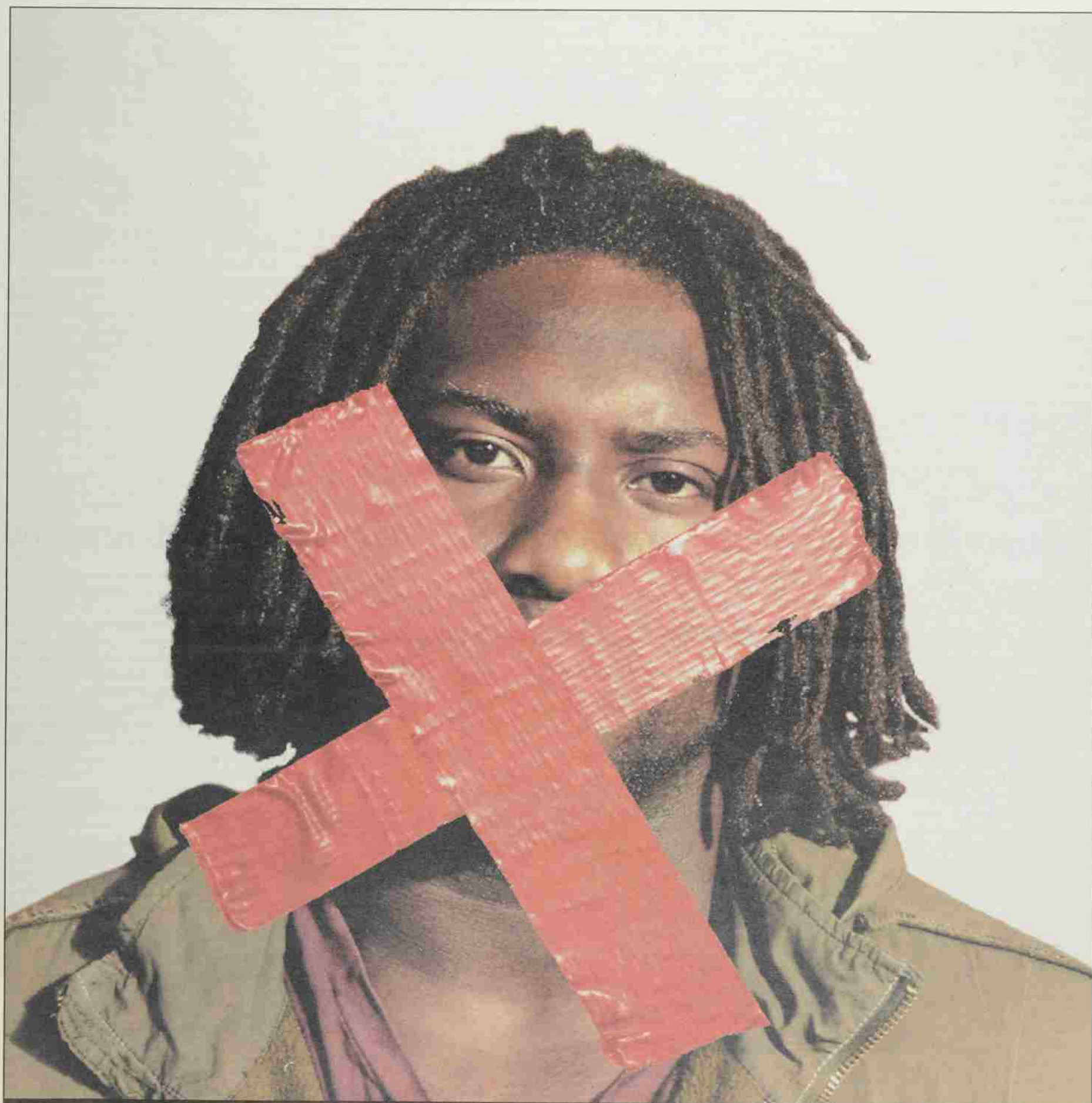


COLLEGIAN

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**Banned Ethnic Studies Week: AES faculty and students
protest Arizona's ban on ethnic studies**

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Professor Nolley discusses his passion for film, literature and life

ANNA MENCARELLI
STAFF WRITER

Professor Kenneth Nolley, who as a child never saw a film, has been teaching film studies and English at the University for the past 38 years.

Collegian: What do you teach?

Kenneth Nolley: I teach in the English Department and the Film Studies Program. I teach both literature courses and film courses.

C: Why do you choose to teach these courses?

N: When I started, in graduate school, I was going to graduate school for literature. There weren't any film studies classes. It didn't even occur to me that I could teach a film course in college. I had a department chair who said, "You really love film; have you thought about doing a film course?" It hadn't even occurred to me because I didn't know I could. But I thought it was a lovely idea, and I headed out to do it. It was a bit of a project.

I was raised in a very conservative fundamentalist family that didn't go to movies, so my whole childhood I hadn't seen films. When I was in college I discovered foreign films and I really liked them. I was a bit of an intellectual snob about film and I tended to dismiss Hollywood movies. But when I decided I was going to teach a film course, I realized that I needed to learn something about Hollywood, and I set about preparing for a film course. Since there were no videos in those days, you had to go see movies where they had them. That year I watched around 320 movies, sometimes two or three movies a day. I drove to Portland or Eugene and sometimes stayed up until 3:00 in the morning to watch television. It was an intoxicating year. I got very excited. I started to teach film at Willamette in the fall of 1972.

C: What was the first movie you ever saw?

N: I hear that I was taken to some Roy Rogers and Gene Audrey westerns as a little kid. But the first movie

I saw in college was Alfred Hitchcock's "The Birds." I couldn't stay in the theater, I kept having to walk out into the lobby and then peek back in. I can't say I enjoyed that initial experience.

C: Where was your undergraduate career?

N: For three of four years I was at Westmont College in Santa Barbara, California.

C: What are your favorite aspects of each subject?

N: I suppose what I have always been driven by in studying both is trying to see in them how other people see life, including the life I'm trying to live. It's a good way to understand what we are doing on this planet a little bit better. I don't think books and films accurately show us what we are doing, or what is really going on in the world but you get people's views of those things. I am most passionate about documentary films, not because they show us what is really going on either, but because they show something that pretends to be real. I am interested in how that impulse can go wrong – how we can fail to really see what is going on despite our best efforts.

C: Why would you suggest film studies for students?

N: I never really wanted to recruit students to film study or literature as a major. For me, these have been really good places for me to understand the life I'm living, and to do things I love. In a way that answer dodges your question. But students in my classes have heard often heard me quote Thoreau to the effect that "The cost of a thing is the amount of your life that you have to give up for it." If you are doing something you love, then in Thoreau's terms everything is cheap. That's why for me, it's got to start with passion. But as I say, in the long run it's about trying to figure out what we are doing here on the planet and why; that's why I do it.

C: Why 19th century literature?

N: I said before I grew up in a fundamentalist home that didn't watch movies. Also, I was really fighting a battle

with Darwin. When I was in seventh grade taking science class, indoctrinated as I was, I had to take a note from my parents to give to my teacher saying that I was excused from any classes that had to do with evolution, because we didn't believe in that. When I was a child I didn't question it.

Later when I was going to Westmont, a relatively conservative evangelical school that nevertheless encouraged its students to examine the grounds of their beliefs, I realized that it was 19th century literature, not the 20th century, that spoke to me – that was dealing with the problems I still had to deal with. So I read Darwin, I started reading Marx, and Freud and I began to see how those things fitted into where I came from. Then, I was making my own decisions about what I thought and why. The 19th century is where I had to start because in many ways, that is where the blocks to my learning were. I still find it interesting because the 19th century was the birth of many ideas still debated about today. Those writers were going through the same battles I was going through.

C: Is there anything else you would like to add?

N: I don't think we are ever really confined just by the things we do. I would like to think of myself as something more than a faculty member; that is just one of the things I do. I'm starting a phased retirement this year, which means I'm only teaching in the fall semester. It gives me time to reflect and think about some of those other things.

As I am getting closer to the end of a teaching career, I ask myself why I have made the choices I have. And I have come to think that the among the most important things in life are having a job that you really love, being surrounded by friends who both challenge and help you, being able to laugh a lot everyday especially at your self and particularly always being willing to doubt those things you really think you know.

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'In from the Wilderness: The Journey of a Transgender Clergyman'

ALISON EZARD
CONTRIBUTOR

The University Convocation on Sept. 23 in Cone Chapel featured the Reverend David Weekley, a happily married father and transgender Methodist clergyman. Because Weekley has only recently come out, this occasion marked his first visit to Cone Chapel as openly transgender.

Weekley, a fellow clergy member and long time friend of University Chaplain and founder of the Convocation course Charles Wallace, was chosen to speak so that students and community members could walk away with "a new appreciation for a whole bunch of people who somehow don't fit into our stereotypes," Wallace said.

Weekley began the Convocation with definitions of a few terms related to gender and sexual identity that, according to the Reverend, can sometimes be difficult for people outside the lesbian, gay, bisexual, transgender and questioning community to understand. The Reverend then went on to give a brief account of instances of transgender individuals throughout history. "I thought the Convocation was fascinating. It really opened my eyes to what gender identity and expression mean," freshman Lisa Broadstone said.

After educating the attendees of the Convocation on the definition and history of transgender individuals, Weekley began the account of his personal experience with being a transgender man. "I think he did an excellent job in showing us some possibilities that are beyond what a lot of us can imagine," Wallace said.

Although Weekley was born female, he



Reverend David Weekley delivers a Convocation speech at the University.

said that he knew since childhood that he better identified with being male. He rejected the societal expectations of young girls and instead embraced the societal expectations that fall to young boys. While this tendency to embrace the role of a young boy was accepted by his parents, trouble began for Weekley during middle school when gender roles became more clearly defined. It was during these troubling times

that Weekley said that he strengthened the connection with God he had fostered as a young boy.

However, because the Church can be an unwelcoming environment for someone struggling with gender or sexual identity issues, Weekley said, he eventually left the Church and did not return for 20 years. Ultimately, Weekley's strong call toward the Christian faith won out and

he made the decision to join the ministry, although, he said, "I stayed in stealth all through seminary."

A question and answer session was held after Weekley spoke. During this session, Weekley responded to personal questions and delved into biblical scripture which made mention of transgender individuals. "He gave examples of ... Joseph and his princess coat, which I thought were cool and had never really thought about before," freshman Katie Buonocore said.

The question and answer session also opened the door to a discussion of Weekley's experience with the Methodist Church and his congregation since coming out as a transgender man. Due to the conservative nature of the Methodist Church, coming out was no easy task. In fact, it was many years before Weekley felt comfortable explaining himself to his congregation. However, Weekley ultimately made the move to come out as transgender because, he said, "The cost of silence at that point seemed greater."

Although Weekley has won his inner battle to reconcile his faith with his gender identity, there is yet another battle on the horizon. Due to the rarity of publicized instances of transgender clergy members in the Methodist Church, the issue has remained mainly off the Church's radar thus far. However, Weekley is now at risk of losing his credentials as a minister in the upcoming 2012 general conference. Weekley said that he hopes to be able to influence those in power to enable him to continue his work.

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MFAA: Savors of historic European art

EMILIE JENSEN
STAFF WRITER

In the coming weeks, Salem will be hosting a series of events honoring work accomplished by the Monuments, Fine Arts and Archives (MFAA) section of the Allied Armies to rescue and preserve a substantial portion of Europe's artistic and cultural heritage during and after World War II. The first feature, a showing of "The Rape of Europa," was held in the Roger Hull Lecture Hall on Tuesday, Sept. 28 at 7 p.m.

This documentary film captures the violent engagement of greed and warfare that jeopardized the safety of European art. It allows its audience to take a trip back through the history of seven different countries in order to witness and comprehend the 12 years of destruction Nazis wreaked on the continent's priceless works of art. The film was shown as a prelude to Robert Edsel's multimedia lecture on the work of the MFAA, which will be delivered on Tuesday, Oct. 12 at 7:30 p.m. in the Hudson Concert Hall located in the Mary Stuart Rogers Performing Arts Center.

Edsel, the recipient of the 2008 President's Call to Service Award, an award-winning author and the producer and director of the Monuments Men Foundation in Dallas, Texas, has devoted much of his life to gaining recognition for the work done by Monument officers during World War II. His lecture, "Is Art Worth a Life? Hitler, War and the Monuments Men," has been highly anticipated by Salem's art history community and will track the efforts of the Monuments officers in their crusade to recover art treasures pilfered by the Nazis in the late 1930s and 1940s around the time of World War II. "This is one of the last great stories of World War II, and as our parent's and grandparent's generation is dying off, I think it is important to remember and honor them," Hallie Ford Museum Director John Olbrantz said.

The principle purpose of Edsel's lecture is to recognize and commemorate the work of the MFAA. "I think it's great that the community is going to be putting forth something like this that hasn't really been done yet, but is so important to recognize,"

museum visitor Melissa Harris said.

After Germany's surrender in 1945, numerous art relics were recovered by the Allies from German and Austrian castles and salt mines. In fact, their efforts were so impressive that by 1951 Monuments officers had sought out and secured over four and a half million works of stolen art. Mark Sponenburgh, a young art historian and sculptor from Michigan, was a Monuments officer that continued on as an art educator in Oregon and later donated his collection of art to the University in 1990. In 1998, the Hallie Ford Museum of Art was created specifically for the purpose of displaying Sponenburgh's collection.

As a complimentary piece to Edsel's lecture, the Historic Elsinore Theater will also be featuring "The Train" (USA, 1964) on Tuesday, Oct. 6 at 7 p.m. General admission is \$5. For further information, please contact the Historic Elsinore Theatre at www.elsinoretheatre.com.

In order for these events to take place, the Salem community has done much to support Edsel's lecture, recognizing how

important it is for students and community members to understand and appreciate the significant impact the MFAA has had on the history of European art. "In the case of the Monuments officers who saved Europe's artistic treasures from the hands of the Nazis, I think it's important to tell their story and to honor their work," Olbrantz said. "Can you imagine if the Nazis had been successful in stealing or destroying the great works of Western art? Can you imagine what our world would be like? I can't."

Those who provided financial support include the Hallie Ford Museum of Art, the Sixteenth Annual Speakers Series of the College of Law, the College of Liberal Arts Dean's Office, the Center for Ancient Studies and Archaeology and the Hogue-Sponenburgh Lectureship Fund of the Department of Art History. Admission to the lecture is free, and Edsel will be available to sign copies of his books after the lecture.

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Photo Club experiments with light

JENNIFER DAVIS
CONTRIBUTOR

The Photo Club met for the first time this year on Thursday, Sept. 23 with the theme "Painting With Light." Everyone was welcome and instructions were given to bring a flashlight or LED light and that cameras were not necessary. There was a wide range of technical skill among members at the first meeting, from students who have merely taken some pictures with their cell phones to those with almost professional knowledge of photography and darkroom techniques.

Currently, the club's executive board consists of senior President Colby Takeda, sophomore Vice President Ariel Wilson, sophomore Secretary Emilie Jensen, sophomore Treasurer Lauren Vannini and sophomore Ian Lindgren, who deals with public relations.

After introductions, members were invited to share ideas for the club. Ideas discussed included photo contests on Facebook, inviting professional photographers to demonstrate new techniques, workshops on the basics of photography, trips to new locations to take pictures of nature or architecture and general meeting times.

When the piece of butcher paper had been filled with ideas for club activities, there was a short explanation and video of the theme, "Painting With Light." The name of the theme refers to the process of a camera shutter being left open for a longer period of time than usual in order to capture the movements of light sources like a flashlight or glow stick. This can be used to create effects such as halos of neon or trails of fire around a room.

The club spent about an hour with the lights off in

the conference room of Montag Center writing and drawing with lights. Camera flash can also be used with a slow shutter speed to create other effects like doppelgangers, according to Takeda.

This is the first time in ten years that the University has had anything resembling a photography club. The last one ran until 1999 and was called "Darkroom." The Darkroom Club had a photography darkroom on the third floor of the University Center which any student, liberal arts or otherwise, could use.

The current Photo Club is planning on bringing back that darkroom and restocking it with chemicals and supplies for not only Photo Club members, but for all students to use for developing their pictures. The club is also thinking about setting up a budget to buy film and cameras for its members to share.

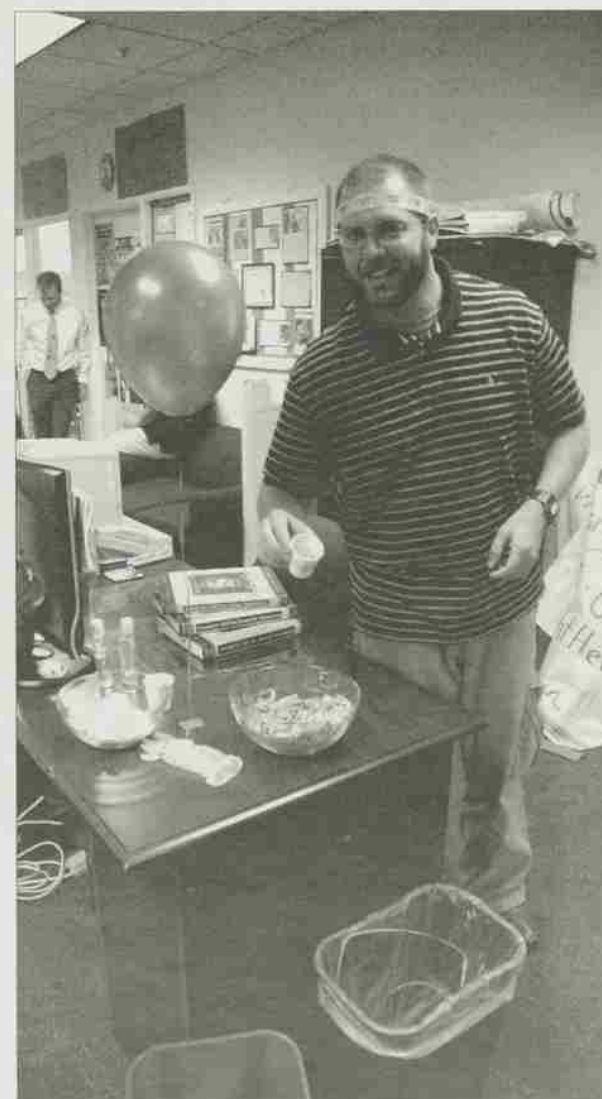
The club's membership is excited by the future prospects for those interested in photography. "This is photo club's first year so we're excited at the opportunities it will present for students. It is a great opportunity for students who have varying levels of interest in photography to learn more, hear from professionals and possibly get some hands on experience. We hope to have a dark room available to students as well as possible workshops and photo excursions. It's nice to find people who share common interests who can support, learn and build off of each other's ideas and knowledge," Wilson said.

Those who wish to join the Photo Club or find out about meeting times can e-mail Colby Takeda at ctakeda@willamette.edu.

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Trail Mix Land

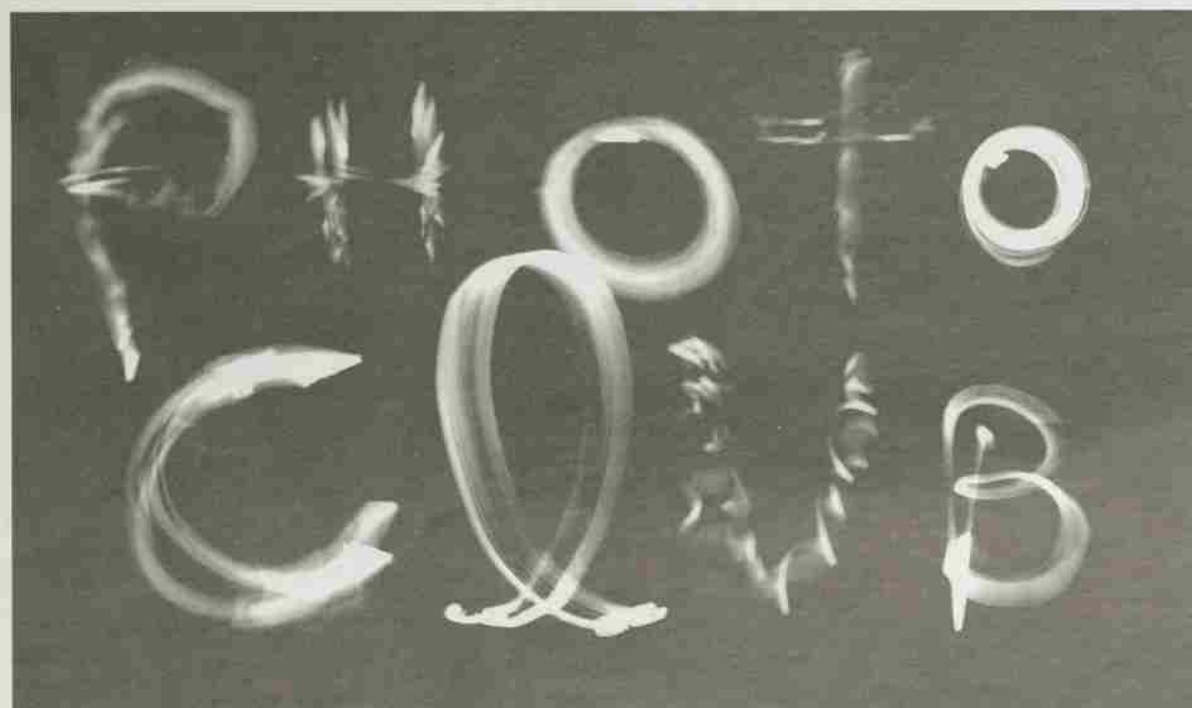
Students learn about UC services while snacking



KESA SOVULEWSKI

The Trail Mix Land event was held on Wednesday, Sept. 22 from 3 p.m. to 5:30 p.m. on the second floor of the UC in the Office of Student Activities. Upon arriving, students were directed to several areas inside the office and given raffle tickets as well as a plastic bag to fill with treats along the way. Following a set of arrows on the ground, students talked with those involved in student activities about their programs and picked up pamphlets with information to learn more about them. Various organizations were represented, from the Lilly Project to intramural sports. At the end of the event, students were able to enter their raffle tickets for prizes like extra Compass Cash or funds for their student organization of choice.

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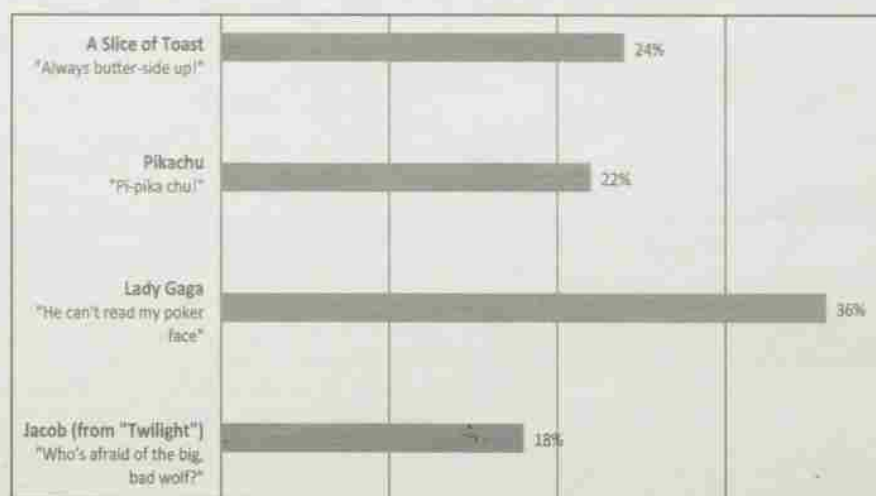


IAN LINDGREN

Members "paint with light" at the first Photo Club meeting.

Students choose new President

With President Pelton leaving us for Emerson College, we at the *Collegian* believe that the loyal and strong student body at Willamette should have an equal chance at selecting their new president. So, we asked you, Willamette, who you would want to be the new president of the University. And here's what you said:



TOM EHRMANN

MOVIE REVIEW: 'Human Centipede'

'Human Centipede.' Horror or comedy?

MEGAN NEWCOMB
GUEST WRITER

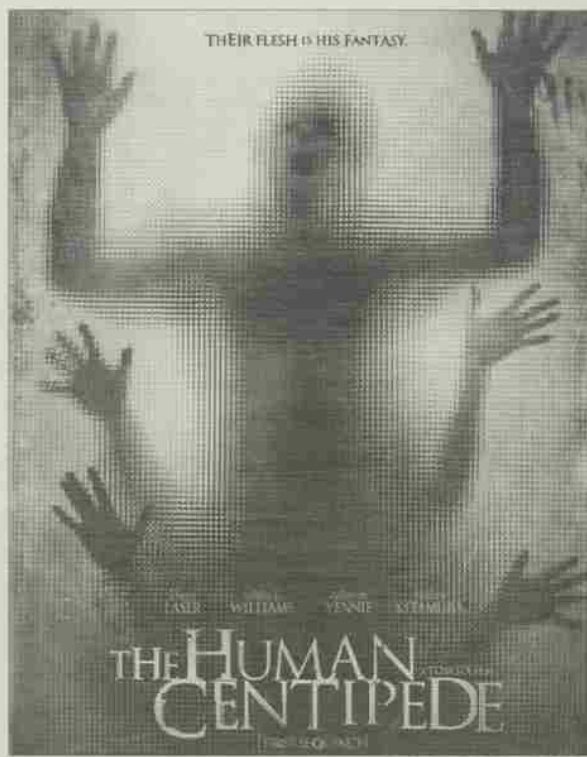
Okay, you're right, a quick IMDB search of Tom Six's "Human Centipede" reveals that it is typically classified as a horror film. The premise is this: two American girls, Lindsay and Jenny (Ashley C. Williams and Ashlynn Yennie), are traveling abroad in Germany when automotive problems lead them to the home of the misanthropic surgeon Dr. Heiter (Dieter Laser). The girls guzzle down rooftop-spiked water and awake strapped to hospital beds in the basement of Heiter's home.

Soon, they are joined by a frightened Japanese man, Katsuro (Akihiro Kitamura), whose primary lines consist of shrieks and mumbling in Japanese. Heiter then turns on his projector and thoroughly explains his plans for the three tourists. Dr. Heiter, world-famous as a separator of conjoined twins, now dreams of creating a three-person organism with a single digestive system. The three people in his human centipede (places A, B and C) will be attached in a line from mouth to anus. You read that right.

The three tourists are, of course, horrified, and the rest of the movie is filled primarily with screams and frightened noises. Lindsay makes an attempt at escape, and these six minutes are the climax of the suspense aspect of the film. She is recaptured and returned to her hospital bed. After a stern dose of drugs, each tourist falls into a deep sleep. This is when Heiter begins his gruesome surgeries. The actual surgery action-shots last about 40 seconds and aren't even that disgusting. Disappointing.

They awake to find themselves attached. Katsuro in front (yay, subtitles for the rest of the movie), with Lindsay in the middle and Jenny last. Heiter is overjoyed at the successful operation. He leaves his new pet in a roomy cage for the evening and retires after a long day of surgery. The next day, he begins to train his centipede to fetch his paper, walk in tandem and other valuable tricks. The next day, two police officers knock on Heiter's door to investigate the disappearance of the three tourists, mostly because their cars were found near Heiter's home. After the intervention of the police officer, a little more suspense and a couple of gunshots, the movie reaches its bloody and mediocre ending.

So why does the title of this article suggest humor? This



The title couldn't be more straight-forward. It's a centipede made of humans.

movie is horrible, and therefore hilarious. The acting on all parts is despicable, especially from the two ditsy and annoying American girls. Their overacting is comical. I was actually glad when the surgery stopped any form of talking on their part. The hilarity also stems from the horrific cinematography, which consists mostly of slowly panning in each scene. My verdict? See this movie. Please. Preferably with people able to crack jokes about the horrible acting, plot line and general setup of the movie. Be prepared for a few icky scenes, but also be prepared to work your abs by doing a lot of laughing.

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POEM REVIEW: Elizabeth Browning | 'The Lady's Yes'

A binding spell

CAITLIN GIBSON
GUEST WRITER

The past often captures the essential qualities of the present. Within "The Lady's Yes," Elizabeth Browning masterfully alludes to the qualities of the Victorian Era in which she writes. However, the brilliant nature of the poem truly lies in its ability to retain a resonance with today's society and readers. Browning weaves a unique texture into the poem's presentation.

The presence of the title begins the process. The connotations for the term "lady" within the Victorian Era include delicateness, intelligence without intellectualism, proper etiquette and emotional silence. Browning intentionally and with a clever sense elicits this presupposition from her reader. However, the poem produces a brilliant commentary on human nature and societal expectations of women and men.

Browning achieves this by beginning the poem with a direct approach to her topic. Included are a direct "yes" and "no" in immediate succession for the purpose of widening the scope of the poem's capabilities. Thus, Browning has cleverly made her first point: "Colors seen by candlelight will not look the same by day." The following three stanzas include abrasive diction that contradicts expectations for a Victorian woman, including "false," "free," "fickle," "scorn" and "sin."

However, employing these terms in tandem with those associated with a "lady" brings Browning to her second, and most influential, point: as subject to human nature, a "rightful place" cannot befit a woman's existence. Human nature contradicts the proposed "socially acceptable" behavior and expectations. Within the nature's scope are "sin" and a desire to be "free." Browning is right to propose that women are capable of expectations existing atop the foundation of human nature. As this is inherent in all people, Browning then calls men to action in the final stanzas.

"Learn to win a lady's faith... With a loyal gravity," and "guard her by your truthful words pure from courtship's flatteries." Do not impose societal demands on human beings prior to accepting their worth and composition. For "by your truth, she shall be true." Expect to receive only what is given. Only then can we expect women or men to be "ever true." This implication as a whole applies to modern circumstance. We are still subject to be "fickle," simultaneously "false" and "free." Browning assures human beings (and her readers) that this is merely a consequence of existing.

This poem has a colorful texture. The intentional creation of the presuppositions with the addition of the contentions made in each stanza creates a stylistically delivered poem. The employed ABAB rhyme scheme elicits anticipation as you read the poem, allowing the concepts to develop naturally and in an understandable timing.

Browning's inclusion of repeating themes like truth, faith and interpretation define the poem's lasting resonance. Her included immortal concepts and simplistic rhyme meter are a beautiful juxtaposition that ultimately illuminates her argument: Victorian Society's demands of women are incompatible with human nature and morally unjust. Elizabeth Browning uses her poetry to give voice to these truths; and so, "The Lady's Yes" is highly recommended by this woman, human being and poet.

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MOVIE REVIEW: 'Machete'

'Spy Kids' director creates a quotable gore-fest with 'Machete'

ALEX KIPLING
GUEST WRITER

In the annual Dark Ages of movie production, there is always that one summer film that sheds a dim light. With "Machete," Robert Rodriguez, renowned director of the "Spy Kids" franchise, has taken a step away from his futuristic, kid-friendly fantasies and reached back into his glory days of "El mariachi" to bring that much-needed summer sparkle.

"Machete" is able to redefine B-rated productions with a more than cohesive elite cast, an outrageous script that in many ways is both uncanny and absurd and a relentless bashing and eventual smashing of the doors of the immigration debate. This movie throws surgical knives at its audience, demanding an open-minded approach to ruthless gore, wonderful madness and, yes, Mexican-American pride.

Able to hand-select from the few yet growing number of American Latinos, Rodriguez has brought a delightful cinematic blend of characters from all spectrums of the film

hierarchy: an older yet hardened crocodile-skinned Danny Trejo (as the ex-Federale, machete-wielding Machete), the inspiring Michelle Rodriguez (as the sexy taco-truck owner/revolutionary Luz), the expected dark humor of Cheech Marin (as the shotgun-bearing Padre) and a tough Jessica Alba (as the lawful Latina immigration agent Sartana).

Add in some Robert De Niro (a totally convincing portrayal of the Mexican-hating, Spanglish-spewing Senator McLaughlin: "This coo-cah-rah-che has got AK-47s") along with the Senator's two right-hand men — Don Johnson as the most disturbing character in the film (the emotionless Mexican hunter Lt. Von Jackson) and Jeff Fahey as the dirty man Booth — and this movie is set-up to deliver a bloody mess in suave-style.

The lines are raunchy, racy and sometimes ridiculous. (Example: "I absolve you for all your sins. Now get the f*** out.") The film starts off with the death of Machete's family and, while focusing on a story of redemption, branches off into the worlds of corrupt politics, religion and revolution. With these themes, Rodriguez is able to inject various bits of, well, everything.

There are the short, rough-edged answers of Machete

("Machete don't text.") and the amusing quips of the ambiguous Padre. ("I took a vow of peace. And now you want me to help you kill these men?") There are the rah-rah anti-immigrant Americans and the car-bouncing pro-Latino revolutionaries. When priests are pumping shotguns and senators are hunting immigrants, make sure to leave any political correctness, prejudices or righteousness at the door, because, hey, this is entertainment!

Robert Rodriguez opted not to talk about Mexican immigration in the U.S. Instead, he saw it more suitable to dig under American flesh and carve out its fear: pro-immigrant Latino sentiment. This movie stabs the heart of the ever-present immigration debate and leaves the bleeding wound open with an overall pro-Mexican theme. Remember, this is not intended for political propaganda; rather, it is a smack-in-your face movie that says don't be frightened, this is just entertainment. With "Machete," we can thoroughly enjoy several hearty laughs and still find our fellow theater-comrades caught in the oohs and ahs amidst the skull-cutters and AK-47s.

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Student designed posters protest American ethnic studies ban

ANNIE GAINZA
GUEST WRITER

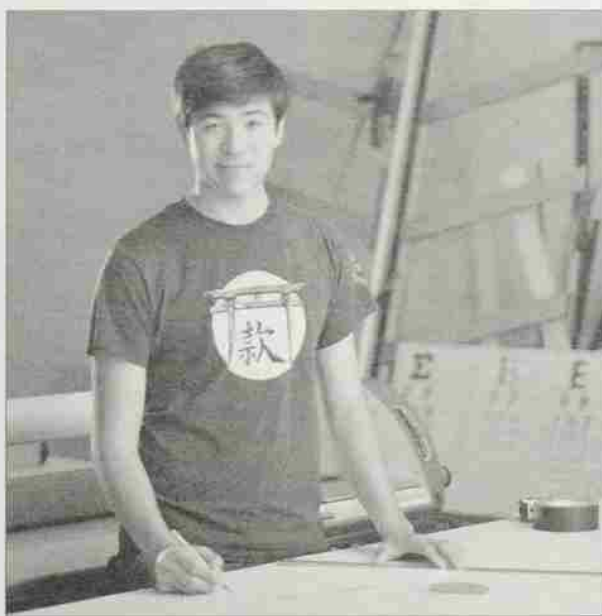
Art is often used as a form of protest. In dictatorships throughout history, art has regularly been the first thing to be censored or shut down completely. Picasso used his famous painting "Guernica" to protest Francisco Franco's dictatorship in Spain. He would not allow the painting to be hung in Spain until the Spanish people were free.

Something similar is happening at the University. Sophomore Stephen Yamada is using a display of various posters to protest the banning of American ethnic studies in Arizona. Using the theme of a red "X," he displays the faces of Willamette students and faculty to send a message about the loss of civil liberties and rights in Arizona.

"Inspiration for this campaign didn't come from any one place. It was a pulling together of several ideas and themes," Yamada said.

He got the idea from a video he created during his freshman year entitled "Silence is Betrayal." "The overall theme is silence or a failure to speak out against racial prejudice is a betrayal to all who have fought for it. The video itself is set as a mock public service announcement," Yamada said.

With the experience of collaboration on ad campaign proj-



Sophomore Stephen Yamada creates emotionally charged graphic poster designs to raise awareness for Banned Ethnic Studies Week.

ects, Yamada said that he considers himself an amateur graphic designer and would one day love to work on largescale ad campaigns. He is double majoring in studio art and rhetoric and media studies with a minor in American ethnic studies to help him achieve this goal.

When asked if he thought there would be any backlash from the campaign, Yamada said, "Yes and no. I've learned to brace myself for the two negative possible outcomes. If there is backlash it could be nasty, people can become shockingly angry when their understanding of race concepts is challenged. On the flip side, there could be a reaction I'm possibly more scared of. The message falls on deaf ears. There is no reaction, no emotional response. Apathy is my biggest worry."

According to Yamada, the principle idea behind the campaign is to promote awareness. "I really wanted to challenge people with these posters. As if to say, 'Wake up! These are your peers, your friends, your loved ones at risk! Their collective voices are being silenced by the loss of their civil liberties,'" Yamada said.

Banned Ethnic Studies Week is from Sept. 30 to Oct. 8. Be sure to keep an eye out for these very moving posters, and see pages 6-7 for more information on the American ethnic studies ban.

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Ghanaian dance workshops pave the way for February production

SAMI SUMPTER
GUEST WRITER



The first Ghanaian dance workshop held Friday, Sept. 24 was an interactive event full of energy and laughter.

If you were to ask my friends how to describe my dancing style, they probably would not use the words excellent or inspirational. I'm guessing phrases like "flailing linguini" and "drunken robot" would be more likely to come into the mix. Ever since the fourth grade when ballet and I went our separate ways, my dancing has devolved into a hodgepodge of every ridiculous movement my body is capable of. The way I see it, I would rather dance badly on purpose than dance badly on accident. My dancing philosophy being what it is, I approached the Ghanaian dance workshop last Friday with some apprehension. Having not danced seriously since the mid-90s, I didn't have any idea what to expect.

Luckily, I had no reason to worry. Okaidja, the workshop's leader, emphasized a very reassuring concept over the course of the workshop: if you don't get it at first, laugh at yourself and keep going. And indeed, the Playhouse was full of laughter for the entire hour and a half. By the end of the workshop, a sense of community vibrated throughout the room.

Head of the Theater Department's Dance Program Matthew Nelson wants to emphasize this sense of community found in dance. He even describes the art form as a "community coming together" and was very excited to see the strength of such feeling in Okaidja's work. In fact, Nelson hopes that the Ghanaian dance workshop held last Friday as well as the upcoming one this Friday will help promote Okaidja's work and gain support from the University community. Nelson wants to be able to bring Okaidja and his group to Salem in February for a performance he is heading that will feature not only his own work, but that of students and hopefully some guest work.

Unfortunately, Nelson's funds are limited. With the help of Africa Club, he has raised \$800, but would still need another \$2,200 to pay Okaidja and his group. He would like to encourage student groups, as well as residence halls and other organizations, to ask for money from ASWU for this production.

Students who are interested in being a part of the February production are encouraged to attend the second dance workshop this Friday, Oct. 1, from 6:30-8 p.m. at the Playhouse. The performance will debut Feb. 17 and continue through Feb. 20, with additional performances running from Feb. 24-26.

If you are interested in checking out some of Okaidja's work, visit his Web site at www.okaidja.com. Professor Nelson welcomes any questions directed to his e-mail, nelsonm@willamette.edu.

Contact: ssumpter@willamette.edu

Fiction writer Manuel Muñoz comes to campus

ISABELLA GUIDA
STAFF WRITER

The Fall 2010 Hallie Ford Literary Series will host its first reading on Thursday, Sept. 30, with a reading by fiction writer Manuel Muñoz. Muñoz is the author of the books "Zigzag" and "The Faith Healer of Olive Avenue."

Called "gifted and sensitive" by the *Los Angeles Times*, Muñoz's fiction focuses on Mexican-American communities in California's Central Valley, where he grew up in a farming family. "It's responsible for all of my emotions, both good and bad: the presence of that living geography has always been the key to how I create characters, how I know their lives and, most important, how I empathize with their choices, no matter what they are," Muñoz said about the role of the Central Valley in his work.

Fellow acclaimed Chicana writer Sandra Cisneros has described Muñoz's work as "sweet, moody, sexy, cruel. Stories told with such tenderness they leave you with your heart aching."

Muñoz is the recipient of a 2008 Whiting Writers' Award, a 2009 PEN O. Henry Award and two fellowships from the National Endowment for the Arts and the New York Foundation for the Arts. His work has appeared in *The New York Times*, "Rush Hour," "Swink, Epoch," "Glimmer Train," "Edinburgh Review" and the "Boston Review," and has aired on National Public Radio's "Selected Shorts." A graduate of Harvard University and Cornell University, he currently teaches in the University of Arizona's creative writing program.

The Hallie Ford Chair in English Literature was established in 1996 through an endowment supported by Hallie Ford in order to promote the University's literary reputation. It consists of a two or three year post for a creative writer, alternating between poets and novelists. It has been held by Ginny Furtwangler, Craig Lesley, Janice M. Gould, James Bertolino and Olympia F. Vernon. The current Hallie Ford Chair is Scott Nadelson.

Last year's literary guests included Cheeni Rao, Karen Karbo, Kevin Sampson, Jeff Vandermeer and Brenda Hillman as sponsored by the Lilly Project's Writers at Work series.

The reading will take place at 7 p.m. in the Hatfield Room on the second floor of the library, and will be followed by a Q&A session. The reading is free and open to the public.

Contact: iguida@willamette.edu



COURTESY OF MANUEL MUÑOZ'S WEB SITE
Acclaimed fiction writer Manuel Muñoz will give an exciting reading on Sept. 30.

There are some great music events coming up on campus. Be sure to mark your calendar for these!

Woodwind Quartet Concert
Saturday, Oct. 2
7:30 p.m.
Hudson Hall
Free

Beethoven Sonata Cycle
Sunday, Oct. 3
1:30 p.m.
Hudson Hall
Free

Oregon Symphony Classical
Tuesday, Oct. 5
8:00 p.m.
Smith Auditorium
Hilary Hahn plays Tchaikovsky
\$35-\$48

Contact: drevett@willamette.edu

Banned Ethnic Studies Week

Shedding light on Arizona's bill

KRISTEN KELLAR
GUEST WRITER

Hiding behind the recent immigration debate in Arizona is H.B. 2281. In May, Arizona Governor Jan Brewer signed the bill that bans ethnic studies from being taught in any public or charter school within the state.

The bill prohibits courses that contain material that would "1. Promote the overthrow of the United States government; 2. Promote resentment toward a race or class of people; 3. Are designed for pupils of a particular ethnic group; 4. Advocate ethnic solidarity instead of the treatment of pupils as individuals." However, it does allow Native American related courses to continue to be taught in accordance with federal guidelines. It will also not impinge on classes about genocide and the Holocaust.

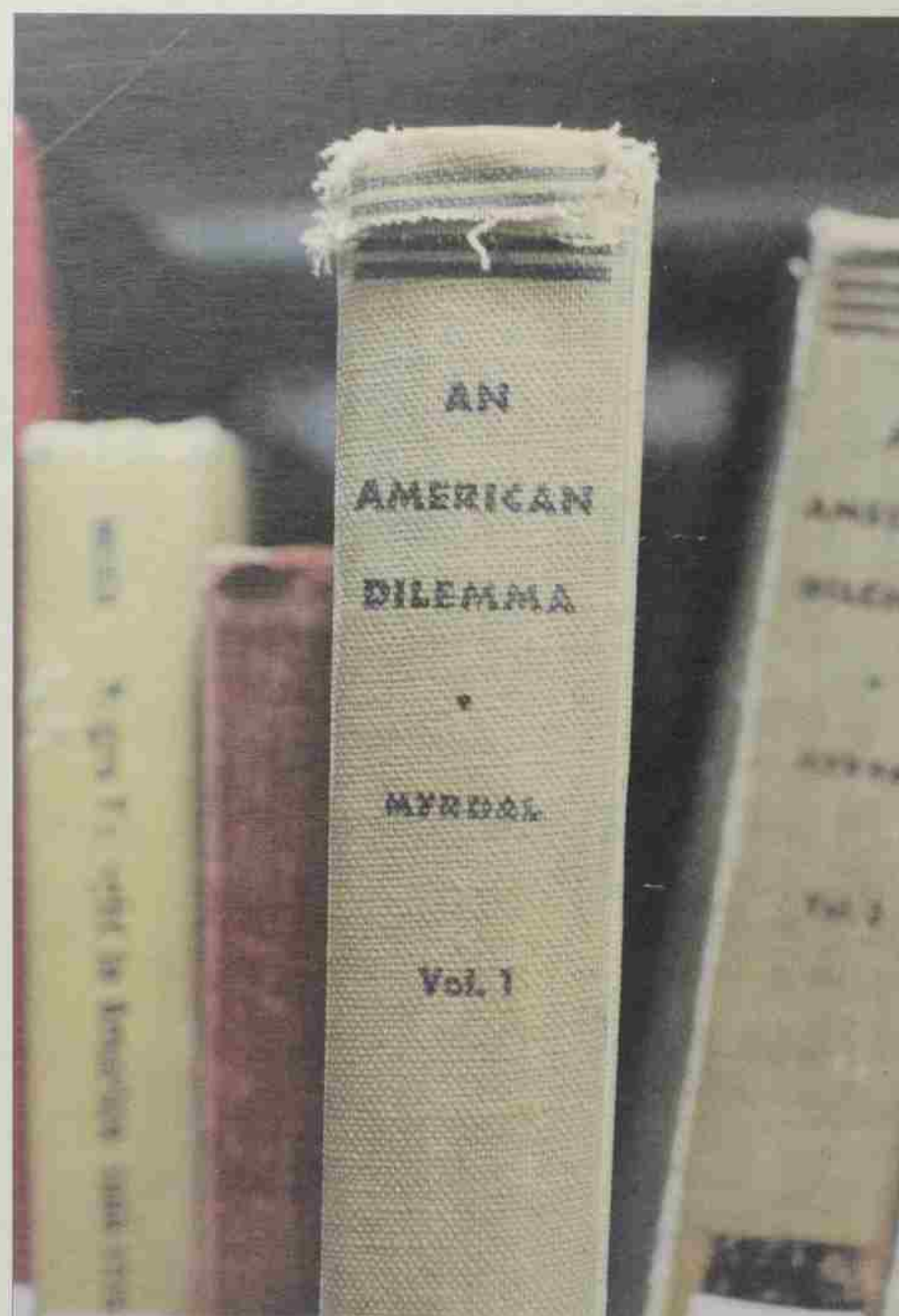
month until the program is shut down.

Horne started this education debate in Tucson, Arizona in 2007. After racial disparities in the 1970s arose and lawsuits came into play, the Tucson Unified School District created African American and Mexican American studies programs that were added to the district's curriculum. *The Republic* also reported that since 2002, the Tucson Unified School District has been collecting data that found that students who partook in these courses outperformed students who didn't on the state's standardized tests. However, when H.B. 2281 goes into effect on Dec. 31, these classes that currently count toward graduation requirements will not be available without penalty.

While ethnic studies courses aren't designed with a particular ethnic group in mind or with a goal of promoting ethnic solidarity, "they do attempt to raise awareness for students of what their ethnic group has accomplished, which may lead students to feel more pride and perhaps 'solidarity' with their group," Interim Director and Associate Professor of Asian Pacific American Studies at Arizona State University Kathy Nakagawa said.

Though H.B. 2281 was signed recently, bills targeting ethnic minorities are not a recent phenomena. "All of this stuff really began with the 'English only' movement in the 1990s, the destruction of bilingual education in 2000 and culminating in [S.B.] 1070 and the ethnic studies prohibition," Director of the School of Transborder Studies at Arizona State University Carlos Velez-Ibanez said. Signed in April, S.B. 1070 gives Arizona law enforcement officials the right to check the identification of anyone whom they suspect to be in the country illegally.

Earlier this year, the Arizona Depart-



PHOTOS BY AARON BROWN

Banned Ethnic Studies Week Schedule:
Sept. 30 - Convocation: "Banned Ethnic Studies Week" from 11:30 a.m.-12:30 p.m. at Cone Chapel.

Oct. 4 - Film: "Agent Yellow" with a discussion by Pam Moro, 7 p.m. in Eaton 209.

Oct. 5 - Film: "My Puerto Rico" with a discussion by Nacho Cordova, 7 p.m. in Eaton 209.

Oct. 6 - Film: "800 Mile Wall" with a discussion by Emily Drew, 7 p.m. in Eaton 209.

Oct. 7 - Film: "Prom Night in Mississippi" with a discussion by Leslie Dunlap, 7 p.m. in Eaton 209.

Oct. 8 - Research Presentation: "Explaining Racism Without Explaining it Away: A Biographer's Challenge" by Leslie Dunlap, 12:40 p.m. in the Hatfield Room.

As reported by *The Arizona Republic*, the State Superintendent of Public Instruction Tom Horne, the author of the bill, sees ethnic studies courses as teaching individualism rather than teaching through a racial perspective. *The Republic* also reported that Horne said that ethnic studies courses are "harmful and dysfunctional" to society. Horne also has full discretion in deciding which programs violate the bill. Schools that he deems in violation of the act may lose up to ten percent of state funding each

ment of Education also restricted teachers with heavy accents from teaching English. This is a step up from 2000 when Arizona banned bilingual education and required instructors to teach in English, as Velez-Ibanez said. Prior to that, bilingual teachers were hired to teach in both English and Spanish.

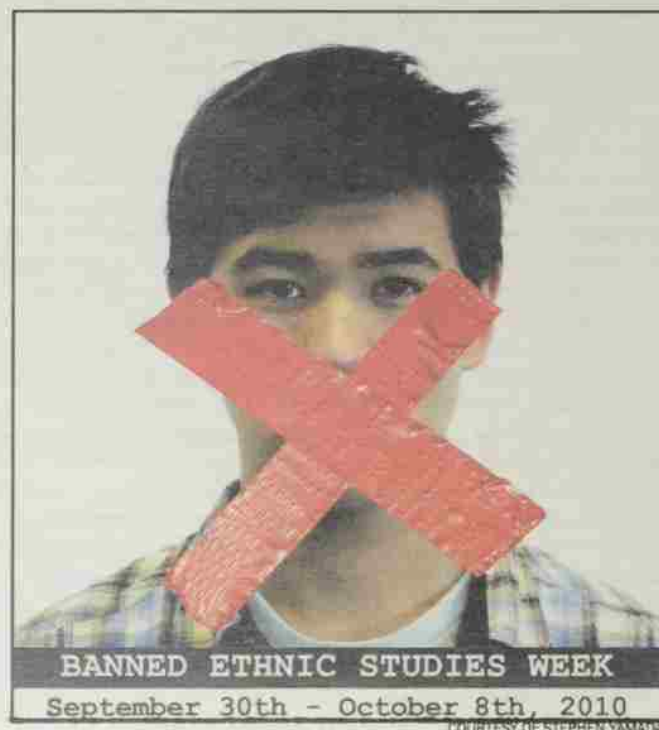
Texas has also made its own attempts to transform education. Earlier this year, it approved a new social studies curriculum that presents history and economics in a more conservative and Whiggish manner, showing the importance of a capitalist system.

Debate can be waged as to whether the state's role in education will continue to grow. When asked about the possibility of other states following in Arizona's footsteps and banning ethnic studies, President M. Lee Pelton rejected the notion. "It will pass ... history is not on the side of the [supporters of the bill] and the future is not on the side of the [supporters]," Pelton said. "Because both the history and the future reflect the multicultural core of American society (and that's what will prevail and demographically), the demographics are not on their side."

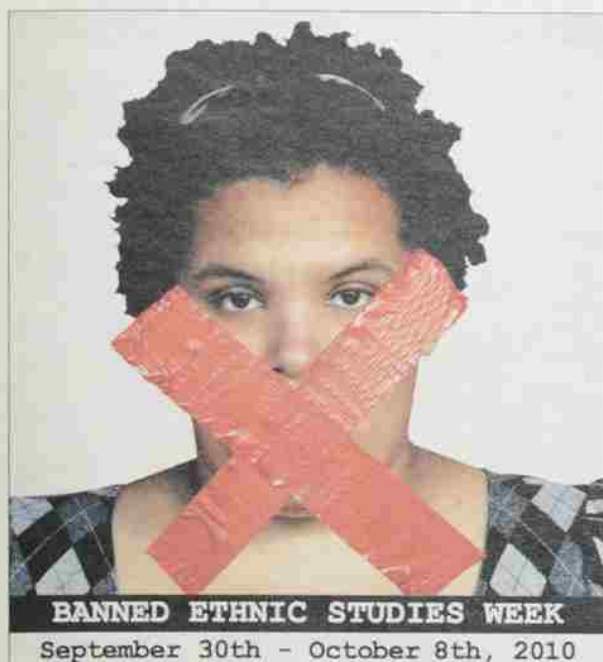
To state the obvious, most Americans can trace their ancestry back to immigrants. "It should be obvious to anyone with a historical perspective that American culture is deeply rooted in the

culture of diverse people with different ethnic backgrounds. And I think we should understand that diversity enlarges our aesthetic horizons, gives us a profound sense of history and gives a measure of who we are and what we stand for as a nation," Pelton said.

Pelton said that he wants the organizers of these changes to ask themselves, "What are you afraid of? What are you afraid will happen?" While there are many reasons why these debates emerge, Pelton thinks that the underlying motivation is fear. "I suspect that people participate in these kinds of oppositional movements for a variety of reasons, but I think oftentimes it is based on a fundamental fear of having their world-view contested," Pelton said.



COURTESY OF STEPHEN YAMADA



BANNED ETHNIC STUDIES WEEK
September 30th - October 8th, 2010

COURTESY OF STEPHEN YAMADA

He continued by emphasizing the impact of the bill, "the Arizona legislature seems determined to eradicate the 'Other' from human discourse, and human thought and my very strong belief is that while they might be successful in the short run, it is not an effort that can be sustained long-term, because the values that they seek to erase are fundamentally American values, and I believe that those values can't be subjected to eradication," Pelton said.

While Arizona may be trying to wipe out the "Other," as Pelton stated, it won't be a successful long-term effort. According to Velez-Ibanez, "By 2035, Arizona will be a minority-majority state in which Mexican-origin populations, native peoples and the small percentage of African Ameri-

academic freedom and act as an attack on immigrants and civil rights," Assistant Professor of Sociology Emily Drew said. She said that she encourages students to take a stand against the banning of ethnic studies. By not doing so, "we risk these efforts gaining traction and eventually limiting our freedom in Oregon to address issues of race, racism and racial justice in our Oregon schools as well as the public sphere," Drew said.

The American ethnic studies program at Willamette is still relatively new. When Pelton became president in 1998, Willamette lacked an ethnic studies program. Because he viewed it as an important part of university curricula, in the early 2000s, Pelton encouraged the faculty to create the current program. Since 2006, there have been 12 students who have declared a special major in AES and 55 students who have minored in it.

In order to continue to show the significance of an ethnic studies program, Willamette will be having a Banned Ethnic Studies Week from Sept. 30 - Oct. 8 as part of a nationwide effort to recognize the importance of the subject. According to a press release, 200 professors and more than 30 organizations responded to Arizona's ban and came together to create this week.

From the University's perspective, there are many goals for Banned Ethnic Studies Week. Associate Professor and Chair of Rhetoric and Media Studies Nacho Cordova said, "we hope to clarify what an ethnic studies program entails, express strong solidarity with national efforts to denounce Arizona's bill and efforts in other states to denigrate ethnic studies, highlight the marvelous scholarship of our faculty, demonstrate the significance of ethnic studies programs to the goals of the liberal arts, shine a

light on how our American ethnic studies program lives the mission and motto of Willamette University and more."

Drew added that Banned Ethnic Studies Week will show how committed students and faculty are to the values of ethnic studies as well as to the development and support of it. She also said that ethnic studies are valuable and should be defended because, among many other things, they give people a more diverse range of knowledge. Both Drew and Basu said that central to the goals of the week is to affirm academic freedom, intellectual pluralism and pedagogical effectiveness.

Along with participating in Banned Ethnic Studies Week, two members of Willamette's faculty will speak on KBOO Community Radio to discuss ethnic studies. Events for the week include a convocation, film series, research presentation and a student table on Jackson Plaza.

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cans and Asian Americans will comprise a majority of the electorate." If this holds true, Arizona will join California, Hawai'i, New Mexico and Texas as another minority-majority state.

Ethnic studies courses are present for a variety of reasons, including academic freedom and in order to question social issues. "To go after [ethnic studies] is to compromise academic freedom," Chair of the American Ethnic Studies Department and Associate Professor of Politics Sammy Basu said. Restricting academic freedom also imposes on the pursuit of freedom in general.

"Students should ask themselves, don't if ethnic studies coursework and scholarship provide the sorts of things they want for their education?" Basu said, adding that everyone benefits from a fuller and more pluralistic education.

According to alumna Stina Janssen, who graduated with a minor in American ethnic studies, the program helped her both to understand injustices in history and to question them. Janssen said that ethnic studies teaches hope, healing and community. "For the work of healing the wounds of racism, banning American ethnic studies would be like banning the study of medicine," Janssen said.

The ban's effect may not seem apparent on campus, but these events call for student action and voice. "While this bill does not directly affect students at Willamette, it represents an attempt to limit educational rights, to impose on



Abe's Abs

Opening up the eight-pack



**ABE
MOLAND**

COLUMNIST

We all have done it – laid down on those too often sweat-gleamed red mats in the Sparks weight room to pump out a few crunches in hopes of toning up the core and sporting an infamous six pack on the beach next summer. Unfortunately for some of us, no matter how many crunches we pack into a workout, this dream may never come to pass. Why is this?

Tendinous intersections (the horizontal line across your abs) together with the linea alba (a tendon that forms the vertically dividing line) form the valleys that contract when you flex your stomach, creating the washboard abs effect. Their purpose – beyond attracting potential mates – is to prevent your abdominal wall from herniating. Much like our predisposition to cancer or cardiovascular disease, our genetics control how many tendinous intersections we are given and our ability to form anywhere from a two to ten pack.

While some of us fear we are doomed to have a one pack, a recent cadaveric dissection study showed that the most common abdominal configuration included three tendinous intersections, in other words, the opportunity to develop an eight pack. Why then do we find ourselves joking about our inability to define more than those three abs we see in the mirror?

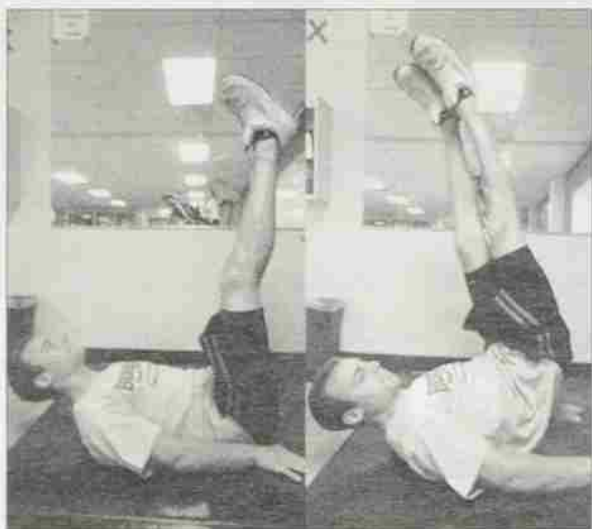
The most difficult part in forming the eight pack is toning the lower four, a two-fold task. One has to develop the musculature as well as cut the subcutaneous adipose tissue (a nice way to avoid saying fat) to reveal lower definition. Since there is no way to spot-reduce fat on your stomach, you need to take a more broad-spectrum approach.

Research has shown a positive association between high cardiovascular fitness and lower abdominal fat, which makes sense plain and simple because if you're doing your cardio, those extra calories will burn away. So hop on the treadmill or elliptical and get in your recommended 30 minutes of moderate physical activity five times a week.

In order to make those lower abs bulge a little more, try the Corkscrew exercise. Lying on your back, straighten your legs upwards with your palms face down on either side of you. Engage your lower core to simultaneously lift and twist your hips off the mat and to the right, holding for a few moments and then returning to the mat. Repeat for ten reps each way. Follow these tips along with a healthy diet and rest and soon you won't need to shell out for laundry anymore, you'll have your own washboard.

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CORKSCREW EXERCISE



ABE MOLAND

Junior Mike McGeehan performs the two steps of the "Corkscrew" exercise.

WU women sweep through weekend



EMILY SCHLIEMAN

Sophomore strike Ariel Wilson battles for control of the ball against George Fox University last Saturday.

**GWEN HRYCIW
CONTRIBUTOR**

The Bearcat women's soccer team has had its share of struggles so far this season. This past weekend, however, could be a sign of getting back on track. On Saturday, Sept. 25, Willamette's women's soccer team had its first NWC win of the 2010 season against Lewis & Clark. Bearcat freshman Sabine Wetzel scored a last minute goal to win the game.

Natalie Levy of the Pioneers scored an early goal to put Lewis & Clark in the lead, 1-0. However, the Bearcats would not trail for very long. In the 32nd minute, senior Megan Moore had her first goal of the season. The goal was unassisted and brought the game to a tie at the end of the first half.

The game remained tied through the majority of the second half, until

Wetzel fired off her second shot of her Bearcat career for an unassisted goal, giving the Bearcats the lead with just over a minute remaining.

Goalkeeper Kelli Gano registered five saves, allowing only one goal over her 90 minutes of play. Pioneer goalkeeper Shayna Lentz allowed two goals, with five saves.

After the much-needed win, the 'Cats finally returned home to host their NWC opener against George Fox. Willamette proved to be in sync, with a 2-1 victory over the Bruins.

Scoring for the Bearcats kicked off early. In the 14th minute, junior Stephanie Skelly netted her fourth goal of the season on a rebound from five yards out to put Willamette ahead 1-0. The assist came from sophomores Ariel Wilson and Andi Rowan.

Willamette then brought the lead to 2-0 on a second rebound goal by Rowan. It was Rowan's first goal of the

season. Sophomore Maddy Grainger was credited with Rowan's assist.

During the second half, the Bearcats allowed a goal to bring the game to 2-1 in the 69th minute of play. However, the Bearcats were able to stifle any further GFU attack and walk off the field on a two-game winning streak. The 'Cats were helped by a solid committee effort in goal. Gano played the first half of the game, while freshman Nicole Price played the second half in goal for the Bearcats, registering one save.

Over the weekend, Willamette improved to 3-5-0 overall and 2-2-0 in the NWC. Currently the Bearcats are in fourth place in the conference, and host Washington foes Whitman and Whitworth this weekend.

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Football season about to get serious

**JOHN LIND
SPORTS EDITOR**

Gentlemen, start your engines. It's the season for big-name football games, which means it's time to take the trek to McMinnville this Saturday to see a blockbuster game between your beloved Bearcats and the Wildcats of Linfield College.

For the past three years, Willamette (2-1) and Linfield (1-1) have been the cream of the Northwest Conference. After a now-legendary win in McMinnville two years ago, the Bearcats fell just short on their home turf in a 30-27 defeat last year.

Because both squads have had such little trouble with the rest of the NWC, the match-up has become the sole indicator of who will take the division crown and the automatic national playoff berth. In 2010 however, neither team has the "unbeaten" stigma: Willamette lost a close decision to Hardin-Simmons weeks ago, the same week Linfield dropped its season opener at Cal Lutheran.

"If you win the league, you're going to the playoffs," Head Coach Mark Speckman said. "It's a big game for this early in the season."

In the last two weeks of the season, Willamette and Linfield have sat at No. 15 and No. 16 in the D3football.com rankings. They did start at No. 18 and No. 4, but Willamette jumped up after big wins over UW-Stevens Point and Southern Oregon University. Linfield took a big hit after the season-opening loss. Although Speckman has admitted that the rankings remain relatively subjective, even he can't deny the sheer importance of the game.

"You know, it's Linfield," Speckman said. "I've always enjoyed playing these guys ... They're fun to play."

On offense, the Wildcats boast a potential All-American quarterback in Aaron Boehme. The 6'5" senior

played lights out last year, including 195 yards passing and a notable 104 yards rushing against the 'Cats. The Wildcats are rumored to have an inexperienced offensive line, so Boehme will likely feel an extra dose of Bearcat pressure.

On defense, the Wildcats house their other prize jewels: a pair of returning All-Americans in defensive end Paul Nishizaki and safety Drew Fisher. However, look for Willamette to run right at Linfield with a talented array of weapons. A solid rushing corps that includes the likes of sophomore Terrell Malley and junior Chad Pollard will run Willamette's deceptive fly-sweep offense and keep the Wildcats off-balance. However, for the 'Cats to be truly effective, they will have to establish the passing game against Linfield. Luckily, senior receiver Scott Schoettgen is back to torture Linfield after a spectacular eight-catch, 122 yard, two touchdown performance in last year's match-up.

"I'm expecting to see a lot of the same coverage as they showed last year," Schoettgen said. "They kept a few people underneath trying to shut down the pass last year, so hopefully that creates a lot of opportunities for our run game."

Game time is scheduled at 1:30 p.m. on Saturday in McMinnville. For the game, ASWU has scheduled two buses to shuttle students free of charge. The buses will leave from the Chicken Fountain at noon. Linfield's stadium is always packed for the team's home games, and Willamette will need as many supporters as possible to cheer on the Bearcats.

"The stands are really close to the field, so crowd makes a big difference," sophomore quarterback Brian Widing said. "It would make a huge difference to hear a lot of that noise in our favor."

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Men slam GFU, fall to Boxers in OT

LEIF HANSEN
CONTRIBUTOR

On a beautiful Saturday afternoon, the stage was set for the first meeting of the men's soccer season between Willamette and George Fox. Would the daring Bearcats grab their first NWC win of the season? As fate would have it, they would.

First blood was drawn by the 'Cats junior defender Brendan Dineen, 66 minutes in, as his free kick from 25 yards out on the left flank bounded twice through the Bruins' defense and found its way untouched into the back of the opposition's net. It was Dineen's third connection of the season.

A mere eight minutes later, a long cross from the right side by sophomore defender Patrick Yagi found its way to the feet of the Bearcats' sophomore mid-fielder Mike McGrew. He corralled the ball, and immediately dished it to the waiting head of sophomore striker Derek Johnson who had snuck in front of a George Fox defender. Johnson skillfully redirected the pass into the left-hand corner of the goal to extend the Willamette lead to two goals.

Willamette dominated the game in the second half as was reflected in the number of shots, 10-1. Sophomore mid-fielder Joel Cowen paced the 'Cats with four shots and energized the Willamette offense with his presence in the second half.

Willamette faced one of its greatest tests on Sunday afternoon against Pacific University. Entering the game with an imposing (8-0-1) record, the Boxers have proven so far in 2010 that they are the force to be reckoned with



Freshman striker Will O'Neil (21) jumps for a cross against the keeper and several defenders of George Fox University. The Bearcats handily won the game, 2-0.

in the NWC. Just three minutes in the Bearcats' resolve was quickly tested as Pacific netted the game's first goal.

However, the 'Cats were able to rebound in the 38th minute, as Johnson put Willamette on the board for the second straight contest. His shot from just inside the 18-yard line found the upper right corner. After Johnson's goal, neither team was able to score for the duration of regulation, so the game was sent into overtime.

Six minutes into the overtime period, the exciting game came to a close as a Pacific player was able to

pick up a loose ball in the Willamette box and insert the proverbial nail into the Bearcats' coffin. The lack of a seemingly obvious offside call drew cries of remorse from Willamette players and fans, but the officials nonetheless held their stance, giving the Boxers the win.

The 'Cats soccer action picks up again next weekend at Sparks vs. Whitman on Saturday and Whitworth on Sunday.

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Reeder's Reader

Avoiding injury at the gym



JO REEDER
COLUMNIST

Injury at the gym is a common occurrence. Strained muscles, spasms, joint pain, we've all been there. However, there are some simple ways to help avoid injuries while exercising.

Always warm up.

A warm up allows the muscles to stretch further before reaching their "breaking point." Therefore muscles are able to withstand a wider range of motion and a heavier load before failure. Warm up by doing the activity you are about to perform at 50 percent intensity for approximately five minutes. Before weight lifting, do a moderate-intensity cardio warm up. Activities that use more muscles, such as jogging, are better for warming up than those that isolate certain muscles, like stationary biking.

Correct posture is essential to preventing aches and pains.

Always keep your back straight. When your back is straight, your body weight is distributed down your back, and to your knees, tibia, feet and ankles. Bending your back isolates your body weight to a smaller area on your vertebral column. Adding barbells or dumbbells increases the pressure on your vertebrae, potentially causing slipped discs. It is also important to keep other joints aligned when lifting. For example, keep wrists in line with forearms when lifting. This helps isolate the muscle you are trying to work and eliminates excess strain on smaller tendons and muscles in the wrist. Working your core also improves posture by stabilizing your back and abdominopelvic region.

Take appropriate time to recover.

Building muscle involves breaking down protein (catabolism) and rebuilding it (anabolism). When you exercise, muscle protein is being catabolized, and if you deny your body enough rest to allow for anabolism, muscles will not increase in size and strength. Rest also allows your body to replenish its muscle glycogen, energy stores in muscle, giving you longer endurance and better performance at the gym.

Don't go from 0 to 60 right away.

If you haven't been working out recently, especially if you are recovering from an injury, do not begin with the same intensity and duration as you did before you stopped working out. This can lead to injury, and is how recurring injuries persist. When starting to exercise again, begin with weights that are a few pounds less than you would normally use. Too light is better than too heavy to begin with. You can always increase the weight.

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'Cats split Lymphoma awareness weekend



Sophomore middle hitter Madisyn Leenstra nails a well-placed kill between two Pacific defenders. Willamette took the game 3-0 and Leenstra recorded five kills and three digs.

MICHELLE LASHLEY
CONTRIBUTOR

Willamette Volleyball had two games in the Northwest Conference this week, the first against the Pacific University Boxers and the second against the University of Puget Sound Loggers. This week also marked the second and third home games for the Bearcats, who were shown great support by their fans this week.

In the Friday night match against Pacific University, the Bearcats were able to wipe out the Boxers in three exciting sets. In the first set, senior Molly Blankenship broke a 26-26 tie with back-to-back kills. In the second set, sophomores Danica Reed and Madisyn Leenstra, along with Blankenship, were able to register kills to give the Bearcats a 24-20 advantage before an attacking error from Pacific won the set for the Bearcats.

Even two sets down, Pacific was not going to give up without a fight. The 'Cats obtained leads of six points several times during the set, but the

Boxers were able to battle back and pull within one point of the Bearcats, 24-23. The crowd (made up of over 300 Willamette fans) was on its feet to watch sophomore Nicole Mertens score the kill that won the 'Cats the set and the match.

Several strong performances led the 'Cats to victory. Blankenship led Willamette with 18 kills and a .531 hitting percentage. She made just one attacking error on 32 total attacks. Freshman Carly Hargrave and Leenstra contributed five kills for the Bearcats. Reed contributed four timely serving aces as well as four kills and six digs. Sophomore Brigit Miller said the Bearcats "played well as a team against Pacific University. We set the level of play from the first point of the match and finished strong." Willamette won the match 3-0 (28-26, 25-20, 25-23).

Over 200 fans showed up on Saturday for the match against University of Puget Sound, many sporting lime green for Lymphoma Cancer awareness night. Before the match the team

honored Bernice Johnston, mother of sophomore Josephine Johnston. Bernice was diagnosed with lymphoma cancer in June 2009 and has since been declared in remission.

During the first set, the 'Cats and the Loggers swapped the lead six different times before a five point run served by sophomore Emily Compton gave the Bearcats a 22-17 lead. Sophomore Jaci Abeloe scored the set-winning kill for Willamette, beating UPS 25-21.

During the second set, Puget Sound got off to an 8-4 lead, and the Bearcats were never able to recover, though they fought within three points at several occasions. The third set was particularly rough for the Bearcats, who had a hitting percentage of .111, compared to the Loggers .393. They lost the set 25-11, giving UPS a 2-1 lead.

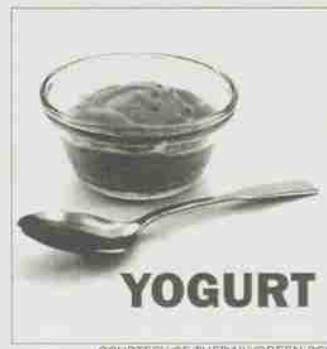
The 'Cats came back from the third set by opening the fourth 6-2, with Compton again providing stellar serving. The set was close, at the end pulling within two points as 24-22. But a kill by sophomore Kathy Lee Glenn won the set for the Bearcats. The Loggers took the fifth set after an early lead, winning the match 21-25, 25-22, 25-11, 22-25, 15-6.

Willamette is now 6-7 overall, 2-2 in the Northwest Conference. However, the team feels like they are gaining momentum. "We've had some tough matches but we get better every day and we're really coming together as a team. I'm excited for the rest of the season ahead of us," Reed said.

The 'Cats continue their home stand with matches today against Lewis & Clark and Friday versus PLU.

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FOOD OF THE WEEK



YOGURT

COURTESY OF THEDAILYGREEN.COM

Yogurt promotes a healthy digestive and immune system because of the live bacteria it contains. These bacteria are considered "good" bacteria, and include bulgaricus, or B, bifidum and lactobacillus acidophilus. To ensure yogurt contains live bacterial cultures, look for a label or ingredients list that says "contains active cultures" or "active live cultures" and not just "made with active cultures." Yogurt is also a good source of protein and calcium.



Addicted to stress



MATT
PITCHFORD

OPINIONS EDITOR

There are many peculiarities that seem to consistently make up the typical Willamette student. One of them is simply the fact that most of us are chronically overcommitted. There are so many clubs to be a part of, extracurricular opportunities to explore, passions to pursue and jobs to work at ... not including the academic workload that is rarely negligible.

I think that some degree of this strange and demanding behavior comes down to the simple fact that most of us are addicted to stress. It feels good to get everything done in a high-performance environment like our university. As easy as it may be to forget, we have chosen our involvement and commitments. We have chosen to be this stressed.

I'd be the first to say that it's hard to just put down commitments. Sometimes it is hard to just say "no" to additional responsibilities. But it's also important to find a pace for your life that is sustainable for an entire semester.

When you are stressed, it's helpful to remember that everything is not an emergency. Things here are important ... but ultimately not worth the cost of your sanity and health. This isn't to say you shouldn't try to get your work done; there is a difference between ignoring your responsibilities and balancing them.

With all our responsibilities, it is dangerous when we get into the place of doing things simply for the sake of doing them. We won't be able to do what we love all the time. The distinction is that the responsibility should be one that we love, even if the nitty-gritty details don't always pan out to pure enjoyment. What we are doing should be an outgrowth of who we are, not just what other people expect us to accomplish.

The point of "too much" is obviously different for each person, but a good standard to apply to your life is the test of whether you can be fully and completely involved in one place at a time. If you are incapable of being fully committed to the moment - the time spent working at your job, chilling with friends or enjoying an adventure - because you are so busy thinking ahead about what needs to happen next, then you are dangerously close to the line of too much.

We shouldn't have to sacrifice what we are doing now on the altar of what needs to be accomplished later. To divide yourself between too many projects and locations, temporally or otherwise, is to diffuse yourself over the course of your life in such a way that you become a Jack-of-all-trades and a master of none.

I'd rather have depth of experience than mere breadth. So, as I go through this strange and stressful life, it's always helpful for me to take a step back and remember that only a few things are really important ... and those are the ones I want to pursue most tenaciously and consistently.

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LETTERS TO THE EDITOR

We invite you to submit letters to the editor. Letters can be sent by postal mail, e-mail (lgold@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

You can get used to anything

The concept of "normal" is perhaps one of the strangest and most difficult concepts to actually describe. Our standards and typical expectations are often heavily dependent upon our own personal context and situation. In other words, where and who we are has a direct impact on what we expect to be normal. Thus, if parts of our expectations are so driven by environment, it's a natural outcome that we can come to expect almost everything. We can get used to anything.

Situations that people are able to live through that are utterly unimaginable for most of us - atrocities in war, tales of survival or day-to-day disabilities - are much more understandable when we realize that we can become accustomed to almost any context, however strange it may be at its onset.

If you've ever put on a pair of glasses, then you have some idea of what this is like. Putting on glasses can either dramatically better or dramatically worsen your vision. But positive or negative, we notice the striking shift most of all. Such a jump can be difficult to deal with ... but imagine a slow and steady progression instead. A shock is difficult to deal with. A steady change is much more palatable.

If you've ever walked a long, gradual hill and turned around to notice just how much elevation you've actually climbed, then you have the idea that the slow progression can mask a great distance. Most people do not become monsters or saints overnight. The ability to progressively get used to our situation and outlook on life can be something infinitely positive or ultimately destructive.

Thus, in the examination of life, it is important to be especially careful with the consideration of how comfortable or "expected" our life is. If we can become inured to anything, it is important to become habitually and consistently familiar with things that are quintessentially good, constructive, just and true.

So, although the idea of comfort and expectation is certainly something to be taken into consideration, it is not the only standard for establishing how we ought to go about living life. Getting too comfortable can create the potential danger of accidentally overlooking something that ought to be changed.

But just because we are comfortable in a "good" or challenging place does not necessarily mean that we have to push past our relative ease. If you are working in a space that allows you to

pursue your passions, it's more than okay to stay there.

Our comfort is a relatively neutral consideration. We can become habituated toward almost any condition, positive or negative, and we must be mindful of that fact in order to more fully examine our life in context of our time and energies at Willamette, in context of the passions and pursuits that extend throughout our entire life.

The journey of our lives is much like walking on a flight of stairs. You can cover astounding distances, up or down, through the steady and small application of quite literally "one step at a time."

Especially as we consider the relevancy of studying social and ethnic movements, it is helpful to remember that progress is a process. Banning the consideration of such topics is akin to banning stairs, and is not something we should get used to.

COLLEGIAN EDITORIAL POLICY

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

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OPINION

'Glee' brings campus together

MILES SARI
GUEST WRITER

Tuesday night, the students of Willamette flocked to Montag and the common areas of the dorms to watch the highly anticipated second season premiere of "Glee." The episode, titled "Audition," drew in an impressive 12.3 million viewers and featured covers of popular songs such as Lady Gaga's "Telephone" and Jay-Z and Alicia Keys' "Empire State of Mind."

Though the show has 19 Emmy nominations under its belt, one cannot help but ask why "Glee" and other shows like it are so appealing, especially to the collegiate demographic.

One answer to that appeal could be that the show presents a unifying theme among students. Tuesday night, one couldn't find a free TV on campus. All of them had been reserved so that eager fans could take in the excitement and enjoy the return of their favorite show.

In this television phenomenon, the Glee Club is comprised of members from the various (and sometimes clashing) cliques in the school. There are the cheerleaders, the jocks, the misfits, etc. ... and all of these groups are represented in the club, which provides something for everyone to enjoy.

The show's diversity brings Willamette students together.

Of all the people who gathered to enjoy the show, there was not one single clique or gender that seemed to be the major fan base of the show. "Glee" appeals to a unique audience that includes a plethora of members from the varying cliques at Willamette. The show brings these people from diverse groups together to enjoy the dry humor and catchy renditions the cast belts out.

The season premiere was honestly not that strong of an episode for a show that should have an earth-shaking return. The story line was nothing special and there was nothing exceptionally comedic about it. Die-hard "Glee" fan Happi Yi said, "I think we can all agree what really made the episode come out of a nose dive was newcomer, Charice, who performed a stunning version of 'Listen' from [the film adaptation of] 'Dream Girls.'" Although the episode had its moments, the only thing spectacular about its return was the singing rather than the show itself. The strength of such a unifying show is not even conditional upon an incredibly engaging episode.

Another thing that makes "Glee" appealing is its strategic use of elements of pop culture. Next week's episode is the long anticipated tribute to pop music's princess, Britney Spears. Spears, whose iconic and tumultuous career has spanned more than a decade, was a performer with whom most of us grew up.

Doing a tribute episode to Spears is a very strategic move on the show's part. She has captivated America ever since "Baby, One More Time" and there is no doubt that the upcoming episode featuring Spears herself will break records and make "Glee" the show it once was. It is a unifying return to our collective childhood to have such a star show up on the screen.

Though the season premiere was lackluster, the show still managed to captivate its loyal audience and will continue to do so for the duration of the season. Expect more "Glee" parties in the coming weeks, especially for this next episode when the Pop Princess makes her "Glee" debut.

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—Do you have an opinion?—

Do you like to write those opinions down?

If you answered yes, then you are a perfect candidate for a guest writer!

If you are interested in joining, please e-mail mpitchfo@willamette.edu

OPINION

The high cost of education

THOMAS ELIOT
GUEST WRITER

At Georgia Tech, you can take as many classes as you think you can handle. At Penn State, you are encouraged to take as many classes as possible. At Willamette, you're penalized if you want to take more than 4.5 credits – and penalized severely.

I studied abroad this last year and, as a result, I have some MOI catching up to do. There are several classes in my major that are only being offered this semester, and other classes that just look like fun. There are several special quarter credit classes that would be useful for my grad school opportunities. To make a long story short, I wanted to take around six credits this semester, but I just can't afford to.

Willamette is one of the Princeton Review's "Top 100 Best Value Schools" – the only one in Oregon. But what that ranking doesn't take into account is the potential of dedicated students wanting to do more than the basic workload.

As much as it may sound foreign

to some readers, there are people who want to take extra classes, but can't afford the extra fee. And what a fee it is: \$1,022 per quarter credit. That's right, if you want to take only a single extra class it's another \$4,088. We're discouraging our best and brightest from learning and accomplishing all they can – or to look at it another way, we're encouraging and rewarding doing the minimum required to get by and graduate.

Before deciding to write this editorial, I talked with students across disciplines as diverse as music, visual art, physics and mathematics, and in every major I found people who wanted to take more classes but who also couldn't afford to.

Most students were unaware of Willamette's auditing policy, which is unsurprising – the Web site makes no mention of it that I could find. It costs merely \$50 to audit a class, but you don't get credit for it, don't get graded and it doesn't count toward any graduation requirements. But at least you're

learning the material, right?

This reveals something ugly about Willamette and society post-graduation: you can learn the material for 1/20 the price of actually taking the class and getting a piece of paper declaring that you have done so. The knowledge isn't what's valuable; rather, it's the declaration that you have the knowledge that you really need.

Willamette is already doing something right if we're one of the 100 best value schools in the nation. However, we clearly have room to improve, and it would be a simple measure to change. The surcharge is already waived for P.E. classes as well as music. Imagine the uproar if all of a sudden music majors had to pay a proportional amount for their number of classes! In order to truly allow students to gain the value of a Willamette education, we need to eliminate such costs that can limit them.

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Three parts of collegiate life: Doing it all



KEVIN
BELL

COLUMNIST

At Willamette, as at many schools of its caliber, it seems that it's only possible to balance two of the three parts of collegiate life. You get to have a social life, an academic career or do something extracurricular. As I'm writing this, I'm away at a debate tournament where I have missed exactly three ragers, two papers, one lab assignment and have already called my editor once to lie to him about having completed my column for this week. On the bright side, I'm currently getting ready to go into Quarterfinals, so at least I have some modicum of respect among a tiny, incredibly nerdy segment of the population. This illustrates the difficulty of balance phenomenally, though.

The problem is easy to illustrate. For me, who tries desperately to do all three, this is my schedule. During the week (at least after freshman year) there's not an incredible amount of time available to crunk it up with my wolf pack between practice for debate, or rugby, or music, or whatever extra special resume-padding thing you do along with your education. You'd think that on the weekends there would be more time for partying, but alas, starting with this weekend, I have a trip to some exotic locale such as Tacoma or Walla Walla every Saturday.

I'm faced with the choices of not bothering to do my schoolwork so that I can hang out under the star trees or play King's Cup in classrooms, sacrificing my reputation for epic kegstands and shotgunning ability, or giving up on debate ... which is something that, at this point in my life, I feel that I honestly cannot do.

Debate, like any extracurricular activity that someone loves, is a harsh mistress. I curse its incredible stupidity one minute and then praise its intellectual (specializing in botany) community the next. As far as I can tell, this dichotomy can be found within all three fields of collegiate life. Unless you're WAY too involved in frat life or still a freshman, every-so often you might have some reservations about the abandon with which some students apply themselves to the pursuit of inebriation. Also, hangovers – those kind of suck too.

From an academic standpoint, clearly you care to a certain extent; otherwise you wouldn't be wasting so much of your parents' money for a liberal arts degree. The work involved for the pursuit of this degree isn't always what I'd call a barrel of fun, though. Finding a balance is rough, but everyone has to make choices from day-to-day about how to spend their evenings. Or afternoons. Or, I guess, mornings, if you're really dedicated.

My Irrational Irritation this week is directed towards my professors who obviously don't bother consulting each other before they assign 200 pages of reading every night. The liberal arts should not preclude basic math people, come on. If every prof is as dedicated as you, then I'm reading approximately 1.4 Hatfield Libraries every semester, or 1.4 hella pages (10^27 pages). And that's just not okay.

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POLITICAL PARTY ANIMALS

'Don't Ask Don't Tell'

Liberal Voice



MAXWELL
MENSINGER

COLUMNIST

A Gallup poll taken in May 2009 shows that about 70 percent of American adults favor repealing "Don't Ask Don't Tell" (DADT). This poll, contrasted with the poll from November 2004, shows a drastic six percent increase in national approval for allowing openly gay or lesbian citizens to serve.

Not only have liberals and Democrats become more supportive of repealing DADT, but the poll also shows a 12 percent shift from those who self-identify as conservative, and a six percent shift from Republicans in the same direction. But I don't want to mince words. To be as clear as possible, every age group, every gender, every major political party and every region of the U.S. has a majority of people who want to abolish DADT.

The Senate decided that it doesn't want to talk about that right now. Republicans filibustered and Democrats got stuck with 56 votes, just four votes short.

As everyone knows, election season is on its way. Omens of bad approval ratings loom ominously over the congressmen's and senators' heads, promising what seems like a quick and merciless death to the Democratic majority in at least one House. That's why Democrats tagged DADT and the DREAM act, which are both controversial, to the National Defense Authorization Act of 2011.

However, not moving on the bill was a defensive Republican tactic. They don't want to frustrate their base, especially with Tea Partyers poised to ditch them for approving anything with money or government involvement. Reelection fever has left representatives mute on anything controversial, a real downer for those citizens pulling for change.

However, the confusion isn't purely political. Some costly (as in \$485 million type costly) military appropriations involving second engines for our F-35 joint strike fighters were also included in the bill. This section, the whole idea of gay rights, as well as immigrants' rights at stake (the DREAM act) are indeed mutually exclusive. But this bill didn't seem to bother Republicans until DADT and the DREAM act were tagged on. If anything, the bill seems like a decent compromise between Republican and Democratic goals. The solidarity of the Republicans, however, doesn't lie. Republicans were scared to do something revolutionary. Republicans, I beg you, don't be gutless. Step up and do your country a favor. Cliché, I know.

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Conservative Voice



NICK
TAYLOR

COLUMNIST

The recent vote on "Don't Ask Don't Tell" (DADT) reveals more about the attitude of the Democratic Party than it does about the opinions of the Republicans. Personally, I'm not the biggest fan of DADT, which bans those who are openly gay from serving in the military – my main point of contention is the manner in which the Democrats attempted to overturn this long standing policy.

Instead of treating it as its own issue and holding a separate vote, Senate Majority Leader Harry Reid had the audacity to attach an act to overturn "Don't Ask Don't Tell" as an amendment to the Defense Authorization Bill – assuming that the Republicans would approve such an important defense bill without regard to what was attached to it. But it didn't stop there. Also attached to the Defense Authorization Bill was the controversial DREAM act, which would grant amnesty to many illegal aliens, provided that they meet certain eligibility rules and fulfill other specific requirements.

Based on this, I think it is fair to say that DADT wasn't kept intact because of its own merits, it was overturned simply because of the way it was presented to the Senate. The Republicans in the Senate are not stupid, and it was incredibly bold and irresponsible of the Democrats to think that they could tack two large and contentious amendments onto the Defense Authorization Bill assuming that it would be passed. If Reid and his comrades are truly serious about getting something done, it would be in their best interests to start leading and stop playing politics.

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CAMPUS SAFETY REPORT

SEPT. 12-23, 2010
Information provided by Campus Safety

ASSIST OTHER AGENCY

► Sept. 17, 12:05 a.m. (14th Street): Campus Safety received a request from Salem Police to help break up a party. The residents of the house were issued a verbal warning about further noise complaints and providing minors with alcohol. The residents were very respectful and the party dispersed.

EMERGENCY MEDICAL AID

► Sept. 12, 8:05 p.m. (Matthews Hall): A student reported having severe abdominal pain. After assessing the student, the officer contacted Salem Fire Department. Campus Safety then transported the student to the Emergency Room.

► Sept. 14, 5:38 p.m. (University Center): A student came in to report that she had been attacked by a dog that was on a leash. A report was filed and the student was encouraged to visit the health center to further assess the bruising caused by the dog to the student's side.

► Sept. 15, 8:54 p.m. (Sparks Center): A student suffered a head injury while playing a game of volleyball. The student was transported to the E.R.

► Sept. 18, 12:16 a.m. (Kaneko Commons): Campus Safety was notified of a student who was suffering from fever, vomiting and muscle spasms. WEMS assessed the student and determined he would need to go to the hospital. The student and a friend were transported to the hospital by ambulance.

► Sept. 18, 6:20 p.m. (Goudy Commons): A student reported she had started to feel ill while working at Goudy. She was taken to Campus Safety for an evaluation by WEMS. They determined she did not need to go to the hospital.

POLICY VIOLATION

► Sept. 15, 9:50 p.m. (Walton Hall): During a building check, an officer discovered two students in a locked classroom. A third person had climbed out of an open window. The students had been drinking alcohol and withheld information concerning the third person. The students initially agreed to perform an alcohol test to prove that they had not been drinking, but then changed their minds.

CRIMINAL MISCHIEF

► Sept. 13, 6:00 a.m. (Hatfield Fountain): It was re-

ported to Campus Safety that the Hatfield Fountain had been "soaped." It was overflowing with bubbles and was turned off.

► Sept. 20, 2:50 a.m. (Montag Center): A partition in the men's bathroom of the Montag Center was found torn from its wall mounts during a building check.

POSSESSION OF A CONTROLLED SUBSTANCE

► Sept. 12, 12:30 a.m. (Terra House): A Campus Safety officer smelled marijuana come from the vicinity of a group of students outside Terra House. The officer interviewed each of the students, who exhibited signs of possible marijuana and/or alcohol use.

► Sept. 16, 1:27 p.m. (Terra House): During a fire inspection, marijuana paraphernalia was found in a room of Terra House. An officer arrived to confiscate the items.

► Sept. 16, 1:32 p.m. (Terra House): During a fire inspection, marijuana paraphernalia was found in another room of Terra House. The officer confiscated the items.

► Sept. 16, 5:48 p.m. (Kaneko Commons): Campus Safety responded to the smell of marijuana coming from an apartment in Kaneko. After receiving no reply to knocks on the door, officers keyed into the room. Officers found drug paraphernalia in all three bedrooms of the apartment and confiscated the items.

SEXUAL ASSAULT

► Week of Sept. 12-18 (In a Campus Residence): A student came into the office reporting she had been sexually assaulted by another student. The On Call Area Coordinator came in to offer assistance to the student. Salem Police was notified of the incident and was given the student's phone number to follow up with a report.

SUICIDE THREATENED

► Week of Sept. 12-18 (In a Campus Residence): A student reported that another student had threatened to commit suicide. The On Call Area Coordinator was notified, who then called the student and referred them to Marion County Mental Health.

THEFT

► Sept. 16, 11:16 p.m. (Sparks Parking Lot): A student called to report that a bag of items, including a laptop, had been stolen from his car. He had locked the doors and returned four hours later to find the bag missing and the doors unlocked. The student was encouraged to file a report with Salem Police.

► Sept. 18, 11:20 a.m. (Kaneko Commons): A student came into the office to report that his bicycle had been stolen. It had been parked for approximately 24 hours before the student returned to find the bike and

front tire were gone, leaving only the back tire and lock attached to it. The student was encouraged to file a report with Salem Police.

► Sept. 23, 2:00 p.m. (Art Building): A student reported that his bicycle gear cables had been cut and the handlebars had been stolen. The student was encouraged to file a report with Salem Police.

TRESPASS

► Sept. 16, 12:52 p.m. (Sparks Center): A suspicious person was given a written trespass warning after having been verbally warned the night before. A short time after the written trespass warning was issued, the suspect was seen back on campus property. He was placed under arrest. Salem Police were contacted to transport the subject to jail.

► Sept. 23, 9:35 p.m. (Hatfield Library): A student reported seeing a suspicious male who was making her and another student feel uncomfortable. An officer interviewed the subject who became agitated and was escorted out of the building. Salem Police was called to assist. The subject was issued a written trespass warning.

Please contact Campus Safety if you have any information regarding these incidents:
safety@willamette.edu

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