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The Bates Student

THE VOICE OF BATES COLLEGE SINCE 1873

WEDNESDAY March 23, 2016

Vol. 146, Issue. 17

Lewiston, Maine

FORUM

Schwalbe '17 bids adieu to Arts House



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ARTS & LEISURE

Hopkins highlights VCS spoken word performances



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SPORTS

Men's lacrosse beats Trinity, moves to 5-1



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“Taking a leap of faith”: The international presence on Bates Squash

KYLE OLEHNIK & NOAH LEVICK
CO-MANAGING SPORTS EDITORS

Introduction

Attracting diverse students to Bates College, particularly from around the globe, is an important goal for Admissions and the College, in general. While most Bates athletics teams are comprised mainly of American students, one sport has successfully expanded its reach to recruit top talent from around the globe. Coach Patrick Cosquer and his staff have not only done a fantastic job in recruiting international players that fit the Bates ideal both academically and athletically; they have also set a precedent for the College to reach to the far corners of the world to bring students to Lewiston, Maine.

Before Bates Initial Contacts

The US Junior Open, which occurs annually during Winter Break and includes approximately 1,000 student-athletes, is a central college squash recruiting event for interna-

tional students. Though regulations prohibit coaches from speaking to students at the event itself, Cosquer often communicates with prospective students before and after the tournament.

Cosquer also noted that many students contact him expressing their interest in the Bates squash program. From there, Cosquer asks for a video from all international students, as he often isn't able to see the recruits play in person. He includes videos and links to the Bates website and admissions page in his email signature as well, since most students don't have the opportunity to travel to the United States before starting at Bates.

In fact, Cosquer said, “Ahmed [Abdel Khalek] is the only one of the four graduating seniors [all of whom are international students] who actually visited overnight before they applied Early Decision. So Caran [Arora], Lauren [Williams], and Filip Michalsky never had seen Bates, never had visited here. We had talked over the phone, emailed back and forth, and shared transcripts, and they took a leap of faith.”

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FEATURE

Think you're intelligent?

KATHARINE GAILLARD
STAFF WRITER

Have you ever wondered what we are all doing here? Why are we in college? Is it worth it?

You are certainly not alone. All through my first year here, this has crossed my mind many times. The common answer is that we are here to become intelligent citizens so we can do what we want well later on. What, then, is intelligence?

This may seem like a simple question, but think about it. Can you come up with a concise definition? It's hard! Realizing this, I wondered what definitions our peers, professors, and alumni had and set out on about 20 interviews to see what I could find. Here, I will cover the highlights. Please understand that I am not claiming the following to be representative of the Bates community as a whole. On the contrary, the following are incredibly thought-provoking ideas from only a handful of our peers, professors, and alumni about the reason we are here, doing what we are doing.

In each of my interviews, I asked three main questions: What is your definition of intelligence? How do you see, or not see, this implemented here at Bates? What is your ideal form of cultivating intelligence? This article looks at questions one and two.

What is Your Definition of Intelligence?

In response to the first question, Professor of Organic Chemistry Glen T. Lawson said, “Different people's minds are wired differently—no one better or worse, just different.” This idea that everyone has a

unique mind was fairly common, and also the refrain of my interview with Mathematics Professor Scott Balcomb. He said, “We all have a beautiful mind,” therefore intelligence is just a question of “do you want to use it?”

Recognizing the breadth of variation in individuals and their ways of thinking, most people I spoke with agreed that there are multiple intelligences or no single definition. Psychology Professor and Director of Program Design for Purposeful Work Rebecca Fraser-Thill brought up the ‘fixed’ and ‘growth’ mindsets in which you are either born with abilities or are able to develop them. Most psychologists, including Fraser-Thill, see the ‘growth’ mindset as much more beneficial than the former. Professor of Environmental Studies, Ethan Miller, echoes this with imagery: “We are all these bundles of different kinds of intelligences.” Professor of Classical & Medieval Studies, Margaret Imber, mediated me that the Latin roots of the word “intelligence” come together to form the meaning, “choosing between things.” Perhaps sorting through your bundle, rather than the contents of your bundle, is what really matters.

A whole other class of definitions came about when ‘relational’ intelligence was brought up. For Detmer Kremer, class of 2016, intelligence has a lot to do with the ability to “navigate communities.” Professor of Economics James Hughes agreed that intelligence is “the ability to make sense of the world around us and act affirmatively in

See INTELLIGENCE, PAGE 4

Senior showcase: “Ancient History”



Natalie Silver '16 and Jonah Greenawalt '16 share a moment in “Ancient History.” JOHN NEUFELD/THE BATES STUDENT

See page 5 for full coverage

Coming next fall: the Academic Resource Commons

The ARC's goal is to replace the current model of peer tutoring and encourage collaboration



The ARC will replace the current peer tutoring services offered at Bates. JOHN NEUFELD/THE BATES STUDENT

MARIAM HAYRAPETIAN
ASSISTANT NEWS EDITOR

Starting the fall of 2016, a new service—the Academic Resource Commons (ARC)—will replace the current one-on-one peer tutoring service available to students. The ARC will be located in the Ladd Library on the first floor and will occupy the space between the writing center, the lounge area by the stairs and the restrooms. The furniture that was in Ladd over the past two weeks marks the general area of ARC.

The Student sat down with Daniel Sanford, the new Director of Writing of ARC at Bates, and French Professor and Associate Dean Kirk Read to discuss the purpose and goals of the ARC program and the impact it hopes to have on students. *This article was edited for clarity and length.*

Bates Student: What are the goals the Academic Resource Commons wants to achieve and what prompted you to start this program? **Daniel Sanford:** The ARC will change the model of peer tutoring

at Bates College. In a way, the college has a really nice peer tutoring program that is offered through the Writing Center and the Mathematics and Statistics Workshops, for it serves as a great model for students helping other students. However, the downside of tutoring at Bates is that many see it as something that is not relevant to them and their studies. This is especially true for upperclassmen and students in certain academic disciplines. Another

See ARC, PAGE 4

Turkish Lives Matter

AUGUST SILVER
CONTRIBUTING WRITER

After the bombings and shootings in Paris in November of 2015, people everywhere took action to support France in their time of distress. The #PrayforParis movement, as well as Facebook and Snapchat filters, were embraced by the masses. The terrorist attacks were highly publicized and the world expressed love and encouragement for the historic city.

This past week, there were similar attacks on Istanbul and Ankara, Turkey. At least 23 were confirmed dead and over 400 were injured in the attacks. The police have identified the bomber as a member of the Islamic State of Iraq and the Levant (ISIL), and confirmed it was an act of terrorism.

Hannah Tardie, class of 2017, is studying abroad in Istanbul this semester, along with Zaynab Tawil '17. Tardie offered a firsthand account of the situation. She explained that there are two conflicts in Turkey right now, one domestic and one international. The bombing in Ankara was part of the domestic dispute, whereas the ISIL attack on Istanbul was part of the international conflict.

Tardie stated, "A place I considered to be home is no longer safe, and it's sad to see pictures/videos on the Internet of the crowded streets I love now empty and barren, or full of police officers." She went on to explain that her classes have been cancelled, her parents are encouraging her to transfer programs, and many of her classmates have been personally affected by the conflict, as students and teachers have died in these attacks. "It is just really heartbreaking and really sad, but I feel really valued by the community here." Tardie plans on staying in Istanbul and seeing out the rest of her semester.

But why aren't we seeing the

same reaction that we did to the Paris bombings? Why is there no "#SaveTurkey" or notifications on Facebook for your friends who are safe in Turkey?

It can be argued that the situation in Paris was on a larger scale, or in a larger city with greater name recognition. However, what does this say about how we value certain lives over others?

The value of life encompasses questions including abortion, the death penalty, LGBTQ+ rights and women's issues, creating overarching themes in our political discourse. On the Bates campus in particular, we have seen support for #BlackLivesMatter and many other movements that are prominent in today's society. Some conflicting dialogue has been thrown around claiming "all lives matter," but how can we claim to place equal value on each life without invalidating the struggles of many?

Since this country's inception, there have been numerous discrepancies between the values of races and genders. The women's rights movement has called on this problem to gain the right to vote, the right to choose, and most recently to close the wage gap. In terms of race, there is the mass incarceration of blacks for crimes for which whites would not suffer as harsh a punishment.

The stark contrast of the support for Paris compared to that for Turkey is a simple and clear example of the way America reacts to certain horrors over others. The answer to these problems has not become clear, and in fact becomes more complicated with every situation that arises. Maybe creating an open and peaceful dialogue on the topics could alleviate many of the tensions, especially on campus. And to Batesies in Turkey, come home safely. We love you.

Community engagement at Bates

DYLAN METSCH-AMPEL
STAFF WRITER

Since September I have regularly gone to the Lewiston District Court to work with Maine's Volunteer Lawyers Project. A couple of other Bates students and I help to provide family law advice for low-income residents by dealing with in-take and determining eligibility. Honestly, it is a great feeling to make a difference in a community that has become your adopted home.

At the end of a particularly busy day there was one person left. We had warned him that he would probably not be seen, but he decided to stick around just in case. This man struck up a conversation with me, something that does not usually happen. He told me that he was an immigrant from Djibouti and that he had lived in Tennessee prior to coming to Lewiston. I asked him if he ever missed his home abroad, and his response was, "Yes, but I am an American now." He went on to tell me that he had just gained his citizenship. This led to a larger discussion, which involved religion and American politics—both at the national level and with regards to Lewiston's recent mayoral race. During our talk, he told me he was Muslim and I told him I was Jewish. Our conversation ended when the

attorney called him in. As we both stood up he extended his arm. As I shook his hand he looked at me and said, "See, a Muslim and a Jew, just two Americans." He then followed the attorney. He really caught me off guard, especially considering the racial, religious, and political tensions within not just Lewiston, but the entire nation.

As I comprehended this simple, yet profound statement, I realized that this experience, and others like it, are why community engagement is so important—you experience personal growth while helping to make a difference.

Batesies need to utilize the community engagement resources that surround us. The Lewiston/Auburn area is a community that is often in need of our services, but more importantly, it is a community that openly welcomes us into their lives and homes. Bates students are an untapped source of potential for growth in L/A. On the other hand, as my experience shows, Bates students have a lot to gain from volunteering. Finally, it is important to get away from campus and the sheltered and privileged environment it affords us. As Ellis Obrien, a freshman who volunteers by tutoring at Lewiston High School said, "I've become a better person and gained perspective on what it means to contribute to society. I feel like an

essential part of the Bates experience is spending time in Lewiston, and I believe the best way to get to know your community is to volunteer and serve with the locals." Perhaps Bates should have a community engagement requirement.

For anyone looking to get involved with community engagement, the Harvard Center for Community Partnership is a great place to start. The Harvard Center offers great community engagement opportunities for all class years. The Bonner Leadership Program is a way for incoming freshman to get involved and stay involved with community service during their time at Bates. The Bates Community Liaison and the Community Outreach Fellows programs offer opportunities for upperclassmen to get involved in community engagement in ways that are related to their existing interests. Perhaps most importantly, the Harvard Center offers many different forms of community-engaged learning and miscellaneous volunteer opportunities for students who want to get involved but already have a packed schedule. The Harvard Center even offers grants for faculty, staff, and students during the academic year and the summer. If someone is interested in community engagement the Harvard Center makes it easy for him or her to get involved.

Arts House: an obituary

MARY SCHWALBE
ASSISTANT FORUM EDITOR

The housing lottery has sent everyone into a tizzy and friendships have recently been put to the ultimate test, but room selection is finally drawing to a close. Next year will bring many changes to residential life, including the opening of the new dorms. However, it will also mark the end of some traditions. Arts House, the theme house that has consistently occupied Pierce House and where I've lived the past two years, will no longer exist—not just in Pierce, but anywhere. Pierce House will become "The Health and Fitness House," and Bates students interested in art of all varieties will lose a place of community.

Before I continue, I want to make it clear that I fully support the Health and Fitness House; I think that it will be important to the Frye Street community and I do not want to sound at all like I don't believe that this house should exist. What I'm trying to say is that the arts community is extremely disjointed on campus, and while we have a multitude of clubs dedicated to the arts (Bates Arts Society,

Bates Authors Guild, AMANDLA, BMU, Circus Arts, A Cappella groups, Sangai Asia, and more) the great thing about Arts House was that it brought together enthusiasts of every medium. Arts House wasn't "Painting House" or "Guitar Players' House," it was a home to everyone who loved to create, and even to those that didn't create but enjoyed being in a community that valued creativity. On top of that, the house was inclusive in so many ways. We were always a safe space that did not tolerate discriminatory behavior and made an effort to make our house feel like a home.

When I was a freshman, like so many others, I was lost. I didn't know what I wanted to major in, I didn't make close friends immediately, and I wasn't sure how to navigate the social scene of our very small campus. By November, I was already looking at transfer applications. However, I was lucky enough to run into some sophomores (now seniors) that lived in Pierce at the time who took me under their wing and invited me to come hang out at Arts House. And just like that, I found my niche at Bates. Unfortunately, that niche was one of the only of its kind—where any student, regardless of back-

ground or major, could retreat to share a conversation with a diverse group of people, like a saxophone player, a ceramicist, a poet, or a videographer, all under the same roof. With Arts House gone, we have lost that.

The official reason for the dissolution of Arts House was our lack of programming for the Bates community. However, an extremely limited budget makes achieving the required frequency of programming difficult. I fully agree that theme houses should host events on a regular basis, but having residents finance this is a huge burden and we shouldn't expect every resident to be able to give money. So yes, ideally Arts House would have had more programming, but its death is still a solemn occasion.

Next year, my final year at Bates, will feel a little emptier without Arts House, but this loss of home is an opportunity for us—as artists, as people—to make the arts a more visible priority on this campus and to continue to strengthen the creative community. Whether it's through clubs, collaborations, gatherings, or friendships we need to carry on the spirit of Pierce.

BatesRates

▼	Bates Plague
	People are barfing
▲	Annual All-College Gala
	Food, fun and dancing
▼	Snow
	Go home winter, you're drunk
▲▼	Honors thesis deadline coming up
	Five more days of misery
▼	Housing Lottery
	Tears washed away EXPO marker initials
▲	NCAA Tournament
	Sweet Sixteen starts Thursday

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Make America White Again?

Griffin Golden
Contributing Writer

As most of us know by now, Donald Trump’s campaign slogan is “Make America Great Again.” It’s a carbon copy of Ronald Reagan’s, “Let’s Make America Great Again” slogan in 1980. The ambiguity of Trump’s four words is immense. What exactly does “great” mean? And what is the word “again” referring to? There may be no real answers to these questions. This is definitely a possibility. But I think Trump knows exactly what he’s doing. (Not to say he’s not an idiot; he most certainly is.)

For many people, “Make America Great Again” is meaningless political rhetoric, but for some the implications of this statement are abundantly clear: Make America White Again. This is the kind of sentiment that Trump is purposely inciting with his slogan. In fact, it’s something that the Republican party has been dabbling in since before the days of Reagan.

Indeed, this is dog whistle politics at its finest. A dog whistle is a political message that means one thing to the general population, but has a different and more specific meaning to a targeted sub-group of people. In this context, the targeted sub-group is racists, and the meaning is that minorities have ruined America. Dog whistling is the subtle way that many Republicans appeal to racists, without ostracizing mainstream voters.

Why do Republicans do this? Around the 1960s, the party establishment figured out that using explicitly racist terms isn’t cool and is not a good way to get elected. But they needed to find a way to keep bigots voting for the GOP. They started using terms like “welfare queen” to reinforce the notion that the federal government only serves people of color.

Republicans’ first priority is tax cuts for them and their rich “one percenter” friends. The problem with this platform is that it does not translate into the necessary amount of votes to win the election. I hate to break it to you, but you need more than one percent of the vote to win elections. That’s why Republicans have added the Christian right to their coalition by taking stances against abortion and gay rights. And it’s also why Republicans have added racists to their coalition.

What’s interesting about Trump is that he has ditched the whole cutting taxes part of the Republican party. Trump has actually hinted at raising taxes on the rich, he is against free trade, and, in the past, he has spoken in favor of Planned Parenthood and gun control. As we can see from Trump’s success, it turns out that many Republicans do not really believe in the baseline conservative ideology of small government and low taxes. Many of these people’s strongest held belief is that people of color are ruining America. It’s no coincidence that Trump is so popular—his rhetoric has tapped into the hostility of a large part of the Republican base.

South Carolina’s primary exit polls show that 20 percent of Trump supporters believe that ending slavery was a bad idea, and 70 percent want the Confederate flag flying above official grounds in their state. Another third believe that Japanese internment was a good idea. A majority also believes that Muslims should be barred from entering the country. Incidentally, many of us have seen the video of fellow Bates student, Kiernan Majerus-Collins, arguing at a Trump rally with supporters who spew harmful and untrue Islamic stereotypes.

Trump’s success is the product of a half-century worth of the Republican Party’s subtle courting of racists and bigots.

The Party of Obstruction

Amar Ojha
Managing Forum Editor

The sudden passing of Antonin Scalia, the Supreme Court’s longest serving and most conservative justice, electrified an already unpredictable year in politics. Luckily, the drafters of the Constitution had recognized death as an unfortunate yet inevitable reality, and took measures to devise a protocol for appointments of new justices to the Court, by stating quite explicitly, “[The president] shall nominate, and by and with the Advice and Consent of the Senate, shall appoint ... Judges of the supreme Court.” Admittedly, no one was expecting the sudden death of Justice Scalia. Furthermore, most people viewed Obama’s successor as likely having the opportunity to appoint one or more justices to the Supreme Court. Yet the untimely death of a Justice during an election year isn’t unprecedented. In fact, since 1900, the Senate has voted on eight Supreme Court nominees during election years. So, what exactly is the problem? A Senate that refuses to recognize President Obama’s legitimacy, exemplified by years of unwavering obstruction.

Surely, President Obama recognized that his nominee, whoever it would be, would be met with staunch opposition. It comes as no surprise then, that whatever the President proposes, Congress will stubbornly obstruct it. This was only reaffirmed when Senate Majority Leader Mitch McConnell announced that the Senate would not even consider voting on the President’s nominee, whoever the choice was. It is one thing for the Senate to consider the nominee and decide that this individual may not be the best selection. Senators are allowed to disagree with the President. They are, in fact, entirely allowed to consent or withhold their consent on the nominee. They have every right to advise the President on their selection. In fact, it is their Constitutional duty to do so. It is, quite literally, spelled out in their job de-

scription.

Yet, unsurprisingly, the Senate remains unflinching. There have been certain Republican members of the Senate, such as Maine’s Susan Collins, who have agreed to meet with Merrick Garland, President Obama’s nominee, and to consider his qualifications and what he wishes to bring to the Court. While possibly disappointing liberal progressives, Obama’s selection of a fairly moderate, yet strongly qualified judge only highlights Senate Republicans’ unreasonableness. Instead, McConnell is calling for the next president to nominate Scalia’s successor, a rather optimistic stance that suggests that Senate Republicans would rather wait for a Republican president to appoint a more conservative justice. Trusting GOP frontrunner Donald Trump’s judgment over President Obama’s is, in and of itself, baffling. But of course, Garland may actually be the safer choice for Republicans, especially given that a Clinton or Sanders appointee would most likely be far more liberal than Senate Republicans would like.

What this stance also reveals is an inability for the party to remain consistent with their own principles. The claimed champions of the Constitution are neglecting their Constitutional duties, blatantly ignoring a document many of them once seemed to revere as sacred. Why this change of heart? Because it is President Obama who is making the calls. And that’s an uncomfortable reality that many Republicans still haven’t fully swallowed.

Of course, President Obama’s entire presidential career was met with incredible obstruction. In fact, historians have said that this level of obstruction is almost unprecedented; a number of monumental bills have failed to receive more than a few votes from GOP senators. Such bills include the American Recovery and Reinvestment Act (the “stimulus”), the expansion of the State Children’s Health Insurance Program, the Affordable Care Act, the Dodd-Frank Wall Street Reform

and Consumer Protection Act, the Extended Unemployment Benefits Act, the Small Business Jobs Act, as well as a campaign finance reform bill, dubbed the DISCLOSE Act, among others.

No former President of the United States seems to have faced this sort of obstruction on, quite literally, everything he tries to accomplish. In fact, the very legitimacy of his presidency has been called into question. The failed “birther” movement has produced absurd accusations and conspiracy theories as to Obama’s supposed ineligibility to serve as President due to his citizenship, with a recent Gallup poll finding that nearly one fourth of Republicans still doubt that President Obama was born in the U.S. This is something that no former president has had to deal with so extensively. This is possibly because President Obama is our first non-white president, given that others with immigrant parents haven’t had to deal with the intense scrutiny that he has faced.

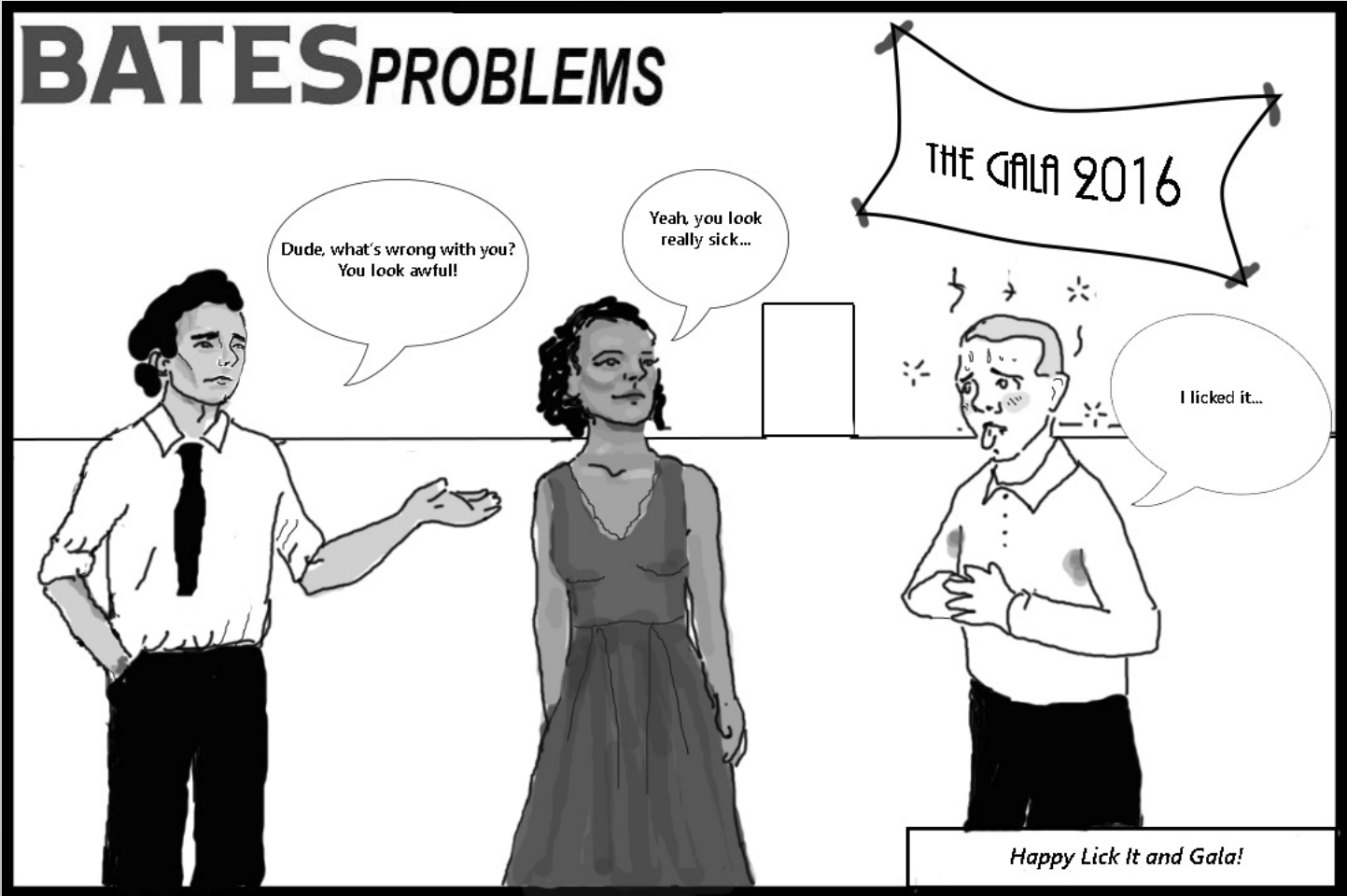
So, Senate Republicans, when you claim that you want to give the American people a say in appointing Scalia’s successor, remember that the American people have already had a say. We had a say and voted for President Obama, not once, but twice, and as such, we expect him to carry out his duties as President and for this Congress to abide by its own duties. And no, Mitch McConnell, you can’t be a Constitutional crusader sometimes and simply ignore the parts you don’t like at other times. It is high time for Congress to abide by its Constitutional duties and truly start listening to and representing the American people. And if it fails to do that, the American people might just do something about the fact that 88 percent of Congress is up for reelection, and they might want a government that is in favor of bipartisan compromise on important issues, instead of obstructing any piece of legislation written by a member an opposing party.

READ ABOUT IT THINK ABOUT IT
WRITE ABOUT IT TALK ABOUT IT

The Bates Student

C o m i c C o r n e r

by Mary Schwalbe



Departmental osmosis: Biochemistry program absorbed by chemistry department

Enhance efficiency in response to departmental review findings

JULIA MONGEAU
EDITOR IN CHIEF

The biological chemistry program will now operate under the chair of the chemistry department, reverting back to a former model. After a departmental review, an external committee of chemists suggested the switch, according to Biological Chemistry professor Paula Schlax. National trends show that most biochemistry departments are housed within the chemistry department. Psychology professor and Associate Dean of Faculty Kathy Low told The Student that the change will “simplify the administrative function of the program”—there will be no impact on a student’s ability to major in biochemistry, nor will there be a detrimental impact on offerings and advising. “The primary simplification in administration is that there will

be a single chair of Chemistry and Biochemistry,” Schlax said. “The chair meets with students as they declare their major and make plans for study abroad. The chair assigns major advisors, oversees the budget of the program, and plays a role in ensuring that course offerings in chemistry and biology support the major.” The recent gift of \$19 million to the college specified funds for an endowed professorship in biochemistry. Despite this departmental change, a new chemistry professor with a preference for biological chemistry will still be brought to the program. “We are very excited that the recent donations to Bates include funds to hire a new faculty member in chemistry with expertise in areas that will support the biological chemistry major,” Schlax said. “We expect that this additional position will increase the number of courses available to our students.” Long-term consolidation of

programs under one chair could also allow for more courses or smaller courses because of course releases associated with the chair’s work. According to Schlax, changes in the curriculum will take place more efficiently due to a streamlined administration. Caroline Holme, a senior biochem major, sees little problem with the change. She pointed out that the program already feels interdisciplinary, allowing students to take courses in biology, chemistry, math, and physics. “I do not know how great of a change this will cause for students assuming they can still get a biochem degree,” Holme said. “However, it could help biochem majors feel more part of a specific department. It could also help them feel more connected to chem majors.” This model is seen in other Bates academic programs like the Asian Studies department, which oversees majors in Chinese, Japanese, and East Asian Studies.

Colby to host Consent Fest 2016

Annual conference among NESCACs
takes a stand against sexual assault

HANNAH GOLDBERG
MANAGING NEWS EDITOR

This year’s Consent Fest will be hosted by fellow Maine NESCAC Colby College. Colby representative Liz Paulina said the event is in an effort to show that “our campuses won’t stand for sexual assault.” The event will take place starting Friday, April 1 and culminating on Sunday,

April 3. The weekend will include a conference-style training session, guest speakers, and social meals, and it will finish strong with a Party with Consent dance. Bates last hosted Consent Fest in 2013 when Party with Consent was starting its chapter on campus, sharing a similar goal as the new program implemented on campus this year, the Green Dot Program.

INTELLIGENCE

CONTINUED FROM PAGE 1

that world.” Dean of Faculty Matt Auer acknowledged the conventional ideas of intelligence and that defining an “emotional intelligence... seems to imply that it’s different from conventional or ordinary intelligence,” though he doesn’t think it is. Similarly, Choir Director and Music Professor John Corrie hopes intelligence can include a “concern about people” and an ability to “be open” with new, even scary ideas, rather than closing itself off to only what we learn in our S, L and Q’s. In the same vein, first-year Charlotte Cramer adds to this with the hope that we soon recognize diversity as a necessity in order to create an atmosphere of true learning. Miller similarly thinks there is a real importance to “enabl[ing] movement between different people’s experiences.” Professor of Rhetoric Jon Cavallero also hopes to see diversity in his classroom in order to have as many other ideas as possible to “gain perspective on my own.” To him, it is important to “see other people’s ways of thinking,” for we are not “just individuals” living alone, but members of communities in which we need to respect and understand one another to feel the same about ourselves.

Creating an environment of respect ties back to the initial discussion of not classifying one intelligence over another. Professor of Spanish Francisca Lopez sees intelligence in someone who possesses “the right amount of energy and self-determination to pursue it,” along with “a good dose of humility.” Senior Jaqui Veazey sums it up with the idea that “passion” drives each one of our mind’s “persistence and perseverance and curiosity”—none are better or worse, just different.

How is your definition of intelligence implemented, or not, here at Bates?

Aspects of Bates that came up often were Practitioner-Taught Short Term courses, Purposeful Work, student-professor relationships, the academic requirements, and athletics. Fraser-Thill extolled the Practitioner-Taught Short Terms and Purposeful Work programs for their ability to bring out, in a real setting, where student’s education has brought them and where they still need to go. She went on to say that she hopes more “reflection” can be implemented for this purpose of realizing what still needs improvement and what the work means. Other opinions on these programs ranged from hoping they would expand to questioning their intentions and results. Balcomb wonders, similarly to Miller, whether the Purposeful Work initiative is what Bates wants or what the world outside Bates wants. Miller considers this a way in which the school is partaking in only a “banking model” of education with an “expert filling a receptacle with knowledge”. In this, the relationship between student and professor is key. Cavallero, in his third year here and coming from large state schools, loves being “at a place that shares my values,” where students “are comfortable talking, disagreeing, and respecting each other.” Philosophy

Professor Thomas Tracy loves how there is ample opportunity here for him to not only see his students in class, but also in performances, presentations, and club activities—there is much more crossover at our fingertips with a small campus, which should be able to discourage the “banking model” if we let it. Corrie, however, is a bit saddened by the fact that the Olin Theater is not full for more performances. He puts it in terms of the fact that “we can’t possibly know everything,” but it is unfortunate that people can go through their four years here at Bates without ever setting foot in Olin. “Get outside your departments!” he wants to tell them—respect and explore others’ intelligences, especially if they aren’t your own. In preparing ourselves for the “real world,” college should be a time for encountering diversity. Cramer wishes the requirements could be more diverse to help push people out of their departments, especially in the sciences. As of now, she feels that the “requirements tell us that knowing the sciences is being intelligent,” while she hopes “religion and humanities” could be emphasized more. Through this, we could “change the way we view intelligence” for the better—broadening it from the conventional definition of “science-smarts.”

Through the same vein, diversity in the broad sense of the word means walking a thin line. On the one hand, it is desired for the reasons addressed above. However, on the other hand, with all of the extra-curriculars we encourage each other to take part in, are we then distracting from the reason we are here? Should we, as Professor Imber suggests, have “greater control over the time athletics puts on students”? In her mind, if we were to “lower the time commitment and account for all practices throughout the conference to maintain competition” we could not only spend more time on the reason we are here—academics—but also have “time to read a book.” Imber believes that our “imagination needs exercise” and it is not getting it in a typical Bates’ day—busy with volunteering, working, a cappella, and all the other one hundred things we do. The “benefits of playing are underrated in college,” continues Imber, and she clarifies that she doesn’t mean “playing” on the athletics teams, but “playing” as in using our minds—creating our own entertainment.

So, where do we go from now? Can we change our whole way of viewing intelligence and education? If this is what is needed, we can only begin by noticing how we feel toward the questions I have laid out. For Professor Tracy, only in the practice of asking “these questions continually and chang[ing] and refin[ing] our answers,” we can further understand how we see this system and our place in it. If you would like to contribute to this conversation, I am presenting my research more fully at the Mount David Summit. Please contact me before the end of the month at kgaillar@bates.edu if you would like to set up an interview.

ARC

CONTINUED FROM PAGE 1

flaw is that a student has to know a lot about where to go to get support and whether or not the tutoring is offered in a department or another service. The ARC, in short, pulls everything together into one center. It is one place for students to go when they are looking for support in their courses or really any aspect of their academics. The goal of the ARC is to eliminate the current model of peer tutoring where it is two people in the basement, where one student is the expert and the other student plays the role of the non-expert. ARC is not about that; it is about hiring students into good student employment positions where they are student leaders who are trained in peer tutoring pedagogy and then put in a role to facilitate interactions between groups of students. **Kirk Read:** The ARC and Faculty Commons for Learning and Teaching are under the Collaborate for the Engaged Liberal Arts (CELA) umbrella, which is an initiative of President Clayton Spencer. I am in charge of the Faculty Commons,

which deals with faculty development in all kinds of ways, such as orientation for new faculty, first-year seminar development and the short-term course redesigns. The ARC, on the other hand, is the student facing side and it is a resource that is led by Daniel Sanford. It will have a physical space, unlike the Faculty Commons, in the library. It has a radically new approach to student tutoring services. The tutor is a facilitator instead of a sage, but they will be trained and they will know how to approach this. **BS:** How will the tutors be chosen? **DS:** We are working on finding our group for the fall. The people, who are the best fit as tutors, are people who are good students, are doing well in their studies and have gotten through their courses and learned something about getting through the course. That means that the people who are getting hired as peer tutors recently went through that class and mastered a few strategies that they can impart to their peers. It is also critical to have someone with great empathy and communication. **BS:** How will you be promoting the workshops to attract students? **DS:** There is a new website, the academic resource commons website (<http://www.bates.edu/academic-resource-commons/>) which will feature all upcoming workshops and events we are putting up. The calendar is not just a place where we advertise our own programming, instead we are bringing together everything—any academically oriented student workshop can be found on these calendars. Secondly, when students come to the ARC in Ladd library, they will find resource representatives sitting at the desk who can work with them and answer any questions they may have. **KR:** We have to be obvious. First-year seminars and other courses may schedule office hours there and we hope that it will become a popular, lively place to seek help. There has to be a reason and a value in going there. There will be announcements going out, but it will mainly be through the professors and the classes. For further inquiries and more information, students are encouraged to attend the Student Forum on the Academic Resource Commons, which will be held on Friday the 25 from 12 to 1:30 pm in Commons 221/222.

Question on the Quad

What is your favorite spot on campus to spend time outdoors?

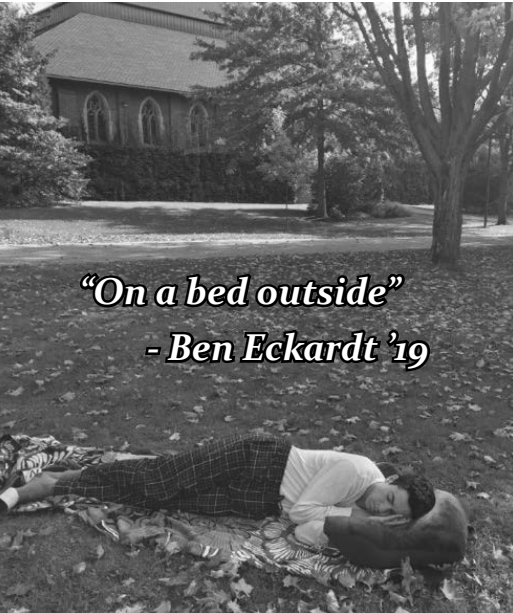
JOHN NEUFELD
PHOTO EDITOR



“Bobcat statue”
- Emma Dunn ’17



“Historic Quad”
- Rishi Bommannan ’17



“On a bed outside”
- Ben Eckardt ’19



“Amphitheater”
- Marisa Sittheeamorn ’18

“Ancient History” delivers a thought-provoking performance



Greenawalt showcases his wry character. JOHN NEUFELD/THE BATES STUDENT



Greenawalt and Silver’s emotional connection is palpable. JOHN NEUFELD/THE BATES STUDENT

HALLEY POSNER
CO-MANAGING ARTS AND LEISURE EDITOR

Is it okay to want nice things? Is it acceptable to be stereotypical? Do people really mean what they say? These are just a few of the questions explored in David Ives’ “Ancient History,” directed by Will Sartorius ’16. Performed in the Benjamin Mayes Center, this two-person play reminded its viewers of the inherent flaws in human nature and the ways that people do or do not overcome them.

When the house lights dimmed and the set went to black, the anticipation level in the audience was immediately palpable. When the lights came up we meet the couple around whom the play revolves, Jack and Ruth, played by Jonah Greenawalt ’16 and Natalie Silver ’16 respectively. There is nothing outwardly remarkable about these two. They are ordinary people in their mid-thirties.

As the play progressed, however, the audience was given access to the subconscious thoughts of both Ruth and Jack. You may ask, how is this possible? How is it possible to show a person’s thoughts to the audience during a live performance? With the ring of a telephone and a spotlight, Sartorius created an environment that allowed the audience to step inside the characters’ minds in order to see what they were thinking but not outwardly voicing.

As the play goes on, Ruth’s Jewish roots and Jack’s Catholic ones start to cross more and more. Finally, Ruth is able to vocalize that she craves a house in the suburbs with a white picket fence and 2.1 children while Jack is still completely content being a quasi-socialist who lives on six thousand dollars a year.

Let us not forget that the entire play happens in the span of one night, just seventy minutes for the audience. In those seventy minutes, however, the audience becomes attached to the characters in front of

them.

The chemistry between the two characters, so carefully cultivated by Greenawalt and Silver, makes it all the more heartbreaking when the couple makes their inevitable split. Greenawalt said, “The most gratifying part of the project has been building the chemistry between Nat and I. Playing a couple that’s been in a long-term relationship requires a deep familiarity that I think we’ve really cultivated over the past few months of rehearsal.” The empathy that these two actors are able to extract from the audience is a direct correlation to their stellar acting.

Greenawalt noted that, while playing his character, “There’s usually room for spontaneity. The script paints him as an off-the-cuff, overly performative guy, so I’ve never felt like I have to hold back.” This breathing room Ives left for the actor in the script allowed for a more fluid performance and believable portrayal of the character.

It is also important to recognize

all the hard work that goes on behind the scenes. There are many steps to executing a play such as this, including directing. Sartorius said that the best part of directing for him is “the sense of creative collaboration. It’s amazing what can happen when you combine a handful of very talented, motivated people.” Successful collaboration behind the scenes translates to a stronger performance by the actors on stage. This production certainly reflected this.

Sartorius was originally thinking that he wanted to do a farcical play but he said, “After reading numerous farces, I determined that a farce lacked the depth and emotional pulls that I really wanted from a play.” With the help of his playwriting professor, Cory Hinkle, and his friend Sam Myers ’16, Sartorius found this play. He admitted, “Once I read ‘Ancient History,’ I was hooked. It was just as hysterical as it was gut wrenching, the exact themes I was looking for.”

As any theatergoer can tell you,

the play does not happen without the Stage Manager. This was senior Fiona Frick’s first time stage-managing at Bates. She notes, “I’ve always wanted to try my hand in the theater department and ‘Ancient History’ truly has been such a rewarding experience.”

Using the Benjamin Mays Center as a venue was a different experience for everyone involved. Frick said, “It’s an awesome space that could definitely be used more for future productions. The space lends itself very well to the play, perhaps even more so than Shaeffer or Gannet.” The Mays Center provided a homey feel that was vital to this performance.

I left this production thinking, I thought about both my own future and what goes unsaid. “Ancient History” was a production that stuck with the viewer long after the sound of the last clap.

Student spotlight: Becca Ferguson ’18 on the art of spoken word

RILEY HOPKINS
CO-MANAGING ARTS AND LEISURE EDITOR

Last week, the Benjamin Mays Center opened its doors with a warm welcome to Sister Outsider, one of the nation’s most prominent and powerful spoken word duos. Sister Outsider travels to numerous colleges and universities in an effort to facilitate change and stop our society’s marginalization of minority groups. Exactly one week later, Village Club Series continued their spoken word trend and brought student written poems to the stage.

Student performances of spoken word have always been a popular at Bates College, which is why events like this spark conversation and allow the student body to indulge in the intimacy fostered between the poet and the audience.

At this past week’s VCS performance, Anna Berenson ’16, Becca Ferguson ’18, Will Hallett ’16, Britiny Lee ’19, Rakiya Mohamed ’18, and Nick Muccio ’16 shared their art. Their personal poems epitomized the essence of spoken word and gave the audience a new perspective on the topics they were putting out in the open.

Ferguson shared three original poems in this performance. One entitled “Thanksgiving” exposed the social display of Native Americans in the United States today. She said, “I wanted to explore the way media, education, history, and citizens consciously and unconsciously appropriate Native culture.”

This particular poem was written out of Ferguson’s long lasting fascination with Native American history, especially the ongoing issue of Native American rights. “When I was a junior in high school, I went to Rosebud Indian Reservation and lived amongst the Lakota population there for two weeks. During that time I observed poverty and anger caused by both the American justice system and appropriation of



Rakiya Mohamed ’18 and her brother perform their powerful spoken word at VCS. DREW PERLMUTTER/THE BATES STUDENT



Becca Ferguson ’18 performs her personal poems. DREW PERLMUTTER/THE BATES STUDENT

Senior Studio Art Thesis: Classical fundamentals meet modern photography

KATIE ZIEGLER
STAFF WRITER

Julian Bardin ’16 gives art fundamentals a modern twist in his Studio Art senior thesis. Using photography and slight Photoshop manipulation, Bardin takes theatrical and abstract photos that strip an image down to its basics: light, form and movement.

He is inspired by classical artists, especially Caravaggio (a 17th century painter known for contrasting shadows and light) and the ballerina paintings of Degas. In order to highlight movement and light, Bardin takes photos of dancers in front of a background of trees. It takes creativity, however, to get the exact effect.

Bardin said, “As I started working on this series, I became really interested in contrasting the fluid movement of dancers with the very still, repetitive forms of trees. To up the contrast between these elements, I started shooting at night. I use car headlights as a powerful lighting source to light a forest, turning the trees into graphic, dramatic linear shapes and creating a theatrical backdrop. I use a long exposure to blur my model’s movement, making a contrast with the stillness of my ‘sets.’ I then subtly manipulate the images on Adobe Photoshop, adjusting the lights and darks to further abstract the image.”

Although he does use some Photoshop, Bardin does not produce heavily manipulated images. This is a change of pace from his previous work in high school and at Bates in which he often photoshopped in order to create scenes reminiscent of classical paintings. While image manipulation is a perfectly valid way to create art, Bardin brings his photography back to the basics. He creates the images mostly on set, just as his photos bring out the fundamentals of image composition.

While the photos feature dancers, Bardin himself has never taken a dance class before this semester. Working with models was an enjoy-

able collaborative opportunity for him. “For this series I worked a lot with Bates dancers and I found it immensely valuable to get their input on my work because of the nature of what they do; dancers have such an understanding of how the forms and movements they are making translate to the viewer,” Bardin said.

Working on a project that involves not only so many technical aspects but also collaboration is not without its challenges. On top of logistical issues, conveying a creative vision just right can also be a struggle. “In the early stages, I struggled with how to make my pieces focus more on the aesthetic elements I was exploring versus a narrative. My work has kind of a mysterious, eerie quality to it that I kind of like. It adds a little dimension to the photographs. What I didn’t want was a body of work that had a suggestive narrative that was solely about people dancing in the woods. There are a lot of connotations with that, and a lot of them have become sort of cliché. So I think abstracting the figures a bit has helped to try to highlight these elements I wanted to explore and to try to make that more apparent to the viewer.”

Now approaching the end of his thesis, Bardin feels like he has learned more from his project than just technical artistic skills. “I also think I’ve become a more confident artist,” he says. “Taking on a project like this can be a bit daunting; there are a lot of expectations and you can start to second guess what you’re making. Sometimes I question my technical abilities and sometimes it’s about my vision for the work. I think some really valuable advice that I’ve gotten is just to execute an idea and keep coming up with work instead of just thinking about it. Sometimes it works, often times it doesn’t. Just trying out new techniques and concepts has not only allowed me to produce a body of work I’m proud of, but it has also helped me become more well versed in my medium. I think that confidence shows in the work.”

Review: Kendrick Lamar’s Day Waves EP: *Hard to Read*

JOHN RICCATTO
STAFF WRITER

Kendrick Lamar has long had an interest in using his albums as a format for storytelling. 2012’s *Good Kid M.A.A.D City* told the story of Lamar’s life growing up in Compton, California. Taking a detail oriented, microcosmic approach, the album looked at issues of inner city violence and generational poverty from the perspective of one young man. Taking a more expansive approach on 2015’s *To Pimp a Butterfly*, Lamar told a story of American racism and police brutality and the way these issues impacted his sense of self.

On his new surprise release, *Untitled Unmastered*, Lamar begins to move away from the narrative style of his previous albums. He is still concerned with being a storyteller and a voice for the disenfranchised but has less of an interest here in cultivating a cohesive statement.

Made up primarily of unused tracks from the past few years, *Untitled Unmastered* moves freely in multiple directions. It has a certain spontaneity that makes it distinct from Lamar’s larger musical statements. With all untitled tracks and a blank album cover, it seems Lamar wants his music to travel in its own organic directions without subscribing to a larger theme or context.

The album opens with “Untitled 1,” a foreboding, jazzy track filled with apocalyptic imagery. Lamar raps, “Life no longer infinity this was the final calling/we all nervous and crying, moving in caution/in disbelief’s our belief’s the reason for all this.” Lamar evokes what he sees as a moral breakdown in American culture, which he sees as caused by a lack of faith. He ties together physical deterioration with spiritual emptiness, emphasizing the unique connection between the internal

spiritual life with external political and social strife.

On “Untitled 3,” Lamar finds himself searching for answers on how to better live his life, asking representatives of various ethnic groups. An Asian tells him to seek enlightenment and inner peace through the renunciation of ambition. A Native American tells him to seek land, investment, and material security—ironic given the impact of materialistic greed on indigenous groups throughout American history. The Black man tells him to seek sexual gratification, with Lamar noting the ways in which a sense of power for oppressed groups can be attained through sexuality. Finally, the White man tells him to seek money, fame and ambition. The concept of one’s soul being driven by materialism is interestingly connected with the historical institution of slavery.

“Untitled 4,” which features vocals from SZA, has a weary soft sound. She sings tiredly in the song’s verse, “And welfare don’t mean well for you, you, you/they tell me that my bill is past due, due, due.” On the chorus, Lamar again tackles the idea of obtaining power through sex with the line, “Head is the answer.” The double meaning of “head” here implies that power comes through both sexuality and education. Lamar himself keeps a low profile on the track. He can only be heard whispering to SZA in the background, as though he is informing her of what to say.

All in all, *Untitled Unmastered* is a highly diverse and eclectic piece. Lamar brings his typical storytelling and social commentary, but does so in a more free-flowing, less deliberate way. While not as grand a statement as *To Pimp a Butterfly*, *Untitled Unmastered* is an effective and important piece in its own right.

SARAH CURTIS
STAFF WRITER

Day Wave, singer songwriter Jackson Phillips’ solo project founded in 2015, creates music that can be classified as a mixture of ambient and indie genres. If you have never before listened to Day Wave, think Beach House and/or Craft Spells. Think music that can lull you to sleep with its dreamy, blue, breezy vibes. *Hard to Read*, Day Wave’s second EP, is made up of five unique songs that give insight into Phillips’ anxieties and the feelings he has bottled up. It is a beautiful album that conveys sincere moments of introspection.

Phillips is a very talented and interesting artist who is a firm believer in making and recording his own music. In fact, in an interview with *noisy*, Phillips talked about the designated room in his house where he keeps all of his instruments and records all of his music. It is a step outside of the norm compared to what musicians regularly do, which is to go into a studio and record. Nonetheless, the raw product Phillips generates from this do-it-yourself method is just the type of sound he is looking for.

VCS

CONTINUED FROM PAGE 5

Native cultures and traditions by our society.” This experience paired with Professor Joe Hall’s Native American History course, inspired Ferguson to write this poem questioning some of the conscious and unconscious examples of cultural appropriation today.

The second poem she shared is entitled “MJ.” She spoke about “transitions between high school and college and how friendships can be lost or strengthened through this process.” Written right before her high school graduation, this poem expressed her personal fears she had of losing relationships and friendships during the transition from high school to college. What made this experience so special was the fact that one of her friends from home was visiting her and got to see Ferguson perform this heart-wrenching and truth-telling poem live.

Her third and final poem was untitled and revealed the often neglected subject of catcalling and marginalization of women. This poem was certainly more “slam” than the others because the tone was packed with the fear and anger Ferguson herself has felt during her time at Bates with regards to catcalling. “I have experienced, heard, and observed catcalling and seen how it causes discomfort and self-consciousness in women. I personally think catcalling is obscene and believe that it should be discussed and questioned more openly on college campuses across the country. I wrote this poem to try to educate people about my perspective.”

Overall, Ferguson enjoyed the supportive atmosphere VCS offered during her first slam poetry performance. “The space is very open and lends itself to an intimate performance, and I really appreciated the

opportunity to share my words at a VCS event.”

While she is new at writing this type of poetry, she plans on continuing this path. As a firm supporter in

spoken word, she believes it can be an “effective method of communicating a controversial message or feeling and getting an audience to see something in a different light.”

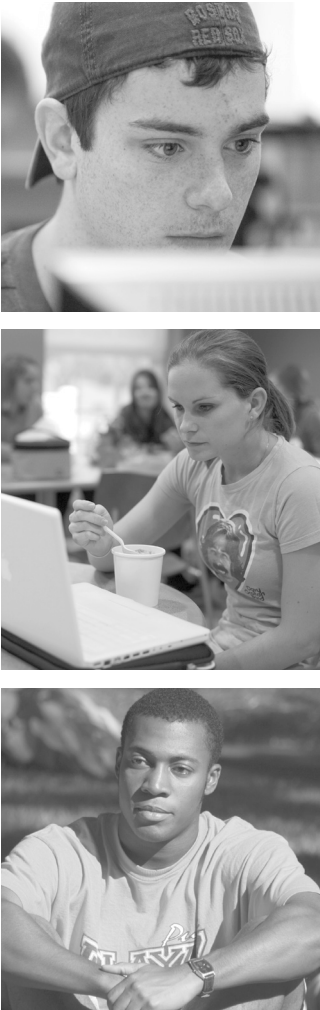
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Will Hallet '16 showcases his own work. DREW PERLMUTTER/THE BATES STUDENT



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SQUASH
CONTINUED FROM PAGE 1

The reality of the current environment in college squash is that, according to Cosquer, “if we want to continue to be competitive, we have to go outside of the United States while also augmenting our roster and our school with qualified American students that can play squash and contribute.” Compared to the United States, many countries have superior youth squash systems with players who dedicate far more time and energy from very young ages to the sport. Along with the tremendous talent he’s recruited from Egypt, Cosquer has coached several student-athletes from Zimbabwe, including Williams, as well as a number of student-athletes from India, among them captain Arora and promising sophomore Anirudh Nambiar.

“The Pitch”

Since his own tenure as a student-athlete at Bates between 1993 and 1997 when he played at shortstop for the baseball team and served as captain of the squash team, Cosquer has valued the “small, nurturing, intimate environment” that the College provides. In his discussions about the school with prospective international student-athletes, he emphasizes, “If you’re down from the road in Portland or you’re from Zimbabwe or Egypt, you’re coming to a place that is welcoming, warm, and friendly, that when you have something go wrong or you need help, support is right there—the math workshop, the writing workshop, or peer tutoring, or people like me.”

While that type of school may be appealing to many international student-athletes, there are two major obstacles Cosquer has to overcome in the recruitment process, namely Bates’ disadvantage in regards to name recognition and the school’s relatively small endowment. Cosquer commented that a majority of international families often base their college choice on name recognition, meaning that Harvard, Princeton, Yale, and Columbia attract top student-athletes rather easily. Bates has historically been overlooked by many international student-athletes for this reason. Yet Cosquer believes “having a two-time

national champion and the number one player in college squash [Abdel Khalek] at this small little liberal arts school in Maine, they [international students] think, “Okay, there must be something to that place.”

Amongst the 11 schools in the New England Small College Athletic Conference (NESCAC), Bates had the smallest endowment in 2015 at approximately \$264 million. That creates a significant challenge for Cosquer, since financial aid is often a concern for international student-athletes. Still, Dean James Reese, the Associate Dean of Students for International Student Programs and a highly influential figure in accommodating international students, noted that, “Bates is generous with need-based financial aid for all students, spending about \$33 million each year on aid. Athletes, wherever they are from, must first be strong students, and then they are evaluated within the overall applicant pool, which is very competitive.” From Cosquer’s perspective, “I’ve been tasked with trying to balance American students with resources that are full pay with international students that have need. That’s not necessarily an out in the open situation, but that’s certainly the real life situation at Bates College. Our endowment is significantly lower than our peer institutions.”

Even with those difficulties, Cosquer knows that he just needs to convey the unique essence of Bates to attract student-athletes. For those international student-athletes who ultimately make the decision to attend Bates, Cosquer thinks, “It’s something that they saw in Bates College, whether it was what they’re going to study or who they talked to on the phone, whether that’s me or Dean Reese or somebody else. He’s been here for so long [39 years], he’s the professional with this. But there’s something that brought them to the school besides squash, because we know squash is important and it’s fun, but at the same time if all you want to do is play squash, then there’s a million different places you can do that.”

At Bates
Transition

Of course, the transition from high school to college is generally difficult for any student. But the prospect of coming from outside the country to the small town of Lewiston, Maine, is especially hard for the squash athletes who come from

large cities such as Prague, Czech Republic, Cairo, Egypt, and Innsbruck, Austria.

“A lot of times they arrive scared, nervous, just like any first-year, to be perfectly honest,” Cosquer explained. Accompanying that nature of apprehension, the head coach explained with a smile, is generally, “What the hell did I get myself into?” That thought, which is in the minds of many first-years as they go through their first Commons and class experiences, takes some time to eventually subside, with the help of new friendships and ice-breaking experiences.

These experiences happen virtually right when the international student-athletes players step onto U.S. soil. The squash coaching staff makes an effort to bring all the players together even before the school year typically starts. “We get everyone together as quickly as we can on September 3 or 4, right before school starts, in this building, and we talk about who we are,” Cosquer noted. “We talk about our differences, we talk about coming from different places, we acknowledge that, and that’s really important.” By understanding where everyone comes from and any differences or challenges they could potentially face, the team builds an early trust between all the players, both men and women.

While a lot is done among the players to ease the transition process, the coaching staff also has a significant influence, particularly Coach Cosquer himself. When the weather allows, it’s common for him to organize hikes (up Morse Mountain this year), followed by a staple in American culture, barbecues, typically occurring at his Cumberland-area residence. These activities, aside from introducing many of the foreign and domestic athletes to the Maine outdoors, also allow the players to “just chill out, get off campus” and help to build “a de facto place abroad, place away from campus.”

In the end, as the international players slowly transition to life at Bates, Cosquer hopes that these experiences not only help them become acclimated to Lewiston, but to Maine and America in general. This support that Bates offers helps international student-athletes to grow comfortable in an entirely new environment.

Support

The support system that Bates

College utilizes for all students in general is a huge factor after the initial transition to Bates life. Through assigning a Dean to individual groups of students (a policy that was enacted at the start of the 2015 academic year), Bates facilitates bridging the gap between extracurricular and academic life for many international squash players.

In supporting the international student-athletes on the squash team, Dean Reese echoes much of what Cosquer conveyed in his message about significant cultural differences.

Reese explained, “We take an individual interest in each student, and assign each an advisor that they can reach out to for help at all hours on a number of situations.” Specifically, the College ensures that “interaction with the advisor also addresses special situations, ranging from simple cultural differences to more major explanations of life in the U.S. that students need to know about.” The work that Dean Reese has done has made him a student favorite, as he invests extensive interest and care in each student as they adjust to life in the United States.

While there is significant administrative support for international students in general, the squash team specifically helps one another throughout their careers at Bates. As head coach, a priority for Cosquer is to not only better his players, but support them if need be. And while Cosquer certainly has an influence on the contingent of international players who call The Bates Squash Center on Alfred A. Plourde Parkway home, a lot of support happens with “the other students on the ground.”

The game of squash also helps support those whose mind may be elsewhere by giving them a chance to relieve stress and solely focus on the task ahead: winning matches.

Diversity at Bates

Both Reese and Cosquer tout the reciprocal benefits of having a diverse student population at Bates. Reese commented, “We believe strongly that there is always much to learn from everyone from the various societies, cultures, and experiences at Bates,” while Cosquer said, “I think the biggest benefit is not necessarily on the court, but on the educational side of the coin; not just Ahmed teaching [first-year] Coley Cannon about Egypt, but Coley

Cannon teaching Ahmed about America.”

Early in his tenure at Bates, Cosquer recalls that his teams were mainly comprised of upper-middle class former tennis players from America. Despite the tensions that occasionally arise from differences in religious and political beliefs, he believes, regardless of athletic success, that Bates is “a better school when there are more kids from different backgrounds; forget about international, black, white, whatever—if we can support that at Bates, you’re going to be better educated, you’re going to be better prepared for the world.”

Conclusion

In college athletics, coaches from coast to coast certainly value the athletic achievements of their players. However, an underlying characteristic that coaches religiously harp on is the growth they see in the student as a person. At Bates College, the support students receive is an important factor in preparing them for life both during and after college. For the international students who make up a good portion of the student body, administrative support has given them opportunities outside the classroom, particular in the professional field.

The men’s and women’s squash teams at Bates are a unique group of student-athletes. With players from countries in Africa to the West Coast, becoming comfortable around one another does not happen overnight. But the support system that is in place at the College, coupled with the bonds and relationships that are built, makes the process much easier. Eventually, as Coach Cosquer hopes to move into different regions of the world like South Africa and Southeast Asia for recruitment, these relationships will help mold the developing international identity of the team.

Ultimately, and most importantly, Cosquer explained that “the glue that holds it together—maybe it’s me—but I think it’s the game of squash.”

LACROSSE
CONTINUED FROM PAGE 8

Notable performances came from Allard, who scored four goals and had two assists, Weber, who scored three times, and Breschi and Fay, who both contributed two goals. Bates senior goalie Joe Faria had a busy day, tallying 14 saves.

As for the number 16 nationally ranked Bates women, the team was handed their first lost, to NESCAC rival and number three nationally ranked Trinity College.

Bates’ top ten-ranked defense was on display, limiting the Bantams’ offense to its lowest goal total since their last and (only loss) this season. Going into this game, Bates’ defense was only allowing five goals per game this season, but defense

was not enough to edge out Trinity, as the Bobcats also hit their lowest goal total up to this point in the season. The Bantams made crucial defensive stops to survive their way to the win.

In the first half, Trinity took a 3-0 lead the start the game, but Bates came back and answered with three straight goals of their own. Trinity’s Kiley Coffey broke the scoreless game with a free-position goal with just under eight minutes in the first quarter, and a minute later the Bantams scored again with a goal from Clare Lyne. Lyne then assisted on Olivia Johnson’s goal at the 16:44 mark. Bates finally answered with two goals from senior Moriah Greenstein and a free-position goal from junior Drew Barry, as the teams went into halftime tied at 3.

Bates made the first move in the second half with a goal from senior

Alex Briody, taking their first lead of the game for the Bobcats. Trinity’s Karly Simpson tied it up six minutes later, and Lyne scored the go-ahead goal three minutes after that to put the Bantams up 5-4. Greenstein then tallied her third goal to tie the game back up with 11:45 left in the game, before Lyne found the back of the net for the game-winning goal with 8:27 left.

Greenstein finished with three goals, while Barry and Briody had one apiece.

The Bates women will play at NESCAC rival Williams on Saturday at noon, while the men will host Keene State, the same team it defeated in the first round of the 2015 NCAA Division III Tournament, in a non-conference game.

2016 has truly been madness

KYLE OLEHNIK
MANAGING SPORTS EDITOR

The first two rounds of the 2016 NCAA tournament have been, without a doubt, one of the best opening weekends in tournament history. Yes, 2013 does give it a run for its money, where Florida Gulf Coast’s run to the Sweet 16 highlighted a tournament of upsets that also included La Salle, Harvard, and Ole Miss picking up first round wins, but this year’s first two rounds have not only seen upsets, but fantastic games that have went down to the final whistle.

The story of the first round certainly centers on the teams that were not expected to win. Fourteen seed Stephen F. Austin, behind the play of Thomas Walkup, knocked off number three West Virginia at its own game. The Mountaineers, who are known for their stingy defense that extends from end line to end line, turned the ball over 22 times to an undersized, albeit quick, Lumberjack squad. Their sensational senior Walkup led the charge on both ends, getting to the foul line 20 times and converting 19, contributing to his 33 points. He also made

several key defensive stops, including a big block in the final minutes of the game.

Although Stephen F. Austin’s run ended two days later to Notre Dame, they avoided the typical Round of 32 slump that has plagued mid-majors in tournaments past. With their one point, buzzer-beating loss, the Lumberjacks without a doubt captured the hearts and minds of many with their great defensive and offensive efforts the first weekend.

Yale pulled off another notable upset of the first round by defeating Baylor. In their first NCAA tournament appearance since 1962, the Bulldogs took down the Bears in a game that saw the action go down to the wire. With the loss, Baylor’s tournament struggles continued, as it was their second straight first round exit by four points or less.

Aside from the notable upsets, buzzer-beating thrillers were another theme of the first weekend. Arkansas Little Rock, who came back from a sizable deficit to eventually hit a game-tying shot in regulation against Purdue, beat the Boilermakers in overtime to send them to a matchup with Iowa State. The magic quickly ran out, however, as they lost to the Cyclones two days later. The following day, Northern Iowa broke the hearts of Texas Longhorn fans behind Paul Jespersen’s half-court heave that banked in as the clock expired.

Looking forward, number one overall seed Kansas looks like the ultimate favorite. After being one of the only consistent teams all season, the Jayhawks looked solid in their opener and then defeated a typical tourney powerhouse Connecticut Huskie teams. One other notable team to pay attention to as the tournament progresses certainly includes North Carolina, who had no problem advancing to the Sweet 16 under Roy Williams.

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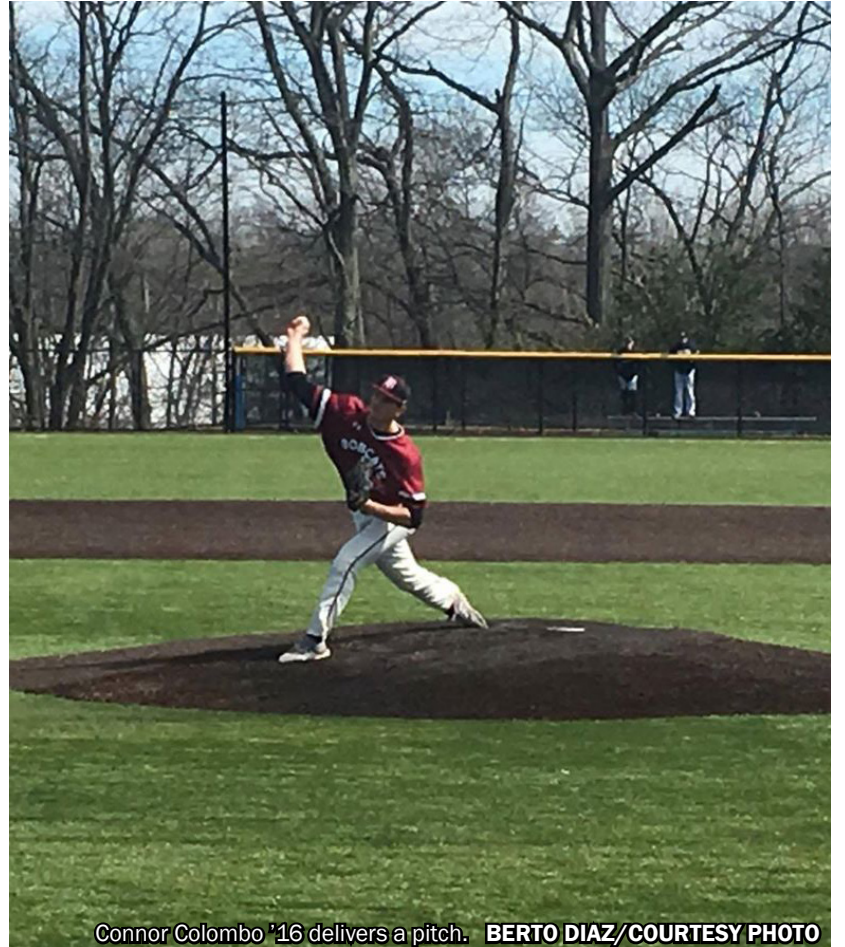
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Baseball splits Middlebury doubleheader



Conor Reenstierna '16 is batting .324 on the young season. **BERTO DIAZ/COURTESY PHOTO**



Connor Colombo '16 delivers a pitch. **BERTO DIAZ/COURTESY PHOTO**

GRIFFIN GOLDEN STAFF WRITER

The Bates baseball team took their talents to Northborough, Massachusetts on Saturday for a doubleheader against Middlebury. Although both teams are members of the NESCAC, the two games were considered non-conference.

Senior right-hander Connor Colombo got the start on the mound in Game One. Colombo pitched beautifully, as he lasted six innings, only gave up two hits, and conceded zero earned runs. The one run Middlebury was able to score was off an error. Coming off a 4-1 campaign on the mound last season, this was Colombo's first win of

2016.

Middlebury began the game with a 1-0 lead in the top of the first. Catcher Max Araya hit a double with two outs. Then, junior first baseman Jason Lock brought Araya home on a Bates error.

After a scoreless bottom of the first, the Bobcat bats came alive in the second. Sophomore Asher McDonald hit a two out single, and then junior Eric Vilanova hit his first career home run to dead center.

Middlebury starter Colby Morris and Colombo were firing on all cylinders, as neither team could score a run off the two pitchers for the rest of the game. Bates reliever Rob DiFranco entered the game in the top of the seventh to finish off

the Panthers. However, DiFranco did make Bobcat fans a little nervous after giving up a single and a walk to start the inning. Middlebury had two runners on base with no outs. Then on a sacrifice bunt, the Panthers put the two runners in scoring position. Uh oh. But the Bates senior proved to be unfazed as he forced the next two batters to ground out. Game over. The Bobcats were able to pull out a hard fought 2-1 win in the first contest of the doubleheader.

Bates sophomore Connor Speed headed out to the mound in the afternoon game. The Panthers started the scoring off with two runs in the bottom of the second. The runs were the product of a Brendan

Donohue double. After Middlebury scored another run in the third, Bates found themselves down 3-0.

In the top of the fourth, junior John Dinucci stepped to the plate and sensed that the Bobcats needed a big play to get the game going. Dinucci blasted a line drive double to right center field. Next up was senior Conor Reenstierna; he wasted no time, bringing Dinucci home on a double just one pitch into the at-bat. The Panthers' outfielders then took a few steps bat as junior Brendan Fox headed to the plate. Fox has had a red hot start to the 2016 season. Through 11 games he is hitting .500 with a homer and 12 RBIs. Fox stayed on fire by hitting a two-run homer to tie the game at 3.

The next few innings were uneventful as both pitchers settled into the game. Bates senior relief pitch Chris Ward retired the side in order to send the game into extra innings. Ward was still on the mound in the bottom of the 9th with the score locked at 3-3. Middlebury outfielder Sam Graf hit a shot to left field that just made it over the fence, and the Panthers mobbed the freshmen after his dramatic first career home run.

Following a 9-7 loss to Husson the following day, Bates is 5-7 on the season. Their next action will be another doubleheader, this time at Salem State on Saturday.

Lacrosse teams duke it out against Trinity



Hannah Jeffrey '16 patrols the net. **JOANIE OATES/COURTESY PHOTO**

GERALD NELSON STAFF WRITER

The men's lacrosse team came out very strong in their home opener against Trinity College this past Saturday. The number eight nationally ranked team defeated the Bantams 13-8 on Garcelon Field, where they outscored Trinity College every quarter.

The squad never trailed during the game, although Trinity was always nipping at their heels. Bates would open up the game with a 2-0 lead, but the Bantams answered back with two straight goals to even it up. Junior Kyle Weber gave the Bobcats the go-ahead goal with a nice shot from outside the left wing area to make it 3-2 after the first.

Junior Charlie Fay showed off some skills with a fake shot and finish to get past Trinity's goalie, Henry Coote. But Trinity would not go down easily, pulling within one twice in the second quarter. Sophomore Burke Smith then capitalized on a fast break from a Trin-

ity turnover, only to have the Bantams' Ryan DeSimone score one right after. Senior Jack Allard would eventually get his second goal of the game with 21 seconds left in the half to give Bates a 6-4 lead at halftime.

Bates senior Ken O'Friel, normally known for his defense, put the Bobcats up 7-4 with 9:22 left in the third quarter. Trinity then cut the deficit to 7-5 halfway through the third, but Allard crushed any hopes the Bantams had by adding two more goals in the last 1:23 of the third.

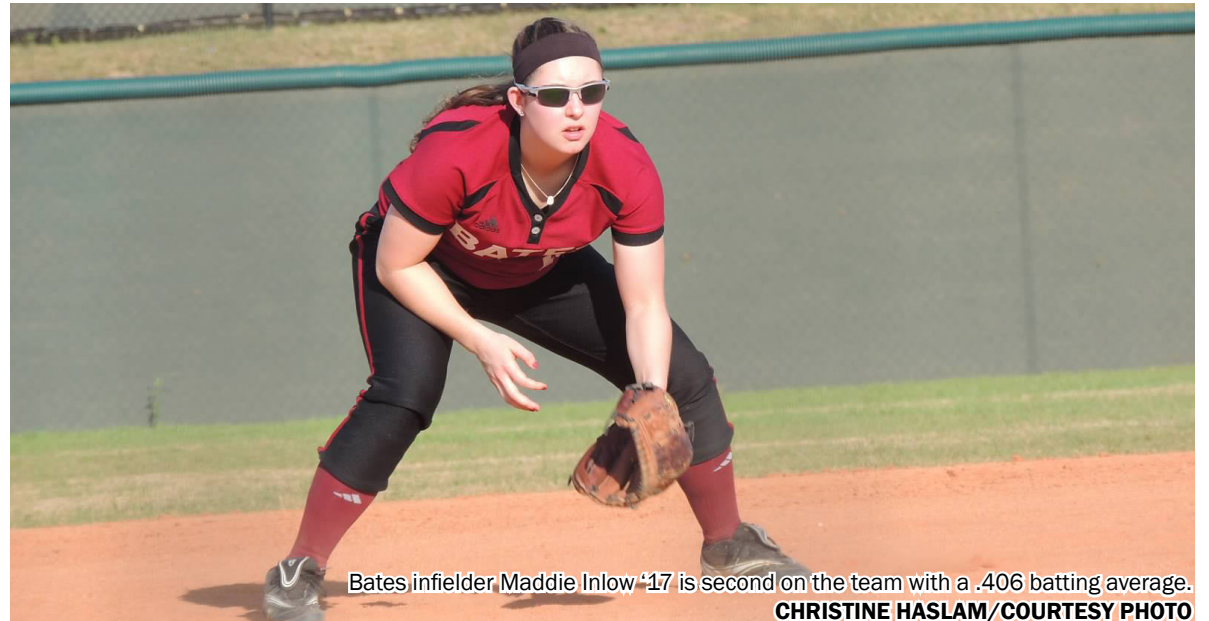
The team came out swinging in the fourth, adding cushion to their lead and making it 12-5 with a couple of goals by sophomore Max Breschi and Weber. Knaus ended the run with his fourth goal, with 4:39 left in the game. The Bantams made it interesting late, capitalizing on a couple of turnovers from Bates, with Desimone scoring to make the score 12-8 with 2:57 left. With 59.9 seconds left, Allard assisted on a Weber goal to cap the scoring.

See LACROSSE, PAGE 7

Softball begins the season winless



The softball team returns to action April 2 at Trinity. **CHRISTINE HASLAM/COURTESY PHOTO**



Bates infielder, Maddie Inlow '17 is second on the team with a .406 batting average. **CHRISTINE HASLAM/COURTESY PHOTO**

KYLE OLEHNIK MANAGING SPORTS EDITOR

After spending the past week down in Clermont, Florida playing ten games in five days, the Bobcats returned to Bates winless and looking for answers as they begin conference play. Starting out sluggish by only scoring three runs or less in six of their first seven games, the bats came alive for the 'Cats as they scored 26 total runs in their final three games.

Beginning midway through their early season slate, the team showed certain promise versus

North Central on March 19. Against Central, the Bobcats jumped out to the early lead behind the efforts of first-year Andrea Russo, who went 3-4 with a double and a run. However, the Illinois-area team took the lead for good in the third inning when they scored four runs.

The following game against Carthage, the Bobcat bats exploded in an eight-inning affair that saw the lead exchange hands multiple times. Behind sixteen hits, including sophomore Emma Schiller's first career home run, which was a grand slam, the 'Cats broke out of their early season slump.

After eventually tying the game at 13, it remained that way through the sixth and seventh innings, but Carthage managed to take the lead in the eighth eventually sealing the win thereafter 14-13.

In the final two games of the Florida trip, the 'Cats totaled 27 hits, but could not get their first victory, losing to Union 8-3 and Worcester State 12-10.

The Bobcats look to regroup as they have some time to prepare for a NESCAC doubleheader against Trinity on April 2.