

FRANKLY SPEAKING

Olin's unofficial,
student-run news
source.

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FREE, AS IN BEER

Boston Incident Reactions

Slater Victoroff
Contributor

“Boston bombings represent a sorrowful scene of what happens everyday in Syria. Do accept our condolences.” The bombings in the Boston marathon were a tragedy, and I truly wish that those few that were killed or injured in the explosion hadn't been. I don't mean to trivialize the pain and suffering that these events have put people through, but I think there's some important context to be considered here.

The day after the picture of Syrian rebels was posted,

Elizabeth Doyle
Contributor

The recent incidents in Boston were unexpected and horrific. While I do not like the events that transpired, I think they provide a lot to think about and reflect on and a lot to be thankful for. The emergency personnel were incredible. So many injured victims needed emergency surgery and the like, and, this all happened amazingly smoothly under the circumstances. In such situa-

a group of Bostonians got together and replied with a sign saying “Friends of Syria, we too hope for the safety of your families and for peace.” For citizens of a war-torn country terrorizing its own people, the false empathy of suburban white-collar Bostonians is a cruel joke.

I was a few blocks from the explosions and was evacuated from the T. Walking around the police blockade was a serious annoyance, but that was it. No buildings came down, my life wasn't in danger, and I was pretty sure everything would be wrapped up in less than a

week. week. tions, we look at the victims and their families and empathize with them. It is easy to forget about the effects on everyone involved — the first responders, these nearby in the crowd, the hospital workers. The impact of such events reach much farther than those we think of first.

These recent events also offer us something else. They offer us a way to see what people in other parts of the world experience on a daily basis. There was a helpme about a backpack left on the

week.

The bombing is a tragedy, but we should never forget that this is a tiny blip on the radar for us. Not counting the cost of the manhunt, or the hours worked by law enforcement, shutting down Boston for a day cost \$333 million according to Bloomberg, enough to buy a few south pacific nations for a year. We are very lucky to live in a country with enough prosperity that we can spend that kind of money on public safety without hesitation.

In the face of tragedy one should never forget to count their blessings.

wall near the CC. Imagine if every time you stepped outside you did not know if you would run into a IED, if you would get shot accidentally, etc. For us near Boston, the outward effects were relatively short lived. The mental and emotional affects are still there for many (and will be for a long time), but outwardly, things have returned to normal. I hope that this glimpse of how so many people live motivates us to help those who face such situations year round.

Mitch Cieminski

Contributor

If there's one thing that the Boston Bombings show us, it's that terrorism 'works.' The bombings and subsequent events successfully shut down a metropolitan area off and on for a week, and the most terrorizing thing about it was just not knowing what was going on. 'Who would do this?,'

Chani Martin

Contributor

Last week's events were admittedly exciting, and I enjoyed my sleepless night listening to the police scanner and pushing off my MechSolids exam. However, I can't say I agree with overdramatization of the deaths during the marathon and the threat posed by the young Chechnyan. Events like this feed into the completely unrealistic and widely popularized fear of terrorism, and the media's misportrayal of the threat of terrorism feeds into the misappropriation of re-

'Why the marathon?', and 'Where are the perpetrators?' were some of the most common questions that I heard, everywhere from the front pages of news sites to the dining hall to conversations with my parents. That's why some friends and I decided that we would put together a 'situation room'; if a lack of information was scary, then getting information would be comforting. Many questions

sources and support (see: Patriot Act). I would also argue that the media completely fails to give fair attention to the continuous recreation of the threat of terrorism, even that which we have been inflicting upon Iraqi children. Children who, I should note, do not have nice, clean hospitals to get shuttled off to.

Pardon my insensitivity, but if we are going to have "moments of silence" for those affected in the marathon bombing, should we not also honor the 27 victims from last week's Baghdad coffee shop bombing? The government's complete

still remain unanswered, but now that there is a suspect in custody, people are more comfortable. We've been offered one answer to one of the questions ('who?'), and now it's just up to the courts to decide if it's the right one. If we process the suspect in a systematic and orderly way, we can fight terrorism the best way that we can: by learning what happened and eliminating our fear.

overreaction to the events and their inefficient removal of the boy's threat only strengthen my belief that we should move to a far more decentralized government. From a purely economic standpoint, shutting down production in a city that outputs roughly \$1 billion per day is a step too far.

Candlelight Vigil

Please join BOCA in remembering those lost and those otherwise affected by the recent tragedies in Boston and Texas on Wednesday, May 1st, 7:00pm at Glavin Chapel.

A Wikipedia Introduction to the Patriot Act

"The USA PATRIOT Act of 2001 was signed into law by President George W. Bush on October 26, 2001. The title of the act is an acronym (USA PATRIOT) that stands for Uniting (and) Strengthening America (by) Providing Appropriate Tools Required (to) Intercept (and) Obstruct Terrorism Act of 2001.

The act, as a response to the terrorist attacks of September 11th, significantly reduced restrictions in law enforcement agencies' gathering of intelligence within the United States; expanded the Secretary of the Treasury's authority to regulate financial transactions, and broadened the discretion of law enforcement and

immigration authorities in detaining and deporting immigrants suspected of terrorism-related acts. The act also expanded the definition of terrorism to include domestic terrorism, thus enlarging the number of activities to which the USA PATRIOT Act's expanded law enforcement powers can be applied." ~Wikipedia

Oliners After Graduation

Where Do They Go After Olin? Self-Reported Statistics

The “Top Employers” and “Top Graduate Schools” tables are from the PGP website, <http://www.olin.edu/pgp>. They represent data collected from surveys and in person by the Office of Post Graduate Planning up to March 19, 2013.

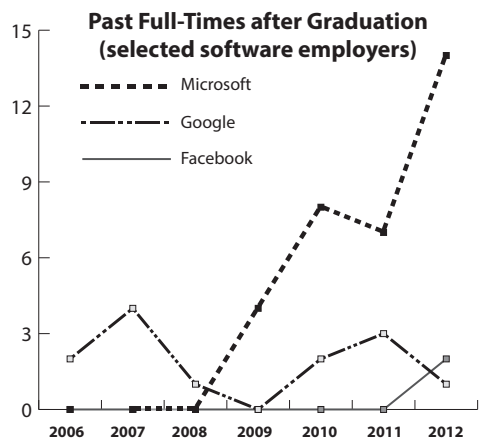
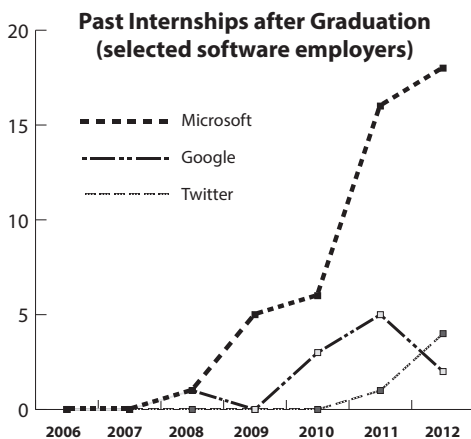
Top Graduate Schools (All Olin Graduates)

Harvard University	20
MIT	17
Carnegie Mellon University	13
Babson College	11
Stanford University	10
Cornell University	8
University of Washington	6
University of California Berkeley	5
Virginia Tech	4
University of California Santa Barbara	4
University of Illinois Urbana-Champaign	4
Worcester Polytechnic Institute	4

Top Employers (All Olin Graduates)

Microsoft	42
athenahealth	13
Google	13
Rockwell Automation	8
Navy	7
Boeing	6
Pocket Gems	6
Raytheon/Raytheon BBN	6
Twitter	6
Energy Solutions	5
Synapse Product Development	5
Akamai	4
Facebook	4
Intuit	4
National Instruments	4
Pivotal	4

The “Past Full-Times after Graduation” and “Past Internships after Graduation” graphs are self-reported data from informal surveys conducted by alumni who work at Microsoft, Google, Twitter, and Facebook.



Honor Board MadLibs

Cases before the Honor Board are wide and varied. They range from personal differences to academic dishonesty to misuse of public materials. Above all, the Honor Board is a place for Olin Community members to work out their differences safely and confidentially. Fill in the blanks below to create your own Honor Board case.

If your results are particularly amusing, feel free to send them to hbmadlibs@gmail.com for possible future publication.

Fighting fire with _____ (noun): Cooling off a _____ (adjective) situation

The Olin Fire Arts _____ (noun) has always been an _____ (adjective)-filled organization, with _____ (adjective) _____ (kitchenware), _____ (ad-

jective) _____ (exercise equipment) and _____ (adjective) _____ (hawaiian food). Early in OFAC's history, Olin's safety _____ (profession) decided that _____ (noun)-breathing was too _____ (adjective) for our fair campus, and OFAC was asked to refrain from doing so while _____ (verb).

Donald, an experienced fire-_____ (profession), thought after a semester that the administration's _____ (emotion) had died down, and _____ (adverb) breathed _____ (noun) at a _____ (type of performance). An Olin staff member saw and confronted Donald, who said he was actually _____ (verb, present tense), which is easily confused with fire breathing.

Because of this, the continued existence of OFAC

was in _____ (TV game show). To protect OFAC, Donald chose to _____ (body part) the blame personally, so he turned himself in to the Honor Board. Donald was _____ (verb, past tense) against future fire-breathing, then _____ (adverb) asked to write a _____ (noun) of apology to the staff member he had misled.

This is loosely based on a real case, in which a student broke the school's ban on fire-breathing at an OFAC event and subsequently reported himself to the Honor Board. It raises issues about club versus individual responsibility and the communication of new school policies. You can see both the case and its conclusion at honorboard.olin.edu in the abstracts section.

Written by Ilana Walder-Biesanz

Extremely Accurate and Serious Horoscopes

Aries (March 21 – April 19): You have a future in the news. With the news.

Taurus (April 20 – May 20): The soul is a squeegee. Yours is dry and crisp.

Gemini (May 21 – June 20): Follow the road with fewer tracks when you're looking for peace. Follow the crowds when looking for a party.

Cancer (June 21 – July 22): Life is like an adventure novel, just longer.

Leo (July 23 – Aug. 22): The next few weeks will

require much racing. Trust not the flower, for the thorn is sharp and deadly.

Virgo (Aug. 23 – Sept. 22): The spotted hide is not always a leopard.

Sometimes it is a ladybug.
Libra (Sept. 23 – Oct. 22): Rock those footies.

Your pajamas are sexy.
Scorpio (Oct. 23 – Nov. 21): Ever been to Atlanta?

If you go, I recommend the Coca-Cola factory.

Sagittarius (Nov. 22 – Dec. 21): Pull out the razzle dazzle. You will meet

a big shot at Expo and you'll want to look freakin' awesome.

Capricorn (Dec. 22 – Jan. 19): It's okay!

Aquarius (Jan. 20 – Feb. 18): Treat your projects like the spoiled rotten princesses they are.

Feed 'em, flatter 'em, give 'em all your time and energy and then, you know, behead 'em.

Pisces (Feb. 19 – March 20): Everyone feels empty sometimes. Never fear! You can find your Nemo!

We Need You to Build Olin

Graham Hooton
Editor

It should take twice Olin's population to achieve everything that we manage to accomplish in a year. Somehow, astoundingly, despite our limited size and the vastness of our collective responsibilities, the Olin community manages time and time again to successfully coordinate and run our programs, organizations, think-tanks, and events, all the while continuing to invent, discover, and thrive. Our campus teems with activity and our establishment thrums with diligence, the happy product of our collective vision for a prosperous Olin. Working together, giving of our time, effort, insight, wisdom, enthusiasm, and energy, we keep our College advancing along its exceptional trajectory.

We find the bandwidth to make it work, because it's important. Somebody has to take on these jobs, and in our little bubble, there is only us. Our staff departments, which are responsible for the same variety of assignments handled by departments at other institutions, are a fraction of the size. Our faculty members stretch the limits of their credit-hours to offer the curriculum that was promised to the students in addition to representing our college to the outside world, conducting new employee searches, and participating in community events. We have to stretch ourselves thin:

At Olin, there simply aren't enough pigeons for each hole.

And yet, we shoulder the exigencies of our institution with *élan*. If we complain at all, it is to wish that we had more time rather than fewer responsibilities. It is in our nature to take on many roles – to fill the gaps in our agendas and the back-burners of our minds. And thanks to the sum of our combined efforts, Olin College rumbles on.



It is with pleasure that I declare that my role of 'Build Day Architect' was one of my favorite hats to wear this semester. Though it is a brand new venture this year, Build Day is grounded in the consciousness of our entire community; in the consensus that we wanted to do something pronounced – to make plain our commitment to the college. Our dedicated team of Architects labored tirelessly to orchestrate the event. A dozen Idea Champions worked with their teams to detail precisely what would need to get done before the day, on the day, and after the day in order to consider their projects successful, and then they did it. Members of our administration have facilitat-

ed these endeavors. Numerous members of our community have stepped forward to organize Wildcard projects to boost participation on the day itself. Now that Build Day is almost here, I will spell out the ways in which all members of our community will be able to participate in the event.

I'm talking to you!

First of all: Go! Grab a tee shirt. Stop by the many booths and tables and activities that have been organized to engage you and all other members of our community during Build Day. Check our schedule for more details.

Next: Spend some time with an established team! Their work until now has been to prepare for this day, and now they need volunteers to Build from their semester's blueprints. They've arranged everything. They just need your hands and minds and memories and stomachs.

Finally: Get inspired! See what marvelous things your fellow students, staff, and faculty have done for our College, and consider taking on one of these important roles next semester. You could join the Architect team in making Build Day Two happen, improved on our first! Or you could think about projects you want to see Built, and then get yourself a team. Remember: Somebody has to take on these jobs. For the good of our College, it may as well be you.

FRANKLY INTERVIEW: OSCAR MUR-MIRANDA

A Candid Conversation with José Oscar Mur-Miranda about radical curricular changes, feeling foreign, and designing electrical systems for the developing world.

I accidentally scheduled Oscar's interview for a holiday, but characteristically, he was already planning to be on campus. He wore his usual easy grin and silk tie.

A native of both Spain and Puerto Rico, Oscar came, as he describes it, "home" to Boston in 1990. He earned his degrees at MIT, then came to Olin in 2005. At Olin, Oscar teaches Electrical Engineering, Design, and International Development.

FRANKLY: Can you define your teaching philosophy?

MUR-MIRANDA: I think part of it is the idea that I never thought of myself as a teacher. I'm learning with you. When I teach, all that I'm

doing is presenting to you something that I find cool. I feel more like I'm engaging you like I would engage a friend, like, "Oh, check out this cool thing." Not so much as, "You need to learn that." I don't know if that's a teaching philosophy, but it's the way I operate.

FRANKLY: You grew up both in Spain and in Puerto Rico—what was that like?

MUR-MIRANDA: I was long enough in Barcelona that when I came to Puerto Rico, I wasn't a Puerto Rican anymore. And then I was long enough in Puerto Rico that I was not a Spaniard anymore. And then when 17 came, I came here. Ironically, if there was a home for me, that

would have been MIT.

When I graduated, I knew that socially speaking, the place that I'm most comfortable is Barcelona. Unfortunately, I found that I wasn't going to be able to use my degrees, my engineering, my knowledge, in the way I wanted. Ultimately, I decided that I wanted to do state-of-the-art research—that I wanted to change the world more quickly and directly, and that the best place to do so would be here in Boston.

That's another long conversation: to what extent do you adapt to a place, and to what extent do you say, "This is who I am and it's different." I have to be very conscious of that. Even little



Photos by Mike Maloney

"Let's flip it around. Let's have projects and we teach around them."

"We have to engage students at a deeper level than just their brains."

"Why does this matter? I need to make that connection."

things like the way I dress.

Of course I know I'm dressy, but that's who I am. But it has an impact. I think some people might take it in a different way. Some people might say, "Oh, he's Puerto Rican, that's what Latin people do, they dress up." Some people might think, "Oh, he's a rich guy." That would be wrong, but some people might say that. Some people might say, "Oh, he's just snobbish and vain." I don't think I'm that way. I'm just naturally beautiful [laughs and shakes head]. I've gone back and forth on many things, and it's a little bit of adjusting who you are to your environment, if that makes any sense.

FRANKLY: What brought you to Olin?

MUR-MIRANDA: I graduated in 2003. I was one year in Spain, one year in Puerto Rico, and I decided that I really missed MIT. So one summer, I just up and left. I showed up in my advisor's office at MIT and I asked him what I should I do. He was insistent. He said, "You have to be a teacher." And I said, "How do I go about that?" He mentioned, "Well, you know, there's this school. They're loaded." That was his description of Olin.

I looked at the website and sure enough, Diana Dabby, my undergrad thesis advisor, was here. I emailed her, and the rest was history.

FRANKLY: What was it about Olin that you liked?

MUR-MIRANDA: I like the world of possibilities that this place has. The fact that it has a mission that is larger than life.

Changing engineering education is a large mission, but I believe in having missions that push you to your limit.

FRANKLY: Do you think that you, in your work here, personally contribute to changing engineering education?

MUR-MIRANDA: I like a term Rick uses: he says that some of us are "education engineers," because we are experimenting with students all the time. I find myself very much in that camp, because I always have to think of how can I give my students a different experience. I think that's not unique about me. I think all the faculty here are very much devoted to that.

FRANKLY: Do you write new problem sets and material and lectures for every class?

MUR-MIRANDA: I think that something that Olin and you particularly, you guys [students] push me – which I think is a good thing – is to make really relevant problems.

I look at the books that I learned from, and I see a lot of problems that are, "Assume this system," and "Find transfer functions, find solutions."

I don't think I could stand in front of you and tell you, "assume a system." Immediately, the reaction would be, "Why do I care?" And I think that that's a good thing. That means I have to change all of my problems: where do I see an application of this in the real world? Why does this matter? I need to make that connection. I needed to make it real.

FRANKLY: Can you tell me about your research?

MUR-MIRANDA: I started designing a MEMS [micro-electrical mechanical systems] lab. However, I realized that if I do something that is too obscure and abstract, then I don't get students to help me.

Wireless power transfer is a natural outgrowth of my energy harvesting research on a more macro scale. I think it is very accessible; you only need a little bit of wire. It is sufficiently revolutionary. It is important, accessible, and meaningful. As I told you, it has to have meaning.

I still struggle a bit with wireless power transfer because the number one application is to charge your cell phone. It's not what gets me up in the morning.

Some other applications are having medical devices, like on artificial hearts, artificial retinas, things inside the human body. You really don't want cables sticking out. That at least wakes me up and makes me toss and turn a little bit.

But the other big part of my research, I guess formally I can say now that I have funding, is the whole development thing. I think– I wouldn't be doing it if I didn't think this – that that's what we should be doing at Olin. It is the golden ticket. It really forces you to design in other contexts, in other cultures, really pay attention to human needs. The only other engineering that people would love more would be something for puppies. It's just the most attractive thing because it has meaning.

And I think that that's
Continued on next page...

very important because if we're going to change engineering education, we have to engage students at a deeper level than just their brains. We have to engage them on an emotional level. And now, because we've gotten this huge grant, we're moving in the direction of that getting recognized: development engineering. It's a new ball game: how do you design things with people's needs in mind, and with constrained situations and all that?

FRANKLY: Do you engage students outside of ADE in development through research?

MUR-MIRANDA: Yes. There has got to be something that we can do with electrical engineering that can help people in developing countries.

There are very important electrical engineering applications. Light is life and death. If you could use electrical engineering to clean up water, or make medical diagnoses, that's life and death. There are little nuggets of places where you have electrical engineering creeping into developing countries.

I want to explore that. I think we're taking the initial steps, using microcontrollers. We have POE here and it's something that students here can get engaged with. And they would be excited to do "POE for development." That would be an exciting notion.

FRANKLY: If you could change Olin, what would you do?

MUR-MIRANDA: I would be far more radical about the curriculum. When Olin was founded, it was really radical, and I think we've cut back from there. I understand the rea-

sons why. But I would be far more in the other extreme of saying, for example... I never saw ABET accreditation as 'we have to get accredited'. I think ABET knew who we were. We are the innovation in engineering education school that's getting built from scratch, doing all these crazy experiments. ABET was probably paying close attention to us in order to learn what could be done in this environment. When they came, they loved us. And they did because of who we are, not because we had binders and binders full of classes.

I would cut the curriculum in half. We'd go through every major. Instead of five core courses for ME and ECE, two and a half. That's all you have. The rest, I think I would grow more projects, research, self-directed things. Let's not inject projects into courses. Let's flip it around. Let's have projects and we teach around them.

I would definitely change—and I know this is even stickier — but I really want this place to be more diverse. I don't think we can say with a straight face that we're the future of engineering education if we don't have a diverse population. We are moving tiny steps with our future work with University of El Paso, but we could do it ourselves.

FRANKLY: What's your favorite thing about being at Olin?

MUR-MIRANDA: You guys [students]. And my colleagues.

I love the passion. Even when we have faculty or student discussions and angst, and "no, the curriculum, we

should teach this way, we should teach the other way," Believe it or not, this is me, the Latin person from the outside saying, "wow, you people are very dramatic about these things."

But I love that. Because it actually means people profoundly care. I want that discussion to happen. It's like a democracy. You have life.

FRANKLY: Is there anything else that you'd like to talk about?

MUR-MIRANDA: My number one plea: it's the imposter syndrome. I thought that the only reason I got good grades and I was able to succeed was that I'm not naturally intelligent; I'm just a really hard worker. You know what? It's not true. There is nobody that's just so naturally intelligent that they don't have to work. We all feel that way. But I really would like for Olin students to know the potential that each and every one of you has. That I'm in awe of all of you. That I am amazed. That I admire all of you. That I think all the faculty do.

The experience of being at Olin should be a happy thing, and should reinforce all the possibilities of what you guys can do. You need to understand that you make us better because you're here. Not the other way around. You don't have to prove to us that you deserve to be an Olin student. We have to prove that we're worthy of teaching you.

This interview has been cut to fit the space. Find the full interview online at franklyspeakingnews.com.

Kelsey Breseman
Editor-in-Chief



The Duchess

The Dominatrix

I'm in the library and a staff member downstairs is having a very loud and long conversation via speaker phone. I don't want to interrupt her call, I don't know who she is (so I can't email) and I'm shy. What should I do?
—Tryin Ta Study

When visiting a dungeon, there are usually a set of rules enforced by dungeon monitors (DMs) to ensure that everyone has a fun and safe experience. If someone else is uncomfortable with something else going on and wants to avoid confrontation, they can ask a DM to go talk to the offending party. Since you are shy, maybe see if you can get an outgoing friend to go downstairs and ask them to close their door, or even email all the offices at once and explain in a very polite email that the sound carries upstairs. You might even avoid overhearing future loud phone conversations if everyone is aware of other people in the vicinity.
— Captain Dominatrix

You have two options: head downstairs and play charades through the window of her office, or wait until the phone call is over and talk to her. The latter

will probably be more effective. Express sympathy – “I know PGP recently moved offices and that the acoustics of the library are less than ideal” – before asking if, for the sake of those studying in the library, she could hold speakerphone conversations in one of the MH2 or MH3 conference rooms.
—Duchess of Department

A lot of my friends are graduating in a few weeks and I'm really going to miss them! How can we keep in touch?
— Missin' Them Mindy

Honestly, short of keeping them chained in your basement, there's no way to guarantee that you will keep in touch with all the awesome people who are graduating. Pen pals are fun; snail mail in this day and age is a slow, but unique way of keeping in touch.
— Captain Dominatrix

While I prefer writing letters (with a fountain pen, on 100% cotton paper, sealed with wax) to just about any other form of communication, modern technology provides you with a lot of options. Schedule a fortnightly Skype (or phone

or Google+) conversation with your close friends. Also encourage them to come visit Olin for big events (alumni weekends, commencement, et cetera). It requires effort to stay in touch with long-distance friends, but it is definitely worthwhile.
— Duchess of Department

Have you ever been in bed with someone and they didn't notice you were in bed with them the entire night? What do you do in the morning?
— Bedfellows

When I'm in bed with people, they know.
— Captain Dominatrix

You could have ended the question after the first eight words, and my answer would still be “no.”
— Duchess of Department

Why does the MH3 men's restroom have one short urinal and no others?
— Gotta-go Gary

I have no idea.
— Captain Dominatrix & Dutchess of Department

Write to our columnists by sending a scan of your question via one of the campus printers to fscolumn@gmail.com.

Why Do Our Leaders Lead?

Lyra Silverwolf

Editor

I am currently the Project Manager of the Olin Robotic Sailing team (ORS). However, in choosing my successor for next year, I had to ask myself: Why does anyone lead a large design team? What do the leaders get out of leading, and moreover, what do the participants get out of participating? I set out on a mission to interview leaders from the other project teams, REVO, HPV and Baja, to get a feel for their team cultures and their motivations behind leading these teams.

To start off, I discovered that almost 100 Oliners (nearly 1/3 of the school) are involved in large competition teams here at Olin. There are 25 students each on both Baja and ORS, 20 on HPV, and 30 on REVO. Additionally, all of the leaders cited single digit attrition rates for the period of time after the first two weeks of school, indicating that people are generally inclined to stay on a given large competition team once they've joined it.

After I understood the basic the structure of each organization, I delved into their cultures. Clearly the culture of a design team is fundamentally related with why people remain committed, and I was eager to discover what sorts of cultures the other teams had and how they differed from what I'm familiar with. In ORS, the culture is very much focused

on the novelty of building a transatlantic vessel and working on an integrated robotics project. Many of us are or have become friends outside of the club, but we mainly come together just to work on the project. We're not really a friend group, we don't have parties, and we haven't even ordered pizza this year, but we do have an interest in robotics, sailing, or both.

Nick Ostrom, the project manager of REVO, told me that he thinks people on his team "just come together because they enjoy... having something that's their own to work on... [and] a sense of ownership over what they are doing."

As a result of REVO's tiny (3-4 people) sub-team size, each sub-team has its own small project to work on and each person has a significant role to play.

In Baja, on the other hand, project manager Tim Raymond told me, "Most people on Baja become pretty good friends outside [the

club]" and "people get their friends involved." He says that Baja has "frequent drive days" and they even have the semi-annual Baja party, which happens at the end of every semester. While sometimes they "just have to get things done," for the most part, he says, "It's just fun."

Finally, Dan Kearney, the project manager of HPV, told me, "The group is pretty relaxed in general" and team members "trust each other." He also told me that the team has the whole "hippie thing going on and hippies are never really that uptight," so people generally enjoy working on the HPV team.

Finally, I asked each of the project managers what their motivation was behind leading their teams.

To me, I think that one of the biggest benefits of leading ORS has been getting to see the project from the top down and understand how many things have to be in place for a large design team to function properly. The leadership teams not only or-

WEEKLY MEETINGS?

Baja (rewarding, chaotic, impactful)

one general meeting and one meeting per sub-team per week

HPV (bikes, bikes, bikes)

one design meeting and one work time/machining meeting for whole team per week

REVO (educational, cooperative, facilitating)

one general meeting and one meeting per sub-team per week

ORS (unusual, ambitious, exciting)

one general meeting

ganize meetings and do long-term system integration, but they also have to interface with outside guests, monitor finances, fundraise, coordinate testing (which for ORS in particular is a non-trivial task), and maintain relations with the college. As the project manager of ORS, I've learned a lot about how Olin finances work and how to coordinate a large number of things at once. I've also gotten to see the system come together in a unique way, because I'm familiar with all of the subsystems involved.

When asked about his motivation, Raymond said that he loves "teaching people or bringing people up-to-speed" on the project. He also really likes to "see the overall direction of the team," and he views Baja as a "good opportunity to make

a positive impact on the school." For him it's about getting people excited about the project and teaching them skills that they may not have otherwise acquired. He even told me that he's "learned more doing four years of Baja than all four years of [his] classes, by far."

Kearney similarly enjoyed mentoring people, but said that his "favorite thing about being lead is having a very clear vision of what's going on" with the team and "understanding the team very well." As the project manager, he knows who is doing what, and is aware of the overall status of the whole project at any given time.

Ostrom, on the other hand, said that the bottom line for him was that he wants "to see more and more people get involved with the

[electric vehicle] industry" and he thinks that the team is "beneficial to [team members] and to a global perspective." His primary motivation behind leading this new team is to share the knowledge he's gained working with electric vehicles.

Through the interviews I had with Raymond, Kearney, and Ostrom, I learned a lot about what it takes to maintain a large project team as well as what it takes to lead one. All were excited by their roles, and all of them would definitely do it all over again if they had the option. Each of these organizations has its own core group of people and its own culture, but when it comes down to it, the same things motivate us to lead large project teams: a sense of vision and a passion for teaching others.

A Puzzle by Midnight Math

The passel of math students from the first ever Midnight Math puzzle again find themselves held captive by that rascally hyper-intelligent, pan-dimensional being.

This time they are each held in separate cells and each day, one is chosen at random to come to a special room to work on a generalized integral transform problem (each selection is completely independent of any of the previous choices).

Fun as this sounds, they can only leave once

each of them has had a whack at the problem, and if any of them approach their captor before then, they will all be held forever. However, if just one of them approaches their captor once each of them has had a whack at the problem, all will go free.

The only way they can communicate is through the light in the math room: they can choose to leave it on or off. Before the they are confined to this fate, they are held in an antechamber before being ushered to their cells. In

this time, they come up with a plan so that at least one of them will know when they have all banged their heads against the problem. What is a possible plan? And (optionally and a bit more tricky), given your plan, what is the expected number of days before they go free?

Send your solutions (with proof) to midnight.math@outlook.com. Correct proofs earn you a mention here, next issue.

*Correct answer to last month's puzzle:
Arash Ushani*

Editor in Chief Announced

Kelsey Breseman

Editor-in-Chief

For real this time! I hope you enjoyed our April 1st article last month, introducing Nick Tatar as Editor in Chief.

Although we at Frankly Speaking appreciate Tatar's good humor in nodding along to last month's April Fool's Day article falsely instating him to the role of Editor in Chief, Frankly Speaking remains unofficial, unaffiliated, and quintessentially student-run.

As I will be graduating in less than a month, I am very pleased to announce that Lyra Silverwolf will be taking over my role as editor in chief starting this September.

Lyra has been project manager of Olin Robotic Sailing Team for this past year, so she brings a lot of leadership and management experience to the team (see her article "Why Do Our Leaders Lead?" in this month's issue on what motivates team leaders). She has been an avid reader of Frankly Speaking throughout her

time at Olin, and is excited to take on the role.

Though I am sad to leave the paper, I am glad to leave it in her good hands.

However, Frankly Speaking's search hasn't ended yet. The paper isn't possible each month without the help of our editors, writers, and contributors. Lyra needs your help to keep Frankly Speaking running!

We have several seniors who work on the paper graduating this month, including myself (editor, 1 year; EIC, 2 years), Kendall Pletcher (editor, 2 years), and our esteemed Duchess of Department (columnist, 1 year). Many thanks to them for all of their hard work!

Here's who we need:

Editor - reads, edits articles, helps with layout. Must be able to spell and edit.

Layout editor - uses InDesign to lay out paper. Must be willing to learn InDesign.

Website manager - keeps FS's website up to date. Kai Austin will be re-vamping the website this summer if anyone would like to join



him.

Business manager - FS sells ad space and sometimes gets emails about it! Respond to ad requests and ask local businesses to sponsor FS with food!

Staff Illustrator - sometimes we have these awkward spaces and they have to be filled with drawings. Can you draw things at the drop of a hat? Be staff illustrator!

Contributor - the bread-and-butter of the paper. Everyone is a contributor! Submit articles to:

submit@franklyspeakingnews.com

Want to write for Frankly Speaking?

Send us your articles at

SUBMIT@FRANKLYSPEAKINGNEWS.COM

Write to the columnists

FSCOLUMN@GMAIL.COM

Or check out the website at

[HTTP://FRANKLYSPEAKINGNEWS.COM](http://FRANKLYSPEAKINGNEWS.COM)

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Editor-in-Chief: Kelsey Breseman

Editors: Kendall Pletcher, Kai Austin, Abe Kim, Graham Hooton, Lyra Silverwolf

Staff Writers: Columnists

Contributors: Slater Victoroff, Elizabeth Doyle, Mitch Cieminski, Chani Martin, Ilana Walder-Biesanz, Ian Hoover

Special thanks to Michael Maloney, José Oscar Mur-Miranda, Adriana Garties, and Jessica Bethune!