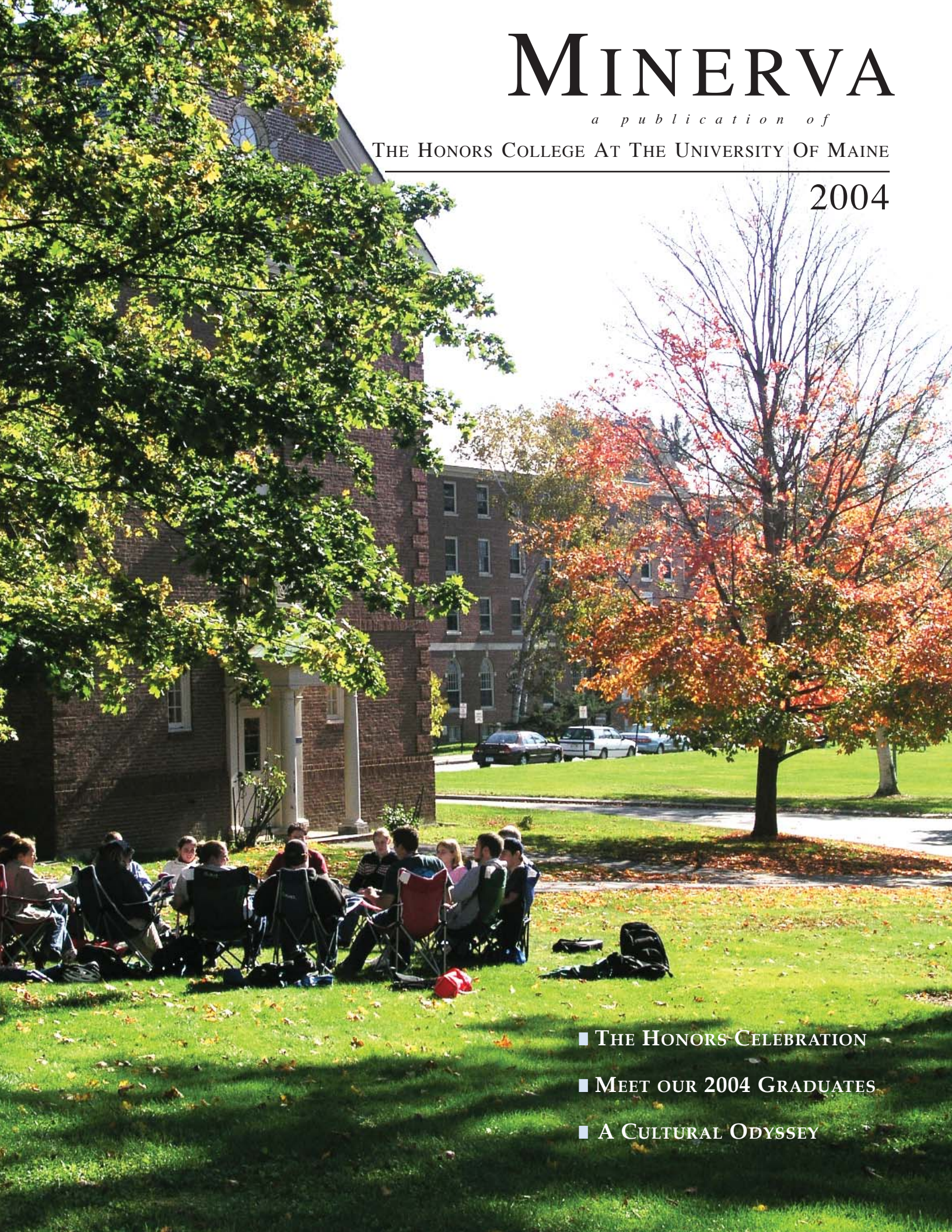


MINERVA

a publication of

THE HONORS COLLEGE AT THE UNIVERSITY OF MAINE

2004



- THE HONORS CELEBRATION
- MEET OUR 2004 GRADUATES
- A CULTURAL ODYSSEY

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front cover: Classes outside Colvin (J.Beever)
back cover: A Gathering of Associates (D. Small)

A member of the
University of Maine System

(In)tangible Evidence



Later in this issue, you'll read a short piece on our Honors Thesis Archives Project and the eight hundred and fifty-one bound theses on the wall in the Class of 1955 Thesis/Reading Room. When I am talking to prospective students, I often show them that impressive collection: "tangible evidence" of the tradition that started here at the University of Maine in 1937. Indeed, those first four theses from 1937 are in that bookcase, along with the fifty or so written in 2004.

There's a great deal to be said for such physical manifestations of hard work, thoughtful scholarship, and creative achievements. However, when faced with the question, "Why should I join the Honors College?" I am always drawn

to the intangibles. Sure it is nice to have the distinction on your diploma and your transcript, as well as the stein and medallion you receive at the Honors Celebration. But, as I often tell prospective and new Honors students, if that is your only goal, is it really worth the effort? I don't think so.

The real reasons students join and continue in Honors involve intangibles. Preceptorial discussions among twelve students from diverse backgrounds and disciplines interacting with an enthusiastic faculty preceptor, reading in successive weeks the narratives of the former slave Olaudah Equiano, Mary Shelly's *Frankenstein*, and Charles Darwin's *Origin of Species*. Tutorial experiences ranging from studying functional genomics over Spring Break at Mount Desert Island Biological Laboratory to poring through all seven volumes and three thousand pages of Marcel Proust's *Remembrance of Things Past*. And, of course, the thesis.

Those theses in the Honors Center represent not only the culmination of the intellectual labor of hundreds of motivated Honors students, but also the journeys that brought them there and starting points for their futures. Two of our Honors graduates, separated by twenty-five years, describe their experiences:

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.

Pride! I've always done well in school, but I have never worked on anything as hard as I did on this. Every night, every day, every weekend...this thesis became my life. The evening of my defense I could have flown! I feel that I can typically speak quite eloquently, but I couldn't believe the words and answers coming out of my mouth! I KNEW this topic (thank goodness since I had only breathed, slept and eaten [sic] it!). I will remember with extreme pleasure how I felt that night. My advisor was my friend, the committee members were my peers, & I was proud. I learned that if I set my mind on something I can do it. I can do anything. True pride.

I am excited to share this year's MINERVA with you as we look forward to an exciting future for the Honors College, providing these intangibles to generations of University of Maine students.

Charlie

Dean, The Honors College

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Our annual gathering
of graduates



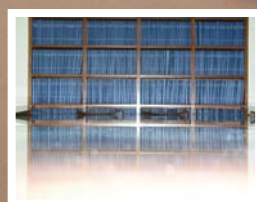
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OUR HONORS CAMPUS: EXCITING PLANS FOR COLVIN HALL!

When asked how long the renovation of Colvin Hall has been going on, a call is usually made to Emily Cain '02 — to ask her age. Emily, currently the Special Assistant for Presidential Events at the University of Maine Alumni Association, was an eighteen year-old, first-year Honors student and a member of the original Honors Center building committee. Not to give away anyone's age, but the project is now entering its sixth year. The initial major phase, the first-floor Robert B. Thomson Honors Center, was completed in early 2002. The complete makeover of the basement level was finished in the fall of 2003.

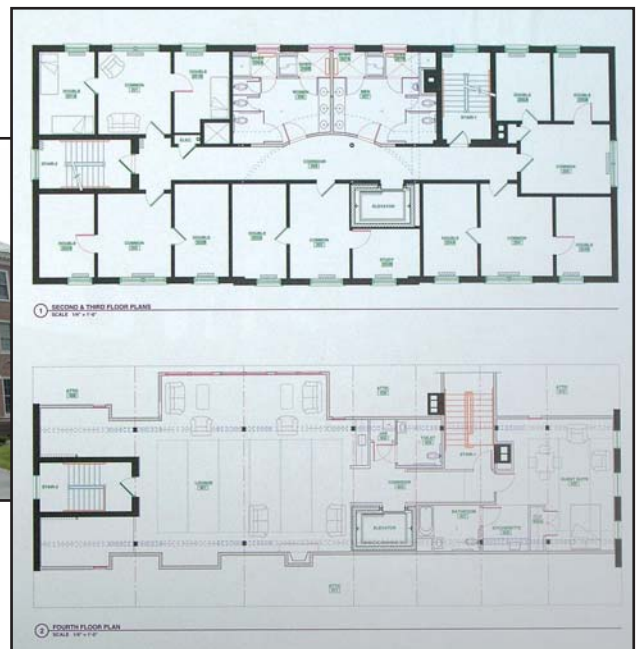


We are now looking toward the next two phases, the renovation of the second and third floors, which house thirty-five Honors students, and the reconceptualization of the attic/fourth-floor space. The work on the residence floors will feature a complete reconstruction of the restroom spaces, expanding them to provide all facilities to both men and women on both floors. Currently, each floor houses one shower room and one lavatory - somewhat inconvenient as there are male and female residents on both floors. In addition, the hallways and

student rooms will be given a facelift including new flooring, electrical fixtures, and accessible doorways.

The fourth floor will be impacted dramatically as we convert much of it into the Oscar Remick Student Forum, an informal meeting area for the Honors College complete with a new expansive windowed dormer, student study spaces, and a fireplace. Also on the fourth floor, the Margaret Chase Smith Visiting Scholars Suite will provide overnight accommodations for speakers and guests of the Honors College. The completion of these phases of the renovation will finalize Colvin Hall as the cornerstone of the Honors College for students, staff, and faculty, truly a living-learning community.

The Colvin Hall Building Committee continues to work with architects from Scott

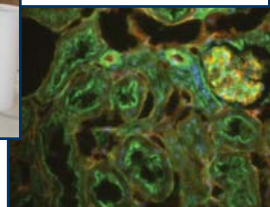


Third and fourth floor plans courtesy of Scott Simons Architects

Simons Architects in Portland, Maine, who also designed the earlier renovations. The goal is to have plans ready for the Honors College Development Committee to use in ongoing fundraising efforts, targeting the work on the second and third floors to be completed in the summer of 2005. The fourth-floor work is slated for the following summer. Several substantial gifts have been received and the Development Committee will also work with local businesses to consider in-kind contributions.

For more information on the Colvin Hall renovation or the Honors College development efforts, please contact us at 207-581-3263.

HONORS 350: AN INTRODUCTION TO FUNCTIONAL GENOMICS MOUNT DESERT ISLAND BIOLOGICAL LABORATORIES HONORS SEMINAR



I went to MDIBL for the research experience in a very comfortable atmosphere. I also knew that I would get to meet and interact with several world-renowned experts in molecular biology and genomics as well as learn cutting edge lab techniques in an immersive environment. I got my honors tutorial completed, and learned new genomics skills that I can apply in my other science courses.

- Seth Robertson, 3rd Year Microbiology

Now in its third year, our collaboration with the Mount Desert Island Biological Laboratory in Bar Harbor allows our students to get practical laboratory experience while fulfilling their tutorial requirement in a two-week intensive program occurring over spring break. This opportunity is made possible through our participation in a National Institutes of Health Biomedical research Infrastructure Network grant collaboration that includes MDIBL, UMaine, and five other institutions from around the state.

The participants spend two weeks immersed in their studies; eating, sleeping, attending classes, and working in the lab



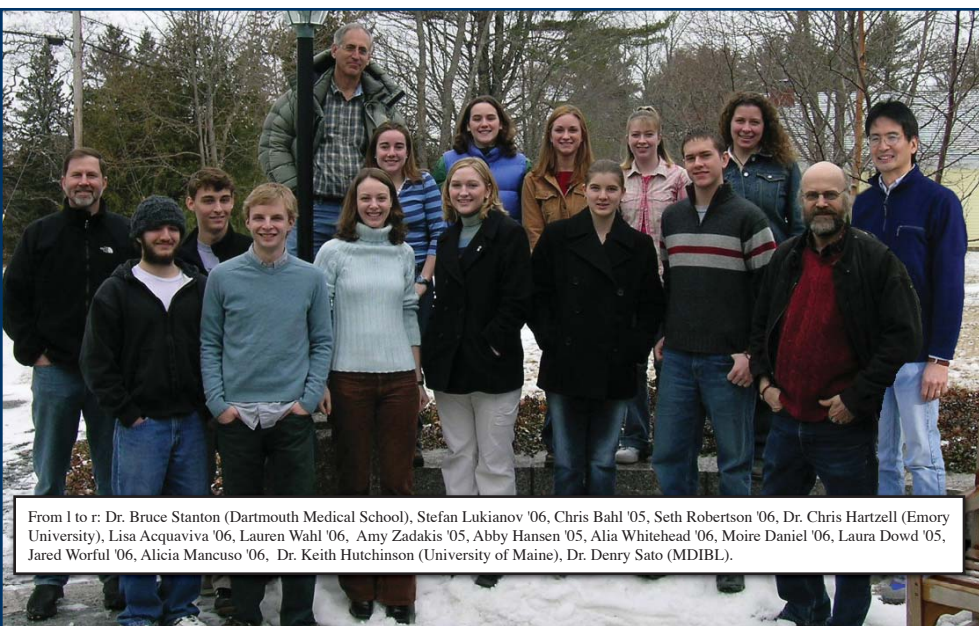
Amy, Laura, and Seth, enjoying the many opportunities MDIBL has to offer.

while most of their classmates are enjoying a somewhat more leisurely time away from campus. Seth Robertson, a third-year microbiology major from Woodland, ME, described the seminar as a “chance to speak with international experts in genom-

ics and cell biology in a very comfortable and familiar honors environment.” Seth, along with Alia Whitehead (microbiology - Essex, VT) and Laura Dowd (biology - North Reading, MA) were among the 12 UMaine students who took part in the seminar this past year, giving up their mid-semester break in return for a great experience at a nationally-recognized facility. The chance to do, in Alia Whitehead's words, “real research, as opposed to cookie cutter experiments that you do in class where everyone knows what is supposed to happen” is one of the reasons she took on the challenge of this opportunity.

The participants studied cystic fibrosis employing a number of cutting-edge methodologies and techniques. “My small group studied the effects that arsenic, 4-PBA (an FDA approved drug), and low temperatures, had on cell growth in comparison to a control assay. The researcher that we worked with, Dr. Sato, even requested our group's data for use in next year's genomics course,” recalls Seth. The research done by our students at MDIBL has important implications. Laura Dowd puts their work in perspective. “By testing different compounds by themselves or in combination will hopefully lead to easing the effects of cystic fibrosis. Because the disease is genetic not a lot can be done in the lab with that, but trying to study the effects can help find a way to make life easier for CF patients.”

Through the continuation of the IDEa Networks of Biomedical Research Excellence (INBRE) grant, we will be able to offer this opportunity for our students through 2009.



From l to r: Dr. Bruce Stanton (Dartmouth Medical School), Stefan Lukianov '06, Chris Bahl '05, Seth Robertson '06, Dr. Chris Hartzell (Emory University), Lisa Acquaviva '06, Lauren Wahl '06, Amy Zadakis '05, Abby Hansen '05, Alia Whitehead '06, Moire Daniel '06, Laura Dowd '05, Jared Worful '06, Alicia Mancuso '06, Dr. Keith Hutchinson (University of Maine), Dr. Denry Sato (MDIBL).



Honors 180: A Cultural Odyssey!

A NEW COURSE debuted this fall, designed to immerse Honors College students in a broad range of cultural experiences. Honors 180: *A Cultural Odyssey* is a one credit, pass/fail course that will be required for all students entering the University from Fall 2004 on. Burt Hatlen, Professor of English and a member of the faculty of the Honors College, is serving as the initial course coordinator. With the help of two Student Facilitators, Sarah Gamble '07 (history - Bethel, ME) and Michael King '06 (English - Milford, ME), Hatlen is introducing students to a range of artistic events that take place on campus or in the local Orono/Bangor community. Supported through the Jaqueline Beau and Dennis Rezendes Honors Arts Curriculum Fund, the course is



designed to immerse students into the world of creative expression. Over the course of the semester, students attend six performances ranging from theatre to art openings. In addition to the performances, students meet for discussions before and after events, often with the performers and artists. In the classroom, students hear from guest speakers that have expertise in the various art forms covered by the course. Students are asked to respond to the events and encouraged to probe the visitors on his/her craft.

This fall, students in the inaugural offering of *A Cultural Odyssey* will be treated to a variety of exciting cultural opportunities. The first few weeks included a visit to an exhibit of Berenice Abbott photographs housed at The University of Maine Art Museum, and a poetry reading by poet, novelist, essayist, and activist Fanny Howe. Other performances on the slate include a Bangor Symphony Orchestra concert and a viewing of the play *Better n' Indians* by Visiting Librarian Professor William Yellow Robe, a nationally acclaimed Native American playwright. The students will also be treated to the end-of-semester concert by the University of Maine Jazz Ensemble. In addition to these performances, students will explore other cultural topics including film and dance. Feedback is encouraged from students in the form of reaction papers and performance critiques. In addition to the students in the course, student facilitators Sarah



Gamble and Michael King look forward to learning more about the arts and also sharing some of their own knowledge and experiences with the students. Michael has hopes of showing the students there are many cultural opportunities available: "For the university itself, a lot of people would say, 'Wow, you go to UMaine and there's nothing there!', but on campus they've got a lot of things going on. And in the Bangor area there are even more things to do." Sarah sees the class as a chance to connect with the students both inside and outside the classroom: "I think it has really helped that many of the students live in Balentine Hall and I live there also."

Burt Hatlen hopes to change the view that some students may have concern-



ing the arts: "There's a lot of resistance and a lot of skepticism and a certain amount of stereotyping. I read four or five responses to the poetry reading and students said they expected to see a bunch of people sitting around dressed in black with berets. One student was surprised that there weren't any bongo drums. ...Bongo drums?" Hatlen has had experience with this kind of class in the past and feels very strongly about the benefits that students will obtain from such an opportunity: "People find the course fun. I remember some people saying that they wished they had taken this [previous course] at the beginning of their college career instead of at the end. It revealed to them life-enhancing things that they can do around here."



Burt Hatlen with student facilitators, Michael King and Sarah Gamble

I distinctly remember a number of years ago, at a National Collegiate Honors Council annual meeting, Bob Spurrier, the Director of the Honors College at Oklahoma State University and a recent past president of NCHC, describing one requirement for all hires in their Honors College: an undergraduate degree including distinction from an Honors program or college, preferably a member of the NCHC. Bob referred to their “instant credibility” with students. I can trace the idea of the Honors College Associates to that moment.

Shortly thereafter, as we began to plan for the future of the Honors College and analyzed our continued growth in enrollment, course offerings, thesis completion, and extra-curricular opportunities, it was very clear that our staff was not sufficient to handle the demand for mentoring, advising, and the myriad tasks that support a College. The immediacy of this need and Bob’s words in my memory coalesced in the idea of Honors College Associates:

Each year the Honors College will employ two recently graduated Honors students in a professional capacity. These mentor/interns will have primary responsibility for advising and mentoring some of the five hundred members of the Honors College, with a particular emphasis on first- and second-year students. In addition, they will have responsibilities in the areas of alumni/ae relations, development, and programmatic initiatives. These individuals will serve as ambassadors for the Honors College while developing leadership, communication, and other important skills.

The rest, as they say, is history. Going Oklahoma State one further, we require that the Associates be Honors graduates from the University of Maine within the preceding four years. Their “instant credibility” is local and current. They have negotiated both the Honors Program (or College) and the University of Maine, successfully and recently. They provide our students with a perspective that few others can.

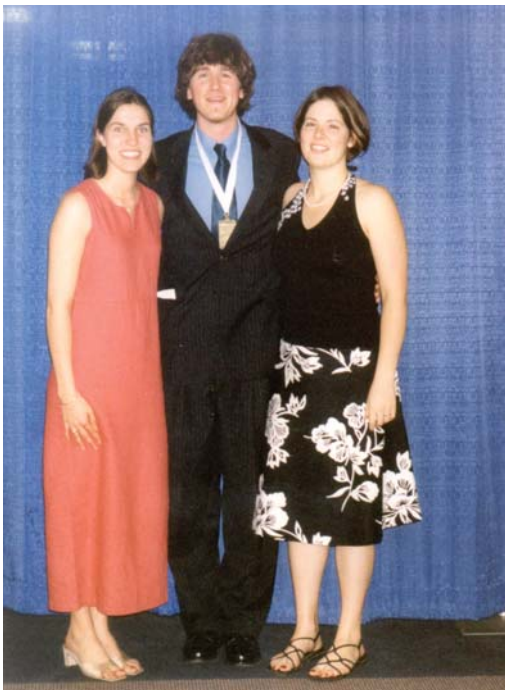
We were fortunate to secure funding for this initiative for three years. Each year since 2002, we have invited all of our recent graduates to apply and have interviewed six or seven candidates. After the interviews and consulting with the selection committee, I am always convinced that hiring two Associates is easy; not hiring the four or five other candidates is the difficult part! Our Associates are a stellar and diverse group. Emily Cain ’02 (music education) and Sarah Paul ’02 (communication) were the first two Associates, in the 2002-03 academic year. Sarah returned for the next year and was joined by Jonathan Beever ’03, a philosophy graduate. This year, Jon has continued with us, and our latest Associate is Jennifer Saucier ’04, who majored in chemical engineering. The enthusiasm and acumen brought by these young professionals to their positions is only rivaled by their academic accomplishments: each of the four graduated with Highest Honors and with high levels of Latin distinction.

Without the Associates much of the support we provide for our students, as well as almost all of the additional opportunities we have introduced as a College, would not be possible. The Associates truly supply that “extra something,” so important to our students as we continue to attract outstanding students to the University and provide participants in Honors with an unsurpassed educational experience.

Working with the Associates has been tremendously rewarding. I am continually impressed with their enthusiasm, dedication, and good humor – regardless of what we ask of them. They complement our traditional staff and allow all of us to be more productive and to better support the students and faculty in the College. Watching them interact with students, learn what it is to be a professional, and grow into these roles is exciting. The Associates provide benefits that



Jonathan Beever '03



INSTANT THE HONORS

I did not imagine when we conceptualized the positions. We knew they would be effective in advising first- and second-year students, but a surprising and gratifying outcome was their ability to mentor current fourth-year students in the thesis process, having recently completed that journey themselves. Indeed, for the past two years, the Associates and I have co-taught Honors 391: *Introduction to Thesis Research*.

A major goal for this year is to continue the Associates initiative. The first four Associates have enhanced the experiences of hundreds of Honors students. Additionally, they have experienced nearly every facet of higher education during their tenure working for the College, preparing themselves for outstanding futures. Emily Cain received her Masters Degree in higher education at Harvard in 2004 and is currently the Special Assistant for Presidential Events at the Alumni Association. In November, she was elected to the Maine State Legislature. Sarah Paul is in her first year of graduate work in communication at the University of North Carolina at Chapel Hill. Jon Beever will start his graduate work in philosophy next fall, perhaps at a university in Australia or New Zealand, and Jenny Saucier will leave next year, bringing her background in chemical engineering to the pursuit of a degree in medicine.



Sarah Paul '02

Looking ahead, we see a bright future with new, vibrant Associates as part of our team each year. There is no question that Honors College Associates bring instant credibility, but also a panoply of talents and a host of abilities to positions which are vital to the continued success of the Honors College and our students.



Jennifer Saucier '04 and Jonathan Beever '03

In addition to acting as mentors for students acclimating to the University/Honors environment and for those immersed in the thesis process, the range of projects in which the Associates have played a vital role is as impressive as it is varied:

- The Thesis Archives Project (see page 10)
- The Curriculum Project: developing curricula integrating Honors with over 130 majors and concentrations
- Designing, securing permissions for, and producing CD-ROMs for each of the four *Civilizations* courses
- Traveling with Admissions staff, meeting prospective students, their parents, and guidance counselors
- Development and advancement work for the Honors College in conjunction with the Development Office, the Alumni Association, and the University Foundation
- Writing, designing, and editing MINERVA!
- Presenting a unique perspective in meetings of the Faculty of the Honors College and of the Honors Council
- Organizing and implementing all phases of the John M. Rezendes Ethics Initiative and the TIAA-CREF Distinguished Honors Graduate Lectureship
- Coordinating trips to the annual meetings of the National Collegiate Honors Council (Salt Lake City, Chicago, New Orleans) and to Washington, D. C. and Boston
- Organizing and facilitating the Compleat Undergraduate's Toolbox lunchtime presentations

CREDIBILITY

COLLEGE ASSOCIATES



"The Associates provide benefits that I did not imagine when we conceptualized the positions..."
- Charlie Slavin



G

oing places with Honors

Boston's Best Meets Our Own

Overlooking the bay in downtown Boston, the Skyline Room of the Boston Museum of Science offered graduates, friends, and students of The Honors College a chance to gather last October to celebrate the College's success and to reconnect with each other. The staff of the Honors College worked closely with the staff at the Museum in planning our event: we had free reign of the Museum's exhibits and enjoyed a wide array of harvest-season foods while talking and enjoying the views from the top floor of the museum.

Amy Benoit Frappier, who graduated from geological sciences in 1999 and wrote her Honors thesis with Steve Norton, spoke on her Ph.D. work in geological sciences as a Graduate Fellow at the University of New Hampshire's Climate Change Research Center. "...Amy Frappier, a graduate student in Earth science at the University of New Hampshire,... was investigating the composition of a cave stalagmite from the Cave of the Stone Tomb in Belize. Little did she know that she was about to come across evidence about a surprising new effect of El Niño on the carbon cycle. This unexpected discovery, documented in the Oct.

18 issue of the journal *Science*, contributes to scientific knowledge of how carbon dioxide moves in and out of the atmosphere, a key to understanding global warming." (Oct 17th 2002 UNH website) The fact that Amy's research was published while she was still a student, and in *Science*, is definitely an impressive accomplishment! Attendees at the event included our good friends and generous benefactors Bill and Betsy Leitch '55, Josh Golek '99, Amy's husband, Brian Frappier '99, Samantha Lott '02, and many others. Our students, current and former, had a chance to thank our friends and to rekindle old connections.

We spent three days in Boston that weekend, allowing our students a chance to explore the city. The availability of food and shops at Quincy Market and Faneuil Hall, baseball games at local Red Sox hang-outs, and museums throughout Boston and Cambridge, found us scattering and taking in the city on our own.

As a side trip, we took our bus to Providence's Trinity Repertory Theater to see David Auburn's Pulitzer and Tony winning play "Proof," the story of a young woman's struggle with mathematical genius and insanity. The play was thoroughly enjoyed by all; especially by Charlie, our Dean and resident mathematician. Before the show, we had dinner at "Fire and Ice," a create-it-yourself stir-fry restaurant that turned out to be a very entertaining spot: a large renovated warehouse filled with good smells, lots of food, and a huge circular grill. Everyone left there with happy stomachs.

This coming spring we look forward to revisiting our friends in Washington, D.C. for a similar celebration at the Library of Congress. We invite everyone to join us there!



Windy City Worthwhile

It was off to the windy city for twenty-six UMaine Honors students when the National Collegiate Honors Council held their annual meeting November 5th-13th, 2003. The title and theme for the 2003 conference, "Finding Common Ground," brought together hundreds of presentations by faculty, students, and administrators involved in Honors education.

Twenty-four students from the University of Maine were involved in at least one of the many eclectic presentations at the conference. UMaine students Moira Reilly '04 (psychology), Kirstin Cloutier '05 (communication), Sarah Gamertsfelder '05 (history), and Adrienne Traxler '04 (physics and astronomy) presented "Common Textual Ground: The Honors Read," sharing their experiences in selecting the annual text (this year's

choice: *Living Downstream* by Sandra Steingraber) for first-year Honors students to read and discuss in the first semester of the *Civilizations: Past, Present, and Future* sequence. Jessica Hudec '06 (forest ecosystem science) and William "Tripp" Bannister '06 (surveying engineering technology) took the classroom experience into the great outdoors in their presentation, "Building Classroom Dynamics Through Outdoor Trips," while Lauren Marshall '04 (English) and Adam Jones '05 (history) focused on indoor lifestyles in "Should Birds of a Feather Flock Together?," an exploration of dedicated Honors living/learning housing on campus. In "The Many Faces of the Honors College," David Paul '05 (engineering physics) and Theanna Hobson '05 (secondary education) discussed the diversity of disciplines in Honors and its impact on teaching and learning. Jenna Merchant '05 (communication, softball), Brittany Cheney '06 (psychology, softball), Jessica Boyd (biochemistry, diving), and Autumn Demaine '05 (psychology and anthropology, rugby) added athletes' viewpoints, presenting "When Geeks Meet Jocks: Finding Common Ground Among Stereotypes."

In addition to panel and lecture-style presentations, the conference also offered master classes in various artistic disciplines, an idea exchange, poster sessions, and a Student Fishbowl discussion. Many students took part in these presentations including Sarah Nichols '05 (music education, piano), Jennifer Houle '06 (mathematics, clarinet), Sarah Penley '04 (political

science and history), Nicholas Cloutier '04 (communication), Jared Worful '06 (molecular and cellular biology and biochemistry), Michelle Ouellette '06 (psychology), Ariel Sholtz-Ames '05 (theater); and Robert Wright '06 (economics and German).

While the conversations within Chicago's Palmer House Hilton were going strong, the cultural opportunities of the city itself called to the conference visitors. Students from the University of Maine took advantage of their visit to see the sights and hear the sounds of the Chicago area. Included in their visits were the University of Chicago, the Lincoln Zoo, various art museums, and many of the cultural neighborhoods spread throughout the city. All Honors students, faculty, and administrators attending the conference enjoyed the gala at Chicago's Museum of Science and Industry, where attendees mingled with each other and with the many exhibits of scientific progress. At the end of their stay, the participating students from the University of Maine returned to Orono a little tired, but a lot more informed. Each of the twenty-six students attending the conference has many stories to tell of the conference and of Chicago. For this, we again owe thanks to Bill and Betsy Leitch for their generous support of these unique experiences.



851 : A Thesis Archives Update

The following is an email sent by Charlie Slavin, Dean of the Honors College, to the Honors Community on 15 September 2004. It has been edited very slightly by Dean Slavin...

I wanted to share some good news. With the latest shipment of approximately 80 bound theses that arrived on Monday, two things have happened. First, our beautiful bookshelf in the thesis/reading room is completely filled; in fact, we've had to move the 2004 grads' theses to the mantel over the fireplace in the Library temporarily. More importantly, we now have 851 bound theses which represents, as far as we can currently tell, all of the Honors grads since 1937 (4 of those!) who had theses either in the Honors Center or in Fogler Library. We know there are more Honors grads for whom we don't have a copy of their thesis; we're working on those. And we know there are students whom Student Records designate as having graduated from the Honors Program but for whom we have no records; we're working on those, too. But these 851 are students for whom we have the tangible product of their hard work and dedication. It looks wonderful, and I invite any of you who have not seen Colvin in a while to come by and check it out!

The credit for this accomplishment belongs to many people. Deborah Small collected and recorded many of the theses from the first 50 years of the Honors Program. Barbara Ouellette, who serves as our institutional memory, enabled us to fill many of the gaps in our record-keeping. Sarah Paul supervised the first two years of the current initiative, and her commitment to detail and accuracy made this project a reality. Sarah Penley ran with the project for a year, photocopying many theses and keeping our records in order. And, this past summer, Lauren Marshall took over the project and saw it through to its completion. Thank you all.

Thanks also go to the Class of 1958 whose generous gift enabled us to furnish the thesis/reading room with the bookcase and the matching 12-person conference table and supported the costs of archival paper and binding for these theses. Their generosity is another great example of the support the Honors College has received from so many people and groups.

There is additional work to be done. We still need to search out theses, both those we know must/do exist and also those that may exist based on information from student records. We need to synchronize various databases — ours, student records', and Fogler Library's — based on theses we actually have, old catalog and class list information, and other indicators. Much of this detective work will be ongoing over this coming year; we have enlisted a new collaborator, work-study student, Emily Harris, to begin to put all the pieces together. We are confident that our theses represent Honors grads, but we know there are more!

It's exciting to be able to announce the completion of such a rewarding project. While it may be the first phase, it is certainly the largest and most significant part of the whole. We can all celebrate this project and more importantly the accomplishments of the 851 University of Maine graduates whose work we are displaying.

As always, thank you for your support and hard work for our students,

- Charlie

p.s. We've commissioned the cabinetmakers who built the first bookshelf to build two matching smaller ones that will flank the doorway at the opposite end of the room. At the rate our students are producing great work, they'll fill up in no time. [25 October 2004]



Lauren Marshall, '04 peruses the thesis archives



A DISTINGUISHED GRADUATE: CHARLES STANHOPE, HONORS CLASS OF '71

Charles Vincent Stanhope, a native of Portland, Maine, graduated from the University of Maine in 1971 with a B.A. in French while participating in the former Honors Program. Charles fondly remembers his years on the campus and often remarks how valuable the Program has proven in his professional life and accomplishments. During his senior year, he researched, wrote, and defended his Honors Thesis entitled *The Development of the Characters in the Realistic Novel of the Seventeenth Century* under the advising of Professor Olga Wester Russell. After graduating from the University of Maine, Charles served in the United States Army for three years. Following his stint in the Army, he took a position at the Library of Congress — opening mail. While working full-time in the Exchange and Gift Division, Charles received his Masters in Library Sciences in 1979 from The Catholic University of America in Washington D.C. In that same year, he earned a competitive internship that allowed him to view many diverse facets of the library while holding several different positions. Subsequently, he was appointed Assistant to the Chief of Staff. Most recently, in November of 2003, Charles was appointed by the Librarian of Congress, Dr. James Billington, to the position of Director of Development. Dr. Billington expressed his appreciation in making the appointment, “Charles Stanhope brings to the Development Office broad knowledge of the Library, a diverse network of contacts, and a deep commitment to our institutional goals.”

Last spring, the Honors College was privileged to host Mr. Stanhope as our *TIAA-CREF Distinguished Honors Graduate Lecturer*. Charles provided the keynote address to kick off the University's second annual Student Research and Creative Achievement

Week. His address highlighted his experiences in his current position, entitled “Making Sense of the Information Explosion: A View from the World's Largest Library.” Charles discussed how, “We are living in a world driven by technological advancements, many of which overtake us before we realize it.” The library was established in 1800 by John Adams and, “It has become the greatest library ever assembled since the library in ancient Alexandria, an achievement in which all Americans should take pride.” The majority of his address discussed the explosion of the world of digital information and how libraries and the government are dealing with these issues, “As our daily lives as information consumers have changed, as our institutions face the challenges of the digital information world, so has the profession of librarian or information technologist begun a transformation. To pursue the several issues touched on — intellectual property, selection and organization, access and preservation — the next generation of librarians

must be trained with the skills to lead the profession, the educational institutions and the nation forward in the Information Age.” Charles expressed his concern and commitment to the library system, “We want to ensure that the generation who follows us will have the essential access to knowledge that those who preceded us — and those of you listening to me today — enjoy.”

We would like to thank Charles for his interest in sharing his experiences with us. He is a role model for current and future Honors students and stands as an example of one of the best and brightest Honors graduates from the University of Maine. You can read more of Charles Stanhope's comments on our website at www.honors.umaine.edu/traditions/tiaa-cref.htm.



HONORS GRADS

Please let us know how you are doing! Send updates to The Honors College care of Barbara Ouellette:

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Charles Stanhope talks with current Honors preceptor and librarian Paul Schroeder

John M. Rezendes Visiting Scholar in Ethics

THE HONORS COLLEGE AT THE UNIVERSITY OF MAINE

THE 2004 JOHN M. REZENDES ETHICS LECTURE
PROFESSOR LIJUN YUAN, TEXAS STATE UNIVERSITY

Lijun Yuan

THE Ethics of Care and Social Policies




A dialogue on Gender Across China and the U.S.

Thursday, April 22, 2004
7:00 — 8:30 pm

Buchanan Alumni House, Macintyre Room
Reception in the Andrew Leadership Hall
from 6:30-7:00 pm
The University of Maine

The John M. Rezendes Ethics Lecture was established to critically engage students, faculty members and the surrounding community with ethical issues of national importance.

Dr. Lijun Yuan is Professor of Philosophy at Texas State University-San Marcos. Before coming to the U.S., she was associate professor in Philosophy Institute, Beijing Academy of Social Sciences.

In complying with the letter and spirit of applicable laws and in pursuing its own goals of diversity, the University of Maine System shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veterans status in employment, education, and all other areas of the University. The University provides reasonable accommodations to qualified individuals with disabilities upon request.
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The annual Rezendes Ethics Lecture and Essay Competition is made possible by the generosity of Dennis Rezendes '57 through the John M. Rezendes Ethics Fund, dedicated to providing our students and community access to important ethical issues.

FMI please see: www.honors.umaine.edu/traditions/rezendes-ethics-lecture.htm

TIAA-CREF Distinguished Honors Graduate Lecturer



THE HONORS COLLEGE AT THE UNIVERSITY OF MAINE

TIAA-CREF DISTINGUISHED HONORS GRADUATE LECTURE SERIES
HELD IN CONJUNCTION WITH STUDENT RESEARCH AND CREATIVE ACHIEVEMENT WEEK

Charles Stanhope

Making Sense of the Information Explosion

A View From the World's Largest Library

Monday, April 12, 2004

Reception: 3:30 pm

Bodwell Lounge, Maine Center for the Arts

Talk: 4:00 pm

Minsky Recital Hall, Class of 1944 Building

The University of Maine

Charles Stanhope is the Director of Development
at the United States Library of Congress

The TIAA-CREF Distinguished Honors Graduate Lecture series was established in
2002 as a collaboration between TIAA-CREF and The Honors College at The University of
Maine. Each year this award highlights the accomplishments of a UMaine Honors graduate.

The Lectures serve as an opportunity for the University community to recognize the individual's accomplishments, vision, and connection with the University. The Distinguished Honors Graduate Lecture is
the keynote address for the University's Student Research and Creative Achievement Week.



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Equal Opportunity, The University of Maine, Room 101, 5754 North Stevens Hall, Orono, ME 04469-5754, telephone (207) 581-1226
(voice and TDD).

In collaboration with TIAA-CREF, we are pleased each spring to invite a distinguished Honors graduate to campus to speak with our students and the University community about his or her work.

FMI please see: www.honors.umaine.edu/traditions/tiaa-cref.htm

The HONORS



The Honors Celebration is the culmination of at least four years worth of hard work. The feeling of accomplishment one has at the time is something that can't really be understood until you experience it. In retrospect, I don't think I'd change anything about my experience in The Honors College. All of the challenges I met were with good reason and made me a better student in and out of the classroom.

- Marshall Dury '04, Bachelor of Arts in English



I very much looked forward to the Celebration - almost more so than graduation. It was more special and made me feel like I was truly finished with my thesis... that I had accomplished a great deal. It was all the better because my parents, professors, and fellow Honors students were there to share the feeling of "Whew, I did it!" with me.

- Stephanie Rogers '04, Bachelor of Arts in History and Interdisciplinary Studies



Attending the annual Honors College brunch with our graduating daughter, Jennifer, we listened as the title of each senior's research project and thesis was read aloud. We were greatly impressed by the diverse and challenging projects completed by these talented young people! Taking part in the Honors College opens up many exciting opportunities for undergraduate students to participate in research that is often only available at the graduate level.

-Karen Saucier, B.S. in Child Development, UM, '79; M.Ed. in Literacy, UM, '04
Richard Saucier, B.S. in Civil Engineering, UM, '80; M.B.A., UM, '01



CELEBRATION

Attended by over three hundred people including graduates and their families, advisors, Honors faculty and staff, and the President and Provost of the University, the event is a highlight of graduation weekend.



It was wonderful having the chance to celebrate the completion of my undergraduate career and my thesis work with everyone who made it possible at my side; family, fellow students, faculty members, and administrators were all there to share a part of my life I will never forget. The weight of the Honors medallion around my neck gave the closure I needed to realize that I had finally done it: I was a University of Maine Honors graduate.

- Lauren Marshall '04, Bachelor of Arts in English



One of the best things that has happened to the University of Maine in recent years has been the creation of the Honors College. This has broadened and deepened the quality of the educational experience available to UMaine's best students. The celebration held in May reflected this new level of excellence and new spirit in the Honors College.

- Peter Hoff, President, University of Maine 1997-2004

Energy, pride, enthusiasm, reward, satisfaction are a few words that come to mind as I recall the 2004 Honors College Celebration. It was a wonderful tribute to the collaboration between students and faculty members that created the impressive endeavours listed in the program, and I loved watching the faces of family members as the graduates were introduced.

- Kathryn Olmstead, Associate Dean in the College of Liberal Arts and Sciences



Athletes in Honors - Expanding the Field

We spoke with Allison Kelly '05, a kinesiology major, Jessica Hudec '06, double-majoring in forest ecosystem science and Spanish, and Jennifer Merchant '05, a journalism major, on the challenges and benefits of being a varsity athlete and a member of the Honors College.

M: Jenna, last year at the national Honors conference you did a presentation on athletes in Honors. What sort of a response did you get?

Jenna: It was about contrasting stereotypes for student-athletes. As far as peer response, a lot of the women on my team were interested in it. The presentation gave us a little more respect for ourselves. It makes you feel good to know that you can take part in athletics as well as taking advantage of academic opportunities.

M: Do you feel that your fellow teammates are understanding of the academic work that you do?

Alli: Well, a lot of the first-

years on my team this year are in Honors, so they definitely understand. They are all really motivated. I think that being an athlete you have this work ethic with an ability to focus on your game and focus on your work. I know that the way I see my playing ability is that I am one part of a large team.

Jess: My team seems to be split half and half. A lot of us came to school for the academics but others came with hopes of having professional running careers. I love running and being a part of the team but I know that my academics take priority.

M: Is that different from in the classroom? Do you find in the classroom that you take a leadership role?

Jenna: I think it depends on the subject of the class — last year in my Honors class there was some stuff that I couldn't relate to or understand. Other times we would talk about something like religion, and I would just jump on it because I'm from Utah and religion is huge there!

M: That's sort of the idea that we are trying to accomplish with our Honors Courses. We hope that the smaller class size enables a lot of interaction.

Alli: Well, it definitely makes you do the work. You are held accountable!

Jess: I kind of spoke out more in my first-year sequence. But now that I'm in my third year tutorial where everybody is talking, I find that I am kind of quiet.

Jenna: It was the opposite for me. During my first two semesters in Honors, I was so completely overwhelmed because I missed the first semester of the sequence. After I saw the syllabus for the first semester class, I said, "This is what I should be taking! These are all the books I want to read!" So, I walked into Charlie's office and said, "Hi. I'm not supposed to be here, but can I join anyway?" And he gave me a chance. It took a lot of work since I



Allison Kelly - Soccer



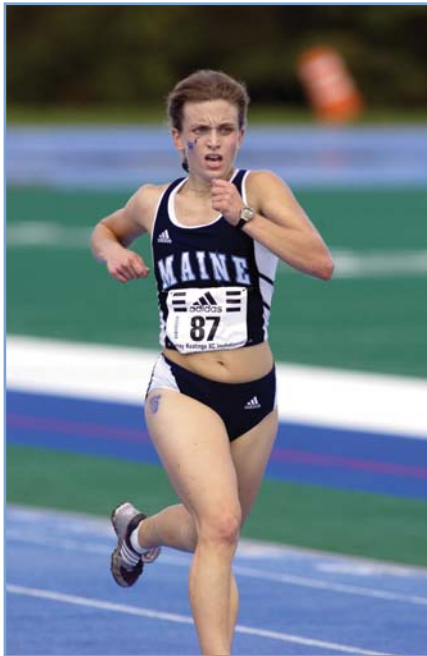
Jess Hudec - Track and Field



Jenna Merchant - Softball



Alli Kelly takes a break from class and soccer to check out Minerva 2003.



Jess Hudec hard at work

missed the first semester, but I was able to grow intellectually. I was able to think much differently and much more analytically.

M: *It sounds like it was almost luck that led you here and then interest that kept you here?*

Jenna: The Honors College has been the best part of my career here. It was everything I wanted to read and what I wanted to learn. It has really driven who I have become and what I want to be eventually. I always wanted to do the law thing, but Jim Gallagher has taught me so much that I am really leaning towards sociology. A lot has changed in me because of this program. And even though it wasn't something that got me here, it really was the culminating experience of my time here.

M: *So what has been the best part about Honors for you thus far?*

Alli: I just think that the challenges that Honors provides were huge for me because I had never really done anything like that. English was never that interesting to me, but I knew I liked reading a little bit. The challenge of reading a book a week, and reading these amazing works,

is just so great to be a part of. And doing the thesis is going to be...

Jess: Hard?

(Everyone laughs)

Allison: Yeah, but afterwards it will be great.

Jenna: I actually think that is what my favorite thing about it has been: the community itself. I've been so far away from home for the past four years, and I'm such a homebody, that it is nice to have people watching out for me. In fact, I don't think that Charlie has missed a single game that I have pitched at home. And I've pitched in a lot of games! I'm going to admit that I actually get out there, start warming up, and look into the stands and make sure Charlie is there. Well, that says something for Charlie but it also sends such a strong message to me. It's such a good level of support knowing that someone is out there who sees you differently than when you are just out on the field.

Jess: Well, for me it is just the flexibility of the College along with the creativity that is so important to me. Like, for last years Honors national conference I did "Building Group Dynamics through the Outdoors"

and we actually got the funding to take Mark Haggerty's first-year preceptorial camping and hiking the first week of the semester. I monitored them to see if it made their group dynamics better, and if it had an effect on discussions and that type of thing. Then I got to go to Chicago and present on it!

M: *As successful members of the Honors College do you ever find it tough to reconcile your major, Honors, and your sport while still having a normal life?*

Jenna: Oh yeah!

Jess: Oh, it's always tough. I am a double major, in Honors, and I run three seasons, so I am constantly doing something. But like Allison said earlier, it is just a matter of priorities. When you are in season it is that much easier to allot your time and you have the discipline that comes along with being an athlete, too. It's just a commitment, but once you've made a commitment to all three then that's just what you do.

Alli: Yeah, it's just the mentality of it that you bring into your schoolwork, because you want to succeed and you want to do the best that you can.



A talented trio: Alli, Jenna, and Jess

Jess: But that's life. I think it does make us different from some other athletes where their sport is their life. You just have to segregate it. I go running to escape the other stuff and do the other stuff to escape running.

Jenna: I really think its like Jess said, being able to segregate. Because when you are there, it is life - it's everything. For me every time that I am having a bad day the world is over. But, I can leave and everything is ok again

because there is another side to life that I can do ok at. That's really nice because class doesn't always go well so you have your sport to just kind of fall back on and throw yourself into it. But, on the other hand

when I have a bad day at pitching, I am so happy to get out and go to class.

M: *Do you feel like you have ever had to make any sacrifices?*

Jenna: I have made a few sacrifices but I feel they are definitely worth it. This whole experience has really been able to expand my horizons in so many ways. Like last year when Allison and I took a class from Jim Gallagher and we read some awesome books.

Alli: It just gives you an opportunity, especially for me, to do something that I probably would never do and look at some amazing writers and concepts.

M: *What course did you take from Jim?*

Alli: It was a tutorial called "Alienation, Belonging and Power."

Jenna: I can honestly say that I



would not have taken the course based on the title. I just looked at who was teaching it and signed my name up!

Jess: Well, kind of what Jenna said about looking at the professor and signing up for the class. That just kind of goes to show how everybody kind of knows each other in Honors and it forms a second home. It's a community in itself where you can go that is separate from your home and your team.



Jenna: I have so many great friends that I have made in Honors. It just gives you such a different perspective. I can talk to somebody who's brilliant and just knows so much. They never cease to amaze me.

M: *What originally attracted you both to UMaine and the Honors College?*

Alli: My coach was actually the one who looked at my transcript from high school. He said "Allison, I think you could do well here." He was the one that prompted me to talk with Charlie and come here.

Jess: Mine was kind of a total package thing. I came to Maine on a volunteer trip when I was sixteen and I just fell in love with it. I was definitely thinking about it for college. It just fell into place financially and I knew I could run here - it's a D1 school. The Honors College asked

me to attend and I was interested. What really made the difference for me was that I knew with the Honors College I could get that feeling of being at a small private school while at UMaine.

Jenna: My senior year of high school I had an English teacher who had lived in New England for two years during graduate school, and he never stopped talking about it. We would be reading Robert Frost and he would just start talking

about walls of trees and I would just say, "Oh my gosh! This is where I am meant to be!" When I talked with the coach here she asked me what I wanted to see on my recruiting visit and all I told her was that I

wanted to see a lighthouse. So, instead of flying me into Bangor she flew me into Portland and drove me out to see Portland Headlight. The moment I saw it I was sold. But I can honestly say that it was the Honors College that kept me here.



Jenna Merchant and Charlie

Amy Jane Appleton
Etna, Maine
Nokomis Regional High



Major: New Media
Minor: Rhetoric & Writing

Activities at UMaine: Expand Your Horizons Presenter; Special Olympics Volunteer; Member, Phi Beta Kappa; Member, Phi Kappa Phi; Member, Sigma Tau Delta

Thesis Title: *A Craft With Soul: Wooden Boat Building in Brooklin*
Advisor: Bill Kuykendall

Thesis Description:

Amy Appleton has collaborated with the Maine Folklife Center to create a DVD about wooden boat building in Maine. This DVD, *A Craft With Soul: Wooden Boat Building in Brooklin*, will be used as a listening center for the Maine Folklife Center's display at the 2004 National Folk Festival. The project includes three narrative-based shorts illustrating Maine's history with boat building, the debate over modern techniques vs. traditional building methods, and the unique qualities of wooden boats. The DVD also includes a description of the mission of the Maine Folklife Center, special thanks to the contributors, and ways for the viewer to become involved with wooden boats.

The craft of wooden boat building is a family- and community-based tradition that has been passed down for generations, and has been an integral part of Maine's heritage for hundreds of years. The exhibit focuses upon the boat building community of Brooklin, Maine to illustrate the wooden boat building trade in Maine. With a population of only 800, Brooklin contains over ten boat yards, many of them specializing in wooden boat production. Brooklin is therefore an excellent representation of this trade and its impact.

The Maine Folklife Center exhibit will contain this DVD, an informational display, and live wooden boat building demonstrations. It can be viewed at the National Folk Festival in Bangor, Maine on August 27th through 29th, 2004.

Future Plans:

Upon graduation, I will attend Emerson College, where I have been awarded a Presidential Fellowship, to obtain an advanced degree in media arts.

Erik Matthew Paul Black
Veazie, Maine
John Bapst Memorial High School



Major: Political Science

Activities at UMaine:
Student Government; Law & Society Club

Thesis Title: *Legal Limbo: An Analysis of the Rights of Detainees at Guantanamo Bay*
Advisor: Joel Blank

Favorite Quote:

I have never let my schooling interfere with my education.
- Mark Twain

Thesis Description:

My thesis argued that the United States government has violated the rights of detainees captured in the "War on Terrorism" at Guantanamo Bay, Cuba, by restricting their rights to due process, judicial review, and a fair trial under the rules of both domestic and international law. In particular, I argue that the government's reliance on the U.S. Supreme Court case *Johnson v. Eisentrager* (1950) as a precedent for restricting judicial review in Guantanamo Bay is incorrect. Furthermore, I argue that the indefinite detention of these prisoners violates the Due Process Clause of the Fifth Amendment, the Third Geneva Convention, and the International Covenant on Civil and Political Rights. Lastly, I argue that the government's plans for an executive-controlled military tribunal process violates the modern standards of a fair trial on the basis of recent domestic and international precedents.

Future Plans:

I plan to find a job in my field while preparing to go to either graduate school or law school.

Margaret Undine Brunton
Birch Harbor, ME
Homeschooled



Major: Elementary Education
Minor: Honors concentration

Activities at UMaine: Golden Key; Alpha Lambda Delta; Kappa Delta Pi; NSCS; Phi Kappa Phi

Thesis Title: *A Look at Looping*
Advisor: Gert Nesin

Favorite Quote:

*It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.*
- William Ernest Henley

Thesis Description:

My thesis is about an educational practice called looping. This term refers to a practice in which a teacher remains with a single-grade group of students for two or more years, moving up through the grade levels with them. It is a grassroots movement that has its roots in home-schooling, the one-room schoolhouse, and the Waldorf and Montessori methods. One of the primary reasons that I became interested in this practice is because I was homeschooled throughout all of my education and was interested in exploring how continuity was being practiced in the institutionalized setting. For the purposes of my thesis, I focused on the two-year loop at the elementary school level. While researching the concept of looping, I used the Internet, journals, library sources, and interlibrary loans. I also conducted in-person interviews with seven teachers who are currently looping here in Maine. The most outstanding feature of the looping practice is the long-term student-teacher relationship that results. Other strong points that spring from this are continuity and stability. Although there are a fair amount of qualitative studies available, more quantitative studies need to be done. From my research and interviews, I found that the benefits of looping far outweigh any disadvantages. As a future teacher, I would like to experience looping with my own class.

Future Plans:

After graduation, I plan on teaching at the elementary level for a couple of years then going on to get my masters.

Adam Michael
Burgoyne
Enfield, Maine
Penobscot Valley
High School



Majors: Molecular &
Cellular
Biology; Biochemis-
try; French
Minor: Microbiology

Activities at UMaine: Tutor Program
Subject Area Coordinator; Microbiol-
ogy Teaching Assistant; Alpha Zeta;
Phi Beta Kappa

Thesis Title: *Cloning, Purification, and
Characterization of a Putative Bifunc-
tional Beta-1,4-Endoglucanase and Beta-
1,4-Exocellobiohydrolase Enzyme from
Teredinibacter turnerae, Endosymbiont
of Wood-Boring Mollusks*
Advisor: Daniel Distel

Favorite Quote:

*Darkness cannot drive out darkness; only
light can do that. Hate cannot drive out
hate; only love can do that. Hate multi-
plies hate, violence multiplies violence,
and toughness multiplies toughness in a
descending spiral of destruction... The
chain reaction of evil--hate begetting
hate, wars producing more wars--must
be broken, or we shall be plunged into the
dark abyss of annihilation.*

- Martin Luther King, Jr.

Thesis Description:

Shipworms are a type of clam that digest
wood for food and cause over one billion
dollars in damage each year to wooden
boats, piers, and other structures in
the marine environment. The gills of
shipworms contain symbiotic bacteria
that produce a variety of enzymes used
in the breakdown of cellulose and other
components of wood. My thesis includes
a description of a cellulase enzyme from
these symbiotic bacteria that can degrade
cellulose by attacking the molecule
either internally or externally. The gene
responsible for this bifunctional enzyme
was cloned and sequenced. The protein
product was then overexpressed and puri-
fied in order to characterize the enzyme.

Future Plans:

This summer, I am moving to
Cleveland, Ohio in order to start an
MD/PhD combined degree program
at Case Western Reserve University
under the support of the Medical
Scientist Training Program. I plan
to become a physician scientist with
clinical and research interests in
oncology and cancer biology.

Jennifer Siboni
Carter
Harrison, Maine
Oxford Hills
Comprehensive
High School



Major: Latin
Minor: Classical Studies

Activities at UMaine: UMaine Foren-
sics

Thesis Title: *Translating the Mosaic -
Quilts that Bridge the Gap of Time*
Advisor: Tina Passman

Favorite Quote:

*All good writing is swimming under
water and holding your breath.*
- F. Scott Fitzgerald

Thesis Description:

I have created three quilts that reflect
three art forms of antiquity - the mosaic,
the fresco, and stained glass. The quilts
are images of the moment of transfor-
mation for women in three myths. The
mosaic quilt portrays Daphne reaching
her branches to the sun god whom she's
shunned. The fresco quilt shows Eurydice,
a shade once more after her long journey
from the underworld. The stained glass
quilt pays homage to Arachne, the small-
est of weavers, tracing her web across a
stained glass window. I chose to portray
women in order to further demonstrate the
significance of women's work with cloth.
A short paper accompanies the quilts to
explain the myths I've portrayed, women's
work with cloth, the quilt methods and the
history of the art forms I'm representing.

Future Plans:

In June, I am getting married to
Matt Stanford, and that is all I can
be certain of at this point. I expect
that someday I will finish my novel,
and after that, I'll write another one,
and after that, another one. I hope to
continue that cycle until I am satisfied
that I've written enough.

Caitlin Elisabeth
Church
Kennebunk, Maine
Phillips Exeter Acad-
emy



Major: English

Activities at UMaine:
Peer Tutor @ Writing Center

Thesis Title: *Priscilla's Closet: A Chil-
dren's Book from Concept to Creation*
Advisor: Dr. Janice Kristo

Favorite Quote:

And now let the wild rumpus begin!
- Maurice Sendak,
Where the Wild Things Are

Thesis Description:

I researched children's literature, specifi-
cally: the values of literature for young
children, three genres of picture books
(concept, patterned, and participation
books), criteria for high quality illustra-
tions and text in picture books. Following
this research I analyzed four popular
children's titles to help give me insight
into the current field of published books. I
then wrote a concept book titled Priscilla's
Closet. My book deals with the concept
of matching appropriate clothing to the
proper activity and it also deals with color
recognition. My father was the illustrator.
There are eight outfits/activities that are
discussed. I am hoping to try and get it
published in the future.

Future Plans:

I am planning on going into teaching
English in high school or the world
of publishing. No concrete plans as
of yet.



Emily Harris '08 (studio art) and Ashlee Gifford '08
(psychology) on our trip to a recent Honors gathering in
Portland, ME (September 30th, 2004)

Nicholas James
Cloutier
Hardwick, Vermont
Hazen Union



Major: Advertising
Minor: New Media

Activities at UMaine:
Alternative Spring Break; National
Society for Collegiate Scholars;
Lambda Pi Eta; Phi Beta Kappa;
Black Bear Volunteers

Thesis Title: *Advertising, Society, and
the Creative Process.*

Advisor: Natasha Tolstikova

Favorite Quote:

Have a good day...if not it will look up.
- Nicholas Cloutier

Thesis Description:

Along with briefly looking at the history of advertising and its interactions with society, the purpose of this project is to replicate the process professionals in the advertising field use to create an advertisement, and to test myself creatively and intellectually. While this type of research may be commonplace in the advertising field, each product and advertisement can bring new ideas and reactions, especially when you are new to the process. By researching Capri Sun Island Refreshers in the aluminum bottle I will be able to produce a creative concept and generate an advertisement. Producing an advertisement will allow me to learn the theories, concepts and skills that go into creating an advertisement with the goal of communicating a message. This advertisement will then be shown to screening groups and I will be able to see what messages the advertisement has created for each individual. This will show how society becomes a member of the creative process and will illustrate the communication between advertising and society.

Future Plans:

Upon graduation in May 2004, Nicholas plans to pursue an internship at an advertising agency. This internship will serve as a stepping-stone for him to gain experience in the field and find a position at an advertising agency as an account manager. Over the summer, Nicholas will work for the Upward Bound Program guiding students to college. He will also be returning to Camp Boggy Creek again to volunteer as a counselor for chronically ill kids.

Patrick T
Corbett
Brewer, Maine
Brewer High School



Major: New Media
Minor: Rhetoric and
Writing

Activities at UMaine: Academic
Computing Advisory Committee;
New Media Faculty Search Committee

Thesis Title: *Knowledge in Context:
Context in Knowledge*

Advisor: Michael Grillo

Favorite Quote:

*Survival is not possible if one approaches
his environment, the social drama, with
a fixed, unchangeable point of view--the
witless repetitive response to the unper-
ceived.*

- Marshall McLuhan

Thesis Description:

This thesis serves as a reflection and an analysis of an Italian art and architecture travel study course documentary project. More specifically, a reflective account of a personal experience in Italy is used as a catalyst for discussion of the epistemological implications associated with presenting the project using digital documents including imagery, audio, and video. This discussion is supported by an analysis of those contexts related to the project, their mutual relationship with knowledge, and how this relationship provides insight into mediations with digital documents for those attempting similar projects.

Future Plans:

Attend graduate school and start my own business.

Ashley Ann
Daigle
Madawaska, Maine
Madawaska High
School



Major: International
Affairs with a concentra-
tion in Political
Science
Minor: Economics

Activities at UMaine: Women's
Rugby; Amnesty International

Thesis Title: *When Will the Caribbean
Have its Day in the Sun?*

Advisor: Timothy Cole

Favorite Quote:

*Never let school get in the way of your
education.*

- Mark Twain

Thesis Description:

For centuries the Caribbean region has been under the shadow of a giant, be it the United States, Great Britain, Spain or France. Despite a thriving tourism sector, this region still suffers from political and economic turmoil. This thesis looks into what the impediments to development are and what is being done to give the Caribbean its day in the sun after years of wallowing in the shadows.

Future Plans:

I am hoping to travel the world!



A cake fit for a Dean!

Charlie Slavin was recently granted the title of Dean of the Honors College by the Board of Trustees. In honor of his new title friends gathered for good food, fun, and fellowship.

(October 5th, 2004)

Melissa D. Deletetsky
Portland, Maine
Deering High School



Major: Social Work

Activities at UMaine:
Phi Alpha Honor Society; Maine Masque; Alternative Spring Break

Thesis Title: *College Bound: Increasing Access to Higher Education for Inner-city Black and Latino Students*
Advisor: Sandra Butler

Favorite Quote:
Whatever you are, be a good one.
- Abraham Lincoln

Thesis Description:
My thesis examined how segregation in public schools, due to housing patterns and the breakdown of desegregation legislation, is creating an achievement gap between urban schools and their suburban counterparts. Inner-city schools, which serve predominantly black and Latino students, are struggling with insufficient resources, under-qualified teachers, rundown buildings, and overcrowding. As a result, students attending these schools are leaving unprepared for college. I focused my research on methods to increase access to higher education for this population of students. An exploration of current programs that address this issue led to the conclusion that there are not enough programs that target inner-city black and Latino students specifically. In addition, these schools are in desperate need of a significant increase in funding. The programs introduced in my thesis were focused on increased advocacy for future funding, more parental involvement, and the integration of learning goals and objectives into the curriculum starting in the sixth grade. While continued advocacy is essential to long term changes in the education system, it is also important that those who live and work closely with this at-risk population collaborate to improve the daily lives and opportunities of inner-city students.

Future Plans:
I will continue my education at Columbia University School of Social Work in the fall, with a concentration in policy planning. I hope to use my social work background to affect critical legislation.

Shannon McGee Dougherty
Bowdoinham, Maine
Brunswick High School



Major: Theatre

Thesis Title:
An Exploration of the Lighting Design Process for the 2004 Maine Masque Production of "I Love You, You're Perfect, Now Change"
Advisor: Tom Mikotowicz

Favorite Quote:
Any woman who thinks the way to a man's heart is through his stomach is aiming about ten inches too high.
- Adrienne Gusoff

Thesis Description:
Lighting design is both a practical and artistic process. Practically speaking, good lighting designers possess a bevy of skills including an ability to draft, an understanding of the quality of light and its uses, and an intimate knowledge of different types of lighting instruments and their capabilities. Good designers also have the ability to work in concert with others, to think creatively and independently and to surround themselves with influences that are conducive to enhancing the physical process. This project honed drafting skills and increased knowledge of light quality and instrumentation through experimentation and research. It also explored the artistic development of the lighting design in the Maine Masque production of *I Love You, You're Perfect, Now Change*. Additionally, participating in the design process is a practical and educational application of artistic and mechanical skills that serve as a real world model for future theatre endeavors.

Future Plans:
Sleeeeeeeeeeeeeeeeeeeep!

Valerie Gerrior Doyle
Mt. Desert
Mt. Desert Island High School



Major: English

Activities at UMaine:
Tutor; Editor of Hemlock

Thesis Title: *Hemlock: A Literary Magazine*
Advisor: Kathleen Ellis

Thesis Description:
I started Hemlock to encourage all students to write more and to read others' work. Over the year we have put out 4 issues, representing over 60 students from all disciplines at the university. Hemlock will hopefully become a mainstay at UMaine as we achieved student organization status this year, and it will henceforth receive adequate funding. In addition, I submitted my own short stories and poetry as part of my thesis--most of which was published in Hemlock.

Future Plans:
I plan on having fun for 12 months straight! My only goal for the year is to learn another language--doesn't matter which one. And I'd also like to stop drinking so much coffee, but expect that might take me more than a year--haha!



Ah, the artistic application of frosting!
Emily Harris '08 and Jennifer Saucier '04
(October 5th 2004)

Marshall D. Dury
Westborough, MA
St. John's High School,
Shrewsbury, MA



Major: English

Activities at UMaine:
The Maine Campus; WMEB 91.9 FM;
Phi Beta Kappa; Hemlock

Thesis Title: *The Beating Heart Of Busted Rhyme*

Advisor: Constance Hunting / Dana Wilde

Favorite Quote:

Lean your body forward slightly to support the guitar against your chest, for the poetry of music should resound in your heart.

-Andre Segovia

Thesis Description:

I wrote and edited a collection of my own poetry using, but not limited to, small vignettes of life lessons and images of growing up as my rough guide. Having written since my early days in high school, I found myself presented with a unique opportunity in the Honors College to create something powerful. The late nights hemming and hawing over word choice was an experience like no other. The process of writing was nearly outweighed by the books I had the chance to read in preparing myself for such a creative work. In the end, the process of writing something this large was thrilling. With a likeminded Honors Committee and with two advisors that gave me all the academic and poetic support I needed, it is something I'm very proud of.

Future Plans:

After graduation, I plan on returning home to Massachusetts to find out if graduate school is really the next logical step. In the future, I would like to teach high school English and hope to communicate the power of words and creativity to all types of minds that I come in contact with - young and old.

Roy Damien Gott
Franklin, Maine
Sumner Memorial
High School



Major: Computer Science

Minor: History

Thesis Title:

Beowulf Cluster Modeling

Advisor: George Markowsky

Favorite Quote:

Health nuts are going to feel stupid someday when they are lying in hospitals dying from nothing.

- William C. Monroe

Thesis Description:

My thesis was an attempt to produce a model of a Beowulf cluster, which is essentially a large group of personal computers tied together over a network, working as a tiny supercomputer. The model attempts to simulate the operation of the individual computers in the cluster, and the movement of data across the network. In this way, a person can get a general feel for how the individual nodes in the cluster and the networking components are being stressed for a given type of problem. Given this information, rather than designing a very generalized form of a cluster, organizations could model the problem they intend to run, and make a fairly educated guess at how best to design the cluster for optimal performance.

Future Plans:

Over the next year I'll likely work full time in Bar Harbor, while remodeling my house and doing freelance technical support for the downeast area. If I can find a tech support position at one of the local school systems, that would be great. Eventually, I hope to run a computer shop downstairs in my house.

Sarah Michelle Guerette
Bangor, Maine
Bangor High School



Major: Child Development and Family Relations
Minor: Spanish

Activities at UMaine: Swim Team; Maine Bound Ropes Course Facilitator; Student Orientation Leader; Tour Guide

Thesis Title: *Assessing the Impact of Acquaintance Rape: Interviews with Women Who are Victims/Survivors of Sexual Assault While in College*
Advisor: Sandra Caron

Favorite Quote:

The power of the harasser, the abuser, the rapist depends above all on the silence of women...' Contemplate the simplicity, depth, and truth of this statement. The power depends on the silence...Silence is the unlocked door through which intruders enter and pillage the sacred temple of womankind.

- Inga Musico

Thesis Description:

Current statistics show that approximately 1 in every 4 women will be raped in her lifetime. My thesis looked at acquaintance rape, which is when the rapist is in some way known to the victim/survivor, and its impact on college women. I interviewed 12 University of Maine students who an acquaintance had raped while they were in college, and asked them a series of questions based on the following three major research questions: What influenced her decision to follow or not follow the suggestions for what someone should do if someone rapes them? How did the reactions of those to whom she disclosed influence the impact of the rape? How has the rape impacted her (both negatively and positively)? I analyzed the experiences of these women with respect to these three questions, and looked for trends, commonalities, and/or differences that could be found in their experiences. Two important implications of this study are increased education and increased public awareness about acquaintance rape.

Future Plans:

My post-graduation plans are a work in progress. They certainly involve a mix of travel and work before settling down and getting to the business of making the world a better place. Thus far, they include a summer of sea-kayak guiding off the coast of Maine and some time in a Spanish speaking country. Beyond that...

Julia Marie Hall
Peru, Maine
Mountain Valley High School



Majors: Journalism;
French

Activities at UMaine: The Maine Campus; WMEB; French Club; Lambda Pi Eta

Thesis Title: *Escape: A Student Travel Magazine for the Bangor Daily News*
Advisor: Shannon Martin

Favorite Quote:

The most effective means of ensuring the government's accountability to the people is an aggressive, free, challenging, untrusting press.

- Colin Powell

Thesis Description:

Students often hang on to the myths that traveling is too expensive and will interfere with their education by taking up time that could be used finishing their degree. *Escape*, an eight-page magazine insert for the *Bangor Daily News* focused on student travel, seeks to dispel those myths. *Escape* is designed to inform students about available travel opportunities, including study abroad programs, research and work opportunities. It emphasizes the importance of student travel, and encourages college students to do whatever they can to get out into the world and see what's there.

Future Plans:

After working for the *Bangor Daily News* as an intern for the summer, I plan to pursue a master's degree in Publishing and Writing from Emerson College in Boston.

Aaron Hanson
Livermore, Maine
Livermore Falls High School



Major: Philosophy

Activities at UMaine: Campus Crusade for Christ; Inquisitive Minds; Lifelines

Thesis Title: *Ignorant of Ignorance*
Advisor: Jefferson White

Favorite Quote:

If you don't question, then you are chained to answers that you may not want.

- Rein Polis

Thesis Description:

Investigating the nature of ignorance, *Ignorant of Ignorance* is an attack on skepticism. It identifies conflicting appearances as the origin of all ignorance and thus seeks to find a place for knowledge that avoids the historical dilemma of attempting to escape an infinite regress in the realm of justification without falling to assumption or circularity. By revealing the non-existence of chaos, the paper reveals all is ordered and therefore presentations are ordered as well. This produces indirect certainty - when appearances (presentations + cognitive ordering) match the order of the universe one can be indirectly certain and thus have knowledge.

Future Plans:

In the fall of 2004 I will be attending Dallas Theological Seminary. I will be studying systematic theology in the academic track. After the four years earning my Masters of Theology degree, I will be pursuing a doctorate in philosophy.

Nichole Jean Hansen
Owls Head
Rockland District High School



Major: English

Activities at UMaine: Laboratory Aide: Plant, Soil, and Environmental Science Department; Work Merit Student

Thesis Title: *Reading Possibilities in Virginia Woolf's "To the Lighthouse" and "Between the Acts"*

Advisor: Constance Hunting

Favorite Quote:

To live is so startling it leaves little time for anything else.

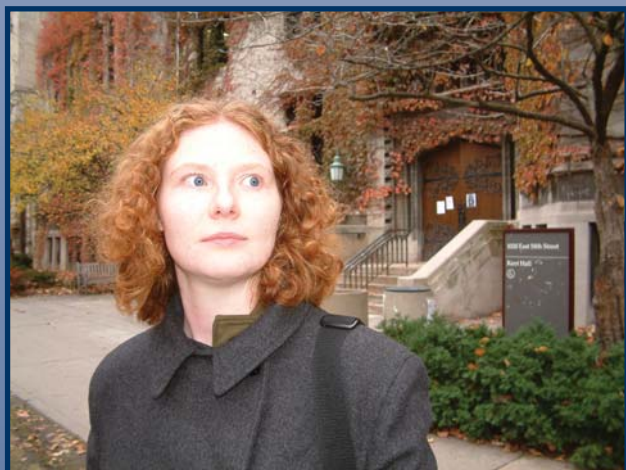
- Emily Dickinson

Thesis Description:

I studied Virginia Woolf's novels *To the Lighthouse* and *Between the Acts*, and focused my project on the ways a reader can read and participate with these novels. After finishing this part of the project, I wrote a researched introduction, which examines the more recent scholarly discussion of the reader's role in Virginia Woolf's works.

Future Plans:

I am currently applying to the Peace Corps, and for my longer-term goal, I plan to devote my life to learning in its many forms.



Moira Reilly '03 in Chicago
(November 2003)

Rachel Christina
Hanson
Woolwich, Maine
Morse High School



Major: French

Activities at UMaine:
French Club; IEI Con-
versation Partners; Phi Beta Kappa;
NSCS; Phi Kappa Phi

Thesis Title: « *Savoir par coeur n'est pas savoir* » : Des recherches sur le lien entre la prise de conscience grammaticale dans la langue maternelle et l'apprentissage d'une langue seconde pendant ou après l'adolescence. Translation: *A Study of the Link Between Grammatical Awareness in One's Native Language and Second Language Acquisition During or After Adolescence*
Advisor: Kathryn Slott

Favorite Quote:
Dancing in all its forms cannot be excluded from the curriculum of all noble education; dancing with the feet, with ideas, with words, and, need I add that one must also be able to dance with the pen?

- Friedrich Nietzsche

Thesis Description:
My thesis dealt with Whole Language Philosophy and the links between being educated through this philosophy in elementary school and the process of learning a second language as an adolescent or as an adult. I wrote a survey that went out to all high school foreign language teachers in Maine asking them to compare the foreign language learning abilities of students with an understanding of basic grammatical structures and those students without any such grammatical knowledge. The responses to the survey were a great place to start the research of the processes of first and second language acquisition and in what ways the two are similar and in what ways they are different. I also researched Implicit and Explicit Learning and Memory and automatization of explicitly learned items in order to examine preferred modes of learning in different cognitive and developmental stages of life. I wrote the thesis in French and the Appendix in English. My next project is to get the data on the internet because a good number of survey respondents expressed interest in the results.

Future Plans:
I will spend the summer in Québec nannying for a francophone family and start graduate school at the University of Pittsburgh in August 2004 in the department of French and Italian. I will study French and Linguistics and teach as a TA in French.

Charles Michael
Kanuh
Portland, ME
Deering High School



Major: English
Minor: Philosophy

Activities at UMaine:
Alternative Spring Break; Black Bear Volunteers; Intensive English Institute Conversation Partner

Thesis Title: *Hot Sauce Bandits and Other Stories*
Advisor: Elaine Ford

Favorite Quote:
In the midst of the cherry blossoms there are no strangers
- Kobayashi Issa

Thesis Description:
A collection of eight short stories written over the course of one year.

Future Plans:
Visiting Japan and becoming a haiku poet.

Kristin Marie
Klucsevsek
Bourne, Massachusetts
Bourne High School



Major: Biology
Minor: Microbiology

Activities at UMaine:
Tutor Program; Muslim Student's Association

Thesis Title: *The Effect of Oxygen Limitation on Hemoglobin Production in Frankia*
Advisor: Christa Schwintzer

Thesis Description:
Frankia, a bacterium capable of nitrogen fixation, produces a hemoglobin. The hemoglobin is produced when Frankia is fixing nitrogen and not fixing nitrogen. This investigation aimed to further characterize this hemoglobin. A function associated with bacterial hemoglobins is oxygen transport for respiration. In order to investigate this possible role, a growth curve of Frankia strain ArI3 was taken at 4, 8, 12, and/or 16 days for both +N and -N conditions in duplicate. Based on fresh weight and protein concentration, the optimal time of harvest was found to be 8 days. ArI3 in +N and -N was grown under conditions of hypoxia (1%) and normal oxygen concentration (20%) with 0.2% CO₂. Fresh weight, protein, and hemoglobin concentration were found in order to determine the effect of oxygen on the production of hemoglobin. An increase in hemoglobin during oxygen limitation in +N (nitrogen supplied) and -N (nitrogen-fixing) cultures suggests hemoglobin has a role in increasing oxygen uptake for cellular respiration.

Future Plans:
Working for a few years in the Biological field and then returning to school for either science or education. Hopefully I'll be traveling to the Middle East in the next few years to start my book and perfect my Arabic. My life would be complete if I could do all these things at once!



Congratulations, Barbara!
Barbara Ouellette '04! (May 8th, 2004)

Lauren Gail
Leclerc
Charlestown, NH
Fall Mountain Regional
High School



Major: Ecology &
Environmental Sciences

Activities at UMaine: Student Environmental Action Coalition (SEAC); Pep Band

Thesis Title: *Investigation of Metal Contamination in Estuarine Sediments from Historic Mining in the Taunton Bay Watershed*
Advisor: Laurie Osher & Bruce Wiersma

Favorite Quote:
We need to learn to be still in the midst of activity and to be vibrantly alive in repose.
- Gandhi

Thesis Description:
Historic mining for silver, gold and copper occurred in the upland surrounding Taunton Bay in the late 19th century. Taunton Bay is an estuary located on the coast of Maine. This study was conducted to determine if: (1) historic mining activities carried out in Hancock County contaminated the soil at a mine site with heavy metals (2) sediments of Taunton Bay contain heavy metals also associated with that mining. Soil samples were collected in the upland adjacent to a mine and estuarine sediment cores were collected in Taunton Bay. Concentrations of numerous metals were above detection limits in the majority of the upland samples collected. One upland sample, collected down slope of the mine tailing pile, had elevated concentrations of these and other metals. Concentrations of metals in estuarine sediments collected from 30 cm, corresponding to the time of most active historic mining (1880) in the upland, were elevated above background concentrations. Above this, metal concentrations, while lower than concentrations produced by mining, are still elevated above the background (100 cm depth) levels indicating atmospheric deposition of metals. Signals of heavy metal contamination from atmospheric deposition and upland mining are evident in estuarine sediment cores of Taunton Bay.

Future Plans:
Over the summer I will be working with a team on the development of a wetland monitoring protocol for Acadia National Park. After the summer I plan to work for an environmental consulting firm in the Portland area. In a year or possibly two, I plan to attend graduate school.

Lauren Ann
Marshall
Fairfield, ME
Lawrence High School



Major: English

Activities at UMaine:
Resident Assistant; writing tutor; Phi Beta Kappa; All Maine Women; Phi Kappa Phi; Sigma Tau Delta

Thesis Title: *To Dream the Rest: A Novel*
Advisor: Elaine Ford

Favorite Quote:
If you want to be a writer, you must do two things above all others: read a lot and write a lot.
- Stephen King

Thesis Description:
In my first attempt at a novel, *To Dream the Rest* is a story of a family in 1940s Mexico and Ridlonville, Maine. The Maitland family faces a series of challenges together, working through a father's battles with alcoholism, the adoption of a troubled teenage cousin, the mysterious disappearance of the family's only son, and the great changes brought about by World War II. Charley, the fourth of five Maitland children, learns from the struggles of her family and must decide for herself what path her future will take when she must ultimately decide between love and the chance to become a first-generation college graduate.

Based on my maternal grandmother's family, this project was a challenge in balancing fact with fiction. The ramifications of painting the lives of real people in rather unrealistic ways were always on my mind, but in the end I have found that not only was I happy with the fiction, I was more connected with the history of my family than I had ever been before. It is my hope that I will someday write a follow-up novel and finish telling the story of a phenomenal woman.

Future Plans:
For the next couple of years, I'll be here at UMaine working toward a Master's degree in English and teaching first-year composition. In the long run, I hope to earn a doctorate and teach English literature and creative writing at the college level.

Bryan Christopher
Matluk
Belfast, ME
Belfast Area High School



Major: English
Minors: Philosophy, History, Psychology

Activities at UMaine: Resident Assistant; Honors Thesis!

Thesis Title: *Appalachian Spring and All: An American Modernist Idiom in the Works of William Carlos Williams, Edward Hopper, and Aaron Copland*
Advisor: Kathleen Ellis

Favorite Quote:
What are we doing here, that is the question. And we are blessed in this, that we happen to know the answer. Yes, in this immense confusion one thing alone is clear. We are waiting for Godot to come –
- Samuel Beckett

Thesis Description:
William Carlos Williams, a poet, Edward Hopper, a painter, and Aaron Copland, a composer, were American modern artists who despite working in different disciplines have maintained certain stylistic similarities. All three experienced and became influenced by the modernist movement while in Paris. They brought modernism back to New York with them, and after reaching artistic maturity, each developed a unique style. In conscious opposition to other modernist styles, their mature works stripped the American scene and character to the essentials, directly representing both in new forms comprehensible to the common man. *Appalachian Spring* and *All* examines how and why Williams, Hopper and Copland created this American Modernist idiom as it appears in representative works.

Future Plans:
I plan on attending Central Pennsylvania Youth Ballet for the duration of the Summer. Graduate school for either American Literature or Modern Literature is most likely in my future, although I refuse to decide "what," "when," and "where."

Angela O'Kane
Merbach
Houlton, ME
Houlton High School



Major: Biology
Minors: Psychology;
Pre-med

Activities at UMaine: Chi Omega;
UMaine Cheering; Senior Council;
Panhellenic Council; Order of Omega

Thesis Title: *Female Infertility: A Biologist's View of the Recognized Causes and Treatments within Eastern and Western Medicine*

Advisor: Mary S. Tyler

Thesis Description:

This thesis involved analyzing how female infertility is viewed and treated within Western (American) and Eastern (Traditional Chinese Medicine) medicine in hopes of determining the most biologically sound method of treatment.

Future Plans:

I plan on, eventually, going to medical school to specialize in women's health.

Benjamin Richard
Morin
Greene, Maine
Leavitt Area High School



Major: Mathematics
Minors: Computer
Science; Philosophy

Activities at UMaine: University of
Maine Shotokan Karate Club; Sigma
Phi Epsilon Fraternity; Brothers
Engaged Against Rape; Student
Women's Association

Thesis Title: *Toying With Chaos*
Advisor: Robert Franzosa

Favorite Quote:

One who has undergone long year of physical pain and mental agony to learn one punch, one kick should be able to face any task, no matter how difficult, and carry it through to the end.

- Ginchin Funakoshi

Thesis Description:

The behaviors of a pendulum and magnet where both analyzed independently using mathematical equations describing their motion. Then by constructing a pendulum with a magnet on the end, and an array of magnets on the plane over which it passes over, one can be witness to chaotic behavior. The pendulum moves about in a somewhat herky-jerky fashion until finally resting. I also produced some software so that anyone can place magnets about and analyze the motion graphically.

Future Plans:

I will be attending Graduate School at the University of Maine in the hopes of attaining a Masters of Mathematics. Then I intend on attending another university to eventually earn a Ph.D. and someday become a professor.

Kate Eileen
Muir
Trenton
Mount Desert Island



Major: English
Minor: Political Science

Activities at UMaine:
Tutor; Athlete

Thesis Title: *Disrupting Squares:
Selected Poems*

Advisor: Jennifer Moxley

Favorite Quote:

*Throw away the lights, the definitions,
And say of what you see in the dark/ That
it is this or that it is that, But do not use
the rotted names.*

- Wallace Stevens

Thesis Description:

While working with my advisor, Jennifer Moxley, I gained substantial insight into the inner workings of a poem, i.e. a greater awareness of language use and its effects, the line break, sound, and concise/ precise articulation. In addition, I developed techniques that would allow me to productively revisit, rewrite, and rethink drafts in order to produce a more meaningful, sensuous, or perhaps, accessible poem.

This compilation includes free-form poems, prose poems, and an artist statement that attempts to offer insight into my techniques, interests, and influences. Thematically, my manuscript—*Disrupting Squares*—is unified through a focus on the relationship between artist and model, monotony, cyclical movement, and love/lust.

The visual/ musical arts have stimulated the writing of many poems in this collection. Often these art forms provide a "window" into the personal—where I use the image in order to articulate an experience—and in other instances I appropriate the images into my poems as though I share the image's, object's, etc. significance with the original artist.

Future Plans:

Short term: teach in NY City public schools (program: NY City Teaching Fellows) while receiving a Masters in Education.



Amy Van der Wende and
Kate Muir (May 8th, 2004)

Amaranta Ruiz-Nelson
Mexico City, Mexico
ENP (Escuela Nacional Preparatoria), Mexico



Majors: Business;
New Media

Thesis Title: *Documentary on the lives of Hispanic Migrant / Seasonal workers in the State of Maine*
Advisor: Kim Huisman

Favorite Quote:

It is nice to be important, but it is more important to be nice.

- Unknown

Thesis Description:

Maine received its first Hispanic Migrant / Seasonal Workers (MSWs) in 1985. Their penetration has continued for the last 19 years. This new working ethnic group comes to Maine to tend seasonal jobs mainly focusing on (but not limited to) agriculture. Some of these Hispanic MSWs have found permanent jobs in a plant that processes sea cucumber in the town of Milbridge, ME, and have become permanent residents.

It is difficult to find literature reviewing any Hispanic MSWs' flow occurring for the first time during the last 25 years. In other words, Maine is one of the last states in North America to have a relatively 'new flow' of Hispanic immigrant workers and having as a result the establishment of a "young" Hispanic colony primarily comprised of migrant workers (Maine has one such group in Milbridge).

My research objective is to document the lives of these Hispanic MSWs and understand through their narratives the circumstances under which they made the decision to immigrate into America and how they adapt to their communities while living in Maine.

Future Plans:

Pursue a MLS in Maine. I see this goal as an extension of my undergraduate Honors thesis work

Cynthia Ellen Porter
Plymouth, Maine
Nokomis Regional High



Major: Art History
Minor: German

Activities at UMaine:
Student Art League; Honors Student Advisory Board; Distinguished Professor Award Nomination Committee; French Club

Thesis Title: *The Phenomenon of the Monster in German Expressionism*
Advisor: Michael Grillo

Favorite Quote:

The artist is an Aeolian harp on which the winds of the Universe play.

- Croce

Thesis Description:

During the fall 2002 semester, I wrote a term paper on German Expressionism, arguing that its works have often been discussed in terms of Modernist sensibilities. I argued that they were more closely tied to Romanticism; this has become my thesis topic. I learned German and went to Austria/Germany for a semester, where I was able to gain new perspectives on the language and culture I was discussing, as well as viewing many original works. In conclusion, my thesis argument has changed somewhat from the original; I am now arguing that the key to understanding Expressionism lies in understanding the German/Classical concept of genius and the demonic, and that Expressionism can be viewed as the culmination of a certain Romantic world view.

Future Plans:

I hope to get an internship or two over the next year, working in museums (hopefully Princeton!). After one year I would like to go to Williams or perhaps Washington to get my master's in art history, then on to my doctorate at Princeton. Eventually I hope to be doing research on visual objects. I never want to stop learning!

Jared Curtis Record
Windsor, Maine
Cony High School



Major: Mechanical Engineering

Activities at UMaine:
American Society of Mechanical Engineers

Thesis Title: *Of Fau?ty Logic and Point?ess Journeys: A Collection of Short Stories*
Advisor: Adam Crowley

Favorite Quote:

There is an exception to every rule, including this one.

- Jared Record

Thesis Description:

The thesis consists of a collection of seven short stories. The main goal of the collection is to be stories that anyone might enjoy reading. They are not meant to tell people what to think, but sometimes suggest things to think about, often by looking at life from the perspectives of a variety of different characters. As the title suggests, the stories also tell of logic and journeys that may or may not be faulty and pointless.

"Point?ess Journeys" generally refers to journeys - whether physical or internal - that end with unexpected or unfortunate results, that do not accomplish a tangible goal yet may produce personal growth or change, or that accomplish a goal in an unexpected, unsatisfying, or indirect manner. "Fau?ty Logic" refers not only to logic that is simply wrong or based on false assumptions, but also to perfectly correct logic's failure to explain a person's thoughts, feelings, or experiences.

Future Plans:

To pursue a career in mechanical engineering and to continue writing.

Moira Christin Reilly
Bucksport, Maine
Bucksport High School



Major: Psychology
Minor: Sociology

Activities at UMaine: Alternative Spring Break; Student Orientation Leader; Black Bear Volunteers; Athena Consort; Student Advisory Board

Thesis Title: *Academic Achievement and Social Success: Do GPA and Social Anxiety Predict Social Success among College Females?*

Advisor: Cynthia Erdley

Favorite Quote:

Be the change you wish to see in the world.
- Gandhi

Thesis Description:

I investigated the relationships between academic achievement (GPA) and social anxiety, social skills and self-perception among female college students. My participants were 138 college females, ages 18-20. In addition to providing their GPAs, they completed the following psychological measures: the Social Phobia and Anxiety Inventory (SPAI; Turner, Beidel, Dancu & Stanley, 1989), the Social Skills Inventory (SSI; Riggio, 1989), and the Self-Perception Profile for College Students (SPPCS; Neemann & Harter, 1986). Correlational analysis showed that the three assessment measures (SPAI, SSI, and SPPCS) were strongly inter-related. GPA was related to some aspects of self-perception subscales, namely, competence and self-worth.

Participants who scored either high or low on social anxiety and had either a high or low GPA were compared in four extreme high/low GPA/anxiety groups. This analysis showed no significant differences among these groups. However, there was a significant effect of social anxiety on both self-perception and social skills.

Essentially, my results suggest that social anxiety plays a larger role in relationship to self-perception and social skills than GPA does.

Future Plans:

Volunteering somewhere in the Midwest 2004-2005, and then grad school for a degree in sociology of education. Also, travel; I've got my backpack and hiking boots!

Stefanie Morgan Rogers
Camden, Maine
Medomak Valley High School



Majors: History;
Interdisciplinary Studies - Classics
Minor: Anthropology

Activities at UMaine: Screamin' Black Bear Pep Band--Piccolo; University Singers--Alto

Thesis Title: *Crossing the River Styx: Myth, Narrative, and Interpretation in Six Traditional Greek Myths*

Advisor: Tina Passman

Favorite Quote:

"Eureka!"
- Archimedes

Thesis Description:

In this thesis, I analyze six selected Greek myths. By looking at versions in English, Latin, Greek, and in material primary sources such as vase-painting and sculpture, I have siphoned out what I feel is the "normal form," or most common variant for each of the myths chosen, and have presented my own re-telling in a traditional Greek style. Along with each myth, I have presented a comprehensive analytical interpretation which encompasses many of the leading approaches to understanding myth.

Future Plans:

I plan to get married in July to my high school sweetheart! Mark and I will then honeymoon, one week in Greece, one week in Egypt. Upon our return, we'll move to Lebanon, New Hampshire where Mark attends Dartmouth Medical School. I plan to take a year off and work, perhaps in a library, before embarking on graduate work.

Jennifer Karen Sautier
Millinocket, Maine
Stearns High School



Major: Chemical Engineering
Minors: Pre-Medical Studies; Chemistry

Activities at UMaine: AICHE; Student Alumni Association; TAPPI/PIMA; Tau Beta Pi; Energy Challenge Team

Thesis Title: *Self Assembly of Inorganic Membranes: Attachment of Gold Nanoparticles to a Mesoporous Silica Membrane*

Advisor: William DeSisto

Favorite Quote:

To Infinity and Beyond!
- Buzz Lightyear

Thesis Description:

This research investigated the use of inorganic membranes for separation of gases. A novel synthesis method was used to create gold nanoparticle membranes. These membranes are characteristic of being very thin (submicron) and having Knudsen flow with high flux. Silica membranes were synthesized as mesoporous supports for the gold nanoparticle membranes. These membranes were created using hydrolysis and condensation of tetraethylorthosilicate using an ionic block co-polymer surfactant to create a porous structure. The silica solutions were dip-coated on porous alumina disks and characterized using gas permeance. Gold nanoparticles were synthesized using citric acid, gold chloride and deionized water. The gold nanoparticles were plated in a multi-layered structure onto silica membranes using a Langmuir-Blodgett dipping technique. The membranes were characterized using gas permeance and Scanning Electron Microscopy. SEM indicated that a multi-layered structure of nanoparticles had formed on the surface of the silica. Gas permeance tests indicated that thin membranes had resulted allowing high flux through the membranes. Although further testing will be completed into the potential applications for these membranes it is anticipated that they could have potential applications in the medical field in areas such as drug diffusion.

Future Plans:

I am currently applying to Medical School and plan on attending in the Fall of 2005. I hope to become a great doctor and live happily ever after! :)

Christopher Richard Sayles
Bangor, ME
Bangor High School



Majors: Computer Science; Mathematics

Activities at UMaine:
Pep Band; Marching Band; Phi Beta Kappa; Roller Hockey; Upsilon Pi Epsilon

Thesis Title: *Modeling the Glaciation of Maine*

Advisor: James Fastook

Favorite Quote:

It is not the fruits of scientific research that elevate man and enrich his nature, but the urge to understand, the intellectual work, creative or receptive.

- Albert Einstein

Thesis Description:

Ice ages have occurred repeatedly over the last 2.5 million years, shaping the Maine landscape. The last ended 15,000 years ago, and another might occur in as little as 5,000 years. Models of the physics of glaciers are used to describe the past and predict the future behavior of the ice sheets that covered Maine. The thesis describes the mathematical and computational concepts of the University of Maine Ice Sheet Model (UMISM) and then uses it to simulate the advance and retreat of the ice sheet over Maine during the time of the Younger Dryas glaciation (roughly 11,000 to 10,000 years ago).

Future Plans:

I will be attending graduate school at the University of New Hampshire to work towards my masters degree in Computer Science

Jason Douglas Sewall
Damariscotta, Maine
Lincoln Academy



Majors: Computer Science; Mathematics

Activities at UMaine:
ACM; REACH

Thesis Title: *Feature Correspondence in Spherical Geometry Images*

Advisor: Larry Latour

Favorite Quote:

Van Gogh would've sold more than one painting if he'd put tigers in them.

- Calvin and Hobbes

Thesis Description:

My thesis dealt with the application of a recently developed way of storing 3D models and surfaces in computers to the problem of morphing one shape into another. Thus, a 3D model of a rabbit could be changed into a cow, with the rabbit's head becoming the cow's, the four feet lining up, and so on. In essence, this is achieved by warping the way the models are stored.

Future Plans:

Graduate study at the University of North Carolina, Chapel Hill

Corey Michael Stevens
Oakland, ME
Messalonskee



Major: Computer Science
Minor: Mathematics

Thesis Title: *Real-Time Skeletal and Muscular Animation*

Advisor: Edward Ferguson

Thesis Description:

This thesis covered the topic of real-time skeletal and muscular animation. It focused on the development of data structures, algorithms, and various methods for creating a real-time skeletal and muscular animation system using existing technology in computer graphics.

Because there is no existing open source system that fulfills such requirements, algorithms and data structures from similar systems were adapted and modified from existing methods of animation. In some cases, entirely new algorithms were created as no previous algorithm would suffice.

These new algorithms were created by analyzing the physical characteristics of the human body. The algorithms were developed to imitate the motion and construction of the human body. They do not claim to accurately model the intricate workings of the body, rather, they act to give a sufficiently real illusion of a human body.

I developed a real-time animation system based on these algorithms that displays complex animation using a 3D human model.

Future Plans:

After graduation, I will be working as a computer scientist for the Naval Undersea Warfare Center in Newport, Rhode Island. I will be developing torpedo software systems for the department of the Navy.



Andrea Pelletier '05, biology major and Senior Resident Assistant (Colvin Hall) with her Alumni Association bears at our Portland event.

(September 30th, 2004)

Jonathan Alan
Susee
Woodland, Maine
Caribou High School



Major: Engineering
Physics

Activities at UMaine:
Sigma Phi Epsilon Fraternity; Campus
Crusade for Christ; Tau Beta Pi; Sigma
Pi Sigma; Order of Omega

Thesis Title: *SPLASH (Sensor Package
for Lake and Stream Hydrology)*
Advisor: Senthil Vel

Favorite Quote:

*But someone will say, "One person has
faith, another has actions." My answer
is, "Show me how anyone can have faith
without actions. I will show you my faith
by my actions."*

- James 2:18, Holy Bible

Thesis Description:

I worked with a partner, Greg Sinnett, to
produce a sensor for measuring tempera-
ture and clarity in lakes and streams in
Maine. The sensors, constructed and
calibrated by Mr. Sinnett reside within a
PVC housing of my design that shield the
components from damage because of water
and pressure. The PVC housing provides
a minimum safety factor of two when
compared to the maximum von Mises
stress found with a COSMOSWorks finite
element analysis of the structure modeled
in SolidWorks. The PVC provides the
necessary strength and ease of construction,
while remaining cost effective.

Future Plans:

I'll be traveling to Alabama to work
in NASA's Undergraduate Student
Research Program for the summer. At
the end of the summer I plan to work
for Americorp as a team leader for a
year. While in Americorp I plan on
applying to several graduate physics
programs, seeking a doctoral degree in
plasma physics or cosmology.

Nathan Allyn
Thoms
Belfast, Maine
Belfast Area High
School



Major: Political Science
Minor: Latin

Activities at UMaine: General Student
Senate, Students Affairs Committee,
Ad-hoc Committee on Alumni Rela-
tions, Bookstore APL31 Committee,
Honors College SAB, Stodder HGB,
Symphonic Band, Circle K, MPBS Exit
Polling, The Maine Campus

Thesis Title: *Machiavelli Meets Mayor
Quimby: A Political Analysis of "The
Simpsons 1989-1992"*

Advisor: Timothy Cole

Favorite Quote:

*Sometimes you're flush and sometimes
you're bust, and when you're up it's never
as good as it seems, and when you're down
you never think you'll be up again. But life
goes on.*

- Ray Liotta as Fred Young in
"Blow"

Thesis Description:

My thesis presents a thorough analysis of
the explicit and implicit political commen-
tary and messages contained in the first
two seasons of the Simpsons. As the
longest-running animated series in Ameri-
can history and with weekly audiences
numbering millions of viewers all over the
world, it is valuable to understand what
messages are being received by those view-
ers while they are enjoying the program.

Future Plans:

I plan to studying for a graduate
degree in comparative politics or
Canadian politics at McGill University,
or political management at George
Washington University.

Adrienne Lorelei
Traxler
Sharpsville, IN
Tri-Central
High School



Major: Physics
Minors: Computer Sci-
ence; Math

Activities at UMaine: Animation
Club; Blade Society; Gamers Guild

Thesis Title: *A Simulation of Galaxy
Clusters, Superclusters, and Dark
Energy*

Advisor: David Batuski

Favorite Quote:

*One Moment in Annihilation's Waste,
One Moment, of the Well of Life to
taste--*

*The Stars are setting and the Caravan
Starts for the Dawn of Nothing--Oh,
make haste!*

- Omar Khayyam

Thesis Description:

Stars are grouped in galaxies, galaxies
form clusters, and clusters in turn are
bound by gravity in superclusters, the
largest structures known to exist in the
universe. My thesis project was to create
a computer simulation of a supercluster
of galaxies to study the effects of dark
energy on the development of the super-
cluster. Dark energy, roughly speaking,
is an energy density of unknown origin
that causes the expansion of the universe
to accelerate. Only recently discovered,
dark energy is still poorly understood, but
it acts counter to the force of gravity. For
my thesis, I was particularly interested in
whether the effects of dark energy would
prove comparable to the effects of gravity
on supercluster distance scales.

Using the C++ programming language
and the OpenGL set of graphics libraries,
I created a three-dimensional display of
the evolving supercluster to accompany
text output of the member clusters' posi-
tions, velocities, and accelerations. As the
final part of the project, I added a phase
of the simulation during which time runs
backwards. This allowed me to examine
initial conditions for the supercluster to
probe its possible history.

Future Plans:

I am starting graduate school at the
University of Maine in the Masters
of Science in Teaching program.
After that, I plan to get a Ph.D. in
astronomy somewhere, then live the
fabulously wealthy life of a college
professor.

David Paul '05 (engineering physics) and
Sarah Paul '02, Honors College Associate Emerita



Edward Gales
Watson
Brunswick, Maine
Brunswick High
School



Major: Financial Economics

Activities at UMaine: Rugby

Thesis Title: *The Keynesian Revolution in the United States up to 1939*
Advisor: Adrienne Kearney

Favorite Quote:

Regard your good name as the richest jewel you can possibly be possessed of - for credit is like fire; when once you have kindled it you may easily preserve it, but if you once extinguish it, you will find it an arduous task to rekindle it again. The way to gain a good reputation is to endeavor to be what you desire to appear.
- Socrates

Thesis Description:

The purpose of my thesis is to trace the acceptance of Keynesian theory in the United States up to 1939. The paper outlines how political and economic changes influenced the eventual switch to Keynesian economics. I examine the tumultuous Depression era and the social and economic changes that occurred during it. My paper analyzes several competing economic and social theories of the time that sought to uproot the Classical economics of the day. I conclude my historical paper with an analysis of Keynesian theory and the reasons for its victory.

Future Plans:

I will be moving to Boston.

Amy Leigh
Van Der Wende
Fort Fairfield, Maine
Fort Fairfield High



Major: Political Science
Minor: Business Administration

Thesis Title: *Securing the Land of the Free? How Post 9-11 U.S. Anti-Terror Policy Threatens American Civil Liberties and Jeopardizes Relations with Its Allies.*

Advisor: Timothy Cole

Favorite Quote:

The good old days weren't always good and tomorrow ain't as bad as it seems.
- Billy Joel

Thesis Description:

My thesis addresses the decisions of the Bush Administration Post-9/11. I discuss the ways in which the Patriot Act threatens American's civil liberties and is furthermore focused in the wrong direction. I demonstrate the perpetual vulnerabilities of an open society and the extent to which the Patriot Act is unable to guarantee the security of the United States. I look to judicial reaction and political opposition to gauge the future of the Act. I contend, however, that the Department of Homeland Security, through its consolidation of previously semi-autonomous agencies, is a step in the right direction. This will allow the government to sort through the information they already have more efficiently; information that is and was sufficient to protect against acts of terror. I go on to discuss how the Administration's decision to go to war with Iraq has actually led to the United States being less secure than prior to September 11. I argue that there were other countries that should have been attending to, at the very least, prior to Iraq. The United States is alienating its allies, which will only lead to their increasing vulnerability in a world they already feel so threatened by.

Future Plans:

I will begin my Master's in Business and then go on to law school to obtain my Juris Doctor degree.

Jonathan Edward
Schell
Sherrill, NY
VVS High School



Major: Psychology
Minor: Biology

Activities at UMaine: Alternative Spring Break; University Singers; Black Bear Men's Chorus; Maine Masque Theater Participant

Thesis Title: *Situational Norms & Expressions of Prejudice Toward Homosexual Male Leaders*

Advisor: Michele Alexander (Geoff Thorpe)

Favorite Quote:

I am not a smart man, particularly, but one day, at long last, I stumbled from the woods of my own, and my family's, and my country's past, holding in my hands these truths: that love grows from the rich loam of forgiveness; that mongrels make good dogs; that the evidence of God exists in the roundness of things.
- Wally Lamb

Thesis Description:

Previous research suggests that expressions of prejudice may be influenced by several situational factors. My study investigates how prejudice toward a homosexual male leader may be increased or attenuated in individuals through the manipulation of different situational conditions. The study involves the manipulation of the appearance of sexual orientation of a male leader and the content of a verbal statement directed at him. It is hypothesized that highly prejudiced participants, as compared with low-prejudiced participants, will express more negative stereotypes resulting in more negative evaluations and expressing more negative nonverbal behavior toward the gay male leader in all investigated conditions. Additionally, participants in the derogatory statement condition are expected to evidence more negative behaviors toward the gay male leader.



Want to know how you can contribute to the Honors College? Please feel free to contact us at the Thomson Honors Center for more information about giving options or look for our annual fund announcements in the mail.

Minerva was the ancient Roman goddess of wisdom and learning, inventiveness, accomplishments, and the arts. Our own Minerva offers our graduates and friends an annual publication presenting the past year of the Honors College - new ideas, old traditions, travel opportunities, profiles of our graduating students, and ongoing projects. It is an exciting project for us and we trust this, our second issue, leads to discussion about the possibilities and the future of Minerva.

A Visit with Amy Appleton

2004 Honors College Graduate



We caught up with Amy at the National Folk Festival in Bangor and talked with her about her experiences and plans.

- Your thesis project was entitled "A Craft with Soul: Wooden Boat Building in Brooklin" – why is being part of the Festival so important?

Wooden boat building has been an integral part of Maine's heritage for hundreds of years. It is a family- and community-based tradition that has been passed down for generations. The introduction of fiberglass boatbuilding techniques in the 1950s threatened the wooden boat trade, but there has been a revival of the craft. Wooden boats are not only known for their useability, but also as magnificent works of art. This craft, once a disappearing tradition, has gone through a recent resurgence.

The boat building community of Brooklin, Maine is an excellent representation of this trade and its impact. Brooklin, with a population of only 800, contains over ten boat yards, many of which specialize in wooden boat production. Due to this, it is a perfect microcosm to study when researching the coastal wooden boat trade.

The Maine Folklife Center is an organization dedicated to collecting and preserving Maine folklore and craftsmanship. One of the ways in which they give back to the community is through informational displays and demonstrations such as the National Folk Festival.

This year, the Maine Folklife Center chose to showcase wooden boatbuilding. I worked closely with the Center's Associate Director Pauleena MacDougall ['79, Honors] throughout the past year videotaping the boatbuilding process and interviews with various Brooklin figures. I then created a listening-center style DVD to be shown at the National Folk Festival display. The DVD includes a short documentary about wooden boat building, as demonstrated in the Brooklin community, broken into three chapters: "A Maine Tradition," "Tradition in Transition," and "Why Wood?" These narrative-based shorts explore, respectively, Maine's history with wooden boat building; the merits of traditional building techniques versus new innovations within the wooden boat building trade; and the qualities that some think make wooden crafts superior. The DVD also includes a description of the mission of the Maine Folklife Center, special thanks to the contributors, and a features section including little-known facts on the subject, and ways for the viewer to become involved. The videos and information are all in short pieces, to be more conducive to the fairground setting.

- What was your most memorable academic experience as an undergraduate?

I think that the first time my work was negatively critiqued was my most memorable academic experience at UMaine. It was a short "video poem" that I had half-heartedly created, knowing it was not very cohesive but would still complete the assignment. My professor and classmates recognized it for what it was, which turned out to be, rather than a negative experience, a little refreshing. I love to be challenged and that is what that experience (as well as my Honors classes) provided me with: a new standard to meet, and the ability to expect more from myself.

- Any advice for students beginning the thesis project?

My advice for students beginning their thesis projects is the same as all who have gone through this experience: start early. Try to have your thesis topic set by the middle of the summer before you begin, and immediately make a reasonable timeline for yourself. Most importantly, accomplish as much as possible in the first semester because when your

defense nears there will undoubtedly be more to do than you originally thought.

- What do you remember most fondly about Honors?

There aren't any clear, specific memories that I fondly remember of Honors—except the moment I received my medallion and stein of course! Rather, I remember all of the sessions, from the introductory classes and tutorial alike, as one. A small group of people in a room, all engaged and invested in the topic of discussion, all bringing our own viewpoint and area of expertise to the table. Honors was to me a sort of intellectual high; a refreshing chance to stretch.



Amy Jane Appleton was born in Anchorage, Alaska on Sept. 23, 1982. She was raised in Etna, Maine on a sheep farm and graduated the valedictorian of Nokomis Regional High in 2000. At UMaine she majored in new media, and minored in rhetoric and writing. She was inducted into Phi Beta Kappa, Phi Kappa Phi, Sigma Tau Delta, and the National Society of Collegiate Scholars. In her years at the University of Maine she received the Top Scholar Award, a David B. Tollman Scholarship and an Abby Sargent Neese Kelly Creative Writing Scholarship.

Having graduated from UMaine in May of 2004, Amy is currently attending Emerson College in Boston, Massachusetts, where she has been awarded a Presidential Fellowship. She is working toward an advanced degree in media arts, with a concentration in television production. She would eventually like to produce a show for one of the major networks.



Boat builders at the National Folk Festival (August 2004)



COLVIN HALL

l to r:

Emily Cain '02, Music Education
Jennifer Saucier '04 Chemical Engineering
Jonathan Beever '03 Philosophy
Sarah Paul '02, Communication
Honors College Associates