

Bates College  
The Class of 2006

Baccalaureate Service



Lewiston, Maine  
Saturday, May the Twenty-Seventh  
Two Thousand and Six  
Two O'Clock  
The Coram Library Quadrangle

In keeping with Bates' history of commitment to a just and civil society, a group of Bates seniors has created the "Graduation Pledge of Social Responsibility," inviting all in the class to sign:

## Graduation Pledge of Social Responsibility

I choose to recognize the privilege that comes with receiving a Bates education and the power, skills, experiences, and resources that this education and degree afford me.

I accept the responsibility that comes with this power and privilege and choose to pursue a life that promotes the following:

### *Social Justice*

Striving to create a safe, respectful, and more inclusive community that promotes equal opportunities.

### *Community*

A space in which people interact with one another with mutual respect.

### *Conscientiousness*

A critical awareness of our actions and how they reverberate throughout our local and global communities.

### *Environmental Sustainability*

Conscientiously consuming, in order to ensure the existence of all sentient beings as well as the Earth for future generations.

# The Baccalaureate Service

The Baccalaureate service derives from the medieval European custom of presenting the candidates for the degree of Bachelor (*bacca*) with laurels (*lauri*) of sermonic oration. Prefiguring tomorrow's Commencement, today's ceremony is a service of worship that celebrates and gives thanks for lives dedicated to learning and wisdom.

A religious and spiritual event planned and led by members of the Class of 2006, this service reflects the breadth of faith traditions represented in the Class. Ritually marking the close of the undergraduate years, Baccalaureate provides an occasion to remember that we do not belong only to ourselves and that our true vocations, our deepest callings, are discovered only by committing ourselves to the service of the common good. In gratitude and reverence for those sacred vocations, as numerous and as diverse in their particular expressions as the members of this Class, we gather this afternoon to remember, to rejoice, and to give thanks.

*Since this is a service of worship, we respectfully request that you refrain from applause. Thank you.*

## The Theme

The members of the Class of 2006 chose "passion" as the theme of their Baccalaureate service in honor of their deep and dynamic commitment to their families, friends, and communities; to learning and growth; and to the making of a better world. As the seniors and the Sufi poet Rumi remind us, when such passions are fully embraced, we "flow down and down in always widening rings of being," expanding our sacred connection with all of life.

## The Art

The black and white photographic images visible at the perimeter of the baccalaureate service portray the passions of the Class of 2006. "Photographing Passions" was created by Cynthia A. Maurer, Christine A. Chmura, Brad S. Oriel, and Yoongi Yang.

## The Procession and Recession

The procession and recession of the Class embrace the ceremony and symbolically embody the rite of passage that this service celebrates. Together, they offer a prayer in motion.

## The Archways

The Class of 2006 processes and recesses under archways adorned with prayers, poems, and blessings offered by their family members and by members of the College's faculty and staff. May the hopes and longings expressed on these cards be carried on the wind to all the places the graduates will find themselves after leaving Bates. (For ease of viewing, all the cards have been scanned into the Web site of the College Chaplain: <http://abacus.bates.edu/admin/offices/chaplain/blessing06/>.)

## The Readings and Blessings

The readings and blessings express the beauties and challenges of a life devoted to wisdom, compassion, and humility, and they offer words to guide the graduates as they commence tomorrow. They are drawn from the sacred texts, poetry, and prose of six of the spiritual traditions represented in the Senior Class: Buddhism, Christianity, Hinduism, Judaism, Sikhism, and Unitarian Universalism.

## The Litany

Written by members of the Senior Class, the litany recalls both the distinct and shared experiences of the Class of 2006 and speaks of their common values and hopes.

# A Community of the Spirit

There is a community of the spirit.  
Join it, and feel the delight  
of walking in the noisy street,  
and *being* the noise.

Drink *all* your passion,  
and be a disgrace.

Close both eyes  
to see with the other eye.

Open your hands,  
if you want to be held.

Sit down in this circle.

Quit acting like a wolf, and feel  
the shepherd's love filling you.

. . . . .  
Be empty of worrying.  
Think of who created thought!

Why do you stay in prison  
when the door is so wide open?

Move outside the tangle of fear-thinking.  
Live in silence.

Flow down and down in always  
widening rings of being.

— *Jelaluddin Rumi*  
*Translated by Coleman Barks*

# Order of Celebration

## **Prelude**

“Vladimir’s Steamboat”

(Jay Ungar, composer)

*Baccalaureate Folk Ensemble:*

*Sarah Mazur, coordinator and guitar*

*Daphne R. Braden, fiddle*

*Stuart C. Johnson, mandolin*

*Valerie A. LaRiviere, cello*

*Nicole C. Ritchie, mandolin*

*Rachel E. Sorlien, fiddle*

## **\*Processional**

“Forward”

(Alexander Z. Smith, composer)

*Baccalaureate Trio:*

*Alexander Z. Smith, coordinator and keyboards*

*Chelsea M. Cook, cello*

*Matthew S. Lambek, piano*

## **\*Gathering Prayer**

*Rachel Herzig*

## **The Wisdom of the Ages: Offerings from Class Religious Traditions**

The Jewish Tradition

Proverbs 24:3-6; 13-14

Tanach (Jewish Bible)

*Jeremy H. Fisher*

The Hindu Tradition

“This Is My Prayer to Thee”

By Rabindranath Tagore

*Aarjan Dixit*

The Unitarian Universalist Tradition

“Journeying”

By Elizabeth Faue

*Jessica M. Dumas*

*\*If you are able, please stand.*

# Litany for the Class

Written and read by: *James A. Liddell, coordinator; Megan L. Hamilton; Emily A. Hoffer; Benjamin P. Lebeaux; John C. Mulligan; Vanni T. Thach*

Every June, alumni come back to Bates for Reunion Weekend. They wander around campus, take their children to watch ducks on the Puddle, marvel at the cereal dispensers, but there remains a part of them that is somewhere else, seeing not the present Bates but the Bates they knew. They don't visit to spend one more night in JB or to eat no-bake cookies, but rather to recall the place this used to be for them and the selves they used to be there. And so it will be with us in coming years — we won't return to see the Master Plan so much as we will to briefly recapture the passions and the people who defined our time here.

For some of us, Bates will be the fields we played on, whether it was varsity soccer or ultimate Frisbee. For others, it will be time spent in the Wood Street Garden or on the playground at Longley; a Bates experience focused primarily on the Lewiston-Auburn community. It may be a semester — a year — away from this place in London, Chile, Spain, or with the strange flux of classmates experienced by those who stayed. Maybe it will be Mount David and a Commons tray, sledding on a night so cold you could hardly breathe.

But we are not a sentimental class. Junior year opened like a wound and our class bled out of Lewiston, eagerly relishing the chance to go somewhere, anywhere else. Bags packed, poised at the edge of the Quad, we did not tremble under the garnet. We simply detached ourselves and walked away. No, we are not a sentimental class — the numbers prove that: 255 members of our class, or 63 percent, traveled abroad last year. And those who remained faced perhaps the even greater challenge of finding themselves in a once familiar, now alien place.

But something happened this year. When we returned with those new experiences and stories, when the wound closed, we discovered one another again. And we genuinely appreciated what we found. Now we cram in around tables to eat with one another in Commons, sit in the same chairs in the library and pack into house parties, for the booze, yes, but also because that's where we want to be. That's where our friends are.

And who are those friends? What is the foundation that this class rests on? We are characters, individuated and distinct: we rise before dawn to track birds, or recite the kings of England off-hand. We knit to keep our hands busy and go kayaking in December. We snort when we laugh. We wade in mudflats. We take jazz very seriously. Yes, we are characters whose individual passions bubble to the surface and direct the individual. We are characters, and the flux of our dynamic personality reflects that mix.

We would not have become such a nuanced, intricate, and passionate group without some help along the way. Our teachers' unflagging motivation and sacrifices for their students, their determination to challenge our ideas and make us, in turn, question our values and even dreams, gave us a sense of responsibility to and for our thoughts. The Corletts, the Dillons, the Halls, the Eusdens, the Farnsworths, and the Richters inspired and encouraged us to meet their ever-higher standards. They made thinkers of us when they forced us to think for ourselves.

But our teachers aren't the only ones to whom we owe thanks. Bates' staff and other members of the Lewiston-Auburn community at large make possible the Bates community we are so privileged to have been members of. From the Physical Plant workers who cleaned our houses to the local residents who, through their attendance at and participation in lectures, dances, and other events, deepened these occasions with the difference of their experiences, to the Commons workers who fed us as much with their cross-cultural perspectives as with their culinary expertise, the people of Lewiston-Auburn have played an indispensable role in the formation of our time at Bates. Their presence offers an experience that is mere blocks away, yet worlds apart.

Nietzsche tells us that we should be as a tree in the wind, unafraid of and even strengthened by the sort of adversity offered us by the vocal exhortations of our teachers and the more subtle challenges posed by differences of class and race. If anything has given us pause and offered us adversity as of late, it is our own conduct with respect to diversity on this campus. We know that whatever

one's ethnic, racial, national, economic or political definitions are, communication with people alien to one's self is essential to a fuller understanding of that self, especially for white students of privilege.

Although we are grateful to Bates for trying to foster a multicultural environment, we challenge it to live up to its ideals of diversity and acceptance and ask itself whether there truly exists an adequate plurality of opinions, cultures, races, and socioeconomic statuses on campus.

Just take a moment and look around and you'll notice how white this campus really is. How Commencement Weekend often resembles a Volvo convention. And how when you finally locate Daddy, he's probably somewhere in the library thumbing through *The New Yorker*. That's not to level *ad hominem* critiques on our shared backgrounds. I too like to boast of my periodical prowess and my yearning for imported cars. Nor is it to say that everyone in this room comes from the same place or shares the same tastes. But let's be honest with each other; Bates is profoundly homogenized, like milk. We must stop and ask ourselves: how does this homogeneity of thought, class, and race affect our growth as persons and our education outside of the classroom?

As seniors, we reflect on how our abroad experiences have enabled us to grow and helped us discover our true identities. By immersing ourselves in different cultures many of us have left our comfort zones and tried new things. But how often have we been forced to leave our comfort zones while on campus — enveloped by that intangible yet ubiquitous Bates bubble?

We understand that Bates values diversity and tries to do everything it can to provide the best atmosphere of learning and character development. Last March, Bates announced an ambitious plan to apply for a grant from the Mellon Foundation to improve diversity on campus. We applaud these efforts and recognize them as a formal perpetuation of our progressive ideals, and we hope that Bates follows through with this plan and recognizes that increasing diversity is not just good for the College's image, but necessary for the development and growth of its students as well.

And as the challenges facing our College continue to change, so too do our ideals evolve to meet them. Last November, Bates announced that it will henceforth purchase its entire electricity supply from renewable energy sources in Maine. As a community, we commend this. And as each member of our class individually prepares to leave with our own Bates memories, we collectively leave behind a fund to support Bates' dedication to green energy. To remember this donation, our class will plant a grove of trees outside of the new Commons.

Surely Nietzsche wants us to be like trees in the wind, but it is unlikely that our class will be as rooted as the ones in our grove. Professors pushed us to dive deeper with our thoughts and now, in turn, we will push ourselves to recognize how these passions, this knowledge, these skills will be useful beyond the shadow of the trees here on the Quad. Our classmates have developed the strength worthy of positions on the U.S. Olympic team. Others traveled abroad and will return as members of the Peace Corps. Others will Teach for America or design cars for Nissan. Many will graduate with passions founded here that do not directly translate into post-Bates plans. While writing a thesis we were deeply invested in topics like climate change and clamshells, but never lost sight of big dreams to act on Broadway. Bates is a product of its people — and though we scatter in all directions, we will take lessons and memories of that product with us.

Early classes made time capsules of their times at Bates and filled them with physical reminders of their experience, things like dance cards, felt banners from Winter Carnival. They buried the canisters and planned to unearth them later, to recapture in old age talismans of their life in this place. Suppose we were to make one — right now — what would we include? The obligatory Nalgene, a flier about the transition to green energy, perhaps a can of Beast for a joke. But the glow beneath the library terrace during the Eighties dance, the din of Commons at noon, the stranger going run-run-glide across the ice-covered track — the sights and sounds which so define us would be lost in the process.

It's doubtful, really, that for us, a time capsule would be a satisfying mode of remembrance. Rather, we will look to one another in years to come. The alumni notes in *Bates Magazine* — filled with descriptions of travel and volunteering, our passions in practice — will be a better testimonial to the people we were, the way Bates was for us, than a yellowed flier recalling a Class Hayride. At random, and inevitably, we will reconnect — excited, animated moments in planes, the produce aisle, at Bates itself — and in our conversations we will recover the passion and enthusiasm that so defined us.

**An Offering in Song**  
“Praise the Source of Spirit and Learning”  
(Unitarian Universalist hymn, adapted by Rachel C. Herzig)

*Baccalaureate Choir:*  
*John H. Corrie, director*  
*Brad S. Oriel, coordinator*  
*Alexander Z. Smith, piano*

**An Offering in Being**  
“Graduation Pledge of Social Responsibility”  
*Hannah E. Johnson-Breimeier*

**Addresses**  
*Katharine M. Nolan*  
*John F. Phelan*

**An Offering In Motion**  
“Walk On”  
Collaboratively choreographed by all the dancers  
(*Music by Welcome to Florida, including drummer Jonathan Z. MacMartin*)

*Baccalaureate Dancers:*  
*Elizabeth J. Sheridan-Rossi, coordinator; Ann M. Bartkowski; Lauren A. Kawana;*  
*Nicole H. Moraco; S. Fisher Qua; Chelsea A. Tryder; Julie D. Yeterian*

**Address**  
*Elaine Tuttle Hansen*

**Blessings for the Journey**  
The Sikh Tradition  
“O Mind”  
By Rag Gujri Mahala 5 (Fifth Guru)  
*Sasha Malik*

The Buddhist Tradition  
“Refuge Prayer”  
By Thich Nhat Hanh  
*Ariel R. Rosenberg*

The Christian Tradition  
“A General Thanksgiving”  
(Adapted by Jessica A. Edgerly from *The Book of Common Prayer*)  
*Jessica A. Edgerly*

**\*In All Our Voices: A Benediction In Song**  
“Now Our Meeting Is Over”  
(Shaker hymn, adapted by Rachel C. Herzig)

*The Baccalaureate Choir:*  
*John H. Corrie, director*  
*Brad S. Oriel, coordinator*  
*Alexander Z. Smith, piano*

*All are invited to sing together, led by the Baccalaureate Choir.*

Sisters, now our meeting is over.  
Brothers, we must part.  
And if I never see you anymore,  
I will love you in my heart.  
Yes, we leave to explore.  
Yes, we leave to explore.  
Yes, we leave to explore.  
Yet are bound forever more.

**\*Recessional to the Ivy Ceremony**  
“*And Forward Again*”  
(Alexander Z. Smith, composer)

*Baccalaureate Trio:*  
*Alexander Z. Smith, coordinator and keyboards*  
*Chelsea M. Cook, cello*  
*Matthew S. Lambek, piano*

*The Class of 2006 recesses.*  
*All guests follow the Class toward the Campus Avenue side*  
*of Carnegie Science Hall for the brief Ivy Ceremony.*

*\*If you are able, please stand.*

# Members of the Class of 2006 Participating in the Service

## *Class Officers*

Katharine M. Nolan  
John F. Phelan

## *Wisdom and Blessing Readers*

Ariel R. Rosenberg, coordinator  
Aarjan Dixit  
Jessica M. Dumas  
Jessica A. Edgerly  
Jeremy H. Fisher  
Sasha Malik

## *Litany Authors and Readers*

James A. Liddell, coordinator  
Megan L. Hamilton  
Emily A. Hoffer  
Benjamin P. Lebeaux  
John C. Mulligan  
Vanni T. Thach

## *Baccalaureate Choir*

Brad S. Oriel, coordinator  
Hayley M. Anson  
Holly A. Bales  
Christine O. Beckwith  
Erin V. Culbreth  
Emily S. Davie  
Diana M. Gauvin  
Matthew R. Gerety  
Carolyn B. Greco  
Meghan D. Helliesen  
Tiffany L. Kasper  
Fei Liu  
Daniel T. Masterson  
Takeshi Morita  
Amanda M. Mullens  
Chien Nakayama  
Maureen F. Noble  
Toshiko Odaira  
Catherine L. Reedy  
Elizabeth M. Santy  
Anna J. Skeele  
Rachel E. Sorlien  
Erika Tanaka  
Kristina S. Ten Haagen  
Michael R. Williams

## *Baccalaureate Trio*

Alexander Z. Smith, coordinator  
Chelsea M. Cook  
Matthew S. Lambek

*Baccalaureate Folk Ensemble*

Sarah Mazur, coordinator  
Daphne R. Braden '09  
Stuart C. Johnson  
Valerie A. LaRiviere '07  
Nicole C. Ritchie '09  
Rachel E. Sorlien

*Baccalaureate Dancers*

Elizabeth J. Sheridan-Rossi, coordinator  
Ann M. Bartkowski  
Lauren A. Kawana  
Nicole H. Moraco  
S. Fisher Qua  
Chelsea A. Tryder  
Julie D. Yeterian

Jonathan Z. MacMartin, drums, Welcome to Florida

*Art Exhibit Creators*

Cynthia A. Mauer, coordinator  
Christine A. Chmura, coordinator  
Brad S. Oriel  
Yoongi Yang

*Social Responsibility Pledge Authors and Organizers*

Hannah E. Johnson-Breimeier, coordinator  
Ariel R. Rosenberg, coordinator  
Aliza R. Luft  
Christopher F. Petrella  
John F. Phelan

**Officers of the College Participating in the Service**

Elaine Tuttle Hansen, President  
Rachel C. Herzig, Acting Director, Office of the Chaplain

**Special Thanks to**

William A. Bergevin, Landscape Coordinator, Physical Plant  
Camille A. Buch, Manager of Design Services, Office of Communications and Media Relations  
John H. Corrie, Director, College Choir and Lecturer, Department of Music  
Martha S. Deschaines, Office Coordinator, Office of the Chaplain  
Doug Hubley, Staff Writer, Office of Communications and Media Relations  
Roderick Nario, Intern, Office of Communications and Media Relations

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