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Malheur experiences:
Natural beauty, bonding,
and birding. See story 2-3

- Alcohol Policies: 6, 7 & 9
- Foreign Language Courses at WPC: 14
- First Year Learning Communities: 13
- Letter from the Editor: 15

WPC LIFE

Internet Filters
The challenges of
securing the campus
Wi-Fi connection
See story 4-5

ACADEMICS

College Success
How students are
managing stress with the
help of mentors
See story 8-9

SPORTS

The track & field season
and one cross country
runner's thoughts on the
final stretch
See story 10-13



MALHEUR EXPERIENCES: Natural beauty, bonding, and birding.

by Kyle Bliquez

Every spring, a dozen or so students load into vans and drive to the middle of nowhere for a class they won't easily forget. Malheur Natural History Studies (BIO 215/315), taught by Dr. Brad Tripp, is a week long adventure that focuses on wildlife at important locations and sites in Southeastern Oregon, mainly the area around the Malheur Wildlife Refuge. This spring, from April 15-19, the class of 13 students, along with Dr. Tripp, Professor Bart Valentine, and staff member Rick Quesenberry, piled into two college vans for a week long trek into the region to study birds, geological landmarks, and other important ecological features that are unique to this part of the Pacific Northwest.



Although the drive was strenuously long, we made many stops along the way. On the first day, we stopped at the Painted Hills, rolling mounds in the earth created by certain chemical compounds boiling and spilling over into each other, combining to carve out colorful waves in the land. Jordan Garfield, a junior in the class, said, "I do a lot of traveling. I've seen a lot of places. But I've never seen anything like the Painted Hills." This was the general consensus from the class, as others mentioned this was their favorite place. Our journey across the state to lands unknown took us to the very bottom of Oregon. In fact, at one point we stopped at a little town

named Fields. The population has increased by ten percent in the last year... but remains at 11 people. This town, world famous for their milkshakes, is only 22 miles from the Nevada border.

We spent a solid chunk of our time at the Malheur Wildlife Refuge, which has become a common breeding ground for pelicans, swallows and ducks, while many other birds call this their home. Had I not been enrolled in this class, my "bird list" (a mental list of how many birds you have cor-

rectly identified and spotted) would most likely consist of a crow, blue jay, and the occasional pigeon. By the end of the week in the wilderness, our class was able to correctly identify over 60 birds, many of which looked alike; species could only be determined by a stripe going over or under the eye, certain color patterns, or by the bird's call. Armed with only a pair of binoculars, a journal, and a field guide, we set out to fill our bird list as best we could. We had seen American white pelicans, a bald eagle, Canada geese, falcons of various sorts and, the most common bird on our trip, American Coots. Coots look like ducks, swim like ducks and even fly like ducks... but, according to the assigned text, "they are definitely not ducks."

If you make a shot in basketball, teammates congratulate you with a "Good shot!" For birding, if we see a rare bird, others congratulate with a "Good spot!" On the second night of the trip, close to 10:00 at night, we were conducting an "owl prowl," driving slowly and searching for elusive owls in trees or telephone poles. Jarred Grumbling, a senior in the class, claimed if he didn't see a Great-Horned Owl on the trip, he would be devastated. To Jarred's chagrin, we had nearly given up and were headed back to camp when, in the far distance, I saw something that stood out against a telephone pole. It was dark out and I assumed my

eyes had deceived me, but we slowly came to a stall in our van packed with almost 10 students eagerly searching for anything that resembled an owl. We silently crept towards the shadowy, oblong-shaped figure. As we got closer, it became clear this was an owl. The van burst into a thrilled hysteria, none more so than Jarred. Along with the excitement came the congratulatory "good spot," simultaneously from multiple voices.

At the refuge where we made camp, we had spotted a male American Kestrel, which is essentially a very small hawk, no taller than 12 inches. Dr. Tripp, who is a certified bird bander, threw out a device which contained two mice, and instantly the bird swooped in and attempted to catch them. The mice were protected in the cage, but the bird's talons were caught in nooses. After the falcon had been caught, some students got to hold it, while others gawked at its beautiful color patterns and glaring eyes. Dr. Tripp tagged the bird, and it was set free, soaring high into the air.

Later in the week, after getting back to the field station close to 10:00 at night, we were awakened at just before 4:00 in the morning, then drove 45 minutes to the middle of a desert in order to

view Greater Sage Grouse from the vans. The lack of sleep and frigid air combined to make for a frustrating morning. A week in the desert bird watching may not sound ideal for some students, but the trip really was much more than I was expecting. I had grown a small passion for "birding," as it is commonly known in the professional bird-spotting world, and had enjoyed every minute of the experience.

After four nights in the middle of nowhere, hours upon hours of driving, countless "good spots" and enough American Coots to know everything about the creatures, we were ready to be home. On the way back, Brian Howelton, Jarred Grumbling and I argued about the futures of Robert Griffin III, Andrew Luck and Russell Wilson, along with many "what if's..."

about Michael Jordan and other sports icons. Our conversations and focus had shifted, from "Did you see that Black-billed Magpie?" to "RG3 is a beast!" We were no longer students, learning about the ways Peter French dominated Southern Oregon with his cattle monopoly; we were friends. Looking back, it didn't even seem like a field trip where the objective was to learn. It seemed like a road trip with hiking, laughing, and new experiences around every corner.



Top panorama: Painted Hills. Photo by Tim Jackson. Previous page: Black-necked stilts. Above (clockwise left to right) Jordan Garfield, Scott Ostlund, Aaron Peck, Daniel Young, Sheldon Sammons, Kristen Budd, Christian Stecker, Kaysee Genovese, Pi'i Miller, Rick Quesenberry, Brad Tripp, Tim Jackson, Bart Valentine, Brian Howelton, Kyle Bliquez and Jarred Grumbling. Photos by Brad Tripp.

ACCESS DENIED: Campus Internet Filters Frustrate Students

by Daniel Young

It's late at night and you are frantically putting together a project on which you've been procrastinating for the last two weeks. Everything is in place. Your own printer is working, you have a Dropbox to back up your work, and your partners have all emailed you their portions of the project. You type in the website your professor gave you, and the unthinkable happens. "Page Blocked," the screen says in bold print. You look below and at the box that says "Category Violence." You scan the edges of the evil pink box, hoping to find some loophole. But the only solace you find is a note, "If this site was wrongly classified, email us servicedesk@warnerpacific.edu."

Warner Pacific students report that many mundane sites have been blocked through the campus internet filter: blogs, news articles, satire, scientific papers, and even recipes. Some students have had to go off campus to access class material, and research projects are nearly impossible if the topic has to do with violence, drugs, sexuality, etc. It has students wondering: what is wrong with our internet filter?

Knight Times writer Daniel Young interviewed several students on our campus and asked them: What experiences have you had with Warner Pacific's internet filter? Here is what they had to say.

KATE MCGREGOR (COMMUNICATIONS '13)

KM: I heard about a YouTube video that showed a pig in a wheelchair, and it was blocked and categorized as violent. When I saw it, I said, "That's not violent. That's a pig."

SAMANTHA HALVERSON (HISTORY '13)

SH: My friend was doing her HUM 410 on female gender roles, and she was denied access to the Planned Parenthood website to do research. I also have friends who put their art

online through DeviantArt, and I can't see any of it because the website contains some adult content. I have to go to my grandmother's to see my friends' art. It could be worse. In high school, I couldn't even look up the state of Virginia because it had "virgin" in it. That's excessive.

KNIGHT TIMES (KT): So, would you want the filter removed?

SH: No. Warner Pacific has the right to censor in some ways, like pornography, and downloading illegal music. But for other people it can be very restricting. I'm not fully content with the way the filter is, but if they're not going to change it, that's fine. I would like it if the filter became less restrictive.

SHAWNA DOWNES (ENGLISH '13)

SD: I am 23 years old and I was attempting to look up cocktail recipes to serve to those of legal drinking age at my off-campus birthday party and was blocked from several recipe websites. I also believe that blocking this category is unlikely to prevent underage consumption of alcohol or illegal usage of drugs, and even if it did, I do not think that the college should be allowed to enforce this sort of restriction upon my internet usage.

KT: Is this a censorship issue?

SD: Yes. Choosing to block "Violence" and "Alcohol, Drugs and Tobacco" is generally a destructive form of censorship in our community because it gives someone the right to determine what kinds of content we can or cannot see. My education at this institution has taught me that this is problematic at best. It is also a puzzling double standard to ban the category of "Violence" when we have movies such as Fight Club or Layer Cake or even Black Hawk Down available in our library.

The internet filter is managed by the Information Services department of the college.

Linda Rudawitz, Director of Information Technology (x1397), sat down with *Knight Times* for an interview about filtering and technology on our campus.

KT: What is an internet filter?

LINDA RUDAWITZ (LR): Filters are an external service. The vendor makes their best guess at what people want. They categorize particular websites, topics, and content. The college looks at the categories of content and chooses which ones to block or permit. The package filters for keywords, key phrases, and website blacklists. What is a sensitive subject is vague definition which makes possible false positives.

KT: What does the filter protect against?

LR: Filters protect against inappropriate content, but they also protect against malicious software. When a website or a computer gets hacked the filter can shut off its internet access to the college and to all of its other clientele. The filter basically adds a layer above normal anti-virus protection, allowing the whole network to isolate a bad site or computer. Even innocent or legitimate websites can harbor viruses and malware in the background, and they can cause a lot of damage.

KT: Can you talk a little bit more about false positives?

LR: The phenomena of false positives (improperly categorized sites) and false negatives (vulgar sites that slip through) are inescapable realities of any filtering process. The problem is the vagueness between academic material and inappropriate content. Even if the technology involved humans looking at every piece of information (which is highly impractical), it still wouldn't be completely effective because of different interpretation of how to categorize content. We have to realize that there is a margin of error we have to accept at some level.

Page Blocked

Warner Pacific College's security policy prohibits access to sites categorized as:

Category Sex Education

If this site was wrongly classified, e-mail us: servicedesk@warnerpacific.edu

"Page Blocked" message delivered if a user attempts to access the Planned Parenthood website through the Warner Pacific network. Date Retrieved: March 29th, 2013.

False positives are not insurmountable obstacles to students who need to access blocked websites. Students can place a service ticket by emailing the address provided on the blocked page, and Rudawitz' staff will unblock a website that is inappropriately categorized. Response time may vary. Students report that on some occasions, sites were unblocked the next day, while on other occasions, response time took as long as five days. Rudawitz explained that such requests need to go through an approval process before they are unblocked.

Senior Shawna Downes, an English major, explained that she had successfully requested that websites such as Google Translate and the Internet Archive Wayback Machine (both categorized as "Proxy" sites) be unblocked. "The real problem with cases like this is that there are many students who aren't going to go through the necessary steps to unblock something because they think it's meant to be blocked, or maybe they don't realize that they can unblock it. And sometimes we're just too lazy," she said.

"At the end of the day, maybe a site was blocked on purpose and we don't think it's worth making a fuss about it," Downes said. "But that kind of complacency can perpetuate censorship. And that is really dangerous."

Q&A WITH LINDA RUDAWITZ

DOES A FILTER SLOW DOWN THE INTERNET?

LR: Not noticeably. One of the main causes of slow internet has to do with the number of people online at any given time, for any particular router. Several dozen people might be accessing a single Wi-Fi connection. People also tend to access internet at around the same time of day. Another big contributor to slow internet is games. Online multiplayer platforms and video streaming services really bog down the demand for bandwidth. Typically, people play these games at night, which cuts down the access for students who are trying to study.

HOW HAS OUR INTERNET IMPROVED IN THE LAST FIVE YEARS?

LR: Just in the last year our internet has improved immensely. We increased our bandwidth from a 50 megabit circuit last year to a 100 megabit circuit this year. The bandwidth for a month of email on a phone can be used up in minutes with video downloading. This year we have enough bandwidth to satisfy students' basic internet demands. Last year the capacity of the system was below demand.

HOW IS THE COLLEGE CURRENTLY IMPROVING ITS TECHNOLOGY?

LR: We are in the process of improving our Wi-Fi, and we have major plans next year for Wi-Fi upgrades. We already put in Microsoft Office 2010, and we are in the process of updating the PCs. Next year we plan on switching to a newer operating system; either Windows 7 or 8.

WE OUTSOURCE SO MANY SERVICES. WHY NOT OUR SERVERS?

LR: The school owns and maintains all its own servers on campus. That hardware is accompanied by a suite of software, called Colleague, that handles all the financial and student records. We are concerned with the safety of our data. We have a collection of sensitive data on students, and that's something we don't really want accessible on the web. Running the application on servers in our own data center is both more cost effective and more secure than currently available cloud services.

The Colleague vendor, Ellucian, is experimenting with offering the product in a cloud hosted format but that option is not mature at this time. The proposed pricing models for remote hosting are also much more expensive than our current system and have major disadvantages in terms of flexibility, responsiveness and ability to integrate with other systems.

The Realities of Life on a Damp Campus.

Alcohol Policies: WPC and Sister Colleges

by Ben Conn

As stated in our student handbook, *The Squire*, “The College upholds the laws of the local community, the nation and especially the state of Oregon.” Such laws include prohibitions against possession or use of illegal drugs or drug paraphernalia, against purchasing or consuming alcoholic beverages by persons under the age of 21, and driving under the influence of alcohol.

The specific policy for alcohol consumption on campus is also very clear: “Students possessing, distributing, and/or using alcohol, narcotics, or other intoxicants on college premises or at college-related activities will be subject to judicial action.” The rule plainly states no community member, regardless of age, is permitted to possess alcohol on the premises of the college.

Violations of the policy follow a three strike formula. The first offense earns an \$80 fine or eight hours of community service, and disciplinary probation. Possible sanctions for the second offense include a \$160 fine or 16 hours of community service, participation in a drug and alcohol education program, and parental notification. A third offense is “subject to the full range of sanctions available to the judicial officer or the Judicial Review Board up to and including suspension and/or expulsion.”

The employee handbook extends this prohibition to all staff and faculty: “The use of alcohol, tobacco, or any illegal drugs or substances is strictly prohibited while representing the College (on or off campus) or while attending college-sponsored events.” The last stipulation has some gray area: what constitutes representing the college? Does it mean wearing a Warner Pacific sweatshirt? Does it mean shouting “Go Knights!” between shots?

The policy also does not cover the off-campus drinking of students 21 and over. The Student Affairs Coordinator, Kaylee Krout, says the policy is intentionally left open so that individual cases of alcohol abuse can be assessed in their own contexts. A student who is of age having a beer with his or her family is a different situation than a student who is of age drinking in the presence of minors, for example. According to Jared Valentine, students might be subject to judicial action if their off-campus drinking violates Oregon law, for example, hosting minors at an off-campus party. Valentine also

said that the college is ethically bound to take action and provide help and assistance if there is a sufficient reason to be concerned about a student’s alcohol abuse, even if that individual is over 21. The openness of the policy allows context, personal discretion, and responsibility to play a role in each case, and each case is weighed individually. Our policy limits the potential threat of on-campus drinking while still giving of-age students the ability to exercise their good judgment.



Consider our sister school, Concordia University, who is “committed to a drug free campus, which would include the absence of alcohol and illegal mood altering substances,” according to their student handbook. Like us, they tolerate no alcohol on campus and have a similar, three strike violation policy. Concordia also reserves the right to enter a student’s room, locker, or car to enforce policy without the consent of the student. Such procedures ensure a drug and alcohol free campus community, but give the university complete discretion in the personal space of a student.

If that sounds strict, consider Corban University, whose policy is: “Corban students may not use, possess, manufacture, distribute, or disperse tobacco (including chewing tobacco), alcoholic beverages or illegal drugs while associated with the university,” according to their student handbook. Translation: no student of Corban University is permitted to drink alcohol on or off campus.

Lewis and Clark’s policy regarding alcohol is far less restrictive in scope. Students over the age of 21 are allowed to own and consume alcohol in their own rooms. Lewis and Clark College still expects students to uphold positive public atmosphere, and no student can be out in public while visibly intoxicated. The liberty to drink on campus gives students the ability to choose how much danger they are willing to put themselves in.

Given the adverse effects of excessive alcohol consumption on college campuses, just how stringent is our policy? Is a strict policy detailing how and when alcohol is consumed necessarily a bad thing on a Christian campus? Does this same question apply to secular colleges considering the seriousness of college-aged alcoholism? On all college campuses, alcohol policies are designed to foster a safe and positive campus community.

Prohibition: Does Legislating Behavior Work?

by Kate Farr



Prohibition in the U.S. was a national ban on the sale, manufacture, and bootlegging of alcohol that took place from 1920 to 1933 and supplied the name for that era of American history. Prohibition is an issue that has long since survived the 1920’s and is debated on many college campuses today, including our own. According to a student who will be referred to as Student A, Warner Pacific isn’t the dry campus it intends to be: “On paper, it’s a dry campus. Compared to most colleges in America, it’s a dry campus. But there are places that are wet. Do I see Warner Pacific as a wet or dry campus? I would call it damp.”

As Director of Student Life, it is Jared Valentine’s role to enforce alcohol policies on campus. Valentine sees on-campus prohibition as a clear boundary: “Right or wrong, it’s fair.” He understands that a student may not want to come to WPC because of that boundary, but emphasizes that the college provides notice along with the opportunity to choose that behavior—and just not just while on campus or while underage. “The community agreement is thoughtfully written, said Valentine. “It’s basic for any society. In order to be a part of the community you have to respect the boundaries of that community,” Valentine continued. “Inability to respect that boundary is an inability to respect the community.” When asked whether legislating morality was

something the college could do, Valentine replied: “Yes, we have to have boundaries. We have to have certain values because of what we believe ourselves to be. We provide freedom of choice. We’re not legislating their beliefs, but we are legislating their behavior—at least to some degree.”

When asked whether the college was creating values for its community through prohibition, Valentine answered, “I think the opportunity to create values is there. Unlike some other Christian colleges, WPC is not enforcing complete prohibition, but through on-campus prohibition, we want to create, within campus boundaries, a sanctuary of sorts, an environment that is different from the typical university.” Valentine said that there are certain benefits for the college as a dry campus. Some of these benefits are that “the policy attracts some students, eliminates trouble—little to no reported sexual assaults as there are less opportunities for those situations to develop—and it’s a quieter place as a result.”

Does this community agreement have any effects on the behaviors of those who sign it? Student A recalls the significance in the signing of the agreement: “I glanced over the agreement before signing, but it didn’t create or affect my moral responsibility. But many of the statements articulated in the agreement reflect my ideals. I had no prob-

lem agreeing with it.” Student A went on to comment about the behaviors of fellow students who also signed the agreement: “If you’re talking about people who drink, I would say there are few groups that partake. It’s not the majority. I have friends who are in both crowds—people who drink off-campus at a restaurant with their friends once in a while and people who drink on-campus three or four times a week.” Another student, let’s call them Student B, agrees with the college policy regarding the campus prohibition of alcohol: “Warner Pacific is a private Christian community, and the agreement reflects that.” Yet Student B has a more pessimistic understanding of their fellow students in relation to that prohibition: “It is what the rules call for, but no one follows that.” If the agreement proves as flimsy as Student B believes it to be, how should we judge its effectiveness?

Private Christian campuses aren’t alone in their struggle with the issue of prohibition. University of Colorado Department of Housing Executive Director, Deb Coffins, states that, “The more controls you put on it, the more people engage in riskier behavior in a secret manner. At least, related to alcohol, that is the case.” She raises a point relevant to WPC and many other institutions across the nation.

Continued on page 9.

UNDER PRESSURE:

How College Students Can Find Success Despite Setbacks

by Monique Lay

The emotional well-being of college students is in decline, according to *New York Times* writer Tamar Lewin. Several Portland area institutions, such as Lewis & Clark College, George Fox University, Reed College, and the University of Portland were participants in this nationwide survey conducted by the Higher Education Research Institute. Stress and declining emotional health are problems that every college will need to address in the coming years in order to retain students and help make them successful.

“Students know their generation is likely to be less successful than their parents’ [generation], so they feel more pressure to succeed than in the past,” said Jason Ebbeling, Director of Residential Education at Southern Oregon University. “These days, students worry that even with a college degree they won’t find a job that pays more than minimum wage, so even at 15 or 16 they’re thinking they’ll need to get into an M.B.A. program or Ph.D. program.”

Warner Pacific students are not immune to the strain that college can put on emotional health. A recent chapel addressed the hidden emotional struggles that lurk beneath the surface of community life on campus: depression, anxiety, self-harm, and suicidal thoughts. During the chapel, students were encouraged again and again to reach out to one another. The assembly ended with a pledge:

“We pledge to hold another accountable for the well being of our community. We pledge to work toward and for healthier relationships and restorative love. We promise to be welcoming and supportive of our fellow students as human beings who need space to mourn or cry out or to speak against injustice. I pledge to be myself and to allow others to do the same. I pledge to avoid making judgments. I pledge to step up. I pledge to be the change I hope to see in my community because we are responsible for each other.”

Rod Johanson, Director of Academic Support, is one of the staff members at the front line of emotional health issues on our campus. His model is relationship-based. “Emotional health can be helped tremendously by having a mentor,” Johanson said. As an academic coach, he oversees mentors who are staff members or members of the community. During the Fall 2012 semester, more than 100 mentees sought academic, emotional, and career guidance. “Students in this program tend to be very successful,” Johanson said. He can pair any student with a mentor, whether they are on academic probation or an honors student.

This is one of the strengths of the First-Year Experience program that all entering freshmen on the traditional campus take when

transitioning into college. Career Specialist Nicole Booker said: “I think that the FYE program is something that is definitely taking a look at the emotional health and well-being of the students.” The program helps students transition both academically and emotionally, according to Ly Doan, who graduated last year and is now an Enrollment Counselor. “It really focuses on the holistic success of the student,” he said.

What does holistic success mean? “People who are genuinely successful enjoy life,” said Leslie Becker-Phelps, Ph.D., writing for *Psychology Today*. “It is not enough to earn a lot of money or to gain respect of others. If what you do in your career or other aspects of your life leave you empty or uncomfortable with yourself, then you have fallen short.”

Johanson endorsed a similar idea: “I think success is when you are comfortable being who you are.” He said that the more someone searches for success, the more it becomes elusive. “It’s in the flow of life when you live meaning, love, or success.”

Sometimes a shift in perspective is a vital first step. Your attitude determines a great deal of your success. Dr. Norman Vincent Peale, minister and author once said, “Any fact facing us is not as important as our attitude toward it, for that determines our success or failure. The way you think about a fact may defeat you before you ever do anything about it. You are overcome by the fact because you think you are.”

Having a positive attitude includes exercising self-compassion during setbacks. “It’s not surprising that self-compassion leads, as many studies show, to higher levels of personal well-being, opti-



Left: Nicole Booker, Career Specialist. Right: Rod Johanson, Director of Academic Support. Photos by Cody Harrod.

mism and happiness, and to less anxiety and depression,” said Heidi Grant Halvorson, Ph.D., writing for the *Harvard Business Review*. “You can be self-compassionate while still accepting responsibility for your performance.”

Johanson refers to this change in attitude as a Copernican shift. The name references the Copernican Revolution, which was the shift from thinking that the sun revolved around the earth to thinking that the earth revolves around the sun. This radical change in attitude can be what it takes to be successful.

What hinders people the most from attaining their goals? “A good immune system,” Johanson said. “Self-protective behaviors.” Attempts to avoid failure or risk-taking impede growth and limit the possibility of success.

“We can be misled by some common beliefs about how success actually happens,” said Forbes contributor Kare Anderson. “Among them is the notion that companies and individuals must stick to a plan, rather than iteratively experiment. [...] When you are open to serendipitous



“Life is hard, growing up is hard, having a career is hard, so having a mentor—someone who is over 30 and a safe person—is good for our emotional health. I think everyone should have a mentor. No one makes it alone.”

experiences you are more likely to have click moments, enabling you to pivot more than once into new, more successful directions.”

Booker added that another key to improving emotional health and increasing chances for success is understanding yourself. “Success is found in how you accomplish your goals, not just in what you accomplish. The how of genuine success begins with nurturing self-awareness. You must make sure that you know your inner values and interests; and live in accordance with them,” said Becker-Phelps.

Core classes such as REL 320: Spirituality, Character and Service or HUM 310: Faith, Living and Learning are attempts to help students become well-equipped at self-examination. Booker said that self-knowledge and self-mastery allow one to navigate unfamiliar or challenging times with greater ease.

“I think we’re ahead of the game here at Warner Pacific College because we help people find out who they are,” Johanson said. “When we turn setbacks into comebacks, that’s success.”

Continued from page 7.

Those for prohibition in the 1920’s saw the ban as a victory for not only the health of the American people, but also for the morals of the American people. Not all of the American people agreed with them. According to Daniel Okrent, the author of *Last Call: The Rise & Fall of Prohibition*, the failures of prohibition, whether in the 1920’s or in present day, are summed up very easily: “This wasn’t, as some believe, because you can’t legislate morality,” says Okrent. “It was because you can’t successfully legislate human desire...if people really want to do something and there isn’t an immediate and universally acknowledged victim, they will find their way to do it, irrespective of laws and regulations.” When I asked Student A and Student B whether they minded if their fellow students consumed alcohol, each replied that they didn’t, but under certain stipulations. “I don’t care if other people drink. As long as they are smart about it and don’t harm themselves or others in the process,” said Student A.

Valentine agrees with Okrent on his theory of legislating human desire. “I think it’s true. There’s no limit on what we can choose to do. Freedom allows for opportunities for love and for evil...but it doesn’t mean you can’t have boundaries. A lot of the choice depends on personality, not morality. It’s important to see the situation as a part of the students’ developmental process and see it as an opportunity for guidance. It’s a policy that requires redemption.” As Director of Student Life, Jared Valentine’s role in enforcing pro-

hibition on campus is to hold conversations with students, “lots of conversations” regarding accountability. “The most important thing in a judicial process is to work hard to value and love students while not viewing a mistake as a value judgment on them and their status in the community,” he said.

Student A suggested there may be issues other than on-campus prohibition in need of discussion: “Open conversation and dialogue are far more important topics.” However, open conversation and dialogue can be applied to any issue, including the issue of prohibition. Valentine encouraged the possibility of educating the student body on alcohol safety and harm prevention, but he went on to say that open discussion concerning these topics aren’t always easy. “Sometimes people are uncomfortable with that level of honesty.”

Prohibition came to an end December 5, 1933. President Roosevelt made known the faith he had in the good sense of the American people in preventing excessive use of the newly re-legalized alcoholic substances. The objective that Roosevelt sought through the 18th amendment was the education of citizens to “a greater temperance.” If like national policy, Warner Pacific can’t “legislate human desire,” it can instead create values for its students and establish boundaries as an opportunity for guiding students through the developmental process.



Team victories; personal milestones

Track and Field: Season Overview

by Christi Avery

The Warner Pacific track and field team is finishing its year with great marks in the Cascade Conference. After making a strong appearance in Geneva, Ohio at indoor nationals March 1st and 2nd of 2013 with Christi Avery, Tiffanie Nyssen, and Ka'imi Scott, the outdoor season is making outstanding marks as well. Jessica Kepfer has already qualified in the marathon for outdoor nationals to be held in Marion, Indiana May 24 & 25.

Track and field is measured with marks of distance, speed, jumps and throws. Training begins early September. Athletes prepare for indoor season by practicing outdoors in the rain, wind, and sometimes snowy temperatures to get ready to compete in indoor facilities. Indoor track meets that the Knights attended this year were at Boise State University, University of Washington, and University of Idaho. Our NAIA Knights compete against NCAA athletes during indoor and outdoor season, usually based on qualifying marks. Qualifying marks are determined by each track meet, and if the mark is met the prior season, athletes have the potential to be accepted into the meet for competition. Marks can be set with a specific time, height, or distance.

For Warner Pacific track athletes, Christmas break is not always a break. From September all the way through the middle of May, training gets more intense and so does competition. Indoor season lasts from November through February, with outdoor track and field beginning March and lasting through mid-May. Meets for competition are held almost every weekend. Destinations for competitions include University of Oregon, Lewis and Clark, Linfield College, Pacific University; athletes may also travel to other states. Again, qualification marks may determine where athletes compete and who they compete against.

At the April 19 & 20 track meet held at Lewis and Clark College, the Knights made 14 season bests for marks and times and 11 personal records by athletes. Both men and women 4x100 relay teams took first place. The men's team consisted of Chris Milan, Micah Chase, Garrett South, and Ka'imi Scott. The women's team included of Tiffanie Nyssen, Christi Avery, Kristen Wood, and Erin Adams. Ka'imi Scott took first place in both 100 and 200 meter events, and Christi Avery finished first in the 200 meter race.

For the distance squad Jennifer Tina took third place in the steeple chase. Hunter Leonard took 4th place in the javelin throw, Josh Reznick took 1st place in both the high jump and the long jump, and Deb McCloud 4th place in the long jump. Jonnie Clark took first place in the pole vault.

Senior Chris Meeker competed April 14 in the local Race for the Roses event. Runners started at the Convention Center and made two loops through downtown Portland before returning to the Convention Center. Over 3,000 Portlanders competed: 1221 5k runners, 801 10k runners, and 1029 half marathoners. With WARNER PACIFIC emblazoned on the chest of his sweaty Columbia Blue singlet, Chris finished his half marathon in one hour, 17 minutes, and 26 seconds to earn a fourth place spot in WPC's Elite 8 Track and Field Events listing.

At this point in the season, the Warner Pacific Knights have traveled to the University of Oregon, Linfield College, and Lewis & Clark College, and have hosted their own meets at David Douglas and Oregon City high schools. Athletes are working hard toward their conference meet to be held at Mount Hood Community College for the outdoor season of 2013. Each athlete must run, jump, or throw a qualifying mark to participate in the Conference meet where they will compete against all of the other teams in the Cascade Collegiate Conference: College of Idaho, Concordia University, Corban University, Eastern Oregon University, The Evergreen State College, Northwest University, Northwest Christian University, Oregon Institute of Technology and Southern Oregon University. All teams will compete against one another May 10, and 11 for conference titles and work towards making marks to advance to the national championships held in Indiana May 24 and 25.

This will be Coach David Lee's last conference track meet as head coach, and the track and field team work even harder to make it the most memorable conference of all. Volunteers are needed for both days of conference, May 10 and 11, to work as ticket takers, referee assistants and finish line assistants. Contact Jamie Joss regarding your interest in helping or with any questions you may have: jjoss@warnerpacific.edu.

Enter the Mind of a Cross Country Runner

by Matice Dameron

I stand on the line, one of three hundred, all posed like manikins, frozen in place but muscles tense and ready to bolt. My breath catches and my heart skips a beat, as the official raises his arms, in anticipation for the blast of the gun. ****BANG**** As if one person, three hundred female runners all take our first lunging step out of the chutes; the roar of the crowd is deafening as everyone cheers for their respective athletes. The Willamette race has begun! My heart now kicks into overdrive as adrenaline spikes from the excitement. In a few minutes, I soar past a hundred girls all experiencing the same rush.

As I pass the runners, I must jump start my brain and check my pace—*If I go out too fast then I will regret it later when my adrenaline runs out, taking with it my strength to finish strong. However, I do not want to just slow down instead I want to do a mental check to insure that I am running a smart race with a pace that I can sustain for three solid miles of rolling hills, twists, turns, straight stretches, and multiple soft spots in the terrain.* Breathing, check. Legs, check. Eyes up, check. Halfway into the first mile, the racers begin spreading out. Now is the time to pick my first target. Each time I pass my targeted runner, I pick a new target while chanting in my head, "Breath steady, eyes up, find new target, you can do this!"

The first mile, the easiest in my opinion, is now behind me but there are still two more to go! Mile two, typically my hardest mile in every race, starts with a 40 meter uphill climb; for most people the hills are their downfalls, however; this is not true for me! As I power up the hill I remind myself to pump my arms harder than normal. *A key to running that many people don't know is that arm movement is highly essential to strong leg movement. For example when people walk, their arms swing in sync with their leg movement. Right leg and left arm forward, left leg and right arm back, and vice versa. For a runner, the stronger the arms pump, the faster the legs will follow.* On the hill I pass approximately ten runners who had not learned the secret, and as I reach the top I power through the pain of the extra exertion for an additional fifty meters before settling back down to my original pace on the flat.

Once over the hill I realize that I am watching my feet so I remind myself to bring my eyes back up again. *As runners fatigue, they will drop their heads and watch their feet as they run, thus constricting airflow and ultimately slowing them down.* As I look up I see one of my teammates in her Columbia blue jersey. Never before had I caught up with Kayla, let alone pass her, in the year and a half we have competed together in the 5K race—a 5K is equal to 3.1 miles. As I pull in closer to her I start psyching myself out. Thoughts like "she is a better runner than me; she knows what she is doing... I must be going too fast... I'm going to die!" all float through my mind. As I get closer to her I start slowing down, while telling myself I need to get back on my pace. Suddenly my mind is at work again! I ask myself how I am feeling, and I realize that I am feeling great; slowing down feels like holding back. So I

pass her with a "Good Job, Kayla," just to let her know that I am beside her and offer moral support, and then I move on.

Not far off in the distance I see Katelin, the new freshman who has taken the role of top runner on our women's cross country team. I continue to steadily pick off girls until I'm right behind her. Yet, again I start psyching myself out, and again I give myself a mental shake. I check my breathing, it's still steady; and then my legs—they are feeling amazing. As I check my own breathing I can't help but over hear Katelin's breathing and what I hear is rigid and labored compared to my own stable breathing. *Heavy breathing is an indicator to how tired a person is during a race. One of the biggest intimidators in a race is when someone silently passes a competitor in a race who is dying from lack of air, due to the exertion of the race.* That final check convinces me to keep my pace and do what I never thought possible. As I pass Katelin, I murmur "Keep up the good work" as encouragement, and continue on to pick off more runners, one girl at a time.

A group of Warner Pac supporters and teammates cheer for me as I run by. I have a huge grin stretched across my face.

Continued on page 12.



WPC athletes participating in the April 19 & 20 meet at Lewis & Clark College. Opposite page: Erin Adams, 100 meters; This page: Han White-Duong, 800 meters. Photos by Colleen Lee.



One teammate, Han, shouts above everyone else: “Now is not the time for smiling, it is the time for running! 800 [meters] left!” The comment makes me smile even more and start my kick early. *In a race, a “kick” is using the last reserve of energy all at once to pick up pace; it’s almost like an adrenaline rush because your body knows the finish line is near. However, it is a learned technique that not everyone has access to.* With 400 meters left, I hit my wall—a mental barrier that is the body’s perceived physical limit. I can feel myself start to die, my breathing becomes labored, my form starts to drop, and I slow down considerably.

I start psyching myself out for a third time this race. I find myself thinking: “Oh no, I ran too hard and now I am going to die right before the finish line.” Behind me I hear labored breathing steadily getting closer and think, “Oh crap, after all my hard work Katelin’s going to pass me anyhow, right here at the end.” As the person breathing down my neck behind me starts to pass, I spare a quick glance over at her. *It is a strict rule of mine that, no matter what place you are in, never look back! To look back at your competitors makes you appear either nervous or arrogant; both can make a person want to beat you all the more. More importantly, you slow down when you take your eyes off your goal.* I instantly realize that it is not Katelin creeping up on me, and for some reason that renews my determination to finish this race strong. As this girl in a red jersey passes me, I begin pushing my dying legs to hold pace with her as my brain starts chanting my never failing mantra, “I have worked this hard to get here and I will not give it up now!” over and over again.

About 100 meters later my determination pays off. She drops behind me and I successfully pull away from her once again. I refocus my eyes and realize that my mini victory has put me immediately behind a pack of three girls following closely behind yet another group of girls who are all going at a steady pace. We have approximately 300 meters left and it’s all on the track.

Dead legs forgotten, my highly competitive side takes over. We enter the track onto the first straight away—the 100 meters on the far side of the track—and I pass that first group of three. My initial set pace was faster than theirs so I did not change it much. At 200 meters left—the bottom corner of the track—my brain is telling me to hold steady and don’t let those girls catch me now. At once I hear my coach yelling at me, “Now is the time to KICK! Go get that group of girls!” And without a conscious decision, my legs start moving faster – sprint training kicking in – and I start gaining on the next group that have slightly spread out. I pass the girl in the back of the pack; the thrill helps me gain more speed. I pass the next girl, and miraculously I find another speed boost; with 50 meters to go the crowd in the stand is deafeningly loud as I eat up the remaining track. I feel like I am running faster than when I am in a 100-meter dash! There is just one more girl to catch and I want her. I gain on her; at ten meters away we are neck and neck. We cross the finish line at the same time. Instantly I double over as I brace my hands on my knees and relearn how to breathe, taking large gulps of air. My legs start getting a jello-like wobble—a sign of a race well run.



Top from left: Deb McCloud, high jump; Ka’imi Scott, 200 meters; Nathan Stecker, pole vault; Tiffany Nyssen, 4x100 relay. Center: Chris Milan, long jump.

I look up to congratulate my fellow runner who crossed the line with me, but I realize that I have lost her in the multitude of competitors treading across the finish line. Having not actually seen her face during the race, and only knowing that she was in a dark blue jersey, I regretfully decided that it would be impossible to find her within the whirlwind of runners now surrounding us.

I guess I will never find out if I beat that one runner by a millisecond or if she beat me; however, I had the satisfaction of knowing that I worked so hard—and made her work that much harder—in order for us to cross the finish line together. If I had not lost her in the crowd at the finish line, I would have been honored to shake her hand, give her a hug, and even get to know her!

Continued on page 13.



Learning Communities

As FYE phases out, new courses take shape

by Kate McGregor

Every freshman is required to take a First Year Experience (FYE) class to help students transition from high school into their college years. The college was able to implement a new program this year called First Year Learning Communities (FYLC) because of the M. J. Murdock Charitable Trust grant received in April 2012. Two sections of FYE classes were designated FYLC courses, and each class was linked with another core class—either English 101 or URB/FA 235: The City and the Arts. The same students are together for their FYLC class and their core class. Both FYLC classes had about fifteen students; this small number makes it so that the class can bond and develop a sense of community.

Each FYLC class is staffed by the faculty director who teaches the actual FYLC class, the co-faculty who teaches the core class—either EN 101 or Introduction to the City, and a campus staff member who provides extra support for the community. Additionally, two upper division peer mentors support the new freshman. Mentors meet with the freshmen every other week and help connect the students to the campus.

The learning communities debuted last fall with Food Carts, Farms, and Freddy’s taught by Derek Moyer and Performing Portland taught by Robin Gordon; the linked classes were EN 101 taught by Heidi Owsley and URB 235: The City and the Arts also taught by Gordon. The students in Food Carts, Farms, and Freddy’s learned about food ethics and how food gets from the farm or factory to the dinner table. They would go out and buy food, then return to Moyer or Owsley’s house to cook the food. This created a sense of community and kept students accountable to each other. The Performing Portland courses examined the question of who has access to the Arts in the city, and what role

does it play in people’s lives. Students took numerous field trips to different artistic venues, using the city as “textbook.”

Josh Petersen is a freshmen who was enrolled in Food Carts, Farms, and Freddy’s. When asked what he most enjoyed from being in the class, Peterson said, “I was able to connect the different ways of thinking that we were learning to the topics we were looking into. I was able to think through where my food comes from and why that is so important to me, along with why should I care whether or not it was processed in ethical ways.” Petersen explained how the class has impacted his college career: “The fact that I could actually dig into and invest myself in the work that we have done has been beneficial to my college experience so far.”



Students in FYLC Performing Portland view a sculpture outside of the Standard Insurance building on their way to a play. Photo by Kelly Searle.

The new FYLC classes that will be taught in 2013-2014 will be Boyz n Girlz in the Hood: An Economic History of Portland Neighborhoods taught by Luke Goble and Jenna Thompson; Ancient Stories-Modern City: Re-Thinking Scripture in Portland taught by Jarod Jacobs and Melissa Baker; Faith, Justice, and Portland: Advocating for Social Change, taught by Stephanie Mathis and Arthur Kelly; and What’s on Your iPod?: Music in Human Nature taught by Lance Chamberlain and Bill Dobrean. Food Carts, Farms, and Freddy’s: Thinking About Eating in PDX will also be offered again.

WPC will slowly phase out First Year Experience classes and implement all First Year Learning Communities in 2014-2015. Until then incoming freshman will have the choice between taking a FYE or FLYC class. For more information on each FYLC class go to: <http://www.warnerpacific.edu/programs/learning-communities>

Continued from page 12

She helped make me a better runner in the end and for that I am grateful. I placed 136th overall out of almost three hundred runners with a time of 20 minutes and 26 seconds. And not only did I come in first place on my collegiate team, I also had broken my own

personal records—a minute and ten second collegiate (and lifetime) personal record that both my coaches and I were stoked about! And that feeling of freedom, the power of self-confidence, and the rewarding feeling of triumph are all memories I will never forget!

¿HAS OÍDO? WPC explora nuevas oportunidades de lenguas extranjeras / HAVE YOU HEARD? WPC explores new foreign language opportunities

by Mollie Berry and Kate Farr

Last fall, Warner Pacific offered a Spanish course as an elective. A survey taken in Spring 2012 demonstrated significant interest in having a Spanish class, and the results from this survey were positive enough to schedule SPN 140x: Spanish Proficiency for Fall 2012.

Terry Baker, Humanities Department Chair, said: “The response [to the class] was somewhat disappointing in terms of the number of students that enrolled in the fall course.” Despite the interest expressed, the numbers in the class were lower than expected. Baker said the course was not staffed or placed on the schedule until late into the registration process. Many students may have finalized their schedules before the Spanish class became available.

Adding to courses offered and as financing and staffing new classes is difficult. However, the benefits of having a foreign language added to our curriculum seem to outweigh the costs. The need for students to have the ability to communicate with those who primarily speak a different primary language is growing each year.

Beneficios de conocer una segunda lengua / Benefits of knowing a second language

Baker listed why he thinks that learning a foreign language would be beneficial to our students: “Students who study a foreign language or languages are better equipped to find their way in our world—social service, housing and medical agencies, businesses, schools, [and churches] are looking for people who can help them be more effective in their service to non-English speakers, clients, students, and parishioners.” Referring to the WPC motto “in the city, for the city,” Baker said that students should be “in the language.” Knowing a second language makes students more readily available to be working with more people in the city and the larger community.

Baker went on to say that because foreign language study takes time, “like learning history, math or to play the guitar, it fosters intellectual virtues like perseverance, confidence, and humility. As features of a student’s character, such virtues improve all aspects of learning and living. And numerous research studies have shown that foreign language study increases a person’s mental flexibility, creativity, and higher order thinking skills.”

Professor Holly Rogers, who taught the Spanish class last fall semester, suggested similar benefits to learning a second language. “I think a foreign language requirement is critical; especially at a school like

Warner Pacific.” Rogers believes that having the ability to speak a second language is beneficial to students because of its location in Portland and the number of people who speak another language as their primary language. Rogers said that “people who study a foreign and second language [have] a critical understanding of other people and a global society.”



Opinión del Estudiante / A Student’s Opinion

Ashley Waits, a student who took Spanish in the fall, said: “Professor Rogers is awesome, and she teaches you so much more than you could imagine learning in just one semester. She teaches practical language skills by talking to us about what is going on in our lives, which I thought was rad.”

One of the requirements in the class was to participate in a service project. Waits decided to volunteer with an immersion kindergarten class. “I chose to go down to Atkinson, which was super fun and really helped me practice my skills.”

Pileta Método de Enseñanza / Method of Teaching

The method of teaching that Rogers implements into the classroom is referred to as Teaching Proficiency Through Reading and Storytelling (TPRS). It was created in the early 1990’s by Blaine Ray, a high school Spanish teacher in California. By using TPRS teachers are able to teach the language without having to teach grammar rules, though grammatical accuracy is learned. The language is learned by applying vocabulary to reading and storytelling.

The way Rogers teaches Spanish is engaging, said Baker. “The emphasis is upon reading, writing and speaking, that is, effective communication. She uses film, novels and storytelling to engage students from the very start.” The students in Professor Rogers class reacted well to the TPRS method of teaching. They were able to apply what was being taught in class in real life situations through the service project. Students also participated in discussions and storytelling in class. “As much as night classes can really suck, we all looked forward to class and were constantly amazed at how quickly time went by,” Waits said.

“The most valuable thing I learned is the importance of not just understanding the language, but understanding the culture and how that affects the way people communicate,” Waits added. The course is being offered again Fall 2013. Register for the class now—SPN 140x: Spanish for Proficiency, Wednesdays, 6–9:00 p.m.

Letter from the Editor:

What is the value of journalism in the age of sound bites and status messages?

by Shawna Downes

As we close the door on another academic year, I also close the door on one more chapter of my life. I began editing Knight Times in Spring 2012. This issue—our first sixteen page issue ever—is the final chapter of my time as Editor. In a few short days after this issue is published, I will graduate with a Bachelor of Arts in English and start my graduate studies in the Low Residency Master of Fine Arts in Creative Writing program at Spalding University. I started out in college as a Political Science major and quickly switched to English after discovering what writing in the political arena truly meant. Even though my focus is now fiction writing, I could not resist dabbling in some of the journalism courses offered here. My generation has experienced an explosion of technology in our lifetime. I may not be a first adopter, but I am at least a second adopter. I am highly adaptable. I am comfortable with iPhones, social media, online syndication, and e-books. I am beginning to think that email is outdated. I like change. Yet, despite all of this, I still believe that print journalism is relevant today.

Print media is becoming less common in a world full of e-readers and online publications. We don’t write letters, or even lengthy emails; instead, we send text messages and three line memos. Our deepest beliefs and feelings are communicated in tweets and status updates. Long form prose is hard to digest in this age, and even harder to write. On the internet, we even have an acronym for “too long; didn’t read” (tl;dr) that precedes a quick summary of a text post in case the reader wants to get to the point rather than take the journey.

This is unfortunate because the journey is so much more valuable than arriving at the destination. Rather than merely supplying the answers, journalism poses new questions. It creates space for multiple voices to be heard and multiple perspectives to be considered, something that cannot be accomplished in a sound bite or a status message. Rather than clicking “Share” to pass on a pre-formulated opinion to which you ought to subscribe, journalism encourages the formation of individual opinions. Good journalism encourages debate by placing contrasting voices side by side, stripping away the barriers of privilege that usually separate different constituents in the community. The voices of students, community members, and even a man who lives outdoors, or a woman who self-harms, are placed on an equal level with the voices of faculty and staff. Those who could not speak before are heard, and those of us who still take the journey find that we come to share in the experiences of others.

Giving our time and attention to step into the stories of others is uncomfortable, but it’s a good kind of discomfort. Journalism students learn to go out into the community and ask difficult questions of people they do not know and who are sometimes not their peers, but their superiors. The student must also learn to write

about someone else’s opinion and give it the same kind of care and attention that he or she would give his or her own, even if the journalist does not agree with what the interviewee said. In an age of juxtaposing carefully edited sound bites and manipulated messages, this is perhaps a lesson we all should learn.

These are just a few of the reasons why I chose to be the Editor of the Knight Times when I was asked during my second year at the college. My goal during my time in this position has been to cultivate stronger writing and stories with depth. Creating a killer design and layout was an added bonus.

As my time at this school ends, I pass on the mantle of Editor to Tim Jackson, a fellow English major and incredibly talented photographer and writer. Tim had a multinational upbringing in the United Kingdom, United States and Zambia, and is a Combat Medic in the Army National Guard. He has served on the staff of every publication on our campus, and shared his creative talents with many. Tim’s goal for his time as Editor? “Publishing photos that capture your attention and stories that keep you thinking.” I am excited to see how this publication will continue to grow under his leadership and hope that you will join Tim in taking the journey.

TL;DR: You will never get the whole story from a one-line summary.



Left to right: Luke Goble, Susanna Lundgren, Pamela Plimpton, Cecily Bernick, Connie Phillips, Shawna Downes, Terry Baker, Joshua Jeffries, and Robin Gordon. 2012–2013 Humanities department award recipients Cecily Bernick (Outstanding HUM 410), Shawna Downes (Outstanding Student in English), and Joshua Jeffries (Outstanding Student in History) pose for a photo with the department faculty at the Honors and Awards Chapel in McGuire Auditorium on May 2, 2013. Photo by Cody Harrod.



The Knight Times

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