

The background image shows an art studio. In the foreground, a nude person is lying on their back, viewed from behind, with a tattoo of a plant on their upper back. In the background, a woman is standing and looking at a large sheet of paper. The studio has a wooden door, shelves with various items, and a colorful abstract painting on the wall.

the  
fp



APR. 10, 2017  
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THE FREE PRESS  
92 BEDFORD STREET,  
PORTLAND, MAINE 04101  
(207) 780-4084  
www.usmfreepress.org

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**Photo Illustration:** Bradford Spurr / Multimedia Editor

# LETTER FROM THE EDITOR

## Free Press update

*Changes to come and things to look out for*



Lucille Siegler / Business Manager

Some of the Free Press team members pose with their apple awards from their NYC trip in early March. **From left to right:** Mary Aldrich, Orkhan Nadirli, Sarah Tewksbury, Krysteana Scribner, Johnna Ossie, Hannah Lyon, Dionne Smith.

### Krysteana Scribner Editor-in-chief

Welcome back from Spring break, everyone! It has been a while since we've published, so I wanted to let you know, as our readers, what we've been up to and what changes are soon to come. As always, we are working hard to put together content that appropriately reflects the news of the USM community and beyond. We love what we do, so if you don't, let us know! We're always open to feedback, because as student journalists and content creators, we always want to strive to be our best selves.

We have officially chosen our new Editor-in-chief, who will take on the position starting in the Fall of 2017. I will still be around, helping in niches where I'm needed most, such as selling ads or taking photographs. I want to leave the Free Press in a position where the students who are here, without me as the Editor-in-chief, feel comfortable knowing that the transition will go smoothly. While I won't have a super strong role next semester, I'm excited to see how the Free Press continues to change overtime. It wasn't long ago that I was starting my journey here and it's easy to

forget how quickly time passes us by.

We have a lot of great things coming up! Keep an eye out for our activity on social media. We recently recorded every Free Press staff member speaking about their experience at the Free Press, for an "About Us" video that we plan to put on your YouTube account. We've always wanted to express how much this student organization means to us, so we hope that by leaving this small legacy, you too can see just why we love working for the student paper.

We're also initiating another video project, where Professors read their reviews from the popular site "Rate my Professor" on tape. Kind of like celebrities reading mean tweets, but funnier. We want to see a comedical side to our faculty and staff, so pursuing this idea gives us the chance to work on our editing skills, and give you another product on a different platform for media consumption. All of these projects are being spearheaded by our wonderful Web Editor, Kelly Scrima, who has been working hard to boost our online presence.

The new Editor-in-chief to come on board next semester, Sarah Tewksbury, has a lot of ambition and drive. While she has only been at the Free Press for two semesters, her determination to put

out exceptional work has been something to look up to. She always comes to meetings prepared with ideas and offers fresh ways to tackle stories. Her hard work has been obvious to us and we cannot express how excited we are to have her on the team. Congratulations, Sarah!

If you're interested in learning about the changes to come, check out our Facebook for future updates. There will be alterations in our design, section content, website presence and so much more over the course of the next year. You can also email sarah, if you'd like, at [sarah@usmfreepress.org](mailto:sarah@usmfreepress.org).

Until my time is up at the end of this semester, I'll keep training her and hoping that she feels comfortable with the new role - and if you, the reader, want to join the team, it's never too late in the semester! Email [editor@usmfreepress.org](mailto:editor@usmfreepress.org) and we can talk about your interest for this semester or next.

Thanks again for reading this issue, we hope you find the varied content interesting and eye-opening!

FP





Krysteana Scribner / Editor-in-chief

Left: Audience member Mariana Angelo stood up and accused the senate of not properly following up on “innappropriate comments” made by Senate Chair, Liam Ginn last week. Right: After Angelo accused Muna Adan, Vice Chair, of enabeling Ginn’s behavior, the meeting became chaotic, and USM police had to intervene outside of Payson Smith Hall.

# Students demand senate chair Liam Ginn resign

## Three violation inquiry committees currently investigating alleged violations

**Julie Pike**  
Free Press Staff

For most of the student senate meeting on Friday, April 7, business ran as usual. There were guest speakers present, various campus committees that spoke about their projects and discussions about budgets.

However, throughout the meeting a group of roughly 15 students gathered in the back corner of the lecture hall in Payson Smith.

At the point where concerns were allowed to be brought forward, several students began to speak. They were directing their comments toward Student Senate Chair Liam Ginn.

Ginn was accused of making an Islamophobic comment to a Muslim student.

Iris SanGiovanni, a senior political science major, began the discussion.

“You told a young muslim woman that she could not be a feminist because of the hijab that she wears,” SanGiovanni said. “You consider yourself an ally to the Muslim community, yet you talk to an individual student in such a way.”

In her statement, SanGiovanni brought up other instances when Ginn allegedly discriminated against the same Muslim student.

“The very weekend that comment was made,” she began, “there was a policy created that the Student Senate Office would only be used as a place of business, and

that this same student that you directed those words would not allowed in there.”

During the meeting several students were trying to talk at once, to the point where their concerns could not be heard. Rodney Mondor, the director of Transitional Programs at USM, asked students to express their concerns in the format that the student senate traditionally uses.

“There is a process for the order of concerns here,” Mondor stated. “Concerns are first brought forward, [and then] the senators will address those concerns and then report back at the next meeting.”

**“I think everyone has a boiling point, but I don’t believe everyone handles stress the same way.”**

– Jeffrey Ahlquist  
Finance Committee Chair

Student Senator Fadumo Awale responded to claims that the senate is not doing anything about Ginn’s comments and stated that three violation inquiry committees have been filed against Ginn.

“We are processing these at the moment. We are working on it and have formed a committee to work on investigating it,”

Fadumo said. “We are doing something about it. We’re not just sitting and watching these things happening.”

A violation inquiry committee is made up of six members of the senate, who are remaining anonymous. Senator Jeffrey Ahlquist, the chair of the Finance Committee, explained how his committee will handle the concerns.

“A group of people will gather all of the information, ask both parties involved questions, come up with a ruling and make a recommendation for discipline,” Ahlquist stated.

SanGiovanni asked if there was a call for Ginn to resign.

“We cannot ask someone to resign without [a] proper investigation,” Awale responded.

“Why can’t he speak for himself? He should say something,” asked Mariana Angelo, another student in the audience.

Awale responded by saying there is a process for addressing concerns within the senate. She stated that Ginn does not have to answer right away. The senate is given the week to address the concern and will respond to the concern at the following meeting.

Shouting began at that point and Ginn declared that the meeting was adjourned. The audience responded to his action in an uproar. SanGiovanni chanted “Liam needs to go.”

The students that were there repeatedly asked Ginn to say something about the

comments he made.

“Now you’re in a room full of people and you’ve got nothing to say,” Angelo said. “Liam isn’t saying anything because he can’t take accountability. We’re giving him concerns and he has the audacity to adjourn the meeting.”

Angelo then addressed the vice chair of student senate, Muna Adan.

“Muna is not even trying to hold him accountable,” Angelo said. “You are a Muslim woman and you are still trying to support him.”

At that point, students in the crowd became raucous, and a police officer, who was waiting in the hallway outside the meeting, started to step in. A majority of the senate began to disperse and left the meeting, and the rest of those in attendance eventually followed.

“I’m just disappointed in the behavior of students that decided to disrupt the meeting and start fights,” Ginn said.

Discussions continued in the hallway and then out in the courtyard outside of Payson Smith.

“I think everyone has a boiling point, but I don’t believe that everyone handles stress the same way,” Ahlquist said. “I think that today a small minority of the people at the meeting handled themselves in such a way where the majority of people weren’t able to get the results that they wanted.”



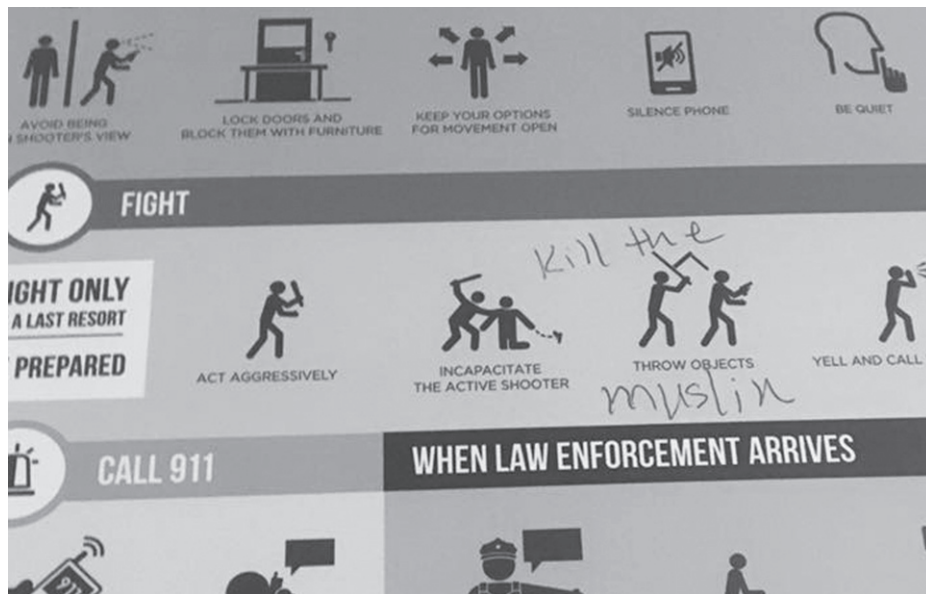


Photo courtesy of Lara Scott

Islamophobic graffiti was found on a poster in Payson Smith last week.

## Islamophobic graffiti found in Luther Bonney

Johnna Ossie  
News Editor

For the second time since the start of the school year, USM administration and campus police are investigating anti-Muslim graffiti discovered by students on campus. The graffiti was discovered in a third floor classroom in Luther Bonney by students who reported it to campus security.

The words “kill the muslim (sic)” were written on an active shooter response poster, misspelling the word Muslim. The words were written above a figure hitting another figure with a chair below the section of the poster labeled “fight.” The poster has since been taken down, but students took photographs that have been circulating on social media.

In November, campus police investigated graffiti found in the Student Senate office in Woodbury Campus Center where the phrase “Deus Vult” had been written twice in permanent marker. The Latin phrase was used as a rallying cry during the Crusades but has more recently been used as an anti-Muslim sentiment by the “alt-right” white nationalist movement.

Hate crimes in the U.S. have been on the rise since the 2016 election. NBC reports hate crime are up by almost 20 percent in metropolitan areas. The Southern Poverty Law Center reports that in the months following the election, most hate incidents took place in America’s schools.

“This is not the first incident of such behavior on our campus this year. I truly wish I could assure you it will be the last,” wrote President Cummings in a campus-wide email the day

after the most recent graffiti was discovered. “...While we can not control the behavior of every single person who finds their way onto our campus, I can assure you our approach is that even one incident is too many and will not be tolerated.”

A campus-wide email from Student Body President Humza Khan called the graffiti “an outrageous, completely unacceptable, and heinous act of hatred.”

Students were informed that there would be staff available on all three campuses to discuss the graffiti and any issues around Islamophobia in the days following the incident.

The investigation is ongoing. Bob Stein, executive director of Public Affairs and Marketing, reports that President Cummings sought assistance from Portland City Manager Jon Jennings, who has involved the Portland Police Department in the investigation. According to Stein, the Portland Police have more resources than campus security for investigating the incident.

“It’s my understanding that essentially we have an investigation, and when that investigation is complete, and hopefully that includes finding the person who did this, there’s three places it will go,” Stein said.

He explained that if the person who wrote the graffiti is found, the investigation reports would go to the Student Conduct Office where an internal process would be done, as well as to the Attorney General and the District Attorney. The Attorney General would review the reports and decide if the incident qualifies as a hate crime, and the District Attorney would review the reports for possible prosecution.

FP

## Human performance lab studies impact of exercise

Heather Roberts  
Contributor

On the Gorham campus, a Human Performance Lab has students hooked up to metabolic carts, a device used to measure oxygen consumed during exercise, to estimate how many calories they’ve burned. The goal of this research, according to Professor Christopher Scott of the Department of Exercise, Health and Sports Sciences, is to estimate energy expenditure before, during and after exercise.

If you’ve ever wondered how many calories you can burn while participating in a particular activity, such as bench pressing, bicycling or running, Scott has observed in his research that short, intense and intermittent exercise, followed by a recovery period, can help an individual burn the most fat.

This research, performed by lab students for science classes, attempts to measure the amount of energy produced during anaerobic exercise. Strength, speed and power tend to distinguish anaerobic exercise from aerobic.

Aerobic exercise is the type of physical activity that only uses oxygen. Anaerobic exercise is different from aerobic exercise because this type of physical activity makes the muscles clamp down on blood vessels, decreasing oxygen.

Due to the fact that muscles get less oxygen during anaerobic exercise, to make energy muscles resort to producing lactic

acid from sugar. To measure the amount of energy produced during anaerobic exercise, students measure lactic acid in the blood.

As well as taking measurements of aerobic and anaerobic physical activity, students record their subjects’ oxygen uptake for the recovery period, or the ten or fifteen

“[During] the recovery period, we’re bringing the body back to what we call homeostasis [stable equilibrium]. So back toward resting metabolic rate and that takes energy.”

- Professor Christopher Scott  
Department of Exercise, health and  
Sports Sciences at USM

minutes following exercises where the body brings itself back to its state before exercise.

After taking the measurement of aerobic, anaerobic and recovery of a physical activity or activities, lab students input the data into a cost per task formula, where the cost is the volume of oxygen consumed and the

See **HUMAN** on page 6



Heather Roberts / Contributor

The Human Performance Lab, located on the Gorham campus, is a hub for student research that measures the amount of energy produced during anaerobic exercise.



From **HUMAN** on page 5

task is a physical activity, which can include walking, running or weight lifting. They then graph the results overall to see the total energy cost.

Through this research analysis, Scott recommended an estimated seven seconds of intense exercise such as sprinting, weight-lifting or vigorous cycling, followed by three to four minutes of active, multiple recovery periods that include activity such as walking or light cycling. He explained that, for every liter of oxygen consumed, five calories are burned.

"[During] the recovery period, we're bringing the body back to what we call homeostasis [stable equilibrium]," he said "So back toward resting metabolic rate and that takes energy."

Everyone is different, so rigorous intermittent exercise with long pauses may not always be the best option. To lose weight, a twenty-minute walk might be better. Scott warned that one must be careful about how they use intensity in a workout, saying that perceived exertion, or what you think of as intensity, does not dictate what the energy costs are.

According to Scott, since rigorous physical activities, such as weight lifting, tend to become anaerobic exercises with long recovery periods, the cost per task formula is better at calculating total energy expended than the well-known cost per minute formula. On the other hand, Scott has found that, after a while, exercise and recovery periods plateau in calorie and fat consumption.

"If you keep exercising, you're actually becoming more efficient as time goes on," he said, adding that six percent of sugar breakdown is anaerobic while aerobic exercise accounts for the other 94 percent.

According to Scott, to explore the recovery phase further, additional research such as a student-led longitudinal study may help. For now, undergrad students perform short experiments on health and fitness for their Thinking Matters presentations.

The most recent results show that an interval exercise is best to burn both calorie and fat. "Really intense bouts - very brief and then coupled with some sort of active recovery," Scott said, "You can't get any more expensive than that."

**FP**

## In Brief...



### LOCAL

#### Immigration agents seize Somali man in Portland courthouse

BANGOR DAILY NEWS- Immigration and Customs Enforcement agents on Thursday seized a Somali man believed to be an asylum seeker inside a Portland courthouse, after he pleaded not guilty to a misdemeanor charge, according to his lawyer and court security.

Abdi Ali, 28, had just finished meeting with his attorney at the Cumberland County Superior Court after being arraigned on a drunk driving charge when three ICE agents grabbed him, pushed him against the wall and roughly handcuffed him before walking him out of the court, said lawyer Tina Heather Nadeau, who was advising him on the charge.

Nadeau and other lawyers who work in immigration said that Ali's arrest was the first time they were aware of immigration agents detaining someone in a Maine courthouse. The incident appears to signal that President Donald Trump's more aggressive immigration enforcement is being implemented here.

"I'd never seen this in Maine but I guess it's here now," said Nadeau.

ICE has come under criticism in recent months for its use of courthouse

arrests in other parts of the country. And Maine immigration and civil rights activists worry that the tactic will discourage people from showing up to their court dates and undermine the justice process.

"This is extremely troubling because the courts are supposed to be a safe place where people can access justice," said Susan Roche, executive director of Immigrant Legal Advocacy Project.

### NATIONAL

#### Neil Gorsuch Confirmed by Senate as Supreme Court Justice

NEW YORK TIMES — Judge Neil M. Gorsuch was confirmed by the Senate on Friday to become the 113th justice of the Supreme Court, capping a political brawl that lasted for more than a year and tested constitutional norms inside the Capitol's fraying upper chamber.

The development was a signal triumph for President Trump, whose campaign last year rested in large part on his pledge to appoint another committed conservative to succeed Justice Antonin Scalia, who died in February 2016.

However rocky the first months of his administration may have been, Mr. Trump now has a lasting legacy: Judge Gorsuch, 49, could serve on the court for 30 years or more.

Vice President Mike Pence presided over the final vote on Friday, a show of force for the White House on a day when his tiebreaking vote as president of the Senate was not necessary. The final tally was 54-45 in favor of confirmation.

The confirmation was also a vindication of the bare-knuckled strategy of Senate Republicans, who refused

even to consider President Barack Obama's Supreme Court pick, Judge Merrick B. Garland, saying the choice of the next justice should belong to the next president.

### INTERNATIONAL

#### Syria war: US launches missile strikes in response to 'chemical attack'

BBC- Fifty-nine Tomahawk cruise missiles were fired from two US Navy ships in the Mediterranean [last Thursday]. At least six people are reported to have been killed.

It is the first direct US military action against forces commanded by Syria's president.

The Kremlin, which backs Bashar al-Assad, has condemned the strike.

It comes just days after dozens of civilians, including many children, died in the suspected nerve gas attack in the town of Khan Sheikhoun in Idlib province.

On the orders of President Donald Trump, Navy destroyers USS Porter and USS Ross fired dozens of cruise missiles at Shayrat airfield in western Homs province at about 04:40 Syrian time (01:40 GMT).

They targeted aircraft, aircraft shelters, storage areas, ammunition supply bunkers and air defence systems at the Syrian government-controlled facility, according to the Pentagon.

It said the base was used to store chemical weapons and that "every precaution" had been taken to avoid casualties.

Speaking from his Mar-a-Lago estate in Florida, Mr Trump said he had acted in America's "vital national security interest" to prevent the use of chemical weapons.

**FP**



## Police Beat

*Selections from the  
USM Department of  
Public Safety police log  
Jan. 5 to Jan. 19*

1/5/2017

#### Could you watch my car for a minute?

Assist other Agency, Gorham P.D. requesting an Officer standby a motor vehicle while waiting for a tow truck.

01/07/2017

#### Tonya Harding, is that you?

Vandalism, Ice Arena. Caller reports vandalism to an outside door. Door was egged.

01/11/2017

#### Shut the front door!

Suspicious incident, 222 Deering Ave. Staff reports finding open door.

01/12/2017

#### If a student yells in an empty lot, does it make a sound?

Suspicious Incident, P3 parking lot. Report of a person yelling. Officer checked area, unfounded

01/13/2017

#### This again...

Motor vehicle stop, G11 parking lot. Verbal warning for a stop sign violation.

01/15/2017

#### Jello shots are no joke, friends

Medical emergency, Upperclass Hall. Intoxicated person who needs medical treatment. Gorham Rescue checked wellbeing. No transport.

01/17/2017

#### Gorham P.D. now hiring more officers

Assist other agency, Gorham P.D. Gorham Police requesting assistance with vehicles parked on College Ave.

01/19/2017

#### Someone hit my car!

Motor vehicle crash, hit and run. Parking lot P2. Report taken

#### Sir, you hit their car!

Motor vehicle crash, USM Gorham Campus. Subject advised he hit a vehicle.

Have any insider news tips?  
editor@usmfreepress.org



## Modeling nude for the sake of student artwork

### *Stripping down brings conversational confidence to the classroom*

**Julie Pike**  
Free Press Staff

From Michelangelo's *The Creation of Adam* to the Venus de Milo sculpture, for centuries many famous works of art have featured women and men in the nude.

Today, artists still incorporate nude figures in their work, including right here at USM, where students get the opportunity to draw, paint and sculpt images of the human body while observing a nude model in their classrooms. Those models are often fellow USM students.

Hannah Allen, a senior social work major, described her experience as a nude model and what it entails. She said that, during her sessions, she stands on a platform in the classroom, with pillows, blankets and a small heater to make her more comfortable. She starts out striking quick poses, lasting 10 seconds each, and gradually works her way up to holding a pose for 25 to 45 minutes at a time. A typical session lasts nearly two hours.

Having a nude model for students to observe allows them to practice drawing figures from a real life example. The models benefit from it as well, as many students use modeling as a Work Study position. The job, however, is not that easy.

"It's tough to be a model," said Art Professor Lin Lisberger. "It's hard to stand still and understand where your body has to go in order to not put pressure on any part of your body."

Bryan Waring, a junior and music composition major, has been a nude model for two years. To Waring, modeling is more than just a way to make extra money. It has helped him become more comfortable with himself.

"I was coming from a very dark time," Waring said. "I was dealing with eating disorders, was close to anorexia and had body issues."

Through his experience modeling nude, Waring said that he is now able to feel more confident in his body and is more accepting of who he is. In the past, after each class, Waring would walk around and look at the drawings that students had done of him.

"There were areas about my body that I didn't like and always focused on," Waring said. "Yet the drawings that other students had done of me never did focus on my flaws. It was eye opening to me."

As a model, Waring stated that he had to show himself off and not stayed covered up, which he said has helped him become more

comfortable with his body. He encourages anyone who struggles with accepting their own body to try it out.

"A lot of people come to me and share the same background of feeling insecure with their bodies," Waring said. "I always recommend nude modeling to them."

Other students who have experience modeling shared a similar outlook, as it has become more than just a job for them as well.

"I think it's a great experience," Allen said, "especially in the ways that it helps with confidence. I respect my body more than before. To think of myself as a piece of artwork feels really amazing."

"I've become more confident. This builds confidence," said Taylor Ziska, a freshman engineering student and art model. "You realize that not every angle [you're drawn at] is flattering. Initially, that's not a good thing to realize, but I learned that everyone sees me differently, so what does it matter?"

During each class the model will pose depending on what the professor wants their students to draw, but models are also given some space to use their own imagination.

"The professors do direct you in some ways, but it's mostly whatever feels right to you," Allen said. "The most important thing is that the model is comfortable."

Aside from providing a comfortable atmosphere, the teachers from the Art Department always make sure their students are acting professionally during the session. Models have rarely run into problems with the other students.

"When I use nude models," Lisberger said, "I tell students in advance that I expect them to be professional. I've been teaching for 36 years and I've never had a problem with my students during a class."

"I've never felt uncomfortable," Ziska said, "except when I'm in certain poses."

Shay Leavitt, a senior majoring in studio arts, said that in her experience as a nude model the students in her classes were always well behaved and mostly concentrated on their work.

With all of the experience Waring has had modeling for classes, he's also never run into a problem with students in the class.

"All the teachers, staff and students in the Art Department have been amazing to work with," he said. "The art that they produce, whether it's me or someone else modeling, are fantastic."



Bradford Spurr / Multimedia Editor

Hannah Allen, a nude model at USM, poses for art students. A typical session lasts two hours. If you're interested in modeling, contact Amy Hagberg at [amy.hagberg@maine.edu](mailto:amy.hagberg@maine.edu). This photo has been altered to secure the privacy of Allen.

Amy Hagberg, a faculty member from the Art Department, is the one in charge of hiring and scheduling models. She is a big advocate of providing students with the opportunities to draw a figure based on a real life model.

"It's incredibly important to be able to draw the human figure," Hagberg said. "It is an incredibly complex thing to draw. It teaches students to see and observe as an artist, and it is an important part of an art education."

Several models have experienced what it's like to be both a model and a student in a figure drawing class. As an art student, Leavitt said that drawing a nude model allowed her to get practice with a real-life figure. For aspiring artists, getting to draw from a real life model helps them understand the many lines, curves, shadows and colors of the human body.

"It is essential to be able to draw nude models," Lisberger said. "They give you an awareness of the complex structure of the human body. It also teaches strong observational skills."

Since many of the models are students, there's the chance that they'll see people they know in the class. After a year of experience as a nude model, Allen said that she has figured out how to make herself feel more at ease in those situations. During a class, she'll often have conversations with students and the

teacher.

"There is always that initial thought that everyone is going to be judging me," she said. "The best thing to do is to keep in mind that the other students often feel just as awkward about it. For me that's comforting."

For some, the idea of posing nude in front of a classroom of students can be nerve-racking. Leavitt stated that it was easy to get past that. She found herself enjoying her time modeling nude. For both Allen and Waring, their experience modeling changed how they viewed their own bodies and increased their confidence.

"It's like showing another part of yourself," Allen said. "The naked is body is usually seen as just sexual. Art modeling and that process is an informative matter. It's refreshing to be able to do that."

Ziska said that she would recommend modeling to others. Prospective models, however, need to know what they're getting into.

"You need to be okay with being a muse," she said. "You need to be okay with artists using you as their tool of creation."

Nude models receive many rewards from their job, from the physical reward of extra spending money to the intangible benefit of helping themselves love their bodies.



# A look into the Southworth Planetarium

*"Our full dome shows are visually light years ahead of the original equipment"*

Matthew Craig / Arts & Culture Editor

**Jordan Castaldo**  
Free Press Staff

Built in 1969 and dedicated in 1970, the Southworth Planetarium is located in the Science Building of USM's Portland campus. They offer a variety of shows, classes, First Friday Art Walk, and lectures. Additionally, they have a weekly radio program- "WMPG: Radio Astronomy!" that airs for thirty minutes with your hosts, Edward Gleason and Bernie Reim. The planetarium, especially due to its location, is the perfect place to check out for anyone interested in the solar system around us and the dinosaurs before us.

Southworth Planetarium was built because of Mrs. Clara Southworth, who was a professional seamstress and the wife of publisher, Constant Southworth. She wanted the Great-

er Portland area to have an astronomical education resource. Initially, it was intended to be a teaching planetarium but over time, it evolved into a great public scene that offers a variety of exhibitions. Though it is not just being used to teach, Edward Gleason feels that this place is special and important to USM.

"The planetarium has expanded significantly since its inception," Edward Gleason, planetarium manager/astronomer said.

The Southworth Planetarium has about 17,000-20,000 attendees a year. Children as young as preschoolers all the way to high schoolers come to visit on field trips with schools. When the students visit, they are able to participate in labs, conducted for the students by the staff at the planetarium. They also teach courses and lectures to the chil-

dren, along with the adults. These lectures are not just for field trips. Students at USM and other people in the Greater Portland area are able to sign up for these lectures. It is an easy and lively way to learn all about astronomy and the world before the humans arrived.

The most popular shows at the Southworth Planetarium, as of now, are the "Dinosaurs at Dusk" and the "Hubble Vision 2". The "Dinosaurs at Dusk" exhibit is the perfect show for any dinosaur-loving student or adult alike. Experienced in the stunning full dome, this show takes viewers through an exploration of Earth when Pteradons, Triceratops, T-Rexes, and other large reptiles were crawling about. Not to mention, the full dome shows are visually ahead of the original equipment that they used at the startup.

"Our full dome shows are visually light

years ahead of the original equipment," Gleason mentions.

The "Hubble Vision 2" has the most exciting Hubble Space Telescope images. The staff at the planetarium have put those images into a brilliant story of cosmic exploration so that viewers have a chance to see Earth and the rest of the solar system from Earth's orbit.

These two shows are just a couple of the many shows the Southworth Planetarium provides. They offer a month-to-month schedule of shows and exhibits that anyone can check out, based on specific interests. Also, USM students, faculty, planetarium members, and staff are always admitted free to any of these shows and exhibits. Now, there's no excuse not to check out the Southworth Planetarium.

FP



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# MOVIE TALK | SHOULD I SEE OR SKIP? LET'S TALK ABOUT IT.

## Power Rangers not so powerful after all

John Rocker, Free Press Staff  
Aaron Halls, Free Press Staff

In the small town of Angel Grove, five teens discover five colored coins that give them superpowers. They learn from a being known as Zordon that these coins chose them, and that they must become a team known as the Power Rangers and stop the evil Rita Repulsa, who plans on destroying all life on Earth.

### What Did We Like?

**J:** The thing I appreciate about this film is that it tries to develop the characters. Trying to get five characters developed within two hours is difficult to say the least. Each character gets their moment, but perhaps one of the standouts for me was RJ Cyler, who played Billy Cranston (the Blue Ranger). This character provided the moral center of the film and provided several moments of humor and heart. Can't say that much for the rest of them.

**A:** Like John, the character development and interaction between the Power Rangers were some of the main aspects of the film I enjoyed. Here the team felt modern in that they were diverse and seemed like actual teenagers facing problems and difficulties they would face at their age. While RJ Cyler was a definite highlight in the cast, I also was impressed by Naomi Scott as Kimberly Hart (the Pink Ranger) and Darce Montgomery as Jason Lee Scott (the Red Ranger) as as they, along with Cyler, are very charismatic and the film focuses a little more on the three of them.

Becky G and Ludi Lin are great as Zack Taylor (the Black Ranger) and Trini Kwan (the Yellow Ranger) respectively, particularly towards the latter half of the film when their characters get more development and chances to shine. Overall the whole cast has excellent chemistry and you believe they are actually friends by the end of the film. Also, if you ever watched the original Mighty Morphin Power Rangers, there are some great references/easter eggs and twists on the original Power Rangers mythology which is very fun to see.

### What Did We Dislike?

**J:** The biggest issue with this film is that it doesn't know what it wants to be. At times, it's a serious teen drama, and at times it's an over-the-top cheese fest. These tones clash and make the film stand out for all the wrong reasons. Does it capture the spirit of the original show at points? Sure, but what good is that when the film goes in a direction that's the opposite of what has been built up? The story structure also falls for a lot of origin story tropes and doesn't provide anything new or different. It made the film rather predictable.

**A:** My biggest issues with the film are in regards to its structure with characters and its pace. The beginning of the film does a great job establishing Billy, Jason and Kimberly as characters and giving us as an audience their backstory. Unfortunately this is not the case with Zack and Trini, as it's



Lionsgate

about halfway into the movie before we learn anything in-depth about them. This makes them feel almost like background characters until we have access to this information. I also thought the movie was a little longer than it needed to be as there were a couple of scenes that dragged on and could have been trimmed.

### Who Do We Think Will Like This?

**J:** If you're a fan of the original source material, perhaps you'll get some enjoyment out of it. Otherwise, I'm not sure who this is for.

**A:** Like John said, I think if you were ever a fan of the *Mighty Morphin Power Rangers* series, like myself, I think you'll find a lot to enjoy in this film despite its problems. I think you'll also enjoy this if you are just looking for a fun movie with great protagonists and that's a precursor to the upcoming summer movie blockbuster season.

### Rating

**J: Watch on cable**  
**A: Wait for DVD**



## A&C Listings

### Monday, April 10

Get Ready Weekly (Workshop)  
Space Gallery  
538 Congress St.  
From 5:30 p.m. to 7 p.m.

### Tuesday, April 11

USM Student Combo  
One Longfellow Square  
Doors: 6:00 Starts: 7:00

### Wednesday, April 12

The Lure (Film)  
Space Gallery  
538 Congress St.  
Doors: 6:30 p.m. Starts: 7 p.m.

### Thursday, April 13

Infected Mushroom  
Port City Music Hall  
504 Congress St.  
Doors: 7 p.m. Starts: 8 p.m.

### Friday, April 14

Falls of Rauros  
Space Gallery  
538 Congress St.  
Doors: 6:30 p.m. Starts: 7 p.m.

### Saturday, April 15

Thriftworks  
Port City Music Hall  
504 Congress St.  
Doors: 8 p.m. Starts: 9 p.m.

Lakou Mizik  
Space Gallery  
538 Congress St.  
Doors: 8 p.m. Starts: 8:30 p.m.

Want to submit an event?  
[arts@usmfreepress.org](mailto:arts@usmfreepress.org)



# Perspectives



## Sustainability and ME

### Changing values in a changing climate

**Abram Marr**  
Contributor

All governmental administrations have their faults. We sometimes see that we are not properly represented, and sometimes the administration contradicts itself. Currently the official webpage of the White House states that “protecting clean air and clean water, conserving our natural habitats, and preserving our natural reserves and resources will remain a high priority.”

Despite this very clear and public statement, it seems that the present administration’s definition of “high priority” is quite different than the actual definition. Trump signed measures recently that attempt to roll back policies that protect our access to clean drinking water. One of these policies was the Waters of the United States rule, or WOTUS.

To understand WOTUS we should start with a very brief history lesson. The Clean Water Act of 1972 established a basic structure for regulating discharges of pollutants into the waters of the United States and regulating quality standards for surface waters.

It was enacted following public outrage when the Cuyahoga River burst into flames due to accumulated industrial waste. WOTUS was enacted in 2015 to clarify which water sources fall under EPA protection. This policy put 60 percent of the streams and wetlands in the country - that provide 117 million people with drinking water - under EPA jurisdiction. Normal farming and ranching activities were not affected by this rule.

These wetlands and streams flow downstream into even larger bodies of water. Trump’s administration is actively trying to dismantle environmental regulations and cut funding and staffing of the EPA substantially. It seems they do not understand the secondary and tertiary effects of actions. It is easy to be shortsighted and assume that you are right about everything when you are the self-pronounced best at over 20 things which include words, temperament

and respect for women.

Trump has directed this rule be struck down to allow for growth of the economy despite the fact GDP has been rising steadily since 2010. This is assuming that GDP is a satisfactory measure of progress, but one could argue that it is not, due to the fact that there are still massive problems regarding the distribution of wealth, access to healthcare and education.

It is becoming increasingly evident that our administration values the economic growth of our currency over the one finite currency of the world on which everyone relies; our natural resources and the invaluable ecosystem services our Earth provides. The administration values GDP over public health, even though 250 billion tonnes of chemical substances are emitted annually; toxins are routinely found in infants due to toxic breast milk; and Flint, Michigan still does not have clean water.

The last two January’s have been two of the warmest on record and there has been a consistent and rapid rise in temperature since 1960 primarily due to emissions caused by humans. While the sun’s energy output can be a driver for climate change it does not explain the drastic changes to our climate for a variety of reasons that are outlined extensively on NASA’s website.

We the people can make a change and it starts in your own community. Fight to protect your environment. Fight for the rights of the people around you. E.O. Wilson in his book *The Meaning of Human Existence* stated that “within groups selfish individuals beat altruistic individuals, but groups of altruists beat groups of selfish individuals.”

Wilson was referring to the intricacies of evolution, but this principle can be applied in the current situation we find ourselves in in America. Selfish individuals have risen to power, yes. But we as a collective group of altruists can still fight for the collective good; something that is beyond the scope of our own lives. Our planet needs us now more than ever. Will you do your part?

FP

#### Photo of the Week



*Photo courtesy of University of Southern Maine Website*

On Sunday, April 9, the USM Kate Chappell '83 Center for Book Arts presented its fifth annual Books Arts Bazaar in the Wishcamper Center on the Portland campus.

#### Let's Talk About It

### All big growth starts with small growth

**Johnna Ossie**  
News Editor

I’ve been thinking about how sometimes trying to heal is so painstakingly slow that I barely notice it happening. Sometimes it feels like for every two steps forward I take 10 steps back, and that I’m always trying to catch up with myself. And I’ve been thinking about this quote from author Cheryl Strayed: “The useless days will add up to something. The shitty waitressing jobs. The hours writing in your journal. The long meandering walks. The hours reading poetry and story collections and novels and dead people’s diaries and wondering about sex and God and whether you should shave under your arms or not. These things are your becoming.”

My first year of college I had panic attacks so often that I had to email all my professors at the start of the semester to let them I know I would probably miss class once a week because of it. I had a specific spot in my house for having panic attacks in. I had whole systems and routines for exiting campus the most efficiently, for getting home without running into anyone, to avoid leaving my apartment. My whole life orbited around my panic attacks.

I couldn’t understand how nothing was changing. I did all the things I thought I was supposed to do. I went to therapy once a week, twice a week I lay on a table and let an acupuncturist poke me with needles, I went to yoga and lay on smelly wooden floor at the YMCA, I stopped eating sugar, I took vitamin D, I wrote in my journal, on and on. When those things didn’t work I took medication for my anxiety, but I still felt like nothing was working.

I also worried that everyone around me was wondering why I couldn’t hurry up and get over it already. I felt totally isolated in my anxiety and like no one could really understand what I was experiencing. Turns out I was wrong about that (as I am about a lot of things). When you start talking about things, the weight of them can get a little bit lighter.

Last week I realized I couldn’t remember the last time I had a panic attack, and I couldn’t figure out when the change had even happened. Everything I was doing felt so small and useless, but it was my refusal to give up even though it felt that way that got me here. One step at a time seems trite, but I guess it’s true. All big growth starts with small growth, sometimes you have to squint to see it’s even there.

FP



## Letter to the Editor

# Political correctness is the absence of reason when looking at guns on campus

Jason Parker  
Transfer student

The debate over campus carry of firearms has now been framed by Professor Dusan Bjelic as a safety issue with Muslims and immigrants on one side and white students on the other. This is a narrow-minded and dangerously bigoted point of view, as lawfully carrying a firearm is a right granted to all American citizens regardless of race, religion or political affiliation. More importantly, the state of Maine allows the concealed carry of firearms to all citizens who are legally able to purchase a firearm. As USM is a state-funded school, compliance with all state laws should be compulsory, including laws regarding firearm possession.

The argument being made is that carrying firearms on campus will endanger immigrant and Muslim students or that students will be quick to use a gun in an argument or drunken state. This is just pandering to illusory fears of those opposed to the right of the people to keep and bear arms. We live in a state where constitutional carry is permitted, where there are large immigrant and Muslim populations, and yet we can also boast one of the lowest violent crime rates in the country.

This idea that once a firearm is introduced as a daily right to the citizenry, murderous violence shortly ensues has been proven patently false time and again in the grand experiment of federalism and state's rights under the Tenth Amendment. The statistics cannot be refuted: where strict gun control is implemented, violent crime increases, and where restrictions on carrying and concealing of firearms are relaxed, violent crime goes down.

This idea that white people only want guns to protect themselves from Muslims or brown people is just another attempt to divide Americans into racial and ethnic groups and to play the victim card when convenient. The truth is that people of any race, religion, creed, color, sexual orientation, et cetera are never above being a victim of violence perpetrated by anyone. Using racial bigotry to support one side or the other in this argument is fear-mongering at best and life threatening at worst.

What the debate comes down to is this: are you willing to allow yourself to become a victim by disarming yourself and others? Or are you willing to allow law-abiding citizens, who happen to also be students,

to protect themselves when their lives are threatened? Finding yourself in a situation against an attacker is the worst moment of your life. As someone who has been in these situations, I can tell you that being shot at is scary. Being shot at and not being able to defend yourself is the most terrifying and helpless feeling you will ever experience.

Political correctness is the absence of reason when looking at a situation. We cannot deny that there are safety issues in this country or that there are racial and ethnic problems in our diverse nation, as there will always be clashes of cultures when put together in the melting pot of America. Our diversity is our biggest strength as a nation, but political correctness has turned that strength into a means to divide us. We cannot allow ourselves to ignore the threats we face here at home.

We also cannot ignore the statistics of where mass shooting occur, as almost 100 percent of these events occur in gun-free zones. This fact cannot be denied, but political correctness is willing to ignore it to perpetuate a perceived racial divide.

Every American citizen has the unalienable right to life, liberty and the pursuit of happiness. We are also afforded the right to keep and bear arms to defend ourselves from those who wish to use violence against us. As a sovereign American citizen, it is my lawful right to carry a firearm to ensure that I never again am in a situation where I am being shot at and can do nothing to defend myself or those around me.

This right should not end when I step onto campus to pursue happiness via higher education. By carrying a gun on campus, I assume the self-imposed responsibility of defending others from violence, regardless of race. Whatever misguided opinion one sadly bigoted professor holds, my firearm and I would stand between the innocent and the aggressor, regardless of the religion or skin tone on either side.

*Note: The Free Press staff could find no evidence from impartial sources to support the claim that there is a correlation between "strict gun control" and an increase in violent crimes. Additionally, staff could find no evidence from impartial sources to confirm that "almost 100 percent" of mass shootings in the United States have occurred in gun-free zones, as the definitions of "mass shooting" and "gun-free zone" vary widely.*

FP

## Our Opinion

# Communication is key

*In order for students to evaluate and argue their beliefs effectively, they must consider the opposition*

Editorial Board  
Free Press Staff

As students who, for the most part, grew up with access to the internet, we're used to its instantaneity, how one comment on an article or post can spark seemingly endless discussions. When you see a comment you disagree with, you can respond in a minute, perhaps even in seconds, tapping away a passionate rebuttal that allows you to flaunt not only what knowledge you've acquired in your college courses, but also your impeccable understanding of English grammar. (After all, there are no comma splices or misspellings in your comments.)

But how we converse, or argue, online does not translate well into real life. An-

**"Arguments often bear the weight of frustrations, those experiences indignities we cannot forget and from which our personal language is forged. Yet arguments have the potential to be conversations that ask us to evaluate why we believe what we believe, and why we feel it is important for others to believe what we believe."**

other person's comments are not laid out in text before us, ready for immediate dissection; those comments are developing, gradually refined, amended through the act of speaking about a particular topic. And unlike a comment made on some article posted by The Atlantic or Buzzfeed, on some Facebook video of the cutest, exuberant puppies chasing a terrified llama, these real-time comments are interruptible.

Whether or not we want to admit it, after

spending our youth communicating online, we are in the habit of interrupting others. This habit should not be surprising. We want to make our own points as quickly, as uninhibitedly as we might write out and send a text message, minus the passive aggressive emojis. Interruption is an easy temptation, especially when we are eager to out-argue another person.

Many of us believe that arguing with someone, even in an academic environment, must be an effort to change a mind entirely, to defeat another person. Arguing, as a word, often connotes anger. Arguments often bear the weight of frustrations, those experienced indignities we cannot forget and from which our personal language is forged. Yet arguments have the potential to be conversations that ask us to evaluate why we believe what we believe, and why we feel it is important for others to believe what we believe.

For students to evaluate and argue for their beliefs effectively, they must consider the opposition. This is not to say that you should should give a discriminatory idea or belief attention it is not due, but when someone, for instance, says that they do not believe in abortion, or that they do not believe non-citizen immigrants should be allowed to vote in city elections, ask 'why' and listen intently to their arguments. Figure out what they have said that you can argue against, and what you can bring to the conversation that perhaps they did not consider before or mention.

Above all, when it comes to arguments, silence can be a virtue. Jumping in right as someone is about to say something, or as someone has just finished saying something, does not give you time to process what has been said. Interrupting someone often leaves you half a point made, rather than a full point, to provide a counterargument for, one that is bound to not be comprehensive enough.

Silence is not as easy as interruption. It requires patience, a willingness to listen, as difficult as listening to what you believe is wrong can be. Despite what some may say, silence is not inaction. It is an opportunity for contemplation, which is perhaps the best fuel for our words.

FP



## Advising Advice

## Strengths@USM gives students a common language

**Jen Hart**  
Academic Advisor

With over 3,300 participants, the Strengths@USM Program connects students, faculty and staff with a greater understanding of their natural talents and strengths. The program is in its fourth year and is making a positive impact on the USM community. Taking the StrengthsFinder assessment is the first step to investing in strengths development. A person's top five strengths can be actively applied to identify their ideal study techniques and be used to explore compatible career options.

USM Veterans Services welcomes newly admitted student veterans to the university every semester with an orientation program which includes an introduction to strengths. Coordinator of Veterans Services Lorrie Spaulding shares this about Strengths:

"[Strengths] gives students a common language to begin a conversation with one another that is based on what they are inherently good at.... The dynamic that they can bring to a class or group or team, that can be incredibly uplifting and a solid foundation upon which to build their college success."

In the recent Student Leadership Summit, held during the Fall 2017 semester, Leadership and Organizational Studies Professor Dan Jenkins facilitated a well-attended session focused on using Strengths for group development. Utilizing a Strengths-based approach in group and team development to maximize leadership outcomes has been

highly researched. "Student leaders," according to Professor Jenkins, "appreciated the focus in the workshop on how their individual, distinct strengths complemented the dynamics of their groups and organizations. Students commented that they hadn't considered how impactful their individual contributions could be if they simply leveraged their Strengths."

Students have shared feedback about how using and developing their personal strengths has been an empowering and positive experience. Students have relayed how they are flexing their strengths in a program assessment, with one student saying, "whenever I am studying, I use my strength to help me motivate myself more." Another student said, "in working with peers in my classes. Knowing each other's strengths have made group work much easier."

The Strengths@USM program is guided by a team of dedicated leaders representing programs around USM, including Tutoring, Advising, Campus and Residential Life, Honors, TRIO, Veterans Services and Community Engagement Career Development, in addition to faculty from Leadership and Social Behavioral Sciences.

Many of these campus leaders have been members of the Strengths Planning Team since the beginning of the program in 2014. In addition, the program is an active part of a five year, U.S. Department of Education Title III Grant focused on strengthening institutions and funding enhanced learning opportunities.

FP

## Staff Musings

## Spring back from vacation

**Dionne Smith**  
Staff Writer

The traditional thought of spring break, as portrayed in media, is one week of endless parties with people you don't know and getting into trouble. For an introvert like myself, the party was in a video game and the trouble was taking some extra snacks when no one knew. One of the best perks of not doing too much is that I didn't spend most of what little money I had.

Despite being home most of the week, I did have some fun. I had the chance to catch up on some other things, like my personal writings and extra sleep. I even completed some school work, listened to music and practiced playing bass. I socialized with family more, and completed a lot of overdue cleaning projects.

Spring break served as a revelation for me: I'm almost through my first year of college, and my first year living away from home. The time has flown by faster than I can comprehend and it's been a great learning experience. In just two semesters I've learned so much about myself, the challenges that come

with starting college and exactly what I can handle and how far I can push my limits.

I challenge everyone to work as hard as they can through this last month of the semester. This month will be challenging, everyone will have large work loads from school and, for most students, work as well. The combination of school work and a job can get stressful, and by this time of the year it can grow tiring as well after juggling both for so long. But I'm absolutely positive that if everybody puts their all into this last stretch of the semester, then things will end smoothly.

I hope that students took the week off to ready themselves for the challenges ahead. Whether it was through relaxation or endless partying, it was the last real break before the summer vacation, so I hope you spent it the way you wanted to, and had a lot of fun doing it.

With all the relaxation that I did, I'm sure that I will be able to step back into the semester, finish strong, then work all summer! I'm positive that every single student will do well in all of their classes and push through to summer time.

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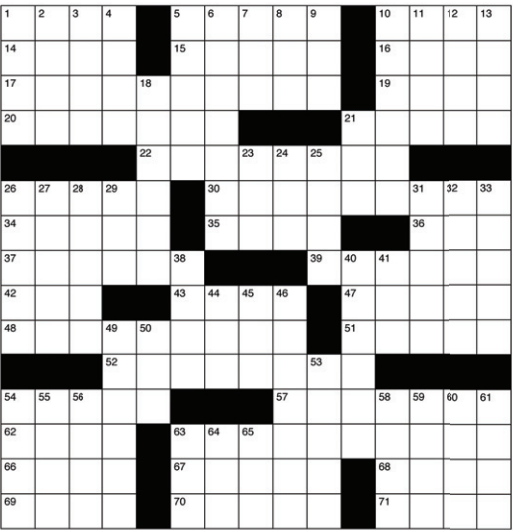
**More info at WMPG.org**



Crossword

Across

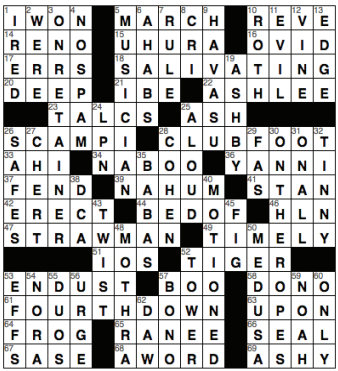
- 1. Eat like \_\_\_\_
- 5. Wide divide
- 10. Goggle at
- 14. "To \_\_\_\_ not..."
- 15. "Steppenwolf" novelist Hermann
- 16. Lockup
- 17. Resolute
- 19. \_\_\_\_ Linda, CA
- 20. Huey Lewis's backup
- 21. Handled badly?
- 22. Reuben ingredient
- 26. Pulsate
- 30. Polyglots, perhaps
- 34. \_\_\_\_ virus (African scourge)
- 35. Burkina ender
- 36. Before, briefly
- 37. Irritate
- 39. Hazardous for driving, maybe
- 42. Inventor's initials
- 43. Ans. preceder
- 47. Same, in Strasbourg
- 48. British man-of-war
- 51. One who wants to know
- 52. Dublin natives
- 54. Having lots of ups and downs
- 57. Put points on a graph
- 62. Surprised greeting
- 63. Film editor's concern
- 66. "Love \_\_\_\_ Elevator" (Aerosmith single)
- 67. Head monk
- 68. Plumlike fruit
- 69. Di's boyfriend
- 70. Scapegoat's onus
- 71. Barbies' dates



Down

- 1. Be against
- 2. Phnom \_\_\_\_, Cambodia
- 3. Part of IOJ
- 4. The "G" in GTO
- 5. Like granola bars, e.g.
- 6. Feminine reflexive pronoun
- 7. "Try \_\_\_\_ may..."
- 8. Tax-form ID
- 9. Ryan of film
- 10. First half of a "White Album" title
- 11. Get bigger
- 12. Citrus fruit
- 13. "Goodness gracious!"
- 18. SAT section
- 21. Basque city
- 23. U.S. tribal-relations org.
- 24. Hosp. workers
- 25. Selves
- 26. Last frame
- 27. Steel girder
- 28. Unthinking repetitions
- 29. After B, the "world's fastest man"
- 31. Hunk of meat
- 32. Earl or duke
- 33. More underhanded
- 38. Prefix with distant
- 40. Apply pressure to
- 41. "For example" abbrs.
- 44. Folks
- 45. Numerical suffix
- 46. Runny nose or headache
- 49. Scanty bathing suit
- 50. Ending with arm or transit
- 53. Privileged group
- 54. \_\_\_\_ rage (cheating bodybuilder's issue)
- 55. "This is terrible!"
- 56. Neighbor of Nigeria
- 58. Walrus tooth
- 59. Flooring square
- 60. Prestigious British boys' school
- 61. Salon supply
- 63. Hack
- 64. First three letters of a Beatles song
- 65. Hoopsters' org.

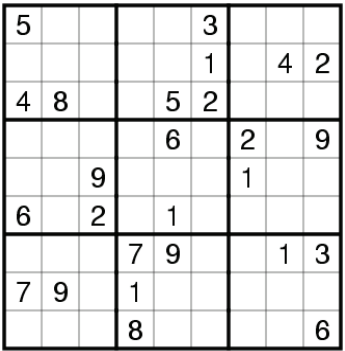
The solution to last issue's crossword



Sudoku

Level of difficulty: Hard

The object of a sudoku is to fill in the remaining squares so that every row, every column, and every 3 x 3 box contains each of the numbers from 1 to 9 exactly once.



Word Search

Theme: April Fools' Day

Search for the list of words in the grid of letters. Grab a pen and circle each word as you find them.



- april
- bamboozle
- first
- fools
- funny
- hilarious
- humor
- joke
- laughter
- mischief
- practical
- prank
- shenanigans
- silly
- spoof
- tomfoolery
- trick

Cryptogram

Every letter in a cryptogram stands for another letter. Use the hint to crack the code.

SD KDK CRXLKPY ONC CP SFCKXGD QK JXKBRKYUGD WRU WPXYKNC.

And here is your hint: Y = N



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# USM Community Page



## People of USM

### Donna Cassidy, art history teacher

*Co-curator of Marsden Hartley Exhibit shares experiences*

**Kelly Scrima**  
Web Editor

Maine boasts many artists who stand out in the art history books for their works, including Marsden Hartley. On March 15, the Metropolitan Museum of Art (Met Breur) in New York City opened a new exhibit entitled “Marsden Hartley’s Maine,” which was co-curated by one of USM’s professors from the Art Department.

Donna Cassidy, professor of art history, joined Randall Griffey, curator of the Department of Modern and Contemporary Art at the Met, and Elizabeth Finch, Lunder curator of American Art at Colby College Museum of Art to work on the project.

*Tell me a bit about yourself and your time thus far at USM.*

“I’ve been at USM since 1987 and was hired in the art department initially. My area of expertise is early 20th century American art. I taught American [and] European art in the 19th and 20th century. I also became involved in the American and New England Studies program, which was an interdisciplinary graduate program until just last year.”

*What is your connection or draw to American and New England studies, especially in regard to Maine?*

“I got involved in the program because I think [USM] wanted to have someone who worked in the visual arts, and thought that [visual arts] would be a real addition to the program. The focus was really on how art, literature and culture creates place. That was a concept that so many people immediately connect with: What is this place? What does this place we live in mean? What does it mean to us? What do our childhood places mean to us? Those questions become even more important as we become people who travel a lot, and move around a lot.”

*You have written extensively about the life and career of Marsden Hartley.*



*Photo courtesy of Donna Cassidy*

*Donna Cassidy stands in front of a shelf filled with her art history books*

*What is it that draws you to him? What is it about his connection to Maine that is so special?*

“My draw to him was a complete accident. It began when I was invited to give a lecture for the Maine Alliance for Art Education in 1988. They knew I was versed in early 20th century American art, so they wanted someone to talk about an exhibition of Hartley’s drawings that was going to be on view at their conference. So it was at that point I realized, ‘well I know a little bit about Hartley, so I can do this’. I started to read his letters, I went to the Archives of American Art, which at that point had an office in Boston.

His letters really resonated with some of the issues and questions I was dealing with in the American and New England studies program: What is place and how [do] artists create that sense of place? So his career, for me, became a kind of testing ground for all of the theories and all of the ideas that I was exploring in my teaching. I just continued to be interested in his late career and started to give professional talks and publishings, then all [of a] sudden I had a book. He is an

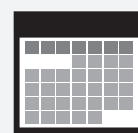
artist that allows me to explore some of the questions about place and modernism as well.”

*What does it mean to you to have co-curated an exhibition that relates so closely to an artist you have researched for quite some time?*

“It has been a great experience because I’ve curated smaller exhibitions here at USM and have been involved as a writer of a catalogue or consultant for other exhibitions, but this has been one that I’ve played a major role in. I was invited by the curator at Colby, Beth Finch, to be a guest curator when the show was originally just going to be at Colby. Word got out about the exhibit and the Met became very interested.

It’s been really exciting to see the way that in exhibitions like this your work immediately gets attention, unlike writing a scholarly book where eventually people review it, and eventually you hear responses about it. The way ideas are translated in an exhibition is to a much broader audience, and a much bigger audience as well. There will be thousands of people who will see the exhibit at the Met and at Colby.”

**FP**



## Community Events

### Monday, April 10

NAMI on campus  
USM Portland campus  
The Recovery Oriented Campus Center  
Starts: 4 p.m. / Ends 5 p.m.

### Tuesday, April 11

Abraham Lincoln  
Auburn Public Library  
49 Spring St, Auburn, ME 04210  
Starts: 2 p.m. / Ends: 3:30 p.m.

### Wednesday, April 12

Wellness Wednesdays  
USM Gorham campus  
The Well, Brooks student center  
Starts: 1:30 p.m. / Ends: 2:30 p.m.

### Thursday, April 13

Harry Potter Trivia  
USM Gorham campus  
Brooks Student Center  
Starts: 9 p.m.

### Friday, April 14

April Food for Thought Luncheon  
USM Lewiston-Auburn campus  
Room 170  
Starts: Noon / Ends 1 p.m.

### Saturday, April 15

11th Annual Flint Knapp-In Event  
USM Gorham campus  
Bailey Hall, third floor  
Starts: 10 a.m. / Ends: 4 p.m.

### Sunday, April 16

Bookbinding and the Pursuit  
of Human Touch  
USM Portland campus  
Glickman Library, seventh floor  
Starts: 8 a.m. / Ends: 5 p.m.

**Want us to include your event?**  
[maryellen@usmfreepress.org](mailto:maryellen@usmfreepress.org)



# Sports

**Tuesday**
**Softball**

 vs. St. Joseph's  
College  
3:30 p.m.

**Tuesday**
**Men's Lacrosse**

 vs. Eastern  
CT State  
4:00 p.m.

**Wednesday**
**Men's Tennis**

 vs. Thomas  
4:00 p.m.

**Wednesday**
**Baseball**

 vs. Colby  
4:00 p.m.

**Thursday**
**Women's  
Lacrosse**

 vs. UMass  
Darmouth  
4:00 p.m.

## Huskies celebrate Division III week at USM

### SAAC honors student athletes with a private luncheon in Gorham

**Erin Brown**  
Sports Editor

Last week, April 3-9, the University of Southern Maine and the other Division III schools around the country celebrated Division III week. According to NCAA.com, Division III week came about to define the identity of Division III sports and have schools and conferences explain why they prefer competing in Division III.

To celebrate both Division III week and National Student Athlete Day, which happened on April 6, USM's Student Athlete Advisory Committee (SAAC) put on yet another great event for the athletes of USM. On Thursday there was a lunch for all athletes on campus recognizing their commitment to USM both on and off the playing field.

SAAC advisor and women's basketball coach, Samantha Allen, said that the lunch was well received and well attended. Allen said that this week was an opportunity to showcase the outstanding achievements of athletes, teams and coaches.

"We do this every day, but having a dedicated week, perhaps people who are not yet apprised of the value that participation in athletics at the collegiate level has can appreciate the dedication and commitment that goes into it," Allen said.



Erin Brown / Sports Editor

**"Athletics is its own learning community, but it also helps to build community in a more global sense."**

- Al Bean  
Athletic Director

Former D3 athlete and current Athletic Director Albert Bean was in attendance for the luncheon, giving a presentation with SAAC officers. Bean is recognized in the Husky Hall of Fame for his years of pitching for USM's baseball team.

Bean said that his presentation had a consistent message about commitment and representation, as well as work ethic and prepar-

Student-athletes from soccer to baseball were recognized for their commitment and dedication to athletics and academics at USM.

ing for life after college.

"D3 week provides us with an opportunity to say thank you," Bean said, "and recognize the outstanding efforts that our student-athletes make in the classroom, in competition and in the communities we serve. In addition to these responsibilities, many of our student-athletes have both Work Study jobs and employment off campus."

With 495 current student athletes and hundreds of alumni, USM has burgeoning athletic talent past and present. Some of USM's athlete alumni are Michael Morin, who was a successful wrestler for the Huskies and has returned to coach; Sam Dexter, who was drafted by the White Sox in the 2016 MLB Draft; and Amanda King, a former women's basketball player who has served as the Performance Coach for the University of Connecticut Women's basketball team. Those

are just a few of many alumni whose athletic experience at USM helped them jump start careers.

The talent of these athletes goes beyond sports. USM prides itself on the personal and academic success of all their current and former athletes off the playing field as well. Just this past fall, 183 of USM's athletes were named William B. Wise Scholar Athletes.

Athletics and academics are not the only thing these athletes bring to USM.

"They bring community to the university," Bean said. "Athletics is its own learning community, but it also helps to build community in a more global sense. Athletics is often viewed as the front porch of the university, or at least one of them. They are often the first introduction to the university for many people living in the surrounding area. Our students are engaged with the community

and perform countless community service hours in various ways."

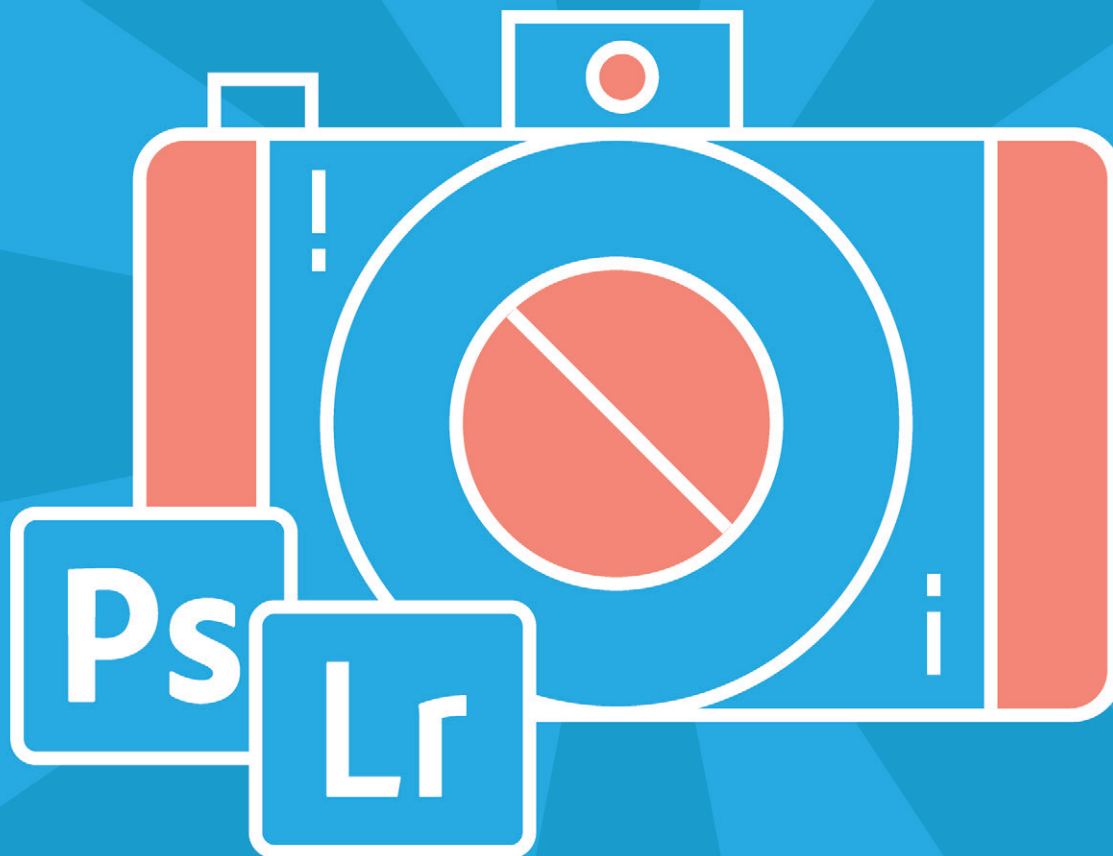
"Our student-athletes clearly love the game and play as a compliment to their academic work and as a part of their overall experience. There are no athletic scholarships in Division III so it's the love of the game," Bean said.

During the D3 week, all seven spring sports teams at the University of Southern Maine competed in regular season games. Baseball continues on a two game win streak with a record of 9-7. Women's lacrosse continues to roll after their 19-9 win over Salem State putting them at 6-2 for the season. Due to inclement weather, softball has yet to play a game since their Florida trip, but the Huskies were fierce competitors in the Sunshine State, going 6-6.



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