



LUKE HENDERSON / SENIOR STAFF PHOTOGRAPHER

GOING CAMPING | Kofi Boateng is the executive director of the West Harlem Development Corporation, which funds camp scholarships.

WHDC expecting greater interest in Cubs Camp

BY CHRIS MEYER
Spectator Senior Staff Writer

The West Harlem Development Corporation is anticipating increased interest in the third year of its Cubs Camp scholarship program, which allows local families to enter a lottery to send their children to a Columbia summer camp for two weeks.

Under the Community Benefits Agreement signed with West Harlem residents in 2009, the University is required to fund scholarships for 25 children to attend the day camp, which focuses on athletics and team-building exercises, for one week only. Kofi Boateng, executive director of the WHDC, said many parents were originally discouraged by such short terms.

“If you are a parent, you want the kid to go somewhere for more than one week,” Boateng said. “That’s something we

struggle with, where parents like the program but want more weeks. That is why we’re doing a lottery.”

The adjustment in policy, which reduced the number of scholarships from 25 to 12 in order to allow students to stay for two weeks, was initiated last year. But Boateng said many parents were not aware of the change last year, and expects this year’s response to be “fairly high.”

Cubs Camp, which also holds sessions over winter and spring breaks, offers activities ranging from golf lessons to arts and crafts, and charges families roughly \$400 per week-long session.

When measured alongside other programs that the development corporation handles in cooperation with the CBA, such as the recent disbursement of roughly \$2 million in grants to nonprofits in Community District 9, the budget for the

Cubs Camp scholarships seems insignificant. Nevertheless, Boateng noted the importance of funding spots in the camps.

“Even if you impact one child, it is critical,” said Boateng, adding that the camp could be instrumental in getting children off the streets and away from the influence of drugs. “You start with young kids. This way, they are away for the summer in a healthy environment, and they build trust with each other.”

Still, Boateng said the WHDC is not averse to requesting more University funding if it sees a significant spike in interest. The Cubs Camp summer session includes nine one-week sessions, and Boateng said the scholarship program would ideally allow West Harlem children to attend for at least a month.

“I’m always open to go back to Columbia and ask for more,” Boateng said. “If you just go by the agreement, obviously

Columbia can take the position that they only agreed to a certain amount of funding. But if we use it well, we may be able to negotiate on a different basis.”

In a statement to Spectator, University spokesperson Victoria Benitez said the program reflects Columbia’s commitment to being an important community partner and supporter of the WHDC.

“The West Harlem community negotiated to receive these benefits and the University is pleased to work through the WHLDC to ensure that local children have a great summer experience,” Benitez said in an email.

The deadline to enter the scholarship lottery is May 3, and winners will be notified on May 8. They will be able to attend the camp for any two weeks between June 10 and Aug. 9.

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Columbia housing costs rise for 2013-14

With dorms at \$7,126, percent increase has doubled since 2007

BY ABBY ABRAMS
Spectator Senior Staff Writer

Students beginning room selection Wednesday may want to take a look at the predicted costs of Columbia dorms for the 2013-14 school year.

Over the past five years, the percent increase in the cost of housing has more than doubled, from 2.5 to 5.3 percent. Students have not received any notification of the new housing costs for the coming year, despite the start of room selection.

The yearly rates listed on the Housing website are between \$356 and \$454 more than last year’s.

First-year housing jumped from \$6,770 to \$7,126. Small suites increased the most—adding \$454 to the cost of last year’s \$8,642 to reach \$9,096.

spring. The increase last year funded an “aggressive project plan” for summer renovations, according to Vice President for Student and Administrative Services Scott Wright.

Housing did not respond to questions regarding the lack of announcement or the intended use for the extra funds.

Upon hearing about the rate increases, Emily Pakulski, CC ’16, said that she felt upset that the changes were not made clearer.

“I don’t understand why the administration wouldn’t be transparent about it. We deserve to know how much it’s costing us,” she said, adding that “it’s as if they don’t want us to get mad ... If students aren’t notified, it seems like they’re hiding something.”

Others, however, acknowledged that living in New York is expensive and said they understood the need for an increase.

“I mean, housing in New York is expensive. I’ve lived in New York almost my entire life. No one lives in New York because it’s cheap and affordable,” Aleksander Akers, SEAS ’16, said.

Akers, who received the lowest lottery number for housing selection—10/2992—added that the price would not affect his decision about where to live next year.

“In the end, I won’t really have a choice on housing,” he said. “So I’m not looking at the cost.”

Some agreed that price was not their primary concern when choosing housing but still wished they knew more about the rate increase and what the money would be going toward.

“For me, the primary advantage to living on campus is the social experience, and I’m

SEE HOUSING, page 2

Admins work to improve teaching

BY ELENA NICOLAOU
Columbia Daily Spectator

A group of senior administrators is working to ensure that Columbia instructors receive better guidance on how to teach.

The current Graduate School of Arts and Sciences Teaching Center will serve as the model for the proposed University-wide Teaching and Communications Center, which the University endowment will fund in order to hire trained personnel, establish summer workshops for instructors, and provide equipment to help teachers use technology more effectively.

GSAS’s Teaching Center

offers weekly programs and one-on-one consultations to graduate students, but tenure-track and tenured faculty remain largely uninvolved with the Teaching Center and few students attend sessions, GSAS Dean Carlos Alonso said.

“The biggest current challenge is that it is not visible as a resource to faculty,” Alonso said. “The absence of a teaching center implies that you can be a university without any dedicated attention or resource exclusively for teaching, and that has been the status quo at Columbia for many years.”

“I’ve mentioned to the trustees and the executive committee of the faculty senate the thought that it might be wise

for us to look at what we’re doing in terms of teaching and to see if there isn’t a way that we can do it that’s more coordinated and more targeted,” Provost John Coatsworth said. “Hopefully in a year or two we can get to the point where we can design something that will be effective.”

GSAS Teaching Center Interim Director Mark Phillipson is working with Alonso and Coatsworth on the project.

Heather Von Volkinburg, who used to teach workshops at the Center, said that it should offer sessions to faculty instead of focusing exclusively

SEE TEACH, page 2

APAHM explores minority coalition-building

BY TRACEY WANG
Spectator Senior Staff Writer

In order to overcome racial inequality, speakers at this year’s opening ceremony for Asian Pacific American Heritage Month stressed the need for coalition-building between the Asian community and other minority groups.

About 100 students attended the opening ceremony on Monday night in Roone Arledge Auditorium, which featured a performance by award-winning spoken-word poet Kelly Zen-Yie Tsai, a stand-up routine from comedian Hari Kondabolu, a musical performance from student duo Super Piano Brothers, and speeches from Columbia faculty.

Throughout the month, student groups have planned events that examine the Asian-American identity in America today, including a panel on post-9/11 legislation and its impact on South Asian Americans, a discussion on affirmative action, and a forum on health disparities within the Asian community.

The theme for this year’s APAHM celebration is Illuminate, which organizers say reflects their goal of highlighting storylines that impact the Asian Pacific American community.

Melinda Aquino, associate dean of multicultural affairs, said this month’s events are opportunities to voice untold narratives about the Asian Pacific Islander community.



COURTESY OF HARRISON LIEW

SPOKEN WORD | Keynote speaker Kelly Zen-Yie Tsai discussed Asian-American identity at the APAHM opening ceremony Monday.

“They’re opportunities to pause and fully absorb the immense history from which we have come from ... and more simply, as the theme of APAHM should suggest, to illuminate the stories we normally do not hear,” she said.

Avis Hinkson, dean of Barnard College, said that she loved the theme of Illuminate because it revealed a desire to explore and continue community-building.

“Illuminate seems to suggest to me that there was going to be a clarification, a shining light on, a questioning, an opportunity for us to dig deeper in the

hopes of gaining a greater sense of understanding,” she said.

Tsai, the keynote speaker for the opening ceremony, stressed the need for students to educate themselves on the history of Asian Americans in America.

“Other people are not going to do that for you—this is all on us,” she said. “It’s not in the history books that are taught in school.”

At one point, between performances of her poetry, Tsai described the origin of a popular phrase she learned as a child and

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Modern feminism

Noel Duan stresses the importance of keeping our female compatriots.

The Canon

This week, we tackle the validity of “Healthy mind, healthy body.”



SPORTS, BACK PAGE

Lions bring power but can’t contain Rutgers

Though the Lions were able to score in the first inning and hit home runs, the pitchers struggled against Rutgers’ offense and the Lions lost 15-6.

EVENTS

TEDxColumbiaCollegeChange Showcase

Watch a screening of TEDxChange 2013.

Lerner Broadway Room, 12 p.m.

K1 Project Launch Party

See a screening of a documentary produced by six Columbia undergraduates.
428 Pupin Hall, 8 p.m.

WEATHER

Today

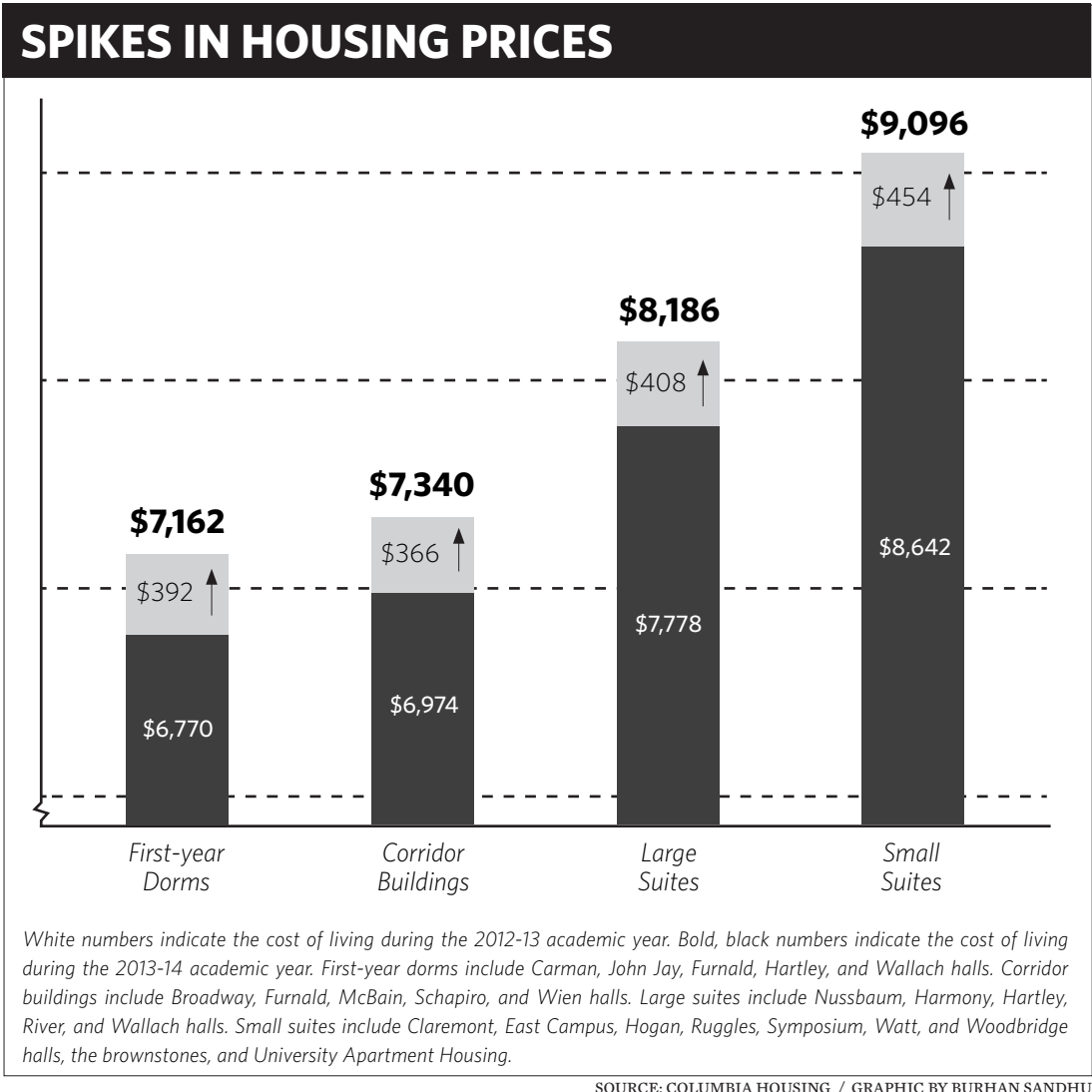


46°/ 31°

Tomorrow



54°/ 41°



Students agree housing costs not primary concern

HOUSING from front page

willing to pay a premium to enjoy that experience,” Allan Kang, CC ’14, said. But, he added, “I definitely think that they

should have announced it and explained the reasons behind the change.”

In-Person Selection for groups begins Wednesday and runs through April 5 and from

April 8-10, and Online Selection will take place April 17-30.

Avantika Kumar and Christian Zhang contributed reporting.
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Softball splits doubleheader at home

BY NOAH STEBBINS
Spectator Staff Writer

The Columbia softball team is fighting harder than ever for a winning record. After playing a double-header against Fairleigh Dickinson on Tuesday, the team managed to pull off a 5-4 victory in the first game, giving head coach Kayla Noonan her 200th win. But the excitement was short-lived, as the Light Blue lost its the second game, 10-7.

The Lions got the day off to a strong start with the help of sophomore Alix Cook and junior Emily Caruthers, as each batted a runner home. Cook, freshman Alyssa Swearingen, sophomore

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Kayla Shimoda, junior Emily Snodgrass, and senior Alison Lam all crossed home plate to add five runs for Columbia. Fairleigh Dickinson responded with three runs of its own when Bryana Dorado batted two of her teammates to home and then crossed the plate herself, but it wasn’t enough.

Going into the fourth inning of the second game, the Lions led 4-3. Nearly everyone in the Knights’ lineup scored a run, though, giving Fairleigh Dickinson a lead that it was able

to maintain after a seven run streak in the forth inning.

Columbia managed to score five runs over the first four innings but was unable to fight its way back after the Knights offensive surge in the forth. Snodgrass was the powerhouse for the Lions, hitting the ball all four times she was at bat, sending two runners home, and crossing the plate three times herself. Teammates Shimoda and freshman Nicole Borchard helped Snodgrass catch up to Fairleigh Dickinson, putting up a combined total three runs and batting two runners home.

The Lions have finished their homestand and will continue the season at Brown on Friday and Yale on Saturday.
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MICHAEL DISCENZA / SENIOR STAFF PHOTOGRAPHER

WHAT’S COOKING | Alix Cook tags out a runner earlier this season. She had a strong Tuesday outing.

Sweeps early in a season bring confidence

WONG from back page

match-deciding ones.

Extending this win to the larger world of Columbia athletics, one important transition that smaller teams on the rise need to make is the shift from “just winning” to “dominating.” It’s much easier to escape responsibility for losses when the expectations are set low and the simple act of winning is enough to appease fans. But when a team starts winning a lot (or at least is expected to win a lot), fans become fickle and start demanding wins with higher margins. Shutouts and sweeps provide just what those fans want: dominant wins.

The effects of these pressures may be a lot easier to see in our marquee sports. Just take a look at our men’s basketball team. While by no means a small team, it set expectations high at the beginning of the season and

was projected to finish third. Everything seemed to be going according to script, too, with a comfortable schedule-opening conference win in Ithaca.

But I would argue that the script had a flaw. As nice as the win was, the team didn’t exactly put on a clinic. The men’s basketball team proceeded to drop most of the subsequent games before dominating Harvard for arguably the biggest win of the season (besides the victory over Villanova). But by then, the die had been cast, and the season would follow a series of ups and downs. Narrow losses coupled with subpar performances condemned a season that started with promise to end on a sour note. The resulting finish, eighth place, was far below expectations.

I think that, other factors aside, the team simply lacked the confidence to make plays

happen and secure a win in the final minutes of the game. Sometimes it’s easy to point to an unlucky bounce here or there, but ultimately, players need to take ownership and responsibility in order to make game-winning plays.

The women’s tennis team could be onto something big. If more wins follow, we can contextualize the win over Cornell as the impetus for something great, rather than as a bright start that fell off the map. The chips are down, and the team is well on its way to implementing the “winning culture” that many top athletic programs have. After all, a sweep is the biggest and best start any team could ask for.

Eric Wong is a Columbia College sophomore. Under the Radar runs biweekly.
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Admins propose University-wide teaching center

TEACH from front page

on graduate students.

“If faculty are included in the workshops and they are a target audience, it would increase graduate student participation as well,” Von Volkinburg said.

Andreas Avgousti, a graduate student in the political science department, added that since professors essentially direct traffic to the Teaching Center, their participation is crucial to its success.

“When you get a TA-ship, you see the professor who is teaching the course, and all of your interactions are with that professor. So if that professors says, ‘I want you to go to the Teaching Center,’ then you will go,” Avgousti said. “If they don’t, and nine out of 10 times they don’t, then you’re not going to go.”

Alonso projected that by next fall, the expanded Teaching Center will have come a long way in its development.

“This is going to require consultation of faculty, fundraising, and understanding how such a teaching center will fit in the move the University is making into online education,” Alonso said. “In some cases, we’re trying to figure out how to partner with departments that have put a lot of energy into this effort to raise the quality of teaching.”

He also pointed out that raising the proficiency of graduate student instructors could lead to a higher quality of undergraduate education.

Columbia’s status as a research university, Avgousti said, takes the attention away from teaching itself.

“If you’re looking for professors who care about teaching, chances are, you’ll find them at Barnard. And that’s because of research,” he said. “Columbia gets its money from publications, and it has its name.”

Gustavo de la Casa, a Ph.D. candidate in international relations and a current TA, said that he supported the initiative because teaching and research complement one another.

“This is no either-or thing,” de la Casa said. “When you become a better teacher, you become a better communicator—and when you do that, you better convey the value of your research to the world.”

Joe Sheppard, a fourth-year graduate student in the classics department, said that he was pleased to see Coatsworth’s support for the Teaching Center.

“The Teaching Center is not taken very seriously, and I’m thrilled that there’s a formal commitment,” Sheppard said. “I don’t know how he’ll get people to buy into this, but I hope that he does.”

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DAVID BRANN / SENIOR STAFF PHOTOGRAPHER

TEACHING TEACHERS | GSAS Teaching Center Interim Director Mark Phillipson discusses the proposed center’s benefits.

APAHM hopes to reach larger campus community

APAHM from front page

how it relates to the history of oppression of Asian Americans in America: “He didn’t have a Chinaman’s chance.”

After researching the history of the phrase, Tsai learned that it originated in the late 1800s when there was great violence against Asians in America. Around the same time, she said, 400 Asian communities were forcibly expelled from the Pacific Northwest.

“Chinese people were being lynched,” she said. “So when you say ‘He didn’t have a Chinaman’s chance,’ that’s related to the history of lynching Chinese people and how they didn’t have a chance of surviving, of running away.”

Tony Lee, CC ’15, said that part of coalition-building is acknowledging the struggles that are universal to many minority groups.

“What brings us together are our common struggles,” he said. “Discrimination is an enemy that we’re all very familiar with and it’s an obstacle that is common in all our lives and our stories.”

The way to move forward, he said, is to come together.

“We recognize that by looking back on history and coming together and building coalition, and sticking by one another—that is the way to make progress,” he said.

Kristen Lu, CC ’14 and co-president of APAHM, said that this month’s events will focus on building pan-ethnic solidarity and partnerships with other groups on campus through mutual learning experiences.

“We want to make sure people really see that we’re not just this closed off Asian cultural club, but that we’re really about bringing this to the Columbia community as a whole,” she said.

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Do you need a hug?

BY DANIELA QUINTANILLA

Studying abroad this semester has limited my access to life at Columbia. I can only keep in touch via what I see on the Internet, such as social or campus media or the things my friends on campus can tell me about particular issues. Although this scope may be limited, it has still been quite a shock from afar to see how we treat one another. It’s become increasingly apparent to me that we focus on how we take care of each other and how we’re trying to change our community.

We’ve had problems with how we treat each other in the past. Most notable was the egregious commentary that garnered national attention when the President presented at Barnard’s Commencement last spring. Nearly a year later, we haven’t changed our campus culture to be more positive or proactive. Instead, we granted a higher value to anonymous declarations by giving them more visibility on Facebook.

I refuse to believe that we are so over-intellectualized at Columbia that we forget people have feelings

Columbia Compliments and Columbia Admirers might be positive additions to how we interact, but we still have a long way to go. This veil of anonymity allows for people to scrutinize their own lives instead of act in them. Instead of asking your crush for his or her number, we can submit an Admirer post saying how hot he or she is. Instead of emailing an author some critiques about his or her article, we can comment that the author is just an idiot. Anonymous commenters are still viciously attacking authors because they disagree with the content.

In a column last month, Rega Jha thanked “Anonymous” for leaving comments that have helped her improve as a writer and a person. I wholeheartedly believe in constructive criticism and analytical challenges. Debates like these are important.

But how does Anonymous defend the utility of comments that say nothing but “ugh, boring,” or worse, a general “fuck you”? We have freedom of speech. But should we have to exercise our freedom to be superciliously unpleasant at best and malicious at worst? If you don’t have anything nice—or at least constructively critical—to say, why say it?

I was particularly moved by Rebeka Cohan’s column on Monday. She responded to The Eye story “The Dodge Divide”, focusing on the fact that our campus lacks a sense of respect for one another. Athletes and pretty much all non-Columbia College members of the undergraduate community have faced judgment and scrutiny from their peers for supposedly being neither good at sports nor school. I refuse to believe that we are so over-intellectualized at Columbia that we forget people have feelings. Whether or not we like everyone, we should always respect them.

We’re too busy to defend our peers or compliment someone in person.

We can be anonymously loving and sweet on Columbia Admirers and simultaneously be so spiteful and obnoxious on other media like Bwog or Spectator. Support doesn’t have to come anonymously, though. Last semester, I experienced the kindness of a stranger when I was walking across College Walk one night, crying. A girl who had been on the phone saw me, hung up, and approached me to ask if I was OK. I said I was, but she offered me a hug anyway. I gladly accepted it. I have no idea who she was, but I was so touched by her grace that I have tried to pay it forward, especially with regard to mental health and awareness.

The talent, intelligence, and capacity of my peers at Columbia always impresses me. It doesn’t matter whether I am in class, in the audience of a campus performance, or in a meeting. But I am also disappointed by our nonchalance. It seems that we are so caught up in our own lives that we ignore those around us, online or in person. I am equally guilty of such nonchalance. We’re too busy with midterms and clubs and internships to take the time to respond to negative comments on Bwog and Spec. We’re too busy to defend our peers or compliment someone in person. We need to care about more people than just our immediate groups of friends. We need to care about the random people we come across in classes and in the halls. Creating a stronger campus community means that we need to stand up for each other both in person and online.

The author is a Columbia College junior majoring in history and political science. She is currently studying abroad at University College London. She is the managing editor of Helvidius and a former director of finance and strategy for Spectator.

The F-bomb

“I don’t like to be friends with girls,” my friend—a girl herself—said. “Guys are just easier to be friends with.” In a later conversation, she remarked, “Girls are so catty.” I disagreed, but I did not speak out.

“I’m not a feminist. I’m a humanist,” a female classmate told me over brunch. You can be both, I thought, but I did not speak out.

“I’m not a feminist!” I overheard a first-year female student tell a frat star at Mel’s. I couldn’t tell whether he was impressed, but I sure wasn’t.

“How are you a feminist?” a male classmate asked me. “You wear high heels and makeup.” I smiled sheepishly, but I did not speak out.

“I don’t think gender matters anymore once you get to an Ivy League institution,” another male classmate commented. “We’re all equal here.” I wondered if he ever opened his eyes at his fraternity’s parties, but I didn’t speak out.

“She’s a feminist, so she must be ugly,” a male peer said in Paris as we wandered the cemetery where Simone de Beauvoir was buried. Neither my friend, a genius who just got into Harvard Law School, nor I, said anything. I didn’t want to be branded as an “angry feminist.” “Je suis désolée, Madame de Beauvoir,” I whispered at her grave. For all the times that I’ve been outspoken, I couldn’t speak out on behalf of feminism even in front of a leading pioneer of feminist theory.

After three years, I’ve started to wonder if my classmates—male and female—know the definition of feminism in the first place. Here at Columbia, we study nihilism and Marxism and capitalism and modernism, but for many of us the so-called “f-word” is an –ism that is brushed to the side in our attempt to understand the world. With women making up half of the world, it’s about time that we, as Columbia students, at least understand what feminism is and how it applies to our daily lives.

“Did you just say the ‘f-word?’” a male classmate smirked when our conversation turned to feminism at Columbia. He noticed my disappointed facial expression. “Just kidding—I’m a feminist!” he corrected with a proud, self-congratulatory smile on his face. “Great,” I thought to myself. “You’ve fulfilled one of the tenets of being a decent human being.”

I’ve spent the past three and a half years of college surrounded by strong, opinionated, accomplished women. But the moment many of us are asked whether we are feminists or not, we shrink into hesitation. One of my brilliant female friends, who not only aced her LSATs but also looks great in a minidress, told me that she’s scared



NOEL
DUAN

You Write Like a Girl

that boys are too intimidated by her. Another friend, who only wears baggy tees and refuses to put on makeup, confided to me that she’s scared people will take her less seriously if she starts dressing “like a girl.” Damned if you do, damned if you don’t.

I’m not in a sorority, and I’m not very clear on what it’s like to be in a sorority, but I think sororities have the right idea. Fostering female friendships—even as the media tries to tear us apart—is crucial to feminism. You are not doing your fellow females any favors if you choose to be “one of the boys.” In her book “Lean In,” Sheryl Sandberg writes, “The world has a way of reminding women that they are women, and girls that they are girls.” And this reminder comes with a damnation: As females, we have to try harder to be “one of the boys” to fit in and to be accepted into the higher echelons of academia and business. I am a Columbia College student who only marginally studied Wollstonecraft. But despite the feminist influence just across Broadway, I do not have the same perceived experience of feminism and female solidarity as my Barnard classmates. For example, only Barnard students are allowed to participate in the programs at the Athena Center for Leadership Studies.

Fostering female friendships—even as the media tries to tear us apart—is crucial to feminism.

With only two more newspaper columns left, I’ve always wondered why I wanted to Write Like a Girl and why I was always so embarrassed when guys read my column. It wasn’t until a male classmate recently saw my book collection and remarked “You need read fewer ‘girlie’ books” that I realized there is nothing wrong with writing or reading “like a girl.” There is something wrong with thinking that being female and “acting female”—whatever that entails—is something that should make me ashamed.

Gloria Steinem famously said, “A feminist is anyone who recognizes the equality and full humanity of women and men.” She also said, “Women are always saying, ‘We can do anything that men can do.’ But men should be saying, ‘We can do anything that women can do.’”

Are you up for the challenge, boys? It doesn’t matter whether we’re Marxists or capitalists, liberal or conservative. At this diverse school, we can all agree to be feminists.

Noel Duan is a Columbia College senior majoring in anthropology and concentrating in art history. She is the co-founder of Hoot Magazine. You Write Like a Girl runs alternate Wednesdays.



ILLUSTRATION BY RYAN VELING

Celebrating Dorothy Denburg

BY JENNIFER FEARON AND GRACE BICKERS

Barnard President Debora Spar announced last week that Vice President for College Relations Dorothy Denburg would be stepping down at the end of the academic year. As dean of Barnard College for 17 years, Denburg, BC ’70, has been a model administrator. Accessible, receptive, and kind, Denburg has been a source of stability within the changing Barnard administration, and, before that, she served for 23 years as a faculty member and associate director of admissions. Denburg’s resignation from her administrative position provides an opportunity not only to thank her for her work over the past 40 years but also to reflect upon the ideal qualities of campus administrators

as Barnard looks to fill many of the positions vacated last spring due to the early retirement program.

Denburg assumed the role of vice president of college relations in 2010, a position that took advantage of her unique qualifications as a Barnard alumna by working with Career Development, alumnae affairs, and global initiatives. During her tenure as vice president, Barnard Career Development was ranked fifth in the nation, in part because of two of Denburg’s initiatives: the Alumnae-to-Student Mentorship Program and the annual Take a Barnard Student to Work Day.

As an administrator, Denburg prioritized relationships with students. She will continue to do so by leading the Centennial Scholars Program and teaching first-year seminars. In 2010, Barnard Chief Operating Officer Gregory Brown described Denburg as an “advocate for students and student life.” Alumnae Affairs Director Erin Frederick, BC ’01 and a student during Denburg’s tenure as dean, called her the epitome of “what it means to be a Barnard woman.” Both served on the search committee for her

replacement as dean in 2010 and said that Denburg embodies qualities all administrators should possess. Her example should not be forgotten during the next round of administrative appointments at Barnard.

Working closely with former President Judith Shapiro, Denburg was active in both long-term and short-term planning for Barnard. She worked to meet immediate needs on campus, most recently in her role as vice president by bridging problematic gaps between students and alumnae and overseeing the plans for the building of the Diana Center.

In the words of Spar, Dorothy Denburg has truly been a “legendary” member of the Barnard and Columbia communities for the past 40 years. We will miss her and thank her for her many contributions.

Jennifer Fearon is a Barnard College senior majoring in political science and human rights and is a member of Spectator’s editorial board. Grace Bickers is a Columbia College junior majoring in human rights and is the editorial page editor.

The Canon

On the walls of Teachers College’s Horace Mann Hall are the Latin words, “Mens sana in corpore sano.” But does a sound mind depend upon a healthy body? What relationship should exist between our Columbia education and physical activity?

FROM THE EDITORS

As students, our lives are very stationary. We sit in classes taking notes, sit in Butler writing papers or finishing problem sets, and sit in 1020 on the weekends pretending the rest doesn’t matter. For many, our only consistent form of exercise comes from rushing to and fro campus buildings. Those who are regularly active are viewed either with envy or awe. And yet, though Columbia’s constantly closed lawns aren’t encouraging, we are required to excecise our bodies as well as our minds. Whether by learning a new sport in P.E., mentally distressing on the treadmill, or fraternizing with teammates, physical activity is undoubtedly one of the factors that shapes our Columbia education.

Grace Bickers and Yasmin Gagne

Body and mind, together

BY FRED DIMENNA

It grows taller each day. Whenever I glance to the right side of my desk, it reminds me that my agenda today is very different than it was eight years ago—when I was preparing for my Ph.D. studies. I had a four-year hiatus in England. I worked with the foremost research group in my field (oxygen uptake kinetics, a discipline under the umbrella of “exercise physiology”). Prior to that, I made it a point to devote time each day to reading articles that would prepare me for the challenge ahead. However, I began publishing this research myself and returned home to teach. I no longer had time to keep up with this practice. Consequently, the stack of articles that I’d love to read keeps growing as I prepare lectures, grade papers, and occasionally do some writing.

I yearn for an opportunity to make a dent in that stack. I sometimes fantasize about a day where I might lie in bed for all my waking hours and simply read. Of course, this is unlikely. But a funny thing happened a few weeks back. I woke up and felt under the weather. My wife had been ill with a 24-hour virus the preceding week, and I had a feeling I was following suit. A few hours later, my fears were confirmed. My temperature soared. I recognized that I wouldn’t be able to go to work today. In all likelihood, I wouldn’t even be getting out of bed. I slept for a while but eventually awoke and wound up staring at the ceiling for an hour. It was the perfect opportunity to start tackling those articles, but I had no interest. Eventually, I got my iPod. I could have listened to the weekly science show that I download. I rarely have time to listen to the six months’ worth of these recordings, which reflects an electronic version of the article stack on my desk. But instead, I played “Vortex” for five hours. Under normal circumstances, I wouldn’t waste five minutes playing that game. But with compromised physical function, it was the only thing that appealed to me in that mental state. It was as if my body was saying, “We’re in this together, mind. If I’m going down, you’re coming along for the ride!”

The aforementioned is consistent with “mens sana in corpore sano,” a Latin quotation that implies that a sound mind depends on a healthy body. But one man’s experience pales in comparison to a growing body of research that lends credence to this theory. For example, Aron Buchman et al. studied older individuals without dementia and found that total daily physical activity positively affected level of cognition, annual rate of cognitive decline and, ultimately, the risk of developing Alzheimer’s Disease. On the other end of the spectrum, Terence Dwyer et al. found associations between scholastic performance and both physical activity and fitness in children ages 7-15. Although correlation does not confirm causation, this is consistent with the notion that children who are more active on the playground helps them function in the classroom. Finally, a recent Gallup poll that assessed exercise habits in Americans found that least-educated respondents comprised the most sedentary demographic segment. This is generally forwarded as evidence that the health curriculum in school teaches healthy exercise habits. But a chicken/egg provocateur might argue that those who have been physically active throughout their lives are likely to become more educated as their years pass.

“Mens sana in corpore sano” suggests that the body “wears the pants.” But rest assured, the mind can take charge when it puts its “mind” to it. For example, it is well established that highly-trained athletes can fall victim to overtraining syndrome due to insufficient recovery; repercussions include both physical and psychological detriments. However, while excessive physical stress has long been considered the cause of this condition, Esther Nederhof et al. explains recent findings implicating the additive effect of physical and psychological elements. For example, a sudden increase in anxiety can amplify the risk of becoming overtrained even though the endurance of physical load remains the same (i.e., at a level that had been manageable). “Corpore sano in mens sana,” therefore, appears every bit as appropriate.

A mind cannot be productive without adequate quarters where it can function. And a body is but a hollow shell if it is devoid of viable intellect. Anyone who attempts to optimize performance of either of these aspects of our being should appreciate this synergistic relationship between mind and body. Consequently, regardless of whether you aspire for an Olympic goal medal or to be class valedictorian, you should dedicate part of each day to physical betterment and part to intellectual challenge. This doesn’t mean you must run a marathon and write an opus before your day is complete. But if you take a small step toward satisfying each criterion before you retire each evening, the cumulative effect will be substantial. And to practice what I preach, I will read just one page of one of those articles tomorrow... after I go to the gym.

The author is a professor of movement science and education at Teachers College.

The means to happiness

BY MARILYN HE

According to Wikipedia, the god of all knowledge, “mens sana in corpore sano” is part of a poem called “The Vanity of Human Wishes,” written by Juvenal. I don’t mention this to bore you. On the contrary, it is actually relevant to what I’m saying. You should read the whole poem. It’ll be the shortest reading you have all year.

Juvenal tells us that a healthy mind and body “can endure any kind of toil.” We, as Columbia students, are uniquely cushioned from certain harsh realities of life. Yet we are simultaneously exposed to never-before-seen challenges. Forget drone wars and global warming. Forget even the supposedly simple concept of dating has turned into a debate of “hooking up” vs. “hanging out” vs. “dating” vs. “in a relationship” vs. “I’m your girlfriend ... right?” And this doesn’t even consider more complexities like sexual identities, orientations, and preferences.

Though it’s not cleaning stables or stealing fleeces, all this crazy emotional uncertainty is running through our heads. Meanwhile, we’re trying to write a 10-page paper, do readings and problem sets, learn a foreign language for no reason other than someone else says so, juggle lab research, and interview for internships, play a sport, and manage three clubs. At some point, all of these words and responsibilities start to whirl together faster and faster and faster as we realize we’re only 20 years old and—oh god!—we’re going to explode in 3... 2... 1.

Boom. The point is, a lot of people would settle for just being able to endure Columbia’s toils right now. Forget “any kind of toil.” And even though Juvenal stresses us out by talking about toiling and woes, he gives us the answer, too: “What I commend to you, you can give to yourself.” And that’s where physical activity comes in.

If, as Juvenal ends his poem, the goal is “a life of peace,” let me tell you about mine. I have my

stressed days, of course. But all in all, I think I’m doing pretty chill. For me, that path started with a very special high school teacher who prioritized her students’ mental health above how much European history she could shove in our heads. She was the first to tell me it was OK to take a personal day, the first to say I should put my own well-being above pure accomplishment. Her advice followed me to Columbia.

I never used to be into exercise. I was always the kid trying to ditch gym class. But now, I’m on the varsity archery team and I moonlight in the Brazilian jiu-jitsu club during our off-season. I go running in Riverside Park because, even though it hurts and burns and sucks, every worry disappears. When I’m in a fight for martial arts, it’s a moment of clarity. I don’t have the luxury of thinking about 18 different things at once. There are clear and obvious priorities. I can forget about the responsibilities of life and focus on plotting the demise of my opponent or the freedom of flying along the river while running. And when that moment’s over, when I’m ready to pick that load back up, it feels a little lighter.

This is not a new discovery. Every gym junkie ever has felt that same high. The administration’s figured it out, too: Physical education is a requirement in the Core. But even though Columbia can try and force you to lift to its heart’s content, Ke\$ho’s not going to chase you down after graduation and make you get off the couch.

Exercise shouldn’t be like learning a language. Doing it because someone else tells us to is not going to get us very far. Juvenal says that a peaceful life is within our reach, and that happiness comes from within. Learning to put our own well-being above studying in a library for 18 hours straight is part of an education, too, one beyond the Core Curriculum. It’s for the sake of learning that some things are worth staying up until 3 a.m. for, and some things aren’t. It’s about knowing your limits and accepting them. It’s about learning enough that, hopefully, at the end of the day, you can endure any kind of toil with a sound mind and a sound body.

The author is a Columbia College junior majoring in economics and co-captain of the varsity archery team. She is a writer for The Columbia Lion.



ILLUSTRATION BY ASHLEY LEE

Do you even?

Too often when we think of “exercise,” we immediately conjure up the image of the tyrannical gym with neat rows of treadmills, ellipticals, stair masters and other devices of torture. The fascistic spaces of a gym terrify the uninitiated—weight machines with their Goldbergian complexity of plates and wires. Levers and hinges sit like dormant iron beasts waiting for the unsuspecting to perch in their waiting jaws. Hellish contraptions bear down upon the feeble body, challenging the user to tear fibers of muscles and to drench himself or herself in sadistic sweat. Those who attempt to seek refuge in the simple geometry of the freeweights—bars and plates and dumbbells of various sizes—are quickly disappointed, as the knowledge of proper technique remains as elusive as the Golden Fleece. You try to hoist the heavy load above your head and pray that you have judged your strength correctly. The drab colors, fluorescent lighting, and acidic culture of Lululemon zealots and whey protein addicts give the gym, especially Dodge Fitness Center, the overall attractiveness of the purgatory into which you fittingly descend. The warmth of the sun disappears behind walls of dreary concrete. This demonic vision of the gym has a monopoly on our conception of physical activity, especially in a city and on a campus where spaces for gleeful frolicking are tragically limited.

With this prevailing image, it is understandable that many people exhibit a reluctance to prioritize “physical activity” as part of their Columbia experience. The importance for exercise can be a nagging thing, imposing its ugly truth in bouts of breathlessness when ascending the stairs of Hamilton, in the strain of buttoning a once trusty pair of jeans, in the lethargy injected by the snooze button and the self-assessment spurred by the gleaming gods and goddesses on the covers of our favorite magazines. The equation of physical activity seems to demand that one subject himself to the devil’s devices if he or she wishes to attain any semblance of a “sound body.” And yet, it could be said that physical activity simply has an “image problem.” Maybe with a bit of re-programming on the basis of a good public

relations campaign, we could all seek to incorporate more physical activity into our lives.

The problem with the gym-centric image of physical activity is that it misses out on so much of what physical activity really entails. The subjection of the self to the tortures of the lat pulldown is almost certainly the exception to physical exercise and not the rule. What we ought to focus on is that physical activity often entails participation in some sort of social project or event. As human beings, we very rarely put our bodies to work in the solitary manner of the gym. More likely, we are exerting ourselves alongside fellow men and women. We play team sports that approximate the way we used to hunt. Event setup mimics how we used to prepare campsites in the Ice Age. We migrate like nomadic tribes across campus and the city. We have sex the way we have always had sex. None of these modes of activity are anything like what happens in the gym. And yet, they all serve the same function of putting the body in action.

This kind of physical activity—the kind we too often overlook—is the real sort that strengthens the mind. Teamwork and social interaction, as mediated by some shared physical exertion, is going to do more for the mind than any session in the seventh circle of Dodge.

Perhaps then, the whole “sound body, sound mind” mantra can be enacted if we think about physical activity in a different way. We ought to seek not just the activity itself. That’s a depressing end to pursue. Rather the whole participatory aspect that goes along with it. Teamwork! Intercourse! What wonderful ends to which physical activity is just the means. Go volunteer at a thrift store and help unload deliveries, play soccer with your friends and get some sun, join a band of roving minstrels and walk the length of Manhattan bringing good cheer. And perhaps, once you have done these things and are in slightly better shape or in a better place of mind, you can venture into Dodge and run a few laps and lift a few weights, squeezing in some extra activity in your schedule. At least this way, you’ll be able to confidently answer the most important question of our time: “Do you even lift, bro?”

Esfandiyar Batmanghelidj is a Columbia College junior majoring in Middle Eastern, South Asian and African Studies. He contributes regularly to The Canon.

Cursory conditioning

My first Lit Hum class began with a discussion of literature. Why is it important? Why do we study the humanities? How can we represent the human condition, and can we learn more about it through art?

Frontiers of Science started with a look at the scientific method, a few basic but vital lessons relating the uses and shortcomings of statistics, and a heavy emphasis on the logical and analytic crafting of estimations.

In The Rise of Civilization, my first Global Core class, we examined biases and assumptions that I had not even realized I held. We spent weeks trying to define “civilization” to no avail. But that was the whole point. The path we have taken through history splintered. It became irreversibly nebulous and subject to academic guesswork and philosophizing. Biting questions regarding that path in the future were raised.

When I took karate, we stretched, ran laps, did push-ups, and received our uniforms.

What I am aiming to point out in these comparisons is the rather defining divide between most Core Curriculum classes—whether a specific course or a fulfillment of a distribution requirement—and the physical education classes, which are also included in the Core. You might say that this parallelism does not highlight what I mean it to. The first three are academic but the fourth is physical. Why should it have to be cerebral, too? Would that not be missing the point of physical activity’s presence in our curriculum? Sound mind, sound body. We need a healthy, growing body to balance our likewise changing minds.

Now, I’m no opponent of exercise. I understand and appreciate the positive impact physical activity has beyond just calorie burning. I’ve read the articles and I took health in high school. I go to the gym to run, relax, get happy, and empty my head. The power of movement—of harnessing the body and using it as more than a vehicle for our brains—is one of liberation. To me, though, the argument behind Columbia physical education classes that it prioritizes a space for meditation in our lives simply does not match the reality.

This institution—both Columbia and the institution of college on a broader scale—is a cerebral one. We self-identify as students here before anything else. Studying, learning, and ultimately getting an academic degree are our means and ends. We find Columbia appealing for its capacity to strengthen both our minds and the opportunities that the worldwide recognition of that capacity affords us. Yes, there is a great deal else to do here. It is certainly a necessary and formative part of the learning experience to involve ourselves in a variety of cultural, athletic, creative, and social pursuits that are challenging. Through these extracurriculars, we pick up skills and interests and forge relationships that might fundamentally change us. At the end of the day, though, we return to our roles of intellectual apprenticeship and settle back comfortably with labels like pre-med or poli-sci/econ that dictate our primary paths.

That does not mean that I think physical education unimportant. In fact, I consider physical education to be an essential element of the Core’s philosophy. Only, here, I think we must recognize the distinction between physical education and physical activity. I took karate for a semester and greatly enjoyed it. The difference lays in why I enjoyed it. It required little effort—no deep or critical exertion. I found it fun, but it did not challenge me. And so I asked myself: Why do I have to take a class like this?

I believe the weakness of our physical education classes is due to the fact that we privilege intellectuality, which both the school and its student body indulge in. We also do not understand how physical education should really act in the Core. I am not interested in being forced to lightly participate in some cardio exercise twice a week for fifty minutes. If Columbia took physical education more seriously, it might consider offering a course concerned with why the body, exercise, sports, and so on are so important. Some sort of Body Hum would prove infinitely more useful in imparting an awareness to the benefits of physical activity than mandated exercise that many of us do not take very seriously.

This would mean, of course, more reform in the availability and transparency of Columbia’s athletic faculties. It is not hard to learn—indeed, Columbia’s bureaucracy encourages the study of—our university’s intricate rules regarding academics. For a variety of reasons, though, I find it infinitely more difficult to navigate the athletic facilities. Less care is given to advertising this side of our education to the majority of us, and so we do not take advantage of the things we have (or should have) at our disposal.

Columbia’s physical education, as an extension of the Core, fails. It assumes we follow the logic of sound mind, sound body. But even worse, it does not critically examine that tenet as it asks us to do of everything else. The inclusion of physical activity feels like it is tacked on. This is a shame. There is space for so much to be done for such an interesting and central topic of life.

Ben Rashkovich is a Columbia College sophomore majoring in creative writing. He contributes regularly to The Canon.



BEN RASHKOVICH

A dominant start builds credibility

Whenever I glance at a bunch of scores on a sports page, the ones that stand out to me are the extremely lopsided scores, high scores, and, most of all, scores with zeroes. These sweeps or shutouts are big statements, especially in the Ivy League. It's harder to pull off a commanding victory in a conference with parity.

When the women's tennis team, ranked 62 in the nation, swept No. 64 Cornell 7-0 in the opening match of its Ivy League season, the team sent the message to the rest of the league that it would be competitive and a title contender.

Women's tennis has never swept an Ivy League opponent before. In fact, before the Lions' recent, rapid improvement, they were victims of sweeps themselves: by Harvard, Princeton, and Dartmouth, back in the 2009-2010 season.

Despite Columbia's rise and Cornell's last-place finish in the Ivy League standings last year, the match was not set up to be a blow-out. The Big Red's early successes in the spring suggested that the Lions would be in for a rough match. Cornell won all 11 of its preseason matches, which included sweeps over Fairleigh Dickinson, Duquesne, and Binghamton. As a result, the Big Red received a national ranking of 64, just two places below the Light Blue.

Such an emphatic start to the season suggests to me that Columbia has a championship mindset. Because tennis consists mainly of individual matchups, the sweep gives everyone in the lineup confidence that they are all capable of picking up wins, even

SEE WONG, page 2



ERIC WONG
Under the Radar

Lions' pitching can't contain Rutgers offense

BY MOLLY TOW
Spectator Senior Staff Writer

Power bats and pitching woes are two things that don't come to mind when one thinks of the Columbia baseball team (9-15, 2-2 Ivy). But on Tuesday afternoon, the Lions were not their typical selves. Despite notching 12 hits—a pair of which were home runs—Columbia was trounced by Rutgers (12-12), 15-6.

COLUMBIA	6
RUTGERS	15

Unlike in last weekend's double-headers, the Lions were able to cross the plate in the first inning. But akin to Sunday's game two against Dartmouth, Columbia's pitching could not successfully execute shutdown innings. The Light Blue used a total of six pitchers against the Scarlet Knights, exhausting its bullpen. Junior pitcher Joey Gandolfo got the start for Columbia but was pulled after just an inning, in which he gave up three runs on four hits.

"It's not like we walked guys or made errors or anything. They hit the ball, we hit the ball pretty well too, but they hit it better and hit it more often," head coach Brett Boretti said.

Not only did the Lions get on the board early, they did so with the long ball. After senior Eric Williams got on base with a single in the first inning, it was senior outfielder Nick Ferraresi who blasted a two-run homer off of pitcher Slater McCue to give the Light Blue the early 2-0 lead.

Rutgers was able to respond in the bottom of the inning with a barrage of hits, amounting to three runs after all of the damage had been done. Outfielder Vinny Zarrillo—leader in four offensive categories for the Scarlet Knights and going 3-for-5 for the day—started the scoring tear with a triple to drive in Rutgers' first run.

"They put together some innings where they had two, three hits in a row," Boretti said. "Three hits in a row—that doesn't happen a lot in



KIERA WOOD / SENIOR STAFF PHOTOGRAPHER

SWING AND A... | Senior Eric Williams singled in the first and scored on outfielder Nick Ferraresi's homerun.

baseball. They just made the most of it and were up swinging and got it done."

Rutgers scored four more runs between the second and third innings before the Lions were able to help their cause again. In the top of the fourth, with Ferraresi on base and the wind blowing out to left field, freshman Logan Boyher smacked Columbia's second two-run homer of the day to make the score a manageable 7-4.

"We gave him an opportunity behind the dish and I thought he did well back there," Boretti said "He plays in left field

for us. He's DH-ed for us. He's caught for us a little bit. He's versatile. The biggest thing about Logan is he's very competitive and he wants to have quality at bats and he wants it bad. So he's making the most of his opportunity."

After the fourth inning, the Scarlet Knights ran away with the game. Led by catcher Jeff Melillo's two home runs in the third and sixth innings, Rutgers finished with 17 hits—a season high. Sophomore pitcher Mike Weisman was the only Light Blue pitcher able to tame Rutgers, spinning

two innings of no-hit ball with four strikeouts.

"They caught a couple balls well—just like we did—and they hit the ball better," Boretti said of the Scarlet Knights. "They had good at-bats. Seventeen hits—we don't give up 17 hits too often during the season, so that says something about them."

Columbia hopes to bounce back this weekend as it goes on the road to face Yale on Saturday and Brown on Sunday.

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