

FRANKLY SPEAKING

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source.

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FREE, AS IN BEER

Your Idea Here: Build Olin

Trevor Hooton
Contributor

By now, you've probably heard about Build Day. Maybe you've even been to a Pow-Wow ideation session. You can't have missed the Big Bang, and maybe you joined a team. But maybe you aren't quite sure what Build Day is, or how and why you should get involved leading up to May 3rd. In any case, strap yourself in and get ready for a thrilling exposé on the hottest thing since thermodynamics: Build Day!

Build Day, on May 3rd, is the culmination of a number of community-oriented semester-long projects. May 3rd has been reserved by the administration for the entire Olin community to work together on awesome projects: developed and implemented

by teams of Olin students, faculty, and staff that will have a meaningful and lasting impact on our College.

Though Build Day culminates on May 3rd, it starts with your ideas and efforts right now. Every great idea needs a team and an "Idea Star" to make it a reality. The Idea Star is someone who will maintain an idea's vision, work with Build Day liaisons to determine what resources are needed, and lead the team to ensure their idea is ready to be "built" on May 3rd.

You can be a part of big and lasting change at Olin. Some of your ideas may be great, but tough to implement on your own. Build Day will help you get the team, funding and resources you need to see them through! Share ideas and garner support at

build.olin.edu.

If you want to help improve Olin but don't have an idea of your own, find one you like at build.olin.edu, and contact the idea star to see how you can get involved! Finally, come to Build Day on May 3rd and participate!

Build Day is an embodiment of what makes Olin, Olin. It exemplifies the power of our community and creativity. In contrast with events you're glad that other people are participating in but wouldn't go to yourself, Build Day is something that everyone on campus should be involved with, like an inward-facing Expo for community improvement. Get involved today! Check out build.olin.edu or contact anyone who is involved (there are lots of us. You can be one too!) for more information.

February	Develop project ideas. Examples posted in the dining hall and build.olin.edu
March	Join a team working on projects you're interested in. Figure out what resources your project needs.
April	April 1: Finish your project proposals. April 14: Receive funds. Buy your materials!
May	May 3rd: Build Day! Work until 4pm, then showcase your completed projects for the community.

An Outside Eye on Theatre

Rebecca Hooton

Guest Contributor

As a theatre maker in Toronto, I always find it fascinating to see the shows that come out of FWOP. This is the second time I have visited my brothers at Olin during Candidate's Weekend, and I relish the opportunity to enjoy the spring show.

This year, there are two of them – one-acts, independent from one another but linked in many ways. Tom



Photo by Jon McKay

Stoppard's *The Real Inspector Hound*, and *No Exit*, by Jean-Paul Sartre, respectively directed by Mitchell Cieminski, and the creative team consisting of Kelsey Breseman and Ian Hoover, will be presented again on Friday, March 1st at 8pm, and on Saturday at the same time. Even though I am on my February break from my devised theatre studies in Toronto, I appreciated a thought-provoking evening's fare at Sorenson last weekend. It was encouraging to find such ambitious plays on the roster.

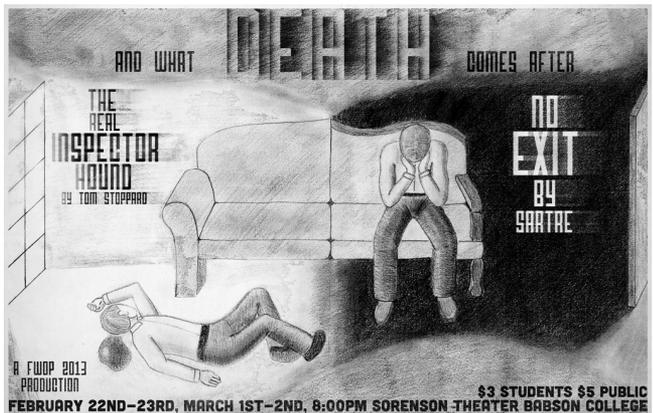
In both plays, FWOP asks

(and is entitled to ask) a lot of their audience. Particularly interesting is the recurring idea of watching and being watched. *The Real Inspector Hound* frames the theme explicitly, as it places two theatre critics, Birdboot and Moon (played by Myles Cooper and Vidie Pong) outside of the action of a meta-play. Birdboot is enchanted by the new actress on the scene, Cynthia Muldoon (an enthralling performance by Emily Guthrie – a newcomer to the stage herself). Their dialogue highlights the kinship between acting from script and acting out of self-preservation – building a persona for the consumption of others. Lines are blurred, the 4th wall is trampled, and the audience leaves with the delightful yet inexplicable feeling that they were somehow in on the trick all along.

Lines are further blurred after the curtain comes down, when Mr Cooper shows up once again in *No Exit*. It is a courageous shift in characterization, one soon

paralleled by Mss. Ilana Walder-Biesanz and Molly Grossman, who also appear in both plays. The three are a tour de force, playing on the subtleties of Sartre's philosophical quandry: are we only our true selves under the gaze of others? As we watch them watch each other, breaking down the facades they once presented, in life, we begin to question... who watches us? I was told after the show by director Kelsey Breseman that she observed myself and the rest of the audience squirming in discomfort at all of the right moments.

One logistical note: The couches in this custom hell were, themselves, custom-made by Olin students to be just the wrong shade of green. In both shows, I was impressed by the choices made by the actors, directors, and the rest of the FWOP design team. It was clear to me that students at this little Engineering college still make the time to give the creative arts the respect they deserve.



Popping the Olin Bubble: February Edition

2/1 Egyptian protestors outside the presidential palace in Cairo, demand President Mohammed Morsi to leave office.

2/2 The five men accused of raping a female student in India plead not guilty.

2/3 The inventor of the Etch A Sketch, Andre Casaganes, dies at 86.

2/4 A skeleton found under a carpark in Leicester, England are confirmed to be the bones of the English king Richard III.

2/5 Curtis Cooper discovers a 17.4 million digit prime number.

2/6 The USPS announces cessation of Saturday first-class mail delivery.

2/7 53+ people are killed in a crash between a bus and a truck in Zambia.

2/8 A new edition of Anne of Green Gables causes controversy for featuring a blonde, buxom farm girl with come-hither eyes.

2/9 Bashar al-Assad, President of Syria, reshuffles his cabinet and appoints seven new ministers.

2/10 Boeing conducts the first test flight of the Dreamliner since it was

taken out of service for battery problems.

2/11 Pope Benedict XVI announces his resignation at the end of February.

2/12 South Korean officials report an “artificial earthquake” in North Korea, suggesting a nuclear test. North Korea confirms the successful test of such a device.

2/13 Another Tibetan monk self-immolates in protest of the Chinese occupation of Tibet.

2/14 German authorities find horse meat in lasagna sold in Germany.

2/15 A meteor breaks up near Chelyabinsk, Russia, injuring more than 1,200 from shattering of windows caused by the shock waves and debris.

2/16 A suicide bomber kills General Ali Aouni, the head of the Iraqi intelligence academy.

2/17 A series of car bombs kills 37+ people and injures >130 in Baghdad.

2/18 Nestlé removes its beef pasta meals from France, Spain, and Italy, after confirmation of horse meat content.

2/19 NASA loses direct contact with the ISS due to an equipment failure; communications are restored three hours later.

2/20 Sony announces the PlayStation 4.

2/21 A study finds that bumblebees can sense electric fields around flowers.

2/22 The first North Korean video game, Pyongyang Racer, is released.

2/23 Iran announces newly discovered uranium deposits and plans to build 16 new nuclear plants.

2/24 Italy’s first day of a general election.

2/25 Ikea withdraws Swedish meatballs from sale in 14 countries following tests revealing traces of horse meat.

2/26 Nineteen tourists die after a hot air balloon crash near Luxor, Egypt.

2/27 Pope Benedict XVI gives his farewell address at the Vatican City.

2/28 Shell announces suspension of its Arctic offshore drilling program for the rest of 2013.

Jackie Rose
Staff Writer

Useless Words from Kelsey’s Collection

tricoteuse: one of a number of women who sat and knitted while attending public executions during the French Revolution

osculation: the act of kissing; a kiss

soucouyant: a witch believed to shed her skin by night and suck victims’ blood

ratiocination: the process of logical reasoning

trichotillomania: a compulsion to pull out one’s hair

and often to ingest it

weltanschauung: world view; a framework through which to interpret the world

imbricate: having overlapping edges; to arrange so that the edges overlap

Making Our Campus Safer

Molly Farison

Contributor

Recent discussions were catalyzed by 'It Happens Here', (Frankly Speaking Oct 2012). Spurred by these discussions, three students approached Frankly Speaking about publishing a moderated discussion on what the Olin community can do to prevent rape. This is an excerpt of that discussion.

FRANKLY: How can we best prevent rape at Olin?

HART: I think that a lot of it has to do with the attitude that we take towards sexuality. Our culture is what I would describe as a "sex-saturated" culture which reinforces a casual mindset of sex without consequences. I think that when we perpetuate that mindset, people's inhibitions are lowered. Then you end up with people who commit rape.

I would also point to the prevalence of pornography in our culture as one of the big reasons why men in particular feel it's okay to objectify women. Our media, our music, and our movies perpetuate that cycle, as does the way we talk and joke about sex. We need to stand against these influences, hold each other accountable, and say there are certain behaviors that we're not going to tolerate.

FARISON: I think that we've heard a lot about what rape is, but I don't think people really have good exam-

ples of what healthy relationships look like. If you don't have a good example of what a healthy relationship or even a healthy hook-up looks like, what are you striving for? You don't really have anything to follow. If we have more healthy examples of relationships, that could also help prevent things like date rape or rape within marriage, which are not necessarily addressed in any other way. [Ed.: The following paragraph of Molly's statement was added later]

People don't communicate well during sex, so when people don't communicate well during rape, it's hard to distinguish between rape and consensual sex. Having good communication be a part of typical sex would make the difference between sex and rape much more clear.

DILLER: I think the best way to prevent rape is to address the community. Not everyone knows what rape looks like. People yell "Rape!" jokingly a lot, and personally, it really offends me. It's not considered an actual issue.

One specific example of community engagement I think is really great is the BARCC (Boston Area Rape Crisis Center). They said "This is what rape looks like, this is how you help rape victims, these are the signs that you should look for." I'm so glad Olin has that to offer for people.

FRANKLY: What cultural changes do you think we

need to make to achieve your vision?

HART: I think a point that we can all agree on is that it's really important for victims of rape to have some place that they can go where they can get help. I think the R2s did a very good thing at the beginning of this year. [Ed.: In September hall meetings, East Hall R2s talked with students about not joking about rape.] I admired that, but I think we have to take that a step further and say "We shouldn't be joking about who you're going to hook up with at the party."

We need to hold each other accountable and say there are certain behaviors, words, and actions that we're not going to tolerate. And if we see those things happening we're going to say something. We have it written in our honor code to "Do Something" and I think that ties into this area, too.

DILLER: One of our main goals should be to hold rapists accountable. They don't think that society is defining what they're doing as rape.

FARISON: I think consent, and not knowing what consent looks like is part of people not being good at communicating. Fostering a culture where good communication during sex is expected would make rape more obvious and easier to act on.

To continue this discussion, contact Jeff, Molly, or Jessica. If you or someone you know needs help visit www.barcc.org/help/



GREEN SPACE*

Ben Smith
Contributor

Bikes are better than cars. They are touted for their health benefits to both the individual and the planet, but those arguments are cliché and unheeded. Though more exist, I use two facets of bicycles to justify my riding and hope that you will too.

The first is that of scale. Simply put, bikes are on the human scale. Remind yourself that power lost to wind, which accounts for 90% of a vehicle's mechanical effort, is related to a body's frontal area and velocity-cubed. Bikes are on the order of the ideal size, in

that making a bike smaller would have little effect on the frontal area of the rider-vehicle system.

The fact that bicycles rely only on the human power plant means that they provide incredible speed with the simplest infrastructure. Demanding more speed out of the system requires an additional power source and greater vehicle infrastructure. Because power is related to velocity-cubed, these increases in power plant scale occur at a drastic pace. Bicycles, mopeds, and motorcycles are each roughly separated by a factor of 8 in mass and 2 in maximum speed. The human scale is fixed. It seems sensible

to design systems which mimic that scale.

However, to say that a bike's advantages are purely numerical sells it far short. The bicycle is an embodiment of freedom from the restrictions of a regimented society. At the surface level, bicycles are less bound to the rules of the road. Traffic laws for cyclists are enforced not with badges and flashing lights but by the yearning for self-preservation. This fact reframes laws not as oppressive but as enabling.

I'm not implying that bikes are at all times practical, but we need to stop saying "what if" and start living more sensible, properly-scaled lives.

Bohemian Media for the Collegiate Soul

Ben Smith
Contributor

Desert Solitaire

Edward Abbey

A candid collection of sketches from Abbey's days as a park ranger in Utah. It's angsty, insightful, and adventurous. My favorite read of the new year.

"There is no shortage of water in the desert but exactly the right amount... There is no lack of water

here unless you try to establish a city where no city should be."

Monkey Wrench Gang

Edward Abbey

This eco-terrorism novel lies somewhere between action-packed, unbelievable, and influential to the unstable crowd.

"'What's more American than violence?' Hayduke wanted to know. 'Violence, it's as American as pizza pie.'"

Craiglist Joe

Documentary of a Californian leaving everything behind and living off the kindness of Craigslist posters. Along the way, hippies, homelessness, and a dominatrix. *"Some say we've lost the sense of community that used to carry us through tough times. Some say technology and social media fuel this isolation."*

Bringing Olin to the World

Ryan Mitchell
Alumna

It can be difficult to transition to the “real world” of 9-5 jobs and corporate life after graduating from Olin, but one alum, Gui Cavalcanti ('09) found that the real world could just as easily adapt to Olin.

Artisan's Asylum, in Somerville, MA, is a 40,000 sq ft space dedicated to providing tools, classes, and resources to craftsmen, engineers, artists, and creators of all sorts in the community. With 3D printers, welding stations, ingeniously-decorated 100 sq ft “studio workspaces,” and vending machines stocked with Loctite and drillbits, Artisan's Asylum feels like a strange cross between an MIT dorm and an industrial machine shop.

According to Gui, “Our mission is to make creative expression a way of life for our members – whether it’s starting a business, pursuing a hobby, or learning new

skills.”

Artisan's Asylum started with a dream. After graduation, Gui went on to work as a roboticist at Boston Dynamics, but wanted to be able to do side projects at home in



his free time. Unfortunately, building robots requires big time resources, and he just didn't have the electronics, machines, or materials to support his hobby.

Thinking back on Olin's machine shops, and the culture of tool-sharing and 24/7 shop access, he founded Artisan's Asylum, along with

former partner Jen Martinez.

Starting with just a 1000 sq ft space, they quickly outgrew it and moved to a 9,000 sq ft building in Somerville, before settling into their 40,000 sq ft current location, located about a mile and a half from Davis Square, just outside of Cambridge.

According to Gui, about half of the Asylum's members are professional artists and craftsmen, a quarter are hobbyists, and a quarter are startups and entrepreneurs who may not have cash yet but want to develop a product.

A growing number of these members are also students at local schools, including Olin's HPV team, who use the CNC router to cut foam more accurately than they could at Olin's shops.

Tufts University also partners with the Asylum -- their engineering students are reimbursed for classes and tool use there, and the university has rented a space for students to use for projects.

“They are using it as a kind launching pad for their mechanical engineering department.” says Gui, “Their students are getting the Olin experience here -- hands-on tool use and hands on projects... They don't have the square footage to install machine shops everywhere and change their curriculum.”

Other schools are catching on as well. According to Gui, Northeastern and Harvard are also talking about



some sort of partnership with the Asylum, while Tufts may be expanding its involvement in the future.

Although Gui took much of his inspiration from the Olin model of machine shops, he says that Olin has a lot of room for improvement in how their shops are run: “Olin has a lot of computer-controlled tools that students don’t have access to. There’s the capability of doing really intricate stuff, but not many people have that ability.”

“What we do is a lot of basic stuff, and some amount of computer-controlled capability. We have a real wood shop, we have lots of duplicates of machine tools, we have lots of welders and things like that. It allows for a much higher throughput.”

He believes that Olin should do a better job of training students earlier on



these tools. “In the first two weeks of freshman summer camp, having the students go through shops and get them working with the tools, get them used to the tools... that’s what’s missing.”

Gui says that this mentality has cut down on tool loss and damage tremendously. “We’ve demonstrated here that the tools just don’t have to ‘die.’ Here, we never had any money, there was never a janitor sweeping up the shops. We had to be a community and take care of the

tools, or our rates would double.”

Membership at Artisan’s Asylum starts at \$60/month. Members can take classes, use tools, rent space, buy materials, and cheaply access everything they need to create professional-grade products. Their location, at 10 Tyler Street in Somerville, is a 20 minute walk, or 5 minute bus ride from Porter Square. Classes, events, and more information can be found on their website at <http://artisansasylum.com/>

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My Name is Dante Santos

Dante Santos
Contributor

Disclaimer: I'm writing this piece about my own experiences. This is not all transitions. This is about one transition – mine. My opinions are not intended to represent the opinions of any group of people or persons.

My name is Dante. I was born and raised female, but I will graduate college as the man I have always been. I think this is the simplest way to describe my transition. Practically everyone at Olin transforms in one way or another during their time here. Some emerge from their high-school shells. Some grow ridiculous facial hair. Others discover a passion for robotics. My transformation has been, and will continue to be, logistically and culturally more complicated than these examples. I have been on hormones for over six months now. At this point, I'm presenting (perceived as) male full-time. Still, whenever I hear people say "excuse me, sir" and "he was first" and "ask him" my heart jumps and I try not to grin like an idiot. Transitioning from female to male has been, and will continue to be, a long and arduous journey, but I chose Olin to be the place where I would transition, and I believe I chose correctly.

Before we begin my sto-

ry: There are a few massive misunderstandings in our culture about what it means to be trans. Unfortunately, due to the perceived awkwardness of the subject and its relative newness to the social consciousness, it's often difficult to have a conversation about the truths of being Trans. Here is a crash course.

The words 'gender' and 'sex' are frequently used interchangeably, but they are not the same. Sex is physical. It is the appearance of your body – your chromosomes and genitalia. It's usually binary, whereas gender is much more difficult to define. Gen-

"It is so hard to be politically correct. The best anyone can do is be respectful."

der is a multi-dimensional continuum that has nothing to do with the colors you like or whether you played with dolls or trucks as a kid. It is what it is – a facet of identity, like your desired major or favorite food, needing no justification or defense. Culturally, the two descriptors are linked because people are usually raised into a gender role that matches their sexual characteristics. This, however, is not always accurate. Even if a person isn't trans, they're not likely to fit inside the strict cultural boxes of girly or boyish.

It is also important to remember that gender and sex do not immediately indicate sexual orientation or sexuality. During transition, sexuality may change, or it may not. No matter the situation, it is incredibly difficult to accurately and non-offensively describe these aspects of a person's identity. For instance, a MTF (male-to-female) transgender woman is not "a gay man becoming a woman to more easily be with men." Her sex (male at birth), gender identity (female), and desired partner's sex or gender (male) are all separate. The terminology is not interchangeable. Referring to her as a man at all (gay or not) is unspeakably offensive.

Our cultural awareness of transgenderism is relatively new. It is so hard to be politically correct. The best any one can do is be respectful. If you are unsure of what pronouns to use with someone, ask them politely which they prefer. If this seems inappropriate, use (as grammatically incorrect as it is) "they" and "them." Do NOT use "it."

The term "trans" is usually a shortened version of "transgender" which is a catch-all for gender variant flavors. On the other hand, a transexual person has a gender (identity) directly contradicting their sex (physical attributes). Often, transexual individuals will choose to transition (culturally, hormonally, and/or surgically) in order to outwardly represent

their internal gender identity.

I'm chronically flippant and irreverent when it comes to the trans scene, and I believe firmly that if you take yourself too seriously and don't have fun the world will never listen. I tend to refer to all "gender variant" or "trans" people as Gender Fabulous. This is not a widely adopted practice nor encouraged for the general public.

So what's my story? First off, there is no archetypical "trans story." There is an incredible complexity in each individual case far beyond "I played with dolls rather than trucks so I just knew." Having said that, my story is as typical as it gets.

On the playground in 3rd grade, when the boys and the girls formed teams and had little war games, I was always a double spy. I always hated dresses and never played with dolls (though this probably had more to do with me being a super-practical engineer rather than a boy). I had trouble telling the difference between boys and girls and – most telling of all – I always hated my body.

It was at 13 that I realized then that I preferred being a guy to being a girl. I was writing living fiction – I invented a bunch of fake online personas and made them interact on public forums. In time, all the female personas faded away and I was left with just the males. They were just easier to be.

My living situation at the time didn't allow me much freedom of self-expression,

so I continued living as a girl until I came out to my father and his family on Christmas in my junior year of high school. I was lucky. They were all extremely supportive and caring people and the news was greeted with a mixture of "well, duh!" and "interesting..." and "so... what now?" Basically, the best anyone can hope for. My dad reads all the books and goes to all the talks and joins all the groups. He's probably more active in the community than I am at this point.

Once I got out of my hostile living situation, I started shifting to a more masculine appearance and looking for colleges. I knew coming in that Olin accepted and even supported all sorts of atypical student behavior. I didn't keep secret the fact that I was trans, but it wasn't public knowledge for my first two years here either. Everyone who knew was respectful and supportive. Nobody who learned reacted negatively. So, at the beginning of this school year, I had no reservations about sending out an all-students email briefly explaining my situation and how I would prefer for everyone to call me "Dante" and use male pronouns for me.

I didn't consider this to be a "coming out" notice or some high-horsed point of contention. It didn't cross my mind. I just thought it would be unreasonable to expect people to refer to me differently when I hadn't even asked them to.

That's why, when re-

sponses started pouring in, I was dumbstruck.

I got emails congratulating me, thanking me for sharing this aspect of my life with people, and most frequently, telling me I was brave. It hadn't even occurred to me that courage was required to send out that email. It was only once five different people had replied saying how brave I was that I realized how well this captures the amount much faith I have in our community. It hadn't even crossed my mind that an Oliner might have reacted negatively to it. Deep down, I knew that even someone in as precarious a position as mine had nothing to fear. That is how good you are.

Needless to say, it warms my heart. Professors have politely asked me what I prefer to be called, after hearing something through the grapevine, and now they get my name right more often than my friends did at the beginning. Nick helped me get a medical single and AJ went out of his way to change the name slip on my door. In less than a semester, almost the entire community has changed what they call me.

In my time here not a single person has called into question my identity or acted towards me without respect. We all do our best to be our best, living to the standards set by the Honor Code and by those around us. Olin is the most caring and supportive place I have ever been, and I am incredibly happy that this is where I chose to be.

Thank you, Olin. I appreciate it.

FRANKLY INTERVIEW: PITO SALAS

A candid conversation with Pito Salas about founding companies, making mistakes, and his unusual path to teaching undergraduate students.

Pito Salas had only been at Olin for two and a half weeks when I gave this interview, so his office was bare. The only adornments were a “Lean Startup” concept board and an “ $E=mc^2$ ” he scrawled on the board for the sake of the interview pictures.

Pito is new to Olin, but almost as new to teaching; his experience is primarily hands-on knowledge gained by working in and founding computer science-based start-ups. Through determined effort, he has become an undergraduate educator—first at his alma mater Brandeis, and now here. He teaches The Entrepreneurial Initiative (FBE) and Entrepreneurship (E!) Capstone.

FRANKLY: Can you tell me about your past entrepreneurship and teaching experience?

SALAS: I’ve done a lot of entrepreneurship, and I’ve taught. I’m a new teacher; while I’ve been in the computer industry forever, I have not been teaching forever. What I taught at Brandeis, where I first taught, was software engineering, but I brought a lot of entrepreneurship content and experiences to the course.

The course that I created for Olin is based on that, but the content is much less around building a product as around figuring out whether the project should be built.

FRANKLY: How will students

come to know what products should be built?

SALAS: I’m using as a framework— not that I’m following it religiously— this thing that’s called “lean startup”, which has a series of concepts around how to formulate hypotheses around what you want to build, how to test hypotheses, how to keep track of the metrics you get, so you have more of a scientific approach to knowing whether the product’s going to succeed or not. It applies to anything: What’s the cheapest way that I can get information that will help me decide what my next step is?

FRANKLY: Do you foresee any issues with teaching students who are not software-orient-



Photos by Mike Maloney

“Getting a product to be successful is the hard part.”

“You don’t just say, give me money. You have to really make the case.”

“If you want to build the product, okay, but that’s not the point...”

ed?

SALAS: I hope not “issues”. I admitted to them on the first day that I’m a software person, so the examples that I use are going to tend to be software oriented. But on the entrepreneurship side, the principles I’m teaching apply equally well if you’re building something mechanical or robotic. It’s all consistent.

The high level goal for the course, I think, is to really have students internalize the idea that success is not just building a great widget; success is building a great widget that serves the need that you’re trying to satisfy.

FRANKLY: Can you give me an example of a time when you were in that situation making those kind of mistakes?

SALAS: Numerous! And I would make the same mistake again, probably. I worked on a really important project when I was at Lotus, which led to a new kind of spreadsheet. Lotus was a well-known software company— it was bought by IBM about 12 years ago. Before Excel was king, there was a product called 1-2-3 that was king of the PC software market. I worked there on a project that came up with a whole new paradigm for spreadsheets. We invented it, this thing which we now call Pivot Tables. At the time, it was a capability of spreadsheets that nobody had. We came up with it; we built it as a product.

It won awards, we got patents, all the right trappings of a successful project, the only thing is it didn’t have revenue. So the product was

cancelled within a couple of years, never having made money.

Anybody who’s been in business, who’s been an entrepreneur, can point to examples such as this. As an engineer, which I think of myself as, I’m very fond of the cool technology. But I’ve learned along the way that engineering is the easy part. Getting a product to be successful is the hard part.

FRANKLY: Why did you decide to begin teaching?

SALAS: I didn’t decide. I had this feeling that I wanted to do it, and it took a long time to land a position, to be honest.

I always enjoyed teaching from the point of view of what I would get to do in a normal job. I enjoy sharing ideas, or helping people that are new at something to learn; I always thought it was pretty fun, and I thought I was pretty good at it. But it turns out if you’re not in academia, if you don’t have a PhD, it’s really hard to get the opportunity to teach undergraduates.

It took me five years of cajoling, of throwing myself at universities— writing sample curricula, anything I could do to convince them. Finally, Brandeis said that they had this particular course in mind that would fit me perfectly, and that’s how I started.

But getting to that point took a while. And I never knew it was going to work. You can say I “decided to”— you can decide, but it can take a while until you’re able to get some traction— it’s not something I would work on every day, but every few

months I would say, I need to send another email. Maybe I’ll go have coffee with the head of the department. Maybe I’ll talk to my friend who’s teaching at Northeastern. Maybe they’ll have a connection.

And that’s how I got to Olin. I went through a friend of mine who teaches at Babson, who introduced me to Mark Chang. I gave my whole story, what I wanted to do. He said that’s wonderful, that’s exactly what Olin is all about, but you know, we have no openings. But I kept talking to him every three, four, five, six months, saying, here’s what I’m doing. Just doing a lot of networking, and one day I got the call.

FRANKLY: Where are you from originally?

SALAS: I was born and grew up on the island of Curacao, in the Caribbean, right off the coast of South America.

English is actually my third language, although it’s my best language. My first language is called Papiamentu, which is spoken by a total of maybe 300,000 people in the world.

The islands are Dutch. My second language is Dutch. And then English— it was before I came here. The TV was in English, I read a lot of books in English.

FRANKLY: Why did you transition to Olin from Brandeis?

SALAS: It has to do with what I think I’m good at, what I like to do. At Brandeis I taught for three years, and it was really great. I have to say I’m very proud of the work we did there. I think the students

Continued on next page...

got a lot out of it. It was very different from other offerings available to them.

It was a really cool course, but the fact is that it was always kind of in a corner of the department. It was in the summer, the funding was always questionable until it happened. I really wanted to have a more permanent assignment. I told Brandeis that I wanted to have a more permanent assignment, but it wasn't in the cards because of budgetary reasons.

In parallel with that, I sent the word out to all my networks: I'm looking for something more permanent. What do you think? And that's how I came here.

FRANKLY: How long are you here for?

SALAS: It's a six month assignment; I'm teaching for this semester. I'm hoping to extend it!

FRANKLY: Are you bringing in venture capital into your curriculum?

SALAS: Yes, in several ways. First of all, each of my speakers— one of them is going to be an actual, live VC who's working right now, but each of them have dealt a lot with venture capital, so they'll be bringing that in in terms of their talks. Then there will be multiple lectures or discussions about how a startup works from the point of view of the business side, what financing means, how much money to raise, how to talk to venture capitalists, what their issues are.

Actually, one of the ideas is to have the students produce as their final work a Kickstarter campaign for

their project.

FRANKLY: So then, your course is intended to get students to the point where they are ready to launch, and they just need money?

SALAS: Yes. It's not just what they want to make, but if you think about convincing a VC, or Kickstarter, or your parents to give you \$10,000, you have to answer some questions. Not just, this is what I'm going to make, but here's why I think that this will sell, and here's why I think it can be built, here's what you need to know about my team, that persuades you that you're not just throwing your money away.

If you look at a Kickstarter campaign, you don't just say, give me money. You have to really make the case. So that's what I want to get to, is this idea of, we haven't built it yet, but we have enough information that makes you comfortable giving us money. That's kind of the punch line of the course.

FRANKLY: Are there other points of real-world tie-ins in your course?

SALAS: There's definitely going to be plenty of "get real data out in the world". This is a little bit different than discovering if there's a need out there. It is that, but it's also to discover if (a) people realize they have a problem, (b) if it's a problem they would pay money to have solved, (c) if they believe that you know how to build something that will solve that problem. It's more than simply discovering the latent needs. For a product that you actually have to get funded, you have

to discover not only what the need is, but you have to discover about other details of the business.

FRANKLY: Can you tell me about Bootup Academy?

SALAS: Bootup Academy is a glint in my eyes right now, another startup.

What we're interested in at Bootup Academy is to create courses that are either very cheap or free, as a nonprofit, to offer to either seniors, or recent grads, or the people that are looking for a career change to bring them up to speed on the new technologies for building software. We want to offer courses— either short, very intensive ones or longer ones, six-week ones, to that audience, in a nonprofit model.

FRANKLY: What did you like about Olin that made you come here?

SALAS: I didn't know Olin very well. I used to tell people, I'm preparing for this course, but I've never met a single Olin student. I was very much working in a vacuum.

I think my attraction to Olin was based on my contacts with people here, the faculty here— the philosophy matched my way of thinking very well. I had a chance to visit during a SCOPE event two years ago, right at the beginning, and I sat in on some of the talks, and I thought, this is what I do. This is exactly what I do.

This interview was shortened to fit the space. View the full interview online at franklyspeakingnews.com.

Kelsey Breseman
Editor-in-Chief

Foundations of World View

Jeff Hart

Contributor

Ideas shape your life and the world you live in, from how you spend your days and nights, to where you work, and what political or social causes you support. The ideas that you hold affect every part of your being, even if you are unaware of it. Because the ideas that you hold are so fundamental to who you are and how you see and interact with the world, it is critical to wrestle with these ideas. Your ideas have consequences; you need to know if those consequences will be good or bad. Indeed, at some point, you may find that you need to question and revise the very ideas that have shaped your identity. Eventually, you will need to grapple with your answers to three critical questions: How did we get here? What is wrong with the world? How does it get fixed?

Your answers to these three questions form the core of your worldview: the way you look at and understand the world. These answers are ideas – ideas that have consequences for every aspect of your life, as well as consequences for the people around you. At some point, you must get to the heart of what you believe about yourself and the world. In short, answering these questions will help you make sense of life.

Thinking through these questions is a lot like build-

ing a house from the foundation up: each of the questions builds upon the last. Every level must be solidly constructed in order to support the next. You can't know how the world gets fixed until you know what the problem is. And you won't know what the problem is until you consider how we got here and what the world was like then.

How did we get here? This first question is about origins – where we came from and how we got to where we are today. Think of it as the foundation of your worldview. In order to truly understand your life and the world you live in, you must start at the beginning by considering how humans came to be and what the world was like at that time. This question helps you discover who you are and why you are here. It helps you find both value and purpose in life. Additionally, it gives you context for thinking about the next question.

What is wrong with the world? This question addresses the source of the problems that we see in our world, building upon your answer to the first question. This question acknowledges that the world is far from a perfect place. Nations go to war against nations, and people lie, steal, cheat, and murder. But why? (Going back to the origins question, you might also ask if the world has always been this way.) If you want to contribute

any meaningful solutions to the problems we face in this world, you will need to know what the problem is first.

How does it get fixed? The final question builds an additional level on top of your answers to the previous questions by asking what can be done to remedy the problems in this world. Having an answer to this question gives us hope: hope that the world can become a better place and hope that enables us to continue on when difficulties in life arise. It helps us understand what we can and can't do as individuals to improve the world.

Together, these three questions will get to the heart of many of your beliefs about yourself and the world. They expose the core ideas that form your worldview. Even if you have never thought about these questions, you probably have answers to them. You may not have ever articulated the ideas that form your answers, but the way you live your life is likely an answer in and of itself. The important thing is whether your ideas, expressed in words or deeds, are true and accurate to the world that we live in. That makes all the difference.

Author's Note:

Check out next month's issue for a follow-up article where I'll propose some answers to these questions.

The Honor Code: Rewritten

Below are the revisions proposed by the Honor Code Rewrite Committee. The original document is included on the right.

Direct your comments and questions to Lillian Tseng, Trevor Hooton, Christopher Joyce, and Victoria Coleman.

Revised Honor Code

“Integrity:

I will represent myself accurately and completely in my work, my words, and my actions in academic and in non-academic affairs.

Respect for Others:

I will be patient with and understanding of fellow community members, and considerate of their inherent dignity and personal property. I will care for community resources and facilities so others may effectively use them.

Passion for the Welfare of the College:

I will be a steward for the welfare of Olin college through a spirit of cooperation, concern for others, and responsibility for the reputation of Olin College.

Openness to Change:

I will be receptive to change, supportive of innovation, and willing to take risks for the benefit of the community.

Do Something:

I will strive to better myself and my community and take responsibility for my own behavior. When I become aware of a violation of the Honor Code or an issue within the community, I will take action towards resolution of the situation. I expect others to do the same.

Proposed Process Changes:

The following are proposed process changes to the honor code document, to be subjected to legalese-ing; followed by review and approval at the town hall meeting:

Mandatory Hearing Panel Pool Training

All students will receive training that will allow them to be called to a hearing panel. Any student may be called to serve on a hearing panel, but may choose to opt out for any reason. No pressure shall be put on an unwilling student to serve on a hearing panel.”

Original Honor Code

“As a member of the Olin College community, I will strive to embody the spirit of honor and integrity as defined by the five core personal values and will take action to address any breach of that spirit.

Integrity: Each member of the college community will accept responsibility for and represent accurately and completely oneself, one’s work, and one’s actions.

Respect for Others: Each member of the college community will be considerate of fellow community members and honor each individual’s inherent dignity and worth.

Passion for the Welfare of the College: Each member of the college community will express a personal commitment to the welfare of the community through a spirit of cooperation, concern for others, and responsibility for the reputation of Olin College.

Patience and Understanding: Each member of the college community will strive to foster harmonious relationships through empathy and mindfulness of others.

Openness to Change: Each member of the college community will be receptive to change and will strive for innovation and improvement within the community.

Do Something: When aware of a potential violation of the Honor Code or related policies, a member of the college community must take action in a timely manner to address the situation. While all violations are treated with utmost concern, academic and non-academic cases differ in nature and therefore often call for different courses of action. Suspected violations of integrity in academic work must be reported to the professor of the course or directly to the Honor Board. Other suspected violations must either be addressed informally to the satisfaction of all parties involved or reported to the Honor Board. Reviewed Honor Code

As a member of the Olin College community, I will conduct myself with honor and integrity, and take action to address any breach of the Honor Code.”

The Duchess



The Dominatrix

I'm smitten with my UOCD teammate. What should I do?

—Senseless Sophomore

Go for it! Team projects can stress relationships, which is why you're asked to silver-bullet your current significant other during the team-selection process. But in this case there's no risk of ruining an existing relationship, only the opportunity to begin a new one.

—Duchess of Department

Do not start dating during UOCD! It's great that you found someone you love being around and are on a team with them for a semester. It will give you both a chance to get to know each other a lot better. UOCD can be a really stressful class and the last thing you want is to add the pressure and extra dimension of a relationship to the team dynamic. By the end of the semester you might be so sick of the person you are infatuated with right now. Save yourself and your teammates the hassle and wait until you are done with the class to investigate this area of opportunity. Or at least until after the final project review.

—Captain Dominatrix

My significant other and myself are going to be apart for a semester because of study away. We're both very dedicated, but I'm afraid the semester could be rocky emotionally. Any advice?

—Anxious Abroad

It will undoubtedly be difficult, but many relationships have survived longer periods of separation, so it can definitely be done. Make sure your expectations for each other are clear. Set weekly Skype dates. Send each other care packages and postcards. If possible (and especially if s/he is studying away somewhere particularly interesting), visit him or her at some point in the semester.

—Duchess of Department

It's a good time to have a talk about your relationship and where you see it going. What are your hopes for the semester apart? It can be a great time to solidify a relationship but it can also be really stressful. Make sure your relationship isn't keeping you from experiencing your new surroundings, making new friends and fully enjoying your study away experi-

ence.

—Captain Dominatrix

What are your thoughts on the "my life sucks more than yours" game?

—Curious Carl

It is probably not very psychologically healthy: Focusing on the negatives of life and turning lack of sleep into a virtue tend to encourage more of the same. That said, it's an unavoidable part of college, especially engineering college. If you find someone playing that game, listen. (It helps people to get grievances off their chests and share them with an attentive audience from time to time.) But try not to escalate it by joining in; save your serious life complaints for heart-to-hearts with your close friends.

—Duchess of Department

In all seriousness, playing this game just increases the amount of "life suckiness" that surrounds us. It is really important to focus on the positives here since it is easy to get caught up in this game. This is a game that nobody wins (except me, but when I make people suffer they like it!).

—Captain Dominatrix

The Key to Communication

Kai Austin
Editor

Many times I have wondered about the whole aspect of conversation and whether or not people make distinctions between different conversation types: discussion, conversation, debate, simple chat, and so on. They all have their specific meanings with specific goals and depth of engagement. But do people know the differences between talking “to” someone and talking “at” someone? These two letter words can have a massive impact on your whole perception of talking with others. And a lot of it begins with who is the central focus of the spoken words.

Talking “to” people is deep: centered and focused on the listener. When someone talks “to” someone, they are speaking in terms the listener can comprehend. It takes into account their point of view, their feelings, and their opinions. A unique connection is made: how someone talks will vary based on the person to whom they are speaking. Tact and empathy play a huge part in making such an exchange a success.

Talking to someone is a give and take situation as well. Questions are asked. The listener is somewhat expected to give a genuine response. And the speaker is expected to take these responses into account.

These situations tend to be engaging and dynamic.

But if there is no common ground, they can be fairly awkward, unrewarding, and straining. Try talking to a random subway rider about their thoughts on Olin’s semi-annual tricycle race for example.

Talking “to” someone is best used in a one-on-one situation for people you are well acquainted with or have a similar interest to serve as a topic. But if you have the knack for it, any and all types of verbal engagement work out as well.

Talking “at” people is much more shallow than its counterpart: centered on just the speaker’s words with little regard as to what those words are or who is listening. However, that is not exactly needed.

Perhaps two more recognizable forms are the classically negative lecture with the teacher merely drilling through a power point and the friend ranting about something on their mind. Words and thoughts are projected into open air. They may or may not be received.

This style of speaking tends to be ideal for less-than-charismatic public speakers who have to handle several people at once. Also sometimes all you really need to do is talk, get whatever is on your mind out of your head.

Usually there is an endpoint, as talking “at” someone is fairly static. The words being said have been mostly predetermined. Questions

tend to be rhetorical. Interruptions can actually throw the speaker off, or be rude, so talking “at” is not ideal for conversations, discussions, or debates. However in most other situations, especially when it comes to general friend or playful chatter, it is perfectly fine.

Likely, we think that we talk “to” people all the time, as that may come off as the ideal. Those who talk “at” others in inappropriate situations risk appearing self-centered and disconnected, if not rigid and insensitive. However this is not always the case. Not everyone actively wants to be talked “to” – it can be met with hostility. This is where talking “at” others can help to break the ice. Or perhaps I should say, shallow communication gradually lets you go into the deeper, more genuine kind.

Not everyone is capable of effectively using both forms of communication, though they can be somewhat trained with practice. Chances are you have your preference in certain situations, or natural style. Most people will likely find talking “at” others to be easier because it does not require as much effort. However, people need to consider whether they are talking “at” someone when they should really be talking “to” them, or vice versa. It can make a huge difference on your communication style, and general “talking” outcome.

Now, about listening...

Keep the Presses Running!

Kendall Pletcher
Editor

Have you ever been in the computer lab late at night near the end of the month? Come visit and you'll see us. We're huddled around the last three computers in the front right corner: a handful of students joking, arguing about horoscopes, and yelling bad article titles back and forth.

"How about 'News From Around the World'?"

"Too long and boring."

"'Bet You Didn't Know This Thing Happened'"

"Too vague."

"[censored]"

"...No."

"Popping the Olin Bubble?"

"Perfect."

Frankly Speaking is a labor of love. It was started by students, it's read by students, and it's kept alive because our small handful of students keep it that way.

Two semesters ago,

Kelsey and I were both abroad, and the paper stopped printing.

That first month back, we scraped together articles. Through begging, determination, and creative use of comics, we managed to pull together one of the smallest issues of Frankly Speaking this school has ever seen.

Ten issues later, Frankly Speaking has become the cornerstone of discussion we'd always envisioned. Every time I hear someone suggest, "You should write a Frankly Speaking article about that." I'm astonished and proud and fantastically happy that it's finally not an editor suggesting it.

Frankly Speaking is an essential part of the discussion happening at Olin—we've talked about everything from politics and gender identity to school policies and rape. As editors, we've heard feedback from you: students, faculty, administrators, parents, and even random internet

citizens. Where else in Olin do we have such a chance to start these community-wide discussions? We need Frankly Speaking, and Frankly Speaking needs you.

Before I became an editor for Frankly Speaking, I used to love reading the paper in the morning at breakfast. Now, I love watching the discussions it starts. Frankly Speaking is important, and it needs a new generation.

Kelsey and I are both looking for editors to take our places after we graduate this year. We boast three monthly columns, a staff of willing editors, and a school full of passionate students—all of whom need someone to organize them. Three semesters ago, Frankly Speaking lost one co-editor to graduation and the other to a leave of absence, and the presses stopped. Don't let that happen again.

Contact us if you're interested in training with us this semester.

A Puzzle by Midnight Math

Let's examine the following procedure:

Start with a finite string of digits and replace each substring consisting of a repeated single digit with the number of digits in that substring followed by the digit of that that is being repeated.

Example: 333 would

become 33, and 2 would become 12 and 22223333 would become 4253.

Starting with 1, and recursively applying this procedure generates the sequence:

1, 11, 21, 1211,... and so on.

What is the largest digit that will ever appear in this sequence?

Send your solutions (with proof) to midnight.math@outlook.com. If you are correct, you will be given the highest of accolades: your name mentioned here, next issue.

*Correct answers to last month's puzzle:
Arash Ushani
Greg Edelman*

Ye Moste Accurate Horoscopes

Aries (March 21 – April 19): You'd better check yourself before you wreck yourself, friend. Maybe you ought to check out that log in your own eye before you criticize the speck in yo neighbor's, buddy. Your excuses are so weak that their Young's modulus is negative.

Taurus (April 20 – May 20): You'll find yourself confronting lies at every turn, but now is not the time to call bullshit. Maintain a calm facade

a curly straw, and she will be reminded of the good old days where she...well. You've been warned.

Cancer (June 21 – July 22): March is an iffy month. Surround yourself with green and you might just get lucky. You know, LUCKY. If you wear green or get a lot of money or film in a green room (or get a lot of money from filming in a room that is green) or whatever you will be fortunate enough to get laid. By a human. A

water today.

Scorpio (Oct. 23 – Nov. 21): Have you ever looked at your hand? Like, really looked at your hands? There are so many parts moving under your skin... you don't even understand your hand. How can you understand anything else? **Sagittarius (Nov. 22 – Dec. 21):** Whew. Thinking about the mysteries of the future is hard work. Set aside the mists of tomorrow for the TV shows of today.



and you'll soon return to smooth sailing.

Gemini (May 21 – June 20): You're complicated, like an onion, but this is not the time to start peeling back those layers. Keep your cards close to the chest or you'll lose more than a hand of poker. In other words, if you don't keep your clothes on over Spring Break you will end up on MTV's Daytona Beach, which your grandmother will be inexplicably watching while sipping gin and juice through

live one. You're welcome.

Leo (July 23 – Aug. 22):

You are special, cornflake.

Virgo (Aug. 23 – Sept. 22):

You've been working too hard! Take a break and breathe a little. Taste some food. Smell some plants. Or whatever.

Libra (Sept. 23 – Oct. 22):

A fortuitous post will put you in possession of the finest horse hair. Help comes from the most unexpected places. Donkeys and butterflies revel in a deep abyss. I think there was something odd in my

Capricorn (Dec. 22 – Jan. 19):

Are you feeling lucky? Here's a gamble: first to fourth, WH + EH. Complete in under two hours and YOU can write MY horoscope.

Aquarius (Jan. 20 – Feb. 18):

Spring Break is going to be an adventure. Pack to prepare. I'd recommend a reliable knife, waterproof matches, dryer lint, and a wireless router.

Pisces (Feb. 19 – March 20):

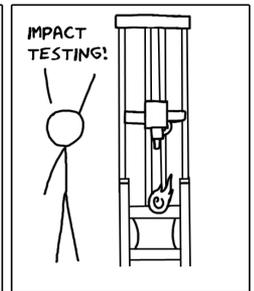
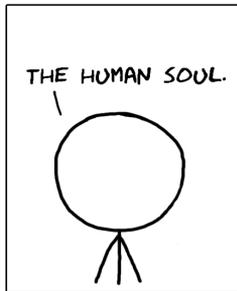
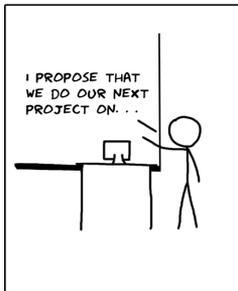
Too many Irish car bombs. I predict a hang-over.

FRANKLY funnies

Engineering and a Tree		A Frankly Speaking Comic	
ECE			
MechE			
BioE			
DesignE			
E:C			



NOT XKCD BY KAI



(WE WERE SOMEHOW ABLE TO DETERMINE IT WAS NOT A POLYMER)

SUBMIT COMICS

to kendall.pletcher@students.olin.edu

Honor Board MadLibs

The Honor Board has a wide variety of cases brought before it. Topics range from personal differences to academic dishonesty to misuse of public materials. At Olin, the Honor Board is a means for community members to work out their differences in safety and confidentiality. In this article, you can invent your very own Honor-Code-violating case to bring to the Honor Board! Find a friend and fill out the Mad Libs in the paragraphs below. Scan and send your best ones to hbmadlibs@gmail.com for possible future publication!

A _____ (adjective) night.
One night, _____ (name)
and _____ (name)
_____ (verb, past tense)
sneakily into the _____
(science class) lab and
took some liquid nitrogen.
They _____ (verb, past

tense) like ghosts into the
_____ (internal organ)
of Parcel B. They thought
it would be _____ (ad-
jective) to set off a liquid
nitrogen _____ (noun), be-
cause they'd heard crazy
stories from _____ (Olin
community member). It
turned out _____ (ad-
jective), flinging _____
(noun) and _____ (noun) all
over the place. Of course,
they had _____ (noun) on
for protection, as any good
Oliner would (PSA: be
safe!) Still, it made a loud
_____ (onomatopoeia).
Unfortunately, _____ (city)
had recently experienced
a _____ (event), and a
gun was involved, so the
_____ (group of profession-
als) were on high alert.
They heard the _____
(onomatopoeia) and _____
(verb, past tense) with a
fine-toothed _____ (noun)
through Parcel B, finding
only _____ (noun) They
reported a gunshot to _____

(Olin community member).

When camera footage showed students _____ (verb, present participle) through in Parcel B, the students _____ (verb, past tense) with the Honor Board about how to make the situation more _____ (adjective). In the end, they agreed to work with Olin to update lab policy and public safety to prevent something like this in the future.

This story was loosely based on an actual case wherein local police were very concerned about a possible gunshot heard in Parcel B and students both inappropriately used stockroom materials and failed to come forward and tell the police what had happened. You can read the case abstract and conclusion at Honor-Board.Olin.Edu.

Written by Eric Schneider, Ilana Walder-Biesanz

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