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The Crescent

THE VOICE OF THE STUDENTS

Rhythmic Sport

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New Rock Wall Planned

By Ian Snively

Photo by Gabriel Clark

A new rock wall is under development for George Fox University's (GFU) upcoming Activity Center. The center will be built next to the Canyon Commons building. It will include multiple basketball courts, studios for dance and aerobics, and a student lounge.

Brad Lau, vice president of Student Life, is overseeing the planning and construction of the building. A few years ago, Lau worked with the Associated Student Community (ASC) to find out what stu-

dents wanted to see in the new activity center.

"The rock climbing wall is a feature that we heard from a lot of students and student focus groups that they were interested in," said Lau. "We've been talking about a new activity center or student union building in the last several years."

The new rock wall, which will be a significant improvement from the one located in the storage closet of Wheeler Sports Center, will be, according to Lau, about 40 feet tall

and will be more accessible to students. New staff will be hired to manage the wall.

"The rock wall could be greater utilized in a new activity center because it would be more accessible," said Ashley Meyer, vice president of Activities and Programs for ASC. "I think a lot of people don't know that it's in Wheeler right now."

For now, there are still many things about the construction of the wall that need to be determined. The expected cost of the wall hasn't been

finalized; the University is still looking for a company to build the center, and is still trying to complete plans for what the wall will look like.

"We haven't decided yet whether it will be a pinnacle climbing wall [a tower] or whether it will be [just] a wall, around part of a wall or a combination of the two [both a pinnacle wall and a regular wall]," said Lau.

The activity center will be completed in fall 2018.

SPIL Receives Backlash from Students

By Joshua Cayetano

Photo by John Burgess

On Nov. 9, a day after the presidential election, Associate Pastor of Ministry and Service Rusty St. Cyr attempted to unite the student body during Wednesday night chapel. To many students, however, the attempt was counterproductive, or worse, hypocritical.

After an opening poem by Asia Greene and prayer by Brad Lau, the vice president of Student Life, St. Cyr took the chapel stage and invited people to stand based on how they were feeling at that moment.

"Please stand if you feel sad," St. Cyr said. He continued, "Say to one another, without words, that I'm with you. With this eye contact, you say it's okay to be sad. I'm with you."

After asking those who stood to sit down again, St. Cyr said, "Stand up if you feel relief, maybe even joy." And after a pause, "Be with these brothers and sisters. Don't wish that joy away from them."

St. Cyr continued, and asked those who felt disgust, anger, fear and finally, faith, hope, and love, to stand, and then sit. Yet, by that point, some felt disenchanted and even angry.

"I had tears starting to fill my eyes," sophomore Tavin Headings wrote in a blog post for her Magazine and Features writing class. "This is Irony. Hypocrisy. Marginalizing . . . I was shocked at the two-sidedness."

Headings was reacting to St. Cyr's words which, she believed, separated "us," who felt sad, from "them," who felt joy or relief.

"He was talking to those standing saying, 'We're all in this together,'" Headings said of those standing in sadness. "He was only talking to them, and that's when I felt marginalized."

Headings was not the only student who felt marginalized. Two freshman walked out of the auditorium almost immediately. On Facebook, a senior who did not attend the chapel posted an open letter to GFU's Spiritual and Inter-cultural Life office, critical of

the chapel, and the post was shared 38 times.

Jamie Johnson, the university pastor of chapel programs, has met with students who expressed frustration and anger, including Headings.

"Our office grieves the fact someone feels attacked," Johnson said. "It's difficult and it makes me feel remorse."

"None of us want to be offensive," Johnson continued. "None of us want students to feel their voice is less valued."

In an email, St. Cyr responded to the general feeling of alienation that these students expressed.

"My heart was and is passionate about reconciliation," St. Cyr wrote. "My intention . . . was for us to move past the 'echo-chambers' of our Facebook feeds with an in-person, communal exercise of visually being with and seeing one another in spirit and in truth during worship . . . responding to the diversity of emotions of that day with reverent and sincere eye-contact, and, with that eye-contact, communicate as a Christ-centered community that: 'We are all in this together.'"

This is a message many of the disaffected students can stand behind.

"We just need to remember that we're here campaigning for the kingdom of God and that we don't have to be afraid," said Headings. "That's where the unity is."

Johnson admitted that providing a pastoral presence to all the community is difficult with a diverse student body, but they are committed to not promoting one side over another. SPIL is committed to not making political statements from the pulpit or the chapel stage.

Regardless of policy, the context, combined with the fresh emotions, prompted a portion of the student body to feel the activity was referencing and highlighting differences, rather than promoting unity.

Students like Headings refused to stand because they felt called out for feeling joy in the midst of a particularly somber atmosphere.

"I was at peace because I have hope and I know that God is in control," said Headings.

The Crescent

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The Voice of the Students

The Crescent is George Fox University's student newspaper, a publication that has been part of the university and the Associated Student Community since 1891. The opinions and ideas presented in this paper do not necessarily reflect those of George Fox University.

Distribution

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Letters to the editor

Letters are welcomed and will be printed on a first-received basis. They must include the author's signature, academic major, class standing or job title, department name and phone number. Letters are subject to editing for space and clarity.

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COVER PHOTO: KATIE CULBERTSON

Broadening Horizons

By Kathryn McClintock

Photo by Ethan Saunders

There are many ways to get involved abroad at George Fox University (GFU), whether it is through Juniors Abroad or Semester Abroad programs. The benefits are abundant. Former, current, and prospective Study Abroad Students praise the University's international opportunities.

Juniors Abroad is a program for juniors that lasts three weeks, as opposed to other semester-long programs. GFU helps to pay the students' expenses if they have been enrolled full-time for three consecutive years, which means that it's relatively affordable to go on these trips, costing only around \$2,000 per student. Semester Abroad programs normally cost tuition, plus any program-specific fees, and air-

fare. Credits earned and approved by the Registrar's Office count towards a student's overall credits at GFU.

Studying abroad expands a person's viewpoint helps them better understand others—something that GFU reinforces in its values of reconciliation and peacemaking. One student currently studying abroad, Kaitlyn Groshong, said, "I think on a personal level, the way I perceive and interact with other cultures has changed significantly. There are so many ideas and stereotypes we have about people of other cultures, but we don't really understand them until we take the time to listen and get to know them."

Groshong is currently studying in Lithuania, and

while she's been there, she's had the chance to visit nearby countries like Estonia, Latvia, Sweden, Russia, and the Czech Republic.

"I definitely feel more involved in the international community as I learn various traditions and languages each day," Groshong said. "I just think it's so important to be an active global citizen and to value such relationships."

Malia Hansen is a GFU student who completed her study abroad in Seoul, South Korea. She reflects that her experience was more formative than she had expected beforehand.

"I expected to learn all of these new things about foreign cultures and customs, and

while that did happen quite a bit, I really learned a lot about myself and my home culture within the global context," said Hansen. Her favorite part of her experience, however, was the people she met while she was in Seoul.

"We became extremely close in a very short time even though we were from all over the world. We have kept in contact and they are still some of my best friends," she said.

Hannah Lingel, a GFU student, spent time abroad independent of GFU's Study Abroad program, including a three month trip to Uganda. Though not a part of the program, she recognizes its importance.

"I would highly recommend

studying abroad. Experiencing a new culture is a great way to learn more about yourself and others. Discovering new places and meeting new people can't be replaced by reading something in a textbook," said Lingel.

According to the GFU Study Abroad website, around fifty percent of all GFU students will study abroad, either through the Juniors Abroad or Semester Abroad programs. Some majors require a semester abroad, but students can also study abroad just for the experience.

There are certain requirements that must be filled, however. A 3.0 GPA must be maintained to be considered for Study Abroad. More information about requirements and program fees can be found on the Study Abroad website.

"Studying abroad is one of the most outrageous and incredible things I have ever done," said Groshong. "I have seen parts of the world I never thought I would visit, I have learned many things about myself, and I've made lifelong friends from across the globe. These are memories and life lessons that were unexpected but are ultimately priceless. I wouldn't trade this experience for anything. So yes, study abroad. You will have the time of your life!"



The First Thanksgiving was believed to be held in 1621, and later, in 1863, President Abraham Lincoln proclaimed it a national holiday. Over a century later, it is still celebrated in the U.S.

Students at George Fox University (GFU) come from various backgrounds, and while most are familiar with Thanksgiving, others are just learning what the holiday means. Maricruz Arias, sophomore at GFU, started participating in Thanksgiving two years ago with her family.

"I only just started celebrating Thanksgiving," said Arias. "I have this belief as a person to just be thankful every single day, don't wait until Thanksgiving. But if you aren't thankful every day then I guess it's a good reminder to have."

With Thanksgiving break coming closer, and homework deadlines around the corner,

it's easy to forget that every day is an opportunity to be thankful. Nevertheless, the time to be thankful for our experiences and the people around us is quickly approaching.

"As I've come to adulthood I'm thankful for being here at Fox," Arias said. "It has helped me grow as a person, as a student, as a sister, as a young woman, as a friend, and as a follower of God."

Students aren't the only group of people preparing for Thanksgiving at GFU; the professors are equally eager to see loved ones during the break. They have a different perspective; with family sometimes spread throughout multiple states it can be a struggle to make schedules align.

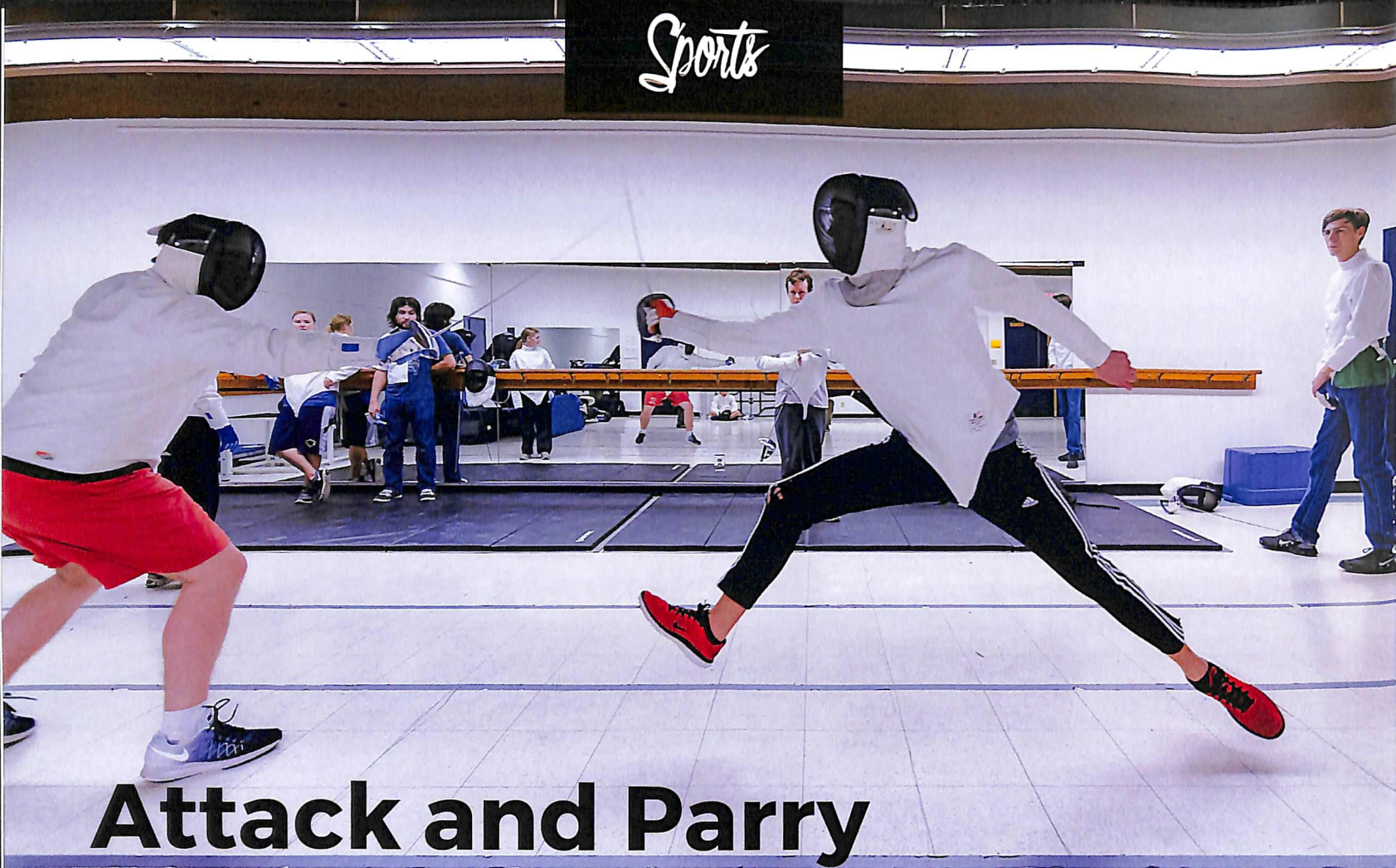
"Thanksgiving shifted for me once my kids went away to college," said Polly Peterson, professor of English at GFU. "Once my kids left, the focus shifted to being together as

a family. It changed how important national holidays are."

It doesn't take traveling far to understand the value Thanksgiving has in uniting loved ones. For Peterson, this holiday goes beyond simply giving thanks, and reminds her of the importance of community.

"Thanksgiving is great to me because it doesn't have any expectations except for gathering together and participating in a meal," Peterson said. "It's a good chance to be purposeful and celebrate those you are in close community with."

Perhaps Thanksgiving is not the same as it was in 1621, but it will always be an opportunity for communities to come together and eat vast amounts of good food.



Attack and Parry

By Heather Harney

Photo by John Burgess

You're wearing an underarm protector (sometimes called a plastron), a glove for the hand wielding your foil or saber, a clean white jacket with chest protection, and a mesh helmet free from holes, dents, or rips while strategizing how to counter-attack your opponent.

You parry an attack and then lunge, extending your rear leg and landing on your bent front leg. The thrill of friendly competition fills you as hear your opponent call out, "Touché." Can you see it? If so, you may want to join George Fox University's (GFU) Fencing Club.

Every Thursday night, students gather in the dance studio of Wheeler Sports Center at 8 p.m. to practice their sword fencing skills. Senior

engineering major David Pels began fencing last year.

"It was a little intimidating at first because I had never done it before, but the club was very easy going," said Pels who is now the quartermaster for the club.

Each new member starts off learning basic footwork and technique. Once they feel comfortable, they learn how to use a foil, which is a long thin blade that is tipped. Members find a style and blade that best fits them.

"It is nice to have something to get you out of the rhythm of school," said Pels. Pels's preferred fencing style consists of waiting to be attacked and then moving around his opponent to land a touch.

After becoming familiar with the artistry fencing with foils requires, members can

advance to sabers, which are heavier and thicker. Junior Kirstin Bruner, a transfer student, began attending the club this fall.

"I learned about fencing at the club fair my first week of class. I asked the person manning the table if you had to have experience and he told me 'No, just come and we will teach you,'" said Bruner.

The club's equipment hadn't arrived yet when she came to her first meeting, so she was taught different parries.

"It was different than I was expecting. I feel more confident [now]," said Bruner.

The strategy involved in fencing is a strong draw for members. Both Pels and Bruner find comfort and challenge being a defensive fencer. Fencing is one part athletics and one part psychology. The sport

demands that you strategize, learn to be patient, and stay ready to strike.

"I don't have to be as aggressive [as the attacker]. All I have to do is look for an opening to touch them with a sword. I don't have to plan out what attack I am using," said Bruner. She also loves the exercise and stamina she receives from weekly matches and training.

Amy Schifley *Irish Dancer*

By Rory Phillips

Photo by Katie Culbertson

Many might assume dance is more an art than a sport. Senior Amy Shifley, a practitioner of Irish dancing, recalls a Pinterest post that says the opposite. It reads, "You don't think I'm an athlete? Let's compare leg muscles."

Shifley began practicing Irish dancing when she was a freshman in high school. She was fifteen, and as fortune would have it, two of her close friends were deeply involved in this activity. At first she wrestled with her fear of performing on stage until she joined a workshop, attended classes, and eventually overcame her fear.

To be sure, Irish dancing is also an art. As a graphic design major at George Fox University (GFU), Shifley surrounds herself with art daily, and she holds onto Irish dancing with a passion.

"I love it. I don't know why. Partly, I love the music," she said. "The shoes make rhythm on the floor, and I love listening to that." The fusion of music and movement add a unique dimension to her artistic résumé.

But from an athletic angle, she has proven dance to be as strenuous and difficult as

any sport. Irish dancing also has the potential to be very competitive.

"Sometimes I feel it gets too focused on how you look or how you dress or present yourself," she said. A key component to Irish dancing is to look the part, which harkens to the dance's tradition. But the competitive drive shapes her as a person continuously.

For Shifley, every performance is like taking a test, not because of the fear of doing poorly, but because there is an understanding that anything can happen when she performs in front of others.



JUST SPRINT

By Evangelina Montelongo

Photo Courtesy of GFU Athletics

A new season is beginning for the men's basketball team at George Fox University (GFU). With more experience and practice under their belts, coaches and team players are looking to excel this year.

With just four freshmen playing on the team this time around, the GFU men's basketball team plans to show everyone their motivation and determination to win.

"We had a young team last year, so a lot of those players were still learning what it takes to be successful as a college basketball player," said Maco Hamilton, who has been head coach for the men's basketball team four years in a row.

Part of having a team of men with new attitudes is having new goals.

"Now our goal is to be better than before," said Hamilton. "We want to grow—whether that's academically, spiritually, or just as people. We want to maximize our

competitive gift, and achieve our goals without any regrets."

The players have taken their off-season time to practice harder and learn more.

"Our motto," Hamilton said, "is 'Just Sprint,' which entails four characteristics. One is to play fast, the second is to play hard, the third is to play selfless, and the fourth is to play with passion. We want to exemplify this every day on the court so we demonstrate what it means to give your all to something."

Winning a game is no doubt important to this group of men representing GFU. Just as important, though, is personal development.

"Winning is extremely important, but to be honest, I would rather see our men improve from a mental and a human standpoint," said Mason Green-Richards, guard on the GFU men's team. "That's what our coach stresses on us, to become better people in general."

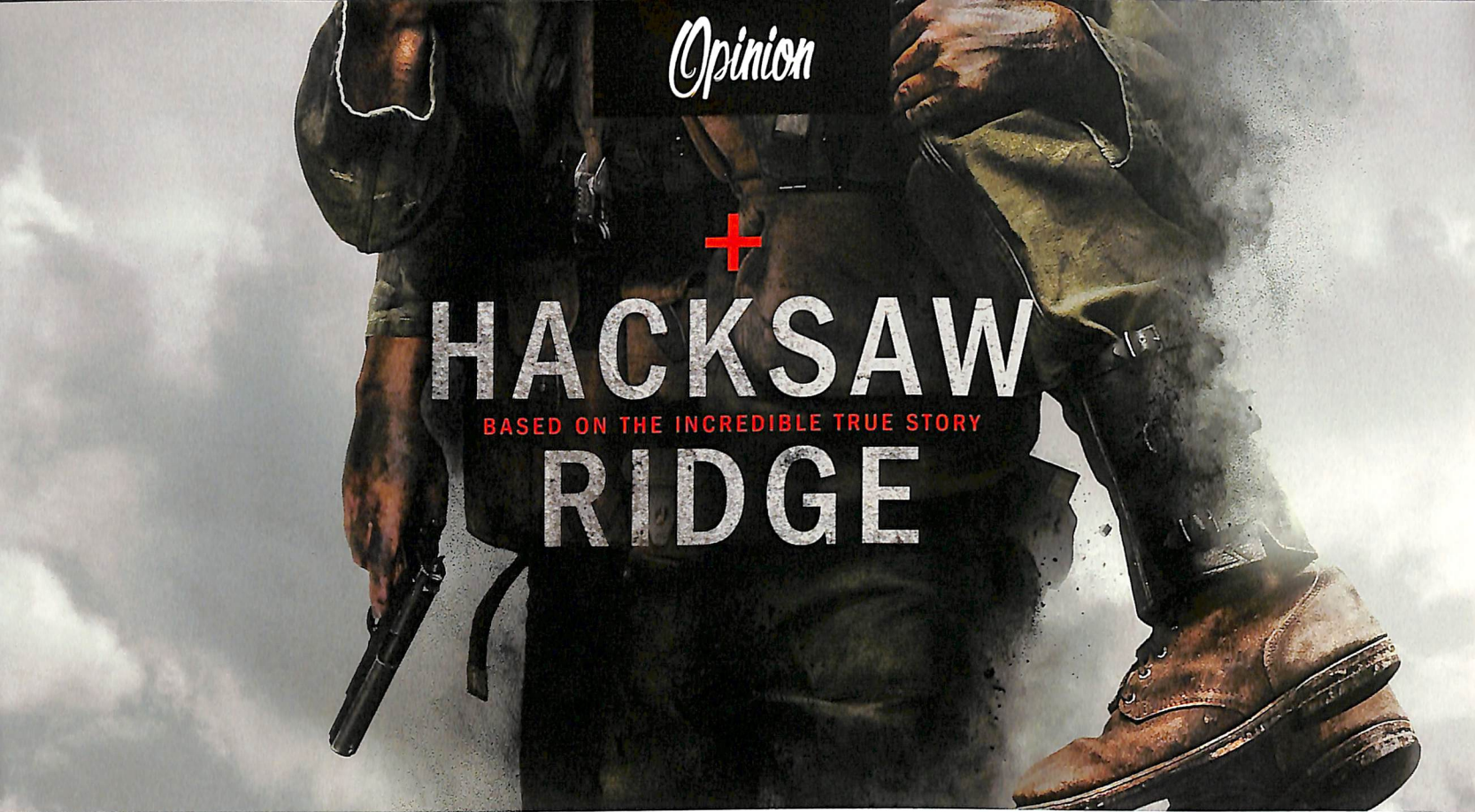
Green-Richards has been with the team since his freshman year, and now, as a sophomore, he is working with his teammates to improve their skills and share in their determination to show others how they've grown as players.

The players come from many places: some are from Oregon and others from countries like Taiwan and Australia.

"But we all have one connection—basketball," said Green-Richards. "It's our language, when we speak it, we understand each other easily."

As the new season begins for the men's team, whether they win or lose, they are determined to leave everything on the court. "When the team loses, we all want to have a winning attitude. We're brothers out there," said Green-Richards.

The team lost their first game against Claremont-Mudd-Scripps on November 18, 60-73.



HACKSAW RIDGE

BASED ON THE INCREDIBLE TRUE STORY

Review: Hacksaw Ridge

Pacifism at War

By Rory Phillips

Image Courtesy of
Liongate Publicity

Hacksaw Ridge tells the true story of Desmond Doss, a Seventh-Day Adventist and pacifist. As a young man in Virginia, he answered the call to WWII and enlisted in the U.S. Army in spite of his nonviolent beliefs. Desmond is played by Andrew Garfield, who brings youthfulness and diligence to the role, and showcases his talents.

The film unfolds in three acts. The first shows us his home life in Virginia, where he meets his soon-wife Dorothy (Teresa Palmer) and lives with his devout parents (Rachel Griffiths and Hugo Weaving). The second act follows Desmond during military training. He is shunned quickly for refusing to fire a weapon,

and his own company sets out to break him (this is led by an uncharacteristic performance from comedic everyman Vince Vaughn). The rest of the film is devoted to Desmond on the battlefield, where he never fires a single shot, but ends up saving countless lives.

When walking into such a film, the main question George Fox University students may be asking is this: how can you tell a pacifist story about a man at war? Director Mel Gibson proves that it is possible, though perhaps not easy, to achieve such a task.

Hacksaw Ridge is Gibson's fifth film, and his oeuvre has been finely supported by films full of blood, gore, and heroics. His latest film is no different in its violent content, much of which is saved for the third act. The first two develop Desmond's sense of strength

and faith. This is shown successfully through Desmond's training, his complex relationship with his father and his past, both of which occasionally feel melodramatic. The plot and dialogue, involving a brief trial against the Army, functions to anger the audience on Desmond's behalf.

These first two acts are decidedly the most "Christian" in that they do not involve much violence. Without the war sequences, it is hard to see Hacksaw Ridge as anything more than a glorified, heavy-handed "Christian" film.

However, the battle scenes are some of the best captured in the film. Gibson's camera and sound team really demonstrate the horror and hell of war. It is in these parts of the film where, in fact, Gibson tells the best Christian story. Desmond shows courage

under fire, the will to not leave his comrades behind and care for those who are wounded and in need. His actions set him apart.

This is not Gibson's best film, and I cannot say with confidence that it exemplifies the best in Christian filmmaking. What the director can offer, though, is a challenging take on how active nonviolence can be effectively used in times of inescapable conflict.

The Value of Stories

By Guest Writer,
Noelle Ho

Imagine this. You are a college student walking through these scenarios.

Setting: Classroom discussion.

Today's topic is one that tugs at your heart—it's personal. You wait to hear everyone's opinions. No one shares yours. With each second that passes, you hope for a chance to voice your stance. But you don't want to be that person. The person that stands out.

A classmate makes a hurtful comment that takes you by surprise. Do people know it was indirectly directed at you? You look around the classroom to see if anyone else noticed—pause. Should you say something? If only the discussion would continue, but the class is ready to move on. So you appear to silently agree with what has been said.

You wish you had said something. Next time you will. Sigh.

Setting: Walking across campus.

On the way back you look for familiar faces, friendly faces; you don't see very many. So you keep your head down. Entering the lobby, all eyes are on you. There's no one you rec-

ognize. What are they looking at? You feel pretty awkward. This happens every time you walk into the lobby, and you dread it.

You are constantly looking for a sign of someone who actually wants to get to know you, where you come from, hear your story, maybe someone that will see the little kid inside of you who is actually scared out of her wits. Someone who will walk alongside you.

You're not finding it here.

The phone is ringing—it's a call from Dad. In his voice you can hear the tiredness, the fatigue. You want to tell him to stop working so hard. All he wants is to see you succeed, to see you happy. He is the reason you don't give up. You need to make him proud. You are determined to make his sacrifice worth it. Holding back some tears.

Setting: Dorm floor.

Everyone is laughing about something; they look to you to match their level of excitement, and so you desperately try to. Feeling out of place. You're not really in the mood for this. You want to talk about what happened during class today. Or how you miss your parents. Or how even at this moment you feel out of place. But you make an excuse and go to your room.

Setting: Dorm room.

A news article pops up that tugs at your heart. It affects your community. Your heart hurts. Tears start coming and you try to fight them back. Where can you go to find others who are affected by this, too? You don't know where to go. Your roommate notices you are a little downhearted and asks: "Are you okay?" You say that you are a little stressed. She shows her under-

standing. "Everyone's stressed right now. Tests, papers..."

But you wish she would have asked. You wish she hadn't assumed she knew what you meant by "stressed." You wish she didn't group you with the majority of people who are feeling "stressed." You are a little tired of explaining yourself. You want to escape to a place where you can just be. A place where people don't question whether or not you should feel sad or confused.

Does that place even exist? You're looking. Tonight there's a Bible Study. Maybe that will make you feel more at ease. At the Bible Study you look around again, is there anyone like me? Nope. You stand out again. The worship songs all have the same message, same tone. Different from the worship songs you sing at your home church. So you try to adapt. But you're tired of trying to adapt. A part of you longs for a piece of home.

Setting: Cafeteria.

You strike up a conversation with a stranger and realize you both have so much in common. There's plenty of those "no way, me too!" moments. A sigh of relief. You no longer feel alone. You wish this could happen more often. You cherish these moments.

Passing by the cafeteria tables you notice a couple of students making a joke that makes you feel uncomfortable. It's ignorant, leaves you speechless. Stereotypical comments are thrown around. How can you explain that this is not funny? It makes you feel different, othered, and you are pretty familiar with that feeling by now.

This experience that I'm sharing, it's not the same for everyone. But neither is it just one story, and by walk-

ing through these situations, I am asking you to feel. By no means is this story representative of all minorities. The parts of this story differ for everyone—but the story itself is true. These interactions happen. I ask you to acknowledge the feelings of the people around you.

Do you see how these day-to-day interactions accumulate? Emotions build, one by one, and few are the people who take the time to truly see you. It's exhausting.

Do you see how there are stories that are not getting told? Because we are rushing and not taking the time? Because we are not looking to our neighbor and seeing how they might be different than us?

If we do not stop ourselves, we will continue understanding things through our own lens, through our own, individual experience. And that is limiting, that is binding, and it contributes to the problem.

Each part of these stories could have had drastically different outcomes if people were to stop, notice, listen. We need to come into relationships with the understanding that we have not lived in another person's shoes.

This is why we must emphasize diversity. This is why we must emphasize intentionally getting to know people who are different than us. This is why we emphasize going into a space where we feel uncomfortable. This is the only way we begin to understand, and try to understand.

We need to be aware of what we do not know. And how can we be aware of what we do not know if we do not ask? Let's start being learners again. Let's start listening again. Let's start SEEING people again.

We want to hear from you!

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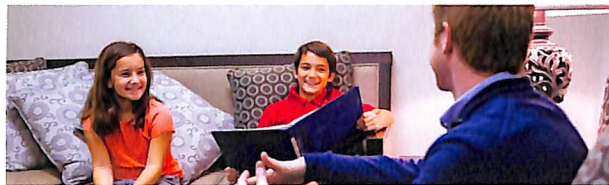


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