

The Oak Leaves

Manchester College Issue XIII - March 4, 2011

Spartan Hoops Win Conference Tournament



GLORY ACHIEVED *Left:* The men's basketball team poses for a picture at center court with the cheerleaders and members of the student section after being presented tee shirts and plaques for winning the HCAC tournament. The team defeated Hanover in a 79-69 victory to earn a bid in the NCAA division II tournament. *Right:* Senior Mitch Schaefer and junior Jason Spindler show off their HCAC awards. Schaefer was named to the all-tournament team along with Spindler, who was also named most valuable player of the entire tournament.

Chaz Bellman
Staff Writer

The Manchester College men's basketball team brought the conference tournament home after coming out on top of the HCAC conference at the end of the regular season.

The road was not easy for the team as several chips had to fall in place to help Manchester host the tournament. First, the team had to defeat a persistent Anderson team and then Anderson needed to beat Hanover to prevent a tie and a conference tournament at Hanover and a lengthy travel to southern Indiana. First place in conference would also allow the team to receive a first round bye and to scout their opponents.

MC's team rode into the tournament on a nine-game winning streak. They finished off the season by downing conference foes Franklin, Anderson and Transylvania. Much of this can be attributed to the play and leadership of the seniors, including starters Nathan Ferch, Tyler Henn and Mitch Schaefer. Two other seniors have found ways to make an impact coming off the bench. Tyler Delauder is second on the team in scoring as the sixth man and Peter Krill has dominated defensively this season. Having five seniors on the court at all times distributes a feeding frenzy of intensity for their teammates.

"The must-win, second match with Anderson helped capture the

importance of home court advantage," said home game broadcaster Casey Vallier, a junior. "The student turnout was the best of the year and helped keep the game up-tempo." Manchester routed Anderson in a Feb. 16 match that they won by double digits. The game was described by Vallier as the most impactful of the season. Roommate to Vallier, the 6'10" center junior Jason Spindler helped capture the importance of having home court in the tournament. "It is nice to be able to sleep in your own bed the night before a game," Spindler said. "Being able to play on the court you practice on and shoot at the basket you've shot at thousands of times hands us a huge advantage."

Both men also noted the importance of having the home crowd behind team.

As the team watched on the first day of tournament play Bluffton and Rose-Hulman made early exits after one game. However, the winners of those games, Anderson and Transylvania, faced stiff competition with Hanover and Manchester on day two.

The Spartans won their first test of the tournament on Saturday, Feb. 26. The men took down Transylvania for the third time this season in a barn burner. The Spartans trailed the majority of the game until late in the second half when a Jordan Moss free throw gave the team a late lead that they would hold onto in the final seconds to

win 68-65 and end Transylvania's tournament hopes. Spindler led the way for the team with 16 points.

Fighting the Spartans for the title would be Hanover. They too scored a first round by and handed Anderson a 62-50 loss, punching their ticket to play to the top-ranked Spartans in the final bout.

For the automatic bid to the NCAA tournament and the HCAC Tournament Championship the team faced a Hanover group, who finished second in the conference this season. At the midway point the team trailed the Panthers, but came out on fire in the second half. The Spartans took away the Hanover lead and established a twelve point advantage with only ten minutes to

go. They would never look back to hold off the number two team and battled their way to a 79-69 title.

Jason Spindler led the tournament charge and was named most valuable player. Spindler was also named to the all tournament team. Alongside Spindler for all tournament honors was senior Mitch Schaefer. The team looks to carry this momentum into the NCAA tournament. They will enter the tournament with an eleven-game win streak and the dreams of earning the NCAA title and once again calling themselves champions. This is the first time a Spartan men's team will make the trip to the "big dance" since 1999. The last time the team won the conference championship was 1995.

Students Bounce Way into Record Books

Carson McFadden
Staff Writer

At 12:07 p.m. on Friday, Feb. 25, 15 Manchester College students began their bid to break the Guinness world record for the longest game of Four Square, the popular playground game. 30 hours, countless cups of coffee, and many sore muscles later, the group's marathon match was concluded and their quest was complete. After so many hours spent hunched over four masking-tape squares in the College Union, first-year Todd Eastis said he wouldn't be playing any Four Square for quite some time.

"It was awesome, but if we had the option to play some more right now, I probably wouldn't," Eastis said. "My body's still pretty sore." Most students had played before, but none for 30 hours. The group started playing in a roped-off section of the Haist Commons. At around 6:07 p.m. the following day, their timer hit the 30-hour mark and the world record bid was finally over. However, despite the fact that the actual game has finished, there is still more

to the process of establishing an official Guinness world record. Even after doing what could be seen as the hardest part (playing for 30 straight hours), the group has to send in all of their data to Guinness.

"There's still some work to be done," Eastis said. "We have to submit lots of media clips, lots of video, lots of photos, and our official witness statements to Guinness." Guinness regulations required the group to enlist the help of witnesses for the entire game. These witnesses were people from around the community who were completely independent from the college. According to first-year Lucas Kauffman, a prominent member of the planning-and-playing group, some witnesses didn't show up when they were supposed to.

"We had a couple hours where witnesses didn't come," Kauffman said. "But we have video of the entire game, so it won't be a problem." The entire match was recorded on video and the ITS department also set up streaming video so that people could watch online. "We actually had two live

feeds online that people could watch," Eastis said. "I got word that people were watching in Virginia, here on campus and even my friend in Russia." Both Eastis and Kauffman were sure to extend their appreciation to the ITS department for the webcams and to other helpful people as well. "Walt Wiitschek and Jeri Kornegay helped so much," Eastis continued. "Walt was there a lot and Jeri coordinated all the media that came in."

The Four Square group was the focus of an iReport on CNN.com and they were featured in a YouTube video as well as a segment on Manchester's radio station, WBKE. Kauffman and Eastis also emphasized their gratitude to the Kosciusko Runners' Association. The KRA made a generous donation and loaned timing equipment to the participants.

One of the goals of the group and the game was to break a world record; another was to raise money for Camp Mack, a Brethren church camp that has strong ties to the college. Receptacles were placed near the playing area for passersby to do-

nate and \$1,000 was raised to help rebuild Becker Lodge at Camp Mack which burned down last summer.

"After we finished, Rex Miller, Camp Mack's director, brought us all t-shirts," Eastis said. "It was definitely a nice little surprise." Participants also enjoyed fresh-baked pizza at 2 a.m. Chartwell's Head Chef Chris Fogarty stopped by in and cooked pizzas for all the participants and their witnesses. According

to Kauffman, the very early morning was a period that was tough to get through. Eastis went on to say that even the sight of other human beings was comforting.

"After playing in the dark with just the 15 of us and our 5-or-so support people, as soon as we hit breakfast and saw other people, it was wonderful," Eastis said. Breakfast was a sight for sore eyes for many players, but at that point, they still had a

lot of time to go. "24 hours in, we were definitely really good at four square," Eastis continued. "But for the last few hours, our skills dropped off a lot."

The group pulled an all-nighter and then some, so as one would expect, many slept for quite some time. Kauffman and Eastis both slept 12 hours following the game but according to them, it was definitely worth it.



FOUR SQUARES AT A TIME Students reach to save the Four Square ball from bouncing out of bounds on Friday during the 30-hour game. Although the marathon is complete, it will be 6-8 weeks until the group knows whether Guinness will officially accept the attempt.

Inside: Flu Season - Delayed Textbooks

Around Campus

Flu Frenzy: Identifying the Real Influenza Virus

Mary Kohrman
Staff Writer

Flu season is as consistent as finals week or the break in the frigid winter weather. Throughout the fall and winter months, Manchester College's Health Services works to contain, isolate and treat any flu outbreaks. However, the often inaccurate representations of the flu on the news has increased occurrences of false flu self-diagnosis, causing many MC students to question what the true flu really is.

According to the CDC [Center for Disease Control and Prevention], "Influenza (the flu) is a contagious respiratory illness caused by the influenza virus. It can cause mild to severe illness, and at times can lead to death. Some people, such as older people, young children, and people with certain health conditions, are at high risk for serious flu complications."

Nurse Tara Vogel, RN BSN, the director of Health Services, has seen her fair share of flu cases on campus during her 12 years at Manchester. "Over the last three weeks, we have been seeing anywhere from 3-5 confirmed

flu cases a week," Vogel said. "The CDC over the last 2-3 weeks also has reported that the state of Indiana is at the highest alert for cases of flu and that the cases are widespread." Such statistics should not make this flu season seem overwhelming, though; Vogel says that it is nothing compared to the H1N1 flu scare during the 2009-2010 school year. "This is a pretty typical flu season," Vogel said.

To people not familiar with the medical field or viral trends, it seems as if the past few flu seasons have been increasingly more horrid than those of the past. The push for flu shots, instigating quarantine within dorms and campaigns educating people about proper hand-washing and precautionary methods have been raising awareness, but also paranoia.

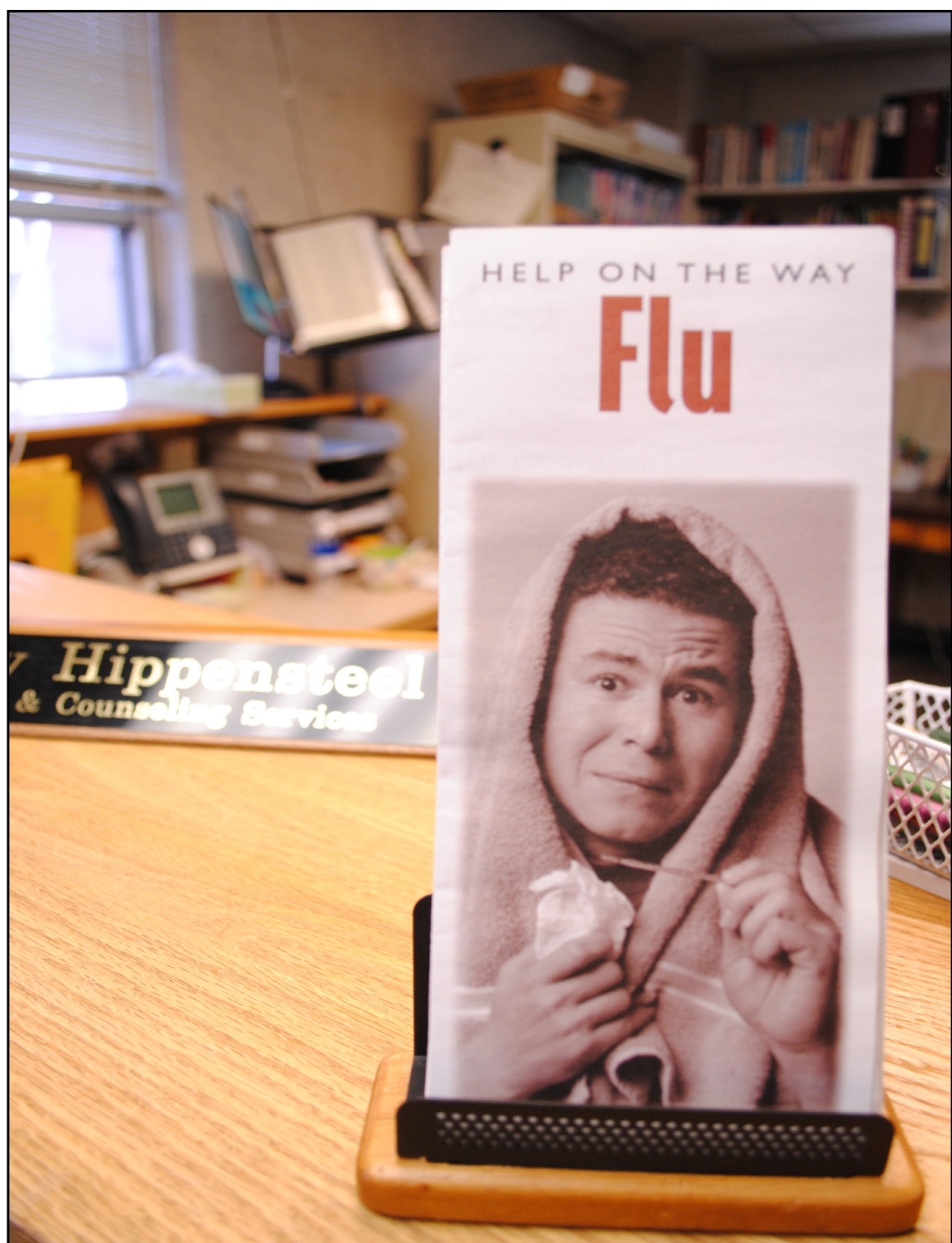
"We have many people coming in to see us who are adamant that they have the flu when in reality it is something else," said Student Health Assistant Todd Byrket. "We have guidelines that help us determine true flu from other flu-like illnesses, but it seems that some students prefer self-diagnosis, which can prolong their being sick

if they do not treat the actual problem at hand."

The increase in "self-diagnosed" flu occurrences may be attributed to the fact that many students are unsure of what true flu symptoms are. Vogel explained that the true flu would hit quickly, often within just mere hours as opposed to the various other viruses on campus that may take days to develop. "I'm seeing a lot of upper respiratory infections and gastrointestinal problems that are not the flu," Vogel said.

The CDC acknowledges that distinguishing between common viruses or colds and the true flu can be difficult at first. "The flu and the common cold are both respiratory illnesses but they are caused by different viruses," according to the CDC website www.cdc.gov. "Because these two types of illnesses have similar flu-like symptoms, it can be difficult to tell the difference between them based on symptoms alone."

The high occurrence of flu on a college campus is not reason for panic, Vogel explained. "I'm not that concerned with the number of flu cases we are seeing mainly because this is a residential college; we



COVER THAT COUGH Health Services has reported an average of 3-5 cases of influenza on campus per week since mid-February. Indiana is on alert for widespread cases of the flu. Knowing the symptoms of the flu can help students differentiate between what is really influenza or another type of virus.

Photo by Epi Sanchez

all live close together," she said. Vogel encourages prevention and isolation as the best defenses against the true flu. "My suggestion to the campus community is to practice good hand-washing, and if you are ill, contact Health Services so we can give you directions," she said. "Do not go to class if you have a fever because you are doing no good to yourself and also causing exposure [to the flu virus] to others."

The best way to determine if you are potentially suffering from the true flu is to follow some basic rules. If there is a fever over 100F accompanying any of the following symptoms: body aches, chills, vomiting, diarrhea, nausea, trouble breathing or cough, then the likelihood of having the flu is high. Junior Rebecca Pendergrass felt the effects of the flu within hours and followed the instructions she was given to rest and isolate herself during her illness. "I felt like

death," Pendergrass said. "I stayed in bed for two straight days until my mom came and 'kidnapped' me and took me home [to see her family doctor]."

The flu is not something to be taken lightly and every person may react differently depending upon his or her personal susceptibilities. If you are experiencing any of these symptoms it is best to take them seriously and limit the amount of interaction with healthy peers. Health Services takes appointments daily for students concerned about their symptoms and can determine whether or not to suggest you attend classes.

The true flu is on the prowl and the best defense against falling victim to an average of 4-6 days of its wrath is to be aware of your body and practice preventative maintenance. Practice hand washing regularly, especially after coming into contact with high traffic areas.

The annual flu vaccine is also highly suggested by medical professionals as, not a way to prevent contraction of the flu, but a way to lessen the severity of its effects. This vaccine is still available through Health Services by appointment for a small fee. Other steps to staying healthy include adequate sleep, a balanced diet (limiting the amount of caffeine and junk foods), as well as building your body's immunities with daily multivitamins or Airborne products.

In the end, the flu season is upon us and there is no telling who will or will not fall victim this year; however, with preparation and prevention, this flu season will pass like all those of the past. Be aware of your body, wash your hands and isolate yourself if you are sick, but most importantly, hang in there...flu season for the 2010-2011 school year is dissipating along with the frigid, snowy weather.

The Oak Leaves

Published by the students of Manchester College

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Help Wanted

at the *Oak Leaves*

The *Oak Leaves* is looking for a co-editor, beginning Fall 2011.

Skills:

Applicants must have a minimum 2.5 cumulative GPA
Knowledge of InDesign and Photoshop a plus
Familiarity with AP style a must

All interested students should send a cover letter and resume to
Dr. Katharine Ings, knings@manchester.edu, by **Thursday, March 17**.

Interviews will take place following Spring Break.

Around Campus

Campus Store Explains Textbook Delay

Shelby Covington
Staff Writer

Are you a student or professor who was affected by the delayed arrival of textbooks this semester? A number of classes experienced the lag in receiving textbooks needed for class from the Campus Store. That, or they simply did not receive the books at all.

The reason behind this delay could initially be pinned on the heavy snowfall causing FedEx and UPS to shut down until better driving conditions resumed. However, as the snow melted, numerous books still failed to arrive.

According to Campus Store Textbook Manager Jennifer Maciejewski, publishers added to the delay in textbook shipments because several have cut back on their working staff, processing textbook orders in five-to-seven days, when this time used to be a shorter two-to-three days. "I wasn't aware of the longer processing time which pushed us back an extra week," she said.

On top of that, the publishers close their services over winter break, making it impossible to process textbooks during that time. "The fact is that from the end of buy-back in December until classes start again in February, publishers shut down for three weeks so there isn't a lot of time to get those books in," Maciejewski said. Not only are books unobtainable during those three weeks, but book orders are also postponed once the publishers reopen due to backlog. Faxes requesting books could be sent while the publishing offices were closed, creating a pile of orders to be fulfilled once employees resumed work. This only added to the time in which students remained bookless.

Amidst these issues with the publishers, Maciejewski stated that she accepts responsibility for the delayed arrival of textbooks. "I think it's a factor of everything," she said, "but what could have solved the problem is me ordering the books earlier." She added



DUDE, WHERE ARE MY BOOKS? Spring semester 2011 began with many students and professors going to class without textbooks. The Campus Store explains the delay, which was caused by a number of factors including inclement weather at the beginning of February. Significant changes were made to the textbook publishing industry that delayed the shipment of some textbooks.

Photo by William Kallas

that she was unaware of the short-staffed publishers and that she didn't know bad weather was going to strike. "Delays have never been this bad," Maciejewski said, "but the industry's changing. So I should have just ordered them sooner, basically."

The fact that textbooks were not ordered in a timely fashion perplexes Professor Janina Traxler, who had her list of books to be used for the 2010-2011 school year submitted to the Campus Store by July of last year. "By federal law, we [professors] are obligated to submit our book lists for the entire year by July 1," Traxler said. "That is a change starting last year. So they've had this information since last July. The fact that we are now two weeks into the semester and not all of the books are in is annoying because my students can't get the assignments completed."

However, Maciejewski stated that some professors did not meet this deadline and that a few did not even submit their booklists until after classes had commenced. "The majority of professors did get their book adoptions in on time," she said, "but some com-

pletely forgot." She plans to contact the department chair and the dean if this issue recurs.

On the other hand, a number of professors like Tim Brauch simply did not receive textbooks that they had requested. Brauch stated that he had submitted a slip last summer for the book he intended to use for his Discrete Math class and that an employee of the campus store had confirmed receiving that request. However, he added that several of his Discrete Math students showed up to the first day of class without a book. After learning that the Campus Store could not obtain the class text, students were forced to find the book elsewhere.

"I went the first week-to-10 days with students lacking textbooks," Brauch said. "So I had to be very understanding about students turning in late homework because they don't have a book to be able to complete the assignments."

Maciejewski explained that some books aren't obtainable because the publisher is out of stock and then the store's request for a book is placed on back order. This means

that once a publisher receives so many requests for a book, they'll place an order to the printer to create more copies. Therefore, these books cannot be sent to the Campus Store until a large enough demand is made in order to print more copies.

"That's usually when we have the students get the books themselves," Maciejewski said. "It happened with quite a few classes."

According to Brauch, the only way students can learn what materials are needed for their classes is through the online Campus Store. However, Maciejewski stated that she cannot post the books on the site unless she has the book and its invoice physically in the store. Therefore, the information students need in order to know what books are required for classes is not readily available and often times inaccurate. Brauch offers a solution to this problem.

"Something I would like to see happen is changing the mindset of students so that they check ANGEL to see what books they need rather than checking the bookstore website and it

not have anything listed," Brauch said. He stated that he had included book information with ISBN numbers in his class syllabus and then posted the syllabus on ANGEL, but most students hadn't known to look there. He said that if all faculty members did this, it probably wouldn't be too much of a burden since so many already do anyway.

Maciejewski also suggested solutions to the problems in receiving books on time. "We're recreating a schedule as to when to do things," she said. "When we order Jan-term books, we're going to start ordering spring semester books as well." Usually, the campus store employees waited until after book buy-back. She also said that she plans to meet with the registrar and obtain the enrollment sooner so that she knows how many books to order earlier.

However, some students already have their minds set to find textbooks elsewhere. "Ever since freshman year, I've had problems with the campus store," sophomore Lesley Sammons said. "So I don't ever buy books there." Other students didn't experience any problems with

the book store this semester. "I can't complain about the delay," junior John Sharp said. "It never affected me."

Maciejewski noted that none of the employees were taught how to execute the process of ordering books. "We weren't trained for this position," she said. "So we're just learning as we go."

Yet, some professors realize how severe the problem of delayed textbooks can be. "I think the business of texts arriving on time is a pretty important issue to try and resolve," Traxler said, "because it does start to affect students academically and their performance suffers if texts are not here on time."

Recognizing the profound effect that the delays caused on students and professors alike, Maciejewski offered promising words. "We have taken all of the issues and problems we have encountered and are in the process of developing a timeline that works to avoid these issues," she said. "We take full responsibility, and I can personally guarantee there will never be a problem of this magnitude again."

Abstracts for Dean's Symposium due March 7

Amanda Hoff
Staff Writer

The 13th annual Student Research Symposium will be held Friday, April 8. However, this date is not the only one that students need to know.

Monday, March 7, is the date by which interested students need to submit their one-page abstracts and resumes to the Office of Academic Affairs. The resumes should also be signed by the student's mentor, the professor who recommended them. Friday, March 11, is also an important date. This is the day that the students who have been selected to present in the symposium will be notified of their selection. Monday, March 28, is the day when three copies of the student's paper are to be turned into the Office of Academic Affairs.

An important number to remember is 18 min-

utes. This is the amount of time allotted for presentations.

The big question, however, is not what day the symposium is, when paperwork is due, or how long the presenters are allowed to talk but what have the presenters chosen to talk about. The subject of the paper is, after all, one of the most important and elements that need to be considered.

The first thing a student needs to decide is whether their paper meets the guidelines. The presentations can be of analytical papers, original research, creative performance, or creative work. A student can use a paper they wrote for a class during a previous semester or for other settings, however, the paper needs to have been edited and modified to fill the allotted time and to meet with the higher expectations of the symposium.

Jacob Wenger, one of the 2010 symposium winners, appreciated the challenge to find his own topic. "College is a rare opportunity to sink your teeth into a topic that no one else has thought of," he said in an email. "It's a fair amount of work, but presenting your own research is not only empowering, it also looks great on a cover letter and resume."

If a professor recommends a student for the Student Research Symposium, then the mentor may already have an idea of which paper the student should present. Some of the topics from last year's symposium included Converse, Dr. Who, owls, facebook, Hitler, cartoons, and oil paintings damaged during hurricane Katrina.

Despite the wide variety of topics, all of the students that participated had one thing in common: inspiration. Kate Brelje,

another of the 2010 symposium, wrote a paper entitled "Wabi: The Beauty of Imperfection in Japanese Aesthetics." After spending a year abroad in Japan, the culture seems to be embedded into Brelje's very being. She still speaks Japanese as much as possible and continues to enjoy Japanese cuisine. Being immersed in Japanese language, food, and society has left an impact on her and it seems natural that she was inspired by her travels to write a paper.

What may seem unnatural, or tedious to some students, though, is the amount of work needed to even be considered to the symposium.

Nathan Hodges, the third 2010 symposium winner, welcomed the challenge. "In many ways, I feel like this research was liberating for many first-generation college students," he said. "It gave us a

voice. After producing the research paper, it gave me confidence I could succeed in grad school." Hodges is working towards his MA in Communication Studies at Central Michigan University.

Because the process and paperwork required in submitting a paper for the symposium can seem complicated, further instructions are available on Manchester's website. Four sample abstracts have been provided that cover several different topics. The site also offers the rules and rubric for the Jo Young Switzer Award. An abstract form has also been posted on the site. Also available on the sidebar, and what many participants might be interested in, are the papers that were presented last year, including the three that won. Students are free to read through as many of these as they want to help them

develop goals for their own writing. Knowing what the judges were looking for can help this year's writers meet those expectations.

Although some students simply want to participate because they are proud of a paper they have written or they want another line to add to their future resumes, some are only interested in what they get if they win. In order to congratulate everyone, all of the presenters in this year's symposium will receive a gift certificate to the Campus Store. The three winners, however, will also be honored with the Jo Young Switzer Award for Excellence in Writing. This award is given to the students whose papers "demonstrate superior writing skills." The papers will be judged on content, organization, grammar/usage and expression.

Around Campus

Op Ed: Speak up against Pell Grant Reduction



REDUCED BY 43 PERCENT The above photos illustrate the effect of the reduction of the Pell Grants. In the top photo, every desk in the classroom is occupied by a student. In the bottom photo 43 percent of the students have been removed, representing the percentage of Manchester College students who will not be able to continue their education if the Federal Pell Grants are reduced.

Photos by William Kallas

William Kallas
Contributing Writer

College students across the United States are stuck in a political battle.

On one hand there is President Barack Obama saying we need to "out-innovate, out-educate, and out-build the rest of the world."

And, on the other hand, you have Speaker of the House John Boehner who said, "When we

say we are going to cut spending, read my lips: We are going to cut spending."

No one doubts that spending by the federal government needs to be cut to lower the national debt. However, why should students suffer for the mistakes of abused spending habits by Washington politics?

College students are constantly reminded by politicians (both Re-

publican and Democrat) that students are the future of our nation. However, H.R. 1, the House new budget bill, proves one thing: our elected representatives are full of rhetoric and empty promises.

For those not aware, current legislation passed by the Republican controlled House of Representatives will decrease the maximum award for the Pell grant by \$845,

ultimately kicking 1.7 million students out of the program and reducing the amount awarded to another 7.5 million students.

This will effect approximately 43% of Manchester College students. If enacted, students at Manchester College can expect another reduction of at least \$2,500 from other federal grants. This does not include state grants, which could also decrease.

The House also approved to eliminate all funding to the LEAP program, which provides about \$1 billion in "seed money" to the states.

Therefore, talk with your friends; make them aware of this situation. You can either support having your financial aid cut or not. For those who want to take action against the reduction in financial aid, contact your elected representatives. Give them a

call or write them an e-mail.

This affects your future, and you can help determine the outcome. Remember, supporting students is an investment in the future, not an abused spending program.

Feminist Student Union Empowers Women

Kastie Majka
Staff Writer

The word "feminism" is one that has many people on opposing sides, fighting for the movement or against it. Stereotypes and negative connotations have bred from the word, leaving those who are uninformed on the topic of the opinion that all feminists hate men, oppose marriage and want to overthrow the patriarchy entirely to make way for a new era of power.

The trepidation and oftentimes complete distaste for feminism exists also on Manchester College's campus, but despite the jokes, offensive remarks, and some general ignorance about the real definition of feminism, nothing stopped those in charge of Gender Café from changing the group's name to the Feminist Student Union. "Nobody knew what Gender

Café was," explained president of the group, Whitnee Hidalgo. "We decided we'd connect to more people with the name change. The name identifies the topic; 'Feminist Student Union' is dummy-proof. It's like, 'Oh, I think that group might be about feminists uniting.'"

Hidalgo did, however, acknowledge society's general misinterpretation of the word, saying, "When people hear that you're a feminist, they say things like, 'Oh, so you guys like hate men and have dreadlocks, right?' No."

The group focuses on what is called third wave feminism, a movement that Hidalgo described as being "totally open." Third wave feminism focuses on issues of equality; workplace issues such as glass ceilings, harassment, and maternity policies; media and its unrealistic views of women; the need to em-

brace derogatory terms, changing the connotations instead of censoring them; gender roles and sexuality, encouraging sexual expression and denouncing the double standard; reproductive rights; safety in terms of rape and domestic violence for both men and women; and individual empowerment.

"There's not just one 'feminism' – there are many forms," said associate professor of sociology Barb Burdge. "I think, historically, groups and individuals who have been threatened by feminism have worked hard to make it a dirty word, so they can subvert the movement. They perpetuate 'scary' stereotypes and play on homophobia, sexism and general fears."

Because of those fears, it seems as though people are reluctant to accept that they may very well agree with the feminist

movement. Professor of political science Leonard Williams addressed this hesitancy when he said: "You get that standard 'I'm not a feminist, but... I believe in equality, in equal pay, et cetera.' What I think happens is that people see a threat to power. Feminism is a practice that's inclusive to a variety of perspectives from both men and women. People react to a stereotype of a limited perspective, and feminism is not a single perspective."

One stereotype involved with feminism is that only women can participate in the movement, one reason why MC's male population might feel discluded from an organization with a name like Feminist Student Union.

"You don't have to have a vagina to be a feminist," Hidalgo said. "Men have been fighting with us from the very beginning

– who do you think voted on woman's suffrage? Men did, and there are still men who fight with us."

Some male students aren't so sure in their potential role in the Feminist Student Union, or in the movement itself. "I support equal rights and everything, but I wouldn't call myself a feminist," said sophomore James McIntosh. "And, like, I make sexist jokes but I'm not sexist." Williams, however, is a long-time feminist. "I've been sympathetic to the cause since the mid 1960s," Williams said without hesitation. "As the movement expanded, I warmed to feminist causes. I consider myself a feminist."

Like Williams, Manchester student Kevin Powers is also sympathetic to the movement. Although Powers is a member and preacher for the conservative religious group, United

Pentecostal Church International, he remains supportive. "I see feminists as women who are active and want to see a change in how they're treated," Powers said. "If a guy feels that women are being mistreated, they should also participate in the movement."

Being a member of such a devout religious group, however, Powers does not agree with all feminist causes, most notably the abortion rights of women. "I don't think it should be a choice," he said. "I understand it in cases of rape and incest, but that is my only exception."

Although Powers may not agree with all feminist goals, he demonstrates respect and support. However, a mark of disrespect was left on a flier for the

Continued on pg. 5 as FSU

Play, Sing with Gill at Early Learner Conference

Lynette Griffin
Staff Writer

Sing, dance, play, move, learn. Jim Gill, award-winning musician and author, came to Manchester College on Saturday, Feb. 12, to present this method of teaching during the Early Learner Conference. Most of the time, such conferences take place in Indianapolis, so having the opportunity come to Manchester College allowed more area educators to enhance their abilities.

Brittany Stevens, sophomore, elementary education and high ability major, says that Gill is "really passionate about his works which made the information more interesting."

Jim Gill has been teaching the idea of "play" to families, educators and friends for the past 20 years. He started out with families of young children with special needs. As the years progressed, siblings, neighbors and educators of pre-school through third-grade started attending his sessions.

"This workshop was very helpful, I thought," said Ashley Roth, a sophomore elementary education major. "Children need to get up and move while learning. Gill really showed that play does have a purpose."

The best ways for young children to become more literate are through play. When Gill talks of "play," he refers to physical movement. Young children are more apt to learning when they are engaged in this activity.

"Play is so important," Roth says. "It helps to expand them [children] socially, physically and emotionally because they have a hard time staying focused for a long time."

During the workshop, Gill discussed the importance of music and play, and how to incorporate them into the classroom. Nowadays, education is so highly demanding that early literacy is becoming a key role to younger children.

"The most important thing I learned was that different children respond differently to songs," Ste-

vens adds. "Some songs may be interpreted differently depending on the children. It is important to adapt to different strategies to include all students."

Katie Helm, a sophomore elementary education major, says that the workshops were all fun, but since she is not in the classroom yet, she will forget much of this material. She found it interesting that some songs had certain hand motions or body movements and hopes to use these references in her classroom one day. During the day, participants could also act as though they were the students and they were taught the songs and dances. "My favorite part was getting a chance to participate and act like a kid again with the songs because I like music!" Stevens said.

For some Manchester College students, this workshop was very beneficial. Senior Emily Gallmeyer has already used some of Gill's works in her classroom at Manchester Elementary school

in the Developmental Delay Preschool. "From the first day, the kids would ask me if we could play more song from the 'new CD' (Jim Gill Sings Moving Rhymes for Modern Times)," writes Gallmeyer in an email.

As for in the classroom, there are many ways in which music and play may be used effectively. Gallmeyer uses the songs during circle time or right before a listening activity to refresh the students' attention spans. "It was really helpful that he showed us a lot of the actions that go along with the songs so that I could show my students," she said. Singing and dancing may also be used for time fillers or transitions.

"When kids quiet themselves, it is a more serious situation than if the teacher were to get their attention and quiet the class," says Ashley Roth, sophomore elementary education major. For example, after a slower or softer song, the children will become relaxed in their chairs and end up very quiet.

Gill has been noted

for the many songs and books he has made. His latest book, *A Soup Opera*, is a 2010 Notable Book and Recording of the American Library Association. Aside from this, he has produced five award-winning CDs of music play for classroom, playrooms and family rooms and has authored two picture books. He is a well-known, recognizable individual within the child development field.

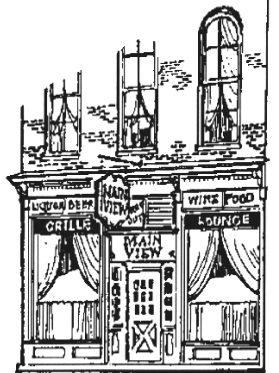
Gill's goal for the workshop was to provide the participants with new ideas and activities. But, most importantly, "I hope that I can convey my excitement about play and

my belief that play is, by nature, a context for teaching and learning and an inclusive activity," Gill wrote. Due to illnesses, weather or other situations, attendance numbers were down from last year. There were about 40 participants as opposed to last year's 80-100 estimate, said Stacy Stetzel, a professor in the education department.

This conference was free to one education-major class that incorporates music into their lectures. It was also offered to early learner educators from Wabash county for a small fee.

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Around Campus

Students Discover the 'Modern Mind' in Europe

William Rhudy
Staff Writer

The modern world is an interconnected, global society. There are fewer hindrances with communication, the transfer of ideas, and the physical act of travelling than at any other point in history—but how did this world take its present shape? Dr. Steve Naragon and Dr. Greg Clark attempted to explore this question during their January session course "The Making of the Modern Mind," which took students to London and Paris for a close-up look at the breeding grounds of modernity.

The course was several years in the making. After many casual conversations on their neighboring porches the two professors combined their respective interests and expertise to form this interdisciplinary course that would take students from the classroom to the streets of Europe.

Naragon, chair of the religion and philosophy department, has always enjoyed Paris and London and looked forward to co-instructing a class with Clark. "I have a strong interest in the origin of modern science, as well as the origin of various other fea-

tures of what we've come to call modernity," Naragon said. "It seemed like London and Paris were the two prime candidates for studying the origins of modernity—since so much of this really is reflected in the history of these two cities."

Students were thrilled by their first images of London. After landing from a seven-hour flight students were bused to downtown London and caught a glimpse of some iconic British structures. Naragon thought this moment was especially memorable. "Taking a bus down to Westminster Bridge, just an hour or two after landing in London from Chicago, and seeing for the first times the Houses of Parliament and Big Ben looming above the River Thames—I suspect that was a bit of a 'wow' moment," Naragon said.

The course was structured to take students on a journey through history during the emergence of the modern age. Particular focus on "modern science" and its impact on society was one key factor of this course, as well as the perception human beings had with their surrounding natural world, their respective place in that world and especially how this notion

differed or shared similarities with the discoveries of modern science.

Clark, associate professor of physics, had been eager for an opportunity to teach a January Session class in Europe, and through persistent pursuit he was able to see his vision come to life. "Approaching the Chartres Cathedral for the first time in my life was a very "impressive" moment," Clark said. "Our first day in London we walked up to Westminster Abbey. The sheer magnitude and scale of some of the medieval architecture that survives in these cities was remarkable."

Manchester College offers many short study abroad opportunities, many scheduled during January and the summer. The "Making of the Modern Mind" course is one example of the unique learning experience offered to students at Manchester College. Taking education outside of the traditional classroom brings knowledge alive.

This January, two professors, neighbors and friends, combined travel, history, modern science, and philosophy to formulate a hybrid class that defined the liberal arts education.



LA VIE EN ROSE Professors Greg Clark and Steve Naragon took students to Paris and London during January Session 2011. The class, 'The Making of the Modern Mind,' was an

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Feminist Student Union: In indicating the date of the first meeting, a simple typo that changed 'Feb' to 'Fed' had been circled, an arrow pointing to the words "Why women shouldn't be allowed to write."

"It just goes to show how uneducated people can be about feminism,"

said junior Emily Katona, "and that guys don't think they can be feminists." Fellow junior Abby Schwendeman rolled her eyes at the vandalized flier. "I guess guys never make typos," she said. Burdge said shaking her head: "It's very misogynistic. We need this group on

campus. The bottom line is that student organizations have a right to shape the club. Being a feminist myself and concerned with gender equality, it's good to get the word out there and not shy away from it." Williams also agreed with the students' choice to invoke the term feminism

into their group title. "I think changing the name [from Gender Cafe] to the Feminist Student Union is a good idea," he said. "It claims the term and has the connotation of being more assertive, and sometimes you have to be assertive. You have to identify yourself, claim the

name and say, 'I'm here.'" In the interest of doing as Williams said, the Feminist Student Union is beginning to work towards enlightening ignorance about these issues, changing the connotations of socially besmirched words so that they may be used proudly and unashamedly.

"Our next meeting is March 9 at 8:30 p.m. in the SAC, and everyone is totally welcome," Hidalgo said. "We can't go out and change the world, but we can do something on campus."

Manchester Welcomes Fulbright Scholar Oudraogo

Kelsey Collins
Staff Writer

Inoussa Oudraogo, from Burkina Faso, is Manchester College's Fulbright Scholar. Offered by the United States Department of State, this scholarship was created in 1946 by the United States Congress to increase a mutual understanding between the United States and other foreign countries. It is awarded to the person who embodies the best leadership skills and also allows the scholar to observe another country's economy and culture.

"As a student, from a Francophone country, I found it interesting to learn English," he said. "Then as I got to college I heard about the Fulbright." Oudraogo is majoring in English with a minor TESOL, Teaching of English to Speakers of other Languages. Born in the Ivory Coast, Oudraogo spent time with his uncle, an English teacher, who inspired him to become interested in English.

He applied for the Fulbright Scholarship while in his first year of college. He then had to go through an interview, and two language tests. There was a group of accepted people who would leave in January, but Oudraogo would not be in that group. Instead, he was put on a waiting list, but then re-

ceived a letter asking him to prepare his passport. Oudraogo left on a plane the last day of June to come to the United States.

When Oudraogo was accepted for his scholarship, he could not believe it and insisted to go to the embassy to get more information. He did not have a choice of what college to attend, though. "The scholarship made the choice," he said. "But I think it was based on my profile and other conditions." His scholarship is for only two years. He says that he should get his Bachelor degree after two years of study here at Manchester College. His favorite class is his African Politics class, but he does enjoy all of his classes.

Oudraogo's experienced his first snow this winter. "It reminded me of the cold weather in my country," he said and believes that he likes winter, but is curious to see what it will like when summer comes around.

Although his time in the United States so far has been an adventure, he does still miss home. "We usually skype so it is not so hard," he said.

He has also been following the uprisings in Africa was interest. "I have mixed feelings," he said. "Of course I am against people wanting to stay in power all their

life. But, I do not think that they should need people to show how ready they are

to risk their life before stepping down. I think what is needed is not 'revolutions'

but strong institutions that are beyond the control of a minor group's interest."

Manchester's Fulbright Scholar is inspired to follow his dream

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Spartan Sports



'Biggest Loser' Tips for Success: Get Creative

Jessie Hickerson
Co-Editor

It's week three in the "Biggest Loser" program and I'm not sure about the other participants, but I'm beginning to struggle. Classes have picked up and I'm finding less and less motivation that I can spare.

The only way I have been able to overcome this stagnancy is to try to do something fun. Although extra time may be in short supply, try to find other options to work out that differ from your daily routine. Working out doesn't have to be the same thing in the PERC every time. Things that you might not even realize can be a full body workout.

I spent all of Saturday at the North Manchester Historical Society, painting, deconstructing, moving giant pieces of furniture and washing walls. From those five hours, I was more sore and felt more productive than I have the whole time working out. I also looked it up on my calorie tracker and found that I had burned well over 1,300 calories – all while having fun with friends and doing good. Opportunities like these are plentiful on campus or the surrounding community; just keep your eyes and ears open.

As the weather gets nicer, get a group together and explore North Manchester by taking a long walk together. Although walking isn't nearly as intensive or affective as using the various machines at the PERC, it's still an activity to burn calories.

On your walk, stop by one of the multiple playgrounds in town. Just because you're college-aged doesn't mean that you can't goof off a little. Monkey bars are a great way to test and improve your upper body strength. It may be unconventional, but try doing some chin ups.

Hop on the swings while you're there, too. If you ever learned how to pump your legs to motor your swing in elementary school, you also learned a nice leg work out. Plus, what's better than that feeling of the wind in your hair?

The same can be said for bike riding around town. Get a group together to take a trip around time. If you don't have a bike – no problem! The Take-a-Bike Leave-a-Bike bikes will be on the racks again soon, or you could ask a friend to borrow theirs. Intramural sports are starting soon and always need more participants. Get involved and allow your games and/or practices be your primary work out of the day.

If you're not an outdoorsy kind of person, take a shopping day. Go to the mall or an outdoor strip mall and do a few laps around the shops. Try walking at different paces or going out one door and in another to vary your scenery. What's great about this idea is that you don't necessarily need money!

If you're feeling bored and becoming less excited about working out, think outside of the box.

Track Team Begins Season, Breaks Records

Shelby Covington
Staff Writer

The men's and women's track and field teams began their season with strong performances as several athletes surpassed their personal records, and one runner in particular broke a handful of school records.

Senior Jessica Bremer ran wire-to-wire in the 800 meter run at the first invitational of the season at Rose Hulman on Jan. 21, not only earning first place but also breaking the school record. Her time of 2:17.94 shattered the old record of 2:23.14 held by Steph Phillips.

Bremer said that she could hear the second-place runner behind her which helped push her towards the finish line. "It gave me a lot of confidence knowing that I could beat her," Bremer said, "because she was last year's indoor and outdoor champion, and she ran really good times in high school, whereas this is my first year at the 800m."

Bremer has her sights set on competing at nationals. Although she traditionally ran shorter distances like the 400m, Bremer and her coaches decided that racing in the 800m and the mile offers her the best chance to qualify for nationals. She needs to race the 800m in 2:16.5 in order for her name to appear on the provision-

al qualifying list. Athletes on this list are considered to compete at nationals. "The list is everything," she said. "If I'm not on the list, there's no possible way I'll go to nationals." A time of 2:13 would automatically guarantee her a spot in the competition.

Shortly after establishing a new school record for the women's 800m, Bremer replaced it with a slightly faster time of 2:17.32 at the Grand Valley State Invitational on Feb. 12. "It was a big meet," Bremer said, "so it was nice to have people around to push me to run faster." Her time placed her first among Division III athletes at the meet, and she was named the Heartland Collegiate Athletic Conference Women's Indoor Track Athlete of the Week.

Bremer's record-breaking didn't stop there. The following weekend she placed second in the mile at the HCAC Indoor Championship meet with a school record time of 5:07.84, breaking the previous women's mile record held by Brenda Ramsey, who was a former national champion. Despite this success, Bremer wasn't satisfied with her performance.

"I'm a lot faster than that time suggests," she said, "and it just wasn't a competitive race once the other girl was in the lead. I didn't fall farther back from

her, but I didn't move any closer. It was like I was content with being that far away, and that's not good racing."

This dissatisfaction was common among the team as several athletes, as well as the coach, felt their performance did not meet their potential. The men's team finished seventh overall while the women's team tied for fourth.

"This was the first year for an indoor conference," said senior Emily Ballinger, "so it was hard to get into a serious mode that early in the season because we've never had to do that before. Usually, we'd use indoor as an extension to gain more practice to get better."

Sophomore Josh Lofton also felt the disappointment despite his recent personal records in shot put and weight throw. "I kind of hit a wall and bounced pretty far back," he said.

However, Head Coach Brian Cashdollar's frustration lies with the preparation up to the performance rather than the outcome of the meet. "I blame myself more than the team because I need to lead them to what it takes to be successful," he said. In order to do this, Cashdollar plans to focus on the improvement of each individual rather than the team as whole.

"The goal is improvement in each athlete's own performances," he said. "So with that, we've

made some changes, and now I feel like we are a team that's going to be very tough to beat." These changes include upping the tempo of their core routine and reemphasizing the team's mottos of doing things with purpose and outworking their competition.

Lofton appreciates these changes made by the coach. "It's pretty much exactly what an athlete could ask from his coach," he said. "Coach Cash and Coach Lambert are pushing us to be better and be everything we can be. They help us get mentally and physically prepared. As long as we do what they say, there's no real reason for failure." With that, several team members improved their performances at the Fred Wilt Memorial Invitational at Anderson University last Saturday. The men's team finished in sixth place while the women's team finished third.

Lofton made a comeback from the previous meet by earning his personal best in shot put (40-1 ¼). "I feel good about my personal records," he said, "but I don't think I'm as good as I can be. I still have a whole lot more I can access."

Other notable achievements were wins by junior Casey Loshe in the high jump (5-1 ¾), Bremer in the 800 meter run (2:18.65) and senior Megan

Miller in the mile (5:18.38). Sophomore Kenneth Green also had a strong outcome in the triple jump (41-1 ½).

"We had a pretty good day with some great performances," said sophomore runner Calvin Cook. "We are in a rebuilding sort of phase and are working to redefine the team and get back on track. Overall we are just working hard and taking it one day at a time."

Tomorrow, Cashdollar plans to take a small number of team members to the highly competitive Last Chance Qualifier at Stevens Point in Wisconsin. He and the other coaches have worked to comprise a group of deserving athletes to compete in what Cashdollar calls "athletes' last chance to qualify for nationals." The tentative list includes Bremer, Lofton, Loshe and Miller, along with senior Jennifer Beakas, junior Eric Moreland, sophomore Andre Lee and first-year Thomas Riggs. "We chose those who were performing at a high level who we felt either needed the experience or who have a shot at qualifying for the national meet indoor this year," Cashdollar said.

As for Bremer, this is her grand opportunity. "Everybody's going to give 100 percent because everybody wants to get into nationals," she said. "I'm hoping to be qualified by the end of this meet."

HCAC Tournament: Behind the Scenes

Kelsey Barta
Staff Writer

The campus was buzzing about the men's basketball HCAC tournament on the weekend of Feb. 25-27, but the buzz you didn't hear was about the foundation of the event and all the people needed to make it run efficiently.

On Friday, February 25 at 10:30 a.m., the gym was silent except for the creaking of the aluminum bleachers being moved into place. Outside the PERC, Rose-Hulman just showed up for its scheduled practice time. Just when fans might think everything has been taken care of, the last of the last-minute jobs are being done. Tami Hoagland, secretary for Athletics and Exercise and Sports Sciences, rushes around to finish anything else she can think of. As she cuts Velcro for a locker-room sign she is also told she has to make a sign about a class cancellation as soon as she can. As if that weren't enough, her phone begins to ring.

The Heartland Collegiate Athletic Conference sponsors the event – so all the rules must be dictated by them – but Manchester College was in charge of all the behind-the-scenes action. Among their duties were assigning locker rooms, creating signs with directions, determining the student sections to minimize possible conflicts, setting up the Spartan Room as a hospitality room and bringing in extra help. While those are just the technical tasks, they made a handbook that con-

tains important information to be distributed to every school in the tournament.

Inside the handbook the coaches could find contact information for various people important to the event, such as Rick Espe-set, the athletic director, Jeremy Markham and Kendra Marlowe who are both assistant athletic directors and many more. Perhaps the most important part of the handbook is the detailed timeline given before each game. An example of this is the schedule for the Rose-Hulman versus Transylvania game. Both teams could start shooting around 5:10 p.m. and then precisely at 5:30 p.m. the teams could start their team warm up. While that takes place, the captains for each team would meet at 5:40 p.m. The buzzer would sound at 5:55 p.m. and from there the National Anthem would play, the players would be introduced and sportsmanship statement would be read. And then the game could proceed exactly at the planned tip-off time, 6 p.m.

Also detailed in the handbook is the designated practice time for each team each day. It also states information about the tournament; for example, the times of each game, what uniforms and bench each team will have, how the games will be broadcasted, ticket prices, where the buses can park and where the hospitality room is located for coaches and administrators. The handbook comes to an end with hotels and restaurants located in North Manchester, Warsaw, Huntington,

Wabash and Fort Wayne.

Not only did these handbooks have to be compiled in an attractive, professional fashion, but all the information had to be decided upon and researched in time for the other schools to know about this weekend. A group of 12 people met twice to discuss how to set up the tournament. They also brought in a local consultant who helped out with an earlier conference tournament Manchester had hosted.

Security was stepped up a notch with extra cadets brought in. Maintenance went above and beyond what the college normally does to make sure the gym stayed looking clean.

Now the games are over, Manchester has won a title and net has been cut down. As the enormous crowd shuffles out of the gym and the players' work as been done, others finish up with work they started before any fans stepped into the gym. The bleachers need to be moved back and information has to be passed on to the conference.

There will be talk of how exciting the games were, but there might be little of talk of how well the event and place was organized. Had things not run well, it is probable that there would have been much talk of how disorganized the tournament had been. But the people in the upstairs PERC offices know how much work went into making the tournament seem to run so effortless.



Image courtesy of heartlandconf.org

January Athletic Training Student of the Month



Tassy Winterrowd

Hometown: Manchester

Future Plans: Graduate and pass the BOC exam

Activities: Working and covering Men's Basketball