

# ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON  
COLLEGE OF ARTS & SCIENCES

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1245 University of Oregon • Eugene, OR • 97403-1245  
(541) 346.3950 • FAX (541) 346.3282 • [alumnidev@cas.uoregon.edu](mailto:alumnidev@cas.uoregon.edu)

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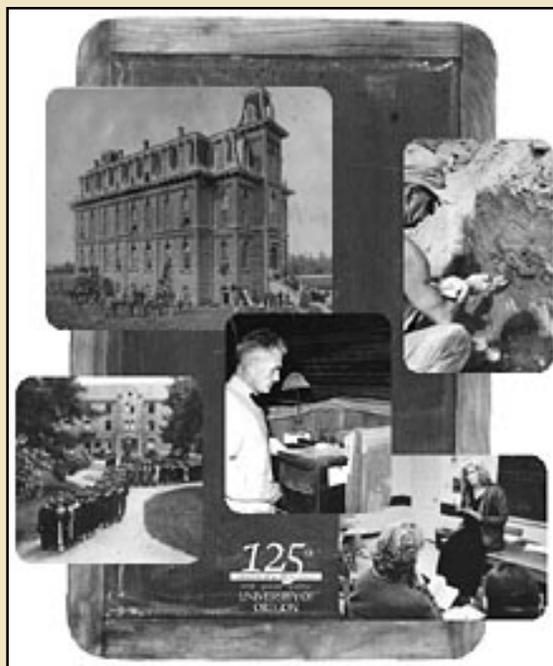
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## ALUMNI &amp; DEVELOPMENT

UNIVERSITY OF OREGON  
COLLEGE OF ARTS & SCIENCES

## CAS NEWS

## Yesterday and Today

The University of Oregon and Its Liberal Arts Program  
Celebrate 125 Years[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)

Clockwise from top: Deady Hall, First Day of Class, 1876; Luther Cressman; Associate Professor Regina Psaki and class; Ralph Huestis; Commencement 1920.

When the University of Oregon first opened its doors on October 16, 1876, Eugene was a village of less than 2,000, and by the end of the first term the incoming class only totaled 177 students. The initial faculty consisted of four men and one woman, and Deady Hall, the university's only building, offered six sparsely furnished rooms. The new university was open to all students and those who had graduated from eighth grade did not have to take an examination to be admitted.

Of course, a lot has changed over the years. Today, the UO boasts an enrollment of over 17,800, a teaching and research faculty of approximately 1,400, and fifty-eight major buildings with over 150 classrooms on its 280-acre main campus. And, yes, examinations are a prerequisite for admittance.

But throughout the changes of the past 125 years, the principle of a liberal arts education has remained at the core of the university's mission. The College of Arts and Sciences is the university's largest academic unit, offering the most degrees, academic programs and faculty members. The college truly is the heart of the instructional program with its focus on the natural sciences, social sciences and humanities. And since its early days, the college has continued to touch the world in many ways. While there is no way to highlight all of the college's accomplishments, below and throughout this issue are a

few examples of its landmark achievements.

## NATURAL SCIENCES

From the cosmos to the microcosmos, the natural sciences seek to satisfy our limitless curiosity about the universe around us. Scientists at the UO -- including biologists, chemists, computer scientists, geologists, mathematicians, physicists, and psychologists -- through their broad and intense investigation have contributed significantly to our understanding of the human condition and the world.

One example of the important role UO scientists have played globally is in biology. Long before scientists broke the genetic code, detailing the exact nature of all human DNA, UO professor Ralph H. Huestis was conducting research on deer mice. With work that focused on mutations, Huestis' studies of genetic alterations helped lay the groundwork for research into the causes -- and possible cures -- for numerous diseases, including cancer.

Over the past forty years, UO biologists have continued to break new ground in understanding DNA. UO biology professor Frank Stahl was the first DNA researcher to demonstrate how DNA reproduces itself, setting the stage for vital discoveries in genetic research, as well as in the potential for medical treatments. His work continues in this field, looking into replication processes, establishing models that enable researchers to make predictions that are testable in a physical or chemical sense, and focusing on the roles of double strand breaks and other phenomena in the DNA process.

With its NIH-funded Zebrafish International Resource Center (ZIRC), which officially opened May 2001, the UO is a world leader when it comes to zebrafish, which are often used in genetics research. After realizing that the tiny tropical zebrafish made a wonderful model for studying vertebrate development and genetics, Dr. George Streisinger, cloned the zebrafish in 1982, creating a scientific breakthrough that would aid research efforts worldwide.

## SOCIAL SCIENCES

The social sciences offer a window to the world through their focus on the structure and development of society and the role of the individual within it. Through disciplines such as political science, economics, anthropology, sociology, history, international studies, and geography, students and faculty explore the diversity of human culture and discover the common ground of human nature.

Anthropology illustrates how scholars in the social sciences have contributed to our understanding of the evolution of human civilization, beginning back in the mid-1930s when Luther Cressman became the first and sole member of the newly created department of anthropology. With his landmark discovery in 1938 of sagebrush-bark sandals in Oregon's Fort Rock Cave, which showed that people had lived in the Fort Rock Basin nearly 7,000 years ago, Cressman also proved that human occupation of the Northwest was as early

as that known anywhere in the northern hemisphere. Past and recent discoveries continue to add greatly to our knowledge of how the first Americans lived their lives. In the early 1990s, UO archaeologists Thomas Connolly and Dennis Jenkins and a team of UO students uncovered North America's oldest house (10,000 years old) in Newberry Crater near Paulina Lake.

The recent research findings by two UO anthropology graduate students also offer another answer to a question that has vexed historians for more than a century -- the origin of the word "Oregon." Scott Bryam and David Lewis suggest that the state's name comes from Native Indian rather than French or Spanish roots. Already their research is drawing the attention of other researchers and tribal members who see great value in the study of traditional Indian geography and tribal oral history -- potentially some of the best sources on Northwest history.

## HUMANITIES

Established as a classical institution, the UO has always stressed the importance of the humanities. The early literary societies, both the center of socio-intellectual life for students as well as social life on campus, provided students an opportunity to debate the most popular subjects of the day. Greek and Latin were among the university's first required courses. At the UO, the humanities, which include classics, English, linguistics, philosophy, religion, theater, and Romance, East Asian and Germanic languages, are not only excellent preparation for life after college, but also reach out to the greater community.

The Comparative Literature Program is one example of how the UO has made an impact nationally. When Chandler Beall first established the *Comparative Literature Journal* in 1949 and the Comparative Literature Program in 1962, he created the first comparative literature program on the West Coast. In doing so, he gave impetus to the rise of comparative literature as a nationwide discipline and helped shed light on the literature that is our heritage.

Today, through departments such as English -- one of the university's largest and oldest academic programs -- the UO continues to reach out to all people. Programs developed in the 1990s, such as the Community Literacy Project give students hands-on opportunities to combine their classroom and research experience with community issues. The Center for the Teaching of Writing, housed in the English department, exists to help the entire campus and community improve writing skills. Lectures and workshops on writing and technology by nationally recognized scholars, and special publications prepared for high school teachers also benefit the larger community. The humanities also extend to a global community, too, by sending students to study abroad in programs all over the world.

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## CAS NEWS

## Letter from the Dean

**By Joe Stone***Dean of Arts and Sciences*

"Yesterday and Today" marks the theme for this issue of *Cascade*, in keeping with the 125th Anniversary Celebration for the founding of the University of Oregon. When the university first opened its doors in 1876, Deady Hall (which then consisted of only one floor) was the only building on campus -- a building constructed with donations that included calves, pigs, chickens, apples, and wheat, as well as building materials. The university and what we now know as the College of Arts and

Sciences (CAS) was formed around the principle of a liberal arts education. In those early years, students were required to choose their path of study from one of only two tracks -- the Classical Course or the Scientific Course. The coursework for both tracks included many of the same basic requirements, such as philosophy, Latin, literature, sciences, and history.

Today, CAS continues to provide the largest number of academic programs (40), offers the largest number of degrees (more than 70), enrolls a majority of campus students, and employs a majority of the faculty. While we have not accepted donations of pigs or chickens in recent years, we have accepted donations of motorcycles and the earnings of thoroughbreds! Despite an increased public focus on vocational over liberal education, degrees in the liberal arts and sciences in CAS have almost doubled since the late 1980s. In part, increased student interest reflects an understanding among students that liberal education prepares them for a lifetime of learning, continuing employment opportunities, and personal enrichment and growth. We aim to prepare students for the jobs of the future, not merely for the jobs of today.

At the same time, however, we are keenly interested in helping liberal arts and science majors learn how to apply their major in a professional context. To that end, this year we will launch a "Professional Distinctions" program in which, for example, an English major might develop a professional distinction

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in writing and design for the Internet. Or, alternatively, a business school major might develop a professional distinction in the history, language, and culture of a particular region of the world. In either example, the students would learn how to apply what they have learned, complete noncredit career workshops, and develop electronic portfolios and resumes.

The accomplishments and achievements of our students and faculty continue to be impressive in myriad ways, evidenced by a short list of a few notable achievements including the following:

- The CAS faculty at the UO is ranked by objective criteria among the top fifteen faculties in public research universities in the United States.
- CAS faculty received the largest number of the prestigious Guggenheim awards in the Pacific Northwest and tied (at three) with UC Berkeley, a faculty roughly twice our size, for most in the West.
- Our forensics team, coached by David Frank of the Honors College, won the national title in parliamentary debate this year, the debate equivalent of beating out Florida State for the national title in football!
- Michael Anderson (psychology) received international media attention (including the BBC and U.S. morning news programs) for his pioneering work on memory, which was published in the prestigious science journal *Nature*.
- Theatre Arts launched renovation, expansion, and fundraising plans for the Robinson Theatre, supported by a generous lead gift of \$1.5 million from Jimmy Miller. (We welcome help with this project, by the way, but please no calves, pigs, chickens, apples, or wheat!)
- The Infographics Lab and Department of Geography completed the *Atlas of Oregon*, a spectacularly beautiful and useful resource for the state.
- English developed a "Native American Summer Bridge" program to help incoming students bridge the gap between high school and college, improve writing skills, and learn about a wide variety of Native American literary texts.

Other illustrations and examples are included in this issue of *Cascade*. We hope you enjoy reading them as much as we did in learning and writing about them.

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## ALUMNI

## Letter from the CAS Advisory Council

**By Gary Feldman '77, Chair**  
*CAS Advisory Council*



In September of 1973, I was a kid from southern California embarking on an adventure. During the next four years at the UO, I made lifelong friends, discovered the value of learning, and participated in a college experience that I wish everybody could have.

Virtually from day one, my time at the UO was interesting, exciting, and challenging. From early on, student government captured my interest,

culminating during my senior year when I served as ASUO president. I was lucky to be part of an active student body that played a significant role in university affairs. We increased the visibility and effectiveness of the student body as a force for legislative advocacy, kept incidental fees down so the UO remained affordable for the average student, and worked with the University Senate to make public student evaluations of faculty. And we raised one of the first collective student voices against apartheid, calling for divestment of public assets held in companies in South Africa and companies that did business with its government.

Now, twenty-five years later, and after a long absence from UO involvement, I am pleased to be serving our alma mater as an advocate. The College of Arts and Sciences Advisory Council has reconnected me to the business of the university, and I am much the richer for it. I have seen very clearly that today, perhaps more than ever before, broad study within the liberal arts at the UO offers students lasting advantage: the chance to enjoy a thorough array of intellectual content, the best technology available for learning, and the advantage of forming skills that will make them life-long learners and high achievers.

While I like to think my perspective of the university was fairly complete as an engaged student, I am all the more impressed at the scope, depth, and quality of the institution today. Years of life experience have given me a new

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appreciation for the opportunities that I had -- we had -- as a student, and for the wonderful array of learning options that students have today.

I know that my education at the UO prepared me well for life. I work in a business in which decisions based upon emotion can hurt you. The analytical skills I learned in school have made me a better financial analyst; speech and debate helped me to learn clear expression of ideas; and courses in literature increased my desire to explore other cultures. I received an outstanding education that has been of immense value to me over the years.

We're about to reach another UO milestone: 125 years of excellence in teaching and research. I take great pride in being part of our combined heritage of achievement, commitment, and promise. In every generation, there are people who give meaningful assistance to those who will make the world of tomorrow a better place. Some illuminate the path, some hold the door open. I hope you share my confidence in the potential of our university, and I urge you to join me in supporting it so future generations of students benefit as we have.



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## CAS NEWS

## CAS Welcomes New Associate Deans

**Priscilla Southwell**, professor of political science, and **Gary Seitz**, professor of mathematics, were appointed to three-year terms as new associate deans for the College of Arts and Sciences.

Dr. Seitz replaces Nilendra Deshpande as associate dean of natural sciences. Seitz has been a member of the UO faculty since 1970 and has served as head of the mathematics department for six years. His research interests include algebraic groups, Lie theory, representation theory, and finite groups, and he is recognized as a leader in his field. In 2000, Seitz received the CAS Distinguished Professor Award, and the National Science Foundation has supported his research for over thirty years.

"I am excited about the opportunity to support this outstanding division within the UO," Seitz says. "My main goal is to further enhance the academic stature of the sciences and CAS in general."

Dr. Southwell replaces Bob O'Brien as associate dean of social sciences. Southwell has been a member of the UO faculty since 1981, and has headed the political science department since 1998. Her research interests include United States government, foreign policy, and politics; Oregon politics; and Western European politics. She has received a grant from the National Science Foundation, a Stewart Travel Grant, and a Social Science Seed Grant, among many others.



Left to right: Gary Seitz, Bob O'Brien, Joe Stone, Nilendra Deshpande, and Priscilla Southwell

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## Selected for Excellence

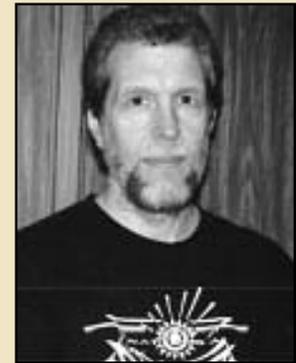
## Three UO Faculty Named Guggenheim Fellows



Ehud Havazelet



Dorianne Laux



Monte Westerfield

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Three UO College of Arts and Sciences professors are the recipients of one of the most distinguished prizes in the nation -- the John Simon Guggenheim Memorial Foundation Fellowship.

**Ehud Havazelet** and **Dorianne Laux**, both associate professors of creative writing, and **Monte Westerfield**, professor of biology, were among 183 artists, scholars and scientists selected from more than 2,700 applicants in 2001. With three recipients this year, the UO has the most Guggenheim fellows from a single institution in the Pacific Northwest. Altogether, thirty-seven UO faculty members have been Guggenheim fellows.

"It's very unusual for one small program, such as creative writing, from one university to win two Guggenheim prizes in a single year," says Dr. Russell Tomlin, associate dean for humanities in the College of Arts and Sciences. "The university is proud of their accomplishments, for they add further distinction to an already outstanding faculty and program."

Richard Linton, vice provost for research and graduate school dean, adds that the UO research community is delighted that Westerfield has been honored as a recipient of this prestigious award.

"This is well-deserved recognition for his many years of pioneering work in elucidating the mechanisms that influence neurodevelopment," Linton says. "Monte's investigations involving the use of zebrafish, in combination with

physiological and genetic probes, have been crucial to the University of Oregon's emergence as a valuable resource for the world's biomedical researchers."

Havazelet is the author of two collections of stories: *What is it Then Between Us?* and *Like Never Before*, and his work has appeared in numerous journals. He has received four Pushcart Prizes, a Whiting Award and the 1999 Oregon Book Award for fiction.

Laux is the author of three books of poetry: *What We Carry*, which was a National Book Critics Circle Award finalist, *Awake*, and *Smoke*. In addition, she has received two National Endowment for the Arts grants and a Pushcart Prize, and she was recently invited by Poet Laureate Stanley Kunitz to give a reading at the Library of Congress.

Westerfield, who joined the UO faculty in 1981 after two years as a researcher at the Harvard Medical School's neurobiology department, conducts research on mechanisms that regulate patterning of the anterior central nervous system. He is the director of the university's Zebrafish International Resource Center and a former director of the UO Institute of Neuroscience. His previous awards include an Alfred P. Sloan Research Fellowship, a Muscular Dystrophy Postdoctoral Fellowship, and a Fulbright-Hays Scholarship.

Guggenheim Foundation fellows are appointed on the basis of distinguished achievement in the past and exceptional promise for future accomplishment.

The new fellows include writers, painters, sculptors, choreographers, photographers, filmmakers, physical and biological scientists, social scientists and humanities scholars. Scores of Nobel Laureates, Pulitzer Prize winners and eminent scientists appear on the roll of fellows, including Ansel Adams, Aaron Copland, Langston Hughes, Henry Kissinger, Vladimir Nabokov, Isamu Noguchi, Linus Pauling, Paul Samuelson, Martha Graham, Philip Roth, Derek Walcott, James Watson, and Eudora Welty.



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## ALUMNI

## Laying A Foundation

## CAS Awards Scholarships to Successful Students

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Diogenes, a Greek philosopher living in the fourth century B.C., once said, "The foundation of every state is the education of its youth." The UO College of Arts and Sciences, as in years past, is helping to contribute to this foundation through its annual bestowing of scholarships and graduate fellowships to CAS students, thanks to the generous gifts of alumni and friends. This year, the CAS Dean's Office awarded scholarships ranging from \$1,000 to \$5,000 to eleven outstanding students.

**Meghan McNeil**, an undergraduate biology and environmental studies double major from Eugene, received the \$1,000 **Mildred Braaten Archibald Scholarship in Science and Mathematics**. McNeil, who plans on attending graduate school, would like to work in a profession that will allow her to work outdoors.

**Amy Hughes Giard**, a master's of education candidate from Eugene, was awarded the \$1,500 **Mary Chambers Brockelbank Scholarship**. Giard received a bachelor's degree in history from the UO in 1999 and is focusing her graduate studies on family and human services.

The \$1,000 **College of Arts and Sciences Scholarship** went to two students: **Sarah Murrell**, an undergraduate anthropology and psychology double major from Roseburg, Oregon, and **Arel Cordero**, an undergraduate music and computer and information science double major from Salem, Oregon. Murrell's undergraduate research experience has already included a field expedition to Pohnpei in Micronesia and work as a research assistant studying trauma. In addition to his interest in computer science, Cordero is a member of the University Orchestra and has given recitals at the UO as a student.



Arel Cordero

Two \$5,000 **College of Arts and Sciences Scholarships** were awarded to: **Christine Zeller**, an undergraduate honors physics and piano performance double major from Eugene, and **Kevin Blaine**, an undergraduate biology and anthropology double major from Eugene. Zeller hopes to teach physics or math at the high school level, as well as make her own



Christine Zeller

music. Blaine, who wants to focus on a research career, plans to pursue a Ph.D. or M.D. degree.



Katja Glühr

Recipients of the \$1,000 **Dorothy Jane and William Green Foreign Languages Scholarships** were **Emily Dunn**, an undergraduate French major from Winchester, Oregon, and **Katja Glühr**, an undergraduate French and German double major from Tigard, Oregon. Dunn is spending this fall teaching English at a French high school, and upon her return plans to pursue a master's degree in French and Italian literature at the UO. Glühr aspires to work in international marketing and perhaps teach.

**Caroline E. Goyette**, a master of fine arts student in creative writing from Louisville, Kentucky, received the \$1,000 **John L. and Naomi Luvaas Graduate Fellowship**. Goyette also teaches introductory undergraduate creative writing at the UO.

**Tami R. Hill**, a doctoral degree candidate in anthropology from Eugene, received the \$1,000 **Risa Palm Graduate Fellowship**. Hill's work centers on some of the highly political issues surrounding the destruction of indigenous peoples in Latin America.

**Katharine J. Plein**, an undergraduate theatre arts major from Ashland, Oregon, received the \$1,000 **Susan A. Winn Memorial Student Scholarship**. Plein plans to pursue an acting career in a small repertory theater.

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Sharing His Gift  
CAS Honors Richard Koch

"Listening to Dick Koch explain mathematics is like opening presents," says Dr. Charles Wright, professor emeritus of the UO Department of Mathematics. "You may have some idea what's inside, but he makes the unwrapping a joy in its own right."

The College of Arts and Sciences recently honored Koch, who has taught at the UO for thirty-one years, with the Distinguished Educator Award, a college-wide award that recognizes senior faculty for the excellence, distinctiveness and scope of their life-long careers as educators.

In addition to his contributions as both undergraduate program director and head advisor in mathematics, Koch helped create a mathematics and computer science joint major and is a driving force behind the Undergraduate Mathematics Center and the Interactive Undergraduate Computer Lab. His other teaching accolades include two university teaching awards -- the Ersted and Herman awards -- and the 1995 Mathematical Association of America's Pacific Northwest Distinguished Teaching Award. He has also achieved tremendous popularity among students.

"He is the only professor I know who received applause after the final lecture of his course," says former student Jeremy Lanig '01.

"Simply stated, he is among the best teachers I have ever had, and he may be the best," adds former student Adam Farley '99.



Richard Koch (far right) with colleagues and students at reception for renowned mathematician J.P. Sevve (third from right).

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## UO Forensics

While most University of Oregon students were stressing about exams during the final weeks of spring term, Alan Tauber and Heidi Ford, both political science majors, were under a different kind of stress. As the clock ticked down, the pair had to formulate arguments against jury nullification, battling for supremacy against some of the best parliamentary debate teams in the nation at the National Parliamentary Tournament of Excellence, held at Whitman College in Walla Walla, Washington.

At the end of the final, grueling forty-minute debate, Tauber and Ford emerged victorious.

"This team's well-honed debating skills, experience, hard work, and natural talent made them clearly the best in the nation," says David Frank, director of the Robert D. Clark Honors College and of the UO academic forensics program.

Only the top forty-eight parliamentary debate teams in the nation qualify for the NPTE, which brings together both the National Parliamentary Debate Association and the American Parliamentary Debate Association. The UO team has been ranked in the top ten nationally all year, and entered the NPTE ranked sixth.

Parliamentary debate resembles the British model of parliament, in which one two-student team argues in favor of a resolution and the opposing two-student team argues against it. Teams must simultaneously present their side while undermining the opposition's argument. The majority of debate is extemporaneous -- one of the biggest challenges of debate is learning to formulate arguments on one's feet.

The UO Forensics Program, which began in 1876, has remained popular and strong through the decades. The parliamentary debate program was founded in 1998, and a year later, Tauber and his then-partner Michael Nguyen finished in the top sixteen at the National Debate Championship.

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## A Chemist and a Coach

## UO Professor Geri Richmond Shines Both In and Out of the Lab



Geri Richmond and Patricia Noyes.

Some jobs can be learned. For many, it's merely a matter of taking the right path -- choosing the right classes, memorizing the right things, getting the necessary experience. But some jobs require something more if one is to truly exceed -- a natural aptitude for the profession.

Teaching is one of those careers. There's a trick to teaching, a way to do it right. Here at the University of Oregon, students are lucky to be surrounded by talented faculty members every day -- among them, Dr. Geraldine Richmond, a professor gifted both in her chosen field of chemistry and in her chosen profession of teaching.

"All citizens, even those who are not card-carrying scientists, have a stake in making decisions about how they want science and technology to impact their lives," Richmond says. "The more informed [students] are about the science principles that govern their lives, the more informed choices they can make."

Richmond has been helping students make those informed choices for sixteen years at the UO. Over the years, she has also attracted much recognition for her research, including being named the 2001 Outstanding Scientist of the Year by the Oregon Academy of Sciences. The award recognizes the research that Richmond has done to understand the attractive interactions between water molecules that lead to the special properties of water surfaces and aqueous interfaces. This research has major implications in the study of environmental and biological processes.

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This is the twenty-fifth honor that Richmond has received since coming to the UO in 1985 from Bryn Mawr College in Pennsylvania. Most recently, Richmond was named the inaugural Richard M. and Patricia H. Noyes Professor of Chemistry, making her the first person appointed to a named professorship in the department. Her other awards include a chair position on the Department of Energy's Basic Energy Sciences Advisory Committee in 1998-2001, a Presidential Award for Excellence in Science and Engineering Mentoring in 1997, and an Alfred P. Sloan Research Fellowship from 1985-1989.

"As a scientist, she is first-rate," says Dr. Kristin Bowman-James, the chair of the chemistry department at the University of Kansas, and a fellow board member of another of Richmond's projects, the Committee on the Advancement of Women Chemists. "Scientists both in and out of her field all recognize her work."

Richmond's commitment to science is also evident in the classroom -- and her commitment to teaching students doesn't stop when the school year ends. As director of the UO's Research Experience for Undergraduates (REU), she dedicates countless hours during the summer to helping shape the career paths of chemistry and physics students from all over the nation.



Gerri Richmond and students in her lab.

"The REU program takes students who aren't sure [about their career goals] and helps them find out what they want," Richmond says. Many REU students come from universities lacking strong graduate-level science programs. The program exposes them to what it's really like to work as a graduate student in a lab.

REU participants come to the UO for ten weeks, beginning in mid-June, to do research with graduate students under award-winning chemists such as Dr. Mark Lonergan and Dr. Marina G. Guenza, and Dr. David Cohen, a physicist whose laboratory has been lauded for having developed top-notch experiments with semiconducting films. Each REU student receives a \$3,200 stipend for room and board and travel expenses. Third-year students are given preference in the program, although advanced sophomores have also participated.

Betsy Raymond, a physics graduate student at the UO, participated in REU while an undergraduate at Whitman College in 1996. Now she does her

research in the Richmond lab.

"I respect Dr. Richmond very much as both a scientist and a person," Raymond says. "She's a mentor to all of us. She gives us a lot of freedom to research what we're interested in, but she provides guidance so we don't go too far down the wrong path. That freedom to research what you're interested in is very important for a scientist."

In addition to her outstanding work at the UO, Dr. Richmond is also a fundamental part of the national scientific community. The Committee on the Advancement of Women Chemists, or COACH, a program she co-founded and now chairs, is breaking new ground regularly for women scientists -- and many attribute it to Richmond's influence.

COACH was formed to investigate barriers that prevent women from reaching their goals in the chemical sciences, to work toward changing those institutional barriers, and to aid women scientists in developing the necessary skills to achieve their full professional potential. The COACH advisory board meets regularly to discuss issues surrounding women in science and to develop plans to combat obstacles facing women scientists.

"Geri provides the heart and energy for COACH," says Dr. Sandra C. Greer, a professor in the University of Maryland Department of Chemical Engineering and a COACH advisory board member. "We women have so many obligations in our lives, personal and professional, that it is hard to maintain a group like COACH. However, COACH has never faltered once since its inception."

Margaret V. Merritt, a professor of chemistry at Wellesley College, praises Richmond both as a COACH colleague and as an educator.

"Many of the techniques and theories she uses are quite complex," Merritt says. "Nonetheless, she is able to explain and present her work in a manner that makes it accessible to all listeners."

"It takes a very special person when already overly committed professionally to find time to take on a commitment of this magnitude," says Bowman-James. "Her vision is what is primarily responsible for where COACH is today."



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## ALUMNI &amp; DEVELOPMENT

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## CAS NEWS

## Forget About It

## News Research Shows How the Mind Rids Itself of Unwanted Memories

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Michael Anderson

More than 100 years after Sigmund Freud posited the existence of a repression mechanism that pushes unwanted memories into the unconscious, a researcher at the University of Oregon has found hard evidence to explain how that mechanism works. The research, conducted by UO assistant professor of psychology Michael Anderson, was published this year in the top science journal *Nature*.

"Our findings are consistent with Freud's ideas about voluntary repression, but go a long way toward demystifying the process," says Anderson. "This work allows Freud's ideas to be understood in terms of widely accepted mechanisms of cognitive control that apply in a broader range of circumstances."

The publication put Anderson in the spotlight of media attention. *U.S. News & World Report*, *Science News* and the Associated Press carried feature stories on the research. News outlets in Canada, Germany, Chile, Australia, Brazil, and England reported the story.

Using rigorous laboratory techniques, Anderson's work shows that trying to keep an unwanted memory out of consciousness makes it harder for a person to recall that memory later, when he or she wants to recall it. The amount of forgetting increases with the number of attempts to exclude the unwanted memory from awareness -- showing that the effects of inhibitory control accumulate with practice.

"Amazingly, this type of forgetting is more likely to occur when people are continuously confronted with reminders of the very memory they are trying to avoid. This is quite contrary to intuition, which says that seeing reminders a lot

ought to make your memory better," Anderson says. "Under these circumstances -- when reminders are inescapable -- people must learn to adapt their internal thought patterns whenever they confront the reminders if they are to have any hope of avoiding the unwanted memory."

For example, after having an argument with a friend, a person might want -- or need -- to continue interacting with the friend, even though the bad memory is brought to mind each time the friend or other reminders of the incident (for example, the place where the disagreement took place) are seen. For future interactions to remain pleasant or functional, the powerful associations set off by these reminders must be set aside.

Anderson co-authored the paper with one of his undergraduate students, Collin Green, who is now enrolled in a prestigious Ph.D. program in psychology at UCLA.

"I really like working with undergraduates and mentoring students who show promise in scientific research. I currently have ten undergraduate students in my lab," Anderson says.

Some media reports suggested that the mechanism Anderson described could explain traumatic amnesia, such as that seen in cases of post-traumatic stress disorder (PTSD) or in some cases of child sexual abuse. But there is a wide gap between the current findings and real-life clinical cases of traumatic amnesia, Anderson notes. In his research program, investigators test subjects' memories using simple pairs of words that are not emotionally significant. Amnesia associated with trauma involves many more distinctive, emotionally significant experiences that could stem from very different mental functions.

Nevertheless, his findings may be useful in studying a number of clinical problems.

"It might be used as a measure of the effectiveness of attention control in various populations that are of great concern," he says.

For instance, many current theorists have suggested the increase in distractibility and decrease in memory that is often associated with advancing age might be understood as a decline in controlled inhibition processes. Schizophrenia has also been attributed to inhibitory deficits. Understanding the mechanisms that may contribute to these conditions could lead to better treatments.

"The new paradigm developed in this work draws a direct link between people's efforts to regulate awareness and an objectively measured behavioral consequence of that internal act: forgetting. They thus provide a window into the mechanisms by which we regulate conscious awareness," Anderson says.

*This article originally appeared in the spring 2001 issue of Inquiry.*

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## CAS NEWS

## Science Stars

## Two UO Students Receive Goldwater Scholarships

Each year, many of the nation's top undergraduate students in science and mathematics vie for the renowned Barry M. Goldwater Scholarship. Named in honor of longtime statesman and Senator Barry M. Goldwater, the award recognizes academic merit with one- and two-year scholarships. This year, two University of Oregon students were among the 331 sophomores and juniors who garnered this prestigious award.

Selected from over 1,100 candidates nationwide were **Anna Barnett**, an honors biology major from Eugene, and **Shannon Boettcher**, an honors chemistry major from Creswell, Oregon. **Benjamin J. Andrews**, a geological sciences major from Portland, received an honorable mention. Barnett's and Boettcher's scholarships will cover the cost of tuition, fees, books, and room and board up to a maximum of \$7,500 per year.

The UO was looking to nominate well-rounded applicants, says Dr. Nilendra Deshpande, a former CAS associate dean of sciences and the UO Goldwater faculty representative. Both Barnett and Boettcher "have a strong commitment to research," he says. "They've achieved something in the lab... [and] they have wide interests beyond science, real accomplishments in many aspects of their work."



Barnett has researched the evolution of translation machinery in a lab since her sophomore year. After college, she plans to pursue her Ph.D. -- a virtual requirement for consideration of the Goldwater scholarship -- in biology. She wants to become a professor, but also "to work outside of that setting," she says. "Teaching or writing for non-university audiences, connecting to the community that way, would be ideal."

Barnett says being nominated for the prize was tremendously important. "It's amazing how involved and supportive all of my professors are, even though the UO is

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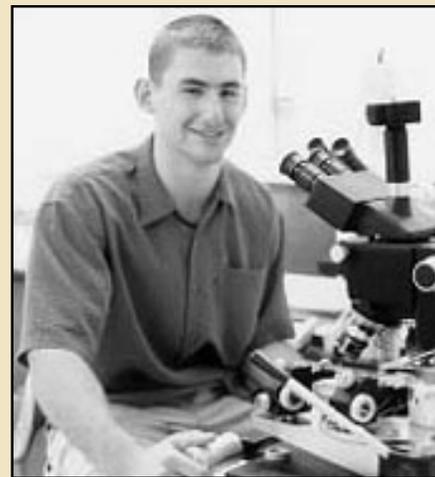
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such a big school."

Boettcher, who also has a physics minor, began researching polymers and semiconductors in the UO Lonergan Lab the summer after his freshman year. He, too, plans to pursue his Ph.D. and would like to eventually hold a teaching/research position or work in the chemical industry.



"It would be great to do something amazing, to be remembered forever," he says. "But I want to at least make small contributions to science -- working toward understanding things better, understanding the world around us better. That's all we can really do."

The Goldwater scholars have a history of doing more than simply making small contributions, however. Recent scholars have received Rhodes Scholarships, Marshall Awards, and Fulbright and National Science Foundation awards, among other distinguished fellowships.

According to the Goldwater Foundation, its federally endowed scholarship program seeks to foster and encourage excellence in science and mathematics and to provide a continuing source of highly qualified individuals to those fields. Since the foundation was established in 1986, thirteen UO students have received awards.

Elise Temple, who graduated from the UO with a double major in psychology and biology in 1997, received the Goldwater scholarship her junior year.

She says receiving the Goldwater scholarship encouraged her to continue her undergraduate research experience and to engage in real scientific exploration. Temple, who graduated with a Ph.D. from Stanford in June, is on her way to a professorship at Cornell University. She attributes much of her undergraduate success to the Goldwater scholarship.

"It encouraged my development as a scientist," she says. "It increased my confidence in myself and my potential."

## ALUMNI &amp; DEVELOPMENT

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## CAS NEWS

## Solving the Puzzle

## An Oregon Sociologist's Vision Illuminates the Patterns of Lifespans

By Julie Sullivan

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Of all the mysteries surrounding death, the one that most intrigued Lawrence Carter was what it would do next.

In a century, U.S. life expectancy had almost doubled. But death at a later age -- good for the individual -- could be catastrophic for the collective. What would happen to Social Security? To insurance policies? To families?

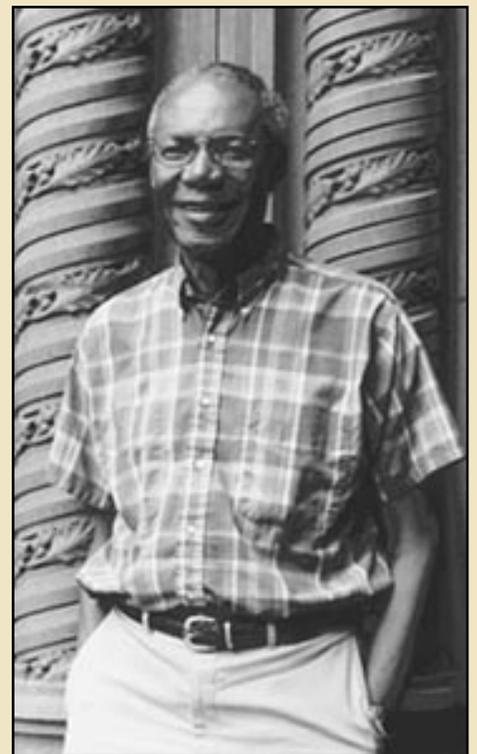
So in the late 1980s, the University of Oregon sociologist began collecting data. Piles of data. Computer tapes of death statistics grew around him as he sat alone, thinking, in his dim, dusty office in a tall, narrow building that students called the Tombstone.

Carter hunched behind professional journals and spreadsheets in the math and science libraries and in the computer lab.

He sometimes drove to classes and walked home, oblivious as he crossed his empty driveway. He took a sabbatical in 1989 to the University of California at Berkeley, where he and Ronald Lee, a professor of demography and economics, collaborated.

Together, they developed a statistical model to forecast mortality. They tested it against the historic record -- and their results were off. "Shockingly off," Carter says.

Carter returned to Eugene, defeated. The calculations were so much a part of him that he could almost solve problems in his sleep.



Larry Carter

In fact, he was sleeping when the breakthrough came.

"It was between 2 and 3 a.m., and I woke up and said, 'This is not a linear model. It's nonlinear.'"

"Get out of bed and write it down," his wife Maile insisted.

### **METHOD TAKES CENTER STAGE**

He did. The germ of the concept led to the Lee-Carter method, a deceptively simple mathematical equation presented to the Population Association of America in 1990. Since then, the Lee-Carter method has become a fundamental component of forecasting populations used by the Census Bureau, the United Nations Population, and governments and actuaries in Canada, Mexico and much of Europe.

The method of forecasting became the basis of projecting life expectancies, the age structure of the population, even the size of the labor force.

When the Census Bureau reported that the U.S. population would double by 2100, demographers reached the conclusion with life tables based on the Lee-Carter method.

The model has catapulted Carter onto the world academic stage -- to Germany, the Netherlands, England, Scotland and Portugal -- to speak and conduct research. Despite the sweetest academic achievement, producing original research with practical applications that endures over time, Carter is almost too busy to enjoy it.

"I don't think most people in other social sciences or the hard sciences have a clue we have a star here," said Patricia Gwartney, a UO professor of sociology.

In Eugene, Carter heads one of the UO's largest departments, with more than 600 majors and more than 5,000 students taking sociology classes this year. As his peers internationally capture grants and disappear into their research, Carter attends committee meetings, negotiates staff salaries, counsels graduate students, hears grievances and teaches statistics to eighty students at a time. He put aside a research project on Russian mortality to concentrate on hiring new staff.

At age sixty-four, he regularly opens his email at 6:30 a.m and is still online at 11 p.m.

### **SEEING PATTERNS AND FLOW**

Since his first-grade teacher, Mrs. Beverly, sat with him for hours counting, using colorful Cuisenaire rods, Carter has been captivated by puzzles.

Carter grew up with his brother and sister in Washington, D.C., where their parents, government workers, smiled as their children took apart electrical

trains or concocted homemade chemistry experiments, which, as the mixtures grew hot, young Larry calmly identified as exothermic reactions.

The Carter children attended segregated schools, where African American Ph. D.s, denied jobs elsewhere, prepared their students for the white world, immersing them in Latin, German or French, English literature, and the history of Western civilization. Carter studied calculus -- taught to him outside regular school hours because white administrators didn't see the need for African Americans to study higher math.

For Carter, learning calculus was like entering another dimension. He began to see movement in the mathematical equations. Even now, he never sees the equations that cover his chalkboard and confound his students. Instead, he sees patterns and flow of populations, movement like music.

"You get trapped by it. It's almost like it captures you," he said.

Carter earned a chemistry degree at Howard University, intending to fly Air Force fighter jets. When a doctor detected a marker for sickle cell anemia, Carter washed out to electronics. The young captain served six and a half years before following his brother out to Oregon.

Brother John had followed his mentor to the UO, earning a Ph.D. in chemistry in 1962 and becoming one of the first graduate students to do research at the UO's Institute of Molecular Biology.

The younger Carter, anxious to strike his own path, abandoned chemistry for urban sociology just as mathematical demography was changing dramatically. He specialized in developing scientific models to forecast migration, fertility and, finally, death.

He also met Maile Crooker, who was earning her master's in education at Eugene. The two married, had a daughter, Elizabeth, and a son, Christopher, and pursued two careers -- Maile teaching elementary school, Carter teaching math, statistics and sociology at the UO.

## THINKING ABOUT DEATH

Carter kept buying science and math books, stacked to the ceiling in two university offices and his study at home. He worked on each improved generation of computers. He called Berkeley and returned there frequently. And he went home, where, surrounded by his oil paintings, his carvings of fish and his collection of classical music, he paced and thought about death.

He badgered UO librarians for the works of people such as John Graunt, a British haberdasher, who wrote the first life table in 1662, and Benjamin Gompertz, who wrote a mathematical analysis of death rates in 1825.

When Carter approached Lee about developing a new way to forecast mortality far into the future, many other methods existed. Their method made no effort to adjust for medical, behavioral or social influences on death rates.

Instead, it rested firmly on persistent patterns that had manifested over a century.

Each man has built on that method since. In the last year, Carter and Alexia Fuerkranz-Prskawetz, an Austrian demographer, modified the Lee-Carter method to examine "bumps" in Austrian mortality. Carter hopes to resume work on Russian mortality.

"I'm never going to have a husband who wants to go to the San Juan Islands for three months," said Maile Carter. "He's not made that way. His work is his leisure, his vocation and his avocation. He has ideas and they just keep rummaging through his head."

"My mind," Carter said, "is a very exciting place."

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## ALUMNI &amp; DEVELOPMENT

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## CAS NEWS

## The New *Atlas of Oregon*

### Highlighting the Work of UO Geographers



Bill Loy edits the Oregon Atlas.

A good atlas is much more than a collection of maps. It is a compelling record of a place and a people. It is a guide to the future. A good atlas transforms raw information into art.

Now the state of Oregon is about to get a very good atlas.

A new, completely revised and expanded *Atlas of Oregon* will reach bookstores this fall, thanks to University of Oregon geography professor emeritus Bill Loy; Jim

Meacham, director of the UO infographics lab; Aileen Buckley, assistant professor of geography; and former graduate student Stuart Allan, who now heads Allan Cartography in Medford. Assisting them are also scores of students, professors, and experts from around the state.

It is a labor of love as well as a tribute to the state. The first *Atlas of Oregon*, authored by Loy and Allan, was published twenty-five years ago to commemorate the UO's 100th birthday. Published by UO Books in 1975, the first atlas was a statewide bestseller. Unfortunately, the UO Books program -- a victim of budget cuts -- was discontinued that same year. In the years since, attempts to produce an updated edition of the *Atlas* fell short because of the difficulty in gathering the needed funding.

That is, until 1998, when the UO's then-Vice President of Public Affairs and Development Duncan McDonald and Director of Communications Tom Hager were talking over ways to help celebrate the UO's 125th birthday in 2001-2002. The conversation turned to books, and then to the first *Atlas*, a book that both men remembered as a great reference book. What better way to celebrate the 125th than to publish a much-needed new edition?

While McDonald worked on raising money, Hager contacted Loy and Allan,

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and found that they were eager to update their 1976 work. Loy -- a respected expert who seems to know everyone who knows anything about Oregon -- recruited UO geographers Meacham and Buckley as additional authors. Over a period of two years, this core team coordinated the work of more than 100 contributors, including some of the leading Oregon historians, geologists, natural resource experts, and state agency experts.

The result shows just what a quarter-century of progress can do -- the new *Atlas of Oregon* is to the old *Atlas* as a supercomputer is to a manual typewriter. Twenty-five years ago, the maps were carefully drawn and colored by hand, and Loy and Allan spent weeks building the needed graphics overlays for their printer in Portland.

Now the needed information starts as bits and bytes in powerful computers. Sophisticated programs translate elevation data, for example, into maps so detailed they look like satellite photos. These are then carefully colored and shaded. In Stuart Allan's hands, the result is what the *Wall Street Journal* calls "the world's most beautiful maps." It is a fitting gift for the UO to give the state of Oregon.

*The new Atlas of Oregon will be available October 15 in bookstores, and can be pre-ordered on the web at: <http://uopress.com>.*



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## CAS NEWS

## En España

## Exploring What It Means to Be Spanish

By Robin Miller

Earlier this year, I left the University of Oregon for two terms in Seville, Spain. For months, I had anticipated studying abroad. Although I'm not a Spanish major, I had studied the language for nearly six years and was eager to immerse myself in another culture. Receiving a special study abroad scholarship for political science majors made possible by an anonymous donor helped to make my experience possible. Despite my anticipation, I also had mixed expectations. I lacked confidence in my Spanish skills, and I was concerned that life with a host family after over two years on my own could be stifling.



Robin Miller

Any skepticism about my host family was dashed immediately upon my arrival in Seville when Julia Belinchón, my host mother, and her 17-year-old daughter, Julia, picked me up at the airport. In the flurry of introductory kisses, I immediately felt at home. Six months before my arrival, they decided to invite an American to stay in their home because they thought it would be fun.

The Belinchóns had plenty of work to do because my Spanish was not stellar when I first arrived. During meals, I never escaped my host mother's demands to tell her something about my day at school, my travel plans, my impressions of Seville, or my life in the U.S. The Spanish impression of the U.S. -- our culture, politics, and social problems -- was always an important topic. While my hosts taught me a lot about what it means to be a Spaniard, I also became acutely aware of how the U.S. affects the rest of the world. Studying abroad helped me to develop a sense of personal responsibility for the actions of my own country.

In addition to helping me learn Spanish, my host family was also interested in my ability to dance. I took a class in *Sevillenas*, a traditional Sevillian dance. My host sister, an avid dancer, threw herself into working with me on the

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difficult steps. These lessons culminated in the *Feria de Abril* -- the April Fair -- Seville's annual week-long party in which the entire city fervently dances *Sevillenas*. Everyone dresses up, and women frequently wear flamenco dresses. My host mother opened her closet to me during *Feria*, and when I went dancing with Julia, I went *gitana*. During my time in Spain, I never ceased to feel like I was the star of show-and-tell, but my host family's constant effort to include me in their lives was certainly the most important part of my time there.

When studying abroad, school, of course, is part of the plan. Along with other Oregon students studying in Seville through the UO Overseas Study Program, I attended the International College of Seville. I took courses in Spanish history, art history, literature and a Spanish composition-conversation class. Admittedly, school seemed like a terrible inconvenience when I had all of Spain at my fingertips! Nevertheless, my classes were rigorous and I learned a lot -- particularly from my art history and composition professors, who answered many difficult questions while also helping me learn to communicate and understand what it means to be a Spaniard.

When I was not in class, I traveled around Spain and Portugal and explored Seville in an effort to meet people and get to know my adopted home. Because I took my classes primarily with other Americans, I did not have many opportunities to meet Spanish students. Consequently, I relied on my host sister, neighbors and chance meetings in cafés, on trains and the bus, and in bars for making friends. Living in a country where one is not fluent in the spoken language can be lonely; however, my host family and friends kept me from feeling isolated.

Although I am not completely fluent in Spanish, even after living in Spain for six months, my ability to communicate is far better. I look forward to returning to Spain and visiting other Spanish-speaking countries. One of the first -- and most important -- lessons I learned is that it is necessary to talk as much as possible to gain fluency. Enduring embarrassing grammatical mistakes and accent struggles is necessary, because with constant effort, comes improvement.

This fall, I will recommence my political science studies, take my last few Honors College requirements and begin my senior thesis. As I work through my final college year and begin the next part of my life, I know my time in Spain, and the cultural understanding I gained from living there, will always stay with me. I will always be appreciative of the anonymous donor who helped make my trip possible.

## ALUMNI &amp; DEVELOPMENT

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## CAS NEWS

## University Theatre

## Breathing New Life into Talented Souls through Expanded Facilities

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Electra (2001)

Walking the basement halls of Villard Hall, home of the theater arts department, you could easily imagine them to be haunted with thespian spirits of a century ago. Sawdust radiating from the backstage set-building shop seems to hang in the air everywhere. But the ominous knocking and squealing coming from the back room aren't ghosts at play -- it's the washing machine loaded with freshly dyed fabric. The moans and groans you hear are the faculty members trying to be heard over the screams of the circular saw in the backstage scene shop. The strange glow emanating from what would appear to be a broom closet is actually makeup mirror lighting, transforming actors into characters for one of the season's

dozen or more shows. The theater smells of decades of grease paint and dusty fog, and generations of perspiration.

While some shows, such as the well-known *Phantom of the Opera* earn millions of dollars and countless awards by staging such an ominous atmosphere, the actors, designers, producers and instructors of the UO theater department win awards and put on countless productions a year *in spite* of these conditions.

In the last five years alone, students have won regional awards in lighting design, costume design and acting. The department's graduate students are finding excellent jobs at prestigious universities around the country, and alumni are working in such well-known professional theaters as Oregon Shakespeare Festival, Denver Theatre Company, Sante Fe Opera, and

## Portland Center Stage.

The department's seven faculty members have distinguished themselves as well, having been honored by the United States Institute of Theatre Technology, the Association of Theatre in Higher Education, and the John F. Kennedy Center, among others.

And, when the students and faculty aren't writing papers, preparing lectures, and conducting research around the world, they are staging no fewer than a dozen productions on three stages each academic year.

Since its first performance in 1876, theater has been an integral part of campus life. Indeed, in its early years, when the UO's nascent football team needed help, students came to their aid by putting on a play. Over the next thirty-five years, drama and Shakespearean clubs organized and presented plays. In 1911, theater became an academic pursuit with the creation of the Department of Drama and Speech Arts. In 1926, the department was absorbed into the English department and remained so until 1946, when speech and drama again became a separate department under the speech department heading.

### My Sister Eileen (1943)

### My Sister Eileen (1943)

The first campus theater -- and, as far as we know, the first purpose-built college theater in America -- was built in 1915 in Johnson Hall, which today houses the UO's administration. The Robinson Theatre, designed by faculty member Horace Robinson and built in 1949, was a new building, attached to the back of historic Villard Hall. Together, these buildings contained scene shops, lab space and other production facilities, becoming the speech department's home. After the speech department was dissolved in 1990, theater arts became its own department in the College of Arts and Sciences.

University drama facilities are laboratories in which students experiment and learn the skills expected of today's theater practitioners. The facilities here are now fifty to over 100 years old, and limit students' learning opportunities. Portland businessman James F. Miller, during his visits to campus, recognized this unfortunate situation when he last visited campus, and has

provided a \$1.5 million challenge grant to help build an adequate theater complex for the twenty-first century.

"This development offers many new opportunities for our students and faculty," says Jack Watson, associate professor and former head of the theater arts department. "Perhaps most important is that we will all have a new sense of pride and purpose, a new momentum to allow us to not only maintain our current high standards, but also to raise those standards and explore new and exciting forms of production."

The James F. Miller Theatre Complex will consist of a new flexible theater, equipped with movable staging and seating that allows the theater to be adapted for an almost infinite variety of performance situations. The building, which will be attached to the Robinson Theatre and Villard Hall, will also house sorely needed additional classrooms and lab spaces, as well as appropriate set storage and sound locks. The complex will not only expand available space for teaching and storage, but will also feature safety and aesthetic improvements and technological upgrades to existing facilities.

Though the Robinson Theatre seats 380, it is outdated as a performance space. Renovations will improve the proscenium-style theater -- both for better sight lines and in order to properly train students for the theater world of today -- and will upgrade the current theater's obsolete infrastructure, ventilation and acoustics. The Pocket Theatre, a student-run performance space that boasts a new production each week of the academic year, will no longer need to double as a classroom. With these renovations, today's challenges will no longer haunt the thespians of tomorrow.

Meanwhile, however, the show must go on. This year's season opens with *Angels in America: Part II* by Tony Award-winning playwright Tony Kushner on November 2, followed by Thornton Wilder's *The Matchmaker* and Elmer Rice's *The Adding Machine* in the spring.



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## CAS NEWS

The Northwest Indigenous Language  
Institute

## Helping Tribes Preserve Their Native Languages

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When Janne Underriner and the other Klamath Tribe language teachers walk into their classrooms in Chiloquin, Oregon, excited children run to greet them, grabbing their legs and jumping up and down in anticipation. For these students, the start of class represents a real treat: a chance to learn their language.



Janne Underriner helps Northwest tribes preserve their native languages.

"They love knowing about their own language," says Underriner, a UO doctoral candidate in linguistics who coordinates the Northwest Indigenous Language Institute (NILI), a linguistics department program that offers training and tools to Northwest tribes trying to preserve their traditional languages. "It tells them they're somebody; the language is a positive anchor for them."

At the invitation of tribal members, Underriner lived in Chiloquin off and on for five years, learning the Klamath language from tribal elders. The experience deepened her commitment to preserving the culture and language of American Indians in the Northwest. "I learned how integral the language was to their sense of identity, culture and history," she says. "The language gives them an extra dimension that shows who they are."

Although not a Native speaker herself (she was raised among Swedish-speaking relatives), Underriner has become a vocal proponent of preserving Native languages. Last spring, she testified on behalf of Senate Bill 690 to establish an American Indian language teaching license, which would exempt tribal language teachers from the requirement to have a four-year teaching degree. Underriner and others argued that taking teachers away from tribal communities to earn degrees would hinder the process of passing on languages from one generation to the next.

Underriner and Scott Delancey, a UO professor of linguistics who helped start NILI, consult with tribal leaders in Oregon and Washington who want to develop on-site language programs. Besides the Klamath, tribes in Umatilla, Warm Springs and Grand Ronde have started school programs. The institute also offers summer courses on campus for tribal teachers.

Jeanne Thomas, language program coordinator at Warm Springs, says NILI provides an organizational framework for the teachers. "A linguist can help people see the patterns and analyze the words," says Thomas. "NILI is a shoulder to lean on for organizing our teaching methods."

At Grand Ronde, NILI does on-site teacher training and curriculum evaluation, and sponsors university-accredited courses for adults. Having a regional resource has been invaluable to the tribes' efforts to preserve their language, says Tony Johnson, cultural education coordinator for the Confederated Tribes of Grand Ronde.

"The location is huge for us because it's hard for us to pick up and leave the area," he says. NILI's summer program "is one of the only opportunities for all the language programs in the Northwest to get together and get a feel for what works and what doesn't, and for what others are doing."

While many applaud NILI's mission, Underriner and Delancey have struggled to come up with enough funds to keep the three-year-old program alive. They've patched together about \$15,000 to \$20,000 from various university departments, enough to run it "on a shoestring," says Delancey, who donates his time to the institute. Running a full-fledged program -- with a salaried director and enough to provide scholarships for summer courses -- would require at least \$75,000 a year.

Despite the funding crunch, Underriner and Delancey plan to keep NILI going, inspired by tribal leaders' dedication to preserving their languages. Many of Oregon's tribal languages have already become extinct, largely due to the deliberate policies of early white governments, notes Delancey. It makes sense for the UO, as a state institution, to help salvage what remains.

"The languages were stolen from the people, and the only people with access to them, besides the elders, are the linguists," says Delancey. "We're giving back something that we've had custody of that was never really ours."

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## CAS NEWS

The Native American Summer Bridge  
ProgramThe English Department's Program Helps Students Make  
Transition to College[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)

2001 Native American Summer Bridge Participants.

Only a few short months ago, they were high school seniors, a bit nervous about the years to follow, unsure of what to expect. But unlike many other entering freshmen, eleven students this past summer had the opportunity to get their feet wet before diving into university life -- thanks to an innovative program from the University of Oregon Department of English.

The Native American Summer Bridge Program, which began in June 2000, was the brainchild of Dr. Sidner Larsen, a Native American literature specialist who has since left the university to become director of American Indian Studies at Iowa State University, and Dr. John Gage, head of the UO English department. The program was designed to bridge the gap between high school and college, improve students' writing skills and expose them to a wide variety of Native American literary texts. Students from both the 2000 and 2001 programs were selected on the basis of essays written on multicultural issues, which were then evaluated by a group of English department faculty members.

Students participating in the program arrive at the university in mid-June and stay on-campus, living together in one dormitory and taking three courses together, for the whole of the eight-week summer session. They get to experience first-hand the reality of university life in a slightly more sheltered setting, making the transition to the regular academic year considerably easier. In addition, they have the opportunity to learn more about each other and each others' very diverse cultures, with Native American literature as a central focus of discussion.

The UO, Larsen says, is "one of the few universities that can demonstrate concrete action in trying to deal with the multicultural world that now exists."

Gage adds, "What we have done already will provide a model for how other programs may be developed to enable new students to be better prepared academically to succeed at the university."

The response from Summer Bridge graduates has been overwhelmingly enthusiastic. "Going into the course really opened my eyes to the richness and diversity of Native American literature," says Myra Kim, a geology and environmental science double major originally from Milwaukie, Oregon. Kim, a 2000 program participant, attributes much of her success at the UO to the Bridge program, saying that "going into fall term, I felt really comfortable."

Tim Johnson, a history and political science double major from Portland, Oregon, who also participated in the 2000 program, agrees. "The Summer Bridge program surpassed all of the expectations I had," he says. "It gave me confidence and a knowledge of university life that I would have had a much more difficult time learning in the fall."

Gage is pleased with the results of the Bridge program. He says the program "illustrates the importance of an intellectual experience that provides students with an opportunity to learn how the university works and what to expect in their first year."

"It was a joy for me to teach the Summer Bridge students," says Dr. James Tarter, a specialist in ethnic American literature. "Although they are young, they more than made up for that with motivation, intellectual ability and genuine interest in native issues and in issues of multicultural communication."

"I have been enormously impressed by the students who have participated in both summer programs," says Dr. Richard Stevenson, associate department head of English. "They bring a wealth of experience and youthful energy to their study of Native American literature, and it has been a source of real satisfaction to be involved in bringing them together to pursue their common interests in multicultural issues."

## ALUMNI &amp; DEVELOPMENT

UNIVERSITY OF OREGON  
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## ALUMNI

## Jed Weaver '98

## NFL Success: Former Duck Thrives as a Dolphin

Jed Weaver has made a name for himself surpassing others' expectations. Though he was a star on his high school football team in tiny Redmond, Oregon, he had to walk on to the University of Oregon's football team his freshman year. For his first two years, he stayed on the scout team, working part-time to help support himself while playing ball and getting degrees in both environmental studies and anthropology, as well as minoring in biology. His first year playing the traveling team wasn't particular stellar -- he only caught four passes during the entire season. Then, during his final year playing for Oregon, Weaver blossomed.

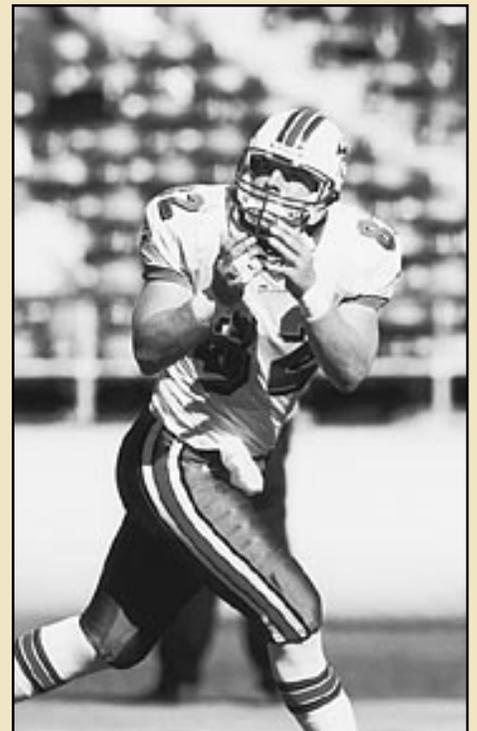
As a starter, Weaver picked up thirty-nine passes for 623 yards and five touchdowns in a single season, earning a position as a second-team All-Pac-10 choice during his final season. He was one of three UO football players to be drafted by the NFL the year he graduated, in 1998.

"I never lost my focus," Weaver says of those first, rough years. "I just kept on the path and worked the way I had for so long."

UO football coach Mike Bellotti agrees. "He was focused; he was tough," Bellotti says. "He had great intensity... but he needed to refine his technique -- and he did."

"Jed improved more than any player I've seen in twenty years of coaching," adds Tom Osborne, the tight ends coach for the UO during Weaver's stint.

Weaver, who says that he has "been playing football for so long I don't even remember the first time I actually picked up a football," has indeed been



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working for a long time to get where he is today. He credits his father, who was offered a football scholarship at the UO himself, and his mother for constantly supporting him and encouraging him to do his best.

"They were the greatest, most supportive fans in the world," he says. "Their support helped me love the game even more. I knew how much they enjoyed watching me play, so I put pressure on myself to succeed for them, because of the sacrifice and time they put into working with me."

Tom and Denny Weaver's sacrifice and effort, and Weaver's own hard work, began to pay off in high school. Though he had played organized tackle football since junior high school, he first began to shine at Redmond High School, and was chosen to play in the East-West Shrine game for Oregon's West team.

When it came time to choose a university, Weaver had a tough decision ahead of him. Some smaller schools were actively recruiting him, but "the only thing I ever wanted to do was play pro football," he says, and his likelihood of being professionally recruited from a small school was slim-to-none.

"I decided to walk on at UO," he says.

The decision paid off.

"I am the person I am today because I went to the UO," Weaver says. Memories of post-game barbeques and the way his coaches pushed him linger in his mind. He was finally playing college ball, but his true dream -- playing professionally -- had yet to be realized.

"Deep down, I didn't know if I was going to be drafted," he says, "because I only really played my senior year."

Those concerns weren't to be, however; in the seventh round of the 1999 NFL draft, Weaver's dreams came true. The Philadelphia Eagles drafted him. He quickly worked his way up to the second string until an ankle injury sidelined starting tight end Jamie Asher. All of a sudden, the once-walk-on, now-rookie was starting an NFL game in his first month as a professional football player.

"When I went out on the field the first time, I couldn't believe it," he says. "I was a starter in the NFL. My dream had come true, what more could I ask for? It was amazing."

Then, after a few short months of NFL bliss, Weaver's happiness hit a new level -- he was cut from the Eagles.

"Being drafted by the Eagles was one of the best days of my life," he says, "but getting cut by the Eagles was the best day of my life so far."

Almost as soon as his name hit the waiver wires, Weaver received offers from two top teams -- Seattle and Miami. Miami had first pick; they asked and Weaver said, "Yes." Three hours later, he was on a plane to Miami. Four days later, he was on the field against New Orleans.

"It was fast and furious," Weaver says, "but I loved every minute of it."

In his first game, Weaver caught three passes and one touchdown -- the same number he caught during his entire junior season at the UO. He had arrived.

"I've got a little more knowledge about how the game works now," he says. "I'm getting more comfortable playing, so my performance level is climbing, which will only bring more opportunity in the future. I'm having a great time just trying to enjoy the chance I've gotten to live out my dream -- and to live it as long as I can."



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## ALUMNI &amp; DEVELOPMENT

UNIVERSITY OF OREGON  
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## ALUMNI

## Soledad Bastiancich '88

## From Corporate Attorney to Television Personality

What's next for Soledad Bastiancich? At age 35, the Springfield, Oregon, native has already worked as a corporate attorney, an investment banker, a money manager to Hollywood stars, and a television personality. In her spare time, she's written her memoirs and pondered second careers as an entrepreneur and a novelist.

Chalk it up to a self-discovery phase. When you're young, talented and new to the big city, it's easy to get sidetracked.

"I always liked writing, but I felt like you couldn't study something you really loved," says Bastiancich, who graduated from Yale Law School and moved to New York City after earning a psychology degree at the UO. "I always felt like you had to learn something new. At first, I was anxious to make money; I didn't know what would really make me happy."

She's currently a reporter for Bloomberg Television, a business/financial cable network, under the name Soledad DeLeon. An agent she knew urged Bastiancich to audition for the position during a period when she had taken time off to write. "It sounded fun," Bastiancich recalls. "I thought I blew the audition, but they ended up hiring me."

Before joining Bloomberg, Bastiancich had been working for the Cassandra Group, a financial consulting firm, until its high-flying CEO, Dana Giacchetto, was brought down on securities charges. The firm's undoing was front-page fodder in New York, where Giacchetto was a household name. The firm's celebrity client list included actors Cameron Diaz, Leo DiCaprio and Tobey Maguire, and musician Michael Stipe.

Bastiancich began having suspicions about the firm's accounting practices



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after she joined the firm in late 1997. Phone conversations with clients raised questions about possible misuse of funds. She insisted that Giacchetto get his accounts in shape and let her run the business. When he refused to let her take over the books, she quit in June 1999. Later, Bastiancich was one of the first to cooperate with Securities and Exchange Commission investigators.

At first, the Cassandra job seemed exciting, but she left with decidedly mixed feelings. "I met a lot of famous people and Giacchetto seemed to be running a legitimate, interesting business," she says. "But I later discovered he was a con artist of the first level. I'm an honest person and I felt like I did the right thing for the clients, but it's always embarrassing to be affiliated with someone who scammed people. On that level, I regret having worked there."

While a westerner at heart, Bastiancich loves the fast pace and diversity of New York City. She stays in touch with friends from Oregon through the local chapter of the UO alumni group, which she led for two years, while two of her four siblings and her best friend from Springfield High School live close by. Every summer, her parents and the rest of her family travel east for a vacation at her house in South Hampton.

Bastiancich also is a volunteer advisory board member for the Foundation for International Community Assistance (FINCA), a nonprofit that helps women in Third World countries get small business loans. Bastiancich says the help trickles down quickly to children. "When the mothers start making money, they can afford to put their kids back in school," she says.

Bastiancich doesn't know what turn her life will take next, but she's determined to put her true interests ahead of financial rewards. She plans to stick with television for a while, but also dreams of getting a master's degree in creative writing. Hard work is essential, she says, but the work has to be something you want to get up for everyday.

"If I feel stuck in one place for too long, I will try and make something happen -- otherwise work becomes a waste of my time," says Bastiancich. "One thing I always promised myself is that work would never be a means to an end. It takes up too much of my day."



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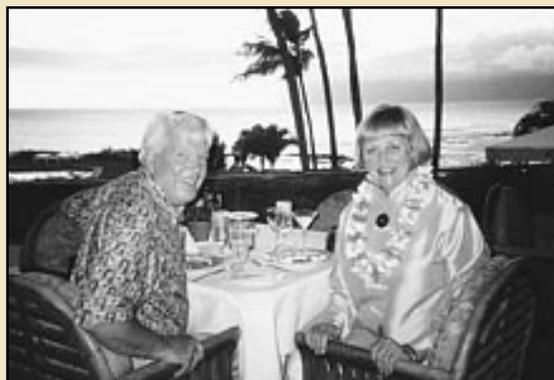
## ALUMNI &amp; DEVELOPMENT

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## ALUMNI

## Barbara '56 and Lester Bergeron '56

## Remembering the Roots of the Honors College



Lester and Barbara Bergeron

"The Sophomore Honors Program was brand-new in the fall of '52," fondly recalls Les Bergeron, a retired ear-nose-throat (ENT) physician, of his days in the honors program -- the precursor of today's Robert D. Clark Honors College. "All freshmen took a required entrance exam to qualify for the program. Those who qualified had the tremendous opportunity to enroll in smaller classes, taught by professors who were well-recognized

scholars in their field." He remembers courses were offered in literature, history, sociology and biology, and a comprehensive exam at the end of the year was required to be awarded sophomore honors. "In part, because of the extra examinations, I definitely learned the material and got a well-rounded liberal arts education, for which I'm grateful."

Bergeron and his wife, Barbara, who were both students at the UO at the same time, remember the UO student population being considerably smaller than it is today -- only about four to five thousand students and thirty to forty students in the honors program. Barbara qualified for the program, but opted not to enroll in it. Les was one of only seven who passed the comprehensive exams and thereby earned credits for the courses and a degree with "sophomore honors."

Only a few short years after the Bergerons graduated, Dr. Robert D. Clark, the dean of liberal arts, began to think about retooling the sophomore honors program. It eventually developed into what is now the Clark Honors College, home to 550 students.

In 1956, Les graduated as a general science major and was accepted into the UO Medical School (now known as the Oregon Health & Science University). Barbara, a general social science major, taught combined literature and history at Franklin High School in Portland for several years, and she was

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also a counselor there. The Bergerons married in 1957, after Les had completed his first year of medical school.

After graduating from medical school and completing one year of post-graduate training, Bergeron entered the military, as many medical graduates did at that time. He served three years as a general medical officer in the Navy at Pearl Harbor and other Pacific sites. Barbara and their two young daughters accompanied him to Hawaii. Upon their return to Portland, Bergeron completed his ear-nose-throat residency at the UO Medical School in 1968. Les, Barbara and their three daughters returned to Honolulu where he practiced his specialty for several years before relocating to Portland. Bergeron practiced in the Portland area for twenty-five years before retiring in 1996. After retirement he became a medical director for Hillsboro-Tuality Community Hospital. He retired from that position one year ago, but remains active in the medical community as a board member of several professional organizations as well as a consultant to his hospital.

The Bergerons have strong ties to the University of Oregon. Les, a native Oregonian, is one of six Bergerons who graduated from the UO. Barbara, a native Eugenic, also had numerous family members who are UO alumni or past faculty members.

So, it was no surprise that all three of their daughters joined the ranks of UO alumni as well.

"Many of our close friends in Portland today are those that we met while at the UO," say both Barbara and Les. "These friendships, our very positive college experience and the quality of our education, were the factors that influenced our daughters to follow us to the UO."



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## ALUMNI &amp; DEVELOPMENT

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## ALUMNI

Eugene Evonuk '52, M.S. '53 and  
FriendsFormer Professor, Alumnus Continues to Impact Students'  
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Evonuk at the Arctic  
Aeromedical Laboratory in Fort  
Wainwright, Alaska.

The late Dr. Eugene Evonuk made his mark as a physiology scholar, but many remember him best as a teacher. Even years after his death, students of the former director of the UO's Applied Physiology Lab cite him as a mentor who continues to influence their lives and careers.

"As a Ph.D. student, I came down with pneumonia," recalls Pat Lombardi, a UO professor of biology who studied under Evonuk. "Dr. Evonuk came to my house. He packed me in ice to bring down my 104-degree fever and gave me medicine. He was far more than a professor -- he was a friend, a colleague and a guide."

Evonuk's greatest legacy was teaching his students to focus on the "big picture," says Lombardi. "He taught us to be global physiologists, to always ask 'how does this apply to real life?' I think about that every day in my teaching."

After Evonuk's sudden death from a heart attack in 1984, his wife, Clarissa, wanted to honor her husband's devotion to teaching. That was the beginning of the Eugene and Clarissa Evonuk Memorial Graduate Fellowship Fund in Environmental or Stress Physiology. Clarissa became friends with many of her husband's students; after her death in 2000 (see obituary below), her name was added to the award.

The fund started small, awarding just \$200 in its first year from the interest on the endowment. With Clarissa's generosity, the award has since grown to \$5,000 per year and has supported 17 graduate students, many of whom have become stars in their fields. Award winner Dennis Taaffe now works for the National Institute on Aging and has collaborated with world-famous bone and exercise researchers. The Oregon Academy of Science and the Carnegie Foundation have named Terence Favero, an associate professor of biology at the University of Portland, as an outstanding science teacher.

The fellowship selection committee is made of up former Evonuk students who continue to devote time and expertise, working with the exercise and movement science department to select worthy recipients of the annual award. They include Mary Ann Carmack, specialist in pediatric infectious diseases at the Palo Alto Medical Clinic; George Oja, professor at Linfield College in McMinnville, Oregon; Peter Raven, chair of physiology at the University of North Texas Health Sciences Center; and Lombardi at the UO.

Carmack, the committee chair, says she's more than happy to commit time to the fellowship, both in tribute to the Evonuks and for the satisfaction of helping deserving graduate students pursue their careers.

"When Dr. Evonuk died, many of us lost not only a doctoral advisor, but also a friend," says Carmack. "His unflinching encouragement, sense of justice, easy laughter, intense curiosity, fierce loyalty and quiet confidence made our endeavors not merely possible, but worthwhile and joyful."

Raven says that Dr. Evonuk's influence on him continues, some thirty years after his graduation.

"Dr. Evonuk was always there for me. Many a time he used his own personal money to support the research we were doing together," says Raven. "His philosophy of life was to live every day to its fullest, and I still try to do that. It was because of his fundamental love of the biological sciences that I was steered into my current work."

While former students carry on Evonuk's legacy, new students are benefiting from the fellowship, a permanent symbol of Evonuk's generous spirit.

Laura Adomaitis, a graduate student in the UO's exercise and movement science department, is using her award to investigate the impact of strokes on balance. Her long-term goal is to test a therapeutic intervention for balance retraining in chronic stroke patients.

"Given that full-time employment is near impossible while completing a dissertation, the award allowed me to move forward on this research by giving me the means to cover many of our screening, testing and equipment costs," says Adomaitis. "It was also encouraging to receive the conceptual support -- knowing that others felt this study was important and worthy was very motivating."

## ALUMNI &amp; DEVELOPMENT

UNIVERSITY OF OREGON  
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## ALUMNI

## CAS Alumni Fellows

## CAS Honors Alumni from 50s, 60s, and 70s

2001-2002: [Gail J. Fullerton](#), [Lyle Hohnke](#), [William Sullivan](#)  
[Latest Alumni Fellows](#)[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)

Each fall, the University of Oregon College of Arts and Sciences presents the CAS Alumni Fellows Award to three outstanding alumni who have distinguished themselves in their respective careers. This year's alumni fellows will be honored in October at the annual Profiles in Achievement Banquet.

The awards program also provides today's students with an opportunity to learn from people outside academia who have taken active roles in shaping our society. Award recipients will hold informal seminars discussing their career paths, learning opportunities, and types of skills most relevant to emerging students. The Alumni Fellows for 2001:

## 2001-2002 CAS Alumni Fellows

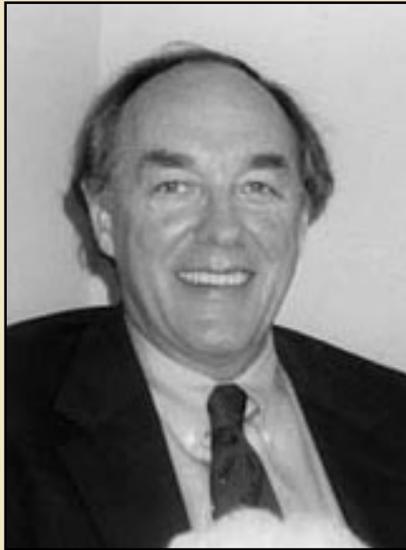
**Gail J. Fullerton** Ph.D. '54 (Sociology) has the honor of being the first person to receive a Ph. D. from the UO sociology department. After receiving her degree, Fullerton taught at Drake University in Des Moines, Iowa, and Florida State University in Tallahassee, Florida, before joining the university that would be her home for 28 years: San Jose State University in San Jose, California.

At SJSU, Fullerton was a member of the sociology faculty for nine years, serving briefly as department chair before being appointed Dean of Graduate Studies and Research in 1972. Later she served as the university's executive vice president and in 1978 was appointed the twenty-first president of SJSU, a position she held until retiring in 1991.



During thirteen years as president of the 27,000 student campus, Dr. Fullerton served on many boards, including the President's Commission of the National Collegiate Athletic Association (NCAA) and the Senior Accrediting Commission of the Western Association of Schools and Colleges. She was a member of community boards in San Jose, the San Jose Opera and the San Jose Symphony. Fullerton has published three books and numerous articles. She now lives in Coos Bay, Oregon.

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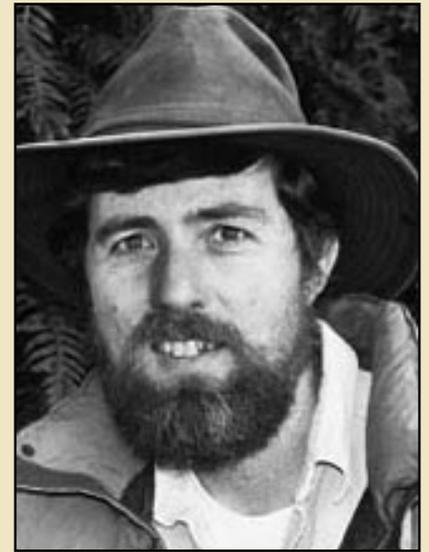
**Lyle Hohnke** M.A. '67 (Biology), Ph.D. '70 (Biology) is a leader in the venture capital field as a partner with Javelin Capital Fund, based in Birmingham, Alabama. His firm invests in seed and start-up companies, as well as early-stage expansion in health care, agriculture, and animal health.

After receiving his Ph.D. from the UO, Dr. Hohnke became a postdoctoral fellow at the University of California Los Angeles School of Medicine, and received an M.B.A. from the Hartford Graduate Center in Hartford, Connecticut. His career in the health care field began with his first professional appointment, at Pfizer Central Research, where he worked his way up to heading research on therapeutic agents for digestive disorders. In 1983, he left Pfizer for the University of Connecticut Health Center, becoming the vice president for research. At the UC, he managed nine core research facilities and supervised the patent and licensing process.

In 1994, Dr. Hohnke joined Tullis-Dickerson, a health care venture capital firm, establishing the firm's southeast regional office in Birmingham. In addition to his two partnerships in venture capital firms, he also serves on the boards of several private and public companies.

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**William L. Sullivan** M.A. '79 (German) is a well-known travel writer who writes primarily about the wonders of his native state, Oregon. He has written nine books about travelling in Oregon, including the noted travel journal, *Listening for Coyote* (Oregon State University Press, 2000).



Sullivan published his first book, *The Cart Book* (TAB Books, 1983) only four years after graduating from the UO with his master's degree. In addition to his travel books, he has also written on subjects ranging from the design and construction of carriages and carts to a historical saga of Joaquin Miller, the fabled "Poet of the Sierras."

As a fifth-generation Oregonian, Sullivan remains deeply in touch with his roots. In the summers, he and his family live in a cabin they built by hand alongside the Siletz River. His book, *Listening for Coyote*, was written about the 1,361-mile hike he began in 1985, from Cape Blanco to Hells Canyon.

Sullivan, who is deeply passionate about literature and literacy, also received a bachelor of arts in English from Cornell, and studied linguistics at the University of Heidelberg in Germany. He continues this passion both through his writing and his community service, serving on the State Library Board and helping campaign to build Eugene's new public library.

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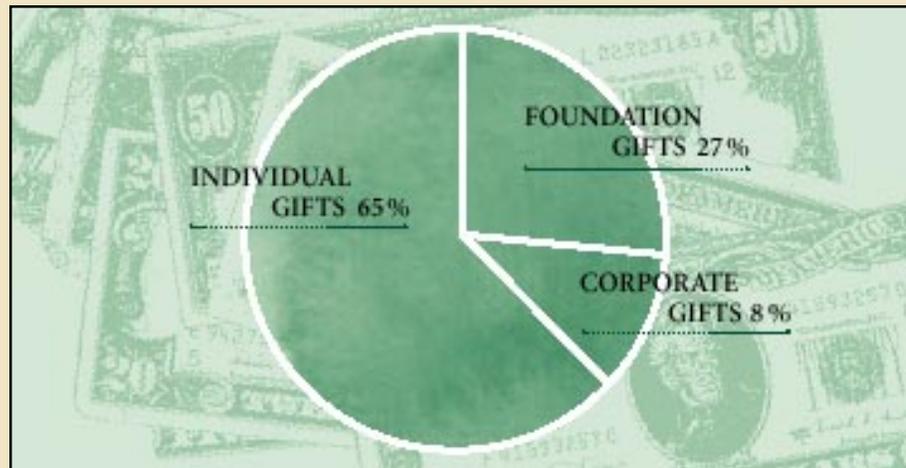
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