

2015

"The Crescent" Student Newspaper, March 11, 2015

George Fox University Archives

Follow this and additional works at: https://digitalcommons.georgefox.edu/the_crescent

Recommended Citation

George Fox University Archives, ""The Crescent" Student Newspaper, March 11, 2015" (2015). *"The Crescent" Student Newspaper*. 1455.

https://digitalcommons.georgefox.edu/the_crescent/1455

This Book is brought to you for free and open access by the Archives and Museum at Digital Commons @ George Fox University. It has been accepted for inclusion in "The Crescent" Student Newspaper by an authorized administrator of Digital Commons @ George Fox University. For more information, please contact arolfe@georgefox.edu.

The Crescent

GEORGE FOX UNIVERSITY

THE VOICE OF THE STUDENTS SINCE 1891

VOLUME CXXI ISSUE 6

MARCH 11, 2015

WWW.GFUCRESCENT.COM

BRONZE TURNS GOLD: ASC Funds Campus Improvements

By Josiah Thurston
Crescent Staff

ASC has been busy since the bronze bear was voted down in referendum.

Having just completed elections for next year's Central Committee, ASC is also looking forward in terms of projects to be completed by the end of the year.

The ASC budget is split into two funds, "active" and "reserve." Reserve funds (about \$405,000) are saved for larger expenditures such as the bronze bear, and the active funds (\$463,000 this year) are more easily accessed for some smaller projects.

Jake Vanier, ASC executive president, wanted to make sure that it was understood that these smaller projects are not replacing the bronze bear. The funds for the bear would have

been pulled from the reserve account as opposed to the active account. The reserve account, he said, "is not something that we typically pull from. I don't think we are going to spend anything out of that account for the rest of the year."

On the other hand, the active fund is still being used. Some of the newly approved projects include \$4,000 for new drinking fountains in Ross and Bauman, \$8,000 to replace the community garden that was destroyed by the new dormitory (the new garden will be by Austin Field), \$1,000 for a mural or some sort of student artwork on the concrete wall behind Beebe Hall, a new AED (defibrillator) unit in Bauman, just under \$3,000 for new covered bike-storage options, as well as \$3,000 for five new Ping-Pong tables for living areas.

Two other projects that have not yet been approved are "renovations to the multipurpose

room off of the weight room in Wheeler (the dance studio in there)," said Vanier. "As well as looking at soccer equipment ... either more area to play soccer for the Soccer Friday group. Or just buy pinnies [practice jerseys] and soccer balls and kind of refresh the equipment there."

Although he will no longer be in office next year, Vanier speculated that "the next big expenditure out of the reserve fund is us contributing toward the new student activity center."

He said, "I think the awesome thing is that there still is that money available. It's not like you can't spend it."

With the new large projects being built by the university (the new dorm, dining hall, and bridge), Vanier said, "I don't know that the best use of our money is another giant expenditure but rather how do we, in small ways, affect student lives along the way?"

Total ASC Budget:
\$868,000



WHERE IS YOUR ASC MONEY GOING?



WOMEN'S BASKETBALL TRIUMPHS

By Ryan Lackey
Crescent Staff



LOSSES

With two national tournament victories over the weekend that bordered on the absurd – an 18-point margin over rivals, Puget Sound, in the second round and a 83-25 blowout of Penn State–Abington in the first – the GFU women's basketball team pushed their unbeaten streak to 29-0, their reward a berth in the tournament's sweet sixteen. Such success was not unexpected; in their official tournament preview, D3hoops.com selected the Bruins as the favorites to win the national title. Such a selection seems merited; the

Bruins' 58-point margin of victory in the first round is the tournament's largest to date.

It's easy to forget, though, that the Bruins were never expected to be this good. In the preseason polls, experts picked the Bruins to finish fourth in the conference, after a good-but-not-great 22-5 record last season. In the reality, the season has progressed very, very differently.

"Our goal has always been to do the best that we can as a collective group, to reach our potential," said head coach Michael Meek. "We don't look at a season as wins and losses. We

just try to go 1-0 every night."

To Meek's – and the Bruins' – credit, they've done very well at going 1-0. In fact, they've done it 29 straight games, and while this streak of uninterrupted success may leave pundits and opposing coaches nonplussed, Meek is unsurprised.

"We have a lot of great attributes," he said. "Everyone works so hard. We're so competitive, we work together really well, and we share the ball – this team is incredibly selfless."

What Meek says is true, but the Bruins also have players capable of domineering individual performances. Senior

Ping-pong tables:

\$3,000

Beebe Hall mural:

\$1,000

Drinking fountains:

\$4,000

Austin field garden:

\$8,000

Covered bike storage:

\$3,000

*Projects approved for 2014-2015 school year

Jami Morris pulls the Bruins' offensive strings and averages 12 points. Lauren Codling, a force on the boards, pulls down 11 rebounds per game. Justine Benner leads the team in average points with 16 and averages over 50% shooting.

This sort of all-around, team-oriented basketball is familiar to Meek. He's seen this practiced before, namely by the 2009 and 2012 Bruins. The 2012 team, of course, reached the Final Four of the NCAA Tournament. The 2009 team did just a shade better: they won the national championship.

The Bruins, Meek says, have

the chance to replicate that feat.

"There are a lot of factors that may or may not allow you to go on a deep run, but I see no reasons this team can't continue doing what we do – fight, compete."

As always, he wants his team to go 1-0. They will have their chance on March 13, their sweet-sixteen showdown with Texas-Dallas. Beyond that game, nearly anything is possible, but the Bruins have just one thought in the forefront of their minds: 1-0.

INDOOR TRACK SMASHES RECORDS



Despite the backdrop, the Bruins, not the UW Huskies, are lighting up indoor track this season.

Photo courtesy of Adam Haldorson

By Jessica Rivera
Crescent Staff

The George Fox University indoor track and field team continues to set personal, university, and national records in preparation for nationals and the upcoming outdoor season.

At the Jackson Open indoor track meet on Dec. 13, junior Will Lawrence ran his fastest indoor 800m, with a time of 1:51.85. His new mark made him the fastest 800m runner in the nation for NCAA Division III.

For the women, Sarah MacKenzie set an indoor school record after winning the 800m with a time of 2:21.73. MacKenzie surpassed the former mark 2:21.94 set in 1990.

Along with MacKenzie, freshman Sarah King broke another record, finishing third in the 400m with a time of 58.72.

In the Jacoby Invitational on Jan. 16-17, Charity Arn placed fifth in the women's indoor pentathlon, accumulating a total of 3,220 points. Her strongest event was the shot put; she placed fourth, with 9.70m.

Last year, Arn placed fifth in the women's pentathlon, with a total of 3,589 points, in the NCAA Division III Indoor Track and Field National Championship.

"It's kind of fun to have the slight pressure that this is my last year," said Arn. "I want to

thank my coaches for all the love and hard work they put into training us. Winning nationals I think would be a pretty cool thank you to them. That's where my motivation comes from."

The team continued to demonstrate consistency at the WSU Open on Feb. 6-7.

Junior Asia Mayo ranked seventh in the nation after a remarkable long jump mark of 18 feet and 1/2 inch. More remarkable is that this is Mayo's first indoor track season. She spent the last two winters playing basketball. This year, she made the tough decision to quit so she could train earlier and compete in indoor and outdoor track and field.

"I want to be the best that I can be," said junior Asia Mayo. "I compete to beat myself and I really wanted to beat my previous marks. I tied with my personal record (PR) from the previous outdoor track season."

Mayo, though, is far from complacent with her recent success.

"I want a 19 or higher mark in Nationals," said Mayo. "If I put everything together – my landing and take off – I think I can do it. My goal is to stand on the podium."

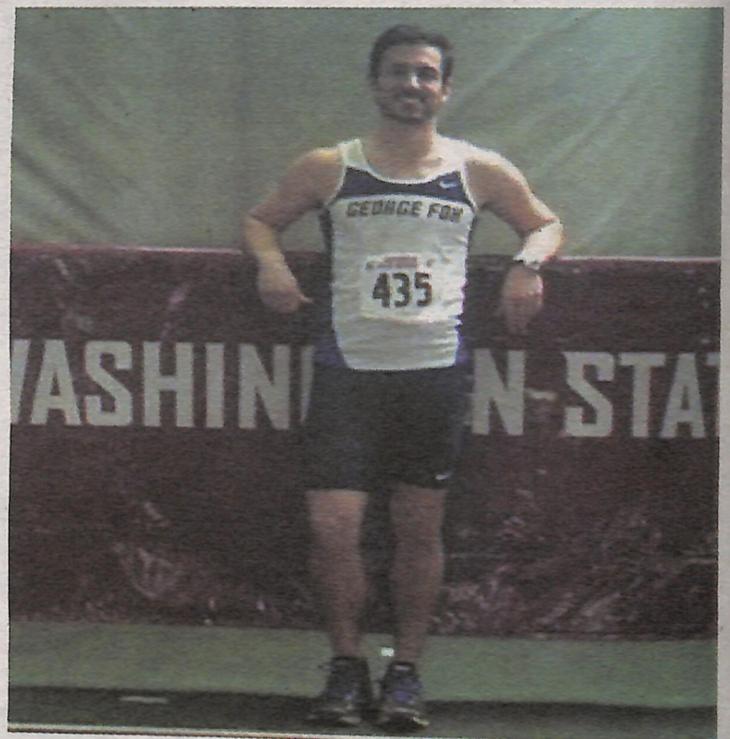
In the women's pentathlon, Arn beat two Division I and three Division II athletes with a second place finish and a final score of 3302. Her mark is second in the nation in Division

III. In the men's heptathlon, sophomores Erich VanBergen and Kyle Miller placed second and third. Lawrence ran a time of 50.64 in the 400m and finished second.

The men's 4x400 meter relay team of Alex Tyler, Will Lawrence, Ben Hortaleza and Mark Sanchez finished fifth with 3:33.70, defeating Lewis and Clark, Linfield, and Puget Sound.

This year, four to five athletes are expected to attend Indoor Nationals in North Carolina on Mar. 13-14.

"It really gives us an advantage as we head into our outdoor season," said Head Coach Jon Smith. "We have four to five athletes who are competing at a national level at this point and have a chance to make the Indoor National meet."



The only thing flashier than Will Lawrence's smile is the blur of his track spikes.

Photo courtesy of Randy Dalzell

The Crescent

The Crescent Staff 2014-2015

Editors-in-Chief

Leah Abraham
Levi Bowers

Marketing
Izzy Anderson

Webmaster
AmandaMarie Adams

News Editor
Julia Howell

Sports Editor
Ryan Lackey

A&C/Features Editor

Kesley Vaughn

Opinions Editor
Chelsea Gritten

Copy Editors
Emily Lund
Amy Rose

Photographers
Samuel Hoard
McKayla Philips
Joel Rurik
Kelly Tomo

Reporters

Elizabeth Craighton
Emily Hamilton
Heather Harney
Hailey Ostrom
Jessica Rivera
Josiah Thurston
Britta Wallen

Interns

Amanda Brooke
Joshua Cayetano
Lizzy Riese

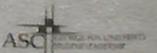
Main Office (503) 554-3011
Business / Ad Inquiries (503) 554-3017

Letters to the editor are welcomed and will be printed on a first-received basis. Letters must be 250 words or fewer and include the author's signature, academic major, class standing or job title, department name and phone number. Authors of e-mailed letters will receive a reply for the purpose of verification. Letters are subject to editing for space and clarity. The Crescent reserves the right to refuse publication of any submission.

The Crescent
c/o Letter to the editor
George Fox University
414 N. Meridian St, Box E
Newberg, OR 97132
thecrescentglu@gmail.com

The opinions and ideas presented in this paper do not necessarily reflect those of the Crescent staff, the Associated Student Community, or George Fox University.

The Crescent is a monthly publication and is distributed in the Student Union Building, academic buildings and is available upon request. The Crescent has been a publication of the Associated Student Community since 1891.



NEW DUTIES FOR JOHNSON

By Lizzy Riese
Crescent Staff

With the much-celebrated return of football this year, Associate University Pastor Jamie Johnson has found himself taking on a new role.

Last summer, Johnson approached Head Football Coach Chris Casey about whether the team had any plans to incorporate faith in the football program.

"He said, 'Definitely,' that he had been wondering the same thing," said Johnson.

The pair decided that Johnson would serve as chaplain for the football team, a role that has now become part of his job description at GFU.

In his position as team chaplain, Johnson has helped provide many opportunities for players to experience faith development. This has included everything from team devotionals on game days to leading a voluntary weekly Bible study in the locker room this semester.

During games in the fall, Johnson stood on the sidelines with the coaches and had conversations with players about school and life. He has enjoyed seeing those conversations increase since the close of the football season.

"They'll set up a time to come in and chat about something they may be going through... just the stuff of life. There have been some neat conversations because of that," he said.

Although Johnson has enjoyed getting to know the players on the football team, the role of team chaplain is not without difficulties.

"The most challenging thing is there are so many guys," he said. "I'm still trying to get to know them all. There are 120 players this year; I want to know all of them."

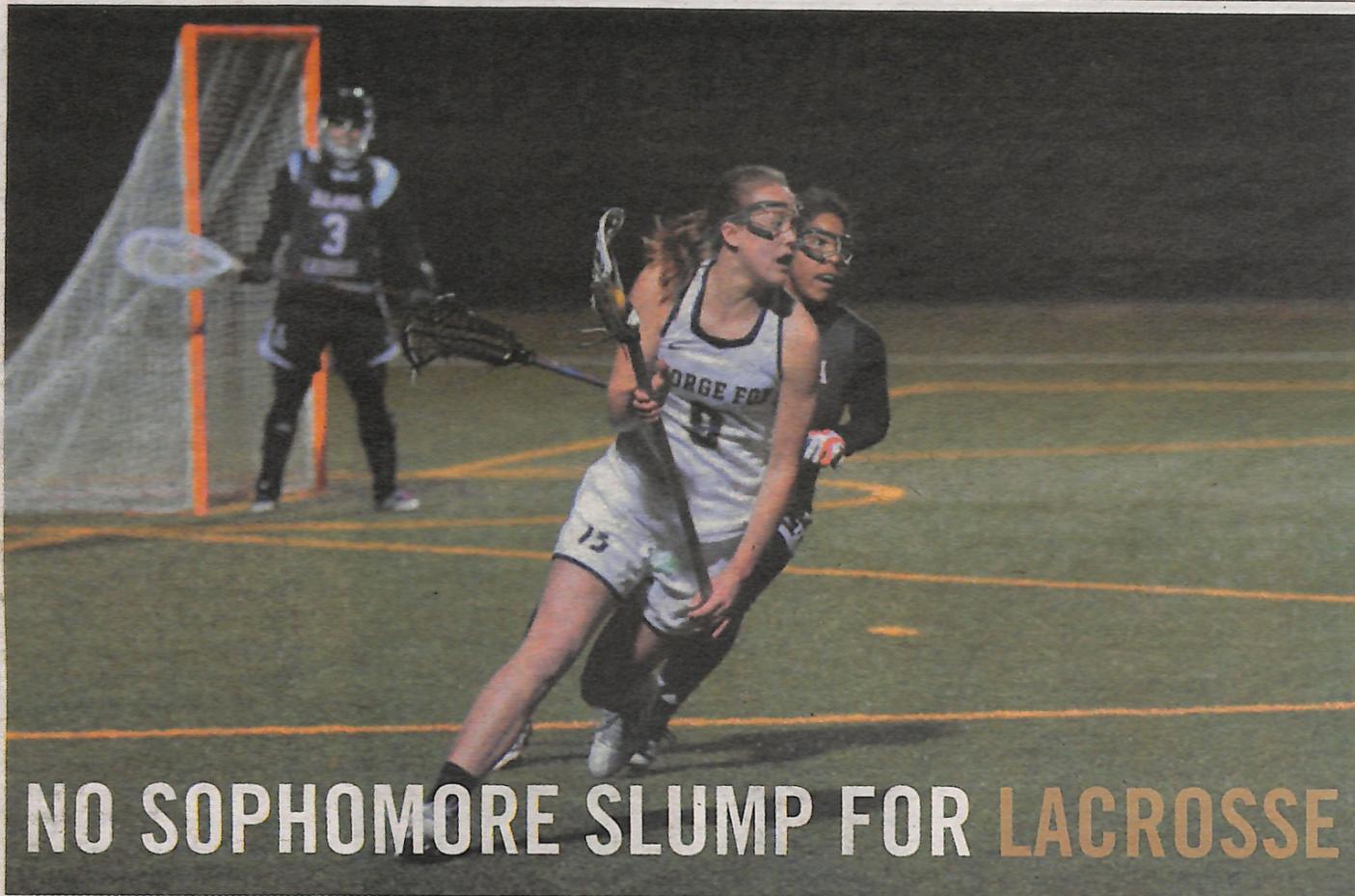
A former GFU athlete himself, Johnson knows the value of a support network. This is a large part of why he originally approached Coach Casey.

"I wanted to have [the players] be connected with at least one person outside of their football coaches who they could trust and see as an advocate or a support on campus," he said.

The ability to be an advocate for the team is a particularly rewarding experience for Johnson.

He said there are some misconceptions on campus that "the football team just causes problems," yet his experience has frequently proved this stereotype wrong.

"Because of my work, I've been able to see the really great stuff they're doing," he said. "The discipline they have, their hearts for each other and this school... I see really good things coming out of this program."



Sophomore Miranda Edwards and her fearsome facemask will be the bane of opposing defenses this season.

Photo courtesy of George Fox University

By Hailey Ostrom
Crescent Staff

The George Fox University women's lacrosse team has rampaged through their early-season schedule, but few players are surprised. Since well before the season, the team has been preparing with large goals in mind.

With this year being only the second season for GFU lacrosse, the program is very young. This is the team's first season as an official member of

the Northwest Conference.

"This year we really want to grow off of last year as a team and a program. Since it is our first year having an official conference, our team goal is to win that conference. We have a young team, but we definitely are stronger this year," said junior Alexa Nakashimada.

Nakashimada started in all 12 games last season. She led the team in goals (41) and points (78). She also recorded a shot percentage of 52.6 and tied for first on the team in assists, with six. This season, her

offensive firepower will open gaps for prolific sophomore Miranda Edwards, who blasted in seven goals against Southwestern in preseason play.

Along with practicing and training, the Bruins have done other activities to prepare themselves for the upcoming season.

"We decided to take a team bonding trip to Tillamook Coast. This is where we as a team really became a family and got to know one another," said sophomore Sydney Goo.

This will be Goo's first season playing lacrosse for the

Bruins; she is also a member of the GFU volleyball team.

The Bruins finished last season with a 6-6 record and enjoyed a big win to end their season. By beating the Loras College Duhawks 21-3, the Bruins broke their previous record of 15 goals in a single game.

GFU also set a school record for 36 shots and controlling 21 draws. Nakashimada has the fastest goal in school history at 26 seconds against Puget Sound.

LOVE AND BASKETBALL: TASHAWNA GORDON FINDS HER CALLING

By Heather Harney
Crescent Staff

Tashawna Gordon, a senior Christian Ministries major, serves as the women's basketball chaplain.

Gordon grew up playing basketball. When she arrived at George Fox University her freshman year, she played one year for GFU with her sister and declared a business major. However, Gordon soon began to feel God telling her to look toward ministry.

"I came to play basketball, but God was leading me somewhere else and I was trying to be obedient to that," she said.

Gordon decided to take a break from basketball her sophomore year. As the year went on, she began to look into switching her major to Christian ministries. After talking with religion professor Steve Sherwood and praying, Gordon took a leap of faith and switched.

"I realized, then, I would have to have field experience of some kind. I really wanted to be plugged in here, so I approached [coach Michael Meek] with a proposal to become the chaplain," she said.

According to Gordon, Coach Meek has been supportive not only of her taking a break from the team, but also her new role. Gordon is currently the team's only student chaplain.

As chaplain, Gordon leads weekly devotionals, worship, and discussions on scripture.

"We don't talk about basketball during devotionals. I want them to know they are more than just basketball players. They are so much more," she said.

Gordon is heavily invested in the team and seeks to not only encourage them, but to also pour into them what God has given her. She possesses a nurturing spirit that drives her to build others up. She finds joy in

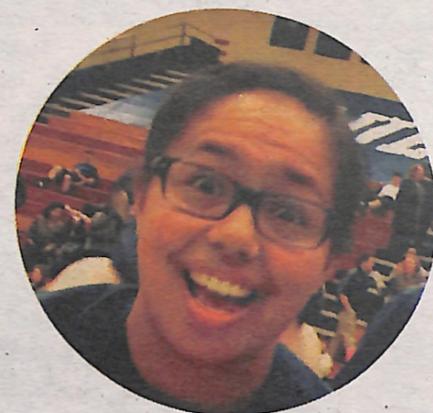


Photo courtesy of Tashawna Gordon

refilling water bottles, in fellowship with the team, and praying for them.

"My main purpose is to make their lives easier," she said. Gordon attends every practice and game.

Gordon loves to share how God has worked in her life. She is open about struggling with not knowing God's will.

She said, "I would affirm the feeling that it is terrifying and disorienting. But lean into what Jesus is doing. Once you fully immerse yourself it is beautiful. If I had not taken that leap a year ago, I would not have been able to see the wonderful things I have seen."

After graduating, Gordon has secured a 10-week internship at Murdock Trust. Gordon will also be officiating a wedding of one of the women on the team.

Currently, Gordon is applying to George Fox Seminary in pursuit of her Masters in Divinity and hopes to earn a doctorate and teach undergraduate classes.

BEING A MUSLIM AT A CHRISTIAN CAMPUS



Medina Tuohuti is in her second semester at GFU.

By Kelsey Vaughn
Crescent Staff

Medina Tuohuti is a fish out of water, in more ways than one.

First, she is Chinese, but from a region of China with its own ethnicity, religious traditions, and even language. Second, she is studying here in the United States as an international student. And third, she is a Muslim at a Christian campus.

"I like different cultures and different religions. I just want to experience them," Medina said of her decision to attend GFU. Her school's exchange program gave her a few choices of American universities, but she chose GFU because she wanted to know what a Christian college

would be like.

Medina grew up in a Muslim family in northwestern China. She says that her father has been a very important figure in her life, and has taught her a lot about her faith. However, because of both cultural differences and the restrictions of the Chinese government, Islam in this region looks a little different than Americans might imagine. For example, most women do not cover their heads except for formal occasions, and praying five times a day is also less common.

"You have to love God with your heart," Medina said, regarding these religious commandments. "Because there are some people who do pray five times a day, they do everything the Qur'an says, but they don't truly believe in God by their

Photo by Kelsey Vaughn | Crescent Staff

hearts."

Even though she does not pray five times a day, she tries to read the Qur'an a little bit every day, and her faith is clearly an important part of her identity.

In high school, Medina developed an interest in journalism, and decided that was what she wanted to study in college. She questioned that decision for a while, but the journalism classes she has taken so far at GFU have convinced her that she should still pursue that path. She feels passionately about journalism as a vehicle for truth; "to tell the truth to your audience is the first thing to being a journalist."

Medina has also had positive experiences in other classes at GFU. She said, "Last semester I took Intro to Biblical Knowledge, and my professor, Loren

Van Tassel, was an amazing man. He is the one who told me about Christianity and gave me that insight to the differences between the religions." Medina attends weekly gatherings at Van Tassel's house, where she and other students talk about religion and about their lives. She also attends international chapel regularly, even though she is no longer required to do so.

"I'm open to every culture—I want to learn more," she said. "Not just knowledge from a textbook, but knowledge from life experience and different people." It is this curiosity that has driven her to learn more about Christianity and also to dive deeper into her own religion.

Being a Muslim at GFU has not always been easy for Medina. She told a story of a young woman who befriended her in a class, then proceeded to try to evangelize her.

"She said, 'You know, people who don't believe in Jesus will go to hell,'" Medina recounted. "And I didn't say anything, but I thought, 'You shouldn't have told me that. I respect your

faith and your relationship with God."

She has certainly educated herself on the differences between Islam and Christianity. She says that the two religions teach many of the same things, but that the main difference is that Muslims do not believe that Jesus can be considered God, though he is honored as a prophet in the Qur'an.

Medina also says that the Bible is focused more on storytelling and history than the Qur'an. But she is still eager to learn more.

"In the Qur'an, it says if you're learning, it's a good thing, no matter what you learn," she said.

As a Muslim in a predominantly Christian environment, Medina said that she does sometimes feel lonely. But her passions for learning and for truth have allowed her to overcome obstacles. And although she is different from the students she is surrounded by, her attitude of respect and willingness to experience new things are traits everyone can learn from.



Medina with her parents, who live in northwestern China.

Photo courtesy of Medina Tuohuti

A NEW PERSPECTIVE ON BIBLICAL STUDIES

By Heather Harney
Crescent Staff

Mary Schmitt is in the middle of her second semester at GFU. Her office in Hoover looks out over the quad. She is teaching several classes in the Biblical Studies department, and is the only female professor in the Biblical Studies section of the College of Christian Studies.

Schmitt felt called to be in ministry while in high school. At that time, while the Church of the Nazarene allowed women to be in ministry positions, she had only seen women as missionaries, so

she thought this was how she would answer her calling.

However, when she attended Southern Nazarene University, Schmitt realized there was a whole world in which she could do more than mission work. She became an ordained minister with the Church of the Nazarene.

After graduating from SNU, Schmitt was urged to apply to the seminary at Duke University. At Duke, she was introduced to strong female professors who cultivated her knowledge and encouraged her to pursue her Ph.D. in order to teach. Schmitt continued her journey and attended Princeton for six years. She is a New Testament scholar with a focus

on the Pauline epistles (she calls Paul "my guy").

She initially wanted to work on the topic of "pleasure" in Paul's work, but after some testing, professors advised her to work in Romans regarding conflict and peace. This summer, she is preparing to defend her dissertation titled Conflict and Peace in Paul's Epistle to Romans.

Schmitt not only studies the Bible, but is dedicated to living by biblical principle in her daily life.

Her style of teaching is consistent across classes. She starts with a verse or two, doesn't pray during class (she feels the reading of Scripture serves as prayer), takes a little

bit of time to reduce anxiety by letting students ask questions, and during discussion she pushes students to embody the best of academic thinking. Schmitt differs from other biblical studies professors because she encourages a literary reading of the Bible and believes that we should discuss each viewpoint.

"I feel the most faithful reading of Scripture is when we read together," she said.

Currently, she is teaching Life of Christ and is working on reforming the way the class is taught. She has it broken into four parts: history, literary, theology, and praxis. Her praxis exercises could spark an interest in more students

who wish to take Bible classes simply because she seeks to get students to step outside of what they have thought, been told, and been taught.

For example, Schmitt is taking her current class to the beach after Easter to build a bonfire while reading about Peter seeing Jesus while fishing. Schmitt believes that students should be engaged with the text as well as the conversation and viewpoints of others.

In her short time as Visiting Assistant Professor, Schmitt has begun to inject the Biblical Studies department with fresh ideas and inspiration to involve students on new levels.

BAUMAN DECORATIONS GIVE GLIMPSE INTO PAST

By Britta Walen
Crescent Staff

The next time you are waiting outside Bauman Auditorium for your friends to join you in chapel, it's likely that you'll end up killing time sitting on the stone benches below the awnings while you look at your phone. Instead of staring at your phone, take a glance at what you are sitting on.

The benches underneath you have round indented figures that line the sides, looking somewhat random in their organization and depiction. But the figures are anything but random. The circular indents on the side are actually Mayan glyphs.

According to information from the archives at the GFU Murdock Learning and Resource Center, the designs are taken from Mayan artifacts and ruins. The depictions are factual in their representation and have meaning to them.

When construction finished on Bauman Auditorium and the furniture and decorations were moved in (including red and purple carpet), the benches

outside, as well as a table, vessels, pedestals, and planters, were all installed with a Mayan and Pre-Incan theme.

One bench has glyphs representing the day of the month, while another bench has the year of the dedication of Bauman Auditorium. The date depicted is October 15, 1982. Another one of the benches has the theme from a wall in the ancient city of Chan Chan, Peru.

All the furniture, even the pieces that are no longer in Bauman, had Mayan or Pre-Incan themes. One of the tables had designs from Cerro Blanco, a sand dune that the Incas considered a sacred place, and Chiquerillo in Peru. Other tables were influenced by the palace at Labna, a ceremonial Mayan site, and the Uluva valley in Honduras.

The question is, why put Mayan glyphs on benches at GFU?

A brochure about the Bauman Auditorium dedication describes the Mayan theme used in reference to GFU's ministering specifically to people in Central and South America through the Friends Church and

mission boards.

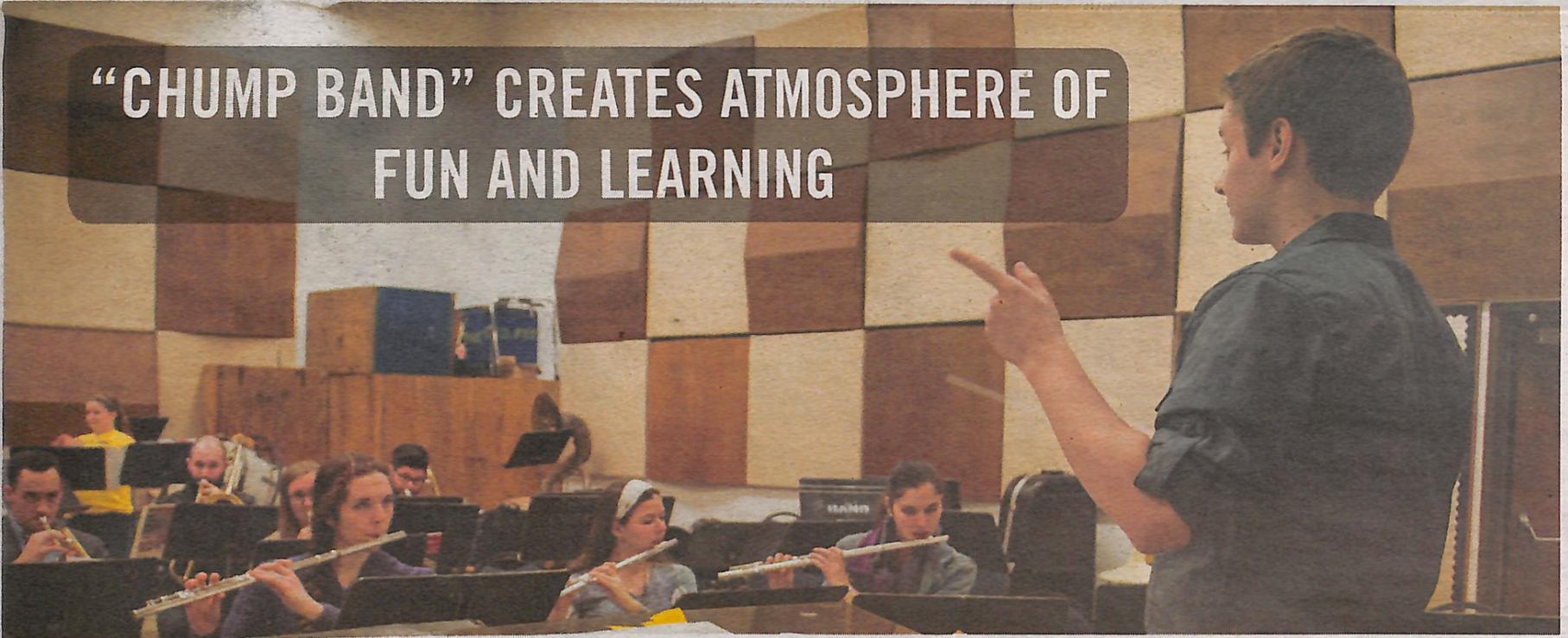
Through the information publicized about the furniture and the research and thought that went into the execution of it, we can see the dedication that was taken to create the space of Bauman. We can also see the importance of the bond between GFU and its relations abroad.

If you decide to go searching for the missing table, planters, and pedestals from the '80s, you will not find them. Sometime between then and now the furniture has been replaced and moved around, and the red and purple carpet was pulled up to modernize the space.

Now the stone benches are stationed outside the south entrance where students wait and pass by. Next time, try looking at the markings that line the benches. They are not meaningless decorations. They are pieces of art that speak to GFU history as well as international history and the role we have in it. We can see what mattered to people at GFU when Bauman was being built, and we can remember the connections to history that we have.



Photo courtesy of Emily Warnes | George Fox University



Members of Chump Band rehearse under the direction of a music education student.

Photo by McKayla Phillips | The Crescent

By Elizabeth Cranston
Crescent Staff

The word "chump" is not normally a positive term. But in the GFU music department, the word takes on a new meaning.

The music department has created a program called "Chump Band." The band is made up of about 20 to 25 students who play instruments other than their primary instruments, and are directed by music education students who want to be conductors in the future. One or two professors

also come in and give the student directors tips on rehearsal etiquette.

"Chump Band is a beginning level band that is designed to help the music education students and conducting students practice rehearsing with a real live band," said senior music major Matt Inlow. "[It] is not a performance-based ensemble, so [students are] able to learn a lot without having the pressure of presenting what [they] are learning to the public."

One of the major appeals of Chump Band is that it is a learning environment and has lots of room for making mistakes.

"I love being a part of Chump Band!" said Caity Ross, a junior history major. "My favorite thing about Chump Band is that it gives an opportunity for students to learn new instruments and practice conducting in a low-key atmosphere."

The requirements for joining Chump Band are that you have some experience with an instrument, but that you are not very good at it. "We refer to ourselves as a middle school-level band," said Inlow.

Chump Band is a great opportunity to brush the dust off of instruments that haven't been played in a while and learn in an

environment that is not overly critical. The music department also has Chump Choir, which is a small choir of people who don't normally sing. This helps the choral education students practice conducting and giving rehearsal tips.

According to Ross, "It's a great environment because Chump Band is made up of wonderful musicians who don't take themselves too seriously to make funny mistakes in learning something new."

Anyone can join Chump Band, but they just have to be minimally familiar with playing their chosen instrument. There

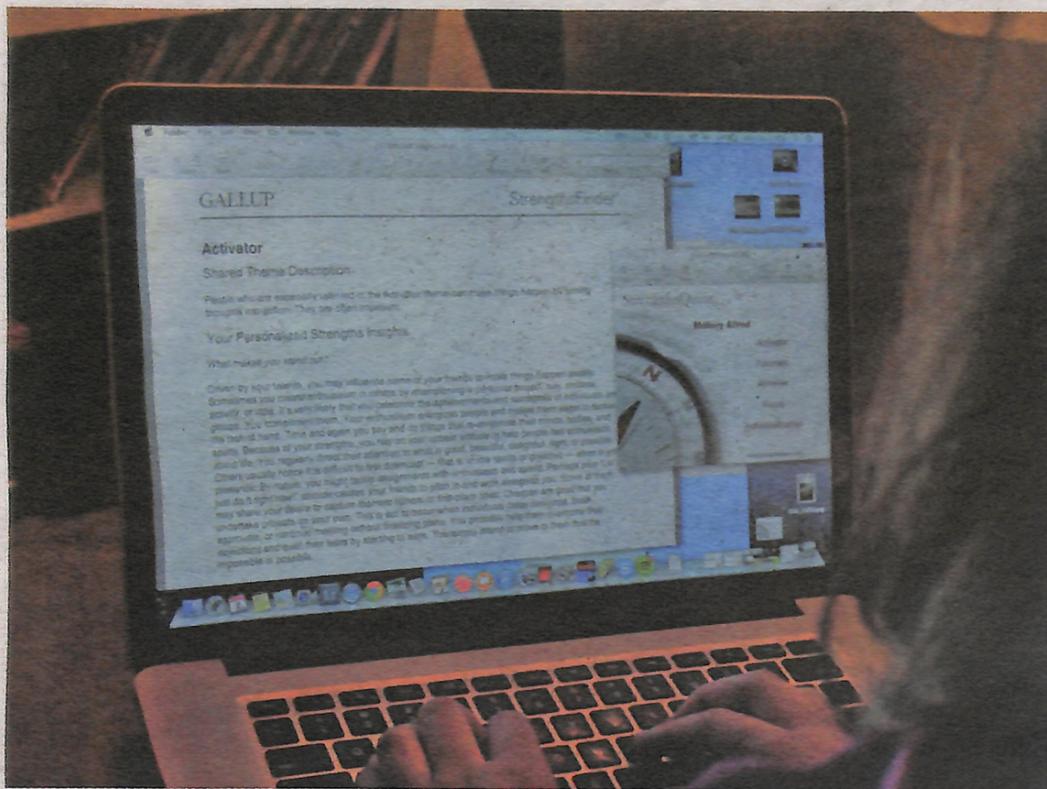
are flutes, clarinets, saxophones, trombones, trumpets, tubas, baritones, and percussion instruments, to name just a few.

"We need more people to participate in Chump Band for it to be successful," said Ross. "So if you're a quick study at a new instrument or you played an instrument in the past you'd like to pick up again, feel free to join."

"There is no cap on the ensemble size, so we are willing and able to grow," Inlow said.

If you are interested in joining Chump Band, contact Matt Inlow at minlow12@georgefox.edu.

REPLACING BOOKS WITH PERSONALITY TESTS?



Instead of reading a book, students are now required to complete the StrengthsFinder assessment.

Photo by Kelly Toms | Crescent Staff

By Ryan Lackey
Crescent Staff

We have more freshmen than ever, and we've failed every single one. Regardless of how insufficiently the university infrastructure absorbed the latest gargantuan freshmen class, the university has failed every incoming student in a far more critical way, and we've all overlooked it.

Before the entry of this latest class, all previous classes read a book as part of the first-year seminar course. Admittedly, these books were not exactly Great American Novels. Freshmen were reading memoirs of socially active priests, not Fitzgerald. They were, however, reading actual books. Books that, according to a published study by New York-based The New School, quantifiably improve empathy and interpersonal understanding.

This most recent class,

though, had no book to read. Like every other year, one was chosen after deliberation by faculty. But instead of implementing this choice, the university gave each student a code to take an online personality and aptitude test, the sensationally-named StrengthsFinder. After answering a long series of subjective questions regarding one's preferences and behaviors and inclinations, the quiz spits out a list of preformed attributes that, the test claims, represents the

student's strengths: Informer, Organizer, Woo.

This replacement was a really, really, really bad idea.

I'm going to largely ignore the flaws of StrengthsFinder itself and the puzzling leaps in logic required to essentialize thousands of students into a few dozen formulated categories.

What is most distressing is the shift in focus implied by the change. Books, especially works of fiction and creative nonfiction, are inherently Other-focused.

Books take the reader to faraway places geographically and philosophically, and introduce the reader to different people with different worldviews. Books demand an expansion of one's conception of reality, temporarily moving the locus of the reader's thought and attention from within the self to outside the self and into someone's else's situation, replete with new perspectives and problems and opinions. Books promote critical thought, empathy, a consideration for others.

Simply put, books make people into better people, and a host of evidence both objective and subjective supports this assertion.

On the other hand, StrengthsFinder is entirely narcissistic. The whole context and dynamic of the test is focused entirely on the person taking the test. No critical thought about other people, other lifestyles, or other opinions is forced or even

encouraged. Instead, the test tells the student things about that student, demands that thought is centered on the self: examine yourself. Think about yourself. Concern yourself with yourself. You, you you. I, I, I. Me, me, me.

Even after the test is completed and a student has her list of rigid attributes, all discussion and interaction regarding the test is still self-centered. The student is prodded to consider others only insofar as they relate to the self. Oh! You're a leader, just like me! Ah, I see you don't have the Woo attribute, like I do. Other people and their experiences, even their experiences about the test itself are defined in relation to the self, how other people are alike or dissimilar to the self.

We've taken books from students and replaced them with BuzzFeed personality quizzes.

How do we defend this academic navel-gazing, especially as our dominant culture spins ever towards a more terrifying individualism? If we say that administering this test is better for the students' careers, we've missed the point not just of higher education but of human existence itself. If we claim we're helping the students find themselves, we succumb naively to the temptation of instant gratification. If we defend the test because it was cheaper, than we're unconscionable, especially with the rate of tuition.

Freshmen deserve better. We deserve better.

TURNING FROM TRADITIONAL VIEWS:

VOCATION AND FAMILY

By Joshua Cayetano
Crescent Staff

Which facets did you consider when you chose the job you wanted to pursue? Certainly your interests. Possibly the amount of money you would earn. Other aspects you probably mulled over are job growth, flexibility, or stability. But have you ever considered your extended family?

A few weeks ago, several students and I had the opportunity to have lunch with Andy Crouch, the executive editor of Christianity Today magazine. During the lunch, he touched on a key tension between Christianity and the modern world: modern technologies' extension of our natural limits.

There are many self-determined characteristics of life — your spouse, your home, the clothes you wear — but family is

not one of them. Family is one of the many natural limits God has placed on humans.

Andy Crouch says in an article on his website, "Whether or not we go on to form new families of our own, our human calling is inextricably linked with the family where we first found our name, language, identity, and home."

If you believe God hand-picked your particular family instead of randomly choosing from a hat, it is not hard to believe you have a divinely ordained responsibility not only to your mother and father, but also to your aunt and uncle, cousin, and nephew.

In the postmodern era, we tend to view limits as restrictions and impediments, so we create instruments that allow us to extend beyond our natural limits, like flying or Skyping.

To be clear, I am not arguing that flying or calling your mom on the phone is in any sense

anti-Christian or evil in general. But the understanding that our natural limits can be transcended has caused us to believe all natural limitations should be surpassed when, in fact, the opposite is true.

There is a reason you cannot lift 1,000 pounds and that is because it would break your back. It probably isn't the healthiest idea to take enough steroids to lift 1,000 pounds. Just as God planned for us to work within a healthy weight-lifting range, God has arranged for us to live a healthy lifestyle by remaining duty-bound to the family He has placed us in.

So before you consider which job you should pursue, make sure to take into account those people God has placed closest to you. Perhaps it will have an impact on which vocation you decide God is calling you to.

DATING VALUES OUTDATED

By Amanda Coulter
Crescent Staff

The Sadie Hawkins Dance is best known for the fact that women are supposed to ask men out, rather than the traditional practice of men asking women out. Some question why an entire dance was created. Why is a woman asking a man out so unexpected at any other time?

A survey was created asking GFU students what they thought about this tradition, and why they thought it existed. Out of the responses, 86 percent said they believe it is socially acceptable for a woman to ask a man on a date. But only 67 percent said they would not consider it odd if a woman did ask a man on a date. Why would it be considered odd if it is socially acceptable?

One responder said it is because "traditional habits are hard to break," while another

said that unbroken tradition is "a remnant of the sexist past." So which is it? A tradition that is just hard to break, or a sexist one that must be broken? Only 19 percent of responders thought the tradition of men asking women out was sexist, but 31 percent believed that it was still outdated.

An argument that many make, as one particular responder did, is that "men should take ownership of their God-intended role as the leader." Fifty-five percent of responders do consider this tradition an example of men and women playing out their proper roles.

The sad fact of the matter is that an entire dance was created so that women could ask men, implying that it seems odd to do so at other times. This dance should not be considered as an issue about tradition, and not sexism. It is one of the many examples of outdated ideas and stances in our culture today.

DIVING INTO THE REAL MEANING OF THE POLAR BEAR PLUNGE

By Elizabeth Cranston
Crescent Staff

Tilikum Lake loomed out ahead as students waited to plunge into the frigid water on the evening of Feb. 12. To the students present, the Polar Bear Swim was a fun event that resulted in numb toes and a free sweatshirt. About 300 students attended the free event, but how many of them knew about the origins of the Polar Plunge concept and why it was originally created.

In many places around the country, the Polar Plunge is an event that raises funds to help support a charitable organization. For instance, in Portland, a Polar Plunge event that took place on Feb. 28 raised funds to help support the Special Olympics. Participants were asked to raise a minimum of \$50, and this would give them the right to jump into icy water to get a long sleeve shirt and bragging rights.

When I heard about the Polar Bear Swim being put on by GFU, I was surprised to learn they were not raising funds at all. The event was purely for fun. I am all for having fun events, but why is there an event, widely known for its fundraising, stripped

from the fundraising aspect.

I am not saying that I think the Polar Bear Swim should not have taken place or even that events that are simply for fun should not be allowed. However, it is a disservice to put on an event that has such a good outcome—raising funds for charity—and take away that important aspect of it. It seems like a lost opportunity.

Think about those 300 students who attended the event. If they each would have raised even ten dollars to participate in the event, that would be \$3,000 that could have gone to a charitable organization.

Taylor Johannes, who helped put together the event, said that “[the Polar Bear Swim] is getting bigger and bigger each year we do it, and has become an annual thing.”

With this event being popular and something that is growing, I feel there it is a great way to raise funds for charity. There is also a lot of potential for some healthy competition and team-building to occur during this event, as well.

This is an opportunity to create an event that will not only be fun for students to attend, but will help make a difference in the world for generations to come.



We should be plunging in, not only for fun, but also for the sake of charity.

Photo by Chelsea Gritten | The Crescent

STANDING UP TO SITTING DOWN

By Emily Lund
Crescents Staff

Common sense tells us that sitting all day isn't the best or the healthiest option for us. We've all seen "Wall-E," right? No one (or hopefully no one) wants to turn into a huge pudgy lump in a chair. The most sedentary of our days are inevitably interrupted by periods of walking and standing, yet recent research shows that such breaks—even when they comprise more active exercises and workouts—will ultimately do little good for our long-term health.

On Jan. 19, an article in the Los Angeles Times pointed out an alarming fact: "more than half of the average American's waking life is spent sitting." More alarming still is the estimation that even those who work out to break up the monotony of sitting "were estimated to be 16% more likely to die of any cause in a given time than were those who do not sit for long."

It seems like a no-win situation, perhaps, until you consider an attractive option: standing desks.

Various GFU staff and faculty are utilizing these desks to reduce the damaging effects of sitting all day, every day. What if such desks could be provided in classrooms, as well? In the library?

This proposition, however, raises more questions and concerns than it does actual potential benefits. The Los Angeles Times's Melissa Healy, though recognizing the harm that comes from consistent periods of sitting, also recognizes these complications: "not everybody has the space, flexibility and budget to use one of those standing desks."

These three elements would be especially problematic in a college's decision to provide these desks for students as well as staff and faculty. Where would we put them? In every classroom, or perhaps in a select number? And what about cost? Some of these desks have price tags above \$1,000.

Perhaps an alternative solution to the problem of sitting can be uncovered. More options for standing desks could be placed in the library: we currently have several higher tables, but additional ones could be set up for students who might wish to stand as they study.

Professors—especially those teaching longer, hour-plus classes—could implement short breaks for standing and stretching to provide a refreshing pause in class time. Faculty and staff could also encourage and remind students to take such breaks while they are studying on their own time: according to Dr. David Alter, who is quoted in the Times article, one should stand up and move around every thirty minutes while they work at a desk.

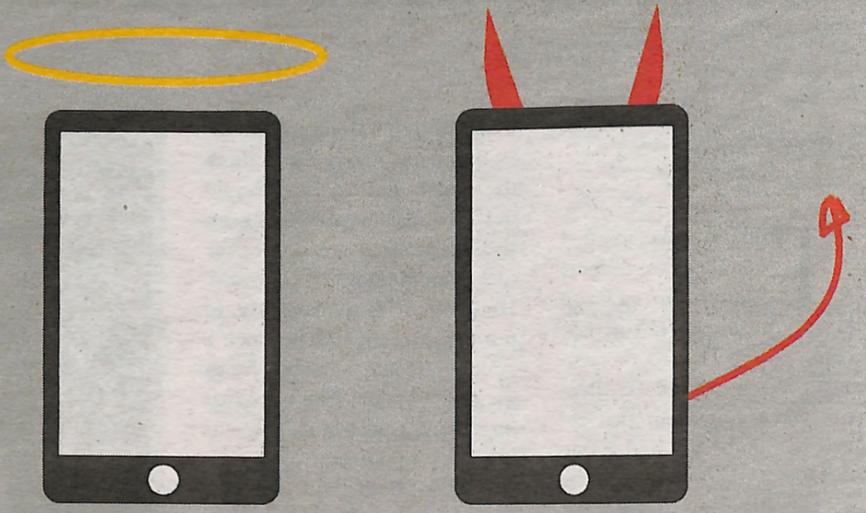
As college students, there's not much we can do to avoid sitting throughout the day. But it doesn't take a lot of money, space, or time to practice healthy lifestyle habits in the midst of all those hours spent in front of our books and laptops.



Recent studies show that standing desks are better for health.
Photo by Samuel Hoard | The Crescent

IPAD: GOOD OR BAD?

Classes require students to use technology



By Josiah Thurston
Crescent Staff

Technology has a place in the classroom. But there is a larger, ongoing debate on what that place is. For some, an overhead projector is used as a place to hang a hat while others utilize networked iPads to create multimedia presentations in a group. The debate remains on which method is better.

For GFU elementary education students of the past two years, technology is now a required part of their learning experience as each is required to purchase an iPad in addition to other required materials.

Debby Espinor, the Chair for undergraduate Teacher Education, said, "I feel a deep responsibility to make sure that my new teachers go out there being able to be front runners with technology."

Within the classroom itself, Espinor said, "The integration of technology needs feel really natural."

From a simple on-line search that students perform during class to explain a certain topic, to the introduction of new presentation software, the goal is always increased classroom utility for the students.

Espinor pointed out the wide variety of apps available on iPads in particular and the fact

that these apps are constantly changing and improving.

"TECHNOLOGY IS NEITHER GOOD NOR BAD. IT'S A TOOL."

When her students work together using their six "technology stations" for presentations, "It not only functions as group work but ... everybody can see how they're integrating the technology."

Though the iPads represent a none-too-small investment, Espinor believes the investment to be more than worth it.

She shared a "success story" of a student who strongly protested the new requirement and yet, "within the first two weeks of class she looked at me and said, 'I really don't want to tell you this, but this is changing my life.' Now she's one of the ones writing grants [for classroom sets of tablets]."

In regards to the levels of technology use by various professors, Espinor said, "It's a student's responsibility to learn and it's the faculty's responsibility to provide an environment for that."

She said different subjects have different ways to facilitate that environment and "if everybody did it the same, students would be bored out of their minds. So ... faculty can choose."

In the end the wider goal of increased technology is to attain "digital fluency and digital literacy with our students," said Espinor. "We need to make sure that all of our students ... have the curiosity and ability to keep moving ahead and teaching themselves. Technology is neither good nor bad. It's a tool."

BIBLICALLY ROOTED + THEOLOGICALLY FORMED



The Biblical and Theological Studies department equips scholars with a solid theological base and methodological skills for doctoral studies or a variety of ministry contexts. Our diverse evangelical community provides a rich, interdisciplinary learning environment where biblical reflection and theological discussion go beyond the classroom. Faculty are committed to helping students understand their calling within the context of Christ's Kingdom. We invite **YOU** to explore our community at Wheaton College Graduate School.

WHEATON.EDU/BTS8

 Wheaton College
Graduate School
For Christ and His Kingdom