



# *Knights Times*

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# RIDE ON: *Tabor Cycles offers bike rentals for all students*

by Kate Dorman

**T**here's a new bike rental program on campus. Tabor Cycles was developed by two student organizations: WP Enactus and REJECT (Real Eco Justice Empowering Creative Thought). The idea originated in a marketing management class, then later resurfaced in a meeting between Enactus and REJECT. Daniel Ryan, president of Enactus, worked with Simeon Jacob, former president of REJECT, to do more research on the possibility of a campus bike rental program. Seniors Ryan and Jacob designed a business plan, which they presented to the college administration.

In December, Ryan and Jacob applied for a grant with Bicycle Oregon in hopes that the program would not need to rely solely on student body fees for funding. The grant, which was funded, allotted the program \$1,500 for expansion and maintenance purposes. Working with vendors to ensure supplies were in route proved to be a challenging part of getting Tabor Cycles up and running. The program, originally scheduled for October of 2013 was put on hold until January of 2014. Jacob explained the delay. "The main thing that took longer was the process of needing to order the racks first. If we ordered the bikes and then had nowhere to safely secure them, we'd run into issues." Though the order for bike racks was placed in October, it took almost eight weeks for the order to arrive. "That was frustrating," Ryan said.

The big news is that the bikes have arrived. According to Jacob, "We wanted to start out with ten bikes because we wanted to make sure that we didn't buy too much—to the point where we had all the bikes and not enough space." The bicycles, of which there are ten, are eight-speed. Five come in the standard commuter style, and the other five come in the drop handle bar style that is characteristic of a road bike. The bikes are stored in the southeast corner of the campus SUB.

Ryan explained how the rental process works. "It's simple. Just buy a membership and sign a liability form at the bookstore. Then call the main Warner Pacific College number (503) 517-1000 when you are ready to ride, and a Tabor Cycle representative will be down in the SUB to give you your lock, key, helmet and bike. Then you are off!"

The membership punch cards cost \$10.00 and allow the user five rides for a 24-hour block of time for each ride. Rental hours are from 9 a.m. to 5 p.m., but because the rental period lasts 24 hours, the user can rent the bike during the day, receive the key, and then go back to the SUB to unlock the bike whenever they so desire. Ryan explained that the memberships will help maintain the bikes as well as supply more bikes in the future.

The intent of the liability waiver, which was also designed by Ryan and Jacob, is to ensure students are aware of the personal responsibility that comes with each use. Jacob summarized their thinking: "If you're going to use this, you have to understand that you use it at your own risk. If we give you this bicycle, it's in your responsibility, and if something happens before it's returned, if it's going to be damaged or missing, we have fees for that."

Because Ryan and Jacob are both graduating in the spring, Enactus and REJECT are working together to form a board of directors specifically for Tabor Cycles so that there is accountability and leadership in its future. At this point, Jacob is more concerned with the implementation of the program: "I think the main thing is getting it started and then talking further of the sustainability. That's why a lot of this has been a process...because we wanted to make sure that it was self-sustaining."

Goals for the program include designating a permanent location for the bikes, creating a work-study bike maintenance position, and increasing the rental supply upwards to 30 bicycles. According to Ryan, the program should continue to grow. "We'll be offering different types of memberships next year, including a commuter membership that rents the bikes for a semester at a time so that students can use it as a mode of transportation consistently."

In his initial research, Jacob found that most of the students interested in renting were commuters. A bike commuter himself (when the key to his bike lock isn't misplaced), he is familiar with alternative modes of transportation. Jacob thinks that commuting by bike can be more efficient. "I would argue that you commute quicker than you do in high traffic hour on the bus." Though Ryan has more experience with recreational mountain biking than with city biking, he too sees bicycle commuting as a traffic saver. "You can find a parking spot to lock up, and during rush hour you can probably get to areas close by faster than by car. Portland has made it very easy to get around with your bike," Ryan said.

Jacob thinks the program should have a special appeal to students who either don't have a car or bike of their own or who aren't comfortable riding—or paying—for the bus. "This bike option is definitely cheaper than Trimet, so if anything...I feel like it's going to highly impact being able to get out more." Jacob thinks the program will allow places like the Hawthorne district to become more accessible to students. He explained that the vision for Tabor Cycles is to help students to access neighborhoods within a mile radius of the college. **Continued on page 4.**



Kate Dorman, senior, rides her bike to the college every day. Photo by Tim Jackson.

# EARN: Supporting Student Athlete Academic Success

by Christi Avery

During Fall semester, many students may have noticed that the dining hall was crowded in the morning with student-athletes. Monday through Thursday from 7:00 until 9:00 a.m., the cafeteria was full of student-athletes who were completing hours towards a study program called EARN (Enriching Academic Resources Network). EARN supports the major vision of the athletic department—the development of student-athletes to achieve excellence in the classroom and in life beyond their sport. EARN is designed to help prepare student-athletes for graduation from Warner Pacific College, for their next educational pursuits, and for life after athletics. EARN is a new study program that has been newly developed this year. Athletic Director Jamie Joss and the head coaches plan to evaluate and strengthen the program.

One requirement of EARN is weekly study hours to be completed by student-athletes below a 3.0 semester or cumulative grade point average. During fall semester, student-athlete grade point averages determined how many hours need to be completed each week: 3.5-4.0, one hour per week; 3.0-3.49, two hours per week; 2.5-2.99, three hours per week; 2.49 and below, four hours per week. For Fall semester, athletes with a higher GPA were required to attend the morning sessions in order to show support and offer their help to fellow athletes. Tutors for math, science, and writing were also available on certain days of the week.

A number of changes were made in EARN for Spring semester. An athlete with a GPA of 3.0 or above is not required to attend the

scheduled sessions. “One problem we have is that athletes don’t want to go so early,” said women’s basketball coach Matt Greg. During the fall, the offered hours were only in the early morning, as that was one of the only uninterrupted windows of the day. Matt Greg and Jamie Joss learned quickly that their large number of commuter (and residential) student-athletes are not early-risers, so this semester they added additional time slots of 1-4 p.m. on Mondays and Wednesdays and 9-12 p.m. on Tuesdays and Thursdays. Greg and Joss also allow student-athletes to count hours while travelling for road trips as EARN hours. Appointments with tutors are now made outside of EARN time slots.

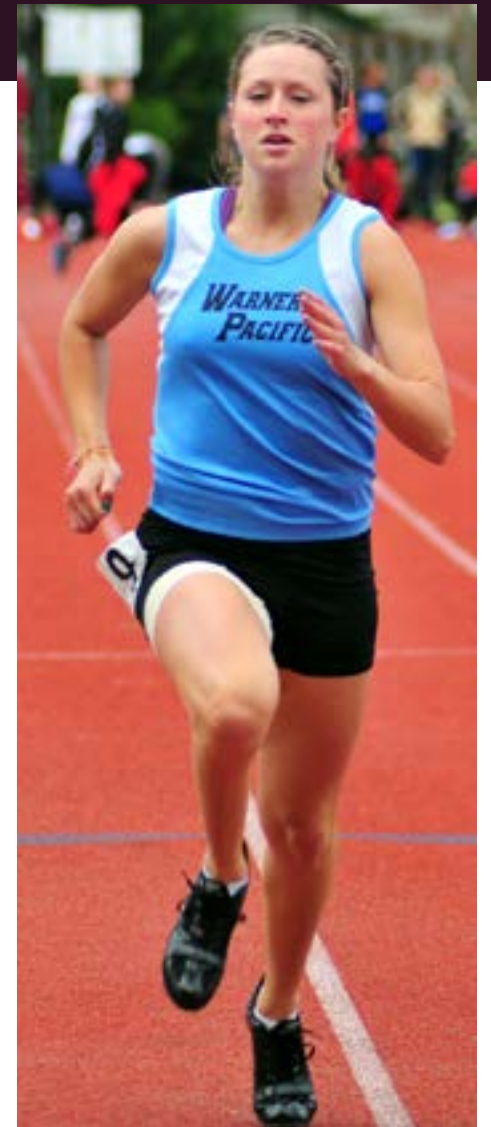
Hours completed during EARN are recorded by a coach who supervises the study sessions. Later during the week, hours are reported to team coaches. If required hours are not met, consequences are assigned to the student-athlete. Failure to complete EARN hours is cumulative for the academic year. The first time an athlete does not complete their hours, they are required to earn four additional hours beyond their required hours the following week. The consequence for the second failed completion is missing the next scheduled competition and completing an additional four hours beyond the required time. A third failed completion of EARN hours leads to the student-athlete not being allowed to participate in any team practices and/or activities, as well as missing their next scheduled competition and earning four additional hours beyond their required hours the following week. A fourth failed completion of hours results in suspension from the student-athlete’s team sport, the length of which is determined by the Director of Athletics consulting the Head Coach.

Jamie Joss explained his rationale for the study hours. “I’m not sure all of our student-athletes realize that they should be committing to at least two hours for each

credit hour of coursework they take each semester. If a student-athlete is taking 12 credit hours a semester, they should be working at least 24 hours on their coursework each week. Add in their athletic workload of 10-12 hours of practice and events a week, and a 6-10 hour a week part-time job, that is the workload a full-time career will provide after graduating from Warner Pacific College. When you analyze it that way, asking each student-athlete below a 3.0 GPA to complete just 20% of the hours they should be committing to their academic pursuits at Warner Pacific as a part of EARN doesn’t seem that unreasonable,” Joss said.

Track athlete Zaira Sanchez participates in EARN each week and was asked if anything should be changed about the study sessions. “I feel like EARN should not need to have designated hours. Maybe if there could be a way to let coaches know that we are completing our required hours with a check in/out system it would work better. The setting of the cafeteria and SUB does not fit all study styles, including mine, and for that reason it is not helpful for me. It is stressful to need to figure out a time that I can complete my hours, because I finish my homework at late hours when no one is around,” Sanchez said.

Joss explained that the goal of EARN is to be proactive in helping student-athletes avoid frustrating and stressful situations and keep them on track to graduate from Warner Pacific College. “What we have learned through mentoring student-athletes who have been placed on academic probation is that many of the student-athletes have lacked study skills, reading comprehension, communication skills, note taking, test anxiety, time management, etc. Therefore, it is our goal to develop 60-minute sessions that all first-year student-athletes at would have to complete as part of EARN. It wouldn’t be a class student-athletes would take, but would rather be lunch-hour or evening sessions



Christi Avery running the 100 meters at the Pacific Twilight last season. Photo by Cody Harrod.

Continued from page 2:

## TABOR CYCLES:

Buy a punch card in the bookstore for \$10.00 (and sign a liability waiver)

Rent your bike in the SUB between 9 a.m.-5 p.m.

Ride on for up to 24 hours and return your rental to the SUB when you’re done

Freshman Selena Montoya thinks she would like to use the program, but she isn’t all familiar with the Portland area. Montoya, whose main mode of transportation is walking, spends the majority of her time in her dorm room. When asked if she enjoyed Portland, Montoya replied, “Kind of...I haven’t really been able to go out and experience it. Being able to get around would be cool. Actually experiencing the city.”

A California native, Montoya was also concerned with biking in bad weather. “What if it’s like this?” she asked, looking at the unusually ice-coated sidewalks this past February. “What if I slipped into traffic and died?” After the purpose of the helmet

was explained, Montoya laughed. “At least my head will be protected if my body gets run over,” she said. Montoya’s additional concerns include familiarity with bike roads and the rules associated with them. When mock tested on hand signals, Montoya, though close, had the signs reversed. When asked if she knew how to correctly lock a bike she replied, “No, I know you have to tie a lock around it to a pole, but I’ve never done it before.”

Simeon Jacob addressed the potential problems of providing bicycles to students who have never biked in a city. In the future, he hopes to establish a relationship between Tabor Cycles and the Bicycle Transportation Alliance, an organization that offers walk and bike education classes that are specific to the community. “We haven’t put anything in the calendar yet, I think it was more news that we finally have the bikes,” Jacobs said. With a Tabor Cycle membership, a little assistance, and a significant amount of confidence, students like Montoya can be experiencing the city like a local.

## BEFORE YOU RIDE: 7 things you should know

1. In Oregon, a bicycle is held to the same standards as other road users. For the most part, the same rules that apply to a car apply to you.
2. Helmets are great. Wear them.
3. Be visible. Reflectors and lights are your friends. And if you’re going to be riding regardless of the weather, investing in some rain gear is always a good idea.
4. Make sure your bike is the right size and adjusted to fit you. A bike that’s too small makes an average-sized hill feel like the alpine section of the Tour de France.
5. Ride on the right, with traffic. Leave the sidewalks to the pedestrians.
6. Portland has plenty of bike roads well worth taking advantage of. Get your hands on a bike map to at [tinyurl.com/pdxbike](http://tinyurl.com/pdxbike).
7. Despite popular belief, most injuries have nothing to do with crashing into a vehicle. According to [portlandoregon.gov](http://portlandoregon.gov), cyclists are more likely to fall or hit fixed objects such as a mailbox or a parked car. You can avoid this by paying attention.





# Doug McClay: Master Librarian, Possible Robot

by Deborah Landers

Stepping into the Otto F. Linn Library, I walk over to the miniature crowd at the circulation desk. I glance at the myriad of wooden pieces scattered across the desk top.

“A catapult? Is that to defend the library from Hittites?” I ask.

“What? Oh, yeah,” Doug replies, glancing up from the pieces he’s fiddling with. Doug believes that Hittites invented robots because they were the first to use iron. It’s one of the running jokes about him.

“Really, I just want to fling stuff at people who walk in,” Doug confides, as he squeezes the nearly empty bottle of glue to put his new toy together. After about a half hour of suggestions, guesses, and gluing, it’s clear that something didn’t exactly work right. The little wooden catapult has an extremely limited range and looks very little like the drawing on the box. “Don’t they have the Chinese children test these before they package them up and sell them?” he complains in a tone that always means he’s joking. I can’t recall him being serious about anything that didn’t directly relate to library business—and even then, it’s a stretch for him.

Sundays in the library are magic. Under the veneer of last minute homework and the normal quirks of everyone’s favorite librarian is a secret world of fun that few have acknowledged, and even fewer have participated in. In our class-to-class existence as haggard college students, we don’t always find the time to pay attention to our surroundings. So the message announcing the Sunday Game Night went largely overlooked, despite the fact that it was announced “Sundays, 2 p.m. to 10 p.m.” on a white board just inside the library for most of Fall semester.

The Sunday before Fall semester finals, I went to the library to relax at the Game Night before I worried my brains out over the tests, papers, and presentations I had to do in the next few days. I arrived to find Doug sulking a little bit. “Stupid people studying for finals,” he said. “They’re taking up the classrooms, so I can’t set up the Wii.” But actions speak louder than words, and Doug understood the importance of finals to the study groups dotted around the library. Fun could wait until after Finals Week was over.

I followed Doug down to Room 106 and watch him set up the Wii, sorting out the cords and plugging it into the Smart Board.

“So, what should we play?”

“What do you have?” I asked, accepting the controller he handed me. “You’ll have to remind me how to use this.” Of the games he listed, I chose LEGO Lord of the Rings, a game I think I know. Last semester, he had played his way through LEGO Star Wars, and I helped a little bit in Cloud City. I had seen him play Lord of the Rings before, and trusted him when he complained that it would be ten minutes before the actual game play started. Two minutes later, I started playing without him.

I knew that Doug was spreading himself thin, as usual. While working in the library, I’ve seen him doing the technical job he’s paid for, but also helping patrons and keeping a conversation going with someone who just walked in the door. Doug is the go-to person; when it comes to questions that student workers can’t answer, he is summoned to the front desk by two bells and a gong. Whenever he plans something fun in the library, like Game Day, he always ends up doing double duty.

He went in and out, taking off every time the game got to a little exposition. Sometimes it was because Jeff Barnhardt needed him, other times it was just to see what was going on upstairs and to join in the conversation—usually without the necessary context to understand the dialogue. I made it to Weathertop, the fourth main location of the game, largely on my own, though not without dying several times. Whenever Doug peeked in and saw that the game was actually happening, he picked up the other controller and helped, before dashing off again to another location.

At Weathertop, I finally glanced up at the clock. 9:07 p.m. Doug had gone upstairs again, and I was getting bored with the game. I had homework that I needed to do. Gathering my stuff, I couldn’t help but think how much more fun it would be with other people. If even five more people came to Game Night, I wouldn’t have spent most of the evening in a dark classroom playing the Wii by myself. There could be other games going on: Chess, Apples to Apples,

or Settlers of Catan. I think that’s what Doug wanted Game Night to be.

I imagine him running back and forth, crashing into the games that were going on with a random, hare-brained twist, like replacing chess pieces with plastic dinosaurs or Dalek action figures. He would sweep into the game of six or seven playing Apples to Apples and place a random red Apple card that would win him the round and the green Apple card. He would then sidle over to the table where people were playing Settlers of Catan, and claim that the whole area had been taken over by Hittites, and was therefore his. I could just see him, more charged up than a kid on caffeine, trying to be everywhere at once and almost being successful at it.

But tonight isn’t like that, as much as Doug or I might wish it were. I knew several people who went to church on Sunday evenings, others who worked during that time, and many people who probably didn’t even know that there was something special happening at the library every Sunday. My own roommate, who also works as a Circulation Assistant, isn’t typically back on campus until the library is closed. A couple weeks before this, Doug left early, at about six o’clock in the evening, because no one had the time to play games.

I trudged up the stairs to the circulation desk, my mind unbidden enumerating the assignments I had been neglecting.

“You’re leaving?” Doug asked, interrupting his own conversation with another patron.

“Yeah, I have homework I need to do and I wasn’t getting any farther anyway.” I slung my bag over my shoulder and grimaced at the thought of going back to my room for the night.

“Okay. I have to go soon anyway, so I’ll have to pack up everything downstairs and stuff.”

He slipped past me and down the stairs as I called a half-hearted, “Goodbye. See you tomorrow.” I turned on my way out the door, and Doug was on the move again, dashing back up the stairs with the game system he had just retrieved and beginning to close the library. I swear, he’s always on the move.

## Mystery Man

by Tirzah Allen

*He is the tall gentleman waving and smiling enthusiastically from behind the wooden counter. He is the first to say “Hi, welcome to the library!” and the last one to say “Goodbye, come see us again!” He is the first one to offer a helping hand to find the perfect sources for a research paper, to fix the printer, or to brighten a day by sharing a witty joke or an outrageous story. He is a strange mixture of reality and fantasy. Some know this man by the name of Doug the Librarian, yet the man behind the name is still a mystery to many. We sat down to interview students, staff, and faculty to find out the answer to one question: “Who is Doug McClay?”*

### ANDEE COLER, JUNIOR

Doug is an interesting person. He doesn’t like to tell the truth about himself. It takes at least three attempts to even get close to a right answer. His father’s name is Bruce and his mother is a child psychiatric nurse and teacher. He lives in Battle Ground, Washington, and he spends almost all his time at the library. It is incredible. He is 35, and he is brilliant but he pretends to be dumb. His love language is giving.

### SUE KOPP, LIBRARY DIRECTOR

Doug has so much patience for people. He is public service oriented and very technical; an odd combination but a special one. People must think he is a real slacker because he is always at the front desk but he’ll work into the night. There is never a question that he gets his work done. It is to the benefit of the college that he has such a good rapport with the students.

### PAM PLIMPTON, FACULTY

I work with Doug when I ask him to come in and explain research processes for students and the availability of different databases and that sort of thing. Most recently I’ve had him come into the Hum: 410 classes and he has worked up a little PowerPoint and has great visuals. One nice thing is that his self-deprecating manner is so funny that the students relax and appreciate what he does and it’s not all boring and dull. What I have heard from students is that he is the one who is very helpful at showing them how to search out useful paradox terms for their papers.



## The Real McClay *by Kyle Bliquez*

If you ask Doug some standard interview questions, here is a sampling of what you might end up with in order to write a conventional personality profile.

Contrary to what many might think, Doug the librarian had a rough life growing up. He was born and raised in his office where he currently resides. His parents were books; his father a text of medical usage and terms, his mother a reference guide. What section they met in is unknown.

As a student, Doug attended Pacific Union College in Angwin, California, where he obtained his Bachelor's degree in Digital Media Technology. In his own terms, he can now "make pretty pictures move." His schooling was far from over, as he went on to study and graduate with his Master's in Library and information Science from Drexel University in Philadelphia. He said he also minored in "misinformation and lying."

Throughout Doug's childhood and young adulthood, he lived all across the nation, including Texas, Alaska, Indiana and California, ultimately winding up in the state of Washington. Doug said he moved to and from a lot of places because of the witness protection program he was in due to the baby Irish gang in Chicago. If you ask him more about that, he will say "I don't remember! That was long time ago." Alaska seemed to fit Doug best. "What I remember about Alaska is that people there are very accepting of everyone. In Alaska, you dress for the weather conditions. When my family and I moved south to Indianapolis, Indiana, I noticed people had the tendency of pigeonholing which was the completely opposite of how Alaska operated. People there are more open-minded. There are certain conformations that come with the 'civilized' world that aren't a concern in Alaska."

When asked what he does outside of work, Doug claims he doesn't exist outside of the walls of the library. He imagines he would enjoy hiking, traveling and long walks on the beach at sunset, but most of his time would still be devoted to books. Asked what his responsibilities are at in the library, Doug said he is temporarily holding down the mascot position, previously held by Jack, the collie who still traverses the halls of Otto F. Linn Library like he owns the place. Inside his office, Doug has many rare and quirky collectibles. He has many tins of Altoids, in which he keeps smaller, necessary knick-knacks, like ketchup packets. He has stuffed animals and countless Star Wars action figures, including a headless Han Solo, which Doug says is a surefire collectible.

Doug always wears green. It is unknown whether this is his favorite color, but Doug claims it's because he's Irish, even on the days he wears his Scottish kilt. He had the kilt made with his family Tartan, and had to verify that he was really a McClay.

It isn't always clear when Doug is being serious, even when you ask him a technical librarian question. Maybe that's his gift—you really have to listen to make sense of this unique individual.

*Story photos by Tim Jackson.*

# A SHORT PRIMER ON SPIRITUAL PRACTICES

*by Tony Kriz, writer in residence*

Dallas Willard, the renowned philosopher and Christian thinker in his best-selling book, *The Divine Conspiracy*, wrote that there are three components to our spiritual formation. The first two components are 1) the actual and abiding companionship of the Holy Spirit, and 2) the unexpected events of everyday life, many of which are shocking, ecstatic or painful and jolt us from our normal routine. The final component is something Willard calls "Planned Disciplines."

Historically, these were referred to as Spiritual Practices. Spiritual practices are simply the intentional habits of personal formation. They are activities, encouraged in the scriptures and affirmed throughout human history, that, when done with discipline and in earnest,

ing. The role and import of spiritual practices are both beyond explanation and incredibly simple. They are the spiritual equivalent of a musician spending untold hours practicing their scales... or the ballerina practicing at the bar... or the athlete running wind sprints, volleyball peppering or practicing layups. Spiritual practices strengthen, prepare, and align the soul, which is why they are often called "disciplines". The important thing is not the topic of the activity but the quality of that activity. Does it help the mind and heart focus on God? Does it move the soul from the distractions of life to focused stillness on the things of the spirit?

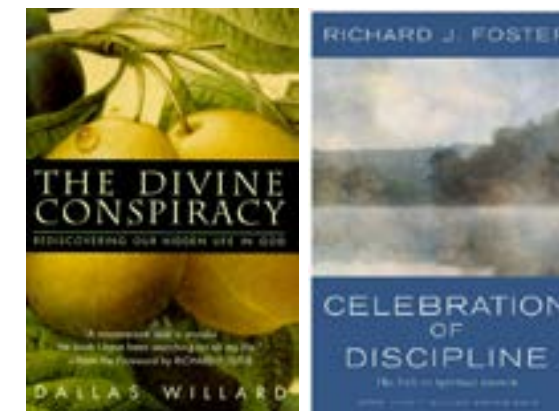
There are certain spiritual practices that have been affirmed and reaffirmed throughout hu-

**THE INWARD DISCIPLINES:** These include Meditation, Prayer, Fasting and Study. These impact our souls because they take us to places of stillness and focus on the things of God (some would say the mind of God). Some of these inward disciplines (like fasting) transform us because in them we abstain from our addictions (a constantly full belly, pleasure, or entertainment).

**THE OUTWARD DISCIPLINES:** These include Simplicity, Solitude, Submission and Service. These disciplines focus on our interaction with the outer world. You will notice many abstinence themes here as well, affecting our consumerism, social patterns and autonomy.

**THE CORPORATE DISCIPLINES:** These include Confession, Worship, Guidance and Celebration. These disciplines govern our interaction with other spiritual pilgrims. They are essential because they reverse the misperception that formation is ostensibly an individualist experience. We are communal, just as God is communal.

One of the things that I tell my students is to choose a couple of behaviors and attempt some sort of regular and measurable practice of it. If they choose meditation, begin with 20 minutes of meditation, 2-3 times a week. I also encourage them to choose one practice that comes naturally and one that stretches their comfort zone... and in so doing, receive God's invitation to participate with the things of the Spirit.



"Spiritual practices are simply the intentional habits of personal formation."

have a deepening, centering, and wholeness-inducing impact on the human soul. The most famous of these practices would include prayer, scripture study, meditation, and fast-

man history and across cultures and traditions. Here are just a few of the most universally effective disciplines, as compiled in Richard Foster's book, *Celebration of Discipline*.

# HUNGRY FOR FOOD, Learning How to Fast

# HUNGRY FOR GOD:

by *Adrienne Alexandre*

On February 12th, 2013, I decided very abruptly to fast for Lent. Having never observed Lent before and not being part of any of the religions that participate in Lent, I decided to try it. I wanted to join in on the solemnity of the spiritual discipline of fasting that lasted for 40 days. I chose to fast from all food. One of the biggest reasons I had decided to fast was from a fascination with the idea of hunger and its impact on the human body and spirit, but the main reason was to work on my relationship with God. There was a longing for the closeness I once had with Him, and I hoped that fasting would be the way back.

**DAY 1:** I had herbal tea while my friends ate in the cafeteria. I added a teaspoon full of honey because I had read that honey is a natural sugar and appropriate for fasting. I went back to my internet research after that. I wanted to do this right. Link after link, I pursued the safest way to complete this fast. It was important to keep my body healthy to survive school and my various jobs. It was very difficult to find credible sources, however. Most of the information that was available was from personal blogs. There was a lot of information on one week and ten day fasts, but that wasn't very helpful to me.

**DAY 3:** This was a very long day indeed in which my work with the Athletic Department was required. Scheduled was a track meet followed by a basketball double header. I was concerned that I would need to eat something to sustain the energy for my job, so I grabbed some peanut butter and six saltine crackers and ate them without shame. I didn't feel that I was cheating from Lent. Because the fast was not necessarily for health reasons, but reasons of spiritual desire, I knew that eating this small bite for energy would not hinder me from my goal, nor would it deter from the principles of my fast.

It was alumni weekend, and thus there was free food everywhere. In addition to an alumni luncheon that was free for current students, there were also Subway sandwiches given away at the basketball game that night. I was stationed the concession stand where food is free for me because I work there. Needless to say, temptation to give in was strong beyond belief this day. The crackers and peanut butter sustained the energy needed but did not fulfill the desire for a full belly.

**DAY 4:** I had the exact same work schedule--track meet followed by a basketball double header. I ate an InKind bar and enjoyed it like I had never enjoyed a bar full of bird seed before. On the way to the meet, my coworkers decided to stop for lunch at an authentic Mexican restaurant. Partly because of my Hispanic heritage, and partly because of my extreme hunger, I was very tempted to get some food, but didn't.

"Kaysee, will you take me to an authentic Mexican restaurant in March?" I asked my co-worker. She smiled and said yes. She was one of the few people who knew of my fast at this point in time. I had chosen to try and keep it on a need to know basis at first. I told my roommate Jordanne, which I probably shouldn't have done because she worries so much, as well as the small group that I was a part of for prayer support. Kaysee was a part of the same small group and was a coworker of mine; she knew of my circumstances. She was there the day that I decided to fast and feasted shamelessly with me on Fat Tuesday.

**DAY 6:** By this time, most of my cluster of friends had found out of my fasting. My neighbors knew, and I had finally told my parents, who insisted that I buy nutrient filled drinks. I didn't have more than four dollars in my account at the time, so that wasn't a possibility. My father text messaged me that he had deposited \$200 into my bank account. I went to the store that night and bought at least 30 vitamin waters and two V8 vegetable juice half gallons.

**DAY 10:** I met with Jess Bielman and Jojo Davison, the campus ministries staff. I wanted to talk to someone who might have some expertise in fasting. My internet research had lead me in circles, and after a lot of confusion, I wasn't sure if I was doing the right thing, even ten days in. I wanted some sort of confirmation that I was in a good spot. Jess and Jojo gave me a link to a site written by a doctor, and it was very helpful. I knew from my relentless research that when someone fasts, toxins begin to release, making a faster's skin dry and flaky, their body odor more prominent, and their tongue white and breath especially foul. These are all the body's way of getting rid of the toxins inside. Expecting this, I showered a lot more than usual, sometimes two and three times a day, and applied a substantial amount of moisturizer as well as perfume and body fragrances. I gargled often with mouthwash. Fortunately, no one commented on my scent.

**DAY 11:** I worked another basketball game but didn't bother eating anything. It was only one game and even though it was a high-energy job (at least from my perspective), I figured I could live off the energy with a V8 juice in hand. The Knights won the game. Warner Pacific hosted the basketball regional championships that night, and I was on fire with the guys for their win. I had never experienced a championship win like that before, and for a moment I forgot I was hungry.

**DAY 13:** During what would seem like any other day fasting, I began to feel ill. My throat was throbbing, but I hoped it was just a mild cold. I had no idea that in this moment, it would be the beginning of the lethargic hell I experienced until the end of my fast.

**DAY 16:** It was clear that I was sick. Though it was still only a mild cold, it left me too tired to do anything but exist. My studies suffered, and my other work-study job as the Audience Services Coordinator for the drama production became more demanding. Basketball season was over, just in time for performances to approach. I had to help construct the set and paint, but I had no energy for it. I had never experienced anything like that and was annoyed at my blatant inability. I waited intently for my second wind, hoping it would come upon me after a 20 minute nap on the theatre floor. When I stood up, I thought, "Oh God, this is it." I had never passed out before, and I thought for sure this was the moment. When it didn't happen, I was relieved. I had promised my friend Taylor the day before I had started the fast that if I passed, out, I would quit immediately.

**DAY 19:** I was in tears as I fought to figure out what to do. If I quit now, I'd be a failure. I wasn't done; I was almost halfway! I was sick and could barely hold my head up, but I was stubborn and had to continue. I thought my body was just being a baby about it. I needed to suck it up, so that's what I did.

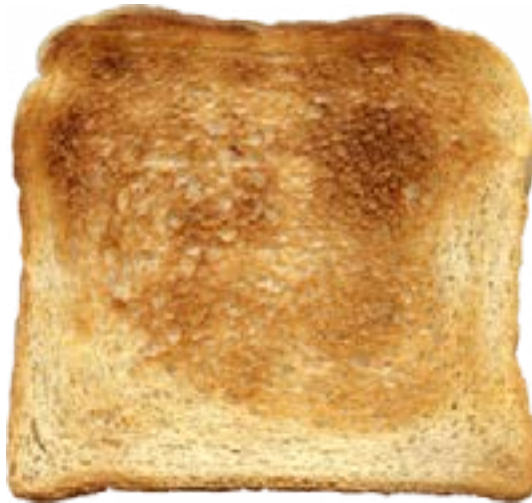
**DAY 20:** I went in to see Kaylee Krout because she was one of my small group leaders, and I thought she could mentor me through this situation. I lost it; I couldn't hold my tears back as I expressed my incredible frustration to her. I told her that I wasn't where I wanted to be in my journey back to God. I

didn't want to quit yet because I was waiting for that closeness to come upon me. As she listened to me, I slowly realized that a relationship is something one has to work on daily. Just like couples and families can't just go on vacation and expect their problems to be gone when they get back home, the fast I was on was the "vacation" I thought I was giving my relationship with God.

Kaylee told me that she wouldn't see me as a failure if I quit the fast, and I realized that I would probably be the only one who would think that. I was now physically and emotionally exhausted. I went to see Nurse Donna, but after a lot of talking, I wasn't yet fully convinced. That night Nurse Donna sent me a long email expressing her deep concerns and advised me to break the fast "NOW." She said something I had read before but didn't take into consideration: fasting is a practice, and fasting for forty days is something someone should train for. I realized I could consider my 20 days that training. So I was finally okay with breaking the fast, but I needed to be careful about how I did it.

**DAY 21:** I took a much needed day of rest and sent an email to my professors informing them that I would not be going to class. I ate dry whole wheat bread, cucumbers, cherry tomatoes, and orange jello. It was one of the strangest meals I have ever partaken. It was dull in taste, except the Jello, which was too sweet. I'm not sure if that was the proper way to break the fast, but it was the best way I knew how. I didn't feel any better physically, but I was satisfied spiritually.

I learned a lot while I was on this fast: don't drink vitamin water because it has sugar, and sugar will cause you to be hungry everyday (take it from me: that sucks). Don't drink fruit juices—seriously, just don't. I also learned that it's better to go on an extended fast when there isn't much going on your life, when it's okay to take a nap every day. I learned that I have a vast support group, and I'm proud to have given into this experience. I learned what it meant to resist temptation, and how easy it is to resist it. But more importantly, I learned that I have to invite my Savior into my life everyday if I want to be close to Him again. I am so grateful for the amazing fast that I endured and hope to try again!





**Mt. Tabor Community Garden  
60th & Lincoln  
Photo by Andrew Harvey**

# COMMUNITY GARDENING: A GROWING IDEA ON CAMPUS

by *Tim Jackson*

According to *Durations: The Encyclopedia of How Long Things Take*, within the four years it takes to get a bachelor's degree, these things will happen: Kawasaki, Japan will have moved a total of two inches due to shifting tectonic plates, a snail will live its full pathetically-slow life, and the fruit and flowers of most plants and trees will just begin to show. I'll add one more thing to the list: by the time current freshmen graduate, someone in southeast Portland will still be on the wait-list for the Mt. Tabor Community Garden. While nature is generally slow, community gardening is growing in the swiftly changing dynamics of Oregon's urban communities. According to Laura Niemi, program coordinator of the Community Gardens for Portland Parks and Recreation (PP&R), there's been an especially high increase in community gardening interest over the last five years.

Open to the public since 2012, Mt. Tabor Community Garden is located on 60th and Lincoln; it is the only PP&R-run garden between 39th/82nd and Stark/Holgate, the area of inner-southeast Portland. According to Carrie Vogelzang, administrative assistant for the Portland Parks and Recreation community garden program, the Mt. Tabor site is currently maintained by 95 people. The waitlist is at an ever-increasing 137 people, the longest waitlist for any community garden in the Portland area. Somebody who has green thumbs may have to twiddle them for more than five years before being allotted a spot, which costs anywhere from \$20-\$100 a year for the space alone. A new garden for PP&R isn't an option is due to high property costs in the southeast Portland area; local government simply can't afford it, Niemi said.

On the Community Garden tab of the PP&R website, the organization provides the alternative to waiting for five years: start your own garden. Niemi expressed the necessity to "partner with private gardens, such as public schools, churches, and colleges" in order to lower the waitlist and allow more people to enjoy the experience of gardening. While a five-year wait list isn't an option for those of us on campus who want to garden, starting our own plot might be an alternative. In a survey conducted by Knight Times, out of a total of 50 students, 92% said they would want to see a community garden on campus.

In the current age of DIY (do it yourself) projects on Pinterest, and the growing need to act like an Oregonian (and therefore garden), there is one man on campus now working on a proposal for a campus garden. Josh Petersen can sometimes be found snoozing in a hammock pinned between two trees. His beard grows like nature itself: untamed and bushy. Petersen, like nature, is slow to the situation; he allows the reality of the request to settle deeper than the sudden splurge of student demand for a community garden. Petersen's proposal is not the first one submitted to student government. "The biggest problem I've seen is short term development; most of the proposals haven't thought about what's going to happen in five, ten or fifteen years," Petersen said. Talking to Petersen makes me think about the trees lining 68th. Each tree represents an incoming class from decades before us. While the trees still stand in the care of paid yard maintenance and Mother Nature, the students have left the trees for the bigger and better things in life. Unlike a tree, a fragile garden would die without the care of willing students.

Despite the seeming impossibility of the situation, Petersen still asserts that a community garden would be good. Not only would he want to open it to the campus for both recreation and classes, but to the 137 people on the PP&R waitlist and any other community members. Of the students surveyed, 78% would also want the garden to be opened up to the community. While the college administration surely has plans for every square inch of campus property, Petersen still believes sneaking in a garden could be possible in a number of places. His suggestions are followed by percent of students who voted for this area in the survey: 1.) The lawn between the cafeteria parking lot, and Division street (16%), 2.) The lawn on the other side of 68th in front of the library (32%), 3.) The lawn to the right of A. F. Gray, when facing Mt. Tabor (43%). A fourth option not mentioned by Petersen but mentioned by students was the lawn of the Division Street Apartments used by married students (9%).

Petersen explains that the problem goes beyond student government. Even though many students have voiced their desire for a garden, Ben Pirtle's promise to follow the student body's interests has to stop at the will of the college administration. "Administration cares about who will take care of the garden... and grass is easy to mow once every few weeks," Petersen said. Despite all the concerns that students voice about administra-

tion stopping their goals, what matters is the amount of effort students will exert on the project. "We really can't ask our maintenance and campus safety staff members to care for the garden, as the summer is their busiest time of the year, doing projects around campus, so it really has to fall back to a student led activity to work," said Steve Stenberg, Vice President for Facilities and Operations. "Probably the biggest drawback is the timing of gardening here in the Northwest. I'm not a gardening expert, so what I say here could be incorrect, but my experience with my own garden at home is that we rarely put in much of a garden before late April," Stenberg said.

Timing is an issue: By late April, Spring semester is almost over, and when the garden needs to be harvested and prepped for winter, students will just be getting back and preparing for Fall semester. Stenberg is all too aware of the negative effects if students cannot keep up with their ambition: "Worst case, we start a garden, and then it falls into disrepair within a year. It becomes a very visible reminder to all of something we didn't support well, so if we commit, we really have to make sure we keep it going. We would have to be very direct, very clear about that point—if we start this, we have to commit to keeping it up." Despite his concerns, Stenberg showed a genuine interest in a garden becoming a reality. In our interview, he spoke about allowing the community in

on the project during the summer, how the costs shouldn't be a "show-stopper," and even the possibility of starting it within the year. "I believe there would be support from both the Mt. Tabor Neighborhood Association—the south border of which is Division Street—and the South Tabor Neighborhood Association just across Division," Stenberg said. "If we had a garden here, maybe that could help with reducing the traffic and parking problems near the Mt. Tabor community garden."

Some of the problems that faced the PP&R gardens could also impact a potential garden on campus. "A big problem is the long term management plan. You need policy enforcement," said Niemi. While Petersen is still working on a strict set of rules to submit for approval, PP&R has policies that all gardeners must adhere to. Not only are gardeners who sign up for a plot asked to attend to it in the summer, but in all seasons. This includes spring weeding and planting, summer maintenance, fall clean up and winter mulch. Gardeners who fail to adhere to the gardens standards are notified in writing. Once they are notified on three separate occasions, they are asked to vacate the lot. Tools and supplies aren't provided, and plots are strictly regulated. Those who wish to share or leave a plot must notify the garden manager. To read more about Portland Community Gardens for tips, policies and the latest news visit [tinyurl.com/pdxgarden](http://tinyurl.com/pdxgarden). *Story continued on page 14.*



*Student Josh Petersen is spearheading a proposal to start a community garden on campus. Photo by Tim Jackson.*

### Continued from page 13:

Petersen admitted that most of his time is now consumed by working to pay for school. "I can't spend as much time as I want to on the garden," he said. Petersen also pondered the possibility of starting a simple orchard, as he believes an orchard would require less student care. He's also beginning the process of talking with local community members about their thoughts, and looking into grants that fund private community gardens. Even after he's committed time talking with college administration and trying to create passion for a garden, he sometimes feels dejected. "There's a point where I wonder who's going to run [the garden] after I start it... it's an impossible question to answer. There's no certainty in that."

Meanwhile, other private communities have sprouted their own gardens and have begun to foster not only nature, but also imagination and learning. Tyson Quibell, an afterschool program coordinator for Sunshine Elementary School, a block away from campus, uses Trinity Fellowship's community garden located near school grounds to provide practical gardening skills to the K-5 kids. Quibell relates to a college that tries to be "in the city, for the city," as he attended Moody Bible College in downtown Chicago before completing a master's degree at Multnomah University. There was intense poverty, gang violence, and real need, he said. "The city begged us for volunteer work." Quibell remembered the grayness of the situation, literally. His college was located near one of the largest housing project sites, subsidized concrete studios that were falling apart. Nature was more than an hour away, and not many kids got the privilege to see it, Quibell said. "If we had a community garden, it would've impacted the community,"

Now that Quibell has gardening as an option, he tries to emphasize the gift to any student of any age. In a physical sense, he said, there is a need for "cheap healthy food," something people can learn to provide for themselves. He also enjoys the aesthetic and therapeutic qualities of a garden. Beyond that, Quibell said that a community garden is unique in that it can unite Christians and non-Christians alike, as a common meeting place that most churches cannot boast. "There's always an insulated feeling on campus; you're stuffed in with the campus culture. Opening that up [with a garden] allows you to see other cultures and perspectives," Quibell said. He thinks gardening is a way of God revealing himself, and is a God-given gift to reveal to others. "Gardening can go a long way to make God seem present in a community."

Imagine this scene: Spring is settling in across campus, and as the sun reveals its face, more people are out riding their bikes or taking their dogs to the dog park, and college students are finding ways to de-stress in the sun. Imagine the spring breeze wafting the scents of a garden, where students, faculty, staff, and community members alike are digging their hands into fresh soil, sweat beaded across their foreheads. A group of students help a local elderly person at her plot. A business major assigns lots, handles the payments, and takes in feedback. A group of FYLC students use the food to benefit the campus, while RCM majors maintain a plot to give food to the local food bank. Science majors take notes on all the flora and fauna, and get hands on experience with botany. Humanities students soak in the poetry of the image, applying it to whatever metaphor they see fit. When the sun sets, everyone walks home with dirty hands and smiling faces all around. Quite a vision, don't you think?

Warner Pacific College Drama Department Presents

# Changes of Heart

a comedy by PIERRE DE MARIVAUX

translated and adapted by STEPHEN WADSWORTH



## March 6-9 & 13-16

THURSDAY-SATURDAY AT 7:30PM, SUNDAY AT 2:00PM

McGuire Theatre | \$5.00 General Admission | Tickets in Bookstore

The Prince loves Silvia, but Silvia is quite sure that she loves Harlequin, though she kind of likes the Guardsman, but she definitely, absolutely, positively does not love the Prince... she thinks. Meanwhile, Harlequin, who is totally in love with Silvia, also likes Flaminia, and food.





## *The Knight Times*

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