Lessons from a changing economy
Teaching economic literacy

I just returned from Washington, D.C., where I met with fellow college presidents and visited our senators and congressmen. The federal stimulus package was being debated during my three days in the nation’s capital. There was tremendous energy in the air. There was also great fear. And everyone was discussing the economy.

In our work, college presidents invariably deal with urgent matters, and there’s not enough time for reflection. In Washington we chattered about the stock market, the economic recession and the growing need for financial aid for students. We swapped stories about admissions numbers and budget strategies. Speaker after speaker warned us of us had trouble sleeping at night. But even as I listened to speakers, met with legislators, and talked to fellow presidents, I reflected on two things: Linfield’s financial status and our long-term educational mission.

So far we are doing fine at Linfield. Although our endowment has fallen, it hasn’t dropped as precipitously as the market. Our budget remains balanced. Our enrollment is solid. Our programs remain strong. We have promised to help students in financial emergencies, and we have maintained our academic quality. We will be very frugal next year; our main budget increases will meet rising energy costs, fund additional scholarships and complete long-term commitments. While we will need help meeting our students’ financial need, you — our alumni and friends — will not abandon us. Times may be hard, but Linfield has survived worse. I know that we are in better shape than many colleges.

However, I wonder if today’s economic crisis holds lessons for our educational program. Not just at Linfield but also across the country. Over the last few years, America’s business leaders committed huge errors and transgressions. But because our own retirement accounts were growing, we didn’t pay attention. We knew that housing prices were rising at an unprecedented rate, but we liked our new home values. We forgot about the Internet bubble of the 1990s, the Great Depression of the 1930s, and, for that matter, the financial crises of 1873 and 1893. We weren’t thinking historically or economically. We probably weren’t thinking logically. Perhaps we weren’t thinking ethically. Clearly we weren’t thinking like liberal arts graduates.

At my meeting in Washington, D.C., one speaker called on college presidents to include economic literacy in our curricular requirements. Not just to equip future business people, but to prepare citizens who can debate, vote and lead in a democratic society. That may be one long-term lesson of our short-term financial crisis. More than ever, we need to educate our students to live in a challenging world. That will require an understanding of economics and business, math and science, ethics and human nature.

— Thomas L. Hellie
President

“More than ever, we need to educate our students to live in a challenging world. That will require an understanding of economics and business, math and science, ethics and human nature.”
A Linfield College theatre production was one of four selected to compete at the American College Theatre Festival regional conference at the University of Idaho in February. Crane, by British playwright Sarah Kane, originally ran in March 2008 under the direction of Janet Gupton, associate professor of theatre arts. The play analyzes how various addictions affect the lives of individuals. Linfield students, faculty and community members will be offered a number of opportunities as a result of the grant, including an annual visiting scholar from the China Studies Institute of Peking and Shanghai Universities who will provide Chinese language instruction at Linfield; faculty stipends focused on China to encourage Chinese-themed topics in Linfield courses; and student travel grants to increase the number of Linfield undergraduates studying at the college’s partner institution located on the campuses of Peking University and Shanghai University.

The grant will also make possible the launch of a three-year series, China in McMinnville. The program will include events, lectures and performances open to the community. Linfield will work with the Confucius Institute at Portland State University, the North-West China Council and the World Affairs Council to bring theatre productions, concerts, lectures on philosophy and more to campus.

The Asian Studies Program has deep roots at Linfield. The college currently offers a major and minor in Japanese language and a minor in Asian studies. In addition, the Asian Studies Program provides Chinese language study and courses offered in several departments.

Grant to boost China studies at Linfield

China studies at Linfield College will be enhanced thanks to a grant of more than $96,508 from The Freeman Foundation of New York.

The grant will increase opportunities to study the languages and cultures of Asia, according to Victoriia McGillin, vice president for academic affairs and dean of faculty at Linfield.

“Linfield is committed to creating a Chinese studies program that will inspire current students and attract future Chinese language scholars,” McGillin said.

Over the next three years, Linfield students, faculty and community members will be offered a number of opportunities as a result of the grant, including a visiting scholar from the China Studies Institute of Peking and Shanghai Universities who will provide Chinese language instruction at Linfield; faculty stipends focused on China to encourage Chinese-themed topics in Linfield courses; and student travel grants to increase the number of Linfield undergraduates studying at the college’s partner institution located on the campuses of Peking University and Shanghai University.

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Czech professor is Renshaw lecturer

Josef Jarab, professor of English and American literature and director of the Center for Comparative Cultural Studies at Palacky University in Olomouc, Czech Republic, is the Renshaw Distinguished Visitor at Linfield College spring semester.

Jarab will teach in the English Department and also present public lectures, with the dates yet to be determined.

Jarab was the first freely elected university administrator in Czechoslovakia following the Velvet Revolution and served as the rector of Palacky University for seven years. He is a founding member of the Czech Learned Society and the first chairman of the Czech Fulbright Committee. He was a member of the Senate of the Czech Parliament, where he was responsible for the Committee on International Affairs, Defense and Security, and for a decade he represented Czech humanities in the European Science Foundation.

The Renshaw Distinguished Visitor is under the auspices of the Philip Renshaw Endowment for the Liberal Arts. The endowment was established by Renshaw ’31, former trustee and one of the college’s most generous supporters.

Photo class documents inauguration day

Linfield College photojournalism students produced “McMinnville Talks,” an audio slideshow of interviews taken on inauguration day.

The students spent the day documenting the reaction of students and local residents to President Barack Obama’s inauguration.

They used new multimedia kits with digital cameras, audio recorders and digital video cans funded with a gift from the Bladine family, the News Register and Online NW, in memory of Phil Bladine ’40, long time newspaper owner.

The Bladine family and the News Register have a long history of working with Linfield. Phil and Jeb Bladine ’59 both started their college careers at Linfield before transferring to the University of Oregon. They have been active in the Partners in Progress campaign and hired many Linfield students as interns. Meg Bladine, Jeb’s widow and Jeb’s mother, is a trustee emerita. Chelsey (Bladine) Nichols is a 2001 graduate.

To view the audio slideshow go to www.newsregister.com/article/24643-mcminnville-talks-view-inauguration.

New trustees join board

Four individuals have been elected to the Linfield College Board of Trustees:

David Baca ’78, managing partner of Davis Wright Tremaine LLP, Portland

Kerry Carmody ’73, chief operating officer, Providence Health and Services, California Region, Mission Hills, Calif.

Kellanne B. Henry ’83, investment manager of Schnitzer West, LLC, Seattle, Wash.; and

Doug Tunnell, CEO and winemaker at Brick House Wine Company and owner of Brick House Vineyards, Newberg.

For a complete list of the board of trustees, go to www.linfield.edu/about-linfield/trustees.php

Henberg named C of I president

Marvin C. Henberg, a member of the Linfield College faculty and administration for 15 years, has been appointed interim president of the College of Idaho in Caldwell, effective July 1.

Henberg served as vice president for academic affairs and dean of faculty for 11 years, before being named interim president for several months following the retirement of Vivian A. Ball and prior to the appointment of Thomas L. Hellie. He is currently professor of philosophy. Henberg played a major role in shaping Linfield’s present direction, including the adoption of a new general education curriculum in 1997. He served as chair of the Planning Council, which has developed a strategic agenda to help set priorities and guide the college’s future growth and financial development.

He is the author of Insipired Paganism: An Illustrated History of Linfield College, published in celebration of Linfield’s 2008 sesquicentennial.

“After 15 years in McMinnville, my wife, Laurie, and I go to Idaho with mixed feelings,” said Henberg. “Linfield College has been a great adventure, and we will be ever thankful to our many community friends, colleagues and fine former students.”

Linfield Digest

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Lessons from a changing economy

If Randy Grant was looking for the perfect laboratory in which to teach economics, he found it last fall.

Some days, he cast aside his textbook and syllabus and used the front page of the daily newspaper. The economic turmoil from the declining stock markets, falling home values, record unemployment and tightening credit, provided an opportunity to engage students with material that fascinated and alarmed them.

For students of economics — undergraduates and professors alike — it’s been both an electrifying and chilling time.

“One thing I said to my students early last semester is that it is an exciting time to be an economist, and a scary time to be a person,” said Grant, a professor of economics at Linfield College. “From a teaching perspective, it’s wonderful. It’s great as an economist to see these things play out, some of which have only been theoretical ideas for a long time.”

Teacher and students have gotten an intimate look at economic principles that, until now, have only been theory.

For example, in intermediate macroeconomics, students learn about the liquidity trap, the concept that monetary policy has a limited ability to expand an economy that’s in a deep recession, Grant said. It existed as a theory for many years and only recently, during last decade’s economic crisis in Japan, did it become a living experiment. It began to play out again last fall as U.S. banks have been reluctant to lend and people were unwilling to borrow. Regardless of what the Federal Reserve has done, including the creation of new monetary policy tools, the expansionary policy has not generated the borrowing and spending necessary to bring the economy out of recession.

Curiosity has been the biggest reaction from students, Grant said. “They hear something new and they want to know what it means,” he said. “Of course there’s concern, mostly from seniors. More students are talking to me about graduate school. They are looking for alternatives, recognizing that the job market may not be very good when they graduate.”

Emma Kemp ’09 applied economic reasoning before accepting a position as an actuary after she graduates. A math and economics double major, she changed her plan to attend graduate school in favor of taking a good job.

“The constant attention and the exposure in the media have given students an immediate belief that the subject is relevant,” he said. “In some ways, we are on the cusp of a change in the main ideas and concepts. The challenge has been to convince students that economics is important. Until this year.”

“With the financial crisis, there will be a lot of graduates looking for jobs and applying to graduate school,” she said. “That makes for fewer resources for graduate assistantships. I felt lucky that I had a good job offer. I can always go back to graduate school if I decide that’s what I want.”

Drew Schroeder ’10 is just soaking up everything he can.

“It’s an unprecedented time, and there’s no one answer out there that’s a fix for everything,” he said. “As you study the principles (of economics) you learn about the problem and how to fix it. But when you look at what’s happening right now, those answers don’t necessarily apply. It’s interesting to watch all these sound economic minds trying to formulate an answer.”

Throughout some 40 years of teaching economics, Dave Hansen, professor of economics and vice president for student services, has seen little change in the main ideas and concepts. The challenge has been to convince students that economics is important. Until this year.

“Perhaps the constant attention and the exposure in the media have given students an immediate belief that the subject is relevant,” he said. In some ways, we are on the cusp of a change in the way we think about the economy as a whole and the role of government in the economy, so that makes it pretty exciting.”

But it is also very unsettling and the seriousness of the situation may not be clear to many people, including students, with the country facing the most difficult
Learning to network

Eight Linfield finance majors recently have learned first-hand about aspects of the current economic crisis – and may have made some valuable contacts along the way.

“Topics in Finance: Seminar in Securities Markets,” a January Term course, combined a research project with an opportunity to meet with finance and investment professionals in Portland and New York City. Students spent part of the first three weeks of the course researching a specific mutual fund and preparing a presentation to investment professionals in McMinnville and Portland on how that fund could be best used in an overall investment strategy. The investment evaluators, most of whom were alumni volunteers, then graded the students, said Scott Chambers, professor of finance at Linfield.

“It’s very intimidating to go to an investment professional and say, ‘I’m going to tell you about investing in this mutual fund; but it really is a confidence builder for the student,” Chambers said. “It builds up their confidence so that when they are in a job interview and they have to talk about something of substance, they have had that experience.”

One of the most valuable lessons from the class was getting a solid understanding of what finance professionals actually do on a day-to-day basis. Another was establishing important contacts in the field.

Meeting with investment professionals, including many alumni, may be the most valuable part of the course, Chambers said. The New York trip included meetings with Richard Callb ’76, vice president of the Bank Supervision Group at the Federal Reserve Bank of New York; Brian Petroquim ’94, associate at LeClair Ryan in Newark, N.J.; Tim Benzel ’96, a research associate at Neuberger Berman; Jeff Dunbar ’00, vice president at BlackRock Inc.; and Tom Phillips ’97, first vice president, Merrill Lynch & Co. Inc.

“This experience is so valuable because it builds the bridge between the classroom and the professional career,” Chambers said. “This is when they really start to understand what the profession is all about and just how serious this recession may be. They can hear it from me or other professors, but when they hear it from someone working in the field, they begin to understand the severity and implications of the situation.”

Jessica Richey ’09 has no doubt that finding a job in the current economic period since the Great Depression, Hansen said. “Given what I know about economics, I would never have predicted that we would be in this much difficulty,” Hansen said.

Ashley Moehring ’02 understands the importance of classes like this one – she met with alumni at R.V. Kuhn during Chambers’ 2002 class, secured an internship and then a full-time job. She is now a principal and consultant for the firm and credits, in part, the experience of the class.

“I got my foot in the door by coming here with the class,” she said. “There’s always a gap between education and work experience, so this class is really helpful. Meeting with professionals and alumni in the field and getting advice and feedback from them is so important to finding the right job.”

Moehring, who works with a variety of institutional clients including Linfield College’s endowment fund, has found the events of the last several months challenging, yet educational.

“This is the first major market dislocation I’ve been through in my working career,” she said. “One of the greatest challenges is trying to balance the long-term objectives of our clients’ investments given the uncertainty as to how long this market turmoil will persist. This has certainly made everyone much more aware of the risks in the market. I think the excesses we’ve witnessed in the market were unhealthy and we should come out of this a stronger economy, but it will be very painful in the interim.”

Students also got a crash course on how to dress and conduct themselves professionally. They were required to prepare an introduction that they each delivered at some 30 meetings over the course of the month. The introduction included the student’s name, hometown, major, the type of investment he or she was researching, and something about themselves that would not come up in a typical conversation.

“We work constantly on their introduction,” Chambers said. “I know it works because students have told me two or three years later that whenever they are in a situation with someone they hadn’t met, they use their introduction because it is automatic.”
Ideas for parents to ponder:

- Encourage students to consider a mix of college choices and options.
- Include Linfield and other private colleges in the mix. Thanks to scholarships and grants, the net price is often comparable to that of public institutions.
- Consider the “mentor-degree” factors – do students at this university usually graduate in four years or does it really take longer? Lack of access to required classes at the appropriate time can slow down academic progress, delay graduation and increase overall costs.
- Meet the priority dates for admission, financial aid and scholarships.
- File the Free Application for Federal Student Aid, even though it is required for nearly all jobs that pay college-bound students.
- Financial planning and wills can reduce loan obligations. But be sure to check with the colleges and universities you are interested in to see if they have great ideas that go nowhere because they are unable to communicate them. I am a great proponent of internships and this is one way Linfield is strong and should continue to increase the brand experience for young minds.

Professors’ insights in demand

Scott Chambers, professor of finance, was invited to share his insights into the economic and financial events of the fall with employees at the Cascade Steel Rolling Mills Inc. plant in McNabb. Last fall, Chambers and Randy Grant, professor of economics, were invited by local businesses and organizations to speak about the economic turmoil.

Quick takes: advice to students seeking jobs

Lisa (Taylor) Decker ’01, senior vice president for investor relations, Homestead Capital

“Empathize with the benefits of a liberal arts college and the idea that you are an above-average writer and critical thinker. Employers will feel comfortable with the fact that you have the necessary professional foundation and can be taught the rest. It is a lot easier to teach a new employee the procedures and business plan of the company, than proper communication skills.

“Don’t be discouraged if your first job after college is not your dream job. This is an unprecedented time and economy that we may never experience again. Embrace the opportunity to learn and gain experience. Working in a growth period is easy, it is during the challenging times that you really learn.

“I graduated in 2001 during the last recession, and my first job was at a grocery store for a few months. Don’t be shy about calling on every contact you have. It never hurts to make contact with companies and make the ‘ask’; the worst they can say is no.”

Gale Castillo ’73, president of the Hispanic Metropolitan Chamber

“I would advise students to identify a business organization or local chamber of commerce to begin the networking process. Students can also volunteer for an organization in their targeted industry. This creates a work reference and also positions them to apply for any opening that may become available. If the student applies for a position, the student will have a lot of information. The employer will also know something about the student’s ability to fit in and perform.

“Students entering the workforce need to be able to express an idea clearly both verbally and in writing. If a student has any concern about this, they should take classes to work on these important skills. Students also need to be able to work effectively with others.”

Wayne and Linda (Adams) Case ’62 and ’68, CEO and corporate secretary, Schmitt Industries

“Students need to use their networking skills with families, friends and people they have met. If they put their name out there and people are familiar with them, that will be a big help in getting a job. When I returned from the Peace Corps I took whatever job I could find. I have had a variety of experiences in banks, high tech industries, purchasing, recruiting, human resources and investor relations.”

“Wayne: ‘I can’t over emphasise the importance of being able to effectively communicate your ideas. A lot of people have great ideas that go nowhere because they are unable to communicate them. I am a great proponent of internships and this is one way Linfield is strong and should continue to increase the brand experience for young minds.”

Opportunity grant cuts hit neediest students

Andrew Falla ’11

Andrew Falla ’11 dreamed of attending Linfield College, where he was in his junior year when he and another Linfield student learned that their Oregon Opportunity Grants would be reduced by $80 this semester.

Falla has a family connection to Linfield. His parents, John and Bonnie (Huttalder) Falla ’83 and ’79, met as Linfield students, but they didn’t get to see their son enroll. By age 10, Falla had lost his mother to cancer and his father to a hunting accident. Family helped him raise him, but he is responsible for college expenses.

For more information on Linfield students receiving opportunity grants or to sponsor a student go to: www.support.linfield.edu/oog
Linfield takes steps to deal with economy

The world economy is experiencing falling asset values, tightening credit and rising unemployment. The consensus among economic forecasters is that the recession in the U.S. may be the most severe in the post-World War II period. This has complex implications for the financial health of private colleges. To better understand the impacts on Linfield College, we sought insights from three individuals close to the scene.

Glenn Ford has served as vice president for finance and administration and chief financial officer at Linfield since 2007. He holds an MBA and has 24 years of experience in higher education administration.

Jeff Summers has been a professor of economics since 1992. His research focuses on the economics of higher education and administration and chief financial officer at Linfield since 2007. He holds an MBA and has 24 years of experience in higher education administration.

Dave Jubb ’71 graduated from Linfield and subsequently earned both a CPA and law degree. A retired PricewaterhouseCoopers partner and currently vice chairman of a large food manufacturing company, he has served on the college’s Board of Trustees since 1994 and chairs the board’s Financial Affairs Committee.

Linfield Magazine: In what ways can the economic downturn affect colleges such as Linfield?

Summers: A private college’s revenue comes from four main sources: tuition; endowment earnings; charitable gifts; and room and board and related areas such as the bookstore. All are likely to decline during this recession. Therefore, the key economic issues affecting private higher education will include the abilities of students and families to pay for college (which could be hurt by reductions in state and federal financial aid), falling endowment values and reductions in charitable giving.

Jubb: Tuition provides the lion’s share of our budget, so we are focusing on maintaining stable enrollment. Cost containment is also at the top of our financial agenda, although tempered with an overriding concern for college program needs.

L.M.: What steps has the college taken to ensure it will have enough revenue from tuition, while ensuring that students will be able to afford to attend?

Ford: We’ve taken several measures. First, we are developing a contingency budget in the event that revenue is below projected levels. We have also carefully considered the financial aid budget that supports our students. Linfield remains significantly less expensive than nearly all of our competitor private schools in the Northwest.

L.M.: How does the endowment work, and what impact will its decline have on Linfield?

Summers: The endowment is invested in a diversified portfolio of funds. The college spends 4.5 percent of the 12-quarter rolling average of its value. College and university endowments fell on average by an estimated 26 percent in calendar year 2008. Linfield’s endowment dropped by approximately 24 percent in the same period. This will reduce income flows and negatively affect college revenues and spending. Declines here may be long term, with the stock market remaining well below the highs of the past decade for some time to come.

Jubb: The endowment provides a long-term financial “cushion” for Linfield and reduces the impact of the short-term ups and downs in revenues and costs. Linfield’s annual budget is less affected than many other private colleges by valuation changes in endowment due to market volatility because the annual amount taken into operations from the endowment is small in relation to the overall college budget.

L.M.: How might the current economic situation affect charitable giving?

Summers: Most charitable giving in the country and at Linfield is from individuals such as our alumni, not from foundations. The response of individuals’ charitable giving depends on their personal finances— which have likely deteriorated in this downturn. Nevertheless, colleges will continue to receive large gifts from able private donors who are motivated to raise their giving and help out in these challenging times. Foundations draw on endowment earnings to fund their gifts. As those earnings fall, the level of foundation grants to colleges will fall too.

Jubb: Across the country schools and charities are facing a decline in giving from individuals and private foundations at a time when their needs are greatest. However, not every private college is similarly situated and Linfield donors have been very supportive in the past during difficult times. We expect they will continue to be so during the current economic downturn. We see examples where donors who give are “digging deeper” to close the giving gap created by those more deeply hurt by the nation’s slow economy.

L.M.: What are the greatest expenses?

Ford: Compensation accounts for approximately 65 percent of our annual expenditures, or nearly $36 million next year. That’s largely because we have small numbers of students in our classes taught by high quality student-centered professors, not graduate teaching assistants. Operating expenses to cover the costs of serving our students represent 11 percent of our expenditures. The budget for next year reflects the priorities of the college—the preservation of academic quality by maintaining programs, faculty and staff and the recruitment and retention of high quality students.

Jubb: For many employees work may be part job and part devotion to serving the students we employ could often find more compensation elsewhere but are dedicated to the school and in mission. We as trustees have to make sure that the faculty and staff have the tools and technology to support them in providing the best in undergraduate education.

L.M.: How about capital projects, such as the planned renovation of Northup Hall?

Summers: Colleges are in something of a bind here. There may be fewer gifts to support capital projects just at a time when costs of construction have declined due to the recession. Colleges that can secure the resources for building and renovation projects that help fulfill their missions will benefit if they can at least begin the work on these projects before the economy rebounds and construction prices rise.

Ford: The renovation of Northup Hall is the primary capital priority for Linfield. Our prospective donors are excited about the project and its significant positive impact. But we realize it may take us a bit longer than expected to get the funding in place.

L.M.: What are your “crystal-ball view” of the future?

Summers: Colleges such as Linfield that are more tuition driven—relying less on endowment income—could find themselves in a relatively better position as the recovery unfolds as long as their rates of tuition inflation do not exceed the growth of family income by too much. However, the pressure for colleges to account for the ways they spend money and demonstrate in transparent ways the real values of the education they provide is going to grow over the foreseeable future. The colleges likely to be most successful in recruiting and retaining students and competing for scarce gift resources over the coming years will be those that set clear learning objectives for their students, take an active role in the evaluation of student learning, and use the evaluation information as a vehicle for telling their educational stories to prospective students, parents and donors. These same colleges will demonstrate a more nimble willingness to make pedagogical, curricular and structural adjustments as needed to improve student learning on an ongoing basis.

Ford: Fortunately, Linfield has not been subject to all aspects of this crisis. We have no variable-rate debt and our debt ratios are solid. We have no liquidity problems, as we have carefully invested our operating cash. Because our endowment is small, we are not dependent upon it for a large portion of our budget. Our major emphasis must be on recruitment and retention of students.

Jubb: Linfield has a strong reputation, excellent faculty and staff, and a culture of commitment. I’m highly optimistic about the future of Linfield College. We are better positioned than many other small colleges to improve student learning on an ongoing basis.
As a young college student, Peter Richardson lost his heart high in the eastern Swiss Alps – twice.

Not only did he fall in love with his future wife, Beverly, but also Richardson became enamored with Swiss German culture. Richardson, professor of German and this year’s Edith Green Distinguished Professor Award winner, has spent the years since sharing his knowledge of Switzerland with his Linfield College students.

Some four decades later, he and Beverly regularly return to the Swiss Alps, and Richardson’s current sabatical research is based on the region (see sidebar). Self-described polyglots, they share a love of language, speaking German, Swiss German, French and Spanish, and some Italian and Rhaeto-Romansch as well. Richardson also teaches Latin at Linfield. Beverly, a local defense attorney, earned a Ph.D. in romance philology and has a concentration in Spanish.

At Linfield, Richardson’s contagious enthusiasm and sincerity have gone hand-in-glove with his desire to educate the whole student, sometimes in unorthodox ways.

Each year at the beginning of fall semester, Richardson tells his students, “Welcome to Linfield. I hope I don’t see you next year.”

Students should not take offense, he’s quick to say. “I hope they’re in Austria or some other country. It’s a profoundly enriching experience to be able to melt into another culture, live your own culture through other eyes.”

Richardson arrived at Linfield in 1980, after a decade of experience on the Yale faculty. He was drawn to Linfield both for its Northwest location and the modern languages position it offered.

“I can’t imagine going anywhere else, and that was so in my first year,” said Richardson, who has relished satisfying relationships with colleagues and students.

Over the years, his interests have moved toward advising, and generations of students have sunk into a worn, wooden rocker that sits prominently in his office. He has served as a colloquium advisor every year since the program’s inception in 1985, and he was a member of the committee that devised it in an effort to increase retention. He works so closely with the Counseling Center that its staff members jokingly offer to get him his own coffee mug.

“I’ve had the opportunity to exercise the kind of care I feel is essential to the education of students,” he said. “The rocking chair stuff. There is a lot that stands between students and learning. Dealing with a broad range of human experience and emotion is fascinating.”

Daniel Clausen ’08, a language teaching assistant at a high school in Kernateu, Austria, took at least one course each semester from Richardson while completing a double major in English and German. He remembers singing German folk songs at the beginning of class.

“When we got to the one about Bergvagabunden or ‘mountain vagabonds,’ I began to see how the Alpine culture meshed with my Idaho background,” Clausen said. “Peter notices such things immediately, and I remember him winking conspiratorially at the shared passion.”

Richardson interperses his classes with great literature, probing discussions and props. To better describe the lives of Swiss and Tyrolean farmers, he brings in cow bells and hand-carved butter churns.

“In my last semester I spent two hours a week sitting in that famous rocking chair, talking through several great 19th century German novels,” said Clausen. “I learned just as much about life as I did about the German language. I wish I could continue his classes indefinitely.”

Richardson also teaches “Language Matters,” an Inquiry Seminar about language use in America. Although Lily Niland ’10 has taken only one class from Richardson, she said, introducing her to the intercultural communication major during a lunch in Dillin. Niland speaks Spanish and Japanese and, Richardson has become one of Niland’s most influential professors.

“Richardson has become one of the most influential professionals that I’ve met. He’s been instrumental in introducing me to the intercultural communication major during a lunch in Dillin. Niland said. “I thought, ‘Am I really going to learn language from this guy?’ Then he dropped the accent and asked the class about our assumptions. That was a dramatic way for him to introduce himself and pull out vices we have about different types of American English.”

Richardson has become one of Niland’s most influential professors, she said. “He’s been instrumental in introducing me to the intercultural communication major during a lunch in Dillin. Niland said. “I thought, ‘Am I really going to learn language from this guy?’ Then he dropped the accent and asked the class about our assumptions. That was a dramatic way for him to introduce himself and pull out vices we have about different types of American English.”

Richardson’s passion for Linfield, for its students, and for the purpose of a liberal arts education helped convince Barbara Seidman, professor of English, during her job interview that Linfield was where she should spend her own career.

“We’ve shared many students over the years, and from them I have heard again and again how he has inspired them to explore and test their own potential in life-changing ways,” Seidman said. “Peter is an invaluable colleague and a gifted educator – the impact he has had on Linfield is beyond measure.”

The son of a geologist, Richardson nurtures a strong connection to the land and nature. He and Beverly raise lavender and garden on 23 heavily wooded acres outside McMinnville, “our own little paradise.” He plays the banjo, operates a 1913 Chandler and Price printing press, and is a woodworker, recently crafting ornate rafter tails inscribed with a Swiss saying for his wife’s new spinning room.

“Life is too short not to have fun,” he said. “That’s why I do what I do. Teaching is just such colossal fun. And when it stops being fun, I’ll wander off.”

Peter Richardson file:
B.A. Stanford University; M.A., Ohio State University; M.Phil, Ph.D, Yale University
Edith Green Professor, 1987-88, 2008-09
Colloquium advisor since 1985
Favorite writer: John McPhee
Favorite book: John McPhee’s “The Power Broker”
Favorite place: “Some word forms are 400 to 600 years old,” he said. “They can’t read it, so it’s a gift to them. It’s their own patrimony, their culture.”

Richardson is spending his spring sabatical deciphering and transcribing more old Germanic languages from local Sapün residents, most of whom cannot read the old handwriting.

“Some word forms are 400 to 600 years old,” he said. “They can’t read it, so it’s a gift to them. It’s their own patrimony, their culture.”

Ultimately, Richardson plans to write a German language Heimatschrift, a “home book” or cultural history of the valley. He also hopes to write a historical novel in German based on the material.

“I’m getting to know some of these people from their letters,” he said. “I can hardly wait to get to it.”

Peter Richardson has been named the Edith Green Distinguished Professor for the second time, having first earned the honor in 1987. The Edith Green Award is given to a faculty member who demonstrates sustained excellence in the classroom and who contributes in important ways to the intellectual growth and academic success of students.
Karen Fox ’77, Linfield ’93, Peggy Woodward ’96 and David Shubin ’95 all have degrees in nursing from Linfield Good Samaritan School of Nursing, but that’s where the similarity ends.

They have used their degrees to create a special niche, providing examples of the versatility of the nursing profession, within and outside the traditional hospital setting. Equipped with a liberal arts education, these three graduates, and others like them, are melding their careers with other interests in unlikely locations—in this case, in the legal arena and on ships.

The Medical Resource Network

Fox and Woodward are medical sleuths—they sift through medical records looking for the facts regardless of whether they support or refute a legal or medical claim.

Fox is founder and president of The Medical Resource Network Inc. (MRN), a consulting firm that offers expertise in analyzing complex medical issues for clients. The information they uncover might be used in medical malpractice cases, mass tort product liability cases or personal injury claims. The work can involve combing through massive numbers of medical records to decipher and pull out information that may be pertinent to a claim or lawsuit. Because much of their research is pre-litigation, their results have the potential to help clients avoid lawsuits by identifying the medical facts in a case. They also help pharmaceutical companies by identifying physicians interested in conducting drug trials.

“Sometimes we review medical records or provide information that shows that a specific standard of care was not met or why a complication should not have occurred,” Fox said. “At the same time, we might be able to help clients avoid lawsuits by identifying the medical facts in a case.”

Their medical background as nurses gives them a unique perspective in the work. “Nurses have a knowledge base that allows them to review the records and understand what they are reading,” Fox said. “Our job is to give our clients the broadest picture possible and the best information to allow them to make a reasonable decision. That’s why our tagline makes sense—‘medical fact finding for sound decision making.’”

The work can be painstaking and involve hundreds of hours of reading and review. One case involved the review of 8,000 medical records for the U.S. Navy. Never afraid of a challenge, the women put together a team that spent six to eight weeks in Washington to complete the assignment.

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Woodward practiced law for seven years before taking time out when her children were small. When the time came to return to work, she wanted to combine her interests in law and medicine and enrolled at Linfield Good Samaritan School of Nursing.

She knew nothing about legal nurse consulting at the time, but after hearing Fox speak at Linfield, it seemed like a natural combination. She joined the firm right after graduation.

Legal nurse consulting is a relatively young field, existing for about 25 years. Fox, who first graduated from the Good Samaritan School of Nursing, got her start in the Oregon Attorney General’s office reviewing medical records in claims against the state. She worked for a defense law firm and completed her BSN at Linfield before launching her own firm in 1993. What started out in her own home has grown to a company with 16 employees and an additional 12 contract nurses who assist in projects as needed. MRN is one of the largest legal nurse consulting firms in the country.

Fox and Woodward admit this type of work isn’t for everyone.

“There is an enormous opportunity to continue to learn,” Woodward said. “The nurses who do well here are those who enjoy an academic approach.”

The work is analytical in nature and requires strong writing skills. “It is never boring, and there is always a new problem to solve,” she added. “We call it the graduate school of life because you are always learning something about the business or about managing people. The ability to practice nursing autonomously appeals to me and sometimes we find out the most incredible things.”

Meeting maritime needs

Shubin admits he has a head for business and a heart for nursing—and he’s incorporated both into one dynamic career.

He has developed a unique company that provides health care to the maritime industry. Shubin, along with Dan Vasend ’96, worked to create a company that eventually became The Pacific International Maritime Medical Service, Inc. It provides 24-hour service to meet the health needs of sailors aboard ships in the Columbia River deep water ports from Astoria to Portland. That includes everything from immunizations to routine medical care to injuries.

“If there’s a need on the vessel, we will take care of it,” said Shubin, who expanded his business in 2003 to open the Travel and Immunization Clinic of Portland. The clinic offers pre-travel consultations for those traveling to the developing world and carries a full range of travel products.

“Patients can come in, get their vaccinations, consultation and advice, and are able to pick up their products as well,” Shubin said.

Shubin’s entrepreneurial savvy emerged while working at the Old Town Clinic, a nonprofit medical facility targeting the homeless in downtown Portland. Shubin was instructed to facilitate the closing of the financially struggling operation. Instead, he turned it around.

“Even though it’s a nonprofit homeless clinic, you still have to run it like a business,” said Shubin, who utilized insurance resources and improved the billing infrastructure. “This means making smart business decisions, rather than emotional decisions. In the end we were able to keep the clinic going for a few additional years and it served many people.”

Shubin had no background in the maritime industry when doctors alerted him to the need for the medical service. His operational experience and medical background made him a logical fit.

“I had the ability to synthesize medicine with business and was able to deliver both of them,” Shubin said. “A lot of people do one thing or the other. I think you can do the right thing by your patient every time and still make the business of health care work for everybody.”

On a daily basis, Shubin is able to combine his business knowledge and hands-on nursing skills.

“I enjoy the creativity of making incredibly complex things fit together,” he said. “There is great satisfac-tion in that. Interactions with patients are extraordinary. You change an outcome, you make a difference.”

In the future, Shubin hopes to expand his business to other port cities on the West Coast.

— Laura Davis and Mardi Mileham
A diplomatic head start

As a child, Jeff Primozich ’09 dreamed of being a diplomat. Last summer he took a first step toward that goal.

Primozich honed his knowledge of Canada during an internship at the Canadian Consulate in Seattle, Wash. He worked in the departments of political and economic relations, and public affairs, staffing booths at events and promoting good relations between Canada and the United States.

The experience not only boosted his self-confidence but also deepened his understanding of the need for global cooperation.

“I’m better able to comprehend what it means to represent the interests of the United States abroad and to work closely with foreign governments to promote policies that will be beneficial to both countries,” said Primozich, a political science major and music minor. “I have a fundamental belief that global cooperation is necessary for global stability, and to be able to play a role in facilitating that cooperation is very exciting.”

One of Primozich’s most interesting and challenging tasks was organizing elements of the Pacific Northwest Economic Region Summit, which focuses on regional partnerships and cooperation. He helped organize the Clean, Green Border Tour, an environmentally friendly event, for representatives from governments, businesses and universities in the Seattle, Tacoma and Bellingham areas. The tour’s goal was to educate participants about environmental awareness and the missions of the Canadian Consulate.

Although Primozich hopes to study abroad this semester, he says the internship was instrumental in helping him secure an internship at the Canadian Consulate last summer. Primozich’s professional goal is to become a diplomat.

Jeff Primozich ’09 said Dawn Nowacki, professor of political science, was instrumental in helping him secure an internship at the Canadian Consulate last summer. Primozich’s professional goal is to become a diplomat.

Upton finds math paradise

Julianne Upton ’11 spent a month in math paradise last summer.

Advised by Linfield faculty to apply for the program, Upton was one of only 20 women from around the country selected to participate in the Carleton College Summer Mathematics Program for Women in Northfield, Minn. She studied complex subjects such as dynamical systems and the knot theory, but also discovered new careers that she can pursue after graduate school.

Upton said it was stimulating to work in an environment with students who shared her love of math and were enthusiastic about the material.

“It was really nice to collaborate,” Upton said. “Many times during the school year, you work in groups with students who aren’t math majors and you have to explain (difficult concepts). We didn’t have to do that with each other. It was cool to have that kind of equality.”

At Carleton, Upton attended classes and listened to guest speakers who outlined math research projects. Discussions of math and what the students had learned did not end with the classes or speakers. After working on group projects, the women explored how everyone had answered the problem and shared plenty of laughter and fun.

“It’s no surprise that Upton, who is from Corvallis, has an affinity for math. Both of her parents are engineers. I have always had encouragement to be on the science side of things,” said Upton, a double major in math and physics. “My mom has always said I can do anything.”

The professors and students who met reinforced her decision to attend graduate school and inspired career goals as well. “I learned so much about graduate school that I wouldn’t have even thought to ask about.”

The Carleton program gave Upton a glimpse of the variety of career options available after graduate school. Previously, her goal was to become a math professor, but other careers have sparked her interest. She is intrigued by think tanks, made up of mathematicians working together on complex mathematical problems. For example, when the space shuttle Columbia exploded, mathematicians were called together to calculate where the pieces of the space ship might have fallen.

During the school year, Upton is a math and physics tutor and works at Applied Physics Technologies (APTECH), founded by Bill Mackie ’71, professor of physics at Linfield. APTECH produces and develops electron emitting materials and electron sources, work that stems from the Linfield Research Institute.

Linfield’s strong faculty is one of the reasons that Upton selected the college. She said her professors at Linfield encourage her in and out of the classroom.

“Stephen Bricher ’86, professor of mathematics, calls Upton talented and hard working, and encourages her passion for mathematics.”

“I can tell that she truly loves studying mathematics,” Bricher said. “She has the tools to successfully pursue an advanced degree in mathematics, and this program reinforced that perspective.”

Julianne Upton ’11 combines her interests in math and physics by working at Applied Physics Technologies (APTECH), founded by Bill Mackie ’71, professor of physics at Linfield. APTECH produces and develops electron emitting materials and electron sources, work that stems from the Linfield Research Institute.

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A year abroad

Embracing life in China

Jim Diamond hears a familiar call amid the crowd in Tiananmen Square and stops to have yet another photo taken with a stranger: “Sheng dan liao ren!” - Christmas Man!

Towering 6 feet tall with a full white beard, Diamond stands out in a crowd – particularly in China.

For Diamond, professor of chemistry at Linfield College, the past few months have been packed with unusual experiences, including his “celebrity.” He is spending the academic year working with former student Jingsong Zhu ’93 at the National Center for Nanoscience and Technology in Beijing. In addition to participating in cutting-edge research within the lab, he’s embracing the Chinese culture.

“I want to learn as much as I can while I’m here,” he said. “I want to learn not just the language but about the culture, the history, the music, the food.”

With Zhu, Diamond is developing the quantum mechanical description of optical properties of nanoscale devices – which are at the core of modern miniaturized instrumentation.

“Jingsong’s research is in a field where there will be Nobel prizes,” Diamond said. “The caliber of research he’s doing is very high. To be part of it and see the difficulties as well as the success is exciting.”

Zhu, a professor at the center, has maintained a strong link with Diamond, a lifelong friend and mentor. At Linfield, Zhu and Diamond spent hours discussing quantum physics, but their conversations also touched on music, history and other subjects.

“My relationship with Jim has long been like colleague and friend, instead of professor and student, even when I was a student at Linfield,” he said.

Zhu said the second-to-none liberal arts education he received at Linfield has been the foundation for his career success.

“What I am, both professionally and personally, has largely been shaped by my Linfield education,” he said. “Linfield provides students with close interactions with faculty, who will not only provide them with knowledge, but also will shape students’ fundamental views toward life in general.”

Outside the lab, Diamond is doing his best to adopt a Chinese lifestyle, avoiding hangouts frequented by foreigners. Although he does not speak Chinese fluently, he’s learning.

“I can now tell a taxi driver how to get to my house,” he said.

His arrival in Beijing coincided with the 2008 summer Olympics. Within three months, he joined the Beijing International Festival Chorus. “I had to find some way to sing,” said Diamond, an accomplished musician who has performed with the Portland Opera Chorus and Symphonic Choir and appeared in numerous theatre presentations. His enthusiasm during rehearsals gained him an invitation to sing with the Deutscher Chor Peking chorus during a performance of “Carmina Burana,” which sparked friendships with a number of professional musicians.

Diamond also has created English voice-overs for the second-to-none liberal arts education he received at Linfield has been the foundation for his career success.

Without the purchase is written onto the chip. The card is inserted into a slot in the apartment’s energy meter, and those kW-hs are now available for use.

Nov. 11, 2008
I have been here in Beijing a bit more than three months. There are times when things are a bit difficult for me… the problems of quotidian existence outside of work, living in a country where one is illiterate, incomunicado, and dependent on others for assistance with the simplest tasks – such as buying energy – these can sometimes become more than I wish to bear. There are many more days when Beijing is so wonderful, it is equally hard to bear, but only because I am afraid my heart will burst with joy.

Jim Diamond is a professor of chemistry, loaded belongings onto a three-wheeled cart and bikes during a recent move in Beijing, China. Diamond is spending the 2008-09 academic year working with former student Jingsong Zhu ’93 at the National Center for Nanoscience and Technology.

For now, “Christmas Man” is savoring his days in China and hopes the experience will pave the way for future Linfield students to benefit.

“I am a different man than I was five months ago,” he said. “When you see me again in August, I’ll be even more different.”

— Laura Davis

Jim Diamond is chronicling his Chinese experiences in a blog, complete with “nerd alerts” for scientific material. Read more at www.overworkedandunderpaid.org/jiminchina/
Linfield to host playoffs

Linfield College has been selected as one of the eight regional host sites for the 2009 NCAA Division III baseball playoffs. The tournament will be held May 13-17 at Roy Helser Field. It marks the first time Linfield will host a regional since joining the NCAA in 1998.

"This is a wonderful opportunity to showcase our campus and baseball facility," said Scott Carnahan ’73, director of athletics.

The regional will be staged in McMinnville, regardless of whether Linfield's baseball team is competing. Last season, Linfield won the Northwest Conference title, competed in the Central Regional tournament and advanced to the eight-team NCAA Finals, placing fifth nationally.

Soccer coach leads siblings

When Dominic Doty takes the reins as Linfield College head women's soccer coach, he'll be leading two very familiar players. Included on the Wildcat team are Doty's twin sisters, Rennaika and MacKenzie, both '10.

Doty spent the fall as assistant men's soccer coach and is in his second year as an assistant men's basketball coach under his father, Larry Doty '79.

"I've grown up training, directing and coaching my sisters in everything they do, or at least I like to think I have," Doty said.

"My hope is that we can bring the program to a place where we have an opportunity to compete for a conference championship every year."

Super video work

Ryan Devlin '05, a video intern with the Arizona Cardinals, took part in the team's efforts during the Super Bowl. As a video intern, Devlin edits team practices and opponent video, scouts opposing special teams units and manages college video. He also creates scout books for coaches and players to use on the sideline. Devlin served on the Linfield College football coaching staff from 2003 to 2007.

Killgore recognized for work as coach, teacher, researcher

Professor Garry Killgore combines coaching, teaching and research as smoothly as an Olympic swimmer executes a kick-turn. In recognition of his accomplishments in all three areas, Killgore was named Oregon Teacher of the Year at the college/university level by the Oregon Association of Physical Education.

Killgore, in his 20th year at Linfield, teaches in the Department of Health and Human Performance. He also coaches track and cross-country. His research in physiology and biomechanics produced the first deep-water running shoe, designed to maximize training while minimizing injury. He is founder and president of AQx Sports, which markets the shoe and a Neoprene suit he also designed to college and pro athletes, as well as people of all ages and fitness backgrounds.

Killgore, who has lectured on aquatic training in Britain and Spain, and across the nation, says it has been used for centuries. "And yet there are still so many unanswered questions about how best to use that method," he said. "The hardest part is that once you go down a path, realizing there are all these tangents, and so many ancillary parts, it's tough to stay focused."

"Sharpening his focus, he takes lessons in biomechanics and exercise physiology from the classroom to the pool. Every weekday he is there, guiding athletes and others in deep-water exercise. This is where Killgore's teaching, research and coaching intersect."

On a Monday in January, he barked drills from the deck to three baseball players and a former football player sidelined by knee injuries. Ten track/cross-country teammates jogged in a circle at the other end of the pool. All wore AQx shoes, which add resistance during workouts, and Killgore's Zero G suits for buoyancy.

Gabe Haberly '09 has been taught as well as coached by Killgore. "He's so laid-back and easy-going. It's nice in his class, because you don't just sit and listen to a lecture. And he definitely lets you know why we do this or that, how it protects or prevents certain injuries. He really knows how the body works."

Kyle Ward '09, a physical education major, has had Killgore for two courses, biomechanics and exercise physiology. After five major knee injuries, he is struggling to lose what Killgore calls "non-effective body mass." Ward began exercising in September under Killgore's tutelage, and has lost 15 pounds. He works out three days a week in the water, which he said provides the benefits of training on land without punishing his knees. He also lifts weights and cycles.

Like Haberly, Ward appreciates Killgore's hands-on teaching methods, adding, "The best thing I like about him is that he not only explains things in a way that you can understand but also in a way that relates to what you want to do," such as teaching or coaching.

Linfield provides an ideal place for his approach, Killgore says. "They want experiential learning here. Students learn to be creative, how to think on their feet and not be afraid to fail. That's the most important thing – to know how to get up again after you fail."

And Linfield, unlike a large university, allows Killgore to be both a coach and a professor. For him, the roles are inseparable.

"So many research questions of interest come from athletics," he says. "I see examples every day I take these into the classroom and on to research with my students, which then gets applied to athletics. It goes full circle. Linfield is just a superlative place for that."

Next, Killgore will compete for the Northwest District Alliance for Health, Physical Education, Recreation, and Dance Teacher of the Year, College and University Level, to be announced at the organization's annual conference Aug. 4-5 in Missoula, Mont.

– Beth Rogers Thompson

Brynn Hurdus ’11: steady swing on and off the green

Sport: Golf
Hometown: Gig Harbor, Wash.
Major: Environmental studies
GPA: 3.93

Athletic achievements: Top finishes in collegiate competition, placed in state all four years of high school.

Favorite sports memory: “When I holed my second shot from the fairway on a par 5 for a double eagle to win the tournament!”

Favorite professor: Dana Liborni, adjunct professor of music. “He connects with his students. I take jazz piano lessons with him and he has so much experience in music, I just want to absorb all of it!”

Balancing sports and academics: “I am an avid believer of the well-rounded individual. While education is the foundation of literally everything, I also believe it is incredibly important to discover different interests, and more importantly, one’s passion in life. I make a point to manage my time so I can do everything I love. If the passion is there, everything will fall into place – and you can accomplish it all with a smile.”

Why Linfield? “As a small liberal arts college on the West Coast, it seemed perfect for me. After visiting the campus and meeting golf coach Karly Mills, I knew Linfield was the place for me.”

Learned: “There is more to life than just textbooks, and there is more to life than just sports. Both are vital in growing as an individual, and I would never compromise one or the other. With such a broad sense of so many different things, I feel like I can do anything.”

Will miss about Linfield: “The incredible people I have met.”

Garry Killgore, professor of health and human performance, involves his students in collaborative research projects in physiology and biomechanics. His work as a teacher, coach and researcher was recognized when he was named Oregon Teacher of the Year by the Oregon Association of Physical Education.

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– Beth Rogers Thompson
Save the date!
Homecoming 2009
October 16-17

Remember your college days? Isn’t it time that you revisited your alma mater and relived those memories? Call up your college friends and make plans to attend Linfield’s Homecoming. Come see how the campus has changed and how much of what you remember remains the same. Take a stroll down memory lane, and we hope that lane leads you to Linfield.

www.linfield.edu/alumni/homecoming.php • 503-883-2547

Office of College Relations • Linfield College • 900 SE Baker Street • McMinnville, OR 97128-6894

Pencil us in
Palm Springs luncheon
March 16, 11:30 a.m.
Join President Thomas L. Hellige and Linfield alumni, parents and friends for lunch at the home of Lloyd Swenson, former professor of economics.

Easter egg hunt
April 11, 10 a.m.
Bring your children or grandchildren to the Oak Grove for an egg hunt.

Bay Area alumni BBQ
April 18, 2 p.m.
Join Linfield friends for a barbecue hosted by Phil Judson ’65.

50-year Club luncheon
May 6, 11 a.m., Jonasson Hall
Celebrate with alumni who graduated from Linfield 50 years ago or more.

Bellwether Hotel
May 17, 3 p.m.
Bellwether Hotel
Join us for a reception for Linfield alumni hosted by Fred and Anne (Moore) Wicknick ’79 and ’81.

Oregon Shakespeare Festival
July 30 - Aug 2
See five productions and gain insights during pre-show discussions by Ken Erickson, professor of English.

For more information:

www.linfield.edu/alumni

Linfield alumni are everywhere

My family just returned from a trip to the San Diego area, where it became clear to me that Linfield alumni truly are everywhere. On the day of our departure, right after we boarded a shuttle to the Portland terminal, another early morning traveler spied my husband’s Linfield sweatshirt and asked if he had attended Linfield. My husband, an Oregon Stater (yes, I married outside the faith), gave his usual reply, “I didn’t, but my wife did.” The passenger told me that he graduated in the mid-1990s and played football for both Ad Rutschman ’54 and Ed Langedorf. Later that day, as we toured the Midway maritime museum, we heard the greeting “Go Cats” and chatted with an alumnus who graduated in the mid-1980s. Three days later, midway through our return trip, a flight attendant eyed my husband’s gear and asked, “Did you attend Linfield?” Turns out our flight attendant was an alumnus from the mid-1970s, and though he studied the sciences, spent much of his time in the theatre. This trip was proof for me that either the world is very small or our alumni network is very large — perhaps a bit of both. My husband may not wear that sweatshirt on our next trip, but you can bet I’ll be wearing one. Say hello if you see me – I love catching up with alumni. It’s your Linfield — wear it proudly wherever you are.

– Debbie (Hansen) Harmon ’90
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2015-19

Dorothoea (William) Dickie ’38 of Lock, Calif., is living at The Vintage, a retirement com-

Emil (Emery) Larsen ’39 of Happy Valley celebrated her 90th birthday with family and friends.

1950-59


Richard Schmidt ’52 of Athens, Ala., is executive director of the Indian Student Scholarship Fund and CEO of the Institute of Global Education. He lives half the year in Vijayawada in the state of Andhra Pradesh in India.

Jessie (Tuttle) Nunn ’57 of Buckley-Wallace, Wash., and her husband, Charles, celebrated their 60th wedding anniversary with a trip to Hawaii, a gift from their grandchildren.

Juanita (Brayton) McAdil-
fie ’59 of Pimnt, Ore., is retired.

Lila (Fisher) McQueen ’59 of Sweet Home is a clinical writer in Berlin.

Mark Erickson ’74 of McMinnville is in the master’s of fine arts program.

Eugene and Daniel Shepperd ’74, both of McMinnville, helped coach the Wildcat track team.

Don Hakala, Jr. ’91 of Lincoln, Neb., is science department coordinator at the University of Nebraska-Lincoln, was recognized with a commendation for helping a car accident victim seconds before the car exploded.

Noah Brockman ’96 of Portland married Julie Hanes on Sept. 27. He is a consultant and is also a lead business advisor and instructor at the Portland Community College Small Business Development Center.

Alicia and Cora (Cordell) Brown, both of Sherwood, had a son, Landon Brown, April 28, their first child.

James Pfrehm ’99 of Portland, and his wife, Virginia Department of Criminal Justice Services.

Beverly Stoller ’99 of Las Vegas, Nev., is science department coordinator at the McMinnville Police Department.

Karen Schall ’99 of Hillsboro and her husband, Wayne, had a son, Grant Wayne, Aug. 13, their second child.

Matthew Fornow ’95 of McMinnville helped the McMinnville Police Department.

Nicewonger helped coach the Western Christian Marathon, and received the Bronze Star Medal for the Afghan border police, was embedded military advisor to an Afghan colonel serving as senior staff officer.

John Strehl ’69 of Las Vegas, Nev., is science department coordinator at the University of Nevada, was recognized with a commendation for helping a car accident victim seconds before the car exploded.

Nicewonger’s team had 38 participants who raised over $125,000, and Van Pelt’s had 380 lawyers in eight offices in the United States.

Mark Erickson ’74 of McMinnville is in the master’s of fine arts program.

Kevin Nicewonger ’97 of Portland and his wife, Bridget, had a daughter, Jaylenn Nellis, Sept. 25, their third child.

Peter and Anneli (Ahl-
Homicide investigation is much more than a job to Glen Klinkhart ’88. “It’s something you are, not something you do,” he said. “In order to be good at it, you have to give up a lot.”

Klinkhart, who started a computer crime unit at the Anchorage Police Department before co-creating a computer security company, was focused on computers when he enrolled at Linfield. During college, he developed an interest in business. After receiving his business degree, Klinkhart started a computer graphics company. He illustrated two books and worked in advertising before entering law enforcement. Partly inspired by his brother’s murder, Klinkhart described him as one of his favorite colleagues. “He is someone I can always turn to when I need help, the answers or finds somebody who can,” she said. “Glen puts 100 percent into any case he’s working on.”

Besides his continued computer fascination, Klinkhart’s Linfield experience still affects him. “I think that one of the really wonderful things about Linfield that really stayed with me is the connections I made with people from different places and the ability to spend quality time with people not cut from the same mold as you,” he said. “I had the opportunity to change course, to take classes in business, and they were interested in what I had to say about using computers. I was invited to help teach classes—an opportunity I would never have gotten at a large university.”

— Beth Rogers Thompson
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Mentor’s help offers hope

José Gaitán ’73, managing member of The Gaitán Group PLLC

College was not on young José Gaitán’s radar while witnessing drug-dealing and murder in his central Seattle neighborhood. His career horizon expanded from bus driver (to see more of the city) to garbage collector (better union), before he decided on ferry deck hand as the perfect job.

His father, an undocumented worker from El Salvador, was deported when Gaitán was 5. His mother struggled to support José and his younger brother and sister. As a child he experienced homelessness and hunger.

Gaitán found his vision of a better future at Seattle First Baptist Church, where the late Walt Puliam, a former Linfield trustee, was Christian education minister.

“Walt was just a phenomenal guy,” Gaitán said. “And [pastor] Bernie Turner and others at that church had a strong commitment to social justice and inclusion.”

Gaitán continued to give back. A former Linfield trustee, he received the 2000 Alumni Service Award. He mentors first-year law students at the University of Washington, where he has taught as an adjunct. He has served on the board of the Safeco Field Public Facilities District, helping to get Seattle’s Major League Baseball stadium built in 1999. These are only a few of his many civic and professional contributions – a list as lengthy as this article.

“I have known José a long time; I have a very high regard for him,” said Bernie Turner, a Linfield trustee.

“He was never one too afraid of change or loss.” For more information, contact Craig Haich '93, director of planned giving, at 503-883-2675 or chaisch@linfield.edu.

and think, in addition to abundant food.

“I had a wonderful academic experience there,” he said. “It was a values-based education; values were woven into the curriculum. The professors had a genuine interest not only in their subject matter but also in helping young people grow.”

He learned to study, graduating magna cum laude with a history major and political science minor.

Gaitán returned to Seattle and earned a law degree at the University of Washington. He now is managing member of The Gaitán Group, PLLC, a law firm specializing in corporate litigation. His clients include Walmart, Shell Oil, General Motors and Denny’s. Chemical Bank hired his firm to represent its bondholders in the $4.5 billion class action lawsuit against Washington Public Power Supply System, 1983-96, then the largest bond default in history.

Gaitán has appeared on the cover of Money magazine. He has met world leaders, including former British Prime Minister Margaret Thatcher, Presidents Clinton and George H.W. Bush, former Attorney General Janet Reno and former Secretary of State Madeleine Albright.

But the names Gaitán drops most are people he credits for his success:

“I believe I got to be a lawyer because of the hard work of so many other people,” he said. “I believe there’s no such thing as a self-made man or woman. Everyone that goes to any college, including Linfield, should recognize that others have made sacrifices for that institution to survive and deliver a good education. We need to give back, in time or in wealth if we have it.”

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Graciela Gaona ’09 is one of more than 400 Linfield College recipients of the Oregon Opportunity Grant, which provides financial aid to Oregon’s neediest college students. This spring, they learned their grants had been cut by $80 this semester.

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