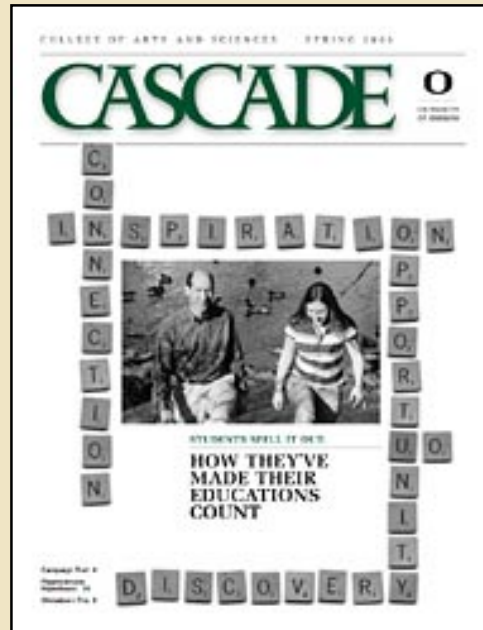


ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

Tell us what you think of Cascade.**Cascade**
Spring 2005

Cascade, the biannual publication of the College of Arts & Sciences, features recent activities and ground-breaking research by faculty members and demonstrates the many ways students and graduates benefit from their UO education.

Cover Story**Students Spell It Out:
How They've Made Their Educations Count****Learning Through Story:**

Victoria Demchak, Senior, Economics, History, English

Learning Through Debate:

Kelsea Feola, Junior, Political Science

Learning Through Work:

Xavier Kyablue, Senior, Chemistry

Omnibus**The Dean's Letter:** Student Lives TransformedCAS Professors Earn **Top State Honors**UO One of Top **Peace Corps Recruiters**UO Celebrates **World Year of Physics**The UO Reports on the **Oregon Economy****New Dorm**Spiers Medal Winner in **Chemistry**

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Learning Through Story

A triple major finds a common link in her studies and explores how academia can impact human lives.

by Victoria Demchak, Senior, Economics, History, English

"I want you to tell me a story with your data," Professor Singell said. He was briefing us on an economics project and trying to explain what we were to do with the pages of wage data that I could only understand with a legend. The spreadsheet had some labels, little history, and confusing codes for wage categories—how could I turn this into a story? Painfully, through equations and theory, the data started telling a story about possible racial discrimination. I slowly untangled gaps in the data, where I found that variables represented how people were treated. Afterwards, I was fascinated—not at there being a story in the data, but that it was one that I had to pick out. Instead of telling a story I already knew, I realized that I was discovering and making my own story about the people who were represented by these numbers. It was empowering because I made the numbers human and could see how small changes—living in a different county or having an additional year of education—could change how people lived.



Victoria Demchak

It connected to my previous experiences with stories in history. There, I followed more intimate narratives that detailed how communities were affected by industry or the different pressures on families and ethnic groups in the Pacific Northwest. We used to compare accounts, looking for minute shifts in perspective to come up with ideas about how the accounts interacted. One history would beget a differing one. As the iterations multiplied, we'd analyze the trends in attitude toward communities, the environment, immigration and society.

We began to focus on the authors as well as the stories to gauge prejudices

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and philosophies. For instance, looking at the history of conservation and preservation in the Northwest and the movement of social trends was to do more than read debates about sheep grazing in the Cascades. Instead, it worked as a starting point for me to understand present dilemmas about the relationship between forests and people.

On an even more intimate level, I learned to notice how people act and think through literature. These stories allow me to slip into characters' minds and, dipping into them, I can feel a part of them for a few hours. My mind is much less controlled in this process; I watch the narrative as a kind of voyeur. After finishing Kazuo Ishiguro's *The Remains of the Day*, for example, I felt as if I were living in two worlds, one where I could walk and talk, but another where I still tried to empathize with the protagonist, even with his self-deceptions. How could he be that way? It also brought up another question: In what ways do I create fictions for myself? In short, I've gained empathy for the process of making and believing stories by immersing myself in them.

I find that these disciplines complement one other—and my education—through their different definitions of “story.” Whether it's for a group narrative that I draw out from data, or a novel where I learn about individuals through their actions and admissions, I'm learning to understand stories by reading and telling them. I can now use the broader strokes of history and economics to create a setting and context for the closer narratives of literature. For me, these various types of stories connect what I study to actual people.

I treasure the environment I'm in at the university because it's allowed me to see these links, and to have a more humane view of how academics can influence and help understand people. I can see effects from multiple levels: individually, through community, and on a grander economic scale. It's fascinating to see how these stories merge with each other—and with my own.



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CAS NEWS

Learning Through Debate

A horse-farming Oregonian discovers a passion for politics through classes and internships.

by Kelsea Feola, Junior, Political Science

Water has always been a pressing issue in my life. Growing up on a horse farm in Creswell, Oregon, I was taught to understand the importance of conservation and cooperation with the environment. I learned from my mother early on the consequences of getting too much rain during the winter or not enough during the summer months.

When I came to the University of Oregon in 2002, I envisioned a future for myself that was far from the concerns of the farm. I had a vague sense that I wanted to become a lawyer, maybe a judge, but was unsure as to how to get there or what those goals really meant for me. There hadn't been much time for pondering existential questions in my busy "country" life; I had left these large loose ends to be tied during my college experience.



Kelsea Feola

Well, when I walked into that first class during freshman year and looked into the faces of my fellow undergraduates, I felt every bit the country girl that they recognized in me. Okay, maybe wearing the overalls, boots and braids didn't help.

I had registered for this political science class to "test the field" of politics and gauge how I felt about the debates within it. Three months later, a door was opened to a new realm of theories, history and processes and allowed my ambitions to transform more particularly in the area of policy-making and the environment. I was especially intrigued after a discussion of Senator Paul Simon's book *Tapped Out*, which addressed the impending world water crisis, and began to realize that my destiny laid not in business administration (my first major) but rather in this constant debate of world affairs.

And, I'll admit, I made a few wardrobe changes that first term as well.

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In the winter of my sophomore year, inspiration came unexpectedly in the form of one of my most difficult and worthwhile courses. PS 205, Introduction to International Relations, may not sound glamorous, but I happened to come across the course when Professor Ron Mitchell happened to be teaching it. Professor Mitchell revealed why he is such a respected and influential person in the field. Not only was he brilliant in the subject matter, but he was passionate about the work he was doing.

During the term, I learned more about political science theory, international organization and power than I had ever thought possible. Professor Mitchell was an intense lecturer and seemed very demanding at times. The readings, exercises and tests, however, proved to be an invaluable learning tool and the knowledge that I gained from the class has continued to appear on my exams for other political science subjects as well.

A particular debate that sparked my interest was that of the impending problems facing the environment. The lecture's discussions on policy choices, mitigation alternatives and "business as usual" attitudes intrigued me enough to initiate my own investigations on environmental options.

Prior to taking this course, I had already tapped into my interests about water-use conflicts by working with a research team for Congressman Earl Blumenauer's office. Our research regarding the over-allocation of water resources in Oregon's own Klamath Basin had expanded upon my studies of the debate, and I discovered that working through the complex and detailed history of the water-use argument was only the beginning of this enormous issue. I was compelled to devote more time and energy to the area.

This year, I wrote a policy proposal that used the Klamath Basin as a microcosm for over-allocated world water resources as part of my application for the Harry S. Truman Scholarship. The scholarship is through a national foundation devoted to assisting students who plan to spend their careers dedicated to public service. Through this proposal, and the accompanying essays, I had an opportunity to thoroughly discuss and capture my concern about the limited water supply. It also gave me time to reflect upon how this interest, and career direction, had really taken shape.

Through this entire college process thus far, I've realized that I haven't come that far from where I started. When I was growing up, my mother and I each winter took note of how much water fell, how much we'd be able to depend on in summer, and how long the snow pack would survive into September. Now, I find myself considering those same questions.

I still intend to be a lawyer, perhaps even a legal expert on water for the Senate's Environmental and Public Works committee, but now I can also see how my country roots have planted me firmly where I am—and where I'm going. The water debate has emerged as an interest for me through the inspiring teachers I've come to work alongside at the UO, and I'm looking forward to making a difference in the arena of politics and conservation in the future.

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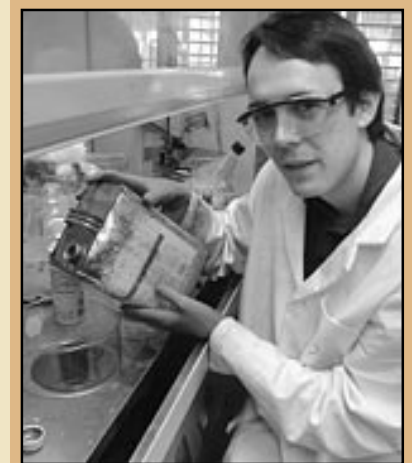
Learning Through Work

A Presidential Scholar resolves to find his niche in science through broad academic exploration and practical work experience.

by Xavier Kyablue, Senior, Chemistry

As a native Eugenician, my move to the UO residence halls took me three blocks from home. Nevertheless, I felt a new sense of independence, and I set out to explore all that university life had to offer.

During my second term at the UO, I enrolled in a Freshman Science Colloquium where, each week, faculty members in mathematics and the sciences would talk about their research. One of the speakers, Professor Dave Johnson, said that there were opportunities for undergraduates to do research in his lab, and so I soon found myself working in a solid state chemistry lab as a freshman! I became part of a group of undergraduates and graduates that synthesized new semiconductor compounds for electronic applications. I quickly learned how to use the machines and got paid to work in the lab that summer. The following year, I was thrilled to be published as a contributing researcher on several papers. This early introduction to scientific research was essential to many of my opportunities at the UO.



Xavier Kyablue

During my sophomore year, I was one of four students nominated by the UO to apply for the Barry M. Goldwater Scholarship, a federally funded national scholarship program to encourage undergraduate scientific researchers. I worked with faculty adviser Jim Hutchison to perfect my application and, as this scholarship is only awarded to 300 undergraduates in the nation each year (mostly juniors), was pleased when he told me that I would have a very competitive application for next year's competition. So, imagine my surprise when, a few months later, I received notice that I had been selected! Since this scholarship covered all living expenses for my last two years of college, I decided to use this time to learn about as many different scientific fields as

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possible.

I started off the summer with quantum physics and optics. Through an internship at Texas A&M University, I learned about all things laser—from femtosecond pulses to the laser-based detection of anthrax. For the final week of the program, we traveled to Jackson Hole, Wyoming, for a quantum physics conference, and I soon learned that the resort setting was no accident. Our afternoons were completely open. We traveled to Yellowstone, hiked to the top of the Grand Tetons, and rafted past Harrison Ford's house along the Snake River. I can't pretend that it was all work and no play. I learned a lot but had a lot of fun.

For the second half of the summer, I had the opportunity to work for the biotechnology company Molecular Probes [*ed. note: now Invitrogen*]. I learned about fluorescent dye staining and even got to wear a full lab suit while working in the microarray clean room.

During my junior year, I sought experiences outside of scientific research and entertained the possibility of entering the field of medicine. Through the pre-health society, I was able to shadow several local physicians. A local radiologist, Dr. Greg Kienzle, sparked my interest in medical imaging technology. The Positron Emission Tomography (PET) scans that he showed me were amazing. This machine was capable of producing 360 degree views of radioactivity within a patient's body. I needed to learn more about the physics behind this exciting technique. So, I spent the following summer at Washington University in St. Louis studying microPET imaging. In this lab, we did PET imaging on pets. We also used Magnetic Resonance Imaging (MRI), Computed Tomography (CT), and a variety of other imaging procedures.

I am currently a senior heading my own project in the Johnson Lab. Looking back on my time at the UO, I am astounded by the breadth of opportunities it offered. My course work comprises classes in chemistry, biology, physics and anatomy. My research includes quantum physics, solid-state chemistry, biotechnology and radiology. I came to the university with a desire to learn as much as possible, and I was not disappointed.



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CAS NEWS

The Dean's Letter

Student Lives Transformed

Joe Stone, Dean of Arts and Sciences

The quietness of the dorm room settles around Jill, a freshman from Brookings, as she looks over her first term's schedule with excitement: general chemistry, calculus, composition, world history—the beginnings of her dream to return to the Oregon coast as a doctor in a family clinic.

Almost at the same time, Ron, a freshman football recruit—third on the depth chart at cornerback—falls, exhausted, on his dorm bed after a 3 hour football practice. Picking up his course schedule from the morning registration, Ron looks over his fall courses —philosophical problems, sociology, U.S. politics, psychology—and thinks about how the long road ahead will be worthwhile when he reaches his goal of becoming a high school counselor.

Outside, Myung Hee, Jill's roommate, a freshman from Seoul, walks toward the student union for a reception to welcome students who've come to Oregon from abroad to earn a degree and to learn about the United States. As she walks along 13th Street, Myung Hee's mind drifts forward to the possibility of a career in her country's foreign service after she completes her political science degree at the UO.

Many of you may have been much like Jill or Ron or Myung Hee: grateful for the opportunity and full of hope for the future. I was. With our students in mind, the University of Oregon announced [Campaign Oregon](#) in January—the most ambitious campaign in the history of Oregon, with a goal of \$600 million. But, our real goal is measured not in dollars, but in the students whose lives are transformed by education.



Dean Joe Stone

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At Oregon, we hope to prepare graduates for a lifetime of professional success, personal fulfillment, and public citizenship—for a life transformed by their experiences here. We invite you to share in transforming lives—lives of students like Jill, Ron and Myung Hee—by helping us to build on the four cornerstones of Campaign Oregon:

Opportunity: Our promise to make higher education available to all qualified Oregonians and to offer an enriching experience that shapes their lives as future citizens and leaders.

Our graduates on average earn \$1 million more over their lifetime than a high school graduate. For every \$1 the state invests in students at Oregon, they return more than that (\$1.10) to the state in taxes on the higher income from their college degree.

Inspiration: The interactions between faculty and students that inspire curiosity, ambition, commitment—a passion for inquiry and accomplishment.

Our faculty rank among the top 15 among public research universities in the country. That ranking often places us ahead even of our football team (Go Ducks!). We are the only public university on the West Coast singled out for our educational value by the highly regarded Fiske Guide to Colleges.

Discovery: The pursuit of knowledge through scholarship and experimentation that opens unseen worlds in science and fresh perspectives on ageless issues.

Our students and faculty develop lifesaving diagnostics, patent nanoscience techniques, provide insights for ethical behavior; nurture artistic and literary expression; and reveal long hidden riddles of our cultural and historical origins, including even the name of our state!

Connection: Our strong and vibrant link to the local and global community through public service, arts and culture, and critical research.

Our graduates lead Fortune 500 companies, major universities, symphonies, theaters, hospitals, charities, legislatures, and armed forces. Our students and faculty lead in pioneering research that enriches our lives, as well as in outreach programs that contribute to the vitality of our communities, help to sustain the languages of Oregon's native tribes, stimulate economic prosperity, and enliven our cultural heritage and artistic environment.

Campaign Oregon's cornerstones are the ideals around which 12,000 lives are transformed every year in the College of Arts and Sciences. In this issue, three students share their cornerstone experiences at UO (pg. 1). Alumni profiles such as the one of Jeff Loomis (pg 14), provide a testament to how those educational opportunities can make a difference when graduates take initiative to learn and create and connect with the world. And alumni gifts (pgs. 4 and 5) are a testament to how those connections can

create educational opportunities for others.

In the end, Transforming Lives is a campaign about students, not dollars. It's about creating the richest intellectual environment we can for them, one where they can thrive, where they will be challenged and frustrated and inspired and, ultimately, surprised by their own abilities and dreams.

[Campaign Oregon](#)



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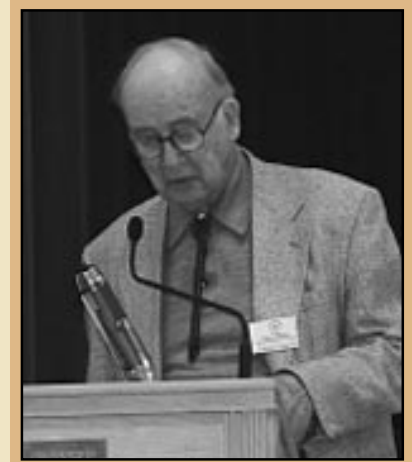
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CAS Professors Earn Top State Honors

The Oregon Academy of Science has named University of Oregon geologist Ewart M. Baldwin the Outstanding Scientist for 2005 and University of Oregon physicist Richard M. Taylor the Outstanding Teacher in Higher Education for 2005.

Baldwin, author of the state's definitive geological handbook, "Geology of Oregon," is the foremost authority on the historical geology of Oregon. A professor emeritus in his 58th year at the University of Oregon, Baldwin has mapped more than 4,000 square miles of southwestern Oregon and the southern Oregon coast.



Ewart M. Baldwin

Taylor, famous for discovering a way to authenticate the artwork of Jackson Pollock and for his recent research revealing that fractals found in nature can significantly reduce stress, teaches about 450 students each term. Taylor's version of the UO course, Physics of Light and Color, was described by many students as the best course they had ever taken. This course draws from his experience in physics, psychology and art—an unusual blending of talents that is reflected in his internationally recognized research on fractals.

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UO One of Top Peace Corps Recruiters

A higher percentage of University of Oregon graduates join the Peace Corps than at other large universities, according to the latest rankings by the agency.

One UO alumnus joined the Peace Corps for every 193 undergraduates enrolled during 2003. That's compared with one Peace Corps volunteer for every 317 undergraduates at the University of Wisconsin at Madison. In the Northwest, the University of Washington is second to the UO, with one Peace Corps volunteer for every 312 undergraduates.

The University of Oregon is one of the top recruiters of Peace Corps volunteers in the nation, with 83 graduates currently serving as volunteers.

"A lot of UO students are interested in making a difference, either domestically or internationally," says Deb Chereck, director of the UO Career Center. "The Peace Corps allows students to achieve this goal while putting their skills and knowledge to good use."

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UO Celebrates World Year of Physics



Stan Micklavzina

This year marks a worldwide celebration of the centennial of what's known as Einstein's "miraculous year." Kip Thorne, one of the world's leading theoretical physicists kicked off a series of events celebrating World Year of Physics 2005 at the University of Oregon this spring.

Other events for the public-at-large included a "Science Circus" by UO physics instructor Stan Micklavzina, a.k.a. "Dr. Stan the Science Man" and a lecture by UO physicist Jim Brau on recent developments in particle physics and cosmology.

Founded in 1876, the UO physics department has thirty faculty members, half of whom are fellows of the American Physical Society.

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The UO Reports on the Oregon Economy

Since the success of its first annual Oregon Economic Forum in October of last year, the UO Department of Economics has continued to provide a monthly economic analysis to the state with the University of Oregon Index of Economic Indicators (UO Index).

Tim Duy, an economist and director of the Oregon Economic Forum, prepares the index by measuring the Oregon labor market, the Oregon construction industry, and Oregon shipping activity, as well as national consumer confidence, manufacturing orders and financial market conditions. The analysis uses the same methodology employed by The Conference Board, an independent, not-for-profit research organization, in the computation of the U.S. Leading Index.

The Oregon Economic Forum, a project of the UO College of Arts and Sciences and Department of Economics, is a continuing series of initiatives designed to serve the state. The 2005 forum will be held at the World Forestry Center in Portland on October 18. For more information and historical reports, see <http://econforum.uoregon.edu>.



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New Dorm

Construction has begun on the Living-Learning Center, the first new residence hall to be built on the University of Oregon campus since 1963.

The hall will be located on East 15th Avenue, between Earl and Carson halls. Excavation of the site for this \$27 million project began in July 2004. Beginning in fall 2006, the building will be home to approximately 385 students and contain a café, a performance hall and classrooms.



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Spiers Medal Winner in Chemistry

University of Oregon chemistry professor Geri Richmond is the first woman to receive the Spiers Medal, a prestigious international award from Great Britain's Royal Society of Chemistry for her contributions in physical chemistry.

Richmond is published in over 125 journals and received the award for her rare methodology using lasers to analyze crystals at the surfaces of water.

According to Dr. Colin Bain of Oxford University's chemistry department, the study "is at the core of understanding how proteins fold, and how proteins and enzymes interact with the membrane that surrounds the cells in our bodies." Alzheimer's, Parkinson's and Mad Cow Diseases are only three of numerous "protein folding disorders."

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University of Oregon Transforming Lives

On the Campaign Trail

Transforming Lives is about changing the future—for our students and faculty, for our alumni and friends, for our state and our nation. It's about producing good citizens, extending the frontiers of knowledge, strengthening our economy, and making the world a better place. These stories are representative of the ways in which private gifts impact student learning and achievement.

"The Freedom to Focus"

"The Haugland Fellowship gives me the freedom to focus on research—without worrying about how to fund myself through grants or teaching," says Takiya Ahmed, the first Haugland Foundation Fellow. "I am very fortunate." With a second gift, the foundation will assist senior faculty members in pure and applied chemistry to focus on their research. The Haugland Foundation Chair in Pure and Applied Chemistry is the first fully-endowed chair in the department's 100-year history of excellence.



Takiya Ahmed, the first
Haugland Foundation
Fellow

Recruiting the Best for the West

The study of the American West is a particular strength of UO's history department, according to Dean Joe Stone. To further strengthen this area, Rocky '78 and Julie Dixon created the Rock 'N' J Chair in the Department of History. The honor will be awarded to an exceptional faculty member focusing on the period of American history that begins with Lewis and Clark and the opening of the West and extends to the present.



Mark Spence lectured in the UO Museum of Natural and Cultural History series "Changing Perspectives on the Expedition," which marked the occasion of the Lewis and Clark Bicentennial.

Milestone for German

Philip '67 and Teresa Hansen established two endowed scholarships in the Department of Germanic Languages and Literatures. These are the first endowed scholarships for the department, which ranks 11th nationally for its number of German majors.

Professing Shakespeare

In honor of his former graduate advisor, Robert A. Lee '66 and his wife Gloria established the Kingsley A. Weatherhead Professorship in English, which will

further strengthen the department's distinguished teaching and research in

Renaissance studies. A retired humanities professor himself, Lee says Weatherhead was an inspiration for his own teaching style. Endowed faculty funds, such as the one the Lees created with their bequest gift, will help the college continue to cultivate the very best faculty.

A Lifelong Commitment

Over the past four decades, Dr. Robert Weiss and Dr. Barbara Perry have shared a love for studying and teaching psychology at the UO and a deep commitment to the department's growth and success. With their financial advisor's help, they purchased a life insurance policy and gifted the ownership to the university, deciding to make payments during their lives and from their estate to fund a faculty endowment in psychology. "We wanted to leave a legacy of support for the department, and assure that the department remains a leader in the field," said Dr. Weiss.



Undergraduate actors perform "Shakespeare A La Carte" on the Robinson Theatre stage.



Students help restore the Millrace through the Service Learning Program.

With Honors

Two 2004 Distinguished Alumni Fellows in the Arts and Sciences have decided to create funds to honor student achievement and service in the liberal arts and sciences. Jack Borsting '60 and wife Peggy created an award for an outstanding student in mathematics, and F. Robert Miller '64 and his family established a new project for the service learning program in Environmental Studies.

Building on Inspiration

Thanks to a generous donation from Dave '66 and Nancy Petrone, the Condon Hall expansion project is getting off the



Nancy and Dave Petrone are greeted by President Dave Frohnmayer at a reception to honor their contributions last fall.

ground, and students in geography and anthropology are getting closer to having better access to: state-of-the-art "wet" laboratories; map and aerial photograph collections; computer cartography classrooms; and primate skeletal collections. University students and faculty packed a Condon Hall classroom last fall to celebrate the many tiers of this transformational gift. "It's the people at the university who inspire us," said

Dave Petrone at the event. "They make the university the kind of organization we want to be involved with." A portion of the 2.5 million dollar gift will also fund a new biomedical research center, providing teaching, research and diagnostic health programs to the local community as well as incredible hands-on learning opportunities for UO science students. Now that's inspiring!

Mapping the Path for Future Students

As a graduate student, Sandra F. Pritchard Mather says the opportunities she received in the UO's Department of Geography helped to set her on the path of success. She's extending the same opportunity to today's graduate students by endowing a graduate fellowship fund in the department. "I'm really excited about this gift," she said, "because it offers me the chance to give something back to the university and, especially, to the department that provided me with so much."



Professor Susan Hardwick and geography graduate student Maylian Pak work in the UO Infographics Lab.



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Transforming Lives Since 1876

Campaign Oregon Quick Facts

17,389 people have made gifts to liberal arts and science programs since the start of the campaign in January 2001.

Annual gifts above \$1 and below \$1,000 have, in aggregate, contributed more than \$1.6 million dollars to support the college's faculty of nearly 600 and a student body of more than 12,000.

More than a thousand people have each given more than \$1,000.

The College of Arts and Sciences (CAS) has a campaign fundraising goal of \$75 million dollars for the humanities, sciences and social sciences. Current progress toward that goal is \$41,917,545.

CAS alumni and friends have designated those dollars to more than 70 different initiatives.

849 corporations and foundations have donated or matched their employees' donations during the campaign.

The highest participation thus far has come from the graduating classes of 1970-1979: 3,500 of these alumni have made gifts or pledges.

The reunion classes of the 1940s have contributed the greatest sum: almost \$11 million!

The CAS goal for student support is \$16.5 million. Thus far, twenty new scholarships and awards have been established with campaign donations.

Just months after the official launch of Campaign Oregon, the UO has already surpassed \$322 million toward a goal of \$600 million!

Statistics are based on gifts made to College of Arts and Sciences departments, programs and affiliated research centers only.

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Campaign Oregon

“Hitch Your Wagon to a Star”

— Ralph Waldo Emerson

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Alumni, donors, faculty and students celebrated the launch of Oregon's most ambitious fundraising campaign on January 29, 2005.

Top: Geri Richmond, Richard M. and Patricia H. Noyes Distinguished Professor of Chemistry

Upper left: Dave Petrone '66 (Economics)

Upper right: CAS faculty couple, Elizabeth Reis and Matthew Dennis

Lower left: Judge Michael Hogan '68 (History) and Christine Hogan '70 (Leisure Studies)

Lower right: CAS theatre alumna and Hollywood producer Gina Matthews shakes hands with President Dave Frohnmayer

[More gala photos](#)



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The Story Behind the Story

Researching the Chinatown Catastrophe

“This is a story in which three physicians had absolute dictatorial power...”

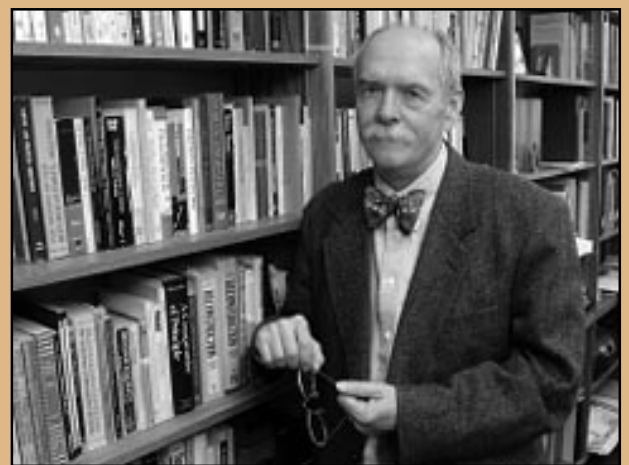
When professor Jim Mohr began explaining the causes for a devastating fire in Chinatown in 1900, it was easy to see why his history classes are so popular: for him the past is alive and important.

His latest, compellingly narrative book, *Plague and Fire*, details the sudden and devastating homelessness of more than one-eighth of Honolulu’s population at the turn of the century. All this was the result of a fire set in the name of public health.

But the book doesn’t just tell an interesting story, Mohr pointed out, it also poses some critical questions. How do people in authority respond to crises? What do medical doctors do when they’re in positions of great power?

“If we’re going to face horrible crises ourselves,” he said, “our modern versions of the bubonic plague, in the form of terrorism or anthrax or whatever it may be—we better think about what some of these dynamics have been in the past.”

Mohr said a couple historical circumstances made the Chinatown story particularly fascinating to him. “For one thing, it was a great transition in the history of Hawaii: they’d just been annexed by the U.S., but they hadn’t been given a government yet. The event also took place during a revolution in the history of public health: the doctors who were running Honolulu’s Board of



Jim Mohr’s curiosity was piqued by a sign in the Chinatown section of Honolulu informing sightseers that no buildings in that section of the city were original. They’d all been destroyed in 1900 by the Board of Health.

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Health were committed to the genuinely new science of bacteriology.”

But many of the doctors’ colleagues at the time thought bacteriology was another medical fad. Consequently, there was a battle within the medical community about what to do in response to an invasion of “black death” in 1899, the first in Hawaiian history. At the time, there was a heavy prejudice against the mostly-Asian affected population. “Of course, it was just an accident of where the Asians were living, in the more rat-infested slum parts of the city,” said Mohr, “but it created a sense of fear and panic among the general population.”

Mohr, who is nationally known for his expertise on issues in which medical decisions and social circumstances intersect, said that one could make comparisons between Honolulu’s public response and the popular response to the AIDS epidemic in this country during the 1980s. “[They both] involved the temptation on the part of many people—even many well-intentioned people—to succumb to scapegoating, to leap to conclusions that were more social than scientific,” he said. “There’s also a parallel in the fact that, at least for a while, the ‘mainstream’ population indulged the luxury of thinking they were immune.”

Amazingly, Mohr said, the bacteriologists working for Honolulu’s Board of Health were able to ward off “the more overtly racist reactions of the minority white government” by declaring: “The enemy is not unclean areas, per se, or Asian people, but this bug that we can identify with our microscopes.”

While implementing the policy of burning the homes where people had died of plague, however, the winds shifted and “the result was better than the racists could have hoped for,” said Mohr.

“The resulting fire of January 20, 1900 was the biggest catastrophe in Hawaiian history except for Pearl Harbor.”

Because others feared they would spread the disease, homeless Chinatown residents were literally herded into medical detention camps. Mercifully, no cases of plague broke out in the camps, yet it was still a massive economic and physical problem for the city, said Mohr: “Imagine: you’ve got a substantial percentage of your population that’s lost absolutely everything.”

Sheerin Shahinpoor was an undergraduate student who helped Mohr to research a portion of the book that deals with reparations. As one might imagine, there was a fierce debate after the fire over who should get how much. The victims of the fire had lost everything for the public good. But how do you document that? Do you believe people when they list what they’ve lost? Were they inflating their claims? “Sheerin helped to sort some of that material out for me,” said Mohr. “She was enormously helpful.”

Proud “to have even contributed a small part in the work of an individual such as Professor Mohr,” Shahinpoor believes it was a critical event in her undergraduate experience: “It was wonderful to work with my advisor, who guided me through some of the most significant years of my life thus far, on

something so significant to him.”

“Knowing that I was interested in becoming a lawyer, he suggested that I help him with legal research for *Plague and Fire*,” said Shahinpoor, a member of the Oregon Six from her 2003 graduating class.

The government documents in the Knight Library proved to be a valuable resource for her to conduct original research. “Obviously, I can’t send her to Hawaii,” joked Mohr, “but, fortunately, we have a real research library here that allows us to do this kind of work. I told her ‘Go over there and find what you can. Go through it, and try to figure out what is important. Then come back and we’ll discuss it, or I’ll send you back for more.’”

Now writing an economics master’s thesis at Oxford, Shahinpoor said she’s realized even more the incredible challenge of writing an academic book, “even with the wealth of knowledge at your fingertips.”

She believes that her desire to “delve deeper”—as well as her courage to take a detour from law school—can be attributed, in part, to what she learned from her experience with Mohr: “[He] made me appreciate the value and virtue of continuing to grow academically, no matter what your station in life.”

—JL



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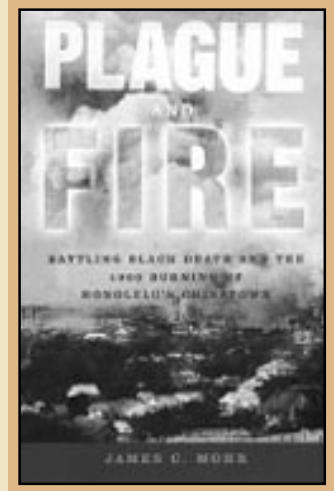
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Excerpt from
Plague and Fire

In addition to the physical destruction of almost one-fifth of the city's buildings, the great fire also stripped at least five thousand people—more than an eighth of the city's population—of their homes, their businesses, and all the personal possessions they were unable to carry. Roughly half the victims were Chinese; the rest were predominately Japanese and Hawaiian. Few of the refugees felt any loyalty to the government that had placed Emerson, Day, and Wood in charge of the public's health. On the contrary, many of them suspected that the day's fire was a white plot to ruin or even to exterminate them. Everything they had worked so hard to accumulate had been obliterated, and they realized they would now be completely at the mercy of the very authorities who had been ordering the fires in the first place. By the end of the day, many district's residents were clearly in shock as the enormity of what happened and the desperation of their own situations began to sink in. Somewhat miraculously, no one had been killed in the disaster. But the day's events had instantly disrupted thousands of lives to an extent no one could have imagined when they awoke that balmy morning.



To make matters worse, everyone inside the Chinatown district had already been under strict quarantine as part of the physicians' campaign to contain the epidemic. As the fire continued to expand, Honolulu citizens from outside the quarantined zone massed on the periphery of Chinatown. They were determined to prevent a general dispersal of the residents trapped inside the district, fearing they might carry the plague uncontrollably throughout the city. Consequently, all of the refugees would now have to be confined in detention camps to make sure they were not carrying the disease. In addition to the consequences of the great fire, after all, Honolulu still had an epidemic of bubonic plague on its hands.

Emerson, Day, and Wood spent the rest of the night trying to respond to the short-term consequences of the catastrophe. Order had to be restored to the

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city and thousands of terrified people, who were already under armed guard, had to be fed, housed, and resettled. As a smoldering glow illuminated nighttime clouds, the three physicians began to face the fact that a policy they initiated in the name of public health had produced the worst civic disaster in Hawaiian history. The long-term consequences of what had happened could hardly be contemplated.



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Decoding Terminology for Students of Political Science

For Argument's Sake

Sitting in his office, dressed casually in jeans and loafers, Dr. Craig Parsons' youthful presence is surprising given his great accomplishments thus far. Aside from editing three books, two of which are on the European Union, collecting accolades from his most recent book, *A Certain Idea of Europe*, and completing his first full academic year as assistant professor in the University of Oregon's Department of Political Science, Parsons is two chapters away from finishing his second book, "How to Map Arguments in Political Science."



Assistant Professor Craig Parsons, who joined the political science faculty this year, is making the case for more clarity in political argument.

Originally from a "farming kid" high school in Chico, California, Parsons went to Stanford and studied abroad in France on two separate occasions, completing his senior thesis on French security policy and the growing level of European security cooperation while in Tours in the Loire Valley. He later returned "to perfect" his French while attending the top political science school at the Institut d' Études Politiques. After living on volleyball, rice, and 6-franc coffees, Parsons entered grad school at Berkeley and finished his Ph.D. in political science in 1999.

"At each stage of my career I've realized, to my surprise, that I can become more efficient and work harder. I expect, and hope, that this moment of my life is the moment of greatest logistical challenge," he said. Father of an infant daughter and a three-year-old son, he and his wife moved to Eugene last summer after four years of teaching at the Maxwell School of Syracuse

University, where he founded its European Union Center.

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Parsons said it was his graduate-level teaching at the Maxwell School that led him to his current book project. "My grad students were bewildered at confronting the unmappable terrain of political science," he said, "It's just riddled with idiosyncratic uses of terms."

Now, as he completes a second term at the University of Oregon as a specialist in European politics, he explains how political terms like "constructivism," "idealism" and "structuralism" have evolved over time and taken on the many different meanings that make it difficult for both students and scholars to engage in meaningful debate.

"I waste a lot of time trying to communicate what my argument is," he said fervently, "because we are all using the terms in slightly different ways."

The word "structure," for example, is used in a wide variety of ways in the social sciences. In anthropology, scholars often refer to "cultural structures," which are "deep values, attitudes, assumptions," Parsons explained. Marxists use "structure" to mean a landscape of material wealth. Other scholars employ the notion of "institutional structure" to mean an institutional format in government or education, or an organizational form in general.

With the exception of materialists like Marxists, whose arguments are difficult to express without the term "structure," Parsons thinks people are better off avoiding the word altogether. It's all about simplicity.

"The key question is: 'who really needs a given term?'" Parsons asked. "If we're going to make sense to each other, we need to assign fairly precise meaning to core terms like 'structure' so that there is as little overlap and confusion as possible."

Students benefit from a professor like Parsons, who received his Ph.D. only six years ago, as he has a knack for understanding the mind of a college student. It wasn't very long ago that Parsons was mapping his own way as a student through the confusing terrain of political science. After a few semesters of teaching graduate students at Syracuse, he picked up on their confusion and decided to identify consistent methods of expressing an argument.

Parson's own writing demonstrates his appreciation, and talent, for a good argument. His first book, *A Certain Idea of Europe*, won the Alger Prize from the International Studies Association for the best book on international organization published in 2003. And he received a contract from Oxford University Press to complete this second book, due for publication at the end of this year.

"It's an argument for what I claim to be the single best, clearest, most comprehensive way to break down any political argument," he explained. "I want to propose one clear and comprehensive typology."

How do his colleagues feel about his radical ideas to change age-old terminology? "Generally, people like it a lot," he said, "though I've certainly

had some huge debates with people who don't like my redefinition of their terms.”

—JC



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Mark Twain's England

Oregon Students in King Arthur's Court

Last winter, students from the University of Oregon and neighboring universities were given the opportunity to encounter British culture through the eyes of the great American humorist, Mark Twain. Although Tom Sawyer and Huck Finn were deeply rooted in the Mississippi Valley, Twain also wrote incessantly about Britain, noted Harry Wonham, professor of English at UO.

"Twain's attitudes fluctuated widely," Wonham said, "They ranged from close identification with British tastes and values to bitter outrage at its anti-democratic traditions."

Armed with a pen and an empty notebook, Twain's first observations of London in 1872 were jotted down for his book-in-progress entitled "The Oddities and Eccentricities of the English." Taking their cue from Twain's unique blend of reverence and irreverence, members of Wonham's class proceeded to canvass the city, finding much to admire and a few things to laugh at in the spirit of America's most famous 19th-century tourist.

The following passages are excerpts from the class's collaborative notebook on life in the British capital—including a comment or two from Mark Twain himself.



UO English Professor Harry Wonham's class rediscovered Mark Twain on the streets of London, while examining the "Oddities and Eccentricities of the English." The students, shown here at 23 Tedworth Square, enrolled in the course through the Northwest Council on Study Abroad (NCSA).

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The British Museum is amazing. This must be the most extensive collection of stolen goods anywhere in the world. *Myeshia Cleveland, UO*

In America, where freedom of speech is guaranteed by the constitution, any idiot can run off at the mouth at any place, and at any time. A by-product of the old British system of repressing free speech is the “Speakers Corner” in Hyde Park, a designated meeting place for any idiots who wish to run off at the mouth. Ironically, both systems seem to have produced the same number of idiots, and the amount of run-off appears to be roughly comparable. *Karen Miller, Eastern Oregon University*

I cannot express what entire enjoyment I find in this first visit to the prodigious metropolis. Its wonders seem to me limitless... I visit the mortuary effigies of noble old Henry VIII, and Judge Jeffreys, and the preserved gorilla, and try to make up my mind which of my ancestors I admire most. *Mark Twain*

The city of London is very considerate about not overwhelming visitors with too many conspicuous road signs. The name of every street is well known to the people who live in the neighborhood, but the visitor must search high and low (literally) for a sign, which might be on top of a building or under one’s feet—anywhere but at eye level. Fortunately, there is a lot to look at on the way to getting where one doesn’t particularly want to go. *Emily McLean, University of Alaska Southeast*

Today, we went to see the famous Hogwarts banquet hall, where Harry Potter and his friends eat their sumptuous meals. Everything looks exactly as it does in the movie: long wooden tables, ancient portraits, brilliant chandeliers. Apparently, according to our guide, the hall is also used by the students of Oxford University’s Christ Church College, which has produced some of England’s most celebrated politicians, artists, writers, clergymen, and military heroes ... but their names didn’t ring a bell. *Myeshia Cleveland, UO*

The English are so friendly that it only takes two pints for them to smile at a stranger. *Laura Hindley, UO*

Virtually every hotel, opera house, charitable society, laundry, and fire station in London calls itself “Royal”: The Royal Academy, The Royal Albert Hall, The Royal Botanical Gardens, The Royal College of Surgeons, The Royal Watercolor Society, The Royal Mail, The Royal Laundry, and The Royal Cinema. How many laundrettes does the royal family really need? Don’t they have a washer and dryer in the Royal Palace? Is there really a prince sorting my mail? Fortunately, America’s truth in advertising standards protect us from this sort of fraud at home. *Stephanie Doyel, University of Washington*

People here seem always to express distance by parables. To a stranger it is a little confusing to be so parabolic. I find myself downtown somewhere, and I want to get some sort of idea where I am—being usually lost when alone—and I stop a citizen and say: “How far is it to Charing Cross?”

“Shilling fare in a cab,” and off he goes. I suppose if I were to ask a Londoner how far it is from the sublime to the ridiculous, he would try to express it in coin. *Mark Twain*

Americans are brought up to believe that the British are more “proper” and “polite” than we are. Yet, although most Americans wouldn’t dream of bringing food and drink into a theater, I spent last night straining to hear the voice of Ian McKellen, one of England’s most famous actors, over loud chewing on my left and even louder slurping on my right. It was a little like being in the cheap seats at a concert, except that Shakespeare, rather than Madonna, was on stage. *Tessa Rector, Western Washington University*

The atmosphere in London is so dirty that when you get home at night and blow your nose, you have before you a visible record of the places you’ve been and the air you’ve breathed all day. *Alie Scotto, UO*

The young men of London have charmed the girls in our group with their fine manners and refined behaviour. To ensure that we don’t nod off and miss our tube stop, they thoughtfully refuse to give up their seats. They also help us stay in good physical shape by allowing us to open our own doors. *Jessica Adsitt, UO*



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Commemorating Beti

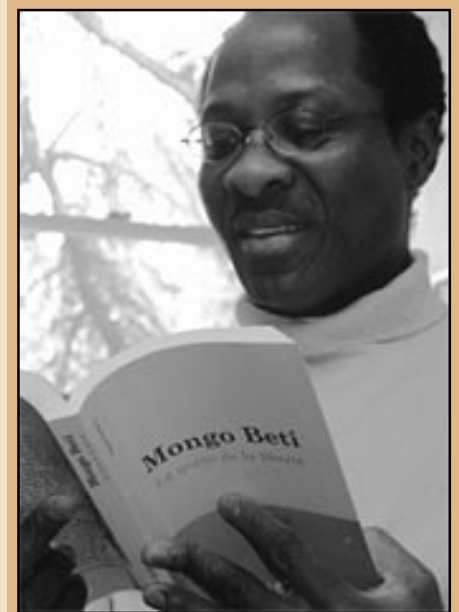
A romance languages professor discusses his extraordinary bond with the African writer.

One of André Djiffack's most treasured possessions is an accordion file folder stuffed with old, yellowed newspapers. "If my office burnt down and I lost these, I would have to start all over. And that would be impossible," he says. To Djiffack, the newspapers are significant not only because they are irreplaceable, but because they symbolize a life-long "spiritual and intellectual connection" with one of Africa's most influential writers.

Djiffack was a young newspaper editor around the time writer Mongo Beti returned to Cameroon after living in exile for nearly thirty years. Though he had been familiar with his writing since grade school, Djiffack suddenly felt inspired to collect articles Beti had been writing for local papers since his return home. At the time, he was unaware of the reasons behind his compulsion, but it grew into somewhat of an obsession.

"Part of the work was done unconsciously. I asked all of my friends to begin collecting for me. I told them, 'Give me everything signed by Mongo Beti,'" Djiffack says. "I knew it was amazing as I was collecting it. I was already seeing the magnitude of what it could mean."

Now his collection may eventually come to mean a great deal, especially to scholars of African literature. Today, Djiffack, an assistant professor of French at the University of Oregon, is putting the finishing touches on a 2,000-page manuscript. "I've basically written the equivalent of ten 200-page books. After this is published, I can retire," he jokes. After Beti's death in 2001, Djiffack decided to compile the newspaper articles he collected, as well as



Growing up in Cameroon, Assistant Professor André Djiffack was deeply influenced by the work of Mongo Beti.

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other writings from Beti's journal *Peuples Noir, Peuples Africains*, into a three-volume anthology celebrating a man who hoped to inspire change in the beloved homeland he watched from afar.

WATCHING FROM FRANCE

For Alexandre Biyidi, who would eventually become known under the pseudonym Mongo Beti, writing was a talent spawned at an early age. Born in Cameroon in 1932, he published his first short story in 1953, and only one year later, at age 22, published his first novel, *Ville Cruelle*.



Djiffack thumbs through his collection of newspaper articles by and about Mongo Beti: "I knew it was amazing as I was collecting it. I was already seeing the magnitude of what it could mean."

While attending school in France from 1951 to 1959, Beti established a reputation as a critic of the Cameroon government. When he returned home, he continued to write and became heavily involved in the independence movement. After he was arrested and jailed, Beti returned to France where he lived as a writer and teacher. It would be thirty years until he again set foot on Cameroon soil.

Though Cameroon's political and academic spheres labeled him as a provocateur, Beti still received some literary recognition. His early writing, which addressed the colonial period, was actually taught in grade schools, where Djiffack remembers hearing the name for the first time.

"Only certain novels were allowed to be taught in schools," says Djiffack. "If he criticized colonialism, it was okay. It was his work that criticized the new dictatorship that was censored."

Even though he spent most of his life in France, Beti's heart and mind remained in Africa. He continued to write about African politics, publishing a journal entitled *Peuples Noir, Peuples Africains* as a platform for his observations and discussions of Africa's problems. He finally returned to Cameroon in 1991 and opened a bookstore and became an open advocate for education and literacy.

FROM THE HEART AND MIND

It was a bold move, in those days, to acknowledge an outspoken activist like Mongo Beti, and Djiffack's scholarly interest in Beti was politically risky. Beti's return to Cameroon came just a few years after the fall of the Soviet Union, and Cameroon, now liberated from the USSR's sphere of influence,

experienced a surge in free press publishing. Still, Beti's label as a dissident kept him from achieving status as an academic.

But Djiffack sought to change that. Educated at the University of Yaoundé in French and Francophone literature, he was offered a chance to study for his doctorate at the University of Cape Town. After some time working in the newspaper business, Djiffack decided to return to academia, the one place he thought he could discuss Mongo Beti from an intellectual perspective. However, his plan for a dissertation on Beti's work did not go over well with the university.

"When I told my advisor I wanted to write my dissertation on Mongo Beti, he told me it was suicide," he says. Djiffack decided not to heed his advisor's warnings, and in 1998, he published his dissertation *La quete de la liberte chez Mongo Beti, écrivain africain*. In 2000, he left Africa to take a position at the UO.

A VISIT TO OREGON

Djiffack's office is, in many ways, a mini library of rare African literature. A collection of scarlet, leather-bound journals sits on the highest shelf; like Djiffack's manuscript, they are another Beti rarity. They hold one of the few complete collections of Beti's journal *Peuples Noirs, Peuples Africains*. Even though many of the articles don't have bylines, Djiffack can tell which ones Beti wrote.

"His writing is so delicious," says Djiffack. "He has a very distinctive style. No matter what he is writing about, he is always there, in his writing."

Djiffack corresponded with Beti while he was alive, and even arranged for him to visit the UO in March 2001 for a conference entitled "Engaging Africa: A Symposium Exploring the Future of African Studies." At the conference, Beti spoke about the difficulties of being a writer and running a bookstore in a country with low literacy rates. The conference was Beti's last public appearance. He died later that year at age 68.

"I think that he knew he wouldn't see change happen in Cameroon during his lifetime," says Djiffack. "He knew that change had to happen slowly, after generations and generations. But he inspired people to begin the change."

—LS

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Of Mice and Memory

It's difficult to know what mice remember, let alone how. But mice can and do tell us a great deal about memory — through neurogenetics.

With the help of his students, postdoctoral researchers, research associates, and hundreds of mice, Assistant Professor of Psychology Cliff Kentros is learning how the cells that relay information in the brain encode memories—by “eavesdropping” on these neurons in mice, recording their brain waves more than sixty times per second.



Assistant Professor Cliff Kentros believes his research can provide a window on the neural mechanisms of memory.

systems.

“It’s like putting a bunch of microphones in there,” he says. “We hope to see what changes in that part of the brain while they learn something.”

Placed in new environments with asymmetrical cues on the walls, each mouse must learn how to turn off negative stimuli (bright lights and loud noises) by remembering the unmarked place that will do so. Kentros and his students use car alarm parts to create these mouse environments and thus have dubbed the new technique the “Brooklyn Maze.”

A former resident of New York City himself, Kentros has held research appointments at both the New York State Psychiatric Institute and Columbia University’s medical school. At Columbia, he worked with 2000 Nobel prizewinner Dr. Eric Kandel, who taught Kentros that the molecular basis of complex processes, such as learning, must first be considered in simpler

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“There’s more anatomical specificity in the brain than there is in all the rest of the body combined—by at least a factor of ten,” says Kentros, who taught neuro-anatomy at Columbia.

Kentros’ unique combination of scientific training in both cell and molecular biology and systems neurophysiology has led him to establish a UO lab in the Institute of Neuroscience that is equally unique. His lab is one of the few in the world that combines systems-level neuroscience with molecular biology.

We can start to work on molecules only after we’ve figured out the circuits, says Kentros. “It’s difficult to talk about how molecules affect a neural circuit before you understand what the circuit does.”

To do that, he and his research team, which includes collaborators at Rockefeller University and Cold Spring Harbor, genetically modify the neural circuits of mice. Their mice have “silencer” transgenes that can be “turned off” and “turned on” through the use of antibiotics. As a result, the scientists can see the before and after effects of silencing a defined part of the neural circuit.

Kentros draws sample circuits on the white board in his office, where his overarching questions are also writ large: Can rats imagine being somewhere? What are the neural processes we call attention?

“Understanding the basic process by which memories happen will, of course, give us new insight into how various pathological states occur at the cellular level,” says Kentros. “It’s these parts of the brain that go wrong in people with Alzheimers.”

Kentros’ research has relevance to clinical neuropsychiatry for its applications to studies of dementia, depression and neurological disorders such as ADHD and epilepsy. Though his research also has potential to reveal new knowledge about diabetes, drug abuse, alcoholism, strokes, and communication disorders, the clearest link is to dementia, the loss of memory and other cognitive functions in diseases like Alzheimers.

“If we lose memories of ourselves, we lose who we are,” says Kentros.

So what could Kentros’ studies reveal about memory loss? One answer to the question may come in the form of “non-performing” mice, those who fail to pay attention to the spatial cues of the task environment. Finding out what prevents them from making a stable representation of their environment could possibly tell us something about cognitive decline, Kentros says.

The University of Oregon has established a Mammalian Genetics Research Center (MGRC) to continue to explore these biological and psychological questions, and build upon its reputation as an institution that is at the forefront of attention and memory research. A key component of the MGRC is the Lewis Center for Neuroimaging, one of a handful of fMRI facilities located on a university campus without a medical center. Through the Brain,

Biology, Machine Initiative, mouse researchers will share findings with colleagues who are simultaneously imaging human brain function, and will be able to easily compare data with the help of a huge computer network established to handle the vast amounts of biological information that their research generates.

Kentros, who has never worked outside of a medical school, says that it's nice to be working at a research university like UO. He seems to enjoy working with the students who, he says, can get very creative in making the mouse environments. The latest is a black and white striped model. "It's very avant garde," he says with a smile.

—JL



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Professor Marjorie Taylor

Creating a Stir about Created Friends

Why do children create imaginary companions? Do they truly think their make-believe pals are real? When do they “outgrow” it? UO Professor of Psychology Marjorie Taylor, who explores such questions in *Imaginary Companions and the Children Who Create Them* (1999), recently stimulated international media interest on the topic.



Marjorie Taylor, (left), Caitlin Goodman and a graphic artist's representation of Caitlin's "imaginary" friend. A growing body of research indicates that “pretend” friends can help children practice conflict resolution and other life skills.

*Photo illustration by David Goodman,
Photography by Jack Liu*

Taylor's latest research—conducted in collaboration with Stephanie Carlson '97 Ph.D. and with the assistance of three other UO alumnae (Bayta Maring '03 Ph.D., Lynn Gerow '00 Ph.D., and Carolyn Charley '96)—sparked a wave of coverage that ranged from the BBC to *Harpers*, from the *Los Angeles Times* to *Forbes*.

In addition to bringing new insights to the fore, Taylor's study (published in the December issue of *Developmental Psychology*) has prompted a different spin on the media's treatment of the subject. Instead of presenting imaginary playmates as merely “an escape from reality,” the more recent public discussion has focused on how the phenomenon can play a positive role in children's psychological

development. *Psychology Today* depicted the role of imaginary friends in children's lives as a healthy emotional response to trauma. *USA Today* discussed how a preschool should allow for “imaginative play,” where children can spend time with

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make-believe pals. *Nature* magazine cited Taylor's research as proof that imaginative play can be a medium for heightening children's emotional intelligence.

Of course, some were simply captivated by the invisible characters themselves. *Time* magazine, for example, featured Skateboard Guy, "a tiny invisible 11-year old boy who sleeps in the child's shirt pocket and performs amazing skateboard tricks."

According to Taylor's study, at least two-thirds of all children have imaginary friends, including animated characters, stuffed animals and invisible playmates. In contrast to the belief that interest in imaginary companions peaks at about age four and declines thereafter, Taylor's team found that imaginary companions were as common for school-aged children as preschoolers. The study reports the characteristics of the imaginary companions created by older children and the children themselves.

Taylor obtained her masters in science from Acadia University in Nova Scotia, Canada, and a Ph.D. from Stanford University. Her research is interested in the development of fantasy in children and primarily explores how children define what's real, how they conceptualize the mind, and how they differ in fantasy behaviors and consciousness. Past recognition of her twenty-year research and teaching achievement at the UO include a Norm Brown Faculty Fellowship and a Richard Bray Faculty Fellowship. Currently the department head of psychology, Taylor has taught at the UO for twenty years.



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Professor Weldon

Ahead of the Wave



Geologist Ray Weldon

On the morning of December 26, 2004, an earthquake of almost unprecedented magnitude (9.3) launched a series of deadly waves—a tsunami which is now estimated to have taken more than 250,000 lives in Southeast Asia and Africa. On January 26, 1700, an earthquake of similar proportions is believed to have decimated many tribal villages along Oregon's coastline.

Oregon's geological past—documented through oral histories and by geological data dating back 1,500 years—indicates that tsunamis have repeated along its coast at intervals of 400 to 600 years. This spring, Professor Ray Weldon's students are working to find the geologic strain that will produce the next one.

Weldon, a neotectonics expert and professor of geological sciences at the UO, designed the Surveying for Earth Scientists course in order to provide students with practical learning experiences. But, in doing so, it also provides the state with some vital data about geologic shifts that could potentially threaten Oregon's coastal towns.

Oregon's Subduction Zone

The overlap, or subduction, of the earth's crustal plates in the Pacific Northwest is located beneath the continental boundary offshore. Aside from major geological features of the region—the Cascade volcanoes among them—this subduction zone is responsible for some major tremors as well. The Juan de Fuca plate, extending under the coastal North American plate, slowly builds in pressure and eventually releases in the form of an earthquake.

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“The underwater margin of North America pushes upward and outward up to forty feet during the earthquake,” said Weldon. He estimated the normal rate of uplift, or incline, to be a tenth of an inch per year. “[This rate] tells us the rate of pressure build-up and, thus, how big the earthquake will be.”

Studying the uplift rate is one of the primary assignments for students in Weldon’s surveying course. In addition to learning about coastal uplift inside the classroom, Weldon takes a hands-on approach to teaching students how to measure it. For two weekends a term, students are required to survey the Oregon coastline and record its elevation changes. They take measurements using a digital level, projecting a laser to read a barcode strip along the rod of the instrument to measure the uplift benchmarks.

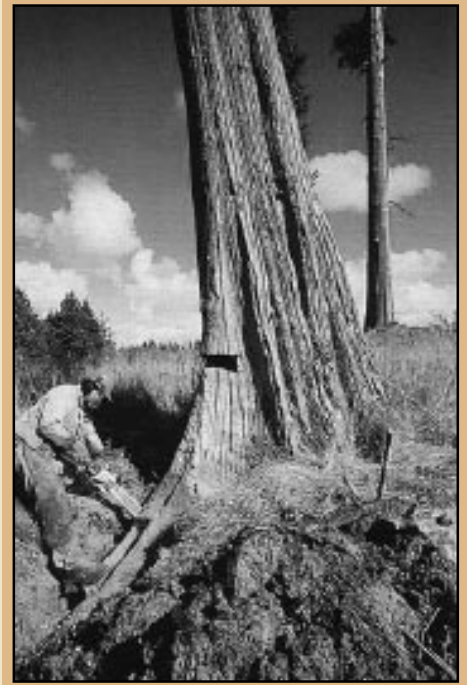
“In the old days, you had to look through a telescope to read the measurement,” Weldon said. “Now we can start at Florence and measure tilt along a line that extends about fifteen miles inland. We can do it every year and see how Florence is elevating.”

Students are also equipped with a Global Positioning System (GPS) device to survey and record the location of uplift benchmarks along the fifteen miles perpendicular to the Oregon coast from Mapleton to Florence. Weldon said the students gain experience with several different types of GPS receivers, including precise, survey-grade instruments.

Practical Skills, Critical Data

State-of-the-art equipment not only makes the survey process easier but it also provides students with advanced skills that are critical to careers in geology, zoning, and construction.

For instance, the class is trained to use “automatic total stations” which utilize light beams and reflectors in order to enable single scientists to measure distances by themselves by eliminating the need for a second person to hold a rod while the first shoots the instrument. Familiarity with such tools recently helped one student land a job at the Oregon Department of Transportation, said Weldon.



Dead trees below sea level have helped geologists to date the occurrence of Oregon’s most recent tsunamis. Based on tree rings and radiocarbon dating, these “ghost forests” are believed to have drowned in the year 1700.

The syllabus—designed to give students a broad and meaningful introduction to the changing technology of the field—includes lectures, individual practice with a variety of instruments, and team field projects such as the one occurring on the coast this year. Even the final for Weldon’s course challenges students beyond standard exams and tests: Weldon drives survey nails at random points throughout the campus and students must use the GPS tool to find the nails then measure their precise distances and locations.

“It’s a practical final,” Weldon said.

This spring, surveying students will have the opportunity to apply their knowledge in another way. For the first time in the course’s history, the U.S. Geological Survey (USGS) has invested in the students’ findings by providing funds for the class’s field work. Three of its top students will also be hired with USGS grant funds during the summer to continue their research and measurements. The students will primarily use the digital level for the project, Weldon said, and integrate their findings into a large map that illustrates uplift of the coastal margin of the North American plate.

Students seeking jobs in the field after graduation can benefit directly from this type of training, but every student in the class benefits from learning more about tsunamis and the geology of the Oregon coast—as do Oregonians at large. Indeed, the maps that Weldon’s students will prepare this summer may help coastal towns better prepare for the next great wave.

“[Oregon tsunami] research is critically dependent on this class,” said Weldon. With his guidance, and the added support of a federal science agency, University of Oregon students are making real contributions to our understanding of Oregon geology.

—AL



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Chronicles of a Life

Collector and Chemist Roy G. Neville

"A scan of the title page does you no good. You want to read the book."
—Dr. Roy Neville

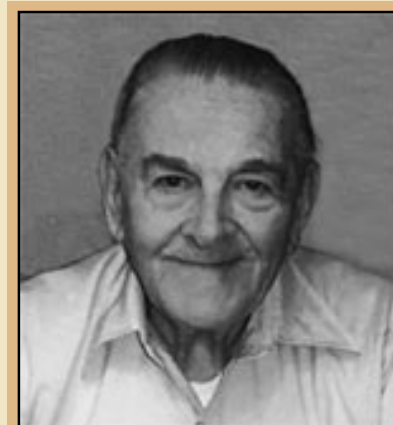
Dr. Roy Neville, 78 years old, speaks about his life with the accuracy of an archivist and the charm of a storyteller. A collector of all sorts, it seems he's catalogued all the details into memory—down to the exact addresses of his graduate student housing during the early 1950s.

Dr. Neville can recite the date of his first PhD chemistry seminar (May 20) which shares the distinction of also being his first official date with Jeanne, his wife of more than fifty years. He can even tell you what they had for dinner (*Dinty Moore* stew).

"My mouth was full of chalk dust," says Neville of the lecture. "I was sure I would make a fool of myself in front of this beautiful girl—quite brainy, too—sitting front and center."

In 1952, a tea bag cost a penny at the EMU, with all the hot water you could drink. A Hershey bar cost a nickel. The latter was a staple for Neville on the steam train from New York to Portland Station. The former was fuel for his studies in physical and organometallic chemistry.

A Fulbright Scholar from Britain, this hungry 24-year-old set sail from England with only \$56 in his pocket and arrived in Eugene with .40 cents. Thankfully, he was picked up at the station by Professor Robert B. Dean and



Antique book collector and chemical engineer Dr. Roy Neville (above). Medieval woodprints from the Nuremberg Chronicles are among Neville's most prized possessions (below).

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led to his house where he recalls eating a “beautiful piece of salmon” (3 helpings).

In record speed (2 years and ten months, to be exact), Neville had earned a master’s, defended his Ph.D., and married that girl in the front row.

He is nothing if not determined.

Having graduated in the McCarthy era, Neville said that job prospects were more limited for non-U.S. citizens than they are now. But that didn’t stop him. Though he researched wet strength paper and polymers for plywood for the first few years after graduation, he eventually found himself in the aerospace industry and finally at Boeing, where he founded a department of material science. Neville specialized in high temperature oxidization-resistant polymers and protective materials. In fact, he worked on the polymer and received a patent for its use on the Saturn V booster of the original Apollo space craft.



*Image courtesy of the
Special Collections and
Archives, UO Libraries*

After retiring from the aerospace industry, Neville has continued to consult for law firms and various mining and Silicon Valley companies. Why do such companies need chemists? one might ask. Neville tells the story of a mining company that spent one million dollars for the wrong type of plastic coating on a steel tank. Overnight, the tank, used for leaching uranium ore with cyanide solution, had become a sieve. When Neville was called in to tackle the problem, he remembered those old UO chemistry lab stoppers—and suggested ordinary rubber to correct the problem.

But Neville’s journey wasn’t always smooth: the interruptions of WWII and unpredictable job closings have been the misfortunes that make him reflect on his life as “quite a ride.”

A lifetime collector of rare books on alchemy, chemistry, chemical technology and related subjects, circa 1470–1900, Neville credits the hobby as the single consistent occupation he’s had in his life: “It is the only thing that kept me sane.” He thought about selling his collection of rare books in the 1960’s when “times were tight” but, in holding on, saw the collection grow in both size and value over the next few decades.

Just last year, that persistence paid off. Valued between thirteen and fifteen million dollars, Neville’s collection of more than 6,000 rare chemical texts was purchased for ten million dollars by Gordon and Betty Moore on behalf of the Chemical Heritage Foundation (CHF) in Philadelphia. Neville donated the rest of the library simply because it would be a “crime to break it up.”

“I’ve always been a collector, saving all my school books,” said Neville, who remembers his first acquisitions as clearly as his most recent. “Our local

bookshop in England had antique books upstairs and one day, for 3 shillings and 6 pence, I picked up *Book Collecting as a Hobby*... I was only eighteen years old at the time.

The bookseller said he liked to encourage young collectors, and though I only had 15 shillings, he found me a book from each of the 16th, 17th and 18th centuries.”

While Neville studied chemistry in Eugene, those books were sold to purchase, of course, more books.

Eugene was where his book collecting started in earnest, said Neville. When, in 1952, the UO library held a contest for the best graduate student private library, Neville won first prize (\$25). The few illuminated manuscripts and other rare books he owned back then were installed in a glass display case in the front vestibule of the main library for the next two months. He was hooked.

Since then, he’s collected everything from Newton’s *Principia* (1687, first edition, the “greatest book in natural science ever published”) to the *Nuremberg Chronicle* (1493, the late medieval illustrated treatise “describing the history of the world from the creation to 1490”). Printed in gothic type and woodcuts, this is the one book that Neville couldn’t bear to give away, he said, and so he’s grateful that the CHF has agreed to let it stay with him for a while. “It’s a unique experience to hold the original work in your hands,” said Neville.

—JL



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The Loomis Campus

A View on “Unconventional” Success

Jeff Loomis '83 (Political Science) headquarters his marketing firm in a large, open work environment overlooking the San Francisco Bay. It's neighborly: one week, the brewery that shares their building might host the Friday work party, another week, the winery. A restaurant, a courtyard, and an energetic work environment combine to make it a “campus” wherein people are inspired to create ideas and strategies that influence behavior.



Jeff Loomis

As founder and CEO of the Loomis Group, an integrated marketing firm which specializes in branding consumer, medical, semiconductor and nanoscience technologies, Loomis says one of the keys in building a successful company is “finding good people and making them happy.” Aside from its chic San Francisco headquarters, Loomis's other offices are located in “places creative people want to live”: Austin, Boston, Paris, and Tokyo.

Since the company's inception in 1987, Loomis's international creative team has grown to more than seventy. He must be doing something right.

Loomis claims it was his time at the UO that prompted him “to examine unconventional methods for achievement.”

Recent Loomis Group achievements include awards presented by the American Advertising Federation, the Direct Marketing Association and Warwick Publishing.

His liberal arts education prepared him well for a career that has required “agile thinking and strong leadership,” he says.

“Professor Hovet, who was also my advisor, encouraged me to look at issues from all angles and helped me understand the diversity of possibilities

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that exist both in business and in life.”

Loomis has recently accepted an appointment to the College of Arts & Sciences Advisory Board. Dean Joe Stone says that Loomis will provide “vital expertise” in helping the college promote its excellent programs in materials science and optics.

His contributions to the group are especially timely due to the continued growth of these programs through its partnership of the Oregon Nanoscience and Microtechnologies Institute (ONAMI), which is Oregon’s first “Signature Research Center” for the purpose of growing research and commercialization to accelerate innovation-based economic development in Oregon and the Pacific Northwest. *Small Times* magazine recently ranked Loomis Group one of the top three PR firms for the nanotechnology industry.

“I am fortunate to be in a position where I can give back to the school and the students who are continuing to use UO as a launching pad for success,” Loomis says.

Perhaps young Ducks will find such a launching pad—or launching pond!—in one of Loomis’s five corporate offices. Or, in the not-too-distant future, the Loomis Group may have a creative campus much closer to the UO’s: Portland’s Pearl District tops the list of cityscapes in which Loomis would like to watch his company grow.



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