

Immigrant students without legal status struggle to pay for college

BY MANON LANE
STAFF WRITER

Jazmin Ramirez always wanted to go to college, but it wasn't until she was a junior in high school that she realized it might not be possible.

"I always knew I was undocumented, but I never actually understood what that meant until my junior year of high school when I started applying, or looking into colleges," said Ramirez, a freshman social justice major, as she stood in front of her peers and gave a student's perspective at the G92 Immigration Forum hosted last month by the J.V. Morsch Center for Social Justice.

Ramirez is one of 40 immigrant students without legal status at Trevecca. These students do not qualify for federal grants and loans, or in some states, in-state tuition for public universities.

More than 1 million immigrant children without legal status reportedly live in the United States. Roughly 65,000 graduate from high school each year, but experts estimate that fewer than 6,500 go on to attend college, according to an August 2014 article in U.S. News and World Report.

Rebecca Merrick, international student advisor and assistant coordinator of disability services, noticed when she was working in admissions at Trevecca that many bright and motivated students faced barriers to a college education because they didn't have all the paperwork they needed.

Since then, the university has worked to offer scholarship money to students who don't qualify for other types of financial aid.

"We have elected that there is a social justice issue, and [we] try and do our part," said Merrick. "Luckily there were definitely people higher up that agreed we needed to work with those students to get them here."

Ramirez came to the U.S. from Mexico with her mother and brother, when she was 7-years-old. They reunited with her father, and lived in Minnesota for the first years of her educational

journey.

She entered the Tennessee school system in the sixth grade, and graduated from Glencliff High School in 2013.

Ramirez now has temporary resident status and a temporary social security number through the Deferred Action for Childhood Arrivals program (DACA), though this still does not qualify her for government financial aid.

Because she could not get any financial aid, she had to take a year off from school. Ramirez said she became discouraged and lost motivation as she watched her goals slip away.

"I cried myself to sleep so many nights, because I could see my friends walking to their dreams and I would be like, 'Jazmin, you can't go to school because you can't pay out-of-state tuition, because schools aren't willing to give you financial aid to go to school,'" said Ramirez. "I started seeing that maybe all those doors were being closed on me because I didn't have a nine-digit number, a social security number."

By what would have been her spring semester as a college freshman, Ramirez realized she could not get a good job without a college education and experience, and needed to try applying to schools again.

Trevecca offers institutional scholarships to all students who qualify. University officials also work with other organizations that offer scholarships to students without legal status. It was through these avenues that Ramirez had enough money to enroll at Trevecca.

Students without legal status have the same opportunity at Trevecca as other applicants for academic and other scholarships, said Kevin Reed financial aid counselor at Trevecca.

"I'm actually going through our endowments now, and we are not penalizing a student who hasn't been able to fill out a FAFSA, and actually we consider them the highest need, potentially, for endowments," he said.

The FAFSA is a document college students complete each year to determine how much federal financial



Jazmin Ramirez is an advocate for getting equal tuition for immigrant students without legal status

aid they are eligible for. Students who don't have legal status cannot complete a FAFSA.

Under current state law, regardless of the number of years lived in Tennessee, students without legal status cannot qualify for in-state tuition (where applicable), or any other governmental

financial aid.

Through federal and state grants, scholarships and loans, up to \$17,230 is available to qualifying students. However, none of that money is available to students without legal status, Reed said.

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New bill for tuition equality brought before congress

There is currently a bill being debated in the Tennessee state legislature that would make qualifying undocumented students eligible for in-state tuition at Tennessee state colleges and universities. The bill was brought to the 109th General Assembly by Rep. Mark White (R) and Sen. Todd Gardenhire (R) and is being debated in committees now. It's unclear when either the Senate or House may vote on it.

Girls soccer team goes to Jamaica

The Trevecca women's soccer team spent their spring break in Jamaica playing soccer and spending time with orphans.

FULL STORY ON PAGE 4

SGA executive council announced

Last week the student body elected this fall's five executive council representatives.

FULL STORY ON PAGE 3

Silence can bring us closer to God

BY REBEKAH WARREN
STAFF WRITER

I don't know how you spent Valentine's Day weekend but I suspect it was different from mine. Unless, of course, you embarked on a silent retreat at a convent in Central Kentucky; in that case, our Valentine's Days were very similar.

For many people, a weekend spent in silence seems like a waste. In our extroverted culture, polluted by sound and media, silence is uncomfortable. It makes for awkward interactions, and being left alone in stillness forces us to confront ourselves.

I did not realize how loud my mind had become. Like many college students, between the stress of academic life and the strain of relationships, my need for silence had been lost; swallowed up in perfectionism and anxiety that I was mostly unaware of.

The first thing I learned about silence was that it isn't nearly as easy or as comfortable as I thought. The first day and a half of my retreat was spent attempting to slow down my mind. It raced with all the things I needed to get done and my stress levels mounted higher than they had previously been. I wrestled with my need to be productive and the challenge of allowing myself much needed rest.

By Saturday afternoon, I had decided to let it all go. I made the decision to embrace peace and that was the moment I found God.

Of course, he had been with me through all the struggles and chaos, but I certainly hadn't been paying attention.

If you were unaware, God is not usually one to yell. He works in the whispers of our souls and the quiet of our hearts and reveals himself in profound gentleness. I discovered that if I crowded my mind with the busyness of the day, I missed what the Creator of the Uni-

verse wanted me to hear, and that was a problem. As the weekend progressed, I learned to listen. God's love and will became tangible in an atmosphere free of noisy distractions.

I also learned to listen to those around me. When you spend time in silence, conversation begins to have meaning. Words become more powerful because you use less of them. The conversations I had during that weekend with other students and the nuns at the retreat center were powerful because my time had been spent alone. I saw the importance of community in a new way.

For Christians, silence is a spiritual discipline dating back almost as far as Christianity itself. For the monks of the Abbey of Gethsemani, located in New Haven, Kentucky, silence is a lifestyle. They make a choice to embrace silence, choosing to refrain from communication that is deemed excessive. In doing so, as their forbearers have done for centuries, they hope to enter into a deeper communion with God. I took a visit to this very monastery during my retreat and I truly believe it is heaven on earth. Peace reigned and I would not have been at all surprised to see Jesus himself in a brown robe roaming the monastery grounds.

Returning to college life after the weekend was tough. I went from complete peace to being thrown back into my usually hectic schedule. It was just as difficult as before to make time for silence and for God, but this time I understood why I needed to try. Feeling drained? Upset? Overwhelmed? Sit in silence. Unplug your technology, find a spot for solitude and be still. I expect you will discover quite a few things about yourself and maybe even answer the question: What has God been saying to you that is barely audible over the noise on campus? It is certainly a question worth answering.

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TrevEchoes

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Also, some of our best story ideas come from you, our readers.

So, find us on Facebook or send your story ideas to TrevEchoes@gmail.com

We should not put a limit on our individuality

BY ANDREW RANEY
COPY EDITOR

Almost everyone would agree that middle school is one of the most awkward, uncertain, embarrassing times in a person's life. Some of us went through chubby phases, had our bouts with adolescent acne, and endured many uncomfortable school dances. I think that one of the hardest things about middle school, though, has nothing to do with awkward social situations, actual schoolwork, or our changing bodies. I think that the most intimidating thing about going through middle school is something we are introduced to that follows us through high school and beyond.

Our culture subjects us to an interesting dichotomy. We are constantly pressured to be an individual. "Stand up for what you believe in." "Do what makes YOU happy." "Do you, boo." These are all sincere sentiments, stemming from our growing attention to individualism, subjectivity, and tolerance. At the

same time, however, we are strongly encouraged to stay on the narrow path of cultural norms. "Dress like you want, but don't wear this, this, or this." "Talk the way you like, but everyone else talks like this, and if you don't, no one will listen to you." "Be yourself, but not if it makes anyone else uncomfortable." We are encouraged to both stand out as individuals and fit into tight, proscriptive and prescriptive norms over which we have no control.

Am I the only one that is bothered by this? Does everyone else think that it's ok to be pushed back and forth by everyone we encounter in our personal and public lives? I don't understand whether society wants me to be a unique name or an ambiguous number.

I know that we have our own identity in Christ, but this dichotomy is prevalent in churches and Christian culture as well. "Prayer is your dialogue with God, but you have to pray this way out loud and you can't pray at these times." "I am here to support you when you are

honest about your sin, but I think your sin is worse than mine, so I will not support you." "Our door says that we accept everyone, but we can't accept you because you aren't like us."

This is not meant to be a tirade about church politics or denominational divides, but I am saying that we are not free from culture's opposing attractions even in our faith families. Everywhere we go, we are bombarded with images of how we are supposed to look, act, respond, relate, learn, grow, be, and everything in between; simultaneously we are often ostracized for trying to be wholly followers.

Somewhere, we as individuals have to think for ourselves. We can be an active part of our culture, relating to and sharing pieces of ourselves with our peers, while still retaining our own personality and internalized values. As Christians, we are called to be counter-cultural witnesses. If you've spent more than a year in a church, you've probably heard the cliché, "in the world,

but not of the world." I hate that we dismiss this as overused, because it is so true. We are to be in the culture, engaging and relating to people, but living Kingdom lifestyles.

I'm not suggesting that we go burn all of our Urban Outfitters apparel and speak only in Bible verses, but I beg you to take a step back and evaluate where you stand. Are you entirely an individual? Do you completely ignore what everyone else says and "do you?" Or are you a faceless member of the pack? Do you find yourself enthralled in what everyone else says you should be? Are you somewhere in between?

As with many things, we need to seek a balance. It may not be a balance that is comfortable or easy for us. I dare you to be yourself and a radical missionary for God. I also dare you to engage in culture and build the healthy relationships with your peers that last a lifetime and beyond. We may have been experiencing this since middle school, but it doesn't stop there.

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"What hinders students, if they don't have a social security number, they don't have the ability to qualify for Pell grants," said Reed.

A student who qualifies for a full Pell Grant, which is federal financial aid, gets nearly \$6,000.

Several outside organizations, including Latino Achievers and Equal Chance for Education, also provide students with scholarship money to try to make up the gap for no governmental financial aid.

Reed said the university and these

other organizations can fill in some of the gaps, but not all of it.

Adding to the hurdles students without legal status face is the fact that most banks require a U.S. resident to co-sign for any student loans as well.

"They can't just go to their bank that they've had a relationship with, and get a student loan. They have to have a U.S. co-signer," said Merrick. "So that \$22,000 to \$30,000 that everybody else is complaining about having to take out in student loans to be able to cover every year, they're having to find a way to pay out of pocket."

The scholarships Trevecca awards all students depends on the student and their achievements before college, Reed said.

"A student who scores a 30 on the ACT and has a 4.0 GPA, and has done a lot of clubs and been in leadership, Trevecca's going to award them very differently than a student who went through high school with a 2.8 GPA, wasn't involved in anything and doesn't have a good ACT score," he said.

Jamie Casler, director of the Center for Social Justice, organized the forum last month on Christian responses to

immigration. He said providing access to higher education to students without legal status is part of doing Biblical social justice.

"I was very pleased that I work and serve at a university that believes in providing opportunity and access for undocumented students to have a private school education," said Casler. "When we talk about Biblical social justice, we're often talking about access to resources. So in this instance it has to do with access to college education, which is paramount to an undocumented individual, or any individual for that matter."

New SGA executive council elected, look toward this fall

Last week the student body elected Sarah Hogan, a junior, as ASB president; Josh Durham, a sophomore, as ASB Vice President; Griffin Dunn, a junior, as ASB Communications Director; Kaylon King, a junior, as ASB Social Life Director; and Justin Schoolcraft, a junior, as the ASB Chaplain. Next fall, they will represent the student body by serving on the executive council of SGA.

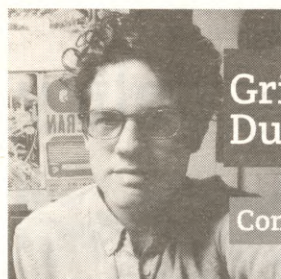


Justin Schoolcraft

Chaplain

Why did you run? I ran for ASB Chaplain because I sense that spiritual life on our campus is stagnant right now, and I would love to work with the student body as we journey to a deeper understanding of what a relationship with God looks like. I am not pretending that I will be the guy to make that happen by myself, or that programs, small groups, or events are going to change things, because I just don't think those things have the power to change a culture. But I do think that a deep relationship with God is a journey, and I want to be there for the student body on that journey.

What are your goals for the year? In terms of specific goals, nothing would make me happier than to hear students say, "I think I understand the life of faith a little better" at the end of next year.

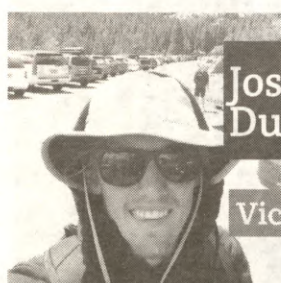


Griffin Dunn

Communications

Why did you run? I wanted to be the comm director again because I seriously have so much fun designing things, and making posters and other graphics is such a passion of mine. Getting to do that as a job has been incredible for me as an artist and helped me really develop.

What are your goals for the year? My goal last year was to make everything we put out appear very clean and professional, and I feel that has been accomplished. I hope to continue that and extend it throughout next year as well.



Josh Durham

Vice President

Why did you run? I ran for ASB VP because I really enjoy advocating for the student body on issues that we discuss in SGA. It also gives me a chance to reach outside my social circle and hear about what other students are passionate about and involved in.

What are your goals for the year? [One] of the goals I have is having SGA more involved with the average student. I also have an idea for a big event that I want to have happen next year.



Kaylon King

Social Life

Why did you run? Events here on campus are very important to me. I've met some of my best friends through events, and I truly understand how important social life is to complete the overall experience of college. After serving as social life coordinator this past year, I think that this is the next step in my path as a student leader.

What are your goals for the year? I want the events on campus to be efficient and fun for everyone. I think that in order to do this there needs to be a good team that I can communicate with and rely on. Also, I would love to see different groups of people be interested in coming to events. It would even be cool to have a suggestion box for ideas of events that I check every week to see if we could possibly make it happen for the students that want it to happen.



Sarah Hogan

President

Why did you run? I have enjoyed being on SGA this year as ASB Vice President. I knew I wanted a leadership role for my senior year and I felt that ASB President was the next step. SGA means a lot to me, and I wanted to be able to serve the student body again this next year.

What are your goals for the year? I would love to help the student body feel more connected to SGA as a whole, and I want to accomplish that through a clear line of communication. I hope to keep things organized and informational, while integrating with the student body.

Trevecca's Vision Institute seeks funding through 2020

BY BRECK SHARBEL
STAFF WRITER

The Vision Institute at Trevecca has submitted a proposal to the Tennessee Department of Education in an effort to receive funding for the program through 2020.

The Vision Institute is a master's program that offers students the opportunity to add a Teacher of the Visually Impaired endorsement to their teaching certificate.

A trial run of the program first began in 2011 with 11 students enrolled. After the students graduated 13 months later, the grant from the Department of Education was renewed, extending funding for the program through 2015.

In exchange for funding, Vision Institute students are required to work as a special education teacher in a Tennessee public school after completing the program.

Patrick Hector, one of the Vision Institute's first graduates, was quickly offered a job at the Tennessee School for the Blind.

While at Tennessee School of the Blind, Hector has been able to experience both academic classes and TSB's expanded core curriculum—which involves life skills, such as cooking and laundry—alongside TSB students. He also learned Braille.

While Braille opponents assert audio-based technology functions smoothly as a cost-efficient replacement, Braille is an important component of the Vision Institute's curriculum.

Blind students often prefer an array of technologies to Braille for the sake of convenience, said JoAnne Weatherall, a Braille instructor at Trevecca and TSB.

She is also sympathetic to the plight of an individual experiencing vision loss, and encourages Vision Institute students to be patient with such people.

"Braille represents blindness," Weatherall said. "So, it may be a while before they are willing to learn Braille, because they are psychologically fighting against the blindness."

Still, all of her students—blind and those learning Braille for the instruction of the blind—should be mindful that success in education and employment correlates with literacy, she said.

About 80 percent of employed blind adults are literate in Braille, while only 10 percent of blind school-aged children are currently literate in Braille, according to the National Federation of the Blind.

"If you can't read, you are illiterate. If blind kids don't learn Braille, that makes them illiterate," said Weatherall.

Access to materials remains a



challenge for educators of the visually impaired.

"It can take a long time to get a Braille textbook," Hector said. "Also, some of my students aren't capable of learning Braille. Their focus is more on life skills, how to take care of themselves. The materials used to teach life skills are usually very visual. Many times things are color-coded, or there will be a card with a picture of an object or action to learn. Well, these students can't learn that way."

The Vision Institute empowered Hector to channel his creativity to construct highly personalized resources for his students, he said.

"In one of the Literacy classes, we learned how to make tactile books. We were given a topic and lots of different materials: felt, wooden sticks, all sorts of things. We created our own books to

teach students different concepts."

Andrew Burnham, the Vision Institute coordinator, said that embracing a lack of resources and recognizing it as an opportunity is characteristic of the passion and perseverance that drives many of the Vision Institute students.

"There are not that many people out there who work with the visually impaired," he said. "A lot of that might be due to lack of exposure. It's such a small population. Some special education teachers may never realize it's a whole other field. And because of that lack of exposure, there might also be some fear. Either way, it is not just a career path. It is a true calling."

To learn more about the Vision Institute, visit Trevecca's School of Education website: <http://www.trevecca.edu/academics/schools-colleges/education/vis>

Increased thefts in the caf may mean new book bag policy

BY ANDREW RANEY
COPY EDITOR

A recent increase in cafeteria theft may cause book bags to be banned from the dining room.

The sudden surge in cafeteria theft, which began in February, shocked John Hampton, the food service director.

"We're probably missing 800 pieces of silverware in the last month," he said. "All last semester, everything was good; beginning of this semester, everything was fine, and then all of a sudden it was as if someone said 'Hey, let's see how much stuff we can take out of the cafeteria.'"

The cafeteria staff is aware when silverware, plates, mugs, and green grab-and-go boxes are missing.

The green boxes are becoming a particular problem.

"We don't have any grab-and-go boxes right now and the reason is people throw them away; they don't use them like they're supposed to," said Donna Cavin, service manager for Pioneer College Caterers. "And then we're stuck, we don't have enough to give to people. People come in and eat, and then they take their green grab-and-go box out of their backpack and fill it up

for dinner later."

Aside from patrons taking utensils and dishes out of the cafeteria, individuals are also taking more food than necessary.

"We do have people that take four or five bananas out, oranges, apples, half a thing of bread," said Cavin.

Although it may seem like an innocent act, Hampton says that there is more to the issue than most students realize.

"People think that they're paying for it, so they can have whatever they want, but they're paying for the lights, they're paying for the heat, you know," said Hampton. "It's not a cash and carry."

Taking items from the cafeteria also raises costs for the university.

"At times, students tend to rationalize and take items from the cafeteria for their personal use without considering what they are doing is stealing," said Steve Harris, associate provost and dean of student development. "When items are missing and must be replaced, it increases the cost of operations for the food service. The costs of these items tend to be passed on as increased costs so it winds up costing everyone more."

Hampton and Cavin have taken a number of steps to eliminate theft, in-

cluding notifying administration.

Their next step is to eliminate book bags.

"The only way to almost completely eliminate it is to have people stop bringing in their book bags. They just fill stuff up," said Hampton.

Cafeteria officials hope the thefts end so they don't have to implement a no book bag policy.

"That's our last resort. I mean, we don't want to do that. I know that kids come in here to study," said Cavin.

"I would ask that any student who has taken silverware, cups, plates, bowls, etc. from the cafeteria to please return them," said Harris.



Students give up spring break to serve in San Francisco



The TAG team poses after a prayer walk over the Golden Gate Bridge.

BY TJ HAYNES
STAFF WRITER

While most people were spending spring break relaxing on beaches or in their beds, 10 Trevecca students went to the San Francisco Bay Area to minister to poverty-stricken immigrants, the homeless and patients of HIV.

The trip was organized through CSM, the Center for Student Missions, and the group was led by Matt Spraker, associate dean of students for commu-

nity life.

"This trip was a wonderful and humbling experience. We were exposed to some of those hurting in the world, and to those people and organizations that are seriously taking God's call to love thy neighbor," said Spraker.

The students went to two different service sites each day during the trip. These sites included working at a food bank, spending time on the street talking with homeless people, delivering meals to shut-ins and volunteering

at a day school and a hospital.

While there, the group got to experience what it would be like to eat with the resources available to a teen runaway or an immigrant.

One day for lunch each student received \$2 to purchase their meal.

"When we were told that we could only have two dollars a day for lunch I thought that there was no way I would be able to eat off of that much money. When we were given the option to put our group's money together and buy our lunch we were able to afford it," said Summer Woolum, a sophomore.

The group found a farmers market and purchase fresh fruits and vegetables; however, it did not keep them full for long.

"We went the rest of the afternoon hungry like most people with a low income do. It was an awesome experience," said Woolum.

The students also delivered hot meals and groceries to victims of HIV and AIDS living in the San Francisco Bay Area. This was through a CSM partnership with Project Open Hand, which delivers food and other groceries to over 2,000 HIV/AIDS patients daily.

While most TAG (Trevecca Around

the Globe) trips are held outside of the United States, Heather Daugherty, Trevecca's associate chaplain was excited about students doing a mission trip inside the country.

"For several years, most of our TAG trips have been out of the country, but I was hearing from students who felt a burden to minister to people here in the U.S.," she said. "I had done a CSM trip to San Francisco and knew firsthand what a life changing experience it could be. My hope and prayer was that as this team went to visit a city right here in our own country, that they would have an imagination and vision for what ministry can look like right here in our own neighborhood and in the city of Nashville."

Spraker agrees.

"What I liked most about this trip is that while we went to San Francisco to experience this, everything we did there we can do here in Nashville. The needs are here, and the resources are also here," he said.

Women's soccer team uses soccer to serve in Jamaica

BY ANDREW RANEY
COPY EDITOR

The Trevecca women's soccer team spent their spring break in Jamaica playing soccer and spending time with orphans.

Accompanied by their coaches and trainer, 19 of the players travelled with GSM, Global Soccer Ministries, an organization that uses soccer to minister around the world.

Mark Foster, the team's head coach, was reading one of GSM's monthly devotionals for soccer coaches when he had the idea for the team to work with GSM on a project.

"I reached out to [GSM] for advice," he said. "I wanted to partner with someone who's doing consistent work, don't want it to be a one-time thing. I spoke to them about the different companies they work in, and through working with them and through praying about it, Jamaica became the one."

Once GSM had partnered with Foster, he was quickly supported by athletic director Mark Elliot and presented the idea to his players.

A majority of the team were eager to go.

To prepare for the trip, the girls met with Lipscomb University coach Christopher Klotz, who had traveled to Jamaica with GSM.

"He came and spent some time with the girls, helping them understand culture there, helping them understand

some of the people and how they work and some of the things," Foster said. "It's a great blessing having someone in town who has worked through this organization, who's willing to give up his time for the girls."

Team members helped raise funds for their trip after their season ended. They hosted a cornhole tournament in Moore Gymnasium, collected donations at basketball games, and will be refereeing games at TNT this April.

While in Jamaica the team was able to play two soccer games, one against a semi-professional team, and another from the University of the West Indies.

Usain Bolt, world record-holding runner and Olympic medalist, was in attendance at one of these games, and the team had the opportunity to meet him at halftime.

The team also spent time at three communities: Mustard Seed, a community for disabled and orphaned children, Maxfield Children's Home, a federally sponsored home for orphaned and abandoned children, and one of the local schools, Mona High School.

The team hung out and played soccer with the kids, taking every opportunity to teach them about soccer and show them love.

"We didn't really know what to expect, because they just told us these three places, but we were just [going to] go in with open arms, ready to do whatever," said Anna Main, a junior



The women's soccer team poses with Usain Bolt at halftime in a game they played against a Jamaican soccer team.

and co-captain of the team. "We were [kind of] taken back at the fact that we weren't building anything, painting any walls, doing construction things. We really just went in to love on the kids and show them faith, and give them love through what God has given us. Soccer was a big way to show that."

Although their efforts had a purpose, Main said that it was easy to become discouraged.

"A big struggle all week was knowing that we were going to see these kids one day, and then we were just going to be gone and never see them again," she said. "We felt like we didn't have a big impact like we wanted to, and so that was really hard."

Abbie Alosi, a sophomore and co-captain of the team, felt the same

way.

"It was hard for some of us to see what we saw," she said. "These kids had nothing. And some of them were disabled, so they literally could not do anything without the help of somebody. It was really hard for us to just go there and look at them and not do anything to help them."

Alosi and Main said they felt that they had grown in their personal relationships with God through their brief experience.

"I think what the people in Jamaica, no matter what, they were so loving all the time. We say 'I love you,' and all this stuff, but we truly need to express that. God has given us so much love to pour out," said Main.

Intramurals open sign-ups for dodgeball, volleyball, soccer and tennis

BY JOEY HUTTON
CONTRIBUTOR

Starting next week, the Trevecca Intramural Association will begin offering spring sports.

Dodgeball, tennis and soccer will return to the list of spring intramural sports that Trevecca students, faculty and staff can join. Indoor volleyball will be a new sport this year for TIA.

"For me, it's good to get away," said Kyle Kirby, director of TIA. "It's a weekly thing where you have games at least once or twice a week; where you can get away from your homework and go somewhere else. Go out there and play, forget about everything, be with your friends."

More than 350 individuals have played at least one intramural sport this academic year.

Sand volleyball has been played during the fall and it has been so popular that Kirby wanted students to continue playing volleyball in the spring indoors. Trevecca's volleyball team will also help ref the games.

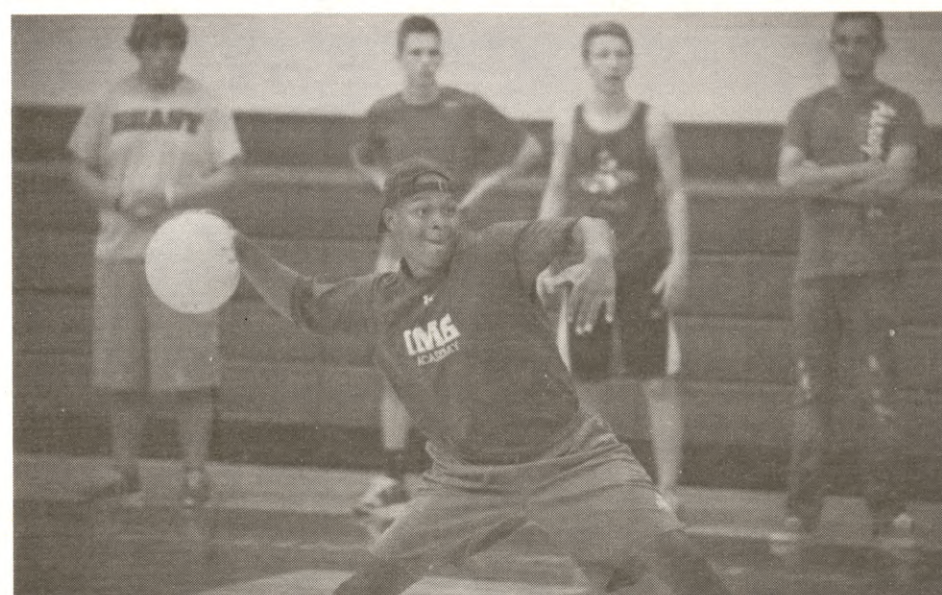
"I've been trying to integrate the athletes that play the sports," said Kirby. "This allows the athletic department to integrate in with the students and build relationships. And plus, they play the sports so they know what they're doing."

Since sand volleyball is one of the most played sports within the TIA, Kirby is expecting indoor volleyball to have a huge turn out.

"Volleyball is one of the most laid back, most chill, most fun games," said Kirby.

The TIA's motto is Recreation, Relationship, Respect. It strives for a stress-free environment with the hopes of giving students and faculty alike the recreational experience of fun and supports health physically, mentally, and emotionally.

"It's a great opportunity to be involved with the student body on a weekly basis. It's not overly competitive. It's a relaxed environment that's meant to be fun," said Tim Crummer, assistant director of the TIA. "Physical activity is a mental release. Kyle does his best to keep it a mellow atmosphere. It's a great



Carrington Wilson plays in an intramural dodgeball game.

way to relieve stress."

It's never too late to sign up for a team. Students can either choose which team they wish to play with or they can be assigned to a team.

"You get to meet new people through sports and teams," said Crummer. "You get to see peers joke around and have fun."

Students don't need any experience to play any intramural sports, Kirby added.

"You get to laugh. People dive and miss. You don't have to be athletic, it's just fun," said Kirby.

For more information, visit the intramurals page on TNU4U to see the TIA handbook, schedules, and sign up form.

Student cuts hair in freetime to raise money for mission trips



Christina Corzine cuts Daniel Gill's hair in the Georgia Hall lobby.

BY BAILEY BASHAM
STAFF WRITER

Christina Corzine started cutting hair while on lobby duty as a RA in order to raise some money for mission study abroad trips she takes as an intercultural studies major.

But, the junior RA in Georgia Hall, is finding that cutting hair is vocational for her.

Not only does she get to know fellow students, she also hopes to one day offer her services to those in need.

"What I want to do with my life is to be a beautician and to offer either discounted or free services to nonprofit organizations like Room at the Inn for those people to be able to see themselves for who they really are," said Corzine.

Corzine got her start cutting hair when she was a junior in high school.

She learned from her high school's cosmetology program and has been offering her salon services ever since coming to Trevecca.

"The high school I attended had multiple programs that students could go through if they didn't want to take the college route. I wanted to go through the cosmetology program that was offered to so I could cut hair through my college years and try to earn a little bit of money," said Corzine.

Corzine cuts the hair of everyone in her family in addition to offering haircuts to students for a small fee. Everyone except her grandmother anyway.

"I cut everyone in my family's hair except my grandma. She has a lady that she loves going to. She's a big social butterfly, so she loves being able to go into the salon, brag about all of her grandchildren, and talk to people. She said she might let me do it someday,"

said Corzine.

Corzine typically cuts hair three nights a week in Georgia lobby on Mondays, Wednesdays, and Fridays from 7 p.m. until 10 p.m.

"On average, I have three appointments a night when I'm sitting [lobby duty]. I like to give a lot of time for people to tell me exactly what they want, so I usually schedule hour long slots," said Corzine. "I usually cut more guys' hair than girls too because their hair is shorter and usually requires more maintenance." She pauses and laughs. "Guys are just more high maintenance."

"Hey, that's not cool," said Daniel Gill, a sophomore and peer mentor, who had come in for a haircut.

They both laugh.

Corzine stopped for a moment to talk with Gill about what kind of cut he wanted before talking for a while about how their weeks had been going and laughing over a story about a mutual friend.

"Some people come in with a general idea, and I'll ask them questions and say, 'Is this what you're envisioning?' I'll explain things as I'm doing them too so that people aren't so nervous. I've sat in the chair before, and I know what that can be like so just talking to people can help and asking questions to make sure that the people are comfortable with what I'm doing," said Corzine before leaning over the chair and asking Gill, "Are you comfortable with what I'm doing?"

"I am," said Gill, and they both laugh again. "Whenever my freshmen talk about needing a haircut, I always

recommend Christina. I'm very particular about my beard, and Christina is the only person besides myself that I'd trust for a trim. I've always been happy with what she does."

Getting to know and talk to students at Trevecca while cutting hair has lent itself to many funny experiences especially with clients who come in with friends, said Corzine.

"The funniest part is whenever I'm doing cuts and people are like, 'Oh my gosh, she just shaved your whole head bald,' or something like that talking to their friend that's getting the cut trying to freak them out," she says, laughing. "Or people will say, 'You should give him a mohawk, or you should do this and that.' All those funny suggestions people give while I'm doing haircuts are great, and sometimes people get really creative too. 'Why don't you just stick a bowl on his head, and then just shave it all the way up to the bowl?' You know just stuff like that."

Corzine likes to leave plenty of time when she is cutting hair to talk with her clients, and she enjoys getting to cut hair because it allows her to meet and get to know people she wouldn't normally have the opportunity to, she says.

"I like to create a more relational kind of atmosphere and do longer time slots so everyone is more comfortable with their cut and so we can build rapport," said Corzine.

Corzine accepts appointment by Facebook message, phone calls, and email and is willing to work with college students on pricing for the haircuts.

Atheletes work hard on the field and in the classroom

BY REBEKAH WARREN
STAFF WRITER

Rachel Mudd, a senior, has to work hard every day to keep her grades up while running for cross-country and track.

"I love athletics and I'm glad I did it... but it does get really tough sometimes because it's practically a full-time job," said Mudd.

Balancing academics with rigorous athletic schedules is a struggle that affects athletes across every sport and class.

For Mudd, learning to balance her time has been stressful, primarily because of the time requirements of her sport.

"When you're an athlete, your whole life revolves around it. You have to make sure you get enough sleep in order to do well. You have to make sure you eat enough and eat the right things," she said.

Additionally, athletes deal with the pressure of maintaining good grades.

Danny Leavy, head coach of the men's soccer team understands the challenges and tries to help his soccer players maintain balance.

"I'm pretty mindful of their schedules," said Leavy. "They always get a minimum of two days a week off so we make sure they have time to stay on top of their studies."

Athletes often miss class on a weekly basis and experienced athletes, like Mudd, have found the keys to success in the classroom.

"I keep a planner and e-mail my professors so they know my schedule," said Mudd. "It also helps to make a friend in the class who



Rachel Mudd catches her breath after finishing a heat at a meet.

can take notes for you."

Despite the obstacles, Trevacca's student athletes continue to succeed in all areas, a phenomenon that Leavy attributes to good time management.

Part of their achievement is also because of the team mentality that touches many aspects of the athletes' lives.

"We're trying to have a team GPA of a 3.0 or higher so they see they're trying to work toward something together, not just their individual grades," said Leavy.

For Mudd, all of the stress is worth it, and that is something that she wants athletes to know.

"Don't give up," she said. "It's really rewarding."

Athletic Department average for Fall '14 semester = 3.15

Athletics Department Cumulative GPA through Fall '14 semester = 3.202

Total Athletes = 190

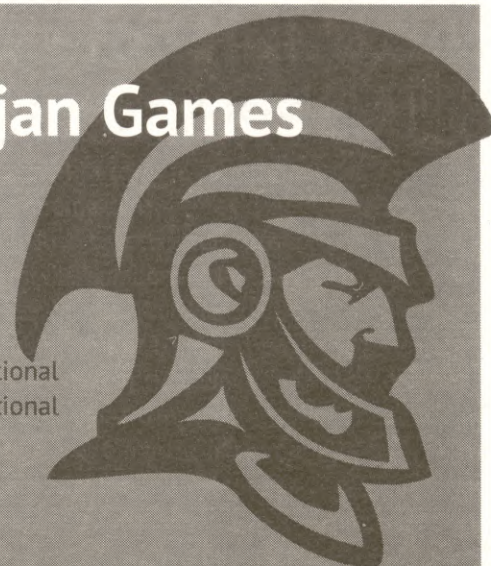
Athletes with a 4.0 GPA = 6

Athletes with a GPA higher then 3.5 = 70

Athletes with a GPA higher then 3.0 = 128

Sport	Fall '14 GPA	Cumulative GPA through fall '14
Baseball	3.244	3.167
Men's Basketball	2.631	2.714
Women's Basketball	3.337	3.389
Men's CC and Track	2.990	3.200
Women's CC and Track	3.132	3.351
Men's Golf	2.665	2.602
Women's Golf	3.491	3.550
Men's Soccer	3.262	3.175
Women's Soccer	3.510	3.503
Softball	3.331	3.378
Volleyball	3.052	3.190

Upcoming Trojan Games



Men's Track and Field

April

- 3 Day 1 – Bellarmine Invitational
- 4 Day 2 – Bellarmine Invitational
- 9 Day 1 – Tennessee Relays
- 10 Day 2 – Tennessee Relays
- 11 Day 3 – Tennessee Relays
- 18 G-MAC Championships

Baseball

April

- 1 4:00 PM Vs. University of Montevallo
- 3 4:00 PM Vs. Davis & Elkins College
- 4 12:00 PM Vs. Davis & Elkins College
- 7 6:00 PM @ Union University
- 14 5:00 PM Vs. Lee University
- 17 4:00 PM Vs. Ohio Valley University
- 18 12:00 PM Vs. Ohio Valley University
- 22 2:00 PM @ Bellarmine University
- 24 4:00 PM Vs. Cedarville University
- 25 12:00 PM Vs. Cedarville University
- 28 4:00 PM Vs. Carson – Newman University

Men's Golf

April

- 4 The Jewell | Bellarmine University
- 5 The Jewell | Bellarmine University
- 13 TSU Big Blue Classic | Tennessee State
- 14 TSU Big Blue Classic | Tennessee State
- 20 G-MAC Championships | G-MAC
- 21 G-MAC Championships | G-MAC

Women's Track and Field

April

- 3 Day 1 – Bellarmine Invitational
- 4 Day 2 – Bellarmine Invitational
- 9 Day 1 – Tennessee Relays
- 10 Day 2 – Tennessee Relays
- 11 Day 3 – Tennessee Relays
- 18 G-MAC Championships

Softball

April

- 3 1:00 PM @ Ohio Valley University
- 4 11:00 AM @ Ohio Valley University
- 8 12:00 PM @ Kentucky Wesleyan College
- 10 3:00 PM Vs. Cedarville University
- 11 11:00 AM Vs. Cedarville University
- 14 2:00 PM Vs. Kentucky Wesleyan College
- 17 1:00 PM @ Davis & Elkins College
- 18 11:00 AM @ Davis & Elkins College
- 21 2:00 PM Vs. Union University
- 22 1:00 PM Vs. Christian Brothers
- 24 1:00 PM @ Salem International
- 25 10:00 AM @ Salem International

Women's Golf

April

- 11 OVU Spring Invitational | Ohio Valley University
- 12 OVU Spring Invitational | Ohio Valley University
- 20 G-MAC Championships
- 21 G-MAC Championships

FEATURE

Boone's new book on sexuality hopes to spark conversation

BY BAILEY BASHAM
STAFF WRITER

Trevecca President Dan Boone wants the church to not be afraid to talk to about human sexuality, and his latest book is an effort to help the conversation.

"Human Sexuality: A Primer for Christians," will hit the stands next month.

"I do not believe the current discussion about human sexuality will result in a unified church. I also think the categories of liberal and conservative are not capable of defining where the church might come to rest," said Boone in the preface of his book. "For that reason, I have tried to write a brief theology of human sexuality in the language of the pew... I believe the discussion of human sexuality needs a fresh start. If we are to be the bearers of good news to a broken world, we must recover a biblical theology of the human body and of our

human sexuality."

In the book, Boone references a model devised by Mark Yarhouse, an author and professor of psychology at Regent University in Virginia.

"Mark Yarhouse uses a model that allows us to treat sexual minorities [identities other than heterosexual and homosexual] as individuals with personal stories," said Boone in chapter 7 of his book. "His approach seeks to hear the journey of a person based on milestone events along the way."

Boone said he felt called to write on this subject because of the fact that so many people in the church struggle with gender identity and sexuality issues.

He hopes an initiation of the conversation will benefit members of the Church of the Nazarene.

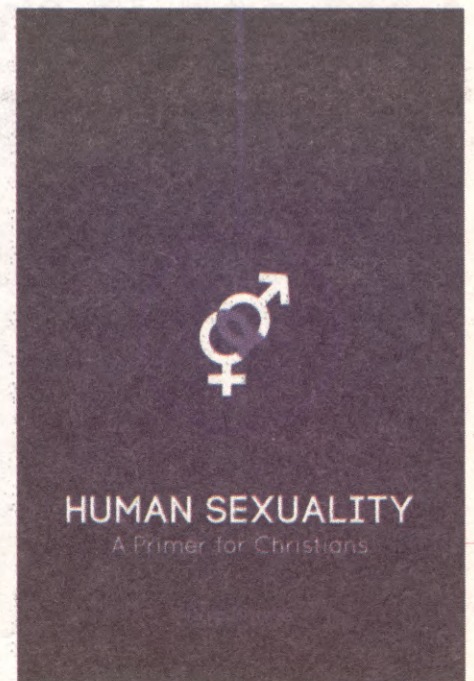
"I think the church is afraid of the topic, and so until some respected leaders in the church begin to demonstrate that we have nothing to be afraid

of in entering this topic, I think a lot of churches just won't," said Boone. "What will happen is that people will disagree, and in the process of people disagreeing sometimes, we think we have to stop the conversation. It's okay that not everybody agrees with one another. Peter and Paul didn't even agree with one another in scripture, so it's not like disagreement is the most horrible thing in the world."

In addition to writing his book, Boone also recently spoke at Mission 2015, a Nazarene youth conference in Kansas City, where he and other pastors addressed the issue of homosexuality in the church.

Boone's book includes two chapters on homosexuality and also touches on pornography, celibacy, marriage, raising children, the church's public conversation on marriage rights, and on dating culture in today's society.

The book is currently undergoing the final stages of the editing process



and is slated to be released within the next month. Students and faculty interested in reading the book will be able to find it both in the campus bookstore and in Waggoner Library.

New history course to explore women's roles in history

BY BAILEY BASHAM
STAFF WRITER

A new course exploring women in history will make its debut in the fall.

Erica Hayden was hired last year as an assistant professor of history and felt that there was something missing from the curriculum. It didn't take long before she was meeting with academic council with a new idea in her pocket.

After developing a new course with the help of her background in women's studies and presenting the addition to the academic council, Women's Lives in American History was added as a regular addition to the history curriculum.

"A lot of the other upper level classes are all political and military based, and I wanted to add a social history course because that's the way the field is going. We see a lot more social and cultural history, and I wanted to modernize the field so that students who are taking these classes could feel more well-rounded in their history degrees and in their pursuits of jobs," said Hayden.

Hayden was always interested in social history, particularly the history of women's experience. She took women's history courses herself as a student at Juniata College, a small liberal arts school in Pennsylvania.

As a graduate student at Vanderbilt University, she opted to examine the experiences of female criminals in the nineteenth century -- women who generally weren't documented in historical record.

"These weren't the Susan B. An-



thony's or the Rosa Parks's. These were just common women who stole a loaf of bread to feed their families and ended up in prison," said Hayden. "I was just always fascinated with the stories of the common person because that's what most of us are. It makes history come alive to relate to those stories, so I wanted to offer a class here that focused on the social history. What better way to do that than to talk about women's experiences?"

Hayden felt that the expansion of the history program was important seeing as the field of history is dynamic and has continued to progress over most recent generations.

"It's just been in the most recent decades that social history has become really important. Before that, you see a lot of political and military history, and while that is also important, and we can bring some social history into those classes, I wanted to offer something that was away from the major crises of American history and to look at the social side of things," said Hayden. "It's also important to consider the role of gender and to have a class that really considers women juxtaposed against

the traditional narrative of American history that is generally so male-dominated."

While much of the course will be dedicated to the consideration of the roles of women in history, it is open to any students interested in joining the discussion and learning about the lives and times of such influential women.

"I think it lends itself to an interdisciplinary approach, and that's why I'd like students outside of the history department to come in because a lot of the different academic disciplines can really bring different perspectives to women's history," said Hayden.

In order to delve so deeply into the history of women in America, Hayden says those in the class will be taking into consideration the male perspective as well.

"I want to be able to tell these stories about women and talk about their experiences, but we have to talk about them in context with the male experience because they are so interconnected. It's not like we're just going to be talking about women and never talking about men," said Hayden. "To have some male perspective in the class would be great, so I hope we get a few."

Because the women's experience is so intrinsic to American history, the more that students study, consider, and learn about those perspectives, the better understanding they will have of their culture, she said.

"This kind of course is embedded in mainstream history, and I am thrilled to see Trevecca offer something from the perspective of the woman. There

are commonalities in the way women and men experience history, but they are still very different," said Lena Welch dean of the school of arts and sciences.

The course will be offered in the fall and students are signing up for it now during registration.

"I'm really excited to learn about the women that helped create the foundation of society that we get to experience today, and to get a better understanding of what it was like to be a woman during the development of the United States," said history major Ileta Galau. "Women's history is not one we get to learn about often, and I think it's important because history was not made just by those whose faces we remember, but by the collection of experiences from everyone that has lived before us."

The importance of a women's history course goes hand in hand with that of representation and avoiding the erasure of such largely influential and contributive historical groups, said Hayden.

"I think learning about those great men who developed our nation is certainly important, but women are really foundational to the United States as well," said Hayden. "We learn about the presidents, and we learn about the inventors, and a lot of them are males so we need to learn about how women helped develop our society as well. To understand where we are today, we have to look at the past and the importance of women's roles."

This course will be a part of the two year cycle, and will be offered in the fall of odd years beginning in 2015.