The Nameaug Gathering: A Festival is Born

LUCA POWELL
CO-EDITOR IN CHIEF

What’s the best way to bring a community together? I don’t think many would argue with a music festival, nor with the ambitious proposition SAC concert chair Luke Walker ’16 has put forth to the entire New London community.

In collaboration with the New London record store The Telegraph, SAC, President Bergeron, the Coast Guard Academy and a slew of other sponsors and local organizations, New London looks set to host Nameaug, a music festival geared entirely towards the city itself. The festival will welcome everyone to Parade Plaza around a shared experience of local music and business.

The idea for Nameaug was developed by Walker and the SAC team, with the interest of echoing the positivity and engagement of the annual fall IAmFest. “This year my budget was a bit bigger than in past years”, said Walker, who has also orchestrated on-campus Friday Nights Live, Arbofest and Floralia lineups. “I could’ve just brought in bigger acts for PNL, but I wanted to see if I could do something a little more creative with the money.”

“At first I thought about making Arbofest a bit bigger, but I think Arbofest is already a nice size. So then I started thinking about doing something like IAmFest but in the spring.” The idea received support from SAC as well as a variety of clubs who are now officially co-sponsoring the event.

Working with Rich Martin, owner of The Telegraph and organizer of IAmFest, Nameaug will look to be both similar and different from its fall counterpart. The festival will be a production of Martin’s same non-profit company, New London Music Festivals Inc. The festival will be slightly different, however, in its goal-oriented focus: to promote local businesses and nonprofits and to bridge gaps in the community.

The festival will also not escape drawing comparisons to Connecticut College’s own annual spring festival, Floralia, occurring two weeks later. But Walker is convinced that the two will co-exist positively, particularly in light of SAC’s mission to re-think the annual Spring Fling so that it is less dangerous. “Floralia doesn’t need to be modified that much, it just needs to be put in a different context,” said Walker, who brought the Nameaug proposal to SGA this past Thursday.

“We believe that Nameaug Gathering could help to change the conception that Floralia is the...
With each "You’re a senior? What are your plans for next year?" that comes my way, I grow slightly more anxious about each day that I remain unemployed. Navigating the terrain of post-grad before I’ve laid a finger on my diploma is daunting, and I assume it’ll remain that way until I cross some sort of threshold of adulthood. Maybe it’ll happen when I learn what a mortgage is, or cook a meal in which eggs aren’t the main ingredient, or feel a sense of accomplishment greater than when I finish a Netflix series. Wherever that threshold may be, I’m certainly not prepared for it.

Why is that question so hard to answer? Why can’t I just say, honestly, "I plan on getting a job, having some friends and maybe having enough money to buy organic produce"? Why the pressure to have something "good enough" to report to people who don’t know me well enough to know that I’d rather not be asked? In light of all this ambiguity, I came up with a strategy that I’d like to share with any and all seniors, and any and all students who will eventually become seniors: tell everyone you’re getting a dog.

It’s the perfect response. As soon as people hear you’re getting a dog, follow-up questions morph from, "You want to write? What do you want to write about? You think your feminist think-pieces are gonna save the world?" to "Awesome! What breed?" Deflecting post-grad questions is art, and dogs are the ideal medium.

The worst part of approaching entrance into the post-grad world has been realizing that college didn’t teach me what I want my career to be. This is a tough realization, considering the size of the investment, but it also makes me think about what I have gained in college. I learned how to think, how to write, how to research, how to argue, how to express my opinions and what led me to form them, how to reflect and change my opinions—the list goes on. Not gaining a concrete career plan may seem like a drawback, and maybe it is. Or maybe I don’t need to know my career yet.

While I’m being honest, I might as well admit it—I don’t even know if I’ll actually get a dog. It’s true. It might be too much responsibility.

-Hallie
Photos from this year's Dance Club expose, "Pivot." Featured in the show were student choreographers: Hanske Bruin, Brooke Ross, Emilie Stoll, Kelley Palmer, Erika Martin, Grace Bradley, Danielle Kaplan, Emily Chin, Sofia Judge-Yokum, Marissa Geurhart, Cecilia Bole, and Maureen Steinhorn. The show featured a broad range of music, ranging from classical Handel to ASAP Rocky.
On Thursday, Feb. 25, 2016, in the Charles Chu Room in Shain Library, various members of the Connecticut College community gathered to honor 13 students from the Class of 2016 who were recently named Winthrop Scholars. According to Connecticut College’s official online page on Phi Beta Kappa, “The Delta of Connecticut Chapter of the Phi Beta Kappa Society was installed at Connecticut College on Feb. 13, 1935.” At that time, the faculty voted to cut College on Feb. 13, 1935: “The Delta of Connecticut Chapter of the Phi Beta Kappa Society was installed at Connecticut College on Feb. 13, 1935.”

Many years after its establishment, the rare title of Winthrop Scholar still marks a major academic and personal achievement in a recipient’s life. All 13 students will also be inducted into Phi Beta Kappa, the national honors society founded in 1776, that focuses on “excellence in the liberal arts and sciences.”

The afternoon’s program began with opening remarks by Assistant Professor of English and Chapter Historian Michelle Neely, Professor Nelly introduced President Bergeron, who delivered remarks to both the newly named Winthrop Scholars as well as to the audience. President Bergeron congratulated the students and enthusiastically encouraged others to continue their quest for knowledge long after graduation. For President Bergeron, wrestling with knowledge is one of the most critical aspects of a rich college experience, as well as in life.

President Bergeron, Professor Neely, and Professor of Government and Chapter Secretary/Treasurer Mary Anne Boerrelli, then formally announced the 13 Winthrop scholars by handing out certificates. These 13 students come from a variety of academic disciplines, including one independent self-designed major.

The following seniors are the newest Winthrop Scholars: Gretchen Denning (English major), Jesse Dunning (American Studies and Human Development major), Grace Finley (American Studies and Dance major), Leah Fleming (Behavioral Neuroscience major), Susan Jacob (Biochemistry and Molecular Biology major), Prapti Kalte (ACS certified Chemistry and Mathematics major), Taryn Kitchen (Latin American Studies major), Khonibu Panda (Biochemistry and Molecular Biology major), Julia Pratt (Computer Science major), Sophie Sharp (Sociology major), Gabriella Silva (Economics and Mathematics major), Luke Walker (Philosophy and Self-designed Independent major) and Alex Woods (English and Mathematics major).

In order to provide audience members with a deeper sense of the history behind the Winthrop Scholars tradition, Professor Neely gave a brief presentation on its origins. The name “Winthrop” can be traced back to the city of New London’s founder, John Winthrop the Younger (1606-1676). Winthrop the Younger expanded his political status in Connecticut by becoming one of the earliest governors.

In addition to his involvement in state politics, Winthrop the Younger was deeply interested in exploring various scientific fields. For instance, he crafted his own telescope and discovered the fifth satellite of Jupiter. Given Winthrop the Younger’s multitude of academic interests, his passion for uncovering new knowledge and his geographic relevance to Connecticut College, it is very fitting that the academic honor incorporates his name and legacy.

Lastly, Derek Turner, Professor of Philosophy and Associate Director of the Goodwin-Niering Center for the Environment, presented the keynote address for this year’s ceremony. In “Studying Evolution in Church,” Professor Turner discussed his keen curiosity of evolution, and how his fascination in the subject led him to become interested in other related fields. As a result, he immersed himself in a series of questions that led him to believe that sometimes unanswered questions are the best kinds of questions. These sorts of questions often cause the mind to become a “tortured” one because the quest to find answers is often never-ending. Through this personal story, Professor Turner, who is also a Chapter member, encouraged the Winthrop Scholars to continue to feed their own “tortured minds.”
Super Saturday
March 5, 2016

DEMOCRATIC PRIMARIES
Featuring Hillary Clinton and Bernie Sanders

REPUBLICAN PRIMARIES
Only top three finishers represented
Featuring Donald Trump, Ted Cruz, Mark Rubio, and John Kasich

Where do they stand?

Sanders  Clinton  Trump  Cruz  Rubio  Kasich

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| Need 2,383 delegates to win nomination* | Need 1,237 delegates to win nomination

Source: The New York Times
*Superdelegates not shown
Many seniors at Connecticut College will take on the daunting, yet incredibly rewarding endeavor of writing an honors thesis. According to Conn honors study protocol, the process of writing an honors thesis begins during junior year, when students receive permission from their department of study to "be admitted to honors study." Students during their junior year formulate a "tentative plan for a senior project," that is intended to last for the duration of the full academic year.

In an effort for Conn students, faculty and staff to know more about students' honors theses and the hard work that goes into writing them, The College Voice will seek to interview seniors who are in the midst of the writing process. Miranda Young, '16 is a double major in Philosophy and History from Pasadena, California. Young said that her honors thesis is a "philosophical analysis of sexual assault survivor identity. My topic is using narrative repair as a form of self-reconstruction." Her readers are Associate Professor of Philosophy and Chair of the Philosophy Department Simon Feldman and Associate Professor of Philosophy Kristin Pfefferkorn. Professor Feldman is also her honors thesis advisor. Young remarked, "both are amazing professors, and I highly recommend taking classes with either of them!"

Reflecting on her honors thesis process, Young said that she "began the project my freshman year, as a research paper for a feminist philosophy seminar. I took with Professor Feldman. The philosophy department has been immensely supportive, and I’ve also learned a lot from working with Darcie Folsom and SafetyNet."

Young added, "Working on an honors thesis is, indeed, an arduous process. I often find my emotional state is contingent on how productive I have been in regards to the thesis. However, I believe that writing a thesis is important because it has allowed me to end my college career by producing something that is truly my own."

When asked what author she recommends everyone read before finishing college, Young said, "I firmly believe that every human should read Simone de Beauvoir at least once in their life." Young encourages that those interested in de Beauvoir's work should read Ethics of Ambiguity. "De Beauvoir is amazing, and will simultaneously destroy and rebuild your world," said Young.

After graduation, Young hopes to "become a philosophy professor sometime in the distant future." Until then, Young said that she is "just going to ride the raft of life."
Editor's note: The College Voice is bringing back the classic advice column in a big way! Ask Suze, our in-house relationship and lifestyle guru, all the questions you've been mulling over. Send Suze your questions anonymously at www.sayatme/CCCollegeVoiceAdvice.

I am a junior and as the end of the semester approaches, the end of college feels imminent. I have always wanted to experiment sexually with partners of my same gender (I identify as female) and expected I would have the opportunity to do so in college. I have had a pretty "typical" sex life in college only with partners of the opposite gender. I like heterosexual sex a lot but still hope to experiment. I am having trouble figuring out just how to find opportunities to experiment with sexual experiences with other women on campus. How can I go about finding opportunities for this experimentation? Will I regret not experimenting in college? I feel like I am running out of time.

- Seeking New Adventures

As someone who in the last year realized she is gay (I like to use the term "super gay"), you are most certainly not running out of time. Whether or not you will regret not experimenting is really up to you. Honestly, learning how to approach people of the same gender is difficult, but as long as you are open to new possibilities, I think you'll be okay. Maybe try something like Tinder or the app Her which is for queer individuals who identify as female. That way you can get an idea of what you're working with and it's not as daunting as approaching someone at a party. Also if you are questioning your sexuality, there are meetings at the LGBTQ center that can help guide you about that.

I want to date a Coastie. Full steam ahead or turn back now? P.S. why do some of them wear uniforms all the time?

Prior to realizing I was super gay, I tried to date multiple male Coasites and it did not work out due to a variety of reasons. However there are some lovely human beings out there and I would say if you have the opportunity, go for it! Unfortunately I do happen to know why some of them wear uniforms all the time since a percentage of my brain is occupied by silly Coasie knowledge. When you see one of them in a full-fledged uniform, that's a freshman. They have to wear the uniform within 100 miles of the academy, or something like that. The ones wearing khakis and blue sweaters are sophomores. Juniors and seniors can wear regular civilian clothing, which is confusing, especially when you think they go to Conn when they in fact do not. Hope this helps!

I'm at a place right now where I feel like everyone around me has their life together and a solid plan in place. Graduation is fast approaching and I have nothing figured out and honestly I don't see that I will for 5+ years. How can I let myself be okay with that?

- Five Years Out

False, I don't know what I'm doing with my life. Now is the time to keep your blinders on and just focus on what is right for you. Everyone's path is different and no two people are going to do the exact same thing to end up in the same place. I don't have a 5 year plan. Some people don't. To paraphrase my CELS counselor "Your first job doesn't have to be THE job, it just has to make sense." For some, that's being a lawyer, for others it's involving frisbee-throwing in Maine. You can't measure your life by other people. Especially at a time like this, do your best, have fun during senior spring, and know that it'll all work out.

HANNAH PEPIN STAFF WRITER

On Feb. 17, the College publicized a drastic increase in salary for the Residential Education and Living (REAL) staff, which includes Floor Governors and Housefellows. In the past few weeks, prospective members of REAL have been waiting to hear where they will live next semester. There was a buzz in the air as students discussed whether they would be Floor Governors in the basement or the third floor, south campus or north campus, and so on.

Every student at Conn who lives in dorms on campus knows the positions of Housefellow and Floor Governor. During my first week at Conn, students often joked that these older students were their parents because they are around to answer questions and hold everyone in the dorms accountable for their actions. The positions of Floor Governor and Housefellow entail several responsibilities, including an early arrival at Conn at the summer's end for training. Because of this and other professional charges, the REAL staff has been encouraging an increase in the salaries of Floor Governors and Housefellows for some time.

According to Sara Rothenberger, the director of REAL, "This change comes after discussions...on how we can make the positions more equitable in nature." Rothenberger has been a proponent of increased compensation for REAL staff because of how much time and effort staff members put into their positions. Acting as a sounding board for fellow students and being on call are just some of the duties that go into being a Housefellow or Floor Governor.

Taking a look at the numbers, Floor Governors work 14 hours a week throughout the year, but this does not include the training they undergo before the first semester begins. Housefellows work 18 hours a week. Compared to previous wages of $2,000 for Floor Governors and $2,125 and a housing credit for Housefellows, salaries for both Floor Governors and Housefellows will increase significantly. Floor Governors will now be paid $5,233.50 and Housefellows $6,889.50.

Housefellows will no longer receive a housing credit, but they will still live in the Housefellow suites. According to Rothenberger, the previous policy "benefited some and hindered others, as it related to their individual financial aid packages." The REAL office is happy to have this proposal accepted and set in place for the coming semester.

I spoke with some students who will join the REAL staff next semester, and they are pleasantly surprised and excited about the wage increase. Joseph Castro, '19, who will be a Floor Governor in Windham, explained his interest in REAL by commenting, "I want to ensure that first year students have a smooth transition." Castro elaborated, "I know my interest is forever evolving and growing, especially with the amount of opportunities that the college presents us." In a manner similar to the other members of the REAL staff, Castro is passionate and invested in his position as a Floor Governor, which is why he is "happy that REAL Staff members next year will be getting paid a just amount for the work that they truly put in."

Another new member of the REAL staff, Sam Feldman, '19, will be a Floor Governor in Knowlton next year and agrees with Castro. Explaining that she did not know of the salary increase before applying, Feldman said, "I was extremely happy because I think everyone deserves it."

Members of the REAL staff work hard to make our campus a more inclusive and enjoyable environment. The work that they do is not going to go unnoticed. Joseph Castro, '19, who will be a Floor Governor in Windham, explained his interest in REAL by commenting, "I want to ensure that first year students have a smooth transition." Castro elaborated, "I know my interest is forever evolving and growing, especially with the amount of opportunities that the college presents us." In a manner similar to the other members of the REAL staff, Castro is passionate and invested in his position as a Floor Governor, which is why he is "happy that REAL Staff members next year will be getting paid a just amount for the work that they truly put in."

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Members of the REAL staff work hard to make our campus a more inclusive and enjoyable place to live. Steph Jackovny, a current Floor Governor in KB, will be the Housefellow for Blackstone next semester. When asked why she wanted to be involved in residential life, Jackovny said, "I wanted to be a resource for [first years] whenever they needed me." Jackovny is extremely excited about her position as Housefellow of Blackstone next semester, as well as the increased wages. She commented, "Being on REAL is an extremely time consuming job, and the wages we were receiving before weren't enough for the amount of hours we are estimated to put in per week. I appreciate that people recognize all the hard work we put in."

We are incredibly lucky to have such a dedicated group of students and members of our REAL staff here at Conn. The work that everyone puts in should not go unnoticed, so in my opinion this increase in wages is definitely a step in the right direction. Every student on campus should be paid for their hard work, and now our Floor Governors and Housefellows will be compensated appropriately.

Trout Fishing In America

Friday, March 18, 2016

All Souls UU Congregation, 19 Jay Street, New London, CT

Concert 7:30PM ~ Doors 7:00PM

fridaynightfolk.org for tix/info
A Continued Conversation:
The Importance of Understanding Teach For America

Evan Piekara '07
Editor’s Note: Piekara is a 2007 graduate of Connecticut College, and upon graduation he joined the New York City Teach For America corps. He spent four years teaching sixth and seventh grade English and earned a free Master’s in Education through Teach For America at Pace University. He left teaching in 2011 to pursue his MBA at Georgetown University.

I write this article as an alumnus who is extremely concerned with the 11/23/15 article titled “The Importance of Understanding Teach For America.” I am concerned that students are not getting a balanced picture of an organization that is actively trying to provide a better education to those in low-income communities and that is recruiting a diverse teaching corps to do so. I am concerned by the suggestion that teachers from traditional teaching programs and teachers from Teach For America are not on the same team, with the shared goal of advancing their students. I am concerned that you all may not even have the fundamental choice to say it forward, have a transformative experience, and benefit the lives of students in need.

The author of the aforementioned article suggests that because Teach For America recruits teachers from fields outside education, these teachers are “unqualified” or are “not professional educators.” The facts suggest otherwise. A study by Mathematica, an education policy think tank that seeks to bring objectivity, and excellence to bear on information collection and analysis, found that undergraduate demographics and circumstances, Teach For America math teachers actually outperformed teachers from other teacher training backgrounds by a standard deviation of 0.6 in middle school and 1.3 in high school; the equivalent of 2.6 additional months of learning. Admittedly, this study found no clear distinction in literacy. Critics may spout Diane Ravitch-type arguments that Teach For America teachers “teach to the test,” while policy analysts can continue to debate the virtues and vices of high stakes testing. The fact remains that an independent policy think tank has found that Teach For America teachers get results and continue to get results. In a survey, TFA conducted of their alumni, 84% of alumni work in roles impacting education or low income communities, 65% of alumni work in education, and 30% of alumni are pre-kindergarten to grade 12 teachers. Moreover, a recent study by the National Center for

Reducing Stigma by Increasing Accommodation

Emma Horst-Martz
Contributor

Walk into any bathroom on campus, and you will find toilet paper, soap, either paper towels or an air dryer, and in some cases toilet seat covers. You will not, however, be given tampons or pads. 61% of students at Connecticut College are women, and 86% of U.S. women age 18-34 report that their periods have started unexpectedly in public, leaving them in restrooms lacking the supplies they need. We’re only human; it happens. Sanitary supplies are essential to the health and well-being those who menstruate.

Why does the College not supply such materials for those emergency situations? This problem is rooted in a societal stigmatizing of the female body rooted in infrastructure designed by men. This stigma causes lower self-esteem and negatively affects romantic and sexual relationships for women and others who menstruate. The absence of menstrual supplies and receptacles in Connecticut College bathrooms represents a neglect to address women’s health needs, despite the fact that the institution was founded as a women’s college.

There is currently no policy addressing menstrual health on campus. Connecticut College has gender-neutral, male, and female restrooms to accommodate all gender identities. This indicates that the campus acknowledges that people of all gender expressions could potentially menstruate. To ameliorate the negative effects of menstrual shame, Connecticut College should provide menstruation supplies and receptacles in bathrooms.

I first noticed this issue last year when I lived in Larrabee, where only one out of every eight stalls in each bathroom contains a receptacle for menstrual supplies. Therefore, I had to hope that the one adequate stall would be available when I got my period every month. Fortunately there are few other places on campus with this specific inadequacy, but regardless it indicates institutional neglect. Not only is the absence of receptacles an issue, but the lack of basic feminine care products has become so extreme that the phrase “roll your own” has emerged in social media as a description of what women do when they are caught unprepared. Anyone who menstruates knows this struggle.

The school should start by installing menstruation receptacles in the stalls where they are currently missing… Tampons and pads should be provided in all women’s, men’s and gender neutral bathrooms.

The Health Center should also provide tampons and pads next to the condoms and lube.

According to freethetampons.org it would only cost $4.57 a year per person to provide free menstrual supplies. This would add up to less than $5,000 a year, which could be paid for by an endowment so it would be registered as a permanent line item in the facilities management budget.

Because our dorms have gender neutral bathrooms, men would be exposed to the normalcy of menstrual supplies. This is an important step in the process of reducing stigma of menstruation and the female body. Society has conditioned us to hide any evidence of period blood, so we hide tampons in our sleeves and check our chairs when we stand up. We should not have to live in fear of exposure and men should not live in denial about our bodies.

Tampons, pads and receptacles are simply required for a functioning bathroom. It is time for our school to acknowledge this and embrace the beautiful (if messy) reality of menstruation.
What the Senate Judiciary Committee’s Blockade Should Remind Young Voters

MAIA HIBBETT
OPINIONS EDITOR

When CNN called Charlie Bak-
er the winner of the Massachusetts gubernatorial race last November, I jumped into the couch in the JA common room, dropped my chin to my chest and whispered. It was my first year of college, my first time voting and my first major democratic disappointment. My Massachusetts friends left me frustrated by declining to vote, claiming that a Republican would never win in our liberal state. Clearly they had forgotten the recent victories of Mitt Romney and Scott Brown.

With the 2016 presidential race in full and violent swing, the last set of midterm elections seems like ancient history. The midterm results prove relevant, however, because of the conversation surrounding Supreme Court Justice Antonin Scalia’s replacement—or lack thereof.

The Senate Judiciary Committee, with the support of majority leader Mitch McConnell, stated officially on Feb. 23 it would refuse to consider any nominee for Scalia’s replacement proposed by President Obama. Instead, the Committee intends to allow the Senate to operate with fifty-fifty splits—for almost a year, after which the next, potentially conservative president should choose the nominee.

While the Senate Judiciary Committee’s actions prove frustrating, even infuriating, they are, in fact, not, original. President Obama himself has seen the other side of this battle, he attempted to fill former President George W. Bush’s Supreme Court nominee Samuel Alito in 2006. Now, Ted Cruz vows to do the same. This sends a clear and undeniable message that the people we elect to the Senate matter.

Whether we view the current blockade as typical partisan warfare or the delegitimization of our first branch of government, we can understand that it is being executed by a Republican-dominated Senate. Republicans clinched the Senate majority and gained domination of Congress as a whole in November 2014, when the Democrats conceded eight seats, two more than the Republicans needed to win. Since the midterm election, the House and the Senate have acted in united opposition to Obama, impeding progress in the President’s last two years in office.

In the November 2014 election that determined the current congressional makeup, young voters accounted for just 13% of the electorate according to the Guardian, with less than 20% of 18-29 year-olds voting as reported by the New York Times. Though these numbers are lower than average, they aren’t staggeringly low in comparison to previous years. Their relative unremarkability, therefore, tells us simply that young people don’t vote, especially in midterm elections.

The selective political involvement of young people becomes yet more evident with the rise of Bernie Sanders, whose support can be found shouted on college campuses and hashtagged on Twitter. His appeal, which is an appeal for involvement, feels exciting, even inspiring, we should keep in mind that it’s also trendy. The trend offers us the opportunity to carry momentum forward and make it count—by actually turning out and voting, for Sanders or any candidate—and to apply this newfound young voter energy to all political areas, not just the presidency.

In politics, we tend to get caught up in the big things. Donald Trump’s vitriolic rants seem a lot scarier than a local representative’s quiet conservatism, but large-scale politics must evolve, too, with the support of majorities.

CONTINUED FROM PAGE 8

Education Statistics and Institute of Education Statistics found that desirable teaching positions are becoming scarce in the classroom, “teachers who participated in alternative certification programs, such as Teach For America, remained in schools in similar rates as those who did not.”

Teach For America is an external teacher-driven organization that applies the same rigorous standards to collecting information, interpreting data and implementing changes by instilling evidence-based decision making in the corps. The author attacks Teach For America by claiming that it is not a graduate of a university program and is therefore a “crossover-simplification.”

Teach For America’s vision of teaching prior to full-time teaching, 1 felt it provided a solid foundation and know that the training will continue to improve. Many principals seem to agree. A non-affiliated and independent 2013 National Principal Survey found that 84% of principals would hire another Teach For America corps member and 91% would recommend hiring a corps member to their peers. Additionally, Teach For America is using studies like the ones from Mathematica to improve instructional methods for teachers. That being said, Teach For America is open in its desire to increase its efficacy and is piloting and measuring the impact of a yearlong training program.

Teach For America’s vision of change recognizes that collaboration is needed between those in the traditional educating our nation’s youth and passionate advocates who use their networks and skills to support educators in the political, economic, technological and other realms. For this reason, Teach For America welcomes partners and initiatives such as Race To The Top, The U.S. Department of Education, Americorps, and yes, the Walton Family Foundation (which, to correct the author, is not Walmart and sponsors organizations such as The Boy Scouts and Girl Scouts of America, environmen-
tal organizations, and hundreds of other education and mission-driven organizations).

Teach For America’s corporate partnerships have benefited my classroom in countless ways. Goldman Sachs provided volunteers, equipment, and funding for my students to learn about entrepreneurial organizations in the South Bronx and design their own mission-driven organizations. Additionally, a fund stipulated a trip that enabled more than 60 of my students to go to the Federal Reserve Bank of New York and learn about the “speech that still must occur in the wake of Brown v. Board of Education.”

Teach For America has been a leader in attracting people from diverse backgrounds and experiences. While only 176 of the current teaching population identifies as being color, 50% of the 2014 Teach For America corps identified as being color (35% identified as African American or Latino), and 33% of this corps were the first generation in their family to graduate from college. Teach For America is not only bucking the demographic trend, it is in a position to attract more diversity to a traditionally unrepresentative profession.

The author of the aforementioned article and the SGA President deserve a lot of credit for raising awareness of the issue with me when I was back on campus for an Alumni Board of Directors meeting. While we may not have always agreed, I do think we had a productive conversation that enabled all of us to gain perspective. We discussed the importance of learning which pathways to education were available and of providing Connecticut College students with balanced information so that they could make informed decisions. I thought about the lessons both my students and I learned during a slide show, presented in a sixth grade journalism unit—journalistic integrity is about providing a balanced view, gaining perspective, and supporting opinions with facts. My hope is that the Connecticut College community can employ these lessons and have a productive dialogue on the pathways available to a career in education.
Rethinking a Popular Cocktail

HALLIE CARMEN
STAFF WRITER

A lecture on gin and tonic?
What does this popular alcoholic drink have to do with academia? On Feb. 27, Tarek Srinivas, an anthropology professor from Emerson College, gave a lecture titled “A Moral Ethnohistory of The Gin Act” in the Faculty Club. Professor Srinivas explained that once, when the French publisher L’Association originally published Persepolis, a graphic novel and film, it did not present a novel with images breaking through frames as a female warrior wore in one of the miniatures. The similarity between Marji and the powerful female warrior in the ancient painting suggests an equality of power between women and men. Marji, and the graphic novel at large, breaks down the stereotype that Western states hold of oppressed Arab women.

Professor Srinivas started the talk by explaining her long-time interest in alcohol: its history, culture and the way in which it is produced. Growing up in India, her mother used to brew a type of vodka at home, and she was always interested in the production of alcohol. When Marji was a child, Professor Srinivas began her own lecture with a history of gin.

Derived from juniper berries, gin was invented in the 16th century. Many people in India suffered from malaria, and the bitter quinine could be used to treat it. The officers decided to mix the drink with gin to make the tonic less bitter.

Towards the end of Professor Srinivas’ lecture, globalization’s place in this story became evident. Though it is a highly contested term, the most basic definition of globalization contends that we live in an interconnected, integrated world. Using the example of the gin and tonic, Professor Srinivas argued that globalization is not a new phenomenon. The world was interconnected and interrelated in the 1500s, as the trade of different ingredients and the adoption of gin and tonic by different countries suggests. Gin and tonic is a product not of one culture but of many.

So, the next time you pick up a drink, consider its origins. You might be surprised by its history.

YOUR NEXT GIN AND TONIC IS ON THE COLLEGE VOICE’S TAB.
ILLUSTRATION BY JAMES LAFORTEZZA

Persepolis: Pushing the Parameters of Traditional Comics

ALEXIS CHENEY
STAFF WRITER
On Tuesday, Feb. 23 Professor Marie Ostby, a visiting professor in the English and Global Islamic Studies departments, delivered a talk on Marjane Satrapi’s Persepolis, a graphic novel and film. Professor Ostby explained that the graphic novel crosses boundaries occurs in the chapter entitled “The Veil.”

As an instance in which Persepolis crosses borders, the graphic novel presents a scene in which Marji and her family decide to travel to Europe before the Iranian Revolution. The title refers to the center of the Persian Empire. In contrast to many comics, known for sometimes thinly veiled racism, the genre of the graphic novel challenges stereotypes. As an amalgamation of images and words, the graphic novel “crosses many media and

protests monolithic regimes and ideologies,” Professor Ostby explained. An instance in which Persepolis crosses borders occurs in the chapter entitled “The Veil.”

For all the originality of Persepolis, though, the capacity of images to break through frames is not new. Ostby identified that the tradition of images breaking frames dates back to Persian miniatures of the 12th century. Persepolis draws directly from the Persian miniatures when Marji is tasked with designing a theme park for her final project in art school with Reza, her husband. The scene marks a pivotal moment in which she decides to divorce Reza and move to Europe. In the chapter, she appears wearing a shirt of the same pattern that Marji’s story does not fit in the center of the Iran’s frame.

Persepolis is an autobiographical graphic novel that depicts the childhood of Marjane, known as Marji, through her adult years in Iran before and after the 1979 Islamic Revolution. The title refers to the center of the Persian Empire. In contrast to many comics, known for sometimes thinly veiled racism, the genre of the graphic novel challenges stereotypes. As an amalgamation of images and words, the graphic novel “crosses many media and

protests monolithic regimes and ideologies,” Professor Ostby explained. As an instance in which Persepolis crosses boundaries occurs in the chapter entitled “The Veil.”

The novel presents a class photo of Marji with four other classmates when she was ten. Yet rather than occupying the center of the frame, Marji lies outside of the frame so that the viewer merely witnesses her elbow. Professor Ostby interprets such images as an indication that Marji’s story does not fit in the center of the Iran’s frame.

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In addition to its awareness of the West's orientalization of Iran, the graphic novel likewise addresses the tendency of Iran to ocidentalize Europe. For example, the graphic novel presents a scene in which Marji and her family decide to travel to Europe before the Iranian Revolution. At the same time as the graphic presents stereotypical icon of Europe (the Leaning Tower of Pisa, for example), it likewise portrays Marji and her family riding a magic carpet. Refusing to stereotype a single culture, Persepolis problematizes universal cultural stereotyping.

Though the French publisher L’Association originally published Persepolis, the graphic novel has since been translated into 16 languages and has made an impact around the world. Persepolis has directly influenced a variety of other graphic novels, such as Tarek Shannah’s Rise and Riad Sattouf’s The Arab of the Future: A Graphic Memoir. As Professor Ostby argued in her talk, Persepolis is not alone in the work that it does. As a multimedia genre, graphic novels are able to challenge stereotypes and be “socially productive” in ways that other genres can’t due to their own unique means of expression. Though The Arab of the Future are two examples of many that do this work.

For more information on Professor Ostby’s research, look out for her article, which will soon be published in PMLA, the Modern Language Association’s journal.

PHOTO COURTESY OF OLGA NIKOLAEVA
played by Eva Murray ’17, held a consistently strong and empowered presence onstage, regardless of the male counterparts who accompanied them.

Britney Baltay ’16 reflects on this shift when detailing her experiences playing Julie: “In the original she’s seen as an unintelligent and passive character, but in my interpretation she’s very strong and not afraid to speak her mind.” This is particularly evident through the final scene of the show where Louise, Julie’s daughter states the infamous line, “But is it possible, Mother, for someone to hit you hard like that - real loud and hard, and it not hurt you at all?” In the original book, Julie responds that this phenomenon is, in fact, possible. However, in this weekend’s production, Julie replied with an indignant denial of the possibility, nearly two decades after the death of her abusive husband. This powerful alteration suggests that while many individuals are unable to leave abusive relationships, it is possible to grow and overcome the trauma we experience. Unfortunately, as Associate Professor of Theater David Jaffe and Baltay both detailed in Saturday’s talk-back session, the realities of Julie’s experiences reflect those of many survivors of domestic violence, “Julie is a character who’s stuck in a cycle of abuse. There’s so much stigma about sexual violence in this country and we’re not ready to face it. As much as we want Julie to run away and say no, we’re just not at the point in society yet,” Baltay described. The integration of modern costumes within the production further affirm that despite the play’s conception in 1945, these challenges continue to hold enormous relevance in our current society.

When discussing his hopes for the audience and their experience watching Conn’s production, Professor Jaffe said, “I hope they walk away from Palmer engaged in difficult and fruitful conversations about how people treat one another, (and) how they deal with relationships.” While Professor Jaffe highlights that re-thinking the production’s depiction of domestic violence, gender roles and stereotypes were often the most challenging decisions, these themes were also the very ones that drew him to taking on the project in the first place.

Many members of the production, including leads Baltay and Dave Socolar ’16, echoed similar sentiments, viewing the project as a vehicle for discussion and community engagement. “Theater is a way of opening up things that we would never be able to talk about. Being able to talk about these issues without directly analyzing yourself is very important for change,” Baltay expressed. When discussing the value of producing a controversial musical, Socolar added, “There’s no point in doing something that’s 100% agreeable, but there’s a lot of benefit in doing something that’s not very easy to swallow.” Reimagining the production from dance, musical and theatrical perspectives allowed Conn to incite these critical conversations while making alterations in the show to best serve Connecticut College and the wider New London community.

Walking out of Saturday night’s performance, I was brought back to a comment made by Molly Shea ’16 at the Carousel in Conversation event just days before. In her remarks, Shea spoke to the unique experience of seeing the show through Louise’s eyes and watching her grapple with the complex issues of the story and her parent’s relationship. “For the first time, I like the show,” she reflected, when referring to Conn’s approach to the production. While I certainly stand by Grossman’s feminist critique of the musical presented that day, after watching Conn’s remarkable spin, I think I might have liked Carousel for the first time, too.
TRADING PLACES

KATIE COWHERD STAFF WRITER

Smoke filled the air, covering my eyes, coloring the faraway sky gray. The occasional breeze blew through the deep second story window, but it wasn't enough to dry the sweat on my face. I crouched next to the window, the edges of my boots chaffing the insides of my calves, and my pants rubbing my knees as raw as my nerves. I would have marks for a while.

I submitted my application to join the local fire department on my 18th birthday, and it was accepted as a probationary firefighter--firewoman--on my father's 50th anniversary of the same event. I shocked everyone with my decision to join. My brother had grown up climbing all over anything, and I would stand by disinterestedly reading a novel and biting my nails.

The department certainly wasn't expecting it either. I stood in the back at training sessions, watching demonstrations over the shoulders of 40-year-old, men, trying to decide whether or not I liked being invisible. I was the girl. I was the minor. I was the martian at the dinner table and they didn't know what to do with me in their tightly knit world.

My father took it upon himself to get me more involved in training. He pushed me to the front at drills. He rewrote the department's strict junior member policies to try and get me included in some of the work. I considered quitting.

My father refused to give up. He found a program at the Connecticut Fire Academy for minors that ran for a week every summer and began waving flyers in my face at every available opportunity. "You want to quit because you can't do anything, right? They don't let you participate! This class is designed for people like you! It'll give you the basics! Six whole days completely dedicated to nothing but intense basic training! It's perfect!" It sounded like Hell.

I attended the class anyway, in one last desperate attempt to remember why I joined the fire department in the first place. I didn't actually expect the class to help me. I expected to go home, forced to tell my disappointed father that I had failed and that I simply wasn't cut out for life in bunker pants, but I was surprised. That class turned into the best six days of my life.

You can find me easily in all of the group photos taken on the first day. My smile is forced, my shoulders are hunched, and I'm about half the size of everyone else there. I was the least experienced cadet in the class and the first two days were spent in absolute terror of everyone around me and every piece of equipment I laid my eyes on.

The last day of the introduction to the Fire Service class would be the demonstration day. Cadets were separated into different squads so that there would be cadets advancing hose, climbing ladders, and hauling dummies out of the drill yard.

I was assigned an officer's role in the class's command group. I was allowed to carve my initials into the three centimeters of legacy. I had considered running, but after looking at me or acknowledging my presence next to the window, I had to remind myself that this was a good thing.

Crates were stacked in one corner of the room and a candle blocked one of the doorways. Broken furniture crowded the thin hallways and lay waiting in unexpected spots and around corners. This place was a firefighter's worst nightmare in the real world, but here, it was our playground.

The last member of the search and rescue team flew up the ground ladder so fast it shook, and leaped over the window, landing in a crook like a cat that just fell off a counter. "GO, I'm here!" He was breathing fast. His eyes were wide and his hands shook around the hose pole he was carrying.

"No, wait." I waited for the cadets to adjust it. "Yes Ma'am." "Yes Ma'am." "Remember to slow down! Careful is good, right? Just breathe. You've been doing this all week. You scared of heights?" "Yes Ma'am." "Then look at me when you come up, ok? Just look at me." "Yes Ma'am." They advanced through the building and I let them go, staying behind to help an engine company advance hose around a thousand unnecessarily tight corners. My heart pounded louder in my ears than the static of the 20 radios on air. It wasn't a cadet this year. If I messed up they all did. It was my job to make them look good in front of half of the fire chiefs in the state. The responsibility of it tightened the collar of my coat.

It took them almost 40 minutes to finish the first run through. We did it again, crouching low over axes and hose, drenched in sweat in the mid-july haze, half blind from smoke.

Lunch was a small mercy granted after loading hose back onto the trucks and hauling ourselves to the cafeteria, dripping a trail of rusty hose water the whole way. I had just sat down with a plate piled high with whatever when the cadet who was scared of heights walked up to me.

"Ma'am?" "Yes?" "Will you be up there when we do it again? For real I mean?" His shoulders were tight up around his ears when he asked. "Yes, I'll be there just like today." "Oh, Good."
That they will already have the boat, the only concern would be getting there and paying the team (which is no small matter in itself).

With a half-dozen teams, a beautiful arena (Bermuda), a new pace of racing, and the revolutionary type of coverage (which allows viewers to visualize the course as if it were a neatly defined "playing field", among other things) premiered in the last Cup, this question remains: will this America's Cup grow the sport, sustaining the momentous potential of the last Clip and solidifying a new course of legitimacy?

I think the key issue is coverage. The sport has been reenergized from within, but to expand to the general public, the media must take a risk and give an unprecedented amount of consistent airtime on main channels.

Sailing's Fight for Television Legitimacy

WILL PLATT STAFF WRITER

If the 34th America’s Cup in 2013—a spectacular sailing match raced on highway-speed catamarans within the San Francisco Bay—was the revolution, the 35th cup will be when the reality of making sailing a sport sets in.

The history of sailing as a televised sport is quite nonexistent. Audiences are hardly an integral part of the sport, and filming, necessarily done with helicopters, is ludicrously expensive. And then there’s the largest barrier: sailing is, often even for sailors, pretty boring to watch. Normal boats seem to move like tortoises (especially when filmed from a distance), and there doesn’t seem to be much going on while the boats are moving in the same direction.

I talked with some friends about what makes a sport lastingly popular with the general public. I had wondered if these audience members were fans because they had experienced the sport in some way, but, surprisingly, relatability wasn’t among the answers. Some cite a lack of relatability as the primary reason for televised sailing’s lack of popularity, but I think that what really has been holding the sport back all this time is the technology and the viewing excitement it brings. Just watching a few moments of many of the final 2013 races between the US team (funded by software giant Oracle) and the New Zealand team (sponsored by Emirates Airlines) proves this point.

The boat’s rocket along, their wing sails like stunt planes half-underwater, their hulls suspend a few good feet in the air by four L-shaped hydrofoils as the crew scurries across the trampoline, madly grinding the winches—and all of this action is overlaid with an unrivaled amount of tactical tension as skipper and tactician decide when and where to tack to get ahead or trap the other boat.

This is, of course, made more interesting with more boats. But more boats, of course, means more money spent at every point in the process, and it was this which plagued the 2013 Cup—with the design rule set with a maximum length of 72 feet, building and transport costs were very high. In the end, the original 12 teams who had planned in competing in the Cup qualifier (the Louis Vuitton Cup) were reduced to just three because of prohibitive costs.

The Cup’s board decided to have all competition—the World Series tour, the Louis Vuitton Cup and America’s Cup itself—be on the shorter 45-foot catamarans used in the 2013 World Series. The models were modified with hydrofoils which allow them to match the speed and impressiveness of their 2013 brethren. The hope is that the six teams currently in the World Series will be able to stay for the Louis Vuitton Cup, considering that they will already have the boat, the only concern would be getting there and paying the team (which is no small matter in itself).

With a half-dozen teams, a beautiful arena (Bermuda), a new pace of racing, and the revolutionary type of coverage (which allows viewers to visualize the course as if it were a neatly defined “playing field”, among other things) premiered in the last Cup, this question remains: will this America’s Cup grow the sport, sustaining the momentous potential of the last Clip and solidifying a new course of legitimacy? I think the key issue is coverage. The sport has been reenergized from within, but to expand to the general public, the media must take a risk and give an unprecedented amount of consistent airtime on main channels.

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March Madness is Here

Prepare your Brackets, March Madness is Here

COLE MITCHELL
STAFF WRITER

On Mar. 15 the 78th edition of March Madness will begin, and the best college basketball teams in the nation will be competing in a single elimination tournament starting with 64 teams. Eventually only two will remain on April 4 in Houston for the ultimate college basketball game. This means it is finally time for everyone to start thinking about brackets and picking a champion. Although I will not be able to predict Cinderella teams in this article, mainly because the brackets are not out yet, the following four teams should go deep into this year’s playoffs.

Currently the highest ranked team in the country is the Kansas Jayhawks. The leading scorer on the Jayhawks is Perry Ellis, a senior power forward, who has a future in the NBA. He averages 16 points per game, but the impressive pieces of his game include his ball skills and his perimeter shooting. Normally power forwards are smaller centers who can score inside, but the best power forwards are those who can hit three pointers. Ellis shoots 47.2% from the 3-point line and 55.3% from the field. When Ellis gets the ball he will score.

When going up against him, teams need a tall power forward that can play defense all over the court, not just inside the paint. The Michigan State Spartans are the number two team in the country, but more importantly they are led by one of the greatest coaches in college basketball history. Tom Izzo has been coaching the team since 1995. In his coaching career, Izzo’s record is 520-204—the most wins in school history.

With Michigan State, Izzo won an NCAA Division I Championship in 2000 and went to another championship game in 2009. He has also been to seven final fours and seven Big Ten Championships in 20 years. He is one of the smartest and most respected coaches in college basketball. In a single elimination tournament, a team with a great coach who has been under pressure before is crucial to go deep into the playoffs. Michigan State has that coach.

The Villanova Wildcats are ranked third in college basketball. Similar to Kansas, Villanova is another strong basketball team because of the players on the court. Josh Hart, a junior guard, is the team’s leading scorer. He averages 15 points per game, but has an amazing 50% field goal percentage. Hart also shoots 34.1% from the 3-point line and is the go-to guy for Villanova when they need a basket. Another score on the team is Kris Jenkins. Jenkins is a senior forward from Marlboro, Maryland, who averages 12.5 points per game. He also shoots 36.1% from the 3-point line and shoots 85% from the free throw line. The importance of having a guy that can make free throws at the end of games, when they are decided by intentional fouls, is key in single elimination games. This was the reason Kansas beat Memphis in the 2008 championship game because Memphis missed three crucial free throws and the Jayhawks came back to win.

The Virginia Cavaliers are ranked fourth in college basketball and have a 23-6 record overall. The Cavaliers are a well-coached team that pride themselves on their ability to play defense, led by coach Tony Bennett. A 2015 CBS sports survey of college basketball coaches found that Bennett is regarded as the best defensive coach in the NCAA. In 15 of Virginia’s 23 wins, their opponents scored fewer than 60 points. In all

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Annual Day Approaches
A 2016 MLB Preview

GEORGE GROTHEER CONTRIBUTOR

The 2016 Major League Baseball season is officially upon us, as spring training games kicked off at the start of the month. Which teams are stacked to make a deep run in the playoffs?

In the American League East, each team improved in their own unique way. The most notable moves made among these teams were the additions to both the Boston Red Sox and New York Yankees.

The Red Sox loaded up with free-agents David Price and Chris Young, as well as with bullpen stalwart Craig Kimbrel and Carson Smith. Price will look to anchor the Sox’s rotation that has lacked an ace since the Jon Lester! They’ll be back in contention due to the return of newly acquired first baseman Asdrubal Cabrera and Neil Walker.

The Yankees, meanwhile, landed a new second baseman in Starlin Castro from the Chicago Cubs, while bringing in a third relief ace to add to their bullpen, Cuban closer Aroldis Chapman. While Chapman will miss the first 30 games of the season due to a domestic violence investigation, he will return in early May to close games for the Bronx Bombers.

For the Cubs, meanwhile, the addition of Kris Bryant, Anthony Rizzo, and Jake Arrieta and others, will return to the playoffs in 2016 for the second year in a row.

With a deep league and no clear favorite, it will be exciting to see how the bracket turns out. March Madness will kick off next month, and many sports fans will be watching closely to see if their brackets can hold up.

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As we reach the American League West, there does not appear to be any clear favorite for the 2016 division title. The Houston Astros have a brilliant young core centered around 2015 American League Rookie of the Year, Carlos Correa, and AL Cy Young winner Dallas Keuchel, but they faltered down the stretch late last season.

The defending division champion, the Texas Rangers, have a new left fielder in converted shortstop Ian Desmond and much of the same team that brought them within seven outs of the American League Championship Series last season. But durability issues at third base and designated hitter remain unresolved issues for the Rangers.

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six of their current losses the Cavaliers allowed their opponents to score more than 60 points. At the same time Bennett’s offense is also very efficient, which means that they don’t turn the ball over and score a high percentage of their shots. In order to beat Virginia, a team has to play at a pace faster than Virginia wants them to play. A team has to score easy breakaway and transition buckets off of turnovers. Virginia’s defense has the advantage. On defense opposing team has too force turnovers and make sure Cavaliers are not taking the types of shots they want to take. A proven saying in sports is defense wins championships. I would not be surprised to see Bennett and his defensive Cavaliers hoisting a trophy on April 4.

At the moment no one has seen what the bracket for March Madness will look like and no one knows which low-ranked team in their section will be that Cinderella team that will go to the Sweet Sixteens or further. That’s what makes March Madness fun and exciting. Single elimination is why you are snarling peaks at scoreboards during class and why you watch games played by teams you may have never seen before. At the end of it all, March Madness is supposed to be fun and exciting, so make a bracket and cheer on a new team based on their jersey color or mascot because it’s the time of crazy shots and underdog victories. No one knows what will happen, but maybe you’ll be the one to predict it in your bracket.
The tradition of the Connecticut College Men’s Club Hockey rivalry game survived this weekend in a match-up with Trinity College, dubbed “The Battle of Connecticut.” The continually well-attended game went the Bantams’ way with a 6-2 final score. Goals from Matt Edwards ’18 and Evan Dahl ’19 kept the game interesting.