

Tattoos: Marking past journeys and new experiences

See story 10, 11 & 12



Knight Times

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Looking through the stained glass windows in Schlatter Chapel at students in front of Smith Hall below. Photo courtesy of David Papazian. See stories on chapel hours and Night of Worship, pages 8 & 9.

ACADEMICS

Film and dramatic construction in EN/DR 250/349

See story 2 & 3

THE CITY

College students congregate to learn swing dancing

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WPC LIFE

Navigating campus life with celiac disease and lactose intolerance

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Film and Its Forms: A semester of watching

by Kyle Bliquez & Brian Haggerty

The First Act, sometimes referred to as the Point of Attack or Inciting Incident, is an event or incident that changes the direction of the protagonist's life. Whatever happened in the Point of Attack leads directly to a Predicament that the hero must confront and solve. When we ask "What is the story about?" the answer, dramatically speaking, is found from taking a close look at the Predicament.

Although this is Tom Olsen Jr.'s first term teaching EN/DR 250/349: Understanding Film and its Form, the class is not new to the college and the subject of the making movies is definitely not new to Olsen. This class is offered every other year and was previously taught by Dr. Pamela Plimpton two years ago.

The course description in the syllabus states that the class is an introductory course giving students the skills to analyze film from technical, aesthetic and social perspectives. "Students will become acquainted with the various elements of craft that contribute to the technical quality of a film as well as with film's relationship with other media, genres of films, and the role film plays in society."

Olsen has an extensive educational background that includes attending the Univer-

sity of Oregon from 1990 to 1995 where he earned a Bachelor of Science that focused on Political Science, Economics, Planning, and Policy & Management. He attended the NW Film Center from 1996 to 1998 where he earned a Certificate in Filmmaking. He also earned a Master of Fine Arts in Film & Television Production at Chapman University from 1999 to 2001.

Olsen began teaching film at Portland Community College in 2005. Also in 2005, he was employed as a Multimedia Production Specialist at the University of Western States. He has been a Video Producer with Anchor Pictures since 2001. According to the Internet Movie Data Base (IMDb), Olsen's filmography includes four documentaries: *Killingsworth* (2006), *Politics of Sand* (2008), *The Port of Garibaldi: The Centennial History* (2010), and *The Crime of the d'Autremont Brothers* (2012).

During the Second Act there is often a Midpoint Culmination which profoundly affects the direction of a story in some way.

Each week, a rendezvous is arranged in Kardatzke. We take our seats, dim the lights and plug in a movie. The films are diverse and have ranged from the animated

Pixar production of *UP* (2009) to Alfred Hitchcock's suspenseful mysteries *Rear Window* (1954) and *Vertigo* (1958). Erika Roney, a senior enrolled in the course, said, "Taking a class that revolves around watching film and analyzing them in ways we didn't know before is very interesting. We may have seen a movie a long time ago and thought it was boring because it didn't have the explosions, fight scenes or action we're used to now, but the way they establish characters and create tension is remarkable." Roney is graduating this fall and is taking the class as part of her Communications major.

Frequently during the Second Act there is a Second Culmination that takes place after the Midpoint Culmination. This is the point in the story, sometimes referred to as rising action, in which the main tension is resolved, but like the First Culmination, it leads to a new and sometimes even more desperate situation, which initiates a whole new tension for the Third Act.

Sixteen films in fifteen weeks. We are assigned to watch each film in tandem with reading a chapter from our textbook, *The Art of Watching Films* by Dennis Petrie and Joseph Boggs. **Continued on page 5.**



movies in class and getting away with it

1 UNFORGIVEN (1992), directed by Clint Eastwood, is a good introduction to film as both industry and art form.

2 GOOD WILL HUNTING (1997) was directed by local artist Gus Van Sant and is the story of a young man struggling to find his identity.

3 CITIZEN KANE (1941) is praised for its innovative cinematography, music, and narrative structure and is considered by many to be the greatest film of all time.

4 THE ROYAL TENENBAUMS (2001) was directed by Wes Anderson whose films are known for having a special retro aesthetic that gives each one a unique feel.

5 MANHATTAN (1979) was shot in black-and-white. Woody Allen's character says in the opening monologue that he always pictures Manhattan in black-and-white with Gershwin music.

6 JFK (1991) opens with a cinematic montage and music from composer John Williams, with militaristic sounding snare drums and trumpets fading in. Through a barrage of juxtapositions of images and sounds, a turbulent nostalgic tone is conveyed. A mix of sentimental emotions in an unstable society unites to create the atmosphere of the film.

7 O BROTHER, WHERE ART THOU? (2000). In this Coen Brothers movie the photographically captured colors of the entire work were radically changed in post-production. The bright greens were transformed to muted golds and browns throughout, and according to director of photography Roger Deakins, "the color in the movie became a character."

8 THE CONVERSATION (1974) is written and directed by Francis Ford Coppola. Gene Hackman plays a private investigator specializing in electronic listening devices. He records a young couple's conversation, the full import of which he learns only after playing and replaying the tape and re-evaluating certain assumptions in light of discovering that the true meaning depends on the subtle emphasis on a single word.

9 UP (2009) is the third Pixar film to be scored by Michael Giacchino, after *The Incredibles* and *Ratatouille*. Giacchino has compared the film to opera since each character has a unique theme that changes during a particular moment in the story. This is an example of characterization through music.

10 THE SHAWSHANK REDEMPTION (1994) is number one of the top 250 movies as voted by IMDb users. Morgan Freeman was nominated for an Academy Award in the Best Actor in a Leading Role category.

11/12 REAR WINDOW (1954) and **VERTIGO** (1958) reflected Alfred Hitchcock's personal creative vision as a director, as if he were the primary author or auteur. Hitchcock pioneered the use of a camera made to move in a way that mimics a person's eye movements, causing viewers to feel as though they are in the scene that they are watching. He framed shots to build up anxiety, fear, or empathy using innovative film editing.

13 POLAR EXPRESS (2004) was the first film to truly master the use of having real people act out the film, then "skin" them to turn them into animated characters. It was also the first film to be released that was shot for both regular viewing and 3D.

14/15 LA JETÉE (1963) / **TWELVE MONKEYS** (1995) both focus on time travel experiments after a nuclear war. *Twelve Monkeys* was inspired by *La Jetée*, which was made up of almost all still pictures. The film is only 28 minutes long but follows a man who keeps meeting a woman as he travels through time.

16 THE THIN BLUE LINE (1988) was directed by Errol Morris and successfully argues that a man was wrongly convicted for murder by a corrupt justice system in Dallas County, Texas.

WHICH WAY DO YOU EAST AND WEST COAST SWING

Swing? IN PORTLAND

by Mollie Berry



Students from Portland State University and Concordia University swing dancing at Lenora's Ballroom. Photo courtesy of Mollie Berry.

“I want to go out swing dancing,” said Alex Colwell, a student at Clackamas Community College, her eyes brightening with the anticipation of flowing around the ballroom to big band music experiencing smiles, laughter, and small talk as the leader twirls her across the floor. What better way to spend a Sunday evening than forgetting all the stress of school and work, and dancing the night away?

Swing dancing is a fun and social way of relieving stress: going out and dancing with new people, hanging out with friends, and maybe even learning a new move or two. Portland State University (PSU) student David Schmitt said, “I look forward to relaxing and de-stressing out of swing dancing because of the music and how much fun it is to do the dance.” Good music, new people, de-stressing: it’s no wonder college students enjoy going out to swing dance.

There are many colleges across the United States that have classes or clubs related to swing dancing. Local ones are Warner Pacific College (WPC), Clackamas Community College (CCC) and Linn Benton Community College. CCC’s swing classes are taught by Robin Robinson, who also teaches a Rhythmics class here at Warner Pacific. He often focuses his classes on west coast swing, or what all of the students know or like best. When there are not enough leads or guys in a class, Robinson often teaches line dancing, such as the electric slide or country line dancing. He urges students to go out social swing dancing to practice, become more comfortable with the patterns, and learn different leaders’ styles.

There are many variations of swing dancing. Two of the most common are East Coast Swing and West Coast Swing. According to *Skippy Blair’s Dance Dictionary*, “Swing, as defined by the Swing

Dance Council, [has rhythm that consists] of basically six and/or eight beat patterns that cover either a circular or slotted area on the dance floor.” East Coast moves in a circular pattern while West moves in a pattern up and down the floor.

East Coast is a classic dance with quick footwork that takes the partnership across the room. “[East Coast] moves freely around the floor; it is not stepped in place, nor is it a line-of-direction dance,” states Kurt Lichtmann, founder of the Cornell University Swing Dance Program. Some variations of East Coast dancing are the Charleston and the Lindy Hop. These two variations are commonly seen and incorporated by today’s East Coast Swing dancers.

According to Skippy Blair, the Secretary and Education Coordinator for the World Swing Dance Council, West Coast Swing is: “a sophisticated dance, with an elongated slot, critical timing, controlled

movement and pulsing that can run chills up your spine.” Following the lead’s subtle hints—a twist of the wrist, pressure on the small of the back—dancers move up and down the floor to popular hits through spins, turns and dips. That is what draws many students to West Coast ballrooms. “It’s such a popular swing at Portland State and all around and it’s getting more and more popular,” said student David Schmitt. “I think it’s because of the type of people it caters to—younger, college age students who like modern music.”

Many students stick with either East Coast or West Coast exclusively. “For me, East Coast [dancing] is freer—you can do more of what you want without staying in line,” Alex Colwell said. WPC senior Ly Doan goes out East Coast dancing as a “recreational activity... [it is] a skill developing type of dance.” On the other side of the dance floor, Schmitt said “[West Coast] is really diverse and that’s what makes it fun is because of all the different

ways you can do the dance.” Few consider one variation of swing to be as good or as fun as the other. This preference usually comes from past knowledge or taking classes, which gives one a higher comfort level with a particular style of dance because the pattern is better known.

Both Schmitt and Colwell said that someone who has no past knowledge of dancing will tend to enjoy East Coast more than West Coast because it is a simpler dance and the footwork is easier. Although it is true that a good West Coast leader can move almost anyone across the floor, the dance flows better and is more enjoyable when both people in the partnership know the basic patterns. East Coast is easier to pick up for someone who has little knowledge of the dance. Colwell went out East Coast swing dancing for the first time with absolutely no idea what to expect and no past knowledge. “At first I was really nervous” she said. “It was a lot of fun and I wanted to go again.”

If you're interested in trying out swing dancing, here are a few places to check out around town:

AMBASSADOR BALLROOM
\$5 SUNDAY NIGHT
WEST COAST SWING
8900 SW COMMERCIAL STREET
TIGARD, OR
(503) 639-4861

LENORA'S BALLROOM
\$5 WEDNESDAY NIGHT
WEST COAST SWING
615 SE ALDER
PORTLAND, OR
(503) 998-7417

STUMPTOWN DANCE
\$6 SUNDAY NIGHT
EAST COAST SWING
1512 SW MORRISON STREET
PORTLAND, OR
(503) 784-8047

Continued from page 2.

The Third Act Twist occurs when something unexpected happens, either in favor or against the protagonist. This has a direct effect on the outcome of the film.

The class may sound too good to be true, as watching movies on a weekly basis is a college student’s dream. However, the class is not without its college aspects. For every film we watch, a paper goes along with it, ranging from the one to eight page length. For the film *UP*, a one page paper was assigned on the use of the musical score. For the 1992 film *JFK*, a nearly three-hour long movie about a John F. Kennedy conspiracy theory, an eight page paper on the edit-

ing techniques used by the director was required. For students taking the class for upper division credit, a notebook is required which outlines the personnel hired for the film, the act structure and complete breakdown of every film discussed in the class and movies watched outside of class. These assignments and frequent quizzes keep it feeling like a college course, but one with subject matter and structure students will find both appealing and entertaining.

The Denouement occurs at the end of the film. In literal translation, it is an untying of events. It is the conclusion of the film, the resolution, the happily ever after.

The final for the class isn’t the conventional culmination test on everything we’ve processed throughout the year, but a six-page paper that analyzes one of the films in great detail. This includes the plot structure, editing techniques, camera angles and musical score.

Films have become one of the most popular art forms of our time, so it seems appropriate that they are now being analyzed on a collegiate level as an art form alongside theatre and other types of art. Senior Lance Shroyer said, “Although there’s a lot of work, the class definitely provides new ways of looking at films instead of watching them to escape reality.”

HARD TO SWALLOW:

A GUIDE FOR THOSE WITH CELIAC DISEASE OR LACTOSE INTOLERANCE

by Marguerita Echeverria, Kate McGregor & Becca Schrader

It is dinner time when student Kate McGregor enters the dining hall for a much needed meal. With hungry stomach rumbling, McGregor approaches the serving station and is greeted by a tantalizing aroma of herbs and spices wafting from the freshly prepared food set before her. While this truly smells wonderful, McGregor can already feel the intense stomach pain she knows she will suffer if she consumes the cheese, bread, wheat based pasta and various sauces that are all a part of the main course options. So in an effort to save her stomach from torture, she turns away from the serving station, picks up a plate, and dishes herself up a salad. Again.

For most students walking into the cafeteria, eating a meal is no big deal; they can eat whatever is offered without having to worry about the consequences. However, for those like McGregor who have celiac disease or lactose intolerance, finding a suitable meal in the dining hall is a whole different story. Individuals with dietary restrictions due to conditions such as these must investigate all the ingredients of their meals before eating in order to avoid uncomfortable symptoms later on. These symptoms often include stomach cramps, diarrhea, and vomiting. If you're thinking about cutting dairy products or gluten out of your diet, always consult your doctor beforehand. To fully understand gluten or dairy intolerances, it is important to examine exactly what these intolerances stem from and what they entail.

WHAT IS CELIAC DISEASE?

According to Elizabeth Hasselbeck's book *The G Free Diet*, celiac disease is "a digestive disorder, characterized by a toxic reaction to gluten, the protein found in certain grains." She sums up the disease: "Celiac disease is hereditary, meaning it's in your gene pool; chronic, meaning it won't ever go away; and auto-

immune, meaning it causes the body to attack itself." Even though it is hereditary, Hasselbeck says in her book that this disease can appear at any time in a person's life. "It is important to remember that celiac disease is not a food allergy, and you can't pop pills to 'cure' it. The only known treatment is a gluten-free diet for life."

To fully understand this disease, it is essential to understand what exactly gluten is. "Gluten is a protein found in wheat, barley, and rye," Hasselbeck says. "As its word origin suggests, it acts as the 'glue' that holds these foods together. Gluten is that sticky, binding substance that gives breads and pastas their elasticity and texture." This sticky substance plays havoc on the small intestines. According to Nurse Donna Johnson BSRN on campus, when people who

have celiac disease eat gluten, "their whole body reacts to it. It attacks the small intestines, and can create little holes in the intestine." For those suffering from celiac disease, the symptoms may be, but are not limited to abdominal cramping, unexplained weight loss, mouth ulcers or chronic diarrhea. If you are dealing with symptoms such as these and are concerned that you may be suffering from celiac disease, speak with your doctor to determine if he or she should administer tests in order to see if this is the root of your problems. The two most common tests Hasselbeck describes are a "celiac panel" or an "endoscopy and small tissue biopsy."

WHAT IS LACTOSE INTOLERANCE?

According to the Kaiser Permanente website, lactose intolerance means the body cannot easily digest lactose, a type of natural sugar found in milk and dairy products. This disorder occurs when "the small intestine does not make enough of an enzyme called lactase. Your body needs lactase to break down, or digest lactose." The way this



disorder is usually diagnosed is fairly easy: “A doctor can usually tell whether you have a lactose intolerance by asking questions about your symptoms or ask you to avoid dairy for a short time to see if symptoms improve.” There is no cure for this disorder; however, symptoms can be treated by avoiding dairy products.

WHAT SHOULD I EAT?

With a heightened awareness of these types of dietary restrictions and preferences, many stores and companies have now begun to put gluten and lactose-free labels on food products. Grocery stores such as Fred Meyer, New Seasons, Trader Joes, and Safeway all have big gluten-free and lactose-free sections of their stores. New Seasons Market in Portland provides a wide range of gluten and lactose free products from brands such as Bavaria Mills, Sweet Pea Baking Company, Simply Organic, and many more.

With access to different options and adequate knowledge of what to avoid, cooking in the kitchen and eating at the dining hall can be fun again. If you are gluten intolerant you can still have your favorite meals without compromising. An example of this is pasta made from brown rice instead of wheat; it still tastes like pasta, but will agree with your stomach. If you have lactose intolerance, it doesn't mean giving up things like milk, ice cream, or coffee creamer. There are plenty of substitutes for dairy products that actually taste just as good. If you are craving dairy milk or dairy ice cream, there are many alternative ingredients such as soy, almond, coconut, and rice milk that can be used. Coffee creamer options are fewer, usually either soy or coconut milk creamer. When asked about what products she recommends for those sticking to a dairy-free diet, McGregor said, “My favorite coffee creamer is French vanilla coconut milk creamer by a company called So Delicious.

And for milk, my favorite is Blue Diamond Almond Breeze: Vanilla unsweetened.”

OTHER ALTERNATIVES?

It is hard to change your shopping list at first and come up with alternative options to products you have grown up with. Gluten-free bread does take some getting used to because it does have a different consistency. However, when you eat it and don't get a stomach ache, it is more than worth it. A healthy and inexpensive alternative to flour tortillas is using a lettuce leaf as your wrap instead. If you enjoy baking, don't worry: there are alternatives to flour. Some of the best alternative flours for cooking are brown rice flour or white rice flour. These specialty flours can be found in the health food section of grocery stores.

WHAT QUICK SNACKS I CAN EAT?

If you are going for both a dairy and gluten-free diet, fruits and vegetables are always a safe and healthy bet. There are many options that can be used to replace crunchy snacks such as Goldfish, in which the main ingredient is wheat flour. One alternative is Pirate Booty, which is all natural puffed rice and corn—and absolutely delicious. To replace chips, a tasty and gluten-free option is Juanita's Tortilla Chips; they taste just like chips Mexican restaurants serve and work great for an on-the-go snack. And to satisfy those with a sweet tooth, there are also many gluten free candy options. According to Hasselbeck, some popular gluten-free candies are 3 Musketeers, Baby Ruth, Butterfingers, Jelly Bellies, PayDay, Reese's Peanut Butter Cups, and Sour Patch Kids.

WHAT IF I HAVE A MEAL PLAN?

Warner Pacific has a new Sodexo manager, Stephanie King, and she is accessible and willing to help students find options. When asked what a student who has a special diet need such as a gluten or lactose intolerance should do, King said that if a student can't

find what they need in the dining hall options, they should come and see her or email Stephanie.King@sodexo.com. She will work with that person to accommodate as much as possible and find available substitutions. King also said that due to her extensive work experience, she is familiar with a variety of food allergies—iodine, nuts, sugar, flour, dairy—and wants to help any student with those allergies find a suitable diet. “I always take allergies to the fullest degree of seriousness. I wouldn't ever want to put anyone in danger or uncomfortable from a reaction to an allergy,” King said. She is also knowledgeable about cross contamination, which can be a problem depending on the type and severity of the allergy. “In the past I have worked with fully sanitizing the area, using separate tongs and pans, being careful not to contaminate any of the items,” King said. In order for the dining hall to cater to needs such as these, students must have a doctor evaluation and note stating the allergy and the severity. If the diet is just a preference, then simply reading up on gluten-free or lactose-free diets can help you best select your food—in the dining hall and elsewhere.

WHAT IF I'M COOKING AT HOME?

Some great websites for gluten free cooking are Glutenfreemommy.com and foodnetwork.com/topics/gluten-free. To avoid dairy in recipes, a great website is food.com/recipes/lactose. A helpful website that has gluten and dairy free recipes along with recipes for those with other food allergies is living-without.com. There are plenty of recipes on the web and recipe books that teach how to cook without lactose and gluten. Powell's Books has some great options, such as *Simply Gluten-Free & Dairy-Free* by Grace Cheetham. It is possible to have a wide variety in your diet without having to suffer from the painful symptoms that can result from consuming gluten and dairy. If you cook for yourself at home, this will be a new adventure—go get cooking, and have fun!



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GLUTEN AND LACTOSE FRIENDLY RESTAURANTS IN PORTLAND

Division

RAIN OR SHINE COFFEE HOUSE: 5941 SE DIVISION ST
Vegan and gluten-free options

PIZZICATO: 6042 SE DIVISION ST
Gluten-free pizza and flatbread with vegan options

PASTINI PASTARIA: 2027 SE DIVISION ST
Gluten-free pasta available

Hawthorne

POR QUE NO: 4635 SE HAWTHORNE BLVD
Dairy-free and Gluten-free Mexican food options

HAWTHORNE FISH HOUSE: 4434 SE HAWTHORNE BLVD
Gluten-free menu including fish and chips

FRIED EGG I'M IN LOVE: 3207 SE HAWTHORNE BLVD
Dairy-free breakfast sandwich options

WHOLE BOWL: 4411 SE HAWTHORNE BLVD
Dairy-free and Gluten-free options

JAM: 2239 SE HAWTHORNE BLVD
Dairy and gluten-free breakfast and brunch options

HOTLIPS PIZZA: 2211 SE HAWTHORNE BLVD
Dairy and gluten-free pizza options

NEW SEASONS: 4034 SE HAWTHORNE BLVD
Dairy-free and gluten-free options in the deli and dessert area

Alberta

BACK TO EDEN: 2217 NE ALBERTA ST
Vegan (dairy-free) and gluten-free bakery

TIN SHED GARDEN CAFE: 1438 NE ALBERTA ST
Dairy and gluten-free lunch and dinner options

BLUE OLIVE CAFE: 2712 NE ALBERTA ST
Dairy-free Mediterranean options

Around Town

TULA: 4943 NE MARTIN LUTHER KING JR. BLVD
Gluten-free bakery and sandwiches, with dairy free-options

VOODOO DOUGHNUTS: 22 SW 3RD AVE / 1501 NE DAVIS ST
Vegan (dairy-free) options

THE OLD SPAGHETTI FACTORY: 715 SW BANCROFT ST
Gluten-free and dairy-free pasta options

Student Leaders Create Opportunities for Worship

by Marguerita Echeverria

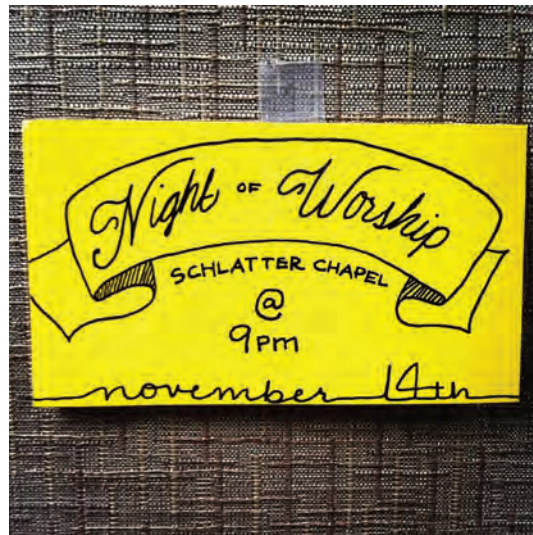
One recent evening in Schlatter Chapel, pews were filled, voices were singing, instruments were playing, hands were raised, eyes were closed, whispers of prayer were heard, and the Holy Spirit was present. The campus had come together for Night of Worship.

Night of Worship is a student-led event. A worship team leads those gathered in musical praise, fellowship, and prayer. Students share prayer requests and lift up those requests to God. Freshman Andrea Underwood said, "I am going to [Night of Worship] to reconnect and have some time with God and get some true worship that I don't normally get during the week."

Senior Ly Doan brought this idea of Night of Worship to fruition after talking with friends at other Christian colleges who are involved in spontaneous nights of worship on their campuses.

The support and desire for a night like this from other students propelled Doan into making this vision a reality. He has been involved in student-led worship since his freshmen year, but is happy to see Night of Worship taking on new momentum this semester. The number of students in attendance has been increasing. This in turn has led to more diversity among the students who lead worship.

One hope that Doan held was to create an outlet away from the hectic rhythm of life that students face, with the opportunity to worship God through music. Because of the success of these nights, there are plans to continue it after Doan graduates in December. Freshmen Josh Reznick and Ryan Brown plan to lead this event in 2013. More information about nights to come can be found on the WPC Facebook page.





What's Your Number?

Faith and Service Credits at Christian Colleges

by *Kate McGregor & Becca Schrader*

Students living on campus are required to attend a minimum of fifteen out of twenty-eight scheduled chapels, and complete at least ten service hours. However, commuter students are given a bit more flexibility in regards to choosing to complete service hours versus attending chapels. Commuter students are required to complete a minimum of five service hours and attend a minimum of five chapels, but they still must complete a combination of service hours and chapels that equal at least twenty-five hours each semester.

While these requirements don't seem too daunting when put on paper, it is true that conversations can be heard all around campus about how unfair it is that students are required to attend chapel. However, when compared to many other Christian colleges along the West coast, Warner Pacific actually requires the least amount of chapels.

George Fox University requires a minimum of twenty, and Northwest University requires thirty-five. Corban University is unique and does not have any requirement, but there is a strong unspoken expectation that students simply show up to all the chapels, which occur three days a week.

When transfer student Kate McGregor was interviewed about the chapel requirement at her previous college, Bethany University, McGregor said that they had chapel four times a week and required forty chapels a semester. "Even as a commuter and working part time, I was expected to go to all forty. When I came to Warner Pacific, I was shocked to find out that we were only required to go to fifteen." Similarly, transfer student Becca Schrader was required to attend forty chapels when she attended Cascade College a few years ago in Portland. "I was also an off-campus student, and it was really frustrating when I didn't have a class but had to make the trip to school just for chapel," Schrader said. WPC student Tambry Mostul said that her last school, Northwest Nazarene University in Idaho, required thirty-two chapels. All three students agreed that the requirement at WPC is minimal when compared to the schools they previously attended, and they are happy to be given the opportunity to split the requirement between attending chapel and completing community service hours.

In a phone interview, Shannon Sessions, a nursing graduate from Azusa Pacific University in California said, "Azusa had chapel three days a week and we were allowed to miss ten a semester. So the total was forty-five chapels but we were only required to attend thirty-five." Sessions went on to say that making it to thirty-five chapels was sometimes difficult to do; not only was she was taking a full load of classes, but she was also doing rounds at the hospital, as well as playing water polo. When Sessions heard that our college only requires fifteen chapels, she was surprised and a bit jealous.

Our sister colleges all describe their chapel program as an essential part of the college experience. Chapel serves as a means of establishing a Christ-centered community within a student body, and is an important part of a Christian education as it both encourages

and challenges students along their spiritual journeys. According to the George Fox website, chapel is meant "to create space for the undergraduate community to worship together with Christ-centered teaching, Christian practices and creative arts that challenge and inspire students to grow into mature disciples of Jesus Christ." Northwest University's statement is similar; the purpose of chapel is "to express meaningful corporate worship, nurture personal growth, foster community spirit, and respond to the Great Commission, for the glory of God." Chapels are meant to "challenge, motivate, and encourage the Northwest University community." The Corban

University website describes chapel as "a time of worship, teaching, reflection and growth." Azusa Pacific University has a similar statement: "Gathering together for a consistent rhythm of corporate worship builds our sense of community, as well as creating an opportunity to grow together as disciples and scholars."

The WPC website says that "Chapel is our all-community gathering and our biggest classroom." It is a place to relieve the stresses of the day and allows us to leave with our hearts full to get through the rest of the week. The chapel team puts in countless hours of hard work in order to make each chapel a unique, spiritual, and often fun experience for students. While most students who were interviewed about chapel requirements said that sometimes it is hard to make it to chapel, they also agreed that chapel be a time of rejuvenation that helps them get through whatever the week may bring their way.



Kate McGregor scans in for chapel.

Living Ink:

Six students share their tattoo stories

by *Kyler Scott-Subsits*

As I arrived in Sandy, Oregon to get my first tattoo I had little idea of what to expect, having never set foot in a shop before. I entered and shook hands with the man with whom I had been trading texts and Facebook messages but had yet to meet in person. Dustin “Dusty” Lamance, owner of Royal Flesh Tattoos has been a tattoo artist for over five years. Originally from Welches, Oregon, Lamance always wanted to be a tattoo artist. “When I was thirteen, I watched my mom get one,” Lamance said. “After that I knew what I wanted to do.” His skill as a painter and artist mixed well with his passion for tattoos and Lamance took the job on as a personal challenge. When he was twenty-one and, Lamance got his first tattoo. At one point he went in every Tuesday for an entire year to get work done. “It was an expensive year,” he said, laughing.

With Wu-Tang Clan, Dr. Dre, and Eminem playing in the background, Lamance worked on my arm. He said there was no typical customer in his store, but he saw an older crowd of people come in. His explanation: income. Adults with larger incomes are more likely to commit to the whole process. “I see a lot of younger kids come in who talk about it but never get anything done,” Lamance said. He added that it’s common for people to develop their ideas when they are younger and it’s not until they are older and satisfied enough with the idea to go for it.

Lamance is passionate about his work. “My favorite part of the job is watching someone look into the mirror and seeing the smile on their face and they are legitimately happy,” Lamance said. “Either that or hearing someone’s idea and turning it into a really badass tattoo.” When asked what he didn’t like about the job, Lamance couldn’t come up with anything. “I guess the only thing is when people don’t show up for appointments. But if they don’t then I just go snowboarding. It’s still a win for me.”

Lamance loves hearing a person’s original thoughts and ideas and then turning them into custom tattoos. In my own case, I had originally planned on just getting a raven. When I mentioned that I was getting it because of Edgar Allen Poe and how he had influenced me as a writer, Lamance had the idea of adding a book and pen to the raven with a tree emerging from the pages and that became the final piece. Lamance mentioned that he was working on turning the painting “Starry Night” into a tattoo for a friend of his. I asked him what was the strangest or craziest piece he’s done. He explained that a friend wanted to get a rose done—on his face. Despite Lamance trying to talk him out of it for nearly a year, he went through with it. The most difficult pieces he works on are portraits. “A little line or wrong shading can throw the whole piece off,” Lamance said.

When asked about recent innovations or changes to procedure, Lamance shook his head. “The process is the same. We’re still using 100 year old technology.” Although other shops use some newer technology, Lamance prefers traditional tools. He said that there are now fewer old school apprentices at shops. Tattoo schools are taking over the training with a new emphasis on commercialism rather than tattoos as an art form. As long as the shop meets safety and quality requirements, many larger stores are satisfied. Quarterly quality checkups are made by the tattoo department of the Oregon State Health and Licensing Agency. Lamance takes the minimum sanitation requirements a step further, using brand new needles for every customer rather than re-sterilizing used needles.

I was glad to have Lamance working on my tattoo. My own biggest concern had nothing to do with the tattoo nor the artist, but the needle. When I mentioned this

to Lamance, he nodded and told me that he too had been uncomfortable around needles when he started. “What comforted me a little is that when you get a tattoo, we’re only going through the first couple layers of skin.” Lamance said. “When you go to the doctor, they just—” He made a jabbing motion with his hand. I faced my fear for about two hours and survived. There was a plastic piece surrounding the needle that made it look more like an old-school pen than a doctor’s syringe.

Lamance offered some advice for those who may be considering getting a tattoo. “Put serious thought into it,” he said. After all, it’s permanent, and not something you want to regret down the road. His second piece of advice: “Get unique.” Tattoos can be very special. Make them your own. Most importantly: “Go to a state approved shop. Go professional,” Lamance said. Non-state approved shops don’t meet the sanitation requirements and this is how infections, shared tattoo needles and hepatitis become problems. Tattoo horror stories often are the result of having work done at places like this.

I asked Lamance what misconceptions about tattoos he has encountered. He smirked. “A lot of tattoos means you’ve been to prison,” he said. “That’s the biggest misconception. Tattoos aren’t always an act of rebellion.” The most frustrating misconception for Lamance is when people judge the fact that someone has a tattoo and without seeing the art piece. “They judge the person without actually taking a chance to look at the tattoo.”

If you are interested in getting a tattoo or having work done, you can contact Lamance through his Facebook page, Royal Flesh Tattoos, or by telephone at (503) 995-6780.



Jaques Montgomery

YEAR: JUNIOR
 MAJOR: BUSINESS ADMINISTRATION AND ACCOUNTING
 TATTOO LOCATION: UPPER BACK

“For me, coming to college was a new journey—a new chapter of life,” said student Jaques Montgomery. “When I got [the tattoo] it was [a symbol] of freedom from burdens of what other people thought about me. For me to be who I want to be, I’ve got to come to the realization that I don’t need to hear other people’s judgments. God’s judgment is all that counts.” The piece ended up being more elaborate than originally planned.

When Montgomery told his mom about the tattoo, she said: “You’re a grown man and I can’t tell you no.” However, she asked him get the tattoo on his back. The process took five hours. “It meant so much that the pain is irrelevant,” Montgomery said. His friends were also there showing him support. “There were like fifteen people there,” he said. “Their joking and hanging around helped me get through it.”

Riley Atkinson

YEAR: JUNIOR
 MAJOR: MUSIC THEORY/COMPOSITION
 TATTOO LOCATION: RIGHT FOREARM

Riley Atkinson got his tattoo in memory of his father on June 23, a week after he had passed away. “I had known I wanted to get a tattoo for a long time, but this was the perfect reason to get one,” Atkinson said. He wanted to get the name by which all his father’s friends knew him: Hoosier. “At first I just wanted block print, but the artist came up with what I now have and I liked it,” he said.

Although parents aren’t always supportive of their child’s choice to get a tattoo, Atkinson’s mom encouraged it. “She actually was the one who pushed me,” he said. “She told me, ‘You’re getting it now,’ and I went with it.” Though he currently only has one tattoo, Atkinson plans on getting more. “I think tattoos express value and people’s artistic expression,” he said. “There are many art forms out there and people find the ones that works for them. I like tattoos.”

Top from right to left: 1. Kyler Scott-Subsits’ Poe-inspired tattoo. 2. Tattoo artist Dustin Lamance in his tattoo shop in Sandy, Oregon. 3. Jaques Montgomery’s tattoo symbolizing freedom. Bottom: Riley Atkinson’s tattoo memorializing his father. Photos courtesy of Kyler Scott-Subsits.



Hannah Hobbs

YEAR: TRANSFER JUNIOR

MAJOR: CHRISTIAN MINISTRIES

TATTOO LOCATIONS: ANKLE, PELVIS, ARM, EAR, TORSO, WRIST

"Sometimes it's hard to say exactly how many tattoos someone has," Hannah Hobbs said. "I have a lot of hours—fifty plus." Right before her seventeenth birthday, Hobbs got her first tattoo from her brother's best friend. He wasn't that good, but she got her tree stump tattoo in a rebellious streak. "I just wanted a tattoo," said Hobbs. After going through a hard time in her life, she made the stump into a larger tree. "My experiences shaped me into who I am—into something beautiful." The tree resembled one in the season of summer to fall, which for Hobbs is the most beautiful time of year. Many of her pieces are representative of something in her life: snowflakes and rhododendrons to remind her of home; the piece on her back a dedication to her mom and dad for the little things; a Pokémon, Bulbasaur, for her childhood and simpler times.

Alex Baum

YEAR: SENIOR

MAJOR: MUSIC BUSINESS

TATTOO LOCATIONS: LEFT CALF, CHEST, LEFT HAND

Alex Baum got his first tattoo at age seventeen. Although the reason behind his original tattoo was a girl, it eventually became nails as he redefined his faith in Christ. On his chest is a tree that's both dead and alive, reminding him of a time when he lived two kinds of lives at the same time. On his left calf is a nautical seascape. Why? "It's cool." But it also has meaning: the anchor is for his father's role as an anchor in Baum's life, the compass is for direction and guidance. Norway is included because, "Norway is the perfect place on earth." And the shark? Sharks are cool. "I told my mom since I was fourteen I was getting one," said Baum. "She hates it, but understands the significance."

Top from right to left: 1. Hannah Hobbs. 2. One of Hobbs' sleeve tattoos. 3. The colorful tree tattoo on Hobbs' back. 4. Part of Alex Baum's nautical tattoo. 5. Another view on Baum's tattoo. Bottom: Grant Lindholm's tattoos. Photos courtesy of Kyler Scott-Subsits.

Grant Lindholm

YEAR: TRANSFER SOPHOMORE

MAJOR: SOCIAL SCIENCE

TATTOO LOCATION: BICEPS

Looking back on his time at Portland Community College, Grant Lindholm saw that they didn't have a real community there. When Lindholm left high school, his close friends went off to other schools and other places, an experience common to many first time college students. He described feeling an "immediate disconnect" in school. But then he found Proverbs 27:17 ("As iron sharpens iron, so one person sharpens another" in the NIV) and he realized PCC wasn't for him. Lindholm said that his experience at Warner Pacific has been nearly the opposite. Here he has found that sense of community where iron is willing to sharpen iron. With his first semester coming to an end, Lindholm said, "I have a sense of gratitude from where the Lord has placed me." Though he has wanted a tattoo since his eighteenth birthday, it wasn't until he came here that he found something meaningful enough to do it.

