is there such a thing as a good teacher disengaged from his or her field. In that same respect, there is no field that our faculty can capture all alone. We must bring resources to our students that complement and exceed our expertise. We must be importers of knowledge.

In this issue of *Whitworth Today*, you will discover some of the exciting forms that Whitworth's scholarly engagement takes. Research, publication, presentation, and hosting lectures all enrich the academic environment. As you read these interesting accounts, please know that the primary purpose of this scholarship is to improve student learning. We have built our reputation on mind-and-heart operations. What happens outside the classroom strengthens what happens inside the classroom. Our research points

toward student learning.

In Acts 17:21, St. Luke drops a load of casual condemnation on the Athenians because they "spent their time doing nothing but talking about and listening to the latest ideas...." Luke offers a worthwhile caution. We must always keep in mind the purpose of our pursuit of knowledge. Helping students grow in their knowledge of God's unfinished world stands as a worthy basis for our scholarship. But I believe that God takes pleasure in our pleasure when we learn because we love it. English legal historian Frederic Maitland reflects on the luxury of learning during his college years: *The hunger and thirst for knowledge, the keen delight in the chase, the good-humored willingness to admit that the scent was false, the eager desire to get on with the work, the cheerful resolution to go back and begin again, the broad good sense, the unaffected modesty, the imperturbable temper, the gratitude for any little help that was given – all these will remain in my memory....*

I hope you enjoy reading about some of Whitworth's scholarly pursuits in this issue of *Whitworth Today*. Like Maitland, we take keen delight in the chase.