Students expose racism on Yik Yak

We’re Just Saying Ursinus held a demonstration in multiple places on campus Wednesday, April 1 to exhibit harmful, racist comments made on Yik Yak, an anonymous social media app.

Brian Thomas
bthomas@ursinus.edu

On Wed. April 1, the group We’re Just Saying Ursinus organized a demonstration to confront racism on Yik Yak.

Yik Yak is a social media platform that allows users to upload anonymous posts that are under 200 characters. Users then scroll throw a feed that only displays posts from within a ten-mile radius, voting in favor or disapproval of specific posts. The app also allows users to anonymously comment on the posts that they see.

“We’re Just Saying’s demonstration involved members and allies of the group holding large, hand-made signs of posts that contained inflammatory, racially charged language. The demonstrators held signs at both entrances to Wismer during common hour, as well as at a table in lower.

“I think the thing that prompted the demonstration is the lack of involvement and care about the issues surrounding race at Ursinus,” said Dominic Roher, who participated in the demonstration and is affiliated with We’re Just Saying. “There is a level of disrespect and ignorance surrounding these issues that is unsettling.”

“Some people forget, deliberately overlook, or don’t know about some of the explicit racism that exists on this platform,” said Richie Schulz.

One of the demonstration’s goals was to force users to confront their posts in person.

“It is important to get these posts out to the community at large to create an opportunity for the possible writer of that post to actually have to come face-to-face, in a public setting with something they are too cowardly to say in public,” said Roher.

“Members of this community deserve to be here without fear that the person sitting next to them in the library is thinking about ‘slapping this monkey bitch,’” said Schulz, referring to one of the posts painted on a sign by the demonstrators.

According to Roher and Schulz, a number of members of the Ursinus community have engaged in dialogue regarding the demonstration.

“Some people forget, deliberately overlook, or don’t know about some of the explicit racism that exists on campus.”

— Richie Schulz
Senior

“Despite the support, the demonstration received a good deal of criticism. Much of this discontent was voiced on Yik Yak. One user posted “holding 4 signs up is really helping change the world. Good job.”

Another user posted, “Honestly, this yik yak protest is only further spreading their messages of hate. Why can’t we just ignore the trolls rather than acknowledge them?”

A number of posts expressed hesitation to engage with the demonstrators, citing fear for...
Goss, Fulbright winner, plans to travel to Turkey

Krisite Costello
krcostello@ursinus.edu

Ursinus senior Chris Goss was awarded the Fulbright Scholarship on March 19. He will be the first Ursinus Fulbright winner to go to Turkey, according to Dr. Richard King, a history professor.

The Fulbright scholarship was created after World War II to promote international educational exchange. It allows students from the U.S. to work in education and research in other countries, and students from other countries to travel to the U.S. to do the same.

Goss will live in Turkey next year and work as an assistant English teacher. He said that his experience at Ursinus influenced his decision to apply for the Fulbright scholarship.

"If I hadn't gone to Ursinus, I don't think I would have taken the study abroad opportunity in the first place." — Chris Goss

Fulbright Scholarship winner

"It's a region that's in the news so often, but not that many people spend the time to find out more about the people there and what they believe in," Goss said. "It's been interesting to learn about how people live outside of what you see on T.V."

The study abroad program at Ursinus also played a major role in his decision to apply for the Fulbright scholarship. Goss studied abroad in Turkey in 2013 during the fall semester of his junior year.

"If I hadn't gone to Ursinus, I don't think I would have taken the study abroad opportunity in the first place," Goss said. "At Ursinus, study abroad is affordable, and we have access to a lot of different programs, so you can go pretty much anywhere in the world."

While studying abroad in Turkey, Goss enjoyed learning about the history and culture of the country.

See Fulbright on pg. 3
Yik Yak

Students held signs portraying the app “Yik Yak” in Olin Plaza on April 1st to show the amount of racism posted on the app.

Active Minds

Art Fair

Hey, artists and art lovers!

The annual Active Minds Spring Charity Art Fair is quickly approaching, and we are looking for anyone who would be interested in participating in any type of way, whether that be by selling your art, photography, sculptures, jewelry, and other crafts; or by simply volunteering to set-up, manage, and run the event. You can also participate by bringing baked goods to sell, or performing, as we will have a stage and outdoor sound equipment!

Although the event is a fun time for everyone involved, it is also for a really good cause. 20% of the profits made from each artist are donated to Camp Cranium, a camp for children suffering traumatic brain injuries.

If you are at all interested in volunteering or in participating at a table for the occasion, please contact Sarah Godfrey at sagodfrey@ursinus.edu for more information on how you can get involved.

Fulbright

United States’ relationship with nations in that region.

He believes that the Fulbright program can help improve people’s perceptions of Americans.

“Because the United States is such a large country and involved in world affairs, it’s easy to make general statements,” Goss said. “But programs like this give people a firsthand glimpse of what we’re like in person.”

Goss also said that the reason why the Fulbright program can improve international relationships is because of its focus on education.

“As the world is more connected than ever, it’s necessary for people of different nations to learn more about each other and interact face to face,” Goss said. “Education provides an environment that’s suited to these types of discussions.”
On April 1, those who entered the Edible Book Contest could display their work on the first floor of Myrin Library. Above is a submission from Andy Prock titled "The Imitation Game," a play on the film based on Alan Turing's "The Enigma."

Annual Edible Book Festival continues for eleventh year

Maddie Mathay
mamathay@ursinus.edu

The eleventh annual Edible Books Festival was held this past Thursday in the Myrin Library. This was the first year that the Ursinus community was welcomed to judge the contest.

All of the entries must be edible and represent literature in some way. On campus, individuals as well as groups, such as faculty, student clubs or organizations participate in this event as well.

Diane Skorina, librarian and director of information literacy and instructional technology, was excited for this year’s newest edition of edible books. “I always like seeing what people come up with. It is always different every year. There is always something new every year that people do,” Skorina said on Thursday during the event.

In the past years, the edible entries were judged by invited faculty or staff acting as guest judges. This year however, was the first year that anybody could come and vote for their favorite entry. The winners were determined by popular vote and moving forward the library might decide to keep this way of voting instead of having select judges vote.

Andy Prock, scholarly communications and metadata librarian, explained why the library decided to change the way of voting this year. “We are always looking at doing something different. We thought more people would come look if they had a say in who the winner would be. It was successful today so looking forward we could keep it,” Prock said.

In order to participate in the event, there is no pre-registration. The only rules are the entry has to be edible, has to arrive to the library by a certain time on the day of the festival and has to relate to literature. Prock said his favorite part of edible books is “Seeing what comes in because we do not know until the day of. We do not know until they walk through the door.”

Although nobody is sure what entries will come until the day...
New minors created for fall

Steve Valverde
stvalverde@ursinus.edu

Ursinus College offers a vast selection of options for minors. A new interesting minor seems to be introduced to the Ursinus course catalog every year. According to Michelle Statala in her New York Times article “What’s Your Minor?”; “Minors, along with double majors, are increasingly popular as students try to master multiple subjects on the way to flexible careers or future education.”

Minors can also serve to complement or counterbalance a main area of study. For example, if one’s passion lies in the arts and humanities, and they are worried if a career in those fields will be practical enough, then a minor in management studies, education studies or a foreign language can bolster the chances of getting a job in the field that one desires. Minors can also increase one’s marketability, and give one a more versatile transcript when one’s passion lies in the arts and diversify their knowledge.

“Minors are created at Ursinus when a faculty member, or group of faculty members decide that there is student interest in an area of study,” said Jay Miller, associate dean. “A minor can also be proposed if the faculty members see the lack of a particular minor as a gap in our curriculum.”

Faculty members will also research how other schools construct a minor, and then determine if they have enough courses to warrant developing a new minor at Ursinus. If the answer is yes, then they will draft a proposal and send it to the Academic Council. “That committee will review the proposal, possibly ask questions and ask for revisions,” said Miller. “Once the members of Academic Council approve the proposal, it goes to faculty for a vote. If the faculty votes to approve the proposal, the new minor will go into effect the following academic year.” Three new minors were created this year including the museum studies minor, the education minor, and the management minor in the business and economics department.

The museum studies minor will enable students to investigate the museum world and what goes on behind the scenes in creating exhibitions. Students also have the exciting opportunity to work with the director of the Berman Museum of Art. “This is not only about art museums,” said Ursinus art history professor Matt Shoaf. “Students coming from many other disciplines will explore types of museums that are relevant to their career interests as well. Students will gain not only knowledge and experience but also a clearer sense of what kind of museum career they want to pursue.”

The new education minor is an option for students who are not pursuing teaching certification, but may be interested in other aspects of education. The minor can help set the stage for graduate school, and career options in education policy, social justice work, counseling, and teaching in foreign countries. “It can also be a really interesting way to get new perspectives on your own education,” said John Spencer, chair of the education department. The education minor is a new version of what used to be two separate minors in elementary education and secondary education. It was created in order to broaden the focus and accommodate many interests in education. “Learning is such a fundamental human activity,” said Spencer. “Studying education touches on so many different aspects of our society and existence.”

The management studies minor was established concurrently with the new applied economics major in the Business and Economics department. It is one of three new minors including finance and accounting, economics, and management studies.

The minor can be selected by any major and is designed to give students an interdisciplinary background in courses that focus on working in any organizational setting for-profit, non-profit and government. “No matter what a student’s major or planned career path, the chances are quite high that he or she will work in an organizational setting and at some point be responsible for managing other people,” said Ursinus professor of business and economics, Carol Cirka. “Developing knowledge and skills that improve one’s ability to work with others to achieve organizational goals in a changing environment, and when resources are limited is crucial to any career.”

Having a minor can complement parts of a students’ academic experience while giving them more versatility. They also reveal that one has additional skills and interests alongside his or her major. A unique minor can help an individual stand out, when compared to the rest of the academic crowd.
A fourth CIE question that breaks the silence

Richie Schulz
rschulz@ursinus.edu

The Final Report of a Presidential committee a few years back recommended adding a fourth question to CIE: “How is our experience shaped by societal inequalities based on race, class, gender, and other differences?” We desperately need this additional question.

The original CIE questions: “What does it mean to be human?” and “How should we live our lives?” generate the proposed question. To be human is to have diverse experiences shaped by our differences in race, gender, class and so on. And decisions about how to live our lives should take account of the societal inequalities based on those differences. So the proposed question belongs with the original ones.

But the proposed question is not just one of the many that flow from the original three questions. It makes them honest by examining the all-important role those differences play in the distribution of health, opportunity, life chances, political power, and social status. Without this proposed question, our answers to the others are likely to be fundamentally incomplete.

Some might object that the proposed question is unnecessary. They will say that questions about race and other factors will arise naturally in CIE. But they are mistaken; many of us have trouble talking about societal inequalities based on our differences. First, we are uncomfortable. We are afraid—afraid of offending our peers, afraid of not finding the right words, afraid of violating the “culture of niceness” at Ursinus, and perhaps, afraid of discovering things about ourselves. Our discomfort makes us silent, and the fourth question breaks that silence.

“Without this proposed question, our answers to the others are likely to be fundamentally incomplete.”

Second, we have trouble talking about these issues because all of us have limited knowledge of them. Our differences of race, gender, class, and so on limit our experiences and cut us off from the different experiences of others. Our being pulled over by a police officer may vary significantly depending on our social position. You cannot know what it’s like for the other person, and problems arise when we treat our limited experiences as universal. That limited knowledge produces false generalizations, and the fourth question challenges that mechanism.

Our limited knowledge and discomfort make it difficult to talk about race, gender, class, and so on. If we want to discuss these issues as they are for us in our lives, we need the proposed question.

Some will say that the best approach is to emphasize what we have in common rather than what divides us. After all, we are all human. They will also say that focusing on differences creates more division. But the reality is that we must acknowledge our differences and the societal inequalities based on them if we are to have any hope of overcoming them. Overcoming them requires care, compassion, and concern for our fellow students, and that requires confronting our differences as well as sharing our similarities.

CIE needs—we need—to ask the question “How is our experience shaped by societal inequalities based on race, class, gender, and other differences?”

Fourth question not true to liberal arts

Tony Sierzega
ansierzega@ursinus.edu

A true liberal arts education is a transformative experience. Through the critical reading of thought-provoking texts and engaging in discussion with peers who share a diverse set of values, students are invited to critically examine their most deeply held beliefs. Asking difficult questions, practicing challenging self-reflection, and imagining the world from the vantage points of the others are all essential elements to this education.

The aim of a liberal arts college is not to create laborers solely ready to enter the 9-5 workworld; the aim is to cultivate a citizenry ready to enter the 9-5 world. The aim of a liberal arts college is not to create leaders solely to return to their friends who live in the same unchallenged reality, along with the values and beliefs that shape their actions.

The proposed fourth CIE question assumes an answer to what it means to be human and how we should live our lives. It presumes a reality that says race, gender, and socioeconomics affect our experience, leaving no room for students who may believe that such a reality does not exist. This presumption is different than having professors tell us how we should think, act, or live our lives.

The fourth question demands that students agree that race, gender, and socioeconomics affect the way someone else lives. Many incoming freshman students will come to Ursinus believing that we live in a “post-racial” society, women are equal to men in all aspects of life, and poor people just aren’t work

hard enough. These common understandings cannot and should not be easily dismissed. The proposed fourth question denies the possibility that societal inequalities do not shape our experience, a view that is held by many students. It removes the possibility of true self-reflection by demanding a conception of reality and indoctrinating values without the necessary exploration of what it means to be human and how we should live our lives.

Students do not grow in this type of learning environment. Instead, they sit quietly in the back of the room tuning out discussion, watching the clock, and waiting to return to their friends who live in their same unchallenged reality.

Comments such as the ones above deeply trouble me. I find it difficult to resist the urge to storm the front of every classroom in which I hear such comments and impose my conception of the truth about race and diversity in America. Further, I am still chal

lenged by the notion that being able to take such a position comes from a place of privilege.

I am a middle-class, white male, and therefore, do not have to actually live the experience of being a black student who is told that whites are discriminated against more in America. I am not a female student who is told that the wage gap is a myth. I am not a poor student who is told that I should just pull myself up by my own bootstraps.

However, after carefully considering this privilege, I still believe in the transformative power of a liberal arts education. This belief comes from a fundamental characteristic of our soul-making education: the cultivation of empathy.

By critically examining our own values through the discussion of meaningful existential questions, students will put themselves in the shoes of human beings whose existence is vastly different, but also fundamentally the same. No matter our experiences, we all share a common humanity worthy of respect and dignity, and through a true liberal arts education, together we can seek ways to understand each other and solve the ills of our troubled world. If we choose to deny the transformative power of the liberal arts, we might as well pack our belongings, head home, and tune into the news to watch the world around us burn.

WWW.URSINUSGRIZZLY.COM
On the right track

Women's and men's track and field hit spring season in stride

Hunter Gellman
hugellman@ursinus.edu

As old man winter releases his grip on Collegeville, the Ursinus track and field team ventures out of the comforts of indoor season and transitions into outdoor spring. With a new season comes new events and new competitors.

If you ask any person on the street about the difference between winter and spring track, they might just shrug their shoulders and tell you it's probably the same. Ask the same question to any of the Bear's 37 men and 28 women on the roster and your answer will be drastically different.

One of the major differences is the size of the track. During the winter season the track is much smaller, measuring 200 meters. This differs from the outdoor track that measures 400 meters. This lowers the number of turns taking on the track and should ultimately lower your time, in absence of any effects from the wind.

Another key difference is the events. In the indoor season there is only one throwing event, the shot put. As soon as the throwers move outdoors, the discus and javelin are added to the mix. At the national level there is a weighted hammer throw, though Ursinus does not compete in this event.

On the track, the distances of the events change with the season. The short sprints go from 60 meters to 100 meters. On the distance end the mile run extends to a 1500 meter run. Also, the 3000 meter run becomes a 5000 meter run and a 5000 meter run becomes a 10000 meter run, and a 3000 meter steeplechase is added.

A key difference between track and other sports during the spring is the fact there really is no formal offseason. Many of the distance athletes begin in cross country and have a short break before moving into winter and finally running in the spring. Coach Carl Blickle notes, "two weeks after the spring season ends [the athletes begin training] and brings up the base for their mileage. Over the summer they are running between 500 and 1000 miles and transition right to the fall for cross country."

For a distance runner, there really is no traditional off season. This can put a lot of strain on the body. Many distance runners experience knee and ankle issues, also with hip and groin issues. Junior Drew Mackin said, "Stretching is important to do everyday...also take preventative care. Nearing the end of a season there will be niggling injuries"
and they need to be taken care of early.”

Many of the runners focus primarily on the cross country and spring seasons. Many athletes use the winter as a training season for the spring. Senior Emilia Perry said that the spring season is the most competitive, yet the shortest of all the seasons. The Bears had already lost one of their competition days this spring due to snow. This only leaves six competition weekends before the conference championship meet.

Senior Emily Lamb said due to the first competition being canceled, the Bears “have been training and picking up where we left off in the winter, getting ready for the spring.”

With training is full swing, in the field the Bears will open up the entire gamut of events for the spring. Leading the charge on the field side of “track and field” is freshman Adam Myers. Myers placed 6th in the conference in the indoor season at shot put. In the spring he will be competing in the javelin, shot put and discus.

Myers said winter is a good time for outdoor athletes to work on technique for the spring season. He also noted that for field athletes weight training is very important part. Unlike some of their running counterparts, the field events only compete in two of the three seasons. This leaves the summer and fall “[to] fall on how much work you want to put in which translate to what you will get out of winter and spring seasons” Myers noted.

Overall, the Bears have a strong core group of athletes and should do well in the season. The Bears will compete next on Saturday, April 4 at the Muhlenberg Invitational.

Gerard Brown (right) is above driving past Eastern’s Kenny Meury. Brown scored a goal and registered an assist in the Bears’ 14-11 win.

With training is full swing, in the field the Bears will open up the entire gamut of events for the spring. Leading the charge on the field side of “track and field” is freshman Adam Myers. Myers placed 6th in the conference in the indoor season at shot put. In the spring he will be competing in the javelin, shot put and discus.

According to Myers, “It is a good group, but we’re going to need some of the other guys to contribute,” Steele said. So far, so good to that end. The team has been getting stellar minutes from sophomore Zach Jones on defense as well as a spark from freshmen Gerard Brown and Ian Desenberg on the other side. “I think he’s got potential to be a really good player,” Steele said.

Coming up, the Bears have perhaps their most important stretch of the season as it winds to a close. They played Washington College Wednesday (which occurred after this issue went to press) and will play Muhlenberg, Haverford, and McDaniel in their remaining conference slate.

Lax continued from pg. 7

Jake Weber (23) against Eastern on April 4. Weber netted a hat trick and then some, scoring four goals and adding three more assists.

Upcoming Schedule:

<table>
<thead>
<tr>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball: @ F&amp;M, 3:30 p.m.</td>
<td>Baseball: vs. Dickinson</td>
<td>Baseball: @ Gettysburg</td>
<td>Baseball: @ Albright, 4:00 p.m.</td>
<td>Baseball: @ Haverford, 3:30 p.m.</td>
<td>W Lax: vs. F&amp;M, 7:00 p.m.</td>
</tr>
<tr>
<td>M&amp;W Tennis: @ Dickinson, 3:30 p.m.</td>
<td>Doubleheader, 12:30 p.m.</td>
<td>Doubleheader, 12:50 p.m.</td>
<td></td>
<td></td>
<td>M&amp;W Track: Mid-Week</td>
</tr>
<tr>
<td>M&amp;W Track: Bill Butler Invite @ West Chester</td>
<td>Softball: @ McDaniell</td>
<td></td>
<td></td>
<td></td>
<td>Twilight Invite @ Gwynedd Mercy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>