

FRANKLY SPEAKING

Olin's unofficial,
student-run news
source.

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FREE, AS IN BEER

Olin Quirks and Disorders

Kai Austin
Editor

In case you didn't know, April is the National Month of Autism Awareness. Why is this relevant? Autism and its milder form Asperger's, representing 80% of Autistic Spectrum Disorders (ASD), provide the basis for an important discussion on how we perceive other people, ourselves, and the world around us. Especially in regards to some here at Olin.

ASD is defined primarily by social interaction difficulties. There are many theories as to ASD's cause, but they all roughly fit into two categories: The first views autism as undesirable or an epidemic. The second views it as a part of neurological diversity that should be appreciated and harnessed.

Those who see ASD as bad attribute its origin to: Vaccines, excessive use or abuse of technology, side effects from mankind's negative environmental impact, defective development inside the womb, or an unhealthy diet. More radical members of this party say that it is self-inflicted, psychedelic, a defense mechanism, the result of demonic activity,

God's judgment on America, caused by bad parenting, or the result of psychological abuse. In other words, ASD is one of the signs that our whole world is heading downhill – fast. And something must be done before everything gets even worse.

Granted, it can be hard to see ASD as anything but bad. It often leads to social isolation; bullying; and hopelessness in finding friends, romantic relationships, or even jobs. The fact that people with an ASD have a higher tendency to be LGBT than NTs (neurotypical - someone who is not on the ASD spectrum) certainly does not help. Then there is a giant list of coexisting disorders and quirks. The most common are: ADD/ADHD (coexists in 60-70% of those who have ASD), Alexithymia (85%), OCD (90%), sleep issues (70%), and sensory issues (especially light and sound, 80-100%), just to name a few. Then there are more physical co-symptoms like hypotonia (low muscle-tone, 35%) and gluten intolerance (60%). Add to this depression, anxiety, tendency to self-harm, and suicidal thoughts. Everyone with ASD has their own unique mash-up. It is no

wonder that there is a rabid search for a cure.

But for those who see ASD in more positive light, it is something that cannot – and should not – be cured. They believe ASD is either neurologically or genetically based, and is beneficial to society. In general, Aspies (people with Asperger's) can pursue interests without being swayed by others' opinions. They recognize patterns or come up with solutions not seen by others, usually have great integrity and great passion/obsession for their interests, and can work for hours by themselves. They are very honest and very accepting. They often question social norms, and are rarely racist or sexist, as many are gender-blind (hence the higher LGBT rate). Even though they struggle to obtain and maintain friendships, they can make great ones.

So at this point, if I were to tell you that I was an Aspie with Epilepsy, ADD, and Alexithymia as primary co-exist-ers, how would your perception of me change? It might surprise you. From my absurd attempts to be an R2 to running an Improv club, it almost seems out of place.

What is it like being As-

pie? Just imagine being a foreign exchange student, permanently. The awkward, forever solitary alien robot thrust into a world so wide. Everything I have mentioned, I have personally lived with – and there are a several things that I’ve left unsaid. But for me, Asperger’s is just a defining characteristic: my normal. I do not think about it any more than I do my eye color or the fact that my right knee is 45 degrees twisted. I know it’s there, and, yeah, I kind of have to do things different to compensate. But that is just: me. And honestly, I would not want to be anything else.

Last month, I sent out a survey asking Olin students

about mental, learning, etc. quirks and disorders. From your 126 responses, it was clear that many of you deal with or have dealt with the issues I am writing about, with 40 respondents (31%) reporting some kind of disorder or quirk. Some have one or two; others, much more. I am not going to equate you with ASD or say there are positives – because I know that is not always true. My message for you, especially to those struggling: You are not alone.

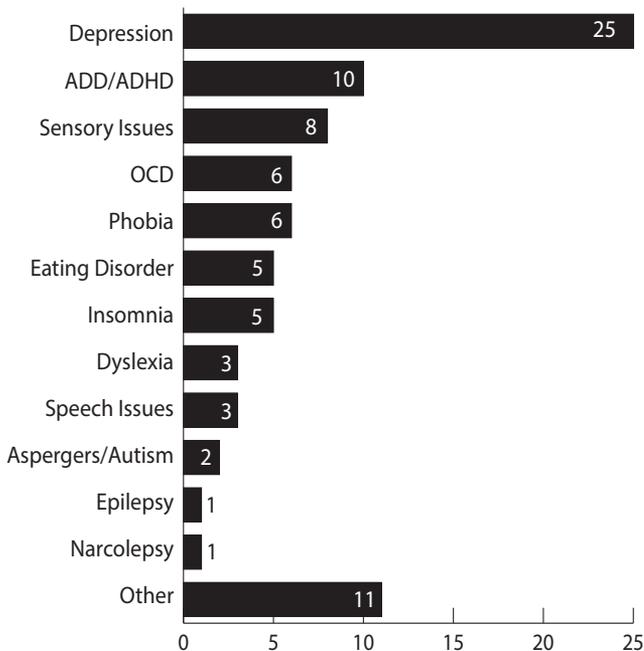
Depression, the most common on the list by a fair margin, can make you feel alone. Alone and hopeless after a day of clambering around, forcing yourself to

learn in ways that mock your true potential and growing frustrated with a brain that consistently fails to meet your expectations. And this – after you have come so far and put yourself through hell to be in a college where your talents become the norm and the only thing that distinguishes you from others is what made you “different” in the first place.

To the rest of you: These are your fellow students. These are your teammates. These are your friends. Sharing something like this can be difficult, if not humiliating. The myriad negative stereotypes surrounding them doesn’t help. Nobody wants others to think there is something “wrong” with them. No one likes to be treated like something broken that needs to be fixed. Most of the time it is easier for us to keep it to ourselves, sparing you the trouble and favoring what little community acceptance we can get to protect us from the people we are supposed to be able to trust in the first place.

April is the National Month of Autism Awareness, but it can also be seen as an awareness of many more things. So be aware. Realize that you are smart, and that people respect you. Realize that you are surrounded by valuable, intelligent people. And realize that some of the people around you are fighting demons you aren’t aware of, that they don’t want to tell you about because it’s too hard to tell even a close friend. Be respectful, and always remember to be kind.

Prevalence of Disorders and Other Quirks here at Olin



Others mentioned: PTSD, Anxiety, Tourette's Syndrome, IBS, Sydenham's Chorea, Tumor induced migraines, Slow Processing Speed, Trichotillomania, Dermatillomania, Hydrocephalus

Popping the Olin Bubble: March Edition

3/1 Eight South African policemen arrested on suspicion of murder after dragging a man behind their police van.

3/2 Following the sentencing of Abdul Quader Mollah to life imprisonment for committing genocide and crimes against humanity during the 1971 Bangladesh Liberation War, over 50 die in protests demanding his execution.

3/3 A female 2-year-old in Mississippi born with the HIV/ AIDS declared HIV negative following treatment.

3/4 At least nineteen people killed in attacks by gangs during the Kenyan presidential election in Kilifi and the outskirts of Mombas.

3/5 Fifteen miners sacked from a West Australian mining company for endangering themselves by filming a Harlem Shake video while in a mine.

3/6 The South Korea military states that it is prepared to respond if North Korea launches an attack.

3/7 North Korea threatens its enemies with the possibility of a pre-emptive nuclear strike.

3/8 North Korea ends all peace pacts with South Korea and closes its main border crossing, the Korean Demilitarized Zone.

3/9 The three-time winner of "Best Restaurant in the

World," Noma, (Copenhagen) is accused of giving 63 customers food poisoning.

3/10 Nelson Mandela released from the hospital following "successful" medical treatments.

3/11 More than 9000 dead pigs found rotting in a river which supplies drinking water to Shanghai, China.

3/12 The Papal Concave meets for the first time to appoint a successor to Pope Benedict XVI.

3/13 Aleqa Hammond elected to become the first female Prime Minister of Greenland.

3/14 Scientists at the Large Hadron Collider express confidence that last year's discovery of the Higgs boson is real.

3/15 Lil Wayne has a seizure in LA.

3/16 Eight men allegedly rape a female Swiss tourist and assault her husband in India.

3/17 Two members of the Steubenville High School football team found guilty of raping a 16-year-old girl.

3/18 Hillary Clinton announces her support for same-sex marriage.

3/19 A series of bombings and shootings kill at least 98 and injure another 240 across Iraq.

3/20 Belgian man Pierre Deligne wins the 2013 Abel Prize in mathematics for seminal contributions

to algebraic geometry.

3/21 At least 42 people killed and 84 injured by a suicide bombing in Damascus, Syria.

3/22 My Chemical Romance announces their breakup. Many tears are shed.

3/23 Boris Berezovsky, an exiled Russian business oligarch, found dead in his home in England.

3/24 Hundreds of thousands march in Paris to protest same-sex marriage.

3/25 US Secretary of State John Kerry meets with Afghan President Hamid Karzai about the strained relations between the two countries.

3/26 Michel Djotodia declares himself President of the Central African Republic, suspends the constitution, and dissolves parliament.

3/27 Wildlife officials in Cameroon find over 40 elephant carcasses in national parks.

3/28 The Syrian opposition opens its first embassy in Qatar.

3/29 TV show America's Most Wanted is cancelled after 25 years on air.

3/30 North Korea declares a state of war with South Korea.

3/31 Two men die of bird flu in China.

Jackie Rose
Staff Writer

Living by Olin's Core Values

Alex Kessler
Contributor

In case you haven't heard, Olin is ten years old now. With that, there has been a lot of self-reflection and discussion about where the institution has been, where it's going, and how it's going to get there. A few effects of that shift can already be seen with new faculty, a new dean of student life, new partnerships with outside institutions, and a push to redefine the E! curriculum.

Most of these effects, however, have been top-down. Even though students have had advising roles with some of the changes, in each case the initial push has come from the administration. Students outnumber administrators ten to one. This raises the question: "What are we, the students, doing in a bottom-up fashion to improve Olin in the years to come?"

The Honor Code is arguably the most influential student document we possess. Let's begin the discussion here. This year, the HCRC enabled every student to discuss the core values that we share and present to the world. The process was messy at times, but last week, we voted to ratify the largest slate of changes that the Honor Code has ever seen.

Collectively, they can be taken as a statement of how we, as a community, want operate as we move forward. Let's look at how we can use

the five new clauses to drive the discussion about where we want to go.

We'll start with the 'Integrity' clause. This clause seems like a no-brainer, but its mandate to represent one's self "accurately and completely" can be challenging to fulfill. For example, in a heated debate over controversial matters such as allocation of resources on campus, some students may not offer contrary opinions in order to avoid conflict. While every student has the right to decide when it's worth speaking up, this clause can help in this decision.

Once public resources are allocated, it is up to the community to look after those resources. This idea of stewardship is directly addressed in the 'Respect for Others' clause. It is easy to cite examples of how this system breaks down, and we often chalk it up to the tragedy of the commons. However, this is a mistaken comparison. At Olin, we are not "individuals, acting independently" in a shared space but rather, a unified group of people who have ratified a document that directs us to act cooperatively. Let's employ the new 'Respect for Others' clause to start combating our so-called tragedy of the commons.

'Passion for the Welfare of Olin' is an interesting clause, since it appears to deal exclusively with life outside the bubble. However, we don't just represent Olin when we leave campus. I2E2, cam-

pus tours, and SERV are all groups that were established specifically for this purpose. In the years to come, we can represent Olin throughout the academic year by getting involved with these groups or through any of a number of other important channels for promoting the welfare of the college.

Then comes 'Openness to Change', which was modified heavily this year to reflect not only the desire to accept change, but to actively seek positive change. This is a very practical clause. The promotion of change is best served by community engagement. Build Day, for instance, is a great start down this path. But there's plenty an individual can do as well to generate the changes they want to see. Yes, it's hard and yes, we're all busy. Maybe we should consider advocating lower credit loads, so that people can have more time for personal and community improvement.

I've interpreted each of these clauses through the lens of the 'Do Something' clause. At Olin, we are impelled to take action and do our utmost. This document is both a statement of values and a call to action.

The Honor Code means so much for our community. We began a conversation at the town hall last week that will grow and impact our lives. We've talked about how we can improve our behavior. Now, we need to make these changes happen.



GREEN SPACE*

Life in the Context of Development: Take a bucket shower. Better yet, take a bucket shower in a small tub with no drain. Feel how much water is needed to cleanse your body as the weight of the bucket in your hand diminishes. Note how filthy you are capable of becoming without ever noticing, and wonder how the dirty water feels so refreshing on your feet, swollen from walking miles on uneven grounds. In this moment, this bucket of water is *my* most cherished treasure.

I fell in love with development work a year ago. I love the people I meet, the stories I hear, and the innovation that springs from passion. But what captivates me most is how small it makes my life feel. Often, I spend entire days drowning myself in thoughts, finding them too urgent to be brushed off. But when working in the context of the developmental world, an environment so steeped in the enormous and overwhelming issue of poverty, I start seeing beauty in life's smallest things. In many Sub-Saharan African countries, everything, and I mean *everything*, disappears after the prompt equatorial

sunset. In this moment, the only thing that fills my mind is the proximity that I feel with my neighbors as I coexist in complete darkness with them. What an incredible thing that is. I'm not suggesting that this beauty can only be found in the context of development. Sometimes, the conveniences in my environment easily overshadow these beautiful moments that keeps me connected to life.

Alison Shin
Contributor

Dumpster-Diver's Dilemma: Everyone at Olin has come into the dorm lounges only to find themselves surrounded by piles of bread, post-Valentine's day candy, pizza, and other miscellaneous foods. There exists a small group of Oliners who regularly collect these treasures from local stores that run low on shelf space, find packaging imperfections, or dispose of food nearing its sell-by date. However, there is much more to this practice than happily collecting a dumpster's contents.

The main unwritten rule of dumpster diving is to respect the dumpster. Stewardship allows dumpstering to remain

a sustainable practice, so the same dumpsters may be visited regularly. An emphasis is placed on cleanliness, honesty, and judgment. If all bags are not tied back up and placed inside the containers, there can be unwanted consequences, such as raccoons, suspicious store owners with hefty locks, and police officers. (Trust us on all accounts.) Late at night, Trader Joe's sometimes uses police officers or managers as watchmen. Here, honesty and transparency are essential, as people have a great deal more respect if they get a reasonable explanation. Oliners are not the only individuals who visit these dumpsters, so arousing suspicion with poorly timed visits can impact others' resources. Dumpstering provides us with a valuable resource of shareable goodies, but to make it a sustainable and safe practice, respecting the dumpster is essential. And as a side note, though it is not an official rule, never eat the soggy bagels.

Janie Harari & Maggie Su
Contributors

Get ahold of Ben Smith to keep Green Space alive.

Sustainability Skill Sharing

Gaby Waldman-Fried
Contributor

In an ever more technologically complex world, we struggle and strive to understand the vast supply chains and innovate. Not often enough do we step back and think about what we know that is simple and tangible. We are all teachers and we are all students. Collectively, we have an incredible amount of life experiences and knowledge that has taught us and shaped us. On Saturday April 6th Olin

will be hosting the Three-College Skill Share. It is a day of workshops, discussions and expos around the



idea of learning and teaching practical skills to reduce our

impact on the environment. This is a chance for students, faculty, staff from the three-college community to gather and share knowledge with each other in a non-academic setting. There are really exciting workshops planned, such as vermicomposting, soap making and making practical recycled art. Come be part of what we hope to make an annual event.

A full schedule and more information can be found at threecollegeskillshare.org.

4/6/12, 9:30am-4pm
Olin Academic Center

Schedule: Saturday, April 6th (Olin College)

9:30	Informal Coffee and Breakfast						
10:15-10:45	Three College Skill Share Background and Opening Presentation <i>AC 109</i>						
@	<i>AC 109</i>	<i>AC 113</i>	<i>Outside</i>	<i>AC 309</i>	<i>AC 109</i>	<i>AC 213</i>	<i>AC 318</i>
11:00 - 11:45	Soap Making	Making Practical Recycled Art	Building a Cob Oven at Olin	Vermicomposting	Living Machine - Greywater Treatment for Homes	Intro to Permaculture	Back-country Ethics
12:00-12:45	T-Shirt Making	Do's and Don'ts of Hitchhiking		Bee-keeping	Sustainability Life Hacks	Music, Art, and Activism	Freeganism
1:00-2:45	Lunch <i>AC 109, or outside (weather permitting)</i>						
1:45-2:45	Expo: Candlesmaking Making Yogurt Found Objects Art Halloween Costume Photobooth Passive Fridge Poster Fossil Free Wellesley Divestment Share-Your-Own Board						
3:00-3:45	Knitting and Crochet	T-Shirt Repurposing	Building a Cob Oven at Olin	Windowsill Gardening	Acting on Climate Change	From Poetry to Concept Maps	Bike repair 101

Foundations of World View

Jeff Hart

Contributor

Last month, I presented you with three questions that form your world view: “How did we get here?” “What is wrong with the world?” and “How does it get fixed?” I argued that these questions are fundamental to how you understand the world, that your answers affect your very identity, and that we each have answers, even if unarticulated.

Now I would like to share the answers I have found in hopes that you might understand my world view better and consider whether it accurately explains the world in which we live.

My answers to these questions are deeply connected to my Christian faith. However, this does not mean that I blindly take these answers on faith. On the contrary, years of questioning and investigating many compelling lines of evidence have led me to these answers. I hope to share a bit of that evidence and to prompt further discussion of questions that are sure to arise as you read my answers.

How did we get here? Our best scientific theories indicate that there was a distinct point when time and matter came into existence. We can rationally infer from this evidence that something supernatural, operating outside the laws of nature, set this all in motion; after all, out of nothing, nothing comes. The

Bible’s picture of creation is consistent with this explanation, but it goes further: God’s greatest creation was human beings, to whom He gave the privilege of bearing His image and thus being His representatives on earth. As God’s image bearers, every human has innate and immeasurable worth and is given the responsibility of caring for the rest of creation. This reveals to us both the value and purpose of life. All of this creation was very good, bearing none of the evil, pain, and suffering which we are all so accustomed to.

What is wrong with the world? Although all of God’s creation was good, it did not remain so. The first humans, allured by the prospect of being made “like God,” rebelled against God. This rebellion is called “The Fall,” and the world has never been the same since then. The Fall affected every part of God’s creation, introducing pain and suffering into the world. Human relationships were damaged, along with our relationship to the earth. Worst of all, humans were separated from God. Even today the corruption of The Fall goes to the heart of every human: we each sin, falling short of God’s perfection. This sinful nature which we each possess is the root cause of all that is wrong in our world, from personal conflicts to murders and war.

How does it get fixed? The Fall shows that the hu-

man heart is the heart of the problem, and thus no institution, created and administered by fallen humans, can provide the needed fix. While politics, economics, education, and numerous other initiatives can alleviate some problems resulting from our fallen state, they can never fully resolve the problems. A true solution must address the root cause: our sinful nature. Thankfully, God has provided such a solution. God Himself came to earth as a human – Jesus – to die on our behalf so that we could be free of our fallen state. Because Jesus paid the penalty for our sinfulness and conquered death through His resurrection, we can find forgiveness and begin a new life, free from the grasp of sin, by believing and following Him. Doing so will not make us perfect yet, but one day, Jesus will return to fully restore us and the earth to the paradise it once was, and in that there is great hope.

Why do I believe this? There are many reasons, ranging from scientific, to historical, to philosophical, but I think C.S. Lewis put it best in speaking of the explanatory power of the Christian world view:

“I believe in Christianity as I believe that the sun has risen: not only because I see it, but because by it I see everything else.”

This is my world view. What’s yours?

Tell Olin: submit@franklyspeakingnews.com.

FRANKLY INTERVIEW: LYNN STEIN

A candid conversation with Lynn Stein about developing the semantic web, being one of Olin's founding faculty members, and what it means to work with college students.

Olin's professor of computer and cognitive science, Lynn Stein teaches Human Factors in Interface Design (HFID), Fundamentals of Computer Science (FOCS), and Artificial Intelligence (AI), among other classes. She has acclaim as a researcher, teacher, leader, and women's advocate, and was one of Olin's founding faculty members.

Throughout her academic career, Stein has intermixed computer science with a personal interest in epistemological questioning, leading her to fascinating work on existence and interconnection. A full-wall bookshelf dominates her uncluttered office, backdrop to our conversation.

FRANKLY: Can you tell me what the semantic web is, and your involvement with it?

STEIN: The World Wide Web is about ways that people can communicate with other people. The semantic web is essentially the markup, the encoding of that information in a format that's much easier for computers to read and reason about.

The semantic web project is actually an interesting story for me: when I was in graduate school, I did my doctoral work on common-sense reasoning.

When I went to work at MIT, I stopped doing that work and was doing some very different work in human-computer interaction [HCI]. I

thought I had completely left the knowledge representation community behind.

I wound up getting involved through the HCI work in a project with some folks from the World Wide Web consortium. That was around the time when Tim Berners-Lee was really pushing his concept of the semantic web, which had on some level always been a piece of his vision for the web. He and my HCI collaborator and I and a couple of other people created this project at MIT that was part of the DARPA consortium to develop the semantic web.

I walked into the very first organizing meeting that DARPA held, and basically



Photos by Mike Maloney

"You change so much while you're here."

"I know that there are lives I've touched."

"I'm really interested in how change happens."

my doctoral dissertation committee was sitting there. We picked up the conversation about knowledge representation and reasoning without missing a beat.

At the time, I was one of the few people in the world who could speak to both the knowledge representation people and to the web people. Over the first year or two of meetings—which took place just before and right around the founding of Olin—part of my role was to help them learn to speak each other’s languages. I will not forget sitting on the floor of Edison House, writing documentation for the language called DAML-O which was a precursor to OWL [one of the semantic web languages].

FRANKLY: What’s the overall purpose of it?

STEIN: It’s generally to allow computer-assisted reasoning. For example, there are services now that will go out and if you want to find a particular camera, they’ll figure out what the cheapest place you can buy this camera from is.

A lot of those things have to do what’s called “screen scraping.” They’re looking at the human-readable web and turning it into something that the computer can manipulate.

But for some things, people are willing to put up the computer-readable information. And actually at this point, photographs, for example, have a lot of metadata. Metadata is essentially part of the semantic web. The standard formats for digital photographs now encode a lot of information beyond the picture.

Then you say, “Well, what can you do with that metadata?” There are lots of things you can do. Look at Facebook graph search. Everything that the computer-aided web stuff is doing, the semantic web was about enabling those technologies.

FRANKLY: You work on innovation in education, correct?

STEIN: I think that’s a role I’ve taken on more and more since I’ve been here. That’s part of why Olin was started. When I came back from sabbatical in 2008, there was a real need for some more conscious attention to that part of Olin’s mission. I did it because it needed to be done.

I’ve invested a lot of energy in it, but my goal is that it should really be a project that Olin owns. It’s not something I intend to do forever. But I am really interested in it. I’m really interested in how change happens.

I think I have developed something of an expertise in academic cultures and academic change processes. I don’t mean that from a scholarly perspective, but from a practical perspective: I think it’s something that we as a team have developed at Olin.

We’ve had the opportunity to work with a lot of different institutions to really do some interesting projects. It’s very exciting and I think in a lot of ways it’s made much more of a difference than making some incremental development in some very detailed field of cognitive robotics. It’s the thing that I’ve done that’s made the most difference in the most people’s lives.

FRANKLY: Can you tell me about your undergraduate intention to major in “life”?

STEIN: I had some very, very specific idea. I don’t think I can reconstruct what it was, though somewhere there must be some paperwork I produced, because I actually did apply for a special concentration.

I think it had something to do with the nature of stories, but I’m not really sure I can coherently construct what it was. Anyway, I went to the special concentrations office, and I talked to the person who was in charge of it, and made my case, and she said, “Why don’t you try computer science?”

I was the first year in which one could graduate with a major in computer science at Harvard. It was either English, but I wouldn’t have been able to take grad courses in computer science; or computer science, and I would be able to take grad courses in English.

I wound up doing a lot of work in psychology and linguistics and philosophy, along with the computer science major, and also work in literature and mythology. In retrospect I should have been a folk and myth major—Harvard has a major called folklore and mythology.

I think the thing that I am more than anything else is an applied philosopher. I’m interested in how people work; in some ideas around theology and religion; in how systems work; in how technology works. I see those all as interconnected questions. I

Continued on next page...

see those as not unrelated to stories, and how stories make meaning.

FRANKLY: What was it like to be one of the first faculty members at Olin?

STEIN: It was probably crazy in all the ways that any start-up is crazy.

A huge amount of it was creating culture and learning to work together; figuring out that although there was a completely blank slate, there was only one of it, so we all had to write approximately the same thing. It was learning to speak each other's languages and doing all of the things that don't seem like productive work: they seem like writing an awful lot of reports, but in fact are the early stages of working through ideas.

And then we had the second year of faculty come in and tell us what we were doing wrong and whip it all into shape and make it good.

It was interesting, because every time new people joined, there was sort of an arc of transition into the community where people would come in and think everything was wonderful, and then they would hit a wall. They would realize things weren't quite as open as they'd thought and a whole lot of things might actually be impossible. They would get depressed. And then they would realize that there was possibility afterward.

After we were going through it for about the third time, some of us were saying, "Ok, move on already. We're past that," but then I think we kind of came to ap-

preciate that each person had to come to these realizations him or herself. And our colleagues had to own it and had to invent it for themselves as much as we'd had to invent it.

It was actually kind of sad when people started joining the faculty and just accepting what was here. Because it marked the end of that complete era of invention.

FRANKLY: When would you say that was?

STEIN: I think it was a more gradual transition, but certainly by the time I came back from my sabbatical – which was 2008 – people were no longer entering an institution that didn't exist.

I don't know that sad is the word, but it was a little bit bittersweet.

FRANKLY: Do you also see that change in students?

STEIN: I see it less in students. I see a bigger difference between the way you walk in and the way you walk out. You change so much while you're here, and I guess I see that difference more than I see the difference between you and someone a few classes ahead of you or a few classes behind you.

It's such a gift to be able to work with people at this time in your lives. It's so important for you, and—it sounds trite, but it's incredibly rewarding for me to be a part of people's lives at the point where they're figuring out who they are and establishing themselves a little bit, independently of where they come from, and launching themselves into where they're going to.

That's a really special thing. And you get to do it once, but I get to do it over and over and over again. It keeps me connected to that moment in time.

FRANKLY: Did you always intend to be an educator?

STEIN: I think I started teaching when I was about six. So yes, I think I always did think that I was going to teach.

When I was in grad school, I knew I wanted a job where I could both teach and do research. I remember briefly thinking that if I could only do one, it would be research, and I was wrong about that. It would have been a tragedy to have given up teaching.

When I say teaching, I do a little bit mean standing up in front of a group of people. My students, but more my children, would tell you that I am more than capable of lecturing. But what I actually really like most about teaching is not the thing that happens in a classroom. What I really like most about teaching is mentoring and working with students. Sometimes you can do that in a classroom, but it's really the less formal connecting and helping people figure out their lives.

When I look back on my life, I have stories of people whose lives I've made a difference in. And I'm not someone who's going to cure AIDS—I'm not going to do big, dramatic, important things. But I know that there are lives I've touched. That's why I do what I do.

Kelsey Breseman
Editor-in-Chief

Honor Board MadLibs

**How Not To _____
(verb) Up a Meeting**

_____ (name 1) and _____ (name 2) were working hard on a _____ (number)-person project for _____ (Olin course), but they were having a few group dynamics problems. Some team members didn't have their _____ (type of deliverable) done in time for meetings and missed class to _____ (verb). Shortly before a scheduled meeting, _____ (name 2) told the rest of the group that s/he couldn't make it because of a _____ (noun) due in another class. But the next day, a teammate heard on the _____ (wall-climbing plant) that _____ (name 2) had been sighted playing _____ (noun) during the scheduled meeting time! Further investigation confirmed that there had been no class-related conflict. This teammate found himself/herself in quite the _____

(preserved vegetable).

In an interview with the Investigative Team, _____ (name 1) explained that the goal of _____ (travel verb, present tense) to the Honor Board was not to punish _____ (name 2), but to allow him/her to _____ (verb) upon his actions. She also noted that the _____ (animal) as a whole had not been functioning well, and no one had tried to initiate a discussion on _____ (verb) team dynamics for the better. _____ (name 2) was charged with violating the Respect for Others and Integrity clauses of the Honor Code. During a _____ (type of gathering) with the Investigative Team, s/he accepted responsibility for the charges with a _____ (facial expression) and expressed _____ (emotion) for his actions.

As he accepted the responsibility, the students on the hearing panel went

_____ (direction) to the sanction-setting phase and decided upon the following sanctions:

Write a(n) _____ (type of deliverable) of apology to _____ (name 1) addressing how his/her actions affected his/her group members.

The professor was asked to take the case into account in the _____ (noun) given for the assignment.

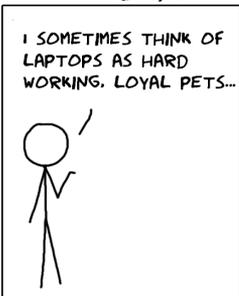
S/he was given a disciplinary _____ (noun), indicating that future violations could involve harsher sanctions.

Furthermore, the panel recommended that a meeting be held with the group members and a _____ (occupation) to discuss group dynamics, and how to _____ (verb) in the future.

(Based on "Lying to Group Members to Avoid a Meeting")

Written by Ilana Walder-Biesanz

NOT XKCD by Kai



(SUCH A VIOLENT WORLD...)

Horoscopes by Drunk Editors

Aries (March 21 – April 19): If you were a vegetable, you'd be a brussel sprout. Layered and hearty, but often overlooked and over-cooked.

Taurus (April 20 – June 20): Life is a bin. It's up to you to choose whether it's for trash or recyclables.

Gemini (July 22 – May 21): Whew, it's getting hot. Don't fly too close to the sun, Icarus, or you'll melt your wings clean off. Stick to the shade and chill the hell out.

Cancer (June 21 – Oct. 23): Life is a vending machine and you just input the code for those nasty Nature Valley bars instead of delicious doritos. Look on the bright side: it could be Funyuns.

Leo (Jan. 20 – Aug. 22): Embrace your inner emotional lion, but give it some space afterwards. It

just isn't looking for that kind of commitment right now.

Virgo (Aug. 23 – Jan. 19): Some important people in your life are having a hard time. Spend some time listening. You might want to pat some shoulders comfortingly, too.

Libra (May 20 – Oct. 22): There are 32 million bacteria on average on each square inch of your skin. This doesn't have anything to do with your future. I'm just letting you know.

Scorpio (March 20 – Nov. 21): Your soul is a room and it is carpeted in white shag. It's luxurious and looks great in photos but is a total bitch to clean.

Sagittarius (Sept. 23 – Dec. 21): If your life was a single-serving dessert, it would be a muffin: filling, homey, and always best

when filled with chocolate chips instead of those shitty fake blueberries.

Capricorn (Dec. 22 – Sept. 22): Re-think your friendships. There are some Jafars in your life who are keeping you down. Here's a hint: beware those who wear large hats and tend to carry snake-shaped staves.

Aquarius (July 23 – Feb. 18): Spring is a time for renewal and rebirth. Too bad we're in Massachusetts, the state which skips spring entirely just to piss you off. Because you could totally use some renewal. Oh well. As Momma always said, "Life sucks and then you die."

Pisces (Feb. 19 – Nov. 22): Your future is an evergreen forest shrouded in mists: the shapes are tall and foreboding but the details are impossible to see.

A Puzzle by Midnight Math

Imagine you have n points evenly spaced around a circle. Choose one of these as the starting point, p_0 . Take a pen and draw a line skipping $m - 1$ points so that you connect p_0 to p_m .

Continue doing this without lifting the pen (so next you connect p_m to the point m points later, and

so on). Eventually you get back where you started.

Perhaps you have drawn an n -pointed star (the classic way of drawing a 5 pointed star is with $n = 5$ and $m = 2$).

Why can you never get a six pointed star this way? What other values of n will never result in a star?

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, Reyner Crosby, Ruby Spring

The Duchess



The Dominatrix

I'm graduating soon, but I have a crush on an underclassman. Should I go for it?

— *Waffling Wendy*

At this point in the year, you have at most seven weeks before you leave Olin. That does not mean you cannot start a new relationship, but it does mean you need to go into any potential relationship being very honest and clear about what happens after you graduate. Is this a short fling? Would you try to keep it going long-distance? Discuss those issues with your crush and decide together whether to go for it or keep it merely friendly.

—Duchess of Department

Does this underclassman return these feelings? Will you be in the area after you graduate? How many more semesters does this underclassman have? If you are looking for a relationship, it's probably best to hold off. Ask yourself: Do you really want to tie yourself down right when you are about to leave the Olin bubble?

— Captain Dominatrix

I feel better when I work out but I'm so busy! How

do I make time for both my work and my body?

— *Stressed-Out Simon*

When your body is feeling good, you can perform better in all other areas of life. There's no easy way to make this happen. You just have to decide to make time to fit exercise into your schedule. You could join a team at Babson or Wellesley. If you are having a hard time motivating yourself, ask your friends if they are interested in exercising with you. It can be easier if there's someone else there to crack the whip. Alternately, sex can be great exercise, if you do it right. Just make sure you stretch beforehand to avoid injury.

— Captain Dominatrix

If it is truly one of the few activities that are most important to you, put it on your Outlook calendar or to-do list (whatever you use) as a non-negotiable priority. Even with a busy Olin schedule, you can and should have two or three non-academic activities that you get in the habit of doing daily — exercising, practising an instrument, reading for pleasure, or whatever relieves stress for you.

—Duchess of Department

People tell me my facial hair looks terrible and that I should shave, but I like it. What should I do?

— *Screaming Goat with a Mustache*

If you feel better about yourself when you have facial hair and you are ok getting a bit of teasing, rock on. I usually follow the advice a wise Oliner gave me: "Don't hold yourself to other people's standards, just do what you think is right."

— Captain Dominatrix

It is your face, and it is ultimately your decision. However, the people who tell you it looks terrible are likely better objective observers than you are. Do you care about looking good? Are you trying to get a job or to attract potential romantic partners? If so, shave it off.

—Duchess of Department

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Being Deliberately Creative

Kai Austin

Editor

Let me get one thing straight: I do not consider myself a creative person. This, coming from the guy who gets the phone passed to him to come up with engaging lesson plans for 5th graders or snazzy names for stuff. I do comics, have bucket lists of story ideas in progress; I have created 3 languages with respective worlds, have served as a writing consultant, and just do random sketches in general (from monsters to startups - yes you can sketch start-ups) which are utterly irrelevant to other people's lives.

So let me get another thing straight: creativity does not mean making something out of thin air. Anything and everything has a basis for beginning. For the most part, it all depends on how you think about things. I do not make stuff. I ask a question or ponder a concept. And then I build a scenario around it based on what would be plausible or appropriate from a massive array of data gained throughout my life. In robot logic, say I

have x. What are things that are related to x? Suppose [a b c]. Which of these serves appropriate purpose? Say b. Is x answered satisfactorily? If yes, congratulations, your x is complete! If no, then let us look again at x and b. Does b need support? Does [a c] also work out? Why or why not? Why did you chose b in the first place? etc. But... does x+b already exist? Yes? Change b. Hopefully you get some idea.

If not, here is another way of putting it. Say you are making Frankenstein. You need arms, legs - meh, why do you want to make an adult when you can have a baby? Adult Frankenstein already exists. So let's make it a baby. Oh yeah, you need a soul as well, because everyone has a soul and yours is probably going to hell with this experiment, so yanking one out of a person should not be a problem, right? Right.

And there - now you have a basis for a Jack the Ripper plot. Because hey - where else are you going to get baby souls from that no one will miss? Oh yeah, there is that whole edgy concept about whether unborn children are

people. You can go all "meh - irrelevant, let's make babies! :D" or decide to make it a heartwarming message to the world or realize that if unborn children did not have souls, you have to go back and rethink your plot.

Yes, I literally came up with that while I was typing.

Granted, I do have an advantage in two ways: I have been doing this for years and I naturally think that way. For me, patterns jump, and I echo or extract as needed. For you, maybe it is different. But really it is just stringing together pieces of data into something new. This kind of thing takes practice. Get a base. Ask questions for what is needed. Ask questions about what exists. Then add to it, edit, add to it more. Or forget editing. Just rant about the obvious - whatever pops into your head - whatever you think about. If you are more visual, doodle or collect masses of images from google. If you are more of the sound-type, record yourself, or things you hear. Granted, you will end up going on tangents. But who said creativity ever required you to focus?

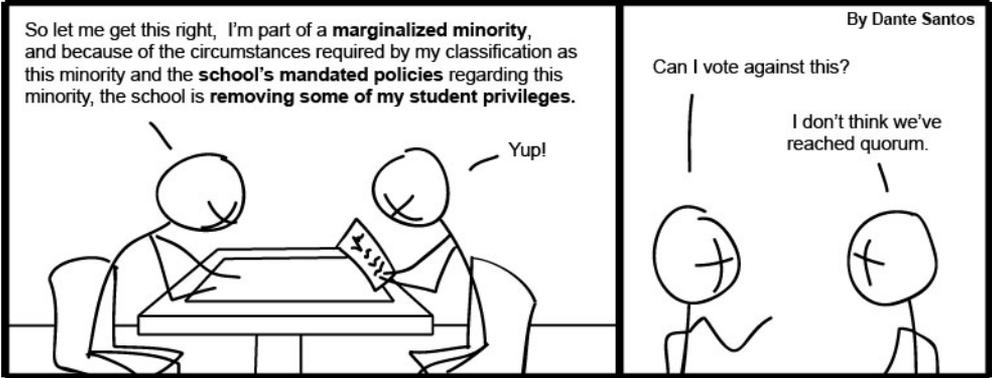
Errata from Frankly Speaking: March Issue

Last month's Build Day article was credited to Trevor Hooton, but should also have been credited to his co-author Thomas Dugger.

In the Honor Code Rewrite article, Victoria Coleman was listed as pertaining to the Honor Code Rewrite Committee, but it should have been Victoria Preston.

The article "Useless Words from Kelsey's Collection" included a definition for 'trichotillomania'. The characterization under "useless words" was not intended to minimize the condition, and Frankly Speaking apologizes for any distress caused by this categorization.

FRANKLY funnies



NOT XKCD by Kai



(SADLY - NO ONE COULD EVER SEE THE ADVANTAGE OF THEM)

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Editor in Chief Announced

Kendall Pletcher
Editor

Frankly Speaking is proud to announce that the search for the replacement for Kelsey Breseman, current editor in chief, has been happily concluded this past Monday.

Breseman shocked more than a few staffers when she announced the appointment of Nick Tatar, a staff member with whom most students will be familiar through his involvement with the Office of Student Life.

"It was a big surprise," said layout editor Abe Kim, "He hasn't really written anything for the paper before so I didn't know he was a candidate." Kim was not the only one surprised by the announcement.

"I am overjoyed," said Tatar when reached for comment, "Surprised, but excited. I can't wait to lead the paper as it opens up a new chapter. I see us going in very exciting directions."

The grueling search, which lasted throughout most of last semester, was con-

ducted by a panel composed of administrators, staff-members, and students alike. Karen Smith, a first year student on the committee says, "We had to focus a lot on balancing what would be best for each of the stakeholders. In the end we decided that Nick Tatar was the best choice."

Tatar is certainly a controversial candidate. "He was the

"We would have liked for a student to take over...but there just seemed to be more enthusiasm from OSL."

most qualified by far," says Breseman, who has fielded some criticism for her choice, "And his appointment has resulted in the most response. Frankly Speaking has always been about starting conversations." When asked what role she played in choosing her replacement she said, "I was a part of the three interview

rounds, but the ultimate decision was made by the EIC [editor in chief] search committee."

Frankly Speaking is known, in part, for its independence. It is called Olin's "unofficial, unaffiliated newspaper", but some students are concerned that the appointment of a member of the college's administration could jeopardize that freedom. "Sure, Frankly Speaking will be free as in cheap," said one student who wished to remain anonymous, "But will it be free as in speech?"

Ross Norbury, a faculty member on the search committee, confided, "We would have liked for a student to take over leadership, but there just seemed to be more enthusiasm from OSL. We'll just have to be open to the changes, I think."

Only time can tell as Tatar takes his place at the head of Olin's only newspaper. The school will be watching for his first issue as EIC, to be published in May, which will set the tone for his time at the head of Frankly Speaking.

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Special thanks to Michael Maloney, Lynn Stein, and Adriana Garties!