Celebrating Linfield’s Sesquicentennial
Our greatest strength is our community.

Shouts and laughter filtered into the President’s House one evening during new student orientation. I looked out to see hundreds of first-year students racing back and forth, throwing Frisbees and chasing each other through the Oak Grove. They were claiming Linfield’s sacred space as their own, joining generations of students who have run and played, dreamed and studied, worked and rested under the oaks.

As I watched the students, I couldn’t help but think about what they might learn and experience during the next four years. I thought about the professors and staff who will influence them and provide direction and mentoring. I wondered where their passion for learning and service will lead them.

I thought too about the Linfield alumni I have met since becoming president 17 months ago. Individuals whose passion led them to become physicians, teachers and entrepreneurs. They too once played in the Oak Grove.

The alumni I have met deliver a consistent message. It isn’t about athletics, the buildings or the Old Oak. It’s about the faculty and the staff at Linfield—the professor, administrator, coach, staff member or resident advisor who became a friend or a mentor. Those are the people who changed the lives of our alumni. Those are the people whose influence and impact continue to this day. Throughout our history, our greatest resource has been our people—and they are our foundation.

As we celebrate Linfield’s first 150 years, we must build on that foundation. How will we identify students who will benefit most from a Linfield education? How will we find students who will add to the richness of the Linfield Experience by participating in the classroom, lab and studio, on the playing field and in the performance hall? How will we assure these students access to a Linfield education? We have always been an egalitarian community, a place where family wealth or social class does not determine your place or status. We are a college where you are judged by your character, not your wallet. We owe it to our founders and we owe it to our students to acquire the gifts and endowments that will allow us to achieve this vision.

Similarly, who are the faculty who will teach students today and tomorrow? How can we ensure that current and future teacher-scholars will advise and mentor and guide students the way generations of Linfield faculty have done? Endowments to support new and continuing faculty will guarantee that the quality of a Linfield education remains available to students who will grow and thrive.

Every fall we experience a kind of rebirth at Linfield with the arrival of new students, faculty and staff, building upon which to build. “Our founders gave us the principles upon which to build. For a century and a half, those values have shaped and guided thousands of students.”

—Thomas L. Hellie

Inside Linfield Magazine

Just as Linfield launches its sesquicentennial year, we begin a series that will explore how Linfield has “Connected learning, life, and Community” throughout its history.

Linfield at 150: Linfield’s faculty predecessors As Linfield College moves into its sesquicentennial year, join Marvin Henberg on a journey exploring how the college has Connected Learning, Life, and Community throughout its history.

Student dynamo accepts challenge Chipo Dendere ’08 completed an internship at the Carter Center last summer. That is just one achievement of this exceptional student who serves as student body president.

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Sharing his knowledge with Africa’s students Professor Martin Dwoomo—Tshebebotsh is helping to bring technology to Africa University, the first private institution of higher education in Zimbabwe.

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Grant to strengthen Latino enrollment

Linfield College will continue to strengthen its enrollment of Latino nursing students, thanks to the renewal of a grant from the Health Resources and Service Administration (HRSA) of the U.S. Department of Health and Human Services, according to Thomas L. Hellie, Linfield president.

The new grant will provide $758,692 over a three-year period to support Linfield's efforts to recruit and retain Hispanic students as well as students from other groups underrepresented in Oregon's nursing workforce.

Of this total, $225,000 will be for student scholarships and stipends. Other funds will be used to continue building student support services, including the establishment of a comprehensive peer mentorship program. The grant will also provide resources for a targeted outreach program that includes workshops to help prepare nursing students improve their academic skills and learn how to apply for scholarships and other forms of financial aid.

The grant builds upon an initiative of the three-year nursing workforce diversity grant made by HRSA, which developed resources at the Linfield-Good Samaritan School of Nursing to support the academic success of students from educationally and economically disadvantaged backgrounds.

“Linfield is becoming a regional leader in diversifying the nursing workforce, and we are grateful for the support of HRSA in continuing this important trend,” Hellie said. “The first grant expressed confidence in our potential. This renewal recognizes achievement.”

Linfield compared to the best

Linfield College compares favorably with the best undergraduate colleges in the United States.

The Carnegie Foundation for the Advancement of Teaching has included Linfield as one of only six institutions in Oregon and Washington in its new classification, Baccalaureate Colleges – Arts and Sciences, grouping it with the top liberal arts colleges around the country.

Linfield is recognized by peers and outside organizations, including the Princeton Review, for the high quality of its academic programs. U.S. News & World Report’s rankings reflected the changes in the Carnegie classification and included Linfield in the national category of “Best Liberal Arts Colleges.” Linfield was ranked 122nd out of 266 colleges.

While there are legitimate concerns about the value of college “rankings,” we are pleased to be recognized as a liberal arts institution with a national presence,” President Thomas L. Hellie said.

Health concerns plague Linfield’s Old Oak

The Old Oak, one of the most recognized landmarks at Linfield College, is in decline.

Although the tree has been in poor health for years, a recent infestation by carpenter worms is adding to its distress. The insects are difficult to control, according to John Hall, senior director of facilities services.

In addition to the insects, a combination of age, summer irrigation, fertilization, mowing and continuous activities under the tree all contribute to the decline. Hall said the life span of a tree in an urban environment is generally cut in half.

Plans call for the installation of a decorative barrier surrounding the tree to protect people from falling limbs. New cables and a support pole will also be added to stabilize weakened branches. In addition, a series of light prunings is scheduled.

The Old Oak, thought to be 200-250 years old, is an Oregon White Oak, and measures 78 feet in height.

Much has been done to revitalize the failing oak. In 1990, the tree’s limbs were cabled together for support, and in 1995 consultants drilled holes and trimmed the root zone.

In 1994, Linfield launched the Oak Grove Restoration Project, which assessed each tree in the grove and sought to improve drainage, establish native grasses as ground cover and stop summer irrigation, fertilization and mowing.

The Old Oak will continue to be monitored for stability, said Hall, adding that trees can be stressed for decades before falling.

Alumni gifts will add new faculty chairs

Gifts from two alumni will allow Linfield College to add distinguished new faculty to the teaching ranks. Through both lifetime gifts and bequests, Elizabeth (Davidson) Glicksman ’32 and Philip Renshaw ’31 created endowed positions that will result in new faculty chairs at Linfield.

“The excellence of Linfield College is deeply rooted in the quality of our faculty, and their commitment to teaching,” President Thomas L. Hellie said in announcing the gifts. “Thanks to these new funds, totaling more than $3 million, we will add permanent faculty in key disciplines and bring recognized writers and scholars for shorter-term appointments in the liberal arts.”

The Morris and Elizabeth Glicksman endowment will be used initially to augment support from other donors to create new endowed permanent faculty positions. Mrs. Glicksman, a 1932 graduate with a degree in French, was a member of the Sigma Kappa Phi sorority. She and her husband were long time supporters of the college.

“Linfield is especially eager to expand its faculty in areas that focus on the Foundational Educational Principles recently adopted by the college – integrated learning, global and multicultural awareness, and experiential learning,” Hellie said.

Renshaw served on the Linfield College Board of Trustees from 1957 to 2005. He had been a generous donor to his alma mater throughout his lifetime and his gifts funded Renshaw Hall and an endowed scholarship. With proceeds from a series of charitable trusts created during his lifetime, and a bequest at his death, the college has created the Renshaw Distinguished Professorship of Literature and Writing. The visitorship is designed to bring distinguished writers and scholars to campus for readings and short residencies.

David Quamman and Tracy Kidder have presented public readings and worked with students at Linfield under the auspices of the Renshaw Visitorship.

The Renshaw Professorship is designed to bring to the college for an extended but finite period (generally an academic year or two) accomplished writers in a variety of liberal arts disciplines whose careers demonstrate and foster the critical thinking through the written word that Renshaw deemed the essence of a truly educated individual. An initial appointment is anticipated for 2008-09.

Joint program to aid students in completing bachelor’s degrees

Linfield College has joined forces with Portland Community College, Tillamook Bay Community College and Columbia Grove Community College to provide more educational opportunities for Oregon students.

The new partnership will help students attending the three community colleges complete a bachelor’s degree by providing for easier transfer between those institutions and the Linfield Portland Campus and Adult Degree Program.

The program is designed to improve access to support services and information, assist in designing education plans, increase curricular choices and help tailor students’ educational experiences to fit personal goals and preferences. In addition, financial aid can carry over to any of the schools involved, and student advising can be integrated among the programs.

Linfield Digest

Linfield Digest

Linfield Digest

Linfield Digest
Who was the first teacher at Linfield? There is no simple answer to this seemingly simple question. It really depends on how you define “the college.”

Oregon City College, founded by Baptists in 1849, is the predecessor of today’s institution and was led by Rev. George Chandler – who also happened to be the first president of The Baptist College at McMinnville, chartered by the Oregon Territory on Jan. 30, 1858.

The Reverends Ezra Fisher and Hezekiah Johnson and the Baptist Education Society organized Oregon City College and, later, the Baptist College at McMinnville. However, the McMinnville institution did not begin with the Baptists; it began in 1856 with the Christian Church. The first teacher in this school was none other than McMinnville co-founder Sebastian Adams. Along with William Newby, he platted the land where McMinnville now sits and persuaded brethren in the Christian Church to erect a large, square, wooden structure to serve as the new town’s school. Adams taught for at least half a year beginning in 1856.

Because the Christian Church had other preoccupations, Adams transferred the building and its few students to the Baptists, including the stipulation that the Baptists maintain at least one professor “who taught at the collegiate level.” Newby donated the surrounding land, allowing the Baptists to hire a “first” teacher of their own, prior to incorporation and prior to Chandler’s accepting the presidency. In 1857, John Wesley Johnson taught elementary Latin to the few preparatory students gathered in McMinnville on the site of the new college.

In 1858, Johnson quit his post, shipped south to cross the Isthmus of Panama, then sailed north to earn a college degree from Yale University. He returned as the third president (1864-67) of the Baptist College at McMinnville and played another significant role in Oregon higher education, serving as the first president of the University of Oregon (1876-1893). There, Johnson was described as “a classicist of the disciplinary school. He had always been a hard worker, who so completely mastered the Latin classics that he seldom had occasion to refer to the textbook when engaged in instruction. He was a driver in the classroom, with a contempt for shoddiness and laziness.”

It is a safe bet that he taught earlier in the same manner in McMinnville.

Presidents as teachers

While little teaching is required of today’s president, that was not the case in the college’s early years. In the post-pioneer days, later dubbed the “precarious period” by President Leonard Riley, the college took on the new name, McMinnville College (1898), and entered into a pattern where scant financial resources dictated that presidents were predominantly teachers.

Increasingly through the administrations of Mark Bailey (1873-1876), Harry Boarman (1896-1903) and A.M. Brumback (1903-1905), short staffing in the faculty ranks required the president to shoulder enormous teaching burdens.

Linfield at 150

Linfield’s faculty predecessors

Northup, Grover, Potter... those are names that live on at Linfield College as residence halls or academic buildings. But who were these people? And why were they designated by President Leonard Riley as his “greatest assets”? As we enter Linfield’s sesquicentennial year, Professor Marvin Henberg shares his insight into the rich history of those faculty who helped define the college. Learn about some of the most influential teachers whose names adorn academic buildings and residence halls and who established early on Linfield’s mission of Connecting Learning, Life, and Community.

Books tracing Linfield’s history


Each year, Boardman reported on his teaching for the previous fall, winter and spring quarters. In 1898, he reported the following teaching load to the board:

- **Homer:** 7 students for 13 weeks and 5 students for 13 weeks.
- **Beginning Greek:** 4 students for 13 weeks; 5 students for 13 weeks.
- **Xenophon:** 5 students for 13 weeks.
- **Demosthenes:** 2 students for 5 weeks.
- **Caesar:** 2 students for 39 weeks.
- **Beginning Latin:** 19 students for 13 weeks.
- **Vergil:** 10 students for 26 weeks.
- **Biblical Literature:** 8 students for 13 weeks.
- **N.T. Greek:** 5 students for 13 weeks.

With such a strangling load, Boardman convened a special meeting of the board in 1900 to plead for relief from the burdens of fund raising.

“I am not well adapted to the work,” he wrote. “Some other can be found, I am sure, who can do this work with far greater efficiency than I.”

The board agreed, and in 1902 Boardman taught 15 different courses in 15 different subjects for an average of 24 classroom hours a week.

Unfortunately, the trustees did not secure a person of “greater efficiency” to raise funds, and the college began issuing “warrants” in lieu of cash payments to faculty and staff. Boardman resigned in favor of Brumback, who had taught natural sciences at the college since 1896. Brumback had a passion for sport, playing center on and coaching the college’s first football team. While enormously popular with students, he was no more suited to stopping the fiscal wolf at the college’s door than was Boardman. In 1905 he left McMinnville to take a position at his alma mater, Denison College, in Ohio.

**Leonard Riley’s ‘greatest assets’**

Hired in a cliff-hanging search only weeks prior to a trustee meeting scheduled to close McMinnville College permanently, Rev. Leonard Riley began working immediately on the mandate “to pull the college out of the hole if you can.” Riley’s focus was on galvanizing the regional and national Baptist constituencies, on publicizing the college’s achievements, and on taking personal responsibility for eradicating a debt far larger than the college’s net assets. Although teaching was finally eliminated from the president’s responsibilities, after retiring 25 productive years later, he mentioned his three “greatest assets” in revitalizing the college were faculty members. A fourth must be added – the woman who provided the college with its new name.

The first faculty member Riley considered one of his great assets was the Rev. Emanuel Northup. A professor of Greek and mathematics and dean of faculty from 1888 until 1929, Northup had somewhat of a dubious beginning, confessing in later years that when he arrived in McMinnville, “I had never seen a more desolate looking place in my life.” It didn’t help that his salary of $650 a year was two-thirds that of his predecessor, A.W. Crawford, who resigned rather than accept the 1890s social club.

Leonard Riley’s ‘greatest assets’

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Presidents of Linfield College

1857-60  George C. Chandler
1864-67  John W. Johnson
1873     J. D. Robb
1873-76  Mark Bailey
1876-77  John E. Magers
1877-78  Ep Roberts
1878-81  J. G. Burchett
1881-87  E.C. Anderson
1887-96  Truman G. Browson
1896-1903 Harry L. Boardman
1903-05  A. M. Brumback
1905-06  Emanuel Northup (i)
1906-31  Leonard W. Riley
1931-32  William R. Frenich (i)
1932-38  Elam J. Anderson
1938-43  William G. Everson
1943-68  Harry L. Dillin
1968, 1974 Winthrop W. Dolan (i)
1968-74  Gordon C. Bjork
1974-75  Cornelius Siemens (i)
1975-92  Charles U. Walker
1992-2005 Vivian A. Bull
2005-06  Marvin Henberg (i)
2006-present Thomas L. Hellie

(i) = Interim

A group photo taken in 1890 that includes President Truman G. Browson, standing on the far left in the second row, and Emanuel Northup, seated in the fifth row, at left.
the same cut in pay. Northrup supplemented his small income by working nights as an actuary for Oregon Mutual Insurance Company and by teaching at Willamette.

Students described him as “a disciplinarian...often crusty in class, a man with a Calvinistic sense of self-denial and justice, hard on the indolent but gracious and helpful to the discouraged.” He taught long hours and served not only as dean but also as librarian and, under Riley, treasurer from 1906 to 1917. He was acting president of McMinnville College as well as mayor of McMinnville.

Isabel Grover, an 1896 alumna who as a student wrote the college’s first yearbook, followed him as president Northrup in 1905. She was a graduate of the New England Conservatory of Music and had a distinguished background in choral music and choral performance. She became dean of McMinnville College’s own conservatory and was as beloved in the community as in the college, conducting the McMinnville First Baptist Church choir long after her retirement in 1929.

While Francis Eleanor Ross Linfield is known for her defining contribution that secured the college’s future, she was also a teacher. Not only did she serve the college as dean of women from 1921 to 1928, but also served as “professor of practical ethics” and for five years taught a required freshman course titled “Practical Ethics.” The course disappeared from the catalog on her retirement.

Excellence in the sciences

Linfield’s long record of excellent science teaching and research can be traced to three early faculty members hired by Riley.

Carrie Casler Potter proved to be “a woman of spirit, charm, and [an] instructor of merit.” Hired by acting president Northrup in 1905, she was a graduate of the University of Nebraska. But in his story of persistence in doctoral research lies a key to educational excellence that has long defined science education at Linfield.

James A. Macnab, professor of biology and geology, took nearly 20 years to complete his Ph.D. at the University of Nebraska. But in his story of persistence in doctoral research lies a key to educational excellence that has long defined science education at Linfield.

Herschel Hewitt, professor of physics from 1921 to 1946, worked in the Silver Valley of Northern Idaho as a mining assayer before coming to Linfield. This experience infused his teaching with a practical, hands-on orientation that served well as a poor college where much laboratory equipment had to be built from scratch rather than purchased directly off the shelves.

The biology department of Linfield is one of the most interesting science departments reviewed in this study,” the study said. “Its brilliant achievement from 1928 to 1939 appears to be attributable almost solely to the unusual talent of its one faculty member and chairman, J.A. Macnab.”

Macnab’s spirit of inquiry figured prominently in two of his students who earned Ph.D.s and returned to follow in his footsteps. John Boling ’35 assumed the department chairmanship on Macnab’s departure in 1946, and Jane Claire Dirks-Edmunds ’37 took over Macnab’s research on Saddleback Mountain, publishing an extended study of the area, Not Just Trees, following her retirement in 1974.

In chemistry, excellence at Linfield was defined and established by Luther Taylor ’15 (1928-1956). As he began his teaching career, he found he had only one good piece of equipment on hand — and no budget to purchase supplies except in small quantities. When he was finally able to place his first order for chemicals in bulk, he celebrated by throwing a party, the inaugural “Wednesday teas,” with the beverage served from a chemical flask, a ritual that continued until Taylor’s retirement.

Those were the days before the Occupational Health and Safety Administration began poking into laboratory practices.

Further directions

Excellence in the sciences set the stage for Walter Dyke’s ’38 founding of the Linfield Research Institute in the post-war era. Other innovators in business, athletics and professional studies expanded the curriculum in new directions. In the next issue of Linfield Magazine, we will explore how learning at Linfield extended into the community, a process that included acquisition of the nursing program at Good Samaritan Hospital in Portland.

– Marvin Henberg

In search of Linfield’s history

It took Marvin Henberg 16 months of reading thousands of pages of student newspapers, board minutes, press clippings, catalogs and bulletins, and sorting through hundreds of historic photos to write Inspired Pragmatism: An Illustrated History of Linfield College.

Much of Henberg’s research stemmed from earlier work he tackled during 11 years he served as dean of faculty and vice president for academic affairs. He also served as interim president at Linfield during 2005-06.

The result is a richly illustrated volume that, through photos and stories, traces the history of Linfield College from its origins to the eve of its sesquicentennial celebration on Jan. 30, 2008. The book will be released in November, and Henberg will discuss the writing of the book during homecoming Friday, Oct. 19, and at a special reading Thursday, Dec. 6, in Nicholson Library. The book is available through the Linfield Bookstore. To order go to http://www.linfield.edu/inspired pragmatism.

The articles in this and the next two issues of Linfield Magazine contain material not included in the book, yet still significant in the life of the college.

“My appreciation for the founders and for thousands of individuals who dedicated their lives to the college over the years has been deepened,” Henberg said.
The Linfield College senior swallows a bite of yogurt and flashes a smile at an acquaintance in O’Riley’s café. She admits she loves to sleep — 10 hours a night — and watches junk TV.

Despite bouts of homesickness and financial stress, Dendere blossomed. Political science professor Dawn Nowacki, whose research projects Dendere has worked on, witnessed a transformation from “this kind of tentative, confused and really lonely person when she got here. She has come so far in her intellectual development and had these incredible experiences.

One of those was Dendere’s internship last summer at the Carter Center in Atlanta, Ga. She researched four nations: Palestine, Sierra Leone, Zimbabwe and Ghana, and the African Union, for the Center’s democracy program, which includes elections monitoring.

“I met people who talked about things I love to talk about — international relations and politics. We had intense conversations,” Dendere says.

And yes, she met former President Jimmy Carter. She visited his home in Plains, Ga., and also met wife Rosalynn, whom she describes as surprisingly funny.

Dendere was one of two interns, out of 32 in the program, chosen to make a presentation before the Center’s Board of Trustees. Later, during a photo session, Carter pointed her out, declaring: “She’s going to be a president someday.”

“I wouldn’t put it past her,” Nowacki says. “I remember thinking, when Chipo first told me, in our very first conversation, that she wanted to be president of Zimbabwe, that this was unrealistic and somewhat arrogant, and that perhaps she was not serious. She assured me that she was quite serious, and over the course of the next year, as I got to know her and observe her talents, I could see that this goal is actually quite realistic and attainable for her. I told her I want to be part of her government.”

Dendere has a more modest goal as student leader: “I want to get students on campus involved and really knowing what’s going on.” She also wants to increase the visibility of student government.

As for her future, Dendere is applying to graduate schools, hoping to pursue a Ph.D. in comparative politics. Roommate Sharon Tan ’07 admires Dendere’s tenaciousness. “Chipo proves anything is possible if we are determined enough,” she says.

“Chipo proves anything is possible if we are determined enough,” she says.

Adds Nowacki, “Working with someone like Chipo is what makes it worthwhile to be a professor. Such students keep us going!”

— Beth Rogers Thompson

You might say that Gabriel Del Rayo ’08 is straddling two different worlds.

Whether he’s encouraging players on the soccer field or dispensing advice, counsel and sometimes punishment through the juvenile justice system, Del Rayo is serving local youth.

Schooled between classes to complete his business major and Spanish minor at Linfield and his work as an assistant soccer coach at McMinnville High School, Del Rayo also finds time to work as a juvenile probation assistant in the Yamhill County Juvenile Department.

He began as a translator assisting with local Latino youths who found themselves on the wrong side of the law. As his responsibilities increased, the job evolved into an internship for credit at Linfield. He spent last summer working full time under the supervision of Dana Carelle, probation officer.

Del Rayo’s duties include talking to parents, filing paperwork, conducting probation visits, taking young people to court and treatment programs, and administering drug tests. He’s even learned how to present in court, which he calls “nerve-wracking.” In some cases, he has had to help cuff kids and take them back to detention. The crimes range from misdemeanors to felonies and may include criminal mischief, harassment and sex abuse; the majority are drug related.

The work has been both rewarding and eye-opening.

“The interesting thing is that there is nothing normal about this work,” said Del Rayo, whose own strong family and parental support kept him out of trouble. “You can make a difference with some of these kids. You have patience. Sometimes it takes a couple of years to see any progress, but it’s rewarding when you hear about a kid who is going to college, playing sports or getting good grades.”

He may be the perfect role model for young people who have few examples to emulate, said Carelle, his supervisor at the juvenile department.

“Chibi is a young Hispanic male in college and that’s a good role model,” she said. “He has a genuine compassion for people, and I think he wants the best for these kids. He’s learned a little bit about life and the struggles other some people face. He’s learned how to draw a line and hold kids accountable for their behavior and accountable for the court’s expectation.”

Playing and coaching soccer — at McMinnville High or in Joe Dancer Park — gives Del Rayo the opportunity to interact with young people in the community, some of whom are at risk to make poor choices.

“I can be a role model for them and I want them to see that it is possible to go to college,” he said. “I tell them if I can play soccer and I can go to college, so can they.”

The toughest part of the job is not the young people, but their parents, Del Rayo said.

“They are the most frustrating to work with, either because they are in trouble themselves or because they haven’t raised their kids right,” he said. “Some of these kids are really needy and all they want is someone normal!”

Although he’s not sure of his plans after he graduates in May, Del Rayo is considering working in the juvenile corrections field, at least for a while. But he also wants to pursue the opportunities his business degree will offer.

“They have given me a great opportunity in the juvenile department and I’m grateful for that,” Del Rayo said. “Even if I don’t go into this field long term, I’m getting some good training at how to deal with difficult people.”

— Mardi Mileham
“Space,” I heard myself saying. “To understand western American literature, you have to get your head around space.”

Teaching as a Fulbright fellow in Bayreuth, Germany, I was looking out at the 35 students who had signed up for Western Dreams, Western Landscapes. We were discussing Wallace Stegner’s Angle of Repose, a novel based on the papers of Mary Hallock Foote. I wasn’t sure my students understood how geographically isolated the protagonist was: I wasn’t sure they understood the expanse of the American West. Set in the late 19th century, Stegner’s novel traces the life of East Coast artist and intellectual Susan Burley, a character who – like the historical Foote – corresponds with and publishes alongside some of the brightest lights of her day: William Dean Howells, Samuel Clemens, Henry James. Married to a mining engineer, Susan finds herself not in the Northeast – the center of American intellectual, artistic and publishing life – but in the remote West. Her husband’s profession takes them from lonesome western town to lonesome western town following the boom and bust reality of the 19th century West. I wasn’t sure my students understood how isolated Susan felt – how removed she was from her country’s artistic and intellectual center. They weren’t all German; there were some Italians, Spaniards, a couple of Turks and even a couple of Chinese. But without exception, all had lived only in places that by western standards had a high density population. If I were teaching Stegner in Oregon, most of my Linfield students would know about space, not just intellectually but viscerally. They would know what it’s like to drive from La Grande to Ontario. They would have hiked in the eastern Cascades, Wallowas or Steens and looked out across the empty sage and juniper of eastern Oregon. They would know what it’s like to be a Fulbright Fellow at the University of Bayreuth. Bicycling was their primary mode of transportation, along with trains and buses, and the experience was an educational opportunity for the entire family.

Exploring culture, meaning of space

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Committed to the environment

Nancy Broshot

Dr. Nancy Broshot, left, measures a sapling in Portland’s Forest Park with help from Tanya Helm ’08, right. Broshot’s ongoing commitment to students and research has earned her the Edith Green Distinguished Professorship. The award is made annually to a Linfield faculty member who has demonstrated outstanding performance in teaching and related faculty roles.

Her friends call her a tree hugger, and that’s fine with Nancy Broshot, associate professor of biology at Linfield College.

“You have to hug them in order to measure them,” she said with a laugh.

Broshot, chair of Linfield’s health sciences program and this year’s Edith Green Distinguished Professor, has been measuring trees in Portland’s Forest Park since 1993, when she began a comprehensive research project to study the effects of urbanization upon a naturally forested area.

Established in 1948, Forest Park covers 5,090 acres and is the largest wooded park within city limits in the United States. Broshot found it to be the perfect setting for her research.

“It allows me to look at one contiguous forest area and there are parts of it right next to downtown Portland and other parts that are still pretty remote,” she said.

In 1993, Broshot chose 25 sites, scattered throughout the park, to measure the plant and bird communities. One site lies adjacent to the Pittock Mansion parking lot, while other sites are farther from the urban area. She returned to re-measure the 25 sites in 2003.

“The research I did in 1993 showed there were differences between the city and the far end,” said Broshot, a Friends of Forest Park board member for 12 years. “One of the things I found most alarming is I didn’t see many young trees coming up in the forest. That has been magnified with the second set of data in 2003. Seedlings and saplings present in 1993 are gone, and many of the larger trees are dying.”

To find out why, Broshot, in conjunction with Portland Parks and Recreation, planted several hundred western red cedar saplings in the park in 2004. Last summer, Tanya Helm ’08, Katelyn Selzer ’08 and Robin Walker ’08 worked with Broshot to monitor growth. They took soil measurements and samples, measured saplings and collected seeds. Back in the lab, they analyzed the seeds and soil to gain clues about the saplings’ decline.

So far, they have learned that deer and elk are grazing some branches, but they do not appear to be responsible for tree death. They are trying to find out whether lack of moisture, pollution or soil changes are to blame.

At the heart of Broshot’s work is her passion for working with students.

“I like connecting with the students and I love turning students on to the research process,” she said.

Students call Broshot knowledgeable, patient and accessible.

“She’s engaging and she knows her stuff,” said Helm, a health sciences major who hopes to pursue medical school. “She’s not one to just hand you an answer. She makes you go through the possibilities, find the answers for yourself and become more reliant on your own critical thinking skills.”

“Microbiology is not my strong point, but she made it very easy to understand,” added Walker, a nursing major.

At Linfield since 1984, Broshot maintains a passionate, environmental ethic as a scholar and educator, according to Barbara Seidman, dean of faculty.

“Her ongoing research in urban natural environments like Portland’s Forest Park is a model of the reach of academic inquiry beyond the campus itself and into the life of the community encompassing it,” Seidman said. Looking ahead, Broshot already knows where she’ll be during the summer of 2013.

“I’ll be in the woods measuring all my trees and counting birds again,” she said. – Laura Davis

Sharing his knowledge with Africa’s students

As a young boy growing up in Ghana, Martin Dwomoh-Tweneboah always knew he’d go to college, thanks to the encouragement of his father. Now he’s helping other Africans achieve a quality education as well.

Dwomoh-Tweneboah, chair of the Linfield College Computing Science Department, has spent the past three summers bringing technology to Africa University, the first private institution of higher education in Zimbabwe.

First, he helped the institution establish a computer science department and develop a curriculum. Then, he designed and implemented a campus-wide computer network, installing state-of-the-art fiber optic cables and “smart” classrooms, saving the university hundreds of thousands of dollars.

“As an African, I feel that sense of responsibility to help improve the educational system on the continent,” Dwomoh-Tweneboah said. “That will be my contribution to help improve the lives of the younger generation to bring about peace and prosperity.”

Thanks to his efforts, 30 students are now in their second year of computer science study at Africa University, according to Rukudzo Joseph Murapa, vice chancellor of Africa University.

“Africa University has one of the best campus networks in Southern Africa,” Murapa said. “Students and staff will now be able to collaborate with colleagues around the world.”

Dwomoh-Tweneboah has brought extraordinary assets to the African continent, said Vivian Bull, Linfield president emerita. Bull, a former trustee of Africa University, is associated with the General Board of Higher Education of the United Methodist Church, which is supporting the work.

“He’s African, and the African people respond to him,” she said. “He’s a hands-on person and he has brought a wonderful work ethic to the people. There’s nothing he won’t do.”

Dwomoh-Tweneboah works side by side with staff and students, teaching them about the equipment. He said his work in Africa is a way to put into action Linfield’s mission. Connecting Learning, Life, and Community, while modeling service to Linfield students.

“I talk with my students about the project,” he said, “and they learn how technology is important in the lives of others outside the U.S.”

Now, as part of the assessment team for the

Martin Dwomoh-Tweneboah, associate professor of computer science, helps to install a satellite dish on the roof of a learning center in Mozambique. Due to lack of infrastructure, African universities can accommodate only 5 percent of eligible students.

Methodist Global Educational Foundation Initiative, Dwomoh-Tweneboah is helping to expand Africa University through distance learning at satellite campuses. He and Bull have conducted feasibility studies for future sites in Congo, Angola, Nigeria, Ivory Coast, Liberia and Sierra Leone.

In July he hooked up a center in Mozambique, which will transmit courses in Portuguese from a Methodist university in Brazil via Africa University. In typical fashion, Dwomoh-Tweneboah rolled up his sleeves to knock down walls, build new partitions, run wiring, install a satellite dish, lay carpet, put together desks, paint and more.

“I do the work with them to show them that they can do it themselves,” Dwomoh-Tweneboah said. “That sense of ownership, participation and control is what I want to impart to them.” – Laura Davis
Major facelift set for Northup Hall

Imagine a center that combines the liberal arts, professional studies and experiential learning with opportunities that spread far beyond the confines of the college setting.

Imagine a hall that houses diverse academic departments and invites conversation and collaboration among students and faculty. Imagine a class that could house interactive classrooms that will meet the 21st century educational needs for business students as well as other departments. Gathering areas for students and faculty will foster a sense of shared purpose and interdepartmental conversations.

The Linfield Center for Regional Studies will enhance undergraduate education by developing partnerships with business, public agencies and non-profits to provide opportunities for training, research and service learning. The center's goal is to establish long-term experiential learning practices with students that focus on local, regional and global intersections with the Pacific Northwest.

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Fund raising for the $11 million project is under way as a focus of the college's sesquicentennial.
Kate Franklin ’09: studying her sport

Sports: Soccer and track and field
Hometown: Gresham
Major: Exercise science
Career goals: “I’d like to go into sports research or attend grad school. I like studying athletes and figuring out how to make them faster, stronger and quicker.”

Academic interests: “I’ve competed in sports my whole life because I love it so much. I’ve taken anatomy and exercise physiology, and learning how the body works when you’re out on the field really interests me. It’s cool that you can manipulate your body to do better, or worse for that matter.”

Her coaches, Garry Killgore and Melanie Langley: “They make sports enjoyable. Melanie and Garry are really good people that I respect and look up to.”

Being an athlete: “It has kept me on track in school. I’ve found that when I’m playing soccer and track it keeps me from procrastinating. I know I have to get my homework done because I won’t have time later. It’s definitely helped my time management skills.”

On choosing Linfield: “At Linfield the professors are understanding about sports life, and vice versa with the coaches. They accommodate you if you’re going to be late to practice because of an academic priority. That really drew me to Linfield. And when I walked on campus it just felt like home.”

Favorite professors: “All of them, but the exercise science professors in particular, like Garry Killgore, Janet Peterson and Sarah Coste. I also really like Lex Runcman, who was my IQS professor. He is a cool guy who promoted outside-of-the-box thinking, which I appreciated.”

Will miss: “Linfield’s tight-knit community where you can walk down the street and say hi to 20 different people.”

Internships: “I’m working on a firefighter fitness program with Janet Peterson.”

Soccer achievements: Co-captain during 2007 season. In 2005, her club soccer team won the state tournament. Leading scorer on high school team.

Track and field achievements: In 2007, she placed third in the 800 and third in the 4x4 in conference and was named West Region Indoor Track Athlete of the Year.

10 to be inducted into Hall of Fame

The Linfield Athletics Hall of Fame will induct 10 individuals on Saturday, Nov. 10, at 6 p.m. in Ted Wilson Gymnasium. The Athletes of Hall of Fame was established in 1998 to honor outstanding former athletes, coaches, staff and contributors.

Inductees include:

Brett Bailey ’82, football and baseball, and a three-time all-league selection and two-time most valuable baseball player;
Jay Buse ’75, a second team NAIA All-American in 1974 and considered one of the most dominating defensive linemen in football program history;
Dave Craven ’88, basketball all-star and the fourth-leading scorer in history;
Dave Freudschiub ’82, track and field sprinter who holds the school record in the 100-meter dash;
Doug Hire ’87, All-American offensive lineman on two national championship teams;
Susan Holon ’84, volleyball All-American who helped lead the Wildcats to a national runner-up finish in the AIAW in 1981;
Jim Massey ’72, who holds four top-10 rushing records and played professional football;
Jack Ostlund ’69, a four-year starter on the defensive line who was drafted by the Dallas Cowboys in 1967;
Steve Reimann ’88, a three-time all-conference football defensive end and two-time NAIA All-Americans;
Don Rutschman ’76, baseball pitcher and football receiver.

More than 200 alumni, friends pay tribute to Durham

Paul Durham ’36, legendary former Linfield College football coach, died June 22 at his home in Honolulu, Hawaii. He was 93.

More than 200 former players, friends and family attended a memorial service on July 2 in the Ted Wilson Gymnasium at Linfield. Durham coached, taught and built the athletics program at Linfield for 20 years before becoming athletic director at the University of Hawaii. As Linfield’s head football coach, he compiled a record of 122 victories, 51 defeats and 10 ties for a .694 winning percentage. He led the Wildcats to six Northwest Conference championships and was named West Region Indoor Track Athlete of the Year.

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The natural grass infield at Roy Helser Field has been replaced with FieldTurf, an all-weather surface. Linfield College baseball players will now be able to log more hours on the practice and playing field during rainy weather.

Stadium gets new field turf

The grass is a little greener – and more durable – for Linfield College baseball players this year. Over the summer, the natural grass infield at Roy Helser Field was replaced with FieldTurf, an all-weather surface already in use on the Linfield football field. The privately-funded project cost $300,000.

In addition to the infield, both bullpen areas also feature the FieldTurf surface. The pitching mound remains natural dirt and the outfield retains its natural grass surface.

The Linfield baseball program, with both varsity and junior varsity squads, benefits by being able to practice and play on Helser Field at any time. “We’re excited about the new FieldTurf for a number of reasons,” said Scott Brosius ’02, head baseball coach. “It gives us the ability to play games and practice outside more efficiently through the wet spring because the turf will tolerate so much rain. From a recruitment standpoint, when a student comes to look at the facilities, they’ll continue to see a top-notch field to play on.”

Brosius said the new surface will enable Linfield to host a variety of events, such as baseball camps, American Legion tournaments and other activities. Maintenance costs are expected to drop since the infield will not need to be mowed, watered or fertilized.

Sho Shortstop David Bachofner ’08 said the project demonstrates Linfield’s dedication to the baseball program and commitment to excellence in athletics. As a senior finance major, he’s only sorry he won’t have more time to enjoy the new turf.

“The turf will eliminate bad hops.”

Helser Field, named for Linfield’s former athletic director and baseball and basketball coach Roy Helser, has been in use since 1971.

“Our facilities have always been some of the best in the Northwest, regardless of school size,” Brosius said. “We’ll be the only baseball team in the Northwest Conference this year with FieldTurf.”

A complete renovation of the batting cages, expected to be dedicated in honor of recently retired coach Scott Carnahan ’73, is planned for mid-October following completion of the fall practice schedule.
Ireland, Scotland alumni tour  
**June 14-27**
Join Linfield alumni and explore the history, culture and scenic wonders of Ireland and Scotland. Travelers will experience the rugged natural beauty of Donegal and Glenveagh National Park and see the Giant’s Causeway, formed by ancient volcanic eruptions along the northeast coast of Ireland. Other sites include Dublin, Bundoran, Derry, Belfast, Edinburgh, Oban and Drymen. For more information, go to:

www.linfield.edu/alumni/travel

And the survey says...

“Big hair,” food fights in Dillin and mannequins in the residence halls. Those are just three memories of the many shared by alumni who completed brief surveys about life at Linfield during their college years.

Surveys are included in E-Cat, Linfield’s online alumni newsletter. Results from previous surveys on faculty, food, clothing and shelter, and athletics can be found on the Linfield alumni community pages at www.alumnicomunity.linfield.edu. Responses include favorite professors, coaches, hangouts and memories. The most recent results centered on athletics.

One 1990 alumna recalled the 1989 football game against Pacific as being her most memorable athletic moment.

“"One of their players stepped off the sidelines to tackle the Linfield player about to make a touchdown,” she wrote. “The crowd went berserk and the whole thing showed up on ESPN that night. Thankfully, Linfield won.”

Others shared advice for student athletes: “Work hard and don’t take it for granted,” and “Manage your time well. Drink lots of water.”

Tom Shipley ’67 advised students, “When you are making decisions, make sure that your mother will be proud of you.”

Survey results have proven useful to Jackson Miller, associate professor of communication arts, and students as they create an oral ethnography of Linfield’s history. The project is part of Linfield’s sesquicentennial celebration.

And the survey says...

We couldn’t do it without you. Thank you Linfield volunteers

Hundreds of alumni and friends around the country contribute their time and their talents to enhance Linfield in the following areas:

Alumni Leadership Council, Board of Trustees, Campaign Committee, Business Advisory Council, Recruit a Wildcat, college fairs, spring open house, Competitive Scholarship Day, alumni gatherings, reunion committees, Career Mentor Day, Life After Linfield dinners, volunteer statisticians, assistant coaches, orientation, homecoming, mailings, clerical tasks, classroom presentations and more.

Find your own volunteer niche at:

www.linfield.edu/alumni/volunteer.php

Linfield alumni plan night at ‘Avenue Q’

Join other alumni and friends for Avenue Q, the 2004 Tony Award winner for best musical, best score and best book, on Sunday, June 29, at 6:30 p.m. in Keller Auditorium in Portland. Called one of the funniest shows you’ll ever see by Entertainment Weekly, Avenue Q features a cast of people and puppets who tell the story in a smart, hilarious way. Cost is $46 for center first balcony seats. Join us to get this special group rate. The show is not recommended for those under the age of 13.

For more information:
Several Theta Chi brothers from McMinnville joined the Linfield legacy. Several Theta Chi brothers from McMinnville joined the Linfield legacy. Several Theta Chi brothers from McMinnville joined the Linfield legacy. Several Theta Chi brothers from McMinnville joined the Linfield legacy.

Add your name to a brick in Linfield's Sesquicentennial Plaza. 4x8 brick $150, 8x8 brick $1,500.

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Eight Linfield alumni joined a medical surgical mission to Antigua, Guatemala last spring. The volunteers were part of a team of 27 that provided medical care for the native and indigenous people from the surrounding area. During their eight-day trip, the group performed 84 surgeries, extracted 170 teeth, and provided spiritual and emotional support for the patients and their families.

Linfield volunteers, pictured here in an Orcas Sociales del Sabana Pedro surgery suite, include from left, Amie Floy ’98, Jody (Jandee) Hubbard ’63, Brenda (Cold) Schaller ’92, John Hubbard ’62, Jimal Davis ’05, Andrew Sampa ’07, [P] Blodgett ’97 and Daytona Christian ’07.

Guatemalan medical mission unites eight Linfield alumni

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Research results in 140 U.S. patents for chemist

Bruce Welch ’67 discovered just the career for his inventive personality. Although now retired, Welch is the inventor or co-inventor on nearly 140 United States patents. In addition, many patents related to those on which Welch has been issued in other countries. During his 31-year career at the Research Center in Ballardville, a subsidiary of Phillips Petroleum Company, Welch developed a process to produce resins commonly found in products such as large plastic containers, kayaks and more. He also developed a catalyst used in the production of a process to pyrolyze, a process used in refineries around the world. His work in German science at the University of Bayreuth led to the invention of a polyethylene resin, m-PCT, now sold by Chevron Phillips.

“I hope that the results of my research, in some small way, have advanced man’s ability to use chemistry to enhance life and will have a positive effect on generations to come,” Welch said.

Bruce Welch ’67 and Development and Technology Manager at Phillips Petroleum Company, Chemical Company and ConocoPhillips.

To recognize his efforts, his photo sculpted in glass resided in the ConocoPhillips headquarters.

Welch credits his success, in part, to Hayden Pitman, former Linfield physics professor, and his explorations as a student.

“It was always exciting to go into the lab in the morning knowing that maybe tomorrow might be the day that Mother Nature would let me on one of her many secrets,” he said.

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An evening at Evergreen IMAX

Nicely 200 alumni and friends attended a special President’s Circle reception and dinner at the Evergreen Aviation and Space Museum IMAX 3D Theater in McMinnville. Among those attending were, clockwise from top right, Aaron Larsen ’08 and Kellanne Henry ’83, Donna Woolley, trustee, and Mary (Bates) Anderson ’70; Susan Grimes Award recipient of the Lloydena Center in Washington, D.C. Myrna Butler GSH ’63, Myrna Butler GSH ’63, and Mr. & Mrs. Robert ’77 Butler, an independent nurse consultant for Achieve-Mentors Inc. and Sturgiscount Medical, has displayed commitment to education during her nursing career. She has 43 years of progressive clinical and administration experience in nearly all phases of nursing. She has worked in several hospitals including Good Samaritan Hospital and Albany General Hospital as well as with several doctors and participated in an outreach program in Guatemala in May 2003.

Butler has been a mentor and teacher for countless nurses throughout her career. She taught principles of peri-operative nursing and developed curricula in that area. She has authored and presented numerous articles and papers and was a contributing author to Alexander’s Care of the Patient in Surgery. She has received many honors and awards for her work.

Timothy Baker ’88 of Portland, July 5.
Nick Edward Reed ’99 of Sandy, April 28.

Friends and family
Jim Gallagher, former assistant football coach, July 19.

Laurel Davis

Singing her way across the country

Some might say Jazmin Gorsline ’99 has multiple personalities… and all of them love to sing.

Gorsline has played Lili in Carnival, Laurey in Oklahoma, Julie in Carousel and Luisa in The Fantasticks. Now as Eliza Doolittle, her persona has expanded yet again.

Gorsline is the understudy for the lead role in My Fair Lady, the legendary musical currently presented by the National Theatre of Great Britain. She is also performing in the ensemble, and by June, when the 10-month U.S. tour is complete, she will have performed the show 328 times in 20 states.

“It is the most challenging and rewarding role I have ever prepared for, with the different dialects and transformation Eliza makes from the beginning to the end of the show,” she said. “Everyone thinks of this show as a story of Henry Higgins turning a flower girl into a lady, but in reality the true story is how she changes Henry Higgins’ life. It is written so well and there is so much you can do with the role.”

For Gorsline, who set her sights on a career in opera as a child, the experience is a dream come true. Linfield reinforced her vision, providing Gorsline with vocal training that has prepared her well for her career. She said Gwen Leonard, professor of music, was instrumental in laying her technical music foundation.

“The entire music department provided such a welcoming environment in which to learn and grow and explore,” she said. “Now when I’m up there performing, the musical aspects and singing aren’t something I have to think about. I prepare, but then I rely on instinct and training.”

As a Linfield student, Gorsline appeared in Opera Workshop scenes from The Medium and Die Fledermäus, and earned a master’s from the Eastman School of Music in New York, auditioning for musical theatre productions between studies.

“I began to realize that it was possible to have a career in musical theatre and that was what would make me the happiest,” she said.

Gorsline has performed steadily over the past few years. Her big break came this year, when she was cast as the standby for the lead role of Lili in Carnival, Gorsline’s all-time favorite show. At The Kennedy Center in Washington, D.C., My Fair Lady followed.

Jazmin Gorsline ’99, right, performs in the ensemble to “I Could have Danced All Night” during a production of lerner & Loewe’s My Fair Lady. Also pictured, from left, are Dana Delias and Lisa O’Haire.

Leonard is not surprised by Gorsline’s success. She said Gorsline performed graduate-level repertoire in her senior recital, a result of her self-motivation and creativity.

“When Jazmin sings, there’s something unique about her tone that makes people listen,” Leonard said. “In terms of her intellect and talent, she was an outstanding singer, always interested in making what she was doing better.”

Although the tour of My Fair Lady is just getting started, Gorsline welcomes the exhausting activity and the exhilaration ahead.

“I think my favorite part will be exploring the different cities and seeing how different audiences respond to the show each night,” she said. “So far, audiences have been wonderful, and I’m very excited to see what lies ahead.”

~ Laura Davis
Inspired Pragmatism
An Illustrated History of Linfield College

Marvin Henberg

Edited and Afterword by
Barbara Kitt Seidman

Richly illustrated and written by Marvin Henberg, former dean and interim president, this new book celebrates the sesquicentennial of Linfield College.

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