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The Bates Student

THE VOICE OF BATES COLLEGE SINCE 1873

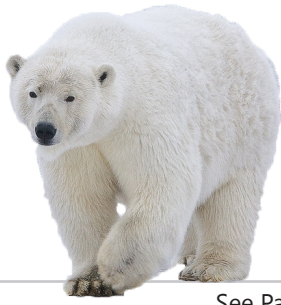
WEDNESDAY March 16, 2016

Vol. 146, Issue. 16

Lewiston, Maine

FORUM

Two Bates students offer differing perspectives on the recent tequila party controversy at Bowdoin



See Page 2

ARTS & LEISURE

"Our Country's Good" sets the bar high for future performances, according to Posner '18



See Page 5

SPORTS

Fay '17 leads men's lacrosse in scoring; Greenstein '16 continues to lead women's team in assists



See Page 8

Faces of Fulbright

Past, current and future Bates Fulbrights share their thoughts



Students choose to apply for Fulbright scholarships because Bates encourages community engagement and service. **KATIE AILES '14/COURTESY PHOTO**

HANNAH GOLDBERG
MANAGING NEWS EDITOR

As part of a continuation on last week's article "Bates ranks 3rd in 2016 Fulbright 'Top Producers,'" the Student decided to catch up with former Batesians on their adventures abroad, in addition to two recipients from this year's applicant pool. Decisions will continue to come out in the next few weeks, for more Bates students are expected to hear back regarding their Fulbright decision.

These Bobcat scholars share how their experiences at Bates and with the Fulbright intertwine.

Katie Ailes '14 Scotland

Last year, Katie Ailes '14, was granted Bates' first ever UK-US Fulbright Award for graduate studies, where she attended the University of Strathclyde to complete her Masters by Research in England. "Specifically I was doing independent research looking at pro-independence poetry written for the 2014 Scottish independence referendum," said Ailes, "looking at the narratives of Scottish history and identity which were promoted through this body of work."

Ailes has remained in Scotland (post-Fulbright) to complete her PhD at the University of Strathclyde in contemporary poetry in a UK context.

Ailes has found home in Scotland after studying abroad there in the fall of 2012. When she returned there for her Fulbright program, Ailes became more involved in Scotland's poetry scene. "I started doing open mics then more and more, and now I co-organise, tour, and perform with the Scottish spoken word collective, Loud Poets," Ailes said. "The scene in Scotland is booming, so it's tremendously exciting to be involved in it both as an artist and as a scholar."

Katie Ailes emphasized both the positive impact that the Fulbright opportunity had on her and the program's importance in the current political environment.

"I think it's so important that the U.S. government provides this opportunity for citizens to travel around the globe and engage with other cultures," Ailes told the Student. "Especially in today's scarily insular and xenophobic climate, it's more important now than ever that we continue to travel, to make connections, to converse with and understand people from completely different environments who may think differently to us."

Patrick Tolosky '15 Spain

Pat Tolosky is currently on the Fulbright Program in Spain where he started this September, and he will remain there until June. A Spanish major and a pre-med student at Bates, Tolosky hopes to enter a career in medicine. He knew he needed to broaden his horizons before taking on this challenge.

"I knew since the beginning of Bates that I wanted to take time to expose myself to other opportuni-

ties to learn," Tolosky said. "I think that it is easy to lose sight of the interconnection between different professional fields that exists. Personally, I do not think I would be as open minded, creative, or adaptive as a physician if I did not try to diversify my perspective before entering medical school."

Tolosky, as a "fellow" at a bilingual school, is currently teaching students ranging from ages 12 to 15. One of his duties is to hold conversation practice with groups of three to four, and he often comes away with more questions to discuss than he started with. "I learn so much from them," said Tolosky.

In addition to his studies in Spain through Fulbright, Tolosky is currently helping with a project in rural Peru to build a health clinic Q'eros. Tolosky will be at Bates alongside Katie Ailes on Monday, March 21, at Noon.

Tara Das '16 Turkey

Das is one of two current Bates seniors who have been informed of their acceptances to their respective Fulbright programs. Das will serve as an English Teaching Assistant at a to-be-determined Turkish university.

"From what I've heard from Fulbright scholars who are currently in Turkey, the teaching assistant position usually entails teaching conversational English, assisting with extra-curricular activities, and attending departmental meetings," Das told the Student.

Das is drawn to Turkey as the site of some of the "greatest cultural and geographical conflicts and developments of our time." For Das, her intellectual curiosity stems from her Bates Professors, who have continued to motivate her throughout her college career.

"Their passion for their research and geographical interests have an incredible ability to inspire students, which has shaped and developed my thirst to never stop learning about the world around me," said Das. Bates' investment in community-engaged learning and cultural development showed Das to foster her drive to continue to learn new things about the world around her.

Carly Peruccio '16 Luxembourg

Like Das, senior Carly Peruccio also received an English Teaching Assistant Grant. She will be teaching in Luxembourg, working with both high school teachers and professors at the University of Luxembourg. A new element in Peruccio's program is the opportunity to teach French to refugees who recently relocated to the country.

Peruccio has taught English at Lewiston's Adult Learning Center since her first year. Peruccio told the Student, "Teaching English has allowed me to build meaningful relationships with Lewiston residents whom I otherwise might not have met. We've exchanged our ideas

See FULBRIGHT, PAGE 4

Four years later with Clayton Spencer

Communication, culture, college tuition discussed

JULIA MONGEAU
EDITOR IN CHIEF

This year marks the fourth year President Clayton Spencer has been at Bates. As a way to understand where we are currently and where we are headed, The Student sat down with the President for an interview. We addressed some of the issues that arose last year, particularly last spring, at Bates. *This article has been edited for clarity and length.*

The Bates Student: Some of the frustration last year surrounded the lack of communication between the students and the administration regarding institutional changes. This is still a lingering concern after some conversation with the students. What steps have you taken to address this lingering concern and how do you think the administration has improved the line of communication?

Clayton Spencer: First of all, I think it's a hugely important issue. It was clear that we didn't have it calibrated right last year. The big step is the new Dean of Students who came in last year, Josh McIntosh. Josh put together a new organization and a new staff that has much better communication across all aspects of the college. And then we have had a number of very consultative processes that we've run on the Campus Culture Working Group, which has students on it. Institutional Planning has students on every team, not just the student centered team. The team that's mostly focused on faculty issues has students on it and the team that's focused on infrastructure issues has students and resources. It's provided an opportunity for students to be involved in all aspects of the college.

Josh himself and I have totally amped up the amount of time we are personally engaging with students. I have regular office hours now. I think I had about seven sessions of them in the fall, and I'm having six of them this winter. Students sign up, and you don't have a particular reason to sign up. Some students want to just come in and chat, some want career advice. Some have a particular issue and they'll organize around that particular issue. This has given me a lot more constant contact. I'm very open and direct, so if something's on my mind and we think we've got a bright idea of something we're going to do, we'll



President Clayton Spencer talks about the changes at Bates and her plans for the future. **ALI MACKAY/THE BATES STUDENT**

share it.

Josh has people over to his house all the time. The President's Advisory Committee, which is a student group, is headed by Audrey Zafirson. They meet with me on a regular basis. Audrey has organized lunches so I can just have lunch in Commons with a small group of students. I would say by pervasively trying to stay finger on the pulse through contact with students, I feel like I have a much richer sense of what's on students' minds coming toward me. I also feel like it's a great opportunity to share both formally and informally what ideas we have.

BS: Given the recent restructuring of administrative staff last year [within the Dean of Students Office], what was the end goal of these changes in leadership?

CS: The point of the exercise was to make sure that we are taking a more proactive, design-oriented approach to educating the whole person. In other words, we're not just being reactive and waiting for students to end up in academic trouble, mental health trouble, or whatever else to come in, but rather saying, how do we think about social life? How do we think about students who may need more time on tests? How do we think about integrating with professors in a timely way that has appropriate documentation and structure? How do we think about aspects of the student conduct system? It's really to take each function and get on the front end of it.

Another example would be orientation. We took a very intentional approach and said it's really not good that students get dropped off in different hunks: the students going to AESOP, the athletes, the international students. Let's get all students here on the same day. Why should we make students and their families wait in the hot sun for two hours to get their photo ID made when you can get those done over the summer and have a smooth process? Let's make sure every family is greeted and stuff is taken up efficiently into the dorms. I would say across the board we're taking a much more intentional, better designed, and better organized approach to a variety of things.

BS: As you mentioned, we are trying to think about how we think about social life. Some of the questions that arose last year surrounded changes to Bates culture in terms of traditions. Do you envision a new Bates culture, and how will the new dorms or some other changes contribute to this new culture?

CS: I do not. I do not have any aspirations for a new Bates culture. The distinctive, collaborative, nurturing, inclusive culture at Bates is one of the strongest features of Bates College and the Bates experience. And anything we do, looking at the total student experience, is building on that strength. So many people come here and say, "I got the vibe,"

See FOUR YEARS, PAGE 4

Welcome to our house

JOHN NEUFELD
PHOTO EDITOR

This past week, students were invited to tour 65 Campus Ave., one of the College's new dorms. This gave students a chance to see how they were coming along and get a feel for how they will look when finished. Senior Katie Kaplan, despite her upcoming graduation, wanted to see the new dorms. She was impressed with what she saw.

"Although it was still under construction, you could tell that the architects put a lot of thought into making the building appealing to all types of students," Kaplan said.

Chris Streifel, the project manager of the new dorms, led the tour. He explained how many things were taken under consideration in designing the building. The slope of the roofs, energy efficiency, space efficiency, and many more details were considered in order to create the best possible space for students. Even without seeing the finished product, the building will be a great place to live, hang out, or do work. About two hundred students will be lucky enough to live there at the start of the 2016-2017 academic year.



Bates students are given a tour of the new dorms that will open for the 2016-2017 academic year. **JOHN NEUFELD/PHOTO EDITOR**

Free speech for the entitled

HANNAH TARDIE
CONTRIBUTING WRITER

One of the first things I learned in elementary school about limitations on freedom was premised on the following logic: An individual's freedom ends once the actions of an individual begin to impede or intrude on another individual's freedom. This is why, I learned, that things like stealing from others was bad, because it took away their right to own objects they paid for. In the case of free speech, I think that the same principles can be simply applied.

In my experience, the case of "free speech" is a very intense topic around college campuses and current political debates, and I have felt a lot of emotion from both sides. It seems as though one side is arguing for "safe spaces" and the other side is arguing that this space impedes on their freedom to voice their opinion without repercussion.

While there are many disagreements in logic and practice between the two sides that I will address, the first thing I would like to focus on is the illusion of private versus public. It seems that the side for unlimited free speech would like to compartmentalize these "safe spaces." The other side argues that the private sector has its own set of rules and etiquette distinct from the agreed upon public domain. This line becomes blurred on college campuses, in the classroom, in the workspace, etc. It is in the seemingly public domain, I think, that their safety, and their freedom, is treated as an afterthought to others feeling the need to disperse their ideas at any given moment. In all honesty, the argument for unlimited free speech is a strategically decorated blazer cloak-ing every other argument made by a privileged or advantaged person who, knowingly or not, is attempting to solidify and secure their privilege or advantage of their race, class, gender, health, etc.

To argue for the dispersal of your own opinion at any given time, regardless of the consequences, is not only a privileged argument in its complete ignorance of the systematic oppression built upon language, but is also an argument initiating and further participating in the oppression of marginalized peoples. It seems that this intense desire is rooted in distaste for censorship of what comes out of a person's mouth, because the individual arguing for it has never had to censor anything, and has always been allowed the privilege of having their opinions heard, as well as the privilege of being able to argue for their opinion. The problem is that not everyone has been granted this privilege.

Furthermore, the way that we

speak to each other, about each other, and about other things, both in public and in private, dictates our perception of reality. From the very little understanding I have of epistemology, language has a strong foothold in the human notion of reality. Therefore, articulating language to cater to oppressed people will help articulate a reality in which they are no longer oppressed. On the other hand, allowing people to have unlimited access to whatever they feel like saying at any given time allows for micro-aggressions against marginalized people to continue. These micro-aggressions will contribute to the epistemological landscape of the space they are said in, further engraving that space with privilege on one side, and oppression on the other.

I understand that it can be difficult and feel limiting to have to censor everything that you want to say. However, this challenge is a privilege, because some people's voices are not even recognized as valid, let alone heard. And this challenge, believe it or not, does not negate or disregard the individual's opinion, however. It just means that the individual now has to share their opinion in a way that is not going to contribute to the systematic oppression of other peoples. The fact that marginalized people have to fight for their identities not to be linguistically oppressed is disturbing enough. To argue that it is unrealistic, too difficult, or hindering to academic discussion is essentially telling marginalized peoples that their basic freedom of feeling safe and comfortable in conversational settings, whether that be the classroom or on Facebook, is a violation of their basic human rights. Challenging privileged individuals like me to articulate their dialogue in a way that does not marginalize others forces us to challenge ourselves to consider the effects of our words. In no way do I feel limited in my expression because I cannot publicly oppress other people, just as I do not feel limited in my physical freedom because I cannot publicly slap other people in the face.

Thinking about this in regards to the mishap at Bowdoin, I do not think that the students being punished for the tequila party will have any ounce of freedom stripped from them because they are not allowed to publicly appropriate Latino culture for their own entertainment. The silly thing about this is that these students aren't even being asked to respect this culture, they are simply being asked not to publicly disrespect it.

I have personally learned a lot about these issues since I have been abroad. A few Turkish students have

See FREE SPEECH, PAGE 3

The cancer spreads: Bowdoin says 'basta' to universal rights

ADRIAN MELENDEZ-COOPER
CONTRIBUTING WRITER

When I published my diatribe against college outrage culture and the regressive left, I was criticized for being too over-the-top. Many insisted that the incidents I cited were isolated moments of moral failing from an otherwise morally admirable cause. I was told that yes, it was awful when the press was silenced or when property was damaged, but all these demonstrations were in pursuit of a more noble goal of inclusion, respect, and tolerance. To anyone at Bates who still believes this, I encourage you take an hour drive to Brunswick, home of the Bowdoin Polar Bears, to see what has become of our college campuses.

A couple of weeks ago at Bowdoin, students were caught doing something they should not have been doing. They were drinking. And not only were they drinking, they were drinking tequila. And not only were they drinking tequila, they were wearing sombreros. And not only were they wearing sombreros, but many of the students were white. Now, if you ask me, so far, the only crime that has been committed is that no one invited me. I honestly can't think of anything that sounds more fun than a tequila party in the middle of the Maine winter. But given the national mood on cultural appropriation, it should come as no surprise that students at Bowdoin reacted how all students seem to be reacting now-a-days. They protested. Latino students and their self-hating white allies petitioned the administration and the student government to discipline the partygoers for offending them.

If you support the protests at Bowdoin, you do not know how to live in a civil society. What's more, you are entirely ignorant about what constitutes a civil society. Equal protection under the law, freedom of speech, cultural pluralism—all these values are an anathema to you. You believe that it's okay that fashion be limited along racial lines. You think that certain people wearing certain clothing is dangerous, and you advise that students of color be vigilant for acts of appropriation. In this article, I hope to push back on this mindset, which I consider to be the most plausible threat to freedom in our country.

I'm obviously not thrilled that segregationists have taken over the madhouse at Bowdoin, our once proud peer institution. I'm also not entirely sure how the protesters claim they are advocating anything other than an abject campaign of race hatred and guilt. It seems to me self-evident that allowing racial dress codes is opening up a Pandora's Box of racial antagonism. I'm sure, however, that supporters of these protests will denounce me for not

"framing my analysis with the realities of historical oppression, power dynamics, and the intersectionality of race." Before we entertain the intersectional philosophies however, I just want to make sure everyone is on the same page.

If you support the protests I would sincerely appreciate public answers to the following questions—and please keep in mind that the definition of "punish" in this context means to impose punitive sanctions: Should white people be punished for wearing sombreros? If they should only be punished in certain circumstances, what are those circumstances? What specific social and economic goals must be achieved for white people to be able to wear sombreros without punishment? Should Hispanics be punished for wearing sombreros? Should Hispanics be punished for wearing waspy or preppy clothing? If not, can you explain why one stylistic stereotype is more harmful than the other?

If, after having gone through each of these questions you found a way to explain why segregating fashion is not racist, you will probably fall back on some intersectional philosophy. It's possible you might believe that due to centuries of white supremacy, white people have lost the privilege to wear sombreros. Perhaps you don't believe that minorities can be racist, and thus white people have no basis to criticize what you consider to be a reclaiming of culture. Maybe you think that sombreros demean Latinos, and thus it is out of public interest that white people be banned from using them, lest Latinos separate themselves from society. Whatever your ideology, even if you find your internal logic convincing, all your work is still ahead of you. It is just as important that your answers and reasoning not contradict those of your allies. In other words, if you want your views on justice to be actionable by the administration, there can be no room for ambiguity regarding cultural appropriation. Why? Because if ambiguity exists among intersectional social justice warriors, different administrations could render different verdicts on the same act committed by the same person.

Herein lies the failure with cultural appropriation and social justice rules. They are based on philosophies which leave too much room for disagreement and nuance. Ideally, punitive rules need to be based on some sort of provable harm upon which most people can agree. For example, starting a fire in your dorm. It is hard to philosophize over the benefits of one's right to arson in a college setting. The problem is, when it comes to social justice, everyone is a philosopher. People disagree on cultural norms, ideas of oppression, and historical outlook. People disagree on what is offensive.

People disagree on what should be censored. And no matter what you do, someone is going to be upset.

Look no further than the recent *Ghostbusters* reboot. The creators of that film sought to specifically pander to the SJW/intersectional movement. But not two minutes after the release of the trailer, they were inundated with criticism for stereotyping black women. They failed to please everyone and in doing so, pleased no one. Within the SJW community, a consensus can't be reached on how and when to stifle speech, so how can someone implement appropriation rules without drawing friendly fire? The answer is you can't, not without making enemies. So if you are insistent on rejecting universal rights, only one question remains for you: who do you trust to be the censor?

The students at Bowdoin are catastrophizing this incident. They have started a witch-hunt to find student leaders who attended the party and are serving them up as sacrificial lambs. They are slandering and attainting their peers in front of the world for the crime of stepping into the wrong party. Joseph McCarthy would be proud, but the rest of us should see this inquisition as the farce it is. The protests are underpinned by an intersectional philosophy which arbitrarily condemns practices as culturally appropriate. Let me remind you, that this is the school which, on the same night as the tequila party, held its annual "Cold War" party, in which students "appropriated" Soviet culture and dress. You tell me why one is OK and the other is not. You tell me how the denizens of the Soviet Union were privileged.

The college left has lost all semblance of the moral high ground. How can we denounce the authoritarianism of Donald Trump and in the same breath, call for the silencing of our fellow students? We can't. Not after giving up our allegiance to liberalism in favor of sensitivity. And the tragic irony is, the movement doesn't even care about diversity. Not in the abstract anyway. Taken to their logical conclusion, these philosophies of intersectionality remove all hope of cultural mixing, understanding, and love. They relegate us to our cultural sect along the cultural hierarchy and demand of us our freedoms in exchange for our obedience. This ideology is a gaping hole ready to take away the things we love unless we fight back. If anyone at Bowdoin is reading this, it's not too late for the silent majority to take back the narrative. Repudiate the masochists and segregationists among you, and stand unapologetically in defense of free speech and universal human rights. And please, the next time you see someone dressed up like Pancho Villa, tell your friends to take a couple of deep breaths before they ruin America.

Leo? Give me a break

HARRY MEADOWS
STAFF WRITER

As far as I can see, Leonardo DiCaprio won the actor for Best Actor for approximately two reasons.

1. *The Revenant* was so very hard to make, and poor Leo endured great hardship at the hand of hard-driving Mexican director Alejandro González Iñárritu (the director behind Birdman's undeserved Best Picture Win in 2015) who worked his cast until poor Leo's soggy goat-tee grew little grimy spittle-and-blood icicles and threatened to snap off from exposure. And they made a deliberately big deal about this, Leo himself happily dropping little comments about his ordeal: "I was sleeping in animal carcasses," he said in an interview with Yahoo. It's admirable to acknowledge people who go to great lengths to make honest movies. But is that really what happened here? Or was this a calculated decision on DiCaprio's part to get his apparently long overdue Oscar? (I'm also not really buying that Leo has starred in a bunch of popular movies as a series of mostly one-dimensional male leads qualifies him for the most prestigious award for an actor in the film industry, but I digress). As Devin Faraci writes on the blog Birth. Movies. Death., "... the constant harping on how hard it

was to make *The Revenant* has really overshadowed the movie that is *The Revenant*. Is there even a movie here, or is the film just the byproduct of a particularly masochistic film crew spending some time in the woods?" Sure, it was really hard, but did you play an artful, emotionally convincing role? Certainly not more than, say, the great Bryan Cranston in *Trumbo*. I wasn't convinced.

2. Leo's been waiting a long time, and it's finally "his turn" to win the Oscar. Are we serious about this? Why do we lend legitimacy to some elite set of white, middle-aged status quo blockbuster Hollywood actors by just letting them wait in line to be awarded the Oscar they're "due," after appearing in a series of lackluster, but highly financial successful films? Leonardo DiCaprio's most common role, in films like *The Wolf of Wall St.*, *Inception*, and *Shutter Island*, is just as a loose variant of himself. The actor brings about as much depth to these roles as Keanu Reeves in 1994's *Speed*, only he gets away with it because of his dashing good looks and an unhealthy dose of absurd gimmickry. Is he a pretty good actor? Yeah. Is he deserving of Best Actor inevitability? Nah. (Especially when com-

See LEO, PAGE 3

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The personality cult of Donald Trump

AMAR OJHA
MANAGING FORUM EDITOR

It is one thing to have hateful opinions. While unpleasant and probably unjustified, everyone is still entitled to their right of opinion. The issue, however, changes drastically if and when those opinions are materialized and cause instances of harm. This is exactly what we are seeing in Trump's campaign, a presidential campaign that has quickly dissolved into chaotic mayhem, most notably seen in his now infamous campaign rallies.

To be clear, this is not the result of packaging tens of thousands of people at these political rallies. Nor is this violence the result of sheer political anger. One can easily consider similarly sized events or even more infuriating things than a collapsing economy. Instead, this hatred is initiated by, catalyzed through, and enabled by Donald J. Trump, a vulgarian apparently hell-bent on creating the nation's first fascist authoritarian state.

It all began with divisive rhetoric, a partitioning of "them vs. us," calling out everyone from Mexicans to Muslims, crediting his seemingly stunning bluntness on his lack of care for political correctness, and apparently, for human decency. This rhetoric became a staple of his stump speech, drawing large waves of boos in response to references regarding terrorism or border security. People began protesting, and Trump began to take notice.

Soon enough, Trump could not get through a single rally it seemed without a disruption from at least one protestor, nearly all of whom Trump would make a point to kick out, to the thunderous cheers and jeers from the crowd. This all changed on January 8 when Trump kicked out 56-year-old Rose Hamid, a Muslim woman wearing a hijab who stood up in silent protest during Trump's rally. Following the backlash, Trump responded, "There is hatred against us that is unbelievable. It's their hatred, it's not our hatred."

This began to paint the role of protestors as the instigators of tension and the materializers of hate, as opposed to the other way around. However, even as Hamid was removed, she was escorted peacefully and carefully. Was it justified? Not exactly, but in essence, it is a private event and the campaign can admit who they would like. Hamid even commented afterwards and said that "people are mostly decent" and at no point was she concerned about her safety.

Trump took another turn in a Vermont rally, choosing to not only kick out disruptive audience members, but adding, "Get him outta there! Don't give him his coat. Keep his coat. Confiscate his coat. You know it's about 10 degrees below zero outside. No, you can keep his coat." This, in my understanding, had to be the clearest indication of Trump's genuine disregard for another's well-being and his tremendous abuse of power. It was a simple, yet incredibly revealing act.

As protests continued in more

rallies, Trump quickly began to add increasingly aggressive remarks, including, "These people are bringing us down. They are bringing us down. These people are so bad for our country, you have no idea."; "If you see somebody getting ready to throw a tomato, knock the crap out of them, would you? Seriously. Okay? Just knock the hell — I promise you, I will pay for the legal fees."; "I'd like to punch him in the face, I'll tell ya."

Trump's message is not the only thing inciting acts of violence. His views on violence seem brutish, at best, given his remarks alongside the kinds of behaviors they have prompted, including a graphic video surfacing of an old white man sucker-punching a black protestor and later saying "The next time we see him, we might have to kill him." And this is no lone incident, given that others include the choking of journalists, a black woman surrounded and shoved around by individuals, Trump's campaign manager forcibly grabbing and nearly tossing a reporter to the ground, photographers slammed to the ground, brutal kicking of fallen protestors, as well as rally-goers yelling "Sieg Heil" and "light that m***** on fire" at a fallen black protestor. The general trend is frighteningly apparent, with the rallies now apparently on the lookout, whatever that means, for potential protestors. Exactly how the campaign is going about this is unknown, but one can only imagine the types of characteristics that the campaign may be on the lookout for, particularly given the removal of innocent bystanders who simply "looked" like they may be protestors.

The culmination of this was in Illinois, when the city of Chicago sent a loud message to Trump and his supporters, namely, that this kind of hatred is not welcome in their city. Trump ended up canceling the rally out of safety concerns, with protestors erupting in cheers.

From what it seems, most of these protestors are individuals who are determined to stand up for what they believe in, that our nation is not one of hate, and we are only weaker when we divide within ourselves. These are not "thugs" planning to "riot," as Trump and supporters claim; rather, these are peaceful protestors trying to make themselves heard.

What is of grave importance is how this protest movement takes shape within Trump's rallies, ensuring that the same sorts of violence never become a part of the arsenal used to defeat hate, but rather a reliance on peaceful and ideally informative means may be a better approach.

In the coming weeks, there will be more primaries and caucuses, and as such, more rallies, and understandably, more protests. While these events unravel, we must remain wary of the instigators of hate, and understand that it is not simply a group of angry people riled up in mob mentality, but a conscious effort by a man running for president to promote and encourage acts of hate and violence.

bring up issues like what happened at Bowdoin recently.

Advocating for unlimited free speech privileges a certain group of people who already have the opportunity for their voices to be heard. It advocates for unlimited acts of violence and aggression towards marginalized people with little to no consequence. For this reason, it is hard for me not to argue for the censorship of what we say, to ensure that marginalized people have a verbal space to inhabit safely in public, as it is obvious that they do not always have safe physical spaces to inhabit in this country.

When Providence becomes poisonous

MARY SCHWALBE
ASSISTANT FORUM EDITOR

Last week, Providence College, a private Roman Catholic school in Providence, Rhode Island, released a flyer announcing that its fitness center would be "strictly" enforcing a dress code. This dress code, which is apparently not new, just not previously widely known about, prohibits the wearing of strappy tank tops, crop tops, any shirt that reveals the back, "revealing" shorts, and many other items of clothing. Color coded with a green column for clothes that are "encouraged" and a red one for "prohibited" items, the flyer has caused uproar on the college's campus for featuring mainly items of clothing worn by women. Students argue that the dress code is inherently sexist because it polices what women can and can't wear. The flyer, which is difficult to read because of the poor quality of the only image available online, never mentions modesty as a factor of the dress code, only "safety, comfort, and equipment maintenance."

A few weeks ago, I saw an article describing a similar incident in which a female student at the University of Santa Clara, a Jesuit school, was asked to leave the gym because she was wearing a crop top. When the student, Grace DiChristina, asked for a reason, the staff member cited the risk of MRSA, which is a potentially deadly infection that can be transmitted through gym equipment, and that the fitness center was owned by a Jesuit institution. Unlike Santa Clara, Providence never mentions their religious affili-

ation as a justification for the dress code. However, it seems rather apparent that this plays at least a small role in the implementation of these rules.

Several women who are students at Providence College wrote an open letter published on The Odyssey, that argues that the dress code is targeting women, and I agree with the majority of their points. Women's athletic clothes are frequently designed to be revealing. It's hard to find athletic tank tops for women that do not expose the back. One could argue that a simple fix would be to buy men's athletic tank tops, but that's a poor solution because they most likely would not fit properly and would impair movement and comfort. Yet, Providence's dress code lists comfort as a main factor in deciding what is and is not allowed to be worn. The women of Providence write, "Asking women to avoid wearing tank tops is over sexualizing nonsexual body parts and setting a standard of what comfort should look like rather than feel like." Racerback tank tops, one of the prohibited items, expose only shoulder and collarbone, which apparently Providence's administration considered to be dangerous and seductive body parts with the potential to spread disease.

On one point, I disagree with the letter published in The Odyssey. The women write, "We are not unreasonable in these beliefs because we understand and even concede that certain clothing is too revealing for the gym, such as backless tops that reveal much of the back and sports bra." People go to the gym to exercise (maybe some people

go for other reasons, but I think it's fair to assume that the majority of gym-goers are there to work out.) I feel strongly that revealing one's back or sports bra is not necessarily inappropriate, especially in the context of the gym. Like I said before, people go there to work out-- not do business or attend a religious service. Therefore, I don't really see the point in having codes dictating what attire is appropriate. If you feel most comfortable running in a sports bra, you should be able to do that! I find their concession that some clothes are too revealing to be akin to victim blaming. What you wear should not affect how people treat you or interact with you.

I also don't see how someone can subjectively decide what is and isn't 'appropriate.' The flyer features two pairs of shorts that look very similar, but one is in the 'encouraged' column and one is in the 'prohibited' column. The same items of clothing, even if they are considered to be appropriate, might look very different on different body types. Will a curvier woman be more likely to be reprimanded for wearing the same outfit as a skinnier woman? Will a tall woman be kicked out of the gym because her shorts look shorter on her than they do on a more petite woman? I just don't see how this dress code can be equitably enforced. It is controlling women's bodies under the misleading paternal guise of being in the interest of "safety." While this whole event may seem like an inconsequential dispute, it's another episode in a long string of sexist policies that police the way women dress.

Is anonymity in grading good or bad?

HANNA CHIPMAN
CONTRIBUTING WRITER

Is anonymity good or bad? The answer is, as always, it's complicated. Anonymous grading depends on many aspects such as size, personal preference of the professor or lecturer, subject of the course, and in a way, efficiency of the grading system. Students at the University of Edinburgh in Scotland, where I have been studying for a little over two months, submit written assignments anonymously, despite the fact that classes range in size from eight to fifty-five students.

Here are some of the benefits to this system: most importantly, replacing your name with an eight-digit number and erasing all personal information that may link to you provides no opportunity for grading bias. Bias can be an extremely subtle, yet effective method of showing preference, both on paper and in the classroom. We've all heard of "the teacher's pet" in high school, right? Well, bias on papers and the act of grading a student's work is extremely subjective, regardless of how many times professors and lecturers insist that they are reading the papers with "an open mind." We all have our opinions and doubts, both students and professors, so when reading and editing a paper, these grades are reflective of the grader's perspective. Factual and political correctness placed aside, I strongly believe that the system of grading, both in Scotland and in the United States, is completely reflective of how one person assesses another. That being said, it is correct to point out the advantages of erasing all personal

information from assignments: any connection—good or bad—that a professor or lecturer may have with a student has no bearing on that student's grade.

In addition to preventing bias, the exam or student ID number on the top of the essay allows the grader to solely focus on the subject and quality of the essay, rather than focusing or getting distracted with the author's identity. By erasing the name of the student, the grader can focus on the extent to which the author successfully (or unsuccessfully) conveyed their ideas and analysis onto the page. In a way, the idea of "writing an essay for a stranger or someone who doesn't know the subject" is highlighted through this anonymous submission. Although the grader is most likely an expert in the subject area, the student must convey his/her understanding of the topic completely because there is no way for the grader to connect with the author to ask for clarification. What has been submitted is final, and there is no exception.

Now here is the flip side: anonymity severs all personal connections between the student and professor and breaks up the idea of progress. In my fifty-five-person class, our main lecturer is extremely friendly, funny, and is clearly an expert in her field. I have often entertained the idea of going to her office hours to chat, but something stops me every time: she doesn't know me as student, regardless of whether she would recognize my face if I walked into her office. Obviously I could change this situation by going to her office, but the fact that she doesn't know my writing or thought processes is discouraging and our possi-

bility for any student-professor relationship would be quite short-lived. Many of my wonderful connections with Bates professors stem from the work I have submitted and quickly transformed into casual conversations. If there is anything I miss about the wonderful community of Bates, it is the valuable and incredibly inspiring close relationships between students and professors.

As for the idea of progress, I believe that anonymity breaks up the way a professor can keep track of a student's progress throughout the semester. Granted, at the University of Edinburgh, all grading is solely based on two types of assessments, exams and essays, so "progress" is limited. Participation, however, could be factored into students' grades in the smaller classes. Although a grader could easily look up the student's exam number to compare a previous essay, I assume that here at this university, the grader only focuses on the assignment at hand. I may be incorrect, but the point is that the lack of personal connection between the author and the grader leaves no room for remembering the previous assignment and thus assessing the progress.

So, although I take a stand on the side that does not favor anonymity, there are clearly many advantages to keeping the student anonymous. My lecturers are professors in Scotland are extremely well versed and knowledgeable in their areas of study and I am learning about many valuable perspectives and subjects, but I have to say: I would prefer Bates College any day.

FREE SPEECH

CONTINUED FROM PAGE 2

joked with me about the use of the N word, and thought it was funny "how Americans get so sensitive about it." To my Turkish friend, making fun of African Americans is silly. He does not come from a country that was not only built on forced labor, but still oppresses these people today. And that is exactly what micro-aggressions do. They enforce infrastructures of oppression on marginalized people, in order to maintain this marginalization. African Americans are still facing unfair treatment in this country and using a slur against or telling a joke about black people is not an isolated linguistic act—it is a performance that has been ritualized into this societal context for over 200 years. African Americans are not the only oppressed peoples in this country, which is why it is important to

LEO

CONTINUED FROM PAGE 2

pared to actors like Al Pacino, who genuinely deserved the Best Actor nod in roles like *The Godfather*, but was snubbed in favor of the inferior but more striking Marlon Brando, who, by the way, had the stones to meaningfully advocate for a cause by sending Sacheem Littlefeather to deliver a speech on Native American treatment by the federal govern-

ment, instead of just floating around some platitudinous nonsense about *The Revenant* and how it's our job to protect the natural world. Thanks a bunch, Leo; now we all know you, a famous actor, cares about the natural world. Did you want a cookie? We already gave you a little gold statue, for some reason.

This sort of award-hunting inevitability culture, I put to you, is one of the causes of Hollywood's seemingly total dearth of ability to create seriously artful and meaningful films. When we reward actors

and filmmakers who create movies not to make a profound impact, or to advance a new artistic aesthetic, but who are instead in the pursuit of the recognition of the moneyed and glamorous Hollywood ruling class, what suffers is literature's most prominent medium in the 21st century: film. And Leonardio DiCaprio and the Oscar-inevitability class are a big part of the problem.

FOUR YEARS
CONTINUED FROM PAGE 1

“that’s what I like about Bates.” The point of strengthening the different office functions and the programs is to actually make sure the Bates culture isn’t a hit or miss experience, like if you are lucky enough to land with a good friend group or if you are a particular kind of student. Rather, make sure we’re paying attention—the adults here—to having a more reliable and consistent experience of precisely the strength of the culture that’s already there.

BS: Looking back you’ve been here almost four years. What are some obstacles that you’ve had to face that you didn’t anticipate having to deal with coming into the job?

CS: I really have loved being here from the second I got here. I knew I wanted to do this job. I knew I loved Bates and everything it stands for. My first four years have not been an experience of obstacles. It has been an experience of being incredibly impressed with how invested students are in their experience here, how much they care about the place, how invested the faculty are in their teaching, and the quality of the academic experience. The fact that we have thesis. That fact that students here almost universally end up loving their experience here.

Even with the investment [in the Bates experience], there’s a real openness to change. Purposeful Work is a revolutionary way of approaching the set of issues around preparing students for work, life, and social contribution. There have been no obstacles there. The door has been wide open to take a very intentional approach.

I’ve hired a senior staff because of retirements and other things. A new head of fundraising changed the way we do alumni events—hugely positive response. We’ve been getting record crowds in all the cities: New York, Boston, etc. So in general it hasn’t been a feeling of obstacles. It’s been a real feeling of solidarity, taking what is a wonderful experience and making it even stronger.

A student said to me the other day when we were having lunch, “When you build the new dorms you’re going to increase the size of the student body.” No, no we aren’t. The whole point is to make sure that for the existing student body we’ve got a high quality residential experience for everybody, which we do by adding 230 beds. But I’m like, I must have said that fifty times that it’s not about expanding the student body. How do you figure how to communicate in a way that gets through clearly? I think our mismatches last year with the student

body are a good example of that.

The other thing I think that’s striking about Bates is that people really do care about their experience and everybody has kind of a slightly different view of what their experience at Bates is. So you have to tread very carefully. And that’s something I had to really understand and realize just how important consultation and trust really are.

BS: One of the main points of your inaugural address was making a college education accessible to all students, even those who cannot afford it. What are some plans in place to address the rising cost of tuition nationwide and to make sure a Bates education is accessible to everyone?

CS: First of all, one of the first things I did was to limit the annual increase in tuition. We had assumptions in our financial plan because we don’t have a large endowment which I felt were too aggressive for families, so I pulled back. Tuition does go up each year because the platform of costs goes up for us, but we try to keep it in the most restrained way possible—so a long term strategy of restraining increases in cost.

Second, there’s a huge emphasis on recruiting students from a wide range of backgrounds, having a diverse and inclusive student body, and supporting students through generous financial aid. We spend \$33 million a year on financial aid. Compared to our endowment and our operating budget, this is one of the biggest priorities of any institution in the country. As we go into a fundraising campaign, which we expect to over the next several years, fundraising for financial aid and for access to college will be huge.

Finally, let me just say the last thing that is currently in the center of the national conversation is student loans. We work very hard to limit student loans. Our students who have loans graduate with an average of under \$14,000 in debt, whereas the national average is somewhere in the [thirty]-thousands. The other thing we do is when we admit students we meet their full financial aid. Some institutions might admit you and know that you needed \$25,000 in a grant, but they’ll say, “Well, I’ll admit you and I’ll give you \$15,000, you go figure out where you’re getting the other \$10,000,” which can only be gotten through a loan or what your family is doing. We make every effort to meet the full financial need of every admitted student. Those are huge priorities, they’re fundamental. We spend a disproportionate amount of our limited financial resources on financial aid, and this is absolutely the right priority. I was in charge of federal financial aid for Senator Kennedy. I’ve been working on this set of issues since 1993,

that’s almost 25 years, and I worked on issues of access and affordability at Harvard.

BS: Another point was the impact of technology on education. How will the implementation of the new Digital and Computational Studies program impact the Bates education and does it resemble what you imagined four years ago?

CS: I came in and realized we didn’t have a major in computer science and I thought that was a dangerous place to be in the 21st century. Let me take it from a few different slices. It’s really important to have digital and computational studies here, number one for intellectual reasons and curricular reasons. Many fields now are incorporating digital and computational methods into the field. You see it hugely in biology, genetics through-put. You see it in physics and all the astronomy data. You see it in political science in decision theory. You see it in neuroscience, you see it in economics, and on and on. If you talk to Margaret Imber, you see it a lot in humanities. There are all different kinds of digital humanities applications.

If you think purely intellectually, we’re going to want to be attracting professors in a variety of different fields that will feel like they have colleagues here whom they can engage with and can do their own work and research. We’re also going to need to make sure that students who want to go on to graduate work have the basic exposure to digital and computational methods in their fields. That’s the sort of intellectual, curricular side. Then there are the students graduating and going on to professional school and the world of work. Increasingly, workplaces assume that students have some exposure to programming. Some of the highest growth areas in terms of companies in the United States are the Silicon Valley digitally-based start-ups. In terms of widening the options that our students will be well-prepared for, that will be a huge help there.

BS: So you are seeing an interdisciplinary impact of this program?

CS: Yes. The program is designed to have two possible pathways. Every student could have an option of taking however many basic computer science courses they may want, like classic computer science, algorithmic thinking, some basic programming, etc. You wouldn’t have to be a major to do that, and you could take that just the way you’d take an economics course. And then a major could decide to double down on pure computer science, and we will have the ability to do that so you can get a very rigorous computer science degree from Bates. Also, a student has a different

path available as we’ve designed the program, which is to say, “I’ve got my basic five introductory courses, but what I want to do my thesis on is an applied problem in sociology, economics, or neuroscience...” So even in your own experience here with research and thesis, you can make an interdisciplinary pivot. A lot of places have their computer science programs located within a math department—this is explicitly designed to be interdisciplinary from the very beginning. That’s why it’s called Digital and Computational Studies.

BS: As the president of a liberal arts college and a former student at a liberal arts college, what is your definition of and vision for Bates in the liberal arts context? What do you think are the benefits of a liberal arts education in the world today?

CS: I think a liberal arts education has long been and remains the most powerful and adaptive form of education you can have in a world that’s always changing. I don’t ever say “a changing world” because the world has always been changing. And so a liberal arts education educates the whole person in an integrated way. It gives you a set of skills that you have internalized and the capacity to deal rigorously with substantive material: curiosity, creativity, interrogation of assumption, and thinking in an evidentiary-based manner. It’s about actually applying some of those techniques to how you think about your own life and move through the world. I think that’s what Bates has always been about, and I think that’s what Bates continues to be about. There is a reason the graduates of liberal arts colleges end up as leaders in business, government, a variety of non-profit fields, and the academy. I think the liberal arts education is the most powerful integrative education there is available.

BS: How will all these changes that have occurred in the last year—whether the dismissal of staff, the implementation of the new program, or the opening of the new dorms—help get Bates closer in rank with all of our elite competitors?

CS: My number one focus is substantially, what kind of experience are we providing and are we doing an excellent job at it? The academic experience is governed by a certain set of intellectual values as determined and articulated primarily by the faculty. The student experience is the product of a culture that has grown up over a long period of time, and those have very little to do with rankings. Rankings are highly dependent on resources, and many are actually driven by ratios and dollars that have to do with the size of your endowment and the number of

faculty members you have for each student. This is also dependent on endowment with faculty salaries and so on. So that’s not a needle we are going to quickly move far.

What I do think we are doing is improving the quality of the Bates experience and we are constantly improving our position in the marketplace as evidenced by admissions. We’ve had record admissions these past four years—the numbers of students applying and the quality of the student body. On the resources side, we have seen our fundraising go up. Two years ago it went from \$12 million to \$16 million...so that’s a third. The next year it went from \$16 million to \$21 million. We just raised \$19 million for Digital and Computational Studies. All of that will help but it’s a slow process, not a quick fix.

BS: What’s next? What can the incoming class expect of you and your administration?

CS: In their lifetime they can expect brand new dorms when they first get here that not only have the effect of giving everybody new dorms, but also of creating highly desirable dorms in Smith because those become doubles that you can block into with up to eight people.

They can expect in their time here an excellent Digital and Computational Studies major and continued innovation and experimentation in Short Term. We’re creating incredible experiences, like when students participate in course designs and redesigns with the faculty. It’s almost like a second thesis experience through a cohort experience. We’ll continue to have really intense practitioner-taught courses, and there will be more of them.

I want to see us make strides in science education. I want to see us have a very intentional approach to making sure that all of our students, and in particular our students of color, have full access to the Bates experience—that they succeed in it and find the atmosphere inviting. We’ve had some terrific discussions all year on that, so strides on diversity and inclusion.

During this tenure period that we are in, we will be recruiting about a third of the faculty new because of faculty retirements. I hope to see a highly talented and diverse faculty.

I’d love to see us get to some post-season play in basketball again. With lacrosse, we’re already off to a great start. Ahmed just won the national championship in squash for the [second] time. There’s strong support for athletics, the arts, and so on.

The next year alone will bring some drastic changes to the Bates community and curriculum. The Student will continue to monitor what’s next on Spencer’s agenda.

Students seize summertime engagement opportunities

COURTNEY PORFIDO
CONTRIBUTING WRITER

Bates has a unique relationship with our hometown of Lewiston, Maine. Even though there is a great deal of integration between the two, it often feels like we are in a Bates bubble. With school, sports, work and all those other responsibilities, it’s easy to spend an entire semester without going into the community for something besides Walmart or Forage. Over their four years in Lewiston, however, most Batesies will experience some sort of community engagement. The Harvard Center facilitates opportunities for students to participate in the greater Lewiston/Auburn community, in addition to the class-based opportunities Bates provides.

In order to help students fully experience community engagement, the Harvard Center offers grants that support summer community engagement. Some recipients have spent their summers in Lewiston in order to work closely with local nonprofit organizations without the distraction of coursework. The Student spoke with four of these grant recipients.

Anna Sucsy ’17 got her start in community engagement as a volunteer at Montello Elementary School, and she spent last summer working at the Hillview Housing development and the summer school at Montello. Even though she spent a considerable amount of time there during the semester, Anna felt that her summer experience was the first

time that she felt like “both a member of the Lewiston community and a member of the Bates community.” Because she worked full time, Sucsy was able to build meaningful relationships with both students and the staff. She especially loved getting their opinions about Lewiston and the ways in which they wanted it to improve.

Hannah Wilson ’17, a volunteer at Tree Street Youth, emphasized the realization that community engagement is not community service. She explains her relationship with Tree Street as a two-way street because “the benefits of community engaged work goes both ways.” Instead of framing her work as something that was intended to “save” the community, she framed it as a learning experience for both parties. The time and effort that she put into the community both served Tree Street and gave her a “greater sense of belonging in Lewiston, rather than just at Bates.”

Many Batesies never experience anything besides the brutal Maine winters, but summertime Lewiston really shines. Suzannah Smith ’16 worked with Lots to Gardens, an urban community gardening organization started by a Bates alumna that is based out of St. Mary’s Nutrition Center. She recommended experiencing “at least one summer working in the community in Lewiston” because “it’s the time when the city really comes to life with people.”

There are plenty of community events that take advantage of the beautiful weather. The farmer’s mar-

ket that opens Sundays downtown fills with local farmers selling fresh fruits and vegetables. You can also take advantage of the river trail next to the Androscoggin for a cool and scenic running and biking route. Wilson explored the Fourth of July celebration (fireworks over the ‘scogg!) and the Arts Walk. She does note, however, that without a car she would have felt a little trapped—a trip to the ocean is much easier when you don’t have to bike there!

Having spent multiple summers in Lewiston, graduating senior Katrina Buchta pours her thanks out to the community of Lewiston.

“I am incredibly thankful for and humbled by my community engagement experiences in the Lewiston community. Lewiston, thank you for challenging my former ideologies, preconceived notions, and steadfast perceptions of the world around me. Thank you for introducing my once sheltered, naïve self to racial, ethnic, religious, and economic, cultural, and linguistic diversity. Thank you for exposing me to heterogeneity and the beauty of difference. Thank you for allowing me to build unity and interact across lines of difference.”

Buchta’s experience captures the heart of true engagement and investment in the community in which Batesies live.

#CollegeDebate2016
wants you to #vote

New organization intends to increase voting turnout amongst college students

MARIAM HAYRAPETYAN
ASSISTANT NEWS EDITOR

With the 2016 Presidential campaigns underway, a new organization has started in Dominican University in California called #CollegeDebate2016. The goal of this organization is to engage college students in politics and the current presidential election through technology and social media. Students from colleges all over the United States will be chosen through an application process to attend workshops and seminars from June 1-3 and September 9-10 of this year.

TurboVote, Brigade, Generation Citizen and Voispot will lead these workshops that will focus on social media engagement. Given

FULBRIGHT
CONTINUED FROM PAGE 1

and perspectives even though we have different cultural and linguistic backgrounds. I’m looking forward to doing the same in Luxembourg.”

Bates doesn’t just publish “purposeful work” on their website as a way to attract prospective students. Bates wants its students to find purpose in whatever field is dear to them. Professors, staff, community partners, and fellow students

help to develop that interest while at Bates. We leave with the charge of enacting valuable change in the world through dignified careers of service.

For more information about the Fulbright Program for next year or other fellowship opportunities including those for alumni, contact Robert Strong.

“Our Country’s Good” reminds us what it means to be human

HALLEY POSNER
CO-MANAGING ARTS&LEISURE
EDITOR

I never thought I would feel pity for a hangman. After watching Timberlake Wertenbaker’s play, “Our Country’s Good,” and the emotionally draining performance put on by Bates actors, my thinking changed. Even though the play is set in the late eighteenth century and has convicts for characters, the audience learns to identify with those supposed criminals. With clever staging and lighting, “Our Country’s Good” is a play to remember.

Walking into Gannett Theater, I immediately noticed that the stage was set up in the round, with chairs on both sides of the platform. This layout was chosen instead of the normal construction of having the stage at the front of the room and the chairs all facing towards the front of the stage.

Throughout the play, Professor and Director Sally Wood’s stage movements made it so that there were actors facing all of the audience members at the same time. Another interesting part of this set-up was that the audience could look across the stage and gage their fellow people’s reactions to certain scenes.

At first glance, the set looked mild and underdone. It was made up solely of two columns on either side of the stage with fabric tied around them in elaborate knots; an upper level was only accessible by ladders. Once the house lights dimmed and the show began, however, different light filters also added to the ambience. Blue light trickled out from the under the stage to reinforce that



the actors were on a boat. Red light filters were later used to show a particularly emotional scene.

The drapery on the columns was used to create smaller spaces, like Second Lieutenant Ralph Clark’s bedroom. At the end of the scene, the fabric was then re-tied to the pillars by the actors themselves and left alone until it was needed once more. Crates of varying sizes were among the only props used during the show. The sparse stage reinforced that the point of the play was to focus on the actors and their emotional journey, not the props.

Most of the play was double cast, with actors playing more than

one role. While this might seem a little confusing, the transitions the actors made between their characters were seamless and easy to follow. Gavin Schuerch ’18 played three characters throughout the production. He told me that he associates different physical movements with different characters. Schuerch said, “because I’ve so strongly associated each character with his movement, once I’m in the right physical place, the mental shift comes almost immediately. Rapidly changing characters during quick scene changes happens pretty smoothly.”

The characters portrayed in this play are immensely complex. When

I asked about her role and the play at large, Allie Freed ’16 said, “It was a play that challenged me intellectually, physically, and emotionally and it really pushed me as an actor. I am so thrilled with the finished product, and it was such an honor to inhabit a character as complex, nuanced, and thoroughly human as Liz Morden.”

What do a penal colony and 1930s era Hollywood have in common? I’ll tell you: both use performances, whether it is theater or movies, to distract from the problems at hand. The premise of Wertenbaker’s play is that Second Lieutenant Ralph Clark, portrayed

by Sam Myers ’16, wants to have the convicts put on a play. He has two motives: first is to please the governor and hopefully get a promotion, and the second is to give the prisoners a reprieve from their daily lives.

This play-within-a-play construction allows the audience to further examine why they themselves came to the show. Theater allows the audience and actors to leave their problems at the door and submerge themselves in a different world, at least for a while.

As to be expected, some of the characters in this play were ones that would not normally garner sympathy and might be difficult for actors to portray to the audience. However, Mara Woollard ’16 eloquently said, “This show really helped me realize that at the core [of acting] is the basic act of empathy for your fellow actors and their characters, but mostly for your own characters, whether they were kind and loving or cruel and unforgiving.”

The chemistry between the actors was palpable to the audience. Woollard cited her favorite part of working with fellow cast members. She said, “We are all completely silent and completely engrossed in what our fellow cast members are doing on stage. I think that clearly shows the respect and love that this cast has for the show and for each other.”

If you missed “Our Country’s Good,” that’s a real shame. It was a spectacular show and set a high bar for all future performances.



VCS brings tears, power and passion with the presence of Sister Outsider

RILEY HOPKINS
CO-MANAGING ARTS&LEISURE
EDITOR

Village Club Series never fails to deliver the best of the best when it comes to our Thursday night entertainment. While student performances always make us feel proud to see our fellow Batesians on the stage—with musical performances ranging from The Remedy to Alisa Amador’s solo extravaganza—it is always nice to sprave up the variety and recruit performative groups from all over the country. On March 10, the spoken word group Sister Outsider came to the Mays Center to share their personal stories and the beautiful poetry they use to illustrate them.

This semester’s lineup of performers has already been a grand slam. Thanks to VCS coordinator Qiu Fogarty, we have been graced with the musical presence of Ballroom Thieves, Ryanhood, Tall Heights (a crowd favorite), The Spring Standards, Jeff Leblanc and Stabwounds. However, the originality of the dynamic duo Sister Outsider left the audience in emotional awe after their heart-wrenching performance.

Dominique Christina and



Denice Frohman are award-winning poets who have collaborated to make up the first pair of Women of the World Poetry Slam Champions. Over the past two years, the two women have been touring the country at several different colleges and universities. They put strong emphasis on celebrating their “otherness” by refusing to exist in a marginalized society that fosters a culture of violence and exclusion. They emphasize and facilitate conversations about the issues of identi-

ty, inclusion, race, gender, LGBTQ issues and the gruesome inhumanity of gender-based violence.

Mary Anne Bodnar ’16 has been to many, if not all, of the VCS performances this semester. She said, “Sister Outsider is always such a pleasure because of how Dominique and Denice feed off of and support each other throughout the performance. As an audience member you really feel like you’re getting a look

See VCS, PAGE 6

So You’ve Been Publicly Shamed by Jon Ronson: A candid look at the power of social media

HALLEY POSNER
CO-MANAGING ARTS&LEISURE
EDITOR

The Internet is a dangerous place. People feel safe, anonymous and powerful while hiding behind a computer screen. This prompts some people to be mercilessly cruel when degrading others online.

In his book, *So You’ve Been Publicly Shamed*, Jon Ronson takes an in-depth look at lives that were uprooted through use of social media. While Twitter can be a progressive platform for social change, it also has the capacity for users to perpetuate a cycle of degradation and humiliation of people with whom they disagree. The most terrifying fact about this whole conundrum is that people, everyday people, have complete control over this situation. If Shakespeare had a Twitter account, he would say, “To post or not to post, that is the question.”

Public shaming, as Ronson notes, is not unique to social media platforms. This type of punishment is as old as organized society itself. Putting a prisoner in a stockade for

a day is medieval equivalent of posting an unflattering picture of an ex-best friend to their Facebook page.

Ronson realized that “[w]hen we developed shame, we were utilizing an immensely powerful tool. It was coercive, borderless, and increasing in speed and influence.” Widely successful technology moguls whom our society reveres have created a vacuum in which public shaming could thrive and happen unchecked.

The goal of his book is simple: Jon Ronson investigated these events of cyber-public shaming and analyzed the validities of the arguments. Did the people deserve such punishment, or did the hoi polloi just exchange their pitchforks for keyboards?

Ronson writes, “I think our natural disposition as humans is to plod along until we are old and stop. But with social media, we’ve created a stage for constant artificial high drama.” People crave gossip and action. With social media, there is a ready supply of such cases and a plentiful

See SOCIAL MEDIA, PAGE 6

Stay a little longer and listen to Brothers Osborne

SARAH CURTIS
CONTRIBUTING WRITER

On January 1, brothers TJ and John Osborne released their debut studio album, *Pawn Shop*. While country is not my number one choice of musical genre, this unique musical duo, Brothers Osborne, strays from the stereotypical country sound by incorporating layers of rock and folk in addition to country. The result? Well, let's just say there's a lot more to country than tractors and heartbreak. *Pawn Shop* is chock full of a range of songs dealing with classic themes such as love while also addressing acceptance and appreciation for what life has to offer.

The album's opener, "Dirt Rich," is a play on the term, "dirt poor." This is an upbeat, catchy tune in which the brothers advise us that "if you're broke, don't fix it; learn to live with it." Sometimes life will throw us challenges. If something is out of your control, the Osbornes tell us that sometimes the right perspective is to simply go with the flow and work with what you already have.

Back in 2015, the brothers re-

leased a single called "Stay A Little Longer," which is the third song on their full album. "Stay A Little Longer" is a song I cannot stop listening to—it is, in my opinion, the most noteworthy song on the album. It targets the essence of a new and developing romantic relationship by describing how, when two people share a special moment, they keep replaying it in their heads because they want the other person to come back and "stay a little longer."

Someone may deny his or her feelings for the other person, as the brothers tell us, but there is no denying that he or she cannot get enough. They sing, "I tell myself I'm not in love, but one more time is not enough."

Towards the end of the song, we hear the epic guitar solo that captures the feelings one can bottle up and try to hide but will always find a way to be revealed. It may seem cheesy, but it is very real and very relatable at the same time, which is exactly what makes "Stay A Little Longer" such a standout. This song says what most people think in this situation but are too afraid to say in words. In the end, this is why music

is the perfect medium of expression.

The rest of *Pawn Shop* reflects the carefree but careful attitude of Brothers Osborne. In the title song, "Pawn Shop," the brothers highlight that one can always make something good out of something bad as seen in the lyrics, "One man's trash is another man's treasure." In the track, "American Crazy," the brothers address that, amidst the divided nation that is America, essentially we are all connected because we are all American. We should be proud and grateful for the life we live.

Pawn Shop will boost your mood with its upbeat, captivating tunes that provide positive messages. It will resonate with you long after you have listened to the album, or even after you have listening to just one song from the album. The album is a solid effort for both its musicality and its recognition of the obvious things in life that people never really talk about.

From Brazil to Bates: The Alberto Maranhao Theater Dance Company

TORY DOBBIN
STAFF WRITER

On March 12, Alberto Maranhao Theatre Dance Company came to Bates to teach a class and show a few works. The company, originally from Brazil, brought with them four dancers and a member of the directorial staff. Most of the visitors didn't speak English, but a local dance teacher acted as a translator. With her help and the enthusiasm of the dancers, all parties were able to communicate and share ideas.

To start the morning, one company member taught capoeira, a Brazilian martial art that involves elements of dance, acrobatics, and music. It was originally a form of fighting against Portuguese slave hunters during colonization. Consequently, we learned several movements meant to either protect oneself or harm another while moving to the beat of the music.

The class started by walking across the floor "as animals," imitating elephants and ostriches. This was meant to warm up the body and familiarize dancers with the movement vocabulary specific to capoeira. Next, we learned a basic step used to remain mobile, and afterwards we

layered on a turning kick, crouched defense move, and cartwheel.

Hannah Miller '14 noted that "it was intriguing to explore a form of dance that combines martial arts and movement—it made you feel powerful when you did it." Miller also went on to say that it was "amazing to watch a non-English speaker interact and teach class to a room full of people who speak a different language." Keila Ching '18 agreed and said, "I loved [the workshop]—my dad does Filipino martial arts disguised as dance, so it was familiar to me."

After class, the company changed into costumes and presented two pieces to members of the Bates dance community.

The first piece was inspired by a choreographer's dream of cockroaches invading his dance studio. The four company members expressed this dream by vacillating between moving as cockroaches and moving as humans. For the audience, the distinction between cockroach movements and human movements was clear, so viewers understood relationships between dancers much better. The choreographer also included human nonword noise such as breathing and clicking sounds.

These provided context and created an atmosphere of being in a forest.

The second piece the company presented was much more dramatic. It began with a soloist singing until he was interrupted by a "prima donna" singing into her shoe. The ensuing theatrical interaction and fight for attention created chaos and competition between the two dancers. This scene repeated with variations throughout the rest of the piece, which included singing in Portuguese and speaking to the audience in either English or Portuguese. The other two dancers, in contrast, had a much calmer and intimate contact improvisation duet. The juxtaposition between the two types of relationships and personalities presented in the piece were poignant and left viewers curious about its inspiration.

Throughout the whole showing, the choreography included a diverse movement vocabulary replete with detailed articulation of body parts, particularly the spine and arms. The group perfected the concept of making difficult movement look effortless. Each dancer's physical strength was revealed only through knowledge of the effort required to execute each movement.

SOCIAL MEDIA

CONTINUED FROM PAGE 5

source of entertainment.

Have you ever heard of "group madness"? This term was coined and studied by a nineteenth century French doctor named Gustave Le-Bon. He hypothesized that people lost all control of their faculties in a mob and the normal restraint with which they use to govern themselves disappears. People on the Internet can be considered to be in a state of "group madness" because they have no individual accountability. Rather, they are just one username of many.

Within his book, Ronson presents multiple case studies that demonstrate different incidents when people were shamed with the help of social media. For example, he talks about two men at a tech confer-

ence who made a crude joke about a piece of computer hardware. A female member of the crowd found the joke completely inappropriate and disrespectful.

To make a long story short, the woman shared a picture of those men on Twitter with the joke they made below the picture. Ultimately, all three people lost their jobs and all three people suffered humiliating comments. The men were fired on account of insensitivity to female coworkers, and the woman was fired because she got a family-man fired from that job that was supporting his wife and children. In this example, while gender politics come into play, social media facilitated the vehicle for all the public threats against everyone involved.

Ronson poses this question to his reader: "I wondered what would happen if we made a point of es-

chewing the shaming completely – if we refused to shame anyone." Destroying someone's life on social media all boils down to the question of to retweet, to repost, or to engage in a hostile environment. This could all be easily avoided if people chose not to engage.

I am slowly coming to the gloomy realization that my generation is "creating a world where the smartest way to survive is to be bland" in terms of social media usage. The way to guarantee safety on the perilous interwebs is to conform to the norm. This is a sad fact that will hopefully change in the future as people become more tolerant and less concerned with tearing other people down.

These two women have a special bond with common goal in mind: foster activism for these serious issues and facilitate change. They work tirelessly to do their part by touring the entire country and exposing their vulnerability. Now it's up to us to take their baton and move forward.

One of Dominique's most resonating poems was the personal story of a girl who was gang raped and beaten to death. Her words were powerfully painful, effortlessly spewing out of her mouth yet stabbing us all like daggers. It was a heartfelt performance with a serious message about sexual assault on young women. Her next poem was about her mother, the most womanly woman she knows. She truly poured her heart out onto the stage as she told a tale of her childhood—her father leaving, her mother struggling to raise a child as a single mom and the endless hardships they went through together.

VCS

CONTINUED FROM PAGE 5

into their friendship, which infuses their already poignant reflections with warmth and humor."

These concepts were evidently clear in their performance on Thursday evening. They connected to the audience on such a relatable and comfortable level with their humorous introductions to their poems and their passivity in their subtly powerful words. Their art was not too aggressive, making the performance strong and effective.

Top ten spring shenanigans at Bates- R.I.P. winter



RILEY HOPKINS AND HALLEY POSNER
CO-MANAGING ARTS&LEISURE EDITORS

Now that the two short weeks of winter have past and the (May?) flowers are starting to bloom, it's time to think about the fun things spring has to offer here at Bates.

1. Read/study in the amphitheater. You'll start to realize that the thawed Puddle doesn't look all that different from the "frozen" one we saw in January.
2. Ask to have class outside, even though it probably won't happen.
3. Frisbee on Garcelon. All day everyday.
4. Pencil in a trip to Dairy Joy at least three times a week (it opens on March 17th!).
5. Master the obstacle course of hammocks that is Alumni Walk. Statistic: 1 out of every 4 Batesies owns a hammock in some modality, so they're easily accessible.
6. PLEASE watch the sunset (or sunrise if you're really ambitious) from Mt. David.
7. Say goodbye to your Canada Goose jackets and hello to your Patagonia vests once again.
8. Walk around campus barefoot because it becomes slightly more acceptable.
9. Enjoy those overwhelmingly riveting Division III NESCAC sporting events.
10. Finals? Oh yeah... March is hell, but the light at the end of the tunnel is named Short Term.

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Men's and Women's Tennis

Tennis drops weekend slate at Middlebury

Griffin Golden
Staff Writer

The Bates men's and women's tennis teams visited Middlebury on Saturday. Facing the number-three and -six teams in the country respectively, the Bobcats did not fare as well as they hoped. Both teams lost 9-0 to the Panthers.

The men's match, played in the morning, took place indoors in the state of the art Duke Nelson Recreation Center. The most exciting match of the morning was at the No. 1 between Bates star Ben Rosen '18 and Noah Farrell. After Farrell dominated the first set with a 6-0 win, Rosen fired back and took the second set 6-3. The final set of the match seemingly would not end, as Farrell pulled away with a hard fought 13-11 set, and a match victory. Although he took the loss, Rosen's close effort against top com-

petition is promising for the future. In doubles, Pat Ordway '17 and Fergus Scott '18 of Bates lost to Palmer Campbell and Hamid Derbani, 8-6. The number 22 Bates men's team is now 2-4 on the season. Battle tested against some of the best teams in the country including the defending champions (Claremont), the rest of the season should be much easier for the Bobcats. Expect the team to pick up some big wins in conference play. Bates will face Swarthmore this Friday at 7 p.m..

The weather was picture perfect as the Bobcat women took the court for their afternoon match on the Proctor Tennis Courts. The Panthers set the tone early by only losing two games in three doubles victories. In singles play, Bates top seed Maisie Silverman '18 was able to win two games in the first set against Ria Gerger, but ended up losing the match 6-2, 6-0. At number two

singles, Elizabeth Erbafina '17 lost 6-3, 6-1. The Bobcats are now 3-3 on the season, and will be back in action Friday afternoon.

Both teams will travel to the University of Mary Washington in Fredericksburg, Virginia for the Blue-Grey Tennis Invitational. It will be a full weekend of tennis as each team is slated to compete in three matches. The men's team will play Swarthmore, Mary Washington, and Johns Hopkins. The women's team will play Mary Washington as well, along with Case Western Reserve and TCNJ. Hopefully the Bobcats will pick up some much-needed wins as the season gets into full swing.

UPCOMING HOME GAMES

Men's Lacrosse vs Trinity
Saturday, 3/19 @ 1:00 p.m.

Men's Lacrosse vs Keene St.
Wednesday, 3/23 @ 5:00 p.m.

Women's Lacrosse
vs. Southern Maine
Tuesday, 3/29 @ 4:30 p.m.

Baseball vs Tufts
Saturday, 4/2 @ 3:00 p.m.

LACROSSE

CONTINUED FROM PAGE 8

Continuing their excellent run of play, Bates defeated number nine nationally ranked Amherst 8-7 this Saturday to move to 5-0. Just as they have this season, the Bobcats got off to a blistering start, scoring the game's first four goals. While Amherst chipped into that deficit over the rest of the game, they were never able to overcome Bates. Three late saves by senior Hannah Jeffrey, last week's NESCAC Player of the Week, sealed the victory. Senior Emma Brinkman led Bates with four goals in the contest.

That victory forced coaches across women's college lacrosse to pay attention to Bates, as the team went from having no votes in the national rankings last week to being number 16 in the country this week.

After a comprehensive 13-4 victory over Roger Williams on Wednesday in which seniors Alex Briody and Greenstein each scored three goals and Jeffrey recorded five saves, the Bobcats will next visit Trinity on Saturday afternoon. The Bantams, who have had the best NESCAC regular season record every year since 2009 and likely pose the greatest threat yet to Bates' undefeated record. Having been based upon their stellar season-opening run, the Bobcats should have plenty of confidence heading into that matchup.



Bates lines up for a penalty shot against Babson. JOHN NEUFELD/THE BATES STUDENT



Former NESCAC Player of the Week Hannah Jeffrey '16 in net. JOHN NEUFELD/THE BATES STUDENT

NESCAC Standings

Men's Lacrosse			Women's Lacrosse		
Team	Conf.	Overall	Team	Conf.	Overall
Amherst	2-0	3-0	Bates	2-0	6-0
Tufts	1-0	3-0	Middlebury	2-0	4-0
Bates	1-1	4-1	Trinity	2-0	4-1
Bowdoin	1-1	4-1	Amherst	1-1	2-1
Hamilton	1-1	2-1	Colby	1-1	1-1
Middlebury	1-1	2-2	Hamilton	1-1	2-1
Trinity	1-1	1-2	Williams	1-1	1-2
Wesleyan	1-1	3-1	Bowdoin	0-2	1-2
Williams	1-1	1-2	Conn. Coll	0-1	1-2
Colby	0-2	2-2	Tufts	0-1	2-1
Conn. Coll.	0-1	2-1	Wesleyan	0-2	1-3

Men's Tennis			Women's Tennis		
Team	Conf.	Overall	Team	Conf.	Overall
Amherst	0-0	5-0	Amherst	0-0	1-2
Bates	0-1	2-4	Bates	0-1	3-4
Bowdoin	1-0	1-0	Bowdoin	0-0	1-0
Colby	0-0	1-1	Colby	0-0	4-0
Conn. Coll.	0-0	0-2	Conn. Coll.	0-0	2-1
Hamilton	0-1	3-1	Hamilton	0-1	4-1
Middlebury	2-0	2-0	Middlebury	2-0	2-0
Trinity	0-1	1-2	Trinity	0-0	1-1
Tufts	0-0	0-0	Tufts	0-0	0-0
Wesleyan	0-0	4-2	Wesleyan	0-0	3-0
Williams	0-0	2-0	Williams	0-0	3-0

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Jane is a graduate of the Boston University School of Law and has fifteen years of experience providing private and classroom LSAT instruction to students aspiring to attend top law schools.

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Men's and Women's Track

Track and Field team members earn All-American honors

Fakorede '18, Margitza '16 and Ceesay '18 achieved All-American status with their performances at the National Championships



Members of Bates track and field in Iowa for the Division III Championships. AL FERESHETIAN/COURTESY PHOTO

GERALD NELSON
STAFF WRITER

Bates track was in Iowa this past weekend for the NCAA Division III Championship, where several athletes placed highly in the indoor season's final meet.

Sophomore Adedire Fakorede had a very strong season and ended it on a high note by finishing third in the 35-pound weight throw. He entered the finals in seventh place with a throw of 17.60 meters. Fakorede's first throw of the finals went for a mark of 18.03 meters. He then moved into fifth place with his penultimate throw of 18.50 meters, while his final throw of 18.83 meters helped Fakorede jump from fifth place to third, moving ahead of seniors Alex Mess of University of Wisconsin-Eau Claire and Thomas Zamorski of Widener. Fakorede's strong campaign comes to an end, as he becomes the 39th All-American for Bates and the 16th man to achieve that distinction in the weight throw. He also ranks seventh all-time on Bates' performance list and has set the Bates sophomore record twice this season.

In his last ride senior Nick Margitza went out swinging, earning All-American honors in his first ap-

pearance at the NCAA Division III Championships, placing sixth out of 15 competitors in the shot put. The team captain's first attempt went for a mark of 16.44 meters—33 centimeters short of his personal best, placing him fourth. His final attempt of 16.57 meters placed him fifth and qualified him for the finals, where he threw for 15.79 meters in his last attempt to ensure All-American status.

The Bates women's track and field team barely placed out of the scoring in both of its events Friday at the NCAA Division III Indoor Championships, as junior Allison Hill placed ninth in the 60-meter hurdles while the distance medley relay team placed 11th. The women qualified the most athletes for Nationals in school history.

Making her NCAA Championships debut, Hill lowered her own team record again with her trial time of 8.84 seconds, 0.02 better than her previous best. Hill placed ninth and was one spot short of advancing to Saturday's finals, 0.01 seconds behind eighth-place Jill Harmon of Illinois Wesleyan. All the hurdlers who placed were seniors, meaning that Hill definitely has a bright outlook for next season.

In the last event of the night, the distance medley relay squad finished 11th out of 12 teams, with a time of 12:03.81. Senior Isabelle Unger ran the leadoff leg of 1,200 meters, followed by junior Claire Markonic in the 400-meter leg, first-year Ayden Eickhoff in the 800-meter leg, and junior Jessica Wilson in the 1,600-meter leg.

Sophomore Sally Ceesay, Bates' first All-American triple jumper since 1985, placed eighth at the competition. She matched the school record she set last year for the second time on her second attempt, with a mark of 11.75 meters. Ceesay, competing at nationals for the second time in her career, was tied for fifth place in the field of 17 as the top nine entered the final round. Even though three athletes passed her in the finals, Ceesay finished 0.75 inches ahead of Williams junior Chloe Rogers for eighth place and her first career All-American honor.

Nationals was the conclusion to a solid showing by both the men and women this season; with these great performances, there is a lot to look forward to for next season.

Men's and Women's Lacrosse

Lacrosse teams continue strong start to season

This year marks the first time women's lacrosse has been 6-0 since 2001



Defense has been an important part of Bates' undefeated run. JOHN NEUFELD/THE BATES STUDENT

NOAH LEVICK
MANAGING SPORTS EDITOR

Three weeks into the season, Bates' lacrosse teams, men's and women's combined, have lost just once. Thanks to explosive offenses, strong goalkeeping, and tremendous defensive efforts, Bates lacrosse has nearly started the season perfectly.

The number six nationally ranked men lost for the first time on Saturday, 14-9 to fourth ranked Amherst. Senior Jack Allard and junior Charlie Fay scored three goals

apiece. Fay leads the team with 15 goals on the season, while Allard is second in goals (13) and second in assists (eight). On the strength of five goals in the second quarter, Bates took a 7-6 halftime lead. Trinity's resounding third quarter response was five straight goals, as the Bantams built an 11-7 advantage that Bates could never erase. Now sitting at 4-1, the men's next opponent is Trinity, who are currently 1-2, in their home opener at 1:00 pm on Saturday.

Last Wednesday, the Bates

women beat Babson 12-7. After Babson went up 3-1 early, Bates began to dominate, going on an 8-1 run that effectively wrapped up the game. Moriah Greenstein '16 scored a game-high four goals for the Bobcats. Greenstein tops the team in both goals (19) and assists (14), and she's led Bates in assists every season since her freshman year. With 88 career goals and nine regular season games remaining, Greenstein has a shot to reach the 100-goal milestone.

See LACROSSE, PAGE 7

Men's Baseball

Baseball participates in RussMatt Invitational

Bobcats beat Babson 9-6 in final game in Florida

KYLE OLEHNIK
MANAGING SPORTS EDITOR

Looking to escape the chill of Northern New England, the Bates baseball team traveled to Auburndale, Florida this past weekend to compete in the RussMatt Invitational against UMass-Boston and Babson. Against the Boston-area schools, the Cats went 1-2.

First, in non-tournament play against the NAIA institution Webber International, the team was blanked 12-0. Senior Samuel Warren provided the lone spark as he tallied a single and a stolen base, though nothing was made of it. For the game, the Bobcats only managed four hits. Starter and freshman Chris Krawczyk only went two-thirds of an inning, surrendering four earned runs, giving way to sophomore Connor Russell, who gave up the eight remaining runs.

Shifting towards the bout with UMass-Boston, the Bobcats dropped both contests by a combined score of 13-2. In the first game of the double header, Bates was held to only one hit, by junior Brendan Fox. While senior Conor Colombo only had given up one run through three innings of work, a big top of the fourth for UMass-

Boston broke things open with a seven-run outburst. They would go on to finish with nine runs, while Bates was shutout for the second straight game.

In the second game of the day, the 'Cats fared much better, recording two runs on ten hits. Senior Conor Reenstierna and junior Brendon Canavan led the way with five hits between the two, and sophomore Reed Mszar and junior John Dinucci followed suit with two hits apiece. Sophomore Connor Speed went four and one third innings, surrendering three runs on eight hits. Senior Rob DiFranco finished things with one and a third innings pitched.

In the final game of the Invitational against Babson, Fox led the charge with a career-high four hits, which included two doubles, a triple, and four RBIs. Junior Anthony Telesca threw his first career complete game to pick up his second win on the season. Telesca gave up three earned runs on eight hits while striking out nine en route to the 9-6 win.

Bates will be back in action on Saturday the 19th against Middlebury in Northboro, Massachusetts.

Women's Skiing

Sadie James takes on NCAA Championships

JOHN NEUFELD
STAFF WRITER

For the past nine days, Sadie James has been representing Bates Nordic Skiing at the NCAA National Collegiate Ski Championships in Steamboat Springs, Colorado. This was James' first time at nationals and her first time competing at high altitudes.

Leading up to the race, her training was focused on preparing her for the high altitude conditions, including changes in diet (extra iron) to prepare her blood for the lower levels of oxygen as much as possible. Due to a lack of snow and warm weather, it was extremely difficult for James to train outdoors. Most of her training was spent running or using a ski erg machine.

James participated in two races in Colorado: the 5K skate and the 15K mass start classic. She admitted to feeling nervous in anticipation of competing. "There aren't many times in a ski career where you can go into races with not a lot of expectations, but this was one for me because it was my first time at NCAAs," James said. "I was definitely the most nervous I've been for a race in a long time."

Her first race was the 5K while she was still adjusting to the altitude, which made for a very new and different race experience. James' 5K time from NCAA Regionals, which was 14th-best in the Eastern circuit, placed her only in the top 40 at Nationals. Knowing that your competition is better than what you're used

to can mess with any athletes' head. James was prepared for this, "My coaches and I talked about how that was a mental race, and they are right. If you weren't mentally there for that race, it was going to be hard." James placed 37th out of 40 on the 5K but was happy that she beat her Regionals time. The course was a difficult one, involving rolling hills, steep climbs, and ending with quick climbs.

The second race in which James competed was the 15K classic and according to her, was "the hardest race I've ever done. By the time I raced it was 48 degrees—not ideal for racing. My coaches did a phenomenal job with my skis and they were able to adjust my wax so I had kick the whole time. The snow turned to slush so quickly and it was just so, so slow." James ended up placing 30th out of 40 competitors with a time of 59:30.9, about five minutes behind the first place finisher. Only one racer from the East Coast placed in the top 10, perhaps an indicator of the difficulties in racing in the high altitude.

Did James enjoy her first national championships? "I ended up having a great race when looking back at it in perspective. It was such a great experience. The support I got from both my team and the entire Bates community was incredible." James is definitely a bright spark for the Nordic team and will hopefully compete next year at Nationals again.

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The Bates Student