

FRANKLY SPEAKING

Olin's unofficial,
student-run news
source.

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FREE, AS IN BEER

Qualified: Public vs Private

Mariah Dunn

Contributor

Were you part of the 66% of Olin students who felt unqualified at some point during your first year at Olin? Have you ever blamed your high school background for not preparing you enough for Olin? Similar questions have been asked by multiple U.S. colleges. Interestingly enough, different studies show extremely different results for these controversial topics. A study published by the U.S. Center on Education Policy found that when comparing students who had attended private and public high schools, there was no difference in achievement tests, college attendance rates, or job satisfaction in later years. Essentially, this study found that the difference between a private and public high school education didn't matter much in the long run.

There are, however, many studies that contradict the results found by the U.S. Center on Education Policy. Take, for example, the Harvard Study "On the Public-Private Achievement Debate" which found that students who had attended private high schools

had a clear advantage. This study found that private high school students outperformed public high school students in almost every category. A study conducted by Worth magazine in 2002 found that 94 of the top 100 Ivy League feeder schools were private. Whichever way you look at it, there will always be the concept of the "private-school advantage".

I personally did all of my K-12 education in the public schools within my district. When coming to Olin, I wondered what kind of students felt qualified to be here, and what students felt as though their peers had a better educational background than they. After conducting an online student-wide survey at Olin with 203 responses, I found some interesting things about how qualified Olin students feel during their first year.

The pie charts below show the correlations between students who felt qualified vs. unqualified in relation to their high school background. From this graph we can say that students who attended a magnet high school felt qualified significantly more often than others. It is also interesting that no students who went to private high school

felt overqualified, while there were a significant number of students who attended public school who felt overqualified ($p\text{-value} = .004$). The information concerning students who attended charter schools or were home schooled is not shown to maintain privacy due to the small number of responses.

However, if we group the data into only two categories (qualified/unqualified) and only compare students from private and public (non-magnet) high school, then there is no statistically significant difference for how qualified Olin students feel ($p\text{-value} = .396$). Does this indicate that there is no significant difference between public and private high school in the United States? Probably not, because Olin is a selective group which is already highly filtered in the first place. Although this survey suggests a relatively homogeneous result, the most interesting part of this study was how Olin students feel academically during their first year regardless of high school background.

Overall, 62% of students felt as though their peers had

Continued on next page...

a better educational background than what they had, and 66% of students felt unqualified at least some of the time at Olin during their first year. What value does feeling qualified give to students? And is there something the Olin community should do to address the high rate of students feeling unqualified

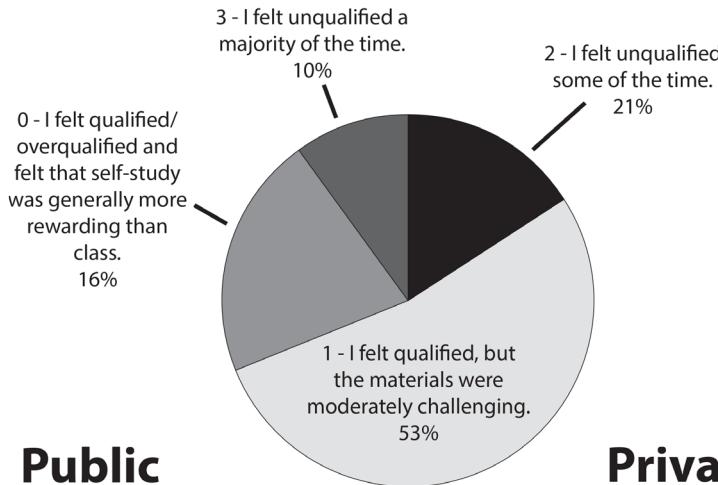
during their first year? I believe there is room for Olin to improve the first year experience. In the same way that we receive a summer reading book it might be feasible to send some other basic non-mandatory resources for students in areas such as programming, 3D modeling and math. This might help al-

leviate some of the stress of coming to Olin.

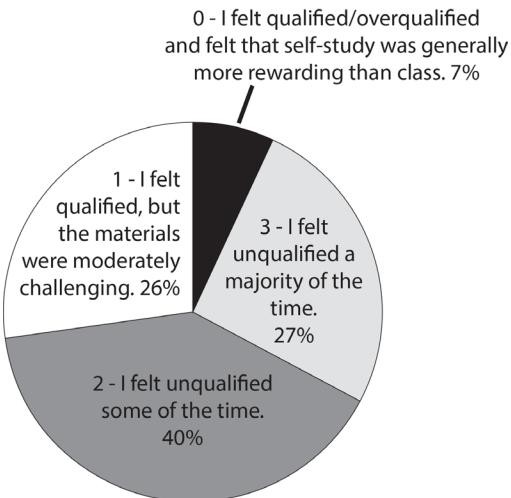
What do you think? Send a letter to the editor at submit@franklyspeakingnews.com.

If you would like access to the data set or the sources, contact Mariah Dunn.

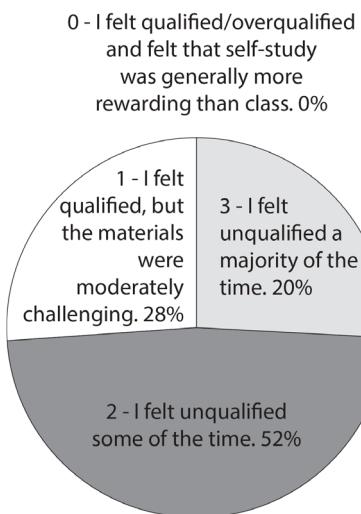
Magnet (19 responses)



Public (136 responses)



Private (56 responses)



Popping the Olin Bubble: November Edition

11/1 Cuban President Raul Castro said that the city of Santiago “looked like it had been bombed” after Hurricane Sandy hit.

11/2 Andrew Lloyd Webber announced he would donate over \$600,000 to arts education projects across the UK.

11/3 Cuba accused the US of helping Cuban dissidents access the internet.

11/4 Syrian opposition groups held a first day of talks in Qatar. They hoped to shape the Syrian National Council into a possible government in exile.

11/5 A preliminary hearing began for Sgt. Robert Bales, the US soldier charged with killing 16 Afghan villagers on the night of March 11.

11/6 Barack Obama won a second term in office as the US President. There was much rejoicing.

11/7 A 700-year-old mummified child recovered from antiquities traffickers in Bolivia was returned to Peru.

11/8 The US International Trade Commission upheld tariffs announced last month on imports of solar cells from China.

11/9 David Petraeus, the director of the CIA, resigned from his post after admitting to an extramarital affair.

11/10 The UN declared this day as “Malala Day”, marking one month since

the 15-year-old activist Malala Yousufzai was shot by the Taliban. She is still recuperating in the UK.

11/11 Polish Independence Day marches turned into riots, with thirty people needing hospital treatment.

11/12 Israel was hit by 11 rockets from Gaza. No one was injured, though several people were treated for shock.

11/13 The London Olympic Organizers revealed that over a quarter of a million tickets went unsold.

11/14 Israel began an operation directed towards terror targets in the Gaza Strip. A Hamas military commander, Ahmed Jabari, was one of the first casualties. The 11-month-old son of a BBC reporter was another casualty.

11/15 The CIA opened an investigation into the conduct of David Petraeus.

11/16 Egyptian leaders promised to support Gaza against the Israeli attacks.

11/17 Argentinian police arrested 10 Venezuelan drug mules who were pretending to be members of an Olympic weightlifting team.

11/18 Barack Obama became the first serving US president to visit Burma.

11/19 Three astronauts from Russia, Japan, and the United States returned to Earth after a four-month

stay on the International Space Station.

11/20 Gaza and Israel have truce talks in Egypt. A ceasefire is set in effect on the following day.

11/21 Felipe Calderon, the President of Mexico, sent a bill to the Mexican congress to change the official name of the country from the ‘United Mexican States’ to simply ‘Mexico’.

11/22 Egypt’s President Mursi issued a declaration banning any challenge to his decrees, laws, and decisions.

11/23 A World War II coded message was found on the leg of a deceased pigeon in a chimney in Surrey, England. Attempts to decode the message have so far been unsuccessful.

11/24 The Venezuela National Guard found \$550,000 buried near the border with Colombia.

11/25 China successfully landed a J-15 jet on its new aircraft carrier for the first time.

11/26 Dr. Joseph Murray, the first surgeon to perform a successful human organ transplant, died at the age of 93.

11/27 The remains of Yasir Arafat were exhumed as part of an investigation into how he died.

Jackie Rose
Staff Writer



GREEN SPACE

Swarm Theory & Sustainability: What does it take to be sustainable? Top-down political action? Bottom-up grassroots movements? More electric vehicles? These approaches are all too narrow. As I see it, the direction of the global human society is the weighted sum of each individual decision.

This concept is swarm theory applied to sustainability: like fish in a school, each individual bases actions on a small set of rules, and individual actions move the group. The mass's direction is determined by initial conditions and the values held by each unit. Embedding the necessary tenets is the role of education, both formal and otherwise.

Pinning the requirements for a sustainable society on a single factor passes the buck to others. We, as professors, policy-makers, and plebians, will make the decisions that direct our society. We must acknowledge such potential and act accordingly.

The Nitty Gritty: Paper or Plastic, Who Cares? A stop at Trader Joe's affirmed a trend that's infiltrating grocery stores

nationwide: After placing my California-made cheese in a backpack, I received a raffle ticket for taking neither paper nor plastic. An incentive for being green, great!

Bags are all the rage in greening the grocery industry. Hawaii has banned plastic bags. Sodexo's compostable bags scream "green". Reusable bags are even career fair swag. But as I see it, these are ways to deceive consumers' sense of environmental responsibility.

Don't get me wrong, I think it's great that I've got the smallest shot at that raffle prize, but I'd gladly trade winnings for a bike rack in front of the store. A 5-mile round trip via car dwarfs the impact of even the most plastic-y bags. Though we should appreciate the rewards, it is our duty to rise above the basic "green" standards set for us.

Locally Sourced: Paradigms, Predictions and Jewels? The first offering of a new experimental course winds to a close, yet it is in need of a healthy dose of notoriety. The course: Paradigms, Predictions and Joules (PPJ), a mix of AHS and science. The main

act: Rob Martello in collaboration with Wellesley Geoscience professor Dan Brabander. The goal: Connect historical case studies with scientific principles to analyze current and future directions of sustainability.

An example to connect science and sustainability: societies represent order in an otherwise chaotic world, much like a neat stack of papers on my disheveled desk. According to the laws of entropy, order is maintained only through the consumption of energy. Societies must use energy to further their existence without over-consuming and writing their own demise, a poorly defined if vitally important goal.

The course's use of historical case studies, energy modeling software, and must-read environmental literature make it a far-reaching experience. Along with a chance to interact with non-Oliners, it comes with heaps of enthusiasm and two much-needed AHS credits.

This new column is searching for writers! Contact Ben Smith or any Frankly Speaking editor.

Ben Smith
Contributor

Committee Makes Changes

Jackie Rose
Staff Writer

This article is written to let Olin students know about the changes the Academic Facilities Committee has inspired at Olin. Some of these changes evolved from a desire to improve the school and others in response to certain events last year.

The machine shops in particular have had several changes based on recommendations from the Facilities Summer Interns. First, the first year training on green machines has been switched from occurring during orientation to during the first three weeks of the semester. The shop orientation time was used instead for an informal tour of the facilities, including a discussion on the capabilities of the machine shops and the importance of safety and stewardship.

The Facilities Summer Interns also created and posted laminated instruction cards in the shops. The cards also include helpful tips on how to machine parts more effectively. There are now two on-call NINJAS, Ben Smith and Robert McMullen,

who are available to students needing assistance outside of main-shop hours.

Additionally, the Olin College Operations group completed installation of video surveillance cameras in the shops in the Academic Center. This was done to enhance the safety of students and all the Olin community. There was a serious incident involving one of the machines in the mini-metal shops in April 2012 that made clear the importance of the installation of cameras in all shops. The rooms in which cameras have been installed are AC103, AC 104, AC106, AC 108 and AC 207. Olin College is committed to providing a safe environment to all students, and the cameras are meant to improve our safety program.

Finally, the AFC has hired Ethan Labowitz for the position of Instructor of Design and Fabrication. Ethan is a metalworker, teacher, and small business owner. Prior to Olin, he taught metalworking at Artisan's Asylum in Somerville, MA, and at Appalachian State University in Boone, NC. Ethan also runs a small fabrication and consulting firm called

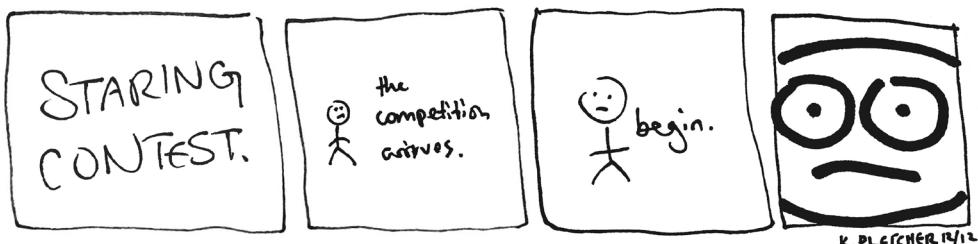
BICEP (The Boston Institute for Clean Energy Prototyping).

As the new Instructor of Design and Fabrication, Ethan will be the primary supervisor of the Large Project Building and will instruct and assist students in the safe and effective use of fabrication tools. He will also assist the academic competition teams such as Baja, Sailbot, and HPV in the completion of their projects.



Ethan Labowitz

The AFC is interested in being an active part of the Olin community and would love to hear recommendations on how to improve the use of Olin's academic facilities. Students with suggestions can feel free to talk to Ben Smith or Jackie Rose, the two student members of the AFC.



FRANKLY INTERVIEW: CHARLIE NOLAN

A candid conversation with Charlie Nolan about public speaking, endurance racing, and how students are chosen to come to Olin.

Charlie Nolan was the fifth employee of Olin College and its founding Dean of Admission. Though he took three years off to help manage Admissions at Santa Clara University in California (2003-2006), he's been an Oliner since 1999. He has been working in admissions for more than forty years, and holds a doctorate degree in higher education administration. Although he has worked at Boston College, Washington University, Babson, and other locations, he says his biggest challenge was coming to Olin and starting a school from scratch.

Charlie was as welcoming as always when I walked into his office: always ready

to offer a smile and a hug. In addition to his role as Dean of Admission, he is responsible for Postgraduate Planning and is an advisor to Rhodes Scholar candidates. Charlie teaches a co-curricular in public speaking each spring, so it was a delight but no surprise that he spoke throughout the interview in a measured, even tone and took the time to answer my questions thoughtfully and fully.

FRANKLY: How did you come to Olin?

NOLAN: It was 1997, and I was Dean of Admission at Babson for a total of eight years. I was also part of the strategic planning committee. And that March meeting, the president

of Babson announced that the F. W. Olin Foundation was going to give an initial gift of 250 million dollars to start a new school of engineering, with a total gift of almost 500 million dollars, and that the school was going to be built on the Needham side of Babson's campus.

At which point my jaw dropped. I thought, I have to be part of this! This has to be a once in a lifetime opportunity. Duncan Murdoch was hired as the first Vice President of External relations. He's a friend; he came from the West Coast. He came over to visit me to ask me to be on the search committee for the new Dean of Admission at Olin. At which point



Photos by Mike Maloney

"I stopped him and said, 'I hire me. I want that job. Very much.'

"There's no place like Olin for the sense of community."

"If I had my way, I would gap year the whole class."

I stopped him and said, hire me. I want that job. Very much.

He said, really? And I said yes, I can't imagine a better opportunity than to help Olin attract the best students in the world, and we'd do whatever it took for that to happen.

FRANKLY: How did you get into admissions?

NOLAN: In 1972, I was hired by Curry College, which is a local liberal arts college. I happened to be coaching football there at the time, and I was looking for a teaching job, because my first love was teaching, but there was a dearth of jobs back in the early '70s, just after I graduated college. There was an opening in the admissions office at Curry College, and I inquired about it, and they hired me. I thought that I would do it for a couple of years, until jobs opened up in teaching and coaching football at a local high school.

I'm now 41 years into Admission work. It became something that, with each passing year, I just embraced more and more. It's something that challenges me every day. Every day is different, and every day is interesting and fun. I stayed with it, loved it; still do.

FRANKLY: You said you wanted to be a teacher. What did you want to teach?

NOLAN: History. I enjoy history; I like biographies; I'm a big fan of U.S. presidents and their biographies. I wanted to teach history and coach football, because I played football in high school and college and enjoyed it very much. I probably would have

done that had there been any job openings at the time I needed one.

It's a good lesson for Olin students to learn: whatever you think you may be starting out wanting to do, you can't be quite sure where you'll end up.

FRANKLY: Do you have a philosophy surrounding admissions and enrollment?

NOLAN: It can be summed up in the following: Doing fundamental things fundamentally well. In this age of social media and technology and sophistication around Admissions and marketing Admissions, enrollment management, I never lose sight of the fact that this is a very people-driven process. It's about engaging people in a very straightforward, very honest way about what Olin is, and what Olin is not.

We want only those students who think of Olin as their first choice to come here. It's very important for students to make the right decision about Olin. No regrets.

FRANKLY: How do students get selected to come to Olin?

NOLAN: Students invited to candidates' weekends certainly have to be exceptional academically. They have taken the rigorous courses and made excellent grades, because Olin is a rigorous place.

Beyond that, we look for students who can bring a talent, a passion, a symbol of excellence to Olin to help it become an even better place. Frankly, we don't care what it is, whether that it be community service, or athletics, or theater, or dance, it doesn't

make any difference, as long as the student really cares about it.

And that they "get Olin". When they come to Candidates' Weekend and they leave, they've got a very strong chemical reaction that this is the right place for them—or not.

Unfortunately, there are many more good fits than we have places, and that's why we have the waiting list, which, at Olin, is unique, because students on the waiting list who we don't have room for can take a gap year and come the following year. There's no other school that we know of in the country that has that policy.

FRANKLY: How did that policy come about?

NOLAN: It goes back to the very first year, when we didn't know if anybody was going to apply to Olin College. We had over 650 applicants for these thirty places. We had two Candidates' Weekends back in those days, and it became clear that we had many more students that we would love to have had more than the thirty Olin Partners.

I've always felt that a gap year was a good idea for some students—taking a year off before they start college. And in this case, I literally made it up on the spot. I'm standing in front of the students on the Candidates' Weekend, and said, we only have thirty places, and we're only going to admit thirty people, because we only have thirty places in the modular buildings, back in 2001.

I said, if you're on the wait-
Continued on next page...

ing list and we don't have enough space for you, we'll take you the following year. And that was a bit of the Olin spirit of being creative about the admission process, and fourteen students took us up on that offer.

If I had my way, I'd gap year the whole class, and invite them to take a year off to do something really interesting, like climb the Andes, or build a business, or travel—something interesting so that their eyes are open, more than just taking the traditional high school-to-college path.

FRANKLY: Why do the candidates tell jokes at Candidates' Weekends?

NOLAN: I guess it was five or six years ago, on Saturday morning, my colleagues allotted half an hour on the schedule to describe what was going to happen on Saturday to the students and the parents. That took exactly four minutes of a half hour block.

I stood there in front of 300 people, not knowing what to do. The perspiration is coming down my brow, I was stuck. And my mind is going a mile a minute. I just spontaneously said, does anybody know any jokes?

I told a very bad joke, and they all guffawed. And then some student said, well I know one! The next thing I knew, there was a steady stream of Candidates telling jokes.

Now it's tradition. Every year we have joke telling. I set it up so that there's no way around this; we're telling jokes. It's great fun. It

helps, I think, to set the tone for the day.

FRANKLY: What motivates your Public Speaking co-curricular?

NOLAN: Part of it is personal philosophy; I think everyone should be able to stand and deliver in a clear, concise way, explaining anything that they need to explain.

I think it's particularly important for Olin students, because I think that every Olin graduate is going to be an engineering leader, or a leader of some kind, in some field. One of the most important characteristics, traits, or skills that a leader has is the ability to make themselves clear to any number of people in the audience, whether it is three or three thousand.

Some students have said to me, "This is the hardest class that I've taken at Olin."

FRANKLY: Do you, in your own public speaking, work to spread Olin's mission?

NOLAN: It's a piece of my work. You can't talk about Olin without saying that we're a missionary school. We're not going to change the world by graduating 75 seniors every year. We're going to change the world by spreading the "Olin effect" to other colleges and universities around the world.

Everybody here at Olin is by and large an ambassador for the College, not only as a place where bright achieving students come, but a benchmark school which other institutions can learn from. So yes, I do that, but all the rest of us instinctively do it as well.

I think Olin students do it

instinctively, if they're given an audience. And they do it as well as anybody.

It's often been said that you don't really get Olin until you come to Olin, and there's not been a visitor who's come to Olin who hasn't walked away from this school and said, Wow! And that's mostly because of what the students have said.

We're supposed to be the salespersons for Olin College, but students are the living, breathing lifeblood of the place, and they just have a natural instinct about relating Olin in a very positive way. You could pick an Olin student at random and they would be impressive talking to anybody here. We don't have to mold them into being salespeople; I think Olin students instinctively are. And they're very good at it.

FRANKLY: What's your favorite part of your job?

NOLAN: First and foremost and always is: prospective students becoming Olin students. It still is very hard for me to turn down a student I think would be a great match for Olin, but we just don't have the space. But even once students are enrolled here, spending time with Olin students is always a pleasure.

Above all else, what I've found is that Olin students are smart and achieving and interesting and energetic and enthusiastic, but above all else, I find them to be some of the nicest people I know.

FRANKLY: What's the worst part of your job?

NOLAN: Turning down good students, that's my least favorite. Sometimes it's very

hard, particularly for students I might have met while I was visiting them in their home high school and come to know very well, I've had to make some difficult calls—telephone calls, or students on the waiting list, and their parents won't let them take the gap year, and they have to go somewhere else. That's particularly hard to hear.

FRANKLY: I read that you race-walked a marathon in Alaska. Can you tell me about that?

NOLAN: I used to run marathons until my legs went bad, and then in 1996, I raised \$4,000 for the American Cancer Society. They took me and a bunch of other people from Boston up to race-walk the Midnight Mayor's Marathon, which is on the longest day of the year, in Alaska, and I walked 26 miles in 5 hours, 26 minutes.

It seemed like a long time,

because when you're running it's only a little over three hours. When you're walking, two hours more is a long time to be out there. But it was a gorgeous day, and we got to see magnificent country.

FRANKLY: Do you still race?

NOLAN: I do competitive open-ocean swimming; I swim in races anywhere from one to four miles in the ocean. Not this past year, but the previous three years, when I do my annual trip to Hawaii, I do the oldest open-ocean water race off of Waikiki Beach, which is two and a half miles, with a thousand other people. It's a hoot.

FRANKLY: Do you bring any Oliners along on your ocean swimming?

NOLAN: No, but I would love to do it. I was going to teach swimming as a co-curricular, but it's logistically difficult.

FRANKLY: Is there anything

else you would like to share with the Olin community?

NOLAN: I've had a remarkable career in higher education. I've worked for a number of other institutions, some of the best in the country, but there's no place like Olin, for the sense of community, the commitment we have for each other, the student-centeredness of this institution, it's like no other. It's a very proud personal and professional association I have with this school, and since I've been here since the beginning, it's been remarkable to see this vision become a reality, and even a benchmark for other colleges and universities around the world.

It's been great to be part of that. A small part, but a part all the same.

Kelsey Breseman
Editor-in-Chief

Horoscopes by Drunk Editors

Aries (March 21-April 19): You're close! Run fast, get through finals and sleep.

Taurus (April 20-May 20): You could use some pizzaz this month. A moustache or bow tie would suit you.

Gemini (May 21-June 20): Don't despair, there's always tomorrow. The moon guides your progress this month.

Cancer (June 21-July 22): Your friends are there to help you dig for the treasure. Don't slack off. This booty be worth it!

Leo (July 23-Aug. 22): Rely on your community for your needs. Answer a helpline and your generosity will be rewarded.

Virgo (Aug. 23-Sept. 22): Squares are your shape. Dress to impress. Checkerboard...chevron...plaid.

Libra (Sept. 23-Oct. 22): Don't sell yourself - Career Fair is over. You're quality. Listen to Adele and Gaga and rock out.

Scorpio (Oct. 23-Nov. 21): You're breaking the glass ceiling. Get those cuts checked out.

Sagittarius (Nov. 22-Dec. 21): You're on top this month, but don't forget to chop wood and carry water.

Capricorn (Dec. 22-Jan. 19): Oxygen is in the air. Take a deep breath. You need that shit to LIVE.

Aquarius (Jan. 20-Feb. 18): Teammates will try your patience this week. Bring snacks to ease the tension. No donuts.

Pisces (Feb. 19-March 20): Ignore rumors. Haters gonna hate. Slap your hat on backwards and rock those jeggings.



The Duchess

The Dominatrix

I'm really stressed out by the end of the semester! How can I get my work done but not feel terrible all the time?

—Frazzled Fran

Sometimes it is helpful to work in a group of people to have people you are accountable to. Agree on a few breaks at specific times in advance and if you or your friends get off task before it's time for a break, slap each other in the face. It can be helpful to do a few practice slaps beforehand so you know how hard to hit.

—Captain Dominatrix

What is the deal with mustaches these days? More generally, how do you feel about facial hair?

—Resuming grooming

This is college, so it's a great time to experiment with facial hair options! However, sometimes you need to look good for upcoming interviews or presentations. If that is your case, ask for the advice of honest friends. Facial hair can be dashingly handsome. More often, what might have been stylish and attractive a century or two ago merely looks creepy or strange in the

modern world. Your friends will be able to tell you which is the case for you.

—Duchess of Deportment

My teammates are more invested in our project than I am and want me to meet past midnight all the time. It's ruining my life! How can I tell them to calm down?

—Lackadasical Lacey

There are two different issues here: your level of investment in the project and your team's meeting times. For the first issue, you need to take a step back and objectively consider whether their expectations are reasonable. A good standard is Olin's rough credit-hour equivalence of twelve hours per week of work per four-credit course. Are they expecting significantly more than that? If so, explain to them that you are not willing and able to put in the level of time they're demanding. If not, you need to step up your level of commitment.

For the second issue, it's acceptable to set clear and reasonable meeting time boundaries (e.g., no meetings between midnight and 9am), especially

when they're defined by your sleep schedule, as long as you communicate them to your team and are consistent about them.

—Duchess of Deportment

In my time at Olin, I've participated in a few eyebrow-raisingly scandalous conversations, and I was wondering: How much 'T' is TMI? Where is the line?

—Rarely have I ever

As long as the information is the speaker's to share (that is, no secrets or rumors are being spread, because that is always unacceptable) and the conversation is taking place in private, there is no objective standard for the amount of information that is acceptable to share.

If you are uncomfortable with a conversation or you notice someone else becoming uncomfortable, change the topic and save the scandal for a setting where everyone is interested.

—Duchess of Deportment

Write to our columnists by sending a scan of your question via one of the campus printers to fscolumn@gmail.com.

A Puzzle by Midnight Math

You have a wire (of unit length) with a finite number of ants arbitrarily placed on it, each facing an arbitrary direction to start.

Each ant has negligible size and travels at the same, constant speed along the length of the wire.

When an ant reaches the end of the wire, it turns around instantaneously and continues moving.

If two ants ‘collide’, they both turn around instantaneously and continue moving. After a certain amount of time,

the state of the wire with ants is exactly the same as it started, with each ant in its original location facing its original direction.

What is the shortest distance the ants must travel such that a wire with any number of ants in any starting position will have returned to its starting position?

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
Thomas Pandolfo
Berit Johnson*



Olin College Cheese Club

presents



12/05/12 - 10pm - EH2



Sponsored

These Laws Beg to be Broken

There are some laws that are good and helpful to society. Then there are laws that are unwanted and oppressive. And then there are those laws that kind of make you wonder...Why? Here are a few of them.

Juneau, Alaska: Owners of flamingos may not let their pets into barber shops.

Florida: It is an offense to shower naked.

Atlanta, Georgia: It is illegal to tie your giraffe to a telephone pole.

Boise, Idaho: It is illegal to fish from the back of a giraffe.

Chicago, Illinois: It is illegal to fish from a giraffe's neck.

Indian Wells, California: Drinking intoxicating cement is prohibited.

Indiana: The value of pi is 3.

Iowa: Horses are forbidden from eating fire hy-

drants.

Topeka, Kansas: Snowball fights are illegal.

Louisiana: It is illegal to rob a bank and then shoot at the bank teller with a water pistol.

Baltimore, Maryland: It is illegal to take a lion to the movies.

Massachusetts: No gorilla is allowed in the back seat of any car.

Harperwoods, Michigan: It is illegal to paint sparrows to sell them as parakeets.

Natchez, Mississippi: It is unlawful to provide beer or other intoxicants to elephants.

Nebraska: Whaling is illegal.

New Jersey: It is illegal to wear a bullet-proof vest while committing a murder.

New Mexico: Idiots may not vote.

New York: The penalty for jumping off a building is death.

North Carolina: Elephants may not be used to plow cotton fields.

Canton, Ohio: If a person loses his or her pet tiger, the authorities must be notified within one hour.

Oklahoma: Whaling is illegal here too.

Yamhill, Oregon: It is illegal to predict the future.

Pennsylvania: Dynamite is not to be used to catch fish.

Tennessee: You cannot use a lasso to catch a fish.

Wilbur, Washington: You may not ride an ugly horse.

Wyoming: You may not take a picture of a rabbit from January to April without an official permit.

And two from abroad:

Israel: It is forbidden to bring bears to the beach.

China: To go to college you must be intelligent.

Kai Austin

Editor

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