2009

A View from Melrose

Thomas L. Hellie
Linfield College

Follow this and additional works at: http://digitalcommons.linfield.edu/linfield_magazine

Recommended Citation
Available at: http://digitalcommons.linfield.edu/linfield_magazine/vol5/iss3/2

This article is brought to you for free via open access, courtesy of DigitalCommons@Linfield. For more information, please contact digitalcommons@linfield.edu.
Teaching economic literacy

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

In our work, college presidents invariably deal with urgent matters, and there’s not enough time for reflection. In Washington we chatted about the stock market, the economic recession and the growing need for financial aid for students. We swapped stories about admissions numbers and budget strategies. Speaker after speaker warned us about the Internet bubble of the 1990s, the Great Depression of the 1930s, and for that matter, the financial crises of 1873 and 1893. We weren’t thinking historically or economically. We probably weren’t thinking logically. Perhaps we weren’t thinking ethically. Clearly we weren’t thinking like liberal arts graduates.

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

—Thomas L. Hellie
President

Features

6 Lessons from a changing economy

The economic turmoil provided an opportunity for professors to engage students with material that is as fascinating as it is worrisome.

12 Linfield takes steps to deal with economy

A faculty member, vice president and trustee offer insights into how Linfield is dealing with impacts from the economic upheaval.

14 Educating the whole student

Professor Peter Richardson combines his contagious enthusiasm and sincerity with his desire to educate the whole student—sometimes in unorthodox ways.

16 Forging unique nursing careers

Three nursing alumni have melded their careers with other interests in unlikely locations—the legal arena and ships.

20 Embracing life in China

Jim Diamond has embraced the Chinese culture during his sabbatical working with a former student at China’s National Center for Nanoscience and Technology.