



Portland educators enter third week of strike

Teachers rally support for equitable labor practices, increased wages, safer schools, decreased class sizes

By **EMMA AMBROZIAK**
& **PAIGE A. ANDERSON**

THE PORTLAND Association of Teachers (PAT) commenced a strike on Wednesday, Nov. 1, and as of Friday, Nov. 17, will be entering their twelfth day of negotiations with the Portland Public Schools (PPS) district. PAT is demanding fair labor practices, increased wages, safer classrooms and smaller class sizes for Portland public schools.

Unionized teachers, administrative persons, students and parents alike have rallied non-stop for the past two weeks and as the protests enter their third week, massive crowds have assembled in Northeast Portland to support the cause. Picketing events, rallies and marches have been held consistently across the city. On Monday, Nov. 13, PAT hosted a strike in front of the PPS building on Dixon street, calling on the district to hear and amend the issues presented by the public school community. Students, parents and teachers stood atop a float to speak to the crowd.

With a plethora of signs condemning the lack of attention given to the quality of classrooms, the attendees participated in chants and songs, expressing their support for educators within the district. A student-organized band composed of Cleveland High School students attended and played energizing music for the crowd.

The PAT is in an ongoing standoff with the district about the increased



EMMA AMBROZIAK/THE MOSSY LOG

The greater PDX community demonstrates solidarity with PAT in their fight to improve working conditions in the district.

class sizes, limited number of teachers available, an inability to aptly provide education for students with special needs or learning disabilities, rodent infestations, uncomfortable temperatures within classrooms and inadequate salaries. It has proved difficult to reach an agreement between teachers and the district. More than 43,000 students across Portland who were expected to return

to classes this Monday now enter their third week out of school.

“(PAT) represents more than 4,500 professional educators in the Portland Public School system. We’re working to create the best possible learning environment for our students, by protecting our profession and advocating for frontline educators,” the PAT website states. “(T)o provide the necessary education and

socialization of young people, safe and clean classrooms, well-managed and transparent communication between the district and individual administrations and appropriately compensated teachers is a critical requirement for the future of public education in Portland.”

The PPS website’s FAQ page outlines the back and forth between the district and specific PAT requests.

“Portland Public Schools is offering a cumulative 10.9% cost-of-living increase over the next three years: 4.5% in the first year, then 3% in the second year, and then 3% in the third year. The district has also offered to raise the salary for starting educators by 3.4%. These increases would make our starting educators the highest paid teachers in the metro area’s six largest districts,” the website states. “PAT wants a 23% cost-of-living increase over the next three years: 8.5% in the first year of the contract, then 7% in the second year, and then 6% in the third year. The district initially offered 2.5% for each year of the contract, then raised our offer to 3% for each year of the contract, then raised our offer to 4%/3%/3%, and most recently 4.5%/3%/3%. PAT has not changed their offer. The district has also offered a \$3,000 stipend per year for special education educators, including school psychologists, speech-language pathologists, and qualified mental health professionals funded by special education.”

PAT’s FAQ page also presents a rebuttal against PPS’s offers.

“If we were to accept PPS’ numbers, here’s how it breaks down: PPS’ budget is almost \$1.9 billion dollars. \$200 million across three years is \$67 million per year. That is less than 4% of their yearly budget they need to adjust to cover our proposals. This does not include the fact that we can and will be petitioning for an increase in the State School Fund for the last year of this contract (since the SSF is renewed every 2 years),” the website states.

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Ray Warren Symposium brings Afrofuturist reimaginings to light

By **OLIVIA FENDRICH**
& **LILLIAN SMALL**

LEWIS & CLARK hosted the 20th annual Ray Warren Symposium on Race and Ethnic Studies on Nov. 8-10. The theme this year was “Future Forward,” exploring topics of Afrofuturism and BIPOC imaginings of the years to come.

The first ever Ray Warren Symposium was established in 2004 in honor of the renowned LC faculty and community member, Ray Warren. Warren started as an associate dean of admissions in 1987 and was named director of ethnic student services in 1992. Throughout his time at LC, Warren was dedicated to creating space for and empowering students of color on campus, whether through his work in admissions, organizing the annual Martin Luther King Jr. Day festivities or advocating for student athletes. Warren passed away in December of 2004.

“Finding Common Ground” was the theme of the first Ray Warren Symposium, featuring keynote speaker Dale Minami. Minami, a former advisor to Bill Clinton and a co-founder of the Asian Law Caucus, led a panel on discrimination, racial profiling and Japanese incarceration. Other panels covered topics such as cultural

competency, Native American medicine and the Race Monologues.

This year’s symposium was co-chaired by Mathila Tambe ’25 and Lucinda Law ’24. Tambe said that early discussions about the symposium’s theme involved asking the question of what the future looks like.

“We answered the question with another question—what the future looked like to us? We are very aware of the pride and prestige that comes with the symposium completing 20 years and found it fitting to send out a message that we will continue to thrive and bring underrepresented conversations and topics to the campus for another 20 years,” Tambe said.

Law noted that she had not known of Afrofuturism prior to taking on the role of co-chair.

“Afrofuturism and other co-futurisms were a concept I had not heard of before my role as co-chair. I spent a couple of weeks watching TED talks, Youtube videos and reading articles in order to grasp the ideals,” Law said. “Both Mithila and I were passionate about having a theme that was easily transferable to the artistic sphere—which is exactly what futurism and the future are about. It also felt obvious that we would have a future-themed symposium at our 20th Annual Ray Warren Symposium.”

Although this symposium directed participants and speakers to reimagine the future, the co-chairs relied on the past to choose their keynote speakers.

“In our search for keynote speakers, I wanted to spend some time researching past panelists and guest speakers as well—they are all such endlessly inspiring and wonderful people,” Tambe said.

It was the co-chair’s faculty director that introduced them to one of the people who would be chosen to speak at this year’s symposium.

“Our faculty director, Dr. Kim Brodtkin, had told us about Walidah Imarisha, who years ago had conducted a spoken word poetry workshop as a part of the Ray Warren Symposium; coincidentally I found an essay/book review she had written on Aya de León,” Tambe said. “When I first read the review, de León was introduced to me as a slam poet and hip hop artist and I was blown away. Quickly I found out that she now also boasts about being an author, a climate justice activist and the director of the Poetry for the People program at Berkeley.”

Tambe said that upon discovering de León’s work, the co-chairs knew she should be invited to speak.

“BIPOC” continued on page 3.

Student peace initiative prioritizes conversation

By **MAYA MAZOR-HOOFIEN**

BLAISE HARRISON ’25 wants to talk. Last Friday, on the steps in front of JR Howard Hall, Harrison, supported by groups including the Arabic Club, Muslim Student Association (MSA), Hillel, Spiritual Life and Inclusion and Multicultural Engagement (IME), invited students to stop and talk to each other. The topic: the Israel-Hamas war, and the impact it has had on our campus culture.

The event’s goal was simple. Harrison held up a poster board reading, “Cultivate Community. Talk to us,” inviting passersby to engage.

The board’s straightforward message was also printed and displayed on flyers around the area of the demonstration. This message was the idea at the core of the demonstration and a rallying cry that Harrison emphasized in conversations with many people that morning.

“We are representatives of students on campus that are connected to what is happening in Israel and Palestine,” the flyers read. “We are standing together on the basis that all human life is sacred. We stand firmly against the killings of Palestinian and Israeli citizens and condemn all acts of violence.”

Harrison, a Jewish student, first pitched the idea to Hillel, a Jewish campus organization with a chapter serving Portland State University and Lewis & Clark. They then reached out to staff at IME and students involved in MSA and Arabic Club.

“This has come by people physically talking to each other and a lot of conversations happening at the same time in different places,” Harrison said.

For three hours, Harrison and a handful of fellow demonstrators stood, encouraging people to stop and talk to them. The demonstrators held a range of identities, including Muslim, Jewish and “Muslim-adjacent and Jewish-adjacent” students, intentional phrasing Harrison used to be more inclusive of people’s various identities and relationships to the subject matter.

The conversations covered a variety of topics and were very thoughtful and heartening.

“I’ve had interactions with people that have just been talking to me about their emotions and how they are overwhelmed by what they’re seeing, or (that) they’re not feeling seen on campus,” Harrison said.

“DEMONSTRATION” continued on page 3

Today’s Weather



Partly cloudy with a high of 55 degrees and a low of 41 degrees. No precipitation expected. Sunset at 4:39 p.m. and a waxing crescent moon.



OPINION

Race Monologues attendance

Letter to the editor expresses disappointment with LC community’s lack of support during Race Monologues.

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FEATURES

Unique art installation

Sculpture and Digital Media students created a soundscape tucked in the woods behind Fields Center for the Arts.

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ARTS

Upcoming dance exhibition

Dance X choreographers and dancers prepare to bring performances to stage this December.

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SPORTS

Cheer and Step Team

Members discuss fostering a supportive community and promoting school spirit.

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2 NEWS

LC faculty form new AAUP advocacy chapter

National organization encourages professor participation, hopes to foster conversation, unification

By J FRANK

ON NOV. 15, the formation of a chapter of the American Association of University Professors (AAUP) at Lewis & Clark was approved by the national AAUP organization, allowing faculty members to officially begin conducting advocacy work under the title of AAUP.

AAUP is a nationwide organization that facilitates faculty organization and aims to build solidarity within member institutions in order to help faculty better represent and advocate for their interests. While any individual faculty can be a member of AAUP National, institutions such as LC can also form an AAUP chapter through a process which involves electing a steering committee, writing bylaws and ultimately applying for approval from AAUP National.

Since last year, a group of individual AAUP members at LC have been working to spearhead this initiative. Associate Professor of Anthropology, Oren Kosansky, was named president in an election open to all AAUP national members at LC last year, which also selected vice president, secretary/treasurer and three members at large.

The group's hope is that establishing an AAUP chapter at LC will encourage more faculty to join as well as encourage official organization and collaboration between faculty across all departments.

"The AAUP is interested in supporting ... faculty interest and having faculty contribute to the mission of the college. The idea is that we will have a faculty forum for considering those issues, working together with the administration and the institution to come up with solutions," Kosansky said.

He further explained that the AAUP's purpose is not to address individual faculty grievances but rather to conduct research on a broader and more long-term scale in order to create dialogues and work with college administration from the perspective of faculty interests.

"We will address broader issues of like, 'What's the working environment for faculty in the college? How can that be improved? How can we work with the administration to make it a better environment for faculty so that it's a better college for everybody?'" Kosansky said.

Two main areas of concern for faculty that the AAUP hopes to focus on are faculty governance and issues of compensation.

"Our view, and I think it's shared by the institution, is that the better faculty governance works, the better it is for the institution. Faculty governance could be structured better in a way that faculty know what their role is in decision making processes and have more authority and decision

making practices," Kosansky said. "The other (side) is that ... we are interested in looking at the way in which compensation happens at Lewis & Clark for faculty, and trying to help the community as a whole figure out what are our values as an institution, and how those values are reflected in compensation policy ... The questions are how are we distributing salaries, how are we distributing raises, and in what ways is that fair and in what ways is that not fair?"

Kosansky and his colleagues in AAUP were motivated to form the chapter after experience with previous advocacy work in temporary faculty groups at LC to address immediate concerns on campus and implement changes to improve faculty labor conditions.

For example, a group of faculty passed an initiative which meant all faculty received the same dollar amount raise for one year, instead of the usual system where raises are proportional to each faculty member's salary the previous year. This initiative was aimed at increasing equity by leveling the skew of salaries, which harms faculty who happened to be hired when national salaries were lower, and are therefore consistently not paid as much as their rank peers.

"If everyone gets the same amount, then the people on the top aren't benefiting by virtue of having a higher salary," Kosansky explained.

This initiative was passed by an overwhelming faculty vote of around 75%, and though the school did not continue to implement this compensation system in subsequent years, Kosansky considers this an example of the kind of advocacy work AAUP can accomplish. Another example of AAUP members' past advocacy was extending the faculty vote to some part-time, or non-tenure track faculty.

"There were some faculty—it's a category called with-term faculty—that didn't have a vote, but they've been here for a really long time. They have a commitment to the college, the college has a commitment to them ... so we helped to initiate a process that got them the faculty vote. That's an example of stronger governance," Kosansky said.

Given this positive experience with faculty organization, Kosansky and fellow board members wanted to create a more official organization to continue implementing such research and advocacy in the future, with greater reach and efficacy.

"Each of these initiatives had some overlapping faculty and some different. A bunch of us got together and said, 'Wait, we're doing all this work, how do we sustain it?' And then we were like, 'If we're going to do the work, then let's make an advocacy chapter. Because it'll be the right structure, we'll get the resources, we'll develop solidarity,'" Kosansky said.

Kosansky elaborated on the benefit of forming a chapter of a national organization as a way to solidify the groups doing this work, as well as gain support and resources.

"The AAUP National can provide a set of resources for ... helping us to strategize, helping us to get information, helping us to build solidarity on campus and off campus," Kosansky said.

Previous to AAUP National's approval of the formation of the chapter, the board was already planning for its future, meeting to discuss how they would operate and establishing things like broad goals, action strategies, writing bylaws, spreading awareness and recruiting more faculty to join.

"This semester, we're setting the foundation of how we're going to work, what the organization is going to be, how we're going to make decisions, what issues we're going to take up," Kosansky said.

In alignment with their long-term strategic approach, the AAUP plans to implement a meticulous, multi-step action guide to ensure that they accurately and effectively represent faculty voices and values.

"As AAUP starts to figure out what we want to address, there's a process we're kind of following which is research, report, advocate," Kosansky said. "The first step is (to) do a kind of research that otherwise isn't getting done. Once we've done that research, be transparent about it: 'Here's what we've found.' And then that report might lead to advocacy."

In order to address specific areas in which they observe the most faculty interest or concern and need for advocacy, AAUP plans to form a handful of subcommittees that will each work to address one such issue. So far, most of the subcommittees have not been solidified, but Associate Professor of Hispanic Studies, Hispanic Studies Section Head and Director of Gender Studies Magali Rabasa has already been appointed to head a subcommittee on contingent faculty.

Employment conditions for contingent faculty have been a prevalent concern at LC for some time. Contingent faculty, also called with-term, adjunct or non-tenure track faculty, are those teachers employed by the college who do not qualify for tenure in the future. This is due to their lack of a PhD or due to being hired to fill a position which is not long-term, does not involve a research provision or does not meet the criteria of a full-time tenure-track professorship.

Because of the unique position contingent faculty hold, their contracts, compensation and role in faculty governance are handled differently than faculty on a tenure track. At LC, contingent faculty operate on one-year contracts and until the previously mentioned initiative by

AAUP members, were excluded from voting in issues of faculty governance, meaning that they did not get an equal say in decisions regarding conditions for instructors. While some long-term contingent faculty now do have a role in faculty governance, there is still work to be done, and Rabasa is passionate about further bringing awareness to their representation and improving contingent faculty conditions as part of the mission of AAUP.

"AAUP is a space where there can be better representation of those voices and concerns and of the needs of that particular group of faculty," Rabasa said. "It's not so much about saying that the college has done something wrong, but looking for ways to improve what's happening and saying 'How can things be done better?' and 'How could we better serving and supporting our faculty who are absolutely essential to the operation of the college?'"

While Rabasa is herself a tenured professor, her position in the World Languages department means that she is especially aware of and invested in the interests of contingent faculty, of which the World Languages department employs many.

"We are concerned about the situation of our long-term full-time instructors because we think that someone who's been at the college for decades should not be on one-year contracts, and I think most people would agree," Rabasa said. "We have incredibly skilled, experienced instructors in those roles. They are by no means temporary instructors or filling in, and they are integral to the operation of our program ... Everybody has to take a language at LC or pass their requirement, so Spanish does a lot of service for the university in terms of staffing and teaching courses that students use to fulfill that general education requirement."

Given the vital role of these contingent instructors, many of whom have been working at the college for years or even decades, Rabasa and the AAUP believe in the importance of listening to and valuing the perspectives of contingent faculty, and are committed to improving how this is reflected in faculty governance and compensation policy.

A core part of the AAUP's purpose is to create dialogue between faculty and administration, while also being an independent space for faculty to meet and discuss their interests separate from these joint discussions.

"I think that the college or the administration really is committed to the same values that AAUP is committed to: equity, fairness, faculty empowerment," Kosansky said. "What we think as AAUP is that having an independent space for faculty to think that through on their own, from our

perspective, benefits the process."

Kosansky hopes this will allow faculty to better coordinate, conduct research and determine their stances in order to present a united front in discussions with administration.

"My view is that the AAUP works best when it's putting together the interests of the faculty and the mission of the college. That being said, (faculty and administration) might have different views about how those go together," Kosansky said. "What that relationship looks like as we move forward will depend entirely on the parties involved and who is willing to have those conversations. The administration does not have a role to support or not to support. They've heard us; they've seen us."

Overall, Kosansky is satisfied with the administration's response and is hopeful about the future of the AAUP and its ability to collaborate openly and have productive discussions with administration. Dean of the College Bruce Suttmeier expressed similar sentiments in a statement, indicating that the administration understands the importance of the AAUP's work and is open to supporting its goals.

"AAUP as a national organization has been vital in ensuring academic freedom and strengthening higher education amid challenges of all kinds. The organization's values of academic freedom and shared governance are values I share," Suttmeier said. "Faculty governance ... is vital to the success of the College, and I welcome AAUP's role in being part of that success."

Kosansky explained why he believes AAUP's work should be of interest to all LC students and faculty.

"AAUP looks to work with the administration to address issues that are of interest to the faculty and therefore are in the interest of students and the institution as a whole," Kosansky said. "The better our work environment, the more we feel ownership of what's going on, the more committed we are to the institution. ... The more faculty feel empowered at the institution, the better it is for faculty experience. The better the faculty experience, the better they can provide students with good teaching."

In service of its mission to build solidarity, the AAUP hopes to include even more faculty members in its discussions and advocacy work, in order to serve as a forum to amplify faculty voices across ranks and disciplines. While all faculty are always welcome to participate in forums and engage with the chapter's work, Kosansky emphasized that the most impactful way to participate is to join the AAUP.

"If faculty really want to have a voice in what we are doing, they should become members," Kosansky said.

Ken Clifton presents research on biology of Arctic

In special lecture, professor emeritus talks polar ecosystems, animals, adaptations, summer alumni trip

By CORRINA CHAN

ON THE EVENING of Nov. 3, Ken Clifton, a Professor Emeritus of Biology at Lewis & Clark, and Andrew McPheeters, the associate vice president for community education and travel programs, gathered over Zoom with other alumni to discuss LC's trip to the Arctic in August 2024 and teach attendees some facts about the environment in the area. The trip has reached 16 participants and will move forward as planned.

The group will launch from Longyearbyen in Svalbard, an island off the northern coast of Norway and make their way to the arctic circle.

Clifton retired last spring and has been on five alumni trips with LC. He was the faculty leader for the 2020 cruise to Antarctica, and has been on two safaris in Tanzania and two schooner cruises among the San Juan Islands, but has never been to the Arctic Circle—the most northern and remote region of Antarctica.

"My visit to the Antarctic gave me a nice introduction to polar

environments and I'm looking forward to comparing and contrasting the two places," Clifton said.

He takes great enjoyment in these extraordinary opportunities, because he believes in the importance of experiential learning. In his previous role as professor of biology, Clifton's main interest was in behavioral ecology, focusing on subjects such as jellyfish and the sex life of seaweed.

"(I get) really excited about jellies," Clifton said.

During the lecture, Clifton explained and quizzed attendees on the architecture, environment and ecology of the Arctic, including the food web, how the habitat is different from most other ecosystems and how the unusual light cycles—it being dark for several months out of the year—affect the biodiversity and the food web.

Clifton went on to detail basic biology including producers, consumers and endotherms and ectotherms, as well as what kind of factors—biotic and abiotic—affect the environment.

He explained how this cycle of complete dark in the winter months and complete light in the summer months affects primary producers, or organisms that produce food through photosynthesis. In the Arctic, primary producers experience a huge spike in photosynthesis in the summer and a dip in the winter, as opposed to in more temperate environments where photosynthesis levels vary less throughout the year.

In addition, many animals migrate north during the summer to take advantage of this huge boom in food. While this is a long and arduous journey, the effort of the migration is greatly offset by the sheer abundance of sustenance.

Clifton also touched on the adaptability of the different animals that live so far north and how they evolved to survive in the harsh climate. Some animals gained a white color which helped them blend in better with the snow, while others evolved thick layers of fat and fur, as well as adopting hibernation behaviors to deal with the cold, especially during winter.

Many animals and even certain plants show this kind of adaptive behavior, with some bugs and plants even being resistant to frost in the earlier stages of their life cycles—larvae and seeds—while their adult forms die off. Other larger animals must feast on food at the end of the summer before "hunkering down," as Clifton describes, often by burying themselves for the winter.

Clifton concluded the lecture by pulling everything together: There would be no polar bears without the existence of all those species in the food web below them, and all rely on each other and the adaptive traits required to survive in such an extreme environment.

Clifton warns that a warming planet and changes to the oceans threaten to alter the environment dramatically and it is important to stay informed and take care, or the balance of this ecosystem will be thrown off.

"It is very gratifying to share amazing parts of the planet with others who are keen to explore and learn more about a

place (as LC alums and parentgenerally are!)," Clifton wrote via email. "I'm an ardent advocate for experiential learning opportunities, believing that, no matter where you are, the real world has many lessons to offer."



STELLA MERCER/THE MOSSY LOG

Community aids PAT efforts to enact reform

Protest showcases variety of perspectives on ongoing negotiations between PPS and union members

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According to PAT, PPS’s offer does not consider inflation and the Cost of Living Adjustment, and would therefore not suffice to pay teachers a salary that is proportionate to the expected amount of work. In an interview conducted by Oregon Public Broadcasting’s Dave Miller, the current President of PAT, Angela Bonilla, explained the discrepancy.

“Well, we have had an inflation rate of almost 18% over the last few years and our salary has only gone up about 10% in terms of cost of living adjustments. And so we are just about 8.5% behind. And our educators feel it. It’s hard to go grocery shopping. It’s hard to pay your mortgage because we continue to have a pay cut by not keeping up with inflation,” Bonilla said.

Though the official strike began only 12 days ago, the teachers and administrators of Portland public schools have been in negotiations with the district for years.

“We have been bargaining with the district for under a year, but really for much longer than that because our contract last year was just an extension of the previous contract because they couldn’t reach an agreement,” Revi Shohet, a special education teacher at Bridger Creative Science School said. “I work with middle schoolers and I see a ton of anxiety. These kids just don’t know how to be in the world. I’ve had so many students with suicidal ideation and attempts. This is something that we’re dealing with every day and what the district provides is functionally nothing.”

Shohet also claimed that students with mental health issues, learning differences and ones generally in need of support from the authority figures that teachers become in their lives are being cast to the wayside. Shohet, along with many other teachers at Monday’s rally, share the belief that there simply is not enough staffing in order to cater to all of the students’ needs.

“It’s not about putting more bodies in buildings, it’s about putting people with actual qualifications, like mental health professions,” Shohet said. “I’m not a therapist, I’m an instructor.”

The sentiment expressed by the crowd was in full support of the teachers; students and parents alike spoke of the educators as their family and deserving of compensation for their hard work in the community.

“We’re clearly over the number of days we usually use for snow and the complaints of learning loss will start to weigh more and more on families as we balance that with the value in fighting against the learning loss that is already happening on a daily basis,” Jacque Dixon, PAT-President elect who will succeed Bonilla in 2024 said. “We do not blame our teachers for this learning loss. We blame PPS.”

Kaimana Pueo von Geldern, a sixth-grade student from Vernon K-8 Elementary School in Northeast Portland, stood on the podium to share his experience and the experience of his mom, Maya Pueo von Geldern, who serves as president of his school’s Parent Teacher Association (PTA) board. In front of hundreds of picketers, teachers, students and supporters he spoke about his school’s teachers and his concerns about safety.

“Our teachers work super hard,” Pueo von Gueldern said. “Our teachers are our family.”

He then shared an anecdote about one of the many safety concerns among PPS teachers.

“We also have a really bad rat problem. My mom once had rat droppings go down her back and even in her mouth when she was lifting a box in a PTA closet,” he said.

His anecdote elicited a chorus of boos and audible gasps from the crowd, where a number of picket signs spoke out against safety conditions, sharing messages such as “ON STRIKE FOR SAFE SCHOOLS,” “PPS SPENT THREE MILLION ON OFFICE FURNITURE

BUT SAY SAFE SCHOOLS ARE TOO EXPENSIVE?” and “WHITE PAINT OVER BLACK MOLD IS GETTING VERY OLD.”

“We really want to be back in school. I mean, I don’t miss the homework, but I miss my friends and my teachers,” Pueo von Geldern said, concluding with a sentiment shared by many PPS students.

On the morning of the Monday that the PAT was hoping would be the first day back to school after eight days of striking, Greg Burril, who has been a substitute teacher for PPS since 2005, gave a much-needed, energy-filled speech to the crowd. He referenced numerous budget cuts over the years, unreasonable classroom sizes and more safety concerns.

“We caught them hiding lead in our drinking water,” Burril said. “Dangerously poorly maintained buildings drive our best educators to other districts or out of the profession.”

Burril led a number of chants directed towards students, parents and community members.

“Are you ready to fight for clean classrooms?” he asked. “Are you ready to fight for comfortable temperatures in all of your spaces?”

Burril mentioned the difficulties PAT has faced in bargaining with the district.

“We’re putting an end to an administration that refuses to bargain over class sizes,” he said.

The crowd cheered him on with megaphones, tambourines and dozens of teachers touting signs demanding smaller class sizes.

Two signs read, “CLASSROOM SIZE DOES MATTER” and “I’D RATHER BE TEACHING MY 245 STUDENTS.”

Several key points were made throughout the duration of the rally. There were multiple mentions of safety concerns for students, teachers, custodians and other on-site staff—from vermin, to black mold, to lead in the drinking water, to dilapidated infrastructure to extreme classroom temperatures throughout the year.

A sea of royal blue t-shirts and painted picket signs voiced concerns about large and unmanageable class sizes, poor compensation for inflated living costs, unpaid work hours and a lack of qualified professionals who are able to respond appropriately to mental health, accommodate learning disabilities and address students’ basic and functional needs. Protestors demonstrated a strong desire for teachers’ voices to be listened to and represented accordingly.

“Our bargaining team is still waiting for PPS to take our demands seriously. PPS is still sowing fear, uncertainty and doubt and the media is still eating it up,” Bonilla, the emcee for the rally, said. “PPS will never have the credibility with our community that we have because we make PPS work.”

Lewis & Clark Associate Professor of Hispanic Studies and Director of Gender Studies Magali Rabasa is also a parent to two young children, one of whom is a student in a Portland public school. Rabasa is active in her children’s PTA community.

The Oregon PTA, an umbrella organization for parent-teacher associations across the state, recently put out what Rabasa dubs “questionable guidance” as they encourage PTAs to remain neutral in the context of the bargaining and strike. Local PTAs were told not to use their communication channels in ways that may seem biased and not to use their budgets to support striking teachers.

According to many, teachers are exhausted from weeks of rallying and fighting, with no certain end in sight. Teacher strikes in the past have lasted anywhere from a couple of days to nearly an entire school year.

“When we got there at 8 a.m. today, (the teachers) were exhausted. They’re angry. They’re sad,” Rabasa said.

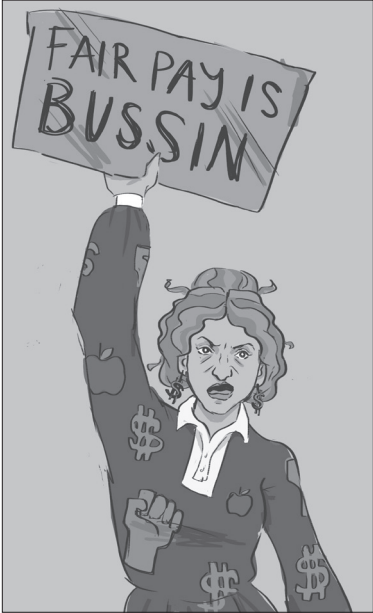
By far the majority of voices commenting on the strike are in support of teachers and their demands for fair contracts, but there are also parent voices of dissent criticizing the strike,

labeling teachers as lazy and calling for them to go back to work. The media rhetoric has also been shifting.

“It was never really pro-teacher, but it has been shifting. It has been pumping out a lot more anti-PAT rhetoric, highlighting those parent voices, which really are a minority,” Rabasa said.

At Monday’s rally, speakers implored the crowd to support teachers by showing up to picket lines and rallies, signing the solidarity pledge, sending letters to the Portland Public Schools Board of Education, texting SUPPORT or RALLY to 48744 to join informational email lists, and standing beside teachers as they persevere in realizing their hopes for an equitable school system. @pdxteachers on Instagram and pdxteachers.org regularly provide information about the strike.

As the third week of the strike begins, students, teachers and parents are hopeful that their requests will soon be met with consideration and long-lasting change.



STELLA MERCER/THE MOSSY LOG

BIPOC presenters emphasize tangible change in path forward

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“We thought her engagement with different forms of creative expression and advocacy would be invaluable to our communities. When we ask and talk about the future, it feels like a disservice and is, honestly, ignorant to not include our environment and planet in the discussion and solutions. Aya de León blended the world of literature and climate justice in a way that I hadn’t been exposed to yet and that’s why she had to be a part of the symposium,” Tambe said.

As for the other speaker, Ingrid LaFleur, Law said that LaFleur’s body of work fit perfectly with the theme of the symposium.

“Both (Tambe) and I were drawn to Ingrid LaFleur. LaFleur’s large field of work and research within Afrofuturism made for an enticing and interesting pair of keynote presentations this year,” Law said.

Tambe said that this symposium is especially impactful on our campus because it creates racially diverse spaces for students who may otherwise struggle to feel accepted at a predominantly white institution (PWI).

“The conversations we hope to ignite transcend the three symposium days, and I think that’s very valuable to a campus where I have been in classes where I, an international student of color, am the only international student of color in that space,” Tambe said.

Tambe went on to say that symposium events like the Race Monologues exist for BIPOC students and audience members to feel like their thoughts and experiences are heard.

“Yes, the symposium aims to further meaningful conversation among and with our majority white peers, but it is also for us, and for every BIPOC

student who will attend this school and maybe one day find themselves severely underrepresented in initiatives and campus spaces,” she said.

Tambe added that having students of color plan this symposium is also a major signifier of the progress that has already been made for BIPOC students, even at a majority-white school.

“Plus the presence of BIPOC voices in the planning, facilitation and celebration of the symposium prove that we’re more than just a statistic. ‘PWI’ and ‘Majority White college’ are phrases that are used almost daily and yet ultimately only makes the presence of White peers and staff and faculty explicit,” Tambe said. “The power still lies with the majority population. The Ray Warren Symposium is perhaps a way to reverse the narrative, to put BIPOC folks in the spotlight because they are here, have been here, will stay here; and because they deserve it.”

The co-chairs then reflected on their favorite moments from getting to plan this conference.

“JT Flowers and Alisa Kajikawa talk(ed) about their organizations and the role they play in reforming, revitalizing and reimagining Portland city. As someone who is not from Portland or the region, I know I used to turn away from Portland and its current socio-political happenings, despite the fact that this is my home for 4 years—and maybe more, who’s to say?” Tambe said.

Tambe noted that her years living in Portland as a person of color were difficult at times.

“For my first year I was immensely detached from and carried a sense that what is happening in my immediate physical surroundings won’t affect me after I’m done with LC, which is more than untrue. And guest speakers like

the two mentioned before were key in making me aware of my biases and ignorance,” Tambe said.

As for Law, she said that the symposium’s art show and discussions with artists were her favorite parts.

“It was wonderful inviting some of the artists featured in our annual Ray Warren Symposium art show and hearing them speak about their inspirations and creative processes,” Law said. “It was such a treat to connect with the actual creator behind the wonderful pieces we have displayed. I am so grateful to these lovely art curators, Lauren Arriola and Cadyn Schenk-Turner, for their efforts and attention towards the exhibit and am so proud of how it turned out.”

Tambe said that ultimately, it was providing a platform for BIPOC voices that gave her a sense of fulfillment in what she had accomplished.

“The people—students and professionals and even audience alike—who volunteer to speak up about their lives and experiences during the entire symposium showed me that isolated issues rarely exist and I have a responsibility towards the place that provides me with so much for so many years,” she said.

For Tambe, planning and executing the symposium energized her for the future. She emphasized that engaging with such powerful voices was exceptionally inspirational.

“Both the local leaders/organizers were sources of inspiration and determination because, while I may never achieve the impact that they have, I was so fulfilled to hear them talk about their visions and mission,” she said. “And the best part of the symposium—and all the symposiums we have annually at LC—is how educational or enriching it is when I continue to stay open to it.”

Demonstration incites discourse amid tension

Continued from page 1.

One student who engaged with demonstrators shared that they had been harassed online for posting some political opinions about the conflict. This experience, which many LC students may relate to, was extremely troubling to listeners, drawing empathy from other students. Harrison shared that behaviors like this are what they are hoping to address with their demonstration and subsequent conversations.

“If there is language that is sparking that intense of emotions, I believe it is critical we are talking about that on campus,” Harrison said. “We must talk about where those emotions are coming from.”

Harrison initially had the idea for this event in response to divides they had noticed forming on campus.

Harrison stressed that the event was a collaborative effort between students

and staff from a variety of backgrounds and connections to Israel and Palestine. That said, the event could not have materialized without the passion and drive Harrison has for community building, communication and conflict resolution.

Harrison has a background in facilitating hard discussions. They have been trained in conflict resolution by working with Community Dialogues and an organization called Living Room Conversations where people with different viewpoints have in moderated discussions about hot-button issues.

Alongside the short conversations that Harrison facilitated on Friday, they offered an email list students could join to participate in a longer, sit-down discussion in the future. Email blaiseharrison@lclark.edu if you are interested in participating.

“I am a big believer in conversation and I really, really want to hear what people have to say,” Harrison said.



NADAV BEN-DAVID/THE MOSSY LOG

Blaise Harrison stands on the steps of JR Howard Hall speaking about their cause.

Letter to the Editor: Race Monologues must be heard

Dear LC Community,

I am writing to express my deep disappointment with our community’s lack of support during this year’s Race Monologues. As a student who has been deeply involved in the Ray Warren Symposium (RWS) in the last three years, I bear witness and I embody the significance of Race Monologues, an event that spotlights the personal narratives of Black, Indigenous and People of Color (BIPOC), especially at our predominantly white institution (PWI).

It is not a secret that in previous years, Race Monologues was one of the biggest events on campus. Staff members who have been here since the founding of Race Monologues in 2002 will tell you about the stories from when it was originally performed at Stamm Hall, crowded to the point of discomfort, until they finally moved it to the chapel to accommodate for the constant high turnout of students. In the RWS website itself, you can find pictures of the chapel seats full. In previous years, people would line out the door early to secure a seat for Race Monologues, sometimes, with a line wrapping around Frank Manor. In some years, people were also turned away due to full capacity.

This year, however, the crowd was nowhere close to what it has been in the past, having approximately half of the seats empty. Although we are aware that there was a play going on at the exact same time as Race Monologues, the absence of bodies in the audience is a strong indicator of whose narratives are prioritized in the community. While many white people say they couldn’t show up due to inconvenience and lack of energy, the student presenters and coordinators spent an immense amount of emotional energy and time during the previous weeks to prepare for our monologues. Even though we are

burnt out socially, academically, and physically, we still pull within ourselves the strength to partake in Race Monologues. The least white students, faculty and staff can do is show up on a Friday night.

Our campus considers itself liberal and progressive, so white people must be conscious of the importance of solidarity, otherwise they are complacent in perpetrating institutional invisibilization and harm to BIPOC bodies on campus. In terms of Race Monologues, solidarity is shown, at the bare minimum, through the presence of the white bodies in the audience. Although we have learned to not expect the help of white people in our fight for inclusion and racial justice, we do notice that the power of our resistance grows when white students, faculty, and staff support (and not overtake) our voices.

If LC wants to claim to be as progressive, liberal, and inclusive as they do, their actions should match their claims. You should be constantly doing the work to challenge yourself and the racist discourses that our society normalizes. You should be constantly using your access to literature, internet and higher education to continue learning about the communities who are often left behind. You should be constantly listening and validating the voices from BIPOC, first generation, international and marginalized students.

And, if it’s still not clear enough, you should be showing up to the only event in the fall semester where BIPOC students can reclaim their narratives and invite you to their world. The existence of BIPOC bodies at our PWI is revolutionary and an art form, and should be treated as such. Otherwise, your intellectual laziness is making you miss out on the very same “diversity” you continuously praise and defend as core values of this institution.

Race Monologues was founded and carried over by the voices of hundreds of BIPOC and international students for over two decades, and if the new generation fails to see the importance of that space and disappears due to beliefs of a post-racial campus structure; the labor, love and care from the generations before us will be disdained.

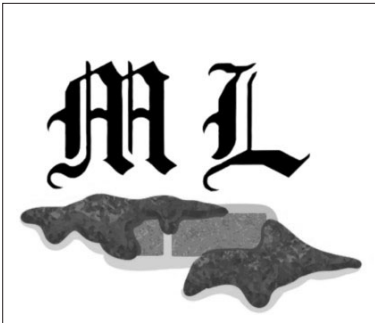
Mental health matters—trust me I know—but when you prioritize white tears and fragility over the voices of BIPOC students who, even if they are hurting, must continue to show up, you make your carelessness and chosen ignorance very evident. The ability to pick and choose when not to care is selfish and performative. Do better, otherwise, you will be the continuous embodiment of structural racism.

How much longer do you plan to continue to fail us and yourself?

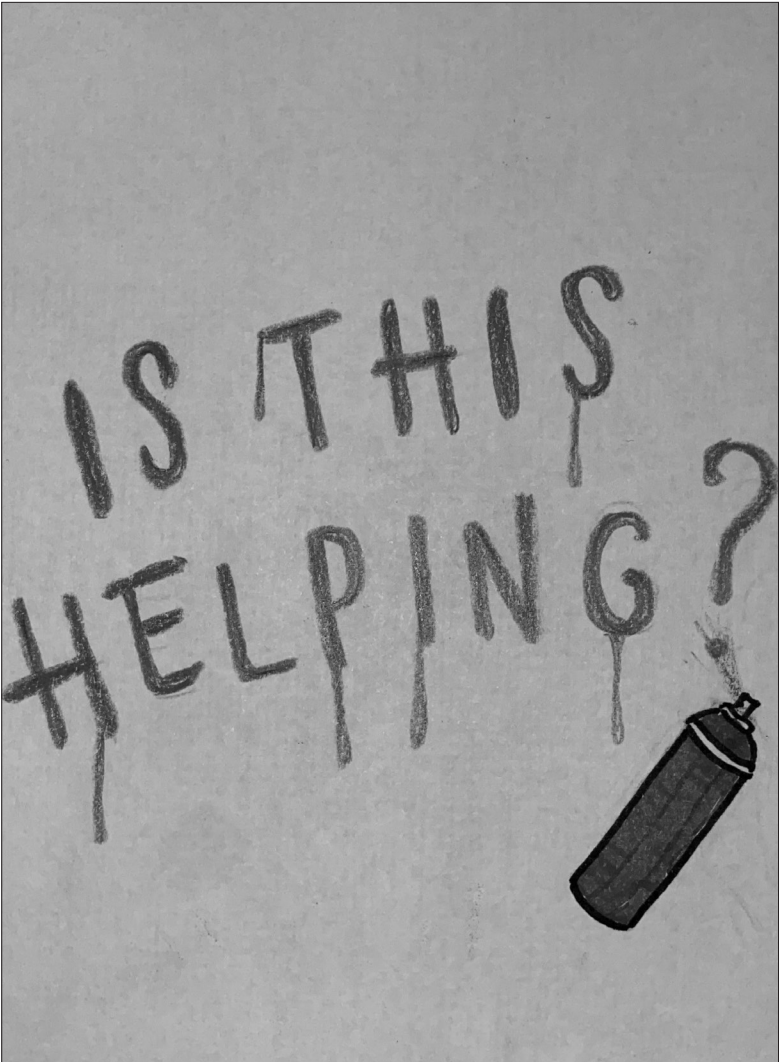
In community,
Rocio Yao (RWS ‘22 Co-Chair & Race Monologues Presenter in 2021, 2022, and 2023)

Written on behalf of other RWS Co-Chairs, RWS participants, and 2023 Race Monologues Presenters.

This letter does not encompass the views of all participants. Individual opinions may vary.



Activism efforts lack awareness, empathy



J FRANK/THE MOSSY LOG

By JESSIE SHAW

ACCORDING TO the Princeton Review’s 2023 rankings, Lewis & Clark ranks as the fourth most liberal and the 12th most politically active college in the nation. To many students, this is not surprising given its location in Portland, one of the nation’s most liberal cities.

However, while LC’s student body may be extremely liberal and politically active, othis does not guarantee efficacy of campus activism. Among both the administration and the student body, activism on campus is ineffective, as each of their methods fails to bring about change to the school.

Perhaps the most well-known form of protest students will use as “activism” is vandalism. However, the use of graffiti is highly controversial among students, as both the efficacy and purpose are questionable. The instances of vandalism I have witnessed while at LC did nothing good for bringing change. Last year’s graffiti on Indigenous Peoples’ Day at least had a message, compared to the one three weeks ago. I could understand the vandalizers’ point about changing our controversial school name, but is it truly supportive of marginalized students for a student who is most likely white and affluent to vandalize a building?

In the end, graffiti is a costly and tedious process, leaving the working class to clean up the mess made by a privileged private college student. Furthermore, as graffiti removal is expensive, LC could have invested in campus resources beneficial for the school and the very marginalized students that the vandalizers advocated for if the vandalism had not happened.

Additionally, some forms of “activism” students utilize could be offensive or perpetuate harm toward some students. In light of the recent events in Israel and Gaza, the student body appears to be divided over the situation.

While I have not witnessed or heard about any explicit antisemitic behavior happening at LC, unlike at some big-name universities, I am still concerned, as antisemitic incidents

have spiked since the Israel-Gaza war.

One time, however, I found a pamphlet glued to the front door at Tamarack Lounge that read “ANTI-ZIONISM IS NOT ANTISEMITIC” and “ANTI-ZIONISM IS THE ONLY ETHICAL POSITION IN THE FACE OF APARTHEID VIOLENCE.”

The pamphlet featured an image of four people on top of a wrecked tank, with one person waving a Palestinian flag. Ironically, the pamphlet’s concluding words read: “NO STATES, NO BORDERS.” With messaging like this, I fear that Jewish and Israeli students at LC will feel unsafe on campus, since so many antisemitic incidents right now are fueled by anti-Zionist rhetoric.

Let me be clear: What is going on in both Israel and Gaza is terrible. My heart breaks for all the civilians on both sides who have been kidnapped, killed or deprived of resources.

When it comes to addressing issues within LC or across the nation and the world, faculty remain generally passive. Although LC has been hosting community dialogues, I am skeptical about their efficacy. For example, all of the upcoming community dialogues appear to solely focus on our controversial Pioneer mascot instead of other issues.

I am aware of the accusations of the Pioneer being a culturally insensitive mascot, but I do not think it is as big of an issue as others with more immediate effects. If the school truly wants to create a safe environment for everyone, they should primarily focus on ways to combat hate, while discussions about our mascot should be secondary.

Overall, I think that activism at LC tends to be ineffective at best or toxic at worst, as is the case at countless colleges. I do not think it is “activism” when a private college student vandalizes buildings with political messages while leaving workers making minimum wage to clean it up.

Utilizing offensive tactics to raise awareness for certain issues does more harm than good for everybody. Lastly, the administration must do a better job of making LC a safe environment for everyone and recognizing any conflicts happening on campus.

Emphasis on college experience discourages better alternatives

By NADAV BEN DAVID

WHAT IS the purpose of college to you? Is it purely academic? Is it to prepare you for the workforce? To network? Build life and social skills? Many people come to college for different reasons. What is yours?

College in the US, like a Swiss army knife, has many tools and purposes. From the obvious educational perspective of learning about your major and taking classes to socializing and being independent for the first time and learning how to create connections, exist alone and navigate different situations, college teaches a variety of valuable skills.

While there are many reasons individuals go to college, my personal experience has to do with what feels like a culture of advertising. Since I can remember, I have been told how essential college is. Not only in terms of preparation for the “real world,” but for the social experience of college as well.

In so many American stories, we hear of college as this vital cornerstone and pivotal step in development, experiencing being a young student with peers and the joy that comes with it. It had been sold to me my whole life and I saw it being sold to all my peers as well.

After graduating high school, college was on everyone’s mind. For most, it was never a question of “if,” but of “where” they were going. I, on the other hand, took a gap year abroad. This experience taught me a few things, but most importantly, it exposed me to a new culture around education. I learned how uniquely American it is to go to college right after high school and financially burden yourself for the rest of your life. I felt less pressure and I



HALCYON ORVENDAL/THE MOSSY LOG

started considering other options like working, going to college abroad for cheaper, or even going to the army for more financial assistance.

But ultimately, what won out was this “college experience” that was sold to me. I knew I would never get the opportunity again to be a young adult around other students my age in this way and I feared my life might feel incomplete if I missed out on it. I often question if that fear I have was purposely created to feed an economy of education in America.

However, regardless of whether college is even right for you or not, the implication that it is important to do right after high school feels very backward and almost harmful. Education is incredibly powerful and important, but the expectation that an 18-year-old, a mere child, really, is supposed to know what they want to study or what they want to do in the workforce is silly.

What these people often really need right after high school is the chance to be independent, self-actualize and learn about themselves within the context of

the world outside of home. While college does this, there are many other options that exist that do not come with the same financial burdens. It is astounding how many people, including myself, who are nearing the end of their time in school and say if they were to do it again, they would study something else.

The experience of growing up and being in college radically changes and develops a person. Logically, it will inform you about what you want to do in the world. The only problem is, by the end of college, you have already made an academic commitment to a topic, are often in debt and need a job. I feel it would be so much more conducive to a “successful” life if we were encouraged to learn about the world more before making such commitments, especially when the financial stakes are so high.

One of the strangest forms of cognitive dissonance I’ve experienced is realizing that college is truly not for everyone, despite what has been taught. Especially not for everyone right out of high school. It has been incredibly eye-opening to watch in real-time as people my age go to college and realize that it is not for them, as well as to watch people who have chosen to avoid college and still see genuine growth and success in their lives.

It is disappointing to think of all the people who have college degrees and debt now simply because they thought they needed this experience. I hope we can more clearly communicate the purposes of college and inform people that they can learn things like independence, self-actualization and how to build connections without going to college right out of high school. I truly think it would result in less unneeded debt and provide people with better fitted educations.

Barriers to academic accomodations pile up

Inaccessible navigation, lack of intuitive implementation, social stigma limit efficacy of OSA resources

By MAYA MAZOR-HOOFIEN

UNDER THE Americans with Disabilities Act (ADA), schools and workplaces have levels of accommodations that they are required to offer disabled students and employees. These educational protections are specific to K-12 schools and include 504 and Individualized Education Program (IEP) plans.

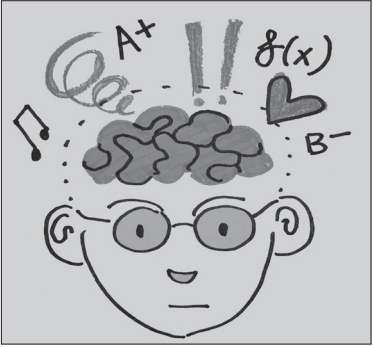
Higher education institutions, however, are not required to offer accommodations the way high schools are. IEP and 504 plans do not follow students into their college years and comparable accommodations are not guaranteed at every institution.

Despite this, many colleges in the United States still offer academic accommodations. Here at Lewis & Clark, the Office of Student Accessibility (OSA) runs our system for academic accommodations. Many colleges have similar offices and are often staffed by well-meaning people with an earnest desire to help students succeed.

The intent of these accommodations is to eliminate barriers for students with disabilities so that they can have the same opportunities to succeed as students without disabilities. This is often metaphorically explained as “leveling the playing field” or “removing roadblocks.”

Accommodations, then, should be a good thing. I would argue that they are, but are only effective to the extent to which they are implemented. There are three factors that frequently get in the way of accommodations fully serving a student body: stigma, barriers to access and barriers to usage.

Stigma Disability remains a touchy subject



J FRANK/THE MOSSY LOG

in popular discourse. What qualifies as disabled and what accommodations people with disabilities need or deserve are contentious. People without disabilities are still often making decisions instead of disabled people. Specifically, accommodations are sometimes misunderstood as a “crutch,” a problematic framing that is both ableist in its language and untrue in its meaning.

Additionally, accommodations may be referred to as “a leg up,” implying that disabled students use their accommodations to gain an advantage, or that people without disabilities may take advantage of the system to get accommodations they do not need.

Accommodations are certainly helpful for students who need them, and there will always be those people who abuse systems for their personal benefit. Despite this, I have rarely encountered an accommodation generous enough to qualify as advantageous, especially not significantly enough to merit going through the arduous process of applying for it.

As distorted as these perceptions are, they still reduce the effectiveness of the system. Stigma can discourage

those who need accommodations from seeking them out. It can make family members hesitant to provide support or assistance. It even makes it harder for institutions to operate, dealing as an entity with the same accusations of preferential treatment or coddling that individuals have to fend off.

Barriers to access

At the individual level, a huge obstacle to the effectiveness of accommodations is the necessity of having them formally approved. Navigating complex systems, lacking formal diagnoses and dealing with the realities of limited resources can all bar students who need accommodations from getting them.

Deciding who qualifies for accommodations can be difficult. Diagnosed disabilities make approval for accommodations simpler, but getting diagnosed can be very difficult, disproportionately so for marginalized groups. Women are often underdiagnosed with chronic illnesses and mental illnesses, as are people of color. Healthcare access is also a barrier, and creates socioeconomic divides in access to disability accommodations.

Some barriers to education, however, are not disabilities. Short and medium-term circumstances, including any variety of personal or familial circumstances, can leave students struggling and unsure if they qualify for support. There exists a diagnosis of “adjustment disorder,” which is a functional catch-all of life circumstances mostly used for insurance purposes, but even that poses all the same difficulties that any other kind of diagnosis does.

Some institutions deal with this by not requiring a diagnosis for

accommodations, but rather having a more holistic consultation process discussing symptoms, challenges and what supports may be of use. This, however, can also create a problem, making the application and screening process more difficult for students while also stretching the capacities of offices providing services. The process can be lengthy and demanding—two things that can be very discouraging to students who are already in need of help.

Barriers to usage

Even once students are able to secure accommodations, there can still be barriers in the way of actually using them. Again, colleges are not bound by the ADA to offer accommodations, so ultimately each professor can decide how they want to interpret or abide by the college’s provisions. In higher education, accommodations are sometimes called “recommendations,” which is revealing of what their role becomes once students age out of a 504 or IEP.

At LC, I have found that most professors are extremely supportive and receptive, both to formal OSA accommodations and informal personal requests for help. However, the fact they do not have to accommodate me is always looming, and self-advocacy is vital to get the support I need.

The fact that I have to be proactive, in every class, every semester, and even more so than my non-accommodated peers, can be frustrating. It can pose a constant reminder of “otherness,” and is also a somewhat high-effort endeavor, all in the pursuit of support from people who have already agreed I face academic challenges. Self-advocacy is a good skill to be sure, but

for disabled students, learning it has never been opt-in.

All the previously mentioned problems pop up here again. Professors are given ample opportunity to have stigmatized perspectives, and students may find internalized stigma difficult to overcome, even with formal accommodations in hand. The framing of disability as something one needs to build a skillset to overcome is not ill intentioned, nor is it wholly inaccurate. It becomes an issue when it puts the onus on the student to support themself, rather than committing the institution to share in some of the burden.

An imperfect system with room to grow

Accommodations are a relatively new thing. The government signed the ADA into law in 1990, and the mental health field has been changing rapidly. Older generations throw around “back in my day”-isms, usually as a dismissal of what they consider to be exclusively modern problems.

Though this type of comment can range from annoying to hurtful, I actually find that adage to be quite comforting. It shows that things are better now than in the past and points to a likelihood that this change will continue. All the concerns I have laid out, I believe, are solvable problems. Not trivially so, but I also do not think we are doomed to live with these systems as they are now.

Our current societal understanding of disability and how to accommodate it is helpful but incomplete. The blunt instrument of academic accommodations will, I hope, be sharpened over time and continue to improve into systems we can all be satisfied with and supported by, truly evening the playing field for everyone.

Off-campus living poses new freedom, hardships

By ROBERT MANGER

WE ALL have been there, trying to brush your teeth whilst another Copeland resident fights their demons in the stall adjacent to you. Perhaps, the thrice worn clothes sitting in your second hamper since you said farewell to your parents have reached the ceiling, but the laundry machines are all booked for what looks like the remainder of the week. Maybe you and your three month situationship are tired of the twin bed, or you are sick of having to perform your witch rituals clandestinely. Whatever your gripes are with your on-campus living situation, an alternative exists: offcampus living.

Living off-campus can function as an escape from the nuisances of yesteryear, but like all else in capitalist society, it will cost you. How much, you ask? According to Rent.com, the average rental price for an apartment in Portland is \$1,217 for a studio, \$1,494 for a one-bedroom and \$1,795 for a two-bedroom apartment. If your pockets are a little more flush, according to Rentometer, the average rental price for a four bedroom house is \$3,406. Some rentals and grocery expenditures amount to less than the room and board offered by the college, saving you money.

As an off-campus student with some skin in the game, I can attest to the glory and shortcomings of the lifestyle. For one, not being under the nose of a resident advisor brings a sense of autonomy and freedom. No longer will you suffer from a dirty bong all because you do not want to get caught stinking up the sinks in the dormitories or stop your punk band rehearsal due to quiet hours and the next-door neighbor’s complaints (she doesn’t see the vision).

Ultimately, no one is policing you except for, well, the police, sort of.

Other benefits include: not running into your ex as often, a needlessness for shower shoes and the ability to throw a rager. Depending on location, there may also be interesting opportunities such as nightlife, thrift stores, parks and other amusements within walking distance.

However, with all this newfound freedom and autonomy comes quite a bit of responsibility and change. The Trader Joe’s frozen section becomes a frequent hangout, cleaning becomes a necessity and paying bills becomes a headache. Due to potential commute times nearing an hour daily, this living arrangement is best suited for those with wheels. Landlords are not always the best with upkeep either, so the condition of any potential space should be assessed thoroughly. A sense of isolation can loom large. That’s right, you will be alone, so bring some friends.

With some advantages and disadvantages in mind, it is time to consider whether off-campus living is the right step for you. So get out there and explore your options!



EMMA FORD/THE MOSSY LOG

Ditch fast-fashion trends, find joy, liberation through outfit repeating

By OLIVIA FENDRICH

AS SOMEONE who can regrettably be labeled as “chronically online,” I am inundated with fashion content every day. With thrift hauls, fashion influencers and the relentless pursuit of the next big trends shoved down my throat like government propaganda, I can attest that our culture has become dominated by the pressure to consume. However, obscured by this relentless rat race lies a quiet rebellion—the subtle art of being an outfit repeater.

Lewis & Clark’s student body presents an interesting fashion paradox. We are a campus that prides itself on sustainability and progressive political ideology, yet many of us are guilty of relying on fast fashion, even with copious thrifting, to keep up with cultural shifts in individual expression. This fixation on individuality forces us to constantly reinvent ourselves as more unique than the next person. But the consequence of this phenomenon is environmental destruction.

The fashion industry generates trillions of tons of waste each year, draining global resources and polluting the planet. The production and disposal of clothing is an international issue that cannot readily be solved by individual actions. However, when coupled with political actions that hold fast fashion corporations accountable, committing to slow fashion can help ease the stress placed on the environment. By embracing outfit repetition, you can promote sustainability and challenge the attitude that fashion is disposable.

If sustainability is not enough to convince you, consider how much you spend on clothes each year. The constant pressure to keep up with trends manufactured each week can take a toll on your finances. As college students, there are better things for us to be spending money on.

Becoming an unapologetic outfit repeater signifies a departure from the oppressive climate of consumerism that has been pushed upon us. It shows that true style is not measured by the frequency of new purchases but by the creativity exercised in combining and styling the clothing we already own. This paradigm shift enables us to allocate our already limited resources to more meaningful pursuits than trends that will not even exist a year from now.

Our obsession with individuality manifests itself as the need to adopt niche micro-identities. Will you embrace a Lana Del Rey, coquette, old-money aesthetic or be an everything shower, green juice, clean girl today? Do any of those words even mean anything? We are all rabidly fighting for attention, appealing to algorithms and nebulous societal audiences, hoping that we can be special in any way. Our identities have been commodified to the extent that we do not know how to exist outside of consumption. So we force ourselves to perform personhood again and again until we lose what made us unique in the first place.

The act of repeating outfits serves as a declaration of authenticity and security in one’s sense of self. It challenges the notion that our identities can be defined exclusively by how we present ourselves. Instead, it celebrates the uniqueness of personal style and offers an opportunity to showcase the sentimental connections we have with certain pieces. Furthermore, outfit repeating reduces our tendency to rely on external validation to establish our self confidence. In this way, outfit repeating can be transformational for self-actualization.

Still, our generation’s unfortunate social media addiction has shaped our understanding of

personal expression. We view creative expression as a performance, something that we do for the sole purpose of being witnessed. Not only does this limit our satisfaction with our artistic tendencies, but it also perpetuates the belief that a cute outfit is meant to be showcased once and then retired for good. The pressure to present a highly curated, nuanced image online can be overwhelming. We market ourselves to our peers as if we are products.

This cycle is exceedingly difficult to break and it permeates every aspect of our lives. Proudly repeating outfits is a rebellion against this digital facade. It subverts the unrealistic standards set by influencers and allows us to show off realistic, repeatable fashion that more substantially resonates with the people in our lives. The unconscious desire to document and display our every creative inclination can be left behind if we push ourselves to break the norm.

In a society where consumerism dictates our creative expression and self-worth, the art of being an outfit repeater serves as a form of liberation. This practice aligns with the growing political shift toward sustainable practices. It alleviates the financial strain imposed by constant purchases and makes room for genuine self expression. It can even promote greater authenticity in both online and offline spaces.

By embracing the beauty that lies in repetition, we can redefine the narrative around Gen Z’s fashion and create a more compassionate approach to creative expression. Being a proud outfit repeater is not just a choice, it is a statement. Let us challenge the expectations imposed on us and embrace a more meaningful approach to the way we dress.



HALCYON ORYENDAL/THE MOSSY LOG

6 FEATURES

Immersive forest experience features auditory art project

By CAROLINE DREW

STEP BEHIND the Fields Center for Visual Arts and you will soon stumble upon a neatly crafted, freshly mulched walking path. If you follow the roundabout trail and peer into the surrounding trees, you will find 16 strange new creatures perched there: weather-proof speakers. The Experimental Art Research (EAR) Forest opened on Thursday, Nov. 2 with a reception offering hot cider and donuts to students and community members.

The soundscape emerged from the vision of Associate professor and Head of Sculpture Jess Perliz and Visiting Professor of Art and Digital Media Dann Disciglio. They collaborated with numerous teams of students, faculty and facilities staff members to create an immersive audio venue in nature. At the opening ceremony, the sun shone overhead as professors, staff, community members and students traversed the trail, listening intently to a variety of audio arrangements from Disciglio's digital media classes. Some guests looked out into the forest as they listened, taking in the fall beauty, while others closed their eyes, perhaps hoping to glimpse the inspiration behind students' arrangements. It was important for Disciglio and Perlitz that the EAR Forest be inaugurated with student projects.

"Something magical happens when the students see the really splendid, incredible parts of being an artist like having an opening and sharing your work. There's nothing better than that moment when you symbolically walk off the stage and you've finished your performance," Disciglio said.

The new venue offered a particularly poignant stage for students.

"We are defining the space as we go," Disciglio said. "Not only are you some of the first works that are going to be playing back on the system, you are some of the first brains that are plugging into the system."

Disciglio's audio artists took eagerly to the opportunity to share their pieces with the community and help shape the EAR Forest for artists to come.

"I would say the general consensus was a curious excitement, like, 'there's this new space and I'm going to help activate it. I'm going to be part of an opening ceremony,'" Disciglio said. "To see the different methods that they discovered, or developed themselves to actually create new pieces was inspiring."

Poetry, music and carefully recorded everyday sounds—the breathing of a cat and boiling water in a pot, to name a few—animated the forest at the opening reception, sparking countless possibilities for the EAR Forest's future. The reception featured two different timed audio programs, one featuring work from Disciglio's Digital Media I class and the other work from Digital Media II. The 16 speakers functioned separately for Disciglio's Digital Music I class: Each student composed their own audio work which was played over a single speaker. Standing at the center of the path, the individual works came together in an intriguing, calming soundscape. The second session featured compositions from Digital Media II students in which each speaker emitted a different arrangement, played simultaneously. Each student approached this task differently, but the captivating effect was the same.

The EAR Forest's speakers create sound that surrounds and envelopes the listener and the natural setting creates an embodied, sensorial experience of listening. Shifting natural elements exacerbate and illuminate this unique aspect: Perlitz said, "it's just as beautiful in the rain."

"I was out there yesterday. It was windy, the dead leaves were falling, it was raining yellow and red leaves and I had a similar experience. There's this immersive (quality) that felt so different from our opening weather-wise. It was windy and there were so many more leaves on the path and it's just so immersive—it felt completely different," Disciglio said.

The sensorial, engaging elements of the EAR Forest were at the heart of Disciglio and Perlitz's conception of the project from the beginning.

"We were curious about how (to) acquire technology that doesn't become obsolete, that allows students to actually become more present and engaged in their surroundings. How can technology actually bring us closer to ourselves and our surroundings?" Perlitz said. "We decided, well, we're going to use technology to create a venue or a platform for people to use."

Now that the venue has been created, and students have begun to explore the exhibition possibilities, Disciglio and Perlitz are intent on expanding the EAR Forest's reach. In spring 2024, they'll welcome their first visiting artist.

"We'll be able to bring in some folks who work deeply with sound or with audio paths or have practices that lend themselves to this kind of a venue. We'll be able to integrate them into classes and have them give an artist talk," Perlitz said.

Visiting artists give students an opportunity to learn from new perspectives and envision new artistic possibilities. Beyond more traditional art forms, the EAR Forest also holds potential as an institutional creative venue to be used across disciplines.

"There is potential for poetry, you know. We have students and faculty interested in doing theatrical events ... doing historical classwork ... looking at literature, looking at mythos. I think we'll probably even get to a point at which there's a way that a math class could use it, or a physics class," Disciglio said.

As different scholars and artists experiment with the EAR Forest, Perlitz and Disciglio plan to build an archive of the recordings to inspire future projects.

"We're excited as other disciplines start to use it too, then there will be examples of what it sounds like to have 16 poets, or to have oral histories, or to have field recordings. Particularly in the fields that maybe don't often have creative ways of displaying research, it'll help them imagine what's possible," Perlitz said.

The very first dabblings into interdisciplinary work at the EAR Forest are close at hand. The EAR Forest will be part of this year's Festival of Artists and Scholars. Disciglio and Perlitz are hoping to collaborate with the 2024 Gender Studies Symposium as well.

"It's a place of celebration," Disciglio said.

It is intended, much like a theatre or concert stage, to bring people together in shared experience and to foster creative communities. In response to the inaccessibility of the EAR Forest's path, each programming played there will be recorded using binaural microphones—which mimic the experience of hearing through ears—and uploaded to a Soundcloud archive.

The EAR Forest is open from 12 p.m. - 5 p.m. on Fridays. Programming begins on the hour and repeats throughout the time window. The EAR Forest archive can be accessed on Soundcloud at any time. Stay tuned for future EAR events and programming changes.



CAROLINE DREW/THE MOSSY LOG

This installation is the first version of the EAR forest open to the public and provides an opportunity for many future projects.

Student unveils PDX hidden gems, best food



ROSALIE ZUCKERMANN/THE MOSSY LOG

As milk is the state beverage of Oregon, Tillamook's PDX location shows its importance.

By ROSALIE ZUCKERMANN

AS THE Thanksgiving break approaches and winter break inches ever closer, countless students will flock to the legendary Portland International Airport, otherwise known as PDX. This spacious, art-filled building at the northeastern tip of the city was ranked America's Best Airport by Travel and Leisure magazine in 2021, and remained in the top five from 2015 to 2020.

Recently, due to construction that causes more crowding in main areas, its laudable rankings have slipped slightly. Regardless, PDX still has plenty to offer, and we should make the most of it instead of regarding it as an inconvenience.

I have spent arguably too much time in PDX due to national travel for speech and debate tournaments, as well as shuttling to and from California for home visits. When languishing amidst the harried parents, children glued to screens and flustered business folk for hours upon hours of lengthy delays, one acquires a few tips and tricks.

PDX has a variety of higher quality restaurant options such as Bambuza Vietnamese Kitchen, Evergreens and Oregon's claim to fame, Tillamook, which sells ice cream as well as savory options like mac 'n' cheese. However, these are all on the pricier end. For slightly cheaper options, one can buy pre-packaged snacks at a generic travel market, grab a pastry at Stumptown Coffee Roasters or pick up a smoothie at Jamba Juice.

My personal preference is to grab a boxed salad or sandwich at The Country Cat, a cafe and market conveniently placed right next to the exit of the TSA checkpoint. This way I can be set when I reach my gate, and not have to wander around on an empty stomach. The Country Cat sometimes has inexpensive empanadas available as well, which are of surprisingly good quality for airport dining.

PDX is always sure to have fascinating art installations. A permanent mural is painted on a lower hanging part of the ceiling to see as you walk from your gate to baggage claim. It features a collage-like amalgamation of Portland symbols like roses, a compass and Mount Hood, with a plane flying through the center.

Another beauty to examine is the large, abstract display of green, blue and white circles hanging from the

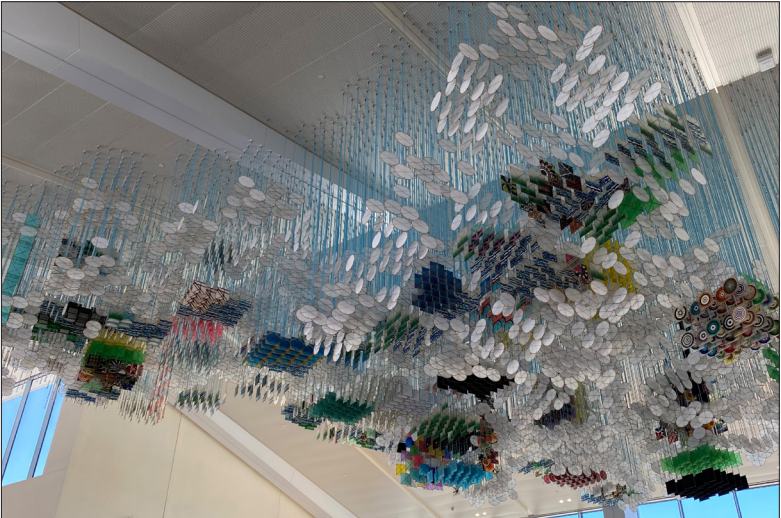
ceiling with turquoise threads, meant to represent the forests, rivers and clouds of Portland. When I was there last, they also featured textile art in a series of large portraits made with yarn. These faces are complex, colorful and shockingly realistic—a perfect opportunity to stop and admire the detail during a break or to kill time.

A delightful addition was completed this last year: a Tillamook-themed indoor playground. It features a giant yellow bus with a towering pile of many different Tillamook dairy products. Children can climb up a ladder into the bus and go down a slide on the other end of it. Seeing the joy this silly and cheerful structure brings to many is a lovely way to bring down some of that travel stress.

When you need a place to unwind and wait for your plane, I always recommend sitting at an empty gate to watch that episode of Grey's Anatomy or chip away at that sociology essay. Keeping an eye on the time is important, but not having to deal with the mounting swarm of folks coming to your gate—and being able to have some distance from so many unmasked travelers—is well worth it to me.

A fun way to spice up your airport time is with an original game of bingo. Make a list of things you think you might spot: children on backpack leashes, an old man with a Trump 2024 hat, someone in four-inch stilettos, a weary traveler asleep on the floor. Then tally how many times you spot each one. Or, if you are up for more of an endeavor, map out a whole bingo grid of things and check them off throughout your journey. I also love looking at the group of people on my flight and guessing who is from Portland versus just visiting.

I have many fond memories of PDX: long phone conversations with family and friends as I wander the terminals, laughing off pre-tournament nerves with my teammates or playing cards with my roommate as we wait to visit her hometown together. After visiting Lewis & Clark, the Portland airport was actually where I made my decision to enroll here. Having to spend time in one place and simply wait can clear your head. Sure, sometimes you get your pocket knife confiscated at security, and sometimes your flight gets delayed by four hours, but that is all part of the obligatory ups and downs of traveling. No matter what, we can ride that Tillamook bus all the way back home.



COURTESY OF PORT OF PORTLAND

Jacob Hashimoto's art piece brings unique color and movement to the airport ceiling.

Successfully plan this Friendsgiving

By EMMA FORD

SO, YOUR PARENTS are not going to fly you home for Thanksgiving this year. Or maybe you chose to be a young 20-something year old pulling together holiday dinner for yourself and your friends! Either way, you may be facing down hosting Thanksgiving dinner next week. We here at the Mossy Log, through hard won experience, have some tips and tricks just for you!

Crowdsource ideas

Please do not feel like you, as host, are in charge of reading minds. Most of us have Thanksgiving or at least holiday traditions and dishes that we hold dear. If you are stressed about making sure each of your friends has that piece of home, send out a message looking for input! Jellyed versus fresh cranberry sauce, scalloped versus mashed potatoes, stuffing contents and pie flavors are all hard to pick from, so find some preferences and ask for recommendations.

Plan your menu (and your budget)

Everyone knows planning a dinner party is all about the menu you get to put together. But you are a college student, and money does not grow on trees. Make sure, as that menu emerges, you keep at least a rough idea of prices beside each entry. That way, a multi-hundred dollar grocery bill does not grow for a nasty surprise. If you are asking for financial contributions, you can keep the people participating aware well in advance. A final total or itemized money request can head off a lot of sore feelings.

Scout sales

Some grocery stores have cheaper vegetables versus cheaper meat versus cheaper canned goods, especially during the holidays. There may be more benefits than drawbacks to visiting multiple locations to save a few extra bucks. If Freddie's has a sale on Martinelli's (it does,) but Trader Joe's has the least expensive dairy section (it also does!) then make the extra trip or send a delegation of friends.

Think about alterna-turkeys

Look, dorm ovens are not really designed for roasting entire birds. A turkey is a very expensive flub should your unreliable kitchen not cooperate. Allow us to suggest some alternatives. Pre-cooked birds like rotisserie chickens or a roast Peking duck (available at different Chinese restaurants and butchers, beautifully done) are delicious crowd pleasers. If you really love your turkey, you can still have it—consider turkey sandwiches with cranberry sauce, or grilled turkey burgers. You can enjoy your beloved bird at a much more friendly price point, and the leftovers may also be easier to eat.

In fact, look into as many alternatives as you can!

Pie is great, but so is cake. Baked sweet potatoes with marshmallows are not everyone's thing. And everyone likes finger food appetizers like gyoza, taquitos, spanakopita and samosas.

If you find yourself unable to cover all the trappings of a classic Thanksgiving, give yourself permission to make some of your friends' favorite dishes, even if they would not normally be seen on your dining table at home.

Delegate—yes, even that part

You may be really invested in cooking your family mashed potatoes, or that one hyper-specific dish you always enjoy the most or green beans instead of brussels sprouts. So invest your time accordingly! Allow your friends to help with the things that matter to them, or at least matter less to you. If the cranberry sauce has never made you the most excited, do not waste two hours on it! Spend that time on something else, and let the person with their grandma's recipe take over.

Provide clear event details and expectations

It sucks to feel like your event is not getting the response you want. Are you anticipating casual? Formal? Partying? How much help are you going to ask for? Can someone not cooking inclined bring paper plates or make a leafy decoration? Write a detailed text, or better yet an email that you tell your friends to look out for and then remember that everyone around the holidays is doing their best. They are not trying to undermine the work that you have put in, so try not to take things not going your way personally.

Do it ahead of time

Look at your menu—I guarantee a lot of your cooking does not have to be done the day of your party. Casseroles can be pre-assembled, produce can be pre-cut and pies are way better after having sat in a fridge for 24 hours. I know that most of us have classes well into Wednesday, but if you can, consider spending your Wednesday evening baking a pie and watching a holiday movie, or chopping until you cannot hold a knife anymore. It will not only make your turkey day more manageable, but you will get in the holiday mood a little early.

Enjoy your day!

This is not supposed to be stressful. Laugh off the overcooked food or dish you did not have time to make, put down the cooking utensil you are threatening to beat your friend with and go have a glass of Martinelli's before dinner is ready. You have got this, and you are loved and appreciated. Happy Thanksgiving from all of us here at The Mossy Log!

Emma's Friendsgiving Menu

Rotisserie Chicken
Sausage, mushroom and celery stuffing
Mashed potatoes and gravy
Green bean casserole
Mac and cheese
Green salad
Rolls
Cranberry sauce
Drinks—Martinelli's Apple Cider, eggnog and cranberry juice
Dessert—Chocolate cake, apple crumble and store-bought pumpkin pie

Nourishing art of soup making inspires spontaneity, creativity

By EMMA AMBROZIAK & PAIGE A. ANDERSON

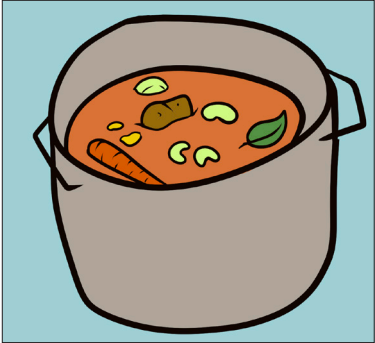
SOUP SEASON is upon us, and life is good. Although canned soup quells a hungry stomach, a simmering pot of soup made from scratch delights and satisfies. Making soup can be a lovely bonding experience with friends, a quick ego boost for new chefs and an easy way to feed a lot of people (or to have lots of easy leftovers).

Making soup need not be an extravagant cooking endeavor. It really is as easy as looking up a recipe, not following it too closely and taste testing it throughout. In fact, most soups begin with the same four ingredients: olive oil, garlic, onion and celery. It is good to mix in spices at this point and later on, adjusting each time you sip a spoonful of broth. Often, carrots and broth come next, followed by potatoes, protein and whatever else you feel like putting in your soup.

Soup ingredients are also relatively cheap, and generally on-hand. I don't know if any of you Mossy Log readers ever read Stone Soup as a child, but it really is true that if you and some friends all bring together whatever meager ingredients you happen to have left in your kitchens, and throw it all in one pot, you'll be sharing some delectable soup a few hours later.

To encourage soup-making among our community, we are providing some easy recipes, inspired by our own personal palates. Please, whatever you do, DO NOT follow the recipe closely. It will undoubtedly ruin the integrity of the artful form of soup making.

Our very true belief is that soup is made wonderful simply through vibes, not a recipe. We strongly encourage you to throw in whatever you have available to incite a fantastically flavorful and unique soup. There is no way to make a wrong soup, and nearly every culture in the world has some version of the staple meal.



HALCYON ORVENDAL/THE MOSSY LOG

Very generic and stereotypical soup

Olive oil
1 onion, any size
3-5 cloves of crushed or minced or chopped garlic
Some stalks of celery
2-3 long carrots
2-6 potatoes, depending on size
Chicken, beef or veggie broth (enough to fill up the pot three quarters of the way)
1 or 2 cans of tomatoes (if you want)
Legumes if you want, any kind (lentils,

kidney beans, black beans, cannellini beans, black eyed peas, split peas, sweet peas, green beans)

Corn (optional)
Salt & pepper
Any combination of spices (oregano/basil/thyme/sage, red pepper flakes for extra spice, a bay leaf if you want to feel fancy)

Step 1: Sauté the garlic and onion in olive oil for a few minutes or until they smell good.

Step 2: Add some chopped celery and carrots, and then a bunch of spices. Mix it all together. Let cook for 5-10 minutes.

Step 3: Add broth, tomatoes, beans, potatoes, and whatever else you want. Bring to a rolling boil and then turn down the heat and let simmer for 20-30 minutes, or until you think it is ready. Maybe taste test and add more spices.

Step 4: Impatiently wait for the soup smell to spread throughout the kitchen, taste testing incessantly until you deem it ready for consumption.

Step 5: Eat soup to your heart's content. Ideally with grilled cheese.

Chicken and wild rice soup
Olive oil or butter
1 onion, any size
3-5 cloves of crushed or minced or chopped garlic

Some stalks of celery
2-3 long carrots
2 chicken breasts
Chicken stock
Flour (optional, for thickness)
1 cup uncooked wild rice, rinsed and drained

Mushrooms
Milk
Spinach
Salt & pepper
Spices (rosemary, bay leaves, whatever other miscellaneous spices you think would taste good in this soup)

Step 1: Sauté onion in olive oil for a few minutes or until it smells good. Add the garlic, some chopped celery and carrots, and then maybe some salt and pepper. Mix it all together. Let cook for 5-10 minutes on medium-low heat. Add optional flour here too.

Step 2: Add chicken breasts, wild rice, mushrooms, broth/stock and bay leaves. Cover and simmer for 45 minutes. Stir regularly so rice does not burn. Add more broth if rice soaks up a lot of it.

Step 3: Take chicken breasts out, shred with a fork and put back into soup.

Step 4: Add milk, spinach, more spices, and voila!

Step 5: Eat the delectable cozy fall soup you just made.

Vegan lentil soup
¼ cup olive oil
1 onion
1 stalk of celery
2 carrots, peeled and chopped
4 (or more if you're a garlic girlie like me) cloves of garlic
Curry powder, cumin, salt, black pepper, thyme to taste (between 1 and 2 teaspoons of each)
1 cup of lentils, red or green
4 cups veggie broth

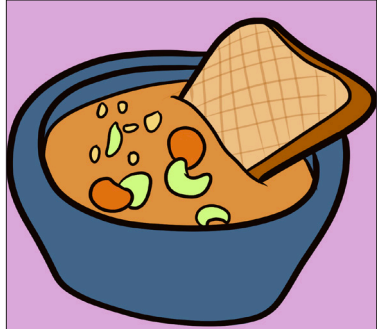
1 cup of collard greens
Step 1: Sauté chopped onion in olive oil, add garlic, celery and carrots until fragrant and then season with spices and salt. Cook for about 5 minutes.

Step 2: Add in broth, lentils, bring to a boil and then reduce to a simmer, cook for 20-25 minutes or until the lentils are tender without losing their shape.

Step 3(optional): blend 2 cups of the soup in a blender and add back to the rest of the soup once it is smooth and add in chopped greens.

Step 4: Toast a hearty pievee of crusty bread, smother in butter and grate parmesan cheese all over that soup and dig in to that bad boy!

Creamy, cheesy vegetarian cauliflower soup



HALCYON ORVENDAL/THE MOSSY LOG

2 small heads of cauliflower
2 tablespoons unsalted butter
1 yellow onion
3 cloves garlic, minced
4 cups veggie stock
1 teaspoon dry mustard
A pinch of nutmeg
1.5 cups milk
2 cups coarsely shredded sharp cheddar
Black pepper to taste

Step 1: Cut cauliflower into ½ inch florets, boil with slightly salted water until almost fork tender, 10-12 minutes, set aside.

Step 2: Melt butter, sauté onion and garlic until soft, 10 minutes.

Step 3: Add stock and spices, bring to a boil and then reduce to a low simmer for about 30 minutes.

Step 4: Remove from heat and allow to cool slightly. Add soup to a blender and blend until smooth and light, about 3 minutes. Do this in 2 cup increments so as to not overflow the blender.

Step 5: Transfer back to the pot, add in milk and stir well. Bring to a simmer and add back in the soft cauliflower. Mix in the majority of the cheese, leaving some to sprinkle on top.

Step 6: Enjoy this delicious wintry soup!

Step 7 (optional): Instead of leaving out the cauliflower when blending, consider adding it in to create a creamier, richer soup with less texture from the cauliflower.

We sincerely hope that students, after reading this article, feel less intimidated about making soup from scratch. We envision a world where students fearlessly undertake cooking endeavors and continually enjoy the satisfaction of a belly full of soup.

Professor talks colonialist grave-robbing, anthropology ethics

Research questions boundary between science, sacred ancestry in world of Incan, Andean archeology

By AMELIA DOYLE

ON WEDNESDAY, Nov. 8, Assistant Professor of History at Pennsylvania State University Christopher Heaney gave a talk on his new book “Empires of the Dead: Inca Mummies and the Peruvian Ancestors of American Anthropology.” The event was sponsored by Lewis & Clark's History, Hispanic Studies, Ethnic Studies, Sociology & Anthropology and Latin American & Latino Studies departments.

Assistant Professor of History Nancy Gallman opened the talk by introducing Christopher Heaney as her friend and colleague.

“I just want to say how grateful I am for all the advice that you gave me and your friendship as I was trying to learn my way around a place that

was very new and unfamiliar to me,” Gallaman said.

Heaney gave an overview of his book, which is a history of how science and colonialism turned Inca and Andean ancestors and kin into specimens displayed all over the world in museums, as well as how these sacred ancestors were made into objects of science and racial collection.

“On the Incan calendar, November was the month for carrying the dead, and I hope to do them and their stories justice today,” Heaney said.

Heaney started by talking about the idea of mummies and asked the question of how we got to a place where Andean ancestors are readily available to the public. He discussed how many of the Inca and Andean skulls were looted from places in South America in the name of anthropology and science. This is an

example of the structural violence that took place by using anatomical specimens of other people's ancestors.

Heaney described how in the mid-to-late 19th century private collectors and government officials sought to display their scientific achievements by sending any artifacts, specifically the Incan, Andean and Peruvian skulls that were looted from the indigenous peoples, to world fairs, such as the Philadelphia Centennial Exposition of 1876. This created a broad accessibility to the skulls of these cultures' ancestors.

One of the most interesting things about these skulls was that there were large holes present in them. This is because of trephination, the practice of cutting into the head to relieve pressure, that the Peruvian people used.

Many European governments used this as proof that the Native Americans were

less advanced than European civilization, but this was far from true. Heaney said there was about a 76% survival rate for Andean people judging from the skulls that were found, versus a 20-40 percent survival rate for Europeans, who actually performed the same procedure.

Gallaman's Histories of Indigenous Peoples of North America (Turtle Island) class prepared questions to ask Heaney.

“You write about how the boundaries between science and the sacred are blurred. How do you brace these together in your study of history, specifically the history of Indigenous people in North, South and Central America?” Gallaman asked on behalf of a student in her class.

Heaney responded that there is a colonial way of looking at the science that was used in the name of progress, that violated Indigenous people's powerful

ancestors, treating these human skulls as objects. He added that when studying this history, one has to realize that museums all over the world have these skulls already and understand that the science that brought them there existed as a form of control.

Heaney said that one thing he learned from an indigenous Peruvian doctor, who studied and collected the Peruvian skulls, is that there is an overlap between the sacred and science. There is a place for the sacred to exist within museum spaces.

Heaney's new book is now available. He has also written “Cradle of Gold: The Story of Hiram Bingham, a Real-Life Indiana Jones and the Search for Machu Picchu.” His third book will explore the history of the colonial laws regulating grave-robbing in the Anglo-Iberian Atlantic World and their assault upon Indigenous sovereignty.

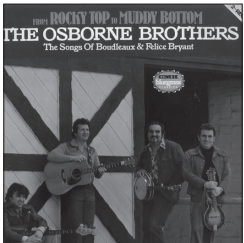
Mossy Music

State songs



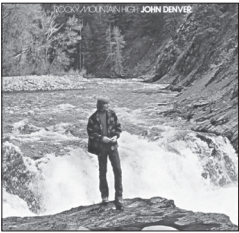
“Californiacation”

By Red Hot Chili Peppers
“What to say? Maybe the fact that it shares the California-centric theme of every RHCP composition. It includes some critical examination of the diffusion of Western culture, the movie industry and the fetishization of celebrityhood, if you can surmount Kiedis’ baritone vocals and ‘rap-rock’ lyricism, that is.”
—Robert Manger ’24



“Rocky Top”

By Felice and Boudleaux Bryant, sung by Osborne Brothers
“This song is sung at all Tennessee Volunteer Football games, so much so that it has been mistaken for its fight song. In many ways, it became an anthem for Tennesseans and was even adopted as a Tennessee state song. It combines country and bluegrass music with lyrics that convey a unique hometown love everyone can relate to.”
—Amelia Doyle ’24



“Rocky Mountain High”

By John Denver
“Please come and gentrify us. Californians move here. Taste some of that Rocky Mountain ganja. God’s on that shit, he’s got that casual reply. Buy our weed, get Rocky Mountain High. Understanding a clear blue mountain stream is easy as shit.”
—Kevin Matisheck ’27



“Indiana”

By Adrianne Lenker & Buck Meek
“One of Lenker’s most autobiographical and prophetic songs, ‘Indiana’ is chilling and comforting at the same time—just like a midwest winter.”
—Caroline Drew ’24

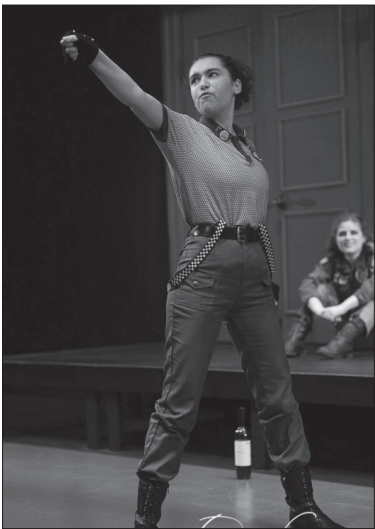
Henry IV Indigenizes Shakespeare, critiques patriarchy, adds punk twist



COURTESY OF OWEN CARREY
Carter Jenkins '27 & Sydney Bennett '27.



COURTESY OF OWEN CARREY
Brodie Joseph '26, King Henry, grimaces.



COURTESY OF OWEN CARREY
Audrey Josa '27 is well-armed as Poins.



COURTESY OF OWEN CARREY
Erin Connelly '27 plays Francis on stage.



COURTESY OF OWEN CARREY
Dylan Hunter '27 monologues as Falstaff.



COURTESY OF OWEN CARREY
Simon Listiak '27 pouts in role of Lord 1.1.



COURTESY OF OWEN CARREY
Charlie Baker '26 portrays Worcester.



COURTESY OF OWEN CARREY
Leila Kreitmann '27 as Hal, Henry's son.



COURTESY OF OWEN CARREY
Nina Low '27 performs well as Bardolph.

Navratri festival celebrates community through traditional dancing, food, music

By TANVI SHUKLA

IN A SPECTACULAR celebration that illuminated our college campus, the spirit of Navratri on Oct. 20 took center stage at the Gregg Pavillion. The celebration enveloped the audience in the enchanting embrace of tradition and festivity. The rhythmic beats of dandiya sticks and the swirl of vibrant traditional lehengas created a mosaic of joy, laughter and cultural fusion. The event’s organizing committee, along with the support of Spiritual Life, Inclusion and Multicultural Engagement, Asian Student Union and International Students of Lewis & Clark, orchestrated an unforgettable Garba event that brought students from diverse backgrounds together in a night of celebration.

Navratri is a nine-night celebration in India, pulsating with vibrant colors and rhythmic dances, dedicated to the Goddess Durga. As the sun sets, communities unite in joyous revelry, engaging in energetic dandiya and garba. The festival symbolizes the triumph of good over evil, with drum beats echoing this cosmic dance of creation and destruction. Temples adorned, incense wafting, and hearts connected, Navratri epitomizes faith and festivity, a radiant tapestry of spirituality and togetherness.

That evening at Gregg began with many sounds of traditional Gujarati music blending seamlessly with the most vibrant Bollywood beats, setting the stage for an unforgettable experience that is surely etched in the collective memory of our college community. The diverse range of music catered to varied tastes, ensuring everyone found a rhythm to sway to.

Dressed in bright and shining colors, students adorned themselves in a visual feast that highlighted the rich diversity of South Asia. Gorgeous reds, dazzling greens and royal blues swirled together in a vibrant dance of celebration against the backdrop of the night, creating a spectacle of unity and joy.

The organizing team spared no effort in transforming the college grounds into a festive haven. Strings of twinkling lights and the floral rangoli in the center infused the atmosphere with a sense of reverence for the occasion. The hall became a melting pot of tradition and modernity, where the rich tapestry of Navratri came alive.

Sainaa Uppal '27 described the Garba celebration as a burst of energy.

“As someone who grew up celebrating Navratri, participat(ing) in such a vibrant celebration away from home made me

feel connected to my roots. My favorite part was seeing people dance with all joy and happiness,” Uppal said.

Amartya Pandey '27 expressed his joy and found the event lively.

“I’ve never been much into traditional dance, but the Garba event was fun,” he said. “The atmosphere was infectious and a great way (to) release academic stress and connect with my friends. It’s moments like these that make college life memorable. The colorful clothes, good Bollywood music and delicious food made me feel at home.”

The Garba event transcended a celebration of dance and food; it served as a platform for cultural exchange and understanding. In the midst of the lively beats and swirling colors, students from various backgrounds seized the opportunity to learn about each other’s traditions, fostering a sense of unity and camaraderie that transcended cultural boundaries.

Saleth Sierra Lovo '27, blended herself in the colors of the festival, describing the event as an euphoric experience.

“I had a great time because even though I didn’t know the steps, there was a workshop happening. Therefore, I learned a new dance style and really enjoyed it,” she said. “My favorite thing

was wearing the bindi and trying the Kurta for the first time. I love (the) song Saki-Saki now.”

The event organizers, Nisha Pathak '26, Aadya Dixit '27 and Ela Gore '26, were delighted by the positive response from the community and enjoyed putting the event together.

“Being part of the organizing committee for the Garba event was a rewarding experience,” Pathak said. “It was fun organizing; we weren’t expecting so many people. We were only expecting desis, but eventually, we had a diverse community joining us. It was a typical dance form. However, people were so willing to learn, and we had a fun time seeing everyone enjoy our culture. We were dancing in the circle and other people joined us. They were doing the steps really well.”

As the night unfolded, it became evident that the Garba celebration was not just a cultural event but a celebration of diversity and unity at LC. The joyous laughter, infectious energy and rhythmic beats of Garba created an unforgettable atmosphere that will linger in our memories long after the echoes of the music have faded away. The Garba event served as a testament to the richness of our college experience, a celebration that transcended cultural differences and brought us together in a shared moment of joy and camaraderie.

Upcoming Events - November



GALLERY OFFERINGS

Hoffman Art Gallery:
Broken Spectre
Open daily from 11 a.m. to 6 p.m.

Portland Art Museum:
Black Artists of Oregon
Open Wednesday through Sunday
from 10 a.m. to 5 p.m.

Zymoglyphic Museum
6225 SE Alder St
Portland, Oregon
Nov. 12 & 26 11 a.m. - 3 p.m.

Portland Puppet Museum
906 SE Umatilla St.
Portland, OR 97202
Open Thursday through Sunday
2 p.m. to 8 p.m.



THIS WEEKEND

16-18 - *Theater*: Faustus!
7:30 p.m. @ Fir Acres Theatre

18 - *Music*: Max Simon +
Worrywart
7:45 p.m. @ The Co-op

NOVEMBER

24-26 - *Comedy*: Ha Ha Harvest
Comedy Festival
100+ Comedians, 45 comedy
shows, 5 short films across 11
stages

27 - *Film*: Beyond Walls: 5 Films for
Prison Industrial Complex
Abolition
7 p.m. @ Clinton Street Theater

29 - *Music*: Jazz Night
7:30 p.m. @ Evans Hall

30 - *Culture*: Ear Hustle Live!
8 p.m. @ Polaris Hall

DECEMBER

1 - *Music*: Choral Concert
7:30 p.m. @ Flannagan Chapel

3 - *Music*: Mo Troper + Jeffrey Lewis
8 p.m. @ The Co-op

4 - *Music*: Latin American Music
Performance
7:30 p.m. @ Evans Hall

6 - *Music*: Indian Music Ensemble
7 p.m. @ Seitz Hall

7 - *Music*: Zimbabwean Music
Performance
5:15 p.m. @ Evans Hall

8-9 - *Dance*: Dance X
7:30 p.m. @ Fir Acres Theatre

RECURRING EVENTS
Mondays - Psanctum Open Mic
7 p.m. @ The Haven

Tuesdays - Art for Social Change
Meeting
12 - 1:15 p.m. via Zoom

Thursdays - Art Therapy Open Studio
12 - 1:15 p.m. via Zoom

Thursdays - The Co-op Open Mic
7:30 p.m. @ The Co-op

Saturdays - Rocky Horror Picture
Show
11 p.m. @ Clinton Street Theater

Bruce Podobnik’s band honors impermanence

Superluminous’ 2022 album “Summer’s Almost Gone” explores themes of spiritualism, nature, death

By EMMA FORD

THE LONG AND storied history of the Portland indie music scene has played host to many bands and artists—none, perhaps, as rooted in the Lewis & Clark campus than Associate Professor of Sociology Bruce Podobnik’s band Superluminous. Their first album, “Summer’s Almost Gone,” came out last year and is a culmination of years of work from band members and contributors alike.

“I actually chose the title,” said Podobnik. “But it is a line from one of my friend Tom’s songs on the album. (I told him,) ‘Tom, it’s gonna sound grim, but we’re living in the last golden age, potentially, (of) human civilization.’ Things are difficult. I still believe there’s hope and everything, but summer’s almost gone. We’re living on the edge of some precipitous changes, and already they’ve been happening.”

The recording process for “Summer’s Almost Gone” began in 2017, spanning a long hiatus during the COVID-19 pandemic. Now available on Spotify, the record is a blend of ’60s and ’70s hippie influences with a tinge of ’90s grunge. Each track builds upon the last to create a vision of alternative music rooted in the past, present and even the future.

When it comes to influences, Podobnik and bandmate Tom Johnson share some overlap—both cite the Grateful Dead and ’60s folk among their influences. But where they overlap is perhaps less interesting than where they differ. Podobnik expressed his love for The Beatles and Bob Dylan, where Johnson discussed local bands and previous collaborations such as Raymond Listen, Lettuce Prey and The Bugs.

The band, which relies on the songwriting efforts of Podobnik and Johnson, started as a jam between friends. Upon the encouragement of Podobnik’s



COURTESY OF SUPERLUMINOUS

The group was on hiatus during the COVID-19 pandemic, but hopes to perform live soon.

roommate and Professor Emeritus of Counseling and Psychology at the LC Graduate School Tod Sloan, Podobnik formed the band to pursue sharing his original songs. Shortly afterwards, Johnson, a therapist and musician, joined.

Podobnik and Johnson share vocal and guitar credits on “Summer’s Almost Gone,” though Podobnik makes clear that Johnson takes lead on most guitar parts. The two write their own songs and separately combine songs into an album rather than combining their writing capabilities on a single song.

Instead of offering input on content, their partnership relies on mutual encouragement and feedback, deciding whether songs should be included in setlists or the album.

“When one writes a song, it’s not like it necessarily came from you directly,” said Podobnik. “It somehow came through you. I always feel kind of weird about taking responsibility for the melody. So basically getting a little validation for that something I heard that I liked, which turned out to be what other people like as well, it’s very cool.”

The collaborative efforts of Superluminous go beyond those of songwriting. While the band has a full-time drummer, Luke Strahota, the album also features multiple bass players, miscellaneous guest musicians and a featured singer, Jenny Stenseth. To bring the songs to life, instruments including accordion, cello and Djembe drum were included.

“Finishing songs and at least partly experiencing them with the band is important to me,” said Johnson. “Bruce or the band are often the first audience. I remember on one occasion that someone shared that they had a strong aversion to one of my songs and it eventually was taken out of circulation, but we played it five or six times before it was sent into exile. The producer we worked with on the recording ... often emphasized that the best stuff comes out of the processes of debate. I often agree.”

Another collaborator in the process was Drew Canulette, who served as the producer and engineer on the record. Canulette, who has worked with Nirvana and Neil Young, is known

in many circles for his work with the grunge band Soundgarden.

According to Podobnik, it was Canulette’s influence that led to a more polished sound on the record, as opposed to the lo-fi sound the band had been considering. While the decision originally caused some tension among members, including the departure of their original bass player, it is one the members are ultimately happy with.

“The recording process opened my eyes in different directions,” said Johnson. “We ended up having time over lockdown to work on songs, and many of them went in directions different from originally expected. We were really fortunate to have so many talented contributors to the record.”

The only original member to not see the album’s release was Sloan. Tragically, the former professor passed away at the age of 66 in 2018. Though he heard some early recordings, the final product was not complete in time for him to listen to songs in their final forms.

While Sloan’s influence has largely faded into the backstory of Superluminous, the group’s creativity remains front and center. Podobnik and Johnson agree that Johnson is the more whimsical of the two writers.

“Sometimes the songs are fully formed ideas which I just expand on, and sometimes mumbled lyrics about feline astronauts or sentient woodland creatures,” said Johnson. “Sometimes ‘temporary’ lyrics used as placeholders become permanent ... Of course there’s a song or two which falls into the cliché of being therapeutic, and other times I’m just trying to entertain myself. ‘It’s Divine’ was inspired by a meditation experience and maybe too much caffeine.”

Podobnik’s own philosophies come out in his music. As a very spiritual

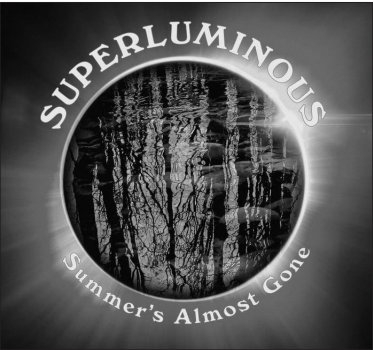
person, many of his musings on life, nature and death come through in the lyrics. Death is an especially prevalent theme, through which Podobnik explores the transcendental nature of being.

“I hope the moment I die, I just open to that experience,” said Podobnik. “And then it’s like you get transported perhaps into a transcendent moment. You still die, you still maybe lose your consciousness. I have no idea what happens after that, but it still can be a beautiful fulfilling thing. I hope that I’m singing a song when I die.”

Beyond his personal ideas, Podobnik believes in community. The social act of being in a band, and of playing live, is one that he cares deeply about. He also expresses a deep connection to the environment, and what community means in a world on the brink.

“We live on a very fragile planet, you know,” said Podobnik. “And it’s beautiful, but it’s also under threat.”

Superluminous, as a band and collaboration, represents so much of what is beautiful about community. As the band slowly returns to playing live, and hopefully back to the LC campus, they will continue their mission of spreading good music and good feelings to the world.



COURTESY OF SUPERLUMINOUS

The band’s first album came out in 2022.

Students prepare for 28th annual Dance Extravaganza

Choreographers Kate Sowerwine ’24, Hoby Reece ’24 experiment with space, narratives, improvisation

By ROSALIE ZUCKERMANN

THE LEWIS & Clark Dance department will soon be showcasing the 28th annual Dance Extravaganza, otherwise known as Dance X. Dancers and choreographers alike have been working hard since September to prepare for the event.

Dance X student choreographers spend semesters taking classes to prepare for leading their own cast of dancers. For many, choreographing a Dance X performance is the goal of TH 499 Independent Study and acts as the pinnacle of their college dance career. Kate Sowerwine ’24 and Hoby Reece ’24 are two of this year’s choreographers. Each has a long history of dancing, which has informed their specific creative visions for the pieces they are crafting this semester.

“I am playing with the idea of space and how when we are in our own spaces

how we act, and then once we are in a space with others how we act with each other. Each dancer will have their own specific color and then the lighting will coordinate to the color. So as the piece goes on, the colors will blend and the lighting will blend,” Sowerwine said. “It’s my first time choreographing in a while so it takes a minute to get into it, but I’m excited.”

Reece also shared his vision for the piece he is choreographing.

“I’m doing a crazy snake piece. It’s very narrative-driven and I’m experimenting with creating a piece that’s very attached to a plot arc, so I don’t want to give too much away,” Reece said. “But there is a queen of serpents and there are her subjects, and her subjects feel certain ways about her.”

Sowerwine and Reece have danced at LC for many years. Ahead of this year’s performance, they reflected on

how the selection of pieces has differed from past years.

“I feel like this year there is a lot more music-based choreography, narrative-based choreography, conceptual choreography,” Sowerwine said.

Reece added that there is also more prop and scene usage, noting his own piece as well as two others that use objects onstage.

As the pieces grow and change, the dancers and choreographers have checkpoints to support each other’s efforts.

“During the process we have showings, so the whole cast gets together and we show our progress,” Sowerwine said. “It’s really a good way for the dancers to be able to see each other because it’s not often that everybody is together as a cast, and for the choreographers to get feedback on their progress.”

Reece reflected on some of the commonalities between pieces he noticed during showings.

“I think everybody is at a little bit of a different place in their process still, but I feel like a lot of people are using improv-based generative structures,” Reece said. “A lot of us are getting movement and choreography from our dancers and what they produce in their own bodies.”

Sowerwine expanded on different approaches to choreographing.

“Some people do prefer to choreograph chronologically to the music, but then some people prefer to go around sporadically, find whatever they feel inspired by, piece it together in the moment and create a kind of skeleton,” Sowerwine said.

Both Sowerwine and Reece identify with the more spontaneous, intuitive choreography style.

“I’m a puzzle piece, putting bits together kind of person,” Sowerwine said. “I have two pieces of music that I plan to have flow into each other and I think whatever I’m feeling inspired by in the moment is what I go for.”

Reece recounted how his piecemeal style affects the rehearsal process.

“I also use little bits of the puzzle. Sometimes I will come to rehearsal with a phrase of choreography that I want them to learn and I have an idea of where it is (in the music),” Reece said. “We spent a long time working on our ending, so since we’ve been finished with that we’ve been going back to other parts before that in the piece and tying things together.”

When taking this approach, choreographers sometimes notice the resurfacing of similar movements later in the piece, creating continuity.

“It’s really fun throughout the process to see movements and little bits that naturally come back,” Sowerwine said.

Both Sowerwine and Reece noticed the influx of younger members into the dance program, and were heartened to see the growth of the department over their years at LC.

“Dance is a growing department, and this year it was encouraging to see how many people were interested in Dance

X at the beginning of the semester,” Reece said. “There are a lot of people that are younger and freshmen that are in the show—like I have three freshmen in my cast.”

Sowerwine added that she only had one upperclassman in her cast.

“It’s cool to see that new crowd of people joining the dance department, and hopefully they can help it grow,” Reece said.

All the creative collaboration and exciting inspiration of Dance X started back in 1996 when Emily Stone ’97, a theatre major, began an experimental dance show in the Black Box. The first show featured only 12 students working as producers, choreographers, performers, costume designers and lighting designers. Stone’s experiment was met with an overflowing audience. Dance X took off, growing each year. Performances now occur on the Main Stage, instead of the much smaller Black Box, and students receive class credits for participating.

“It’s really great, over the time that we’ve been here, to see the department grow,” Sowerwine said.

Sowerwine and Reece have been instrumental in creating the newly formed dance concentration in the theatre major, where previously there was only a minor. They hope the major option will continue to bolster the department and ensure the longevity of such wondrous opportunities like Dance X for many more years to come.

Dance X is not the only option, though, if you would like to get involved in dance at LC. In the spring there is another show called Dance Y, put on by the LC Dance Company, as well as the opportunity to dance in senior thesis performances. Reece and Sowerwine are not only choreographing pieces in Dance X, but also creating a joint dance thesis.

“Auditioners beware: Kate and Hoby are making a dance thesis!” Reece said.

Dance X performances will take place on the Fir Acres Theatre main stage on Dec. 8 and 9 at 7:30 p.m. and 10:00 p.m. Tickets are available on the LC Theatre Department website.



COURTESY OF LEWIS & CLARK

Dance X is now a structured part of the theatre major’s dance concentration, but had humble beginnings as a passion project in 1996.

10

SPORTS

Cheer and Step shines in dedication, passion

Athletes speak on growth in confidence, supportive family culture, space for BIPOC creative expression

By ROSALIE ZUCKERMANN

ATHLETICS AT Lewis & Clark is a vibrant and ever-growing department, but an integral community often not given as much recognition as other teams is the Cheer and Step Team. Combining cheerleading, a coordinated vocal and physical performance to provide encouragement during a game, with step, a style of rhythm dance often involving clapping and stomping rooted in African American culture, this sport offers a uniquely rigorous yet creative blend of activities.

The LC Cheer and Step Team not only cheers and performs at games of various sports such as football, they also host workshops for anyone interested in learning about Cheer and Step. The team also often performs in the annual spring Dance Y show, bringing Cheer and Step to other corners of campus.

This year the team held tryouts for new members on Sept. 10 and performed their first sideline of the season on Oct. 9. One of the team’s new members who was welcomed onto the team is Lizbet Alberto-Muñoz ’27.

“What inspired me to join Cheer and Step was our wonderful captain, Liana,” Alberto-Muñoz said. “She really did capture my attention with the way she talks so passionately about her team and now as part of the team I understand where she was coming from.”

A big part of the passion that Alberto-Muñoz sees comes from the unity of working together toward a common goal.

“I think my favorite aspect of doing Cheer and Step is the fun practices and laughs with the team,” Alberto-Muñoz said. “The feeling of doing a dance we have worked so hard on and receiving the love from the stands is unmatched.”

Alberto-Muñoz described the change she has experienced during these past couple of months on the team.

“When I started in this team I wasn’t as confident in my dance as I am right now, something I wouldn’t have been able to do without the help of my teammates,” she said.

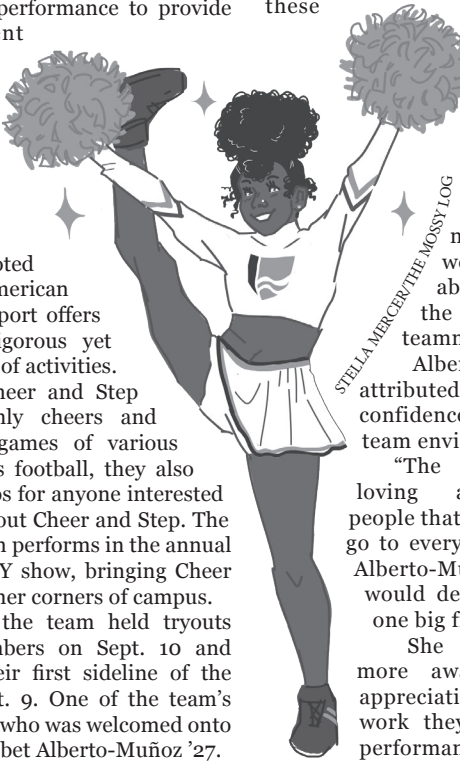
Alberto-Muñoz then attributed her growth in confidence to a supportive team environment.

“The team is full of loving and passionate people that make me want to go to every single practice,” Alberto-Muñoz said. “I would define our team as one big friend group.”

She hopes to bring more awareness to and appreciation of the hard work they put into every performance.

“I would like more people to know that we work really hard on the cheer and dances in order for them to enjoy, so I strongly encourage them to come see us,” Alberto-Muñoz said. “Overall, I hope we can bring more school spirit to LC.”

Another team member, Michée Brika ’26, is a dual athlete, competing in Track and Field as well as participating in Cheer and Step, two sports with intense rigor.



COURTESY OF LC CHEER AND STEP

The team gathers on the field at Griswold Stadium, surrounded by pop-poms on the day of their first performance of the season.

“I always loved dancing and performing but when I heard Cheer and Step was a safe place for BIPOC people to express themselves (it) made me want to join more. Mainly, Isha and her kindness,” Brika said, commending a fellow teammate.

In a community of openness and belonging, Brika spoke to the various aspects of the sport and the team that she appreciates.

“My experience on the Cheer and Step team has been empowering,” Brika said. “I get to work with the most genuine group of people on campus. I enjoy being able to express my creativity alongside motivating individuals. It became one of my passions.”

One of the many exciting parts of the sport is how it continually changes with each new piece of choreography

that team members craft and learn.

“I love creating new stomp and shake cheers for the team,” Brika said. “We work extremely hard at practice and it’s beautiful to see the evolution of our work over time.”

Similar to Alberto-Muñoz’s growth in confidence, Brika also spoke about a feeling of accomplishment.

“I love witnessing the changes in our confidence, it goes from zero to a thousand after every practice,” Brika said.

Brika hopes that more people can recognize the magic that is Cheer and Step, as it often gets overlooked, keeping other sports in the collective spotlight instead.

“I wish more people understood the effort it takes to want to cheer others on. It takes a lot of confidence and dedication,” Brika said. “We deserve

the same love and respect as the other sports on campus. Most importantly, we deserve our ‘thank you’ at the end of cheering for a tough game.”

Check out the lcpioneers.com website to find the next game they will be performing and cheering at. Additionally, follow [@lc.cheerandstep](https://www.instagram.com/lc.cheerandstep) on Instagram to keep up with their upcoming workshops and events, see highlights and photos of them in action and read new team member introductions.

“Being part of this team has been a really great experience and I encourage other people to join. You won’t regret it!” Alberto-Muñoz said.

Keep an eye out for the next round of tryouts, and in the meantime, be a supportive fan and show your appreciation of the team’s devotion and hard work.

Football Team excels against Puget Sound, Willamette

Final game of season places third in Northwest Conference, keeping wagon wheel traveling trophy at LC

By KEVIN MATISHECK & ROSALIE ZUCKERMANN

ON SATURDAY Nov. 4, an Oregon day like any other, Lewis & Clark’s football team won 66-24 against the University of Puget Sound (UPS). In short, we crushed them. This victory represented growth for the team, as the Puget Sound Loggers saw their team’s first pre-season loss.

UPS and LC have had a long history of being neck in neck. From 2006 through this year, LC has had ten wins and nine losses against UPS. This game marked the win with the largest point margin between the teams.

Mateo Maehara ’27, a wide receiver, spoke about the energy coming into the game.

“We played this team the first week of the season during preseason and we had a really tight game. It was super competitive and we ended up losing by four points so that on top of wanting to win every week gave us a little extra motivation, a little extra spark to really play our best and get a win,” Maehara said.

Maehara then responded to how UPS played against LC.

“They struggled. Part of the reason for that was how prepared our team was in practice. Coaches did a really

great job of game planning and watching film and figuring out what we needed to improve on,” Maehara said.

The game had plenty of highlights, such as Elijah Mcgee ’24 rushing 117 and scoring a touchdown in addition to his defensive contributions. Huero Lopez ’24 forced a fumble on defense, Thomas Reagan ’26 successfully intercepted on defense and Elijah Washington came in with a whopping five touchdowns.

“This year there has been a lot going on as far as big wins against teams that we have been working to beat,” Maehara said.

That there has, as this past Saturday, Nov. 11, the LC football team beat Willamette 63-13 in the Northwest Conference (NWC), securing third place in a tie with Pacific Lutheran University. This set multiple records: It was LC’s first top four placing in the NWC since 2012, the first ever .500 record and the sixth win in a row for the Wagon Wheel Rivalry Game.

If you have ever walked through the lobby of Pamplin Sports Center and seen a large wooden wagon wheel, this is where it originates. The wheel acts as a traveling trophy passed between Willamette and LC, giving extra motivation for each school to retain the wheel.

Beyond being a successful game to close out the season, it was also Senior Day, which added an auspicious air to the experience. Linebacker Will Powell ’24 was one of the seniors who was celebrated.

“There was a lot of emotion surrounding the entire day leading up to the game on senior night,” Powell said. “It was a very charged game, the crowd was packed and energetic and the team was emotionally charged. Beating Puget Sound in such a dominant fashion was amazing, but my favorite moment was something we did as a team beforehand.”

Powell described the congratulatory events that ensued.

“After lunch, the entire team and all of the seniors’ families met in the Council Chambers to hear the seniors be honored and have a teammate speak about them and their impact on the team,” Powell said. “My favorite moment was hearing all of the different stories shared in that moment and the love poured out for all of those whose times here are coming to an end.”

Maehara also pointed to the heartwarming aspects of the day.

“It was definitely a sentimental time, because y’know, you had over a dozen guys who put their heart and soul into this game that have been lucky to play in college,” Maehara said. “Everything has to come to an end at some point, and for most of us, we were given another chance to play in college, and once college is over you have to step away from it.”

As a freshman, Maehara anticipated the bittersweet feeling of ending a final season after so many years of dedication.

“Having to step away from a game you’ve been playing ever since you walked is pretty emotional,” Maehara said. “But it’s kind of cool that it happened and you get to share that moment with people you care about.”

Powell reflected on the parts of his football career he will carry with him as he moves forward.

“I will cherish the experience of spending time with the team each day, on the field, in meetings, in the weight room, and in life,” Powell said.

With such a groundbreaking season under the team’s belt, the players express appreciation for the sport they pour so much time into.

“Football is a very fun game and I say that the buzz and energy of the crowd in attendance absolutely elevates the atmosphere of the game for everybody in attendance. When I look and see the stands full, I feel even more obligated to produce a good product on the field that those attending will appreciate. I hope that the campus only continues to grow in their interest for the games,” Powell said.

The interview with Maehara ended with just one question: “Roll Pios?”

“Roll pios!” Maehara responded.



COURTESY OF LC ATHLETICS

Players cluster enthusiastically around the iconic wheel trophy after beating Willamette to keep the wheel for another year.

Unusual athletics shine in Portland

By ROSALIE ZUCKERMANN

PORTLAND’S SPORT scene has, for many decades, been carried by the fame of three big name teams: the Trailblazers, the Timbers and the Thorns—men’s basketball, men’s soccer and women’s soccer, respectively. While these teams are certainly deserving of appreciation, we shouldn’t gloss over other lesser known athletic opportunities in the city—not just to spectate but to participate in.

One sport many folks may not be familiar with is the Nordic lawn game Kubb. It is considered a combination of bowling and horseshoes, and often nicknamed “Viking Chess.” Played by two teams with anywhere from one to six players, the object of the game is to knock over a series of wooden blocks by throwing a baton, hitting the “king” block last.

Thought to have originated over 1,000 years ago, Kubb only began to gain popularity in the US in the past couple of decades. Now there is even a U.S. national Kubb tournament.

Games of Kubb run by a nonprofit community organization called Nordic Northwest are held every Sunday from 10 a.m. to 12 p.m. at 8800 SW Oleson Rd. and are completely free and open to people of all ages and ability levels.

Another free opportunity is the Muni Kids Urban Golf which happens every Thursday at 6 p.m. Anyone who is interested meets at the Neighborhood Golf Shop at 425 SE 3rd Ave. to be provided golf clubs. Then, they follow a street golf course created through the streets of the Central Eastside neighborhood. But that’s not the only unconventional aspect of this golf adaptation—players use foam balls.

If you enjoy biking, then the Portland Cyclocross Crusade might be for you. USA Cycling describes the sport as “a unique, non-Olympic discipline of cycling that can best be described as a cross between road cycling, mountain biking and steeplechase.” Riders navigate both paved and off-road terrain and must traverse obstacles such as stairs or steep slopes by running while carrying their bikes.

The cyclocross season is just wrapping up in Portland with an end-

of-season celebration at Chris King Precision Components from 2 p.m. to 4 p.m. on Nov. 18 and does require tickets. Next year, usually beginning in October, check out the River City Bicycles website to learn about where and when races will be held. There is also a month-long scavenger hunt called the Grail Hunt where riders look for and collect “grail icons” along their races to win a \$600 travel voucher.

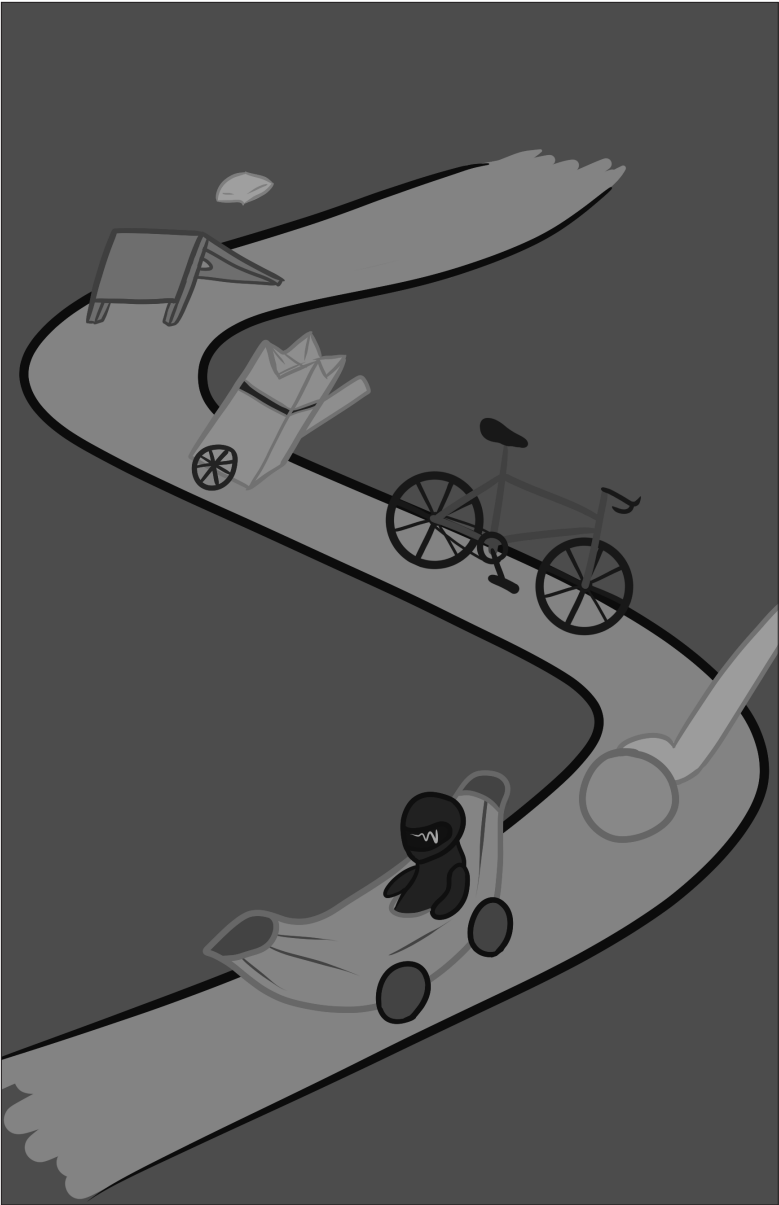
Cyclocross is not the only chance for bikers to get involved in Portland’s biking community. “Zoobombing” is an offshoot of classic biking where bikers gather at the People’s Bike Library of Portland to take the evening MAX train line up into West Hills past the Portland Zoo and then ride at top speed down the winding streets in the dark.

After seeing a dwindling number of participants, 2022 saw the largest influx of zoobombers in many years, according to BikePortland. Not one for the faint of heart, zoobombing is an adrenaline-packed way to find your niche.

Another option to keep on your radar is the Adult Soapbox Derby, held every August in Mt. Tabor Park. Teams work together to design and build cars, then climb in them to race down a paved path full of curves and zigzags. Prizes are awarded for speed, engineering, fan favorites and other achievements. If participating feels daunting, mark it on your calendar to stake out a picnic spot and watch the chaotic fun unfold.

For something more low-key, swing by Calibration Cornhole at Ponderosa Lounge & Grill in North Portland. Cornhole is a lawn game where players throw bean bags into a hole on a slanted piece of wood from a distance. This restaurant hosts games every Monday and Wednesday at 6 p.m.

There are plenty more opportunities to get involved in the silly side of sports. All you have to do is a little research and you can find out how Portland’s famed weirdness shines through athletics. Of course, rooting for our major teams is exciting and unmatched, but for a simple everyday adventure, branching out can lead to a world of discoveries.



HALCYON ORVENDAL/THE MOSSY LOG

Women’s Basketball Team ushers in six key new players this season



COURTESY OF LEWIS & CLARK

Recently recruited first-year athletes enter the spring league with fresh hopes, enthusiasum and astonishing talent

By EMMA FORD

IN PREPARATION for their upcoming spring season, the Lewis & Clark Women’s Basketball Team welcomed six new members to their roster. The six first-year players constitute a refreshing new lineup for the Pioneers, and join nine returning players on the team.

As a winter sport, the LC Women’s Basketball season runs from the Nov. 11, 2023 to Feb. 17, 2024. The team will compete at both home and away games as a part of the Northwest Women’s Conference.

According to the LC athletics website, returning coach Ann Dorris expressed great excitement for the players’ arrival, citing their energy and their development potential going forward into the 2023-24 season.

The players are all West Coast based, from California and Washington. They come to Portland from a variety of backgrounds, and will occupy a wide range of positions on the team.

Zoe Anderson ’27 of Los Angeles joined the team as a guard after graduating from Leuzinger High School. Lauryn Frederickson ’27 joined as guard and forward out of Maple Valley, Washington, after graduating

from Tahoma High School. Kaela Guidry ’27 graduated from Pioneer High School in Norwalk, California and came to LC as a forward.

DJ Kendrick ’27 attended Orcutt Academy Charter High School in Los Alamos California, and joined the team as a guard. Madilyn Palosi ’27, a graduate of Viewpoint High School in Thousand Oaks California, is another guard. Finally, from Puyallup Washington, graduate of Rogers High School Divinity Singleton ’27 joined as a forward.

The team’s incoming roster is exceptional both on and off the court: They all played for their varsity teams, and over half competed on either club basketball teams or outside sports teams such as Track & Field and Volleyball. Two served as team captains, and all were awarded with various league honors in their areas, including MVP. Half were recipients of academic honors in high school both individually and as part of their teams.

Many of their families, as reported by LC Athletics, are also involved in sports. Two reported collegiate athlete parents, one a brother and cousin and one an uncle, in sports including soccer, club lacrosse and basketball.

Dorris and the coaching staff will be working with these six, as well as the nine returners, to develop players both on and off the court in the upcoming season.

Returning players in particular have a unique role on the team. Beyond their personal responsibilities and growth as athletes, they have a special relationship with the new freshmen basketball players.

LC did start their season on a slightly disappointing note, with a loss to Whittier College (67-51) on Nov. 11. But it was not a start without hope, as nine LC players had scores throughout the course of the game, with a notable showing from Frederickson who scored the team-high for rebounds in her first collegiate game. She also scored her first collegiate bucket, and the final basket of the game with her first three-pointer.

Anderson hit a free throw to score her first collegiate basket, as well as achieving her first collegiate assist with Singleton. Singleton scored her first collegiate bucket as well.

Going into their 2023-24 season, LC Women’s Basketball has a lot of room to grow. And with six exemplary new players, it looks like they will be doing just that.

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The Backdoor*

*The Backdoor is a work of satire. Any resemblance to actual entities is used for satirical purposes. We're here for the bit. RAs aren't actually licensed counselors so please don't go complaining to them about your relationship problems for the love of everything they need a break

Back home with The Backdoor: etiquette guide

How to perturb your parents, enrage some extended family, make Thanksgiving events all about you!

By MAYA MAZOR-HOOFIEN

THIS SEMESTER, we here at the college currently known as Lewis & Clark have dealt with a lot. We got COVID from freshmen. We took a hard stance on property damage. We went to some of our classes and did some of the readings, probably.

My fellow Seamen, I see you. I hear you. You scream outside my window and talk shit in the Bon without checking who is in line behind you. You are brave, and you deserve the world.

You do not, unfortunately, deserve more than four days off for Thanksgiving. I know it feels like you do, but that is simply your generational entitlement talking. Classes being held on Thanksgiving eve may feel criminal, but in the face of injustice you know what to do: Post on your Instagram story and generally be a huge dick about it.

But even that infallible coping mechanism is sometimes not enough. The tension builds, Seamen, and you need a release! I bring glad tidings that the perfect targets for your pent up aggression exist: your family. The highlight of the holiday season is, of course, doing irreparable damage to your relationships with your loved ones. Your LC friends will stop talking to you if they catch you drinking coffee with dairy, but as the saying goes, blood is thicker than oat milk. Use your family as your emotional punching bags because they cannot leave you.

To make the best use of limited time, here is the Backdoor's guide to pissing off your family over Thanksgiving.

Please note: this guide is only for those of you who are not skipping any classes, those select few who value our education over additional opportunities to run into our exes at the grocery store. If you have more than four days at home, suck it up and be nice. Family is forever.

Day 1: Thursday

The first official day of break is Thanksgiving day. You will miss the busiest travel day of the year by flying home that morning, but you are still encouraged to take out your airport agitation on your parents as soon as they pick you up.

Make sure to have your mom meet you at departures because it has less traffic than arrivals. It will give her more time to address the visible hickey your half-assed turtleneck is doing nothing to conceal.

You are a broke college student who refuses to take advantage of their meal plan because it is an "ick." It is therefore your imperative to raid the fridge in the middle of the afternoon while your family is trying to cook. Bonus points if this is after napping on the couch all morning and then using up half of the counter space for mashed potatoes. Do not even think about helping with dishes.

When the holiday dinner rolls around, pull focus. Provoke your relatives with buzzwords and start an argument about native rights even though you can not name a single tribe from your area. Make it about Israel! Remember: the key to activism is digging your heels in. Did you accidentally tweet "Free Pakistan" last week? No problem, no one noticed. You are informed because you feel like you are. Accuse your family of personally committing genocide. It is your birthright.



EMMA FORD/THE MOSSY LOG

Day 2: Friday

Happy Black Friday! Engage your family in a stimulating discussion about consumerism and the myth of the American dream. When your mom makes a joke about not getting you any Christmas presents, backpedal. Hard. Remember: There is no ethical consumption under capitalism, and you are not going to judge HER for buying you that cute workout set from Amazon even if YOU, personally, could never support a mega-corporation like that.

Insist that you be brought to Costco to buy \$300 worth of groceries. Try and

pressure your dad into buying you vodka shooters (lucky you that in California they can be sold at grocery stores!) Stock up like a bear going into hibernation even though you only brought a carry-on. TSA is chill around the holidays, right?

Blast your sad girl autumn playlist late at night. Your family definitely understands the Rory Gilmore vellichor Lanacore vibes of being away from your situationship and responsibilities for such a long stretch!

Day 3: Saturday

Ensure at this point your childhood bedroom is completely trashed. Be

resolute in your refusal to clean it, as you are on vacation. Promise to get to it over winter break, when you will use the same reasoning to put it off until summer. Rinse, repeat and deal with it when your prefrontal cortex finishes developing.

But you are an adult now, and you live on your own (with three other people in a converted Copeland lounge, but still), so the rules have changed. It is now acceptable to get caught polishing off the half-dead Elf Bar you hid under your bed at the end of summer. It is not, however, acceptable to get caught using the sex toy you shoplifted from Walmart. Manners.

Get drunk with your high school friends. When you come home, assert your dominance by making a quesadilla and watching TikToks with no headphones on, even if it is well past midnight. Your parents will find it as endearing and "that girl" as your resident advisor does.

Day 4: Sunday

On your final day with your family, avoid quality time by any means physically and mentally possible.

Remember that all physical activities are body-shaming you. During any proposed movie you have a migraine. You are really just not in the headspace for that board game right now. As a potential IA major, Risk is triggering. And after your breakup with the Econ boy, Monopoly is too painful.

When it comes time, bid them goodbye and get ready to do it all again over winter break.

Happy Thanksgiving, you ungrateful pieces of shit.



HALCYON ORVENDAL/THE MOSSY LOG

A bong by any other name would smell as foul, corrupt as deeply

By EMMA FORD

IT HATH COME to mine attention that the good people of Lewis & Clark, in the year of our Lord Two Thousand and Twenty-and-Three, are perpetrating an unconscionable sin upon the streets of our fair college. As we busy souls traverse to and from our daily toils, we are all endangered by these acts of evil. I can remain silent no longer.

From the windows of our abodes, a vile stench emits. This repulsive corruption is a blight upon our land, that threatens our way of life and our bodily purity walking our own streets. One cannot pass by ye olde halls of Copelande without fear of such an repulsive attack.

I speak, of course, of the unholyest of waters: bong water.

My friends, mine fellow learned folk, ye must know of this danger we face every day. From the first blushes of the rosy-cheeked dawn through the deep velvet of our nights, the peril of used weed brewing stock, flung from the windows of our abodes, imperils us. We cower from windows, looking to and fro, affearing that a slurry of jaundiced liquid and ashy remnants of the devil's lettuce should rain on our innocent heads without warning.

A disgusting abomination, these damnable forces which fling their unspeakable filth from windows surely must do so as an attack against their fellow man. We cannot continue on under such defilement. Our beautiful campus, our home,



WINSLOW MORGAN/THE MOSSY LOG

is rendered contaminated by such knavish behavior.

But surely, ye must say, this is no different from the flinging of chamber-pots which our forefathers practiced in the time of great individuals such as Shakespeare and Queen Elizabeth.

Nay I say, nay! There was a decorum, a sense of civic pride that told our forebears they could not fling their leavings upon the heads of their fellow man without some warning. But the customary cries of "Heave!" and "Look out below!" and "Heads up!" are no more. The slop now rains down without warning. It is the work of villains, villains I say!

Wickedness cannot go unpunished. I call upon the protectors of the halls of learning, our valiant and most noble Campus Safety officers, to do by us their sworn duty to this fair

campus. In our time of need (and of weed), we turn to them and beseech them to protect us from hogwash.

It could perhaps come to pass that these innocent students merely attempting to traverse to their lessons and clubs may come to enjoy some protection in the form of an umbrella-ed escort, in that our brave Campus Safety officers should don some covering and hold our most sworn enemy as subjects of the PNW, the umbrella, over our heads.

They may also, in the pursuit of our protection, distribute such items as rain ponchos and suits of armor to the defenseless masses, so that those prevailed upon to travel without escort may yet remain unharmed.

Finally, it would do for these bastions of campus law to rain the hellfire of consequences upon these perpetrators as they rain their refuse upon us. Seek out and punish these rapscallions, pursue them to the ends of the earth, or at least their dorm rooms, and bring them to justice.

A public whipping, or stockades erected in the square in front of what was once our beloved Maggie's cafe would be, to this author, more than appropriate. These knaves must learn to fear the crushing hand of the law, the might of our guardians.

Too long have we labored under the yoke of such terrors. It is time for the people to say no more, and rise up against these reprobates. We must be able to walk our streets in safety once again, free from the perils of defnestrated bong water.

Pioneer word search: Holiday cheer edition!



By JESSIE SHAW

HAPPY HOLIDAYS from us at The Backdoor! No matter what you think about the holiday of Thanksgiving, and being at a school called Lewis & Clark we know you have some thoughts, we invite you to participate in our flirty, festive and not-too-deep word search.

Find your holiday favorites and least favorites in the miasma of letters above. Circle or highlight your selections, which can be forwards, backwards, diagonal, horizontal, even vertical! You know how word searches work, right?

Send us your solutions when you are done! We would love to get some extra fan interactions on Instagram (@mossylog.news). No solution for this one either. You all can figure this out, and we did not want to.

WORD BANK:

- Champagne
- Christmas
- Colonialism
- Delays
- Disgusting
- Drama
- Family
- Football
- Gravy
- Leftovers
- Overcooked
- Parade
- Pie
- Politics
- Potato
- Pumpkin
- Puritans
- Sleep
- Stuffing
- Turkey
- Wampanoag
- Whitewashed



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