



MARK CARLSON FOR SPECTATOR

**GOTTA CATCH 'EM ALL** | On Tuesday, Herman Cain discussed topics ranging from the economy to his favorite pizza toppings.

## Search committee looks to define role of Columbia College dean

**BY MARGARET MATTES**  
*Spectator Senior Staff Writer*

As the search committee for a permanent Columbia College dean gets to work, its members are starting by asking a basic question: What is the role of the Columbia College dean?

The college's place within the larger University and the role of the college's dean have been hot topics since philosophy professor Michele Moody-Adams resigned as dean in August. In a resignation letter to alumni, Moody-Adams cited impending structural changes to the University that would

"have the effect of diminishing and in some important instances eliminating the authority of the Dean of the College over crucial policy, fund-raising and budgetary matters."

English professor Cathy Popkin, a member of the search committee, said that much of the committee's first meeting on Friday was devoted to discussing the role of the dean, including the relationship between the dean and senior University administrators.

"There have just been lots and lots of conversations about this all year, about how to make this a really good working relationship,"

Popkin said.

The committee is currently reviewing the description of the dean's role that was used during the 2008 search that resulted in the hiring of Moody-Adams. Search committee member Mary Kircher, CC '13, said that between now and the committee's next meeting, which is scheduled for April 20, its members will solicit feedback from their constituencies about how that description—which will be used to judge candidates—could be changed.

"We were not wasting any time getting down to the key qualities and skills that we are going to be

looking for while interviewing and selecting candidates," Kircher said.

Kircher and the two other students on the committee are planning to organize a town hall early next week to get student feedback on the role of the dean. Although reviewing the job description is a normal part of a search process, Kircher said that examining the description is especially important for this job.

"There are some shifts, changes that have happened that have made the role of the dean a bit more challenging ... That's being

**SEE DEAN, page 2**

## Bollinger talks affirmative action, NYU at fireside chat

**BY LEAH GREENBAUM**  
*Spectator Senior Staff Writer*

Connie Yip, a student at the School of Nursing, walked away from University President Lee Bollinger's house with a takeout box of arugula salad and a lead on some Columbia grant money.

Yip was one of about 50 graduate students at Bollinger's final fireside chat of the semester on Tuesday night. Bollinger spoke at length about his personal history with affirmative action litigation and took questions on monetized online courses, the University's perennial space crunch, and a potential conflict with New York University over St. Luke's-Roosevelt Hospital.

Bollinger acknowledged that it is "more than a rumor" that NYU has been discussing a merger with Continuum Health Partners, which owns St. Luke's-Roosevelt.

"I know [NYU President] John Sexton really well," he said. "We've been friends for a long, long time. I am completely confident that if NYU purchases St. Luke's, they will not hang purple flags outside with Columbia right across the street."

St. Luke's-Roosevelt, which is located at 114th Street and Amsterdam Avenue, is an academic affiliate of Columbia, and many medical students train with Columbia doctors at its two hospitals. A medical student asked Bollinger if he is worried about NYU getting too close to Columbia's turf,

**SEE BOLLINGER, page 2**

## Rangel returns to campaign trail as field of candidates narrows

### Morgan drops out of race, endorses Espaillet

**BY CASEY TOLAN AND FINN VIGELAND**  
*Spectator Senior Staff Writers*

In the race for Rep. Charles Rangel's congressional seat, the field is starting to narrow.

Vince Morgan, one of the first challengers to declare his candidacy, announced Tuesday morning that he is withdrawing from the race and endorsing State Senator Adriano Espaillet.

"When people really evaluate the candidates and the leadership we want to send to D.C., I think they'll come to the same decision I did—that

there's only one candidate who can best represent" the district, Morgan told Spectator.

The pool of Democratic candidates to represent the 13th Congressional District, which is centered in Harlem, shrinks to five with Morgan's withdrawal. The Democratic primary will take place June 26.

Morgan wouldn't say whether he thinks the other challengers should drop out so as to avoid splitting the anti-Rangel vote, as happened in 2010.

"It's a crowded field," Morgan said. "The election is

set 77 days from now, and in a crowded field in a compressed cycle, it doesn't help anyone that doesn't come with a built-in base."

When Morgan worked as a staffer in Rangel's office, he got to know Espaillet personally, as the state senator's district covers much of the same territory that Rangel's does.

"Working with Mr. Espaillet firsthand, I've seen not only his ability, but his level of commitment to the people of his district," Morgan said. "In this race, I believe we need a

**SEE MORGAN, page 3**



FILE PHOTO

**AND THEN THERE WERE FIVE** | Vince Morgan dropped out of the race for the 13th District's congressional seat Tuesday, leaving five other candidates in the race, including Rep. Charles Rangel.

## Cain talks tax policy, Pokémon at Low

### Former presidential candidate pitches 9-9-9 tax reform plan

**BY YASMIN GAGNE**  
*Spectator Senior Staff Writer*

In between touting his "9-9-9" tax reform plan and quoting a song from "Pokémon: The Movie 2000," former presidential candidate Herman Cain told students about his desire to "rewrite the future history of the United States of America" on Tuesday night.

Cain, the former chief executive officer of Godfather's Pizza and a one-time frontrunner in the Republican presidential primaries, withdrew from the presidential race in December amid allegations of sexual misconduct. He spoke in Low Library at the invitation of the Columbia University College Republicans, discussing the economy in a passionate speech before answering audience questions on topics ranging from foreign policy to his favorite pizza toppings.

Cain spent much of his speech arguing that decades of excessive regulation, taxation, and legislation—which he referred to collectively as "the 'ations'"—are killing the American economy.

"How did we get into this mess?" he asked. "If you don't believe we are in a mess, you've been living under a rock somewhere. You're not paying attention."

Drawing on his business experience at Godfather's Pizza and the Pillsbury Company, Cain said that the so-called "9-9-9" plan he proposed during his presidential campaign would "unleash the economic potential in the

country." Under the plan, the entire U.S. tax code would be replaced by a 9 percent tax on individual income, a 9 percent tax on business income, and a 9 percent national sales tax.

"The biggest albatross around the neck of our country that is holding growth back is the tax code," Cain said. "Let's start over."

Cain explained that he came up with the 9 percent figure by asking the chief economist on his campaign to calculate the lowest the three taxes could conceivably be while still pulling in the same amount of revenue that the federal government currently receives in taxes. The economist calculated the figure to be 8.7 percent, which Cain said he rounded to 9 percent to make his plan easier to pitch to voters.

"If 10 percent is good enough for God, 9 percent is good enough for the government," he added, in reference to the traditional practice of donating one-tenth of one's income or possessions to religious organizations.

Cain also encouraged students to help change the country, telling them to "stay involved, stay informed, [and] stay inspired." Reiterating a point that he made several times on the campaign trail, Cain said that he has found inspiration in the song "The Power of One" from the 2000 Pokémon movie, which he said he "committed to memory" after hearing it during a broadcast of the 2000 Olympic Games.

**SEE CAIN, page 2**

## Rangel welcomes competition from Espaillet, other candidates

**BY GINA LEE**  
*Spectator Senior Staff Writer*

After staying off the campaign trail for two months due to a back injury, Rep. Charles Rangel was back in action Tuesday preparing to face off against State Senator Adriano Espaillet and three other challengers in the Democratic primary in June.

At a press conference during an event for small businesses and entrepreneurs, Rangel—who used a walker and addressed the crowd from his chair—called Espaillet a "good man" who has done "a lot of good work for the community."

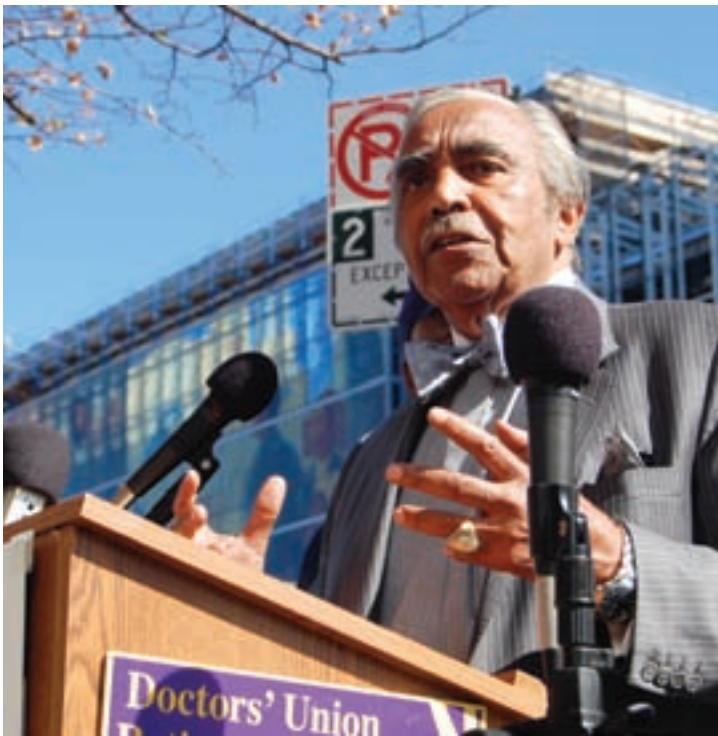
"This is what America's all about. You have to have qualified candidates out there," Rangel said.

"I'm glad to learn that Rangel is up and about because this must be a campaign where we vigorously debate ideas and issues that affect the people in our district," Espaillet said in a statement to Spectator.

Rangel indicated on Tuesday that he welcomes the competition from Espaillet, who officially announced his run for the congressional seat last week.

The Dominican-American

**SEE RANGEL, page 3**



FILE PHOTO

**INCUMBENT** | Rep. Charles Rangel is facing four challengers in this year's Democratic primary race. The primary is June 26.

#### OPINION, PAGE 4

##### The laws of necessity

Mark Hay advocates spirituality as a path to wellness.

##### Praying for wholeness

The Canon discusses the role of the science requirement in the Core Curriculum.



#### SPORTS, BACK PAGE

##### Lions defeat St. John's behind resilient offense

The Light Blue continued its nonconference success, beating the Red Storm for the first time since 2003 in an impressive 9-6 victory.

#### EVENTS

##### University Senate town hall

The senate hosts a town hall for discussion of public course evaluations.  
104 Jerome Greene Hall, 4:30 p.m.

##### The Honor Code

Professor Kwame Anthony Appiah discusses honor, ethics, and society.  
304 Barnard Hall, 7:30 p.m.

#### WEATHER

##### Today



57°/45°

##### Tomorrow



63°/46°



# Committee expected to choose dean by semester’s end

DEAN from front page

taken into account,” Kircher said. “Part of this process is taking into consideration what has gone well and what hasn’t gone well.” Popkin believes that the language currently used to define the dean’s role doesn’t do the job justice. Administrative documents enumerate specific responsibilities related to students, faculty, and alumni, but this is not enough, Popkin said.

“We don’t just want to sequester the dean into these silos,” she said. “The dean shouldn’t just be in charge of the Core [Curriculum], but should be involved in majors and courses ... the whole nine yards.”

Popkin added that although there are no specific plans to revise the administrative documents, she thinks that such a process might occur within the next year.

At the Friday committee meeting, Popkin added, University President Lee Bollinger discussed “all the conversations that had been going on over this academic year” about the role of the dean and emphasized the “shared goals” of the college and the University.

Members of the Columbia College Student Council have also gotten involved in discussions about the role of the dean. On Sunday, CCSC passed a preliminary version of a resolution with a list of expectations for the permanent dean, including regular meetings with the CCSC president and students and an emphasis on student input in “key decisions that affect Columbia College.”

“These things are very important to us,” said Vice President of Campus Life Jasmine Senior, CC ’12, who wrote the resolution along with Vice President of Policy Ryan Cho, CC ’13. “We need our dean to be engaged. We need our dean to be transparent.”

Cho and Senior presented the resolution—which they will revise before the council votes on a final version—to CCSC president-elect Karishma Habbu, CC ’13, on Sunday. Habbu was appointed to the search committee on Friday.

Cho said that transparency and student interaction are central to the list of expectations.

“We wanted to make sure that the student representative that went into that discussion understood what the student body wanted,” Cho said.

The search committee is only considering internal candidates for the job, and it will accept nominations through April 15. Interim Dean James Valentini, who is widely considered to be a frontrunner for the job, said in a recent interview that there will be a permanent dean by the end of the semester.

“Understanding what the job is and what the role is—obviously that’s an important piece for anyone who is considering the position,” said search committee member Kyra Barry, CC ’87 and president of the Columbia College Alumni Association.

Both Popkin and Barry cited Moody-Adams’ resignation as part of the committee’s motivation for thoroughly discussing the role of the dean.

“I think we have all learned a lot from what has happened over the past eight months,” Barry said. “There has been a concerted effort to open up the lines of communication ... thinking about how all the different constituencies come together.”

“The dean of the college steps down, and that says that something is amiss,” Popkin said.

Popkin added that having as many students as possible involved in the process will help diminish the “mistrust and suspicion” that often characterize the relationship between the administration and students. Habbu, who is currently CCSC’s student services representative, said that there is an ongoing email chain among council members to brainstorm what they would like to see the permanent dean accomplish.

“I just really want to hear what people come up with,” she said. “It’s important, in the time we’re given, to make this a campus dialogue.”

*Jeremy Budd and Ben Gittelson contributed reporting.*  
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YAN CONG / STAFF PHOTOGRAPHER

DUSTIN, MEET PREZBO | College of Physicians and Surgeons student Dustin Tetzl talks to University President Lee Bollinger.

## Bollinger recalls fighting for affirmative action at Supreme Court

BOLLINGER from front page

but Bollinger responded that Columbia medical students shouldn’t worry about being edged out by NYU.

“If my good friend John Sexton does this, then we will be looking for property in Washington Square,” he said with a smile.

Yip wanted to know if Columbia’s \$30 million plan to increase faculty diversity—which Bollinger announced last week—might include funds for a staff member to work on LGBT issues at the Columbia University Medical Center. Yip said that CUMC’s uptown campus lacks a space for LGBT students.

Bollinger suggested that Yip speak to University Chaplain Jewelnel Davis, who was in attendance at the fireside chat. Davis told the audience that her office can give grants for such initiatives, and she distributed her business card to several students after the chat.

“I’m impressed by

Columbia’s commitment to diversity, but sometimes I wish it could be implemented in a more visible way,” Yip said.

Bollinger spoke for 15 minutes about his support for race-conscious admissions practices at universities, in light of the Supreme Court’s recent decision to hear a case that may undo Bollinger’s 2003 landmark victory for affirmative action. In the 2003 cases *Grutter v. Bollinger* and *Gratz v. Bollinger*—which were argued together—the court held in a 5-4 decision that affirmative action is constitutional.

The first case was brought against Bollinger when he was president of the University of Michigan Law School, and the second when he was president of the University of Michigan. Both schools practiced race-based affirmative action under Bollinger, and he said on Tuesday that defending the admissions practice was a challenge.

“It looked bleak,” he said. “I can’t tell you how many people

told me, ‘You’re going to lose this case,’ and things like, ‘You deserve to lose this case.’ ... But I made a decision that we would fight this and we would do everything we could to defend the policy.”

“It wasn’t just about the University of Michigan,” he added. “Every university in the country had policies that would be affected by this decision.”

Christopher Mitchell, SIPA/Social Work, asked Bollinger the question about affirmative action. Mitchell said he was impressed by the personal insight Bollinger offered in his response.

“Bollinger kept referring back to things he’d studied himself or written about,” he said.

In one of the fireside chat’s lighter moments, Journalism School student Pamela Lin asked Bollinger about his reading habits. Bollinger said that despite his scholarship on globalization and interconnectivity, he starts off his day by reading four print newspapers: the New York Times,

the Washington Post, the Wall Street Journal, and the Financial Times.

Bollinger chose a doctoral student in philosophy for the last question of the evening—a question, he said, that he could not answer. The student wanted to know if the Manhattanville campus might provide office space for graduate student teaching assistants.

“Currently, all the [philosophy] grad students share one room for TA-ing, and I think it was converted from a bathroom,” the student said.

Bollinger said that he was sorry to end “a very nice evening” without a satisfying answer.

“We still have faculty with inadequate offices. The fact that grad students don’t have offices is terrible. That’s the only thing you can say about it,” Bollinger said. “We work in a context where so many people feel they don’t have adequate space.”

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HANNAH MONTOYA / STAFF PHOTOGRAPHER

CONVERSATION | Barnard President Debora Spar talks to students at a fireside chat in the Diana’s Judith Shapiro Faculty Room.

## Spar discusses reproductive rights with students at fireside chat

BY JESSICA STALLONE  
*Spectator Senior Staff Writer*

Twenty-one Barnard students talked to President Debora Spar on Tuesday night about an issue that is generally taboo around Barnard’s campus: babies.

At a fireside chat in the Diana Center’s Judith Shapiro Faculty Room, Spar and the students in attendance focused on reproductive rights, an issue that has taken center stage in politics during this election year. Spar agreed with Jordan Borgman, BC ’13, who said she felt that she could use more preparation from Barnard for the hardships of balancing a professional and personal life as a woman.

“We sort of send you out into the world, help you with your academics, your career—but we don’t talk about babies, because it seems so retro,” Spar said.

But Spar, who wrote the book “The Baby Business” about public policy on reproductive medicine, said that navigating education about motherhood and reproductive rights at a women’s college isn’t easy.

“Right now it’s not really on co-ed campuses, it’s not in business schools, it’s not in law schools,” Spar said, referring to conversations about maternity. “So you don’t want to feel marginalized and feel like you’re back in the girls’ ghetto again, so you don’t talk about it.”

Recently, though, several high-profile politicians seeking re-election have spent a lot of time discussing women’s issues, with some arguing that women shouldn’t have access to abortions or free contraception. Spar said that the politicization of reproductive rights has forced many to consider how gender plays a role in public life.

“One of the most divisive issues within feminism [is], do you advance women’s rights by pushing for full equality, or saying that there are biological differences and we need to do things differently? Separate but equal,” she said. “People are more comfortable with the first approach, but I would argue that it hasn’t worked so well.”

Spar said she believes that the United States needs to start enacting legislation that either equalizes women and men or designates women as a special interest group with specialized needs.

Natasha Cline-Thomas, BC ’12, noted that when discussing reproductive issues, people traditionally focus on preventing pregnancy but fail to consider what happens once a child is born.

“I don’t even see in our political discourse right now, what happens to the mothers after they

give birth,” she said. “It’s interesting that we don’t talk about these things, especially in a country that is fraught with anti-abortion rhetoric. We don’t talk about it.”

Spar also discussed President Barack Obama’s decision to speak at Barnard’s commencement this year. Many have speculated that he chose to address Barnard students for political reasons, given that it is an election year and that women’s issues have been such a prominent political topic.

When it comes to supporting Obama, who has defended women’s reproductive rights, Spar said there’s a “fine line” that the college can’t cross.

“We can’t legally ever be seen as taking sides in an electoral context,” she said. “I am delighted that Obama is coming, but it can’t be ‘Barnard College for Obama.’”

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# Cain criticizes diversity plan, names favorite pizza toppings

CAIN from front page

Cain recited the lyrics: “Life can be a challenge, life can seem impossible. It’s never easy when there’s so much on the line, but you can make a difference—there’s a mission just for you. Just look inside, and you will find just what you can do.”

In addition to giving his analysis of the economy, Cain argued that the U.S. has become “a nation of crises.”

“We have economic crises, spending crises, energy crises. We have an illegal immigration crisis,” he said. “We have a moral crisis going on in this nation.”

After finishing his speech, Cain took questions, some of which were submitted in writing by event attendees and some of which were tweeted to CUCR before the event. Asked about University President Lee Bollinger’s recent pledge to commit \$30 million to increasing faculty diversity, Cain responded that “you cannot improve race relations by edict.”

“You can’t improve with programs that pander,” he said. “It’s the knowledge and understanding of differences, and respecting those differences, that matters.”

Cain, who was criticized during his presidential campaign for having a tenuous grasp of foreign policy issues, was also asked about U.S. foreign policy in Iran. He began his answer by arguing that the U.S. “should not cancel the missile defense system that was being built in Turkey,” before changing gears and arguing that the U.S. should “not have cancelled our space shuttle program.”

The termination of the space shuttle program “mitigated some of the technological capabilities that we were going to develop,” he said.

Additionally, Cain dismissed concerns over hydrofracking, a controversial natural gas-harvesting method that critics have said can release dangerous chemicals into water supplies. Cain said that hydrofracking is not detrimental to the environment.

Columbia University Democrats Media Director Sarah Gitlin, CC ’12, who attended the event, was particularly skeptical about Cain’s discussion of hydrofracking.

“We always knew Herman Cain is crazy,” Gitlin said. “We didn’t expect him to come up with a lot of his own facts as well as his own opinions—especially his comments on the environment.”

The audience at the event, which was cosponsored by the Columbia Political Union and partly funded by the Student Governing Board, was a mixture of Cain supporters and detractors, with many of Cain’s lines drawing enthusiastic but scattered applause. CUCR President Tyler Trumbach, CC ’13, said that Cain was “very charismatic” and “an excellent speaker.”

“I think a lot of what he said was noncontroversial,” Trumbach said. “A lot of people agreed with what he was saying. They may not agree with individual policy, but they may agree with his analysis of the economy and the government.”

Asked about whether more businesspeople should go into politics, Cain encouraged students to get involved in both business and politics.

“I would recommend you graduate from college, get educated, and make some money first, so you don’t become a crooked politician,” he said.

The last question Cain answered was about his favorite pizza topping, which he said is “the all-meat combo.”

“I don’t like anchovies on there,” he said. “Pepperoni, bacon, sausage, ham—the all-meat pizza is my favorite topping.”

He ended on a more serious note, though, urging students to take action and paraphrasing 18th-century philosopher Edmund Burke.

“The only thing necessary for evil to triumph is for good men and women to do nothing,” he said. “I will not die doing nothing to help this nation, and I challenge you to not die doing nothing to help this nation.”

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## Morgan to campaign for Espaillat in effort to defeat Rangel

MORGAN from front page

congressperson who has the ability to bring all the wonderful pieces of the district together into a common agenda, a common purpose.”

Morgan praised Espaillat, saying he has represented his district well and prioritized important issues such as job creation.

This was Morgan’s third run against Rangel. He will now support Espaillat’s bid to defeat Rangel, a 41-year incumbent, as the race heads into full-on campaigning mode.

“I’ll be anywhere he [Espaillat] needs me to be,” Morgan said.

The other candidates in the race are former Bill Clinton adviser Clyde Williams and activists Joyce Johnson and Craig Schley. Most of the candidates have criticized Rangel for perpetuating the status quo, and Morgan, a former Rangel campaign director, was no exception.

“We need leadership that prioritizes the people of the district, not prioritizes one person or one person’s legacy at the expense of the people of the district. It’s not any one person’s seat. It’s our seat,” he said. “The notion that it’s not his [Espaillat’s] time or anyone else’s time to succeed Mr. Rangel is far-fetched.”

The 13th Congressional District has seen dramatic changes due to redistricting this year. A majority of voting-age residents in the district are now Hispanic.

“It’s not a black district, and it hasn’t been a black district for a long time,” Morgan said. “We have to stop talking about the race or ethnic background of the person who represents us and start talking about the qualifications and the agenda of the person who represents us.”

Morgan, a businessman and

School of International and Public Affairs graduate, rose to prominence during his campaign for putting pressure on the West Harlem Development Corporation—the organization responsible for investing \$76 million from Columbia in the local economy—to be more transparent and to start spending some of the more than \$3.5 million it has already received from Columbia.

Morgan has two young children, and he said the campaign “took a lot of time away from my family and took a lot of personal resources.”

“I would recommend people consider public service in some form in their own lives.”

—Vince Morgan, former congressional candidate

“I got a lot of great experiences from it ... It was a fantastic experience, and I would recommend people consider pubic service in some form in their own lives,” he added.

Espaillat—who would become the first Dominican American elected to Congress—is popular in northern Manhattan, where his district is centered, but he does not have as much local name recognition as Rangel, who has overcome multiple ethics scandals to serve more than four decades in Congress. Rangel has already been endorsed by several Upper West Side Democratic clubs.

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FILE PHOTO

**HE’S BACK** | After staying off the campaign trail for two months due to a back injury, Rangel spoke during an event for small businesses. He said that to win re-election, he will need to earn the support of voters he has not previously represented.

## Rangel looking to win over Hispanic voters in reshaped district

RANGEL from front page

Espaillat is seen as Rangel’s toughest competition in a district where, due to this year’s redistricting, a majority of the voting-age residents are Hispanic. Another candidate for Rangel’s seat, Vince Morgan, dropped out of the race and endorsed Espaillat on Tuesday.

Rangel—who has held the 13th Congressional District seat since 1971, when he defeated longtime incumbent Adam Clayton Powell Jr.—criticized the new district lines as forcing politicians who were previously allies to run against each other. He supported Espaillat in his campaign for State Senate in 2010.

“We have a whole lot of work to do to repair the damage that has

been done by reapportionment,” Rangel said.

Referring to the expanded Hispanic constituency in his district, Rangel said that he will have to “earn the support of those people who I’ve never had the privilege of serving.” He pointed to the work he has done for the local Dominican community.

“I think my record speaks for itself, in opening up trade with the Caribbean, especially as it relates to the Dominican Republic and building up their economy,” he said.

Rangel also recently added Moises Perez, the former executive director of the nonprofit Alianza Dominicana, to his campaign. Perez co-founded that Washington Heights organization, which serves the Dominican

community, but he resigned after a city investigation into his financial transactions.

When asked about the possibility of gaining the support of State Assembly member Guillermo Linares, a Dominican who replaced Espaillat in the assembly in 2010, Rangel said that “it’s a terrible thing to get involved in a race and cause your friends to have to take sides because of their concern about their culture rather than the quality of leadership.”

“I only hope that with the integrity of the people you’re talking about, that we’ll all be able to say that we’re one family,” he said.

Linares, who was present at the press conference, said he is undecided on which candidate to support in the congressional race. The other candidates are

former Bill Clinton adviser Clyde Williams and activists Joyce Johnson and Craig Schley.

Assembly members Keith Wright and Robert Rodriguez, City Council member Inez Dickens, and former Mayor David Dinkins, along with Linares, stood behind the seated Rangel as he spoke.

“I was not born with the U.S. Congress stamped on me, and I don’t expect that I’ll die with the stamp,” Rangel said. “But one thing is for certain—that I’ve always, always encouraged candidates to get involved. I have to. That’s what the country’s all about, and that’s the opportunity that I was given, and I sincerely believe that.”

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# Misinformation about CULPA

BY CULPA

As editors of the Columbia Underground Listing of Professor Ability, our primary goal is to ensure that students have access to as much information as possible when choosing their programs of study. We believe that we are entitled to the best instruction possible, and that the easiest way to ensure this is to provide a public record of faculty teaching ability. Thus we wholeheartedly support any effort to make public the University's existing records regarding teaching effectiveness, and applaud the University Senate's decision to investigate the feasibility of open course evaluations.

We acknowledge that open course evaluations from the University may eventually render CULPA obsolete. This is not necessarily a bad thing—if there ever comes a time when the University does a better job of serving the needs of the student body than CULPA, we will happily devote our time to that effort instead. But that time has not yet come. There are several grave issues with the current proposal to release course evaluations, and we expect that students will continue to rely on CULPA as the primary source of course information even if the senate's resolution is ratified.

Foremost among these issues is a lack of adequate information regarding existing alternatives to University-administrated evaluations. Over the years, numerous public figures on campus have made misstatements about CULPA's content and policies, and we want to ensure that these misstatements do not color the discussion of open course evaluations, or shape any system that is ultimately put into place. While we are generally impressed by the thoroughness and clarity of the senate's report, we were distressed to discover a number of inaccuracies in the transcript of the March 30 plenary meeting. Two stand out. On the seventh page of the transcript of the senate discussion on course evaluations, Mr. Alex Frouman (who is by no means alone in these beliefs) states, "[CULPA] tends to contain polarized reviews of people that loved the class or hated the class, and tends not to be very representative of the students. It also happens to be anonymous and largely unmoderated and would be inappropriate."

There are two claims here: that CULPA reviews tend to be strongly polarized, and that CULPA is unmoderated. Each of these claims is false.

It will hopefully surprise nobody that we have an extensive internal record-keeping system—among the statistics we record for each review is a rating on a five-point scale indicating how positive it is. As of this

writing, "strongly negative" or "somewhat negative" reviews make up 27 percent of all entries in the database (11 percent "strongly" and 16 percent "somewhat"), while "neutral" reviews make up 29 percent and "somewhat positive" or "strongly positive" reviews make up the remaining 44 percent. In short, the plurality of reviews on CULPA are positive, and neutral reviews outnumber negative ones.

## We acknowledge that open course evaluations from the University may eventually render CULPA obsolete. But that time has not yet come.

As for moderation, every one of the more than 21,000 reviews on the site is reviewed by CULPA's editorial staff. There are prominent buttons throughout the site for students and professors to flag reviews as inappropriate, and we make a point of responding quickly to these responses. (This fact is discussed in the written report.)

In a discussion with Mr. Ryan Turner and Ms. Sara Snedeker last fall, we explained that numerical data do not support the common wisdom about the distribution of sentiment in CULPA reviews, but there is no indication that these remarks were taken into account—indeed, the draft resolution makes specific mention of third-party sites providing "polarized and unfiltered reviews." In general, we are alarmed by both the meeting transcript and senate report's reliance on anecdote rather than available data in discussing CULPA.

The senate's recommendations are informed, at least in part, by an anecdotal and demonstrably untrue characterization of CULPA. While we have broader concerns about the feasibility of truly fair course evaluations conducted under the aegis of the University, we feel compelled to begin our participation in this discussion by correcting these basic inaccuracies. Whatever the outcome of this process, we draw encouragement from the senate's willingness to take open evaluation seriously, and we look forward to continuing to do our part in safeguarding the quality of undergraduate education at Columbia.

*The authors have been granted anonymity in order to protect the integrity of their review process and prevent others from influencing their decisions.*

# Help nominate the new Columbia College dean

BY ALEX JASIULEK

Now that the time has come to select a new dean of Columbia College, I urge students to participate in the process. We need more than transparency during the committee's search. It is students' responsibility to give critical feedback in the process. Austin Quigley was the dean of Columbia College for 14 years, and whichever dean is chosen could last as long if not longer in that position. We currently have until April 15 (half a week) to produce a list of candidates from which the committee will appoint a dean that could be here long after we have graduated and gone off into the world as alumni. Being complacent is not an option since our previous dean, Michele Moody-Adams, resigned due to upcoming changes that she deemed would "compromise the college's academic quality and financial health."

As current students invested in the long-term health of our school, we must nominate. As issues arise over the next years like the Core Curriculum endowment, physical expansion, and other changes that we can only speculate about, it is important that we have a dean who is willing to go to bat for students on the most important issues. If students do not participate in the process, then it is very likely that there will be a shortlist of candidates who are not willing to dissent against the central administration.

When making my nomination, I expect the candidate to understand the diverse interests of students on campus and be critically engaged with the academic experience of undergraduates. My candidate will push for a Core that interrogates the notion of western civilization and global history in an era that fundamentally challenges those categories. This naturally must be coupled with support of a more dynamic and structured Global Core. My candidate will support greater emphasis on marginalized studies like ethnic, African-American, women and gender, etc. My candidate will not sit idly by when student privacy is violated by the New York Police Department or when issues of the college's long-term health arise. Lastly, my candidate will demand ethical expansion both in Harlem and around the globe as the University continues to grow.

These issues matter to me as a student having

witnessed the ongoing hate between Columbia College students and those at Barnard, General Studies, and School of Engineering and Applied Science, as well as the many bias incidents in the past years and community agitation over labor and land disputes. Students need to have a stronger background in social sciences and identity studies if we are to better engage with each other civilly and improve our world at large. We must also be aware of our impact on our extended communities and act in a way that benefits all. While these issues matter to me and many other students from identity-based, social justice, and political groups on campus, there are other positions important to students that I do not know how to voice. These voices must be heard for the selection committee to best represent all student interests.

Additionally, the student council of Columbia College will be submitting a resolution that gives minimum expectations to the incoming dean like meeting regularly with students, attending campus events, maintaining transparency, and fighting for students' rights. This year we noticed a sloppy transition process that, despite Dean James Valentini's good faith, will be utterly unacceptable in the incoming year. Students must hold the incoming dean accountable for meeting basic requirements while taking the initiative to improve undergraduate life. The best way to ensure this is by nominating the right candidates.

So again I urge you, it takes 15 minutes to write a letter explaining who you would like to be dean and what qualities they hold that makes them fit to lead our school for the years to come. In these 15 minutes you might be providing the support a faculty member needs to be chosen out of the pool of applicants the committee will be reviewing. Whether you will be graduating this year or not, or even if you have already graduated, take the time to think about what this school needs and who can help make the positive change that you are looking for.

Then send an email to [nominations@columbia.edu](mailto:nominations@columbia.edu).

*The author is a Columbia College junior majoring in political science and comparative ethnic studies. He is a CCSC representative for the class of 2013.*

# Spirituality can help Columbians be well

A couple of days ago I sat down and wrote myself a list of all the classes, meetings, assignments, and tests standing between me and graduation. And then I looked at it and let out a silent scream. It was a far scarier list than I had expected, and the destination—graduation—was far scarier still. I had to take a step back, block out some time, and just sit and meditate for a spell. When I finished meditating and regained peace and control of the insane remnants of my year, it dawned on me that I would not have made it through my time at Columbia if not for my own religious rituals and beliefs.

That personal realization does not hold for everyone, but it forced me to recognize that for those with beliefs (even spiritual or non-religious beliefs), finding our spiritual wellness is just as vital as our physical, emotional, economic, or any other type of wellness. Yet we find numerous excuses not to place equal importance on it.

One of the big detriments to paying attention to spiritual wellness is time. I have always admired my roommate, who for years now has managed to pull herself out of bed early in the mornings for mass. But many Columbians, myself included, slack off on our observances, or even just on taking time to consider our spiritual well-being, after we start to get busy. Some people slack off because their beliefs have changed. If that is the case, then there's no reason or compulsion to attend to personally obsolete spiritual observance. But for many, spiritual practices still hold great value. They just take too much time.

Others worry about finding the right community or type of involvement to express and nurture their spiritual needs. Attending a regular group meeting can feel forced, cramped, and time-consuming for some, while others just do not have a group of like-minded individuals easily accessible (I fell into the latter group for my first few years here). Some students even express fears about being too outwardly religious here.

In truth, I've come to believe, Columbia is one of the easiest colleges at which to be spiritually well. While we have a reputation as a godless Sodom among certain news outlets, compared to other colleges there's much less pressure against religion or against certain types of religion that do not conform to the norm. The diversity of the city helps, providing some outlet for any kind of spiritual need (although in my own case, I'm not too keen to go out to Brooklyn on a weekly basis to commune with others from my particular subset of faith). And even on campus, we have a vibrant and proactive religious scene willing to accommodate and aid any student in finding what they need.

The greatest resource students have on the University campus proper is the Chaplain's office. Though the Chaplain's office does not have all the space or money in the world (and indeed some students have complained of rather dank worship accommodations in the past), it does offer a plethora of services to aid in spiritual well-being, including the option to seek faith-based counseling. This type of counseling is not restricted to believers in mainstream or established faiths. Spiritualists, agnostics, or any other sorts of believers are welcome and there has been a push by spiritual individuals at Columbia to welcome the whole community to use their services and seek them out as a source of wellness. For many, that space can be more comfortable and effective than seeking traditional counseling, or is better equipped to help them find the right space for their own spiritual wellness.

In recognizing the importance of spiritual wellness, we must keep two things in mind. The first is to make sure that spiritual wellness resources are just as visible and well promoted as other wellness resources. As of now, many who aren't seeking them out actively could benefit from them but will never find them. Just as the various health officials at Columbia have begun to consider alternative medical traditions and resources in evaluating and referring students to wellness resources, so too should spiritual wellness resources receive promotion and accessibility through more established wellness programs.

But the second thing to keep in mind is the most important. While finding resources and feeling comfortable pursuing wellness through spirituality is difficult, it's absolutely impossible if you don't make the time for it yourself. If you are one of those individuals who has ceased to focus on his or her spiritual well-being out of time concerns, or out of the belief that other matters are more important, but deep down you still feel you have some beliefs, try over the next week to cut out 30 minutes every two or three days to do what makes you feel spiritually well. You may find it helps you survive at Columbia far more than you thought it would. And if so, make sure to always carve the time out to use the resources available to you.

*Mark Hay is a Columbia College senior majoring in religion and political science. He is a coordinator of the Student Wellness Project and the acting chair for the InterPublications Alliance. The Whole Wellness runs alternate Wednesdays.*



ASHLEY LEE



# The Canon “Is the current science requirement sufficient for the aims of the Core Curriculum?”

The Canon runs every other Wednesday and is dedicated to the discussion of Columbia’s perennial problems. Its prompts feature questions that we should repeatedly ask and constantly answer. While we may never come to firm resolutions, either collectively or individually, the belief is that there is some merit to the discussion itself.

FROM THE EDITOR:

Since its creation in 1919, the Core Curriculum has revolved around literature and philosophy. To this day, Contemporary Civilization and Literature Humanities remain its pride and joy. Yet since the end of World War I, the world has changed in a way that the Core has not.

Academia has fundamentally evolved. Not one major American research university functions without robust departments in the natural sciences. In such a radically different world, the Core’s response is the science requirement.

Lanbo Zhang  
Editorial Page Editor

## Refining the pursuit

BY DARCY KELLEY, DON MELNICK, AND IVANA HUGHES

In the late 1980s, then-Dean Robert Pollack established a committee led by George Flynn, professor of chemistry, to examine the science requirement for Columbia College students. One outcome, resulting from a faculty vote, was an increase in the number of required science courses from two to three. Unlike the two-course requirement, chosen at random from an approved roster, the three-course requirement was mandated to include a two-semester sequence in one science department for depth, and a one-semester course in a different science department for breadth. A second result was the creation of the Committee on Science Instruction to oversee the science curriculum and the development of new science courses.

In the years that followed its origin, COSI became concerned about the three courses students actually were taking. For example, a 1999/2000 survey of outcomes revealed that although more than 500 entering students each year expressed some interest in preparing for a career in medicine, only 70 to 80 graduated having fulfilled the necessary premed requirements. For the rest, the typical science experience consisted of one introductory chemistry course and a year of calculus. These and other data revealed that the majority of CC students received a science education that did not even remotely expose them to the driving forces of modern science, such as exciting new discoveries about the way the physical universe, the geological earth, and the thin biological layer that encapsulates the earth work and interact.

Before arriving at Columbia, most entering students have written essays and poems, solved equations, and analyzed historical issues. Very few have actually planned, carried out, and analyzed an actual scientific experiment or set of detailed observations, in part because what scientists really do is not included in most secondary school curricula. Students view science as a collage of facts, bearing no relevance to the other subjects they study, to be regurgitated on demand in an arbitrary fashion that someone else has determined. In reality, however, science is not a form of memorization, but rather a way of thinking about and making sense of the world. Real science is not obsessed with what is already known—it is instead focused on what is not known.

The very limited science experiences of most CC students upon their arrival, and the goal of developing the powerful intellectual tools that a scientific approach can provide, led to the creation of the Frontiers of Science course and to its addition to Columbia’s Core Curriculum. Because Frontiers is multidisciplinary, including both the physical and the life sciences, the specifications for the two remaining required science courses were broadened to include either a two-semester sequence or two courses in different scientific disciplines (including mathematics). Another survey in the summer of 2009 revealed a shift in student course choices into earth and environmental sciences, thus broadening the science exposure of Columbia graduates. More recently, students are also enrolling in ecology, evolution and environmental biology courses.

The Columbia College curriculum has been developed over nearly a century and includes not only the goal of transmitting advanced and specialized knowledge (the major or concentration), but also the realization that there are ideas and images and books and music that have shaped our cultures and are important for all our students to experience. This second goal informed the creation of the Core Curriculum, as well as the addition of science to that Core. Both the Core and the other requirements for graduation or completion of a major or concentration evolve, and the science requirement is no exception. For example, currently the science requirement conflates mathematics and science: Students can fulfill the requirement with a course in mathematics, Frontiers of Science and a single additional science course. While this is a somewhat broader exposure to science than the previous requirement, it is still inadequate because both a full exposure to science and to quantitative reasoning are essential for preparing the next generation of leaders and informed citizens. So, while the current science requirement is clearly an improvement over what it was 20 or 30 years ago, it deserves continued consideration, discussion and debate.

That debate should be a constructive one that helps the science faculty further enhance Frontiers of Science, improves all course offerings in science, and creates a practical path to expose students to quantitative reasoning. The creativity and commitment of the entire Columbia academic community—students and faculty—should be engaged in this discussion.

Darcy Kelly and Don Melnick are the co-directors of Frontiers of Science. Ivana Hughes is the associate director of Frontiers of Science. David Helfand was consulted for historical perspective.

## A scientific Core

From its inception, the Core Curriculum has been defined by universal requirements of particular classes. This has always been at odds with the more popular system of giving students general distribution requirements. By requiring students to dabble in particular disciplines, these schools fall short of giving students a comprehensive foundation of understanding. Instead, distribution requirements are specialized to the whims of students, not directed toward the ideas and texts that have had an impact on our society.

The current science requirement is merely a general distribution requirement, propped up with a required course—Frontiers of Science—that is almost universally disliked. The open-endedness of the science requirement and the ability for students to select from a large list of courses is understandable. The sciences differ from the humanities because of their linearity. A student can come to Columbia and be knowledgeable enough about biology that an introductory course would actually teach him nothing. On the other hand, an expert student of literature can come into Literature Humanities and gain just as much as the unread student. This is largely a function of the discursive nature of the course and its lack of a particular discipline. Professors of the



DEREK TURNER

Core constantly remark that they themselves learn more each year by teaching the Core. This does not hold in the context of the sciences, since there is a particular developmental path in the discipline.

However, this does not give us a free pass to leave the science portion of the Core as something resembling distribution requirements. Instead, the wider aims of the Core must be incorporated as much as possible. Take, for example, the goal of giving every student the vocabulary to serve the public good to the greatest extent. This takes the form of philosophical literacy in Contemporary Civilization, but what about other types of literacy that are important for understanding the world? As a senior, it is clear to me that knowing the basics of computer science will be critical to understanding the innovation of the coming century. I did not realize that as a first-year, which meant that I never exposed myself to the discipline. In the same way that professors decide for us that it is important to read the “Iliad” and the “Confessions,” perhaps it should be decided for future underclassmen that it is important to have at least an introduction to computer science.

This mentality also holds for mathematics and lab sciences. The logic involved in math and the scientific rigor required of a lab science help us understand the world in ways that the humanities cannot convey. Students should not be able to graduate from Columbia ignorant of the basics of computer science, the logic of math, and the rigor of scientific experimentation. While there would have to be flexibility for students who already have advanced

understandings of these concepts, this stricter requirement would bring the spirit of the Core into the sciences. As of this moment, it is up to students to seek this out for themselves, resisting the temptation of Oceanography or Physics for Poets and putting extra work on their plates. Not surprisingly, it is rare to see a student do that. I myself took an introductory psychology course partially because I did not want to be inconvenienced.

The Core exists in spite of (or even to spite) students’ laziness and ignorance. We are forced to take classes that we otherwise would never take. As a result, we gain understandings of the world that would have been lost otherwise. After four years here, it is important for every student to have an understanding of computer science, math, and scientific experimentation. I write this as a student who only experienced one of those three and feels less prepared to fully understand the world than I could have been. While it may be a large burden to put on students, it is no less important than the other specific burdens placed on us through the Core. Like most of us do now as we look back on Lit Hum, I’m confident that students who go through this iteration of the science requirement will acknowledge the value of the burden as they leave Columbia and apply their minds to our society’s challenges.

Derek Turner is a Columbia College senior majoring in political science and anthropology. He is a student representative on the Committee on the Core and contributes regularly to The Canon.

## Soft and hard

Academics often paint the comparison between the sciences and the humanities as a juxtaposition between the “hard,” precise natural and applied sciences, and the “soft,” amorphous humanities. For those defining the curriculum of Columbia College, a primary goal has long been to matriculate well-rounded students with varied skills. In order to achieve this goal, faculty and administrators need to make the hard and the soft complementary and tailor our science requirement to reinforce the character and quality of our humanities education.

The current science requirement is conceptually insufficient. It may teach students how to do rudimentary work across a handful of disciplines, but it does little to improve their ability to locate the importance of the sciences in a broader context. The science requirement should offer us new ways to consider the impact of the sciences on our own fields of study and on society in general. The ideal requirement would still retain courses that offer introductions to basic practical skills, but it would emphasize possible paradigms through which to consider the sciences in respect to the humanities.

While Frontiers of Science is commendable for its attempt to introduce basic research methods across different scientific disciplines, it lacks an overall narrative as to how these skills, and more pressing, these disciplines, are relatable for a student of the humanities. Just as important as the ability to compute the destructive capacity of a nuclear weapon is an awareness of how the discoveries of atomic physics were co-opted and weaponized, and the social and historical significance of these events. Teaching the significance in tandem with the hard science would put both aspects into greater relief.

For a humanities student, it may be most worthwhile to study the sciences in a systemic sense, which entails seeing the various scientific disciplines as ongoing projects located within institutions. We ought not study the sciences in order to exclusively learn aspects of output—formulas, laws, methods—that have little practical use to the average CC student, but rather to understand the processes that undergird science and the importance of intellectual rigor within individual and collective programs of research.

From this standpoint, the sciences become highly relatable, for while the content of the research is different in nature—more quantitative, empirical, regimented—the context of the research can be easily understood through the lens of the humanities. A courseload that emphasizes the history, politics, sociology, economics, anthropology, or literature of science would be far more engaging for the student who realizes that it is a bit much to ask him to be a veritable polymath, and a bit useless to ask him to try halfheartedly anyway. The question at hand is not whether the sciences need to be diluted for consumption by non-science students, but whether an equally intellectually rich offering can be mustered. One that offers new ways to look at science would be valuable to even those well versed in the sciences. A new required course might be needed to facilitate this encounter, a kind of theoretical counterpoint to Frontiers and lab requirements.

Realigning priorities in such a way, while still providing a basic skill set in applied and natural sciences, would enable students to remain mindful of the linkages between the humanities and sciences that so powerfully shape the world. It would also represent an acknowledgement on the part of Columbia College that the sciences are most salient insofar as many of the foundational thinkers of the humanities had backgrounds in the sciences. From Epicurus to Al-Ghazali to Newton, the great minds of history markedly approached the sciences and humanities in tandem, pursuing each with equal verve. And while as students we cannot reasonably expect to achieve their level of fluency, we can at the very least learn the significance of their multifaceted contributions. In doing so, we may come to place a higher value on the dialogue between the hard sciences and the soft, recognizing each for their respective strengths and interdependencies.

Esfandiyar Batmanghelidj is a Columbia College sophomore majoring in political science and Middle Eastern, South Asian, and African studies. He contributes regularly to The Canon.

## Numerically human

BY JACOB ANDREAS

Professor Edward Mendelson arrived late to his Modern Poetry class one day last spring, apologizing profusely for having been delayed by a talk. The talk, he explained, concerned a piece of software someone was showing off to the English department which could, given the text of a book, identify its genre.

This was a surprising point of overlap between my classes—I’d written a nearly identical program as a homework assignment in my machine learning course the previous week. I expected Professor Mendelson to make some insightful remark about the basic predictability of individual writing styles or the narrowness of genre conventions, perhaps some broader point about the extraordinary fact that complex ideas like “romance novel” can be characterized, at least in some narrow sense, by embarrassingly simple statistical models.

“Hogwash,” he said, and began the lecture. I don’t remember exactly what we discussed that day, but for rhetorical effect I’ll assert that it was Auden’s “Under Which Lyre.” The poem’s antepenultimate stanza reads:

Thou shalt not answer questionnaires  
Or quizzes upon World-Affairs,  
Nor with compliance  
Take any test. Thou shalt not sit  
With statisticians nor commit  
A social science.

I’m inclined to agree with Professor Mendelson that automatic genre classification provides little insight into language, but what about the broader question—do students of the humanities have something to learn from statistics, or should they refuse to “sit / With statisticians” altogether? As numerical models begin to encroach on central aspects of human identity, and begin to shape our tastes and bodies and relationships, there’s an understandable urge to insist that Columbia ought to preserve the Core Curriculum as a safe space for humanistic thought, free from the threatening determinism of numbers. This is the attitude that seems to inform the science requirement. While the Core responds to a perceived need for science courses, the science requirement’s basic impulse is almost anti-scientific: Students are encouraged to

develop a vague appreciation of the heavenly bodies or the human genome without any real grasp of scientific and numerical methodologies.

This is dangerous. The quantity of information, and of numerical information in particular, that we are forced to consume daily has grown tremendously since the Core was established; numerical methods, for better or worse, have as much to say about the human experience as Aristotle does. If the Core Curriculum is to achieve its goal of helping students “understand the civilization of our own day and participate effectively in it,” it must take science seriously. The science requirement demands the same focus that is the strength of the rest of the Core Curriculum, and Columbia should begin by requiring an introductory course in probability and statistics for all students.

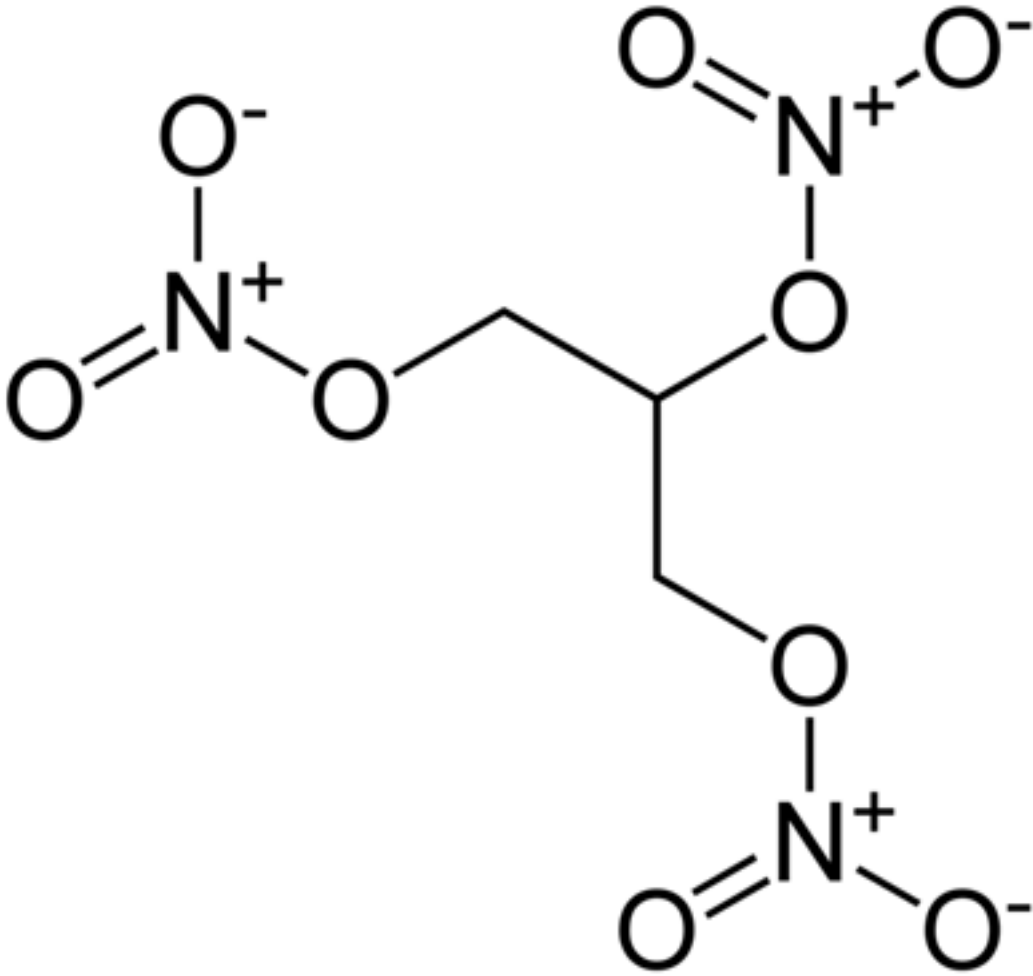
Why statistics? That such a course would provide useful technical skills independent of the Core’s goals is self-evident and uninteresting; the point is that the study of statistics has a place in a modern humanities curriculum. The central questions in statistics are fundamentally about the interpretation of numbers—how to question the sufficiency of data, to bound confidence, to formulate hypotheses. These are not simply technical problems, but epistemological ones. The study of statistics goes to the heart the Core’s dual purpose, at once enabling students to understand the foundation of the scientific mind-set and teaching them to apply that mind-set to present problems.

Without the tools to evaluate numerical evidence, there are only two options left to us. One is to fall into the trap that Auden warns against, to trust numbers unquestioningly, to ascribe to the results of “questionnaires / and quizzes upon World-Affairs” the character of natural law, to accept that “romance novel” is a Bernoulli process, and give in to a dehumanized view of human history and the human spirit. But the other option—to reject utterly numerical data as a basis for personal and ethical decision-making—is equally dangerous. We have fought hunger and disease with surveys and averted financial collapse with statistics. These tools are as central to modern civilization as the Ethics are, and Columbia students can no longer participate effectively in the world without basic number sense.

The author is a School of Engineering and Applied Science senior majoring in computer science. He will study at Cambridge University on a Churchill Scholarship next year.



ESFANDIYAR BATMANGHELIDJ









# Lions look to snap 8-game losing streak against Lafayette

BY MUNEEB ALAM  
*Spectator Staff Writer*

The Lions (1-9, 0-5 Ivy) will try to snap their eight-game losing streak Wednesday evening against Lafayette (9-5). Columbia comes in off a 14-13 overtime loss to Connecticut on Saturday, when the Light Blue fought back from a six-goal deficit to go up by three before surrendering the final

four goals of the game. The Leopards defeated American in another close game on Saturday, with junior attacker Addie Godfrey scoring the winning goal—her fourth goal of the game and 49th of the season—with 90 seconds to go. The Leopards have significant offensive depth—seven players have scored at least 10 goals this season, compared to the Lions’ three. The opening draw will be at 7 p.m. at Robert K. Kraft Field.



MIKE DISCENZA / SENIOR STAFF PHOTOGRAPHER

**TOUGH FINISH** | The Lions have struggled to get back on the winning track since their second game of the season, their only win, against Mount St. Mary’s.

# Offensive breakthrough carries Light Blue to win

BASEBALL from back page

The Lions banged out five more in the seventh to take a 9-4 lead. Key plays for the Light Blue in that inning were a two-RBI double by sophomore Aaron Silbar, followed by an RBI triple by sophomore Mike Fischer. Fischer had three hits and an RBI on the day.

“He had a home run over the

weekend, and he’s been doing better things with the bat,” Boretti said. “He drove the ball the other way for a triple, which is a good sign.”

As usual for the mid-week contests, Boretti used a handful of pitchers, and most were successful. Senior Zach Epstein, junior Ricky Kleban, and freshmen George Thanopoulos and Cory Osetkowski pitched the middle

innings and allowed no runs on a combined two hits.

Next up for the Lions will be their first four-game divisional series, in Ithaca against a very hot Cornell team. The Big Red has won seven of its first eight Ivy games, so the four contests this weekend will provide a good indication of where Columbia stands in its division.



HENRY WILLSON / SENIOR STAFF PHOTOGRAPHER

**TAKING THE GAME BY STORM** | The Lions’ offense has been inconsistent, but was the highlight of Tuesday’s victory.

## ATHLETE OF THE WEEK KYLE MERBER



FILE PHOTO

**MAKING STRIDES** | Senior distance runner Kyle Merber ran the 1,500-meter in 3 minutes, 42.49 seconds at the 38th annual Stanford Invitational last weekend, setting a new Columbia record in the event by one hundredth of a second. The superb run will likely qualify Merber for the NCAA Championship in June.

# Calipari-style coaching unfit at all playing levels

SPENER from back page

wins, and coaches perform well by managing egos, making good personnel decisions, and implementing sound game plans. NBA coaches show their strengths when they continue to succeed despite injury setbacks, aging rosters, or less-talented squads. Take Gregg Popovich and Tom Thibodeau as examples of good NBA coaches who have undergone these situations this season. When Sam Cassell suffered an injury at the beginning of the 1998-99 season, Calipari’s Nets team tanked, and he skulked away.

Those traits that make a strong NBA coach are certainly important in Division I college hoops as well. However, the role of college coaches is a bit more complex, since their players are students as well and are limited to college careers of only four years. Coaches should be judged not just on their win percentage, but also by their mentorship.

When it comes to winning, John Calipari has been wildly successful, winning well over half of his games. However, it’s hard to see him ever producing a dynasty like John Wooden’s

at UCLA or even Mike Krzyzewski’s at Duke, since he has not had much continuity at any one school and also has a penchant for recruiting “one-and-done” players (see Derrick Rose, John Wall, and this year’s bunch) who don’t see their college careers come to fruition. We respect college coaches like Wooden and Krzyzewski who create a tradition of winning, not a few seasons.

The key to this consistent success is a college coach’s effective mentoring of young athletes during their formative college years, during which they face academic challenges and media attention alongside adversity on the court. Seeing them do amazing things on the court, we forget that freshman basketball players are only 18 or 19 years old and need a lot of guidance (more than a year’s worth) as they enter adulthood, just like the rest of us. Of course, college students are still adults and can make decisions about their futures, but coaches should try to shelter their players from outside pressures—agents, the media, etc. Calipari failed to do this on more than one occasion, and he left both UMass and Memphis in the wake of NCAA rules violation scandals.

Here at Columbia, we don’t get one-and-done players, and, from what I’ve gathered, our coaching staff and athletic department do a pretty good job of making sure that players are engaged not only in sports and academics, but also in the community. However, our league isn’t free of scandal. The Ivy League is not immune to the problems that coaches like Calipari bring to the table, especially as Ivy teams are attempting to make ripples in the national college hoops scene. For athletes at Columbia, the takeaway from their time in college should be a holistic maturity acquired through discipline in sports and in everything they do off the court. They carry this forward into their careers, which for the most part don’t include donning a Knicks jersey. For better or worse, sports coaches often become life coaches, and Calipari-style coaching does not suit the kind of development athletes deserve to get out of college.

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# Division leader Cornell leads conference play as midseason nears

BY ROBERT WREN GORDON  
*Spectator Senior Staff Writer*

**BROWN**  
Brown (5-21, 3-5 Ivy) had a difficult week, losing five of six games, including three of four conference games. Its troubles began last Wednesday, when it lost both games of a double-header against visiting Siena. Over the weekend, the Bears dropped both games on Saturday against Cornell, including a tough 10-9 loss in 11 innings in game one. Despite these setbacks, Brown was able to rebound on Easter Sunday, due in part to the help of senior pitcher Mark Gormley, who threw seven scoreless innings in game two, helping the Bears achieve a 13-6 victory for their only win last week. Brown plays Connecticut today before hosting Dartmouth this weekend.



**CORNELL**  
The Big Red (21-6-1, 7-1 Ivy) remains at the head of the pack after sweeping Ivy competition this past weekend. Its lone loss last week came in game two of a road trip to Canisius College last Wednesday. Cornell’s toughest competition came against Brown, with both games going into extra innings. Freshman J.D. Whetsel’s single in the 11th inning of game one led to a Cornell victory, and the Big Red was later able to seal the deal in eight innings in game two. Yale proved to be an easier opponent, and Cornell handily won both games on Sunday. The Big Red

plays Binghamton today before facing Columbia on the road this weekend.

**DARTMOUTH**  
Dartmouth (8-14, 4-4 Ivy) leads the Red Rolfe Division despite having a record worse than those of both teams at the bottom of the Lou Gehrig Division. The Big Green took advantage of a stretch of home games last week, going 3-1 against Ivy teams to add to its win column. With a convincing 12-4 win over Saint Anselm last Wednesday, Dartmouth went on to sweep Penn on Saturday before splitting with Columbia on Sunday. Of Dartmouth’s four wins last week, the most memorable was a nine-run victory in the second game against Penn, during which senior shortstop Joe Sclafani went 5-for-8 with four runs and four RBIs. Dartmouth takes on Holy Cross today before playing Brown.

**HARVARD**  
Harvard (6-22, 2-6 Ivy) went 3-3 in all games last week. After a good start on Wednesday at home against Boston College, the Crimson was able to carry the momentum to the weekend, winning game one against Columbia behind the arm of freshman pitcher Tanner Anderson, who struck out seven batters en route to a 6-2 Harvard win. Harvard’s luck ended, however, as it went on to drop game two against the Light Blue before falling twice to Penn on Sunday. Despite the string of losses, the Crimson has managed to get back to winning ways, earning a win against Boston College yesterday in the first round of the Beanpot. Harvard plays Northeastern today, then faces Yale.

## PENNSYLVANIA

Penn (14-12, 5-3 Ivy) split its games last weekend. After being swept by Dartmouth on Saturday, the Quakers turned around and took both games from Harvard on Sunday. Penn’s strong showing on Sunday came largely from its pitching. Sophomore Cody Thomson threw a shutout in game one, leading Penn to a 7-0 victory, and fellow sophomore pitcher Matt Gotschall also had an impressive performance in the nightcap, as Penn went on to win 8-5. Penn plays La Salle today and Princeton on Saturday and Sunday.

## PRINCETON

Princeton (13-12, 6-2 Ivy) had a strong showing last week, going 3-1 against Ivy opponents and improving its overall record to .500. The week began for the Tigers with a sweep of Yale on Saturday, as junior pitcher Matt Bowman and freshman first baseman Tyler Servais led the team—Bowman had four hits and three

RBIs, and Servais had three hits and a pair of runs scored. Princeton followed up Saturday’s sweep with a split of its two games at Brown, dropping the nightcap after an 8-0 shutout in game one. Following yesterday’s 5-4 win against Seton Hall, the Tigers host Penn this weekend.

## YALE

While Yale (6-22-1, 0-8 Ivy) continued to search for its elusive first conference win, its present losing streak went into the double digits this past weekend. The Bulldogs’ one bright moment came in the nightcap at Princeton on Saturday, during which sophomore shortstop Cale Hanson reached base in his 25th consecutive game. It ended up being Yale’s closest game last week, as Princeton only managed a one-run margin. The Bulldogs went on to lose two to Cornell on Sunday. Yale plays a twin bill today against Fairfield before hosting Harvard for four games.



KATE SCARBOROUGH / SENIOR STAFF PHOTOGRAPHER

**SWINGING FOR THE FENCES** | The Lions find themselves at the bottom of the Lou Gehrig division led by the Big Red, as the race to the title continues.


WL (IVY)	TEAM
<b>1</b> 21-6-1 (7-1)	<b>CORNELL BIG RED</b> The Big Red has the best overall and league record of Ivy teams and continues to dominate the Lou Gehrig division.
<b>2</b> 13-12 (6-2)	<b>PRINCETON TIGERS</b> The Tigers have kept pace with Cornell behind strong pitching performances and look to continue their consistent play.
<b>3</b> 14-12 (5-3)	<b>PENN QUAKERS</b> With commanding efforts on the mound against Harvard, the Quakers showed that they can win against any opponent.
<b>4</b> 13-16 (5-3)	<b>COLUMBIA LIONS</b> The Light Blue remains above .500 in Ivy play due to its ability to string together wins even with streaky offense.
<b>5</b> 8-14 (4-4)	<b>DARTMOUTH BIG GREEN</b> The Big Green has been plagued by its on-and-off performances from one series to the next. Dartmouth next faces Brown.
<b>6</b> 5-21 (3-5)	<b>BROWN BEARS</b> The Bears have suffered from poor pitching in their last few games, digging themselves into holes difficult to climb out of.
<b>7</b> 6-22 (2-6)	<b>HARVARD CRIMSON</b> Harvard is playing in the Beanpot Championship Game but has not played nearly as well against Ivy competition.
<b>8</b> 6-22-1 (0-8)	<b>YALE BULLDOGS</b> As they continue to lose to their Ivy superiors, the Bulldogs are still looking for their first conference win.



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