PHOTOGRAPHERS UNDERGROUND

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 Martin and I both shared brotherhood in the famous 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 and 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.”

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 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 their work. 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 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.”

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.”

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’ escapes 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 too quote from Thoreau, “It’s not what you look at that matters, it’s what you see.”

“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.

I n 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 lives matter here.” The proclamation is hardly noticeable if you aren’t searching for it. In light of recent events that have pushed the prejudice 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 nationwide 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 reenvisionation 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 that 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 different 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 create conversations away from the misconceptions of racial colorblindness.

It is time to address the discrepancy between our misional 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 marginalized races of all other cancers—yet we find justification to excuse ourselves from dealing with the 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 ego-centric, 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 Professions.” The course is designed to give students the opportunity to see how many students feel uncomfortable with the notion of shaming light specifically on black lives. As a way to acknowledge the damage that the deification of the Black Lives Matter movement 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 or ignore racism 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 common, onlookers misconstrue passionate dialogue for argumentative diatribe. The incident made Curry and the rest of the group feel uncomfortable. “If it’s for gain 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 mentalitéality is actually what excuses groups who enjoy privilege and disdain any responsibility for issues surrounding minority groups.

In many respects, Warner Pacific College has fallen victims 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 racial indicators of progressivism instead of solely environmentally conscious reliance. 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 against the daily injustices happening to black lives. As a way to acknowledge the damage that the deification of the Black Lives Matter movement inflicted on many students, Curry organized a peaceful confrontation. Unfortunately, not everyone has reacted with the same acceptance toward the movement. After the introduction of the hashtag, there was fervor 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 one point, the phase was smudged off and replaced by a piece of paper stating “All Lives Matter.” In a recent chapel service, Dr. Raymond 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.

DiOncia 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 group 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 deification of the Black Lives Matter movement inflicted on many students, Curry organized a peaceful confrontation.

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The Spitfire Grill:
THIS SPRING, THE DRAMA PROGRAM GETS A LOT MORE MUSICAL

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 quarter of a dollar. She carries so much meaning. She wants 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 novel 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 film by Lee David Zlotoff, which 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 act and scenes from the film.

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 great 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 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 grew 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 it. 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 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 pasture, 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 any given day, the set 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 7:30pm performances on Thursday, Friday, and Saturday. 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) laugh 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.

by Kaleb Hood and Julia Feerer

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.

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 grew 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 it. 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.

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

ccommodation. 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, a college student Elaine Sene became deaf at two-and-a-half from meningitis. Occasionally, a college student with a disability. Warner Pacific College. It is her fifth year in college students with disabilities. Support for college students with disabilities. 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 opportunities as those around them. 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. 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 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.

Since the Americans with Disabilities Act 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 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.

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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.”
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)
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 MLK Day of Service—a reality, and empower the communities in the area. “The resources provided through 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 Campuses 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 Kya Zappas. 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 Columbian 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, 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 Community Engagement with Oregon Campus Compact, the MLK Day of Service was actually a product of many different people with a similar desire to honor Dr. King. “I would say what 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 that 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 effort 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 guests 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 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 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.  

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 Allberg.

by Naomi Fox

FOR SERVICE OF OTHERS

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

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.

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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 Columbian 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, 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 Partnerships 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 what 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 that 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 effort 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 guests 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 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 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.

by Naomi Fox
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. 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. An other WPC student, Richi 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, college preparation, 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.

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.

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Some WPC students have found other pathways. Senior Allaluna 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 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.

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

Weekdays 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, 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 your 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 your players. This is what we most respect in these coaches: their ability to lead and sacrifice everything while doing so.”

Assistant coaches carry a heavy burden as well, with head coaches leaning on them to assist in managing the program. Coaches 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 corres-ponding 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.

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.

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