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Vol. 149, Issue 12
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Sarah Rothmann, Editor-in-Chief

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Letter to the Editor

April 26, 2019

Earlier this week, I sent a letter to returning students and their families regarding the single fee for the 2019-20 academic year. I write this letter to provide some additional context for understanding the factors that inform our approach to setting the number. The residential liberal arts experience is an expensive form of education to provide, and it represents a substantial investment by students, families, and the college. Bates maintains a very tight operating budget, and we work very hard to control the rate of annual

increases in tuition and fees. Decisions concerning our budget and the single fee involve painstaking analysis by finance staff and college leadership, extensive consultation with campus departments and programs, and careful oversight and approval by the Board of Trustees. The single largest portion of the college's operating budget – more than 60 percent – is devoted to attracting and retaining a talented faculty and staff. This includes wages and essential benefits such as health insurance and contribution to retirement plans. Where we

can manage increases, we do. However, some fast-growing line items, such as health insurance premiums and pressures in the labor market, are beyond the college's control. The college allocates remaining funds to a wide variety of programs and operations as well as to maintenance of our facilities and campus. In keeping with our founding tradition of access and inclusivity, the college also dedicates \$35 million each year to financial aid grants – equal to a third of our operating budget – which allows us to meet the full demonstrated

need of every admitted student. I fully understand that the cost of college is a significant concern for students and their families, and I assure you that this concern is constantly front of mind for me, for the college leadership team, and for our Board of Trustees. Balancing costs, fees, and financial aid is central to our mission of providing a first-rate liberal arts education for our students.

Sincerely,
Clayton Spencer

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Vanessa Paoella, Managing Sports Editor & Sarah Rothmann, Editor-in-Chief



Bates will renovate one of their convertible squash courts to make room for additional sports medicine space. SARAH DUPONT/BATES STUDENT

As part of an initiative to re-vamp sports medicine at Bates and better support student-athletes' well-being, the Athletic Department has decided to repurpose the second and last on-campus convertible squash/racquetball court into a physical training room. This room will be used to facilitate daily training exercises by offering an improved, specialized space to support the rehabilitation of injured athletes. Immediate care during practice times, such as diagnosis and wrapping, will continue to occur in the main training rooms in Merrill, Underhill and Alumni. Construction will begin in June with the intention of opening it for the fall season. In this past year, the department has seen significant changes in personnel and its practices. Following the hiring of Assistant Athletic Director for Athletic Performance Nicholas Cooke last fall came an increased focus on the prevention and remediation of sports injuries through targeted exercises. This requires significant space

that the training room simply does not have. Athletes have taken to performing these exercises outside the training room in the hallway, allowing them to remain in close proximity to the trainers. However, athletes and trainers agree that this practice is imperfect and unsustainable for the long-term goals of the sports medicine department. "One hundred percent I think there just isn't enough room [right now]," Kai Jenkins '22 said. "All the people are walking by and I have to scoot to the side. Then maybe I have to take up the whole hallway space just to do one specific stretch and it's not a lot of room...It's just not the best environment." Cooke is excited to be able to improve on their philosophy of patient-centered approach, an idea that emphasizes preventative care just as much as rehabilitation. This new space will allow athletes to complete their prescribed exercises more efficiently in a cleaner, distraction-free environment.

"The number of people who are in [the first-floor room and hallway] at any one time really start to limit the ability for anybody else to do anything," Cooke explains. "The space concerns are significant to be able to provide good quality care. Having a layout that is with multiple people across a room really helps us to be able to provide services to a larger volume of student-athletes in the time crunches that we have." While this space will surely be an improvement, Cooke stated that there will be limitations to this project. A second-floor rehabilitation space is not ideal for athletes walking with boots or crutches. Additionally, while having some space is better than none, he predicts that it will still not be enough to facilitate sports medicines' long-term goals. "It is going to be big leap forward from where we are now, but it may not be in the end result," Cooke said. "It may not be the best situation looking forward, but it is the best situation we can get to as soon as we can get to."

The need for an expanded sports medicine clinic is immediate and undeniable. However, as with a similar project earlier in the year in which the first convertible court was repurposed to house a golf simulator for the varsity team, this initiative has aggravated students, faculty and community members who regularly use these courts. Many of these people feel that this decision was made quickly and quietly with little consideration, prioritizing the needs of varsity athletics at the expense of others. Bates' six squash courts are currently housed in a leased warehouse four miles away from campus. This facility is only open to the varsity team; once the new training room is created, students, faculty and community members will no longer have access to squash or racquetball courts at Bates. Additionally, while varsity athletes do have full access to the varsity courts, time restrictions and travel often prevent athletes from practicing more than once daily. Few athletes on the squash team have access to a car, making reaching the courts



Sports medicine is focusing on long-term solutions to the lack of space in Merrill. SARAH DUPONT/BATES STUDENT

MLK and Masculinity

Sophie Mackin, Staff Writer

Because weather prevented her from joining us on Martin Luther King Jr. Day, Dartmouth professor and author Shatema Threadcraft came to Bates to speak about her research paper “Gender Trouble: Manhood, Inclusion and Justice” on Thursday, April 25th instead. Politics professor Nina Hegel and Philosophy professor Paul Schofield facilitated the panel discussion, asking Threadcraft some of their questions as well as those of the students in the “Film as Philosophy” Short Term class who had read her paper. Threadcraft and her co-author Brandon Terry wanted to investigate Martin Luther King’s rhetoric on masculinity and gender differences in the hopes of developing a feminist model rooted in “reading King against King.” King asserted on numerous occasions that men and women have fundamentally different natures. He believed that women were firstly responsible for child rearing, while only men could find fulfillment in politics and public life. In terms

of gender-based violence, King told the women who came to see him for spiritual guidance that they should think about their role in motivating the abuse against them. Like many clergy members at the time, King would ask women to look within themselves to understand why their husbands were beating them. Clearly, King’s approaches were extremely problematic and Threadcraft admitted that she initially did not think King had anything to say for women or feminist theory. “His references to manhood seemed like macho nonsense to me,” she said, “but Brandon helped me see that to deconstruct masculinity, you have to find positive constructions.”

Threadcraft and Terry chose to deploy this strategy of “reading King against King” because they recognized the weight of King’s name and the prominence of his contributions to the Civil Rights Movement. “It’s not that you throw King away,” Threadcraft explained, “It’s that you give people the tools to read him critically,

remaining alive to the problems. MLK Day is not going away. None of this takes away from the great sacrifices he made, but gender sensitive theories allow you to take him more seriously.” Students will continue to read King’s writing and famous works like his “Letter from Birmingham Jail,” but it will be important for them to identify and understand the implications of his sexist ideologies. Many people have expressed criticisms about King’s use of gendered language rather than gender neutral concepts. Threadcraft and Terry wanted to remind us of the hierarchy that King reinforced by making that choice.

One of Professor Schofield’s questions for Threadcraft was about King’s inversion strategy of dissociating masculinity and violence. Threadcraft explained that while it is still helpful to have a conversation about the deconstruction and reconstruction of masculinity, King’s notion of masculinity as something that is good and exclusive to men impedes the progress of women.

King also seems to point to a higher order of masculinity that is in control of its emotions and doesn’t violently lash out, which is also a hierarchical distinction. Professor Hegel asked if Threadcraft thought King’s language of manliness could ever be helpful for feminist aims and Threadcraft instantly said no. She shared her frustrations about participating in conversations about masculinity that often lead to a disregard of women. She described this shift in focus as a “trap” since she does not end up discussing women’s issues. This comment inspired a question from the audience about what Threadcraft’s idea would be for a new curriculum to teach Black History and political theory that emphasized the role and experiences of women. Threadcraft was excited to craft a more inclusive list of writers and theorists but also noted that there are always going to be historical absences since women, LGBTQ members, and feminists were not thought of as the people with “knowledge” for so long. She

described the ways in which she teaches her students to read texts that might not necessarily have everything they need and how to discern the meaning of the absences. She concluded, however, by saying that the classic theorists will continue to be taught in schools regardless of any new curriculum that she might come up with. “I teach political theory. I do not tell students to do away with Jefferson, Plato, Aristotle, and all the rest,” she said, “But I do want to train them to read them critically and contextually.” Threadcraft hopes that her paper will contribute to theoretical understandings of King’s rhetoric as well as potentially ignite civil action. She is currently working on research surrounding black death and the differences in the coverage and treatment of men, women, and LGBTQ members. Threadcraft’s work asks extremely valuable questions and forces us to reevaluate our collective memory of history and its actors.

Sustainable Commons

Ayden Eickhoff, Staff Writer

The single most important learning space on campus doesn’t look like a classroom, no homework is assigned there, and there is no professor. Although the primary role of Commons is food service—approximately 5,000 meals per day are served here—Commons provides ample educational opportunities. Academic opportunities present themselves when classes partner with Commons for microbiology and food system research. Non-academic learning opportunities manifest themselves as students learn about personal dining habits, Commons operations and sustainable practices, and about how to dine alongside people who may have different diets and dietary restrictions. This isn’t by chance. Meticulous design, foresight, and a willingness to adapt to changing campus culture have created a nurturing space that reflects campus values of community and sustainability. In this space, students learn how to sustain themselves in ways that

often go above and beyond food and nutrition.

Cheryl Lacey, Director of Dining operations explains that “Commons is part of the educational process— not all learning happens in the classroom.” To expand upon this theory of education and sustenance, I asked my peers about how Commons sustains them. Answers ranged from the endless availability of coffee to the relaxed conversations with friends. John Rex, ’21 states that Commons is one of his favorite places to socialize with friends, because of this “it’s one of the hardest habits to leave on campus.” Rex continues—“not only does Commons provide me with the right food to refuel from exercise, it is a place of relaxation and rejuvenation.” These thoughts are mirrored throughout many of my conversations with peers, reaffirming the importance of the communal space and open atmosphere. Nico Johnson, ’19, notices and appreciates the open space, explaining that not only

do people seem more relaxed, but that you can get to know the staff. “I like the fact that we get to know the Commons workers. Not only is it inclusive, but you can see they put a lot of care into what they do.” Others I spoke to appreciate the change of scenery while working. Elly Bengtsson, ’19 expands on this quality: “The quiet ambient noise in the background helps me focus. I like how I can work here but take breaks to socialize if I want.”

Commons is an integral part of the Bates education. Among many other learning opportunities, it provides space for students to learn about balance—about how taking breaks can fuel productivity and about how proper nutrition can boost success. As Bengtsson nicely sums it up; “Commons is a place to digest.” At an institution such as Bates, where students take on heavy course loads, numerous extracurriculars, and face high expectations, Commons is a welcomed retreat, and one that energizes us to take on the day.

Say Yes to Fulbright

Georgina Scoville, Staff Writer

Students entered Keck on Thursday afternoon to an unfamiliar setting. Instead of college kids filling the rows, former Fulbright scholars stood with nametags, chatting and milling about. They offered advice that students should make sure to spend time outside of the United States, and to delve into these cultures. They shared their experiences from a multitude of countries, such as Turkey and China.

These alumni were all attendees of the Fulbright Panel, which aimed to provide information about the Fulbright Program and share the experiences of those involved. First to speak were Nicole Bermudez ’16 and Jamie Naso ’16, both recent graduates of Bates. The pair taught English in Colombia. Particularly interesting about them is that neither is pursuing a future in education.

Naso, who plans on going to medical school, found that his experience teaching English in Colombia provided skills beyond the classroom. He shared, “Something that has helped in my pursuit of medicine is the ability to have cultural competence and know that building relationships

with patients is essential.” Bonding with his students assisted him in developing skills that he can later contribute to the field of medicine.

Similarly, Bermudez plans to work in the state department, and said that this experience offered crucial skills for diplomacy. She was able to use Fulbright connections to meet others involved with the state department, and also developed knowledge about countries outside of the United States. Her time in Colombia was also “a great opportunity to build [her] leadership skills and be very creative,” which are both helpful skills for a future career with the state department.

Other speakers included Dr. Anita Charles and Cynthia Reedy, who visited India and Morocco, respectively. Charles is currently an Education professor at Bates, and is passionate about K-12 education. She visited India to research this area of education, and made sure to visit as many schools as possible. This included opportunities as small as joining parents to pick up their children, and as large as volunteering in schools for children with disabili-

ties. Charles’ Fulbright opportunity furthered her passion for education and provided crucial research experience.

Similarly, Cynthia Reedy is a French teacher at a local school who is interested in how language is taught. For her Fulbright Program she visited Marrakech, where she developed a research paper on the best teaching practices for spoken language. She gave the advice of making sure to agree to every opportunity possible; “Just go and do it, and say yes.” Although she spent much of her time visiting schools, just as beneficial was the opportunity to adventure throughout Morocco.

The Fulbright Panel not only brought together a community of Fulbright alums, but also provided information crucial for future applicants. The speakers displayed that any student is able to pursue Fulbright, whether they are passionate about the field of education or just looking to further their cultural competency. The speakers, as well as attendees, also expressed a common piece of advice applicable to any Bates student: always say yes to adventure.

Sustainable Beanie

Dear Sustainable Beanie,

I understand it’s bad to produce waste like plastic water bottles wrappers but one thing I’ve never understood is why everyone makes such a big deal about food waste. Is it not just a more natural type of waste anyway? I can’t imagine it contributes to pollution- it’s just a banana peel! I suppose I just can’t see what the big deal is environmentally!

Sincerely,

What’s up with food waste

Dear What’s up with food waste,

Thank you so much for asking this! I too was once confused about this same topic and agree it is not as intuitive as thinking about other types of waste. There is actually a number of reasons why food waste is not a good thing. First, due to the production and waste management of food waste, if food waste were its own country it would be the third largest greenhouse gas emitter in the world, following the United States and China (Oniang’o 2018). When food is put into a landfill it emits not carbon dioxide but methane, which is twenty times more harmful than carbon dioxide. So much methane is produced from food waste because up to 40% of food that is produced is wasted globally (Ibid.).

Beyond the emissions associated with this, there is also the production costs

including the amount of water or the land use that is used to produce all of this food that is never eaten. The land use issue is deeply connected with deforestation which is of course an emissions issue, but also often a human rights issue depending on where and how the land is being taken for deforestation. It is thus possible that if less (or, ideally, no) food was wasted this land or water would not have to be used (and wasted) at all. Thank you again for asking these important questions about food waste. The more knowledgeable the student body is about these issues, the better we are able to tackle them! So thank you for allowing us to clarify the question of food waste!

Happy Short Term!



Sustainable Beanie



Cynthia Reedy shows pictures of her time in Morocco to Fulbright Panel attendees.
GEORGINA SCOVILLE/THE BATES STUDENT



Christina Perrone, Managing News Editor

Madeline Polkinghorn, Assistant News Editor

Goldman Sachs Comes to Bates

Christina Perrone, Managing News Editor

Many consider Goldman Sachs to be the most powerful and influential investment banking company in the US, if not the world. The multinational company as of 2018 has a revenue of \$36.62 billion, has \$1.542 trillion assets under management, and employs around 36,600 people. On Saturday, April 27, six Bates alumni working at Goldman Sachs held an information session about recruiting for sophomores looking to intern at Goldman Sachs during summer of 2020. Panel members included Ryad Yousuf '99, Ryan O'Connor '06, John Dunnigan '06, Santiago Rozas '18, Quinn Troy '18, and current Bates senior Robben Tian '19.

During the first part of the session, the panel members expressed how valuable a liberal arts education is when entering the workforce. One slide of the presentation showing percentages of college majors at Goldman Sachs had a surprising amount of employees majoring in humanities: "Liberal Arts is 17% of the population at Goldman Sachs, there's Law, Econ is up there, Business is up there, Math is up there, and STEM. And STEM is the largest 34%. There's a huge number of technology or math savvy or physics, chemistry, biology, you know, any of those topics make up a third of our population...So we're looking for all sorts of interests," said Yousuf.

After the information session, panel members rotated around each table for 15 minute intervals answering questions from students. While many had came in with questions about the application process, I was more interested in what the corporate culture at major financial giants like Goldman Sachs is like. I was especially interested about issues concerning diversity and the gender wage gap, work-life balance, and job security in the face of AI at Goldman Sachs. Lastly, I wanted to know what makes Bates students stand out especially in such a competitive job market.

Yousuf, who works as a managing director in Securities (Sales and Trading) at Goldman Sachs in London, had this to say on the issue of diversity at Goldman Sachs: "To be honest, we debated whether we should bring up the diversity topic or not...It's good that it comes up though,

because the answer is both good and bad. It's bad because by all metrics, we are not where we want to be or need to be. Whether it's male-female, whether it's LGBT or straight, whether it's color, whether it's countries—Goldman is still dominated by white males. So that's the bad news. The good news is—from our perspective—we are considerably further down the path of rectifying that than the rest of the financial industry." Yousuf explained that the major problem companies like Goldman Sachs face when addressing diversity is retention rates.

When hiring, in the recent past, Goldman Sachs has hired a solid 50-50 male to female ratio from graduate programs. The problem Goldman Sachs has is keeping that ratio: "Where we haven't done such a good job is with retention. Having children is a component of the retention. So people leave because perhaps they feel like it's boy's culture...We've retained women in functions let's say that are less macho-aggressive and have not done a great job at retaining people in more macho scenes."

Yousuf continued saying: "The other thing I would say is that you now have people who grew up in a more conscious environment: like me, like almost all my peers, whereas the previous generation was not necessarily brought up in a more conscious environment. So as we push out people who are less conscious, by nature it will fix itself. It's not going to be a fix overnight, we are going to continue to post really shitty numbers over the next five years, but what we expect to see is a better progressing trend, and in ten years time—or some number—I'm confident it will be respectable"

Next I talked to Rozas, who has worked at Goldman Sachs for a year, about job-security in the face of AI and the work-life balance of new analysts on Wall Street. One of the biggest concerns of millennials joining the workforce has been whether their industry is susceptible to being taken over by AI. Rozas, however, is optimistic—at least for the job security of future investment bankers: "We basically hire 20 analysts per group or something like that and I think in ten years from now they'll still hire 20 analysts, they'll just be a lot more efficient doing at what

they're doing and they'll offer a lot more. So I don't really view AI as like being over to take over my job, because it a lot of what I do is very manual and requires a lot more thinking that I just really don't know a computer could do at least in my life time. And I also talk to clients a lot and am client facing, which, like, you can't just put a computer in front of people and expect them to go on, like it's not going to work. So I think what I see AI as doing is supplementing the analysis we do for clients versus completely replacing our jobs."

Another thing Rozas talked about was the work-life balance incoming employees should expect when entering a Wall Street-type job. Rozas, and his classmate Troy, reported being on call 24/7 and having little to no free time during their first year working at Goldman Sachs. According to Rozas, "I get in around 9:30 or 10:00 am and then leave around midnight or 1:00 at night. It's variable, but it's the standard I think. And that's very much an expectation too. That's probably the worst you'll get on the first year coming out. On your second year it's a bit better, because the class below you will have come in and they'll kind of take the bot-

tom mantle of the totem pole—and right now that's me, so it's not very fun..." Indeed Rozas expects around 95% percent of his class working in IB (Investment Banking) to leave after two years because of the rather unsustainable lifestyle. However, Rozas said that working at Goldman Sachs as a young professional should be seen as an investment into your future, as the experience leaves you with a work ethic that will help you to succeed anywhere.

Lastly, I had the opportunity to speak to Dunnigan, who works in the Consumer Investment Management division of Goldman Sachs. On the topic of a liberal arts education, Dunnigan said, "I feel like a liberal arts school prepares you for everything or anything—which is an incredibly valuable quality to have as a young professional...There's nothing wrong with being specialized and going to an undergraduate, specializing in whatever that major might be, and then pursuing a career in that area or outside of it. But I do think if you're entering the workforce, somewhat undecided about what you want to do, open-minded about opportunities and experiences, I do think

the liberal arts education provides a broad and diverse set of skill sets and experiences that can be applied to a lot of places... Again that is one of the qualities that our organization appreciates, again our CEO is from Hamilton College."

For people looking to enter the financial industry, Dunnigan argued that a liberal arts education is an invaluable tool: "[Companies] need people who are really good communicators and collaborators—those tend to be from really small liberal arts schools where [there's] a lot of collaboration and project oriented work. I think people who can take a step back and make connections is another thing...I know for example my senior thesis was something that helped me think more critically, connect dots, look at themes and trends that are not obvious, and I think those are things that helped me be better prepared for my career...and gave me confidence to say 'hey listen, I may not be an expert at math,' and by the way I am not, and 'I'm not an expert at Econ,' but I've taken enough stuff, I've gotten my beak wet enough, and I think I can be dangerous."



Goldman Sachs employees chat before panel discussion about recruiting
SARAH DUPONT/THE BATES STUDENT

Rising Tuition Incites Petition

Margy Schueler, Staff Writer

On Tuesday, April 23rd, Bates Students and families received an email from President Clayton Spencer concerning tuition for the upcoming 2019-2020 year. Bate's single fee will total the large sum of 71,388 dollars, an increase of 2,370 dollars over last year's total price. The tuition hike is not unique to this specific academic year. The 2019 Bates graduating class paid nearly 9,000 dollars less than the class of 2023 will pay for their first year. The rising cost of college is a phenomenon that has left no student or family unscathed, regardless of region or type of college.

Many Bates students have expressed concern over the college's decision to raise the single fee. One student, William Hibbitts, '21, took it upon himself to create a petition as a mechanism for students to ex-

press their displeasure with these new financial developments. He created the petition after one of his posts on the class of 2021 Facebook page picked up considerable attention. Hibbitts is not a stranger to activism, and was a part of Bates Student Action's Affordable Education campaign in the past. "I understand that in order to coalesce support against this tuition increase, it's crucial to bring people together. This petition is the start of that process," says Hibbitts.

The Petition, addressed to President Spencer, the Board of Trustees, and the Administration, had amassed 283 student signatures as of the 27th. Hibbitts and the student signers are making several demands. The demands made in the petition are as follows: a cancellation of this tuition hike, a detailed account of how tuition money is spent,

a tuition freeze where each class year would pay the same amount of tuition for all their time at Bates, and increased financial aid packages without loans. The main reason the petition cites for making these appeals is the financial burden rising tuition places on students and families. Additionally, the petition claims that the single fee hike threatens Bate's economic, racial, and geographic diversity. Hibbitts says, "[Bate's progressive reputation] is being damaged by moves like the tuition increase from the administration which will only serve to make a Bates education more exclusive and inaccessible."

In a communication to be published as a letter to the editor in The Student, President Spencer responded to the solicitation and shed more light on the administration's reasoning behind the decision. "I fully understand

that the cost of college is a significant concern for students and their families, and I assure you that this concern is constantly front of mind for me, for the college leadership team, and for our Board of Trustees," says Spencer.

Spencer writes, "Bates maintains a very tight operating budget, and we work very hard to control the rate of annual increases in tuition and fees." In terms of where the tuition money goes, the majority of the operating budget is sent toward recruiting and maintaining staff and faculty. Bates also spends 35 million dollars yearly on financial aid grants. The administration defends that they manage increases where they can, but, "Some fast-growing line items, such as health insurance premiums and pressures in the labor market, are beyond the

college's control," says Spencer.

When asked if he thought the petition would be effective in procuring meaningful change Hibbitts responded, "Absolutely! Even if we don't win all (or even any) of the demands listed in the petition, we have the ability to raise awareness of the skyrocketing cost of education at Bates and nationally."

Hibbitts hopes to continue the fight for college affordability by organizing various events to speak out against the rising cost of a Bates higher education. "I firmly believe that education is a human right and not something to be bought and sold."



Abolish Bates (Sort of....)

Christopher Hassan, Managing Forum Editor

In the last week, many of you have no doubt heard of some troubling news: Bates’ annual cost of attendance (including tuition, room, and board) has gone up to more than \$71,000 a year. This situates us comfortably among the most expensive private universities in the country, right next to schools several times our population including Columbia and the University of Chicago.

But we knew that Bates was a terribly unequal place long before this announcement. A *New York Times* analysis on the economic demographics of U.S. universities found that the median family income among Bates students is about \$227,000 a year. 76% of our student body come from the top fifth percentile of income in the U.S. (myself included), with 18% of those being from the top 1%. Meanwhile, only about 3% come from the bottom fifth.

This inequity has to stop. And I don’t mean that we need serious tuition reform and steps towards loan-free financial aid. We do need all those things, certainly, but I have come to believe that they won’t be enough. We need to think more radically about nationalizing Bates, Colby, Williams, Yale, Stanford, et al. We need to abolish the privatization of university education in this country.

Bates operates like any other profit-driven institution, and we students are essentially customers paying for a product in the hopes that it will ultimately be efficacious. Private universities are, quite frankly, based on the assumption that top-tier teaching and access to great works of knowledge from across civilizations are not and should not be openly accessible. We exclude so many potential students, the community of Lewiston, and the general population by charging tens of thousands of dollars for the universal good of education. And to what ends?

Many Bates students are saddled with years of debt and endless amounts of stress. Others enter the same system of establishment politics, finance, and bourgeois work that reproduces this oppressive system for the next generation. Rather than using their expertise to make effective social change by putting everything from chemistry to history to theatre into direct praxis, our professors can wind up stuck inside this insular environment. Outside of these ivy walls, thousands of students young and old across

Maine struggle with artificial shortages of resources and disorganization.

There is no moral or political philosophy that can sufficiently justify why every member of this community is not entitled to the exact same education as us. The peoples of this country should not be excluded from the best forms of education any more than they should be excluded from the best forms of healthcare, housing, and labor conditions. And just as with healthcare and housing, private enterprise and liberal markets are too inefficient too often to be worth salvaging. The solution to this inequality is not to make Bates cheaper, but to get rid of Bates’ privatized structures altogether.

The resources, materials, and professors of private universities should stay intact, but we should turn these institutions into public universities. To quote a fellow Forum writer, Bates ought to join the ranks of Orono and Farmington as “The University of Maine-Lewiston.” Pettengill Hall, Commons, and the faculty would go nowhere, but Bates would become a public learning institution run by the state of Maine, accountable to local governments, funded directly through taxes (state and national), and cost thousands of dollars less for students.

I have no illusions about the immense difficulty required to pass and implement this policy (given the powers that be amidst the Board of Trustees). It would require takeover by state governments and the Department of Education after nationwide electoral referendums to revoke private college charters. Impossible though it may seem, let’s not forget that Elizabeth Warren and Bernie Sanders have tuition-free public college and student loan forgiveness written into their 2020 campaigns.

Bates has given me the opportunities to become a journalist and an activist, and for that and many other things, I must thank this school endlessly. But my thanks are with reservations. Becoming an amateur journalist and activist has made me realize that the very hand that fed me was taking food from the malnourished, and complicity ignoring the starving. The time has come for us to open up the barriers that isolate our campuses and democratize higher education. And we will do it “with ardor and devotion.”

Being Jewish at Bates

Julia Raboy, Staff Writer

When I began my college search, my mom and I spent countless hours scouring websites like College Confidential and Niche, as most high school students do. My mother and I, however, were not searching for which potential schools had programs that piqued my interest, were the right size, or in an optimal location, but rather which of the schools on my list had the most “comfortable” Jewish population. Growing up in Westchester, New York, I was raised with a false perception of what it means to be Jewish in today’s world. I never had school on the High Holidays, I never had to explain to a non-Jewish friend what Hanukkah was, and keeping kosher for Passover meant passing a box of Matzah around the cafeteria lunch table.

As it came time to narrow down the list of colleges to which I would apply, my parents stressed the importance of having a vibrant Jewish community at whatever school I wound up at. I took my parent’s constant admonishments as unnecessary nagging and decided that I wasn’t “religious,” so whatever they said about having a sizable Jewish community would not be important. What I didn’t realize at the time, however, was that for me, Judaism is far more than a religion. I built a life for myself throughout high school that revolved around my Jewish identity. From being on the board of my Jewish youth group, BBYO, to working with Holocaust Survivors

and participating in a Jewish feminist fellowship, Judaism was at the center of my existence in my community.

When I decided to come to Bates, my parents were supportive of my decision and agreed that Bates was the right fit for me, but they grew anxious about Bates’ relatively small Jewish population. Bates is home to a notoriously WASPy student body, which I didn’t think would send me into culture shock... until it did. I found myself interacting with people who had never met another Jewish person before, and new friends would comment on or ask questions about the Star of David necklace I wear every day. As the year continued and I became more acclimated to Bates and my new surroundings, I felt a void begin to grow inside me. So much of my life had been dedicated to Judaism, and I felt lost without it.

Reflecting on my first year, I can safely say I have had more existential crises over the past few months than most people do in their lifetime. Looking back, I can attribute the hours I’ve spent dwelling on my “purpose” to the fact that what I considered to be my purpose for most of my life did not fit into my new life at Bates. I no longer spent my time interviewing Holocaust survivors and advocating for human rights and genocide education. I no longer spent hours each week with my BBYO board members planning community building activities. I found myself struggling to find my place at Bates, and it took

me a fair amount of reflection to realize that I felt lost because I felt foreign.

This past year has probably been the most difficult of my life for more reasons than being Jewish in a community where Jews are not the majority, but I do not regret choosing to come to Bates. While Bates does not present an accurate representation of the “real world,” it is a vastly different representation than the one I grew up with, and I am thankful to have been exposed to it. I have to give my parents credit for expressing their concerns, and I am able to recognize now that they probably know me better than I know myself, but I am also glad I didn’t listen to them. Had I taken their anxieties to heart and chosen a school known for its Jewish population, I likely wouldn’t have learned what coming to Bates has taught me about myself. I still feel a little lost without my “Jewish homies” (as my mom likes to put it), and I don’t have the resources to continue the kinds of extracurricular activities as readily available in Lewiston as I had in Westchester. I have learned, however, that I don’t have to look at these things as barriers and cause for spending the entire night awake contemplating meaning in my life. Instead, I can use them to propel myself to work harder to learn about new cultures I am exposed to at Bates and teach my friends about my Jewish culture.



The Paradox of Presentism

Nick Morgoshia, Assistant Forum Editor

Physics teaches us that a myriad of factors – causal loops and the grandfather paradox, to name just two – render the possibility of travelling back in time obsolete. It teaches us that the future is born out of the past, and that it is unlikely that our kind will ever be able to journey through the vastness of bygone millennia, much less command the power to alter it.

But certain social justice circles continue to latch onto paradoxes otherwise rejected by the world of science and common

sense. The latest is the paradox of presentism: the notion that not only should we revisit events, systems, and figures of the past but also actively interrogate their existence using modern-day sensibilities. If, God forbid, they fail to live up to our standards of equality, justice, and fairness, we should sanitize history by expunging any hints of their presence.

In March, members of the student government at George Washington University in DC voted to bid adieu to “George the Colonial,” the school’s mascot.

Allegations that the “Colonials” nickname overlooks the dark side of colonialism and venerates President Washington’s colonial upbringing over his rebirth as an American revolutionary certainly merit consideration. The rallying cry, however, did not stop there. Some students went so far as to demand subbing out all George Washington connections, pointing to the first president’s lifelong involvement in the murderous institution of slavery.

The GW developments are hardly an outlier. Not too long

ago, activists at Princeton called for the removal of Woodrow Wilson’s name from the School of Public and International Affairs, citing his defense of segregationist policies. And the frenzy extends far beyond names and symbols. The internet abounds with opinion pieces by English teachers and professors – many from some of the nation’s most respected institutions – refusing to assign Shakespeare due to his “sexist tone.”

Unlike their natural counterparts, social sciences do indeed

allow for time travel – presenting inhabitants of the modern era with two unparalleled opportunities. First, to evaluate events and characters of the past within their unique contexts. While we may rightfully find certain things despicable, it is important to keep in mind that they were products of social, cultural, and political environments wildly different from our own. Second, to make ourselves better. Instead of white-washing history, let us commit to learning from history so as not to be doomed to repeat it.

India at the Polls

Chirayu Baral, Contributing Writer

From April 11 to May 23, over 900 million eligible voters, roughly three times the population of the United States, will cast their ballots to elect the lower house of the Indian Parliament as part of the world’s largest expression of democratic rule. India’s firebrand and Hindu nationalist Prime Minister, Narendra Modi, seeks a second term in a bitterly-fought general election that is seen as a referendum on the policies of the ruling Bharatiya Janata Party. Under Modi’s close watch, India has experienced a consistent deterioration in minority rights, press freedom, and space for civil society organizations at home. Modi’s abrupt and undemocratic implementation of ‘big bang’ economic policies like demonetization have hurt economic growth, worsened unemployment, and damaged the standard of living of the most vulnerable sections of the Indian society. Abroad, India has witnessed a worsening of bilateral relationships with its neighbors like Pakistan, China, Nepal, and the Maldives, all of which has threatened regional stability and cooperation.

It is needless to say that India’s ongoing general election will have global ramifications. These upcoming weeks will determine who leads a rising economic power with a billion people and a potent nuclear arsenal. Despite these tectonic domestic and international ramifications, mainstream news outlets in the United States accord India’s bold experiment with democracy the same kind of nuance and attention as a video of a cat playing with a fur ball on the internet. India is the cat, and the fur ball is its democracy. Deeply entrenched in its bias that only Western and developed nation-states can be functioning democratic societies, American coverage of the Indian elections is chiefly restricted to a sense of awe and surprise over the fact that a poor and diverse country like India continues to remain fairly democratic.

Symbolic of the colonial lens with which these news outlets view India, American anchors and journalists seem to be more obsessed with how the election commission in India uses elephants and camels to transport voting machines than substantive issues like unemployment, corruption, and religious polarization. Like cat videos on the internet, India’s democracy is to be naively admired and then immediately dusted aside.

Furthermore, the lack of serious discussions about India’s future as a democratic state also suggests that non-Western, poor democracies are consciously judged by a lower standard. While hours are devoted to meticulously tease out the implications of Le Pen’s rise in the French elections or May’s debacle in the British general elections, no news outlet in the United States takes the pain of scratching beneath the surface of the election process in India. References to camels and elephants transporting voting machines across India’s rugged landscape are enough as it is a miracle that this poor and diverse country is a democracy in the first place. Irrespective of the fact that India has remained a democratic country for over sixty years, it is accorded the same kind of coverage as a new and fledgling democracy.

India implemented universal adult franchise in 1951, decades before the so-called stable democracies of Europe like Switzerland, Greece, and Spain. In the decade in which the United States was vigorously implementing segregation along racial lines, the Indian constitution enshrined voting rights for the most marginalized sections of the society, such as isolated tribes and lower castes. Hence, as India embarks on its seventeenth general election since Independence, it is high time that the country’s electoral process gets the substantive and diligent international coverage it deserves.

Happy Endings

Kyle Larry, Assistant Forum Editor

Can you believe that it’s the end of the school year? I know that I sure can’t! I don’t think I only speak for myself when I say that I didn’t think I would make it to the end. After much reflection on the events that occurred this year, I have come to the conclusion that... wait for it... college is hard! Each and every day our mental health, physical well being, academic success, and social lives are tested. We’re being stressed to the point where our eyes hurt and we can’t even see the screen of our computers, or we’ve injured our legs during practice, or we’re constantly worried that we might fail a class that we put so much effort into, or we’re dealing with issues that relate to our families. Or a combination of all four scenarios. In college, you’re always working and pushing yourself to the extremes with each and every task. And the worst part is that you don’t have time to stop. You have to keep going because as soon as you stop, you’re behind. To most students, it’s better to be in pain than behind.

However, I will say that college is manageable. Although it’s difficult and makes you question sometimes if it’s worth to keep going, you do see results. Because you have support systems. You have people who

have been through what you have, and expertise in the realm in which your problems reside. You should never feel alone because you aren’t. When it comes to mental health issues, you can go to CAPS and speak to a counselor, or you can plan self-care activities with your friends, like face-masking or exercising. For physical health, you can talk to a trainer and rely on your friends to handle day-to-day issues. For academics, attend office hours and show your professor that you actively are seeking out help for the class. We are lucky at this college to have professors who genuinely care about the student’s well-being. For a social life, seek out support from friends so you can feel understood. It’s the support systems that we form in college that makes it all easier. I thank my friends every day for always being there for me, and I thank this school for realizing how difficult college can be and for offering spaces where students can get help.

So as the school year ends, remember how hard it can be, but also remember that you made it. And not only that but that you made it with the help of people who love and care about you. So celebrate them and yourself for completing another year.

Democrats in Division

Eben Cook, Contributing Writer

In the countless politically-charged articles that graze my social media timelines daily, no word meets my eyes more than “polarizing.” Normally, the opinionated authors of these articles use this word to assess the evolving relationship between the Democrat and Republican Parties. But frankly, it now seems that we’ve lost sight of the polarizing nature that exists within the Democratic Party — one that could be said to have contributed to the victory of President Donald Trump in 2016.

In 2019, the way in which we maneuver relies significantly on narratives that force their way onto our screens. The arguments we bring to the table in our everyday political conversations typically revolve around articles and sources that we have most recently consumed. The trending topics make their way to the surface of our subconscious, making it difficult for the news of yesterday to compete with that of today. How does this all apply to a party that desires a do-over in the next election?

The media has carved out two separate lanes for Democratic candidates to follow: the “moderates” and the “radicals.” As human beings, it is only natural to simplify a political race that already includes 20 candidates and counting, all of them hoping to face off against Trump. In order to make life easier for the average voter, news outlets shed light on a few candidates that

satisfy each lane. The “radical” lane has largely been assumed by Senator Bernie Sanders, while the “moderate” lane has largely been headlined by former Vice President Joe Biden and Representative Beto O’Rourke, with Mayor Pete Buttigieg rising in attention. This is not to say other candidates do not receive media coverage, but it seems as though writers employed by many of the outlets we consume daily focus on these particular faces.

Several problems arise from this method of approach to the upcoming 2020 Election. First and foremost, the designation of these candidates as “radical” and “moderate” strips away their legitimacy and the platforms on which they are running, neglecting the changes they have expressed wanting to make if elected into the Oval Office. Elizabeth Warren is labeled a “radical,” placing her on the back burner while Bernie stands at the forefront following his campaign from 2016. However, because the media — and American citizens, as a consequence — paints Warren as following the same path as Sanders, it overshadows the fact that Warren proposes policies nearly every day that align with the values of the Democratic Party. The tendency of Americans to narrow our candidates down to a few measly labels limits our flexibility in considering all running.

This desire to cast away candidates as soon as they announce their 2020 run shows

how short-sighted and divided we, Democrats, continue to operate as a party. We show no desire to hold off on expressing our allegiances, no desire to wait until we have educated ourselves on the platforms of all running, or to wait until they have formally debated each other. No, we solely focus on cracking this formula that results in the ultimate take down of 45...

And yet our party remains scattered in how we plan to achieve that.

My optimistic side assures me that I should not worry about the number of candidates running opposite Trump, and that whoever receives that nomination must be seen as more fit for presidency in the eyes of the American people. My uneasy side, however, calls back to 2016: the moment in which a woman whose credentials rivaled any former President of the United States fell at the hands of... well... someone with fewer credentials.

I do not have an answer for how this can be prevented from occurring a second time around; I merely encourage you all to step outside what our social media feeds us everyday and dig into which candidate(s) represent you best. Take the time to evaluate the potential future leaders of this nation, and understand that a bigger picture exists outside of the one *New York Times* op-ed you stumbled across on Facebook this morning.

The Art of Saying Good-bye

Sarah Rothmann, Editor-in-Chief

Conclusions have never been easy for me to read or write. I reach the final chapter of any story and I need to pause and wait until I am ready to soak in the final page. When I reach the final paragraph of an essay, my laptop’s cursor blinks for days before I am able to finish tying my prose together. Why is it so hard for me to finish the final chapter and write the last word? I have no set answers but I have come to realize that it may have to do with my phobia of “good-bye.”

To me, saying “good-bye” signals the closure of familiarity. Saying “good-bye” means moving beyond experiences and people you have grown to love and are not quite ready to let go. Saying “good-bye” does not have to be a permanent ending but at the moment sometimes the word triggers the fear that it may very well be a final farewell. Regardless, here I am in the midst of my final article for *The Bates Student* as Editor-in-Chief.

I realize it is way more productive to take a step back and realize just how impactful working with *The Bates Student* has been for me. This newspaper has granted me opportunities that are priceless. I have been introduced to diverse and brilliant groups of people. I have been pushed outside my comfort zone and wrote stories I have always wanted to but have been too afraid to write, let alone publish. The least I can do is write a proper goodbye, no matter how hard these words

are for me to think about.

When I was in elementary school, I was very shy, had a stutter, and very low reading fluency. When my teachers called on me to read aloud my work, it would take me almost 10 minutes to read the first sentence. Then, I was always asked to stop, my face would turn red, I would crinkle my writing, and move on as if those words never even existed.

I certainly grew out of this phase, but it took me until senior year of high school to share my writing and voice with others. When I was in high school and presented my college essay to my “Modern American Literature” teacher I was hoping to submit the essay to my “Common Application” as soon as possible. If my teacher did not challenge me to rewrite the paper and draft out the ideas I would have never realized the areas, such as clarity and wordiness, that I needed to work on in my writing. I was terrified to show my writing to this teacher because my essay was about a personal family trauma that I was not even quite sure I was ready to share with my closest friends, let alone my teacher. His patience and empathy, however, ensured me that I had made the right move. He helped me map out my ideas and restructure my prose. He helped me see that writing is a collaborative process and one meant to be shared with others.

This is why *The Bates Student* is so important to me. Our student newspaper

has granted students the opportunity to find their voice, trust others, and share their writing with the Bates and Lewiston/Auburn community. As a staff writer, I learned how to converse with students, faculty, and staff, integrate quotes into my writing, and add breadth to my prose on deadline. As a Managing Sports Editor, I gained more confidence in my writing, aroused excitement about *The Bates Student*, and gathered pools of writers for my section. Now, as Editor-in-Chief, I have stepped inside the shoes of a teacher and managed an enthusiastic staff, eager to continue to see growth in our biweekly publications.

I used to think that there was some art form to saying the perfect “goodbye.” Now, I realize that it can be simple. Not because it is not as meaningful, but because I am leaving *The Bates Student* in the hands of passionate individuals who will continue to help others feel comfortable and excited to share the news and opinions of Bates College. I leave with this final piece of advice: Never feel as though your story doesn’t deserve to be told. Keep writing and sharing whatever story you believe needs to be heard. I know that I am going to keep writing and learning and I hope you all do too.

Final words are never fully final. They open new doors and lead to more inquisition and ever-expanding growth. So, good-bye and, more importantly, thank you.

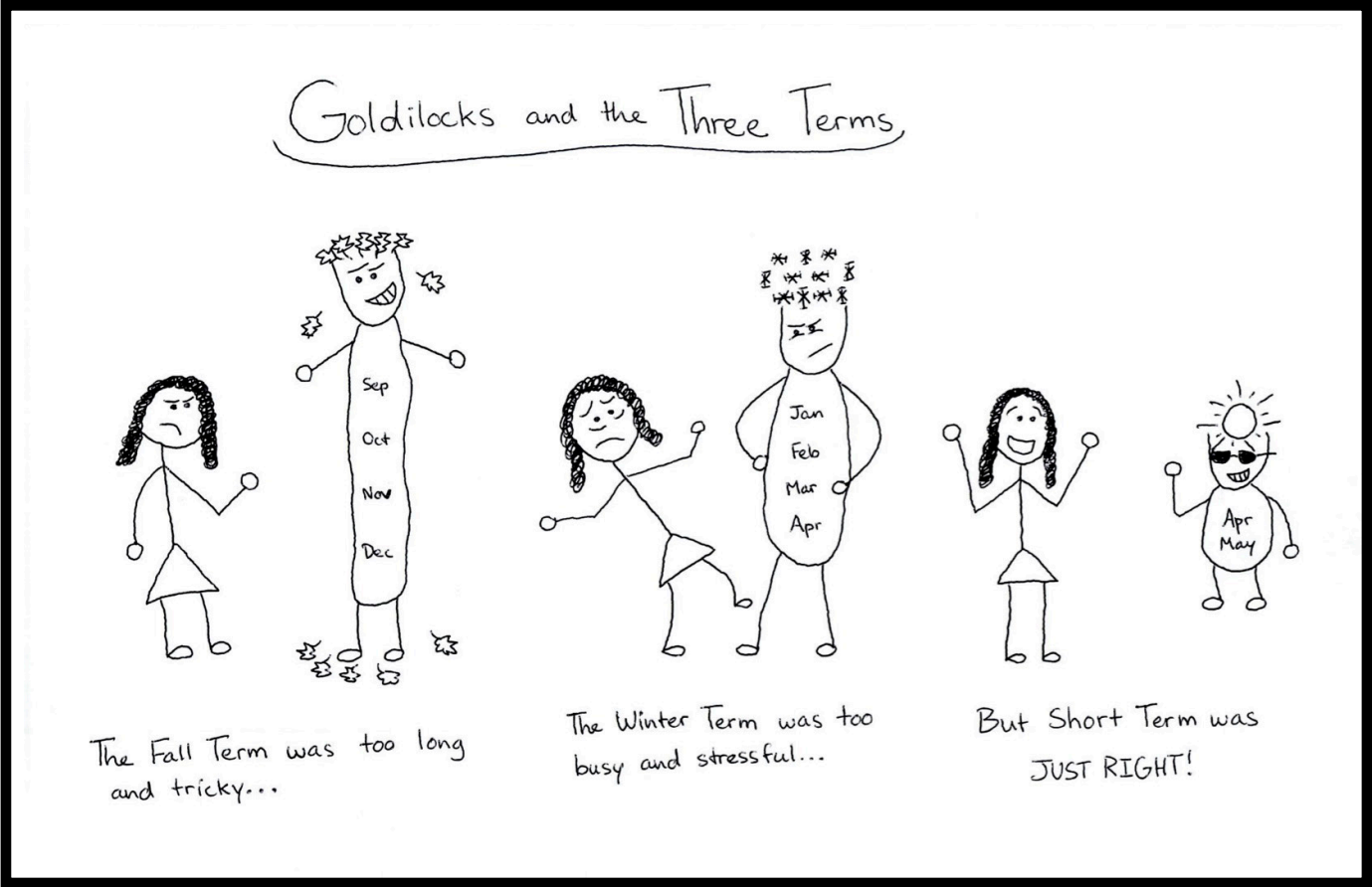




Mary Richardson, Staff Cartoonist

Submit your comics to be considered for our Comic Corner feature!

Email as JPEG image to srothman@bates.edu



Jack McLamon, Staff Cartoonist

Question on the Quad

Sarah du Pont, Sports Photographer

What are some good books and/or movies for short-term?



Nicholas Hansen '22

"That's a hard question, but Enders Game is a good book!"



McCoy Sikes '21

"Harry Potter! Both the books and the movies!"



Kerry Manuel '21

Shawshank Redemption. Did you know it was also filmed in Maine?!"

Inside Camp Rock: The Musical

“...the musical is more than just a great bonding experience; it is an integral part of the Robinson Players’ community involvement” — Rebecca Berger ‘19



Camp Rock's leading actors Zach Collester '19, Shae Gwydir '20, Katie Abromowitz '21, Xavier Hayden '19, and Jack Willis rehearse a scene.
JAMES MACDONALD/THE BATES STUDENT

Opening Up that Door: The Robinson Players’ Stage for All Ages

Olivia Diamond, Staff Writer

I remember each moment so clearly: the seats in the theater, the view of the stage. The moments during the show that drew me in—the Beast transforming into a prince, the Cat in the Hat inviting me to a new story. It was all so exhilarating and awe-inspiring. I was six or seven, but even then I knew: I wanted to do and experience theater, to affect people through performance.

So I did. I have been involved in theater since I was six, when I attended my first theatrical summer camp at one of the big theater companies in my hometown. Since then, I have acted, directed, stage managed, helped build sets, designed posters, and put together costumes. Theater has been my second home and the space through which I have found most of my closest friends and greatest mentors. It has also revealed further interests for me in singing, dancing, writing, and graphic design.

Ask pretty much anyone involved in theater, on stage or off, and they will tell you a similar

story about the magic of theater. Spreading our love of theater to others is almost second-nature to the life of theater artists; it is a community-driven art form. This shared passion drives the mission of Stages for All Ages.

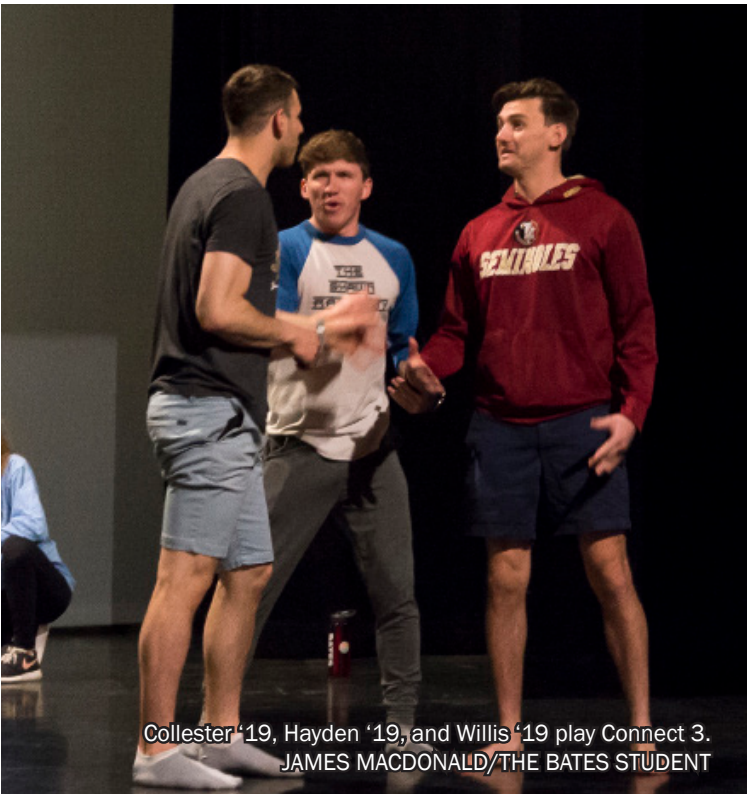
Stages For All Ages, better known as the Short Term musical, is an annual project of the Robinson Players, Bates’ entirely student-run theater group on campus. During the first three weeks of Short Term, a full musical is mounted in Schaeffer Theater. The following week, it is performed for preschoolers and elementary schoolers from the Lewiston-Auburn community. This year’s show is *Camp Rock: The Musical*, co-directed by Rebecca Berger ’19 and Claire Sullivan ’19.

“I really love the music. I think that it’s really high-energy and what we find with the Short Term musical is usually that kids get really excited by the high-energy numbers,” Sullivan says when asked about what drew them to the show. Berger agrees

and loves the dance-heaviness of the piece, since she’s “always wanted to work on a show that’s just a lot of fun dances.”

In the professional world, both plays and musicals rehearse for about a month, and then perform for the same amount of time or longer. At Bates, shows normally get six to eight week rehearsal periods for three to five day runs. The intensity of the Short Term musical creates fast friendships as everyone works together to create the piece. The cast and crew spend long hours together rehearsing and then sharing meals afterwards.

But the musical is more than just a great bonding experience; it is an integral part of the Robinson Players’ community involvement. “Theater is such a wonderful thing to share because it’s a creative outlet. It can really help kids in a lot of different ways. It’s applicable to everything that they study, usually. I think [theater is] a fantastic way to help kids grow and really expand and develop their imagination,” Berger says.



Colleston ’19, Hayden ’19, and Willis ’19 play Connect 3. JAMES MACDONALD/THE BATES STUDENT

As is customary with clubs at Bates, the Robinson Players community liaison works alongside the Harward Center and the Office of Student Life to plan community engagement events for the club. Throughout the past year, the Robinson Players has organized programs with the Montello Elementary School Drama Club and the Auburn Day School Drama Club as a way to further arts education in the surrounding community. In addition to the many benefits of integrating arts programs into children’s lives, such as better grades and increased creativity, these programs allow Bates students to have a direct impact on the Lewiston-Auburn community.

“It’s important for Bates students in every realm of their lives to be involved in the Lewiston-Auburn community. When we live here for four years, we should be members of the community and we shouldn’t just be Bates students. The Short Term musical is a really good way to kind of bring the resources of Bates into the community and it allows us to share the gifts we’ve been given as Bates students with a greater population,” Sullivan says.

Camp Rock will be performed in Schaeffer Theater on May 14-17 for Lewiston’s younger audiences.



Choreographers Sara Hollenberg ’19 and Ali Greene ’20 rehearse with the cast. JAMES MACDONALD/THE BATES STUDENT

Skin Care Routine of the Week: Living with Polycystic Ovarian Syndrome

Emma Gomez-Rivas, Contributing Writer

In February of 2017, I decided to stop taking birth control. I wanted to see what my life would be like free of artificial hormones and learn to manage my monthly bouts of anxiety without the pill. Unfortunately, not only did I completely lose my period, but my skin went crazy. I started breaking out all over my chin, my jaw line, and my chest.

Up until then, I had only really dealt with some acne on my forehead and back during puberty and had experienced mostly clear skin afterwards. The breakouts were new for me and I figured they would clear up and my period would come back in a month or so after my body adjusted to not being on the pill. But, after 8 months, I decided to go see an endocrinologist to figure out what was wrong.

It was then that I was diagnosed with PCOS, or Polycystic Ovarian Syndrome. Symptoms of PCOS include hormonal acne, irregular periods, weight gain, and excessive body hair. My PCOS diagnosis explained not only my inability to get a period without the pill, but also my increased hormonal acne. Learning to deal with PCOS has been difficult, as I’m sure anyone else with PCOS would say. Although I was reluctant to go back

on the pill, I knew it was damaging to my reproductive health to continue not getting my period.

So, I started birth control again in September 2017 during my first month abroad in Copenhagen. I had hoped that the pill would take away some of my acne and make it a little bit more manageable.

At that point, I had been using the Proactive skin care system every single night with a spin brush. In the mornings, I would apply a gentle cleanser with a spin brush as well. I would follow up with medicated moisturizers, spot treatments, and use face masks several times a week. At the time, my skin care routine was the most intricate it has ever been. I spent months trying new products and finding things that would dry out my pimples and reduce the redness all over my face.

Unfortunately, the pill did not make a noticeable difference in my acne and the hard, mineralized water in Copenhagen further irritated my skin. This combined with the food I was eating and my lack of sleep led to more and more acne. While on a trip in Amsterdam I discovered that many people had luck clearing up their acne with Sudocreme, a European diaper rash cream. I found some at CVS and began covering my face in it every night before bed. The diaper rash cream is amazing. I swear by

it and I still use it when I get the occasional pimple.

After my time abroad, I returned to the endocrinologist for some testing and a follow up after restarting the pill. I detailed my struggle with acne and she suggested I start Spirolactone, which is a pill intended for managing blood pressure that is often prescribed as an androgen suppressant. Androgen suppressants decrease one’s testosterone levels, which are high in people with PCOS, and reduce hormonal acne.

I was skeptical: if the pill didn’t work, why would this? I didn’t want to start yet another medication, and I hoped that coming back to the United States would help my acne anyways. But, after a few months of being home with little to no improvement in my skin, I decided to try it.

I started Spirolactone in April of 2018 and my skin has since cleared up completely. My skin-care routine now consists of washing my face with normal soap every night when I take a shower and applying moisturizer before bed. Spirolactone has saved me hundreds of dollars in skincare products over the course of the past year and has really improved my confidence. I was happy before I started Spirolactone, but it’s really nice to not spend thirty minutes putting on concealer every day.

Currier Works Toward Best Bates Dance Festival Yet

Tricia Cimmins, Managing Arts & Leisure Editor

Each July, the Bates campus transforms into a destination for contemporary dance in the Northeast. This summer’s upcoming Bates Dance Festival will be the event’s 37th year, and its second under the direction of Shoshona Currier. Currier joined the Bates Dance Festival just after the summer of 2017, replacing Laura Faure. Working at the helm of the festival is Currier’s most dance-specific position yet. She also fundraises and does creative marketing, and administrative work year-round in preparation for the festival’s summer program.

On average, 150 students participate annually in the Bates Dance Festival, including about ten Bates students. The festival is made possible by a staff of six, aided by a team of twenty-six student interns. This year, the festival will officially kick off with a prelude weekend from July 12 to the 14. The festival’s main performance series will take place over nine dance-filled days, running between July 25 and August 3.

Since Currier has taken office, she’s inaugurated a few changes regarding the festival format and upkeep. The Bates Dance Festival used to occur over a period of five weeks in total. Performances took place once or twice a weekend, and the entire program was a much

more episodic engagement.

“That doesn’t feel as much like a festival,” Currier said. She condensed the program to nine days. That way, “local community members, as well as tourists or visitors, know that there is a shorter, jam-packed period of time where there are lots of performances.” Currier’s concentrated performance series is a “more manageable option for locals,” and gives visitors the opportunity to see up to four shows per weekend while experiencing Lewiston and immersing themselves in dance.

Whereas the Bates Dance Festival pre-professional training program used to be one three-week session, the training program now operates as three separate week-long sessions. In making this change, Currier was cognizant that a three week, all-intensive experience is a huge commitment for dancers, instructors, and administrators. So, to allow dancers to dabble in all the available summer dance training programs, and to accommodate for faculty members that are working parents, Currier offers a more manageable training schedule. Fortunately, those dancers that are able to commit three weeks in a row are still encouraged to participate in the three consecutive sessions.

By making these changes,

Currier is helping the Bates Dance Festival evolve in order to serve its niche while simultaneously broadening its horizons. “The festival itself has a great feeling of community around it,” Currier said, adding that she enjoys talking to audience and community members about the performances. “Being available for that direct feedback is really important for both sides,” Currier said. She prioritizes making the festival both accessible to local residents and welcoming to the larger community. “The artists are out and talking to people... there’s no separation between ‘the people who really know art’ and the people who don’t,” said Currier.

Currier is also working to assemble a national pedagogy committee of advisors to help the festival stay up-to-date with national trends in dance training. To maintain a dance festival that creates current, influential art, Currier believes it is important to “get input from the outside world” on what programming should be offered at the Bates Dance Festival each year. Currier’s other goals include bringing more performative work to Bates and organizing shows outside of traditional theater spaces and settings. “I really want the campus, during those nine or ten days, to feel like an arts festival,” she said.



Joanna Kotze’s “What will we be like when we get there,” performed at the Bates Dance Festival. IAN DOUGLAS/COURTESY PHOTO

“After” Unintentionally Gives a Good Laugh

Annie Blakslee, Contributing Writer

I went to see “After” with my two sisters, another trio of sisters, and three of their friends, but I was the only one who understood what it was like to be a freshman in college. My experience watching “After” was filled with constant laughter both at the movie itself, and at the ease with which the entire theatre built on each other’s comments. As I looked down the row the younger girls I was with, I saw that parts of the movie had them cringing and hiding their eyes from the screen. As 15-year-olds, they were in awe that anybody even younger than them was watching the movie.

Tessa Young, the heroine of “After,” has worked her whole life to be the perfect daughter, student, and girlfriend in order to land herself a spot at Washington State University. “After” takes place over the course of Tessa’s freshmen year on campus, where she is surrounded by an array of over-eager freshmen, all excited to embark on their college adventure. For me, Tessa’s move-in day struck a delicate balance between realistic and unrealistic. But the movie theatre was filled with viewers more than excited to chirp at the movie.

Tessa arrives at school wearing a wholesome, pure white outfit alongside her perfect high school boyfriend and mother. They help her move into her dorm, where she has been randomly paired with a sophomore. Her new roommate sports piercings, tattoos, and fishnets. She loves red and black, and offers Tessa a JUUL to welcome her to college. Giggles filled the theater of teenage girls during that scene.

Her roommate invites Tessa to her first college frat party. Tessa wears a modest red dress. During a game of Truth or Dare, it’s revealed that she is still a virgin. The rest of the movie builds off of the game of Truth or Dare: Tessa then meets the heartthrob of the movie, Hardin Scott. She is dared to make out with Hardin. Obviously, she takes a hard pass as she has a perfect boyfriend back home...but not for long.

Through an English class, Hardin and Tessa spark a connection when they argue about the complications of the novel *Pride and Prejudice*. After their very public argument, Hardin woos Tessa away to a lake where they have a very private swim. We realize, as Hardin strips down, that he is

covered with mysterious and edgy tattoos. After spending the day with Hardin, Tessa gets a surprise visit from her boyfriend. He is unimpressed by the friends she has made. To no surprise, their relationship ends, which only allows Hardin and Tessa’s relationship to flourish.

As the audience in the theater predicted, Tessa’s freshmen year in college turns into a honeymoon with her new boyfriend. They sneak into the library after hours to read the classics and have deep conversations about the meaning of life. The more Tessa falls for Hardin, the more she strays from the cookie-cutter perfect daughter her mother raised her to be.

Spoiler: the movie continues in just the way you would expect. Their relationship hits a rough patch, which they eventually move past, resulting in a happy ending. Relationships that were strained become mended and Hardin’s complex character gains some understanding. The experience of watching this movie was filled with laughter about the unrealistic plot. However, the audience undeniably enjoyed the predictable storyline and cliché romance of a college freshman.

Mindfulness is Essential

Mamta Saraogi, Contributing Writer

Mental health is a popular topic amongst the Bates student body. There are GPAs to maintain, careers to plan, social lives to balance and an unending list of things that we tackle everyday. It can all get overwhelming, especially when emotional and physical health are in the picture; balancing everything together can be challenging and time consuming. Undeniably, our GPAs are important and the current job market is competitive. Working towards all of these goals simultaneously takes up hours. Thus, intentional mindful practice continues to be of prime importance today.

I’ve often thought that thirty minutes is too much time to dedicate to sitting quietly in one position and basically “doing nothing”—meditation never seemed as important as thirty extra minutes to edit, or even thirty extra minutes on the treadmill. However, the problem is that too many of us give mindfulness less priority than it is worth. We call it a waste of time because it might not be considered “active” in the conventional sense.

That is a myth. Mindful practices help individuals actively develop values and the strength necessary for tackling daily challenges. In a rigorous college environment amidst a hectic schedule, thirty minutes can even fall short for an effective mindful practice.

It is so easy to get lost in anxiety and stress when deadlines are approaching or internships feel impossible to land. We feel competitive, especially when social media constantly informs us of how everyone else is doing. These phenomena usher in subconscious thoughts of inferiority, apocalyptic conclusions, envy, fear, and pain. In the midst of

all that, finding compassion and happiness is difficult. However, compassion is key for a healthy mind set, and self-compassion is essential for overall happiness; compassion combats stress. Therefore, an intentional practice of compassion blocks anxiety.

Unfortunately, our schedules rarely allow time to develop self-compassion—that is, unless time is intentionally set aside to do so. Finding time to practice self-care in a mindful context is more important as one gets busier: increased deadlines breed increased anxiety. Higher performance-expectations imply more work. The more daunting your life gets, the less time you have. Yet work only increases.

Any of several mindful methods, such as yoga or meditation, are imperative for better mental and overall health. A simple yoga routine is similar to exercise: it forces the mind to disconnect and focus on the body’s movement. Meditation builds on positive values like empathy and courage. Both are mindful practices, but neither are usually prioritized. Without an allotted time for self-care, most of us forget to actively practice compassion or build self-worth. As college students, we tend to place it below work and social life. But our schoolwork and social lives can only be successfully managed when experienced from a healthy standpoint.

Anxiety, fear and doubt are powerful enough to subtract from our happiness and calmness levels. Mindful practices increase happiness. They give us the space to develop like interpersonal skills, mental clarity, self-love, and positive drive. Regardless of workload, time scheduled for intentional self-care is not only helpful, it’s essential.

Bates Rowing Cruises Towards Postseason

Jackson Elkins, Staff Writer

The Bates Men’s and Women’s Rowing teams continued their excellent run of results over the weekend, with both teams posting multiple wins at Holy Cross and the President’s Cup Regatta. With both programs coming off strong performances at WPI, the races at Holy Cross and the President’s Cup presented a tremendous opportunity to build momentum heading towards the critical parts of the late season.

“The season has gone super well so far. We were late getting onto the water which meant that more time was spent working out in the erg-room,” said Grace Bake ’21. “Water time is super important for us in the spring because we have been indoors all winter and want the water time in order to gain good boat seed for racing. This season has definitely been more competitive for us that last year as other teams have also been pushing to get faster.”

Both teams raced at Holy Cross on Saturday, with the men squaring off against Tufts, Williams, and Holy Cross, while the nationally number two ranked women faced MIT along with the hosts. In the varsity eight, the men finished second, beating two very strong teams in Tufts and Williams. The second varsity eight also finished second, again trouncing NESCAC rivals Tufts and Williams. Unfortunately,

the third varsity eight was unable to replicate the success of the first and second men’s eight, but still raced well against the other three boats.

The women were also extremely successful, winning all three varsity races against Holy Cross and MIT. The first varsity eight won by a margin of over 10 seconds ahead of MIT and Holy Cross, while the second varsity eight and third varsity eight were 40 and 22 seconds, respectively, ahead of MIT’s second eight. The Bates women also won the varsity four race, edging Holy Cross by eight seconds.

Both groups raced again the following day at the President’s Cup Regatta in Greene, Maine, with the women sweeping all six races and the men winning four out of six against Colby, Bowdoin, and the University of Maine. The women have dominated the competition, sharing or winning every President’s Cup since 2008. The women’s varsity eight remained the same as from the day before: Grace Smith ’20, Emma Wheeler ’20, Bake, Catharine Berry-Toon ’21, Hannah Beams ’21, Sally Harris Porter ’21, Hannah Fitts ’20, Lena Rintell ’19, and coxswain Elizabeth Folsom ’21.

The men won the varsity eight, second varsity eight, novice eight, and novice four, with their first varsity eight lineup also remaining the same from Saturday: Kento Kajima ’19, Maxwell Milavetz

’20, Steven Sparks ’22, Maxwell Cavallaro ’22, William Crate ’21, Kevin Downing ’21, Eric Jordan ’19, Julian Stolper ’19, and coxswain Ariel Lee ’19.

Going forward, both groups will be looking to build off of the tremendous success that they have achieved heading into their respective championships. The women will race at the New England Rowing Championships, National Invitational Rowing Championships, NCAA DIII Championships, and IRAs, while the men will race the same schedule with the exception of the DIII Championships.

The women will be looking

to add their third consecutive national championship, and, as they are currently ranked at number two in the nation, they have a huge opportunity to achieve that goal. The men are looking to defend their titles from last season at the New England Rowing Championships and the National Interscholastic Rowing Championships, and to qualify for the IRA National Championships for the second consecutive year.

Both the men’s and women’s teams have been absolutely dominant when it has come to championship racing, and while this means

both teams will have huge targets on their backs, the wealth of experience when it comes winning at championship races between both teams should give Bates yet another edge over their opponents.

“There is a sense of excitement going into the championship races knowing that you are the defender of the gold,” said William Crate ’21. “However, it is crucial to recognize that last year was last year. The varsity boat is entirely different. This means there is a lot of speed to gain in the next few weeks, and we should make the most of it.”



The Bates women’s rowing team clinched their eighth consecutive President’s Cup over the weekend. PHYLLIS GRABER JENSEN/BATES COLLEGE

Women’s Track and Field Gains Momentum

Quinn Troy, Staff Writer

On a Saturday afternoon that featured torrential rain and 20mph gusts of wind, the Bates women’s track and field team squared off against conference rivals for a shot at NESCAC supremacy. The Bobcats entered the competition coming off an impressive second-place finish at the Aloha Relays last week.

“Having had a successful performance the prior week in the cold and rain, we had the confidence that we could once again perform well in weather that was not ideal,” said Elise Lambert ’22, a stand-out 400-meter hurdler and

800-meter (m) runner.

Senior Ayden Eickhoff ’19 led the pack, securing a first-place victory in the 800m and a second-place finish in the 1500m. Eickhoff’s efforts earned the Bobcats an essential 18 points that would substantially improve the team’s standing. Eickhoff’s performance also earned her fourth and fifth All-NESCAC awards for track and field.

“We went into this weekend’s competition with some lofty goals, goals that the weather conditions definitely put a damper on,” Eickhoff commented. Regardless, she

was excited to be able to score points for the team and is eager to see what the next meet will bring.

Elise Lambert ’22 also picked up her first All-NESCAC award for her second-place finish in the 400m hurdles event. Lambert’s 8 points came off an impressive performance at the Aloha Relays in which she won the high jump and the 4x400.

Both Eickhoff and Lambert noted the adverse weather conditions as a defining factor throughout the meet.

“The wind was strong the first 200, which really forced us

to get out hard,” said Lambert.

Eickhoff also added, “The rough weather conditions meant expectations had to change for everyone. No one could easily compete for a PR anymore, just points. Races became more strategic as athletes jockeyed for good positioning.”

Other notable performances from the Bobcats included a third-place finish from captain Katie Hughes ’19 who placed third in the hammer throw and fourth in the shot put. Hughes secured her third career All-NESCAC award with the top-three finish.

In addition, Lily Simmons

’22 and Ellie Strauss ’21 both placed seventh in their respective events, picking up key points for the Bobcats.

The Bobcats’ efforts cumulated in a fifth-place finish, beating Hamilton by a mere half point. Although the result comes as a decline from last week’s second place finish, it does represent an improvement from last year’s eighth-place result.

The Bobcats will look to continue their momentum heading into next week’s DIII New England’s in hopes of better racing conditions and more impressive performances.

“I think a lot of us are planning on lowering our times. Many people on the team are looking forward to the opportunity to get a solid time in the books at this next meet, as it will have similar, but likely stiffer, competition,” said Lambert.

“I am really hoping that Division III New England’s will have slightly better conditions so I can drop a couple of seconds in my races,” Lambert added. With her career winding to a close, Eickhoff added, “The fact that these next couple weekends are my last collegiate races makes me sad but also motivates me to take full advantage of the opportunity to race against awesome competition.”

This meet will be a pivotal stop on the road to Nationals for the Bobcats, who are looking to exceed expectations on the national stage once more.



Ayden Eickhoff ’19 scored 18 points, featuring a win in the 800m. PHYLLIS GRABER JENSEN/BATES COLLEGE



Student-Athlete Profile: Kirsten Pelletier '20

Cameron Carlson, Assistant Sports Editor

Kirsten Pelletier '20 has been one of the most talented softball players on campus since she arrived in the fall of 2016. She has pitched in nearly every game (66 of 86) that she possibly could have, leading the Bobcats to two consecutive NESCAC Tournament appearances. She has had a very impressive career already, breaking Bates records for innings pitched in a season, career shutouts, and strikeouts in a season.

She is also well on her way to shattering records for career innings pitched, appearances, games started, and career wins. Well, now she can add to that list because on Sunday she became the all-time Bates leader for career strikeouts, passing Kelsey Freedman's previous record of 335. Pelletier now sits at 340 and counting with at least two more games left to play this season and an entire senior year ahead of her.

"It's really exciting to see my hard work in the offseason pay off, but I think it's more exciting to see and be a part of the rise of this program," Pelletier

remarked. "The strikeout record is great and something I'm really proud of but I couldn't do it without my teammates, and I know we're all focused on Friday's NESCAC playoff game against Williams."

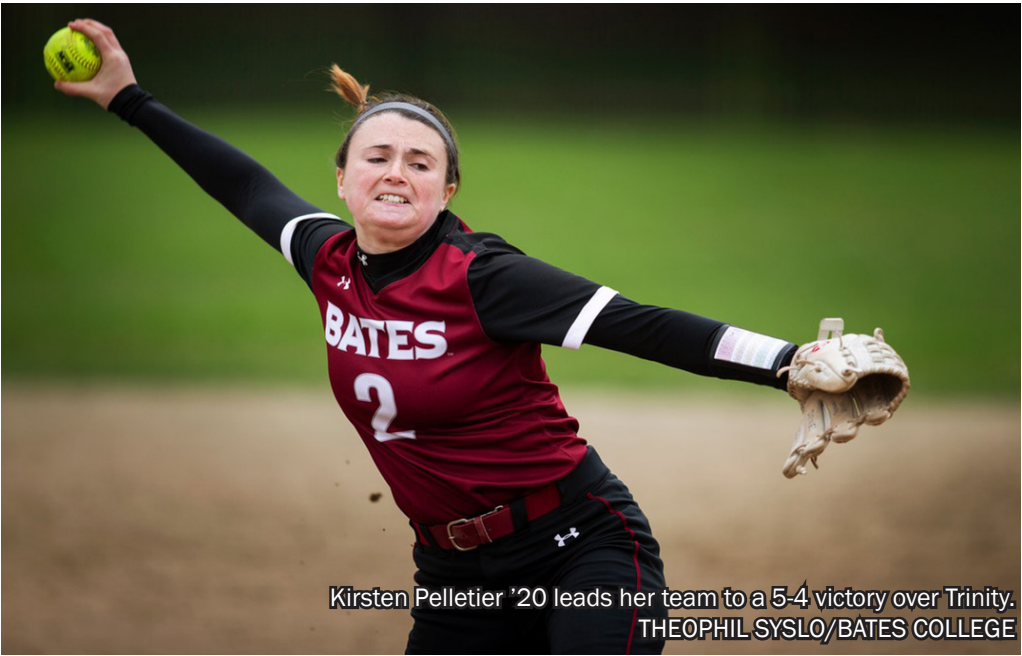
Pelletier, with the help of her classmates, has done a terrific job bringing success back to the softball program. The Bates softball team hadn't seen a winning season since 2012 and had not made an appearance in the NESCAC Tournament since 2009. Those both changed last season when the Bobcats finished 20-14 on the year and earned a berth in the conference tournament once again.

In game one on Sunday against Trinity, Pelletier fanned eight over the course of nine innings en route to a 5-4 victory in walk off fashion over the Bantams. This was the 10th time this season that Pelletier struck out 7 or more batters, and the 24th time in her career. The stats speak for themselves, but the Bobcats are hoping for a better end to the season than last year's 8-0 loss to Am-

herst in the NESCAC Quarterfinals. After a matchup with Maine-Farmington on Wednesday, they'll head to Tufts on Friday to take on Williams in the Quarterfinals of this year's NESCAC Tournament.

The Bates Student does not have access to any of the softball archived schedules from before the year 2000, but since then this is the first time the Bates softball team has made back-to-back appearances in the NESCAC Tournament. It's also the first time since then that they have had a class that was playing in their second career NESCAC Tournament. This means that for the first

time, the Bobcats have some real experience heading into the postseason. They've been under the bright lights once before, now this time they'll look to do some damage. Keep an eye on the results from Medford this weekend.



Kirsten Pelletier '20 leads her team to a 5-4 victory over Trinity. THEOPHIL SYSLO/BATES COLLEGE

Bates Tennis Optimizes Short-Term for Success

Eleanor Boyle, Staff Writer

Being a student athlete at a rigorous institution such as Bates is already a struggle in itself. It sometimes feels as if balancing sleep, studying, practice, and eating can be an impossible feat. Now imagine being a student athlete whose season runs throughout the entire school year. One has to be constantly on top of things in order for any success to be achieved. This is exactly what life is like for the Bates tennis team.

They are a group of men and women who compete in both the fall and spring seasons and continue conditioning throughout the winter. In total, they have competed in twenty tournaments and matches starting in September, and they finished their season this past weekend at Williams.

"The fall is more tournaments than us playing individual teams. It's a good way to start off the year with 'less seriously counted' matches than spring season that leads into NESCAC's," Hayley Neighmond '22 stated as she explained the difference between fall and spring seasons.

The men finished with a 5-12 overall record between both the fall and spring season and the women finished at 7-10 overall. It's fair to say that both teams had challenging seasons, but it didn't seem to get them

down.

In Neighmond's opinion, the opponents the teams faced didn't put a damper on their season at all, no matter how tough the opponent was.

"We [fought] hard against some top Division III schools in the country. No matter what the score show[ed] we had the heart and spirit to win any match," according to Neighmond.

If one ever got the chance to watch the Bates tennis teams

play, they'd see an aspect that may be unique to outsiders, but to Bates student athletes it's a commonality. For example, when the women compete, players that have finished their match will go watch their fellow teammates finishing their match. It's this sportsmanship that can be seen in many Division III teams, but especially Bates's teams. Neighmond notes this as something that makes the Bates team unique.

When referring to singles tennis, Neighmond explains

that it may just be "you're out there, but with the cheering and support of the other players you know you aren't competing alone even though it looks like it to some."

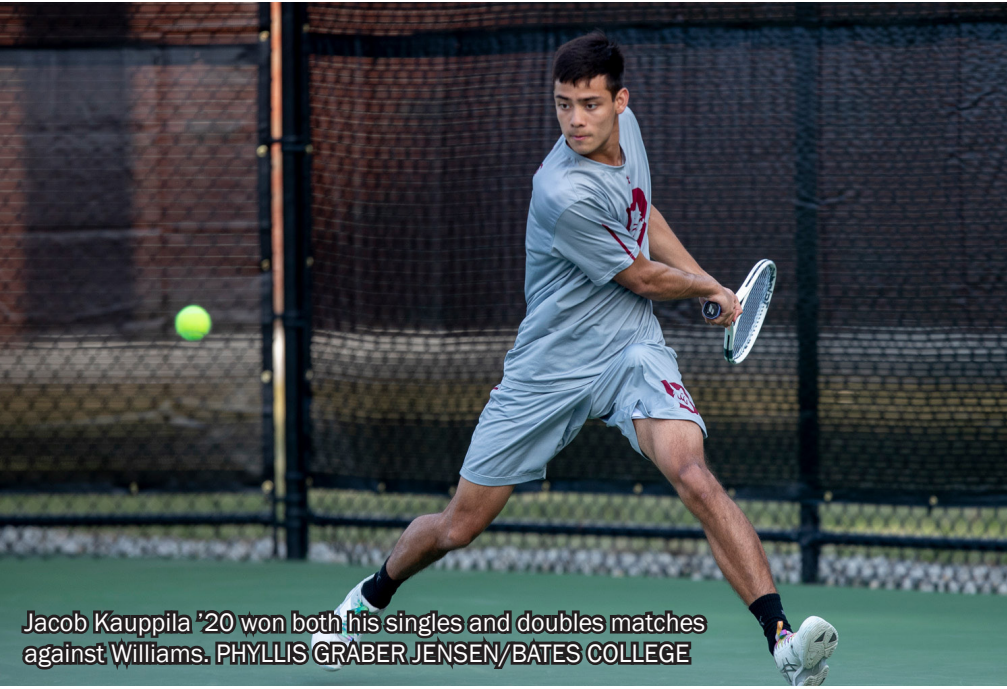
Encouragement from players on the sidelines definitely seemed to help the Bobcats, and although the women lost all three doubles matches, they won half of the singles matches this past weekend at Williams. Similarly for the men, most of the points they scored came from singles matches.

The support the team shows for each other can also be seen off the court. Throughout the week the team has a team dinner before some practices in order to bond in a different way that isn't sport-related. Neighmond says that the team dynamic is "very close knit and supportive of each other."

The team also supports each other as students, too. If a player needs to miss practice due to the stress of college, a lecture that needs to be attended, or simply studying for a midterm, the team understands.

With so many conflicts that come with being a student athlete, one may wonder why so many Bates students are athletes. The Bates tennis team serves as another example of how unique Division III sports are.

Athletics may be important to these athletes, but it is not the only reason that they came to Bates College. It's the academics, the team dynamics, the coaching staff, and the support from professors. The fact of the matter is, the reason why Bates has so many student athletes is because without the resources offered here at Bates, being a student athlete would be impossible.



Jacob Kauppila '20 won both his singles and doubles matches against Williams. PHYLLIS GRABER JENSEN/BATES COLLEGE

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Merrill’s War on Space Continues

CONTINUED FROM PAGE 1

Rothenburg, like other squash players, has found that practicing in the convertible courts in Merrill is the best solution. He notes that he has visited the court up to five times in a week. As it is located on campus, players do not have to travel and the time commitment is smaller.

And it is not just the squash team who is unhappy with this. Recreational squash and racquetball players have been voicing their displeasure since the first court was repurposed in January.

Jason Lu ’19, the president of the newly formed squash club, said that the courts in Merrill are necessary for many students to play squash. Using the off-campus courts presents a challenge. Currently these courts are not available for student use, however if they were to be, supervision and timing would be a problem. He notes that he and other students often go play after class at four; this is when the

varsity team practices, and any later in the night would interfere with other student activities.

Similarly, members of the community who have enjoyed playing squash on Bates’ courts for decades have expressed their disappointment. Many of them noted that while they understand that they have the least claim on these courts, they are saddened that after June, the nearest available courts will be at Bowdoin in Brunswick, Maine.

“I think it’s unfortunate to remove this from faculty, from non-[varsity] squash players and from the community,” John Oxman, a local lawyer, said.

In the past, some community members were allowed to use Bates’ off-campus courts. However, because this facility is off-campus, supervision and liability became an issue and this access has been revoked.

Many colleges, including Bowdoin, have a program which allows community members to play on their varsity courts for a small fee. However, unlike Bates, most squash courts are located on campus, thus supervision and liability are less of an issue.

“Bates has generally been very involved, or has tried to be very involved, with the community most of the time,” said Peter Garcia, Bates’ sailing club coach and a regular visitor to the courts. “If you hear any whining going on about squash, it’s an anomaly. It’s not that Bates is not generous, Bates is very generous. I think Bates gains from that relationship [too].”

Overall, the expansion of the sports medicine facilities will undoubtedly benefit injured varsity athletes and help further the mission of sports medicine. Yet, it must also be said that this project comes at a cost, one which affects people who love playing squash and racquetball.

RUN LIKE THE WIND

Men’s track and field endures weather for NESCACS

Jenna Beagle, Contributing Writer

This Saturday, April 27, the Bates men’s track and field team traveled to Middlebury College in Middlebury, Vermont to compete in the New England Small College Athletic Conference (NESCAC) Championship Meet. The weather was less than ideal for them, with rain and wind enduring throughout the whole day’s competitions.

When asked about the weather, Justin Levine ’20 admitted it was a challenge: “It was just freezing, so it was tough to stay outside. During the race itself the wind was really strong on the back half of the track,” said Levine. “But the times were really slow, which was frustrating, because the wind just held you back. It was deceiving, it felt like you were running faster than you were because of the wind. But everyone on the team did a really good job of staying positive and not letting it affect them.”

Miles Nabritt ’20 added that “It was just one of those meets where we had to battle it out. The weather wasn’t what we were used to so that made it difficult. It was a

group effort, mentally, to just push through out individual races.”

Despite such harsh conditions, the men’s track and field team put up a great effort and had some outstanding performances. Zach Smith ’21 scored first place in the javelin with a throw of 52.99 meters. This was especially exciting to watch because the defending champion, Henry Hintermeister from Tufts, was heavily favored to win. Beaufils Kimpolo-Pene ’20 scored second place in the high jump with a jump of 1.95 meters, just beating out Joseph Staudt of Bowdoin and Danny Renwick of Williams who also jumped 1.95 meters, but who used more attempts to clear that height. John Rex ’21 scored second in the hammer throw with a throw of 55.11 meters. Rex also scored third in the shot put with a throw of 14.35 meters. Captain Brendan Donahue ’20 scored third in the triple jump with a jump of 13.71 meters.

On the track, Bart Rust ’22 scored third place in the 3000 meter steeplechase race, running a time of 9:32.09, and beating out fourth place by 0.73 seconds. Le-

vine was quick to name Rust’s race as one of the most exciting of the day: “Bart was excellent! He ran very smartly. He was in seventh for a lot of it but kept moving up. On the last lap he outkicked a lot of really great steepplers. It’s super impressive that he came in third as a freshman at NESCACs.”

Nabritt pointed out a few performances on the sprinting side that, while they didn’t score, were exciting to watch. Ryan Corley ’19 ran an exceptional race in the 200 meter dash of 22.73. Also, Anas Reda ’20 ran a personal best in the 100 meter dash of 11.66.

The men’s team came in fifth place overall at the meet, scoring 69 points. Considering the challenging weather conditions, the men did a great job showing up and competing. Next week, they will be competing in the New England Division III Championship Meet at Williams College in Williamston, Massachusetts. As Nabritt said, they “will just have to move on and rebound from this week’s meet to bring our best to Williams.” This was a great meet to kickoff championship season,



John Rex ’21 finished with two All-NESCAC Honors at the NESCAC Championships at Middlebury College. PHYLLIS GRABER JENSEN/BATES COLLEGE

Sports Update

April 6 - 30

Rowing

Men	Women
4/7 : 6-4 (W)	4/6 : 0-3 (L)
4/13 : 3-3 (T)	4/7 : 2-1 (W)
4/14 : 6-1 (W)	4/13 : 7-0 (W)
4/27 : 2nd/8	4/14 : 12-1 (W)
4/28 : 4-6 (W)	4/27 : 3-0 (W)

Tennis

Men	Women
4/16 : 7-2 (W)	4/6 : 9-0 (L)
4/17 : 8-1 (L)	4/14 : 8-1 (W)
4/19 : 7-2 (L)	4/17 : 9-0 (L)
4/23 : 5-3 (L)	4/18 : 5-4 (W)
4/24 : 8-1 (L)	4/20 : 7-2 (L)
4/28 : 7-2 (L)	4/22 : 8-1 (W)
	4/25 : 8-1 (L)
	4/28 : 6-3 (L)

Lacrosse

Men	Women
4/6 : 14-12 (W)	4/6 : 11-10 (W)
4/16 : 19-14 (L)	4/16 : 19-5 (L)
4/20 : 25-12 (L)	4/20 : 13-4 (L)
4/24 : 14-12 (W)	4/24 : 16-10 (L)
4/27 : 23-9 (L)	4/27 : 15-2 (L)

Track and Field

Men	Women
4/6 : 4th/4	4/6 : 4th/4
4/13 : 3rd/3	4/13 : 3rd/3
4/20 : 1st/6	4/20 : 2nd/8
4/27 : 5th/11	4/27 : 5th/11

Baseball

4/6 : 7-2 (W)	4/19 : 3-2 (W)
4/7 : 7-6 (W)	4/22 : 16-3 (W)
7-3 (L)	4/24 : 4-1 (L)
4/13 : 4-2 (W)	4/25 : 10-1 (W)
10-3 (L)	4/27 : 16-3 (W)
4/16 : 10-5 (W)	4/28 : 3-0 (W)
4/18 : 15-3 (L)	7-2 (W)

Softball

4/6 : 4-0 (W)	4/18 : 4-1 (W)
6-0 (W)	4/19 : 4-2 (L)
4/14 : 2-1 (L)	3-2 (W)
9-1 (L)	4/23 : 8-2 (L)
4/17 : 6-0 (W)	10-2 (W)
6-3 (W)	4/28 : 5-4 (W)
	5-1 (L)