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Students walk by coronavirus posters outside Commons
JAMES MACDONALD/THE BATES STUDENT

Is Bates Ready for COVID-19?

Madeline Polkinghorn, Managing News Editor

The 2019 novel coronavirus (COVID-19), which is caused by the severe acute respiratory system coronavirus 2, has stoked panic into the globe’s social fabrics, political systems, and markets. The disease, first recorded in Wuhan, China, may cause severe respiratory distress and has been shown to be transmitted through interpersonal, community transmission. Institutions such as Bates College are left hanging in the balance as far as the best structural approach to containing possible outbreaks. While the state of Maine currently has no confirmed cases of COVID-19, outbreaks have been recorded in neighboring states and the increasing accessibility of test kits will more likely than not mean that COVID-19 will enter the state.

In addressing the Bates College Health Center and administration, I was referred back to the College’s formal guidelines for preventing the virus which include frequent hand washing, self-isolation, and avoidance of close contact with sick people. The College has issued four official statements regarding the disease and maintains that “staff and faculty from many parts of the college are working together to anticipate how Bates would address various scenarios with respect to COVID-19 and develop contingency plans.”

Bates has experienced serious outbreaks in recent history. In 2016, the College recorded multiple confirmed cases of the mumps. During the H1N1 (commonly known as “swine flu”) outbreak of 2009, the Health Center quarantined students who presented symptoms, with students being placed into isolation housing or sent home to families. Just this past winter season, the

College, like the rest of the state, experienced an outbreak of common influenza. “I hope Bates is prepared!” says Oceana Baranchuk ’20. “I feel like I’m kind of the dark with the lack of information we’ve received. I haven’t seen or heard much, nor do I know anything about how the College plans to respond if we are hit with the virus, which gives me some anxiety.”

For Nick White ’21, Bates seems ready to address the worst-case scenario. “I believe that Bates is as prepared as surrounding colleges are and is going to handle any possible outbreak following protocol from likely more effective medical facilities than Bates Health.”

The implications of COVID-19 are not, of course, unique to students. Professor Wesley Chaney, who serves as an Assistant Professor of History and is a scholar of China, is experiencing a sense of closeness to COVID-19 both figuratively and literally.

“I was actually in China with my whole family, including my three-year-old son and eight-month-old daughter, in December and January, so my initial reactions were very much focused on the health of friends and family. I had read some initial reports about a mysterious virus in early January and we had family friends who learned around January 20 that patients with cold-like symptoms were being directed to the ER. But then when the announcement came down on January 23 to close Wuhan, just one day before the Lunar New Year’s Eve, everything changed. It was an incredibly stressful time -- the New Year’s festivities were so subdued and, frankly, sad.”

Leadership, clearly, is an essential component in combating

the epidemic, and those in power to make infrastructural decisions are judged harshly.

“During late January and early February,” remarked Chaney, “This was very much a Chinese story, propelled by journalists at places like Caixin that had uncovered substantial official cover-up in the initial weeks. In the last ten days or so, however, this has become, in more obvious ways, a global story and the initial mistakes by officials in China have been overtaken by what is happening in Italy, Iran, and here in the States.”

For some, it seems unlikely to think that school administration might have much influence in preventing what is essentially an inevitable outbreak.

“I think there might be an outbreak at Bates,” commented Timothy Kaplowitz ’20. “But I don’t think it’s really in the administration’s control either way.”

There is hope and guidance in the experts who are monitoring this disease directly. Dr. Wollelaw Agmas, an infectious disease fellow at Maine Medical Center, understands the anxiety on college campuses.

The panic about COVID-19, says Agmas, “is understandable because [COVID-19] is crazy in terms of its diameter after it started in China. It’s understandable if people panic. My advice is as much as possible, have an alcohol swab and keep your hands clean. And if other people are coughing, don’t get close to them. We don’t understand the virus very well yet.”

Certain demographics, argues Agmas, are particularly vulnerable or in some cases, apparently protected from the virus. “So, there is this research recently published from Chinese

patients... the first 450 patients were analyzed. So the things we know so far is how long it takes to be symptomatic after an individual is exposed, and which group of people are at highest risk. So based on that research study, children are less affected. Out of 450 patients, there were no children... if children are infected, the symptoms are very mild. So most of the patients affected are an older age group. The other group of individuals at higher risk are individuals with other illnesses like respiratory problems like COPD, asthma, diabetes, or heart problems. Those individuals are at high risk.”

If you experience flu-like symptoms such as fever or cough, have recently been in contact with someone who has contracted COVID-19, or have recently visited a highly affected country such as China, Iran, Italy, or South Korea; you should call a healthcare provider immediately and discuss what your next steps of action should be and whether you may be a candidate for testing. “If [you] have the infection,” says Agmas, “[you] are exposing other people. So the testing is very advisable. That way you can avoid exposing other people.”

The future for COVID-19 at Bates, and the world at large, is uncertain. But, as Chaney ends, at “its heart, [COVID-19] is a horrific tragedy and I fear discussion of the COVID-19 outbreak has FAR too often ignored the suffering of thousands of people.”

Since the initial writing of this article, President Clayton Spencer announced that the College would not, unlike several of its peer institutions, suspend in-person classes for the semester.

Coronavirus Concerns Explode Across NESCACs

NESCAC Championships and play purportedly canceled

Vanessa Paoletta, Managing Editor

Coronavirus Concerns Explode across NESCAC

Sub: NESCAC Championships and play purportedly canceled

In the past ten days due to increased testing and awareness in the United States, confirmed coronavirus cases have risen exponentially, with 75 cases reported at the start of the month to now more than 1,000 as of the end of the day yesterday. Colleges have become increasingly concerned about campus outbreaks, especially as students prepare to travel for spring breaks. As a result, some colleges have made the decision to close campus, restrict travel, or cancel large events.

Yesterday, Massachusetts declared a State of Emergency as cases within the state continue to grow at an alarming rate. Numerous colleges within the state announced the cancelation of on-campus classes, including Amherst on March 9, Tufts, Harvard, MIT, Babson, Smith, and Mount Holyoke on March 10. Middlebury will also suspend classes following their spring break.

Beyond academics, these actions will also have a major impact on student athletics. According to an email sent to Tufts students by University President Tony Monaco yesterday, spring NESCAC competitions and championships will be canceled:

“Following a decision of the NESCAC presidents, the NESCAC league and championship play are canceled,” he wrote. Beyond this email, no official announcement on spring season NESCAC play has yet to be posted.

Within the NESCAC, Amherst, Tufts and Middlebury have explicitly canceled their spring sport seasons, with more schools expected to follow suit.

Most NESCAC schools have declared travel restrictions of some kind to states which have declared COVID-19-related emergencies or countries with CDC travel advisories. According to Bowdoin’s policies, these states include California, Colora-

do, Connecticut, Florida, Hawaii, Indiana, Kentucky, Maryland, Massachusetts, Michigan, Ohio, Oregon, Pennsylvania, New Jersey, New York, North Carolina, Rhode Island, Utah, and Washington. Countries of high concern include China, Iran, Italy, and South Korea.

Amherst announced the suspension of classes on March 9, canceling classes on Thursday and Friday this week in preparation for students to move out and professors to shift to online platforms for classes. Remote classes

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Rep. Maxmin Discusses Maine Green New Deal

Christina Perrone, Editor-in-Chief

On Thursday, Feb. 27, Maine State Representative Chloe Maxmin came to Muskie Archives to discuss her commitment to socially just climate change policy. As the youngest woman in the Maine state legislature, Rep. Maxmin currently represents District 88, which consists of Lincoln, ME: which is both the most rural county in Maine as well as the country's oldest county by age. She is also the first Democrat to represent her district, although as she puts it "I genuinely don't care about party--I care about people and values."

As an undergraduate at Harvard, Rep. Maxmin began the well-known "Divest Harvard" movement in response to the decision to use The Trailbreaker Pipeline, once used for crude oil, to carry tar sands across Canada to Portland, ME. According to Rep. Maxmin, "This was a bad idea for so many reasons. Number one being the pipeline is built in the 1960s and tar sands just tear through that material and seep into Sebago Lake, right there, which is the drinking water source for 20% of Maine's population." While working for The Sierra Club one summer, Rep. Maxmin discovered that the pipeline is owned by companies like The Portland Pipeline Company, which is 76% owned by Exxon Mobil.

"So it really opened my eyes to the surreptitiousness of the fossil fuel industry in our state and also like Exxon was here and that really freaked me out," said Rep. Maxmin. "So I went back to Harvard and I started Divest Harvard, to get Harvard to stop investing in companies that are not only destroying Maine, but destroying communities all across our planet, and fueling the Climate Crisis."

During her time as an undergraduate at Harvard, Divest Harvard organized teach-ins, rallies, along with a blockade of the president's office building, a 24 hour sit-in in the president's of-

fice, had Harvard Law students sue Harvard for failing to divest, and Harvard Heat Week, where they shut down administrative buildings for six days and nights. Other campuses across the campus followed suit, with thousands of students involved.

"So we were amazing at building this organizing power," said Rep. Maxmin, "but we weren't doing anything to shift that power into electoral politics. We weren't turning people out to vote, we weren't running candidates for office, we weren't paying attention to any election. So it's kind of like, Why were these two worlds so separated when we said that they're connected and how can we bridge that gap?"

In February of 2018, Rep Maxmin saw an opportunity to bridge the gap by running for office in District 88, a very rural conservative community. During Obama's presidency, Maine had lost 968 legislative seats, leaving the Democratic Party with little power at the state level. District 88 had also never had a Democrat in office. However, Rep. Maxmin beat the odds with an 80% vote in the primary, and a 52.4% vote in the general election, both thanks to her grass-roots approach to political organizing.

Along with tasking local artists to paint campaign signs, her team chose to go without the help of the Democratic Party for trainings and other work for her campaign. "So we did our own trainings for example for people to go out and go canvassing, which meant that our messaging was not about Democrats and messaging was about a community and their values and we could really play with that in a new way. And we did it all ourselves so I'm excited about that. We had over 90 letters to the editor in the local papers throughout the campaign which is a lot." Her campaign was so successful that the town ran out of ballots, due to a record break-in turnout by 40%.

For Rep. Maxmin, one



Governor Janet Mills signed The Maine Green New Deal into law on June 17, 2019
REP. CHLOE MAXMIN/COURTESY PHOTO

major takeaway after running for a rural, conservative district like District 88 was that, "[w]e began to see how Democrats really have left behind so many of these folks and it's no wonder that these folks aren't with us because we're not with them."

While in Augusta, Rep. Maxmin has had three bills passed and one bill which will be voted on within the next few weeks. All four bills have come from her constituents.

"But the biggest thing that I did since being in Augusta was sponsoring the Maine Green New Deal. It's a very progressive title for somebody who just got elected from a very conservative community, but the bill is actually not that progressive--well it is progressive, it's not that radical I should say. I called it the Maine Green New Deal because I want to draw attention to a very different way of talking about climate change. When I was canvassing for my constituents, I rarely heard about climate change...But what I've heard from people is that we want to go ice fishing every winter, we want really good jobs here in Maine, and I'm worried about how warm it's all getting. Where did all the fish go in the lake? You know, these are the things

that I'm hearing from folks. And so in our rural communities we're thinking about climate in a more rooted grounded way and just talking about the science and the numbers."

For her, these concerns expressed by her constituents represent a way of talking about climate change that is mainly focused on social justice rather than science or environmentalism. The Green New Deal was crafted alongside the Labor Community, which in the past has had conflicting interests with environmentalists, "because in Maine, for example, the unions representing the folks working on solar installations are the same unions representing people working on pipelines in Maine." In order to prevent these conflicting interests, the bill was built from the ground up with the labor union Maine AFL-CIO.

The bill aimed to achieve four major goals. One major aim was to move back to 80% renewable energy generation by 2040, another was to create a task force for a Green New Deal that would bring impacted communities to the table to chart a fair transition for Maine. The bill also sought to create a "Solar on Schools" program to ensure a transition to re-

newable energy without putting a burden on school districts and tax payers.

"And then the last big piece of the Green New Deal was this apprenticeship program. And the language of that basically said that any electricity generation project in Maine that's two megawatts, or more, a certain percentage of those workers have to come from the apprenticeship program in Maine. So we always talk about creating jobs we always say we want new people to get trained, but that pipeline doesn't really exist, but it exists now because of this."

The bill was whittled down to the Solar on Schools Program and the Apprenticeship program. However, according to Rep. Maxmin, "[T]he lessons are still the same: that we built a climate justice bill that was focused on the District's 88's of the world, that was for local rural working communities, and that really tried to use policy as a way to push forward the conversation on climate change social justice and just process."

Bates Students Abroad Feel the Impact of COVID-19

Eleanor Vance, Staff Writer

Preparing to study abroad is daunting, to say the least. As students apply to exchange programs, they commonly worry about how they'll adjust to a foreign country, if they'll make friends easily, and how their coursework will compare to their classes at home.

What they probably don't imagine happening is multi-week quarantines, bans on traveling outside of the country, and the abrupt cancellations of their abroad programs.

Yet this has become the reality for an increasing number of Bates students in countries that have been particularly hard-hit by COVID-19. According to Senior Associate Dean of Students Erin Foster Zsiga, Bates has no students studying in China or South Korea this semester. However, those studying in Italy and France have experienced severe complications with their study programs in recent weeks.

Collin Pember '21 recalls how his time in Italy came to an abrupt halt in just a matter of days. Pember, who was studying

at Syracuse University's Florence campus, started seeing news reports about cases in Milan while he was traveling mid-February.

"I thought, this is getting a little bad. They're definitely going to do something about it, but I don't know what," says Pember.

By Sunday February 23, Syracuse had cancelled school trips to Northern Italy. That Monday, extracurricular activities including field trips, soccer practices, and cooking classes were all canceled. On Tuesday February 25, amid rumors that the program was shutting down, Syracuse held a meeting to discuss Coronavirus updates with the students.

"They told the students they were suspending the program," says Pember. "So, if things get better it could potentially start up again but when someone asked what the chances of that were, they said it was slim to none."

All 342 students were told that Tuesday that they had to leave Florence by Sunday. Pember was one of three Bates students studying at Syracuse's Florence campus, and one of seven Bates students in Italy. They are now all back in the United States finishing their coursework online.

While students are being sent home from Italy, many in France are facing a completely different situation. Less than a month has passed since the country's first reported death from COVID-19, and France has now declared a level two alert for the virus. Along with taking security measures such as banning large public gatherings, the country is recommending quarantines for people who travel to highly affected areas in Europe.

Ellie Murphy '21, one of two Bates students who is studying at Hamilton's Paris program, and one of three Bates students in France, was placed under quarantine after visiting Italy several weeks ago. Though she did not visit Venice, she was traveling with individuals who had, resulting in her being quarantined for nine days.

"A lot of people are upset," says Murphy. "Our lives are pretty much still the same, we just have to be a lot more conscious of our health and if we feel sick we have to notify people immediately."

If France moves up from their coronavirus alert level two to level three, a measure that President Macron has said is now "unavoidable", the country will close schools and suspend public transport. Hamilton will

reportedly ban all student travel outside of the country. Despite this, Hamilton is not making plans to suspend the program as of yet and is attempting to continue as much of the semester as possible.

"I wish my program put more emphasis on students' health than finishing the semester here," says Murphy, who is one of multiple students who feel frustrated about their new limitations.

While Bates students across Europe are trying to make sense of the rapidly spreading virus, the Bates Center for Global Education has been busy communicating with their partner programs, students, and parents.

"This is a completely new situation," says Center for Global Education Associate Dean and Director Darren Gallant. "When it first started out there were comparisons to SARS and MERS, but this has been different."

Gallant has been in frequent contact with students such as Pember and Murphy whose programs are in turmoil.

"Darren has been really great, he checks up with me at least once a week if not every three days," says Murphy.

"From my mom's perspective as a scared parent, the Center for Global Education was pretty

helpful," says Pember, whose parents were not notified by Syracuse of the program's suspension until several hours after their initial announcement. "She wanted to be updated every day and they followed through."

While it's impossible to tell to what extent all students studying abroad will be affected, Gallant recommends communicating with their programs and Bates on what to do if their situations change. "Talk to your program, your school, be in touch with us if you want to talk through different scenarios."

Thanks to his role in the Center for Global Education, Gallant sometimes hears of programs decisions to cancel classes or restrict travel before they're announced publicly.

"We're trying to encourage students to think about where they are and be among the people in some way. They're abroad at a unique time and other people will never have this experience of being in a foreign location during a global outbreak," says Gallant.

"It's not what we wanted but it's the reality."

Sex Therapist Answers Student Inquiries

Georgina Scoville, Assistant News Editor

In anticipation of the upcoming Sex Week at Bates, *The Student* interviewed Jennifer Wiessner, a local sex therapist. Wiessner is a clinical social worker, certified sex therapist, sex educator, workshop creator, and sexual health innovator in Maine; also important to note is that she is one of only five sex therapists in the state of Maine, and held the distinction of being the sole female certified sex therapist at the time of her certification.

She will be holding a session during Sex Week (March 12th, 12-1 pm, Commons 221/222) to discuss sex positivity and sexual communication. According to a summary of her presentation, there will be interactive opportunities during the session and space to work in groups to learn how to better communicate needs, wants, and limits. Below are responses to questions The Student asked, ranging from why she became a sex therapist to how to demystify the female orgasm.

Why did you become a sex therapist? What path led you to this profession?

I'd love to say it came from some rebellious angst growing up going to Catholic school, but it wasn't, it was something frankly much cooler. I believe I was truly "called" to this work.

After living in Maine about 2 years, I had an epiphany. A colleague invited me to attend a workshop about the intersection of spirituality and sexuality led by renowned sex therapist Gina Ogden. I was just blown away at the workshop. I didn't know what's happening for me; I thought I was getting the flu or something, but I was raising my hand anytime Gina needed an example or assistant. Something was happening—and I didn't understand it—but I knew I was in love with everything she was saying. Later, one of the participants introduced himself as the only certified sex therapist in Maine and he said to me, "I am 67 years old. Someday, I'll retire, and all my knowledge will go with me. Why don't you take over for me?" I shook his hand not knowing what it all meant.

I took on the challenge. By 2012, after 3.5 years of studying and supervision and coursework, with a toddler and a baby at home, I was certified as a sex therapist with the American Association of Sexuality Educators, Counselors, and Therapists (AASECT) and had launched a private practice for couples and individuals. The idea for my popular Raising Sexually Healthy Children workshops was born after several years of clients sitting on my sofa and

working through the issues that were impacting their sex lives—mostly shame. My belief was, if we start raising children who are educated by their parents about their bodies, consent, permission, and pleasure, we could raise a whole generation of children who don't need to live with shame about their bodies and know that it is ok to enjoy them and know how to keep them healthy.

Can you describe in your own words what being a sex therapist means?

For me and how I work, being a sex therapist is being a safe haven for people to share their concerns, difficulties, struggles and hopes for their sexual selves. This means also being a sexuality educator in my private practice as well as in workshops for parents, in institutions with medical providers, students and youth. I could talk all day about sexual health, sexuality and how we can have healthier more pleasurable lives!

What are the weirdest kinks you've heard of?

Although I wouldn't want to judge anyone's kink as weird (don't yuck someone's yum)... whatever gets you hot and doesn't hurt anyone else is pretty much

fair game...my two favorites that bring a smile to my face is cake farts and furling...look that up!

Do you have any advice on demystifying the female orgasm?

Why would I want to do that? Mysteries are amazing and then they would be less fun! Seriously though, I think we need less demystifying and more education for female orgasm. There would be less mystery if we actually taught female-identified folk about their bodies before their first partner has to instruct them. Sex Ed for kids is still in the dark ages and we don't talk about pleasure. In one study, 30% of college-aged women couldn't locate the clitoris. I've been on a crusade to change that for years. It is part of what I teach in my co-created annual event Girls on Fire breakout called The Anatomy of Pleasure.

Do you have any tips for college students looking to hook up/lose their virginity but are nervous about it?

First, I hope we can banish forever the "lose virginity" phrase. Who says we are losing something? And if we are, maybe not doing it at that moment might be the best course. This phrase is steeped in religious undertones, focuses on heteronormative pene-

tration which isn't close to a full representation of what "sex" is and turns sex into an object to take or steal. My advice would be to focus on thinking about what you want, what your body wants and practice communicating about it. Hookups can be transactional, and you have to ask yourself what you really want out of it. Courage (and pleasure) is in having sober and enthusiastic sexual experiences.

What are your thoughts on having sex on the first date?

My thoughts don't matter but the person's thoughts thinking about this do. Making sure the sex you are embarking on is what you want, it respects your partner, and both are on the same page...then enjoy!

Is there anything else you would want your college self to know?

Geez, I didn't know anything, so I wish I had me back then! Maybe I'd like my college self to know that communicating about what I like and want is sexy and that no one ever died of embarrassment talking about these topics!

OMT Offers Opportunities for Wellness

Elizabeth LaCroix, Staff Writer

This January, Bates Health Services has started a transition towards a different kind of healthcare: one that incorporates osteopathic manipulative medicine. This is a non-traditional type of medicine where Doctors of Osteopathy (D.O.'s) manipulate the musculoskeletal system in order to relieve various types of pain. This type of medicine looks holistically at the body and treats more than just muscle pains. Osteopathic manipulation can also be used to treat poor sleep, anxiety, headaches or migraines, ear infections, and many other ailments. Originating from many different ancient cultures, including the Greeks, Romans, and Chinese, this type of medicine includes "something that is not a pill," says Kathy Morin, the office manager of Health Services.

Morin advocated for this new treatment Bates offers, and she strongly believes it will have a positive impact on the overall wellness of students. "I think your generation is very open to new ways of treating pain, and really open to different ways of treating things other than just using pills," she explains.

Osteopathic Manipulative Treatment (OMT) is offered at Health Services the fourth Tuesday of every month, and the service is provided by Dr. Margo B. Goodman and Dr. Josephine Conte. Both physicians come from the Central Maine Family Medicine Residency and are certified in osteopathic medicine. Originally, Dr. Margo Goodman was supposed to be the only physician to work in the clinic, but with the large volume of interest

students have shown within the first two months it has become necessary to add Dr. Conte to the schedule.

If you are interested in this program, you can sign-up by talking to one of the nurses at Health Services. Nurse practitioners may also refer some students to OMT who they feel may benefit from this treatment. Each treatment is only around 30 minutes long; a short time-frame for such effective care.

Morin was originally skeptical of osteopathic medicine, but she now says, "I have learned a lot over the years of how well it works, even having the treatment myself." Contrary to traditional western medicine, the treatment's holistic approach and its principle that the body can heal itself have proven to be effective. D.O.'s are able to position the body in various ways based on their knowledge of nerves and the musculoskeletal system to relieve areas of tension and supply circulation to the area.

Unlike many colleges and universities that have only limited access to healthcare programs for non-athletes, OMT is for everyone. "We want to make sure whatever we did was open to all students," Morin says. Health Services is aware of how stressful the college experience is for all students, and they want to provide other options for students beyond taking a pill.

Osteopathic medicine is only the start of additional programs Morin and Health Services hopes to create. Morin has made it her goal to add new avenues of non-traditional medicine by next year. The resources for these programs



Kathy Morin, Office Manager of Health Services
CHRISTINA PERRONE /THE BATES STUDENT

have already been made readily available by the D.O.'s in the Central Maine Family Medicine Residency program. Dr. Conte is already board-certified in integrative medicine which focuses on organic medicinal drugs, such as aromatherapy and herbs as a form of patient care.

"The clinic is great when you are sick, but how do we keep you well?" seems to be the major question Morin and others at Health Services have been asking. OMT is the start of a Health Services transition to keep students healthy rather than only caring for them when they are sick.

Sometimes students are dropped off with very little knowledge of how to take care

of themselves. Morin wants to provide avenues and opportunities like OMT where students can learn how they can individually eat well, or even learn the symptoms of different illnesses. "We do a lot teaching here and a lot of reassuring of students that you are doing a good job," Morin says.

This lack of knowledge students have about taking care of themselves has called for the inclusion of wellness, an idea that promotes the maintenance of health while one is still healthy. Many colleges and universities have started to advertise their extravagant "wellness facilities" which mostly take the form of fitness centers. Very few of these wellness centers include osteopathic manipulative medicine and

other forms of non-traditional and holistic treatments.

"I would love to see a new facility where it becomes more of a wellness center where all these types of services can be given," says Morin referring to the inclusion of holistic medicine. The future Health Services is striving for is unlike what other colleges and universities have done before in the promotion of wellness. By providing more options for students to remain healthy and pain-free, Health Services is creating a clinic whose mission is to heal, prevent, and educate.

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What Happened to the OIE?

Skye Brown, Staff Writer

“We have to fight for space for us to exist” - Tophér Castaneda ‘20

“We have to pull our weight, it is not enough to have our presence in the classes at Bates, we need to be present in everything” - Bates Student

“There is a history of where Bates treat the faculty members as valued educators but treat the staff as disposable” - Mariam Kane ‘23

Coming onto campus in the fall and being a part of the Bobcat First program, a pre-orientation program for first-generation students, I was introduced to the Office of Intercultural Education, commonly known as OIE. The impression given to me about the OIE was that it was a safe space and resource center for students of color—that within a predominantly white institution, such as Bates College, there was one space guaranteed for the marginalized groups on campus.

Speaking strictly for myself, I thought of the OIE as space to reclaim, space where I can belong to. The mission statement of the OIE is to “provide students with a sense of belonging in their social and intellectual communities, elevate students’ awareness of their personal power and effectiveness; catalyze and educate allies among students, faculty, and staff” (OIE Mission Statement). So far, I have not felt the mission statement to ring true.

So what happened to the OIE? This seems to be the pressing question on everyone’s mind. What was revealed to the students about the absence of the staff, given that part of the lack of commu-



nication is due to the legal disclosure of information, was that three staff members resigned. As to why they left, it was known that the staff members received outside opportunities and it was also implied they had disagreements because of the different goals, ideas, and structures for the OIE. Word-of-mouth information suggested complications of the differing approaches for running the OIE and helping its students were not only between the staff members but also with the administration.

Looking towards the future of the OIE, students want to investigate its resources for the people of color within Bates staff. One value the students want to incorporate into the OIE is the support for staff. Some individuals will say that what happened in the OIE was unexpected but others say there is a cycle of purging of OIE staff. It seems like this a continuous cycle, only with new faces every time. Apparently, a situation very similar to this one happened about 2 years ago. Although it was most

likely for different reasons.

With the recent uprooting of the OIE staff, concerns about the structure and rehiring of the OIE staff has risen within the students. Especially with the first-years, where a general concern of theirs was the lack of communication. Communication about the resignation of the staff and the absence of information about the next steps. First-years are left without guidance, in both their academic and personal needs, having to navigate their first year as a student of color in a predominantly white institution.

Using myself as an example, there is only one other identified Native American within the 2023 cohort, the ‘most diverse cohort Bates has ever had’; so feeling isolated already, I felt a sense of relief knowing that I always had a place like the OIE. That the room tucked away in the back corner of Chase Hall was where I can go when I have my bad days or when I am feeling like the minority (which is most of my life).

Monday night on March 2nd, first-years Emily Diaz, Samuel Jean-Francois, Mariam Kane, and Lauren Reed, along with other students, organized an event about this issue. Titled “Taking Back the OIE”, the event’s purpose was to be an open-discussion about having transparency within the OIE. Organized within 24-hours, several students called out to everyone on campus to do something about the future of the OIE and to keep the conversation going.

Over 80 students attended, most of which were first-years. The atmosphere of the event was indescribable. Students talked about their experiences with the OIE and the hurt they felt since the staff had been part of their academic journey. Some of the staff were the go-to person for the students, in anything ranging from financial aid to their class schedules.

For me, one particular staff member meant a lot to me. This person was there for me when I organized an event meant to celebrate winter storytelling in in-

digenous cultures. This person was instrumental in the making of the event, making sure I had the funds and support to carry it out. Cooking traditional dishes, sharing stories, and participating in a sage ceremony, the event made me feel heard as a Native American student on campus. The OIE staff was in my corner from the first day I arrived on campus and made the effort to make it known that the OIE was my home.

While some of the feelings, thoughts, and opinions of the students that night were intense and vulnerable and for good reason, they were all eager to continue the conversation. Some framework questions expressed in the discussion were: How can we restructure the OIE so that it is both reflective and lead by student voice and concern? How can we hold Bates accountable for their role as an institution to protect, support, serve, and accommodate needs for their staff of color?

How can Bates maintain cultural literacy as well as responsiveness when working with students of color (who are often lumped into one category)? While some of these questions are dense and complex, it is understood that most of these changes will happen long after the 2023 cohort. All we want to do is start, fuel, and pass along the conversation to both future students, OIE staff, and administration. Support systems are a critical part of any college experience, especially of students of color at a predominantly white institution. The new question should be: what is next for the OIE?

90’s, Midriff, and Self Proclaimed Dress Codes

Elizabeth Crawford, Contributing Writer

As a first year, I came to college never having gone to a party before. I went to a small Christian high school where partying was unheard of, and if it was heard of, it was always placed in the negative light. Therefore, when I was first broaching the “going out” aspect of my college career, what I needed to wear was a subject of high anxiety for me.

Thankfully, I’m on the soccer team, and since our season is in the fall, I wasn’t allowed to participate in any parties until about the beginning of October. Even so, the first party I was invited to I skipped because I had to write a paper, and the second time I was invited my mom was in town, so when everyone was getting dressed in their themed outfits, I was sitting on a hotel bed, scrolling through Instagram.

I specifically remember the conversation with my mom. She asked me if I was disappointed about missing the mixer to hang out with her

instead. This question caught me by surprise. I shook my head furiously, and thought about *why* I didn’t care. Sure, I love my mom, but I am a college kid, and I want to do college things. But, there I was, actively making the choice to skip the college things that FOMO thrives off of.

Then, as if the anxiety hit me like three shots and a four loko, I looked at her and said, “Mom, I don’t belong at these parties. Heck, I don’t even have anything to wear!” It was strange what came over her face, as if her duties as a mother were compromised by no other than the mixers on Frye Street. There she was, encouraging me to expand my comfort zone, when I was never even equipped to wear anything past midnight besides my cat slippers and Harry Potter pajama pants.

The next day, we went to Portland and shopped for “modest, scandalous clothes”—clothes that made it clear that I was at a party, but they weren’t about to expose me to the world. But, the more and more I shopped, the more questions arose. What makes clothes, *party* clothes? Why can I “go out” in a shirt, but not wear it in class? And, more importantly, who am I dressing *for* when I decide to put on the party clothes—or as my mom likes to call them, “scandal.” The

Clothes are extremely important to individual expression. One of my favorite parts about the transition to college is that there is no “dress code” that many high schools implement. Finally, we’re at a school where we don’t have to accommodate what we wear for the adults around us. But, somehow, I still think there is a dress code, the thing is, it’s written by us.

It goes something along the lines of this: 1. In class, look cute, but not *too* cute, or else you’ll seem like you try too hard. And don’t be provocative, for goodness sakes, because you have professors to impress. 2. After class, wear leggings or sweatpants, but don’t look like a hobo, because then people will be concerned about your wellbeing or think that you’re high. 3. On Friday and Saturday nights (and maybe Thursday and Sunday, depending on how dedicated you are) you need to show off your legs, your midriff, or your cleavage. Preferably, two of the three would be nice. Only one makes you seem unconfident, and all three makes you a downright thot. Of course, this code is flexible, but ONLY if your body type is not atypical. Perhaps if you’re skinny or curvy enough you can show a little less or a little more, but only if your con-

fidence level permits it. Afterall, there’s nothing worse than seeing someone uncomfortable in what they wear...except maybe seeing someone *too* comfortable in what they wear.

My whole point is, the rules are ridiculous. There is no winning, only losing, and even if you think you’re winning, your mom is calling you telling you to stop spending money at Urban Outfitters for *every new Friday night theme*. For this reason, among other more personal ones, I stopped showing up at whatever house was “happening” every weekend. I felt trapped, not by myself, not by anyone else in particular, but by the standards of hook up culture that encouraged me to show off enough of my body so people had the idea, but not enough to give it away.

The worst part is, us girls do it to ourselves. It’s not the outside suggestions of the boys that make us conform, it the countless questions we get throughout the week about what we’re wearing to the 90’s dance. It’s how we get together in groups after dinner to do ab work so we look “hot” in our outfits on Friday night. It’s the way we compare ourselves to the girls around us on Halloween night, wondering if we’re “slutty enough.”

The guys don’t care. We

don’t dress to impress them, to lure them, or make them react. The fact is, we don’t need to dress a certain way to make a guy want to have sex. Guys will be guys, girls will be girls, and the sadness of it all, is the way we girls treat ourselves only allows the guys to be more like guys.

I went to 90’s on the night of March 7th, begrudgingly, because this element of party culture seems to suck the life out of it for me. But, when I got there, I realized that no one really cared what I was wearing. No one was focusing on my midriff or judging my cleavage. The complex itself is all in our heads.

So, I danced, I ate pizza, and I had fun, knowing that I was just another promiscuous girl in denim.

How come March is the longest Month?

Miles Nabritt, Assistant Forum Editor

Here we go again. It's March. The longest month of the year that descends upon us to impact our mental psyches. For someone who has endured the harshness of March for the past two years, I must say it is hard to keep a level head. March is not a month where there is particular harmony and frivolity amongst campus. Week in and week out there is work, intense stress in athletic competitions and practices, and more of the same bleak weather. For those who do not know, March has been notorious in Bates history for years as the hardest month of the school year because students don't receive any holidays or breaks off. Despite the new change for the 2020-2021 academic year, where we only get three days off, March is still, by far the toughest month of them all. By why is March exactly so hard on Bates students? Why is March, for many, a day to day

struggle?

For a junior, March can be difficult in more ways than one. Personally, messy March didn't exactly start in March, it started on February 24th. After February break, messy March starts as we begin a five-week period of a severe amount of work and high level of stress. Having no breaks for five weeks doesn't seem painful, when you think about it at first, but after the first week is over you start to feel the effects: The lack of sleep. The physical and emotional fatigue. The anguish. It's one negative emotion after another and it never seems to end. Last year for me, was a truly horrific March. I was at my lowest point emotionally and, truthfully, I suffered from depression. During that time I felt as though I had very few people to talk to about my feelings and I felt as though I didn't have a lot of options in terms of find-

ing a solution. For many of the days in March, I had to grapple with dramatic mood swings and my inability to have a positive attitude constantly. The amount of emotional pain I was suffering had a negative impact on my academics as well as personal relationships both at Bates and beyond.

This suffering was nothing that I had ever experienced before and I learned that it is best to talk about these feelings rather than repressing them. Similar to some of my closest friends at Bates, I swamped with a lot of work and responsibility. For me, I was faced with the challenge of taking two 300 level courses, being a member of a varsity sports team, and participating in several student-led clubs on campus. For me, it was what I loved to do in middle and high school. I loved being able to be apart of so many different activities

while meeting and interacting with different groups of people. Back then, despite all the school work that I had, it never seemed emotionally overwhelming or stressful. However, last year was an entirely different experience. Every day, I felt disoriented and unwell. It seemed as though the entire world around me was overshadowed by doubt and unhappiness. It was a tremendous strain on my overall mental health as I had to confront with powerful emotions and thoughts. This experience of suffering and dealing with these emotions was something very new and scary for me.

Mental health is an issue that has been on the minds of the Bates community for years. For both students and faculty, mental health is a topic of importance and sensitivity as it doesn't just represent people's personal emotions it can in fact represent a person's

identity. Over my time at Bates, I have found that, even in the darkest of times, I am able to talk to people who have dealt with similarly stressful situations. For me, last year, going to the Counseling and Psychological Services (CAPS), was nerve-racking at first but proved to be beneficial. I never realized what an essential pillar CAPS was in the Bates community. Even though I believe that mental health services need more funding and more awareness on campus, it still makes a huge impact for people dealing with emotional stress. I feel as though speaking about issues such as mental health should be encouraged, especially at a school such as Bates where we emphasize inclusivity and friendship.

Using Coronavirus To Stigmatizes Asian Bodies

Kyle Larry, Managing Forum Editor

Recently, the rapid and global outbreak of Coronavirus has caught the attention of many. However, this fear of getting sick has turned into a fear of Asian bodies. And Bates is not exempt from this level of discrimination. I sat down with a Bates student from China to give her a platform and talk about how this outbreak is affecting her experience at Bates College. Her identity will remain anonymous because of the personal details she has shared.

Hello, my first question is: When did you hear about Coronavirus and what were your initial thoughts on the virus?

I heard about the virus after I came back to Bates. I heard about it on Chinese social media platforms. At first, I didn't really know what was going on, but you know, there was a lot of coverage on this topic, which let me know that there was something wrong back home.

So, what happened when you called home? How is this affecting your family? You don't have to go into detail if you're too uncomfortable.

Well, I'm from Shanghai, which is a big city. So, a lot of people from Wuhan, where the first cases were discovered, came to Shanghai to seek out medical treatment. However, they didn't know that the virus was contagious at the time. And, you know, this virus couldn't have come at a worse time because cases were first recorded around the lunar new year. So, imagine an outbreak like this happening around Christmas. Also you know, people have to go to work and everything, so people, including my family, have to go out and have to possibility of catching Coronavirus just to make sure their families are

financial stable.

Outside of family, which is a huge part of everyone's lives, how has the Coronavirus outbreak affected your life on campus, especially when it comes to the racialization of this virus?

I feel like people do or say things out of ignorance. More globally, I saw a case of an Asian woman in Paris riding the subway and was physically attacked. The only reason was because she was Chinese. Then I heard about colleges restricting travel to China, which can bring a negative connotation to the country. But, for me personally, I hear a lot of inflammatory comments, like during the Puddle Jump, I overheard to students mocking the outbreak and not really understanding how harmful it is to too certain people.

Overall, I appreciate the student who allowed me to conducted this interview with her because I got to understand the negative impacts it has on Chinese students, specifically. When it comes to being at Bates College, many of these students have to balance worrying about family and being a target for discrimination. And if you think making a "joke" isn't harmful then you're wrong. The jokes students here make about Coronavirus can manifest into hate and discrimination towards Asian bodies. And the student in the interview pointed this out when she talked about how a woman was attacked for just being Chinese. Or if you think colleges restricting travel to China is appropriate for safety purposes, then you're wrong. The virus has spread globally, so going to any other country at this point will put a person at risk of getting the virus. However, schools are easily ready to restrict China because of this country's racist mindset towards people of Asian descent.

Institutional Racism at Bates: Take a Stand

Cole Phaire, Contributing Writer

I will be discussing the changes that have taken place on campus at the historical Office of Intercultural Education (OIE). I want to inform, analyze, and ignite an essential campus wide discussion in regards to the needs of students of color that are not being met on campus.

First off, I am a sophomore student from Washington D.C and am the secretary for the Black Student Union. As secretary, my duty is to inform members of the BSU about meetings regarding the club, as well as taking notes at each club meeting to highlight important topics or what is going on with the members in general. When it came to my attention that the OIE would be losing members Vvydaul and Julissa, it aroused many questions and suspicions from myself, as well as the rest of the black community at Bates. Why would they leave so suddenly? What caused them to leave? Why was there no direct explanation in regards to departure? These were all questions that students had when discussing the news.

First years Mariam Kane, Emily Diaz, Samuel Jean-Francois, and Lauren Reed held a discussion for students of color that were impacted by the changes that are taking place at the OIE. "We are the most diverse class ever at Bates, yet we have the least amount of resources and faculty support", said Mariam. This comment raised a point about an ongoing discussion that Bates does not take the students of colors needs seriously. Many students of color believe that overall, Bates lacks the initiative to support students of color due to lack of funding for cultural events, or events to uplift the voices of students of color in general.

At an institutional level, Bates fails to satisfy the needs of students of color in almost

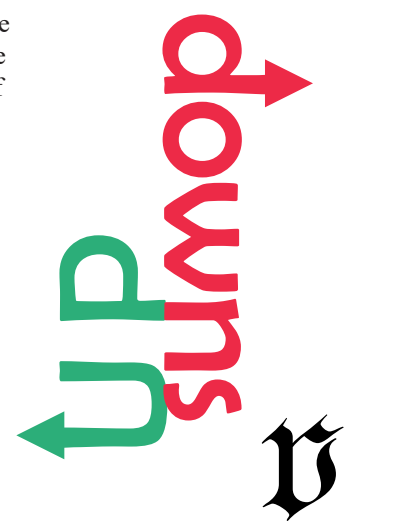
every facet. In the spheres of social and academic life, Bates leaves much to be desired by students of color. It fails to make these accommodations to such an extent, that it has created a norm for faculty of color to have short lived tenures on this campus, without helping produce much change, nor uplift black and brown voices on this campus. One could argue that the nature of the governance of Bates campus is inherently oppressive to students of color. For an institution that claims to be for the interests of underrepresented communities, students of color think that they're not represented enough in spaces that are made for them in the first place. This showed in the discussion held by the first years.

In order to create substantial changes in experience for students of color at Bates, I think there must be three steps taken to do so. A recurring discussion regarding what staff and faculty can do to uphold the wants and needs for students of color must be held on a consistent basis in order to deliver power to the voices that should have the final say so in their campus experience.

Those who refer to themselves as "allies" to the community of color at Bates must step up and show their support by taking a stand with us. It is not productive nor is it progressive to claim to be an ally and be "for the culture," but not take the necessary steps in informing your white peers and faculty of the oppressive tendencies in the way this institution is operated. Share black stories and advocate for black equity.

Finally three, there must be collective unity between all students of color on campus if there remains a goal to create institutional change. There have been one too many times where changes that impact students of

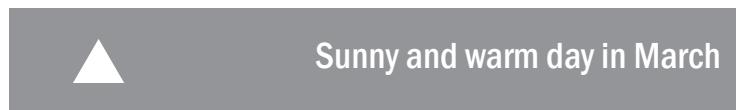
color at Bates have been swept under the rug because students did not follow through. Bates will continue to hinder our voices until we make the collective decision to fight for a fair and just academic experience. If this article resonates with you, I urge you to join the discussion of what needs to change at Bates in the near future. Ashe.



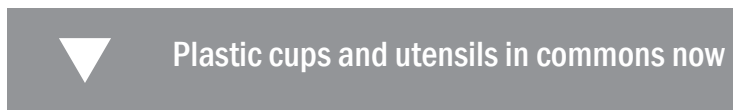
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Are Centrist Democrats the Key to Beat Trump?

Naja Crockett, Staff Writer

The 2020 Democratic Primary has concluded to be between two major candidates vying for the party’s nomination. Sen. Bernie Sanders and former-Vice President Joe Biden Jr. are the remaining major candidates aiming to beat President Donald Trump in the general election. With these two remaining, Democrats are faced with a difficult question of embracing the progressive wing led by Bernie Sanders or go with a moderate approach provided by Joe Biden.

Candidates who have since dropped out have pledged their support for the two candidates, although most of the major contenders, except for author Marianne Williamson, have endorsed Joe Biden’s bid for the nomination. This dichotomy within the party has been the source of an ideological conversation around liberal politics and the best way to defeat Donald Trump.

Bernie Sanders, a self-avowed Democratic Socialist, represents a progressive wing of the Party in contrast to Biden’s moderate approach to governing the White House and beating Donald Trump in November. Whether certain policies or issues are to be considered more important is largely beside the point. Democratic voters are really concerned with electability in comparison to the incumbent Republican.

In response to this concern, Biden’s message of unity across ideological barriers and his

choice to represent a safer version of liberal politics aims to quell those anxieties. Biden is also emblematic of a seemingly lost era of American politics, being a considerable player in the mainstream Democratic arena since the 1970s. And most notably, being the vice president to Barack Obama, a figure that is still popular among Democrats. In his article titled “Why Joe Biden and Pete Buttigieg Are Fighting Over Barack Obama in New Hampshire” Philip Elliott of Time wrote that Obama is still very popular among Democrats of all ideologies.

Mayor Pete Buttigieg and Joe Biden were both vying after centrist Democrats who voted for Obama in 2012 to secure delegates.

Centrist Democrats are believed to be the ticket for Democrats to beat Trump in the general election. Buttigieg, along with other moderates in the race like Sen. Amy Klobuchar and Sen. Kamala Harris endorsed Biden early this month with this in mind. In hopes that voters could ascribe safety and a continuation of the Obama era of politics to Biden’s name, these candidates chose the moderate path to winning in November.

In stark contrast to Bernie’s message of progressivism which aims to reach out to low-income and first-time voters that brought Trump to the white house in 2016. With special aim towards the wealthiest one percent of Americans and the pharmaceutical companies,

Sanders wishes to identify the aggressors and offers a socialist approach to solving these inequalities.

These economic and social policies have labeled Sanders as a risky choice when put against the incumbent, who has the entire support of the Republican Party. Though risky and generally considered to be against capitalist ideals, the policies Sanders is pushing for are popular among voters.

The Hill reported that 70% of Americans support “Medicare for All” policies and while many of those that answered in favor do not want to abolish private insurance, this policy has no support from Republicans. The tax code, written and passed by Trump’s part, strongly favor the wealthiest Americans and the benefits are hardly felt by the low-income people that voted for a Republican white house. Sanders’ message for a progressive government could be popular among Americans, but he as a figure has been the source of some stigma as he has not been able to branch out of his core group of supporters.

Elizabeth Warren, Senator of Massachusetts, dropped out of the race on Mar. 5. This came after coming in at fourth place in three of the primaries and losing her home state of Massachusetts to Biden. This progressive campaign rivaled that of Sanders’, splitting the progressive wing between two choices for the nomination.

Warren has not yet an-

nounced who she will be endorsing for the nomination, putting her strong group of supporters in the air regarding her delegates and popularity. Enduring sexism throughout her run for the nomination, her demise signaled the last possibility for a woman to potentially be elected president in 2020. In her article titled “Elizabeth Warren endured sexism at every step of her campaign” Moira Doneganin of The Guardian wrote, “[Warren’s] joyousness and enthusiasm were cast as somehow both insincerely pandering and cringingly over-earnest.

This kind of transformation of neutral or positive character traits into negative ones is not something that happens to men in similar positions. Sanders can aestheticize his practiced cantankerousness for laughs and sympathy without anyone asking if its a put-on.”

The character of Sanders is central to how he delivers his message and that goes for nearly all highly influential politicians. Warren was not able to create a persona of her own without being labeled “insincerely pandering and cringingly over-earnest”. Divisions between the Warren and Sanders camps have been at the root of her indecisiveness around who to endorse for the Democratic nomination. Though Sanders’ image is attractive to progressives, and possibly to those in the middle, Warren’s inability to create the same momentum due to many believing she should

step aside is at the source of the aggression within the progressive wing of politics.

A similar division within Democratic factions arose between Biden and Harris when she confronted him about his anti-busing stance in the 1970s in a debate that took place on Jun. 27. Though this feud ended in her endorsing his candidacy, Harris chose to set aside her legitimate qualms regarding Biden’s record on issues regarding racial equality and pledge her support for him.

The moderate wing of the Democratic Party is consolidating their support for the former Vice President, and less can be said for their progressive rivals as Joe Biden and Bernie Sanders approach the final primaries in June.

Comic Corner

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

Email as JPEG image to Batesstudent@bates.edu

Jack McLarnon, Staff Cartoonist



Carrol '20 and Engles '20 Perform in Stupid Fucking Bird
DAVID CHEN/THE BATES STUDENT

Review of Stupid F***ing Bird

Eleanor Boyle, Staff Writer

Where are you right now? In a dorm trying to occupy your time before doing homework? In the den late at night eating mozzarella sticks and wondering what this play was about? At the very least, we are here, right now, together, right? Well, being present and aware of what's going on around you as well as inside your mind is what *Stupid Fucking Bird* tries to convey. *Stupid Fucking Bird* aims to be a new play, a play that hasn't been done before. Or at least that's what Con wants. Con is the protagonist played by the impeccable Max Younger '22 who is a struggling playwright who wants to write a play that's real. He wants to protect and help his lover Nina, Sukanya Shukla '20, who is a budding actress. Emma, Con's mother, played by Stine Carrol '20 is an aging actress who has a younger lover named Trigorin, Matthew Engles '20, who is known for being a genius writer of the generation. Dev and Mash, David Garcia '20 and Becca Kraft '20 respectively, are Cons' good friends. Mash has been in love with Con for years, and Dev has been in love with Mash. The last member of this group Sorn is, Emma's brother played by Kirk Read who is an aging doctor who feels that he

does not get to say much when talking with these characters, though it is revealed that he does have a lot to.

We start with a scene by a lake, Conrad is showing his new play starring Nina to the character. The play that is presented is cringingly good. The awkwardness is perfectly created by Nina as she repeats the play's name "Here We Are" over and over again which is only heightened with the strange lighting and sound that comes with it. Emma, voices her disapproval for the play which causes Conrad to run off stage. Trig, however, tells Nina that he thought she was good in the play. As the play progresses we watch as Conrad begins to notice how Nina has taken a liking to Trig, which is confirmed in a soliloquy by Nina stating how she has been slightly obsessed with him since she was young. Nina and Trig attempt to consummate their lust for each other when they are interrupted by Emma. Trig asks Emma to let him go, however, refuses to do so as she is the only one that truly knows and understands him. As the love sick characters lament. Sorin and Dev come to be the voices of wisdom in this play. Garcia draws the audience in with

his down-to-earth voice making him have a candid and perfectly ordinary personality. Sorin notices how the younger people act in the play when they are struggling with these feelings. Read plays this well as he describes his aging story with an enticing tone to it. However, Sorin never got to talk about these feeling. Sorin even questions the characters of Mash, Dev, Nina, and Con as they are in the midst of struggling with their love and wonders if they even feel what they say they feel. They don't reply. Four years after the incident between Nina and Trig. Dev reveals that Trig and Nina were together for a bit. Nina became famous in shows and movies that Trig wrote and even had a child with him that died days after birth. Emma continued to make movies and got back together with Trig. Dev and Mash got married and had a few kids. And Con is still struggling, but not at playwrighting as he has a new play opening soon, titled none other than "Stupid Fucking Bird." As a birthday party for Sorin plays out, Con admits that he doesn't care about his play, all he cares about is that Nina hasn't visited him. Seconds into his aside, Nina comes and relays how she knows that she isn't a

good actress and that she treated Con viscously. But, Con doesn't care for all that and only wants to take care of Nina. She refuses. The end of the play relays to the audience what happens to the characters after the play's quote-unquote end. Some even explain how and when they die. Con then runs on stage with a gun and tells the audience about the original with a bang from a gun. It explicitly shows that he could very well end his life and the play right there. But he doesn't. Instead, Con utters the final lines "Stop the fucking play."

The realness in this play comes in many forms. One being the actors. Younger is able to draw the audience in with his voice control. The inflections and tiny hesitations he does in his speech shows how broken and fragile his character is. Carrol gave a moving performance of a woman who has just been misunderstood her whole life. She creates a tension that is not only present in her voice, but also her ability to make her character both easy to hate and easy to feel sorry for. Engles balances his character well as the self absorbed, self-confident writer who, at one point, wasn't all that. His ability to switch quickly between these

two sides presented his character as more complicated than first seems. Garcia and Kraft were brilliant as the sense of comic relief in this play as scenes between them and their soliloquys showed a refreshing take on love. Shukla is able to go between comedy and drama in the play beautifully, which, even though her character doesn't think she is, shows how talented she is. And Read, well his ability to be a father-type figure in the play succeeds as scenes with him in it calmed me and in a way told me that things would work out in the play.

Yet, this play wouldn't work without the incredible dedication that went on behind the scenes, the set, lighting, and sound design of this production made this play immersive.

Stupid Fucking Bird wanted to be a new play. Something that is more than just people pretending. It knows what it is. And yet, from the people who made the sets, to the people backstage, and all the way to the actors themselves, I believe succeeded in what this play's ultimate purpose was. It felt real.

Q&A With a Figure Drawing Model

Amanda Metzger, Contributing Writer

At 6 pm on Wednesday nights, students and local artists head to the basement of Olin for weekly life drawing sessions. The session is a whole three hours, but for the people who come to draw a nude model in different poses, the experience is an exciting way to practice figure drawing and an engaging (even relaxing) experience.

Can the same be said for the model whose job it is to hold a series of poses for up to 15 minutes for the full three hours, all the while doing it completely nude?

Julia Gatewood '22 regularly participates as a model in these life drawing sessions. Gatewood discovered the class through attending it as an artist and decided that with a pretty high salary (around thirteen dollars an hour) and a high degree of personal body confidence, she wanted to model. To many, the

idea of standing naked on a table for hours may seem a daunting, if not terrifying task, but Gatewood uses the time for personal reflection.

What do you usually do during modeling sessions to fill the time?

I'm in Buddhism class which got me into meditation. It's actually the perfect place to do that. It's easy to just kind of zone out and look at one point and focus on my breath. I'll also sometimes listen to something. I got airpods for Christmas, I really hammered on airpods for Christmas because I can listen to music up there without the wire getting in the way. I'll listen to a podcast, I really like Radiolab.

How do you decide on what pose to do?

All of the poses I make up.

I've done it a few times now and I find myself doing the same ones. I'm like "alright I've got to think of new ones like let's see maybe I'll add a twist" but then it gets really hard to stand there. Even for five minutes, if it's not a pretty natural pose it's gonna be tough. Some part of your body will be tingling by the time you are done.

How do you feel comfortable on that setup for so long? What length of pose do you like the most?

I like the long poses because I don't have to think of new poses because that kind of stresses me out, knowing that a new pose is coming. So being able to sit there and just focus on sitting still means I can meditate for longer and not think about it or listen to a podcast and not feel interrupted.

How does the experience of being a model make you feel in terms of body confidence?

Oh my god, it's so empowering. I always knew that I was really comfortable in my body but knowing that I can get up there and do that, I feel so good about myself. Ultimately, I'm in control of my own head and anything that gets in the way of that I can just push away. That's really empowering to me. It's similar to doing a play, just being vulnerable in front of a lot of people is going to be scary but getting past that is worth it. I've never felt objectified. I feel more like a piece of art, like a subject

What's your favorite part of the job?

One of my favorite parts is collecting the sketches when I'm done. I put them all over my wall

when I get back. Another favorite part is just getting time to myself. Even though there are a bunch of people watching me, it still feels like I'm alone kind of because I just zone out and I meditate. It's kind of like me-time. I get paid for it so I'm going to go but it's a time where I don't build in other-wise so it's a recharge.

Julia Bisson, Contributing Writer

Winter Skincare Advice



Winter can be tough on skin, especially in the winter. Dry conditions, frostbite, cold, unforgiving wind, all of which can lead to unhappy looking skin! Here are some tips for maintaining healthy and happy skin in the cold months, and the transitioning spring months we are experiencing as well.

As a rule of thumb, avoid any face products that contain parabens, artificial fragrances, Sodium Lauryl Sulfate, Synthetic colors, as well as petroleum and coal tar products. It is also important to avoid foaming cleansers as they strip oils from the skin.

Tip #1: Don't try your face out with the wrong cleanser

It's very important to make sure that the face cleanser you are using is moisturizing and that it doesn't strip your face of its natural oils. Doing so will result in increased redness, flaking, and sensitivity of the skin. Some dermatologists' go-to's include micellar water for removing dirt and makeup from the skin without being harsh and disrupting the skin's natural PH.

Look for cleansers that are cream, oil or gel based that hydrate as well as clean the skin, leaving it soft and fresh.

Tip #2: MOISTURIZE!

Many dermatologists recommend winter moisturisers that have nourishing and hydrating oils like Argan, Coconut, Avocado, and Jojoba, and Safflower. Also, shea butter is very healing and moisturizing and can be found in many moisturizers, and can be used on its own.

Dermatologists also recommend that you moisturize at least twice daily, once in the morning and night after you cleanse your face. You may add moisturizer throughout the day if it looks or feels dry, and after you shower.

TIP #5: Exfoliate... gently

Exfoliation is crucial for aiding your skin's renewal process. The main reason for skin impurities is due to excess buildup of dead skin cells which collect in your pores and create pimples. No one wants to show up to class with an angry red zit on their forehead, so make sure to exfoliate that skin of yours! Dermatologists cannot stress enough about how important it is to not overdo it. There is no need to leave your face red and angry after a little exfoliation. Dermatologists recommend using exfoliating brushes with your facial cleanser around once a week. This will allow for replenishing and regeneration of that winter skin.

TIP #4: FACE MASKS! (but not too many)

Face masks are all the rage, and for good reason! They are a great way to add a little something extra to your skincare routine. They can help with hydrating, toning, exfoliating, softening, purging, and refining your face, but it is important that you don't overdo it. Typically, dermatologists recommend that you use face masks 1-3 times a week, but it all depends on the type of mask you are using. Look for masks with hydrolyzed collagen, elastin, Vitamin E, avocado, oatmeal - which is known for being especially soothing for dry skin. Also look for essential oils like calendula, aloe, argan, and jojoba oil.

TIP #5: Your environment means everything

Because it's so dry and cold outside, it's really

important to give your skin a break from this winter weather when you are home! Humidifiers are essential in the winter to keep your skin healthy and moisturized. It is also recommended to avoid lengthy hot showers, as the heat draws out the moisture you already have in your skin. If you do enjoy a long hot shower after a cold day - as I know many students are fond of - then make sure to moisturize your clean face within five minutes of getting out of the shower while your skin can still lock in and absorb this moisture.

OTHER TIPS:

This may seem arbitrary, but it is very important to use sunscreen - yes even in the winter! The sun's rays are reflected off the snow by up to 80 percent, so make sure to apply sunscreen of SPF 15 or higher and protect your skin from the sun year-round.

Stay hydrated! Dermatologists cannot stress enough how important hydration is in skincare. Being hydrated allows for the body to naturally get rid of toxin that could otherwise come out on your face. To make sure you are drinking enough water, take your weight and divide it half, that is how much water you should drink in ounces. If you are exercising, you may need to increase the amount of water you drink.

It is important to take care of your skin, especially over these long Maine winter months. Follow these easy steps to ensure that your skin can survive the end of winter, and the transition to spring. Just five minutes of your time, or small changes of habit can ensure and protect your young skin, allowing you to keep your young glow well past your college years. Your older self will thank you when you don't have wrinkles at age 30!

Bachelor's Pilot Pete is Preparing for Descent

Katherine Merisotis, Staff Writer

Welcome Bates Bachelor Nation to the recap of the penultimate Bachelor Episode. If you have not been keeping up on Season 24 of the Bachelor that began on January 6, 2020, this season follows Peter Weber, a former contestant on The Bachelorette who came in third on Hannah Brown's season. There has been no shortage of pilot jokes throughout the season.

To catch you up on the season, there has been plenty of drama between the ladies with constant turmoil and Bachelor firsts. With The Bachelor growing in popularity there has been an increase of women who have come on to the show for purposes other than finding love. There have been numerous questionable women this season, the most controversial being Alayah, a former pageant girl. The rest of the girls claimed she was there for the fame that comes with being on The Bachelor rather than for Peter's heart. She came under scrutiny when she was let go from the show because of these accusations and later returned to the show and received an unprecedented rose. Even after Alayah's charade, Peter later that episode said goodbye to Alayah.

Champagne gate was one of the main conflicts within the show that centered around Kelsey, an Iowa native that had received a champagne bottle for a special occasion and wanted to open it with Peter. However, in Bachelor fashion another con-

testant, Hannah Ann, opened the bottle. What ensued was known as "the pop that was heard around the world". This sent Kelsey into a breakdown and she was labeled as "too emotional". Contestant Tammy also commented on Kelsey's reaction to "Champagne Gate" calling her "unstable" in the Women Tell All. Later that night Kelsey and Peter were able to open another bottle of champagne. However, the night continued to get worse. When Kelsey began to drink the champagne out of the bottle it bubbled out of the bottle and up her nose becoming a popular sight of the bachelor season. Although Peter and Kelsey's relationship was rocky in the beginning, Kelsey was the first woman to express her love for Peter. Unfortunately, Kelsey and Peter's relationship would come to a close after the hometown dates.

Another popular contestant this season was Victoria F. who made her debut on the show by cracking a dry humor joke. Although she started off with a bold opening, she continued the show as a quiet contestant who was less confident. This was seen in a group date where the ladies were models in a fashion show for the clothing company, Revolve with the winner winning a complete wardrobe from the company. Victoria F. who claimed she was less confident as the rest of the girls quickly became a favorite; however, falling short to Hannah Ann, a model. Victoria F. quickly

became a front runner. Peter and Victoria F's relationship came into turmoil in their first one-on-one that featured a Chase Rice concert. Later Victoria F. confessed to Peter during the dinner portion of their date that Chase Rice was her ex-boyfriend. This was the beginning of Victoria F. lacking the ability to express her emotions to Peter. The audience was shocked as she made it to her final three.

This was the beginning of the penultimate episode that began with two women, Hannah Ann and Victoria F., standing together waiting for Peter to decide who was going to be given the final rose. One of the contestants, Madison, arrived at the ceremony late, causing fans to speculate whether or not she left Peter and the show. The previous episode was the fantasy suites, where Madison gave the controversial ultimatum to Peter. The ultimatum was that if he was intimate with any of the other women she would not be able to continue on the show. Peter was honest with Madison during their date that he was intimate with the women and viewers were left among the tears of both Madison and Peter. Fans were completely shocked when Madison appeared for the rose ceremony.

The rose ceremony began with Peter giving the first rose to Hannah Ann. Then the audience sat in suspense, as Peter contemplated which woman he would give the final rose to. He called

Madison's name. She paused before walking towards him to accept the rose. Peter asked Madison multiple times if she was positive on accepting the rose from him. The final two episodes, that occur Monday and Tuesday night consist of the two women meeting Peter's family. The finale is expected to end with Peter proposing to one of the women.

The Women Tell All was the second half of the episode, a Bachelor tradition that includes the contestants of the show coming in front a live studio audience and hashing out the drama from the season. This brought up previous episodes that included Champagne Gate circling around Kelsey, the drama with Alayah and the continued drama of Victoria F. The purpose of the tell all is to hear very side of the drama, hear untold stories, and clear names.

The Women Tell All had special guest appearances from past contestant Ashley Iaconetti who competed in season 19 of the bachelor that followed bachelor, Chris Soules. She was infamously known as the overemotional woman who cried over everything. She came to the women tell all to offer encouragement and sisterhood for Kelsey who had been labeled as overly emotional. Another special appearance from former bachelorette Rachel Lindsay turned into a serious conversation.

An important conversation was had on the Women Tell All

episode concerning online bullying. There have been serious threats to the contestants on the season that effected the women emotionally these included death and violent threats as well as racist comments. Rachel reluctantly read messages from fans that were extremely disheartening. This was influential to the audience because it gave the audience a moment of reflection remembering that these women are people too. This serious conversation was a powerful statement made by ABC that expressed the intolerance to bullying. As viewers it is important to remember that just because they are on this show it does not give individual's the right to contribute to the cyber bullying.

As we watch Peter descent into the final episode of the bachelor, we wonder who Peter is going to pick as he decides between Hannah Ann and Madison. After the finale we can be excited as ABC announced the next bachelorette Claire Crawley a 38-year-old alum of the bachelor franchise as she seeks love for the fourth time. I hope you join me in watching the final episode of the bachelor as well as continue to watch the bachelor franchise in Claire's season of the Bachelorette.

Is Love Blind? Bates Alum Finds Out

Olivia Dimond, Staff Writer

The following contains spoilers for the whole first season of Love Is Blind. Read at your own risk.

Netflix's newest hit TV show is Love Is Blind, a new reality dating series. Unlike The Bachelor or any of its spin-offs, Love Is Blind isn't exactly a competition, but more of a social experiment: Is love truly blind?

Back in 2018, the show's thirty contestants, ranging from 24-38, spent ten days in Atlanta speed-dating in elaborate pods. Decked out with snacks, alcohol, and couches, the pods were designed so that participants could hear, but not see, each other. For extra security, participants' phones were taken from them at the beginning of the experiment, so there could be no Internet stalking or rogue communication.

Participants' living quarters were gender segregated as well. If a couple hit it off, they could, at any time, get engaged, and only then would they be allowed to see each other face to face. Then, they would spend a week at a resort in Mexico getting to know each other, followed by three weeks back in Atlanta of living

together, meeting each other's families, and planning a wedding. The couple could choose to split at any time, including on their wedding day, where they would make the final decision: Is love truly blind?

I've only watched two and a half episodes so far, and in some ways, the show is exactly what I expected. Lots of young, conventionally attractive people angsty over falling in love, getting married, and settling down. The show had better racial diversity than I feel like is normally seen on these types of TV shows, and one of the participants, Carlton Morton, comes out as bisexual. Only the men seem empowered to be the one to pull the trigger on the engagement, though Giannina Gibelli proposes to Damian Powers after his proposal to her, and Amber Pike gives her fiancé, Matthew Barnett, a ring in addition to receiving one of her own. What

I've watched has mostly been the pod stage of the show, the most competition-esque aspect where you would expect to see lots of sabotage and competition. Most of the drama came from

Barnett, who expressed to Jessica Batten that in the real world, he would marry her tomorrow; she had been feeling a stronger connection to Mark Cuevas, though she is nervous about him being ten years younger than her. For a whole day, the three, plus Amber, were locked in a deathmatch trying to figure out their thoughts and feelings. Rightfully, Jessica gets pissed at Barnett when she learns that while he doesn't seem in love with the idea of her going on other dates and thinking seriously about other guys, he himself is torn between several women, and that ends that, with Jessica going back to Mark and Barnett eventually choosing Amber.

The show's producers planned for filming of five separate couples, truly expecting only one or two to actually go through with an engagement. In the end, eight couples got engaged on the show, with six getting the chance to continue on through the rest of the experiment: Barnett & Amber, Mark & Jessica, Giannina & Damian, Carlton & Diamond Jack, Kelly Chase & Kenny Barnes, and Lauren Speed

& Cameron Hamilton. Of the six, Lauren & Cameron and Barnett & Amber went through with the wedding, and, as revealed in the March reunion special, both couples are still together. Giannina & Damian split during the show, but they two are now dating once again. Of the remaining three couples, Carlton & Diamond split during the couples' retreat, while Kelly & Kenny and Mark & Jessica ended things on their wedding day. None have reunited, with Kenny now in a new relationship.

Do any of those names sound familiar to you? One might: Cameron Hamilton is a Bates alum, from the class of 2012. At Bates, he was a psychology major and, according to LinkedIn, wrote a thesis entitled "Applying the Choice Blindness Paradigm to Moral Judgments." Sounds like a match made in Heaven. His relationship with Lauren is, perhaps, the reason I plan to continue watching this ridiculous show. The couple are the main focus of the show's first episode, showing their pod courtship and ending moments before they first see each other face to face-- a fit-

ting tease for the second episode. On day two, the two cry over their families and, on day three, say "I love you." This may sound insane, but one of the contestants has revealed that as the days went on in the speed-dating, contestants had fewer and fewer "dates" lasting for longer and longer amounts of time. With no phones, each date has no choice but to be an intense conversation and breeds a strong emotional connection, which is, of course, the point of the whole show. In that case, it's not surprising the two were engaged by Day 6.

Last I heard from them, Lauren was beginning to prepare for the realities of an interracial relationship (Cameron is white, while she is black), and the two were on their way to their Mexico resort. Looks like I've got my plans for tonight.

Thesis Spotlight: Sophie Gerry

Annie Blakslee, Assistant Arts Editor

This week, The Bates Student asks senior Sophie Gerry about her year-long Art Thesis.

First of all, can you give a brief summary of what you are doing for your thesis?

Throughout the year I have been making illustrated books and cut-paper images. (The cut-paper pieces are made by cutting forms into and out of paper with an x-acto knife and then layering a series of those paper forms – like a shadow box if you're familiar with those). Content wise, I've been thinking about the landscapes that I grew up spending time in and how movement through those places has shaped my understanding and perception of home. So, most of the imagery is based on the mountains and plant life in New England – specifically the Berkshires. Despite the setting of my work being based on New England, I've spent a lot of time looking at Scandinavian artists – specifically the installation work of Olafur Eliasson. Much of his work is based on altering or magnifying our perceptions of space and place.

How has your experience in the art department shaped your year-long thesis?

Over the years in the art department, I have taken classes in a variety of mediums. I think that working with varying individual mediums in depth has strengthened my artistic practice and aesthetic sensibilities because each calls for a different approach and set of skills. The hard skills and the analytical skills I practiced in printmaking, animation, painting, drawing, and ceramic courses were all different, but have definitely all effected my thesis work for the better!

Additionally, I've taken classes with many of the other senior art majors over the years, and now we get to all work in studios together and convene in class weekly. Sometimes long hours of studio work feels pretty solitary, so it's great to have that community of familiar faces and friends to meet with

though out the year. We have all gotten used to collaborating and critiquing with each other so it's a comfortable, supportive environment.

What part of your thesis means the most to you?

I think having the opportunity to work though out the year on an extended individual artistic project is what means the most to me. I love having studio space and the academic support to experiment and learn through image making. I am defiantly a visual thinker, and have always preferred learning and analyzing through image making – developing self-motivated artwork throughout the year has given me time and space to experiment and grow as an artist in my own direction.

What has been the most challenging part of your thesis?

Not thinking about the end product that will hang in the museum. It takes a lot of time to make a strong body of work, and in that time you have to give yourself space to make mistakes and change directions. Usually it's from those mistakes that the best work evolves from! Abandoning my self-made conceptions about what my art should look like has been a challenge.

What parts of your work includes writing?

All of the studio art majors write an artist statement that is eventually accessible to the public online and in print in the Bates Museum. Our statements are short – only one to two pages in length – but a lot of work goes into them. We have all worked throughout the year drafting, developing, and rewriting our statements. They contain a lot of information about our art and who were are as artists in very little space.

Will your thesis extend past the year?

I hope so! I love drawing and working creatively - I think that it will always be a part of my daily life.



Gerry works on her thesis in the Olin Arts Center
MAGGIE O'SHEA/COURTESY PHOTO

Bates to Send Numerous Winter Athletes to
NCAAs, but Coronavirus Looms

Jackson Elkins, Assistant Sports Editor

With the end of each regular season in college athletics comes about a whole new opportunity: NCAAs. While the qualifying aspects for team and individual sports are different, every team and athlete across the country has the same goal to be able to compete on the national level come postseason. Bates is no different, and the school is endowed with a deep history of sending their student-athletes to nationals competitions across seasons and sports.

This winter, Bates athletes from women’s nordic and men’s alpine skiing, men’s and women’s indoor track and field, men’s and women’s swimming, and men’s and women’s squash will have – or already have had– the opportunity to compete at the highest and most competitive level of their sport.

In nordic skiing, Bates will send Kaelyn Woods ’20 following an excellent regular season, which included a top 20 finish at NCAA East Regionals. Alpine skiing will be represented by Arie van Vuuren ’22, who most recently finished 21st at NCAA East Regionals.

Men’s indoor track is sending five athletes across event disciplines, with Brendan Donahue ’20 entered in the heptathlon, Johnny Rex ’21 set to compete in the thirty-five

pound weight throw, Ryan Nealis ’21 competing in the mile, Bart Rust ’22 running 3000 meters, and Justin Levine ’20 representing Bates in the 5000 meters. On the women’s side, Bates will be represented by junior captain Amanda Kaufman who will compete in the 60-meter hurdles as well as the 4x400-meter relay where she will compete with Rebecca Willis ’22, Paige Rabb ’20, and Megan Seymour ’20. Sophomore Elise Lambert will run in the 800-meter, while junior Vanessa Paoella will compete in the mile.

Bates swimming will send a record eleven women to NCAAs, with Caroline Apathy ’21, Erin Bucki ’21, Helen Daigle ’20, Abigail Gibbons ’23, Janika Ho ’20, Hannah Johnson ’20, Maya Renoso-Williams ’22, Suzanna Rickman ’22, Gabriel Smart ’23, Megan Strynar ’23, and Caroline Sweeney ’22 all set to compete in both individual and relay events. They will be joined by men’s swimming teammate Nathan Berry ’23, who will compete in the 100 backstroke. Men’s squash competed at CSA team and Individual Nationals, with Jesper Phillips ’22 and Graham Bonnell ’20 representing the Bobcats at the individual level, while women’s squash was represented at CSA In-

dividual Nationals by captain Luca Polgar ’20 and Erika Parker ’23.

Every team and athlete listed above has gone above and beyond in their preparation and execution in order to reach the highest level of their sport at the collegiate level. It is not without unrelenting dedication to excellence, unwavering support from teammates and coaches, and an exceptional belief in themselves that they are able to find themselves in such incredible positions.

Middle-distance track runner Ryan Nealis spoke to some of the emotions that came with qualifying for the national championships, “Although the race only took just over four minutes, it’s been in the making for quite a while now. This is a goal of mine that’s come in and out of focus as I’ve been faced with many setbacks and distraction, and I would be lying if I said that I have been grinding away for the past 10 years with this one thing on my mind. But it’s for this reason I derive so much meaning from this accomplishment, as it proves that success is only meaningful in relation to all of the failure that has allowed you to be in the circumstance that you’re in.”

Given the gravitas of the occasion, it was difficult for Nealis to initially process what had just happened,

“After the race I knew that I had just run something fast, but I’m not going to lie, it took the drive back up to Maine for me to realize that I would actually be travelling to nationals. I am just so grateful for all those that have supported me in this journey and have believed in me all the way.”

Nealis, competing alongside some of his male and female teammates at the Tufts Last Chance Qualifying Meet, won the mile race in a time of 4:11.99, which places him as the sixth fastest miler in the nation. After declarations were made this past Monday, Nealis will enter the national championships as the third seed.

In speaking about his goals for nationals, he added, “My goal for this national’s experience is to soak everything in and just cherish the fact that I get to run on this big stage. We are sending one of the largest collections of athletes to nationals that this program has ever had so I am just so excited to be a part of that and leave it all out there with my boys.”

Despite all the emotion and stories of perseverance that come out with such incredible achievements, one inescapable factor does put a damper on the festivities with many Bates athletes travelling nationwide in the next week:

coronavirus. Having dominated the news cycles since the start of the year, many organizations, including Bates, the NESCAC, and the NCAA, are taking steps to try and protect its student-athletes and prevent the spread of the deadly virus.

While representatives of the Bates athletic department declined to comment directly on the subject, the presidents of all NESCAC schools released a joint statement in regards to COVID-19’s impact on athletics. While the statement did not go as far as to ban travel all together, it stated that the NESCAC and its presidents’ “will continue to change and our decisions will be dictated by the facts as we understand them, the guidance we receive from federal and state public health and governmental authorities, and issues specific to each campus.”

As of now, Bates is expecting all of its athletes to travel, but has offered to allow those who elect to remain on campus instead to do so. However, passing up a once-in-a-lifetime opportunity is not on the minds of many Bates student-athletes, who have worked their entire life for this one chance. We here at *The Bates Student* offer the best of luck to all competing Bates student-athletes.

Begin to Get Moving: Weeks 3&4

1

Run 15 min @ Zone 1

Core

2

Run 15 min @ Zone 1

Core

3

Run 15 min @ Zone 1

Core

4

XT: 30 min bike/elliptical/etc. @ Zone 1

Strength

5

Run 15 min @ Zone 1

Core

6

Rest day

7

Run 25 min @ Zone 1

Core

8

Run 20 min @ Zone 1

Core

9

Run 20 min @ Zone 1

Core

10

Run 20 min @ Zone 1

Core

11

XT: 30 min bike/elliptical/etc. @ Zone 1

Strength

12

Run 20 min @ Zone 1

Core

13

Rest day

14

Run 25 min @ Zone 1

Core

Zone 1: Easy recovery pace; should feel like you can hold a conversation during run.

Heart rate of less than 140 BPM

Begin to Get Moving: Weeks 3&4

By Alex Stigall

Design by Georgina Scoville

Check in Next Issue for Weeks 5&6!

XT = Cross Training

Can include biking, elliptical, swimming, other sports, etc



Late Game Heroics from Sato as Bobcats Open Season in the Sunshine State

Qunn Troy, Contributing Writer

1,448 miles away from the snow and freezing temperatures of Lewiston, Maine, the Bates Softball team opened their 2020 campaign in sunny Clermont, Florida. Hoping to avenge last season's 15-21 record, the Bobcats first squared off against the Emmanuel College Saints.

Kirsten Pelletier '20, who possessed a pristine 1.99 ERA during the 2018-2019 season, began the game the same way she ended her 2019 season, striking out the first three batters she faced for an easy first inning. The Bobcats were equally unable to get any momentum in the first, as only Caroline Bass '21 was able to get on base.

Despite Pelletier's flawless first inning, Emmanuel was able to apply the offense in the second. Sophomore Grace Orcutt belted a ground ball through the infield to give the Saints their first baserunner of the game.

A rare wild pitch from Pelletier allowed Orcutt to advance to second, who would immedi-

ately reach third after a single from Maegan Amsler put runners on the corners. Julyanne Pacheco then singled to center field scoring Orcutt and giving the Saints an early 1-0 lead.

Although Pelletier racked up another two strikeouts, she was not out of the jam yet, as Pacheco then stole second and a subsequent walk gave the Saints a significant scoring opportunity with the bases loaded. Renae Lacroix picked up her first three RBI on the season after she belted a double to right-center—expanding the Saints' lead to 4-0.

Despite the strong first inning, Pelletier seemed a little shaky—possibly raising questions as to whether she would be able to find the magic touch that had made her one of the deadliest pitchers in the NESCAC in years past.

Faced with a 4-0 deficit and a lack of offense in the first three innings, the Bobcats looked to turn things around in the bottom of the fourth inning. Kennedy Ishii '22 got the inning started as she reached on

a walk, while Julia Panepinto '20 and Aleah Pagan '22 fanned the offensive flames, reaching on two fielder's choices.

With Panepinto on third and two outs, the fate of the Bobcats' surging offense rested in the hands of Mary Collette '21 who blasted a double to center, scoring Panepinto and cutting the Saints' lead from four runs to three.

The Bobcats expounded on their newfound offense as Eliza McNulty '22 singled to center field, scoring Pagan and Kama Boswell '23 who pinch ran for Collette. The inning ended shortly after the offensive flurry, but the tide of the game had certainly shifted. The Bobcat offense was poised and ready to have an explosive season.

Although Pelletier had been shaken up in the second inning, she once again found her groove and began retiring Saint batters without much trouble.

Her effective pitching rendered the Saints' offense all but useless as she struck out a staggering eleven batters on the day. Although it

was the first game of the year, Pelletier's performance Sunday will be one to remember as the season progresses.

Still down a run, the Bobcats needed to build off of Pelletier's excellent pitching and earlier offensive burst. Kennedy Ishii returned to the dish for her second at-bat and cracked a fly ball to right-center field that just barely missed out on clearing the fence and she was able to scurry all the way to third base.

With Ishii at third and nobody out, a completed four-run comeback seemed all but guaranteed for the Bobcats. Janell Sato '22 fulfilled Bates' comeback hopes with a single that scored Ishii and tied the game at 4-4.

A dull sixth inning and top of the seventh inning left the Bobcats with a perfect opportunity to win the game and start 2020 off with a bang. One swing of the bat could give the 'Cats the perfect boost of momentum to take on the arduous, three-month long season ahead.

One-out singles from both

Emily Samar '22 and Caroline Bass '21 put Bates in excellent position to capture their first win on the year. Despite the strength of Ishii's bat, head coach McKell Barnes elected to have Ishii sacrifice bunt in order to advance Samar and Bass to second and third.

With the winning run 60 feet away and two outs, Janell Sato stepped up to the plate with a chance to win the game. Sato singled to center field driving in Samar and handing the Bobcats their first win in dramatic fashion.

Bates would go on to drop their next game of the double header to Catholic University 8-6, but the offensive output is promising for the Bobcats who averaged less than four runs during the 2018-2019 season. The Florida trip sees Bates play an absurd twelve games in six days before returning back to the northeast. If this game is any indicator of the season to come, it is safe to say the Bates community is in for an exciting season of softball.

Bates Falls Short in Neck-and-Neck Battle to Trinity

Brianna Gadaleta, Contributing Writer

Bates women's lacrosse battled in a thriller against No. 16 nationally ranked Trinity College (2-1, 2-0 NESCAC) on Saturday March 7 in Hartford, Connecticut. The intense defensive efforts from both teams created a small gap for scoring, with Bates falling one goal short, with a final score of 12-11.

Trinity found early success in the first half, scoring two goals within the first three minutes of the game. Bates answered back in the midst of high pressure defense, with two goals from junior Kathryn Grennon and sophomore Jordyn Tveter. Bates stayed aggressive with 13 shots on goal, but the Bantam's sophomore goalie Gabriella Young, proved to be a problem with 10 saves, four of them in the first half.

The Bobcats had success with the draw controls, having secured 14 to Trinity's 11, contributing to their relentless offensive attempts. Draw controls have been a point of emphasis in practice according to junior Summer Dias, and says the team especially focuses on, "how specific people on our team like to take draws" in order to find success in this aspect of the game.

Dias also commented on the fierce defense demonstrated by the Bates team against Trinity, forcing 14 turnovers, lead by junior Caitie Clark with a team-high four caused turnovers. Dias notes that the team tries to "simulate as much of a realistic game environment as possible," causing the Bobcats to "try to limit our fouls on defense while still playing with aggression."

It was a back-and-forth game with the teams exchanging goals and momentum. Bates was able to grab a lead by the end of the first half supported by Dias and

junior Margaret Smith, despite the quick goal by the Bantams with six seconds left in the half cutting the Bobcat's lead to 5-4.

Bates came out stronger starting the second half with two quick goals by Smith, establishing the largest lead of the game, 7-4. However, Trinity clawed its way back into the game, with goals from freshman Lily Ives and junior Sydney Bell cutting the deficit back to one. Bates prepared for this constant sharing of momentum between the teams; freshman Annie Conway explains their mentality coming into this game, "We knew it was going to be a tough fight, as it is with almost every NESCAC team."

The aggression and tenacity of both teams led to a tight scoring second half. Tveter scored the equalizer to make it 11-11 with 6:55 left in the game, setting the stage for a nail-biting end to the game. Trinity junior Katrina Angelucci scored very impressively with less than five minutes in the game, putting the Bantams in the lead. The Bobcats had a chance to tie in the final seconds, but Young denied Smith's shot attempt, securing the win at home.

Although it wasn't the result Bates wanted, the future is looking bright for the team, as expressed by the players. Conway conveys that "our team has a special energy to it that is spread across the entire roster." Dias shares similar sentiments, "Our team chemistry has been the best it has been since my time at Bates, helping us bond as a team to build trust between us, which leads us to a greater success rate."

The Bobcats hope to get back to winning ways in their next game against the University of Southern Maine on Tuesday, March 10.



Senior captain Caroline Kerrigan scoops up a loose ball in their game against Wesleyan
PHOTOS COURTESY OF DAVID CHEN

First-Year Spotlight: Henry Jamieson '23

Cameron Carlson, Managing Sports Editor



Henry Jamieson looks in for the next batter
PEGGY AREND/ COURTESY PHOTO

The Bates Baseball team kicked off their season a few weeks ago with their spring training trip to Winter Haven, Florida where they played 5 games against three different teams over the course of the week. Because the trip falls so early in the season, these games are typically used as an opportunity to evaluate some of the young, unproven members of the team.

The starting lineup often varies from game to game, allowing for lots of guys to get opportunities to prove themselves. However, one constant for the Bobcats has been the steady play of first year Henry Jamieson who has earned himself a starting spot in the infield during the early going.

Jamieson started opening day at third base and put together a fine effort for Bates in their first win. He did a nice job manning the hot corner and he clubbed an RBI triple for his first collegiate hit in the 6th inning. The very next day Jamieson recorded his first career home run when he launched a fastball way over the left field fence in the 7th inning against Brandeis and finished the game with two hits.

This past weekend the Bobcats played their first games back in New England when they took on Nichols and Endicott each twice in doubleheaders. Jamieson again found his way into the starting lineup, this

time split between third base and first base. In the second game against Nichols Jamieson notched his first three-hit day, stroking two singles and a double in the Bobcats' extra-inning loss.

It's no secret that this kid can play, but what's interesting about him is that he comes from outside of the typical Bates world. Jamieson is from St. Simon's Island, Georgia and he began his high school career at IMG Academy in Bradenton, Florida. After a short time there he ultimately decided to move closer to home, so Jamieson transferred to Glynn Academy in nearby Brunswick, Georgia.

With his older brother matriculating at Merrimack College, Henry had some knowledge of the New England college landscape despite Georgia not exactly being a hotbed breeding ground for NESCAC students. Once Coach Martin and the Bates staff began to express recruiting interest, Jamieson knew he had a golden opportunity in front of him.

When asked about what made Bates stand out, Jamieson said, "I chose Bates because I wanted a small college experience where I could get a great education while playing college baseball." Although the NESCAC isn't particularly well known nationwide, the prestige of Bates as well as the conference as a whole certainly added to the school's appeal.

"The diversity and atmosphere of the school and the baseball team ultimately enhanced my decision to come to Bates," he added.

It is a very positive sign for the Bates Athletics programs that they are able to diversify recruiting to attract kids from areas outside of New England and other prominent NESCAC areas. Jamieson is the perfect example of someone who may not have been immediately attracted to Bates or other NESCACs, but with a good recruiting pitch and a bit of further research he was able to find the school that was the best fit for him.

If this is any indication of a larger trend for Bates then it could be the start of something new for the athletic programs. Expanding the range of students that attend or even consider attending Bates points to teams only getting better from here. If Henry Jamieson can step on campus and have an immediate impact on his team, why can't others?

We can only hope that this is the first domino to fall for Bates Athletics because if it is, then this is certainly the dawn of a new era. Winning is contagious, so if the Coach Martin, Henry Jamieson, and the rest of the baseball team can make this work then I'd imagine it won't be long before others follow suit.

will begin March 23, and some students may petition to remain on campus. As of now there have been no reported cases on campus.

Middlebury will begin its spring break a week earlier than planned this Friday, expanding the duration to two weeks. Remote classes will also be conducted beginning March 30. International students and those whose health would be put at risk by returning home are able to petition to stay on campus.

Middlebury is canceling its schools abroad on a case-by-case basis; on Feb. 29, students in Middlebury's program in Italy were told to return to the U.S. as soon as possible.

At Tufts, students will be expected to leave campus in the next week. Spring break will run from March 13-25. After break, classes for both undergraduate and graduate students will continue primarily through online instruction. This decision only applies to the spring semester; as of now there are no plans to cancel Tufts' summer classes.

The NCAA Division III Men's Basketball sectional games held at Tufts will continue as planned without spectators.

Trinity College announced that, as of March 8, seven students are being self-quarantined off campus due to possible exposure to the coronavirus. None of these students have been confirmed to carry the virus and no other official announcements have been released to the public since.

At Bowdoin, students received a scare when a student who had returned early from an abroad program in Italy, which now has a travel Warning Level 3 from the Center for Disease Control (CDC), visited campus.

After learning of their presence, Bowdoin asked the student to leave and sanitized multiple areas on campus which the student had visited.

The NCAA Division III Women's Basketball sectional games held at Bowdoin will also continue as planned, but without spectators.

There has been little change in the day-to-day routine at Colby. The only change of note is that students are now required to swipe themselves into their dining halls, rather than having an employee do it for them.

According to a poll conducted by The Colby Echo, students have mixed feelings about how the administration should handle spring break. Some, particularly upperclassmen, believe that prohibiting travel or outright canceling spring break in favor of finishing the semester is the best option. Other students however seem hesitant to sacrifice their spring break plans. Students at Colby are eagerly awaiting an update by the administration today.

As of yesterday, Hamilton reports that they intend to continue operating as scheduled. No cases of the coronavirus have been confirmed on campus, despite the State of Emergency declared within New York four days ago. Students have the option to remain on campus over spring break, however there seem to be no apparent travel restrictions.

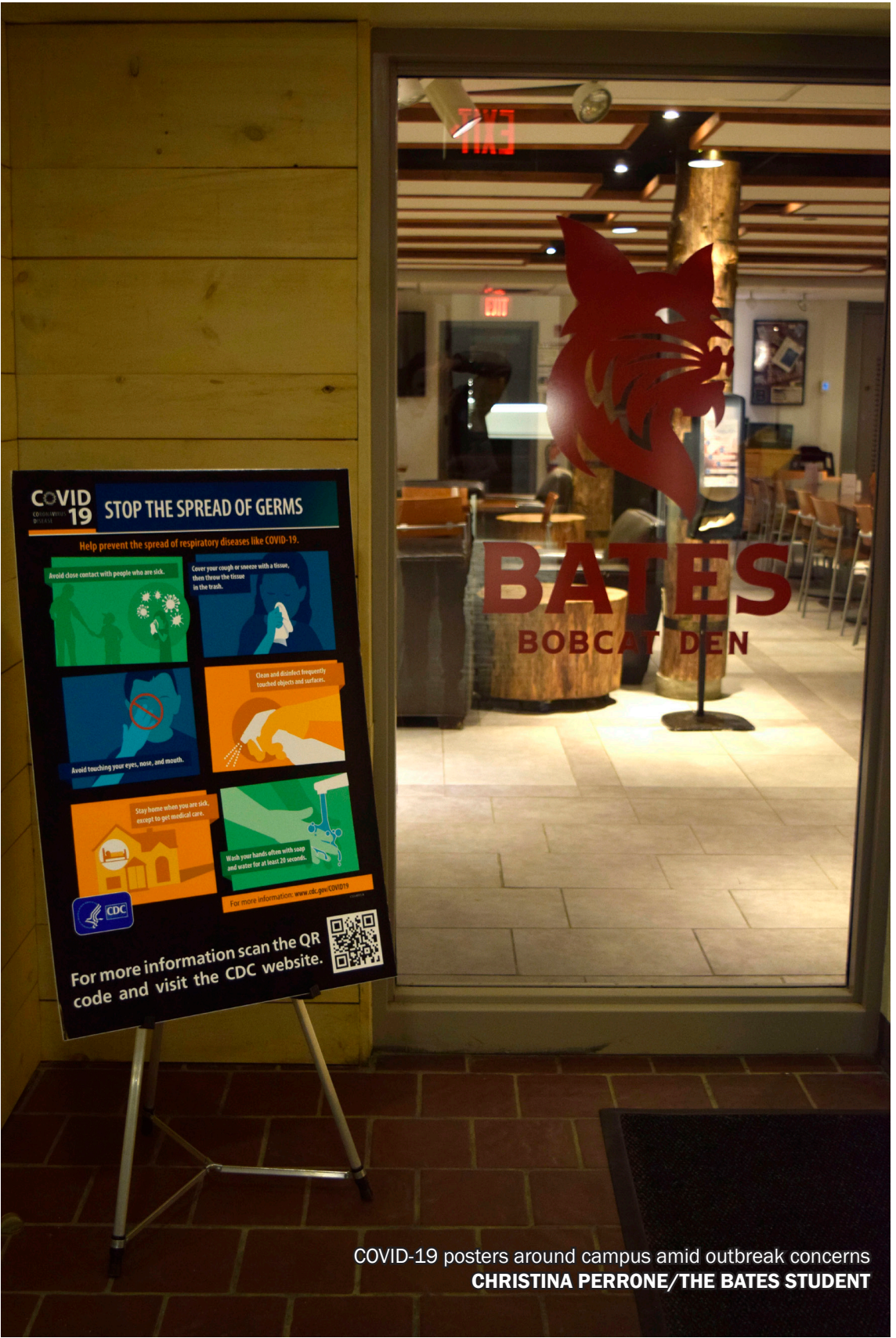
Similarly, there are no confirmed cases of the coronavirus at Wesleyan, Connecticut College, or Williams as of March 9 and no indication that the institutions plan on sending students home. Williams has canceled all events and gatherings on campus with an expected attendance of 100 or more people until April 30. Sporting events are expected to continue, however visiting teams will not be allowed to linger for post-game receptions or tailgating events.

Many of these developments

have occurred in just the past few days; only time will tell how Bates responds. Although Bates is

in a more favorable position than its peers with no scheduled breaks in the winter semester, students

are concerned about what April break will mean for Short Term.



COVID-19 posters around campus amid outbreak concerns
CHRISTINA PERRONE/THE BATES STUDENT