

The Panther

thepantheronline.com • Monday, May 1, 2017 • Volume 100 Number XXV • Chapman University • @PantherOnline

The artist's perspective



How Chapman's artists view our world

Illustrated by EMMA STESSMAN Art Director

Special issue
Page 5

Dancers
Page 8

Protest art
Page 11

Digital arts
Page 14-15

Dodge College faculty members write letter about arming Public Safety

Rebecca Glaser | News Editor

Dodge College of Film and Media Arts professors wrote a letter to the faculty senate April 21 expressing their concerns about arming Public Safety officers with guns, but Executive Vice President and Chief Operating Officer Harold Hewitt said that there is no plan to do so.

Chief of Public Safety Randy Burba made a presentation to the faculty senate March 17 that discussed the pros and cons of giving Public Safety officers guns because of an “upward trend in school violence and active shooter incidents,” Burba told *The Panther* April 5.

“(Burba) and the Public Safety department report to me,” Hewitt said. “So what Burba said in the PowerPoint, and also to the senate, is that if the university was going to undertake consideration of arming the Public Safety department, that would be an institutional decision, not a departmental decision. And I am the institution.”

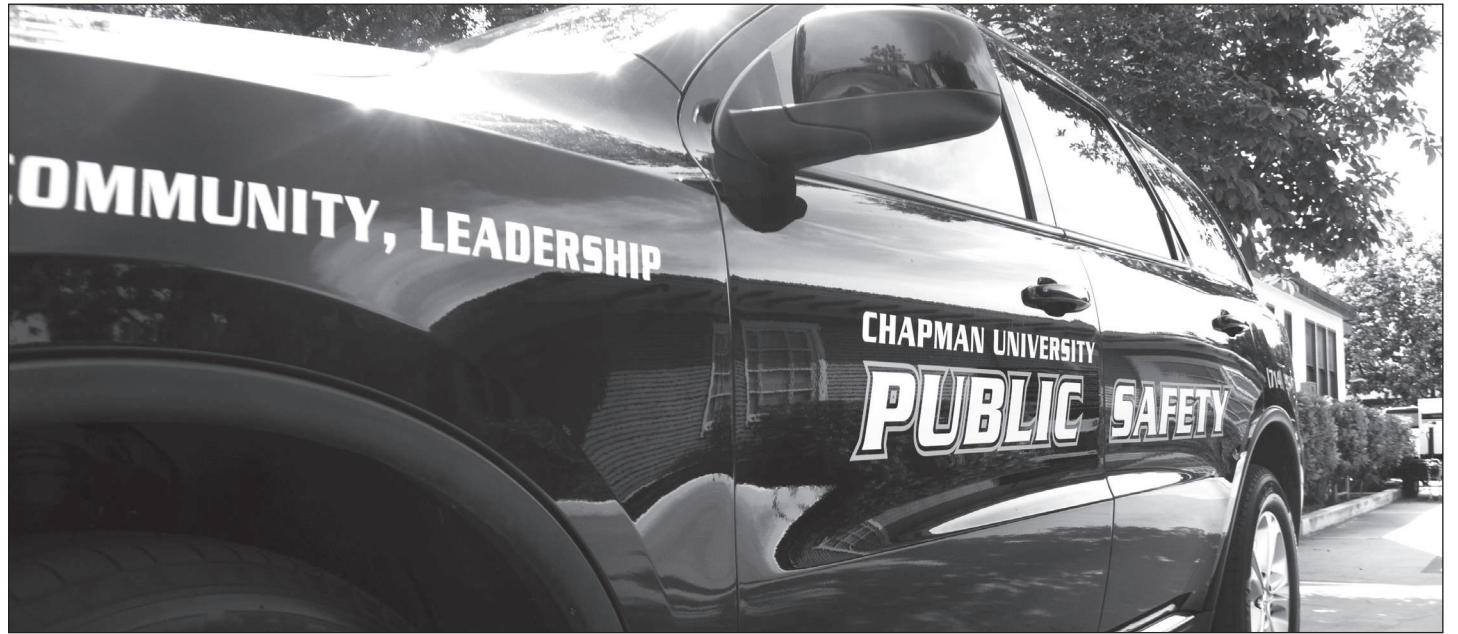
Hewitt said that there is “no chance of a proposal emerging anytime in the near future,” but that, if a proposal were to be drafted, it would need to be reviewed by President Daniele Struppa and the Board of Trustees.

In the letter, Dodge College faculty discussed concerns about providing Public Safety with weapons.

“Arming Public Safety is symptomatic of a creeping militarization of policing that is a national trend and already a noticeable trend here with Chapman’s Public Safety, evidenced by tactical uniforms and high-speed chase vehicles,” the letter said.

Burba said that the Public Safety uniforms, which include pants that have multiple pockets, are not meant to look militaristic. Public Safety officers wear these types of uniforms because the majority of the calls they receive are requests for medical aid, Burba said, and the pockets allow them to carry medical tools.

“(The statement in the letter about



Panther Archives

In an April 21 letter to the faculty senate, Dodge College of Film and Media Arts professors wrote that Public Safety’s use of “high-speed chase vehicles” is “symptomatic of a creeping militarization of policing,” although Chief of Public Safety Randy Burba said that Public Safety’s cars, which are Hyundai Santa Fes, are not intended for high-speed chases.

high-speed chase vehicles) is not true,” Burba said. “We have Hyundai Santa Fes. I mean, I don’t know how that white Hyundai Santa Fe qualifies as a high-speed chase vehicle.”

Burba said that, for him, arming Public Safety is not about needing a gun all the time, but about having one when it’s necessary. He said that officers don’t abuse the tools they have now, such as batons and pepper spray, so there is no reason to believe that they would do so if armed with guns.

“If your mentality is to abuse your authority, then you’re going to abuse it with whatever you have,” Burba said. “If your mentality is to assault people, you’re not going to be hired in this job. You’re not going to pass the background.”

A potential proposal to arm Public Safety would be a “complicated concept,” Hewitt said, and would also include input from student government, any student

groups that have an interest in the issue, community members and the Orange Police Department.

“It could be a very broad and very lengthy process,” Hewitt said. “It’s not like everybody straps on their guns and marches around with guns on.”

Right now, Public Safety officers are prohibited from carrying guns in a school zone under the Gun-Free Schools Act of 1995 because they are not sworn law enforcement officers.

In order to become sworn officers, Burba said, Public Safety officers would need to complete training through the Bureau of Security and Investigative Services. They can also become sworn officers as a result of a new California bill that allows security officers who work for universities to become deputized by a local police department.

Hewitt cited the concerns of minority students as one of the reasons that the

university is not considering arming Public Safety.

Jae Staten, a member of the Black Student Union, wrote an open letter published in *The Panther* to “formally and emphatically disapprove” of Burba’s March 17 presentation.

“Every student has the right to feel safe at Chapman University, and yet, oftentimes students of color, queer and transgender students, and other marginalized identities do not feel safe on this campus,” Staten wrote.

Hewitt said that these concerns are “understandable” and “totally expected.”

“There are all kinds of reasons why people have deep fear and grave concern about anyone who is armed,” Hewitt said. “It would take a lot to ignore people who have these concerns in order to get to the point where we conclude that it’s time to arm everybody.”

About 100 students unable to secure on-campus housing

Kate Hoover | Staff Writer

When freshman English major Shania Verse logged on to her Chapman housing portal shortly after noon April 24, the portal displayed multiple on-campus housing options still available. After clicking each option, she soon realized that there were no spaces left.

About 100 students were unable to secure on-campus housing during the housing selection process that began April 24, Dave Sundby, the director of Residence Life and First Year Experience, told *The Panther*. There were more students who applied to live on campus next year than there were available spaces, Sundby said.

Sundby said that these 100 students make up about 11 to 12 percent of the total number of students who applied for on-campus housing this year.

“I feel as if there was a lapse in Chapman’s judgment and responsibility,” Verse said. “I am a student from Chicago, who is neither fiscally nor mentally prepared to live off campus. I have no time to find suitable and affordable living, especially without a car. I felt hopeless.”

Verse said that she immediately contacted Residence Life after discovering that there were no available living spaces.

“They put me on an interest list,” she said. “As of right now, I have a class schedule and no place to lay my head for next semester.”

Sundby said that the biggest difference in the housing selection process this year was the increase in the number of students in the freshman class, which is



Panther Archives

Dave Sundby, the director of Residence Life and First Year Experience, said that more students applied for on-campus housing this year than in previous years.

about 1,307 students this year and will be about 1,333 in 2017 based on the university’s plan to increase enrollment by 2 percent each year.

“This was the first year where literally every bed space filled up as early as it did,” Sundby said. “But even then, we’re only talking a couple hours’ difference.”

Sundby said that Residence Life received the first phone call from a student saying that there were no available spots left at about 1:30 p.m.

April 25, the second day of the housing selection process.

The university is in the process of planning “major builds,” Sundby said. A new residence hall located at a historic packinghouse site on North Cypress Street and West Palm Avenue, which will be called the West Residential Village, is scheduled to be finished by fall of 2020 or 2021. The hall is estimated to house about 400 students. Private real estate developers have also proposed a private

“**I have no time to find suitable and affordable living. I felt hopeless.**”

- Shania Verse, freshman English major

student housing project, which could house about 340 students, at the site of the historic Killefer School on Lemon Street.

Provost Glenn Pfeiffer told *The Panther* in August that the university plans to house 50 percent of students - which would be about 3,000 students - on campus in the coming years. The West Residential Village would allow 45 percent of students, or about 2,740 students, to live in university-sanctioned housing.

“(The new residence halls don’t) help our students out right now and I recognize that, but I think we’re going to have a lot of relief to the stress on that system in probably about two years,” Sundby said.

Senate votes to update student government operating documents

Emma Reith | Staff Writer

The senate passed an amendment to student government's operating documents April 28 after Director of Finance James Hart said in the April 14 senate meeting that some items in the documents were out of date and did not reflect how the senate should be operating.

Hart's statement came as a result of an inconsistency in the operating documents when the senate was deciding whether to fund a club's request.

"I think three, maybe four amendments to the documents have been passed by the senate (in the last few weeks), and because it takes so much time to go into the documents, change it, upload it and send it, the documents are not updated to what the amendments currently are," said Vice President Tyler Porterfield.

Porterfield said that there is no assigned senate member who updates the operating documents. Instead, any senator can make amendments to them with approval from the senate. This lengthens the time between the passing of an amendment and an update in the operating documents, she said. Hart was the one who drafted the April 28 amendment.

Director of Justice Sara Wanous said that when one change is made in a document, it means changes need to be made in other documents as a result.

"Occasionally, throughout student government's history, the administration hasn't been as consistent about changing all references in the documents, so occasionally you'll come across something that doesn't necessarily line up across documents," Wanous said.

In this case, senators were deciding which fund they could pull money from to finance a request for the Mission Environment club. Wanous, who is a member of the club, suggested that the senate should fund the request using the Academic Organizations fund, because



Panther Archives

The senate passed an amendment to student government's operating documents April 28 after Director of Finance James Hart (not pictured) said that some items in the documents were out of date.

the Student Organizations fund, which typically finances club funding requests, was getting low.

Wanous suggested that since all senate funds go into the reserve fund at the end of the school year, the senate could fund the club's request using money from the Academic Organizations fund after it was put into the reserve fund. Wanous told *The Panther* that this could have been a "loophole."

However, the senate can't use money from this fund because the money technically belongs to Student Engagement, and can't be reallocated, Wanous said. This wasn't specified in the operating documents, Wanous said, which is what prompted Hart to say that

the documents are out of date.

The April 28 amendment clarified that any funds in the budget that are to be used by the university for a specific purpose – like the Academic Organizations fund – will be put into a separate part of the reserve fund.

Wanous said that as the director of justice, she and the student government review board – which ensures that the executive and legislative branches are acting in compliance with the governing documents – are responsible for interpreting the documents, finding possible inconsistencies and figuring out what the guidelines are supposed to be.

The senators and the allocations committee are responsible for knowing

the amendments and changes to the documents, so that students can talk to them if they have any questions, Porterfield said.

Porterfield said that, even when the operating documents are not updated, there are still records to keep the rules consistent.

"Every senate meeting, there's minutes taken by Brittini (Gutierrez), our office manager, and so she's the one who's like 'OK, this is the number of people who voted on this, and this is what passed.' The minutes represent what happens, so if we're ever confused on what happened, she has minutes written down," Porterfield said.

ADVERTISEMENT



THE ASPENS

Award Winning Apartment Homes

A Bike Ride Away from Campus and Orange Circle

- Near Chapman University (approx. 1.5 miles), Old Town Orange and Restaurants
- Large 1 and 2 Bedroom Apartments
- Exciting Split Level Loft 1 Bedrooms
- Central Air Conditioning and Heat
- Cable Ready / Free WiFi in Clubhouse
- Patios / Balconies / Private Yards
- Night-Lit Basketball / Tennis Courts
- Gated Community with Brilliant Gardens
- Sparkling Pools and Spa
- Clubhouse, Fitness Center, Saunas and Billiard Room

1201 FAIRHAVEN AVENUE

(corner of Fairhaven & Grand)

Minutes Away from Chapman University

714 • 639 • 9100

www.farwestapartments.com



FARWEST MANAGEMENT CORPORATION



Inside the new Center for Science and Technology

A sneak peek into the 'elements' of the center

Rebecca Glaser | News Editor

A window to the sky, a math theorem on the ceiling and a lab to study invertebrates are just a few of the features in the new 145,000-square-foot Center for Science and Technology, which is expected to open in fall 2018. The center, which cost about \$100 million to build, will also house the new engineering school. Keep reading for more facts from The Panther's exclusive look inside the building.

For more photos and facts, read the full story at thepantheronline.com.



Photos by BONNIE CASH Photo Editor

The third floor of the center has an oculus, which is a circular window that, when completed, will allow anyone who is standing below the window on the first floor to see the sky.



Part of the center's lobby will be dedicated to inventions created in the 1930s and 1940s by Arnold Beckman, a chemist and Chapman donor.



One of the outside terraces at the new Center for Science and Technology will have planters that filter rainwater. Students will be able to walk through an open-air pathway on North Center Street, which will have a roof and plants, to get to class.

Senate updates

April 28 meeting

Disciplinary proceeding

Director of Finance James Hart said a student modified the final amount of money on a check request funded by student government without approval from the senate. Hart said he would not disclose the student's name or the organization the request originated from. The error was caught in the fund approval process and the senate will not allow the student to file a funding application for one month.

Follow *The Panther* as we continue reporting on this story.

Operating documents amendment

Hart proposed an amendment to clarify that any funds in the budget to be used by the university for a specific purpose will be put in a specific category of the reserve fund. The senate approved the amendment.

Read the full story on page 3.

Amendments

President Annabell Liao made clarifying amendments to the student government bylaws. Liao also proposed changes including adjusting the compensation that student government members receive. Speaker of Senate Mitchell Rosenberg proposed an amendment that the director of elections position should be part of the executive council. Rosenberg also proposed to amend the executive operating procedures document. All of the amendments were approved.

For the full senate updates, go to thepantheronline.com.

Compiled by Sabrina Santoro

INCIDENT LOG

April 20

A subject was arrested for trespassing near the Lastinger Athletics Structure.

Graffiti was found in the West Palm Lot.

April 22

An unknown subject punctured a person's tires in the Jim Miller Parking Structure.

A subject was arrested for trespassing for the second time, near the Davis Apartments.

April 24

An unknown subject stole a bicycle from a rack near North Morlan Hall.

April 27

A subject stole a bicycle from a rack near the Leatherby Libraries.

Compiled by Sabrina Santoro from *Public Safety's* daily crime log

Letter from the editor

Artists are important. Too often, institutions of education focus on tangible disciplines, like business or science. As a newspaper, we are used to prioritizing hard facts, numbers and that which is straightforward. But there is value in explorations of raw emotion, aesthetic, wonder and entertainment. This is where the artists come in.

We have heard from several sources in these stories that some students with creative majors feel they must prove that their field of study has validity. This point is illustrated best by the column written by junior Camryn Eakes about the belittling of her dance major at Chapman. This column was published on our website April 27 and quickly became the most-read column that thepantheronline.com has ever posted by more than 40,000 page views.

This sentiment is exactly why we are taking the extra pages this week to acknowledge and explore artists at Chapman. One question that we asked the artists in this special issue was how they view our world through their art. Each person had a unique interpretation of the question and an intelligent answer rooted in creativity.

This is exactly why we need the artist's perspective.

-Caroline Roffe, editor-in-chief

Female artists at Chapman combat gender bias

Madeleine Caraluzzi | Senior Photographer

In 1989, the Guerrilla Girls, a feminist group of activist artists, famously published a statistic that stated less than 5 percent of the artists in the Modern Art sections of the Metropolitan Museum of Art in New York are women, but 85 percent of the nudes are female, according to the National Museum of Women in the Arts.

In 2011, the group conducted the same survey and found that now, less than 4 percent of the artists in the Modern Art section of the Metropolitan Museum were women, and 76 percent of the nudes were female, according to the National Museum of Women in the Arts.

"We were sure things had improved, but surprise!" the girls wrote in their satirical book, "The Guerrilla Girls' Updated Art Museum Activity Book." "Fewer women artists, more naked males. Is this progress?"

Women have historically been marginalized and misrepresented within the arts sector, but more and more, public art institutions are being challenged about their representation of women in the collections, according to the National Museum of Women in the Arts.

Chapman associate professor Micol Hebron's crowd-sourced project Gallery Tally found that out of more than 4,000 artists represented in Los Angeles and New York, 32 percent were women.

This year's junior exhibition and senior thesis exhibitions featured a magnitude of female artists. Here are a few pieces of work by female artists from this year's junior and senior studio art exhibitions.



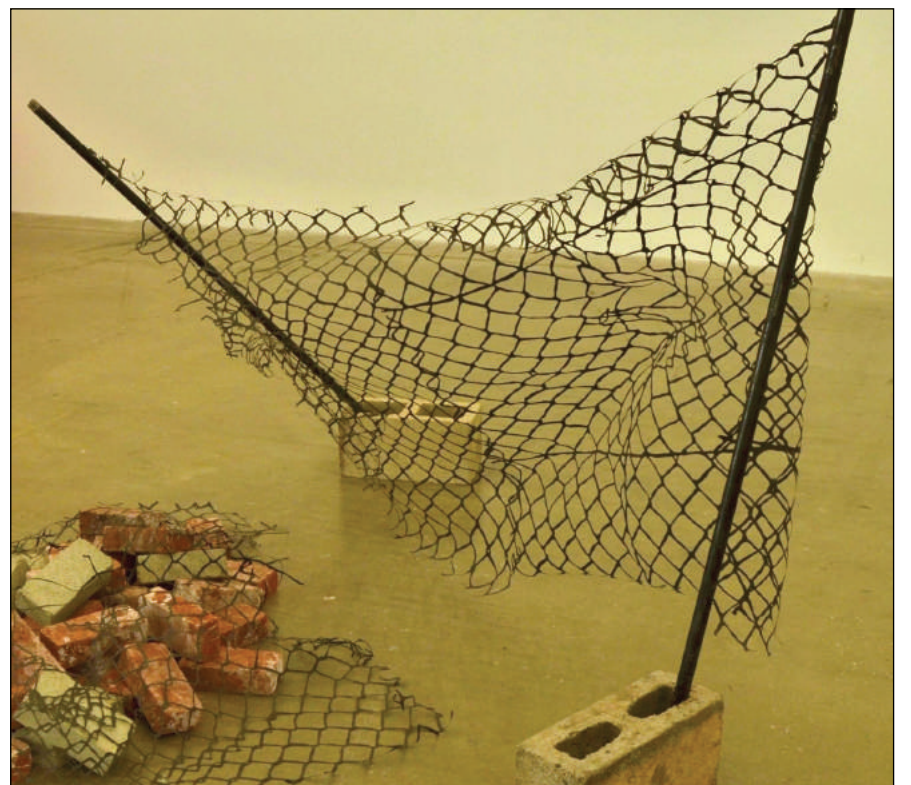
Photos by MADELEINE CARALUZZI Senior Photographer



Read more about the artists behind these works at thepantheronline.com.



Top: Senior art major Carmen Borrison's "Come On and Get Off!" included three screens with videos of her where she often "breaks the fourth wall." Above: Senior art major, Olivia Graef's piece, "In Existence," is a series of four large-scale oil paintings that stand to represent the artist's experience with finding a sense of belonging. The painting includes a contemporary take on the classic reclining nude. Left: Junior art major Alison Pirie's "Popped Cherry," a three-and-a-half-minute video art piece that portrays her dressed in a phallic, skin-toned suit and confined to a small red-pink room covered in red balloons. Right: Junior art major Haley Hopkins' "it's fake in real life" explores the artificial nature of synthetic borders and boundaries and their unstable nature, using found and created objects such as a pile of bricks and cinder blocks, two metal poles and a paper chain-linked fence.



Speaking the universal language:

Students talk about how music is a part of their everyday lives



Kate Hoover | Staff Writer

When Maya Dengel was little, she had a drum set that came with drumsticks, a tambourine and maracas. The only time she would stop was when she would grab pots and pans from the kitchen and play those instead — much to the dismay of her mother.

In 2014, Nielsen's 360 Music study found that 93 percent of Americans listen to music, spending more than 25 hours every week tuning in to their favorite songs. Dengel, a freshman communication studies major who has been singing and playing the guitar, ukulele and piano since middle school, said that music affects the way she interprets the world around her.

"I take inspiration from things that people do and things that people say to me," Dengel said. "I think that people that create art are a lot more emotional, whether they show it on the outside or not. They feel so much of the world around them."

When Dengel lost her grandfather and was diagnosed with Crohn's syndrome, an inflammatory bowel disease, she said she used music as a way to overcome these struggles.

"It was a place where I always felt comfortable being in," Dengel said. "The best part is the feeling. Creating music, for me, is such a de-stressor."

Hakeem Wakil, a freshman news and documentary major, Suleiman Karkoutli, a freshman computational and data analytics major, and Muhammad Karkoutli, a freshman political science major, formed Arflantiq, an aspiring record label, last semester. All three students have different musical backgrounds.

Wakil, who began working as a DJ at parties last semester, has been playing the piano since fourth grade.

"Music is a way you can express your thoughts

and your feelings, and that's one of my favorite parts about music. When I'm fiddling with keys on the keyboard, a lot of the time it reflects what I'm feeling inside," Wakil said.

The work of Arflantiq has garnered the social media attention of other producers. Suleiman Karkoutli was approached by one of Drake's producers

“It’s a language that everyone can understand.”
-Muhammad Karkoutli

on Twitter wanting to collaborate.

For Muhammad Karkoutli, music is a creative medium for expression. It's a way to communicate a feeling without using words.

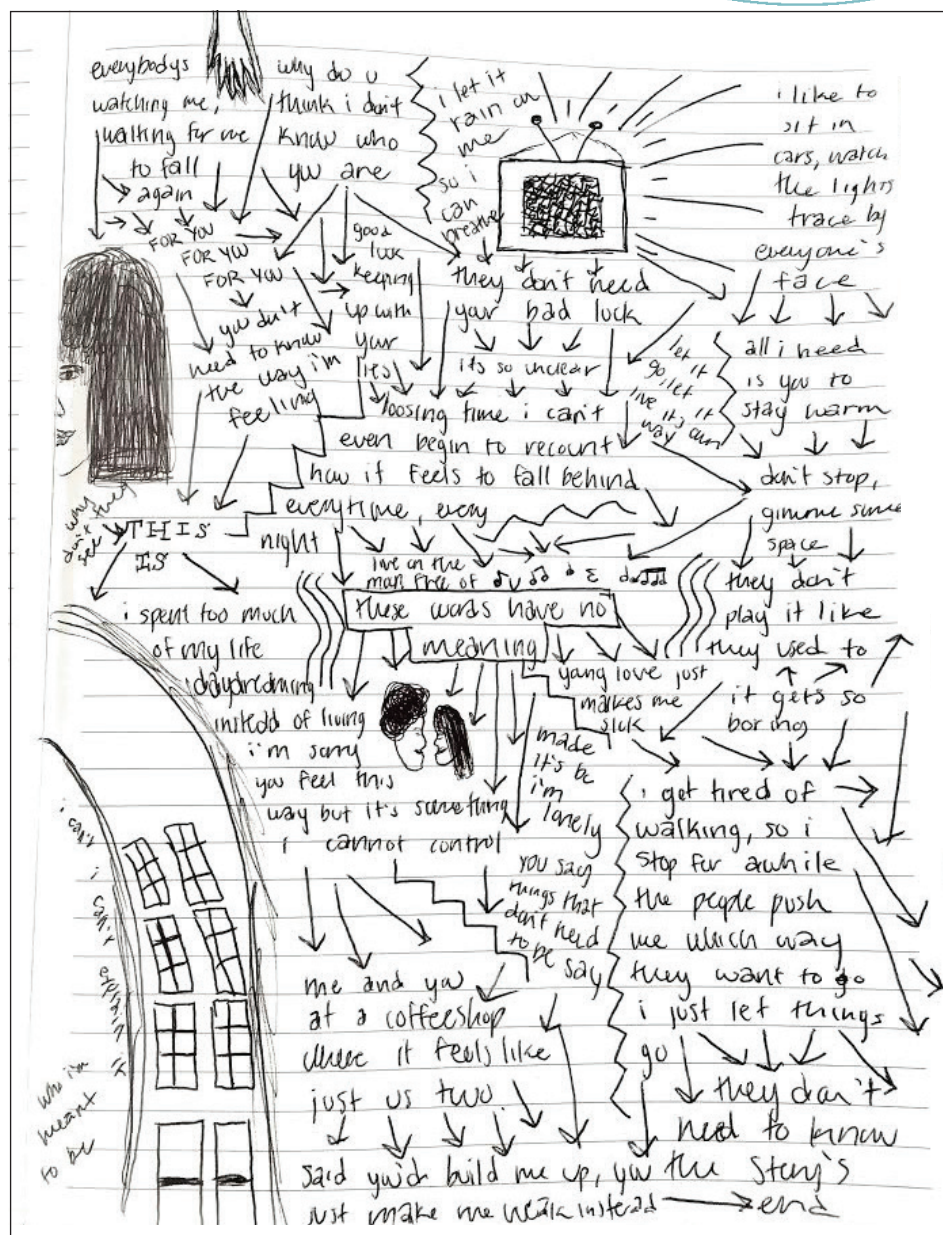
"It's a language that everyone can understand," Muhammad Karkoutli said. "You just listen to it, and everyone — regardless if you speak Chinese, English, Spanish, Arabic, anything — understands it instantly. There are a lot of benefits from that. Everyone can communicate with one another in a world where there are a lot of communication problems."

Alexey Bonca, a senior philosophy major, began to DJ professionally his freshman year at Chapman. In the four years he has been a DJ, Bonca said it has compelled him to stay up to date on what is going on, both musically and socially.

"It forces me to keep a very updated view of the world constantly," Bonca said. "I always have to be gauging the temperature of whatever this genre is, or whatever this movement is, and understanding music from a historical perspective. Having that holistic perspective of all of music, instead of just how a certain genre is doing, gives you a bigger appreciation for music."

Dengel said that her songwriting process is different for every song.

"Some songs are really easy to write, and they honestly write themselves," she said. "I can remember a few instances where I just started singing over a few chords, and then it became a song, and I finished it within 30 minutes. Other songs could sit in my drafts for years, and then one day, I'll find the perfect bridge or verse or be



Courtesy of Maya Dengel

Maya Dengel, a freshman communication studies, plays the guitar, ukulele and piano and writes her own music. These are some of the notes she took while writing a song.

inspired by something that helps me write the rest of it."

Dengel said that she is inspired by events in her own life.

"I write a lot about personal emotions and events, so if something happens to me or someone does something to me, I almost always end up incorporating it in my music," Dengel said.

Dengel also said that when she goes to concerts, she returns with

ideas for chords and lyrics.

"Seeing artists perform live always gets me inspired to create and continue pursuing music," Dengel said.

While on the run, she keeps ideas for lyrics and harmonies in her phone's notes, in a journal or in voice memos on her phone.

Student composes music inspired by Chapman painting

Atharshna Singarajah | Senior Writer

Nostalgia was the feeling Sam Ek, a senior music composition major, felt as he stood in the Hilbert Museum of California Art and stared at the painting "Morning Rain," by artist Jack Laycox.

Ek was chosen to compose an original piece of music that was inspired by an artwork displayed at Chapman's Hilbert Museum of California Art, which is located at 167 N. Atchison St. The museum holds a collection of paintings by California artists from the 1920s.

"I chose ('Morning Rain') for the nostalgia. It spoke to me the most," Ek said. "The painting was started and finished in 1969 and my grandfather's career was still going on. In the painting, you can see silhouettes of people walking back and forth on the sidewalks, and I imagined that one of them could have been (my grandfather) walking to work."

Laycox grew up in Northern California and was known for experimenting

with watercolor and paint techniques. Being from the Bay Area, Ek said the painting reminded him of his hometown.

Laycox's style spoke to Ek, and he said he enjoyed the contrast between the clear background and dark front. Ek said that the dark colors in the painting reminded him of cloudy mornings in San Francisco.

"Rarely, you would have a nice full, sunny day," Ek said about San Francisco. "Especially in the morning, it was very dark and toward the end, a patch of sun came through, and you can see the cars hustling by on the cross street ahead."

After six hours of handwriting the music and then creating a digital engraving, Ek composed a piece that was performed by Pacific Symphony musicians at the first live concert hosted by the Hilbert Museum April 1.

The piece included the flute, viola and cello. Ek said he had originally planned to include a harp, but after some confusion, that part was not written.

Q: What was the process like?

A: I was told about it last semester in October, but I didn't have to get instrumentation finalized until interterm. (The composition was) pretty short, which was nice. The actual writing totaled six hours, and the whole piece is about six-and-a-half minutes. That usually never happens though. I usually spend hours on 30 seconds, but for some reason, the melodies worked together, and I was able to connect them. It was a relatively slow tempo, slower than a second for each pulse.

Q: What emotion did you want the piece to convey?

A: My grandfather was a jazz pianist, so in terms of the scope, it had an old, popular style to it. (The piece) has a nice melody you can recognize, a very lyrical and relaxing vibe. The specific emotions would be nostalgia, serenity and calmness.

Q: Have art pieces inspired your music before? If not, what else has inspired you?

A: Poetry. I had been working on (my)

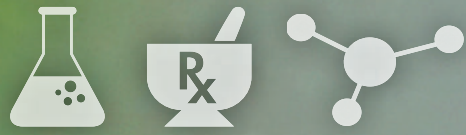


MADELINE CARALUZZI Senior Photographer

Sam Ek, a senior music composition major, wrote music inspired by "Morning Rain," by Jack Laycox, which is on display at the Hilbert Museum of California Art.

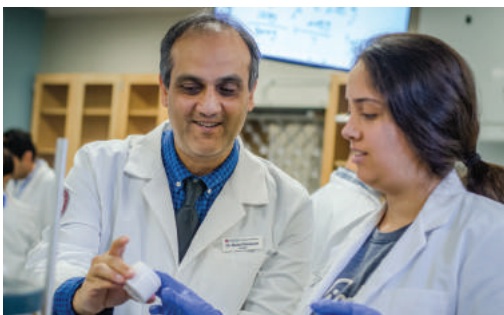
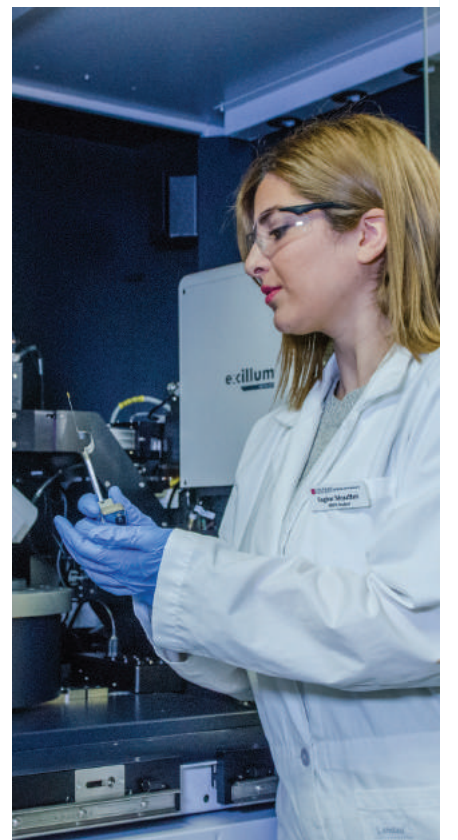
capstone piece, and I set all 18 stanzas in Edgar Allen Poe's 'Raven' to music. (Also), my great-grandfather on my mom's side was an artist. We have a lot of paintings throughout my mom's house, my mom's sister's house and my grandparents' house. I always wanted to do my own version of paintings based on photographs and places visited. (Lastly), nature. Another piece I wrote was based on a camping trip I went on in Northern California.

ADVERTISEMENT



LEADERSHIP. KNOWLEDGE. TEAMWORK. COMPASSION.

Pharmacists help people live healthier, better lives.



ACCEPTING APPLICATIONS TO: DOCTOR OF PHARMACY,
MASTER'S AND PH.D. IN PHARMACEUTICAL SCIENCES.

CHAPMAN.EDU/PHARMACY



SCHOOL OF PHARMACY

More than just a show: Dancers explain their motivation

Lorig Yaghsejian | Assistant Features Editor

Putting in 12-hour days into a one-time performance that lasts two minutes - that is the life of a dance major at Chapman, but Parker Blakely, a senior dance major, said he wouldn't trade that stress for anything.

This dedication to dance has changed the way dancers interact with the world by communicating in a series of movements instead of words, Blakely said.

"When I look at the world around me, I ask myself what I like and dislike about it, and then I express it within my dance pieces," Blakely said.

He said his parents put him in dance classes when he was 9 and he has been dancing ever since. He is trained in ballroom, jazz, tap, ballet, hip-hop and contemporary dance.

"Every time I heard music, I was grooving along to the song. It never mattered where I was, I was always dancing," Blakely said.

Blakely dances almost every day, whether that be in class or in parades at Disneyland, where he works.

He takes 12 dance classes for one credit each and is in the dance studio from 10 a.m. to 10 p.m. most days, he said.

"Dancers don't have a lot of time for anything other than dance because even though classes are one credit each, they are still three hours long like a normal three-credit academic class," Blakely said.

Blakely said he expresses his emotions in his dances.

"Whatever is negative in my life, I show it through my dancing," Blakely said. "My emotions manifest themselves in a series of movements."

Within the dance program, there are opportunities for students to work together.

Cristina McKeever, a senior dance major, choreographed a dance piece about the Holocaust which was performed at this year's Night of Holocaust Remembrance April 20, Blakely was one of the dancers who performed in the piece.

"The piece McKeever choreographed had a large impact on me and made me realize how valuable art is within our lives," Blakely said.

McKeever said she also uses dance as a tool to express herself without talking.

"You don't have the words to express yourself and dance makes me feel like I can do that without even opening my mouth," McKeever said.

McKeever believes that receiving a dance degree is important to be successful in the field.

"Having a collegiate education in dance makes you perceive the world in a different way and think about how other people feel," she said.

"You expand your mind and open up different possibilities."

She hopes to have a dance career

after graduation and has already started

to teach dance lessons while attending her classes

at Chapman.

Catherine Liepins, a freshman dance major, also said she uses dance as an outlet for her feelings.

"Dancing is a great way to express my emotions. If I'm going through something hard, then I go to dance and I feel better afterward," Liepins said.

For Liepins, the traits she learns in dance do not only apply to her time in the studio, but they overlap her daily life.

"I've learned how to respect people for who they are and to be open-minded," she said. "I have gained leadership skills from dance." Sophomore dance major Vickie Roan's parents signed her up for dance lessons as an after school hobby. They did not expect her to continue dancing for 10 years.

"My end goal is to be a professional dancer who travels the world for work," she said.

Since Roan danced competitively in high school, she said she knew majoring in dance was going to be a big time commitment.

"Dancing made me more aware of my time management and priority planning," Roan said. "It forced me to put my time and energy toward things that are really important to my life."

Roan said that dancing is a mix of physical activity and artistic movements.

"Dance is an outlet for my emotions and also a great form of exercise, so it is both very athletic and artistic," she said.

Dancing makes Roan see everyone as an artist with the ability to spread messages and express themselves in unique ways, she said.

"Dancing makes me more empathetic and patient because dance is so demanding it makes me realize how much time people put into their interests as well,"

Roan said.

Josie Morgan, a senior dance major, became serious about dance when she was 9. Even at a young age, she



Photo courtesy of Vickie Roan

Vickie Roan, a sophomore dance major, danced competitively in high school before choosing to pursue a degree in dance.

“Whatever is negative in my life, I show it through my dancing. My emotions manifest themselves in a series of movements.”

- Parker Blakely, senior dance major

knew her life was going to be consumed by dance, and she would not have much time for other activities, she said.

"Dance majors are busy by nature," Morgan said. "Since I was always a dancer, I knew that would be the case in college as well."

Morgan, like other dance students, said she uses the art form to express herself when she feels like there is no other way to do so.

"Dance is hard to understand if you are not a dancer," she said. "It is so deep and meaningful."

Dance makes her feel empowered because she can transform into her character during a dance and forget about her worries.

"Every song and every dance combination just brings something different out of me," Morgan said.



Photo courtesy of Cristina McKeever

Cristina McKeever, a senior dance major, said she uses dance to express herself without using words, and did so by choreographing a dance that was performed at the Night of Holocaust Remembrance April 20.



A whole new world: Poets describe their perspectives

Photo courtesy of Cassidy Scanlon

Cassidy Scanlon, a senior creative writing major, made a visual poem for a class project.

Emma Reith | Staff Writer

In high school, Robert Schumaker, a senior creative writing and French major, said that people get a bad idea about poetry because it's taught as a puzzle that you have to solve to understand the correct meaning, making it considered a less viable source of creativity.

At Chapman, there are six poetry-focused classes offered, according to the undergraduate catalog. Schumaker believes this isn't enough.

He describes poetry as crucial because, as humans, there are some things that can only be expressed in metaphors. There are things felt by people that can't be described by language other than poetic metaphors, he said.

"I think people need to give poetry a chance, because there's so much good poetry happening now that people are afraid to read because they feel like they won't get it," Schumaker said. "But if you sit down with the language and take a moment to yourself and read the poem and just feel it, I think you'll find that poetry's actually something that's really exciting and a really cool way to connect with other people."

English professor Brian Glaser said he's always wanted to teach poetry. As soon as he could write, he started writing letters to his younger sister to entertain his parents.

"You have to be a little crazy to write poetry, and we're all a little crazy," Glaser said.

Freshman digital arts major Tiffany Orite said she used poetry growing up as a means of entertainment, distraction and expression.

"I was raised as an only child and my parents are very busy people I would want to tell my parents things, but it was very difficult for me to verbally express it, so my art and my poetry would be my ways of talking about things that I would want to say to them, while not like actually saying it," Orite said.

Orite began writing poetry in high school, but stopped her sophomore year, only to continue once she began college.

"This year, I don't know, I had so many things to think about, and one night, it was like 2 a.m. and I was just writing and writing and writing," she said. "It was just a good way to relieve stress."

Junior creative writing major Danielle Pomeroy agreed that poetry serves as a place to be vulnerable and understand emotions.

"I definitely think that poetry is more of an emotional outlet because it takes thinking about your world through a different lens, and poetry tends to be more emotional in general because it's all about what you're feeling as opposed to just outright saying it," she said.

Student poets, like Orite, Pomeroy, Schumaker, and senior creative writing major Cassidy Scanlon, believe their best poetry comes out of nowhere.

"Sometimes, if something comes to me, I'll just write it on my phone," Scanlon said. "Sometimes, I have spontaneous urges of creativity, and I have to write."

Having a phone in hand and open to the notes app is often necessary for these moments of creativity, Pomeroy said.

"I was walking to school in Rome and I started hearing a poem in my head, so I typed it on my phone while I was walking," Pomeroy said.

Schumaker also said that poetry comes to him at random times.

"I want to say that I love being out in nature on a day that's perfect, not too hot or not too cold, but really my best poetry comes sporadically," he said. "I'll be in the middle of doing something, and then all the sudden a line pops in my head, and I have to sit down and start writing."

Schumaker said he uses his poetry as an outlet for his own personal experiences, as well.

"As an LGBT person, I find myself writing about that experience a lot. I feel on the outside of culture sometimes, and I can never fully fit into this heteronormative culture that we have - so just kind of feeling outside but also like inside at the same time - and a lot of poetry is just finding paradoxes, and finding ways to explain how they can exist," he said.

Daniel Mata, a senior English major, agrees that poetry is crucial in the way he sees the world.

"Literature, but I think poetry in particular, serves as a way to look at the world through a specific pair of lenses, so to speak, and for you to represent yourself in this world in the way that you want," he said.

Poets like Schumaker, Orite, Scanlon, Pomeroy and Mata all use their poetry to convey a sense of vulnerability and emotion. Glaser, as a professor, believes this is interesting, as it goes against a historical way of writing.

"It's not a very popular idea among poetry professionals that (poetry is) an emotional expression, but it's a very widely held idea by young writers," Glaser said. "It's a powerful conviction among many students, so I'm fascinated by the tension of the two points of view."

Water into Wine

by Danielle Pomeroy

There was once a time
 you could run into a church
 and cry out for sanctuary and the stained glass
 and pews
 would be your guardians as you
 rested beneath the nailed feet of
 Christ on the cross with his empty eyes
 but we funded religion,
 transformed it from sanctity
 into commodity
 into commerciality
 buying indulgences
 forgiving sins through a significant cash flow
 St Peter's had to be built on something
 there sit streets stationed like
 guards outside the Dome
 hawking the sale of tshirts
 with Papa Francis on the front
 his thumbs up
 his back hunched
 his white garb threaded with
 Gold
 cry out for sanctuary
 you'll be asked to pay rent
 pass a test that proves
 You are worthy
 get fingerprints taken
 processed by red tape
 another case file among thousands
 that haven't seen light
 since Christ's assumption

Aquifer

by Daniel Mata

all this time i
 sit on the edge and i
 think to my
 self god could
 i look at the lights
 ashore next to
 breakwaters in peace
 for a few hours
 intoxicated
 forget myself
 in the screams
 of waves
 in the half-moon above
 and the crooked shadow
 of its smile on holy water
 it wrestles to hold
 itself
 together
 a blue step away
 two fish swim
 and swallow the moonlight
 while i sit
 here rusted
 metal hooks for hands
 the salt
 has made its way
 into my flesh

Raices after Kahlo

by Robert Schumaker

under a sky of gray
 lies a woman in a dress of burnt orange.
 she sprouts green ivy.
 her red tendrils, engorged with blood, reach out
 for cracks
 in the soil,
 where there are many.
 the parched earth drinks her up
 like wine, enamored with the
 taste and the way she makes
 what was once solid soft en.
 it's a big dream to try and water the world.
 her face reveals her fear:
 can a single woman be the seed of life
 that nourishes or revives the dead?



Graphic by EMMA STESSMAN Art Director

Students discuss how they use makeup to express themselves

Natalie van Winden | Staff Writer

Before performing a standup routine, freshman film production major Nikki Reifler uses makeup, a handmade wig and anything available to transform into drag queen Palimpsest Poxy.

Poxy sometimes uses construction paper as hair and glues construction paper to create a 3-D eyebrow look for Poxy.

Makeup is an art form that can be used to transform, create and express in many different ways. Many Chapman students use it as a way to convey a character's personality or transform their looks completely, and let their art change their outlook on their community.

"To me, drag makeup is not just performing on a stage, drag is everyday life and dressing how you want the world to view you," Reifler said. "So you are kind of doing that every day when you're choosing what to wear. Whatever makeup you wear, or how you dress is how you want to be perceived by the world. So to me, drag is just an expression of a way that I see myself at times in a very colorful and comedic sense."

Drag is more than just putting on some mascara, Reifler said, it's a complete shift in someone's identity.

"I like the transformation. I like looking at myself and thinking, 'That's weird,'" Reifler said. "You look like a different human entirely when you watch them talk or move, and by they, I mean myself, but it just doesn't feel like it when I'm in drag."

Allie Merrell, a freshman television writing and production major, uses makeup to show a character's personality for her web series, *The Roedell Project*.

"For a lot of people, the first thing they see about you is your face, so makeup can alter how people see you. I think makeup definitely assists in conveying the first impression that we want people to get out of a character and who they are going to be in a series," Merrell said.

She also uses makeup to enhance the transformation of characters throughout the series.

"As the web series progresses, the makeup can give the audience a hint of what the kind of changes a character is going through and that they are more comfortable becoming who they are," Merrell said. "It's subtle for sure, especially over a long period of time, but it's something the mind processes without being necessarily conscious of the change."

To many artists, makeup as an art form is also used as self-expression. Mia Garcia, junior

health sciences major, does freelance events and Halloween makeup.

"Makeup can be an extension of yourself. As far as artwork, it all depends on what you like and what you feel like you want to express yourself as," Garcia said. "And that's what art does. It's a way of expressing yourself and that's all makeup is."

Garcia began experimenting with makeup when she had to dress up for dance shows growing up. From there, she's done makeup for events and Halloween makeup, transforming herself into characters such as a wolf, an old lady and a clown.

"It's an art form because it's definitely a created thing," she said. "It's something you create that's original. You can make it as original as you want, or you can imitate someone else. It really is just painting on a human."

Senior theatre performance major Sam Schlernitzauer said she has done stage makeup since she started theater in fifth grade.

"For me, when I think about art, it usually has to do with some form of technical skills. When you think about theater, dance or music, that all takes a lot of hard work and practice and makeup is nothing different," Schlernitzauer said. "Just because it's on a live canvas doesn't make it any less art than if it was on a wall. Whether art is alive or stagnant, it's still all art."

Schlernitzauer said she sees makeup as something that helps performers become their characters.

"One thing that I really love about theater makeup is when you are in theater, you can be someone else. You can be the character, you embody the character. The makeup is a piece of that. Without the makeup, you can be the character, but you're still you. I think that along with costuming, hair and makeup, it's all an element that brings the character to life," Schlernitzauer said.

Other Chapman artists like Jessie Juarez, a sophomore communication studies major, started to use makeup because she simply liked how it made her feel.

"People think that makeup is covering up their true selves, just trying to make them look better, trying to impress others, but I think most of the time, people who wear makeup are not trying to impress anyone but themselves," Juarez said.

Joel Reed is a freelance special effects makeup artist and has more than five years of experience working on Chapman student's thesis films but doesn't attend Chapman. Working in



Photo courtesy of Nikki Reifler

Nikki Reifler, a freshman film production major, dressed as Palimpsest Poxy, performs in drag.

the lab to create stunt body parts, props, live molds or life casts has given him a unique outlook on the makeup process.

"You start from nothing and in the end, you put all that science on someone's face. Going through so many different mediums and in the end you have a replication of another person's head is really cool," Reed said. "A lot of artists are sometimes intimidated by math and science. But there's so much math involved and so many ratios. It goes from something most people would find is the opposite of artistic to something that is very artistic. I think that's one really unique thing about makeup."

He said his favorite experience was working on a Chapman intermediate project for the film school that required the actor to rip out his own heart on camera. Reed was impressed with the ambitious project and liked the challenge.

"As an art, really I think it's one of the most expressive. It's art that you can wear. You don't look at a person as a person, you look at them as a canvas," Reed said. "You can express so many different things using the natural shapes of their faces. You can do face and body painting, (special effect) makeup or anything. It's on a different level because you can actually see your artwork literally coming to life because it's on a living breathing human."

Behind the spotlight: Theatre technology majors describe the art behind the lights

Courtney Cummings | Staff Writer

Onstage, actors sing and dance to a transfixed audience but offstage, Margot New, a junior theatre technology major, works to put on the lighting and stage production.

The audience may not consider the effort that goes into the technical aspect of the show, but New and other technicians know that it takes countless hours and hard work to put together the performance that the audience sees on the night of the show.

While each technician has his or her own way of creating a lighting design, Danny Barba, a sophomore theatre technology major, said technicians are there to “give people an excuse to forget about their everyday lives, to forget their problems and stresses and to spend that hour or two in a world of imagination.”

“We see songs and music in colors,” New said. “You have to be able to visualize what best fits with what you are working with.”

This is one of the reasons why New is interested in lighting, she said.

“I fell in love with the magic behind (theater technology),” New said. “Nobody knows what we’re doing, nobody sees us or what

is going on, so really, what we’re doing is magical.”

According to the Chapman website, the theatre technology emphasis, which is a part of the College of Performing Arts, offers students specialized training in skills such as stage management,

experience from skilled faculty members.

When creating the lighting for a show, a plan of what the technician and director want has to be created. Then that plan is programmed into a computer that is hooked up to the lighting board, which controls the

play, is much more complex than audiences think, Barba said.

“The objective of the technician and crew members is to get their job done without being seen by the audience,” Barba said. “For every little thing that happens onstage, there are usually several people running around and working backstage to make it happen.”

Barba said he became interested in lighting after going to concerts when he was younger and seeing the different things the lights could do.

“I would always enjoy watching the lights and how they affected and complemented the music, the musicians and the performance as a whole,” Barba said. “There’s something about being able to control and run an entire show from the back of the house, while no one even knows I’m there. That excited me, and it still does to this day.”

Lighting is an art in and of itself, New said. Without lighting, a stage production would be drastically different.

“You can’t touch lighting or feel it or hold it,” New said. “But it’s so present. In every aspect of your life, lighting is involved. That’s what makes it so special.”



COURTNEY CUMMINGS Staff Writer

People working in theater technology use lighting boards like this one to coordinate the lights in theater performances and dance recitals.

design, lighting and advanced technology. Students help put on productions, work in a variety of different areas and gain hands-on

lighting during a performance.

The production that takes place behind the scenes of a performance, whether it is a concert or stage

Art-ivists: Student artists use creativity for social change

Haley Stern | Staff Writer

“Objectify me.” “Catcall me.” “Feel me up.”

Six female Chapman students took an artistic stand against catcalling and female objectification as they stood in the Attallah Piazza Dec. 2016, holding signs with these phrases.

At the center of it all stood Charlotte Holper, a sophomore art major, posing in a nude bodysuit.

Holper said that her personal experience with catcalling has made her feel unsafe and uncomfortable, and that she decided to respond to her experience in a performance art piece for her Introduction to New Genres class last semester. While this was Holper’s first performance art piece, it was not her first time using art to comment on social issues.

“I think that what keeps me going and what keeps me doing art is knowing that it does have an impact on people,” Holper said. “I know that everyone goes through similar experiences and deals with similar things, so I want to relate (my art) to other people.”

Holper, whose primary art forms are painting and drawing, said she began addressing feminism and body positivity through art during her senior year of high school by drawing full-figure self-portraits. Holper said that the experience of drawing herself improved her own body image and helped her learn to love the curves and flaws she once hated. Holper’s art responds to personal experience, she said, but the way people have responded to her art has opened her eyes to the fact that the issues she addresses are universal.

Holper also said her recent performance piece was not officially approved by Chapman because she was wearing a nude bodysuit, but that she went forward with the project with encouragement from her professor.

Allan Brooks, the director of risk management, who Holper said had denied her request for approval, showed up at the performance with a Public Safety officer, Holper said, but didn’t interfere.

Brooks could not be reached for comment. “There would be no policy preventing an individual student from wearing such a bodysuit in the Attallah Piazza on their own,” Jerry Price, dean of students, wrote in an email to The Panther. “However, there are different procedures for having class projects approved on campus because such projects can carry a different level of liability.”

Holper said that she knows the school was only concerned for her safety, but feels that the nude bodysuit should not have prevented the

performance from getting approved, as she did not feel like she was in danger.

“I don’t think that commenting on my dress is anything (they) should be doing,” Holper said.

Like Holper, Jimmy Xie, a senior sociology major, comments on gender politics through his art, using video performance to break down gender norms and change perceptions of the male body.

“A lot of my work addresses how men are oppressed in this society as well as women,” Xie said. “The body can be really beautiful, and the male body should also be featured, not just the female.”

Xie said that he thinks the sincerity and candidness of his videos, which are unedited, is what resonates with people. His ability to be so honest through his art has caused him to view the world more cynically, Xie said.

“Everyone at Chapman looks so good, but deep down inside, they’re so afraid,” Xie said.

Discomfort is something that people are conditioned to shy away from, said senior art major Sophia Nielsen.

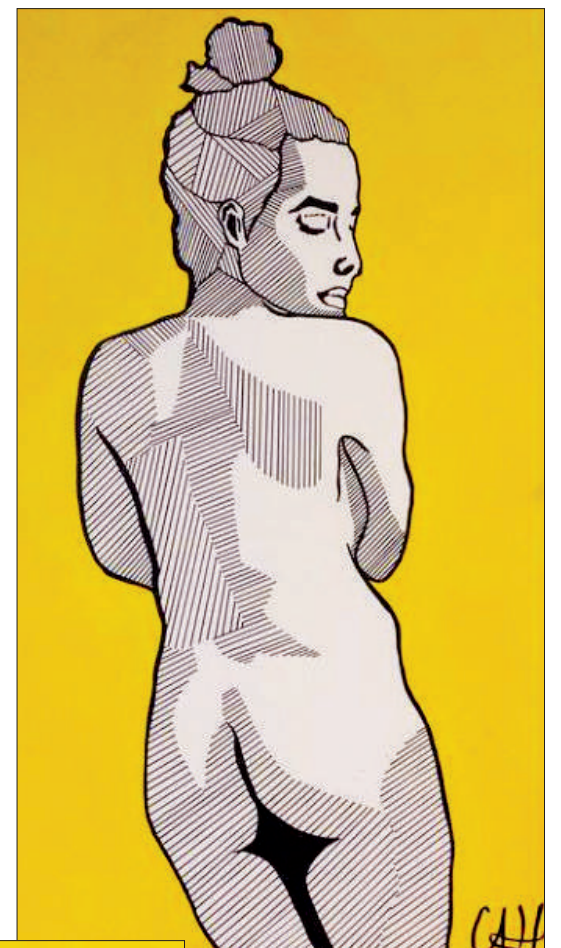
“That area of friction and discomfort, that’s where change happens,” Nielsen said. “That’s the most important space we can exist in as people.”

For her senior thesis, Nielsen created an installation piece that transformed a dumpster into a statement on environmental waste by decorating the inside with trash.

Nielsen said that her perspective of what it means to be human in relation to the world has changed as a result of her work.

“I just see things as different forces of matter interacting,” Nielsen said. “I’ve started to just work in ways to maximize my own efficiency and waste reduction in every single aspect of my life.”

Holper said she hopes to change people’s minds through her art by exposing them to new ways of looking at the world.



Photos courtesy of Charlotte Holper



Charlotte Holper, a sophomore art major, created these two self-portraits for a high school portfolio project, which she said represent her journey to self-love and empowerment in her body.

“Art is very important in this world,” Holper said. “It’s a process. It’s ever-growing. I’m always making art, and it’s never going to end.”

Recording a friendship: Get to know the artists behind podcast 'Spill the T'

Gracie Fleischman | Staff Writer

During a cross-country road trip from Orange, California, to Chicago, Illinois, last year, friends Peter Heres and Summer Blair listened to the acclaimed "Serial" an investigative journalism podcast hosted by Sarah Koenig.

Their love of podcasts was born, and a year later, the duo set out on a journey to "record a friendship," as they say. Heres, a sophomore screen acting major, and Blair, a senior strategic and corporate communication major, have been recording their podcast "Spill the T," named after RuPaul's podcast "What's the Tee," since February.

Although admittedly R-rated, "Spill the T" carries out commentary on their lives and had about 200 listeners during its first show. Topics range from breaking down Blair's Coachella experience, talking about sleep paralysis and "breaking down higher education realness."

"It was crazy how many random people would come up to me and say our podcast is great," Heres said. "I guess people are interested in what we have to say and I think enthusiasm and friendship register well, which is what we offer."



CAITIE GUTTRY Senior Photographer

Sophomore screen acting major Peter Heres and senior strategic and corporate communication major Summer Blair started their podcast this year after gaining inspiration from podcaster Sarah Koenig.

Q&A

Q: What is your podcast?

S: 'Spill the T' is on its ninth episode. We talk about drama, advice or any wild stories we've heard.

P: It's definitely a dialogue. We're really just spitballing about what's going on in our lives, and from that I usually find myself going into a weird rant or a TED Talk-esque thing, where I'm trying to articulate something I feel passionate about. My favorite episode was when we discussed 'Get Out.'

Q: How do you make the podcast?

P: We literally make the podcast with a headphone connector with our Apple headphones as microphones on GarageBand with no sponsors. Our first episode had around 200 listeners. For me, it makes me feel

productive because we're creating something and because it's fun to record a friendship.

S: We were originally going to do a radio show and go through Chapman Radio and record a show there, but then we realized we don't have the time to commit to that.

P: Because we aren't in Chapman Radio, we heard you might have to do a show at midnight or 1 a.m., so we decided to do it on our own time on SoundCloud.

Q: How is your podcast a type of art?

S: We're expressing and revealing ourselves to our listeners and letting them into parts of our lives people might not otherwise see. Art is just living life.

Q: What inspired you to do this?

S: We just love talking to each other, and before we even started the podcast, we start talking for hours, and then we just decided to record it.

P: I think the nature of podcasts is elusive. There are so many different genres. 'What's the Tee' is a fully talk podcast and then you have 'Serial,' which was an international success that so many people listened to. It was a narrative and a true story.

Listen to "Spill the T" at soundcloud.com/user-800324386.

A deeper view into exhibits in the Leatherby Libraries

Xavier Leong | Senior Writer

While most students go to the Leatherby Libraries in search of an empty table to study, they can also find exhibits with historical items, art and more throughout.

When it opened in 2004, the Leatherby Libraries aimed to be a space that showcased artwork, using visuals to enhance the typical services and resources of a library, said Charlene Baldwin, the dean of the Leatherby Libraries.

"We wanted it to be a gathering place, a marketplace for ideas, and a crossroads of information," Baldwin said.

The library hosts permanent and temporary exhibits, as well as various works of art displayed in open spaces throughout the library.

"We have over 300 items in our art inventory, defined as a permanent part of the Leatherby Libraries collections," Baldwin said. "A portion of them are on permanent display, many are in permanent storage."

Starting in the basement is the Center for American War Letters Archives, which was converted from a classroom into the gallery after historian Andrew Carroll donated his collection of war letters to Chapman in 2013.

The room is currently displaying "Threads of Utopia," the personal collection of Capt. Mark T. Voss, featuring German military memorabilia.

Military jackets and flags line the back wall, as artifacts preserved in a glass case are displayed on the right wall. The exhibit opened Jan. 30 and will end May 18.

Across the hall is the California's Gold exhibit, which chronicles the life of journalist and television personality Huell Howser. The exhibit contains Howser's personal library, one of his old cameras and a large map of California on the ground that details 600 sites that Howser visited for his show. According to the Leatherby Libraries' annual report, 7,920 visitors came to see Howser's archive between June 1, 2014 and May 31, 2015.

On the outside wall before entering the exhibit is a quote by Howser, "A hundred years from now, long after people have forgotten me and my television show ... the words 'California's Gold' will mean those students who are the future of the world."

The library also includes a wide variety of photographs along the walls of the building. One of the larger, newer collections is "The Last Hurrah II," a series of photographs taken by Abe Ordover.

"I admired Abe Ordover's work so much that I reached out to him," Baldwin said.

She explained that the library sometimes reaches out to artists and will subsidize their work, and that Ordover's collection is a temporary display. Featured on the second floor of the



BONNIE CASH Photo Editor

Abe Ordover's collection, "The Last Hurrah II" features a photograph from Chapman's campus called "Wet Wall," and will be displayed on the second floor of Leatherby Libraries until Aug. 18.

library, "The Last Hurrah II" contains some new work as well as a reprise of Ordover's earlier works. The photographs are mainly landscapes taken from a number of different countries such as Namibia, Kenya, Mexico, Costa Rica and the U.S., primarily California. The series even includes a piece entitled "Wet Wall," which is a photograph of the reflection of the Lastinger Athletics Complex through the Global Citizen's Plaza Fountain.

On the fourth floor is a temporary exhibit from guest curator Chris Jepsen, titled "Tiki in Orange Coun-

ty." The exhibit offers insight into the origins of the Tiki culture, and its revival in Southern California during the mid-century mark. There are a number of Hawaiian shirts on display, which have become popular articles of clothing in modern day. The exhibit also contains a number of artifacts, documents and images that explore the Tiki culture.

ADVERTISEMENT

OPENING THIS SUMMER



IN OLD TOWNE ORANGE



This Summer enjoy Urth's world famous organic coffees & teas, incredible desserts & pastries and our delicious breakfast, lunch or dinner menus. Come and experience the fully restored landmark building in Old Towne Orange at

100 W. Chapman Avenue.

Get the latest updates at
www.urthcaffe.com/caffe/locations

urthcaffe.com

Imitating life: Students studying digital arts

Maggie Mayer | Staff Writer

The beginning sequence of “Up,” Crush the sea turtle from “Finding Nemo” and the heart-wrenching moments in “Toy Story 3” ring the bells of nostalgia in many people’s heads.

But Chapman’s digital arts majors have taken this nostalgia to a new level, and for seniors like Rachel Beltran, this love for animation meant spending more than 2,000 hours on her thesis project.

“The thing with animation is it really begs the question, ‘Does life imitate art, or does art imitate life?’ When you’re animating, it’s like acting on a stage, except you’re acting behind the computer,” Beltran said. “But what that does is it really makes you appreciate small, minute details about humanity that you otherwise would not even notice.”

For those with both visual and computational talents, digital art can be the medium of choice. Chapman’s digital arts program offers students three options for their emphasis: animation, visual effects and art direction. The Panther sat down with five digital art majors to see how their pursuits in art shape their view of the world.

Rachel Beltran



Photo courtesy of Rachel Beltran

Senior digital arts major Rachel Beltran said she spent more than 2,000 hours working on her senior thesis.

Beltran’s thesis, “Good Boy,” is a five-minute film about a young man who is trying to get his love interest’s dog to like him.

Beltran said most of her love for storytelling was largely inspired by the “How to Train Your Dragon” films, so she started at Chapman as a film production major. Realizing it was not the major she wanted, she was compelled to switch when she saw her freshman year roommate drawing for her digital arts classes.

Beltran said her view of the world has changed since she started digital arts because, by joining an image on a computer with an emotional experience, she has become more perceptive of human behavior.

“We’re not computers working on computers. We’re artists working on computers,” she said. “We have to input humanity into (animated characters) from our own experience.”

Beltran is graduating with an animation emphasis and was offered a paid internship with Sony Pictures Animation, after which she hopes to work for DreamWorks Animation.



Sofia Randel

Junior digital arts major Sofia Randel said she started working on

Sofia Randel, a junior digital arts major emphasizing in art direction, began digital art at 10 years old when her parents bought her a \$25 drawing tablet. She used it tirelessly until it broke and now aspires to apply her art to her love for video games.

The image above is one of the first complete landscapes Randel created. She said she is passionate about landscapes because they are the foundation of the world being created in a video game.

“It’s really interesting to me as a landscape concept artist to draw whatever I want and make it become real to me, like being able to create something that doesn’t exist,” she said.

Today, Randel is planning on making a video game for her thesis. She said she looks forward to being able to learn the skills she will need to make it happen.

“Thesis is notorious with (digital arts majors), but I’m trying my best to have a good time with it. I’m maybe 50 percent confident that I can program what I plan on doing so far,” Randel said.

ADVERTISEMENT

Mr. Lucky Bastard's
FINE TATTOO WORK
 745 W. CHAPMAN AVE
 ORANGE CA. 92868 | 997-4389
 CALL ANY TIME
 OPEN 7 DAYS A WEEK!
 SUN-THURS 12-9 FRI SAT 12-10



Ryan Gold

Photo c

The expressions on people’s faces are what inspire the work of digital arts major Caitlin Duffy.

Jesse Herb

Jesse Herb is a junior digital arts major with an art direction emphasis, whose passion for creativity started in elementary school because she loved writing short stories. However, she soon realized she loved illustrating her stories more than writing them.

“Inspiration is so easy for me,” Herb said. “I think there are so many subtle nuances in how we express ourselves that we don’t even realize, so I like characters much more than anything.”

Herb admitted she has an odd taste in film, and she said it’s because the emotional response she gets from them can make everyday life more interesting.

“Most people hate this, but I actually love the feeling of being jaded. I love when things are almost so monotonous they become interesting,” she said.

Herb also said she appreciates that art does not have one definition and that she loves how art evokes unique responses from individuals.

“I think that art takes itself in all different kinds of forms,” she said. “Never listen to someone that says ‘this is art,’ or ‘that’s not art.’ If you get something out of it and it resonates with you in some way, then that’s artistic expression.”



Photo courtesy of Sofia Randel digital arts at the age of 10.



Photo courtesy of Jesse Herb

Junior digital arts major Jesse Herb said that she finds inspiration in subtle nuances.

Ryan Gold

One of the skills digital arts teaches students is

how to be observant, and for freshman Ryan Gold, this means looking for inspiration in less traditional places.

“Just the other day, I had a bowl of soup and was turning the bowl and looking at the reflections and the texture. After that, I was like, ‘What am I doing?’” he said.

Gold’s love for all things digital started with computer programming, but he found himself deep in the world of 3-D modeling about four years ago. Gold said he doesn’t like character work as much as creating backgrounds and props because he can model objects to scale and get them close to exactly how they are supposed to look.

Gold’s emphasis is visual effects and he is known among his peers as one of the most talented modelers in the program, said Beltran and junior Caitlin Duffy.

“I’m a hard surface artist. When I look at buildings or mechanical objects, like a bicycle, I’m trying to look at it more closely and how the parts move so I can figure out how to create it in 3-D,” Gold said.



Photo courtesy of Ryan Gold

a freshman digital arts major, prefers to create backgrounds and props with his work.

Caitlin Duffy

Like many digital artists, Duffy has been able to translate her drawing skills to the digital realm. She started doing digital art during her senior year of high school.

“What’s been interesting is that I started with that traditional background, but now I find it a lot harder to pick up a pencil,” Duffy said.

Duffy is emphasizing in animation. She said that she looks at the details in people’s expressions for the majority of her inspiration.

“I’m really into doing character animation. It can come down to the blink of an eye to see an emotion,” she said.

Duffy said what she loves about digital art is that everything is created organically, which makes her appreciate detail in artwork and the world around her.

“Someone can create something from the ground up. It’s not like on set, where you’re bringing in (props), you’re creating everything,” she said. “Because you’re constantly on the computer doing things, when you step away from it, you appreciate the world and real life so much more.”



courtesy of Caitlin Duffy by junior digital arts

A love letter to being onstage



Olivia Harden
Opinions Editor

By the time I graduated high school, I had played a part in 37 school productions. Most of those productions happened before the age of 10.

When I was in kindergarten, I played a poppy in my performing arts school's production of "The Wizard of Oz." I fell in love with the concept of being able to transform myself into something else. I liked making people react. I loved the costumes and the makeup. I loved all of it.

To this day, every single time I step into the wings before going onstage, I get nervous. It doesn't matter how big or small the role is. Looking back now, the experience has taught me to face fear head-on and take risks.

The last time I stepped onstage was October. While I miss the stage dearly, I'm grateful for the tools it provided me. Over the last decade, there have been talks about defunding art programs across the country. While I may not have chosen to pursue a career in an artistic field, being a part of art-based programs defined my experiences growing up and shaped me into the adult I am now.

Some people tend not to take the work of performers seriously. I spent countless hours in rehearsal. I learned thousands of lines, some of them Shakespeare and some of them written by students. I took dance lessons several days a week, stretching out my body and staying fit. This taught me discipline. It gave me confidence. It gave me an outlet to be creative.

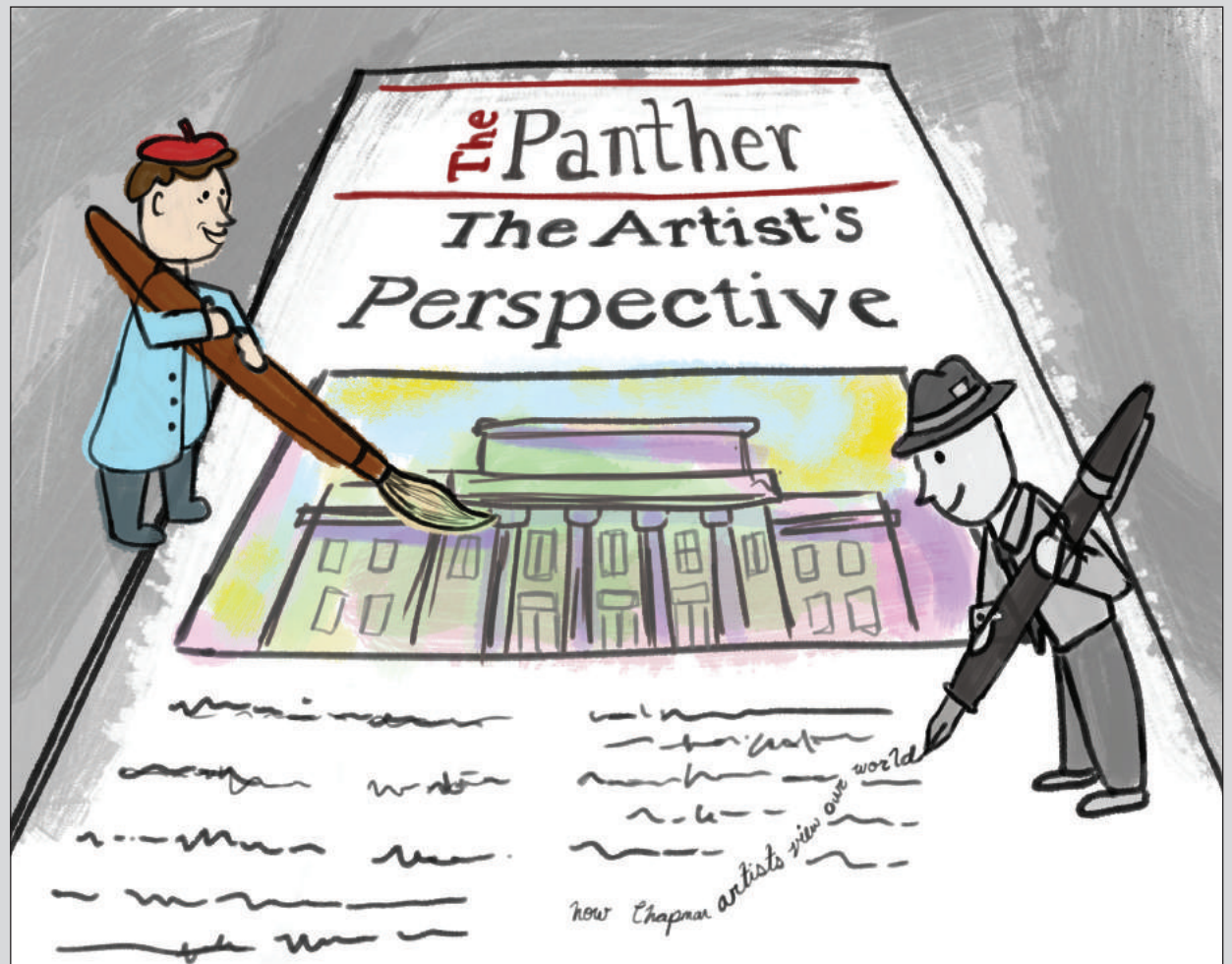
High school wasn't exactly a place where I was encouraged to find myself. I'm grateful for all of the afternoons spent after school in rehearsal, improvisation classes and all of the time I spent learning a craft.

Becoming a character that is complex and well-rounded takes extreme levels of empathy. I had to be willing to explore personalities unlike my own. I didn't like every character I was assigned to play, but ultimately, a good script gives you all the clues you need to understand the fruition of a character's personality.

I have so much respect for anyone who decides to pursue a career in the arts. I may not spend much time learning lines anymore, but every week I have to be confident enough to say something to a community of people reading *The Panther*. Every week, I am nervous about the work I'm doing and wondering if it's good enough, but ultimately, I am proud of the voice I've found for myself.

These are all tools, and they not only made me a better student and a better writer, but a better person. Students can greatly benefit from being exposed to mediums of art, because it exposes us to a different way of learning and thinking, and ultimately it can change how we view the world.

EDITORIAL



Illustrated by Mia Andrea

How art belongs in journalism

The Panther Editorial Board

In many ways, art and journalism go hand in hand. The symbiotic relationship between the photos, graphics or cartoons and a written story allows the two to complement each other and make room for simplified information and context.

Today, about 55 percent of readers spend 15 seconds or less reading articles on news reporting sites, according to a study by Chartbeat, a web analytics company. This statistic can be discouraging to us as journalists. How can anyone get the information they need in 15 seconds or less? This trend in audience consumption means that journalists have had to adapt to a short attention span. Our website's numbers are a bit better with an average of one minute spent per article, but we still suffer from an audience that largely doesn't read articles top to bottom.

When looking at an article in print or online, after the headline, the first thing that a reader is going to see is the visual component of a story. That means our art has to be meaningful. It could be a graphic with thoughtful statistics or a well-captioned photo. It might be a political cartoon that causes readers to be intrigued by the point we want to make in an editorial. The art we use must be visually appealing to grab a reader's attention, even if it's just for a moment.

We've seen journalism use art to make a real impact. Thirty-two years ago, Steve McCurry took the photo of the famous "Afghan Girl" for *National Geographic*. It's arguably the most famous photograph ever used in a publication. Sharbat Gula, the subject of the photo, was an Afghan refugee when the photograph was taken in 1985, and the story is remembered and recognized by people all

around the world.

We've seen similar powerful photographs today, including the "Boy in the Ambulance" photo of an injured Syrian refugee child. Publications often have to make critical ethical decisions about graphic photos that show the reality of tragedy. Quality photojournalism brings life to a story that the journalist wants to tell. Photographers often bear witness in documenting history. It's human nature to not want to be subjected to looking at something uncomfortable, but sometimes, it's necessary. That said, there has to be an ethical balance between exposing the truth and preserving human dignity. An example of this is "The Falling Man," a controversial photo released showing a suicide during 9/11. Journalists debated about the ethical concerns of publishing the photo.

Art often gives room for stories to breathe and communicates what the writer can't in so many words. Our job as the media is to be as unbiased as possible when reporting the news. When photos, video or other mediums complement the reporting done by a journalist, the art allows for readers to draw their own conclusions about the story. Emotions are brought to life by art, just like the quotes we use bring the subject's voice to the story we've chosen to tell.

Art is a valuable aspect of any decent publication. Without it, journalists would miss the mark more often with readers as they bring analysis to a story. Art allows for readers to feel connected to the stories the media wants to portray.

Editor-in-Chief

Caroline Roffe

News Editor

Rebecca Glaser

Opinions Editor

Olivia Harden

Web Editor

Leah De Leon

Assistant News Editor

Sabrina Santoro

Video Editor

Julia Wu

Assistant Web Editor

Jade Boren

Art Director

Emma Stessman

Photo Editor

Bonnie Cash

Distribution Manager

Michaela McLeod

Features Editor

Jackie Cohen

Copy Editor

Rachel Gossen

Business Manager

Austin Bourassa

Managing Editor

Jamie Altman

Assistant Features Editor

Lorig Yaghsejian

Sports Editor

Doug Close

Advertising Manager

Caroline McNally

The Panther Newspaper

Have a question, comment or idea? Contact us at thepanthernewspaper@gmail.com.

A look at writing poetry



Miranda Beckum,
senior creative writing major

or tell a story with something you can take and apply to yourself. But in this process of writing based on real life, negative memories are often brought up, and I can

Poetry is heavy. If you asked me if I was a poet seven months ago, I would have laughed at you. I would have said I was a nonfiction writer, and poetry was gladly uncharted waters. In my personal essays, I tend to have a theme of not taking myself too seriously amid chaos. I'll sometimes try to teach a lesson

only put so much personal emotion into a piece that I want to be broadly relatable. In essays, I try to lean toward dark humor, but this left me with no outlet for a lot of the intense things I was feeling. So, in writing poetry, I allow myself to explore the darker parts of my story that I actively conceal in my nonfiction writing.

I've started to use poetry as a life raft, and my best work comes when I'm drowning. I use it to talk about some of the most painful moments in my life in small, easily digestible packages that only require a short amount of attention. My work often focuses on rhythm. I pay a lot of attention to how the poem sounds when you read it versus how it looks on the page. I like to sometimes use more conversational language or phrases also in an attempt to draw attention to the rhythm. One of my favorite poems I've ever written starts with, "When I was a kid, I used to have night terrors." There is nothing poetic sounding about that line. Nothing about that sentence comes across as "pretty," but when I read that poem, it almost sounds like a song.

I also receive all my affirmations from a positive workshop. In a poetry workshop, you will read your

work to the class and, depending on the intensity of the professor, you may sit in complete silence while peers tear your poem and a piece of your soul to shreds. We'll sometimes call this the "cone of silence." Sometimes, you're allowed to answer questions or explain what you were trying to accomplish, but sometimes you suffer in silence.

There's also a weird phenomenon among some of my peers where we just don't write about pleasant things. There's a running joke among some poet friends of mine about how none of us have ever written anything happy. This can make poetry classes pretty intense, because a large number of people are typically writing about something that's more or less depressing. Every workshop or two, someone will share something really beautiful or a poem that just sounds good, but even those aren't usually outright happy. They're just good poems. Sometimes you have to slit your throat and bleed on the page for the message to really get across. And sometimes you'll do it just for the positive reinforcement.

Recognize the complexities of the dance major



Camryn Eakes,
junior dance major

felt so belittling until I began studying dance as a profession. People respond to "dance major" with the classic tilted head nod, semismile and a hesitant "Oh, good for you." But it's become way too easy to identify those who are just discounting my studies as a mediocre waste of time. I'm fully aware that being a dancer will never be a high-paying job. I am fully aware that some people think that dance is only what happens behind Beyonce at the Grammy Awards.

When a biology major asked if I was illiterate because I studied dance, I realized just how much of a joke my field of study is to some people. This was no doubt a sarcastic question, nudged to creation by the effects of alcohol, but his words left me hurt and dumbfounded.

Being asked what I do or what I am studying had never

I know that dance is one of the most meticulous, intellectual majors on campus, and I know that the majority of this campus will never agree with me. It is the complexities of studying dance and choreography that have never been voiced to the general public, that exist overshadowed by society's preconceived notions of what constitutes a successful, important and worthy area of study.

Once in your life, you've probably mocked ballet dance by putting your arms above your head to make an "O" and tiptoeing around in a circle. When you are young, there is an excuse for this. You don't know this can be offensive, and there can be a cute factor. But to continue to mock my serious profession as an adult? Shame on you. Dance majors nationwide are tired of feeling squashed and verbally slapped in the face by the uneducated conclusions people make on what studying dance means and is.

The most common misconception around the dance major is that it's easy. In reality, dance majors usually have seven or eight classes a semester. We are required to take regular technique classes (ballet, modern, jazz), GE requirements, other major/minor classes and attend extracurricular weekly rehearsals. There is also improv, Somatics, anatomy, dance history, music for dancers, dance productions, choreography, dance teaching methods and kinesiology. We read, we write, we analyze, we calculate, we research, we experiment, we care and we are emotional. Just try and decipher the unique move-

ment codes of circles, dots and lines called Labanotation and tell me how easy that is.

Dance requires us to be willing to expose our rawest self to any set of eyes. Every day, I must be willing to relive both the euphoric and depressing memories I house in the deepest depths of me. That's my job; that's our job. We are storytellers, protesters, advocates, thinkers, entertainers, actors and innovators. Studio time is our lab, our calculator, our pen and paper. It is not enough just to physically show up to class. Our growth and talent is a full-time investment inside and out of class and that's just part of being an artist. We cannot destroy our bodies with alcohol and all-nighters. Our bodies are our tools and something we can't purchase over and over again when it breaks. The professional artist life span is only so long as our health will last, as we cannot afford nor do we want to lose any time we have enjoying and delving deeper into what we cannot live without.

At this institution, I've learned to defend myself, my dance peers and our "easy" craft in an argument that could last for a week if necessary. But this 650-word column doesn't even foster enough room to begin to prod at the surface level of the argument. You don't have to be interested in me, my life or what I'm about. I just ask you respect me and my dance peers, and deem our study's worth equivalent to any other simply because it is.

Staff Column:

Living in color: what it's like to have synesthesia



Rebecca Glaser,
news editor

own colors. Think virtual reality, but without the glasses.

Does this sound weird to you? That's because it kind of is. I have something known as synesthesia, a neurological condition thought to affect about one in

For as long as I can remember, Mondays have been pink and shaped like crescent moons. Thursdays are more of a burgundy rectangle. Units of time – like days of the week, months and years – appear in front of me and wrap around me in a circular ring. Letters and numbers also have their

2,000 people, according to the American Psychological Association. People with synesthesia experience associations between different senses – the word itself is derived from Greek and literally means "to perceive together." Some people with synesthesia can see music or taste color. George Gershwin and Vincent Van Gogh are among the laundry list of famous artists thought to have synesthesia.

Now, I don't really consider myself an artist. I'm not an art major and I don't really do anything too creative these days, although I used to draw, paint and was a dancer for 15 years. But looking back, this somewhat odd condition helped me nurture my artistic abilities in a way that shaped who I am today.

Painting was always easy for me because I never lacked inspiration. I would spend hours doing intricate brushwork that mimicked what I saw in my head when I listened to music. Whenever I couldn't focus on my homework or I felt stressed out, I'd listen to music and paint. Even today, putting a pen or a brush to paper is one of the most relaxing things I can imagine.

If I hadn't been compelled by wondering what my synesthesia would look like on a canvas, I might nev-

er have picked up a brush.

Dancing was just as easy for me as painting because of how logically the songs were laid out in my head. I could always see the beat in the music right before it happened, so it was never difficult to stay on tempo. One of the main reasons I kept dancing for 15 years was because I loved the way the music looked in my head.

I guess the moral of this story is that artistic ability isn't always packaged the way you might expect it to be. Your form of personal expression doesn't have to fit other people's expectations for it to be considered art. Maybe for you, art looks like colorful graffiti on a freeway underpass. Maybe it looks like Japanese calligraphy, photography or singing. For me, it looks like the colors I see when my favorite song plays on the radio, or how seven is my favorite number because it's emerald green. It looks like the fact that I've always seen the world in a slightly different way, and to me – that's what art really is.

Big chance for women's lacrosse



Doug Close
Sports Editor

The women's lacrosse team found itself in a familiar position after its April 29 playoff semifinal victory over Occidental College. The 17-10 win means that the Panthers will face rivals Claremont-Mudd-Scripps on May 6 for the conference championship title - the Panthers' second playoff finals appearance in a row.

Claremont-Mudd-Scripps is certainly the favorite. The Panthers have been in a position this season where they have mostly dominated every other team in the conference, but have not been able to replicate those results against Claremont-Mudd-Scripps. The Panthers lost their first away game of the season 15-9 to the Athenas March 4, but things actually got much worse in the teams' second meeting this season. A 20-1 smackdown at Wilson Field April 19 stunned the Panthers - who had won five games in a row leading up to the game - and showed how few mistakes they can afford to make against a team with that kind of momentum and confidence.

The Athenas are riding an 11-game winning streak, haven't lost a conference game all year and just routed No. 4 seed University of Redlands 17-6 in the other semifinal. They led the league in both most goals scored and fewest goals allowed. No one has been able to keep pace with them in the conference this year.

But while the odds may favor Claremont-Mudd-Scripps, the Panthers have the ideal type of experience to prepare for the matchup. Last season, the Panthers finished second in the regular season to Pomona-Pitzer - a team that made relatively quick work of every other team in the conference - and ended up facing the Sagehens in the conference finals. The Panthers lost 10-9 in a tightly contested game, but got an NCAA at-large bid. The Sagehens then met them again the next week and defeated the Panthers 12-7 in Chapman's first NCAA tournament appearance.

While that might not sound like the most compelling evidence at face value, the Panthers thrive on surprising people. The team has had very young rosters the past two seasons - including this one - that have surpassed expectations. The Panthers also have some team members playing their individual best lacrosse over the past couple weeks. Last week, junior midfielder Becca Wachtel was the Southern California Intercollegiate Athletic Conference (SCIAC) women's lacrosse Athlete of the Week. Wachtel has 20 goals in her last five appearances for the Panthers. Eleven of those came in the last two games, and Wachtel is now the Panthers' top-scorer.

But with Claremont-Mudd-Scripps certainly aware of the offensive threat Wachtel poses, the Panthers may have to rely on the element of surprise to best the Athenas. Wachtel and senior midfielder Kelsey Mackin - the Panthers' most consistent offensive force this season - can't beat Claremont-Mudd-Scripps with their goals alone. The Panthers know that a complete performance will be required from their entire lineup to beat a team that recently beat them by 19 goals at home.

The Panthers have the chance to be the first Chapman team to win a SCIAC title this season, with women's basketball being the only other team to reach the playoff finals in the 2016-17 season so far (only to be beaten by Claremont-Mudd-Scripps 65-54).

Simply put, the Panthers have to play their best lacrosse of the season on Saturday in order to pull off what would be a seriously impressive victory. I can't be the only sports editor of a SCIAC school newspaper who's sick of reporting on Claremont-Mudd-Scripps winning championship after championship this season.



LAURA CLAYPOOL Staff Photographer

Junior midfielder Becca Wachtel scores the 16th goal for the Panthers against Occidental College April 29. Wachtel scored five goals against the Tigers, leading the Panthers to a 17-10 win.

Lacrosse wins, will play for SCIAC title

Doug Close | Sports Editor
Natalie van Winden | Staff Writer

The women's lacrosse team will compete for the Southern California Intercollegiate Athletic Conference (SCIAC) title after beating Occidental College 17-10 in the semifinal game Saturday at Wilson Field.

The final game will be against No. 1 seed Claremont-Mudd-Scripps, which is undefeated in the conference. This is the second year in a row the Panthers have made it to the championship game, as the Panthers were defeated 10-9 last year in the final against Pomona-Pitzer.

"One focus will be on what we can do to beat (Claremont-Mudd-Scripps), (and on) the way they play defense and how to break down their attack," said junior midfielder Becca Wachtel. "They have a lot of skilled attackers and they are great at working off one another. The main focus is (managing)

our strengths and weaknesses."

Wachtel led the Panthers with five goals and junior midfielder Stacey Zuppa followed with four.

"We played as a unit and tried focusing on the little things, like (winning) ground balls, playing solid defense and having good execution on attack," Wachtel said. "We knew what we needed to do and how to score (against Occidental), so we just set the tempo and did it. This could potentially have been our last game and none of us wanted that to happen."

Both teams started off strong. Scoring was back and forth well into the first half. The Tigers started to fall behind midway through the half and allowed the Panthers to score five unanswered goals.

"I think we really came together as a team and kept the energy up," Zuppa said. "Everyone was pumped going in, and that definitely showed on the field. We hustled through ground balls and

fought hard, which definitely helped in our win."

From then on, the Panthers closed out a comfortable win.

"Occidental showed a zone defense that we've seen before and we spent the week preparing for it. We knew what was coming and we were able to easily adjust and take advantage of it. We were clicking as a team and making really good connections as well," Zuppa said.

Claremont-Mudd-Scripps will host the championship game May 6 with the game time yet to be announced, as of April 30.

"Beating Claremont-Mudd-Scripps has been a struggle this year, but as long as we work on our defense and the best ways to play them and take away their advantages, that should help a lot," Zuppa said. "They have a really high pressure defense and a very athletic team."

New Wilson Field bleachers under construction

Natalie van Winden | Staff Writer

The new Holly and David Wilson Amphitheater will open in the fall of 2018 and will feature more than 800 new seats for visiting teams and families.

The construction for additional bleachers, which is included with the new Center for Science and Technology, will cost about \$2.8 million out of the \$130 million cost for the entire project, Vice President of Campus Planning and Operations Kris Olsen told The Panther. The new section spans 8,725 square feet and will add 834 seats for viewing games.

President of The Panther Pack Carli Aiona said there aren't enough spots in the current bleachers.

"I think the new bleachers will be a huge asset to our campus and will really help out during (the homecoming game), especially because it is always so crowded and many people end up standing in the end zone," she said.

Chapman's athletics department is not involved with the planning or construction of the bleachers, said Sports Information Director Steven Olveda.

"I'm excited for the new bleachers," said freshman television writing and production major Chase Nielsen, who regularly uses the field to exercise. "I went to a sports-heavy high school, so even my school's stadium was bigger than ours. It's finally going to look like a real football field."

The amphitheater is located opposite



BONNIE CASH Photo Editor

The new bleachers will add 834 more seats for events held at Wilson Field.

the Ernie Chapman Stadium, which features locker and training rooms, a press box and laundry facilities, as well as seating with a capacity of 2,000.

The amphitheater will make seating more accessible for some of Chapman's bigger events like the homecoming game, which had 3,000 attendees in 2016, when students and families had to stand behind the goal post to view the game because there were not enough seats.

President Emeritus Jim Doti announced the planning of the amphitheater in connection to the Center for

Science and Technology in his final State of the University address in February 2016.

"Having the other half of the stadium (functioning) gives our field more of a stadium feel, and I think all the guys definitely like that," said sophomore football player Chandler Wong. "Aesthetically, it'll be pretty awesome, and I know recruiting-wise, it's a definite plus. I think the seating is a very good investment. Especially as our school grows, there will be hopefully more and more people coming to our games."

Baseball seals second place by sweeping Tigers

Jayson King | Senior Writer

In its last series of the regular season, the baseball team swept Occidental College to secure its place in the conference playoffs and finish the regular season in second place with a conference record of 16-8.

"It's good momentum," said head coach Scott Laverty. "To finish off the season strong this way and getting those three wins puts us maybe into second depending on what happens in the last game with (University of) La Verne and Whittier (College)."

The eighth-place Poets ended up completing a surprise sweep of the Tigers over the weekend, meaning that the Panthers will play No. 3 seed University of Redlands in the first round of the playoffs.

The Panthers beat fifth-place Occidental 10-4 in the first game of the series on Friday. The Tigers scored four runs in the first inning, but the Panthers shut them out for the rest of the game and came back through a home run from junior outfielder Justin Stream in the fifth inning and another from sophomore outfielder Christian Cosby in the ninth inning.

The Panthers then came back on Saturday and, despite the game being close in the first three innings, found themselves down to the Tigers 11-6 by the end of the fifth inning. However, in the bottom of the eighth, the Panthers rallied to score six runs and take the win. The 12-11 win not only won the series for the Panthers, but it also helped secure their postseason tournament spot.

"(High-scoring games) are something that we're used to offensively," Laverty said. "The second game, we kind of got behind and beat ourselves on the mound defensively sometimes. But



KAITLIN HOMAN Senior Photographer

Junior infielder Jared Love hits a double to left field which brought home junior infielder Gavin Blodgett against Occidental College April 29. The Panthers won the game 14-5.

we've been pretty solid offensively all year long."

Junior infielder Jared Love hit two home runs during the course of the game, including a home run with two runs batted in that helped complete the rally in the eighth inning.

"I'm just happy that we were able to come back and win," Love said. "It always feels good to hit a home run and it feels even better when it really helps the team out."

The Panthers kept riding the momentum of the previous two games and completed the sweep with a 14-5 victory over the Tigers. The Panthers were in good form from the start, scoring two runs in the first inning and then following that up with eight runs in the second inning. After the quick

start, the Tigers were unable to get enough momentum back.

"We scored 10 yesterday, then 12 and 14 today," Laverty said. "That's a lot of runs. We're pretty potent offensively, we're really good defensively and we've come around on the mound. I just can't wait for them to put it all together."

The Panthers hope to keep their momentum going into the postseason.

"Our team has a lot of talent and potential," Love said. "We started off the season really well and then we kind of ran into some rough spots. I feel like here at the end, this was a good step for us to work back into what we think we can do. At this point, everything starts fresh. I feel like as long as we get hot, we're the team to beat. So there's a lot

of confidence from the team going into next weekend. We'll see how far we can go."

The Panthers host the Redlands at Hart Park Friday at 3 p.m. in the Panthers' first game of the Southern California Intercollegiate Athletic Conference playoffs. The Panthers beat Redlands in three of the teams' four matchups this season.

"In practice, it's just going to be the same thing," said Love. "I think we prepare in a good way, and I think as long as we can stay relaxed, play our game and have fun next weekend, we're going to be fine. All the guys are confident, and I think that's the most important thing you can be going into your postseason tournament."

ADVERTISEMENT



Do you have type 1 diabetes?

Join Hoag's Herbert Program for young adults with type 1 diabetes for support, connections, resources and social events.

Don't miss 1st Fridays for a chance to meet and share experiences.

For more information please visit [Facebook.com/groups/type1ya/](https://www.facebook.com/groups/type1ya/)

Herbert Program for Young Adults at the Mary and Dick Allen Diabetes Center
Empowering young adults with Type 1 Diabetes with the confidence to handle all of life's complications

hoag
Mary & Dick Allen
Diabetes Center

Basketball standout shoots 3-pointers, photos of zoo animals

Doug Close | Sports Editor

When one season ends for Tyler Green, another begins. Green, a junior guard on the men's basketball team, has a unique hobby for a Division III basketball player and business administration major: zoo photography.

When not in season for the Panthers, Green, who averaged 10.6 points per game this year, spends a couple afternoons a week wandering the San Diego Zoo and Safari Park with his Canon 7D camera. Green, whose photography primarily focuses on the zoo's "big cats," told *The Panther* how he balances his passions for art and basketball.

Q: How did you first get into nature photography?

A: Growing up, I used to go to the San Diego Zoo and Safari Park all the time, since I'm from San Diego. I've always been interested in animals, but the photography aspect didn't kick in until I was a junior in high school. I took a photography class because I had heard it was super fun. The teacher was a really laid-back cool guy, and I really enjoyed it. Senior year, I bought a camera and started taking (Advanced Placement) Photography. In that class, we had to pick one subject and focus on that the whole year. So I was like, 'I'm gonna go to the zoo and take pictures.' That's how it started - it was kind of a random, weird thing where I decided I was just going to try it and see what I liked. My homework for that was basically, 'Hey, I get to go to the zoo today.' It just kind of built out of dumb luck and curiosity.

Q: Do you have an arrangement with the San Diego Zoo?

A: Actually, I didn't even contact the zoo or anything at first. You're not allowed to sell any pictures you take there or anything due to their licensing of the animals, so I just (take photos) because I like the work that (the San Diego Zoo) does. I'm really big on animal conservation, so I think (ethical zoos) can be necessary. They treat their animals really well. So I kind of did it to support (the San Diego Zoo) and show people that yes, they're in captivity, but they're really well taken care of. People have a bad idea of zoos because some treat (their animals) poorly, but I think the people in San Diego do a great job with the animals and I wanted to show everyone else that.

Q: How do you get in such good positions for the photos that you take?

A: I just walk in normally like every other person. Whenever I go to the zoo and Safari Park, I usually go around the same times, but it depends on who I'm with. If I'm by myself, I'll change it up and go somewhere in the park I don't normally go. But if I'm with a friend or someone who's never gone, I typically take them on a route to go see the big cats. That's what people really want to see. You really can't see them anywhere else unless you go to Africa, which I hope to do. I just have regular access like everyone else. If you have the camera and the lenses, I guess anyone else could do it.

Q: Basketball and nature photography is an interesting



Photos courtesy of Tyler Green

A panda at the San Diego Zoo eats some bamboo. Tyler Green shares his photography primarily through his Instagram account, which has more than 4,000 followers. Green's username is @tgreent.

combination. How did that happen?

A: It's funny, everyone is kind of surprised when they find out that I do photography because it's like, 'But you play basketball.' My dad's a big sports guy, and my mom is an artist and owns her own art shop at a winery near my house, so I have a little bit of both of them in me. My oldest brother is a phenomenal artist, and he also loves basketball. My other brother isn't on the artistic side at all, but he's really into sports. That's just who he is. Overall, we're all pretty similar, but art is definitely where me and my oldest brother really get along.

Q: Did your parents let you gravitate to what you were naturally into?

A: Yes, they didn't care. I give them so much credit for how they raised us, just by being supportive in everything we wanted to do. My dad is a professional golf instructor, so obviously he loves golf. But he never forced us to play golf. Growing up, I played just about every sport that was big at the time - basketball, soccer, golf, baseball - I played everything, and my parents just let me find for myself what I liked the most. When I told them that I wanted to do photography, they knew it was expensive - which is a downer - but when I told them, they got me my first camera and told me that I could figure out what I wanted to do with it.

Q: What do your teammates think of your photography?

A: They all know that I do it - anyone



Panther Archives
Tyler Green

that knows me knows that photography is a big part of me. They won't be surprised that I do this or anything when they see this. They'll probably just be like, 'Yep, there's Green doing his thing.'"

Q: How often do you go now?

A: During the summers, I try to go twice a week. I go through spurts when I'll go like two or three times in a week, and then I won't go for a couple weeks. But then I'll find out through other photographer friends about a big event at the zoo or something, and I'll head back for those even while I'm in school. They



A jaguar moves around its enclosure at the San Diego Zoo. Tyler Green's photography primarily features the zoo's "big cats."

just had the 100th anniversary at the zoo, so they had a bunch of special events and stuff at certain enclosures, so I was always around for that because things like that you can only see once in a lifetime. During (basketball) season, I can almost never go, so that's kind of my temporary hiatus from photography. But I try to go as often as I can.

SCOREBOARD

Baseball

Chapman 10 Occidental 4
Chapman 12 Occidental 11
Chapman 14 Occidental 5

Women's Lacrosse

Chapman 17 Occidental 10

Softball

Chapman 10 Redlands 6
Chapman 6 Redlands 0
Chapman 1 Claremont-M-S 0
Chapman 9 Claremont-M-S 5

Key: **Bold** = Chapman, winner listed first

UPCOMING GAMES

Baseball

May 5 vs. Redlands 3 p.m.

Softball

May 5 @ La Verne TBA

Women's Lacrosse

May 6 @ Claremont-M-S TBA