

FOOTBALL

NESCAC sees steady increase in linemen sizes

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Somerville educational nonprofit to open new, non-traditional high school on Broadway

by **Seohyun Shim**
Staff Writer

Somerville educational nonprofit Sprout & Co., working with Somerville Public Schools, plans to open a new high school, Powderhouse Studios, on Broadway Avenue in 2018. Powderhouse Studios will occupy the currently-vacant Powder House Community School building and plans to enroll around 200 eighth graders through a specialized lottery system, according to Alec Resnick, founder of Sprout & Co. and future director of the school.

“Anyone can register to enroll, but there’s a ... weighted lottery system that ... guarantee[s] that the folks who enroll are representative of the Somerville students at large, economically, demographically and in terms of proportion, special education and gender,” Resnick said.

A Different Type of High School

According to Susana Hernandez Morgan, director of communications and grants at Somerville Public Schools, the new school will play a different role in the school district in order to provide a new type of educational experience for participating students.

“Students thrive in different types of learning environments. Powderhouse Studios would provide a small, more intimate and specialized [environment] for students and families who are looking for something entirely different from the more traditional school,” Morgan told the Daily in an email. “It’s important to provide a menu of quality choice for parents in Somerville.”

Resnick said the goal of Powderhouse Studios is to create an innovative and intimate learning setting.

“What we are looking towards is not



MAX LALANNE / THE TUFTS DAILY

A Somerville educational nonprofit is working to open a new high school in the former location of the closed Powder House Community School, pictured here on Nov. 28.

just a place but a group of people who are learning and doing interesting projects on larger and larger time scales motivated by their own interests and priorities,” Resnick said. “Even though it might be a school on a paper, when somebody comes to it, [Powderhouse Studios] will feel and look more like a research lab or a design studio or an artist’s workshop rather than a traditional school.”

According to Resnick, the students will be provided with laptops, tablets and phones in order to develop sets of skills in videography, interviewing and computational art. He added that the goal of the school is to work with young people and to translate their

needs to concrete projects within the community by partnering with local organizations.

“Generally, the way we approach the process is that we don’t come up with the task and tell [the students] what to do,” he said. “When we say that we are going to be very involved in the community, what we mean is that ... we want to have an audience other than us, so that means the works [of the students] will be deployed to different places.”

Bakhtiar Mikhak, a founding member of both Sprout & Co. and Powderhouse Studios, said the school will aim to help students develop new ideas and perspectives with projects, rather than

simply get them to graduation.

“The goal is to separate the concern of things like standardized exams from the concern of helping young people to have a deep and meaningful learning,” Mikhak said. “Our goal is to not let one overshadow the other. The school is not to help pass through educational milestones just for the sake of passing those steps.”

Resnick said that students at Powderhouse Studios would not have to graduate in the traditional four years but instead could graduate in the timespan they choose as long as they cover the materials in the Common Core State Standards

see **SCHOOL**, page 2

Police Briefs

Speaking Ill

Tufts University Police Department (TUPD) officers and Tufts Emergency Medical Services (TEMS) responded to a student who reported not feeling well at Olin Language Center on Dec. 1 at 8:30 a.m. The student said she had a headache and felt generally ill. After being checked by TEMS members, she was transported to the hospital for further evaluation.

In Fire Straights

On Dec. 1 at 11:50 p.m., TUPD officers went with the Somerville Fire Department to 14 Sawyer Ave., the location of the Alpha Phi sorority house, to investigate a triggered fire alarm. The cause of the alarm was discovered to be a hair straightener used by one of the students. The area was checked by the fire department and the alarm system was reset.

Nobody’s Home

After a noise complaint on Dec. 3 at 11 p.m., TUPD officers were dispatched to Latin Way Apartments. The officers confirmed the noise but were unable to make contact with the students, meaning that no one would identify themselves as residents of the suite. People in the entire suite were therefore written up and a notice was sent to the Dean of Student Affairs.

A Caught Camera

TUPD received a report of a theft from a student on Dec. 5 at 2:22 p.m. The student had left a camera on a shelf in the gym of the Steve Tisch Sports and Fitness Center for about an hour and discovered it missing upon his return. The camera is owned by Tufts’ Film and Media Studies program. The camera has not yet been recovered.

—Juliana Furgala



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Plans for student-driven high school receives \$10 million grant

SCHOOL

continued from front
Initiatives and pass the Massachusetts Comprehensive Assessment System as mandated by the state.

“Some [students] might decide to [attend the school for] five or six years and some people might be able to [graduate] in two or three years,” Resnick said. “Our job is to let them grow into the next chapter of life and they don’t have to leave until they decide to leave, unless they turn 22, as the school cannot support them forever.”

However, Resnick said the school will enroll 30 to 40 new students every year, regardless of the number of the students who leave the school.

Project Development

The idea of the new school arose about four years ago, when Somerville approached Sprout & Co. with an idea for an innovative school, according to Resnick.

“[Somerville Mayor Joseph Curtatone] reached out to us with the idea of potentially opening a new school, and so for the past four years [Sprout & Co.] developed that into the design and proposal for a new school,” Resnick said.

The plans for Powderhouse Studios were given a boost when the school was selected as one of the 10 winners of the XQ Institute’s Super School Project, an initiative to encourage new approaches to high school, funded by Laurene Powell Jobs, wife of Steve Jobs. Powderhouse Studios will receive \$10 million dollars from the XQ Institute to be distributed over five years.

“XQ is interested in seeing more and more interesting schools and school models,” Resnick said. “We are likely to be working with [XQ] around ongoing refinements and developments of the designs and operations of the school.”

According to Morgan, Somerville Public Schools does not anticipate Powderhouse Studios will disproportionately pull resources away from any other district school.

“Providing more options for families can result in a net enrollment increase and because it is such a specialized educational model, many of the students who enroll in Powderhouse Studios may be new to the district,” Morgan wrote. “The \$10 million XQ Super School Award would be used in a phased-in approach so that in the first

few years it will be private and public funding.”

Resnick also said that the new school will not affect the operation of Somerville High School, partly because Powderhouse Studios will have school-based budgeting, which will give the school more control over how its resources are spent.

“[Designers of the school] worked on the budget to make sure that nothing at Somerville High School will have to change just because Powderhouse Studios exists,” Resnick said. “Powderhouse, unlike other public schools, will have its own checking account and will be doing what’s called school-based budgeting, which is more common in other states.”

Powderhouse Studios also expects to have a meaningful collaboration with local organizations like Tufts, according to Mikhak.

“I hope that there will be interest from the Tufts community to talk to us more and be involved with [Powderhouse Studios],” Mikhak said. “What we really need is more people who care and pay attention to education and I hope to see a lot more collaborations and connections with the people in the community.”

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Professor Paul Joseph on his upcoming course on Trump, the election

by **Nina Joung**
Features Editor

In his office in Eaton Hall, sociology professor Paul Joseph has accumulated multiple piles of books and files with article clippings to prepare for an overhaul of a class he's been teaching almost every semester for the past four years. In response to this year's election, Joseph is teaching an altered version of his Political Sociology course called, "The Trump Election and Administration: A Special Edition of Political Sociology." Currently, the class is at maximum enrollment, with a full waitlist.

The Daily spoke with Joseph about the questions he plans to explore in the course, how to structure discourse around the election and what inspired him to create the new Trump-centered course.

The following is an abridged version of the interview.

Tufts Daily: How did the idea for this course come about?

Paul Joseph: Like everyone, I was stunned by the outcome of the election. It seemed to turn everything upside down in the country, and as a social scientist, I was mostly trying to understand why Donald Trump was elected and what the implications of that would be for the country.

I'm teaching two courses this semester. [Both courses] met on the Wednesday following [Election Day], and there was a very strong intellectual/emotional reaction to Trump's election that clearly needed to be reviewed and processed. And I thought to myself, since I'm teaching a political sociology course [next semester], this seems like a great opportunity to turn it inside out and to take some of the events in the campaign and some of the events that are sure to take place in the early days of the administration, and back those up ... to purpose some of the deeper sociological questions around those events.

TD: What are some of the questions you're thinking of addressing in the course? How is this course going to look, seeing as the Trump administration is still in the process of forming?

PJ: You're absolutely right about that. Just constructing the syllabus is going to be a real challenge, and I have some questions that I know will be in the course. [But] when I'm thinking about developing the syllabus over winter break, I'm going to try to preserve some flexibility in it. The first class is going to be a discussion with the students to see what priorities they might have, and I'm sure there will be some suggestions that I have not anticipated.

Anyone who is a political sociologist would want to think about issues such as media coverage and the social media dimensions of the campaign. There [are] questions of inequality — why voters seemingly vote against their self-interest. If you're of modest economic background, how do you end up voting for a millionaire? There are issues about conspiracy theories and why so many Americans are prone to believing conspiracy theories from all parts of the political spectrum.



COURTESY PAUL JOSEPH

Sociology professor Paul Joseph is teaching an altered version of his usual class next semester called "The Trump Election and Administration: A Special Edition of Political Sociology."

[There's] the shape of the country. Are we a red-versus-blue country? Other sociologists, political scientists and historians have suggested that we are some kind of amalgam of six countries or nine countries. So what does it mean to say that we're more than one country?

Those are questions that already existed in political sociology, so those are the things that I know I'm going to cover, although they're going to be informed by specific moments in the election.

TD: How is planning this course different from planning other courses?

PJ: I always try to revise a course. Typically, I keep two-thirds of a course and rotate the third part, so maybe after four or five years, you have a different course, but it won't be that different from one year to the next. I've already cancelled the books that I ordered for "Political Sociology." I'm starting over with that. So this is almost 100 percent different.

TD: The election created some difficult discourse and emotional reactions among some students. Do you have an idea about what continuing these conversations in your class will look like?

PJ: That's a really good question. [It's] about paying attention to the multiple dimensions of what happens in a classroom, not only the understanding of ideas, [such as] how many "countries" are there in the United States and what are the boundary lines. But what happens when, for example, women [ask], "How could a country elect someone who perpetrated assault against women, not just harassment or anti-

quated attitudes, but professed to that?"

I will try to do my best to be attuned to the multiple dimensions of [the election]. I think I'm going to use a lot of comedy in the class, like [Stephen] Colbert and Key & Peele, [to offer] various takes on this. I think it's a mistake to pretend that there isn't an emotional dimension to this. How can we appreciate the emotion, but also [ensure] that it's not destructive? Comedy might be a useful device.

TD: What do you mean by destructive?

PJ: Well, if people have different points of view — and this was happening in [my class] the day after [the election] — and they feel strongly about [their positions], and they express them, that can feel chafing and disrespectful. People can feel disrespected and that their views have not been acknowledged or understood. So you have to establish some rules about classrooms [for] different kinds of opinions. I hope to bring someone from the Trump campaign, or at least someone from the GOP hierarchy, to class. There will be different points of view from people who did not vote for Donald Trump. Then there's another point of view from people who are pro-Trump, so I want to create space for all of those opinions. We'll have a talk about rules of engagement inside of the classroom.

TD: It's kind of funny that the course description for "Political Sociology" for Spring 2016 originally began with the question, "Does it make a difference who is president of the United States?"

PJ: [laughs] I think that question has a new urgency.

Amanda Lillie
Maintaining your
Tuftsanity



Finals week hacks

Finals week is upon us, but never fear. I've got the recipe for success to help you take final exams like a pro.

First off, make sure you're as sleep deprived as possible. Don't listen to what your drooping eyelids and foggy mind are telling you; you should most definitely stay up until at least 3:30 a.m. to optimize study time. Oh, and before you crash for the night, make sure to set alarms at 15-minute increments starting at 7 a.m. the next morning so you can wake right back up to the daily grind. It will be worth it when you're sitting for your exam eight hours later in the day and can hardly remember what your name is, let alone all of the neural pathways you memorized.

Secondly, don't leave time for nutritious meals. In fact, you may as well not leave time for any kind of food whatsoever because you're going to need to spend every spare minute you have reviewing notes and learning terms on Quizlet. Taking an hour to make a salad and enjoy it with friends will not be worth your while. Those health nuts don't know what they're talking about when they say food will help you function better. I'm pretty sure that if you want to pass your exam, all you have to do is study for it. Simple as that.

Speaking of health nuts, forget exercising. Remember how you were conveniently too busy for the gym all semester? That hasn't changed, so don't you dare go saying that today's the day you're going to change that. Endorphins will only get you so far, and then reality hits and your legs are sore and your lungs seem to have lost all function. That pain is only going to distract you from getting those 10 pages written. Besides, look around. This is the beginning of a New England winter. You have a solid four months before people will even see your calves, let alone your stomach. Those summer-bod goals can wait.

Lastly, don't even think about "taking a mental health break with friends." Let the "f" in finals be a reminder that finals friendships = finals failure. They will not help you. They may cheer you up for a brief second, but there's no point in pretending those three exams and five papers temporarily don't exist to give you a false sense of freedom. You'll be much more productive if you leave no time for social interaction. Just put your mental health on pause for a week and you'll be fine. How much can a week of isolation really hurt?

These simple guidelines will keep you going strong all the way to the finish line. Side effects should be ignored completely because the reward greatly outweighs them, but I'm required to report that they include but are not limited to: risk of fainting, starvation, dehydration, depression, severe anxiety, heart attack, blindness (from over-crying), loss of motor function/control, suicidal thoughts and complete failure on all exams. Good luck!

Amanda Lillie is a sophomore who has not yet declared a major. Lillie can be reached at amanda.lillie@tufts.edu.



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Important Dates

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Reading Days: 12/13 & 12/14
Finals Begin: Thursday, 12/15
Finals End: Thursday, 12/22

Residence Halls **CLOSE:**
Friday, 12/23 promptly at 12pm

Winter Recess Closing Checklist

- CLOSE and LOCK all windows, pull shades down
- All electronics are turned off and unplugged
- Defrost/unplug any fridges
- Take out all trash
- Turn heat to #1 setting
- If you have fish, take them home
- Take any items home you may need over the break. The halls are locked and alarmed during this period
- If you live in an apartment, please clean the kitchen and wash any dishes. You don't

Shhh!

Continuous Quiet Hours

Quiet Hours begin on Monday, 12/12 at 11pm and continue through Thursday, 12/22. Please be respectful of your fellow residents during this crucial time of year!

If you are leaving at the end of the semester and not returning:
You will need to make arrangements with residential staff to properly check out of your room. You will also need to return your keys to one of the following areas:
Residential Facilities (520 Boston Ave) 9a-5p Monday - Friday
Campus Police Key Drop Box (419 Boston Ave) open 24 hours

You will be charged for any keys NOT returned at the end of the semester!

Looking ahead...
Halls re-open at 9:00am on Mon. January 16, 2017

Residence Hall Spring Closings
Non-graduating students
Saturday, May 13, 2017
Graduating Seniors
Monday, May 22, 2017

The Office of Residential Life & Learning would like to wish all of you the best of luck on your final exams and a safe & happy holiday season!

Questions? Please call us at 7-3248 or email reslife@tufts.edu

See you in 2017!

THURSDAY, DECEMBER 8, 2016

tuftsdaily.com

Pokéworks brings bold, fresh Hawaiian flavors to Davis Square

by Alison Epstein
Assistant Arts Editor

Poké (pronounced POH-kay) has recently been growing in popularity, as restaurants offering the Hawaiian dish have begun popping up across the (continental) United States. Typically made with cubes of raw fish, poké started gaining mainland popularity in Los Angeles and is becoming more prevalent on the East Coast. Now, one does not have to go further than Davis Square to try out this light but filling alternative to sushi. Pokéworks, located on Elm Street, features satisfying poké bowls that are full of fresh ingredients and won't break the bank.

Pokéworks runs similarly to a place like Chipotle. There are “signature works” for those who find the vast number of ingredient options too overwhelming, but one can also just choose their own ingredients as the meal gets moved down the assembly line. At Pokéworks, diners can get their toppings in a bowl, served over rice; a salad served over lettuce; or as a burrito, which is wrapped in sushi rice and a seaweed wrap.

Pokéworks opened on Dec. 1, and on opening night, there was a steady line that extended out the door. Because it was the first night, the line moved pretty slowly, as workers behind the counter were still getting the hang of the process. The restaurant is a small, unassuming and simple space with just a few long communal tables. By 8 p.m., there was already a shortage of some toppings, but most of the basics were still there.

Once customers reach the counter, they begin the process by ordering a base. When getting a traditional poké bowl, options include sushi rice, brown rice or quinoa for an extra dollar. Diners can also choose between regular or large sizes. The only difference between the two is that for a large, one must pay a few more dollars for three scoops of protein



Pokéworks' spicy ahi sushi burrito is served on a plate on Dec. 6.

instead of two. The regular size, however, is probably filling enough and, therefore, not worth the extra charge for a little more fish. The regular is filling because the bulk of the bowl is rice at Pokéworks, so it is not necessarily the best value, but diners will still feel satisfied.

Then one continues through the assembly line and chooses a protein. Along with raw salmon, tuna, shrimp and scallop, the restaurant also offers chicken and tofu for non-fish lovers or vegetarians. After that, there are mix-ins, which include ingredients such as cucumbers, mangos and edamame. Then there are several sauce options like a classic soy-based sauce, ponzu or a spicier, creamier sriracha aioli. The sauce is combined with the fish and mix-ins, and the plate is set to be topped off with items like seaweed salad, ginger and wonton crisps.

The process of going through the assembly line took longer than it should have, as workers dashed back and forth from the kitchen in confusion, and a

manager frequently had to come out and assist with a variety of seemingly simple problems. However, they proved to be very accommodating with diet restrictions, which was a plus.

After getting through the nearly 40-minute-long line of excited trend-followers and a chaotic ordering process, it is finally time to feast. Ultimately, it turns out that poké -- as few things rarely are -- is worth the hype. Both the tuna and salmon were tender and fresh. The sauces were flavorful, and the sushi rice was perfectly sticky. Poké is a good midpoint between a customizable salad place and a place like Chipotle. This was more filling and substantial than a salad, but is still a healthier alternative to a burrito. At \$10.95 for a regular bowl, it is by no means “cheap eats,” but that being said, it is a much better value than one would find trying to order a comparable amount of sushi.

If in the coming weeks the line dies down and the ordering process runs more smoothly, Pokéworks has the potential to be a perfect fast-and-casual addition to Davis Square.

Parker Selman
All in Good Taste



Sportello

With the ever-present threat of finals looming ominously over our heads, my roommate Ana and I decide to counteract the negativity by treating ourselves to a night out in Boston. We began to scour the internet for fine-dining in the city and eventually settled on Sportello, an Italian restaurant located in the Fort Point district.

The restaurant is about a 20-minute car ride away or a straight shot on the Red Line to South Station, followed by a 10-minute walk. The Boston skyline glimmers behind the Boston Tea Party Ships and Museum. We admire the cityscape before entering Sportello, a modern and tiny eatery. Sportello is Italian for “counter service,” and the restaurant appropriately features a gleaming white counter that snakes around the small restaurant and the open kitchen space. The rest of the seating consists of small white tables. The space is very minute, yet the white décor gives it the feeling of openness. The restaurant is owned by Barbara Lynch, the famous Boston restaurateur responsible for Menton and B&G Oysters. Due to the quality of the food and the famous name associated with the restaurant, the prices are admittedly high, with pastas ranging from \$26 to \$29. Despite the high prices, the space feels extremely relaxed and unpretentious.

The only reservation we can get is for 6 p.m. and because of the early hour, we are two of the few people in the restaurant. The waitress is friendly and provides detailed descriptions of the various pastas. We start with the Pane Italiano (\$6), and Ana chooses the Potato Gnocchi (\$29) while I get the Bigoli pasta (\$26).

The pane comes with three different breads, each fresher than the last. Due to the of the restaurant's emptiness, our food comes within minutes. Ana's gnocchi includes lobster, mushroom ragu and peas. Ana says that the dish wasn't too fishy and provided the perfect balance of flavors. She appreciated that the plate was creamy but not overly rich. My Bigoli pasta includes fresh and dried peppers, pecorino and garlic. The spaghetti-like noodles sit in a cheese sauce that has the perfect balance of sweet and spicy peppers. The dish packs intense flavor without being overpoweringly fiery. We both felt that the entrees were the ideal portion sizes. We were left satisfied but did not experience the unwelcome feeling of fullness.

The menu boasts that the pastas are made fresh in-store daily, and this really shows into the quality of the food. There are other options such as meat and fish entrees and soups and salads; however, I feel that the appeal of Sportello is its pasta dishes. Though it was not a cheap meal, it was rich in flavor and quality. Sportello is a good option for a date night or a way to splurge when you want superior Italian food.

Parker Selman is a sophomore who has not yet declared a major. Parker can be reached at parker.selman@tufts.edu.



Workers at Pokéworks prepare an order on Dec. 6.

SEOHYUN SHIM / THE TUFTS DAILY

MFA premier 'Make Way For Ducklings: The Art of Robert McCloskey,' brings classic picture books to all ages

by **Setenay Mufti**
Staff Writer

The Museum of Fine Arts in Boston opened an exhibit titled "Make Way for Ducklings: The Art of Robert McCloskey," on Nov. 25. Any child of Massachusetts will recognize the story as well as its iconic and precise illustrations, so it is appropriate to walk through the frigid wind in true Bostonian fashion to visit the museum on the Green Line. The exhibit itself, however, gives off timeless warmth.

The gallery is intimate but not cramped, and sits off to the side of another, larger gallery in the American Wing. Being almost hidden like this makes the exhibit feel like another world. According to the labels at the front, McCloskey's world that the viewer sees in his art consisted of a childhood in Ohio, a college education in Massachusetts and a family vacation house in Maine. The perimeter of the gallery showcases his best-known works (almost entirely from children's books), and within an interior structure is the showcase: McCloskey's work on "Make Way for Ducklings" (1941), recipient of the 1942 Caldecott Medal. Parents, children, teenagers and elders alike were strolling through, all looking touched.

The personal touch to McCloskey's work is what makes him iconic. He was born in 1914 in Hamilton, Ohio, and at 26, he published the book that launched him to fame, "Lentil" (1940), about a boy in a fictional Midwestern town that resembled his own. He studied in Boston, Mass. and returned to write "Make Way for Ducklings," a story of a family of mallards making their way through Boston's public gardens. As a husband and father, he bought a summer home on Deer Isle, Maine, and wrote "Blueberries for Sal" (1948), featuring local scenery and his daughter. "Burt Dow, Deep-Water Man" (1963) is based off a "local character" in the neighborhood.

In McCloskey's work, the passion is real and the love is real. No matter where the child reading his books is from, the sense of home and comfort is unmistakable. Almost all of McCloskey's art exists within children's books, and the gallery circumvents that obstacle by showing sketches, drafts and final pages of the books with excerpts



MAX LALANNE / THE TUFTS DAILY

A museum-goer checks out the MFA's new exhibition, "Make Way for Ducklings: The Art of Robert McCloskey," on Dec. 7.

at the bottom. McCloskey's passion is revealed in these sketches; for "Make Way for Ducklings," he consulted an ornithologist and spent two years studying mallards in the American Museum of Natural History after his original duck illustrations weren't meeting his or his editor's standards. No child reading his books (or at the exhibit making "quacking" noises) would necessarily notice such detail, but putting this sort of care into all his books gives them a familiarity, tenderness and coziness that puts McCloskey on a plane above other children's book writers. Everywhere he sets his books feels like home.

Another thing children walking through the exhibit will not recognize is the context in which these books were written. All of his books featured here were written shortly before or during World War II or in the midst of the Red Scare. It was a time of fear and insecur-

ity children from that time would have recognized from their surroundings. In this world, McCloskey's books are a place of comfort. The heroes of "Make Way for Ducklings" are the policeman doing damage control in Boston traffic (a hero indeed) and the kind people who give the ducks peanuts. "Blueberries for Sal" is all about mothers and children, love and care, which is universal in humans and other animals alike. The "Homer Price" (1943-1951) series features a traditional, home-bred, plucky young boy who saves the day with his adventurousness and love of the harmonica.

As the museum label says, McCloskey portrays a "small-town America that deflected the anxieties of post-war life, embodied in the unfolding threat of communism." His drawings reflect the idea that, whether in a small Midwestern town or a bustling city, if one endeavors to be

kind and listen to the adults in one's life, no harm will come. That idea remains relevant today: People who were very young during the 9/11 attacks would not have understood them at the time, but they would have perceived the fears of the adults in their lives.

McCloskey's career took off after finding that his "adult-style" paintings would not sell in the climate of economic uncertainty and looming war and then found his niche with children. This exhibit is definitely nostalgic, but more importantly, it restores that calmness, joy and pure enjoyment his stories brought to viewers of all ages. After all, McCloskey's books were originally written for children but exist for anyone who has ever been a child.

See the exhibit before it closes in February and learn what it means for literature, art and storytelling to be timeless at heart.

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OP-ED

A fight for justice

by Harper Hopkins

The past few weeks at Tufts have been about two things:

Listening: To sorority and fraternity members trying to come to grips with the uncertain futures of their organizations; to attempts by white, cisgender, heterosexual (the term for people attracted to people of a different gender) institutions to grapple with their heteronormative (the term for power structures which are oppressive to people who are not heterosexual), racist, transphobic, classist nature being exposed to the public eye; to privileged people becoming angrier over the possibility of someone disagreeing with them than I have ever seen less privileged people be over the far more serious injustices they experience on a daily basis. This anger and rage has always been present on Tufts' campus — it has simply never been as acceptable to speak up so loudly.

Processing: my own complex feelings regarding the presence of Greek life on campus. I, a queer, transgender, white female, have found some of my best friends at Tufts through the Greek system. Despite my personal experiences with certain international Greek organizations (see the Nov. 7 Daily op-ed), I truly believe that sororities have much to offer individuals and our campus culture. I know and respect many people who, while acknowledging the horrific nature of events in the past, feel the same way about fraternities.

About a month ago, some of these events were brought to light by Ben Kessler's Observer article, "Abolish Fraternities." Initially, my feelings on this article were mixed. While there was no denying that the issues it raised were reason enough to take a

long, hard look at the conduct of Tufts frats, I had my doubts. Wouldn't abolishing fraternities simply move them off campus and underground, making them even harder to regulate and discipline? Wouldn't this shift the mantle of violence elsewhere, to all-male sports teams and other campus organizations? How could banning fraternities be a better solution than reforming them?

About a week ago, I talked with a friend about these fears in light of the news that spring recruitment had been cancelled and that consequently, a ban on Greek organizations seemed increasingly likely. This friend asked me a question: "How could removing frats cause more harm than frats themselves?" How could removing organizations that haze, that uphold heteronormative, racist, transphobic, power structures possibly do more harm than preserving them? The truth is, it can't. It is clear that the presence of (theoretical) oversight by Tufts administration cannot hold frats to even the bare minimum of acceptable standards of behavior.

What, then, do we make of the community aspect of fraternities? What do we make of the brotherhood, the solidarity and the support that these men give each other in a world in which they are discouraged from showing emotion or admitting to complex emotional processes? Would it not be preferable to reform fraternities, to change them into forces of good? In short, yes. But what reform could be forced upon fraternities that would guarantee such results? The negative behaviors in question are already banned and not officially supported or sanctioned by the outward faces of the fraternities. The fact of the matter is, any serious effort to reform existing frats would fail. An attempt

to fix these broken systems would ultimately foster a sense of alienation among the frats, likely leading them to simply continue disregarding the administration's rules and regulations.

The stark reality is that the Greek organizations on campus — fraternities and sororities alike — are participatory in an international structure of violence. Local organizations are no exception to this. Despite not paying money and visibility to a larger entity, they normalize and promote the image of the chapters that do. This is not by any stretch a criticism or indictment of individual members of these organizations. For the most part, fraternity brothers and sorority sisters are wonderful people with good intentions. But this does not change the fact that they are complicit in supporting harmful institutions at a local, national and international level. Many of them are aware of this and use their positions within these institutions to work for meaningful change. This is a good and important fight, and it is by no means my intention to trivialize or neglect these efforts.

The fact remains, however, that the Greek system is an oppressive one. Our university, and every person who attends it, is complicit in this oppression. However, I have never been the type to offer a criticism without an accompanying suggestion for change. How can we continue to support the good that the Greek system has to offer, while simultaneously ceasing to support organizations that are harming students and supporting violent institutions beyond our campus?

The solution, while not simple, is straightforward: Abolish fraternities and sororities on campus, and provide frameworks for those that already exist to transition into

non-residential organizations with emphases on social justice, shared interests and community building. Make them self-policing, and incentivize member education. Perhaps set up requirements for receiving university funding, including mandatory sexual assault workshops and sensitivity training. The university itself has work to do as well. Until sexual assault cases are properly investigated and prosecuted by the administration, the type of behavior that is often synonymous with fraternities will continue. These reforms would provide the social and communal benefits that are a positive part of the Greek experience, while largely dismantling the harmful aspects of Greek life.

At its root, this controversy represents an opportunity for this campus. Rarely before have we been presented with the chance to completely change the way we conduct ourselves as a university. The coming months will see many conversations about the proper way to deal with the role that Greek life should have at Tufts. This is a time for the voices of marginalized people to be heard and for "the voices you call 'heteronormative, cisgender, queerphobic/transphobic'" to listen. This is a chance for the creation of a system which fosters unity and respect, rather than supporting violence and bigotry.

Editor's note: If you would like to send your response or make an op-ed contribution to the Opinion section, please email us at tuftsdailyoped@gmail.com. The Opinion section looks forward to hearing from you.

Harper Hopkins is a sophomore majoring in computer science. Harper can be reached at harper.hopkins@tufts.edu.

PET ENVY



BY SHANNON GEARY

CORRECTION

A Dec. 7 article titled "Fletcher delegates represent Tufts at COP 22 in Morocco" mistakenly identified Kelly Sims Gallagher as discussing Tufts' observer status at the UN climate change negotiations, the importance of Tufts Institute of the Environment (TIE)'s participation at COP 22 and the opportunities for networking Fletcher students had at COP 22, when in fact it was Nitsan Shakked, associate director of TIE who said this. The Daily regrets this error.

OP-ED

Invisible labor

by James Rizzi

I have been a graduate student in English at Tufts for four years now. In that time, my colleagues and I have worked as teaching assistants (TAs), tutors, graders and (most prominently) graduate instructors in ENG 0001-0004 courses. You may have seen us.

Graduate students often take part-time jobs as well. This can include administrative work, re-shelving library books or lingering around Tower Café as a graduate writing consultant. Personally, I work in the back of Tisch Library. If you've ordered a book through interlibrary loan in the past three years, chances are good that I've seen your name on one of those purple slips – I'm the guy who puts those in the books.

When we're not teaching and scraping together other work to pay our bills, you may see us reading, writing, revising, holding office hours, attending lectures, hosting conferences, flying to other conferences, trying to get published in the latest journals and constantly updating our resumes since we're also writing fellowship proposals and looking for work as adjunct faculty.

Or you may not see us.

I've overheard enough tour groups to know what gets talked about — what Tufts' selling points are — and what gets pushed to the brochure footnotes. I've had to explain that calling me "professor" isn't technically correct. I know that many people — including some of our parents — don't know exactly what separates graduate students from faculty, or even graduate students from undergraduate students. For those of us tucked in the middle, however, it's a reality that we face every day.

The fact is that there are over 1,500 graduate students in the School of Arts and Sciences and the School of Engineering.

While some of us are old enough to be the parents of a Tufts undergraduate, some of us are in our mid (or even early) twenties. While some of us sport elbow patches and bow ties, some wear Tufts hoodies. You probably have seen us; you may just not know it.

That's a shame, too. With such a large presence, we ought to be seen more, and not just seen but recognized. After all, we do a lot around here.

Please don't get me wrong: I love teaching. I love reading, writing, meeting with students — heck, I even like putting those purple slips in your books. I'm sure my colleagues all over campus similarly love the varied and important work they do — it's why we're here. But make no mistake: It is work; it is labor; it is a vital part of what makes Tufts a

university. And yet, for many, the term "graduate student" justifies our being overlooked, our blending into the background and not being talked about.

In an April 2004 Tufts Daily op-ed, "Our working conditions are your learning conditions," another fourth-year English Ph.D. candidate, Joe Ramsey, laid out the case for graduate student labor better than I ever could. It's worth a read, but his point is simple: Graduate student work is just as essential as the much more highly-compensated and stable work of faculty and administrators. We are not apprentices to the profession; we are doing the (highly-skilled) work.

Some things have improved since Joe wrote his article 12 years ago; much, however, has remained the same. Although my department has fought to increase stipends, some department fellowships haven't been increased in almost a decade. Some things have worsened too; the job market has continued its decline as colleges and universities nationwide have replaced tenure-track positions with much cheaper part-time positions and —*surprise!* — graduate student labor. The jobs for which people often suppose us to be apprenticing simply aren't there.

Joe's article was a product of his time. In the early 2000s, graduate students at many private schools were voting to strengthen their positions through organized labor. You may be surprised to learn that Tufts was on the verge of forming its own graduate student union. The groundwork had been laid, discussion and debate abounded, votes were cast and then ... the ballot box was sealed forever. In 2004, the National Labor Relations Board (NLRB) made a decision against the graduate students at Brown University, setting a precedent disallowing the organization of graduate students at private institutions.

A lot has happened in the interim. Readers of the Daily will remember the more recent labor issues at Tufts: the formation of a union for the part-time faculty at Tufts and the hard-fought negotiations with custodians. Amid sea changes locally, the NLRB also surprised almost everyone this summer when they reversed their decision and opened the door to those discussions, debates and actions that were put on hold 12 years ago.

I have been working with a committee under the Graduate Student Council since the NLRB ruled this summer. We have discussed our position at meetings; we've knocked on graduate students' office doors; we've reached out to our peers at Harvard, Brandeis, Boston College and elsewhere; we've gone to a National Association of Graduate-Professional Students conference to

hold a roundtable on best practices for incipient organization; with our fellow graduate students, we have scrutinized our vulnerabilities, considered our strengths and left no thought unexplored. Whatever decision we make as a graduate student body, we will not have made it lightly.

And that is why I'm asking for your support today.

Forming a union means an opportunity to take control of the conversation, to stop asking sympathetic faculty members to go to bat for us to defend the few benefits we have from cuts and instead make clear ourselves what it is we believe we deserve.

A strong union means a stronger community of workers. The sad truth is that, just as you might not know what I do, I don't really know what my colleagues in computer science or engineering do. We are as separated from each other as we are from everyone else, and that's by design. If I don't know what the working conditions for the rest of the graduate school are, how can I know what the standard is? More importantly, if I don't know who my counterparts are in other departments — what their aspirations, their anxieties and their day-to-day lives look like — how can I be expected to stand in solidarity with them and bring our collective demands to the administration? We are indeed strong only when we recognize each other and stand together.

A strong union means that we can win victories such as better health benefits, better pay, clearly-defined teaching roles and guaranteed access to what we need in order to be productive. A strong union means that we can negotiate for things that will make us better students, but these things will also make us better resources, and they will ultimately lead to a better university. A strong union means that we will be able to have reasonable, open and democratic conversations about what we want to achieve, and this will give us a better sense of who we are as a graduate student body.

Perhaps most importantly, a strong union means that we, the graduate employees at Tufts, will move out of the obscurity that keeps us weak. It means that you will finally, definitely see us.

Editor's note: *If you would like to send your response or make an op-ed contribution to the Opinion section, please email us at tuftsdailyoped@gmail.com. The Opinion section looks forward to hearing from you.*

James Rizzi is a fourth-year Ph.D. candidate and graduate instructor in the English department. James can be reached at james.rizzi@tufts.edu.

Anna Sossenheimer
Jumping Hurdles

*Self-care*

December is here, and for students, that often means stress and late nights as opposed to holiday cheer and Christmas cookies. The anxiety of upcoming finals often prevents me from enjoying my final weeks of the semester, and it can be difficult not to feel particularly bogged down.

This year, I'm making an active effort to practice self-care during finals. It's so easy to let stress get to you and to feel overwhelmed, but I know if I ensure that I'm making space for myself and practicing self-care, I'll be able to get through these last two weeks alive. I have a few tips I've learned over the past two years on how to stay afloat during finals.

The single most important thing I've learned is to get enough sleep. Finals time seems to be paired with late nights in Tisch and all-nighters finishing projects. I've definitely been there before — staying so late in Tisch that I hear the creepy voice telling me it's time to go, and ignoring her to stay even longer in the reading room. This semester, I've learned that there comes a point when it's time to say enough is enough, bite the bullet and go to bed — even if I didn't finish everything I wanted to. Pushing myself to stay up late only makes me more unproductive the next day, and I find it takes a huge toll on my health and mood. To keep myself from being in a situation where a late night becomes necessary, I try and do a little bit of work every day, so I don't procrastinate and put myself in a situation where I'm scrambling to complete something the night before it's due. Sleep is critical during finals to keep you healthy, happy and alert, and I've learned that it is something I will no longer compromise.

Another way I like to keep myself healthy and happy during finals is to make sure I do not sink into a negative thought process. During finals and reading period, everyone seems to be so stressed that they can't talk about anything other than how busy and anxious they are. I don't like going down the road of self-deprecation and negativity — I find it does nothing productive and only makes me unnecessarily anxious. I combat these feelings by actively telling myself positive things about my day and my work. Every time I leave the library, I like to think of all the things I did get done instead of dwelling on the things I didn't finish.

One final way I practice self-care during finals is by giving myself space every day to just relax and focus on myself. Whether it's one evening of watching Netflix or going out to brunch one morning, I find it important to separate myself from my work and recharge. During finals, it can feel like there's absolutely no time to relax, but this just isn't the case. It's all about being efficient while working and relaxing completely when not working. Finals don't have to be the most stressful time of the year. It's all about finding a balance!

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Editors' Challenge | Week 11

Hello sports fans, and welcome back to Editor's Challenge. This is our last iteration of everyone's favorite football pick-em contest and it's not particularly competitive. Just kidding. Zach "stale" Hertz is hereby stripped of all titles, wins and correct picks for utilizing gambling sites for 13 out of 14 weeks. He thought making his own picks in the last week would remove his asterisk. Nope!

Last week Evan "empty inside" Sayles and Eddie "jaded" Samuels were the Daily's highest scorers, with 12 correct picks. Sayles is now tied with Phillip "dead on his feet" Goldberg for third place. Maclyn "drowsy" Senear is barely hanging on to second place.

Or is it first? Who knows, we are basically sleepwalking through the finish line here. David "collapsing" Westby's comeback never materialized and the only thing preventing Sophie "dog-tired" Lehenbaum from slipping into last place are the reliably awful picks of the Daily's guest spot. Max "pooped" Lalanne scored a seven last week in a truly tired performance. Will Jei-Jei "overworked" Tan finish strong for the guest spot? Will anyone in the Daily catch up on sleep? Who knows! This is our last Editor's Challenge this year anyway.

May our oblong balls bounce favorably, may we pick the winningest teams and may we have sweet dreams over break.

	Zach*	Maclyn	Phil	Evan	YJ	David	Eddie	Sophie	Guest (Jei-Jei)
OAK @ KC	OAK	OAK	OAK	OAK	OAK	OAK	OAK	OAK	OAK
WAS @ PHI	PHI	PHI	WAS	PHI	PHI	PHI	PHI	WAS	WAS
HOU @ IND	HOU	IND	HOU	HOU	IND	IND	IND	IND	HOU
CIN @ CLE	CIN	CIN	CIN	CIN	CIN	CIN	CIN	CIN	CIN
DEN @ TEN	DEN	DEN	DEN	DEN	DEN	DEN	DEN	DEN	TEN
NO @ TB	TB	TB	NO	TB	TB	TB	NO	NO	TB
ARI @ MIA	ARI	ARI	ARI	ARI	ARI	ARI	ARI	ARI	MIA
CHI @ DET	DET	DET	DET	DET	DET	DET	DET	DET	DET
PIT @ BUF	PIT	PIT	PIT	PIT	PIT	PIT	PIT	PIT	PIT
SD @ CAR	CAR	CAR	SD	SD	CAR	CAR	CAR	SD	CAR
MIN @ JAX	MIN	MIN	MIN	JAX	MIN	MIN	MIN	MIN	JAX
NYJ @ SF	NYJ	NYJ	NYJ	NYJ	NYJ	NYJ	NYJ	NYJ	NYJ
ATL @ LA	ATL	ATL	ATL	ATL	ATL	ATL	ATL	ATL	LA
SEA @ GB	GB	SEA	GB	GB	GB	GB	GB	SEA	SEA
DAL @ NYG	DAL	DAL	DAL	DAL	DAL	DAL	DAL	DAL	NYG
BAL @ NE	NE	NE	NE	NE	NE	NE	NE	NE	NE
SCORE:	113	107	104	104	101	101	96	93	92

WOMEN'S BASKETBALL

From the Sidelines: Carla Berube

by Sam Weidner
Staff Writer

Tufts Women's Basketball coach Carla Berube is quite well-known in the basketball world for her time playing at UConn and professionally in the American Basketball League (ABL). She was a member of the undefeated 1994-95 UConn women's basketball NCAA championship team during her sophomore season, the first national championship team of legendary coach Luigi Geno Auriemma's career. When she began playing, though, women's basketball was still quite marginal.

"I started playing when I was around eight years old when my dad put a hoop up in our driveway on a tree and I'd play with him and my older brother." Berube said. "Then I started playing with a lot of the

guys in my neighborhood, not a lot of girls in my neighborhood, so there was a group of us that would play all day every day."

The great success that she enjoyed can be partially attributed to the competitive drive and passion that Berube developed early in her life.

"I know [as a kid] I'd be out there even in the winter with my glove and hat on just working on things, and I wouldn't let myself come inside until I made shots in a row, things like that." Berube said. "[I] just fell in love with the game early on."

This drive led her to become a part of one of the most groundbreaking collegiate women's basketball teams in history. The 1994-95 undefeated UConn team is widely credited as being the team that put women's basketball, especially at the collegiate level, on the map. They are thought

of as the team that made young girls want to play and made parents want to get their daughters involved in the game.

Berube fondly remembers her time at UConn as what made her want to get involved with coaching herself.

Immediately after graduating from UConn, Berube spent a year and half playing in the ABL before taking some time away from the game, living in California. She pursued other ventures such as snowboarding and running a marathon before realizing that she missed basketball too much to stay away.

"I talked to my coaches at UConn and told them that I wanted to coach, and that's when they got me in touch with the head coach at Providence, and [I] got hired as an assistant." Berube said. "I loved coaching there, but I felt that I

wasn't made for Div. I. I learned about the NESCAC while I was at Providence and I fell in love with the mission of students first and athletes second, that those things can go hand in hand. Then it was just luck that Tufts opened up that year."

Berube has found great success coaching here at Tufts, winning the Pat Summitt Trophy as the 2015 United States Marine Corps/Women's Basketball Coaches Association NCAA Division III National Coach of the Year along with five NESCAC Coach of the Year awards. Her teams have also experienced great success, including two straight Final Four appearances and qualifying for the NCAA tournament in six of the last seven years. She did not seem to find any issues transitioning from coaching at a DI program to a DIII program.

"I'm sure there's a lot more money in recruiting and travel for Div. I," Berube said. "But the level and the commitment and the passion; I've actually found more passionate basketball players here at Tufts than I did at Providence."

She credits much of her coaching style to what she learned from her own coaches during her playing days.

"I think [my coaching style] is a mix of all the mentors I've had." Berube said. "I had a really great high school coach as well, and he was a defense-first coach just like coach Auriemma: You're gonna play if you can defend. That's always been my philosophy, and I think that I got that from those two coaches."

Her team is currently ranked as the No. 1 team in the country for women's DIII basketball and has hopes of capturing a national championship this year, which would make coach Berube one of a select few individuals to have won a national championship both as a player and as a coach. Yet despite the rewards of team success, Berube's goals for her team seem to be more about the player experience than anything else.

"I want us to get better every day and have a great experience," Berube said. "I want to make sure that [my players] are enjoying playing the game day in and day out, that they are striving and working hard at that."



Head coach Carla Berube observes the team during a drill at Hinkley Fieldhouse, Butler University on April 3.

EVAN SAYLES / THE TUFTS DAILY

ASSISTANT COACHES

From Player to Coach, Pt. I – Kate Barnosky and Samantha Gann



KELVIN MA / TUFTS UNIVERSITY

Women's basketball assistant coach (LA '12, G '14) Kate Barnosky poses for the team roster photo on Sept. 11, 2015.



COURTESY SAMANTHA GANN

Samantha Gann played for the Tufts women's tennis team and has been assistant coach for the program since her graduation in 2014.

by **Ryan Schneiderman**
Staff Writer

Many of the current coaches at Tufts are former Jumbo athletes themselves. Some, like tennis assistant coach Samantha Gann and basketball assistant coach Kate Barnosky, jumped into coaching shortly after finishing their playing career.

In her final year on the women's tennis team, Gann served as captain and was the team's No. 1 singles player. For her efforts on and off the court, she was awarded the 2014 ITA National Arthur Ashe Award for Leadership and Sportsmanship and was named the 2014 NESCAC Senior Sportswoman of the Year. For Gann, it was always clear that walking away from the sport to which she had dedicated much of her life, and which had given her so much enjoyment and fulfillment, was going to be a difficult prospect. When an opportunity arose to stay involved with the program at Tufts, she jumped on it.

"Playing tennis at Tufts was one of the best experiences of my life: I had the opportunity to play the sport I love at a high level, make amazing lifelong friendships and learn invaluable lessons from my coaches and teammates," Gann told the Daily in an email. "As senior year was coming to an end, I realized just how difficult it was going to be to give up the sport I was so passionate about and had worked so hard at since I was a little girl. So when Coach [Kate] Bayard presented me with an opportunity to stay involved with the program as an assistant coach, it was a no-brainer."

Making the transition to coaching could have been difficult for some, but for Gann it was relatively seamless. With her intense passion for the sport and an innate ability to connect with her teammates from when she was captain, coaching came naturally to her.

"I realized at the end of senior year that while my time on the court was coming to an end, my passion for the sport wasn't going anywhere," Gann said. "In many ways, becoming a coach of this team feels like a continuation of my days playing on the team. It's so great to be able to cheer on my former teammates and continue to grow our relationships and at the same time develop a genuine bond with the new players."

Gann credited Bayard, her former coach and the head of the women's tennis program for the past 11 years, as her biggest inspiration in her transition to coaching.

"[Coach Bayard] has been the most incredible mentor and friend and has taught me so much on and off the court," Gann said. "Her technical skills and talent on the court are impressive enough to make a fantastic coach, but that combined with her genuine care for all of her team members, past and present, as well as her passion for tennis, makes her an amazing coach. I have tremendous respect and love for her."

Kate Barnosky, who just began her third season as an assistant coach of the women's basketball team, has a similar story of passion and love for the sport she plays, though her path to becoming a coach took a slightly different route. Before the start of her junior year, Barnosky suffered a devastating knee injury and was forced to sit out for the entire 2010-2011 season. While the lost season was certainly unfortunate, during her time on the sidelines, she developed one of the most crucial skills of any coach: the voice of a leader.

"Being sidelined, I had to find a different way to lead and still contribute to the team even though I was not out on the court," Barnosky said. "As I developed my voice on the sideline, I

began to see coaching as a potential option for the future."

Barnosky went on to fulfill her two remaining years of NCAA eligibility, playing her final season after graduating in 2012 and while pursuing her Master's degree in applied child development. She was a three-year captain during her tenure as a player.

"[Kate Barnosky] is Jumbo Basketball," women's basketball coach Carla Berube said in a February 2012 feature about Barnosky on GoTuftsJumbos.com. "She has plenty of talent, but she's all heart."

As Barnosky searched for a way to combine her interests in human development, psychology and sports, coaching seemed like an obvious path — and her love for her school led her to stay and coach at Tufts.

"Once I completed my Master's, it had become very clear to me that coaching was what I wanted to do," Barnosky said. "I love the university, athletics department and our basketball program, so it only made sense to continue to coach and do what I love to do."

Barnosky and Gann both acknowledge that, being so fresh off of their own playing careers, they bring unique insight and a certain empathy to their coaching roles. For Barnosky, her coaches were always present and willing to put in extra effort outside of practice to help her to improve, and as a coach she feels motivated to provide her players with the same support. For Gann, she knows exactly what emotions her players are feeling on the court.

"When a player double faults on game point, I still feel her pain," Gann said.

It was clear in conversation with both of these coaches that the most important commonality in their backstories was the love that drove their coaching careers: love for the sport, love for the players around them and love for Tufts.

Vinny Donofrio

Vinny's Variety Pack



Week 14 | The Big Finale

Well friends, another semester has come and gone — a little too quickly for my liking to be honest, but what can we do? Unfortunately, this is going to be the last column I write for the Tufts Daily. I hope you've all had as much fun reading these as I've had writing them. There will be a free box of tissues attached to each copy of the Daily, so all of my dedicated fans can wipe their eyes as they read my final column (not actually). Then again, I'm pretty sure the only person who reads this regularly is my mom, but whatever. Let's do this.

Russell Wilson, QB, Seattle Seahawks

Wilson has had a pedestrian season so far. Everyone claims he is phenomenal after Week 10, but we just haven't seen it yet. This week will be Wilson's late-season breakout. He faces a Packers D' that has given up an average of 22.25 fantasy points to opposing quarterbacks over the last four weeks. I predict Thomas Rawls (RB, SEA) will have a tough day against a strong Green Bay front seven, forcing Wilson to air the ball out to Doug Baldwin (WR, SEA) and Jimmy Graham (TE, SEA).

Tyler Eifert, TE, Cincinnati Bengals

Two words: Cleveland Browns. Don't let his one-point game against Cleveland earlier in the season fool you. Eifert is a must-start against a team that has allowed the second most points to fantasy tight ends. With A.J. Green likely inactive, Eifert will be a primary target, especially in the red zone.

Isaiah Crowell, RB, Cleveland Browns

Crowell has been hit or miss this season, which is more than expected for a Browns player. However, in his one bout against the Bengals, Crowell ran for 63 yards and a touchdown on 12 carries. I expect him to outdo those totals this week. Bonus upside for PPR leagues as well, as Crowell has had 18 catches in his last four starts.

Tevin Coleman, PPR RB, Atlanta Falcons

It's been a tragic season for Tevin Coleman owners. He exceeded all expectations and was a top 10 fantasy back in the first five weeks, but at that point in the season, no one trusted him enough to start him. Once he became consistently good, he suffered an injury that sidelined him for four weeks and hasn't been as productive since. I don't know why, but I have a feeling Coleman is primed for a big breakout this week against the St. Louis Rams. After watching the New Orleans Saints' running backs torture the Rams in week 12, I just can't help but drool over the possibilities for Coleman.

Doug Baldwin, WR, Seattle Seahawks

Doug Baldwin, or 'Doggie B' as his inner circle refers to him (or just me), has been boom or bust this season: four games with 14+ fantasy points and seven games with eight points or fewer. It's risky, but I think the boom is coming this week against a bum Packers Defense (see Wilson, Russell) that ranks 29th against fantasy WRs.

Other Players:

Jamison Crowder (WR, WAS); Spencer Ware (RB, KC); Derek Carr (QB, OAK); Cameron Brate (TE, TB), DeAndre Hopkins (WR, HOU)

Vinny Donofrio is a senior majoring in clinical psychology. Vinny can be reached at vincent.donofrio@tufts.edu.

FOOTBALL

Tufts Medical School professor identifies weight gain trends among NESCAC linemen

by Sam Weitzman
Staff Writer

NESCAC football players are in increasing danger of suffering from health complications related to obesity as a result of massive gains in weight, according to a recent study by four researchers at the Tufts University School of Medicine. In particular, linemen — the largest players on a football team whose role is to compete on every down for control of the line of scrimmage — are much heavier today than they were decades ago and are thus at greater risk of suffering long-term harm to their health after their careers end.

The findings were published in the *Journal of Athletic Training* in May 2016. One of the four contributors was David J. Greenblatt, M.D., who holds the Louis Lasagna, M.D., Endowed Professorship in the School of Medicine's Department of Integrative Physiology and Pathobiology. Greenblatt himself is a former NESCAC offensive lineman, having served as co-captain of Amherst's football team during the 1965-66 season.

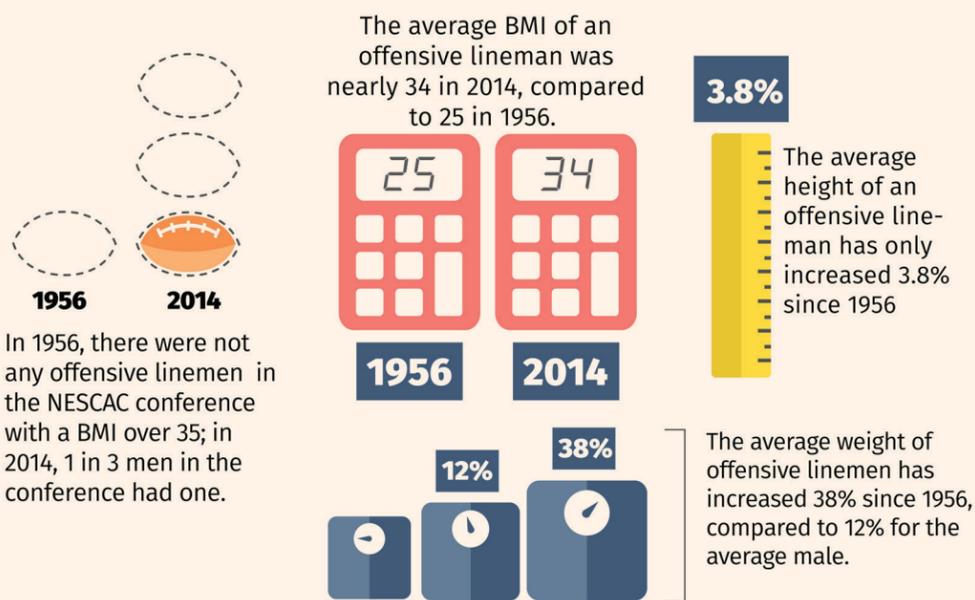
"I've always been a small college football freak," Greenblatt said. "I was the same size, not big by any means, but not [small]. I was an offensive guard — 175, 180 pounds."

Now, players are much bigger, according to Greenblatt.

"I like to go back to college games and now I notice that when I go back, I feel like Gulliver in reverse," Greenblatt said.

The study's findings confirmed Greenblatt's observations. The researchers examined the body size characteristics of NESCAC football players between the years 1956 and 2014. They found that the most dramatic increases in weight were among offensive and defensive linemen, who on average are 37.5 percent heavier than they were 60 years ago. By com-

The Rise in Football Players' BMI



PETER LAM / THE TUFTS DAILY

SOURCE: BODY SIZE CHANGES AMONG NCAA NEW ENGLAND DIVISION III FOOTBALL PLAYERS BY ELLIOTT, HARMATZ, ZHAO, GREENBLATT

parison, the average male today weighs a mere 12 percent more than his demographic counterpart in 1956, demonstrating the disproportionate growth in girth among players in the trenches.

Height increases alone cannot explain the discrepancy, as body mass index (BMI) — which helps to account for height — has surged as well. Today, over 30 percent of NESCAC linemen weigh in at more than 35 kilograms per meters squared — BMI measures over 30 are considered obese. These results were consistent across all 10 NESCAC schools.

"We are basically creating a special population for the needs of the sport," Greenblatt warned.

Skill position players, meanwhile, have more or less matched the modest weight growth of the rest of the population over the same timespan.

"They're big and strong kids, but they have less body fat," Greenblatt said. "So the increase in

size with that group is sort of paralleling the general population."

According to senior defensive end Tucker Mathers, additional weight disparities exist between offensive and defensive linemen.

"A good, really athletic defensive end will probably be 225 pounds in the NESCAC," he said. "Those guys are shredded. Like, look at [junior] Zach Thomas — he's ripped. He's got, like, no body fat."

Offensive linemen, meanwhile, weigh significantly more, Mathers explained.

"Those guys are built to be a lot heavier than the defensive linemen," he said. "They're typically like 300 pounds, and it's not really the good 300 pounds if you look at most of your offensive line. Those guys struggle a lot because they need to cut weight."

Senior offensive lineman Alex Kim provided an additional perspective on the physiological changes that players undergo during the entire calendar year.

"[During the season], you're doing a lot physically for your body, so you need the recovery period after the season. Then, after you have that recovery period, you let your body kind of regrow and recover," he said. "Conditioning definitely takes [precedence] in the summer, so in the spring you kind of max out on your weight and strength."

Greenblatt conceded that, given the more muscular body types of football players compared to the general population, weight and BMI are imperfect measures of obesity.

"The gold standard for obesity would be an actual measure of percentage body fat, and there are ways of doing that," Greenblatt said. "Also, it turns out that waist circumference — how big you are around the waist — is maybe as good [an indicator] as BMI."

Nevertheless, Greenblatt contended that his results, as well as those of his fellow researchers, were strongly indicative of a larger trend.

"Things would not really have been different in terms of the conclusions if we had been able to measure body fat," he said.

According to Greenblatt, excess weight becomes troublesome for players after their careers end.

"[When] you're 22 years old and 270 [pounds], that's okay. It's what happens afterwards that's the problem," he said.

Greenblatt explained that football players who retain elevated weights in the years after college are at increased risk for a number of obesity-related infirmities, including (but not limited to) cardiovascular disease, hypertension, diabetes, joint degeneration and heart attacks.

"It brings up the public health question of what happens to these

guys after they stop playing," he said. "It's definitely not healthy to sustain this kind of weight. It's okay when you're young and playing football, but there have got to be lifestyle changes if you're going to get into healthy body habits as life progresses."

Mathers described the struggle players often face when trying to manage their weight before, during and after seasons.

"You try to increase your weight in the offseason in the spring," he said. "But when you're in season, you're not lifting as much and you're burning so many calories and you're beat up all the time, so you're losing weight. So you've got to do your best to eat. You try to maintain [weight] during the season."

Kim vocalized similar experiences with the heightened need to maintain a high caloric intake during the season.

"You have to eat more during the season because you're doing ... a lot of physical activity, [including] stuff you're not accustomed to, even if you're conditioning during the summer," Kim said. "People that eat well and [are] able to intake the good nutrients that your body needs usually maintain weight. Those that do not will drop weight during the season."

When players try to cut weight — including after their careers end — their old weight-maintaining habits remain, thereby creating potential roadblocks.

"You go into the dining hall and you can't eat, like, four cheeseburgers and [drink] three sodas. You've got to [eat] a salad," Mathers said. "That first month that you're cutting weight, it stinks because you're hungry all the time, you're working out, you're burning calories and your body is used to taking in all these calories, so you have to be extremely mentally tough in a way to do it."

Still, according to the study's findings, the problem of NESCAC linemen disproportionately getting larger — while not having improved in recent years — may not be getting worse, either.

"For whatever reason, mostly this [growth] happened between 1981 and 1996. That's when you get the biggest slope," Greenblatt said. "Fortunately, it seems to, in the last 10 or so years, [have] levelled off, so 2016 does not look too different from 2006. That's a good sign."

Still, Greenblatt emphasized that more action is needed.

"I think those recourses are available and it's just a question of mobilizing the awareness among the guys and getting that connected, but I think that should be doable," he said. "Obviously, the NESCAC players — they're all smart guys, [so] they can look ahead to the future and see where they are."



EVAN SAYLES / THE TUFTS DAILY ARCHIVE

Junior defensive lineman Micah Adickes celebrates his interception just seconds after Bowdoin gained its first possession of the homecoming game on Oct. 10, 2015.