



MARCH 23, 2018



CAL HOCKEMEYER '19 / PHOTO

Christine Earheart, CEO of the Center for Thriving Relationships, engages with the crowd at the TEDxWabashCollege event last weekend.

TEDx RETURNS TO WABASH

BEN JOHNSON '18 | STAFF WRITER • Two years ago, Indiana University and Purdue University was the only two universities in Indiana that ran TEDx events at a consistently high level. Other large universities, such as Valparaiso University, IUPUI, and The University of Notre Dame have also ran TEDx conferences on their respective campuses, but only ran sporadically throughout the years. But

few liberal arts colleges, not only in the state but across the nation, have achieved success in operating the nationally syndicated event on a consistent basis. TEDxWabashCollege, in its two years of existence, are one of those few TEDx organizations on a liberal arts campus attempting to perform just that.

The TEDx conference, with the theme Reshaping Reality, premiered last Saturday,

bringing on ten speakers from diverse backgrounds and professions to provoke new thoughts and questions to the audience of 327 people. A sold out show, the event also featured experiential learning activities for all attendees to partake in. But even though the event appears straightforward from the viewer's

SEE **TEDx**, PAGE THREE

HI-FIVES

FIVE THINGS WORTHY
OF A HI-FIVE THIS WEEK

IM SEASON RETURNS

Hoosier Hysteria is alive and well at Wabash as IM basketball season is once again upon us. Men from all over campus laced up their shoes and headed to the Allen Center to prove to each other that they “still have it,” or were “all-conference in high school.” Good luck to all teams, and be sure to keep your ankles safe!

FIJI ICELAND?

Those Phi Gams sure are bold. This year they seek to earn more than good grades by gaining a reputation for the coldest beach this side of Hudson Bay. The exact reasoning for scheduling the big bash in mid-March is unspecified, but it probably has something to do with studying for finals. Antarctica is an island too, right?

‘LETTERMAN’ JACKETS

Hi-Five to former Late Night host David Letterman, who entered into the high school fashion industry. After growing a magnificent beard in his retirement, he designed an upper body, outer wear that allows one to proudly display one’s school colors and accolades in the form of pins. These garments don’t seem to be catching on with those in the college crowd, however, they can be observed by the obvious demarkation on campuses everywhere.

NO CINDERELLA STORY

Never bet against the good boys. The UMBC Retrievers defeated the top-ranked University of Virginia Cavaliers in the first ever 16th seed to defeat a 1 seed in the NCAA DI Men’s basketball tournament. Their Cinderella story ended in their next game after losing to Kansas State. However, UMBC stated it best: Cinderella only needed one ball to be remembered forever.

SIT! ROLL OVER! PLAY DEAD!

All dogs no longer go to heaven. After a string of accidental deaths in animal carriers at high altitude, United Airlines has ceased the pet transport portion of its flight service. While this means that you won’t be able to take the family pooch along on your next trip while flying United, it may be for the better, and could keep Fido alive.

SPRING CLEANING

STUDENT DAY OF SERVICE RETURNS FOR SPRING SEMESTER

BRYCE BRIDGEWATER ’19

I COPY EDITOR • The Wabash College Student Day of Service returns to campus tomorrow for the third consecutive year. Essentially, this is the Wabash Day of the spring semester. Wabash Day is a philanthropy event that occurs every fall. Numerous alumni groups around the country, faculty, staff, and students perform service opportunities in their local communities. The Crawfordsville to Campus Committee of the Wabash College Student Senate orchestrated this Student Day of Service to create a similar atmosphere as the big event in the fall.

The service event was created beneficiaries every year, including some organizations very familiar to Wabash students and some rather unknown to current students.

“This year, the service day will be taking on about ten organizations, including six non-profit organizations and four for-profit institutions, doing work on their property,” Ian Ward ’19, Treasurer of the Crawfordsville to Campus Committee, said. “Such organizations include the Crawfordsville Country Club, Pam’s Promise Inc., Habitat for Humanity, and Ben Hur nursing home.”

Due to the increased popularity of the events in recent years, the event continues to gain momentum and attract more students to be involved every year. Recently, the day also provided an incentive for students to get out and help with the day. Due to an overscheduled weekend coming up with Admitted Students’ Weekend, National Act, and multiple sporting events at home, the committee to find solutions to keep the energy growing for the event.

“We are going to provide ice cream, funded by the Wabash College Student Senate, from Dari-Licious,” Ward said. “This fits into our model, and supports the local Crawfordsville community.”

Depending on success of the event in the upcoming years, there are discussions about possibly expanding to having two Wabash Days a year, one each semester. As of now, the committee only wants to focus on the local community before starting to expand to national implications.

“At this time, we are more so focused on location organizations and what Wabash students can do for our community,” Ward said. “The main focus is to connect the local Crawfordsville community with Wabash College. We want to tear down that barrier between W. Wabash and 231 and we really care about the community that we live in for four years.”

Kyle Warbinton ’20 echoed this sentiment. “These service days not only allow students to help the community, but to also get to know the community,” Warbinton said. “The group that hosts us for the projects value the time they have with us, and they want to know about who we are. This opportunity allows the community and Wabash to increase familiarity with each other and bridge the apparent gap between the school and the town.”

The goals of the day are clear, but now it’s on students to carry out the mission statement of the college. The third and fourth statute requires students to live humanely and lead effectively. Philanthropy are essential characteristics of those requirements. There is no better way to set an example for incoming students about our committee to our mission statement than through service. The Student Day of Service helps many deserving organizations, yet it should not be the only time students help out. This day is a great opportunity for men to find an organization and continue to help out throughout the rest of the year. It also presents Wabash students, fraternity members and independents alike, a unique opportunity to connect with those outside the Wabash community.

BRIDGEWATER ’19 TO TAKE EDITORIAL HELM

The Bachelor is proud to announce that Bryce Bridgewater ’19 will be the Editor-in-Chief for *The Bachelor* for the 2018-2019 school year, taking over for Joseph Reilly ’18. Bridgewater began working with the paper during

his freshman year as a staff writer. He served as assistant Copy Editor during the 2017 spring semester, and currently serves as the Copy Editor. *The Bachelor* looks forward to another successful year under Bryce’s leadership.

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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 500 words.

The Bachelor reserves the right to edit letters for content, typographical errors, and length. All letters received become property of this publication for the purposes of reprinting and/or redistribution. Profanity may appear in the publication, but only in cases of direct quote or if profanity is necessary to the content of the story. Please do not confuse profanity with obscenity. No article or picture of an obscene nature will appear in this publication.

The Bachelor is printed every Thursday at the Purdue Exponent in West Lafayette. It is delivered freely to all students, faculty, and staff at Wabash College. All advertising published in *The Bachelor* is subject to an established rate card. *The Bachelor* reserves the right to deny requests for publication of advertisements. Student organizations of Wabash College may purchase advertisements at half the listed rate.

The Bachelor is a member of the Hoosier State and Indiana Collegiate Press Associations (HSPA and ICPA).

FROM **TEDx**, PAGE ONE

CAL HOCKEMEYER '19 / PHOTO

Dr. Eric Olofson, Associate Professor of Psychology at Wabash addresses the crowd on the importance of fatherhood.

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perspective, the effort behind the scenes was actually a months long process, starting with deciding who the ten speakers would be.

"We initially started the process eight months ago, trying to find people who had an interesting idea to share," Joey Lenkey '19, Head Curator of TEDxWabashCollege, said. "We reached out to friends, family, anyone we knew who might know someone with an interesting idea. We would flip through newspaper and magazine articles hoping to find someone who could offer a unique perspective."

Five curators were in charge of searching for and training the speakers on how to give "good TEDx Talks." By the end of their search, the team contacted 60-70 people, even reaching out via Twitter to Jenna Fischer, who starred as Pam in *The Office*. By the end of their search, their group of speakers included a relationship counselor, a pioneering photographer, a hydroponics entrepreneur, a professional violinist, and others of various occupations. The team then worked with the speakers to help refine their talks and help them convey ideas clearly to the audience. However, while speakers played a huge role in the event's success, planning and preparation was also needed for the design of the event.

Unlike the inaugural TEDxWabashCollege conference last year, this year offered more activities and experiences for attendees between speaking sessions. Some activities included writing a letter to your future self, standing before a humpback whale through the use of virtual reality, and trying out yoga poses in a dimly lit Salter Hall.

"From a design perspective, you can tell by the number of activities we offered how much we grew in just one year," Sam Stewart '19, Director of TEDxWabashCollege, said. "It wasn't just eating food and watching talks. You could

do yoga, interact with art, watch March Madness, or whatever you like. There was something there for everybody. I think all those little activities helped people connect with the event and find their own meaning in 'Reshaping Reality.'"

Along with the addition of new activities offered to attendees, the organization was also able to say they were completely student-run as well, with the exception of a few outside contractors. From logistics to logo design to camera crew, all were handled by the students themselves, and Stewart plans to keep it that way for the long-haul.

But looking to the future of TEDxWabashCollege while Stewart and Lenkey are satisfied with the improvement, they believe there is still plenty of room to grow. "One of the big changes this year was that there was a structure and a plan," Stewart said. "It showed in how much smoother the event was, but I think in years to come the experiences and speakers will be even better. From my eyes, the event was definitely an improvement from last year but still not up to my standards."


Already, the team is sharing possible improvements for next year, considering how to involve the community more and build up enthusiasm across campus.

"I want to increase demand next year, not only for the event itself, but to be a part of our team," Lenkey said. "I would hope that people who attended are inspired by TEDx and want to get involved in some way. I think this is a great event to involve the community, both at Wabash and Crawfordsville."

If you missed the chance to attend the TEDx conference this year, and want the opportunity to view and share some of these great talks and sessions for yourself, videos of the talks will be available online in May at <https://www.tedxwabashcollege.com/>

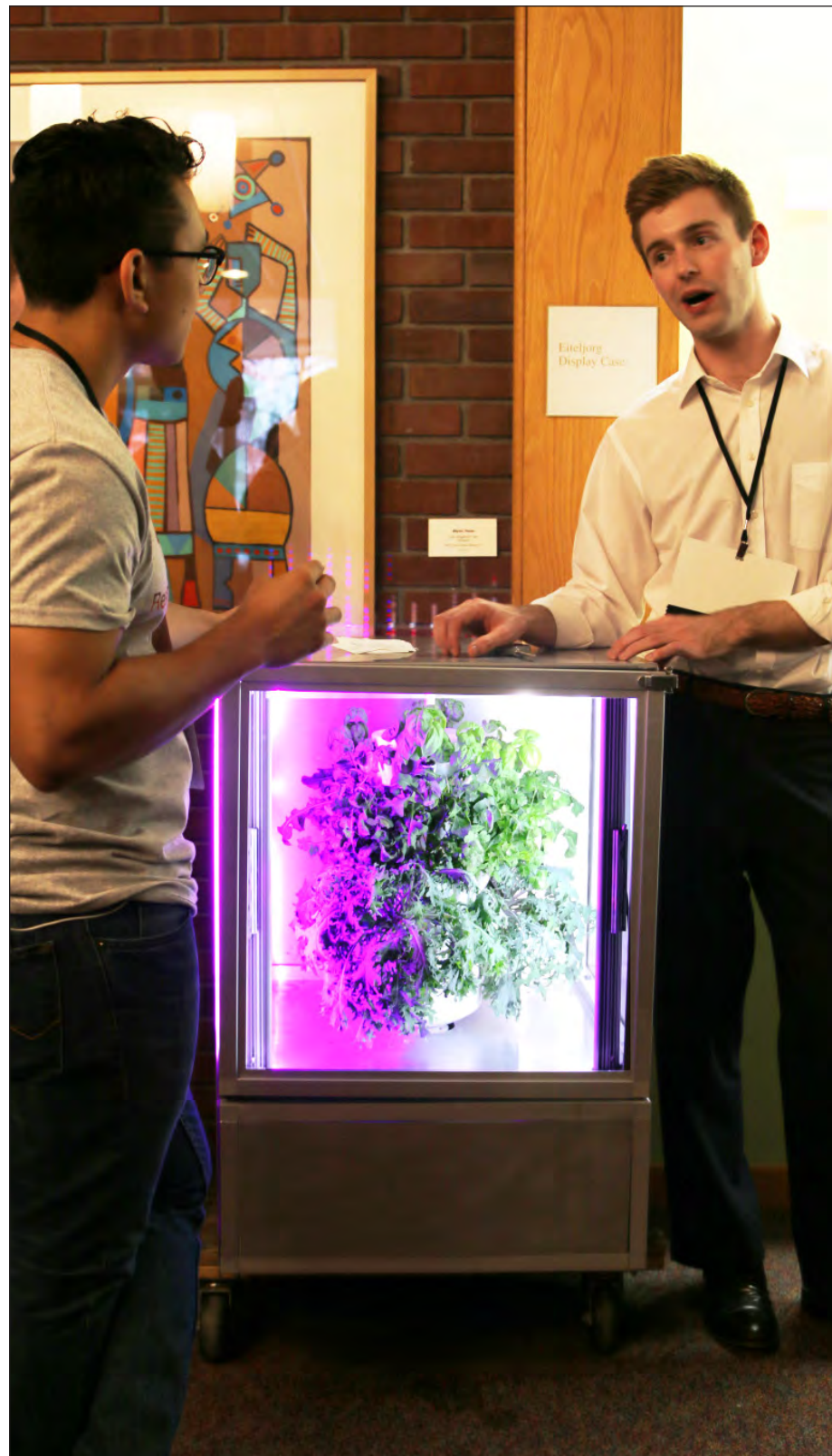
WEEKEND ITINERARY

Admitted Students Weekend

1:00 - 2:00 PM Registration & Welcome		2:00 - 3:00 PM Student Housing		3:45 - 5:30 PM Academic Sessions	
6:00 - 7:15 PM Dinner		7:30 - 8:30 PM FINNA with Nate Marshall		8:30 - 11:00 PM Fraternity Rush	
9:00 - 9:45 AM Breakfast		12:30 - 1:00 PM Networking 101		2:15 Program Conclusion	
	Friday Events				Saturday Events

LEVI GARRSION '18 / INFOGRAPHIC

MORE FROM TEDX WABASH COLLEGE



CAL HOCKEMEYER '19 / PHOTO

Students were given the chance to interact with many of the TEDx speakers after the event.



CAL HOCKEMEYER '19 / PHOTO

Mo Javi Hubbard is a violinist and recording artist from Chicago who dazzled the crowd with beautiful music Saturday evening.



CAL HOCKEMEYER '19 / PHOTO

Toby Miller, Executive Director of One Heart Indiana, spoke about his experience in mentoring at-risk children and teenagers.

MANDATE GENDER STUDIES AT WABASH

My mom likes to joke that Wabash is a place for country boys from Indiana to be educated and introduced to the rest of the world. I don't know where she got this notion of "country" considering my dad, who went to Wabash, is from Gary. But, I think we can all agree with my mom's idea that we attend Wabash to become more complete men (or "gentlemen"). In this vein, I would like to argue that all Wabash men should be required to take a Gender Studies course before graduating. This is a response to Mr. Frank Russel's piece from last week.

As students at an all-male college, it is easy to fall in the trap of believing that men have a special role in society. This ideology was on display in last week's Opinion section when Russel discussed male "greatness" and the importance of preserving traditional understandings of masculinity: "As young boys we are taught to be tough, this is [an] excellent quality. We should be tough because most people don't care about us, so we should be able to roll with the punches and not break under pressure."

In addition to grammatical issues—#CommaSplice in the first sentence—this statement is problematic for a few reasons. First, it rejects man's ability to experience



Oliver Page '19

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a full range of emotions. There is value in being sad or upset. In fact, our friends in DIV I would even say that it's proven to be healthy. Furthermore, there is also value in reaching out for help in times of need. Sometimes, "always fighting" equates to seeking support and doing what is necessary to get well. Courses about gender teach men that we don't need to fulfill traditional understandings of manhood. We learn that men can be sensitive, reach out for help, and still fully qualify as men.

Mr. Russel's piece is also problematic because it suggests, in my opinion, that men (and only men) are built to have qualities such as toughness and competitiveness: "The idea that traditional male gender roles are harmful is untrue

and created to shame men for being men. Self-reliance, competition, and dominance are helpful in life, and all people should try to have these qualities." I will outline why this statement is problematic by comparing genders to ice cream.

Although there are hundreds of flavors of ice cream, let's pretend that only vanilla and chocolate exist. Now, let's consider the implications of Mr. Russel's statement: "The idea that traditional views of chocolate ice cream are harmful is untrue and created to shame chocolate ice cream for being chocolate ice cream. Flavor, consistency, and presentation are helpful in life, and all ice cream flavors should try to have these qualities." What does this statement imply about vanilla ice cream? It seems to imply that vanilla ice cream lacks "flavor, consistency, and presentation" (the traits traditionally associated with chocolate ice cream).

I resist this notion and can confidently report that I see vanilla ice cream at Wabash practice toughness and competitiveness every day—just as well as, and often better than, the chocolate ice cream. To relate it back to my title, not only do courses about gender outline how traditional notions of masculinity adversely affect men, but they also

showcase its damaging implications on how we perceive women.

The last section of Mr. Russel's piece that I would like to address is his discussion about the College's relationship with transgender individuals. The section is laced with statements that contradict scholarship in Gender Studies. For example, he says, "I do not care if you decide to change your gender, it is your body." Gender Studies courses teach that gender deals with identity, whereas sex deals with anatomy or one's body. Thus, the quote doesn't make sense. Regardless of our opinions, as students at an all-male college, we have added pressure to understand our gender. A course in Gender Studies would allow us to better navigate this ongoing conversation and use language that is more inclusive to all people in our community.

This isn't an attack on anyone. Lord knows I'm not perfect. I have my own blind spots in my education. But if there is one place that an all-male institution cannot afford to have a blind spot, it's in the realm of gender. We're an all-male college and yes, we should be proud of that. So let's double down on that fact and learn what it actually means to be men in today's world.

WHY I GREW A MUSTACHE

The toughest part about writing an Opinion Article for *The Bachelor* is coming up with a topic that is both entertaining and impactful. Some articles are serious and shed light on an important issue, while others are more laid back and comical. In my last article, I took a more serious route, so I guess it's time for a light-hearted one! After some discussion with friends, the general consensus is that I need to write about my newborn mustache. So, here it is, why I grew a Mustache.

If you haven't seen, I've been sporting a macho (yet nuanced) mustache so far this semester. If you know me well, most of the time I'm a pretty "by the book" kind of guy. So, even though having a stache isn't necessarily ridiculous, it's a little out of the ordinary for me. While mine might not be on par with Ron Swanson's manly handlebar stache from *Parks and Rec*, I'm proud of my blonde facial hair. Personally I think it looks pretty filthy on the baseball



Joseph House '19

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field. But what do the people think of my upper lip hair, and why did I even decide to grow it in the first place?

My intentions in growing a stache were not to conduct a social experiment, but it has somewhat turned into that. I've gotten mixed reviews on my newfound facial hair. The overwhelming majority of my male peers here at Wabash are in full support of my "sick" stache. When talking about it with classmates and teammates, I often hear "You can't shave it!" Surprisingly, our female counterparts

don't feel the same way. I've received snapchats from my female friends with only a razor, no words, just a razor. I know right, Harsh! In general, my professors seem to be indifferent about it, (but I could be wrong). Although, my mustache did somehow spark a somewhat depressing conversation about all of our futures in Dr. Byun's Econometrics class. Regardless, it's been a teeter totter of input about my facial hair decision.

So, the real question on the table is why a straight shooter like Joe House would grow a rebellious, outdated stache? You might think that I've been growing this hairy caterpillar for some sort of charitable cause. I wish I was that philanthropic. In all honesty, as I was shaving my face one December day I thought to myself, why not leave the stache for a day or two? And now 3 and ½ months later, I've still got it and continue to say the same phrase in the mirror. My reason really boils down to "Why Not?" Some might disagree,

but I think a lot of times in life we need to take this "why not" attitude. Especially at this time in our lives we need to take some risks, try new things, and even make mistakes. Now I'm not recommending we all grow mustaches (even though that would be epic), but I think it's crucial to put ourselves outside of our comfort zones. If we always take the safe and normal route then what's the point?

That was my desperate attempt to create a of meaningful message across from my mustache. Disregarding the concept of facial hair, I think we all can do a better job of stepping out of our comfort zones. Whether that's standing up for something we know is right even if it's not the popular decision or choosing to hang out with peers when the safe choice is playing Fortnite and hiding in a bush. Jokes aside, be bold and make Wabash a genuine, outgoing, and potentially mustache-filled community. Team Staches for Wabash Baseball! Spread the love.

WOMEN ARE NOT A DISTRACTION

As a prospective student, I recall every single visit to Wabash College, from my first visit to freshman orientation week, there was always that one student or parent asking the following question: “What is the benefit of having an all-male student body?” It was the question everyone was thinking, and it’s a question we do a horrible job at answering. I’ve heard some good answers to this question, but the most consistent answer I hear from students, and even some faculty and staff, is that you don’t have any women as distractions at Wabash. Even with harmless intent, this answer carries a lot of meaning and says something about ourselves: something that should be considered very ungentlemanly.

I don’t think women distract us, but we distract ourselves with our perception of women. When we argue that we don’t have distractions (women) in the classroom, we are essentially saying women are objects to be had; we gaze at them not as peers or colleagues, but prizes to be won. I think what this conventional answer tells us, not only about ourselves as Wabash men, but the male population in general, is that despite more women rights and empowerment than ever before, there is still something perniciously present in the male consciousness



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compelling us to reduce women to only “distractions.” Instead of keeping them out of the classrooms and workplace like decades before, they are now present with us in these environments, yet an attitude still persists that these women aren’t equal colleagues, but some form of amusement for the enjoyment of men.

I’m not saying Wabash men are exceptionally misogynistic, but that we are products of our environment, and we are more likely to surface this subliminal masculine mentality when we answer this question, simply because the nature of the question. This question challenges us to defend an ancient education policy that was instituted in universities all over the world for centuries on the basis of sexist principles, one of those principles being women are nothing but distractions, an infatuation to take men’s minds off their studies. We are now in the

minuscule minority regarding this policy, and we ought to answer as to why. Saying that we remain all-male so we don’t have distractions from women is not a sufficient answer.

So, let me offer a couple better answers to the benefits of a college that is all-male, although I’m sure there are many more. We can always refer to our success rates for male students compared to other colleges around the country. At most other institutions of higher learning, there are huge gaps between males and females for graduation rates and job placement. But Wabash College, students fill this gap and perform at similar levels to their female counterparts at other colleges. Another reason--and I think this has a relationship with the former--is that the Wabash environment offers an entirely new view of what it means to be a man.

In society, we often view masculinity in relation to femininity, but at Wabash I think we’re better able to weigh the definition of a man on its own. And because of that, students often come to radically different conclusions compared to what society tells us a man is. We learn here that men can have deep relationships with other men; we can be emotional with each other; and you can take a gender studies course and still have your manhood. I think men at other colleges often get different messages that create the toxic masculinity

we see perpetuated in American culture.

If we did open up admissions to women, I would expect the women who chose to come here would have many of the same qualities our general student body has currently. They would have chips on their shoulders, an unquestionable motivation to prove themselves worthy of success, and an undying loyalty to their studies and development. That sort of mentality is ingrained in our Wabash culture. It’s a weak argument, and a sexist one, to say that culture would erode if women studied on this campus. In other words, it’s not the women who are the distraction. The only distraction would be you reducing yourself to a primitive sex drive and your unwillingness to see your female classmates as equals.

If you ever have the privilege as a student, an alumnus, a professor, or staff member, to speak on behalf of the College and are confronted with this question, I strongly encourage you to use some of these alternative answers, instead of the conventional one I’ve been criticizing in this column. Giving this reply does not reflect highly on you, and it certainly doesn’t fulfill the mission of living humanely and thinking critically that Wabash claims to strive for.

It’s a number of small critiques that can make big change. This can be a good place to start.

KILL ALL (STRAW) MEN

Most people have a natural desire to avoid conflict and be friendly with as many of our peers as possible. This desire to be uncontroversial extends to a great many topics in our sensitive age. In my experience, we only feel free to express our opinion when we are in a group with like minded peers. Topics which also affect the running of the College (e.g., immigration, issues of gender) often elicit extreme opinions and controversy amongst the students. When we discuss those topics, it is almost always among people who agree with us, and we end up with an argument that is strengthened not by logic but by consensus.

Then, when someone writes some ill advised and poorly written polemic in *The Bachelor* taking a firm stance on a controversial issue, it is often not the person with the most informed opinion, nor the writer with the most popular support, but the student willing to make a fool of himself without regard for his reputation or the reputation of his fellow students.

In addition to being students with little regard for their reputation or that of others, these writers often suffer



Jacob Roehm '18

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from a kind of self-inflicted straw man fallacy. They make arguments which are mere caricatures of the arguments intelligent people who agree with them make. The result is that students who may agree with the writer are in a position of defending an argument that can’t be rationally defended.

This kind of writing, where an argument spills forth from a student into the pages of *The Bachelor* without regard to its intellectual context or the precepts of logic, must stop. If you take a position, then you have a responsibility to yourself and your peers to explore the various arguments and strains of thought in line with your view. When you publish work on a sensitive subject which does not engage

with any thinker other than yourself, you lower the standard of whoever publishes your work. In addition, you tarnish the reputation of every student, even those who do not agree with you, by making it seem that your kind of lazy writing is typical or accepted. So in short, students are unwilling to discuss controversial topics, so they only discuss them among accepting groups of friends, their friends tell them they are right, they publish something terrible in these pages, and we all suffer.

The first step in alleviating this kind of issue is to orient ourselves within arguments that are happening outside of Wabash. Often, changes that affect the running of an institution as traditional as ours are those which are changes in how society at large treats a particular group of people. The recent debates around transgender students, toxic masculinity, and rape all emerge out of changes in broader civic society. Wabash cannot ignore these debates any more than it can ignore the city of Crawfordsville and the state of Indiana. Whether we admit it or not, we depend on the outside world to send us students far more than the outside world depends on us. Thoughtful engagement with the emerging

understanding of what it means to be ‘male’ does not mean that a radical change will occur here. It simply means that Wabash will be a part of larger discussions that will take place whether we participate in them or not.

I contend that the traditional view has a place in these discussions as well, clearly the traditions and institutions here cannot have been so meaningful to so many men without having value. Hilaire Belloc said “Men will learn eventually, and if they insist on rejecting the received wisdom of generations past, they do not thereby succeed at invalidating it; they merely condemn themselves to learning it, time and again, by ever grimmer experience.” The experience of past generations is passed down to us through our traditions, and it is important that we don’t discard this received wisdom without cause. To rid ourselves of the traditions which give meaning to our actions due to fashion, would be the definition of folly.

If we are to move forward, we must have clear and open thinking on controversial topics. Any discussion will be pointless if they develop in echo chambers, and fail to recon with their own ideological contexts.

SOCIALLY DISTRACTED STUDYING

JADE DOTY '18 | CAVELIFE EDITOR

• In the past five to ten years, college students faced certain temptations that did not plague the generations before them. Writing a paper in the Lilly Library might now take a little more time to accomplish than it did about 15 years ago. Staying focused during a class lecture might be more difficult for students during this generation than it did to those who received their degrees in the 90s. It is obvious that the recent advancements in technology over the past ten years have made the work of a college student much easier to finish and accomplish with the many different tools and massive amounts of information at our disposal. Although these tools make researching for a paper, analyzing a text, or studying for a test much easier, technology might inhibit a college student's performance more than it helps.

The statement that using social media apps via a mobile device while attempting to study or finish any academic assignments result in lower grades is agreeable among most college students, but some may underestimate how big a problem social media is among college students. A 2018 article headed by Italian Engineering professor Fausto Giunchiglia and published in the academic journal, *Computers in Human Behavior*, summarizes several studies that focus on social media usage and academic performance.

One statistic cited in the article states "that users underestimate their usage time by 40% than reported," usage meaning social media usage in this context. Giunchiglia's article cited several other studies. One, done in 2013, observed students from middle school to college for 15 minutes at a time, recording their on-task and off-task behavior when attempting to do school work with a smartphone nearby.

"On average, students became distracted in less than six minutes before switching to technological distractions such as social media and texting," Giunchiglia said.

The statistical facts stated above might alarm some Wabash students, but studies like these have come up in conversation between members of the psychology department here at Wabash and Psychology students.

"I've had some students that are interested in how smartphones draw away one's attention or one's ability to focus, but those conversations haven't gone very far because I haven't had a student



LEVI GARRISON '18 / PHOTO

Several students tend to use their phone as a medium for procrastination while working on school assignments.

that's wanted to pursue that topic as a research topic," Associate Professor of Psychology Neil Schmitzer-Torbert said. "I am really interested in thinking about a topic like this though. I would recommend for people to try and be mindful of how they're interacting with their phone. I've tried to be very careful and set my phone's notifications to where I only get a sound notification if I'm getting a call or a text."

Students on campus will most likely be able to attest to how their smartphone usage prolonged time spent on a homework assignment or how scrolling through various social media feeds the night before a test prohibited them from receiving a grade they wanted. But one might not think about how social media has long term effects on academic performance. Giunchiglia's study observed the correlation between students' social media app usage and academic performance and found that those who yielded a higher social media app usage did suffer in terms of GPA, but the study found that social media app usage affected students' cumulative testing ability more than their GPA. "This means that the effect of the use of social media apps is stronger on the progress of students' career than on the quality of their study," Giunchiglia said.

Something that is additionally interesting is how Giunchiglia found that social media app usage affected students differently based on their field of study. "The inactivity during studying or attending lessons affects more positively the academic performance of scientific students than humanities students," Giunchiglia said. Therefore, some students might have to be more aware than others due to their specific major.

Zach Patton '18, a Biology major with a Psychology and Chemistry minor, understands how much the use of social media can negatively affect one's focus and academic performance. "Mobile social media is a detriment to academic performance because it frequently interrupts your train of thought," Patton said. "I think if students are able to get in the state of mind where they're able to sit and solely focus on their school work or whatever they're working on, they're going to be much more productive than if they are focusing on the frequent notifications they're receiving on their phone."

Demonstrated by his recent acceptance into Indiana University's Medical School, Patton tries to implement certain techniques in order to stay on top of his own school work. "My opinion is largely based off of my own experience," Patton said.

"Notifications from my phone interrupt my train of thought the most when I'm working on something, so I use the "do not disturb" mode on my iPhone in order to stay on task."

Smartphones do have several positives and social media does as well. However, using these devices and apps while trying to work on homework, write a paper, or study for a test usually results in receiving a low grade. Schmitzer-Torbert believes that although there are these negative affects, people just need to find the right way to use their iPhones.

"We're always going to be a little skeptical to new technologies, because we're always going to be skeptical of something new," Schmitzer-Torbert said. "I think phones in general have been very helpful, but we just need to tease apart if they're actually harmful or if we don't like people adopting things that cause them to behave in ways that we don't expect." Studies show that using social media or smartphones while studying results negative effects, but using the right amount of social media or trying to use a smartphone more efficiently might prevent one from choosing to browse memes or send text messages over trying to get good grades.

ADM. INMAN SHARES WEALTH OF KNOWLEDGE

BRYCE BRIDGEWATER | COPY EDITOR •

JOSEPH REILLY | EDITOR-IN-CHIEF • Admiral Bob Inman of the U.S. Navy returned to Wabash Monday night to give a talk titled "Inman's View of the World." The retired serviceman discussed world events and how they affect colleges, governments, and other facets of modern life. In addition to his talk, he visited classrooms throughout the day and ate lunch with a group of students who were interested in careers in the international arena.

As an Admiral in the United States Navy, he served as the Deputy Director of the Central Intelligence Agency, Director of the National Security Agency, Chairman of the Federal Reserve Bank of Dallas, and elected fellow of the National Academy of Public Administration. He came back to Wabash after a positive experience interacting with students several years ago.

"Once a year, I make myself availability to speak at other colleges," Inman said.

Outside of traveling to campuses during his talks, Inman works as a professor at the

University of Texas-Austin. He deals with classes on foreign policy. He is also a trustee of the California Institute of Technology for the past 28 years where he works with the jet propulsion lab for NASA. During his visit, he sat in on classes of various subjects.

"The classes will be impromptu and on the spot," Inman said. "There is no agenda for them."

Similar to the classes, Inman's lunchtime discussion included a free-wheeling question and answer session after the Admiral gave an overview of his career. Questions included topics such as foreign policy, government career advice, and specific benefits a liberal arts education provides to people interacting with complex issues such as team management of a group confronting an international crisis.

In the evening, he embarked on a geographic overview of hotspots in foreign policy. He tied the changes in the world do direct effects experienced by students. Inman is concerned with students not knowing the whole story of events in the world. He lectured without notes

for an hour, including a question and answer session. Inman's vast knowledge comes not only from his prior 87 years of life experience, but also from his commitment to continual following of world issues after leaving his formal career in analytics. His focus, breadth, and depth of knowledge served as an inspiration for students.

"I will try to entice [students] to, on their own, take more interest and more time in what is going on in the world," Inman said.

"I was very impressed with the broadness of the Admiral's talk," Zach Campbell '18 said. "He basically sat on the stage and took us on a trip around the globe and summarized his concerns and hopes for various geopolitical situations in a very insightful and concise manner."

Inman ended his talk with a return to the emphasis he places on his liberal arts education. He credits his strong liberal arts background for his ability to adapt to each new position or job he held as well as helping him to tie in lessons from seemingly unrelated events and previous jobs.

THIRD ANNUAL BLACK FEMINISM / WOMANISM FORUM RECEIVES WARM WELCOME



COREY LEUTERS '19

This year's Black Feminism / Womanism Forum featured L'erret Ailith, Safia Elhilo, and Toni Preston. This year, panelist Safia Elhilo read some poetry prior to the forum itself.

COLLEGE BASKETBALL GRIPS CAMPUS

AUSTIN RUDICEL '20 | STAFF WRITER • **JACKSON BLEVINS '20** | STAFF WRITER • Every year, Selection Sunday starts March Madness, a month-long period that contains the most exciting college basketball tournament. While the tournament is comprised of NCAA Division I teams, the tournament is watched by fans from all over.

After the 68 teams are assigned their position in the bracket, sports analysts and fans spend days speculating as to who will come out on top in the end. Millions of people take their shot at filling out a perfect bracket, a feat that is no one has completed before.

Some people fill brackets on their own, while others turn to their families, friends, and peers to join a tournament challenge for bragging rights or high stakes with hundreds of dollars on the line. Once speculation is out the window and the teams battle it out on the court, people from all across the country tune in for

the non-stop madness. This March already exceeded its expectations when 16 seed UMBC knocked off 1 seed University of Virginia 74-54 to become the lowest seed to ever to beat a #1 seed. After this incredible upset, there were zero perfect brackets left out of the 17.3 million brackets that were filled out for the ESPN Bracket Challenge. Either way, the tournament is a topic of discussion for most people familiar with sports.

Many people on campus filled out brackets this year. Nathan Biggs '20 hoped for perfection in his picks.

"I filled out a bracket because of the enjoyment and excitement that comes with March Madness," Biggs said. "It seems like everyone is talking about it and if I don't fill one out I feel like I'm being left out of something major. I usually go with what seems obvious with the seeds. It's exciting because the teams have to play hard for all 40 minutes. No

matter what seed you are, you still have to make the shots and hustle. The UMBC and Virginia game is a perfect example. You can't just walk in the gym as a higher seed and expect to automatically win, which is what I think they did."

Colten Garland '20, a point guard on the Little Giant basketball team, has an interesting perspective on March Madness and the hype surrounding it.

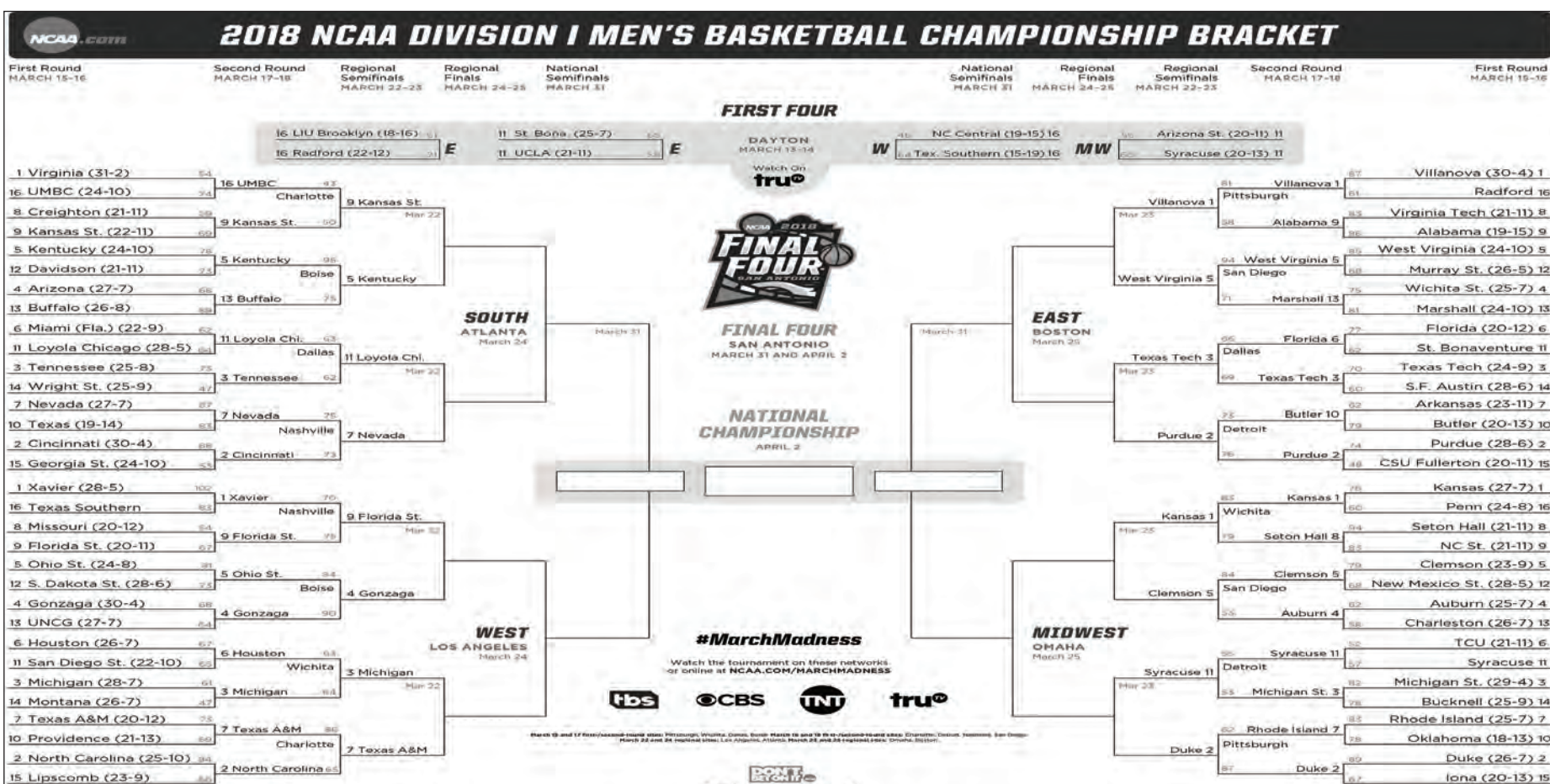
"It's a lot of fun to follow March Madness," Garland said. "It makes me want to play in a tournament like that. It's a little more enjoyable when you understand what's going on. I like to think about how certain teams match up well with others. I really love watching underdogs who a lot of people say don't have a chance play really well and give big teams trouble."

As many Wallies witnessed the madness that came with the first round of the tournament, many were

disappointed to see their dreams of winning their pool be crushed by surprising victories. Kevin Murphy '18 had high hopes for the Virginia to win it all this year. After seeing the team's demise in the first round, Murphy decided to root for the double-digit seeds for the most exciting championship.

"I think it would be cool to see Loyola go further in the tournament since I am from Chicago and grew up liking them," Murphy said. With Loyola playing on Thursday, Murphy has his fingers crossed for the survival of this Cinderella story.

Whether it is for fun or for glory, making brackets is an exciting way to keep up with March Madness. Although there will be no perfect brackets again this year, this will not stop hopeful fans from continuing to create one if not more brackets for years and years to come. Perhaps one day, the perfect bracket will come to someone in the world.



GRAPHIC COURTESY OF NCAA

After the Round of 32, zero perfect brackets remained. Notable upsets this year include UMBC over Virginia, FSU over Xavier, and Loyola-Chicago over Tennessee.

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WABASH DOESN'T JUST PLAY DEPAUW

ERIC CHAVEZ '19 | STAFF

WRITER • Rivalries are known to fuel sports. In a college atmosphere, especially at a small school like Wabash, having a rival school can give a team an advantage on things such as recruiting. Head basketball coach Kyle Brumett says that the rivalry between Wabash College and DePauw University gives his team a leg up even on schools that can offer scholarships because those schools can't give players a rivalry game like Wabash can.

While it seems to help the sports teams even before the games start, rivalries can also fuel the fans. Here at Wabash, the rivalry against DePauw is no different. There is a significant difference in the number of people that attend a Wabash vs. DePauw sporting event than in the number of people that attend a Wabash vs. anyone

else sporting event. Easy visual examples are at basketball games and soccer matches. There are simply more butts in the seats when Wabash plays DePauw.

This simple observation begs the question whether or not this is a problem. Of course, it is unreasonable to expect every student to attend every sporting event but shouldn't the student body as a whole want to beat everyone and not just DePauw?

"There are no real negatives to the rivalry. Wabash vs. DePauw has a big time rivalry feel to it, the games are advertised well, and the students, faculty, and alumni support is great," Brumett said. These are all positives, but obviously there is a bigger picture.

"There are steps to winning a championship," he said. "One of those steps is beating DePauw twice, and the other is getting

past them, and everyone else, in the conference tournament, and getting to the NCAA tournament." Brumett stresses the importance of beating DePauw but wants to remind everyone that it is only part of the plan to win a championship.

Similarly, head soccer coach, Chris Keller, stresses the importance of winning championships over beating DePauw. "I don't remember what year, but the team was 0-13 leading up to the DePauw game, they won the DePauw game, and they thought it was a really successful year," Keller said. "That kind of sums up that game. It's a big rivalry."

"Most recently, in the past 3-4 years it's been an important game when it comes to making the conference tournament... that just added to the fire knowing that in our conference we are always in

the mix with those guys."

Keller, like Brumett, sees beating DePauw as a necessity when it comes to the bigger picture of winning championships. Similarly to Brumett, Keller doesn't see much negative in the rivalry. "We always get the most fans to come out to those games," Keller said. "It's quite an atmosphere, and you don't understand it till you experience it."

Both coaches have expressed their appreciation to the fans who frequently attend multiple game and encourage others to follow in their footsteps. Brumett said that his message to the college as a whole is that, "It will be so much fun when we win the big games that aren't DePauw." This may be true, but for the college as a whole to realize that, there will have to be fans in the seats for those other games.



IAN WARD '19 / PHOTO

Parker Redelman '18 gets out in front of a group of opposing runners.



IAN WARD '19 / PHOTO

Jake Taylor '20 protects the ball as a Trine defender puts pressure on his back.

WRESTLING FINISHES FIFTH AT NATIONALS

JAKE CHRISMAN '20 | STAFF

WRITER • The Little Giants concluded their wrestling season on at the National Tournament on March 9 and March 10. Five wrestlers, Owen Doster '20, Austin Bethel '21, Kyle Hatch '21, Darden Schurg '19, and Hunter Bates '20 competed for a chance to end up on the national podium. The Little Giants had three individual placers and a fifth place finish as a team.

Doster entered the tournament as returning placer, but, unfortunately, this year had something different in store for him. In his first match against Austin Harris from Messiah College, Doster gave up a big move while ahead in points and got pinned 5:36 into the match. "I think he was ready to go, I just think he was not quite clicking," Head Coach Brian Anderson said. "The national scene can do things to guys right as they hit the mat. When he lost, it in a way took the wind out of everyone's sail, and it was tough to get him back in the following round." He then dropped his second match by a score of 6-1 to Brendan Velez from Delaware Valley, eliminating him from the tournament.

"I believe Owen can come back and get himself back on the podium next year," Anderson said. "That's the thing with wrestling, anyone can beat anybody on any given day."

The two freshmen representing the Little Giants showed out well. Bethel, impressively, finished third in his first trip to nationals. He pinned his first opponent in 20 seconds, but dropped his second match to the soon-to-be national champion. Bethel fought his way back through some tough opponents to land himself in the third place match, where he pinned Evan

Drill from New York University in the first period. Hatch also finished well in his first trip to nationals, finishing eighth overall. Hatch dropped his first match to Kaidon Winters from Rochester Institute of Technology, but was able to battle back with pair of wins to land him in the placing round.

"After you step back from the tournament and you can see what we accomplished, it was a fabulous finish," Anderson said. "To have all of our qualifiers, plus other guys returning, will make next year a lot of fun."

Schurg wrestled well in his second trip to the national tournament. Schurg went 3-2 to get fourth place. Bates had limited success in his first trip to nationals. He lost to the second overall seed in the first round. Unable to rally after the first round loss, Bates lost his second match 1-0, eliminating him from the tournament.

After losing Riley Lefever '17 and a host of other good seniors, the Little Giants wrestling season was unknown in terms of team points. The young roster this year proved to be up to the task, winning five tournaments and sending five wrestlers to the national tournament.

"It was tough," Anderson said. "We were in position to bring home another trophy, but fell just outside of that. We had the fire power out there to get it done; we just had a couple falters that kept it from happening. However, with the senior fire power we lost from last year the ability to make up those lost points and finish where we did was great."

The Little Giants will be returning a majority of their starting roster next year and will recommence their pursuit of a team national title.



IAN WARD '19 / PHOTO

Grant Gough '18 prepares to test his opponent's defense at Regionals.



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STRIKING OUT THE COMPETITION

JAKE CHRISMAN '20 | STAFF WRITER • Last week, the Little Giants baseball team (11-3) swept a double header at Hanover College and split their first home double header of the season with Manchester University (7-7). Bryan Roberts '18 succeeded Jackson Blevins '20 as NCAC Player of the Week with his performance on the mound. "Anytime you can take 3/4 in a weekend that is a positive, and we aren't even playing our best baseball yet," Jordan Hansen '18 said. "We still have much more to improve on before conference play, which is very exciting."

On Sunday, the Little Giants won their first game at Hanover by a score of 8-3. At the plate, the Little Giants scored runs in the second, sixth, seventh, and eighth innings before exploding for four runs in the top of the ninth. Sean Roginski '19 went 2-4 in game one with a pair of doubles and

plating a run. Bryce Aldridge '19 and Matthew Annee '21 also plated runs in the Little Giant victory. Cameron Martin '21 plated two runs on Saturday as well. Roberts went eight full innings with ten strikeouts, allowing only three runs. Zach Moffett '20 closed out his first of many games for the Little Giants.

In game two, the Little Giant defense took over in a 3-1 win. Jared Wolfe '19, Roginski, and Blevins all recorded RBIs in the win. Wolfe singled in the first driving in the first run. Blevins followed with a single in the sixth inning to give the Little Giants the lead. Roginski added a little cushion with a run scoring single in the ninth inning. On the mound, Cody Cochran '18 threw seven innings, allowing only one run and striking out three. Ryan Thomas '19 and Kevin O'Donnell '19 worked together in the eighth and Moffett

recorded his second save of the season, striking out three Hanover players in order in the ninth. "I think we are off to a good start, but we still have a lot of areas that we need to improve on," Wolfe said. "It's definitely fun to be winning games and learning at the same time."

The Little Giants had trouble getting started in the first half of their double header this past Monday. The Little Giants only put up two runs on ten hits in the 9-2 loss to Manchester. Plating the runs for the Little Giants was Blevins and Andrew Jumonville '21. On the mound, Kurt Lange '21 took the loss, but Kase Lawson '21 and Eric Murphy '20 threw as well.

The Little Giants were able to rally in game two to claim a 10-5 win. Wolfe, Roginski, Annee, Jumonville, Eric Chavez '19, and Joe House '19 had RBIs in the Wabash win. Wabash sealed the

game after a seven run seventh inning. On the bump, Sean Smith '21 started the game, going six innings giving up three runs. Thomas got the win throwing the seventh inning. O'Donnell threw the eighth and Moffett closed out the game in the ninth. "Both Hanover and Manchester taught us that we can still be better and that we need to continue to pick away at some things," Hansen said.

The Little Giants return to action today at home. "We have a good attitude as we look forward," Wolfe said. "We are headed in the right direction as we approach conference play. There is a lot of good competition in our conference and we are looking forward to taking that on and keep winning ball games." Due to inclement weather, the games are moved to Indianapolis on Friday. First pitch is at 5:30 p.m. with the rest being played depending on the weather.



IAN WARD '19 / PHOTO

Jordan Hansen '18 hits a ball into left field in this weekend's doubleheader.



IAN WARD '19 / PHOTO

Sean Smith '21 sends a pitch towards home plate.

WABASH FINISHES SEVENTH AT EARLY BIRD INVITE

PATRICK MCAULEY '19 | STAFF WRITER • The Wabash track and field team competed at Rose-Hulman Institute of Technology in the Early Bird Invitational this past weekend. The team scored 33 points, which placed them at seventh out of the ten competing teams. One silver lining to the meet was Ra'Shawn Jones '20, who won NCAC Player of the Week after competing in hurdles. Jones is happy, but the future is more important. This past indoor season did not end how the young hurdler wanted, so he is looking forward to competing in this upcoming outdoor season.

"It's not one of my main goals [to win the award]," Jones said. "But, it's definitely an honor because I have been working hard." In his second year as a runner for Wabash, Jones has already shown glimpses of greatness. This is the second time that he has earned this award in his Wabash career.

Only a select few participated in the event, but this did not stop the Little Giants from competing strongly. A massive aspect of the spring track season for all athletes is getting through the transition from outdoor to indoor. Elements such as cold weather and wind can change the setting of any track meet; therefore, it makes it tougher on the athletes to compete in those types of

conditions. However, the Little Giants had a plan.

Head Coach Clyde Morgan asked his players to treat the weekend as if it were a very serious practice. This mindset, as relaxed as it may sound, actually can trick athletes into not overthinking the scenario. Instead, it allows them to relax, treat the competition like a practice, and adjust their brains to the outdoor setting. This keen strategy helped many members compete at high levels over the course of the weekend.

There were many top five finishes over the weekend. In the 4x400-meter relay, Tyler Ramsey '21, Austin Ellingwood '18, Parker Redelman '18, and Brady Gossett '19 took second place with a time of 3:23.67. Anthony McGinnis '21 and the rest of his small relay team placed fourth in the 4x400 with a time of 3:33.39. Josh Wiggins '21 finished third in the 110-meter hurdles with a time of 16.13. Finally, Jones clinched his award by placing first in the hurdles with a time of 15.64.

The team heads to St. Louis this weekend to compete against Washington University. Now that they have adapted to the weather, these Little Giants are looking good and ready for the 2018 outdoor season. Be sure to wish the team good luck when you see them on campus.



PHOTO COURTESY OF COMMUNICATIONS & MARKETING

Satchel Burton '18 takes on an opponent in the hurdles event.



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LACROSSE MOVES IN RIGHT DIRECTION WITH 24-0 WIN AT EARLHAM

ZACH MOFFETT '20 | STAFF WRITER • After a tough loss to Kenyon College two weeks ago, the Little Giants lacrosse team looked for redemption when they took on the College of Wooster (4-2) last Saturday. The Little Giants (1-4) went into the contest for their third home game of the season. While Wabash wouldn't find the redemption they sought against Wooster, falling to the Fighting Scots 15-5, they would have another chance against the Earlham College Quakers (0-5) on Tuesday.

The Little Giants took advantage of a young and inexperienced Earlham roster and claimed the second win of their season by a score of 24-0. Even though the Little Giants were off to rocky start to their season, the team played through adversity and might have found the confidence they need to power through the middle part of their season and pull out some big wins against some strong competition.

Last Saturday, the Little Giants hosted the Fighting Scots of the College of Wooster. Wooster coming off a long spring break trip to Colorado showed moments of exhaustion against a hungry Little Giants team that was determined to make a statement against a strong conference opponent. The game started off close between the Little Giants and the Scots as the first period resulted in a Wabash one goal lead. After the Scots jumped out to an early 2-0 lead, Tucker Dixon '19 scored an unassisted goal for the first tally for the Little Giants.

Wabash gave Wooster an early scare in the second period as Collin Brennan '19 scored the tying goal to make it 2-2. The Scots responded with two three-goal runs in response to the early challenge the Little Giants put up. A Wabash goal by Austin Crosley '18 separated the Wooster scoring runs. The Little Giants went into the halftime break down 8-3 after two quarters of aggressive and fast-paced play.

Wabash could not hold on

for much longer as the depth in Wooster's roster proved to be difficult to overcome for the short-staffed Little Giants. Wooster went on to score five more goals in the third period followed by goals from Brennan and Steven Stark '19. The Scots created many offensive opportunities during the game, causing 10-28 of the Wabash turnovers and outshooting the Little Giants 60-20. During the fourth period, Wabash shut down offensively, but they also held the Scots to only one goal in the fourth period. The final score was Wooster 15, Wabash 5. Wabash traveled Tuesday evening to Earlham to take on another new lacrosse program in Indiana.

After a four-game losing streak, the Little Giants looked to redeem themselves against the Quakers. Wabash dominated the Quakers in all four periods, starting with nine goals in the first period. They followed up the active period with another offensive strike in the second period with six goals. The Wabash defense also held their end and completed the shutout as they did not allow a goal in the entire game.

The second half of the game was similar as the Little Giants continued to dominate, scoring three goals in the third and six in the final period. Dixon led the squad with seven goals and three assists on the day. Stark, Brennan, and Crosley each added four times a piece. The Wabash defense played aggressive and physical allowing the Quakers to take four shots and gathering 45 ground balls. "We're learning our strengths as we play and were beginning to play our game as opposed to adapting to each team we play," Chase Cochran '20 said. The final score of the contest was Wabash 24, Earlham 0.

The Little Giants will take on Hope College on Saturday at home on Fischer Field in Mud Hollow Stadium. The game Saturday will be streamed live on the Wabash website, and the game will start at 1:00 p.m.



IAN WARD '19 / PHOTO

Collin Brennan '19 stops to roll away from the pressure of the defense.



IAN WARD '19 / PHOTO

Zach LaRue '19 gets ready for a faceoff against his Trine opponent.