



FIRST:
BLAZING THE
TRAIL FOR
FUTURE
GENERATIONS

pg. 12-13

**PHOTOGRAPHER
SHOWCASE** *pg. 2-3*

**& ONLINE
EXCLUSIVE**

pg. 4-5
**BLACK
LIVES
MATTER**

*A Campus
Perspective*

NOW PLAYING: *The Spitfire Grill*

pg. 6-7

UNDERGROUND PHOTOGRAPHERS

by Tim Jackson

The Portland Street Art Alliance described it as “a mecca for Portland’s street art and photography community,” in an online article published March 2013, and so like obedient pilgrims the photographers of Warner Pacific banded together on a winter day and set out for the burnt down Taylor Electric building.

We prepared like true sojourners, packing what was necessary and gathering into Zach Martin’s beat down mini-van. Martin shot on his vintage 35mm film camera; Anthony Sims and I both shared brotherhood in the famous Canon Rebel series; students Thalia Aguilar and Christian Stecker came along for the ride; and alum Hannah Hobbs was the guide for the trip, using her street-smarts to get us to the location on SE 2nd & Clay.

Sims felt the religiosity of the experience: “The trip to the Taylor building was cool to be able to lurk around and break bread with friends.” Martin, who recently transferred to PSU, likened it to being a background instrumentalist while Bob Dylan recorded “Like a Rolling Stone.” Photography, always emphasized as an expression of self in the individualistic age, has a lot to say to the communal experience. Sims testified that “group experiences give me the chance to connect with other photographers and get to understand where their roots lie within photography.”

As we walked around the roofless warehouse, I noticed the inscriptions left behind by street artists, like our ancestors leaving messages for the future in hidden caves. The graffiti reflected on leftover rainwater, creating a mix between a mirror house and art-house. The labyrinth of words seemed a fitting allegory for the predicament photography is in today. With all the words and images surrounding me, I could not help but feel claustropho-

bic. The experience was similar to scrolling through the never-ending river of online photos—finding talent in some pieces, but always encountering the overlapping vibrant color, the same desperate plea to be viewed.

Sims is also caught between the freedom of sharing photos and the price one has to pay to stand out. “It’s cool that there’s such an ease of being able to shoot and share photos in today’s world,” he said, “but I feel like the originality factor is dying out pretty hard.” Sims’ recognition that there is a formula some photographers follow to gain fame has made him stick to the diverse niche of skateboarding photography. “Skateboarding is what got me into cameras, and will keep me hooked on it, but broke for the rest of my life.”

Reflecting on his passion, Martin said, “I think I’ve formulated my number one goal in my personal photography: to not ever take a picture that a Bible verse or inspirational quote can be superimposed on.” Indeed, Martin’s photograph featured in this article speaks to the fleeting spirituality found in photography. The chemically created double exposure features a gap in time and place, a resounding yet abstract unity. “I think my portfolio is a pretty accurate representation of my confused, scatter-brained nature,” Martin said.

Not all photographers hunt for meaning in packs. Jameson Jones is a reserved man, one who wouldn’t immediately strike you as a spontaneous photographer. Yet as he revealed on an Instagram post several months back, “when I feel that my days are starting to blend together and life is moving too fast, I like to get out and experience [the Columbia Gorge].” Jones often accompanies his photos with quotes from David Thoreau or Ralph Waldo Emerson. Thoreau escaped into the woods for two years, two months, and two days to center

himself on simplicity and the four seasons of nature, and Jones’ slow shuttered photos allow the viewer to soak in the same lapse of time. To quote from Thoreau, “It’s not what you look at that matters, it’s what you see.”

Emily Potts is another photographer who has the ability to bring her individual flair to a compact photo. She grew up going to Guatemala every couple of years or so, as her mom was born and raised in Antigua. Potts’ escapades into a different country allow her to bring back photographic evidence of a country she describes as having a rich culture, friendly people, and gorgeous land. Her photo of the old lady captures a common image for most Guatemalans. “I want people to see not only the beauty of this earth and the people on it, but also become aware of the inequities and injustices that happen every day,” Potts said.

I share a similar experience when traveling to Zambia, a country in the southern region in Africa where I’ve spent an accumulation of almost a quarter of my life. The small dirt road in my photo reminds me that there are bumpy but meaningful paths that have yet to be taken. A bike (or a Njinga, if you were to say it in the local Nyanja) is a tool, like a camera, that is only useful if it moves you from your current state and allows you to encounter or relate to other people. A photo should allow you into an experience you have never seen before.

Whether photographers venture as a group to find the elusive artistic high, escape into nature to restore one’s soul, or cross borders to document and reveal, the cliché that a photo carries the burden of 1,000 words has never been truer. As Potts stated strongly of her photos, “I hope that they would spark thought, questions, and action.”



ONLINE EXCLUSIVE

See our showcase of photography by the students mentioned in this article in the digital edition of Knight Times, available at warnerpacific.edu/campus-life/knight-times

Above: Zachary Martin explores the Taylor building. *Cover:* Christian Stecker peeks out at the city beyond. Photos by Tim Jackson.

BLACK LIVES MATTER

BY DIANA NESUKH

A NATIONAL MOVEMENT TAKES ON INSTITUTIONAL MEANING

In the center of a bulletin board near the entrance of Otto F. Linn Library, there is a small yellow piece of paper with the phrase “black men matter here.” The proclamation is barely noticeable if you aren’t searching for it. In light of recent events that have pushed the prejudices against the black community to the forefront of media headlines, Warner Pacific’s small declaration is not enough. If black lives actually matter here, we should not confine that fact to a 3” by 3” piece of paper buried among announcements of dog competitions and music tutoring.

The Black Lives Matter movement began as a hashtag to bring light to the hushed reality of persecution black communities face. It was initially rooted in the injustice of Trayvon Martin’s murder. Martin, a black unarmed teenager, was shot and killed by George Zimmerman, who was eventually acquitted of the charges of second degree murder and manslaughter. According to the court, the case did not meet the high standard for federal hate crime prosecution. The court’s decision in Martin’s case ignited nation-wide outrage at the flawed judicial system and the unjust treatment of black lives throughout the country. According to Alicia Garza, one of the three women who created the movement, “Black Lives Matter is an ideological and political intervention in a world where black lives are systematically and intentionally targeted for demise.” It is an affirmation of all black lives because all black lives have been or are, in one way or another, subjected to systemic racism. Although it began as a hashtag, the movement has

spread like wildfire and keeps gaining momentum by protesting against the daily injustices happening to black lives.

College students all over the country are standing with the movement as a symbol for our generation. Instead of feeding the stereotype that millennials are egocentric, only focusing on the latest fads, these protests reverse those misconceptions by speaking out against injustice. One of these schools participating is Dartmouth College. According to The Dartmouth student newspaper, the school is offering a new course entitled, “10 Weeks, 10 Professors: #BlackLivesMatter” during Spring term. The idea was born after the events in Ferguson, Missouri, where Michael Brown, an unarmed black man, was shot by a white police officer. Other institutions like Harvard Medical School and Wheaton College have staged protests.

Unfortunately, not everyone has reacted with the same acceptance toward the movement. After the introduction of the hashtag, there was feverish backlash within the social media realm. “All Lives Matter” became a popular trend to accentuate the belief that a movement focusing solely on black lives is in fact what perpetuates their segregation from society. However, the backlash did not create a website or a movement, and has no concrete definition.

A recent campus event seemed to reflect this larger national context. On a brick wall at the entrance of the SUB, chalk displayed the outrage felt by some students toward the events around the country, especially those in Ferguson, Missouri. “Black Lives Matter” was in the center of the chalk display. At some point, the phase was smudged off and replaced by a piece of paper stating “All Lives Matter.” In a recent chapel service, Dr. Daymond Glenn, Vice President for Community Life, Chief Diversity Officer and Assistant Professor of Urban Studies, spoke out on the matter. After the service, there was a forum held where honest discussion on the event could take place.

DiOnica Curry, a senior and Vice President of the Black Student Organization (BSO) on campus, was in attendance, accompanied by at least 25 other students and faculty. She describes the conversation that took place as eye-opening. Although the coming together of students with different viewpoints was a good step toward the right direction, it also spoke to how many students feel uncomfortable with the notion of shining light specifically on black lives. As a way to acknowledge the damage that the defacing of the Black Lives Matter “monument” inflicted on many students, Curry organized a peaceful confrontation.

Dressed in all black, Curry along with 15 other students made a stand against the vandalism of the chalk wall and the implications of the events surrounding it. What followed has given Curry a lot of perspective on how Warner Pacific students choose to recognize injustices happening throughout the country. One student asked the group to make way for students who were trying to get to class. When the protest group moved closer together, the student felt threatened. As is common, onlookers misconstrue passionate dialogue for argumentative diatribe. The ordeal made Curry and the rest of the group feel uncomfortable. “If it’s for gay pride, people wear a rainbow. If it’s for breast

cancer awareness, people wear pink. But when it comes to black pride, people are intimidated by the color,” Curry stated.

Racial colorblindness is a philosophy that suggests the overlooking or inattention to differences between ethnic and racial groups actually promotes harmony. Unfortunately, this mentality is actually what excuses groups who enjoy privilege and disclaim any responsibility for issues surrounding minority groups. In many respects, Warner Pacific College has fallen victim to this ideology. We rest on the assumption that because of our location in a progressive city, we are somehow immune to racial inequality. Dr. Glenn, however, suggested that the notion of progressivism might not be as holistic as perceived. “God bless the bike lanes, but what do they have to do with the marginalized?” he asked.

Glenn said we should look for social indicators of progressivism instead of solely environmental consciousness. Relying on our tolerant reputation has allowed us to become complacent about addressing inequalities faced by the black community. When there are systems in place that “render black lives disposable,” a movement like this is a vessel for black voices to say “enough is enough,” Glenn said. A movement like Black Lives Matter does not discredit other ethnic or racial groups but acknowledges that there are issues particular to each. Dr. Glenn uses Breast Cancer Awareness Month as an analogy: “We would never say that by focusing on a particular type of cancer to bring awareness, it reduces the importance of all other cancers—yet we find justification to say that when it comes to the Black Lives Matter movement.”

Fortunately, there have been recent discussions led by campus groups like BSO, M.E.Ch.A, and Pacific Islanders. Dr. Glenn identified these opportunities as “the first stages of recognition before fruition.” He believes that there

has been tremendous progress on campus since the beginning of his career at the college four and a half years ago. However, there is a long way from recognition to action. Curry blames “cultural ignorance” for creating an atmosphere that is too comfortable. She explained that although there are groups who try to advocate for change throughout campus, most of the honest conversations are still happening within dorm rooms and around like-minded people. In order to hold each other accountable to higher standards, we need to move beyond exclusivity within the confines of our own ideas and reach across to those who have differing viewpoints. One way of doing so is by engaging with groups who work to empower students by bringing recognition to race and ethnicity. Contrary to popular belief, there isn’t a specific race requirement to join groups like BSO, M.E.Ch.A and Pacific Islanders. Students can also work outside of these groups in classes and around campus to steer conversations away from the misconceptions of racial colorblindness.

It is time to address the discrepancy between our missional identity of Christ-centeredness and our lack of action for the oppressed. Jesus stood up for the marginalized, he stood between a mob and their accused, he advocated for the poor, for the widows, and for the racial enemies of the people of Israel. If we are going to claim the name of Christ, we need to prove ourselves worthy of it. Instead of excusing ourselves from dealing with the larger implications of the events that have affected the black community, we need to lead the way for justice. All lives cannot begin to matter until we advocate for the marginalized and “the least of these” among us. That is why movements like Black Lives Matter die before they have a chance to turn talk into action. Are we going to be an institution that remains quiet when issues plague our society or are we going to stand in opposition to the injustices we see every day?



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The Spitfire Grill:

THIS SPRING, THE DRAMA PROGRAM GETS A LOT MORE MUSICAL

by Kaleb Hood and Julia Feeser

With the semester in full swing, the world may seem full of chaos. We look for places which seem familiar or safe to relax in, where the world just stops and lets us breathe. For us, this place could be the McGuire Theatre, when lights are up and actors are in place. For Percy Talbott, this place is Gilead.

Percy, a recently released prison inmate, is looking for a new start. All she has to go on is a small picture of Gilead, Wisconsin, but she sets out to change her life, and eventually the lives of everyone around her. *The Spitfire Grill*, a musical by James Valcq and Fred Alley based on the film by Lee David Zlotoff, opened last week in McGuire Theatre. This production fits cohesively into the theatre's running theme for this year—Violence in America—and follows the one acts and scenes produced last fall. Whether the violence was physical like in *Sweeney Todd*, verbal as portrayed in *Birdbath*, or a mixture of both as dramatized in *The Zoo Story*, these

plays left quite an impression on the audience. When the results of violence are presented, real conversation on the subject can begin. That is why *The Spitfire Grill* carries so much meaning for the drama program and the college; it is a story demonstrating the results of overcoming a violent act. The show displays mild physical abuse and references to a violent act.

The Spitfire Grill was first released in 1996. Lee David Zlotoff received positive reviews, but the film was generally unnoticed. In 2000, Valcq and Alley brought it to the stage and transformed it into a spirited musical. The production was greeted with good reception all around, as a heartwarming story of small town America.

The nature of a musical is a wonderful challenge for the actors. This extra effort of the actors to sing, talk, and move in time with the music and other actors takes a level of skill

above that of another play. Musicals are fun, and any confident actor is honored by their chance to be in one. The WPC Drama Program is proud to be putting out the first full length musical in many years, after the teaser excerpt from *Sweeney Todd* last semester.

Actors and actresses familiar to audiences of previous productions are participating in the musical, as well as some new faces. The protagonist, Percy Talbott, is played by graduating senior Kelsey Davisson. The role of Hannah, Percy's boss, and the owner of the Spitfire Grill is played by first year student Haley Harn. Nick Brechbiel and Melissa Sondergeld play the characters Caleb and Shelby Thorpe, a married couple in Gilead. Brandon Bush plays the town sheriff and Percy's parole officer. He is perhaps the only friend of the town gossip and mailwoman, Effy, played by graduating senior Emily Shaindlin. The cast is completed by Matthew Dotson playing The Visitor, a mysterious member of Gilead's strange mix of folks. Overall, the cast works well together, most having interacted on stage or in class before, so they easily weave together—just as citizens of a small town would.

The cast's ability to convincingly act as small town folk who grew up together is helpful in creating a naturalistic feel for the world of the play. When asked about the show, Melissa Sondergeld, who plays Shelby said, "On the surface level this show may seem sweet. At a superficial level you may be talking about someone who got out of jail and lived happily ever after, but if you take time to look at these people it is naturalistic, it's real life. You hear Shelby say a line, and you wonder what it means. She knows what it means, but the audience doesn't get to. It isn't Disney; it's realistic, it's the story of real people.. It is real people engaging with real people." If the audience remembers this and interacts with the show as a story of real people and real events and not just entertainment, then the

purpose of natural theatre will succeed. With real actors and a semi-realistic set, the show is meant to connect with the audience.

The set for the production, even in its limited space, is intended to represent the town of Gilead. The prominent feature is the Spitfire Grill itself, a welcoming and homey grill where most of the town can be found on any given day. To the left of the grill is the kitchen and further behind that is the cellar and Hannah's house. To the right of the grill lies the back porch, and beyond that, the wide and wondrous woods where Joe and his father live. Each piece of the set carries meaning in the show, and each piece will see use in its own way. It is easy for a viewer to notice nothing more than the actors and actresses in the space, but the limited set is part of the suspension of disbelief for the audience. Even though a full grill has not been built, and true forty-foot trees are not growing on the stage, viewers can still allow them-

selves to accept the events on the stage as real for as long as the show persists.

The lighting in the theatre is just as essential to a good viewer experience. The colors and brightness of the lights have an effect on the thoughts and emotions of the audience, as well as what hidden motives and intentions they will see in the actor delivering a specific line. The lighting team must work closely with the costume team, who clothe the cast in period and character appropriate clothing. The props team works closely with the actors and the set team to gather the supplies that will decorate the set and be carried by the actors.

The final weekend of the production, March 12-15, will include 7:30 performances on Thursday, Friday and Saturday, as well as a 2:00 performance on Sunday followed by a talkback in which the audience can speak with the company about the show. Tickets for general admission are \$5, available at the Bookstore (503) 517-1100. Come and

enjoy the show with your friends and family, and learn about Gilead and Percy's new life there. If a picture of Gilead is enough for Percy to pull herself out of and above her troubled past, then perhaps we can use her example to motivate ourselves. Maybe we can all find picture of where we want to be and use it as a goal for our futures.

NOW PLAYING

See *The Spitfire Grill* in the McGuire Theatre this weekend for only \$5!

- Thursday, March 12 at 7:30pm
- Friday, March 13 at 7:30pm
- Saturday, March 14 at 7:30pm
- Sunday, March 15 at 2:00pm

Above: Joe (Brandon Bush) and Effy (Emily Shaindlin) sing about the letters sent to the Spitfire Grill. Photos by Kayla Wells.



In rehearsal, characters Hannah (Haley Harn), Percy (Kelsey Davisson), and Shelby (Melissa Sondergeld) laughing about a letter submitted to the raffle, in which the writer says that he wants to own the Spitfire Grill because aliens told him that's where they will land.





ACCESS *for all*

BY KATHRYN JACOBSON

have developed accommodations those who are blind, deaf, need back support, have learning disabilities, Post-Traumatic Stress Disorder (PTSD), anxiety disorders, and panic attacks. Haugen has four interns from George Fox University working for her who help interpret tests and discern what accommodations people need.

Haugen is all about helping people get what they need to succeed in class. Disabilities are accommodated in numerous ways, such as taking exams in the Caldwell House, taking breaks during class, having a different chair in the classroom, access to audio books as well as Power Point slides and recordings of lectures. At the discretion of the student, professors can meet with that student for a progress check.

Photo: Student Elaine Sene signs to her interpreter. Photo by Tim Jackson.

Since the Americans with Disabilities Act was passed in 1990, the number of college students with disabilities has tripled due to easier access to higher education. As reported in a 2009-10 survey of 4,170 colleges, 88 percent enrolled students with disabilities. For public four year colleges, that number was 99 percent. For colleges with less than 3,000 students, 82 percent enrolled students with disabilities. According to 2008 data from the National Center for Education Statistics, 10.9 percent of students in college had a documented disability. Fifty seven percent of those students were female, and 59% were 23 years of age or younger.

Less than three percent of the student population at WPC has documented disabilities. This three percent are required by law to be accommodated. Warner Pacific College receives federal funds through work-study, and any organization that receives federal funding must accommodate those who are disabled. This is part of Section 504 of the Americans with Disabilities Act (ADA), a law designed to help those who have disabilities to have the same benefits and services of those who are nondisabled.

In a study conducted at Cedar Crest College in Pennsylvania, students with disabilities were perceived to be treated as any other student in the classroom by students and faculty alike. In a sample size of 76 faculty, over half invite students in a statement on the class syllabus to discuss accommodations with them. At the end of most course syllabi at Warner Pacific College, there is a section noting accommodation for disability and emergency information: "Any student who has a documented disability that may require accommodation to fully participate in this class should contact the Director of the Counseling Center, Denise Haugen, at (503) 517-1119. Please contact your professor to discuss an existing accommodation plan or to share important emergency medical information."

Disability information is highly confidential and Haugen minimizes the release of any personal information. Such information is protected by the law and cannot be released without the consent of the disabled person. "Confidentiality is the highest order of business," said Haugen.

Association on Higher Education and Disability (AHEAD) is a professional organization that helps people with the development of policy and quality of services for those who are disabled in higher education. Haugen uses this resource as an aid to build upon the foundation of Warner Pacific's accommodations. If she has a particular question pertaining to a disability accommodation, she can get answers from multiple people who are a part of this group of higher education professionals. To obtain accommodation, students should consult with the Career and Life Counseling Center in Caldwell House. Students should gather records that document their disability, schedule an "ADA appointment" and bring their current course schedule and syllabi to the appointment. For my disability, I had to bring a signed note confirming that I had a disability. I also had to sign documents so that my disability information could be released to my professors and that I agreed to the accommodations that were given to me.

The documentation process is free. "Get on in here!" said Haugen. "You aren't the only one. You can succeed in spite of the obstacles."

Accommodation. A word that many have not heard and that many have heard a thousand times. A thousand times, that is, for college students with disabilities. Support for college students with diagnosed disabilities may be invisible at times, yet makes its presence known when needed. There are many students at Warner Pacific College who have disabilities, yet the students around them do not realize it.

It is both a challenge and a catalyst to be a student with a disability. Warner Pacific College student Elaine Sene became deaf at two and a half from meningitis. Occasionally, she faces challenges, such as not receiving the same information as those around her. Sometimes in social interaction, the people who she is conversing with do not wait for her interpreter to catch up with them.

Sene's interpreter also faces challenges. People do not always understand her client's needs, and hearing in the classroom can be difficult at times. Sene's interpreter asked not to be identified in this story. She fought becoming an interpreter for years, "but God finally grabbed my attention," she said. Together with her clients, she has enjoyed advocating for the deaf community and giving others a voice to be heard.

There are benefits to attending WPC for Sene. Here, it is an open and accepting place where everyone is patient, she explained. There are benefits to being deaf as well—talking while eating, talking across the room, and being sensitive to movement and vibrations. Deafness presents obstacles, but as Sene said, "Tell the school what you need, and they will accommodate you."

Like Sene and her interpreter, I continue to advocate for students with disabilities. I, myself, have a physical disability. I have scoliosis, the curvature of the spine. When I was 16, my curve grew to 65 degrees, a degree so extreme that I was required to have surgery. I now have titanium rods attached to my spine for the rest of my life to keep my spine as straight as possible. Because of this disability, I have needed accommodation.

Career and Life Counseling Director Denise López Haugen is responsible for counseling services and disability accommodations at Warner Pacific College. It is her fifth year in this position, and she is the first staff member to have this combined responsibility. Disability accommodations and counseling services used to be separate entities at Warner Pacific. Now as one entity, these services

THROUGH
THE
PHOTOGRAPHER'S
LENS



PHOTO BY ZACHARY MARTIN (INSTAGRAM: ZNMARTIN25)



PHOTO BY TIM JACKSON (INSTAGRAM: TIMTIME24)



PHOTO BY EMILY POTTS (INSTAGRAM: EPOTTS_1)



PHOTO BY ANTHONY SIMS (INSTAGRAM: ANTWAAAN)



PHOTO BY JAMESON JONES (INSTAGRAM: JAMESONJONES)

IN SERVICE OF OTHERS

LOCAL COLLEGE STUDENTS VOLUNTEER IN HONOR OF DR. MARTIN LUTHER KING JUNIOR

by Naomi Fox



Left: Connor Smalling and George Fox student Israel Hammond speak at the rally on MLK day 2015. Above: Students stop to pose for a picture while volunteering. Photos by Ari Alberg.

For many students, Martin Luther King Day meant a long weekend at home, time to catch up on homework, pick up a few hours at work, or finally get the chance to sleep in. For one group of Warner Pacific College students, Martin Luther King Day meant something different. On January 19th, 657 college students from the Portland area, 65 of which represented WPC, participated in the fourth annual collaborative MLK Day of Service hosted by Oregon Campus Compact (ORCC) with the goal of honoring the legacy of Dr. Martin Luther King, Jr. Before 2009, the Warner Pacific campus organized its own MLK Day of Service, but the college has been part of a collaborative effort for the last six years, and transitioned to ORCC leadership in 2011.

According to the official website, oregoncampuscompact.org, ORCC's goal is that "every Oregon student will graduate as an engaged, global citizen," by participating in "advance service, learning, and leadership in the community," on college campuses across the state. Jeanie Whitten-Andrews, the Multicultural and Service Learning Coordinator at Warner Pacific College explained that "they [ORCC] have an abundance of resources, especially for school campuses in terms of connecting, in terms of training opportunities, [and] in terms of materials that can be helpful for both co-curricular and curricular service learning. ORCC is a huge resource for us and for a lot of schools and organizations in the area." The resources provided through ORCC make large scale events like MLK Day of Service a reality, and empower the

service learning programs on college campuses all year round, Whitten-Andrews said.

Oregon Campus Compact oversees the logistical planning and the nearly yearlong process in which it takes to plan a meaningful MLK Day of Service that reaches across the greater Portland community. Collaborative planning starts each April. Staff representatives from the different schools and organizations that participate in MLK Day of Service meet once a month to plan the following year's event. Warner Pacific College has two representatives who participate in the planning, Jeanie Whitten-Andrews and Kyra Pappas. Whitten-Andrews said that in these monthly meetings, the representatives set clear goals for the service projects and choose a theme that fulfills an aspect of Dr. King's legacy.

During this year's day of service, there was representation from many college campuses including Warner Pacific, Concordia, Portland State, University of Portland, George Fox, Lewis and Clark, Linfield, Portland Community College, and Mt. Hood Community College, as well as community partners from numerous organizations and groups such as local public schools, The Columbia Slough Watershed Council, The Black Parent Initiative, College Possible, and Portland Habitat ReStore. The event creates a space where students can reach across the normal boundaries set between different campuses and organizations in the name of Martin Luther King's legacy. "We want to work with other schools and organizations in the area to build good partnerships, and to network and learn from each other, and to give our students the opportunity to engage in service with other students that they don't get a chance to work with," Whitten-Andrews said. For the first time, the 2015 MLK Day of Service placed a cap on the amount of participants allowed to sign up from each school in order to ensure that all participating students, staff, and faculty would be able to have purposeful engagement with the work at their volunteering site.

According to Jess Bielman, Director of Campus Ministries at Warner Pacific College, the MLK Day of Service was actually a product of many different people with a similar desire to honor Dr. King. "I would say it came from a lot of different streams. I think a lot of people were thinking about something like this at the same time, of which we [Warner Pacific College] are a central involvement in one of those streams. Warner had some conversations with the other religious colleges in the area—Multnomah, University of Portland, Concordia—and thought if we collaborated together on the King Day, maybe we could have a really great experience with our students."

Bielman said that the original collaborative wanted to share their passion for King's strong regard for the gospel in his work with civil rights. "For King, the gospel as a path to believing unto Jesus Christ for the saving of our souls was never separate from our actions in the world for the betterment of the kingdom," Bielman said. "And so for King, the gospel of love that invades our hearts is the same love and justice that changes the world. I think you have to have those two things together."

A unique mark of the 2015 MLK Day of Service was a special opening rally that addressed the purpose and importance of service done in respect of Martin Luther King, Jr.'s legacy. Special guest Jo Ann Hardesty, the current president of the Portland branch of the National Association for the Advancement of Colored People, spoke to inspire and inform the students as they prepared to spend their day in service. Two students also spoke during the opening rally, WPC student Connor Smalling and George Fox student Israel Hammond. Smalling had the privilege of introducing Hardesty before her opening message.

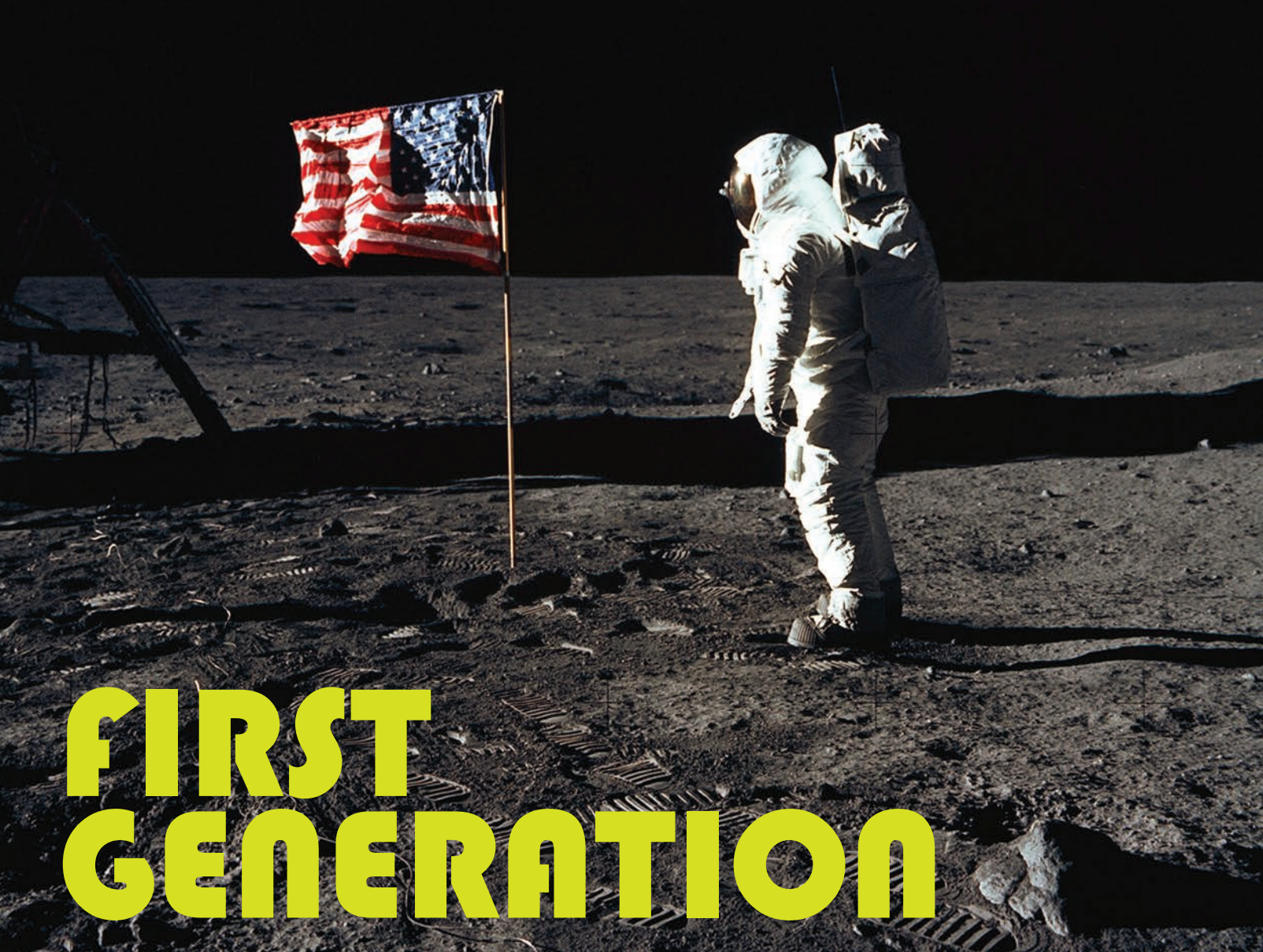
Smalling, a human development and family services major, also serves as a Service Learning Project Coordinator, and is involved in planning the MLK event and service learning projects on campus. Smalling spent the day volunteering at one of the twenty four sites, Madison High School, alongside with students from Mt. Hood Community College, George Fox, Warner Pacific, and Concordia. In regards to his experience, Smalling said, "I like [MLK Day of Service] a little bit more than our Fall semester Common Day of Service because you get to meet people who you wouldn't meet otherwise. You get to see

things and experience things you wouldn't get to otherwise. You stretch your comfort zone, whether it's working in a community garden in North Portland or serving alongside Concordia students."

Smalling pointed out that Warner Pacific's motto is "In The City, For The City," and MLK Day of Service embodies that mission. "It doesn't matter who you are," Smalling said. "You can still serve. You can come together for a great cause. Students are choosing to be part of the community and just serve and love others. That's what makes it special. How do you change the world? You start in your own community, your own back yard."

On their website, ORCC has a quote from Dr. King posted with their mission statement for the MLK Day of Service: "Life's most persistent and urgent question is, what are you doing for others?" During his life, Dr. Martin Luther King, Jr. was a Baptist minister, political activist, and dedicated African-American civil rights leader in the 1950's and 60's. King used his voice and influence not only to speak out against the inequality based on race, but also to encourage a strictly non-violent approach to protesting as part of his Christian belief in the gospel.

Continued on page 13.



FIRST GENERATION

GOING WHERE NO ONE ELSE HAS GONE BEFORE

by Julia Toscano

There is a demographic of students here at Warner Pacific that makes up 57 percent of the entire undergraduate population. Their characteristics are strength and persistence. They are not followers, but leaders of the most unique sort. These students are first generation college students. They have created a new path for themselves, but also for generations to come. First generation college students have experienced the most difficult of obstacles between themselves and college success, but their tenacity has overcome those barriers.

I am not a first generation college student, but I cannot help being captivated by their leadership and persistence. Gerardo Cifuentes,

the Director of Admissions at Warner Pacific shared his passion about first generation college students with me. With his own experience of being a first generation college student as well as his expert background in admissions, he was able to provide some information about first generation students. According to recent Pell Institute data, 54 percent of first generation students in the nation are financially independent—meaning that they have to support themselves fully. He said that 30 percent of them had their own dependents that they had to take care of, and 11 percent of them are single parents. These numbers are nearly cut in half for Pell recipients who are not first generation students.

Cifuentes also referred to a study done in 2014 at Carolina University that identified barriers experienced by first generation students. These obstacles include not being academically ready, lack of college experience, limited family support, financial barriers, and cultural conflicts. First generation college student and WPC Student Vice President Luwam Kahassay confirmed that those were the barriers she had to deal with. “Finances for most is a barrier, and my parents were unaware of the process,” said Kahassay as she talked about her challenges in applying to college. Ruben Amezcua, another first generation student, shared the same experience: “When I was applying to college, I had no

idea how to start. Since I was the first one in my family to consider college, no one in my family could help me in pursuing a college education. I had to figure it out by myself. I had no idea of scholarships, FAFSA, and loans that were available,” he said.

As identified by the Carolina University study, a lack of college experience can be a huge barrier in deciding to go to college. For many first generation college students, college was not part of their plan at all. Senior Diana Nesukh reported her experience: “College wasn’t on my radar until my senior year of high school. I took the SAT late, I applied for many schools just days before the deadline, and my FAFSA application was a mess. My ‘applying to college’ was a series of trial and error with me praying that it would all work out in the end.”

Hearing how these students managed to figure out a way into college is admirable. However, the challenges still continue. According to a study done at the UCLA Institute in 2011, 64 percent of first generation students will graduate within four years at a private college. For public institutions, the graduation rate drops down to 37 percent. The study attributes the lower rate to the barriers mentioned above. However there are ways to change the graduation rates. Cifuentes is positive that with the right support, the graduation rate will increase among first generation college students. Some of this support includes programs that feature rigorous academics, a strong emphasis on college prior to enrollment, precollege academic advising, campus engagement, and other support that will keep a student motivated in school. Luwam Kahassay attributes a lot of her success to Upward Bound, a program for middle and high school students that provides access to

resources such as help with scholarships. Another WPC student, Ricki Ruiz, explained his story. “My plan was to graduate high school and begin to work in order to provide for my family. College crossed my mind, but I did not really pay too much attention to it. I had a mind-set of not going to college, but thanks to the Act Six Scholarship, I am now able to go to college and at the same time provide financial help to my family.” The Act Six Leadership scholarship is a program at Warner Pacific that addresses a range of issues such as time management, conflict management, cultural awareness, and basic college preparation. This program seems to address many of the barriers that first generation college students are faced with. Both Ruiz and Kahassay have experienced the benefits of the Act Six Leadership program and have made a huge impact on campus.

Some WPC students have found other pathways. Senior Allahna Hartwick did not receive help from Act Six or Upward Bound. “College was a lot easier for me mainly because I got into this program called Ford Jump Start Foundation.” Hartwick is also a first generation student who found resources that could help her financially as well as academically. Hartwick was paired with a personal counselor at Umpqua Community College who set up all her classes and met with her biweekly to make sure she stayed on track to graduate. “Without that motivation, I think I would have done worse in school. My counselor was very helpful with keeping me on track,” Hartwick added.

These programs help students not only get to college, but also to graduate from college. Cifuentes believes that the numbers of first generation college students will increase at Warner Pacific as well across the nation.

After all, in 2002, first generation college students were only 34 percent of the student body at Warner Pacific, but that number increased significantly to 57 percent in 2014. These leaders will set the precedent for the next generation to come. In fact, these students already have some valuable advice for the next group of first generation students to arrive at Warner Pacific. Hartwick said that students should “know what resources you have. Apply for FAFSA. Talk with your high school counselor, and apply for scholarships as soon as possible.” The issue is not a lack of resources, but a lack of knowledge about those resources. Amezcua said that his success came from his own persistence and asking questions about college. “Don’t be afraid,” said Amezcua. “You have to ask questions if you don’t know. You have to learn not to be shy in college.” Ruiz attributed some of his success to key adults who pushed him to go to college. “In high school, there were three individuals who pushed me to pursue a higher education: Ian Johnston, a counselor at Reynolds High School, Cristina Gonzalez, a TRIO advisor who visited Mt. Hood Community College, and Rod Fobert, an English teacher at Reynolds. All three individuals guided me through the process into applying for the Act Six Scholarship.”

With the right questions, the right resources, and the right guidance, first generation students will be successful. These students who have set the path for themselves to go to college are now an inspiration for other first generation students to do the same. Ruiz wants to reach out to them: “While many students might have that adult that is investing in them, many others might not have anyone. I will be more than happy to help these students out in any way possible. I am just one email away.” *Photo courtesy of NASA.*

CONTINUED: MLK DAY OF SERVICE

Through his written words, public speaking, and his actions, everything King stood for was built on a platform of service and equality. Throughout his life of service, he was recognized for his public speaking skills, organization of peaceful protests and boycotts, working with poverty, and his award of the Nobel Peace Prize for his work with the battle against racial inequality.

The King Center is a foundation created by Coretta Scott King to commemorate King’s work. The website of that organization explains that Martin Luther King, Jr. Day was created to “commemorate the universal, unconditional love, forgiveness and nonviolence that empowered his revolutionary spirit.” ORCC has continued to answer the call to honor and commemorate Martin Luther

King Jr.’s legacy by practicing, applying, and instilling the values that King stood for into a day dedicated to service. In the words of Dr. Martin Luther King, Jr., “Everybody can be great... because anybody can serve. You don’t have to have a college degree to serve. You don’t have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love.”

Setting Foundations For Success

by Laron Daniels

Workdays for a college coach can consist of sporting events, practice, watching film, writing scouting reports, and travelling the college recruiting trail. When sports teams come to mind, we tend to think of the body of work that the athletes do. We look at a team's success and highlight the skills of individual players and how they complement one another. For coaches, the foundations of success are much broader: "It's scouting, it's film, it's preparation, it's recruiting, it's practice, it's travel, it's games... most don't understand," said Matt Gregg, head coach for women's basketball.

What non-coaches must come to realize is that just as a skilled man who has no ambition can never reach his full potential or how a car without a driver can never reach its destination, a team full of talented players can never fully peak without a coach who puts the team and players in the correct position to be successful. Coaching is similar to a chess game, a mental game all about being multiple steps ahead. "There are good recruiters, there are good practice planners, there are good system coaches; but to cover everything it takes a lot of work, a lot of learning, a lot of studying other coaches, and just a lot more to it than people see when they come to see a game," said Nels Norquist, head volleyball coach at WPC. This career is the ultimate mental challenge that coaches face—against themselves, against opposing coaches, and with their players.

Coaching far exceeds the action of gameplay, which actually could be one of the smaller facets within this profession. The mental aspect that goes into coaching, including building relationships, is vastly overlooked. According to Gregg, "When you come into coaching you have to build a relationship; it's like you're almost a parent to these kids because you have to watch out for them. You have to talk about what they eat, what they drink, who they're seeing, you know all that kind of stuff. It is like an extended family." In a sense, college coaches are adopting however many athletes in their program into their own families, and even personal life.

There's not much balance between a coach's profession and private life at home. "It's not as segregated as most professions... They intersect a lot," said Dave Killian, WPC head track and field coach. "You want to be available. You work to keep it separated because you have to have that family devoted time." Getting time away is essential in any profession, but college coaches are accustomed to being deprived of this time. Non-coaches must keep in mind that these coaches have spouses, kids, outside relationships, and obligations that they must attend to aside from coaching. When discussing how his life changed when he became a coach, Norquist stated, "You have to learn balance I think more than a normal job because coaching can tend to be a 24 [hour] thing. You lose a close game and second guess some of your stuff, you may lose a couple hours of sleep. A lot of other jobs, you don't necessarily take the work home with you."

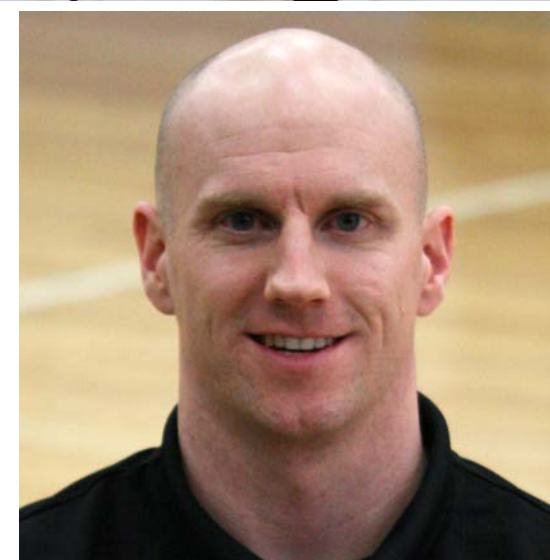
Coaches must build relationships with all their athletes, as this is vital to the chemistry of the team. It's not necessarily a coach's job to be likeable, but they must gain a certain level of respect from their athletes, which is achieved through a relationship of communication and trust. It is their responsibility to carefully juggle the different personalities on the team and this is no easy task. Getting to know people takes time. Coaches have to learn what makes that certain individual react positively and what doesn't. Both Gregg and Norquist explained that having a "common goal" between the team members is key. It helps to balance out the many different personalities by bringing everyone together for a shared purpose.

Head coaches also have to communicate fluidly with the assistant coaches in their programs to set a solid foundation of expectations, rules, regulations, and strategies for the team and build a platform in which players can grow and the team can succeed. "You have to have a philosophy and principles," said WPC head golf coach Quincy Heard. "You have your principles and you have your laws. The laws don't change, the principles give you flexibility

within the laws to do things that you need to do for the success of the program."

Furthermore, college coaches are always vulnerable to overcritical fans and parents. A coach must be able to stay grounded and keep their composure when being criticized or in high pressure situations. In an article entitled "Ten Qualities of a Successful Coach," author Steve Pavlovic, who at the time had been coaching for 22 years, highlights ten key areas that coaches must focus on: patience, discipline, fairness, commitment, leadership by example, demonstrating skills, a willingness to learn, keeping everyone involved, having thick-skin, and organization. This list is vast, and coaches are expected to be near perfect in their character and actions and are constantly scrutinized while doing so. Coach Heard said that, "Being scrutinized has become a part of my nature." He credits his ability to handle pressure to Charlie Sifford, one of his previous coaches and mentors, who was also the first black man to join the PGA tour. Heard credits the good coaching he received to helping him grow into a better and more stable coach. "One of the things about great coaches is that they prepare the next generation. It's tough to hold yourself to that level of responsibility, but great coaches are able to maintain a stable balance in each of these categories." Great coaching is passed on, and just as a great coach mentored Heard, he is doing the same for the next crop of young people.

Assistant coaches carry a heavy burden as well, with head coaches leaning on them to assist in managing the program. Assistants are constantly traveling all over to scout and recruit student-athletes. However, this travel doesn't necessarily come during the off-season, as coaches must scout talent during actual games. As corresponding seasons for respective college and high school sports almost always overlap one another, a great deal of this travel is done during the college season. This means that assistant coaches are tending to their primary responsibilities (coaching) and secondary responsibilities (scouting other teams) all while recruiting high school athletes.



Top Row: Matt Gregg (Women's Basketball), Dave Killian (Track and Field). Bottom Row: Nels Norquist (Volleyball), Quincy Heard (Golf). Photos by Cody Harrod.

Lastly, and maybe most importantly, coaches maintain a tremendous amount of responsibility by complying with the bylaws of their athletic association. With over 440 pages of rules and regulations, the National Collegiate Athletic Association (NCAA) bylaws present countless traps for college coaches and recruiters, and though well-intentioned, these regulations present a million hoops to jump through—or avoid jumping through—along the way. "I'm the most dangerous guy on campus, I can bring down the whole program," University of Oregon assistant basketball coach Brian Fish said of his position. "Have a chat with a player's parent after a game? Violation. Text condolences to a kid who lost a game, or even one of his close relatives? Violation. Tell a reporter that the player you're recruiting from his town could become one of the all-time greats? They'll come

down hard on that." The regulations for NAIA, of which Warner Pacific College is a member, are less restrictive, but compliance must still be constantly monitored by our coaches.

Coaching is a mental game, and even if everything else is looking down, coaches must still keep their heads up, if not for themselves then for the players. This is what we most respect in these coaches: their ability to lead and sacrifice everything while doing so. "It's not about you, it's not about the coach. You know coaching is all about sacrificing... if you are coaching to get recognized, you're in the wrong job, you're in it for the wrong reason," said Coach Killian. It's the athletes who execute what it takes to win games, but they need a coach to set them up for success, and as we can see, it comes at no easy cost.