The Road to Morocco . . .

Just as spring itself is a time for new growth and new possibilities, Bates’ springtime Short Term is five weeks of intense learning, mental refreshment and new perspectives.

True, Short Term is known among students for pressure-cooker courses like “Cell Hell” (“Cellular and Molecular Biology”). But it’s also known for the topicality and adventurousness of its offerings, and even, dare we say, for fun. (Anyone for the new “Red Sox Nation,” a cultural history of the Boston Red Sox?)

Topicality? A psychology unit this year offers historical and technical insights into sleep research. Another examines adolescence from perspectives ranging from gender to religion to socio-economic status. Meanwhile, an Asian studies and religion unit will go to India to study Islam.

In fact, for students and faculty alike, Short Term can provide a needed break from campus. This spring, one group will go to Budapest and Prague to investigate regional film and theater. Others will visit Morocco to witness the legacy of French and Spanish colonialism.

And even when they stay on campus, the students of Short Term may find themselves wandering back in time: back to the Viking conquests, back to the age of Chaucer (in a unit taught by Bates President Elaine Tuttle Hansen) — or back just a few years to the origins of electronic dance music in Chicago and Detroit.

In short, like spring itself, Short Term is the time to get out and see what’s going on. During her sophomore Short Term, Sarah Klenakis ’05 took the course “Religion in the City.” The course, exploring how various religions find expression in the community, was an eye-opener.

“We toured Maine’s most renowned Catholic church” — Lewiston’s Basilica of Saints Peter and Paul — “met with a cantor at a synagogue, meditated with monks at a Buddhist temple, and got the rare opportunity to tour a local Shaker village,” Klenakis says. “Each experience was intriguing and rewarding.”

While other Bates bushes buckle down to the serious springtime chore of sprouting leaves, the saucer magnolia next to Hathorn Hall goes straight for the glory, covering its bare branches with gorgeous six-inch blossoms.
Coaching Murphy nets 200th career win

Coaching Murphy '69 remembers his team to stay focused during championship play.

_O n Feb. 11, women’s basketball coach Jim Murphy ’69 won his 200th career game in 11 seasons at Bates, beating then top-ranked Bowdoin, 74-62, at Alumni Gym. Presented with the game ball in front of a capacity crowd, the ever-humble Murphy did the unthinkable. He put the ball back in the ball rack. Luckily Murphy’s assistants retrieved it for the trophy case, where it will go next to the ball he received last fall marking his 100th career win as women’s soccer coach. society gives the honors to the coach,” Murphy says, “but obviously you don’t win that many games without quality players and quality assistants.” Murphy was named New England Small College Athletic Conference coach of the year this winter, his second such award (the first came in 1998). Winner of a school-record 25 games, the Bobcats ranked No. 1 nationally from Feb. 8 to Feb. 29 and finished second in NESCAC.

Advancing to the Division III NCAA tournament for the fifth time in school history, the Bobcats fell to the University of Southern Maine in overtime, 67-64, in the Sweet 16, the third round of the tournament. Bates finished its season 25-3. At practice on the eve of the NCAA tournament, Murphy told his players: “If you shoot too much, people say you’re a gunner. If you dribble too much, people call you a hot dog. If you pass too much, you’re not aggressive enough.” “If you rebound too much, people call you a champman.” How well Bates rebounds next year will be the true test of Murphy’s leadership and Bobcat basketball.

Hopes for Bates expressed by family and friends of Bates at launch celebrations for The Campaign for Bates: Endowing Our Values: “...that Bates will continue to provide a community of intellectual stimulation engaged with the issues of the world and characterized by friendly, mutually supportive relationships. My hope is that successive generations of students will be as passionately engaged at Bates as our son Benjamin has been.” — Martha Peck P’05 “...that it continues to be such a special place that attracts bright, accomplished, but kids. That whatever the magic is that permits the above be kept alive.” — Gerard Auenegra P’08 “...that the college’s financial resources will one day match its academic distinction and provide even stronger support for the aspirations of our wonderful faculty and ambitious, engaged students.” — anonymous "...that it continue to provide the hand-crafted liberal arts education it is known for; that it receive the financial support from its alumni as they appreciate the value of their Bates education. Stay small; stay unique; don’t change a thing.” — anonymous “The academics are wonderful — please keep hiring and keeping your fabulous faculty. Moreover, all the students and faculty are amazing — bright, warm, and engaging. Your admissions teams are doing something right. On a less positive note — the facilities — housing especially still needs upgrading. We know you are aware of this. Thanks for all you do — we are so lucky to have our daughter here. Bates is a special place for her and for us.” — Marcia Freeman P’07 “...that Bates continue to be a place where students are challenged in a collaborative environment to reach their full potential and explore possibilities.” — Bryan Walker P’07

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John vs. the Volcano

_When Professor of Geology John Creasy was designing last fall’s first-year seminar exploring the science and human interactions of volcanoes, a field trip to Mount St. Helens seemed ideal. What better example for the seminar than the volcano whose 1980 eruption was the most destructive in the nation’s history? But Creasy’s plan was better than he knew. About a month before the field trip, the mountain awoke, emitting steam, ash and fresh magma. It was still cooking on Oct. 20 when the field trip began.

“I was excited to hear that Mount St. Helens was stirring just in time for our trip,” Creasy says. “But it did put the trip in a different light.” He originally planned to take his group into the heart of the 1980 impact zone, but the new activity forced the closure of areas Creasy had hoped to visit. Still, the new situation was a net gain. “The field trip brought a much deeper understanding and appreciation of volcanic hazards,” Creasy says, “than could have been gained by hiking about a quiescent volcano.” “It was something that you’d look forward to seeing every day — ‘Is it going to erupt?’” agrees seminar student Iain Kambl.

“You could keep up with it while you were reading about the other stuff.” In particular, the students got to witness the interactions of the volcano’s stakeholders — scientists, government, media, residents — as they responded to the new activity. A case in point was the visit to the Cascades Volcano Observatory, says assistant trip leader Laura Kling Lovejoy ’76, who teaches middle-school math and science in Massachusetts. “We were working with scientists who were doing research as it really happens in the field.”

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Commencement: May 30, 2005
Convocation: September 5, 2005
Homecoming: September 24-25, 2005
Parents & Family Weekend: September 30 – October 2, 2005

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