



Contradictory models for chapel:
Results of a student survey ~ 4 & 5

Knight Times

March 11, 2010 • Volume 1 • Issue 2 • Warner Pacific College



An illuminated Egtvedt Hall glows at sunset. Photo by RHB, The Agency

Former Cascade students speak . . . 2

Random acts of kindness . . . 3

College and sleep deprivation . . . 8

A Matter of Legacy: The Cascade Dilemma

By Bentley Conn

When Cascade College concluded its final term as an academic institution in the spring of 2009, some 200 displaced students were tasked with answering the question, *what now?* In the wake of a truly inconceivable event, ex-Cascadians were scattered across the United States, with many arriving at Warner Pacific College. These students brought with them both a collective experience and an individual understanding of the event that bound them together and tore them apart. Half a year and two semesters later, these experiences have become the context in which the remnant of Cascade culture has evolved. And now at Warner Pacific, the former students of Cascade College are faced with the threat of a kind of extinction or isolation. As they are absorbed into the Warner bloodstream, it becomes increasingly important for them to have an established identity within or as a part of WPC.

While Cascade's trail breakers arrived as early as the beginning of spring semester last year, the boat truly landed last August. By Fall term, a total of 40 former Cascadians had registered at Warner Pacific. From that day forward, this bearer contingent of Cascade culture has had to balance between distinction and assimilation. As senior Fatina Santiago said, "Although everyone knew your business [at Cascade], everyone cared. I made life-long friends at Cascade, and I am not sure that will happen at Warner." Santiago, who is also a principal member of Students in Free Enterprise, a program transplanted from Cascade, said that she feels as though Cascade transfers are marked with a "scarlet letter," and that this distinguishing feature affects their interactions with other students and how they are perceived. "The comments are not necessarily negative, but that is how it feels. I would like to be seen as someone who is trying to continue her education and surpass the challenges of her previous school closing. My goal for the end of the year is to be known for who I am and my accomplishments from this campus."

The "refugees," as they are sometimes referred to, are awkwardly posed between what is pertinent to keep in the way of identifiable characteristics and what can be supplanted with Warner parallels. One such characteristic of Cascade was its fraternal-based service clubs. These student-led organizations were a primary means for freshmen to become involved with their campus, community, and student body. Former Cascade student Claire Van Meer said, "I am grateful that I joined one. The service clubs helped me meet people,

helped me serve the community, and helped me get involved at Cascade. It wasn't always the best or the most fun, but . . . those girls are my sisters and I miss all of them."

There is no such similar structure at Warner Pacific by which Cascadians can compare service clubs. In this way, the transfers are called to decide whether to move on without service clubs as part of their daily lexicon, or to maintain the memory of their club affiliation. As one transfer said, "I just want to put that chapter of my life behind me and fit into a new school."

Warner Pacific College, however, does have similar—although hardly comparable—social structures. The nexus of community activity at Cascade College was the Johnson Center. Here were combined the student mailroom, recreational area with a big-screen TV, ping pong and pool tables, and café with an eating area. The

building known as the "JC" was a canonical part of the Cascade experience. It was the hub of most social interaction. As one student said, "The JC was the heart of Cascade." Warner's closest parallel to the JC is the Student Union Building, now largely unused apart from the adjacent weight room. "I went to the JC all the time because that's where both the mailboxes and the coffee shop were. It forced me to be social and just put myself out there. I wish there was something that required me to go down to the SUB so that I might make some random friendships," Van Meer said.

While some comparisons do not live up to expectations, other

aspects of Warner Pacific meet and surpass those expectations. "I'm constantly pleasantly surprised at the quality of my education and the usefulness of the office staff to me. The community is different but I am learning to like it," one student who wishes to remain anonymous said. "Warner will never be Cascade, but I am blessed to be here."

Ultimately, what remains for Cascadians to consider is this: is Warner our home or is Cascade our home? Being a transfer student myself, I am made aware of this question often when in search of those boisterous community gatherings and that particular, nuanced, Cascade outlook on things. I find that nothing at Warner quite satisfies this need in the same way.



The fountain outside Sanders Hall, the academic building of Cascade College, was at one time a place of soothing respite in a chaotic world. It has now been permanently turned off. Photo by Bentley Conn

Continued on page 3

Prayer and Plane Tickets

By Ashlee Richardson

Krystal Estrella and Chelsea Sorenson aren't people you'd usually see hanging out together, but one night at dinner they found themselves bonding over their military connections. Chelsea told Krystal about her fiancé who is in the Army and Krystal shared her desire to see her brother, Adrian, who had been deployed for a year and was set to come home in a couple of weeks. No one in Krystal's family was going to be able to make it to his homecoming because they couldn't afford plane tickets to Colorado where Adrian is based.

After dinner Chelsea left to go to hot chocolate ministries and had an idea. "I was just like, 'I'm going to buy her a plane ticket,'" she said. So Chelsea and a few of her close friends put their minds--and pockets--together. They gathered up money among themselves and then set off around campus to collect donations. "We received donations of anywhere from 45 cents to \$75.00," Chelsea said. The group collected \$70.00 in just pocket change.

"There were a lot of pennies," said Rachel Cogar, one of Chelsea's friends who helped her collect and count mon-



Krystal Estrella and her brother Adrian share a happy reunion over Presidents' Day weekend.

Photo by Amanda Martin

ey for Krystal. Rachel says it was interesting to see the difference between the moments the group was excited and had energy and the moments where they didn't think there was any way they would be able to raise the money in time. "It was a real test of my faith," Chelsea said.

For Chelsea and her friends this journey began on February 4th, but Krystal had been praying for a while and on January 31st felt God telling her that somebody was going to make it possible for her to go to Colorado. "I put that I was going to be in Colorado during the days Adrian was going to be there on my calendar, even though I still had no way to get there. I knew God was going to get me there," she said. He was asking her to rely completely on Him. After that night Krystal started praying for this unknown person who God was going to use provide for her.

Between Thursday night after dinner to the next Monday Chelsea and her friends had

come up with the \$570.00 to buy Krystal a plane ticket to Colorado for that Thursday, February 11th, so she could see Adrian over the President's Day weekend. Krystal said she was in her room Monday night praying for the mystery person that she knew was out there getting her a ticket. Within five minutes of her ending her prayer a group of girls walked into her room. Chelsea announced that Krystal had really touched her and handed Krystal a printed copy of her ticket. "I started praising God, then shouting, then jumping up and down and crying," said Krystal. "It was amazing, I was lost for words."

We've all had an inclination to carry out a random act of kindness, but how many of us actually go out and make it happen? Because Chelsea was willing to work through all the odds against her, Krystal got to spend an extended weekend with her brother, her inspiration, her hero. Krystal does not know all the people who donated money to her, but says she wishes she could personally thank every one of them. In the end Krystal's whole family made it to Colorado thanks to the helpful people around them. Adrian is going to be stateside for at least a year and Krystal says the best part is that she can pick up the phone and call him anytime she wants. "There are no limits to what God can do," Krystal said.

Continued from page 2

Only four Cascade transfers are living in the residence halls. The rest live in the apartments or commute. While they are indeed comingling, their lack of presence on the Warner campus poses the question of what happens when the juniors and seniors graduate. If a tree falls in the woods and no one is around to hear it, did that tree ever transfer from a failed college and walk on the A.F. Gray lawn?

Cascade had a life and breath of its own, and as this year enters into its final stages, it has become an exigent matter to discover what Cascade means to its former students. Without a clear direction, Cascade risks closing without leaving a legacy. Distinction among the Warner community could result in a self-perpetuated form of isolation. Conversely, assimilation may put to risk losing the uniqueness of Cascade in the slow acculturative process of replacing the old with the new. For these reasons, whatever avenue the former students of Cascade College decide to take collectively and personally, they must do so with great deliberation in each step. Our legacy is at stake.

Were you in chapel today?

By *Dustin Henkelmann*

I walk into chapel on any given Tuesday or Thursday, fill out my brightly colored attendance slip, survey the auditorium, and I see a number of things: students doing homework, students listening to their ipods (while Jess Bielman is giving a lecture on the “ilife”) and students stealthily making their way to the back of the room in order to be the first in the sandwich line. Now, I should point out that there are those students who are genuinely swept away in a worshipful fervor, oblivious to the student nodding off a couple of chairs over. But it is exactly the person who is catching up on an hour of sleep that dramatizes the question, “Is chapel living up to its intended goal?”

Now, in order to explore this topic of discussion that has been circling the halls of Warner Pacific since its inception, I thought a good starting point would be to find out exactly what it is that the college hopes to accomplish by requiring chapel attendance. So, I went to the man with a plan, Jess Bielman, Warner’s Director of Campus Ministries and the only other guy on campus with a ponytail (I’ve actually been asked if I’m related to Jess), to hear what his desire for chapel is. Jess revealed that chapel’s mission statement can be broken down into three parts: 1) chapel serves as a meeting place where the student body can discuss school and world events and issues, 2) chapel is meant to encourage responsible Christian living, and 3) chapel is designed to foster a campus community that is Christ-centered. These are admirable goals indeed, but are they attainable?

To find clarity on the matter I sent out a mass email and received fifty completed responses. (Thank you to those who responded). Here are the results. The relatively good news for Jess is that many students, 30% to be exact, from this sample thought that chapel helps our community remain focused on Christ (Goal Three). Of those polled, 26.5% said that chapel is a place to gather as a school (Goal One), and the students who view chapel as a force encouraging Christian living amounted to 20.5%. However, 23% of the students who re-

sponded stated that chapel is represented by none of these mission statements, and these students are the reason for this article.

But students are not numbers. These statistics do not measure the depth of each individual’s feelings about chapel; only their words can do that. What these numbers, as well as the written responses that students provided with them, do say is that there are



*Sarah Wood and Gretchen Rohr make the most of their chapel experience.
Photo by Dustin Henkelmann*

two poles in this discussion: those who believe that chapel is about God and those who think that chapel is not about God. There are a number of students that fall into the former camp, like this freshman girl who wrote, “It’s where we can all come together and refocus on God,” and Sean Stone, who said, “I think being able to go into chapel knowing that I’m going to get something out of it really freed me up to not only worship fully, but also to learn.” To them and about half of the respondents, chapel is a time that is wholly dedicated to God.

On the other hand, the students who believe the discussion of Christ and scripture are often absent in chapel services were much more vocal, like this female sophomore: “Chapel on this campus is not about God, it’s about the empty concepts such as service and urban-ness that the coordinators of the chapel program choose to focus on.” A female senior who does not identify herself as a mainstream Christian said, “I do not feel like chapel does anything to foster a Christ-like community on this campus. Chapel, to me, only further serves as

an excuse for a small group of students to push their specific beliefs and alienate those students who disagree.” One male senior agrees that, “We hardly, if ever, talk about scripture. Most of the time it’s an endless parade of non-profits and causes looking for our support or aged hippies having us talk about our heart songs. It’s hard to even pretend the main focus of chapel is more than slightly Christian.” For these students chapel is something other than time to refocus our minds wholly and solely on Christ like Jess Bielman hopes it will.

Question One

These are the main functions and goals of chapel:

1. To address school, community, and world issues.
2. To encourage responsible Christian living.
3. To foster a campus that is Christ-centered.

Which of these statements best describe chapel?

Choose any that apply.

Goal 1-	22 (26.5%)
Goal 2-	17 (20.5%)
Goal 3-	25 (30%)
Other/None-	19 (23%)

Fifty students marked a total of 83 responses

But there is some more good news for Jess (relatively speaking of course); when asked if the newly instituted alternative chapels make chapel more relevant to the lives of students, 46% said that it does. Only 10% believe that alternative chapel is irrelevant and impractical (44% of the students polled must have had decision anxiety because they also marked the “unsure” option; commit to something guys). The majority of students who responded on this topic found that alternative chapel is an option that provides them with either practical information, such as how to create a resume, or helpful spiritual guidance, such as the meetings at the Caldwell House. “I think that the alternative chapels are a good idea, and could very easily work to foster a more inclusive Christian community for our school,” said one senior girl.

However, Alexandria Henderson noticed that even the semi-popular alternative chapels are caught in this conflict between the two poles. She said, “Alternative chapels are a fun way to help everyone realize that chapel really is not about God.” Based on these responses, alternative chapel seems to adequately provide students with a more valuable way to spend an hour on Tuesdays and Thursdays, but at the same time it reinforces the idea that chapel is not God-oriented. Even though alternative chapel offers students a “good potpourri of options,” as one super senior put it, in the eyes of students, these alternative chapels seem to contradict the second and third goals of chapel.

So, from the statistic for Question One we can deduce this: 50% of the students polled believe that chapel is about God, and 44% of the students are of the opinion that chapel is more student-centered than anything else. According to Jess, that is exactly the way chapel is designed. He explained that chapel meets the agenda and mission of the school. It follows our motto, *where faith and scholarship lead to service*, as the outline by offering chapel services that are solely devoted to the worship of Christ and the study of scripture, such as the chapels during Holy Week, as well as chapels that address our school’s responsibility to our urban community and students’ educational needs. Chapel touches on these three areas of

students’ lives, thus making chapel the “biggest classroom on campus,” as Jess put it.

Even though chapel may never fully satisfy all of the parties involved, your input is still needed in order to ensure that it lives up to its impressive mission statements and that chapel is meeting the needs of the student body as much as possible. Y’all have told me what you think of chapel; now tell Jess how we can make the chapel requirement seem like less of a requirement. You can contact Jess Bielman at jbielman@warnerpacific.edu or Scott Beystrum, our student chaplain, at sbeystrum@warnerpacific.edu. If you love to talk, they love to listen. There is also an open forum in the works, for March 18 after chapel, where students and administrators can hash out this chapel issue and clarify how chapel can best serve Warner students.

Like I said, chapel is not going to satisfy everybody, but for now we can take to heart the words of one freshman girl who said, “Whether or not you enjoy chapel, in the end it’s all dependent on your attitude.” And whether or not you enjoy chapel, Sean Stone has a point when he said that many “conversations start with the question, ‘were you in chapel today?’”

Question Two

The alternative chapel option was designed to make chapel more relevant to the life of the average student. Do you believe that alternative chapel has lived up to this goal so far?

Yes-	23 (46%)
No-	5 (10%)
Unsure-	22 (44%)

Out of fifty students responding



Homeless Chapel: A panel of guest speakers explain what it’s like to live on the street. Photo by Scott Thompson



Knight Times *Knight Times* is a publication of *The Sword*, a student organization supported by ASWPC.

Editor: Ashlee Richardson
Faculty Advisor: Dr. Connie Phillips
Contributing Writers: Ashlee Richardson, Bentley Conn, Dustin Henkelmann, Ly Doan, Nicki Walker, Nicholas Prom

Contact Us:
knighttimes@warnerpacific.edu
 Warner Pacific College
 2219 S. E. 68th Ave
 Portland, Oregon 97215

Commuters Get Connected

By Ly Doan

Julie Johnson, freshman, enjoys going to school at WPC and hanging out with her friends after class. However, this wasn't the case at the beginning of the semester. Johnson's daily routine would be to wake up, take Line Four all the way from Gresham to the college, attend all her day classes, and then head back home.

"There was a sense of separation between the commuter students and those who lived on campus. The students here always seem to have somewhere to be or something to do. However, as I continue to be here more, I learned that most of the students like to retreat to their rooms to nap in between classes or do homework before class begins," said Johnson.

As time passed, Johnson made a group of friends who were consistent in inviting her to campus activities. She noticed a big change when she started hanging out with students who lived on campus. Johnson is now attending basketball games, intramurals, and movie nights in the lounge.

"If it wasn't for the friends that I made on campus, I would not be as involved as I am today. I am so grateful that they always include me in activities," said Johnson. "I also noticed this: commuters do know who the other commuters are--just like how the on-campus students all seem to know one another. We [commuter students] can't retreat to the dorms, and therefore need to find areas to hang out in and do homework, such as the coffee shop, library, or student union building."

James Cook, a freshman, transitioned from a commuter to an on-campus student after the first semester. One of the toughest aspects about being a commuter for Cook was staying on campus late to do a project or work out. He noticed a big shift once he moved on campus because of the attitudes and ways of campus living. For example, he noticed that his sleeping pattern has altered, including more naps during the weekday and staying up later.

"I no longer had the comfort of going home every day and had to learn to share space with a roommate," said Cook. "But I absolutely love the convenience of living on campus now and the activities that I missed out on when commuting."

Joshua Weir, senior, finds a balance by living off campus. He gets most of his school work done while at school, but finds it easier to focus when living at home because there are fewer distractions.

Weir has been commuting since he came to Warner Pacific three years ago. Unlike some commuters, Weir has found a sense of community and place on campus. He enjoys working in the music department and hanging out with his friends--most of whom are music majors.

"If you can find the group of students that you enjoy hanging out with, then there is no difference whether you are a commuter or live on campus. I would have the same friends even if I lived on campus now. The only difference is that I am saving money by living at home," said Weir.



Josh Weir commutes to classes, but does most of his homework at the college and finds connections with fellow music majors. Photo by Ly Doan.

I asked Traci Vogt, Director of Leadership Development and Student Programs, about how the college has worked to accommodate the needs of commuters. "We used to have a commuters' club in the past where commuters would be able to get together and plan ideas. In the student union building, we had a commuters' lounge with couches and office supplies so that commuters could utilize the campus for schoolwork and have coffee talks. However, we noticed that the commuters' club wasn't working, as it caused a separation rather than bringing commuters together with on campus students," said Vogt.

I randomly questioned 30 commuter students and discovered that only two knew the name of the commuter representative on campus (It's Krieg Mueller, by the way). Fifteen of the commuters said that they hardly go to any campus activities; they either don't hear about it, or they miss out because they aren't sure whom they could attend the activity with. None of the commuters asked had any form of Knight Cash to purchase food, and would rather opt to pack their own lunches.

The college is making an effort in the coming months to get commuters connected through a new group called the Commuter Council, a team that would investigate what the school can do to accommodate commuter needs. The council is being formed by the commuter representative to gather ideas, plan events, and help commuters connect with the students who live on campus. One idea for the future would be a commuters' connection board, which would post the latest news about events on campus and deadlines on scholarship opportunities.

"This is definitely an ongoing issue, and it is the responsibility of everyone on campus," said Vogt.

New Vice President for ASWPC

By *Nicholas Prom*

This fall the student body elected a new ASWPC vice president. Stephanie De Boer, a junior, is a transfer student from Scagit Valley College in Mt. Vernon, Washington. She is majoring in psychology, with a minor in social work. I sat down with her recently to talk to her about her new position.



Knight Times: Stephanie, what made you decide to run for office?

Stephanie De Boer: For me, when I came here, I was just thinking, alright, I'll see how school fits with me, y'know? I've got a leadership scholarship, and then this [opportunity] came about and I just prayed about it and felt kind of challenged by God. But, also this is totally different; I've never been in school leadership before, just other types of leadership...

KT: Such as?

SDB: I've been a missionary, I was high school youth leader, I've coached soccer, [served as] captains of my teams. I've been trainer at my work. When I was in discipleship training, this speaker said to me 'wherever you go, and you're going to be there for a while, that's kind of like your home.' If this is my home, I want it to be a place where I'm getting everybody involved and it's going to be a great time. I felt like maybe if I got involved, I would learn more about the school and then I could help make it a better place.

KT: As vice president of the student body, what do you do, what is your role?

SDB: As vice president, I'm in charge of student senate. What that is -- you have students from campus that are in different areas, all the clubs' presidents have to come, but then we chose people from different areas. So we might have an athlete or someone from Warman Hall or from the apartments and from academic areas like the music department or the science department. Get all these different people, and you come together and you're like 'okay, these are the issues, this is what's going on our campus right now. What do we see, what do we need changed?'

KT: How does student government represent the student body? What does it do?

SDB: Honestly, when I first got here, I didn't know anybody who was in student government. That was actually one of the reasons I really wanted to get involved too, just 'cause who is in student government, who can I go to? If I don't know who to go to, then other people don't know. I feel like transfer students and commuters can get lost, and so, how can we get them more involved, how can we not feel like the school is just focused on those that are living on campus?

KT: What would you say to someone who sees student government as either an exercise in self-importance, naive futility, or both?

SDB: Our hearts are all genuine. I've gotten to know all these people that are in student government now and they're honestly here for the students. And I don't feel like we're the type of people to boast in it...

KT: I understand you are part of United Image (UI) and Students Against Social Injustice (SASI) ? Would you like to tell me a little about those? What do they do, and what is your role in those organizations?

SDB: United Image is a multicultural student association here on campus, and our goal is to promote different cultures and diversity. One of the main things that we do is multicultural dinners. As for my role in United Image, I took on the cultural dinner coordinator, so I'll delegate who can help set up, and who can help tear down the decorations, working on menus with Adam [Pearlman] of Sodexo. I'll try to write little fun facts for the tables and stuff. I get a lot of help from Stefan [Haynes] who is our advisor. We did a 'Geopardy' one night... having people play to learn. So, a lot about sharing, viewing different cultures and understanding it, and promoting diversity.

KT: Tell me about SASI.

SDB: Students Against Social Injustice, we're not a club yet, because we need some more members. We are getting together and what we have realized is [that] we want to Advocate, Educate, and Activate. There's so much that you can advocate for... but most likely you want to advocate for those that are feeling injustice.

KT: You are starting to organize?

SDB: Yes, when we came together we all explained where our hearts are on certain issues. My heart is for those who are in foster care and are aging out. So you have these kids that they get to be eighteen and they have nowhere else to go. So where do they go? A lot of them go to the streets... it's just so sad to see. It just hurts my heart seeing how much pain they can endure. We live in a world where you don't know what's going on. How do you educate people about the issue, and how do you advocate on how to make changes?.

KT: How does your role in UI and SASI tie in with the office of vice presidency?

SDB: Being vice president makes me want to learn more, I think at a young age you kind of follow your parents, and now I'm educating myself about certain issues and I think that I need to learn more about each person, and each leadership role. I can promote it [SASI] better 'cause now I can have a better voice for it.

To Sleep or Not to Sleep

By *Nicki Walker*

It's two a.m. and I can feel the sugar buzz from the 20 ounce slurpee begin to fade as I sit down to begin the essay that's due in only seven hours. As I attempt to focus on the blank white word document, I think back through my day wishing I'd not waited until the last minute to start my homework. Writer's block is kicking in and the temptation of Facebook lurks in my mind. I give in and come to find that three of my classmates have all just begun their essays as well. Seems to be that we all spent the last few hours taking part in card games, movies or video games with our friends. We chat with one another and know that we're all in for a very long night of exhaustion.

Ask any college student and they'll tell you that this scene is not uncommon. Most of us experience something similar to this at least once a week! But what can we do to change it? The problem is not that we are overwhelmed with homework and diligently working on it throughout our day, but rather that we stay out late with friends and leave our homework to the last minute, leaving very few hours left over to sleep. It's the problem almost every college student faces: should I sleep or should I socialize?

The average statistic says that "adults" should sleep between seven and eight hours a night. After polling students on campus, however, I found that most get between five and six on any given night. It is a very unhealthy sleep pattern, but no one wants to give up their free time to rest. Some of us are like camels in that we can sleep very little for six straight days and then up to 24 hours on the last day of the week. And if given the choice to change our patterns, the popular vote is to remain the way we are and use the excuse that we're "college students" and it's normal.

Just this morning I woke up to log onto Facebook to find two somewhat ironic status updates posted by Warner Pacific students. Andrew Majury's said, "I just stayed up all night getting caught on my Old Testament outlining, this is the first all nighter I have ever pulled in college, hope it doesn't happen again, ughh." All nighters are not unheard of in college, but there's a general consensus by students that they are not something you look forward to. I myself have only pulled two thus far in college and neither were to do homework. The other update I spotted was posted by Mixie McConnell and followed her name with the statement, "is feeling good, sleep is something that God really did intend for us to take part in."

College students really should be getting sleep. Bad sleep habits can cause your health and your grades to suffer. Bad habits create the temptation to sleep in late, miss classes, and take afternoon naps which will keep you from falling asleep at a decent time the next night.

The pitfall to all this talk of getting more sleep is that students truly need to be studying also. Yet if your roommate is asleep or your dorm room is full of distractions, it poses the problem of where to

go to study. On this campus we have many places to get work done. The Otto F. Linn Library is a quiet, peaceful place to get away from distractions; it is open Sunday through Thursday until 10 p.m. and on Friday nights until five p.m. Also, for those nights when you're up after 10 p.m. and need a place to get away, there are two great locations to go to. The girls' lounge in Lower B Smith Hall is often bustling with late night studiers! The couches are comfortable, and you're almost always guaranteed mixed company who will be doing just what you are. It can get quite loud in the lounge, however, so if you must retreat to a quieter place, there is the study room just off the lounge, with tables galore. You can close the door and get to work in a secluded place. Even the piano room can be useful. Another good late night study room, if you're not wanting to have company, is the A. F. Gray's basement computer lab. Taking advantage of these locations, you can finish your homework and keep your roommate happy.

It's not college if you don't lack at least some sleep in your week, but you should try to rest. Proverbs 20:13 says "Do not love sleep or you will grow poor; stay awake and you will have food to spare." I discovered this verse one night when I was completely exhausted, but unwilling to fall asleep. My roommate, Erin Flynn, kept yelling at me "Go to bed!" Instead I tried to fight back with the word of God, which ultimately proved my point wrong. This verse is not saying that you should pull an all nighter, just the opposite; it speaks to the value of maintaining a productive nature. The less sleep you get at night, the lazier you will become in the daytime. When it comes down to it, would you rather be lagging through your day having enjoyed a few hours with friends the night before, or have a full night's sleep behind you with the promise of a productive and energized day?

Sleep Deprivation Facts:

The record for the longest period without sleep is 18 days, 21 hours, 40 minutes--during a rocking chair marathon.

Anything less than five minutes to fall asleep at night means you are sleep deprived. The ideal is between 10 and 15 minutes, meaning you are still tired enough to sleep deeply, but not so exhausted you feel sleepy by day.

Seventeen hours of sustained wakefulness leads to a decrease in performance equivalent to a blood alcohol-level of 0.05%.

18 to 24 year-olds deprived of sleep suffer more from impaired performance than older adults.