The accessibility of our campus is constantly improving, but is not yet fully accessible to everyone.

The Director of Student Accessibility and Accommodations (SAA), Peggy Perno said, “[SAA’s] mission is to remove obstacles...by providing support and accommodations to otherwise qualified students with both visible and invisible disabilities. We are also committed to promoting a universal design to improve the environment for all citizens and to decrease the need to ask for special accommodations.”

Perno said that 20% of the student body goes through her office at some point, seeking some form of accommodation. Someone might go to the student accessibility and accommodation office for a number of reasons, such as a temporary injury, permanent physical impairment or learning disability.

“I talk to housing after I described my situation to them and said they would get me a ground floor room...in a building with an elevator,” said a sophomore IPE major, who had recently had surgery on his leg. They chose to remain anonymous when speaking to the Trail due to the sensitivity of the interview. “They also told me about a couple of different services I could use like getting rides [from security] to my classes.”

These systems, though, are not always perfect. “There isn’t much SAA can do for physically disabled people because the fundamental structure of our campus is inaccessible,” the same source said. “Jones’ elevator doesn’t go to the third floor and you have to call for rides half an hour in advance.”

Perno did emphasize certain things students can ask for, such as moving “a class to an accessible floor if a student has a mobility issue,” she said. Perno mentioned she has never been told no when requesting accommodation for students.

“If a problem is identified, facilities is very quick in fixing it,” Perno said, referencing a ramp facilities placed into a building in just a few days.

While SAA works hard to accommodate for student needs, the University understands the campus is not perfectly accessible.

“[SAA] talked to housing after I described my situation to them and said they would get me a ground floor room...in a building with an elevator,” said a sophomore IPE major, who had recently had surgery on his leg. They chose to remain anonymous when speaking to the Trail due to the sensitivity of the interview. “They also told me about a couple of different services I could use like getting rides [from security] to my classes.”

These systems, though, are not always perfect. “There isn’t much SAA can do for physically disabled people because the fundamental structure of our campus is inaccessible,” the same source said. “Jones’ elevator doesn’t go to the third floor and you have to call for rides half an hour in advance.”

Perno did emphasize certain things students can ask for, such as moving “a class to an accessible floor if a student has a mobility issue,” she said. Perno mentioned she has never been told no when requesting accommodation for students.

“If a problem is identified, facilities is very quick in fixing it,” Perno said, referencing a ramp facilities placed into a building in just a few days.

While SAA works hard to accommodate for student needs, the University understands the campus is not perfectly accessible.

“We have some buildings that have been here a long time and so there are a lot of challenges with making the campus what I would call 100% accessible. But we have been making progress,” Dean of Students Mike Segawa said. “For instance we put an elevator in Howarth, which isn’t easy.”

(Continued on page 2...)

Associate Dean of Students & Director of Student Union & Programs Sarah Comstock is the chair of the Accessibility Work Group. She understands the difficulties our campus faces when it comes to physical accommodation. “When we go through a major renovation, such as putting in an elevator, there are building codes that you may have to update, so it’s a long process,” Comstock said.

According to the 2012 Access Guide, which is the most recent guide on the University website, there are 17 fully accessible buildings, three of which are dorm buildings. Including suite-style living, the University has ten residence halls. According to the ADA website for a building to be fully accessible it needs to have features such as an elevator if the building has three or more occupiable floors, accessible entrances, accessible bathrooms and braille designating permanent rooms and spaces.

(Continued on page 2...)

Associate Dean of Students & Director of Student Union & Programs Sarah Comstock is the chair of the Accessibility Work Group. She understands the difficulties our campus faces when it comes to physical accommodation. “When we go through a major renovation, such as putting in an elevator, there are building codes that you may have to update, so it’s a long process,” Comstock said.

According to the 2012 Access Guide, which is the most recent guide on the University website, there are 17 fully accessible buildings, three of which are dorm buildings. Including suite-style living, the University has ten residence halls. According to the ADA website for a building to be fully accessible it needs to have features such as an elevator if the building has three or more occupiable floors, accessible entrances, accessible bathrooms and braille designating permanent rooms and spaces.

(Continued on page 2...)
Is the cost of living the required two years on campus too expensive? According to Dean of Students, Mike Segawa, the price tag covers much more than rent. Puget Sound’s mission statement puts its “predominantly residential” status front and center. However, Loggers often cite the cost of living as a major source of dissatisfaction with the two-year residential requirement for new students. According to the Puget Sound Residential Life website, living on campus with a medium meal plan in a standard double, triple or quad room costs $5,980 per semester.

Living on campus includes utilities and furniture such as beds, desks and wardrobes. A full list of all furniture provided in different housing locations can be found on the Puget Sound residential life website. According to Segawa, it also includes assurance of a health and safety presence through Residence Life that isn’t available off campus.

“We’re really good with our relationship with our residents,” said Segawa about Residence Life. “It’s hard for a student to fall through the cracks.”

He added that off-campus landlords may not be as receptive to students’ concerns. “When asked about the ‘bubble,’ Dean Segawa said that students off campus don’t branch out into the Tacoma community more than those on campus. “Living off campus doesn’t put them closer to downtown,” he said. “Almost all our off-campus students live within a half-mile radius to this place.”

He also noted that Residence Life is attempting to infuse education into the residential environment. The University hopes to create what he called a “residential curriculum.” According to Segawa, this is reflected in the higher GPA and retention rate of students living on campus.

There’s also a large convenience factor. “Location, location, location,” Dean Segawa said. “When [students] live off campus and they go home, they tend not to physically come back to campus. Coming into faculty members’ offices, not so much. Coming in for programs, not as much. The proximity makes it easier for a student to stay engaged.”

Many students share Dean Segawa’s appreciation for that proximity and engagement. “I think [the two-year requirement] allows people to be more involved,” Resident Programming Advisor for Smith and Oppenheimer Residential Halls Max Coleman said. “[The requirement] can help ensure that there’s a system of support for students who didn’t necessarily find their niche their first year.”

Resident Assistant for Schiff Hall, Hannah Zeigerson, agreed, but with some restrictions. “The community that first years can get within their residence halls is incredibly valuable, I just don’t see that happening as much in the upper class halls,” she said. “It’s also really important to learn about the work and housing in the real world,” she added.

Many students do choose to live off campus usually after they have completed the two year requirement. “Living off campus has allowed me to have a space that feels more comfortable for studying; having more space to save money and learn good money habits and budgeting,” even with playing for rent, utilities and food, it is less expensive,” junior Caroline Harris said. Living off campus has been great for both my mental health and my wallet.”

Dean Segawa pointed out that campus house and suite-style living available to sophomores helps to bridge the gap between living on campus and renting a house. “Factors into the transition period first years and sophomores face as they gain independence.”

“If people had to live in dorms both years, they’d be less encouraged to come here,” sophomore Chloe Grossman said. “Having a [campus] space means more of a sense of having a home at the University of something that I think we’ve done incredibly well.”

Although the campus is not completely accessible, students who have some reservation. “Here, when 1,600 of out 2,100 students live on campus at any given time, that creates culture. When all of us are together in Wheelock that creates culture,” Dean Segawa said. “It’s a community of colleges and universities that doesn’t exist in the real world.”

What’s different at Puget Sound is that sense of campus culture and sense of community.

“If actually think that we do really well is responding to individual needs,” Segawa said. “As an example, in our residence halls we have students who have special needs for accommodation, we will work with them on that.”

Puget Sound emphasized the necessity of working with an individual in regards to accommodation and accessibility. She mentioned that since each circumstance is different, it is better to specialize help for the individual.

Comstock believes that, in a lot ways, one of the biggest hurdles with accessibility is being educated in both visible and invisible disabilities. “When we first started the Accessibility Work Group, eight years ago, we had some pretty serious issues for anyone who was a wheelchair user. We thought we were doing really well, but there are some students who are wheelchair user, you don’t notice,” Comstock said. “So really educating ourselves and helping to educate the rest of campus is something that I think we have done incredibly well.”

The University has also opened a new state-of-the-art testing center in Howarth Hall. The room is equipped with many area test accommodations for test takers, such as movement and noise.

“If you’re a student with some societal viewpoints they we are going to struggle with, but we are going to keep moving and educate ourselves.”

Community responds to on-campus living requirement

By Keely Coxwell and Ella Frazier

I actually think that we do really well is responding to individual needs,” Segawa said. “As an example, in our residence halls we have students who have special needs for accommodation, we will work with them on that.”

Puget Sound emphasized the necessity of working with an individual in regards to accommodation and accessibility. She mentioned that since each circumstance is different, it is better to specialize help for the individual.

Comstock believes that, in a lot ways, one of the biggest hurdles with accessibility is being educated in both visible and invisible disabilities. “When we first started the Accessibility Work Group, eight years ago, we had some pretty serious issues for anyone who was a wheelchair user. We thought we were doing really well, but there are some students who are wheelchair user, you don’t notice,” Comstock said. “So really educating ourselves and helping to educate the rest of campus is something that I think we have done incredibly well.”

The University has also opened a new state-of-the-art testing center in Howarth Hall. The room is equipped with many area test accommodations for test takers, such as movement and noise.

“If you’re a student with some societal viewpoints they we are going to struggle with, but we are going to keep moving and educate ourselves.”

On a campus as old as ours there are some parts that we are always going to struggle with,” Comstock said. “And that’s okay. We are some societal viewpoints they we are going to struggle with, but we are going to keep moving and educate ourselves.”

Students can appeal to live off campus before their two-year requirement is up. “Students can appeal the financial hardship, medical needs, or other extenuating circumstances,” the website states. “The financial hardship is not simply a justification about something that could be lessened by off campus housing arrangements. Financial hardship appeals require that a completed FAFSA (Free Application for Federal Student Aid) be on file with Student Financial Services.” Exceptions are also made for students with children, student-athletes who play on the basketball team or tennis team.

By Keely Coxwell and Ella Frazier

(Continued from page 1.)
40. A staff member reported hearing campus visitors making suggestive remarks directed toward two females walking by during a campus tour. The reporting party stated that the offensive comments were directed at the femaleness of the students, and the student was addressed by the Chief Diversity/Title IX Officer.

41. A student reported that she had been exposed to inappropriate behaviors of a flirting nature when she was approached by two non-students while walking along the sidewalk outdoors near the student's vehicle. The behavior occurred after she had left a campus event. The student was addressed by the Tacoma Police Department.

42. A student reported that they were sexually assaulted by a fellow student who was their ex-partner. The student was supported and the student was offered resources.

43. A staff member reported the student's roommate who was found unwanted touching a research assistant in a lab and making inappropriate comments. The matter was addressed by the Chief Diversity Officer.

44. A student reported that they were sexually assaulted by another student on a college campus while they were walking outdoors in a high-traffic area. The student was offered resources and support.

45. A student reported that their roommate was found unwanted touching their personal items in their dorm room. The student was offered resources and support.

46. A student reported that they were unwanted touched by a staff member in their residence hall while they were walking outside with their friends. The behavior occurred while they were walking near the student's vehicle. The student was offered resources and support.

47. A student reported that they were unwanted touched by a staff member in a residence hall while they were walking outside with their friends. The student was offered resources and support.

48. A student reported that they were unwanted touched by a faculty member in an academic building that created a sense of discomfort. The student was offered resources and support.

49. A student reported that they were unwanted touched by a staff member in an academic building that created a sense of discomfort. The student was offered resources and support.

50. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

51. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

52. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

53. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

54. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

55. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

56. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

57. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

58. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

59. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

60. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

61. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

62. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

63. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

64. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

65. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

66. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

67. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

68. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

69. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

70. A staff person reported being sexually assaulted by another student. The student was offered resources and support.

71. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

72. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

73. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

74. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

75. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

76. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

77. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

78. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

79. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

80. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

81. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

82. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

83. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

84. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

85. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

86. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

87. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

88. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

89. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

90. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

91. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

92. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

93. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

94. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

95. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

96. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

97. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

98. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

99. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

100. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

101. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

102. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

103. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

104. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.

105. A student reported that they were unwanted touched by a student in an academic building that created a sense of discomfort. The student was offered resources and support.
Studying abroad?

By Olivia Langen

The University proudly advertises a wide variety of study abroad programs, yet many students find themselves financially restricted from these opportunities. Why is it that studying abroad, an experience so formative in many students’ academic careers, is inaccessible in any way? This is at the fault of both the Free Application for Federal Student Aid (FAFSA) and the University’s policy, which relies heavily on the data this form provides. In 2011, the University began to implement the FAFSA dilemma, a policy that essentially limits students’ ability to use the aid they are actually entitled to, because the University’s financial needs are taken into account. This makes it difficult for students to pay for their studying abroad. "There are things to do with FAFSA that are actually way out of my control," Director of Study Abroad Roy Robinson said. "It's not maybe getting the exact same aid," Robinson said. "We're always looking to something to do that.

The opportunity to study abroad should not be restricted by a number on such an impersonal form like FAFSA, especially considering the size of our school. If the University truly values the benefits of studying abroad as much as it advertises, this policy is in need of significant change.

The problem is the University’s assumption that a student’s FAFSA results accurately depict their financial position.

The University’s policy is in need of significant change. However, the consequences of this policy are largely more complicated. For a student whose true financial need is not recognized under FAFSA’s calculations for one reason or another, Puget Sound is an excellent option. Many students receive generous merit-based aid upon acceptance, which is calculated independent of their family’s income or tax records. If this same student wanted to study abroad, their actual financial standing could not be easily recognized or calculated. This is at the fault of both the Free Application for Federal Student Aid (FAFSA) and the University’s policy, which relies heavily on the data this form provides. In 2011, the University began to implement the FAFSA dilemma, a policy that essentially limits students’ ability to use the aid they are actually entitled to, because the University’s financial needs are taken into account. This makes it difficult for students to pay for their studying abroad. "There are things to do with FAFSA that are actually way out of my control," Director of Study Abroad Roy Robinson said. "It's not maybe getting the exact same aid," Robinson said. "We're always looking to something to do that.

The opportunity to study abroad should not be restricted by a number on such an impersonal form like FAFSA, especially considering the size of our school. If the University truly values the benefits of studying abroad as much as it advertises, this policy is in need of significant change.
Law enforcement continues to fail Indigenous peoples
Pregnant mother killed by police in own home

By Nayla Lee

It was not until new provisions in the Violence Against Women Act (which was negotiated for re-authorization by Vice President and original author Joe Biden), which gained final approval in 2013 and took effect in 2014, that a pilot program was rolled out which allowed three tribes to legally intervene in situations of domestic violence, stalking and other forms of abuse. One of the three, the Tulalip tribe is only about seventy miles from the University of Puget Sound campus.

In March of 2015, the legal protection extended countrywide. The Department of Justice press release quotes former Attorney General Eric Holder, who called the act “a significant victory for public safety and the rule of law, and a momentous step forward for tribal sovereignty and self-determination.”

But this does not mean that all is well in the sphere of law enforcement on reservations. In an article titled “The Police Killings No One Is Talking About,” Stephanie Woodard brings to light Center on Juvenile and Criminal Justice statistics showing that from 1999-2011, Native Americans had the highest likelihood of being killed by police officers by percentage of the US population. However, reporting on these cases is sparse and media attention is fleeting. The Violence Against Women Act revealed that in 2005, homicide was the third leading cause of death in Indigenous women aged 15-34.

A recent nearby case that has flown largely under the radar is that of Renee Davis. On Oct. 21, the 23-year-old pregnant mother of three was shot and killed by two King County sheriff’s deputies who were called to her home on Muckleshoot tribal lands for a wellness check due to suicide threats. The deputies claim Davis was armed, and both fired their weapons. Two of her children were at home when the shooting took place. All three are now in protective custody. Both deputies are now on paid leave, per policy.

Davis can be categorized as one of the over 1,000 Missing and Murdered Indigenous Women (MMIW) in the United States and Canada. Despite the relative prevalence of these cases, awareness campaigns and movements are just recently starting to increase in Canada and are still nearly absent in mainstream United States culture.

Native people, women especially, are often blamed for their plight, which does not happen with white women. The “missing white woman syndrome.” As victims of crimes, white women get much more sympathy than any other group.

Native American tribes have had active judiciary systems since long before the colonization by European settlers. Today there are over 200 police departments operating on tribal land, most of which operate under the standards of the Bureau of Indian Affairs. Due to their status as domestic dependent nations, they have partial independence when it comes to laws and criminal proceedings, which is complicated further by state-by-state regulations.

Tribal courts do not have jurisdiction against non-members without explicit permission from Congress (Oliphant v. Suquamish Indian Tribe, 1978), even when crimes are committed on tribal land. Federal and state law enforcement comes too little, too late, due to distance and a lack of resources. In an interview with Vice, author and former Washoe Tribe caseworker Amy Casselman (author of American Journal of Ethnic and Indigenous Law: Jurisdiction, American Law, and Sexual Violence Against Native Women) notes that the case “effectively [racialized] jurisdiction in America.”

While some counties approved cross-deputization (a practice that allows law enforcement workers to lose jurisdiction in order to pursue criminals and make arrests when law violations have occurred), those who have not are unable to seek and prosecute individuals who have committed crimes.

Supreme Court to hear transgender bathroom case
By Emma Holmes

The Supreme Court is slated to hear its next landmark civil rights case. In the session that began on Oct. 31, and extends until Nov. 28, the most highly contested case on the docket concerns recognition of transgender men and women’s ability to use public restrooms.

The case concerns 17-year-old high school student Gavin Grimm and the Gloucester County School Board of Virginia. In 2014, Grimm was initially allowed to use the men’s bathroom at school after announcing his transition. Community members soon objected, and the school reversed its decision, asking that Grimm (the only openly transgender student in school) use the nurse’s office or special single-cell bathrooms.

“People tend to view the unisex bathrooms that were created as an accommodation, but they were not. I did not ask for unisex bathrooms. I’m not unisex,” Grimm stated in an interview with CNN last week.

Though a lower court did rule in his favor, an appeal by the school board to the Supreme Court stalled the verdict, and Grimm will still be prohibited from the men’s room until the case is heard. The Gloucester County School Board is arguing that the initial verdict wrongly deferred to an interpretation by the Department of Education which includes gender identity in the protection offered by Title IX.

This defense has been viewed as more of a technicality, as was pointed out by David Greene of NPR. Kyle Duncan, the lawyer for the school board, responded “I understand why people might think it’s a technicality. What we’re really in a question about not so much what is decided but who decides.” In other words, the judicial branch should not be extending rights and liberties; the legislatures should be doing that.

John Block, who is representing Grimm, counters: “Individual communities don’t get to say that they’re uncomfortable with boys and girls being treated equally at school. And what we have here is a case of sexual discrimination. You have a student that, because of his sex, is being told that he has to be excluded from the same common spaces as everyone else.”

This argument is founded in the idea that sex discrimination is a federal issue, and therefore should be protected as a liberty on the national level, rather than state-by-state or county-by-county.

With the sudden death of Justice Scalia and the legislature to draft and pass laws protecting against discrimination based on gender identitity/expression in housing, education, employment and public accommodations. In 2010, a Washington law was passed requiring public schools to update policies to protect trans students from bullying and harassment. Students’ rights to wear clothing, use names/pronouns and use facilities that reflect their gender are also protected.

Tacoma specifically has passed legislation barring discrimination based on gender identity/expression in housing, education, employment and public accommodations. Seattle, Olympia, Butte and King County also have their own laws.

If you are facing discrimination that you should be legally protected against, you can call the Washington State Human Rights Commission at 1-800-233-3247 or file a complaint online at hum.wa.gov/discrimination-complaint. This goes for other forms of discrimination as well, not just those relevant to transgender rights.

For more information, go to the Washington state ACLU website at aclu-wa.org/docs/rights-transgender-people.
“30 Americans” exhibit brings community to Tacoma

By Madeline Brown

Until Jan. 15, 2017, the Tacoma Art Museum (TAM) is hosting the “30 Americans” exhibit, which showcases the culture of African Americans by 31 African American artists. “One reason it’s called ‘30 Americans’—I mean it is 31 African American artists—is because there was a desire to focus on the fact that these are American artists who are telling an American story. They are some of the most influential and important American artists living today and they are African American artists. They are telling their own stories that intersect with the legacy of slavery and deal with issues of identity and inclusion,” Elise Richman, Associate Professor of Art at Puget Sound as well as advisory board member for the “30 Americans” exhibit, said.

Richman was invited to be on the advisory board for this exhibit along with other community members with the goal of brainstorming ways to get the community involved in the “30 Americans” exhibit. The board programmed events regarding the exhibit such as a slam poetry night taking place Nov. 17, a film screening Dec. 15, and a community festival Jan. 8. “We are, thinking about what might be helpful or specific to the local community that might make [the exhibit] all the more powerful in its impact,” Richman said.

While the “30 Americans” exhibit has been showcased along the east coast, this is the first time that the exhibit will be on the west coast, and for it to debut in the TAM is very noteworthy, Richman said. “It’s more powerful in its impact,” Richman said.

The exhibit also has a wall dedicated to sharing the voices and opinions of community members’ regarding the exhibit after their visit. Cards with the inscription, “This work of art is unforgettable because…” are available to all visitors and can be placed under images of each piece of art.

Wiley’s artwork on display is a 25-foot long painting, making it the largest painting that the TAM has ever had on display. “[Wiley] references famous oil paintings but he replaces the mostly white male subject with African American subjects often with a sort of hip-hop sensibility. It’s his way of expanding the representation of the more diverse people in this oil painting tradition. And also the people represented in oil paintings have always historically been people of power. So it’s also a way of elevating the sort of cultural status of the types of people that he’s representing,” Richman said.

Deviating from traditional artwork mediums, Simpson uses felt to make images of different hairstyles as identity markers, so they’re sort of surrogates for different people, different styles,” Richman explained.

The exhibit also has a wall dedicated to sharing the voices and opinions of community members’ regarding the exhibit after their visit. Cards with the inscription, “This work of art is unforgettable because…” are available to all visitors and can be placed under images of each piece of art.

The artwork, “Duck, Duck, Noose” by Gary Simmons received the most comment cards. A haunting three-dimensional piece set up in the middle of the exhibit is composed of white hoods worn by the Klu Klux Klan members perched on stools forming a circle around a noose hanging from the ceiling. Anonymous comment cards from community members read, “Raw emotion,” “I got this eerie feeling like I needed to run out of the room because I was scared,” and “It made my heart jump. The closest I’ve ever been to real race hate.”

Other anonymous responses to the same piece by Simmons included “I could use one of these,” and “I would like to see this game.” When asked why such comments were left on the wall for other viewers to see, a TAM employee explained that they believed it important to leave every person’s opinion and reaction up, as it was a real emotion felt and therefore authorized to remain on the wall. While certain comments could be considered insensitive, TAM is allowing unfiltered comments to be posted on the wall, respecting the opinions of each visitor.

The impact of the exhibit was evident to many viewers, including Alfredo Tapia, a first-year student at the University. Tapia recounts that the most impactful piece of artwork that he saw was “Souvenir: Composition in Three Parts” by Kerry James Marshall. This piece was a replica of the cross that hung outside the 16th Street Baptist Church in Birmingham, Alabama that was bombed by the Klu Klux Klan as a hate crime, killing four girls. Accompanying the cross is a small note card that reads, “As seen on TV.”

“[Hate crimes are] happening today even in 2016. All of these people are getting murdered and there’s just nothing new on TV… Nothing has really changed, and I think that that’s something that America as a whole needs to work on. And it’s something that shouldn’t still be happening,” Tapia said.

Tapia encourages all community members and Puget Sound students to visit the exhibit: “I think students should definitely check out the exhibit because it’s something that’s almost hard to look at… It makes your stomach churn, because you thought these things were just in textbooks and something from the past but you can still see that it’s something that’s relevant today.”

Events on campus: photos from Take Back the Night

PHOTO CREDITS TO: EMMA FERGUSON

PHOTO CREDITS TO: GABRIEL NEWMAN

PHOTO CREDITS TO: TRAILFEATURES@PUGETSOUND.EDU

November 11, 2016

Students march during Take Back the Night on Nov. 2nd.
Salish food exhibit tells story of the PNW

By Molly Wampler

“The story of our Salish food exhibit isn’t a simple narrative,” said Beth Carlin, director of the Burke Museum at the University of Washington. “It’s a complex one that’s layered over time.”

The exhibit, “Salish Bounty: Traditional Native American Foods of Puget Sound,” opened this month at the library’s Reading Room in the Collins Memorial Library. Displayed alongside the Burke’s animal specimens, the exhibit features Salish baskets from the Board of Trustees member Kenneth McGill’s private collection and traditional Salish baskets from the Calin family.

“I was really working on raising awareness of traditional foods…[and] see two different sides of the story,” said Carlin. “The principle reasoning behind the Burke exhibit was really to raise awareness of traditional foods…[and] talk about the disruption to the traditional food cycles and production.”

The exhibit also allows visitors to examine a variety of campus resources into the exhibit. To add examples of traditional Salish food, the curator had access to food, fish, and game from a life-sized model of a Native American. This model is part of a larger display called “Salish Bounty: Traditional Native American Foods of Puget Sound.”

“Today, Native peoples are facing a number of barriers to revitalizing their relationship to traditional foods. These barriers are many: polluted shellfish beds, depleted or extinct fish runs, loss of access to land for hunting or gathering wild plants, foods forgotten, lost story about food, and lifestyles that leave little time for food preparation and community feasts,” one of the exhibit’s panelists explains.

Carlin hopes that this exhibit helps educate its visitors on this history. Traditional recipes and traditional Salish baskets from the Board of Trustees member Kenneth McGill’s private collection.

“Nothing is isolated, but rather was ‘organized in tandem with the Farm to Table exhibit, a local artist’s interpretation of some of the issues associated with the whole farm to table movement’,” Carlin noted.

Pi Phi hosts “Arrowspike” philanthropy event

By Emma Brice

On Sunday Nov. 6, Pi Phi hosted their annual volleyball tournament, Arrowspike, in support of their philanthropy cause: raising money for improving literacy for children. Over the past several years, the national Pi Phi foundation has donated $1 million towards children’s literacy causes, according to the national Pi Beta Phi website.

Taking initiatives towards improving children’s literacy has been Pi Phi’s philanthropy cause for over a century. Arrowspike is held every year and is an opportunity for students on campus, whether they are in Greek life or not, to help support literacy for children.

For the students who were interested in supporting Pi Phi’s philanthropy cause and playing volleyball that day, spectators were welcome to cheer the teams on for a $2 entrance fee. For the students who were interested in supporting Pi Phi’s philanthropy cause and playing volleyball that day, spectators were welcome to cheer the teams on for a $2 entrance fee.

“Arrowspike is really cool how many people were involved and showed up to support the philanthropy,” said Kendra Ostrovsky, a current sophomore and participant in Arrowspike.

“Arrowspike is really cool how many people were involved and showed up to support the philanthropy,” said Kendra Ostrovsky, a current sophomore and participant in Arrowspike.

The philanthropy events for the Greek community rely solely on participation and donations from students and it’s a great way to become more involved and connected on campus.

It was Ostrovsky’s first time participating in Arrowspike and she was impressed with the amount of representation from Puget Sound.

“There were people from all over campus, not just in Greek life, which was awesome to see. I plan to participate next year too,” Ostrovsky said.

For anyone who missed Arrowspike this year, Arrowspike happen again next fall for people interested in supporting Pi Phi’s philanthropy cause and playing volleyball against fellow classmates.

Taking a closer look at Puget Sound’s Information Center

By Madeleine Scypinski

The Information Center is the University’s primary phone line for the campus, general assistance resource, ticketing office, and directory assistance. Both in-person and over the phone—and they sell candy, too.

The Info Center, located just inside the entrance to the first floor of the Student Union Building, is a vital and versatile resource for Puget Sound.

“First and foremost,” Director of Student Life Operations Sarah Comstock said, “we provide information!” Anyone on campus can dial “0” to reach the Info Center, and outside calls for certain departments often go here first.

“I’m the primary phone line for the school,” said Anna Goebel, the Info Center Operations Manager. Sometimes students explain to callers what our “UPS stands for,” because “everyone thinks we’re UPS as in the package store,” Goebel says.

You’ll have to visit Mail Services for all your postal needs, but the Info Center will answer any questions you have, and they now have a Google address (253-256-7067) so you can text in questions from anywhere on campus.

You can buy tickets online as well, via the “Ticketing Office” link on the Information Center page on the Puget Sound website. Their central location in the Student Union Building means easy access for everyone at Puget Sound. Being at the heart of campus, Goebel said, staffs have the unique opportunity to “see a part of the campus you don’t see just as a regular student,” including students, staff and the multitude of campus visitors.

Info Center staff are instrumental in making visitors’ experience at Puget Sound a positive one, and they can help with very specific information related to departments on campus, as well as “just general questions—where is the bathroom, how do I get to Jones, and anything and everything in between,” Goebel says.

Stop by the Information Center any time you’re in Wheelock to pick up tickets, buy some candy, or learn a little more about your campus community — the Information Center staff are happy to help.

Pi Phi hosts “Arrowspike” philanthropy event

By Emma Brice

On Sunday Nov. 6, Pi Phi hosted their annual volleyball tournament, Arrowspike, in support of their philanthropy cause: raising money for improving literacy for children. Over the past several years, the national Pi Phi foundation has donated $1 million towards children’s literacy causes, according to the national Pi Beta Phi website.

Taking initiatives towards improving children’s literacy has been Pi Phi’s philanthropy cause for over a century. Arrowspike is held every year and is an opportunity for students on campus, whether they are in Greek life or not, to help support literacy for children.

For the students who were interested in supporting Pi Phi’s philanthropy cause and playing volleyball that day, spectators were welcome to cheer the teams on for a $2 entrance fee. For the students who were interested in supporting Pi Phi’s philanthropy cause and playing volleyball that day, spectators were welcome to cheer the teams on for a $2 entrance fee.

“It was really cool how many people were involved and showed up to support the philanthropy,” said Kendra Ostrovsky, a current sophomore and participant in Arrowspike.

The philanthropy events for the Greek community rely solely on participation and donations from students and it’s a great way to become more involved and connected on campus.

It was Ostrovsky’s first time participating in Arrowspike and she was impressed with the amount of representation from Puget Sound.

“There were people from all over campus, not just in Greek life, which was awesome to see. I plan to participate next year too,” Ostrovsky said.

For anyone who missed Arrowspike this year, Arrowspike happen again next fall for people interested in supporting Pi Phi’s philanthropy cause and playing volleyball against fellow classmates.

Taking a closer look at Puget Sound’s Information Center

By Madeleine Scypinski

The Information Center is the University’s primary phone line for the campus, general assistance resource, ticketing office, and directory assistance. Both in-person and over the phone—and they sell candy, too.

The Info Center, located just inside the entrance to the first floor of the Student Union Building, is a vital and versatile resource for Puget Sound.

“First and foremost,” Director of Student Life Operations Sarah Comstock said, “we provide information!” Anyone on campus can dial “0” to reach the Info Center, and outside calls for certain departments often go here first.

“I’m the primary phone line for the school,” said Anna Goebel, the Info Center Operations Manager. Sometimes students explain to callers what our “UPS stands for,” because “everyone thinks we’re UPS as in the package store,” Goebel says.

You’ll have to visit Mail Services for all your postal needs, but the Info Center will answer any questions you have, and they now have a Google address (253-256-7067) so you can text in questions from anywhere on campus.

You can buy tickets online as well, via the “Ticketing Office” link on the Information Center page on the Puget Sound website. Their central location in the Student Union Building means easy access for everyone at Puget Sound. Being at the heart of campus, Goebel said, staffs have the unique opportunity to “see a part of the campus you don’t see just as a regular student,” including students, staff and the multitude of campus visitors.

Info Center staff are instrumental in making visitors’ experience at Puget Sound a positive one, and they can help with very specific information related to departments on campus, as well as “just general questions—where is the bathroom, how do I get to Jones, and anything and everything in between,” Goebel says.

Stop by the Information Center any time you’re in Wheelock to pick up tickets, buy some candy, or learn a little more about your campus community — the Information Center staff are happy to help.
Women’s volleyball wrap up strong season

By Gabi Marrese

“Early on we identified a vision of what we wanted our program to look like: being a conference powerhouse, improving every day, and always giving a little extra whenever possible, be it energy, point scoring, or leadership. As such, our team culture was a definite strength for us,” senior Kristen Lane (Seattle, Washington) said.

The Logger volleyball team finished third in the conference with a record of 10-6, and an overall record of 15-9. They might not have achieved their goal of conference champions but the team as a whole overcame unforeseeable obstacles that revealed the depth of the team. Their pre-season started off on a good note beating some strong Cal-IForia teams in the Cal Lui Fornia Invitational. The team was ranked number one in conference early on in season.

“Our team dynamic was rattle with the many injuries this season. These injuries required people to take on different positions, new roles as starters, and more responsibility. Not only did the injuries take starters off the court, but they also removed leaders from the court that our team relies on,” senior Riley Lawrence (Henderson, Nevada) said.

On Saturday Oct. 26, Lane and Lawrence, two senior captains, played in their final match in the Memorial Fieldhouse as Puget Sound athletes.

“Senior night is incredibly emotional. The night honors four years of hard work, challenges, lessons, wins, losses, competition, road trips, workouts, practices, and friendships. The final game incited both happy and sad feelings since its been an incredible opportunity to have played, yet I am not ready to give up my identity as a volleyball player. However, playing in my final game at the fieldhouse is a memory that will survive much longer than my volleyball career,” Lawrence said.

“So much of what we do is built around where we do it, and as we were warming up I was thinking about how much success and failure those maroon bleachers have witnessed over the past four years. While it was pretty surreal to play my forty-eighth and final home game on that court, any anxiety was quelled by the overwhelming support coming from the team and our amazing fans,” Lane said.

As the team says goodbye to the two graduating seniors, they look forward to the offseason with the 15 returning players.

“Last spring, we had the most productive spring training season that I thought we had had in the last 10 years. It's probably not going to be the case this next spring because we have a very big junior class, many of whom are studying abroad,” Massey said.

The coaching staff is working on ways to help the players studying abroad by supplying them with good workouts, technical improvement activities and to get them some volleyball on the road. The team has nine juniors which means that they’re looking for strong incoming players next year.

“We also already have some very good commitments for 2017. Several of them are national class players in terms of what they have done in high school and club play. So we actually think it’s probably one of our most talented classes in the last 10 years. Which is good because we are going to need some help early out of that group,” Massey said.
Swimming kiccing off season with strong win
By Ally Benko

The University of Puget Sound's swim teams kicked off their first home meet with a win against Lewis and Clark College on Friday, Nov. 4. The swim teams continued their success with a win against Pacific University on Saturday, Nov. 5. The Logger men's team beat Lewis and Clark College by a score of 126-78, while the women's team scored 117.50 to 87.50. Against Pacific University (Oregon), the women's team posted a score of 118-87 and the men's team led 120-90. Heading into the meets against Lewis and Clark College and Pacific University, the swim team's attitude was optimistic.

Winter is coming to Tacoma
By Emily Harman

For most students, November means shorter days, higher stress and the long push towards Thanksgiving. But for some, it also marks the start of another countdown: the number of days until winter recreation season in the Cascade Mountains.

If you’ve looked outside on a clear day recently, chances are you have noticed Mr. Rainier in all of her magnificent, snow-covered glory. The mountain has already received almost 30 inches of snow, well on its way to the yearly average of 643 inches, as measured at Paradise Visitor Center.

“It really surprised me to find so much snow already on the trails,” said Junior Roxanne Kristemt, who recently spent a day hiking at Paradise.

“Going to school in Tacoma, where it doesn’t snow very often, it was very exciting to be back in the snow, which makes me miss home but also makes me excited for winter in the mountains,” she said, referencing her home state of Minnesota.

As of Tuesday, Nov. 1, all vehicles entering Mt. Rainier National Park are required to carry snow chains, and most visitor centers and trails are officially closed for the winter. If you dare venture up the mountain, make sure to take proper precautions, and be prepared for the dangerous and often unpredictable conditions.
Halloween and Thanksgiving to be renamed “Christmas 1” and “Christmas 2”

By Anna Graham

This year, in an effort to simplify the confusion and stress that always surrounds the holiday season, many retailers have agreed to institute a new policy: renaming Halloween and Thanksgiving to “Christmas 1” and “Christmas 2.” Christmas itself will be bumped back to “Christmas 3.”

Though these changes have not yet been made legally, many believe it is only a matter of time before the government decides to officially rename the holidays. For years, signs of Christmas have begun popping up mid-October in department stores across the country: snowflake-covered napkins, synthetic pine trees and red wreaths of holly to hang above the mantle. This year, those same department stores are leading the charge by officially implementing the Christmas 1, 2, and 3 program in an effort to reduce the strain on muddled shoppers who are bombarded with light-up grinning Santas while they shop for their Thanksgiving turkey.

Of course, as with any dramatic change, the renaming has not come without backlash. A rather outspoken minority of people have voiced concerns that the traditions of Halloween and Thanksgiving, which they argue are important in their own right, will be quickly squashed by an over-glitzy Christmas. However, retailers are adamant that these fears are unfounded.

We spoke to Martin M. Cash, the owner of a small chain of department stores. Cash is a firm believer in the new program, stating that “the traditions of Halloween and Thanksgiving will still be very much present, they’ll simply be improved. For instance, during Christmas 1, people can still dress up pretty much as anything they want! Sexy Santa, sexy elf, sexy reindeer...” he paused, thinking. “Sexy pine tree...”

Cash continued, “Thanksgiving, or Christmas 2, doesn’t have to be changed at all. After all, it’s already basically the same as Christmas, except sad, because there aren’t any presents.”

Still, others take issue not with the renaming itself, but with the order of the Christmases. Barbara Walsh, a mother of three, complained that having the original Christmas be named Christmas 3 seems to discount its importance. Said Walsh: “What we should do, instead, is have Halloween and Thanksgiving be named Christmas 3 and 2, respectively, and then rename the original Christmas ‘Christmas 1.’ That way, it’s like a countdown to Christmas: Christmas 3, 2, and then 1.”

Avi Rosenberg, a sophomore in college, was asked for his opinion on the matter. Rosenberg, who is Jewish, replied, “Are you **in**kidding me?” This was followed by a long stream of explicatives, which cannot be repeated here, and then some indecipherable mumblings which can most closely be translated as, “I don’t **in**deserve this.”

The majority of the U.S. population, however, seems to agree that this policy seems to be the most logical way to deal with the holiday confusion. As the season for celebrating Christmas extends into other beloved holidays, many believe that switching to a series of Christmases would help to eliminate some of the stress facing consumers.

In the words of Martin M. Cash, “We’re not eliminating the special-ness of the other holidays. We’re just making Christmas extra-special.”

Mundane acting awards

By Pagliaccio

This week, Theatre Arts released their annual extra-departmental acting awards. At the reception ceremony, Professor Dee Snauts was very excited. “What an honor it is to have great new talent surrounding us. They show the same amount of passion and emotional distance as Theatre majors.” Below are the recipients and what they won for.

Ay Green

Green used a mastery of emotional recall in her site-specific performance in Diversions Café a few months ago. When friend Ruth Reed asked her how she was, Green masked her clinical depression with an incredibly believable “I’m fine!” Reed is astounded to learn of Amy Green’s hidden emotions. “I had no idea she was doing so poorly! It’s awesome she is able to hide it so well.”

The Entire Humanities 231 Class

On Oct. 11, Professor Stenson asked her HUM231 class if they would prefer to be quizzed on the material Tuesday or Thursday. The class perfectly captured the image of students who were genuinely unsure when they would like to have the test. They really knew that they would like as much time as possible, but they wanted to maintain a facade of apathy. Gracie Walker was happy to see their hard work pay off. “It was difficult to make it seem like we didn’t care—the timing on us all unanimously agreeing on Thursday was remarkable.” The students utilized sighing, wistful glances and checking their planners during the performance.

Professor Ivan Stevens

Dr. Stevens is receiving our Lifetime Achievement Award. During his tenured career at the University, he has advised dozens of students. Somehow, he has convinced them all they are worthy of love and respect.

Kai Leonard

Last week, the temperature dropped significantly. Kai Leonard’s roommate, Peter Skyle, still prefers to keep his fan going constantly. Skyle replied, “Are you **in**kidding me?” This was followed by a long stream of explicatives, which cannot be repeated here, and then some indecipherable mumblings which can most closely be translated as, “I don’t **in**deserve this.”

The Combat Zone is intended to be a satirical work. The views and opinions expressed by the Combat Zone do not necessarily reflect those of The Puget Sound Trail, ASUPS, concerned parties or the University of Puget Sound. Please submit compliments or complaints in the form of letters to the editor.
37th Annual Seattle International Comedy Competition is a Must–See for a Good Laugh

By Parker Barry

On Oct. 29 at 2 p.m. in Rausch Auditorium the audience sat in anticipation staring at a red Puget Sound blanket sprawled on the ground next to an empty podium. Projected onto the screen before them was a huge TADx graphic, that’s right, TADx not TED. The podium discretely held an array of water bottles and a selfie stick with the head detached placed for presenters to potentially use as props.

Sophomore Molly McLean came onstage and explained that improvisors would be introduced and would commence presenting a PowerPoint they had no prior knowledge of and would make up their own spoken content on the spot. McLean asked the audience for suggestions based on the topics of the PowerPoint. One PowerPoint with the theme of unity in the world was named “On a Monotony Trip to Flavortown” by an audience member. Another PowerPoint based on family was named “Jeb Bush’s Revenge.”

“Everyone I saw did a really good job and I don’t remember a presentation I didn’t laugh at,” sophomore William Hewitt said.

The basics behind this event was that each student performed a prepared PowerPoint with an overarching theme. Then on the day of the event they swapped PowerPoints and had to improvise a presentation for the audience. Things got hijacked. One of the student participants, a sophomore at Puget Sound, Hanna Woods, did her whole presentation in a free goose costume while pretending that the decapitated selfie stick was not only a pointer but also a microphone.

“At first I honestly didn’t know what to expect. I was originally set to do a performance and I backed out because I was nervous. But watching it, I realized how hilarious it was. I was so happy. It surprised me how funny everyone was, even people that maybe didn’t have a big improv background,” junior Michelle Bank said. She is a member of the improv and sketch teams, and was an audience member at the TADx event.

Hewitt was actually asked to jump up on stage after a participant couldn’t make it to the event. Hewitt agreed to present a PowerPoint in the spur of the moment when McLean realized she was missing a presenter. “When my friend Molly Wampler had to go to dance rehearsal I saw the opening and took it. Knowing a lot of the people in the audience helped [with the event], I knew I could be goofy and they would appreciate my performance even if I wasn’t as prepared as the others. It was a spontaneous decision with a rewarding outcome,” Hewitt said.

Most of the participants were associated with the Ubiquitous They (UT) Improv or Sketch teams so it was different seeing them improvise on stage alone without a team to bounce jokes off of. “I was sort of anxious at first because I was imagining all the ways it could possibly go wrong, but the longer the show went on the more comfortable I was,” Bank said. “I really trusted the improvisers and I knew that they were going to do well. It was so funny and I definitely would love to participate [in something similar to this event].”

Molly McLean is actually planning on doing something similar to the TADx event in this upcoming month of November. Look out for postings about a “No Talent” talent show hosted by McLean where participants will perform talents they don’t have in front of an audience. UT improv has shows every Friday at 9 p.m. at the Cellar and a UT Sketch show is coming up in December so keep an eye out!
Shabba Doo Brings us Close to The Heart of Dance and Black History

By Georgia Diamond Gustavson

On Monday, November 7th, artist, dancer and educator Shabba Doo, after gliding down the aisle in a slick black jacket from London and shades hanging above shiny teeth, greeted his audience so warmly that it filled up the room.

As a highly successful African American dancer, Shabba Doo’s career has taken many forms, such as being a choreographer for acts like Madonna and a member of pioneering 70s dance group The Lockers. By taking the audience through the first few decades of his life, he explained the history of Hip Hop and the progression of the Civil Rights Movement through the most personal lens that he could.

This was no ordinary lecture, however, as the way that he expressed his stories took everyone right to the human spirit of dance.

“Dancing with pain is something. You feel pain so deep it turns over, and it turns into love,” Doo said. At one point near the beginning, he said that pain can make you go crazy, and stopped cold for a few moments.

His intense emotiveness the whole time was overpowering. It showed someone incredibly in touch with their feelings and ability to express themselves, the sign of a real dancer. During that very lecture, he turned that chiling line around, his face brightening up after demonstrating the “funky chicken” on stage to a dance beat.

“See, now pain can make you go crazy, but it can be a fun crazy. It can be you flopping around doing the wiggle around, his face brightening up after demonstrating the ‘funky chicken’ on stage to a dance beat.

Another community member, Cassandra de Kanter, has been doing NaNoWriMo for 11 years and has written nearly 250,000 words in one year since 2005. She said that “[NaNo] has benefitted me in a few ways. The biggest is helping me realize I can make writing a habit, that I don’t need to—and generally shouldn’t—sit around and wait till I become inspired.”

Shabba Doo knows not everyone does this with their writing. His advice: “[remember] that the purpose of NaNoWriMo, and of any first draft, is to get the structure down. Don’t be a perfectionist. It’s 100% okay for the first go round to be less than stellar, what’s that editing is for. 50k is actually not as hard as it sounds to accomplish if you sit down and write every day.”

Another insight he had about his own private studio was that “Pain can just as easily turn into toxicity, and I am studying to become a music teacher, and then some

I am studying to become a music teacher, and then some

I am studying to become a music teacher, and then some

naownoreimo.org/