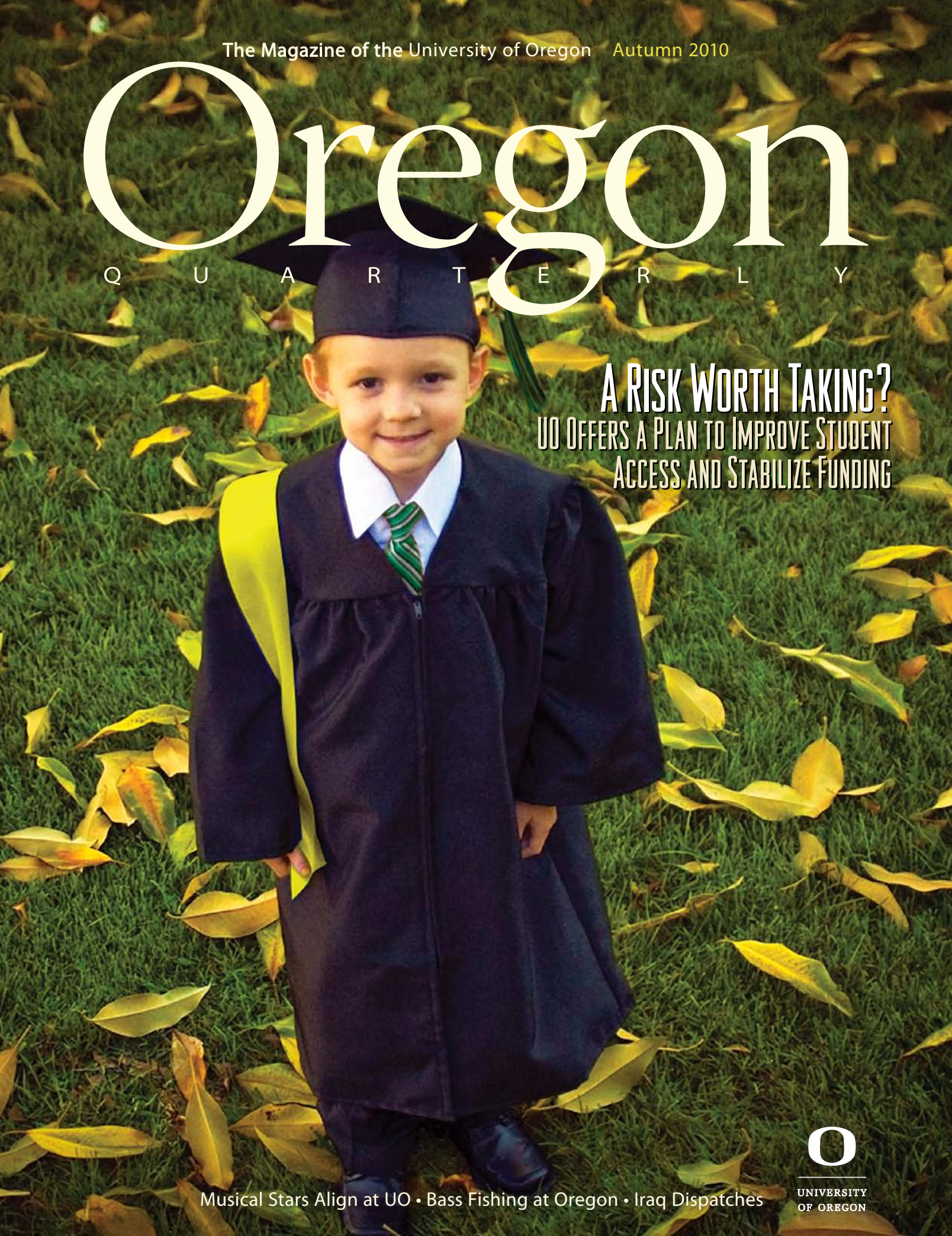
The Magazine of the University of Oregon Autumn 2010

Oregon QUARTERLY



A Risk Worth Taking?

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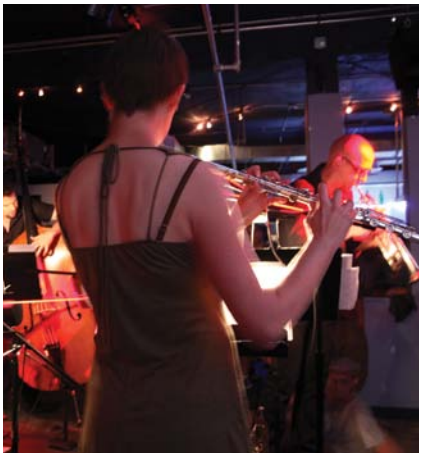

37 Particle Collision

COVER | Member of the class of 2022. Creative Commons photo by Michael Moyer. CC-BY-2.0

FROM TOP: DESIGN AND EDITING SERVICES; DESIGN AND EDITING SERVICES; JACK LIU

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Oregon QUARTERLY

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FEATURES

DEPARTMENTS

Oh, the Places They Will Go!

Ryan Dangearan, Class of 2010

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Editor'sNote | Guy Maynard, Editor

Risk and Opportunity

The teaser line on our cover (and the title of our cover story)—A Risk Worth Taking?—is one of those double entendres with which editors love to try to snag readers' attention. It means different things depending how you look at it. The line refers to the UO's proposal for a different relationship with the state, which is covered extensively in this issue. That proposal involves both confronting a risk and taking a risk.

The risk the UO's proposal confronts is that the state of Oregon will allow its public higher education system to deteriorate to the point where it no longer offers a viable or rewarding opportunity for most of the state's high school students. That is a scary risk, indeed. UO President Richard Lariviere's essay, "Tough Times, Bold Proposal" (page 27), makes a case for the new plan. *Oregonian* writer (and Pulitzer Prize winner) Brent Walth '84 offers his assessment of it in "A Risk Worth Taking?" (page 31). Richard, Brent, and I, for that matter, will all happily give you passionate testimony that access to a top-notch public education changed our lives. As a state, we can't afford to deny future generations that opportunity.

The risk that the UO's proposal takes is change. Things have to be different, and that means change in the way the UO and all the state's public universities are governed and financed. The UO's proposal (there's lots of details in the two stories) is well thought out and builds from successful models in other states. But there are parts that are new and "audacious," to borrow Walth's description—and risky.

But I'm convinced that the greatest risk to the future of the state's public higher education system is for us to not be daring in moving toward new approaches to supporting and managing the state's public universities. We hope that the UO's proposal—along with one from Portland State and any others that are to come from other institutions—helps push this process beyond the handwringing and finger-pointing stage toward real solutions that ensure that our kids and grandkids get the same shot at a great education that Richard and Brent and I got.

And here's another risk. The UO's magazine hired an award-winning investigative reporter to assess this proposal and write about it without spinning it in the University's favor. That demonstrates how serious the UO is about having a fundamental and open discussion about the future of public higher education in Oregon. There are parts of the Walth piece that UO leaders take exception to, but they understand that the profound change that needs to come won't happen unless we engage in a robust and frank exploration of what's possible and what will work. It's another reminder of why I'm so proud to be an alumnus and a staff member of the University of Oregon.

Please read these pieces, consider the proposals and their challenges, and look for ways that you can participate in this process to help save higher education in Oregon.

gmaynard@uoregon.edu

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Day in Court

I just read Ellen Waterston's article "Day in Court" in *Oregon Quarterly* magazine. The article was just beautiful and I could picture everything the she described throughout the article.

I attended the UO from 1958 through 1965 and have wonderful memories of growing up in Medford and living in Eugene while I attended the University.

One of the things I never got a chance to do was spend any time in Bend or Eastern Oregon, and your article makes me wish I had been able to do that while I was living in Oregon. Hopefully, I can do it sometime soon.

Many of the descriptions in the article reminded me of Southern Oregon with Medford, Ashland, Klamath Falls, and Crater Lake.

When I went to my fiftieth high school reunion in Medford last year, I attended a play at the [Oregon] Shakespeare Festival in Ashland and while I was waiting for the theater to open, I was sitting on Main Street having a drink and down the street rode a girl in the nude on her bicycle. What a sight! But the waiter told me that she did that frequently and no one bothered her. Then when I got out of the theater and was back at the same watering hole, what should happen but I saw a deer walking down Main Street, turning left in front of the restaurant, and disappearing in the distance.

Those are the kind of memories that I love from Oregon, and Waterston's article was just so perfectly on point about the beauties of the state. And, as a lawyer, I can really appreciate her observation of the court system and I was so happy to see that the judge dismissed the case of the gentle Mexican man. Thanks again for brightening my day with such a beautiful article.

Henry T. Courtney '62, '65
Coral Gables, Florida

Proud Geographer

How times have changed! Kimber Williams' excellent article about Erin Aigner, "Maps for the Times" [Summer 2010], brought back many a fond memory for me. In getting my masters in geography way back in the olden days (1972), I had the pleasure of having Bill Loy (may he rest in peace) as my thesis advisor. My thesis, "The Halftoned Slope Method of Topographic Mapping," was completed at a time when computer-assisted graphics was just coming into vogue and was pretty much in its infancy. In fact, my thesis was that you could use computers to more accurately and more cheaply build a topographic map than what the Defense Mapping Agency was currently doing. Yes, Leroy lettering sets, Koh-I-Noor pens, scribe sheets, handheld scribing tools, and stick-down symbols were the order of the day. Only forty years ago, but eons technologically. The research turned out to be the easy part of my thesis. But Commander Bill Loy (I was an Army captain at the time; it made for interesting times near Army–Navy game day) and the rest of the geography department were supportive, sustaining, and superlative. Little did I know then that I would eventually end my military career working for the Defense Mapping Agency. Erin Aigner, you're making geographers, cartographers, and the UO proud!

Rich Boerckel, MA '72
Newtown, Pennsylvania

Praise and Correction

First, I just want to thank you for your work with the *Oregon Quarterly.* To be absolutely honest, up until about a year ago, I regarded the *Quarterly* as another UO mass mailing and treated it pretty much as recycling. Sometime last year, I read a copy and found myself somewhat ashamed I had disregarded it before. Simply put, I think that the *Quarterly* is one of the best news and informational publications put out in our area. I appreciate the quality of the articles, as well as their content. In particular, I enjoyed the article in the Summer issue about the cultural and social melting pot that exists inside a small courtroom ("Day in Court") by Ellen Waterston. I am currently working locally in law enforcement and have worked in federal law enforcement in rural Oregon. In both capacities, I have witnessed some of the most interesting displays of the human condition sitting in a hot, stuffy, and uncomfortable courtroom waiting for a case to be called.

> **"The UO . . . is finally moving forward as a truly progressive state institution. Progress in the area of public safety and emergency services is a vital part of this endeavor."**

All that aside, I just wanted to point out a small correction. In the Pacifica Forum article ["The Great Debate: Pacifica Forum," UpFront], a fact was stated that "large numbers of campus security personnel and Eugene police officers were present." The only law enforcement officers present at any Pacifica Forum events this year have been those of the University of Oregon (with the exception of an EPD officer acting only as a liaison for a meeting in January). The University has been exceedingly supportive of the continued increase in professionalism on the part of the University of Oregon Department of Public Safety. Included in this change has been a transition from reliance on outside agencies (EPD) for essential services of the University. While I don't think that this article made any major mistake (in fact, I feel that the article presented the opinions which form the crux

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of the Pacifica issue far better than any actual meeting), I feel it would be unfortunate to present the University as incapable of providing for its own needs. The UO, through both the recent "New Partnership with the State" white paper and several other UO initiatives, is finally moving forward as a truly progressive state institution. Progress in the area of public safety and emergency services is a vital part of this endeavor.

Chris Enquist
Eugene

O History Question

Was it a new site for the "O" that Don Gunther '58 wrote about in his letter [Summer 2010]? I recall as part of my freshman hazing, 1926, sliding down the "O" on Skinner Butte with my pants soaked in lemon yellow paint.

Karl Landstrom '30, MA '32
Arlington, Virginia

Roy Paul

I read with sadness (in the Spring issue of *OQ*) about the passing of Roy Paul Nelson, professor of journalism and communications. As a UO journalism major in the 1960s, I took both magazine reporting and editing courses he taught. He required students in the magazine reporting class to have an article published in a periodical. Mine was published in a trade magazine. I often popped into his office and found him a voice of encouragement to someone facing the impending world of work. In autumn 1968, while visiting England, I was offered a job as a reporter on a small weekly newspaper in Buckinghamshire. The editor hired me on condition that I could provide the British agency that awarded work permits with documentation showing that I was a published journalist in the United States. Once again, I turned to Roy Paul, and he did not disappoint. Soon, there arrived an official looking letter from him printed on UO letterhead. In it, he explained that I was a professional journalist and had written and published articles in both the *Oregon Daily Emerald* and in trade magazines. I will be always grateful to Roy Paul for helping me get my start in the journalism field. I went on to a career filled with newspaper reporting, trade magazine editing, and corporate public relations.

Cheryl Adamscheck '68
Lacey, Washington

Upfront

Excerpts, Exhibits, Explorations, Ephemera

Twinkle, Twinkle, Little Worm

In her late fifties, Evelyn Searle Hess '66, MS '86, walked away from the world of modern conveniences to build a new life with her husband on twenty acres of wild land in the foothills of Oregon's Coast Range. She writes of living a simple, Thoreau-like existence for fifteen years in To the Woods—Sinking Roots, Living Lightly, and Finding True Home *(Oregon State University Press, 2010), a section of which is excerpted below. Hess managed the UO greenhouses for ten years and was a finalist in* Oregon Quarterly*'s 2009 Northwest Perspectives Essay Contest.*

The moisture and coolness of fall bring other surprises as well. I like to walk at night on our property or up the road, and I prefer not to use a flashlight, whose big glowing circle limits my eyes and my mind to the confines of its halo. I want to see trees and night birds silhouetted against the sky. I want to see clouds and stars and moon. I want to see the night.

I have taken some spectacular spills, walking in the dark. Several times I've strayed from the path into brambles or the ditch. Once I slammed my toe into the butt end of a log and crashed down hard on the log pile. That convinced me to carry a flashlight, but I leave it tucked in my pocket, to use only in case of a dire emergency.

Before I began carrying an emergency light, I took a walk to the pond on a moonless fall night. As dark as it was, the gnarly oak branches and shaggy forms of Douglas firs were darker still against the night sky. Beyond them, the stars shone with an intense brilliance. I walked, gazing at the sky, marveling at the spectacle, until I had to drop my eyes to the ground to relax my cramped neck. Much to my astonishment, there on the ground I saw another star. I gasped at its radiance. Initially I thought this glittering object was reflecting light from another source, but there was no light anywhere to be reflected. It couldn't be, of course, but to me it looked exactly like a tiny fallen star. And then I found another, and another. Surely Tinkerbell had floated through, scattering stardust along my path. As my excitement built, my curiosity swelled along with it. I couldn't imagine what sort of wonderland I had stumbled into.

I was surrounded by minute dazzling dots, glimmering embers glowing not red, but silver. "White hot," I remember from childhood, is much hotter than "red hot." I was sure I would be burned if I touched one, but I had to discover the reality of these twinkling mysteries. Finally I screwed up the courage to pick one up, scooping up a good handful of forest duff beneath it to protect my hand. To my surprise I felt no heat, but the gleam remained constant. Having many times singed my fingers on incandescent light bulbs, I thought our engineers could learn a lot from whatever I was carrying: imagine such brilliance without energy being lost to heat!

Nearly hyperventilating, I rushed my treasure into the trailer. Once under the lantern light, the starlight was extinguished. I was amazed to see, cupped in my hand, a brownish half-inch worm. This had to be a glowworm, but in all the years I'd lived around here, I had never seen one. I always understood glowworms to be the larval form of fireflies (which are actually beetles, not flies), but we don't have fireflies out here. So the mystery needed further solving.

With the help of an Oregon State University entomologist, I learned that, though we indeed don't have fireflies in Oregon, we do have glowworms. This is a different species from the winged beetles that light the nights elsewhere. Here the larvae glow, and the female, who retains the larval form even after reaching reproductive maturity, continues to be luminescent. Adult males, not surprisingly, are attracted to light and, in their beetle form, fly to the side of the flashing female. Different species of glowworms send different patterns of light, and sometimes a female, hungering less for sex than for nourishment, will signal a "foreign" male, and when he comes courting he becomes her dinner. (Which may be only a good story. References I've read more recently say adults probably don't eat at all.)

I felt particularly fortunate in finding my path star-strewn. Glowworms are uncommon here and becoming more so as land is developed and pesticides become more prevalent. I was delighted to discover that some glowworms are predators of slugs and snails. Exotic gastropods, particularly the European brown garden snail, which was introduced to California by an enterprising chef dreaming of a fortune in escargot, are the ruin of many of my nursery plants. So now I've been introduced to

a helper—and to another reason, besides protection of the birds, reptiles, and mammals, for not using toxic slug bait. After all, who would want to snuff out the stardust?

One fall day while wandering in the woods, I came upon a fir log that David had cut from a wind-damaged tree. It was maybe three feet across, lying near the stump. Its deeply fissured bark showed that it was not young, and counting the rings, I realized it was about the same age as I am, my bark wrinkled as well. The rings held its autobiography. This circle of wood was laid down in a droughty year: rings tight together showed minimal growth. Later circles showed good years, putting on ample wood to separate the rings widely. Here trauma caused off-center growth and, farther out, dark arrow-shaped wood and a distorted ring testified to the loss of an early branch.

I thought how like a tree a person is. The years are all there. That seedling and sapling are still inside, ring upon ring—long-ago events, old influences, all part of today's being. Here is the ring from the second grade when you ran to school, on the edge of tears, worrying you might be late. You came upon a little girl crying beside her over-turned wagon. When you stopped to right it for her, her big eyes, surprised smile, and dried tears sped you happily on your way to school—your first lesson that helping someone else helps the self at least as much. The fourth-grade ring holds the outcast's misery when everyone you knew was excitedly planning something to which you were clearly excluded. Weeks of pain culminated in your own surprise birthday party and the discovery that emotional responses have far more to do with perception than with fact.

A few rings later your father told you that you couldn't assume higher morality in someone just because of their uniform, clerical robes, or profession, and you were awakened to the fact that people are pretty much people however they look, whatever they do. The eighth-grade ring instructed that the *terra* was not necessarily *firma* when a magnitude 7 earthquake in western Washington rolled the ground like waves in the sea. Here is the distortion from the loss of your parents. Here is another from the loss of a friend.

All those years, those accumulated rings, give the tree its strength and direct its growth. They comprise what it becomes and record the history of where it has been. As I looked at it lying there, thinking of the story of its life, I wondered if inside its wrinkled skin its heart didn't still feel like that of a sapling.

The Pink Ink Link

With their permanent body-changing effect, tattoos are a uniquely powerful way to remember and commemorate. Here, Catherine Ryan '06 writes about an especially meaningful tattoo. A longer version of this essay, titled "Indelible Ink," first appeared in Etude*, the online journal of the literary nonfiction program at the UO School of Journalism and Communication (etude.uoregon.edu); a shorter version appeared in the October 2009 issue of* Self*. Ryan (second from left in photo) is entering the literary nonfiction program this fall.*

I heard it before I allowed myself to look—a threatening buzzing sound, like a dentist's drill or an angry hornet. I glanced up and took in Splat, the dreadlocked and heavily inked tattoo artist, and the humming tool he held. I was terrified, but I nodded my head and closed my eyes as the needle broke my skin.

My mom, older sister Beth, younger sister Amy, and I—along with Splat and another tattoo artist—were crammed into an attic room in Eugene, Oregon's High Priestess Piercing. We had decided to get matching pink ribbon tattoos to celebrate my mom's tenth year of remission from stage three breast cancer. Despite my deep fear of needles, I couldn't deny my excitement. A decade after being given a 5 percent chance to live, my mom was cancer-free and still with us, laughing and cracking jokes and going under the needle with her daughters.

In August 1995, my mom, Jan, mentioned a hardness in her breast to her doctor during a visit to treat a sprained ankle. Her nipple had begun to retract as well. She hadn't thought much of it because she'd gotten a mammogram the year before, she was only thirty-nine, and breast cancer didn't run in the family. The doctor was not so unconcerned. A biopsy confirmed the physician's suspicion: A grapefruit-sized tumor grew in my mom's right breast, an aggressive and fast-growing cancer that would nearly claim my mother's life.

The year that followed was, for me, a sixth grader, an amalgamation of the tumult of early adolescence and the jolting changes that accompanied my mom's battle. I fidgeted next to the wall at my first school dance; unknown neighbors and my parents' colleagues arrived at our door bearing an endless stream of lasagnas. I read about how to kiss a boy in *Seventeen*; my grandma, who moved from Illinois for several months to help, comforted me when a neighbor boy made fun of my playing in the school band. I bought my first padded bra; my mother lost her Ds that she claimed had always gotten in her way anyway.

ROBYN TWOMEY

Amid the blur of that year, this moment stands out: One overcast day after her second round of chemotherapy, my mom and I were driving through Eugene's south hills, returning from our weekly trip to a discount grocery store. I don't remember what we were talking about, but she ran her fingers through her hair and came up with a handful of strands. She rolled down the window and tossed them outside. I stared at her. "It's for the mama birds to make nests for the baby birds," she explained,

and continued on with whatever we'd been talking about.

Although she always had a smile for us, the days of grocery shopping and driving herself around were short. My dad shaved my mom's head at the dining room table that November, shaking the remaining strands and Barbasol from the razor into a stainless steel bowl of warm water. A few weeks later, the day before her fortieth birthday, surgeons removed both of her breasts—even though cancer was found in only one—because the kind of cancer my mom had was notorious for spreading. When 20 of 25 lymph nodes sampled turned out to be cancerous, the doctors prescribed the most radical of treatments, an autologous stem cell transplant. My mom moved into Good Samaritan Hospital in Portland, two hours from home, to undergo the month-long treatment.

We visited on the weekends, and that time we spent in the hospital has left me with an automatic and violently physical response to all things medical. This past spring, I attended a class at a Kaiser Permanente hospital for women with a high risk of breast cancer, and I fought off a panic attack while sitting in that Oakland, California, waiting room. I did not want to be in a place where terrible things happened, where women were told that their bodies had betrayed them, where they removed the most obvious signs of their femininity. I willed myself to keep my eyes trained on the tropical fish serenely swimming in their aquarium, but I inadvertently glanced at the women around me. Did she have cancer? I wondered of a middle-aged blond across the room. Was she wearing a wig? Would she survive?

At the tattoo parlor, the vivacious woman by my side barely resembled the emaciated, pale patient I remember from those months. This woman, my healthy mom, maneuvered around the cramped room, taking photos and asking Splat questions like "Where is the most painful place to be tattooed?" and "What's the weirdest design you've ever inked?"

I smiled at my mom's trademark inquisitiveness and tried to breathe evenly as the hollow needle worked on my chest. I had chosen to place the design Beth, now thirty-two, had drawn, right above my heart—or on my boob, as Beth joked. Both interpretations suited me.

My mom, now fifty-four, had talked of getting a pink ribbon tattoo for years. A colleague had once given her a gift certificate to a local tattoo parlor, but she never made the appointment. So several years ago, I broached the subject.

We were all lucky: Despite a few scares, her cancer never returned. My mom applauded as I graduated from middle school, high school, and college, and she saw me get married two years ago—milestones that, in the most hidden nooks of my twelve-year-old heart, I had feared she wouldn't see.

After the four of us had been inked, bandaged, and advised of how to care for our tattoos, we returned home, chatting excitedly. Downstairs in the bathroom with the door locked, I pulled aside the gauze covering my raw skin and stared at my newly altered reflection in the mirror. The ribbon made visible a kind of inheritance from my mom, as indisputable a fact as the hazel eyes and thin wrists we share. It showed on the outside what I knew to be true on the inside: That the grueling year of my mom's treatment shaped who I am today.

I would never say that my sisters and I were scarred by my mother's illness—the gouges and radiation burns on my mom's chest keep me from using that expression so lightly. Yet impressions, both big and small, from that time still hold sway in our lives.

And although my mom's story has a happy ending, I still fear a more sinister sequel. Every health issue she faces—a lingering stomachache, numbness in her fingers—thrusts me back to my frightened adolescent past, when I felt I could lose her at any moment. And now that I'm older, my mind occasionally plays out worst-case scenarios with me as the breastless protagonist, playing war games against renegade cells.

I can't say that I'm glad my mom got cancer, or that I wouldn't change her diagnosis. I would. But I have come to appreciate what the disease—or rather, my mom's courage—taught me. Although, like my mom, I can be stubbornly independent, I have learned to ask for help and rely on those closest to me when I need support. I have learned to value and fight for that which is most precious to me. The little pink ribbon I see every time I shower, get dressed, or make love to my husband will never let me forget this.

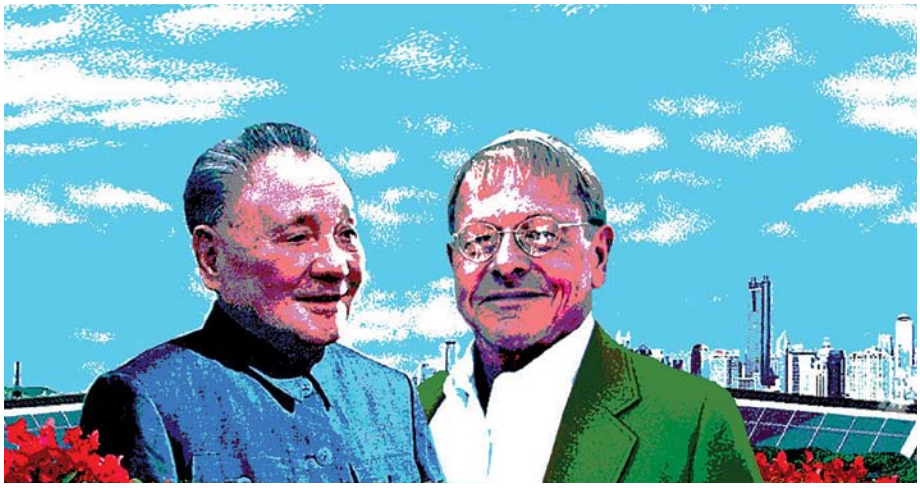
Strange Green Bedfellows

While lots of corporations pursue profits with a Gordon Gekko–like focus, many thriving Northwest companies also include social and environmental responsibility when calculating their bottom line. Such mission-driven companies face special challenges and ethical questions when trying to do both the right thing and *the profitable thing. Some of the issues facing growing green enterprises are examined in this excerpt from* Companies on a Mission: Entrepreneurial Strategies for Growing Sustainably, Responsibly, and Profitably (Stanford University Press, 2010) *by Michael Russo, the Charles H. Lundquist Professor of Sustainable Management and management department head in the UO's Lundquist College of Business.*

Although it can be traced to the popular press, the idea of groupthink was more fully developed by psychologist Irving L. Janis. He defined it as "a mode of thinking that people engage in when they are deeply involved in a cohesive in-group, when the members' strivings for unanimity override their motivation to realistically appraise alternative courses of action." Groupthink has often been identified with public policy decisions, particularly poor ones. Among its characteristics are a tendency to discredit and stereotype dissenters, an illusion of moral superiority, and pressure for conformity within the group. Disloyalty is met with disdain.

On occasion, mission-driven companies and even groups of those companies have fallen into these tendencies. This is sometimes manifested in difficulty with criticism. For example, groupthink may have retarded efforts within the community of mission-driven companies to be self-critical when confronted with evidence that some companies were saying one thing and doing another. But groupthink is also manifested in how the movement chooses to identify, celebrate, and reward some of its heroes.

The Moskowitz Prize for Socially Responsible Investing was established in 1996 to recognize quantitative academic research on socially responsible investing. During its first several years, the studies that won the award demonstrated positive associations between responsible practices and financial performance. But in 1999, the award went to three finance scholars who demonstrated that legislative and shareholder pressure for voluntary disinvestments in South Africa during the apartheid years had little effect on banks and corporations doing business there. Although the winners heard no criticism when they received the award, behind the scenes a number of practitioners were angered by the choice. For them, the study challenged "beliefs that were central to their identities," according to Lloyd Kurtz, one of the leading figures in the social investment movement and the longtime administrator of the award. Apparently, there are still some lingering misgivings about some of the award winners for this research. The website of investment advisors, Invested Interests, lists all the Moskowitz Prize winners along with links to each paper. All the winners appear—except for the 1999 winner, which is conspicuously missing. . . .



Confusion over means and ends (or Deng Xiaoping, meet T. J. Rodgers)

Groupthink blocks therapeutic dialogue that pushes mission-driven companies to question their assumptions in ways that are necessary and healthy. Short of mass layoffs, to confront the pernicious effects of groupthink, managers can institute a number of policies, some of them counterintuitive and risky.

Managers can hire people with whom they agree about values but sometimes disagree when it comes to social and environmental decision-making. According to Stanford's Robert I. Sutton, these hiring practices actually enhance creativity. Having people who genuinely feel differently about prevalent notions can dislodge the status quo in ways that promote new thinking. For example, in today's food marketplace some companies are adamant about organic ingredients. Yet, if the only source for those ingredients is distant, it could be helpful to have an internal voice arguing for the value of local sourcing. This type of voice can at least generate some creative tension that will permit self-examination, which is essential to preventing groupthink. Naturally, it's hard to guarantee that these interactions will happen in a context as free of anger and recrimination as possible. But, if done skillfully, these dialogues can provide a platform for introducing positive modes of disagreement and stimulating active listening.

The problem for mission-driven companies, however, is not just that their values are so deeply tied into their culture but that these values are a key part of the selling proposition in the marketplace. Asking difficult questions that unsettle these

ILLUSTRATION BY TIM JORDAN

values can be seen as an attack on the basis of their own authenticity. Therefore, mission-driven companies are uniquely challenged in trying to confront groupthink and encourage—even honor—dissent. As the movement continues to develop, an open question is how they will do so.

Confusion over means and ends (or Deng Xiaoping, meet T. J. Rodgers)

In 1962, during a congress of the Communist Youth League, Deng Xiaoping delivered a line that has become a mantra: "Whether white or black, a cat is a good cat so long as it catches the rat." The idea behind repeating this Sichuan proverb was to urge delegates to focus on the goal of economic development for China as a route to jobs and wealth creation rather than on the choice of political pathways to that end. Reviewing Deng's oft-repeated statement suggests a second provocative issue for mission-driven firms: If the movement's true north is to reduce social and environmental impacts of business, why not be enthusiastic about a business that contributes to social and environmental advancement, even if that isn't mission driven?

Cypress Semiconductor CEO T. J. Rodgers certainly would qualify as a black hat to many in the mission-driven movement. No friend of environmentalists and others who confine his libertarian reflexes, Rodgers is as outspoken as he is blunt. For example, Rodgers was seated between representatives from Environmental Defense and the Competitive Enterprise Institute at a 2008 panel discussion on climate change. Likening their remarks to "two loudspeakers screaming political slogans," he said in his typical manner that he "almost would rather have been waterboarded."

In 1996, Rodgers first gained a degree of notoriety with the socially and environmentally oriented community when he replied to a letter from Sister Doris Gormley of the Sisters of St. Francis of Philadelphia. Sister Doris expressed disappointment in the makeup of Cypress's board of directors, which included no women or minority members. "Get down from your high horse," Rodgers urged in his blistering 2,800-word letter of refutation, labeling Sister Doris's requirements "immoral." He argued that he'd be happy to add a woman or minority to his board—so long as they brought the requisite talent for the job. Lost in the biting tone of the letter were the great many positives at Cypress identified by Rodgers, from premium salaries to excellent benefits to an award-winning charity program. The letter was quickly publicized, leading to charges that Rodgers had stooped to "nun-bashing."

Given the ill will that this episode left behind, it is ironic that Rodgers's SunPower, a company largely owned by Cypress Semiconductor until its spinoff in 2008, is now busy manufacturing solar cells that reduce carbon emissions and support energy independence. In the days of cheap oil, SunPower was down to its last watt when Rodgers met with its founder, Dick Swanson, a former classmate at Stanford. Rodgers's initial personal investment, combined with later support from Cypress, sustained the company through thin years to the point where SunPower's improving solar cell performance met rapidly growing demand for its product. SunPower's 2008 revenues of $1.4 billion make it one of the largest solar energy players in a market bustling with high flyers. Although it depends on what electricity sources the company's cells displace, it's safe to say that the reduction in carbon emissions from SunPower's cells has been considerable.

So, should we celebrate T. J. Rodgers's solar energy success story or second-guess his business methods?

Pop Quiz

Match the natural product with the correct corporate parent

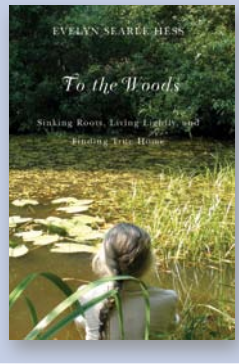
NATURAL PRODUCT	POSSIBLE CORPORATE PARENT
Aveda	Coca-Cola
Boca Foods	Clorox
The Body Shop	Colgate-Palmolive
Burt's Bees	Estée Lauder
Cascadian Farm	General Mills
Kashi	Group Danone
Odwalla	Kraft
Seeds of Change	Kellogg
Stoneyfield Farm	L'Oréal
Tom's of Maine	Mars

From *Companies on a Mission*. For answers, go to page 53.

Excerpted in this issue

TO THE WOODS: SINKING ROOTS, LIVING LIGHTLY, AND FINDING TRUE HOME *by Evelyn Searle Hess. Copyright 2010 OSU Press.*

COMPANIES ON A MISSION, ENTREPRENEURIAL STRATEGIES FOR GROWING SUSTAINABLY, RESPONSIBLY, AND PROFITABLY *by Michael Russo. Copyright 2010 Reprinted by permission from the publisher, Stanford University Press.*



BOOKSHELF

Selected new books written by UO faculty members and alumni and received at the Oregon Quarterly office. Quoted remarks are from publishers' notes or reviews.

Exploring the Spirituality of the World Religions (Continuum, 2010) by Duncan Ferguson '59, MA '64. "An insightful guide to the diverse ways that religious faith is practiced and spirituality is understood. . . . This book demonstrates the common quest among the world religions for a deeper and more profound spirituality."

Design and Truth (Yale University Press, 2010) by Robert Grudin, English professor emeritus. "Grudin turns his attention to the role of design in our daily lives, focusing especially on how political and economic powers impress themselves on us through the built environment."

A Force for Change: Beatrice Morrow Cannady and the Struggle for Civil Rights in Oregon, 1912–1936 (Oregon State University Press, 2010) by Kimberley Mangun, PhD '05. A study of the life and work of one of Oregon's most dynamic civil rights activists, African American journalist Beatrice Morrow Cannady. This book "dispels the myth that African Americans played little part in Oregon's history and enriches our understanding of the black experience in Oregon."

Screens: Viewing Media Installation Art (University of Minnesota Press, 2010) by Kate Mondloch, UO assistant professor of art history. ". . . Kate Mondloch traces the construction of screen spectatorship in art from the seminal film and video installations of the 1960s and 1970s to the new media artworks of today's digital culture."

The Blood of Lorraine (Pegasus Books, 2010) by Barbara Corrado Pope, founding director of the Women's and Gender Studies program. "Pope improves on her 2008 debut, *Cézanne's Quarry,* which also featured magistrate Bernard Martin, in this fascinating look at the rise of antisemitism in France after the arrest of Capt. Alfred Dreyfus for treason in 1894."

Cartographies of Time: History of the Timeline (Princeton Architectural Press, 2010) by Daniel Rosenberg, associate professor of history in the Robert D. Clark Honors College, and Anthony Grafton. "*Cartographies of Time* is the first comprehensive history of graphic representations of time in Europe and the United States from 1450 to the present. Presented in a lavishly illustrated edition, *Cartographies of Time* is a revelation to anyone interested in the role visual forms have played in our evolving conception of history." OQ

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Upfront

News, Notables, Innovations

LEADERSHIP EDUCATION

Giving a Hand, Gaining Experience

The Holden Leadership Center builds participants' skills while fostering community service.

It's one thing to sit in a classroom and talk about AIDS and homelessness; it's quite another to spend a week in San Francisco's rough-edged Tenderloin District having face time with drug addicts and homeless people.

"It changed me," says Abdul Araga '10, who graduated in June with a double major in biology and economics. "I see things differently now."

Araga went to the Tenderloin last spring through the Alternative Spring Break program, offered by the Ambassador Glen and Mrs. Gloria Holden Leadership Center's Service Learning Program at the University of Oregon. The students volunteered at several nonprofit agencies, including Tenderloin Health and the Coalition on Homelessness. "I realized that no one chooses to be homeless, or says, 'I want to start using drugs,'" Araga says. "They have problems, but that's because they've been through trauma or they're really poor. I learned to appreciate the fact that everyone is a human being, and I'm much more compassionate."

The Holden Leadership Center, which supports the growth of leadership skills and community service, began in 2005 as the Leadership Resource Center. The organization got a name change in 2007 after receiving a generous endowment from Glen '51, who was United States ambassador to Jamaica from 1989 to 1993, and Gloria Holden '50. "Without the Holdens, we wouldn't be here," says HLC director John Duncan. "They have energized this and elevated the presence of leadership education at the UO."

With fifteen major programs, more than twelve academic courses, and support for more than 250 organizations on campus, the HLC makes a huge difference in the lives of students. "It helps them make meaning of their experiences here," Duncan says, "and connect with the community."

The center has three main components: academic, experiential education, and leadership programming. The HLC also oversees many aspects of student government, including the Associated Students of the University of Oregon (ASUO) and the fraternity and sorority community. Offerings include the Alternative Breaks programs, the LeaderShape Institute, the Community Service Grant Program, the Duck Corps, and individual counseling to help students learn about and choose among volunteer opportunities.

Besides the San Francisco Alternative Spring Break trip in 2010, another ASB group (also led entirely by students) went to San Diego, where students learned about immigration issues while working with the Border Angels, a nonprofit organization that sets up life-saving stations of food, water, and clothing in the Imperial Valley desert. This year the center plans to offer an ASB trip to New Orleans as well as at least one international trip, either to Haiti or Jamaica. A winter break trip will also eventually go to India. "All students should have experience abroad," Duncan says, "but not everyone can do a whole semester. This way, they don't have to miss school, but they still get an immersion-based experience with a service focus. It's very powerful."

Holden and his wife, Gloria, who graduated from the College of Education, endowed the center because they felt that leadership and civic engagement were underemphasized at the UO. "Our universities and schools must teach leadership," he says. "It is important to every institution there is, but even more important to people. You get the psychic reward of having accomplished something good, of helping others to accomplish certain goals."

To this end, the Holdens' gift supports the LeaderShape Institute, a six-day immersion program that builds leadership skills among students. "It's such a powerful experience, and it gives you energy you didn't know you had," says Audrey Abbott '10, who graduated with a triple major in international studies, Latin American studies, and Spanish. "It's powerful to see sixty-plus undergrads with huge, huge goals. Everyone is so excited, and no one is telling you that you can't do it."

Abbott worked at the HLC as a peer leadership consultant, meaning that she counseled students who want to get involved in volunteer activities but are overwhelmed by the multitude of choices. Now that she's graduated, she hopes to go abroad and study how various cultures view leadership. "It fascinates me," she says.

Student volunteers lend a hand at Alternative Spring Break 2009 in San Diego.

"What does it mean to be part of a group? How can I participate positively? You gain more self-awareness, get to know yourself better."

The HLC is also home base for the Interfraternity and Panhellenic councils, providing office space and an advisor. "The HLC has helped me understand the maturity and responsibility needed to be a leader," says senior Cody Catherall, last year's president of the Interfraternity Council, "and the huge reward one gets for leading peers in a positive way." He also notes that the leadership training offered by the HLC has helped change the negative aspects associated with Greek life in the 1980s and '90s. "The HLC has encouraged us to take on change and we have grown vastly in a positive direction," he says. "They have given us the tools to be a truly helpful organization."

It's fitting that the councils are headquartered at the center. Holden joined Beta Theta Pi fraternity just after World War II, and says that Greek life was instrumental in developing his leadership skills. He served first as rush chairman, then as fraternity president, and eventually as president of the Interfraternity Council. In return, he has been instrumental—for more than fifty years—in maintaining his fraternity's physical home.

He shares a funny story about moving into the building after the war. "It had been rented to nurses," he says, "and all the urinals had been planted with flowers." To redo the dirt-clogged plumbing, they had to start by getting bids. "I got the boys to agree—and it took a fight—to give $1 each so I could hire an architect," he recalls.

Twenty-five years later, the house was restored again—this time with a large but not particularly useful or aesthetically pleasing addition. "I hated it," Holden says. So ten years ago, he put up $100,000 to kick off a campaign to raise money for improvements. The changes were made, but the work cost more than expected. "The boys didn't do well financially," he says. "They got into debt, with a huge mortgage on the house." Eventually, Holden took matters into his own hands and bought the beloved building outright, paying off its debts and donating it to the UO Alumni Association.

Former Duck athletic director Pat Kilkenny '74 and his wife, Stephanie, have also been major donors to the HLC. Their Kilkenny Service and Leadership Fund aims to encourage students to engage in community service and offers a series of $1,000 grants, called student service grants, that allow students to creatively respond to needs in the community. "Any kids that have an idea and want to do something can apply," Stephanie Kilkenny says. "I wanted it to be really comfortable. It starts out with an easy application form and then the people at the Holden Center will help you all the way through."

A recent project carried out by students was Bikes and Burritos, where students got together to make bean burritos and then went out on bicycles to offer them to people who are homeless. "The younger people start doing community service, the better," Kilkenny says. "It broadens their horizons."

A new offering through the Service Learning Program is the Duck Corps, which links students as well as faculty and staff members to volunteer opportunities. Potential volunteers sign up online, indicating their interests and how much time they have, and then they receive a personal e-mail within two weeks that offers service opportunities that fit their interests and schedules.

Within the next five years, Duncan hopes to establish the Emerging Leadership Initiative, a yearlong residential and academic program focused on the study and practice of leadership, service learning, and civic engagement. Students will live in a "leadership hall," take a short leadership course, participate in workshops, and do community service projects. He's also contemplating the idea of creating a minor in leadership studies.

Glen Holden is adamant about the importance of building leadership skills. "Hardly ever can you go through life without being part of a team," he says, "and every team needs good direction. It doesn't come out of the sky, and it doesn't come out of the earth like grass. It comes from a human leader."

"It's a perspective you take," Catherall says about leadership, "not a set of characteristics you have. Anyone can be a leader; you just have to take on the mindset."

The Holden Leadership Center is bent on helping UO students do just that.

—Rosemary Camozzi '96

PHOTO COURTESY HOLDEN LEADERSHIP CENTER

CLUB SPORTS

Bass Ducks Cast for Big Bucks

Fishing enthusiasts take to new college sport hook, line, and sinker.

Upon reading the words "Oregon Bass Team," one person might envision a fleet of sporty yellow-and-green hatchbacks equipped with dishwasher-sized subwoofers ready to *WHUMP, WHUMP, WHUMP* challengers into submission or a tuxedo-clad ensemble striking up a deep-toned "Mighty Oregon" on towering stringed instruments.

Wrong bass.

Think freshwater fish—băs, not bās.

"Some people think we're the bass [bās] team. I get that on campus," says member Ross Richards, a senior business administration major, describing a common reaction to the Oregon Bass Team T-shirts. "Even when you tell them, 'No, *fishing,*' you get responses like, 'We have a bass club? *What*?!!'"

When asked to explain themselves, the twenty-some members of the UO Club Sports bass team can rattle off some hefty bragging points reeled in during the 2009–10 season. No other UO team—varsity, club, or otherwise—can boast that it competed this year for a national title; snagged television exposure on Fox Sports Net, Versus, and the Outdoor Channel; *and* actually earned money. What's more, the UO bass club, formed in 2006, is helping to drive a surge of interest in this new collegiate-level sport.

"Some people are surprised that we even have a bass club and may not see it fitting into a traditional sports program," says Sandy Vaughn, who recently retired after thirty-six years as director of UO Club Sports. "But bass fishing has quickly become a successful part of our program, in terms of the success they've had in competition, the excitement and commitment of the members, and the positive attention they've brought to the University."

College bass fishing is managed at the club level, although in 2010 one school—Bethel University in McKenzie, Tennessee—became the nation's first to establish a coached, scholarship-supported team. The sport is not governed by the National Collegiate Athletic Association, so independent competitive circuits and national

COLLIN ANDREW

Reel Pride *Members of the UO bass fishing team at Fern Ridge Lake showing off the catch that secured their victory in a May competition against OSU.*

titles have emerged; the primary programs are FLW College Fishing and the Boat U.S. Collegiate Bass Fishing Championship Series, both of which offer prize money and scholarships to competitors.

UO anglers have hooked a share of the fat purses available on the circuit conducted by FLW Outdoors. At the catch-and-release tournaments, success is measured by the combined weight of fish caught. With several top-five finishes in 2009 FLW Western regional qualifying events, UO participants earned $18,000 to defray the cost of team trips to competitions in Nevada, Arizona, and California.

Along the way, Richards and fishing partner Reed Frazier, a senior Spanish major, qualified for the first-ever FLW College Fishing National Championship in Knoxville, Tennessee. The Oregon pair finished sixteenth in the April 2010 title round featuring the nation's top twenty-five two-angler teams. The winning team from the University of Florida netted a prize package worth more than $100,000, including $50,000 for their school's scholarship fund, $25,000 for their bass club, and a new boat and SUV trimmed in school colors.

In Florida and other parts of the South and Southeast, warm-water pro bass fishing is a big-money sport where top anglers earn sponsorships in the NASCAR mold from companies like Yamaha, Cabela's, Chevrolet, and Wal-Mart.

Collegiate teams in those areas may benefit from proximity to big bass culture. "The powerhouse programs get a little bit more support from their school," says UO fisherman Cody Herman '04, who is studying sports business at the graduate level. "The team from Florida got permission to take time off from school, stayed in Tennessee in a hotel for three weeks, prefished the water so they knew it well, and guess what . . . they won the national championship."

Still, the fact that states known for cold-water fisheries, like salmon, are producing

collegiate bass fishing teams—including the UO, Oregon State University, and the University of Washington—hints that the sport is gaining a wider foothold.

"The sport is really taking off at the college level," says Julie Huber, a spokeswoman for FLW Outdoors, which established its nationwide collegiate program in 2008 with ninety-one registered bass clubs. As of April 2010, the number had grown to 380 clubs with 2,260 members.

"We know that they are the future of bass fishing," Huber says of the college casters. "For those who make it to the national championship, it's a once-in-a-lifetime experience."

FLW Outdoors also conducts professional bass and walleye fishing tournaments that illustrate what big business the sport has become. Its 231 pro tournaments in 2009 distributed total purses of $33 million—in 2007, the winner of one tournament took home a $1 million prize.

Money isn't the only motivator, however. Some students, many who grew up catching bass in home states from Washington to Arkansas, say they have latched onto competitive fishing as a life-enriching adventure.

"Fishing is a passion for all of us and it's really fortunate to experience it as a collegiate sport," says Carter Troughton '10, club coordinator during the 2009–10 academic year.

Troughton, who has a business administration degree with a marketing concentration, says he hopes for a career that involves sports marketing or, ideally, fishing—which accounts for $45.3 billion in retail sales, one million jobs, and a $125 billion annual impact on the U.S. economy, according to a 2008 American Sportfishing Association report.

Whether or not they pursue fishing-oriented careers, the UO anglers have honed valuable networking, marketing, and other skills, says Troughton. They forged an essential partnership with the Emerald Bass Club, a fishing group that provides boats and drivers for the UO team during local tournaments. They also secured team sponsorships and gear donations from Snag Proof, Wave Fishing, 2 Brothers Tackle, and other supporters.

Additionally, members maintain a website (obtfishing.com), a Facebook page, and a YouTube channel and cultivate relationships with potential UO students. Troughton says several high-schoolers have contacted him by e-mail for information about the bass team; he even shipped a T-shirt to a twelve-year-old in Brazil who saw the Ducks in a televised tournament.

Troughton reassures prospective members that the bass team is open to any full-time student, regardless of experience, without demanding time commitments. Members practice by fishing local lakes and rivers when they can, between classes and jobs.

Yet being a member of this club is not exactly all fun and games.

"Fishing, in general, you can just kick back with a six-pack and throw a worm on the bottom and call it a day," says Herman, who is currently the only graduate student on the roster. "But competitive fishing is nine hours of hardcore fishing where every cast counts."

The competitive and playful sides of the sport both are on display one day in May, as the Ducks splash down at Fern Ridge Lake for the third bass-fishing Civil War. Seven anglers each from the UO and OSU set out from the boat ramp at 6:00 A.M., fish through the bright and breezy day without a break, and reconvene for a 3:00 P.M. weigh-in. One by one, team members tote fish in plastic bags from their boats and place them on a digital scale. The glistening green largemouth bass range from about 3 pounds to a tournament-best 6.35 pounds. Final tally: 46.20 pounds for the UO; 31.45 pounds for OSU.

"Ducks win! Ducks win! Ducks win!" shouts Troughton.

"Thanks for kicking our asses," jokes OSU club president Justin Blackmore as he hands over the Civil War trophy. "We'll get you," Blackmore promises as the Beavers walk toward their cars.

With a 2–1 Civil War record in hand, the fishing Ducks make plans for a celebration at one member's apartment—a place where, at least, everyone will know the difference between bās and bǎs.

—Joel Gorthy '96

Web Extra

To see video of the UO Bass Team in action, visit OregonQuarterly.com.

OREGON 2020

2020 Vision

Preparing the campus to meet the changing needs of students

Sociologists who study human behavior patterns are calling them the Millennials—the Americans born between 1980 and 1995. They are a generation of technically savvy, multicultural multitaskers who can field an e-mail, talk on the phone, and listen to music all at the same time. Collectively, they have a strong sense of purpose and display high levels of trust and optimism. They are team-oriented and used to group learning and interacting with peers using social networks. This new type of student studies hard, avoids risk, and feels the pressure to excel. And these students aren't just connected to their friends—they are calling their parents after their tests and to check-in between classes.

University administrators are keenly interested in how technological ubiquity and changing ways of social interaction have altered how this new generation of students live and learn best. Now, as the University becomes more market-driven and sees itself competing with other schools in the West for top students, it has to look at updating its facilities and shaping campus life to reflect the needs and desires of this Millennial generation.

"We can sit around and lament all we want about how students have changed, or we can have an understanding of how these students thrive and program our spaces to them," said Robin Holmes, vice president for student affairs.

A consortium of groups spearheaded by the student affairs office has banded together to propose a vital reenvisioning of University facilities that shape the student experience. The group is calling the proposal "Oregon 2020," a plan for reshaping student spaces to reflect how these new students learn, socialize, and prosper.

For the past year, Holmes has been presenting the rough details of this visionary proposal—one that should transform the UO campus into a space tailored to the twenty-first-century student—to University audiences, to the Eugene community, and at other U.S. universities. In the many times that she has laid out the proposal's framework, her audiences always react the same. First, there is a moment of silence as smiles spread wide across faces. Then, a sheer electrical rush of a murmuring crowd floods the room—the real human energy that turns messages into buzz, buzz into support, and support into real change. Then, her audiences do something even more exciting: They ask how they can help.

Robin Holmes, vice president for student affairs, at the groundbreaking ceremony for the new East Campus Residence Hall, which is set to open fall 2012

JACK LIU

Holmes, who has been instrumental in putting together "Oregon 2020," is convinced the University is on the far end of a Goldilocks equation—it is in a sweet spot, just the right size to be classified as a Research I university and to provide the kind of small-community atmosphere many students thrive in.

"If you ask an eighteen-year-old why they choose a certain college over another, it's all about the student experience," Holmes says. "We already have a great student experience at this University. What we want now is to offer the best student experience possible," she adds.

The time has never been better for the UO to embark on such an ambitious project. California's recent budget crisis, which sent shockwaves through its higher education system, has created a great opportunity for the University of Oregon to attract many of the best students on the West Coast. Just in the past few years, the UO's out-of-state population has grown from 38 percent to 42 percent, and projections show that figure increasing to 45 percent over the next ten years.

"Out-of-state students help pay to educate Oregonians," explains Jim Bean, UO senior vice president and provost.

Renovation and reconstruction of the Erb Memorial Union is the centerpiece of the Oregon 2020 proposal. The EMU has always been what outgoing EMU director Charles "Dusty" Miller calls a "working union"—not just an iconic gathering spot or a retail space, but a building where students can run student groups and clubs and feel they are an active part of a community.

"Every group of students has its own way of using the building," says Miller. "Students today need round-the-clock access, spaces where they can meet to study, and inviting spaces."

The last EMU renovation took place in 1974 and was planned to accommodate 14,000 students, far fewer than the current student population of almost 22,000.

Form will follow function for the new EMU renovation efforts, which will likely focus on construction of

- a large-scale performance hall, which could host the Oregon Bach Festival and other major concerts
- spaces tailor-made to suit the needs of student groups and clubs
- a sustainability center, where students will learn about green living and steer sustainable projects for the community
- a conference facility that can accommodate sizeable academic and professional meetings

Millennials know more about how to stay healthy than any previous generation and see exercise as a natural part of the college experience. Plans for the new Rec Center call for a standalone swimming facility, additional gym and workout spaces, and improved locker facilities.

"We really need these buildings to have a sense of *Wow*," Holmes says. "We want to add attractions and amenities that will invite students and faculty and staff members back to campus after 5:00 P.M."

"Oregon 2020" also calls for the renovation of every one of the University's residence halls and the creation of new ones to accommodate even more students on campus.

A start on this initiative is already well on its way. The University recently secured $75 million in bonds to build its newest residence hall, a living-learning center conceived to create an immersion learning experience something like students have when they study abroad. Situated in east campus where the Bean parking lot is now, the proposed hall will have 450 beds, five state-of-the-art, high-tech classrooms, and a resident scholar apartment where a tenured faculty member will live and teach. Students will also have access to a library commons with a full-time media librarian on the premises. The project is slated for completion in 2012.

"Much of Oregon 2020 is just a proposal, but something along these lines is very important to this University," Bean says.

If the University does change these visions into real spaces, the next decade could see the UO emerge as a first-choice school more often among a generation of active, engaged, talented, and optimistic students—and this space race will be one that the University of Oregon has won.

—*Emily Grosvenor*

PHYSICS

The Measure of Success

Frustrated by poor student performance in introductory courses they were teaching, University of Oregon physics professors James Schombert and Stephen Hsu wondered if they were missing something in the acronym-driven numbers game—GPA, SAT, GMAT, GRE, ACT—that dominates the college admissions process.

Freshman students with high entrance-exam scores weren't performing as well as expected, and "we were unable to determine if there was a deficiency in our teaching or in student cognitive abilities," Schombert explains. "Being good scientists, we began looking for answers."

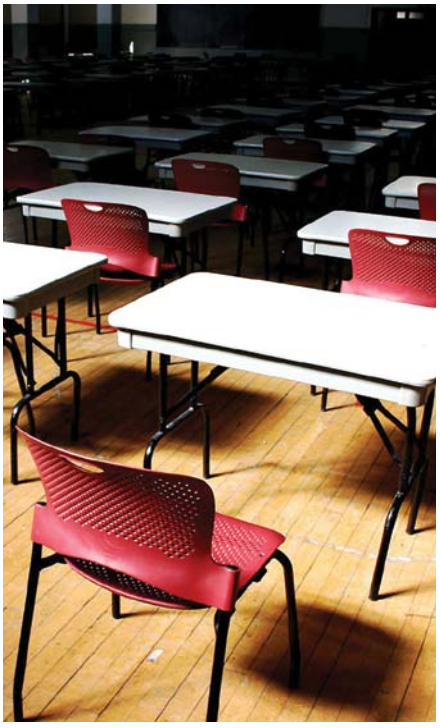
Better known for their work studying interstellar phenomena, the researchers ventured into psychometrics—the study of GPA, IQ, and other quantifiable measures of intellect—to analyze the academic records of all undergraduates entering the UO from 2000 to 2004.

They discovered that students with high SAT scores are more likely to perform well in upper-division courses. But to their surprise, they also found that a low SAT score does not necessarily preclude strong performance.

The highest possible SAT score is 1,600—800 for a mathematics section and 800 for a reading section. But "we found that some students with combined SAT scores well below 1,000 achieved in-major, upper-division GPAs in excess of 3.5 [A-minus] and even 4.0," Schombert explains, terming this group "overachievers."

The finding suggests poor teaching or a student's fundamental lack of smarts aren't necessarily to blame for poor learning. In fact, statistic after statistic indicated that, even with iffy test scores or a so-so high school GPA, "almost any student admitted to a college or university can achieve academic success if they work hard enough," says Hsu, noting the conventional wisdom has long suggested otherwise.

"Some leading educational researchers have claimed that only the top 10–20 percent of the population are intellectually capable of college-level work," he explains. "But our data show that, in most subjects, hard work can compensate for below-average cognitive ability."



CREATIVE COMMONS PHOTO BY JONATHAN RISSMEYER—NIGHT OWL CITY CC BY-NC-SA 2.0

Though it may contradict conventional thinking, college admissions experts say the conclusion is both plausible and logical.

"Most definitely, students with lower American College Test (ACT) or SAT scores can compensate through hard work," says Marna Atkin, author of *The Complete Idiot's Guide to Getting into Top Colleges*.

"I agree with Hsu and Schombert," explains Christopher Hooker-Haring, dean of admission and financial aid at Muhlenberg College in Allentown, Pennsylvania. "Students can indeed achieve academic success if they work hard enough."

The physicists present their findings in a paper titled "Data Mining the University: College GPA Predictions from SAT Scores," currently under review at the psychometric journal, *Intelligence*.

Although psychometrics is a branch of psychology, physicists have been "poking their noses into other disciplines for a long time," Hsu quips.

When the space shuttle *Challenger* exploded, for instance, it wasn't an aeronautical engineer who discovered what cost seven astronauts their lives, but Richard Feynman, a Nobel Prize–winning physicist. "Physicists are good at dealing with data and mathematical models, a skill that has broad applicability to other areas," Hsu says.

Compared to what Schombert normally studies, examining student admissions data is a cinch. Before he came to the UO in 1996, Schombert was a NASA astronomer who discovered a rare class of galaxies—massive collections of stars in deep space—called "dwarf spirals." An expert in galactic evolution, he characterized the new intergalactic species through precision observation of billions of stars billions of miles away.

His colleague Hsu could be termed a techno-entrepreneur. After guarding physics department computers against hackers and attackers, Hsu started SafeWeb, a technology company he sold just five years later to cyber security giant Symantec—for $26 million.

With help from venture capitalists in 2005, Hsu founded Robot Genius, a California-based company that fights sophisticated computer threats. Neatly combining company leadership with research and teaching, Hsu has found time to author or coauthor more than 100 papers on cosmology and astrophysics, with such eye-catching titles as "Grand Unification through Gravitational Effects," and "Black Hole Entropy, Curved Space, and Monsters."

Physicists not only love to poke their noses into other disciplines, but turn a grand phrase as well.

For every parent wondering where to get the best education without a six-figure pocketbook, or every student worried that hard work isn't enough without an Ivy League diploma, Hsu—a former Yale professor educated at UC Berkeley and Cal Tech—and the Yale-educated Schombert compared the UO's publicly funded Clark Honors College (CHC) to far costlier private schools such as Cornell and Yale as part of their study. They found that top students at public universities—Clark Honors College material—are not much different from their Ivy League peers.

Students enter CHC—the oldest four-year honors college at a public university—with a 1,340 average SAT score

and 3.9 average high school GPA, making the college's entrance selectivity "roughly comparable to Cornell or UC Berkeley," Schombert explains.

The majority of CHC students achieve 3.5 to 4.3 upper division GPAs, while also fulfilling rigorous course requirements beyond their major. "In terms of drive and ambition, Clark students are similar to students at elite universities," Hsu notes.

Finally, the study shows that CHC students master their subjects as well as graduates of any elite university. That's no surprise to Clark Honors College dean David Frank. "The Schombert-Hsu study corroborates my experience," he says. "Students from Harvard, Yale, and Cornell would find the Clark Honors College curriculum rigorous and challenging; likewise, Clark Honors College students would flourish if they attended other elite colleges."

A frustrating student achievement gap motivating their quest, Schombert and Hsu ironically encountered an almost equally frustrating research achievement gap. "We found standard social science analysis could not answer our questions," Schombert says. "In psychology, psychometrics, or other fields that would most want the answers we sought, there simply does not exist the ability to do the type of analysis we required," he explains. "It's a disconnect between the necessary levels of network, computer, and advanced mathematics skills needed to handle large datasets."

As physicists often do, "we attacked the problem with our own tools," Schombert says. Those tools included advanced statistical analysis, high-performance computing, and one especially innovative approach: most colleges and universities try to correlate test scores with incoming freshman GPA—the UO duo instead looked at upper-level (junior and senior) GPA.

"Freshman GPA is not a satisfactory metric of academic success," Hsu explains. "There is simply too much variation in the difficulty of courses taken by freshmen." More able freshmen typically take more difficult courses, whereas less able freshmen take introductory courses "not very different from high school classes," he says. Under these circumstances, academic success—an "A" in an introductory course versus a "B" in an advanced course—becomes too relative to accurately measure. Course variation decreases in later years, as students settle into their respective majors, working hard in required classes.

The new approach bore fruit: SAT and ACT scores, their analysis showed, predict upper-level much better than lower-level college grades, "a significant and entirely new result," Schombert says. It also helped identify hard-working students who were besting expectations based on their test scores. "We found many 'overachievers' with modest SAT scores who nevertheless achieved high upper-division GPAs across a broad variety of majors," Schombert states.

So what do these discoveries about hard work and academic success mean for students in those introductory courses? Will they be working harder than ever, in light of the physicists' findings?

"I wish to invoke my Fifth Amendment right," Schombert answers, tactfully changing the subject. "Lakers over Celtics in game seven."

—Mike Martin

I N B R I E F

HDR/THA ARCHITECTURE

Building for the Future *Construction has begun on the five-story, 100,000-square-foot Lewis Integrative Science Building, located in the UO science complex near Franklin Boulevard. The structure will house a powerful fMRI scanner as well as research in cancer, stem cells, green materials, nanoscience, and solar energy. The $65 million project, primarily funded by private gifts and state bonds, is slated for completion by fall 2012.*

Reaching Out to Salem

The UO's **Sustainable Cities Initiative** program has selected Salem as this year's focus city, a designation involving more than twenty-five courses, twenty-five faculty members, and approximately 600 students. Following a successful inaugural year in Gresham (nearly 100,000 hours of student work on projects throughout that city east of Portland), UO faculty members and students will work collaboratively with the City of Salem to tackle important development, planning, and civic engagement issues. For more information, visit sci.uoregon.edu.

International Affairs Head Named

Denis Fred Simon, an international affairs professor and administrator with extensive experience in Chinese business practices, has been chosen to be the UO's new vice provost for international affairs. Programs overseen by the office include international student and scholar services, study abroad, the Mills International Center, AHA International, and International Advancement and Alumni Relations. Simon was one of the founding senior faculty members for Penn State's School of International Affairs.

New Athletic Director

Rob Mullens is the UO's new director of intercollegiate athletics. Before accepting the Oregon offer, he served for the past four years as deputy director of athletics at the University of Kentucky, where he managed day-to-day operations for a twenty-two-sport athletic department with an annual operating budget of $79 million.

Ultimate Victory

The **UO women's team** has won the national title in ultimate (aka ultimate Frisbee), their first such honor in two decades of club sport competition. A senior on the UO men's team, Eli Friedman, won the Callahan trophy, ultimate's Heisman, which is named for the UO team's founder in the late 1970s.

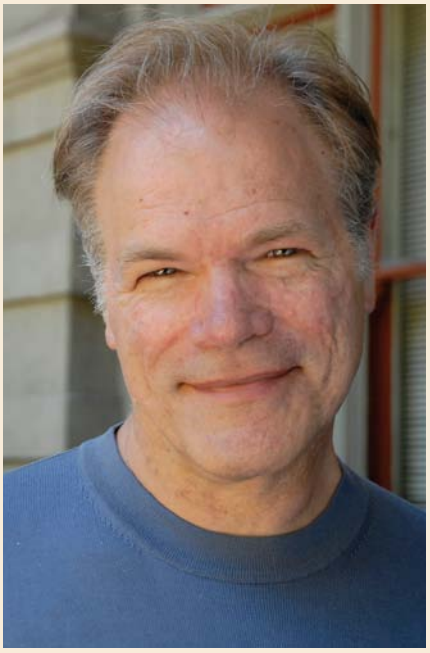
Catalog Goes Digital

The **UO course catalog** that rolled off the press in early July will be the last printed version of the annual course listing. Currently, both print and online versions are available, but beginning with the 2011–12 edition, the complete general catalog will be published only online at uocatalog.uoregon.edu.

PROFile

Ken Calhoon

Professor of German and Comparative Literature
Undergraduate Director of Comparative Literature



JOHN BAUGUESS

In more than twenty years at the University, Ken Calhoon's career has spanned the spectrum of academia from pedagogy to administration: He has taught and mentored hundreds of students in several disciplines, presented scholarly papers and lectures to national and international audiences, directed dissertations and academic programs. But when prepping for his lower-division comparative literature courses, Calhoon still writes out five to seven pages of notes for each fifty-minute lecture. "This helps me develop the connections that I want my students to get," he says. "It also focuses my attention on my own writing and research. In many respects, these courses represent some of the most fruitful teaching I've done."

His enthusiasm has not gone unnoticed: A 2010 winner of the UO's Thomas F. Herman Faculty Achievement Award for Distinguished Teaching, Calhoon displays dedication that is lauded by colleagues and students alike. During the award nomination process, one student noted, "He had an incredible ability to make connections between texts, and to guide us to the main points for even the most difficult and complicated readings."

Comparative literature is a place where students with different majors find ways to talk about common topics from various traditions—literary theory, philosophy, language, and culture—and to pursue projects that tie those perspectives together. It's a difficult concept, and Calhoon knows that students are challenged—yes, sometimes even intimidated—by his courses. "The material we deal with in the humanities is intrinsically hard; it's Nietzsche, it's Freud, it's abstract art, it's musical theory," he says. "I don't 'dumb-down' the material. On the contrary, I give them something to reach for a bit. My philosophy is that if it's clear to students that it's hard for you, they're not so bothered by the fact that it's also hard for them."

Name: Ken Calhoon

Education: BA, 1979, University of Louisville; MA, 1981, University of California at Irvine; PhD, 1984, UC Irvine.

Teaching Experience: Joined the UO's German faculty in 1987; has served several stints as acting director of Comparative Literature and Creative Writing programs. Currently undergraduate director of the Comparative Literature Program, he still teaches courses in German and the humanities.

Awards: 2010 Thomas F. Herman Faculty Achievement Award for Distinguished Teaching; Rippey Innovative Teaching Award, 2002–4; Reinhold Foundation Faculty Support Fellowship in Arts and Sciences, 2000.

Off-Campus: Calhoon enjoys gardening, listening to music, and spending lots of time with his grandson.

Last Word: "Nothing makes me happier than when my students don't sell their books at the end of the term!"

—Katherine Gries '05, MA '09

A Better Mousse Cup

"Choose the alarm sound to be the duck quacking," Adjunct Professor Bob Lucas says to his colleague, Wilson Smith '80, as they lean over Smith's smartphone. "Totally appropriate." High above the Burnside Bridge, in the White Stag Block's architecture loft, Lucas, Smith, and their small but enthusiastic band of summer-term product design students are busy inventing the Next Great Kitchen Thing. Giant cardboard panels lean against the walls, covered with sketches, diagrams, computer renderings, and scribbled notes ("Kettle corn attachment," "Clench your fist to engage spatula").

Lucas and Smith are Portland-based design professionals (they've spent years with Adidas and Nike, respectively), and their course syllabus is peppered with guest lecturers from some of the city's top design and marketing firms. Product design requires an impressively broad skill set, combining artistry, cultural fluency, and technological inventiveness. Successful designers must be adept at selling their creations, too, which is where the quacking phone comes in. The students each have ten minutes today to pitch an eco-friendly kitchen product, to be entered in the International Home and Housewares Show competition held annually in Chicago.

Many of the ideas on parade add some nonkitchen innovation to a kitchen staple. A portable hand-cranked blender, for instance, is touted for its use of "weed-whacker technology." Others focus on marrying function, beauty, and renewable materials—redesigning double boilers and overhauling dish-soap dispensers. There are mockups made from foam and cardboard: a beautifully architectural compost bin, an ergonomic whisk grip, picnic plates to be made from grass fibers. Material selection runs the gamut from deeply traditional to oh-so-twenty-first century, with beaten copper here and NASA-developed insulation there.

At the end of each presentation, classmates and professors ask questions and suggest marketing hooks. After an automatic dish-scrubber pitch (think Roomba meets electric toothbrush),

there's a brief debate over whether to give the gadget some character. "What if it was a hedgehog?" someone asks. Then the phone quacks, and the class turns its attention to the next student and the next new idea, which just might be coming soon to a kitchen near you.

—Mindy Moreland, MS '08

PRODUCT DESIGN STUDENT'S TAKE ON A BETTER TEAPOT. PHOTO COURTESY OF THE UNIVERSITY OF OREGON SCHOOL OF ARCHITECTURE AND ALLIED ARTS

CALENDAR

In the White Box Visual Laboratory: Song of the Willamette • September 14 to October 7, noon to 6:00 P.M.
(closed Sunday and Monday). Free.
Artists Isami Ching and Garrick Imatani present mixed-media reflections on their voyage down the Willamette River in a hand-built canoe.

Get Connected! September 16, 6:00 P.M.
The Portland Career Center presents an event for young alumni, featuring a panel discussion on what employers look for in job candidates in today's economy and provides time for UO alumni and employers to connect.

Free to current students and 2010 graduates; $15 for 2005–9 alumni.

An Evening with Paulann Petersen • October 19, 6:00 P.M.
Poet, literary activist, and Oregon's newly appointed poet laureate Paulann Petersen will make a special appearance at the White Stag Block. Free. For more information, call 800-824-2714.

For all the latest, visit **pdx.uoregon.edu**, and click on "**Events Calendar**."

Tough Times, Bold Plan

THE UO OFFERS A PLAN FOR NEW GOVERNANCE AND FINANCIAL MODELS TO IMPROVE STUDENT ACCESS AND STABILIZE FUNDING.

By Richard W. Lariviere

MICHAEL MCDERMOTT

A quote from Albert Einstein embodies the optimism of academia: "In the middle of difficulty lies opportunity."

This is the time to employ that kind of optimism. This is the time to reach within to find our own opportunity.

This spring, we presented a white paper to the people of Oregon, titled "Preserving Our Public Mission through a New Partnership with the State." It explains the difficulties that a culture of boom-and-bust funding has caused for the University of Oregon, the Oregon University System, and the Oregon legislature. It also outlines an opportunity for the UO to solve its riddle of fiscal uncertainty and for the state to take on a consistent, manageable commitment to the University.

The key points to the proposal lie within its title. It seeks to cement the UO's mission as a public institution by offering stability to the state-sponsored portion of its budget. And it truly does advocate a new partnership between the University and the state—an inventive and bold yet well-considered approach to conducting the business of higher education in Oregon. ▶

JACK LIU

A history of uncertainty

Twenty years ago, the University of Oregon received an appropriation of $63.3 million from the state legislature. Our state funding for the current fiscal year has dropped to a projected $60 million. But a dramatically rising consumer price index has eroded the value of today's appropriation to just $34.9 million in 1990 dollars—a loss in real buying power of nearly 42 percent.

I suppose the counter-intuitive good news in those numbers is that state funding currently makes up less than 9 percent of the overall UO budget. But the flip side of the coin is that tuition and fees from students now account for more than three times that amount. A generation ago, the UO received more than double the amount in state funding per student that it received in tuition.

You can see that there is a tremendous and growing burden on middle-class families who send their students to us for education. It threatens to put higher education beyond the reach of an expanding segment of worthy students, and that is a frightening prospect for all of us.

Oregon is engaged every day in an economic competition with other states, regions, and countries. Today's economy is knowledge-based, and our state is in danger of losing the advantages that our political, educational, and business leaders have gained for us over many years.

Parents of those in Oregon's twenty-five to thirty-four-year-old age group have a higher percentage of college degree attainment than their children, while the reverse is true nationwide and in most countries that are our economic peers.

The University of Oregon is a member of the Association of American Universities, a prestigious organization of research institutions. But of thirty public universities in the association, the UO ranks dead last in the amount of state support received per student.

Our university receives less than one-fifth the per-student state funding of the nation's best-funded public schools. Even among Oregon's seven public universities, the UO ranks last in per-student state funding.

But Oregon state government runs largely on the back of income tax revenue, and that dependence is unlikely to change anytime soon. We can complain that the state should make more money available to its outstanding public universities, but the reality is that the legislature has no workable means of spending more on higher education.

Prospects for a change of fortune at the UO and other public universities in the state are dim, so long as we remain on the same budgetary path. The governor has forecast ten years of deficits, so any discussion about the future of our university and our state must anticipate a change in approach.

Governance a first step forward

Before we can recreate our budgetary model, we must first fashion a system that can accommodate it.

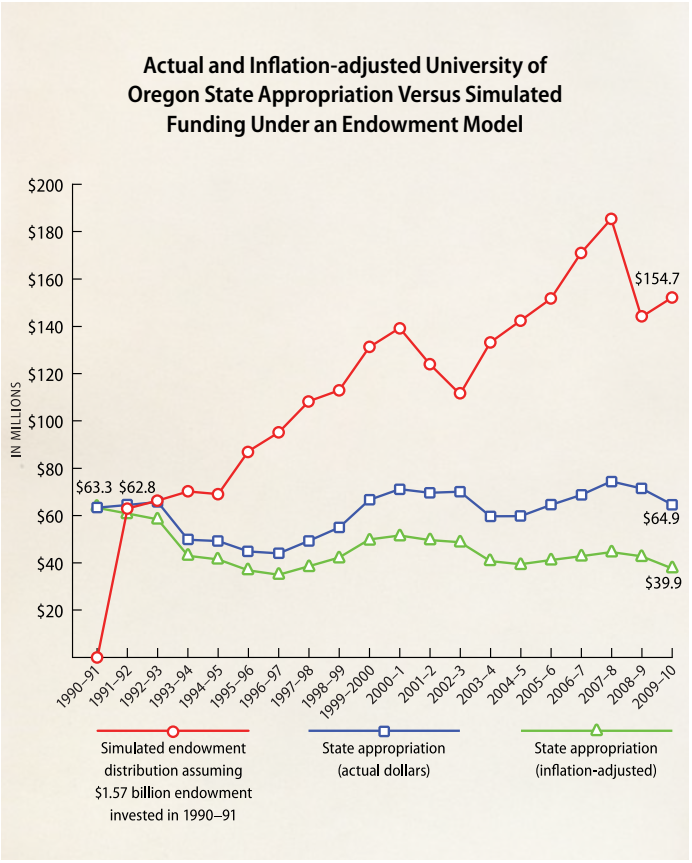
The Oregon University System is currently administered by the State Board of Higher Education, which has budgetary and governing authority over the state's seven public universities. But that system no longer serves Oregon's needs, and the time has come to replace it with one that will put the state in a position to achieve its educational goals and reestablish itself as a cradle of innovation and brilliance.

A shift away from the centralized structure of the State Board of Higher Education will offer each of our universities the autonomy to determine its best course forward. By establishing a new state-level coordinating board, local campus governing boards, and performance-based financial incentives for the campuses to meet the state's educational needs, we can maintain statewide authority over higher education policies and goals that will determine Oregon's future.

Early assessments of our new partnership have both commended and criticized the plan for its boldness. But that is precisely what current circumstances require—bold action.

Our difficulties present an opportunity to create a new model for public higher education. However, Oregon's public universities are far from being alone in realizing the need to reinvent themselves.

Between 1985 and 2002, more than 100 measures were considered nationwide that would modify states' administration of—or jurisdiction over—higher education. As we seek



to rejuvenate our system and create a contemporary model that includes new tools to stabilize university funding, we should pay close attention to what has succeeded elsewhere.

The University of Washington and the University of Virginia each operate under systems in which state-level coordinating boards ensure individual universities' accountability and provide incentives for each institution to thrive, while allowing them to manage their own business affairs.

Under the proposed Oregon model, each of our state's public universities could elect to have its own public governing board and determine its best method of operation and financing. Portland State University, for instance, has issued a white paper that proposes a local taxing district—similar to those of the state's community colleges—to help stabilize the PSU budget.

We propose that the UO have a local governing board like the University of Washington's. A majority of the board members would be appointed by the governor and confirmed by the Senate and would thus be accountable to the state, ensuring that the University meets its public responsibility and fulfills the state's objectives, such as helping more Oregonians earn degrees. A local board can focus directly on how to make the UO thrive and prosper.

Being a statewide institution with a worldwide reputation, the University of Oregon must redraw its financial base more broadly. We must embrace what remains of our state funding base and refashion it into a reliable, sustainable mechanism for ongoing support.

SOURCE: UNIVERSITY OF OREGON OFFICE OF INSTITUTIONAL RESEARCH

A means of leveraging state support

The University of Oregon is receiving a projected $60 million this year from the state and the federal American Recovery and Reinvestment Act. We can make the same tired request for more revenue that has become a tradition as each legislative season approaches, but that seems pointless with the state facing a budget deficit of more than $500 million over the next year and at least $2.5 billion for the biennium to follow.

It is time to embrace our boldness and do what we do best—innovate.

During my time working in the business sector, I learned well the lesson that successful businesses find ways to leverage their opportunities. I am also a firm believer that a public institution as large and complex as the University of Oregon—with an annual operating budget of more than $700 million—must be administered as the elite-scale enterprise that it is.

The first step in creating a new budgetary design for the UO is to identify any opportunity that can be capitalized to our advantage. The state appropriation is certainly one such asset, despite its inadequacy in the current form.

But consider what a financial institution might do to get the most from a dependable stream of income. It would use its bag of seed corn judiciously, to create a reliable, replenishable yield.

Our current business model requires that we eat every kernel of our seed corn, every year, and the result is that we are never entirely nourished by it. But if we were able to treat our yearly payment from the state as an investment in Oregon's educational future, we could watch that money grow and provide the solid base of public support that will allow the University to thrive.

A commitment from the Oregon legislature to maintain its present level of support will allow the UO to create an endowment, and to bring the goals of the institution and the state within reach.

A state funding commitment of about $63 million per year, less than the $64.9 million amount allocated in 2009–10, can be used over thirty years to make annual debt payments on $800 million in general obligation bonds. The UO will match the $800 million in bond proceeds with money raised from private donors and manage the combined $1.6 billion as an endowment.

Using reasonable estimates of 9 percent for yield and 4 percent for distribution rate, that money will create an endowment fund that can serve as a stable, perpetual base of UO financial operation. In its first year, the public endowment will generate $64 million in operating revenue for the University—nearly equal the amount in state funding. The distribution will increase each year, to $263.4 million in its thirtieth year—when the endowment's capitalized balance will total $6.9 billion.

Some have maintained that our projections of the endow-

ment's earnings are overly optimistic or too aggressive, but the here-and-now experiences of the UO Foundation indicate otherwise. The yield of the foundation's own endowment since 1994—the earliest year for which reliable information is available—has averaged 9.8 percent per year. Those figures take into account three years of negative returns, during the worst economic downturn since the Great Depression—including a 17.8 percent loss in 2008—as well as a strong yield of 10.1 percent in 2009.

If our proposed $1.6 billion endowment for UO operations had been created in 1990–91, it would have paid a distribution of $62.8 million in its first year and that annual payout would have grown to $154.7 million for 2010 (see the graph on page 29). The endowment balance—our seed corn—would now be worth $4.1 billion.

Our proposal in no way short-changes the UO's partners in the Oregon University System. We hope to convert a consistent level of funding—set at the low water mark of state support—to a public endowment. In doing so, the UO will also preclude itself from any opportunities over the next thirty years for a general fund reinvestment in public higher education. The state's other public universities will still have those opportunities, and with the UO out of that picture their shares of any future increase in state funding will increase.

Our proposal calls for the UO to trade its prospects of a state reinvestment in public higher education for a predictable—though minimal—level of support. That reliable income stream will then create an incentive for increased philanthropic investment in the University, and the state's base level of support will be capitalized in a manner that best fulfills Oregon's promise to offer Oregonians an affordable higher education.

Even as economic conditions have forced the Oregon legislature to cut programs such as the Oregon Opportunity Grant, the University of Oregon has maintained its historical commitment to ensure Oregonians' access to a college education. Thanks in large part to generous alumni and other donors, the UO already provides more than $20 million per year in scholarships and institutional aid such as Pathway-Oregon, a program that pays all tuition costs at the UO for qualified lower-income Oregonians.

I know firsthand what it means for families to find the money to send their students to college. I was the first member of my family to attend university, and that privilege has opened every door for me that I have had the honor to walk through since.

At its core, the University of Oregon's proposal is a means of extending the opportunity of a college education—and all the thresholds that come with it—to the greatest possible number of Oregonians. It will tether the cost of a college education to reality and will alleviate concerns that tuition rates at the UO may rise above many Oregonians' financial reach.

The UO is in position right now to reassert itself as a great, readily accessible public university. By reorganizing public assets and resolving to bolster private support,

JACK LIU

the University can build a stable and predictable funding structure. Statewide goals for educational attainment, affordability, and diversity will be ensured by performance-based financial incentives available to each of Oregon's public universities. Public higher education will no longer be driven by the state's economic circumstances.

Most important, the University's livelihood will no longer be tied to ever-increasing tuition rates. The cost of a top-tier education at Oregon's flagship university will become predictable. A combination of improved control over tuition rates and additional scholarship opportunities will result in greater access to that education by a larger number of Oregonians.

I began with a quote from Albert Einstein, and I will close with another: "We can't solve problems by using the same kind of thinking we used when we created them."

Let's change our thinking and put to use an innovative approach to the persistent problem of eroding state support for higher education. Let's reimagine a financial foundation built on dependability, and a bright, stable future for the University of Oregon and the students the University was created to serve.

Richard Lariviere is the sixteenth president of the University of Oregon. For more information about the University's proposal for a different relationship with the state, visit new-partnership.uoregon.edu.

A Risk Worth Taking?

A look at the hopes and challenges of the UO's proposal for a new relationship with the state

By Brent Walth

THIS ARTICLE BY BRENT WALTH '84 IS THE FIRST INSTALLMENT OF *OREGON QUARTERLY'S* **BOYD-FROHNMAYER WRITERS SERIES.** A GIFT FROM FORMER UO PRESIDENT WILLIAM BOYD IN HONOR OF FORMER UO PRESIDENT DAVE FROHNMAYER MAKES IT POSSIBLE FOR *OREGON QUARTERLY* TO HIRE EXCEPTIONAL WRITERS TO COVER TOPICS VITAL TO THE UNIVERSITY AND THE STATE. WALTH IS A SENIOR INVESTIGATIVE REPORTER AT *THE OREGONIAN*. HE SHARED THE 2001 PULITZER PRIZE GOLD MEDAL FOR PUBLIC SERVICE FOR STORIES THAT REVEALED ABUSES BY THE U.S. IMMIGRATION AND NATURALIZATION SERVICE. HE IS ALSO THE AUTHOR OF THE CRITICALLY ACCLAIMED *FIRE AT EDEN'S GATE: TOM MCCALL AND THE OREGON STORY*, A BIOGRAPHY OF MCCALL '36, THE LEGENDARY OREGON GOVERNOR.

I arrived at the University of Oregon in the fall of 1980 as a typical freshman—eager, ambitious, looking for a chance to prove myself. But money—the cost of school—was also on my mind. I was an Oregon resident, a graduate of Milwaukie High, and the UO offered me the programs I wanted at a price that my family could handle. Well, almost. Things were tight, for sure. I got a $400 scholarship—*$400*—and that made a huge difference.

We could manage the UO's tuition because of the long tradition of the public university. Oregonians helped underwrite tuition costs knowing their investment would make the state a better and more robust place in which to live.

But even then, money shortages haunted the University. Oregon had slid into a deep economic recession, lawmakers cut higher-ed budgets, state universities raised tuition, and great faculty members left because the pay was too low. In the journalism school, where I spent a lot of my time, professors handed out assignments printed on reused paper, classrooms didn't get cleaned very often, and, with the world moving to computers, we wrote stories on manual typewriters bolted to desks**.** By the time I took my advanced reporting course, the J-school had a few computers. The prof allowed us each to try them out—just once, and only for five minutes.

Yet the UO kept its promise to me: a strong and affordable college education that I use every day, a foundation to build on through the years.

Today, as I walk around the UO campus, I see a school transformed, primarily by massive giving by donors, especially a handful of the very rich. The University has become far savvier in bringing in private money to put up new buildings and outfit them with the latest equipment.

Yet with all this, the state of Oregon is betraying its promise to a new generation of students.

The UO and the state's other six universities were created to give Oregon kids an affordable shot at college they would not otherwise have. Oregonians pay taxes to support the universities—providing a subsidy on the tuition bill for tens of thousands of high school graduates who call Oregon home.

But state lawmakers have pinched funds to the point that the UO is barely state funded any more. The UO gets less than 9 percent of its operating budget from the state. But more telling is the erosion in direct support for education. Two decades ago, Oregonians provided 62 percent of the cost of educating their university students. Now it's about one-third of the cost. That ranks Oregon as forty-fourth in the nation for the amount of support its citizens give its public universities.

UO officials now put the estimated cost of a year at the University for Oregon residents (tuition, housing, expenses) at more than $17,000—almost four times what it was when I went there. To cover those costs, the UO and the other universities, with the legislature's blessing, have jammed students with increasingly higher tuition bills to make up the

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difference. Annual tuition hikes at the UO since 1990 average 7.5 percent. That's twice the growth rate of the median Oregon household income—now about $50,165, according to the U.S. Census Bureau—during that same time (see graph on page 33). It takes 36 percent of the average Oregon household income to pay for a year at a state public university—even after financial aid. "Measuring Up," the annual report issued by the National Center for Public Policy and Higher Education, says that makes Oregon's system one of the nation's least affordable, when you compare costs to what people in the state actually earn.

A little more than half of UO undergraduates leave the University with outstanding student loans, and their debt averages $19,789. That's one third more than a decade ago. Then there's the students who can't afford to even start. Despite programs to cover tuition and fees for the poorest of students, such as the UO's PathwayOregon, the state is struggling to get students into college. That same "Measuring Up" report says the likelihood of students entering college by age nineteen is low—thanks to college costs and low high school graduation rates—and students' chances in Oregon are falling faster than in most states.

The issue is access—can Oregon keep the UO affordable and hold its doors open to more Oregon students?

Enter Richard Lariviere, the University's new president, a PhD in Sanskrit and blunt-talking son of a welder. Lariviere has proposed an audacious idea: Let the UO borrow and beseech its way to a new $1.6 billion endowment that would earn enough money from its investments to replace the money the University now gets from the state.

Lariviere says that increasing access to the UO can't come until the University has financial stability. And to him, that means ending the roller coaster ride that comes with funding from the state budget, the University never knowing from one biennium to the next how much it can count on from the state. His plan calls for lawmakers to borrow $800 million on the UO's behalf and then make payments on the bonds. It calls for getting private donors to match the loan with another $800 million. And—perhaps most difficult of all—it means convincing a wary legislature to trust the school and give up their power over the UO's funding.

Oregon Quarterly asked me to take a hard look at the president's plan—to explain how it works and see if it will deliver what it promises. What I found is that Lariviere's idea is more than a funding plan. It's the sharpest protest in years against chiseling state university funding. His plan, in effect, calls out the legislature in particular for its failure to adequately support higher education—a risky thing, given lawmakers have to approve his idea.

But on the central question—will it make the UO more accessible to Oregon students?—Lariviere's plan offers hope, but no guarantees.

* * *

LARIVIERE RECALLS HAVING DINNER one night with two major UO supporters, who were then trying to woo him to accept the University's presidency. Lariviere says he was intrigued about coming to the UO but was not yet convinced. At one point, one of the donors turned to the other and asked, "Shall we talk to him about the freedom movement?"

Lariviere perked up. His dinner companions told him the UO's current relationship with the State of Oregon—the very relationship that spawned and fostered the University for more than a century—was a wreck. The state's repeated cuts to Oregon's public higher-education system and the UO in particular had gone so far that the University might as well be private.

Lariviere says he told his hosts he didn't want to take the UO private. They told him they wanted to keep the UO public but find a way to bring it the financial stability it now lacked.

"That," Lariviere says, "was something I could get behind."

Public higher education in the United States, Lariviere says, is the envy of the world, with elites in other countries taken care of by the Oxfords and Sorbonnes.

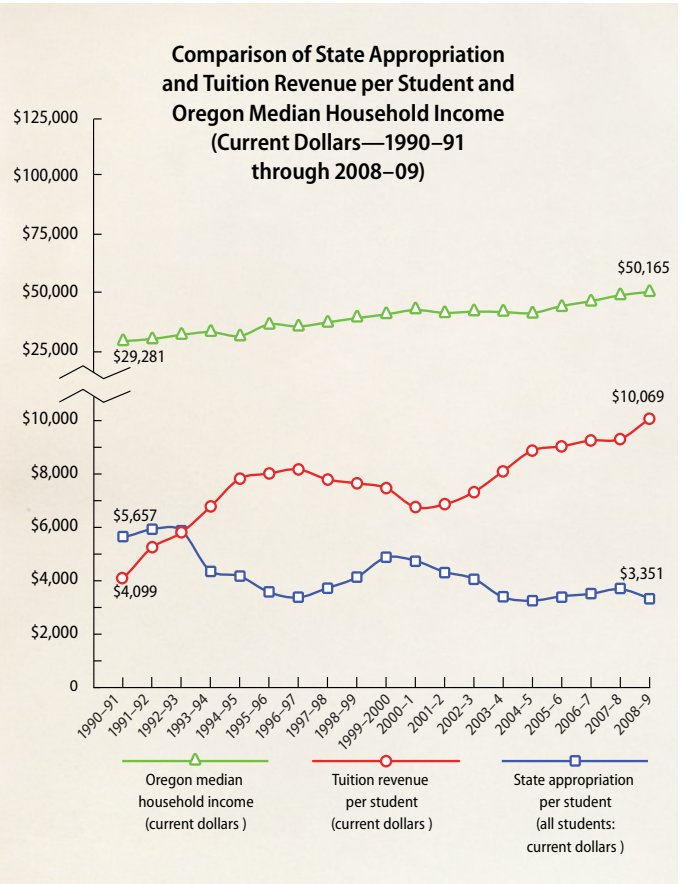
"Nobody has what we have, a series of institutions in every state that can take a young person's promise, shape it, develop it, so they can fulfill their own potential," Lariviere says. "It sounds corny as hell when I say it that way, but, goddamn it, it's true. And we're doing our best to squander it."

Across the country, state university funding often bobs up and down with states' fiscal fortunes. And nationally, tuition for public universities has climbed sharply. "Public universities are competing for money that states also need for health care, prisons, K–12 education," says Daniel J. Hurley, director of state relations and policy analysis for the American Association of State Colleges and Universities.

"Public universities have been hit hard because legislatures look at them and say, 'Go find more money elsewhere.' And that means higher tuition."

Oregon has its own special brand of this dynamic. The 1990 property tax limit passed by voters forced lawmakers to shovel billions more into K–12 funding while the demands for other budget needs—primarily prisons and human services—continued to grow. Agencies that could find money elsewhere were forced to do so. That triggered steep tuition hikes at Oregon's state universities.

"Oregon is not a state that over past decades has done very well by its higher-education system," says Patrick M. Callan, president of the National Center for Public Policy



SOURCE: UNIVERSITY OF OREGON OFFICE OF INSTITUTIONAL RESEARCH

and Higher Education. "It's a state that hasn't been strong in the good economic years in helping its universities gain the ground that they lost."

One person who saw this up close for years is Michael Redding, formerly the UO's lobbyist in Salem. After years of frustration at the legislature, Redding tried to puzzle out ways to smooth out the finances for the UO.

About four years ago, Redding, now the UO's vice president for university relations, says he came up with the idea of borrowing a great deal of cash to build an endowment. In effect, the State of Oregon might front the UO enough money so that someday the University's operations could be free from relying on annual state appropriations.

Redding floated the idea with his bosses but it wasn't until Lariviere arrived that it took off. "The degree to which it requires a complete change in thinking, it's an intimidating notion," Redding says.

Redding kept working on it and as part of his doctoral work (he recently earned his doctor of education in education administration from the University of Pennsylvania) he studied the myriad ways other public universities are governed. In his first meeting with Lariviere, Redding shared his ideas, and Lariviere latched on to them immediately, making them central to his plan.

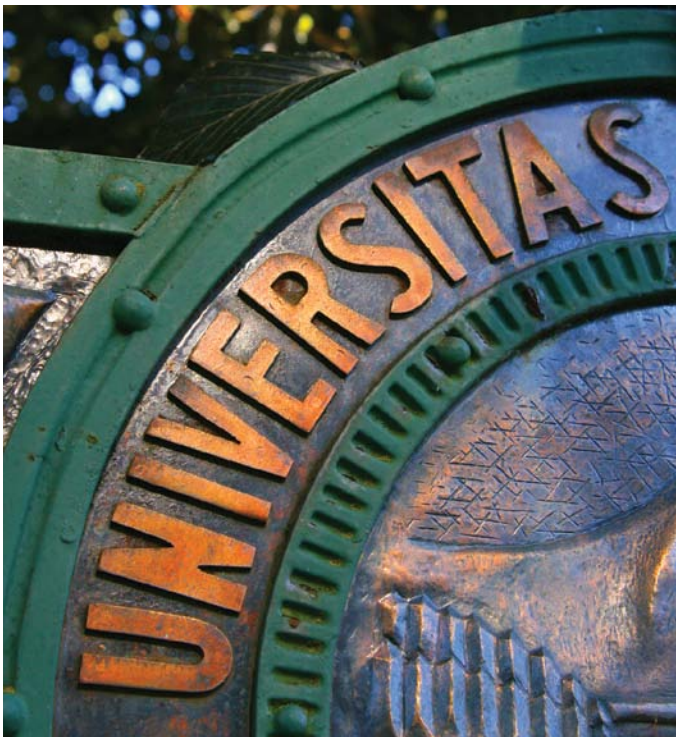
Here's how the plan would work.

The legislature appropriated about $65 million in 2009–10 to the UO for operating expenses, less than 9 percent of a total budget that includes money from the state, tuition, the federal government, grants, and private donors. Under Lariviere's plan, lawmakers would shift that money from paying expenses to making payments on $800 million in bonds. The money from the bonds would create a new UO endowment. The school would invest the money and the earnings from those investments would go to running the school.

But even that much money wouldn't be enough. The University would need to raise $800 million in private donations to beef up the endowment. Without those gifts, the endowment wouldn't have enough money to make the UO financially independent.

So the rosy outcome after all of these changes looks like this: The legislature would never again be asked to increase its contribution to the UO. It would only have to make the promised debt payment on the bonds. And in thirty years, when the bonds were paid off, the legislature could stop funding the UO entirely. Meanwhile, the University's endowment would still be there, throwing off cash and steadily increasing funding for UO operations out into the future.

But there are many assumptions underlying this plan. Lariviere's plan assumes, for example, the endowment would earn an average of 9 percent a year—the average rate of return experienced by the UO Foundation since 1994. Of that 9 percent, the plan assumes the UO would spend 4 percent and roll 5 percent back into the endowment. Under this assumption, the endowment would earn the UO $64 million in its first year for operating expenses, an amount that grows to $263 million in thirty years.



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The University has prepared an analysis that shows how that will work, and how the endowment could grow. (That analysis is included in a white paper available at newpartnership.uoregon.edu). "What we've come to see is that this plan could work," says John Chalmers, associate professor of finance at the UO Lundquist College of Business, who participated in the funding analysis. "But I think the biggest thing is that it's given a lot of people hope because we see our leadership trying to find a solution rather than saying things can never change."

But there is an undeniable risk that the endowment won't live up to the projections, which could undermine Lariviere's entire plan. Even though its 9 percent projected annual earnings is based on the real-world returns of the UO Foundation, through both the boom of the late '90s and more recent

bust of 2008—anyone who has watched Wall Street in recent years knows that no long-term returns are a sure bet. If the endowment doesn't make its targets in certain years—which history has shown is likely to happen—the UO would face a choice: cut operating budgets or leave less of the earnings in the endowment. In calamitous years—when the endowment might actually lose money—the University couldn't easily go back to the legislature. Lawmakers would already be spending money dedicated to the UO to make payments on the bonds. That would leave the University with one last out: dip into the endowment itself to pay its bills.

Lariviere doesn't dismiss the risks. He says he simply weighs them against the reality the UO now faces. "We could take our chances here," he says, "or we could do away with any risk and stick with the legislature and know we're going to get cut."

* * *

I ASKED LARIVIERE WHAT PART of his plan, if it passed, would keep him awake at night.

"Have we raised the $800 million from donors yet?" he asked.

Tying the UO's financial freedom to donors is necessary to raise the money the school needs. Politically, too, it shows state officials the University is willing to meet the state halfway in creating this new endowment.

The UO has raised big money before. Campaign Oregon, launched by former UO President Dave Frohnmayer, raised $853 million in eight years, far beyond its original $600 million goal. But the UO has never tried to raise this kind of cash for a general purpose. Most gifts that come in are tied to specific causes. Big donors especially want their money going to specific causes—particular academic programs, athletics, buildings they want erected, sometimes with their name attached. But scholarships, the most efficient way to help students gain access, attracted about 12 percent of the money raised in Campaign Oregon.

Lariviere says the idea of raising this kind of money for a general endowment has already received enthusiasm from major donors, who, he says, find the idea of financial stability for the UO appealing. "It could be one hell of a campaign," he says.

The plan has already run into opposition in the legislature. That's not surprising, given that the plan—at its core—is about power.

Lariviere's plan would give the University more power than it's ever had to control its own fate. Under his plan, the UO would be overseen by its own board, appointed by the governor. The board would have final say over major UO decisions, such as hiring top officials, its budget, and setting tuition.

Other state schools are coming up with their own plans to gain more autonomy from the State Board of Higher Education. But a fundamental aspect of Lariviere's plan is the way in which it would make the UO first in line among the seven state public universities when it comes to getting money from the legislature.

Today, the UO must compete for higher ed funding in the legislature. Once the legislature doles out money for universities, a funding formula then helps the State Board of Higher Education decide how much each school gets. The formula weighs many factors, including the cost of programs and the number of in-state students. Based on that formula, the UO got $4,811 per student, compared to an average of $5,317 among all the universities. (Only Portland State University got less.) UO officials point to another analysis—one that includes all students, including out-of-state residents—that shows the University dead last in per-student funding among Oregon universities. Either way, funding for the UO is in the cellar.

UO officials say they are willing to lock into a level, $65 million a year, which equates to this lower per-student funding. They say they are willing to do this to get stability, acknowledging it also gets them out of the biennial competition at the legislature for general fund money. As a result, they say, they are willing to forgo the chance at funding increases that might be available to the other universities in the future.

That's hard to imagine right now.

Based on my review of Lariviere's plan, the UO comes out ahead in two big ways. First, the school converts the money it gets from the legislature from operating funds to a debt payment—$65 million that lawmakers must commit every year before any other university gets a dime. What's the advantage here? Let's say the state budget faces more cuts—which is a certainty, with studies predicting a decade of state budget shortfalls. The UO will have its money locked up, leaving Oregon State University, Portland State University, and the other universities scrambling for what's left. Second, the $65 million leverages the possibility of annual funding increases from the return on the endowment—an opportunity no other university would have.

Senator Mark Hass '78, a Beaverton Democrat, says he's intrigued by Lariviere's plan but isn't comfortable with putting the UO first. "We should look at a path that is to the common good, not one that puts one university ahead of all the others," Hass says.

House speaker Dave Hunt, a Gladstone Democrat, has been especially dour about the idea. "We have to look at the whole picture of higher education, not just stabilizing the UO," Hunt says. "I think about if the foundation of my house is crumbling, and I decide to shore it up only under my daughter's bedroom—it might make me feel better, but the rest of the house is still unstable."

What's more, Hunt says, controlling tuition costs remains one of the legislature's most powerful accountability measures over the state's universities. "If we're talking about

accountability," Hunt says, "then we should continue to have elected officials be the ones who have final say about tuition."

It's this question of power where the debate over Lariviere's plan will turn: In the future, who would *really* run the UO?

I've thought about that by considering who really runs it now. Ostensibly, the State Board of Higher Education provides oversight, but it also has six other universities to keep an eye on. That invests a lot of power in the hands of the university president.

Lariviere says that under his plan the UO will have more accountability than it currently does. From the perspective of the University president, he may be right. He says that having a governing board dedicated solely to the UO will actually increase the scrutiny of how the University is run and his actions as president. Lariviere says he and future presidents would have to answer publicly for major decisions that get no real scrutiny now.

But on the very biggest issues—control of the money and creating greater access for students—the power and accountability shift toward the UO. "They want to take away the most powerful kind of accountability, the financial relationship to the state, where it has to negotiate for its budget each year," Callan, of the National Center for Public Policy and Higher Education, says. "If you take that piece out, what is going to assure the institution really does operate as a public institution in the public interest?"

Under the plan, the governor—whose authority over universities now runs through the higher-ed board—becomes the sole elected official accountable for the UO. Based on models developed for the universities of Washington and Virginia, the plan lets the State Board of Higher Ed set benchmarks in areas such as accessibility, affordability, and diversity. The board could impose penalties on the UO if standards are not met.

But the political reality, in my reading, essentially takes the legislature out of any meaningful role, and the higher-ed board—not exactly a tiger now when it comes to holding the universities accountable—would be left at the margins. The UO board would have the real power—control over tuition and spending, the power to hire and fire the president, and to OK any major initiative or donor-driven project.

Lariviere says a local board could work well, as long as it doesn't become beholden to the president, big donors, or other political influences—such as, he says, campaign contributors who want a governor to stack the UO board in a particular way. He's right—but these are big *ifs*. This plan increases the chances that the kind of political influences he describes—for good or ill—could affect the operations of the UO.

Perhaps the biggest ask Lariviere is making is in seeking greater public trust in the UO.

Lariviere makes this request as he tries to turn around the UO's image that has been scorched in headlines about secret deals, million-dollar buyouts, and a history of cloaked relationships with major donors. In short, Lariviere is asking for Oregonians' trust at a time when the UO is trying to overcome what he acknowledges is a history of mistrust—capped off in April by the controversial $2.3 million buyout deal of former Duck athletic director Mike Bellotti, which exposed sloppy and cozy dealing within the UO. The University has faced similar criticisms about its reputation for excessive secrecy, especially in regard to what some perceive as foot-dragging when it comes to responding to public-records requests. My colleague at *The Oregonian,* columnist Steve Duin, wrote that the UO had "adopted a code of secrecy worthy of the KGB"—especially around UO athletics and Phil Knight '59, chairman of Nike and the University's megadonor.

Lariviere says the Bellotti mess (he actually used a barnyard epithet instead of the word *mess*) helps to make his point about transparency and accountability: He believes a board dedicated to running the UO would have demanded more transparency in the first place and never allowed the University's athletic director to work based on a handshake deal. Similarly, he has already responded to criticism about public-records foot-dragging by creating a public records ombudsman who will track and make posts on the Internet about the way in which the UO deals with every public records request it receives. Lariviere says it might take years to rebuild the trust the UO has lost. "The legacy of mistrust is pretty deep," Lariviere says. "I don't understand it. I understand there is mistrust. I don't understand what gave rise to it or why the policies were in place that gave rise to mistrust."

* * *

I COME BACK TO MY BASIC QUESTION: What will Lariviere's plan do to help high school graduates from Beaverton or Roseburg or Baker City who want to go to college but find the UO has priced them out of their dreams?

Lariviere's plan promises stability—the president says keeping annual tuition increases to 5 percent is a reasonable goal, allowing the UO to guarantee incoming freshmen and their parents exactly what a four-year education will cost without surprise tuition and fee hikes along the way. But at that rate, it seems to me, Oregon's high school grads will still see their hopes squeezed by tuition increases that will still outpace the recent increases in middle-class Oregonians' earnings.

I have no idea if his plan will succeed—no one can know that. But it's already cast a harsh light on the ways in which governors and legislative bosses in the past twenty years have chiseled away at the state's support for public universities and the promise of an affordable public university diploma for Oregon students. In this glare, all Oregonians should be squinting. They need to look at what the past decades have wrought and decide if things look fine to them—or if a new path is worth the risk.

For Molly Barth and Brian McWhorter, a creative and collaborative atmosphere makes the UO the right place to pursue their risky and challenging music.

finding the balance

BY BRETT CAMPBELL • PHOTOS BY JACK LIU

Molly Barth crouches and stomps, while unleashing high-velocity bursts of staccato notes on her silver Burkart flute. The willowy, black-clad musician is playing "Mollitude," a wild and whimsical solo piece that renowned American composer Frederic Rzewski recently wrote for her. A few minutes later, rail-thin trumpeter Brian McWhorter '98 uncorks some similarly virtuosic solos, as well as indulging in an "amplified dadaist ritual"—involving a saw, pieces of wood, spray paint, branches, duct tape, a typewriter, a brick, a bunch of carrots with leaves, and various other gadgets—at a table covered in pink with colorful helium-filled balloons floating above. It's happening on an early spring evening in 2010, in the lobby of the UO's White Stag Block in Portland.

Barth, an assistant professor of flute, and McWhorter, assistant professor of trumpet, both recently hired thirty-five-year-old faculty members at the University, are the founding members of Beta Collide, an avant-garde music ensemble whose membership varies with the material it performs. Before arriving at the UO in 2008 and 2006, respectively, Barth and McWhorter had, separately, won acclaim among the planet's most accomplished musicians on their instruments. As a founder of the dazzling Chicago-based new music ensemble EIGHTH BLACKBIRD, Barth toured the world, performing music by some of today's finest up-and-coming composers, recording four albums in ten years, and winning a Grammy award. As one of New York's most in-demand trumpeters and as a member of New York's respected Meridian Arts Ensemble, McWhorter won accolades while performing hundreds of concerts of some of the most ambitious and challenging current music.

Steady gigs in the heady world of contemporary classical or postclassical music are rare. By the

mid-2000s, both Barth and McWhorter had attained the pinnacle of their profession. Yet, for both, something was still missing. And to find it, they would both take personal and professional risks that would lead them to new adventures—and to Oregon.

Taking Wing

In the summer of 2005, Molly Barth met with the other five blackbirds and their board of directors to discuss the next boost in the rapidly rising ensemble's trajectory.

As their name suggested, EIGHTH BLACKBIRD's climb had been swift. The group had coalesced at Oberlin College's renowned music school in 1996. The school's contemporary music ensemble often confronted the most challenging music and therefore tended to draw the best and most serious players. After some exciting performances demonstrated that the group's chemistry matched its chops, they decided to form their own independent ensemble. Within a year, they'd won the world's largest chamber music competition, one of many prizes to follow.

"I loved it from day one," Barth recalls. "I have such respect for every musician in that group. I learned so much from playing with them."

Barth grew up in New York's Hudson River Valley in the 1980s. She traveled to New York City every Saturday during her high school years to study in the Manhattan School of Music's preparatory division for promising young musicians. In 1991, an intensive summer course with Boston Symphony Orchestra flutists at Massachusetts' celebrated Tanglewood Music Center, along with the thrill of hearing a world premiere performance while sitting behind the composer, made her realize that contemporary music would be her calling—and that she would need to practice five hours a day.

By 2005, after thousands of hours of practice and performances, she had reached her goal. Among the wave of new music ensembles that had arisen in the wake of the pioneering Kronos Quartet, EIGHTH BLACKBIRD had soared highest. After only a few years together, the band had scored major prizes for performance and programming, commissions for some of America's leading composers, teaching residencies, a solid record deal that produced acclaimed albums of brand new music, national tours, and rave performance reviews from concerts in such prestigious venues as Carnegie Hall and the Kennedy Center. Now they were poised to make a serious leap onward and upward. The summer retreat would set their course for the next decade.

As the ambitious plans spilled forth—doubling the number of concerts, expanding residency activities, spending weeks more on the road, Barth knew she should be thrilled. Instead, she felt her spirits sinking.

She had married, and she and her husband, Philip Patti, wanted a child. The group was already touring more than half the year. As much as she loved the performances—"a complete high"—she was tired of hotels, car rentals, and flight delays.

"I realized," she says, "that I have one of the best jobs in the world—and I'm not excited about it anymore. I need balance in my life, and that just wasn't happening."

So after a decade with the group, Barth reluctantly gave her notice—and the couple put their Chicago condo on the market. "Are you crazy?" some friends wondered about the risky move.

Where to go next? Her husband, an aspiring vintner, was offered a harvest internship at Amity Vineyards, just south of McMinnville. They moved to Oregon in August 2006, and Barth soon learned about an adjunct teaching position opening at Willamette University in Salem and started receiving inquiries from the state's leading contemporary music ensembles, Fear No Music and Third Angle. She soon had guest gigs with the Oregon and Eugene symphonies. And two years later, a tenure-track job opened up at the UO.

Prodigy on the Run

Brian McWhorter counted off and the band launched into an old jazz tune. He had studied and played a lot of jazz at the UO, but this was a far wail from the avant-garde music he'd been playing in New York City. But then, this gig was a world away, unlike any concert he'd ever played. McWhorter's hastily assembled band stood on the floor of Baton Rouge's

downtown convention center, amid 5,000 Hurricane Katrina refugees.

As unlikely as that gig was, McWhorter had come to expect the unexpected since he enrolled in the UO, a dozen years earlier. "There was a real implicit emphasis on creativity" at the music school when he arrived in 1993, he recalls. "From my freshman year on, it was always, 'What kind of cool projects are you doing?' It was never OK to just do a recital of standard pieces." There was always pressure to do something cool and interesting. And not just from faculty members but also from students.

His mentor, George Recker, now associate professor emeritus, never let McWhorter rely solely on his exceptional technical skills but pushed him to be more creative. McWhorter thrived among the talented and ambitious students of the school's jazz program and was stimulated by his guest appearances with Professor Charles Dowd's renowned Oregon Percussion Ensemble. "Dowd was such an inspiration," he says. "All the shows he put on were so creative—they were real events." (Dowd died earlier this year.)

McWhorter also formed the After Quartet, one of the most exciting student ensembles in the 1990s—"just a bunch of crazy artists throwing everything they had into doing cool things" like original film scores and other multimedia performances. The group even toured nationally. "I lost tons of money on those tours, but I learned so much," he says.

After his many rewarding experience at the University, McWhorter's stint at New York City's famed Juilliard School proved disappointing. "It's a great school. I had a great teacher there and great opportunities," he acknowledges. "But as soon as I arrived, it was clear I didn't really belong." In contrast to the UO's rich creative collaborations, Juilliard emphasized solo practice, traditional methods, safe repertoire. McWhorter caught a break when a composer offered his teacher a thorny, complex piece to play in performance. The professor directed it to his restless young phenom from Oregon. "I literally had no money, so I had to say 'yes' to everything," McWhorter recalls. "Much of my career traces back to that opportunity." He nailed that piece and that led to other offers to perform often ferociously complex avant-garde works that demanded masterful technique and willingness to push boundaries. "I was an unconventional student for that school," he says, "so I got the unconventional gigs."

"In New York," he explains, "there was a hole in the market for generalists who would do 'out' things that required virtuosity and improvisation, so I got a lot of work." On one of those gigs, with the American Sinfonietta on an orchestra tour in Germany, he met a violinist who would eventually become his wife. Lisa McWhorter is now assistant concertmaster of the Eugene Symphony.

In 2001, the twenty-six-year-old McWhorter joined New York's Meridian Arts Ensemble. A generation younger than the other members, he revitalized the group and joined it in hundreds of concerts, on national tours, in an annual summer teaching gig at the Manhattan School of Music, and on recordings of new music by innovative composers like Elliott Sharp, Margaret Brouwer, Mark Applebaum, and many others.

Only four years after obtaining his master's degree, McWhorter was actually making a living playing new music in New York City. Yet after five years of scurrying from rehearsal to rehearsal, gig to gig, hustling around town in taxis from eight in the morning till after midnight, a weary McWhorter was losing track of the music that really interested him—and worse, getting bored with too many generic gigs. "I caught myself sitting next to cats who had been doing what I was doing for a long time, and I saw my future there," he says. Not a pretty sight. He needed a change of pace. For a musician so accustomed to taking risks, leaving New York's high-pressure avant-garde would be the biggest risk of his career.

Hoping academia would offer a calmer lifestyle in which he could still explore the creative boundaries he'd tested at the UO, McWhorter joined the music faculty at Louisiana State University and headed south in 2005—just in time for Hurricane Katrina.

Within days of the hurricane's landfall, thousands of refugees from New Orleans were streaming into shelters not far from McWhorter's house in downtown Baton Rouge. McWhorter wanted to see if he could raise morale using his musical gifts, so he volunteered to organize a free series of concerts, featuring local musicians, for the displaced people. As the musicians began cranking up some jazz, the refugees seemed to light up, pulling their sleeping bags right up close to the players, children edging in even closer. The musicians offered more jazz, a little hip-hop, and other styles. The audience called out requests, commented on the tunes, even joined in the singing. When the band slipped in a few crazy "out" tunes, the audience, who were overwhelmingly poor and African American, eagerly embraced even the avant-garde improvised music the red-headed Portland native played.

"To this day, I've never had a reaction from an audience like that," McWhorter says. "It was as if everyone was thirsty and my band was providing the water." Those concerts taught a lesson: music was about people. "I realized then that music was healing," he explains. Since then, "I don't want to just do music for music's sake anymore. It has to be applicable to something bigger."

A year later, Recker retired from the UO, and the school hired McWhorter to fill his former teacher's position, bringing him full circle back to the cradle of his creative journey. Since then, he has presented vanguard music in places and ways that reach listeners who might never make it to a Beall Hall concert. McWhorter's Sound-Bytes series—brief, free noontime concerts of new music in the middle of campus—

has drawn SRO crowds. And he's extending those principles beyond the UO. Inspired by his Katrina experience, McWhorter strives to create events that are "socially relevant and culturally viable." Last October, he coproduced Eugene's contribution to the 350 Day of Action, a coordinated global event aimed at raising consciousness about global warming. McWhorter rounded up a total of 350 classical, jazz, African, choral, Balkan, and Brazilian musicians as well as dancers of many styles for the concert, which included members of the Eugene Symphony performing the powerful slow movement of Beethoven's *Symphony no. 7*.

Creative Collision

McWhorter and Barth's main creative outlet is Beta Collide, which in only its second year has notched Eugene and Portland performances featuring some of the region's finest musicians. A new CD, *Psst...Psst!*, features their trademark fireworks as well as a lovely, ethereal piece by UO Professor Robert Kyr, and even a Radiohead remix. A performance in Korea is scheduled. When McWhorter approached Barth about forming a group, "we talked about how Meridian and EIGHTH BLACKBIRD worked and decided that while we loved the experience with those groups, our goal has never been to be on tour six months a year, but [instead] to have this as one of many things we do," Barth says. "We wanted to have an ensemble that wasn't necessarily fixed in membership, although we've played with the same people often. We wanted to experiment with more improvisation and open ourselves up to as much as we could—artists, dancers, physicists."

Barth calls McWhorter "a constant source of inspiration—full of levity, full of wisdom," and says that with only the two of them making decisions, they're more willing to take programming risks than with their previous ensembles. "Our philosophy is 'let's see if it works, and if it doesn't, then we've learned a lesson from that.' That approach of just going for it is kind of freeing. But we're trying to find a balance, to find as many different pieces that will appeal to us and to the audience."

That pursuit of balance represents a change in direction. Meridian used to pride itself on playing music so challenging that it sometimes drove listeners away at intermission. "I got into that [attitude] for a while," McWhorter admits. "I'm not saying you have to pander to audiences, but I need to reach out more. I learned that from teaching." That change in artistic direction, and the exhausting travel involved in performing with the New York group while based in Eugene, finally prompted him to leave Meridian last spring.

"When I first left New York, every time I got on a plane I thought, 'What am I doing?'" McWhorter recalls. "You have all these connections, this network, and you miss out on the big gigs and audiences." Even though the move to Oregon improved his emotional, psychological, and even physical health, "in New York, I was never the weird guy—I was just part of the scene. Now sometimes I feel like I'm coming from another planet." But he's found a supportive environment for

his sometimes left-field ideas at the UO, and especially with Barth. "She's complementary to me in so many ways—very thorough, super methodical, but also highly creative," he says. In proposing performance ideas involving, say, carrots and typewriters, "it's a real vulnerable state we put ourselves in all the time, and it can be a real challenge psychologically, so it's a good dynamic to have that kind of confidant you can really trust and rely on."

Teaching (both in the academy and beyond) provides the kind of direct connection between music and people that McWhorter craves. "If I had to choose between playing trumpet and teaching," he insists, "I'd give the trumpet up." As teachers, "what we curate ideally is human potential and growth and paradigm shifts in perspective. Isn't that what we're hoping to do as artists anyway? In a way, teaching feels more direct and meaningful."

Barth, too, has found new passion in teaching. "Every day I think how lucky I am to be working at the UO," she marvels. "There's such a wealth of knowledge here, and not just in music." This fall term, for example, she's coteaching a class with an art professor. "My students have diverse interests, and I'm trying to give them a strong foundation that will make them employable," she says. "But I'm also trying to bring what I did with EIGHTH BLACKBIRD and provide more creative outlets for students," including bringing in a renowned Venezuelan flutist this year as artist in residence to help expose them to a wide range of music.

"Balance is the theme of my life these days," she continues, while walking in a Eugene park with her six-month-old son, Antonio. "If during a week any one thing gets too top heavy, I get back to work on something else"—teaching, solo playing, Beta Collide, performances with orchestras or at music festivals. "It's the balance I always craved in EIGHTH BLACKBIRD," Barth says. "People told us we were crazy, quitting two great jobs to move across the country" with nothing guaranteed. "It's like I tell my students—follow your instincts. I did, and it all worked out."

Brett Campbell, MS '96, writes about the arts and more for the Wall Street Journal, Willamette Week, *and other publications. He lives in downtown Portland.*

Coming Attraction

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UNIVERSITY OF OREGON

Getting in the Game

Young journalist embedded with Oregon troops in Iraq

Cali Bagby '08 stood sweating in line outside the mess hall in Balad, Iraq, when the alarm signaling a mortar attack rang out between the vast concrete walls of the Army compound. "The door to the chow hall closed," she recalls. "I had to get down in the dirt and cover my head with my hands."

It was her first day working in a war zone.

Bagby had anticipated the danger—banked on it, even—when she signed up at age twenty-five, fresh out of college, to work as an embedded journalist with an Oregon National Guard medevac unit (C Company, 7th Battalion, 158th Aviation Regiment, based in Salem). But was she ready for war? In her senior year, she took photojournalism courses with Dan Morrison, a charismatic former war photographer and ex-Marine, who had told Bagby and her classmates, "There is no way in hell you can know if you're going to like being a foreign correspondent until you leave the country."

She would soon find out. She left for Balad "prepared to see horrible things," she says.

What she wasn't ready for was how little she'd actually be allowed to witness.

After the first alarm sounded, Bagby remained outside the Balad mess hall in the dirt for ten minutes, panic giving way to confusion. "Inside," she says, "I heard soldiers laughing."

She learned quickly. Mortar attacks came often, but the compound walls offered solid protection. When she flew over Baghdad in a UH-60 Blackhawk, military regulations required her to stay strapped into a back seat, stymied by a Kevlar vest and permitted to shoot photographs only in a tiny radius through the open door. She had to deal with a daunting amount of red tape to access hospitals, which complicated her desire to tell the stories of injured soldiers and civilians. Still, she persevered.

Bagby was no stranger to adventure. She'd risked her life ice-climbing, rock-climbing, and once spending a very long night alone in a makeshift wilderness shelter with dozens of aggressive spiders. Her essay "Climbing with the Guys: Trial by Fire and Ice," published in *The Washington Post* while she was still an undergraduate, told the story of her role as the lone woman on an ice-climbing expedition. Soon after graduation, she had accompanied her grandfather—an orthopedic surgeon—to Bangladesh to photograph the hospital he'd cofounded to serve the underprivileged. She returned with a heart-wrenching slide show of amputees and a desire to do what she calls "bigger work than just getting through the day and getting married."

But what might that work look like?

While she pondered this question, a friend, Major Geoffrey Vallee, the commander of an Oregon National Guard medevac unit, told her his unit was headed to Iraq. He invited the young journalist to go. At first, she said no, but she reconsidered, recognizing both the wartime need for "bridging the gap between Oregon citizen-soldiers and the community left behind" as well as the rare opportunity she had to "do something big" early in her career. Working with KVAL-TV in Eugene, she committed to producing multimedia reports—a combination of text, photos, and one-to-five-minute videos—about the unit during ten months in Iraq.

Immediately upon arrival in Iraq, Bagby sensed the difficulty of her mission. She was rarely allowed to leave the U.S. military compound. Internet access was limited. Some soldiers regarded her with suspicion and refused to give her information. Others insisted she write about their friends. "I felt like a fifth-grader at Valentine's Day," she says, "being forced to give everyone a valentine."

She created multimedia pieces that blended stories of soldiers' resiliency in the face of loneliness and stress with commentary on their emotional and physical wounds—pieces that still inspire parents, in particular, to send thanks. "They'll write to me and say that it meant so much to see their son or daughter in a story," she says, "to know that their sacrifice has been recorded."

Some of her stories cause her to laugh self-consciously now. She filmed light pieces about soldiers making pancakes as an antidote to the chow hall's limp vegetables and rubbery steak. But she also composed more serious reports about cleaning Blackhawks and practicing dangerous dust landings in the desert. One day, from a helicopter, she watched medevac soldiers attend to a horribly burned nineteen-year old Iraqi woman. Bagby shot a close-up photograph of the dying woman's mother looking on. The stark image shows a deep sense of sorrow, but also a grim resignation, evoking the iconic Depression-era photographs taken by Dorothea Lange.

In August 2009, Bagby reported on twenty-two-year-old Specialist Jeremy

The Face of War *Iraqi woman endures her daughter's impending death.*

CALI BAGBY

Pierce, who lost his leg in an explosion, the first casualty of Oregon's 41st Infantry. In her photograph for Oregonlive.com, General Paul Wentz places the Purple Heart on Pierce's chest over a red, white, and blue quilt emblazoned with the letters "USA." Pierce's eyes are closed, his lips clamped shut as if to repress emotion.

Fifteen comments follow Bagby's photo on the website—a dialogue among strangers, family, and friends pondering the meaning of service and sacrifice. Near the end of the commentary, Pierce's wife adds her voice. "I would just like to say thank you all for your love and support. God Bless."

Still, months in a war zone left Bagby increasingly disillusioned and depressed. Exhausted by the conflicts over her identification card, being one of few women in the compound, and struggling to make conversation in 110 degree temperatures with soldiers in the chow hall, she began eating ramen in her room and staying in bed.

"I had forty-eight hours to work on a story, then forty-eight hours off," she explains. "After June, there were no missions—nothing to do, nothing going on, nothing to look forward to." Many soldiers suffered from depression. "It was normal for everyone to spend their days off in bed," she says.

The soldiers sometimes sought diversion playing Scrabble. "It felt like you weren't just playing a game," she says. "but doing something productive." The familiarity of the wooden blocks imprinted with letters comforted her, even if she lost the game. "Sometimes you don't get the right blocks. There's nothing you can do," Bagby says. "I'd rather play and lose than not play."

Back in the United States after her tour, she was troubled by the thought that she'd not gotten the story she'd set out to record. "I was prepared to risk my life," she says, "and I never did. I didn't see anyone getting injured. I wasn't in danger. I built up all this adrenaline for nothing."

She holed up for several restless months at her parents' home in Spokane, occasionally mustering the focus for a speaking engagement. Many times she sat down to write, but found herself unable to concentrate. "I didn't know what to do next," she says. Wary of committing to a nine-to-five job, she made plans to take a multistate bicycle trip. On a practice ride, she hit a bump and went flying.

Bagby staggered up from the sidewalk covered in blood and road rash. Soon EMTs were on the scene. She felt humiliated and pretended to be a hardcore war veteran, hoping to "save a shred of dignity." The irony of the situation stung as much as the gravel in her wounds.

She returned to Eugene with a growing sense of despair and sought out her mentor, Dan Morrison. He'd recently gained permission to report for KVAL on a U.S. monitoring team along the Pakistani border, a rugged and unsecured area where soldiers lived in tents without electricity. Already, troops had sustained fatalities from IEDs (improvised explosive devices).

She knew she wanted to tell their stories.

"I'm coming with you," she told Morrison.

She made arrangements to report for KVAL again and began the arduous process of negotiating visas and shopping for a Kevlar vest.

Morrison no longer refers to Bagby as his student but as his colleague. "Cali has a year of experience in a war zone," Morrison says. "She knows what she's doing."

Morrison plans to stay in Afghanistan for six weeks. Bagby purchased a one-way ticket.

—Melissa Hart

Web Extra

To see Cali Bagby's dispatches from Iraq, visit OregonQuarterly.com

Not by the Numbers

On her own unconventional path, Jeanne LaDuke details the early history of women in American mathematics.

After a decade of research, countless hours in lonely archives, and sleuthing trips zigzagging across the country, Jeanne LaDuke, PhD '69, and her writing partner, Judy Green, have coauthored *Pioneering Women in American Mathematics: The Pre-1940s PhDs*, an insightful peek into the lives of the women who led an intellectual vanguard. LaDuke, who graduated with her own math PhD from the University of Oregon, is no stranger to the particular challenges and rewards of studying and working in a field often thought to be dominated by male minds.

"In the 1950s, just after World War II, the percentage of women earning PhDs in mathematics was very low, about 5 percent. For virtually all of us in the field during my generation, that was our background: Women were barely visible. The assumption was that was the normal state because that's what we had lived through," LaDuke explains. Yet she discovered that women played an important role in American mathematics. "One thing we hope for by setting the record straight is to show that this period in the '50s and '60s was not typical."

In fact, 14 percent of the PhDs awarded in mathematics before 1940 were earned by women—this in a time when women were denied entrance to many of the country's universities. LaDuke and Green detail the academic paths, careers, and family lives of these 288 women using college archives, census data, academic publications, personal diaries, and face-to-face conversations.

Like many of the women profiled in *Pioneering Women*, LaDuke didn't come from a privileged background. While living in southern Indiana, she attended a rural grade school and helped take care of the family's 300-acre corn, wheat, and soybean farm. During the evenings, she often stood in the kitchen at a large slate board her father salvaged from a falling-down schoolhouse, scratching out arithmetic problems while he scrutinized her multiplication and division.

Education was a family priority—both her parents attended college. LaDuke's aunt Mabel taught high school math and brought the curious girl math puzzles whenever she visited from Chicago. "Someday," LaDuke remembers her aunt telling her, "you will be able to do calculus."

COURTESY JEANNE LADUKE

Grace Hopper, PhD '34 (Yale), a subject of LaDuke's book, was a computer pioneer whose long and illustrious career included being credited with the term "debugging" after removing a moth from a computer, winning the National Medal of Technology (1991), and being honored with the naming of the U.S. Navy destroyer USS Hopper.

Her family's strong support nurtured her love of numbers and ambition to attain a thorough education. Having intelligent and educated women as role models also shaped LaDuke's view of the world. "It's almost as if I didn't know that girls weren't supposed to do math until it was too late," she says with a laugh. "Later, I was surprised if I ran into barriers. Then, of course, as I started looking back on things, and I had more historical sense, I became quite aware of the obstacles [facing women]."

Those profiled in *Pioneering Women* had a similar disregard for the limits their society imposed. Christine Ladd-Franklin, the first woman to earn a math PhD in the United States (1882), attended classes at Johns Hopkins University despite the school board's refusal to admit her. Olive C. Hazlett, who received her PhD from the University of Chicago in 1915, wrote fourteen papers that she presented to the American Mathematical Society—placing her among the top 15 percent of the most published mathematicians, male or female, of her time. And Beatrice Aitchison, who earned her PhD from Johns Hopkins in 1933, helped write a survey on women's careers in the federal government that prompted President Lyndon Johnson to ban sex discrimination in governmental hiring.

While an undergraduate attending DePauw University in Greencastle, Indiana, in the '50s, LaDuke spent school vacations with her roommate, Virginia Wolf, a math major from Portland. She and Wolf hiked and camped around Oregon, and LaDuke fell in love with the state. "I was determined to come back at some point," she says. LaDuke fulfilled that teenage vow in 1966 when she began her doctoral work at the University of Oregon.

"Oregon in the '60s was really fun," she recalls. "I found the University hospitable to all of its graduate students in the math department. The standards were high, demanding, but I felt a lot of encouragement and support. The faculty wanted us to succeed."

Life beyond campus was rich, too. LaDuke took up snowshoeing, caught "a bit of a ski bug," started jogging, and watched Steve Prefontaine compete at high school track meets. She also mixed with the motley cross-section of Eugene that congregated near campus at Max's Tavern: fraternity brothers, attorneys, and members of the black power movement. And math graduate students assembled around the underlit bar's wooden tables to study scribbled notes over pints. "It was very lively, and when we were studying for exams or orals, we would do math or pose questions or discuss things that would be helpful for the tests," LaDuke says. "Not everything happened in the classroom or in a structured setting."

Her work on *Pioneering Women* provided LaDuke some unexpected and gratifying experiences. When scheduled

to speak at the University of Wisconsin, Madison in 1997, she looked up one of the women she was profiling, Margarete Hopkins, who earned her PhD from Wisconsin in 1935. LaDuke invited Margarete, then eighty-four and in ailing health, and the elderly woman's daughter and granddaughter to her lecture.

Margarete played a starring role in the speech. "The granddaughter and daughter were utterly delighted. I list that among the most satisfying experiences in writing the book," LaDuke says.

Margie Duwe—Margarete's granddaughter, who was fourteen when she attended the lecture and is now a science teacher—credits LaDuke with recording her family's heritage and validating her grandmother's achievements.

"I knew my grandmother had taught math, and I knew she was very good at it. But I didn't realize the extent of the story. Now, that history is written down," Duwe says. Margarete Hopkins died a year after LaDuke's Wisconsin appearance.

LaDuke particularly empathized with the challenges women math PhDs have had in finding good jobs, as she too encountered obstacles. Shortly after earning her master's degree, LaDuke applied for teaching positions at two universities. A detail she considered irrelevant—that they were both men's colleges—didn't escape the hiring faculty. One school's snooty response surprised her. "The letter said, 'Apparently you don't realize that this school is only for men, and we only hire male faculty.' It didn't occur to me that they wouldn't hire me because I was a woman."

Similarly, many of the women who earned PhDs before 1940 were refused employment because of their sex or funneled into less prestigious and lower-paying positions. Still, over long and productive careers they dispelled stereotypes about women's inability to do math by their very accomplishments—teaching college and high school, writing books and scholarly articles, mentoring aspiring mathematicians, directing dissertations, and presenting talks at professional meetings.

Marie Vitulli, a longtime University of Oregon math professor, observes, "There have been women who made huge contributions in mathematics. Today, they're some of the best in the field, as you would expect; however, there are still barriers." One of those contributors is Vitulli herself, who serves on the executive committee of the Association for Women in Mathematics. "We've made improvements, but there is still a long way to go."

After a forty-year teaching career, most recently at DePaul University in Chicago, seventy-two-year-old LaDuke has retired. Still, her influence continues.

She recently had dinner with a former student, a retired high school math teacher, who remarked on LaDuke's impact on her life. "She claimed that I mattered," LaDuke says, "that I was a role model." *Pioneering Women in American Mathematics* pays homage to 288 other mentors and, in the process, to the career they made possible—LaDuke's legacy in mathematics, education, and history.

—Catherine Ryan '06

Web Extra

To sample an expanded version of *Pioneering Women*, visit OregonQuarterly.com.

A Prescription for Retirement

Studying happiness in the golden years

January 1, 2011, marks the beginning of a new era in the United States, the so-called age of the golden boomers. What sounds like a lesser-known Edith Wharton novel or a noisy ornithological phenomenon is in actuality the nineteen-year span during which the 76 million Americans born between 1946 and 1964 will celebrate their sixty-fifth birthdays and (if tradition holds) retire from the workplace. This massive generational transition has inspired a flash flood of literature: type "retirement" into Amazon.com's search engine and you'll be offered more than 14,500 titles.

When Dr. Frederick T. Fraunfelder '53, MD '60, plunged into that retirement-advice pool, however, he didn't find the sort of aid he was seeking. Fraunfelder clearly remembered how his father, a Swiss musician who wrote some of the music for *Snow White and the Seven Dwarfs*, had a long but rather miserable retirement. "He had nothing to replace the sizzle he got from big-time show business, nor did he plan at all for the nonfinancial side of retirement," Fraunfelder says.

Determined not to fall into a similar stupor, the doctor went looking for information on how to gracefully transition out of his own busy professional life. Most of the books he consulted, however, were only concerned with financial planning, and those that offered other advice did so only anecdotally and broadly: exercise, eat enough fiber, get plenty of rest. "I found nothing scientific that gave me a blueprint or a game plan," Fraunfelder says.

But the doctor's retired patients seemed to indicate that something else was at work, something even more important than 401(k) balances and vitamin D intake. Some retirees, he observed, transitioned easily into full, rewarding lives filled with friends, activities, and adventures, while others struggled with their postwork years and sank slowly into a fog of depression and poor physical well-being. What, he wondered, was the difference? What made some retirements more successful than others, and why?

Teeing off at the ninth hole of Portland's Waverley Country Club golf course in early 2002, inspiration struck Fraunfelder and his colleague, Dr. James H. Gilbaugh Jr. '59, MS '63, MD '63. The two became friends when Dr. F, an ophthalmologist and founder of Oregon Health and Science University's Casey Eye Institute, helped treat Dr. G's failing eyesight. "After many operations, I could see the big E," Gilbaugh jokes. The docs share a passion for medicine and an interest in retirement, both academically and practically, but while Fraunfelder is a self-described "planner," Gilbaugh is more spontaneous and intuitive. "We bounce off each other," Fraunfelder says, "because we have totally different approaches to life, and we're both equally successful."

MINDY MORELAND

More than a gold watch and a recliner *Doctors Gilbaugh (left) and Fraunfelder applied their training and experience to discover the elements of a successful retirement.*

Their golf-course epiphany was at once simple and ambitious: they would use their training as scientists to try to systematically crack the happy retirement code. They would undertake an innovative scientific study of retirees' own insights and experiences, gathering information on a huge variety of lifestyle factors, habits, and perceptions, and use the data to determine whether certain traits or actions could reliably predict a happy and fulfilling retirement.

What were they expecting to find? "We didn't know," Gilbaugh says.

They sent copies of a painstakingly developed questionnaire, called the Retirement Docs' Survey, to more than 1,500 retired patients (average age sixty-eight). The data were sorted and analyzed by statisticians at Portland State University's Institute on Aging, who were astounded by the results. "They said, 'You guys have got data here on an age group that no one's got,'" Gilbaugh remembers.

Out of the ninety-six traits investigated by the survey, data analysis revealed eight habits to be absolutely essential. Without exception, the happiest retirees were masters of all eight, and dissatisfied retirees had failed to cultivate one or more of these influential qualities. In other words, the docs had found the blueprints.

Those eight crucial traits aren't terribly surprising: together they make up a road map to a good life at any age. Successful retirees plan for the future, and not just financially. They maintain a positive attitude, are accepting of changes and limitations as they age, and cultivate a variety of hobbies and leisure activities. They also work to maintain old friendships, create new ones, and nurture family relationships. A support group is essential, in whatever form it may take. "Pets are so much more important than I ever expected," Fraunfelder says.

The doctors' research revealed that the most central tenet of a successful retirement is (not too surprisingly) a passionate commitment to staying healthy and active. When the doctors were medical students, the common school of thought held that genetic factors were far more influential on a person's overall health and longevity than their choices about food, exercise, and sleep. "Now we know it's just the opposite," Fraunfelder says. By the time a person reaches retirement age, genetic factors no longer play much of a role in one's health, and longevity is almost entirely determined by lifestyle choices. "You've got to do something different at sixty or sixty-five," Gilbaugh says. "It's about lifestyle."

Finally, the doctors found that successful retirees connect to something larger than themselves. They continue to pursue passions, working to leave a positive impact on the world they'll eventually be leaving behind. And they possess some form of spirituality, whether in the form of organized religion or a more personal belief system.

Not coincidentally, the two docs organized the book they wrote on their findings, *Retirement Rx* (later retitled *Retire Right* in its paperback form), like a series of doctor's office visits, each chapter explaining the significance of one of the eight essential traits, offering the latest research, helping the reader to diagnose whether a trait is present in their own life, and offering a prescription for development of thoughts and behaviors that will lead to retirement success. They also offer a shorter version of the original survey, now called the Retirement Docs' Quiz, which is included in the book and available on their website, www.theretirementdocs.com.

More *New England Journal of Medicine* than *Cosmo*, the quiz isn't like the just-for-fun ones you find in the pages of many magazines, but is a scientifically based test that provides statistically significant results. "If you take this quiz," Fraunfelder says, "it's highly predictive of how you're going to do in retirement." And while the doctors advocate beginning to plan and prepare for one's retirement five to ten years before the cake is cut and the gold watch handed over, they believe it's never too early—or too late—to start working on a wonderful retirement. "There's no question," Fraunfelder says, "you can teach an old dog new tricks."

—Mindy Moreland, MS '08

Frisky Fruits and Voluptuous Vegetables

Photographer delights in the sumptuous glory of gardens.

Robin Bachtler Cushman '90, MFA '07, got her first camera at age ten. Her love of gardens and photography eventually came together in a career as a horticultural photographer. "I explore our gardens and farms—the plants, soil, and insects that work together to provide the produce that we consume. Their role is crucial to our survival—and our pleasure," she writes, in the "artist's statement" accompanying a show of her work, *Nature Nurture,* on display through September 17 at Lane Community College. Cushman has worked extensively for *Sunset,* Williams-Sonoma cookbooks, and other culinary and gardening publications. She's contributed to more than forty books.

As digital photography was revolutionizing the field, Cushman decided to update and enhance her film-era skills, entering a UO master of fine arts program and studying photography with Associate Professor Dan Powell and fine art printing with Professor Craig Hickman.

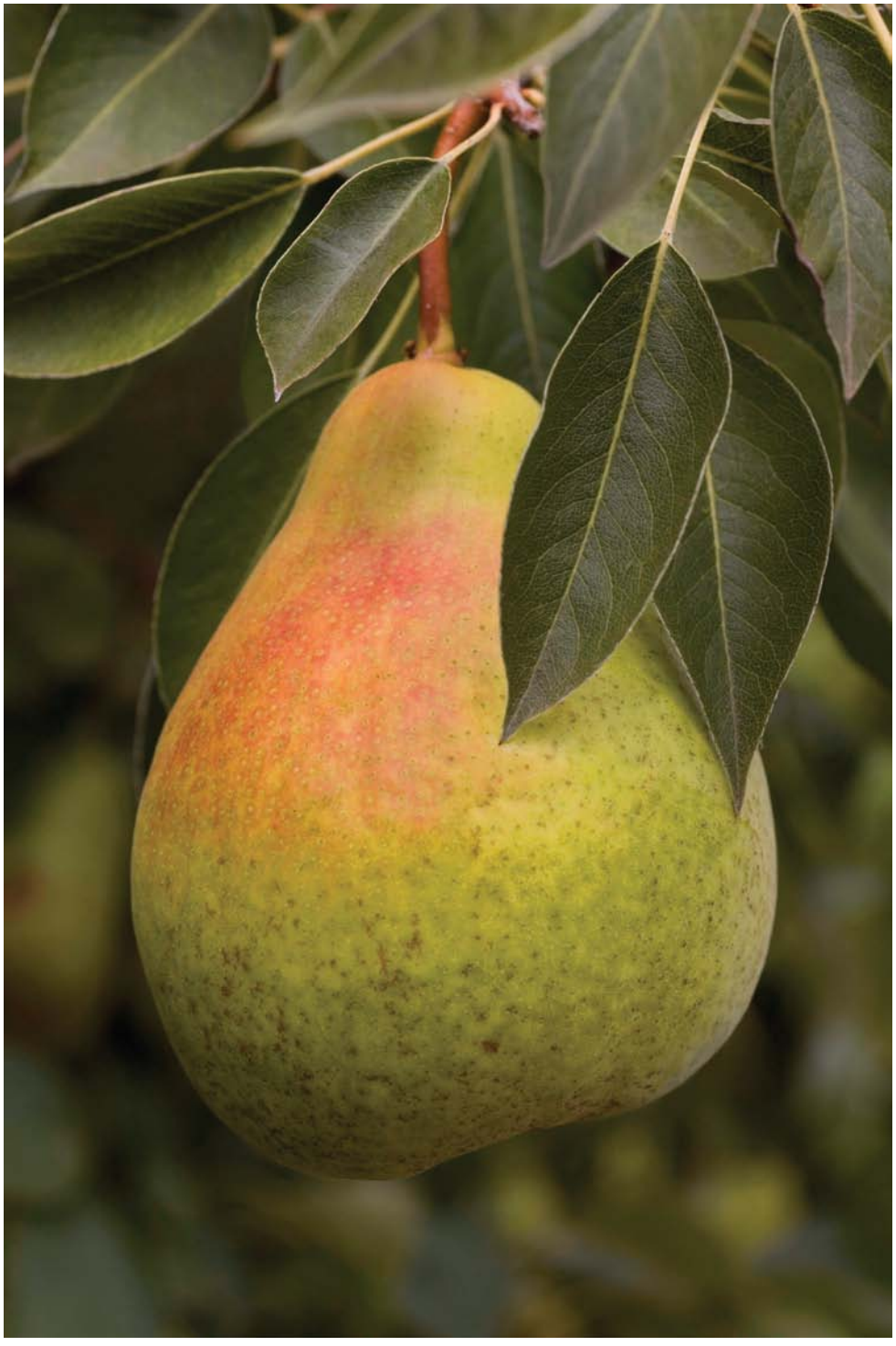
"My horticultural photography paid my way through the MFA," she says, while her studies "taught me to think critically, work creatively, and articulate my artistic research. The art department encouraged students from across art disciplines to research and develop our individual art practices within a collegial community. . . . Additional classes in the history of landscape architecture fed my interest in the nature-culture connection."

Since receiving her MFA, she has taught several courses at the UO, including black-and-white photography, a freshman seminar on visual literacy, and, this fall term, a freshman interest group in which students will, among other things, explore photo archives in Knight Library.

"As an artist," she reflects, "I see vegetables and fruits as visual delights that are as glorious and sumptuous as flowers."

Web Extra

See more of Robin Cushman's work at OregonQuarterly.com.



A Garden of Earthly Delights
Examples of Robin Cushman's work: Moonglow pear (opposite); asparagus and paired pears (top); broccoli in field (center left); and backlit pea pods, blood oranges, and cucumber slices.

Class Notes

University of Oregon Alumni

■ INDICATES UOAA MEMBER

1940s

Ray Clark Dickson, '42, who was selected the first poet laureate of San Luis Obispo, California, in 1999, is still writing "a couple poems a day" at age ninety. His tenth book of poetry, *Wingbeats After Dark* (Red Hen Press), was published in November 2009.

1950s

■ **Kay Gott Chaffey** MA '51, of Medford, received the Congressional Gold Medal at a March ceremony in Washington, D.C., where all Oregon Women Airforce Service Pilots (WASP) were honored. She served from 1942 until 1944, when the branch was disbanded by Congress. She came to Eugene as a teaching assistant and taught dance and physical education at Humboldt State University until she retired in 1982.

Joseph Karel Lambert, MS '52, professor emeritus of logic and philosophy at UC Irvine, was recently listed as "one of the great philosophical logicians of the twentieth century" in *The Dictionary of Modern American Philosophers*. He has published a number of books, including *An Introduction to the Philosophy of Science.*

■ **Thomas M. White** '53 retired from his position as school psychologist and has joined the U.S. Coast Guard Bagpipe Band. He marched and piped in Savannah, Georgia's 2010 Saint Patrick's Day Parade. He lives in New Bern, North Carolina.

Duncan Ferguson '59, MA '64, earned his PhD in religious studies at the University of Edinburgh and has had a career in church-related higher education. Also see Bookshelf, page 14.

1960s

T. Jeff Williams '60 returned to Cambodia in May 2010 as part of memorial ceremonies honoring dozens of international and Cambodian journalists killed from 1970 to 1975 as the Khmer Rouge took over the kingdom. Williams slipped into the country just prior to the March 18, 1970, coup to cover the expanding conflict. The events are covered in his book *A Cambodian Odyssey and the Deaths of Twenty-five Journalists* (IUniverse, 2001) coauthored with CBS cameraman Kurt Volkert.

Alaby Blivit '63 was in Reykjavík participating in the Iron Chef Iceland competition ("I was doing everything I could to disguise the flavor of our secret ingredient, this ghastly, foul-smelling fermented shark they call *hákarl*") when the massive volcanic eruption of Eyjafjallajökull prematurely ended the charity event.

Joe M. Fischer, MFA '63, was recently awarded a commission to create a 6- foot by 4-foot historical painting for the Longview Country Club in Washington.

Jon Jay Cruson '64, MFA '67, had a retrospective show of his works from 1970 to 2010 in July and August at the Jacobs Gallery in Eugene. A related book is available through Blurb. com. In September, he had a show at Hanson Howard Gallery in Ashland, and his work will be on display as part of the "Oregon Series Show" at the Salem Conference Center until July 2011.

In May, **Terry Melton,** MFA '64, was awarded Idaho State University's Professional Achievement Award in Pocatello, Idaho. He is retired from several executive positions in the arts, and has served on numerous arts commissions including the National Endowment for the Arts. He has exhibited paintings, drawings, and photos in more than fifty exhibitions, and has work in eight museum collections. His serigraph prints were exhibited this summer at Willamette University's Hallie Ford Museum of Art in Salem.

Arthur C. Spencer, MA '64, MLS '69, is retired from thirty years as a librarian, archivist, and researcher in Portland. He now works part-time as a Multnomah County ballots processor and volunteers at Saint Mark's Anglican Church, at Northwest Portland Ministries, and at Loaves and Fishes senior dining centers.

Edward Thomson '64, MFA '65, has retired from his position as global events manager for Xidex Corporation. He lives with his wife, Karen Garfield, in Palm Springs, California.

J. Dan Rothwell, MA '69, PhD '77, was recently awarded the Ernest L. Boyer International Award for Teaching, Learning, and Technology, cosponsored by the National Council of Instructional Administrators and Florida State College at Jacksonville. Rothwell is chair of the communication studies department at Cabrillo College in Aptos, California. Two of his textbooks were reedited and released in 2010.

1970s

The Esther Honey Foundation, founded by president and CEO **Cathy Sue Ragan-Anunsen** '70, was honored for offering one of the world's 100 best volunteer vacations to enrich your life in *National Geographic's* 100 Best Vacations series in 2009. The foundation uses "volun-tourism" to humanely control animal populations and has provided veterinary and education services for South Pacific nations since 1995. The program is grateful for the UO's international internship program IE_3, which has sent interns to the Cook Islands clinic since IE_3's inception in 1996.

Fred Lang, MBA '72, was elected to the grade of fellow in the American Society of Mechanical Engineers in recognition of his exceptional engineering achievements.

Dave Donley '76 retired from service with the State of Alaska after sixteen years as a representative and senator in the Alaska legislature, and five years with the Division of Workers' Compensation. At the UO, Donley was a member of Delta Tau Delta fraternity, the UO debate team, and the Incidental Fee Committee. He and his wife Jamie recently had twins—a boy and a girl—and live in Anchorage.

STEPHANIE BURCHETT, THE GREELEY TRIBUNE

CLASS NOTABLE

George Hypes '54 and his wife, Carol, were recently the subjects of a front-page article in *The Tribune* of Greeley, Colorado, "Greeley couple kindly dismisses digital, sticks to classic cameras and film." The article details the couple's fascination with film-only cameras (they own fourteen models dating back to the 1920s) that has resulted in a collection of more than 36,000 color slides and nearly as many negatives. One photo (of their son) appeared in *Life* magazine in 1966. When the *Tribune* reporter asked George about digital cameras, he replied, "We don't use swear words in this house."

1980s

It's a year of milestones for **John Cremer** '80: This year he will celebrate thirty years as a working film and video producer, twenty-five years of happily married life with Anne Batmale, and fifteen years with the State of California, where he is the director of video services for the State Compensation Insurance Fund (worker's compensation). He says: "I love my wife, my family, and on one or two days a month, I love my job. Life is good."

Laurie Childers, MFA '81, lives in Corvallis with her professor husband and two teenage children. She teaches ceramics, organizes monthly benefit concerts, and writes and performs music. She recently collaborated on a music video that has been translated into the Farsi language. View "Singing Freedom with Iran" online at youtube.com/watch?v=Peosyo_F2tI.

Lezlie Botkin, MA '85, earned her PhD in musicology from the University of Colorado at Boulder in spring 2010. Her dissertation is titled, *Jerome Kern's Musical Style from* Oh, Boy! *(1917) to* Show Boat *(1927): An Analysis of Musical and Integrative Techniques*.

■ **Jim Marr** '86 and his wife, Rhona Hamilton Marr, welcomed their first child, Davis James Marr, in August 2008. The family lives in Portland

John Ramirez '86 is the director of the Environmental Health Bureau for the Monterey County Health Department in Salinas, California. Ramirez is responsible for administering public health and safety programs for thirteen cities and communities in the unincorporated county.

1990s

Elisabeth S. Gray '93 has joined the law firm of Middleton Reutlinger in Louisville, Kentucky. She has developed a practice in cyberlitigation (involving use of computers, e-mail, or the Internet) and other matters relating to e-discovery issues.

■ **Teresa F. Kellim** '93 has earned her Oregon state license to practice architecture. Kellim is area manager of CSHQA's satellite office in Roseburg. She is a member of numerous architectural associations. Her professional focus is health care as well as public and private sector commercial projects.

Julie Sparlin '94 recently completed a residency in anesthesiology at the University of Buffalo, and has been selected for a fellowship in pain management.

Matthew Henry '95 has just completed a doctor of ministry degree from Drew University, Madison, New Jersey. His dissertation research was based on a psycho-spiritual process that makes use of six diagnostic assessments to ascertain relative health of intercongregational relationships. He currently pastors the Canyonville and Myrtle Creek United Methodist churches in southern Oregon.

Brett Campbell, MS '96, has been awarded the 2010 European Union-Northwest Journalist Fellowship by the University of Washington, which will send him to Brussels and Amsterdam to report on cooperation between European cities and Portland in urban planning.

■ **Lenore M. Hanisch** '96 is a board member and coexecutive director of the Seattle-based Quixote Foundation, a progressive nonprofit organization that supports environmental equity as well as reproductive rights, election integrity, and media reform. She is actively promoting the group's philanthropic "spend up" effort. Details: www.quixotefoundation.org.

Adrienne Mitchell '97, MA '00, MEd '02, began her translation of Rosa Montero's novel *Beautiful and Dark* as a graduate student in Romance languages at the UO—the translation was recently published by Aunt Lute Books.

Donovan Pacholl '97 owns Embark Adventures, an adventure travel company that focuses on safaris, treks, and expeditions in the remote corners of the world.

Jenel Stelton-Holtmeier '98 is associate editor of *Modern Distribution Management*, a specialized business newsletter for wholesale distribution executives. She was recently awarded first place in analytical reporting at the Specialized Information Publishers Foundation 2010 Editorial and Marketing Awards. She and her husband, Matthew, live in Boulder, Colorado.

Lorena Turner '98, MFA '99, teaches photojournalism at California State Polytechnic University, Pomona. Her series "New Americans"—portraits of new U.S. citizens taken at naturalization ceremonies in 2009—was exhibited at Sylvia White Gallery in Ventura, California, in July.

■ **P. Thomas Pinit**, MS '99, his wife, Kirstin, and their son, Casey, recently welcomed a second child, Griffin Sati Pinit, into the world. The Pinits live in Portland.

2000s

■ **Autumn DePoe** '02 married Neil Hughes of Cleethorpes, England, in May in Nagoya, Japan, where the couple resides. DePoe is the official voice of the ceiling in Tufco Industrial Flooring's advertisements (www.tufcoindustrial.com/index.php) and has starred in a number of English theater and video productions in Japan.

Retail outlet A Trade for a Trade was started by **Johnathan Shaw** '05 and his wife, Kendra, in January 2010. They sell eco-friendly, handmade, recycled, and fair-trade products from around the world to help preserve culturally unique crafts in countries like India, Japan, and Nepal.

■ **Aaron Rathbone** '06 relocated to Orange County, California, to pursue his lifelong dream of designing clothes for the surf industry. For two years, he has worked for leading wetsuit manufacturer O'Neill Clothing, and he loves every minute of it!

Eric T. Cook '07 is the human resources director at the law firm of Stahancyk, Kent, Johnson & Hook in Portland. He enjoys scuba diving and water polo, and is actively involved with left-handed advocacy and interest groups.

Erik R. Noren '07 received his MS in physiology and biophysics from Georgetown University in 2009. He is working with the Nike Sports Research Laboratory and will begin medical school in fall 2010.

In Memoriam

Alice Wedemeyer Sedgwick '34 died last February in Portland; she was ninety-eight. She was a member of the Alpha Phi sorority and the Phi Beta Kappa honor society. She spent several years in Europe serving in American embassy positions and returned to Portland in 1943, where she met and married her husband, Jack. The couple formed a family property investment business, raised three children, and lived and worked in The Dalles and Portland throughout their marriage.

Billie Hammett Robertson '36 died in December 2009 at age ninety-five. At the UO, she was a Pi Beta Phi and later worked for ten years in the UO's Office of the Dean of Students until she retired. She took up golf at age sixty-five and played until she was in her eighties. She was a lifelong fan of Duck football and basketball.

Jay B. Stott '41 died in May 2009 at age ninety. After graduating from the UO, he served with a reconnaissance squadron in the U.S. Army Air Corps. After the war, he founded Jay B. Stott Outdoor Advertising in Chico, California, which he operated until his retirement in 1991. He learned to snow ski and play tennis while in his fifties, and played the golf course at St. Andrews, Scotland, on his seventy-seventh birthday.

Edward Sargent Jackson '50, MS '55, died in May in Napa, California, at the age of eighty-four. He enjoyed a lifelong career as a teacher and librarian, and served in the U.S. Army from 1946 to 1947.

Fitzhugh "Fitz" Brewer '53 died of cancer in October 2009 at the age of seventy-eight. Brewer was a star defensive end for the Medford High School Black Tornado and also played football at the UO. Brewer was vice president and a partner in an investment firm that eventually became Umpqua Investments. He was very loyal to the Medford community, assisting with fundraising efforts for local sports programs in the schools. He also loved the UO, served on the UO Foundation Board of Trustees, and was an avid supporter of the Duck's sports teams. In 1985, he founded an annual golf tournament at Rogue Valley Country Club to benefit the Oregon Club of Southern Oregon, which he also founded. The tournament has been renamed in his honor: The Fitz Brewer Duffin' Fore

UO Alumni Calendar

Go to **uoalumni.com/events** for detailed information

August 21
Freshman Send Offs
NORTHERN AND SOUTHERN CALIFORNIA

August 28
Freshman Send Offs
PORTLAND AND SEATTLE

September 2
Fourteenth Annual Tailgate Auction
EUGENE HILTON

September 11
Oregon Tailgate Pregame Party
KNOXVILLE, TENNESSEE

September 25
Oregon Tailgate Pregame Party
TEMPE, ARIZONA

October 30
Oregon Tailgate Pregame Party
LOS ANGELES, CALIFORNIA

November 5–6
Fiftieth class reunion
EUGENE

November 13
Oregon Tailgate Pregame Party
BERKELEY, CALIFORNIA

UNIVERSITY OF OREGON ALUMNI ASSOCIATION

the Ducks Tournament, which has funded an athletic scholarship endowment.

Diana Elaine (Morrison) McCrossin '53 died in June at her home in Berkeley, Califonia; she was seventy-eight. Diana married Clifford Wayne McCrossin '51 in 1953. She worked in the bookstores at Diablo Valley College and Contra Costa College. After her retirement, she worked as a book buyer. She and Clifford moved to Berkeley in 1977 and enjoyed watching the Ducks and the Bears games. Clifford preceded her in death in 1993.

William C. Cheesman '55, MS '57, died in February. He was a retired mining engineer and geologist, and had lived and worked in many remote locations including Jamaica, Africa, and Greece. Cheesman was a World War II veteran and served as a Navy submarine radio man. Before his death, he acknowledged UO professors Lloyd Staples and Ewart Baldwin for their support during his academic years

Alejandro Sroka Garza (Alex Sroka) '99 died in a car accident in May. He was born in Mexico City and grew up in San Diego, but most recently lived in Pennsylvania, where he worked in sports marketing and television advertising. Alex was a member of the Philadelphia Ad Club, and supported the Greater Philadelphia Hispanic Chamber of Commerce. He was an avid surfer and soccer fan, and deeply enjoyed spending time with his family and friends.

Nan Gray Hawke (Lester) '03, MS '05 died in Virginia on May 6. She was an advocate, organizer, and educator who focused on Asperger syndrome. She was the founder of the Asperger Advocacy Coalition and Asperger Counseling Northwest.

Pop quiz answers*

From page 13

Aveda-Estée Lauder; Boca Foods-Kraft; The Body Shop-L'Oréal; Burt's Bees-Clorox; Cascadian Farm-General Mills; Kashi-Kellogg; Odwalla-Coca-Cola; Seeds of Change-Mars; Stoneyfield Farm Group-Danone; Tom's of Maine-Colgate-Palmolive. (*As of mid-2009)

Faculty and Staff In Memoriam

John E. de Jung died in April at age eighty-six. He joined the UO education faculty in 1963, conducting research on topics including high school absenteeism and drop-out rates. He was a Fulbright scholar who worked in American Samoa, Sri Lanka, and Guam. Following retirement, he was named professor emeritus.

Former UO wrestling coach **Art Keith,** PhD '67, died in May at his home in Fairmont Hot Springs, British Columbia. He was seventy-six years old. Keith spent most of his life in the Pacific Northwest and attended high school in Canby, where he won three state wrestling titles. He coached at several Oregon high schools then attended the UO for his doctorate, simultaneously serving as the head coach for the Ducks' wrestling program. He authored four books on wrestling, and in 1997, Keith was honored by the Oregon Chapter of the National Wrestling Hall of Fame with its Lifetime Service to Wrestling award.

Adell McMillan MS '63, age seventy-six, died in May of a stroke. In 1955 she became program director at the Erb Memorial Union and was named EMU director in 1975. She served in that position until retiring in 1991, and was thereafter named director emerita. The EMU's Adell McMillian Gallery honors her for her many years of service.

Peggy Pascoe, fifty-five, died July 23 of ovarian cancer. Pascoe, who came to the UO in 1996, was Beekman Professor of Northwest and Pacific History and professor of ethnic studies. Her research and teaching focused on the history of race, gender, and sexuality, with particular emphasis on law and the history of the American West. Pascoe's most recent book, *What Comes Naturally: Miscegenation Law and the Making of Race in America* (Oxford University Press, 2009), won five major awards from professional organizations. She was named a recipient of the UO's 2009 Martin Luther King Jr. Award for her contributions to diversity and equity efforts in the University community. The Peggy Pascoe Graduate Student Fund in History has been established with the UO Foundation.

In Memoriam Policy

All "In Memoriam" submissions must be accompanied by a copy of a newspaper obituary or funeral home notice. Editors reserve the right to edit for space and clarity. Send to *Oregon Quarterly*, In Memoriam, 5228 University of Oregon, Eugene OR 97403-5228. E-mail to quarterly@uoregon.edu.

Tell us what's happening!

Send us news of yourself, your relatives, your friends—anyone who ever attended the University. Please include current addresses as well. **ATTENTION PARENTS:** Are you receiving your children's copies of *Oregon Quarterly*? If they now have a permanent address, please notify us.

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AUTUMN 2010

Duck Sites | Websites of Interest to *OQ* Readers

D E C A D E S

Reports from previous Autumn issues of Old Oregon *and* Oregon Quarterly

HAND-TINTED IMAGE FROM GERTRUDE BASS WARNER LANTERN SLIDE COLLECTION OF THE UO LIBRARIES

The UO's extensive Asian art collection is largely the result of gifts from Gertrude Bass Warner, who spent much of her life collecting, studying, and promoting Asian art and culture. Above: Gertrude and Murray Warner cruising a river in China, between 1904-1909

1930 New students arriving on campus for University Week go through the induction process, which includes a thorough physical and medical exam, a lecture by Dean James Gilbert '03 on "Habits of Study and Scholarship," a psychological test to help predict collegiate success, discussion of vocational objectives with an advisor, and registration at Mac Court, all capped by the Saturday night banquet where all freshmen hear the University president deliver a keynote address.

1940 The tense global political situation is in the air: UO faculty members unanimously pass a resolution "to hold ourselves in readiness to serve the State and the Nation in the cause of national defense," while in "A Far East Report," *Old Oregon* correspondent Yosuke Matsuoka '00 writes from Tokyo that Japan's current military and political activities are aimed at creating "a new order of peace and life for all people in the Far East."

1950 A record 100 foreign students arrive on campus for fall term, a total that ranks the UO first among major American universities in ratio of foreign students to total enrollment.

1960 The upcoming football season is a subject of much campus discussion and concern—not helped by a widely circulated photo showing head football coach Len Casanova nervously puffing a cigarette.

1970 With the current popularity of long hair for men, barbers are in less demand than they were in the days of more closely cropped styles. Consequently, half the student union barbershop is being converted into office space.

1980 Fifty pieces from of the UO Museum of Art's permanent collection travel for exhibition at the Portland Art Museum in a show titled *A Glimpse of Grandeur of the Manchu Court*.

1990 "Dorm food," the bland object of much spicy derision, isn't what it used to be—at least at the UO—where the 1.4 million meals served annually now include salad bars, low-calorie and low-salt options, and even a fast-food takeout service ("Hammy's") for on-the-go students—all at an average meal cost of $1.73.

2000 The UO Alumni Association approves $250,000 to establish a UO Presidential Scholarship endowment to help attract and support fifty of the state's brightest high school students each year.


PROUD TO BE A DUCK?
JOIN THE UOAA TODAY
Spirit Join your fellow Ducks at the Oregon Tailgate at an away game.
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Connection Be a mentor to a student. Advocate for higher education.
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Bored

Wallace E. McCormick '71, PhD '86

COURTESY WALLACE E. MCCORMICK

I distinctly remember the last time I told my parents that I was bored. It was the summer of 1960 and I was between the fifth and sixth grades. I lived in Santa Rosa, California, which was a working-class agricultural community surrounded by Gravenstein apple and plum orchards—not vineyards. My life was good—an early-morning paper route and then playing baseball with my friends on a vacant lot until it got too dark to see the ball. My mother was pregnant, hot and cranky with what would be younger sister number three of an eventual four. My dad taught sixth grade and took night courses to become a school principal. In the summer, he worked mornings seven days a week, weighing and punching tickets for row crops harvested by migrant workers. And I had to say I was bored. The next day after my paper route, I was directed by my dad to report to the bean fields.

This was a little tough for an Oregon boy who had spent his earlier years wandering the woods and fishing the streams around Sumner, near Coos Bay. If I brought a string of trout home, we had trout for dinner. I hung around "Old Boone," who had a little shack at the crossroads where he cut and wrapped deer that hunters took out of the surrounding hills. Old Boone would give me hunks of his smoke-cured deer meat that had a wonderful taste. My father was the teaching principal in Sumner, which included the use of a four-room house on the edge of the school grounds. The dairy farms near the school regularly gave us fresh cream. No matter where in the world I am, the smell of cream brings back Oregon childhood memories.

By today's standards, it must seem strange for a seven-year-old boy to wander the woods and fields without supervision. But it was the 1950s, so I guess the fear of atomic war made a wandering child, who would always come home when he got hungry, less of a concern.

I don't remember many sunny days. Rain made it hard to fish, which I accepted before going off to do something else. It drove me to hide in groves under trees that kept me reasonably dry. But I wasn't around when the doctor told my parents after sister number two's fifth bout with pneumonia in two years that they would be burying her in Sumner if they didn't get her to a warmer and dryer climate.

The moving process had wonderful Oregon memories for a seven year old. My dad chopped the heads off our chickens. I had to chase them and take them to my mom, who plucked their feathers. I was supposed to pick only one dog of four to take with us but I deferred to sister number one's choice of Spooky, who lived through nine more years and two moves before succumbing to suburban traffic. Everything my family owned fit into a Studebaker along with a family of five. What never left was my desire to get back to Oregon.

I did not see TV until I was eight years old. Our party-line home phone taught me not to talk on the phone because every time I picked up the receiver it seemed two or more women were talking, and they wouldn't stop for some kid. I preferred to be outside playing sports. I played football, baseball, and basketball but was not in an organized league until sixth grade. The only news I was aware of was in the sports section of the local paper. It was my "bean field" summer when I discovered the *San Francisco Chronicl*e Sporting Green and coverage of college football. Oregon's name would occasionally appear in print and my link to the state became a link to the University.

In retrospect, my desire to go to college, and in particular the University of Oregon, likely sprang from that link between college football and fond childhood memories of the state. I know it was more complicated than that because my father, a high school freshman dropout who eventually graduated from Oregon College of Education, also had a strong influence on me. He always worked hard and spent only what he earned. I also became a saver and a hard worker, and that began the summer of 1960.

Here is what I learned from the experience. First, *never* tell your parents you are bored. Second, I am worth what someone is willing to pay me. Since I was paid by the picked pound, sitting in the heat doing nothing meant I made nothing. So I picked and began to make money. Third, I learned some Spanish *and* to love frijoles and tortillas.

I was paid in cash every day. At a time when allowances for kids seemed to range between ten cents and a quarter a week, making real folding money put me in a weird position for a twelve year old. What to do with my money? I rolled it all up and stuck the wad in my clothes drawer. When my mom found it, she took me to a bank to open an account.

My mom asked what I was going to do with the money. I told her I was going back to Oregon. I meant the state. But my mom started bragging that her son going into sixth grade was saving to go to college at Oregon. It was an idea that connected with me and eventually led to my paying my own way to the University of Oregon, out-of-state tuition and all. I'd like to say that bean-picking money was part of the money I used, but life had more lessons for me. My first girlfriend in sixth grade required expenses beyond my paper route earnings, and my family cleaned out the rest in moving and home buying expenses when we moved to the East Bay, across the bay from San Francisco—not the Coos Bay area I would have preferred. However, for my life the dye was cast, and its colors were green and yellow.

Wallace E. McCormick is superintendent of the Norris School District in Bakersfield, California.

"I cannot express in words how appreciative I am."

—Katie Thomas
Class of 2010

A gift enabled Salem's Katie Thomas '10 to devote a summer to the study of marine life such as this sea cucumber.

Inspired giving

She only dropped in once to see what went on at the UO's Oregon Institute of Marine Biology in Charleston, Oregon. Now, at least five students a year are able to pursue their passion for marine science, thanks to a gift from a Coos Bay woman who remembered the institute with a gift in her will.

For Clark Honors College senior Katie Thomas of Salem, Oregon, a $1,000 Laura Bickerstaff Award meant she could afford to spend a summer studying in Charleston. Most of her UO education was made possible by similar gifts for scholarships.

"I am motivated and driven by the knowledge that UO donors find my academic pursuits to be worthwhile," she said. "I hope that my contributions in the future are worthy of their investments in me."

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