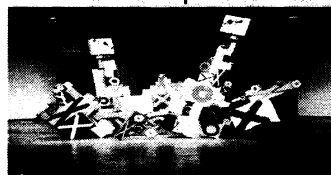


INSIDE

Page 3

Creative minds

Lecturers explore creativity across the disciplines



Page 3

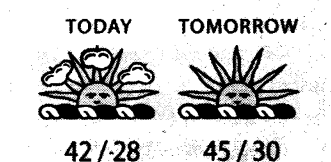
Match Corps

Brown alums tutor students in inner-Boston schools

Page 7

March on?

Lutz '13 and Zacks '15 debate ROTC on campus



Senators hear testimony on same-sex marriage

The committee is expected to vote on two legislative measures in the coming weeks

By WILL FESPERMAN
STAFF WRITER

The Senate Judiciary Committee heard testimonies from dozens of opponents and supporters of two same-sex marriage measures Thursday night. One, which passed in the House of Representatives in January, would legalize same-sex marriage. The other would let Rhode Island voters decide the issue through referendum on the 2014 ballot.

A crowd of same-sex marriage supporters and opponents gathered in the lobby of the State House and shouted "yes" and "no" at each other in a chant that could be heard from the Senate gallery.

Gov. Lincoln Chafee '75 P'14 — who has said he would veto the joint resolution that would put the issue up for referendum — gave the first testimony in support of the bill legalizing same-sex marriage.

Sen. Harold Metts, D-Providence and Slater, a member of the committee, followed with a religious argument against allowing same-sex couples to wed in which he called homosexuality "an abomination."

Metts said he resents claims that same-sex marriage is a civil rights issue. "I can change my sexual preference tonight, but I cannot change my race," he said.

Many testimonies referenced religion, as both supporters and opponents of same-sex marriage cited the Bible, the Koran and rabbinic teachings in their arguments.

In the State House lobby, the raucous clash of protesters gave way to a crowd of opponents singing and praying in unison.

Santos Es- // Senate page 4



LAUREN GALVAN / HERALD

Supporters and opponents of same-sex marriage voiced their opinions to the Senate Judiciary Committee Thursday. Herald file photo.

Search for missing undergrad expands

There are no leads in the investigation of Sunil Tripathi's disappearance last weekend

By ELIZABETH KOH
FEATURES EDITOR

Family members, friends and police officers are still searching for Sunil Tripathi, a former member of the class of 2012 who went missing Saturday morning.

"Unfortunately, there are no leads yet," wrote Tripathi's mother Judy Tripathi in an email to The Herald, describing the search as "ongoing and intense."

The Providence Police Department and the Department of Public Safety are continuing to search for Tripathi on foot and with a Providence police boat when possible, she wrote. Law enforcement officers are giving the case special attention, she said.

"This may not get solved quickly," Judy Tripathi said. "The family is here in Providence for at least several more days," she said, adding that additional family members have arrived to help with the search effort and friends are continuing to arrive.

DPS is also "looking through surveillance cameras on campus," according to a post on a Facebook page created to

help raise awareness of Tripathi's disappearance.

Tripathi was last seen Saturday morning around 11 a.m. wearing jeans, a Philadelphia Eagles beanie and a black jacket. He is 130 pounds and 6 feet and two inches tall. Along with a note suggestive of suicidal intent, Tripathi left his wallet and credit cards in his apartment when he disappeared, according to a post on the page by Tripathi's sister Sangeeta Tripathi '04.

A "small core" of about 10 to 15 people have been searching for Tripathi on foot throughout the city, said Marie Atterbury '12.5, a friend of Tripathi's who flew in Tuesday to help search for him. Scores of friends and family members across the country who are unable to fly in are also helping remotely, "calling up people on the phone and mapping out places to look and doing research, looking at hospitals," she added.

"We are aggressively pursuing the chance that Sunil is still out there," Judy Tripathi wrote. "So we feel it is of utmost importance to continue the search."

Atterbury // Search page 4



COURTESY OF SANGEETA TRIPATHI

Friends and family have flown into Providence to help search for the former undergrad, hopeful that efforts to find him will be successful.

Billionaire supports U. coal divestment

Tom Steyer, hedge fund founder, wrote a letter to the Corporation delivered to Paxson Thursday

By MAGGIE LIVINGSTONE
SENIOR STAFF WRITER

Tom Steyer, billionaire and founder of the hedge fund Farallon Capital Management, urged the University to divest from coal companies in a letter presented Thursday to President Christina Paxson's office by members of the Brown Divest Coal group.

Steyer wrote that the choice to invest in coal companies was both immoral and a poor financial decision on the part of the Corporation, the University's highest governing body.

Steyer encouraged the University to "be a leader" in environmental advancement, explaining in his letter that coal divestment would "be a reflection of the urgency with which we must move" to address the rapid pace of climate change.

Steyer founded Farallon in 1986 but left the company last year to "devote himself to public sector work," according to the biography accompanying his letter. He pledged to donate half his fortune to charitable organizations and gave \$22.5 million to the founding of OneCalifornia Bank, which serves underprivileged communities and nonprofits on the West Coast.

Steyer's was one of two letters presented by about eight Divest Coal members to Kimberly Roskiewicz, assistant to // Divest page 5

Film screening features Hushpuppy and her 'Beasts'

'Beasts of the Southern Wild' was screened at RISD with a lecture by director Benh Zeitlin

By KATHERINE CUSUMANO
SENIOR STAFF WRITER

For Hushpuppy, heroine of director Benh Zeitlin's first feature film,

ARTS & CULTURE "Beasts of the Southern Wild," the world is filled with beasts great and small. A young girl living with her dying father in the

wake of Hurricane Katrina, Hushpuppy narrates the film, reimagining the catastrophic storm the only way she knows how — with a six-year-old's intuition.

A two-night series hosted by the Rhode Island School of Design and the Ivy Film Festival featured a screening of the film Wednesday followed by a lecture and question and answer session featuring Zeitlin and his sister, RISD alum Eliza Zeitlin, Thursday.

The film opens on the mundane beasts in Hushpuppy's life — the chickens, pigs and caterpillars that inhabit the harsh land she calls

home — and gradually introduces the supernatural aurochs, mythical prehistoric animals that appear as her world crumbles. "Beasts of the Southern Wild" is "about this girl who thinks she's caused the end of the world," Zeitlin said at the question and answer session held at the RISD Auditorium. Her young mind perceives her father's mysterious illness, the rise of the imaginary aurochs and the impending hurricane as parallel incarnations of the apocalypse.

The lecture and screening mark Eliza's first return to her alma mater in five years. While at RISD, Eliza spent time thinking about the signifi-

cance of art in her life and developed a perspective she has carried with her, she told The Herald.

The lecture was intended to give student filmmakers insight on making their first feature, said Evan Summott '13, IFF executive director.

When making "Beasts of the Southern Wild," Zeitlin was in the same position — one of an artist creating his first feature film — that many students will soon be in, and his experiences with the industry and logistics are a valuable resource for undergraduates, he said.

Jess Chen, a RISD student who helped bring // Beasts page 2

CALENDAR

TODAY	MARCH 22	TOMORROW	MARCH 23
2 P.M.	BURP Free Massages Memorial Lounge	2:30 P.M.	Thinking Infrastructure Granoff Studio One
4 P.M.	Archiving the Revolution Granoff Studio One	4 P.M.	Aphorisms and Sci Fi Realism Granoff Studio One

MENU

SARPE REFECTORY	VERNEY-WOOLLEY
LUNCH	
Fried Fish Sandwich, BLT Sandwich, Oven Roasted Tofu, Veggie Burger, Onion Rings, Cajun Apple Cake	Chicken Fingers, Yukon Gold Potatoes, Brussel Sprouts, Hot Dogs, Vegan Nuggets, Baked Beans, Enchilada Bar
DINNER	
Orange Crusted Turkey, Salmon, Fennel, Red Rice, Cavatelli Primavera, Bacon Rounds, Smores Cupcakes	Stir Fried Tofu, Chicken or Vegetable, Potato Fritata, Focaccia, Green Beans, Clam Chowder, Stewed Tomatoes

SUDOKU

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

CROSSWORD

ACROSS

1 Circa
7 Snack brand with a monocol mascot
15 Retire
16 One of a kind
17 Army mints?
19 Bug
20 Plural Spanish pronoun
21 Emu's extinct kin
22 Fleming and crime writer Rankin
24 Smidgen
27 Endow
29 Temperamental Midler impersonators?
33 Estate item
35 "Got it!"
36 Student of Elves, in Tolkien
37 Penalize a Russian leader?
41 Blast
44 Shrimp
45 Galilee
49 Poll on where to sink the eight ball?
53 Down
54 Inner Hebrides isle
55 "Cheers" accountant
57 Texter's afterthought lead-in
58 Accounts
62 More than just calls
64 Seasonal shade of pink?
68 Semisoft cheese with an orange rind
69 Titillating
70 Recordings are made in them
71 Jimmy follower

DOWN

1 Provider of bucks
2 Catastrophic
3 City saved by Joan of Arc
4 Troop group
5 1930s-'40s Chicago Outfit "enforcer"
6 Crime-solving locale
7 Pull with effort
8 Behind
9 Seed cover
10 Chemist's salt
11 Teahouse floor covering
12 Not forthcoming
13 Rocker Ocasek
14 Old draft org.
18 Pierce's co-star in "The Thomas Crown Affair"
21 Museum curator's deg.
23 Cheese with which port is traditionally served
25 Salon offering
26 Setting for Columbus: Abbr.
28 OED entry
30 Grizabella creator's monogram
31 Bard's adverb
32 Agnus __: Mass prayers
34 Flag
38 Aficionado
39 P.O. purchase
40 Neighbor of Colo.
41 SUV option
42 Hunky-dory
43 Bush hooks, e.g.
46 Banff National Park locale
47 Defeat in the regatta
48 Hardly hordes
50 "Team of Rivals" author Doris __
51 One-third of a WWII film
52 Backspace key, at times
56 Minuscule
59 Actress Virna
60 José's this
61 Acronymous submachine gun
63 Procrastinator's word
64 Trans __
65 Stick around a pool hall?
66 Union title, often
67 Calculator display, for short

ANSWER TO PREVIOUS PUZZLE:

C	I	V	I	C	P	A	I	R	H	O	T	S						
F	R	E	S	H	A	T	M	E	A	N	O	N						
C	A	R	L	A	S	I	P	S	R	E	N	O						
T	A	B	A	S	C	O	P	E	R	P	E	R						
C	H	E	L	S	T	S	O	L	O	I	S	T						
P	U	B	L	I	C	O	P	I	N	I	O	N						
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xwordeditor@aol.com 03/22/13

Brown degrees may not translate to clear jobs

Many employers struggle to reconcile 'holistic' education with hectic work environments

By KIKI BARNES
SENIOR STAFF WRITER

Employers say college graduates are unprepared for their careers, according to a study published by the Chronicle of Higher Education earlier this month. Brown's curriculum and liberal learning equip students with broader skills that may not translate directly to a specific job, said Andrew Simmons, director of the Center for Careers and Life After Brown.

Over half of surveyed employers in the study said they found it difficult to find recent graduates who were qualified for the positions they sought.

Some companies, like the Boeing Company, now rank colleges based on how well their alums perform at their jobs.

"Liberal arts colleges like Brown teach students in a very generalized way," Simmons said. "And it's a period where employers are less willing to spend resources they have to train employees."

There is a constant conflict between

holistic colleges, like Brown, and employers who want new hires to know the job "on day one," Simmons said.

"Anything the University spends today on (vocational) training could be outmoded in a few years," he added.

Brown alums are often valuable because of critical thinking and communication skills, which are not career-specific, wrote Daniel Leppo, a recruiter for Bloomingdale's, in an email to The Herald.

"We still need our recruits to have the raw tools and desire to move ahead, but once they are here, it is our entire corporation's responsibility to make sure their education never stops," Leppo wrote.

Simmons said the focus of the University's liberal learning philosophy is usually very transferable to the workplace, particularly in writing and analysis.

According to the study, employers find recent college graduates in the United States particularly lacking in communication and analytical skills.

"In general, today's students are always plugged-in, so face-to-face, nonverbal and verbal communication skills are not as practiced," wrote Amy Collins, a recruiter for the cultural exchange advocator Education First, in an email to The Herald.

Collins wrote, "I've noticed that students at Brown who partake in classes that focus on presentation skills, public speaking forums and team-building dynamics have an advantage over those that don't."

Samantha Wong '12, a research consultant for National Economic Research Associates Economic Consulting, said though her liberal education did not specifically help with some of the more technical aspects of her job, it made her a better communicator.

"Once you're on the job, you pick things up pretty quickly," she added.

William Herrmann '12, a business operations analyst at BuzzFeed, said he felt prepared to do what he was asked at his job, though "the whole thing requires a lot of perspective."

Herrmann said he believed coming from Brown as opposed to a more preparation-oriented school made transitioning to the workplace more difficult.

But Katherine Aimei Kutt '13 said she feels prepared for her job as a technical director at Pixar Animation Studios. Kutt said the Open Curriculum allowed her to choose more specific classes within her computer science and physics concentrations.

"You can't really do that at other schools with a big core," she said.

// Beasts page 1

the film to Providence, worked as an outreach coordinator for "Beasts of the Southern Wild" last summer.

She said the film radically transformed her perception of filmmaking, adding that it defied the stereotype that in order to be a successful filmmaker, one must be well-connected and well-funded.

Zeitlin described his directing style as an attempt to break down the filmmaking process. "We were trying to find a way to really live the stories that we were trying to tell," he said. "If a scene requires fun, we try to actually have fun."

Zeitlin said he was inspired by a town on the southern tip of Louisiana and his encounters with its inhabitants.

"The way people were insulting each other on this dock was just so spectacular," he said. "There's a real creative life in this town."

The culture of the 'Bathtub,' the fictional island on which Beasts of the Southern Wild is set, "was a renegade culture," Zeitlin said. It exists in opposition to the mainstream society beyond the levees in Louisiana. In its early stages, "Beasts of the

Southern Wild" was a vague myth, beginning with the question, "Why do people stay?"

The concept was fleshed out in the creation process, from casting to budgeting to selecting locations. Each artist brought something different to the piece that informed its evolution.

The filmmakers originally intended for the soundtrack to be inspired by Cajun music, but the end result, which Zeitlin co-wrote, more represents Hushpuppy's interpretations of the world and adopts a childlike, grand cinematic style.

Eighty-five percent of the special effects were done in-camera, Zeitlin said, adding that the final scene, a confrontation between Hushpuppy and the aurochs, was the only one to use a green screen.

The imaginary aurochs were actually pigs outfitted in swamp rat skins, said Eliza, adding that she has done significant work with animal hides — even tanning a cat she found in the road as a costume for her Chihuahua.

"There's a million ways to tell a story," Zeitlin said. The filmmakers were forced to adapt to a tight budget of approximately \$800,000 and to the hostile environment of the

Louisiana Bayou, where "anything that touches you leaves with a piece of you," Eliza added.

"The catastrophes were daily," Zeitlin said in response to a question about the most stressful part of filming.

"Deep Water actually exploded on day one of our shoot," he said, adding that this required the crew to navigate the threat of oil and fights with BP to arrange filming. But there were other, happier accidents during production. Hushpuppy's father Wink's boat, the 'Turck,' was crafted out of Zeitlin's own defunct pickup truck.

"The spontaneous combustion of that vehicle was an asset to the production," Eliza said.

As for advice to students, Zeitlin noted the importance of maintaining focus and understanding that no one needs to fear poverty or get permission to make art.

"It'll kill you much more slowly than having a job you hate," he joked.

One student in the audience asked Zeitlin how he dealt with self-doubt. Zeitlin responded that the prospect of failure is terrifying enough to be motivation in itself.

"You suppress it with all your might," he said.

THE BROWN DAILY HERALD

www.browndailyherald.com

195 Angell St., Providence, R.I.

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The Brown Daily Herald (USPS 067-740) is an independent newspaper serving the Brown University community daily since 1891. It is published Monday through Friday during the academic year, excluding vacations, once during Commencement and once during Orientation by The Brown Daily Herald, Inc. Single copy free for each member of the community.

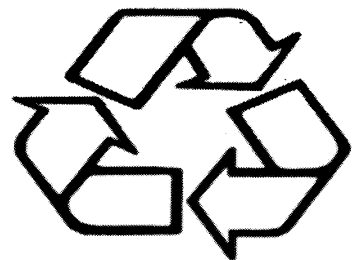
POSTMASTER please send corrections to P.O. Box 2538, Providence, RI 02906. Periodicals postage paid at Providence, R.I.

Subscription prices: \$280 one year daily, \$140 one semester daily.

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Read
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Lecturers dig into creative process across disciplines

The Creative Mind Lecture Series will plot new directions for art and design

By **ANDREW SMYTH**
SENIOR STAFF WRITER

Humans like to make stuff.

This exercise in generating objects, art and ideas — the act of creating — was the focus of the lecturers who spoke at the first installment of the Creative Mind Lecture Series Tuesday night in the Perry and Marty Granoff Center for the Creative Arts. The evening included three 20-minute presentations and a question-and-answer session in which speakers engaged with creativity and innovation across art, engineering and design.

The series is a “rebranding” of last semester’s Brown-RISD Art Science Evening Rendezvous, said Vivian Carlson ’14, co-organizer of the series. “It’s still the same essence of bringing in artists and scientists and people in different fields to talk about creativity in their work and to inspire students.”

The lecture series is sponsored by the Creative Mind Initiative, which seeks to “explore the roots of creative thinking and dissolve disciplinary boundaries in search of new modes of teaching and learning,” according to the initiative’s website.

The initiative sponsors an array of courses, projects and conversations across campus and online, said Ian Gonsher, associate director of the Creative Mind Initiative and adjunct lecturer at the School of Engineering. The initiative’s efforts include activities such as Creative Scholars, a series of panels inviting faculty members to take part in “critical analysis of the creative process,” and Conversations, a web series allowing faculty members to discuss creativity in their

fields, which include neuroscience, archaeology, biology and visual art, Gonsher said.

“Basically the broad statement is that we want to help promote and help nurture creativity at Brown,” he added.

Joseph Zinter, assistant director of the Yale Center for Engineering Innovation Design, kicked off the evening with a talk about creating “a resource that’s open to the Yale community to collaborate, to generate ideas and to provide the resources necessary to realize those ideas.”

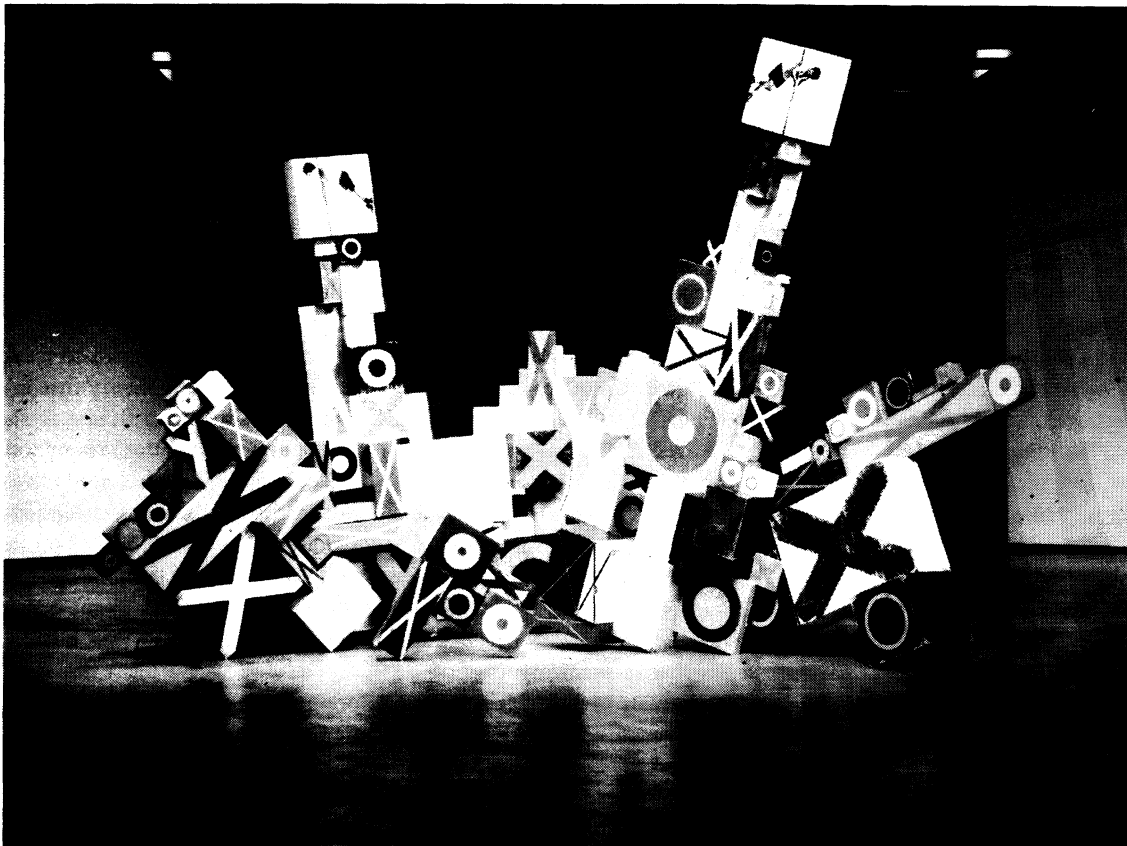
The center includes a design space, woodshop, machine shop, wet lab, lecture area and meeting rooms for students, faculty members and community members to hold classes, workshops and social events, Zinter said. The resources available to students range from hammers and saws to 3-D printers and laser cutters.

Zinter pointed to an “interesting shift” in modern design that the center incorporated into its philosophy. “On the one hand, you have some really interesting tools and techniques that are emerging,” he said. “On the other hand, you have this very rapid change in pedagogy — design thinking, human-centered design, emergent thinking, interdisciplinary thinking, all of which are no longer on the horizon, but they’re here.”

The resources that “makers” have at their fingertips today are more accessible and efficient than they were 20 or even 10 years ago, said the next lecturer, Kipp Bradford ’95 ScM ’96, senior design engineer and lecturer at the School of Engineering.

As co-founder of Revolution by Design, he organizes the Rhode Island Mini Maker Faire, an event at which creators of everything from Chantilly lace to robots come together to share their work and exchange ideas.

He recalled “sneaking around



COURTESY OF JONATHAN SAIZ

Jonathan Saiz, a contemporary artist based in Denver, was one of the lecturers at the first installment of the Creative Mind Lecture Series. Pictured here: “BOYS,” a 2010 studio installation by Saiz.

workshops” at the Rhode Island School of Design as an undergraduate and experimenting with the tools available in the industrial design spaces. Though he studied biomedical engineering at Brown, he found himself drawn to designing air conditioning units and toys rather than writing research papers in a lab, he said.

“I wanted to be someone who made a difference,” he said. “As an engineer, I had the tools to make that happen.”

The last speaker, Jonathan Saiz, a contemporary artist currently based in Denver, spoke about spending a year in Mykonos, Greece, working on a project called Alkahest, named for the universal solvent medieval alchemists believed to exist. He came

up with a body of crystalline, fractal paintings incorporating random images he collected from across the Internet into a distorted, geometric pastiche, he said.

He emphasized the “nonlinear” approach he took in solidifying and becoming comfortable with his own style. “It was kind of visualizing this funnel, and all of my projects were bouncing back and forth between what I was capable of doing, but there was quite a big swing,” he said.

His early work included small paintings arranged into sculptural elements, miniature portraits and even a piano painted with flowers and hummingbirds. Last December, he presented miniature portraits of Sasha and Malia Obama to First Lady

Michelle Obama at the White House Christmas Party.

“Then I noticed as the years went by, even when I had a project that seemed on the far left side or the far right, they were getting closer and closer together,” he said.

Granoff facilitates these kinds of creative interactions, Gonsher said. “You see somebody dancing up here while you’re working on a computer. Or you see somebody working on some kind of technical robot in a physical media lab while you’re down in the art gallery,” he said. “So there’s this fluid exchange of creative energy that permeates the building.”

The Creative Mind Initiative will next sponsor a lecture from artist Carrie Mae Weems May 2.

Orchestra to launch Ireland tour

The Brown University Orchestra will visit Dublin, Limerick and Wexford over break

By **ISABELLE THENOR-LOUIS**
CONTRIBUTING WRITER

The Brown University Orchestra will perform in cities across Ireland next week in its first international tour since 2007. The orchestra has already sold over 1,000 tickets for concerts in Dublin, Limerick and Wexford.

Senior Lecturer in Music and Conductor Paul Phillips said he became inspired to tour Ireland after he was invited to guest conduct the Irish National Orchestra in 2010.

“I just fell in love with the country and the people and thought that it was a wonderful place,” Phillips said.

After a 2006-7 trip to China over the winter break, the orchestra attempted to tour other countries but was prevented by recent geopolitical and financial crises. During the recession, Phillips said he had not thought it appropriate to ask members to contribute money toward a tour. The orchestra also considered travelling to Greece and Mexico but was discouraged by ongoing turmoil in the

two countries, Phillips added.

Since its last international tour, the orchestra has continuously worked to raise the \$285,000 necessary to fund a trip to Ireland. The University covered about a third of the cost while former president Ruth Simmons also made a contribution from her President’s fund, Phillips said. The Creative Arts Council, Rhode Island School of Design, contributors to the orchestra’s Music and Instrument Fund and numerous other university departments and organizations also donated money. The orchestra collaborated with Music Celebrations International, a music tour scheduling company, to arrange the schedule and venues for the tour.

“I’m so excited to go to Ireland because we’ve been trying to go on tour for so long,” said violinist and Concertmaster Brooke Camarda ’13. “Normally, we would play in Sayles Hall which isn’t the best venue. So, it’ll be exciting to play in such big space. Also, playing in front of such a large audience, even the applause will be different.”

In Ireland, Brown University Orchestra will perform, “An American Celebration of Music in Ireland” featuring iconic American classics such as “Symphonic Dances from West Side Story” and “An American in Paris.” The Orchestra will also perform a piece entitled “Global

Warming” by American composer Michael Abels.

“It’s a piece about cultures coming together,” Phillips said. “Following the election of Nelson Mandela, it was also one of the first pieces played by a black composer by the National Symphony of South Africa.”

The musicians also plan to visit famous sights throughout Ireland, Phillips said. Before playing in the National Concert Hall in Dublin, the Orchestra will explore the city and visit St. Patrick’s Cathedral and Trinity College, the country’s oldest university.

“It’s a pretty big group, and I’ve been involved since freshman year, but there are still people that I can get to know,” said flautist Natasha Bluth ’15. “I think it’s going to be a really great bonding experience for us.”

Pianist Anthony Bui ’13 is excited to perform internationally and considers this tour “an experience of a lifetime,” especially since he won’t be as involved in music after he graduates, Bui wrote in an email to the Herald. As a soloist, Bui had to learn challenging pieces in a short period of time, he wrote.

“But, it’s been well worth it. I am most excited about experiencing a new culture with some of my closest friends,” Bui wrote. “I could not be more excited.”



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Drug expected to cure sepsis fails phase three trial

The failure of a promising drug, Eritoran, disproves the most recent hypothesis for the cause of sepsis

By STEVEN MICHAEL
STAFF WRITER

A clinical trial led by Steven Opal, professor of medicine at Alpert Medical School, found that the drug Eritoran was no more effective in treating sepsis than a placebo. The study was published in the Journal of the American Medical Association earlier this week.

The study involved close to 2,000 patients with severe cases of sepsis, an infection that often arises when people are being treated for other illnesses, according to a University press release.

Results from the study disprove the hypothesis that the release of toxins inside bacteria causes inflammation leading to death in sepsis patients,

Opal wrote in an email to The Herald.

Opal wrote that researchers were testing a strategy to treat inflammation due to sepsis by inhibiting a specific receptor in the human immune system — the “toll-like” receptor. “There was high hope that this strategy would work where others had failed. Unfortunately, this was not true,” Opal added.

Alfred Ayala, a professor of surgery at the Med School who was not involved in the study, pointed to a central difficulty in sepsis research — defining the disease itself. He compared defining sepsis today to defining cancer a few decades ago, since there are many types of cancer with varying pathologies and treatments. Patients can develop sepsis in

intensive care units or in long-term care facilities, resulting in different forms of the disease, he said.

“Maybe we have used a simplistic idea of sepsis. The definition historically is a combination of inflammatory response and a source of infection. Sometimes it’s well-diagnosed. Sometimes it’s not,” Ayala said. “The definition you use to recruit patients may affect results.”

Eritoran was designed to treat sepsis based on the theory that inflammation drives the disease, Ayala said. He questioned this assumption and said there may be a need to re-think the pathology underlying sepsis. From the perspective of sepsis as the failure of the immune system, stimulating a patient’s immune system might treat the disease, he said.

The unsuccessful phase three trial occurred after a promising phase two human trial and a successful treatment trial in mice.

A Feb. 11 New York Times article reported that researchers found mouse models are “misleading” for treatment of certain human diseases like sepsis due to significant genetic differences between the two species.

“Mice had been known to be a poor predictor of response to therapy for septic shock for over 25 years,” Opal wrote in his email.

But Opal noted that the mouse model proves useful for studying toxicity, action mechanisms and dosage, which cannot be examined in cell cultures. Larger animals would be better models for human disease, but they are too expensive to use in research, he wrote.

“It’s a very important study. It’s a little surprising given that the phase two study looked promising,” said Richard Hotchkiss, professor of anesthesiology, medicine and surgery

at Washington University School of Medicine in St. Louis. He added that Opal is a leader in the field of sepsis research.

The limited sample size of the phase two trial and changes in treatment of sepsis may explain the success of that earlier human trial, Hotchkiss said. Patients now receive antibiotics to treat sepsis at an earlier stage of the disease, resulting in a lower mortality rate, he added. “Sepsis is being treated more effectively, so some of the drugs that were effective in phase two may not work anymore,” he said.

Opal said in the press release that it is not worth doing more trials of drugs that work to inhibit the same receptor that Eritoran targets. “We proved pretty convincingly that it’s not going to work in established septic shock, at least as a single agent,” he said in the release.

// Search page 1

said the family is exploring all avenues of searching.

“We’re trying to keep all options open, just channel this amazing amount of support and offers of help from the community and trying to use that in the most efficient and impactful way possible,” she said. “That might mean encouraging people to contact people in their own areas wherever they’re located.”

Searchers are starting to look at areas outside the city where Tripathi could have traveled by bus or where he might have contacts, particularly in Rhode Island and Boston, Atterbury added. Family members and friends are also considering expanding the search to other neighboring states, she said.

Other members of the Brown and

Providence communities have also reached out to help with the search effort, Atterbury said.

“Friends in the area are helping to distribute flyers — we’ve even gotten offers from food trucks — and Sunil’s former workplaces have been assisting in distributing his picture around the state,” Atterbury wrote in an email to The Herald. Members of the saxophone ensemble with which Tripathi was affiliated have also participated in the search, she said.

“There have been swarms of Brown students searching on foot, posting notices in stores, on bulletin boards,” Judy Tripathi wrote.

University officials, including Deputy Chief of Police for DPS Paul Shanley, University Chaplain Janet Cooper Nelson and President Christina Paxson, have also met with the family, she wrote.

The crew team has been looking for Tripathi during its daily practices on the Seekonk River, said member Chris Farrow ’15.

“There’s a poster hung up in the boathouse,” Farrow said. “Our coach has basically told us to keep an eye out.”

Tripathi’s family and friends created a Facebook page titled “Help Us Find Sunil Tripathi” Tuesday to raise awareness of his disappearance. As of press time, over 600 people, including current students, had liked the page. Some of its posts have been viewed “over 3,000 times within hours of being posted,” Atterbury wrote.

The Facebook page has helped bring together geographically distant family members and friends who “really wanted to help out and really wanted to offer any suggestions that they had,” Atterbury said. “(The page) became a good facilitator for keeping all of this conversation

together and organized.”

The page has served as a hub for collecting photographs of Tripathi, updating information about the search and organizing foot searches, with a Google map created by friends to chart places that have been combed by volunteers.

The activity on the page “is a testament to the profound degree to which (Tripathi) touches the lives of those around him,” Atterbury wrote.

She said the family has also been “overwhelmed with the support they’ve received.”

“They’re so grateful and so touched,” she said. “Especially the Brown community has done so much for them.”

Friends and family members encouraged anyone with information regarding Tripathi’s disappearance to contact Providence Detective Mark Sacco at (401) 641-8691.

// Senate page 1

cobar, reverend at Vida Abundante United Methodist Church in Providence, led the crowd on a megaphone, singing “Cristo viene, hallelujah” (Christ is coming, hallelujah). Escobar said the bill that would legalize same-sex marriage has brought together diverse Christian groups in a unified opposition.

“White pastors, black pastors, Latino pastors — we are united against (the bill),” he said.

Other opponents of the bill argued that same-sex marriage violates religious freedom and that children’s psychological development suffers when they do not have both a mother and a father.

Chris Young — a vocal Catholic who lost the Democratic primaries in the 2010 Providence mayoral race and the 2012 race to represent District 1 in the U.S. House of Representatives — told the committee that “more and more people will die from HIV and commit suicide” if the state legalizes same-sex marriage, citing statistics from the National Institutes of Health.

But Anthony Maselli of Providence told The Herald before he testified that legalizing same-sex marriage would improve the sexual health of gays and lesbians. “When people feel marginalized, they’re less likely to take care of themselves and talk openly with their partners about sex,” he said.

Matthew Lannon, who attends the Wheeler School in Providence, talked about his two mothers. “It’s a classic love story,” he said, provoking laughter from some.

“It you spent time with us,” he said, concluding his testimony, “our family wouldn’t seem so different from yours.” Lannon’s testimony drew applause, and Sen. Donna Nesselbush ’84, D-Pawtucket, called him a “rock star.”

The committee did not vote on the marriage bills Thursday, but a vote is expected to be held in the coming weeks. Though same-sex marriage legislation has passed the House in the past, it has historically been stalled in the Senate due to opposition from leaders like Senate President Teresa Paiva-Weed, D-Newport and Jamestown.

Panelists explore U.S. gun culture at Janus lecture

Scholar argues against ‘myth’ of link between video games and real-world violence

By MAXINE JOSELOW
SENIOR STAFF WRITER

“Firearms are an indelible element of U.S. culture,” said Craig Whitney, author and reporter for the New York Times, at “Guns in America: Cultural Legacy,” the second lecture in a three-part Janus Forum mini-series.

Whitney explored the intersection of culture and gun violence in America

alongside panelists Cheryl Olsen, co-director of the Harvard Medical School Center for Mental Health and Media, and Ellen Alberding ’79 P’12, president of the Joyce Foundation, which researches gun violence prevention. The panelists addressed an audience of about 40 in MacMillan 117 Thursday night.

Olsen argued against the “myth” that violent video games inspire real life acts of violence. The public tends to view the video game industry as a “scapegoat” for violent tragedies like mass shootings, she said, referencing accusations that Adam Lanza, the perpetrator of the Newtown shooting based his path through Sandy Hook Elementary School on a video game scenario.

But “there is no good evidence so far that media violence promotes or triggers

any instances of real violence,” she said.

Politicians perpetuate the link between the video game industry and real life violence to gain popular support, Olsen said. “It’s easy for politicians to talk about protecting children from media violence,” she said.

Politicians also rely on biased language to sway the public about gun violence issues, Alberding said. Politicians favor the phrases “gun violence prevention” over “gun control,” and “stronger gun laws” over “stricter gun laws” in their public messages, according to research by the Joyce Foundation, she said. They also cling to “language that talks about the freedom to be safe in our communities,” she said.

The panelists agreed background checks and anti-trafficking laws could

help reduce instances of gun violence.

The current 40 percent rate of all gun transfers occurring without a background check cannot continue, Alberding said.

“I think Congress should be ashamed of itself if it doesn’t pass a universal background check law,” Whitney said.

After an hour of speaking, the panelists took questions from the audience.

Alex Friedland ’15, fellows director of the Janus Forum, asked Olsen whether the music industry promotes violence.

“I grew up playing video games like Grand Theft Auto, and I don’t think it’s made me more violent. But there is a real culture of violence in rap music,” Friedland said. “Do you have any research that backs that up?”

Not enough research has been done on the effects of the music industry on gun violence, Olsen said.

Kim Ziegelmayer, a community member and co-founder of Mothers and Others Against Gun Violence, said she thought the event provided a valuable conversation on gun violence in the wake of the Newtown tragedy.

The panelists’ opinions clashed less than those at the first event in the mini-series, said Haakim Nainar ’14, executive director of the Janus Forum. But each panelist provided “different dimensions” to the conversation based on his or her area of academic expertise, he said.

The third and final event in the mini-series April 9 will explore the role of mental health in the gun violence debate.

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Alums help Boston students overcome disadvantages with Match Corps

Through a competitive fellowship, six Brown alums tutor urban students in Boston

By **EMMAJEAN HOLLEY**
STAFF WRITER

It seems like an odd jump from the flexible anti-structure that gives Brown its laid-back reputation to a school where kindergartners are called “scholars” and get demerits for slumping. But for the six Brown alums who work as tutors at Match Corps: Boston, it’s not a question of autonomy — it’s a question of equality.

Match Corps is a one-year fellowship program that brings top college graduates to tutor disadvantaged youth in the Boston area. At Match charter schools, tutors work with small groups, often one-on-one, and form close relationships with students and their families, according to the program’s website.

“Match’s mission is to help all students succeed in college and beyond by giving them the best education they can get,” said Match Corps COO Michael Larsson.

The program directs its efforts toward helping kids in city schools in an effort to overcome the stereotype that students in urban areas are unable to achieve their full potentials. If students in urban public schools are less equipped for success, it is because they are “historically extremely underserved in the education system,” said Reuben Henriques ’12, a current member of Match Corps.

Matching potential

Henriques said he is a firm believer that providing all students with “equal access to structures of power” through skills like reading and critical thinking is crucial not only for the individuals but also for society as a whole.

“A democracy needs people who can advocate for themselves and function in a healthy debate — not just rich, white students, but everyone,” he said.

Henriques is part of the Match

Teacher Residency program, which trains and prepares tutors who plan on continuing to work in urban education after their year in Match Corps. In addition to their normal Monday-through-Thursday workloads, MTR members participate in teacher training on Fridays and Saturdays.

It’s a considerable time commitment, and Henriques said he struggles to “find a balance between my work and my life.” But he said the residency fellowship is one of the best ways to become a teacher. With a 6 percent acceptance rate, the program is more selective than the Harvard Graduate School of Education and Teach for America, according to its website.

“You get to cut to the core of an actual teacher role, so it’s not a lot of theoretical pedagogy,” Henriques said. Working in small groups gives him a unique insight into key issues that might be more difficult to address in the context of a larger classroom, he added.

Match values “honest and direct feedback” to instructors, Henriques said, adding that feedback he has received is “very specific about what I’m doing well and what I should do differently.” This criticism has proven a valuable opportunity for his growth along the “learning curve” of teaching and has helped him tackle issues like redirecting students who have veered off-course and helping them internalize what they’re taught, he said.

The most important lesson Henriques said he hopes to impart to his students is how to assume independence. “Students often struggle with taking ownership of themselves, and I’m only now getting some idea as to how important this is,” he said.

‘No excuses’

The central philosophy behind the Match schools encompasses the concept of “no excuses,” meaning that there is no acceptable reason — including income, special needs and family circumstances — that a student should not succeed, said Matthew Bubley ’09, director of the Match Corps program.

“The idea of ‘no excuses’ serves

as our starting point,” Bubley said. “Everybody’s going to learn and everybody’s going to make progress, no matter what.”

The elementary school adds extra emphasis on teaching English as a second language.

While Match schools hold high expectations for their students, the program also expects a lot of its teachers.

“By sheer statistics, you’re bound to have kids in your class who will have a difficult home life, or who have trouble learning how to read and write, or who act out or are a victim of any number of circumstances,” Larsson said, “but none of this should excuse the student, the teachers or the leaders of the school from their dedication to that student’s success in life.”

That standard of collective excellence is evident in the school’s disciplinary policy.

Many high school students quickly learn which teachers are the most lenient on tardiness and which ones enforce a cellphone ban with an iron fist. A certain lack of uniformity in the rules could allow students to play the system through selectively good behavior. This is not the case under the Match schools’ demerit-based disciplinary model, which stresses consistency in all situations.

“Every student knows that no matter what class they’re in, certain things will get them a demerit,” Henriques said, including failing to complete assigned work, bringing food into class and not paying attention.

He added that this system aims to impart the “underlying norm in what professional behavior is” in the hopes that these habits will enhance students’ abilities to “get connections” and achieve success down the line.

“In the real world, you need to act in ways that convey respect and interest. That’s why there’s so much emphasis on sitting up straight, on being outwardly engaged and focused,” Henriques said.

Though the rigid rules are designed with the students’ best interests in mind, tutors must exercise a certain degree of patience to enforce them con-

sistently, said Jacques Greenberg ’12, who teaches at the Match elementary school in Boston.

A little goes a long way

But aside from simply mastering the course material, strong teacher-student relationships are particularly important, Larsson said. “We truly believe that kids don’t care how much you know until they know how much you care,” he said.

Bubley said that while he had “a lot of pie-in-the-sky, big-picture reasons” for joining Match Corps, he stayed because of the relationships that he formed with students and families. “That’s the small stuff, but it’s also the real stuff,” he said.

Chloe O’Connell ’12 also spoke fondly of the close ties she has developed with her students and their families. “You’re not really their teacher, and you’re not really their friend,” she said, “but you’re sort of this weird, amazing combination of both. That’s got to be the most rewarding thing.”

But the intensity of instructors’ personal investment can yield certain challenges.

“The job requires so much time and so much heart and energy for other people whose ultimate performance you can’t totally control,” Bubley said. Recalling his days as a Match Corps high school teacher several years ago, he said it was difficult not to hold himself entirely responsible when a student made poor choices outside of school or did not improve as much as he hoped.

O’Connell echoed the sense of deep responsibility she feels toward her students. She said it’s frustrating when she tries as much as possible and her students “still don’t get it.” Instructor support and feedback is particularly helpful during these trying moments, she added.

Ultimately, O’Connell said she knows how much she’s learned since the beginning of the year and how much this has allowed her to improve as a tutor.

“I’m finding more and more that every kid needs something different, and it’s all about figuring out what they need

so you can give it to them,” she said, adding that various students respond better to more emotional, cognitive or disciplinary support. “Sometimes the best thing you can do for them is to pester them to do their homework,” she said.

‘The fight of our generation’

Greenberg said 30 percent of students in the program were “on track” at the beginning of the year to pass the state standardized test, the Massachusetts Comprehensive Assessment System. Now, at just over halfway through the school year, 80 percent of students are projected to meet this goal. The implications are far-reaching — studies show that students’ third-grade performances on the MCAS correlates with their college graduation rates, Greenberg said.

Though one of the school curriculum’s primary goals is to maximize test performance, this investment in the standardized approach arguably comes at the expense of certain enrichment, Greenberg said.

“Students are taught to think inside a certain box,” he said. “The upside to this is that if you put any standardized test in front of them 10 years from now, or even today, they’ll be wildly successful at it — but at what cost?”

While he said this is ultimately up to teachers’ judgment, he added that this creative enrichment can be something of a luxury.

“In some charter schools, you play with play-dough all day and you do just fine because you’re reading and speaking English at home,” Greenberg said. “But if a kid is playing with play-dough at school and listening to Arabic at home, how well are they going to do on a multi-step word problem that’s written in English?”

Education inequity is “probably the biggest barrier to socioeconomic mobility and broader social equity in the country,” Bubley said. “Until schools give every kid in the country a fair shot, we will not be the meritocracy we purport ourselves to be. This is the rising tide that is the fight of our generation.”



Thanks for reading!

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// Divest page 1

the president, in University Hall at noon Thursday. Paxson was absent, but Roskiewicz said she would ensure Paxson received the letters.

In the second letter, the Brown Divest Coal group requested a “special meeting” with the Advisory and Executive Committee of the Corporation prior to the Corporation’s next meeting in May. A conversa-

tion between the two groups would serve to answer committee members’ questions and introduce further information regarding the group’s divestment campaign, members wrote in the letter.

“Setting up a preemptive meeting with us would make the Corporation meeting in May more efficient,” said Dan Sherrell ’13.5, a Brown Divest Coal member and a part of the group who helped present the letters.

Dawn King, visiting assistant professor in environmental studies, was part of the collection of Brown Divest Coal members who presented the letters. She said she has helped with the campaign by assisting with a teach-in led by the group and that she saw the letters as a tool for sparking campus-wide discussion on the issue.

“These letters will hopefully start a dialogue,” she said. “It seems like a very logical place to start.”

COMICS

Join the Club | Simon Henriques



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DIAMONDS & COAL

EDITORIAL CARTOON BY ANGELIA WANG

A **diamond** to the campus comedy writer who said, "We want the ladies. We really want them. But we just can't get them." Welcome to post-pubescence.

Coal to Professor of Religious Studies and FEC member Harold Roth who said that Duke University's practice of evaluating faculty for promotion based on excellence in two out of three criteria "reminds me of that Meat Loaf song, 'Two Out of Three Ain't Bad.'" We hate to think of what faculty policy reminds him of "I Would Do Anything for Love."

Coal to Men's Lacrosse Head Coach Lars Tiffany '90, who said, "We're going to beat the heck out of each other at Monday's practice and keep sharpening the sword." Does their cool-down involve playing Dungeons and Dragons?

A **diamond** to Kathy Clarendon, Rhode Island Historical Society director of development and public relations, who said, "We wanted to make sure the wood went to a good home." Really, every man's dream is for his wood to go to a good home.

Cubic zirconia to President Christina Paxson for giving Min Zhu, deputy managing director of the International Monetary Fund, a C-minus as his final grade for a class she taught at Princeton's Woodrow Wilson School of Public and International Affairs. Clearly he should have taken it S/NC.

Coal to Edward Wheeler, director of health services, who located the "epicenter" of the norovirus outbreak in Keeney Quadrangle, where there are a large number of people in shared bathrooms. The norovirus is probably the least worrying infection contracted in those bathrooms.

A **diamond** to Guy Edwards, research fellow at the Center for Environmental Studies, who said, "I wouldn't be surprised if you could buy a Hugo Chavez t-shirt in the next 10 years despite the good or bad things he might have done." We personally hope Chavez's legacy lives on with his face emblazoned on some nice beer koozies.

A **diamond** to Stephen Nelson, higher education expert and senior scholar in the Leadership Alliance at Brown, who said about capital campaigns, "Almost as soon as one campaign has ended, the planning for the next campaign begins." That's our attitude for hitting on hotties at the bars.

Coal to Sharon Zukin, a sociology professor at Brooklyn College and CUNY, who said, "When we talk about change in cities, we often see that change first on shopping streets." We always knew the demise of modern urban society would begin with the Canadian tuxedo.

A **diamond** to the student who said, after attending a lecture on market-based climate change solutions, "It was great hearing for once how conservatism doesn't necessarily mean ignorance." We are glad to see your time at Brown has broadened your horizons.

A **diamond** to the chair of the UCS Communications Committee who said of UCS Week, "The yoga and the food draw more people in because they can engage and do something fun." That's why our favorite pose is downward facing dog eating doughnut.



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QUOTE OF THE DAY

"A democracy needs people who can advocate for themselves and function in a healthy debate — not just rich, white students."

— Reuben Henriquez '12

See MATCH CORPS on page 5.

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Should Brown bring ROTC back to campus?

YES



DOROTHY LUTZ
OPINIONS COLUMNIST

In 2011, then-President Ruth Simmons upheld the 1972 decision to ban the Reserve Officers' Training Corps Program on campus. I urge President Christina Paxson to reconsider this decision and re-establish ROTC at Brown. The University's ban on ROTC denies students the freedom to explore an important career in public service, cultivates a counterproductive anti-military bias on campus and exacerbates the worrying rift between the U.S. military and civilian society.

To begin, the clearest recognizable majority of current students and alumni support Brown's greater involvement with the ROTC Program. According to a 2011 Herald poll, the largest plurality of students, at about

43 percent, favored or somewhat favored Brown's increased support for the ROTC Program, whereas 13 percent held no opinion. A minority, about 23 percent, opposed.

Second, alumni favor for the program is clear. The Committee on ROTC, convened in 2011 by Simmons to investigate the debate, polled alumni. Seventy-seven percent of alumni were either in favor or strongly in favor of bringing the ROTC program back.

Lastly, our peer institutions across the Ivy League have all invited ROTC units back on campus, due largely to the military's repeal of Don't Ask, Don't Tell. Brown is currently the only Ivy League institution that does not field an on-campus ROTC unit. Students, alumni and our peer institutions all support ROTC programs because they add significant diversity to communities, combat anti-military bias on campus and prepare stu-

dents for valuable careers in public service through the U.S. Armed Forces.

The Open Curriculum ensures students the freedom to direct the course of their educations. Banning ROTC from campus denies students interested in military careers from exploring and pursuing their ambitions to the fullest possible extent.

Many counter this claim by asserting that the military's fundamental principles run counter to a liberal education. Opponents to ROTC fear the "militarization" of campus and claim that ROTC's curriculum espouses "indoctrination" counter to the Open Curriculum and our commitment to free thinking.

This claim is inflammatory and false, and we need look no further than to the significant contributions the small group of military veterans at Brown have made within the past few years. Every year, the Alfred H. Joslin Award is awarded to exceptional members of the senior class who have "not only enhanced their own liberal education, they have also provided services, programs and other opportunities for involvement to their peers, thus enhancing the learning environment for all students."

Speaking in 2008, President Obama made the following statement in response to Columbia's decision to reinstitute an on-campus ROTC unit, "The notion that young people here at Columbia, or anywhere, in any university, aren't offered the choice, the option of participating in military service, I think is a mistake."

Paxson, Brown's decision to uphold the ROTC ban was a mistake that ought to be reconsidered.

Dorothy Lutz '13 can be reached at dorothy_lutz@brown.edu.

Zacks' Rebuttal

Lutz argues that Brown's ban on ROTC "cultivates a counterproductive anti-military bias on campus" and I ground my opinion in an anti-military worldview.

To speak of bias is to assume neutrality — that is, to mistake the status quo for an objective, self-evident position. Yet to reinstate ROTC on our campus is to take a stand for U.S. imperialism. By training commissioned officers for the military, we are giving our active institutional support, both material and symbolic, to a state-sponsored system of organized murder. If it sounds dramatic, that is because the deaths of tens of thousands of children in Iraq and Afghanistan, the destruction of homes and livelihoods of millions, the daily violence inflicted on nonwhite non-Western peoples around the globe by the United States Armed Forces are all dramatic. Keeping the ban on ROTC is one small way in which we can denounce these acts.

Lutz makes the interesting point that banning students from exploring potential careers in torture and destruction goes against the principles of

the Open Curriculum. A practical retort is that Brown students who wish to pursue such careers can do so through the ROTC unit at Providence College. But beyond that, it is important to note that ROTC has required courses taught by military instructors, which undermines the role of faculty members in shaping curriculum and clashes sharply with the Open Curriculum.

I am inclined to agree with Lutz that, sadly enough, the Enlightenment notion of a liberal education has always existed alongside colonialism and imperialism. We live in a militarized society, and even without special privileges to soldiers we are embedded in a military-academic complex. Clearly, we differ in our moral and political evaluations of this fact.

I would like to emphasize once more the implications of the Solomon Amendment for reinstating ROTC. If we bring ROTC back, we can never remove it again. Finally, if I were to address President Christina Paxson as well — divest from the illegal Israeli occupation, cut our contract with Adidas and keep the military out!

NO



MIKA ZACKS
OPINIONS COLUMNIST

Before coming to Brown, I was to be drafted to the Israel Defense Forces and had to go through a process of conscientious objection to obtain my exemption. Part of that process was an illuminating interview with an objection committee composed of a military psychologist, some grave-looking male officers and one or two female soldiers who clung so tightly to the right to remain silent I barely noticed their presence. I was asked, among other things, whether I'd consent to performing a nonviolent task as my service.

I closed my eyes and thought of Joan Baez's grandma and answered well enough to be exempted, but my larger point is that a conscious, moral being cannot get past the simple fact that what a military does is kill and terrorize with the full backing of the state. You may not see this terror while doing human resources statistics in a dusty office or comparing notes with your soldier classmate, but it continues to rage in places we have deemed somehow less human, be they Pakistani schools or Gazan hospitals.

To me, the question is not one of discrimination against queer folk — of which there remains plenty, despite the repeal of Don't Ask, Don't Tell — or of sexual violence against women, which is endemic. The fundamental issue is the imperialist violence to which millions are subjected worldwide — vio-

lence that no internal reforms can address. The notion that an outpouring of brilliant and ethical Brown students can make the U.S. Army a better and more socially responsible institution is laughable. But when I think back to the elite school I attended in Israel, and to my former classmates who flocked to intelligence units, the relationship between academic and military institutions becomes decidedly not funny.

I know many of the activists who have worked to maintain the ban on ROTC do not share my position. There are many compelling arguments to be made against special privileges for ROTC that do not address the legitimacy of the institution itself. But in this platform I wish to emphasize that in my opinion, we should not bring ROTC back to our campus because we choose to reject state-sanctioned violence and making a contribution to it. The original ban occurred in the context of the Vietnam War, in denunciation of US imperialist war crimes. Our contemporary moment is no different.

Finally, a hugely important point to keep in mind is that the Solomon Amendment, enacted in 1996, makes it virtually impossible for universities to remove ROTC from their campuses without losing federal funds. Thus, reinstating ROTC would be an irreversible step, inaugurating a complicity without end.

Mika Zacks '15 thinks bringing ROTC back to our campus is a terrible, terrible idea. She can be reached at mika_zacks@brown.edu.

The fundamental issue is the imperialist violence to which millions are subjected worldwide, violence that no internal reforms can address.

Lutz's Rebuttal

Zacks' argument hinges on the false claims that our contemporary moment is no different to the Vietnam Era and that Brown ought to reject ROTC in opposition to the use of state-sanctioned violence. We cannot compare the contemporary moment to the Vietnam Era in this regard. With the institution of the All-Volunteer Force in the wake of the Vietnam War, young Americans increasingly chose to opt out of military service, and a smaller and smaller portion of citizens now shoulder the burden of military service. In the words of military historian Andrew Bacevich, young Americans today don't "turn against" the war as protesters did in Vietnam — they simply "tune out."

By rejecting ROTC on campus, we here at Brown have the luxury of "tuning out." We tune out the fact that unlike those living in Israel, only .75 percent of Americans shoulder the burden of military service. We tune out to the fact that Congress has the lowest number of military veterans since the United States began collecting data on veteran service in government after World War II. While Mika and I spar over the newspaper pag-

es of an elite institution, we "tune out" the fact that war is a reality of modern life and push the necessary public service that is joining the U.S. military onto others.

Zacks also suggests that Brown ban ROTC in keeping with an all-out rejection of the military and the use of state-sanctioned violence. Zacks ignores the fact that Brown sustains a relationship with the U.S. government in the form of federal financial aid for students and federal research funds. We invite the U.S. government to provide valuable resources to campus, yet we reject the notion of inviting a certain branch of that government — the military — onto our grounds.

Brown's decision to ban ROTC on campus wasn't motivated by a "turning against" state-sanctioned violence and the war. It was motivated by the ability for elite institutions to "tune out" the U.S. Military and the realities of war. The more elite institutions choose to "tune out" the war, the greater the likelihood that the American public will continue to remain detached from the country's increasing use of force within our lifetimes.

ATHLETE OF THE WEEK

Jack Kelly '16 anchors lacrosse in last four victories

By **GEORGE SANCHEZ**
CONTRIBUTING WRITER

The men's lacrosse team goalie Jack Kelly '16 was named the Ivy League Rookie of the Week for his contributions in last Saturday's game against Harvard. Bruno came back from a two-goal deficit, with Kelly making five of his 15 total saves for the game during the fourth quarter.

The Bears have won their last four games with Kelly starting between the pipes in each of these games. Teams are averaging a total of 7.27 goals against Kelly on a per game basis — this is the lowest mark in the Ivy League and ranks in the top 10 nationally. The squad will continue play during spring break as they take on three opponents, including the No. 14 University of North Carolina. For his stellar goalkeeping, The Herald has selected Jack Kelly as Athlete of the Week.

The Herald: The game against No. 5 University of Massachusetts Amherst last week finished in a thrilling, overtime fashion. How was it? What was the atmosphere like?

Kelly: It was really exciting — it was my first game against a high-powered team. We went in there and not a lot of people expected us to even stay with them. It was a huge win for us, especially because we are currently unranked

and they are No. 5.

Can you talk about how you expect the team to keep up its current momentum as the season progresses?

We still have a lot of work to do, and we have a tough schedule coming up now. We play UNC next, and they are a top 10 team. And a lot of the Ivy League teams are really high ranked. We have done a lot of good stuff, but we still have not played the best we can play.

Do you have any pregame rituals?
Not really, I just listen to music. (I listen to the) same playlist every game consisting of mostly rap and techno.

How has the transition been from high school athletics to college athletics? Was it what you expected?

The toughest thing for me is the games are three minutes per quarter (longer) in college. It's essentially playing five quarters of high school lacrosse. The speed of the game is not much different (because) I played on a team that played fast in high school. The shot speed is a lot faster, especially as the goalie. Trying to stay focused for so long is a lot tougher.

How did you first start playing lacrosse?

I always played as a little kid with all

my friends. My town (West Islip, N.Y.) is a really big lacrosse town. My older brother played, and all my friends' older brothers played.

What do you see yourself doing after graduation as far as a career and lacrosse are concerned?

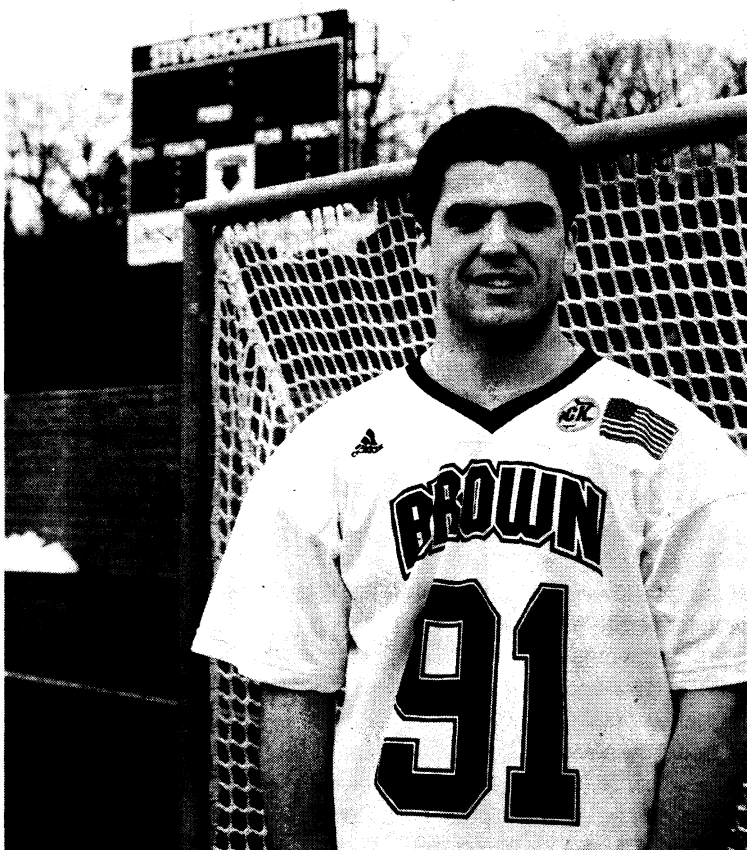
I don't think there's a future in lacrosse for me personally. I would play non-competitively in a fun league during the summer with friends who have graduated, but not competitively at all. As far as job-wise, I really have no idea at this point.

What are your favorite athletes and sports teams?

I am a huge hockey fan, so I'm going to have to go with the New York Islanders. As far as athletes, that's tough. I'd go with J.R. Smith on the New York Knicks because he's a very in-your-face, high-energy player. I like how he does all the dirty work on the team, and accepts it. Although not many people recognize him as a really good player, I still like him a lot for what he brings to the team.

What are your interests outside of lacrosse?

When I'm home I go to the beach a lot to relax. When on campus, I'm just hanging out with friends and relaxing when I'm not studying or practicing.



DAVID DECKEY / HERALD

Kelly was named the Ivy League Rookie of the Week and he has the lowest average goals against in the Ivy League at 7.27 per game.

McCoy '14: The multiple faces of the bracketologist



ETHAN MCCOY
SPORTS COLUMNIST

We're currently in the midst of arguably the two greatest sports days of the year. With 32 games in 36 hours, from noon 'til midnight on both Thursday and Friday, the first round of the NCAA tournament promises dramatic upsets, frantic comebacks, epic collapses and Gus Johnson seizure-inducing buzzer beaters.

But of course, the American cultural phenomenon of March Madness is more than just the games themselves. It's all about the brackets. From office pools to family pools to swimming pools (Spring Weekend 2013, AMIRIGHT?!), pouring over brackets with pride and money on the line has become a staple of the sporting zeitgeist to the point where "bracketology" has earned its spot in the vernacular.

Filling out a bracket can be one of the most challenging tasks for the sports fan, whether it's someone who has followed RPI rankings from October or someone who thinks a mustachioed Adam Morrison is still sobbing in the fetal position at midcourt (Heartbreak City for you Johnson fans). In my younger years, I spent my Selection Sunday nights scrutinizing teams, weighing risks

and revising my picks until I was left with a tangled web of scribbles and eraser marks making up a bracket to be busted within the first six hours of day one. I also made my cat fill one out by yelling the team names at her and then judging her reactions. (I routinely bested her picks of a seven, nine, 14 and 16 seed in the Final Four — and socialized with humans.)

Many people think they have the unique and right method to solving the riddle of the bracket, but I'm here to tell you they're wrong. In your pool, you'll likely see competitors fulfilling several archetypes of the bracketologist — you yourself are probably one, as well.

The odds of picking a perfect bracket are 1 in 128 billion, but these people all give it a shot — in some ways better than others.

The Safety Net — A nervous wreck about embarrassing him or herself in front of friends, family and coworkers, the Safety Net minimizes risk, steering clear of upsets and Cinderella runs — favoring instead a plain vanilla bracket with all one seeds in the Final Four. On occasion, the Safety Net is known to go out on a limb and send a 10 seed to the second round or (gasp) a five seed to the Sweet Sixteen. The likely result is a middle-of-the-table finish. No glory and no fun — but no humiliation around the water cooler — the Safety Net is the most common breed of bracketologist.

The Plagiarizer — Spends his days studying the picks of "experts" and former players from numerous media outlets. The Plagiarizer considers him or herself a student of the game but after several stabs at the bracket, ends up copying the Sports Illustrated centerfold. Warning: This may lead to expulsion from bracket pool if discovered.

The Cinderellaphile — Picks multiple double-digit seeds to make runs into the Sweet Sixteen and beyond. The Cinderellaphile understands that he or she is not likely to win the bracket but little does he or she care. It's all about the bragging rights, and through May you'll be likely to hear about the next George Mason, VCU or Butler if the Cinderellaphile manages to strike gold.

The Stat Mongerer — This person is likely to put the most effort into his or her bracket. Studying everything from strength of schedule to home and away records and records against the RPI top 50, the Stat Mongerer is cold and calculating in his or her approach. The Stat Mongerer is a yearly threat to take the bracket, but whatever the result, ends up losing after realizing the hours he or she spent in front of a computer screen.

The Fanboy — Who cares that my alma mater is a 13-seed? The Fanboy throws all logic out the window and believes that picking his or her favor-

ite team to win should will them to victory. Likely refers to the players as "my boys" or on a first name basis, even though the Fanboy graduated in the class of '88. When the team ultimately crashes and burns in the second round, the pain is doubly harsh on the Fanboy.

The Funny Guy — Thinks it would be just HILARIOUS if four 16-seeds reached the Final Four or if South Carolina won it all because its mascot is the Game Cock (LOL!). He or she will pick teams in the NIT and likely give his bracket a pun-heavy name, probably something having to do with balls. The Funny Guy also enjoys the trash talking but is quick to remind everyone that he or she is so delightfully irreverent that he or she has no shot of winning. This person is a perennial sure bet to finish somewhere near last.

The Elitist — Picks teams based on their reputations as institutions of higher learning. The Elitist remembers the good old days when the Ivy League schools were the kings of collegiate sports and is convinced that the most cerebral teams will outsmart their dumb jock opponents. This year, the Elitist's Final Four consists of Duke University, Harvard, Georgetown University and University of California at Berkeley. He or she will finish toward the middle of the pool but will finish number one in being an asshole.

The Regionalist — Hates what is happening to the tradition of college sports and the dissolving of the traditional power conferences. The Regionalist pledges his or her allegiance to a single conference and is likely to select a Final Four consisting of those teams. The Regionalist most commonly emerges from the lands of the Big 10, ACC and SEC and considers him or herself a fan of the conference as a whole, maximizing the chances of having his team win.

The Aesthetician — A common find among moms, the Aesthetician prioritizes his or her picks based on school colors, uniform designs and mascots. They just want to "have fun," and that Oregon Duck is just so silly! Also known to root for good sportsmanship and pageantry, the Aesthetician usually forgets that he or she submitted a bracket in the first place. He or she will beat you and make you question your fanhood.

Whichever method you may subscribe to, bracketology is always a crapshoot. So sit back, relax and enjoy having your heart broken and wallet emptied, only to do it all over again next year.

Ethan McCoy '14 is resigned to another year of blind guessing and mediocre bracketology. Commiserate with him at ethan_mccoy@brown.edu.

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