

CAMPUS

When fall quarter began, the bookstore affected a new purchase slip policy, leaving students to question the slip's purpose. Academic Dean Mariano explains the transition and what it means for future textbook purchases.

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COMMUNITY

After over six years of serving PUC, special collections librarian and archivist Katharine Van Arsdale moved to Andrews University to manage the Adventist Digital Library. Find out what the job entails and how her career here prepared her for the role.

P5

CONVERSATION

Every Thursday in Oct., the Title IX office held a booth in the Dining Commons to bring attention to National Domestic Violence Awareness Month. Aileen Kurts discusses indicators of possible violence—specifically, red flags.

P6

Men's Basketball Conquers Mendocino



Coach Michael Escobedo and the team prepare for play

photo courtesy of Bob Wilson

By Amanda Barnes

The men's basketball team faced off against the Mendocino Eagles in their opening game on Friday, Oct. 22 in the PUC gym. The Pioneers won the game by 21 points, with a final score of 94-65.

The starters were senior point guard #1 Chris Jones, senior guard #10 Victor Wariso, sophomore guard #11

Jordan Lopez, freshman forward #32 Trayvon Little and guard/forward #22 Kyle Durham.

About 11 minutes into the first half of the game, Little fought for the rebound from a three point shot that had bounced off the backboard. Ripping the ball from of his opponents' hands, he went

up for a layup and scored two points for his team.

Despite being blocked by two different players, Lopez also pushed through the defense and went for a layup, scoring two points and making an additional foul shot for a four-point play total.

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FROM THE EDITOR

For many of us, life has been a lot lately. Part of this is due to midterms season when our academic schedules seem to get exponentially more strenuous. I always know exams are coming, and yet every year I seem to underestimate the time and brain power they will require.

Our days have also been filled with events to help with or attend, friends and family to stay connected to and tasks to be completed. This issue of the Chronicle is our fullest yet, simply because our campus has had so much going on—not to mention trying to do it all while being inundated with rain. Our lives are—quite literally—overflowing.

Whether we're dealing with an abundance of rain, homework or both, it can be easy to get overwhelmed and lose perspective. We attempt to find pockets of joy between all the items on the to-do list, but when we are feeling most pummelled, it can be

a struggle to appreciate our packed-to-the-brim daily routine.

This quarter, however, I find myself feeling grateful for the storms—the literal ones and the ones that result from hectic schedules and busy minds—because they mean that our lives are full. While school was online, we didn't get to do many things, and the things we were able to do, we trudged through alone. The opposite of the current moment, I found myself mostly underwhelmed with life in general.

For our current moment, Dr. Davis's often-repeated advice is more than relevant—it is not about what we have to do, but what we get to do (see page 4). For all the good parts and the more challenging ones, we are undoubtedly experiencing life in all its abundance.

As cheesy as it may sound, everything which is making our lives “a lot” right now



is a chance to learn, and I'm glad we get to muddle through it together.

*Sincerely,
Lauren VandenHoven
Editor-in-Chief*

CAMPUS

Early Rainstorm Floods Dining Commons and Other Campus Buildings

By Lauren VandenHoven

On Sunday morning Oct. 24, facilities management staff learned of flooding in the Dining Commons caused by the first rainstorm of the season. As the day continued and nine inches of rain accumulated, the damage grew and affected many buildings across campus.

The Dining Commons took the worst beating in the storm when two drains on the balcony backed up with debris, causing the water on the balcony to flood the building's interior. The same problem had occurred once in the past, but the damage was not nearly as significant.

During the clean-up process, facilities staff sucked 800 gallons of water from the Dining Commons floor, and found that the water had also leaked through the floor and damaged ceilings in the Campus Center. The offices for the SA president and executive, social, religious and financial vice presidents were hit hardest.

Along with the Dining Commons and

Campus Center, there was also water damage in the Rasmussen Art Gallery, the gym, West Hall Annex and Graf, Irwin, Andre, Newton, Winning and McReynolds halls.

“We always knew there was weather coming and had been keeping an eye on it. [Facilities staff] went about it as fast as they could to start prepping buildings and getting ready.”

The damages were first noticed in the Dining Commons when the staff came into work and were preparing to cook for the day. As facilities staff and fire department volunteers continued to investigate, they found issues in more buildings and began

doing damage control.

Though the fire department was able to help with moving furniture and removing water, Interim Vice President for Student Life J.R. Rogers said “It's all facilities—those guys ran a lot and did a lot of things that most people don't even know about that day.”

The facilities department normally prepares for storms like this one by keeping the roofs clean of debris and making sure that all drains are open and flowing freely so excess water will not pool up and create flooding and leakage problems.

This storm was no different, except that it occurred early in the season. “We always knew there was weather coming and had been keeping an eye on it,” Rogers said. “[Facilities staff] went about it as fast as they could to start prepping buildings and getting ready.”

According to Rogers, there were no structural issues that added to the damages; “it was just that it was a lot of water and very quick.”

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CAMPUS

Bookstore Transitions to Online Purchase Slip

By Kyla Crist

Amid the COVID-19 pandemic, PUC followed the path of many other colleges nationwide and transitioned to a fully online student bookstore. The bookstore's previous location behind Howell Mountain Market has officially closed.

At the same time, PUC renewed their contract with vendor Barnes & Noble College Booksellers (BNC). Upon this renewal, a purchase slip was required by BNC to make the online store accessible for all students. However, many students expressed confusion about its actual purpose.

Academic Dean Milbert Mariano refers to this purchase slip as a "mechanism." It allows students to purchase items from the bookstore website—accessible through PUC's homepage—with credit. Essentially, it is like swiping a student I.D. card. A \$2,000 limit was given to each student with the intent that whatever money was used would be paid back by the student by the end of the quarter in which it was spent.

BNC Services sent emails to the

student body this past summer informing them of the purchase slip, also referred to as a "voucher," which would "securely order your course materials from Pacific Union College." Mariano suggested that a more accurate term would have been "credit voucher," which might have caused less confusion.

Dean Mariano plans on sending out a survey to the students and staff of PUC, asking how their transition to an online bookstore and use of the purchase slip felt.

Like any transition, converting to an online bookstore has its challenges. With a contractual book vendor comes conditions—such as the credit voucher—that need to be met by the school. However, Dean Mariano is in the process of altering the careful language previously used to something more clear to the students. For now, if a student would prefer their textbook money to be directly charged to their student bill for the quarter, the purchase slip is a feasible mechanism for that. ■

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COMMUNITY

Surgery in the Chadian Bush

By Kaylyn Jakubczak

The PUC pre-dent and pre-med club hosted guest speaker Dr. Andrew Trecartin on Oct. 28, to share about his experience being a doctor abroad.

Dr. Trecartin is a general surgeon who was stationed in Bere, Chad, after graduating from medical school. He spoke about some of the memorable surgeries he was able to perform—complete with gory photographs and meaningful stories.

He expressed the definite need for healthcare workers in countries like Chad, where maternal mortality is high and over 90% of the residents lack access to medical care. Trecartin also stated that it was exciting to "be able to see all the tangible

differences" in the lives of the people he was able to help.

Speaking directly to PUC students who hope to get into a career in healthcare, Dr. Trecartin stated: "Remember you will be saving lives after enduring the difficult classes in undergrad [like Dr. Wilson's o-Chem class]".

The event was organized by the pre-med and pre-dent club. Those who missed the presentation but would like to learn more about a career in medicine abroad can visit the Adventist Health International website, ahiglobal.org.

The presentation was also recorded and is available to watch on the pre-med and pre-dent Instagram page [@puc.med.dent.club](https://www.instagram.com/puc.med.dent.club). ■

SETTING THE RECORD STRAIGHT

A photo caption in the Oct. 8 article "Biology Students Find Summer Adventure on Safari in Kenya" identified an animal as a cheetah when the cat was, in fact, a leopard. Additionally, the photo of Hayes, Vo and Nakanishi was taken at an overlook of the Rift Valley and not the Masai Mara National Reserve as stated.

EX CATHEDRA

Grades: What Are They Good For?

By Kent Davis

Last week, someone in one of my classes suggested that I was a “chemistry genius”. It happens from time to time. I don’t attempt to refute such claims.

If one wanted to demonstrate “genius level” in whatever subject, how would they do it? Take a test? Write an essay? Do an experiment? In what objective way would any of these show “genius”? In my case, the worst way of convincing you of my genius would be to show you my transcripts—high school, college, graduate school, you pick.

A ranking of my high school class would list me as the final student in the top half of the class. College was a little better, but there are no special ceremonies or rituals for a GPA of 3.19. My graduate school GPA was fine because of all the research credits, but the grades in the seven classes I took were not all As. You shouldn’t get the idea that I was—or am—against learning. After all, I went to school by choice for 12 years after high school and have now been teaching for more than 20 years. I’m just bad at—or more accurately, uninterested—in playing the grade game.

I think most of us have unquestioningly accepted that grades are the way education works, but they are actually a relatively new phenomenon. The first university was

established in 1088 in Bologna and there is no evidence that they gave any grades. Cambridge University had no grades but began giving titles and cash for the best performers in a mathematics competition in the 18th century. Soon thereafter, Yale adopted a four-point scale similar to our current GPA system. The University of Michigan began giving grades around 1850. They were pass/fail grades with the pass level at 50%. Harvard followed with a 26% pass/fail cutoff. Mount Holyoke College upped that to 75% and instituted the familiar ABCDF grading scheme around 1900. Is the stability of this scheme over the past 100+ years a sign of its superiority, or of a lack of imagination?

Just what is it that grades are supposed to do? One purpose of grading students is to help employers or graduate schools know who to select. But do grades do a good job of communicating this information? I submit that no matter how many decimal places a teacher uses in the gradebook, differentiating between a B+ student and an A- student (to choose an arbitrary grade boundary) in the same class is a crapshoot. If we look at students in different classes with differing attendance, homework, participation policies, etc., the problem is even greater not



Dr. Kent Davis

to mention classes in different disciplines. Did a B student do everything perfectly but ignore one topic worth 10% or did they do an OK but not spectacular job on all of it? Those are potentially very different outcomes that get the same grade. And yet the letter grade is the only communication that anyone but

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SPORTS

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At the end of the first half, the Pioneers lead the game 41-23.

During halftime, they held a half court contest. The father of Malik Skillern, the basketball player critically injured in a car accident in Oct., participated in the contest. In Skillern’s absence his parents still came and cheered on his team. During the game, the team laid Skillern’s #2 jersey on one of the bench seats as a reminder that even though he couldn’t be there in person, he played with them in spirit.

With six minutes and thirty seconds

left in the half, the Pioneers led the game with a score of 78-48. Pioneers ran an impressive defense that made it even harder for the Eagles to move the ball down the court.

While pressing the point guard, Chris Jones stole the ball and ran it back at full speed to score two points for his team. On a similar play, Jones broke away with the ball, but this time, he was being covered by a defensive player. He ran down the court for the layup, and right before shooting the ball he paused and faked out the defense, causing an eruption of cheers from his teammates and the spectators.

Near the end of the game, Lopez stole the ball from an offensive player and ran it down the court, followed by Little. While running full speed, Lopez made an incredible behind-the-back pass to Little who dunked the ball for two points.

By the end of the game, Lopez ended up scoring 25 individual points. In just the first quarter, Little scored four times. Jones scored a total of 18 points during the game.

As the season progresses, fans can look forward to watching more games as the Pioneers continue bringing home victories. ■

COMMUNITY

PUC Archivist Takes New Position as Church-Wide Digital Librarian

By Lauren VandenHoven

After six and a half years as special collections librarian and archivist at PUC, Katharine Van Arsdale is off to serve as digital librarian for the Adventist Digital Library, based in Andrews University.

The Adventist Digital Library, according to Van Arsdale, is like “Adventist Google.” It was established a few years ago to create a platform for collecting information and materials related to church history, and will soon be moving to a new platform which will make it even more accessible.

“It’s one of the most exciting things that I’ve ever seen the Adventist church do in my professional area,” she said, “especially because it’s a collaboration. It’s always exciting when institutions will collaborate and make the most of their resources.”

Van Arsdale said that the platform is currently free for general use, and serves as a database containing primary and secondary sources that have been digitized for those seeking historical documents. She described it as a “one-stop shop” with materials on anything pertaining to the Adventist church, including photos of members of a given church in the 1940s, diaries written by Adventist pioneers, pictures of Ellen White to use in a church bulletin or even resources for historical research on a specific missionary.

“I’m really excited about this job because I think I’ll be able to help even more people and make even more Adventist heritage accessible and findable—so sort of do what I’m doing at PUC but do it on an even bigger scale.”

The site is a collaboration between partners such as Loma Linda University, the Association of Adventist Librarians, the General Conference of Seventh-day Adventists and others. These partners



Katharine Van Arsdale

contribute financially and also share materials they have to add to the database.

As digital librarian, Van Arsdale will be managing the database and working with partners to help the Digital Library to grow and serve broader audiences. Along with working with the materials themselves, Van Arsdale said she will be “working to let people know this exists so that they can use it for whatever purpose, make sure that it fits the purpose that they have, and ask more people to be partners.” The more partners the Digital Library has, the more they can add to their robust collection, as well as being able to serve a broader audience. The Digital Library is run from Andrews University, where Van Arsdale received her undergraduate degree in 2009. Not only is Andrews one of several partners, but they also have the resources to support the Digital Library’s needs.

“I’m really excited about this job,” Van Arsdale said, “because I think I’ll be able to help even more people and make even more Adventist heritage accessible and findable—so sort of do what I’m doing at PUC but do it on an even bigger scale. In

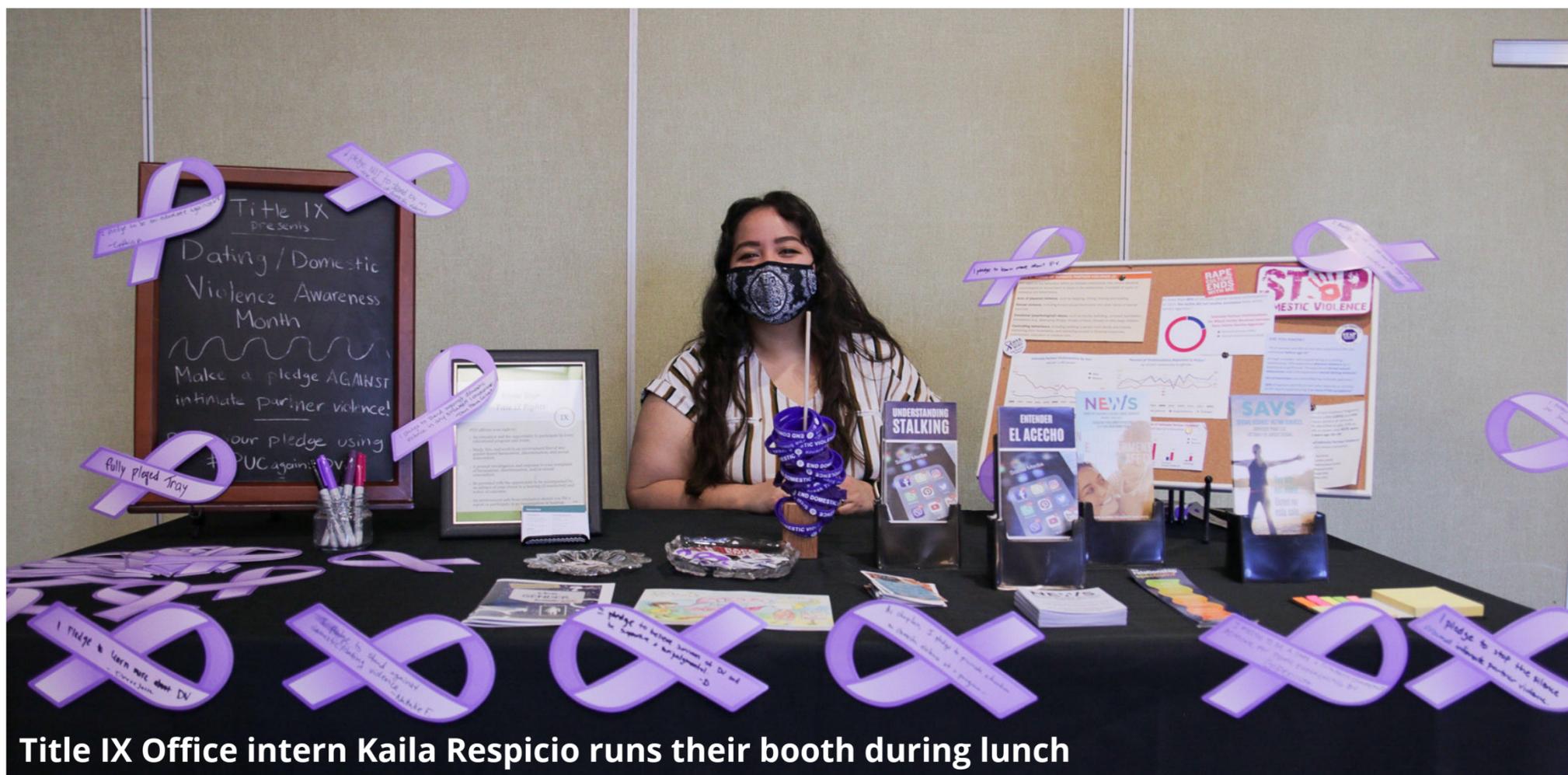
that way, my hope is to still serve PUC, as well as other Adventist schools.”

Van Arsdale officially began working at PUC in July 2015, but before that she also volunteered to help curate an archival exhibit for the 100-year anniversary of Ellen G. White’s death. Since then, she has worked to organize the one-of-a-kind artifacts and documents which are part of PUC’s collection, make them usable to students for their research and put together exhibits for viewers to enjoy and learn from.

She explained that being an archivist is different from traditional librarianship because most books are available at multiple libraries, but materials in special collections are usually rare and unusual. As opposed to books—which are already complete volumes and usually have been previously cataloged with information on how to describe, find, and use the book—special collections are “a totally unique collection of things, and so you have to organize it differently,” she said. “It’s also not a complete set of things, it’s loose papers.”

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CONVERSATION



Title IX Office intern Kaila Respicio runs their booth during lunch

Red Flags: Why We Should Take Them Seriously

By Aileen Kurts

The red flag emoji has become popular on social media for its joking connotation of “problematic” behavior in people. While most of these jokes are just for fun, real red flags should be taken seriously.

Most forms of media—TV, movies, music, social networking platforms and others—romanticise red flags by portraying relationships full of abusive behavior as an ideal dynamic. While these relationships make for entertaining plots, real life red flags are dangerous and lead to harmful relationships.

According to mindbodygreen.com, a red flag is a signal that goes off when something is not right, telling you to steer clear of the offensive behavior. In a relationship, a red flag will become evident if your significant other does something that makes you question the relationship. These are signs that a relationship may not be healthy, and could potentially turn dangerous. Red flags are not exclusive to romantic relationships. They can also be seen in friendships and family relationships.

Some red flags to look out for include:

- Physical, verbal, and/or emotional abuse, which are warning signs to leave a relationship immediately.
- Active addictions such as binge drinking or substance abuse that are not being addressed or managed.
- Possessiveness or excessive jealousy as an attempt to control and isolate you from friends and family.
- Narcissism or a superiority complex can lead to a lack of self-accountability and create a one-sided relationship.
- Gaslighting, which is when a significant other denies a person’s reality.
- Constant fighting, especially in a new relationship, which may be a sign that abusive behavior may start to occur.
- Anger issues, or a lack of ability to regulate emotions which can lead to physical violence.
- Stories of “crazy exes,” which show the lack of respect they have for people that they loved or cared for.
- Having no friends and wanting to give you all their time, which can be a sign

that they struggle with maintaining relationships.

- Wanting to move too quickly, which can be due to insecurity, not love.

Many of these red flags are very similar to signs of dating violence and domestic abuse, also known as intimate partner violence. The definition of intimate partner violence according to the National Domestic Violence Hotline is a “pattern of behaviors used by one partner to maintain power and control over another partner in an intimate relationship.” The behaviors could include physical, sexual or emotional abuse. Many people in relationships don’t recognize when intimate partner violence is occurring regardless of whether they are the perpetrator or the victim.

Some early warning signs of dating violence are:

- Restricting contact with your family or friends.
- Demanding to know how you spend your time.
- Controlling what you wear or look like.

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CAMPUS

Dining Commons Faces Ingredient Shortages

By Lauren Jones

This year you may have noticed that your favorite meal or go-to drink has been missing from the Dining Commons. As it turns out, COVID is to blame.

“The virus caused second- and third-order disruptions to economies and supply chains,” said Andrew White, manager of the Dining Commons. “Companies nationwide are facing difficulty while attempting to source raw materials or simply get products delivered.”

At the beginning of the pandemic, the Dining Commons did not experience any serious product shortages. However, in recent months, supply chain breakdowns have been impacting businesses. The

“The virus caused second and third order disruptions to economies and supply chains. Companies nationwide are facing difficulty while attempting to source raw materials, or simply get products delivered.”

Dining Commons is just one of many businesses worldwide that has suffered the consequences of COVID.

Luckily, PUC’s Dining Commons are blessed to have chefs who are great at working around these shortages.

White said that the chefs have always been tasked with creating inventive menus as well as cooking from scratch. So, while the product shortages have made it harder to cook certain foods, the chefs have the flexibility to help them overcome.

It is hard to tell when these shortages will be resolved. However, the staff at the Dining Commons prioritize flexibility as well as the safety of their guests during this time of COVID. ■

EX CATHEDRA

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the student and the teacher ever sees. Is this the best that can be done?

Another ostensible purpose for grades is to motivate students to work hard. The problem is that extrinsic motivation—motivation from outside—is much less useful than intrinsic motivation. It tends to be great at motivating students to learn the rules of the game and do just enough to get by, but it also discourages risk taking and being really creative. If grades are the motivator and a person can get a good grade just by following the rules, why do something that could be amazing but requires more time and effort when you are not absolutely sure is going to work beforehand? An NYU study of 10,000 students in 2016 found that as GPA goes up, motivation to innovate goes down.

Students tend to be stressed about grades. A 2013 study by the American College Health Association found more than half of students feel “overwhelming anxiety,” while a third report students feeling “so depressed it was difficult to function,” and nearly half report finding academics “traumatic.” Surely grades are not the only

reason for these feelings, but these same students place “academics” at the top of the list of causes of this stress. I think that learning should be hard, otherwise it’s not real learning—but “traumatic” crosses way over the line.

“A high GPA isn’t bad and a low GPA isn’t good, but neither of those outcomes the end of the story. A focus on learning for its own sake and on demonstrating development of the soft skills can matter even more.”

Of course, even those of you who may agree with some or all of what you’ve just read may still say “but medical (or other professional) schools rely on GPA.” This is true. Me and my 3.19 GPA would be unlikely to go to medical school even in the previous millennium. On the other hand, medical schools might value a 3.7 GPA with strong test scores and an interesting record

of trying hard things over a boring 4.0 GPA. There are also some signs that values are changing. Companies such as Google stopped caring about GPA in their hiring a long time ago. In addition to technical skills in your discipline, even more important could be displaying so-called “soft-skills” like communication, ability

to work as part of a team, and effective problem solving strategies.

A high GPA isn’t bad and a low GPA isn’t good, but neither of those outcomes are the end of the story. A focus on learning for its own sake and on demonstrating development of the soft skills can matter even more. My students constantly have to put up with my correcting their “Do we have to?” questions to “Do we get to?” It might seem silly, but the difference between “have to” and “get to” is significant.

I should say that I have done some experiments in my classes with getting rid of points, percentages and high stakes tests. While some were successful and others half-baked and less successful, I don’t have solutions to all the problems presented. But I do think it is time to question, and maybe change it all. ■

CAMPUS

Biology Department Welcomes Baby Rattlesnakes Adenine and Thymine

By Madison Brogan

This summer, PUC welcomed two new additions to the biology department with the birth of a pair of rattlesnakes. The juvenile rattlesnakes join their mother, bringing the number of rattlesnakes owned by the department to three. The results of a naming contest determined the female would be named Thymine, and the male, Adenine, after two chemical compounds that bind together to help form the structure of DNA.

Dr. Bryan Ness, professor of biology, shared that for over a decade, “The Biology Department has been keeping a pair of rattlesnakes.” In addition to the adult female rattlesnake named Lilith, he said, “we also

had a male rattlesnake named Satan who was also over ten years old, but he died of a tumor this summer. Satan and Lilith are the parents of Adenine and Thymine.”

Rattlesnakes are native to numerous habitats throughout the United States, though the three living in Clark Hall are not far removed from their original environment.

“Our rattlesnakes are wild caught from the Angwin area,” Ness said. “What all of them have in common, regardless of the environment they live in, is the need to find discreet shelters.”

Ness described these common behaviors saying, “Much of their time is spent

underground or under logs or rocks where they can remain hidden from potential predators and stay warm in the winter and cool in the summer. We keep our snakes at a comfortable temperature with wood chips and branches for hiding.”

While rattlesnakes can be found throughout the Bay Area—especially in rural locations such as in Angwin—there is an important purpose for keeping them on display in Clark Hall. They are generally docile and avoid interaction with humans, and are equipped with a natural warning system—their distinct rattling sound—to indicate when they feel threatened.

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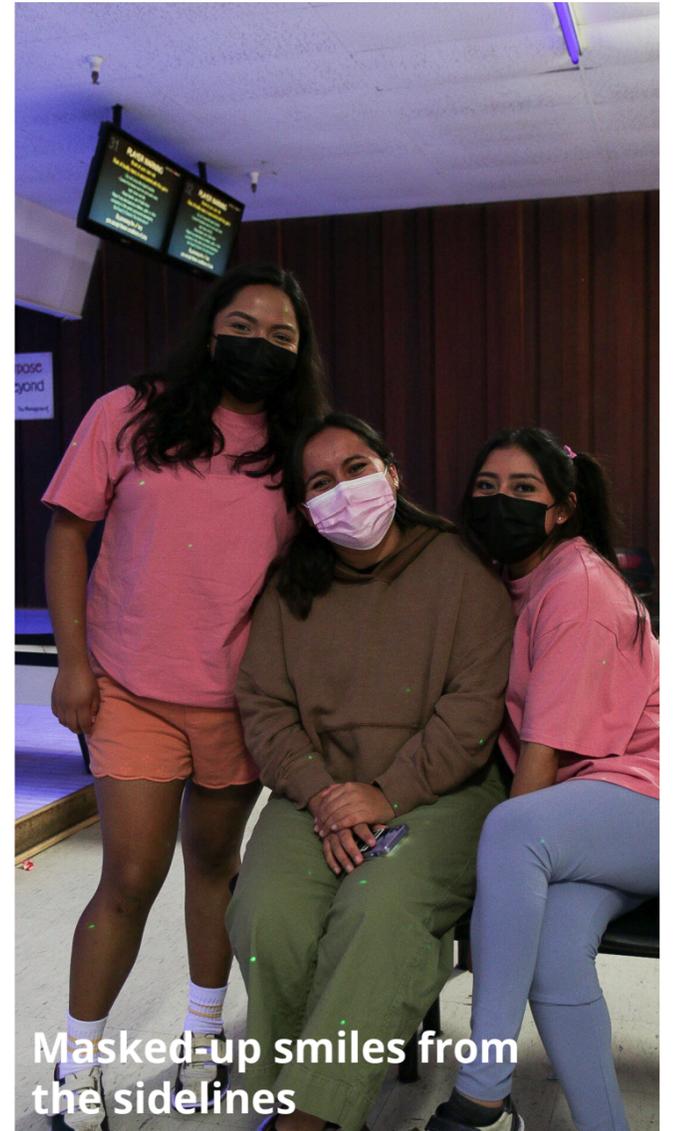
Adenine and Thymine in their terrarium in Clark Hall

UPCOMING EVENTS

- Fri., Nov. 5 Vespers (Missions Week) — PUC Church, 8 p.m.
- Sun., Nov. 7 Fall Festival — PUC Gym, 4 p.m.
- Mon., Nov. 8 - Sat., Nov. 13 PUC Olympics
- Fri., Nov. 12 Vespers — PUC Church, 8 p.m.



Students at last week's Costume Bowling event



Masked-up smiles from the sidelines



The bowlers wait for their turn

CAMPUS

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The facilities department has already taken care of the majority of the clean-up by removing all of the flooded water from affected buildings and cleaning the carpets. The fallen ceiling tiles in the Campus Center offices have been replaced and are now ready to be painted. Some of the flooring in Graf Hall will also need replacing.

As far as repairs to the Dining Commons, Rogers said, "We're kind of in a wait-and-see mode in what happens with the floor, because it's wood and we're already starting to see some ripples in the floor and trying to figure out once it fully dries what that looks like." He explained that the cost for repairs is unknown at this time because it is not clear yet how much work will need to be

done to bring the Dining Commons back to proper condition.

As the facilities department works to help the campus weather the upcoming storms safely this winter, Rogers said the main thing students should be concerned about is to "take care while driving," making sure to go slow especially in areas with steep drop-offs and no guardrail. ■

COMMUNITY

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“One of the principles of archival science,” Van Arsdale explained, “is to keep things in the order that they were created.” That way, she explained, historians get to see the documents “as close to the way the creators made it as possible, so that the experience you have is like maybe you just found them for the first time.”

Some of the collections she noted which are available at PUC include materials about the history of the Angwin and Howell Mountain area, northern California, pioneers who helped to establish PUC and “Edwin Angwin himself who was here before the school.” There are also collections about St. Helena Hospital and Adventist church history.

“The kinds of documents that we have,” she said, “will be like letters and diaries

and financial ledgers from the beginning of the school, photographs of where we used to be in Healdsburg or [our current location]. It’s sort of like all the documents that make up the story of this place.”

One of Van Arsdale’s biggest challenges over the years has been organizing the sheer volume of documents that PUC possesses. As the first person hired at PUC with professional archival training, she said the majority of her job has been to sort through and organize materials, “making things as findable as possible. The challenge is trying to work through and make as many things accessible as possible, and knowing that there’s still stuff out there that I wish I could be working on right now.”

However, she also finds this exciting, noting that, “Whoever comes in after me is going to have plenty of stuff that

they can discover and share with PUC and make people excited about. They’ll find new things, so there’s always going to be something fun coming out of the archives, I think.”

The most enjoyable part of Van Arsdale’s time at PUC, she said, has been “watching people discover what we have.” She described the experience of showing collections to students. “These things, when people see them and realize that it belongs to their school, they can feel that sense of ownership,” she said. “It is yours if you are part of PUC, and this is part of your collection of objects.”

“I love creating that moment for people,” she said, “talking about the history of PUC so that people know the story and they can feel invested in their part of the story, that’s been the best part.” ■

CONVERSATION

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- Touching you in public without your permission.
- Criticizing you or your values.
- Coercing or pressuring you into physical activity.
- Ignoring or violating your physical boundaries.
- Controlling your reproductive choices.

Intimate partner violence is a common occurrence on college campuses. The National Domestic Violence Hotline states that, “57% of college students who report experiencing dating violence and abuse said it occurred while they were in college.”

For women in college, intimate partner violence is common. The Hotline also states that “One in six college women have been sexually abused in a dating relationship.”

While abuse is often focused on women, men can also be the victim. According to domesticshelters.org, “48% of all men have dealt with some sort of psychological aggression by an intimate partner.”

The rate of abuse for members of the LGBTQ+ community are higher than those in heterosexual relationships. According to the National Coalition of Domestic Violence, “43.8% of lesbian

women and 61.1% of bisexual women have experienced rape, physical violence, and/or stalking by an intimate partner at some point in their lifetime, as opposed to 35% of heterosexual women,” and, “26% of gay men and 37.3% of bisexual men have experienced rape, physical violence, and/or stalking by an intimate partner in their lifetime, in comparison to 29% of heterosexual men.”

“Many people in relationships do not recognize when intimate partner violence is occurring, regardless of whether they are the perpetrator or the victim.”

There are many resources available for students and staff who wish to get help or more information on intimate partner violence.

At PUC, the Title IX office is open to all who need it. The Wellness Center is

available for both medical and counseling services. If in immediate danger, make sure to contact Public Safety on campus or call 911.

Locally, Napa has an organization called Napa NEWS bilingual services in Spanish that provides domestic violence and sexual abuse services, including a 24-hour help line, counseling services, a safe house and many other helpful resources for anyone experiencing abuse.

There are also national resources such as the National Domestic Violence Hotline and the Love is Respect National Teen Dating Abuse Helpline.

Know yourself before you get into a relationship so you can identify what you do and do not want in a relationship. To identify red flags early on, ask the hard questions at the beginning of any relationship.

Listen to your friends and family when they warn you about your significant other. If you feel like there is something wrong, listen to yourself. Realize that you could be the one exhibiting red flags and find a way to stop. If involved, get resources. You are not alone. ■

CAMPUS

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If people are unaware of these signs, they may get bitten. By being able to see these venomous snakes up close in a contained environment, people are able to recognize their appearance and are better prepared to take any necessary safety precautions if they encounter them in the wild.

The biology department also takes numerous precautions to ensure the safety of those who interact with these venomous snakes. Describing these procedures, Ness stated, “Only authorized individuals, as in designated faculty in the department, are allowed to handle them ... students, even students employed to care for our departmental animals, are never allowed to handle or directly interact with the rattlesnakes.”

With these steps in place to ensure that students, faculty, and the rattlesnakes are protected, these venomous reptiles—including Adenine and Thymine—serve as an important education tool for the biology department. ■



One of the new rattlesnakes curls up in the wood chips



Another baby rattler relaxes by the water pond

