

# THE BACHELOR

THE STUDENT VOICE OF WABASH COLLEGE SINCE 1908

## SIX ON TO NATIONALS

SEE PAGE 13



**REECE LEFEVER '16**



**RILEY LEFEVER '17**



**JOSH SAMPSON '14**



**AUSTIN O'NEAL '14**



**TOMMY POYNTER '15**



**CONNOR LEFEVER '15**



# HI-FIVES

FIVE THINGS WORTHY  
OF A HI-FIVE THIS WEEK

## ATHLETES COMPETE ON NATIONAL STAGE

Mason McKinney '17 and Cordell Lewis '17 had the opportunity to travel and compete in the 2014 USA Cross Country Championships. The duo placed 22nd and 3th respectively. However, they weren't the only giants to appear on such a stage. Tow-time national champion Jake Waterman '13 raced at the USA Indoor Track and Field Championships. Waterman placed 16th in a class that included two-time Olympic qualifier Nick Symmonds.

## SWIMSUIT EDITION GRACES LIBRARY SHELVES

Lilly Library has a copy of the Sports Illustrated swimsuit edition. No, you cannot check it out of the library, but you can bask in the time-honored edition of the swimsuit edition. Observe the legends and the rookies of the swimsuit issue. All feelings aside, that's darn good photography.

## S.A.T. DROPS ENGLISH PORTION, BACK TO 1600

Remember learning the technical grammar rules and essay prompts you had to write during the SAT? Well, the College Board, the proprietor of the test, took the bold move to drop the English portion of the SAT. It will resume to its former glory of Mathematics and Reading Comprehension. The scores will be out of 1600 once again. Depending on your English score, this may be a low-five instead.

## NYT OWNS UP TO PRINTING MISTAKE

Most newspapers often have a few misprints here and there. The esteemed *New York Times* corrected an article it printed, however, this correction aimed to remedy an error that occurred 161 years ago. The newspaper ran an article detailing the story of Solomon Northup, whose memoir *Twelve Years a Slave* was the basis of the movie. In the piece, the *Times* misspelled Northup's last name two different ways.

## YOU MADE IT TO THE HALF-WAY POINT

Congratulations! We did it. The faculty and staff are just as happy as students for this spring break. The seniors made it through comprehensive exams and midterms are a thing of the past. Be sure to stay positive and embrace the rest of the semester ending, "not with a sizzle but with a bang." Props to you if you got the *Easy A* reference.



PHOTO BY COLIN THOMPSON '17

Kendall Baker '16 has taken on the yearbook this year and aims to produce a product worth its price.

## YEARBOOK REFORM SEEKS QUALITATIVE IMPROVEMENT

**COLE CROUCH '17 | STAFF WRITER**  
• Thus far this year, the Student Senate has allocated \$16,970 for the production of 500, 96-page colored yearbooks. Leading 2013-2014 yearbook staff with 19 members, Kendall Baker '16 looks to publicize and commemorate the memories made this year.

Since the beginning of the semester, the Senate has made a distinction in its policy toward yearbook. Unlike years past, in order to get appropriate funding there needed to be a responsible, effective staff with knowledge and understanding of the production process.

Functioning like a CEO, the collective body of student representatives debated and discussed the plans and appropriateness of plans for such a significant, expensive project. After weeks of disagreements about the yearbook's past and present condition – the quality of its staff, the quantity of its budget, and the qualitative and quantitative concerns for its final product – the decision was finally passed without any abstentions to fund the yearbook. This was due in large part to the feedback and adjustments Baker made to the Student Senate's recommendations.

"I'm really excited to see what the [end] product will be," Student Body Vice President Carter Adams '15 said. "There are a lot of good guys working on it this year."

In years past, controversies sparked about the quality and excessive quantity of the yearbook, which ultimately stemmed from its irresponsible and unaccountable staff. Previously, only a few students a year ever helped create the yearbook. This year will be considerably different.

"Where last year we only had two guys working on it, this year we have upwards of 15, so it should be a lot better," Adams said.

With the help of his fraternity brothers at Kappa Sigma, Samuel Vaught '16, and others unmentioned, Baker has started the production process.

"I'm hoping to have a team meeting before Spring Break," Baker said. "Because we didn't have staff before – only two guys – we were able to produce it from a laptop. I've had to get a server, and I just got it last Friday. Now we can have something to work on."

For some in the Millennial Generation, a yearbook may seem obsolete when Facebook and other social media companies can capture memories free of charge. For others, it may seem dumb to spend more funds on a hard-copy yearbook when a digitalized copy is significantly less in price. It may just seem harder to manage and desire anything tangible nowadays that could be digitalized. However, at Wabash, the Student Senate decided collectively that it would serve best to preserve the memories of its student body by funding a full-color, hardcopy yearbook.

"I feel like a yearbook is really important for the college and the individual student," Baker said. "Really, it's not so important for us now, but it is [important] as alumni to be able to look back and remember the things we did here."

After receiving unanimous approval and funding, and therefore the trust of the Student Senate, this yearbook staff is determined, unlike years past, to act responsibly and lead effectively. All 2013-2014 yearbooks will be available next fall.

## BACHELOR

301 W. Wabash Ave.,  
Crawfordsville, IN, 47933

### EDITOR-IN-CHIEF

Scott Morrison • js Morrison14@wabash.edu

### NEWS EDITOR

Jacob Burnett • jlburnett15@wabash.edu

### OPINION EDITOR

Patrick Bryant • pfbryant16@wabash.edu

### SPORTS EDITOR

Jocelyn Hopkinson • jhopkin15@wabash.edu

### CAVELIFE EDITOR

David Myles • drmyles14@wabash.edu

### PHOTO EDITOR

Corey Egler  
cjegler15@wabash.edu

### COPY EDITOR

Adam Alexander  
amalexan16@wabash.edu

### BACHELOR ADVISER

Howard Hewitt • hewitt@wabash.edu

The purpose of *The Bachelor* is to serve the school audience, including but not limited to administrators, faculty and staff, parents, alumni, community members and most importantly, the students. Because this is a school paper, the content and character within will cater to the student body's interests, ideas and issues. Further, this publication will serve as a medium and forum for student opinions and ideas.

Although an individual newspaper, the Board of Publications publishes *The Bachelor*. The Bachelor and BOP receive funding from the

Wabash College Student Senate, which derives its funds from the Wabash College student body.

Letters (e-mails) to the editor are welcomed and encouraged. They will only be published if they include name, phone, or e-mail, and are not longer than 300 words.

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# TO BE THE FIRST: CLOYD '14 EARNS DISTINCTION IN BIOCHEMISTRY

**COLE CROUCH '17 | STAFF WRITER** • Ryan Cloyd '14 is the first student ever to earn distinction in biochemistry. Cloyd's achievement serves testament to his ability to think critically throughout his four years, and it serves as a reminder to students that thinking critically plays a powerful role throughout their journey.

Cloyd, President of the Chemistry Club and two-time research assistant intern, concludes his studies where they began four years ago: Hays Hall. Atop the third floor, his research develops, influences and encourages the kind of critical thinking at Wabash.

Cloyd spends most of his free time investigating and researching his own projects. He has worked closely with BKT Assistant Professor of Chemistry Laura Wysocki.

"Ryan has a remarkable talent for synthesizing complex information, distilling it down to the relevant ideas, and communicating those conclusions to any audience," Wysocki said.

"Most of my free time is spent doing research with Dr. Wysocki," Cloyd said.

This is not because he is asked or forced into it, but rather he claims, "I see there is always work that could be done."

Cloyd has taken advantage of the close-knitted student and teacher relationships at Wabash College.

"Ryan was in my first course at Wabash College, and he joined my lab soon after, so he has had a great influence on my experience thus far," Wysocki said. "Most of all, I think he has been an example of how much professors can learn from students as well. His interests have driven new projects in my

research."

While Cloyd is primarily Dr. Wysocki's research assistant, his influence reaches much farther than the constraints of a single laboratory. BKT Assistant Professor of Chemistry Walter Novak facetiously jibed that he should've taken Cloyd as his research assistant.

"[I will remember Ryan] as the student who should have performed research for me instead of Dr. Wysocki," Novak said.

Cloyd has been able to effectively distinguish his hard work and dedication in Novak's classroom. On a special nuclear receptor's topic, he was able to not only draw upon his general knowledge of the materials, but also use his ability to connect the text and the coursework. This is a fundamental component to the liberal arts at Wabash that develops, influences, and encourages critical thinking.

"Great students can enrich your life by encouraging you to think in new ways about problems (scientific or otherwise)," Novak said. "Ryan has truly encouraged me to think in such a manner."

Cloyd's achievement has been self-encouraging, as he has been actively exploring several avenues of higher education in the near future.

"It's surreal to be graduating soon," Cloyd said. "Everything will work out soon enough, it's just getting there [that



Walter Novak

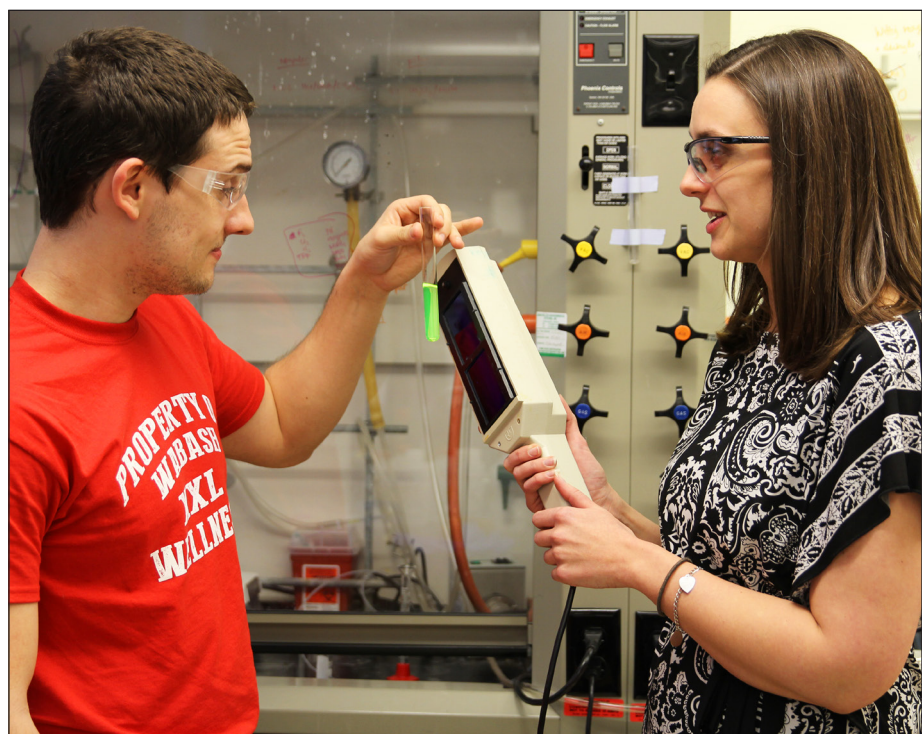


PHOTO BY IAN BAUMGARDNER '14

Ryan Cloyd '14 worked and researched closely with Wysocki during his career at Wabash.

is stressful]."

After graduation, Cloyd hopes to be accepted into a two-year research program. Following that, he wants to apply for a seven to eight year Medical Scientist Training Program, which would give him the opportunity to simultaneously earn M.D. and Ph.D. degrees.

"Ultimately, I am interested in study-

ing Parkinson's disease," Cloyd said.

Like many Wabash students, Cloyd's future is brightened by the experiences and achievements earned here. His first-time biochemistry distinction is indication of his ability to think critically across the stages of his education, and it prompts to remind students that thinking critically plays a powerful role throughout their journey.

## WABASH EMBRACES DISTINCT RESIDENCE LIFE

**TAYLOR KENYON '15 | STAFF WRITER** • When most people think of the term "residence life," they tend to imagine themed community boards with pages tacked about, colorful door signs, and weekly teambuilding exercises; yet, at Wabash College this is not the case. Like many things, Wabash usually does it differently – from our unique traditions to an all-male education. Therefore, this distinct residence life is to be expected, but how does it fit with the College's character?

"Independent living is different from the fraternity system," Associate Dean of Students Will Oprisko said. "[Independents] want that autonomy, or that unstructured contact. If the critical mass of students wanted change, the College's office would do just that."

Oprisko is quite familiar with the Resident Assistant (RA) system, formerly involved in the residence programs of Taylor University, IU-Bloomington, and John Carroll

University.

As in many aspects of life, it is difficult to have uninterested participants.

"[For example, residence life] budgets at IU sometimes flop, hard. From my experience, sometimes these activities come across as forced," Oprisko recalled. "When it is structured, it's really structured. The usual focus of these events is, 'What are the students learning?'"

"There is no allocated RA budget," said Oprisko. "My understanding is that RAs in the past have requested money for projects. Student Senate has incredible amounts of money (~\$200,000) to spend on... [activities]. Other colleges have a director of activities that has veto power over



William Oprisko

these activities. When are there too many activities? RAs would then have to weave into a time slot to compete with other clubs/activities."

Despite the lack of a budget, RAs are vital personnel of the College at an administrative level.

"We have no live-in professionals, graduate assistant resident assistants; graduate assistants; etc.," Oprisko said. "We rely solely on our RAs to lead the building. [Therefore,] RAs personally pick their policy."

Yet the word 'policy' is a rather poor and inaccurate description of this system.

"We are a policy light school, i.e. the Gentleman's Rule," Oprisko said. "RAs have the freedom by which to... [manage the halls]. It is more of a fluid, organic system."

Spencer Burk '14 is the Head Resident Assistant of the College.

"I think that our role first starts off with safety," Burk said. "It's our job to make sure students are conducting their selves in a safe manner,

[i.e.] taking care of themselves. This includes hygiene, living in a safe environment, and of course enjoying themselves on the weekend. Safety is the main aspect in a broad term, but then again we act as mentors and friends to the people on the floors. I believe it is important to gain that relationship as well."

RA Michael Del Busto '14 further compared the Wabash system to other colleges nearby.

"Other RAs have a lot of strict rules to adhere to, and have some sort of adult (non-student), hired by the school that also helps out and bears responsibilities with the RA for the floor," Del Busto said. "At Wabash,



Michael Del Busto



RAs are solely responsible for all students' needs on our floors. Those RAs seem more of authority figures, while at Wabash I think us as RAs are more like big brothers and role models who lead by example."

This high-responsibility load is handled through the freedom by which the RAs operate; diversity reinforces it.

"I think the strength of our RA team comes from just the diversity of people," Burk continued. "I think you see a very broad range from different athletes, people involved in different things, to different majors and minors with different academic goals."

"So to start off, I think a huge strength of our RA group is our diversity, and how we go about different issues," Burk said. "And as far as personally, we set our own standard as an RA. We just kind of trust that the RAs in our team to make the right decisions because of our application process; it is sort of like how Wabash knows when they admit somebody to Wabash, you don't have to worry about them because you know you have picked the best candidate to come to Wabash."

The extensive application process ensures that RAs can handle a broad range of situations.

"We don't just try to hire the people with the 4.00 GPA, we don't just hire the people who are the standout athletes or anything like that; we just



PHOTO BY IAN BAUMGARDNER '14

Spencer Burk '14 sees the diversity in RAs as a strength when handling independent life. Burk stressed the importance of freedom given to the students exemplifies Wabash culture.

try to find the best people," Burk expressed. "We just want to know that the people in those dorms are the guys who will be willing to take care of that dorm as the best as they can. I feel that relates back to the overall safety. I say safety in the same

sense, broadly. Because we're not just worried about you drinking and calling an ambulance, we're worried about that way you are living, the way you are handling yourself mentally and emotionally."

Burk believes that the freedom

"And as far as personally, we set our own standard as an RA. We just kind of trust that the RAs in our team to make the right decisions because of our application process"

BURK '14

given to students is responsible for the lack of policies and visiting hours at the College.

"I think that freedom really allows guys to set their own standard as to what that safety really means to them," Burk said. "If that safety really is drinking every weekend and making sure these guys aren't going to the hospital, that's great. If you are more of a social guy and more of a comforting guy, a mentor, that safety's going to mean to you as emotional safety. I want you to know I am here for you and that if you're going through something hard let me know. I think we try to hire people who are capable of all these things; we look for those in candidates. But once you get the job, you are able to pick your strength; I think that is what shines through when you look at the different RAs on campus."

# IAWM

The Indianapolis Association of Wabash Men

## Did you know...



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# IMMERSION TRIPS TAKE TWO: STUDENTS RECEIVE GLOBAL PERSPECTIVE

Last week, *The Bachelor* featured half of the immersion trips taking off for spring break. This issue features trips heading off to Germany, Paris, and a package deal consisting of Washington D.C., Maryland, Pennsylvania and Virginia. As always, the experiences will aim to enrich the lives of the individuals attending.

*Topics in Theology: Luther, Calvin and the Protestant Reformation by Ian Artis '16, Staff Writer*

Martin Luther, German monk, former Catholic priest, and professor of theology, was a godly man ahead of his times in terms of religion. His 95-page thesis fought back against indulgences, his marriage set the precedent for clerical marriage (for Protestant priests), and he was a key figure of the Protestant reformation. Associate Professor of Religion and Wabash alumnus Derek Nelson '99 has specific goals for his Luther course, which will solidify the course content.

"I think the trip will make the strange familiar and the familiar strange," Nelson said. "I want the students to see this was a person and a movement just like any other person or movement. He had a public life and a private life. The particular form of family life that Luther Calvin had was different because it was so long ago."

Site visits are key in allowing students the chance for readings to come alive.

"We'll spend two days in the Mainz and Heidelberg," Nelson said. "We'll then travel to Worms, and after that, a castle in central Germany where Luther was imprisoned for a year and translated the bible into German. Airtort, another site, is where Luther was a student and a monk. We will spend some time in the town where he lived. I can speak pretty good German, and have some students who are traveling with us that can also speak some German."

Immersion trips do not fall together effortlessly. They take proposals, revisions, submissions, and careful attention to detail. "We started planning this a little over a year and a half ago. Students needed to be able to sign up a semester ahead of time. Planning this far ahead actually it makes it hard to book hotels, though," Nelson said. "There's a strong connection between class content and the trip, and there's good reason for what we're doing on the trip you can't particularly do all at Wabash."

The entire trip is not all site vis-

its. Each student is responsible for teaching his peers a certain piece of Luther's life in Germany.

"Each student will do a site presentation," Nelson said. "They'll do a 10-minute presentation on it and then submit it as a paper. Each person will be an expert on that area and explain why it's important to the rest of the group. There will also be periodical blog posts on the Wabash blogs page."

Nelson hopes to avoid any last minute pitfalls or travel mishaps. The trip is planned carefully, but anything can happen.

"To go to one place would be easy, but we're doing three different sites, including Wittenberg," Nelson said. "We're scheduled pretty tightly, and packing a lot in, so we can't have too many hiccups. The last time I was in East Germany, they had the worst flooding ever in their history. It was chaotic and the mosquitos were terrible because they all hatched in the water."

Hiccup possibilities aside, Nelson is hopeful for this trip. He has an informative schedule in place, and is sure his class will take a lot away from Germany.

"The class has gone well and they're a great group of guys," Nelson said. "They're actually reading a draft of my biography of Luther. It will be published hopefully this year, and their suggestions are improving it a lot. I'm really grateful for their help. It's a fun way to do research with undergraduates."

*History of Political Thought: Medieval Political Thought and the Modern Imagination by Ian Artis '16, Staff Writer*

Medieval French architecture is not a major, minor, nor area of concentration at the College. However, Assistant Professor of Political Science Alexandra Hoerl is teaching a course this semester focusing on just that. With an immersion component in Paris, France, this class seeks to show the significance of the architecture in the lives of those who built and worshipped in them.

"The class is two-pronged," Hoerl said. "It provides exposure to selected authors and ideas construed very broadly in a geographic and chronological sense. It spans from the 6th through the 14th centuries. The students are reading texts from France, the British isles, Italy, and Holy Roman Empire. It gives them an idea of the most important ideals to come out of this period – how individuals saw themselves in relation to God, kings, and other people. The other half examines how these ideals were received in the 19th and 20th centuries. They study the important questions of citizenship in democratic and

republican politics."

The goals for this class are specific and crucial to understanding the overarching themes. The content is not easy and the standards are not low, but the key points are clearly set.

"I'd like them to be able to examine ceremonial objects both sacred and secular, so we'll be visiting museums," Hoerl said. "I'd like students to see that there's not a substitute for seeing a 3-D object and how that object was used and it's full significance. They'll see the details of stained glass, Chablis wear, books, carvings and columns, a wide variety of objects. The power of objects and what it represented to these people at this time is a major theme."

The significance of the building is stressed throughout the class. Students need to be able to see why and how these large objects were so vital.

"I want students to gain exposure to structures that were important—the great gothic cathedrals," Hoerl said. "I want them to get a sense of the overall message that they sent: how they orient the message inside the cathedral, how they develop the imagination of the self. I hope they find that the different structures we see will send different messages. We clothe ideas of the atheistic in the ideals. Why do they have such a powerful symbolic value? It's all about getting students to see the connection of medieval aesthetics and creation."

There is also an emphasis on the restoration if these archaic buildings. These have been renovated and updated, and students also need to know the significance of this as well.

"The fact that these buildings have been changed is notable," Hoerl said. "They were restored during the French Revolution, which had a strong secular reaction because of the churches. They need to explore questions like, 'What is the meaning of a 19th century person recreating a 12th century building?'"

Although the class is intense, Dr. Hoerl has some non-academic aspirations for the trip, or at least just one.

"I'm hopeful that students are as charmed by the cathedral at Chartres as I was," Hoerl said. "It's a cathedral where much ink has been spilled, and one thinks it cannot be as excellent as it is claimed to be, and it's not. It's more excellent than it claims to be. We'll take our observations from that building to spark a discussion about modern political virtues."

*American Civil War, by Scott Morrison '14, Editor-in-Chief*

Students in Assistant Professor of History Tracey Salisbury's "American Civil War" class will spend their spring visiting historical sites



PHOTO BY COLIN THOMPSON '17

**Hoerl hopes students will take away meaningful messages regarding architecture and the power of political imagination**

related to the Civil War in Virginia, Washington, D.C., and Maryland.

"I'm looking forward to get a whole new outlook on the American Civil War," Blake Jennings '15 said. "It's one thing to read about the battle grounds, but to actually visualize them gives you a whole new perspective and interpretation of what the war was like."

The class will begin their trip in Washington, D.C. before heading to the African American Civil War Museum and the National Museum of Civil War Medicine. They will then travel to battlefields including Antietam and Fredericksburg touring the battlegrounds based on a historical timeline.

Salisbury plans on having the class get hands-on public history and living history opportunities throughout the trip.

The group will spend four days in Fredericksburg, Chancellorsville, and Spotsylvania before going to the Pamplin Historical Park and the National Museum of the Civil War Soldier on the last day of the trip.

"The part that interests me the most about this trip is that I get to spend time with my fellow Wallies and learn about history in a different way," Jennings said. "I'm just glad Wabash College gives us these opportunities to go on immersion trips and 'immerse' ourselves in a different culture, setting, or whatever it may be. I get to be more enlightened on a subject matter that I am very interested in."



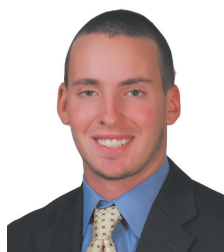
## TAKE A BREAK THIS SPRING BREAK

As a senior entering the final spring break of my life, I feel a keen awareness of how special the breaks we get at Wabash are. Soon I will have to rely on paid time off in order to take a sick day or have a vacation day. For guys of every grade I have some advice heading into spring break.

For you freshmen out there, don't underestimate how fast this time of your life will go. I can vividly remember returning home for my first break at Wabash – fall break during my first semester. I looked forward to a long-needed rest from Wabash.

You are no longer first semester freshmen who are green behind the ears. You know how great breaks can be. You know what it's like to return to old high school friends; some of whom are the same, and others are very different.

Make the most of next week and every break of your next four years. Make sure you take a trip with



**Scott Morrison '14**

Reply to this editorial at [jsmorris14@wabash.edu](mailto:jsmorris14@wabash.edu)

friends if you can at some point. The memories of such a trip, no matter where you go, will be some of the best of your four years.

Secondly, make sure you go on at least one immersion trip during your time here. These are great experiences, and these classes go places you may never go in your life otherwise. I didn't realize this as soon as I should have.

Sophomores and juniors, do not get bogged down in these, the middle years of college for you. It can become easy to not realize

### THE PROBLEM:

We are quick to forget that once our four years at Wabash are over, so too are the midsemester breaks.

### THE SOLUTION:

Use these breaks as opportunities to travel, go on road trips, spend time with friends, go on immersion trips, and use this time as an opportunity to accentuate the overall Wabash experience.

trip, if you work, do some reading or lighter work if you must. This will prepare you for classes, but will not feel like you are being to overwhelmed over break.

Of course, if you have to turn in a paper or the like, make sure to get it done with some fun mixed in over break.

Seniors, this is one of the last carefree times of our careers. We need to make the most of it. Have fun, but be safe and look out for one another. For most of us, school work should not factor into our breaks. As alumni will tell you, the real world hits you hard and fast so soak this spring break up. They will not make many or any breaks like this in the future.

Everyone, enjoy your breaks. Make great memories. Watch out for one another and be safe. Those of us entering our final break know how great these times are. Do not waste the week, whatever you may spend it doing.

## MAKING SOME WABASH OBSERVATIONS

Over the course of the last week, you may have noticed an unnaturally thin young man with unnaturally thick glasses hovering over your conversations and social gatherings, covertly listening and jotting notes on a small notebook. Incidentally, you probably noticed this man's rugged good looks and charming smile.

I was that man.

All jokes aside, over the past few weeks I've been keeping mental tabs as I walk campus or sit in classes or attend extracurricular events. I've been trying to come to a consensus on the topics that Wabash men complain about and why.

Of course, there are a few things that are complained about only after the topic has been brought into the limelight: the new cook at your house/dining hall, the National Act (whether it exists or not, it seems proven to piss off half of the student body), or the debate over online registration vs. the traditional method of camping outside Center Hall.

Then there are a few topics that appear every year without any provocation, like perennial flowers that pop



**Ryan Horner '15**

Reply to this editorial at [rmhorner15@wabash.edu](mailto:rmhorner15@wabash.edu)

up from the ground each spring. These topics are complained about simply for the emotional release associated with the rant:

The snow/cold weather. It just so happens that humans have approximately zero control over the weather systems that dump continual snow on Crawfordsville. And yet we complain, and in the act of complaining create a cheap form of camaraderie centered on suffering through a Midwest winter.

The incredible lack of college-aged female interaction on our campus. This is my favorite conversation to listen in on; it's almost as if we were forced into Wabash, without any co-ed choices. And yet, nearly all of the people com-

plaining would keep Wabash single-sex if given the chance.

100-level classes that give 300-level homework. It seems that nothing grinds the gears of Wabash men more than a distribution class that takes over their homework load. However, in order to remain on good terms with the professor, many times nothing is said until post-course-evaluations.

300-level classes that give 100-level homework. That being said, I've noticed an encouraging trend around 300-level courses: students expect to be challenged, and if the course doesn't deliver then they feel as if their education has been slighted. Students complain about this to each other because, let's be honest, what student is going to ask their professor for more homework?

After my impromptu and inexperienced study of complaints on campus, I realized that most complaints are merely attempts at emotional release. Sure, a few complaints serve a purpose; by grumbling to the right person, we might get the homework level changed, for example. However, most grievances are simply used as a sort of therapy.

**“I’ve been trying to come to a consensus on the topics that Wabash men complain about and why.”**

**HORNER '15**

While these complaints serve some sort of emotional or social purpose, I can't help but think of their uselessness. In the end, whether we spew our negativity into the air or not, Indiana's temperatures won't rise any faster. We only have control over our reaction to it, and that includes containing our outbursts to help build a positive environment at the College that will lead to greater learning. It turns out some burdens must simply be tolerated.



# DISMISSAL: SENIORITY PROTECTION AND TEACHER EVALUATIONS

LIFO—last in first out—is the process by which almost every district across the country determines which teachers to fire. Under LIFO, the first teachers to be fired during any layoff are required to be those who were most recently hired. LIFO was created as a means for providing job security to teachers at a time when job security was nonexistent. The problem with LIFO is that it ignores a teacher's skills, performance, effectiveness, and student grades, all for nothing more than the amount of time a teacher has been in his or her office.

The teacher evaluations we talked about last week are such an important issue to education reformers, because we believe it is a vital key needed to combat and replace LIFO. To ensure competency and equality in the classroom, teachers need to be held accountable to more than just the year they were hired. Seniority provisions continue to allow the firing of effective teachers, while allowing non-effective ones to stay.

Seniority protection was instituted as part of teacher labor law in order to prevent arbitrary and vindictive layoffs of teachers. For over 40 years, teachers bore severe forms of discrimination. Teachers could be laid off for things as trivial as their religious or political beliefs, for being too outspoken advocates for children, for engaging in union activities, for participating in certain extracurricular activities, or even for being married and having kids.

Arguably worst of all, higher-paid veteran teachers were frequently laid off solely to save districts money. This happened because veteran teachers who had earned their benefits and salaries after years of dedicated service to education were thought to be replaceable by inexperienced, cheaper teachers. Unions, rightfully so, heavily promoted LIFO policies to establish security in the workplace and freedom of expression for competent teachers by guaranteeing that experienced, tenured teachers could not be fired for unwarranted reasons.

The problem though, is that LIFO is an outdated system. Teachers do not operate in the same climate today that they once did (thankfully), and LIFO policies contain no provisions to apply any form of teacher evaluations, whether standards-based or subjective, in the assessment of who should be kept and who should be discarded from the profession. Tenure is all too



**Joseph Jackson '14**

Reply to this editorial at [jjackson14@wabash.edu](mailto:jjackson14@wabash.edu)

easy to obtain and experience in the classroom does necessarily correlate with success. LIFO has become as much a hindrance to the prestige of the teaching profession as it is an aid.

As we see with virtually every one of the problems in our educational system, it is the high-poverty schools and low-income families that are hurt the most by last-in-first-out layoff policies. Why LIFO is so bad for poor schools is that younger teachers are more likely to be disproportionately employed in schools that otherwise have a hard time attracting and retaining more-experienced teachers.

In theory, getting rid of young teachers isn't such a detrimental thing to poor communities. Union contracts are designed to transfer experienced teachers to fill the spots of the inexperienced teachers after they are laid off and the contracts provide that no teacher will have to teach with a deplorable student-to-teacher ratio. In reality though, many of the fill-in teachers already opted out of working at these schools to begin with, because they didn't want to teach there and because they aren't as effective there.

Filling a school with "new" teachers is just as disruptive to students and teachers as the barrage of certain, ill-conceived reform efforts has been. Other teachers and students may feel demoralized at the loss of youthful and passionate teachers that cared very much about being where they were and replacements in poor schools often aren't even swift—the replacements take place over long periods of time with many rotating substitutes. Furthermore, you have to fire many more young teachers than older teachers to meet the same budget restrictions.

While youthful enthusiasm alone is certainly no predictor of classroom success, LIFO discourages promising individuals from entering the profession and it keeps some educators with a track record of success from staying in

the profession. Although admittedly anecdotal, in 2012 Michelle Apperson, "Teacher of the Year" for the Sacramento Unified School District, was laid off, despite having nine years of experience in the classroom—in addition to her best-teacher honor. It is inherently unequal that poor children bear the brunt of troublesome layoff practices as compared to children from families who are the beneficiaries of more-desirable public schools. It is also inherently unfair that young teachers are not given the same tools and opportunity to succeed in the classroom that their counterparts are.

There is no denying that teachers need protection. Even in today's climate, the firing of teachers who have experience, simply because they make more money, is a very real threat. No teacher though, young or old, should be kept on nothing more than the basis of their age. For new teachers, promising individuals need to be quickly identified, their skills then cultivated, and those that don't fit the bill should be left behind.

There also needs to be a way though to figure out who didn't fit the bill many years ago, but who were allowed to stay in the system nonetheless. LIFO protects the needs of long-term union members and unproductive members as much as it protects teachers who have truly earned the money they are making—money that is still far short of what they should be making.

There are great teachers and poor teachers to be found in all age groups. With proper, better teacher evaluations in place and union support of those evaluations, we could still create as much an uproar anytime a teacher is fired unjustly as we do anytime an older teacher is fired, whether justly or not. To those that want to complain that teacher evaluations are an incomplete measure of a teacher's ability, do something about it. There will never be a system of evaluation that isn't based on either data or subjectivity, and it simply is not logical to operate in a world without any form of accountability whatsoever. If our systems of appraisal are not yet perfected (and they're not), that doesn't mean the answer is to get rid of them; it means the answer is to work to make them better. This isn't a movement embracing business strategies that aren't applicable to the classroom; it's a basic principle of life and common sense.

# MAKING DOLLARS AND "SENSE"



**Patrick Bryant '16**

Reply to this editorial at [pbryant16@wabash.edu](mailto:pbryant16@wabash.edu)

I'm fortunate that I'm pretty good friends with the gentleman that lays out the opinion columns for The Bachelor. I wanted to take this opportunity to speak to one and all, but specifically the campus' club leaders. It's been an amusing first half of the semester from the standpoint of the Student Senate and the Audit and Finance Committee, and I'm really excited that we've been able to facilitate a lot of great activities on this campus thus far. Looking back, I'm particularly proud that the four gentlemen on my committee, Chris Dabbs '15, Derek Andre '16, Bryce Kilian '16, and Brent Tomb '16, along with some great leadership on the part of the Student Senate took the time to ask the tough questions of a number of the larger clubs on campus.

We asked some tough questions, whether about the merits of our campus yearbook, The Wabash, National Act, some of the larger marquis events on campus, and I'm really pleased with some of the conversations that were being held at the Senate table. Gentlemen, thank you for that.

Looking forward, there are a few questions still to be answered. As I write, we sit with approximate \$82,000 of funds not yet allocated to clubs, yet without this funding we would face a much lower beginning balance for the fall if we decide not to hold onto this excess. We are fortunate from a financial standpoint that we still have funds left from last semester's balance that didn't include a National Act.

It is our duty as an audit and finance body to make sure we're facilitating all that is financially feasible. In doing so, we must make sure we're doing two very important things. First, it is up to our committee to ensure we're following the financial policy, passed by the Senate, that we inherited. Second, it's up to us to be consultants for these clubs, making sure we're setting them up for success and making responsible recommendations to the Senate.

Thanks to those members of the Senate giving us as the AFC the opportunity to serve this semester. We look forward to a very successful conclusion to the school year.



## MORE SCHOOL ?!

### SENIORS CHOOSE GRADUATE OPTION

**FREE KASHON '17 | STAFF WRITER** • Commencement is just around the corner, and this means that the seniors' time on campus is slowly coming to a close. Some guys are going straight into the real world, others the military, but many of our seniors are headed to graduate school. Whether they plan to become doctors, lawyers, dentists, or whatever else they dream of pursuing, our seniors are headed onto bigger things.

According to Director of Career Services Scott Crawford, about 25% of graduating students head directly to graduate school right after their time at Wabash, while others will take gap years, participate in other programs, or enter directly into the workforce. With an acceptance rate of 83% of all men who apply to medical school, it is no surprise that so many students come here for pre-professional schooling.

In past years, students have been accepted into graduate programs at Indiana University, Purdue University, Baylor, and even Yale. With such a wide range of opportunities and visible results, graduate school is always an option for after-Wabash.

When we were accepted into



PHOTO BY COLIN THOMPSON '17

Kevin Downey '14 will pursue a degree in dentistry at Indiana University.

Wabash as seniors in high school, the pressure to find a college disappeared and we were able to focus on finishing our senior years, and once again this is the case for the men moving on in their educations. They are able to relax and enjoy the rest of their final semester here at Wabash.

Zach Vega '14, who was accepted into San Juan Baustisa School of Medicine (located in Puerto Rico) just last month, said, "a lot of alumni I know wish they were still in college. I don't know what that means but I'll take their word for it, and try to take advantage of as many things as I can here at Wabash."

However, that doesn't mean that Vega is taking it easy this year. "I'm taking four classes this semester. I was hoping for three, but settled on four just to keep focused."

Preparations for after-Wabash experiences should start the day you step onto campus, and should escalate as you continue through your years here. This was the case for Kevin Downey '14, who was accepted into multiple institutions this fall, and decided to attend the Indiana University School of Dentistry.

When asked about the Dental Aptitude Test and how he studied for it, Downey said, "looking back on it, it was enjoyable you know. I spent a little bit of time each day studying, staying relaxed."

Downey was accepted in December and made his decision in January. "I spent that month spending time talking to family, friends and close people to make that decision."

Like Vega, Downey knows that you can't skate by here at Wabash. "The pressure is off after the DAT, but know you know that everything is not going to come crashing down if you don't get an A."

Many seniors choose to pursue master's programs after Wabash, and biology major Luke Wren '14 is one of those men. Wren was accepted into the Notre Dame Master of Science in Global Health program in January. Well prepared and holding a backup plan, Wren took the GRE early so that he could apply to the program in the fall. Accepted into a program that accepts only twenty students, Wren gives a good example of what it means to plan ahead and

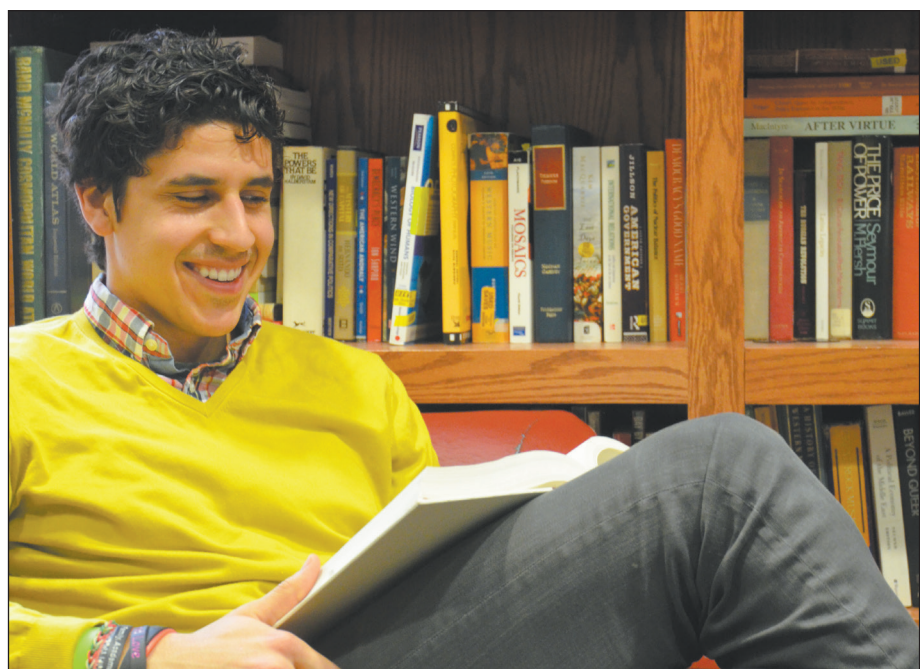


PHOTO BY COLIN THOMPSON '17

Zach Vega '14 will be attending medical school next fall in Puerto Rico.

work hard.

"I found out what I was interested in," Wren said. "I did a lot of Googleing and talked to other people."

Though he originally wanted to apply for medical school, Wren took a Global Health class with Associate Professor of Biology Eric Wetzel that peaked his interest, and led him down the path he is currently pursuing.

"Knowing when the early deadlines are helps you get into the first round of things... and allowed me to get all the things I needed to get together and get into the first round of applications," Wren said.

With an excellent resume that included an immersion trip, and deep involvement in his field, Wren was able to be accepted early, and take it easy this semester, knowing that the pressure is off.

Graduate school is not a step for everyone, but these men show it is always a possibility. From medical school in Puerto Rico to master's studies at Notre Dame, Wabash men have got it covered and will always grab top spots as they strive to further their education.



PHOTO BY COLIN THOMPSON '17

Luke Wren '14 will attend Notre Dame.



# MACABRE YET BEAUTIFUL, MACBETH TRIUMPHS

**MIKE WITCZAK '14** | THEATRE CRITIC • Assistant Professor of Theater James Cherry's rendition of Macbeth captures William Shakespeare's true brilliance: he stands the test of time not simply because his work entertains the yearning minds of intellectuals, but because he explores human struggle while still appealing to a wide audience.

Following in the footsteps of the western world's most cherished playwright, Cherry proves that Macbeth's strife is just as worthy of investigation now as it was hundreds of years ago.

With a beautiful and detailed set, fresh and innovative costume design, and intricate lighting, last weekend's show was visually remarkable. An eerie yellow light, shining through the stage floor, blankets the three witches as they plot Macbeth's future. Blood red lights cast haunting implications over scenes entailing violence and murder. Banquo's ghost appears on stage covered in impressively realistic blood, reminding Macbeth that his decisions carry devastating results. All in all, the visual effects successfully cue the audience into the complex emotions being examined on stage.

The fight scenes were similarly impressive. Detailed, passionate and

aggressive, they brought a new sense of action to the Wabash stage. The action, however, served a more important role than mere entertainment and showmanship. Many productions of Shakespeare's work let the audience forget that the players are soldiers during an era of intimate, bloody battles, but not this one. Macbeth is portrayed as he was written, as a revered and a powerful soldier. The poignant use of violence allows Macbeth multiple opportunities to display his true fury. Macbeth may indeed crack under the weight of a crown, but he does so as a warrior would – with a fight.

However impressive it may be, no amount of interesting red light is capable of masking bad actors, especially when doing a work written in iambic pentameter. Fortunately, a cast steeped with talent rose to the occasion. Put simply, Joe Mount '15 as Macbeth put forth the best individual acting performance I have seen in the past four years. A play with this much history and an intrinsic expectation will only rise as high as the lead actor's performance allows, and Mount allowed this play to soar. His introspective questioning of life's meaning was just as captivating as his strong strut off stage after having just killed a young adversary. Joe led

the audience on a rollercoaster of rage, ambition, and guilt with both command and grace.

The rest of the cast followed form. The action scenes and large number of roles placed new stress on the play's more minor roles, and the entire cast displayed the recently unprecedented depth of the theater department. A.J. Clark '16, as Macduff, tackled one of his first major roles like an old pro. Both believable and smooth, Clark was able to showcase the human side of a soldier while providing his own blend of passion and fury, a blend that bests even Macbeth.

But the show did not draw large audiences because of two actors. Such believable excitement and despair can only be brought to life when an entire team is firing at all cylinders.

The recent production of Macbeth is a rare play capable of being reviewed in merely a few words: it was the best amateur production of a Shakespeare play I have ever seen.

Granted, college theatre has the advantage of in-house professional set and costume designers, as well as a PhD in the director's chair, but the pros in our faculty did what they are supposed to do: they put on a show that demands to be watched.



PHOTO BY COREY EGLER '15

Joe Mount '15 and Elise Lockwood as Macbeth and Lady Macbeth.

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# JUGGLING PRIORITIES

## TIPS ON BALANCING HOMEWORK AND BREAK

**FRITZ COUTCHIE '15** | STAFF WRITER • This is the third part of a three part series detailing the steps involved with creating an excellent spring break vacation. The first part discussed the importance of creating a strict budget in the planning process. The second part focused on how individual students prepared for their vacations. This part will focus on how one can return from spring break ready for the continuation of the semester.

**Use your language skills.** If enrolled in a foreign language course, it is important to utilize that language during break. Language learning requires consistent practice; even one week without use of a language during the initial learning process will result in the attrition of the newly acquired skills. Try to integrate it into a vacation; converse with native-language speakers in the area. There are many non-invasive ways to integrate spring break fun with secondary languages.

If on vacation, listen to songs in the language of study before leaving for the night. For instance, Spanish-learners can listen to the Spanish sections of "Danza Kuduro" while preparing for a night at a bar.

**Prioritize assignments.** It is hard to fit textbooks and study materials into a suitcase to take to a vacation spot. Take materials for the most important assignments and set aside small increments of time throughout the week to work on them. If the major assignments are finished by the Sunday before classes resume, there will not be significant pressure to complete major works in short amounts of time.

**Sleep, Sleep, Sleep.** The benefits of adequate sleep are axiomatic. Students that are lacking in sleep score more poorly on tests than those who sleep acceptable amounts. After an exam week, students need to compensate for the hours of sleep lost studying. When

it is time to return to Wabash, students should be well rested to optimize their academic performance.

**Maintain your skills.** Spring Break differs from winter and summer vacations in that classes do not necessarily start anew. Often final exams encompass the topics covered throughout the semester. Students who utilize portions of their vacation time to cement difficult teachings and review what has been learned will have an easier time preparing for their final examinations.

**Relax.** Remember spring break is a break. Emotional well-being is arguably more important than academic achievement. Additionally, emotionally stable individuals have an easier time being productive. Whether you spend time with family or work for extra cash, make sure to find time to relax and decompress.



PHOTO BY FRITZ COUTCHIE '15

Many Wallies often feel weighed down by homework during break.



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### BELIEF

HUVRTECH  
YOUTUBE.COM

This video shows celebrities experimenting with the first ever hoverboard. Don't get your plastic out yet, as this may be a giant prank with comedy website Funny or Die named as a prime suspect. If it is fake, they are terrible people.



### TURN

AMC  
YOUTUBE.COM

Check out this trailer from the upcoming AMC series, "Turn." Centered on spies during the Revolutionary War, let's hope AMC stays true to form (i.e. Breaking Bad and Mad Men), and doesn't butcher America's founding.



### NOAH - OPENS 3/28/14

TRAILER  
YOUTUBE.COM

Directed by Darren Aronofsky (Black Swan, The Wrestler) biblical epic "Noah" is sure to rake in plenty of money. Based on this trailer, however, it looks like "Noah" will also rake in great reviews. If not, there's still Emma Watson.



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## STEP BY STEP

JUSTIN MILLER '17 | STAFF WRITER

Arriving to college and competing in a varsity sport as a freshman is daunting. Finding consistent success presents still greater challenges. Doing both in only one's second year in that sport is exceedingly rare, yet it is exactly what Aaron Schuler '17 has accomplished during indoor track season.

Schuler's path to track and field was slightly unorthodox. "I played soccer all year every year [in high school]. Then my senior year I decided not to play spring soccer and ran track."

He was successful in that one year, making it to the state meet where Head Track and Field Coach Clyde Morgan had the opportunity to see Schuler compete.

"I got a call from [Schuler's] high school coach saying that I should look into him," Coach Morgan said. "I poked out my head at the state meet and watched him – how he carried

**"I watched how he carried himself, before and after the race, and I liked what I saw."**

COACH MORGAN

himself, both before the race and after the race. I liked what I saw."

Coach Morgan the following Monday called Schuler who within a week decided to come to Wabash.

"Coach Morgan called about every day saying 'We want you here,'" Schuler said. "I soon thought 'I want

to be there.'"

Now at Wabash, Schuler has found a great deal of success in the indoor season. He has the leading times on the team for the 60m and 200m dashes and has been on the 4x200m relay and hopes to break school records at the NCAC Championships Saturday.

"It will be tough [to break the records]," he said. "The competition is going to be pushing me because they're all right at the record or just under it...But breaking a record would be unbelievable."

Coach Morgan would not even be surprised if Schuler came out Saturday as champion in the 60m dash. "That race is probably one of the toughest events in our conference...With that said, it can be anyone's race. If Schuler gets a good start and gets out ahead of the field, he can win."

Schuler's success in the 60m dash



PHOTO BY COREY EGLER '15

Schuler paces the Wabash sprinters with a time of 7.11 seconds in the 60-meter dash and 22.88 seconds in the 200-meter dash.

SEE **SCHULER**, P. 15

## BASEBALL SWEEPS IN ERRORLESS WEEKEND

HOME OPENER AGAINST  
HANOVER CANCELLED DUE  
TO INCLEMENT WEATHER

SETH HENSLEY '14 | STAFF WRITER

Despite the cold weather, the Baseball team is off to a hot start in 2014. Last Saturday it took a trip down to Louisville, Kentucky to play Penn St.-Behrend and host Spalding University. Wabash defeated Penn St. Behrend 9-1 as well as topping Spalding 2-0.

Pitcher Luke Holm '14 dominated the headlines for the weekend as he earned North Coast Athletic Conference pitcher-of-the-week honors with his shutout victory against Spalding University. This performance came as no surprise though as Coach Stevens explains, "We have high expectations for him. We have always thought that he had a lot of potential and now he is living up to this potential. He should have a strong season for us if this opener was any indication."

Coach Stevens also emphasized the total team effort it took to get the two

**WABASH: 9**  
**PSU-BEHREND: 1**

MARCH 1, 2013

**WABASH: 2**  
**SPALDING: 0**

MARCH 1, 2013

wins.

"Pitching and defense were why we were successful," he said. "We played errorless baseball for 18 innings and that gives your pitchers confidence."

Not only does errorless fielding give pitchers confidence but as Holm explains, "The team scored some key runs and that gave me the confidence that we would win if I just stayed consistent."

Consistent, in control, or dominant — any way you put it Holm delivered for the Little Giants. On another promising note it is great to hear that players and coaches are communicating well early in the sea-



PHOTO COURTESY OF WABASH COMMUNICATIONS

Lucas Stippler manned the middle of the infield as the Little Giants surrendered only one run and committed no errors in 18 innings of baseball.

son. Holm explained, "Coach Vazquez (Pitching Coach) and I were on the same page calling the pitches, which gave me assurance in the pitches I was throwing."

Coming into last weekend Holm explained that his arm was not feeling the best but did make it clear that on Saturday he was feeling well and everything came

together for him.

"I felt good enough to throw more than six innings," he said.

Knowing that the coaches, teammates, and Little Giant baseball fans want to see more of the same from Holm, he explains,

SEE **BASEBALL**, P. 13



# SIX WRESTLERS TO NATIONALS

TEAM TAKES THIRD PLACE  
IN MIDWEST REGIONAL AS  
IT SETS SCHOOL RECORD

## BEN SHANK '16

**STAFF WRITER •** The Wabash Wrestling team will send six wrestlers to nationals in Cedar Rapids, IA. Both Conner Lefever '16 and Riley Lefever '17 won their respective weight classes, while Josh Sampson '14 and Tommy Poynter '14 finished in second place. Reece Lefever '16 and Austin O'Neal '13 each took third place in their weight division in order to lock in a spot in Cedar Rapids. Individual wrestlers secured spots in the National meet by finishing in the top three of the weight division.

Saturday was not only a successful day for the team, but it was also record-breaking. Conner Lefever tied the record for the fastest pin in Wabash history when he took down Andrew Pettit in only seven seconds. Overall, the team finished third in the rigorous 12-team Midwest Regional following outstanding performances across the board. The team posted a score of 106, while University of Wisconsin-Whitewater took the top spot with 130 points.

FROM **BASEBALL**, P. 12

**“Coach Vasquez  
and I were on  
the same page  
calling pitches.”**

LUKE HOLM '14

“I am just continuing to work hard in practice and maintain my positive mindset.”

From a full team perspective, Coach Stevens was very pleased to see his team put together a complete weekend. “Two weeks ago in Arkansas we came out hot but we got satisfied and didn't maintain the level of energy and focus for game two. In Louisville our goal was to complete the weekend with two wins and we did.”

Poor weather conditions caused the cancellation of the three-game set against Hanover this weekend. Wabash's home opener is now slated for March 17 against Loras College at 10 a.m.

Next week during Spring Break the team will travel to Georgia where it should find more favorable weather. While in Georgia the Little Giants will take on Hampden-Sydney College and Piedmont University before traveling to Kentucky to face Centre College.



PHOTO BY COREY EGLER '15

Josh Sampson encourages the ref to score him while he entangles his opponent.

Coach Brian Anderson received the Regional Coach of the Year as voted on by 12 other head coaches and Danny Irwin shared Assistant Coach of the Year honors.

For Sampson, the success at the meet serves to represent the best year of wrestling he has had at Wabash. “It was an amazing experience sending six athletes

to the national tournament,” Sampson said. “That number is three times more than any previous year that I have been at Wabash and represents a school record. Individually, I was extremely excited to qualify for the national tournament as anyone who witnessed my

SEE **WRESTLING**, P. 14



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## THIS WEEK IN SPORTS

3/7

Track @ NCAC Championships - 2 p.m.

3/8

Track @ NCAC Championships - 10 a.m.

3/9

Tennis @ Puerto Rico Mayaguez - 2 p.m.

3/10

Tennis VS Haverford College - 9:30 a.m.  
Baseball VS Hampden-Sydney - 7 p.m.

3/11

Tennis VS St. Joseph's University - 8 a.m.  
Baseball @ Piedmont College - 7 p.m.

3/12

Tennis VS Augustana College (SD) - 10 a.m.

3/13

Baseball @ Centre College - 6 p.m.

3/14

Wrestling @ NCAA Championships - TBD  
Track @ NCAA Championships - TBD

3/15

Wrestling @ NCAA Championships - TBD  
Track @ NCAA Championships - TBD  
Baseball VS Loras College - 10 a.m.

3/16

Baseball VS Dominican University - 1 p.m.  
Baseball VS North Central College - 4 p.m.

3/18

Baseball @ Franklin College - 3:30 p.m.

3/19

Tennis @ Rose-Hulman - 5 p.m.





FROM **TRACK**, P. 16

Of course, the team's stalwarts will play a large role in deciding the outcome Friday and Saturday. Ronnie Posthauer '15 and Nathan Mueller '15 pace the field in the 60-meter hurdles with times of 8.18 and 8.23, respectively. Posthauer currently ranks ninth in Division III.

Trevor Young '14 holds a conference best in the pole vault at 4.81 meters. The launch is currently good for 11th nationally.

Derek De St Jean '15 still holds the fort in shot put and weight throw. De St Jean, the defending conference champion in each event, tops in shot put with a throw of 15.88 meters, and weight throw at 16.77 meters.

Wabash will try to meet the high expectations set by themselves, and others. Morgan hopes to alleviate the additional pressure with consistency.

"We handle those situations okay because we don't treat it like any other meet," Morgan said. "The only thing different is more intensity. But I don't change. The other coaches don't change. I think that really helps our team going into it. The only I really do different is to make sure they're enjoying the atmosphere and having fun."

Conference championships will start at 2 p.m. Friday from Granville, OH. They will continue Saturday at 10 a.m.

FROM **WRESTLING**, P. 13

**"Six is three times more than any previous year I've been here."**

JOSH SAMPSON '14

celebration afterward knows very well."

As the team moves forward, the wrestlers are thankful for the opportunity to compete at the highest level in Cedar Rapids. "I knew I had a tough opponent and stuck to the game plan. I want to thank God for granting me courage during my match and helping me through moments of weakness, and my friends, family and Wabash for supporting not just me, but the whole team," Sampson said. "Our team has had the goal of five All-Americans and a top-ten team finish at the national tournament since the beginning of the year, and we look to beat that goal in two weeks. I couldn't be happier to qualify with my brothers; Tommy, Reece, Conner, Riley and Austin."

The NCAA Division III Wrestling Championships will be March 14 and March 15.



PHOTO BY COREY EGELR '15

Conner Lefever earned a school record with this seven-second pin of Wiscon Whitewater's Andrew Pettit. He now shares the record previously held by John Horner '59. Lefever will joint twin brother Reece and younger brother Riley at nationals. Conner and Riley finished first in the 174-pound and 184-pound weight classes, respectively. Reece knotted a third-place finish in the 157-pound weight class.



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# GOLF HEADS WEST

**DEREK ANDRE '16** STAFF WRITER

In keeping with recent tradition, the Wabash golf team will be spending the Spring Break in Arizona, using the week as a pre-season for its upcoming spring tournaments.

The Little Giant Golf team will be heading to Mesa, Arizona to tune up for its upcoming spring season. Unlike many sports, the college golf season is split in half, with part of the season being contested in the fall and the other half in the spring. The more significant tournaments such as the conference and national tournaments, fall in the spring.

This split schedule creates a unique challenge for college golf teams. Instead of being able to complete their entire seasons at once, golf teams go on a four month hiatus. The Spring Break trip to Arizona gives the Little Giants a chance to get warm before beginning their season, but according to Seth Hensley '14 that is not all that's great about the trip.

"First and foremost the weather," Hensley said. "To be a golfer living in Indiana from December through March is brutal to say the least. Another thing that makes Arizona great is we get to knock the rust off. We can hit balls into a net all we want but we really don't know if we are getting any better. Thirdly it's great team

bonding. We get to travel together and have fun."

The weeklong trip will see the golfers wake up and head to the course early each morning and get a round in each day they are in Mesa. During the trip the team will play some of the best courses in Arizona, including Desert Forest Golf Club, one of the top fifteen courses in the state. The trip will also allow for the Little Giants to gain some early season match experience, as they will play both Mesa Community College and Wartburg College during their time in Mesa. During an interview Hensley described the typical day on the trip.

"On a typical day we wake up around 7 am," Hensley said. "We eat breakfast and head over to the driving range where we spend around an hour and a half hitting balls and chipping and putting. We then go back to the hotel for a 30 minutes or so and take off to our golf course. Sometimes we meet alums and they will treat us to lunch then we play 18. After the round we grab dinner, usually with another alum, and then go and do it all over again."

According to Head Coach Mac Petty, another big benefit of this trip is the opportunity for the players to meet alumni in the Phoenix area. Petty says that many alumni live in the western



PHOTO BY COREY EGLER '15

Jackson Stevens '15 will look to fine tune his swing with the rest of the Little Giants on their Spring Break trip in Arizona.

United States rarely get to come back to Wabash, so this trip is a way for the golf team to meet them and for the alumni to stay involved with the college. The role that alumni play in the trip is not lost on Hensley. "The alums are the ones that really make this trip possible and we are very grateful for their generosity and hospitality," Hensley said.

FROM **SCHULER**, P. 12

has come as a surprise. Nevertheless, Coach Morgan only sees greater potential for the freshman.

"I thought [Schuler] was going to be okay in the 60, but I didn't think he was going to be as fast as he has been," Coach Morgan said. "I think his best races are outside, especially in the 200, because the further he goes, the stronger he gets. That comes from his soccer background. He's got a motor to him."

Seizing the chance to relish has been important to Schuler.


"He's a freshman and has no pressure on him," Coach Morgan said. "We just tell him to take off, turn into a little kid, and have fun."

Enjoying the opportunity to compete and win has supplied more than enough incentive for Schuler.

"It's fun. Our competition is extraordinary and it's just something else being able to run at this level," he said. "The motivation is just to enjoy it: to go out there and push yourself toward success."

Coach Morgan hopes to use Schuler's attitude and untapped talent to go far.

"He's a baby in track years, so the sky is the limit for him," Coach Morgan said. "Once he opens up and gets unwound, we had better watch out."



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# TRACK TAKES AIM AT FOURTH NCAC TITLE

CONFERENCE COACHES  
UNANIMOUSLY DECLARE  
LITTLE GIANTS FAVORITE

**JOCELYN HOPKINSON '15**  
SPORTS EDITOR • Complacency will pose a challenge for the Wabash Track and Field team just as much as the competition will this weekend at the North Coast Athletic Conference Indoor Track and Field Championships. The Little Giants have tossed, jumped, and raced their way to three consecutive championships. NCAC coaches unanimously voted Wabash to win a fourth.

However, the current scoreboard should help sharpen the Little Giants' focus. Ohio Wesleyan leads the field with 27 points after last weekend's heptathlon. Wabash is second with 9 points.

"I'm actually glad we're down," Coach Clyde Morgan mused. "My motivational duties are over. If losing doesn't get you going, then don't get on the bus."

Matt Dickerson '16 and Adam Wadlington '16 guided Wabash to second place. Dickerson set a new school record 4,665 points in the heptathlon en route to a third-place finish. Wadlington battled injuries to fight for a seventh-place finish.

"It's one event," Morgan said. "I don't get concerned until I see the score at about five o'clock Saturday. I

**"I'm actually glad  
we're down. If  
losing doesn't get  
you going, don't  
get on the bus."**

COACH MORGAN

look at it like Ohio Wesleyan got a big play on us. Now we have to make a couple of big plays."

Plenty of Wabash athletes will likely "make a big play." The Little Giants hold conference bests in nine events entering Friday.

The distance group is particularly strong. It hasn't missed a beat despite graduating two national champions in Kevin McCarthy '12 and Jake Waterman '13 in the last two seasons.

"You can never individually replace a Jake or a Kevin," Morgan said. "But we lost guys before them too. Overall, we have a good unit — it's probably the best group we've had since I've been here. The depth is special."

Little Giants plaster the NCAC's top times in distance events. Fabian House '16 owns the fastest mile at 4:18.14. Dalton Boyer '14 ran the fastest 3,000 meters at 8:35.49. Billy McManus '15 set a school record

with a conference best 14:44.91 in the 5,000-meter run. In total, seven different Wabash runners hold a top-five place in the distance events.

Despite the dominance, the thought of losing keeps the team concentrated.

"The upperclassmen definitely take a lot of pride in making sure we leave without knowing what it's like to not win a championship," senior Sean Hildebrand said. "I know guys who have loss and it's nothing to enjoy."

Hildebrand is a captain and member of the 4x400-meter relay that tops the conference with a time of 3:21.90. The sprinter also donned shoulder pads and a helmet as a wide receiver for the football team, which seamlessly cruised to victory in the Monon Bell game all four years.

"It's a very fortunate situation to not have to know what it's like to not win the Bell, or not win conference," Hildebrand said. "Going forward, you don't want the underclassmen to know what that feels like either. You're not doing so much for yourself as you are the younger guys."

The younger guys will carry their own weight. Freshman Aaron Schuler is the top 60-meter sprinter with a time of 7.11 seconds, good for fifth fastest in the conference. He is also the fastest Wabash sprinter in the 200-meter dash at 22.88 seconds, the fourth quickest time in the NCAC.

Freshman Connor Stumm is tied with Grayden Gilmore '15 for a Wabash-best 1.88 meters in the high jump. The duo is in a three-way tie for



PHOTO BY COREY EGLER '15

Hildebrand and other seniors will try to sweep the NCAC Championships with a fourth title. He will race in the 60m, 200m, 4x200m, and 4x400m.

second place in conference.

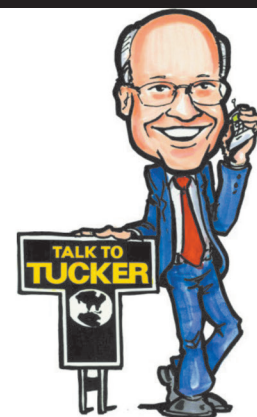
Christian Rhodes '17 adds to the impressive resume of the 2017 class. He cleared 4.43 meters in the pole vault, the fourth highest in conference.

"They (young guys) do a great job of preparing themselves and knowing that they can only control what they do," Hildebrand said. "They understand can't control what Ohio Wesleyan does. They understand anything can happen and that conference isn't ours until we take it."

SEE **TRACK**, P.14

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