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THE COLLEGE VOICE

CONNECTICUT COLLEGE'S INDEPENDENT STUDENT NEWSPAPER

NEWS

2016 Winthrop
Scholars Honored

OPINIONS

Res Life Stipends
Get Major Increase

ARTS

The Globalization of the
Gin & Tonic

SPORTS

March Madness's
Most Likely



STUDENTS PERFORM CAROUSEL IN PALMER
PHOTO COURTESY OF JENNY BARRACK

Carousel: Reimagining a Play for our Times

SARAH ROSE GRUSZECKI
OPINIONS EDITOR

Upon first reading the script for *Carousel* through a theater course at Connecticut College, I found myself deeply troubled by the show's problematic and outdated content. As a woman, I was particularly infuriated by the show's representation of female characters as passive, disempowered agents required to conform to traditional gender roles. I could not wrap my head around how, or why, such a production could possibly be produced today and was baffled as to why

a theater department as progressive and critically minded as Conn's had decided to stage a production of the 1945 Rodgers and Hammerstein musical.

My initial hostile sentiments were further articulated in a recent panel discussion on the production, titled *Carousel in Conversation*, where theatre historian and feminist scholar Barbara Wallace Grossman described the musical as "archaic beyond comprehension," particularly in regards to the depiction of Julie, the female lead of the show. "She's a thing....a possession...

(with) no voice, no agency and no rights," Grossman argued.

However, it became increasingly clear through my discussions with the cast and production team members that the collaborations between the Music, Dance and Theater Departments to create this production were far from traditional. Set in Ocean Beach, New London, the piece did not feel nearly as distant as in my initial readings. Although the female leads were certainly not free from adversity, characters

CONTINUED ON PAGE 11

New London Phenomenon Prepares to Enter NBA

ISABELLE SMITH
STAFF WRITER

Kris Dunn, arguably the best college point guard in the nation, started his basketball career right here in New London, Connecticut. Ever since he started playing competitively, he has been a common name on top rated lists. Last year he shared the honor of Big East Player of the Year, and this year he was named Big East Preseason Player of the Year.

Dunn started playing on a team with "chemistry" when he was just ten years old. His closest childhood friends and teammates,

which included junior Doug Henton '17, all pushed each other from a young age, enabling all of them to develop skills and proficiency both as a team and individually. Their coach, Craig Parker, according to Henton, "has an overall ridiculous record." He was able to pass his own love of the game on to the young men. Dunn went off to Providence College to play for the Friars with a sense of purpose.

Because of his love and respect for the game itself, Dunn is more focused on improvement,

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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 FNL, 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

CONTINUED ON PAGE 12

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 an art, and dogs are the ideal medium.

The worst part of my 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 rough 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

Contact

THE COLLEGE VOICE

Editors in Chief: eic@thecollegevoice.org

Business / Advertising: business@thecollegevoice.org

News Editors: news@thecollegevoice.org

Opinions Editors: opinions@thecollegevoice.org

Arts Editors: arts@thecollegevoice.org

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THE COLLEGE VOICE

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&

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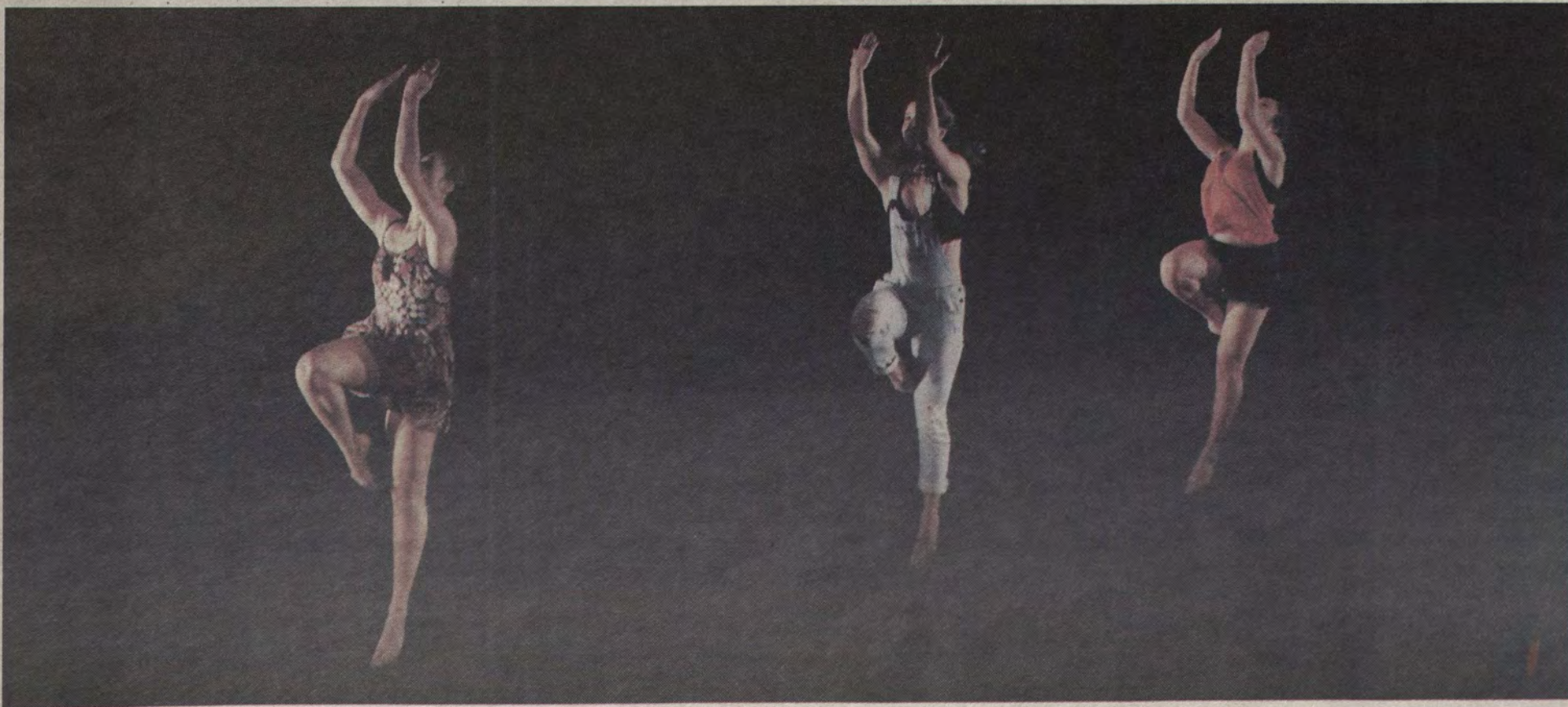
CONTACT US

eic@thecollegevoice.org
270 Mohegan Avenue
New London, CT 06320
thecollegevoice.org

PHOTOS COURTESY OF
OLGA NIKOLAEVA



Photos from this year's Dance Club expose, "Pivot." Featured in the show were student choreographers Hanako Brais, Brooke Ross, Emilie Stoll, Kelley Fairman, Erika Martin, Grace Bradley, Danielle Kaplan, Emily Chin, Senait Judge-Yoakam, Marina Gearhart, Cecilia Bole and Maureen Steinhorn. The show featured a broad range of music, ranging from classical Handel to A\$AP Rocky.



13 Seniors Awarded College's "Highest Honor" in Recent Ceremony

MOLLIE REID
NEWS EDITOR

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 retain the designation of Winthrop Scholar as its highest honor... It was in May 1928 that Connecticut College had instituted the practice of honoring as 'Winthrop Scholars' those members of the senior class who demonstrated exceptional scholarship."

Many years after its establishment, the rare title of Winthrop Scholar still marks a major aca-

ademic 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 Neely introduced President Bergeron, who delivered remarks to the newly named Winthrop Scholars as well as to the audience. President Bergeron congratulated the students and enthusiastically encouraged them 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 Borrelli,

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 Durning (English major), Jessie Durning (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 Kafle (ACS certified Chemistry and Mathematics major), Taryn Kitchen (Latin American Studies major), Khushbu Pandya (Biochemistry and Molecular Biology major), Julia Proft (Computer Science major), Sophie Sharps (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."

Newly Elected Representative Shares Insight on Honor Council

SAADYA CHEVAN
STAFF WRITER

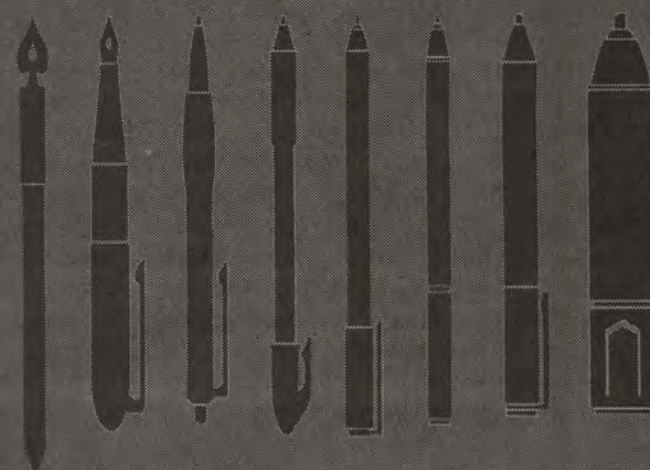
At the beginning of the Spring 2016 semester, the Classes of 2016 and 2019 each elected a new Honor Council representative. *The College Voice* recently interviewed the new first-year representative, MacKenzie Orcutt. Orcutt is interested in becoming a lawyer, a profession that both of her grandfathers practiced. Having two lawyers in the family means, in her words, "it's always been a running joke ... that one of my sisters or I have to be a lawyer, so I guess that sparked my interest." Her father is an alum of the College, and she cited him as encouraging her to "get involved and experience the community the way he did." Orcutt's father's participation in Conn student life was a large part of the reason why she ran for honor council.

Orcutt believes firmly that "the Honor Code is a really great aspect of Conn, and that it incorporates really great values into our community." Having come to Connecticut College from a public high school where she felt that "not everybody want[ed] to be there," she is glad to be in an environment where she feels that people take more responsibility for their actions. Orcutt believes

that, "at Conn, we all chose to be at this small liberal arts school, and we're all choosing which classes to take, when to take them and what to be involved in, so I think that means that we need to hold ourselves to a high level of responsibility."

As a representative on the Honor Council, Orcutt hopes to, "do my part in upholding those values and making sure everybody is heard." Orcutt understands the advantages of allowing students to hold their fellow students accountable. She said, "it makes people take responsibility for their actions because they're not facing adults, they're facing their peers."

In addition, Orcutt cited empathy as being an important human quality that students on Honor Council possess in assessing their peers. Looking towards her future on the Honor Council, she said, "I'm hoping to just be able to ask the right questions so that whoever is accused of something feels heard and feels like they're being understood."

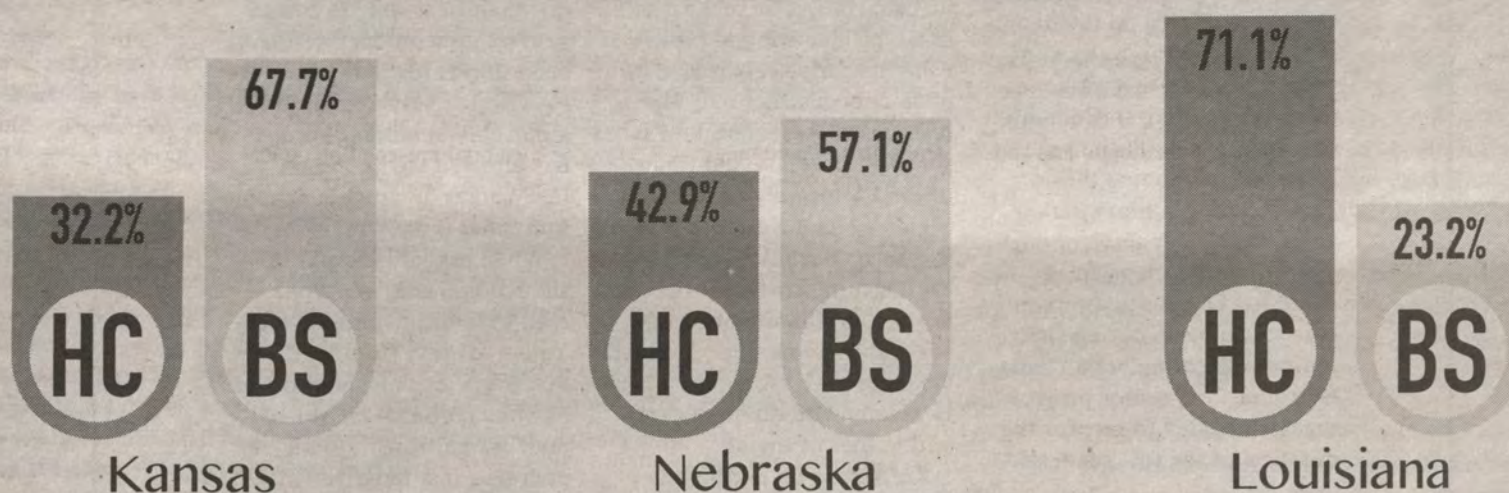


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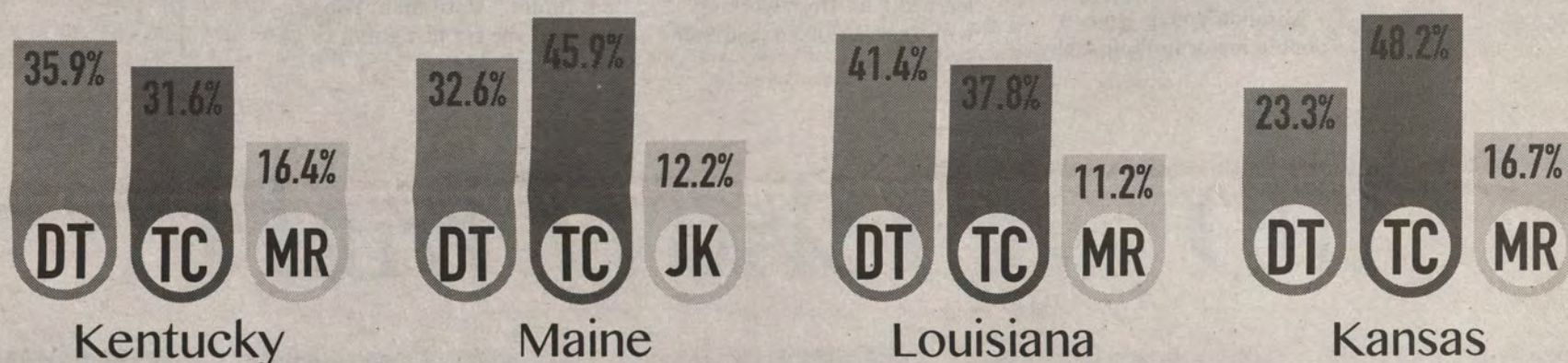
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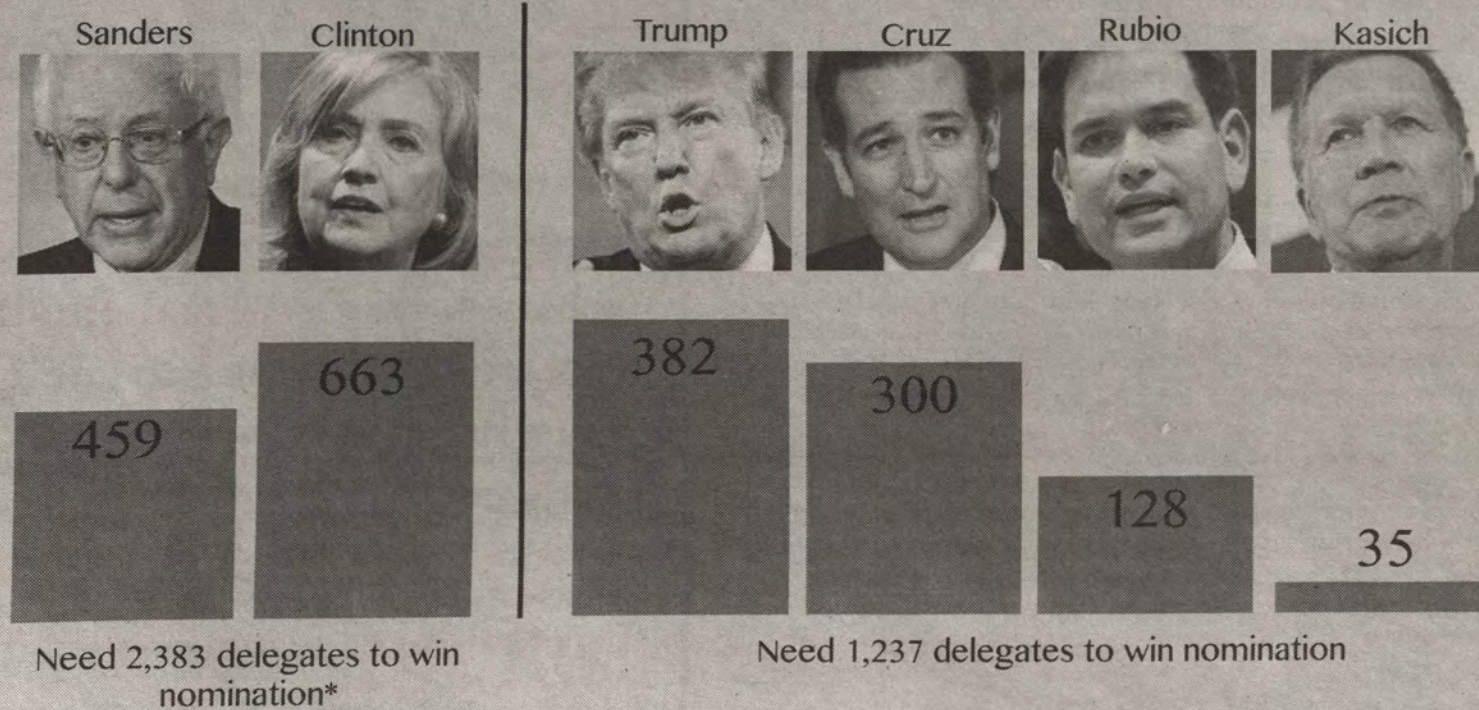
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Featuring Hilary Clinton and Bernie Sanders



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

Source: CNN Politics

Where do they stand?



Source: The New York Times
*Superdelegates not shown

Snapshot of a Thesis

MOLLIE REID
NEWS EDITOR

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." •

Sexual Assault and Violence Facts Brought to you by 1-in-4

1-in-4. is a campus group committed to raising awareness about sexual and domestic violence, as well as promoting healthy masculinity and deconstructing the patriarchy. They meet on Wednesdays at 9 p.m. in the Women's Center with free tea and coffee. The following information deals with rape and sexual assault. All facts are from DoSomething.org.

FACT:

42% of college women who are raped don't tell anyone about their assault. Estimations show that only 5% of sexual assaults on campus are reported.

32,000 pregnancies are the result of rape each year. 40% of rape survivors develop some form of an STD as a result of their assault.

4 out of 5 victims of rape suffer recurring physical or psychological conditions after their assault. Survivors of rape are also 13 times more likely to attempt suicide.

More than 1/3 of women who have been raped as a minor are later raped again as an adult. 42% of women who have been raped expect to be raped again.

THE COLLEGE VOICE is looking to hire a Web Designer!

We're looking for a student with experience designing and building websites. This is a great opportunity for a student looking to get involved in a fun club on campus and add a project to their portfolio or resume.

Please email contact@thecollegevoice.com for more information.

Suze Clues

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.sayat.me/CCCCollegeVoiceAdvice.

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 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 Coasties and it did not work out due to a variety of reasons. However there are some lovely humans over 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 Coastie 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 sweater 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 investment banking, for others its one that involves frolicking 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. •

Hard Work Pays Off

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 \$2,175 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, Sami 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 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



Trout Fishing In America

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 TFA corps. He spent four years teaching sixth and seventh grade English and earned a free Master's in Education through TFA and Americorps 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 pay 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 "the highest standards of quality,

objectivity, and excellence to bear on information collection and analysis," found that under similar 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.

Critiques 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 still pre-kindergarten to grade 12 teachers. Moreover, a recent study by the National Center for

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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 18-54 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 wellbeing of 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

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" [tampon] has emerged in social media as a description of what women do when

where they are currently missing. This would be a minimal, one-time cost which could be covered by the sustainability fund from the Student Government Association. Tampons and pads should be provided in all women's, men's and gender neutral bathrooms to accommodate for all gender presentations and health needs. 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.

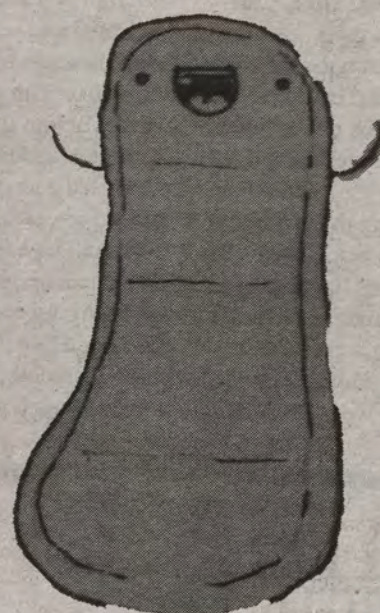
Tampons, pads and receptacles are simply required for a functioning bathroom. It is time for our school to acknowledge this and embrace the beautiful (if messy) reality of menstruation. •

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.

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

they are caught unprepared. Anyone who menstruates knows this struggle.

Through the Roosevelt Institute, a public policy and political engagement organization at Conn, I have written a policy to address our period problem. The school should start by installing menstruation receptacles in the stalls



What the Senate Judiciary Committee's Blockade Should Remind Young Voters

MAIA HIBBETT
OPINIONS EDITOR

When CNN called Charlie Baker the winner of the Massachusetts gubernatorial race last November, I slumped into the couch in the JA common room, dropped my chin to my chest and whined. 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 that it would refuse to consider any nominee

for Scalia's replacement proposed by President Obama. Instead, the Committee intends to allow the Supreme Court to operate with eight members—running the risk of fifty-fifty splits—for almost a year, after which the next, potentially conservative president should choose the nominee.

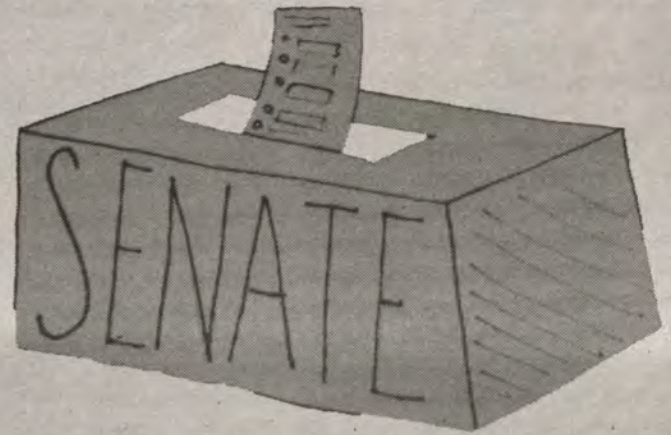
While the Senate Judiciary Committee's actions prove frustrating, even infuriating, they are not, in fact, original. President Obama himself has seen the other side of this battle, he attempted to filibuster former President George W. Bush's Supreme Court nominee Samuel Alito in 2006. Now, Ted Cruz vows 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 black president, 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 to 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 aren't voting, 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 social media. While this involvement feels exciting, even inspiring, we should keep in mind that it's also trendy. The trend offers us the opportunity to carry momen-



THE IMPORTANCE OF VOTING IN ALL ELECTIONS.
ILLUSTRATION BY JAMES LAFORTEZZA

tum 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

out of small support systems.

Had the 2014 midterm elections seen a higher young voter turnout, the current Senate makeup might look different. Perhaps McConnell would serve as Senate minority leader, the Senate Judiciary Committee would give the President a chance, and we would again have nine justices in the Supreme Court. •

CONTINUED FROM PAGE 8

Education Statistics and Institute of Education Sciences found that despite only committing to two years 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 extremely data-driven organization that applies the same rigorous standards to collecting information, interpreting data and improving outcomes by instilling evidence-based decision making in the corps. The author attacks Teach For America by claiming that its six week summer institute training allows "poorly prepared teachers to enter the classroom." First, from my experience, claiming that Teach For America's training is only six weeks is a gross over-simplification. When I was preparing for Teach For America's summer institute in New York City, I was assigned roughly 2,000 pages of material covering topics such as classroom management, lesson planning and diversity. Additionally, I had assignments that included classroom observations, essays and written responses. Institute was the most rigorous, challenging and educational experience of my life (no offense to Connecticut College, Pace University or Georgetown). Ninety-hour weeks were the norm as my lesson

plans were reviewed, dissected, modeled, delivered, and then re-evaluated. Between my Corps Members Advisor (CMA—an exemplar teacher hired by Teach For America) and Summer Mentor Teacher (SMT—a teacher from the summer school where I taught who provided ongoing mentoring and support), I had constant feedback. During the school year, I had ongoing requirements including graduate classes and deliverables to Teach For America.

While this training may not be the equivalent of eight preparatory classes and a semester of teaching prior to full-time teaching, I 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 literacy. 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 collabo-

ration is needed between those in the trenches 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 Wal-Mart, and sponsors organizations such as The Boy Scouts and Girl Scouts of America, environmental 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. Fidelity Investments funded a trip that enabled more than 60 of my students to go Connecticut College for a day-long college experience. My students' educational experience was far better off as a result of these partnerships.

Connecticut College students are fortunate to have a rigorous teacher certification program led by phenomenal professors as well

as access to alternative programs such as the Teaching Fellows and Teach For America. Through the Teach For America program, many alumni have opted to stay in education and are considered to be gifted teachers while many others are lifelong advocates. Teaching in the South Bronx enabled me to learn a lot about the community and about myself. I felt that different cultural, socioeconomic, and experiential backgrounds fostered a more pluralistic community. Not being a "local" teacher enabled me to share experiences and networks that my class would not have had access too. Furthermore, teaching a class outside of the community where I was raised enabled me to gain valuable perspective and grow personally and professionally. Teach For America actively seeks to move beyond the days of segregation and the "all deliberate speed" 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 17% of the current teaching population identifies as being of color, 50% of the 2014 Teach For America corps identified as being of 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 a pioneer in attracting more diversity to a traditionally unrepresentative profession.

The author of the aforementioned article and the SGA President deserve a lot of credit for meeting 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 all 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 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 academics? On Feb. 29, Tulasi Srinivas, an anthropology professor from Emerson College, gave a lecture titled "A Moral Ethnohistory of The Gin and Tonic: Globalization, Gender and Ecology, in a Tasty Cocktail," in which she told the overlooked history of this popular drink.

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.

Professor Srinivas began her lecture with a history of gin. Derived from juniper berries, gin was invented in 17th-century Holland, where it was first used as medicine to treat stomach issues, gout, gallstones and other medical complications. In addition to its medicinal uses, Dutch doctors thought that the berries themselves resembled the male testes, which added credence to the belief that the drink gave men strength and courage.

In the 16th century, the Dutch were connected with other

countries and cultures across the world, most notably through the Netherlands' extensive trading networks. Trading with India, the Dutch brought Indian spices back to their country. Once they had the spices, they decided to add them

to the gin to make it more potent. So why do some people think that gin originated in England? Professor Srinivas explained that once, when the English were fighting the Dutch, they saw Dutchmen drinking some sort of drink during

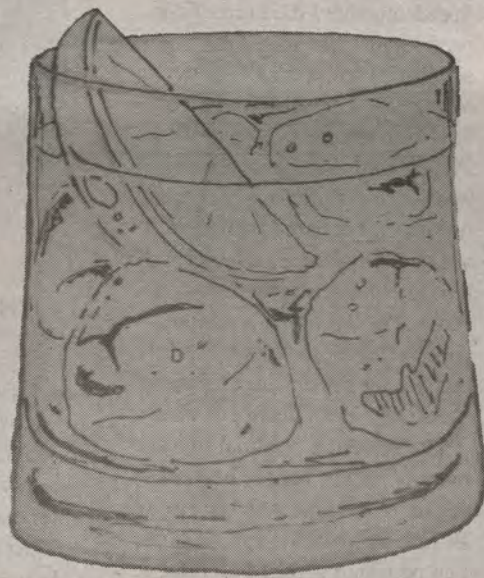
battle. The British were eventually able to steal this drink and discovered that it was gin. Many people saw a correlation between drinking and crime, and so, in 1751, the English Parliament passed the Gin Act in an attempt to restrict

loose, leading many to sleep with a lot of men. She explained that this belief set the trope commonly expressed today: the idea that women get loose and sloppy when they get drunk, while men "gain courage."

and soda water. So how exactly did these ingredients become the cocktail we know today? Soldiers in the British East India Company introduced the idea of mixing gin and tonic together in the late 19th 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

the consumption of spirits. Angry about this restriction, people rioted in the streets.

Gin connected with the gender constructs of the time, too, Professor Srinivas commented. It was said to make women drunk and

Tonic became popular around the 1800s, when the Dutch stole Cinchona seeds out of Peru and planted them all across Indonesia, eventually making quinine, a muscle relaxer. They created tonic by mixing this quinine with sugar

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 a film. Based on her analysis of *Persepolis* and other graphic novels, Professor Ostby claimed that, "despite frequent association with conflict, the graphic novel is actually a quite socially productive genre."

Persepolis is an autobiographical graphic novel that depicts the childhood of Marjane, known as Marji, through her adult years in Iran during 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.

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 image as an indication that Marji's story does not fit in the center of the Iran's frame.

For all the originality of *Persepolis*, though, the capacity of images to break through frames is not novel. 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 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.

In addition to its awareness of the West to orientalize Iran, the graphic novel likewise addresses the tendency of Iran to occidentalize 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 icons 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

PHOTO COURTESY OF
OLGA NIKOLAEVA



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 Shahan'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 generic conventions. *Rise* and *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. •

STUDENTS PERFORM CAROUSEL IN PALMER
PHOTO COURTESY OF JENNY BARRACK



CONTINUED FROM FRONT

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.

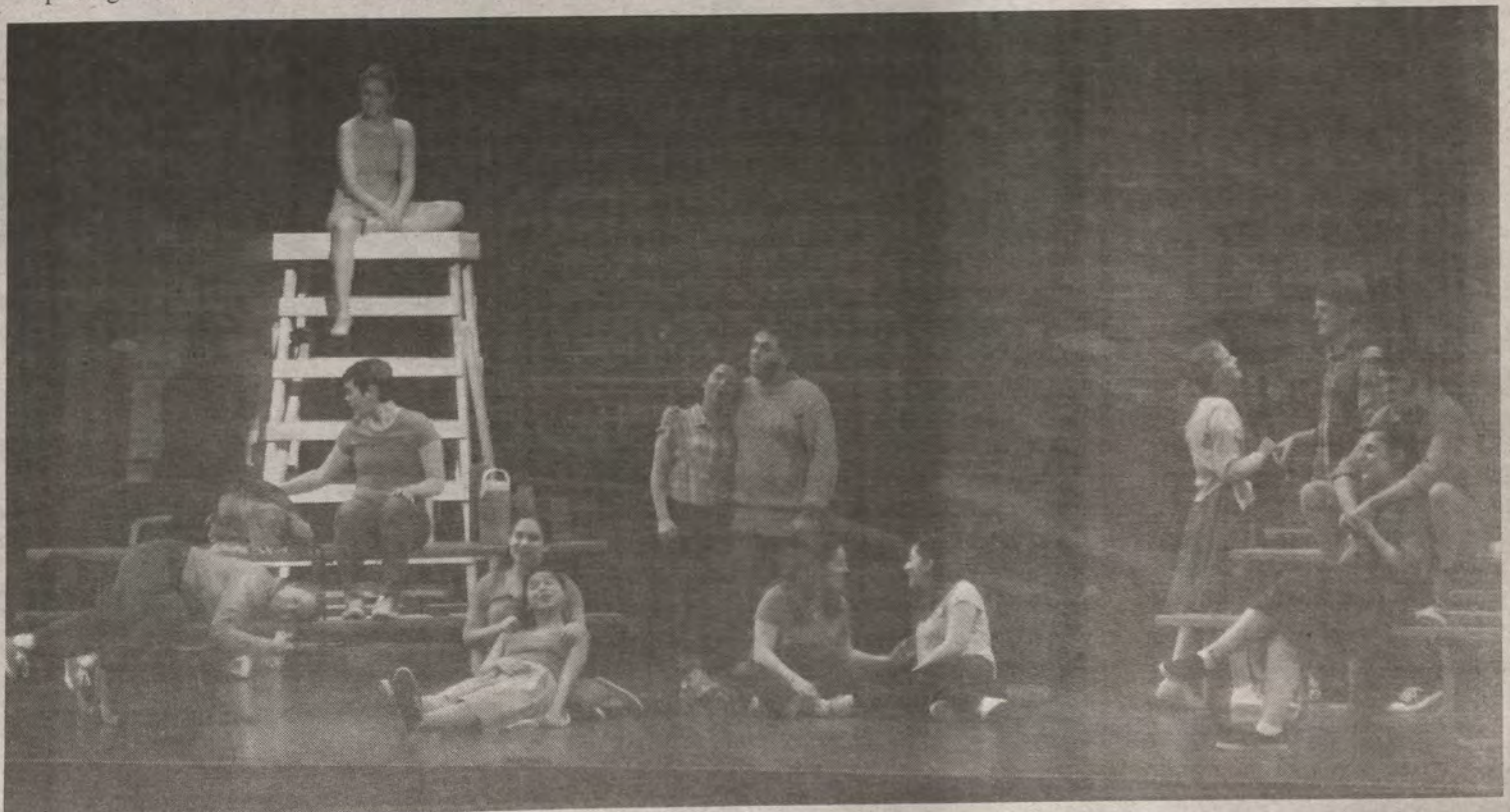
Many members of the production, including leads Baltay and Dave Socolar '16, echoed similar sentiments, viewing the project as a vehicle for discussion and community engagement. "Theater is a way of opening up things that we would never be able

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. •



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Trading Places

FICTION

KATIE COWHERD
STAFF WRITER

Smoke filled the air, covering my eyes, coloring the faraway sky grey. The occasional breeze blew through the deep second story window, but it wasn't cool 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 rubbed 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 16th birthday, and I was accepted as a probationary fireman -- firewoman -- on my father's 30th anniversary of the same event. I shocked everyone with my decision to join. My brother had grown up climbing all over any truck he could get his little hands on while 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 my presence 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 tower and onto the drill yard.

I was assigned an officer's role in the class's command system, and on the demonstration day I was running the scene as the chief's aid. They gave me a special officer's helmet to wear that I was allowed to carve my initials into: my three centimeters of legacy.

My family didn't recognize me when they saw me afterwards. "You're standing a whole inch taller," my father told me.

I ended up going back the next summer as a Junior Counselor. I spent my 18th birthday at the Fire Academy; as a brand-new adult I was working with a nationally recognized program, teaching basic firefighting skills to cadets who were still twice as big as me.

My role on our final demonstration day was significantly less visible. I was hidden away in our burn building to observe and assist with the final preparations. Crouched by the window on the 95 degree day, sweat trickled down between my shoulders, making my shirt stick.

There was shouting, and the sound metal on metal, metal on

ground, ground on cadet. The air was thick with heat and the tense threads of panic ready to snap.

I watched the ladder as it was raised far above the sill, and waited for the cadets to adjust it too quickly.

The first cadet up the ladder was alarmingly calm, barely 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 cradle 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 crouch 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 pike-pole he was carrying.

"No, wait."

"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."

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. I 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." •

Student's Musical Brainchild Comes to Life

CONTINUED FROM FRONT

'one day of the year' when students can let loose and celebrate together ... And by reducing some of the hype around Floralia, we think that Nameaug could in turn reduce the amount of dangerous behavior at [Floralia]," read his proposal.

But in many ways Nameaug will not be like Floralia at all, a difference which is notable just in its name. A Pequot word, "Nameaug" translates as "the fishing place." Through this name, the festival will celebrate the area of New London itself. All the proceeds from the event will go towards New London Homeless Hospitality Center, which will be hosting its annual Walk to End Homelessness the following day, Apr. 24.

Nameaug has also received

enthusiastic support on the Connecticut College campus from both the administration and students like. "It's awesome to have Bergeron's support and the administration's support. And the students so far are really digging the idea," Walker said.

President Bergeron's office has already committed \$2,000 to an ambitious \$25,000 budget. Along with a sizeable support from SAC and SGA, Walker estimates that they've raised more than half of their projected goal. The remaining half he hopes to raise in the coming six weeks. In future years, however, hopes are high that the festival grows a grass-roots-funding platform reflective of its community-oriented nature. "While the College is primarily funding it right now, eventually

the goal is to have it be a collaborative production of the community," said Walker. "The goal is to have this become an annual spring tradition that brings all our college communities." In that spirit, Walker has reached out to both the Coast Guard Academy and Mitchell College, and anticipates an 11-piece Coastie Brass Band to perform in addition to local musicians.

A monumental project, it will be exciting to see the impact that Nameaug has. Regardless, Walker, Martin and the SAC team will be downtown on Apr. 23 shaping an event that will likely take root in a city that's shown a genuine pride in its own independent music festivals. Stay tuned to hear how the project develops. •



LOGO DESIGN BY CHELSEA PRESTON '16

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.

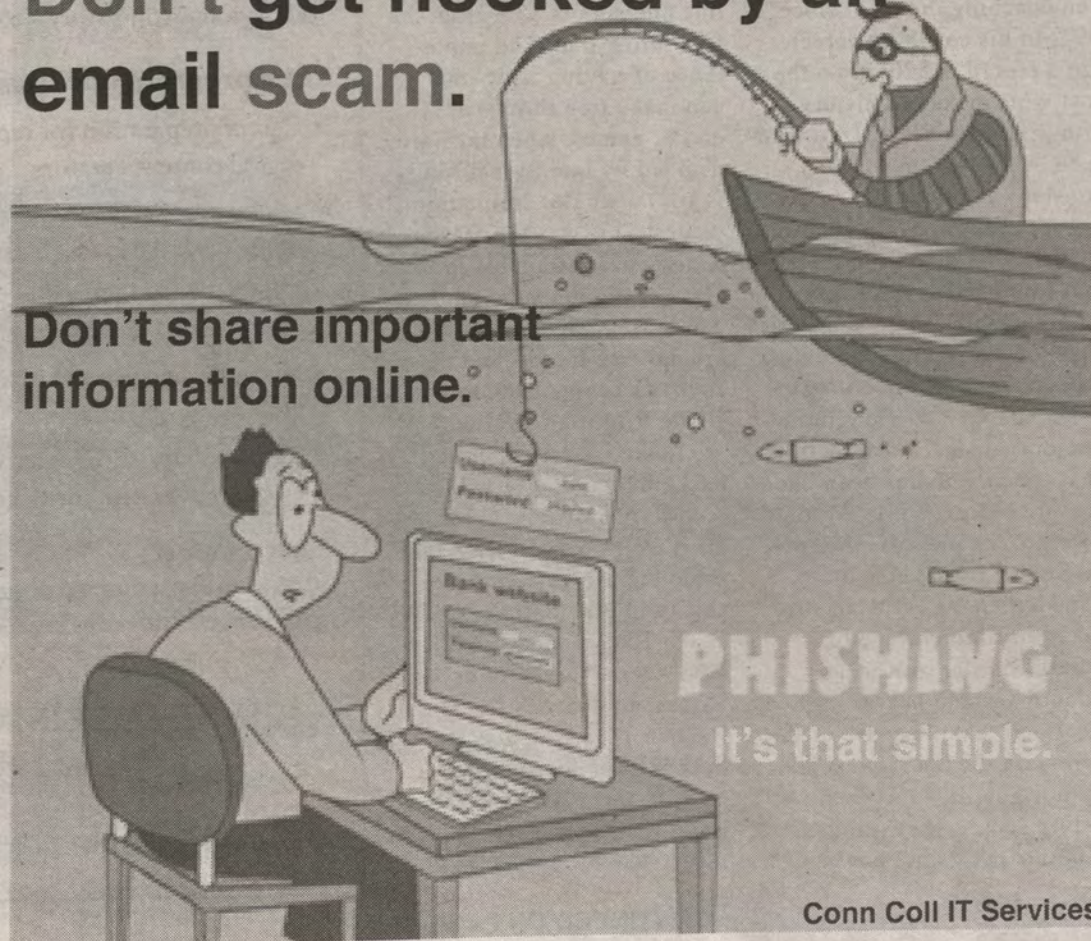
The Cup's board decided to have all competition-- the World Series tour, the Louis Vuitton Cup and America's Cup itself--be on the shorter 45-foot catamarans used in the 2013 World Series. The models were modified with hydrofoils which allow them to match the speed and impressiveness of their 2013 brethren. 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 Cup 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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CONTINUED FROM FRONT

experience and impact, rather than the money. When a player is good enough for the National Basketball Association (NBA), he would normally be recruited in his freshman or sophomore year of college. Once offered a position, the player would normally excitedly accept. Contrary to this standard, Dunn was slotted in the top 15 for the NBA draft last year, and turned down the opportunity. When speaking to a CBS Sports reporter, he commented, "I know, personally, the things I have to work on. I felt I need another year to develop those skills. I don't want to go to the NBA and not be ready." Regarding the skills in need of development, Dunn admits, "I have to not only work on my game, but off the court I've got to work on my maturity."

His friends and teammates also attest to his love of joking around. He recognizes that he loves to be happy, and as soon as he is no longer "playing for free," it becomes a job. In the NBA, Dunn feels that he would have to replace his jokes with a serious attitude, but for now he still wants to be a college

student.

Along with this understanding the seriousness of the position, Dunn also wants to uphold the standard he is setting for the youth in his community back in New London. New London's school district has often struggled. Henton explained, "Our class was different. We wanted to be trendsetters." With their hard earned work, they were given the opportunity to attend prestigious colleges and universities.

Henton smiled, "When we were young, of course we all wanted to play professional ball. But as we grew up, and we realized how good we were and we decided to set a positive tone for the New London youth." All of the young men now attend college and are set on earning their degrees. As well as the New London youth in general, a little closer to home, Dunn wants to set the example for his two younger sisters. A degree is much easier to earn when already in school, and he wants his sisters to see the necessity of it. Professionally, Dunn explained, "I always wanted to be a teacher



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or guidance counselor. I love motivating kids. I love seeing people do good things. I like seeing people overcome adversity, even when they think they can't." While this goal has been put on hold for the sake of his basketball career, his passion for being a role model has encouraged him to continue in school.

Ironically, by staying in school, he has become a more valued player on the court. When the NBA first listed him as top 15, he

essentially only had one year as a collegiate athlete. When he was a freshman, he injured his shoulder, which prevented him from playing. In his sophomore year, he became a legitimate athlete for Providence College, qualifying for the NBA, but Dunn felt like he didn't have a solid enough foundation to be a competitive professional player. In his junior year, he has improved by leaps and bounds. He has gained awareness and understanding that only comes from

playing and being motivated to improve. Now, because of this diligence, he is slotted to be drafted in the top five, and was nominated for Player of the Year.

His strength of character has aided his development in schooling and consequently, made him a more valuable player. As members of New London, the Connecticut College community should be excited for Dunn as he enters into the NBA next year. •

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 trophy. This means that it is finally time to start thinking about brackets and choosing 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 Ellis's 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 52.3% from the field. When Ellis gets the ball he will score,

so 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 scorer on the team is Kris Jenkins. Jenkins is a junior 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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Opening 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 stalwarts Craig Kimbrel and Carson Smith. Price will look to anchor the Sox's rotation that has lacked an ace since the Jon Lester/Yoenis Cespedes trade two years ago.

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. Look for these two teams to be at the top of the division throughout the season.

Moving across the country, the American League Central features the defending World Series champions, the Kansas City Royals, and perennial contender Detroit Tigers, among others.

The Royals will look to repeat as champions after locking up All-Star left fielder Alex Gordon to a new contract. Though they lost second baseman/super-utility player Ben Zobrist, they are still poised to do well in 2016.

Their neighbor to the north, the Tigers, brought in veteran right-hander Jordan Zimmermann to lead the rotation alongside former MVP Justin Verlander. Closer

Francisco "K-Rod" Rodriguez has also been brought in to stabilize the bullpen. After a last-place finish in 2015, the Tigers will once again be back in the race, not only for the division, but for the pennant.

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 at designated hitter remain unsolved issues for the Rangers.

Moving to the Senior Circuit, the National League East plays host to the reigning National League pennant winners, the New York Mets, and a World Series favorite in the Washington Nationals. The Mets pulled off the unthinkable when they re-signed outfielder Yoenis Cespedes to a three-year contract early this calendar year. Cespedes, combined

with new double-play duo Asdrubal Cabrera and Neil Walker and the best young rotation in the big leagues, should lead this team back to the playoffs in 2016.

After a disappointing season, the Nationals brought in a new manager in Dusty Baker and new pitching coach Mike Maddux. While they lost Zimmermann to the Tigers via free agency, they retained 2015 NL MVP Bryce Harper. A new clubhouse environment will do the Nationals well as they look to return to the playoffs after a one-year absence.

The National League Central featured the three winningest teams in baseball last season: the St. Louis Cardinals, Pittsburgh Pirates and Chicago Cubs. The Cardinals, winners of 100 games last season, have been bitten by the injury bug this offseason. Catcher Yadier Molina is recovering from a left thumb surgery and is currently listed as day-to-day. Starting pitcher Lance Lynn was lost for the season following Tommy John surgery last fall.

The Cubs, meanwhile, are one of the most popular picks to win it all in 2016, and a championship would end their 107-year drought. Led by new additions in John Lackey, Jason Heyward and Ben Zobrist along with arguably the best young core in baseball (Kris Bryant, Anthony Rizzo, Jake

Arrieta and others), the Cubs will (barring unforeseen circumstances) return to the playoffs in 2016 for the second year in a row.

Lastly, the most revamped division in baseball: the National League West. The defending division-champ Los Angeles Dodgers brought in several new pitching pieces (albeit none without injury concerns) and retained second baseman Howie Kendrick to keep their core intact for 2016.

It's an even year, so look for the San Francisco Giants to be right in the thick of things as they chase their fourth World Series title in the last seven seasons after winning in 2010, 2012, and 2014. The Giants brought in center field whiz Denard Span and a pair of recent aces in Johnny Cueto and Jeff Samardzija, moves that stabilize their weakest areas from 2015. They'll be back in contention after missing out on a playoff appearance last season.

Many teams improved this offseason as the hunt for the Commissioner's Trophy and October glory begins. Mark the calendars. Opening Day is less than a month away. Play ball! •

CONTINUED FROM PAGE 14

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 break away and transition buckets on offense because if they play slow half-court style offense, Virginia's defense has the advantage. On defense an opposing team has to force turnovers and make sure Cavaliers are not taking the types of shots they want to take. A proven saying in sports is that 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 Sixteen or further. That's what makes March Madness fun and exciting. Single elimination is why you are sneaking 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 go 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. •

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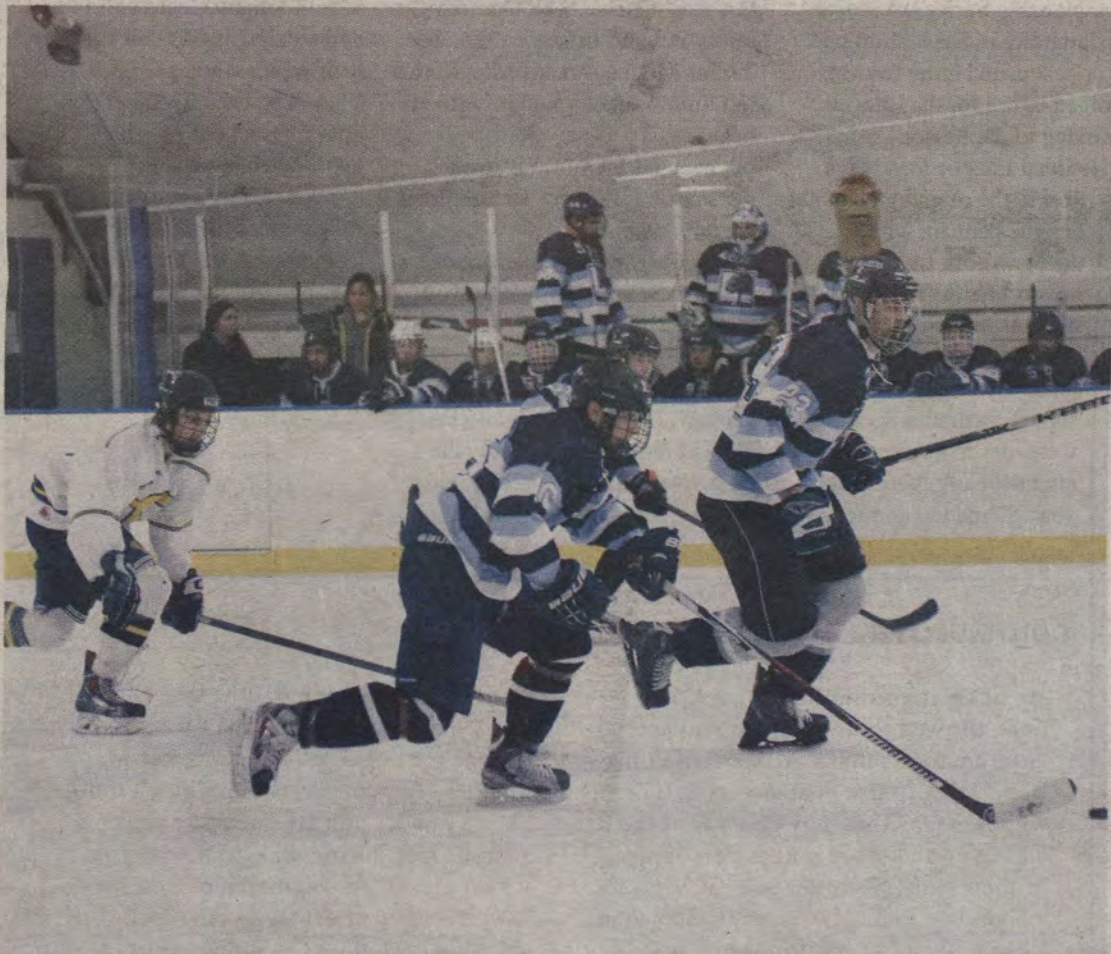
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The tradition of the Connecticut College Men's Club Hockey rivalry game survived this weekend in a match-up with Trinity College, dubbed "The Battle of Connecticut." The continually well-attended game went the Bantams' way with a 6-2 final score. Goals from Matt Edwards '18 and Evan Dahl '19 kept the game interesting.