HamPoll Survey Highlights Differences on Issues
Students Support Statement of Community Values, Oppose Diversity Intensive Requirement

by Kye Lippold '10, David Foster '10, and Brett Turner '13
HamPoll, Mexicans

A survey conducted last week by HamPoll, a student group that queries the student body on important topics, found that most respondents were not offended by the recent contentious party invitations on campus. However, students expressed considerable concern about the latest incident of campus vandalism and supported a Statement of Community Values.

Overall, survey respondents were not offended by the recent "Golf Pros and Tennis Hos" party invitation or last semester's "Mexican Night" party invitation, which aroused student protests. For both invitations, 18 percent of respondents indicated that they were offended, while over 65 percent were not offended. Full results are available on HamPoll's blog, http://hampoll.blogspot.com.

In line with these results, about 58 percent of respondents thought that the student body overreacted to the invitations. Views of the administration's response were split between over-reaction (36 percent and 40 percent for "Golf Pros" and "Mexican Night", respectively) and "about right" (29 percent and 42 percent). Fewer than 10 percent of respondents viewed reactions to either party theme as an under-reaction.

A closer analysis revealed different reactions among several demographic categories, with similar overall results for "Golf Pros" and "Mexican Night." Sixteen percent of students who identified only as Caucasian were offended by the invitations, but over 26 percent of students from other or multiple ethnic groups were offended. Men and women were somewhat divided, with women more likely (21 percent) to view the invitations as offensive relative to men (13 percent).

Students receiving financial aid were more likely to be offended (25 percent) than students without aid (about 10 percent). This result held after controlling for race, sex, and other variables.

Responses to the incident in which a car was vandalized with a homophobic slur were uniformly disappointing. Seven of five percent of students were offended by the incident, while only 15 percent were not offended.

Differences among demographic groups were more muted on this question. Fifty percent of respondents thought that the reaction of the student body to...
College Celebrates Jewish New Year Rosh Hashanah

by Kari Arneson ’10

“Happy New Year!” read a recent e-mail from College Chaplain Jeff Allen. For hundreds of people at Hamilton, the new year had just begun. Rosh Hashanah, the first of the Jewish High Holidays, began last Friday at sundown. Rosh Hashanah, which literally means “head of the year” or “first of the year,” takes place on the first and second days of Tishrei, the seventh month of the Hebrew calendar.

While students had class during the holiday, the Jewish organization Hillel celebrated Rosh Hashanah with services. This year, there was a service at sundown on Friday, when Rosh Hashanah began, and services on Saturday and Monday. In addition, the traditional readings and prayers during the Rosh Hashanah services, one can also hear the blowing of the shofar, a ram’s horn. One of the most important observances of the holiday is hearing the sounding of the shofar in the synagogue, which symbolically opens the skies so God can hear the requests for forgiveness.

Throughout the year, Hillel provides meals, entertainment and events for the hundreds of students on campus. Current programs include community outreach, Shabbat dinners and services during the High Holidays, like Rosh Hashanah.

In 2005, Hamilton was designated as a Soref campus, one with 60 percent student support for several community values. Over 60 percent of respondents supported a Cultural Education Center. Forty percent of respondents supported a Diversity Intensive requirement but applied requiring party invitations to be approved by an administrator and to courses related to diversity. Conversely, 67 percent of students supported a plan to “distribute a Statement of Community Values to incoming freshmen which would articulate shared values for behavior at Hamilton.” Support was mixed for a Social Honor Code, described as “a binding statement which would require students to confront one another by initiating respectful dialogue about offensive acts, or face judicial consequences”) and a Cultural Education Center. Forty percent of respondents supported the Social Honor Code, with 45 percent opposed, and 42 percent supported a Cultural Education Center, with 30 percent opposed and 26 percent having no opinion.

Respondents also supported (55 percent) increasing the number of cameras in parking lots, with 21 percent supporting cameras specifically to prevent hate crimes.

The survey was open to the entire student body and received 584 responses. Because the sample was self-selected, results may differ from the overall population; however, demographics were comparable.

Overall, Hamilton students who responded to the survey thought the response to party invitations was overblown, but the differences in opinion in this topic provide an insightful look at the factors influencing attitudes at Hamilton.

Survey Suggests Most Students Not Offended by Party Invites

from HamPoll, page 1

the vandalism was about right. Fifty-nine percent of respondents thought that the administration’s reaction to the incident was about right, while 33 percent and 24 percent viewed the response as an under-reaction by the students and administration, respectively.

Finally, the survey measured student support for several community proposals. Over 60 percent of students were opposed to requiring party invitations to be approved by an administrator and to a Diversity Intensive requirement (described as similar to a Writing Intensive requirement but applied to courses related to diversity).

Conversely, 67 percent of students supported a plan to “distribute a Statement of Community Values to incoming freshmen which would articulate shared values for behavior at Hamilton.” Support was mixed for a Social Honor Code, described as “a binding statement which would require students to confront one another by initiating respectful dialogue about offensive acts, or face judicial consequences”) and a Cultural Education Center. Forty percent of respondents supported the Social Honor Code, with 45 percent opposed, and 42 percent supported a Cultural Education Center, with 30 percent opposed and 26 percent having no opinion.

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HamPoll welcomes feedback. Send your thoughts to hampoll@hamilton.edu and join the group on Wednesdays at 8 p.m. in KJ 103.
Limited Space Constrains Cultural Education Center

by Daniel Steinman ’12

News Writer

“Where is the CEC?” was the question school administrators were supposed to answer at a campus forum in the Red Pit of the Kimmer-Johnson building this past Tuesday, August 25, 2009. Currently, the answer is nowhere. As of now, no space has been put aside to house Hamilton’s Cultural Education Center (CEC). The forum was open to all faculty members and students to discuss an ideal location for the CEC and where it could be established in the interim before the renovations on Emerson Hall (ELS) are finished in Summer 2010, at which point, more space will be available.

Some students, as well as at least one faculty member, questioned why the option proposed by last year’s appointed task force had been dropped from discussions. That task force suggested creating the CEC as an addition to the Alf-ro-Latin Cultural Center (ALCC) building.

DeFaculty Joe Urgo, who was in attendance at the forum, responded that plans for renovating ELS were uncertain throughout last semester. “The physical space landscape has changed dramati-
cally in the last six months,” Urgo said. Given that a new array of options will be available by next year, Urgo said conversations needed to “move past that task force report at this point.” He also told the forum that the cost of such an addition to the ALCC building was estimated to be over half a million dollars.

Senior Associate Vice President for Facilities and Planning Steve Bellona presented multiple options for the new space on cam-
pus. “There are a lot of options,” Bellona said. He explained that the decision-making process “is about coming up with what is best for the college moving forward.”

Bellona presented how the establishment of a CEC space fits into Hamilton’s Integrated Facilities Plan, which spans from 2006 to 2016. When the renovation and expansion of ELS is completed, the school will have reached the second phase of the three-part plan.

Vice President of Administration and Finance Karen Leach described the options for an interim solution, which included space in Beinecke or Milbank. The Fire-
place Lounge was specifically claimed that the forum was a suc-
cess since it allowed students to engage in discussion on issues that, up to this point, had been limited to private conversations.

Lopez welcomed students to contact her to share their thoughts and hoped to continue the dialogue on campus about the future of the CEC. She stressed the immediacy of the need to locate a space for programming soon, even if only as an interim solution.

Students Refuse to Cut Cord on Cable

In a recent survey sent via all-campus e-mail, the Student Assembly Technology Committee said, “ITS is considering ter-
minating the current cable TV service provided at Hamilton, due to a perceived lack of interest.” The results of the survey directly contradicted that perception. Nine hundred and sixteen students said that they had a TV in their room, while 147 said that they did not. Cable was clearly important to these TV owners, as nine hundred and eighty-nine students said that they watch cable TV while seventy-four said that they did not. Nine hundred and fifty-six students said that they would be less happy with their Hamilton experience if cable TV was not provided and 107 who said that they would not.

Few Attend Meeting on Hamilton Values

from Assembly, page 1

to have a student drafted agreement about values made by the student body.”

The meeting that took place on Wednesday was not well attended by the Hamilton community, despite multiple all-campus e-mails solicit-
ing student participation.

The statement, which would be sent to incoming freshmen along with their orientation information and the honor pledge, would be a concise paragraph of expectations for them as students and members of the Hamilton community. The statement would go on to encourage students to think about their words and actions and the potential effects of those on others around them.

“Many other schools have an honor code,” said student assem-
bly president Amy Goldstein. “We have looked at statements from Smith, Haverford and Middlebury but this is different though because it does not imply or require judicial action.”

Instead of requiring judicial ac-
tion, if the statement is violated, it calls for students to take action and personally rectify the issue. “There is an engagement component in the agreement,” said Goldstein. “We want people to address the situa-
tion themselves. If there is another incident, there would be something to point to and say that [diversity]

is something students here value because the statement is written by students.

It may prove too difficult to tie the statement to judicial action; what one person finds offensive, another may not. For major violations including hate crimes and sexual assault, procedures are already out-
lined in the Student Handbook. The goal of the statement would not be to punish students but rather to set a standard for behavior and actions and to prevent further miscommuni-
cations in which something meant as a joke is found offensive.

The drafting of this statement is open to all students. In a meeting earlier this semester a mission and set of goals was compiled and in the next meeting, the group hopes to add another component outlining the need for student intervention if they see potentially offensive behavior. The hope is that the statement will be completed in time to be voted on in the December All-Campus elec-
tion as a referendum. All students are encouraged to become involved by attending future meetings to be announced via e-mail.

“The key to success of this statement is that it will be student driven saying this is something that the students themselves care about,” said Goldstein. “In the coming years the Hamilton community is just go-
ing to become more diverse. This is necessary.”

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Statement of Community Values: An Opportunity to Shape the Future

The discussion of diversity and respect at Hamilton has been so prevalent on campus that the issue transcends any light/dark side divide. It appears as a hot button on issues ranging from the Honor Code to cable TV, to the Green Apple. It is passionately debated at dinner tables in Commons and McEwen and has played an active role in classroom discussions. Why, then, did less than ten people attend the recent meeting regarding the drafting of the Statement of Community Values? The recent Hamilton Poll survey indicates that more than 60 percent of the student body found a Statement of Community Values, which would articulate shared values for behavior at Hamilton, to be important enough to distribute alongside the Academic Honor Code to incoming first-year students. In theory, Hamilton students want “to strive for mutual respect and appreciation for differences.” However, judging by the attendance of the aforementioned meeting, in practice, it seems that pressing issues, such as the wildly popular Humans vs. Zombies and the uproar about ITS potentially pulling the plug on cable TV, have put this statement on the backburner.

Last semester, students rallied the faculty and administration for increased transparency and accessibility in its handling of the College’s community development. However, when provided an opportunity for inclusion, only an incredibly small number of students took advantage of that opportunity. If this statement is to be embraced by every student at Hamilton, it is undoubtedly a statement that ought to represent the beliefs of the entire Hamilton community, not simply those of the Student Assembly and a few vocal organizations.

We do not intend to discount those students and organizations that have lobbied tirelessly for social justice. It is because of their efforts that the idea for a Community Values Statement has even come to fruition. The bottom line, however, is that the discourse should not end with these organizers. There is no excuse for the community as a whole not to offer input on this statement. The issue has been thrust upon Hamilton and it is nearly impossible to ignore. So why fight it with feigned interest and apathy? Let us hope the response to each of them tells us something about our priorities. Let us hope over the potential loss of cable television. Admittedly, these two issues are vastly different, but the response to each of them tells us something about our priorities.

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**Face Off:**

**Does the Entrenched Light Side/Dark Side Division Discourage Campus Unity?**

**Yes**

by Haley Riemer-Peltz '12

Opinion Writer

When I visited Hamilton as a prospective student, I really only got to see the "Hamilton" side of campus. While I learned about the Light Side, I think my tour went as far as Wellin Hall. I left with the impression that the students at Hamilton were generally homogeneous, i.e. all preppy kids. Although there is nothing wrong with polos or argyle, I was slightly anxious entering a school that I experienced as mono-cultural.

Once I started school, however, I began to discover many other facets of Hamilton life that were not introduced to me on my tour. My original conception regarding politics on campus was that Hamilton students were generally apathetic. I soon came to find that the campus was rich with politically and culturally diverse groups interested in activism.

The major aspect of Hamilton that was brushed over in my tour was the Kirkland side of campus, or the "Dark Side." Before I got there, I didn’t know that it had previously been a woman’s college. I only knew that it used to exist separately and became fused with Hamilton.

Then, last spring I went to a panel celebrating the 40th anniversary of Kirkland College’s establishment, marking 40 years of women on the Hill. The panel consisted of five women, an alumna from each decade and one current Hamilton student. They discussed the continuing progression of feminine integration into the College.

Hamilton, as a men’s school, was always reput ed as being very traditional and conservative in its teaching and culture. When Kirkland came onto the scene, it was conservative in its teaching and culture.

When I visited Hamilton as a prospective student, I was never mad about the names of campus. I was never surprised to be assigned to Kirkland. I was really excited to learn about a part of Hamilton that I’d never known about, but I was also frustrated that the lack of knowledge about Kirkland on campus. I felt like the prevailing conception of Hamilton was only that of the Light Side.

I went as far as Wellin Hall. I left with the impression that it was only that of the Light Side. While some Darksiders feel marginalized by the established order, they have irreconcilable differences. Also, it might be nice for prospective and current students to become acquainted with the region in which they will attend their first college party.

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Sometimes, Admissions prefers to show prospective students the oh-so-attractive concrete cubes that comprise Dark Side residence halls. Admissions prefers to leave them with the image of the lovely, spacious and well, brick residence halls. While snow removal and lawn care are certainly adequate, many Light Side students are more traditional, conservative, athletic side of the campus.

**No**

by Sam Gomez '11

Opinion Writer

For anyone who’s ever seen Spike Lee’s “Malcolm X,” the image is familiar. The iconic scene in which Malcolm and his prison mentor, Bimbi, look up at the words white and black in the dictionary illustrates the effect that words can have on one’s identity. This leads us to the obvious question—does Hamilton’s Light Side/Dark Side division have a similar effect?

Students on campus casually refer to each other as Lightsiders or Darksiders. Simply put, the light side is more preppy-ish and the dark side is more hippy-ish. It’s a lot more difficult to get a single in Eels or Fergueson than it is in Major or Macintosh. Some embrace their titles and some refuse to be classified by where they reside on campus.

Overall, the division created by Campus Road cutting through the center of Hamilton has a greater effect than some realize.

Then, one may ask, what is the effect? Well, for one, campus tours simply pave Martin’s Way before they turn back. Once the nice red bricks that pave Martin’s Way end, you’re officially in Dark Side territory. Instead of showing prospective students the oh-so-attractive concrete cubes that comprise Dark Side residence halls, Admissions prefers to leave them with the image of the lovely, spacious and well, brick residence halls. While snow removal and lawn care are certainly adequate, many Darkskids are familiar with the chronic drainage problems that occur every year around the spring thaw. Massive puddles form and mud is a ubiquitous occurrence. Despite these issues, however, as a Darksider, I personally enjoy the history, character and atmosphere that are part of Darkside living. Similarly, I’m sure, Lightsiders enjoy being in the center of the action, as well as being close to the gym.

Some may say that the classification of Light/Dark side is problematic because it discourages campus unity. Similarly, there has been talk of assigning different names to the two sides—this is apparent in all-campus emails that refer to the “North” and “South” sides of campus.

In fact, Admissions has instructed its tour guides not to refer to the two sides of campus as “Light” and “Dark” when giving tours.

We all know how effective this top-down attempt at influencing campus vernacular is—after all, when was the last time you got a text from a friend telling you to come down and check out the awesome party at the “Tolles Pavilion?”

What, I ask, is the big deal?

First of all, I get it—campus unity is important. We don’t want Darksiders waging jihad on the Light Side because of the perception that the two sides have irreconcilable differences. Also, it might be nice for prospective students to not only have irreconcilable differences. Also, it might be nice for prospective students to not only have irreconcilable differences. Also, it might be nice for prospective students to not only have irreconcilable differences.

While some Darksiders feel marginalized by the established order, they have irreconcilable differences. Also, it might be nice for prospective students to become acquainted with the region in which they will attend their first college party.

In any campus community there will be differences between Darksiders and Lightsiders. Unfortunately, some Darksiders and Lightsiders feel that every Darksider is a non-conformist, the Light Side/Dark Side division affords those who do fit into this generalization to have what they want. There is a unique atmosphere on each side of campus, each with its advantages and disadvantages.

I think that the campus community should embrace these differences, instead of pretending that we are all one big homogeneous clique. There are differences between Darksiders and Lightsiders—other than the value of their lottery numbers and their class rank, that is.

And I personally think that it should be embraced, not stifled. After all, as Brother Malcolm would agree, black is beautiful.
Letters to the Editor

Cartoon Misses Point of Amthyst Initiative

To the Editors:

James Grebey’s cartoon on page six of the Sept. 10 issue of The Spectator missed the point entirely. Grebey’s new rules on hard alcohol consumption and their relationship to the Amthyst Initiative. Amthyst is a call to re-examine the nation’s ineffective effort to curb dangerous drinking and drunk driving through a 21-year-old minimum drinking age. Amthyst was launched by Choose Responsibility, an organization whose total mission is to ban minimum drinking age to 18, when most young people and virtually all college students drink anyway.

I commend Hamilton President Joan Hinde Stewart for signing Amethyst, thereby enacting new rules on hard liquor consumption complete inaction. Never have I seen a more “in your face” way to bring a serious problem to campus.

Choose Responsibility, on whose board I sit, believes that the presence of the older adults in settings where alcohol is consumed would serve to moderate behavior and, over time, reverse the culture of binge drinking. Responsible drinking meets several objectives: preventing harm to oneself and others, reducing costs to the community, decreasing inmate population, and maintaining a peaceful environment.

In regard to our supposed justification of campus-wide apathy, our rejection of a certain kind of activism (in this case, community forums) is not the same as failing completely. Never in our article did we suggest indifference as an option. You say that we played the Hamilton Community as a “hollow shell, filled with groups of people with no connections to each other beyond a name on a diploma.” We can understand you may view us as a straw man, but we do not wish to engage.

In conclusion, we believe that ITS is weighing this as an option for a possible budget cut. If ITS chooses to cut cable service, it will contradict one of the central principles of Hamilton policy: that there is a variety of social activities on weekends.

Sincerely,

Allison Eck ’12
& Kate Moore ’12

Opinion Editors

Thumbs Up

Hamilton Says No! Students vote overwhelmingly to keep cable on campus. All but you 100 fun-hating students? Who cares, Capoeira? Let’s go Hamilton. Time to prove those academic scholarships were my tuition money well spent.

Green Week: Let’s keep those lights off and stop recycling CFCs. Except you, Capoeira, keep those air fresheners at the ready.

by Anthony DeContra ‘10, Nathan Fedrizzi ’10, and Lesly Ryder ’11

Disclaimer: The opinions expressed in this column are purely of a satirical nature and not representative of the views of The Spectator editorial board.

Thumbs Down

Time and time again we talk of this “Hamilton Bubble.” This bubble can be so pervasive that we don’t even notice when our behavior becomes more like it. The more likely it is that the law will allow them to do so openly, along with the rest of us adults.

- Barrett Seaman ’67, Charter Trustee of the College, author of Binge: Campus Life in an Age of Disconnection and Excess and a member of the Campus Alcohol Coalition.

A Note from the Editors

To Mr. Leubsdorf:

We would like to thank you for your response to our Sept. 10 Face Off: Are Structured Forums Necessary to Facilitate Change in Our Community. While we appreciate your thoughts, we are concerned that you misinterpreted some of our key points.

In regard to our supposed justification of campus-wide apathy, our rejection of a certain kind of activism (in this case, community forums) is not the same as failing completely. Never in our article did we suggest indifference as an option. You say that we played the Hamilton Community as a “hollow shell, filled with groups of people with no connections to each other beyond a name on a diploma.” We can understand you may view us as a straw man, but we do not wish to engage.

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ITS Proposes Pulling the Plug on Cable Television: But How Will We Survive?

by Tracey Ogabaga ’12

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Thumbs Down

Unnecessary Parking Tickets: Ticket me once: shame on you. Ticket me twice: I start an underground crime ring so you have something legitimate to do.

The Fire Inspector: You can take down the Milbank Jurassic Park poster, but you’ll never take my freedom. Aside from my freedom to own a candle, use an extension cord, or tape people to celebrate Christmas in my inflammable concrete dorm.

by Anthony DeContra ’10, Nathan Fedrizzi ’10, and Lesly Ryder ’11

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Who Cares?

Ezra Pound: Someone might want to tell Admissions that if they’re trying to make Hamilton seem like a more accepting place, they should stop championing the fact that he went here, especially on Rosh Hashanah. Do you know who pays investors’ endowment?

The Career Center’s roadmap to success: Still not as popular amongst Hamilton students as the “Thud get me a job managing a hedge fund” GPS.

Afternoon Delight likely to fold: Congratulations Daily Bull, you’re back to being the favorite red-headed stepchild of the Hamilton College Media Board!
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How to Keep Building Your Resume on the Hill

by Maja Feenick ’13

FEATUER WRITER

Some people might believe that the Career Center would only be useful to graduating seniors, but that is not the case. The Center is one of many support resources for students here at Hamilton. According to Eve Denton ’12 and professional counselor Shannon Shannon “it’s never too early – or too late to look forward.”

The Career Center’s mission is to offer support to students as they consider career options and to guide them in the process of finding a first job or deciding to go on to graduate school.

The counselors are trained to help students translate what they’ve learned through their liberal arts education at Hamilton College into a career that brings them satisfaction and achievement. Philosophically, the Center encourages students to consider all options. According to the Philosophy Statement, “It [the Career Center’s] belief is that all work is important, regardless of salary level, prestige, or current popularity.”

The Career Center also makes it clear that they will aid you no matter where you are in the job searching process. Even if you have no idea what you want to do or haven’t started a resume, self-assessment tools and counseling services are available to help students identify their strengths and interests.

Also central to the mission of the Center is to teach students skills to manage the job search process and their careers through out their lives. The counselors offer practical assistance with resume writing and revision, interview skills, finding job leads – including internship opportunities – and learning to manage career demands and opportunities.

According to Denton, what you’ll find at the Center is a well trained staff of counselors, including five to six professional counselors and five peer counselors, all with different areas of expertise. The counselors are trained to support a process of self awareness and autonomy as students consider their interests and what they want to pursue in life. As the Philosophy Statement claims, “Our expectation is that students will take responsibility for their own career decisions without undue influence from others.”

So when is the right time to explore the Career Center? Students can begin taking advantage of it as early as their first year up until they graduate. Even if you are a senior and haven’t given it much thought, or a first year in the springtime who wants to start exploring options for a summer internship, the counselors encourage students of all ages to take advantage of the Career Center.

There are also things students can do prior to their appointment at the Career Center, such as using FOCUS, an online assessment tool. Also, you can research career fields you may be interested in, or draft your resume using OptimalResume and their “Resume Guide.” HamNet is a great online resource to find out about career-related campus events, internships and jobs. The Career Center is the yellow building near the Dunnham Circle and appointments with professional counselors can be made between 9 a.m. and 3:30 p.m. Monday through Friday. Peer counselors are also available in the evenings (from 7 to 9 p.m.) on Monday through Thursday.

There are many resources here at Hamilton College, and it’s never too early to start thinking about your future. Assistance in securing internships is one example of how students are well served by tapping the resources of the Career Center early on. Internships are a great way to explore career options and work environments. Plus, the self-assessment tools may help students discover untapped areas of interest to explore academically.

No matter where you are, you are in the timeline of your Hamilton experience, there is much to gain and nothing to lose by visiting the Career Center and exploring all the options on campus.

Worth Getting off the Hill for: Mitsuba Japanese Cuisine

by Rachel Lieberberg ’13

FEATURE WRITER

Growing up near New York City has undoubtedly transformed me into an avid sushi lover. Although Commons sushi usually suffices, I desperately long for a fresh, filling meal in an authentic Japanese setting. For those who face a similar plight on a low budget, Mitsuba is definitely worth getting off the Hill for.

Adjacent to Marquee Cinema in New Hartford, Mitsuba promises good music, good service and, most importantly, great food. Upon my arrival, I was immediately seated by a friendly host, Nicole, who proceeded to detail Mitsuba’s latest “monthly creation.” This month’s special, the “Crazy Monkey Roll” consists of white rice, fried banana and spicy tuna, and I can attest that this seemingly bizarre compilation is actually quite delicious.

When I asked Nicole what prompted the Mitsuba chefs to develop such an interesting dish, she commented, “Our chefs are always looking for a creative roll to satisfy and surprise our customers.”

Had the pleasure of witnessing such chefs at work, and it was obvious that they take tremendous pride in their preparations. Consuming raw fish undoubt-edly produces anxiety amongst some diners, but my concerns were immediately alleviated as I witnessed the conscientious methodology of the Mitsuba cooks. Perched in front of the sushi bar, I had a direct view into the Hibachi/Bistro area and felt that “the Hibachi/Bistro setting would provide the diner with a unique experience.”

Looking for inexpensive, fresh sushi and an overall pleasant outing? Highly recommend getting off the Hill and heading to Mitsuba (I know I’ll be there again soon).

Mitsuba Japanese Cuisine:
The Orchard Plaza
17 Ellinwood Dr
New Hartford, NY 13413

(315) 768-8266
www.mitsubaucuisine.com

Monday - Thursday
11:30-2:30
4:30-10:00
Friday and Saturday
11:30-2:30
4:30-11:00
Sunday
11:30-2:30
4:30-9:30

The Career Center is located up the Hill from the Health Center. The yellow building near the Dunnham Circle and appointments with professional counselors can be made between 9 a.m. and 3:30 p.m. Monday through Friday. Peer counselors are also available in the evenings (from 7 to 9 p.m.) on Monday through Thursday.

There are many resources here at Hamilton College, and it’s never too early to start thinking about your future. Assistance in securing internships is one example of how students are well served by tapping the resources of the Career Center early on. Internships are a great way to explore career options and work environments. Plus, the self-assessment tools may help students discover untapped areas of interest to explore academically.

No matter where you are, you are in the timeline of your Hamilton experience, there is much to gain and nothing to lose by visiting the Career Center and exploring all the options on campus.

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The COOP Seeks Permanent Funding
by Emily Anderson '13
Features Writer

Whether you realize it or not, you have probably already become involved with the COOP—Hamilton’s Community Outreach and Opportunity Project. Whether you volunteered at “Make A Difference Day” or were one of the 50 plus students to participate in Urban Service Experience, you have already worked under the COOP. In addition, all freshman and sophomores participated in Hamilton’s VISTA program (a COOP project) during their orientations.

The COOP serves as a sort of “umbrella” under which HAVOC (Hamilton Association for Volunteering, Outreach and Charity), a Better Chance Tutoring Program, Urban Service Experience and Alternative Spring Break all operate. Not only does the COOP advise all of these organizations, it helps fund them as well. In addition, the COOP functions as a resource for non-profit agencies and for both the chaplaincy and the COOP and handles the group’s finances.

The group is headed by Amy James, who is also the Director of Orientation. Jeff McArn serves as the Advisor to the COOP, in addition to being the Chaplain. Jeremy Wattles, Assistant Director of the COOP, is a VISTA worker through the AmeriCorps program. Lisa Nascimento works as the Office Coordinator for the Hamilton chaplaincy and the COOP and handles the group’s finances.

A group of students, including Amy James, are working to promote the COOP to the administration and student body. In order to continue all of the work it does in aiding students who want to serve, the COOP is in need of more resources and more full-time workers. Currently, the COOP gets very little funding and receives no money for salaries.

The COOP is located on the third floor of the chapel. If you are interested in volunteering or learning more about the COOP either visit the office or e-mail Kelsey Craw ’12 (kcraw@hamilton.edu), a student volunteer coordinator.

The COOP Seeks Permanent Funding

Above: (from left) Chris Delacruz '13, Kehoe Craw ’12 and Barsha Baral ’13. Below: (from left) Santiha Ryan ’13, Baral and Maggie Lavoie ’13. All photos from Johnson Park Youth Center; in Utica, in Oneida County to communicate with Hamilton, forming lasting relationships between the college and these agencies.

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Logic Puzzle #1: Back to Campus
by Russell Marcus
Professor of Philosophy

Here is a traditional-style logic puzzle to start our year. From the following eight claims, you can determine the names of six fictional returning students (one of whom is named Deborah), their dorms (one of which is Bundy), their majors (one of which is art), the order in which they returned, and the order in which they had their first class of the semester. There is one trick: precisely one of the eight sentences contains false information, and can be completely discounted. The other sentences are all true.

1. The person who lives in Root is disappointed that she was the first of the six to have her first class.
2. The physics major is neither Bhavin nor Emil, and lives in neither Minor nor Dunham.
3. Frank was the last to arrive, but his best friend, who lives across College Hill Road in Wetterman, was the first to have his/her first class.
4. The psychology major had his/her first class third; the physics major arrived on campus second and had his/her first class fifth.
5. The economics major, who lives in South, was glad to arrive first on campus, and to be the last to have his/her first class.
6. Charlotte arrived just after Emil and just before Frank; she had her first class immediately after the person who lives in Wetterman, and immediately before the Root-dweller, who had his/her first class just after Andrea.
7. The person who lives in Wetterman, who is not the mathematics major, and the person who lives in Root are Emil.
8. The philosophy major, who does not live in Dunham, did not arrive fourth or fifth.

Challenge
Match each of the six students with their dorms, majors, the order in which they returned to campus, and the order in which they had their first class of the semester.

Rules
Solutions to Puzzle #1: Back to Campus may be sent to puzzle@hamilton.edu, or, via campus mail, to RussellMarcus, Philosophy Department. Make sure to include your contact information with your solution. A winner will be chosen at random among those who submit correct solutions. Any one may play the puzzle, but only current Hamilton College students may win prizes. If the winner of the puzzle is not a Hamilton College student, a secondary winner may be chosen.

Prizes
Prize winners receive a t-shirt or mug from Lulusia, home of the best philosophy t-shirts on the web. The Deadline for Puzzle #1 is Tuesday, September 29 at 4pm. All entries must be received by that time. Visit our website: www.thatmarcusfamily.org/philosophy/HC/Puzzles

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The 2009 Hamilton College F.I.L.M. Series

by Laura Wright '10
CONTRIBUTING WRITER

The Forum on Image and Language in Motion, or F.I.L.M. series, is an annual event at Hamilton that brings experimental filmmakers to campus for public discussion of film theory and practice. This year’s F.I.L.M. series started out with a fantastic collection of three films from filmmakers So Yong Kim and Bradley Rust Gray. All three of the pieces were incredibly evocative, both aesthetically and emotionally; those who attended were certainly not disappointed. The weekend started with So Yong Kim’s first feature-length film, In Between Days. Following the slow pace of daily life for two Korean teenagers in Toronto, the film explores the delicate line between friendship and romance. What made this film exquisite was its brutally honest portrayal of the hesitance and self-consciousness inherent in teenage emotions. Aimee, a young girl living with her mother, struggles to address her feelings for Tram, her best friend, while simultaneously dealing with the complexities of her father’s absence. The composition and pace of the film are simply perfect. There are few films I can think of that handle the emotional ambiguity of the teenage existence better than In Between Days — and this was Kim’s first film.

The second film of this weekend’s F.I.L.M. event was The Exploding Girl. As director Bradley Rust Gray explained, the film’s title was meant to reflect its nature as a sort of “B-side” to his wife Kim’s movie, In Between Days (which is a song off the album The Head on the Door by The Cure, the “B-side” of which contains a song called “Flaming Boy.”) The movie was similar to the first, though it followed the events of a college spring break, when two friends from high school return home from their respective universities and find themselves in a strange limbo, juggling mixed emotions toward various parties, including one another. Exploding Girl seemed just a snapshot of the lives of two intriguing characters, though the moment captured was incredibly rich and poignant. Tony Rayns, of the film magazine Sight and Sound, said that “what makes this riveting viewing is the miraculous combination of naturalism (the performances never for a moment seem like ‘acting’) and visual poetry.”

The final film shown this weekend was another of So Yong Kim’s: Treeless Mountain. We followed two young sisters, Jin and Bin, through their experiences living with various relatives as their mother goes on a journey in search of their estranged father. The two actresses, neither of which had any previous acting experience, portrayed an incredibly honest account of the confusion and frustration that children can experience. The Village Voice, a cultural magazine in New York City, describes Treeless Mountain as “simply one of the best films about childhood ever made.” The cinematography was absolutely spectacular; the film was interspersed with shots of landscapes and skyscapes, some so breathtaking as to suspend the audience in an unexpected meditation or reverence. Yet though the aesthetic components of the film were wonderful, the compelling characteristics of the sisters made deep impressions upon the audience. This film was pure and captured the purity of childhood emotions.

The three movies shown this past weekend were a treat to have on campus, and the opportunity to speak with the filmmakers about their own work was greatly appreciated by many. There will be more opportunities this semester to take advantage of the incredible films being presented on campus through the F.I.L.M. series.

The 2009 F.I.L.M. Schedule

9/27: The Alloy Orchestra returns, with Dziga Vertov’s The Man with a Movie Camera (1929)

10/4: Jennifer Todd Reeves presents When It Was Blue (2008)

10/11: Sharmeen Obaid-Chinoy presents Pakistan’s Taliban Generation (2009)

10/25: Professor Dan Streible lectures on early fight films

11/1: Cine-Nocturnes, a presentation by Professor Scott MacDonald

11/8: A Journey Reunion (This event begins at 1pm.)

Platanos and Collard Greens Tackles Issues of Romance, Race and Culture

by Lily Gillespie ’12
ARTS AND ENTERTAINMENT EDITOR

Perhaps you have seen the flyers or read the e-mails about Latino Heritage Month, but this is your opportunity to actually partake in a piece of it by attending the play Platanos and Collard Greens. Written by David Lamb and directed by Summer Hill Seven, this romantic comedy is the story of something with which we are all aware: college relationships. However, this particular relationship has more complications than most. The pair is an African-American man and a Latino woman are forced to overcome racial and cultural prejudices. The play challenges the audience to reevaluate their notions of racial and cultural stereotypes with humor.

Platanos and Collard Greens opened in New York City in 2003 and has packed houses ever since. Not long after debuting in New York theaters, the director decided to take the play on a college tour, visiting schools from coast to coast, including Hamilton. The play has received phenomenal reviews in the both small and large press. The New York Times called it, “A modern day West Side Story...[that] has developed a huge following among people who come to see it again and again.” within the Hamilton community, BLSU explained that, “Platanos and Collard Greens is an eloquently written play that motivates today’s youth to address issues of race, color and systematic injustices that effect minority communities...” It is a production that appeals to all people because it examines not only issues of race, but issues of relationships in general, especially those in college. This piece is one that promises to both enlighten and entertain, making it well-worth the trip to Wellin this Saturday, September 26 at 8 p.m.

WHCL DJs Get Into the Right Rhythm

DJ: Henry Anreder and Daniel Feinberg
Title of Your Show: SMR
Significance of the Title: Our title stands for Stephen Malkmus Radio. Malkmus is the lead singer and songwriter of the seminal-indie band Pavement. We try to include at least one Pavement song each show, as well as music by related artists.
Type of Show: Music and Cultural Commentary
Show Time: Wednesdays at 4 PM
Music Genre(s): Independent Rock
Favorite Artists: From the 1990s, we really like Pavement, Built to Spill, Neutral Milk Hotel, Dinosaur Jr., Pixies, and Sonic Youth. Some new bands we are into include The Hold Steady, The Rural Alberta Advantage, Cymbals Eat Guitars and Sunset Rubdown.
Least Favorite Artist: Nickelback.
Song That Describes You: Thumb by Dinosaur Jr.
Do you accept call-ins? Yes
Target Audience: The masses
DJ-ing Experience: SMR is in its second semester.

An African-American man, Freeman, and a Latino woman, Angelita, fall in love despite their differences in race, culture and the objections of their two families.

Weekly Charts

MUSIC
(From billboard.com)
Top Songs
1. Black Eyed Peas--I Gotta Feeling
2. Jay Sean feat. Lil Wayne--Down
3. Miley Cyrus--Party in the U.S.A.
4. Jay-Z, Rihanna, Kanye West--Run This Town
5. Kings of Leon--Use Somebody

Top Albums
1. Jay-Z--The Blueprint 3
3. Whitney Houston--I Look To You
4. Raekwon--Only Built 4 Cuban Linx...Pt. II
5. Brooks & Dunn--II

MOVIES
(sindhi.com)
1. Cloudy with a Chance of Meatballs
2. The Informant!
3. I Can Do Bad All By Myself
4. Love Happens
5. Jennifer’s Body

BOOKS
(From the New York Times Best Seller List)
PAPERBACK FICTION
1. The Time Traveler’s Wife, by Audrey Niffenegger
2. The Shack, by William P. Young
3. The Girl With the Dragon Tattoo, by Stieg Larsson
4. The Guernsey and Potato Peel Pie Society, by Mary Ann Shaffer
5. Olive Kitteridge, by Elizabeth Strout

PAPERBACK NON-FICTION
1. Glenn Beck’s ‘Common Sense,’ by Glenn Beck
2. My Life in France, by Julia Child with Alex Prud’homme
3. Three Cups of Tea, by Greg Mortensen and David Oliver Relin
4. Freakonomics, by Steven D. Levitt and Stephen J. Dubner
5. Julie and Julia, by Julie Powell

September 24, 2009 Page 11
Green Week Starts Strong with Farmers’ Market

Vendors included Clinton Cider Mill, Hamilton Community Campus Farm, Tom’s Natural Foods

by Ben Trachtman ‘12

SCIENCE & TECHNOLOGY

Monday marked the beginning of Green Week, sponsored by the Hamilton Environmental Action Group (HEAG). The week kicked off with a farmers’ market, which sells locally sourced goods, arts, crafts, and foods from local sources, including natural preserves and jams from the Clinton Cider Mill, vegetables grown at Hamilton’s Community Farm and locally produced snacks from Tom’s Natural Foods. The farmers’ market was new. Judy Poczoga, vice president of the Student Environmental Action Group (SEAG), said she was eager to have the market when she was invited to attend the market here, and she really liked it up there.

Although Green Week and the farmers’ market has been around for years, HEAG has ensured that nothing has gotten stale or fallen by the wayside, while maintaining the atmosphere of the event. Many of the sellers at the market were vendors of the affair, but HEAG still brought in new vendors from the region to sell different varieties of local goods. Rosemary Konkol has been selling her flowers, herbs and other plants at farmers’ markets since 1997, but this was her first farmers’ market at Hamilton. She was at the Clinton farmers’ market when she was invited to attend the market here, and she said she was eager to have the opportunity to sell her wares. “I really like it up there.”

The vendors were not the only ones who enjoyed the event. Students and faculty were constantly browsing the tables and chatting with the vendors on their way past Commons.

“This was really great to see this kind of turnout for an event promoting sustainable foods and eating locally,” said Leslie Cohen ‘12, who is a member of the Farm Board.

“It is really encouraging to know that we’re having a positive effect on the community and that our mimos is being heard.”

The significance of the farmers’ market was not lost in the fun of it. One of HEAG’s major themes for Green Week this year is buying locally produced foods such as meat and apples in dining halls on campus. The farmers’ market was a great demonstration of local eating, drawing attention to where our food comes from as well as the environmental impact of transporting it.

The farmers’ market was a wonderful outdoor event on a beautiful day, but it also had real significance behind it. As a community of over 1,800 students, faculty, and staff, Hamilton must be dedicated to the idea of sustainability, and eating locally is one small, easy step toward the goal of being carbon-neutral. Last year, Hamilton produced over 22,000 metric tons of CO2. By taking even small measures such as those stressed by Green Week, the community can prevent hundreds, if not thousands, of pounds of CO2 emissions and do its part for the environment.

Could Video Games Be Good For You?

by Yinghan Ding ’12

SCIENCE & TECHNOLOGY WRITER

Many people believe that playing video games is a waste of time. However, in a recent neuroscience study, a team of three researchers from Canada and the United States found a connection between playing video games and the efficiency of the brain.

It sounds like a joke, but the study uses legitimate science. The scientists focused on the video game Tetris, in which players try to pack as many shapes as possible into a small space. According to interviewees from Dr. Richard Haier and Dr. Michael Crane, Tetris can actually lead to more efficient brain activity during play.

The researchers scanned the brains of 15 adolescent girls aged 12-15, who played the video game Tetris. Interestingly, the researchers did not scan the brains of boys, whom they thought had played too many video games. The scan showed that the brains of the girls were more efficient during play.

Tetris is like stacking the blocks together and making gray matter in the brain’s brains thicker. For those that are not familiar with neuroscience, gray matter is the mass of cells in the brain primarily responsible for thinking and planning. Researchers found using the right to vote effectively and being an informed voter.

“Know who’s running in your area and vote accordingly. Let them know your feelings...I think the most effective things you can do environmentally are focused on climate change, habitat and being a good voter. And that will all be important wherever you go and whatever you do after [college].”

In addition to such everyday choices, Williams encouraged involvement in local environmental groups to allow activism beyond the Hill. One such local group Williams is a member of is the Nature Conservancy, which focuses on preserving endangered and rare habitats in the middle New York area. “I found it really interesting in part because so much of my life is at the college and I love [the college]...but I find it really interesting to go out and work with a different group of people.”

Two of the local areas that groups like the Nature Conservancy focus on preserving are the Rome Sand Plains and the Utica South Side. But HEAG has encouraged to know that our feelings...I think the most effective things you can do environmentally are focused on climate change, habitat and being a good voter. And that will all be important wherever you go and whatever you do after [college].”

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Playing Tetris May Increase Cognitive Function

Research finds increase in density of gray matter when adolescent girls play Tetris consistently from Could, page 12

that less energy is necessary, meaning increased efficiency for that task. Even playing Tetris a moderate amount, say, an hour a day for three months, can boost general cognitive functions such as reasoning, logic, critical thinking, language learning, data processing while increasing cerebral cortex thickness. The study indicates that brain structure is much more dynamic than had been previously thought.

In order to prove their hypothesis, the researchers also did some real-time brain scans of the girls while they were playing Tetris. For those scans, they used a technique called Functional Magnetic Resonance Imaging (fMRI). The fMRI tracks how blood moves through the brain, and allows scientists to see which brain areas are being used the most, since these areas will require the most oxygen and therefore have the greatest blood flow. These scans showed that in the brains of the girls who played Tetris, certain parts of the brain were indeed being used less.

The scientists thought that the drop in activity of certain parts of the brain may be due to the brain actually working more efficiently than before. Those parts are no longer needed for the task.

It is interesting to note that the parts of the brain that increased in density over the course of the study are not the same parts of the brain that were thought to be more efficient, according to the three researchers. The human brain is not like a high-definition television—bigger is not always better. Therefore, interpreting the research results and understanding how the brain works are not easy, and the researchers have yet to determine whether the brain changes due to Tetris help a person learn new skills, have better memory, or improve critical thinking abilities.

When asked about the findings of the experiment, Professor of Psychology Doug Weldon said, “Although the areas of the brain that increased in size were usually not the ones that showed greater efficiency, it is noteworthy that two of the locations where overlap did occur were a frontal cortex site that has been associated with attention and a parietal lobe area that is involved in spatial processing. It will be interesting to see if the plasticity demonstrated in these girls is correlated with improved performance in other spatial tasks.”

Although it is too early to draw any concrete conclusion, these results could have a significant impact on our understanding of the development of intelligence. Such knowledge could be used to help those who suffer from brain damage to regain function, and could also be applied to reversing the affects of aging, which involves a decrease in gray matter.

Green Week Movie Promotes Eating Locally, Organically

by Ben Trachtman ’12 Science & Technology Editor

Wednesday’s Green Week event was a public showing of the movie “Food, Inc.” The movie, which was released in June, is a documentary that takes a critical view of the American corporate food industry. The standing-room-only showing drew about 40 students who packed into the Glen House.

“Food, Inc.” chronicles the rise of food corporations in America, how the industry is different from food 50 years ago, and what impact these changes have on both the environment and the health of consumers. Chickens are one example the movie uses to demonstrate how food has changed. Chickens today are twice the size of chickens in the 1960’s and are slaughtered at half the age. They have also been bred to have more white meat, since consumers prefer that to dark meat.

The movie also notes that the entire food industry is almost entirely controlled by only a few massive corporations, and the biggest buyers from these corporations are other large restaurant businesses such as McDonald’s.

Michael Pollan, one of the primary collaborators on the movie, even arranged a meeting with Secretary of Agriculture and Hamilton alumnus Tom Vilsack ’72.

Food, Inc. is an eye-opening look into where food really comes from. Not only is local food fresher and has a shorter travel time, it is also better for the environment and local economies.

The HEAG Green Tip of the Week:

Don’t drive across campus. There’s nowhere to park and you waste a lot of gas stopping and starting, avoiding pedestrians and bikers. If you have to drive around town, “to prevent excess pollution (and others’ positive moods), drive within the speed limit, [and] accelerate and brake gradually... Driving in a too-fast, herky-jerky way can lower gas mileage by 33 percent.”

Pizza Place
Now accepting the Hill Card!

We have expanded our menu to include: Paninis, Quesadillas, Wraps, and a variety of Specialty pizzas and appetizers.

Eat in, take out, or delivery. Open til close everyday!!

315-853-2100
**We're chasing something out there. Every place matters.**

- Dylan Thayer ‘13 expresses the Continental Attitude.
Women’s Soccer Strikers in Postseason Form

by Daniel Hagemeier ’11
Sports Editor

After pulling off an impressive 4-0 win at home in the season opener against Massachusetts Liberal Arts College, the road for the women’s soccer team to the NCAA tournament has finally started to heat up. The team is getting into the meat of its season and key wins have become a little tougher to come by. Coach Gilligan’s team managed to edge SUNY Oswego 3-2 on Sept. 12, and fell victim to two nailbiters to SUNY Cortland (0-1) and in overtime to Nazareth College (1-2).

"The last two games were even, either team could have won. Both our opponents are very competitive. Nazareth even made it to the NCAA tournament last year," explained Gilligan. "We were playing well, we were putting in 100% effort, but we left the field as the losing team. It was a fluky goal that lost us the game against Nazareth.

To prevent this from happening again, the team will put emphasis on offensive plays in practice this week.

Coach Gilligan reiterated this notion when she said, “We need to produce more offensive plays; our midfielders need to play more offensively. We want them to score, not just assist with goals.”

One of the difficulties the team has had to overcome during the start of the season is injuries.

The conference is very competitive and Gilligan sees no push-overs. This weekend the Continentals will face RPI and Vassar before having four straight home games.

Gilligan believes that “both are good teams and we will have tough games. It is always difficult to play RPI, but we should be able to beat them. We won our last game against them at home 4-0. We played 2-2 against Vassar even though we dominated the game. This game ultimately knocked us out of the Liberty League tournament. Both are solid teams.”

In order to win the upcoming matches and get a shot at redemption against Vassar, the team will need to rely on forwards Anne Graveley ‘11, who has scored four of the Continentals eight goals this season, and Alex Rimmer ’12, who contributed two goals. The team is playing high level soccer and can compete with the best teams in the division. Gilligan is constantly rotating the personnel on the field, and regularly subbing players in and out.

Coach Gilligan said, “The team is currently sixteen players deep. I want to have as many players involved as possible to produce a high level of intensity and effort.

Did you know...

...that the soccer team under Coach Gilligan has progressed to the post-season nine times in the last ten years?

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