San Francisco State Professor Speaks on Human Trafficking
by Ramya Ramnath '13

On Monday, Julietta Hsu, assistant professor of women and gender studies at San Francisco State University, presented her views on the issue of human trafficking and sex trafficking. Through examples of posters from awareness programs and public service announcements, she highlighted the inherent biases of such work and the effect it has framing global efforts against trafficking.

Hsu discussed the paradox of universality, the idea that “universal rights such that they apply to all cultures.” Universality is defined in opposition to the particular, but the particular is constitutive of universality.” This paradox, she explained, forms the basis for a bias in the formation of human rights towards the western world and its beliefs. As a result, much of what is considered a universal right is applicable mainly to American and European populations.

She emphasized that while human rights provide a “positive site through which global gender violence can be addressed,” it also presents a problem in defining human rights such that they apply to all cultures.

Hsu cited the Victims of Trafficking and Violence Protection Act in 2000 as an example of the productive nature of power, as such acts place power in the hands of the general public and makes the issue of human trafficking “hyper-visible.” She then touched on the problem of the victimization paradigm, the problem of people fearing the status of a victim. She identified this as a major problem because the government provides many privileges to victims which are sometimes abused by illegal [Gmail] version.

It’s almost like we have our own private, or internal, version of Gmail that connects into the main systems that we have with a little more ability to customize,” said Thomas.

All Hamilton students will transition to Google Apps during the first week of March, and ITS will clearly communicate to the students what they will need to do and when. ITS will migrate to it as early as the end of January, and then a group of students (such as ITS or computer lab employees) and staff will migrate to make sure that everything is smooth and perfected. If this all goes as planned, the students will move onto Google Apps, followed by the faculty and staff with the transition process extending into the beginning of May.

Students who are abroad will transition with the rest of the student body during the first week of March, but they will have the option to opt out and wait until May if they so desire. “The exact number of students that will go over, we’re still figuring that out because we have to determine how many can go, how long it’s going to take, how long it’s going to take,

see Gmail, page 2

San Francisco State Professor Speaks on Human Trafficking by Ramya Ramnath '13

College to Welcome Ten New Students from POSSE Miami
by Rebecca Pomerantz '12

It is no secret that Hamilton aims to accept an increasingly diverse group of intelligent students. An important effort in growing the campus’ diversity since 2001 has been the acceptance of students from the POSSE program from Boston.

POSSE, a program founded and presided over by MacArthur Fellowship recipient Deborah Blal, is an expanding program geared towards giving inner city high school students an opportunity to achieve a top-notch education with the backing of a peer and faculty support system.

Since POSSE’s establishment with Hamilton, there have been 10 students (referred to as POSSE “Scholars”) selected for each entering class, making for a total of 40 POSSE Scholars on campus at any given time. This statistic is about to change.

Starting with the class of 2014, Hamilton will begin its partnership with the new Miami-based POSSE in accepting 10 students from this program in addition to continuing the selection of Scholars from the Boston program. Originally, Hamilton’s administrative group that works with POSSE, including Dean of Admissions Monica Inzer and Assistant Dean of Faculty for Diversity Initiatives Professor Steve Yao were looking into partnerships with groups in Texas or Washington D.C., but ultimately decided to join the Miami program. “It’s a city with a growing population and it is a great place to spread the Hamilton name” said Inzer.

Hamilton’s administration and faculty take great care in the selection, orientation and mentoring of its accepted POSSE Scholars. Inzer said that when choosing their student group, they look for students who “compliment each other as a group” as opposed to being comprised of the same types of students.

POSSE, page 2

ITS Transitioning to Google Applications
Student e-mail accounts will switch to Gmail by March
by Russ Doubleday '11

News Editor

If you are not already familiar with Gmail and other Google applications, you soon will be. Throughout the spring semester, Information Technology Services (ITS) will be transitioning the entire Hamilton community off SunJava Communications Express e-mail and onto Google Apps for Education. All e-mail addresses will remain the same regardless and communication via e-mail during the transition will not be affected.

Google Apps for Education is more expansive than Gmail, Google’s webmail service. Google Apps provides more programs such as a calendar and document services that are powered by Google, and the applications will be accessible through the MyHamilton page as the SunJava e-mail client is now.

“There are a lot of similarities between [Gmail and Google Apps], but there are also some distinct differences,” said Jes Tson, network systems administrator for ITS. “Google Apps is really focused around being able to collaborate as an institution. Those features just don’t exist in the consumer

see Gmail, page 2
of leaders. Once the Scholars ar- rive at school, they are assigned a tenured faculty mentor, in addition to receiving the support of Dean Yao who is the POSSE-Hamilton academic liaison.

Despite the growing number of students in the POSSE program at Hamilton, there is no intention to change the way the program will be run on campus. The Col- lege hopes that the current POSSE students will provide a model for the new Miami students, just as the current POSSE students have always supported each other.

Inzer said that the “Boston stu- dents paved the way for Miami students, who will pave the way for more Miami students. They are leaving a legacy.”

“The program fosters strong, supportive relationships among students, while also providing extensive leadership training,” said Yao. “This combination helps students be successful in a chal- lenging academic and social envi- ronment such as Hamilton.” With the support of one another and their faculty mentors, Hamilton’s POSSE Scholars have thrived on campus in both academics and other activities.

“In that, POSSE scholars are successful by nature. The se- lection process is so rigorous and extensive that natural leaders and scholars are chosen to be a part of POSSE with hopes that they will be able to have a dynamic impact on their respective schools,” said Emerson Sosa ’10, a member of the Boston based POSSE. “They (the Miami POSSE Scholars) will be immersed in a new culture, but regardless I know that they will rise above and stand out as leaders.”

Hamilton’s faculty and cur- rent Boston POSSE Scholars anticipate interactions with the new students from Miami both to further diversity and to fur- ther leadership on campus. Said Inzer, “These kids are real bright and talented and wouldn’t have dreamed it was possible to attend a school like Hamilton. We want to make Hamilton available to students who have earned it.”

Lecturer Works to Debunk Myths of Human Trafficking

Julietta Hua spoke on hu- man trafficking on Monday.

From Trafficking, page 1

A large part of the lecture was focused on how the issue of human trafficking is framed by organiza- tions in the media. Hua discussed that the way these depictions are framed, particularly in public ser- vice announcements and posters, “rearticulates the familiar colonial narrative.”

Such frames, she said, skew statistical data by portraying most victims as belonging to a minor- ity, while at the same time creating “racialized sexualities” of African American or Asian women and forms an “intersection of racial and patriarchal power.”

Hua further explained that trafficking of women is most com- monly observed in cultures that have a strong sense of patriarchy and thus reduce the power of women. This observation leads to another mis- conception: that trafficking in Asian and other Eastern societies is due to the patriarchal culture, whereas trafficking in Western cultures is caused by political and economic instability.

Thus, many people are led to believe that human trafficking is less of an issue in Western countries that are economically and politically stable, while the issue of trafficking in the Eastern world may be harder to solve because it is deeply rooted in the culture.

While the problem of human trafficking can seemingly be solved within the short-term, Hua did propose long-term solutions to the problem. First, a shift in the way in which the issue is framed would facilitate more efficient identifica- tion of victims and thus reduce trafficking.

Second, a better system of global distribution of wealth, while hard to achieve, would reduce the number of victims being forced into trafficking as a source of income.

Hua recognized that these solutions were idealistic in nature but believes that it will be possible in the long-term. One of the most important messages of Hua’s lecture was that there is a possibil- ity for change today and that each individual has the power to help prevent human trafficking.

SA Update

Community Statement to the Ballot

by Eve Denton ’12

STUDENT ASSEMBLY CORRESPONDENT

At the November 30 Student Assembly meeting, the State- ment of Community was passed by an overwhelming majority. Although concerns were raised that the statement is too vague, other students felt the broadness of the statement allows for it to be inclusive of all Hamilton College community members. The statement will be placed as a referendum on the election bal- lot next week and will require a 2/3 majority to pass. As a result, it is important for all students to vote in the upcoming election. If it passes, the statement will be sent to incoming freshmen to let them know how we at Hamilton College view our community.

Various committees are working on fun events around cam- pus. Social Traditions is looking for one or two people who are interested in chairing this year’s Feb Fest celebrations. In addi- tion, they are working on arranging for a concert to take place on Class and Charter Day. A campus-wide survey was conducted to see who students would like to see perform. Student Interests is organizing a shopping event in Clinton to encourage students to shop from merchants in our own back yard. Elections is prepar- ing a get-out-the-vote campaign to encourage students to vote in this year’s presidential and vice presidential elections.

College Switching to Gmail

from Google Apps, page 1

Take things of that nature,” said Maureen Scoones, training co-ordinator for ITS.

Students who already have existing Gmail accounts will not be able to use them as their school e-mail address, however students can still forward their Hamilton e-mail to their exist- ing Gmail account.

“We’ve had a couple of students in the dining hall that said ‘I need to be signed up for a Gmail account, so I’m all set, right?’ explained Scoones. ‘That’s completely separate. If you already have an existing Gmail ac- count, that is going to continue to be your own Gmail account and that is separate of what Hamilton is doing.’

The e-mail program provided by Google Apps will still be your Hamilton e-mail account that exists on SunJava right now. The only change will be that the e-mail will work off of a Gmail interface and be able to work with other Google ap- plications. All-campus and list- serv e-mail addresses will also remain unchanged.

There are many reasons why Hamilton decided to switch to Google instead. Google provides are superior to what the school is providing, and the e-mail powered by Google can store a lot more data.

Currently, Hamilton’s e- mail can hold 250 megabytes, but a Gmail account can hold over seven gigabytes (about 28 times more storage space), and the storage capacity grows daily. Also, Google brings more tools for the school that could not be utilized with the current system. Finally, a Google system costs less for the school to use.

Many schools across the county have recently switched to Google Apps for Education. Colgate University, St. Olaf College and Allegheny College are all small schools that have transitioned to Google Apps, and Oberlin College specifi- cally moved from SunJava as Hamilton will be doing.

Forty percent of the Class of 2013 has a Gmail account that they check regularly. ITS feels that since a significant percentage of the student body is already familiar with Gmail, the transition will be quick and painless. This was the case at the schools who have made the switch already, and ITS hopes that the same will be the case here.
We know it’s the same old song: You should vote in the upcoming Student Assembly (SA) elections, engage in the democratic process and make sure that your representatives are truly representing you. We say the same thing every year. This year, however, is different. This year it is not only The Spectator that is asking you to be more involved, but the Assembly itself. This semester, SA has taken unprecedented steps to facilitate a new level of engagement with the students that it represents. Although the majority of SA meetings are open to the entire student body, very few non-SA members attend them. In an effort to increase student attendance and input at these weekly meetings, the SA has begun to send out each week’s agenda prior to the meeting. These agendas provide the entire student body with information concerning the items that will be discussed, as well as the order in which they will come up. Sending out the agenda before meetings indicates the importance student assembly members place on student input and priorities.

In addition, even if students cannot attend the meetings, SA is now posting voting records after its meetings. The voting records enable students to keep track of where their representatives stand on the issues and give students more criteria on which to evaluate those representatives running for reelection. Ultimately, this allows engaged students to hold their representatives accountable for the decisions they make on their classmate’s behalf.

The best way to express our appreciation for the increased transparency in our student government is to take advantage of it. Don’t just vote for the sake of voting. Consider making suggestions when your representatives ask for ideas about what students need and would like to have done or changed. Don’t be afraid to seek out your representatives. You may be surprised to learn the kind of change that they can affect, but they need your input to bring about the changes you want.

Over the last year, SA members have heard the requests of their peers and worked to create viable solutions to the problems that were brought to light. For example, the Student Assembly was able to convince the College faculty to extend the course evaluation period largely because students complained to their representatives that there was too much work assigned during the final week of classes to constructively and thoroughly fill out evaluations of their professors. Student Assembly’s technology committee met constantly with Vice President for Information Technology Dave Smallen to beta test Google Apps and give suggestions on how to smoothly implement the transition into the new email system this spring. Students should feel free to talk to their representatives regarding issues that they care about at Hamilton, no matter the size or scope. While it surely is an problem that Ghostbusters does not have sound, your SA representatives would make suggestions when your representatives ask for ideas about what students need and would like to have done or changed. Don’t be afraid to seek out your representatives.

So when considering who to vote for or whether to vote at all, keep in mind the positions that they care about at Hamilton, no matter the size or scope. While it surely is an problem that Ghostbusters does not have sound, your SA representatives would be able to have done or changed. Don’t be afraid to seek out your representatives. You may be surprised to learn the kind of change that they can affect, but they need your input to bring about the changes you want.

Letters to the Editor Policy

The Spectator Letter to the Editor section is designed to be a forum for the entire Hamilton community to discuss and debate campus, local, national and global issues. Pieces published in the section express the opinion of the individual writers and are not necessarily the opinions of The Spectator, its editors or the Media Board.

Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members. Nevertheless, The Spectator has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.

2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.

3. Letters submitted anonymously will not be printed.

4. The Spectator reserves the right not to publish any letters that are libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

Advertisement Policy

The Hamilton College Spectator, publication number USPS 612-840, is published weekly by the Hamilton College Student Media Board while classes are in session. Subscriptions are $30 per year. For more information about subscriptions, e-mail specads@hamilton.edu. Our offices are located on the third floor of Bristol Campus Center. The deadline for advertisements is Monday of the week of publication. For further information, please e-mail specads@hamilton.edu.
What is your greatest accomplishment so far in your tenure on the Student Assembly?

I have also served as the senior class president. To me, this is an example of how strong a role Student Assembly can play in influencing the community and from Hamilton. The most was convincing the Hamilton student body to serve as a liaison to the administration and a day of fun for the children of the community and their families. The turnout was incredible from both the community and from Hamilton students, and it was an event that really brought the College into the Town and has helped to build a growing relationship. It was a beautiful fall day and watching everyone enjoy themselves eating the delicious food and taking in the surroundings truly made me so happy to be at Hamilton.

What is the role of the SA?

Some have said the SA is incapable of advancing student positions because it has no power when compared to the alumni and the administration. What is your response to this?

In a broad community such as Hamilton College, there are many perspectives from a multitude of interested parties: students, professors, alumni, administrators, staff, and parents to name a few. The purpose of Student Assembly is to understand, and promote the student voice; it is not to make unilateral decisions. Student Assembly does, and will continue under our leadership to advance the wishes, concerns and needs of the student body to a playing field with other groups. Although not every student’s wish comes to fruition, by no means is Student Assembly ineffectual. SA should work with the alumni and the administration as well as student groups to facilitate communication and collaboration and continue to make improvements and enriching the campus community.

What do you see as the most important issue facing the Hamilton student body? What do you plan to do in response to this issue?

I am most proud of the emphasis on diversity awareness and acceptance on campus. Student Assembly has, and realizes a sizable potential to increase diversity awareness and acceptance on campus. Clear evidence of this is the Statement of Community that will be sent to all incoming students. This document states the importance of having respect and tolerance in a diverse community. We believe, however, that SA’s potential to help diversity on campus is by no means limited, however, to purely awareness of diversity. We understand that not all students believe the student voice voices their needs. By actively seeking the perspective of all students including those from backgrounds, SA can work to create a community where all people’s concerns are heard and respected. In this way, SA can go beyond creating awareness and acceptance, to ensuring a welcoming community for all students whether or not they consider themselves diverse.

If you could only accomplish one thing in the coming year, what would it be?

We want to strengthen the position of Student Assembly to serve as a liaison between administration, faculty, staff and students. In doing so, we want to increase the ability of the SA to reach out to all students, in the hopes that everyone will learn to believe that their student government represents them. The more students stand behind Student Assembly, its policies, and representatives, the more influence it will yield with the interest of non-student parties.

Is there anything else you’d like to say to the student body?

Regardless of who wins this election, we encourage all students to continue being a part of the Student Assembly, its policies, and representatives, the more influence it will yield with the interest of non-student parties.

What is your greatest accomplishment so far in your tenure on the Student Assembly?

Keith: I think the accomplishment that directly affected the student body the most was convincing the administration to keep Cable TV. My most important accomplishment was helping draft the Statement on Community. It’s a big step in the right direction for creating a Hamilton Community in which every member feels welcome and included. Caitlyn: As co-chair of the Social Traditions committee, I am most proud of the enormous success of this year’s Fall Fest. It has become the event that I love to plan every year with the committee and it grows each year. So many organizations on campus were dedicated to helping out and providing entertainment and a day of fun for the children of the community and their families. The turnout was incredible from both the community and from Hamilton students, and it was an event that really brought the College into the Town and has helped to build a growing relationship. It was a beautiful fall day and watching everyone enjoy themselves eating the delicious food and taking in the surroundings truly made me so happy to be at Hamilton.

What is the role of the SA?

Some have said the SA is incapable of advancing student positions because it has no power when compared to the alumni and the administration. What is your response to this?

Student Assembly is the link between the student body and the administration and is the primary funding source for many groups on campus. Our resolutions carry a lot of weight in the administration’s policy discussions and they almost always approach Student Assembly hear what we have to say about an issue before making a decision. Granted, the administration has not always agreed, but we have seen what an impact student opinion has on the administration and alumni. Our opinions have been pushed for via the ELS community, weekend hours in the Health Center, and keeping campus cable.

What can you see as the most important issue facing the Hamilton student body?

Keith: The most important issue facing this campus is apathy. Regrettably, there is very little Student Assembly can do to make people get involved in discussions on campus issues. What we can do is foster relations between students and the faculty, students and the administration, and between students themselves. Alliance arts education isn’t taught only in the classroom. We believe the greatest ideas are born from a blend of mixed opinions from people of all different backgrounds. In order to facilitate such great ideas, we would like to see Student Assembly become even more transparent, inviting many more opinions into the fold. During the past year, open forums, such as the discussion of the college’s budget and of the hard alcohol policy attracted many voices different than the ones heard every week at Student Assembly meetings. Our main goal is to continue making meeting agendas available prior to meetings and continue coming together to discuss issues. We plan to improve by holding meetings on popular issues in spaces that can accommodate a large number of concerned students to come voice their opinions. We intend to share their ideas, knowledge and opinions. If we could accomplish forming this sense of community we would be well on our way to combating apathy.

Is there anything else you’d like to say to the student body?

Keith: I think it’s important for everyone to come together to discuss their differences and learn from each other. We are involved in many different organizations besides SA, and have access to ideas that can guide us as elected officials. We will do our best to create an environment that fosters such discussion. However, we hope the many groups that contribute to this campus’s identity will help push out and engage another one in positive discussion that will make everyone on the Hill feel included and welcome.

If you could only accomplish one thing in the coming year, what would it be?

Keith: As a previous question suggested, some people feel that Student Assembly is no longer relevant or representative of their needs. We intend to make SA relevant for everyone. We will make it a place where everyone feels welcome, no matter what concerns, no matter what their views, no matter what their opinion of the student body and want every single student to feel as though they have a way to share their ideas, knowledge and opinions. If we could accomplish forming this sense of community we would be well on our way to combating apathy.

Is there anything else you’d like to say to the student body?

Keith: We value our time at Hamilton College. Vote for us, and we will do our best to make sure every senior is able to enjoy the Hamilton community and enjoy their time here as much as possible.
Cobus van der Ven and Clare Browne

We would like to serve the student body by increasing the actual influence of student assembly to serve as a governing, advising, and most importantly representative body for all students. We want to create a community atmosphere that is tolerant, unified, and inclusive of all identities whether they be inherent in the person, or created by Hamilton culture (whether that be Greek of non-Greek, or light side and dark side). In doing so, we will consider the effects of our decisions as an assembly on the entire student body, whether silent or vocal, rather than a specific group. We will work to hold Hamilton up to its standards as a world-class institution.

We are focused on addressing student concerns, which necessitates active involvement in the campus community and spending time seeking feedback and suggestions. We have served on various Student Assembly Committees and have experience running meetings, being organized, and carrying out objectives by means of other leadership positions we have held. We are committed, experienced, and approachable.

Most of all, we would be honored to serve as President and Vice President of the Student Assembly in 2010.

Please vote for Cobus van der Ven and Clare Browne!

Keith Wilner and Caitlyn Williams

Hello Everyone! We hope to represent you as your Student Assembly President and Vice President. Since our freshman year, we have represented the Class of 2011 and Keith led it as President for the past semester. We serve on the Facilities Committee playing instrumental roles in planning the ELS renovation and resolving maintenance issues on campus.

Keith co-founded the Technology Committee and as its chair runs the movie channel, preserved cable on campus, and revived SK Films. He also worked passionately to draft the recent Statement of Community Values. Caitlyn co-chairs the Social Traditions Committee that brings the Hamilton and Clinton communities a successful Fall Fest and plans school traditions such as Citrus Bowl and FebFest.

We are both eager to hear your ideas in the coming year and to serve you with our experience. We plan to increase student involvement in on and off campus pursuits, work closely with the funding committee to smooth out the application process, and enhance communication with the administration.

As EMT’s, we have our fingers on Hamilton’s “pulse.” That pulse says that together we can bring change to Hamilton College, but first we need your vote.

Yours, Keith and Caitlyn
OPINION

Is the Writing Program at Hamilton Effective?

by Patrick Landers ’12

The message, “Artisanal leader for teaching students to write effectively, learn from each other, think for themselves” greets every Hamilton website visitor, making Hamilton College’s emphasis on writing quite clear. To meet this goal, the College has implemented a number of programs including writing-intensive courses and the Writing Center. Unfortunately, the current approach appears to be in dire need of improvement.

Few science courses are considered writing-intensive, even though the classes and concentrations often require a great deal of writing. Lab writing, exam and other documents require a unique writing style, which, unlike expositional writing, is a completely new concept to most incoming first-years. Classifying certain science courses as writing-intensive may help many students receive feedback regarding field-specific formatting, argumentation, and style. This second chance is actually more like a first shot at writing papers with a more sound structure and analysis.

The Writing Center is partially at fault for some of the problems with Hamilton’s writing program. While some attempt has been made at providing a diversity of academic backgrounds, greater efforts are necessary. The Center currently has 25 tutors resulting in just over five students to put out mindless papers helping students grow through the course or the professor – a class or sis from quantity to quality. Four papers a semester is a significant value. Time and energy could also accept that this activity has great administration should encourage and additional time they have to spend assistance. More professional staff could be hired to assist with writing programs at Hamilton to fulfill the need for more-qualified assistance.

This increased effort by professors comes at a cost -- which is the additional time they have to spend focusing on this activity compared to their other duties. But the administration should encourage and accept that this activity has great value. Time and energy could also be conserved by moving emphasis from quantity to quality. Four papers a semester is a significant load for many students, especially when they have to balance several challenging courses. Students, then, are unable to spend as much time as they would like on Hamilton’s writing-intensive courses.

Writing-intensive courses should be able to improve students’ writing, it is essential that all of these courses are maintained at a high level of rigor and value. Professors, then, should be more involved in the enhancing students’ writing abilities. Some professors slide by with minimal feedback and opportunities for rewriting. Other professors understand the letter and spirit of the writing-intensive policy and provide extensive feedback and meet with students regularly about their writing. All writing-intensive courses could be improved by requiring that the course include one-on-one writing conferences with the professor. While these opportunities may be in some courses on a voluntary basis for students, Hamilton College should put its resources where its mouth is by ensuring students have repeated, in-depth, one-on-one interactions with professors or other professional staff that foster growth in writing skill.

The Writing Center tutors are quite good, but they don’t ‘match’ the skills and insights of professors or degreed writing staff. More professional staff could be hired to assist with writing programs at Hamilton to fulfill the need for more-qualified assistance.

Is the Writing Program at Hamilton Effective?

by Lauren Magaziner ’12

When I was a prospective student, the Hamilton brochure caught my eye, to return to bold. Hamilton is a “national leader for teaching students to write effectively, learn from each other and think for themselves.” We have all seen and heard numerous advertisements for Hamilton’s writing curriculum and thought that this was one of Hamilton’s many positive virtues. With my writing-intensive requirements coming to a close, I now realize that the writing-intensive requirement has made me an infinitely better writer than when I was when I started college.

It is not fair to blindly blame the course or the professor – a teacher cannot simply hand you excellent writing. It is difficult to teach someone how to write, and it isn’t something that can be learned in a traditional sense. Writing is called a craft because it requires work, rehearsal and precision in order to improve. Hamilton’s writing-intensive curriculum, as effective as it is, can only take you so far.

Students can visit the Writing Center or professors’ office hours to receive individual assistance. Many professors will look over drafts before the papers are due and provide responses. Even during the pre-writing stages, professors are willing to help. I have had professors walk me through my thought process until I flesh out an idea. Resources are here, and they can significantly help students who are willing to take advantage of them.

Observe the following essay in which I wrote a paper about what I did right and what I did wrong. Although an entire page of feedback seems excessive, the more you put into writing, the more you will get out of it. Most of your improvements will come from practice, experience, and trial and error. Unless you work at writing often and arduously, you will not progress. Furthermore, it is not fair to blindly blame the course or the professor – a teacher cannot simply hand you excellent writing. It is difficult to teach someone how to write, and it isn’t something that can be learned in a traditional sense. Writing is called a craft because it requires work, rehearsal and precision in order to improve. Hamilton’s writing-intensive curriculum, as effective as it is, can only take you so far.

Before Thanksgiving Break, a midterm exam for my Senior Seminar essay, a class about the Community Values Statement to theWowyn’s Center listserve, urging members, regardless of their viewpoints, to attend the last meeting before the statement was finalized. She added her opinion as well, characterizing the statement as weak and stating that Student Assembly needed “to go back to the drawing board.” While I disagree with her points, her critique raised some valid questions: what is the purpose of the Community Values Statement, and what would it accomplish?

The Community Values Statement is first and foremost a political compromise, whose flaws are reflective of the process of finding common ground between divergent groups. In the aftermath of Mexican Night, the faculty and some student groups proposed a Social Honor Code to address concerns between divergent groups. In the aftermath of Mexican Night, the faculty and some student groups proposed a Social Honor Code to address concerns between divergent groups. In the aftermath of Mexican Night, the faculty and some student groups proposed a Social Honor Code to address concerns between divergent groups. In the aftermath of Mexican Night, the faculty and some student groups proposed a Social Honor Code to address concerns between divergent groups.

The Community Values Statement is primarily a political compromise, whose flaws are reflective of the process of finding common ground between divergent groups. In the aftermath of Mexican Night, the faculty and some student groups proposed a Social Honor Code to address concerns between divergent groups. In the aftermath of Mexican Night, the faculty and some student groups proposed a Social Honor Code to address concerns between divergent groups. In the aftermath of Mexican Night, the faculty and some student groups proposed a Social Honor Code to address concerns between divergent groups. In the aftermath of Mexican Night, the faculty and some student groups proposed a Social Honor Code to address concerns between divergent groups. In the aftermath of Mexican Night, the faculty and some student groups proposed a Social Honor Code to address concerns between divergent groups. In the aftermath of Mexican Night, the faculty and some student groups proposed a Social Honor Code to address concerns between divergent groups. In the aftermath of Mexican Night, the faculty and some student groups proposed a Social Honor Code to address concerns between divergent groups. In the aftermath of Mexican Night, the faculty and some student groups proposed a Social Honor Code to address concerns between divergent groups. In the aftermath of Mexican Night, the faculty and some student groups proposed a Social Honor Code to address concerns between divergent groups. In the aftermath of Mexican Night, the faculty and some student groups proposed a Social Honor Code to address concerns between divergent groups.
To the Editor:

Thank you to Mr. Riemer-Pelz for your article regarding the Kirkland Endowment, and its implications for the needs of women at Hamilton. Please know that we hope to engage in dialogue with you to find solutions that work for women at Hamilton now and in years to come. Let us ensure that the entire community for the better, we cannot afford to let the Kirkland Endowment (KE) end blindly. We are all the Kirkland spirit at Hamilton – one that reflects the innovative, creative, and unique Kirkland we knew.

Our purpose is:

- Contribute to an enduring Kirkland spirit at Hamilton – one that reflects the innovative, creative, and unique Kirkland we knew.
- Use our life experiences to mentor Hamilton women. We are teachers, poets, biologists, bankers, mothers, CEOs, paint-
er, entrepreneurs, politicians, wives, artists, lawyers, life partners, archi-
tects, professional athletes, and farmers. We hope we have much to offer.
- Document our history.
- Ensure that the Kirkland En-
dowment (KE) will endure.

The Kirkland Endowment Advisory Committee (KEAC), comprised of faculty, students, and Kirkland and Hamilton alums, operates the KE. For over thirty years, they nurtured, protected, and sustained the KE. We, the women of the community who prepared us to do. We are deeply grateful for their tireless work and firm belief in the KE.

In 2007, the KEAC began to rally newly engaged alums to give, question arose about the En-
dowment's operation; its informal and opaque processes were discour-
aging. The KE supported a narrow range of interests, did not meet on a regular basis or include all members in all decisions, did not follow clear criteria for awards, and did not always distribute accrued funds. The KE recognized that, to be sustainable and vibrant in per-
petuity, operations must improve. We encouraged KEAC to improve processes, communication, and transparency.

Sustained the KE while we were out of school. In particular, Kirkland alumnae are energized about contributing to the diversity of Hamilton women. alums. Most of us came to Kirkland to pursue studies of passion, personal interest. That Kirk-
land was a women's college was a passionate, personal interest. That Kirk-
land alumnae, families members consulted by the Dean, the Administration, and the Board all like the idea of Kirkland Schol-
ars. In particular, Kirkland alumnae are energized about contributing to the diversity of Hamilton women, while honoring the full dignity of Kirk-
land women.

We understand that – beyond tales of the dark side – you don’t know much about Kirkland College or its alma.

To the Hamilton Community,

Hurt if those jokes were said to their friends. We saw the pain of a friend struggling with something.

We understand that – beyond the taunts of the dark side – you don’t want to know about the details of the assaults of women at Hamilton, while honoring the full dignity of Kirkland women.

The KE changes we propose reflect this purpose and impact. Read them at www.hamilton.edu/keac.

May Day Dies – Marking another lost chance to get drunk before noon and watch something disappointing happen. Groundhog day will be next, you mark my words. Sched- ule Adjustment Period: Sure registrar, open your gates when I’m balls-deep in a tryptophan coma. Will your evil eye ever stop? Snow: much like my lactose-
intolerant cousin, it arrives each holiday season to shit all over my living space. The unmarked campus po- car: more specifically, it’s the time of the year when looking bleak. I feel like a caged and sickly bird, crying out for an end that won’t come … all is darkness. How are you? Make any borders with fancy scissors yet? A scalloped edge always adds a touch of class…

Senior Pub Night: recently renamed seniors. Communications major right.

Your workload. The sympathy train isn’t stopping for you.

by Anthony DeConte ’10, Nathan Fedrizzi ’10 and Lesley Ryder ’11

Disclaimer: The opinions expressed in this column are a personal and natural, and are not representative of the views of The Spectator editorial board.

December 3, 2009

Page 7
Choosing to Teach Behind Bars

An Interview with Professor Larson

by Jeremy Brunner '10
FEATURES CONTRIBUTOR

How did your interest evolve into working in prisons, and how did you go about attaining a position at maximum-security facilities?

I originally met somebody who participated in a group called CEPHAS, which was created after the '71 uprising when the inmates were demanding more programs and support for actual rehabilitative programs. I got involved in group discussions inside Attica and a number of prisons in that area for men to talk about how to change their way of being. Some people have been involved in crime their entire lives. How do they change their way of being in the world, how do they get out of a range for example. Volunteers come in and participate in it, you don’t need any training beforehand, you just need to show up to participate in the discussion. When I went in there I was really interested in those kinds of conversations. These guys were dealing with really difficult issues. One guy is dealing with the understick, and a prisoner is certainly an underdog. Movies like that and television shows like Prison Break or Oz have also helped further this stereotype: a gritty hero fights for survival as he is besieged on all sides by injustices. In such T.V. shows and movies, the Corrections Officers (COs) are often portrayed as the enemies or oppressors, while many of the inmates are the “good guys.” Likewise, some books, including those by prison inmates Jack Henry Abbott, George Jackson and Eldridge Cleaver demonize prison guards as cruel and inhuman.

Contrary to stereotypes, shows like World’s Toughest Jobs: Prison Guard, on the Discovery Channel, can show us the other side. The COs are portrayed as long-suffering heros, and the camera follows them through their rounds of lockups, disciplining and general work procedures. These shows can often demonize inmates, representing them to be totally unreasonable and initiators of violence.

Neither of these perspectives show the whole truth, however. The CO and the prisoner can both be considered to be victims of the same system, both trying to survive in the face of huge challenges.

One such challenge is the ra-
fional and regional divide between inmates and COs. In New York of the convictions that come from the prisons are built up (mostly due to space constraints and the fiscal benefit to struggling economies). Prisons thus generally employ the local population, the majority of which is white, as COs. (The New York Department of Correctional Services maintains 68 prisons statewide, some of which employ over 600 people, according to the NYS DOCS Web site.) For many small upstate towns, aside from the military, the prison offers one of the best job options available, especially during the current eco-

nomical recession. However, 75% of the convicts that come from these facilities are minorities, and 57% of them are from New York City or its suburbs. One can imagine being a white CO in an upstate prison where the vast majority of one’s experience with minorities is with convicts. This situa-
tion promotes racial stereotypes among many COs. The situation is no better for the inmates. For many of them, their main experience with rural people is in the form of prison COs whose job it is to control them. This CO-prisoner divide is a big problem in prisons.

The prisoners see the prob-

lems as well—among the demands made recently in the 1971 Attica uprising was for black and Hispanic COs to be hired by the state. This racial and regional divide in the system makes for tension and aggravates the violence between the COs and inmates.

Neither the COs nor the inmates should be glorified as heroes, nor demonized as the sole cause of the problems in side prisons. It is not guards nor inmates as a class that are at fault for the way the system is structured. Issues like overcrowding (prison popula-

tions are eight times their 1975 level, the Washington Post re-

ports) and the sheer number of inmates inside prisons (2.3 mil-

lion people in 2008, according to the US Department of Justice) are much more at fault. It is a reality that the public should be made aware of, not just of ste-

reotypes of inmates or COs.

Neither a guard’s life, nor that of an inmate is easy. Prison is a toxic environment, and the programs of less than exhaus-
tive than films and TV shows rep-

resent it; prisons involve millions of real human beings, every day, and it’s time to understand that.

So how did your positions at Attica and Mid-State develop?

I put up a proposal for the class if I proposed to put one together. I proposed to put one together. I said no, and they would be happy to go to it anymore. I was teaching parole meetings and how they prepare themselves to go to their parole. They come because they want to get accustomed to teach in that culture. The [inmates’] lives out of prison incarcerated.

Choosing to Teach Behind Bars by Tim Pillsbury ’10
FEATURES CONTRIBUTOR

The stereotype of the suf-
fering hero has often been ap-
plied to prison inmates. There is a certain wisdom to the idea that the underdog, and a prisoner is certainly an underdog. Movies like that and television shows like Prison Break or Oz have also helped further this stereotype: a gritty hero fights for survival as he is besieged on all sides by injustices. In such T.V. shows and movies, the Corrections Officers (COs) are often portrayed as the enemies or oppressors, while many of the inmates are the “good guys.” Likewise, some books, including those by prison inmates Jack Henry Abbott, George Jackson and Eldridge Cleaver demonize prison guards as cruel and inhuman.

Contrary to stereotypes, shows like World’s Toughest Jobs: Prison Guard, on the Discovery Channel, can show us the other side. The COs are portrayed as long-suffering heros, and the camera follows them through their rounds of lockups, disciplining and general work procedures. These shows can often demonize inmates, representing them to be totally unreasonable and initiators of violence.

Neither of these perspectives show the whole truth, however. The CO and the prisoner can both be considered to be victims of the same system, both trying to survive in the face of huge challenges.

One such challenge is the ra-
fional and regional divide between inmates and COs. In New York of the convictions that come from the prisons are built up (mostly due to space constraints and the fiscal benefit to struggling economies). Prisons thus generally employ the local population, the majority of which is white, as COs. (The New York Department of Correctional Services maintains 68 prisons statewide, some of which employ over 600 people, according to the NYS DOCS Web site.) For many small upstate towns, aside from the military, the prison offers one of the best job options available, especially during the current eco-

nomical recession. However, 75% of the convicts that come from these facilities are minorities, and 57% of them are from New York City or its suburbs. One can imagine being a white CO in an upstate prison where the vast majority of one’s experience with minorities is with convicts. This situa-
tion promotes racial stereotypes among many COs. The situation is no better for the inmates. For many of them, their main experience with rural people is in the form of prison COs whose job it is to control them. This CO-prisoner divide is a big problem in prisons.

The prisoners see the prob-
blems as well—among the demands made recently in the 1971 Attica uprising was for black and Hispanic COs to be hired by the state. This racial and regional divide in the system makes for tension and aggravates the violence between the COs and inmates.

Neither the COs nor the inmates should be glorified as heroes, nor demonized as the sole cause of the problems in side prisons. It is not guards nor inmates as a class that are at fault for the way the system is structured. Issues like overcrowding (prison popula-

tions are eight times their 1975 level, the Washington Post re-

ports) and the sheer number of inmates inside prisons (2.3 mil-

lion people in 2008, according to the US Department of Justice) are much more at fault. It is a reality that the public should be made aware of, not just of ste-

reotypes of inmates or COs.

Neither a guard’s life, nor that of an inmate is easy. Prison is a toxic environment, and the programs of less than exhaus-
tive than films and TV shows rep-

resent it; prisons involve millions of real human beings, every day, and it’s time to understand that.

So how did your positions at Attica and Mid-State develop?

I put up a proposal for the class if I proposed to put one together. I proposed to put one together. I said no, and they would be happy to go to it anymore. I was teaching parole meetings and how they prepare themselves to go to their parole. They come because they want to get accustomed to teach in that culture. The [inmates’] lives out of prison incarcerated.
The Thomas J. Watson Fellow-<br>ship is “a one-year grant for independent study and travel out-<br>side the United States awarded to graduating college seniors<br>nominated by participating in-<br>situtions,” according to their website. Students accepted into<br>the program become their own<br>advisors and “must create, ex-<br>ecute and evaluate their own projects.” Hamilton and various<br>other institutions such as Vassar,<br>Swarthmore and Colgate nomi-<br>nate students each year. Recipi-<br>ents receive $25,000 to fund their<br>projects.<br><br>One of Hamilton’s nominees this year is Max Wall ’10, who is<br>majoring in self-created “cogni-<br>tive studies.” If he receives the<br>grant, he will travel abroad to<br>Guinea, India and France to study<br>“the cultural and nutritional sig-<br>nificance of fermented foods.”<br>Food and technology have al-<br>ways been of interest to him. He<br>recalled a story he wrote as a<br>fifth grader about “the future ef-<br>fects of patenting geneti-<br>cally modified seeds.” A class<br>he took in his sophomore year<br>entitled Nature and Technology<br>further inspired him to follow this<br>passion. His proposal discusses how<br>fermentation plays a significant<br>role in the lives of people around<br>the world. In some cases, fer-<br>mented foods are key to cultural<br>celebrations. An Indian dish<br>called dahi, for example, is a<br>“fermented cheese curd [that] is<br>believed to have existed the way it<br>is for hundreds of years ago,” said<br>Wall. To this day, it “continues to<br>be a way of life for the people of<br>India.”<br><br>There are various nutrition-<br>al benefits that come from fer-<br>mentation. Among these are the<br>“prolongation of food use through<br>bacteria such as Asharo ko Pandra, signi-<br>fying the beginning of farmers’<br>work in the fields.”<br><br>Inside Prison Walls From Behind Bars page 8<br><br>For Irle, however, a hunger strike<br>was the best way for her to raise<br>awareness about climate justice<br>and to have her own “personal<br>revolution.” She said that the<br>hunger strike has forced her to<br>think about and change her own<br>consumption habits. “If I can at<br>least change myself, there’s one<br>step in the right direction.”<br><br>Features Writer<br><br>Everyone has felt hungry—that<br>familiar rolling sensation where<br>your stomach growls and you<br>begin to feel weak until you<br>go to lunch or grab a snack to<br>satisfy your body’s basic need<br>for food. But most Hamilton stu-<br>dents have never felt real hunger, most haven’t gone days without<br>eating and most haven’t faced<br>death due to starvation. But one<br>senior is choosing hunger as<br>a way to raise awareness about<br>an issue that is important to her<br>and to the future of our planet.<br><br>Mikayla Irle ’12 has been on a<br>hunger strike since November 6<br>and plans to continue until Decem-<br>ber 18. She is fasting for Climate Justice<br>Fast, an international hunger strike to<br>call for unyielding action on the<br>climate crisis. The fast is leading up to<br>the 2009 Copenhagen Climate<br>Conference, which will take place<br>December 6-18. The conference<br>will bring together governmental<br>representatives from 170 countries<br>to discuss climate change.<br><br>Irle says that global warming is<br>largely a product of Western<br>countries’ habits of consumption. The U.S. is the #2 country after<br>China for greenhouse gas emis-<br>sions. In contrast, the “global south,” or the underdeveloped<br>third-world countries, contrib-<br>utes 3 percent of the world’s<br>greenhouse gases. While devel-<br>oped countries contribute the<br>most to global warming, they also<br>suffer the least amount of con-<br>sequences. Flooding, droughts and<br>lack of water will affect the<br>underdeveloped nations more<br>because they don’t have as many<br>resources to combat the effects. “We need leaders to make<br>climate justice and sustainability a priority,” said Irle. She believes<br>that the whole system needs to<br>be reformed and hopes that ulti-<br>mately we’ll be able to consume<br>energy without hurting the envi-<br>ronment and without what she<br>calls the popular “conserve, con-<br>serve, conserve mentality.”<br><br>“I’m deeply repentant and feel a<br>burden of guilt,” said Irle, refer-<br>ring to her position as a consumer<br>in the West who contributes to global<br>warming. “I need to identify with<br>the people who are dying and starv-<br>ing. I need to feel that myself to fight<br>my own apathy.” Irle’s passion for<br>climate justice inspired her to take<br>action, despite the apprehension<br>of peers. Responding to the sug-<br>gestion that her 43-day<br>strike may be seen as excessive, Irle said “Maybe people will see<br>it as too extreme but at least it will<br>shake them and make them think<br>about the issue, that’s my hope.”<br><br>Irle has been drinking water<br>and taking calcium, salt and multivitamins supplements through-<br>out the fast. Over Thanksgiving<br>break, she drank juice and broth. She said that her energy level has<br>been lower than normal but her<br>ability to focus in class hasn’t<br>been affected. She’s lost some<br>weight, but not as much as she<br>expected. She said she fantasizes<br>about food all the time and has<br>dreams about eating fatty food. And the meal she’s most looking<br>forward to after the fast is over?<br>The eggplant curry at Minar. The<br>fast has been anything but easy. Irle said that normally, a<br>“faster” should stop feeling<br>hungry after three or four days.<br>For her, it took two weeks. It was<br>especially hard not to give into<br>temptation at Hamilton, because<br>on campus, “there’s food every-<br>where.” But after a while, she<br>got used to it. She said, “Hunger<br>isn’t that difficult of a sensation to<br>endure.”<br><br>My hope is that enough people will<br>consider how drastic the is-<br>sue is because I’m doing some-<br>thing drastic with my body.” She<br>believes that the situation is so<br>dire that immediate and radical<br>action is needed to raise aware-<br>ness of the many roles [11] plays in our<br>lives, nutritionally, culturally, his-<br>torically, metaphorically...” LAF-<br>BAF is meant for the occasional<br>participant with no commitments necessary.”
The Walkmen Bring Ferocious Sound
Band will perform set of their critically-acclaimed and successful songs

by Lucas Kang ’13
Cover Photo: Wertz

The Walkmen are five New Yorkers who have played rock music since they were 10 years old and will demonstrate their expertise this Saturday at 10 p.m. in the Annex. All five

The Walkmen have a dense, layered sound that’s also loose and jazzy.

originally hail from Washington D.C., where they attended St. Alban’s High School and played in several bands. Over the years, and in their many ensembles, they’ve experimented with punk, noise and a lot of “garage” sounds. The Walkmen have a dense, layered sound that’s also loose and jazzy - garded along by a ’60s Vox Continental organ, a flanged-out Gretsch guitar, the occasional electric piano, strong, beat-conscious drumming and a heavy, droney bass.

The Walkmen have released five albums to date. Although their first album feels like an album of trial and error, their second album Bows & Arrows has been on over thirteen “Best Album of the Year” lists, and their single from the album The Rat containing ferocious guitar bangs and angry vocals about bad romance and city life, has been ranked on Pitchfork, Gorilla vs. Bear, and Spin’s “Best Songs of the Decade” list. They have also achieved more mainstream success, their songs, “What’s In It For Me” and “Little House of Savages,” having been featured on the popular TV series The OC. Their latest and fifth album You & Me also received outstanding reviews from various music magazines as it strongly features heavy reverb, poetic lyrics about traveling, and graceful yet raw musical composition.

Their live performances have also been critically acclaimed for lead singer Hamilton Leithauser’s mesmerizing crooning and waiting that sounds like a powerful earthquake when combined with the ferocity of the rest of the band. Their show has been called an “experience in the presence of a superior movement” to “the rough yet soothing voice of frontman Hamilton Leithauser reminding of the first time having a stretcher with ones father.” With an unbelievable amount of energy, The Walkmen will undoubtedly amaze us with their live show this weekend.

Opening for The Walkmen is Austin group What Made Milwaukee Famous. They have opened for many big names, including Smashing Pumpkins, The Arcade Fire, Black Keys and Snow Patrol. They have also been featured on Rolling Stone and Billboard’s “Bands to Watch” list. The band name comes from Jerry Lee Lewis’s “What’s Made Milwaukee Famous”, their debut album Trying to Never Catch Up gathered critical acclaim as they integrate sound of electronica that sounds like “theme of boss battle of Rockman” to classic rock that could almost be compared to The Velvet Underground’s “Loaded.” With heavily synthesized vocals and serious musical arrangements, they make a great impression as a surprisingly catchy indie pop band. Their second album, What Doesn’t Kill Us, has been called “a jaw-dropping sophomore release” by various music magazines. Their live show is also lauded for their incredible energy and willingness to have fun with the audience.

With this stellar lineup, this concert is guaranteed to be a memorable event.

ARTS & ENTERTAINMENT

The OC
WWW.AUSTINCHRONICLE.COM

What Made Milwaukee Famous will open the concert on Dec. 5

WWW.REALONE.COM

What Doesn’t Kill Us
WWW.EW.COM

What Doesn’t Kill Us
WWW.EW.COM

What Doesn’t Kill Us
Zee Avi and Food Will Win the War Captivate with Soulful, Thoughtful and Whimsical Lyrics

by Taylor Coe '13
Arts & Entertainment Writer

An hour before they were slated to take the stage, Food Will Win the War was still on the road from Brooklyn. “We’re speeding,” lead singer Rob Ward told Lizzie Collins ’10 over the phone. The group arrived in a flurry and completed their sound-check just after eight o’clock, as impatient coffeehouse-goers crowded around the Adiron- dack chairs. Introduced as a band nominated by The Onion for one of the worst band names of 2007, Food Will Win the War took the stage after the audience had settled.

While Rob Ward and company were short on stage chatter and banter with the audience, they more than filled the space with their music. The band raced through a thirteen-song set, launching off on gems like “Amassed Complications” and a countrified cover of the Pixies’ “Where Is My Mind?” The seven piece band featured a slew of instruments and a sturdy trio of background vocals. Most often, keyboardist Dara Matthews backed Ward’s lead vocals with a steady, tremulous voice always rising above the country squalor. The group topped off their performance with “The Astronaut Song,” in which riotous lyrics incited both merriment and confusion in the audience: “I had a dream / you were living with an astronaut.”

Zee Avi took the stage afterward and began her seven-song set with the somber “Poppy,” which details the story of a loved one caught up in drug abuse. Like Food Will Win the War, she dropped off a cover, playing a stripped-down version of Interpol’s “Slow Hands.” Before the show, Avi explained how much she resents the oft-made comparison to Norah Jones. “She’s a great artist, so I appreciate that, but I don’t sound like Norah Jones,” Avi told me. Yet the parallel is hard to ignore once Avi raises it, beyond being backed by brushed drums and a bass guitar, Avi adds a jazzy sensibility to her vocals, more than ably evoking the blues in “Bitter Heart,” her most successful single to date.

Avi’s journey to Brushfire Records (the label owned by Jack Johnson) has been a wild one, fueled by the miracle exposure of the internet. When she first started performing in Malaysia, where she was born and raised, Avi posted videos of her music on YouTube; the feedback was incredible. A funny thing happened after she posted her song “No Christmas for Me”—intended to be her final post—people didn’t know she’d left the site until they were already leaving comments. Convinced by friends to leave the post up a little longer, Avi began receiving record deals and promotional offers in her e-mail, picking up on a cover from Ian Montone, who helped to sign her to Brushfire Records. One month later, she was on a plane to L.A. to record her first album.

Relaxed on stage as she chatted with the audience, Avi is the first artist with whom I’ve spoken who is happy to be out on the road. “Everything is up in the air,” she told me when I asked her where she plans to settle, whether here in the United States or in Malaysia. “I know her—it’s a song, seemed to represent this confusion; she offers us Manglish lyrics—a meshing of English and Malay at once confused and yet entirely understandable.

Nate Staniforth Promises a Bit of Magic to Lift Spirits

by Lily Gillespie ’12
Arts and Entertainment Editor

Magician Nate Staniforth is an all-around performer who combines music and magic in his shows. Yet he does not remain isolated on stage; instead, he makes the effort to engage his audience in the performance. His shows have received attention from both MTV and colleges across the nation. Staniforth has also had several of his shows captured on DVD. As The Daily Iowan, a paper from Staniforth’s home state, explained, “The mystery and entertainment in Nate’s magic comes...from the simple fact that in his performances, miraculous things happen...” Staniforth will perform for the Hamilton community this Saturday at 8 p.m. in the Barn, a welcome relief from the stress of the end of the semester. According to Elusionist.com, a magic website, “[Staniforth] believes that audiences today have a low tolerance for B.S., that magicians can be inspired by other magicians without copying them and that feels like it if he were a better magician, he wouldn’t be as interested in music.” Staniforth is a spellbinding performer who is sure to keep his audience captivated.

Nate Staniforth, the magician and musician, will be coming to campus this weekend to showcase his mesmerizing talents.

Saturday, December 8 8:30 p.m. Filius Events Barn

Border Justice Film Series

“Wild vs Wall”

Sunday, December 6th, 7:00 p.m. Science Center G027

A discussion with Professor Peter Cannavo will follow the movie

Refreshments will be served

Sponsored by the Diversity and Social Justice Project Free and open to the public
The thrill of live music is never more electric for me than when experiencing the performance of an oratorio. The power of a hundred-voice chorus supported by an orchestra is unmatched, and even our ever-more-complex digital music recordings simply fail to do justice to an oratorio’s emotional wallop. One of my favorite performances in Hamilton’s concert circuit is the bi-annual performance by the Hamilton College and Community Oratorio Society, and I was not disappointed in their recent performance of Felix Mendelssohn’s Elijah.

The Oratorio Society is a group of community members, students and Hamilton faculty who meet once a week under the direction of Professor of Music and Director of Choral Music G. Roberts Kolb. Each semester, the group puts together the choral portion of an oratorio and is then joined by professional vocalists performing the leading vocal roles and instrumentalists, many from the Syracuse Symphony Orchestra, providing the orchestral portion of the piece. This year, the group celebrated the 200th anniversary of the birth of Felix Mendelssohn by performing his oratorio Elijah, which puts the life and accomplishments of the great prophet to music. While not as dramatic as, say, Carmina Burana, the piece is a staple of oratorio literature and strikes a number of contrasting emotional tones.

The title role was performed by Timothy LeFebvre, and it was immediately obvious why he is a sought-after soloist with such groups as the Pittsburgh Symphony and San Francisco Opera and, closer to home, why he is asked to return again and again to perform as a featured soloist at Hamilton. His baritone voice fills the hall with a round, well-focused and emotionally convincing sound that makes small children lean over to their mothers and say, “I want to sing like that.”

Jon Frederic West provided a colorful contrast to LeFebvre, displaying a nuanced tenor voice with a violin-like quality and flexibility that allowed him to sing multiple roles with ease, despite the fact that he appeared to be fighting a cold. Lecturer in Music Lauralyn Kolb was the highlight of the women’s performances, as she was especially convincing in her daets with LeFebvre in which she played the Widow. Leonarda Priore also provided an excellent performance on a demanding mezzo-soprano part and David Kolb ’02 sang as a solid supporting baritone.

Special note, however, must be given to the plethora of local talent on the stage in addition, of course, to the talented Kolb family. Chief among these was the inspiring performance of Brett Hammes, age 11, a student at Clinton Middle School. Standing on a stage surrounded by people far larger than him, Hammes showed courage as well as impressive musical skill in his role as The Youth. His clear yet understated soprano imbued the piece with a poignancy it would otherwise have lacked and truly deserved a hearty “Bravo!” In addition, other community members, including Associate Professor of Physics Brian Collett and Burke Library Archivist Katherine Collett also performed well.

For a group of community volunteers, most without professional training, the chorus delivered a gutsy and distinguished performance. While the depiction of the earthquake may not have been as earth-shattering as possible, the dynamic contrast still provided a satisfying jolt.

The orchestral support was everything audiences have come to expect from the professionals who support the Oratorio Society: technically excellent and expertly performed, the orchestra raised the level of the performance without ever allowing the chorus to lose its featured position. All in all, this semester’s production from the Oratorio Society showed why live community performances will always be well-attended by those who relish enjoying the musical efforts and accomplishments of local talents.
they want to be there for 2.5 hours and they want to work on their writing. They always do the reading, and they are very good at turning in work. They’ve all had to learn that process. Most actu-
almente don’t have much classroom experience so they were learning what the expectations were in class. I am very insistence that they finish their work, revise it, and take on new drafts. Many of them can get something started, but there are a lot of challenges to finishing something. There is a lot of noise and distraction. It is hard to keep focused. They write out of interest. If they didn’t like something they would give it up. They learn the discipline to get to the end of a story or an essay even if they don’t think it’s the greatest thing in the world. They can get feedback on it, revise it, and try to improve it.

How are the inmates important to you?
I’ve developed very strong ties to them, they feel extremely grateful and appreciative of the fact that I put in my time with-out getting paid. They know that and they pay back by doing the work. That’s all that I want out of them; I just want to see them do-ing the work. It’s nice when they say thank you, but I don’t really expect that out of them.

I’ve been reading some of these guys’ and for three years I imagine how much better you’d know each other after three years as opposed to 15 weeks. Imagine how much better you and your professor would know each other. So it’s been possible for the rela-
tionships that are there to develop a level of familiarity and trust that is difficult to achieve in a college classroom.

Do you think the inmates would feel a sense of betrayal were you to leave at some point?
I don’t think leaving would feel like betrayal. If there were some reason I couldn’t continue, they would respect that. They trust that as long as I could keep coming in I would. What would be difficult for me leaving there is knowing what I would be taken away from them. They wouldn’t be angry. This kind of effort really makes an enormous amount of difference in these peoples lives.

When you read these men’s work and look at their situations, most people feel sympathetic. Though you have to be able to accompany that with the knowl-
edge that these men have commit-
ted violent crimes. I don’t think about what the crime is. I don’t see that as what I’m supposed to do. I have no problem with seeing someone who is really sincere about working on their writing and they have done something in their past that is really horrible. I accept that and that’s the case. There’s a saying that they use around prison: inmates come to prison as punishment, not for punishment. The fact that they’re in there, they’re doing what the state has said they have to do. No legal justification for making them suffer in addition to that they’re locked up. The sentence is time, not to be beaten or raped. All these things are beyond the law. So when I offer what I can, I’m trying to help the prison do a better job, so that when people come out they don’t want to do the things they did before.

How do you counter the argument that prisoners do not de-
serve classes such as yours?
Do they deserve it? Whether you think people deserve help or not, the fact is 95 percent of people will come back out on the street. Do you want them to come back out with having no help or having gotten some help? I think most people would agree that if this guy is living on my block then I hope he’s had some help. Essentially this argument is an attempt to just re-try them. They’ve already been tried, convicted, and sentenced. What do you do after the fact? It’s a common objection, but I think it’s very presumptuous for people to put themselves in the position of being the judges for people who have already been judged. Teachers don’t decide if they come out, the parole board does. What do you do after the crime that’s best for the entire community? If you do nothing, they will learn all the wrong things. They will become bitterer and angrier. They will be very likely to be more violent when they come out than when they went in.

Q&A with Prison Professor
Doran Larson offers a creative writing class in Attica.

These guys have so much taken away from them that it would be morally hard for me for me taking another thing away from them. They wouldn’t be angry. This kind of effort really makes an enormous amount of difference in these peoples lives.

When you read these men’s work and look at their situations, most people feel sympathetic. Though you have to be able to accompany that with the knowl-
edge that these men have commit-
ted violent crimes. I don’t think about what the crime is. I don’t see that as what I’m supposed to do. I have no problem with seeing someone who is really sincere about working on their writing and they have done something in their past that is really horrible. I accept that and that’s the case. There’s a saying that they use around prison: inmates come to prison as punishment, not for punishment. The fact that they’re in there, they’re doing what the state has said they have to do. No legal justification for making them suffer in addition to that they’re locked up. The sentence is time, not to be beaten or raped. All these things are beyond the law. So when I offer what I can, I’m trying to help the prison do a better job, so that when people come out they don’t want to do the things they did before.

Do you think the inmates would feel a sense of betrayal were you to leave at some point?
I don’t think leaving would feel like betrayal. If there were some reason I couldn’t continue, they would respect that. They trust that as long as I could keep coming in I would. What would be difficult for me leaving there is knowing what I would be taken away from them. They wouldn’t be angry. This kind of effort really makes an enormous amount of difference in these peoples lives.

When you read these men’s work and look at their situations, most people feel sympathetic. Though you have to be able to accompany that with the knowl-
edge that these men have commit-
ted violent crimes. I don’t think about what the crime is. I don’t see that as what I’m supposed to do. I have no problem with seeing someone who is really sincere about working on their writing and they have done something in their past that is really horrible. I accept that and that’s the case. There’s a saying that they use around prison: inmates come to prison as punishment, not for punishment. The fact that they’re in there, they’re doing what the state has said they have to do. No legal justification for making them suffer in addition to that they’re locked up. The sentence is time, not to be beaten or raped. All these things are beyond the law. So when I offer what I can, I’m trying to help the prison do a better job, so that when people come out they don’t want to do the things they did before.

How do you counter the argument that prisoners do not de-
serve classes such as yours?
Do they deserve it? Whether you think people deserve help or not, the fact is 95 percent of people will come back out on the street. Do you want them to come back out with having no help or having gotten some help? I think most people would agree that if this guy is living on my block then I hope he’s had some help. Essentially this argument is an attempt to just re-try them. They’ve already been tried, convicted, and sentenced. What do you do after the fact? It’s a common objection, but I think it’s very presumptuous for people to put themselves in the position of being the judges for people who have already been judged. Teachers don’t decide if they come out, the parole board does. What do you do after the crime that’s best for the entire community? If you do nothing, they will learn all the wrong things. They will become bitterer and angrier. They will be very likely to be more violent when they come out than when they went in.

Q&A with Prison Professor
Doran Larson offers a creative writing class in Attica. It’s a common objection, but I think it’s very presumptuous for people to put themselves in the position of being the judges for people who have already been judged. Teachers don’t decide if they come out, the parole board does. What do you do after the crime that’s best for the entire community? If you do nothing, they will learn all the wrong things. They will become bitterer and angrier. They will be very likely to be more violent when they come out than when they went in.
love it. In Theater class alone, I not only live with it, but also to never liked to perform in front and others that I'd forgotten, that I have never known before just can't get enough.

After a month of coming from a small public school, I wasn't exposed to any extracurricular activities, clubs or sports. I was overwhelmed by having the option of over fifty courses that I could choose from and an uncountable number of clubs that I could join.

Rewind back to the day of my registration for classes. I remember I was sitting in front of a computer for so long, because I was fighting in my head about what classes I wanted to take for the first semester with all the options I had. It was like there was an angel and devil on each of my shoulders screaming out, "Take art-figure drawing." "No! Take dance!" or "You must take Chinese." "Why? I'm so much better!"

After the war over courses that was going on in my head, I finally decided the four courses that I wanted to take: Chinese 130, Theater 101, Figure Drawing and ESOL. After a month of classes, I enjoy all of them; each has taught me new knowledge. I am absorbing the knowledge like a lost traveler in a desert who has finally found water; I just can't get enough.

Every day in Chinese class I learn new characters, some that I have never known before and others that I’d forgotten, but now remember. In Figure Drawing, not only am I able to continue practicing my passion for art but I am also learning new art techniques in every class. Thanks to ESOL class my new objective for the year is to make my writing worth reading.

The class that has completely pulled me out of my comfort zone is Theater. I’ve never liked to perform in front of my classmates especially in unfamiliar scenes. I learned to not only live with it, but also to love it. In Theater class alone, I have had to become more confident when it comes to speaking before a large number of people and do things without the feeling of being scared or embarrased, which has helped me to interact socially in a new environment with new faces.

Although this campus provides me with a huge range of activities that I can select from, I couldn’t help but try only a few at a time to avoid having school work conflict with extracurricular fun. As for Physical Education, in the first half of the semester I tried a sport that I would never have imagined myself playing: golf. I am also a member of Sistah Girl, a group of young women who get together to discuss any social or personal issues that we would like to talk about, creating a close, family-like bond among us.

Ever since junior high school, I have always wanted to become a member of the cheerleading team, because my small high school barely had any sports teams besides basketball. Never would I have thought that I would be able to make my cheerleading dreams come true in college. After I joined the team, I clearly recognized that the typical stereotypes people of cheerleaders aren’t true, we are not just a group of girls who are non-intelligent or who want to be popular. Nevertheless, performing in front of a whole crowd of people is very frightening; however, I believe that I can overcome this fear at our first basketball game.

Last but not least, I am also one of the assistant stage managers of the upcoming MLK play, Ma Rainey’s Black Bottom, directed by my theater professor, Mark Cryer. Being a part of this play presents me with new theater experience, and I can learn from the diverse acting skills of the cast members.

Now that this semester is coming to an end, I am both joyful and gloomy at the same time. I am joyful to begin my next new exploration of courses, but gloomy to have all my current courses come to an end. While debating between taking Women’s Studies, Anthropology, Government or Sociology courses as I register for my future classes, I know that no matter what I end up taking, I am already for the new challenges and do my best to learn from them.

"From Where I Sit is the ESOL column that represents the non-native English Speaker’s point of view on his or her experience at Hamilton. If you have a "From Where I Sit" story that you would like to share please email hrabbit@.
Biology Seminar Examines Effects of Genetic Patenting on the Future of Pharmaceuticals

by Ben Trachtman ’12

Dr. Raj Bawa recently gave a lecture on the role of patents in the field of biotechnology. A re-

pected patent agent and a biology professor at Rensselaer Polytech-

nic Institute, explained how patents work, how they impact the phar-

maceutical market and how future developments in biology could be helped or hampered by patenting.

A patent is an exclusive right to an invention, meaning that the holder of the patent is the only one who is legally allowed to create, sell or use the invention. A patent can be filed for any type of invention or idea, as long as it is new and serves some purpose. They last for 20 years, after which the invention moves into the public domain. The current American patent laws were penned by Thomas Jefferson and are in the Constitution. Because these laws from the 18th century cannot keep up with the patenting of 21st-century technology, the laws’ universality is clear.

Dr. Bawa explained how phar-

maceutical patents limit the majority of their revenue through a few major patented drugs. The popular allergy drug Claritin, for example, was patented by one drug company. This company has since made a huge amount of revenue because it had the exclusive rights to produce the drug. Because the patent expired and now Claritin is available in a generic form. The patents on several major drugs are due to expire in the near future, and pharmaceutical com-

panies are looking for new ways to produce profit. New develop-

ments in the field include the use of nanoparticles, tiny engineered structures designed to deliver a drug to a very specific target, as well as techniques such as gene therapy. Some of these techniques are not based around inventions, but biological discoveries, such as a certain DNA sequence or a new method to isolate a protein. In addition to inventions, patents can be filed for intellectual prop-

erty, intangible assets like those mentioned above.

When a company patents a certain gene, only that company can use the gene in techniques such as gene therapy. This means that if a company owns the patent for a gene that, for example, has a role in breast cancer, only that company can create a method for treating breast cancer using that gene. Gene patents also inhibit future research on the gene, as scientists cannot research the gene without getting approval from the patent holder, which can be a very large corporation.

Biological patents can even go so far as to cover an entire organ. A patent can’t be filed for an existing organism because it is naturally occurring and is not a result of any new ideas, but a genetically engineered organism can be patented. This can include genetically engineered plants, so one company could own the rights to a particular strain of corn that grows better than natural corn, for example.

Biological patenting brings up numerous ethical questions. It can inhibit understanding of how genes work by limiting the research that can be performed with them, or it can degrade the quality of techniques that use the gene. For example, a company that owns a gene implicated in a disease could limit the testing for that gene. Likewise, if a corporation owns a superior strain of a genetically modified vegetable it could charge an exorbitant amount for it because of the lack of competition. In ad-

dition to economic or scientific concerns, gene patenting raises questions regarding corporations having the ability to own a human gene even an entire organism. The scientific community is still divided on these issues. Some organizations are taking it upon themselves to stop ethical concerns by using gene patents. This strategy, called defensive pat-

enting, involves filing a patent on a gene before a corporation and not allowing anyone to use the patent-

ed gene. This technique has been used by organizations opposed to cloning; by patenting a gene es-

sential for the cloning process and not allowing anyone to use it, the organization can effectively block cloning research for as long as their patent stands.

Biological patents and other genetic and some scientific methods could easily shape the landscape of scientific research and development in the future, but exactly how the patenting will do so remains to be seen. There are still court cases regarding the extent of patents in the pharma-

ceutical and biological industry that could set precedents for future rulings. Rulings will have to take scientific, economic and ethical questions into consideration and strike a fair balance between all three.

World AIDS Day Day Focuses on Cure, Raising Awareness

by Yinghan Ding ’12

The theme of this year’s World AIDS Day, a special day dedicated to raising awareness of the AIDS pandemic caused by the spread of the HIV in-

fection, is important in re-

minding people that HIV has not gone away, how widespread the pandemic is and that a lot still needs to be done to help those infected and prevent fur-

ther spread of the virus. The first World AIDS Day was Decem-

ber 1, 1988. It was con-

ceived by James W. Bunn and Thomas Netter, two pub-

clic information officers for the Global Program on AIDS at the World Health Organization, and approved by Dr. Jonathan Mann, then the director of the global program on AIDS (now known as UNAIDS).

Until 1997, the World AIDS Day agenda had been limited to a single day. In 1997, UNAIDS decided to create the World AIDS Cam-
paign, a year-round project focusing on HIV, prevention and education. As a result, World AIDS Day observ-

ance has become the longest-

running disease awareness and prevention initiative of its kind in the history of public health. It is a day dedicated to raising money, increasing awareness, fighting prejudice and improv-

ing education.

According to the World Health Organization, AIDS has an estimated 2 million lives in 2007; About 270 thousand of those who died were children. In 2008, the situation was even worse. About 2.7 million people became newly infected with the virus and more than two million people died from the disease. AIDS targets white blood cells, the key components of the body’s immune system. Once the immune system is com-

promised, the body loses the ability to defend itself from disease, making even the common cold potentially fatal. By killing off white blood cells, HIV eventually causes AIDS, or Autoso-

mune Deficiency Disorder.

Treatment options for HIV include antiretrovi-

dal drugs, which interfere with the virus’ ability to reproduce. These drugs work by inhibiting proteins responsible for to mold, mildew and other indoor toxins.

In any dorm, whether it is LEED-certified or not, there are a few simple steps anyone can take to make the dorm more eco-

friendly. Using draft stoppers on doors and windows saves energy and money in heating and cool-

ing costs. These and other places where heat can escape should be routinely checked for leaks. Stop-

ping up air leaks can decrease the average heating and cooling bill by 30 to 40 percent.

An interesting action some people are taking is growing their own food. This can be a fun challenge and is a way to reduce your carbon footprint.

In the past few years, the number of people who grow their own food has increased dramatically. This is because more and more people have realized the benefits of growing their own food. One of the main benefits is that you can control what goes into your food. You don’t have to worry about pesticides or other chemicals being used on your food. You also don’t have to worry about the food being genetically modified. Growing your own food is also a great way to save money. You don’t have to buy as much food as you did when you were buying it from the store.

Another benefit of growing your own food is that it is often more nutritious. This is because the food is picked when it is ripe and then stored in a cool, dry place. This helps to preserve the nutrients in the food. In addition, the food is often fresher than food that is being shipped from far away. This means that the food is often more flavorful and has a longer shelf life.

A final benefit of growing your own food is that it is often more sustainable. This is because you are not using as many resources to grow the food. You are also not using as much water. This is important because water is a scarce resource in many parts of the world.

Growing your own food is a great way to be more sustainable and to save money. It is also a fun activity that can be enjoyed by people of all ages.
The impact of the Centaur spacecraft created a plume of dust and debris, resulting in the subliming of water. This gaseous water is detectable with a spectrometer.

Other Science News This Week...

Intel Develops Revolutionary New Computer Chip

The Intel Corporation, the world’s largest maker of computer chips, recently unveiled a chip capable of providing 20 times more computing power than previous chips. It contains 48 microprocessors, the most ever put onto one chip. Despite its tremendous power, it is extremely energy efficient; it only requires the same amount of electricity as two light bulbs. The chip will not see the general public anytime soon, but it promises to provide 20 times more computing power than previous chips. It contains 48 microprocessors, the most ever put onto one chip. Despite its tremendous power, it is extremely energy efficient; it only requires the same amount of electricity as two light bulbs. The chip will not see the general public anytime soon, but it promises to provide 20 times more computing power than previous chips.

Rare Star Death Could Hold Information About Universe’s Past

Astronomers recently observed a rare type of supernova in which a star exploded without creating a black hole or dense neutron star, both of which are characteristic of star deaths. Because the star, which was 140 times the mass of the sun, exploded outward instead of collapsing in on itself, it could have scattered debris that would later go on to become the foundations of new stars. These massive stars would have been more common in the early universe, and because this type of explosion is more characteristic for stars that size, it could be the mechanism by which star materials were spread across the universe.

Do you want to write for the Science and Technology section?

Do you like biology? Computers? The environment? Anything in between? Do you want to get involved on campus?

We cover a range of topics every week, so you’re sure to find something you want to write on. Whether you’re interested in the newest journal articles or just enjoy science, writing for the Science and Technology section is for you.

Contact btrachtm@hamilton.edu for more information.
World AIDS Day Encourages Increasing Access to Care and Human Rights to Stop Spread of HIV

from World, page 14

World AIDS Day raises awareness of how widespread the HIV/AIDS pandemic has become (above).

Although there is no cure, those infected with HIV can take an expensive cocktail of medications designed to inhibit the virus. Replicating DNA, making HIV unable to reproduce and spread throughout the host. Other drugs in the cocktail work by tricking the virus into adopting false nucleotides into its DNA, rendering the DNA useless when it is copied. However, these false nucleotides are toxic to humans and can cause significant side effects. Even so, people are more than willing to endure the side effects rather than suffer from the effects of the virus. These drugs have revolutionized the treatment of HIV and AIDS, making the virus manageable rather than terminal.

Because the virus destroys the body’s defenses, it is extremely deadly. Half of the people who become infected with HIV before they are 25 years old die as a result of AIDS before they are 35. Although the majority of people with HIV and AIDS live in lower- and middle-income developing countries, HIV is still a worldwide threat, affecting men, women and children across all continents. This year’s World AIDS Day theme, Universal Access and Human Rights, highlights the critical link between universal access to HIV prevention, treatment, support and respect for human rights in response to the global HIV epidemic. Without addressing human rights abuses, many of the populations most vulnerable to or living with HIV will lack access to prevention and treatment services. In low- and middle-income countries, fewer than half of those in need of antiretroviral therapy are receiving it, and too many do not have access to adequate care services.

As UN Secretary General Ban Ki-moon pointed out, where human rights were protected to secure people living with HIV and members of vulnerable groups, there were fewer infections and fewer deaths and there was less demand for antiretroviral treatment. Therefore, protection of human rights is fundamental to combating the global HIV and AIDS epidemic. By promoting individual human rights, new infections can be prevented and people who have HIV can live free from discrimination.

World AIDS Day provides an opportunity for all of us to take action. We need to ensure that human rights are protected and global targets for HIV/AIDS prevention, treatment and care are met. As students at Hamilton College, what can we do to participate in the World AIDS Day campaign? The easiest thing we can do is to wear a red ribbon. The red ribbon is an international symbol of AIDS awareness, worn by people all throughout the year. It demonstrates care and concern about HIV and AIDS, and reminds others of the need for their support and commitment.

Ideally, there will be an HIV/AIDS vaccine in the future, but research into such a treatment has not yet yielded favorable results. If you’re interested in more information on an HIV/AIDS vaccine, on Monday there will be a biology seminar entitled “Overcoming the Obstacles to a Successful HIV Vaccine” by Dr. Carl Hanson from the California Department of Health. The lecture will be held at 4:10 p.m. in Science Center 3024.
Team Effort Leads Continentals to Great XC Outing

by Couper Creagan ’13

Sports Writer

The end of the beautiful fall weather came with the culmination of another cross country season for the Continentals. The first championship race of November was the NESCAC championship, in which runners Peter Kosgei ’11, Will Reid ’10, James Grebey ’12, Scott Bickard ’11, Devon Lynch ’11, Garrett Armbruster ’10 and Dan Keating ’11 suited up for the penultimate race of their season. For the Continentals, the real race was with Bates and Wesleyan, whose scores were within ten places of each other — a small margin in an eleven-school cross country race. Bickard and Lynch proved key in staying ahead of Wesleyan. Bickard edged out the fourth fastest Wesleyan runner by a mere two seconds and Lynch inched ahead of Wesleyan’s fifth man, beating him by no more than a second. Their times were 28:03 and 28:06 respectively for the five miles. The victory over Wesleyan was reminiscent of last year’s close finish between the two — Hamilton has consistently managed to stay on top in this rivalry.

The Continentals were bested by Bates, however, though the fight was tooth and nail to the very end. In the final results, Grebey (27:58) was beaten by a Bates runner by such a small margin that their times were listed as the same. Bickard also found himself a scant two seconds behind Bates’ fourth man.

This teamwork played a huge role in the Continentals’ race, with the time between Reid and Lynch (Hamilton’s second and fifth fastest distance runners) a very tight 21 seconds, earning the men a seventh place team finish in a very competitive field. Hamilton’s top competitor, Kosgei, was light years ahead of the competition in winning the race with a time of 25:49.

As the men have had their eye on the NCAA national race since the season’s beginning, it was necessary to go to Letchworth State Park on November 14 for Regionals. Though the men will not be going to the national meet this season, they did turn in some impressive performances here. Kosgei averaged 4:56 a mile for a blazing finishing time of 24:40. Bickard came in as Hamilton’s second runner with a time of 26:45 smashing his best times from both his freshman and sophomore years. Close behind was Reid, who also came in under 27 minutes. Teammates Arbruster, Grebey, Cackett and Lynch rounded out the top seven, with the first two smashing their NESCAC times of two weeks prior.

At the 6000 meters long NESCAC Championships, the women also turned in some strong performances, coming out on top over Connecticut College, who beat the Continentals last year by a single point. This was for Grebey ‘12, not the usual Continental front runner Abby King ‘11, who led the pack, finishing well in front of Connecticut College’s top runner with a time of 23:51.

Both runners were joined by teammates Meredith Fitzgerald ’11, Kate Hails ’10, Emily Potter ’12, Eva Hunt ’11, Rachel Cackett ’13, Jessica McBeck ’12, Sara Schenessen ’12 and Chelsea Stone ’10. Like the men, the women’s team kept a close pack with the top five coming in within a minute of each other. This teamwork, coupled with some very close shaves in which Fitzgerald and Potter stayed just ahead of other Connecticut runners, allowed Hamilton to improve on last year’s team performance and come in tenth place at the NESCAC Championships.

Two weeks later at the Regional Championships, the Continentals came back in full force with King back in the running. Here, she ran an impressive 23:16 as Fitzgerald followed, also running a sub-24:00 time. Peter and Grieves followed not long after, joined by Maddy Grueter ’11, and then Hails and Cackett. Once again working together as a team (the gap between Fitzpatrick and Grieves was well under a minute), they finished in the upper crust of all teams in the race with a thirteenth place team finish out of 33.

One point to note is that the Continentals will graduate just two of their runners who raced in the NESCAC and Regional Championships: Hails and Stone are both in their final year at Hamilton. Though they will be sorely missed, a head tent that remains is sure to prove for a yet stronger team next year – after all, when the team’s seventh man, Garrett Armbruster, was dropped in the later part of some other teams’ top runners, it is clear sign that there is potential for improvement. This is a promising outlook for a team that already speeds ahead of many opponents.

Heartbreak For Kosgei II

By James Grebey ‘12

Sports Contributor

Peter Kosgei ’11 was the hands down favorite to defend his title at the NCAA Cross Country Division III National Championships held at Highland Park Golf Course in Cleveland, Ohio, on Nov. 21. Nobody predicted what would actually happen, as Kosgei was yet another victim of the flu, which caused him to give up his lead in the last half-mile of the eight kilometer race and finish in a disappointing forty-third place.

Kosgei qualified for National Championships by winning the NCAA Atlantic regional championships on Nov. 14, setting a course record and picking up his third straight title at that race. Kosgei, who has a total of nine national titles from cross country, indoor and outdoors track, was now poised to give a tenth. It seemed as though it would be a repeat of last year’s race going into the wake of nationals.

Kosgei came down with a mild flu on Tuesday, but didn’t think much of it. “It’s not like I was terribly sick, but I grew worse with time,” said Kosgei.

On the Friday night before the race, Kosgei was feeling fairly sick with a headache and no voice. He took some medicine and woke up the morning of the race feeling fine and ready to go.

When the gun went off to start the race, Kosgei was quickly at the front of the pack. Kosgei began to push the pace to thin out the group of runners. By the second mile, Kosgei was running side by side with Ricky Flynn of Lynchburg College, the eventual winner of the race. The rest of the racers trailed behind the two of them by about 10 meters.

“It looked at that point like it was going to be a race between the two of them for first and we were pretty confident Peter could pull off,” said Will Reid, who was one of a small group of Kosgei’s teammates who made the six hour drive to watch the race. “Any other day I think I would have too.”

The race was business as usual for Kosgei until the fourth mile. “That’s where I usually put the hammer down,” said Kosgei, “but my body couldn’t respond at all. I was weak and couldn’t keep up the pace anymore. So I knew that the flu had decided I wouldn’t get away with it.”

Kosgei changed tactics and tried to put in one last surge up the final hill, hoping the slight downhill finish would let him coast to victory.

Unfortunately, the flu caught up with Kosgei and with it so did Flynn. With less than a half mile to go, the chase pack caught up with Kosgei, who just barely managed to jog across the finish.

“Some people say I wasn’t even trying but the truth is I was “running” as fast as I could,” said Kosgei in response to many claims that he gave up after Flynn passed him.

Kosgei got passed by 42 people and collapsed once he crossed the finish line, unable to walk or speak. He was helped over to the medical tent where he was given aid.

“It was one of the saddest things I’ve ever seen,” said Scott Bickard ’11, another teammate and spectator.

“While we would have loved for him to pull it off, we are proud of his effort and he will come back from this stronger than before,” said men’s cross country coach Brett Hull.

Indeed, Kosgei himself is stronger than before,” said men’s cross country coach Brett Hull.

“Any other day I think I would have too.”

The next thing on Kosgei’s plate is indoor track, for it will take more than this little blemish to keep one of Hamilton’s most storied athletes down.

Kosgei stated, “I still have to talk to coach Hall about indoor season but I would like to take down that world record in the mile and hopefully defend my title come March.”

Hopefully it will be a big season for Kosgei and the rest of the men’s indoor track team.

James Grebey ‘12 travelled with other members of the men’s cross country team to cheer on Kosgei in the NCAA DIII Championship.
**Basketball Storms Through Tournament**

by David Biel ’13

Senior Writer

While the rest of campus headed home to catch some sleep and feast on turkey and stuffing, the men’s basketball team had their hands full with other matters. With high expectations for the Liberty League championship, the Continentals started the season on Nov. 20 at SUNY Institute of Technology, heading into winter break a perfect 5-0.

For next season, I know we all want to achieve more. We need to improve on what we have built over the past few seasons and continue to exceed our prior accomplishments. I personally want to improve my individual skills and to be as successful as possible for the team. I want us to continue working together both during and out of season so we may continue to be a strong program.

For next season, I know we all want to achieve more. We need to improve on what we have built over the past few seasons, and continue to exceed our prior accomplishments. I personally want to improve my individual skills and to be as successful as possible for the team. I want us to continue working together both during and out of season so we may continue to be a strong program.

Hockey Rebounds After Loss in Opener

from Men’s Hockey, page 20

The Continentals kicked off the scoring on a slapshot by BJ Lalonde ’12 from above the far circle.

In the second period, Hamilton continued to build some more momentum. Goaltender Matt Hefferman ’11 made several brilliant saves throughout the period. With 1:37 gone by in the second period, Lorenc took advantage of a cross-checking penalty and found the net on a wrist shot off the preliminary power-play facial. Shortly after, Hamilton took penalties at 16:06 and 16:40, and Utica capitalized by putting a wrist shot by Matt Hefferman through the slot. However, still down a man, Hamilton caught a break when Chiapetta scored a short-handed goal off a turnover. But the Continentals took yet another penalty, and Utica connected with 19 seconds to play in the period. Utica continued to fight hard for the tying goal as they got a few shots off in the first minute of the third period. The third period was 57 seconds without success. At 3:15, Chiapetta had a good chance on a rebound deep in the slot, but it could not make good on it. With time nearly gone in the overtime period, Hefferman made a great save on a one-timer, and Hamilton had a chance for one last counter-attack, but Utica stopped the puck less than a second to go in the overtime period to ensure a tie.

The team has jelled as a unit and has already shown some signs of true brightness early in the season. Despite losing a 6-2 contest at Clinton Arena to open the season on Nov. 20, the Continentals’ scoring was directly in line with their offense’s penchant for some tighter defense. Despite some areas, particularly in taking advantage of a power-play goal, and Tomacek added an empty-netter with 57 seconds to go.

Citrin Bowl. We have some important league games this coming weekend against Norwich and St. Michael’s that will be key to gathering momentum heading into winter break.

Hockey Rebounds After Loss in Opener

from Men’s Hockey, page 20

Senior Spotlight: Chris Lorenc ’10

Role: Team Captain

Position: Forward

Games Played: 74

Goals: 33

Assists: 25

Points: 58

Jersey Number: 20

The following day, the Continentals played a thriller at Clinton Arena to open the season against Trinity. Lorenc started the season on Nov. 20 with a game-high 18 points for the Continentals in scoring, with 15 of 15 and 14 points, respectively.

For next season, I know we all want to achieve more. We need to improve on what we have built over the past few seasons, and continue to exceed our prior accomplishments. I personally want to improve my individual skills and to be as successful as possible for the team. I want us to continue working together both during and out of season so we may continue to be a strong program.

For next season, I know we all want to achieve more. We need to improve on what we have built over the past few seasons, and continue to exceed our prior accomplishments. I personally want to improve my individual skills and to be as successful as possible for the team. I want us to continue working together both during and out of season so we may continue to be a strong program.

Citrus Bowl. We have some important league games this coming weekend against Norwich and St. Michael’s that will be key to gathering momentum heading into winter break.

Hockey Rebounds After Loss in Opener

from Men’s Hockey, page 20

Senior Spotlight: Chris Lorenc ’10

Role: Team Captain

Position: Forward

Games Played: 74

Goals: 33

Assists: 25

Points: 58

Jersey Number: 20

The following day, the Continentals played a thriller at Clinton Arena to open the season against Trinity. Lorenc started the season on Nov. 20 with a game-high 18 points for the Continentals in scoring, with 15 of 15 and 14 points, respectively.

For next season, I know we all want to achieve more. We need to improve on what we have built over the past few seasons, and continue to exceed our prior accomplishments. I personally want to improve my individual skills and to be as successful as possible for the team. I want us to continue working together both during and out of season so we may continue to be a strong program.

For next season, I know we all want to achieve more. We need to improve on what we have built over the past few seasons, and continue to exceed our prior accomplishments. I personally want to improve my individual skills and to be as successful as possible for the team. I want us to continue working together both during and out of season so we may continue to be a strong program.

Citrus Bowl. We have some important league games this coming weekend against Norwich and St. Michael’s that will be key to gathering momentum heading into winter break.

Hockey Rebounds After Loss in Opener

from Men’s Hockey, page 20

Senior Spotlight: Chris Lorenc ’10

Role: Team Captain

Position: Forward

Games Played: 74

Goals: 33

Assists: 25

Points: 58

Jersey Number: 20

The following day, the Continentals played a thriller at Clinton Arena to open the season against Trinity. Lorenc started the season on Nov. 20 with a game-high 18 points for the Continentals in scoring, with 15 of 15 and 14 points, respectively.

For next season, I know we all want to achieve more. We need to improve on what we have built over the past few seasons, and continue to exceed our prior accomplishments. I personally want to improve my individual skills and to be as successful as possible for the team. I want us to continue working together both during and out of season so we may continue to be a strong program.

For next season, I know we all want to achieve more. We need to improve on what we have built over the past few seasons, and continue to exceed our prior accomplishments. I personally want to improve my individual skills and to be as successful as possible for the team. I want us to continue working together both during and out of season so we may continue to be a strong program.

Citrus Bowl. We have some important league games this coming weekend against Norwich and St. Michael’s that will be key to gathering momentum heading into winter break.

Hockey Rebounds After Loss in Opener

from Men’s Hockey, page 20

Senior Spotlight: Chris Lorenc ’10

Role: Team Captain

Position: Forward

Games Played: 74

Goals: 33

Assists: 25

Points: 58

Jersey Number: 20

The following day, the Continentals played a thriller at Clinton Arena to open the season against Trinity. Lorenc started the season on Nov. 20 with a game-high 18 points for the Continentals in scoring, with 15 of 15 and 14 points, respectively.
Overtime Citrus-Tie

by David Meisel '13
Sports Writer

The men’s ice hockey team has put together a riveting 2-1-1 start, already showing their dynamic offense. This year, the Continentals look to improve upon last season’s 9-15-1 campaign, in which the team lost four games in overtime. The team is returning a well-sized group of core players, the team has fought hard during practice and scrimmages, and have gained an edge that will help seal the deal in the future tight matches. The Continentals, having been on the younger side in the past few seasons, return their top four scorers from last season: forwards Chris Lorenc ’10, Joe Buicco ’11, Tom Chia petta ’11, and Harry Biggs ’10.

Captain Buicco says of the team’s offensive strategy that “with the return of our top three lines of forwards coupled with the addition of a few additional forwards, we will be a team with plenty of speed and offensive firepower. We will look to be an aggressive team that possesses the puck often. While the importance of defense cannot be overlooked, we will look to greatly increase our goals scored per game average this year.”

Coach Bazin added that “this year’s Hamilton College team will be a fast, hard working team which can play a puck possession game.”

On defense, they feature a young, talented goalie in Calvin Bartel ’13, one of nine first-year players for the Continentals.

The men’s hockey team was feeling good heading into the 2009 Citrus Bowl versus Utica College, an annual tradition on the Hamilton campus. The game started off as a tight contest, with Hamilton getting some game started off as a tight contest on the Hamilton campus. The College, an annual tradition 2009 Citrus Bowl versus Utica feeling good heading into the The men’s hockey team was Bartel ’13, one of nine first-year team which can play a puck team will be a fast, hard work “this year’s Hamilton College per game average this year.”

After the last football game of the season for the Continentals was over and the team had recorded its second win, one could finally hear the Hamilton College fight song again. The players built a circle in the middle of the field and proudly put their helmets up in the air while singing. The Continentals had just wrapped up their second season in dramatic fashion as they came from behind to beat conference rival Bates College by the score of 24-14. The win marked the end of a five game losing streak and allowed the senior players to go walk off Steuben Field with a victory for the final time.

In the first quarter, Bates intercepted a Dan Peters ’13 pass and returned it to the one yard line. Just one play later, Bates running back Patrick George ’13 powered his way into the end zone to give the Bobcats the early 7-0 lead. The momentum was clearly in the hands of Bates, but the Continentals and Peters responded in impressive fashion with a game-tying 67 yard touchdown catch by Ben Tomaszewski ’10 just a few seconds later.

On Bates’ next drive, Hamilton’s Burke St. John ’11 tackled the Bobcats’ punter for a seven-teen yard loss on fourth down. The play gave the Continentals excellent field position and led to a George Taylor ’11 30-yard field goal which gave the Continentals a 10-7 lead at the start of the second quarter.

The lead would not last for long, however. Upon getting sacked, Peters fumbled and the Bobcats scooped up the loose ball and returned it 57 yards for a touchdown and a 14-10 lead at the half.

During halftime, Continentals Head Coach Stephen Stetson decided that playing Lance Wilson ’11 at quarterback would give the team a much-needed spark. The returns on Coach Stetson’s decision were not immediately felt, however, as the two teams turned the third quarter into a defensive struggle in which no points were scored. In the fourth quarter the effects of the quarterback switch would be felt.

With only nine minutes to go in the game, Wilson executed a drive in which he accounted for every single yard of offense, going 6-9 for 62 yards and a touchdown as well as adding 14 yards rushing. His touchdown pass to Ryan Cray ’12 gave the Continentals a 17-14 lead with five and a half minutes to go. The defense was then called upon to protect the lead and responded by not allowing the Bobcats’ offense to gain a single yard on their next drive, effectively putting the game out of reach. Wilson already led a comeback against Wesleyan earlier the season to give Ham ilton 26-14 win, its first of the season. The quarterback pointed out the defense’s importance in the victory against Bates.

“The defense, of course, was unbelievable,” Wilson said. “It is assuring to know that our offense is going to give us a shot to win every week, that’s why it is so important for our offense to perform well week in and week out.”

Led by captain and DIII All-American linebacker John Lawrence ’10, the Continentals defense held Bates to a meager 147 yards of offense. Will Finan ’10 had an interception and the rest of the unit added nine sacks, including a combined five and a half between St. John and Jim Forrey ’13.

Overall, it was a good evening for a season full of ups and downs. After starting the season 1-1 and winning at home against Wesleyan, hopes were high for a breakout season. But the team could not carry on the momentum for the rest of the season. The Continentals lost their next five. This included two back-to-back shutouts against Colby (0-16) and Williams (0-42). The victory against Bates meant that Continentals finished their season with only two losses for the fourth consecutive season.

“Obviously, anytime you go 2-6, the season has to be a disappointment,” said Wilson. “There were times throughout the year where we looked like the best team in the NEC, and other times we looked like the worst. With that being said, there is not a team anywhere in this league that will say that we don’t play as hard as we can. Next year, we return virtually everyone from this year and believe me, we know what we can and need to do.

Lance Wilson ’11 (left) scramble past two Bates defenders. Jon Higginbotham ’12 (right) defends against a Bates WR.

Football Ends Season With Win for Seniors

by Dylan Walderk '13
Sports Writer

Catching up With Division III All-American Field Hockey Midfielder Erin McNally ’12

Continentals field hockey midfield er Erin McNally ’12 has been selected to the 2009 NCAA DIII All-American third team. McNal ly recorded six goals, including the game winner in the Liberty League semifinal against Skidmore, and six assists for Hamilton in 2009.She finished the season with 19 points. The Spectator talked to her about the achievement, her role on the team and her field hockey background.

How do you feel about the received honor? I feel very honored and fortunate to receive this nomination. It means a lot for our team and for Hamilton and I’m glad to be a part of it.

Why do you think you received the nomination? I think I received this award because of everyone on my team. Each player is a unique asset and we all play for each other and the improvement of the field hockey program. If I were not for my team and everyone’s hard work, I do not think that I would have received this award this year.

Is this your first award you received during your time at Hamilton? Last year I received the Rookie of the Year award for the Liberty League. Both honors have been much appreciated and continue to serve as motivation for the future.

How did you come to play field hockey? I began playing field hockey in sixth grade because of my older sister. I played on my high school’s freshman team see McNally, page 19