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What Brings Them Back?

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Severson is learning as much about people as about the mid-20th century. Jade Severson ’11 shakes the screen, looking for bits of glass or other debris. So far, in this unit, they have found a crumpled colander, a metal lid and a Dad’s Old Fashioned Root Beer bottle they estimate to be from the 1950s to the site of the main farm and were used as a tool shed. Hatchet marks, indicating the logs were hand-hewn, are clearly visible.

“We have learned some things, and we now know some of the right questions to ask and what to look for,” Smith said. “We know that at least two of the structures were moved in the 1950s to the site of the main farm and were used as a tool shed. Hatchet marks, indicating the logs were hand-hewn, are clearly visible.

Craig Geffre ’11 kneels at the edge of one two-foot by two-foot plot and with his trowel, scrapes about a quarter of an inch of soil from the surface. He dumps the dirt into a screen positioned over a wheelbarrow and a quarter of an inch of soil from the surface. He dumps it and it’s the kind of environment I want to be in,” he said. “Not only do I like what I’m doing, I’m good at it and it’s the kind of environment I want to be in,” he said. “We are working on this one idea, trying to find someone’s past based on what is left behind. “Is that ethical?” she asks. “It bothers me. I have problems with some of the ethnographic aspects of anthropology and thought archaeology was a little more pristine in terms of judging people. I want to pursue this, even though I’m a little ambivalent. I’m interested in the philosophical aspects of archaeology. Is it ethical to try to reconstruct someone else’s past?”

The field school was almost a magical experience for Maguire, the place where he realized he finally had found a job he thinks he could enjoy the rest of his life. “Not only do I like what I’m doing, I’m good at it and it’s the kind of environment I want to be in,” he said. “We are working on this one idea, trying to find this Chinese immigrant village.”

“One day I want to work with the Chinese in China,” Maguire said. “I think it’s a lot less complex to understand their culture from the inside and I’ve spent a lot of time with them. I think it’s important to have that kind of insight if you’re going to be working with them from the outside.”

Returning to Linfield this fall is particularly exciting since we are now well established in our new music building. I have some excellent pianists beginning their studies at Linfield, several senior thesis and recital projects await, and we are resuming our Linfield Lively Arts series in the Delkin Recital Hall. It’s a stimulating and inspiring time to be at Linfield!

What brings them back? Each fall, students and professors return to campus with renewed energy for the year ahead. What brings them back? We asked faculty what excites them about the new academic year.

What excites me each academic year is meeting old friends and welcoming new arrivals to Linfield. As a teacher, I find few things as exhilarating as the heady mix of nervousness and excitement that I feel every semester when I walk into my classes for the first time. I began teaching the year that I received my undergraduate degree and thus my years have been shaped by the academic calendar since I was five. It is difficult to imagine a better rhythm according to which to live one’s life.

Jill Timmons, professor of music since 1981

Chris Keaveney, associate professor of Japanese since 1997

Bob McCann, associate professor of education since 1994

Jana Taylor, professor of nursing since 1991

Kay Livesay, associate professor of psychology since 2003

What brings them back each year? The students. I look forward to teaching — it is my favorite part of my job. I like to do research, but teaching is my passion. I enjoy introducing cognitive psychology to a new group of students each year. I look forward to the challenge of making them as excited about cognitive psychology as I am.