



## My Thanks by Dr. David Crabtree

As you know, I have stepped down as president of Gutenberg College. This will be a big change for me. I have been at Gutenberg a long time, and I suspect there will be days when I am out and about and I will be suddenly stricken with panic thinking I should be teaching a class right now.

I would like to take this opportunity to express my thanks to a number of people who have contributed to Gutenberg in a wide variety of ways over a long period of time and have made it possible for the college to come into being and accomplish what it has accomplished.

First, I would like to thank our donors and supporters. Gutenberg could not exist without the generous and faithful support of its donors. Some of our donors have given regularly for decades now. I appreciate very much what you have done. There has also been prayer, moral support, and volunteer labor. All of these things are more important than is generally recognized. Those kinds of support are particularly helpful during times when morale is flagging, and we have had some such times.

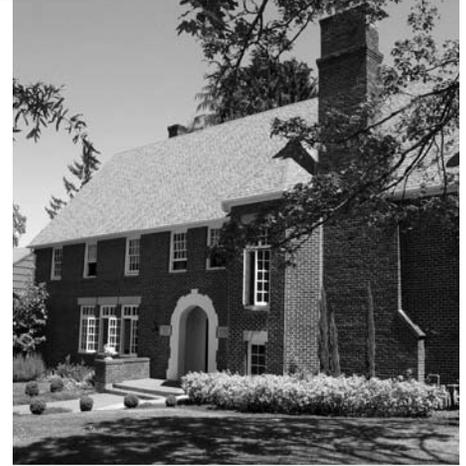
Second, I would like to thank our students, both past and present. One of the things that attracted me to the idea of Gutenberg was that it was so well suited to my understanding of what it means to be a teacher. Before Gutenberg came into existence, this organization existed as McKenzie Study Center. Many of the courses offered by McKenzie Study Center were designed for the Christian community of

Eugene-Springfield. They were generally offered without cost to the participants and were nine or ten weeks in duration. Students felt free to attend as many or as few of the individual class sessions as they wanted, and often the number of students in any given class would be higher at the start of the quarter and then gradually decrease as the quarter progressed. In that setting, I felt like every class was a performance. I had to be entertaining or else people wouldn't come back the next week. But I was not made to be a performer, and I did not like that kind of pressure.

I once heard Sting of the Police, when he was working on a collaborative project with some jazz musicians, talk about the difference between playing rock music and playing jazz. He said that when you are playing rock music you have to come out blazing hot from the first note. When you are playing jazz you work up to a crescendo over several minutes. Given that difference, I am not a rock teacher; I am a jazz teacher. I like to teach in the context of a relationship, where, over time, I can get to know the student and the student can get to know me, and together we can improve our skills and knowledge of the subject at hand.

When I teach, it is a very symbiotic relationship. I feed off the energy and interest of the students. When I can sense that the students are interested in the topic, that energizes me. So the thought of teaching in an environment where the thing that brings us together is a genuine love of learning has always been attractive to me.

Gutenberg has provided that kind of opportunity. That is not to say that students come



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to Gutenberg with a genuine love of learning. They come with some level of curiosity and interest, but they are not ready to deal with the questions of human existence with the gravity and profundity that such questions require. However, over the course of four years, most students go through a steady progression from mild interest to greater interest to sensing the life changing nature of what is being discussed. And as they go through this progression, you can see the change in their faces. You see their faces light up and then get increasingly brighter. I love teaching in that kind of setting; teaching ceases to be a performance and becomes something more akin to fellowship. Over the years there have been many students whose faces lit up. I am especially thankful that they chose to come to Gutenberg and that I had the privilege of working with them. *(continued)*



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## My Thanks, continued

Third, I would like to thank the retiring members of the board of Governors of Gutenberg College. They have had the ultimate responsibility of oversight of this institution. They have been my “boss”; they are the ones to whom I had to answer. They have provided me with valuable advice and counsel over a long period of time. We have worked through many very difficult decisions together, and they have always been very supportive and encouraging to me personally. It is unusual to find a group of men who are so principled. I would not have been able to do my job without them.

And finally, I would like to thank the tutors. As I have said many times, and as I continue to believe, the tutors are the heart of Gutenberg College. The tutors are what make Gutenberg so impactful. The tutors are the ones who interact with students on a day-to-day basis, and the way that they interact with the students creates the environment which is so distinctive. Our tutors have two qualities that are of critical importance. First, they understand that teaching our students is not a job; it is a calling and a privilege. Second, they understand that students are more than “valued customers.” They are people with souls. And a soul is a precious and mysterious thing. As such, it must be treated with respect, gentleness, and humility. Our tutors understand this and do this well. I would like to thank them for many years of doing Gutenberg with me.

I would like to take this opportunity to recognize the labor of two of our tutors, who are also stepping down at this time.

**Dick Booster** has had two of the hardest and most thankless assignments in Gutenberg. He has served as a tutor teaching Classical Greek and also as vice president.

Few people recognize the unique challenges that are faced when teaching Greek in the Gutenberg curriculum. In a typical college, students only take Classical Greek if they choose to do so. And if they get started learning Greek and then decide that they don't want to continue, they just drop the course. As a result, the Greek classes are only populated with students who have aptitude and interest in learning Greek.

At Gutenberg, every student must take two years of Classical Greek whether he or she has aptitude and interest or not. So not only must the tutor figure out how to bring along those with little aptitude or interest, he must also deal with the fact that he will have students who are gifted with respect to languages and those who are not in the same classroom. This creates a very difficult set of challenges.

Furthermore, the Greek courses are unique in our curriculum, in that they require the students to learn new material on a daily basis over a two-year period. If they do not do their work regularly and faithfully, they will not succeed in learning Greek. There is no other course in the Gutenberg curriculum that requires so much discipline on the part of the student. This is one of the reasons I think Greek is such an important part of the Gutenberg education. It has therefore fallen to Dick to be the disciplinarian and to hold students responsible for doing the day-to-day learning.

On the administrative side, Dick has been our vice president, charged with the task of keeping track of our money. One would think that with so little, that would be an easy job. But he was required to keep track of both the money we had and the money we didn't have—and there has been lots of that.

Keeping the books was not Dick's first choice of ways to spend his time. But we needed someone to do it, and Dick accepted the task. He taught himself how to do what needed to be done, and he did it very competently. I am very grateful for his years of faithful and selfless service.

The other tutor who is stepping down at this time is **Jack Crabtree**. Jack has made a huge contribution to Gutenberg College. He has the gift of being able to present very clear explanations of very difficult issues. He is also capable of very nuanced thinking, and our students have learned a lot by interacting with him on a wide range of issues, but his knowledge of philosophy is particularly impressive.

Jack has two qualities as a tutor that particularly stand out in my mind. First, he is great at answering questions. I remember way back to a course on biblical exegesis that he taught in California. He would give a lecture, and then at the end he would open the class up for questions. That was the best part of the class. He was so good at answering questions that people would come just for that part of the class. He is even good at answering bad questions. If someone asks a clumsy or ill-formed question, he is able to answer it in such a way that people come away thinking it was a great question.

Jack has also been extremely available with his time for students. He has always



**Dick Booster awards a Greek New Testament at Gutenberg's annual Junior Tea.**



**Jack Crabtree teaches at Gutenberg's 2015 Summer Institute.**

been very willing to go out to coffee with anyone at anytime to talk about anything. Many students have taken him up on this availability. And I have marveled at the fact that Jack was always the last one to leave second discussion on Friday afternoons. He would stay until the last student asked the last question. Jack's contribution to Gutenberg has been enormous. I am very grateful for all he has done.

I wish Chris Swanson, Gutenberg's new president, and those working with him on the transition team well. I hope they will be able to get Gutenberg on firm financial footing, so that it can continue operations on into the future. And I hope the next year goes well for students and staff.

God be with you. Ω

*With David, the staff and faculty of Gutenberg thank the retiring board of governors for their many years of service to the college. And we also thank Dick and Jack for their many years of service and their fellowship. We will miss them and wish them well in their future endeavors.*

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**David Crabtree** is one of the founders of Gutenberg College. He was Gutenberg's president and a tutor from 1994 to 2016.

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## Be "Perfect" by Ron Julian

An excerpt from a talk given July 24, 2016, at Reformation Fellowship. To hear the complete talk, go to the "Audio" section of our website, [www.gutenberg.edu](http://www.gutenberg.edu).

*Therefore you are to be perfect, as your heavenly Father is perfect.* (Matthew 5:48)

It is very common to see this verse as a conclusion to the entire "antitheses" section in the Sermon on the Mount (Matthew 5:17-48), where Jesus repeats, "You have heard ... but I say to you." This view sees Jesus' point something like this: Your righteousness must surpass that of the Pharisees. It is not enough to abstain from murder; you must not be angry. It is not enough to abstain from adultery; you must not lust in your heart. After giving more examples, Jesus then concludes, Yes, your righteousness must surpass the Pharisees; in fact, you must be morally perfect and without fault of any kind, just as your Father is.

This way of reading Matthew 5:48 supports the idea that Jesus' purpose is to drive us to despair: You must be morally perfect, but the unspoken reality is that we cannot be morally perfect, and so we despair and turn to the cross of Christ for mercy.

Now, of course, in an important sense that is true. We *cannot* be morally perfect. And so we need the mercy that Jesus brings through His cross. But I don't think that is the point Jesus is making in verse 48. Instead, I see verse 48 as the conclusion to Matthew 5:43-48 (NASB):

*You have heard that it was said, 'YOU SHALL LOVE YOUR NEIGHBOR and hate your enemy.' 'But I say to you, love your enemies and pray for those who persecute you, so that you may be sons of your Father who is in heaven; for He causes His sun to rise on the evil and the good, and sends rain on the righteous and the unrighteous. For if you love those who love you, what reward do you have? Do not even the tax collectors do the same? If you greet only your brothers, what more are you doing than others? Do not even the Gentiles do the same? Therefore you are to be perfect, as your heavenly Father is perfect.*

I would translate the word "perfect" as something like "complete." The logic of the passage is this: Don't *only* love those who love



you; love your enemy as well. This is the way God is. God does not *only* send sun and rain to His followers. He *also* sends sun and rain to the unrighteous. It doesn't make sense that God would reward you for being like the gentiles, who *only* love those who love them, would it? So your love should be complete, not *only* for your friends, but *also* for your enemies, just like your Father is complete in His love. Jesus is not saying, "you must be morally perfect." Jesus is saying, "you must follow your Father in being complete, inclusive in your love."

Interestingly, Luke has his own version of this "love your enemies" passage. It ends as follows in Luke 6:35-36:

*But love your enemies, and do good, and lend, expecting nothing in return; and your reward will be great, and you will be sons of the Most High; for He Himself is kind to ungrateful and evil men. Be merciful, just as your Father is merciful.*

Matthew ends: "be complete, just as your Father is complete." Luke ends: "be merciful, just as your Father is merciful." These are two different versions of the same idea. Matthew's "be complete" means "be complete in your love; that is, include in your love those who have treated you poorly." In other words, don't treat people in keeping with what you think they deserve, but be merciful. This is also what Jesus says in Luke: "be merciful, as your Father is merciful." And so Jesus says in Matthew, "be perfect, extend your love to all, just as your Father extends His love to all."

In the end, Jesus is teaching something profoundly simple—and profoundly difficult. We are to love our neighbor as ourselves. That is, we are to seek the good of our neighbor the way we would want to be treated. And it turns out that our neighbor is *everyone*, including those who mistreat us.

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**Ron Julian** is a tutor at Gutenberg College and a co-author of *The Language of God: A Commonsense Approach to Understanding and Applying the Bible*.

## Summer Institute 2016



Gutenberg president Chris Swanson had this to say: "This year's Institute, 'How to Build a Bridge: Hearing and Being Heard', was a great success; we were packed out. It was wonderful to see Gutenberg alumni, friends from McKenzie Study Center, current students, and community members come together for a weekend of thought-provoking conversation and talks. Everyone enjoyed interacting, hearing and being heard, around outstanding meals. Gutenberg alumni stepped up this year and provided profound insights through a talk and in

discussions. Attendees were constantly commenting on the astute and helpful leadership of the alumni.

"This year we also had the pleasure of seeing a few younger attendees. Three of the incoming freshmen attended, as well as a number of others from the community. They all seemed to greatly enjoy the proceedings, so much so that we may have a couple more students this fall!

"If you missed it, don't worry. Gutenberg will be offering more great opportunities for thoughtful dialog starting this October. Stay tuned."



Thank you to all the participants from both near and far who made the Institute such a success. Pictured here: Melodie Rice and Paul Pindell.



Thank you to all the volunteers who made the Summer Institute possible. Pictured here: Beth Sheehan Walton (r), who organized the great meals, and her main helpers, April Curtis (l), and Gretchen Odegaard (c).



Thank you to all the Gutenberg alums and students who contributed by speaking (Kasey Macsenti), leading, and discussing. Pictured here: discussion leaders Toby Johnston (standing) and Diana Glasser (center, back), senior Tobias Humphrey, and alum Becca Manley (center, front).

**Thank you to Summer Johnston who photographed the SI. See more of her photos on Gutenberg's Instagram and Facebook pages.**

## News & Views • September 2016



**Gutenberg College**  
McKenzie Study Center • Art Project  
1883 University Street  
Eugene, OR 97403

TELEPHONE: 541-683-5141  
541-485-4801 (MSC/AP)  
FAX: 541-683-6997  
EMAIL: [office@gutenberg.edu](mailto:office@gutenberg.edu)  
INTERNET: [www.gutenberg.edu](http://www.gutenberg.edu)

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