



George Takei delivers S.H.O.U.T. week keynote



PCB members and friends pose with George Takei after his keynote address on Thursday.

By **IZZY ZAIDI**
News Staff

Every year, the Pugh Community Board (PCB) hosts Speaking, Hearing and Opening Up Together (S.H.O.U.T.) week, and this year's event took on the theme of "The Personal is Political." On Thursday, Feb. 26, com-

munity members made their way to Lorimer Chapel to hear the S.H.O.U.T. Week keynote speaker, actor, director, author, social media star and human rights advocate George Takei address this theme in the context of his own work and experiences.

Best known for his role as Commander Sulu on the television show *Star Trek*, Takei began

his speech by recounting his acting days, saying that the show was used as a metaphor for issues of the time. "We dealt with the Vietnam War, the Civil rights movement, with the Cold War, but the biggest and most physical metaphor we had was the *Starship Enterprise*," Takei said, while also noting the diversity of the show's actors. "It was a meta-

phor for the *Starship Earth*, and the implication was that it was the diversity of this starship coming together, many people from all over this planet, different races, different cultures, different faiths, all working in concert as a team. That made the *Starship* what it was: strong but also very engaging."

Takei spoke about the early United States—how in the beginning, only white men had rights, but he quickly moved to the topic of contemporary equality movements and their potential impact: "We have a faulted history, but have learned from it and gotten better." But, "there is a missing chapter."

This chapter, according to Takei, is the internment of Japanese Americans during World War II. After the bombing of Pearl Harbor in 1941, hysteria swept over the United States as people began to look at Japanese Americans with fear and suspicion. Nonetheless, Japanese American young men went to fight for their country, but were denied military service. The government labeled these men as "enemy non-alien."

"It was outrageous to call people who were volunteering to fight for this country, possibly even die, an enemy, but that insult was compounded by the second word, non-alien," Takei said. "A non-alien is a citizen defined in the negative. They even took

the word 'citizen' away from us."

Shortly after, a military curfew was placed on Japanese-Americans on the West Coast from 8 p.m. to 6 a.m., and the U.S. government froze their bank accounts. When Takei was five years old, President Franklin Delano Roosevelt ordered all Japanese-Americans on the West Coast to be rounded up without charges or trials.

Takei remembered the soldiers arriving at his house: "they carried rifles....They banged on the door and my father answered. Literally, at gun point, we were ordered out of our home," he said. "My father gave my brother and me little bundles to carry and we walked out....My mother took some time to come out, but when she came out of the house, she had our baby sister in one arm, a huge duffle bag in the other, and tears were streaming down her face. It was a terrorizing moment and I'll never forget it."

Takei and his family were taken to a racetrack where they lived in one single horse stall for months until the government finished building internment camps. After the construction was complete, the Takei family was among a number of Japanese-Americans loaded on a bus

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College celebrates third "Giving Day"

By **DAVID DINICOLA**
Co-Editor-in-Chief

The College has seen a recent push to bolster its network with "Paving the Road" events and regular involvement from parents and alumni, including the College's active Alumni Council. "One of the missions of the alumni counsel is to create ways in which alumni can engage with the College," Vice Chair of the College's Alumni Council David Epstein '86 said. "Students are obviously a big part of the College, so we always want to try to create events that students are going to find engaging."

In celebration of the College's third annual Giving Day, the Alumni Council, Office of Alumni Relations, Colby Career Center and Goldfarb Center for Public Affairs and Civic Engagement organized a number of events geared toward engaging both students and graduates alike. While a number of these events centered on fundraising, all of them were geared to foster cross-generational interaction.

The Feb. 27 Giving Day celebrates the date on which Colby's

original charter was signed in 1813. According to Director of the Colby Fund and Interim Director of Alumni Relations Carolyn G. Kimberlin, "Our first Giving Day took place during Colby's Bicentennial year, and it was a great celebration at all levels—students, staff, alumni, faculty—and we really wanted to make this day about demonstrating all the ways that alumni give back to their alma mater."

According to Assistant Director of the Colby Fund Alison Brown, donations were up from last year. "I think the energy and buzz that president Greene had created on campus and with the alumni network is one of the reasons for this. His wanting to give alumni more choices in their giving is another thing that has surely added to this as well. When [Colby alumni know] where their money is going in a very specific way, they are more inclined to give."

In terms of annual giving for 2015, potential donors were

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Former President Bro Adams announces national initiative

By **PEG SCHREINER**
Asst. News Editor

Former College President and current Chairman of the National Endowment for the Humanities (NEH) William "Bro"

Adams recently announced a new national education initiative. The initiative is called "The Common Good: The Humanities in the Public Square," and aims to deepen the nation's understanding of the important role that the humanities play in our daily life.

According to its website, the NEH is an independent federal agency, that since 1965 has "serve[d] and strengthen[ed] our republic by promoting excellence in the

humanities and conveying the lessons of history to all Americans." Since its founding, the agency has given over 71,000 grants, totaling \$5 billion. Adams' dedication to the liberal arts throughout his career culminated in him being tapped for the position of Chairman last summer.

"The Common Good: The Humanities" aims to deepen the nation's understanding of the important role the humanities play in our daily life.

Adams announced "The Common Good" program in a speech at the National Press Club in Washington D.C. on January 15. He stated his belief that the initiative "will bring the humanities and humanities scholars into the forefront of current discussions of American life."

The NEH is hopeful that new grants will help humanities answer important questions for the rest of

society, such as how they can illuminate the positive and negative ways in which technology is affecting our communities.

The initiative will introduce a partnership with the Andrew W. Mellon Foundation that will give "second life" to notable out-of-print books. Additionally, the American Library Association will support the program and spread knowledge of the humanities via a new theme of "Latino Americans: 500 Years of History."

As a war veteran himself, Adams noted a key component in the program will be to extend grants and support projects "connecting the humanities to the experiences of veterans and other aspects of war."

The NEH, which currently receives 146 million dollars in funding per year, has not yet announced how it will pay for "The Common Good." Regardless of how much funding the program requires, it is expected to be resisted by a Congress in which certain members have suggested cutting funding for the NEH entirely.

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Community protests for Dining Services workers' rights



By MEGAN LASHER
News Editor

On Monday, March 2, a group of students and faculty convened in Lovejoy and made their way over to Eustis in order to protest for better wages and benefits for Sodexo workers at Colby.

United for Better Dining Services (UBDS) is run by a group of student activists, led by Hiya Islam '15, Milton Guillen '15, Brian Martinez '17, Ester Topolarova '17 and Marina Aruschin '16. The students met with President David A. Greene at 4 p.m., and throughout the meeting, supporters chanted outside of the building.

This protest is a continuation of the on-going discussions and forums that the UBDS students have hosted, and its main purpose was to present a school-wide petition to the administration. The petition was signed by 350 community members.

Banners in the Pulver Pavilion with numbers on them counted down to the protest and acted as a means by which to spread the word, as the students did not publicly announce their intentions prior to the event.

The Echo has been in touch with student protestors and will release a longer article detailing this development in the upcoming issue in order to allow administrators time to comment.

Colby alumni events generate discussion

cont'd from Giving Day, p. 1

charged with a new goal, as an anonymous Colby family offered to donate \$250,000 in a tiered challenge. If, by giving day, the College had at least 5,500 donors, they would contribute \$50,000; \$100,000 for at least 6,500 and if Colby reached 7,500 donors, the College would receive the full \$250,000. "Right now we are closing in on 6,400 donors, but still have to process gifts for a few more days," Kimberlin said on Monday. "We will be very close to the 6,500 goal."

However, Kimberlin stressed that the idea of giving can take on a number of definitions: "Many give back philanthropically, but a great number also volunteer, mentor, network, and provide assistance to students in a variety of ways," she continued. "We talk about it as the 'Three Ts of Giving': time, talent, and treasure. Externally we were spending a lot of time this month encouraging alumni to give back philanthropically to the College, but we also wanted to highlight how our Alumni Council members in particular give back their time and talent."

Assistant Director of Alumni Relations Meghan Gray agreed: "When people think about philanthropy, they usually only consider monetary donations. [Alumni] who volunteer time and talent are just as valuable as people who write a big check. Money helps to build and fund programs, but talent and time makes a big impact."

According to Gray, "[The Office of Alumni Relations] plans our events around the feedback we receive, and many people said that those events were too formal and made students nervous." In response, they worked with Colby's Student Alumni Association (SAA), as well as other students and alumni, to "rebrand and organize opportunities for more informal and organic conversation."

This holistic approach to bolstering cross-programmatic engagement has been a major ef-

fort by the Alumni Council and a personal charge of Epstein's, who has spent countless hours organizing alumni-related events. "The programming for students is multifaceted," Epstein said. "Alumni should get as much out of it as the students do."

Epstein teaches a JanPlan course in meteorology, and as an independent meteorologist and journalist working for news outlets across New England, Epstein relishes the connections and insight this continued involvement with his alma mater provides.

Among the many events this weekend, two came as a direct result of this kind of mutualistic exchange. In addition to his class, Epstein also participates in activities with the Colby Outing Club (COC) and in doing so, was able to speak with John Bengston '15 and Logan Gillen '17.

These conversations helped to brainstorm ideas for events that students would want to attend, namely the Alumni Council and Student Activities Dinner and Team Trivia in Foss Dining Hall and a Goldfarb-sponsored performance by Boston-based comic Jimmy Tingle.

During his time at the College, Epstein majored in biology, wrote a weather column for the *Echo* and was an active member of the Delta Upsilon fraternity. He reiterated the benefits of engagement lasting longer than a student's four years: "Students self-select affinities while they're here," Epstein said. "When students have the opportunity to meet with alumni, they're going to have a shared experience.... From a student standpoint, it's about not being afraid to interact. Alumni are just like you—just as enthusiastic—just a little bit older," emphasizing the Council's mantra: "Colby for 4, Colby for Life."

"It took a lot of different departments and we all worked together in our individual roles," Gray added. "We received thanks from students and alumni alike, which I think is a win-win.... I think our alumni feel that Colby shaped so much about their life personally or professionally, and they want to give that same experience."

Takei defines the 'missing chapter' of American history

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and taken to an internment camp in Arkansas.

Takei spent much of his childhood in internment camps. "I still remember the barbed wire fence that confined us. I remember the tall sentry towers with the machine guns pointed at us. I remember the searchlight that followed me when I made the night runs to the latrine. But to five-year-old me, I thought it was kind of nice that they lit the way for me to pee," he said. "It became routine for me to line up three times a day to eat lousy food...to go with my father to bathe in a mass shower."

The government continued to oppress Japanese-Americans, until their release at the end of World War II. The Takei family moved back to Los Angeles. As a teenager, Takei began to love reading, especially about the ideals of America. However, Takei could not reconcile the ideals he read about with his past childhood imprisonment. This was aptly illustrated when he recalled saying the Pledge of Allegiance, "I could see the barbed wire fence and the sentry tower right outside my school house window as I recited the words 'with liberty and justice for all.'"

As he got older, Takei began

to work on political campaigns. His first successful campaign was that of Tom Bradley, the first and only African-American mayor of Los Angeles. Takei also testified against internment, encouraging the government to pay reparations to those they discriminated against. Each family was promised a \$20,000 compensation, which Takei invested in a Japanese-American history museum with hopes to increase awareness of America's unjust practices during the war.

Though Takei has actively advocated for Japanese-American rights throughout his life, he long remained silent about the issue closest to him: gay rights.

As an adult, Takei began going to gay bars. In a conversation with an older patron, he learned that the police raided gay bars and would take the customers to the police station, finger print them and take their picture. "They were criminalized for just being there," Takei said.

As he was just starting his Hollywood career, Takei was hesitant to advocate for gay rights. He remained silent during the raid of the Stonewall Inn in 1969 and the AIDS outbreak, though he did donate money and participate in support walks with his partner, Brad.

It was not until former California Governor Arnold Schwar-

zenegger vetoed a 2005 bill that would allow marriage equality in the state that Takei ultimately spoke out. Takei blasted the Governor for his decision and publicly declared himself a gay man.

Takei became involved in the Human Rights Campaign, an organization that lobbies in Washington and state capitals, as well as another campaign to educate people of faith. Additionally, he has also worked with GLAAD, which strives to get a more honest representation of LGBT people in the media. "It started to make a difference," Takei reported. "Now we have 37 states that have marriage equality."

Takei is now working on a Broadway play, *Allegiance: A New American Musical*. "I'm combining my life mission of raising the awareness of the internment of Japanese-Americans with my profession and my passion for theater...This Fall, at age 78, I will be making my Broadway debut," he said.

After his speech, Takei took some time to answer questions from the audience before making his way to Pulver Pavilion to meet and take photographs with students. The event was a kickoff to PCB's S.H.O.U.T. week, which will also include a variety of conversations on the "Personal is Political" theme.

Corrections

In the February 26 issue of *The Echo*, the article entitled "TFA applications plummet for 2015" contained two inaccuracies. A Colby Teach For America recruiter offered corrections to the original article, and we would like to apologize for the mistakes.

Colby students do not need to go to Boston for an interview, as TFA offers services at Bates College. The article also claimed that a TFA office in Maine recently closed, but TFA has never had an office in Maine.

Security Incident Report Log

| Date: | Time: | Nature: | Location: | Comments: |
|---------|------------|--------------------|-------------------|----------------------------|
| 2/16/15 | 6:14 p.m. | Medical Call | AMS Hall | Illness |
| 2/21/15 | 12:36 a.m. | Medical Call | Cotter Union | Alcohol |
| 2/21/15 | 9:43 p.m. | Medical Call | Runnals Union | Illness |
| 2/21/15 | 10:25 p.m. | Unregistered Party | Mary Low Hall | Noise Complaint |
| 2/21/15 | 10:38 p.m. | Medical Call | Cotter Union | Alcohol |
| 2/25/15 | 11:48 p.m. | Vandalism | The Heights | Vandalized Vending Machine |
| 2/26/15 | 10:19 a.m. | Vandalism | Marriner Hall | Vandalized Vending Machine |
| 2/28/15 | 1:07 a.m. | Medical Call | AMS Hall | Illness |
| 2/28/15 | 1:29 a.m. | Vandalism | West Quad | Broken Exit Sign |
| 2/28/15 | 9:00 a.m. | Vandalism | The Heights | Broken window |
| 2/28/15 | 5:13 p.m. | Medical | Dana Dining Hall | Illness |
| 2/28/15 | 10:54 p.m. | Medical Call | The Heights | Illness |
| 3/1/15 | 1:02 a.m. | Medical Call | West Quad | Alcohol |
| 3/1/15 | 1:16 a.m. | Medical Call | Alford Apartments | Injury |

Massive 75-car pileup on I-95 is largest in Maine's history

By CAROLINE FERGUSON
Local News Editor

During the early morning hours of last Wednesday, Feb. 25, busy commuters on I-95 were greeted by a dangerous wintry mix which resulted in what officials believe to be the largest chain-reaction crash in Maine history. Moving at high speeds on slippery roads with little visibility, cars quickly lost traction within the crowded lanes of the morning commute, skidding into a pileup of around 75 vehicles.

Despite the wreck's severity, there were no fatalities, although there were several injuries resulting in around 17 people having to be taken to nearby hospitals in Bangor with two in serious condition, as well as one person who experienced a heart attack after crashing. At the time, the highway's speed limit had been set at a low 45 mph due to weather conditions, yet many in the far left lane were observed traveling at speeds of around 60 miles per hour which may have triggered the first collisions.

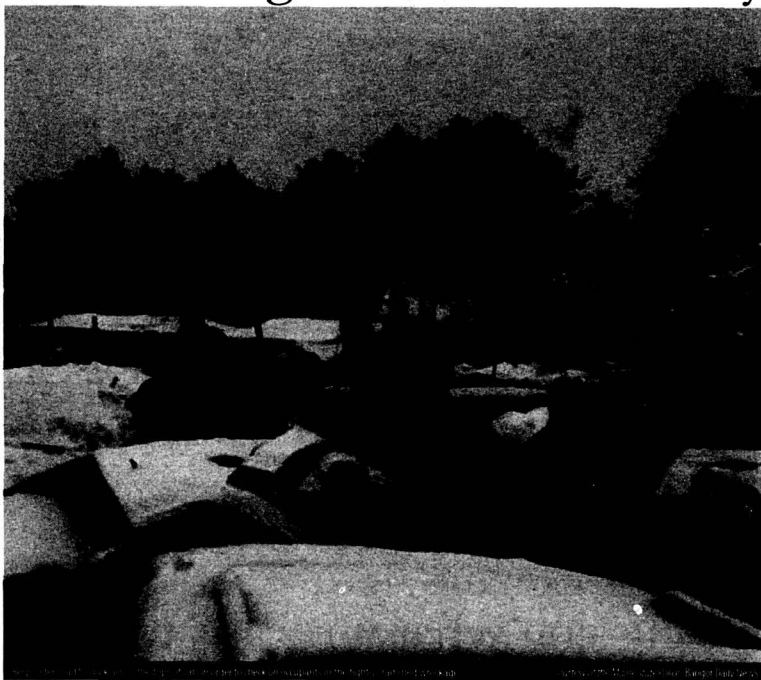
The first emergency calls began after 7:30 a.m. in response to the initial collision of around 25 vehicles that developed in Carmel. The blocked roadway combined with tough driving conditions in the snowy weather quickly prompted this number to grow, as dozens of drivers lost control or were unable to see brake lights because of sticky wet snow covering the backs of cars. Brief moments of skidding

resulted in major wrecks, most of which involved two to three cars, while others included vehicles that became damaged by driving off the road to avoid impact. On the road, the long chain of collisions crushed the pileup of cars so tightly together that responders had to walk on top of cars in order to maneuver through the scene.

"I'm absolutely shocked we don't have any fatalities," Maine State Police Lt. Sean Hashey said at a Bangor press conference that afternoon. "If Hollywood wanted to create a scene, I don't think they could have created the amount of carnage that was out there today."

Of the 75 total vehicles involved, two were large tractor-trailers which together pinned a small car in between them, and one was a rolled over RSU 19 school bus. At the time, the school bus was carrying two students with special needs along with an adult aide to Stillwater Academy in Old Town, and collided with several vehicles before rolling over and completely crushing another car. No one needed medical attention in that particular crash.

The final massive pileup stretched for over three miles, from its starting point in Carmel and to its end point in Enta. Both northbound lanes on I-95 between Newport and Bangor were shut down after the initial 25-car wreck early in the morning, and because of the pileup's immense growth they remained closed for over four hours.



Colby's Write Stuff Contest inspires local students

By ELLIE DONOHUE
News Staff

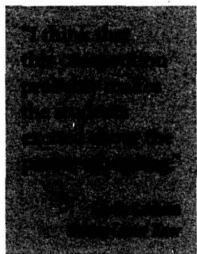
This week, the Farnham Writers' Center is hosting the annual "Write Stuff" competition for aspiring middle school writers. Sixth, seventh and eighth graders from Winslow Junior high have already entered hundreds of pieces for judging, ranging from humorous to heartfelt in nature. Managing the contest is Head Tutor in Charge of Communications and Outreach Brooke Fairbanks '15, who coordinated with Winslow teacher April Wood to organize a reception at which students were encouraged to submit their work. Fairbanks chose Writing Center tutor Savannah Judge '15 to attend the half-hour reception, where she answered student questions about creative writing.

In the next few days, the judging process will take place in the Center, after which "three uniquely well-written pieces are chosen from each category," Fairbanks said. Each grade has two categories, Poetry and Prose. Writing center tutors are not obligated to participate, but a good number of them choose to volunteer their time. "The tutors enjoy the humorous and sweet pieces that usually bring up many childhood memories for them, and they get to share their favorite pieces with one another," Fairbanks explained.

Writing Center tutor Gracie Baldwin '16 echoed this sentiment, noting that the contest provides a nice change of pace from the standard academic writing tutors often encounter. "We get a lot of the same kind of style of essay," she said. Thanks to the contest, though, this week the tutors get to read about everything from dimwitted cats to haunted houses, and even one piece titled "An Ode to Pizza." According to judges, common themes include

pets, family members, and favorite foods and places.

However, Write Stuff does more than provide a fun experience for the tutors and local students: the contest plays an important role in inspiring young writers. "I think that this competition probably makes the students excited and shows them the power of writing," Baldwin said. The contest is an engaging way for students to try something new, and they also receive positive feedback which "encourages them to continue writing and reading, and helps their teachers with motivation," Fairbanks added.



The competition also helps strengthen ties between the Writers' Center and the greater local community, and according to Baldwin is just one of many community outreach programs run by Farnham. Both tutors and students benefit from these stronger relationships. When asked to offer advice for the young writers, Baldwin said, "Find something that inspires you, and practice a lot!"

While the competition is still ongoing, many have already benefited from the positive experience, and the high submission numbers indicate a successful effort in engaging students.

Ken-A-Set shop says goodbye

Beloved business reluctantly closes shop in local community

By PEG SCHREINER
Asst. News Editor

The Ken-A-Set thrift shop, which opened for business in Waterville since the 1970s, permanently ceased operations on Feb. 22. The closing was announced after increasing competition between local thrift stores made the business unsustainable.

In recent years, Ken-A-Set began operating in collaboration with Skills Inc. of St. Alban's, which, according to its website, is a non-profit organization "that helps adults with intellectual disabilities and other challenges to achieve their goals through employment, residential, and supportive services, and through educating the public to eliminate barriers."

Skills Inc. was created in 2005, when Ken-A-Set merged with Sebastico Farms, another non-profit focused on developmental disabilities. Since its conception, the organization has served the central Maine community via its several support programs. The programs, according to the Skills Inc. website, have establishments in Skowhegan and in Waterville on Quarry Road, Industrial Road and North Street.

Chief Executive Officer of Skills, Inc. Tom Davis said in a phone interview that the reasons for closing the store are twofold. While Ken-A-Set "enjoyed a fair measure of success" in its early years, the last eight years have delivered "more competition, and we have struggled to make a profit." Additionally, the Waterville location contained the organization's Ervin Center in the basement. The Center, which offers cooking, sign language and exercise classes, in addition to programs for basic skill development, was not able to thrive in

such a small space, according to Davis.

The 24 people who are currently served in the Center will be moved to a handicap-accessible building on Front Street, which Davis described as a "terrific upgrade."

Consistent with the mission of Skills Inc., 15 of the 20 employees at the beloved thrift shop had some sort of developmental disability. The closing, therefore, poses significant challenges to the employees who might have limited work opportunities elsewhere.

Davis noted that all former Waterville employees are being given the chance to interview for a position at the store's new location in Pittsfield and expects at least one or two of them to become employed there. The small number of transferring workers can be attributed to the challenge of getting transportation to the new store, Davis said.

In an email, President of Retail for Goodwill of Northern New England Randy Finamore expressed his sadness over the news that Ken-A-Set will close: "[the two stores] created a vibrant shopping experience for 'thrifters' and 'we were disappointed to hear of [their] decision to close doors in Waterville.' In response to the struggles that former Ken-A-Set workers may face in terms of unemployment, Finamore said Goodwill will "be very happy to consider Ken-A-Set's displaced employees for open positions when spring arrives and our sale volume increases."

Waterville City Manager Mike Roy also commented to the *Portland Press Herald* that Ken-A-Set's closing is "disappointing." The packing up of inventory here further compounds a greater issue of closing storefronts on Main Street, and also means a loss of one of downtown's most lauded businesses.

Both locals and College students frequented Ken-A-Set due to its wide range of merchandise

and positive community image. Charlotte Marratta '18 said in an interview that despite "only having gone to the store a couple of times," it "always had pleasantly surprising things for sale." Additionally, Marratta preferred Ken-A-Set to larger thrift stores, such as Goodwill, because "the organization's overall mission made me feel even better about my purchases and who I could be helping."

Ryohei Watanabe '17 has also recognized Ken-A-Set's benefits to the community during his time on the Hill. He noted in an email correspondence that "not many stores decide to operate in the charitable way that Ken-A-Set did, so having it in Waterville provided a much welcomed contrast to the chains we have on [Kennedy Memorial Drive]."

Ken-A-Set has enticed many College students from not only a shopping perspective, but also from a volunteering one. Throughout the years, whether it be during the Winter Carnival or on Colby Cares Day, the Colby Volunteer Center (CVC) has had active collaborations with the store. Students' volunteering, according to former *Echo* articles, has typically consisted of being shuttled down to the store, where they spent a few hours organizing merchandise and getting to know the hardworking staff.

Both the charitable business structure of the store and the competition with larger chains that Watanabe alluded to can be attributed to Skills Inc.'s decision to move locations. Pittsfield, in comparison to Waterville, has fewer large thrift stores and is expected to provide an environment in which Ken-A-Set can thrive. Davis said the Pittsfield store plans to follow through with their mission to "create jobs for the disabled and profit for Skills Inc. to offset lacking federal funding" by granting employment priority to applicants with disabilities.

Features

Examining student body image on the Hill

By CATHERINE DUNNE
News Staff

Colby students hold themselves to high standards in every aspect of their lives, whether in academics, extracurricular activities, or physical appearance. This latter concern was the focus of the recent Body Image Awareness Week, during which groups including Student Health on Campus (SHOC), Active Minds and the Gender and Sexuality Diversity program organized a series of events designed to start a conversation about the way we perceive our bodies.

On February 24, Active Minds speaker Maggie Bertram gave a talk on her struggles with an eating disorder, and the next day, students who struggle or have struggled with self-image presented their personal narratives. Their stories showed that body image issues are both internal and external problems that fester on inside us. There is a significant difference, however, between what society expects the ideal man, woman, student or athlete to look like and what we actually look like.

For athletes, the pressure to look a certain way is especially

intense. On top of the ambient pressure for the academic perfection Colby students face, these students' weight and fitness are always under a microscope. Taylor Peucker '16 spoke movingly about the costs of this pressure. "I went to boarding school and eating disorders were rampant on campus. I have had many friends with eating disorders, but never thought I would get one because I always had my basketball, my family, and my strong sense of self," Peucker said.

"But when I got to Colby, it was much different. I felt immense pressure to do well academically, on the basketball court, and socially. There were a lot of different voices in my head saying, 'You're not good enough; you need to do this; do that; improve your appearance and your image,'" she said.

Peucker developed an eating disorder, and she was not the only one: "There were four girls on my team with eating disorders... There'd be girls throwing up in our locker room. One girl threw up during the halftime of a game after binging on power bars, and you just can't have that. It's not safe," she said. She chose to leave the team as a part

of her recovery to avoid seeing these toxic but community-approved practices.

The basketball team does appear to be making healthy steps forward, however. An anonymous team member who started playing this fall feels that the group is accepting of a variety of body types and is active in its prevention of disordered eating. "There's someone on the team who has the duty of watching us to make sure people are having healthy diets and don't show signs for eating disorders," she said. Should this measure be effective, it would counteract the nationwide phenomenon that eating disorders that are two to three times more common in college athletes than in nonathletic

college students.

Females and female athletes are not the only ones at risk, however. Statistical research suggests that men suffer from eating disorders

at a rate disproportionate to their relative absence from conversations on this topic. Approximately one in a hundred women suffer from anorexia, as do approximately one in three hundred men—a much smaller, but significant number.

At the body narratives, the only male submission was submitted anonymously. Elizabeth Bryan '17 argued that a cause for this discrepancy may be that body image has been branded an exclusively "women's issue."

"Society in general is not set up for men to talk about their body insecurities," Bryan said.

"There were a lot of voices in my head saying, 'You're not good enough; you need to do this; do that; improve your appearance and your image.'"

Taylor Peucker
Class of 2016

Ryan Hara '18 presented another explanation in addition to Brian's: "It could either be a good thing or a bad thing: guys are comfortable in their bodies, or...guys feel bad about speaking out about their body. I think it might be a little bit of both."

Anxiety from the "hookup" culture at Colby is also a source of added stress for students struggling with body image. Although she would shy away from the hookup scene, said Peucker, she felt some pressure to conform to a man's image of an ideal hookup: "That also contributed to [my eating disorder]—not entirely, but it did."

Hara also avoids the hookup scene but imagines that it "probably adds to body issues. If you go to a party to hookup with someone...nothing about your personality matters really because you're just going out to get laid. I'm sure there are people out there who are like, 'I'm not good-looking enough to go out there and have someone pick me up.'"

Getting help is essential for those struggling to handle this endemic problem by themselves. Counseling services are available to students at the Garrison-Foster Health Center.

Discussing what it means to be "international" at Colby

By JON LEE
News Staff

When getting to know one another, Colby students ask each other questions regarding the high schools they went to, the states they are from, and the extracurricular activities they are pursuing. But imagine one is new not only to the College, but also to the country. That student might not have gone to an American public or private school, live 20 minutes outside of Boston or even know the rules of American Football. The College becomes more diverse each year, and with international students making up eleven percent of the Class of 2018, the challenges of being an international student are prevalent ones.

Any student who is not from the United States can introduce his- or herself as international. But what does it mean to be "international" at Colby? There is certainly more than one type of international student because of differences in the countries they are from and their past experiences. Ultimately, do international students at Colby integrate well, academically and socially?

Three international students agreed to be interviewed regarding their life at Colby.

The first individual, Haoyu Song '17, hails from Shenyang, China. He attended Northeast Yucai High School in Shenyang where he led a very strict everyday life. The second student is Ester Topoláková '17 from the Czech Republic, who went to an international boarding school in Italy called United World College of the Adriatic. The last interviewee is Gillian Wei '18, who is from Hong Kong and attended a private, American school in Hong Kong.

Echo: How different is your life at Colby compared to life at home?

Haoyu Song: I feel freer at Colby. In high school, there were a lot of rules—when to eat, what you should do/shouldn't do, and what to wear. We were not allowed to grow our hair out so that it wouldn't distract you from studying. We were not allowed to have boyfriends/girlfriends, but some people still dated. Overall, I like being at Colby. Although many of my friends hate how rural Colby is, I like being away from all the distractions and being able to focus on my studies.

Ester Topoláková: At Colby, I generally have much less time and I am much more involved. I am more stressed and I have less energy to hang out with people. I am very grateful for my classes, I think I am learning much more than I learned at high school, and I am glad I had this experience.

The social scenes are very different. People are more interested in drinking and talking about topics related to American culture (which is totally normal) than I am used to. So many times I feel as if I'm not able to be part of the conversation. Additionally, my idea of having a nice time with my friends does not necessarily fit into the idea here.

Gillian Wei: Everything at Colby is definitely a lot more relaxed. This might simply be due to the fact that

I'm only a freshman, but I have a much lighter workload and a lot more free time than I did in high school. More importantly though, I enjoy my classes at Colby a lot more than I did in high school. Being given more freedom to choose what kind of classes I want to take truly does make a huge difference. The social scene here is a lot more low-key than at home, which I think

is due to many factors e.g. Waterville's size and location, the younger drinking age back home, and the weather here in Maine.

E: Do you think you have integrated with the school well? Who do you hang out with?

HS: It's a small school so it's easy to know everyone's faces. Although I have some American friends, my closest friends are Chinese because I feel the most comfortable with them.

ET: I feel very comfortable at Colby overall, and I think that I am integrated pretty well. However, the majority of my friends are international students with a few domestic students that I do not hang with out as much. I usually make connections through my organizing experiences and events. Other topics are the usual ones: classes, weather, Maine, etc. I also have more U.S. friends outside of Colby (in Maine) than I have inside of Colby.

GW: I can say for sure that I got really lucky with my rooming situation. My roommate and I get along really well and all of the people in my hall are incredibly sweet. I think the fact that Colby is so small makes it easy for people to make friends and form close bonds. I have friends at bigger universities, like University of California Berkeley and Boston University, who find it hard to find a close group of friends because their campuses are huge and the student populations are enormous. Although the intimacy of Colby may be slightly stifling at times, it really does push me to form closer relationships and I'm really grateful for that.

E: What do you like or dislike the most about Colby?

HY: I like the classes the most. Something that's different is that in high school, we just had to memorize, not understand it for the exam. Here we learn a lot about the professors and learn how to do scientific research, not just memorizing. They try to not just teach you knowledge, but also try to make you think. And I obviously appreciate the freedom here.

ET: I love being at Colby. Colby

challenges me a lot in my ideas and approaches towards the world. I like the academics, I am very happy I met the people I met, and negative/passive outreach towards Waterville and Maine.

GW: To be completely honest, I was pretty homesick during my first month of college. I missed my family, my friends, home-cooked food, and just my general way of life back home. After a while though, I learned to focus more on appreciating my friends here and the opportunities that Colby has to offer. I think academically, Colby is fantastic.

I have a kind of respect of my professors that I honestly didn't have for most of my high school teachers. I'm also grateful to have close friends here who I love spending time with. The only thing I would change about Colby is its isolation and inaccessibility. I can't drive and I don't have a car with me, which makes it close to impossible to get anywhere off campus.

The personal experiences portrayed here are unique and are not meant to be a representation of the entire international student body. These students speak only for themselves.

"Although the intimacy of Colby may be slightly stifling at times, it really does push me to form closer relationships."

Gillian Wei
Class of 2018

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Black Solidarity Conference attendees discuss ways to be active on campus

By SIMONE LEUNG
Features Editor

A group of five Colby students celebrated the culmination of Black History Month by attending the 20th annual Black Solidarity Conference (BSC) at Yale University from Feb. 19 to Feb. 22. Members of Students Organized for Black and Hispanic Unity (SOBHU) Tionna Haynes '15, Joe Whitfield '15, Kalu Kalu '15, Briana Guillory '16 and Kadish Hagley '17, attended a series of panel discussions and workshops where "most of the conversations were very black centered," Hagley said.

In terms of attendance, "there were a lot of people from PWI institutions—predominantly white institutions—and NESCACs [at the conference]. Some [Ivy League] schools were there and so were a lot of big universities... from all over the country.... There were a couple of Latinos and white students, but the vast majority were black," Hagley said.

Hagley, who is a second-year SOBHU member and two-time BSC attendee, discussed the way the BSC played into SOBHU's missions and goals: "[It allowed] us, as black students on campus, to go to this conference and engage with other black students at different schools and learn about what they're doing with their black student union clubs, and to recognize that 'oh, we go through

similar problems every day on these campuses.' [It allowed us] to talk about what we can do in terms of our institutions, our clubs, and our power on campus to change some things."

After talking with students from other schools, Hagley said that a topic that frequently came up was the ways in which students and organizations on various campuses reacted to the recent news surrounding police violence against black men. "We recognize that with all the turmoil that happened last year with the police and blacks, that a lot of different schools did hold protests, like we tried to do. But, it's a little harder on Colby's campus—I mean, we're isolated on a hill, so we can't do too much as a community. Like, other schools got out there and involved people in the city and outside the college," he said.

While Hagley recognizes that comparatively, Colby is more limited in terms of numbers of activists, he says that at the conference, he was able to converse with other students about his experience as a black student on campus. "I think I'm coming back [to campus] with a renewed sense of how confident I can be. I go to BSC for selfish reasons, like, I need to get off campus. I need a break. I need to freshen myself up and be around all those people that look like me and are dealing with some of the issues that I deal with, because it's hard to come to

a campus like this and not see... many people that look like you," Hagley said.

"[BSC] helped me out with navigating experiences and spaces and knowing how to talk to people in a more direct way if they ever cross boundaries.... I know I have BSC as a backbone, almost like a shell, and I can say, 'Listen, I don't appreciate that. Either you change your behavior or I'm just going to move away from you and not have to deal with you.' I'm not afraid to say that. I think BSC is powerful in that way," Hagley added. "I still see microaggressions [on campus] every now and then, but now I just approach it with confidence."

During the two primary activity days, Hagley and other conference participants attended panel discussions, workshops, a career fair, a keynote dinner, and an open mic. Hagley discussed the activities that were most meaningful to him: "There was this one [discussion] called Impolite Conversations, in other words, how to talk about...different topics like race, gender, class, sexuality and how to make them impolite, because usually people try so hard to make those conversations polite, but we recognize it's obviously not getting us a lot of places. We also went to a talk on mental illness which specifically [focused on] how it affects the black community.... There was this black man who graduated from Harvard, got diagnosed with bipolar disorder, and told us about his story, about how he got treatment, about how he came to grips with it, and now he's teaching students about mental illness...."

"We went to a panel about black experiences in higher education. So [the panel] answered questions like, 'After you get your B.A., what are you going to do? Get your master's or Ph.D.? How do you fund that and how do you survive it? How do you make sure that [you're taking] care of yourself?'" Hagley added.

"This year's BSC brought back the same flare of talent and po-



BSC attendees discussed ways their black student union could make changes on campus. Courtesy of Kadish Hagley

tential. The atmosphere was of determined college students from all over the country. These bright students truly were some of the best student leaders their campuses had to offer. The workshops and keynote speakers served as motivation for many of the students to realize that we were the keys to change at our universities. On college campuses where the notion of blackness is tied to incapability or handouts, it becomes necessary for students to realize our influence on the very systems that often exclude us," Whitfield added.

This year, the planners of BSC also encouraged conference attendees to make use of the iPhone application, "Whova," which allowed people to easily connect with each other, save each other's contact information, view sched-

ules, and share photos of the event. "It's kind of hard [for the BSC community] to stay close. There was over 700 students there this year. [The use of Whova] kind of started up the community aspect of the BSC," Hagley said.

Comparing last year's conference with this year's, Hagley said, "I think it was better because I'm older, and I got to experience more. I wasn't afraid to engage with other people and meet different people.... I feel like how everyone else was, particularly the women there, was just amazing. The gender make up was like 80 percent women and 20 percent men. The [women there] were just so present and powerful. They weren't afraid to speak their mind or engage you in a conversation," Hagley added. "Honestly, I just think BSC was so perfect."

Team Trivia in Foss Dining Hall allowed students to connect with alumni last Friday



Two former roommates reconnect at the Alumni Council and Student Activities Dinner.

Courtesy of Megan Lasher

Letter from the Editors:

Dear Colby community,

It's sometimes hard to picture what people will be like as adults. Well, maybe "adult" isn't the right word because we're all "adults" (technically, at least), but it usually feels right to precede it with a "young" in order to keep the real world at an arm's length.

Maybe grown-ups is the right word. Not because we're trying to infantilize anyone, but thinking back to the days of "what-do-I-want-to-be-when-I-grow-up" instead of the current "oh-shi-t-I-need-to-find-a-job," the term grown-up symbolizes that person wearing formal clothing—moving with a stride of confidence and maturity. And sorry, Heights peeper, that's not you.

We're a generation born into a world of coddling and tragedy. Statistically speaking, we expect too much and communicate inefficiently. As a result, our general networking tendencies seem to produce a destructive urge to collect business cards like Pokémon and conduct surface-level interactions. After talking with various alumni this past weekend, however, it became clear that surface level misses the point.

It's so easy to get caught up in this business of "networking" that we often forget that people are not just LinkedIn profiles, but people, and many of those people—regardless of how many books they've written, presidents they've met or what portfolio they manage—still enjoy a quesadilla and a tall boy.

And that, friends, is what makes our little institution so magical: relationships.

Colby people are good at networking. That is to say most of us are good at playing "the game." We can figure out who to talk to for job club funding or how to reserve a space, but the kind of relationships we have the possibility to form extends beyond the business card. Our game isn't necessarily all business. It's also Big Blue Moon and beer pong.

This weekend helped remind us of that. We're not the first ones to truly realize the meaning of the term "large eyes, small stomachs" at Big G's or the first to be creeped out by the haunted wig shop on Main Street. We're not the first ones to slide down Chapel Hill, and we're certainly not the first to sit in this Echo office with its decades of quotes and wall art.

As a rule, try to remember that there's a person handing you that business card, and people are more than just their LinkedIn profile. When alumni are on campus, eat with them, drink with them and listen to their stories. Listen close and listen well. No, not because it will help you get a job, but because it will help you rediscover this place in a fascinating way.

Stories, speaking both anecdotally and anthropologically, are what make us a community. First-years, listen to them for guidance, and seniors, listen even harder. While you may not want to hear this, all of us will be on the other side of that conversation some day, and the stories will be what connects us all.

Sincerely,

The Editorial Staff of The Colby Echo

The Colby Echo

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Winning Hearts and Minds

Why Colby needs an economics class for government majors

As a double-major in government and economics, I have often had the pleasure of being one of the few people in the room to whom the oft-repeated comment, "You'd have to ask the economists on the third floor," or the flip-side, "You'd have to ask the Government Department about that one," does not apply.

In economics classes, policy issues—minimum wage, taxes, government spending, etc.—are constantly shunted to the realm of the Government Department. Students are asked to simply take fiscal policy changes as given in economics classes, as if government decisions are made in a vacuum, at the whim of some omniscient being responsible for creating hypothetical examples and questions for problem sets and exams.

In reality, such policies are the product, or outputs, of the political system associated with a given economy. Yes, it's true. The government spending portion of the GDP equation can be modeled, despite what students are told, and it is modeled only one flight of stairs away from the economics department at Colby College. Conversely, students studying government are often exposed to economic concepts such as GDP, the GINI coefficient, exchange rates, and so on.

Moreover, government students are presented with assertions concerning the political effects of changes in these economic variables without first being offered the opportunity to understand what they mean, how they are measured, and their political significance. It seems, given the level of interconnectedness between economics and government, that some level of mutual un-

derstanding is necessary for a true understanding of issues in either field. Economic projections mean nothing in the absence of an understanding of the likely fiscal policy outputs of a given regime, and political incentive structures are nearly impossible to disentangle from those of the economic sort.

For those reasons, I would submit that Colby could improve the quality of the education it provides in both departments by creating classes in each major designed to offer students an understanding of what it might look like when one department picks up where the other leaves off. In short, how does a political system create fiscal policy outputs, and how does do economic trends affect political outcomes?

If it is indeed true that an education in either area could be meaningfully enhanced by better understanding of the other, what might a class look like that could begin to solve this inadequacy? In the economics department, an overview of political systems and incentive structures seems like a good start. Then, perhaps, a review of how economic outcomes have been major determinants of political trajectories in countries like South Korea, China, Germany and elsewhere. Finally, an attempt to discern how well political actors, institutions, and values are able to pragmatically output 'correct' economic policy seems like an excellent way to leave every economics student quite depressed.

In the Government Department, a basic overview of the theory of the firm and profit-maximizing behavior would marry itself well conceptually to the idea of an individual-level incentive structure perceived

by political actors—considered side-by-side, this would allow students to begin to confront the difference between the clear, quantitative truths of financial decision-making and the murky, dually subjective and objective criteria of political actors.

Next, an overview of macroeconomic theory focused on the money market, IS-LM analysis, and the AS-AD model would offer students an excellent basis for understanding the likely effects of policy outputs. Finally, as in the other proposed class, an attempt to discern how well political outputs are connected to economic logic would be sure to maintain a level of parity between the depression experienced by newly-government infused economics students and that experienced by these newly-able-to-define-the-word-parity government students.

All joking aside, it is time to confront the fact that it is insufficient to be told by our professors that we'd have to check with another department to find a substantive answer to a relevant question. Not only do I think every government student hoping to truly understand their field needs a good dose of economics professors like David Findlay, Dan LaFave or Andreas Waldkirch, but I believe that every economics student would be mistaken to believe that government professors like Giulian Deneaux, Tony Corrado or Walter Hatch are unnecessary to an accurate sense of our truly political economy. I don't mean to suggest that students could fully understand the diversity of topics listed above from only a single semester of study. However, simple exposure to this range of topics would surely be possible in that timeframe and would certainly enhance the studies of students in both areas.

The issues with not vaccinating

If we mull over the issue of whether or not parents should be able to decide against vaccinating their children, we logically touch on two disparate questions. The first: are vaccines the safest protection against fatal diseases that typically develop during childhood? And the other: should the agency of parents be protected, or should proven medical practices like vaccinations take priority over the subjective medical beliefs and choices of parents?

Focusing on the first issue, history tells us that vaccines have been effective in obviating diseases that for many centuries were the greatest sources of child mortality. Before the development of vaccines, diseases like polio, measles, smallpox, mumps, diphtheria and a slew of others were insidious; many outbreaks left swathes of children and young people dead. Today, in a society marked by sophisticated medical practices that include surefire vaccinations, mortality rates (as they depend on the frequency of disease-outbreaks) have substantially declined. Without a doubt, this decline is attributable to the advent and broad adoption of vaccines by the medical community.

Yet, in spite of the irrefut-

able medical benefits of vaccines, parents should reserve the right to make important decisions for their children—especially medical ones—and I'm convinced that such private authority should be respected. If we allow the state (as influenced by the medical establishment) to become too deeply involved in the private affairs of families, we as citizens ultimately run the risk of setting precedents in which the state can get involved in all sorts of matters that are private in nature.

Of course, I must concede, this line of reasoning won't help to prevent the deaths that are more likely to occur because parents have misguidedly decided to eschew vaccinations for their children. But, if these deaths do occur, they'll probably happen because parents decided to act on baseless, pseudo-scientific information regarding the dangers of vaccines.

Nevertheless, a national movement led by parents has taken root and gained steam. These parents refute the deep-seated notion that vaccines are effective and safe, vowing to refrain from allowing their children to be vaccinated, all while asserting that they are acting in good faith. On what basis have

these ardent parents taken up such a hard-line stance?

In 1998, a British gastroenterologist named Andrew Wakefield and several colleagues published a paper in which they hypothesized a direct connection between the use of the MMR (Measles, Mumps, Rubella) vaccine and the onset of autism. This study came under widespread scrutiny and doubt about the efficacy and safety of vaccines. While Wakefield and his colleagues were forced to retract their paper after the vaccine-autism connection was found to be indeterminable and fraudulently attained, the consequences of Wakefield's paper persists.

As long as misguided parents refrain from vaccination as a form of childcare, preventable diseases will continue to afflict children. I believe that vaccines are viable and keep children healthy in ways that generations of the nineteenth and early-twentieth century never had the chance of enjoying.

However, I also believe that if parents wish to keep their children unvaccinated, such a choice should be respected. In the end, the parents that make such a choice will have to live with it if their children exhibit symptoms of measles, mumps or diphtheria.



Brian Martinez

The Unpopular Opinion

Colby's woefully misguided language requirement has to go

Like many small liberal arts schools, Colby has made a commitment to teaching students how to learn by exposing them to a vast range of subjects. As Colby students, we are required to take courses in art, history, literature, quantitative reasoning, social science, a first-year writing seminar, two diversity requirements, two natural science courses plus a lab and three semesters of a foreign language.

During my nearly three years at Colby, I have become a more rounded student and found interests I never would have known about if I hadn't been forced to fulfill these distribution requirements. I still critique people's arguments by using logical fallacies I learned during my freshman year logic class. I can successfully identify the different faults that surround my home in the Bay Area thanks to my geology class. I've learned about the history of the Korean peninsula, written three one-act plays, and studied the social norms of heroin addicts in South San Francisco. In this way, the distribution requirements have done their jobs by broadening my understanding of the world and myself.

Now that I am one course away from fulfilling my distribution requirements, I have time to reflect, and while I may not believe that we should do away with them as Hamilton College

has, I feel it is time we updated the requirements. More specifically, we should get rid of, or at least minimize, Colby's language requirement.

This may seem illogical in the age that we live in. After all, the world is more globalized now than it has ever been before. Knowing a foreign language is helpful in creating lasting personal and professional relationships with people around the world. Learning a second language has been shown to increase brain health, delay the onset of degenerative diseases, improve your native language skills and make you more attractive to prospective employers.

Likewise, for a school of its size, Colby seems to have a fantastic language program. If you so choose, you can learn Arabic, Hebrew, Latin, Spanish, German, French, Mandarin, Japanese, Greek, Italian or Russian. While I decided to fulfill my requirement with plain old Spanish, I've been extremely impressed with the many Spanish professors who have helped guide me through the subject. In fact, I would say I've had more helpful language professors than professors in any other field I've had at Colby. I want to clarify that I do not think we should get rid of the requirement because it lacks substance or competent professors. In the spirit of breaking up Spanish, it's not you, it's me.

I started learning Spanish when I was

nine years old. Every morning before school at 6 a.m., I would walk to the community church and be taught basic Spanish words while I tried to keep my eyes open. I took this class for four years, avoided Spanish through middle school before returning to it in high school. I took two and a half semesters of it before travelling to Australia, which, unsurprisingly, does not teach Spanish. At the end of this semester, I will have taken eight and half years of Spanish.

And you know what? I'm still awful at it. The two phrases I use most in Spanish are "Cómo se dice" (how does one say) or "¿Qué significa?" (what does it mean). After eight years, I still mess up basic verbs, use an accent that resembles an overzealous American ordering Taco Bell, and have a vocabulary that would cause Spanish children to wince at my total incompetence. But this is not a new revelation. I've disliked Spanish since elementary school, despised it since high school, and have become woefully ambivalent to it since then. But why does my own animosity toward this language demonstrate why Colby should get rid of the requirement? I'll tell you.

Having a student dislike a language means two things. First, they're going to require more resources, as they'll be less likely to work toward something that has diminishing returns. I have a Spanish tutor and occasionally visit my professors. I take up a seat in the coveted 10:00 a.m. Spanish 127 class, compared

to the 8 or 9 a.m. classes. By occupying these resources, I'm taking away opportunities for other students who may like the course and utilize the course later on in their lives.

This leads me to my second point. After an uninterested student finishes their language requirement, the requirement is unlikely to help them. Uninterested students are unlikely to advertise their language "abilities" if they are applying for jobs, because they could end up working with the language on a regular basis. Likewise, if a company were to hire the student expecting that the language would help them, they're likely to be disappointed when they see the student's true ability. I know my future employer would be.

Of course, there are plenty of other reasons to get rid of the language requirement. First of all, why are we required to take so many semesters? Without taking a language placement, a Colby student is guaranteed three semesters of language, nearly two-fifths of their time at Colby. Compound that with all the other requirements, excluding JanPlan, and roughly one-third of our time at Colby has been spoken for before we arrive. As a government major focusing on Asia with a creative writing minor, learning Spanish has little viability for me when it has nothing to do with my career interests. Some of you are asking yourselves why I didn't go for Japanese or Chinese if I'm so interested in Asia, but I'll get to

that in a second. My point is that it would be much more helpful for my job prospects (and personal curiosity) if I had the opportunity to take more classes that are related to my major.

Now, regarding your question above. Japan and China are not only interesting countries, but also two of the most powerful players in Asia today. Learning a language in either would help you immensely if you were interested in the region. However, the country I am most interested in is Indonesia. When I first started gearing up for my language requirement, I asked if I could independently study Bahasa, Indonesia's official language. While there was a possibility to do so, long story short, it would have been nearly impossible unless I spent time abroad, which I did not plan to do for various reasons. Also, I'm kind of lazy.

Ultimately, while Colby has a wide selection of languages and many capable professors, these departments should not have to spend their time teaching apathetic students while students should not be forced to take a class that only distracts them from their goals. While perhaps the same argument could be made for Colby's other distribution requirements, I believe that many of the other requirements directly affect our lives. Everyone should know how to write a critical essay or analyze data or be creative. These are all things you're going to use later in life. For many, language will not be one of those things.

The dangers of making Colby an alcohol-free campus

Colby administrators have no doubt tossed about the idea that Colby should be an alcohol-free campus. After all, what could go wrong? Fewer students would be hospitalized, campus would be safer, and not having campus-sponsored drinking events could cost the school less. All this being said, if Colby were to become an alcohol-free campus, it would not be beneficial to students and could ultimately harm the Administration as well. Colby's move to an alcohol-free environment could foster more dangerous drinking habits, damage the relationship between security and students, and promote an environment that would not prepare students for the real world.

Banning alcohol on campus could create a series of unintended effects. If an alcohol ban was instituted, more and more students might venture off campus to drink. As students go off campus, drunk driving could in-

crease as students become more persistent about getting access to alcohol off campus. Even if there was no drunk driving involved, Waterville police would be

much more likely to charge students involved in reckless drinking. In the spring semester of 2013, 90 Colby students faced charges after attending a party in Waterville.

What should have been a fun night out ended in 90 court cases and statewide headlines on the irresponsibility of Colby students. Colby needs to not only keep students safe on and off campus, but also keep students out of the news. A better solution than banning hard alcohol outright would be setting up a larger and more reliable transportation system for students to get in and out of Waterville.

Another unintended consequence might be that the relationship between Colby security and students could be strained as students become more liable

to get in trouble for what we now consider to be lighter offenses. Tensions are already growing this year as security's increased access to dorms has made many students feel uncomfortable and untrusting of the school. In order for students and security to have a good working relationship, a relationship where security is not just there to get students in trouble needs to be established.

Students shouldn't be discouraged from contacting security because of the repercussions of doing so. If there were a blanket ban on alcohol, students in need of hospitalization from alcohol-related illness would be much less likely to seek help as they would receive severe punishment if they did. Medical emergencies could go unattended as students could attempt to avoid getting probation at the cost of their health. Creating an alcohol-free campus and allowing more opportunity for students to get in trouble could hamper student relations with security, create a campus of mistrust, and lead to

unreported medical emergencies.

If an alcohol ban were to be instituted, students of legal age would not be able to drink on campus. While this may not seem like a big deal, legal adults should be treated as such. College is supposed to be the time and place where students can legally be adults in a safe environment that sponsors learning and the development of self. Students are treated as adults in that they do taxes, they can vote, they are uniquely in charge of their own affairs; but to say that adults of legal age cannot drink on campus seems to negate all those facets of adulthood.

By saying that students who are legally able to drink are not allowed essentially shows that college students are still children in the eyes of the administration and are therefore should be managed accordingly. Colby would benefit more from treating their students with respect than treating them like children.

Colby has already been down this road of reforming alcohol

policy on campus. After Colby instituted a hard alcohol ban in 2010, hospitalizations due to drinking have been down 20 percent. Though 20 percent is a marked difference in hospitalizations, has this policy really had a huge effect on dangerous drinking habits? In 2013, 11 students were sent to the emergency room less than a week into the first semester. While the general statistics seem impressive, alcohol abuse is still an issue even though hard alcohol has been prohibited. Banning all alcohol won't combat the overall issue; this move could even put students in more danger of engaging in bad habits. By making Colby an alcohol free campus, we're just stopping alcohol use, we're just creating more consequences for it. The Administration would be better off teaching students safe drinking techniques and giving them a safe and reliable environment to practice those habits without unnecessary and unrealistic repercussions.

Musings From The Editor's Better Half

Reflections on Colby's conflicted culture of body image

A few months ago, I was talking to some peers about an individual I had seen on campus. The individual was overweight, and upon seeing them, I had assumed they were not a student. My next feeling was disgust. With myself.

Students often joke about all of us looking the same, but there is often some truth to that statement. With Body Image Awareness Week upon us, I thought it would be a good time to explore the culture at Colby surrounding this sometimes taboo subject.

I spent my first semester in Salamanca, Spain. Anyone who has gone (shout out to Feb-Frosh) knows that the food is, depending on who you ask, delicious. My tiny Spanish host mom (or abuela as I liked to call her because she was 82 years old and treated me as her own) made me the most delicious meals every day. I ate biscuits with Nutella for breakfast,

full-on feasts with salty salami, chorizo (straight from her farm, not the shitty stuff you buy in America), paella (with rabbit from her farm as well), and desserts. The hot chocolate was not made with boiling water and powder. It was thick, creamy melted chocolate. And most evenings after a full dinner, we dined on the fried goodness that is a churro (usually with more chocolate).

I tell you this not to make you jealous of the food I enjoyed for about three months. Rather, what I noticed was the difference in my attitude about the food I was served and from my female peers on the trip. Most complained about a lack of vegetables. When we went on trips together to other parts of Spain, many would go on a run rather than explore the city or sit on the beach (hint: these were not me).

For a long time, I decided

that I didn't really care about what I was eating because it was my first time out of the United States and if I was enjoying the food, why not eat it. Four years later, I have absolutely no regrets. But I distinctly remember visiting a friend in Paris and poking at my stomach, asking if she thought I had gained weight since being abroad. Four years later, I still ask her that question with earnest.

I have a very supportive friend group. Rather than shame each other for grabbing dessert, we shame each other for restraining ourselves from grabbing dessert. Still, no matter how many times a friend tells me there is no shame in food, those words refuse to absorb. I firmly believe that Colby's culture is, in some ways, at fault for that. There have been many times that I have thought to myself why do complain about others wanting to eat salad? It feels somewhat selfish to use someone else's desire to be healthy to

pin them as a reason for self-hatred, but I don't think it all comes from the student body themselves. Colby boasts about the large number of students involved in athletics, and when you go to the too-small gym, it's not unusual to see people running at ridiculous speeds on the treadmill only to finish the run and step onto another machine. As someone who has finally started regularly going to the gym, I can understand how there is no better feeling than finishing a difficult run. My mind is never as positive as it is while I run. Picture a miniature personal trainer yelling "YOU ARE A STRONG INDEPENDENT WOMAN" with a lot of emphasis on "strong."

So now that I feel comfortable in the gym, most of the battle happens in the dining hall. And the fact that I do work out regularly means that my old attitude of "well, shit, I can't run anyways so what's the point of trying to eat healthy, too" has

turned into "that dessert will essentially nullify everything you did this morning." And then, when I do get the dessert anyways (which somewhere in my brain I realize I should not feel guilty about) I spend the rest of the day regretting a single Snickerdoodle.

So is it a bad thing that most people at Colby are either incredibly healthy or naturally built to fit in? No. As much as I wish that I fit in to that norm, I would never blame other people for living their lives or naturally looking a certain way because I wouldn't want them to do the same to me. It's a daily battle to focus more on the fact that at the beginning of Jan Plan I couldn't run for more than 15 minutes without stopping and now I consistently run for 30 (and know that I could keep going). I'm thankful that Colby is a place that encourages health, but I think we can do more to make the Hill a welcoming place for everyone.



Jake Bleich



Olivia Ainsworth



Elise Ozarowski

Davis Curricular Gallery utilized across disciplines

By TERRY O'CONNOR
A&E Editor

With the expansion of the Colby Museum in 2013, one of the many benefits to the college was the addition of the Davis Curricular Gallery. Designed as a space to foster the academic involvement of students and teachers in the museum, the Curricular Gallery enables artworks to be displayed for the duration of a semester.

As a result of the opportunities offered by the gallery, professors from across disciplines can choose to incorporate into their courses works from Colby's permanent collection or works on loan from other museums. This semester, the Curricular Gallery is supporting the Anthropology, Art, French, History

and Spanish departments with the current installation.

Encompassing a vast span of media, the installation also ties in the interdisciplinary goals of the annual theme chosen by the Center for the Arts and Humanities. The 2014-2015 theme is Migrations, a theme around which a number of courses throughout the year are designed. The Curricular Gallery currently supports one of those courses for the remainder of this semester: Associate Professor of Art Tanya Sheehan's Art and American Studies course "Photography and Migration".

Of the other courses represented in the gallery are two of Professor of Art Veronique Plesch's courses this semester. Her "Food in Art, Food as Art" seminar has two works on loan from the Bowdoin College Museum of Art,

while her Surrealism course has a number of works on which students will be conducting research for the rest of the semester. As for how the introduction of the Curricular Gallery has affected the teaching of her courses, Plesch says, "We can really use it in our teaching and have students be able to constantly refer to it."

Talking about the papers her students in the Surrealism course will be writing toward the end of the semester, Plesch explained that without the gallery students would have a more challenging time formulating papers based off of the works displayed in the space.

The educational benefit of providing students with the chance to interact with the artwork is one on which most professors seem to agree. As such, one of the issues that faces the gallery every semester is deciding how much space to allocate to each course and for what length of time the artwork can be displayed. Currently, the museum hosts a variety of spaces other than the Curatorial Gallery that allow for the live viewing of artworks. The Landay Gallery, for example, provides a space where professors can temporarily look at artworks out of storage with their classes. Plesch explained

that before the additions to the museum in 2013, the options were limited: "Before, all we had was a space like the Landay Gallery that was much smaller and not very good." The introduction of the Curatorial Gallery thus allows professors like Plesch to have access to works for a full semester.

"We can really use it in our teaching and have students be able to constantly refer to it."

Veronique Plesch
Professor of Art

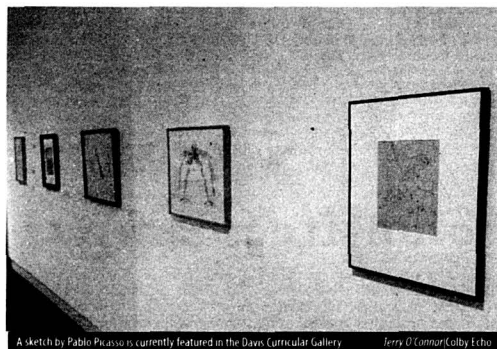
the entire semester. So if there's a justification for using something for the entire semester, in our curatorial meeting we will lobby for using those objects."

For many classes though, the use of museum space can be limited to temporary installations. Plesch, for example, additionally used an area in the museum for her Surrealism course where works were hung for just two weeks. In cases like hers, these short-run installations are often

used for student work that doesn't act as the major project for the semester. Le Gall explained further that these decisions are "very much linked to how the gallery is going to be used and then is also linked to loans."

These loans currently on display in the Curricular Gallery are a conscious decision on the part of the museum to increase cross-pollination between the Colby collection and the collections of other museums in the area. In addition to the pieces Plesch is currently using from Bowdoin, there are several artworks on loan from the Hudson Museum at the University of Maine. The works come from one of the finest collections of pre-Colombian art in the country. The connections between institutions thus provide professors such as Charles A. Dana Professor of Spanish Luis Millones with the opportunity to benefit from the strengths of other collections. In his course "Narratives, Artifacts, and Monuments of Pre-Colombian Civilization," Colby students thus gain access to some of the country's finest pre-Colombian works through the Curricular Gallery.

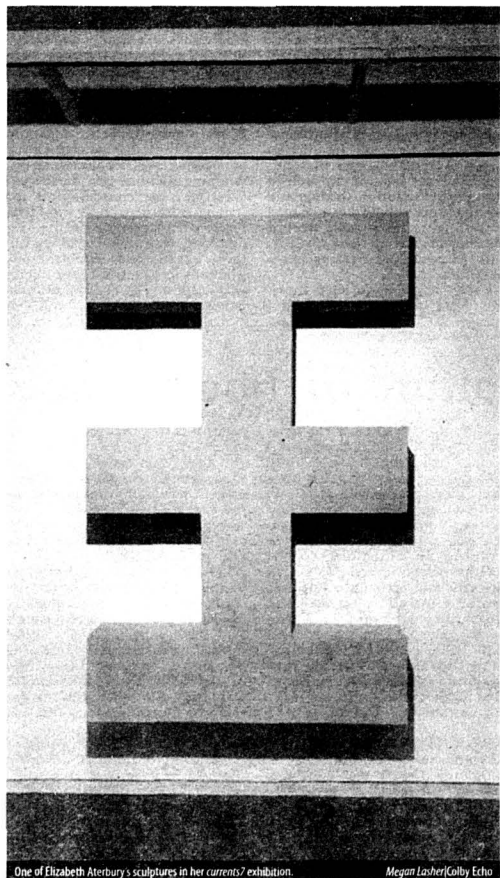
As for the level of collaboration the museum has been engaged in with other Maine institutions, Le Gall said, "It's something we're developing, and growing, and trying to do more of." For Plesch, the one aspect she would change in the future would be attempting to increase communication among professors with hopes of picking artworks that would benefit multiple classes at once.



A sketch by Pablo Picasso is currently featured in the Davis Curricular Gallery.

Terry O'Connor/Colby Echo

currents7 on display in the museum



One of Elizabeth Aterbury's sculptures in her currents7 exhibition.

Megan Lasher/Colby Echo

Screenpass

Virtues and Inherent Vices

Every good director has a film like *Inherent Vice*. This film is Paul Thomas Anderson's way of saying "I'm a good filmmaker, I know how to make a good movie, now here is my proof that I also know a lot about cinematic history."

Inherent Vice takes us through a wide range of cinematic conventions, genres, and styles. It starts in a neo-noir setting as Larry "Doc" Sportello (Joaquin Phoenix) is hired as a personal investigator for multiple people. This entire storyline of Doc as an under-the-radar PI steers the film to be told through the male gaze as we follow him through a policeless, crime-filled world, uses all of the conventions of the classic Film Noir era.

This film is a neo-noir, but it simultaneously uses techniques from a multitude of other film eras. The drug use and technicolor shots, huge neon signs and party scenes with over-the-top wardrobes and dances, all make it a pastiche of 1970s and 1980s films. Even the language is eclectic and composed of different slang and patterns from all of the stereotypes we've seen in American history. *Inherent Vice* aims

to mix together many of the tropes from the 1950s through the early 2000s, bringing in a wide range of cinematic conventions.

On top of his use of common clichés, Anderson also references specific films to also build our trust in him as a knowledgeable filmmaker. *Inherent Vice* is incredibly similar to *The Big Lebowski*, because of its use of pastiche, but also in very particular scenes: some of the most resounding images in *Lebowski* are of his bleak moments alone at home, then contrasted by drug-induced fantasies like a psychedelic dream sequence about bowling.

The drug use and technicolor shots, huge neon signs and party scenes with over-the-top wardrobes and dances, all make it a pastiche of 1970s and 1980s films.

Inherent Vice offers almost the same scenes, going from the vacant, smoke-filled PI office to more vibrant and unrealistic party and sex scenes. This is how these directors are, in a sense, proving their knowledge of film. The Coen brothers and Anderson go through film history to play with genre expectations, twist filmic conventions, and expand on some of the development that cinema has made throughout the years. In doing this, they are, in a way,

ment that the understanding of film is crucial to the art of making movies. They are saying that good directors know film and have studied cinema enough to understand its tropes, which highlights the importance of film studies.

No Altman fan would be able to sit through *Inherent Vice* without being reminded of *The Long Goodbye*. If you took a scene from the latter film and placed it in the middle of Anderson's new movie, nobody would notice. The wardrobe, shot set-ups, and even specific images (both films have scenes on the shore) are almost interchangeable.

Anderson's film is a work of art even past all of the overt references to films and glorified conventions. Each shot is meticulously calculated, and the frames are filled with so many period-specific details and brilliant foreground-background actions that each scene is a cinematographic masterpiece.

The downside of this film, however, is its hard-to-follow storyline. Though we are guided by Doc, we go through so many characters and anecdotes that it's very easy to get lost. I found myself forgetting what was actually happening and just paying attention to the visuals of the film, which is likely what Anderson did at times, too.

My final theory is that filmmakers who want an intrinsically appealing visual tale will be pleased, but audience members seeking a concrete story and character development will leave less than fulfilled. Overall, though, it's worth seeing regardless of your film preferences. 4/5 stars.

ments that cinema has made throughout the years. In doing this, they are, in a way,

Spring dance concert encourages individual interpretation

By WILDER DAVIES
A&E Editor

Within the realm of performing arts, modern dance can often be perceived as inaccessible for the average viewer. However, both Assistant Professor of Theater and Dance Annie Kloppenberg and Sara Gibbons '15 challenge the misconceptions surrounding this idea and encourage individual interpretation of their upcoming dance performances. The Department of Theater and Dance is presenting two contemporary dance pieces on Friday and Saturday: Gibbons' Thesis Project *Into the Frame of Us* and Kloppenberg's professional company in the premiere of *Entrances & Echoes*.

Gibbons approached *Into the Frame of Us* with the idea that the dancers are integral in creating the performance, and to a certain extent, the performers dictated the content and execution of the piece itself. "I wanted to create a piece that is about the dancers and the participants. I sourced all of the material from a mixture of their experiences, individual histories and diverse interests," Gibbons said.

She found further inspiration by forming a somewhat unconventional cast, explaining "I am really interested in working with non-dancers or people who haven't performed before because there is something very refreshing about the embodied knowledge and history that comes with different experiences for individuals. There are two soccer players, three dance majors and interested friends of varying experience, [as well as] two freshmen who have never danced before."

Through this method of collaborative work, Gibbons and her dancers experimented with different concepts and ideas, until a central theme and idea began to take form. "I kind of gave them license to bring in things they wanted to try, and that sort of evolved into the idea of unattainable

dreams and just dreams in general. In the piece there are both literal and more abstract iterations of the dancers' dreams." One specific dream involved dancer Lizzie Woodbury '15 performing an excerpt of the song "Macavity" from the musical *Cats*, as it was a childhood dream of hers to perform it on stage.

Professor Kloppenberg also utilized the concept of collaboration, using it as a central tool in the creation of *Entrances & Echoes*. "The work is entirely collaborative, with the seven dancers that are going to be on the stage, in addition to several other dancers who were involved in studies that led up structurally to this work." Rather than direct choreography, Kloppenberg used open creative prompts with her dancers as a means of forming the content of the piece. "I think there is very little content in here that I made in my own body. A lot of it has to do with coming up with projects and challenges and prompts for the dancers to encounter independently and together and for me to see what draws my attention." Through this method, Kloppenberg took some of the movements and phrases that were originally improvised, and integrated them as featured parts of the performance.

The central visual element in *Entrances & Echoes* features the gradual laying down of tape, outlining the changing settings and spaces in the piece. "The dancers leave physical traces in the space by laying down these sort of rooms that sort of get arranged and dismantled, and each time they trace the edges of the spaces they inhabit... with physical tape that stays on the stage, those lines accumulate and create this kind of geometric map of the piece that will exist at the end," said Kloppenberg. "This concept reflects elements of repetition and shifting contextualization, themes which inspired Kloppenberg throughout the creation of the work."

Both Gibbons and Kloppenberg see dance as fundamentally accessible, and make it clear that any individual can understand and appreciate modern dance with the right frame of mind. To Gibbons, contemporary dance is best defined by the viewer, and not by the choreographer or the performer. "There's the expectation that you have to understand or that there is a singular point that the choreographer is wanting to portray, or even that it's about something. Rather I think that as the audience, each member is coming with their own different experiences and histories which are shaping the meaning and understanding. It's

really about the viewer formulating the meaning for themselves and that everyone can have a different understanding, and that's okay.... And that's kind of the exciting part of it; these different viewpoints and experiences of watching a performance."

Kloppenberg suggests that dance should be approached "with a kind of poetic logic that doesn't have a single explanation but gives permission for the viewer to encounter the work, respond to it and have perspectives on it." She states that, "nobody has to be an expert to be able to get something out of seeing this kind of work." She adds that dance as a medium con-

nects with the audience through the idea of kinesthetic empathy, meaning that the viewer puts themselves in the place of the performer, experiencing the perceived motions and sensations through their imagination.

Gibbons said, "I think there is a lot of relatable information within the piece that other people at Colby, not just performers, would be interested in seeing."

Performances are March 6 and 7 at 7:30pm and are free and open to the public. Reservations can be made through the Department of Theater and Dance's website or by calling the department office at (207) 859-4520.



Students rehearse Sara Gibbons' *Into the Frame of Us*.

Courtesy: Department of Theater and Dance

Fashion Forward

Cohen '15, emerging jewelry design talent

By LINDSAY FRETER
News Staff

Julia Cohen '15 has made a business out of a hobby with her jewelry line, *Jewels by Jules*. An American studies major and creative writing minor, the blossoming designer has created a brand with handmade jewelry.

Cohen's jewelry can be defined as simple, delicate and chic. A colorful collaboration of white, gold, and turquoise stones, metals, and glass beads, Cohen's jewelry is lovely worn alone, layered with other necklaces, or stacked with your favorite bracelets. "My jewelry is definitely a reflection of my style," Cohen says. "I love simple jewelry that you can wear everyday...." Her next style venture is to create more statement pieces.

All the jewelry in the line is handmade and Cohen does all the work herself. Her favorite items to make are the statement pieces, "because [she is] able to experiment the most with these pieces and try out all new styles and techniques."

Cohen's love of crafting jewelry began in her senior year of high school after she interned with a jewelry maker for her senior project. However, it was not until this past summer that the affinity really took. "While I really enjoyed it, I never started mak-

ing my own, as I was too focused on graduating and then getting ready for Spain/Colby. Then this past summer I was on Etsy and saw DIY jewelry and I thought, 'I know how to do that.' So I went out and bought a wire cutter and beads, and started making jewelry in my free time!"

Her process for creating a piece of jewelry is as spontaneous as was her decision to take on the craft. Cohen describes her process as impulsive. She does not plan out the design, rather beginning each piece with a vague idea but no sure outcome. For inspiration, she looks at Instagram accounts or other websites and then gets to it.

As for future plans, she is still unsure about where her business will go. It began as a hobby that was "just for fun," only making jewelry for friends with no intention of ever selling it. She is now selling her jewelry at a store in Newton, MA called *Pink Domino* with hopes of selling in more places. Whatever the future holds, Cohen says, "I think this will always be a hobby that I do for myself (and make a little bit of profit if I can.)" For now, she's more focused on graduating.

Be sure to follow *Jewels by Jules* on Instagram, and fall in love with her earthy designs and buy something nice for yourself or friends!

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| Concerto Mania! March 14 7:30 p.m. Lorimer Chapel | Music, Germs, and Steel April 4 7:30 p.m. Lorimer Chapel | Migrations: From Spain to Latin America April 8 12:00 p.m. Museum of Art | Circle Wide Jazz Band April 11 7:30 p.m. Lorimer Chapel |
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From the archives: February 24, 1983

WEATHER

by Dave Epstein

With some additional snow on the ground from yesterday's storm, things are looking up for Winter Carnival. Temperatures will remain around freezing throughout the week allowing little snow melt. Our weather will be calm over the next few days.

March is a month which can go either towards spring or winter. This year I feel a topsy-turvey month will result with frequent mild weather and on the other side, frequent snow.

Not quite the Ides of March



"Should have brought my shovel."

March at a glance

For More We Turn to Jessica Williams

Friday, March 6 / 8:00 PM

Page Commons

Dick McGee Memorial: Celebration of Life

Saturday, March 7 / 1:00 PM

Page Commons

Mr. Colby

Friday, March 13 / 7:30 PM

Page Commons

Powder and Wig Performance:

"The Red Address"

Friday, March 13 / 7:30 PM

Bixler 060

Improv Show

Wednesday, March 18 / 10:30 PM

Bixler 178

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M. Lacrosse earns comeback victory over Trinity Bantams

By WILL WALKEY
Staff Writer

The Colby men's lacrosse team earned a 9-7 road victory over the Bantams of Trinity College this past Saturday. This was the first game of the season for the Mules, and after being down 5-1 at halftime, they exploded with six goals in the third quarter. Co-captain John Grimaldi '15 notched the game-winning goal, unassisted, in the fourth quarter.

The Mules came out flat in the first quarter, and the Bantams would have scored more than the three goals they did, had it not been for Mule goaltender Tyler Will '15, who made eight of his 17 saves in the first 15 minutes of the game. Trinity also outscored Colby 2-1 in the second quarter to come into halftime with a seemingly comfortable lead.

Although they found themselves in an adverse situation, the Mules made no changes to their strategy as they started the second half. Instead, they used their deep bench to rotate in talented and fit players to outrun and outwork Trinity. "Our strategy is to play four quarters of lacrosse at 100 percent," said Mark Philipps '15. Co-captain Derek Youngman '15 scored four goals for the Mules in the third quarter to give his team the 7-5 lead going into the final 15 minutes. After two goals from Trinity, Grimaldi and Austin Holifield '18, playing in his first collegiate game, responded, netting two quick goals for the Mules to seal the win.

Youngman ended the game with five goals and earned the NESCAC Men's Lacrosse Player of the Week honor, marking the second straight year in which a Mule has brought home the honor in the first week of the season. Grimaldi earned four points, with two goals and two assists, while Austin Frank '17 played with the flu and battled hard to win nine faceoffs and retrieve five ground balls. The Mules were also three for three in man-up situations, while Trinity could not convert on any of their five opportunities, which later proved pivotal in the victory for Colby.



The Mules offense exploded in the third quarter for six goals on their way to a 9-7 win. (Courtesy of Dustin Saffitt)

The Mules have hopes for this season, and defender Kenny Jacobson '16 made this clear, stating, "Our goal is to win the NESCAC." This goal is realistic, as the Mules return several key players from last year and have added even more talent. Next week, the team travels to Clinton, New York to battle Hamilton College. "Traveling to Hamilton is never easy, so we need to come off the bus strong," added Jacobson. After starting off strong in Hartford, the team looks to continue winning in what could be an exciting season for Colby Men's Lacrosse.

Warm Sports Takes

Dreaming of May 2nd



It's hard not to think about Spring. Not only are we in the middle of what is probably one of the snowiest winters ever in New England with no end in sight, but we are also in the middle of the stretch in the calendar between the Super Bowl and March Madness when nothing all too exciting happens in the world of sports. It's hard waking up every day, seeing a temperature lower than your age and trying to get excited about things like the NFL Combine. But when I think of May 2, I can't help but get excited.

Last week, it was announced that both Manny Pacquiao and Floyd Mayweather finally signed contracts for the fight that has been rumored for months and desired for years. The bout between the two best fighters of a generation puts boxing back on the front page for the first time in recent memory. With no offense to Super Bowl Sunday, Thanksgiving, New Year's Day, or any other day, the Mayweather-Pacquiao fight will be the night cap for the most exciting sports day of the year, May 2.

The day starts with an afternoon baseball game at Fenway between the Boston Red Sox and New York Yankees. Though the rivalry has lowered in intensity since its peak in the early 2000s, and it's just an early season baseball game, a Sox-Yankees game is never a bad way to start an afternoon. Both teams enter the year with many questions: Will Alex Rodriguez play? Do the Red Sox have enough pitching? Will the Yankees survive without Derek Jeter's .256 batting average from last season? This game will be a great check-in for the state of both teams at the beginning of baseball's second month.

The next game is definitely not set in stone at the moment, but with the NBA's second round set to start on May 4th, there is likely to be at least one Western Conference Game 7 on May 2nd. As Danny Kosow '15 highlighted in *The Echo* recently, the West is as loaded as its ever been, and all eight teams that make the playoffs are title contenders. My dream is an afternoon Game 7 between Golden State and Oklahoma City. The loaded, best all-around team of the Warriors vs. Durant and Westbrook in their current "Us against everyone" mindset would be a can't miss game.

The first Saturday in May also means the running of the Kentucky Derby. I don't have any particular interest in horse racing, but I can't remember the last time I did not watch the Derby. There has not been a Triple Crown winner since 1978, and the Derby always provides us with a horse to root for over the next month to try and accomplish that feat. It's very early, but I like Dortmund for the win.

Now, to the main event: Pacquiao/Mayweather. After warming up with baseball, basketball, and horse racing, the night cap of boxing will cement the day as the best sports day of the year. Watching this one live will involve shelling out some big pay per view costs (likely around \$90) but with a group of people that cost is not too high. I'm not a huge boxing fan (is anyone these days?), but I know an important sports event when I see it. I'm tuning in because this fight has potential to be a "Where were you when..." sports event, maybe even a 30 for 30 in ten years. Both fighters are past their prime, but each of them is great enough so that this fight will surely entertain.

Sports fans will need to grind out the next few weeks, but with March Madness, Opening Day, and ultimately May 2nd, 2015 on the horizon, there is plenty to be hopeful about.

W. Lax upsets nationally-ranked Trinity College team

By KIERNAN SOMERS
Asst. Sports Editor

"One step at a time." That age old mantra has defined many coaches' careers; however, Coach Karen Henning took it a step further and brought a ladder into the Colby Women's Lacrosse locker room last Saturday to reiterate the importance of taking things one step at a time during their game versus the then nationally second-ranked Trinity Bantams. "The big thing for us was confidence. [Trinity] is always so good. They lost in the finals last year and won the NESCAC, but we always have been very competitive against them," said Gemma Brady '17. The Bantams were 37-2 in NESCAC regular season play the past four years, losing only to Bates in 2014 and Amherst in 2012. The reigning NESCAC champions have also been to three straight NCAA Di-

vision III title games and won the championship in 2012.

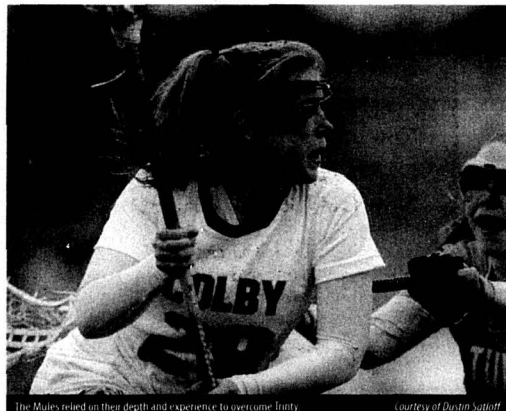
The Mules return many of their players after a successful 2014 season that saw Colby in the National Quarterfinals and utilized their strength and experience to overcome the Bantams 11-10 in a nail biter that saw the winning goal scored with just 16 seconds remaining on the clock. Team play was essential for the victory as the Mules used goals from six separate players to beat out Trinity. "Our motto this year is 'Tougher Together' and I think that really showed on Saturday," commented Brady.

The Mules took to the field sporting a revamped defense that flustered the Trinity offense and created turnovers that became essential for the Mules later in the game. Strong play on the draw from tri-captain Abby Hatch '15 allowed the Mules to jump ahead to a 4-1 lead early on in the game.

Hatch assisted three of the four goals, setting up opportunities for Lexie Perticone '17, Abby Hooper '16, and one to her sister, Maddie Hatch '18, who scored on her first collegiate shot. As Trinity settled in, they were able to control the pace of the game and notched four unanswered goals over a seven-minute period. The elder Hatch netted her first goal of the game late in the first half to tie the game at five going into the break.

Free position shots were a major factor in the game, as the Bantams utilized their opportunities to score three quick goals after halftime to pull away from the Mules. Colby responded with a spurt of goals following strong play from Dana Swaffield '16, who set up Hooper for a one-timer. "We had really tried to play our hardest and win every draw, every ground ball, and every battle on the field," Abby Hatch said. "Every moment matters." Swaffield had a huge second half, scoring twice and assisting twice as well. "Players who had not played in the past have really stepped up for the Mules," said Hatch. Swaffield, a veteran attacker for the Mules, was supplemented by strong play from newly-named starter Perticone.

The Mules controlled possession for the final two minutes of the game while Trinity settled in and played tight defense, but Hatch senior netted the deciding goal off a pass from Emilie Klein '17. The Mules' depth gave Colby a distinct advantage late in the game. "Everyone is so strong across the board and our bench is so deep," said Brady. Despite many outstanding performances on offense including the NESCAC Player of the Week performance from Hatch, Sara Miller '15 was the unsung hero for the Mules as she locked down Trinity's leading goal scorer. The Mules will take the field next week where they look to continue their momentum after moving up the national ranks to fifth.



The Mules relied on their depth and experience to overcome Trinity. (Courtesy of Dustin Saffitt)

Skiing at Easterns

By KIERNAN SOMERS
Asst. Sports Editor

Determination has defined the Mules' season on the slopes. "From day one of our training plan in May, the team has been committed to reaching our goals," said Amy Bianco '17, co-captain of the women's Nordic team. "You can tell that every time we step out to practice everyone is focused and determined to perform the workout with quality and to their maximum." The results of the determination and hard work seen over the offseason have begun to show for both the Colby Nordic skiing team and the Colby alpine skiing team as both teams had solid finishes at the Eastern Championships/St. Lawrence Carnival in Lake Placid, NY this past weekend.

For the second straight year, the Colby women's alpine team captured second in the slalom, led by top-11 finishes by co-captain Mardi Haskell '17, Sierra Leavitt '16 and Paige Whistler '16. The trio had led the Mules to the podium before, but was able to improve upon old times and solidify the Mules as one of the best slalom teams in the East. Haskell, coming off a career performance at Middlebury the week preceding, captured fourth with a time of 1:54.41 (55.74, 58.67).

The men's alpine team was strongest in the Giant Slalom, where they finished in sixth place after Michael Boardman '17 grabbed ninth following one of the fastest runs of the day. Craig Marshall '15

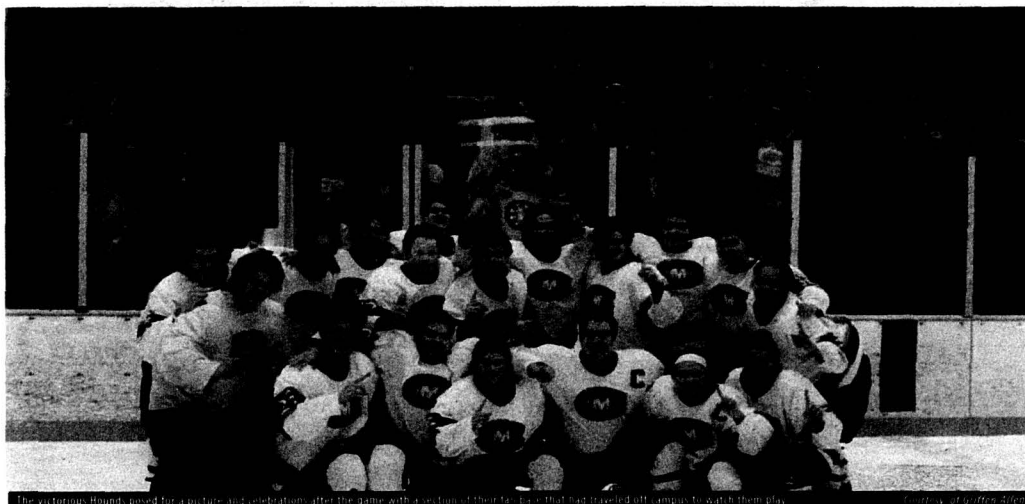
solidified the Mules' position with a 12th-place finish.

Olivia Amber '17 led the Colby women's nordic team again as the Mules captured eighth place in the 15k classic. Amber has consistently been the top skier for the Mules this season. She finished in 13th place with a time of 55:40. "Olivia had a super strong classic race where she was leading throughout the first lap," said Bianco. "She has been getting stronger throughout the weekends and has proved that she can race in the top five consistently."

The men's nordic team performed well, with three skiers finishing in positions 19 through 21. Jeff Tucker '16 was 19th, Silas Eastman '17 took 20th, and Calvin Wight '16 finished in 21st place. Both teams have consistently performed near the top of the season, however, this week was special as it was the last run for the seniors on the squad. "It was our last race as a team and it was bittersweet, so we really tried to finish strong for our seniors" commented Amber.

The Mules will have a full week to recover before the NCAA Skiing Championships. Five skiers have qualified for the national level. Marshal will be the sole male competitor for Men's Alpine, but will have support from Haskell, Leavitt, and Jeanne Barthold '15, who have all qualified for the women. The sole competitor for Colby Nordic Skiing will be Amber. The Mules will hope to reproduce their strong showing at the Olympic Center in Lake Placid as they take on national competition.

Club hockey team wins championship over UMF



The victorious Hounds posed for a picture and celebration after the game with a section of their fan base that had traveled off campus to watch them play.

By PETE CRONKITE
Sports Editor

"Homogenous" is not the first word that comes to mind for describing the group of players that call themselves Colby's club hockey team. The Hounds, as they are (mostly) officially known by, list about twenty enthusiastic students in their ranks, among them former varsity players, high school heroes, weekend warriors, and even an occasionally colorful bench coach complete with a propensity for weathered suits and chair-throwing. The team is perhaps best represented by its two captains: one, a hulking stay-at-home defenseman from Boston, Joe DeAngelo '15, the other, a pint-sized singer for campus music group Mayflower Chill who also happens to be one of four

female regulars on Kaitlyn O'Connell '15. Their assistant captain is a junior, Chris Gallogly, who traded in his net-minding pillows for the lighter equipment of a defenseman upon joining the club team.

Eclectic though the group of players may be, they come together admirably both in the locker room and on the ice. Known as much for their dedicated fan base (a uniquely committed group, by the standards of Colby club athletics) as for their domi-

nating play at the rink, the team

"Hounds games have been far and away the most enjoyable sporting events of my Colby career."

Sam Chase
Class of 2015

is undoubtedly one of the hidden gems of the College.

"The Hounds provide an all-inclusive rink," said Jasmine Bazinet-Phillips, one of the seniors on the team. "The fans join the players in between periods in the locker room and friends and family are waved to from the bench."

Last Thursday, in front of a truly thunderous crowd at nearby Sukee Arena, Colby faced off against a rowdy University of Maine-Farmington

team for the championship game of their club league. The game was poised to be a riotous affair from the outset, as the previous matchup between the two teams had become heated after Colby took a particularly large lead and tempers rapidly rose high. With enthusiastic support from their booster club, the Hounds rallied above the tumult and ran away with a nine-goal victory. They rode the momentum to a 9-0-1 record by season's end, for the top seed in the playoffs and a rematch against UMF in the finals.

Before either team managed to touch the ice for the championship matchup, Colby students poured in by the bushel, stomping and banging on the resonant metal bleachers and walls of Sukee. Waving a handmade oversized Hounds flag, chanting songs with a unity and fervor that would make a British soc-

cer fan proud, and yelling names player names of friend and foe alike, the Colby fans stormed the arena with a presence no club team has a right to. And the on-ice product surely delivered.

The game was 8-2 in the Hounds' favor with time remaining in the final period but was stopped prematurely. So frustrated had Farmington become with the utter dominance by the Colby club team that one UMF player took a running start into a vicious sucker punch of a prostrate Hound, sparking a referee intervention that escalated into a bench-clearing brawl. "Fights were had," summarized Julien Lauretti '16, a defenseman. The victors, wearing old hand-me-down jerseys from the men's varsity team, were led by three goals from John Pappas '18 and another strong performance from fan-favorite senior Zach Hartnett in net.

The officials eventually managed to regain enough control to separate the teams and award Colby their trophy. In true Hounds fashion, the championship photo—long a favorite tradition of professional hockey teams—prominently included the Colby fans remaining in the stands. "Hounds games have been far and away the most enjoyable sporting events of my Colby career," Sam Chase '15, an avid supporter, said. "The energy and enthusiasm is totally unparalleled. Even in varsity games you never hear the fans chant and chirp like that."

For the players on a team that operates outside the scaffolding of the varsity athletics system, the effect of fan support is not lost. "The Hounds made what is one of the coldest winter sports the warmest game in town," Bazinet-Phillips said proudly.

The team has one last game before hanging up their skates for the year: the first annual Elm City Classic, a crosstown matchup against Thomas College this coming Saturday, again at Sukee.

Former AD Dick McGee Dies

By PETE CRONKITE
Sports Editor

Dick McGee passed away last Thursday at the age of 84. He was a prominent figure in Colby athletics for over 30 years, working, at different times, as head football coach, Athletic Director, assistant coach, and Professor of Physical Education.

Outside of Colby, McGee was a figurehead for the Police Athletic League, a youth sports program

serving the Central Maine area. At the turn of the millennium, the League association dedicated a new sports complex in his honor, Dick McGee Fields.

McGee first came to the state as a Rhode Island native playing football for the University of Maine, graduating in 1957. He briefly coached the sport at Bowdoin before coming to Colby in 1967. As head coach for the varsity team, McGee led the team to its most successful year in Colby history, the 1972 campaign in

which the team went 7-1 (since matched only once, in 2000).

For nearly 15 years after his football coaching stint, McGee tirelessly worked to improve Colby's sports as Athletic Director and to expand the outreach abilities of the Police Athletic League. He was named Man of the Year in 1992 by the Colby C Club and given the Carl E. Nelson Sports Achievement award in 2007.

On March 7 at 1 pm, there will be a remembrance held in Page Commons.

All people by nature desire to know - Aristotle



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Colby on Deck

Indoor Track at ECAC Championships

Friday, March 6 11AM Boston, MA

W. Lacrosse vs. Hamilton

Saturday, March 7 12PM Waterville, ME

M. Lacrosse at Hamilton

Saturday, March 7 1PM Clinton, NY

W. Lacrosse vs. Husson

Sunday, March 8 1PM Waterville, ME

Skiing at NCAA Championships

Wednesday, March 11 4PM Lake Placid, NY