New life leads to Linfield

Viktoria Putintsev ’05, editor-in-chief of The Linfield Review, became involved with journalism by accident, after inadvertently signing up for newspaper class instead of yearbook at Dallas High School.

One cold March morning, 6-year-old Viktoria Putintsev ’05 left as she knew it behind.

It was 1989, and as the Soviet Union collapsed around them, Putintsev and her family left their home in Ukraine in search of a better life. They immigrated to the United States, settling in a Russian community in Lebanon.

“I remember going to school and people’s mouths were moving but I didn’t know what they were saying,” said Putintsev of Dallas, whose sister, Julia ’06, was also born in Ukraine. “I had no idea what was going on.”

Now, 16 years later, Putintsev has flourished as a mass communication honors student and editor-in-chief of The Linfield Review. She’s built strong relationships with a number of Linfield professors such as Lingle, who is her advisor and The Linfield Review advisor.

“I feel free to come talk to him whenever, and that was one of the things I was hoping for when I chose Linfield,” she said. “Not only does he know my name, he knows most everything about me.”

During her years at Linfield, Putintsev has developed a strong interest in social work, particularly in Latin American countries, and she has traveled to Costa Rica, Cuba, Spain and, in January, Russia. She’s fluent in Spanish, and can understand Russian.

Last spring, Putintsev and her family returned to Ukraine for the first time in 15 years. She visited the house where she lived, and where her aunt and grandmother still reside. The crowded city and muddy streets were a stark contrast to the idyllic memories of her childhood.

“It was another experience in my appreciation for coming back to Linfield and realizing, had my parents stayed there, what different lives we would have had,” she said. “I can’t believe my life turned out this way. Some days I walk through the campus and think, ‘I can’t believe I’m here.’ I thank God that I got this far and I’m grateful to Linfield. I hope one day I can give back.”

— Lanna Davis

Putintsev, named Oregon High School Journalist of the Year in 2001, joined the Review staff as a freshman reporter and worked her way up the ranks to the top position this year. The journey has bolstered her self-confidence.

“I truly believe I can do anything,” she said. “I used to be shy and timid, and journalism has really smashed all that. I can talk to anybody about anything, and I don’t have a fear of much.”

As a sophomore, Putintsev was the youngest of 12 Oregon students to earn a prestigious Charles Snowden Internship, and she spent 10 weeks at The Tri-County News in Junction City. Stints at the Polk County Democrat Observer and the Grants Pass Daily Courier strengthened her journalistic skills as well.

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Inside Linfield Magazine

Linfield has long been known for its strong international focus, with over 50 percent of our graduates studying abroad at some time. This issue focuses on international education, its benefits and its importance for greater global understanding. The experiences are varied and range from students working at an orphanage in Mexico and traveling back in time in London during a January term class, to the dialogue shared between community members and a visiting Islamic scholar. These are a fraction of the stories our students and faculty could tell but all share one theme — international education has the power to change lives, both here and abroad. We hope to share more stories with you in the future.

— Merdi Milesen

On the cover:
Front: Alex Kirk ’05 set up this photo of himself with children in Ghana during a January term class in 2004.
Back: The Wildcats pose in front of the scoreboard following their 28-21 championship win in Salem, Va. (Sol Rebellin photo)
Diverse cultures enrich life

My life has been richer for having known so many people around the world. I have lived as a member of a minority in the world of Islam and the Jewish community in Israel. I have studied, traveled, and taught in Europe. I am working with students at Africa University from 21 African countries, with 26 tribal languages. And it all began on that street in northern Michigan.

Fewer American children nowadays grow up amid the kind of diversity that my childhood playmates and I took for granted. This makes it all the more important for them to be exposed to diversity later on and to learn to value it. We are living in a diverse world and it is imperative that we encourage our students to learn and explore other cultures and other cultures. We need to help them appreciate the importance of living and learning in a multicultural environment.

If we can teach our students those lessons, they in turn can help others view the color of one's skin, the accent in one's voice, the religious practices of one's parents, and the native languages, and the turn can help others view the color of one's skin, the religious practices of one's parents, and the native languages, and the way of life that is becoming a part of our everyday lives.

This issue of Linfield Magazine highlights the experiences of some of today's Linfield students as they encountered diversity in the college's international programs. The experiences themselves are diverse, as are the programs that made them possible and the greatly expanded number of countries students can now visit as part of their Linfield education. As varied as the experiences are, they all share a common denominator: the transformational effect they have had on the way these young people see the world, and sometimes themselves.

— Vivian A. Bull

President Vivian A. Bull learning the pipe, a Chinese lute, at Wenzhou University

Shelly Lipkin ’05 made a few good friends as he penned his recent award-winning play.

Lipkin, of Lake Oswego, earned a 2004 Oregon Book Award for Vitriol and Violets, a play he co-authored with Van Tran and Sherry Lamoreaux.

“You kind of live it,” said Lipkin, of the story. “The characters become your best friends, in a way.”

Lipkin said he returned to school “for my soul. I wanted to have a degree,” and found a good fit with Linfield’s flexible schedule, weekend classes and top-notch faculty.

“I’d heard great things about Linfield,” he said. “I’ve been able to fit it into my schedule. That’s the best thing about it. It’s a great tool for people trying to do two things at once.”

Barbara Drake, professor of English, remembers teaching Lipkin during a creative nonfiction workshop.

“He was this guy who could act and write and had all kinds of theatrical experience,” Drake said. “He had such a knack for making his stories come alive. When he gave a reading in class it was a performance, often a very funny one. He really knows how to use voice, on and off the page.”

— Laura Davis

Shelly Lipkin ’05

Vitriol and Violets is set in the 1920s at Manhattan’s Algonquin Hotel, where a group of writers – future Pulitzer Prize and Academy Award winners – gathered each day for lunch. The group, known as the Algonquin Round Table, included writers like Dorothy Parker, Alexander Woollcott, Robert Benchley, Edna Ferber, Harold Ross and Harpo Marx. They played poker and extreme croquet, and even bought a vacation island together.

“There were wild people who had lunch together every day in the Algonquin Hotel,” said Lipkin, who also co-produced and acted in the play. “At the time, none of them were famous. They were broke, the Algonquin was a pit, but they were brilliant writers. This was the beginning of Broadway.”

It took a year to write the play, which initially opened in 2002. Editing from early performances resulted in the current version.

Lipkin, who is working toward a humanities degree through Linfield’s Adult Degree Program, recently finished writing a second play, Sylver Beach’s [sic], which has doubled as his Linfield senior thesis. He is now writing a third play, a comedy, focusing on how a man deals with his brother’s suicide.

“Literature has to entertain people, hold their interest and capture their imagination,” he said. “That’s what I think of when I write.”

With Vitriol finished, another play newly completed and a third in the works, Lipkin is making his mark as a playwright. He has been involved in theater since age 20, when he took to the stage as a student at the College of Marin and the.

Shelly Lipkin ’05, left, as Robert Benchley and Jane Ferguson as Dorothy Parker in a scene from the award-winning play Vitriol and Violets, which she co-authored.
Day’s photo featured on postal stamp

A McMinnville photo taken by John Day, Linfield professor emeritus of physics, is floating into mailboxes everywhere.

Day’s photo is one of 15 featured in “Cloudscapes,” a commemorative postage stamp series of cloud photographs recently issued by the U.S. Postal Service. The picture, taken about 15 years ago, captures fluffy clouds with flat bottoms, also known as cumulus humilis, over a field and red barn north of McMinnville.

The historic Mauldling barn has since been moved to Carlton, and the field now holds mobile homes.

Day, whose specialty is cloud physics, formally retired from Linfield in 1978 after 20 years of teaching, but his love of the classroom continued. He taught a January Term class until recently, retiring again at the age of 91.

“I love to teach,” he said. “I just continued and the years have rolled by.”

Better known as “The Cloudman,” Day writes a weekly weather column for the News-Register and is the author of eight books. His most recent, The Book of Clouds, was published in 2003. He has taken thousands of cloud photos over the years, some of which have been used in classes at Linfield, in a sky chart used in schools across the country, in books, on notecards and calendars, and on websites, including www.cloudman.com and www.forspaciousskies.com.

His latest venture, due out by summer, is Cloud School, an online course for cloud lovers all over the world.

“There will be no tests and no fees,” he said. “This will be my gift to the universe.”

Funding progresses on new music building

The completion of the Arts Quadrangle on the Keck Campus may soon become a reality.

If funding is completed this spring, construction on the new music facility will begin over the summer months. The building is the last component of the Arts Quadrangle, which is now home to the new library and facilities for the art and theatre and communication arts departments.

Recent years have seen a surge of interest in music at Linfield. Enrollment in music courses has grown, participation in the college’s many performing groups has increased, and performances attract larger audiences. More than 430 students — about a quarter of the students on the McMinnville Campus — are active in music.

The new music building will provide large rehearsal rooms for full band and choir, studios for piano, instrumental or vocal rehearsal, and spaces for music theory and composition. There will be individual practice rooms as well as a lobby for informal meeting and mingling. A choir rehearsal room will double as a small recital hall that will seat up to 100 for recitals, student performance seminars, chamber music concerts and workshops by visiting artists.

The facility has been designed to accommodate the addition of a new main concert hall as a later second phase. Until then, Melrose Auditorium will continue to accommodate larger events such as band, orchestra and choir concerts.

“All of the music department — students, faculty and staff — are excited about the new building,” said Richard Bourassa, professor of music. “It will have the appropriate facilities to provide Linfield students with a quality experience in music.”

By early February, approximately three-quarters of the $4.6 million project cost had been raised. Retiring President Vivian A. Bull has requested that any gifts made in her honor be designated to the music building. Individuals wishing to make a donation should send it to College Relations at Linfield.
and issues of The Oregonian.

Scott Nelson ‘94 and Jesse Bopp ‘06 discuss different layouts and story selection on several sections.

Mackay bubbles with excitement—and a little envy—when she talks about the opportunities students now have to connect with alumni and establish networks before they graduate.

Mackay knows just how tough that can be. As a student, she set up her own informational interviews, secured her own internships and established her own network. Now, she helps students do that through Career Mentor Day and in Career Mentor Day and January Term’s Career Exploration course and in Career Mentor Day.

Neither she nor Bo Lockhart ‘06, a psychology major from Denver, Colo., returned to Portland about a year ago. As a student, she found Career Mentor Day valuable and she wanted to share her experience and insight.

“Tried to show Shannon the importance of networking and how to build her own network,” Horning said. “It was good to be in a work environment and understand how the corporate environment can be fun, casual and challenging. I tried to show her some career options and this was really a positive experience.”

Nelson returned to his native Oregon in 2003 after stints at Kiplinger’s Personal Finance magazine, the Tampa Tribune and the Boston Globe. While at the Globe, he spent seven weeks in Kuwait and Iraq as an embedded journalist during Operation Iraqi Freedom.

As convention services account manager at the Portland Oregon Visitors Association, Holly (Duckworth) Horning ‘98 knows the value of establishing strong networks. She works with regional and national meeting planners, helping find products and services they need for events in Portland.

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Linfield has long taken pride in the fact that more than 50 percent of its graduates study abroad at some time during their educational career. But if Peter Richardson had his way, it would be 100 percent. He doesn't care if it's in the coffee bean plantations of Costa Rica, the Buddhist temples of Japan, Korea or China, or the art galleries in any one of a number of European nations. Students need to engage in a culture different from their own.

"Studying abroad takes them out of their natural environment," said Richardson, a professor of German. "These students have every advantage – homes, families, sports teams, church groups or whatever it is that has defined them. When they go abroad, they don't have those things anymore and they have to ask themselves very specific questions about what their values are, about who they are. They face questions they can no longer avoid. It helps them define who they are and what they really think. And once their eyes are open to the world, they will never again be closed."

Linfield’s study abroad program began nearly 30 years ago, when the college began exchanging students with Kanto Gakuin University in Yokohama, Japan. Now opportunities for international study are offered through three options: semester programs at universities in 11 countries in Europe, Asia and Central and South America; academic year abroad for language majors; and January Term, with its popular four-week intensive courses, led by Linfield faculty at some 15 international locations annually. Ecuador is the latest addition to the growing list of study abroad sites offered through Linfield. The new program, geared specifically for science and environmental studies majors, will be launched this fall, and will include an opportunity for field work on the Galapagos Islands or at Tiputini, a rain forest reserve in the Amazon Basin.

"The biodiversity of Tiputini exceeds that of the Galapagos," said Marvin Henberg, vice president for academic affairs and dean of faculty. "With only 1,500 acres, Tiputini is home to more than 500 different bird species. Contrast this number with a species count of 650 for all birds in all of North America, and you have some idea of the scale of opportunity for Linfield students in biology and environmental studies."

Linfield’s international focus has grown in other ways, said Shaik Ismail, director of International Programs. The college now offers a Japanese major and an Asian Studies minor. And agreements with two other schools in Japan have expanded opportunities for students. Chinese courses are offered and scholars from Chinese universities regularly spend a year teaching at Linfield. Nursing students also have the opportunity to study health care practices through courses offered during January Term in Mexico, China, Southeast Asia and Ghana.

Study abroad doesn’t just mean sitting in class halfway around the world. Or just visiting Paris, Madrid, Rome or London. It can also mean working side-by-side with people in their homes and villages, helping to improve their lives and learning about their lifestyles and cultures.

Ismail is trying to enhance the service learning component of the study abroad experience to provide students with a combination of academics and community service.

Ismail is guiding Linfield’s program in an era of growth and change. His goal is to build upon an already strong study abroad program and expand it across the curriculum, embracing students in all majors from the arts to the sciences, and offering students more interaction with local residents.

"Participation in a service project has an impact and it can be a life-transforming experience," he said. "Students need to give something back to society and one way to do that is to get involved when you study abroad. That’s why we build community service projects into the curriculum."

That’s already happening in Costa Rica and Mexico, where students worked on a Habitat for Humanity project and in an orphanage (see related stories).
Richardson agrees that the service approach provides an opportunity for students to see the practical application of their language skills.

“Too often language is taught in a vacuum,” he said. “What we all want to do is make the world a classroom and the wall disappears. And it needs to be a credible transition from what goes on in class to what goes on when students are involved in using their language out in the world where it’s spoken naturally.”

Ismael cited January Term courses in Mexico and Ghana, where students interact with local residents. Vivian Tong, professor of nursing, is developing a course for India next January, which could be a prelude to a study abroad program there. Such a program could offer students an in-depth look at alternative medicine, how healing is culturally.

“Students in the stairwell of the Melk Monastery in Melk, Austria.

One key component of the study abroad program is a re-entry program for students who return from a semester or year abroad. They have a much harder time re-entering this culture than entering the culture they studied or lived in, Richardson said.

They see their country in a different way. They are more engaged in the debate about important political and social issues. The questions they ask themselves are fundamentally different from the ones that were important to them before, Richardson said.

“They have added a layer of understanding and insight into the people they are becoming,” he added. “They have grown into their adult selves in a fundamentally different way from what would have happened if they had stayed here. All of a sudden issues that were not important to them before are terribly important now.”

Another important part of International Programs at Linfield is the international students who study here. This year 66 students and scholars from 21 different countries are sharing their culture and lifestyles with students and staff as well as community members. But they also take with them a better understanding of U.S. culture.

“These are people who return home to positions of leadership and responsibility,” Richardson said. “If a president has a cabinet made up of people who have studied in the U.S. and who have friends here and who are professionally and intellectually engaged with important parts of American culture, the better our relationship is going to be with that government.”

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Experiential Learning

Sharing his zest for Britain

Even after taking seven January Term classes to England, Ken Erickson hasn’t lost his zest for all things British nor his joy in sharing that passion with Linfield students.

Erickson, professor of English, beams with excitement when discussing January Term and his most recent course, Samuel Johnson and 18th Century London. He’s been taking classes to England periodically since 1989, and remains stimulated and excited by the experience.

“January Term is experiential learning at its best,” said Erickson, who has taught at Linfield since 1965 and who specializes in 18th century British literature, Shakespeare and drama. “The travel courses get the students emotionally involved with the subject matter; because they are actually able to go to the places where Samuel Johnson lived You can see movies but that’s not the same thing as actually going into the house where he lived, seeing the table he wrote at or sitting in the chair he sat in.”

One of the big differences between a January Term travel course and a regular academic class is the different degree in depth of reading that is possible, Erickson noted.

“You can’t possibly require them to do the amount of reading you can in a course here on campus,” he said. “And you can’t require them to do research in the same way.

But the experiential riches of field trips clearly make up for any paucity of reading. The students spend mornings in class reading and discussing Johnson’s essays and poetry, as well as working on their travel journal.

Johnson is brought to life in afternoon field trips to his home, neighborhood and church, plus cathedrals and museums throughout London and in Stratford and Linfield.

“The field trips are just as important as reading material for class because they immerse the students into Johnson’s world and broaden their perspectives,” Erickson said.

But he also requires essays written during the course of their travels. For example, during a visit to the 18th century floor in the National Portrait Gallery, students must select one of the portraits and write an essay examining their feelings and responses to the painting.

“If this is a much different type of research than they are capable of doing in McMinnville,” Erickson said.

“The students become more cosmopolitan, not just graphically, but also in time, because they are learning about the 18th century. That is one of the most important parts of studying literature, to discover the ways in which we are similar and different from our ancestors.”

Although English is the native tongue of both England and the United States, the language can vary as much as the culture and the customs. Many of the students who take Erickson’s class are traveling abroad for the first time and are transformed before his eyes, growing in confidence and their ability to explore new places.

“The ability to go into a strange environment and realize they can survive there is an important part of their education,” he added. “This is a good trip for students who haven’t traveled before. It’s a very safe place to get your feet wet in foreign travel because you have your professor with you, looking out for you.”

It’s not unusual for one or two students to become so enamored of England that they decide to apply to the semester abroad program.

“A semester is so much more intensive and personal,” Erickson said. “It’s a confidence builder because they are basically on their own.”

Yet for Erickson, January Term blends the best of both worlds as it whets the students’ appetites. He gets to share a city he loves, and he gets to know the students as they get to know him on a much different level.

“It’s exciting walking around London because I constantly see things I recognize from literature,” he said. “I feel as much at home in London as anywhere. For me, it’s the best of all possible worlds because I can be on my own to satisfy my contemplative needs or with the students satisfying my social needs. And it’s fun being with them.”

— Mardi Mileham
Helping build communities

How long does it take to build a future? Some Linfield College students learned it could happen in just three days.

Working tirelessly alongside a Nicaraguan named Oscar, they transformed a bare concrete foundation into the house of Oscar’s dreams. The three-week experience went beyond examining cross-cultural issues and strengthening Spanish language skills, according to Tom Love, Linfield professor of anthropology, who directed the program.

“It was really about developing relationships,” he said. “These types of experiences build character and develop an attitude of citizenship, mutual respect, critical self-reflection and responsibility.”

Mary Doyle ’06, a studio art and political science major, painted a mural based on more than 70 drawings created by the children. The result was a sign for the orphanage incorporating flowers and a beach scene, with the kids’ blue hand prints creating ocean waves. “Painting is a creative outlet that encourages kids to be themselves as opposed to their economic circumstances,” said Doyle.

At the orphanage, Linfield students came face-to-face with issues of poverty, domestic violence, child abuse and retardation. The children’s need for attention was palpable, Love said. “You’re instantly mobbed by kids who come up and hug you,” he added. “And they care for each other. You offer one piece of a candy and he makes sure every kid has a piece of it. It’s very humbling and it makes you deeply question what’s important.”

Erica Crossman ’05, Kim McGough ’05 and Emily Pierce ’05 constructed a softball field for the children. Crossman still remembers the smiles on the kids’ faces when she and the other Linfield students arrived each day.

“As soon as the kids saw us, they would run to help us,” said Crossman, a sociology major. “It was incredibly humbling to see how little they had and hear their stories of what they’d been through.”

Rachyl Stupor ’06, was particularly drawn to Oscar, a 17-year-old who wanted to learn English and attend college. “That was surprising to me to find a girl living out in the middle of nowhere that had the same aspirations I do,” Stupor said.

More than anything, the experience showed Stupor how privileged she is as a United States citizen. She’s now more aware of how people use their resources and how it affects others around the world.

“I’ve never had to endure hardship,” she said. “Some of the kids had very difficult lives before they came to the orphanage. It was hard to face that, but it was an incredible experience.”

Linfield students left more than a newly constructed softball field and a freshly painted mural in Mexico last spring. They also left dozens of new friends and a bit of themselves.

The 11 students, who studied in Oaxaca for the semester, spent three weeks of service learning at Pimpollo orphanage, in the southernmost part of Mexico. There they drew upon their own skills and interests to help disadvantaged children. They painted a mural, built a softball field, and taught0

About the country’s culture, history and traditions through class work, field trips and community service projects.

“We believe in service learning and volunteer work,” said Mayra Herza, director of the Linfield studies-abroad program in Costa Rica. “In the past, students have developed projects in small groups or individually, but this year we decided to work as a whole team, making the volunteer work more effective.”

Prior to the weekend, students spent two weeks learning construction vocabulary, such as carrilletas (wheelbarrow) and pala (shovel), and preparing for their tasks in San Ramón, a semi-rural town with a population of over 33,000.

Rebekah Jordan ’07 of Tigard described it as a community “nestled between rolling green hills and sprawling farmlands, where the air is clean and fresh and there are no stoplights on the wide roads.”

The work began as soon as the students entered San Ramón. A tour of other Habitat houses gave them their first chance to interact with the local community. “It was special to see all of the children and pets happily running around (the Habitat houses),” said Kirsten Taylor ’06 of Seattle. “I knew that their lives had been touched by volunteers like us.”

The students assembled rebar, laid concrete blocks, shoveled rocks and made cement and mortar in a unique mixing process. They worked alongside the homeowners, who applied their own gray sweat equity. The days were tough with extreme weather conditions, ranging from drenching rain to scorching sun and high humidity. But as the weekend progressed, students began to notice changes in themselves and the group.

“The work was hard and demanding, but we were always sad to see a day of work come to an end,” said Elise Booth ’05 of Genesee, Idaho. “We took pride in our work and what we accomplished in our days on the job.”

Booth and her classmates were deeply moved by the experience. She said the opportunity to form personal bonds with the Costa Ricans was life changing. “I came away with a satisfaction at having been a part of something bigger and more important than my own little world,” Jordan said. “I felt so right to expend energy on something that would bring me no visible benefit, but the profit I gained was in the hope-filled eyes of the owner of the house as we worked side-by-side and he watched his future come together.”

Every year a new group of Linfield students will venture to Costa Rica in late summer. They will also perform acts of community service, maybe similar, maybe different. Although the names, faces and scenes will change, Oscar and his neighbors will never forget the hard work of those 17 students. Nor will the Linfield students forget the experiences and lessons of those three days.

As Jordan put it, “What we did feels better than any day spent on a beach.”

~ Laura Graham ’07

Linfield students, left, Mary Doyle ’06, Veronica Walker ’05 and Vanessa Patterson ’06, help children add handprints to a mural at the Pimpollo orphanage.
A change of focus

Whether it’s on the football field or on a hospital floor, Peter Gerber ’05 likes being in the thick of things. Don’t be fooled by his size. Although he is a former offensive lineman for the Wildcats football team, Gerber is also soft-spoken, with a gentle touch. His life took a dramatic turn in January 2003 when he participated in a January Term course, Traditional and Non-Traditional Healing Practices in Mexico.

Gerber was simply looking for a chance to travel internationally and to experience another culture. The course seemed a perfect match with his exercise science major. But while becoming enamored of the Mexican culture and history, he also found himself drawn to a double major in exercise science and nursing. Linfield has been the perfect spot for him, on the football field and in the classroom.

“From the first day of classes, the professor made you feel like you were a part of the team, Gerber said. “He does whatever it takes to get the job done and he doesn’t want to just get it done, he wants it done really well. He’s a great team player. Nursing has a lot of team activities and he puts the work of the group above himself.”

A microcosm of the world

They came from two very different countries and cultures: thousands of miles apart. But their common denominator is Linfield College. Chantal Rozairo ’03 of Sri Lanka and Catherine Fegan of Northern Ireland have never met, but they have a common bond: they both studied at Linfield. Rozairo spent four years at Linfield, and Fegan came on a one-year exchange. But their experiences have some remarkable parallels.

Rozairo had dreamed of studying in the United States and enrolled at Linfield after visiting the college in 1999 while on tour as a World Vision Youth Ambassador. She knew that the experience would change her perceptions and broaden her horizons, but she had no idea how much.

“My core values haven’t changed,” she said, “but my view of the world and the people in it has certainly changed. The way I approach a situation is no longer so narrow-minded and one-sided.”

Studying abroad helped her learn her potential and what she is capable of achieving.

“When you take yourself out of your comfort zone and away from all those you depend on, and you have to stand on your own and succeed, you really learn how much you are capable of and you learn your weaknesses and, most importantly, your strengths,” Rozairo said.

Both women were amazed at the accessibility and availability of faculty at Linfield.

“There is virtually no interaction between the lecturer and the students,” Rozairo said. “I found the American system much more personal and greatly appreciated the informal approach taken by the professor.”

Rozairo enjoyed working on projects, papers and exams that gave a more in-depth understanding of a subject. “The variety of learning methods used in class provided me with a well-rounded understanding of the subject,” she said.

Fegan found Linfield to be a microcosm of the world.

“Not only was I in day-to-day contact with Americans, I met students from India, Sweden, Norway, Japan, England and many other parts of the globe,” she said. “I have learned the importance of learning from others up close, and in turn teaching them something about myself and where I come from.”

Fegan is now completing the final year of a law degree at Queens University in Belfast. She plans to pursue graduate work in humanitarian law and peacekeeping, preferably in Central Europe and eventually at the United Nations.

“Despite her three years at a university in Ireland, she believes her true college experience was her year at Linfield. “I learned the value of true friendship and the importance of building and maintaining relationships,” she said. “I returned home a more motivated, ambitious student with a much clearer idea about what I wanted to do after college.”

After graduating with a degree in communication, Rozairo spent a year as a resident director at Fort Lewis College in Colorado and is currently working on her master’s in mass communication at the University of Florida. She hopes to work in the non-profit sector, at World Vision or UNICEF.

One of the most valuable lessons of her years at Linfield was learning to embrace diversity.

“The many experiences I had with students showed me how tolerating diversity is no longer enough,” she said. “We must embrace our differences and in doing so we learn greatly from each other. The more people are aware of what’s going on in the world and have a broader education, they don’t tend to jump to quick assumptions. Ignorance makes us fear the wrong people.”

Mardi Mileham
Two Linfield alumni found a new way of looking at life after living and working in Japan for a year. It’s been nearly a decade since their experience, but Dave and Anastacia (Sims) Dillon, both ’89, agree their lives have been enriched by the priceless connections they made while serving as assistant English teachers at high schools in Hitachi-Ota, Japan, through the Japan Exchange Teaching program in 1995.

“There’s a great connection between living abroad and the value of life-long learning that Linfield works so diligently to instill in its students,” said Dave, a Linfield College trustee and executive vice president of the Oregon Farm Bureau.

Even before their marriage in 1990, Dave and Anastacia discussed the importance of living abroad. So they jumped at the opportunity with JET. Dave resigned from his position as press and community liaison for former U.S. Sen. Bob Packwood and Anastacia took a leave of absence from her post as assistant director of financial aid at Linfield.

Although Dave said he expected to learn new things, make new friends and have new experiences in Japan, he did not anticipate the change of perspective things become familiar, there’s a tendency to stop examining them. Being plucked out of that familiar setting was a chance to see things new again.”

As a Linfield student, Anastacia took four years of Japanese and studied abroad in Japan twice. Dave had little Japanese language training prior to their departure, but carefully observed the cues around him in Japan.

“Paying attention to how things are done is as important as vocabulary,” he said. “Often, what is not said, but what is intimated or gestured, is more important than the actual words that are said.”

Anastacia often draws upon skills she acquired in Japan in her current job as associate director of student financial services at Lewis and Clark College, where she occasionally works with students preparing to study abroad and international students studying in Portland.

“Life after living and working in Japan for a year.

The Dillons returned to Japan in 2003 with their son, Nathan, 7, and visited Tsutomu (Ben) Kusama, a Kanto Gakuin University student whom they hosted at Linfield in 1993. Ben and his wife, Megumi, have a three-year-old daughter, whom they refer to as Nathan’s Japanese sister. Both Dave and Anastacia agree travel will remain a priority for their family.

“We’re happily infected with the travel bug,” Anastacia said. “Once you’ve done something that’s outside your regular comfort zone, it makes other barriers look smaller.”

Saadah Khawar Khan Chishti helped put a personal face on Islam this fall.

Chishti, a visiting Islamic scholar from Pakistan, captivated Linfield community members when she served as a scholar-in-residence through the Understanding Contemporary Islam (UCI) program, jointly sponsored by the American University of Beirut in Lebanon and the Council for International Exchange of Scholars in Washington, D.C. She took part in classes and spoke on a variety of topics, both at Linfield and in the McNamara community.

“Clothed in flowing, traditional shawl-kameez-dupattah/chadar suits, Chishti spoke earnestly and often with students, faculty and community members, dispelling stereotypes about Islam. Her soft-spoken demeanor enhanced her ability to relate ties between Islam and Christianity and to explain her religion in a way that sparked interest and dialogue in the community. She emphasized that Islam, an Abrahamic tradition, believes in dialogue and co-existence.

“We may practice our own religions as a family of God, but live in peace, harmony and good will,” she said. “My personal discussions and meet-ings with her were invaluable.”

Saadah Khawar Khan Chishti, visiting Islamic scholar from Pakistan, spent much of her semester at Linfield engaged in conversation with students. She is pictured here with Emily Cloes ’06, left, and Keenon Heaver ’08.

Several students, including Deeksha Svakumar ’07, were inspired to choose research themes relating to women in Islam.

“She was very engaging because she truly believed what she spoke about Islam,” said Svakumar, an international student originally from India, whose parents now reside in the United Arab Emirates.

“My personal discussions and meet-ings with her were invaluable.”

Shaik Ismail, director of International Programs at Linfield, said Chishti provided a forum for dialogue as she discussed the many faces of Islam as a faith and as a political phenomenon.

“At a time when the world is mired in fear, violence, distrust and misconceptions, we are fortunate to have this opportunity to engage in conversation about faces and cultures that are different from ours,” Ismail said. “Dr. Chishti gave us a glimpse of some of the misconceptions of Islam and allowed our community to ask questions, to explore and to understand.”
A perfect season

It was the perfect end to a perfect season.

In a heart-stopping finish on a cold, clear December day in Salem, Va., the Linfield College Wildcats left no doubt about who deserved the NCAA Division III football title. With less than six minutes left on the clock, Linfield forced a turnover by the University of Mary Hardin-Baylor. Riley Jenkins ’05, named the game’s outstanding player, made a one-handed grab of a pass from record-setting quarterback Brett Elliott ’06 to seal the Wildcat victory, 28-21. UMHB put a crimp in the Wildcats’ nation-leading offense, but the Linfield defense stepped up its attack to secure the college’s first NCAA Division III football title. This is Linfield’s first championship since the three NAIA titles in 1982, 1984 and 1986.

The Wildcats ended the season with a perfect 13-0 record, as well as a slew of awards for the players and coaches and a whole new set of records. Jay Locey, in his ninth year as head coach, was named NCAA Division III coach of the year, earning him a slot as an assistant coach at the Hula Bowl played Jan. 22 on Maui, Hawaii.

In receiving the award, Locey recognized his players, coaches and college administration. “This is a championship for the entire Linfield family, of which we are very proud to be a part,” he said. “The 2004 team had commitment to each other and an unbelievable work ethic and attitude. Our guys have a great passion for the game and a great passion for the team. They play the game because they love it and they love each other. They are great human beings and really fun to be around.”

Team members displayed what true champions they are when they showed their compassion, caring and class during a visit to the pediatric floor at Community Hospital in Roanoke, Va. They read the children stories, played with them and went out of their way to visit those youngsters too sick to come to the playroom or those too shy to go to them. Emily Painter, a nurse at the hospital, later wrote to Locey and Scott Carnahan ’73, athletic director. “I watched your players come to our floor and I saw something that I have rarely seen from college men – compassion and concern,” she wrote. “I was truly touched to watch these men interact with our kids. The fact that your men would get on the floor and play house, basketball and build things and just take the time to spread some love and joy is a victory in itself. I hope that you are extremely proud and fond of this team, because they made a lasting impression on me and our patients. So not only are you national champions on the football field, but you are truly champions in life. Never let that spirit die.”
This championship affirms Linfield’s commitment to excellence, said Linfield President Vivian A. Bull.

“I am so proud of our student-athletes,” she said. “Everywhere we went in Virginia, people commented on what a terrific group of players and coaches we had representing Linfield, Oregon and the Northwest Conference. Our players and coaches continue to receive many accolades, but it’s significant to note that this group of young people talk not about individual awards, but about the team.”

The Wildcats were not without their own boisterous cheering section during the championship game in Salem. A charter flight flew 141 family members, alumni and staff, including President Bull, to the game and back in less than 48 hours. Many others from different parts of the country also attended, giving the Wildcats a loyal and loud cheering section. Fans pitched in to help pay the costs to send the Linfield cheerleaders on the trip.

Signs such as “ESPN – Exceptional Sons Prevail Nationally,” “Hit ’Em Hard Linfield Linebackers” and “23 Zahn,” were sprinkled throughout the crowd. A bit of history was also on display. A long banner reading “We’re from Linfield, Couldn’t be Prouder,” was left, and Mordechai Kotler ’05 celebrate the victory; signs throughout the stadium display support from the loyal fans around the country who traveled to Salem, Va., for the game.

Volunteer opportunities
Linfield offers a number of ways to be involved. Check out the website to learn about the Alumni Ambassador program, the Alumni Association Executive Board, the Career Mentor program, and reunions and events in your area.

Championship DVD available
A DVD highlighting the Linfield Wildcats’ run to the championship is available for $22 through the Linfield College Bookstore. To order go to:

www.linfieldbookstore.com

Alumni Shorts
Family-style excursions
No time for a two-week European vacation? Shorter outings closer to home and fun for the entire family will soon be added. Watch the website for updates.

The Ecuadorian Amazon, June 4-19, led by Tom Love, professor of anthropology
Splendors of Italy, June 18-28, led by Ken Ericksen, professor of English
Valley of the French Kings and the City of Lights, July 9-19, led by Sylvain Frémaux
Alumni Shakespeare Trip, July 14-17, also led by Ericksen
Rafting on the McKenzie River, July 23-24, led by Greg Caster ’82 and Lisa Garvey ’86

Four individuals were honored with special awards during Linfield’s Homecoming celebration Oct. 16, from left: Matt Hoback ’83 received the Alumni Service Award for his outstanding contributions to Linfield; Lorie Fridell ’80, director of research at the Police Executive Research Forum in Washington, D.C., was named Alumni of the Year for her outstanding professional contributions; Earo Kosh received the Walker Award for his long and significant service to the college; and Dave Haageberg received the Community Award for his contributions to and support of Linfield.

Homecoming
Alumni are encouraged to attend Homecoming 2005 activities Oct. 20-22. Check the website for updates on schedules and events.

Plans for special reunions are under way now for the classes of 1945, 1950, 1955, 1965 and 1980, and all study abroad groups. Activities are also being planned for younger alumni.

Gerry and Jackie (Schaake) Painter ’50 and ’54 will host a social for the class of 1950, 1955, 1965 and 1980, and all study abroad groups. Activities are also being planned for younger alumni.

Alumni information:
503-883-2492
alumni@linfield.edu or
www.linfield.edu/alumni

Alumni News
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Fulbright fuels math research

Growing up as the daughter of two scientists, Kamila Larripa ’01 saw the world through curious eyes. “It’s little wonder then that Larripa has pursued a life of science herself, centered on research and her passion for math and biology. Larripa is currently a Ph.D. candidate at the University of California, Davis, in applied mathematics. She has been awarded a Fulbright grant to study in Switzerland, where she is creating a mathematical model to describe the distribution of actin, a cellular protein. Larripa arrived in Switzerland in July, and took French classes at the University of Fribourg before beginning research in October at the Ecole Polytechnique Fédérale de Lausanne.

“Math is beautiful and austere, but when applied to real world problems, it comes alive for me,” said Larripa, whose work combines biology and mathematics. “This Fulbright project is the culmination of so much that I learned at Linfield. I’m using language, math and biology to uncover the life of science herself, a path Larripa has pursued a Fulbright project is the culmination of so much that I learned at Linfield. I’m using language, math and biology to uncover the life of science herself, a path Larripa has pursued.

Kamila Larripa ’01

1930-37
Jane (Wrubel) Revue ’72 of Bellingham, Wash., celebrated her 90th birthday in November.

1950-59
Colin Armstrong ’51 of McMinnville was honored by the McMinnville Area Chamber of Commerce for his work on the Nature Preserve at Tace Woods. He was one of the founders of the park development project which resulted in the Chamber’s Beautification Award.

Emil R. Briggs ’55 of Milwaukee is the youth director for the Federation of Garden Clubs of Oregon.

Robert E. Dooley ’53 of Lancaster, S.C., volunteers at Wydall Bible Translation.

R. Carl and Deirdre (Chas) Reynolds ’56 and ’55 of Lincoln Celt celebrated their 50th wedding anniversary in August.

Donald Cordill ’58 of Anchorage, Calif., took a European cruise from Copenhagen to Dover, Barcelona, Rome and Monaco.

William and Esther (Bleckley) Nelson ’56 of Vancouver, Wash., took eight to 11 miles a day and ate a salad in every group and their church.

Jim Buckingham ’58 of Calgary, Calif., volunteers in the accounting department of St. Joseph Hospital once a month.

Ronald K. Green ’59 of Rock Hill, S.C., is developing a graduate program in social work at Winthrop University. He is professor and chair of the social work department.

1960-69

Roberta (Amundson) Martin ’64 of Haugan, Minn., is a programmer at the Christian Women’s Club and area representative for three Christian Women’s clubs.

George F. LaConne ’61 of McMinnville, Wash., is on the board of Cascade Meadows Camp and is a moderator at Murray Community Church.

Donald E. Laskow ’61 of Winona, Minn., was a computer specialist for the Federal Emergency Management Agency.

Gene Carlson ’61 of Stites is in his second year as assistant superintendent for Condon School District.

Jill (Brown) Betotte ’67 of Redlands, Calif., has taught elementary school for 37 years. She traveled to Turkey in November and also went to Ireland and China.

James Hansen ’67 of Anchorage, Alaska, retired in August after 24 years as chief petroleum geologist and oil and gas lease sales manager for the State of Alaska.

Thomas Godfried ’67 of Berne, N.Y., recently retired from the Portland Branch of the Federal Reserve Bank of San Francisco.

Roger F. Peters ’69 of Seattle, Wash., retired from teaching after 32 years.

Douglas Antrobus ’62 of Nutick, Mass., bought a winter home in Coos Grande, Ore., after spending six months a year for the past four years in an RV.

Richard A. Robbins ’63 of Portland, Ore., retired from Shell Oil. He recently was a captain on the Folker 100 for two years, based out of Dallas-Fort Worth.

Robert E. Ferguson ’65 of Manor, Tex., retired from American Airlines in June. He had flown since 1969 and was a captain on the 787 for 10 years, based out of Dallas-Fort Worth.

Ronald K. Green ’59 of Kirkland, Wash., retired in June after 35 years teaching music in the DeFoe School District.

Sandra Thompson ’68 of Tutwiler, Calif., was sworn in as president of the National Association of Women Judges. She is a judge in the Los Angeles Superior Court.

Elizabeth (Lindquist) Hardaway ’69 of Honolulu, Hawaii, retired in November as chief U.S. probation officer for the U.S. courts in the District of Hawaii.

Marilyn (Nicherson) Gummerson ’60 of Kirkland, Wash., retired in June after 35 years teaching music in the DeFoe School District.

1970-79

James Terry ’70 of Hilo, Hawaii, retired as a superintendant of the Washington County in 1995 and became a certified domestic violence counselor, working with various private agencies in the Portland area.

Richard Bertins ’70 of Norman, Okla., is comptroller of the Episcopal Diocese of Oklahoma.

Lynne (Burch) Monty ’60 of Deer Lodge, Mont., is a regular on the local public radio station.

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Bob Erickz ’72 of McMinnville received the McMinnville Area Chamber of Commerce’s Large Business of the Year Award for the Women’s Oregon Wine Guild.

Gerald W. DeVore ’73 of Saugus, Calif., celebrated his 25th anniversary with the FBI.

Bill Brenner ’73 of Tucson, Ariz., is a project manager for a commercial construction contracting firm.

Lynne (Burch) Monty ’60 of Kirkland, Wash., retired after teaching elementary school in Clackamas for 35 years.

Raymond G. Johnson ’74 of Eugene has started a new computer consulting business, Solutions.

Douglas J. McBride ’74 of Bellingham, Wash., was appointed to the Montana Board of Examiners.

Malinda (Gleiser) Guyles ’74 of Steilacoom, Wash., is a kindergarten teacher in the Steilacoom School District.

Bill and Karen (Martin) Kemp ’76 and ’90 live in Taloa Vista, Nv., where Bill is executive director of the Tahoe Forest Hospital Foundation and Karen is a...
delivering excellence in undergraduate education

Regular, annual charitable gifts of all sizes help Linfield deliver excellence in undergraduate education. The Linfield Fund for Excellence focuses on four priorities crucial to the success of every student:

- FACULTY RESEARCH AND COURSE DEVELOPMENT
- Priorities crucial to the success of every student: undergraduate education. The Linfield Fund for Excellence focuses on four

Class Notes

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Closing in on 50,000 miles

Gordon Gillmouth ’63 of Fremont, Calif., is closing in on a lifelong goal.

Gillmouth, an avid runner who logs more than 1,500 miles each year, wants to run 50,000 miles before hanging up his running shoes. So far he’s completed nearly 40,000 miles.

“I particularly enjoy long distance races for the athletic challenge and the team camaraderie,” said Gillmouth, a finance manager with Roche Palo Alto LLC, in Palo Alto, Calif.

Gillmouth has focused on three relay events since taking up running for exercise 28 years ago. He’s participated in the Oregon Hood to Coast Relay for 15 consecutive years and the Saturn Relay in California for 10 years. Most recently, he has run the Ameri-Cana International Relay Run from Nelson, British Columbia, to Sandpoint, Idaho, 223.7 miles.

Gillmouth, who grew up in McMinnville and earned a business degree at Linfield, was a sports writer for the News-Register for seven years during high school and college. He worked under Paul Durham, long-time Linfield athletic director and head football coach, who moonlighted as the Register’s sports editor.

“He sports column was called ‘Dodging with Durham,’” Gillmouth remembered. “I learned a lot about life from Paul and admire how he was able to handle all those duties.

Gillmouth said he enjoys running for many reasons — the beauty of the outdoors, the freedom to run just about anywhere and the fact that it’s a relatively inexpensive sport.

“It’s a great stress reliever, and I’ve met many great people through running,” he added. “Some people look for excuses not to run or participate in course activity; my theory is to find excuses not to run.”

— Anna Davi

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Class Notes
**A taste of Linfield**

Linfield College trustees literally got a taste of Linfield during the Board of Trustees luncheon in November. “Linfield Cheesecake,” a recipe devised by Bernie Hagman, is also known as the “Gluten-Free Gourmet,” was served for dessert. The recipe is included in Hagman’s newest book, The Gluten Free Caramel Chocolate Foods. She is the author of other medical diet cookbooks as well.

Hagman dubbed the dessert “Linfield Cheesecake” after a group visiting from the college sampled the tropical-flavored dessert while sitting around her kitchen table. **Linfield Cheesecake**

Crust: 1 cup flaked coconut 1/4 cup chopped macadamia nuts 2 tablespoons butter or margarine, melted

Filling: Two 8-ounce packages cream cheese (light okay) 1 cup sugar 2 tablespoons gluten-free mix 3 eggs 1/3 cup sour cream (light okay) 3 tablespoons lemon juice 1 teaspoon vanilla 1/4 teaspoon pineapple or almond extract

One 8-ounce can crushed pineapple, drained well

Gluten-free mix:

2 parts rice flour
2/3 part potato starch
1/3 part tapioca flour

Peel over 350 to 375 degrees. Grease a 9” springform pan.

Crust: In a small bowl, combine the coconut and macadamia nuts. Stir in the butter and press onto the bottom of the prepared pan. Bake for 10 minutes.

Filling: In the bowl of your mixer, beat the cream cheese until smooth. Add the flour mix and beat well. Add the eggs, beating on low until just combined. Add the sour cream, lemon juice and flavorings; beat until just blended. Remove the bowl from the mixer and stir in the drained pineapple with a mixing spoon.

Pour the filling over the crust. Bake 50 minutes or until the center is almost set. Cool and refrigerate for four hours or overnight. To serve, top each piece with a dab of whipped cream or nondairy substitute and decorate with a slice of peeled kiwi fruit (or your choice of other tropical fruit). Makes 12 servings.

**Nutrients per serving:** Calories 510, Fat 18g, Cholesterol 120mg, Sodium 220mg, Carbohydrates 43g, Protein 8.5g, Fiber 1g.

**Directing homeland security**

In 1992, Beverley (Venel) Stiselb ‘95 knew she needed a bachelor’s degree to advance beyond her state government job. So the 30-year-old divorced mother of two enrolled in Linfield’s Adult Degree Program. Ten years later, in May 2004, she became one of Gov. Ted Kulongoski’s highest ranking female aides when she created the Oregon Office of Homeland Security and appointed her as its director.

Stiselb, who received her B.S. in management with honors, said she was drawn to the Linfield program because of its flexibility and high-caliber instructors. She was able to take a variety of electives: “I was able to pursue a lot of things I’d never been able to pursue before.”

“Over all, she said, “It’s helped me be a better leader and a manager.”

Stiselb’s director, the Adult Degree Program, said students such as Stiselb “have demonstrated competence and intellect, but lack the academic background to take the next step. Linfield offers them the theoretical context to understand workplace experiences in a new way. These students are a delight to work with because they’re very focused on what they know they’re capable of doing, and they bring life experience to the classroom.”

Stiselb’s life as a student was hectic. She worked 60 to 80 hours a week while taking a full load of courses and caring for her daughters, now 18 and 21. “In criminal justice I began in 1993 as a federal grant coordinator for the Criminal Justice Services Division of the Oregon State Police. In 1999 she was promoted to commander of the State Police Intergovernmental Services Bureau, overseeing Emergency Management, the state fire marshal, the Forensic Services Division, the state medical examiner and Criminal Justice Services.

The new agency consolidates Oregon’s anti-terrorism efforts and prepares for natural disasters. Stiselb’s duties include coordinating with federal agencies and state legislators. She describes herself as a dedicated problem-solver, multi-tasker and strategic thinker. “Being a manager, you immediately learn how to do a variety of things at once,” she said.

As for her future, Stiselb said, “I never rule out anything. I do believe the absolute best I can every day and see what opportunities present themselves.”

— Beth Rogers Thompson
Touching lives in the classroom

As a young man growing up in Seattle, Wash., Daniel O’Leary ’86 set his sights on medical school. His visits to Linfield and an interview at BM were spurred other interests. Today, he is a Ph.D rather than an M.D., an award-winning associate professor of chemistry at Pomona College in Claremont, Calif.

O’Leary graduated magna cum laude from Linfield with a B.A. in chemistry and biology. He earned a Ph.D in chemistry from UCLA in 1991. As a graduate student, he won the 1988 American Chemical Society Organic Division Fellowship and UCLA’s 1991 Winsten Dissertation Prize. A postdoctoral stint at Harvard completed his formal training.

Since 1994, he has taught chemistry at Pomona College, a school that shares Linfield’s emphasis on undergraduate education. In 1997 and 2003, he received Pomona’s highest teaching award. And in 2003 he also won the college’s Irvine Distinguished Faculty Mentor Award.

O’Leary said he was the first in his family to attend a small college.

“My high school track coach got me thinking about Linfield,” he said, “and I figured he wouldn’t steer me wrong. He told me one thing about Linfield, and I believed him. All the people I knew who went to college would have never said that.”

His studies at Linfield and an internship at IBM were more likely to visit him during office hours.

“O’Leary got to know many students at Pomona, but he was more likely to visit them during office hours. At home, O’Leary said, he enjoys being active with his family. He met his wife, June, at UCLA, where she earned an M.S in biochemistry and a Ph.D in public health. She works as a consultant for the Rand Corp. They have three daughters, 8, 3 and 2. O’Leary was an assistant coach for his 8-year-old soccer team.

He joined Linfield’s Board of Trustees in 2004 and continues to follow Linfield sports. He watched the 2004 football national championship game on television with a Pomona friend who had competed against him for Lewis and Clark’s track team during O’Leary’s Linfield years.

And medical school? No regrets! O’Leary figures he has touched more lives teaching than he would have as a physician. He said he has helped many students advance to medical school, “so I’m doing my part for the health industry.”

— Beth Rogers Thompson

Class Notes

Hillbrow married James Neville.

Carolyn McIntyre married David L. Haas ’02 of San Diego, Calif., play baseball for an independent team in Chico, Okla.

Brian Craig ’02 of Hilo, Hawaii received his master’s in teaching at Willamette College, Pa., married their second daughter.

Diana L. Stephenson ’00 of Portland received her master’s in educational leadership at Oregon State University.

Timothy Redford ’00 of Parkton, N.C., married Robert G. Gemmell ’41 of Tigard.

Kevin Hart ’00, of Bend, married during the Sheridan School District.

Jennifer Pierce of Portland was married Aug. 31. She is an employment recruiter for Linfield.

Corrine Sparks and Matt Bond, both ’04, were married. She is an outreach counselor for Linfield College admission and financial aid.

as a language immersion intern for Norberg School District.

Deborah Schor and John Folsom, both ’91, were married July 25 in Corvallis.

Crystal Mascalcorso ’94 of Hillsboro writes for human resources

finally married Sergei Furduy Jr. April 24.

Joshua Halsey ’00 of Seattle, Wash., married his third wife, Kaitlin Morgan, April 20. She is a resource room specialist at Elementary School in McMinnville.


Denise (Biron) Arnold of Bend, Oct. 6. She is a nurse practitioner.

GSH

Eve “Kuno” Hampton GSH ’06 of Portland, Aug. 23.

Anna (Manford) Craft GSH ’05 of Sandy, Dec. 12.

Glansy Manuel-Matthews GSH ’02 of Portland, Sept. 20.

Hilga (Hill) Burton of McMinnville, Jan. 11. She was the wife of the late Theodore “Ted” Burton ’26. Survivors include her son, William Burton ’89, and her daughter, Karen Burton ’83 preceded her in death.

John “Jack” Cook of McMinnville, Nov. 23.

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Friends and family

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Carolyn McIntyre married David L. Haas ’02 of San Diego, Calif., play baseball for an independent team in Chico, Okla.

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GSH

Eve “Kuno” Hampton GSH ’06 of Portland, Aug. 23.

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Friends and family

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