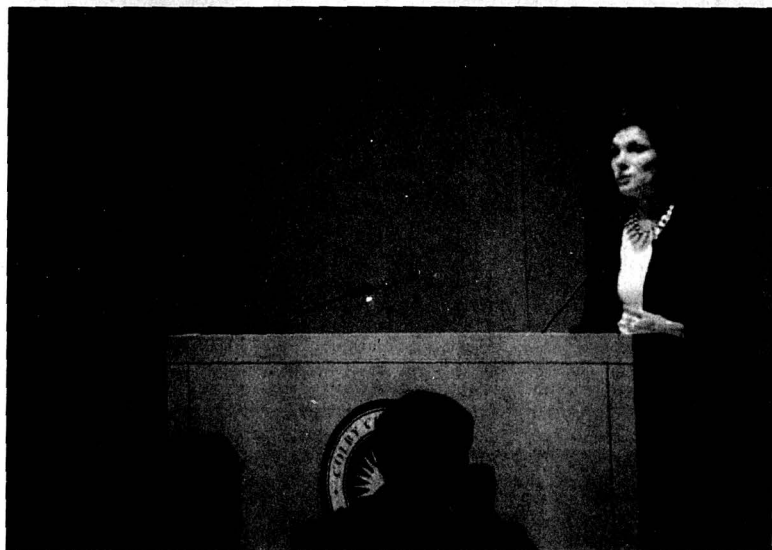


# THE COLBY ECHO

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Visiting Lovejoy Journalist Maureen Orth speaks about her career and the media's growing focus on celebrities. See page two for Orth's exclusive interview with Michael Brophy about her journalism and philanthropy career.

## Orth on pop culture, fame

By CARLY RUSHFORD &  
LEAH WALPUCK  
NEWS STAFF

Special correspondent for *Vanity Fair* Maureen Orth focused on the prevalence of pop culture, tabloids and fame in today's world during her talk titled "Up Against the Power of Fame: Confronting the Spin, the Resistance, and the Pushback to Deliver the Truth" on Monday, March 14. As the Elijah Parish Lovejoy Visiting Journalist, Orth will be on campus all week attending classes, speaking to students and leading journalism workshops.

Orth studied at the University of California, Berkeley. After graduating, she was part of one of the earliest groups to travel to Colombia as part of the Peace Corps. During her two years there, she helped to build a school, which was then named for her, Escuela Marina Orth.

Orth was the third woman ever hired at *Newsweek* when she started writing there in 1973. She then continued her journalism career at various other magazines and newspapers, including *Vogue* and *The Washington Post*, before starting work at *Vanity Fair* in 1988.

Orth became a special correspondent in 1993 and since then has interviewed countless celebrities and political figures such as Vladimir Putin, Margaret Thatcher,

Madonna and Michael Jackson.

Orth commented on how the increasing accessibility of celebrity news and the pervasiveness of the internet largely contribute to "one besotted planet feeling that connection to celebrity."

"The celebrity industrial complex has grown rapidly like the fallout of the atomic bomb," Orth said, giving the example of how Michael Jackson "was so addicted to fame he was willing to dangle his baby out the window."

Michael Jackson was a subject of particular interest for Orth. Over a period of 12 years she interviewed hundreds of people concerning him and wrote a series of five investigative pieces about his life. This included investigations into his career, drug addictions, accusations of child molestation, the resulting trial and his death.

With celebrities like Paris Hilton, Snooki and Jessica Simpson in the spotlight, "we are fed a steady diet of celebrity news...it's a great way to avoid grappling with the big downers [like the economic recession]," Orth said. "We live in an age where talent has nothing to do with fame," she said. Instead "there is a 24 hour news cycle" that leaves ample space to fill with gossip and Hollywood news.

Right after 9/11, Orth traveled to Afghanistan to do some front-line news coverage, particularly to investigate the connection between drugs

and terrorism. From her research in Colombia and Afghanistan, Orth realized that the cultivation of and money from drugs feed terrorist organizations. "I wish people who consume illegal drugs in the US knew how this creates terrorism...this violence [in nations with drug-dependent economies] is due to our casual use of drugs," Orth said.

Orth also made connections between her journalistic experience in Afghanistan and in Hollywood through the mentality that "you have to be prepared for anything," in both areas.

When speaking to the question of changing news mediums, Orth emphasized that no matter what the medium, she believes "content is key: strong truthful content." We are in a time of transition with Facebook, Twitter and YouTube where "everyone can be a reporter and a media creator," Orth said.

Although a journalist by title, Orth's true passion lies with her school in Medellin, Colombia. What began as a school for 35 children, now educates over 200 students. Escuela Marina Orth became the first bilingual school in Colombia, teaching both Spanish and English. Additionally, under Orth's guidance, the school now has a "one laptop per child" program.

For more information about Orth, visit her website at [www.marinaorthfoundation.org](http://www.marinaorthfoundation.org).

## Gender, power on the Hill

By EMILY MININBERG  
NEWS STAFF

Six panelists from the College kicked off a conversation on the intersections of gender and power within the Colby community on Wednesday, March 9.

Assistant Professor of American studies and women's, gender and sexuality studies Lisa Arellano, Zaccary Professor of English Peter Harris, Vice President for Academic Affairs and Dean of Faculty and Professor of Economics Lori Kletzer, economics major Cody McKinney '11, women's, gender and sexuality studies major Heather Pratt '11 and Psychological Counselor Jing Ye made up the panel.

President William Adams began the event by noting that Women's History Month is a time to "honor and acknowledge the role of women in every aspect of our lives," as well as a time to truly grasp "the distance we still have to travel as a community."

As the panelists presented their perspectives on the intersections of gender and power on the Hill, the event evolved into a forum to address the unexamined issues of gender differences and sexual violence on campus and the silencing and oppression many students feel has surrounded these issues for so long.

Arellano began the panel by talking about the adverse effects of gender inequality. "Gender differences create power imbalances and create rifts within our community," she said. She addressed the progress that has been made surrounding gender equality, but also said that there is still the perception that "gender is something that women have and men don't. Sexuality is something that gay people have and straight people don't. It is these beliefs that show us just how much change is needed."

Arellano remarked on a common misconception among young people attempting to foster change in this day and age, saying that, "mobilization does not equate to organization!" According to Arellano, the key to social activism regarding gender issues is organization. Mobilizing a large

number of people without the proper organization does not necessarily bring that group closer to accomplishing what it has set out to do. "It is about educating, coalition building and making concrete steps toward the changes you want to see," she said.

Pratt built on Arellano's remarks as she presented the audience with findings from her senior thesis concerning sex-

campus chapter of Male Athletes Against Violence (MAAV), which is devoted to raising awareness of sexual assault among the College's male students. "It is all too common for sexual assault to be framed as a women's issue. This is just not the case: in almost every situation, there are two parties involved," McKinney said.

As a member of the men's hockey team, McKinney is keenly aware of the micro-aggressions that consistently occur on campus; he has devoted himself to educating male athletes about the definition of sexual harassment and the negative implications of acts of sexual aggression. MAAV has created a pledge card for members to sign and carry in their wallets. This card is intended to serve as a reminder that "men must hold one another accountable [for violent acts]," McKinney said.

Kletzer shared her personal experience with gender power structures, speaking about her journey to becoming a professional economist in a predominantly male work environment. "I followed in the footsteps of women before me who made some changes that gave me the opportunity to have a true career," Kletzer said.

Ye said that humans have a tendency to put others on a pedestal and attribute power to them that is not justified or merited. Ye argued that this tendency perpetuates existing power structures. "The superimposition of power serves as an obstacle to true connection and disrupts the integrity of the community," she said. Ye encouraged the community as a whole to examine relationships with a thorough eye. She stated that "unexamined relationships...[in particular] prompt us to perceive power where it is unwarranted."

Harris argued that students can only bridge the gap between genders on campus by participating in a process of introspection. By taking the time to under-

According to Arellano, the key to social activism regarding gender issues is organization.

ual assault and silencing on campus. Pratt explained that sexism is a structural practice, which is very much integrated into the institutional and cultural life on the Hill. Silence concerning issues of gender inequality serves to perpetuate homophobia and to create the opportunity for acts of sexual aggression.

Addressing silencing on the Hill specifically, Pratt referred to the double standards that are at the foundation of the campus "hook-up" scene. A man who asserts his sexuality by having multiple partners is revered amongst his peers, but a woman is condemned as a "slut" for doing the same. This shame is evidence of a greater issue of gender inequality.

Even at the College, gender inequality has created a power structure that has led to oppression and silence. But fortunately, Pratt said, "Colby has given us the power to challenge social structures by providing students with the tool of critical analysis. I encourage students to challenge and deconstruct that status quo because activism is a mere extension of our education."

Cody McKinney '11 has successfully risen to this challenge. McKinney is a founder of the

See GENDER, Page 3

## SUNRISE ON THE STEPS



Students gathered outside Miller Library early Saturday morning in St. Patrick's Day attire to celebrate the sunrise together.

## THIS WEEK'S ECHO

[www.TheColbyEcho.com](http://www.TheColbyEcho.com)



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Orth: a journalist and philanthropist

CVC to volunteer in NYC

By MICHAEL BROPHY  
EDITOR-IN-CHIEF

MB: What interests you about studying these larger-than-life celebrities?

MO: For me the most exciting part of working for *Vanity Fair* is if you can go to a large, important country and try to tell the story of the country at the same time that you're telling the story of the personality. For example, I'm hoping to go to Brazil later in the year and Brazil is so on the rise right now, so what you're trying to give the reader is not just the portrait of the person who is in charge, but what is going on in the country that makes it so important for where they are....That's the attraction of somebody like [Vladimir] Putin, or even somebody like Gerry Adams in Ireland, who is so completely controversial. You want to know "why is this person so controversial? What is behind it?"....Then there are amazing celebrity phenomena, like Madonna for example, and then what you're really observing is their drive, and chronicling...what it takes [to be famous].

MB: You have covered a wide variety of stories. What goes into the process of deciding what story you would like to cover?

MO: The basic elements of journalism for me never change; you have to have a lot of energy and you have to have a lot of curiosity....I talk about the EEEEEPP rule: Energy, Enthusiasm, Empathy, Prepared, Polite, Persistent. I really think those are the basic elements going in [to any story]....There are always challenges; a lot of times I've gotten assignments where everybody else has blanketed the story....The challenge is that I am one person. *People* magazine sends 12 people out, or the T.V. stations have huge crews of people....so you have to figure out what is the angle that you can take? In the *Craigslist* murder [story that I covered] for example, I showed how the Internet perpetrated the crime and how the Internet solved the crime....The point is to pay very strict attention and decide "what is the phenomenon here?"

MB: How is interviewing a celebrity different than interviewing a regular person?

MO: One of the things that is so important is to be prepared. One of the ways to get yourself

established early on in the interview so that you understand whether they're going to be able to talk to you or not is giving them clues so that they know that you know a lot going in....I prefer in big stories trying to do the principle figure last so by the time you get to that person everybody else has been interviewed and you have a really good idea of what's going on....If you're hearing something that is surprising to you or catches your interest when the person is answering, you take note of that and follow up on that. I always had the idea that if I was talking to my mother or if I was talking to my friends after I went to see somebody, what would be the first things that I would say?

MB: What was the catalyst that made you want to return to Colombia?

MO: When I went back there just to visit it was because I was asked; the secretary of education asked me could I help them build a model school where kids could compete globally by knowing English and technology and I just said "yes" without any idea about how it was going to be done but I thought "wait a minute, I was here for two years before I was successful, I'm a successful journalist, I can figure this out."....It's really been the most satisfying thing; it's really exciting and it's really creative.

MB: How has your journalistic process changed or evolved since you started?

MO: Now probably you have

to use Facebook to reach people; you have to use the phone a lot less....The media you use has changed; your ability to use Google to find information is more vast, but one of the things that I am very old school about that I think is really important and is not done enough is I don't believe downloading is journalism, particularly in the kind of journalism that I do. If you're going to try to get a portrait of somebody, or you're trying to get and idea of who this person is, you really have to observe the person....you have to be able to talk to people; you have to be able to see people's reactions in person. You have to judge the body language; you have to judge the expressions.

MB: What was the catalyst that made you want to return to Colombia?

MO: When I went back there just to visit it was because I was asked; the secretary of education asked me could I help them build a model school where kids could compete globally by knowing English and technology and I just said "yes" without any idea about how it was going to be done but I thought "wait a minute, I was here for two years before I was successful, I'm a successful journalist, I can figure this out."....It's really been the most satisfying thing; it's really exciting and it's really creative.

MB: How has your experience as a journalist affected your career as a philanthropist?

MO: It's integral, because when you're starting out and you've never done it before, you just apply all the things you go to when you're doing investigative journalism. You go find stuff out, you interview people, you try to put things together. One of the things I wrote about in terms of the Peace Corps is being able to try to fit into any situation. But nothing in journalism prepares you to have to go ask people for money. I hate that [Laughs].

By COLE YAUERBAUM  
NEWS STAFF

Eleven students will participate in a Colby Volunteer Center (CVC) organized alternative spring break trip. This year, the group will travel to New York City to volunteer in various soup kitchens and food pantries throughout the week.

While in New York City, the group will be working with six organizations, including West Side Campaign Against Hunger, a food pantry on the Upper West Side, Part of the Solution, a soup kitchen in the Bronx and B'nai B'rith, a Jewish synagogue on the Upper West Side.

The trip will be "an opportunity for students to spend their spring breaks volunteering and doing community service," Madison Louis '13, one of three co-leaders of the trip, said. Because the nature of the trip requires a serious desire to volunteer, an application process helped decide which 11 students would be accepted to participate.

Larissa Lee '13, another co-leader of the trip, explained, "We

wanted to create a spring break trip focused on civic engagement. Through volunteering, students will have the opportunity to learn about issues concerning homelessness and hunger."

In order to prepare for the trip, participants have been attending academic seminars with Associate Professor of Education Adam Howard, in which they are exploring the "multifaceted nature of social class in the United States," Lee said. In order to build on the themes that they have been discussing, students will engage in nightly conversations about such issues and will keep an online blog while volunteering.

Kelsey Naruse '13, the third trip leader, said, "Our primary goal is for students to become more aware of the prejudices that surround different social classes."

Volunteers will be staying at Our Saviour's Atonement Lutheran Church and Cornerstone Center. "We will be sleeping in sleeping bags and preparing all of our own meals," Naruse said.

A combination of donations and

various fundraising efforts helped cover the cost of the trip for all of the students involved. "We sold t-shirts, had the coat-check [at the winter formal dance], had a raffle, shoveled, the Colby Outing Club waxed/tuned skis for us, we had an online donation site and we made baked goods for friends," Louis said. "Cost played an important role in designing this trip because our intentions were to design a cost-free trip to ensure that students, regardless of their socioeconomic status, would be able to participate."

The multiple fundraising efforts proved successful. "Our goal was to get to \$3000, which we went over a bit," Louis said, and explained that the money raised "covers housing, transportation and food" for the 11 people on the trip.

The leaders believe it's "very important that Colby continues to offer trips like this," Louis said. "Thus, we decided to organize and lead this trip, in hopes that alternative spring break trips become a permanent opportunity for Colby students."

Siege specialist visits Hill

By BENJAMIN COOK  
LOCAL NEWS EDITOR

The department of history brought Dr. Kelly DeVries to the Hill for a presentation on the Sieges of Rhodes in 1480 and 1522. DeVries, who spoke on March 10, is a professor of history at Loyola University in Maryland, a specialist on medieval military history and technology and is commonly featured on the History Channel.

The Sieges of Rhodes were a series of attacks in 1480 and 1522 by the Ottoman Empire, in which the Turkish army attempted to expel the Knights Hospitaller, the Crusading military order, from their walled stronghold, Rhodes, a modern Greek island in the Aegean Sea, is approximately 18 kilometers southwest of Turkey. Its strategic location would have ensured Ottoman control of the Eastern Mediterranean.

Though the Siege of 1480 was unsuccessful, the Turks were ultimately

able to capture Rhodes in 1522 after a six-month long ordeal. However, the Hospitallers were able to leave their headquarters freely. The siege was costly to the Ottoman Empire; around 103,000 Turk soldiers were lost – almost half of the invading force.

Nonetheless, Suleiman I, the reigning Sultan of the Ottoman Empire, counted the siege as a major victory. It increased his Empire's maritime activity between their capital of Constantinople and North Africa.

"[Suleiman I] said he would gladly lose 103,000 more," DeVries said.

DeVries focused his studies on the Sieges of Rhodes through a close examination of the Knight Hospitaller's strong city fortification, consisting of stone walls, bastions and moats. His research was enhanced through fieldwork, maps, photos and diagrams.

"Every historian should use Google Earth," he said. The computer program helped DeVries un-

derstand key structural features concerning the walls and moats of Rhodes, as well as enabled him to locate key geographic features, such as the Tower of the Windmills.

Many historians are interested in the sieges because they believe that the attacks demonstrate an example of revolutionary military technology. However, DeVries argues against the use of such terms.

"[The Siege of Rhodes] is what it was....We don't use terms like innovative," he said.

In conducting a historical analysis, DeVries points out that just as soon as one person calls something "innovative," another piece of technology is discovered from an even earlier time.

DeVries' newest book, *Rhodes Besieged: A Story of Cannon, Stone and Men, 1480 to 1522*, co-authored with Robert D. Smith, is currently in press and is set for publication within the next year.

SGA approves proposal of new drug policy, clubs

By DAN SUNDERLAND  
NEWS STAFF

Student Government Association (SGA) members discussed and passed options approving two new clubs and the new drug policy proposal at the meeting on March 13.

SGA produced a document detailing specific regulations and punishments for illegal drug use on campus. SGA representatives claimed this document will be much more transparent and understandable for students than the previous policy.

The document was written by Vice President Athul Ravunniarath '11 and was based on the current marijuana and drug policy of Pomona College in California. "None of the [schools] that participate in the New Eng-

land Small Colleges Athletic Conference] have a detailed drug policy," Ravunniarath said. While there was some contention regarding the lack of specificity in the definition of "drug paraphernalia," SGA passed the motion. The new drug policy will be recommended to the Colby College Affairs Committee (CAC) which will decide whether or not to approve and adopt it. Communication from CAC has shown that it is receptive to input from SGA.

The other motions approved Colby chapters of two different organizations. The first was a motion by Johnson Dorm President Peter Landsman to approve Students for Educational Reform (SFER), making Colby the first NESCAC college to become a part of this national

organization. "The goal of SFER," club representative Kareem Kalil '13 said, "is to work to close the achievement gap by mobilizing the next generation of leaders in education."

The second new club approved was Asia Business Consulting, motioned by Sturtevant Dorm President Jeremy Torrisi '13. This club is a part of the Global China Connection international organization. "This is actually the largest student-run nonprofit in the world," Victor Chen '12 said. The club's purpose is to coordinate meet-

ings with students who are interested in Asian business and corporate partnerships such as Microsoft, *The New York Times* and J.P. Morgan Chase.

Heights Dorm President Harry Davis '11 expressed concern regarding the overall club approval policies of the SGA. While he supports the adoption of clubs, "It seems that we continue to approve these clubs without expanding our budget," Davis said.

"We just have more clubs and then less money to go around."

It seems that we continue to approve these clubs without expanding our budget.

Harry Davis '11  
Heights Dorm President

Colby College Department of Security  
Incident Report Log

Nature:	Date:	Time:	Location:	Disposition:	Comments:
Alcohol/Drug Violation	3/8/11	12:25 a.m.	Mary Low Hall	Deans Office	Underage, Hard Alcohol, Paraphernalia.
Bias Incident	3/9/11	7:05 a.m.	Roberts Parking Lot	Deans Office, AGs Office	Message written in frost on car windows.
Medical Call	3/10/11	9:41 p.m.	Bill Alford Field	Maine General	Injury.
Trespass Warnings	3/11/11	2:26 p.m.	Athletics	WTVL Police	4 WTVL High School students.
Medical Call	3/12/11	4:25 a.m.	East Quad	Cleared by Delta	Alcohol, 1 student, 1 visitor.
Medical Call/Trespass	3/12/11	4:37 a.m.	East Quad	Maine General	Alcohol, visitor.
Medical Call	3/12/11	4:42 a.m.	East Quad	Maine General	Alcohol.
Vandalism	3/12/11	7:52 a.m.	Alford Apartments	Deans Office	2 Exit signs damaged.
Vandalism	3/12/11	9:40 a.m.	Campus	Deans Office	Several areas tagged with graffiti.
Alcohol Violation	3/12/11	11:48 p.m.	AMS Hall	Deans Office	Open Container, Underage, Hard Alcohol.
Vandalism	3/13/11	4:44 a.m.	Alford Apartments	Deans Office	6 Exit signs damaged.
Disorderly Conduct	3/13/11	4:46 a.m.	Alford Apartments	Deans Office	Alcohol.
Vandalism	3/13/11	8:06 p.m.	Alford Apartments	Deans Office	Vending machine damaged.
Vandalism	3/14/11	1:15 a.m.	AMS Hall	Deans Office	Damaged exit sign.



# Deans explain reading period scare

Change in exam length affects reading period

By LAUREN FIORELLI  
ASST NEWS EDITOR

The Student Government Association (SGA) sent students survey via email on Friday, March 4, asking them to voice their opinions on potential changes to the exam period for the 2011-2012 academic year that were being discussed by the administration. The survey listed different scheduling options for final exams times and reading period.

The discussion of different reading period models began after a faculty motion was proposed to accommodate the option for professors to give three-hour exams.

This survey and the official notice sent out to students by SGA Publicity Chair Justin Rouse '12 with a link to the SGA's March newsletter and a chart of different exam period models prompted a response from many students. Students sent concerned emails to Vice President for Academic Affairs and Dean of Faculty and Professor of Economics Lori Kletzer, Associate Vice President for Academic Affairs and Associate Dean of Faculty and Professor of Economics Michael Donihue and Vice President for Student Affairs and Dean of Students James Terhune.

"We [the students in SGA] were as fired up as everybody else was, so it was...a gut reaction to get the students to react," Rouse said. "We...went into a kind of panic mode, that 'we've got to get students as fired up about this as possible and...tell them to email the deans if they're concerned,' to just kind of put a wall up."

"What we were kind of told is that there are good ways of going about getting student opinion and bad," Rouse continued, "and what Dean Terhune would have rather had us do is wait until the [Academic Affairs Committee (AAC)] had a preliminary conversation...and then [go] to students [for input]."

Donihue stated, "The [exam period models] listed on that worksheet were never meant for distribution in the fashion they were shared. That's not to say that they shouldn't have been shared, but rather should have been presented in a proper context. They are not exclusive and don't represent a final decision at this time."

Both Donihue and Terhune emphasized that any potential changes to reading period are in the stages of preliminary discussion. The College is not yet making an official decision on

whether or not to alter the structure of the exam period.

At a faculty meeting on January 19, according to the meeting minutes, Professor of English Laurie Osborne proposed a motion "to extend the allotted time for final exams" from two hours to three. "The rationale there," Terhune explained, "was very clearly that some faculty feel like 'I can give a better exam...that's a better and more valuable learning experience for my students' in particular...essay-based exams."

This motion was revisited by the faculty at their next meeting on February 9 and several people expressed concerns about the possibility of evening exams, students with two three-hour exams in a row and scheduling for students with learning differences. With these concerns in mind, the substitute motion, "Final exams will be up to three hours long, at the discretion of the faculty member," was voted in.

Under this revised motion, exams can run under three hours, but gives professors the option to administer a three-hour exam. The change in the length of exams necessitated a revision of the exam day schedule. The implementation of this motion—that is, the specific changes that will be made to the exam period to accommodate this motion—was assigned to the registrar, dean of faculty and dean of students.

As the exam period schedule currently stands, reading period is the four days after the last day of classes and the exam period is the six days following. "I think we would have left [reading period] alone," AAC member Andy Estrada '12 said. "One member of the [AAC]...came forth and said, 'wait, if we're redoing the times for finals period maybe we should talk about reading period as well.'"

The AAC will discuss all the possible options for the exam period and exam day schedules. Once they have reached a consensus, the AAC will endorse a model and propose it to the registrar, dean of faculty and dean of students. These three offices will then decide whether to implement that model at the beginning of the fall 2011 semester.

The registrar was asked to develop some potential scheduling models to stimulate the discussion within the AAC. The preliminary document that the registrar created is the chart that SGA linked to its March newsletter. However, Donihue noted, "There are many other permutations of the schedule [not listed on the chart] that are feasible."

The registrar to several criteria into account when making the chart. First, that it should include a couple of options for exam times as well as some workable alternatives to the reading period schedule. Also, in order to allow extra time for students with learning differences, to each three-hour exam block

there needed to be added another hour and a half. Two possibilities included in the chart for exam times were that the exam day begin at 9 a.m. with five hours between exam times and that it begin at 8:30 a.m. with four and a half hours between exam times. Four different permutations of the reading period schedule were also listed on the chart.

During their discussions of scheduling options, both Donihue and Terhune mentioned an interest in looking into how other liberal arts institutions manage reading period. While other New England Small College Athletic Conference (NESCAC) schools have reading periods that range from one day at Connecticut College to five days at Trinity College, Ivy League institutions such as Yale and Harvard give their students a full week to prepare.

Terhune expressed an interest in exploring a more unique schedule. "One of the models that I like isn't even on [that] list...The other way that I would say is ok [is] let's go to Saturday, Sunday reading, Monday, Tuesday exams, Wednesday reading, Thursday, Friday exams, Saturday reading, Sunday, Monday exams." This schedule would maintain the current number of reading days, alternating them with exam days. Colgate University and the University of Vermont have systems like this in place.

Reconfiguring the exam period would require that more consideration be given to other exam period "protections," as Terhune called them. As of now, the protection is in place that no student is required to take three consecutive exams. "If we went to a shortened two reading days and then exams," Terhune said, "we might want to consider also something that says that no student would ever have to take three exams in the first two days." Another possible protection would be mandate that the exam period be exclusively for exams and that other papers and projects would have to be due before the exam period begins.

Deliberation over possible reconfigurations and consideration of these protections makes this discussion of exam period scheduling no simple matter. "It's going to be a complicated conversation," Terhune said. "My understanding of [the chart] was the idea was to put something on paper so we have something to talk about...AAC's basically teasing up a conversation about these things and that's going happen in the next few weeks."

Different conceptions of when the current reading period begins and ends also has an effect on the way in which students view changes to reading period. Many students consider Loudness weekend, the Saturday and Sunday after the last day of classes, as separate from reading period, which they perceive to be Monday and Tuesday.

Should the AAC choose to endorse a model that decreases the initial reading period to Saturday and Sunday only, the culture of Loudness would inevitably undergo changes.

"I think part of the reason for making this change is that they believe that the drinking practices of Loudness weekend are excessive and so this is their way of trying to scale back some of the behavior of Loudness," Rouse said. "It's my hope that the administration is not [saying], 'we need to stop [students from] drinking, we need to stop Loudness.'" Estrada said, but he believes it to be a possible explanation for the administration opening the discussion of altering reading period.

Terhune commented, "We certainly see significant behavioral concerns, particularly Friday and Saturday, in the current construct, so those are things that we worry about for a variety of reasons, [safety] being at the top. But it's also, frankly, not particularly conducive to preparing for exams." He suggested, "you could have Loudness earlier, you know, the week before, two weeks before [exams]."

Four student representatives on the AAC are voicing the opinion that students prefer that reading period remain unchanged and "saying that students do use those four days well and that we need those four days," Estrada said. While SGA elicited students responses without being fully informed of the situation, the deans and the AAC remain open to student input.

"I think a number of the faculty are really sympathetic toward the student views," Estrada said, "saying, 'well, let's hear what students want.'" While Terhune stated, "Listening to students will certainly have a bearing. That doesn't mean that it's going to be a referendum."

Student input can be most effectively gathered through the SGA, Donihue and Rouse seem to agree. But Rouse would like the administration to be more open about the issues they are discussing. "One thing that I would really like to see is the administration...saying beforehand to students 'this is exactly how we are going to collect your input.'"

Donihue suggested that the SGA invite faculty to their bi-weekly meetings, which are open to the entire student body, so students can ensure that their voices are being heard. In response to this idea, Rouse said, "I would love to have an SGA meeting where we invite Dean Terhune and Dean Donihue and...if students would like to come and voice their concerns about reading period, we would love to hear them...and have a real dialogue."

## echo news brief

### Rumors about fraternities increase

Responding to increased student rumors about the presence of fraternities and similar social organizations on the Hill, Senior Associate Dean of Students Paul Johnston sent students an Official Announcement on March 9 that reminded them about the College's policy on such groups.

In the email, Johnston reminded students that "Colby abolished fraternities and sororities in 1984 because, as noted in the Colby Student Handbook, 'they were inconsistent with so many of the fundamental values to which the community subscribes.'"

Johnston wrote that "though the College's stance on fraternities and sororities has not changed for nearly three decades, rumors persist of 'underground fraternities' or 'secret societies.'"

"There's been more of that talk this fall than what we've seen in years past, so the timing seemed right to remind people [of the College's stance]," Johnston said. "It's just a low hum of talk, but not from any particular place."

According to the College's policy on fraternity activity, as Johnston cited in the email, "Rushing, pledging, perpetuating and initiating activities by fraternities and social organizations are strictly prohibited. Anyone engaging in these activities on or off campus, either as a member, recruiter or potential pledge, will be suspended for a minimum of one year and may be subject to additional penalties that could include expulsion."

Johnston wrote that "exclusive, single-gender organizations are divisive and out of step [with] Colby's mission and values." Since he sent out the Official Announcement—which was issued to students only, not faculty and staff members—Johnston has received some positive feedback.

"I had three really quick responses from students saying 'thank you for putting this out,'" he said. Johnston said that the students who emailed him noted that they came to the College because there were no fraternities on campus. In their responses, the students clarified that they "just want to trust that should anything evolve, the school would take care of it," Johnston said.

In the Official Announcement, Johnston encouraged students to "engage in conversation with [their] peers on this topic. It's imperative that we stand together and embrace the notion that no group or organization discriminate against a fellow student," he wrote.

"My hope is that students will begin to talk more about the impact [that] these alleged groups have on the entire Colby community," he said. "If those conversations become a catalyst for action, I suspect some students will want to share what they know about these organizations. The Dean's Office is committed to following up on any information we receive."

Johnston said that "if the rumors [about such organizations existing on campus] are true, then we want to address that...If it's just talk...then it's one of those things that's fun to talk about." However, "if such groups exist and are having a negative impact on the experience of others, then we need to address it, but people need to come forward and talk about what they know."

"If they do [come forward] that's great," Johnston said. He explained that "if students go to whoever these mystery people are and say [that] this isn't cool, [that] this isn't acceptable here...if the community stands up and says, 'this isn't something we want to see in this place,' then maybe it takes care of itself." However, he said, "If people want a more concerted effort, that will be the direction it takes."

—Sarah Lyon, News Editor

# Panel looks to raise awareness on issues of gender, inequality

Audience members concerned about responsiveness on campus

From GENDER, Page 1

stand their own mental and emotional processes, she said, individuals can then mend what is broken in the community as a whole. However, Harris said, "introspection is just a precursor to the larger solution."

After the panelists offered their perspectives on the gender and power dynamics on the Hill, they invited students and faculty in the audience to join in a discussion of these issues. The event organizers opened the floor to questions, which audience members could direct at specific panelists or toward the group as a whole.

PCB Chair Nicole Sintetos '12 commented that she always sees the same faces in attendance at such events. "My question is not 'why are we here?'" It is "why are we here again?," she said. Arellano addressed Sintetos' remark by saying, "We are here because we are not going to stop trying." Sintetos' question set the tone for the rest of the conversation. Many of the audience

members who spoke expressed frustration about the way in which the campus community currently and continually handles gender issues.

"We have wonderful aspirations as an institution, but we rarely hold ourselves accountable. We are too busy putting band-aids on essential issues instead of taking action," Associate Professor of American Studies and Christian A. Johnson said. Johnson Associate Professor of Integrative Liberal Learning Margaret McFadden said, "It is time to make a real commitment to take concrete actions against the structures of oppression that play an active role in the Colby community."

Eli Dupree '13 pointed out that every time he goes to events designed to address is-

sues of gender and racial inequality on campus, such as Campus Conversations on Race (CCOR) and PC coffee, he looks around and sees many of the same people in the audience. "Very few people seem to be truly invested and involved in the true reparation of these issues," Dupree said.

Audience members asked both Adams and Kletzer to address the ways in which the administration plans on effecting change in this area. Adams stressed that the administration considers these issues to be very important, and it will address them "bit by bit and day by day." A student in the audience responded, "Bit by bit is not enough for me."

Kletzer suggested that other events should be held in order to make plans for concrete actions. However, the members of the audience believed it was time to move beyond hosting events to plan other events that may or may not eventually address the issues

at hand. Audience members made concrete suggestions for policy changes that would address the issues at hand. A faculty member suggested that faculty be required to take a gender and sexuality class that would make them more aware and sensitive to these issues. He highlighted that these issues are not only relevant to the student body. Issues of gender difference are central to faculty-to-faculty interactions as well as faculty-to-student interactions.

Barol Dewdney '13, the College's first gender and sexual diversity student resource officer, suggested that the College develop a women's resource center. This center would provide resources for women who struggle with issues of gender discrimination and sexual aggression. Dewdney recognized that the ambitious project would require a large financial commitment from the College, but she emphasized that there was an overwhelming need for such

Harris emphasized the negative impact of a community's silence on its ability to progress.

a center.

Dewdney suggested that students take the initiative to raise funds for the project. However, she also encourages the administration to match the funds procured by students. "A matching system would be a sign of partnership and concrete initiative taken by all parties involved. It would be all around a step in the right direction," Dewdney said.

Arellano suggested that gender issues become better integrated into the College's general academic curriculum. Because students are undereducated on issues of gender difference, the issues continue to exist and negatively impact the community. Integrating these issues into academic departments that are currently removed from this sphere will help spread awareness of gender difference.

Another member of the audience suggested that the administration integrate a gender difference awareness course into the first-year orientation process. In the initial panel introduction, McKinney stated, "When I came into college I thought it was going to be a wild vacation, but I have come to realize otherwise." By incorporating an awareness course into the orientation process, incoming students will enter into the College with knowledge of the sorts of issues that cause divides within their new community.

Harris emphasized the negative impact of a community's silence on its ability to progress, sharing a quote from President Barack Obama: "When anyone is diminished, we are all diminished." Many students and faculty members who attended the panel expressed the sentiment that essential issues of gender inequality on campus are not being addressed and that they are silenced or marginalized in some way. The conversation ended with a plea for the College to take concrete steps toward addressing these issues.

FEATURES

Graduate joins MATCH teaching corps in Boston

By **MADDIE STRACHOTA**  
NEWS STAFF

Tara Davidson '10 has entered the education world as a member of the teaching corps at Media and Technology Charter High (MATCH). The MATCH acronym has been creatively construed as "Many Amazing Teachers Charter High," "My Approach To College Happiness," and "Many Adults That Care Here." These interpretations highlight the important work that Davidson is doing as a MATCH corps member.

Located on Commonwealth Ave in Boston, Media and Technology Charter High school opened in September of 2000 and serves 220 students, and MATCH opened an affiliated middle school in August of 2008. MATCH's mission is "to reverse underachievement, so kids can fulfill their true potential," according to their website. MATCH is a tuition-free, independent public school that receives two-thirds of its funding from the state, acquiring the rest privately. The MATCH program strives to help inner-city Boston students to reach college and to find a successful career after graduation. Because the schools have limited space, students are selected from a pool of applicants through a randomized lottery.

MATCH annually selects students from prominent colleges to work with students in MATCH schools. The corps application

process is rolling from October to May. As of early March, more than 2000 applicants are vying for about 80 spots in this highly competitive program. Davidson, a math major and education minor, was selected from the 2010 applicant pool.

Davidson is currently working in the MATCH middle school with students ranging from age ten to age fourteen. She primarily works with five students: three sixth grade boys and two seventh grade girls. She

Spending two hours a day with these students gives me the advantage of knowing them even better than their teachers.

Tara Davidson  
Class of 2010

spends two hours each day with these students tutoring them in math, reading, writing, social studies and English.

Davidson explained the advantages of MATCH tutoring, saying, "Spending two hours a day with these students gives me the advantage of knowing them even

better than their teachers. I know what subjects they like and don't like, I know what subjects they need more support in, I know what books they like to read, I know what they like to do outside of school and I know a lot about what's going on at home."

In addition to tutoring, MATCH corps members perform other duties within the school such as administrative work and assistant teaching. Along with the highly intensive tutoring of five students, Davidson works as an apprentice teacher in sixth grade math classes, teaching a combination of ninety students.

MATCH corps members undergo two weeks of on-site training prior to the first day of school, and continue their training throughout the year. Corps members brush up on their initial training every two weeks during half-days of professional development.

Davidson said of the support at MATCH, "You get feedback daily, are expected to implement it and you are evaluated on your improvements. As a teacher resident, I will also have support during my first two-years of teaching, which is a luxury not all rookie teachers get."

MATCH and Teach for America (TFA), a national program also seeking to close the achievement gap in the U.S., state similar missions, but they approach their goals differently. MATCH is a one-year program focused only in the sixth through twelfth grade charter middle schools and high schools of Boston while TFA



The MATCH teacher corps focuses on individual tutoring and provides support to new teachers.

requires a two-year commitment and is closely tied to graduate school programs. TFA has 20,000 alumni and is active in 39 regions around the country. TFA corps members go through highly intensive training prior to their two-year commitment.

In November of 2007, the U.S. News and World Report ranked MATCH number 99 on the list of America's best high schools and reported that the school held a 99% college-acceptance rate from

2004-2010.

MATCH's success has led to expansion efforts, including the new MATCH Community Day Charter Public School. The school will open in the fall of 2011 and will serve pre-kindergarten through second-grade students, focusing on teaching English as a second language.

In order to narrow the achievement gap, Davidson works an average of 11-hour days and also works Saturdays as a teacher resi-

dent. Despite the challenges, Davidson says, "While I've worked long hours this year, I always have the support I need, and I've learned a lot as a result of it." She credits the College's education department for introducing her to the importance of teaching for social justice. "Now I'm doing it and I hope more students at Colby will see and experience just how important it is to change the state of our nation's urban public schools," said Davidson.

Spring fashion forecast

Campus experts predict nothing new or original



By **MICHAEL HERRIMAN**  
BLOG EDITOR

As the blanket of snow slowly melts here on the Hill, this spring's fashion trends are already starting to make appearances around campus. Following closely on the heels of this win-

ter's prep school and athletic grunge trends, the spring forecast calls for a resurgence of prep school classics for both men and women, accessorized with a healthy dose irony.

"This season is all about looking the same as last year. It's all about putting in the effort to look like you didn't put in any at all," says Nora Cromwell '11, daily clothing wearer. "It's all about year-round, androgynous pieces like bean boots and lacrosse pinnies, you know? Things you can mix and match."

After the wildly popular salt-stained Uggs and Timberland boot trend of the winter season, the experts' predictions for spring are all about staying the course. "We are definitely going to be still be seeing a lot of Uggs and Tims this season, but we are also going to see a return to the Colby favorite: the boat shoe," says Elliott Ruvelson '13, self-proclaimed ugly-thing-liker. "Needless to say, Sperrys are really a year-round shoe. I am happy to see them make a comeback at Colby."

Although shapeless pieces like Colby sweatshirts and ironically colored Patagonia fleeces are all the rage right now, the prep school trend has manifested itself in a classic silhouette this season that is exclusively for women. "Thankfully, we can look forward to the perennial return of the Tory Burch Flats, black leggings and North Face fleece combo. It's a look that really embodies what this season is about: Maine minimalism and comfort. It's a look that really says 'I just got out of

bed and ran to class,'" says Ellen Wilbur '12, a native of Connecticut and expert online shopper. "It's a great look that anyone can feel comfortable ordering online. Some people are worried that it's a silhouette they can't pull off, but that's just the beauty of it: nobody can."

Such classic outfits stand out with unique, original accessories like dark blue or green North Face backpacks and pearl stud earrings. Liz Davis '12, a Maine resident and clothing owner, says, "It's all about Longchamps bags. I like to buy mine in colors everybody already has. That way if someone wants to steal it, I'll never know. Also, Vera Bradley." Clutch wallets complete with pockets perfect for a cell phone and key card are must-have items. For a special touch, try clipping your College-issued whistle to the key ring.

As for the men on the Hill, it appears as though this season's trends will piggyback off of the previous seasons'. The College's male students express their fashion identities by donning timeless garments like salmon pink Vineyard Vines fleeces, sailboat adorned shades, and chino pants in various shades recalling Easter eggs. Some male students prefer to show their rugged side and strut around campus clad in camoflaue hats, Carhartt pants, and heavy flannels. "You are going to see that guys are going to be wearing a lot of what they were wearing this winter. It's a very exciting time for men's fashion on the hill," says Oli Borgna '11, Italian male.

It's all about year-round, androgynous pieces like bean boots and lacrosse pinnies, you know? Things you can mix and match.

Nora Cromwell '11  
Daily clothing wearer

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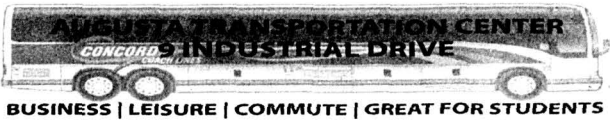
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LV Portland ME	7:30	9:30	11:30	1:30	2:30	5:00	6:00
AR Boston MA (South Station)	9:25	11:25	1:40	3:25	4:25	6:55	7:55
AR Logan Airport MA	9:40	-----	1:25	-----	4:40	7:10	8:10

LOGAN AIRPORT-BOSTON-PORTLAND-AUGUSTA-COLBY COLLEGE							
LV Logan Airport MA	7:20	9:20	12:35	-----	-----	5:35	6:35
LV Boston MA (South Station)	8:00	10:00	1:15	2:15	4:15	6:15	7:15
AR Portland ME	9:55	11:55	3:10	4:10	6:10	8:10	9:10
LV Portland ME	10:00	12:05	3:15	4:15	6:15	8:15	9:15
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WHO'S WHO: MADISON LOUIS '13



Madison Louis '13 has an impressive resume of extracurriculars.

Sophomore serves locally and beyond

By DAN SIDMAN  
NEWS STAFF

Madison Louis '13 is making the most of her College experience. Only a sophomore, the Wellesley, MA native and Grossman resident serves as assistant director of the Colby Volunteer Center (CVC), leads COOT<sup>2</sup> trips and organizes alternative spring break trips to New York City. She is also an active member of the Colby Hillel group and volunteers in the Writer's Center. In addition to this impressive resume of extracurriculars, Louis double majors in international studies and French and plans to minor in anthropology. In her rare moments of free time, Louis can be found running the trails near the Hill. She names the Messalonskee Stream trail, which is located off of Rice Rips Road, as her favorite.

Along with her fellow CVC members, Louis has recently been busy organizing events such as the recent Polar Bear Dip and the upcoming Colby Cares Day. Louis said that the CVC is in the process of planning Johnson Day, a resurrected College tradition in which students spend the day working together to beautify the campus. Louis expressed excitement about her upcoming alternative spring break trip to the Big Apple. She and two other leaders are taking "11 students to New York City to volunteer in soup kitchens and food pantries for the week," Louis said. Louis's fellow sophomores Kelsey Naruse and Larissa Lee, who went on last year's New York City trip will serve as her co-leaders. After last year's trip, "we started trying to figure out how to make it happen

again," Louis said, adding that the three started planning this year's trip in August of 2010. "We're trying to make it more of a permanent opportunity for Colby students."

This past fall, Louis co-led the Camden Hills B COOT<sup>2</sup> trip with Raleigh Werner '11 and Chip Boghossian '12. "It was a really good experience," Louis remarked, "it's so different being on the other side of the equation," she said, referring to her first-year experiences as a COOT<sup>2</sup>er.

The Foss dining hall devotee thoroughly enjoys living in Grossman, which is the College's art and music dialogue house. "It's a small dorm, but I like it there," she said. "There are good kids in there."

Next year, Louis plans to study abroad in a French-speaking country, though she had not yet pinpointed her exact destination. She says that she is seriously considering going to Switzerland. "I'm interested in going [there] because I can speak

French, and also because [so many] international organizations are based in Geneva."

As one might expect from such a highly involved student, Louis cites the school's sense of community as her favorite aspect of life at the College. "My favorite thing about [the College] is the community here and the fact that you can walk across campus and say hi to all [sorts of] different people," she said.

Given the impressive activities that Louis has already accumulated halfway through her college career, it's clear that Louis will certainly continue to leave her mark on the Hill in the years to come.

First lady: Mary Low's legacy

By CHELSEA SONKSEN  
BLOG EDITOR

On a hot and muggy day in 1875, the College's senior class valedictorian stood before the class of 1875 at their commencement ceremony. For one of few times in the College's history, however, the valedictorian was not permitted to address the rest of the graduating class. Instead, the valedictorian merely recited the class prophecy in Latin while the salutatorian gave the address. This unusual arrangement was due to the fact that the valedictorian was wearing a dress. She was the first woman to be accepted to the College, and although she outperformed the 19 men in her class, she was not allowed to speak at commencement. Her name was Mary Low Carver, and she was one of the very first women in the U.S. to obtain a college degree.

Despite the fact that Low has been called "the grandmother of coeducation at Colby," most students only know Mary Low as "the dorm over by Foss." So who exactly was Colby's first female student, and what made the college decide to accept female students after accepting men for 58 years.

In 1871 the College was suffering from dire financial straits. In his book *The History of Colby College*, Ernest Marriner notes, "As the [Civil] War progressed, the financial condition of the college grew steadily worse. In spite of the valiant efforts of...members of the faculty, who turned themselves into door-to-door beggars all over the state, very little money was collected." The trustees knew that they needed to recruit new students, but very few college-aged men in Maine were eligible for admission because they were away serving in the war. In an attempt to rescue the College financially, the trustees decided to open enrollment to women.

The College accepted only one female student the year following this decision, Waterville native Mary Low Carver. Low, the second daughter of Ira Hobbs Low and Ellen Caffrey Low, attended both public school and the Classical Institute. After teaching for three years, Low enrolled at the



Mary Low Carver, the first female student to enroll at the College, graduated valedictorian in 1875.

College. During her first two years at the College, she was the only woman. She stated, "The unmodified coeducational system of [her college years] placed us all, men and women, on terms of perfect equality. We recited and attended all college exercises together and contended on the same terms for all honors and prizes."

Two years after her acceptance, other women began to enroll at the College. In December of 1874, Colby's five female students came together to found the Sigma Kappa sorority. The sorority provided its members with literary and intellectual support, and was an integral part of campus life.

Low graduated as both the valedictorian of her class and a member of Phi Beta Kappa. Although her academic achievements should have secured women's acceptance to the college for years to come, her suc-

cess had the opposite effect. In 1890, only a few years after Low graduated, the Board of Trustees proposed to divide the college into two gender-segregated divisions, and sought different curriculum requirements for female students so as to prepare them for their future roles as homemakers.

Low vehemently opposed the trustees' proposition, which she

viewed as a step backward in the fight for gender equality in education. In a letter to fellow alumna Louise Coburn, Low asked, "We can't change anything, but is it right and best for us to remain silent and readily assent to this?"

Low then composed a sixteen-page document outlining the importance of coeducation.

She encouraged the College's female graduates to sign the pamphlet, and she in fact succeeded in securing about two-thirds of the women's signatures. But the effort

didn't persuade the Board members to change their minds, and the College was segregated by gender until the 1960s.

Aside from this activist effort, Low's life after Colby was relatively low-key. She married Leonard D. Carver of the class of 1868, and the couple had two children, Dwight and Ruby. Dwight died during childhood, and Ruby followed in her mother's footsteps by enrolling at the College and joining the Sigma Kappa sorority.

Low worked at the Maine State Library for 20 years, devoting much of her time to developing a card-cataloging system. She spent her free hours giving public addresses on literature and history and traveling in Europe with her daughter. She lived the last years of her life in Cambridge, MA with Ruby and her husband.

Mary Low's academic success set the bar high for other women, and she demonstrated an unparalleled commitment to coeducation at the College. Years after she received her own degree, she continued to encourage and motivate other women. In a half-century speech at Sigma Kappa, Low urged her sisters to "carry on the light, the little torch we were privileged to kindle so long ago...guard the flame with care...so shall it shine."

The trustees knew that they needed to recruit students, but very few college-aged men in Maine were eligible for admission because they were serving in the war.

Hillside's secret: the quilting club

By EMILY MININBERG  
NEWS STAFF

Looking to stay warm this winter? Eager to get in touch with your crafty side? The College's quilting club first made its debut on the Hill during the '96-'97 school year and has been open to students and faculty interested in the art of the quilting ever since.

According to president of the quilting club Mary Fletcher '13,

"The club is open to anyone who is willing to learn how to quilt, [and] no experience [is] necessary." At the beginning of every semester, the quilting club gets together to work on its first project: a blanket for premature babies born in the Waterville area. Faculty advisors Elvira Gastaldo and Margaret Mundy and several of the more experienced members of the club teach new club members the basics of quilt-making.

"The intention of this project is to get to know the other club members and make sure everyone has the proper foundations to pursue bigger and more complicated projects over the course of the semester," said Fletcher.

Club members receive instruction in a wide variety of quilting techniques. Both of the club's faculty advisors have extensive quilting experience, "the advisors often bring in their own work from home to show us; it's so beautiful," said Fletcher.

After club members complete the baby blanket project, they are welcome to pursue a project of their choice. "A great feature of the quilting club is its ability to tailor (pun intended) itself to your schedule," Fletcher said. Sewing machines and materials are stored in the club's room on the first floor of Leonard; club members are welcome to check out a key to this room at the Security Office in Roberts.

Although the quilting club has always encouraged its members to work on individual projects, it has also organized a variety of collective quilting projects since its establishment. The first of these group projects was the

Pugh Center quilt. Twenty of the Pugh Center clubs received representation on this quilt. Club members designed and hand-stitched each square of the quilt.

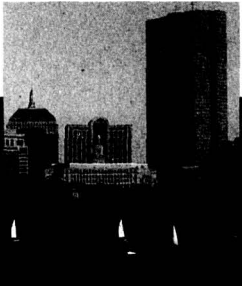
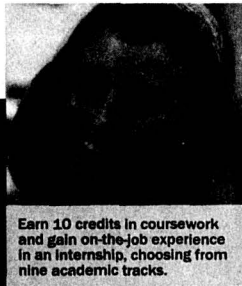
Although Fletcher arrived on the Hill after the club had completed the Pugh quilt, she has still found that community partnership between the quilting club and other campus organizations is important. Currently the quilting club is collaborating on a project with an organization called Male Athletes Against Violence (MAAV). This organization is interested in breaking gender stereotypes that so often plague groups of male athletes. "By joining forces with the quilting club, MAAV is defying gender stereotypes and forming a partnership in an unlikely place, which is nice to see," says Fletcher. MAAV is interested in creating a quilted banner representing its mission, and its members plan to work alongside quilting club members to actualize their vision. "I am hoping to involve the quilting club [in] the College community by doing more charity work [and] partnering up with clubs like MAAV," said Fletcher.

Whether you are looking to get serious about quilting, or you are interested in checking out the members' work, the quilting club is always open to new members and welcomes anyone who is interested to stop by the club's Leonard lair on Mondays from seven to nine PM.

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# OPINION

## If it ain't broke, don't fix it

**W**e at the *Echo* would like to officially join the public student outcry against the proposed changes to the reading period and exam schedule. For specifics on the proposed changes, please see "Deans explain reading period scare" on page three in news.

Even though the changes allow more time for in-class exams, students writing papers rely on the reading period to complete much of their work. We feel the current time allotted is sufficient, and we don't believe there is a large learning benefit to adding this extra hour of exams, but we do feel there would be a great stress increase. Since preparing for exams is an extensive process, the longer, continuous reading period also allows students the opportunity to attend their professors' office hours, form study groups and manage their study time more autonomously.

One of the arguments in favor of shortening or moving reading period is that the long Loudness weekend encourages dangerous drinking. We counter that the cause of any excessive celebration at the end of the school year has much less to do with having Monday and Tuesday off, and much more to do with the inherent joy of having finished school and students' desire to want to spend one last weekend out with their friends before parting ways for the summer. While partying obviously does not help academic performance, we think it is safe to say that the Colby community should continue to focus on working to change how we drink, rather than having decisions handed down from the administration about when we drink.

We do not feel that there is anything wrong with the current system from a student perspective, and changing the process has much more potential to cause problems and make exam period even more stressful than it is already. We understand that some professors feel there is a benefit to adding additional time to exams, but the student sentiment on campus appears to be overwhelmingly against making any change. Therefore, given all of the other problems the College could currently be addressing, unless there is an even more overwhelming advocacy from all academic departments and the administration and faculty are able to produce convincing evidence that the benefits of changing the reading period and exam schedule (neither of which we believe has happened), the College should leave this issue alone and focus its attention on more pressing issues.

The most positive thing we can take away from this situation is the active response students have taken. Many students have sent concerned emails to Vice President for Academic Affairs and Dean of Faculty and Professor of Economics Lori Kletzer, Associate Vice President for Academic Affairs and Associate Dean of Faculty and Professor of Economics Michael Donihue and Vice President for Student Affairs and Dean of Students James Terhune, and the Student Government Association (SGA) has already actively solicited student input on the changes. We encourage students who are still upset by these proposed changes to continue to make their voices heard.

—The staff of *The Colby Echo*

## THE COLBY ECHO

PUBLISHED BY THE STUDENTS OF COLBY COLLEGE SINCE 1877

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The *Colby Echo* is the weekly student newspaper of Colby College in Waterville, Maine. The paper is published every Wednesday that the College is in session. Students are strongly encouraged to contribute and should contact the editor(s) of the section(s) they are interested in working for in order to learn more.

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The *Echo* encourages letters from its readers, especially those within the immediate community. Letters should not exceed 400 words and pertain to a current topic or issue. However, the *Echo* reserves the right to run longer letters. The *Echo* also reserves the right to edit submissions for grammar and clarity and may choose not to run a letter. The *Echo* will not, under any circumstances, print an unsigned letter.

Letters are due to the *Echo* by noon of the Sunday preceding the publication date. They should be submitted via e-mail to damcgreg@colby.edu and be in a text-only format.

### OPINION PAGE

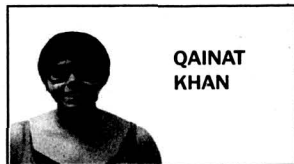
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## A lesson for the College fishbowl



QAINAT KHAN

*"And I submit that this is what the real, no bullshit value of your liberal arts education is supposed to be about: how to keep from going through your comfortable, prosperous, respectable adult life dead, unconscious, a slave to your head and to your natural default setting of being uniquely, completely, imperially alone day in and day out."*

—David Foster Wallace, author and all-around incredible human being

Many of us came to college because it is the only available option for us. Think about that sentence. Think about the massive amount of privilege inherent in the statement: college is your only option. Conversely, some of us fought, kicking and screaming, for the opportunity to attend college because we recognize the privilege of having that education. Junot Diaz, at his inspiring speech last Thursday for SHOUT weekend, said that one percent of the world has the privilege of going to college.

It also reminded me of Angela Davis' lecture for SHOUT weekend last spring who said the logic of incarceration, of creating docile bodies stripped of their will and autonomy, has permeated out into educational systems. Diaz also spoke to this troubling trend in education, distinguishing between "accreditation" and "education." Accreditation, according to Diaz is going through college with your defenses up, never challenging yourself or your convictions and getting your degree: the piece of paper that will open up a world of material resources but leave you profoundly empty. Education, Diaz said, is going to college, opening yourself up to becoming confused and lost, finding your bearings and emerging a radically transformed person.

I want to add another layer to Diaz's distinction, and I think it is something young people think about and are paralyzingly afraid of. It is abstract and might

sound really dumb and pretentious here, but it is something that Wallace (quoted at the very beginning) is trying to get at: how does one lead a compassionate life?

Hopefully, you will have a lifetime of education with regard to that question, but I think some lessons can be learned from your time on the Hill. But that involves evaluating honestly and critically why you came to Colby and what you do now that you are at Colby.

I remember being in my Constitutional Law class with Professor Reisert (whose class was wonderful and who himself is excellent, which means something com-

**Given Colby's small size, it is the perfect place for you to develop your awareness.**

ing from a raging Marxist). I forget the larger point he was trying to make, but it came down to asking the class why do you come to class? From a rather disengaged student came this train of thought: I come to class so I don't fail. I don't fail so I can get my degree. I get my degree so I can get a good job. I get a good job so I can make money. The logic ended there. Whether this student was saying shit just to say it, or whether this is actually why this student came to college is beside the point. The point is that there is something unbelievably dehumanizing and troubling about this kind of apathy. The sad part is that this is a logic that is fed to us and we believe in.

To be successful, happy and well-adjusted, we are told, we need to have money to buy stuff that will fill any existential void. This logic promotes a deep and uninterrogated selfishness: you are worshipping at the altar of the self. It asks you to turn inward and not care that this kind of material bliss is available to a small, privileged segment of society. Your goal in life is to belong to this materially blessed segment of society and everyone else's suffering is not your concern. College becomes just a means to this goal. You become a docile body, another cog in

the vast, undifferentiated framework of global capital.

If that sounds bleak, it should. However, this is not always the case. The hastily organized "Gender, Power and Community" panel this past Wednesday reminds me that there are students on this campus who are incredibly concerned with other people's ability to be happy on this campus. These students have an investment in other people on a profoundly human level.

I posit then, that a way to combat the dehumanizing logic of the self is to actually give a shit about other people, especially people you would never usually fraternize with. Recognize your shared humanity. Given Colby's small size, it is the perfect place for you to develop your awareness and exercise this muscle, this capacity to care.

If you're a government major, take a Women, Gender and Sexuality Studies (WGSS) class. The ways in which gender and sexuality work in politics are quite fascinating and will deepen your understanding of your major. If you've never really thought about social justice issues on this campus, attend a PC Coffee event. If you're a WGSS major, take an economics class. Critiques of capitalism are easy to make, but actually understanding how the market works will help you in your quest for social justice. If you're straight, go to a Bridge meeting. If you think all feminists hate men, attend a Feminist Alliance meeting and have this misogynistic thought debunked. If you're a woman or man who holds stereotypes about male athletes, attend a Male Athletes Against Violence meeting. If you think classical music is dumb, attend an orchestra concert. If you think football is dumb, attend a football game. Try to fathom the passion these students have for their craft.

We freak out about the hard alcohol ban because it gets in the way of our sense of entitlement, the taken-for-granted and wholly disgusting thought: I should be able to do whatever I want. If we could marshal the kind of broad-based passion that the hard alcohol ban elicited in the general student body and apply it to issues of social justice or issues that require empathizing with someone unlike yourself, think about how transformative that could be.

## Valuing community here at Colby



JULIANA HAUBNER

When I visited to Colby for the first time, I was told that this community valued acceptance, tolerance and unity. While in the last month or so, events have demonstrated deplorable behavior, I don't think all is lost. Proof of this came in the overnight contribution of forty messages to the Civil Discourse this week. The overwhelming response of "Hate is not a Colby Value" shows that students have not been and will not be defeated by the presence of intolerance on the campus, whether it is concerning gender, race or sexuality.

As I scrolled through the discourse on March 11, I was surprised to see the words "Hate IS a Colby Value" amongst the other posts that claimed differently. This point of view (written by Eli Dupree, whom I applaud for his bravery in submitting it) was more focused around the fact that we classify the severity and intention of attacks similar to what happened last week according to the perpetrator's sobriety. Lately, we've become engrossed in a culture of "blame it on the alcohol," which essentially lets people off the hook for things that would be otherwise seen as inexcusable.

The U.S. Department of Education estimates that 50 to 80 percent of violence (physical/sexual assault, destruction of property and verbal abuse) on campuses is motivated by alcohol. This is something that should not surprise any of us. The real problem, in my

opinion, is that on a Sunday morning when the events of the previous night are being retold, any negative experience will be followed up with the expression, "Well they were drunk, they didn't know what they were doing, it wasn't their fault." Clearly, a standard needs to be set, not necessarily on the administrative level, but on the student level. Peer judgment and reaction often speaks louder than any punishment that can be given.

On this campus, letting attacks on individuals or groups slide on this cam-

**Colby is like a bubble; we tend to project the life style we have here onto the outside world.**

pus is doing nothing for our development and our growth into adults. In fact, it shows those who commit these offenses that intoxication is a justification, not a condition. It's been said many times this year that Colby is like a bubble; we tend to project the lifestyle we have here onto the outside world, and the ugly truth is, what can be found out there is not the same as what we find here. If you're at an office party, tipsy from one too many glasses of punch, and you make a comment about a certain group or person, no one is going to think it's funny. No one is going to excuse it by saying that you weren't completely sober. I hate to say it, Colby, but intolerance does not just materialize when a beer gets in

your system. I despise cliches, but it's a classic case of "sober thoughts, drunk words." This is something we're taught in middle school health class: alcohol won't change behavior or opinion, it will only magnify it. Setting the example here that there are no consequences for inappropriate behavior, regardless of sobriety, sets us up for more problems in the future than it's worth. If we can't stand up to someone and say, "that is not okay" now, who's to say we can do it later?

For the record, this is not an attack on any individual or group, and saying that consumption of these substances should not happen at all is both unrealistic and unfair. We complain about the drinking age nationally, and the hard alcohol ban on this campus, but if as a community and a generation we cannot hold ourselves accountable for our actions that result from our drinking, we shouldn't be regarded as responsible enough to drink in the first place.

Colby, we are at war. It's a battle that began long before we were born, and it's one that has the potential to still be here after we're gone. Fortunately though, it's a battle that we know must be fought, and we know that we have to win. We are a part of a generation that's supposed to be more accepting and compassionate than all the ones that have come before us. We have been given the opportunity and the privilege of being at a school that has the reputation of creating people that will change the world. Let's put that expectation to use. Instead of watching and condemning behavior, let's change it. I have seen the power that we have when we put our minds to something, and I have the upmost faith that we can take this, learn from it and make it better.



# Saving face by leaving Facebook

GORDON LESSERSOHN



I'm going rogue. I'm going MIA. I'm (temporarily) retiring my Facebook self.

While I hesitate to say that I was addicted to Facebook, I would admit that most of my time spent on the computer was spent flicking around Facebook and fantasy baseball websites (which I might argue is a more dangerous addiction, but that's reserved for another article).

Anyway, I decided to pull the plug on my Facebook earlier this week, sort of on a whim. I had thought about deactivating my account for a little while now, but only I recently got enough courage to do it. It all started when some of my friends deemed me a Facebook "expert" and said that they could always count on me to respond with a prompt comment to their own posts. A newly added "friend" told me that she was excited to finally be able to "read my infamous status updates." Well, quite frankly, I don't want that reputation! So I'm going cold turkey. No Facebook till the end of Lent.

I'm fairly confident that I can make it, but what will happen to my social life? Facebook chat has become a staple of communication with my best friends on campus. Hundreds of times, I've found myself sitting on my computer with Facebook open when I suddenly get a message from one of my friends asking "Bobs, 5?" or "want go play some basketball?" Sure, texting would be a pretty easy replacement for chat, but it's even easier to see that your friend is just sitting on his or her

computer and is therefore more likely to want to do something.

Then there is the infamous phenomenon of Facebook "stalking." Think of all the times you meet someone one night, and then once you get back to your dorm, you log onto Facebook and search him or her on Facebook. This probably happens more often with someone you have a romantic interest in: you check their page to see if they are single or just going through their pictures to see if they are actually cute. I know many of us can admit that we spend a lot of our time procrastinating in the library just "stalk-

ing" people on Facebook, and that's just kind of sad. You'll have to hang out with me! Instead of spending an hour "getting ready to work" at the library browsing around Facebook, I can just get right to work! No more "Facebook official" relationships. No more artificial friendship. I know it makes me sound mean, but I could probably survive without about 500 of my 700 or so friends. I never interact with them anymore and some I've never even talked to. Instead of being fake friends with hundreds of people, I can become that much closer to those that I really care about. I'm excited to go back to what friendship meant to me before 9th grade.

I often wonder how I let Facebook take over so much of my time. Why was it so addicting? I've come up with some answers. The first one is something I sure hope I'm not alone in thinking—I'd often go through my own Facebook thinking how other people would view my Facebook page. I picked profile pictures based on which pictures would get the most "comments" or "likes." I would create Facebook statuses or comment on other people's posts for no reason. Yeah, that "like" gave me a five-second confidence boost, but after that, it was completely meaningless.

I'm sure many of you feel that giving up Facebook for 40 days is no big deal and that you could all do it too. And I'm sure most people at Colby could do just that. I'm not trying to start some noble cause—far from it. I simply want to prove to myself that I'm not addicted to Facebook. I want my "Facebook friends" to know that there is more to me than a witty Facebook post.

As I look out across the first floor of Miller library, I see Facebook on screen after screen. But for the near future, I won't be one of those screens. Despite being off the electronic "grid," I already feel more connected to those people that I truly care about.

**That "like" gave me a five-second confidence boost, but after that, it was completely meaningless.**

ing" people on Facebook, and that's just kind of sad.

So, now that my virtual self is dead, I am excited to see if my friendships become more genuine and personal. No longer can people say we are not friends in real life because our friendship is Facebook official. Or, will my lack of a Facebook do the opposite and force people not to bother getting to know me more because they couldn't find me on Facebook and figure that I'm just some anti-social weirdo? Only time will tell. Maybe nothing will change. Maybe I'll just find that I have one less distraction on the computer and will get my work done that much quicker.

But I'm really excited! Instead of "getting to know me" through Facebook,

## OUR F-ING LIVES

# Competition among women



CHELSEA SONKSEN

It was four o'clock at the Harold Alfond Athletic Center. Prime exercising time. And it was even more packed than usual. Everyone must have been in a last minute crunch to get a Bahaman beach bod.

After waiting in line for 20 minutes to get a treadmill, I finally settled into my workout. The place was chaotic, but I stuffed my headphone buds in my ears, stretched out a little and started jogging. It wasn't long before I noticed that the girl on the treadmill next to me kept peering over at my machine. I was confused, and looked down to see if maybe the treadmill was beeping or being obnoxious. No, that wasn't it. Then she adjusted her speed. She pushed the "up" arrow until she was nearly sprinting. Her feet were absolutely flying. Ambitious, I thought.

After I finished my warm-up, I increased the speed on my own machine a bit. When I pushed the button, the treadmill beeped as the speed increased. My neighbor's eyes darted back to my machine. Suddenly she was increasing her pace yet again. I honestly thought she might end up flying off the back of the treadmill. Nobody can sustain that kind of speed. But she kept it up for the entire workout. Every time I increased my speed, she increased hers as well, always staying just a little bit faster than me.

It's not the first time I have seen an incident like this occur at the gym. In fact, it happens fairly often. Girls eye each other down from their elliptical perches. They seem to watch carefully to see what the other girls do for a workout, and then this becomes the standard that they have to "beat." It's a perpetual competition.

A few days earlier, I overheard a conversation in the changing room. It went roughly as follows: Girl 1: "Did you see how much I ate at lunch today? Seriously, I was so hungry. And I had two scoops of cake batter ice cream. I couldn't resist." Girl 2: "Don't even worry about it. Just stay on the bike for like a half hour longer or something." Girl 1: "What did you have for lunch?" Girl 2: "Grab and go... I think. Can't remember. Girl 1: "So you are just going to have a short workout? Ugh, I'm so jealous."

It's a conversation I have heard in various forms all over this campus. Girls vying with each other to see who can eat the least, who can work out the hardest, who can have that beach bod all year round. I hear girls judging each other's diets, workouts, and body shapes far more often than I hear guys judging the girls. We are each other's harshest critics. We wear each other down, and, in doing so, we create an environment in which we wear ourselves down every day.

That's why the signs that were put up around campus last week made me so happy—they were such a divergence from the norm. There was an index card on the door of the girls' bathroom in Miller that read: "Hey there beautiful, just making sure you know that." The sentiment made me smile. How often do you hear girls complimenting each other, especially girls who don't know one another? We certainly know how to criticize, but to complement? Sadly, that seems like a foreign concept.

Imagine the atmosphere we could create if we incorporated the mindset of the Women's History Month activities into the way we approach every day. If every female student on campus made an effort to cooperate with, and support other women instead of constantly competing, our lives would be altered more drastically than we can even imagine. So how about we give it a shot: if for no other reason than because it doesn't harm us at all to try.

# To all aspiring literary geniuses

DAN SIDMAN



I've been thinking lately (and just three words and one colloquial contraction, in I've already made the fallaciously presumptuous assumption that you give a damn what goes on in my head) about the utility of unhappiness, the creative power of pain. Look at all great artists throughout history, any individual responsible for any really moving or momentous piece of art be it in literature, music or another medium, and invariably these people possess a tremendous amount of inner anguish or drug or alcohol problems that seems bound up with their artistry. It must be bound up with it; it seems far too ubiquitous a feature of creative geniuses throughout history to chalk it up to mere coincidence that so many of them have such internal strife, that so many of them have such a pronounced dark side of their psyches. Inner pain or drug or alcohol addiction seems a necessary feature of impressive artistic ability; creative genius appears to be a sort of double-edged sword.

Look at the lives of some of the great American authors. Virginia Woolf killed herself. William Faulkner drank his ass off. Ernest Hemingway drank his ass off and then killed himself. Jack Kerouac killed himself by drinking his ass off.

Look at great comedians throughout history. Reading George Carlin's recent autobiography reveals that he had his fair share of struggles with the bottle, and Richard Pryor got high enough freebasing cocaine and drunk enough on 151-proof rum that he literally lit himself on fire.

John Belushi, the cherubic, fun-loving clown best known for his work on Saturday Night Live in the '70s and for playing the role of "Bluto" in Animal House, syringed a speedball into his arm and died in a bungalow at the Chateau Marmont in West Hollywood after a fast-paced, short-lived life of astounding drug abuse.

Conversely, look at Dan Brown. The man makes an ungodly amount of money off of his book sales and the accompany-

ing film adaptations, but nobody makes the argument that Brown puts out good literature. His works might be entertainment, but they certainly don't count as art, and I'm saying this, I feel, with as little English-major snobbery as possible. Nobody talks about the beauty of Brown's prose. And I'm sure Brown is as happy as a clam.

Just look at the image of him on his Wikipedia page. Look at that confident comb-over, that black turtleneck, the tan power blazer and that prominent cleft chin. I haven't seen a more content-looking man in years. Look at the look on his face. That's the look of a man who attended Phillips Exeter in New Hampshire, then played squash and was a frat brother at Amherst, then went on to churn

**Inner pain or drug or alcohol addiction seems a necessary feature of impressive artistic ability.**

out a series of mediocre-at-best books that became international bestsellers. You're right, astute reader, I don't fully know Brown's internal state. Maybe he too is deeply troubled like these other authors I've mentioned. But then his Wikipedia page informs us that after leaving Amherst, Brown briefly pursued a musical career, releasing a self-produced cassette of children's music on which he played synthesizer called SynthAnimals, featuring song titles like "Happy Frogs" and "Suzuki Elephants." Yes, nothing quite says "gifted but troubled" like a song called "Happy Frogs."

So what's my point? I guess my point is that pain seems to have a purpose. Happiness never leads to fantastic art, pain does. Nobody feels fuelled by contentment to produce great, groundbreaking art. Great artists and performers have an innate ability to synthesize (sorry to recall Brown's no doubt atrocious children's album) their pain into something that resonates with the people who consume or view their work, something that resonates with the pain of their audience and provides a means of expressing and articulating

what the people themselves feel. Unfortunately, with this innate ability to channel one's pain into creative outlets seems to come large quantities of pain for the artist.

So what does that say for young aspiring writers and artists out there? Well, it says that if they are at all serious about their chosen craft they had better start developing some serious emotional, psychological or substance abuse problems if they don't already have them. Should they be worried if they don't feel quite troubled enough? If they have some days of unmitigated happiness, should they be concerned that their artistic goals might be in jeopardy? Should hopeful young painters maybe start thinking about cutting off part of their left earlobes in a brothel if they have a few too many days of consecutive happiness?

To all the above, I answer with a resounding "yes." If you're not in pain, you had better get cracking on that. Affecting a troubled disposition heightens other people's perceptions of your artistic and creative abilities tenfold.

Let's do a quick thought experiment to illustrate my point. Picture me sitting here writing this article drinking chocolate milk and typing fastidiously away on a MacBook Pro in the library, pushing the Scotch tape-guarded bridge of my glasses back up on my oily nose whenever my spectacles begin to slide down. Now picture me sitting here with a tumbler brimming with Jim Beam beside me, hammering away on a Royal typewriter with a lit cigar clenched savagely between my teeth, a rail of cocaine lined up on the space bar and a loaded gun lying out on the table.

It's subtle what I've done here, but I'm sure you can see the difference between the two scenes, and can also see how much credence the latter imagery lends to my artistic abilities as opposed to the former. My point is: how will people ever take you seriously as an author unless you're found lying on the streets of Baltimore, Maryland, rendered delirious by a combination of epilepsy, rabies and alcohol like Edgar Allan Poe? If you want to write like Poe, you had damn sure learn how to party like him. If being profoundly troubled isn't your cup of tea, put down the opium pipe, go get a comb-over and join Dan Brown in writing Hardy Boys books for grown ups. I'm sure he'd be happy to have you.

# Thoughts on oral sex

SONIA MAHABIR



"I equate oral sex to kissing." She said it so confidently that no one in the room could actually think of a reason to disagree—"both involves the mouth, so how could it be any different?" I'm amused and amazed by the politics of oral sex. How can a woman be forced to give oral sex? Why do women feel guilty for receiving? Why do men expect it? Should you use protection when having oral sex? And is it even sex?

Forgive me for the hetero-normativity of this opinion, but I don't know enough about the power dynamics in LGBTQI relationships to tackle oral sex in that realm, and I am also not seeking to imply that anything I write cannot happen to a male, I just don't know—if you do please do share. Last year, *Echo* writer, Lindsay Putnam conducted a survey on oral sex to determine how students on the Hill feel about the mouth on genital act, and 218 students responded. The article reports: "Only 30 percent of those participants felt that oral sex should be considered sex."

Sixty-three percent of students also responded that they would be more likely to engage in oral sex than have intercourse during a first-time hook-up, while 37 percent said they would be less likely or just as likely to engage in oral sex as they would be to have intercourse." The article continues to list the dangers of oral sex, the somewhat complicated emotional detachment associated with oral sex and the deluded satisfaction and pleasure roles. But a year later, it seems that oral sex politics are still frustrating the females (and perhaps the less vocal males?) on this campus.

I'm going to clear this up right now: a female can definitely be forced to give oral sex. If she does not feel she has any other option because her reputation is on the line, or the male is physically bigger than her (and thus intimidating, even if it's unknowingly), or she is too drunk to actually process what is happening, it counts as forced oral sex and it can be considered sexual assault by Maine Law.

She may not understand what happened but it can be traumatizing. I have a friend that transferred after our first-year after it happened to her. Back then, I had no clue what she meant but then I learned how often it happened here so I began to talk about it. Men, if she really wants to have oral sex with you, wait until she's sober (the law does state that consent cannot be given drunkenly). Women, if you really want to have oral sex with him, great, but make sure it's what you want to do (and vice versa!). Everyone, it's never okay to use a woman's sexual freedom to bring her down—this is a double standard that does not happen to men as frequently. Some students here worry over what stories are shared in the locker room, over the dining room table, and through text messages, if they do or don't engage in the act. It's not fair, but we cannot give up or give it up just because we think if we don't our reputation is sunk. We are making what should be a pleasurable and intimate act—scandalous.

Men, if she performs oral sex for you, she's giving you a gift. Don't say thank you, she's not a whore, but respect her. This is not something for you to judge her on with your buddies. If she's good—don't let them know so they can have a "go." If she gives it up—then that doesn't mean she's easy. Remove slut from your vocabulary. Oral sex is a lot more enjoyable when there is a sense of respect and trust between both parties.

The female orgasm is important; so ladies, please don't feel guilty for receiving. There is a lot of negative energy and a taboo nature associated with the vagina but that ends today. Be proud of who you are and the power that you have. Slap on that dental dam, and let go at it. Both parties should always wear protection for oral sex—even though it seems bothersome, brushing your teeth and Listerine isn't enough, you just never know what's out there.

So now, the only question that remains: is it even sex? I don't know. That's your personal opinion. Both kissing and oral sex involve the mouth, great, but one of the mouth's main capabilities (that we're lucky to have) is speech. So talk it out, with that lucky someone, your significant other, a friend, your team, someone in the health center, or anyone you trust. We're in 2011, there's no reason for silence. Empower yourself.

# FORUM

## THURSDAY

**Men's Lacrosse vs. Plymouth State**  
Bill Alford Field  
4:00 p.m.

**Women in the Spotlight Series:  
The Common Good**  
Lovejoy 215  
4:00 p.m.

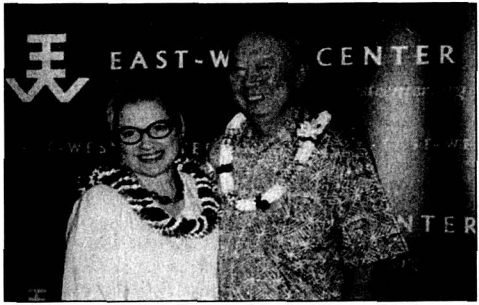
This panel will explore the ways that women contribute to Colby, our professions, and local communities through service work of "institutional housekeeping." Speakers include: Catherine Bevier, Associate Professor of Biology, Benedicte Mauguire, Professor of French, and Margaret McFadden, Associate Professor of American Studies; Christian A. Johnson Associate Professor of Integrative Learning.

## FRIDAY

**Women's Lacrosse vs. Tufts**  
Bill Alford Field  
5 p.m.

## WAIT, WHAT?

The Gallup-Healthways Well-Being Index reported the happiest person in America is a tall Asian-American male, observant Jew living in Hawaii, earning over \$120,000 per year running his own business, and married with children.



www.nytimes.com

**HAVE A WONDERFUL SPRING BREAK!**  
*Be sure to check out these Women's History Month events after the vacation!*

**Thursday, March 31st: Lunchtime Talk, "We Don't Need Your Protection, We Need Your Support: Men as Allies" 12:15 p.m. in Dana Fairchild**

**Monday, April 4th: Campus Conversations on Gender 8 pm in Pulver**

## THE HOLIDAY THAT MUST NOT BE NAMED



In the most anticipated holiday of the year, hundreds of students gathered to watch the sunrise.



Looking towards the quad beneath the green mass of students, a smaller group enjoyed the snow.

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## STUDENTS IN THE SPA

What's your favorite memory of this weekend?

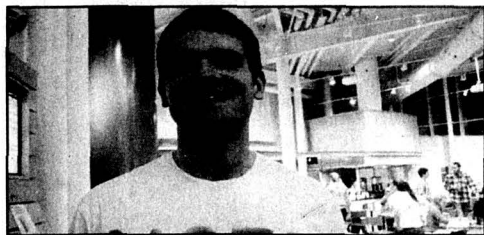


"The potatoes in Dana made me feel real good."

— Carla Aronsohn '13

"Throwing snowballs at drunk kids on the steps."

— Dave Lowe '11



"Watching the sunrise."

— Lia Engelsted '11



"My 3:17 am text message: this is your rage o'clock wake up call."

— Gordon Padelford '11



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## THIS WEEK'S FORECAST

www.weather.com



Partly Cloudy

HIGH 49 LOW 36

THURSDAY



Showers

HIGH 50 LOW 30

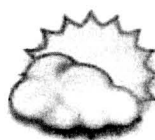
FRIDAY



Showers

HIGH 47 LOW 27

SATURDAY



Partly Cloudy

HIGH 43 LOW 26

SUNDAY



Showers

HIGH 47 LOW 30

MONDAY

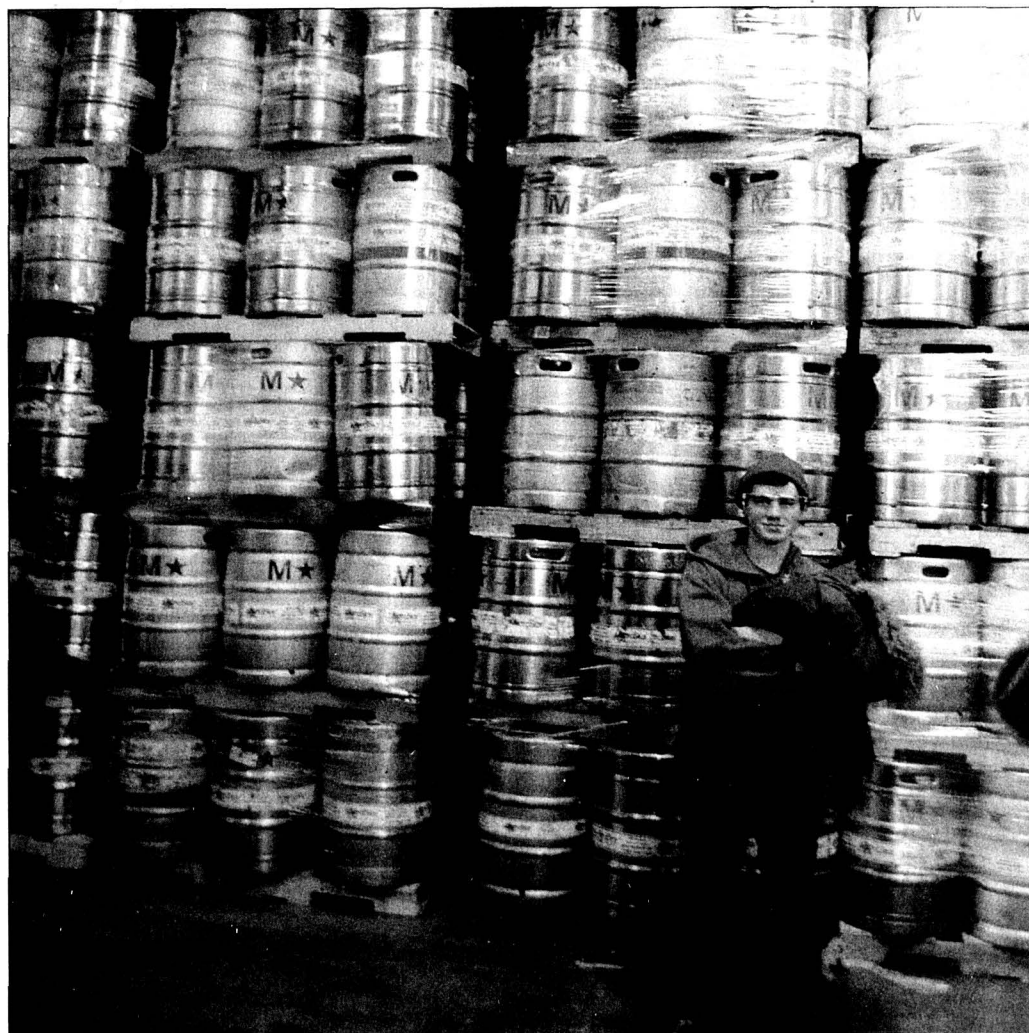


Showers

HIGH 46 LOW 30

TUESDAY

## GETTING OFF CAMPUS TO THE ALLAGASH BREWERY



Sam Deeran '12 beamed at barrels of freshly brewed beer on a recent tour of the Allagash Brewery.

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# ARTS & ENTERTAINMENT

## Coulter's novel staging gets physical

*Stravinsky's L'Histoire du Soldat undergoes a transformation*

By QAINAT KHAN  
A&E EDITOR

Assistant Professor of Theater and Dance Todd Coulter described his approach to Stravinsky's *L'Histoire du Soldat* as "play." Certainly it showed in Coulter's direction of the thoroughly entertaining and novel production. Featuring the Donovan Ensemble (Johnnie Niel and Joseph Kolbow) in the role of the Devil and Soldier respectively, and Sara Mulry from the dance group Kinetic Architecture as the princess, the multi-media performance tells a quasi-Faustian fairy tale.

*L'Histoire du Soldat* combines elements of musical theater and ballet. The libretto by C.F. Ramuz is translated into English, delivered as rhyming couplets. Although most of the action is narrated by an onstage narrator, the three actors have short dialogue portions.

The simple plot involves a soldier coming home for leave, trading his violin, falling in love, outwitting the Devil, but then finding out the Devil still has the upper hand. It ends with the princess falling into a deathly sleep and the soldier being dragged to Hell.

In keeping with the fairy tale aesthetic, bold, single colors came to represent certain characters or moods. When the entire stage was bathed in red, the audience was aware the Devil's treachery was afoot. Similarly, the



The Soldier (Joseph Kolbow) and the Devil (Johnnie Niel) face off in the fairy tale, *L'Histoire du Soldat*. Taking the form of musical theater, Stravinsky provided a complex score for the narrative.

props were two dimensional, cartoonish drawings, like cardboard cutouts. The audience responded very well to these choices, laughing at the flat props.

The actors had great chemistry together, responding to each others' gestures and manipulations of space. For example, when Kolbow wakes Mulry with his violin, the musical directions are "first stiffly." Kolbow mimed pulling up Mulry from her prostrate position, and she responded to his gesture with mechanical, slow movements, moving upward as his arm moved upward.

Mulry is a beautiful dancer, with a great sense of musicality and timing, when to give and take in response to the music. I thought she looked especially beautiful when partnering with Kolbow. Although not strictly a ballet, Mulry utilized tradition-

al balletic gestures with a beautiful sense of line and form.

Niel brought a great camp element and highly physical aesthetic to the number of disguises/characters the Devil employs, to great humorous effect. The costuming was greatly exaggerated, again to fit the fairy tale aesthetic. As the buxom maid, he played up the hilarious effect of his highly exaggerated contours (for lack of a better word) performing a ridiculous and exaggerated femininity. As the Devil his costume was a red skintight suit with strange bulbous joints.

In the climactic fight scene with the soldier, Niel would jump on top of Kolbow and hiss. All of this was slightly grotesque visually, very funny and carried a homoerotic subtext, which I appreciated.

Finally, Associate Professor

of Music, Steven Nuss, made an excellent narrator. He interacted with the orchestra and the characters on stage, bringing a fun and sassy vibe to his character, adding witty and sarcastic commentary to the action unfolding. He had the greatest looks of disdain.

The septet of musicians, all Colby Music faculty, were excellent in supporting the action unfolding on the stage. Under conductor Jonathan Hallstrom's direction, Stravinsky's mixed meters came off seamlessly, and the musicality of the group was stunning. The "Pastorale" movement featured a beautiful, chromatic clarinet line, performed plaintively and with such sadness by Eric Thomas. Graybert Beacham, on violin, was also amazing, playing the virtuosic and dissonant violin part with aplomb.

## WOMEN'S HISTORY SPOLIGHT: MAGGIE LIBBY '81



Library staff member and artist Maggie Libby '81 has focused on painting women at Colby in order to reclaim their history.

## Libby's art focuses on Colby women

By QAINAT KHAN  
A&E EDITOR

In her reserved and quiet way, Maggie Libby, hopes to leave her impression on the College's history. Libby is currently working on a long term art project that seeks to capture women's experiences, images and voices at the College. "What gets left out becomes as important as what is put into the histories," Maggie said of the official histories of Colby.

"The experiences that the people in the margins of the culture have are equally as important and really informed the way the College has evolved," Maggie said, "especially those first women who came [to campus] against great odds and great disapproval."

Libby herself attended Colby between 1977-1981 as an Art major. She transferred to Colby after a year at Tufts. Although her experience at Colby was not ideal, she loved what she studied and "owned her experience" by getting involved in Powder & Wig's set design and costume design. She and a group of friends also revived the Gay-Straight Alliance at Colby, after a friend transferred due to homophobic harassment.

While a student at Colby, Maggie painted figure (which she teaches during JanPlan now) and outdoor landscapes. She wrote a senior scholars project entitled "The Nude and its Environment." Upon graduation, Maggie wanted to continue painting, but then, as now, it is hard to be a professional artist. "I had no money so I had to get a job right after graduation. I ended up getting waitressing jobs and living in Waterville," Maggie said of the first years. "I painted during the day and painted between my waitressing shifts."

Despite these struggles, Maggie continued her art training, attending the New York Studio School intermittently, the Skowhegan School on the Maine Scholarship (a competitive grant) and creating her own independent Master of Fine Arts (MFA) program at the University of Maine, since at the time MFA programs did not exist in Maine. This took many years of patience and persistence. It took seven years after graduation before Maggie won

the scholarship that enabled her to attend the Skowhegan School. "I go through periods of questioning, but...you have that day when everything goes well in the studio and everything creates the soundless music," Maggie said of pursuing art. "[Making art is] an endless source of learning and discovery. I knew [that] however foolish it would be, [art] was something I wanted in my life."

Maggie works now Visual Resources Curator and as a JanPlan instructor for the Art Department and Visual Resources and Manuscript Specialist in Special Collections.

She continues to paint and has had her works shown at the Colby College Museum of Art and other local and state-wide venues. Her current work focuses on women's experiences at the College, starting with the first Mary Low and on into the present. Linking women's experiences in the past to women's experiences in the present, Maggie said, "The most logical thing is to think about what is happening now and how we make communities for ourselves here on campus. That's not always easy."

Her images combine portraits of important women at Colby,

dating back to the 19th century along with their literal quotations, which Maggie used in the wall text. This was her way of giving the women their voices back.

Among the women involved in Colby's present, Maggie painted this year's Oak Fellow, Jestina Mukoko, a Zimbabwean human rights activist who was held as a political prisoner for her humanitarian work. Along with the painting, Maggie plays an interview with Mukoko, so her literal voice is heard.

Maggie has already shown her project at the Fall Faculty Show in the Museum, but intends for the project to be ongoing. She will show once again at the celebration of Colby's bicentennial in 2013.

Maggie described art as "something more visceral than words, something that [goes] beyond words into a more immediate experience." She also said it takes a great degree of trusting your own instincts to pursue what you love. It is easy, Maggie said, "[to] get so caught up in the external world or external definitions of success."

## Canonic and experimental sounds

*Beethoven and Stravinsky highlight orchestra's program, focusing on beginnings and ends.*

By JULIA LO  
NEWS STAFF

The Colby Symphony Orchestra performed its semi-annual concert this past Sunday, March 13 at the Williamson Performing Arts Center of Lawrence Sr. High School. Part of the "Music at Colby" series, the performance featured two period-high-lighting works, the famous Beethoven's Fifth Symphony and the less famous Stravinsky theater piece, *L'Histoire du Soldat*.

In a brief but hearty introduction by the Colby Symphony Orchestra Conductor, Jonathan Hallstrom discussed the historical and musical intricacies of the two pieces. Hallstrom discussed the contrasting nature of Beethoven's work composed during the aesthetic movement Classicism, and Stravinsky's work composed at the beginning of Modernism.

Although Stravinsky is frequently considered a neoclassical composer, the libretto, written by C.F. Ramuz shows expressionist influences.

Considering the orchestra's

membership of only fifty student and faculty musicians, Beethoven's *Symphony No. 5 in C minor, Op. 67* was executed with an effective intensity, belying the orchestra's small size. With the famous first five notes

of the first movement ("Allegro con brio") the orchestra set the stage for the intense theme-and-variation that would resonate throughout Beethoven's Fifth.

Hallstrom conducted the orchestra smoothly through movements, exhibiting pristine Classical woodwind melodies over rhythmic lower string section solos and a thunderous timpani.

In the last movement after sections performed a softer polyphonic melody in a canon exchange, a string-plucking interlude presented another return to Beethoven's thematic variation, employing exciting tempo increases and rising dynamics (coincidentally the third and fourth movements are both marked "Allegro").

Although certain solo sections could possibly have been even more powerful, Hallstrom's interpretation of the famous work was an immense success.

Catching the audience slightly off-guard after Beethoven's

Classical symphony with ties to rigid form and familiar tonalities, the second half of the concert showcased Igor Stravinsky's multi-faceted artistic medium theatrical narrative, *L'Histoire du Soldat*, or *The Soldier's Tale*.

The performance combined music, dance, poetry and theater, providing a quirky change in atmosphere from the familiar orchestral symphonic concert to an unorthodox entertainment (of course, Stravinsky's instrumental compositions are impressive and complex). This eccentric synthesis of artistic mediums in the second half delineated the intertwining relationships between movement, character, word and sound.

An on-stage narrator (Associate Professor of Music, Steven Nuss) told the old Russian tale of a soldier's (Joe Kolbow) fateful skirmish with the Devil (Johnnie Niel), through the clever and amusing rhyming translations of the original libretto.

With the performance's original intention to be an on-the-road musical tour, a carnival-esque atmosphere was conveyed by comedic witti-

cisms of narration and wacky stage props and design, all orchestrated by Colby Assistant Professor of Theater and Dance, Todd Coulter.

Sitting on a stool in the center of the stage, Hallstrom conducted the unconventional instrumental ensemble of only seven musicians (clarinet, bassoon, cornet, trombone, violin, bass and percussion).

Stravinsky's titillating contemporary accompaniment perfectly complemented the actions of the characters throughout the show: the soldier marching meant a quick walking-bass and prominent trombone down-beat sound, a deal with the Devil meant sinister dissonance from the violin and a mystically-textured duet between bassoon and clarinet.

During a waltz near the end, the soldier's love interest, the princess (Sara Mulry), performed an increasingly sultry dance ("first stiffly, then languidly, then like a thing possessed" said the narrator), which notably featured clarinet and violin solos, woodwind glissandos and triangle bells.

Stravinsky's extraordinary utilization of complex rhythms, tempos, styles and instrumentation provided a sophisticated take on a simple tale.

The semi-annual Colby Symphony Orchestra performance was extremely captivating because of the concert's program combination of Beethoven's Fifth—one of the most iconic symphonies of pioneering Romanticism—coupled with Stravinsky's *L'Histoire du Soldat*—an offbeat theatrical narrative with late-Romantic inspirations—a combination which highlighted the significance of era influencing genre and form.

**Hallstrom discussed the contrasting nature of Beethoven's work composed during the aesthetic movement Classicism, and Stravinsky's work composed at the beginning of Modernism.**



## THE DANA COOKBOOK

## Quin-what? The magic grain

By SAM ANDLER  
CONTRIBUTING WRITER

This week I set out on an adventure into uncharted dining territory: dinner at Bob's. During the swim season, I am limited to privileged enough to dine solely at Dana for dinner. Since my "release into the wild" I have been able to explore new avenues, one of them being the salad bar my friends have told me is much improved since last year.

I unfortunately don't recall the exact set-up of last year's salad bar, so I can only offer some insight on my newest favorite additions. This Sunday, I didn't have time to eat the chicken romano or the baked mac 'n cheese, so I loaded up a dinner sized salad. In the salad bar I found standard lettuce of the romaine variety, spinach, broccoli and red onions. To my delight there was what appeared to be organic carrots, freshly cut and locally grown. As if this colorful arrangement wasn't comprehensive enough, the staff at Bobs was kind enough to include parmesan in the evening's spread. No, I'm not talking about the shaker cheese stuff, but a bin full of sharp and dry freshly shredded Parmesan... yum.

While my salad was looking tasty, it wasn't 'til I crossed the soup station that I truly entered a new realm. The assortment of toppings caught me totally off guard. "Are those lentils?" my stomach asked my eyes. "cannellini

beans?" my tummy grumbled in both anticipation and fear. Finally, I thought to myself, "what is that stuff?" When I heard the girl behind me say,

**A relative of spinach, quinoa is commonly referred to as a grain...it is referred to as "Incan Gold"**

"Quinoa," I said, "I'm sorry, can I help you?" "No," she said, "the brown stuff you're putting on your salad is quinoa." Unfortunately, she couldn't offer me any more information on what it was. As I asked my health-conscious vegetarian friends, I found

very few of us know much about quinoa.

A relative of spinach, believe it or not, quinoa is commonly referred to as a grain. High in protein, it offers a uniquely fluffy then crunchy consistency. Originally grown in South America, it is even referred to as "Incan Gold."

The grain is a complete protein (meaning it provides all the essential amino acids), which sets it apart from other grains. It is also a great source of manganese, magnesium and phosphorus.

I found this quinoa to be an excellent topper to my beautiful salad.

Showed with a splash of Bob's own balsamic vinaigrette, my salad was the perfect blend of nutrition, crunch and that brown stuff that I now know is called quinoa. Remember Colby, quinoa is actually really healthy, and what doesn't kill you, makes you fatter.



The Bobs salad bar carries a variety of vegetables and grains.

## PORTRAIT OF JACKIE NUNEZ



Maggie Libby's work (opposite page) seeks to capture women's experiences at Colby, from the past and the present. She has shown at the Fall Faculty Show and will show at Colby's Bicentennial.

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## Caricatures plumbs memory

By QAINAT KHAN  
A&E EDITOR

Seeing students make art is always a humbling experience, whether or not the final product creates huge waves. Michael Trotter's '12 original play, *Caricatures*, is such a venture. It tells the story of Carla (Margaret Sargent '14) a sociopathic con artist who leads many lives and cons her friends for money, whether by blackmailing them or lying to them. The cast of characters include her sister Alyssa (Becca Levenson '13), Carla's mother and father, and five actors who play Carla's friends, and Alyssa's fiancé.

By way of plot, *Caricatures* is about Carla, who, for no real motive other than that she wants money easily, tells her friend Gertrude she needs money for her cancer treatment (she doesn't really have cancer). She then seduces Gertrude's husband and blackmails him for money. She then goes to her friends, the married couple Paul and Jenny (who are a flamboyantly gay man and a deadfaced butch lesbian) who want to have a baby but can't because Jenny has "an inhospitable womb."

She gets pregnant (by her seduction of Gertrude's husband) and tries to sell Paul and Jenny the baby. Carla's father dotes on her, but pays no attention to his other daughter, Alyssa. Mother is a housewife with all kinds of repressed domestic problems.

Alyssa is in awe of her older sister and takes everyone's emotional abuse with a smile. It turns out that Carla is killed in a car accident (or so everyone thinks) and the family, in preparing a memorial service, calls her friends who reveal Carla's double life and how much they hate her. Alyssa tries to get the story of Carla's double life by meeting with the

people whom Carla has ruined, in her attempt to save her angelic view of her sister.

Sargent gave a standout performance as chief villain. I don't think I have ever hated a character so wholeheartedly: Not only

so that we can see their complexities and they take on many dimensions, like real people. The play is concerned with the ways in which we see people or remember people. It suggests we remember people as caricatures, so that some insignificant attribute colors your perception of a person, and that attribute is all he or she becomes.

This thematic concern is achieved consistently by costuming choices, but more haphazardly by the actors' abilities to inhabit characters and the writing. For example, Alyssa never stops being naïve (except for the ending, which felt forced), Father never stops being dotting, Carla never stops being terrible.

However, the writing for Paul and Francesco Tisch's performance as the character reveal a huge 360 in the character's representation, so that the stereotype becomes painfully obvious, and almost uncomfortable because the audience is implicated.

Whereas Tisch's performance in the first half makes use of stereotypically "gay" mannerisms, his performance in the second half reveals a conventionally masculine performance, augmented by disheveled appearance and newly developed alcoholism.

We learn that Paul's homosexuality isn't obvious to him the way it is to the audience, he's trying to deal with his latent homosexuality and his ruined marriage, and it is painful for him.

Similarly Mother (Katherine Gagnon) was a particularly well-developed and executed character, who goes from obedient 1950s housewife in pearls to quietly caring yet deeply unhappy mother, unappreciated by her husband and daughters.

As always, this was a great effort on Powder & Wig's part, who overcame many technical and bureaucratic hurdles to stage the show. It leaves you believing that bright futures are in store for these students.

**While the first half of the play worked well, the second half became plot-heavy and convoluted.**

was she asked to basically be naked on stage, she created a despicable person - who was uncomfortably recognizable.

While I thought the first half of the play worked really well and was the strongest, the second half became plot-heavy and convoluted.

At the risk of sounding completely obtuse and ignorant, it might very well have been the playwright's intent to write the second half as a melodrama; it just didn't work for me. I think Trotter has a great sense for developing characters and a great handle on formal and technical choices, such as generic conventions and their manipulation.

The first part paints the characters as caricatures, in broad brushstrokes, so that they are easily recognizable stereotypes. For example, Carla is painted as a hyperfeminine femme fatale, Paul is painted as a flamboyantly gay man, Mother is painted as 1950s domesticity itself.

The second half reveals the characters in finer brushstrokes,

## The key to good writing

**Lecturer discusses how to write engagingly**

By LORI MERVIN  
NEWS STAFF

This past week, on behalf of the Creative Writing Department, Brooks Landon from the University of Iowa gave a craft talk called, "The Gift of Style: Celebrating the Sentence."

Event coordinator Adrian Blevins, Assistant Professor of Creative Writing, introduced Landon saying, "I almost had a heart attack when I heard there are 1,000 English Majors [at Iowa]." The talk, which was located in the Robinson Room of Miller Library, lasted for a little over an hour and was followed by a reception.

Landon began with some autobiographical information saying that he feels particularly connected to liberal arts colleges having attended Center College in Kentucky. "I always feel like I'm coming home when I come to liberal arts campuses," he said.

The next part of his speech was an explanation of how he arrived at his specific approach to teaching writing.

His argument was that for nearly the past 100 years, the American English writing style guide, *The Elements of Style*, by William Strunk and E.B. White, has negatively changed the way students learn how to write in a negative way. "One of my goals," he said, "is to undo some of the wrongs of *The Elements of Style*."

In this argument, Landon also quoted several sources to explain how *The Elements of Style*, "has precisely rid us of style."

One source he quoted repeatedly was Richard Lanham's, *Style: An Anti-Textbook*, which seemingly aligns with ideals that Landon also adheres to such as, "Books do not teach style, they abolish it," and, "Style should be

fully crafted and tightly controlled, are essential keys to effective writing," he said. Then for the remainder of his speech, he urged for the usage of the cumulative sentence as one of the ways to improve one's writing style.

He did this by first defining what a sentence achieves. "The sentence is a proposition—a statement about reality that can be accepted or rejected," he explained. Therefore, because the basic unit of writing is the proposition, what becomes essential are the, "ways we combine not words, but the way we combine these propositions those words stand for."

He also acknowledged, "that we do not have a good vocabulary to talk about sentences or how they work," which inherently perpetuates styleless writing.

Landon also stressed the related theme, that it is essential to understand why some writing captivates us while other types leave us unmoved. "The way the sentence unfolds and hits the reader is completely up to the writer," he explained.

Although the talk was lengthy, it gave Landon the platform to remind the audience of something that is often forgotten in writing. "The way we say things may be more important than what is actually said," he suggested.

Ultimately, though Landon discussed a few strategies for how to lengthen sentences and improve one's writing, he mostly advocated for the cumulative sentence urging that it, "Gives us a chance to show our reader a mind at work."

**Landon also stressed the related theme: that it is essential to understand why some writing captivates us while other types leave us unmoved.**

taught for and what it is—a pleasure."

After about a half an hour of background, Landon was able to explain how he teaches writing style: "I'm reducing my approach to the sentence," he said.

Before the talk, Landon gave each person a 40-page printed manual with instructions and examples. At this point in the lecture, Landon began referencing this manual to instruct the audience.

His major point was that "longer sentences, when care-



**"DEVASTATOR OF THE WINTER"**

**Dominique Kone '13**  
**SPORT:** Men's track and field  
**HOMETOWN:** Scarborough, Maine  
**WHY:** Kone earned a spot as an All-American with several outstanding performances in the 55 and 200-meter dashes. With a time of 6.34 seconds, Kone set the Div. III season record in the 55-meter dash at the NCAA's in Columbus, Ohio.

**8th**  
**Place at NCAA Championships**

**MEN'S BASKETBALL**

**Michael Russell '11**  
**HOMETOWN:** Wellesley, Mass.  
**POSITION:** Forward  
**WHY:** Russell was named to the All-NESCAC second team and the All-Maine first team. Russell led the NESCAC in rebounding (12.6) and averaged 16 points per game on 52-percent shooting.

**1,301**  
**Career points**



**Christian Van Loenen '11**  
**HOMETOWN:** Falmouth, Maine  
**POSITION:** Guard  
**WHY:** Van Loenen was named to the All-Maine second team. The senior co-captain ranked 10th in the NESCAC in scoring with 13.4 points per game and fourth in minutes per game with nearly 34.

**221**  
**Career assists**

**MEN'S TRACK AND FIELD**

**Trent Wiseman '13**  
**HOMETOWN:** Tampa, Fla.  
**WHY:** Wiseman broke records throughout the season in the pole vault event. With a jump of 15'7" at the Open New England, Wiseman earned fourth place and the current school record. Other notable performances include wins at the Bates Invitational and the Maine State Championships.

**15'7"**  
**School-record pole vault**



**John Gilboy '13**  
**HOMETOWN:** Saco, Maine  
**WHY:** Gilboy, a sophomore, grabbed first place in the shot put event at the Bowdoin College Invitational with a toss of 46'2.75". He then won by nearly three feet at the Tufts Invitational with a toss of 47'5.75".

**47'6"**  
**Winning shot put at Tufts Invitational**

**MEN'S ALPINE AND NORDIC SKIING**

**Wyatt Fereday '11**  
**HOMETOWN:** Boise, Idaho  
**WHY:** Fereday, a senior nordic skier, placed 26th in the 20-kilometer classic mass start race at the NCAA Skiing Championships, finishing in 1:08:58.1. He won the Eastern Intercollegiate Ski Association's Skier of the Week award in the final week of February.

**26th**  
**Place at NCAA 20-kilometer**



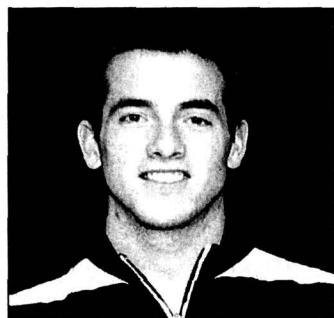
**Brian Morgan '12**  
**HOMETOWN:** Haverhill, Mass.  
**WHY:** As co-captain of the alpine team, Morgan finished ten of the twelve carnival races and had three top-10 results. His fastest times with the Mules scored him a spot at the NCAA's, and he continued his streak by finishing 16th in the giant slalom.

**16th**  
**Place at NCAA giant slalom**

**MEN'S SQUASH**

**William Sullivan '13**  
**HOMETOWN:** Milton, Mass.  
**WHY:** Sullivan consistently played well at the second position for the Mules throughout the men's squash season. His victories included wins over Tufts University, Boston College, Denison University and Hamilton College.

**5**  
**NESCAC wins**



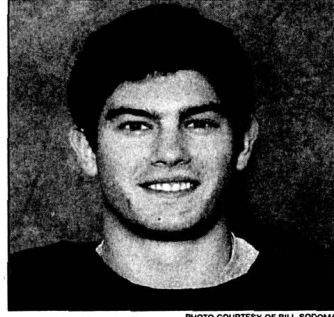
**Harry Smith '12**  
**HOMETOWN:** Locust Valley, N.Y.  
**WHY:** Smith played at the number one spot for the Mules and earned a 2-2 record in the National Individual Squash Championships. Smith earned his 50th career victory with a win against Connecticut College and helped lead the Mules to multiple NESCAC tournament wins.

**2**  
**Wins at nationals**

**MEN'S ICE HOCKEY**

**Mike Doherty '12**  
**HOMETOWN:** Lynnfield, Mass.  
**POSITION:** Forward  
**WHY:** Doherty exuded excellence all year as an offensive force for the Mules, finishing with eight goals and 20 assists for a total of 28 points. He played in all 25 games while leading the team in assists and points in league play, with 15 and 22, respectively.

**28**  
**Points tallied**



**Patrick Bursee '12**  
**HOMETOWN:** West Nyack, N.Y.  
**POSITION:** Defenseman  
**WHY:** Bursee played in 22 of Colby's games as a defensive leader. He notched seven assists, all of them coming during NESCAC play. His assist total was good for a tie of the team lead for defensemen, and he finished third for points on defense.

**7**  
**Assists**

**MEN'S SWIMMING**

**Raymond Rielsing '12**  
**HOMETOWN:** Great Falls, Va.  
**WHY:** Rielsing finished in the top 16 in the NESCAC for the 200-meter freestyle and was named to the NESCAC All-Academic team. Rielsing is also the anchor for all of Colby's relay teams.

**51.75**  
**Winning 100-meter freestyle time at Norwich**



**Mason Roberts '12**  
**HOMETOWN:** San Rafael, Calif.  
**WHY:** Roberts placed in the NESCAC's top 16 for the 50 and 100-meter breaststrokes. He also made it into the top 24 for the 200-meter breast stroke and was named to the NESCAC All-Academic team.

**59.83**  
**100-meter breast stroke time at NESCACs**

# MULE PACK

**"DEVASTATOR OF THE WINTER"**

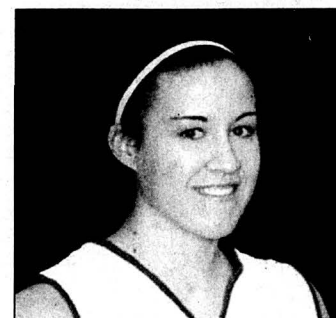
**Stephanie Scarpato '11**  
**SPORT:** Women's hockey  
**HOMETOWN:** Osterville, Mass.  
**Why:** Scarpato was named to the All-NESCAC second team for the second time. Having led Colby in scoring for her past three seasons, Scarpato finished her career as a Mule having scored 100 points, with 42 goals and 58 assists.

**100**  
**Career points**

**WOMEN'S BASKETBALL**

**Jules Kowalski '11**  
**HOMETOWN:** Montville, N.J.  
**POSITION:** Forward  
**WHY:** The senior captain ended her excellent career with a total of over 1,000 points. She made Maine's all-state team after top-five finishes in points, rebounds and field goal percentage.

**1059**  
**Career points**



**Rachael Mack '12**  
**HOMETOWN:** Augusta, Maine  
**POSITION:** Forward  
**WHY:** Mack earned All-State and Second Team All-NESCAC awards. Her strong interior presence was good for a NESCAC-best 8.2 rebounds per game.

**8.2**  
**Rebounds per game, the NESCAC lead**

**WOMEN'S TRACK AND FIELD**

**Danielle Sheppard '11**  
**HOMETOWN:** Kittery, Maine  
**WHY:** Sheppard led the Mules this year with her numerous high jump wins. Sheppard took first place at the ECAC Championship meet with a jump of 5'6" and ninth place in the NCAA Division III Championships with a jump of 5'3 1/4".

**3**  
**All-NESCAC selections**



**Emma Linhard '11**  
**HOMETOWN:** Brunswick, Maine  
**WHY:** Linhard earned two state titles at the University of Maine Championships with victories in the mile and 1,000-meter runs. The senior also captured 16th place in the 1,000-meter run at the Open New England Championships at Boston University with a time of 2:16:59.

**2**  
**State titles**

**WOMEN'S ALPINE AND NORDIC SKIING**

**Olga Golovkina '13**  
**HOMETOWN:** Newton, Mass.  
**WHY:** Golovkina kept a steady pace for the Mules, leading them throughout the season with several top-10 finishes in classic mass start races. Golovkina captured seventh place in the classic mass start race at the Junior Olympics.

**7th**  
**Place at the Junior Olympics**



**Cassady Roberts '13**  
**HOMETOWN:** Steamboat Springs, Colo.  
**WHY:** All of the co-captain's 10 carnival finishes put her within the top 25 places. In eight of these races, she was the fastest finisher for the Mules. Roberts placed 10th in the giant slalom at the Colby Carnival and eighth in the slalom at the Eastern Championships.

**10th**  
**Place at the Colby Carnival**

**WOMEN'S SQUASH**

**Molly Parsons '13**  
**HOMETOWN:** New Canaan, Conn.  
**WHY:** The sophomore provided the Mules with key victories throughout the season at the second position. Parsons won all three of her matches at the NESCAC Championships and traveled to the National Individual Squash Championships.

**3**  
**Wins at the NESCAC Tournament**



**Lindsay McKenna '14**  
**HOMETOWN:** Fairfield, Conn.  
**WHY:** In her first year, McKenna dominated the third position with two victories at the National Team Championships in Princeton, N.J. She tallied other important wins during matches against Bates College, Bowdoin College and Connecticut College.

**13**  
**Victories this season**

**WOMEN'S HOCKEY**

**Brianne Wheeler '14**  
**HOMETOWN:** Brussels, Ontario  
**POSITION:** Goaltender  
**WHY:** Wheeler ranked third in the NESCAC in save percentage (.932), fourth in goals-against average (2.07) and second in minutes played (1,190). Wheeler also earned three shutouts this season.

**.932**  
**Save percentage**



**Samantha Slotnick '14**  
**HOMETOWN:** Cape Elizabeth, Maine  
**POSITION:** Forward  
**WHY:** As a first-year player, Slotnick had the second-highest point total for the Mules as she scored five goals and earned three assists for a total of eight points on the season. Slotnick's play helped lead the Mules to the NESCAC quarterfinals.

**8**  
**Points tallied**

**WOMEN'S SWIMMING**

**Chelsea Heneghan '11**  
**HOMETOWN:** Bolton, Conn.  
**WHY:** Heneghan set the school record in the 200-meter freestyle and was named All-NESCAC and Academic All-NESCAC. She holds the school record in the 800-meter freestyle relay and was part of the 2008 All-American 400-meter medley team.

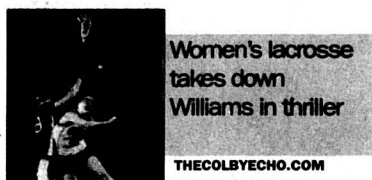
**1:57**  
**Winning 200-meter freestyle time at Bowdoin**



**Mandy Ferguson '12**  
**HOMETOWN:** Wilmette, Ill.  
**WHY:** Ferguson was named to the Academic All-NESCAC team. She ended the season ranked 34th in Division III in the 1,000-meter freestyle and 64th in the 1,650-meter freestyle.

**5:18**  
**Winning 500-meter freestyle time at Bowdoin**





Women's lacrosse  
takes down  
Williams in thriller

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# SPORTS

## THE COLBY ECHO

Winter 2010-  
2011 Mule  
Pack

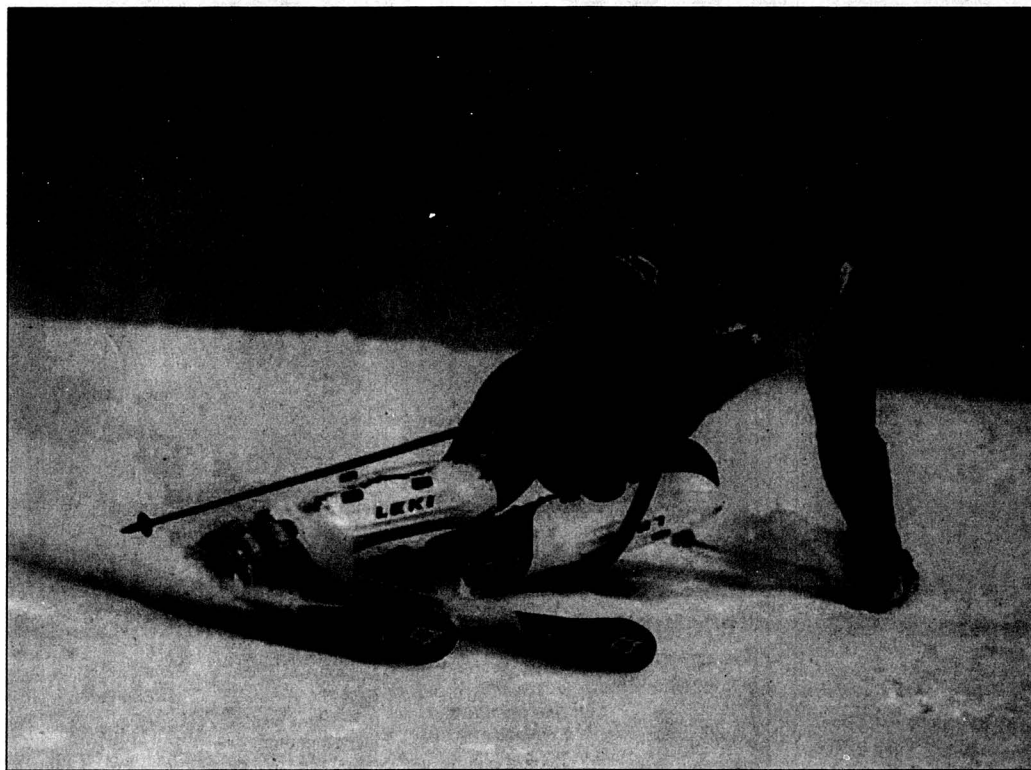
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## Alpine at NCAAs; Morgan takes 16th



Alpine skier Brian Morgan '12 placed 16th in the men's giant slalom at the NCAA Championships at Mt. Mansfield in Stowe, Vt.

## Men's lacrosse opens season, defeats Williams

By DAVID LOWE  
STAFF WRITER

The men's lacrosse team opened the season against the Williams College Ephs in New England Small College Athletic Conference (NESCAC) play last Saturday. John Jennings '13 beat Williams goalie Evan Cohen with just over half a minute to play in overtime as the Mules (1-0 NESCAC, 1-0 overall) started their season with a big 6-5 victory. Williams always plays tough against Colby, but the Mules got the better of the Ephs this year after losing last year in Williamstown, Mass. by a single goal.

The first half was a low-scoring affair for the sold-out crowd on Saturday morning. The Mules went into halftime with a 2-0 lead; spirits were high along the sideline. Tri-captain Craig Bunker '11 was happy to see the sidelines filled with school spirit. "The fans were great, especially knowing many of them had been up all night. Any time we can get a group of students at the game cheering us on, [it] certainly means a lot."

Senior tri-captain Mark Squiccarino was responsible for both of Colby's first-half goals and is tied for the team lead in shot percentage with Greg McKillop '13 at .500. Bunker attributed the Ephs' low-scoring first half to the Mules' preparation this past week. "We had gone over their offense so many times that we weren't surprised by anything they threw at us." Equally impressive was the great execution of the game plan and the body of work put of first-year goalie Peter Reiley, who did not allow a goal until the third quarter, stopping seven shots over the course of the game.

The second half began with more of the same from both sides until Williams slipped a shot by Reiley. Colby failed to score in the third. "[We] were creating offensive opportunities, but we weren't

finishing as many shots as we would have liked," Bunker said in a post-game interview.

The fourth quarter turned into a scoring frenzy as both sides vied for the lead and the offenses got creative. Williams tied the game just seconds into the fourth quarter and scored the go-ahead goal with just over 13 minutes to play. Jennings scored his first goal of the season to tie the game at three apiece at the 50-minute mark just to have Williams regain the lead minutes later. "I think in the fourth we had a few break downs defensively, but when it counted we were able to clamp down on them," Bunker said.

Colby regained the lead as time began to wind down. McKillop, who had three goals last year in the season opener against Williams, tallied his first goal this year off of an assist from John Moriarty '11. Ian Deveau '13, last year's NESCAC Rookie of the Year, put the Mules ahead with a quick move to his right and a shot that found the back netting. Then, after a few tense minutes, Colby received a slashing penalty with under two minutes to go, and Williams made Colby pay, scoring with under a minute to play. Williams was one for eight overall in man advantage situations.

The game went to overtime, and Jennings sealed the deal with his second goal of the season. Jennings had help from Deveau, who earned his third assist of the game on the play. The sophomore sensations were not the only players to shine. In addition to Reiley, Arya Mortizava '14 "played well on defense in his first collegiate start," Bunker said and also wanted to highlight the good minutes put in by first-years Ian Boldt and James Wyse. Scott Margolis '12 also notched an assist for the Mules, and Colby had double the shots on goal, with a tally of 14-7.

This Thursday, Colby plays host to a well-coached Plymouth State University team at 4 p.m.

By ADELE PRIESTLEY  
STAFF WRITER

This past week, the top Division I alpine teams from all over the country traveled to Mt. Mansfield in Stowe, Vermont for National Collegiate Athletic Association Championships. Of the 18 men who qualified from the East, three were Mules—Brian Morgan '12, Marc Massie '13 and Jim Ryan '14.

The first day of racing was the giant slalom. "The weather was fine," Ryan said, "but the surface was inconsistent; sometimes [it was] icy, sometimes [it was] soft from the new snow." Morgan put together two fast

runs to finish in 16th place overall, and Massie and Ryan were not far behind in 25th and 28th respectively.

The slalom, originally scheduled for Friday, had to be rescheduled for the following day because of bad weather. The high winds and pouring rain stopped in time for the race, but the racers still faced on-and-off rain showers and a rapidly deteriorating course

throughout the day. Colby was in a good position after the first run: Massie and Morgan had the 15th and 16th-fastest times, and Ryan was in 25th place.

Morgan caught a tough break when he received word right before the start of the second run that he had been disqualified, and Massie was similarly unlucky. At the end of an

**Morgan put together two fast runs to finish in 16th place overall, and Massie and Ryan were not far behind.**

## Track at nationals Nordic at Junior Olympics, NCAAs

By SARAH TRANKLE  
SPORTS EDITOR

Sophomore Dominique Kone and senior Danielle Sheppard did not disappoint in their season finales this past weekend at the National Collegiate Athletic Association (NCAA) Division III Track and Field Championships in Columbus, Ohio.

In his preliminary sprint on Friday, March 11, Kone clocked a 6.34 in the 55-meter dash to win his heat and set a facility record at the Capital Center Track. Displacing former Mule and record-holder Lawaun Curry, Kone broke

Colby's 55-meter dash record as well. Sadly, Kone's championship ambitions were cut short during his final sprint. Midway through the race, Kone pulled up short with a pulled hamstring and had to settle for eighth place. Although

he was unable to gain a national championship, Kone's performance still earned him a spot as an All-American. Additionally, his preliminary record of 6.34 seconds remains this season's fastest NCAA Division III time.

In the high jump competition, Sheppard narrowly missed gaining All-American status as she tied for ninth place with a leap of 5'3 3/4". Although Sheppard was unable to match her season-best 5'6" jump from the Eastern College Athletic Conference (ECAC) Championships, her ninth-place finish was a positive conclusion to her outstanding season.

Kone and Sheppard look to carry their momentum into the upcoming outdoor track season, which begins with a spring break training trip to San Diego, Calif.

By NICK CUNKELMAN  
STAFF WRITER

Entering Friday's 20-kilometer classic mass start race at the NCAA Skiing Championships, Wyatt Fereday '11 was ranked second to last in the 39-man field. One hour later, the senior captain crossed the finish line in the top 25. Indeed, with his best collegiate finish of 18th in the classic technique all year, Fereday placed a respectable 24th in a time of 1:08:13.6—and at nationals of all places.

"To be 24th in that field was amazing," said head coach Tracey Cote. "He beat several [Junior Olympic] champions and former NCAA champions."

Teammate Jake Barton, who was ranked 29th going in, covered the course at Stowe's Trapp Family Lodge in 1:08:56.1, good for 26th overall. Barton and Fereday combined to pick up 30 points on the day, and Colby placed 11th out of 17 scoring teams.

"Jake had a great showing," said Cote, "especially for a sophomore. Sometimes the places at NCAA nationals can look not that impressive, but if you live in the ski world and know the names—the results Jake and Wyatt pulled

off were amazing."

Two days earlier, in Wednesday's 10-kilometer freestyle technique race, Fereday and Barton finished in 26th and 38th places, respectively, with times of 27:38.1 and 28:27.6. Dartmouth College, Colby's rival during the season, took three of the top five spots. Norwegian Vegard Kjoelhamar of the University of Colorado at Boulder was the top non-Big Green finisher with a time of 26:10.3, just behind race winner Sam Tarling (26:05.7).

"It's crazy to be out there among so many fast skiers at NCAAs," said Fereday, "especially the Europeans from all the western schools. The crowds were amazing despite all the rain, and it was also pretty cool to be able to go cheer on our alpine guys [in the slalom] after the classic race."

1,300 miles away, Levin Zars '14, Olga Golovkina '13 and Jared Supple '13 competed in the Junior Olympics at the City of Lakes Loppet Nordic Ski Foundation just outside of Minneapolis, Minn. (As a notable aside, all competitors stayed in the same downtown hotel and were bused to the race-course each day, making for the greenest Junior Olympics yet).

"The courses were difficult, but the New England coaching staff was great at preparing skis for us," said Golovkina. "The whole race was also very well organized."

In the freestyle sprint on Monday, Supple placed 25th out of 56 competitors with a time of 3:20.90, while Golovkina placed seventh out of 33 racers with a time of 34:52.7.

On Wednesday, in the 15-kilometer mass start classic on Wednesday, Zars and Supple placed 28th and 33rd out of 56,

respectively, with times of 44:09.2 and 45:11.7. Then, in Friday's five-kilometer freestyle race, Golovkina placed 26th out of 33 in 13:46.5, while in the 10-kilometer freestyle race, Zars placed 17th in 24:33.0 while Supple took 45th in 26:18.2.

"The New England team won the Alaska Cup again [given to the best regional team]," added Golovkina, "and by a lot. It was fun to ski for New England but also to represent Colby."

## COACH WHITMORE RETIRES



After 40 years, men's basketball head coach Dick Whitmore stepped down Tuesday.