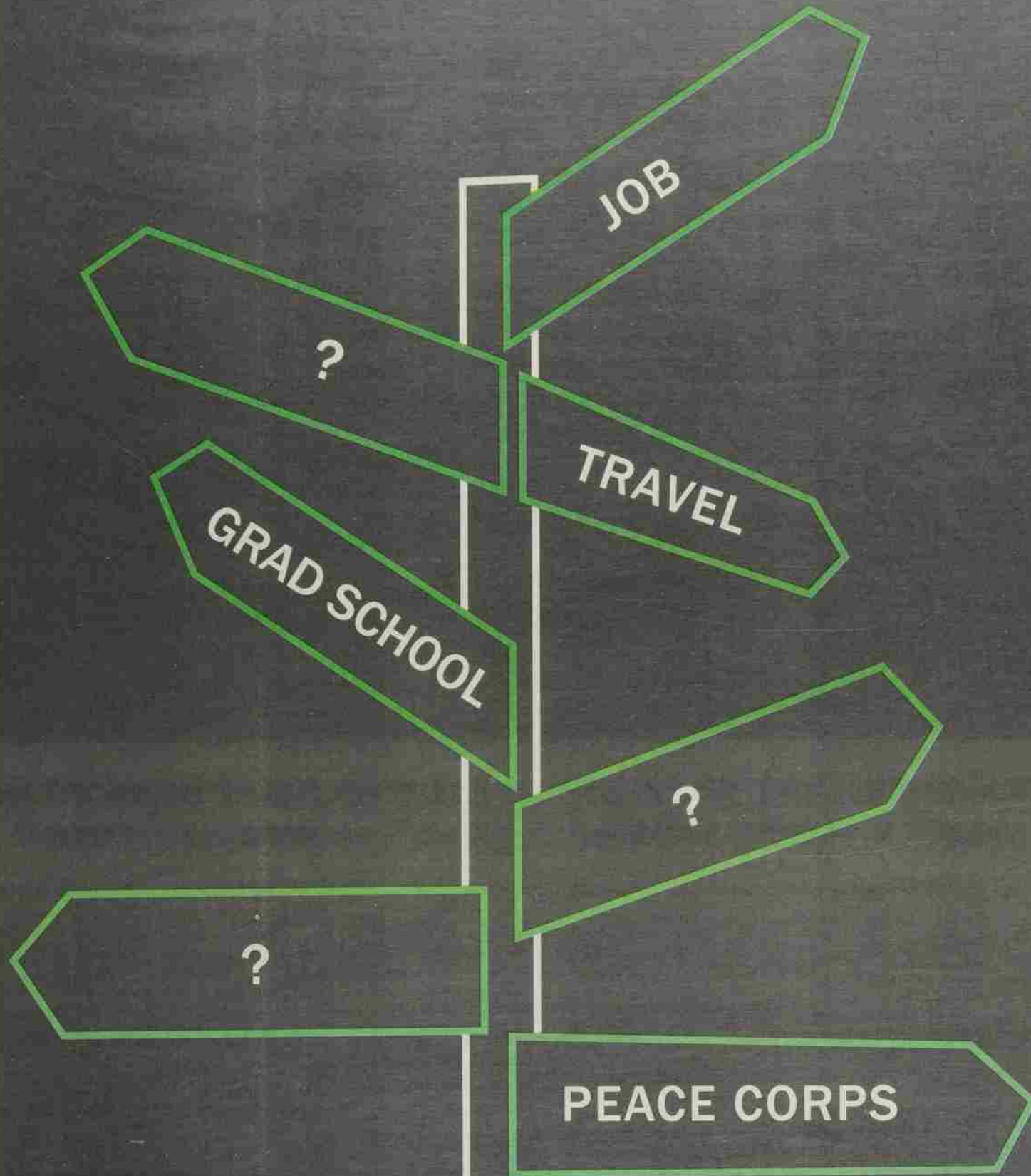


# COLLEGIAN

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# MOI model under scrutiny

MATT PITCHFORD  
EDITOR IN CHIEF

Changes to the Modes of Inquiry (MOI) model are being considered for the first time in over a decade.

Professor Scott Pike, chair of the General Education Working Group put together in order to make recommendations about the MOI program, says: "We want the general education program to be a more integrated and intentional program and not just a bunch of courses that are perceived to be hoops for students to jump through."

The MOI program's root goal is part and parcel with the liberal arts educational model. Students are required to take a minimum of five classes that satisfy six different categories of knowledge, from science to history to creative arts.

These courses are "designed to provide breadth in a student's program of study and to prepare flexible and accomplished thinkers for tomorrow's challenges," says the Wil-

lamette catalog Web site.

This experience, because it compels students to take different kinds of classes, is occasionally unpopular. But whatever student's opinion on the function of MOI's, the system itself needs refining.

During accreditation two years ago, the academic council assessed the general education requirements and decided to form an investigatory group to recommend possible changes.

"We're past the point of asking students 'what do you think?' We know we need change," says Pike. He identifies several difficulties with the system as it is currently constructed.

For example, students sometimes experience "bottlenecks" and are unable to get into required classes to complete MOI's like Creating in the Arts, or they end up taking history classes that don't count toward a Thinking Historically credit.

Along with better integration, Pike cites several other reasons why the MOI system has come up for review. "What is written in Willamette's catalog copy is not necessarily what

is being done. Even if the MOI program were to remain completely the same, the catalog would have to be rewritten," he says.

Pike notes that although "our program is pretty well developed, is creative and follows the goals of a liberal arts education," it has aged in the years since its adoption. He points out that many new faculty members have joined the Willamette community since then, and it would be good to "give them a voice in the process."

That is not to say students will not also have input in reviewing and possibly crafting a new model. "We want feedback from the student body," says Pike.

In particular, Pike and the other members of the General Education Working Group will be looking for students' opinions, either through open forums or focus groups, as they begin to talk about potential alternatives or amendments to the MOI system; Pike encourages students to send him emails if they aren't able to attend the forums.

The first report from the group will be

due to Academic Council in Feb. 2012. Pike says that Willamette is on an "aggressive timeline." Other schools have taken up to five years to refine their general education systems. "We will hopefully do it in less," says Pike.

After the initial report in February, the decision making and eventual implementation phases will take more time. Pike says, "the faculty don't agree on everything, but there is a general sense that our MOI's should change."

As Pike notes, the question to what degree there will be change is just as relevant as in what ways changes may occur. The recommendations will "not necessarily be a fundamental shift, but they may be."

In the end, look for more information on possible changes to the MOI system during next semester.

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## The many opportunities afforded by study abroad

ALISON EZARD  
STAFF WRITER

At Willamette, students are offered and greatly encouraged to take the opportunity to immerse themselves in a new culture through participation in the study abroad program.

Kris Lou, director of the Office of International Education, discusses the goals of study abroad as well as how students can take advantage of this unique opportunity.

*Collegian:* Why do you encourage students to study abroad?

*Kris Lou:* There are a number of possible reasons why someone ought to study abroad - for example, language acquisition and coursework not available on the WU campus.

Study abroad is also an excellent vehicle for opportunities to challenge oneself in another culture and to develop intercultural skills that are essential in the next steps students will take. This could be in graduate school, in the work place, and other places they might go in their lives.

*C:* What different opportunities and programs are there available to students?

*KL:* We have a range of programs that serve all academic areas. The range of program types reflects different levels of challenge and support for the students.

Some programs are designed for a group of Willamette students led by a WU professor. At the other end, there are direct enroll opportunities with partner universities where students are much more on their own.

We have a number of hybrid programs that combine elements of both.

*C:* What are the benefits of studying abroad?

*KL:* The general aim of a liberal arts education is to educate the whole individual. Willamette views Study Abroad as a core element of this education in that a variety of key characteristics are developed, namely independence, self reliance, flexibility, adaptability, critical thinking and self-reflection, just to name a few.

In particular, we take very seriously the idea of maximizing the opportunity to develop intercultural skills. It is the basis for the .25 credit course all students going abroad take that spans the "study abroad period" before, during, and after. For those who are especially interested in intercultural study, they can opt to take a full credit elective course.

*C:* What are some misconceptions about studying abroad?

*KL:* We are happy to say that it is rare for students to view study abroad as a semester "off." It's called study abroad for a reason, yet at the same time the type of study can vary greatly from the Willamette campus.

Students sometimes compare the classroom learning abroad with that of the University without reflecting on how much they are challenged and are learning outside the classroom. As with all dimensions of society, the classroom setting is also a reflection of the host culture.

Some students might think they can't fit study abroad into their time at the University, but we find that the faculty is extremely supportive and helpful in facilitating the planning for a semester or year away from WU. For some students, summer programs will be a better option and we have a variety of those each year as well. In every case, the sooner one plans, the easier it will be.

*C:* What are the most important things students need to know?

*KL:* Although there are some additional costs (airfare, passport and visa) to going abroad, the cost of studying abroad (semester or year) is comparable to a semester at the University. If you go on a Willamette program, your regular financial aid package can be applied as if you were studying on the Willamette campus.

*C:* How does the application process work?

*KL:* The application process is explained on our website in detail. We recommend that students attend the required information session and then make a follow up appointment to meet with one of the advisors here in the Office of International Education.

After the deadline, the applications are reviewed by the International Education Committee, which is comprised of both faculty and WU senior students who have studied abroad.

There are a number of elements that go into the application that are reviewed and assessed, all of which are explained on the Web site.

### Learn more

The deadline for 2012-13 semester and yearlong programs is Friday, Dec. 2 at 4 p.m. For the summer programs, the deadlines vary but are listed for each program on the OIE Web site.

For more information visit the Office of International Education in Matthews Hall.

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## Local cinemas to host film festival

ASTRA LINCOLN  
CONTRIBUTOR

As a way to encourage the appreciation of the art of film, the annual Salem Film Festival seeks to encompass all aspects of the medium.

This year's festival will be held in Salem Cinema on Broadway from Oct. 14-21. The festival is meant to foster local community and the local economy while also providing opportunities for learning both on the part of the viewer and the filmmakers, who are often amateurs or students.

This eight-day event strives to create a "whirlwind of cinematic energy and emotion, of vitality and passion, of diversity and diversion, all to be splashed across the screen before your very eyes," according to the 2011 festival director, Loretta Miles.

The three categories of film presented in the festival are: Professional, Northwest Emerging Artist and Youth and Amateur.

By celebrating the art of film, the annual festival seeks to "encourage the appreciation of international film, to cultivate a vibrant local film community of viewers and filmmakers alike and to provide a platform for independent filmmakers to debut their ideas," says Miles.

Although the submission period for the festival is closed, tickets are still available. Weeklong passes, as well as books of tickets, are available for purchase.

Additionally, tickets may be bought at the door if seats are available. Tickets can be bought in advance at the Travel Salem Café at 181 High Street NE and begin at \$8.

### Learn more

For more information contact Loretta Miles at [loretta@salemfilmfestival.com](mailto:loretta@salemfilmfestival.com) or visit [salemfilmfestival.com](http://salemfilmfestival.com) for a schedule of events.

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# WEMS addresses misconceptions

MILES SARI  
NEWS EDITOR

Founded in 1997 by a group of university students concerned with the well-being and safety of those on campus, Willamette University Emergency Medical Services is one of two professionally licensed EMS agencies on a college campus in the state of Oregon.

As the University reaches the half point in the semester, the Collegian met with the WEMS executive members Kate Cobbett, Kelley Van Hook, Melissa Gabler, Bart Grabman, Emily Harvey and Saneet Johal to address some growing concerns and misconceptions students may have about the organization.

*Collegian:* What do students need to know about WEMS and situations involving alcohol and other drugs?

**WEMS:** We think some misconceptions have stemmed from a misinterpretation of the WEMS mission to be non-punitive educational response organization. We feel the community is misconstruing this and are beginning to think that their actions will go without any reaction from the University.

We want to clarify that the students won't necessarily receive any punishment. However, they will attain an educational response and will be required to meet with the University's drug and alcohol counselor in lieu of their actions.

Additionally, we are not part of any decisions regarding punishment when it comes to athletes who violate the University's Student Athlete Code of Conduct; any punishments or reprimands are at the coach's and/or athletic department's discretion.

We stand by our values when we say that students will not receive punishment for their actions, but we want to clarify that if a student receives aid from us, they will be required to meet with a counselor for an educational response that will teach them to adopt behaviors that aren't as damaging to their health.

*C:* What happens when WEMS is called to a situation?  
**WEMS:** When we are called to a situation, students, faculty and staff are provided with a professional medical evaluation. The main goal of our EMTs and First Responders is to make sure that the students are safe. We are not there to get students in trouble, we just want to make sure that students' medical situations are dealt with and that they are safe.

We do not provide any follow up with the students, nor does it come from the Judicial Board. However, we do make sure that students are provided with the tools to live a healthier lifestyle.

In instances involving alcohol, students can't expect [to receive] no response from the University and [for us to] let them continue unhealthy habits. The required meeting with an alcohol counselor is not a punishment. It's a way to educate the students on how to adopt healthier habits.

At the moment, students are doing the right thing for their friends by calling WEMS in dangerous situations, and we would like to see that continue. We only transport students to the hospital when their medical condition calls for it.

*C:* What does WEMS want to see happen in the future?  
**WEMS:** Overall, we don't want people not to call WEMS for fear of getting in trouble. If you have a friend that is in a dangerous situation, we just want them to receive the medical attention they need instead of not getting that attention and not waking up in the morning.

#### History of WEMS

With seven trained Student EMT-Basics and 22 First Responders, WEMS provides the university with Basic Life Support to students, faculty, staff and guests. As a student-service organization, WEMS members deliver quick-response emergency medical care on the university

campus and immediate surrounding areas with one Supervisor EMT-Basic and two First Responders from the hours of 5 p.m. Friday to 5 p.m. Sunday.

While WEMS is dedicated to preserving the integrity and privacy of its patients, it "is an especially valuable emergency medical resource because it provides life-saving emergency medical care," said executive WEMS member, Bart Grabman.

WEMS operates under a non-punitive educational response, specifically by allowing students to call for help while minimizing the consequences of outside agencies becoming involved. "WEMS prides itself on allowing students to feel safe when calling for help and realizes that confidentiality and the preservation of private information is of the utmost importance," said Van Hook.

#### Learn more

There are two ways for University students to get involved with WEMS. Students who come to the University with their EMT-Basic or higher certification can join the WEMS team immediately. A student can also join immediately if they have their First Responder certification or higher. If students do not have any certifications, they can take a First Responder class offered at Willamette every fall, and join during the spring semester after successfully completing the course.

The First Responder course offered at the University during the fall semester is a six-week course in which students meet once a week with an instructor. The once a week sessions include a lecture component about emergency topics with which responders need to be familiar, and also hands-on skills practice.

For more information on how to join these courses, students can contact the WEMS team via email at [wemsdirector@willamette.edu](mailto:wemsdirector@willamette.edu).

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## Professor to deliver lecture about religious freedom

MILES SARI  
NEWS EDITOR

On Thursday, Oct. 13, David Sehat, Assistant Professor at Georgia State University will deliver a lecture titled "The Myths of Religious Freedom" at 7 p.m. in Cone Chapel.

In his book of the same title, "Sehat argues that Liber-

als claim that the founding fathers separated church and state, while conservatives argue that the founders made faith a foundation of our government. Both sides argue that America once enjoyed a freedom to worship that they seek to preserve. Yet neither side gets it right," according to a press release.

The lecture is free and open to the public and is spon-

sored by the Center for Religion, Law & Democracy of Willamette University.

#### Learn more

For more information, contact Reyna Meyers at (503) 370-6046 or [rmeyers@willamette.edu](mailto:rmeyers@willamette.edu).

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Hundreds, including Willamette students and faculty, attended the Occupy Salem rally, with 20-40 spending the night in tents. Malik Rahim, housing and prison activist, was among the speakers at the rally.

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## kanekoconversations

### Who Owns Your Life?

A Discussion About the Path You're On, How You Got There, And Why You Might Want a Different Set of Directions

Guests: Rollie Wisbrock & Courtney Dillard (Rhetoric & Media Studies) Jeani Bragg (Lily Project)

Monday, October 17  
7:00pm Kaneko Atrium

snacks provided

Questions: Contact <cthelsen>

## Tempting Tomes

COLUMN

'The Original Argument. The Founders' case for the constitution' by Glen Back



AUSTIN SCHOCK

COLUMNIST

I don't really like Glenn Beck; I say this because any good author knows that it's good to get one's personal prejudices out of the way at the start (which is one reason he's not one). Beck is an idiot who belittles the people around him . . . at least, that's what I would say if I were reviewing him personally.

But I'm not; I'm reviewing his newest book, "The Original Argument: The Federalists' Case for the Constitution," where Beck decides to update the Federalist Papers for a modern audience. An honorable goal; if only he were capable of the task.

The Federalist papers were a series of essays written by at least three people (about twelve are of unknown authorship) in 18th century lingo. Now, unless you go as woozy as a Jane Austen character at the thought of reading Brontë, you'll probably find these rather dull.

I don't posit to understand them fully, which is a limit that I'll admit to but that Beck does not. For some things I will give him the benefit of the doubt, but when you try to insert God into a paragraph that never mentions him, I think that you might be taking a bit of personal liberty.

Now, a lot of people will say that he is free to put in his own bias, that we were a bit more religious then and that Christianity was held in a much higher esteem than it is now. These insufferable nitrods are forgetting the admiration that many of our Founding Fathers had for Islam.

These people also never read the introduction where Beck clearly states that he will never add anything to the text that isn't clearly there. Well, Mr. Beck, I'd call that a failure to communicate between your introduction and, oh, the next paragraph of your book.

Oh, and don't even get me started on his imbecilic claims about the Founding Fathers. "Their disdain for power based on privilege." I'm sorry, but did you read the bit about how many of the Founding Fathers wanted voting to be based on how much property one owned? Missed it? I can tell.

Did you also ignore the day in English Class they said it was wrong to make up stuff and format it in a way to make people assume is part of the original document? That's right, Mr. Beck, I checked every one of your quotes. I would highly recommend it because quite a few of them seemed to be a little off.

Were I your English teacher, I'd fail your miserable hide for your infantile arguments about things you can't even begin to comprehend. For my troubles, I'd be called an elitist who hates America. Well, I'd rather be an elitist than a pathetic, misinformed old man.

It's hard to be disinterested in a book like this. I'm not saying that Beck's interpretations of the Federalist Papers are wrong; as he himself says, "those . . . honest in their love for America should have no issue with anyone reading our founding documents and drawing their own conclusions" (true, he does this after a paragraph of lambasting those with different interpretations of the Papers, but I think it's already clear that he doesn't follow his own rules).

The problems come when Beck confuses interpretation with modernization, which he does constantly. Until he can distinguish the two, I grant him zero credibility.

When reviewing work, it is difficult to make a distinction between the man and his letters. I have tried to do so with Beck's book. Did his rewrite make these documents any more fun to read? Not really. It's a nice effort, but not much beyond that.

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## FILM REVIEW: '50/50'

## Odds of this movie being awesome: 100/100

JENNA SHELLAN  
GUEST WRITER

I wasn't sure what sort of film I was walking into when I stepped into the theater for "50/50," whether it was supposed to be telling a sad story of cancer, a Seth Rogen comedy or a heart-warming Joseph Gordon-Levitt indie film. What I definitely wasn't expecting was all three. What began as a slightly mediocre comedy turns into a moving and hilarious dramedy.

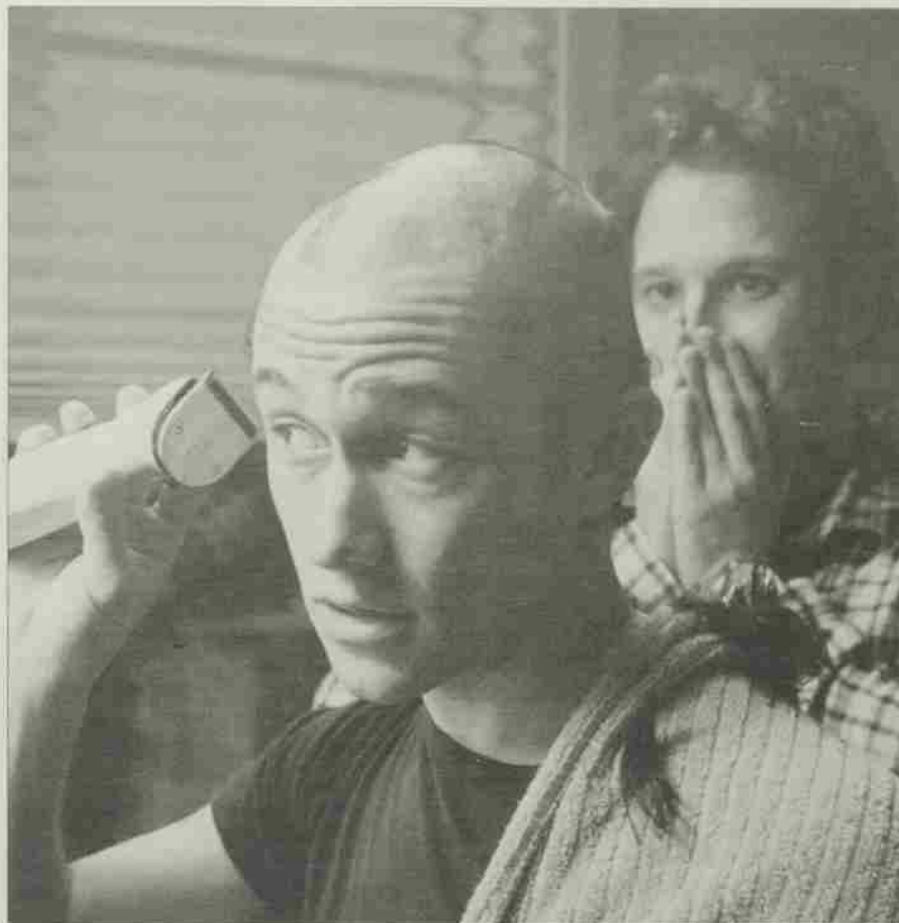
The film begins with Adam, played by Joseph Gordon-Levitt, who is a writer for Seattle Public Radio. When he begins experiencing back pain, Adam ends up in the hospital being diagnosed with a rare form of cancer that has developed on his spine.

It felt inevitable from the beginning that Rogen would steal the spotlight with his comedic relief. However, Gordon-Levitt held his own and demanded the attention of the audience with his stellar dramatic and very believable performance. Also, Anna Kendrick, a Twilight star (unfortunately), could not have given a more impressive performance as she makes the step from pre-teen flicks to "grown-up" movies.

The film focuses its attention on Adam's relationships with the people around him, whether it's his overbearing mother, his sick father or his beautiful but inexperienced shrink.

The relationship with his parents makes the whole film a lot more depressing, since his father has severe Alzheimer's and Adam spends his time avoiding his mother's phone calls. Adam also spends a good chunk of the movie fawning after his big failure of a girlfriend, who he finds out isn't as committed as she pretends.

His therapist, Katherine, played by Kendrick, points out that his mother has "got a husband who can't talk to her and a son who won't." This movie makes Adam more than a victim, which would be an easy trap to fall into. As quick as Adam is to accuse those around him of failure when things go south, he finds that even he's not aware of what others have, and will do for him. This is a feat



Mandate Pictures

Joseph Gordon-Levitt delivers a stunning performance as Adam, a writer with cancer.

the movie accomplishes seamlessly.

What really makes this film shine is the fact that Will Reiser wrote the screenplay based on his life and experiences with cancer in his twenties. His close friend at the time, who was ACTUALLY Seth Rogen, also plays Adam's close friend, Kyle. The film displays what happened in their relationship after Reiser was diagnosed.

Comedy in a cancer film is risky business, since there is a needed delicate balance to not offend people who are dealing with this very real and present disease. However, I think having Reiser as the writer, the film is safe from scrutiny.

Where we see the most comedy is

between Kyle and Adam, where Kyle attempts to use the cancer as a tool for picking up chicks for him and his sickly friend. Also, Kyle's attitude to Adam's rogue girlfriend could not be more blunt or hateful.

Go see this movie immediately if you wish to experience one of the best films of the year, but don't be surprised if even the most manly of men start to choke up.

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## GAME REVIEW: 'BIT.TRIP' Complete

## BIT.TRIP keeps Golden Age Gamin alive

TOM EHRMANN  
REVIEWS EDITOR

8-bit is still alive and kicking, it seems. Indie developer Gaijin Games has spent the last three years hard at work on a highly popular series of WiiWare games called "BIT.TRIP," the complete collection of which was released last month. The aptly named "BIT.TRIP Complete" includes six retro-style rhythm games that will frustrate you to the breaking point of your sanity, and beyond.

BIT.TRIP "Beat" and "Flux" are essentially rhythm-based redesigns of the ancient video game "Pong." However, they differ from "Pong" in that they're single-player games, as opposed to a two-player, and they're far more challenging.

In "Beat," you use your "paddle" to deflect flying squares of light, color-coded to their pattern of movement. "Flux" lacks the color-coding, making premeditation impossible, and it places the paddle on the opposite side of the screen.

The games are fast-paced and tricky, which would be manageable if the controls were not so incredibly stupid. For some inexplicable reason, you must rotate the controller to move the paddle rather

than pointing it, and yes, this is every bit as frustrating as it sounds.

Two other titles, "Core" and "Void" show much more variation in their design. The former has the squares approach the player from four different directions in various patterns, while the player has to catch them with a line that moves around a "plus sign" in the middle of the screen.

The latter moves the blocks across the screen to the right as the player attempts to catch some and dodge others with a circle that constantly grows. Both games are quite simple and dastardly frustrating, as the music is the only clue the player has to the patterns of the moving blocks.

"BIT.TRIP Fate" is a rail-shooter, where the player controls Commander Video, the BIT.TRIP series's constant protagonist, as he flies along a sine wave, blasting the mother-loving crap out of everything in his path. Characters from other modern 8-bit games make cameos in "Fate," such as Mr. Robomite and Super Meat Boy. Rhythm still plays a part in this one, although the cues aren't as clear

as they are in the other games.

But by far, the best game of the lot is "BIT.TRIP Runner," which features Commander Video charging across an 8-bit wasteland, dodging obstacles to the beat of catchy techno music. The controls here are the most traditional, and I, as a seasoned gamer, found them the most intuitive. Unlike the other titles, there is no way to lose in a level of "Runner." If you fail, it just sends you back to the beginning, which is a pain on the longer levels.

"BIT.TRIP Complete" is available now for the Nintendo Wii, and each game can also be purchased individually on WiiWare. For those lacking a Wii, "BIT.TRIP Beat" and "BIT.TRIP Runner" are available on Windows and Mac OS X via Steam.

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## Appreciating the liberal arts

HAYLEY HILL  
CONTRIBUTOR

Here's a conversation I'm sure many of you English majors are getting extremely tired of having:

"You're going to Willamette? What a great school! What are you going there for?"

"I'm an English major. It's great!"

"Oh... English, huh? Well, that's neat... What can you do with that?"

This plight is so prevalent that it's even highlighted on Broadway. You may be familiar with the jaunty lyrics from "Avenue Q": "What do you do with a B.A. in English?" as sung by the lost and confused puppet, Princeton, right after his graduation and subsequent release into the "real world."

Surely, this means that English majors should just throw in the towel now and resign themselves to lives as starving writers, right?

Wrong. From my personal experience, I have come to the conclusion that our undergraduate years are all about studying what we find interesting and developing a broad range of skills, not abiding by rules about what society deems "practical."

So you're an English/Philosophy/Anthropology/History major — so what?

We all have to take at least one science class. We all have to take at least two classes that require us to think quantitatively and analytically. We all have to take a broad range of courses outside of our majors that will leave us with an equally broad range of skills that should make any future employers want to knock down our doors.

For those of you who haven't yet become familiar with Career Services or their incredibly informative Web site: check it out. They have innumerable resources for students, freshman and seniors alike, aimed at helping to decide on a major, a career path or simply try to figure out what we want to do with our lives.

Among my favorite of these resources is a file entitled "What Can I Do With This Major?" This handy document has an extensive list of careers relevant to every major imaginable, save perhaps Underwater Basket Weaving.

Just a few of the career options for English majors are Creative Writing (books, poetry, plays, screenplays, greeting cards, jingles, etc.), Journalism (writing/reporting and editing), Technical Writing (science and medical writing), Teaching, Administration, Student Affairs, Academic Advising, Information/Library Science, Tutoring, Editing, Advertising, Sales, Circulation, Production, Publicity... and many more!

Additionally, the document gives helpful advice about what you can be doing as an undergraduate to prepare for the various careers listed, which can be a useful tool for inquisitive students trying to find their paths. A workshop with alumni, "You're Doing What With Your Major?" will offer similar insight from live people, and is scheduled for Nov. 2.

Sure — I still don't know exactly what lies in store for me and my Religious Studies degree after I shake President Thorsett's hand and stride out of the big white tent, leaving my days as a Willamette undergrad behind. However, I do know that I have plenty of options and am comforted with the knowledge that no matter what I choose, my liberal arts degree will ensure that I succeed.

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"As far as we can discern, the sole purpose of human existence is to kindle a light of meaning in the darkness of mere being."

— Carl Gustav Jung *Memories, Dreams, Reflection*

## Spanish Brass promises variety

MATTHEW BATEMAN  
GUEST WRITER

Willamette students are experts in the practices of self-amusement. However, on Tuesday, Oct. 18, the student body might very well be upstaged of this proficiency in one fell swoop.

Here's how: Luur. Specifically, Spanish Brass's "Luur Metalls," the latest performance in the Grace Goudy Distinguished Artist Series by a group that has more fun during performances than most people have on any given weekend.

According to the group's official press release, a "luur" is a Bronze Age Scandinavian instrument, the ancestor of modern brass instruments, and "metalls" means "brass" in the Valencian language, from the musicians' home community in Spain.

The Spanish Brass quintet has received a number of awards and international recognition for not only their musical expertise, but also their performance style.

"[People] who have presented them have described them as unusually relational with the audience," describes Dr. Anita King, Chair of the Music Department. "That means they perform with flair and humor, when appropriate, and intentionally engage the audience. We will have to come see them in action to experience the particulars!"

Their performance will showcase a wide variety of pieces from around the globe and across history. The program will begin with Valencian composer Juan Cabanilles's "Batalla Imperial," which will be followed by J.S. Bach's famous "Tocata and Fugue in D Minor." This juxtaposition of a portrayal of military battle in "Batalla" against the "Fugue" serves as a strong and evocative hook for the rest of their program.

After the Bach piece will be Anthony

Plog's "Four Sketches," followed by Enrique Granados's "Andaluza (Danza española no. 5)" and Gerónimo Giménez's "Intermedio (La Boda de Luis Alonso)."

The second half of the program will be equally compelling, beginning with Tomás Bretón's "Seguidillas" from the Spanish opera "La Verbena de la Paloma," followed by Nino Rota, the revered composer behind the famous series "The Godfather," and the "Un po' di Fellini."

The program will continue with "De Cai" and "Chega de Saudade," by Pascal Piqueras and Antônio Carlos Jobim, respectively. Finally, the group will perform Lee Morgan's "The Sidewinder," and Fats Waller's "Handful of Keys."

The group will also hold a workshop with the University Wind Ensemble on Oct. 17 from 4:45-6:15 p.m. The quintet will lead a master class in which University brass students will perform on Oct. 18 from 11 a.m.-1 p.m. The public is welcome to observe both the workshop and master class. Locations will be posted on the Goudy series Web site, [willamette.edu/go/goudy](http://willamette.edu/go/goudy).

The concert will be on Tuesday, Oct. 18 at 7:30 p.m. in Hudson Hall. There is a special discounted price for Willamette faculty/staff (\$17) and student tickets (\$5) are available at the Music Department of-



COURTESY OF SPANISH BRASS  
The Spanish Brass has performed around the world and was lauded by *The New York Times* as "stunning."

office or at the door per availability. Seating is unreserved. A special three-concert package price of \$57 includes tickets to: the Spanish Brass Quintet (Oct. 18), Arnaldo Cohen, pianist (Jan. 22) and Emma Kirkby, soprano with Marcia Hadjimarkos, fortepiano.

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## Alumnus to present songwriting showcase

RACHEL HEISTERKAMP  
CONTRIBUTOR

The music of songwriter Al James somehow leaves its listeners both heartbroken and hopeful at the same time. The music of his band Dolorean carries a weight that isn't singularly about the sound; a lot of the band's power comes from their haunting lyrics.

James will be visiting campus on Oct. 19 to give a presentation on the art of songwriting. In an effort to reach out to aspiring songwriters on campus, James will also hold a songwriting workshop preceding his presentation. This is a unique opportunity for any student who wishes to push his or her musical know-how to a whole new level.

James, a Willamette alumni began his songwriting career by performing songs at Open Mic nights in the Bistro. He hopes to give back to the Willamette community by offering more insight into the world of songwriting.

Since his graduation twelve years ago, James has been working with the Portland band Dolorean. The band's latest album, "Unfazed," received exceptional reviews from NPR, which compared the album's sound to incredible talents such as Neil Young.

James often writes songs about relationships, both spiritual and romantic, resulting in a mixture of ideas and emotions with which any listener can easily connect.

In the song "Country Clutter" on Dolorean's latest album, James sings: "A little heartache, well it's a small price to pay / If you know you can get what you want / It's just your way, to keep raising the stakes / You're in love with the thrill of the hunt."

In a mere four lines of writing, he is able



COURTESY OF WORDPRESS  
Al James of Dolorean started performing in the Willamette Bistro during his time as an undergrad.

to set up the entire dynamic of the relationship while also explaining his unhappiness. The intimate nature of the situation is reflected in the tone of his voice, which comes across as both strong and brooding.

"What I particularly love about Al's songs are their combination of simplicity and emotional depth. They aren't flashy, but they're smart and get straight to the complex heart of human interactions," says Hallie Ford Chair in Writing, Scott Nadelson. "He can also write a love song that just breaks your heart."

The invocation of empathy by Dolorean's music comes from beyond the sound itself. James's words create a familiarity and a story to which anyone can relate.

According to Nadelson, students, even if not aspiring songwriters, are "guaranteed to be moved and entertained by some dynamite songs." It will be an event that offers both the experience of the often-overlooked art form of songwriting, and an understanding of what goes into not only Dolorean's music, but the variety of music we all listen to on a daily basis.

The showcase will take place in the Hatfield Room in the Mark O. Hatfield Library at 7:30 p.m. Admission is complimentary. The student workshop preceding the event will take place in Fine Arts West 231.

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# Seniors:

# What

LINDSAY BRAUNWALDER  
FEATURE EDITOR

"Hey, what do you want to do with the rest of your life?" During their final year, seniors at Willamette University are forced to face the reality of this question. There is a certain excitement understanding the actuality of entrance in to the "real world" after graduation in May.

However, seniors also face a massive amount of pressure and stress. Entering the "real world" doesn't come easy. Have you taken the GRE? Have you decided what graduate schools to apply to? Have you applied to them? Do you have a job situation lined up? Or would you rather join Peace Corps?

All of these questions seem to amount to infinite possibilities. Hopefully WU has helped students to prepare for life after they leave the Willamette bubble, and to sort out these difficult questions.

Obviously the preparation for life after undergraduate education can be very hectic, and that definitely means that senior year at WU isn't just a walk in the park.

Of course the infamous senior thesis is on the table for all future graduates. Emily Johnson, a Chemistry major and Psychology minor aiming for medical school, said, "As for most seniors, I expect that my thesis will account for much of my time in our last year. However, I also really hope to spend lots of time with my friends before we go our separate ways."

Andrew Gustin, a Politics and Environmental Science double-major, and a Studio Art minor, talks about the difficult senior year ahead of him at WU.

"My final year is going to be a long one; I am staying an extra semester in order to complete both majors and my minor while remaining relatively sane. This final year or so I am focusing on getting my bearings straight. It seems like once you graduate with an undergrad degree you need to have some sense of direction."

"I feel like I have a very well structured life plan in my head, but as we know that can always be subject to change. I think that this year I need to continue moving forward with my plan so that I can make my dreams (or what they are for the moment) a reality."

Gustin also mentioned that, "While it is important to consider working hard at school I also want to do two things. First, I want to have some fun because this really is a once in a lifetime experience and before you know it will only be a memory. This realization has only recently set in, but I think there is still enough time to make the most of it."

"Second, I think I want to understand myself better. I feel like I have been so busy over these last three years

that I have not really been able to think about what I want out of life and what direction I really want to move towards. This senior year is destined to be a blur, but I want to make the most of it."

Jamie Taub, a Biology major, also comments on her final year at Willamette. She said, "I have a pretty busy final year, but I hope I can find more ways to appreciate WU before I leave it. There are so many things to do here that people pass by as they move through their time at Willamette. I don't want to leave saying 'I wish I got around to doing X, Y or Z, but I never did!'"

On a similar note, Claire Fallat, an Anthropology major and French minor, said, "During my last year at Willamette, I want to soak up as much Willamette culture as possible. I have wanted to be an OD leader since my sophomore year, and I finally applied and was able to do it! I have also been wanting to participate in the Vagina Monologues, so I hope to audition for the show at the end of this semester."

A lot of effort is needed in order for students to reach their goals. While the focus on the final school year at Willamette is immensely important, it is also necessary to work towards possible opportunities that will present themselves in the future.

"I took the MCAT last September. Then I began the application process in about May-June with the AMCAS application (kind of like the common app). Admissions are rolling so applying as early as possible is to your advantage. I applied to 10 different schools across the country. I have completed secondary applications for almost all of the schools and have received invitations for interviews at two schools so far. On-site interviews are required for admission, so hopefully I will get more soon.

I haven't been rejected yet so that's a good sign," said Johnson.

Setting goals, accomplishing dreams and preparing for future opportunities seem to be major themes among Willamette seniors, and Willamette has prepared them well for that.

Gustin stated, "There are many things that I have done that will help in preparing me for a career in architecture as well as grad school. This summer I attended a six-week summer architecture program at Harvard University. Through this intensive program I was able to learn the nuts and bolts of what it takes to be an architect, what an architecture school experience would look like and helped make my decision that this is a field of study that I am interested in perusing."

He continued, "In the past I have also interned for an architecture firm in Reno and worked at the City of Salem Planning Office, which will definitely help me in the future. I have also recently decided to get a minor in studio art here at Willamette so that I have the necessary artistic background to be a successful architect in the future."

Jacob Munson-McGee, a Biology and Rhetoric and Media Studies double-major, with a chemistry minor, said, "After WU I am looking at grad school or a service program for a year or two like AmeriCorps.

I am currently working on grad school and service apps and studying for the GRE which I take on Oct 23."

"Right now, I am looking at applications and testing times for both the LSAT and the GRE. I hope to take tests for grad school

“There are so many things to do here that people pass by as they move through their time at Willamette. I don't want to leave saying 'I wish I got around to doing X, Y or Z, but I never did.'”

JAMIE TAUB  
SENIOR

# comes

# next

# ?

next semester or over the summer. As far as applications go, I am waiting for the Teaching Assistant Program in France to become available," said Fallat.

Harmon Bruno, a Rhetoric and Media Studies major, who is also enrolled in the 3-2 BA/MBA program at Willamette, commented, "After WU life, I would like to get into sports marketing or commercial real estate. I have already begun to prepare for the future. I took the GRE's last year and am in my first year of grad school. At Atkinson, we have begun strategies for job searching and career building."

Taking the GRE seems to be one of the most common "preparing-for-future" activities. Taub has done so, and she also mentioned, "I have done a lot of things to prepare for my future. First thing first, I picked a major that was not necessarily an 'easy A' for me, but challenged me and hopefully better prepared me for the rigor of graduate school."

I have also spent the last two summers shadowing at veterinary clinics, which has given me the experience and motivation to continue this path. In the more recent months I have taken the general GRE and am in the process of filling out and turning in my online applications to grad schools."

When it comes to Willamette, I think most of us can say it is a place that has definitely made its way into our hearts, minds and lives, not to be too mushy gushy or anything. When graduation comes along, I don't think it's too much to say Willamette will be missed by most.

Taub said, "Being in such small classes on such a beautiful campus really affects your perspective and allows you to grow as a person instead of being swallowed up in a crowd. I love how this place has challenged me and motivated me to pursue my goals, but I will miss the environment when I leave it. Being a part of such a close-knit community has made getting through 4 years of college much more enjoyable than it could have been."

"The knowledge that I have gained from this education will never be lost. Willamette has taught me so much about life - how to think in a meaningful manner, how to live in and embrace a diverse community with different backgrounds and ideas, a better

understanding on how to look at the world, how to critically think about topics, to question what I would traditionally hold to be true, how to live with others, how to be a cog within a tight-knit community ... the list goes on and on," said Gustin.

He went on to say, "I have gotten such a strong background on so many topics here at Willamette ... a liberal arts education has not left me with nothing to show, but instead it has opened so many doors for me and has provided me with a new perspective on the world."

"I am going to miss Willamette, to such a large extent it actually makes me sad just thinking about it. Willamette has been more than a home to me for the last 3+ years; it has shown me a way of life that I would have never come to understand otherwise," he finished.

Bruno commented about his experience at WU, "I have learned to have fun, regardless of the circumstance. Willamette is an interesting culture because there are so many different types of people. It is important to take this with stride and learn to take the best out of everything and everyone. I will miss Willamette; I appreciate everything this school has done for me."

Willamette University has taught us a lot involving education, but also about life. Perhaps that is why our futures look so bright. I know I will always think of Willamette as one of my homes. I will take what I learned here and apply it to my future life, whatever that entails.

It is true that parts of WU life will be greatly missed as we move on with our lives, one of those may not be Goudy dinners, but WU has helped to shape the lives of all its students. We would not be the same without it.

In conclusion, Fallat said, "I know that I will definitely miss Willamette and all of the people who have shaped my experience here. I have learned so much during the past 3 years - not the least of which is eating salad with a spoon."

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*"I know that I will definitely miss Willamette ... I have learned so much during the past three years - not the least of which is eating salad with a spoon."*

CLAIRE FALLAT  
SENIOR

# James Pearson: Seeing the big picture

MADDY GRAINGER  
CONTRIBUTOR

When the Willamette football team recruited junior tight end James Pearson, they were bringing more than just another California boy to the team. A sport that requires discipline and hard work is a perfect fit for the 25-year-old Bearcat, who served in the United States Marine Corps for four years prior to his attending Willamette.

Given his Marine status, one is likely to be surprised by Pearson's easy-going demeanor and approachability. He holds himself with an attentive posture at all times, but it isn't uncommon to see him smiling. Through and through, he's probably the most personable Marine you've ever met. Although he is a soldier first and foremost, Pearson is characterized by much more.

Growing up in Davis, California, James Pearson describes his high school experience as just average. He attended Davis Senior High School and grew up in a 'nice' neighborhood in a 'nice' little college town. Pearson played baseball and golf in high school, starting football his junior year.

When most of his classmates decided to go to four-year colleges after high school, Pearson wasn't entirely ready. Instead of choosing a local community college, he began talking to a Marine recruitment officer during his senior year with his friend. Both decided to join the Marines after high school, but Pearson's friend dropped out, Pearson decided to follow through.

Pearson was assigned to the 2nd Battalion First Marines unit, with his home base at Camp Pendleton in San Diego, Calif. In August 2004, when most of his friends started college, James began his rigorous Marine Corps training.

After months of training, Pearson was deployed for the first time in 2005. His infantry was the Thirteenth unit, and was shipped out of San Diego to Kuwait. From Kuwait they traveled to Iraq, and after time in Iraq they were shipped back to the United States. Pearson was released as a Sergeant after four years in 2008.

Pearson's time in the Marines had a life-altering effect on him, particularly embedding a solid work ethic. Before, Pearson did not have the personal expectations and goals he now has. The Marines gave him a stronger drive and sense of purpose.

"In the Marines, there is no calling in sick. You do your job 100% everyday, 24 hours a day, seven days a week," Pearson explained.

A couple hours of homework after a football practice almost seems like nothing in comparison. Sometimes, projects were a month long, with a week between showers. "I have been rained on and had to stay wet and cold for



CAMERON HILL

Junior football player James Pearson has a unique story, serving four years in the US Marine Corps before attending Willamette.

weeks," Pearson said.

After serving in the Marines for approximately two and a half years, Pearson decided he wanted to slow down and try a "normal life." When his four years were finished, Pearson returned to California and attended community college by way of the GI Bill.

He began playing football and was going to transfer to UC Davis when Bearcat football Head Coach Mark Speckman contacted him about coming to Willamette. Pearson said that although Speckman wasn't initially aware of his Marine status, it soon became a matter of discussion.

"They were pretty curious as to why a 25 year old was attending a junior college playing football," Pearson said. "Once they found out, they talked to my officers to get a

better idea of me."

Pearson started his first semester at Willamette this past spring. He has now adjusted to the school and has risen to be an involved and noticed member of the Bearcat community. Playing tight end, Pearson makes football about something bigger than himself. "Even if I don't play, I enjoy watching the guys," Pearson said. "I am also technically still in the Marines, so I have to stay in shape."

Despite the vastly different worlds of Marine life and football, Pearson finds definite parallels. He explained that much like in football, everyone has a purpose. "If one person is not doing their job, it endangers everyone else."

This was a strong motivating factor contributing to Pearson's development of a steadfast work ethic. Pearson also developed a new sense of purpose and formulated goals to "go to a good college and earn a four-year degree."

He describes a change in his moral compass upon his return as well. "It was really eye-opening to larger problems." Pearson explained that small things don't bother him anymore, and he likes to look at issues in the grand scheme of things.

Pearson's maturity and ability to see the bigger picture makes him a team player and trustable teammate. "He is a guy who gets his work done," offensive coach Mikey Lemon said. "He does what it takes to benefit others, and is constantly making other players better to benefit the team."

Through his experiences abroad, Pearson has developed a passion for a different kind of 'marine' - marine life. As a biology major, he is focusing on animal and fish science. He is currently conducting research with Professor David Craig, and hopes to perhaps work with the Oregon Department of Fish and Game in animal conservation.

Pearson's interest in the environment is by no means random. During his time in the Philippines, Pearson's unit was dropped off the coast. When wading up to the beach, he noticed an immense amount of trash floating in the water.

"You could see where the tide had been with trash and nets," Pearson said. "I knew if I got into biology I could do something about it."

With biological interests, James Pearson also keeps his mind open to the idea of returning to the Marines to fly helicopters or lead infantry as an officer. He would like to coach high school football and remain connected to the biological world. James Pearson's selflessness and ability to look beyond to the larger issues of life reflect in all aspects of his life, and shine through in his constant progressive attitude to better those around him.

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## WOMEN'S SOCCER

### Lady 'Cats split NWC weekend

BRANDON CHINN  
STAFF WRITER

Entering the weekend with six goals, senior midfielder Stephanie Skelly has played a crucial role in leading the Lady 'Cats soccer team both on the field and off.

Saturday's game against Whitman was no different. With the 'Cats down one entering the final six minutes of play, Skelly connected on back-to-back goals in just over five minutes to lead the Bearcats to a 2-1 victory.

A Whitman goal at the 13' mark forced Willamette to play behind for the majority of the game. After the goal, the Bearcat's defense worked hard to prevent any more scoring while they waited for an offensive strike of their own.

That moment came with a little over five minutes remaining as Skelly received a pass from freshman midfielder Malia Simpson. She beat the Missionaries' goalkeeper and scored, tying the game at a goal apiece.

Moments later Skelly was at it again. After stealing the ball from a Whitman defender, Skelly proceeded towards the goal, connecting in the corner for the game-winner.

"She plays with her heart and leads the team by example in everything she does," junior midfielder Maddy Grainger said.

Sophomore goalkeeper Nicole Price recorded six saves for the Bearcats in her return to action. Of late, the Willamette defense has been stellar, allowing only four goals in the last six games. Junior defender Shannon Scott

credits this to on-field communication.

"Defensively, our communication has been one of the main reasons for our success," Scott said. "We're able to give each other concise direction that keeps us organized and allows us to play better in a zone defense."

With the victory, the 'Cats extended their winning streak while improving their conference record to an impressive 5-1-1.

Willamette remained in Washington on Sunday, closing out their weekend against Whitworth. Following an early defensive battle, the Pirates struck first, scoring in the final minute before halftime. They would add two second half goals to secure the victory, 3-1.

The Bearcats lone goal was credited to freshman defender Krista Lauer. Lauer scored from six yards out after receiving a pass from junior midfielder Ariel Wilson in the 47'. It was Lauer's first career goal as a member of the Bearcats.

Willamette now moves to 6-5-1 overall, 5-2-1 in the Northwest Conference.

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#### ▼ next up

Bearcats vs. Linfield  
@ Sparks Field, Salem, Ore.  
Saturday, Oct. 15 at 12:00 p.m.

## VOLLEYBALL

### Volleyball falls to Pacific and #19 UPS

DEVIN ABNEY  
CONTRIBUTOR

The Bearcat volleyball team lost a pair of matches over the weekend, falling to Pacific University on Friday night and the University of Puget Sound on Saturday night.

In their first match, the 'Cats faced off against the Pacific University Boxers at home. Early on, Willamette had trouble finding their stride, falling behind quickly in the first set after a seven-point Pacific run. The Boxers would win the set 25-17.

The 'Cats turned the momentum in the second set, using powerful kills to win the set. Willamette fell behind early on in the crucial third set, but battled back to tie it at 23 all. After defending a set point by Pacific, the 'Cats capitalized on two Pacific errors to take the set.

The 'Cats were unable to keep the momentum going in the fourth set. Pacific grabbed the lead and never looked back, winning 25-19. In the fifth and final set, the Boxers took advantage of several early attack errors by Willamette to get in front. After Willamette tied it late, Pacific used a three-point run to win the set and match.

"We played well against Pacific [but]

we just weren't able to pull out a win at the end," sophomore Emily Compton explained. "Our middles did a good job of putting pressure on their blockers and we played good defense."

Despite the loss, a number of Willamette players had good games, including three (Danica Reed, Shannon Waltz and Madisyn Leenstra) registering double-digit kills.

In their second match of the weekend, the 'Cats traveled south to play the 19th ranked Loggers of the University of Puget Sound. The 'Cats started off well, scoring the first seven points behind powerful serves by junior Danica Reed. But the Loggers would rally back, overtaking the 'Cats to win the set 26-24. With the momentum behind them, the Loggers went on to sweep the 'Cats in three sets to win the match.

With the two losses, Willamette moves to 6-11 overall and 3-5 in NWC play.

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#### ▼ next up

Bearcats vs. Linfield  
@ McMinnville, Ore.  
Wednesday, Oct. 12 at 7 p.m.

## FOOTBALL

## Bearcats bounce back against Boxers

JOHN LIND  
SPORTS EDITOR

After a tough start to the season, including two last-minute losses and two hard-fought games, the Willamette football team was ready to get back to winning big. Saturday's game against Pacific University offered just that opportunity. The Bearcats went ahead early and never looked back, dismissing the Boxers 49-7.

"It felt really good to go out and execute the way we are supposed to," junior quarterback Brian Widing.

Pacific, in their second year as a program, looked much improved from last year's 69-7 drubbing. The two teams traded possession throughout much of the first quarter, with the Bearcats unable to find the endzone.

With time waning in the first quarter, Willamette mounted their first scoring drive of the game. Senior tailback Jamiere Abney busted a 39-yard run, followed by an 18-yard quarterback draw from Widing. Senior fullback Scott Perlin capped the drive with a four-yard carry into the endzone.

Perlin's score seemed to remind the Bearcats how capable they were of scoring. On Willamette's next drive, Widing hit junior receiver Jake Knecht in stride for a 39-yard touchdown. Widing later found Abney on a 32-yard pass and run touchdown, and freshman Dylan Jones scrambled for 22 yards to the endzone to put the 'Cats up 28-0 at halftime.

In the second half, Willamette padded the score largely thanks to the help of reserves. Sophomore tailbacks Mason Brown and Joseph Harman added touchdowns, and freshman linebacker David Lowe intercepted Pacific quarterback Torin Huff and returned it 47 yards for the Bearcats final score.

The 'Cats rushed for 295 yards as a team, led by Abney's 59 yards. Widing was 7-16 passing for 134 yards and two touchdowns, while Knecht led receivers with three catches for 57 yards. Willamette's defense was its usual self, containing Pacific all day while forcing three interceptions. The Bearcats' dominance in all aspects is indicative of the kind of team they can really be.

"We want to play like that every week here on out," Widing said.

After playing the first five games of the season at home, Willamette (2-3, 1-1 NWC) will go on the road for the first time this season against UPS this Saturday.



Senior center Kenny Miller (79) prepares to snap the ball during last Saturday's win against Pacific.

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## ▼ next up

Bearcats vs. UPS

@ Tacoma, Wash.

Saturday, Oct. 15 at 1:30 p.m.

## WU Wrap-up

GABBY KLEIN  
CONTRIBUTOR

## Men's Golf

Ryan Kukula, a freshman Bearcat, shot a 1-over-par 73 to achieve second place in the individual standings at the Linfield Three-Way on Saturday, Oct. 8 at Michelbook Country Club. Closely following was Jonathan Ross who finished four strokes behind Kukula, and was one of three who tied for third at 77.

Fellow freshman McKenzie Weinhold took first place this weekend at the golf tournament. Weinhold shot an 80 to finish one shot in front of WU teammate, freshman Nicole Smith, who carded an 81 for second place.

"There's a lot of excitement for this year, we're all on the right track for a winning season," Weinhold said.

## Swimming

The WU swim team made a splash this weekend, holding their Alumni Swim Meet at Sparks Center on Saturday Oct. 8.

"The alumni meet this past weekend was a rousing success. Our team this year is twice as large as it has been, with an especially strong freshman class," junior and women's team captain Kayla Kosaki said.

Bearcats should be proud to know that our school is well-represented this year in golf and swim, and students on each team can look forward to finishing out their seasons with strong crowd support.

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ADVERTISEMENT

## MEN'S SOCCER

## Bearcats shut out rival Linfield

SEAN DART  
STAFF WRITER

Willamette responded to a tough weekend against Whitman and Whitworth in remarkable fashion, defeating conference rival Linfield 3-0 Saturday night. The win moved the Bearcats to 4-5-1 overall, 3-4 in the Northwest Conference and sent Linfield to a 1-8 overall record.

The Bearcats outshot Linfield 19-9, and saw three different players score. Senior goalkeeper Alfredo Zúñiga anchored a sturdy Willamette defense that gave up only two shots on goal.

"Our coaches emphasize how we can't put too much importance on any game more so than the others, but we all knew that we needed to win this game," Zúñiga said.

Over thirty Bearcat Soccer Alumni members witnessed the victory over archrival Linfield, and the significance of defeating a rival by such a margin was apparent.

"We had a very good week of practice and that helped us come out strong on our Alumni weekend against our rivals," sophomore midfielder Trevor Jensen said. "We never let up the whole match."

Physical play and aggression expected in a rivalry game were evident early on as the Bearcats registered 11 first half shots, six fouls, and two yellow cards before the first goal was scored.

Kaufman's header came in dramatic fashion, the crowd erupting as he redirected a free kick by junior defender Etienne Galbreath.

"I just got behind the ball and tried to redirect it towards goal. It was kind of an awkward motion, but I got lucky, and it snuck in," Kaufman said.

The Bearcats went into halftime with a 1-0 lead, but the scoreboard was hardly indicative of the Bearcat's dominance. The defensive effort, led by Galbreath, junior Loftin Langsdorf, sophomore Kevin Martin and senior Brenden Dineen, was in full effect from kickoff to the final whistle.

Just nine minutes into the second half, Kaufman set up Jensen for the second Bearcat goal of the game. Kaufman headed the ball to Jensen, who finished off the play with a strike into the bottom left corner of the goal. Langsdorf added the exclamation point in the 78th minute.

The Bearcats plan to use this victory as a catalyst to kick-start the remainder of their season.

"We have to keep our level of focus as high as it was this week. If we do that, we will be more than capable of grabbing all six points this next weekend," Zúñiga said.

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## ▼ next up

Bearcats vs. George Fox

@ Newberg, Ore.

Saturday, Oct. 15 at 2:30 p.m.

## OPINION

## National Coming Out Day

AUSTIN SCHOCK  
GUEST WRITER

Who am I? It's a question a lot of people ask themselves at some point. We refer to those moments as "mid-life crises." Perhaps one of the greatest mid-life crises that a person experiences can be summed up in the question, "Who am I attracted to?"

With that one little question, someone dips their toe in the queer community. They might stay there, or they might leave when they have found themselves. Either way, they have gone through a journey that most people find both terrifying and enlightening.

Oct. 11 was National Coming Out Day. Now, I know what all of you are thinking: Did Austin come out? And the answer is: yes, as a scholar. That's right, I'm a scholar. I didn't tell anyone, and just assumed that everyone knew, but it's nice to say it.

Now, a lot of people out there will probably joke with their friends by coming out as weird things. (Hey dude, guess what. What? I wear clothes. Really? Wow, I didn't know.)

I pity these people, because they are so afraid of examining themselves that their only recourse is to belittle those who do. If you are really so certain that you know yourself, then you should have no problem looking inside and asking some questions.

What, besides your little friend down below, makes you a man? Or, what, besides a lack of said friend and two upper bulges, makes you a woman? You see, dear reader, coming out isn't just about sexual orientation, though that's part of it. Coming out has to do with gender identity as well.

I am a man; I have thought long and hard about that, and have decided that I rather like being male and using masculine pronouns. Whose pants I want to get into is my business. I'd be more than willing to answer if you have the courage to ask, although I might ask a question in return.

I have friends who were born the wrong sex and are currently in transition. They are known as transgender until they have changed their physical sex, after which they are known as transsexual. They are among one of the most discriminated groups currently living in the US, because most people think that they have a mental disorder.

You may ask, "Why on earth would you ever want to be something other than what you were born?" Well, why do you care? Why can't these incredibly brave people be who they want to be?

I would posit that we are all very different people from when we were born. We're no longer small, pink and infirm, for one thing. For another, we are all on the road to becoming who we really are.

Everyone does this; but for some people, the transformation is simply a little more... jarring. That doesn't make it wrong, nor does it need to be something to fear.

Just as we all dream of having the perfect life by going into a certain profession, others dream of living life outside the one man, one woman, no trans family. Acceptance - it's all anyone can hope for.

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## QUOTE

"I disapprove of what you say, but I will defend to the death your right to say it"

- Evelyn Beatrice Hall

## LETTERS TO THE EDITOR

We invite you to submit letters to the editor. Letters can be sent by postal mail, e-mail ([mpitchfo@willamette.edu](mailto:mpitchfo@willamette.edu)), campus mail or fax. Letters are limited to 150 words, must include your name and phone number and must be submitted by noon Monday on the week of intended publication. The Collegian reserves the right to edit for length and clarity.

## EDITORIAL

# Mind your MOI's

Thanks to Willamette's MOI-based system, even if you are enamored with empirical data and put your trust in facts, at some point, you will take a class in which you spend time examining and theorizing those larger structures (i.e., race, religion, class and gender) that order our existence.

Through discussion of the pervasiveness and immutability of these structures - discussion being another jewel in Willamette's liberal arts crown - we can become paralyzed by the seeming powerlessness of our own position in those structures.

Every so often, of course, the fog of apathy lifts, and, if only for a moment, people believe they have the ability to effect a change.

Lines are drawn marking territory in parks, along sidewalks and in the streets. The poster board and sharpies come out. Pithy slogans and sound bites spread like fire.

The community feels good. The active participation in something greater is exhilarating. Change seems inevitable.

And then the protesters go home. When the feelings of powerlessness and paralysis return, when it becomes disturbingly easy to ask, "What's the point?" how can we think about our individual agency in such a way as to allow for the hope of change, while also being

realistic about the effects of our actions?

The answer lies in our everyday habits and dealings. We do have opportunities to change the structures ordering our lives. However, we must think more creatively about what those structures are and the daily ways in which we extend them.

It is important to remember that Willamette, for instance, is a structure. It runs on a set of rules and assumptions that govern liberal arts institutions of higher education. After spending four years immersed in that set of rules, we come out a product of them.

This year, we are being presented with a chance to change that structure. We have an opportunity to potentially alter and extend the type of student that comes out of Willamette.

The University is reevaluating the MOI system, and the administration is asking for student input. The way in which the general education system is restructured will be directly affected by the way in which we theorize higher education in general, and a liberal arts education specifically.

Should a liberal arts education create a well-rounded student? If the answer is yes, then how do we make interdisciplinary studies relevant?

How does a liberal arts education navigate the balance between inculcat-

ing certain values and belief systems while also allowing students to chart their own intellectual course? How flexible should the system be?

Does a liberal arts education promote ethical living? If so, should a standard course on ethics be required?

These are just some of the questions that will come up in the next year, and how we engage with them will decide, in part, how the University handles its reexamination.

So, despite what agency we may or may not feel we have, the MOI system is one small part of our lives that we do have the opportunity to impact and shape. It is well worth it to focus on such potentials in the context of our daily life by fully involving ourselves in the systems and structures that are a part of our Willamette education.

## COLLEGIAN EDITORIAL POLICY

The Editorial represents the composite opinion of the Collegian Editorial Board.

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## Occupy Wall Street: a student rebuttal

PETER WYRSCH  
GUEST WRITER

There are ways to approach the problem of social inequity in the US, but this is not one of them. The Occupy Wall Street movement espouses the sentiment that protest stands as the only action that the "Other 99%" can take against mounting economic inequity in our communities. While protest constitutes a valuable form of popular dissent, it cannot by itself effect a substantial change.

Most importantly, non-centralized mass movements like this one face a high chance of being co-opted by divisive, radical cliques. Take, for example, last year's Tuition Fee Riots in the United Kingdom. In November of last year, British university students marched on London to protest Parliament's decision to triple the cost of higher education.

Yet, those November protests are not remembered as the point at which the British government saw the unified face of student opposition to their plan, but as the point at which the British government saw a mob of misguided, dissatisfied hooligans force their way into the Conservative Party's headquarters in London, breaking, burning and looting as they went.

In short, a few radicals exploited popular sentiment and overshadowed the worthy messages of the many with the fanatical notions of the few.

And so, it stands to reason that the people who will address the unfair nature of the British Tuition Fee system will be those people who, when faced with the opportunity to walk out of their classes and join the mob in the streets, chose instead the



Protestors in Guy Fawkes masks, a popular symbol of the Occupy Wall Street movement

pursuit of that which would give them the means to effect a significant change.

Therefore, as students we maintain a unique position within the context of the Occupy Wall Street movement, and are faced with a similarly unique choice.

On the one hand, we can satisfy this campaign's call to occupy the spaces in our communities that represent the injustices we find so reprehensible. We can coalesce into a mass of humanity and, riding the waves of our sense of righteous indignation, hope that our animus will force those in power to change their ways.

Or, we can make appreciable use of our skills. We can learn from our contemporaries across the pond and take care when stoking populist fervor, lest it blow up in our faces.

With the benefits of our education, we

can speak fluently with authority instead of incoherently questioning it. By virtue of our individual gifts, we can become the generation of lawyers, economists, scientists and politicians that transform our social landscape.

But in order to do that, we must fish rather than be given fish. We must be active rather than passive. We must act rather than occupy.

You are more than just a body at a rally. You have a mind, and you have skills, and as a university educated, informed citizen of this or any country, you have a civic and moral obligation to use your mind and your skills to make the world around you a better place. Stop selling yourself short and step up to the plate.

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Have an opinion about Occupy Wall Street?  
Join the Discussion

on the Willamette Collegian Facebook page  
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COLUMN

# POLITICAL PARTY ANIMALS

## H-2 over the border

Liberal Voice



The situation, as of now, is that seasonal farms require tending, and H-2 workers seem to provide the solution to that requirement.

H-2A and H-2B workers are migrants, predominantly from Mexico, who obtain temporary visas allowing them safe, quick travel across the border.

Farm work is difficult, and in previous times, these migrant workers were the few laborers willing or able to handle the difficult conditions created by heat, exhaustion and repetition, not to mention the endless array of muscle strains and back problems.

The process of obtaining a proper visa can be lengthy, as it requires one pass through three bureaucratic bodies: the departments of Labor, State and Homeland Security.

In the past, many farmers welcomed H-2 workers into seasonal jobs. But with the recent spike in unemployment, some farmers have felt uncomfortable not hiring locally. This yields a dilemma: Are farmers to extend their jobs to unemployed Americans or to H-2 workers? Although the pay is the same, the principle behind the pay is different.

First of all, you'd think that seasonal jobs might be a goldmine for unemployed Americans; the minimum wage is relatively nice in border states, and in some areas it can be as high as \$10 and some cents an hour.

Unfortunately, the work is only seasonal, and it's incredibly difficult. Unemployed Americans are not flocking to this kind of job, which leaves the farmers who do decide to extend a hand without a hand.

Whose fault is this? Is it the unemployed American's fault? Perhaps the farmers' fault? Or further, does the government need to speed up the process for acquiring an H-2 work visa?

These three questions are all answered in the affirmative. Seasonal workers are needed at specific times, and the visa process leaves them lagging behind every so often, which in turn leaves fields even more desolate than before.

If unemployed Americans dislike unemployment so much, one might expect they'd choose well-paid labor over absolutely nothing.

And the farmers shouldn't have tried to change a system that's always worked without absolute certainty. Let's hope they live to farm another day.

However, there is something even more revealing about the plight of unemployed Americans in this mess.

Perhaps they have shied away from the work because it is temporary. To endure so much stress, heat and discomfort for a job that will only last a few months seems relatively futile, especially if one could be searching for other, more permanent jobs.

H-2 workers' benefit is guaranteed work; farms need tending, as mentioned above, and every season someone will welcome them. The unemployed American, however, gets turned down in every area of interest he or she has. This is depressing (to say the least) and reflective of that sad malaise that has veiled much of the country.

I think assigning blame here is far too easy. If we are to really understand the issue, we must understand the plight of all involved.

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Conservative Voice



There are many arguments circulating about why Americans should only hire other Americans, but this is America. We thrive on competition.

People argue that seasonal workers who come to the United States on H-2 work visas are snatching jobs from out-of-work Americans. While I understand that U.S. unemployment is consistently rising, the reality is that Americans just don't want the jobs that these people are filling.

Most people think this is just talk, but it is true in practice. I am from Pendleton, a small agricultural town in eastern Oregon. My best friends and strongest acquaintances are all farmers and ranchers. The most frustrating part of their business is finding people to work for them.

There are farmers in my community who must pay workers \$22 an hour to drive an air-conditioned combine harvester because no one else is willing to do it. Farmers simply cannot afford to pay these rates.

This is why the H-2 market is so competitive. It is not because farmers can pay these people below minimum wage, the common presumption. Rather, it is because the farmers don't have to pay them three times the minimum wage.

It is also worth considering that the United States immigration office is in control of how many H-2 visas are issued. It should never be the responsibility of employers to regulate how many seasonal workers they hire from outside the United States. It is the job of the U.S. Citizenship and Immigration services.

However, the main argument is that we are Americans. We have built our reputation on hard work and competition. We need to start walking the walk, instead of just talking the talk.

Even Steven Colbert gave this call to action when he spoke in front of the U.S. Congress. Colbert participated in a program called "Take Our Jobs!" This program was designed to combat anti-immigration rhetoric. This program guarantees local farming jobs to any and all Americans who wanted them. The program was created in 2010. Since its inception, there have been only 16 participants that have lasted more than one week.

This is embarrassing. We don't need to work on closing our borders to H-2 workers in order to encourage American employment; we need Americans who are willing to work.

If Americans were willing to work for less than three times the minimum wage and could sustain their employment for longer than a week, seasonal workers would be unnecessary. Employers would stop hiring them.

As it stands, this is not the case. Farmers need people to work and work hard. Americans are not bringing their work ethic to the table and competing with seasonal workers. We prefer to sit back and whine about how they are taking our jobs.

If we want our jobs back, then we need to stand up and take them. We need to be competitive in this job market. The only way to do that is prove we will take these jobs, work hard at them and keep them.

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COLUMN

# Bearcat Bullet

## Occupy everything everywhere all the time



No offense guys, but those Occupy Wall Street (OWS) shitheads have got it all wrong. You want structural change out of your economy? Don't just sit around with clever signs: Burn that motherf---ker down.

That's right: I'm advocating the Fight Club Solution. You see, Wall Street and its concomitant morass of financial service firms represent a leech upon our economy. Nay, it is a soulless harpy hell-bent on sucking the very lifeblood from our veins and marrow from our backbones.

The net value of financial instruments (which are not real) is over 14 times GNP. 14 times! Imagine if you rang up IOU's on a drunken riverboat gambling trip equivalent to 14 times your home mortgage, auto loans and title to your 2003 Toyota Prius (look at you, you pussy). Ironically, this was likely the cause of the 2008 collapse of the housing bubble. Damn you, Mississippi riverboat gambling trips!

That is insane. But nothing a bunch of long-haired, patchouli oil and bong water smelling hippies can do will change a goddamn thing. The usual suspects, that is, white, middle-class 20-something, ironic t-shirt wearing hipsters, and those desperate to be in a movement, any movement, to match some nebulous social shenanigans performed by their forebears, are overwhelmingly the majority at the protests.

The unions have been burned too many times. They'll stand near but refuse to take charge for fear they'll bring the same media bias that came after the Wisconsin rallies. The "leadership" of even the New York rally is only a group of people passing a conch around a circle like a joint. The movement has decided that they will not have their "one demand" until after they've been standing around in a park for a week or two.

The methodology of meeting, making a lot of noise and then sitting down and figuring out what everyone wants to narrow it down to is preposterous. Trying to piggyback onto the Arab Spring is equally so. Regime overthrow of a hierarchical dictatorship is a recognizable goal with clear terms for success, while protesting against an economic system with no head from the standpoint of the victor of that system boggles the mind.

All I'm saying is that we seem to have failed to grasp the basic paradox, that without your combined white and western privilege, you would not have been granted the opportunity to study socioeconomics and gender studies in the first place. Basically, we have paid to go to school to learn to hate the fact that you live in a society that will send you to school to learn to hate it.

I JUST GOT A LIBRARY CARD AND CALLED IT GOOD.

Too many politicians have their hands in the piggy banks of these fat-cats. Reform from within is helpless.

Unless, that is, you bring a can of gas and a pack of matches. That shit'll do the trick.

So, if you want to rectify the wrongs, redress grievances, or whatever the f--- else OWS wants, you don't need a movement to reach critical mass. You need to grow a pair.

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CARA THOMPSON

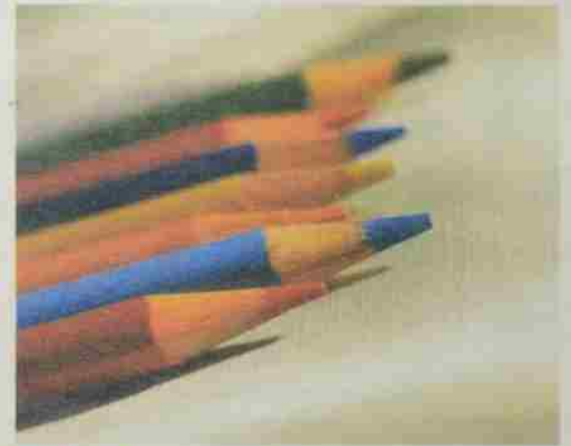
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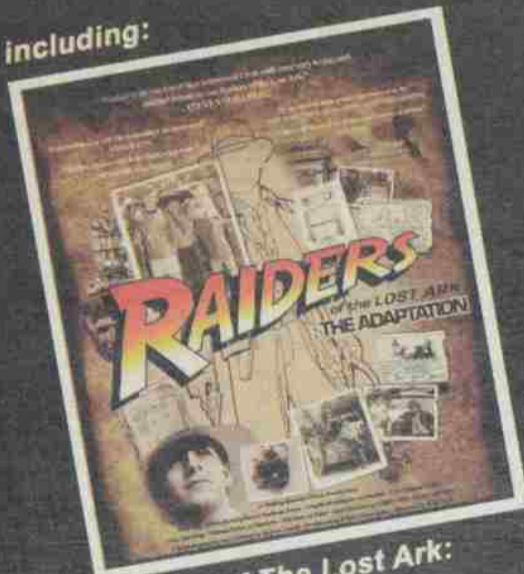
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