

Democratic budgeting back in business

BY EVA KALIKOFF
Columbia Daily Spectator

Last year, City Council member Melissa Mark-Viverito as good as handed her constituents \$1.5 million to distribute to improvement projects around their neighborhoods. After the success of the so-called participatory budgeting process, Mark-Viverito is bringing the program back and open to proposals.

On Tuesday, she took suggestions for where to allocate her budget at the Frederick Douglass Houses, between 100th and 104th streets on the Upper West Side, from residents of the public housing complex. Repairing the elevators, fixing cracks in the sidewalks, installing brighter lights, and getting rid of rats and raccoons were at the top of the list.

Mark-Viverito, who represents Manhattan Valley, East Harlem, and the South Bronx, was one of four council members to establish a participatory budgeting program last year. “I am so proud that we are doing this in our district,” Mark-Viverito said to the group of 50.

She touted the success of last year’s process, in which \$1.54 million was voted to fund the installation of security cameras in several housing developments and a new Meals on Wheels van. A third of the money went toward enhanced playground equipment such as climbing apparatuses, castles, and bridges for the Douglass Houses as well as the Millbrook Houses in the Bronx.

“I am so proud that we are doing this in our district.”

—Melissa Mark-Viverito,
City Council member

Her constituents were excited to get back into the democratic process, listing off a myriad of needs. “We have a lot of elderly people here, a lot of disabled people here and there are not enough ramps,” Tyree Mims said. Mims lives in the Douglass Houses with his grandmother, who is in a wheelchair.

When elevators aren’t working, he said, the people who need them “have to sit outside for hours at a time, which is unacceptable.”

Douglass resident Sharon Johnson said she would love to see the money poured into beautification and upkeep of the projects. “They could also expand on the children’s area,” she said.

Last year, Stefan Poaches, 27, pitched the idea to repair a public basketball court in his neighborhood, and it was selected as one of Mark-Viverito’s winning projects.

Inspired by his success, he was back at the Douglass Houses on Tuesday with more ideas. “I think it was a great process because I felt like my voice was heard,” Poaches said. A basketball coach at a Bronx public school, he said he wants to make education the center of his proposal this year.

Residents were energized by Mark-Viverito’s support for their ideas, cheering as attendees presented their proposals to

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DOUGLAS KESSEL / SENIOR STAFF PHOTOGRAPHER

DEMOCRACY | City Council member Melissa Mark-Viverito is soliciting projects to fund through the participatory budgeting process.

LionLink consolidates student group finance processes

BY LILLIAN CHEN
Spectator Senior Staff Writer

Management of a student group’s members and finances was streamlined over the summer, as the Office of Student Development and Activities eliminated hard-copy forms and centralized the process online.

Any recognized student group can sign up for LionLink, where executive board members can view and manage group rosters, access detailed financial records,

and make financial transactions. The reorganization also allows representatives of the Activities Board at Columbia to approve small expenses for clubs without approval from a faculty adviser.

Columbia College Student Council Vice President of Finance Daphne Chen, CC ’14, said that the improved record-keeping system will make tracking groups’ expenses much simpler.

“We’ll be able to see how much groups have actually

spent, like the exact amounts,” she said. “This way we’ll be able to see line-item expenditures, and that’ll keep us a lot more accountable ... people will be able to see where their money is going.”

“LionLink is a huge step forward for student leaders across campus,” ABC president Saketh Kalathur, CC ’13, said. ABC is the governing board that oversees cultural, performance, academic, publication, and special interest groups. “This process

that’s been done by paper for many, many years is now fully online, so not only does this improve the convenience to student leaders, but it also improves the efficiency of the administration having to track and process all the requests.”

Executive board members can use the new financial transaction forms on LionLink to use their allocations instead of paper forms. More

SEE LIONLINK, page 2

First-year academic honesty workshops to start in spring

BY SHARON LIAO
Columbia Daily Spectator

Required academic honesty workshops for first-years, planned to start this semester, will be pushed back to the spring as the Office of Judicial Affairs finalizes the curriculum.

Administrators decided in April to ramp up efforts to promote academic integrity among Columbia College first-years, and planned to require workshops of incoming students this fall. Instead, the program will pilot this spring and will be fully rolled out next fall.

“While we want to get things started as quickly as possible, we also want to be sure that all constituencies have been consulted,” Dean of Academic Affairs Kathryn Yatrakis said.

The Office of Judicial Affairs is still in the process of forming a committee to plan the workshop, which will be taken by every incoming student. Associate Dean of Judicial Affairs Jeri Henry said the workshops will “assist students in identifying the skills that are necessary, and the resources available, in order to do their best academic work while maintaining the highest standards of academic integrity.”

Yatrakis said that her office has worked closely with Henry’s to think about the “best way to organize and shape the workshops.”

Still, during orientation, international students were required to attend a Judicial Affairs workshop on reviewing academic expectations in the United States. The discussion laid out the guidelines for

“academic integrity, specifically about what we should not do: plagiarism, self-plagiarism, rules for taking exams,” said Marcos Martinez, CC ’16, who attended the event during the International Student Orientation Program.

“For most of the international students, it’s very important to have the rules clear, to have someone explain them to you, so you don’t have any doubts,” he said.

“While we want to get things started as quickly as possible, we also want to be sure that all constituencies have been consulted.”

—Kathryn Yatrakis,
dean of academic affairs

In April, Senior Associate Dean of Academic Affairs Hazel May said that the need for an academic honesty awareness initiative partially stemmed from the need to set limits on collaboration, considering that students take the same courses in the Core Curriculum.

“I have no idea what the policy is,” Eleanor Goerss, CC ’16, said. “I certainly don’t know what would happen” if a student

SEE HONESTY, page 3



AYELET PEARL / SENIOR STAFF PHOTOGRAPHER

GIRL POWER | A panel of students discussed their accomplishments in women’s rights on Monday.

Women leaders, students talk public service

BY AUDREY GREENE
Columbia Daily Spectator

Barnard hosted its own World Leaders Forum of sorts on Monday, as three current and former female heads of state encouraged students at women’s colleges to become involved in public service.

Prime Minister Yingluck Shinawatra of Thailand, President Aifete Jahjaga of the Republic of Kosovo, and former President of Finland Tarja Halonen joined 200 students in the Diana Center in a panel discussion to emphasize the Women in Public Service

Project’s long-term goal—to have 50 percent of the world’s political and civic leadership be female by 2050—within the framework of United Nations efforts. Shinawatra, Jahjaga, and Halonen are in Manhattan this week for the 67th U.N. General Assembly.

For U.N. Special Representative Marta Santos Pais, the U.N.’s Monday discussion on the rule of law is one such conduit for women’s progress. Wellesley senior Melda Salhab asked how countries such as her native Lebanon can make progress for women, despite religious laws that control

family law.

“One of the key principles that is being put forward is that the rule of law is inherently linked with democracy, but also with respect for human rights,” Santos Pais told Salhab. “I am confident that as a result of the discussion in the GA, there will be greater recommendations for states to find sources of inspiration to overcome the challenges.”

Santos Pais, Barnard President Debora Spar, and other leaders made a point of equating women’s rights with universal human rights, which

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OPINION, PAGE 4, 5

ColumbiaEDU

The Canon explores the rising frontier of online education.

Paying for pretty

Noel Duan describes the effort involved in effortless beauty.



SPORTS, BACK PAGE

For potential Lions, a taste of the bigger league

Baseball head coach Brett Boretti, with help from his squad, held an instructional baseball camp for high school position players this month.

EVENTS

Live at Lerner Presents: Sounds #2—The Mast

Enjoy free Chinese food and a performance by Brooklyn-native duo The Mast.
Lerner Piano Lounge, 12 p.m.

Thai Iced Tea Study Break

Take a study break with a cup of iced tea from the Southeast Asian League.
Lerner Ramps, 8 p.m.

WEATHER

Today



75° / 61°

Tomorrow



77° / 57°

Women heads of state, student leaders discuss civic engagement at Barnard

SERVICE from front page

has been a central tenet of the project—a partnership between five of the Seven Sisters schools and the State Department—since its inception in December 2011. After the leaders spoke, Olivia Low, BC '13, joined a panel of students from women's colleges around the country to discuss their work on women's issues. Low's area of focus is global health, which she has pursued as former co-president of GlobeMed, a student club that addresses grassroots health crises. Low talked about her experience working with a girl named Beatrice, an HIV patient in Uganda whose recovery

inspired her to become a community health worker. Such women, Low said, “have a right to become visible.”

“Start with what you know and you will go further if you are interested.”

—Tarja Haloner, first female president of Finland

Yashaswini Singh, a senior at Bryn Mawr College, shared her experience working on the

Millennium Development Goals in Nairobi, Kenya. When she asked a villager how humanitarian efforts had improved the lives of the area's women, he replied that “the girls have better haircuts now.” The unintentionally flippant comment made her realize that, as far as the village had come, it still had a ways to go in advancing the status of women. The event provided an opportunity for undergraduate women to ask experienced leaders about the very issues on which they are working. Ava Anderson, a senior at Mills College in Oakland, asked Jane Harman, a former congresswoman from California, about prison reform in the state. Harman called for revisions to

the state's “three strikes” law, which mandates life sentences for people convicted of three or more felonies. Although most of the speakers were political leaders, Halonen, the former Finnish president, emphasized that one does not have to enter politics to affect change. When she became president, thousands of girls wrote her to say they were abandoning whatever other careers they had considered to become the president or a member of parliament. “Do not study to become that,” Halonen said. “Start with what you know and you will go further if you are interested and useful” in that other profession. Low said she hopes to

maintain contact among the network of students from the other schools in order to get more public service projects off the ground. “It's easy to talk amongst ourselves,” she said. “In order to be effective, we need to broaden our community.” The Women in Public Service Project began last December, when Barnard and several other schools sent a delegation of students to the State Department to hear Secretary of State Hillary Clinton and others encourage young women to enter careers in public service and politics. Monday's event was the mentorship program's first event on Barnard's campus. news@columbiaspectator.com

Administrators establishing honesty workshops

HONESTY from front page

were caught plagiarizing, she said. Roberta Barnett, CC '16, also believes the lines of “what exactly is cheating” can be “fuzzy” for students. “It can be hard to know, which is why it's a good idea to have a general idea, a list, of what is cheating, so people know,” she said. Barnett, however, is not convinced that a second-semester workshop will be effective for first-year students.



GET INVOLVED | Olivia Low, BC '13, discussed her experiences with GlobeMed in Uganda. Right, Jane Harman, a former congresswoman, advocated for prison reform.

“We’re new here, and it’s important to have clear rules about how we should work here.”

—Marcos Martinez, CC '16

“I think that doing it second semester is silly, when you’ve already had exposure to the academic world, and professors have already explained expectations,” she said. “I think that programs related to academic honesty should be interwoven into the programs that are offered, like in Literature Humanities and in University Writing.” Martinez, who said the ISOP workshop on academic integrity clearly outlined the rules, said he thought the workshops should be mandatory for all first-years. “We’re new here, and it’s important to have clear rules about how we should work here,” he said. “The information is valuable at any time, even second semester, but it would be much better to have the workshop before classes start.” news@columbiaspectator.com

Institute for Research on Women and Gender Undergrad Open House

IRWAG is having an open house for all current and prospective majors. Hear a panel of past and current IRWAG students, including Kellie Fox-Gonzalez, CC '13; Lauren Herold, CC '12; and Joan Robinson, JD (doctoral student in Sociology). Meet and ask questions with faculty. Refreshments will be served.

Thursday, September 27

4:00 - 5:30pm

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CONTACT US

2875 Broadway, 3rd Floor
New York, NY 10025
info@columbiaspectator.com
Twitter: @ColumbiaSpec

PHONE & FAX

Daily Spectator (212) 854-9549
Business (212) 854-9550
Business Fax (212) 854-9553

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Downloading community

BY BEN RASHKOVICH

Did you know that Columbia University is made up of 20 schools?

Probably not—I didn’t, five minutes ago.

One of the things I was warned about by an older friend from high school before coming here was the school’s community, or lack thereof. Throughout my years here, it has been apparent that this qualm isn’t unfounded. Sports games are sparsely attended and with lackluster advertisement, the musical accompaniment of the marching band doles out lampoonery instead of support, and there’s a pretty widespread indifference and disdain toward the bureaucracy of the administration. Heck, the very phrase “Columbia community” can induce laughter. All in all, it’s a college experience lacking the instant, close-knit solidarity that other schools come prepackaged with. That’s not to say you can’t find that kind of experience, because you absolutely can, it’s just less obviously and immediately available.

So what does Columbia’s new and free online course initiative have to do with its community?

Well, let me ask you this: When you heard about it, were you excited because you’d been pining for a way to continue your Columbia education after graduation—staying involved in the academic community and remaining integrated with your alma mater, etcetera—or were you glad in an abstract sense, because free education is always a respectable pursuit for universities? The latter was the case for me, and for all of my friends whom I asked. Let’s face it, many, if not most of us probably won’t even remember that this resource exists in a couple of months. I’m not saying that this isn’t an incredible offer by Columbia, or that it won’t be used, enjoyed, and appreciated, but I am saying that it will lose that little bit of spotlight it has now for the majority of us who know about it. It will become just another example of how we could feel more involved, either now or down the line, but choose not to.

When I heard about Columbia’s online course initiative I appreciated its potential but dismissed it for my own use.

At this point you probably think I’m some horribly bitter student, shaking his fist at the heavens for his accursed matriculation, but actually I couldn’t be happier. The power of Columbia’s community doesn’t come from a domination of the social scene, of an overbearing omnipresence, but from its quieter, subtler presence in the background. We all are connected, even in our optimistic disinterest toward online courses. Besides, it doesn’t really matter. The new initiative really isn’t for us, anyway.

Columbia’s reach is wide. There are global centers in seven countries, 15 graduate schools here in the city, and a number of affiliated institutions that all contribute so much in terms of experience and diversity. Free courses on the Internet are just the next natural step, a step to expand our campus in spirit. Will some students here take “Financial Engineering and Risk Management,” “Natural Language Processing,” or one of the other classes Columbia is no doubt working on putting up? Absolutely. Will some alumni do so, too? Some others associated with the University? Of course. The majority of those who will benefit, though, are people who don’t have the chance to learn from Columbia without the help of the virtual world—the series of tubes that’ll carry education as we know it into the future.

Like I said before, when I heard about Columbia’s online course initiative I appreciated its potential but dismissed it for my own use. My friends felt the same way: It’s cool, but from a distance. The reason I started this op-ed with community is because that’s where my mind went next. Isn’t it a shame, I thought, that this opportunity to strengthen our community, extend it past our year of graduation, outside the realm of course credits and club meetings, will most probably pass us by unnoticed? After a year, though, I’ve realized that the advice I got before freshman year—avoid the pervasive apathy—was just superficial. Taking a Columbia course online wouldn’t affect my sense of connection with the school—that had to come from me, from my own efforts. True, Columbia doesn’t hand us a compact community on a silver platter, but for me that’s part of the charm. Everyone here, if they try even a little, finds and makes his or her own definitions. So really, the opportunity is interesting, important, and appreciated, but for me at least, it’s more of an idea than an option, more of a reminder about what Columbia means to me than how I physically interact with it—cheesy though that may be.

The author is a Columbia College sophomore.

STAFF EDITORIAL

Governing behind closed doors

Yesterday, Alpha Omicron Pi and Gamma Phi Beta were announced as the newest sororities introduced to campus. With student interest in sorority life at an all-time high and more rushes than existing membership can accommodate, we applaud the Panhellenic Association’s decision to bring two new sororities to campus. The decision to introduce two new chapters was made over the summer; however, we feel that the selection process that took place this fall could have been improved.

The selection process was closed to the rest of campus. Only the four existing Panhellenic sororities attended the presentations from Alpha Omicron Pi, Gamma Phi Beta, Kappa Kappa Gamma, and Zeta Tau Alpha—the



JULIA JARRETT

The price of beauty

In “Best I Ever Had,” the prophetic Drake sings, “Sweatpants, hair tied, chilling with no makeup on/ That’s when you’re the prettiest.” These may be my least favorite song lyrics of all time because they’re just not true. I’m not at my prettiest without makeup on because I have acne scars on my forehead and dark circles under my eyes.

I asked a guy friend about this—what are they singing about? Please enlighten my ladybrain, I begged.

“Guys like girls who are natural. They don’t want you to try too hard,”

he replied, echoing Drake’s sentiments. “They want you to be naturally pretty.” I looked down at my pink Kenzo heels and thought about my extensive skin care regimen. But what if you’re actually not naturally pretty by conventional standards? I have a confession to make: Being ugly is really expensive.

I’m no Miss America, but I am a beauty and health intern at Teen Vogue, and I enjoy being well-groomed and put-together. I think looking “pretty” is about looking good for yourself—because everyone deserves to be attractive. Unfortunately, not all of us look fresh-faced when we’re actually fresh-faced in the morning. (Especially me. I live next to two guys and I make a mad dash for the bathroom every morning. Don’t look at me, guys! My face isn’t ready yet.)

In an effort to become more financially responsible, I attempted to calculate how much my beauty and health expenses were eating up my monthly budget. Gym membership: \$183. Eyebrow threading: \$15. Eyelash growth serum: \$60. Prescription facial wash, cream, and spot treatment from my dermatologist: \$30. Makeup refills: \$10. Contact lenses: \$20. Hair products: \$30. (I do my own nails, which is why they look like the product of a third-grader who drank too much Mountain Dew and had only Magic Markers.)

I wanted to compare my results, so I conducted an anonymous and unscientific survey with some of the prettiest ladies I knew on campus—girls whom I envied and admired for their glossy hair, poreless skin, toned legs, and cover-girl worthy charisma.

Eleven responded. Using the rudimentary skills that I learned from high school AP statistics, I discovered that the average amount spent on beauty and health products per month was about \$100, ranging from a friend who splurged on \$200 massages to a friend who only got \$10 haircuts. (I may resent you, my secret low-maintenance beautiful friend.) One of the students uses \$130 foundation for her skin and underwent extensive laser surgery to erase the acne scars on her otherwise stunning face.

This summer, while I was conducting research



NOEL DUAN

You Write Like A Girl

in Europe, I spoke with high-fashion models who confessed tales of eating cotton balls dipped in juice, working out four hours a day, and taking Adderall and cocaine to suppress their appetites.

I really want to believe in the myth of effortless beauty, but that myth is fading slowly. Back in the ’90s, Hollywood starlets bragged about eating everything and never exercising—“I’m just like one of you plebeians! Just naturally better-looking.” And then, as paparazzi and social media and gossip sites became more prevalent, we started to see that they were more like us—they just had more time and money to look good.

I felt inadequate—in many ways—throughout my years as a student here. I never felt well-read enough—there was always that guy in my CC class who had already read half the works. I never felt smart enough—I attended every single office hour for Frontiers of Science because I never understood the problem sets. I never felt accomplished enough—I wasn’t a varsity athlete or a musician. And weirdly enough, in spite of all the ways I could have felt insecure at this school, the most inadequate I felt was in my looks—I felt ugly. I felt like I was surrounded by naturally pretty girls with 4.0 GPAs, and I had fallen short of meeting these expectations.

I really want to believe in the myth of effortless beauty, but that myth is fading slowly.

Well, I finally complained about this to a friend last week. “Why does it feel like everyone—but me—at Columbia is pretty and smart? What’s their secret? What’s your secret?” She rolled her pretty eyes at me.

“Noel. It takes time or money to look this effortless, both academically and aesthetically. It’s about body maintenance. Magazines and TV tell us that we should look a certain way, so we keep on trying to achieve that ideal,” she replied. We compared textbook prices and realized we spent more on beauty products than we spent on textbooks and school supplies.

Call me superficial, call me shallow, tell me I have my priorities all wrong—I get it. There are better things to spend your time and money on than on the never-ending quest to be pretty. But then I look back on those Drake lyrics that anger me so, and I realize there’s no way out of it—if you’re naturally gorgeous, you have to maintain your gorgeousness at all costs. If you’re challenged like me, you have to try whatever it takes to catch up.

Maybe she’s born with it. Maybe it’s Maybelline.

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.

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The Canon

“What is Columbia’s role in online education?”

FROM THE EDITOR:

Columbia College estimates its total 2012-2013 tuition and expenses to be just over \$61,000. Over four years, the face value of our education totals around a quarter of a million dollars.

Last week, Columbia announced a decision to join Coursera and listed two lectures to be offered online in February. Supposedly, our quarter million dollar education, or at least a part of it, is going to be available for free on the Internet.

We tell ourselves that there is more to our education than lectures and seminars, that here we form relationships and grow as people. Yet some might argue that the economic realities of on-line education will render Columbia obsolete, a quixotic and soon to be failing remnant of history.

Maybe we should all do a Jack Kerouac and drop out.

*— Lanbo Zhang
Editorial Page Editor*

Temporary fix

According to the Almanac of Higher Education for 2012-2013, only 41 percent of 18-24 year olds in America were enrolled in degree-granting institutions in the year 2010. In a poll conducted earlier this year, ABC News found that only 57 percent of Americans consider college a worthwhile investment. I was made aware of these facts in a 20-student seminar class that I’m currently enrolled in right here at Columbia, taught by two published, reputable professors. We cozily sit around a table and we discuss our various interpretations of whatever text or subject matter we are currently immersed in. The hope is that, in the process, we learn. We are the 41 percent. We are the 57 percent.

Let’s talk for a second about the rest of America. Let’s talk about the 59 percent of 18-24 year olds who, in 2010 when this research was conducted, were sitting out the whole college ordeal because it wouldn’t pay the bills. Instead, they were waitressing. They were starting families. They were circumventing college and skipping ahead to real life because, let’s face it, sitting around oak-wood discussion tables and contending opinions with academic bigwigs is something of a luxury. Fifty-nine percent of 18-24 year olds in America can’t afford to pack up and leave for four years. They have found more pressing needs for their time and for their money.

Considering the above statistics, online education and distance learning are godsend. You can now get a college degree without leaving home, without shelling out tens of thousands of dollars, and without ever quitting your day job. You can work a minimum-wage job in Iowa but, granted you have computer access, you can learn the nuances of mathematics or engineering from a professor at MIT. A top-notch education and a college degree are chances to leap from one socioeconomic stratum to another, and suddenly they are within reach. This is, inarguably, a good thing.

The thing is, I’m a Columbia student, which means interpreting something as “good” or “bad” and leaving it at that stopped being an option a long time ago. So let’s dig a little deeper. Here’s what we have so far: College degrees are a professional advantage. However, a quality college education—comprising of discussions, peer feedback, and a residential experience—is inaccessible to more than half of America. That said, online education, a highly accessible low-cost alternative, can bypass the college experience while still providing a college degree.

In order to unpack this, allow me a frivolous analogy. It is difficult to come by air-conditioned housing on Columbia’s campus. Air-conditioned housing is better than non-air-conditioned housing. However, due to conditions outside of our control (class year, housing lottery number), some of us have access to it while some of us don’t. For those of us that don’t, the easiest solution is to buy a fan. Until there are more air-conditioned rooms on campus, fans will have to do. But even though fans are doing the job for now, creating access to air-conditioning for all students should be the top priority, not making more fans.

I think it is safe to say that Columbia embodies an air-conditioned room and online education is a fan. While Columbia embodies roundtable deliberations, peer-run workshops, and an education that relies more on who you are sitting next to in your lecture than who you’re being lectured by, online education is a quick fix for those who can’t access this ideal. Here at Columbia, we know that the primary takeaway of a quality college education isn’t a piece of paper, but the ability to think critically, the ability to adapt to new environments, and the ability interact with individuals who are vastly different from you and to learn from them. We at Columbia know that those are skills that can’t be provided by any www or any dot-com.

A week ago, Columbia’s role in undergraduate online education was nada. Then, Columbia announced two courses being offered on Coursera. While that is a good thing, it isn’t enough.

Columbia’s participation in online education should not distract from the several students and professors, right here on our campus, who have devoted their lives to making online education an irrelevance, an obsolete cause, an unnecessary endeavor—the students and professors, right here on our campus, who believe that long-term reform is what America’s higher education landscape needs, not a temporary bandage initiative. Not a quick fix.

I’d like to argue that if the inscription on Low Library is true—if it’s true that this University was founded in part “for the advancement of the public good”—then our work here isn’t done.

Rega Jha is a Columbia College senior majoring in creative writing. She contributes regularly to The Canon.



REGA JHA

Expanding forms

BY MARK HAY

Figuring out a university’s role in online education is a deceptively difficult riddle. We don’t even have one definition of online education. It has become one of the feel-good buzzwords of educational policy: sparkly, full of multi-faceted, gemlike potential, but ultimately devoid of any intrinsic or stable meaning that would allow for a clear sense of duty and plan of action. The core of that emptiness stems from a shocking lack of clarity on the goals, audience, and most valuable methods of education itself.

Most people think of online education in terms of Khan Academy, a repository of thousands of online lectures. The widely held belief behind Khan Academy is that all universities should pursue online education by opening up their lectures, offering the opportunity for free or cheap self-paced learning on a grand economy of scale, and perhaps coupling that with graded take-home assignments to assess students and offer degrees.

I fear, though, that pursuing a Khan Academy method of online education would do little for Columbia or the world at large. Such methods of online education have great merit. Such models collect information and format it to encourage learning new skill sets. They address the fundamental problems of information overload, authenticity, and

navigability on the Internet and can open up knowledge and certification to a far wider audience. But while comprehension and memorization of concepts, exposure to new methods and ideas, and certification are important elements of education, they are not its whole—nor are they even close to the most potentially valuable bit of higher education, the bit that sets apart a classroom from a library and stacks a good classroom against a bad one.

The mystery ingredient missing in much of online education is instantaneous face time with a classroom and teacher. It’s the ability to, through healthy, focused, and small discussions, “question answers rather than answer questions,” as my first-year professor, David Yerkes, pounded into our skulls. Few individuals will achieve fluency in French through Rosetta Stone or grasp all the flaws of Mill through a lecture and a critical response paper alone.

The market for Khan Academy online lectures and distance learning classes is bloating. Putting everything online disrupts the condensation of information something like the Khan Academy offers. Similarly, an effective distance-learning class requires hiring more teachers or dividing the time of those present, which presents a whole host of problems for cost, access, and real value.

Online education via Columbia has two potential functions: One can use new mediums to convey traditional, classroom-based education in a novel fashion to a larger audience. One can also invert the

form-follows-function equation and draw inspiration from the medium to create new forms of education completely. In both respects, the most common modes of online education are lacking. Most forget or fail to emulate the value of the classroom, and few have seriously investigated how the Internet might reshape our ability to educate.

There are two good models out there, though. At Georgetown, I’ve heard of plans to build a half real and half holographic/projected classroom in an effort to open the classroom to distance learners and decrease the costs of education. Then there’s the School of One model, using the database and algorithm power of the Internet to gauge the best learning tools for individual students. Such a system also figures out and disseminates the most effective methods overall for particular concepts and skills.

If there’s a role for Columbia to play in online education, it’s to take those two models and run with them. By devoting time and energy to figuring out how to expand the classroom experience online and harnessing the medium itself, Columbia gets to innovate the field, boost its image, fill a void in online education, and maybe even make a buck or two. Perhaps investigating those voids and potentials will help us to better understand what it means to educate in total, bringing benefits back to the classroom and then online in a virtuous circle.

The author graduated from Columbia College in 2012.

Developing an online strategy

BY SREE SREENIVASAN

I thought I understood online education when I eagerly volunteered to teach an online course for the Journalism School’s Continuing Education department last spring. My course about social media was going to be “just an online version” of a course I’d offered numerous times over multiple years.

Instead of meeting around a table over a two-month period, I figured we would just be meeting online. Instead of dozens of in-person students, we’d have about 100 remote students from a dozen countries. How hard could it be?

The answer, it turned out, was it could be plenty hard. In fact, I learned that teaching online requires a lot more work than I would have ever guessed.

Compared to in-person classes, teaching online requires a different kind of attention to your material, to the content you share, to the kind of preparation you have to do.

In-person teaching benefits enormously from the ability of a professor to read the faces in the room. Who is getting the material? Who isn’t? Who looks confused? What needs repetition so that everyone is on the same page? Also, in-person teaching benefits from a professor’s stage performance that allows students to grasp things that they may not grasp from a distance.

Online classes may not have the characteristics I mention above, but it was a fascinating experience. The students, who were able to absorb the materials at their own pace using the LMS—learning management system—and re-watch the lecture videos, seemed to benefit from this format. They were able to talk to each other and my adjuncts in our online communities, to ask questions and share answers in ways I hadn’t thought of for people spread around the world.

My personal experience with teaching online has been helpful in the couple of months I’ve been in my new job in the Provost’s Office, where I serve as Chief Digital Officer. Among my first tasks has been to get a handle on the online education initiatives across the campus and to see how we can expand them as and when appropriate.

Columbia has been doing online education in various formats across campus for several years, with the School of Engineering and Applied Science, School of Continuing Education, some schools at the Medical Center, Columbia University Information Technology and Columbia Center for New Media Teaching and Learning leading the way. I am working with those units as well as the University Senate, the University Trustees, faculty and administrators to see what more we might do in the online space. While we have students on our senate committees, I look forward to working with other students, too.

There are three cohorts of students who we think will benefit from expanded online learning efforts: our existing on-campus students; students in blended/hybrid courses with low-residency requirements (either on our campus or using the Global Centers); and students unconnected with Columbia around the world, via MOOC—massive open online course—platforms. Anything useful we learn while working with any one of these cohorts will be sure to benefit the others as well.

We are in the process of talking to various professors, vendors, and consortia about how we might work together, but in the meantime, we are doing a series of pilots to learn as much as we can. Last week, we announced an agreement with Coursera, one of the biggest MOOC platforms, to offer three SEAS courses next semester.

Whatever we do in the online space, we are determined that our new initiatives will be thoughtful, strategic, and sustainable, without lock-ins to existing technology and keeping with Columbia’s brand and strengths.

We are determined not to mess with the magic that happens in a Columbia classroom, something that’s been perfected over 250 years. But we believe there are ways in which we can continue to improve the teaching—and learning—experience for all our students.

The author is a professor at the Graduate School of Journalism and is Columbia’s first chief digital officer. Tweet @sree.



GRAPHIC BY YUMA SHINOHARA

The blind march

The current zeitgeist in higher education is to leverage technological solutions—generally some combination of tele-presence hardware and social networking and crowdsourcing applications—to deliver courses online. The motivating question asks society to expand the promise of quality education to the masses that expect its provision. A multitude of entities, some of which grew out of brick-and-mortar institutions of learning, others of which branched out of the ephemera of Silicon Valley, are nobly striving to tackle this problem.

Despite the good intentions, the drive to craft a digital classroom may prove a grave misadventure. Delivering courses online drastically reduces the ever-rising cost of obtaining the fundamental building block of an education: the lecture. Moreover, students in the education marketplace are attracted to a budget Harvard, Yale, or Columbia experience, even if it is constrained to a digital simulacrum. But taken together, these two qualities make the actions of the elite institutions to “democratize” (a term carelessly bandied about) their course offerings troubling for struggling colleges and universities around the country.

Imagine a student evaluating whether to pay for a course load at the hypothetical Blue River College. Slogan: As average as they come. In a world where the best Columbia professors beam their lectures online, where a “world-class” curriculum is no longer tied to admission to a super-selective school, the incentives for the student to choose Blue River are reduced to non-curricular and increasingly expensive considerations like campus life and the development of interpersonal relationships.

Currently, the student wouldn’t be able to get a very marketable degree for their online studies. But forecasts indicate that accredited degrees will soon be available from highly regarded, traditional institutions with a significant degree of online-only coursework. It follows that the provision of online courses by elite institutions will dislocate a significant population of students from traditional educational settings into the virtual netherworld.

Even if this likelihood is empirically tentative, we can still wonder at the philosophical implications. Unfortunately, educational leaders, entrepreneurs in the market, and consumers demanding new products, have failed to see that the problems facing higher education aren’t borne from a lack of offerings outside traditional institutionalisms, but rather a lack of quality and outcomes deriving from a significant subset of those settings.



ESFANDIYAR BATMANGHELIDJ

In countless colleges and universities—the ilk of Blue River—a latent capacity exists for improved educational outcomes. For example, we might ask, what separates Blue River from Columbia in terms of the value of the education? The primary factor is the quality of instruction, and all the learned skills and bragging rights it supposedly provides. But it is not as though the teachers at Blue River are pedagogically clueless. On the contrary, the percentage of excellent (“gold nugget”) teachers as a proportion of the total faculty is probably not drastically different between the schools.

What separates the faculties are relative rates of activity in the intellectual development of specific fields of study. In simpler terms, Columbia professors are more published than their Blue River counterparts. From the student perspective, this difference means that in the classroom, the Columbia professor is better able to navigate the intricacies of the topic literature, to elucidate theoretical debates, to explain the significance and seminality of texts. The average Columbia professor has the luxury of calling upon a deeper resource of personal experience in the scholarship of their field, which amplifies the impact of their teaching.

Given these facts, suggesting that the logical solution is for the Blue River student to resort to a Columbia professor’s online lecture is ludicrous. Even if we concede that the online student and the real-world student might objectively learn the same content, is not the manner in which they learn the material just as worthy of consideration, even if cost comes into account? We ought to be mobilizing the resources currently being thrown at the project of online courses towards a whole different set of priorities.

Namely, how do we provide professors who are less published and less active in their personal research and scholarship the tools to grapple fast moving topic literature? How do we unlock the latent educational capacity of existing institutions rather than trying to spread thin the aura and appeal of schools like Columbia—cheapening and commoditizing the whole promise of a liberal education? How can schools like Columbia help to lead such efforts, lifting their lesser peers rather than cannibalizing or undercutting their legitimacy and threatening their survival?

As we are prone to do, we are marching blindly into the fray, relying on philosophically defunct technocrats to deliver on promises far beyond their current reckoning. Asking a better question is the first step to finding a better answer.

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

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Request for a copy of the revocable consent may be addressed to Dept. of Consumer Affairs, 42 Broadway, New York, NY 10004, Attn: Foil Officer

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8	3	5	6	9	4	2	1	7
4	1	6	3	7	2	5	9	8
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1	5	4	9	6	7	8	3	2
2	7	3	8	4	1	9	5	6
5	8	9	4	3	6	7	2	1
7	6	1	5	2	8	3	4	9
3	4	2	7	1	9	6	8	5

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Fill in the grid so that every row, every column and every 3x3 grid contains the digits 1 through 9. That means that no number is repeated in any row, column or box.

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Los Angeles Times Daily Crossword Puzzle

Edited by Rich Norris and Joyce Nichols Lewis

ACROSS

1 Ste-ry additive
4 [fog lands in pond]
8 Remote control battery
14 Baba of folklore
15 Bindle carrier
16 "Zip your lip!"
17 Dierist Anais
18 "Gotta hit the hay"
20 Future snakes, perhaps
22 Regards highly
23 Elementary school fundamentals
25 Cut from the same cloth
29 Lemon and lime
30 Swift means of attack?
32 Put into words
33 Poe's "lunally low"
36 D.C. athlete
37 Mom's behavior warning
41 _____ of Good
42 Gives the heavenly
43 Rap's _____ Wayne
44 Wet-the-grain woodworking technique
46 Theater sections
48 Canadian pump sign
49 Marks to brag about
54 "Why bother?"
56 Color property
57 Canned pasta brand
61 "Characters welcome" network
62 Receive, as a radio signal
63 South American country at 0 degrees lat.
64 Looney Tunes collectible
65 Structural threat for many a house
66 Gels
67 Towel lettering

DOWN

1 "The Balcony" painter
2 Insult
3 Cookies with a bite
4 Chi preceider
5 Solitary sorts
6 Beyond zeitig
7 Baudelaire, par exemple
8 Evaluates
9 Quark's locale
10 Global networking pioneer
11 Girl in a pasture
12 Gossipy Smith
13 OCS grads, usually
19 _____
20 "Rosenkavalier"
21 Bed or home ending
24 "Over here!"
26 Reader with a sensitive screen
27 Modern site of Mesopotamia
28 Keeps after taxes
31 Like Big Ben
33 Big chunk of Eur.
34 Framed work
35 No. two's
37 Nothing more than
38 Eye part
39 Surpassed in extravagance
40 Elle Wiesel work
45 Large eel
46 Took it on the lam
47 Grandchild of Japanese immigrants
50 Little one
51 Traditional doings
52 "That has _____ ring to it"
53 Elite Navy group
55 Kent State's home
57 Norm: Abbr.
58 Water filter brand
59 Whichever
60 Airline to Oslo

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xwordeditor@aol.com 09/26/12

By Jeffrey M. Mott
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ATHLETE OF THE WEEK

DRAGOS IGNAT



FILE PHOTO

Columbia freshman Dragos Ignat won the B flight draw in the men’s singles competition on Sunday at the NTC Invitational, the first of his collegiate career. In the finals, Ignat defeated his Princeton opponent 7-6(3), 6-4 to take the straight-set victory.

In difficult match against St. John’s, Lions lose in final test before Ivy play

SOCCKER from back page

front of the goalie, one v. one, and I put it through his legs.”

The hope that Columbia did have of tying the game, needing only a single goal, did not last for long. Junior midfielder Jimmy Mulligan restored his team’s two-goal lead just a couple of minutes later off of a goalie miscue.

“There are a lot of mistakes you can’t really explain, and it’s awful hard to blame people for that,” Sauerbier said. “I think sometimes it’s not going your way, and I think we’ve worked really hard this season so far, and at some point it makes it click and it’s going to work your way. And I think that’s what we have

worked for, and I think we deserve, and that’s why you just have to believe in yourself and keep doing what you’re doing.”

With the tune-up games before conference play now over, Anderson hopes the team he saw hold St. John’s scoreless through 45 minutes is the one that takes the field for 90 minutes from now on.

“When it clicks, we’ve got some serious quality,” Anderson said.

“I think overall we’re a hard working team, we improve constantly,” Sauerbier said. “I think at some point it’s going to pay off.”

Columbia starts its Ivy League slate Saturday evening at Brown.

sports@columbiaspectator.com

Giants’ fans give me something to cheer about in NY

FINE from back page

In the Giants fans that opening night, I witnessed the sort of grace I’ve seen in many New Yorkers during my three years here. It’s the grace that comes from tragic loss and hard-earned wins. It is the type of grace that bears testament to the unending resilience of the human condition. This, this is a type of fandom I can buy into.

David Fine is a senior in Columbia College majoring in history. He is a senior editor of *The Current* and chair of the Student Governing Board.

sports@columbiaspectator.com



FILE PHOTO

LEADING THE PACK | High schoolers attending the fall camp also had the chance to speak to active CU players.

For young high schoolers, a golden opportunity with Boretti

CAMP from back page

a number of academically strong Division III schools, including Tufts, Vassar, Haverford, and Bard College, have a presence at the camps.

Boretti also pointed to another factor that makes the Lions’ camp appealing to high school players.

“We also keep the cost down,” Boretti said, quipping, “We’re only charging \$250 a kid for two days. That’s an extremely good rate for Manhattan.”

There is also an emphasis on giving kids a chance to work closely with college-level coaches, which is something that few high schoolers have the chance to experience.

“One-on-one contact with college

coaches, for a lot of them, that’s their first time doing it,” Boretti said. “We try to keep our numbers down so that they get a chance to learn from the coaches.”

“I think we emphasize more of the instruction rather than the showcasing.”

—Brett Boretti, head coach

The camp is limited to 60 participants in an effort to keep numbers

low. For those who attend the fall camp, there is the additional benefit of getting to pick the brains of current Columbia players, some of whom help out at the camp.

“They get to ask some questions about what college life is all about, and being a college baseball player,” Boretti said. “Specifically, as far as how much time that is and what it’s like to manage the studies and stuff like that.”

Lion associate head coach Pete Maki, also the team’s pitching coach and recruiting coordinator, will be hosting a series of three similar camps later in the fall. These camps, directed at pitchers, will take place on Oct. 28, Nov. 11, and Nov. 17.

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Bears and Big Red head into Ivy play on high note, others look less prepared

ATL from back page

to level the score after the Minutemen scored their first goal of the game in the 46th minute, but failed to capitalize on any of its opportunities. The Big Green plays Princeton on Saturday.

HARVARD

Harvard (1-5-1) went winless over the weekend, going 0-2 on the West Coast and adding two more losses to its current four-game losing streak. In the 2012 Nike Central Coast Challenge, the Crimson scored first, but was not able to hold off Cal Poly in the second half, when the Mustangs notched two goals to tie and win the game. Harvard next played No. 3 UC Santa Barbara, the highest-ranked foe the Crimson has seen so far this season. Santa Barbara junior forward Javier Castro scored the only goal of the match in the 13th minute, a deficit that Harvard was unable to surpass in the 1-0 loss. Harvard will play the Bulldogs on Saturday.

PENN

Penn (2-6) added a tally to the winning column this weekend, going 2-0 against Fairleigh Dickinson and Rider in the Princeton Invitational. In the 3-2 win over Fairleigh Dickinson, the Quakers had a 3-0 lead with seven minutes left in the match before the Knights scored two in 3:37. Sophomore goalkeeper Max Kurtzman was able to prevent a third Fairleigh Dickinson goal from being scored, securing Penn its first win of the season. The Quakers

won their second match of the weekend in a more dominant fashion with a 7-2 win against the Rider Broncos. The pairing of Penn junior forward Stephen Baker and sophomore midfielder/forward Duke Lacroix combined for six goals and three assists in the victory. Baker was credited with four goals, the first time a player in Penn history accumulated that many in a single game since 1977. Penn looks to continue its win streak against Drexel on Saturday.

PRINCETON

Princeton (4-3), like Penn, defeated both Rider and Fairleigh Dickinson at the Princeton Invitational this weekend. The Tigers outplayed Rider in a 3-1 victory, outshooting the Broncos 15-7 and having a 12-0 advantage in corner kicks. Princeton’s 2-0 win over FDU marked the team’s third win in a row. Freshman forward Thomas Sanner and senior forward Matt Sanner, both brothers, scored to give the Tigers the shutout victory. Princeton is set to play Dartmouth on Saturday.

YALE

Yale (3-3-2) tied its first match and won its second over the weekend. In a game of tight defense against Fordham, the Bulldogs were forced to a 0-0 tie, despite holding the upper hand in scoring opportunities. Yale went on to play Marist, winning 2-1 on sophomore midfielder Kevin Michalak’s first career goal. The Bulldogs play Harvard on Saturday.

sports@columbiaspectator.com



COURTESY OF THE DAILY PRINCETONIAN

KICKING INTO HIGH GEAR | Princeton sophomore midfielder/forward Julian Griggs scored the game-winning goal in the Tigers’ 2-1 victory over Rider.

SPEC SPORTS



OVERLY AFFECTIONATE SINCE 1877

COLUMBIA SPECTATOR

The type of fanhood worth believing in

It is my mission this semester, the first of my senior year, to become at least a little bit of a New York sports fan. In my last column, I decided that I would attempt this feat with the New York Giants. This might seem like a simple task. Wear Giants blue, cheer, wash, re-peat. Any real fan, though, knows there's much, much more to it.

Each sports team is like a principality sitting on its own piece of American landscape. Weird traditions, collective memory, and—most importantly—deep irrational emotions attach themselves to each fandom.

I must not simply cheer for the Giants: I must follow them, weep with them, cheer with them, embrace them as my own like I would an old friend or a fine bottle of scotch. This will prove quite a challenge. Since high school I've been attached to my hometown team, the Dallas Cowboys, one of the Giants' division rivals. During the past three weeks of football, whenever I've cheered a pass from Eli or a JPP sack, it's always been with the forced air of a victim held hostage.

The best sports, though, tint their passion with grace.

Sports resonate because they offer extreme emotional vents resulting from simple outcomes: A team either wins or loses, and fans either exalt or sulk. Suffice it to say that my heart is not quite into cheering for the Giants. Yet.

Then why pick them in the first place? I desperately want to complete my conversion into a New Yorker, so why would I pick the hardest team for me to emotionally embrace? On paper the choice seems obvious. The reigning Super Bowl champs started their first game in the first week of the school year, and the regular season runs roughly through the arc of the semester.

Unlike the Yankees, the Giants don't serve as a hyperbolic shrine to their past successes (or failures, as the Mets do). The Jets, with their Tebow and their Rex, tantalize, but then I remember that I don't wish to torture myself into insanity. The only thing more insane would be picking the Knicks, and the Brooklyn Nets don't count until the first tip-off.

The Giants might be the only rational choice, but I only knew that they'd be my team after I traveled to MetLife Stadium to see their opening game against my (formerly, gulp) beloved Cowboys for the NFL's season opener.

I knew by then that I wanted to convert into a New York fan, but I failed the first test I encountered—I wore a Cowboys jersey, I cheered for my hometown team. Like an addicted smoker attempting to quit, I needed that one last drag. I sat next to Giants fans, there were Giants fans all around me, but when I jumped up and down after Tony Romo threw his first touchdown, no one turned around and called me an asshole, no one threw beer or food at me.

The guy sitting next to me, who had been a Giants fan his entire life, actually congratulated me on the play. When the game ended with a decisive Cowboys victory, I braced for at least a verbal lashing from the thousands of Giants fans I had to wade through to get back to Manhattan. Instead I received sullen but respectful looks. Some people even muttered congratulations, shuffling off to dwell with their loss.

Sports are about emotionalism, sure. The best sports, though, tint their passion with grace. Fandom is not only the thrill that you get from watching a touchdown pass or an unlikely interception—it is about celebrating those successes within the small society that fandom cultivates.



DAVID FINE

The Whole Fine Yards



FILE PHOTO

A TASTE OF THE BIGGER LEAGUES | CU coach Brett Boretti gave high school position players a chance to show off and improve their skills at baseball camp.

Baseball coach, team hold camp for high schoolers

BY ELI SCHULTZ
Spectator Staff Writer

Cooler weather is fast approaching and the football season is in full swing, but there is plenty going on away from the gridiron.

Columbia's baseball program, which only has a spring season, did not waste the fall season. The Lions and head coach Brett Boretti hosted a camp for high school position players on Sept. 8 and 9.

"We do two high school camps every year. We do one in June and one in September. They're for high school aged kids. We open them up to rising sophomores, juniors, and seniors," Boretti said.

The camps are intended to give high school baseball players exposure and instruction, and also act as a recruiting tool for the Light Blue—the camps give Columbia's staff a chance to get a good look at potential prospects as well.

"It's a way for us to get to see kids play and from our standpoint get to know 'em a little bit better," Boretti added.

Giving high schoolers an opportunity to exhibit their skills and talents is an important aspect of what the camps are intended to achieve.

But according to Boretti, Columbia's camp is fairly unique in terms of the primary focus.

"I think that we emphasize more of the instruction rather than the

showcasing," Boretti said. "We do a brief showcase period, but we really try to emphasize the instruction part of it so that every kid gets something out of it, not just the kids that we are interested in recruiting."

Those that will not go on to play for the Light Blue also have plenty to gain from the fact that the camp staff includes representatives from many institutions. According to Boretti,

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Men's soccer falls to No. 13 St. John's in tough test

BY MUNEEB ALAM
Spectator Staff Writer

Although Columbia (2-5-1) had plenty of success against Ivy League foes last season, beating one of the top 15 sides in the country is another matter altogether. The Lions hung on to a scoreless tie through halftime, but fell behind in the first minute of the second half and lost, 3-1, to No. 13 St. John's (6-1-3).

The Light Blue was outshot 15-3 (7-3 on goal). Freshman goalie Kyle Jackson made four saves.

"There were 70 minutes that went

the way we wanted it to," Lion head coach Kevin Anderson said, noting that as an achievement against a strong team like St. John's.

Despite some lopsided numbers on the scoresheet, he noted that two of the goals against Columbia came on team errors, and without them the scoreline would likely have been closer.

Red Storm freshman midfielder Brandon Savino scored on a diving header late in the first half, and freshman forward Jelani Williams scored his third of the season in the 63rd minute.

Despite the two goals against, Anderson thought the team played better possession-wise in the second half, and that ball control resulted in a goal in the 73rd minute. Sophomore midfielder/forward Kofi Agyapong and junior midfielder Henning Sauerbier were the main offensive threats on the field and managed to break down the St. John's defense.

"He [Agyapong] just passed into the middle, through two guys," Sauerbier said. "I could catch in front of one guy and then I was right in

SEE SOCCER, page 7



FILE PHOTO

SAUER TASTE | Junior midfielder Henning Sauerbier scored the Lions' lone goal against No. 13 St. John's in the 3-1 loss.

Brown, Cornell surge into Ivy League play

BY MELISSA CHEUNG
Spectator Staff Writer

BROWN
Brown's men's soccer team (7-1) extended its winning streak to four straight with wins over Washington and Portland at the University of Washington Tournament this weekend. The Bears scored three goals in the second period against Washington to take the game to overtime, when sophomore forward Ben Maurey scored a header in the 93rd minute of overtime to give Brown a 4-3 edge over the Huskies. The Bears' match against Portland was an easy 3-0 victory, Brown's sixth shut-out of the season, over a struggling Pilots team. Portland was limited to a mere four shots on goal with the stingy defense of the Bears, who captured the Husky Classic title with the victory. Brown next plays Columbia on Saturday.

CORNELL
Cornell (7-0) defeated Saint Joseph's 3-2 this past Saturday, keeping its undefeated streak alive. The Big Red was down 1-0 early in the match, but came back strong in the second half with junior forward Daniel Haber scoring two goals in the opening four minutes of the half. Though the Pumas put up a good fight, they were unable to fend off Haber, who assisted sophomore midfielder Conor Goepel for the game-winning goal. The Big Red added another win to the record books before starting Ivy play, beating Hartwick 4-1. Haber continued his offensive stride, knocking in another two goals for the Big Red. Cornell faces Penn next Saturday.

DARTMOUTH
Dartmouth (3-4) suffered a 2-0 loss to Massachusetts on Saturday afternoon. The Big Green outshot the Minutemen 18-9 with six shots on goal to four, but had difficulty putting the ball past UMass goalkeeper Brian Frame. Dartmouth had several chances

AROUND
THE
LEAGUE

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