

COLLEGIAN

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CAFES grant funds student-run community garden



DAWN-HUNTER STROBEL



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DAWN-HUNTER STROBEL

A group of students, including senior Arabella Wood (on the right in far left image), broke ground for the new garden on Tuesday, Feb. 18.



ANNA SEAHILL
STAFF WRITER

Willamette students, including Arabella Wood ('20), Hope Heideman ('21) and Ted Alberon ('23), are working together to develop a garden on campus centered around inclusion and introspection. After submitting their proposal last semester, the group secured a grant from the Community Action Fund for Equity and Sustainability (CAFES) Committee to fund the construction of a community wellness garden.

The garden, which will be located behind the Hatfield Library near Sparks Gym and the Martha Springer Botanical Garden, is inspired by students' vision for a place that is "wheelchair-accessible, visibly-located, on-campus, food justice-oriented, academically-engaging, creative, non-denominationally spiritual and holistic wellness-focused," according to the CAFES proposal.

The extensive project will transform the future location's current grassy space into a garden that includes a community spiri-

tual space, raised garden beds and a potting shed, all together creating an "interconnected, interdisciplinary" outdoor sanctuary.

This spiritual feature of the garden is aimed at encouraging students to relax and reflect through experiencing calming elements like wind chimes, an altar, areas for meditation and displayed student artwork. To further another one of the garden's goals — promoting sustainability—the raised beds will be made from Zena Forest wood which was acquired from forest restoration and thinning projects.

Additionally, the garden will foster learning opportunities for students across academic disciplines. The proposal stated: "The garden will be used by professors in the biology department as an outdoor classroom, and professors David Craig and Briana Lindh are interested in using the area specifically for research in ecology and growing native plants, as well as Professor Wendy Petersen Boring in her food justice course."

COMMUNITY, 3

Documentary highlights Chicago's Black Arts Movement



OLIVIA FRENKEL
CONTRIBUTOR

A screening of the documentary "BAM! Chicago's Black Arts Movement" was held in Smullin Theater in Ford on Wednesday, Feb. 12. This film is centered around the flourishing Black Art Movement in Chicago through the 1960s and well into the 1980s. The 50-minute documentary, created by Pavithra Narayanan and Thabiti Lewis, illustrates the empowering nature of art to those who lived in the South Side of Chicago through interviews taken from artists during that time period.

These Chicago community members spoke on their own experiences in the Black art scene, but they also talked about prominent people like Margaret Burroughs, Useni Perkins, Jeff Donaldson and John H. Johnson.

Margaret Burroughs was a poet, visual artist, writer and art collector who committed her life to opening the still-operating DuSable Museum of African American History in 1961. Her prolific writing was aimed at guiding Black youth through appreciation of their cultural identity.

Before the museum opened, many interviewees looked back and warmly agreed that her own living room already resembled a gallery. She once said that "we're the only [museum] that grew out of [an all-Black community]. We

weren't started by anybody downtown; we were started by ordinary folks." Though she passed away in 2010, her pride and work continues to live on.

Useni Perkins is a poet, who still lives in Chicago to this day. He is responsible for one of the most well known poems of the time, "Hey, Black Child." This poem became a staple in African American homes throughout the country, and has been rereleased in a children's book, published by Perkins in 2017.

Jeff Donaldson was a visual artist and co-founder of AfriCOBRA, which was a group of Black, Chicago-based artists who developed their own strain of visual art to empower the community. He was a contributor to the famed "Wall of Respect," which illustrated pivotal members of the movement towards Black liberation, such as Nat Turner, Elijah Muhammad, Malcolm X, Muhammad Ali, Gwendolyn Brooks, W.E.B. Dubois, Marcus Garvey, Aretha Franklin and Harriet Tubman. This mural inspired hundreds of other culturally-inspired murals around the country.

One of the women in the film explained: "It was a way to get art out there. We understood that most people weren't going into museums and galleries, but we knew they were walking down the street, so we painted on the streets."

John H. Johnson, owner of Johnson Publishing Company, founded



Pavithra Narayanan

The Negro Digest, which was later renamed *Black World Magazine*. This magazine was an international compilation of the Black Arts Movement and each edition held new perspectives and ideas about how art can empower communities. This magazine was truly Black-owned, which is why its circulation spread so quickly throughout the country and beyond.

Margaret Burroughs, Useni Perkins, Jeff Donaldson and John H. Johnson are a few of the many inspirational individuals who are mentioned in the film, yet Lewis and Narayanan reiterated continuously that this movement can be attributed to hundreds of Black artists, and that the task of fitting them all into one documentary is impossible.

BAM SCREENING, 5



Thabiti Lewis

Report from Greek life review released



SOPHIE SMITH
EDITOR-IN-CHIEF

The report from last semester's external review of Willamette's Fraternity and Sorority Life (FSL) program has been completed and released. The report includes recommendations for changes the program may benefit from, including hiring a part-time staff member to oversee FSL, creating a communications plan to improve and expand FSL's public image and creating healthy masculinity, safety and diversity and inclusion training for FSL members, among several other recommendations. Now, the University is in the process of creating a group of Willamette community members to assess and address the report's findings.

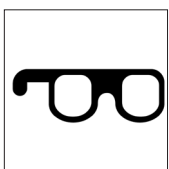
On Nov. 3-5, 2019, two contracted student affairs professionals, Mónica Lee Miranda and Jason Bergeron, came to campus to conduct the on-site review of the University's FSL community. The reviewers spoke with about 70 individuals, including affiliated and non-affiliated students, faculty and staff members, in order to learn about the strengths and weaknesses of the FSL program. This followed an internal self-review that the University had conducted earlier last semester.

After assessing information from the on-site review, the internal review and documents and data the reviewers had received from the University, Miranda and Bergeron wrote the report.

The University received the final copy of the report in January, right before the beginning of the semester. Associate Dean of Students Lisa Holliday shared some of the report's findings with FSL student leaders at their January executive retreat, but the full document was not released until Feb. 5. The full report can be found online, on the "Fraternity & Sorority Life" page of Willamette's website.

The external review followed last year's creation of the STEAM Collective, or Students for Transparency, Equity, Accountability and Mobilization. The student-formed advocacy group released a petition of demands for the University in February 2019. One of these demands called for an external review of Willamette's FSL community. Two STEAM members, Michelle Hicks ('19) and Dawn-Hunter Strobel ('20), participated in the on-site review in November. Vice President for Equity, Diversity and Inclusion Jade Aguilar said the University has not been in contact with STEAM since the release of the report, largely because several of the Collective's founding members graduated in 2019.

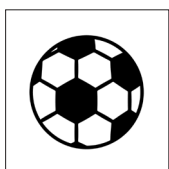
REPORT, 3



LIFESTYLES

Theatre Department opens production Thursday, Feb. 20.

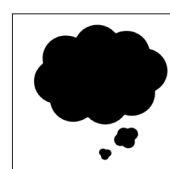
pg. 5



SPORTS

Swim team breaks records at conference championships.

pg. 6



OPINIONS

The Hatfield Library Fishbowl has more to offer than just a printer.

pg. 7

Reality Check receives yearly revisions



Jack Hanscom

JACOB BLOOM
STAFF WRITER

Every year during Opening Days, a theatre production called Reality Check is presented to all first-year students. While Reality Check is a one-time performance presented in August or early September, months of preparation go into the production in order to make it possible.

According to Jack Hanscom ('22), the Opening Days lead team member in charge of Reality Check, one objective of the production is to get students thinking about important issues such as sexuality, mental health, race and sexual assault. The other objective, he said, is to inform new first-year students about the safety and mental health resources that are available to them at Willamette.

Opening Days Coordinator Isabella Lamb ('22) added that another goal of the program is to make students feel they are not alone when difficult situations arise during college.

"Reality check is aimed to make it known to first years what college is like on a more realistic end," said Lamb.

As early as February, Opening Days Leaders begin coordinating with the Sexual Assault Response Allies (SARAs), the Office of Equity, Diversity and Inclusion (EDI) and other organizations. This is because the script changes year to year, and is always being revised.

"Behind the scenes right now, we have weekly meetings and two office hours per week. We also meet with our past committee members. With Reality Check specifically we are going to work with SARAs and Jade Aguilar with EDI," said Lamb.

According to Hanscom, a large portion of the work that goes into Reality Check consists of listening to constructive criticism from many different voices long before a single edit is made to the script.

"We want to be able to represent as many experiences and different stories as possible. I want to be able to get perspective on how people see Reality Check. Where do they believe it's flawed, and where do they believe we can improve it?" said Hanscom.

While Hanscom wants to make it clear that Reality Check is still in very early stages of production and that no change is concrete, he said that the team plans to address able-bodied privilege, disability and accessibility in next year's skit.

"One really big thing we're starting to strive for and think about is able-bodied privilege

and tackling the idea of accessibility in that regard. That's one thing that is completely neglected from the script. Last year it wasn't talked about once," he said.

Another new change the team is considering is removing some of the comic relief present in past productions.

"One thing I'm trying to stray away from is how much comedic relief we implement from the script. While it can sometimes serve the purpose of making things a little more comfortable or a little less awkward, we have to remember these conversations aren't meant to be made comfortable for people. It's that fine line. I don't want comedy in Reality Check because I know it sometimes allows students to miss the point. People think most crucially when they're uncomfortable," said Hanscom.

According to both Hanscom and Lamb, the most important thing that Willamette students should know about Reality Check right now is that they welcome all feedback.

"We welcome feedback. I think that's the number one thing," said Hanscom. "I don't want to feel like I'm sitting in a room, throwing things out and adding things at my own will. In reality that's probably the last thing I want... The goal is to represent as many people as we can so that everyone feels included and can identify with the skit."

Hanscom says he encourages anyone at Willamette to vocalize their concerns about the program. He can be reached through email, as well as during his office hours 11:30-12:30 p.m. during Mondays and Thursdays in the Office of Student Activities.

jhbloom@willamette.edu

Work and Volunteer Opportunities

**Fall 2020 Family
Weekend coordinator**
Due Feb. 28
Apply on Handshake
with resume and cover
letter

**Multiple Willamette
Academy positions**
Due Feb. 24
Apply on Handshake
with resume and additional questions

**Dining Services Cafe
Server**
Due May 1
Apply on Handshake
with resume

**2020-2021 Writing
Center Consultants**
Due Feb. 28
Apply on Handshake
with resume and cover
letter

**Volunteer for Black
Tie Affair**
Link is on the Willamette website

WEEKLY REPORT BY CAMPUS SAFETY

CRIMINAL MISCHIEF

Feb. 7, 11:13 p.m. (Lausanne Hall): Campus Safety received a call reporting a fire extinguisher had been discharged in the common area. An officer responded and replaced the used fire extinguisher with a new one. A work order was made to clean up the room.

Feb. 13, 6:00 p.m. (Atkinson Graduate School of Management): Campus Safety received a call from a student reporting their tires had been possibly slashed on their vehicle. A report was filed.

EMERGENCY MEDICAL AID

Feb. 12, 12:35 (Eaton): Campus Safety received a call reporting a student had fallen and injured their leg. An officer responded and transported the student to the ER. The on-call area coordinator was notified and a report was filed.

POLICY VIOLATION

Feb. 8, 9:38 a.m. (Collins Science): Campus Safety received a call reporting students who were sleeping in a classroom. An officer responded and met with the students who were asked to leave.

SUSPICIOUS

Feb. 7, 4:50 p.m. (Matthews parking lot): While on patrol, an officer encountered a suspicious individual on a bike with multiple trash bags heading through campus. The officer followed the individual to assure that they made it off campus.

Feb. 7, 5:17 p.m. (Skybridge): Campus Safety received multiple calls regarding a suspicious briefcase left in the middle of the bridge. An officer responded and saw that the item was being retrieved by the owner.

Feb. 7, 11:07 p.m. (Atkinson Graduate School of Management): While on patrol, an officer smelled the odor of cannabis. The officer made contact with three individuals and advised them that this is a non-smoking campus. The individuals then left the area.

Feb. 8, 12:17 a.m. (Tokyo International University of America): Campus Safety received a call reporting teenagers under the Skybridge throwing items and yelling. An officer responded and attempted to make contact with the individuals who then ran.

Feb. 8, 3:57 p.m. (Northwood Hall): Campus Safety received a call reporting the smell of cannabis in the building. An officer responded and searched the area but could not locate the source of the smell.

Feb. 10, 1:55 p.m. (Martha Springer Botanical Gardens): Campus Safety received a call reporting a suspicious individual wrapped in a blanket talking to themselves. An officer responded and met the individual who then left campus.

Feb. 10, 4:57 p.m. (Cottage Street): Campus Safety received a call reporting a suspicious individual in the parking lot. Officers responded and escorted the individual off campus.

TRESPASS

Feb. 8, 7:56 p.m. (Campus): While on patrol, an officer encountered a suspicious individual who they recognized from a prior encounter. The officer maintained visual contact with the individual and called Salem Police. Salem Police responded and the individual formally tres-

passed from the University's property.

Feb. 8, 9:07 p.m. (Belknap Hall): Campus Safety received a report of an unknown individual inside of the residence hall. An officer responded and met with students who advised the officer that there are two individuals inside, but they were now leaving the building. The officer caught up to the individuals outside and one of them ran. Salem Police Department was contacted, and the other individual was formally trespassed from campus property.

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

Community garden in the works



The community garden will be built on this grassy area behind the library and next to the Martha Springer Botanical Garden.

CONTINUED from Page 1

Although the garden will soon become a reality, with work on moving the retaining wall to accommodate the raised beds beginning on Feb. 18, getting to this point in garden development has been a years-long task. Wood, a senior environmental science major and the project’s leader, explained that the process started in 2017. Back then, students in a food justice class taught by Professor Wendy Petersen Boring designed the garden for their final project. The idea was revived by Li Gupton (’19) in 2018; however, a lack of funding prevented the implementation of the design.

Wood joined the project under Gupton’s leadership, and is finally seeing all of the hard work put in by past and current students off, thanks to the critical funding CAFES provided in the fall semester.

“I’m excited to see the final product. I’m specifically interested in the spirituality aspect of the garden. I want it to be an inviting place for reflection and ritual without shoving it down your throat. Students should feel welcome regardless of denomination,” Wood said.

Establishing an on-campus student-run garden for students means that Willamette community input is strongly encouraged. On Feb. 13, for example, there was a brainstorming session held to collect feedback on what students hope to see in the garden and how they want the space to feel. Zena Farm Club will play a vital role in site maintenance, and Community Service Learning (CSL) is planning to use their Service Saturdays to organize volunteers interested in helping with the garden.

When asked what she wants someone to take away from their time in the garden, Wood responded: “I want them to take away whatever they need at that moment... I’d love for it to be a place where anyone can slow down. Everyone is always doing as much as they can. I just would love for people to connect with others and the land.”

If you’re interested in joining Wood, Heideman, Alberon and other student volunteers in building this outdoor community, please email Wood at aewood@willamette.edu, or follow [@wucommunitygarden](https://www.instagram.com/wucommunitygarden) on Instagram to learn more.

amseahill@willamette.edu

Willamette begins to facilitate campus-specific LGBTQ+ education training

DAWN-HUNTER STROBEL
LIFESTYLES EDITOR

This semester, the Gender Resource Advocacy Center (GRAC) is implementing training surrounding LGBTQ+ issues. The training is tentatively titled LGBTQ+ Education Training, or LET, but as the program is still being solidified, the name could yet change. LET curriculum is designed for students as well as staff, and educates about LGBTQ+ activism, respectful terminology surrounding the LGBTQ+ community, intersectionality and allyship.

The idea for the LET training came from a student recommendation to bring a program called The Safe Zone Project to Willamette’s campus. The Safe Zone Project is a workshop that is commonly used on college campuses across the country surrounding LGBTQ+ awareness and allyship, but as students and GRAC employees worked their way through the material, they felt it didn’t quite fit with Willamette’s culture.

Andrea Hugmeyer, director of the GRAC, said in an interview: “We felt that our own community was a level beyond what was featured in the Safe Zone materials. We wanted to take ownership and create it to be more relevant in the student population, and staff and faculty here.”

With this in mind, those involved decided to take the essence and the aim of the Safe Zone Project, but change it in some fundamental ways.

One of the major differences between LET curriculum and Safe Zone curriculum is that LET emphasizes the Willamette community’s history of activism and involvement surrounding LGBTQ+ issues. Brandon Miller (’20), was active in getting the program running, and they looked through old *Collegian* articles in the library archives to get an account of Willamette’s history with these issues. They were able to find articles dating back to 1972.

“We got an article from each decade and it was really to con-

textualize where we are now and how connected we are to the movement that has existed far back beyond us,” Hugmeyer said.

With the help of Jade Aguilar, vice president for equity, diversity and inclusion, Hugmeyer gathered a group of students from Aguilar’s classes as well as the trans advocacy committee and met every other week last semester to come up with learning objectives and activities that would engage people with varying degrees of knowledge about LGBTQ+ issues. “We wanted to both allow engagement and access at a really introductory level but also allow critique from those who have lived experiences and offer ways for others to learn from that,” Hugmeyer said. “The folks who are engaged in this sort of activism or taking advanced [women and gender studies] courses can still benefit from being in a community and learning about these sorts of issues.”

The training covers topics such as sexuality, gender expression, gender identity, terminology, the history of LGBTQ+ activism and healthy masculinity. One learning objective from the training slides is “Understanding broader cultural systems that create oppressive thoughts and behaviors.”

One way in which the training addresses these issues is through including relevant stories that are in the public’s consciousness in order to make the issues less abstract.

Currently, LET includes a news clip about a recent Hallmark channel advertisement. In this advertisement, two women are getting married and signing up for Hallmark’s online wedding registry. But after much protest from various groups who argued it was inappropriate, Hallmark stopped airing the advertisement.

“It’s a three-minute news clip but it offers so much material for connecting back to institutions, like the media promoting certain narratives and ideologies, the way that heteronormativity and privilege around that is upheld,”

Hugmeyer said. “There’s even dynamics of race involved in the different couples that are portrayed and accepted, so there’s that aspect of intersectionality that you can address. And ultimately too, there are students who can offer critique around capitalism and corporate profit issues.”

The training also highlights statistics about LGBTQ+ people surrounding issues of interpersonal violence, homelessness and sexual assault as well as how these statistics differ when looking at different racial categories. According to the training slides, the critical application of the statistics are so that “we can use statistics to understand the big picture.”

However, the developers of this training wanted to be sure to not focus only on how at-risk LGBTQ+ people are, so the training ends with writing affirmations that are meant to validate queer and trans people.

This training is facilitated by students and is targeted towards students. So far it has been used in residential advisor (RA) training, but the hope of those involved is that it can reach a wide array of student groups like sororities and fraternities or athletic groups. Once the training has been used more, they plan to extend the training to staff and faculty.

The LGBTQ+ Resource Coordinator, Oakley Fielder (’22), who uses both they/them and he/him pronouns, is handling much of the administrative side of LET. This means they will continue the process of looking through the archives to find more activism history on campus as well as handling communication surrounding the training.

He hopes that this training will “reach out to the people who maybe don’t have LGBT friends and connections and ways to really educate themselves and want to get better but don’t quite know how to go about that. I hope that this program will give them space to learn and grow.”

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Report outlines strengths and weaknesses of FSL

CONTINUED from Page 1

Holliday said internal reviews of University programs and departments happen regularly, often once every five years, but to her knowledge, STEAM’s demand led to the first external review of FSL to have taken place at Willamette.

The report from the review contains the reviewers’ recommendations, “points of pride,” or areas they find the FSL community to excel at, and “challenges,” or areas for improvement. Some of the 17 “points of pride” include the sense of community, pride and leadership experience many students said they have experienced due to their affiliation, as well as the community’s recent attempts to be more inclusive

and to establish educational work surrounding safety and masculinity.

The report cites 31 “challenges” the FSL community faces, including a lack of unity and a disconnect between fraternities and sororities, an inability to effectively communicate the work being done within FSL to the wider University community, the cost of memberships being “cost prohibitive and disproportionately favoring white students” and some Willamette community members’ beliefs that “fraternity/sorority life is antithetical to Willamette values and that fraternities and sororities don’t play a role in the future of the university.”

Some of the report’s 19 recommendations include establishing a data-tracking system and chap-

ter accreditation model to measure the FSL program’s progress, creating a mission statement for the entire FSL community, conducting a climate study, creating a “Wear Your Letters/Pin Day,” partnering with the University’s Office of Marketing and Communications to include FSL in wider University marketing and partnering with the University’s Office of EDI to improve the “cultural competency” of affiliated members.

According to Holliday, the University has created a task force to help the program address the report’s findings. The group is comprised of students, FSL alumni, faculty and staff members. Its members were decided by Holliday, Vice President for Student Affairs Ed Whipple,

Interfraternity Council (IFC) President Luther Jessie (’20) and Panhellenic Council (PHC) President Grasiela Quevedo-Ramos (’21). The group, which is tasked with reviewing, prioritizing and developing a timeline for addressing the report’s recommendations, met for the first time on Monday, Feb. 17.

The FSL community has begun to address the findings from the review, and Jessie said he anticipates lots of changes will be made within the community in the upcoming weeks. Luther and Quevedo-Ramos said fraternity and sorority leaders began crafting a community-wide mission statement during the January FSL exec retreat. Caspar Croft (’20), an FSL intern who is also working on the mission statement, hopes

the statement will be completed by spring break.

Another recommendation called for FSL members to receive more training on toxic masculinity and diversity and inclusion. Croft has also been working on creating an EDI workshop that all fraternity members will be required to attend at least once per semester. Although this project was in motion before the external review took place, Croft said the report provided “another push” to create the training. According to Aguilar, many fraternities and sororities have already held individual EDI trainings, conducted by the Office of EDI’s student interns.

slsmith@willamette.edu



Professor profile: Dr. Long, lifelong music enthusiast

BEN SNELL
CONTRIBUTOR

Many know Willamette to be a place where professors show commitment to their students and create productive and engaging environments in their classrooms. Wallace Long, professor of choral music, is no exception to this.

Long has been teaching at Willamette for 37 years, and recently won a Distinguished Service Award from the Salem Chamber of Commerce for his long standing commitment to Salem and its schools. However, he will be retiring at the end of the 2019-2020 school year.

For Long, one of the most important things about his position has always been giving students the resources they need to thrive in college.

"I think College Colloquium helps a lot, in terms of giving you a sense of grounding, and 16 other friends that are also scared to death," he said. "But if I can create a choral family very quickly, and bring a first-year student in and help them realize, 'Oh! There are other people that like to sing,' I really engender that kind of community feeling so that you feel a connection to people."

Before discovering choral music, Long explored his love for music by joining a rock band in high school. "I taught myself to play guitar, and I was in a pretty bad band. Our claim to fame was playing at the bowling alley, just really dumb. But, I had a lot of fun with it," Long said.

Not long after this, Long found his way to the choral music scene. "I was dating this gal, and she was in the choir. She talked to the choir director and we sang in church to-

gether, and I could read music. I was just too scared [to audition]." Because of his previous history with music, he was admitted into the choir without needing to audition.

This experience in high school choir helped shape Long's teaching philosophy. Long initially intended to pursue a career as a stock broker. However, after having many "wonderful, musical, emotional experi-

ments" in choir, he made the decision to teach.

"I think one of the reasons I wanted to teach was to help that kid that was just like me, who could sing but was too frightened to try."

ment... If it's just you singing, it's much more revealing."

One notable moment in Long's Willamette career was performing for Desmond Tutu. Per the request of former University president M. Lee Pelton, Long and the choir performed "Hope for Resolution" for the South African Archbishop.

Long said "Hope for Resolution" is "a piece about apartheid and the coming together of the Anglican tradition and the African traditions, and learning to respect the two." Eventually, the piece gave way to an opportunity to tour South Africa. The tour "ended at the archbishop's church in Cape Town for a high mass. [The choir] participated in the mass and sang a concert at the end."

Long's time at Willamette will soon come to a close. Although Long was supposed to leave last semester, he decided to stay another year, working for a third of his regular salary.

When he made the decision to retire last year, Dr. Long wanted to ensure there was a smooth transition and stayed on an additional year to assist with that transition. Chris Engbretson, instructor of vocal studies and director of Voce

Femminile and The Vox Ensemble, two other Willamette vocal ensembles, will take over directing Chamber Choir. Long says he now feels "much more comfortable about stepping back."

He said, "It's always been about the students... They've been my life here for over three decades. I wanted to make sure they were taken care of."

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Wallace Long

EXENE VANDENBERG

Horoscopes: week of Feb 19-26

BILLY ULLMANN
CONTRIBUTOR



Aries: Pisces season begins on Feb. 19, putting you in a spot to embrace your emotions. The moon goes into Aquarius on Feb. 20; don't judge yourself for feeling different. On Feb. 23, there's a new moon in Pisces, asking you to recognize your intuition. The moon goes into your sign on Feb. 26, so go wild! You know what you want to do, right?



Taurus: Aquarius season concludes as Pisces season begins on Feb. 19. Let go and go with the flow. The moon goes into Aquarius on Feb. 20, encouraging you to love the parts of you that seem to stick out. With a new moon in Pisces on Feb. 23, give yourself time to connect to your intuition. The moon enters Aries on Feb. 25; patience may be a virtue, but what happens if it's not?



Gemini: On Feb. 19, Pisces season begins, letting you get in touch with your dreams and subconscious. The moon enters Aquarius on Feb. 20, so be alone but don't try to find a distraction.

There's a new moon in Pisces on Feb. 23, giving you energy to heal and create. The moon goes into Aries on Feb. 25; sometimes the first choice is the right one.



Cancer: Pisces season starts on Feb. 19; use your imagination as a muse for your real life. The moon goes into Aquarius on Feb. 20, asking you to be comfortable being authentically yourself. A new moon in Pisces happens on Feb. 23, so learn what is what and seek clarification in all areas of your life. The moon enters Aries on Feb. 25, letting you tap into your sense of leadership.



Leo: Aquarius season ends on Feb. 19, meaning Pisces season starts, which may put you in touch with your emotions. The moon enters sister sign Aquarius on Feb. 20, so look inward and find patterns, whether it be in your life or the universe. On Feb. 23, there's a new moon in Pisces, giving you space to repair. The moon moves into Aries on Feb. 25; any direction is forward as long as there is something behind you.



Virgo: On Feb. 19, the season of your sister sign, Pisces, begins; think loosely and with your heart. The moon moves into Aquarius on Feb. 20, asking you to open your mind to new possibilities. A new moon in Pisces happens on Feb. 23, so remember there are no hard lines. The moon enters Aries on Feb. 25; trust your gut, because it can lead you to some places.



Libra: Pisces season begins on Feb. 19, pushing you to address any emotions you've neglected during Aquarius season. The moon enters Aquarius the next day, so spend some time hatching some ideas out. What is possible? With a new moon in Pisces on Feb. 23, imagine what you would have in an ideal universe. Seek it out as the moon moves into sister sign Aries on Feb. 26.



Scorpio: On Feb. 19, Pisces season starts, possibly allowing you to heal from hurt or heartache. The moon goes into Aquarius on Feb. 20, so open your mind a bit and let yourself be okay by yourself. On Feb. 23, there's a

new moon in Pisces, giving you an opportunity to restore and expand emotionally. The moon enters Aries on Feb. 25, which calls you to be spontaneous and sure.



Sagittarius: Pisces season begins on Feb. 19, putting you in touch with your heart and dreams. The moon enters Aquarius on Feb. 20, giving you the ability to explore new ideas and possibilities. Use that energy to inspire you, especially coming into the new moon in Pisces on Feb. 23. On Feb. 25, the moon moves into Aries, bringing you directness and will.



Capricorn: Allow yourself to open your heart as Pisces season begins on Feb. 19. The moon goes into Aquarius on Feb. 20, so use your imagination and socialization to learn. On Feb. 23, the moon enters Pisces, with a new moon the same day, letting you heal and move on. The moon moves into Aries on Feb. 25; you are strong, so act like it.



Aquarius: Unfortunately, your season ends on Feb. 19, meaning dreamy Pisces season begins. Connect to your imagination. The moon enters your sign on Feb. 20, so seek out knowledge and embrace your weirdness. There's a new moon in Pisces on Feb. 23, encouraging you to see what your emotions have to tell you. On Feb. 25, the moon goes into sure and confident Aries.



Pisces: Pisces season begins on Feb. 19; get ready to enjoy wistful daydreaming and deep feeling until March 20. The moon enters Aquarius on Feb. 20, motivating you to be alone and think. With a new moon in your sign on Feb. 23, feel inspired to channel your creative energy into a new start, whatever it may be. The moon enters chaotic Aries on Feb. 25; think twice.

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

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Graphics: Blake Carlile

“Revolt” brings new perspective to WU theatre



(Clockwise from top left) Emily Embleton ('23) and Bradford Bradford ('23) rehearse. A costume from the show is on display. Actors rehearse the first scene. Actors rehearse the supermarket scene.



NOAH DANTES
MANAGING EDITOR

“One of the stage directions at the very beginning of the play is, ‘this play should not be well behaved,’” junior Shelby Fenn said.

“Revolt. She Said. Revolt Again.” was originally written by British playwright Alice Birch in 2016. Willamette’s Department of Theatre will open its production of the play this Thursday, Feb. 20, led by guest director Marina McClure.

“This play explores how language, including everyday phrasing, can uphold dominant power structures, and inflict trauma on the psyche and the body,” McClure said in an email. “Alice Birch is particularly interested in uncovering how language gets coded into our systems: personal, political and structural, and how this contributes to power dynamics and systems of oppression, particularly for Othered bodies.”

“If we want to make change, we cannot be polite about it,” Fenn said. “It’s about making your voice heard. It’s about revolting, as is stated in the title, but it’s also about being silenced.”

“Every interaction we have with each other is shaped by the language we use and also the language we don’t use,” they continued.

The set of the show is an enclosed box, with a fabric known as scrim separating the performers from the audience. Through manipulation of lighting, the audience sees both into the box and only the shadows of performers at different points in the play. Additionally, at certain times, the performers cannot see the audience.

“It’s an interesting concept of having a wall in between us and the audience, but we still have to reach through that wall and get to everyone and bring them into the box

with us,” sophomore Grace Goodyear said. “With that scene [shown in the bottom left image], it’s not about the physical act of making love, it’s the language that they’re using to show that love for their partner.”

The play does not have a through line of plot and is presented as a series of vignettes. The show only has two named characters, with the rest of the characters being denoted with a dash in the script. Each vignette portrays a different situation and no performer stays in the same role for the entire play.

This not only aids with the focus on language, but also allows analysis of sex and gender in broader situations through multiple perspectives by keeping the focus away from individual characters. Many of these situations deal with trauma, grief and the violence of language as opposed to the healing effects that words can also have on individuals and communities.

“The script is a map—it does not delineate characters for most of the scenes, so the artistic team has to rigorously engage with the language on the page to determine the optimal way to tell the story that we want to tell at this exact moment, at this university, with this community,” McClure said.

“Alice Birch scripts in moments where the actors reveal themselves inside the scenes; there’s a slippage of language, where the burden of carrying the scene forward is almost too much to bear. The text gets stuck in their mouths, and it’s almost as if they don’t know how to progress. And yet, they do, one way or another.”

Fenn said: “I play actor four of six, and we all are just playing whoever, we’re playing someone in life. We’re playing anyone you see every day. We’re trying to make very specific experiences universally applicable, and just relatable and empa-

thetic.”

However, Fenn emphasized that not all of the scenes were relatable because everyone has different experiences. While they said that the cast is not racially diverse, three of the six performers are gender non-conforming, which is “just exciting for a play that really experiments with gender and gender roles and gender expression in language.”

Since everyone has their own experiences, the show does not have a set meaning. Both Goodyear and Fenn said that show means different things to different people.

“Describing it is not enough. This is a show where you need to see it,” Goodyear said.

McClure described the meaning the show holds personally for her: “I think I’ve been on a long journey of understanding the power structures that my generation inherited, and how I want to push against them to create space for a more expansive vision of humanity. All of my work explores cultural memory and the relationship of narrative and emotion to the body. With this play, I’m working with rhythm, residue and expressive shape to investigate these ideas.”

Several guest artists are involved with the production of “Revolt. She Said. Revolt Again.”, including a sound designer, a set designer and a prop designer, as well as the director, McClure. While some of the guest artists will be involved with other productions this semester, McClure will leave Willamette after this play is over.

She is already at work on two other productions, including a solo project and a children’s play about a dinosaur living just after the meteor hit.

She was credited by both Goodyear and Fenn for bringing lots of energy and making the show a success, and Fenn named her as one reason why students should come see the play.

“She does really great work, and I don’t know if it’s something that Willamette has seen before. I think it’s a new energy that is being brought into the theatre department,” Fenn said.

When asked what part of the show she is most proud of, McClure credited the performers: “We have created a really special ensemble, who can breathe, speak, move in sync with each other. The actors are constantly surprising me with their insight and talents. And it’s been a real joy to facilitate a process where the students are truly bringing pieces of themselves to the work.”

Goodyear’s reason for students to see the play was concise: “This show brings up important questions and important situations that happen in everyday life, but it shows it through a different lens.”

McClure said: “You’ll see your community exploring questions of love, work, trauma, identity and conformity in a deeply physical and personal way. You’ll think about language in new ways, and you’ll be a part of an urgent conversation.”

Fenn gave another reason: “If you come to the show, you will have a crazy experience, and you will see people do some potentially insane things. It’s messy, this is a messy play and it does not behave, and I think if you want to be messy and misbehave with us, you come to this show and you watch people try to escape an inescapable existence.”

The play opens on Feb. 20 and runs through Feb. 29. Tickets can be bought online at wutheatre.com for eight dollars. Additional information can be found on the same website, or by contacting <thtr-tix> or 503-370-6221.

Content warning: This production contains graphic descriptions of domestic and sexual violence.

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BAM screening

CONTINUED from Page 1

Hours and hours of footage was acquired through the interviews they took, which is why the film took four years to create. “Each of the interviews could have been turned into its own documentary,” said Narayanan, who was responsible for the editing process.

“These interviews were so long because we simply asked them to tell their story and the story of their communities,” said Lewis, “and they went on for so long, that our cameras would die and we would use our iPad, but then those would die and then we would use our phones, but we couldn’t stop filming because we didn’t want to miss anything.”

Narayanan emphasized through the film and through the Q&A portion of the screening that these Black artists were “not in it for the money. They were in it so that younger generations of Black communities understood that they stood on the shoulders of giants.”

To end the screening, Lewis and Narayanan explained what it was like to show the film to the artists they had interviewed and communicated with for five years.

“Of course we were worried,” said Narayanan. “It is about these people’s lives and work and passions. We constantly would ask ourselves, ‘Did we capture this history correctly?’ and after showing it to them I think the answer is yes. They had tears in their eyes and smiles on their faces because no one had cared to share their story in this kind of medium.”

The message left by the directors, in the words of Narayanan as well as the artists in the film, is the importance of “living for the community.” Passing down empowerment, giving a means to artful engagement and dedicating your life to a greater good were pivotal themes in the film.

Lewis and Narayanan will release the film to the public once their screening tour has come to a close, and will also be releasing a book on the Black Arts Movement in the coming years.

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Football's GPA improves

JAMES WILLIS
SPORTS EDITOR

Throughout their athletic careers, student-athletes are constantly reminded that they must keep up with their academics in order to retain their eligibility. The National Collegiate Athletic Association (NCAA) states that all college student-athletes must have a cumulative GPA of at least 2.0 or they are ineligible to participate in their respective sport. Since Willamette University competes in NCAA Division III athletics, this academic standard must be upheld by all WU student-athletes.

Although this standard exists, WU student-athletes are often pushed to pursue much higher academic excellence. As part of the mission statement of the Athletics Department states, "our program strives to enhance the overall learning environment of scholar-athletes." This past fall, all fall sports teams achieved a 3.0 cumulative GPA or higher. The team with the most noticeable improvement was the football team. Their cumulative GPA last year was a 2.3, whereas this past fall, they were able to accomplish one of their team goals of achieving a cumulative team GPA of 3.0.

As the football program transitioned between coaching staffs last year, one thing Head Coach Isaac Parker wanted to immediately fix was the low GPAs of his players and team as a whole. When asked how he had planned to start improvements, he said: "First of all, I wanted to put together a coaching staff that cared about players as people. We had to redefine the coach-player relationship and grow our trust in the student-athletes. The team had to know that we cared about them as people and cared about their success in life. From there, it was the application of our culture in developing habits of success in all that we do. The difference be-

tween being average and good or between being good and great are often little things that make a big difference when we are committed to doing them over long periods of time. We just had to adjust little things in our attitudes and approach to academics."

In addition to setting new standards for the team, Parker also wanted to establish a better culture around academics: "We try to focus our goal on process-based actions rather than results. This could be something as little as going to every class, turning in every assignment on time, doing all your reading, seeing your professors during office hours or taking advantage of the resources available to students on campus. However, for a results-based goal, I believe it is inexcusable to have under a 3.0 Team GPA." The team responded well, with over 45 players surpassing their own cumulative GPAs, along with the team achieving their goal of a 3.0 GPA.

Parker mentioned that in the program's recruiting efforts, many student-athletes have been impressed by the amount of attention that the team gives to academics: "I believe it is attractive knowing that Willamette is a rigorous education and that everyone's primary goal is to graduate on time and use the amazing degree that Willamette offers to help launch their lives after graduation. I think it is a great thing because we prove our commitment to the student-athletes' success both on and off the field by doing what we do."

The team's goal for this semester is to have every player achieve at least a 3.0 GPA.

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Mental health event to cause awareness among athletes

BRITT SHUNN-MITCHELL
STAFF WRITER

Content warning: This article discusses suicide.

During Willamette's men's basketball game against Pacific University on Feb. 22, senior Brendan McGonigle will be hosting a mental health awareness event at halftime. A former student-athlete, McGonigle will be using the platform of athletic events to help promote mental health awareness among college-aged men in an effort to help prevent future suicides within Willamette's community.

An exercise and health science major, McGonigle decided to address

percent of men have received mental health services from their college, and only 32 percent have received off-campus mental health services, according to the American College Health Association.

Discovering these stats while writing his thesis only compounded McGonigle's feelings of loss for his friend, driving him to want to address this lack of help-seeking behavior in his peers. McGonigle explained, "The whole point of this event is to address how challenging it can be for men to acknowledge vulnerable feelings and to reach out for help—ideally, I hope to encourage young men to pursue counseling at the Bishop Wellness Center."

However, McGonigle recognizes

lost a friend and fellow college athlete to suicide, their organization wanted to recognize how intense the physical and psychological demands placed on college athletes are.

As a former two-sport college athlete himself, McGonigle completely agrees. He added, "As an athlete, it can be hard to express feelings of vulnerability, as being strong and learning how to persevere are vital characteristics to being a top competitor. But this mentality will only translate to issues when it comes to mental health."

McGonigle said: "Mental health concerns are not just about mental illness. Regardless if someone does or does not have a mental health condition, every one of us will face hard

“Mental health concerns are not just about mental illness. Regardless if someone does or does not have a mental health condition, every one of us will face hard times.”

men's mental health and suicide as his senior thesis topic after losing a close male friend to suicide during his first year of college. Unfortunately, McGonigle's loss is all too common—in a 2019 survey by the American College Health Association, eight percent of 19,000 college-aged men considered suicide in the past 12 months, and three percent seriously considered suicide in the last two weeks. Additionally, McGonigle states that "young men ages 20-24 are twice as likely to die by suicide as young women."

One of the biggest risk factors for suicide is mental illness and, in particular, depression. Further statistics from the American College Health Association found that almost 50 percent of the 19,000 college-aged males self-reported experiencing moderately severe or severe depression.

Given these statistics, it is scary to know that men are the smallest population on college campuses seeking psychological treatment. Only 16

how difficult this goal can be. That is why he will ask all members of the crowd to reach out to one of their male-identifying friends. He said, "Not only will this help normalize the conversation of mental health, but it will let their friend know whether they need it or not—they have someone who is ready to help."

Another way he explained this was through the analogy of weight lifting: "When benching or squatting, it's nice knowing your spotter is paying attention, ready to help if need be. So by reaching out to one of their male-identifying friends, you are, in a way, making sure their mental health spotter is ready to help."

An organization McGonigle partnered with for this event is the #Dam-WorthIt campaign from Oregon State University. This was the first student-led organization to address college athletes' mental health by using the platform of sporting events. Created by two former OSU athletes who

times." In those dark moments, McGonigle wants everyone to know it doesn't make you weak or any less of a man to show feelings of vulnerability or to ask for guidance.

The event will be held at Sparks Athletic Center during the men's basketball game on Feb. 22 at 6 p.m.

Bishop Wellness Center: 503-370-6062
Walk-in Hours: Monday-Friday 11:30-12:30
WU Talk: (503) 375-5353
Psychiatric Crisis Center: (503) 585-4949
National Suicide Prevention Lifeline: 1-800-273-8255

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Swim teams break school records at Northwest Conference Championships

JAKE PROCINO
STAFF WRITER

This past weekend, Feb. 13-16, Willamette's swim teams participated in the 2020 Northwest Conference Swimming Championships. The team went into the meet with a high level of confidence, as senior Derek Ludwig notes, "We looked so strong and fast as a team and were so connected to each other that I knew we would excel." And rightly so, as the conference went well for them setting new school records in a myriad of events. To start off the meet on Thursday, junior Ben Fritz, junior Daniel Fang, senior Alex Hougan and Ludwig set a new school record, posting a time of 7:02.05 in the men's 800-yard freestyle relay.

On Friday, senior Niki Kates set a new school record for the women's 200-yard individual medley, setting a time of 2:09.26, beating the previous school record by almost a second. On Saturday, Ludwig broke the school record (which he set last year) in the men's 100-yard butterfly with a time of 51.42. And on Sunday, Fritz set two school records during the 1,650-yard race. He swam the first 1,000 yards in 9:47.78, beating the previous record by seven seconds, and swam

the entire 1,650 yards in another record-setting time of 16:15.75.

In addition to normal training, the team prepared for conference training through peak performance training, visualization and mental training.

"For me and the team, conference is our chance to see the payoff of all of our hard work during the past year... It was a fun but strenuous season. Our winter training was the hardest it has ever been, at the time it was really rough," Fritz said. "But it certainly paid off... [The meet] went awesome!"

Ludwig reflected on the meet as a whole: "The meet went better than I could have expected and was the best way to cap off four years at Willamette. We had more than a few school records broken, with myself being lucky enough to be a part of a relay record and an individual record. I got to witness one of my teammates, Ben Fritz, achieving a Nationals B cut, which hasn't happened to anyone on our team for a while, and see some amazing relay swims and overall performances from younger swimmers who have a bright future ahead of them."

This conference marked the end of the swim season and the end of the seniors' college athletic careers. Senior Jensine Rasmussen reflected on the season as a

whole, "This was [the seniors'] last chance to give it all... It was better than I thought it would be... It's sad to think about it coming to end."

The seniors will fill their new free time in various ways. Ludwig said: "I will spend my newfound free time writing music, swimming, wood-carving, working and spending time with my family." Ludwig believes he will keep swimming. "I have loved swimming my entire life," he said.

Rasmussen will also try to stay active by continuing swimming in other ways: "I just want to keep swimming, because it's something I've done my entire life. Maybe I'll join a masters team [an adult swim team] when I go home."

Rasmussen reflected on the seniors' role on the team: "[We are just] trying to be good role models, because we have been through the ringer a few times."

The seniors also brought some humor into the season: "To try and have fun in the most hard, difficult situations," Rasmusen said, "we have a motto that is semi-looked down upon by the coaches: 'Senior year- no rulez' [sic]. The coaches would say, 'Some rules.' And we would say, 'No rulez.'"

Though the seniors have had a strong impact on the swim program, they also feel that swim



This graphic depicts a Willamette swim team member competing in Washington.

has shaped them as well. "[The swim team] has made me the person I am today," Rasmussen said. "There's a lot of character building that goes into being on a team."

"Do the things you love... Always make time to enjoy what you are doing... Extend yourself and try new things... Have discipline in everything that you do and give it everything you have," are the main lessons Ludwig said he will take away from his time as a student-athlete. Along with the life lessons, he gained many memories: "I will remember all the times I was swimming and saw an

entire team at the end of my lane, the countless bus rides to places from McMinnville, OR to Walla Walla, WA, the hours spent laughing in the library, locker room, pool and Goudy, and all the individuals I was able to meet during my four years, as well as the crazy cheers we do together."

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Opinion: The Fishbowl should be used more often

LILY PAINTER
CONTRIBUTOR

As many students know, there are numerous places on campus to get homework done. Some of them work better as a spot to catch up with friends, while others are reserved for the focused students trying to finish their assignments or study for exams. Willamette University is no exception. It has many major-specific buildings with individual hearths for studying, such as Olin Science Center, which is home to chemistry and biology, or Eaton Hall, where English and history majors, among others, can be

found. Students have 24/7 access to Ford Hall, which includes individual rooms and even a theater students have access to. There's also the Bistro, which has couches and a constantly shifting music playlist, and Hatfield Library, with its long hours. Yet there is one often overlooked name missing from this list: the Fishbowl. The Fishbowl is a 24/7 study room with swipe access connected to the front of Hatfield Library. Many Willamette students probably know about it, but rarely use it. The space is a simple one, but it is a valuable resource that has the potential to be loved by a wide variety of scholars. This is especially

true now, as library staff considers updating the Fishbowl with student input in mind.

The Fishbowl began as an area where people could smoke and eat without having to completely leave the library itself, which prohibited those actions at the time. It also housed a payphone and a campus-specific phone in the days before cell phones. It has been part of Hatfield since the building opened in 1986, and was simply called the 24-Hour Study room until students dubbed it the Fishbowl, in honor of the ring of windows around the room, according to Craig Milberg and other Hatfield Library Staff.

Today, the Fishbowl contains various vending machines with drinks, snacks and even some microwavable meals. It is also well equipped with basic appliances, including a drinking fountain, a microwave and a printer, which is one of the Fishbowl's main attractions. It is equipped with a book exchange; a small shelf with the message "Take a book, leave a book" serves as an innovative way to share what one enjoys reading and to discover recommendations from others. Despite this, the study space is a bit bare when it comes to furniture, containing only a few couches and small, square tables and chairs.

Enku Castellanos ('21) described the Fishbowl by saying, "I feel that it's a very uncomfortable space. I use it when I need to focus for finals."

The floors are cold and hard, lacking the carpeted floors of the main library, and, as Jaime Dole ('20) said, "It does not smell good," referring to the odd scent that permeates the room.

Study spaces are a crucial part of life for Willamette students. There seems to be a basic desire to feel comfortable in an area if one is going to spend lots of time there. Students as well as Hatfield staff have opinions on how to improve the Fishbowl.

Sarah Munk ('22) suggested that if the Fishbowl is supposed to be a shared space, perhaps it should be spiced up with something fun like pinball or a jukebox. She also mentioned that when the sun is setting, it shines straight

through the windows, and said it would be nice if there was a curtain to lessen the blinding light at that time, but added that otherwise, she likes "the amount of light in the Fishbowl." Sydney Eldred ('20) suggested having better food in the vending machines.

Craig Milberg, the library administrator, said that the staff at Hatfield have plans to create a better collaborative space in the Fishbowl and are looking for student feedback on what types of improvements Willamette students want to see. They are currently contemplating installing newer furniture and a few more computers. The most recent addition to the Fishbowl is the new swipe access put in place, in order to allow students to feel safer late at night. Milberg said the library will be sending out a survey soon to accumulate student opinions, but mentioned that they also have plans to go out and talk to students in person to make sure that money spent on the Fishbowl is spent fulfilling the wishes of those who use it most.

The 24/7 area has the potential to become a spot created for and by students if their suggestions are implemented. The Fishbowl is ultimately a student space that, with feedback, could become more than just a place to pick up printed items when the library's other printers are broken.



GRACE SHIFFRIN

The inside of the Fishbowl includes a printer, a couch and several different tables and chairs for studying.

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Opinion: Capitol benefits students

CLAIRE ALONGI
STAFF WRITER

Willamette's proximity to the Oregon State Capitol is something that Willamette students often hear about, both as prospective students and current students of the University. But it can be so often brought up, along with the obvious proximity to the campus, that the actual benefits of living near the capitol building can get lost.

Being next to the capitol building allows students unique opportunities to participate in internships and politics, all just a quick walk away.

The physical architecture of the building is one perk. Most students will receive this piece of advice upon arriving on the Willamette campus: "If you ever get lost, just look for the Golden Man!"

While delivered partially in jest, it's not a bad idea. The 'Golden Man' sits atop Oregon's capitol building at a height of 23 feet and a weight of 8.5 tons (according to Only in Your State). This is on top of the capitol's dome, already at an impressive 145 feet tall, according to *Oregon Encyclopedia*. The iconic Oregon landmark also happens to be directly across from the Willamette campus.

According to the Willamette website, the University was officially founded in 1842. This preceded the building of the first capitol building which, according to *Oregon Encyclopedia*, was designed by Justus Krumbein and W.G. Gilbert

in 1876. After that building burned down in 1935, the capitol we know today was built in 1938.

Junior Cameron Taggesell noted that being close to the capitol means that she always has a general idea of the Oregon political environment.

"It's a great way for me, a busy student, to keep up with things while still doing school," she said. The physical proximity alone and occasional presence of capitol building workers on campus or even in Goudy is enough to give even students not actively paying attention to the capitol a sense of what is going on."

Perhaps this was never more true than on Feb. 6, when a group of protestors drove semi and logging trucks in circles around the capitol for several hours in protest of a cap and trade bill hitting the legislative floor. The sounds of trucks honking was audible from classrooms, particularly those closest to the capitol, all morning and into the afternoon.

While this wasn't exactly a perk, it did demonstrate how close students are to the political center of Oregon.

"[Being near the Capitol] provides such a unique opportunity to witness the actual proceedings of state government, as well as being able to participate in marches, rallies and protests for the things I care about," said junior Claire Johnson.

Besides being able to exercise their right to protest by crossing the street separating the campus from the capitol, students also have the

chance to intern inside the building itself.

"Legislative internships offer students of all majors the ability to immerse themselves in political processes that affect their respective professions through laws and policies. The legislative knowledge, professional skills and powerful networks legislative interns gain will serve to propel graduates towards their vocational goals, regardless of their occupational field," states a page on the Willamette website describing internship opportunities. The website offers steps on applying for internships at the capitol as well as information about which area of government might be best for you based on your future career goals.

While there are other colleges located in their respective states' capitals, from Sac City in California to the University of Texas in Austin, it's hard to beat how physically close WU is to the actual capitol building. Whether it's using the proximity to take advantage of internships or the right to protest (or using the Golden Man as a homing beacon), there's likely something that every student can gain from being close to the Oregon capitol building. Even if you aren't a politics major, there's no doubt there's something to be gained from living so close to this state's government center.

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Letter to the editor

Dear *Collegian* editor,

For the past several years, Blitz the Bearcat has informally gone by they/them pronouns. This was not a widely advertised aspect of Blitz's identity. Rather, it was addressed predominantly by the former Willamette University student mascot coordinator as well as myself, the current mascot coordinator in response to people who referred to Blitz using masculine or feminine pronouns. Since Blitz became the mascot, it was precedent that Blitz was genderless and free from specific gender association.

When Blitz was adopted in 1999, the new mascot was specifically created with an absence of gender in mind. In order to continue this, they/them was later applied as a way to identify Blitz beyond the binary of gender. While at the time, having Blitz go by they/them pronouns seemed like an appropriate option, that is not the case.

After conducting a research investigation last semester regarding claims by students and faculty that Blitz's pronouns were invalidating to people who use they/them pronouns, I have come to know how the pronouns of a mascot can affect students. Most importantly, Blitz is a mascot and not a person. There is a certain silliness and lack of seriousness when it comes to a mascot.

When Blitz uses they/them pronouns, the connotation of they/them becomes less serious as well.

As such, Blitz using they/them pronouns invalidates the people who use these pronouns.

Beyond this, Blitz used they/them pronouns as a way to convey a general lack of gender. For many students who use they/them pronouns, these pronouns are more than a nonspecific way to refer to them. Rather, these pronouns can be specific expressions of gender beyond the binary. From this, there is a lack of authenticity in the way they/them was applied to Blitz.

Students were rightly offended by Blitz's misuse of they/them pronouns. In this, it became very clear that Blitz could no longer be referred to using solely they/them pronouns.

With all of this in mind, it is my recommendation that Blitz be referred to using any pronouns or no pronouns at all. Blitz is simply a representation of Willamette in whatever form the individual wants Blitz to take. In no way will Blitz be offended by any pronouns someone uses. Blitz cannot be misgendered like a person can. So feel free to refer to Blitz using any pronoun you want next time you see or talk about our mascot. Although, also be sure to be kind because Blitz is being performed by a person who just wants to make your day better.

Jordan DeGelia
Mascot Coordinator

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Eboo Patel
INTERFAITH LEADERSHIP:
DIVERSITY IS Not Just the
Differences
You Like

Wednesday, Feb. 26, 7 p.m.
Hudson Hall, Mary Stuart Rogers Music Center
(Doors open at 6:30)

Tickets: Willamette students and employees, up to two free; K-12 students with school ID, free; Willamette alumni, \$5; public, \$10

Founder and President of Interfaith Youth Core, Patel is an author of four books and dozens of articles, has spoken on more than 150 campuses and served on former President Obama's Inaugural Faith Council.

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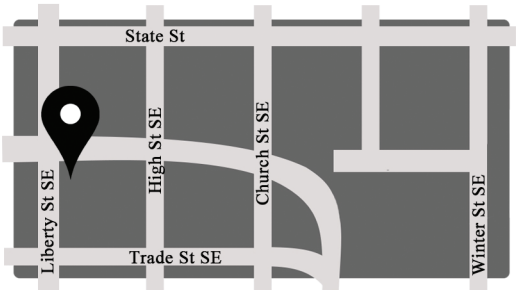


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