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Opinion: Cultural appropriation posters are a great starting point, but the finish line is nowhere near

Maisy Clunies-Ross • Staff Writer • Oct. 17

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It seems that nearly every year, a new photo of a well-known celebrity in a sickeningly appropriative Halloween costume resurfaces. These choices aren't confined to Halloween, but the holiday often seems to prompt the most rampant appropriation. From Heidi Klum dressing up as the Hindu goddess Kali, to Julianna Hough darkening her skin to be "Orange Is the New Black's" Crazy Eyes, to Scott Disik as a sheikh, their thoughtlessness is proudly displayed. Many regular people have been equally distasteful just as recently; most are simply lucky enough that these photos don't leave their private social media accounts. At Willamette, the housing and residence staff are working to ensure no Willamette students make such insensitive choices.

There are posters in every first-year residence hall detailing what makes a costume inappropriate and culturally appropriative, created by the halls' RAs, a necessary but somewhat minor step to combat appropriation in costumes. "This is the second or third year that this particular bulletin board content has been posted through the October month," Director of Residence Life and Housing Aaron Hukari said. "It's our hope that this particular bulletin board allows for reflection on oppressive cultural messages and inspiring costumes that aren't centered around cultural stereotypes."

The visual quality of various posters certainly seems to have an impact on student response to them, with Terra House resident Leila Paravicini Rovics ('28) noticing the poster in part due to its cute and eye-catching nature. "I gave it a look because I thought the ghost was cute and it was a good message and important," Paravicini Rovics said.

Many students agree that the posters are well-intentioned and convey a necessary message, but maintain skepticism about how influential the posters will truly be. "I feel like we've kind of passed the point where you could be oblivious about [cultural appropriation]," Paravicini Rovics said. "At this point, if you're choosing to dress up in costumes like that, it's like, 'Oh, I don't care if this is offensive.'"

In past eras, people could claim ignorance. However, in an age where offensive costumes and garments have been critiqued on such a wide scale, ignorance is no longer a defense. While there may still be gray areas or dubious but not outright appropriative costumes, deciding on a costume rooted in a cheap amalgamation of another culture is generally an informed and active choice.

Yang experienced this with a fellow student at Willamette last year, saying, "[The student is] white, and she wanted to go as Jasmine and Aladdin with her boyfriend, who's also white. There's a lot of options for couples costumes, and it's just like, why do you have to do the one that culturally appropriates on several levels?" Yang and their friends attempted to discourage her, using the flyers on appropriation made by one of their RAs. "One of our friends slid one of those flyers under her door. [It was] completely ignored."

Aside from the way those intent on appropriation will likely forge forward, another source of skepticism for students is the complexity of cultural appropriation. "The posters that I see, while correct, are most likely not going to have much of a solvent impact, only because they're trying to encapsulate such a complex, intricate topic into a digestible

platform," Edhel Brual ('27) said. "Especially for white people at Willamette, who are very reluctant to learn about white privilege, I imagine it'd be hard." It's impossible for the posters to capture such a complicated and historically fraught topic. Cultural appropriation goes beyond a cowboys and Indians Halloween costume; it's historical and an ongoing concerted effort to commodify the cultures and labors of marginalized people. Although the term was coined in the 1970s, the concept has been present since the beginning of colonialism. Colonial powers forced assimilation and decimation of traditional culture, only to take home exoticized versions of this culture to sell in order to further profit from those they conquered.

This exploitation continues in subtler but equally sinister ways today: the way most American spiritualism is rooted in Eastern religion but its most prominent beneficiaries are white, the prevalence of Indigenous imagery in sports and outdoor spaces while Native people continue to have their sovereignty limited, the way theft of AAVE, Black music, and style benefits white people while Black people's embrace of this same culture worsens ever-present discrimination. Cultural appropriation isn't bad because cultural exchange shouldn't happen. Rather, it's an active brutalization of tradition, it provides economic benefits for oppressors and it is a modern continuation of centuries of violence.



Art by BASIL ALLEN

It's not feasible for a poster to tackle this, nor is it doable in one paragraph or one article. It is important to remember the posters weren't created with that intent, though. "As much as I would love for every student to be ready to discuss things like the school-to-prison pipeline, Queer theory, or social constructionism, not every student is at that level of understanding," said Quinn Sykora, the Matthews residence life coordinator. "Telling folks, 'Hey maybe on a day where people dress up as monsters and make believe characters, don't dress like the person who lives down the hall,' is a much more approachable and accessible starting point for those bigger conversations."

In the end, the posters are like most efforts to address oppression: necessary, but not sufficient. For students looking to go beyond surface-level conversations about cultural appropriation, there are resources available. "If anyone has any extra questions, the Renjen is a really great resource, especially to talk about this," Yang said. "For POCs out there looking for other POCs, there's POV as a POC night." For people who aren't interested in diving deeper, read the posters and please, don't go as a different culture on Halloween. Just dress as a sexy doctor or something.

Decline of undergraduate enrollment results in cuts to student and staff support

Amelia Hare • Staff Writer • Oct. 17



Waller Hall

Image by LUCY DEVLAE MINCK

The Willamette community has looked a little different this year, not because of a fancy relocation or new athletic field, but due to budget cuts. Willamette cut approximately \$2 million from the budget this year, according to Vice President of Student Affairs Lisa Landreman. This was done because of a “downward pressure of enrollment,” according to Daniel Valles, the vice president for finance and treasurer.

This decline is partly due to COVID, even though the student body was increasing up until last year. However, according to William Mullen, the vice president of enrollment management, Willamette fell beneath their expected 2028 undergraduate class size, which was estimated at around 450 students. Net tuition makes up about 70% of Willamette’s annual revenues, so a decrease in student population is also a decrease in revenue for the university overall.

This decrease in students was largely due to the issues felt nationwide surrounding

the Free Application for Federal Student Aid (FAFSA) for the class of 2028. The United States Government postponed the release of the FAFSA — which is typically released in October — to January for the 2024-25 academic year. This choice, along with other glitches from the rollout, caused delayed aid packages for students, as Willamette needs the FAFSA in order to determine a student’s financial aid award. The overall FAFSA changes also caused some students to receive less money than expected, all impacting Willamette’s enrollment rates for this academic year.

When looking to cut costs, decisions surrounding the budget encouraged Willamette’s financial operations to “find savings outside the classroom,” rather than severely impacting its educational programs. These institutional changes led to cuts like the removal of the Office of Spiritual and Religious Life (OSRL), which faced a lot of pushback from the community and caused a community-wide letter to call for the university to reinstate the OSRL. This is one of the greatest impacts seen by students, and is also considered one of the longer-lasting effects

of this budget cut.

Additionally, according to Valles, Willamette may have to complete a “reduction of a retirement contribution,” which normally benefits faculty and staff. In prior years, Willamette would contribute money to a faculty member’s retirement if the employee also contributed 1% of their salary. While Mullen emphasized that the budget is constantly changing — especially since Willamette is only part-way through the fiscal year — in most years, according to Valles, those rates of financial support had been consistent with other institutions. However, the FAFSA obstacle will force the Financial Operations to find savings wherever possible.

Some of the impacts are still unclear. Valles emphasized that “the budget is a fluid project” and therefore will always be changing in different ways. He also admitted that these budget issues are “a bit of a complicated question to answer.” The budget is an ongoing process that is impacted by multiple factors, and the Finance Division will shift the budget accordingly throughout the year, communicating with any departments that may be impacted.

Second survey from JED Campus initiative reflects mental health on campus

Nardin Ishak • Staff Writer • Oct. 16

Students were encouraged to participate in the Healthy Minds Study (HMS) survey, which ran from Oct. 1-28 and marked the near conclusion of Willamette University’s four-year JED Campus initiative.

JED Campus is a signature program of the JED Foundation, designed to guide schools through a collaborative process to develop and implement customized support that builds on existing student mental health, substance use and suicide prevention efforts.

“The intent of a JED Campus Program is that you can build campus-wide community structures that are sustainable,” said Don Thomson, associate dean for health and wellbeing and director of the Bishop Wellness Center. “It’s about systemic, meaningful, lasting change.”

The JED Foundation, a non-profit organization, was founded in 2000 by Phil and Donna Satow after their youngest son Jed died by suicide while in college in 1998. Through their JED Campus program, the Satows have partnered with over 1,200 schools, districts and campuses to raise awareness

and provide essential resources to protect young adult mental health and prevent suicide.

To opt into the four-year initiative, Willamette purchased the program for \$45,000 and became a JED Campus in August 2021. This was made possible through a generous donation covering the full cost of the program. The donor, who chose to remain anonymous, is a Willamette alum and former board of trustees member.

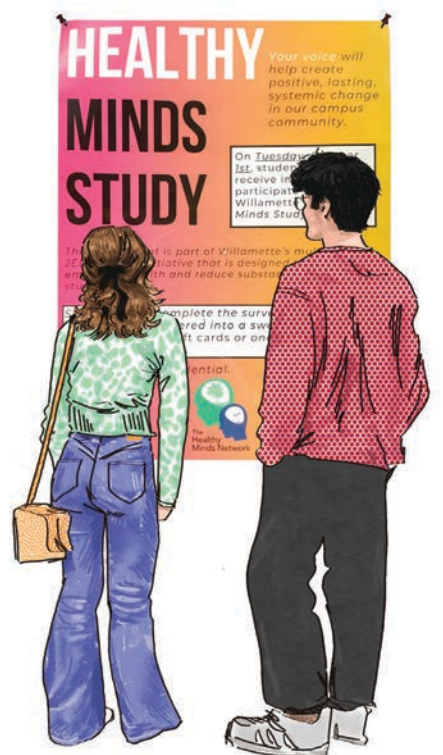
Thomson credits Lisa Landreman, vice president of student affairs, for helping to secure funding for this initiative. Landreman shared a mutual interest with Thomson regarding the JED Campus initiative after being hired in July 2020. While Thomson was very passionate about the cause, Landreman had prior experience with the initiative after previously working at two other JED campuses.

“JED Campus was something that had been on my radar and I wanted to pursue for a long time, but it was cost prohibitive until we made the case and a donor stepped up,” Thomson said.

Landreman recalled bringing up the JED campus program to the board of trustees as a part of a presentation illustrating her plans and goals for her first 100 days in her role. That caught the attention of one of the board members who later donated the full amount making the purchase possible.

The initiative began with both the Salem and PNCA campuses completing a self-assessment provided by the foundation. Subsequently, a member of the JED Foundation did a campus site visit and evaluation, leading to the launch of the first HMS Survey in November 2021. Thomson explained the survey results weren’t received until several months later due to peak COVID affecting the University of Michigan, the organization that administers the survey and compiles the results report.

(continued on next page)



Students discovering the Healthy Minds Study.

Image by SAMANTHA LANG

The HMS measures a variety of mental health factors among college students: the prevalence of mental health problems, student access to help, how stigma affects mental health, barriers to mental health services, how well students know resources available on campus, how students feel about the mental health resources on campus, sense of belonging on campus, and how the physical space of campus support students' mental health.

It also uses a variety of tests that allow students the option of a personalized report at the end. The survey includes instruments that measure depression symptoms in

the past two weeks, generalized anxiety disorder symptoms in the past two weeks, eating disorders, loneliness, and positive mental health or psychological well-being.

The 2021 HMS results were used to build a 90+ itemized strategic plan aimed to improve the support for students' well-being and mental health on campus. The plan was implemented with the help of the JED Campus Committee, made up by administrators, like Landreman and Thomson, along with campus faculty, student representatives, and ASWU members. The committee meets at least monthly, and will continue to meet and work together

even after the official end date of the initiative, which is the end of the 2024-25 academic year. They hope to sustain the work they have done and make additional improvements based on the results of the second study.

Notably, the first HMS survey had a 37.1% response rate, which according to Thomson was among the highest response rates the University of Michigan received. As they administer the survey and send the formal report, Michigan also compares the responses among other JED campuses. The results of the first HMS were publicly shared and presented to students in vari-

ous ways and discussed by Thomson with the board of trustees. Currently, the second HMS survey is just below a 20% response rate.

With the program ending at four years, the results from this second assessment will measure the accomplishments of the initiative by comparing the two survey results. Most importantly, it will provide insight into how to sustain the ongoing efforts of improving the mental health and well-being of the campus.

"We need to hear from as many students as possible," Thomson said. "These results matter in really tangible ways."

Willamette Chess Club stirs from its slumber

Arlo Craft • Staff Writer • Oct. 17

As Salem finally made up its mind to participate in autumn this month, Willamette's Chess Club woke up from hibernation. The third floor of Ford Hall, primarily populated in the evening by debate kids and the studios, is now the biweekly home of campus chess enthusiasts. Chess Club was active in 2022, but went dormant last year after its previous members graduated the university.

Enter chess enthusiast Garrett Thornhill ('26). "I kept looking for a chess club and there wasn't one," he said. "I saw it on the website but ... it was inactive, so I wanted to start it because I wanted to play over the board, actually, and not just online." As the new Chess Club's founder and general manager, he's getting the opportunity to do just that.

Thornhill started playing online chess last fall; he described it as addictive. "There's these online chess sites where you click two buttons and you instantly get a game. ... I got really, really into it over time."

He's not the only one. Following the release of The Queen's Gambit in 2020, when, coincidentally, everyone was stuck inside, chess garnered quite a spike in popularity,

especially online. Despite the easy access, however, online chess doesn't pack quite the same psychological punch for players who prefer chess "over the board."

The attendees of Chess Club's first meeting are punctual; 6:00 p.m. on the night of the first meeting sees a healthy smattering of intellectuals across the room. Between them, five tournament-style chess sets line the tables, complete with digital timers. Balanced, near-monochrome and drawing the latent attention of everyone in the room, they're reminiscent of M.C. Escher stairs.

Off to the side a sixth, timer-less chess set claims its own table, and the corner of the room houses an electric kettle and assorted teas. The picture of a classy university club is completed by Chet Baker instrumentals. A trumpet croons "Somewhere Over the Rainbow" as Thornhill plays the role of busy host, eradicating imaginary misalignments in tables and chairs and shaking hands with his new constituents.

A smidge after 6:00, the club members are asked to introduce themselves with all the standard fixings— name, pronouns, and interest in the club— as well as their rating.

Chess players can receive ratings on popular websites such as chess.com and lichess.org, as well as through official channels like the International Chess Federation (FIDE for short — it's French!). Ratings gauge the likelihood of one player winning against another.

At Chess Club and beyond, ratings serve to pair players up so they'll both have fighting chances. "That's when it's enjoyable," Thornhill says. "I mean, it's not fun to just get beaten instantly or beat someone else instantly." Players with no rating are invited to a separate table, where Thornhill runs through a demonstrative game.

Halfway through club, he's relieved of mentor duties by Mitch Septoff ('26), a chess player since sixth grade whose leather jacket squeaks each time he reaches over



Chess club members ponder their next moves in Ford 302 on Oct. 15, 2024.

Image by KEENAN YOSHIZAWA

the board. His biggest piece of advice? "Find people who are better [than] you and lose to them as often as you can."

Occupying a seat at the beginners' table is Lainey Hickman ('28), who laughs nervously as Septoff prompts her to consider her options. "It's stressful!" she says, trying to decide how to develop her position. Hickman came to the meeting because she frequently plays chess with her dad back home, who always wins. She hopes that spending time in the club will help her improve.

Beginners at Chess Club are more than welcome, according to Thornhill. "We try not to make it intimidating. ... Sometimes really good chess players can be a little narcissistic ... even when they're not playing chess, and we don't have any of that here."

Chess Club's goals, once it has populated its board with an executive team and consistent membership, include a club tournament each semester, an annual campus chess tournament, and a couple of field trips. Off-campus, Chess Club

would seek to participate in tournaments, possibly forming a team to play against other universities. Finally, Thornhill says Chess Club would like to get out into Salem elementary schools and teach the kids to play chess.

Despite these aspirations, Thornhill's biggest emphasis remained how casual Chess Club should be. "I'm not going to lecture. I'm not going to give presentations when there's a chessboard sitting in front of me. I'm just going to want to play."

It's easy to see at a Chess Club meeting how online chess might pale in comparison to the real event, for certain players. As concentration peaks, players leaning over the board in military-general fashion, there's an audible cliff in conversation. Even the jazz has run out, in a moment of atmospheric serendipity — the only remaining sounds are the solid padding of plastic pieces on vinyl and gears turning in the players' heads.

Chess club meets in Ford 302 on Tuesday and Thursday nights at 6 p.m.



Read the "Fast Break," Willamette's premier uni athletics column ... or else. New issues Tuesday mornings.

Shevlin, McKinney gone; athletics department under restructuring

Kat Thornton • Staff Writer • Oct. 16

Entering the school year, the Willamette Athletic Department saw two major faculty changes. Robert McKinney, the assistant athletic director of communications, who was employed in the athletic department from 2006-07, was let go by the university. Leslie Shevlin, the associate athletics director, departed of her own volition after 14 years on staff.

McKinney won the NWC Sports Information Director of the Year Award alongside Chris Sabato in 2021-22 and is now the sports information director at Evergreen State College in Olympia, Washington. When speaking with Athletic Director Rob Passage, he noted that he is “happy for [McKinney] that he’s been able to continue to do what he loves, but sad that it is not here at Willamette.”

Shevlin, “an outstanding member of the athletic department,” and winner of the 2022 NCAA DIII Emerging Athletic Administrator Award, had been at Willamette since 2010. She spent nine years as the head swim coach before becoming the associate athletic director for the last five.

Shevlin left Willamette this past summer, taking on a new role as senior associate athletic director at Williams College in Massachusetts. According to Passage, the move was a strategic way to advance her career. “Sometimes in business you have to

go somewhat sideways to go up. The only way for her to get that job here was for me to leave. ... I don’t think she was rooting for me to go anywhere and I wasn’t rooting for me to go anywhere.”

Passage noted the significance of Shevlin’s departure and the excitement of her new position: “We miss what she brought to the table because she was experienced with Willamette and a fantastic resource for our students, coaches and staff. But we are also super happy for her and what she was able to do since I think it’s a great step for her career.”

The athletic department is not currently seeking to replace Shevlin’s position due to the timing of her departure. “She left in early August which is such a busy time of year for us,” said Passage.

For now, Shevlin and McKinney’s responsibilities have been dispersed throughout the department. Brent Franz, an assistant coach for Willamette track and field for over 15 years and the head triathlon coach for the last four years, is helping with compliance. Additionally, Peg Swadner, the Willamette women’s basketball coach, has taken on the role of senior women administrator.

As Passage said, “We weren’t going to find another her [Shevlin], but we realize we have good people here who can do those things. We’re going to spend this year deciding



Leslie Shevlin and Robert McKinney, courtesy of the Willamette Athletics site.

what we need.”

When asked if they are saving money in the restructure, Passage responded, “There are some salary savings in not filling the position, but that’s not the primary reason for the changes.”

Meghan Drader, the coordinator of athletic facilities as of last year, has now stepped into the position of assistant AD for athletic facilities & operations to help adjust to the changes. Rob has also taken on an additional workload alongside Drader.

“Leslie and I worked very closely together,” Passage explained. “I think I know all the things she was doing, but I know I don’t. I worked very closely with Robert so I thought I knew all of the things he was responsible for. There haven’t

been issues, but I think there’ve been several times where I’ve been like, ‘Oh wow, I did not know that, that was something he did,’ where we’ve had to fill in some gaps. I’ve taken on maybe more of those responsibilities than I thought I would.”

When asked about early successes with the unfolding of a new semester, Passage mentioned, “We want to be more active on social media. We want to at least get something that says, ‘Hey, here’s the result,’ after competitions and we’ve been able to do that.” He also hopes that student-athletes don’t have a diminished experience or notice any decreases in the quality of their experience while at Willamette.

Leslie Shevlin and Robert McKinney have yet to respond for comment.

Opinion: Willamette’s ducks are overfed

Mrinmayee Kulkarni • Staff Writer • Oct. 11



Three ducks eating birdseed from a person’s palm.

Art by WES MOWRY-SILVERMAN

The Willamette ducks waddle along the grassy banks, quack at Willamette students and nap under the bridge in the afternoon. They are undoubtedly valuable members of Willamette’s community, yet their

health is not a topic of concern. With how they are integrated into campus, it’s natural that there should be a way for the students to directly interact with them, and feeding the ducks is great for fostering that connection. However, with so many students and only a small flock of ducks, they often get overfed.

Behind the tool shed near first-year housing are two big trash cans full of duck food along with a 1-lb container to carry it. Students often fill the bucket with duck feed and find a place on campus to sit and feed the ducks. Because it’s a casual activity, there’s no regulation on who feeds the ducks how much and when.

While an organized system for the duck feed would be hard to manage — and take the fun out of the activity — maintaining a way for students to know how many times the ducks have been fed daily would

be helpful to preserve their health. Perhaps a small whiteboard with tally marks could be posted above the duck food. The goal wouldn’t be to discourage people from participating, but it might make them more mindful in how much feed they take.

Another way we could ensure the health of our ducks is by decreasing the amount of feed available. The average pet duck requires 4-6 ounces of food per day. We only have around 20-30 ducks living on campus and a 1-pound container to feed them. Even if around 20 out of the 1,275 students at Willamette feed the ducks a full helping of the one-pound container per day — which is certainly plausible as students can often be observed completely filling the bucket and then tossing the remaining feed on the ground for the ducks to munch on — then it is way too much food for them, especially on a daily basis. Part of the reason this problem persists is because there is a lot of food available. Any

student can grab a full bucket at any time of the day. If we were to limit the food to just one trash can and an 8-ounce container, then it would, again, help students be more mindful and physically limit how much they feed the ducks while maintaining their capacity to feed them.

It is a different kind of excitement to watch the ducks waddle up and snap pieces of corn and barley from one’s extended hand. It’s a way for students to connect not only to the ducks but to their peers and the nature around them. Parker Penchansky (’28), says that feeding the ducks makes her feel “happy,” and “brightens her day.” This activity is certainly part of the quaint charm that Willamette is known for and should be easily accessible to anyone on campus. Making a few changes to the system to prevent overfeeding would keep the essence of the practice untouched and keep both duck and human happy and healthy.

Finding the local gems in downtown Salem's coffee scene

Violeta Basenko • Staff Writer • Oct. 3

Looking for a chill spot to hang out, study or grab a great cup of coffee? Whether you're into cozy corners, aesthetic decor, or just want the best latte in town, downtown Salem is home to several coffee shops that will meet your needs. These trendy locations are perfect for everything from group study sessions to solo coffee breaks. However, many Willamette students may recognize these names, as they frequently arise in conversations. Read on to find your new favorite local cafe or to refresh your memory!

Our first point on the coffee tour is Isaac's Downtown coffee shop. Isaac's is spacious inside and furnished with wooden chairs, tables and comfortable soft couches. The bench of plants, light bulbs suspended on metal beams, and the bar painted with geometric colored lines creates the impression of a minimalist interior with notes of cubism. Some inspiring phrases on the walls such as "Make Life Better" and "You Are The Hero of Your Story" will give you motivation to start your day with confidence.

If you're looking for a place to get work done, the cozy lo-fi music in Isaac's also fosters a great environment to help you concentrate. "Those just looking to rest are in luck as well," Rebecca Bezzina ('26) made clear. According to Bezzina,

the prices range from \$3 to \$6 for coffee, and while she's tried multiple coffee places in Salem, Isaac's is her favorite. The coffee shop offers a variety of drinks and foods, but Bezzina said she always gets a latte.

Another popular coffee shop in Salem is Archive Coffee & Bar. If you want to drink coffee with friends and have loud and lively conversations, Archive is an excellent choice. The interior is old-fashioned, adorned with various vintage decorations placed on the shelves including old photos and books, mechanical clocks, CD players, vases, glass bottles, candles and lamps. Don't miss your chance to go there during warm, sunny days because they also have comfortable seats outside. Even outside, you'll still feel the retro aesthetic — 80s-style music is often playing overhead. The price for coffee at Archive varies from \$3 to \$7, and the cost for desserts is about \$10 to \$12.

Archive has "immaculate vibes," according to Athena VanDyke (LAW '27). She doesn't go there for homework, but sometimes if she and her friends want to feel fancy and just chat, they go to Archive. "It's a calming atmosphere, the decor is great and my favorite drink is chai tea," VanDyke said.

The last coffee shop on our list is Ike Box Cafe. The atmosphere

at this cafe will take you directly to the European 18th century. The entrance opens into a huge room with a high ceiling, wooden tables and chairs, and large pictures on the walls. The cherry on top is the spacious stage in the middle of the shop, where you can watch the occasional music performance. Beyond the beautiful architecture, Ike Box also has friendly staff that won't let you leave without delicious coffee and a good mood. If you are searching for a peaceful location where you can study and listen to classical music, Ike Box is the ideal place to go.

Many details make Ike Box a favorite for Ernest Jones ('28). One of the coffee shop's greatest draws is its proximity to campus, about a 10-minute walk. Another feature is its beautiful neo-classical architecture. "[Ike Box] looks like it was taken straight from Europe, a ballroom, and they have these beautiful pictures of angels. The atmosphere is amazing; they always play classical music," Jones described. Whenever he comes to Ike Box, Jones's favorite to-go drink is a matcha latte. According to Jones, the order

typically costs about \$10, including coffee and pastry.

Downtown Salem's coffee world offers a delightful mix of unique atmospheres and friendly vibes. Whether you're looking for a quiet spot to study, a place to catch up with friends, or just a good cup of joy to kickstart your day, there's something for everyone. So, explore these local gems next time you're in the mood for caffeine!



Willamette students enjoy coffee from shops around Salem.
Art by ELLIE STARR

Revamped and ready: Willamette's second-ever craft fair

Aubrey Tuttle • Staff Writer • Oct. 18

Crafters of all kinds gathered in the cat cavern on Friday, Oct. 18, bringing along their creations as well as crowds of curious buyers. Unlike other craft fairs, this event was exclusively only open for Willamette students to sell their creations, resulting in a display of crochet an-

imals, jewelry, paintings, t-shirts, prints, magnets, and so much more. Together, the event was a myriad of unique art all made and sold by students for students.

This was the second-ever Willamette craft fair, the first taking place last November. With more

time to plan and more recognition gained by the last craft fair, prospective buyers and crafters alike were pleased by the event's growth. Amie Holstein ('25), an artist who sold her creations at both years' events, said at the beginning of the night that although it was still early, she had already noticed, "It seems like there are more people involved. There

are a lot more tables this year, and it seems busier." With dozens of tables for students to explore, this year's craft fair posed a wonderful opportunity for crafters to sell their beloved creations and for buyers to peruse booths for a Friday night full of fun.

While popularized now, the event almost didn't come to fruition, as it was originally intended to be a showcase of local businesses. When this idea was scrapped, the members of WEB wanted to keep the general intention of bringing the community together through art, which is how the idea for a student-run craft fair was born. Eclipse Albert ('26), the current vice president of WEB, said that "it felt more important to the Willamette community to showcase their art."

While it is important for Willamette students to be a part of the wider Salem community, it is equally vital that students take advantage of their limited years on campus and connect with their peers. Jillian Consani ('26), a participating artist of the fair, said, "I think it is cool to be selling among peers.

I feel like signing up for markets can be really intimidating because you are with crafters who have been in the business for years." This market amongst peers is a great way for creative minds to dip their toes into the field without the fear of judgment. Consani added, "It is a lot less intimidating when all of the vendors are on an even playing field; we are all college kids and all have similar resources."

Other artists agreed with Consani about the contribution to the art community that the university is cultivating through the craft fair. Holstein marveled at the sheer creativity that the Willamette community had to offer, going on to say that there were crafts being sold that she had never seen before.

After Friday's crafting extravaganza came to a close, crafters went home with a little extra spending money and visitors with a unique handmade creation. Participants now prepare for next year's craft fair, looking forward to seeing a fresh wave of Willamette's famous creativity.



Willamette students shop the Craft Fair on October 18th.
Image by MAC CHILDERS

54 years of Florence's exploding whale

Aubrey Tuttle • Staff Writer • Oct. 14



Fifty-four years ago and around 100 miles away, Florence, Oregon witnessed a hailstorm of blubber as a beached whale was filled with explosives and blasted away. On Nov. 12, 1970, the Highway Division of the Oregon Department of Transportation (ODOT) was compelled to action by the danger the decaying corpse posed to those who might climb on and fall in. ODOT saw dynamite as the best solution. Coming upon the anniversary of this event, we can look back on these decisions with a different perspective.

The Great Whale Explosion of 1970, colorized.
Art by ALYSSA DIGGDON

When interviewed by Oregon Coast reporter Larry Bacon, George Thornton, the engineer in charge of the operation, considered the execution a success. This “success” caught the residents and visitors of Florence completely by surprise with a shower of whale remnants and a stench so strong it lingered for days.

Immediately after the explosion, researchers debated on an alternative route for the future. At the time, they came up with the idea of simply burying the whale. Since then, researchers have believed that leaving the body to decompose on the beach is the best option. Doing so provides food for scavengers and nutrients for the surrounding environment.

This method was used recently on a whale that washed ashore

near Astoria on Feb. 12, although it has its problems — consequences don't include raining whale bits, but an exposed corpse is a hazardous distraction for beach-goers. Crowds are advised to avoid the temptation to approach whale corpses, as they can carry diseases that can be transmitted to humans, dogs and other animals.

To commemorate Oregon's eye-opening disaster of 1970, a new park was opened on the 50th anniversary of the explosion. Florence residents voted for the name “Exploding Whale Memorial Park,” immortalizing the drama of Nov. 12 all those years ago. While the event is not often looked upon fondly today, it has served as an example for years of what not to do when a whale washes ashore.

Connecting across cultures: Willamette from the eyes of 3 TIU students

Maya Darski • Staff Writer • Oct. 15

Every year, Willamette welcomes students from its sister university in Japan, Tokyo International University (TIU). Attending college in a completely different country is helping the TIU students grow their English skills, allowing them to communicate and connect with people of all cultures. What are these students learning in Willamette? What surprised them? What are their motivations? Here are the experiences of three TIU students and their experiences studying abroad at Willamette.

Suzuha Oshima ('27)

Oshima is studying abroad in

Willamette for one year and majoring in English communications. Oshima became interested in English in junior high school because she “really likes new things” and “was interested in how other languages are used.” Oshima has wanted to study abroad since high school, so she found that TIU was the perfect choice for her because of the American Studies Program.

The American class style appeals to Oshima because of how discussion-based it is. In Japan, classes are mostly lectures, so she appreciates the change. She was also pleasantly surprised at the friendliness of the people at Willamette. “In Japan,

if you don't know someone well, it's really uncommon to talk to them,” Oshima said. Since Oshima loves to talk to people, she finds it nice that at Willamette, people come up and start a conversation.

Oshima's dreams of the future stem from communication. When she went to Tokyo Disneyland, she saw that foreigners who couldn't speak Japanese were having a difficult time due to language barriers. Motivated by this, Oshima wants to improve her English and one day work as a Tokyo Disneyland staff member and help foreign visitors with her ability to translate. By studying at Willamette, Oshima

hopes to step closer to that dream by getting her “English skills almost the same as native speakers.”

Kyosuke Yamamoto ('27)

Yamamoto is studying at Willamette for the next year and is also majoring in English communications. He has been studying English in-depth for a year and a half. He joined the American Studies Program at TIU because of how easy it is to study abroad through the program and he knows that “TIU and Willamette have a very good relationship.”

(continued on page 8)



TIU Student Suzuha Oshima ('27) sits for an interview in The Bistro.
Image by KEENAN YOSHIZAWA



TIU Student Kyosuke Yamamoto ('27) sits for an interview in the Fish Bowl.
Image by KEENAN YOSHIZAWA

The Bearcats? No, the bear-dogs of Willamette

Aubrey Tuttle • Staff Writer • Oct. 8

Whether in rain or shine, with one loop around Willamette's mile-long campus, you will likely find at least one campus-affiliated dog. These dogs come in all shapes and sizes. Here are just a few that came across mine and Collegian photographer Patricia Krepel's path:

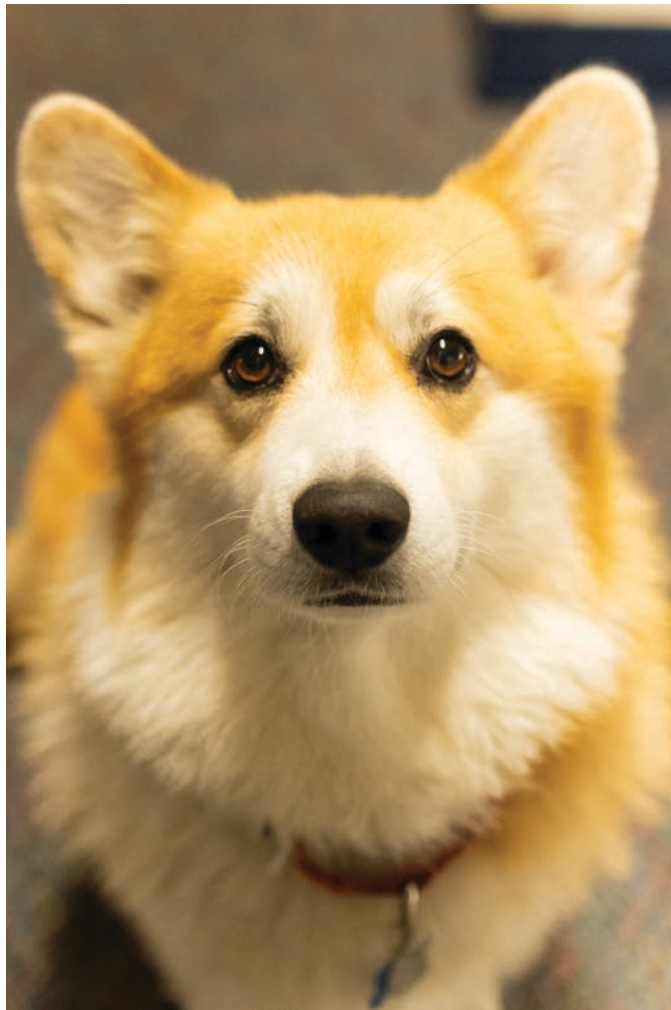
Images by PATRICIA KREPEL



Nacho is a young Frenchie and Boston terrier mix who loves to chase squirrels and go in the Mill Stream. This academic weapon likes to go to class with his person, Janessa Young-Flores ('26), and meet new people to cool down from all of the exciting outdoor Willamette activities.



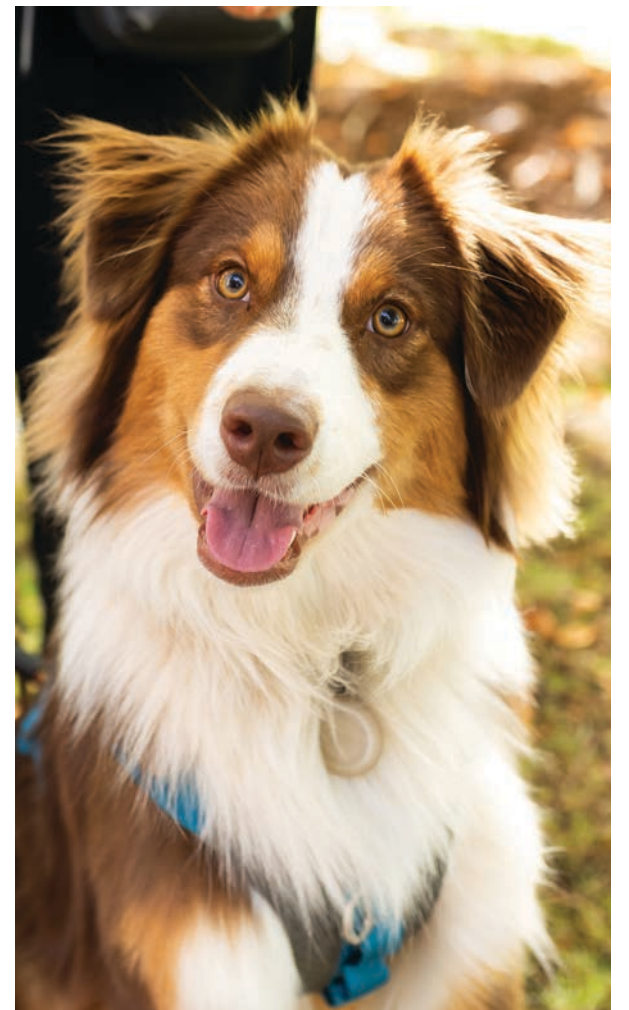
Blue, a spry 12-year-old, loves to hike and sit on the back of Assistant Director of Student Engagement & Leadership Sarah Schneider's couch. She is well renowned for her snoring, affectionately called the "truffle pig" by her people.



Neil, also known famously by his Instagram handle: neil.thecorgi, is a 4-year-old corgi that spends his days in the chemistry department. His favorite places on campus are those where he can find treats — on walks, he will often lead his person, Karen Holeman, to the print center and Accessible Education Services where he has made lifelong friends.



Pete has been roaming Willamette for around 12 years, working as Grounds Manager Jim Andersen's right-hand man. He is an English lab who loves taking charge and walking himself, his leash in his jaw as depicted above.



Kiwi, also an Australian shepherd, is Pingo's 10-month-old companion who loves to help him chase squirrels. While not as distracted by golf carts, she enjoys being petted by students and bouncing around the quad.

Yamamoto is so far liking the nature Oregon has to offer and “the facilities of Willamette, like Sparks Gym.” He likes how the classrooms are close to the dormitories and especially enjoys the discussion-based class styles. Willamette’s small class sizes appeal to Yamamoto because it makes it “easy to focus and easy to listen.”

One of Yamamoto’s motivations for studying English is that he “really likes having international friends.” TIU, being an international school, has many foreign students, so Yamamoto’s friends are “40% Japanese and 60% foreigners.” He added, “They all come from different countries and backgrounds. I really like talking about their cultures.” He hopes that through his time at Willamette, he will be able to “speak English better and make friends!”

Ayaka Takahashi ('27)

Takahashi will be studying at Willamette for nine months as an ASP student and is majoring in economics. Her future goals are to work in marketing abroad from Japan. Takahashi has been studying English

for six years. “English is a common language, so if I speak more English more frequently, it’s easier to make friends and makes communicating easy,” Takahashi remarked.

Takahashi has enjoyed Willamette and Oregon so far; she likes how the “air is so clean,” noted that “the tap water is very good,” and added that people are kind at Willamette. Takahashi is taking classes all taught in English, with some ASP-exclusive like Current Topics in the U.S. Something she was pleasantly surprised by was the effort people at Willamette put into respecting gender identities. The culture of introducing oneself with pronouns was a new experience for Takahashi and she said, “We can make sure what gender people are so it’s so good!”

Studying abroad at Willamette is helping Takahashi “learn about American culture” and how to speak more English than the basics taught in school. She hopes that by the end of her stay, she will have the ability to “get a higher score in TOEIC (English Language Proficiency Test)” and expand her English vo-

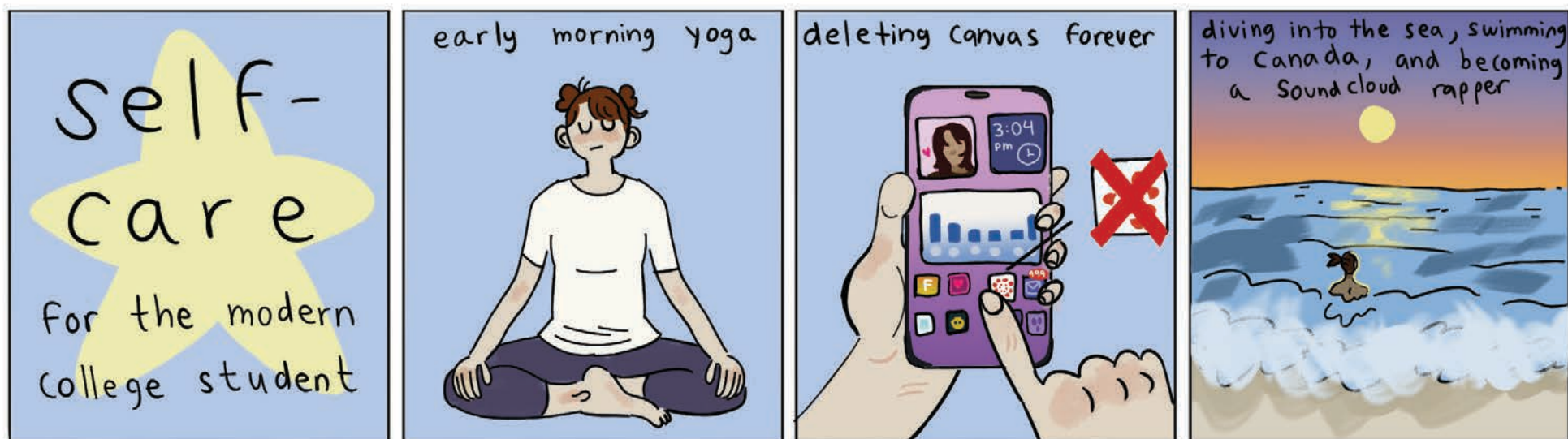
cabulary.

The TIU students’ excitement to communicate with others and strengthen their English skills illustrates the importance of con-

necting to other cultures and having an open mindset. Willamette serves as an important bridge allowing Japan and the U.S. to connect and learn from each other.



TIU Student Ayaka Takahashi ('27) sits for an interview in The Bistro. Image by KEENAN YOSHIZAWA



Comic by BASIL ALLEN

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