Henberg named interim president

Marvin C. Henberg, vice president for academic affairs and dean of faculty for 11 years, will guide Linfield College during the next several months after being named interim president by the Board of Trustees.

Henberg was appointed in May following a national search. He was not a candidate for the permanent position and will not be a candidate in the ongoing search. Henberg, who replaces retiring president Vivian A. Bull, will serve until a new president takes office sometime in 2006.

“The Board of Trustees is delighted to have a person of Marv Henberg’s caliber and experience lead Linfield College at this time,” said Glenn Kruger ’68, chair of the Board of Trustees, in announcing the appointment. “Dr. Henberg has a thorough understanding of all aspects of Linfield and will provide strong leadership to keep the college moving forward during this period of transition.”

Henberg said he looks forward to this opportunity. “I love Linfield and I am happy to serve while the college identifies a leader who is worthy of following Dr. Bull,” he said. “It is important that we build upon our recent accomplishments and further strengthen our reputation for excellence.”

Henberg has identified five areas that he will focus on in the coming year:

• Bolster the college’s fundraising efforts, with a special emphasis on enhancing faculty development projects and expanding exceptional learning opportunities for students both on and off campus;

• Support the ongoing review of the curriculum and development of a strategic plan in preparation for the college’s upcoming accreditation review;

• Continue planning for new science facilities to meet the growing demand for science classes;

• Promote Linfield’s special qualities to alumni, prospective students and others;

• Keep strong ties to McMinnville, Yamhill County and the state by involvement in local activities and speaking on issues relating to higher education.

Henberg has played a major role in shaping the college’s present direction, including the adoption of a new general education curriculum in 1997. He served as chair of the Planning Council, which has developed a strategic agenda to help set priorities and guide the college’s future growth and financial development.

He has a passion for education that has been the motivation behind his career.

“I deeply believe in the liberating power of education found in the dialogue and discourse of the liberal arts.”

Henberg taught at the University of Idaho from 1976 to 1994. He served as chair of the Department of Philosophy for six years and was the inaugural director of the University of Idaho honors program. He has earned numerous teaching awards throughout his career. He is active in the McMinnville community and is past president of the McMinnville Kiwanis Club. He and his wife, Laurie, are outdoor enthusiasts.

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A View from Melrose

Thirteen years in review

It is Tuesday night, following commencement, and I have just had my evening walk about the campus. It is very quiet, especially in contrast to these last hectic days and nights as the semester ended.

As I walked through the light rain, marveling at the beauty of this campus, I realized it was time for assessment, a look back to better enable us to go forward. We regularly review and assess our annual goals and objectives, but what about these past 13 years?

Some of you may remember in the spring of 1993 the students presented a charge at my inauguration. It has been in a prominent place on my bookshelf since the day I received it, reminding me of their expectations.

“We change you to remain dedicated to the task of educating students in the tradition of a liberal arts education. In a changing world, we ask that you remain sensitive to the evolution of ideas and skills which will be required by college graduates in the future.”

With the work of our faculty, students and staff, we have responded to this charge. The new Linfield curriculum, new majors and regular reviews of the departmental offerings have kept our curriculum alive and vital – Connecting Learning, Life and Community as our mission requires. An interactive learning environment, service learning, an expanded international program and collaborative research provide exciting opportunities for the students and faculty.

“We trust that you will consider the environment in which Linfield students must learn. Please accept the challenge to care for the programs, facilities and campus grounds in a way that will continually provide for the intellectual, emotional, social, physical and spiritual development of Linfield students. Help us to honor our diversity and yet recognize the similarities among all of us.”

We have done well in meeting this charge. The acquisition of the HP property, new residence halls and apartments, the Keck Campus with its art facilities and the wonderful new library, the field house and greatly improved athletic facilities…all have enhanced the academic environment and programs. The grounds have never been more beautiful the year around. We have a more diverse population and we have learned how much richer our community can be when we are inclusive.

“We invite you to become acquainted with student life. Join in our work and in our play in such a way that you will understand what it means to be a student at Linfield College.”

What a joy this has been! There have been wonderful lectures, concerts, plays, athletic events, opportunities to perform with many groups and time for discussion, quiet conversations and celebrations. How many presidents can be totally out of step line dancing, or play Shakespeare in a modern re-write, or warm up the audience in an improvisational moment with the cast…or engage in all the other fun things that have allowed me to understand what it means to be a student…even the all-night sessions I had to meet deadlines for my projects. And how kind of so many of the graduates to wear their sneakers, “in tribute to the president.” We have learned and taught together.

“Make each department strong in its resources; help us to honor our traditions; and most of all, protect the sense of personal attention that students receive from this institution.”

This is a charge to which all of us must respond. None of us could have been a part of Linfield College today without the work of the generations who came before us. It is up to us to continue to strengthen Linfield, to respect and honor the traditions while recognizing our changing world. We must continue that very special component of the Linfield Experience – close personal relationships that will enhance the life and work of future Linfield generations.

I thank you all for letting me be a part of this great institution for these past 13 years. They have been special times in the life of this college and in my personal life. My husband Bob and I, along with our family, have been richly blessed during our Linfield Experience and we commit ourselves to the support and enrichment of Linfield College into the future. I hope you join us in this commitment.

With appreciation and best wishes,

Vivian A. Bull

How do you say thank you for 13 years of service? In Vivian Bull’s case, it’s via a deluge of plaques, citations and photographs. She’s had tributes in Portland, in McMinnville and around the region. She received an honorary degree from the University of Portland, was named Alumna of the Year at one of her alma maters and the Educator of the Year by the Northwest House of Theological Studies at Willamette University. She leaves Linfield as not only president emerita, but also professor emerita of economics.

And those are just a few of the accolades since she announced her retirement over a year ago. Numerous speeches have been given, but one was especially poignant.

During a farewell reception at the Oregon Historical Society, Marvin Henberg, vice president for academic affairs and dean of faculty, said that Bull’s labor for Linfield has been a thing of beauty because she is impervious to despair.

“She has her moments of doubt, but she responds to doubt by pulling together those around her for conversation, and out of that conversation a solution grows – a solution larger, more inclusive, and wiser than any single one of us could ever have concocted on our own,” Henberg said. “She embodies what William James has called the ‘will to believe,’ knowing that belief may sometimes be powerless to succeed, but also knowing that unbelief leads inescapably to failure. Vivian has always believed in wonderful destinations only dimly perceived by the rest of us. She has taken us there.”

While most will remember her for the growth and development on the McMinnville Campus, many will recall the quieter, more personal moments. The gentle word of encouragement when the demands seemed overwhelming. The humanity she brought to a job that often demanded superhuman effort. The compassion she showed to students and parents confronted by dilemmas and difficult choices. The humor she readily shared.

She believed not only in Linfield College, she believed in the people of Linfield, from senior administrators and faculty to groundkeepers and custodial staff. She helped each of us look a little farther, reach a little higher, dream a little bigger.

– Mardi Millerham

Saying farewell: She has taken us to wonderful destinations
When Garry Killgore began the research for his doctoral dissertation, little did he know he would end up selling shoes. Four years and countless designs later, that’s exactly what he is doing. But this isn’t just any shoe. It’s the AQx, the world’s first deep-water running shoe designed to maximize training and rehabilitation while minimizing injury.

Killgore’s foray into shoe manufacturing is a result of research exploring the physiology and biomechanics of deep-water running styles. The project has resulted in collaborative research with Linfield students and in the founding of a new company in McMinnville.

“I didn’t do this with the idea of developing a new shoe, but for a better understanding of what deep-water running should do for people,” said Killgore, professor of health, human performance and athletics and AQx Sports founder and chief technology officer.

“My hope was just to shed a little more light on the proper method for using deep-water running and how it could be applied to populations beyond athletes.”

Killgore did that and a whole lot more. Injured athletes have long used the pool as part of their therapy when recovering from injuries. Killgore’s research showed that to be effective, the deep-water running movement must mimic land-based running. He found the cross-country style of motion imitates land-based running better than the conventional high-knee motion. And if you couple that with a shoe, you get even better results.

The problem! A shoe designed specifically for use in the pool did not exist.

Enter Jeff Thomas ’90, a local entrepreneur and marketing expert, who now serves as president and general manager of AQx Sports. Thomas had already founded and sold Coil Solutions, a garden hose company, so he had the expertise to develop a product and take it to market. They enlisted the help of four engineers who had worked for Hewlett-Packard and a consultant on manufacturing in Asia.

Once the team was assembled, the fun really began, when each person was charged with coming up with a prototype shoe for Killgore and his students to try. The first prototypes – one made of boots and another sporting metal drawer handles – seemed more appropriate for Frankenstein’s monster than for training, Killgore said with a laugh.

“We had some very awkward things, but we were on the right track,” he added.

The boots were replaced with Killgore’s running shoes, and plastic “scoops” took the place of the handles to create drag. Killgore, who has tested each model, kept revising the design, trimming the scoops until their size and location on the shoe seemed optimal.

“The challenge was to create a shoe that doesn’t have so much resistance that the overall gait pattern is compromised, which could invite injuries,” Killgore said.

The beauty of the shoe is its broad-based appeal, which goes beyond athletes. Because using the shoe in water reduces the stress on muscles and joints, individuals with a wide range of medical conditions can benefit from it. For example, people with osteoporosis, diabetes, or balance problems can increase their strength and exercise by using the shoe in the pool.

“Water aerobics enthusiasts will be thrilled, since they are always looking for another way to increase resistance,” Killgore said. “There isn’t a population you can name that won’t benefit from this.”

Killgore’s work reaches inside his Linfield class-
Nancy Drickey gives students math tools they can hold in their hands.

Sifting through bins full of colorful shapes, she pulls out handfuls of color tiles, pattern blocks and tangrams, and arranges them on a table. Nearby, similar shapes fill a computer screen. These physical and virtual tools, called manipulatives, help teach everything from counting and patterning to place values and fractions.

The colorful blocks and shapes aren’t playthings, but they can be fun. That’s the message Drickey, assistant professor of education, is sharing with her Linfield College students, many of whom are future math teachers.

“I feel passionate about the need for good math teachers,” said Drickey, who taught middle school and high school for 13 years before pursuing a doctorate. “That’s why I’m here. I want to make a difference.”

Drickey, nationally recognized for her expertise in the area of physical and virtual manipulatives, brings her knowledge of math education into her Linfield classroom on a daily basis.

As a doctoral student, she compared three methods of teaching sixth-grade math. She found students using the computer programs and manipulatives stayed on task and scored higher on tests than those in the traditional discussion groups.

“A lot of students are visual learners and using these tools helps them understand the concepts,” explained Drickey, who joined the Linfield faculty in 2001. “Think about how you divide – you guess and then you multiply, and then you subtract and bring down another number, and then you guess how many times a number will go into that. It’s sort of abstract.”

Drickey, a visual learner herself, simplifies the process using base-10 blocks. She said the hands-on approach meets students’ different learning styles.

“If I can see these things, I can understand it better than just looking at numbers on a page,” she said. “The kids really like working with the manipulatives and they report understanding the math better.”

Drickey takes every opportunity to tout the advantages of hands-on math. She has presented her research at conferences such as the National Council of Teachers of Math, the National Council of Supervisors of Math, Northwest Math Meetings, Teachers of Teachers of Math and Oregon Math Leaders.

Her Linfield students regularly evaluate and demonstrate new products in class. They’ve also assisted Drickey with presentations at conferences.

“They are experts,” she said. “They get in front of Northwest teachers to talk about it. That is very powerful for them.”

Now as her students graduate and set up classrooms of their own, the knowledge is filtering out.

Teachers across the nation are promoting this hands-on learning and incorporating it into their curricula. At a recent seminar she organized, Hawkins said, “Not only are they fun to play with, even for me, but it helps kids to actually hold objects and see the solids. For example, they can think back to when I threw a ball to them and relate that to geometry.”

Drickey believes variety is important to teaching, so neither physical nor virtual manipulatives can be used every day. But she hopes math teachers will move away from traditional lecturing.

“Just because you say it, doesn’t mean it gets in there,” she said. “Kids need to be actively involved in meaningful mathematics. That’s my philosophy.”

Jim Diamond in The Student Prince

Diamond studied piano and sang as a child. While in graduate school at Stanford, he joined the University Choir for relaxation. He continues to play the piano for pure enjoyment.

“To me, music is very personal and transforming,” he said. “I would never be able to express myself in words in the way I can express myself in music.”

While teaching at Bates College in Lewiston, Maine, he joined the local community choruses to get his voice in shape.

“I loved it and it made a huge difference in my ability to project my voice through the din in the laboratory,” he said.

After coming to Linfield in 1991 he and his wife, Maureen McCarthy, joined the Portland Symphony Choir, performing in a number of concerts as well as in an international choir festival in Estonia where about 35,000 singers in choirs from around the world performed.

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He sang for the pure joy of it and never had any formal voice training until he approached Gwen Leonard,
professor of music, and asked to study voice with her. “She wasn’t quite sure what she was getting into,” Diamond said with a laugh. “She had known me only as the chemistry guy who occasionally wore Grateful Dead T-shirts around campus.”

With Leonard’s encouragement, Diamond auditioned for the Portland Opera chorus and was invited to sing in the augmented chorus. He made the jump into musical theatre in 2002 when he took on the role of Sir Joseph Porter in the Gallery Theatre production of HMS Pinafore, where he performed his first solo role.

Then an article by a Cornell University physics professor gave Diamond yet another idea. He was soon auditing Janet Gupton’s introductory theatre classes made me look at teaching differently – as finding new ways to engage students in his class.

Dancing at Lughnasa

He now teaches a first-year Inquiry Seminar, Chemistry and the Atmosphere. The course is designed to give non-majors an understanding of basic chemistry concepts and issues, such as the formation of the ozone hole, global warming and climate change.

Without the acting classes, Diamond admires how he would have been terrified of teaching an Inquiry Seminar which emphasizes writing and speaking skills. “I’m not a writing professor,” he said. “I know how to write, but my writing will never get into The New Yorker.”

Diamond knows that Linfield students appreciate the broad interests of their professors. “It doesn’t take long before students quickly see that most professors have a wide range of hobbies,” said Diamond. “I have to be happy with all aspects of your life. If students see faculty do these types of things, maybe they will get the idea that there are some aspects to a broader education that might be helpful to them.”

Scott Chambers spends most of his day thinking about the market.

As a Linfield College finance professor, he knows the importance of keeping up with trends in the fast-paced world of business. He feels just as strongly about bringing that cutting-edge information to his Linfield students.

“I have to be engaged in the professional aspect of what I do in order to be an effective educator,” said Chambers, at Linfield since 1990. “Finance is a rapidly changing field, and it’s easy to lose sight of what’s current.”

Outside of Linfield, Chambers puts his investment knowledge to work in the community, both as a volunteer and professionally. He volunteers with a number of local nonprofit investment portfolios including the Willamette Valley Cancer Foundation, the McMinnville Library Foundation and the McMinnville Education Foundation. As a registered investment adviser, he also helps clients with large retirement distributions. Chambers relates walking clients through the process.

“It’s material that can’t be found in a textbook,” he said. “These experiences allow me to bring that directly into the classroom, which I think students appreciate.”

And they do. Tommy Paterson ’05, a finance major, said class sessions are sprinkled with examples of alumni in financial careers.

“Each year, as the concepts become second nature, our class time is filled with the real world,” said Paterson, who plans a career as a certified financial planner. “The reality of all the concepts is to be equipped to manage and prepare ourselves for a lifestyle that might be helpful to them.”

structure of banking in the United States.”

Chambers’ work experience provides case studies for most class discussions. He uses examples from Linfield’s finances after serving as the college’s interim chief financial officer in 1995. When the lesson is bank regulation, Chambers speaks from experience sitting across from regulators at the local savings and loan.

When his class studies portfolio structure and dealing with large retirement distributions, Chambers relates walking clients through the process.

“Writing and teaching go hand-in-hand for Barbara Drake.

On any given day, Drake can be found indulging her passion for both, along with a number of other wide-ranging interests including art, travel and the environment.

“I’m a professional writer, but with many other interests I’m an amateur in the true sense of the word, a lover of these things but not an expert,” said Drake, Linfield College professor of English.

“When I want to learn something, like keeping bees, I get all the books I can get on it, read them, and try to put it into practice.”

And her students reap the benefits. Drake, widely published and well known in the Pacific Northwest literary world, brings her enthusiasm into the classroom daily. Maintaining a rigorous schedule of readings and workshops, she finds her outside professional endeavors complement her work at Linfield.

Some months are busier than others and April, National Poetry Month, was a blur. Drake led a writing workshop, judged a poetry contest, gave a reading and read a poem, “The Owl,” as invocation for the Oregon House of Representatives “to bring everyone together for an elevated moment before they started debating issues.”

And that was just one week.

Her schedule, although chaotic at times, adds depth to her teaching. “I feel like I bring something back and forth between these activities,” she said. “If I’m doing a workshop and pick up new ideas, I bring them back to my creative writing classes. If I get into another area that I’m interested in, I may offer a new class.”

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A member of the Linfield faculty since 1983, Drake has long recognized the importance of cross-disciplinary education. She’s teamed up with a number of colleagues over the years, including Karen Sturgeon, professor of biology, with whom she teaches environmental literature.

“It’s so satisfying,” Drake said. “We have different areas of expertise and we put them together, learn from each other and grow from that. It helps students make connections with different things instead of just being locked into their majors.”

In 2003, Drake collaborated with Liz Obert, assistant professor of art, to teach Text, Image, Narrative and the Artist Book, for which students hand-bound their writing. The experience proved as rich for Drake, who once considered becoming an artist, as for her students. Each spring she offered a new course, Creative Writing and the Art of the Book, in the English Department.

Another of Drake’s interests, international travel, is the focus of her most recent project. Her book, nearing completion, chronicles more than four decades of changes in the world from her perspective, first as a student and then as a professor leading Linfield study abroad courses to Europe.

Drake lives on a 20-acre farm near Yamhill, where she and her husband raise sheep and tend a small vineyard. Her 1998 book, Peer at Heart, reflects her deep love of the outdoors and country living.

“I’ve always gone out in nature for refreshment and a joyful feeling,” she said. “So naturally, when I moved to the country I started writing about it. Whatever I’m doing, at work or at home, it’s possible material for my writing.”

For Drake, inspiration is all around. “I enjoy all these things I do and want to share them with my students,” she said.

– Stories by Laura Davis and Mardi Mileham

College enters new phase in presidential search

Cool, cloudy skies – but no rain – greeted nearly 480 candidates for graduation during the 2005 commencement ceremonies in the Oak Grove May 29. Six faculty and administrators, including President Vivian A. Bull, presiding over her final commencement before retiring, received emeritus/as honors.

Doug Tunnell, an award-winning journalist and local winery owner, received an honorary degree for his professional achievements, service to the community and embodiment of a liberal arts education.

Tunnell encouraged students to “hold so-called ‘conventional wisdom’ up to the light and turn it carefully in your hand… scrutinize its many facets…and even then, be slow to believe.”

“Whatever it is you want to accomplish, keep in mind that one gift Linfield has given you,” he said. “What the philosopher Bertrand Russell called the critical habit of mind. You may well forget the data…the dates and details learned in classes here. But that other gift will always be with you.”

Linfield College is in a new phase in its search for a president to replace Dr. Vivian A. Bull. McMinnville attorney Dave Haugeberg, secretary of the Board of Trustees and a member since 1982, is chair of the search committee. He has had extensive experience serving on search committees, at Linfield and for other organizations. Here, he shares his insight into the process and what steps will be taken in the coming months.

What is involved in seeking a new president?

The process of identifying top candidates can be lengthy, from creating an institutional profile outlining Linfield College’s strengths and challenges to reviewing credentials and checking references. Campus visits give our various constituents the opportunity to meet the candidates and also give the candidates a chance to meet us as a community. The process is really two-way: we are looking at the candidate and the candidate is looking at us.

Are you disappointed that you have not yet identified a new president?

I am not disappointed. For me, a failed search is one that brings in the wrong person to serve as president of Linfield College. We have learned a great deal through our efforts. The feedback the committee received from members of the college community has helped further define the attributes and experiences the next president should possess.

What qualities is the committee looking for in a new president?

We are looking for qualities similar to those exhibited by our last two extraordinary presidents, Dr. Charles Walker and Dr. Vivian A. Bull. We need an accomplished scholar and experienced administrator, a strategic thinker who can align the college community to a common vision. We also need someone with strong interpersonal skills and who is a respected and articulate spokesperson on issues relating to higher education. We need someone well-versed in the importance of multicultural and global awareness and who has a proven record in generating financial support from the public and private sectors.

What are the next steps?

The committee and our consultant are generating a pool of candidates with the qualities we are seeking. We will begin to narrow that pool in late August and plan to bring candidates to campus in the fall. We encourage members of the Linfield community to check the website regularly for updates on the search process and to provide feedback to the committee. The institutional profile, which provides an overview of Linfield College and outlines the qualities we seek in the next president, is posted on the web for review by alumni, staff and friends of the college.
Student Profile

Bringing music to life

Most days, Beth Kumbalek ’05 has a song running through her head. But rather than letting the tune slip away, Kumbalek is more likely to jot down the notes and turn them into a musical composition.

“I’ll be walking down the street humming something, and think, ‘Oh, that would be a really cool piece.’ And I work from that,” she said.

As a composition major, Kumbalek’s creativity and spirited sense of humor have shown up in a number of Linfield projects this spring. She created an hour of music for her senior recital, a score for a student film and a piece for the Linfield dance ensemble.

“It’s incredible to hear pieces I’ve written performed by students here,” she said. “The sounds went to come alive and went up around you. The reality of the performance makes it amazing.”

Kumbalek composed 10 pieces of music for her senior recital, which seven student ensembles performed in May. Not only did Kumbalek write all the music, but weeks before the performance she enlisted performers, scheduled rehearsals, coordinated equipment and arranged stage management for the evening.

“It’s a huge, huge undertaking,” said Richard Bourassa, professor of music. “It requires the best care and organization.”

For Kumbalek, who plans to pursue a career in film scoring, Linfield’s supportive environment has given her ample room to explore options related to composition.

“Students know what each other are doing,” he said. “They have conversations and begin to make connections with other areas, and that’s where the sharing comes along. The more you know, the more you see possibilities.”

This student collaboration has been important to Kumbalek.

“It’s such an exciting experience to work with students in different artistic areas, such as dance or film,” she said. “Collaborating with different departments helps in the growth process of my own music.

Bourassa works with an average of five composition majors each year and said student collaboration across the curriculum is common thanks to Linfield’s small class sizes.

“Students know what each other are doing,” he said. “They have conversations and begin to make connections with other areas, and that’s where the sharing comes along. The more you know, the more you see possibilities.”

Putting the music to paper

What does it take to put music to paper and bring it to life during a performance?

When Beth Kumbalek ’05 begins a composition, she first decides on a basic style for the music, then considers the speed and mood of the piece, and the musicians who will play it.

“I think about what will be fun for them to play and also enjoyable for the listener to hear,” she said. “I like slow, pensive music, where you can hear the harmonies change, rather than a bunch of fast notes going by, although it is fun to write that, too.”

Harmonies are added next. Sometimes Kumbalek augments a melody, extending the length from five quarter notes to five half notes. All the while, she analyzes her music mathematically.

“I focus on the rhythms, tapping my fingers on the table, going through the piece as if I were playing in my head,” she said. “I’m sure people look at me and wonder, ‘What is she doing?’”

Though Kumbalek prefers to write at a piano, she can compose almost anywhere—in the silence of her apartment, in a bustling coffee house or outside on the grass.

“If I’m humming a major third, I know it’s a major third because I’ve had that train-song running through my head,” she said. “I’m sure people look at me and wonder, ‘What is she doing?’”

Eventually, she transfers the music to the computer and works in the music media lab, where she can hear parts played electronically by the instruments she chooses.

“It’s helpful to use playback in the composition process, but hearing it live is a completely different experience.”

– Laura Davis

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Picture perfect, perfect pictures

Photojournalists Tony Overman ’85 (left) and Ryan Gardner ’97 share a sampling of their award-winning photography from The Olympian in Olympia, Wash., and the Corvallis Gazette-Times, respectively. The two photojournalists shared their expertise during a January Term photojournalism class at Linfield College. Overman, who has been at The Olympian since 1997, was named Regional Photographer of the Year by the National Press Photographers Association for the second time. He’s won first place for photography in the Best of Gannett twice and second place three times and has received regional awards from the Society of Professional Journalists. Gardner has also won several awards from the National Press Photographers Association, Sports Shooter, the Suburban Newspapers of America, the Society of Professional Journalists and the Oregon Newspaper Publishers Association.

A passerby reacts with surprise to an eight-foot tall Bigfoot walking in downtown Olympia. Don Strom of Astoria brought the homemade costume along on a visit for his niece’s birthday and decided to take it out for a walk. “Most people never get to see a Bigfoot,” said Strom, who works weekends “drumming up business” for a restaurant in Seaside, Ore. “I love the fact that every day I get to take photos of people. I love to capture the natural moment.”

( Photo by Denny Brooks/OnTheRun.com)

Right: Protestors scurry to escape a fog of pepper spray as Seattle police officers clear Union Street in downtown Seattle during the opening day of the World Trade Organization meeting, which drew 50,000 protesters attempting to shut down the meetings.

( Photo by Sol Neelman)

A young girl releases in the breeze and setting sun as she holds her face at the window of her family’s car driving along Highway 8 west of Olympia.

( Photo by Denny Brooks/OnTheRun.com)
Memories: fun and poignant

They represent a total of 133 years of service to Linfield College. Now as they retire, their plans are varied, the memories poignant. Here they provide a glimpse into what they gave to – and gained from – Linfield College.

Gloria Flower, Director of Registration and Records, Portland Campus
At Linfield College since 1979; numerous positions in Student Services on both campuses

Most memorable moment:
Riding a Clydesdale around the McMinnville Campus right in the middle of the work day. A troop of performers, who traveled by horse (Clydesdales) and wagon, told me that they'd give me a 'ride on a Clyde.' So I took it. In Portland, being part of the graduations and seeing that so many students accomplished so much and overcame so many difficulties in order to complete their education. It was always inspiring and moving to me.

Retirement reading list:
Elizabeth George mysteries, Kate Runnion, The Art of Exting by M.F.K. Fisher, don't think of an elephant by George Lakoff, and Book Lust by Nancy Pearl. And Books by Richard Rorty, John Rawls, John Milton and Richard Hooker. In a democracy you try to provide for a variety of opinions and expressions with respect for one another as citizens.

Paul Davis ’66, Professor of Physics. At Linfield College since 1991

Favorite course:
The most fun I had was in Freshman Colloquium, working with peer advisors and helping students give off to a good start. My favorite academic course has been the introductory physics sequence, which I have taught to both majors and non-majors. I also enjoyed teaching introductory astronomy, primarily because I have had to learn so much about an (initially) unfamiliar subject.

Most memorable moment:
The time, part way into an astronomy lecture to 40 students, when I discovered my fly was open!

Retirement reading list:
I will continue to read avidly about astronomy and science. I also want to read more about history, the Civil War in particular.

Favorite campus hangout:
At one time it was the bench near the fountain between Riley and Walker, at least when the weather was good. For the last few years, however, it seems to have been my office!

Learned from students and colleagues:
Patience and the ability to understand different perspectives on issues.

Lynne Desel ’64, Director of the Pre-Kindergarten. At Linfield College since 1973

Most memorable moment:
My favorite campus hangout is the Pre-Kindergarten – of course!

Favorite campus hangout:
I expect to read biography, novels, history and – of course! I will continue to read avidly about astronomy and science. I also want to read more about history, the Civil War in particular.

Favorite campus hangout:
I've learned the importance of being a lifelong learner and keeping ahead of new concepts. Every day can lead to growth and learning.

Learned from students and colleagues:
A lifelong learner and keeping ahead of new concepts.

Frank Nelson, Professor of Philosophy
At Linfield College since 1970, Director of the Honors Program, 6 years; Director of January Term, 11 years; established the Walter Powell Philosophy Lectureship

On philosophy courses:
When I first taught here there were only eight philosophy courses. Now there are 21, plus others on the Portland Campus.

Memorable moment:
Students brought me a Jake’s coconut cream pie plus a Linfield coffee mug on the day of the final exam.

Title of next public lecture:
“Philosophy and Public Policy,” specifically focusing on issues concerning church and state, to be given at the Walter Powell Lectureship in the fall.

Reading list:
Largely in the area of church and state, and public policy. Books by Richard Rorty, John Rawls, John Milton and Richard Hooker. In a democracy you try to provide for a variety of opinions and expressions with respect for one another as citizens.

Learned from students/colleagues:
I learned the importance of listening! You don’t go into a relationship having made up your mind on something without hearing the views of others. I have opinions, but I try to listen and understand where others are coming from.

Most memorable moment:
Memorable moment: George Lakoff, and Book Lust by Nancy Pearl. And...
Crime lab brings focus to career

With a flash of her ID badge, Rebecca Price ’05 entered the Arizona lab to help process rape kits, examine portable alcohol tests and analyze the print on confiscated documents. This was not an episode of “CSI: Crime Scene Investigation.” It was a typical summer day for Price during her internship at the Arizona Department of Public Safety.

Interest in the sciences seems to run in Price’s family. Her mother has taught science for 25 years, her father is the senior mechanical engineer at Palo Verde Nuclear Power Station, one brother works for the Department of Neuroscience Medical Biology, and another is a research engineer for an embedded system software company. Her interest in forensics, using science and technology to establish facts for criminal or civil court cases, was piqued during her senior year of high school as the field became more popular.

At Linfield, biology Professor Michael Roberts became her guide. With his background in forensics, he explored the subject in-depth with her, enhancing her fascination.

“Becky has always been an able and hard worker,” Roberts said. “She was always eager to learn about forensic biology.”

But after three years of study, Price, a chemistry and biology double major, was unsure of her career direction.

“I knew I was interested in forensics,” she said. “But it was difficult to figure out what different career fields I wanted to go into.”

A tour of the state public safety offices in her hometown of Phoenix helped her focus.

“The tour guide was impressed that I knew about the various instruments,” Price said. “He told me about the internships offered by AZDPS and recommended that I apply.”

There she learned about the specialties of each section in the lab, including DNA, toxicology, blood and breath alcohol tests, latent fingerprints, questionable documents and controlled substances.

“In each lab as you showed understanding or interest, the technicians would let you be responsible for more and more tasks,” Price said.

The internship gave her some career direction and a start on a major research project analyzing alterations in the printer toner of forged documents.

“The current process destroys the suspicious document, eliminating key evidence in a criminal or civil trial. Price investigated an alternative method, which uses a beam of radiation to examine differences in composition of various printer toners and keeps the document intact.”

She collected data for the project at AZDPS and continued her analysis at Linfield last fall. Price presented her findings at an Oregon Academy of Sciences conference, the American Chemical Society national convention and at a Linfield poster session.

“My internship brought together all the different classes I took at Linfield.”

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“My internship brought together all the different classes I took at Linfield,” Price said. “I saw how instruments could be applied for real-life uses, not just for classroom assignments.”

“Internships are a great benefit to students because of the direct contact with professionals in the field,” Roberts said. “In Becky’s case the internship was a great fit, and her experience encouraged her to pursue a career in forensic sciences.”

Price, now planning to pursue a doctorate in biology at Northern Arizona University, said, “Forensics gives me the opportunity to help solve cases and maybe help a family or victim gain closure.”

— Laura Graham ’07
Carnahan earns double recognition

Scott Carnahan ’73, Linfield College director of athletics and head baseball coach, garnered two important distinctions this spring. He earned a regional athletics director of the year award and collected his 500th victory as Linfield coach.

Carnahan was named GeneralSports TURF Systems Athletic Director of the Year by the National Association of Collegiate Directors of Athletics. Since becoming athletic director in 1996, Carnahan has championed academics within Linfield athletics. He has overseen numerous athletics facilities projects at Linfield, including last year’s $1.44 million campaign to renovate Maxwell Field. Under his leadership, Linfield won the NWC All-Sports trophies for three of the past five years.

Carnahan picked up his 500th win as Linfield baseball coach during a March game against Whitman. His Linfield record is 518-345-2 and his career record, including six seasons at Lower Columbia College, stands at 683-415-2. As Linfield baseball coach for the last 22 years, Carnahan’s teams have won 10 Northwest Conference championships, including five straight titles from 1992 to 1996.

Integrity and solid leadership skills are important elements in Carnahan’s legacy, according to Linfield President Vivian A. Bull. “He leads by example,” she said. “Along with teaching the fundamentals of all sports, he also sets an example of good citizenship for student-athletes. He has a strong commitment to the institution and all that it stands for.”

As a Linfield student, Carnahan played football and baseball, earning all-conference, all-district and all-region honors as a catcher during his senior season.

Finding balance: Amanda Weeber ’05

Amanda Weeber ’05, swimming and pole vault

Hometown: Redmond

Major: Mathematics and secondary education

Career ambition: Teaching

Swimming achievements: Placed second at the Northwest Conference championships in the 400 individual medley as a freshman, second in the NWC in the 200 butterfly as a sophomore and fourth in the 200 backstroke and 400 IM as a junior. She was voted rookie of the year in 2002, women’s most valuable swimmer in 2004 and team captain in 2004-05.

Track and field achievements: Placed seventh in the NWC for the pole vault as a sophomore and junior, and placed fourth as a senior. Her personal best mark is 10’ 4”.

Other campus activities: Fellowship of Christian Athletes and Athletes Ministry.

Chose Linfield because “I knew I wanted to go to a small college in the Northwest. I liked the idea of being able to come here and not necessarily have a niche to fit into, but to be challenged in my faith, too. I definitely made the right choice to come to Linfield.”

Favorite professors: Steve Berndahl (education), and Stephen Bricher ’86 and Charles Dunn (mathematics).

“What will be missed most after graduation: ‘I will miss the people. It is just so nice to be in such close proximity to friends and be able to walk down the street and see familiar faces.’
Saving language from extinction

Ancient words have stirred a lifelong ambition for one young Linfield College woman. Jaeci Hall ’05, a Rogue River Indian raised in Veneta, is one of 12 learners reviving Tutudin, a Native American language. In the process, she is helping to rekindle a fading culture.

“I can put into words how important this is, how it feels to learn this and connect myself to my heritage,” Hall said. “This is my life work. I will do this for the rest of my life.”

The Tutudin language was spoken by a number of Rogue River tribes, which separated in 1856 following the Rogue River Wars when federal troops forced natives to march on a “trail of tears” from Southern Oregon to reservations in Siletz and Grand Ronde.

Gilbert Towner, 75, and his uncle, Eddie Collins, are the two remaining Tutudin speakers. Both were fluent as children, but have spoken English most of their lives. In 1993, Towner stumbled across audio tape of an aunt speaking Tutudin and, overwhelmed by the depth of her dedication to a vision, suggests something of Jaeci’s unique character and personality,” he said. “I have only known a handful of students who even approach the brink of extinction.”

Hall and the others learned to read and write basic vocabulary and greetings that year – jala means hello – the first step in the process, she is helping to rekindle a fading culture.

“It was amazing to be able to say these words that hadn’t been said for years,” said Hall, who also speaks Spanish. “When we started learning, things began to happen. Eagles would fly down over us and whirlwinds would come up.”

The workshop changed Hall’s life. She returned to Linfield, switched her major to anthropology and immersed herself in language. She has since participated in the Northwest Indian Language Institute at the University of Oregon and is learning Chinuk Wawa, a Native American trade language, as a volunteer at the Siletz and Grand Ronde Immersion Preschool. Her senior thesis, “How to Speak Grandma’s Tongue or Learning to Learn Tutudin: A Language Towards Language Revitalization,” focused on the methodology of language teaching.

“Native American thought isn’t based on the linear academic European model,” said Hall, who earned the Gebauer Prize in Anthropology at Linfield for her effort. “Language is more than just grammar and vocabulary. It’s cultural knowledge. If you don’t have the language, you can’t have that culture.”

Hall’s work to revive the language is critical to preserving the culture, said Joel Marrant, professor of anthropology.

“The fact that it is a vision of revitalization, for an entire people and not just herself, suggests something of Jaeci’s unique character and personality,” he said. “I have only known a handful of students who even approach the depth of her dedication to a vision.”

“It is hard to find the right words to describe Jaeci,” he added. “I am sure they exist in Tutudin. Maybe one day I will have the privilege of knowing and saying them.”

— Laura Davis

Alumni web site to get facelift

A career change or the location of a long-lost college buddy may soon be as close as the nearest computer.

The Linfield College alumni web site is getting a facelift. In response to alumni suggestions, the site is being re-worked to allow better communication for alumni.

With a new look the site will have a variety of added features suggested by alumni in recent surveys including alumni networking capabilities, online class notes that will allow alumni to communicate in web forum style, and an alumni directory that will replace the e-mail directory currently on the web.

All improved components will be secure and password protected. The site is expected to launch in the fall.

Alumni for whom the alumni office has an email address will receive notification prior to the launch date. To assure that your contact information is up-to-date, email your address to alumni@linfield.edu. Be sure to include your name and class year.

Pencil us in!

Coming soon – summer and fall events for Linfield alumni and friends. For updated information on the calendar and events, please check the website.

Aug. 11-14: Linfield weekend in Seattle
Aug. 19: Portland Beavers baseball
Sept. 24: Portland international event
Oct. 8: Willamette University Career Mentor Day, Portland
Oct. 15: Southern Oregon University Career Mentor Day, Grants Pass
Oct. 29: Menlo College
Nov. 12: Willamette University

Alumni News

Class Notes

Homecoming ’05 Oct. 21-22


Programs, events and activities for all alumni:
• Classes-without-Quizzes with Linfield faculty
• Special tour of Duck Pond Cellars with Greg and Amber (Loeffelbein) Fries ’00
• Alumni BBQ and Children’s Activity Center
• Wellness Trail walk for the whole family

Sporting events:
• Wildcats football vs. Puget Sound Loggers, men’s and women’s soccer vs. Whitworth, volleyball vs. Whitworth and Whitman

Lost track of a roommate or want to re-connect with college classmates? The new Linfield Alumni Directory may help.

The printed directory, which will contain alumni home addresses, phone numbers, e-mail addresses and employment information, is updated every five years. The new edition of the directory will be organized alphabetically, geographically and by class. Alumni will be contacted to update their information by representatives from Publishing Concepts Inc. through e-mail, phone calls, and letters, said Lisa Garvey ’86, director of alumni relations at Linfield.

Alumni can purchase the directory in either hard copy or compact disc form for delivery in May 2006.

Alumni Office plans to hold additional networking events in the future. Check the website for listings.
Jennifer Butcher earns bronze medal in swimming at Paralympic Games

Two weeks after the Olympic Games ended in Athens, Jennifer Butcher ’95 won a bronze medal in the 100-meter backstroke. She was competing against other swimmers with visual impairments in the Paralympics, held every four years shortly after the Olympic Games in the same venue.

It was her final race, said Butcher. “I knew it was my last race,” she said, adding that she’s been in the water only twice since then. “I still love swimming, but I know I’ve done all I can do.”

All she can do includes setting records in the 50-yard backstroke, 200-yard medley and 200-yard medley relay at Linfield, where she received a degree in health education. The sport has been her guiding passion over the years. “My life revolved around swimming,” she said. That was a major reason the native of Isaabugah, Wash., chose Linfield. And the swim team competed in the NAIA National Championships all four years she was on it. All four years, she finished second in the 100-meter backstroke.

Butcher had intended to major in nursing until she realized the nursing program was in Portland, not on the main campus. “I made the choice to stay with swimming,” she said, adding that it was a satisfying decision. “I knew I wanted to do something in the health field.” She continued her education at Portland State University, earning an M.S. in special education in 1999.

Her vision had begun to deteriorate in elementary school but worsened dramatically when she was a sophomore, she was diagnosed with Stargaad’s disease, which affects the macula and retina. That was 1993, the year her blurry vision reached the legally blind stage.

Butcher said her sight has stabilized in recent years. She has lost her central, or detailed, vision and can read only with a magnifying glass or with large fonts on a computer screen. Her inability to decipher the numbers on her bus relies on her husband, who has trained the bus to monitor the line as he relies on for transportation since she can no longer drive.

Butcher and husband, Bryan, who was her swim coach, live in Vancouver, Wash., where she teaches health and fitness at the Washington School for the Blind. Butcher now works with students aged 3 to 21 at the school. The emphasis is on workout routines and strength training. And, of course, the swim.”

— Beth Oregan Thompson

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Jennifer Butcher ’95

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We had such a wonderful time and terrific opportunities at Linfield College. And we learned a lot about each other and the community through our experiences together.

The experiences we had at LinfieldCollege were invaluable and helped shape who we are today. We developed strong bonds with our classmates and gained a deeper appreciation for the diverse perspectives and backgrounds that make our community stronger.

This reunion brought back memories of our time at Linfield, and it was great to reconnect with old friends. We have grown and changed since we last saw each other, but the memories and connections we formed during our time at Linfield will always stay with us.

We wish we could have spent more time catching up and sharing stories, but we were all too busy enjoying the festivities. The food was fantastic, and the drinks flowed freely as we danced the night away.

Thank you to everyone who helped make this reunion possible, including the event planners, volunteers, and staff. We can’t wait to see everyone again next year!
Lila Aushenbrenner received her liberal arts degree from Linfield in 1974, a year of economic doldrums. She saw her lack of specialization as a strength, not a weakness. “So many people were graduating and not getting jobs back then. I thought it would be better to be well rounded. And it couldn’t have worked out better.”

She graduated with no career goals, but with an open mind. After working in a veterinary clinic for several years, she got to know a Washington County sheriff’s deputy, who invited her on a ride-along. One thing led to another, and eventually she was working animals again – on the Hillsboro Police Department’s K-9 unit. She was only the second woman hired by the department and at that time the only female K-9 officer in Oregon.

“Talk about a branch not falling far from the tree,” she said, laughing at her entrenchment in this corner of the department and at that time the only female K-9 officer in the city of Oregon. “Our mayor right now was high school student” at Aloha High School.

She may not have ventured far from home, but Aushenbrenner has worked in some exciting areas of law enforcement – narcotics and undercover operations, as well as public information and administration. She has risen steadily through the ranks in nearly 28 years with the department, from patrol to detective, squad leader, captain and commander, culminating in her promotion to Hillsboro’s deputy chief in 2003.

Now that she’s spending more time at a desk, she said, she misses the immediacy of being on the streets. “You never knew what you were going to be doing next,” she said. “And I really enjoyed narcotics. It always felt good to put the bad guy in jail.”

But the work is not always as glamorous and high-tech as it is portrayed on television. “I wish we really knew what theInline text here|test|the|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|their|thei...