Seeking solar answers
Two months and counting

From 1989 to March, 2006, my wife and I lived in a densely populated Chicago neighborhood, just three blocks from the Chicago Cubs’ Wrigley Field. Not surprisingly, everyone now asks, “How does it feel to move to the small town of McMinnville, Oregon?”

Of course it feels very different. But it also feels comfortable because we are back on a college campus. I’ve spent my entire career serving colleges in one way or another, but for years I’ve done so from an office in downtown Chicago. I feel good here, perhaps because everyone has warmly welcomed us.

There’s been a lot of excitement at Linfield. For example, during my first week I was called onto the dance floor at the annual L’Au, where I got to dance in front of 500 people. When I announced my weekly office hour for Linfield students, I was visited by four topless male members of the Linfield Ultimate Frisbee Club, who informed me that my office was the 16th hole in that day’s golf Frisbee competition. And I was astounded to see flip-flops on the bare feet of innumerable graduating seniors on a very damp, cold commencement day. To top it off, I was told that Linfield students are also excelling in the classroom and in the community. We take a look at how Linfield students put complex business practices to work and compete successfully in a global online simulation. You’ll also get a glimpse of the work of students and staff who spent spring break helping the Gulf Coast continue the long rebuilding process.

And you’ll find a poignant tribute to Marvin C. Henberg for his dedication to Linfield College.

14 Competing in the global market
Students put complex business practices to work in a global online simulation.

15 This humane man of letters
A tribute to Marvin C. Henberg for his dedication to Linfield College.

16 Alternative spring break
Students head to the Gulf Coast to help with the rebuilding effort.

18 Four retire from Linfield
Four professors share their memories, which span three decades of teaching at Linfield.
Plans for sesquicentennial celebration taking shape

Plans are under way to celebrate Linfield College’s sesquicentennial during the 2007-2008 academic year.

On Jan. 30, 2008, the college will celebrate its sesquicentennial, the 150th anniversary of its chartering. A committee has been appointed by President Thomas L. Hellie to begin planning for the celebration. Committee members are: Peter Richardson, professor of German, chair; Katherine (Pinnam) Hue ’80 and Jackie (Schake) Painter ’54, alumni representatives; Bruce Stovall ’49, trustee representative; Faun Tiedge, professor of music; Mary Margaret Benson, professor and technical services librarian; Jackson Miller, associate professor of communication arts; Todd McColloch, director of registration and records, Portland Campus; Marlene Semon, bookstoker; Doug Cruikshank, professor emeritus of education; Dan Ferguson, director of student activities; Kathy Copeland ’80, student representative; and Delilah (Hasen) Harmon ’90, director of alumni relations.

As part of the celebration, the college is seeking designs for a logo to commemorate the celebration. Graphic artists are invited to submit designs for the college’s Sesquicentennial Logo. For design specifications go to: http://www.linfield.edu/press/detail.php?id=688. Designs may be submitted to linfieldmagazine@linfield.edu and must be received by Aug. 15.

Faculty highlights

David Sumner, assistant professor of English and director of writing, will spend next spring and summer teaching at the University of Bayreuth in Bayreuth, Germany, under the Fulbright Junior Faculty Lectureship program. He will teach two courses: Western Myth and Western Literature, and American Nature Writing.

Dawn Nowacki, associate professor of political science, is one of 14 faculty members from Pacific Northwest colleges and universities invited to participate in the sixth annual International Canadian Studies Institute in July. She will also present a paper at the Association for Canadian Studies in the United States/Alaska, Canadian Studies Institute in July. She will also present a paper at the Association for Canadian Studies in the United States/Alaska, and a symposium scheduled in September in Anchorage.

Under Bull’s leadership, the McMinnville Campus more than doubled its physical size with the acquisition of 115 acres from the Hewlett-Packard Co. The existing buildings have been renovated into the James Miller Fine Arts Center, the Jered R. Nicholson Library and Kenneth W. Ford Hall, which houses the Marshall Theatre.

The new 14,000-square-foot building, opposite the Millar Fine Arts Center, will house faculty offices and studios, practice rooms, a band rehearsal room and a recital space with seating for 100. It will update instructional and practice facilities for the entire music program and provide much-needed centralized space for faculty and students, as well as a new venue for smaller recitals. The building is designed to accommodate a second phase of construction, to include a concert hall and other public spaces at a future date.

Linfield Digest

Three alumni among new College Relations staff

Several new staff members have joined the Office of College Relations. Jodi Kilcup has been named the assistant vice president for College Relations. Kilcup, who will join the staff July 12, served as president of United Way of Southeast Alaska and, prior to that, as executive director of university communications at Weber State University. She holds a Ph.D. in educational leadership from Gonzaga University.

Elaine (Green) Burke ’99, who previously served as assistant director of alumni relations and annual giving, has been promoted to director of annual giving. Burke’s responsibilities include the outright gift program, phonathon, Friends of Nicholson Library and Partners-in-Progress. She received a bachelor’s degree in business at Linfield and earned a master’s in organization leadership from Gonzaga University.

Jessica (Hickox) Meyer ’98 is development officer. She has a bachelor’s degree in English from Linfield and served as annual giving manager at the Oregon Historical Society for the past two years. Prior to that, she was a development associate at the Oregon Ballet Theatre and worked at The Phillips Collection in Washington, D.C., for two years, serving as membership associate and development assistant.

Jodi Kilcup

Elaine [Green] Burke ’99


Kurtin Fich Grahm ’97

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Learning can occur in many places – in a fire station, behind a camera, on paper with crayons. Linfield’s rich tradition of collaborative research, supported by a Collaborative Research Endowment built by gifts to the college, is a learning ground for both students and faculty. Here, six among the many projects are featured, providing a glimpse into a creative environment that challenges the intellects of teacher and student.

Teaching healthy living

lip on a pedometer, grab a water bottle and get ready to move if you plan to keep up with Janet Peterson.

Peterson, assistant professor of health and human performance, is a health advocate with a penchant for fitness. In an increasingly sedentary world of online shopping, elevators and extended commutes, Peterson lives what she teaches her Linfield students each day.

“Just move,” she said. “Take any opportunity you can to increase your physical activity.”

Since arriving at Linfield in 2003, Peterson has intertwined this philosophy and her enthusiasm for fitness into a variety of community health programs, most of them involving students.

One such program is Blood Pressure Friday, held each week during the academic year usually from noon to 1 p.m. in the athletic complex, during which students offer free blood pressure checks to the public. Not only does the program provide a valuable service to the community, but also it gives students experience taking blood pressure.

Peterson’s concern for obesity in children prompted her to start Kid Fit, an education program focusing on nutrition and activity for children.

“Prevention is key,” said Peterson, who ran the pilot program at Linfield last year with Kendra Victor ’05. “As a nation, we’re starting to treat obesity and inactivity, but we need to focus on preventing it for the next generation.”

Never one to let a teachable moment slip by, Peterson discusses health and nutrition while walking during the Walk and Talk program, which she launched in 2004. Last year, a Linfield student who showed up to every weekly session lost 30 pounds.

“I love seeing changes like that,” Peterson said. “Simple changes like increasing physical activity and healthy eating — that’s really all it takes.”

Peterson has also been active in the Yamhill County Obesity Forum, sponsored by the Yamhill County Coalition on Physical Activity and Nutrition. She helps with the local Soroptimists’ Women’s Health Day and presents wellness programs to community groups.

At times, it seems Peterson’s energy and ideas exceed the number of hours in the day. But she somehow finds time for all the projects.

“It’s not hard to do when you love something,” she said. “The students are the key. I couldn’t do this on my own.”

Peterson oversees dozens of students as they pursue research and internships, constantly looking for ways to engage them in health-related projects. For example, Will Lynam ’06, a volunteer McMinnville firefighter, is working with Peterson on a health study and fitness program uniquely tailored to the local fire department.
Amy Hammons ’06 spearheaded a pedometer program for which she has organized a number of walks. Eric Heffron ’06 has spent the past two years researching body fat analyzers and presented findings at the Northwest American College of Sports Medicine conference this spring and at the June national meeting.

“She brings up great questions and sparks my curiosity about other aspects of the research,” said Scott Smith, assistant professor of history, who is translating the Russian text into English with the help of Aleksandrova, a student whose native tongue is Russian. Smith, assistant professor of history, is translating each page of dictionaries – some in English and some in Russian. They were searching for just the right words, nuances and phrases to bring precise meaning from one language to another. Smith, assistant professor of history, with the help of Aleksandrova, a Russian native, is translating Memoirs of a Terrorist, a controversial book written in 1909 by notorious Russian radical Boris Savinkov. Savinkov’s book recounts how he organized a number of high-profile assassinations, provoked a storm of controversy and has been an important source for historians exploring the inner life of Russian terrorist groups before the Revolution of 1917.

“This book is a vivid account of these terrorists living at the edge,” said Smith. “It demonstrates their fanatical hatred for the old regime and the degree to which they’re teetering on the edge of psychological instability.”

The Russian text was translated into English in 1931, but that version, which Smith sometimes uses in his teaching, is out of print and not easily obtained. Smith wanted to start with the original text and translate it himself, to better understand the book.

Lost in translation

controversy and has been an important source for historians exploring the inner life of Russian terrorist groups before the Revolution of 1917. Smith sought the assistance of Aleksandrova, a student from Ashgabat, Turkmenistan, to help him with the project.

As an international student whose native tongue is Russian, Aleksandrova understands the importance of language. “If I do preventative care myself, I can only reach a certain number of people,” she said. “But if I teach others how to do preventative care, I can reach thousands and millions, potentially. It’s very cool.”

For Smith and Aleksandrova, the challenge is more than simple translation. Although it’s relatively easy to convert a Russian text into English that is comprehensible, it’s infinitely more difficult to create English writing that reads like literature while remaining faithful to the Russian version.

Aleksandrova spent about two hours translating each page. “Savinkov’s writing is very precise,” Aleksandrova said. “For me, it was difficult to convey that depth into the same amount of words in English. I can describe it in a paragraph, but to say it in a sentence was difficult.”

Last summer while in Moscow to complete paperwork that will allow her to apply for her U.S. citizenship, Aleksandrova located some of Savinkov’s early writing in a 1917 Russian periodical at the State Public Historical Library.

The memoir, an unexpected addition to Smith’s research, provides valuable insight into the mind of a terrorist. “To go back to the United States to go to college was always my wish,” said Aleksandrova, who also speaks German and will earn an accounting degree in December.

DIgital dilemmas

Just how much can a photographer manipulate an image without actually manipulating the news? That was at the heart of a project that drove Brad Thompson, assistant professor of mass communication, and Caleb Bushner ’06 to survey members of the National Press Photographers Association (NPPA) on the ethics of photojournalists in a digital age.

But it was a love of photography and some long conversations outside the classroom that really sparked the idea for the project.

Thompson is a former reporter and editor and a photographer in his own right. He became interested in the topic while teaching a photojournalism course and in talking with Bushner, a former photo editor of the Linfield Review who just completed a photo internship at the McMinnville News-Register. They found they had similar concerns about how much is too much when it comes to manipulating news photos.

Bushner, a political science and philosophy major from Mill Valley, Calif., stumbled into photography and didn’t take it seriously until he began working for the Review. When he learned that a photojournalism course was being offered during January Term, he met Thompson and the two began discussing ethical issues relating to digital photography.

“It was serendipitous,” Bushner said. “I was thinking about writing about photojournalistic ethics for my philosophy thesis and Brad was talking about some of the same issues, and we decided to submit a survey of photojournalists on the digital manipulation of photos. For Smith and Aleksandrova, the challenge is more than simple translation. Although it’s relatively easy to convert a Russian text into English that is comprehensible, it’s infinitely more difficult to create English writing that reads like literature while remaining faithful to the Russian version.

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Digital dilemmas

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Harnessing the sun

For someone fascinated by sunshine, Jennifer Heath spends much of her day in a dimly lit basement laboratory. Working with electronics, liquid nitrogen, a beam of light and three CCDs, the assistant professor of physics is studying solar energy.

“It’s out there being unused, shining down on buildings and roads and everything,” Heath said. “There really is no reason not to use solar power.”

Curtis ’07 and Jed Rembold ’07 are testing solar cells, devices that generate electricity from sunlight, to identify the most efficient and cost-effective solar energy sources and learn more about them.

With the decline of nonrenewable resources, solar power is increasingly viewed as a major source of energy for the future, Heath said. Rembold agrees.

“As research continues, the power potential of these cells will continue to rise and the cost will drop,” he said. “I believe this research contributes a small part to the global investigation of solar cells.”

Films of material to reduce manufacturing costs. The very best traditional thin film solar cells made of amorphous silicon, such as those in calculators, can be up to 11 percent efficient. But the best copper indium diselenide cells Heath and her students are developing can have efficiencies as high as 19.5 percent, providing nearly twice as much power from the same amount of sunlight.

“That’s a big difference,” Heath said. “We’re interested in understanding the properties of this material and what’s unique about it.”

“That’s more easily said than done, considering the parts of the cell they are looking at are microscopic — the size of a hair divided 50 times. Students use a microscope and bright light to take measurements. By varying the temperature from a frigid -321 F up to room temperature, it’s possible to identify defects that reduce efficiency. They are also experimenting with adding different alloys to the material, to make the solar cell more productive.

Throughout the process, students target questions about the material. Often, one question leads to another, a creative aspect crucial to undergraduate research, Heath said.

“It’s important that students get a sense of what it means to ask questions and explore scientifically the answer to a question,” she said. “Often in the classroom, students learn about things that are already known. It’s only when they have a project of their own that they have to figure out how to make these discoveries.”

Students have also built equipment and programmed computers to control instruments for the experiments. Curtis likes the hands-on research and has learned to work with unexpected results.

“Research you are continually faced with problems and setbacks that you have to overcome,” said Curtis, a physics and mathematics major, and next year’s student body president.

Livesay and Phillip Duggan ’06 work with Kay Livesay, assistant professor of psychology, and Phillip Duggan ‘06 is an assistant professor of psychology with a research focus on semantics. Duggan is a computer science major with little previous interest in psychology.

But their collaboration expanded Duggan’s idea of computer science, opening up new career possibilities, while helping Livesay broaden her research.

Livesay’s work focuses on semantics, the study of meaning, with particular emphasis on language processing and computer models of how word meaning is represented. That could help shed light on such issues as differences between the lexicons or “mental dictionaries” of men and women or changes in word usage marked by events such as an election or Sept. 11, 2001.

Until recently, the size of a language sample — or corpus — that could be analyzed by any one researcher was subject to the limitations of real time and human capabilities. With computers, it is now possible to analyze a corpus of

Isn’t it semantic?

Kay Livesay, assistant professor of psychology, and Phillip Duggan ’06 work with a matrix he created with a computer program to record how often any two words occur together in a sentence.

Isn’t it semantic?
Chuck Dunn, assistant professor of mathematics, and Dustin Toci ’06 test a mathematical strategy using competitive graph coloring.

Solutions can be quite complex. It took mathematicians many colors, and wins if the bet proves correct. If more colors, the other player wins. How many colors does the first player need to win?

One player bets that the graph can be completely colored using only a predetermined number of colors, and wins if the bet proves correct. If more colors, the other player wins. How many colors does the first player need to win?

Instead, starting with a sheet of paper randomly covered with dots and lines, Durand and Toci took turns coloring the dots. The only rule is that adjacent dots cannot be the same color. One player bets that the graph can be completely colored using only a predetermined number of colors, and wins if the bet proves correct. If more colors are required, the other player wins. How many colors does the first player need to win?

Such a premise may seem simple enough, but the solutions can be quite complex. It took mathematicians more than a century before Haken and Appel solved the Four Color Theorem, a closely related problem in 1976. Toci and Durand played games with these graphs to learn about their properties, and along the way, gained a deeper understanding of math.

The two worked with Chuck Dunn, assistant professor of mathematics, to learn about competitive graph coloring. Graphs in this area of mathematics don’t chart data, such as finances or population growth. Rather, they are collections of dots and lines. Toci and Durand played games with these graphs to learn about their properties, and along the way, gained a deeper understanding of math.

Their work did not involve a typical game board. Instead, starting with a sheet of paper randomly covered with dots and lines, Durand and Toci took turns coloring the dots. The only rule is that adjacent dots cannot be the same color. One player bets that the graph can be completely colored using only a predetermined number of colors, and wins if the bet proves correct. If more colors are required, the other player wins. How many colors does the first player need to win?

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The games people play

When Dustin Toci ’06 and Kira Durand ’07 signed on for summer research in the Linfield College Mathematics Department, they were given instructions to draw pictures and play games. But the summer stint provided much more than amusement.

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The experience helped solidify their plans for the future. They both hope to pursue graduate studies in mathematics.

“Problems in graph theory can look simple at first glance but turn out to be very difficult,” Dunn said. “This isn’t material undergraduates normally work on. I was especially pleased that when they hit a roadblock, they asked a related question and branched off into another direction.”

The experience proved useful for Durand, also a math major. Who took part in the Budapest Semester in Mathematics program in Hungary this spring.

“I gained a new sense of independence after my summer work,” Durand said. “I learned to ask questions on my own, not just attempt to answer only the ones given to me as homework.”

More than expanding the students’ knowledge of graph theory, both agreed the hands-on research experience helped solidify their plans for the future. They both hope to pursue graduate studies in mathematics.

“Math is an axiomatic system that builds on itself until it becomes this giant tree with different branches of knowledge,” Toci said. “It’s every mathematician’s impulse to add to that body of knowledge.”

— Stories by Laura Davis, Peter McGeau, Mandi Mihelich

Four Color Theorem, a closely related problem in 1976. Toci and Durand had only a summer, but they set out to determine the characteristics for certain graphs that would require only two or three colors for the first player to win. They developed mathematical strategies, then tested them by playing the game. Ultimately, they classified the graphs based on the outcome of their play and proved what characteristics were needed to win with two colors. They presented their findings at Linfield and Portland State University.

“You approach it from a logical standpoint,” said Toci, a math and finance major. “You analyze each graph that you’re playing on and see how the properties influence the outcome of that specific game.”

Their results thrilled Dunn.

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Though Dunn said research in this particular area of graph theory may ultimately be used in optimization applications, it could be some time before practical applications are found, if ever. Still, for pure mathematicians, those who ask open-ended questions from within mathematics, the application is not necessarily the goal of the research.

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— Stories by Laura Davis, Peter McGeau, Mandi Mihelich
Business is booming for seniors in Sandie Kiehl’s Strategic Management class. Teams of Linfield College business students are finding success running companies in an online computer simulation of an athletic shoe industry. Kiehl, associate professor of business, guides students through the capstone course, which integrates concepts from every Linfield business class.

Students are scored on profitability measures such as earnings per share, credit ratings and stock price, said Kiehl, who has taught the course since 1988, leading four sections each semester including one for the Adult Degree Program.

“They are held accountable in the same way they would be if they were running a company,” Kiehl explained. “They get annual results back and it’s black and white.”

Throughout the semester, students make hundreds of decisions, each with the potential to make or break their company. Should they sell wholesale or retail? Branded or private label? And in what regions of the world? Other decisions follow related to production, distribution, marketing, compensation, corporate finance and more.

Complex business concepts leap from textbooks as students find themselves dealing with issues relating to exporting, exchange rates and economies of scale.

“The simulation forced us to take risks to find success in the virtual world,” he said. “You can’t just sit back and expect things to happen. We took bigger steps than others at times and it paid off.”

One of Kiehl’s former students, Ted Reimers ’99, recently participated in the simulation again, this time at the graduate level while earning an MBA from California State University Stanislaus. Reimers, assistant vice president with American AgCredit in Turlock, Calif., placed first in his industry worldwide and attributes part of his success in the simulation to his participation at Linfield.

“Linfield gave me a quality business education that has not only helped me in this simulation, but in the real-world business environment,” Reimers said. “Know your competition, relate to your customers and understand finance.”

Dan Lawrence ’06, integrated skills from all his Linfield business classes to run an online computer simulation of an athletic shoe industry during a capstone course taught by Sandie Kiehl, associate professor of business.

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Spring break had a new meaning for 18 students and two staff members who traveled to the Gulf Coast. With assistance from alumni, trustees and friends of the college who financed their trip, the group spent a week helping with the ongoing clean-up from Hurricanes Katrina and Rita. They learned how to "muck and gut" a house and how to shingle a roof. They gained an understanding of just how much local residents had lost. In some cases the students were able to salvage a few treasures ranging from family photographs to an American flag that had draped the coffin of one man’s father. They listened to the stories of residents who had lost everything, and they were touched by their resilience and spirit. They returned with hundreds of photos and a lifetime of memories. Linfield’s involvement with the Gulf Coast continues this summer with a research project by Robert Gardner in sociology and anthropology, and in January Term when he co-teaches a class in New Orleans with Ed Gans from mass communication.
Four retire from Linfield

Four longtime Linfield College faculty members have helped to shape students for the past three decades, and along the way, they have gained as much as they have given. Now, as professors emeriti, they share memories of the past and plans for the future upon their retirements.

Linda Farris, Professor of Education since 1974

**Most memorable moment:** Watching one of my former students, Dr. Mindy (Legard) Larson ’95, interview for my job. She was fantastic and will be the new literacy professor at Linfield next year.

**Favorite course:** Literacy 1 and Literacy 2. Preparing teachers to teach children to read and write is the most exciting job anyone can have.

**Changes in students:** The students don’t change. They always have been and always will be amazing.

**Changes in teaching:** The use of technology in our courses.

**Title of final public lecture:** “Improving Comprehension Through a Strategies Approach,” Oregon Reading Association State Conference, February 2006.

**Retirement reading list:** Too many books to list.

**Retirement plans/travel:** Motorcycling on our Harley, scuba diving in Hawaii, and boating in the San Juan and Gulf Islands.

Richard Farris, Professor of Biology since 1974

**Favorite campus hangout:** My research lab in Murdock. Here I can lose myself in the wonder and mystery of life as I attempt to better understand what is happening in nature.

**Learned from colleagues:** More than I could list here. But most importantly, it takes everybody to make Linfield work.

**Changes in students over the years:** Twenty years ago, many students were from rural Oregon and sometimes the first in their families to go to college. In recent years, students have seemed less sheltered and more worldly.

**Changes in teaching:** In a word, technology. Ten years ago, it was possible not to know about Web-based teaching. Now, WebCT and other teaching platforms are used frequently in language classes.

**Retirement reading list:** Too many books to list.

**Retirement plans/travel:** Cross-country train rides through the Copper Canyon (Mexico) and the Canadian Rockies, and a series of connected European train rides on the Eurostar (Channel) train, the French TGV, the Orient Express and the Glacier Express.

John Hare, Professor of Biology since 1977

**Most memorable moment:** During my first year of teaching when I sent the entire environmental science class of 108 students out into the hallway and told them they couldn’t come back in unless they agreed to my classroom conduct standards. Fortunately, it worked.

**Favorite campus hangout:** Occasional late Friday afternoons spent drinking carbonated beverages with senior faculty who mentored me in the ways of Linfield. It was invaluable training.

**Learned from colleagues:** More than I could list here. But most importantly, it takes everybody to make Linfield work.

**Travel plans:** Cross-country train rides through the Copper Canyon (Mexico) and the Canadian Rockies, and a series of connected European train rides on the Eurostar (Channel) train, the French TGV, the Orient Express and the Glacier Express.

**What I won’t miss:** Preparing and grading exams, committee meetings, enough other things to fill about a page and a half on a yellow legal pad.

**Biggest surprise:** That I would become a better teacher each year. That I would know more about how to do this job on my last day than at any time previously.

**Best thing about Linfield:** The students. I got to work with entering freshmen and watch them mature and progress over four years into graduating 22-year-olds ready to enter graduate or professional school.

Margaret Krausse, Professor of French since 1985

**Favorite campus hangout:** Nicholson Library, because of the lovely Austin Reading Room with fireplace and comfortable armchairs.

**Learned from students and colleagues:** Students over the past 20 years have taught me patience. My colleagues taught me that there is more than one way to do almost anything. Both have taught me humor.

**Changes in students over the years:** Twenty years ago, many students were from rural Oregon and sometimes the first in their families to go to college. In recent years, students have seemed less sheltered and more worldly.

**Changes in teaching:** The use of technology in our courses.

**Title of final public lecture:** “Improving Comprehension Through a Strategies Approach,” Oregon Reading Association State Conference, February 2006.


**Retirement plans/travel:** Motorcycling on our Harley, scuba diving in Hawaii, and boating in the San Juan and Gulf Islands.

**Most memorable moment:** During my first year of teaching when I sent the entire environmental science class of 108 students out into the hallway and told them they couldn’t come back in unless they agreed to my classroom conduct standards. Fortunately, it worked.

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Honing her skills in Ecuador

Hallie Whyte ’07 learned a few new skills while studying in Ecuador. She learned how to communicate when you don’t know the language, how to cook Ecuadorian food and how to blow a poison dart gun – the latter perhaps the least marketable skill for her résumé. Whyte, a gifted pastry chef and cook, who is passionate about math, had a dramatic transformation during her four-month stay at Linfield’s newest study-abroad site last fall.

“I learned how much more there is in the world and how lucky people who live in the United States and other developed countries are,” she said. “A lot of the people I met have nothing by our standards, but they were happier than many people I know here. They made me appreciate everything I do have.”

Whyte, a math major and Spanish minor, discovered how much she enjoys learning language. When she left for Ecuador, she met the bare minimum requirement for Spanish. She’s now fluent and volunteers at McMinnville High School helping newly arrived students learn English. But it was a struggle at times. Her host mother spoke no English, and they had to find ways to communicate until Whyte honed her language skills.

Her greatest adventure was the week she traveled deep into the rain forest via the Amazon River to visit the Huaorani tribe. A village of about 50 people, they have their own language, culture and traditions. Whyte learned some of their alphabet, watched demonstrations on how to make a hammock and dart poison, and tried to shoot a blow gun. “The people were incredible,” she said. “I was fascinated by how they live. I’ve never felt so welcome in any community. They were so happy, loving and affectionate and excited to show us how they live.”

Food has been one of Whyte’s touchstones, and the food of Ecuador was a particular fascination. She began to honor her cooking skills as a child. She has worked at Tina’s in Dundee, popular with the wine-tasting crowd, since she was 17.

“My favorite part is helping people make the connection between good food and good wine,” she said. “It’s fun helping them appreciate all the parts that go into making one dish.”

Her love of food proved to be common ground with her host mother in Ecuador, who was a wonderful cook but did very little baking. And baking – especially desserts – is Whyte’s specialty. She taught her host mother how to make different kinds of cookies and bars, including her special chocolate torte. As a parting gift, her mother gave her a book of her favorite recipes. “She learned to cook like I learned to cook – you don’t know amounts, you just know by sight,” Whyte said. “That makes it all the more special because she had to go through all the recipes and explain what she meant by ‘a pinch’ or ‘touch.’”

Although Whyte plans ultimately to attend graduate school, she is considering returning to Ecuador or another South American country. “I could very easily work in a South American country, teaching English, for a couple of years,” she said. “I completely fell in love with the culture.”

—Manli Mileham
Challenges don’t hinder Rodgers

When Megan Rodgers ’07 steps on the tennis court, her pre-game preparation is different from other members of the Linfield College team.

Instead of walking a few blocks to the tennis courts on the McMinnville Campus, she drives 42 miles from Portland, where she’s a nursing student at the Linfield-Good Samaritan School of Nursing.

Rodgers is undaunted by the challenges presented in combining a demanding major with her love of tennis. On any given morning, she might be found administering injections, learning how to set up an IV or helping dress a wound at a clinical or in the nursing lab. By that afternoon, she’s braving the traffic bottleneck at Dundee to make a team practice or a match.

“She is the core of the team, which is distinctive given her geographical challenges,” according to Amy Dames Smith, Linfield women’s tennis coach.

Focus and hard work are not new for Rodgers. A passionate tennis player since picking up her racquet at the age of 12, the Prineville native was a state qualifier all four years at Crook County High School. After high school, she wanted to combine her love of tennis with her interest in health care. Linfield seemed the perfect fit with its small class sizes, strong tennis program and nursing school.

Rodgers spent her first year in McMinnville focusing on basic requirements and fundamental health care classes. She found she loved the team aspect of college tennis.

“The play of one person can determine the winning of the entire team’s match,” Rodgers said. “You realize it isn’t over when your match is done. Your teammates are still out there and they need your support.”

Her move to the Portland Campus as a sophomore presented new challenges. Each year of the nursing curriculum builds on the previous year, beginning with basic sciences such as taking vital signs and moving into clinical settings such as foster homes or the Oregon State Hospital.

The clinicals require students to spend a certain number of hours each semester working in a professional facility.

Even with a move to the Portland Campus and the challenging curriculum, Rodgers decided to remain part of the tennis team.

“I wasn’t ready to be finished competing,” she said. “In a lot of ways it is therapeutic for me to do something that I love.”

During the last two years, Rodgers has made the commute to tennis practice almost three times a week. She admits her schedule is hectic, but stays on track with her schooling by being organized and making the best use of her time.

And when it comes to tennis, she’s proven her talent. Rodgers has been named first team Northwest Conference and twice received second team NWC honors. What’s more, her teammates voted her Most Valuable Player this year.

“Megan is an outstanding person,” said Dames Smith. “She has a good sense of herself and has one of the greatest work ethics I have ever seen.”

Although Rodgers is uncertain whether she will compete her senior year, she knows tennis will always fit somewhere in her lifestyle.

“My schedule is tough. But I know I am receiving a good education and doing what I love,” Rodgers said. “I can walk away saying I didn’t take the easiest route and I didn’t give up at the first obstacle that landed in front of me.”

– Laura Graham ’07

Baseball

Linfield logged in 15th consecutive winning baseball season and finished second in the NWC with a 15-9 record. This is the 18th time in head coach Scott Carnahan’s 23 seasons they have placed first or second in the conference. Ten ’Cats made the all-conference team.

Track and Field

Head Coach Garry Killpore was named the West Region Coach of the Year by the U.S. Track and Field and Cross County Coaches Association, and the NCAA Division III West Region Indoor Coach of the Year. The ’Cats were second in the NWC. Jeni Claypool ’06 placed third in the women’s shot at the NCAA III championships. Also advancing to the national meet were Danielle Bielenberg ’06, women’s shot, discus; Riley Bernard ’07, women’s 400 hurdles; and Gabe Haberly ’09, men’s javelin.

Tennis

The women’s team finished 21-3 including an 18-0 mark against NWC competition, extending its unbeaten run of NWC victories to 63. The season included the most victories in program history and a fifth consecutive NWC title.

The men’s team finished third in the NWC, with a 15-8 overall record, including a 14-5 mark in the NWC.

Golf

Linfield enjoyed its best men’s golf season in six years, taking second place in the NWC and shooting three of its best team scores in years. The consistent play of Laurie Wheeler ’07, who earned first-team all-conference distinction, highlighted the women’s season. The team placed third in final standings.

Follow your favorite Wildcat team at: www.linfield.edu/sports
As part of the celebration, the college 150th anniversary of its chartering. 2008, the college will celebrate the submit designs for Linfield's logo contest. Graphic artists are invited to take part in designing a logo to commemorate the celebration. Deadline for submission is Aug. 15. For design specifications, go to http://www.linfield.edu/press/detail.php?id=688.

Join the online community

Sign up for Linfield’s online community and see what your classmates have been up to. In addition to searching fellow alumni by year, career and location, the community also offers career mentorship opportunities and other benefits. Coming soon: online class notes. Contact the Alumni Office for first-time login instructions or click http://www.linfield.edu/alumni/alumnom.php.

The revamped awards program features a new category recognizing a young alumnus. Nomination deadline is July 15. For more information, go to www.linfield.edu/alumni/alumni.php.

Pencil Us In

Alumni baseball game July 30, 2:05 p.m.
Come out to the ball game with other Linfield alumni and watch the Portland Beavers vs. New Orleans at PGE Park.

Alumni zoo trip

Aug. 5, 10 a.m.
Send the day with the Linfield Wildcat and other animals at the Oregon Zoo in Portland.

Residence hall dedication Sept. 9, 4 p.m.
Join the Linfield community for the dedication of Terrell and Elkinton Halls, two new residence halls, which will open this fall.

Wicked musical

Sept. 17, 6:30 p.m.
Take in the Broadway hit musical Wicked with other Linfield alumni at Keller Auditorium in Portland.

Alumni Homecoming Weekend

Sept. 29-30
Celebrate Linfield’s Finest while reuniting with fellow classmates during a weekend of homecoming activities.

On the road with President Thomas L. Hellie

Sept. 19 Salem/Eugene
Sept. 20 Central Oregon
Oct. 3 Seattle
Oct. 21 Pacific Lutheran University pre-game BBQ
Oct. 23 Boise, Idaho
For details, visit www.linfield.edu/alumni/onlineontheWEB.

Sesquicentennial logo contest

Graphic artists are invited to submit designs for Linfield’s Sesquicentennial logo. On Jan. 30, 2008, the college will celebrate the 150th anniversary of its chartering. As part of the celebration, the college is seeking designs for a logo to commemorate the celebration. Deadline for submission is Aug. 15. For design specifications, go to http://www.linfield.edu/press/detail.php?id=688.

Malcom provides spark for student alumni group

When Shannon Malcom ’06 joined the Student Alumni Association, she was interested in networking with Linfield College alumni. She has done that and more over the past two years. Malcom, stepping down as association president, has bolstered her leadership and organizational skills in addition to making valuable career contacts. She’s also learned the importance of alumni to the institution. “It has been a great experience,” Malcom said. “I have met many alumni and taken part in leadership opportunities to help the club develop. I have learned a lot, whether it was from Backpack-to-Briefcase sessions, or just hearing different stories or advice from alumni.”

The SAA creates opportunities for students to expand their knowledge of Linfield, interact with alumni and develop leadership traits by planning a variety of activities. This year, Malcom and other members of the SAA organized connection dinners, alumni spotlights, Backpack-to-Briefcase sessions and an alumni Easter egg hunt. They also hosted Tuition Free Day on April 24, to educate students about the importance of alumni support.

According to Malcom, it’s important to educate current students about the important role alumni play in the Linfield family, long after graduation. “It definitely has made me want to be an active alumna in my future,” she said. “Linfield has given me so much over the years and I want to be able to help students some day as well. Without alumni we wouldn’t be able to grow and improve our campus.”

Next year, Samantha Bartlett ’09 will step in to lead the group. Members include Nicki Tykka ’09, Jennifer Masson ’09, Matt Atkinson ’08, Kim Hartman ’08, Leslie Wheeler ’07, and Nicole Wilson ’07.

Congratulations Wildcat Softball

For all your athletic wear, go to the Linfield College Bookstore.

For more information on alumni programs and events, contact the Alumni Office at 503-883-2607 or visit www.linfield.edu/alumni/onlineontheWEB.

Homecoming 2006 September 29-30

Mark your calendars now to reunite with alumni for a weekend of festivities during Homecoming 2006.

Sample Linfield’s Finest!

September 29

Dedication of the Vivian A. Bull Music Center 4 p.m., Keck Campus Arts Quad

A Sampling of Linfield’s Finest

5:30 p.m., McMinnville Grand Ballroom, 325 N.E. Third Street

• Join President Thomas L. Hellie, Dean Dave Hansen, Presidents Emeriti Vivian A. Bull and Charles U. Walker; Dean Emeritus Tom Meicho ’51; Professors Emeriti Ad Reischman ’51 and Craig Singleton and many others. Visit with classmates and some of Linfield’s professors.

• Alumni Awards Program

• Silent Auction, featuring alumni-produced merchandise

September 30

Pre-game Barbecue

11:30 a.m., near HP Park. Look for the tent!

Fuel up for the big game. All ages welcome.

All-Alumni Dinner

5:30 p.m., McMinnville Grand Ballroom, 325 N.E. Third Street

Special dinners for the classes of ’56, ’76, ’86 and ’96
2004-05

Alvin and Jane (Vickers) Ebeo Both, ‘55 and ‘59 of Bridgwater, NAT., are celebrating their 50th wedding anniversary on June 26. Don Cordill ‘58 of Anchorage, CAF, serves on the Orange County grand jury. Gary Olson ‘64 of Portland, NAT., is director of business development for Gentris Corp. Jennifer (Lund) Dye ‘91 of Portland is a wealth management adviser for Merrill Lynch Pierce Fenner Group.

2005-06

Edmund W. ‘49 of St. Paul, Minn., received a graduate school certificate in financial services from the University of Minnesota. Michelle (O’Neal) Daily ‘94 of Twin Bridges, NAT., is marketing director at Woodburn Home Furnishings. Steven Dorison ‘94 of Canton, Mass., is a sales representative for Down East Auto Parts Inc.

2006-07

Kerry (Conway) Venstra ‘90 of Portland is a senior business manager at State Street. Leigh Ann (Bollinger) Willett ‘85 of Black Forest, Colo., is an international business analyst at Nike. Laurie (Cummins) Culbertson ‘90 of Austin, Tex., is a personal trainer with Body Business Fitness. Jennifer (Lund) Dye ‘91 of Portland is a staff tax partner at KPMG. Jon Alford ‘87 of Raleigh, N.C., is director of business development for Blue Cross Blue Shield.

2007-08

Phillip Baer ‘00 of Cumming, Ga., is senior corporate counsel for Interscout Systems Inc. Debbie (Hanson) Harmon ‘90 of McMinnville is director of alumni relations at Linfield College. Cora Lone ‘90 of Austin is director of Compliance Community correction. NaNee Sherrin (Franzoz) Pedem ‘90 of Sherwood is a personal line underwriter with Safeco Insurance.

Students like Nicole ‘07, Evav ‘06 and Katelyn ‘07 depend on alumni participation remaining high in order for Linfield to secure grants and maintain prestigious ranking in US News & World Report and other publications.

Visit: https://www.linfield.edu/support/secure.php today to support the leaders of tomorrow.
Joshua Fishel ’98
Joshua Fishel ’98 is a citizen of the world, an advertiser, a diplomat and a problem-solver. He is completing a two-year stint as consular officer in the U.S. Embassy in Luwakka, Zambia. This fall, he will move to Algeria to assume a similar role at the larger American Embassy there. Although he will miss Luwakka’s mild climate and the friendly Zambians, Fishel said, he is looking forward to Algeria, where he can speak French.

“When I was at Linfield, I went to Paris for the fall semester any year that made zero French as my major,” said Fishel, who grew up in Pocatello, Idaho. He later spent a year studying in Avignon, France.

Unsure of his goals upon graduation, Fishel joined the Peace Corps and served from 1998 to 2000 in Japan. He then earned a master’s degree in international affairs at George Washington University in Washington, D.C., in 2002. That’s where he met Mikiko Tsujii, who shares his love of climbing, kayaking, mountain biking and skiing. They married in 2003 in Port-au-Prince, Haiti, where Fishel was temporarily stationed.

As chief of the embassy’s consular section, Fishel provides services and aid to the 2,000 American citizens there, and handles visas for foreign citizens desiring to enter the United States.

In Zambia, he also deals with refugees from Congo, Somalia and other parts of Africa, he said. Fishel also reports on refugee issues in Zambia and helps to administer assistance programs. “I travel to the refugee camps, meet with the people providing aid and make sure they’re spending our money wisely,” he said. The Fishels recently brought their newborn home in Driggis, Idaho, where Joshua’s parents live. They will spend several weeks there before moving to Algeria in late September.

Fischel said he has been fascinated by Algeria since studying Albert Camus at Linfield and writing his final paper for French on the Algerian-French author.

— Beth Rogen Thompson

Class Notes

**LINDFIELD MAGAZINE**

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**Adventurer, diplomat: the world is Fishel’s oyster.**
John Paul Creasman ’59 is a miracle worker to the thousands of people whose eyesight he has helped restore.

Creasman, assistant professor in ophthalmology and department chair at the Mayo Clinic in Arizona, has devoted his life to humanitarian work and education around the world. Over the past 35 years, he has regularly offered his skills and materials in underserved areas of Africa, the North Pacific and South America.

Last year, Creasman received the Mayo Clinic Alumni Association Humanitarian Award for his contributions to medicine, education and medical humanitarian missions.

“Most of the blindness in the world today is due to cataracts, and that’s easy to rectify,” said Creasman, who, after graduating from Linfield College, earned his medical degree from Baylor College of Medicine. “And the rewards for the patient, and for me, as well, are dramatic. It’s exciting to watch people see for the first time in many years.”

Humanitarian work is second nature to Creasman, who grew up near the San Carlos Indian reservation in southeastern Arizona and often helped his parents provide food, clothing and shelter for those in need.

“Don’t you just take, you give back,” Creasman said. “I wouldn’t know how to do it any other way.”

His primary focus has been a small clinic in Vera Cruz, Baja, Mexico, which he founded in 1972 and travels to several times every year.

“On the very first trip we started seeing patients under a mesquite tree,” he said. “We see people from all over. They hear we’re coming and they show up.”

Over the past 35 years, he has established buildings and projects and recruited a dentist, a family practitioner and a nurse practitioner to help him provide care. In addition to hands-on patient care, Creasman is a prominent of medical education and has hosted conferences for physicians around the world.

His love of science took hold in a Melrose laboratory during his first rainy winter in Oregon. Although initially he came to Linfield to play baseball, he took zoology from Jane Claire Dirks-Edmunds in the off-season and was hooked.

“Everything was so clear and concise, it was impossible not to learn,” he said. “Other than my parents, she was the first instructor who really taught me how to think, process and ask the questions.”

“Why and what difference does it make?” When March rolled around, I forgot about baseball.”

Instead, he double majored in chemistry and biology, participated on the debate team and served as student body president, thrilling in Linfield’s familial atmosphere. Years later, he established a endowed fund in ecologies and Linfield in the name of Dirks-Edmunds.

“I would have disappeared into the woodworking at a large university,” said Creasman, who, during his first week on campus, was invited to play pool with then-President Harry Dilin.

“He said, ‘The back door’s always open. Come over any time you want.’” Creasman recalled. “Linfield was literally a family in many ways. Many of my Linfield classmates are still my closest friends today. In this environment you make friends that last.”

— Lanna Davis

Got news? Have you changed jobs? Received a promotion? Returned to school? Received another degree? Started a business? Did you get married or have a child in the last 12 months?

If you have news for your classmates and other Linfield friends, visit www.linfield.edu/alumni.php

John Paul Creasman ’59

John Paul Creasman ’59, right, assistant professor in ophthalmology at the Mayo Clinic, examines a patient before surgery in Micronesia. Creasman traveled to the island of Yap, Micronesia, for the first time in 2003 to evaluate need and hopes to return next year with a team of volunteers.
From left, Kari Blankenship of McMinnville, Holly Brause of Astoria and Rachyl Stupor of Dundee, all ’06, will spend next year teaching and studying in other countries after earning awards from the Fulbright Commission. Brause will teach in Uruguay, and Stupor will teach in Chile after both earned Fulbright English Teaching Assistantships. Blankenship will work at the Institut Pasteur in Tunisia conducting research on leishmaniasis, an infection caused by a parasite.