

COLLEGIAN

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Willamette hosts third PNW Students of Color Conference



COURTESY OF SIMONE STEWART



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Participants of last weekend's PNW Students of Color Conference gather in front of the UC. Students and guests from around the Pacific Northwest attended the student-organized conference.



SOPHIE SMITH
EDITOR-IN-CHIEF

Last weekend Willamette University hosted the Third Annual Pacific Northwest Students of Color Conference (SOCC), titled "Pass the Mic - Amplifying Our Voices, Ideas, and Actions." Students from Willamette and nearby colleges, as well as visiting guests, led workshops and lectures that conference participants attended. Participants from Lewis & Clark, Gonzaga University, Reed College, The Univer-

sity of Puget Sound, Pacific University, Linfield College and more attended the conference, staying in campus housing. Willamette students, including the conference's student chair Brandon Miller ('19), worked with Willamette's Office of Multicultural Affairs (OMA) to plan the two-day event.

The conference's keynote speaker was Sandra Hernández-Lomeli, director of Latinos Unidos Siempre, a grassroots organization that advocates for social change and educational devel-

opment for Salem youth of color. Other guests included S.I.G. and JJ LaFont, a rapper and producer based in Portland who led the workshop "Sounds & Soul: Growing Yourself With Music." Another guest, Darius Northern, founder of the company People of Colour Clothing, led the workshop "Confidence, Community, and Culture: On Launching Your Own Brand." Students and staff from participating universities also led workshops, the topics of which ranged from "Representation Matters,"

a presentation and seminar that discussed how people of color are represented on T.V. and in movies, to "Kapu Aloha: Lessons from Native Hawaiian Activism," a discussion led by Willamette student James Kalama ('21) about using strategies from Kanaka Maoli, or Hawai'i's Aboriginal People, to cope with the stress of prolonged activism. Willamette students Brandon Miller, Michelle Hicks ('19), Gia Dacayanan ('21), Anusha Mannava ('20) and Kealaulaikalani Gier ('20) also led workshops.

SOCC's Facebook page writes that the conference's goal "is to educate students on diversity and multiculturalism and empower them to be agents of social change in their predominantly white institutions. Together SOCC wants to create a safe space for students with marginalized identities to come together and speak on their experiences, build community across institutions and empower one another."

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Students exhibit Carson Grant research



ELIZABETH HYDE
STAFF WRITER

The first wave of 2019 Carson Grant recipients presented the culmination of their independent student summer research projects. According to Willamette's website, Carson Grants are project funds offered to Willamette undergraduates to "undertake a scholarly, creative or professional research project during the summer."

The first presenter was Kelly Ewing ('20), with her project "Creating Change from the Ground Up: Stories of Regenerative Agriculture from Aotearoa New Zealand." Ewing's research brought her to two farms on the island of Aotearoa (the Māori name for New Zealand), which she found through the program World Wide Opportunities on Organic Farms (WWOOF).

Ewing detailed a brief history of agricultural practices on the island, explaining that Māori peoples brought sustainable agriculture and staple crops there from Polynesia approximately 1,000 years ago. After Aotearoa was colonized in the 1800s, land use shifted to harmful industrial practices, like utilizing pesticides and planting monocultures rather than diverse crops. This shift had huge negative consequences on the environment and contributed to climate change.

The farms where Ewing conducted research are working to reverse the effects of harmful land-use practices. Both traditional agriculture and the more recent regenerative practices of permaculture happening on these farms take holistic approaches that aim to care for land and community health, and to promote carbon sequestration to battle climate change.

Using her research, Ewing created an informative zine detailing these regenerative practices. "The project is mostly about communities working together to restore control over their food systems and in doing so, building their community and climate resilience," said Ewing.

Claire Vestrate ('20), an environmental science major and Japanese minor, researched the best ways to potentially implement a green curtain on campus for her project "The Feasibility of a Green Curtain on the Willamette University Campus." Green curtains are installations of climbing plants, like peas or wisteria, grown on the sides of skyscrapers and other buildings to provide shade, and reduce the heat reflectivity of cityscapes while being aesthetically pleasing. Vestrate initially traveled to Japan, through Willamette Luce Scholars program, where she learned about the green curtain

from leading experts in the field. Vestrate did a thorough investigation of numerous Japanese districts implementing green curtain technology. She found a wide range of green curtains on the market, ranging from simple nets to more permanent steel cables. Vestrate also researched what plants would be ideal for Salem's rainy climate and identified the west side of the University Center as a great location for Willamette's own curtain. Vestrate welcomes those interested in getting involved with the green curtain to email her at <cwverstrate>.

Arturo Pérez López ('20) presented "Identity Formation in a Multicultural Household: A testimonio," a project that took its final form as an 80 page written testimonio, or personal narrative, that articulates the complexities of his identity as being in the first generation in his family to grow up in the U.S. He was inspired to write after learning about plans to build a large-scale, gentrifying housing development in his hometown of Woodburn, OR, and how his primarily Latinx community was not adequately informed of the plans.

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Esports Club expands, seeks to join national group



IVY YEOH
STAFF WRITER

Much like the video game industry itself, the Esports Club at Willamette University is a group of people trying to make competitive gaming available to anyone who wants to get involved. Esports Club President Alejandro Garcia Iboa said, "Esports are unique and special because of the personalities and the growing industry it's based in and the level at which people play." Vice President Olivia Chu added: "I think the difference between esports and competitive video games is that we have a platform now, and we have some financial influence. I feel like esports used to be super gimmicky, but we want people to take us seriously."

Unlike other sports, the barrier for entry is much higher in electronic sports. At the professional level, players use the best keyboards, monitors, headsets and mouse pads available on the market to enhance their gameplay. Players also need to constantly adapt to the update patches in many of the most popular esports games. Rather than playing with rules which stay relevant until proven otherwise, like in most traditional sports, esports games have routine updates that change rules, maps, gameplay and character viability. Iboa said: "[In

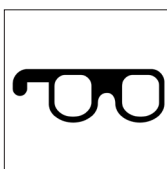
League of Legends] one of our best players could be absolutely amazing with a certain hero or champion, and by the next patch... they could be completely useless. And there are over 150 characters that you need to keep track of."

The majority of the funding for WU's Esports Club comes from the Associated Students of Willamette University (ASWU). The club receives financial support for most of its basic needs, but being a technologically-based sport, there are often challenges in the funding process. Esports Club Coordinator Casey Kunzat said, "Esports require peripherals, or things that the gamer needs to play the game, like headsets and mouse pads, even a working computer, which we've had trouble with in the past."

The Esports Club currently competes in a variety of games including, but not limited to League of Legends, Overwatch, Hearthstone, Super Smash Bros. Ultimate and Apex Legends. According to the club's executive team, their Hearthstone team has been their most successful team, making it to regionals every year for the past four years.

Kunzat said: "We can see that this system is working. Some of our past players are now at the upper echelons and could be playing at the professional level."

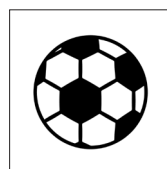
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LIFESTYLES

Read about a student's storytelling through dance.

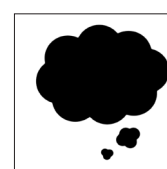
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SPORTS

Womxn's rugby defeated by Southern Oregon University but remains confident.

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OPINIONS

Students question the purpose of Daylight Savings Time.

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Program connects WU & Chemawa

REED BERTRAN
STAFF WRITER

The Chemawa Indian School Partnership Program was originally formed by a group of Indigenous Willamette students who reached out to nearby Indigenous communities to engage in service learning. They started the annual Social Pow wow at Willamette, founded the Native American Enlightenment Association and worked as tutors at the Chemawa Indian School, building relationships with high school students there. In the fall of 2005, the Chemawa Indian School Partnership Program officially began, allowing WU students to participate in an interdisciplinary course, through which they attend a weekly class and tutor at the Chemawa Indian School.

This past Monday, Nov. 4, WU students were invited to attend the Chemawa Indian School Partnership Program info session, where they learned about becoming tutors at the Chemawa Indian School and the associated class, IDS 205. 20 spots are available in the course, and according to Vellena Howard, the director of the Chemawa Indian School Partnership Program, applications will be open until Wednesday, Nov. 8 at 5:00 p.m. Decisions concerning enrollment in the class will be made by Monday, Nov. 11. To submit an application for the program, email Vellena Howard at vhoward@willamette.edu.

According to Howard, student mentors work with Chemawa Indian School students in a variety of ways other than coursework: "Student mentors will aid Chemawa School students with col-

lege applications, especially college letters. Also, a big takeaway for these students is simply being able to see a role model consistently and getting to know them. It's also common for student mentors to get a lot out of this relationship as well. Many of them report their relationships with the high school students as being a symbiotic."

Howard also outlined the process by which student mentors are screened before entering the Chemawa Indian School Partnership Program. "The partnership program is run by the BIE, the Bureau of Indian Education. Before participating, student mentors must fill out federal paperwork forms and produce a copy of a fingerprint for officials at the Chemawa School. The physical copies of these fingerprints are then sent to an office in Albuquerque where they are documented by the BIE. Students then travel to Albany to create an electronic copy of their fingerprints, which are sent to the BIE as well. The process is completed when a student mentor engages in a federal background check."

According to the Willamette University website, the Chemawa Indian School Partnership Program is also connected to the Salem-Keizer school district. "The Partnership Program extends support to the Salem-Keizer Indian Education Program, giving tutors the unique dual experience of not only working with Chemawa, but also working with the greater Native community. Tutors may assist with the Indian Education Nights working with Native families and children (K-12) in a community group setting and/or other



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Valena Howard

related opportunities, including the Indian Education Graduation Ceremony."

Howard also spoke to the content of the partnership program's associated class, IDS 205:

"Through IDS 205 we equip tutors with teaching skills and discuss topics that affect Native education. We discuss Native American history as well, anything that can be used to better inform a student

mentor of Native affairs and how they can better connect to students."

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WEEKLY REPORT BY CAMPUS SAFETY

CRIMINAL MISCHIEF

Oct. 29, 1:22 a.m. (Collins Science): Campus Safety received a call reporting someone had broken into the feminine products machine on the second floor of the women's restroom. An officer responded and a report was filed. A work order was submitted to have the machine repaired.

EMERGENCY MEDICAL AID

Oct. 25, 8:40 p.m. (Smith Fine Arts): Campus Safety was notified that an individual attending a performance was unconscious. An officer and WEMS responded. WEMS evaluated the individual and the individual refused additional medical attention.

Oct. 25, 5:33 p.m. (in a campus residence): Campus Safety received a call requesting medical assistance for a student who had cut their foot. An officer and WEMS responded. WEMS evaluated the student and the student was transported to the hospital.

Oct. 27, 4:02 p.m. (Hatfield Fountain): Campus Safety received a call regarding an injured finger. WEMS responded and evaluated the student.

Oct. 28, 9:53 p.m. (UAP parking lot): While on patrol, an officer noticed a suspicious individual covered in a blanket. The officer made contact with the individual who seemed like they were attempting to get to the hospital but kept passing out. Paramedics were contacted to transport the individual to the hospital.

Oct. 30, 12:04 (Law School): Campus Safety received a call from Salem Fire reporting an individual requesting medical attention. An officer responded and met with the paramedics who were already on site. The individual was transported to the hospital.

POSSESSION OF A CONTROLLED SUBSTANCE

Oct. 29, 3:17 p.m. (in a campus residence): While on pa-

trol, an officer noticed the smell of marijuana coming from a room. The officer made contact with the student inside and confiscated cannabis and paraphernalia. A report was filed.

SUSPICIOUS ACTIVITY

Oct. 25, 4:51 p.m. (Law School): Campus Safety received a call reporting a suspicious individual walking around in circles outside the building. An officer responded and met with the individual. They left campus shortly after.

Oct. 25, 5:09 p.m. (Hatfield Library): Campus Safety received a call requesting to have someone removed from the library because of issues they have with them in the past and remaining past public hours. An officer responded, met with the individual and they left campus.

Oct. 27, 10:18 a.m. (Rogers Music Center): Campus Safety received a call report-

ing a suspicious individual crouching in the bushes. An officer responded and the individual left campus.

Oct. 29, 12:30 a.m. (Sparks Center): Campus Safety was contacted by Facilities to report a suspicious intoxicated individual harassing contracted custodial employees. An officer responded and searched the surrounding areas, but was unable to locate the individual.

Oct. 29, 1:28 a.m. (Southwood Hall): While on patrol, an officer noticed a suspicious individual digging through the dumpsters. An officer responded and the individual left campus.

Oct. 30, 11:55 p.m. (Goudy Commons): Campus Safety received a report of a suspicious individual playing loud music behind the building. An officer responded and followed the individual until they were off campus.

Oct. 30, 3:09 p.m. (Museum of Art): Campus Safety received a report of a suspicious individual with multiple bags entering the building. Officers responded and the individual was escorted out of the building.

TRESPASS

Oct. 28, 4:27 p.m. (Law Library): Campus Safety received a call requesting to have an individual removed from the library. An officer responded and met with the individual who then became verbally aggressive. The individual was formally trespassed from the University.

PLEASE CONTACT
CAMPUS SAFETY IF
YOU HAVE ANY
INFORMATION
REGARDING THESE
INCIDENTS.
(503) 370-6911

Carson Grant recipients present research

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In his testimonio, Pérez López delves into the issue of a lack of representation in local politics: “In a town where we’ve established a local economy, and the streets are painted brown, why is it that it isn’t ours? We are the culture of this town. We’re the carne asada you smell as you cruise through downtown. We’re the workers you see at 4 a.m., filling the vans one-by-one, as we make our way to the fields. We’re the students, both parents and children, making our way to Chemeketa to earn a degree. We’re the championship soccer team, fulfilling our dream(er)s. Woodburn is as Mexican as it gets, but apparently, that still doesn’t make it ours.”

He was also inspired by his parents and the profound sacrifices they have made for his education. From the time he was a child, he has been influenced by his father’s

words “La base del éxito es el estudio,” which he translates to, “The foundation for success is an education.” This is an ethic his father has always used to hold his son to high standards.

“He was also inspired by his parents and the profound sacrifices they have made for his education.”

Pérez López writes, “His demand for perfection was born out of la necesidad, and so was my mother’s work ethic. They had no room for mistakes because in this country, they were foreigners and one mistake could lead to deportation.”

The introspective testimonio has inspired him to pursue a doctorate degree in history.

The final presenter was Emilia Cubelos (’20) who created the photo book “Embodied Resistance:

that women in South Africa face and the ways in which they reclaim their bodies as a means of protest.”

Based on a random sample of self-selected participants, mean-

Throughout her research, Cubelos was careful to establish a dialectic relationship between herself and the women she worked with, insuring they held agency over the way they would appear in photographs and that they knew their consent was crucial to the whole process.

“Though our bodies are made into political objects,” writes Cubelos on the third page of her book, “they can also serve as political tools... Every body can be used as a tool of protest, but women’s bodies occupy a unique space insofar as the need to liberate our bodies is so often the reason we embody resistance in the first place.”

All of these projects may be accessed online via Willamette’s Academic Commons under the headings “Student Academic Grants and Awards” and “Carson Grant Final Projects.” The deadline to apply for the upcoming summer funds is March 9, 2020.

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Remembering James Thompson



COURTESY OF WILLAMETTE UNIVERSITY

James Thompson

MADelyn JONES
NEWS EDITOR

James Thompson, a Willamette studio art professor and curator, passed away on Oct. 27. Chaplain Karen Wood notified the campus community of the news through an email, announcing a memorial that took place on Nov. 5 in Cone Chapel. Attached was Thompson’s obituary, written by art critic Bob Hicks.

Thompson taught at multiple Universities, including Willamette, where he led classes on a myriad of topics including etching, painting, printmaking and a College Colloquium titled, “The Beauty, Mystery and Terror of Color.”

In the obituary, Hicks writes, “Throughout his career, Thompson was a gifted and dedicated professor who influenced a generation of students entering a variety of creative fields.”

Thompson was not just an influential teacher, but an art-

ist, with his pieces appearing in many collections and exhibits. Hick writes that many of Thompson’s projects encompassed a multimedia exploration of a theme. Two of his pieces “focused on the degradation of natural resources.”

His last series of work, titled “Tide Charts: Ebb and Flow,” will be presented at the Dan and Gail Cannon Gallery of Art at Western Oregon University in 2020. Willamette students will be able to view the work in the Hallie Ford Museum of Art in the spring of 2021.

The obituary states that his family encourages you to “support your local artist and/or make a donation to Willamette Valley Hospice for all the care they provide.” In her email, Wood encourages community members to reach out to resources like the chaplains or Bishop Wellness if they need support.

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Student evaluations affect faculty performance reviews

ANNA SEAHILL
STAFF WRITER

On Oct. 21, student evaluations of Willamette faculty were due for the 2018-19 school year. A total of 29 faculty members were reviewed for last year’s cycle. These evaluations serve as one of the contributing indicators of a professor’s effectiveness in terms of teaching and advising.

Although research, creative work and involvement in Willamette governance are all important aspects of faculty duties, the Faculty Handbook emphasizes that “Willamette University’s College of Liberal Arts is first and foremost a teaching institution. Faculty value ongoing ped-

SAIs are the evaluations that students provide at the end of each course; the colleague letters are written by professors who observed courses, and the self-assessment by the professor under review is an account of their own teaching successes and improvements they have made to their curriculum.

Student evaluations involve the collection of information through three different methods. One of these is the faculty member’s submission of a list of 10 to 15 names of students who have taken their courses or worked with them in some capacity. Additionally, the registrar’s office compiles a list of the professor’s advisees and then chooses either three or four stu-

In regards to the contents of the letters themselves, Feingold says that the more specific a student can be about a professor, the better. She said, “Speak to things that make the professor distinctive in their job—anything unusual that stands out (in or outside of class). Don’t be afraid to bring up problems—but, in this, try to be specific as well.”

From these letters, which are not considered if they’re submitted anonymously, the Faculty Council determines its stance on the issues of retention, promotion and tenure; these recommendations of the Council are then given to the University President by the CLA Dean. From there, the Board of Trustees

“From these letters... the Faculty Council determines its stance on the issues of retention, promotion and tenure.”

agogical development, creativity, risk-taking and inclusivity.”

This focus on reaching and educating students through professors’ teaching methods and practices is why student evaluations play a role in the faculty review process.

The Faculty Council, an elected body of faculty members, has the job of reviewing each individual every two, three or five years, which is determined based on how long the professor has worked at the University. The Council also possesses the power to request special reviews of faculty if needed.

The evaluation of teaching itself is based on four avenues of information gathering: Student Assessments of Instruction (SAIs), colleague letters of review, personal assessments and reflection and student evaluations.

Students using a random number generator. This process is also used to create a list of 20 students who have been in at least one of the person under review’s classes in the past two years.

The students who are selected and requested to complete evaluations are not required to do so, but as the Dean of the College of Liberal Arts Ruth Feingold explained, “even with 20 letters, it’s only a small sample of the students whose lives a professor has touched, but the larger the number, the more we’re able to see patterns.”

The number of letters that are submitted for a professor under review can vary, with some reviews resulting in fewer than 10 student evaluations. Normally, however, there are between 15 and 20 letters from students.

is given the information in order to make a final decision.

Overall, student evaluations are a considerable part of helping the Faculty Council and other reviewing University bodies understand and evaluate a professor’s performance in the classroom. Feingold said, “Faculty colleagues are in a better position to evaluate some aspects of an individual’s teaching because they themselves are teachers—but they also don’t have the experience of sitting in a particular professor’s class all semester, receiving feedback on papers, going to office hours, being advised, etc. ... Student letters can be an important early indicator of problems that—when flagged—professors can work on correcting.”

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Public transportation is a resource for WU students



The Cherriots Bus Station located on Court St. offers transportation services throughout the Willamette Valley. Cherriots now offers transportation on weekends and evenings.

OLIVIA FRENKEL
CONTRIBUTOR

Public transit is a frequent mode of transportation used by college students, and Willamette students are no different. The Amtrak Train Station, located just across 13th St., and the Cherriots Bus Station, about a twelve-minute walk northwest of the campus, are both accessible options to students without cars, or to those travelling in large groups. Just as any mode of travel, public transit has its pros and cons and Willamette students can attest to both.

For students from the Pacific Northwest, the train is a convenient way to get home for the holidays or for a quick visit on the weekends. Throughout the year, Jade Macer ('23) has used the Amtrak train to get home to Seattle: "I would definitely use it again. It was a long ride, but it was worth it to get home and it's so convenient because it's so close to campus." Train ticket prices vary based on distance and how early they are booked.

In Macer's case, tickets were around \$100, which is similar to the cost of a flight. However, the trip across the street to the station is much easier and less expensive than finding a way to PDX.

Sara Teigen ('23) and Riley Cook ('23) recently took a bus from the Amtrak Station down to Eugene for a concert and though they had a good experience, they also encountered a common issue surrounding public transit: "The bus was very clean and the trip length was about the same as a standard car, but the Amtrak Station closes earlier than we thought," Teigen said. "So after the concert ended, we had to get a very, very expensive Uber back home." Relying on public transit for trips, especially late-night trips, requires much more planning and preparation than driving a car but it comes with benefits.

While many enjoy the autonomy of their having their own car, there are considerable benefits to taking public transit. Environmentally, buses, trains,

shuttles and light rails help to significantly reduce air pollution by decreasing the amount of separate trips that commuters and travellers make. According to the Federal Transit Administration, transportation like subways and metros produce an average of 76 percent lower greenhouse gas emissions per passenger per mile than a normal car. Light rail systems produce 62 percent less and buses produce 33 percent less. The air quality is increased further because traffic congestion is significantly reduced. In addition to improving air quality, public transit also supports land conservation through compact development. Railways and metro systems take considerably less space to build than freeways and roads, which not only reduces land use, but also decreases distances people need to travel from destination to destination. Moreover, the American Public Transportation System (APTA) states that America saves about 4.2 billion gallons of gasoline per year through decreasing the

amount of individual transportation which also helps decrease transportation's overall carbon footprint.

Economically, public transit is incredibly beneficial. For every dollar invested in the industry, \$4 in economic returns is generated. With every \$1 billion dollars in investments comes 50,000 jobs which are created and supported. APTA states that a \$10 million investment generates a \$32 million increase in business sales. Residential property values surrounding frequently used public transit station have "performed 42 percent better on average."

Individuals who use public transportation can save an average of \$9,823 per year in gas, parking prices and other expenses. Disability accommodations are also very common on public transit, so those who are unable to drive have much more mobility and freedom to travel. The Americans Disabilities Act (ADA) ensures that public transit has boarding information in enlarged words or braille, assis-

tance equipment such as ramps and lifts, adequate boarding time, priority seating and accommodations for service animals.

Additionally, public transit is significantly safer than being in a car. Transit operators are trained much more extensively than the average driver and the vehicles are cared for and inspected more frequently than an individual's car.

Lastly, public transit saves time. According to the U.S Department of Transportation, Americans as a whole spend about 84 billion hours driving per year. Instead of focusing on the road ahead, individuals who take public transit are free to read, work or study.

The benefits of public transit are extensive, though its convenience varies from user to user and also depends on the time of day. Availability and service hours must be taken into consideration when planning for trips, but the general consensus from Willamette students seems to be positive.

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Jazz Collective and Master Chorus to perform

SANJA ZELEN
STAFF WRITER

Students on campus who enjoy music, concerts or watching performances will have multiple opportunities to watch Willamette University jazz and choral groups perform this upcoming week. Willamette's Jazz Collective will be performing this Thursday, Nov. 7 at 7:30 p.m. in Rogers Rehearsal Hall. The Master Chorus will be held in the Mary Stewart Rogers Center in Hudson Hall at 3 p.m. on both Saturday, Nov. 9 and Sunday, Nov. 10, performing songs of various styles and genres.

Sean Flannery, Steward of the Jazz Collective, provided a preview for Thursday's concert, which will feature both jazz ensembles and the Willamette Jazz Collective.

"There will be two short sets by jazz ensembles, and then the Willamette Jazz Collective will play five songs. There are a lot of talented stu-

dents, a lot of senior leadership and good soloists playing some pretty challenging pieces," Flannery said.

Varying styles of songs will be performed at the concert by each group, featuring different student performances.

"'Tennessee Waltz' by Bill Hullman is a very joyous, enthusiastic and high-energy piece. There's an alto-saxophone solo feature called 'Cyan Thread,' featuring our junior alto-saxophonist Eamon Gover. It's by a composer who's a friend of mine. Her name is Jessika Smith. Jazz Collective also has a senior alto-saxophonist named Olivia Fields who actually has a broken bone in her hand and can't play her instrument. She will be conducting one of our tunes called 'The Happy Song.' It's written and composed by Bob Mintzer," Flannery said.

The concert will also be welcoming former Willamette trumpet professor Paul Krueger, who will be a featured soloist at the concert.

Flannery is looking forward to having the band's hard work displayed at the concert, and encourages students to come out to support.

"We have a lot of fun and work really hard. Rehearsals are fast-paced and intense. The members are learning a lot and having fun. I think it's important [for WU students] to show up and enjoy an hour and a half of great music to see what your fellow students are doing," Flannery said.

The weekend following the Jazz Collective concert will include two performances from the Willamette Master Chorus for Veteran's Day. Dr. Paul Klemme, artist-associate in the music department at Willamette University, described the various pieces that the audience will get to enjoy: "The concert is in two distinct halves where we are featuring popular traditional music from different periods in American history. We will per-

form 'Who Lives, Who Dies, Who Tells Your Story' from the Broadway Musical 'Hamilton.' The second half of the program is a piece called 'Requiem.' It is composed by John Rutter. It will be sung in memory of those who died in Service and those who served and are no longer with us."

The Master Chorus will be joined by an orchestra and a local High School Honor Choir of 40 students.

"['Requiem'] will be with Orchestra and our soprano soloist, Joannah Ball. She is an artist-associate in the music department at Willamette. The High School Honor Choir is made up of four students from every high school in Salem, plus Dallas, Silverton and Stayton. These 40 high school students are going to join the Master Chorus in 'Requiem' and perform a separate piece from 'Hamilton' by themselves," Klemme said.

In total, there will be 120 singers on stage, joined by an orches-

tra of 30 members and the soprano soloist.

Dr. Paul Klemme reflected on his experience with the Master Chorus, which has been at Willamette for 35 years: "This group comes from all walks of life. They are auditioned community members, Willamette alumni and Willamette students. It is a great privilege and honor to direct such a fine group and guide them through a desire to sing and share their talent."

Tickets for either day of the Master Chorus can be purchased at www.willametttemasterchorus.org or at the door on the afternoons of the concerts. The Jazz Collective is a free concert. Both are open to the public and recommended for students wishing to support their classmates and community members.

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Artist Spotlight: student dancer Maggie Grogan

DAN JOHNSTON
 CONTRIBUTOR

Maggie Grogan ('20) is a dancer and student dance choreographer working with the Willamette Dance Company and Theatre. Her newest piece is called "Reverie." See it performed along with other student works at the Fall Dance Concert, happening Nov. 14-23 in the M. Lee Pelton Theatre.

What is the dance program like here at Willamette?

It can be a lot of different things. I wouldn't say there's a central dance program, but there are many opportunities to dance. You can dance through Dance Company, which is the student run dance program. A really cool thing about it is that it's super inclusive, so anyone can dance, all levels. People who want to learn to choreograph, to learn what that process is like, can. For me, especially this year, being able to craft a whole vision of my own means a lot. It's a very cool experience.

How did you start dancing?

I grew up as a competitive Irish dancer from ages five to 18. It wasn't until high school that I started doing any other type of dance. It's kind of a weird and unique background that I have. I also like to note that Irish dance, for me, felt very much like a sport. I didn't really get to express anything. I've competed in the worlds (an international championship competition) before for Irish dance, which is a cool thing, but for me it felt strictly competitive. I didn't feel like I had a lot of individuality.

What allowed you to express yourself more through dance?

I just started doing other types of dance. I knew how to move, so I wanted to learn how to do jazz and musical theater. In high school, I had a dance teacher who was really influential. He taught me a lot about how the body works and moves. He's a very creative person and very theatrical himself and I learned a lot from him.

After coming to Willamette, I've been able to explore different styles of dance. I choreographed for the Dance Concert two years ago. For that, I felt like I had to do a piece that was very rhythm-based. With my Irish dance training, that was easy, but it was difficult since I didn't have a tap background. I don't really know the language for that dance style. I feel like I've kind of grown in the sense that I know now how to approach pieces in a way that allows me to make a statement. Now I feel like I'm telling a story that I have a lot of personal connections to. (The dance piece) is a queer love story, which is really exciting to be able to portray, although it's a little bit scary. It's something I'm really looking forward to showing. It's exciting to work on something that people can relate to.

For the new piece, it's very much that I'm telling a story. The piece, called "Reverie," will be shown in the Dance Concert. We've got a person who will be tapping and I will be doing movement based in jazz technique, although it feels very theatrical. It's primarily a duet between me and one of my best friends. She is a classically trained ballet dancer.

We also have some people who have trained in hip-hop. I think we have one dancer who has done every kind of dance that you can do. It's interesting to take everyone's backgrounds and figure out what we can create. It's definitely a huge collaborative process.

How have the classes at Willamette influenced your style?

There was one experience I had here that really stuck out. Our professor had us pair up with the improvisational music class. We did three days of collaboration, where our classes were going on at the same time. All the musicians would do their thing while learning how to connect with us. We did ours and learned how to connect with them. It was one of the coolest things I've ever been a part of.

What style of dance have you studied that is furthest from the Irish dancing that you grew up with?

Definitely aerial dance. I didn't like heights back then. I also came from a training where you don't move your arms at all, so it was a difficult challenge learning to express myself using only my upper body. That's the furthest I've been outside of my comfort zone. I think the things that push me out of my comfort zone make me think about what I'm doing well and where I need to improve. It really helps with fine tuning.

How does being a dancer inform your life outside of the studio?

In the past, I've worked as a choreographer for a musical the-



AMARIT UBHI

Maggie Grogan ('20)
 Student Dance Choreographer

ater company. Over the summer, I'd teach classes and choreograph five smaller children's musicals. I think that I was able to do that because of my experience through Willamette Dance Company.

I'm a health and exercise science major. I'm learning all about the human body, and I definitely want to go into a career where I'm able to work with dancers and athletes. Because of my movement

background, I feel like I have a different understanding of the body. It's a way of articulating in a different way. I really see dance helping with that some day.

If you'd like to see yourself or another talented Willamette artist featured, contact <dcjohnston>. All mediums of artistic expression are welcome.

dejohnston@willamette.edu

Horoscopes: week of Nov. 6 - 13

BILLY ULLMANN
 LIFESTYLES EDITOR

MERCURY RETROGRADE UPDATE:
 Everything still sucks but you're gonna be okay!



Aries: While the moon is still in soft and romantic Pisces, take a few moments to daydream and think about what you want. Once the moon enters your sign on Nov. 8, it will be a good time to pursue your desires, but be sure to watch what you do and say. The moon moves into Taurus on Nov. 10, calling you to relax and stay in. During this transit of the moon, check in with your loved ones.

Taurus: The moon is in Pisces until Nov. 8, so don't be afraid to think about what you wish could be different in your life. After leaving Pisces, the moon enters Aries, hopefully motivating you to seek out what you want and to be direct with others. On Nov. 10, the moon moves into your sign so cozy up, take a breather and relax. Do not isolate yourself; allow others to love you.



Gemini: Until Nov. 8, the moon is in Pisces, giving you a feeling of creativity and freedom; see where your mind can take you if you let it. The moon then moves into Aries, so try being more decisive and taking action based on instinct. The moon enters Taurus on Nov. 10, calling you to put everything down for a bit and treat yourself; everybody deserves indulgence from time to time.

Cancer: During the moon in fellow water sign Pisces, try and let go of any recent grudge you may be holding on to, as it is hard to heal if there is still anger there. The moon enters Aries on Nov. 8, giving you a feeling of confidence and sureness in your action. On Nov. 10, the moon moves into Taurus, so take care of yourself and use some time away to process and work through any tough feelings.



Leo: Before entering Aries on Nov. 8, the moon is in Pisces, making it a good time to plan any kind of romantic gestures. Once the moon moves into fellow fire sign Aries, you

should make good of any plans you made and go into every situation with sureness. The moon enters Taurus on Nov. 10, so give yourself some time to partake in some harmless guilty pleasures and practice self love.



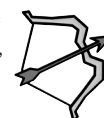
Virgo: The moon is in your sister sign, Pisces, until Nov. 8, so give yourself time to feel your emotions and heal from them, rather than bottling them up. The moon goes into Aries after leaving Pisces; do not let yourself get overwhelmed. Take your time if you need it. On Nov. 10, the moon enters fellow earth sign Taurus, providing a sense of stability and groundedness.

Libra: Until Nov. 8, the moon is in Pisces so acknowledge your emotions and fantasies, as these can be motivators for your decisions. The moon moves into your sister sign, Aries, bringing you a feeling of confidence and the energy to pursue what you want. On Nov. 10, the moon enters Taurus. During this time, connect with who or what you love, show appreciation and slow down a bit.



Scorpio: While the moon is still in Pisces, let yourself daydream and experience any emotions that may come along with that. The moon moves into Aries on Nov. 8, bringing a sense of urgency to any desire. You may find that you are more headstrong than usual during this time. The moon enters sister sign Taurus on Nov. 10, so give into romantic or sensual desires.

Sagittarius: The moon is still in Pisces, so connect with the softest and most vulnerable parts of yourself; what do you really want? On Nov. 8, the moon enters fellow fire sign Aries, making you less likely to second guess yourself and your choices. The moon moves into Taurus on Nov. 10. During this transit of the moon, give yourself and partner(s) some attention and show them your care.



Capricorn: The moon is in Pisces until Nov. 8, making it a good time to sit with your feelings and to acknowledge the feelings of others as well. Then, the moon goes into Aries; try to just follow your gut reaction, especially when it comes to dealing with other peo-

ple. On Nov. 10, the moon enters fellow earth sign Taurus, so grant yourself a few minutes to sit down and catch your breath.

Aquarius: Until Nov. 8, the moon is in Pisces, giving you some emotional energy; use it to sort out any rough feelings or to consider your wants and fears. After leaving Pisces, the moon moves into Aries, which should bring urgency and pep to your step. The moon then enters Taurus on Nov. 10, so take some time to be alone and to feed any parts of you that might be hungry.



Pisces: The moon is in your sign until Nov. 8, so you're really in your vibe. Take some time for you, whatever that means. The moon then enters Aries, bringing actions to your attention; think about how you affect others. The moon moves into Taurus on Nov. 10, putting you in a spot to relax, take it easy and express your love.



DISCLAIMER: I am not a professional or trained astrologist. Any guesses made are simply that: guesses.

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 Graphics: Blake Carlile



Team of the week: womxn's rugby

JAKE PROCINO
STAFF WRITER

The Willamette University Womxn's Rugby Club faced off against Southern Oregon University (SOU) this past Saturday, Nov. 2, on the Quad for two matches of sevens rugby. Sevens rugby is similar to regular fifteens rugby, but with some key differences. Only seven people per side are on the field at one time and matches are shortened to two seven-minute halves. In sevens, there is more passing and running involved because there is a lot more space to move around on offense.

Senior team captain Mariko Moore commented that SOU placed first in league play last spring, so WU's rugby team knew it was going to be a tough match. The teams squared off and SOU battered WU physically, winning the first match 20-5. Before the next match, WU's rugby team circled up to talk about what happened and what adjustments they needed to make for the next match.

The second match appeared to be more of the same, with SOU taking a 15-0 lead by halftime. WU turned it around in the second half, playing strong defense and scoring twice. Juniors Maddy Hooker and Natalie Roadarmel played a speedy and aggressive defense and first-year Ceci Jones contributed several tackles. Sophomore Niamh Sheehy kicked a grubber to sprinting sophomore Miranda Hunt to score the first try for WU. A grubber is an offensive play where one player kicks the ball downfield and a teammate chases after it. Sophomore Allison Silverstein made two runs down the field, gaining significant field position which contributed to the team scoring a second try.

Unfortunately, after the second try, SOU took the kickoff far down the field and quickly scored to end the match. A third match was slated, though WU decided not to play the third because they did not want to cause more injuries. There were grumblings on the WU sideline on how SOU seemed to get away with high tackles, a hazardous play, throughout the game.

Despite the losses, Moore is extremely excited about the upcoming matches. She noted that despite this being many players' first match, they never gave up.

Womxn's Rugby Club, which was initially founded by Nina Freeland ('14) in the fall of 2010, has been expanding recently. Moore mentioned that last semester they only had two practices a week, but this semester was increased to three practices a week because of the team's earnestness to learn and improve. They are often able to field more than 15 people at practices and matches. Moore keeps showing up because of how much personal growth and fun she has through the sport: "I've changed so much as a person and I owe like most of that to rugby. My confidence has improved a lot... [Rugby provides an] opportunity to showcase strengths and abilities in unique ways, so that's a lot of fun."

The higher numbers have led to a positive team culture: "Everyone is extremely supportive, encouraging and helpful and I've never experienced any negativity on the team. There's never been any tension between players, which is crazy. I've never been on a sports team that didn't have some sort of tension within players or against other teams. Just everyone gets along really well."

Moore is looking forward to the three upcoming practices this



COURTESY OF WOMXN'S RUGBY

Sophomore Miranda Hunt passes the ball to sophomore Niamh Sheehy as she prepares to run downfield.

week in preparation for next Saturday. The team is self-coached because, as Moore said, "It's hard [to get a coach] because we can't really pay [them], so it's all volunteer based... it turns a lot of people away."

Moore has taken up many of the duties of a coach herself, though she says: "I don't like to call myself a coach because I focus on giving them the skills to be able to work as a team. I like to do drills that everyone on the team wants to do, not just things that I want them to do... I'd rather just give them the skills so they can do it on their own."

A part of her philosophy is getting them prepared for next year after she graduates. "For warm-

ups I delegate a different person everyday to lead... so it's not just me telling people what to do... with the players that have been playing for at least a semester, they're able to successfully [lead] warm-ups and some drills... I've shown up to practice like 20 minutes late and they're halfway through a drill already and I think that's amazing... I want to leave them in good hands, with whatever they decide to do next year."

The team's next set of matches is this upcoming Saturday, Nov. 9. Several teams will be playing in a sevens tournament hosted by WU in either the Quad or McCullough Stadium. Western Oregon University (WOU), Whitman College and Lewis & Clark College are the

three teams visiting and competing with WU.

"I'm really excited," Moore said. "We played Whitman two weekends ago and we beat them, but by a hair. They're a really good team. So I'm excited to play them again. We haven't played WOU in like two years so that'll be fun. That'll be a more evenly matched game."

All non-male identifying students are welcome to join the Womxn's Rugby team by showing up to a practice held at the Quad 4-6 p.m. on Monday, Wednesday and Fridays or by contacting Mariko Moore at <mkmoore>.

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Intramurals: a relaxed way for students to meet and compete

JACOB BLOOM
STAFF WRITER

Intramural sports provide every Willamette student the opportunity to participate in organized athletics, no matter their skill or knowledge of the sport. Leagues are grouped into categories such as co-ed, men's, beginner and competitive so students have the choice to join the group they feel most comfortable in. Participants compete up to twice a week against teams of other Willamette students.

Students who want to join intramurals or follow the games are able to sign up by creating an account on IMLeagues.com. Once they've created their account, students are able to choose what league they would like to be a part of. After paying a fee ranging from 10 to 20 dollars, they become official members of an intramural team.

According to Jones, intramurals provide numerous benefits to participants, one of which is stress relief: "I would encourage people to play intramurals because I think it's a cool opportunity to relieve stress because we're all students and all stressed out about homework, so I think it's a good place to go and not think about that for a while."

Another benefit of intramurals is the opportunity it provides students to continue competing in athletics without the time and effort varsity athletics require. Jones said, "Most people played sports at one point or another, and it's nice to be able to go back and play again because I know a lot of people miss it." In contrast,

"Intramurals are also a really unique place for those who haven't played sports to come and try something out and see how they like it. A way we do that is we have competitive leagues for people who have more experience, and beginner [leagues] for people who just want to try it out."

Jones also highlighted the fact that intramurals are a great way for students to try out a sport they've never played. She said: "Intramurals are also a really unique place for those who haven't played sports to come and try something out and see how they like it. A way we do that is we have competitive leagues for people who have more experience, and beginner

[leagues] for people who just want to try it out."

Outside the realm of athletics, intramurals also provide a place for participants to meet and compete with other Willamette students outside their normal social circle. "I got to meet some upperclassmen I wouldn't have probably got to meet otherwise."

said first-year intramural participant Graham George. A unique characteristic that sets intramural sports apart from many other organizations at Willamette is that they are open to all students at the undergraduate and graduate level, as well as for exchange students at the Tokyo International University of America (TIUA). During weeknights, students of all these

branches of Willamette can be seen competing in intramurals.

Meeting new people is important for many intramural participants. On the night of Oct. 31, KET took on The Jelly Fish Brothers in the Competitive Coed 5 on 5 Basketball Intramural League. KET is an intramural basketball team comprised solely of members of

TIUA, while the Jelly Fish Brothers is comprised of solely undergraduates. Although the two teams were competing in a league classified as "competitive," both sides exhibited good sportsmanship throughout the game and could be seen cordially chatting and shaking hands before and after the game. The Jelly Fish Brothers were the victors, winning 45-27.

Jones, who's played on the volleyball, basketball and soccer intramural teams, said intramural sports allowed her to meet students she normally wouldn't meet, such as students from Willamette's law school. "They play in the same leagues as us, and it's cool to have them come and play because it provides a new group of people we normally don't see as much."

Jones expanded on the idea the intramural sports aren't just about athletic competition, adding that the intramural staff are considering expanding intramurals out of only conventional sports: "We've moved away from trying to just do sports leagues, we had a quidditch tournament last year, and we're also working on hosting an esports night or a movie club and trying to branch out from traditional sports to make it more inclusive and welcoming."

For now, there are many Willamette students enjoying intramural sports in their conventional form. When asked why students should join intramurals, George responded simply and elegantly, "You should do it because it's fun and a good way to meet people. You might even get a free T-Shirt."

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Bearcat Spotlight: Will Compton



GRACE SHIFFRIN

Will Compton

BRITT SHUNN-MITCHELL
CONTRIBUTOR

The Northwest Conference (NWC) swim season officially started with Willamette University's first dual meet last Friday, Nov. 1, against Pacific Lutheran University. First-year Will Compton had a strong performance at the meet, placing second in the 200-yard butterfly and third in the 200-yard freestyle.

A first-year from Michigan, Compton joined the men's swimming team with hopes of continuing an already successful swimming career. In high school, Compton made the all-conference team more than once despite having to work through an

injury in his senior year. In an interview, Compton said: "For high school swimming, it was very much so a practice. It was more so focused on just swimming as far as you can compared to working on your stroke technique... [and] trying to get better by swimming more. Now, in college, it's more so focusing on your technique and doing it right as much as possible. We have been practicing really hard and really working at our stroke and technique and being able to work out the issues before they get really bad to be able to build up the technique and effort."

Compton's main training groups are the distance freestyle and individual medley

groups. He spends a lot of time training with junior Ben Fritz, who seems to have made an impact on Compton: "I would consider Fritz a mentor because he's someone I can really look up to, both in his speed and in being a good person. He's just fun to be around and if I'm doing something wrong he will call me out." With the season just beginning, it's impressive to have found such a close relationship with someone on the team, but Compton said that is part of why he chose to swim for Willamette.

When asked what motivates him to keep pushing himself in the pool, Compton replied: "Sometimes I question that. A lot of it is just wanting to stay active and being able to just keep moving. Also, it is just a good way to relax and get your mind off of everything else... If I can set a record that'd be great. If I don't, it's not the end of the world. I just want to do the best I can and help the team."

Between classes and swimming, Compton likes to find time to enjoy the outdoors. When asked what he likes to do outside of the pool, he rattled off a list of outdoor activities, including "camping, backpacking, canoeing and white water rafting." A man of many talents, Compton added: "I was very big into boy scouts when I was still under 18. If I have free time I might go and play my viola." To support Compton and both the men's and women's swim teams, come to their next meet will on Nov. 15 at Whitman College.

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Esports has high hopes for future

CONTINUED FROM PAGE 1

Because the club plays a myriad of games, they have multiple coaches to help develop club members' playstyle. Chu is the coach for Overwatch, a team-based game with multiple objectives. Chu is one of the top 500 Overwatch players in the region and it's her favorite game. However, she is not alone in her love for the game, evidenced by Overwatch's billion-dollar esports platform.

Kunzat is the coach of the League of Legends team, a popular title created by Riot Games. Riot Games has been a proponent for solidifying esports as a viable way for students to both participate in competitive gaming and aid students with the expenses of higher education. Most students are familiar with the National Collegiate Athletic Association (NCAA), the organization which regulates student athletes in Division I, Division II and Division III schools. In lieu of support from the NCAA, Riot Games created their own organization to propel esports called the Riot Scholastic Association of America (RSAA). WU's Esports Club is currently on a trajectory of getting involved with the RSAA in

their efforts to become a varsity club. Iboa said, "We don't want to go through the NCAA because they have so many restrictions and they don't really know how to manage esports differently from traditional sports."

Through the RSAA, students participate in bracketed tournaments based on region, not division, and have the chance to receive scholarships dependent on how they do in the season.

"The beauty of this system is that students aren't divided based on school size or division, it's based on how good you are," Kunzat commented. The club also participates in open tournaments, often hosted at other universities, for monetary prizes they split amongst themselves.

Esports Club meets every Thursday in Ford 204 to practice Super Smash Bros. Ultimate and discuss club details. Twice a week, they have practice for Overwatch and League of Legends and host sessions for review, practice and coaching on Saturday. The club has also recently started a tradition of going out to the RAM restaurant and brewery on Sundays.

Iboa said: "These are people you're going to be working with and they're on your team. It's

nice to be around each other and become so much closer."

Willamette's Esports Club is committed to openness and inclusion for any and all students who want to get involved. Kunzat said: "We want an outlet for anyone who wants to participate in competitive gaming. If you play professional Cooking Mama, and there are tournaments out there, we will get you the money—if you need it to sign up for that tournament." Besides competing in outside tournaments, Esports Club also hosts Super Smash Bros. Ultimate tournaments on campus with fun prizes.

Iboa said, "I want to see students come to Willamette, not only because they want to get a good liberal arts education, but because they want to do that in accompaniment with something they're passionate about, like playing video games." To join the Esports Club, simply send an email to either <agarcia3>, <ohchu> or <ckunzat>.

icyeoh@willamette.edu

This week & last week at Willamette

JACK KUYPER
SPORTS EDITOR

WOMEN'S SOCCER

Wed. 10/30

Willamette @ Lewis & Clark

1-2

Sophomore Emily Blackburn scored WU's only goal.



Sun. 11/3

Willamette @ Pacific Lutheran

0-1



Next week's match:

11/9: Whitworth at Willamette
11/10: Whitman at Willamette

MEN'S SOCCER

Sat. 11/2

Willamette @ Whitworth

1-2

Sophomore Ryan Sato scored within the first 10 minutes.



Sun. 11/3

Willamette @ Whitman

1-0



Senior Patrick Charlton scored WU's only goal in the first half.

Next week's matches:

11/9: Willamette @ Linfield



FOOTBALL

Sat. 11/2

George Fox @ Willamette

61-13

Sophomore Dylan Sparks scored a one-yard touchdown.



Next week's match:

11/9: Willamette @ Puget Sound



VOLLEYBALL

Fri. 11/1

Willamette @ Whitworth

0-3

Sophomore Natalie Klotz led the team with 14 kills and 10 digs.



Sat. 11/2

Willamette @ George Fox

3-0

First-year Shyla Sato had a match-high 21 digs.



Next week's matches:

11/8: Pacific Lutheran at Willamette
11/9: Willamette at Pacific University



WOMEN'S BASKETBALL

Fri. 11/1

Corban @ Willamette

49-42

First-year guard Sami Riggs scored eight points.



Next week's matches:

11/9: Willamette at Northwest Christian



WOMEN'S SWIMMING

Fri. 11/1

Pacific Lutheran @ Willamette

159-42

Sophomore Min Wei won second place in the women's 200-yard butterfly.



Next week's meet:

11/15: Willamette at Whitman



MEN'S SWIMMING

Fri. 11/1

Pacific Lutheran @ Willamette

116-86

Sophomore Ben Fritz won the men's 1,000-yard freestyle while senior Ben Hedman placed first in the men's 200-yard butterfly.



Next week's meet:

11/15: Willamette at Whitman

CROSS COUNTRY

Senior Michael Montague led WU Sat. 11/2 in the 8k, placing third. Senior Kyla Shade and first-year Sam Smith placed in 10th and 14th respectively and earned Second Team All-NWC recognition. Willamette's women's team placed fifth while the men's team placed sixth.

All images in the score boxes are used courtesy of the respective institutions and do not belong to the *Collegian*.

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Daylight Savings Time is outdated

CLAIRE ALONGI
STAFF WRITER

Daylight savings had been around in one form or another for several decades when it was officially adopted during World War I as a way to maximize daylight hours. According to *National Geographic*, the Uniform Time Act of 1966 made it so that daylight savings was standardized across the country (not including Arizona and Hawaii). Now, it's been a little over 100 years since daylight savings was implemented and it's become a bit outdated. It's time to say goodbye to daylight savings.

When daylight savings came into being, there was a logic to it. Although electricity was in use, it was not nearly as accessible or widespread as it is today. At the time it made sense that people would want to maximize the overlap between waking hours and natural light. Hawaii never adopted daylight savings because its latitudinal location means there isn't much variation in daylight over the course of the year and Arizona never adopted it because of how hot it can get. But for all the other states, the electricity and daylight debacle is not so much an issue anymore. At this point, what's keeping it afloat is the hassle it would take to change it.

With some exceptions related to businesses that rely on outdoor service, there aren't a

lot of practical reasons to keep about daylight savings. It's great because I get an extra hour of sleep, but once I'm adjusted to the new time I don't care for it because my days feel shorter and it doesn't feel like I have enough time in the day to do everything I need to accomplish in the day," she said.

There are several bills in play across different states working to find an alternative to daylight savings. In fact, there was one proposed in Oregon which stated, "The standard of time for the State of Oregon shall be one hour in advance of the United States standard of time as established by the Congress of the United States for any particular area of the state."

Unfortunately, the bill was shot down in June of this year, but that doesn't mean people have given up. It's not just lawmakers that have mixed feelings about daylight savings. Willamette students also have thoughts on the time switch.

"I only like it when it gives me an extra hour of sleep. I propose we always fall back so that every six months we get an extra hour. I know it would eventually mess up the overall timing but the numbers on the clock are irrelevant," first year Jordan Edner said.

Similar to Edner, junior Danielle Koontz likes the initial extra hour, but isn't so keen beyond that. "I have mixed feelings

about daylight savings. It's great because I get an extra hour of sleep, but once I'm adjusted to the new time I don't care for it because my days feel shorter and it doesn't feel like I have enough time in the day to do everything I need to accomplish in the day," she said.

First-year Josh Ebesugawa is from Hawaii and is experiencing daylight savings time for the first time. He thinks he might need a few more years to fully work out the differences between life with and without the switch, but that doesn't mean he doesn't have opinions.

"I feel like it might make things easier if the U.S. didn't use daylight savings time. It could create confusion with time zones, especially between places that use and don't use daylight savings time. And I also think that it seems like daylight savings time was more useful in the past when we didn't have artificial lighting like we do now," he said.

Daylight savings time may not be universally disliked, but the tide is slowly turning against it both on a small and larger scale. Only time will tell if it sticks around or if bills like the one proposed in Oregon go through. Maybe an amendment to the Universal Time Act of 1966 is in our future. In the meantime, enjoy darkness at 4:30 p.m.

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Disclaimer: The views and opinions expressed here are the author's own, and do not reflect the perspectives of the Opinions Editor nor the Collegian staff.

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