

MINERVA

a publication of

THE HONORS COLLEGE AT THE UNIVERSITY OF MAINE

2003



THE COLLEGE'S FIRST GRADUATES

THE "HONORS CAMPUS"

THE INAUGURATION!

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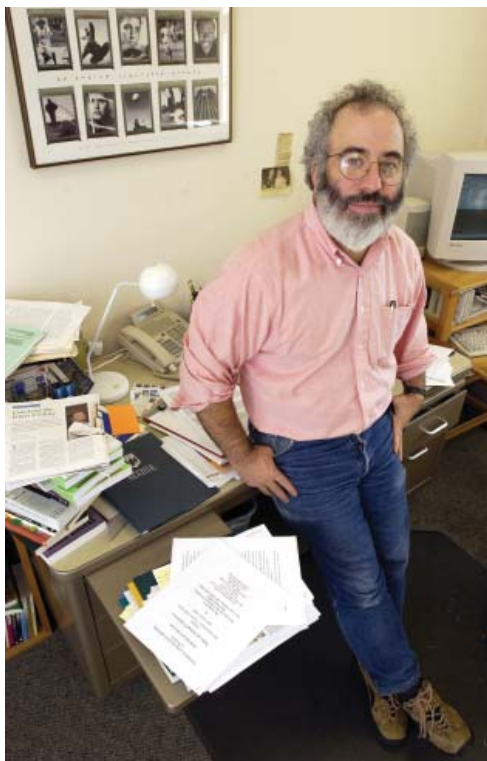
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front cover: Colvin Hall in the summer
back cover: Gathering at the Washington Monument

A member of the
University of Maine System



FROM THE DIRECTOR



Annus Mirabilis

For the past six years, I have been fortunate in a number of ways. I have interacted with many incredible students and many dedicated faculty members while directing the University of Maine's Honors Program and, as of 1 August 2002, The Honors College at The University of Maine. In addition to teaching, I have also had the opportunity to present several lectures each year in the Honors 201-202 sequence, *The Sciences and Western Culture*.

Two talks I presented several times were based upon the readings in the Newton and Einstein "weeks" of Honors 201 and 202, respectively. Both Isaac Newton and Albert Einstein are often described as having a so-called "annus mirabilis" or "miracle year" (you now know at least 50% of my Latin vocabulary). For Newton, the year was 1666 (or alternatively, the anni mirabili of 1665-67, though, in fact, probably neither ascription

is entirely accurate), when he is said to have developed both the differential and integral calculus, created his theory of light and color, and provided a physical explanation based on universal gravitation for Kepler's Laws of planetary motion. In Einstein's case, in 1905, he indeed did publish three extraordinary papers, on Brownian motion, the photoelectric effect, and special relativity. Thus, Newton and Einstein each, in an annus mirabilis, provided the impetus to revolutionize the entirety of the physical understanding of our universe.

A common element in my theses for both of these talks was that the paradigm-shattering work was done, or at least crystallized, outside of the contemporary academic setting. Newton was sent home when Cambridge University was closed on several occasions because of the plague. From 1902 through 1908 Einstein was employed at the Swiss Patent Office. I argued that a certain distance from the "received view" was necessary to allow for the expression of the genius we now see in each annus mirabilis.

The analogy is not exact, but I think of this past academic year, 2002-03 as an annus mirabilis for Honors at The University of Maine. As you will read in the pages that follow, the nature of Honors significantly changed during this year; that change encompassed structural modifications, curriculum innovations, and enhanced academic and cultural opportunities. Truly, it has been a revolutionary time. And while not outside the academic milieu, I like to think that The Honors College provides opportunities for students and faculty to explore innovative and non-traditional approaches to education, ideas that often find their way into other academic settings across campus.

We are off to a tremendous start, and we are equally excited about the future. I hope we can share some of that enthusiasm with you in this first issue of *Minerva*, the annual publication highlighting the graduates and news of The Honors College at The University of Maine.

Charlie

Charlie Slavin, Director

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www.honors.umaine.edu

T H E H O N O R S C O L L E G E A T

I N A U G U R A T I O N

2 6 T H O F O C T O B E R 2 0 0 0

Our honors college would offer UMaine students the best of both stellar academic worlds—the focus, intimacy, and challenges of the best liberal arts schools, as well as the breadth of academic diversity, co-curricular and extra-curricular activities, and exposure to graduate-level education and populations that are part of a land-grant university experience. Honors Students would hold “dual citizenship” in the college of their discipline and in the Honors College.

- President Peter Hoff 2000



Dr. Cliff Rosen

Our society - and its security and prosperity- depend on citizens of peoples, cultures, and conditions, and who have the skills to work with others, use technology effectively, complete projects successfully.

One way we intend to provide that experience is through expansion of the Honors program, by the way--to create an Honors College. This college will draw students from across the disciplines. The curriculum and format will be unique that they could find anywhere. Honors will integrate academic and co-curricular program like this exists in Maine.

- President Peter Hoff 2001



View from the steps of Colvin Hall



Barbara Ouellette & her crew of Honors Students

T H E U N I V E R S I T Y O F M A I N E

R A T I O N

T O B E R 2 0 0 2



Charlie Slavin gives his welcome address

s and leaders who understand the history and perspec-
lls to solve problems creatively, communicate and work
essfully, and adapt to rapid change in a global society.

ding our current honors program--one of the nation's old-
be interdisciplinary, bringing together ideas and perspec-
ll challenge select students as rigorously as any program
and research programs outside the liberal arts. No other



Arline Thomson
& Sarah Paul



President Peter Hoff



Bill Leitch, Robert Kennedy, Cliff Rosen & Peter Hoff



Betsy & Bill Leitch

The transformation of our venerable Honors Program into a full-fledged Honors College this year represents a cornerstone of our focus on quality. Along with the strong academic programs in each of our colleges, The Honors College sends a message to prospective students that they can have as challenging and productive an academic experience here as at any college or university in the country-and at a fraction of the cost.

- President Peter Hoff 2002



Photo by Toby Hollis

At Least **One Thing in Common**

by Emily Ann Cain '02

*E*very summer first-year college students across the country wait anxiously for the information about their roommate(s). They lose sleep worrying about what s/he will look like, act like, and even smell like! They wonder about study habits, social habits, and if they will become lifelong friends.

Honors students at UMaine have the same worries about their roommate(s)-to-be, but if they



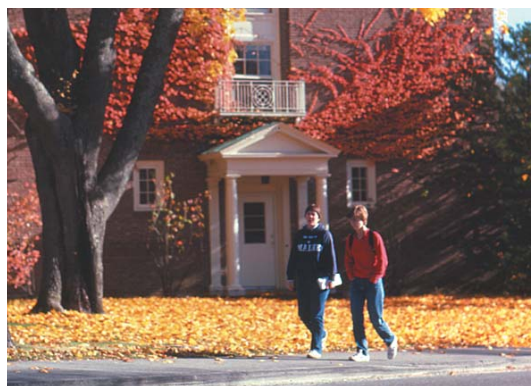
choose to live in Honors Housing in Colvin Hall or Balentine Hall they know they have at least one thing in common with their roommate(s) and everyone else in the building: Honors.

Since the Fall of 1999, dedicated Honors Housing has been offered as an option to students in The Honors College (then the Honors Program). Starting with the 38 spots in Colvin Hall, overwhelming interest encouraged expansion to portions of Stodder Hall in Fall 2000, where another 75+ Honors students created another living-learning environment. With the Class of 2007 entering this year, Balentine Hall became an Honors residence, creating 80+ more spots of Honors Housing at UMaine. While many of our Honors students continue to live in Stodder Hall and all across campus, the proximity of Balentine Hall to Colvin Hall provides tremendous opportunities for synergy.

The students in Honors Housing represent all years and a cross-section of majors from every college on campus. Both

of the Resident Assistants in Balentine Hall and also the Senior Resident Assistant in Colvin Hall are members of The Honors College; they are trained to deal with a variety of problems and issues facing our undergraduate students. The collaboration between The Honors College and Residence Life and Programs has strengthened the living-learning atmosphere of Honors Housing.

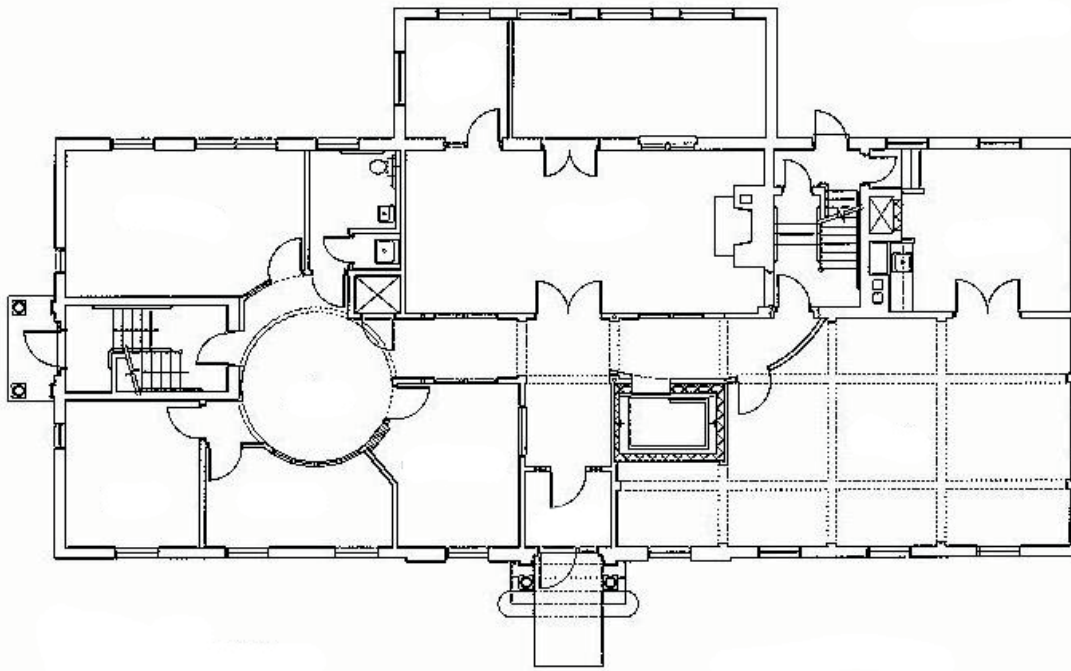
This atmosphere is conducive to socializing, studying, and building friendships while simultaneously offering these similarly-motivated students support, beginning with their first-year Honors preceptorials and progressing through the writing of their Honors theses. The same philosophy of multiple perspectives as a key part of life and learning that is grounded in the Honors experience is supported in the



Honors residence environment.

It is not a requirement to live in Honors Housing while a member of The Honors College. The Thomson Honors Center in Colvin Hall and the Honors programmatic spaces in Balentine Hall are open to all Honors students twenty-four hours a day. Students are encouraged to take advantage of this “Honors Campus” as a place to study and socialize, bringing together all members of the Honors College community.





COLVIN HALL & THE THOMSON HONORS CENTER

*I*n 1998 the University of Maine and its Honors Program launched an exciting venture in designing, building, and populating a complete living-learning facility for the Honors community. The expansion of the Memorial Union and the age of the original Thomson Honors Center precipitated the decision to demolish the original Center (<http://www.honors.umaine.edu/community/photoalbum/demolition.htm>) and to renovate historic Colvin Hall as a new home for both the Thomson Honors Center and a residence for Honors students. Colvin Hall, named for Caroline Colvin, Ph.D., chair of the History Department from 1906 to 1932 and the first Dean of Women at the University of Maine, was built in 1930 and previously served as a residence hall for approximately 40 students.

Renovations began in Colvin Hall in the Spring of 2000. The work on the first floor, the Thomson Honors Center, was completed in April 2002. The Center is a true multipurpose facility that blends tradition with innovation. Classes are held each day in the Professor Mel Gershman Seminar Room, the Class of 1953 Studio-Classroom, and the Class of 1955 Thesis/Reading Room. The staff is housed in the Professor Ulrich Wicks Office Suite. Students and faculty interact informally in the Professor Cecil J. Reynolds Library, the Leitch Commons, and the Bodwell Cafe-Conference Room. Through a collaboration with the Department of Art, each year a student is awarded the opportunity to exhibit artwork in the Professor Ronald Levinson Gallery.

The Honors Center is the hub of our living-learning endeavors. All students in the Honors College have access to the Center on a twenty-four hours a day, seven days a week basis. Students can take advantage of the comfortable working spaces, the microwave and coffee maker in the cafe, and the computers and tv/vcr/dvd units scattered about. Additionally, wireless internet access is available everywhere in the Center. There is always something going on!

The Honors College continues to work toward completing the renovations of Colvin Hall, which will include restorations of student living spaces on the second and third floors. A makeover of the basement to include a common area, a kitchen, television lounge, and laundry facility will be completed in the Spring of 2004. Plans for a renovated fourth floor call for a visiting scholar's suite named for Senator Margaret Chase Smith and the Professor Oscar Remick Student Forum.



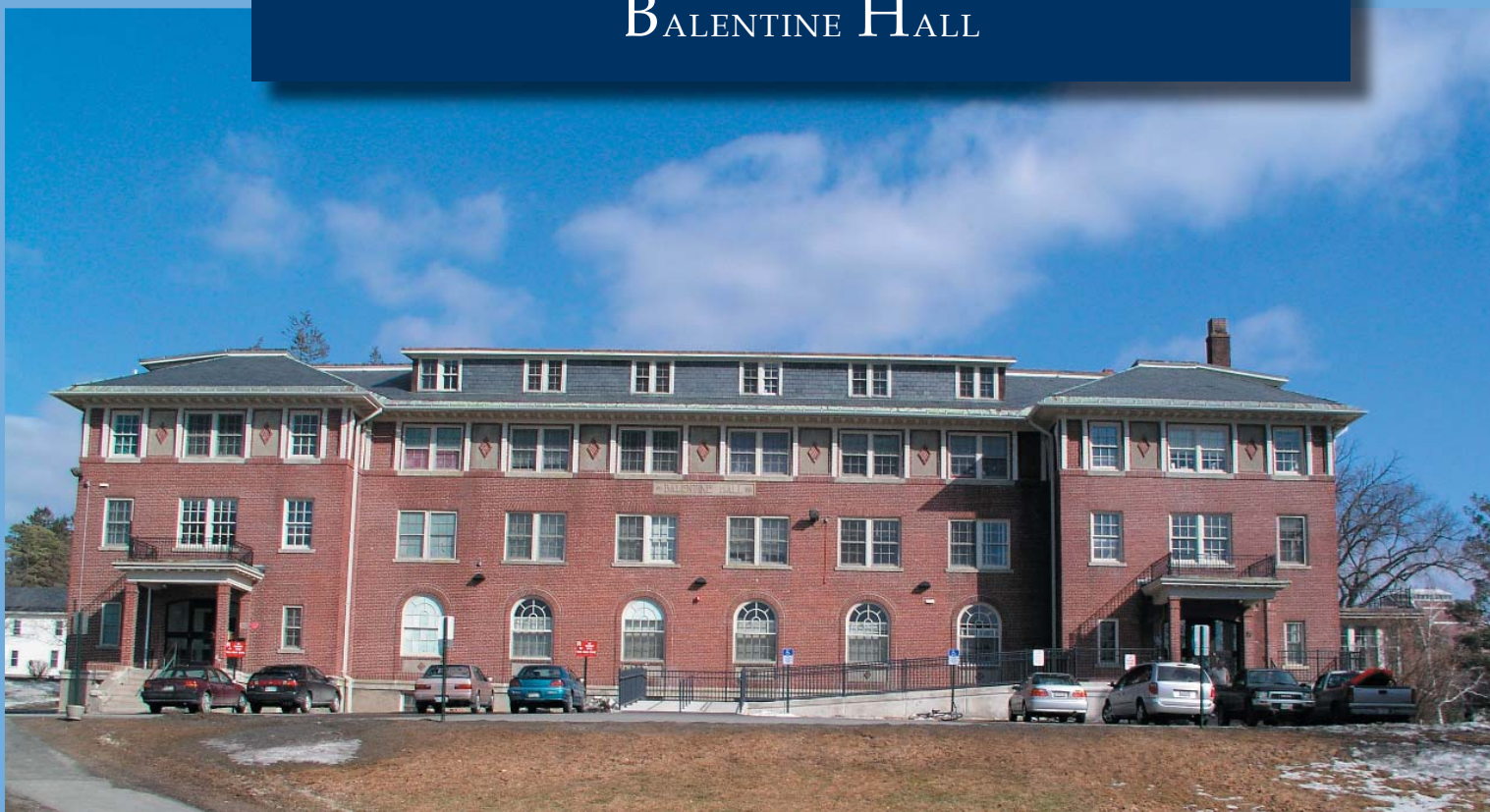
*B*alentine Hall, the oldest residence on campus, was built 15 years before Colvin Hall in 1915 and re-opened in the Fall of 2003 as a dedicated, co-educational Honors residence after almost 90 years as an all-women's residence hall. Certainly one of the most elegant buildings on campus, the opportunity to partner Balentine with Colvin Hall as the second part of the "Honors Campus" is an exciting venture. With the first-phase of a three-phase restoration project complete, Balentine Hall now houses approximately 85 Honors students as the second in our family of Honors Living/Learning facilities.

Honors preceptorials are held in the beautiful sun-room on the south end of the building and the adjoining vintage common room maintains the grandeur of the original building style while providing comfortable space for meetings and studying. Echoing the model developed for Colvin Hall, Honors College students may use these common spaces along with the basement of Balentine on a 24/7 basis.

Students are busily planning ways to make use of the spacious basement areas. Ideas include a library/study space, an art studio, a music room, a dark room, and/or a recreation room. A subcommittee of the Honors Student Advisory Board is collaborating with the Hall Governing Board of Balentine to develop a working plan. The fourth floor of Balentine remains unfinished in the first restoration phase but will, in later phases, become office space and conference rooms.

With an eye on maintaining the beauty of the original Balentine Hall, ongoing Honors development efforts seek to support the Honors College portions of the second and third restoration phases and to continue the synergy developing between Colvin and Balentine Halls.

BALENTINE HALL



INTEGRATING NEW CURRICULUM

Since 1935, Honors at The University of Maine has developed and maintained a strong interdisciplinary curriculum taught in small and personal class settings. As we made the transition from program to college this past year, revisiting and improving the curriculum was a goal of utmost importance.

When The Honors College was conceptualized, the Director, along with other key administrators, felt that it was important to convey to the University community that we were not merely changing our name but also providing new challenges and opportunities for our students. In 2000, members of the Honors faculty convened to work on modifying the first- and second-year course curriculum. The result is a new four-semester sequence entitled *Civilizations: Past, Present and Future*.

The core material of the new course sequence involves a chronological trajectory of primary texts (both written and visual) beginning with the ancient Sumerian text *Innana*, and ending with Noam Chomsky's *On Power and Ideology: The Managua Lectures*. The *Civilizations* sequence stretches over two years, and Honors students enroll in one course per semester, beginning with HON 111 and following up with HON 112, HON 211, and HON 212.

When constructing the new curriculum, the faculty incorporated several new ideas. To provide some time and

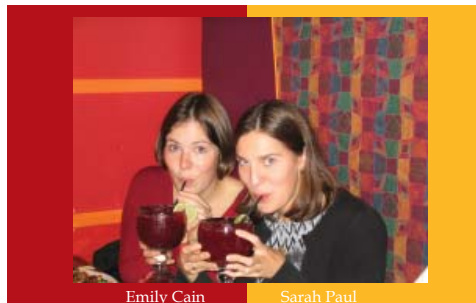
academic space among the many primary texts included in each semester, they instituted one or two interlude weeks in each course. During these interludes, faculty members could spend extra time covering a lengthy text or introduce new material of their own selection.

The faculty also advocated two other major additions. The first was a comprehensive reader on world history that would provide contextual support for the primary texts

that are used in the course. The second was the requirement that each semester would include one or two weeks in which the texts would be visual, using either still images or video to explore architecture, art, and film.

The 2002-2003 academic year saw the initial implementation of HON 111 and 112. It was by all accounts a success. This first cohort of Honors College students received the course well, and we had a remarkable 73 percent carryover of first-year students into the second year. Throughout the year, the Honors faculty continued to meet to discuss further syllabus changes, to share what worked successfully in the classroom, and to finish the development of HON 211 and HON 212, the final two semesters of the sequence to be introduced in the 2003-2004 academic year.

Currently, several faculty members are working on a proposal for an Honors Science sequence. This new sequence would provide an opportunity for Honors students, particularly outside the fields of science and engineering, to explore an integrated approach to studying science in keeping with the Honors College philosophy of active learning in small class settings.



SAMPLE CURRICULUM GUIDE SHEETS

At the beginning of August 2002, the first pair of Honors Associates, Emily Ann Cain and Sarah Paul, diligently worked to create sample curriculum guide sheets that present an integrated eight semester sequence combining the requirements for Honors with the requirements for each of the 150+ majors on campus.

Throughout the year, the sample guide sheets were distributed to departments across campus under the premise that we would work with the department chairs to seek their approval for our work and also provide faculty with an update about the changes made to The Honors College curriculum itself. Once faculty approval was granted, the sheets were made available to students on our web site at <http://www.honors.umaine.edu/curricula.htm>.

The project will continue throughout the 2003-2004 year, as several of the guide sheets are still pending departmental approval.



GENERAL EDUCATION REQUIREMENTS AND HONORS

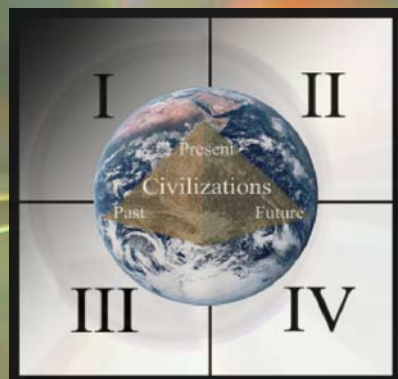
Perhaps the most significant change that accompanied the new Honors College curriculum, instituted in the 2002-2003 academic year, was the agreement that all Honors students, upon completion of the Honors core curriculum (the *Civilizations* sequence along with an Honors tutorial), will have met a very significant portion of the University's general education requirements. These include the Human Values and Social Contexts, Ethics, college composition, and writing-intensive outside-the-major requirements, but exclude the mathematics and science requirements.

The Honors College has been working to make use of current technologies to better serve our students. The fall of 2003 became the inaugural semester for our *Civilizations* CD-ROM a project which included the assembly and distribution of required and supplemental course material on disc.

The Honors also grew and with the College. virtual open house, of all our sample searchable database written in Honors were completed in is dedicated to that make up

tions sequence. We have tried to provide as much information as we can to help our students, alumni, and visitors stay up-to-date and informed.

www.honors.umaine.edu/civilizations



College website developed along It now includes a online copies curricula, and a of all the theses since the first four 1937. A subsite the four courses the *Civiliza-*

Along with the six computers distributed throughout the Honors Center, students and faculty also have access to laptop computers, projectors, digital cameras, and printers. These resources have enabled members of the Honors community to work more efficiently, communicate more effectively, and have more fun. Future plans include developing an alumni email service, stream- expanding our electronic provide full-text capabilities.

Recently, we have introduced wire- less internet service throughout the Honors Center. This also provides the additional benefit of some con- nectivity on the upper floors of Colvin Hall as well as the basement areas. The plan is to provide the same service in the classroom and Honors College common areas of Balentine Hall prior to the start of classes in Fall 2004. This connectivity provides students and faculty more flexibility for presenta- tions and classes as well as greatly increasing the internet capacity of these areas.

EXPANDING
TECHNOLOGIES

For ten years, from 1992 through 2002, the University of Maine chose a Class Book. This initiative, beginning with Stephen Jay Gould's *Hen's Teeth and Horse's Toes* and ending with Stephen King's *Hearts in Atlantis*, provided first-year students with a common intellectual focus. In addition to its use in English 101, other faculty members were encouraged to use the Class Book in their courses, and administrators from academic affairs to student life were encouraged to incorporate the Class Book in programming and campus events. Since the impending passing of the Class Book initiative coincided with the inauguration of the Honors College, we chose to introduce the Honors Read to capture some of the energy and excitement of the Class Book and to provide a common intellectual experience for incoming Honors students.

Feeling strongly that the Honors Read should be chosen by Honors students, I instituted the Honors Read Tutorial in the Spring of 2002. Eight students enrolled; they agreed to develop criteria, read and analyze several of the eight books under consideration, and apply those criteria in deliberations leading to the selection of the Honors Read. The eight books that made the "final cut" were selected during the first meeting of the Tutorial from the fifteen nominated by members of the campus community responding to a call for nominations. These eight finalists formed the reading list for the major part of the tutorial.

Without question, this tutorial, first in Spring 2002 and each year thereafter, has been one of the most rewarding teaching experiences of my twenty-year academic career. The decision is

left entirely in the hands of the students (the Class Book was chosen by a committee consisting primarily of faculty members), and they certainly rise to the occasion, knowing that over two hundred students and twenty-five faculty members will be reading the text they select. Their analyses are insightful, their decisions careful, and their discussions appropriate and thoughtful. The high level of respect and professional atmosphere in those classrooms made facilitating the deliberations a true pleasure.



'06 *Honeymoon in Purdah*

'07 *Guns, Germs, and Steel*

'08 *Living Downstream*

The students in the first Honors Read tutorial chose two books – Alison Wearing's *Honeymoon in Purdah* which was provided to the Class of '06 and Jared Diamond's *Guns, Germs, and Steel* for the Class of '07. The second tutorial chose Sandra Steingraber's *Living Downstream* which we will distribute to the Class of '08 during this summer's New Student Orientation. This year's tutorial is currently considering eight nominations for the Class of '09.

We have asked three of the students in the initial Honors Read Tutorial, Sarah Penley '04, Isaac Record '03, and Moira Reilly '04, to share some of their

experiences and reactions. In their words, here are some of the highlights of the experience:

Selection Criteria

Our criteria were 1) Universal appeal, 2) easy/enjoyable read, 3) important message, 4) challenge beliefs, and 5) provide a segue-way into the Honors curriculum. We devoted one or one-and-a-half class periods to developing these criteria, which we settled on fairly easily. Everyone took an active role in class discussions, which resulted in a very positive and successful experience. (Moira)

[The Honors Read] should provide students with an introduction to what Honors is all about and relate to the various readings within the first-year curriculum. In order to spark interest and discussion, it should say something both important and controversial. Our criteria for evaluation were quite comprehensive in defining how a book might be an appropriate Honors Read. But to me, the most important factor in looking at each of the books was the capacity for the reader to develop a personal connection (a relationship, if you will) with the text. (Sarah)

Meeting with the Nominators

The books we read were nominated by professors, students, alumni, and other interested parties. All of these people had a deep attachment to the book they nominated. Perhaps the most interesting and most exciting part of the Honors Read is that we invited the nominators to join a portion of our class discussion. It is a rare occasion when such an interdisciplinary group of students and faculty can find anything to discuss, and here was just the solution. The usual power dynamic was shifted: now it was the faculty member who nominated the book who had to convince the class that the book was worthwhile. (Isaac)

The Tutorial

Everyone who participated in the Honors

Read did so purely because they wanted to. Our professor offered guidance when we asked for it (and when we needed it), but generally left the structure up to us. This freedom resulted in our class being far more discerning in our eventual decisions; we understood not only the criteria we had chosen, but the reasoning behind those choices. We had the freedom to change our minds. (Isaac)

I have never experienced such a high level of enthusiasm about reading in my academic career, both in myself and among my peers. We seldom had trouble filling the two and a half hour class session with debate and discussion, and we often went beyond the scheduled class time. I always came away from class energized and enthusiastic for the next book. (Sarah)

Deliberations

The eight of us debated for hours without resolution. Fortunately, we were able to turn to our "last resort." We would choose both books— for 2002 and for 2003—leaving the next year's Honors Read tutorial to choose a book for 2004. (Sarah)

Overall impressions

The Honors Read was one of the most rewarding courses of my college career. (Isaac)

It was the best class I have taken at UMaine. (Moir)

I originally signed up for the Honors Read because I found myself slipping out of my habit of reading. I found that classes kept me too busy to do the reading I always meant to do, and so I determined that the solution was to take a class that required me to do some of that reading. Where else could I read great books, meet interesting new faces and perspectives, and wind up with a bunch of new friends? (Isaac)

I came out of the Honors Read with more

than a few rewards. I read and discussed in depth five excellent books and added three more to my reading list. I had the opportunity to develop my critical writing skills in a relaxed environment with positive feedback. I got to know my classmates better, and I now count many of them among my closest friends. (Sarah)

A Final Word

*As an orientation leader, I had the unique experience of giving incoming students a preview of last year's Honors Read, *Honeymoon in Purdah*. Then in the fall, two other students from my tutorial and I gave a brief presentation to the class during their first Honors lecture. It was really rewarding for me to get their feedback about *Honeymoon in Purdah*, and listen to the discussion they generated. (Moir)*

MCA COLLABORATIONS

For our first-year students, it is our pleasure to offer a performance event in the fall in collaboration with the Maine Center for the Arts. In the Fall of 2003, for instance, we offered a performance of *Othello* by the Aquila Theater of London followed by a reception in the Bodwell Lounge. We are proud to be able to offer this opportunity as a welcome for our first-year students and their preceptors to the beginning of their academic expedition. As our fourth-year students prepare to graduate, we celebrate their accomplishments with a spring event where they can interact with their advisors outside of the academic environment and enjoy a quality performance and a delicious reception in collaboration with the MCA. It is our distinct pleasure to support these celebrations for both our new students, just beginning, and also for our graduates, finishing their journey.

Visit the MCA at <http://www.ume.maine.edu/~mca/>

I believe that giving students the opportunity to experience these productions is very important in helping students to expand their horizons and appreciate a wider range of artistic expressions.

- Professor Steven Cohn, Honors Preceptor and Professor of Sociology

*It's essential for students studying written texts in the classroom to experience first hand how a text becomes a live performance. This year's presentation of Shakespeare's *Othello* is an especially good example... High School and UM students watched a nationally renowned company of professional actors bring to life the work of the Western world's best known dramatic writer, many for the very first time.*

- Steven Wicks, MCA Education & Outreach Coordinator & Lecturer in English

THE HONORS READ

The first two years of the Honors Read have been a tremendous success. We hope that we have established a tradition that will carry on for many years to come. We welcome nominations for the Honors Read from all of our alumni and friends.

- Charlie Slavin, Director



Isaac Record is a recent Honors graduate in Electrical Engineering and Computer Engineering with a minor in Philosophy.

Moir Reilly is a senior in Psychology. She defended her Honors thesis in December 2003.



Sarah Penley is a fourth-year student in History and Political Science. She completed her Honors thesis last year in Political Science.

"The intense supervision of my Honors thesis was the most important academic experience of my life. My advisor's personal guidance and insistence that I couple precise research with creative and original thought has served as a benchmark for me for over thirty years."

Jim Tierney



TIAA-CREF

Distinguished Honors Graduate

Lecturer 2001-2002

Jim Tierney '69 (Political Science)

Thesis: The Presidential Campaign of Eugene J. McCarthy
October 1967-July 1968 (Advisor: Robert Thomson)

Hometown: Lisbon Falls, Maine

Attorney General of Maine, 1980-90; Member and Majority Leader of the Maine House of Representatives; Consultant to state Attorneys General (tobacco, Microsoft, internet privacy); Special Assistant to the Attorney General of Florida for the presidential recount

TIAA-CREF Distinguished Honors Graduate Lectureship

TIAA-CREF

Distinguished Honors Graduate

Lecturer 2002-2003

Carolyn Reed '72 (Chemistry)

Thesis: Studies Directed the Synthesis of
Certain Steroidal - Methylene-
Lactones

Hometown: Farmington, Maine

Director, Hollings Cancer Center, Medical University of South Carolina; Editorial Board of The Annals of Thoracic Surgery; Board of Directors of the American Board of Thoracic Surgery



"It was a wonderful experience! It gave me a chance to feel like I was going to a smaller college with more attention."

Carolyn Reed

Thanks to



for their generous support

Rezendes Ethics Essay Competition



Dennis Rezendes (seated) is surrounded by family members following the 2002-03 lecture at UMaine.

The Rezendes Ethics Essay competition invites undergraduate students to submit an 8-10 page essay focusing on any ethical issue or idea. A committee of several staff members reviews the essays and interviewed the candidates. The winner receives a \$2500 award, along with an original sculpture. This year's winner was John Bell, a New Media major from Corinth, Maine, who wrote an essay entitled "The Legalization of Physician Assisted Suicide."



John Bell and Dennis Rezendes

"I must say my positive 'juices' get activated when I get the opportunity to meet with some of the Honors College students. I say to myself 'Yes, Dennis, there is hope.'"

— Dennis Rezendes

Rezendes Visiting Scholar in Ethics 2003

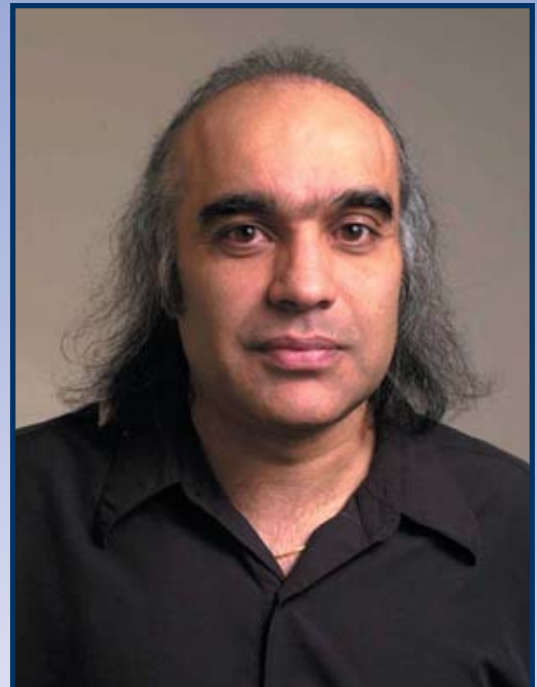
Sut Jhally, Professor of Communication from the University of Massachusetts, Amherst

Peace, Propaganda and the Promised Land: New Bias in the Israeli/Palestinian Conflict.

Professor Jhally presented both sides of the controversy as well as offered several solutions to the issue itself, while illuminating bias in the media coverage. The lecture was well attended by students, faculty, and community members alike.

"Unless we look at the situations within our world objectively and intellectually, we will instead be driven by our prejudices, our passions, and our ignorance."

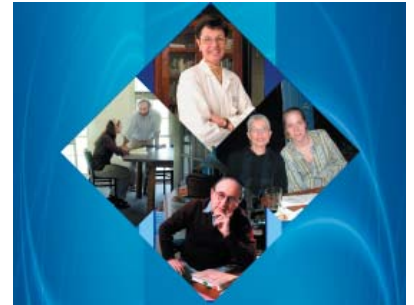
— Sut Jhally



Our heartfelt thanks to Dennis and Beau Rezendes for their initiation and support of the John M. Rezendes Ethics Initiative and the Jacqueline and Dennis Rezendes Honors College Fund as well as their encouragement of all our endeavors.

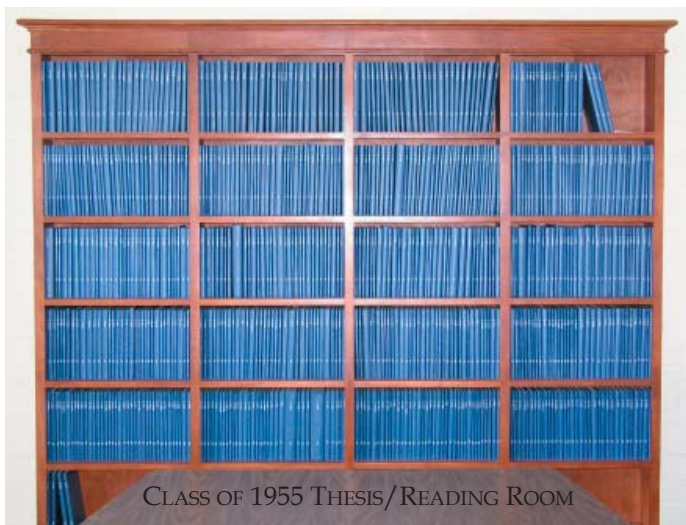
HONORS MENTORING

One of the newest ventures for the Honors College is the inception of a mentoring program. Because Honors draws students from every college at UMaine, we have graduates in every possible field creating a goldmine when it comes to mentors. The program is flexible, with mentors contributing whatever time and energy they feel they can invest—through the wonders of email, even distance does not have to be a barrier. The University of Maine's Career Center currently has a mentor program in place, and they have graciously allowed us to tap into their existing database. By flagging the alumni who are Honors graduates, they will enable our current Honors students to choose a match from that pool. Students will make an appointment with Barbara Ouellette, our Coordinator of Student Academic Services, who will contact the alumni/alumna with information on the student. Once permission is received, the student will be supplied with the graduate's contact information. Some students are looking for only a little guidance, while others may be seeking advice on careers, further education, or internship opportunities. Mentors may be willing and able to provide some internship possibilities or some leads on career choices. This program will be available to all our students, so there is a possibility of mentoring a student from their first year or of mentoring a student later in their undergraduate career. Honors graduates who are interested in participating in the Mentor Program should contact Barbara Ouellette (207.581.3264, barbara.ouellette@umit.maine.edu). ■■■



HONORS THESIS ARCHIVES

One of the first initiatives undertaken by the Honors Associates was to build a database which would include the names, graduation dates, thesis titles, thesis advisors, and majors of everyone who graduated from Honors since its inception in 1937. We decided to locate copies of each of these nearly 800 theses, photocopy them on archival paper, and have them bound; thus creating a tangible archive of the work done by the Honors graduates of the University of Maine. With the help of two work study students, photocopying theses began in earnest. We quickly learned that this was an extensive project: not only did many of the theses require spe-



cial handling due to their color, formatting, or age, (the photocopy repair person spent much time intimately getting to know our machine) but an accurate database of Honors theses required us to coordinate the list of theses housed in Fogler Library's Special Collections, the list of Honors grads at the Office of Student Records, and our own records. Fogler Library became our portal for binding theses. The day we received our first shipment felt like a birthday! Presents!

As a thank you to the Class of 1958 who supported our project, each of the theses in our library includes a recognition bookplate. Graduates interested in copies of their theses for their own library are encouraged to contact us. We will also be sending out thesis copy request forms soon for your convenience. ■■■



We thank these friends who have made substantial contributions to the development and growth of the Honors College.

Stanley C. Allain '61
Dr. Rupert P. Amann '53
Dr. Richard F. Barter '58
Patricia Ann Barter
David E. Bates '53
Ruth-Jean Bates
Dr. Cathleen M. Bauschatz
Dr. Paul C. Bauschatz
Bryce E. Bayer '51
Ronald E. Bishop '53
Barbara Higgins Bodwell '45
Russell Bodwell '44
George H. Bragdon '50
Patricia Murphy Bragdon '51
John C. Bridge '57
Charlene R. Bridge
Dr. David L. Bronson '69
Alton E. Brown '53
Margaret Bunker Brown '45
Barbara Mills Browne '47
Hon. Robert L. Browne '48
Clayton M. Burnell '53
Dr. Alfred A. Bushway '68
Esther McClain Bushway '70, '81G
C. Stuart Carroll '51
Jean Grindle Carville '54
Linwood L. Carville '53
Joanne Daley Clark '54
Ralph M. Clark '51
Class of 1945
Class of 1951
Class of 1953
Class of 1955
Class of 1961
Class of 1971
Madelene Howard Colter '53
Bernard Cope '58
June C. Couture '51
Raymond R. Couture '51
Paul B. Cronin '57
Louise Snow Cummings '51
Norman H. Cummings '51
Carolyn Bull Dahlgren '56
In Memory of Jasper D. Bull '51
Kenneth C. Dickey '51
Prudence Dickey
John K. Dineen '51
Susan W. Dineen
Carolyn Beckler Doolittle '51
Gene Drolet '53
Katharine Droulet

Mary Hastings Dumas '51
Robert M. Ehrlich '53
Dr. Philip H. Emery, Jr. '57
Sylvia MacKenzie Emery '57
Elizabeth Currier Eustis '55
Richard Eustis '55
Owen C. Fenderson '55
Bruce D. Folsom '49
Edwin Brant Fross III '53
Linda B. Gammons
Peter T. Gammons '61
Aram G. Garabedian '57
General Electric Fund
Carol Gelinas
Dr. Douglas Gelinas
Donald George
In Memory of Margaret Booker George '55
Gershman Family
James W. Gorman '58
David L. Hale '53
Marion Young Hale '54
Reginald E. Hall '51
Dr. Philip A. Hall '53
Helen Strong Hamilton '53
Hon. Robert S. Hargraves '58
Judith Bates Haynes '61
Peter L. Haynes '61
John W. Heyer '57
Donald Higgins '53
Claire Levasseur Hodgkins '51
H. Wendall Hodgkins '51
Claire Rusk Hoefel '57
Thomas P. Hosmer '58
Raymond Huang '45
Robert E. Hunter '53
Dione Williams Hutchinson '54
Dr. Frederick E. Hutchinson '53
Cornelia Proctor Jenness '61
Mary Atkinson Johnson '55
William D. Johnson '56
Allison A. Keef
Ralph C. Keef '55
Francis R. Keenan, Jr. '58
Patricia Benner Keenan '59
Sylvia Farris Keene '55
Weston C. Keene '55
Barbara Jane Kelly '58
Grace Wentworth King '45
Douglas E. Kneeland '53
Nancy Chase Koeritz '47
Dr. Leo E. LaChance '53
Anna S. Largay
Dr. Richard Largay '51
Thomas P. Laskey '53
Georgia D. Latti '57

Michael B. Latti '56
Ronald E. Leathers '53
Milton D. Leighton '53
Barbara V. Leighton
Betsy Pullen Leitch '55
William R. Leitch
Lawrence Marx III
Susan S. Marx
Muriel Bennett McAlister '55
Donald W. McGown '53
Margaret "Maggie" McIntosh '50
Lois Danzig McKown '58
Robert F. McKown '58
Cynthia Hawkes Meehan '57
George J. Meehan '57
Alan F. Merritt '58
Hilda Livingston Miller '51
Stanley J. Miller '49
James J. Mooney '51
Frances Sulya Moorman '71
Gary W. Moorman '71
Morrison Chevrolet, Ellsworth
Abbott K. Mosher '55
Kay Fletcher Mosher '56
Donna Thibodeau Mundy '71
James H. Mundy '65
Richard L. Newdick '53
Joanne M. Nyerges '51
Gloria Mae Oakes
W. Lloyd Oakes '53
Jane Padham Ouder Kirk '71
Beverly Pettengill Parsons '73
Dr. Robert L. Parsons '51
Roland W. Peters '53
Norma MacKenney Peterson '45
Clara E. Pickering
Frank E. Pickering '53
Barbara Swann Pineau '57
John Martin Pineau '58
Nancy Schott Plaisted '53
Dr. Elizabeth Ray '47
Dr. Oscar E. Remick
Paul Remick, Jr. '53
Dennis Rezendes '57
Jacqueline Beau Rezendes
Mary Maquire Riley '53
Dr. Clifford J. Rosen '71
Rebecca Abell Rosen '86
Norman R. Roy '53
James M. Scott '58
Ellen B. Shibles '61
Peter Shumway '53
Ruth Boerker Siegel '47
Dr. Charles P. Slavin
Allan L. Smith '53
Elizabeth Hibbard Smith '57

Leslie H. Smith '63
Dr. Donald Smyth '51
Elizabeth Luce Smyth '51
Douglas Soderberg
Frances Roderick Soderberg '57
Margaret Libby Standley '53
Peter G. Standley '55
Charles V. Stanhope '71
Edric P. Starbird '56
Maryanne Holt Starbird '58
Valerie Smith Stimpson '51
Thomas C. Sullivan '55
Constance Lincoln Sweetser '52
Richard W. Sweetser, Sr. '51
Arlene K. Thomson
Harmon Thurston '51
Maxine Dresser Thurston '53
Theodore C. Tocci '53
Robert V. Touchette '53
Miriam K. Wade
Ormand J. Wade '61
Dr. David G. Ward '57
Lois A. Whitcomb '57
Peggy Given White '53
Dawn Miller Woodbrey '53
Dr. Henry K. Woodbrey '53
Cynthia Rockwell Wright '58



Our sincerest gratitude we owe to Bill and Betsy Leitch whose generous support of the Honors College have allowed our student's academic experience to be uniquely impressive and fulfilling.
Thank You!

G

rab your bags and let's go!!!

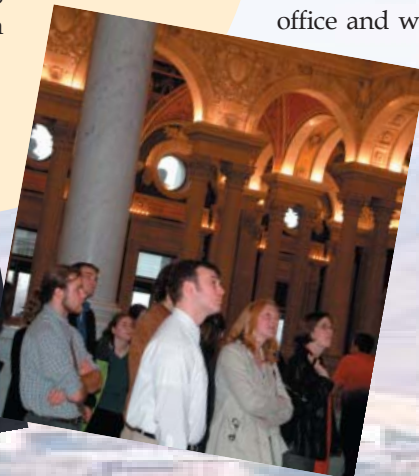
That's pretty much the tone of this trip. The staff of the Honors College decided on a "field trip" to Washington, DC with only a few months to plan. The main purpose of the trip was to hold a reception to which Honors alums and UMaine alums would be invited, and to bring some of our current Honors students to Washington, DC to meet with the Alumni/ae, and also to tour the city of Washington, DC. What a time was had by all! The hotel we stayed at was a bit "bordello" like, but fun just the same. It had leopard carpeting and zebra striped robes in each room. It was the tiniest bit scary going into the hotel at first, but then it got better.

The reception was hosted by one of our 1971 Honors Program graduates, Charles Stanhope, who is currently the Director of Development at the Library of Congress. Charles and Emily Cain, a former Honors Associate, arranged all the details, and what a success it turned out to be! What better setting could we be in but the Madison Room

in the Library of Congress overlooking the city and the Capital? The best part though, was the mingling of Alumni and current Honors students; it seemed that a good time was had by all. The other scheduled activities for our group included tours of the Pentagon and the Capitol, and a performance by *The Capitol Steps*. We were all quite surprised that the tour of the Pentagon was still on, because the day we traveled to DC, March 19, was the day that we were officially at war with Iraq. The tour was overwhelming and at times a bit nerve wracking, especially when a soldier boarded our bus with a loaded machine gun! The tour of the Capital began at Senator Susan Collins' office and was led

by none other than one of our Honors students, Amy Van Der Wende, who was interning for the spring semester the Senators' office. The performance of *Capitol Steps* was a great hit with all and a perfect way to end the scheduled activities. The rest of the time spent in DC was left open to each individual. One thing I didn't hear coming from the group was, "I'm bored, I couldn't find a thing to do." It was quite the opposite. This trip was made possible by the funding of benefactors of the Honors College, Bill and Betsy Leitch '55; a huge thank you to the Leitch's from all!

- Barbara Ouellette,
Coordinator of Student Academic Services and Budget





Twenty-one students joined Charlie, Barbara, Emily, and Sarah at the national conference of the National Collegiate Honors Council held in Salt Lake City for five days starting just before Halloween. Seventeen of the twenty-one students were involved in at least one presentation, some of them more.

Matie Little (Psychology), Alan Sherburne (Biological Sciences), Richard A. Becker (History and Geological Sciences), Isaac Record (Electrical Engineering), and Charlie Slavin, Director, of the Honors College presented *Honor Codes and Honors Colleges: Tautology, Contradiction, or ... ?* at the National Collegiate Honors Council annual conference in Salt Lake City, 30 October - 3 November. Slavin also was part

of a panel on *Taking Honors to the Next Level: From Program to College* (with Patricia MacCorquodale, University of Arizona, and Steve Wainscott, Clemson University) as part of 'Developing in Honors' where he described the history and process at the University of Maine. Also at the conference, Honors student Robin Arnold (Geological Sciences), presented *The Honors Experience as a Non-Traditional Student*.

Moira Reilly (Psychology) participated in a student fishbowl discussion on Teaching and Learning in Honors. Student bookshelf roundtables were led by Elizabeth Burnett (English) on Terry Tempest Williams' *Refuge* and by Nicholas Robertson (Philosophy) on Ludwig Wittgenstein's *Philosophical Investigations*. At the Idea Exchange, Amaranta Ruiz-Nelson (New Media and Business) and Jonathan Beever (Philosophy) presented an Online Honors Program Theses Archive and Jonathan Dunn (Electrical Engineering) and Jennifer Merchant (Communication) presented *Climbing a Mountain: Honors Reading*. Anthony Antonion (Business) and Amy Van

Der Wende (Political Science) presented as part of *How to Learn Science at an Honors Conference* organized by Martin Brock of Eastern Kentucky University.

Honors students presenting at the poster session included Heidi Crosby (Biochemistry): *And You Thought Lima Beans Were Bad: Surviving on a Carbon Monoxide Diet*; Matthew Jura (Mathematics): *Unprovable Truth: A Study of Gödel's Incompleteness Theorem*; Dawn Madore (Sociology): *Experiences of Uninsured College Students*; and Richard A. Becker (History): *The Johnson Dynasty and the Middle Ground*.

In addition to attending numerous conference sessions, the students also took advantage of the opportunities that Salt Lake City has to offer and were treated to a wonderful dinner at the Merchants' home -- Jenna's family!





WOULD LIKE TO RECOGNIZE:

Jessica Sheldon
2003 Valedictorian
Ecology and Environmental Sciences
Berwick, Maine

Heidi Crosby
2003 Salutatorian
Biochemistry
Orono, Maine

Steven Fellows
2003 Salutatorian
Financial Economics
Rockland, Maine

Adam Burgoyne, '04
Goldwater Scholarship
Biochemistry & Molecular and Cellular Biology
Enfield, Maine

Sarah Gamertsfelder, '05
Glider Lehrman History Scholarship
History
Pembroke, Maine

Justin Bennett, '03
Outstanding Student, College of Liberal Arts and Sciences
Chemistry
Weld, Maine

Allison Kelly, '05
Outstanding International Student,
College of Education and Human Development
Kinesiology and Physical Education
Cambridge, Ontario
Canada

LUCAS B. ALLEN
Blue Hill, Maine
George Stevens Academy

MAJOR: Political Science

THESIS TITLE: Thrasymachean Virtue

ADVISOR: Michael Palmer

THESIS DESCRIPTION: My thesis consists of an analysis of the dialogue between Thrasymachus and Socrates that takes place in Book 1 of Plato's Republic.

FUTURE PLANS: I will be attending Michigan State University, enrolled in the Ph.D. program in political philosophy.



RICHARD ALBERT BECKER
Union, Maine
Medomak Valley High School

MAJORS: History, Geological Sciences

ACTIVITIES AT UMAINE: Alpha Phi Omega; Senior Skull Society; Geology Club

THESIS TITLE: The Formation of the Waldoboro Moraine

ADVISOR: Brenda Hall

THESIS DESCRIPTION: I studied a series of moraines in the mid-coast region of Maine to determine their internal architecture and gain a better idea of how they were formed. A moraine is a linear ridge of sand and gravel formed at the front of a glacier.

FUTURE PLANS: I will be attending UW-Madison and studying for a MS in quaternary geology. I have not plans beyond that other than returning to Philmont, doing some sailing, and earning a PhD at some point.



JONATHAN BEEVER

Cornish, Maine
Sacopec Valley High School

MAJOR: Philosophy

MINOR: Latin

ACTIVITIES AT UMAINE: Honors College SAB; HGB (Oak Hall); "Ezzy Productions"

THESIS TITLE: Seduction as Postmodern Discourse: Notes from the Pineal Gland

ADVISOR: Jennifer Anna Gosetti

THESIS DESCRIPTION: What is postmodernism? - this has been a question of much debate. My thesis explored the possibilities for philosophical discourse in a postmodern landscape. Studying the works of Soren Kierkegaard, the 19th century Danish philosopher, and Jean Baudrillard, the contemporary French philosopher, I analyzed seduction as the method of discourse in a "paradigm" wherein all referentials are destroyed. Seduction allows a play of aesthetics to characterize discourse and reassert meaning in a landscape devoid of it.

FUTURE PLANS: After spending part of the summer hiking the Maine section of the Appalachian Trail, I plan to work for a year in the area before heading off to graduate school in philosophy, hopefully in Australia at the ANU.



JUSTIN BRADLEY BENNETT

Oakland, Maine
Messalonskee High School

MAJOR: Chemistry

ACTIVITIES AT UMAINE: Alpha Phi Omega; Tennis Club

THESIS TITLE: Improvement to FT-ICR MS Detection

ADVISOR: Touradj Solouki

THESIS DESCRIPTION: The instrument that I have been working with, the Fourier Transform Ion Cyclotron Resonance Mass Spectrometer (FT-ICR MS), is capable of distinguishing and identifying a wide range of volatile

organic compounds at very low concentrations (about 1×10^{-18} moles). This capability can be extremely useful in a variety of applications. For example, it could be used in the analysis of breath samples by identifying biomarkers that could serve as early indicators for a variety of illnesses. One of my projects was to design a vacuum chamber heating jacket that would, in effect, further enhance the FT-ICR's sensitivity. Another project I worked on examined using the FT-ICR MS for differentiation of isomers. Isomers are molecules of identical molecular weight - and, thus, they are very hard to distinguish analytically - but they often have very different reactivities. Both of these projects made the FT-ICR MS a more viable tool for volatile organic compound analysis.

FUTURE PLANS:

Short-term: white water rafting guide, live in the Dominican Republic. Long-term: medical school, practice medicine in Maine.



ELIZABETH LAUREL JERUSA BURNETT

Orland, ME
MDI High School

MAJOR: English

THESIS TITLE: Bangor Ecofeminism, Narrative, and Refuge: The Rewriting of Subjectivity and the Call to Political Action

ADVISOR: Susan Cockrell



SCOTT DAVID CARMAN

Medford, Massachusetts
Medford High School

MAJOR: Political Science

MINOR: Public Administration

ACTIVITIES AT UMAINE: Pi Sigma Alpha Political Science National Honor Society

THESIS TITLE: The Commerce Clause: The Erosion of States' Sovereignty and the Current Battle to Balance Federalism

ADVISOR: Timothy Cole

THESIS DESCRIPTION: Article I, Section 8, Clause 3 of the United States Constitution declares Congress shall have the power "to regulate commerce with foreign Nations, and among the several states, and with the Indian Tribes." The meaning of the Commerce Clause is frequently revisited by the U.S. Supreme Court, remains very controversial, and has until recently undergone vast expansion. The study examines monumental Supreme Court cases that expanded the Clause's jurisdiction at the expense of the states. The project also examines the current Court's insistence that they are protecting federalism, to justify their nullification of particular federal legislation. Recent Supreme Court decisions have limited the Commerce Clause's reach, and a comprehensive account of the Court's reasoning in these cases is included. Finally a recent Endangered Species Act case currently being litigated in the lower courts will be examined to determine its likely outcome, given the Court's most recent *MAJOR* precedents. Overall, the project portrays the current Court's fundamental shift to protect a more equal federal/state balance, putting Congress back on its heels when passing legislation.

FUTURE PLANS: This summer I plan to pursue a job in a law firm or research firm. In the Fall of 2004 I shall be enrolled in Law School, preferably in the Boston area. Upon graduation I plan to practice Corporate Law.

CRYSTAL ROSE CARR

China, Maine
Erskine Academy

MAJORS: Engineering Physics, Computer Engineering

MINORS: Computer Science, Mathematics

ACTIVITIES AT UMAINE: Blade Society; Baha'i Club

THESIS TITLE: Design and Implementation of Wideband Amplifiers in SiGe and Discrete Components

ADVISOR: David E. Kotecki

THESIS DESCRIPTION: This two-part project investigates the obstacles, limitations, and tradeoffs associated with wideband amplifiers. An amplifier is a device that outputs an amplified signal applied to the input. A wideband amplifier is an amplifier that works over a wide range of frequencies. The range of frequencies that the amplifier works over is called its bandwidth. The first part of the project consists of the design, assembly, and testing of a wideband amplifier using discrete components. Discrete components mean that the transistors used are prepackaged as individual transistors. The final discrete amplifier has a bandwidth of 28MHz at a gain of 6.9. The second part of the project dealt with an integrated amplifier utilizing SiGe bipolar junction transistors. SiGe is the material used for the integrated transistors. The final integrated design has a bandwidth of the amplifier is 8.5 GHz with a gain of 6.3.

FUTURE PLANS: I am going to get a masters degree here at UMaine in Electrical Engineering and then go on and get a doctorate in Electrical Engineering.

IAN MICHAEL CHITTENDEN

Blue Hill Falls, ME
Liberty School

MAJOR: English

THESIS TITLE: Autumn

ADVISOR: Mike Scott



GENE MICHAEL CONNOLLY

South Berwick, Maine
Marshwood High School

MAJOR: Computer Science

MINOR: Mathematics

ACTIVITIES AT UMAINE: Swimming & Diving Team

THESIS TITLE: Distributed Traceroute Approach to Geographically Locating IP Devices

ADVISOR: Anatoly Sachenko

THESIS DESCRIPTION: My thesis was an investigation of geographically locating computers that are connected to the Internet. The result of this investigation was the proposal of a design that improves upon a commonly accepted method for geographical location of an Internet computer given its unique Internet protocol address. This method examines the host names of each computer that data passes through from an origin computer to its destination for location 'clues' ('BOS' and 'LAX' clues represent Boston and Los Angeles, respectively). This method is generally effective for determining the closest largest city to the target computer, but can fail because not all computer host names contain geographical clues. My method improves upon this by executing this method multiple times from geographically and network diverse computers. The additional information increases the accuracy and certainty of the solution.

FUTURE PLANS: I plan on pursuing a profession in the field of Computer Science, and possibly returning to school for a graduate education in the years to come.



JENNIFER ANN CRITTENDEN

Skowhegan, Maine
Maine School of Science and Mathematics

MAJORS: Psychology, Child Development and Family Relations

ACTIVITIES AT UMAINE: Psi Chi; Golden Key; Phi Kappa Phi; Alternative Spring Break

THESIS TITLE: Assessing Myths Surrounding Teen Dating Violence

ADVISOR: Renate Klein

THESIS DESCRIPTION: My thesis project was an exploratory study that involved the creation and evaluation of a teen dating violence myths scale. The scale itself was designed to tap into different types of myths that teens hold about dating violence including myths that minimize the impact of dating violence, exonerate the perpetrator of dating violence and blame the victim. For my study, I administered the scale to teens from three different high schools in Maine. I then used the resulting data to assess the level of agreement with the different types of myths and how that was related to the gender, age, grade, and relationship status of the participants. In addition, I used the results to make suggestions for future versions of the scale as well as possible education efforts that should take place surrounding adolescent dating violence. The scale was created so that educators could have a tool that would measure what teens believe about dating violence and use that information to formulate intervention and education.

FUTURE PLANS: I plan on staying at the University of Maine to pursue a Masters in Social Work degree.



HEIDI ANN CROSBY

Orono, Maine
Orono High School

MAJOR: Biochemistry

MINOR: Chemistry

ACTIVITIES AT UMAINE: Resident Assistant; Pep Band

THESIS TITLE: A survey of carbon monoxide production by plant roots

ADVISOR: Gary M. King

THESIS DESCRIPTION: I dug up 14 kinds of plants from a field in Maine, washed them, and used gas chromatography to measure the amount of carbon monoxide (CO) produced by their roots. Legumes such as clover,

lupine, and vetch produced significantly more CO than other types of plants. The CO is probably a byproduct of degradation of organic molecules such as heme and aromatic amino acids. CO production by plant roots has not been recognized before and appears to be important in the global CO cycle. In addition, many soil bacteria are capable of using CO as an energy source and are responsible for taking up about 10% of the total CO in the atmosphere. These bacteria are readily isolated from plant roots, suggesting that the type and abundance of plants may play an important role in determining how much atmospheric CO is taken up by bacteria.

FUTURE PLANS: I hope to go to graduate school to study geomicrobiology (the overlap between geology and microbiology).



RACHEL F. S. DAWSON

Calais, ME
Calais High School

MAJOR: Psychology

THESIS TITLE: Physical Restraint in Child and Adolescent Residential Treatment: An Analysis of Correlates and Predictors

ADVISOR: Douglas Nangle



AIMEE LIGAYA DOLLOFF

Rumford, Maine
Mountain Valley High School

MAJORS: English, Journalism

ACTIVITIES AT UMAINE: The Maine Campus

THESIS TITLE: Internet Use in the Newsroom: Sorting Fact from Fiction

ADVISOR: Shannon Martin

THESIS DESCRIPTION: By researching mistakes that report-

ers and editors have made when using the Internet as a source, I developed a pamphlet for reporters to help them determine if a Web site is credible, as well as provided them with a list of basic resources to get them surfing the Web. The Internet is not something to be afraid of, it's something to have respect for. As long as you're conscious that all the information out there is not true just because it's part of a technologically advanced database of sorts and accept that in theory, ALL people have access to the Web, you can learn to use it as valuable resource.

FUTURE PLANS: I will be staying in Orono for the summer and continuing to work at the Bangor Daily News where I have been an intern for the past two years. In the fall ... who knows! Ideally I'd like to get out of Maine for a while and write for a newspaper or magazine, preferably in a warmer climate. Eventually I'll make it to grad school for a master's degree in a subject yet to be determined.



STEVEN SCOTT FELLOWS

Rockland, Maine
Rockland District High School

MAJOR: Financial Economics

ACTIVITIES AT UMAINE: SPIFFY; ROC; SCAB; Colvin HGB; CSSA

THESIS TITLE: Music, Markets, and Mouse Clicks: Technology and Its Effects on the Recording Industry

ADVISOR: Thomas Duchesneau

THESIS DESCRIPTION: My thesis examines the economics of the recorded music industry: how it is produced, what affects consumers' demand for it, and how that relates to the popularity of file-sharing software like Napster. Ultimately I hope to offer a workable business model for the future of the industry that will satisfy the changing preferences of consumers and preserve the integrity of a market based system.

FUTURE PLANS: I plan (hope) to find a job working as a financial analyst in Southern Maine/New Hampshire.

JACOB ELLSWORTH FRICKER IV

Fairfield, Connecticut
Fairfield High School

MAJOR: Marine Sciences (Biological Emphasis)

MINOR: Zoology

THESIS TITLE: The effects of silicate and the exudates of the silicate dependent diatom, *Skeletonema menzelli*, on the growth rate of the dinoflagellate, *Alexandrium tamarense*.

ADVISOR: David Townsend

THESIS DESCRIPTION: I examined the effects of silicate and the exudates of the silicate dependent diatom, *Skeletonema menzelli*, on the growth rate of the dinoflagellate, *Alexandrium tamarense*.

FUTURE PLANS: I plan on reading what I want, when I want. I am going to go home, spend some time with my friends, go diving, see San Francisco, Chicago, and Chapel Hill, NC. Then I will decide where I want to go and what I want to do. I plan on falling in love then spending however long I have left, in love.

JENNIFER LAURA GILES

Boothbay, Maine
Boothbay Region High School

MAJOR: Communication Sciences and Disorders

MINOR: Psychology

ACTIVITIES AT UMAINE: NSSLHA President; National Society of Collegiate Scholars; Golden Key; Psi Chi; Tour Guide

THESIS TITLE: Stuttering, Phonology, and Their Possible Interaction in Children Who Stutter

ADVISOR: Nancy E. Hall

THESIS DESCRIPTION: There is an uncertainty as to whether there is an interaction between stuttering and phonology. My thesis attempts to shed light on the possible interaction between stuttering and phonology in children who stutter. The Covert Repair Hypothesis (CRH)

and a case study of a ten year-old boy with no other known problems are the basis of my thesis. A spontaneous language task and three experimental tasks are conducted on the child. Results show a connection between stuttering and phonology and the study provides a new methodology for investigating this connection.

FUTURE PLANS: I will be attending graduate school at UMaine studying for a Master's in Communication Sciences and Disorders.

JOSHUA HALLSEY

Hudson, ME
Central High School

MAJOR: English

THESIS TITLE: Price

ADVISOR: Jennifer Moxley

ESTHER DOROTHY HATCH

Palermo, Maine
Kents Hill School

MAJOR: Mathematics

MINOR: Music

ACTIVITIES AT UMAINE: Athletes in Action; Jazz Combo; Diving & Swimming Team; Tutoring Math

THESIS TITLE: Discovering Properties of Complex Numbers by Starting with Known Properties of Real Numbers

ADVISOR: Andrew Wohlgemuth

THESIS DESCRIPTION: I began by looking at what I knew about real numbers, which are the numbers most commonly used by everyone, and tried to find out properties about complex or imaginary numbers from what I already knew about real numbers. I looked at basic mathematical properties (properties of a field), arithmetic prop-

erties, and triangles.

FUTURE PLANS: Teaching high school math and/or music.



ORSON ANDREW HORCHLER

Camille St-Saens, Normandy, France

MAJOR: Studio Art

THESIS TITLE: From Tragedy to Sensuality: A Narrative of the Artistic Point-of-View

ADVISOR: Michael H. Lewis

THESIS DESCRIPTION: My thesis was a multi-media exploration of what it meant to tell stories through art... an attempt to define the artist's point of view in the world. The physical aspects of my thesis are: -a series of self-portraits, made with pen and charcoal -some illustrated stories, made on Photoshop -5 songs I recorded with a multi-track recorder. I then worked on putting everything on a website: <http://headtechpro.com/tommy2toes/orsonsite/homepage.html>

Accompanying that I wrote an essay about the liberating process of storytelling. I also argue, among other things, that empathy, traditionally understood to be the ability which allows the artist, the writer or the singer to create and get inspired, is quite inadequate for the artist. Instead I argue that the ability that we have to find things, animals or people "cute" is a better description of the hierarchical relationship between the artist and the world. The artistic process is one which alienates the artist while also giving him an elevated, privileged view of humanity.

I discuss how the artist's heart needs to break before he can achieve that point-of-view. How he needs to learn to cohabitate with Death and Evil. And I conclude by saying that the artist's only means of finding happiness is by living a hopeless life of pleasure.

FUTURE PLANS: Make art, cook, pass my Reiki certification, ride pedicabs (bicycle taxis) around Manhattan, live the good life

KAREN KELLY HUTCHINS

Salisbury, NH

Merrimack Valley High School

MAJOR: Communication

ACTIVITIES AT UMAINE: Alpha Zeta; Lambda Pi Eta

THESIS TITLE: The Evolution of Motherhood in the Ladies' Home Journal

ADVISOR: Sandra Berkowitz

THESIS DESCRIPTION: I completed a rhetorical analysis of articles from the Ladies' Home Journal from 1895, 1896, 1960, 1970, 2000, 2001, 2002, and 2003. I mapped the portrayal of motherhood through these articles to explore how concepts of motherhood have evolved within the Journal.

I chose to complete a rhetorical analysis because it allowed me to explore how the articles may construct or shape individual and social conceptions of personhood, womanhood, and motherhood. I applied a feminist perspective and Burkean concepts of identification and hierarchy in order to examine the social structure of the public and private spheres and of men and women's roles within those spheres.

In my analysis, I found that the expectation that women should be mothers and that motherhood should be women's top priority has persisted over the past 100+ years. The manner in which motherhood is discussed in the Ladies' Home Journal has shifted since the late 19th century to the present from an explicit discussion of the roles of women to an implicit discussion. Additionally, I found that women and men are being presented with two competing sets of expectations. Today, women are expected to prioritize both work and home. Men are expected to place work as the top priority, while still becoming more involved in the family life. Work and home are unrealistically treated as mutually exclusive spheres.

This was an incredibly challenging, but an extremely rewarding process. I look forward to future research on the subjects of motherhood and fatherhood.

FUTURE PLANS: I hope to attend graduate school for communication in the fall of 2004. In the mean time, I am

looking for a job, saving money, and enjoying the break from school work!



JENNIFER LYNN JACKSON

Bangor, Maine
Bangor High School

MAJOR: Marine Science

ACTIVITIES AT UMAINE: PLTL; Wilde Stein

THESIS TITLE: A study of anterior regeneration in three spionid polychaete species

ADVISOR: Sara Lindsay

THESIS DESCRIPTION: I studied how three species of marine worms are able to regrow their heads and feeding appendages when they are cut off in a lab setting. I looked at rate of tissue regeneration using light microscope images and when the worms would be able to function normally again using scanning electron microscope images.

FUTURE PLANS: I have been accepted to a doctoral graduate program in the Biology Department of Georgia Tech. I will be in Atlanta for 5 or so years studying schooling behavior in Antarctic krill.



CATHERINE MARIE JOYCE

Milo, Maine
Penquis Valley High School

MAJOR: English

ACTIVITIES AT UMAINE: The Maine Campus newspaper; creative writing groups, off and on

THESIS TITLE: Through the Window

ADVISOR: Jennifer Moxley

THESIS DESCRIPTION: I'm doing a creative writing manuscript - a collection of my poems throughout my college career, in three sections. The first section is sort of my beginning poems, figuring out what poetry is to me. In

section two I'm still figuring it out in a more experimental sequence of a mixture of prose and poetry, influenced by William Carlos Williams's "Spring and All." Part three is my newer poems, in which I finally begin to realize what poetry is to me and come to terms with my writing process. This is a pretty personal work for me, where the experience and process is the project, I feel, rather than the product.

FUTURE PLANS: Applying to grad schools, not sure where yet, maybe Vermont, maybe California? Staying in school as long as I can, then ideally getting a job in indy media, or some kind of progressive publication.



RYAN RICHARD JOYCE

Topsham, Maine
Mount Ararat High School

MAJOR: Biological Sciences

ACTIVITIES AT UMAINE: UMaine Pep Band; Health Professions Club; Golden Key Honor Society; Phi Beta Kappa Honor Society

THESIS TITLE: Xeroxing In A New Millennium: Somatic Cell Nuclear Transfer

ADVISOR: Mary S. Tyler

THESIS DESCRIPTION: This 2-part project was meant to discover the current status of somatic cell nuclear transfer research (Cloning) and to utilize that information to create an educational multimedia presentation. I first did a thorough literary search that ultimately produced a paper describing the history, science, and ethics of modern cloning science. The second portion of my thesis was creating a multimedia presentation that described the scientific basics and *MAJOR* ethical arguments for and against cloning. This presentation is targeted for a high school audience that can have little-to-no prior knowledge about the cloning issue. As part of the ethical presentation, I incorporated several interviews that I conducted with people from different professional backgrounds. I'm very proud of the final product and hope to keep improving it over time.

FUTURE PLANS: I plan on taking a year off before going to medical school in the fall of 2004. I am looking forward to a bit of an academic breather while trying to boost my savings from work as a pharmacy technician.



MATTHEW ANTHONY JURA

Union, Maine
Medomak Valley High School

MAJOR: Mathematics

MINOR: German

ACTIVITIES AT UMAINE: Alpha Phi Omega; Residents on Campus; Hall Governing Board; German Club

THESIS TITLE: On the Role of Gödel Numbering in Gödel's Incompleteness Theorem I and Computability Theory

ADVISORS: James Page and Charlie Slavin

THESIS DESCRIPTION: In 1931 Kurt Gödel proved that there are true statements in any consistent mathematical system such that neither the statement nor its negation can be proven in that system. The basic method employed by Gödel involves driving the metalanguage into the object language of the system to talk about the system itself. Gödel Numbering is the mapping schema developed by Gödel that enabled him to do this. My thesis studies the role of Gödel Numbering in the proof of Incompleteness Theorem I itself and the study of Computability Theory. In the discussion of Computability Theory, an emphasis is placed on Church's Thesis and then the halting problem as an analogue to Incompleteness Theorem I.

FUTURE PLANS: For next year, I will be applying for one of the two Associate positions in the Honors College. If that doesn't work out, I'll look for a mathematics or language related job with the federal government or travel Europe -- Germany and France in particular. I would then like to go on to get a PhD in the fields of mathematical logic and algebra.

ELIZABETH ANDREA JUTTON

Red Hook, New York
John A. Coleman Catholic High School

MAJOR: Psychology

ACTIVITIES AT UMAINE: Club Volleyball; Psi Chi Secretary

THESIS TITLE: The Development of Prosocial Behavior in Preschoolers Related to Age, Gender, and Temperament

ADVISOR: Cynthia Erdley

THESIS DESCRIPTION: Basically I did an experiment with preschoolers at the Child Study Center and Child Development Learning Center on campus where I gave one child new crayons and one child broken crayons and observed their behavior. I then compared sharing behavior to temperament, age, and gender. I found that older children are more likely to share, and that children who are less afraid of strangers, by being rated as higher on approach (one of the temperament scales) are more likely to share.

FUTURE PLANS: Short-term: Work as a behavioral specialist with children with behavioral disorders. Long term: Gets a Master's of Social Work and eventually do prenatal counseling with new or teen mothers.



SARAH K. KRAUTKREMER

Bangor, Maine
Bangor High School

MAJOR: Business Administration (Accounting)

ACTIVITIES AT UMAINE: Institute of Managerial Accountants; Beta Gamma Sigma; Golden Key Honor Society; National Society of Collegiate Scholars

THESIS TITLE: Writing a Successful Business Plan

ADVISOR: Darlene Bay

THESIS DESCRIPTION: My thesis included two parts. The first part examined elements of a successful business plan and how each business plan should be used as a planning and measurement device. The second part was a busi-

ness plan I wrote for an existing manufacturing company, and the goals and financial forecasts that I expected of the company.

FUTURE PLANS: Next year, I am attending graduate school here at the University of Maine to earn my Masters of Science in Accounting. After I grad school, I will become a Certified Public Accountant, and work for a CPA firm. Eventually, I would like to own a business.



MATIE BUCHANAN LITTLE

Falmouth, Maine
Falmouth High School

MAJOR: Psychology

ACTIVITIES AT UMAINE: Psi Chi; Honor's Code Committee

THESIS TITLE: Parental Marital Quality as a Predictor of Social Competence in Preschoolers

ADVISOR: Marie Hayes

THESIS DESCRIPTION: I investigated the effects of parental marital relationships as models for children's behavior based on the premises of Bandura's social learning theory. I worked with parents, children, and teachers of the University of Maine's Child Study Center. My findings suggested that there is an association between marital satisfaction, cooperation, and affect, and children's anger-aggression, anxiety-withdrawal, and distractibility.

FUTURE PLANS: This summer I will be taking Spanish classes at the University of Maine. At some point in the next year, I plan on traveling to Spain to explore the country. Upon my return in August of 2004, I will attend the University of Maine School of Law.



DAWN MARIE MADORE

Medway, Maine
Schenck High School

MAJOR: Sociology

MINOR: Business Administration

ACTIVITIES AT UMAINE: Sociology Students for Active Educations

THESIS TITLE: The State of Community Amidst Economic Uncertainty: A Case Study of Millinocket, Maine.

ADVISOR: Todd Gabe

THESIS DESCRIPTION: I examined the changes in group participation in Millinocket, Maine since 1990. Throughout Millinocket's history it has been dependent upon Great Northern Paper for its tax base, and to employ the townspeople. Over the years the newsprint market has become increasingly competitive and GNP has fallen behind. Since 1990, GNP has been bought and sold four times and declared bankruptcy in January 2003. With this increasing economic uncertainty related to Great Northern Paper, I investigated how this uncertainty affected self-esteem, and how self-esteem affected group participation. I conducted this study using a survey instrument and following up with interviews. I found that people are less involved in both social and religious groups, and feel the future of Millinocket is bleak.

FUTURE PLANS: I plan on staying in the Bangor area for a year or so, and then hopefully moving to Toronto, and after a few years I plan on pursuing a Master's degree in either Business Administration or Sociology.



JASON HIGGINS MORSE

Philadelphia, Pennsylvania
F.S.J Washburn High School;
graduated Findlay High School

MAJOR: English

ACTIVITIES AT UMAINE: Sigma Tau Delta VP; Maine Review Editor

THESIS TITLE: The Dialectical Images of William Carlos Williams

ADVISOR: Carla Billitteri

THESIS DESCRIPTION: I used the conceptual model of the dialectical image as defined by philosopher and literary critic Walter Benjamin to read the poetic images of William Carlos Williams's long poem Paterson.

FUTURE PLANS: Graduate work at University at Buffalo or fall lobster fishing.



JONATHAN CHRISTIAN RABE MOYER

Machias, Maine
Machias Memorial High School

MAJOR: Physics

ACTIVITIES AT UMAINE: Gamers' Guild; Karate Club; Animation Club

THESIS TITLE: Stochastic Analysis of the DNA Polymerase

ADVISOR: R. Dean Astumian

THESIS DESCRIPTION: Nanotechnology is a field of science focusing on creating machines the size of molecules. Such small machines could manipulate individual molecules and allow us to make amazing changes in our bodies and our environment. Nanomachines already exist - the cells, proteins, and enzymes in our bodies can all be thought of as tiny molecular motors. Understanding how biological nanomotors work can therefore be important to developing how artificial nanomotors work.

One important biological motor is the DNA polymerase, the enzyme that weaves together DNA. The polymerase is interesting because it uses chemical energy (from a molecule called adenosine triphosphate) to make mechanical changes to its surroundings (binding two strands of DNA together). The DNA polymerase also has an intriguing error-checking feature, allowing it to correct mistakes it might make as it moves along.

My thesis project was writing a program that modeled the weaving and unweaving activity of the polymerase as changes of state in a Markov system. In addition, recent

experiments have shown that if you pull on DNA, it tends to unweave in a manner similar to the polymerase's error checking mechanism. My program was written to help illuminate the nature of this tension induced unweaving.

FUTURE PLANS: I want to go to graduate school somewhere out west (Washington, Oregon, or California) to study biophysics. My career goal is to become a professor and/or make some important contribution to the young field of nanotechnology.



SHEVENELL MARIE MULLEN

Etna, Maine
Nokomis Regional High School

MAJOR: Wildlife Ecology

ACTIVITIES AT UMAINE: UMaine Pep Band; Marching Band; Student Chapter of The Wildlife Society

THESIS TITLE: An analysis, review, and evaluation of methods to quantify snowshoe hare abundance

ADVISOR: Fred Servello

THESIS DESCRIPTION: Snowshoe hare- Canada lynx population dynamics are well understood in the boreal forest of Canada and Alaska; however, their interactions in the sub-boreal forest of the lower 48 have not been intensively studied. The recent listing of Canada Lynx as a threatened species under the Endangered Species Act has prompted further research to understand relationships with their primary food source, the snowshoe hare, in the southern range of their distribution. It is important that snowshoe hare-habitat relationships be identified for particular regions of the United States before critical habitat is designated for Canada lynx because forest practices, structure, and composition differ within the U.S. and from the contiguous boreal forest. Understanding the implications of these habitat differences for hares is essential to lynx conservation. The Maine Department of Inland Fisheries and Wildlife (MDIFW) and the United States Fish and Wildlife Service (USFWS) began a radio-telemetry study in 1999 to determine the status of lynx in the state of Maine. As part of this effort, information was collected

about snowshoe hare abundance using winter track and fecal pellet counts to better understand the relationships between hares and lynx. I used the information collected from these surveys to determine habitat use by snowshoe hares and initial trends in hare abundance during the study period. I also reviewed hare density estimates across North America and compared population estimates for hares in Maine to other regions and discussed the accuracy and limitations of different methods that have been used to document snowshoe hare abundance. I found that hare abundance from this study was greatest in softwood dominated, twenty-year old stands treated with herbicide. Winter hare density estimates ranged from 0.2-4.2 hares/ha and were comparable to studies across the sub-boreal forest. There were an overall increasing number of hare tracks from 2000-2002 in northern Maine. I concluded that fecal pellet counts (using circular plots) were the most accurate and cost efficient method to measure snowshoe hare abundance.

FUTURE PLANS: Short-term, I have a position working for the USDA Forest Service in California researching fishers. For the long-term, I hope to enroll into graduate school within a year and return back to Maine eventually to find a permanent position as a research biologist.



HEATHER KIM MURRAY

North Stonington, Connecticut
Wheeler High School

MAJOR: Aquaculture

MINOR: Biology

ACTIVITIES AT UMAINE: Captain of UMaine Equestrian Team; Alpha Lambda Delta; Phi Beta Kappa; National Society of Collegiate Scholars

THESIS TITLE: Manipulation of the Green Crab (*Carcinus maenas*) Molt Cycle

ADVISOR: Bob Bayer

THESIS DESCRIPTION: My goal was to take a group of crabs and force them to molt by treating them with either saltwater or calcium carbonate solution injections every

two or four days. If I could do this, then a consistent supply of soft-shell green crabs would be available for an alternative market to blue crabs. I had no success with the saltwater injections, but the calcium carbonate solution injections yielded significantly higher growth rates than the control, so there is potential that this type of treatment may be successful when repeated using lower concentration solutions and less frequent injections.

FUTURE PLANS: Work for NOAA (National Oceanic and Atmospheric Administration) and paint houses on Islesboro until August, then move to Juneau, Alaska. Attend their 1-year certificate program for outdoor education and leadership skills, then work as a guide or do other experiential education work. If that doesn't pan out, continue working for NOAA in Alaska.



ANDREA MARIE NICOLETTA

Fryeburg, Maine
Fryeburg Academy

MAJOR: French

MINOR: Child Development/Family Relations

ACTIVITIES AT UMAINE: Alpha Phi Fraternity; Student Women's Association; Order of Omega; French Club; Phi Beta Kappa

THESIS TITLE: L'obstacle et le moyen de le surmonter : Le problème inhérent du langage dans La Grande Illusion et Qui Rapportera Ces Paroles? "The Barrier and the Means of Overcoming it: The Paradox of Language in the Grand Illusion and Who Will Carry the Word?"

ADVISOR: Cathleen Bauschatz

THESIS DESCRIPTION: My thesis deals with the paradox of language in a World War I film, the Grand Illusion by Jean Renoir, and a World War II play, Who Will Carry the Word by Charlotte Delbo. The central theme is how language is the biggest division between people, but it is also the only method of overcoming this barrier. Both the film and the play deal with this barrier between prisoners interned in camps. In the film, two French pilots are shot down, but the humanity of their captors is depicted on many occa-

sions. The men form friendships based on who they are able to speak with; most of the working-class French men can only speak with each other. Two aristocratic officers form a friendship because the German officer can speak French in addition to his native German, and they both are able to speak English fluently, a tie left over from their wealthy upbringing. Their friendships form and dissolve in very unique ways. In the play, women are interned in concentration camps; 250 are French in a camp of over 1500 women. These women unite through their common language, but also face the barrier of many survivors of the death camps' horrors: the barrier of silence. They must choose whether or not to speak of the horrors they encountered or to remain silent. These women choose to be witnesses of the terrors they endured and overcome the almost impossible barrier of describing the indescribable. Both authors were survivors of the two wars and used their experiences to write fictionalized accounts at very different times in the world, one in between wars no one wanted to happen, another after the most tragic event in world history.

FUTURE PLANS: After graduation, I am going on a French immersion trip to Quebec City as part of a May Term class. Later this summer, I am working as the assistant director of a children's theatre camp. I am currently looking for a job either middle of high school as a French teacher. *FUTURE PLANS* include grad school, possibly in French or Education.

CAILEEN NUTTER

North Berwick, Maine
Noble High School

MAJOR: Political Science

MINOR: History

ACTIVITIES AT UMAINE: Chi Omega; Maine Outing Club; All Maine Women

THESIS TITLE: Raising a Democracy

ADVISOR: Richard Powell

THESIS DESCRIPTION: In my thesis, I examined what polit-

ical socialization is. I examined agents of socialization and methods for augmentation. Having observed much political apathy and ignorance, I compiled data and theories to low political participation in the United States as well as levels of cynicism towards government. After addressing the issue, I proceeded to describe socialization's impact on participation and the relevance to American Democracy and individual citizens. To conclude, I outlined some of my own proposals developed through the research to demonstrate the cumulative effect the project had on me.

FUTURE PLANS: My next step is to attend law school.

REBECCA LEIGH PALMER

Allentown, PA
Salisbury High School

MAJOR: Elementary Education

MINOR: Natural Resources

ACTIVITIES AT UMAINE: Woodsman Team; Resident Assistant; All Maine Women

THESIS TITLE: North Maine Woods Discussion: K- 12 Curriculum

ADVISOR: Mary Bird

THESIS DESCRIPTION: Kindergarten through 12th grade spiraling curriculum based on the current discussion about land use in the North Maine Woods.

FUTURE PLANS: I will be moving to northern Maine and teaching.



JASON ROBERT PARKER

Belfast, Maine
Belfast Area High School

MAJORS: Secondary Education (French), International Affairs (French)

ACTIVITIES AT UMAINE: Resident Assistant

THESIS TITLE: Violence and Prejudice in International Schools

ADVISOR: Phyllis Brazee

THESIS DESCRIPTION: I did survey research on the incidence of violence and prejudice in international schools (private schools based on an American/British style education that are in foreign countries). I found that (as expected) these schools were significantly safer than US schools from physical violence, and that they had very low incidence of other violent and bias-related incidents.

FUTURE PLANS: I plan to teach French, either here in the US for two years or abroad if I can find a position. I intend to spend the *MAJORITY* of my career teaching in international schools.



SARAH ELIZABETH PENLEY

Holden, Maine
John Bapst Memorial High School

MAJORS: Political Science, History

MINOR: Canadian Studies

ACTIVITIES AT UMAINE: Honors Student *ADVISORY* Board; The Daily Jolt; Pi Sigma Alpha; Dance Program

THESIS TITLE: "Alternative Bias: The Role of the Liberal Alternative Media During the 1991 Persian Gulf Conflict"

ADVISOR: Timothy Cole

THESIS DESCRIPTION: I propose a new model for evaluating bias in the media coverage of the 1991 Persian Gulf War, one that takes into account the opposite biases of the mainstream and alternative print media. It examines three liberal alternative publications between the dates of December 1990 and April 1991 (Rolling Stone, The Nation,

and The New Yorker), as well as the existing literature on the mainstream media. While the mainstream media was biased in support of government policy, the left-ist alternative media was biased against it. Therefore, in order to perceive an equilibrium of bias in newsgathering, consumers would have had to read a variety of publications with different political leanings, which is nearly impossible in the span of a normal human's attention and free time. Still, the presence of the two biases in the media may contribute to the presence of diverse voices within society and thereby strengthen the public dialog.

FUTURE PLANS: To get a job/go to grad school/have a family (some combination of the three); and when I grow old, to become an eccentric academic and write papers on strange topics like "the significance of the foot in post-modern literature."



ISAAC LAWRENCE RECORD

Windsor, Maine
Cony High School

MAJORS: Electrical Engineering, Computer Engineering

MINOR: Philosophy

ACTIVITIES AT UMAINE: Eta Kappa Nu & IEEE; Honors Council; Honors Student *ADVISORY* Board; Student Philosophical Society; Phi Sigma Tau

THESIS TITLE: Something to Talk About: Interaction as Descriptive Schema

ADVISOR: Jim Page, Philosophy

THESIS DESCRIPTION: A "conceptual schema" is a model or pattern of ideas imposed on reality or experience. A "descriptive schema" is a conceptual schema used to communicate. Because we use these schemas very frequently, a large amount of our knowledge comes to resemble the patterns implicit in them. Because the received descriptive schema is a linear reductionist model of the world, it is unreflective of the emergent features of interaction; it fatally ignores the class of interactions I term "dynamically stable." I will introduce and develop a new descriptive schema based on the emergent properties

of interaction rather than on the reductive properties of individual entities. I will show how this new schema fills in the descriptive gap left by the current schema. Finally, I will speculate about the implications this new schema has for understanding ourselves and the universe in which we live. In particular, the dynamically stable class implies a hierarchy wherein ecosystems emerge from interactions of biological entities, which in turn emerge from interactions of physical entities.

FUTURE PLANS: Job, grad school, write the Great American Novel. Not necessarily in that order.



NICHOLAS ALAN ROBERTSON

Holden, ME
Brewer High School

MAJOR: Philosophy

MINORS: French; German; Classical Studies

THESIS TITLE: The Grammar of Illusion

Thesis ADVISOR: Jennifer Anna Gosetti

THESIS DESCRIPTION: I wrote about illusion --the word, its etymology, its use in philosophy, its phenomenological instances, etc. I framed the thesis around Descartes' 'Meditations on First Philosophy', where Descartes calls upon illusion to justify his radical doubt. Most of the research was informed by my readings of Wittgenstein and J.L. Austin, two 20th century ordinary language philosophers.

FUTURE PLANS: I'm off to Northwestern for their PhD program in Philosophy.



ANTHONY W. SAUCIER

Bangor, ME
John Bapst Memorial High School

MAJOR: Sociology

ACTIVITIES AT UMAINE: Senior Skulls; The Maine Campus; Intermural Golf

THESIS TITLE: Bangor and the Powers That Be: A Community Power Structure Analysis

ADVISOR: Steve Cohn

THESIS DESCRIPTION: My thesis analyzed the process of community policymaking within the city of Bangor. Through in-depth qualitative interviews with about 30 people, I inquired about the guiding issues surrounding the city's two-century development and more specifically, recent economic growth in the downtown, along the waterfront, at the Bangor Auditorium and throughout the arts and cultural scenes. While analyzing these subjects, I identified pro-growth coalitions as the most effective unit for using economic and social power within Bangor. The remainder of the study focused on determining how individuals start and/or become a part of a pro-growth coalition as well as how these groups work together or against each other in shaping the direction of the city.

FUTURE PLANS: I'm planning on attending graduate school on the West Coast somewhere or spending the same number of years teaching myself how to surf. I haven't settled on which yet.



JESSICA FRANCES SHELDON

Berwick Academy
Berwick, ME

MAJOR: Ecology and Environmental Sciences

THESIS TITLE: Sensitivity Analysis of a Nitrogen Cycling Model for a Northern Hardwood Forest

ADVISOR: Christopher Cronan

ALAN CHARLES SHERBURNE

Cape Elizabeth, ME
Cape Elizabeth High School

MAJOR: Biology

MINOR: Mathematics

ACTIVITIES AT UMAINE: Alpha Phi Omega; University Volunteer Ambulance Corps; UMaine Polar Bears Ice Rink; University of Maine Mentoring Program participant

THESIS TITLE: Examining Thresholds of Human Vision: The Design of a Biological Laboratory Experiment & Station

ADVISOR: Len Kass

THESIS DESCRIPTION: Through the use of light emitting diodes (LEDs), an undergraduate experimental set-up has been designed and created to give students the ability to investigate various properties of their own eyes. By allowing the students the ability to control the intensity of a certain wavelength of light and creating a means for them to quickly switch between different wavelengths of light within the visible spectrum, students will be able to examine the human eye's threshold for light detection, color discrimination and quantitatively examine the phenomenon of dark adaptation.

FUTURE PLANS: I have been accepted as an M.D. student to the University of Rochester School of Medicine and Dentistry Class of 2007.

MATTHEW THOMAS SKAVES

Orrington, Maine
John Bapst Memorial High School

MAJOR: English (Creative Writing)

MINOR: Business

ACTIVITIES AT UMAINE: WMEB radio DJ

THESIS TITLE: Semiotics, Communication, and the Internet

ADVISOR: Steven Evans

THESIS DESCRIPTION: The thesis compares written signs

with non-written signs, such as visual images and music, using the internet as a playing field. When dealing with semiotics (the study of signs) in terms of literary theory, too much emphasis is oftentimes placed on the written word and not enough analysis is granted to non-word-based signs. Hence, this thesis strives in part to make the case that non-word-based signs follow the same semiotic rules as word-based signs, and that there really is little difference between the two with regard to conveyed meaning. A basic semiotic system consists of three parts: a signifier, a signified, and the resultant sign. These three components work together as in the following example. Consider that a man loves a woman and therefore presents to her a bouquet of flowers in order to represent his passion. In this case, the flowers are a signifier representing a signified (passion), and the resultant system, the meaning conveyed, is a sign. That is, you could say the act of communication itself is a sign. Hence, this type of sign, a communicative sign, follows semiotic rules as aptly as a word sign, where for example the signifier "tree" represents a signified (the physical tree) and the two in relation to one another create a sign.

FUTURE PLANS: Pursue an MBA...where is still undecided. Make a lot of music and start a record label. Enjoy life

KATHLEEN CARSON SPRAGUE

Bangor, Maine
Bangor High School

MAJOR: Political Science

MINOR: Economics

ACTIVITIES AT UMAINE: Orientation Leader; ACE Peer Mentor; Tour Guide; Alternative Spring Break

THESIS TITLE: Visions of War: From Vietnam to the Persian Gulf - The Decline of Objective Television Media

ADVISOR: Richard Powell

THESIS DESCRIPTION: My thesis examines the role that American television plays in covering war, how this role first came to be during Vietnam and how it has evolved and changed in subsequent conflicts (particularly the Gulf

War and the War with Iraq). My main focus is the decline of objective television reporting over the past 40 years and how it affects the American public's ability to understand and formulate political opinions concerning American War.

FUTURE PLANS: I will be attending Villanova University in the fall to study for a MA in Political Science



MICHAEL JOSEPH TRIPP

Standish, Maine
Bonny Eagle High School

MAJOR: Physics

MINOR: Mathematics

ACTIVITIES AT UMAINE: Society for Physics Students

THESIS TITLE: A Field Study of Airborne and Waterborne Radon-222 in a Southern Maine Home

ADVISOR: C.T. Hess

THESIS DESCRIPTION: I measured airborne and waterborne radon-222 in a southern Maine home with the goals of determining how radon diffuses in a single room and analyzing radon transfer from water to air. I used two types of electronic detectors to measure airborne concentrations and the liquid scintillation method to determine waterborne concentrations. I collected my data in a second floor bathroom in one house with elevated concentrations of radon on four different days from November 2002 to February 2003. I found the diffusion of radon to depend heavily on the ventilation rate of the room, with concentrations varying with altitude and position in the room. I also found a discrepancy between predicted and measured results of radon transfer from water to air.

FUTURE PLANS: I plan on obtaining a job after graduation, hopefully in the southern Maine / New Hampshire area. I would like a job in the nuclear field, either in government or industry. I am also getting married in June, so I am quite excited about that. I would like to attend graduate school sometime in the near future as well, maybe get a masters degree in physics.

AMANDA RUTH WALKER

Milo, Maine
Penquis Valley High School

MAJOR: Political Science

MINOR: Communication

THESIS TITLE: Representing Maine-Women in the Maine State Legislature

ADVISOR: Dr. Amy Fried

THESIS DESCRIPTION: For my thesis, I studied the impact of gender on representation. Since there are so few women in elective office, there is a common theory in political science called surrogate representation, which means that the women who are serving in office feel a need to represent women as a whole, in addition to the citizens that elected the representative to office. Surrogate representation works not only for women and gender, but for other traditionally underrepresented groups as well. I interviewed the fifty women who are currently serving in the Maine State Legislature to find if they shared this view of representation as well as how gender has impacted their public lives.

FUTURE PLANS: Next year, I am taking a little break - taking some graduate courses and possibly work - getting ready to enter law school in the fall of 2004.



TOBIAS NATHANIEL WARD

Knox, Maine
Mt. View High School

MAJOR: Anthropology

MINORS: History, Geology

ACTIVITIES AT UMAINE: Anthropology Club; Student

ADVISORY Board; Honors Council; Colvin HGB

THESIS TITLE: The Effects of Environmental Disruption on the Moche Culture of Peru

ADVISOR: Daniel Sandweiss

THESIS DESCRIPTION: A series of devastating El Niño events that led to flooding and significant disruption in

maritime resources. Flash floods devastated the irrigation networks and homes. There were severe droughts in between many of the El Niño events were oserve droughts that also frequently reduced agricultural production and disrupted to the lives of the Moche people. The combination of El Niño floods and periodic droughts led to massive deposits of sand sheets one agricultural fields and habitation areas. The Moche State attempted to stem the destruction by moving the position of their sites up the main valleys where the detrimental effects were less significant. The Iconography of the Moche changed during this time in response to the disruption experienced in the lives of the people. Human sacrifices increased dramatically during this time of hardship in vain attempts to appease the angry gods. Political leaders may well have scrambled to divine the source of displeasure/disruption as sacrifices to appease them increased and other symbol-ogy and styles from neighboring areas began to show up in Moche sites. New emphasis was placed on trading in order to procure goods and sacrifices. The radical cultural, social, religious and political changes that took place during the fifth and final phase of the Moche State demonstrate how cultures can try to adapt to extreme environmental hardships.

FUTURE PLANS: Graduate school at Michigan State



NATHAN FRANK WEBB

Manchester, Maine
Maranacook Community School

MAJOR: Wildlife Ecology

ACTIVITIES AT UMAINE: Student Chapter of The Wildlife Society; Xi Sigma Pi Honor Society

THESIS TITLE: Characteristics of Hardwood Stands Used by Black Bears in Maine

ADVISOR: Frederick A. Servello

THESIS DESCRIPTION: Long-term research by the Maine Department of Inland Fisheries and Wildlife suggests that beechnuts are important to bear productivity in northern Maine. This research has indicated high use of hardwood

stands by bears and it is suspected that this habitat use pattern is linked to the occurrence of American Beech. My objective was to investigate the relationships between forest structure and habitat use by bears. I measured over-story composition, the abundance and size of beech trees, and understory structure in 15 hardwood stands with high levels of documented use by bears and 15 hardwood stands with little documented use. I used a student's t-test and nested ANOVA on ranks to test for differences between high and low use hardwood stands for 71 habitat variables. Variables with $p < 0.20$ were included in stepwise forward logistic regression analysis to develop a predictive model describing bear selection of hardwood forest stands. Univariate testing identified differences ($p < 0.05$) between high and low use stands in 3 understory variables (total understory food density, hazelnut density, and % total live groundcover), and a total of five variables were included in logistic regression procedures. A model with only % total live groundcover was selected as the best predictor of bear use, with a prediction success of 0.561. The selection of this variable as the best predictor of bear habitat use may be an indication that site-quality factors differed between high and low use stands. These results do not conform to widely accepted theories of bear use of hardwood stands in Maine, but they do provide information for improving future research efforts. Wildlife biologists should continue to investigate the relationships between bear habitat use and forest structure, and patterns of beechnut production should be monitored as forest management in the state continues to evolve.

FUTURE PLANS: Graduate School at the University of Alberta



WENYU ZHU

Shanghai, China
Northridge High School, Utah

MAJOR: Computer Science

ACTIVITIES AT UMAINE: Association for Computing Machineries; Society of Simple Computers; International Student Association; Golden Key Honor Society; Phi Beta Kappa

THESIS TITLE: Bioinformatics Data Annotation

ADVISOR: Thomas Wheeler

THESIS DESCRIPTION: Multidisciplinary research is becoming increasingly popular because of rich insights derived from multidiscipline collaborations. Through the development of computer systems in research areas, using complex systems for supporting multidisciplinary research is progressively becoming popular. By annotating explanations from biological research and then building conceptual models based on these annotations, one is able to understand the use of such a complex biological research support system. The conceptual model provides the natural graphical representations of notions in the research, which makes it easier for one to explain and explore the central concept of the domain. However, this annotation process is excessive and complex. The thesis, Bioinformatics Data Annotation, first resolves such an issue by building the annotation editor system, and then performs the bioinformatics analysis on a section of the COBRE project proposal by building a conceptual model based on annotations acquired from the annotation editor system.

FUTURE PLANS: I am going to work in a Neuroscience Development Lab in UCLA for a year to explore my interest in Bioinformatics, and then go to graduate school Fall 2004 in either Bioinformatics or computer simulation modeling.

PIZZA & JAZZ!



The Honors College does enjoy parties. A lot. Every fall we make sure to have at least one barbeque on the front lawn to help welcome our new class: cooking burgers (Boca burgers abound as well), playing frisbee, socializing on the grass, and enjoying the last few days of summer. Then we have our MCA collaborations (those are great parties too), our thesis-writing-during-spring-break parties, our end-of-the-semester parties, our annual Honors Celebration the day before commencement (now *that's* a party!), and the infamous and possibly gratuitous middle-of-the-week-for-no-good-reason-at-all parties. Besides all that, there's

always tends to be food around, making every day a party.



We have found that, in fact, nothing makes a party good better than jazz. It has been an honor for us to have Professor of History Jay Bregman teaching in Honors, and bringing his jazz saxophone to several of our parties. Drawing from his time in New York City, Yale, and Berkeley, and accompanied by different talented students, staff, and faculty members each time, "Dr. J" brings to us a sound and a history that is starting to be hard to find.



Pizza and Jazz! Jay Bregman has IT.

A Visit with Jennifer Lynn Jackson

2003 Honors College Graduate

At 21 years of age, Jennifer Jackson graduated from the Marine Sciences Program and the Honors College after an impressive three year undergraduate career. Her undergraduate research experience, culminating in her Honors thesis, focused on the regeneration of mudworms, including a molecular hunt for the gene that makes it possible and its implications for human therapy. Jenn's thesis, written under the tutelage of Assistant Research Professor of Marine Science Sara Lindsay, was entitled "A Study of Anterior Regeneration in Three Spionid Polychaete Species." Amidst her many recent presentations and graduate coursework, Jenn gave us some of her valuable time to comment on her experience in Honors.



"Honors put me in a lot of situations where I was forced to come up with my own opinions on topics and assert my view points. From my research experiences with Honors I got a better idea of what I was ultimately looking for in a graduate program and that led me to GATech. I realized I wanted to work on some very interdisciplinary topics relating biology to both chemistry and physics and that, naturally, led me to the program at GATech. The defense of my Honors thesis was probably the most important part of Honors in terms of getting me ready for graduate school. I had to do

all this research leading up to the defense, organize it in a logical manner into my actual thesis, and then I had to present it to a committee of scientists who were very supportive but constructively critical of my work. I had to analyze their questions quickly and answer them effectively to convey what I wanted to say. This also forced me to deal with being okay with answering "I don't know" to a question but giving all the information I did know on the topic. Because my committee members did ask me a lot of questions that even they didn't know the answer to it gave me a real opportunity to practice quickly trying to compile information I did know into a reasonable hypothesis. The example set by my committee at my defense showed me how to challenge people in an effective and non-threatening way to really make them (and myself) think about a topic. This will certainly help me in my oral examinations within the next year when I am required to defend my proposal for research and demonstrate my understanding of the topics that I want to base my proposal on."

"Sara was a fantastic mentor and she really allowed room to grow with me from the time I came in as a high school student all the way through the defense of my honors thesis and even today. Having a project that was mine to work on like that really gave me a sense of ownership but I also was gradually able to see what really went into a research experiment and what it took to come up with a new idea that was both interesting to you and interesting to the scientific community at large. When I found a topic that I was interested in, Sara let me run with it and develop the idea enough to propose it to her as a research topic for me to start on. She made me critically think of all the pieces I was going to have to keep track of and added her own thoughts whenever I missed a critical element. She allowed me to make mistakes in my experiments but she never led me the wrong way. She was always understanding and lenient. She made me practice my defense for her, asked me questions to get me ready for the actual day, and was very supportive of me during the defense. What mattered most to me after all of the years working with Sara was that after my defense, when I was sitting in a room waiting for my committee, it was Sara who came and told me that I had passed with Highest Honors and that she was proud of me."

Jenn is currently a graduate student at the Georgia Institute of Technology studying the chemistry, biology, and engineering of marine organism behavior. In particular, Jenn is conducting research on crab tracking behavior: investigating crabs' ability to locate an odor source in turbulent water when the signal is being mixed up. She holds a Presidential Fellowship and the GAANN fellowship from GATech, and she is President of the Biology Graduate Student Association and a board member of the President's Council. Jenn has recently presented her research at the American Society of Limnology and Oceanography conference in Honolulu. When not in the lab or the field, Jenn finds time to tutor students at a local middle school and coach them in technology competitions.

Thanks Jenn! We are sure your oral exams will go extremely well.



Photo by Toby Hollis

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