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WHITE PINE PRESS

We hew to the line; let the chips fall where they may.





NORTHWESTERN MICHIGAN COLLEGE

WHITE PINE PRESS

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Printed by Stafford Media Solutions and distributed free.

Printed on 100% recycled paper

Letter From the Editor

Earlier this month, President Trump called press the “enemy of the people.” My first response was offense. Then denial. Then I asked myself, “are we?”

Mainstream media is certainly failing the public: extreme bias, social media clickbait, coverage that is constantly regurgitated, and lack of evidence. But does responsibility for the truth lie with the media or its audience? Does demand outweigh supply? If the public demands outrageous media—which highlights presidential tweets and bias articles—can media supply anything but?

Yes, and they must. They may lose readership, they may lose money, but at some point we must return to the facts—the truth. We must throw our opinion to the wayside—no one really cares anyway—and supply quality news, which serves to educate the public so they can form their own opinions, not just absorb ours.

I recognize that perhaps the *White Pine Press* has failed in this aspect. We often print stories that could be labeled as liberal or overtly opinionated. Fundamentally, we are not a liberal entity—but many on staff are. The *WPP* is a reflection of its writers.

So I’d like to take this moment and invite those of opposing viewpoints or those who feel like their voices are not reflected in our pages to join our staff. Help us become the well-rounded news we so desperately need right now.

- Breanne Russell, *WPP* Editor in Chief

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Bringing Native Languages to the Classroom

Jamie Robinson
Staff Writer

“A great general has said that the only good Indian is a dead one...

[and] all the Indian there is in the race should be dead. Kill the Indian in him, and save the man.” This excerpt from Cohen’s Handbook of Federal Indian Law summarizes many early European settlers’ views of indigenous people, that they were savage sub-humans in need of enlightenment. Many were massacred and imprisoned. Their children were uprooted and taken to boarding schools, where they were subjected to conformist education and taught to abandon their native language in favor of English. Due to these intense actions and policies, ancient tribal languages have come close to extinction. If nothing is done, these languages could disappear forever.

“Language preservation is incredibly important not only because it saves a mode of communication, but also because the only way to transmit culture is through language,” says NMC student and aspiring linguist Kat Trumbull. “Without a shared language in a society, there is no culture.” Trumbull is passionate about exploring languages and their influence on society and regularly practices Spanish, Chinese, and Swahili.

Recently, she’s been working hard to promote the preservation of Anishinaabemowin, the language of the Native peoples of Michigan. “I saw the slow death of Anishinaabemowin

as more than just some difficult to pronounce words fading away, but rather a historic culture continuing to disappear with little being done to protect it.”

Some tribal leaders, such as those in the Grand Traverse Band of Ottawa and Chippewa Indians, offer community classes to learn the language and culture of the tribe. Suttons Bay Public Schools has also offered an Anishinaabemowin program in past years, but currently does not due to insufficient enrollment. While these initiatives have contributed to the preservation of Anishinaabemowin, Trumbull believes more could be done to revitalize the language. The major component of her proposal involves establishing Anishinaabemowin as a viable language credit in public schools, especially those with high populations of Native students.

Under the Michigan Merit Curriculum for world languages, the board of a school district cannot award a diploma to a student unless they have successfully completed at least two credits in a foreign language. However, Native languages are not distinctly mentioned in these guidelines. Trumbull believes “The Michigan Department of Education should reform [these guidelines] to accept Anishinaabemowin as a language credit which can be awarded to Michigan high school students.” Similar language education reforms have already been established in Hawaii, Montana, Washington,

Alaska, and Colorado. She believes this change “will make Native students in Michigan feel more visible in their school community and also take positive steps toward revitalizing and preserving the historic Anishinaabe language.”

Trumbull originally wrote this proposal for her ENG 111 course last year with encouragement from her instructor, Michael Anderson. “Kat wrote all of her essays on topics connected to language,” says Anderson. “She and I discussed possible topics and I suggested that she research issues relating to indigenous or native languages, and their disappearance around the world. I thought that her proposal essay was well-researched and argued, and hoped that the essay would help prompt change in current Michigan education requirements.”

Anderson submitted the proposal for the 2017 Liberal Arts Network of Development (LAND) conference, where Trumbull delivered a speech. “I was so nervous to present my speech, especially after I found out every other presenter had a visual aid and some people worked with partners so they weren’t alone during presentations... [However,] I got a large round of applause when I finished.” She also received a medal, certificate of excellence, and \$100 for being a Student Scholar. “It was a great day and I was very humbled by it.”

While Trumbull is glad her proposal received so much support at the conference,



Photo by Lucy Davis

Kat Trumbull displays her certificate and award medal from the LAND conference.

she understands the tribes have the final decision on whether or not to move forward with the proposal. “The last thing I want is to seem like another white person who thinks they know what the tribe wants.” Anderson encouraged her to seek feedback from the local tribes, “since Kat is not a member, nor a representative of them. If [they] were supportive of her proposal, that endorsement would help Kat to put forth the proposal into a more public discussion.”

In the next few weeks, she will submit the proposal to the Little River Band of Ottawa Indians in Manistee, and the Saginaw Chippewa Indian Tribe of Michigan. She has already sent the proposal to the education department of the Grand Traverse Band of Ottawa and Chippewa Indians.



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Homeless in College: Struggling in Silence

Seth Zachman Deanna Luton, an NMC sophomore majoring in pre-law, provides a humbling perspective on a tip-toed around reality. Since the age of eighteen, Luton has been at constant risk of becoming homeless, living in storage units, random basements, with different families and friends, and in unhealthy environments for almost two years. Although she has never defined her situation as homelessness, it has left her in a position of extreme vulnerability, so severe that it permeates into all other areas of life, especially academics. “Constantly worrying if I’ll have a place to sleep or not has made it challenging at times to focus on doing homework or even getting to class on a bad day,” she explained. A full time student and employee at Kmart, Luton has begun to look for apartments in Traverse City, but the lack of affordable housing has only perpetuated her situation.

The cost of college has been an economic and political issue heard among lawmakers, advocates, and the lower to middle classes for decades. However, the ones most drastically affected by these college expenses are seldom heard on the topic. They are the students living day-by-day, around or below the poverty line, couch-hopping or staying in temporary and potentially unsafe environments. Struggling just to make it to class, and once there likely distracted knowing they may not have a bed to sleep in that night, these students are the ones most in need, but are often too shamed by their challenging circumstances to ask for it; unable to make their voices heard and ignored by those unaffected.

Community colleges, which have more enrollment of first generation and lower socioeconomic class students, have a high rate of student transition (students without a permanent home), homelessness and hunger. According to a University of Wisconsin study on 4,000 plus undergraduate students from community colleges across the nation, 13% of students identified as homeless and 20% as hungry. That means 1 of 10 students are homeless, and 1 of 5 cannot afford to eat. But do these numbers translate to the NMC campus?

As I ping-ponged from the Advising, Student Life, Financial Aid, Admissions and Public Relations offices as well as among faculty members, it seemed that NMC offers no official data on its homeless student population. However, lack of statistics does equal lack of existence.

With twenty years of experience in social work, NMC professor Brandon Everest has worked with homeless youth and struggling families, originally through Third Level Crisis Center and Northern Family Intervention. Now he advocates and educates in the classroom as a sociology instructor. Everest focuses on collaborating between community groups and NMC to establish

more resources and programs specifically for transitioning, homeless and hungry students. He also exposes his students to the presence and impact of poverty through service learning, class projects, and advocacy around campus. All too aware that students like Luton exist in higher numbers than expected, Everest has shaped his classroom into a safe space for students to voice their struggles. “We need to bring this to a formal setting so students in this situation may feel safer to come forward and receive help.” His actions have already made lasting impact. Last semester, after taking part in a hygiene drive for the homeless and at risk, three students confided that they too had experienced homelessness recently or in the past. As a result, Everest has encouraged fellow faculty members to open up the conversation in their own classrooms as well, especially social science professors, whose curriculum can be more conducive to these types of discussions. The decrease in state educational funding has also contributed to the increase of transitioning and homeless students. Pell grants no longer cover the entirety of tuition and expenses like they did in the 70s and 80s. This is why Everest advocates for organizations such as Single Stop, an economic mobilizer present on many college campuses which brings community based services and resources directly to the students, located right on campus. Although NMC has not implemented targeted relief funding such as Single Stop, Everest is working with other faculty members to establish a food pantry on campus. However, the Student Life office does have resources for students in need of emergency assistance, though limited. Recognizing that most pantries supply food alone, NMC sophomore Alayna Anderson created the GoFundMe page “Pads and Tampons for Michigan Women,” to raise money for menstruation products that are rarely donated but always needed. Pointing out that 69% of homeless Michigan families are single mothers, Anderson says “No one, regardless of financial situation, should have to make the choice between using their last couple of dollars or ruining their few items of clothing.” Currently, she is accepting donations of pads, tampons, cash, and even returnable cans and bottles for her project. Anderson plans to disperse the products at school food pantries, homeless shelters, church pantries, and non-profits such as the Women’s Resource Center in August, before continuing her studies at Western Michigan University, with a double major in political science and women’s studies. Though ventures such as Anderson’s are not specifically directed toward student homelessness, they highlight the universal struggle for basic needs. Exposing the reality of poverty and homelessness and providing a supportive atmosphere for struggling students is not only educational for all, but life changing for many—including our fellow students.



Illustration by Breanne Russell

A Look at the Numbers

In 2015, FAFSA reported 58,000 students are homeless, up from 47,000 in 2009.

According to a study of 48,000 undergraduate students by Wisconsin Hope Lab:

- 35% of subjects are first to attend college.
- 20% of subjects living in a household earning 5k to 25k a year.
- 52% have been food insecure in past 30 days.
- 26% eat less than they think they should.
- 13% experienced homelessness in the last year.
- 31% African Americans and 23% of Hispanic or Latino exhibited low levels of food security as opposed to 19% non-Hispanic and white students.
- 52% African American students experienced housing insecurity.
- 52% with low food security report severe levels of anxiety.
- 55% report depression.
- 20% of food insecure students receive food stamps.
- Among housing insecure students, 19% receive support from public housing, a housing voucher, or utility assistance program.
- Just 12%–13% of parents with children under 18 receive childcare assistance.

Executive Dissention



Photo by Lucy Davis

Maya James
Staff Writer

On Jan. 27, our president sanctioned religious intolerance when he enacted his executive order “Protecting the Nation from Foreign Terrorist Entry into the United States”—a ban on travel to the United States for 90 days from seven Muslim majority countries: Iraq, Syria, Libya, Somalia, Sudan, and Yemen. It also banned refugee admittance for 120 days, Syrian refugees indefinitely, and effectively revoked more than 100,000 visas.

In response, the states of Washington and Minnesota appealed the U.S. Ninth Court for a stay on the ban, asserting it is unconstitutional and directly geared toward those of a certain religion—a clear attempt to follow through on President Trump’s promises of a “Muslim ban” during presidential campaign.

Trump defended the ban, citing terrorist attacks like that on the World Trade Center, as reason enough for the order. Strangely, Saudi Arabia, United Arab Emirates, and Lebanon—the countries 9/11 attackers hailed from—were not included in Trump’s ban.

In some cases, Transportation Security Agency required travelers to open their phones and computers and show personal information to immigration agents for uniform screening procedures, outlined in section 4 of the executive order, which includes “in-person interviews”, asks immigrants to provide “a database of identity documents” as well as complete “amended application forms”.

This is not just a ban on radical terrorists. It is a ban on harmless immigrants as well, many fleeing from terrorism themselves. It is an act isolating the U.S. from seven major countries in the world, a potentially huge hit on American global relations. It is ban that could keep vibrant, talented, hard-working people from contributing to our society, such as 25-year-old Juhel Miah, a British Muslim teacher who was removed from his group of students on their trip to New York City. Or Batulo Abdalla Ramadhan, a 22-year-old Somali refugee, whose dreams of reuniting with her family in Atlanta and becoming a doctor were dashed when entry was refused.

Humaira Wakili, who recently spoke at NMC’s Milliken Auditorium, was a refugee of the Soviet-Afghan war. At a young age Wakili was forced to flee her home of Afghanistan during the Russian Invasion and journey through Middle Eastern Europe, eventually landing in the United States. She has been a special assistant for the Broadcasting Board of Governors, which covers all U.S. foreign news correspondents and the United States Agency for International Development, as well as program manager for the International Republican Institute, eventually taking the role as executive director of the Gen Next Foundation, which provides economic and educational opportunities for younger generations worldwide.

Wakili has many concerns about Trump’s travel ban, including his desire to improve relations with Russia and possibly dismantle relations with seven other countries. “The United States and Russia have had a very long history together,” said Wakili. “I think it would be wise for us as Americans to be careful on how we deal with Russia.”

She especially worries for the many Muslim translators that work for the U.S. Army, who are stationed throughout the Middle East. Wakili said that “anytime you are working with the U.S. government you are taking some sort of innate risk.” Many of these translators rely on the U.S. for safety, during and following their service. “There are many that worry [the ban] might impact their ability to come to here.” On average, these translators are vetted for 5–10 years, filling out countless paperwork and paying multiple fees. The added risk of waiting for a visa, extending possible harm that could befall them or their families, could affect how many continue to do these services.

Wakili also worries about publicized inaccuracies surrounding the executive order, such as Kellyanne Conway’s “Bowling Green Massacre” blunder. “We all want to make sure our news outlets are based in fact and give us the opportunity to make our own decisions and they are really reporting the actual reality of what’s going on,” she said, noting that these could simply be media “growing pains.”

President Trump released an updated immigration ban on Mon. March 6. The new policy will go into effect March 16. It will no longer affect current visa holders. Syrian refugees will be temporarily barred, refugees with granted asylum will be accepted, and Iraq will be removed from list of banned countries.

CAMPUS QUOTES

Compiled by **Lauren Horan**

What have you sacrificed for college?

**“My sanity (just kidding!)
But I do have to work 4-5 days a week
while going to school full time to
pay \$950 plus in rent & utilities (I live
alone). So I’ve had to sacrifice a great
deal of my social life and a lot of the
things most people my age get to do.”**

ABBIE ANDRZEJAK

**“I have had to burden my family;
borrowing money, skimping on bills,
being too busy to spend time with
them. They have been so supportive
though. I’m thankful for them, and
proud of myself for the progress I have
made at school.”**

ZACK HARRINGTON

**“I have lost touch with friends because I have no time, and also put
extra stress on my family with the pressure to commute daily over an
hour each way. I’ve had to miss out on opportunities to make money in
the past because it’s hard for me to juggle fulltime classes with full time
employment. Recently, I have had to neglect school more than I ever have
so I can work more to support myself and my family. I’m thankful for the
friends who still make time to see me
when I am finally free and so happy we
can pick up as if we just saw each other
the day before. I’m also thankful for my
mom who has sacrificed a lot of time
and money in order for me to further my
education and focus on my studies.”**

DEANNA LUTON

**“A lot. It took me forever to get back to
college and it is not something I regret.
However, you don’t truly miss the
things in life until they are no longer
there. I’ve sacrificed time, with family
friends and my boyfriend. I’m counting
the days until I graduate.”**

BREANNE RUSSELL

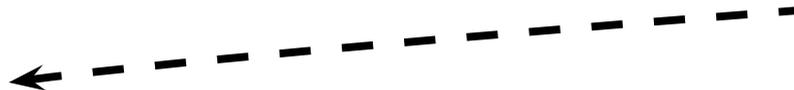


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Photos by Ann Hosler

WERE HERE



*White Pine Press
attends ACP conference
in San Francisco, CA*



Alumni Spotlight: Gerald Dobek

Zack Harrington
Staff Writer

NMC instructor and alumni Gerald Dobek recently spoke with us about his many exploits both here at NMC and in the community.

Something of an all-star, Mr. Dobek's history with education and NMC dates back to before he even moved to northern Michigan.

Dobek:

I'm originally from Detroit, grew up in Novi, but my family moved to Traverse City in 1977. I come from a family of construction workers, but as the construction fell away I became an automotive technician, working for every dealer between Traverse City and Cadillac. I went to a few schools, and started attending NMC from 1978–98. I followed Johnny Cash's advice from his song lyrics, and took life "one piece at a time", working, raising two kids, and eventually getting into engineering and astronomy.

Since NMC started in 1951 there was only a few times astronomy was not offered; not because of a lack of interest but due to a lack of space to hold the class. To overcome that, they held the class outdoors. The property that eventually became my backyard was used at night for the NMC astronomy classes!

Joe Rogers was the division director in the late 70s to early 80s. NMC had just bought a telescope and wanted to build a permanent facility. With my background in construction, I was asked to help build the J.H. Rogers Observatory, completed in 1981, where I now teach students and the public.

As life went on, I became a founding member of the International Dark Sky Association, officially started October 1988, when I was working in Tucson, Arizona in astronomy. From there I started writing lighting ordinances for several townships in Northern MI. I'm working on #55 right now: the city of Traverse City. I served on the Grand Traverse County planning commission for 15 years, and was awarded "Stewardship for the Land Award" for my work preserving Dark Skies, water, trees—the environment in general. I appreciate it so much because I look at my older brothers and sister, and my parents, who didn't know any better about environment conservation, then at my generation who only became mindful of conservation, and finally the current generation actively doing something to improve our environment. It's nice to see how far we've come.

I had multiple opportunities to work in the community. If you've ever been to the State Theater, you probably noticed the ceiling. If there were no lights in Traverse City, that'd be the stars you see! I worked for months to create it, a 60 by 60-foot proper depiction of the night sky over Traverse City on August 11 at 11pm, down to the exact brightnesses. It was a true labor of love—a stationary planetarium. Each year during spring break I point out the constellations and answer astronomy questions for interested people there. So I'm still working even during school breaks!

Another project I undertook was republishing Edward Emerson Barnard's 1927 astronomy atlas. There were originally 700 copies; I can only find 350. By looking at this research one can see how the black stuff of space, the "dark material", the theoretically polarized gas, pushes the universe. It took me seven years to get the atlas scaled and sized correctly. The inside cover of the republished atlas has Northwestern Michigan College printed alongside several prestigious colleges, such as Cambridge University. A student can be proud of their school for that, and use this atlas to correctly and precisely study the sky.

I've come full circle, giving back to the students, the community, and the institution who provided for me. That's the epitome of a community college: attending classes, working on the observatory, teaching, and even my children doing the same. My daughter earned two degrees at NMC and works here once a week.

If I could offer any advice to students, it would be the same advice I got. Art Moenkus, my engineering instructor at the time, gave me the best advice I ever received when he pulled me aside and told me to become more creative, take an art course, and learn to play an instrument. I learned 6- and 12-string guitar and started doing art. I went from completely left-brained to being more diversified and balanced. Tom Gordon, who was my history professor at NMC, also tells his students to "take both sides of history into account, to use more than one perspective." I try to pass that on to my students, saying "enlighten yourself creatively; if you're a math or science major, take an art or music class." Not everybody has to go to college, but learn all you can while you can. Use NMC to find what you want to do.

The Subconscious World

The Fading Memory of Dreams

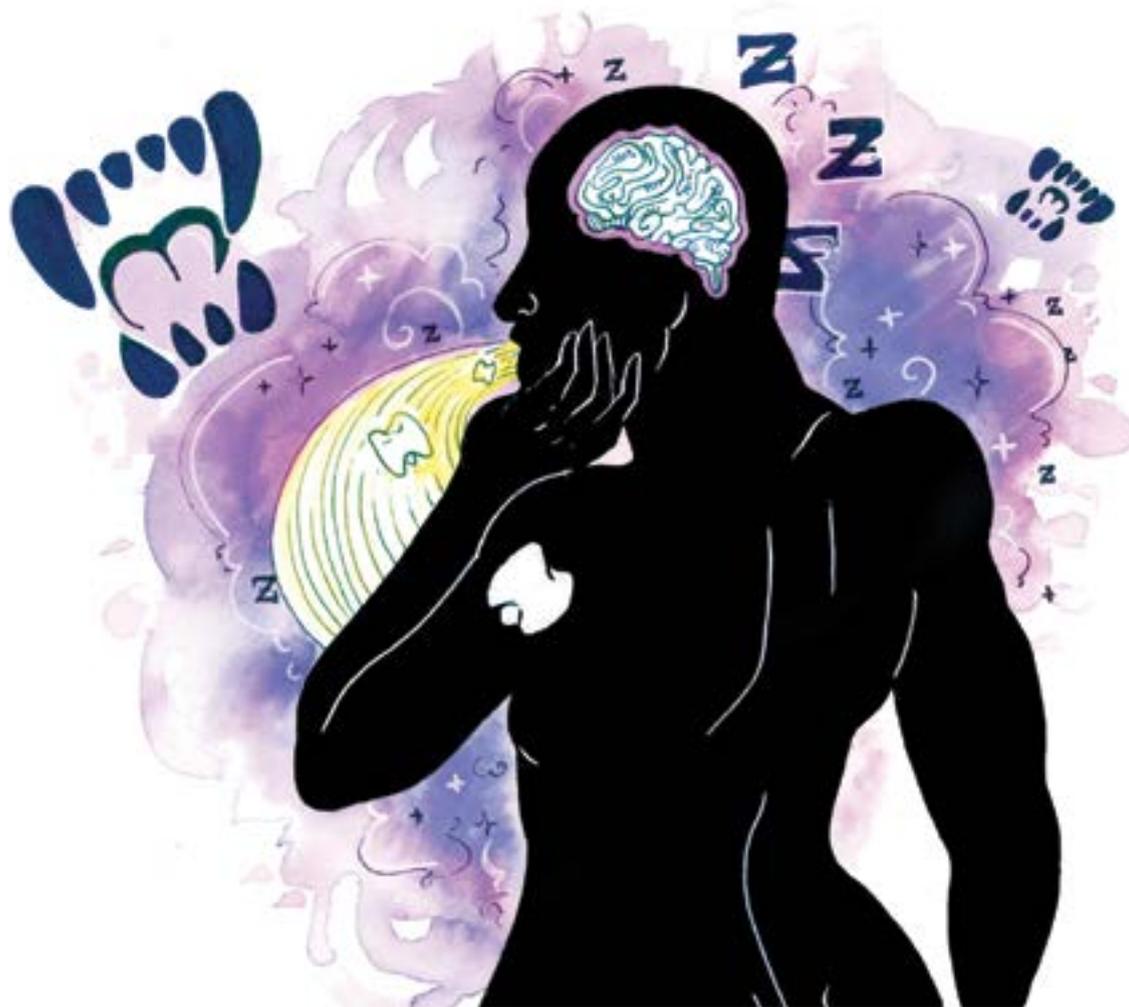


Illustration by Kenna Marar

Deanna Luton
Staff Writer

In light of this semester's *NMC Magazine* theme, I was inspired to explore the science behind dreams. They are a window into our deepest subconscious desires and allow insight into the inner workings of our minds. Sometimes we dream about our hopes for the future, sometimes about the Chemistry lab partner we have a crush on, and sometimes anxieties and fears come to life in our worst nightmares. Although most of us experience a dream-like state while resting, many insist they do not dream because they have no recollection after waking up. Often, when people are jolted awake from REM sleep, their memories of the dreams are more vivid. When awakening from a non-REM sleep stage, recall is less intense and people report fainter memories rather than the dream itself.

Curious as to how individuals on our campus are coping with their subconscious states of mind, I interviewed fellow students asking if they often remembered their dreams and what they dreamed of. Lauren Horan, fellow writer for the *White Pine Press*, often experiences dreams that take place in her old high school setting. As high school was a very stressful and unpleasant time for her (like many of us), these are not very good dreams. The setting alone leaves Horan with stress and an off-center feeling for the rest of the day. Additionally, she sometimes dreams of reuniting with people with whom she is no longer on good terms and is left disappointed after waking up. I also experience dreams like this myself! It's difficult to describe the ache that's left behind when the realization occurs that the reunion was imagined, not actual.

One prevalent phenomena is dreaming that your teeth have, or are, falling out. A common interpretation of these dreams relates to a fear of aging and/or becoming less productive or efficient. It symbolizes a loss of means to fully engage with life and break down what life brings to you. Our teeth are everyday tools and their loss symbolizes a sense of insecurity. Dreams like this are typically reported from individuals experiencing radical life changes. Speculation on this popular experience ranges widely, with Freud himself relating it to sexual repression.

Maya James, staff writer for the *White Pine Press* and talented local artist and musician, reports that she recently dreamed of being on stage holding a guitar with no strings. I find this to be similar to the idea of teeth falling out, since strings are critically important tools for playing that instrument. James feels that this symbolizes doubt and anxiety she has experienced lately over trying to launch her music career.

In my research, I found that anxiety fuels many dreams. From personal experience, I have learned that my dreaming subconscious draws inspiration from the content of my daily conscious thoughts. By extension, our waking lives mirror our dream lives; we dream the way we live and we live the way we dream. Dreams are the building blocks for both daily and long-term goals and aspirations. They are a portrait of our biggest ambitions, regrets, and anxieties.

Book Review

“Super 40” by Lucy Woodhull



Ann Hosler
Staff Writer

This is the second book I’ve read by Lucy Woodhull—the first was her 2016 release, “667 Ways to F*ck Up My Life.”

“Super 40” is a gem that celebrates womanhood in all forms while hooking us with Woodhull’s amazing sense of humor.

The book introduces us to Shannon, a 40-year-old divorcee living with her parents, working in a yarn shop... and, oh yes, she also obtains a superpower in the most embarrassing way possible. Shannon learns that life isn’t over at 40, and no matter what cards you’re dealt, you need to kick some butt and have fun while doing it.

“Divorced, broke, and living with her parents—forty-year-old Shannon Johnson is clearly winning at life.

“She’s so awesome, she accidentally uses a tampon irradiated in Kazakhstan. Suddenly, this mush-mouthed loser becomes a superheroine who can shoot menstrual cramps from her fingers.

“No, really.

“But her new mission of saving NYC’s abused women gets complex for Super 40. With her teleporting partner Dolly Poppin’, Super 40 runs afoul of domestic abusers, jerky news anchors, and an evil scientist with cats. Even worse, someone’s trying to kill the partners for reasons unknown, which is just plain rude. Is it the mysterious flying Antihero? The robo-kittens? Or one of the delightful internet trolls always eager to call Shannon fat and ugly?”

This book is not afraid to take on the superhero genre and give it a much needed shake. Some of superpowers the various ‘heroes’ have here border on the edge of ridiculous (in a hilarious way, of course). Getting involved with this eclectic bunch—especially Dolly, who is a sassy bundle of perfection—pulls Shannon out of her comfort zone. She evolves a lot during the book, going from quiet, miserable, and trod upon to unashamed, verbal, and proud of everything that is Shannon.

We experience everything Shannon loves throughout, and so much of it reflects the average woman. Loving junk food that you probably shouldn’t? Check. Happier not conforming your body image to impress others? Check. Sick of others suggesting “cures” for something incurable? Check. Sweating in embarrassing places? Oh admit it—it’s a thing. Check. The line that resonated the most with me was this: “All I wanted to do was sleep. This ‘awake’ business sucked.”

While I really enjoyed the book, there were a couple things that kept me from loving it as much as “667 Ways.” One was thanks to an unrelated book I read earlier this year, so it’s something that likely won’t bother 99.999994% of readers.

1. The superhero club was called “Super Duper”. After reading the book “Venom & Vanilla,” which overuses the phrase, I wanted to cry seeing that. In this case, it

thankfully was (a) not used often and (b) not used in such a way that made you question the intelligence of (or want to punch) anyone involved.

2. Shannon’s backstory is quite essential to the book, but there were a couple places where it felt forced and slowed down the plot. This was just a minor thing that could have been solved with a tad less exposition and a teaspoon more action.

Other fun miscellaneous non-spoilery bits:

- The pamphlets that the superhero group hands out (“So You’re All Tied Up, and Not in a BDSM Dungeon”) are wonderful—and the perfect touch to keep the book flowing.

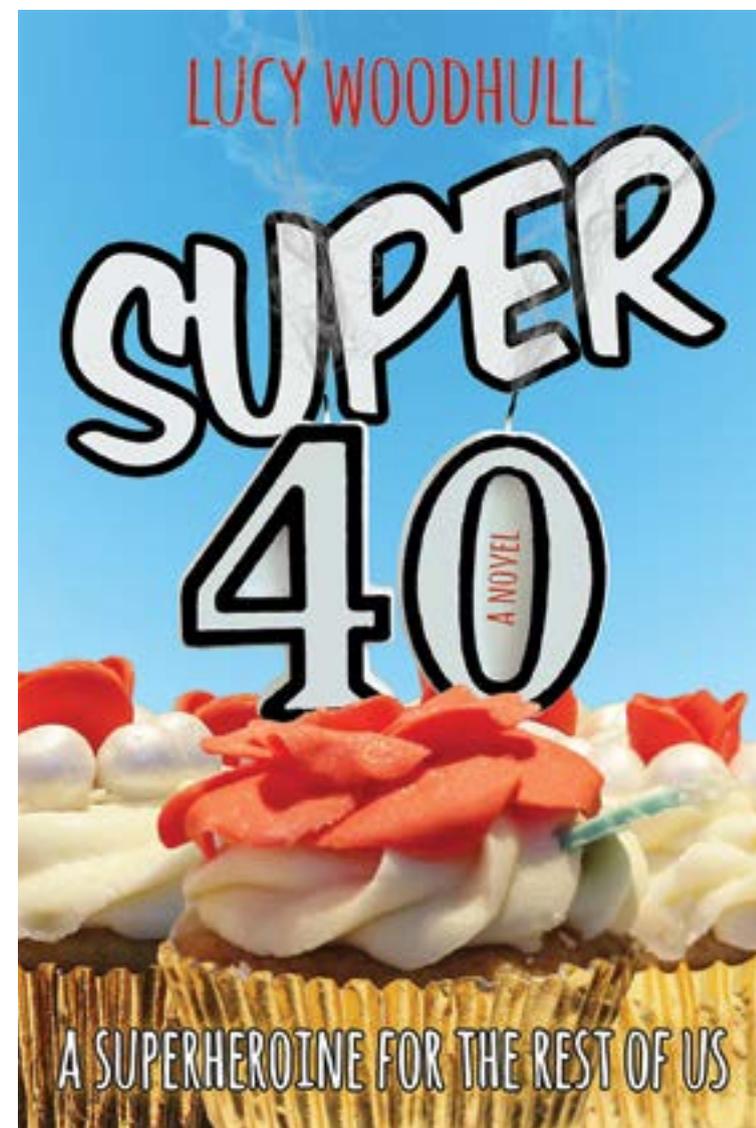
- Shannon’s parents! I don’t want to spoil much about them, but the interactions with them are amazing (“My life, as narrated by my father.”).

- Good imagery in a story is my jam (if there was a song named that, at least), and Woodhull nails this element over and over. My favorite line from chapter one: “The moment I walked into the foyer, my victory tampons clutched inside my coat, my mother began vibrating like a wind-up toy. Her cloud of red hair wobbled, her angora sweater fluffed.” *swoons*

- Karma Kameleon. I like to imagine that he’s Idris Elba. *Hhnnngggngngg.*

“Super 40” is a fun adventure celebrating all walks of life and womanhood. It’s full of coy humor with a great cast of characters to love.

I received an advanced reading copy of this book from the author in exchange for an honest review.




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"A Monster Calls"

Sam Gorcyca
Staff Writer

"A Monster Calls" is a young adult novel by Patrick Ness which tells the tale of a boy whose mother is dying of cancer. This story is best enjoyed by slowly absorbing each word and dwelling on the meaning. It begins with a young teen named Conor who aides his mother in doing daily chores, such as laundry, and whose battle with a deadly disease is described in great detail. But through the turmoil a hero, of sorts, arrives.

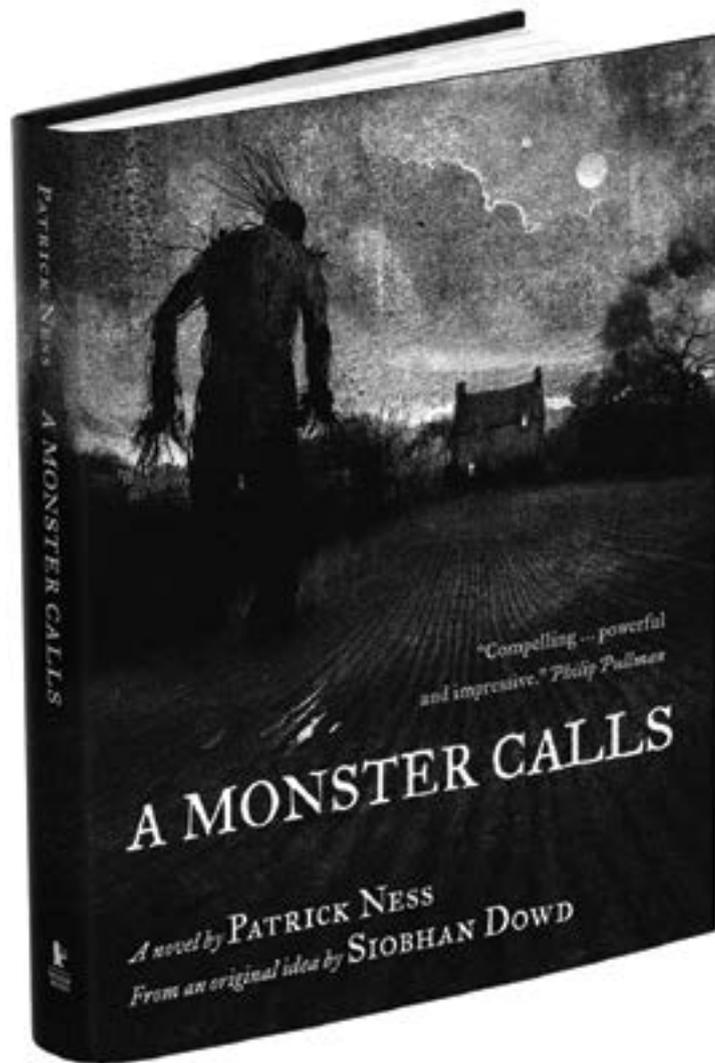
The monster first calls at 12:07am, emerging from within an old, decaying yew tree. Unafraid, Conor approaches the monster and strikes a deal: the monster will tell three stories to Conor, but when the final story is told Conor must reveal a truth of his own or the monster will eat him.

The monster's stories closely parallel Conor's own battles. He has no friends at school and is regularly bullied, has a tumultuous relationship with his father, and deals with the psychological turmoil resulting from caring for his dying mother. Occasionally hopeful themes appear, only to fade into sadness.

Jim Kay's illustrations are haunting. The greyscale images perfectly relate the flow of the plot, giving a sense of heaviness to each tale the monster tells. Siobhan Dowd—who conceived the novel while fighting terminal cancer—planned on "A Monster Calls" being her final creation, but died during its inception.

The book tackles the difficult reality of death and coming to terms with our own mortality. Terminal illness is often a subject that people do not want to discuss.

"A Monster Calls" not only explores the imperfections of humanity, but the complexity of relationships. The good and the bad. It is a refreshing—and sobering—look at death.



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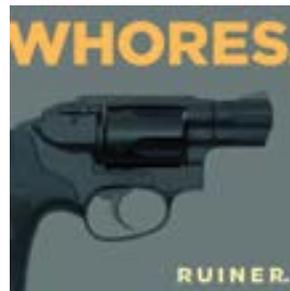
The Haiku Music Review

T.J. Hall
Contributing Writer



David Bazan
"Blanco"

Exponent of warmth,
frequently encounters cold.
Nine months on the road.



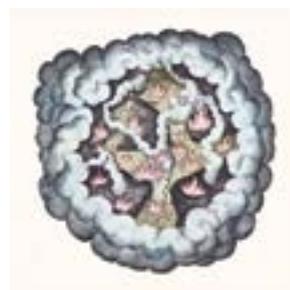
Whores.
"Ruiner"

Gotta have it, you!
It's a really good record,
get one if you can.



Native
"Wrestling Moves"

Beaten like a drum,
cracked like an egg or pepper,
frosted like bad hair.



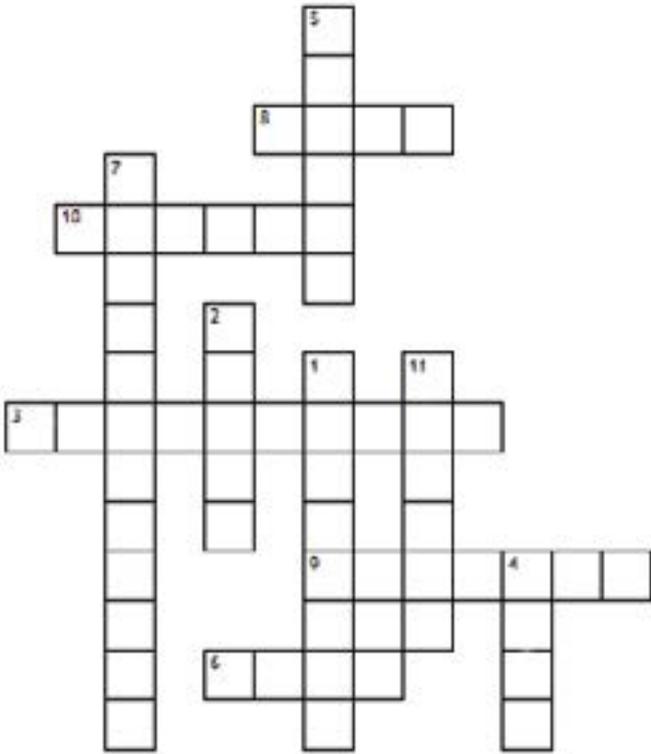
TW Walsh
"Songs of Pain and Leisure"

My Leslie spun out,
rose over the money,
spiny like Holly.



Homeless Gospel Choir
"I Used to be So Young"

Food rots in pockets.
Worry about our wallets.
You think I'm pretty?



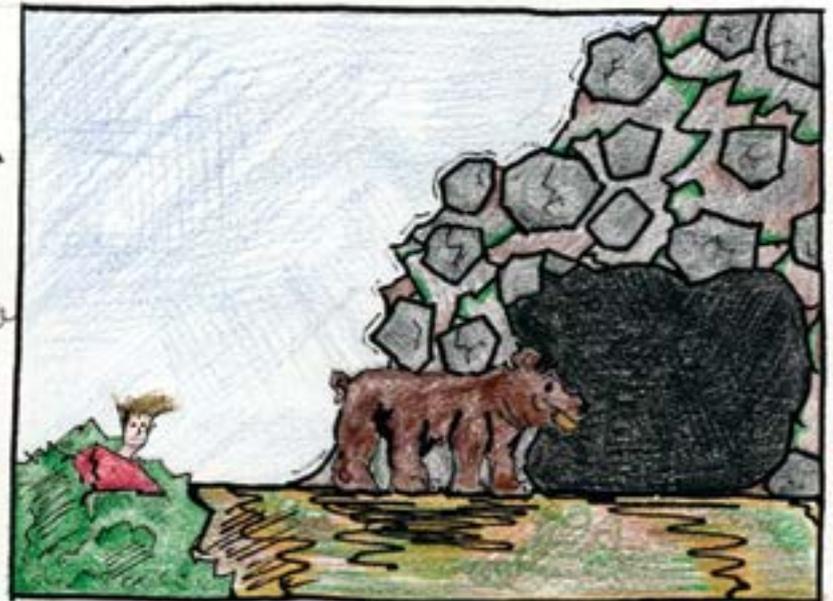
Crossword

Across

- 3. A small, mischievous sprite
- 6. Success or failure apparently brought by chance
- 8. No. 79 on the periodic table of elements
- 9. An arch of colors caused by refraction
- 10. A public procession, especially in celebration

Down

- 1. National emblem of Ireland
- 2. A secondary color
- 4. Made from yeast-fermented malt flavored with hops
- 5. Globular flower of the pea family
- 7. Patron saint of Ireland
- 11. 53.1424 N, 7.6921 W



LEWD. MAY 2016
 STORY BY JOE LUFTIS
 ART BY BEN BRADSHAW.

Open Educational Resources Outreach

Deanna Luton
Staff Writer

Navigating the selection of college textbooks can be full of costly mistakes. That's why many resources at NMC are extending help to students to make the most cost effective decisions when it comes to educational materials. Librarians and the campus bookstore staff are both extremely knowledgeable in sorting out which class materials are required, optional, or study aids. Sometimes if no text is required, it means open education resources (OER) are involved. OER is gaining momentum across campus and numerous professors have modified their courses and adopted these free or low cost textbooks.

These "Textbook Heroes" advocate for the average college student and the well-being of their wallets. To date, OER has saved NMC students \$481,000 with classes modified to use free or low cost textbooks that can be downloaded as PDFs, viewed online, or printed for free at Osterlin Library. It is projected they will break the half a million dollar mark this coming Summer 2017 semester.

The OER Squad—a task force consisting of motivated NMC librarians, faculty, staff, and a recently appointed student government liaison—hopes to increase student awareness of these resources and promote the adoption of these methods to professors still using traditional textbooks.

To meet these goals, an Open Education Resources Day will be held in the Osterlin Library lobby at 12:30pm on Tues., March 21. A series of events will be held throughout the day consisting of the textbook petting zoo, passing out new OER swag (pens, buttons, sticky notes), free cake, a student/faculty forum, #textbookbroke selfies, and thank you notes for OER instructors. The main event is an open, honest discussion about textbooks. This Socratic seminar-

style conversation between students and teachers will foster further understanding on how students utilize textbooks—what works, what doesn't, and what needs to change.

NMC bookstore manager Rhonda Greiner described the benefits of visiting the bookstore before making decisions on textbooks. "Our staff is well-educated in helping the students make cost-effective choices. Some books are used for multiple semesters and our staff can advise to prevent students from purchasing unneeded materials. They are able to educate students on digital materials, rental options, required vs. optional, and new vs. used books so students can make informed decisions." It can even be beneficial to browse the bookstore and ask some questions before signing up for classes at all. It's a great way to avoid unwelcome surprises at the cash register.

When it comes to online texts, Greiner said that research shows information is more easily retained from printed material. "In support of offering inexpensive resources through OERs, we offer some printed books at a low price point for students that prefer a paper copy." Greiner filled me in on advances the bookstore is making in order to adapt to students who don't need to purchase the entire textbook. "We are expanding the rental selection for students. Choosing to rent a book can save students up to \$100 per book. In addition, we are looking into a pilot program to offer daily and hourly rentals for students who only temporarily need a book."

Librarians and bookstore employees are working in unison to ensure that NMC students get the most textbook bang for their buck, and they are collaborating to find out which classes would benefit most from using OERs. The more classes transformed by this new and less costly textbook format, the

better for the community.

The OER Squad is looking for 6–10 students who would like to share their personal experiences with textbooks at NMC, as well as 6–10 professors to share the process they go through to choose textbooks. It is important to establish these connections, spurring development and innovation in our textbook community. The goal is to create a dialogue between faculty and students on how to optimize the use of supplemental material.

If you're interested or know anyone who you think would be, contact SGA Secretary Deanna Luton at dluton@nmc.edu.

OPEN EDUCATIONAL RESOURCES

WHAT ARE OPEN EDUCATIONAL RESOURCES? **EDUCATIONAL MATERIALS THAT ANYONE CAN REUSE, REVISE, REMIX AND REDISTRIBUTE**

THE TEXTBOOKS OF THE FUTURE **OERs SAVE STUDENTS MILLIONS AND OFFER FACULTY OPPORTUNITIES TO ADAPT, CREATE AND SHARE**

FREE THE TEXTBOOK

3x THE RATE OF INFLATION **TEXTBOOK PRICES HAVE INCREASED 1041% IN THE PAST 30 YEARS**
*US BUREAU OF LABOR STATISTICS

PUBLISHERS' PROFITS

In 2012, McGraw-Hill's profit margin was 25%; Wiley's was 15%; and Pearson's was 10%. The profit margin of firms in the publishing sector increased on average by 2.5% between 2003 and 2012.

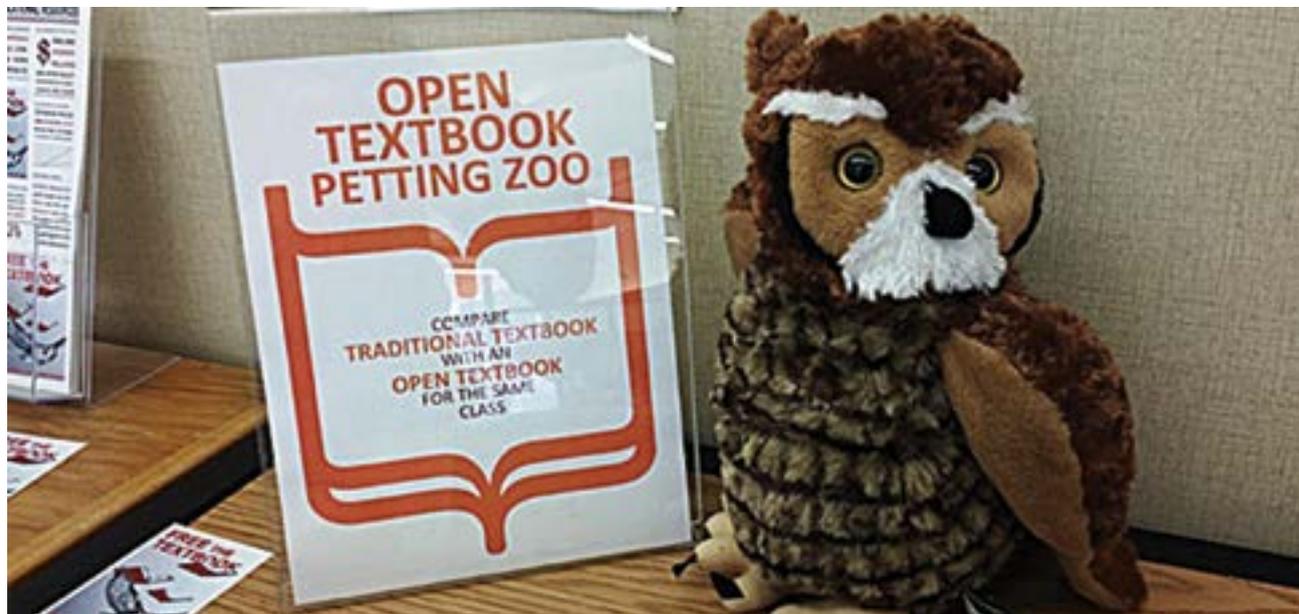
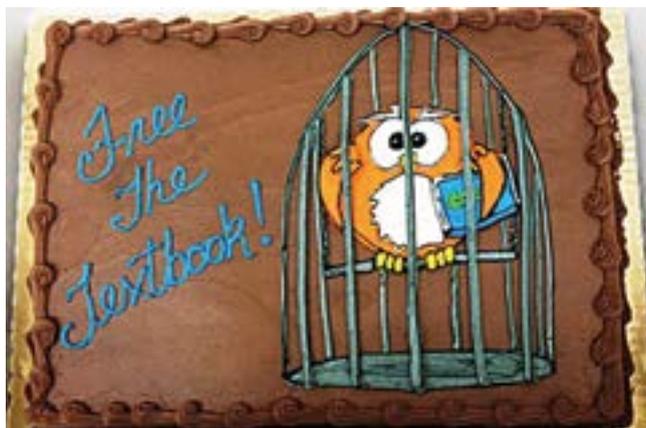
ACADEMIC CONSEQUENCES OF TEXTBOOK COSTS

STUDENTS SURVEYED BY THE FLORIDA DISTANCE LEARNING CONSORTIUM REPORTED THAT THE HIGH COST OF TEXTBOOKS HAS CAUSED THEM TO:

- NOT PURCHASE THE REQUIRED TEXT 63%**
- TAKE FEWER COURSES 49%**
- EARN A POOR GRADE 34%**
- DROP A COURSE 27%**

STUDENT DEBT

About 70 percent of 2013 graduates left college with an average of \$28,400 in debt.



Photos and graphics courtesy of Tina Ulrich at NMC Osterlin Library

WHAT CAN STUDENTS DO?

- TALK** to your Student Government Association about ways to support free textbooks at NMC.
- TALK** to your club or service organization about sponsoring an event to call attention to textbook alternatives.
- CALL OR EMAIL** your Michigan government reps and tell them you want them to develop a state program to encourage the use of OER.
- THANK** your teachers! If one of your NMC instructors is using free or low-cost textbooks, let them know how much you appreciate it.
- LEARN** more about the issues by visiting nmc.libguides.com/freeandopen