



DAVID BRANN / SENIOR STAFF PHOTOGRAPHER

Storm tears through city, leaving Morningside mostly unscathed

No reported injuries, minimal damage at Columbia; classes set to resume Wednesday for all undergrads

BY CASEY TOLAN
AND SAMMY ROTH
Spectator Senior Staff Writers

The storm that killed more than 100 people and left most of Lower Manhattan flooded and powerless largely spared Morningside Heights and the Columbia campus. Classes were scheduled to resume Wednesday after two days of cancellation.

There were reports of flooding, fires, power outages, and horrific damage across New York and New Jersey Tuesday morning, following hurricane-strength gusts that lasted throughout the night.

Mayor Michael Bloomberg said that the storm killed at least 18 people in New York City.

But Columbia's neighborhood, which lies on high ground relative to most of the city, escaped Hurricane Sandy—which was actually a post-tropical cyclone by the time it made landfall in New Jersey—relatively unscathed. Lights flickered in dormitories across campus around 11 p.m. on Monday, but the power ultimately stayed on. Cleanup crews removed fallen trees and scattered branches Tuesday, and there were a few windows broken around campus, but the damage was

“nothing substantial,” Executive Vice President for Facilities Joe Ienuso said.

Two trees—one in the Wien courtyard and one in front of Dodge Hall—were destroyed, two windows in Wien Lounge broke and some residential buildings had minor roofing issues. Up to two feet of water filled the Gould-Remmer Boathouse at Baker Field in Inwood, but the damage had already been repaired by Tuesday evening, Ienuso said.

With Morningside Heights in good shape by the afternoon, the University announced that most schools—including all

undergraduate schools—would hold classes Wednesday, after two days of classes and events were canceled. On the Morningside campus, the School of Continuing Education will not hold classes, and the School of the Arts will not hold graduate-level classes. At the Columbia University Medical Center uptown, the Mailman School of Public Health will not hold classes.

Ienuso, Dean of Student Affairs Kevin Shollenberger, and roughly 40 other members of the Emergency Management Operations Team were stationed in Lerner Hall over the last two

days, where they made decisions regarding classes and other University operations. The decision to cancel classes for some schools and not others on Wednesday was made between Provost John Coatsworth and individual schools' deans, all of whom were “really thinking on behalf of their specific constituencies and the issues involved in that,” Ienuso said.

While canceling classes on Monday and Tuesday was a relatively straightforward decision, it was harder to determine what to do Wednesday, Ienuso said, particularly considering that New

York University had already announced it would remain closed and that the transit system was still largely shut down. But the determining factor in the decision for most schools to hold classes was that Columbia still had power, Ienuso said.

Bloomberg said at a Tuesday morning press conference that it would probably be at least three or four days until the subways reopen, although the Metropolitan Transportation Authority announced a few hours later that buses would start running by 5

SEE SANDY, page 2

Barnard library goes back to early closing times after pilot program

BY ELIZABETH SEDRAN
AND EMMA GOSS
Columbia Daily Spectator

A pilot program that kept Barnard's Wollman Library open later at night attracted few students last year, leading administrators to revert to the earlier closing time this semester. And while librarians say they haven't received any complaints, students have appealed to their representatives to reinstate the longer hours.

The pilot program had kept the library open until 2 a.m. Sunday through Thursday nights, but beginning this semester, the library reverted to its original closing time of

midnight. (Exceptions are made during reading week and finals, when it is open 24 hours a day.)

Lisa Norberg, dean of Barnard library and academic information services, said in an email that, on average, only nine students took advantage of the extended hours nightly. That number, she said, “did not justify the cost of keeping the library open.”

Norberg said she has not received any student complaints about the reduced hours, but representatives on Barnard's Student Government Association said that students have been appealing to them.

“We received complaints

SEE LIBRARY, page 2

Profs, admins remember Barzun

BY JEREMY BUDD
Spectator Senior Staff Writer

Colleagues remember Jacques Barzun, CC '27 and Ph.D. '32, as a modern-day Renaissance man who influenced how people think about topics that range from sports to scholarship.

“I think he's going to be remembered as one of the great teachers in a particular generation and one of the great masters of Columbia faculties over the centuries,” said Henry Graff, professor emeritus of history. “There are few who belong in that category. Jacques will stand out as among the very best.”

Barzun, who was instrumental in the development of the Core Curriculum, died Thursday at his home in San Antonio. He was 104.

Graff met Barzun when they taught the required history course for masters and doctoral students at Columbia, and the two collaborated on their research and writing handbook “The Modern Researcher,” which has sold more than 1.5 million copies worldwide.

Barzun was a rigorous teacher and demanding of his students, but “they felt as if they were being cultivated,” Graff said. “He never showed off—he was a brilliant teacher.”

Roosevelt Montás, CC '95, M.A. '96, Ph.D. '04, and director of Columbia's Center for the Core Curriculum, said that Barzun's influence would “last as long as the Core itself.”

“The sweep of Barzun's mind, the breadth of his interests, and his insistence of cultivating a life of inner richness in the student have become part of the DNA of the Core,” Montás said in an email.

Former provost was first to teach Lit Hum precursor

Barzun taught the first Colloquium on Important Books class in the 1930s, a class that would become Literature

Humanities. Graff said that Barzun viewed it not as a course, but as “a college program in action.”

Dean of Academic Affairs Kathryn Yatrakis said that, in many ways, Barzun's educational approach could be summed up by a quote of his: “In teaching, you cannot see the fruit of a day's work—it is invisible and remains

SEE BARZUN, page 3



FILE PHOTO

RENAISSANCE MAN | Jacques Barzun was instrumental in developing the Core Curriculum, especially Literature Humanities.

Valentini supports release of student life fee breakdown

BY SAMMY ROTH
Spectator Senior Staff Writer

Want to know how your student life fee is spent? Columbia College Dean James Valentini thinks you should be able to.

Valentini told Spectator in an interview that he thinks central administrators should release a dollar-by-dollar breakdown of how the University spends every undergraduate's annual student life fee, which this year was \$1,396.

“My view is we should release the breakdown,” Valentini said. “I believe I understand the arguments for and against it. My own opinion is we should just release it and answer questions, if anyone has questions about where the money's going.”

Dean of Student Affairs Kevin Shollenberger told Spectator in a recent interview that his office and the provost's office—where the size and breakdown of the fee are determined—would not release the numbers. He did, though, list the offices that student life fees helped fund last year: Student Affairs, Student Activities, Intercollegiate Athletics and Physical Education, the Center for Career Education, and Columbia University Information Technology.

Shollenberger said that administrators don't release a breakdown of how Columbia spends the fees because they don't “want to get into the debate of students saying, ‘Out of my

SEE VALENTINI, page 2

NEWS BRIEF

Woman stabbed at Haakon's Hall; unclear if wounds were self-inflicted

A woman was stabbed at local bar Haakon's Hall, at Amsterdam Avenue and 118th Street, around 11 p.m. Tuesday night.

The woman was taken to St. Luke's-Roosevelt Hospital in critical condition. There were no arrests made at the scene.

Tolga Cengiz, Business '13, who was at the bar Tuesday night, said it was unclear if the woman was attacked or if the wounds were self-inflicted. He said that the wounds were to the neck and chest area.

Multiple bystanders speculated that the woman attempted to commit suicide. A police spokesperson had no

information about the stabbing early Wednesday morning.

Police officers evacuated Cengiz and a few dozen others from the bar before collecting IDs that they could show the victim, in case she could identify a suspect.

Three police vehicles and about 10 officers were at the scene before midnight. Evacuated bar-goers waited to receive their IDs for about an hour after the victim was taken to the hospital, and an officer returned IDs as the crowd thinned out around midnight.

—Jillian Kumagai and Gina Lee

OPINION, PAGE 4

Discussing privilege

Ryan Cho asks us to reconsider our conception of privilege.

Campus engagement

Writers weigh in on the effectiveness of student activism in The Canon.



SPORTS, BACK PAGE

Football freshmen pave way for future

A freshmen core at the heart of Columbia's football program showed flashes of its skillset in CU's game against Yale, a positive sign of things to come down the road.

EVENTS

Lecture in International Relations

UC Berkeley professor Kenneth Waltz discusses nuclear brinkmanship. 1501 International Affairs Building, 4:00 p.m.

Book Launch: Muslims in Indian Cities

Christophe Jaffrelot and Laurent Gayer discuss their new book. 509 Knox Hall, 4:00 p.m.

WEATHER

Today


54°/43°

Tomorrow


54°/43°

Debris, fallen trees litter Morningside Heights in Sandy’s wake, as students get 2 days without class

SANDY from front page

p.m. Three Columbia affiliates in Morningside Heights—Jewish Theological Seminary, Teachers College, and Union Theological Seminary—canceled Wednesday classes.

“We know that transportation within the five boroughs and wider metropolitan area will remain a challenge for several days to come and that there will inevitably be some students, faculty and staff who may have special difficulty reaching our campuses,” the University said in a statement late Tuesday afternoon.

The statement encouraged professors to “be flexible and creative in making provision for students who may themselves not be able to reach campus, such as providing class materials including notes from lectures and discussions.” It also said that the resumption of classes would be good for students.

“Our students will only benefit by beginning to reengage in the purposeful work that brings our University community—and our City—together each day,” the statement read.

Besides the emergency team members, many Columbia employees—including dining, facilities, and public safety staff members—“stayed in their offices or makeshift accommodations so we could continue these

services throughout the storm,” Shollenberger said. Southfield resident advisers Sarah Fakhry, CC ’14, and Jose Ricardo Moreno, CC ’13, organized a thank-you note drive in John Jay Lounge on Tuesday evening, where students could show their appreciation for staff members who worked overtime during the storm.

“Some of them didn’t get much sleep, others didn’t get to eat,” said Nancy Gonzalez, SEAS ’16, as she signed a card. “The security guard in Carman, fist-pumping Mike, said that he didn’t have food, so I brought food for him.”

As students emerged from their dormitories Tuesday, Morningside Heights was still buffeted by cold rain and strong winds, even as the sun peeked out from behind heavy clouds. Many trees were toppled or stripped of leaves, and debris littered the sidewalks. At least a dozen local businesses did not open their doors.

In Morningside Park, where the pond flooded nearby walkways, Parks Department employees began raking scattered leaves and shredding fallen branches as early as 7 a.m. Brad Taylor, secretary of Friends of Morningside Park, called it some of the worst damage he has seen in 12 years.

“The winds were sustained, so we had lots of damage that we haven’t seen in earlier storms. I can tell you it’s going to take a while for

the crews to get the trees all cut up and chipped,” he said.

In the past, Morningside Park has been spared from wind damage because the slope of its hill faces east.

“The last time we saw hurricane-force winds, they swept from west to east,” Taylor said. “This storm came in, if anything, from the other direction.”

The most damage to the park occurred between 116th and 120th streets, where trees clinging to rocks fell down in large numbers, he said. But despite the quick response of the cleanup crews, the Parks Department kept parks closed.

“They need people to stay clear for a while while they get the trees out. We don’t want people playing around or under them because they can shift,” Taylor said.

Emergency shelters across the city were open during the storm in schools and community centers, including one at I.S. 88, on 114th Street between Frederick Douglass and Adam Clayton Powell boulevards. J. Robin Moon, a senior health policy advisor in the mayor’s office who was volunteering at the shelter, said that city employees were told to go to the nearest shelter to help out.

“City Hall is closed down, but everyone’s still working,” said Moon, who lives on 123rd Street. She added that there were about

20 people at the I.S. 88 shelter during the day Monday, and about double that number by Tuesday.

For many students, the storm was a chance to take a break from the rigors of midterm season. Cynthia Hajal, CC ’15, said that the storm “wasn’t that scary,” adding that she got some sleep and spent time with friends.

“The fact that we had to stay indoors made us bond,” she said. Sarika Kumar, BC ’16, said that a tree flapping against a window near the Barnard quad was “entertainment for a good couple of hours.”

“It was kind of like a five-day weekend,” Lisa Zhou, CC ’16, said. Jeremiah Gill, CC ’15, said he and his friends watched the first installment of “The Lord of the Rings” trilogy Monday night and planned to finish the extended edition by Tuesday evening.

“This hurricane has made the beginning of sophomore year really exciting,” he said. “I think these things can really bring people together, and force people to stay in and spend time together. It’s a nice break from the everyday life at Columbia.”

For video coverage, see [spc.me/sandyvid](#).

Jeremy Budd, Ying Chang, Sophie Gamez, Eva Kalikoff, Shayna Orens, and Christian Zhang contributed reporting.

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THE STORM | Clockwise from top right: A police car moves down Broadway, between 113th and 114th streets, on Tuesday afternoon; a dog takes refuge under a bench; two locals walk past a downed tree; the collapsed awning in front of Kim’s Cleaners at Broadway and 107th Street; the entrance to a closed subway station; an empty Lincoln Center Tuesday afternoon; a worker clears out fallen branches.

School of General Studies drawing more international applicants

BY NATALIE FELSEN
Columbia Daily Spectator

After ramping up recruitment sessions abroad and developing on-campus opportunities for international students, the School of General Studies’ applicant pool is now nearly 30 percent international.

The increasing number of foreign applicants is indicative of a larger international push by the school for nontraditional students, administrators said.

“In the last year, we’ve been in Europe, we’ve been in Asia, we’ve been to the Middle East and Israel for recruiting,” Curtis Rodgers, GS dean of enrollment, said. “Now, our international applicant pool has grown by about 4 to 5 percentage points over the last three to four years.”

One of GS’s largest feeder countries is Israel, and this

summer the school held its first recruitment session in Israel, in Tel Aviv. Dean of Students Tom Harford said that the GS student body is now between 22 and 24 percent international, the highest percentage among Columbia’s undergraduate schools.

Rodgers partially attributed the increase in international students to the launch of the Dual B.A. Program with Sciences Po, a French school, two years ago. The program draws an international applicant pool of 50 percent.

Last year, GS began offering for-credit courses through the American Language Program to students whose primary language is not English. Given the increasing number of international matriculations, administrators decided to offer the classes to help students adjust to college in America and

fine-tune their fluency.

Harford said that the ALP gives international students in GS “the kind of currency and communication that is essential for what we do at GS.”

“We partnered with the ALP to create an actual credit-bearing course that spoke more greatly to the nuances of their needs,” he said. “That was all a result of GS being very much attuned to the vast variety of different student communities that we have, and this one in particular, and understanding what their needs are.”

But for some international students, the issue is having resources at their disposal to help them transition not to life in America, but to life in New York.

As an international student from Israel, Robert Fuks, GS ’14, said he would appreciate more nuance in GS’s approach to cultural immersion.

“I feel that Columbia is doing a large effort, not sure that it’s always the correct one,” he said. “I think they could give a little bit more guidance—I would say that it would be nice to have more than one session, for instance, for safety, because New York’s the type of city that you need to be on top of your game.”

Harford said that international students who choose to come to GS “know that they are guaranteed one of the premiere undergraduate Ivy League educations in the country, if not the world.”

“They’re doing it in a home school that is catering to the idea that we like students to be heterogeneous, to come from various backgrounds, that we believe that that adds a wonderful dimension to the classroom,” Harford said.

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Barnard students prefer late-night studying in Diana, not library

LIBRARY from front page

fairly recently that people missed having the old hours,” Leah Metcalf, BC ’14 and SGA’s representative for information and technology, said. “My sense, having talked to people, is we’re approaching midterms, so people were feeling like they missed the library more and were thus more vocal to SGA about it.”

The pilot program was “an experiment to see if people prefer to work late in the Diana or the library,” Metcalf said, and results showed students favored the Diana Center over the library in Lehman Hall.

The Diana Center, which closes at 2 a.m., was built for the purpose of being a student life center, not a study space, and SGA representatives would like to keep the Diana’s atmosphere from becoming purely academic. But students say shutting the library before the Diana is hurting their ability to study effectively.

“When it closes, there’s a flood to the Diana and it’s hard to get a seat,” Elizabeth Kelly, BC ’16, said.

Alex Peaslee, BC ’15, said she wanted the extended hours back. “They know we want to study,” Peaslee said. “Let us do it.”

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LATE NIGHT NO MORE | Barnard ended its late-night library hours pilot program after only a few students took advantage of it.

Valentini: ‘I really don’t see a value’ in keeping fee breakdown secret

VALENTINI
from front page

\$1,396, I don’t want X amount going to athletics because I don’t go to any of the games or work

out at the gym.”

“We view it as an option that’s available to everyone regardless of whether or not they choose to take advantage of it,” Shollenberger said.

Valentini, though, has a different view of the matter.

“I really don’t see a value in keeping it secret,” Valentini said. “I think it’s more damage done by people not knowing, and then

being suspicious.”

Provost John Coatsworth could not be reached for comment.

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GS Gala will be fully funded, GS council says

BY TRACEY WANG
Columbia Daily Spectator

Despite early concerns that the General Studies Student Council allocated too much money to fund this year's Milvets Ball, council members say that GSSC does not have a budget shortfall and will be able to fund the GS Gala next semester.

According to the budget summary posted on the GS website, the council allotted \$156,689.90 for discretionary spending this year, \$86,960 of which is intended for three “anchor events”: the Milvets Ball, the gala, and a rooftop welcome-back party. The welcome-back party, which took place earlier this semester, cost \$36,960—leaving just \$50,000 for the ball and the gala.

Earlier this month, GSSC approved \$30,000 to fund the third annual Milvets Ball, a dance held for the University's military veterans (about 200 of

whom are enrolled at GS). At the time, some council members expressed concern that this left only \$20,000 for the gala, which is meant for all GS students.

The council's solution was to add an amendment stipulating that at least \$15,000 from ticket sales for the ball must be recuperated and used to help pay for the gala, bringing GSSC's total gala contribution to \$35,000. If the ball brings in more than \$15,000 in ticket sales, anything over that amount will be split between the Milvets group and GSSC.

David Kim, GS '14 and vice president of events for GSSC, said that the council would not let its allocation for the Milvets Ball to jeopardize funding for the gala.

“Because the students expect the gala and love the gala, we wanted to make sure that the ball doesn't affect our duties for the gala for the end of the year,” Kim said.

The gala's total budget, including ticket sales, will now be \$65,000.

Crissy McConnell, GSSC's vice president of finance, said that the contribution of Milvets Ball revenue to the gala will not change the ball's ticket price, which is \$60 per person. McConnell said that the council has tried its best to accommodate everyone.

GSSC President Jennifer Wisdom said that the gala will be a success no matter what its budget is, because the gala committee is known for its “ability to produce a quality event.”

“It is the one event that GSers have come to expect, and every year we do our best to make it more memorable than ever,” Wisdom said.

Wisdom added that the gala has sponsors this year. As a result, she said, it has a larger budget and fewer student life fees being allocated toward it.

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Junior songwriter working with Pitbull, will.I.am

BY SHENEL LAMBIRO
Columbia Daily Spectator

Danny Murcia, CC '14, is an up-and-coming singer-songwriter in a way that most students who describe themselves that way aren't: He will be featured in Pitbull's new album, “Global Warming,” to be released on Nov. 19.

Murcia has worked with former “American Idol” judge and music producer Kara DioGuardi, Grammy Award-winning production company The Messengers (who produced hits such as “Never Say Never” and “Mistletoe”), the lead singer of the Pussycat Dolls, Nicole Scherzinger, Will.i.am, and Pitbull.

“It's been a wild ride, really,” Murcia said in reference to his experience with the Pitbull album. “Basically, I've kind of gone from one set of hands to the other as a writer.”

In the second semester of his freshman year, Murcia secured an internship at Atlantic Records. Although he avoided taking advantage of his internship as a means of sharing his music, Murcia got a feel for “the do's and don'ts that apply in the biz.”

The internship also provided him with several names of people who were looking for talent, so he began to send his music out to those names. The song featured in Pitbull's new album is the first song he sent out for labels to hear.

Murcia continued to network within the industry, and eventually connected with Pitbull's manager.

“Each person plays a pivotal role when you're a nobody. They



COURTESY OF DANNY MURCIA

SONGWRITER | Danny Murcia, CC '14 has worked with Kara DioGuardi and lead singer of the Pussycat Dolls, Nicole Scherzinger.

can do so much for you because you don't have any contacts to begin with,” he said.

Murcia's demo ended up in the hands of Pitbull himself, who reportedly enjoyed it—a rumor backed up by Murcia's inclusion on the album. Although Pitbull asked Murcia to sing his demo on the album, Murcia initially turned him down.

“I want to wait and prove that I can write hits first,” he said.

However, Pitbull sent the demo to a few other people and nothing worked. Eventually Murcia complied: Now, listeners will hear Murcia's own voice and writing as featured in Pitbull's song “Outta Nowhere.”

Murcia ended up being featured on three songs in the album, did multiple cuts with Scherzinger, and even wrote a hook for Will.i.am's next album. Now, Murcia is recording his own album, meeting with other industry professionals, and hoping to

sign an artist deal.

Murcia began singing as a baby and learned to play the guitar at age seven. Although he originally planned to go to school for jazz guitar, the western Florida native decided to pursue the liberal arts at Columbia. An English major, Murcia sees a beneficial relationship between his songwriting and studies.

“It gives you ideas, it gives you stories,” he said. “It's all about crafting stories at the end of the day ... making emotions believable.”

However, Murcia said that the balance between schoolwork and his music career is an incessant juggling act, spent writing on a timeline for professors and music industry professionals alike.

“My manager and artists are depending on songs, so I have to meet deadlines,” he said—and given the high-profile list of artists who have seen and requested Murcia's writing, the pressure is on.

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Barzun brought grad student teachers to the Core

BARZUN from front page

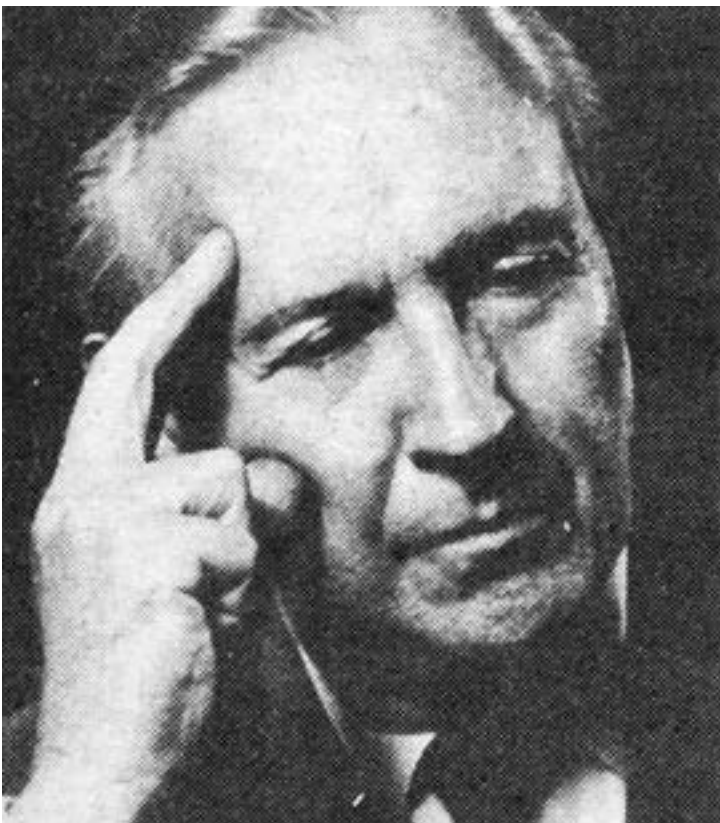
so maybe for 20 years.”

“I think that it is his intellectual heft and breadth that will be remembered as well as the fact that into the 90th year of his life, he was still a productive scholar,” she said.

Yatrakis said that his influence in developing the Core Curriculum would remain his most “visible” influence, helping “students grapple with some of the most profound and enduring questions that define our human condition.”

“Barzun was a major influence on two key commitments of the Core.”

—Roosevelt Montás,
director of the Center for the Core Curriculum



FILE PHOTO

FAREWELL | Former provost Jacques Barzun died Thursday at the age of 104. He graduated from Columbia College in 1927.

take with them to their careers as professors,” Montás said. “I think that Barzun understood well both of these aspects.”

And with Barzun's interests ranging from political history (he once identified, by eye, a misquote of Abraham Lincoln in one of Graff's manuscripts) to baseball (he has a signed bat in the Baseball Hall of Fame), Montás said that he helped to develop the way that students and faculty approach Core classes.

“Barzun was a major influence on two key commitments of the Core: the commitment to the study of primary texts that have had enduring impact on how we understand the world, and the commitment to encouraging in our students not a professional commitment to scholarship, but a richness of mind that they can carry to whatever career they choose,” Montás said.

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‘Lydia and Tom’ characters pair song, dance

BY LAUREN WINGENROTH
Columbia Daily Spectator

In the traditional musical, choreography usually comes last in the creative process. It serves to enhance what has already been written, to add spectacle and excitement. But the Columbia Performing Arts League's “Lydia and Tom” changes this process in this semester's “special project”—a chance for students to present an original work through a workshop process—by incorporating modern dance as an element central to the plot of the show.

“We're doing something new that hasn't been done before,” choreographer Adrianna Aguilar, BC '13, said. “Here, all the numbers are dance and musical numbers. So it was a big task.”

The cast and creative team of “Lydia and Tom” have taken on the work of a musical and

of a full-scale modern dance performance.

“Often the music interprets the characters from the script and then the dance has to interpret the song,” director Chris Silverberg, CC '13, said. “We wanted to reverse this process—what if the dance came first?”

The two main characters, Lydia and Tom, are each portrayed by two performers, a dancer and a singer. At times, each character is represented either by song or by dance, but occasionally they perform simultaneously. Silverberg and Aguilar have been working closely to ensure that the song and dance are integrated and articulate the same emotions.

Aguilar said she attempts to capture each character's most intense emotions through her choreography. Her goal is to see how the dancers become actors “themselves through the movement.”

As Lydia and Tom fight in one song, the singing actors articulate the arguments of each character, and the dancing actors represent their emotions physically. In a moment of internal conflict, singing Lydia (Devin Lloyd, CC '15), and dancing Lydia (Ashley Nagel, SEAS '13) face off. This show allows for a kind of heightened physical confrontation, meant to expand the emotional capacities of each character.

The show is one example of the kind of “organic production” meant to be showcased through CUPAL Special Projects, producer Benjamin Harris, CC '14, said.

Performances of “Lydia and Tom” will be this Thursday at 8 p.m. and 10 p.m. and Friday at 8 p.m. in the Lerner Black Box. Tickets will be available at the TIC for free for CUID holders and for \$7 for non-CUID holders.

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The kids are alright

Is it Columbia students or Columbia that causes the problem? “The problem” is Columbia’s most important one: the absence of a community culture. Culture is the sinew of a community, and Columbia’s undergraduate population as a whole lacks those intangible linkages that bring us together as something more than the combination of our parts.

Is it the students or the school? This is a question that we don’t generally ask enough, but when it comes to the issue of community, it is especially relevant.

When we talk about community-building, too often we frame the discussion so that the blame is put on students instead of on institutional factors on campus. This means that instead of focusing on policies and institutional practices that students can work to change, the discussion often veers into esoteric laments about “Columbia students.”

Often we hear the refrain that there is “something” about Columbia undergrads. They are somehow inherently disinclined to engage in community activities. I, however, don’t think Columbia students are so different than students at other schools with a similar nerd quotient. I don’t see how it could be otherwise.

Consider Columbia’s place in American higher education. It would be a pretty common-sense conclusion to say that our students are not drawn to Columbia for radically different reasons than they are drawn to our peer schools. Although there is certainly a population of students that came to Columbia in particular because they were interested in living in New York, or for the Core Curriculum, by and large they made their decision to be here strategically. Many—if not the majority of—students based their decision on the fact that Columbia was the best institution they were accepted to. As Columbia has climbed up the rankings, I believe this can only have become truer.

Even if we could prove that Columbia students were inherently more disinclined to actively engage in the community than at peer schools, this wouldn’t mean the University shouldn’t be encouraging policies that foster undergraduate community.

Three and a half years of observation have led me to conclude that there are certain institutions and practices at Columbia that hurt community sentiment. This discourages many students from actively feeling inclined to build community beyond anything but their most personal and immediate networks. One example which I have previously discussed in another column is the lack of adequate public space on campus. This is a fundamental issue that robs students of the most basic foundation necessary for naturally building community.

Efforts to build community can help fill the void.

Given Columbia’s different undergraduate schools, students are also faced with a fragmented sense of community. With the divisions between Columbia College, the School of Engineering and Applied Science, Barnard College, and General Studies, undergraduates are often left without a single, unified institution to call home.

Professors who are engaged in their responsibilities as university researchers in addition to being undergraduate instructors reinforce the lack of a common undergraduate sentiment. These responsibilities mean professors have little extra energy to actively engage undergraduates.

A final pertinent example—which is perhaps solely my experience, but I wager that it isn’t—is the lack of responsiveness on the part of administrators. I have often met with an administrator to discuss something only to run into that same person weeks or months later without him or her having any recollection of who I am. While I don’t think that any one individual “deserves” to be remembered, repeated instances of the people responsible for making our community work completely forgetting about a student certainly do not encourage community sentiment.

These personal observations are, however, less convincing than the simple logical conclusion that our students cannot be different enough than those at any other nerdy, big school to be the cause of the problem. If the students aren’t particularly different, then it has to be the institutional arrangements and practices that make Columbia lack a strong sense of undergraduate community. Being in New York City is undoubtedly a factor, but that isn’t a reason to throw up our hands. Our lack of strong community must still be addressed, and we can’t change our location to do it.

This is an important issue by a variety of metrics. For one, it causes many students to have a more negative college experience than they should. From an institutional perspective, it has very practical implications for the future of the four undergraduate schools. If the administration is serious about making the undergraduate schools a central place in the University, then it must ensure that the students have a good experience. Otherwise, future alumni will be disinclined to make the donations that are the lifeblood of any private undergraduate college.

Although the problem stems from Columbia and not the students, students can take an active role in being part of the solution. Efforts to build community—either by particular student groups or through policy leadership in student government—can help fill the void. For innovative student leaders, placing their efforts in the framework of building community could be an effective way to lobby for more resources and administrative support. By doing so, students would not only help fix the problem in a small way, but bring attention to the many instances where bureaucratic procedures and policies stifle student-led efforts to build community.

Alex Merchant is a Columbia College senior majoring in political science and Hispanic studies. Atomized to the Core usually runs alternate Thursdays.



ALEX
MERCHANT

Atomized to the Core

Breaking the South Asian divide

As a junior, it’s fun to remember the people I lived with as a first-year in the context of who they now are on campus—simply because after three years, we’ve all inevitably managed to settle into some kind of niche. Most of my closest friends at Columbia lived on the same John Jay hallway, or, at the furthest, within a few floors of each other. Because these groups are sorted so randomly, it was also exceedingly diverse.

Coincidentally, almost everyone from my group went on to sit on an executive board or planning committee of one of Columbia’s many cultural groups. They collectively devoted hours of their time to planning and programming with the Asian Pacific American Heritage Month, Latino Heritage Month, and Native American Heritage Month planning committees in addition to their other interests and academic work. For the first time in my life, I had a group of friends made up mostly of people of color, and I was able to begin exploring what became shared, instead of isolated, experiences of difference.

Though I was born and lived in India during my early childhood, I mostly grew up in a part of Los Angeles that had few other South Asians. Almost all of my friends happened to be white, and I’ve attended far more Shabbat dinners than the Indian equivalents. To be honest, I don’t even know what the equivalent would be, and have felt immensely welcomed, accepted, and loved within the cultures of these friends. However, one of the most empowering experiences of my time at Columbia has been my acquisition of a vocabulary and frame of reference that allows me to articulate experiences of alienation and assimilation.

During my first year, I took a South Asian history course which defined my academic interests until very recently. It was here, with South Asian graduate students and MESAAS majors, that I began engaging with history as something that had a real and tangible effect on the lived realities and cultural perceptions people had. Historical outrages and injustices are easy to become passionate about, and they led me to critically interrogate exactly what my cultural experience had been shaped by, on a more macro scale.

However, all of this awakening came at a total disconnect from Columbia’s large, organized, and active undergraduate South Asian community—a disconnect that is deepened by the number and variety of organizations that it is made up of. In addition to a general South Asian cultural interest group, Columbia has several dance teams (each with its own specific type of dance) and a Hindu Student’s Organization (and matching celebrations of the Hindu equivalents of the High Holidays). There’s even a South Asian a cappella group. These organizations don’t exist in individual vacuums, but co-sponsor events, and have a largely overlapping membership. They have large showcase events, which many members of the entire Columbia



SALONEE
BHAMAN
Points of
Connection

community attend and co-sponsor.

As a first-year, I attended Club Zamana’s bigger general body welcome-back event, and went to Navaratri and Diwali celebrations. Clearly, like my South Asian peers also in attendance, I found something appealing about the idea of a community of people who knew and loved the same foods, shared some cultural quirks, and in general represented an idea of home. But my distance from these groups was still evident: Even as a dyed-in-the-wool Indian, I was totally unable to engage as more than just a general Columbia student with any of these activities.

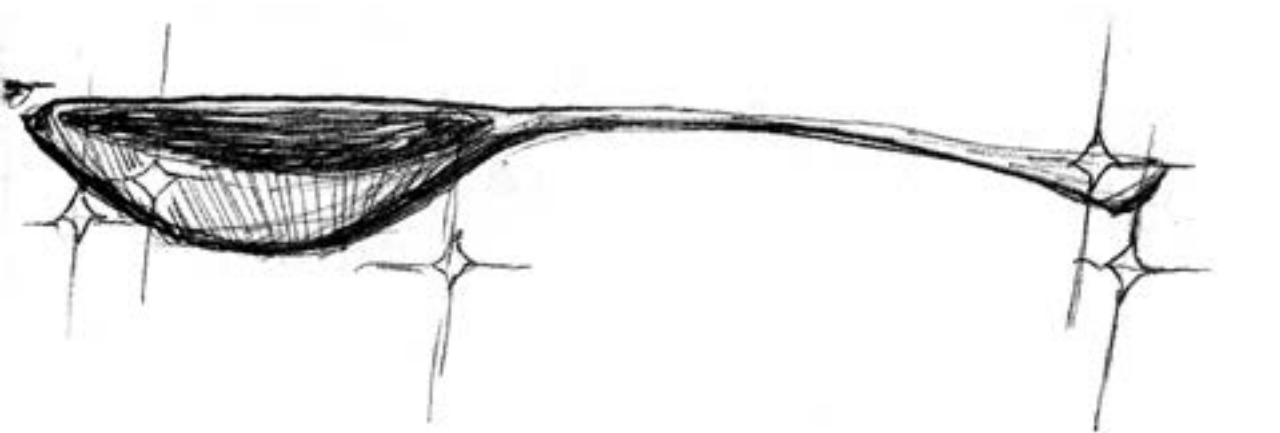
I spoke with a few people who either are or have been involved within the community over the last few weeks, in order to better understand the institutional culture of their groups, and also perhaps to locate the root of this distance. Everyone emphasized a few key things: They met members of peer organizations through a culture of shared socialization. The community is so integrated within itself because all of the teams and cultural interest groups worked closely within their umbrella.

Further, while members bonded over key cultural similarities, everyone I spoke to emphasized that they bonded even more over time spent together. Groups had members from non-South Asian backgrounds who were deemed “practically Indian” given the extent of their involvement. In some ways, they had completed a kind of cultural immersion that I had never had. They also emphasized the important role of integrating new members and first-years into the Columbia community. They emphasized how helpful older members had been to them—providing them with advice on everything from résumé-writing to homesickness. Joining a team or becoming involved in Zamana came with a cadre of older siblings who were ready to listen to worries about hallway crushes and pass back fake IDs. They describe daily bonding exercises as being rooted in the mundane: getting together to do homework or cook food, a familiarity helped by the fact that almost everyone was comfortable with a steady vernacular of Hindi movies and music.

It’s here where my disconnect seemed most problematic to me. The only acceptable means of engagement with this community is through a serious commitment to outward cultural heritage celebrations—one must be ready to spend time singing, or dancing, or organizing samosa-and-mango-juice socials. Though difficult to identify, there is a reluctance for the community to engage openly (of course, I don’t know what friends discuss with each other) with issues like stereotyping, marginalization, or ethnic-American identity.

This division seems to create two types of South Asians on campus: those within the fold of institutionalized community, and those without. This rift seems to me to be an opportunity for growth across both sides of the South Asian line. The pangs of culturally-specific homesickness are not unique only to those who participate within this community—those of us who see our cultural role as political and mobilizing also miss the creature comforts of eating daal chawal and chaat. In ideologically integrating South Asian communities, we all also stand to gain exposure to diverse opinions and lifestyle choices which extend beyond the constraints of just model minority identity or cultural performance.

Salonee Bhaman is a Columbia College junior majoring in history. Points of Connection usually runs alternate Tuesdays.



JULIA JARRETT

What is privilege?

Privilege. It’s a word that we throw around during many of our classes. We know we have to be cognizant of it. And we talk a lot about it. In fact, entire organizations, events, and discussions are centered on the topics of power and privilege. For many, the immediate connotation is simple. The image of privilege that prevails in the classroom is the white male who hails from a suburban New England household and has attended one of a handful of boarding prep schools. We often say that these lucky individuals need to “check their privilege” when making a statement, especially those made about the world and especially about anything to do with socioeconomic standards.

But when we demand that our fellow students check their privilege, it’s often not just a friendly reminder. Instead, we usually say it with the utmost anger. It’s said in a condescending tone of “there you go again—do yourself a favor and stay quiet.” I’ll admit: I’m guilty of having done this. I have sat in class many a time, thinking in my head, “This person has no idea what the real world is like—they have clearly not left their comfort bubble.”

What I’ve learned in instances such as the one I’ve described, though, is that we need a much broader definition of privilege. The idea of privilege, which is defined in the dictionary as a “special right or advantage,” is not exclusive to the 1 percent, at least not in the Columbia classroom. Privilege is not something that only the rich or the well-to-do have. I often hold a certain “privilege” in the context of many conversations because of the experiences that I’ve been privy to. Although I came from a middle-class family, being sent to a public school where many students were from the inner city has given me an added context in discussions about conditions in schools with lower-income students. Again, this definition is a far cry from the traditional and pedagogical



RYAN
CHO
Let’s Be
Real

notion of “privilege,” but it’s clear that I’ve held an advantage in certain discussions because of my personal history.

So what are we to do with this expanded definition of privilege that now extends beyond our WASP peers? Well, for one, we should try to cut the anger. I’m not saying that it’s wrong to be angry when confronting the difficult topics of class, race, and gender identity. In fact, I believe that there is a time and place for such anger, but I do not believe it is always conducive to the purpose of learning, if that is our goal. When someone makes a pointed or seemingly ignorant statement in a class, we should be there to refocus the offending student’s judgment, to help him or her learn the real deal. We should take the time to refocus our initial defensive anger and explain our perspective to him or her without passing a snide remark. I can’t say I always do this, but my being angry has never ended in a situation in which any learning or understanding was accomplished—everyone usually leaves the class flustered and even more uncompromising than before.

What I mean to stress is that we need to stop judging the people around us. If there are those who speak with privilege, we need to be cognizant of their specific situations and allow for that discourse to continue. Similarly, they need to be ready to listen to and respect the opinions of someone like myself who is “privileged” with vastly different life experiences than the average prep schooler. We’re here to learn from one another. It’s one of the things that the Core helps foster. So, rather than stop that conversation from continuing, we should take the time to learn and exchange ideas with one another.

So, before you retort, take a second. Understand the context of a comment and look at why your peer is making it. Remember that in the context of the discussion, you may be the one with a privilege. And use that privilege well. Use it to educate others, not out of anger, but out of a hope to re-educate and reform.

Ryan Cho is a Columbia College senior majoring in political science. He is president of the Multicultural Greek Council and a member of Lambda Phi Epsilon. Let’s Be Real runs alternate Wednesdays.

STAFF EDITORIAL

In Sandy’s wake, a thank you

With the worst of Hurricane Sandy behind us and life slowly returning to normal, we would like to extend our most sincere thanks to the staff of Columbia University and remind our readers to be mindful and respectful of others in the days ahead. Many members of Columbia’s staff remained on campus to take care of the student body rather than weather the storm with their families at home, from the Public Safety officers who staffed the night shifts and the dining hall staff who stayed overnight to Dean of Student Affairs Kevin Shollenberger and

Dean of Advising Monique Rinere, who monitored the situation in Lerner throughout the storm. We thank them for their time and dedication.

In a similar vein, we hope that Columbia students, while understandably excited by the unanticipated cancellation of classes at the end of midterm season, will show respect for those affected by the storm, understanding that Morningside Heights fared significantly better than the rest of the city. Our thoughts are with those students, faculty, and staff members whose families may be suffering now and in the coming weeks because of the storm.

Interested in helping the city clean up after the storm? Send your name, email address, and borough to nycservice@cityhall.nyc.gov or visit facebook.com/nycservice.

The Columbia Daily Spectator accepts op-eds on any topic relevant to the Columbia University and Morningside Heights community. Op-eds should be roughly 650 words in length. We require that op-eds be sent exclusively to Spectator and will not consider articles that have already been published elsewhere.

Letters to the Editor should be no longer than 350 words and must refer to an article from Spectator or The Eye, or a Spectrum post. Submissions should be sent to opinion@columbiaspectator.com. Please paste all submissions into the body of the email. Should we decide to publish your submission we will contact you via email.

The Canon

“What role should students play in determining Columbia’s administrative policy?”

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:

It doesn’t take long for the average Columbia student to become familiar with the University’s history of student activism. Even if we came through the 116th Street gates with no idea of what the New Left is or what Tom Hayden stood for, we are quickly introduced to one narrative of the 1968 protests or another.

Knowing about 1968 is one thing—knowing how to react to contemporary problems is another. We often boast of our proud past of student activism, but when we are confronted with today’s problems, do we really know what to do?

Lanbo Zhang
Editorial Page Editor

When to take a stand

BY DAVID FINE

In the days after the Student Governing Board voted to not comply with Barnard’s new restrictive flaring policy, people asked me two main questions: why now, and why this specific policy?

The question of timing required the simplest answer. All effective student activism involving the University must be subject to the limits of practicality and the relationships that we maintain with the administration. The SGB took the drastic and relatively unprecedented step of voting to not cooperate with a University policy only after working with Barnard’s Student Government Association, giving them time to convince the administration that the policy was foolhardy. When it became clear that the administration did not agree, we made the vote.

Any serious effort at student activism whose aims are to change something within the University, or really anywhere else, must involve a good-faith effort on the students’ parts to convince key stakeholders that they should change or improve a specific policy or situation.

The second question might be a bit harder to answer. Why did we pick this policy among numerous University policies to take a stand against? Though I can’t speak for the rest of my board, to me the policy represented such a derogation of student speech on campus that it needed to be opposed as quickly as possible.

Barnard’s new flaring policy, which the administration formed over the summer without any student input, required individual students and groups to get their fliers stamped by the administration before posting them anywhere on Barnard’s campus. This imposed a logistical burden on SGB groups, sure, but it also established prior administrative approval of speech on campus. The day that I fail to act while an administrative body at Columbia attempts to exert such restrictive control of student expression and speech on this campus is the day that I fail as both chair of the Student Governing Board and as a proud member of the Columbia University community.

The Barnard flaring policy was so simply wrong in my view that it was easy, after becoming assured that administrators insisted on leaving the policy unchanged until next semester, to publicly oppose it. Personal truth should lie at the center of all student activism. If you know what you believe to be true and good, then you should fight for it however you may. I learned this lesson from some exemplary friends, the arc of history, and of course, the Core.

Our generation has a problem, and that problem is that we fear controversy. We fear confrontation. We fear the absence of a job recommendation or the anger of an administrator or the ruining of friendships. But, the Core taught me that in the end—though that controversy might arise and though those consequences might come about—all is worth risking to fight for what you find right.

I could cite Hume or quote Berlin to prove my point, but the entirety of the Core Curriculum serves as better testament. All of the thinkers in Contemporary Civilization faced intractable societal problems, but instead of succumbing to what many saw as the inevitable or the impossible, they proposed their antidotes to those problems. Though their ideas may be imperfect, and though those problems might still exist today, they refused to give in to cynicism, to give up on the system of humanity altogether.

Columbia, at times, feels beset by entrenched, often intractable problems, but we should follow the example of the Core and learn to look inward toward our principles, set aside our fear, and do something about what we believe to be right.

If anything, this past semester has shown that students are beginning to realize this, and that to their credit, administrators are willing to listen, to respond to steadfast student opinions. From relatively minor things like the Barnard flaring issue, to larger structural questions like the way in which the University provides student health care, to the ongoing (and hopefully successful) fight to save CUArts, we are experiencing a renaissance in student activism.

We are waking up to the reality that undergraduate students are very much stakeholders within the wider University, that we hold power within our voices, and that administrators eventually must listen (many, many want to in the first place). Most importantly, our fear of action is thawing, and we are seeing the early fruits of student activists’ labors. Will you contribute?

The author is a Columbia College senior majoring in history. He is chair of the Student Governing Board.

A commitment to activism

BY JUNGHEE HYUN

When I internalize the work I do on Barnard’s Student Government Association, I frequently realize how unnatural it is for me to stand up in front of administrators as a student advocate. Coming from an ethnic culture where filial piety and respect are core principles, challenging and questioning the decisions made by authoritative adults in the administration is seen as disrespectful and is discouraged. Yet this cultural expectation is the exact reason why I did not want to live my youth or be educated in that part of the world. In many ways, my interest in student government was a declaration and oath that I would make use of this position to protect the privilege that allows students to amend and shape University policies.

I romanticized what this opportunity meant and immersed myself in it to engage in what I considered a noble act. And after two years on SGA, I found myself jaded by the rejections I faced as I tried to take any initiative and mastering the art of following instructions outlined in the by-laws. The spirit of student activism and civil disobedience was no longer what defined my interest in student government. I felt defeated and lost, recognizing that all I had done was work within the system to create “community”

with some creative programming.

So I took a year off from SGA. I gained perspective by working off-campus, became an RA to create community differently, and took lots and lots of eye-opening classes. I disengaged myself completely from student government as an experiment to see how I could create change as an outsider. But once again I was lost. It was an intersectional problem of my status as a nobody, I did not proactively seek to engage in campus issues, I had other things to do, and SGA did not ask for my contribution. At the end of last year I decided to come back to SGA, knowing that I could take full responsibility for some parts of this larger problem.

SGA’s current system allows us to have access to and communicate with almost all Barnard administrative offices. We have more committees than I can count, and this allows students to be aware of and question various administrative policies. Yet, this system has failed to execute its following two purposes. First, administrators should proactively come to SGA to incorporate student input in making decisions that directly affect the students. Second, students should feel invested in determining campus policies. SGA has no power to advocate for our peers unless we are given their opinions and thoughts to voice to the administration.

This college and University were built for their students. We are encouraged to grow as intellectuals and leaders through our liberal arts education. The way I have understood the value of this education is that it should be extended outside the classroom,



COLUMBIA DAILY SPECTATOR, APRIL 24, 1968

Invested interests

A confession: I was that kid in high school who took student involvement in administrative matters too seriously. I was a “lifer,” and during the course of my 13 years in attendance, my school changed a lot. Like a Dickensian peasant thrust into the throes of modernization, I didn’t take kindly to the rapid transformations underway, seeing the school appropriated to myriad bourgeois tastes (poetic license in use). I was in student government, which I bandied about with revolutionary fervor. During our monthly meetings with our rotund, Segway-riding headmaster, I, the grand inquisitor, would ask numerous technical questions about the school’s outlook while he, the befuddled heretic, sipped on his Big Gulp. Once, upon the dismissal of an administrator in the high school, I even went so far as to write a scathing letter to the chair of the board of trustees, outlining the numerous failures of the board to uphold the character and reputation of the school, and marking the cadre as “petty and impatient.” These words I read now with a twinge of regret. Oh the folly of youth!

With the benefit of hindsight, I now know I may have been too big for my britches. It was high school after all, and I hardly wish to give the impression that all my life’s energies were devoted to those halls. But the question of to what degree students ought to play a role in administrative matters continues to weigh on me, if only because of the specter from my overbearing past in these matters.

To think about these issues, I have been running a thought experiment. One way to look at our relationship with the administration is to consider the “college experience” a product we purchase (at high cost) from the University. In this view, the administrators are the management of a large corporation offering a highly coveted service. We, the students, are the consumers, who on the basis of reputation and perhaps some “test-drives” decided to buy Columbia for the next four years. It is a big purchase, essentially the only such purchase we will ever make, and as a result the administrators are in a position of great power.

Looking at the relationship in these terms, it is hard to imagine how exactly we can assert ourselves in questions of policy. In effect, we have knowingly bought the product on offer and there is no significant risk of our jumping ship, bar some egregious abuse on the part of Bollinger and Co. In this sense, we have about as much right to sway

policy at Columbia as iPhone owners have recourse to shake things up in Cupertino in the name of the late great Steve Jobs.

However, something about this single-transaction view seems wrong. In reality, we pay for our college experience in an ongoing fashion, and we accrue the benefits of the services on offer at Columbia not in one instance, but rather over the course of eight semesters. Perhaps, then, we aren’t consumers buying an iPhone, but rather guests at a five-star resort. The obligations of hospitality are a better approximation of what happens when we purchase our education, as we are receiving an extended experience on the basis of iterated payments. Columbia plays host to us and seeks to give us the best facilities available for “business and leisure.” We chose Columbia on the basis of its excellent reputation, and should the administration—with President Bollinger as the general manager—fall short, then as the guests of this resort we have every right to express our displeasure! On this basis, student involvement can be accommodated at the limited level, ranging from the level of a “score our service” form to a minibar-fueled outpouring of rage in the lobby.

One way to look at our relationship with the administration is to consider the “college experience” a product we purchase (at high cost) from the University.

But somehow, the students have a more constructive role to play. We aren’t just consumers of the great offerings of Columbia. No! We are investors in the hallowed halls, holders of equity with all the attendant rights. These rights include the ability to take the administration to task, to influence policy, to guide the development of the University. And, empowered with the status of alumni, we retain these rights for a lifetime. So let us continue to assert ourselves within debates over school policy, leveraging our roles as active investors to enter the larger dialogue about the future of our school. I, for one, will drop the inquiries and scathing letters from my repertoire.

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.

where we apply theories and principles to shape our immediate and greater community. If we don’t feel invested and aren’t encouraged on our own campus to take action against policies that divert from the University’s core mission, perhaps we need to re-evaluate and try to understand where this disconnect originates from.

However, I can say that this year has been different. I applaud the actions that student councils and governing boards from all four undergraduate schools have taken to save CUArts and amend the flaring policy, among many others. I feel encouraged by the grassroots actions students have taken to save the Barnard pool and fight for Barnard’s workers’ union. The legacy of student activism this campus remembers is something I carry with pride and responsibility. It is motivation for the work I do on SGA and a reason to respect and value this campus and education.

My hope is that we all recognize how unique this time of our lives is, when we are encouraged and expected to stand up for the people and causes we care about on campus, and when we will hopefully be respected and heard in return. I will therefore argue that my ethnic culture would agree that this type of activism is commendable, despite what it contradicts, for it follows the principles of loyalty and logic of humanity.

The author is a Barnard College senior majoring in urban studies. She is president of the Student Government Association.

Too much hot air

As I write this, a tropical storm is ravaging the city we live in while I’m safely holed up in a close friend’s Hogan living room. It’s a question that’s been on my mind for a while, so I ask my friends: How do you feel about student activism? As a result, there are a lot of big words being hurled across the room. Words like “change” and “responsibility” and “citizenship.” Words that, depending on who says them, mean entirely different things. So we talk about that for a bit.

Over the next five hours, visitors drop in and out of our conversation. We take turns leaving to call our parents to let them know we’re OK. Every so often, we check Twitter for the latest #Sandy updates. We are distraught about the damage that’s being dealt to our city. We hear about power outages and evacuated hospitals and we feel helpless. Our phones go off telling us to seek shelter, to go indoors. We have no control over the things that are happening to our home and, although we are safe and sound, it drives us crazy. We are used to having a say in things.

So we keep coming back to a place where we do perceive ourselves as having a say, our Columbia community, and we keep trying to unravel it. We talk about ABC, SGB, CCSC, ESC, and SGA. We talk about the brownstones. We talk about Barnard’s flaring policy. We talk about Barnard’s finances and the need for transparency. We talk about the struggle for University-wide abortion coverage, Students Support Barnard Workers, and the Save the Barnard Pool Campaign. We talk, talk, talk, and talk for hours on end, about administrative policies and decisions that affect our daily lives at Columbia. We talk because we are Columbia students and, whether it’s because of self-selection, the Nine Ways, or the Core Curriculum, we digest the world by talking about it.

Having examined these issues until the wee hours—having opined and pontificated and deliberated and discussed—most of us left the room feeling like we did our part. A few of us will post anonymous comments on Spectator or on Bwog. Maybe one of us (i.e., yours truly) will write a column about it. Some rare and particularly admirable Columbians will actually question administrators, rally governing boards, or otherwise act on the opinions they’ve expressed. The rest of us, in all likelihood, will never think about them again. This isn’t OK.

This isn’t OK because, as a result, the things that disfigure us usually end up never changing or, at best, changing very slowly. When our words aren’t backed by any real action, we are written off as “19-year-olds writing at 4:30 in the morning,” and our conversations, comments, and op-eds amount to nothing. In 1968, when Columbia students’ interests were at odds with Columbia University’s actions, those students had no way to adequately express their discontent but to join forces and assemble on Low Steps in the thousands, armed with protest-signs and good intentions. In 1968, when Columbia students were dissatisfied with Columbia University, they couldn’t just whip out their smartphones, post “lol prezbo can suck my dick lol” on Bwog, and walk away from the conflict in good conscience. Yes, those protests were violent, and I am not condoning violence as a means to effect change. I’m also not suggesting that words are useless (come on, guys, I’m a columnist). However, there’s one very important lesson that’s been lost in the 44 years since 1968 and it is this: We can talk all we want, but the decision-makers aren’t going to listen unless we give them no other choice.

So, what role should students play in Columbia’s administrative policy? We should play the same roles we play already. The roles of critics, sounding boards, and, when necessary, dissenters. But it’s no good when we play those roles in the privacy of our dorm rooms, in the safety of conversations with our best friends, and under the foolproof banner of anonymity. In order to make Columbia a school we are all happy to go to, we need to start playing those roles in direct emails to administrators, in various deans’ office hours, and in rallying cries issued to our fellow Columbians. We need to play those roles at a volume high enough so that decision-makers will have no choice but to pay attention.

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



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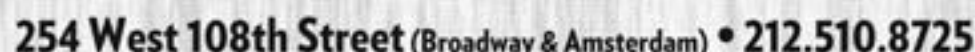
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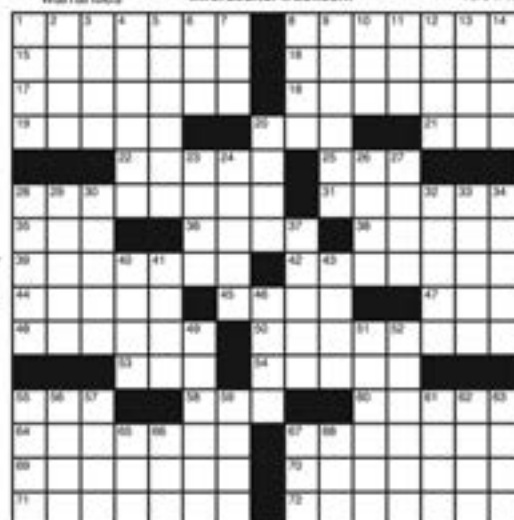
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By Sheila Wilson
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In final third of season, Harvard, Princeton, Penn in race to top of Ivy conference

BY ROBERT WREN GORDON
Spectator Senior Staff Writer

As October draws to a close and the end of football season nears, Harvard shares a conference-best 3-1 record with Princeton and Penn, while Cornell and Dartmouth sit at .500. Brown, Columbia, and Yale round out the rest of the conference, each with a 1-3 record.

AROUND THE LEAGUE

BROWN
The Bears (4-3, 1-3 Ivy) dropped yet another conference game, losing 20-17 at Penn last Saturday. Brown failed to score until the very end of the first half off a field goal by junior kicker Alex Noroce. Trailing 7-3 in the second half, the visitors took the lead midway through the third quarter on a touchdown pass from senior quarterback Patrick Donnelly to senior wide receiver Tellef Lundevall. Penn took the lead back, scoring its second touchdown and bringing the game to 14-10 in the next possession. Penn led until the Bears took a 17-14 lead on a touchdown run by junior fullback Cody Taulbee. The Quakers tied the game on a field goal on the next possession and got the ball back quickly after Donnelly threw an interception on the Bears' last drive. The interception gave Penn the field position and momentum it needed to win 20-17 on a last-minute field goal. After the loss, the Bears head back home to host Yale on Nov. 3.

CORNELL
Cornell (4-3, 2-2 Ivy) knocked off previously undefeated Princeton on a last-minute field goal in a 37-35 shootout game. Neither team managed to score during the first quarter, but Princeton broke the ice early in the second with a touchdown. Cornell scored on the next drive off a pass from junior quarterback Jeff Mathews. The Big Red took the lead later in the second off another Mathews pass, only to have Princeton notch things up before halftime with a touchdown of its own. Cornell took the lead three times on three touchdowns in the third, while Princeton responded twice with touchdowns. Since Cornell missed the point-after

attempt on its last score of the third, the Tigers took a one-point lead midway through the fourth after scoring their fifth touchdown. Cornell managed to save the game with 50 seconds left as junior kicker John Wells connected from 23 yards out to put the Big Red ahead 37-35. Cornell next faces Dartmouth at home this Saturday.

DARTMOUTH
Dartmouth (4-3, 2-2 Ivy) was not able to pull off a homecoming win, losing 31-14 against Harvard. As the Crimson has done repeatedly throughout the season, Harvard opened the game dominating the opponent, held the Big Green scoreless through the first half, and took a 21-0 lead into halftime. Dartmouth came out swinging in the second half, scoring two touchdowns in the third quarter to narrow Harvard's lead to 21-14. The Crimson defense shut down the Big Green offense in the fourth quarter, while the Harvard offense tacked on another 10 points to win 31-14. After the near comeback against Harvard, Dartmouth heads to Cornell this weekend.

HARVARD
After last weekend's fourth-quarter meltdown at Princeton, the Crimson (6-1, 3-1 Ivy) returned to its winning ways at Dartmouth, defeating the home team 31-14, while earning back a share of the leading spot in the conference. The Harvard squad opened the game with a huge lead, scoring three touchdowns in the first half to take a 21-0 lead into halftime. The game became competitive in the third quarter, during which Dartmouth shut out the Crimson while scoring two touchdowns, making the match a one-possession game. Harvard opened the fourth with a touchdown run from senior running back Treavor Scales, extending the lead back to 14 points. The defense did its part for the rest of the game, keeping the Dartmouth offense at bay while junior kicker David Mothander added on a field goal in the last half of the fourth quarter to bring the game to its final score of 31-14. The Crimson next plays Columbia on Nov. 3.

PRINCETON
The Tigers (4-3, 3-1 Ivy) were defeated 37-35 by Cornell last weekend, marking their



COURTESY OF MARK KELSEY / THE HARVARD CRIMSON

HARVARD HOTSHOTS | The Crimson has put up staggering numbers on the offensive and defensive sides, but proved that it is susceptible to losing to strong teams when it fell to Princeton.

first conference loss of the season. Neither team scored in the opening quarter, but both teams scored two touchdowns apiece in the second quarter to go into halftime tied at 14-14. Cornell scored its third touchdown of the game in the opening minutes of the second half before the Big Red quickly retaliated to even the score at 21. In the middle of the fourth quarter, freshman running back Dré Nelson fumbled the ball while trying to break away from a tackle. Cornell made the Tigers pay for the fumble, cashing it in for the game-winning field goal. With less than a minute left after the field goal, the Tigers had one last chance to get into field goal range. However, sophomore quarterback Connor Michelsen threw an interception, the costliest of Princeton's turnovers,

allowing Cornell to run out the clock and secure the win. The Tigers head back to New Jersey to host Penn this weekend.

PENN
The Quakers (3-4, 3-1 Ivy) pulled off a close win for their homecoming crowd, beating Brown 20-17 on a last-minute field goal. Following a scoreless first quarter, Penn took the lead on a 22-yard touchdown pass from senior quarterback Billy Ragone to junior wide receiver Conner Scott. The Quakers kept the lead through the first half, allowing only a last-minute field goal on the part of the Bears. Penn took the 7-3 lead into the second half, but it was quickly eliminated when Brown scored its first touchdown of the game in the third quarter. Penn took the lead back later in the third on its second touchdown,

another pass from Ragone, this time to senior wideout Jason Seifert. Brown answered with its second touchdown of the day, leaving the home team down by three at 17-14. Sophomore kicker Connor Loftus nailed two field goals, one to tie and one for the win, in the last two and a half minutes of play, including a career long from 45 yards out, securing the 20-17 homecoming win for Penn. The Quakers head to New Jersey this weekend to take on Princeton.

YALE
The Bulldogs (2-5, 1-3 Ivy) find themselves at the bottom of the conference after falling 26-22 at Columbia this weekend. The Bulldogs struggled on offense, with sophomore running back Tyler Varga playing quarterback since all three of Yale's quarterbacks were

IVY	TEAM
1 3-1	HARVARD CRIMSON Statistically the Crimson is the most dominant team in the league with six wins, but Harvard still has not proven itself against the top Ivy teams.
2 3-1	PRINCETON TIGERS After a shocking upset over Harvard, the Tigers fell to Cornell in a close game. Princeton will have a chance at redemption against Penn.
3 3-1	PENN QUAKERS Penn has yet to show any sort of consistency, but will need to have a strong finish to its season to contend for the Ivy crown.
4 2-2	CORNELL BIG RED Cornell stunned Princeton in its 37-35 win, and looks to continue its impressive play in the last third of the season.
5 2-2	DARTMOUTH BIG GREEN Coming off a tough loss to Harvard, the Big Green looks to rebound against Cornell on the road.
6 1-3	BROWN BEARS The Bears have struggled against Ivy opponents this season, but have their next shot at picking up a win against a weak Yale team.
7 1-3	COLUMBIA LIONS The Light Blue won its second game of the season against Yale and looks to play spoiler in its game against the Crimson.
8 1-3	YALE BULLDOGS An injury-riddled Yale team faces Brown next before the challenging final two games of the season against the top two teams in the league.

With future at stake, Lions need new plan

TYDINGS from back page

this year. This should present McDonagh with ample opportunities to work with them and begin to lead a potent passing attack by next September.
Without much to gain in the Ivy standings in the next three weeks except for the possibility of playing spoiler

in the Ivy League title race, the Lions have the first real chance to shape their future on the field since the hiring of Pete Mangurian last December. The way that the McDonagh/Brackett situation is handled for the next three games could affect the next three years of Columbia football.
Hopefully McDonagh

performs as well in his sophomore year as Brackett did in his. If he does not, then the team might have to go through this exact process at the end of 2013 as well.
Sam Tydings is a Columbia College senior majoring in history. Booth Review runs biweekly.
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Potential 3-way tie emerges in soccer

WOMEN'S SOCCER from back page

PENN
Although the Quakers have had shakier results than the Tigers and the Big Green, they have played well in the conference and are still in the race for the title. Penn defeated Brown in a 1-0 overtime win, off of a goal in the fifth minute from sophomore forward Megan York. The Quakers' season hangs in the balance going into their decisive final game of the season. Penn needs to beat Princeton to have a share of the Ivy title and a chance to represent the Ivy League in the NCAA tournament.

PRINCETON
The Tigers defeated Cornell 5-1 in their penultimate game of the season. It was a lopsided affair from the start, with league-leading Princeton going against the Big Red, the league's last-place team. With the win, the Tigers clinched at least a share of their seventh Ivy title, but there is much more at stake for them in their last game of the season. Princeton controls its own destiny—if the Tigers defeat or tie Penn, they will be headed to the NCAA tournament for the first time since 2008. If they lose, depending on the outcome of Dartmouth's final game, the Tigers would still have a share

of the title, but their NCAA championship berth would be in jeopardy.
YALE
The Bulldogs tied Columbia 1-1 in a double-overtime match. Just 48 seconds into the game, sophomore Georgiana Wagemann scored Yale's only goal of the match off of a cross from senior forward Anne Song. The Bulldogs were able to keep the Lions off the board until the 69th minute, when junior midfielder Beverly Leon scored the last goal of the match from either side. Yale plays Brown in its final two games of the season.
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ATHLETE OF THE WEEK
LEIGHTON SPENCER



RACE TO THE FINISH | Senior Leighton Spencer finished in third place at the 2012 Ivy League Heptagonal Cross Country Championship. Spencer earned first-team All Ivy League honors for his performance.

Football faces dual threat in Crimson QB

BY ROBERT MITCHELL
Columbia Daily Spectator

As Columbia football heads to Harvard this weekend, Lion head coach Pete Mangurian will likely be worried not only about Hurricane Sandy-related delays, but also about the prospect of making a game plan to stop quarterback Colton Chapple. The Crimson senior is currently undefeated through four home games, as Harvard has maintained a 6-1 start due in part to his impressive play.
The Crimson has averaged over 39 points per game behind Chapple, who has thrown 18 touchdowns and just four interceptions. With Chapple averaging 284.1 passing yards per game, it will be a tough challenge for the Lions to stop Harvard from beating them in the air.
Chapple's offensive arsenal is dangerous on the ground as well. In the Crimson's 35-7 victory over Bucknell, the Harvard quarterback ran for 120 yards on eight carries, scoring two touchdowns.

He also has a total of six rushing touchdowns for the year.
To combat such versatile numbers, the Lions will undoubtedly be looking closely at the results of Harvard's sole loss this season, a 39-34 loss on the road against Princeton. Interestingly, Chapple played one of his best games of the season against the Tigers, throwing for 448 yards with a 68.9 percent completion rate and five touchdowns, a season high. Princeton capitalized on several miscues from the Harvard defense, such as a dropped interception and a blocked punt, to overcome Chapple's production and take the narrow 39-34 win.
While Princeton prevailed, other teams have had difficulty matching Harvard's production—the Crimson has put up points in all but five of the 28 quarters the team has played. Chapple is not used to making mistakes when he is in control of the ball—he has only been sacked seven times this season, while turning the ball over once per game on average. With his 65.4 percent completion

rate and 59 rushing yards per game, getting him off the field will be critical for the Lions if they are to have any chance at winning this game.
The Light Blue may find some solace instead in looking at Chapple's numbers from this past weekend, when the Crimson traveled to play Dartmouth. Though Harvard still put up 31 points to Dartmouth's 14, Chapple was sacked twice and threw no touchdowns, finishing the day with his lowest completion rate of the season, 54.8 percent. The Crimson was forced to win the game on the ground instead, rushing for a total of 212 yards. Chapple accounted for one of Harvard's four rushing touchdowns, running for 88 yards on 16 carries as the team's second-best rusher.
Columbia has taken great pride in its defense this season, and containing Colton Chapple, both in the air and on the ground, will be a true test of the Lions' defensive abilities.
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It's time for Lions to make changes for team's future

On the stat sheet, freshman quarterback Trevor McDonagh's performance on Saturday was not extremely significant, yet the fact that he played at all is the first tangible evidence we have that the Lions have begun looking toward 2013 and beyond. McDonagh ended up playing two series: Columbia's first possessions in the second and third quarters. He ended up with five completions in nine attempts for just 41 yards without leading Columbia to a score.

Columbia's 26-22 victory over Yale on Saturday afternoon had a "Circle of Life" feel to it once McDonagh jogged in to replace senior Sean Brackett at the start of the second quarter. On a Saturday afternoon in October four seasons ago, a similar change began as the Lions took on Yale at Wien Stadium. Then, Norries Wilson surprised everyone by tapping freshman Sean Brackett to make the start in place of senior M.A. Olawale. Brackett rewarded Wilson's faith by throwing for three touchdowns as the Lions nearly upset the Bulldogs on Halloween 2009.

It is essential that the coaches ease McDonagh into games and their system.

For the remainder of the 2009 season, Brackett and Olawale split time and the Lions won two of their last three games. Brackett came back for his sophomore season to have one of the best all-around seasons by a Columbia quarterback ever. Now, three seasons after his first start, it is time for Brackett to help pass the baton to McDonagh and hope history repeats itself in 2013.

McDonagh is the true pocket passer, who fits Pete Mangurian and Jaime Elizondo's offensive system much better than Brackett does. While Brackett is at his best using his feet to escape the pocket to find receivers or pick up first downs on the ground, McDonagh is much more of a passer.

McDonagh attended St. Louis University High School in Missouri, where he holds the school career record for passing attempts, completions, yards, and touchdowns. He also holds the single-game record for completions, passing yards, and passing touchdowns there.

The offensive system the Lions have adopted in year one of the Mangurian era revolves on a quarterback's ability to make quick reads, and so far has relied mostly on Brackett's ability to complete short to medium depth passes. Although there have not been many deep shots taken in the passing game over the first six games, much of that has to do with the offensive line's inability to protect the quarterback long enough for a deep route to develop.

The question that remains is this: With the emergence of Trevor McDonagh as the heir apparent to the Columbia quarterbacking throne, and with only three games remaining on the 2012 slate, what should be done with Sean Brackett?

Getting McDonagh's feet wet and having him gradually get more in-game snaps seems like a reasonable process. The coaches will hopefully not throw him into the fire as drastically as Wilson did with Brackett, considering the poor pass protection the 2012 offensive line has shown so far. The cost/benefit of easing your quarterback of the future into Ivy League play must be weighed against the potential of the David Carr effect if he gets beaten up too much down the stretch this season.

It is essential that Mangurian and the offensive coaches find a way to ease McDonagh into games and into their system. Luckily, the Lions have a wealth of underclass talent in the passing game, as freshmen and sophomores compose most of Columbia's emerging talent



SAM TYDINGS Booth Review



ALYSON GOULDEN / SENIOR STAFF PHOTOGRAPHER

FRESHMAN PHENOM | Freshman wide receiver Chris Connors made his presence known in the Lions' victory over Yale, catching eight passes for 96 yards.

Freshmen making presence known in CU football

BY MYLES SIMMONS
Spectator Senior Staff Writer

Columbia football head coach Pete Mangurian has continually said this season that the players who perform in practice will get to play in the game, regardless of age or experience.

At the beginning of last week's contest against Yale, three freshmen walked out on the field as captains for the coin toss—Chris Connors, Travis Reim, and Kevin McCarthy. And each of them have made significant contributions to the team in just their first year in the program.

Reim and Connors' effects on games are quite clear. Connors, a wide receiver, caught eight passes for 96 yards in Saturday's victory over Yale. Reim, a cornerback, has made 16 tackles along with two pass break-ups over the past three weeks.

All three of these players chose to come to Columbia because they wanted to help turn the Columbia football program into a winner.

"The thing I liked the most about coach Mangurian and the staff was that their main goal was to turn this program around," Connors said. "And it kind of intrigued me to go into a program that wasn't so hot at the moment, but I knew we could turn it around, and that the program was on the rise."

Though Columbia wasn't at the top of his list initially, McCarthy says Mangurian's pitch convinced the freshman to change his mind.

"I had a couple other schools I was looking at that I thought I had a better chance to win at, and to play," McCarthy said. "And after meeting with him, and my official visit, I knew this was the place I wanted to go. He just had that mindset that we're going to win games, we're going to get it done the right way. And that's something that I really want to be a part of."

Connors, Reim, and McCarthy all credit older players on the team with helping them develop. Connors, who has quickly moved up the depth chart to become a starter, pointed out junior Louis DiNovo and sophomore Connor Nelligan, both receivers, as players that took him under their wing.

"Some guys would see you as a threat maybe, and not help you learn the offense, not coach you up, but it's been the complete opposite with them," Connors said. "And they've actually helped me become the player that I am by giving me coaching tips, and explaining the offense."

Reim says that senior Matt Bocci played much the same mentoring role for him.

"Coming in I kind of had a hard time with the defensive schemes

and he really helped me understand what was going on, gave me tips on the field, and kind of got me used to the whole defensive scheme. It really helped," Reim said.

Even though there are many young players making an impact at different positions, older players said the youth and inexperience don't make a difference.

"Well I don't think anyone considers them freshmen," senior quarterback Sean Brackett said after Saturday's win over Yale. "They're just another part of the team, and they contribute and they did a great job of doing that today. And they've been doing a great job all season doing that. They've been working hard in practice and that's what happens, it pays off."

Of course, there are some growing pains for the freshmen. Mangurian said that though Connors gets the mentality the coach would like the team to have, the freshman still makes rookie mistakes.

Reim has had his share of slipups as well. On Dartmouth's game-winning drive in the Homecoming game, the cornerback allowed Big Green wide receiver Ryan McManus to make a leaping catch over him down the sideline.

"It's disappointing when you don't make the stop to win the game," Reim

said of the play. "And I feel like we were in the right position, it's just a game of inches. And not being in position gives us something to improve on for the rest of the season—it's a building point. And if we focus on the little things, it'll make us a better team, and that's what we want to be."

Connors believes there has been tangible progress on the offensive side of the ball, and after the offense scored its highest point total of the season against Yale, it is clear why.

"One thing I notice is that the offense has a lot more confidence when we get on the field," he said. "And I feel that's huge, because if a team doesn't have confidence, plain and simple, they're not going to score points. And I think it's more like a swagger—we think we can score every time we're on the field, and that's what's making our offense work."

Still, there is only one main goal in turning the Columbia football program around.

"Success for us is winning games, it's winning championships," McCarthy said. "We can go out and go 8-2, and that's still not acceptable if we don't win the championship. That's what we're here for—we're here to bring the rings. And that's what we're going to do."

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Exciting finish for Ivy women's soccer with 3 teams vying for title

BY MELISSA CHEUNG
Spectator Staff Writer

The Ivy women's soccer teams are set to play in their final games of the regular season, and the Ivy title is still up for grabs. After two months of grueling matches, the Tigers, who have played outstanding soccer throughout the entire season, need to win one game to secure the title and the Ivy League automatic bid to the NCAA tournament. However, a three-way tie for the Ivy title between Princeton, Penn, and Dartmouth is still a distinct possibility.

BROWN

The Bears suffered two overtime defeats against Harvard and Penn. Brown first fell to Harvard 1-0 in a nonconference game before losing to Yale by the same score. In spite of a commanding start to the season during which the Bears lost only one of their first seven games, they have come up empty in the last half of the season. Brown has won only one of its past eight games. The lack of offense that the Bears have exhibited is largely responsible for the matches they have lost this season. Brown takes on Yale, once on the road and once at home, in its last two games.

CORNELL

The Big Red was defeated by current Ivy leader Princeton 5-1 in a match between the first and last places in the conference. The Tigers scored three goals in the first half and posted all five of their scores before Cornell got

its first on the board. Freshman midfielder Jenna Cantor knocked in a corner kick in the 71st minute to prevent the Princeton shutout. The Big Red will look to play spoiler in its last game of the season against Dartmouth, a must-win for the Big Green.

DARTMOUTH

The Big Green kept its win streak, and more importantly its hopes for the Ivy title, alive with a 2-0 shutout victory over Harvard. Dartmouth put the Crimson to work in the first half of the match before sophomore forward Tasha Wilkins scored both of the Big Green's goals within a 10-minute time frame in the second half. Wilkins earned co-Ivy League Player of the Week honors for her first career multiple-goal game against the Crimson. Dartmouth must defeat Cornell in its final game of the season in order to stay in the hunt for the Ivy title.

HARVARD

The Crimson defeated Brown in a 1-0 overtime win before being shut out by Dartmouth 2-0. Harvard junior forward Elizabeth Weisman's goal in the 91st minute against the Bears gave her team the win, and her coach his 250th career victory. Head coach Ray Leone has led the Crimson for six seasons, winning three Ivy titles and appearing in three NCAA tournaments. It was a special moment for Leone and his squad, despite the fact that they are no longer in contention for the Ivy title this season. Harvard plays its last game against Columbia on Saturday.

SEE WOMEN'S SOCCER, page 7



COURTESY OF MERRILL FABRY / THE DAILY PRINCETONIAN

TITLE OR BUST | The Tigers are the frontrunners to claim the Ivy title, but will have to beat Penn first. A win means they will also receive the NCAA bid.

SEE TYDINGS, page 7