

FRANKLY SPEAKING

Olin's unofficial,
student-run news
source.

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FREE, AS IN BEER

Reviewing the Honor Code

Lillian Tseng
Contributor

How many clauses does the Honor Code have? What are they? Take a minute and think about it.

It turns out that only a small number of students really knows them all, as we found out last spring when a majority of the student body voted to append the Sunset Clause to the Honor Code, which states that unless the student body ratifies a new Honor Code, it will be abolished and OSL policies will be instated in its place. This amendment was intended to serve as a motivator to the college at large to start thinking about whether or not the Honor Code still reflects the values of current classes. This is not to say that something is wrong with it. The intention is to figure out how to encourage the student body to feel ownership of the Honor Code.

Earlier this year, Lillian Tseng ('13), Oren Zaidik ('14), Chris Joyce ('15), and Victoria Preston ('16) were appointed to spearhead the effort to review the Honor Code. We then met and agreed that we would not change the Honor Code

just for the sake of changing it. We would instead aim to primarily foster discussion of the clauses and raise awareness of the Honor Code in general. If it comes to our attention that certain clauses of the Honor Code needed to be modified or rewritten, then we would involve the entire college in the process.

There is no way that four committee members will be able to speak for all 384 of you, but we certainly want to hear from all of you. This will require us to be a little creative, of, but we plan to reach out to you. We've already co-hosted an event with OPEN and had a kickoff party to gather community feedback. We hope to host many more events and co-host with clubs and organizations that appeal to different groups of people.

In the meantime, these are questions that are on our mind now that we'd like you to consider:

We want the Honor Code to reflect the values of the Olin community at large, but for legal and logistical reasons, faculty and staff cannot be bound by the Honor Code. Although they were consulted when the Code was first written, they hold no decision-making position on the

Honor Board now. What can we do to both raise awareness of the Code among faculty and staff and change it to be equally relevant to every member of Olin community?

How can we improve the way we communicate with each other? Many past honor board cases have arisen as a result of poor communication. We live in such a small community and collaborate on so many projects that good communication skills should be the norm, but this is often not the case. Should the Honor Code include a clause about being proactive with communication?

The Do Something clause has always been the odd one. What does it really mean? How do you interpret it? Does it work as a stand-alone clause or should it be incorporated into the subtext of the other clauses?

These are only a small subset of all the issues facing us as a community right now. You should sign up to the discussion list, honor-board-forum@lists.olin.edu to make your opinions heard or even just yo be informed. If you are a club president and want to co-host an event with us, feel free to contact any of the committee members.

What's in the Olin Houses?

Aaron Crenshaw

Contributor

Olin has five buildings. No wait, six buildings, counting the project building. No wait, seven or eight counting those random houses out there... right?

Actually, Olin College is the proud owner of five houses on its campus, named Tesla, Edison, Curie, daVinci, and Curtis, bringing our building total up to 11... depending on how you count, of course. All of these houses were originally owned by Babson College, and came with Olin College's land purchase. It seems strange that most Oliners (in the author's experience) know little about what half of the buildings on campus are used for... so what does Olin do with them?

We will travel along Great Plain Avenue, starting with the westernmost Olin house, Tesla, and head eastward. Due to its small size, Tesla was the only Olin house not converted into office space for faculty and staff at the start of the College. The building is used to house faculty and staff as-needed. Otherwise, it is rented to non-Oliners, as it is today.

The next house we see is Edison. Most of the students at Olin today will remember this as the former location of the Foundry. Edison originally housed the Office of Student Life and the founding faculty, who moved to

two modular buildings in Lot C before the Partner Year. Edison then housed Human Resources, Administration and Finances, and other offices. Once the shiny new campus was completed, Edison was empty until the Foundry moved in. Following the Great Shuffle of 2012, the Foundry relocated to the third floor of the Campus Center, and Edison now houses the offices of Development, Family & Alumni Relations, and Marketing and Communication.

Located next to Lot D is Curie, recognizable by the circular path in front of it. Curie housed the Admissions Office; after the shiny new campus was completed, it was leased to the Boston Consortium. According to their website boston-consortium.org, the Boston Consortium works to create "a collaborative environment among member institutions for the development and practical implementation of cost saving and quality improvement ideas," which can include data collection, consolidation of resources, and collective bargaining. There are 15 current member institutions, including Olin, Babson, Wellesley, MIT, Harvard, and Berklee.

Across Olin Way is daVinci and the Carriage House (a garage). daVinci has the honor of being Olin's first official address – 1735 Great Plain Avenue. The offices of the President, Academic Affairs, Adminis-

tration and Finance, and External Relations were among those located in daVinci and the Carriage House. When these offices were moved into the shiny new Milas Hall, daVinci was reconverted into a residence, where the late Vice President of Academic Affairs Michael Moody lived. Today the Dean of Student life, Rod Crafts, lives here.

The final house on our journey is Curtis. Don't worry if you can't remember what scientist Curtis is named after – the building is actually named after the street it is located on. Several departments have been located in Curtis, including Information Technology. After the shiny new campus was finished, Curtis was reconverted into as-needed housing for faculty and staff, and is currently being rented to non-Oliners.

The author would like to thank the many people and HelpMe-ers who pitched in to gather this information, including Kendell Pletcher, Eric Jones, Matt Crawford, and Mark Chang. The author would like to extend a special note of thanks to Stephen Hannabury, Olin's Executive Vice President and Treasurer, who provided a wealth of knowledge on the use and history of Olin's houses.

Questions, comments, corrections, thoughts or otherwise may be submitted to the author at Aaron.Crenshaw@students.olin.edu.

Popping the Olin Bubble: October Edition

10/1 The White House confirmed that it was the target of a cyber-attack, but that said attack only affected a non-classified system.

10/2 An annual mangold hurling event in Sherston, England, had to be cancelled due to a lack of vegetables.

10/3 Turkey returns fire into Syria after a Syrian shell hit near a Turkish plant, killing five civilians.

10/4 The maple syrup stolen from the Canadian Strategic Maple Syrup Reserve was found unharmed. There was much rejoicing.

10/5 An 11-year-old boy found a well-preserved mammoth carcass in northern Siberia.

10/6 The Israeli air force shot down an unmanned aircraft of unknown origins.

10/7 Hugo Chavez is re-elected president of Venezuela.

10/8 New Zealand announced that city of Wellington will officially be renamed 'The Middle of Middle Earth' for three weeks to celebrate the release of the Hobbit.

10/9 Malala Yousafzai, a 14-year-old Pakistani activist, was shot in her hometown of Swat.

10/10 Two tornados hit the NYC boroughs of Queens and Brooklyn.

10/11 Researchers dis-

cover that mice are possibly about to learn songs in a similar way to humans and birds.

10/12 The Botswana High Court overturned a customary law which prevented women from inheriting the family home.

10/13 Mauritania's president was accidentally shot by his own nation's troops.

10/14 Turkey bans all Syrian flights in Turkish airspace.

10/15 Malala Yousafzai was flown to the UK for further treatment.

10/16 Cuba decides to abolish the requirement for exit permits, meaning that Cuban nationals will have an easier time leaving the country.

10/17 Astronomers have found the nearest planet outside our solar system, about four light-years away.

10/18 Uruguay becomes the second Latin American country to legalize abortion.

10/19 A car bomb in Beirut, Lebanon, kills eight people.

10/20 The crown prince of Luxembourg married a member of the British royalty.

10/21 At least six 'rebels' were killed in a firefight after attacking an army barracks in Guinea-Bissau.

10/22 Antoni Dobrowolski, the oldest known sur-

vivor of the Auschwitz concentration camp, died at the age of 108.

10/23 Certain towns in the Netherlands accept a proposal to build heated bike lanes to encourage winter bike commuting.

10/24 A Brazilian man turned up at his own wake after a body was incorrectly identified. The family was overjoyed.

10/25 The Syrian government and many opposition groups agreed to a ceasefire during the Eid al-Adha holiday.

10/26 A Thai lorry driver was arrested after 16 tiger cubs were found in the back of his vehicle.

10/27 The Burmese president, Thein Sein, admits that there has been major destruction in the west of the country.

10/28 Two people were injured, and seventy arrested, in street battles between protesters and Peruvian police over the closure of a marketplace in Lima.

10/29 The Old English Sheepdog is put on a breed watch list after only 316 puppies were registered this year.

10/30 The Metropolitan Police of London announces plans to sell its home of New Scotland Yard.

Jackie Rose
Staff Writer

Kennedy vs. Bielat for CD4

Elizabeth Mahon

Contributor

On October 15th, the two candidates for the 4th Congressional District in Massachusetts, Joe Kennedy (Democrat) and Sean Bielat (Republican), debated at Wellesley College. Olin is in the 4th Congressional District, and is currently represented by Barney Frank. At the end of this congressional session, he is retiring, in part because the district was redrawn after the 2010 census and now includes more conservative areas

Despite the saying that “all politics is local”, many of the issues touched on in the debate were of national significance. Both candidates reflected their party’s orthodoxy, though Bielat broke from his party in three ways: supporting certain military budget cuts, believing legislative authorization is necessary to use military force, and acknowledging that the EPA has a role in protecting the environment.

Both candidates agreed that reviving the economy and reducing the deficit are the most important issues, but differed in their favored approaches to fixing the problems. Economically, Bielat favors cutting taxes and reducing regulation, which he aims to do by repealing the Affordable Care Act. Kennedy instead proposes ensuring that taxpayer insured loans are made available to small business and

reeducating people who are out of work to make them qualified for open positions.

When it comes to the budget, Kennedy believes that the Simpson-Bowles plan, which calls for fairly equal tax increases and spending cuts, is a good place to start negotiations, while Bielat would prefer to start negotiating based on the Ryan budget, which cuts programs and taxes. Both believe government spending can be cut, but Kennedy would prefer to minimize cuts and instead raise taxes on the wealthy, specifically by supporting the Buffet Rule, which would impose a minimum tax rate on those who make \$1 million or more. Bielat instead suggests that lowering taxes will result in a stronger economy and therefore higher revenues. Both hope that the “fiscal cliff”, massive cuts that will come into effect January 2nd unless the current Congress does something, will be averted.

Kennedy supports the right of all women to safe and confidential access to healthcare, including abortions and contraceptives. Bielat is pro-life, and avoided giving his position on contraceptives by saying that all issues are women’s issues.

Both candidates support granting more visas to highly-skilled workers, such as scientists and engineers, and both believe that it is impossible to deport all 12 million

illegal immigrants currently in the US. Bielat suggests that we pick who not to deport by working with employers, while Kennedy is fully behind the DREAM Act, which would allow illegal immigrants brought to the US as children to become citizens if they complete college or have served in the military and had a clean criminal record.

When it comes to healthcare, Kennedy fully supports the Affordable Care Act, but thinks that more work is necessary in order to reduce costs. Bielat wants to repeal the Affordable Care Act, and thinks that solutions should instead be created on a state level. To reduce costs, he proposes allowing people to buy insurance from states they don’t live in and reforming medical malpractice legislation.

Both believe the government has a role in defending the environment but that it can go overboard and damage the economy, and so restraint is necessary.

As mentioned above, Bielat breaks from his party’s orthodoxy by supporting greater limits on the executive branch’s ability to use military force, believing that the legislative branch must declare war for the military to be used. While Kennedy agrees that the legislature should authorize the use of force, he believes that Congress is currently too gridlocked to adequately defend the country, so the execu-

tive is justified in filling the vacuum.

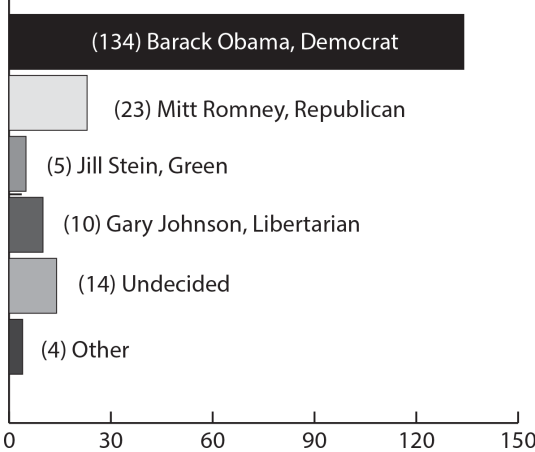
Regarding voter ID, Bielat supports requiring it, since most people have identification. He claims that trust in the system needs to be increased, and that we should help people who don't have an ID instead of using them as a reason not to implement. Kennedy opposes voter ID laws because it can be difficult for low-income people to get identification and because voting is a fundamental right that should not be limited.

Kennedy supports banning assault weapons, closing loopholes that allow people to get guns without background checks, and restricting access to guns by the mentally ill. Bielat believes that we must focus on enforcing current

legislation before making new laws, and believes that it would be difficult to prevent the mentally ill from obtaining guns in part because it is difficult to ascertain who is a potential threat and in part because medical records are confidential.

The debate itself was quite lively. Despite their differences, the candidates were civil, only interrupting each other once at the end. The 1300 seat room appeared to be at least 75% full, and the questions from the audience, while mostly focusing on issues of national importance, also asked about issues close to their heart, such as the discrepancy between the national unemployment rate and the unemployment rate for the disabled and whether

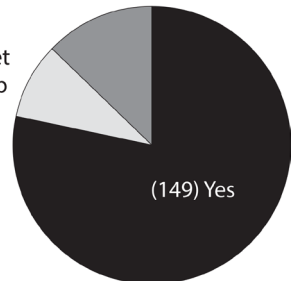
the candidates would be independent from their party if elected. Before and after the debate, supporters for both politicians held up signs, and when the candidates were introduced, both were cheered quite vigorously. The moderator noted in her opening remarks that "democracy is alive and well" here, and I hope everyone at Olin who can vote does, so we can say the same for Olin. For those of you registered here in Needham, Olin is in precinct C, and the place to vote is the gym for Newman Elementary School, 1155 Central Avenue. The polls are open from 7 AM to 8 PM November 6th, and instructions on how to vote can be found here: <http://needhamma.gov/CivicAlerts.aspx?AID=406>.



How Will Olin Vote?

Will Olin Vote?

(24) No: other reasons
(17) No: I do not meet the age or citizenship requirements



FRANKLY INTERVIEW:

VIN MANNO

A candid conversation with Olin's Provost and Dean of Faculty about faculty, family, and what it means to change undergraduate engineering education.

One wall of Manno's spacious (by Olin standards) office is covered by a sprawling bookshelf, his own mechanical engineering library. Artfully arranged on the shelves are memorabilia: models of elephants, for Jumbo, the Tufts mascot, are gifts from former students. And right next to his computer, for easy viewing, a digital picture frame scrolls through photos of his family.

Vin Manno came to Olin after a successful twenty-seven year career at Tufts. He was a celebrated professor of Mechanical Engineering, and held a various leadership positions in the administration. But when Olin sought out a new Provost and Dean,

he couldn't resist the pull of our mission, to innovate undergraduate engineering worldwide.

FRANKLY: Can you tell me a bit about what you do here?

MANNO: The things that I spend most of my time and effort on the curricular program and its general direction and structure; faculty development, recruiting, evaluation, and mentorship. Also, because Olin has this dual mission of both innovation within Olin and transformation of undergraduate engineering education outside of Olin, I spend a fair amount of time interacting with people from other colleges and universities who have similar

concerns.

FRANKLY: What are your primary objectives here at Olin?

MANNO: When I look at the Olin curriculum, I see some terrific things but some areas of opportunity too.

I think among the terrific things is that the first two or three semesters have some really special pieces, that while we're continuing to evolve them, are great examples of undergraduate engineering education innovation: things like Design Nature, and Modeling and Control, and ModSim.

Another thing that I think is really strong about the Olin curriculum is its very deliberate focus on design, in a very complete and organic



Photos by Mike Maloney

"We want to decrease the level of perceived specification."

"What are we doing to continually evolve and change?"

"We need to rethink undergraduate engineering education."

way that now goes through the entire curriculum. If you follow the design spine back up to SCOPE, there may be a few things we can improve about it, but as far as synthesizing, integrated experiences - real experiences- it's probably fairly close to good as you can get. Those are real strengths that I think we can build on.

There are some things I think we could step back and work on right now. For example, we're working to try to take a more fundamental and strategic look at entrepreneurship. I think what's critical there is trying to get our arms around: what is the role of entrepreneurship in an undergraduate engineering curriculum? There are schools where entrepreneurship is an end unto itself, but I think that what we're trying to figure out- something that Olin said it was going to do, but is still a work in progress. We've taken an integrated view of arts, humanities, and social sciences as far as the whole engineering education picture is concerned. We have to do the same thing in entrepreneurship.

Another area where think we have more work to do, I'll put under the general heading of integration, especially the integration of the math and science with the engineering parts of the curriculum. I think we have interesting and good individual pieces, but sometimes it's not clear how the puzzle pieces fit together. What's different about the Olin curriculum in general is that all of the programs have a lot more overlap than hap-

pens in other places. When we were preparing for the current ABET accreditation and prepared our self-study reports for our three programs, somewhere between 80 and 85% of the curriculum is the same for all three programs.

So that's different. And the number of courses that are specifically of a mechanical engineering or an electrical engineering or E framing, the fraction of the whole is smaller. But if you scratch a little deeper, some of the course material within the programs, even though it's delivered in an innovative way, is sometimes not very different than the material that you would see in the analogous programs of other schools. That might give us some opportunities for innovation.

FRANKLY: Are you saying that you want to increase the level of integration?

MANNO: I am. We want to decrease the level of perceived specification. The fact of the matter is, if we think about where Olin's strengths really lay, the software, electro-and mechanical area is where a great deal of innovation happens. A lot of the bioengineering work that goes on fits in that space too, as a combination of software and electrical sensors, and mechanical elements such as bioreactors and components used tissue engineering or biomedical devices.

It's about limiting the extent to which you draw artificial boundaries among disciplines.

FRANKLY: You've mentioned that the faculty drives the

curriculum. In what ways do you interact with the faculty?

MANNO: I spend a great deal of time working with the faculty, both as an amalgam of folks who are delivering the curriculum and building our programs, but more on an individual basis.

The faculty here are really a self-selected group; education and learning is at the core of their being. This is why they've gotten into the profession.

Part of my job is to encourage and give the faculty feedback on the curriculum and how they're doing. But also, what are their areas of intellectual vitality? For some people, it could be a very traditional research track. For other people, it could be scholarship in learning and education. For other people, it could be practice. My job is to deal with people individually, but also to step back and see, if I look at the forty or so faculty across the college, what does it look like as a group? What does it look like as an organism, as opposed to just the individual pieces?

What are we doing to continually evolve and change our own curriculum and programs?

While some of the things that we do are certainly relevant to general education and to other areas, really where we're committed to being leaders is in undergraduate engineering education. But I really believe that, properly structured, that the type of program that we could have here at Olin is the right type of education for a much larg-

Continued on next page...

er fraction of the population than just engineers.

If all the Olin Foundation did was take half a billion dollars and invest it in producing eighty really motivated, bright, potential engineering or other students a year, that would have been a lousy investment. It just wouldn't have been worth it. But if the investment was to both produce those types of people who become exemplars and models for others and help those others change - other engineering programs and other educational institutions - then it's really worth the investment.

What we expect from our faculty is that not only that they are impactful on our own students, but what they do has impact outside of Olin. In my mind, it's not a separate mission, because I think from a student standpoint, it makes us a more attractive place. It's basically, from an admissions standpoint, saying, this is the place where the undergraduate curriculum that might be in another place in ten or fifteen years, is now. Here.

The hard part- but the exciting part- is that we always want to be in that leadership position. Ten years from now, we still want to be the place that's doing the experiments that the other places are not doing.

We need to rethink undergraduate engineering education. What we've done is something very strange. Let's think about medicine. Let's contrast engineering with medicine. In my mind, there are two or three major dif-

ferences. One is that at least in this country, we don't ask seventeen and eighteen year olds, do you want to become a medical doctor now, and in fact just study medicine and nothing else? In engineering, we do exactly that. And we do something even more bizarre, if you want to carry the medical analogy. Not only do we say to the seventeen- and eighteen-year-olds, do you want to become an engineer, then we say to the nineteen- and twenty-year-olds, do you want to become a mechanical engineer?

We have to look at undergraduate engineering education as preparatory, as giving somebody enough background to move forward either in school or in the workplace. This is what industry wants: folks at the bachelor's level who have learned how to learn, can work in a team, have some sense of the fundamentals, can make connections, and they can go into specialized training beyond.

You're hearing this from industry, too. You're hearing it from the outside world.

FRANKLY: What else would you like me to ask you about?

MANNO: We haven't talked about my family! They're my favorite people!

My wife and I, we met when she was in high school, and I went to school with her first cousin. I told her in 1972 that I would give her a call, and I did, in 1976. So you can take that that I'm a man of my word.

We moved to Massachusetts in 1981, when she went off to do her residency at

the University of Massachusetts in Worcester, and we've been here since then. She is now the director of pediatric emergency medicine at the University of Massachusetts medical center.

We have three kids, and our oldest daughter went to Tufts and then to Teach for America. She is now a teacher in a charter school in the South Bronx.

Our middle son, Mike, graduated from Tufts in Mechanical Engineering, and the apple not dropping far from the tree, just passed his doctoral exams at the University of Maryland, where he's getting his PhD in mechanical engineering.

Our youngest son, Chris, is a junior at Western New England University, where he's an IT guy.

That's the gang, so it's a dynamic family.

FRANKLY: Do you have plans to teach a co-curricular?

MANNO: I think that I probably will do one next fall.

I don't know if you remember, but there was this TV show called Mystery Science Theater, and they'd try to find the worst science fiction movie ever, and they'd talk to each other through the whole thing. So I think maybe a good co-curricular would be to resurrect Mystery Science Theater next fall.

Due to space constraints, this interview is printed in shortened form. View the full interview online at frankly-speakingnews.com.

Kelsey Breseman
Editor-in-Chief

Dribbles: personal writing by “Frank Lee”

...
He sits at his cluttered desk in his room. Taps a pen to his desk, looks at his iPhone, checks Facebook, has no updates. Thinks about doing homework, but instead goes on Reddit. The next day, he will remember none of what he reads.

...
Looks at his outlook, has a meeting with his design team in a half-hour but he must eat first.

Instead, he takes a nap, wakes up late for the meeting, then goes to the dining hall to grab a calzone.

He arrives to the meeting late and apologizes, but he mostly just feels sorry for himself.

...
He walks out of class on Friday. “Man, I need to drink” He thinks. The emptiness in his stomach pulls at him. Wheaty, bitter beer—that is what he needs. He eats a large dinner so he can drink more. At the party, he talks to people, and successfully lands a few jokes. He drinks a lot of water before going to bed, and wakes up without a hangover. Damn, what a champ! But really he cannot carry the feeling of winning for long, recalling the beer pong loss the night before, and—ughhhhh!—the person that he wanted to

talk to but didn’t have the courage to.

...
Monday night, he tries to do homework. He looks out the window and watches people walking past the Great Lawn in the rain. Their feet are moving quickly, pressing the fallen leaves into the pavement. The cold air and fall leaves remind him of that night freshman year, walking back to the train station at the end of the line, the scent of crushed, dry rot filling his nostrils, feeling the cold air pulling at his flesh. What a night, the last night he saw Taylor. It was skin, Bananagrams, hipster hip hop, dinner in Newton and clothes on the floor. Was this the beginning of something? Taylor—What if?

But unfortunately, no. Taylor had an idea of him, and loved that idea. But ideas are ideas, and one can’t hold the hand of an idea or kiss an idea.

He falls asleep, dribbling a bit on his paper, blurring the ink. Ohhhh, damn. Another meeting! He wakes up, prints out pictures for his personas and rushes to the studio.

...
Weekend Wednesday, walking through Parcel B, he tries to be profound. He looks at the colors of the leaves, the layers of colors and shapes, mixed togeth-

er by the sunlight. Nature, and Nature and—well, not really. But trees. He’s walking in an area with a lot of trees, so yeah, that kind of counts. A branch brushes against his arm, and he pulls his arm in, imagining an itch where there’s none.

He walks to the lake that he heard about on Carpe, and it really is there! It shines and sparkles in the sunlight, as bodies of water do, and he feels a little more beautiful and peaceful inside. But this is an odd feeling. It makes him anxious.

He kicks a rock into the water, and it splashes. Not much, but enough to disturb the surface. He smiles.

...
Thursday evening, he’s biking to back to Olin after picking up food at Roche Bros. In the poor lighting, he sees a smudge on the road—a squirrel, flattened on the pavement. Its guts are drying as dark red lumps and strings, stuck to tufts of fur. Gruesome, but visually fascinating. He stares at it in shock, and rather than steer away he just goes bump over the body. He shivers. That body felt real.

The dry air is making his lips crack so he licks them and pulls them together, focusing on Olin just a few minutes away.

Living A Life Without Love

Kai Austin

Editor

We all are familiar the different types of “love”: platonic, heterosexual, bisexual, homosexual, pansexual, etc. But many often exclude the possibility that being aromantic or asexual is one of them.

Love is everywhere. You grow up with it on television. You read about it in books. You start dreaming about it sometime in puberty. You hear about it every single day of your life. People who lack that desire are depicted as twisted or deprived: they’re either the villains bent on world destruction (like *He-Who-Must-Not-Be-Named*) or someone who has not yet met that special someone (like Batman before Catwoman). People seem to forget that there ARE people in this world who have no desire to experience the “joys” of a relationship.

I am one of them.

Let me clarify. Aromantic is the lack of romantic attraction towards anyone (this is not the same as admiration or respect). Asexual is the lack of physical attraction (it does not mean you are like an amoeba and can reproduce by self-replication). You can be one and not the other, or you can be both. I happen to be both.

And I am not the only one. Do I feel deprived? No. Like I am missing something in life? Absolutely not!

Now the question is

why? Why would anyone prefer a life without love?

It could just be because people like me don’t understand what it is like. Growing up, I was a loner (*insert gasp*). But that does not mean I never observed. I have seen what love does to people – and it did not seem “worth it.” I did once try to fall in love – most aromantics will. But about 30 seconds later, I had better things to do with my life.

It could be because I have about as much emotional capacity as a pencil. Note I have Alexithymia, a condition where the brain does not properly recognize nor process emotion resulting in a highly logic-driven person - they are sometimes called human robots. I do not get the concept of favoring one person over another; I cannot even join a fandom. The bright side is that though I’m able to love someone, I am not exactly capable of hating them either.

Then again, I could be aromantic because my “robot” nature has been bashed so many times. When someone tells you that because of your personality “people do not want to be around you,” or “people like you are the reasons why relationships fail and society is going downhill” – you kind of give up and settle with being alone for the rest of your life. But, I only got these comments in the past 3 years. I officially declared I would never date when I was 11.

But what about being asexual? The generally attributed causes can be hormonal (low libido/testosterone), sexual abuse as a child (“first exposure”), or just outright disgust (loosely “trauma”). You can use what card you like. People have. For me, none apply. But I understand. It is hard to see asexuality as something “that can happen.” I often have to clarify that I am not gay when I tell people I have no interest in females. Note though, it has been estimated that 1% of all adults are asexual. Just in the US, that is about 25 million people. So yes, it does happen.

How can I live a life without love? Easy – I just do. It is not the kind of thing you really think about. Is it depressing? No. I have had people actually tell me that they wished they were the same. Relationships in general are pretty difficult, so not having to stress over them certainly makes life a lot easier. Many aromantic/asexual stories I know of only go to further reflect this (you can read them at asexuality.org). Is it better? There is nothing to compare because I cannot relate to an alternative. Kind of like how a right-handed person does not know what it is like to be a lefty. I do not understand the “ability to fall in love” just as some do not understand my “ability not to.” But that is what makes life interesting. It at least makes a great table conversation.

A Puzzle by Midnight Math

A puzzle, courtesy of the Midnight Mathematicians: "A passel of math students are kidnapped and held captive in some unknown, and probably unfriendly, vector space. On the forehead of each student, without their knowledge, is drawn either a 1 or a 0. The hyper-intelligent, pan-dimensional captor will only give the information necessary to leave said vector space to students

who correctly identify the mark on their forehead. At the end of each day, each student has the opportunity to guess, but an incorrect guess means they will be trapped forever. The students are not allowed to communicate in any way, but every day they see each other for their one meal together (also, there are no surfaces which produce clean reflections in this space). The only information they

are given is that there is at least one student with a 1 and at least one student with a 0. What is the largest number of days it could need to take for n students ($n \geq 2$) to all set themselves free?"

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.

Highlights from Dr. Horrible

Kelsey Breseman

Editor-in-Chief

Congratulations to the cast, crew, and pit of Dr. Horrible for a stellar show. Doctor Horrible's Sing-Along Blog, directed by Ilana Walder-Biesanz, was so compelling that some members of the audience came to watch twice!

The stage paid good tribute to the geek-popularity of the original online production. Audience members' favorite lines include "Did you notice that he threw you in the garbage?" and "Sometimes there's a third, deeper level, just like the one on the surface. Like pie." However, this production also brought extra depth to characters, as only live theater can. Brian Liebeson, in his endearingly awkward role as side-

kick Moist, tap-danced and flipped around the stage during his plot-incidental but entertaining solo "Nobody Wants to be Moist", borrowed from "Commentary: The Musical", and his specific performance changed a bit every night.

Myles Cooper embodied the character of Dr. Horrible, in all his sweet sociopathy. He really committed to the character: his inability to talk to the girl of his dreams was endearing, and his hardening character was apparent through the three acts. Visually compelling in his hand-sewn laboratory coat and vocally impressive throughout the show, Myles was everything a Doctor Horrible fan could ask for.

Chelsea Bailey portrayed Penny as sweet and sympa-

thetic, if highly naive. Her emotional struggle between Captain Hammer and Doctor Horrible was very clear. Her awareness of Doctor Horrible as love interest, stalker, and villain were clearer in Chelsea's performance than in the original performance by Felicia Day.

Meanwhile, Tom Pandolfo as Captain Hammer abandoned all modicum of class and fully embodied a clueless, entitled, antagonistic hero.

The singing was excellent, and Myles stood out for his ability to rock songs of all different styles. The Chelsea / Myles duet "My Eyes" was particularly good, as was "Brand New Day".

Doctor Horrible was impressive and entertaining. Good show!



The Duchess

The Dominatrix

I have a crush on a guy. [...] I have always handled these by admiring said guy as much as I can without drawing suspicion [...] but never saying anything. However I have come to think that perhaps I should do something more--but what?

— *Clueless Claudette*

At some point, you are going to have to decide if you want to continue your friendship with this person as it is, or if you want to pursue a romantic relationship and possibly lose him as a friend. If you want to take things in a more romantic direction, START “DRAWING SUSPICION!” It’s not fair to drop a bomb like that on anyone and it’s not fair to either of you to maintain this sham of a friendship while you actu-

ally want something different than what you are projecting.

—Captain Dominatrix

What does “esquire” mean?

—*F. W. Olin, Esq.*

Nothing in particular. Historically, it was associated with high social rank but never precisely defined. Now it is used in the United Kingdom as a generic courtesy title for a man. In the United States, it usually indicates that a person is a licensed lawyer (male or female), but there are no strict rules surrounding its use.

—Duchess of Deportment

I have a car and I feel like my friends are taking advantage. They are really cheap and never pay for gas, even when I ask. I re-

ally don’t want to be mean and I’m really shy. What should I do?

—*Shy Shawn*

If your friends aren’t paying you even after you ask, it’s time to take control. I know confrontation is difficult and you don’t want to fight with your friends. Instead, if they don’t pay next time you drive them somewhere, send them a reminder using Venmo or BillMonk. Then don’t drive them anywhere until they pay you.

—Captain Dominatrix

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