

MINERVA

a publication of

THE HONORS COLLEGE AT THE UNIVERSITY OF MAINE

2005

■ NEW ORLEANS REMEMBERED

■ HONORS STUDIES ABROAD

■ MEET OUR 2005 GRADUATES



MINERVA

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Back cover: Washington Monument (J. White)

What's Next?



As anyone who has been around me recently knows, the Class of 2009 marks the end of our transition from Program to College as counted from the inauguration of the Honors College on 26 October 2002. These first-year women and men are members of the fourth class to come to campus in the Honors College.

Our goal, explicitly stated during the summer preceding the inauguration, was "to make the Honors College a college." To a very great extent, we have succeeded. Our core curriculum has been implemented (for a look at Honors 170 *Currents and Contexts*, see page 3). We have added a second dedicated Honors residence, Balentine Hall, and we can now accommodate 120 Honors students in our two living-learning facilities. We now provide opportunities for Honors students to attend national conferences, travel with the College to destinations across the country, and to study abroad. The size of our incoming classes has stabilized, and we are seeing a retention through the senior thesis that is truly outstanding.

What's next? A new goal. We need to set the bar high; our students deserve no less. We are positioned to provide one of the best opportunities in undergraduate education in all of New England. To reach this goal will require the dedication of our staff, our faculty, our students, our alumni and alumnae, and our friends, both on- and off-campus. The integration of our core curriculum in the liberal arts and sciences with undergraduate research opportunities from every part of campus positions us perfectly to achieve this goal. What do I see as milestones along the way to this goal?

- Strengthening and expanding our thesis and curriculum articulation agreements with other programs on campus. (Our recent collaboration with the Maine Business School is a perfect example, see page 2.)
- Increasing opportunities for students to compete successfully for major scholarships as well as admissions to top rank professional and graduate schools. (You'll read later in this issue about Julia McGuire '06, an Ecology and Environmental Sciences major and one of the 81 Morris K. Udall Scholars in the country. We've also had two Goldwater Scholars in the last three years. With our help, our students can succeed in even greater numbers in years to come.)
- Offering an integrative science and mathematics sequence designed primarily, but not exclusively, for non-science and engineering majors that will provide the same active learning and interdisciplinary education that our core *Civilizations* sequence does.
- Making significant increases in the percentage of students who study abroad, the percentage of Honors-eligible students who graduate with Honors, and other measures used to assess quality and breadth of opportunity.
- Continuing the building of our Honors faculty, and integrating outstanding scholars from our campus programs and the greater university community.

Easy? No. It shouldn't be. But it is a worthy goal. I will commit myself to it, and I encourage others to do the same. I continue in my belief that I have the best job on campus, working with accomplished and dedicated students, a diverse and committed faculty, a truly outstanding staff, and collaborative individuals from nearly every area of the university. This coalition is certainly up to the next challenge.

Charlie

Charlie Slavin
Dean, the Honors College

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Julia McGuire '05 Named Udall Scholar

Julia McGuire '05 of Augusta, Maine, was recently named one of 81 Morris K. Udall Foundation Undergraduate Scholars for her outstanding potential and commitment to pursuing a career related to the environment. An ecology and environmental science major, Julia spent last year conducting research in ecology and education.

Julia is now developing a winter ecology curriculum for Sunkhaze Meadows National Wildlife Refuge in Milford, Maine, as her Honors Thesis. "Environmental education raises more awareness, helping to create a bond between the refuge and surrounding communities," Julia explains. "I'm interested in environmental education and its use as a policy tool."

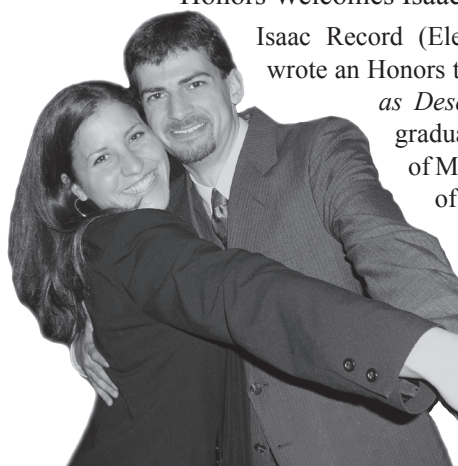
Congratulations, Julia!



Julia (center) with her parents Powers and Gail McGuire at her reception in Colvin Hall, home of the Honors Center.

New Honors Associates In Step

Honors Welcomes Isaac Record '03 and Alice White-Cyr '05



Isaac Record (Electrical Engineering and Computer Engineering) wrote an Honors thesis entitled *Something to Talk About: Interaction as Descriptive Schema* with advisor James Page. After graduating, Isaac worked for AmeriCorps at the University of Maine at Augusta, where he helped to create the Office of Community Engagement. Last year, he earned his MA in the philosophy of science at the University of Toronto, where he will return next year to begin his doctoral dissertation.

Alice White-Cyr (Environmental Management and Policy) wrote an Honors thesis entitled *Assessing the Feasibility of a New Vehicle Eco-Information Program in Maine* with advisor Mario Teisl. Last year, Alice worked for the Department of Resource Economics and Policy

as both a Student Research Assistant and a Teaching Assistant. Next year, Alice plans a cross-country road trip before pursuing an advanced degree in environmental law.

Business School to Accept Honors Thesis As Capstone

Great news for Honors students in the Maine Business School! The faculty of the Maine Business School recently voted to accept the Honors Thesis as the capstone experience for Maine Business School students. Students completing Honors 498 and Honors 499 in an appropriate area and advised by a faculty member from the Maine Business School will now be able to count their thesis as their capstone experience.

We would like to extend special thanks and gratitude to Associate Dean Gloria Vollmers and Professors Kim McKeage and Stephanie Welcomer for their role in making this possibility a reality for our students.

Cecil J. Reynolds Library

The Honors College is proud to announce the installation of the Cecil J. Reynolds Library. Comprising some 550 items, ranging from *A Brief History of Time* by Stephen Hawking to the 1964 video *Zorba The Greek*, the Library is a welcome addition to the Robert B. Thomson Honors Center in Colvin Hall.

When the Honors College moved into the newly renovated Colvin Hall in 2000, there was no place for the many books and other materials that were removed from the old Honors Center. The books were boxed and stored in the attic. In 2004, Honors graduate Merle Hillman '48, left his substantial personal

library to the Honors College, prompting us to acquire shelves. Special thanks to Leonard '50 and Renee '50H Minsky for their generous support of our new book cases.

In Fall 2005, Associates Isaac Record '03 and Alice White-Cyr '05 and Professors Michael Lang, Tina Passman, and Tony Brinkley pored over 100 boxes of books to select the 547 items that remain in our collection. Several dozen books also made their way into Fogler Library. The remaining books, mainly trade paperbacks and textbooks, will be sold and the proceeds used to begin an Honors College Library Endowment.



Contaminated Without Consent: The Honors Read Lecture by Sandra Steingraber

This spring, the Honors College was fortunate to host Dr. Sandra Steingraber for the *Honors Read* Lecture. Dr. Steingraber is the author of *Living Downstream*, the 2004 *Honors Read*. The *Honors Read* is selected annually by a group of Honors students from texts recommended by the University community based on criteria such as universal appeal, readability, and the potential for both discussion and controversy. The book is read by all incoming Honors students the summer before they enter as well as by second-year students at the end of the *Civilizations* sequence.

Dr. Steingraber, renowned as an ecologist, author, and cancer survivor, is internationally recognized for her expertise on the environmental links to cancer and reproductive health. During her career she has served on President Clinton's National Action

Plan on Breast Cancer, briefed U.N. delegates on dioxin contamination of breast milk, and given interviews to *USA Today*, *National Public Radio*, and *The Today Show*. She has been recognized as the *Ms. Magazine* "Woman of the Year," received the first Altman Award, the Will Solimene Award, and the Rachel Carson Leadership Award from Chatham College.

While talking to a packed house at Minsky Recital Hall, Dr. Steingraber (right) advocated a passion for the environment, sharing information she has obtained through her research. She discussed her writings on a polyvinyl chloride plant explosion in her home state of Illinois, her battle with cancer and its links to the environment, and also touched upon some issues very relevant to Maine's environment, such as mercury in our waters contaminating the fish population. During her

lecture, Dr. Steingraber explained her reasoning and motivation for producing the work *Living Downstream*: "My hope is that by writing



autobiographically the book would serve as a blueprint for my readers who might want to search their own ecological roots."

The Last Piece of the Puzzle

Honors 170 *Currents and Contexts* Engages Students in Current Issues

Toward a Century of Honors at Maine: A Blueprint, the report of the Provost's Commission on an Honors College (2001), called for "continuing Honors curriculum innovation." Specifically, the recommendation called for two new courses to "broaden the scope of the Honors experience," and in particular to "integrate attendance at area cultural events" and "provide an opportunity to explore timely questions of the world stage."

These two courses, intended to complement the four-semester *Civilizations* sequence, were designed to address two perceived deficiencies in the Honors core: the visual and performing arts and a twenty-first century perspective. In 2004, the College instituted a requirement that all students complete Honors 180 *A Cultural Odyssey* before graduation. (That initiative was highlighted in MINERVA 2004.)

The last piece of the puzzle, approved by the Honors Council in Spring 2005, will arrive in the form of a second one-credit course, Honors 170 *Currents and Contexts*. The primary architect of this initiative, Katie Gray '05, a graduate in political science and philosophy (featured on page 23), collaborated

with Honors College Dean Charlie Slavin on its development. In her final course proposal, Katie described the goal of *Currents and Contexts*: "to create an atmosphere which fosters Honors students' curiosity for and understanding about current events in local, national, and international contexts." Her proposal presents an exciting model in which small groups of students will explore several international, national, and local issues each semester, researching via online news sources and meeting regularly for informal debates moderated by student facilitators. In turn, the student facilitators will be supervised by a faculty course coordinator.

Twelve Honors students from the Class of '07 have been enlisted to work with the Dean and several faculty members to develop a training program for prospective student facilitators in Honors 170 (see sidebar, right). They will study models emphasizing both peer-led classroom work and civic and citizenship education. Work on the course will continue through next year, and the College will start looking for student facilitators for an inauguration in the fall of 2007. Stay tuned!

Student Facilitators

The use of student facilitators in Honors 170 (see article, left) is a feature shared with Honors 180 *A Cultural Odyssey*. For the first three semesters of *A Cultural Odyssey*, Mike King '06 (English) and Sarah Gamble '07 (History) have worked with Professor Burton Hatlen (English). Sarah and Mike, along with two students who have completed Honors 180 (Will Beaudoin '08 and Emma Wojtal '08), described their experiences as student facilitators at the annual conference of the National Collegiate Honors Council in St. Louis in a presentation entitled *A Cultural Odyssey: A Student-Facilitated Gateway to the Arts*. Sarah will be spending Spring of 2006 in Virginia at the Williamsburg Semester-in-Residence Program in Early American History in conjunction with the College of William and Mary. Emma will take her place as a student facilitator, marking the first time in its young history that a "graduate" of the course has filled that role.



Congratulations to the Staffs of MINERVA 2003 and 2004!

Not only has their hard work resulted in a publication we are very proud of, but MINERVA 2003 and 2004 won second place in the Student and Staff division of the 2005 National Collegiate Honors Council newsletter competition!

The Thesis Support Group

Spending Wednesday nights in the library probably sounds like a dreadful experience to most college students, but last semester, it was a means of survival for a committed group of senior Honors College students. As the culminating experience of the Honors Curriculum, all students tackle the process of writing and defending a thesis based on their work and original research. Thanks to the cofounders of the Thesis Support Group, Jenna Merchant '05 and Theanna Hobson '05, students now have an accessible network of other academically talented individuals to support them during this experience.

Each week the contingent of students gathered to share ideas, offer support during an academically challenging time, have a little fun, and eat some pizza. The group was composed

of thesis writers from a wide range of disciplines on campus. Jenna Merchant, journalism major and starting pitcher for the University of Maine softball team, feels a particular attachment to the group. She strongly believes in the collective thinking environment for academic support and beyond, "Wednesday night became a time of group searches for the perfect word, the right picture for a PowerPoint presentation, and even a final thesis title. It was a welcome break from all-nighters spent alone with my laptop and would-be thesis. In our year together we celebrated birthdays, admissions into graduate programs, and most importantly, the testing of our steins."

Congratulations to the Class of 2005. The long hours of hard work and dedication have finally paid off.



▲ (From left) Theanna Hobson, Autumn Demaine, Jason Houle, Andrea Pelletier, Jenna Merchant and Chelsea Debay celebrate the success of their hard work.

The Last Lecture Series: Bridging the Gap Between Living and Learning

What would you say if you were given the opportunity to speak publicly just once more in your life? This question forms the premise of the Last Lecture Series, a forum for Honors College Faculty to present a topic of interest as if it was the last lecture they would ever give. In Spring 2005, Kim Devoursney, then Resident Director of Balentine and Colvin Halls, initiated the Last Lecture Series in an attempt to bridge the gap between Residence Life Staff and the Honors College. The Last Lecture Series benefits faculty, students, and Residence Life staff alike. Faculty have much more freedom in giving these talks than in any other academic arena. This freedom gives students new insight into professors they may have known only from large lectures. Jack Cohen, Senior Resident Assistant for Colvin Hall, notes that since the lectures are held in the residence halls, they allow Residence Life staff to make immediate connections with the Honors Faculty.

Nate Gordon says that "being the Resident Director for Balentine and Colvin Halls has allowed me to immerse myself in the lifestyle of an Honors student. While the

Honors Living-Learning Community has many opportunities for student interaction and involvement, the Last Lecture Series stands out in my mind. Having a faculty member come into one of the halls to give a lecture as if it were their last is truly a special experience. The Last Lecture Series allows for unique interactions among the students and faculty, a feature sometimes missing from traditional residence halls."

Since its inception, four lectures have been given. For Michael Grillo (Art History), the Last Lecture was an "opportunity to bring an audience into the earliest forms of an idea, that risky moment when an inchoate intuition begins to take its first glimmering form as a plausible, arguable thesis." Speaking about "Renaissance New Media," Michael urged his audience to "consider how compulsions drive scholarship, how initial intensions come to have little bearing on outcomes, how ideas create a life of their own, and how comforting, normative assumptions often block intellectual development." Burt Hatlen (English) took a different approach, discussing his life in California, his educational background, and the events

which ultimately brought him to Maine. His lecture was a commentary on his way of thinking and he provided advice for students and anyone else who cared to listen. Burt "enjoyed the opportunity to sum up 'what it all means'" and only wishes that he could have spoken to a wider audience.

"The Last Lecture Series allows for unique interactions among the students and faculty, a feature sometimes missing from traditional residence halls."

Early this semester, Honors College Dean Charlie Slavin gave a talk entitled "What is a mathematician like you doing in a place like the Honors College?" Using examples from his own life, Charlie urged students to broaden their education and to take advantage of the opportunities that present themselves. At the end of the semester, Michael Palmer (Political Science) spoke about his life, his relationships with great teachers, and the value of great books in a liberal education.

Supporting a Remarkable Undertaking: Honors Thesis Fellowships

This year, we have added a new level of support for students writing theses by introducing Honors Thesis Fellowships. These fellowships support students during their thesis-writing year. Awardees are chosen based on the relevance of their research to the stated purpose of each particular fellowship. This fall, we began offering the Bernard Lown Thesis Fellowship, and this spring we will accept applications for the Quimby Family Foundation Thesis Fellowships. We hope to increase the number of available Fellowships in coming years through additional partnerships with donors and foundations.

Bernard Lown Thesis Fellowship

Honors graduate and Nobel Peace Prize winner Dr. Bernard Lown '42 is Professor Emeritus of Cardiology at the Harvard School of Public Health, Senior Physician at the Brigham and Women's Hospital, and the founder of the Lown Cardiovascular Research Foundation. The Bernard Lown Fellowships recognize Dr. Lown's dedication to improving the world through active research and humanitarian efforts towards peace and international understanding. Students who earn one of these fellowships must be committed to advancing these ideals. In the words of Dr. Lown, "people are the ultimate arbiters of their own destinies."

Seth Robertson '06, the first Lown Fellow, is a senior in microbiology. His

thesis, *Identification and Characterization of a Possible Dissimilatory Arsenic Reducer*, involves characterizing and isolating a novel microbe found in Maine well waters. This microbe is capable of living in high concentrations of arsenic and may be using the arsenic as an energy source. Seth's research will determine how this microbe obtains its energy and define its optimal growth conditions.

Seth applied for the Lown Fellowship out of respect for Dr. Lown as well as for the attendant financial support. He believes that "one of the best drives for an undertaking such as a thesis is for it to mean something that is greater than yourself. My research has a purpose. Later, more applied research in this field could help better understand how arsenic is cycled in the groundwater and provide better means for dealing with the problem of arsenic (and other toxic elements) in our drinking water. I believe this goal fits very well with Dr. Lown's ideal of 'social responsibility of science.' I believe science should serve to better mankind and the environment in which we live. A scientist who uses his or her studies for personal advancement is no longer a scientist in my opinion."

Quimby Family Foundation Thesis Fellowships

The Quimby Family Foundation is an independent foundation supported by Maine businesswoman and environmental advocate Roxanne Quimby. Since its beginning in 2003, the foundation has

primarily supported endeavors related to animals and wildlife, preservation and protection of the environment, and environmental education.

The Honors College received a generous award from the Quimby Family Foundation in the fall of 2005. This award will fund four fellowships, to be awarded beginning in the 2006-2007 Academic Year. The Quimby Family Foundation Thesis Fellowship Program is dedicated to encouraging students to appreciate and understand the rich beauty and history of Maine. Quimby Fellows are committed to preserving Maine's story—past, present, and future—in order to keep Maine "the way life should be." These scholars engage the conservationist and activist principles found in the work of Roxanne Quimby or explore Maine's natural environment and rich history through quantitative and qualitative undergraduate research. The fellows are devoted to improving the world through active research and environmentally-conscious efforts toward improving Maine. Their research is intended to make a positive difference in the lives of others by discovering and investigating ways to preserve, conserve, and improve the state of Maine.

To learn more about supporting an Honors Thesis Fellowship, contact Emily Ann Cain, Coordinator of Advancement at emily.cain@umit.maine.edu or call 207.581.3308

Deb's Kids

There are hundreds of them. Quite an impressive accomplishment for one woman. When faced with the challenge of every student seemingly wanting to enroll in the same preceptorial, Deb manages to arrange them in an orderly manner so that everyone is satisfied.

Deborah Small has worked as the Honors College secretary for nineteen years. During this time, she has dealt with many transitions—new directors, faculty, buildings, and thousands of students.

Each day, Deb attends to the many demands of the front office, greeting each and every visitor with a smile and a desire to assist in solving their problems. Some students stop by to sign up for classes, while others are just looking for some friendly advice. Deb's expertise in keeping one step ahead has allowed the College to flourish. This fall, Deb was promoted to Administrative Assistant for the Honors College. Many thanks and congratulations, Deb!



Why I Teach in the Honors College

Mimi Killinger, History

I had the good fortune of being asked to join the Honors College as an instructor last spring. Much about teaching in Honors sounded appealing: small class sizes, interdisciplinary study, and creative course design around a preceptorial model. Yet the rewards of teaching in Honors have far exceeded my initial expectations.

The Honors College students themselves are without doubt the most gratifying part. They are curious, hardworking, motivated people with

Teaching in Honors has allowed me to remain a student, as all good teaching should.

whom it is a pleasure to learn. I will never forget from my first preceptorial the shaggy-haired second-year student who masterfully led our class through quantum mechanics; the taciturn activist whose few words spoke volumes; the faculty

Michael Grillo, Art History

Students in the Honors College always open my eyes to new insights into the historical peoples that we address in the *Civilizations* sequence. When faced with a wealth of ideas from cultures that lie outside of our era's imagination, students rise to the opportunities readily. Their



engaged vibrancy stems from investing themselves in their education. Working closely with them as individuals, I love their inevitable reveling in finding that their understanding truly matters as they grow to recognize knowledge not merely as static information and isolated factoids,

member's daughter who relentlessly questioned us all; and the poetic chemist whose insights were dazzling.

The Honors College administration has created a model learning environment for these students and their instructors. Charlie's leadership style sets an extraordinarily positive tone as he assumes an informal posture while also remaining deeply committed to rigorous academic work. The Honors staff is both student-centered and supportive of faculty. Through the administration's efforts, the College is growing, expanding, improving, and I thoroughly enjoy being caught up in the swell of their success.

Finally, teaching in Honors has allowed me to remain a student, as all good teaching should. I have been something of a chronic learner, having pursued degrees in English, theology, religion and literature, as well as history. At one point in time, I studied at an Institute of Liberal Arts in which I saw firsthand the value of sharing ideas across disciplines, of moving

but instead, as cultural constructs ever varied according to each society's needs.

No other place on campus regularly brings into dialog historians, chemists, artists, economists, and philosophers—to name but a few—around a common set of ideas to underscore the depth and breadth of knowledge as well as its unfolding future potentials. Only in Honors could I, as an Art Historian, expect students to work with significant artefacts and monuments in the rich context of the extensive canon of texts which the two-year sequence studies. This atmosphere of intellectual diversity encourages students to think about how their own particular interests might play out in significant ways beyond the traditional scope of their major.

This interdisciplinary richness carries throughout an Honors student's undergraduate years with the College's rich upper-level seminar offerings. These seminars open students to questions of epistemology, namely, of how our disciplines create and shape knowledge. This recognition of education as more

outside of one's own scholarly box. Each week in the Honors College, I have the privilege of confronting diverse materials which are fresh and challenging. I hear a lecture by an expert colleague and guide a preceptorial group through the materials,



serving as a master learner at a seminar table rather than an authoritative scholar behind a podium. We all benefit greatly from the intellectual exchange.

than a discipline plays out most clearly at the thesis level, where students pursue research in their selected major. At times, I've joined an Honors thesis committee with trepidations about just what I could offer to a project in a distant discipline, but always I find that the outsiders distinctly

Honors stands out as one of the best reasons for being at the University of Maine.

help give shape to the thesis, because their external distance offers narrowly focused research a more accessible global perspective.

Honors stands out as one of the best reasons for being at the University of Maine, for it builds an enduring intellectual community of students and faculty who continually make me critically reassess my own work, both in research and in teaching. Most importantly, it has created a vital network of dedicated thinkers, all keenly involved in collaborative discovery.

The Legacy Lives on...

Robert B. Thomson, Director of the Honors Program 1962-1977

Robert B. Thomson was born on July 28, 1912 in Providence, Rhode Island. Bob had a long and illustrious career before his death on January 26, 1983. Educated in the Massachusetts school system and graduating with honors from Harvard at the age of 20, he took a year off and then attended Harvard Law School, graduating at the age of 24. After a decade of legal research, freelance writing, editorial work, and military service, he was hired in 1947 as an Assistant Professor in the Department of History and Government, now known as the Department of Political Science, here at The University of Maine, by Professor Edward F. Dow, chair of the department. According to Arline

“His legacy, then, is in us all because he taught us not an end but a means. Bob Thomson taught us to think. Think carefully; think critically; think politically and think socially.”

Thomson, Bob’s widow, the Department of History and Government was in deep turmoil at that time and was in desperate need of professors. Bob was literally hired on the spot. Of course he had excellent credentials as well as excellent timing, and it was not long before it became quite clear that the Department had made an excellent choice. Fortune was to shine on this Department with the hiring of Bob Thomson. He became one of the most loved and respected faculty members, by colleagues and students alike.

Honors was also one of the recipients of this man’s great wealth of knowledge and his willingness to share that knowledge. Bob became involved in Honors because of his friendship and admiration of Ronald B. Levinson, a professor in the Philosophy Department. Professor Levinson was

holding what at the time were considered “Honors classes,” but which were quite unlike what Honors is now. Bob became the first official director of the Honors Program in 1962 and remained in that position until 1977, when he gave up the post to become Acting Chair of the Department of Political Science. Bob’s involvement in Honors did not end, however. He continued directing Honors tutorials and advising thesis students.

Under Bob’s guidance, the Honors Program gained a home to call its own, a small wooden structure built by students under the watchful eye of Professor Norman Smith in 1975. This building was dedicated the Robert B. Thomson Honors Center in 1983 shortly after Bob’s untimely death. Bob never had an office in the Honors Center, for he was so deeply ensconced in his office at North Stevens Hall that it would not have felt like home to him. Still, he always found time for his students. One student remembers Bob as “a wonderful mentor. Sitting in his office discussing the genius of Leonard Bernstein with him and two other honors students stays in my memory.” Another student recalls that “Professor Thomson did not lecture—he answered our questions and we couldn’t stump him. He made me want to learn as much as I could about western thought and history.” Bob is remembered well by many, but perhaps the most eloquent expression of his spirit as a teacher comes from Jim Tierney ’69. Tierney, former Maine Secretary of State, Honors graduate and student of Bob Thomson, spoke at the memorial for him, which was held in February of 1983.

“This wonderful man, this paradigm of intellect, never intended for me to remember other men’s theories and other world’s facts. He wanted me to form my own theories and to understand my own world. He understood that political and social thought is not a subject but a process. He knew that Honors was not a degree but a standard. Bob Thomson was above all a teacher. Not a writer, not a speaker, not an administrator, but a teacher. His legacy,



▲ Bob Thomson, right, with his wife Arline.

then, is in us all because he taught us not an end but a means. Bob Thomson taught us to think. Think carefully; think critically; think politically and think socially. His was the mind that taught his students to think. His was the spirit that challenged to the highest of standards of excellence.”

This is the epitome of what Honors was meant to be when it was introduced to the University of Maine in 1935. Bob Thomson left this University and our Honors Program, now College, a legacy that lives on today in the Robert B. Thomson Honors Center and in the hearts and minds of so many of our graduates.

Honors Studies Abroad

Studying abroad has just become notably easier for members of the Honors College. To encourage more Honors College students to study abroad, last spring the Honors Council approved a plan to allow current students to replace their third-year Honors Tutorial with an “Honors Study Abroad Tutorial Portfolio.” Under the new initiative, students may study abroad for a semester or a full year. After completing a few requirements (including a reflective essay and presentation during the Honors Study Abroad Symposium held each October) their tutorial requirement will be waived. Charlie Slavin, Dean of the Honors College, is very enthusiastic about the new changes: “The opportunity for our Honors students to study abroad is one we can’t afford to pass up. By providing support as well as flexibility in our curriculum, we hope to encourage more of our students to take advantage of these experiences, which contribute both academically and culturally to an enhanced education.”

In addition to the portfolio initiative, the Honors College was fortunate to receive ten scholarships, each for \$1,000, to assist our students in defraying the expenses they incur during their study abroad experiences. These funds, generously underwritten by Bill and Betsy Leitch ’55, will be awarded to current Honors College students studying abroad during the 2005-2006 academic year. Based on their academic performance, four students were selected to receive these scholarships for the Fall 2005 semester: Bethany Asquith ’07 (Psychology), Australia; Heather Cox ’07 (History), England; Leona Dalphond ’07 (International Affairs & French), France; and Hazel Groce ’07 (International Affairs), Turkey. This spring, another six students were selected: Amber Howard ’07 (International Affairs, Political Science), Semester at Sea;

Sarah Bigney ’07 (International Affairs, Political Science), Panama; Allison Heinbach ’07 (Spanish & Religious Studies), Costa Rica; Lindsay Rinaldi ’07 (Theater & Italian), Italy; Emily Schaab ’06 (Cellular & Molecular Biology), Australia; and Monica Squires ’07 (Secondary Education, European History), France. Karen Boucias, Director of International Programs at the University of Maine, was very excited about the new scholarships and the potential they offer: “Devoting scholarships to study abroad recognizes and emphasizes the value that the University places on special academic experiences that contribute to the overall education of our students, on a personal, and later, professional level. Studying abroad enriches students’ academic and personal lives, and scholarships will make studying abroad accessible to more University of Maine students.”

Already, many Honors College students take advantage of the Study Abroad experience (see photos, right). In the Fall of 2004, Marilyn Nichols, a fifth year senior in Mechanical Engineering, studied abroad at the American University (AUBG) in Blagoevgrad, Bulgaria. Even with her hectic engineering course load, Marilyn found the study abroad experience to be exceptionally rewarding: “I can, without a doubt, say that studying abroad has been the best experience I have had in college. I’m sticking around for an extra year, but I would have missed out on something so much more valuable. During this experience I acquired perspective, history, cultural awareness, amazing friends, adventures, dancing skills, and a little Bulgarian to boot.”

With the development of the Study Abroad Symposium (see below), we hope more of our students will take advantage of the study abroad experience.

Study Abroad Symposium

This year, the Honors College held its first annual Study Abroad Symposium. Eight of our students who studied abroad in past years, Pattie Barry ’07 (New Media and French), Erica Bickford ’06 (Ecology and Environmental Science), Trevor Farrell ’06

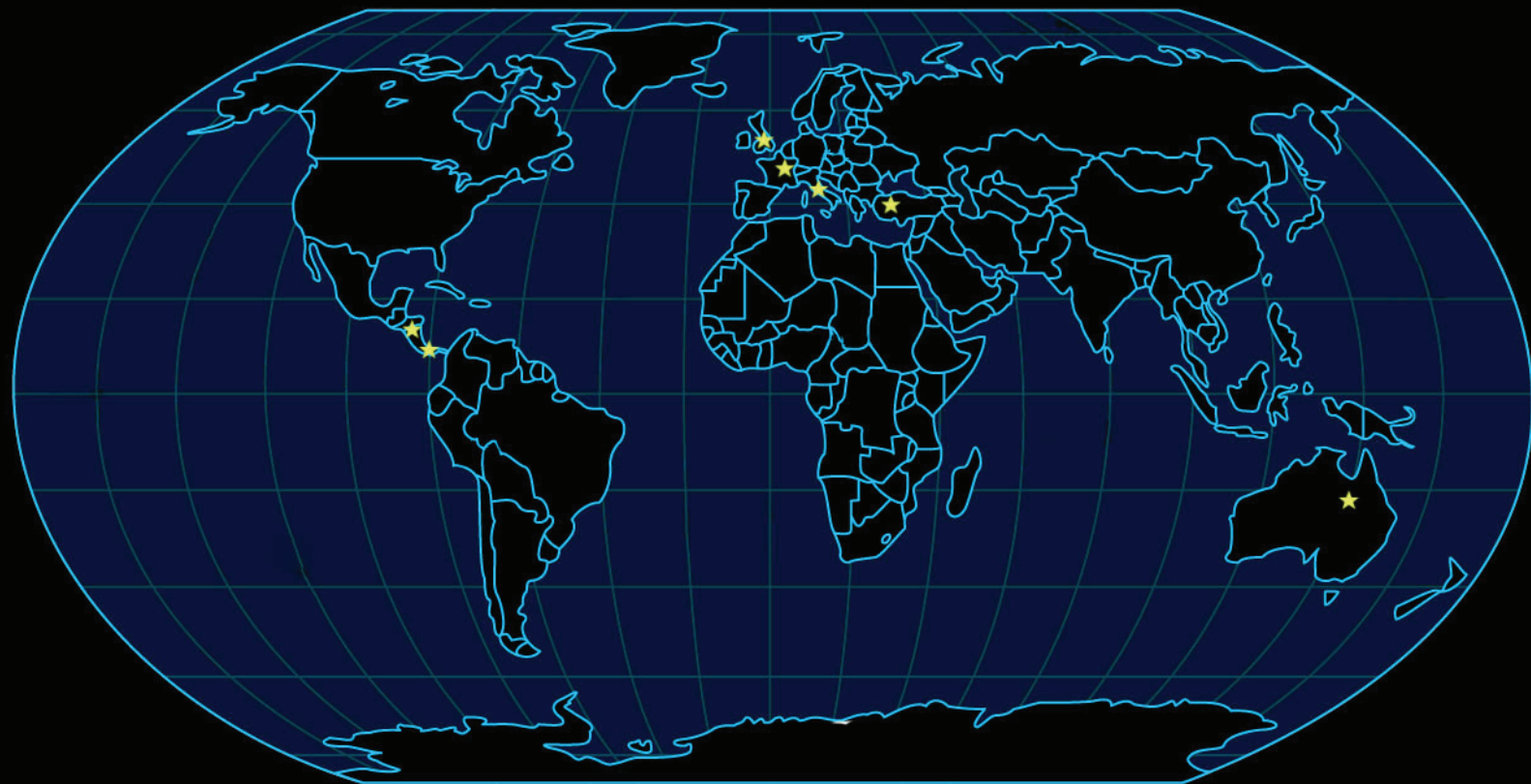


(International Affairs, Spanish), David Kingsley ’05 (History), Jen Kray ’06 (Ecology and Environmental Science), Marilyn Nichols ’05 (Mechanical Engineering), Anna Wieck ’06 (Resource and Agribusiness Management, Art History, and German), and Robert Wright ’05 (Economics and German), formed a panel to answer questions from students interested in Study Abroad.

◀ *David Kingsley, center, describes his study abroad experience.*



Clockwise from upper left: Erica Bickford, Jen Kray, and Rachel Lombardi on the British Isles; David Kingsley in New Zealand; Jen Kray in Japan; Robert Wright takes a break from his studies in Germany to visit Egypt; David Kingsley at the Temple of the Grand Jaguar while on a trip to Belize and Guatemala; Marilyn Nichols, center, in Bulgaria; Trevor Farrell at Poas Volcanoe in Costa Rica; Jen Kray at “The Smallest House in Great Britain.”



Laissez les bons temps rouler!



The Honors College took twenty-four students, five faculty members, and four staff members to the 39th Annual National Collegiate Honors Council Conference, held November 9th through the 14th in New Orleans, Louisiana. Our group was the second largest in attendance. Our thanks to Bill and Betsy Leitch and their Fund for Student Travel and Research for supporting our tremendous student cohort!

Current and former Honors College Associates Jonathan Beever '03, Sarah Paul '02, and Jenny Saucier '04 presented *Instant Credibility: Honors Associates Bridge the Gap* where they described the history and work of our Honors College Associates. Amaranta Ruiz-Nelson '04 (Business and New Media) presented *A Mexican in the Classroom: A Non-Traditional Experience*. Charlie Slavin, Dean, moderated a panel of Honors administrators, and presented on *Academic Bridges: Faculty Educating Outside Their Disciplines*. Jonathan Beever and Charlie Slavin presented *Digital Currents: Promise or Peril?* describing the introduction of CD-ROMs into all of our first- and second-year classes. Laura Dowd '05 (Biology), Seth Robertson '06 (Microbiology), Lauren Wahl '06 (Marine Science), and Alia Whitehead '06 (Microbiology) presented *The Culture of Research: An Immersion* where they discussed the intensive two-week Spring Break tutorial we recently offered at Mount Desert Island Biological Laboratory. Four Honors faculty members, Chris Mares (Intensive English Institute), Kathleen Ellis (English), Francois Amar (Chemistry), and Mark Haggerty (Economics) presented an overview of the curriculum development work that went into designing our four-semester *Civilizations* sequence in which 25+ faculty are involved. Their title was *Bridging Cultures in Curriculum Development*. Chris Mares also presented *Bridging Personal Growth and Intellectual Development* where he discussed some of his classroom techniques and philosophies. Hazel Groce '07 (International Affairs) and Rachel Lombardi '07 (History) represented UMaine in the annual *Student Fishbowl*, the student-centered discussion of Honors education sponsored by the Committee on Teaching and Learning. Sarah Nichols '05 (Music Education) participated in the *Music Master Class* and the *Master Class Performance*.

Several UMaine groups took part in the *Idea Exchange* on Saturday morning. Bryan Lescord '05 (Philosophy) and Julia McGuire '06 (Ecology and Environmental Science) discussed their participation in a Center for Teaching Excellence learning circle focused on *Exploring Undergraduate Research*. Jonathan Beever and Sarah Paul presented their work on *MINERVA: A Publication of the University of Maine Honors College*. Andrea Pelletier '05 (Biology) and Autumn Demaine '05 (Anthropology and Psychology) gathered information from other institutions at their table entitled *We're Glad You're Here, But Can We Send You Away? A Mini-Survey*. Patricia Barry '07 (French), Amber Rice '07 (ACE), Michelle Ouellette '06 (Psychology), and Coordinator of Student Academic Services and Budget Barbara Ouellette discussed the interactions of *The ACE Program in the Honors College at UMaine*. Robin Arnold '06 (Earth Sciences), Jason Houle '05 (Sociology), Adam Jones '06 (History), and James Redstone '06 (History) discussed their experiences choosing and using the Honors Read in *Does the UMaine*

Honors Read Make a Difference? Michelle Ouellette and faculty member Randy Alford (Biological Sciences) explored some new initiatives in the Honors College through *Bridging the Science/Humanities Gap: The Challenge Ahead*. Eight students presented posters:

Laura Dowd and Lauren Wahl

The Expression of the Cystic Fibrosis Gene on a Global Scale

Heather McLaughlin

Perceptions of Female Competency in the United States and Northern Ireland

David Paul

Superconductivity, Magnetism, and the Future of Space Propulsion

Andrea Pelletier

An Investigation into the Effects of Research Effort on Both Observed Species Richness and Observed Relative Abundance of Vertebrates:

A Study of Australian Mammals

Jonathon Chance White

The Photographic Eye: How it Changes Perspective

Seth Robertson and Alia Whitehead

Cell Proliferation Assays and Confocal Microscopy to Determine the Effects of Various Agents on MDCK Cells

In addition to attending conference sessions, the students also had the opportunity to explore “The Big Easy.” The conference gala was held at Mardi Gras World, where many of the floats for Mardi Gras are made, and our group dinner was at the 5 O’Clock Grille on Bourbon Street—great barbeque and Cajun specialties!

A Personal Journey

I have always enjoyed Honors Conferences for what they offer in the form of presentations, but the New Orleans venue was of particular interest to me because of my Franco-American background. I was thrilled to be able to go to the land where some of my Franco brothers and sisters from Acadia settled. The most thrilling aspect of this particular conference was the fact that the organizers had decided to bring the Cajun culture to us. This was a change from past conferences, when we were expected to experience culture on their own time outside the scheduled events. The Cajun musicians who played at a Plenary were not all of French descent, but they were scholars of history and had studied the music. It was marvelous and I couldn’t sit still in my seat! There also were sessions on the Cajun/Zydeco dance steps, in which I, of course, participated. At the Gala they had the same group playing and I danced the entire night. The French blood just rose up in me and I couldn’t sit still. A good time was had by all. Oh yes, the beignets at the Café Du Monde lived up to the true French tradition! How fortunate we were to have experienced New Orleans and all it had to offer before the tragedy of Hurricane Katrina.

-Barbara Ouellette, Coordinator for Student Academic Services and Budget



Remembering New Orleans

New Orleans was struck by Hurricane Katrina less than a year after two dozen UMaine students visited the city while attending the National Collegiate Honors Council Conference. Easily the most popular conference city in years, the devastation of New Orleans strongly affected our students. Here are a few of their reactions.

“It was difficult for me to watch the aftermath of Katrina on television. The devastation of the Superdome and the French Quarter hit close to home and highlighted the fragility of the human condition. I remember a city that was bright, vibrant, and culturally alive, and now it is reduced to ruin. Seeing the aerial shots of downtown New Orleans and our hotel was a wake-up call: no matter how far we think we have come, our lives hang in a precarious balance. But perhaps we can also take away something positive from this tragedy. We learned a lot about human nature from Katrina—from the violent crimes committed to the stories of people sharing their resources and banding together to survive. From this we can take away a valuable lesson: that though we may be fragile, we are capable of the best and the worst of deeds. Regardless of race, class, or what district or parish we may reside in, we’re all human. If we’re lucky, those in charge of rebuilding the city will realize this.”

—Jason Houle '05

“Our trip to New Orleans was fantastic. I feel lucky to have had the opportunity to enjoy a unique honors learning experience as well as the wonderful culture of New Orleans. I have many fond memories of seeing the city with my friends in the Honors College. After I heard about the hurricane, I tried to find out what I could about the damage. I was shocked to learn that the streets that I had walked were flooded and that the windows of my hotel room were destroyed. I couldn’t help but think that some of the people I had seen in the city could now be a part of the increasing death count. I was lucky enough to see New Orleans before the disaster and that is why I am so powerfully affected by the carnage. The history of the city could have led us to expect a flood, but no one was prepared to deal with the reality of it happening in this modern age.”

—Adam Jones '06

“One of the things I wanted to do most in New Orleans was see the river. What better way to feel connected to this new place than to see and feel its lifeblood? I remember walking along the river, past the trolley and along the rows of vendors—many of whom had been there every day for years. Next to me was this powerful natural masterpiece, the life and support for the city. The river’s majesty and, in fact, its sovereignty, is made very surreal when I think that this place does not exist anymore. New Orleans was a beautiful place that the people of Louisiana created and that nature took back. I am quite sure, however, that this place we were a part of, if only for a short time, will find its way back again.”

—Jonathan Beever '03

“I wish you could have visited New Orleans before the hurricane destruction,” I said, nearly in tears, on the phone to my mother not long ago. My mother was the only person in my immediate family that had never traveled there. “New Orleans has the life of no other city,” I said. “Especially the French Quarter, Mom, you would have loved the sights and sounds. It was so glorious. Now it will never be the same.”

Being of Franco-American descent, I really connected to New Orleans’ Cajun culture right away. And the food—oh, the Creole food! It’s heavenly. My favorite part of traveling is the experience of eating the local cuisine. You can’t even put the tastes into words. It would ruin the experience to try.

I was in Chapel Hill, North Carolina when Katrina and Rita hit the southern part of our country. At first, all I could think about were the students who, like me, were about to return to school. What would it be like, if, all of a sudden, there was no University of North Carolina? This was the first of many shocking realizations I had about the hurricane disaster.

As a country, as a national community, we need to sing the hurricane victims home. I know I have been forever changed. All I have to offer is my best to do the same in return. “Swing low, sweet chariot...”

—Sarah Paul '02

A Capital Spring Break

In March of 2005, the Honors College embarked on its annual trip to Washington, DC. The trip began in a blizzard, but the staff and forty Honors students pushed on for an exciting Spring Break adventure.

On the first leg of the excursion, the large motor coach pulled up in front of the home of Bill and Betsy Leitch '55, our generous friends who make this trip possible. We presented Betsy with a print of herself with her friends during the University of Maine Winter Carnival in 1955, taken by University of Maine alumnus and classmate Marion Manheim '55.

While in DC, students took full advantage of what the city had to offer: they enjoyed a tour of the Pentagon, the National Mall, and a Capitol Steps performance at the Reagan Building—they saw it all!

The highlight of the trip was the “Honors: Past, Present, and Future” celebration held in the Montpelier Room at the Library of Congress. Honors graduate Charles Stanhope '71, Director of Development for the Library, graciously hosted the event. We invited the hundreds of University of Maine graduates located in the DC area to join in the festivities. Many distinguished people from Maine attended the event, including Senator Susan Collins, Representative Thomas Allen, and former Governor John Reed. The crowd was treated to a presentation on Maine Folk Music by Ilana Harlow, Folklife Specialist in Research and Programs for the American Folklife Center at the Library of Congress.



Honors Goes to Portland



On September 30th, 2004, Charlie, Barbara, and three students headed down to Portland to meet with Scott Simons Architects at their office to discuss the plans for renovations of the living space and attic of Colvin Hall. Shortly thereafter, twenty more students and the Associates made their way to meet Charlie et al. at Preti Flaherty Law Offices in One City Center. Hosted by Deirdre O'Callaghan, our gathering included many friends and alumni who enjoyed the chance to meet our very thankful students and staff.



John M. Rezendes Visiting Scholar in Ethics

THE HONORS COLLEGE AT THE UNIVERSITY OF MAINE

THE 2005 JOHN M. REZENDES VISITING SCHOLAR IN ETHICS
PROFESSOR ERIC M. MESLIN, INDIANA UNIVERSITY

Bioethics & Public Policy



Photo by Bill Drake

Lessons from Dolly, Stem Cells and Biobanking

Monday, April 18, 2005

Reception: 3:30 PM

Talk: 4:00 – 5:30

Buchanan Alumni House
The University of Maine

Dr. Eric Meslin is Director of the Indiana University Center for Bioethics, Professor of Medicine, and of Medical and Molecular Genetics in the Indiana University School of Medicine, and Professor of Philosophy in the School of Liberal Arts. He is also Assistant Dean for Bioethics at the Indiana University School of Medicine.

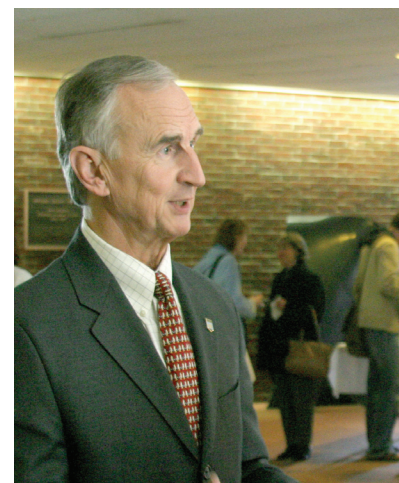
The John M. Rezendes Ethics Lecture was established to critically engage students, faculty members, and the surrounding community with ethical issues of national importance.



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.

Questions and complaints about discrimination in any area of the University should be directed to the Executive Director of Equal Opportunity, The University of Maine, Room 101, 5754 North Stevens Hall, Orono, ME 04469-5754, telephone (207) 581-1226 (voice and TDD).

The University of Maine is a member of the University of Maine System.



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

George Z. Singal
**Wandering
through
the Garden of Eden**
How do I get out of here?

Monday, April 11, 2005

Reception: 4:00 pm in the Atrium of the
Donald P. Corbett Business Building

Talk: 4:30 pm in Room 100,
Donald P. Corbett Business Building
The University of Maine

George Z. Singal '67
Chief United States District Judge
District of Maine

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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The University of Maine is a member of the University of Maine System.



Photo by Jack Montgomery

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

Special thanks to Michael Mardosa for his work in designing the posters

Art Abounds

The Thomson Honors Center is home to a wide variety of creative expression. Some of it is transitory: the informal and formal conversations that take place in the classrooms, the library, and the café. Some of it has more permanence: the art adorning the walls of almost every room in the Center.

Much of the art is part of the Honors College's "permanent collection." Bernice Cross '01, John Hyland '01, and Caitlin Holman '05 all have work from their Honors theses displayed prominently. Arline Thomson's watercolors can be found in both the studio classroom and the main office, and Barbara Ouellette's quilts adorn the walls of both her and the Dean's offices. In addition, each year the Honors College co-sponsors an award with the Department of Art for a student to have a show in the Professor Ronald Levinson Gallery. This year's show is *Here: An Exhibition of Digital Prints* by Yvette Tardiff '04. Next January, Christopher Perry '05 will be hanging his exhibit.

If you are in the area, we would love to have you come by the "*Galleria Colvin*."



Left to right: "70 Years After Polio" by Caitlin Holman '05 and "Process" by John Hyland '01.

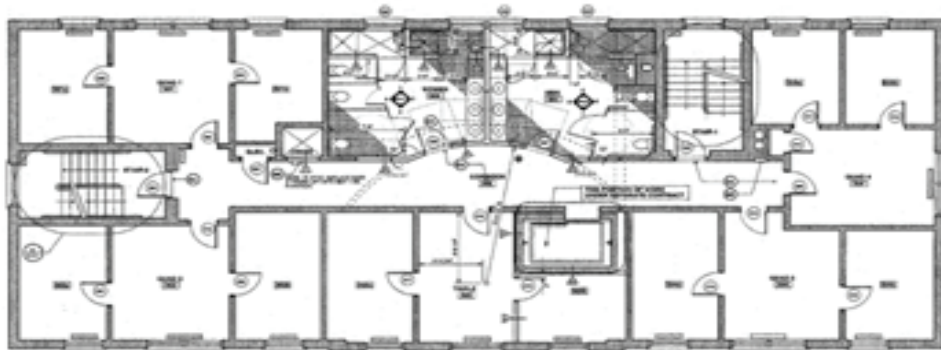


Top to bottom: "Bohm's Theory" by Bernice Cross '01 and "Looking Out" by Yvette Tardiff.

Themed Living in Colvin Hall

Colvin Hall has eight residence quads, which are three-room suites that each house four people in two bedrooms and a common room. These rooms are the only ones of their kind on campus. Developing “themed quads” means that we will work with donors to recognize various career paths in each of the Colvin Hall residence quads to raise student awareness that they can truly go anywhere from here!

The inspiration for themed quads came from Dr. Carolyn Reed '72. Since graduating from the University of Maine, Dr. Reed has felt a deep sense of gratitude for the quality education she received through the Chemistry Department and the Honors Program. This year, Dr. Reed approached us about giving a gift that reflects her passion for medicine and her deep appreciation for Honors and the University of Maine, and which also enhances the student experience. Dr. Reed is dedicating a quad in Colvin Hall to medicine. A plaque near the door will read: “My Honors and Chemistry education at the University of Maine gave me the tools and encouragement to pursue my dream of a career in medicine. I was challenged to



Dare, Discover, and then Do!”

John Bridge '57, Maine businessman and engineer, began his relationship with the Honors College not as a student, but as an alumnus with a passion for helping students make the most of their undergraduate experience. “I am impressed by the interdisciplinary nature of everything the Honors College offers students at University of Maine. It’s clear that all students graduating from the Honors College are not only accomplished in their majors, but are well-rounded in many areas. This makes them especially ready to contribute to society and find success in life at the highest level.” Mr. Bridge

is dedicating a quad to Engineering, a reflection on his positive experiences as an undergraduate, and the thinking skills he still draws upon today as a successful and active member of the Maine community.

In coming years, we hope to be able to recognize other disciplines such as banking, education, business, academia, science, journalism, public service, or others. The possibilities are endless. By recognizing various career paths and the accomplishments of University of Maine alumni and alumnae in the living space of Colvin Hall, we plan to continue to build a community where pieces of the past, present, and future come together as one.

Advancing Through Honors

Honors Welcomes Emily Ann Cain '02, Coordinator of Advancement

Since its inception, the Honors College has grown in students, faculty, staff, and programmatic offerings. Charlie’s leadership, along with support from the University’s administration, dedicated staff



members, hard-working faculty members, and talented students have brought us to this bright point in the life of Honors at the University of Maine. On campus support

is just the beginning of the story, however. Many generous alumni and friends of the Honors College support Honors and provide for the expansion of what Honors offers students and the entire University.

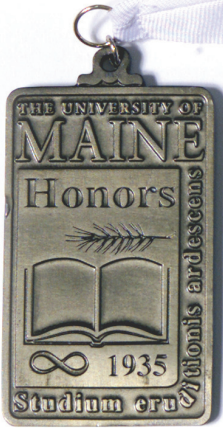
Until this year, our connections with University alumni and friends have been

made possible through the University of Maine Foundation, the Alumni Association, and the University’s Development Office. With the growth of the Honors College, it became apparent that we needed a person to coordinate these relationships. It was this desire for precise coordination that led to my position.

As Coordinator of Advancement, I work as an advocate for the Honors College and serve as a resource for other campus offices, such as the Development Office and the Office of University Relations, keeping them updated on what’s happening in Honors and where we are headed. I also work with two of the University’s partners, the University of Maine Foundation and the Alumni Association to keep the lines of communication open and strong. I play an important role in fundraising and friend-raising for the Honors College, and ultimately hope to make new connections for Honors in all areas.

Most degree-granting colleges at the University of Maine have a position similar to a Coordinator of Advancement. We hope that this model will be as successful for the Honors College in offering new opportunities for growth and development. As a graduate of the Honors College, I am invested in the vision of Honors at the University of Maine. As an undergraduate I served on the Colvin Hall Renovation Committee and the Provost’s Commission on an Honors College. Those two experiences forged my loyalty to the Honors College, and I try every day to realize more of that vision for today’s students.

This year, I am spending most of my time and energy on the Colvin Hall renovation project, and I am optimistic that in the next year we can put that project behind us so that we can focus on the growing number of needs and opportunities in Honors.



We are pleased to present the sixty-eighth class of Honors graduates from the University of Maine, and the third class of graduates from The Honors College. These students join the almost nine hundred earlier Honors graduates at UMaine. We wish them success wherever their paths lead them.



Christopher Michael Barter
Windham, Maine
Cheverus High School

Major: English
Minor: History

Thesis: *No Quarter*
Advised by Jeff Evans

My thesis is a work of fiction. *No Quarter* includes five short stories about the comedy and tragedy of society. My writing takes its cue from absurdist authors and philosophers such as Franz Kafka, Albert Camus, and Samuel Beckett, as well as more contemporary writers like Kurt Vonnegut and Douglas Adams.

Future Plans:

I plan to write a novel or two, now that I'll have time. I also plan to attend graduate school here at UMaine to further my creative writing abilities.

Favorite Quotation:

"Life...is like a grapefruit. It's orange and squishy, and has a few pips in it, and some folks have half a one for breakfast."
- Douglas Adams



Jacquelyn Kay Bertman
Franklin, Massachusetts
Franklin High School

Major: Wildlife Ecology
Activities: Xi Sigma Pi

Thesis: *Vernal Pool Conservation: Efficacy of Volunteer Citizen Scientists, a Case Study in Maine*
Advised by Aram Calhoun

My thesis looked at data collected on vernal pools by volunteers across the state of Maine between the years 1999 and 2003. The study tries to assess the value of using

volunteers for long-term ecological studies as well as assessing any long-term biological trends from the data. The data in this study focused mostly on amphibious species that are dependent on vernal pools to breed: wood frogs, spotted salamanders and blue spotted salamanders.

Future Plans:

After graduating from UMaine I will join AmeriCorps*NCCC, a 10 month community service program.



Eve Briere
St-Jean-Chrysostome, Quebec
Cegep Francois-Xavier
Garneau

Major: International Affairs (Political Science)
Minor: Philosophy
Activities: Maine Peace Action Committee, SEAC, Women's Soccer

Thesis: *Antitheses*
Advised by Mark Haggerty

Antitheses is a short novel depicting a model of a green anarchist society in which Ingrid, a young forensic psychologist, is given the task of evaluating criminals in order to determine whether or not they are responsible and

free cosmopolitans. She meets Albert, former member of the revolutionary Global Greens, and embarks on a new avenue of thinking.

Future Plans:

I am taking a year or two off in order to learn a new language, do humanitarian work, and get ready to go back to school eventually.

Favorite Quotation:

"Art is the purpose of life."
- Friederich Nietzsche



Kirstin Marie Cloutier
Cushing, Maine
Georges Valley High School

Major: Communication
Minor: Public Relations
Activities: Honors Student Advisory Board, Honors Council,
Black Bear Volunteers, Resident Assistant

Thesis: *A Critical Analysis: New York Times Coverage of the United States Holocaust Memorial Museum*
Advised by Laura Lindenfeld Sher

I have critically analyzed the *New York Times* coverage of the United States Holocaust Memorial Museum. My study encompassed thirty-two articles published from 1983-2004 that include the text "U.S. Holocaust Memorial Museum." The U.S. Holocaust Memorial Museum serves as an angle from which to examine stories that span over two decades. When the initial close textual analysis was conducted, patterns began to emerge. These patterns suggested why this story remained in the *New York Times* for decades and continued to receive advantageous placement within the paper. In many instances rhetorical criticism identifies areas where the rhetorician made mistakes or faults in judgment. Equally important, however, is an identification of what has

been done right in the past and how others can succeed at the same levels. The newspaper recognized the importance in the story and chose as an organization to educate its readership about the Holocaust as it told the story of the U.S. Holocaust Memorial Museum. This was a case in which a media organization took civic responsibility and continued to report on a story that it considered beneficial to the public.

Future Plans:

I am hoping to find a job teaching while pursuing a masters degree in education. Eventually I would like to become a certified speech therapist. In the midst of all of this I want to continue travelling.

Favorite Quotation:

"Some stories don't have a clear beginning, middle, and end. Life is about not knowing, having to change, taking the moment and making the best of it, without knowing what's going to happen next. Delicious ambiguity..."

- Gilda Radner



Glen Andrew Davenport
Hampden, Maine
Hampden Academy

Major: Physics
Minor: Mathematics

Thesis: *Comparing Instructional Techniques in Introductory Physics Labs*
Advised by Michael Wittmann

The experiments in the PHY 111 laboratories were written by Physics Department faculty based on a highly interactive instructional method called the "modeling method." I modified 2 of 6 lab sections to include student-led class discussions of experimental methods and data analysis. The intended goal of the modification was to remove excess "busy work" and increase student interaction, thereby promoting better laboratory skills and a better understanding of the physics concepts. The students in the modified classes performed as well as the other students on the course exams,

the Force and Motion Conceptual Evaluation survey, and the Maryland Physics Expectation survey. While proving just as competent as the other students on standardized tests, the experimental group spent less time in the class since they did not have to handwrite full reports.

Future Plans:

Take some time off from academics, relax, work, save money. Figure out what to do with my life.

Favorite Quotation:

[This Favorite Quotation has been rated NC-17 by the AQAA for violence, adult situations and language. All children under 17 must be accompanied by an adult.]

-AQAA (Academic Quotation Association of America)



Shamindrani Marie de Alwis
Kandy, Sri Lanka

Major: Biochemistry
Minor: Pre-med
Activities: Resident Assistant, Biology Club, Catholic Student Association, IMPACT movement

Thesis: *Mutation of an IQ-motif in Calpain-2 and its Impact on Calpain Activity*
Advised by Dorothy E. Croall

Calpain is a family of intracellular proteases that cleave many protein substrates. The calpain family has 14 isoforms, of which calpain -1 and -2 (conventional calpains) are the most well known. Conventional calpains are activated primarily by Ca^{2+} in the cell. IQ-motifs are structures that are involved in Ca^{2+} mediated regulation. It was previously shown that some IQ-motif mutants of calpain-2 were unable to hydrolyze casein in the presence of Ca^{2+} . However these mutants had similar autoprolysis to wildtype, indicating that these mutants were still catalytically competent. The phenotype suggested that the IQ-motif might play a role in casein binding. Since a similar phenotype was observed with calpain-9, we mutated calpain-2 to be like calpain-9. Our results indicated that the mutation increased

caseinolytic activity of calpain-2 by ~20%. This increase was significant compared to the relative percent difference between duplicates of the assay ($p < 0.05$). We also showed that H415D-Q419L mutant was heat labile at higher temperatures than WT and that the mutation seems to have no effect on inhibitor binding or autoprolysis. The increase in caseinolytic activity observed in this IQ-motif mutant further suggests a role for the calpain-2 IQ-motif in casein binding.

Future Plans:

In the short term I need to find a full-time job (preferably in a hospital or clinical lab) and help my family move to the United States! Long term, I plan to head to medical school and become a physician.

Favorite Quotation:

"He leads me in the path of righteousness for his name sake. Even though I walk through the valley of the shadow of death, I fear no evil; for you are with me; your rod and your staff; they comfort me."

- Psalm 23: 3-4



Chelsea Leigh DeBay
Newton, New Hampshire
Sanborn Regional High School

Major: Zoology
Activities: Circle K, Study Abroad

Thesis: *The Top-down Effects of Fish Communities on Zooplankton Body Length*
Advised by Katherine Webster

I tested the hypothesis that the fish community (warm-water fish, cold-water fish, or a mixture of both) found in a lake, have different effects on the zooplankton community by selective predation pressures. I compared zooplankton body length across the three community types and found that there was no significant difference. Further investigation showed a relation between the depth of the lakes and the abundance of zooplankton within the lake. Deeper lakes provided a refuge for zooplankton, protecting them from fish predation. Slight relationships between the zooplankton and the water chemistry confounded the top-down effects and eliminated the possibility of cascade theory. This led to the conclusion that any relationship expected from predation on the zooplankton is diluted by the opposing bottom-up

effects of the lake characteristics. Introduction of warm-water and cold-water fish species into lake will not effect the zooplankton body length and therefore will not effect the food-web dynamics directly. However, other indirect effects or slow-occurring effects may result. These were not evaluated in my experiment. Therefore, introduction of fish species into a lake is still ill-advised.

Future Plans:

I plan to attend Southern Illinois University, for graduate studies in the zoology department. I hope to study the opossum. (Although its ugly, it's America's only marsupial.) Following my masters, I plan to attend a university in Australia, where I will attain my PhD focusing on marsupials and their early development.

Favorite Quotation:

"Drama is best left for movies and novels. In the real world you need to downplay the theatrics, increase your action, and throw in some laughs; then you get your happy ending."



Autumn Lee Demaine
Tamworth, New Hampshire
Kennett High School

Majors: Anthropology, Psychology
Activities: Women's Rugby, Phi Sigma Pi, Phi Beta Kappa, Psi Chi

Thesis: *In Their Words: The Experiences of Non-Native English Speaking Students at the University of Maine*

Advised by Ann Acheson

For my thesis, I interviewed 20 non-native English speaking students at the University of Maine. I asked about their

experiences both in the academic and social realms at the university. From this I gained an idea of what it is like to be a non-native English speaker at an English speaking university, and I wrote about their experiences at the University of Maine.

Future Plans:

After 20 years of school, I am taking a year off. After that, I am going to go to graduate school, possibly in the United Kingdom, to get my masters in Social Work.



Laura Katherine Dowd
North Reading, Massachusetts
North Reading High School

Major: Biology
Activities: Tutor Program, National Society of Collegiate Scholars

Thesis: *A New Retinal Testing Device Created for the Fovea, Periphery, and Blindspot*

Advised by Len Kass

I constructed an apparatus that used LEDs to test vision in the fovea, periphery, and blindspot. Red, green, blue, and white LEDs were flashed from three different fixed points aimed at each area of the retina. The left position corresponded to the peripheral retina, the center to the fovea,

and the right corresponded to the blindspot. The LEDs were wired to a control box that allowed the researcher to sit outside the testing room and go through a set of seemingly random predetermined flashes of light. Data sheets for each subject were used and tallied to determine how the retina responded to the three different areas. The apparatus was created at a low cost and can be used in labs and classrooms to demonstrate functional differences and the complexity of the retina.

Future Plans:

I will be attending the New England College of Optometry in Fall 2005 as part of the 3+4 agreement with UMaine.



Angela Filauro
Millinocket, Maine
Maine School of Science and
Mathematics

Major: Human Nutrition
Minor: Pre-Medical Studies
Activities: Nutrition Club, Kappa Omicron Nu, Nordic Ski Club,
UMaine Jazz Ensemble, Alternative Spring Break

Thesis: *A Survey Of Maine's Organic and Non-organic Milk
Supply for Aflatoxin M1 Using Immunoaffinity Column
Cleanup and HPLC*

Advised by Rodney J. Bushway

Aflatoxins are produced by *Aspergillus* fungi and are a threat to animal and human health. They have been shown to be carcinogenic, teratogenic, immunomodulatory, and to be associated with several human conditions, including hepatocellular carcinoma, Reye's Syndrome and kwashiorkor. Feed contaminated with aflatoxin B1 may be fed to dairy cattle, and upon metabolism in the liver, aflatoxin B1 is converted to aflatoxin M1 and excreted in the milk. Aflatoxin M1 has been found in milk supplies around the world and within the US. The US Department of Agriculture's limit for aflatoxin M1 concentration in milk is 0.5ng/mL. Organic law states that fungicides cannot be used on organically grown crops.

Organically produced feed may, then, contain higher levels of aflatoxins than non-organically produced feed resulting in higher levels of aflatoxin M1 in milk. In this experiment, organic and non-organic milk from dairy farms in Maine were tested for aflatoxin M1. The detection limit was 0.25ng/mL. Neither the organic nor the non-organic samples had positive results; thus, the hypothesis remains inconclusive.

Future Plans:

I plan to become a Registered Dietitian after participating in the 10-month Dietetic Internship Program at the University of Virginia Health System in Charlottesville.

Favorite Quotation:

"I have learned that it's impossible to be nowhere, much less in the middle of it. Wherever you are, and most especially in the wilderness, you are quite definitely—somewhere! Don't look away over the distant horizon for someplace called the 'real world.' That is the illusion. Wherever you are, any place your feet are planted on this fabulously complex and beautiful earth, you are—most assuredly—in the Real World."

- Mike Clelland



Sarah Addie Gamertsfelder
Pembroke, Maine
Washington Academy

Major: History
Minor: English
Activities: Phi Alpha Theta, Study Abroad, Honors Council,
Student Life Cabinet, Peer tutor at the Writing Center

Thesis: *From Division to Unity: British Political Experiences
During the American Revolution, 1775 to 1778*

Advised by Liam Riordan

This thesis explores the first three years of the American Revolution from a British perspective. This non-traditional approach reveals two things: first, that British supporters of the colonial cause did not necessarily extend their support out of admiration for colonial grievances and second, that the American colonies were not Great Britain's only or even chief military concern during this time. The crucial three-year period from 1775 to 1778 began with the battles of Lexington and Concord in April 1775 and ended with the official entrance of the French in March 1778. British governmental responses to the colonial conflict in North America underwent a striking transformation over the course of these three years. While 1775 began with optimism and

assurance that the rebellion could easily be put down, France had replaced the rebellion as Britain's main concern by 1778.

In order to explore the evolution of British governmental reactions and dissent during these years, I examined the attitudes and actions of two disparate figures: John Montagu, fourth earl of Sandwich and first lord of the Admiralty, and John Wilkes, lord mayor of London and Member of Parliament. These men's political differences and vitriolic dislike of one another allows a general view of British domestic politics in the period via a close examination of the published private papers of John Montagu and the public speeches of John Wilkes.

Future Plans:

I plan on white water rafting and spending some quality time helping out on my parents' farm in Pembroke. After that, either overseas for graduate school or working here in Maine before delving back into academe.

Favorite Quotation

"Never for me the lowered banner, never the last endeavour."

- Sir Ernest Shackleton



Rose Anna Graves
Barnet, Vermont
St. Johnsbury Academy

Major: Wildlife Ecology
Activities: Society for Conservation Biology, The Wildlife
Society, Xi Sigma Pi

Thesis: *Bullfrog (Rana catesbeiana) Movement Among Wetlands
in Acadia National Park, ME*

Advised by Aram JK Calhoun

Bullfrogs (*Rana catesbeiana*) are efficient predators and competitors in seasonal wetland systems. Their movement patterns in these wetlands are unstudied. I investigated the movement patterns of bullfrogs in a wetland catchment including a beaver flowage and two seasonal wetlands in Acadia National Park, Maine. I used visual encounter surveys, mark-resighting surveys, and radio telemetry to document movements of juvenile, sub-adult, and adult male and female bullfrogs among three wetlands in the same watershed. The proportions of juveniles, subadults, males, and females present varied among the three study wetlands, and as water depth declined in the two seasonal wetlands, the total number of bullfrogs present also declined. Using a mark-

resighting technique I found that 39.1% of 46 marked bullfrogs moved from the wetland of first capture to another wetland. Of five subadult bullfrogs marked with radio transmitters, two moved from their original wetland. Bullfrogs moved between permanent and seasonal wetlands during the summer breeding season indicating that proximal wetlands should be managed as a complex rather than individually.

Future Plans:

Following graduation, I will work as a field biologist with the Loon Preservation Committee of the NH Audubon. After a year or two of temporary conservation jobs, I plan to return to graduate school.

Favorite Quotation:

"May your trails be crooked, winding, lonesome, dangerous, leading to the most amazing view. May your mountains rise into and above the clouds."

- Edward Abbey



Katie Marie Gray
Lewiston, Maine
Lewiston High School

Majors: Political Science, Philosophy
Minor: Economics
Activities: Economics Student Association, Law and Society,
Mock Trial Team, Honors College Student Advisory
Board

Thesis: *Abuse of the Powers of Thought: The Media,
Presidential Campaigns, and Voter Information*
Advised by Richard J. Powell

Political knowledge surveys and millennia of theoretical inquiries have shown that the public is woefully uninformed when it comes to basic information about politics. The objective of my thesis is to show that voters are capable of possessing better political knowledge, but that the actors responsible for delivering this information (especially the mass media, but also the campaigns themselves) to the voting public are increasingly insufficient to the task. Focusing on the three spheres of political communication, I trace the historical development of the following: notions of the public capacity for political knowledge and decision-making, the role the media plays in political coverage, and the changing methods

used by presidents and presidential campaigns to distribute information. I also perform a content analysis of newspaper articles published during the height of the 2004 presidential election campaign. Finally, I propose several ways in which political information can be distributed, and the voting public's political knowledge enhanced.

Future Plans:

In the fall following commencement, I will move to Boston and attend law school as a Dean's Scholar at the Boston University School of Law.

Favorite Quotation:

"[T]wo times two makes four is an insufferable thing, nevertheless. Two times two makes four - why, in my opinion, it's mere insolence. Two times two makes four stands there brazenly with its hands on its hips, blocking your path and spitting at you. I agree that two times two makes four is a splendid thing; but if we're going to lavish praise, then two times two makes five is sometimes also a very charming little thing."

- Fyodor Dostoevsky, *Notes from Underground*



Abigail Julie Hansen
Kingfield, Maine
Mt. Abram High School

Major: Biochemistry
Activities: Chi Omega Fraternity, Health Professions Club

Thesis: *Cardiovascular Disease and its Relationship to
Structural Modifications in Low Density Lipoproteins*
Advised by Robert Cashon

Cardiovascular disease is the leading killer of men and women in the United States and Europe. Atherosclerosis, a condition defined as the hardening and thickening of the arteries, is a focal point for research on cardiovascular disease. Modification of low density lipoprotein (LDL), a key player in atherosclerosis, is thought to have a role in the development of atherosclerosis. One of the most important processes of LDL modification is oxidative damage; this leads to the accumulation of cholesterol and atherosclerotic lesions. My project will focus on the effect of varying levels of oxidative modification on the structure of LDL samples. I examined structural changes in LDL due to varying degrees of oxidation using transition metals such as copper, iron, zinc and cobalt, and UV light as oxidants. Kinetic studies were carried out to probe the time scale for the reaction of these selected oxidants with LDL samples. LDL structural

changes were monitored using fluorescence spectroscopy.

Future Plans:

I plan to attend New England College of Osteopathic Medicine, starting in August 2005.

Favorite Quotation:

"Well, then, why should I listen to my heart?"

"Because you will never again be able to keep it quiet. Even if you pretend not to have heard what it tells you, it will always be there inside you, repeating to you what you're thinking about life and about the world."

"You mean I should listen, even if it's treasonous?"

"Treason is a blow that comes unexpectedly. If you know your heart well, it will never be able to do that to you. Because you'll know it's dreams and wishes, and will know how to deal with them."

"You will never be able to escape from your heart. So it's better to listen to what it has to say. That way, you'll never have to fear an unanticipated blow."

- Paulo Coelho, *The Alchemist*



Briana Angela Haynes
Lincoln, Maine
Mattanawcook Academy

Major: Biology
Minors: Mathematics, Theater
Activities: Maine Center for the Arts Supervisor, Pi Mu
Epsilon

Thesis: *The Creative Process of Writing and Directing a One
Act Play*
Advised by Tom Mikotowisz

This was quite a unique thesis. I have many different areas of interest which made it harder for me to even choose a subject to do a thesis in. However, after careful consideration I decided I should do my thesis in Theater. I felt this would round out my theater background. Therefore, for the first time, I wrote a one act play. I then directed and designed it. However, instead of just doing this project, I took the creative process which was involved in developing the play and related it to teaching. Over the course of the school year I found that writing and directing

a play was highly similar to writing/creating a teaching curriculum and applying it to a classroom full of students. The reason I took this approach to writing and directing a play is because I am very interested in becoming a teacher. I believed by doing this project I would be able to learn more of the skills necessary to be a successful teacher.

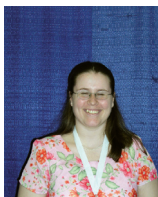
Future Plans:

I will be starting my masters as soon as I graduate with my undergraduate degree. That means I will be starting my courses in May of 2005 in the Master of Science in Teaching program.

Favorite Quotation:

"Two roads diverged in a wood
And I took the one less traveled by
And that has made all the difference"

- Robert Frost



Theanna Edith Hobson
Gorham, Maine
Gorham High School

Major: Secondary Education (Social Studies)
Minor: History
Activity: Cofounder: Thesis Support Group

Thesis: *No Child Left Behind: A Thesis in Five Perspectives*
Advised by Anne E. Pooler

My intention in undertaking this project was to create a more complete understanding of *No Child Left Behind*. To develop this understanding, I set out to answer five questions: What is the law? Where did it come from? What is it about NCLB that makes people so upset? How does it change existing Maine law? And what do teachers really think about it?

To answer these questions, I researched the *No Child Left Behind Act of 2001* from a number of different viewpoints. I began with the historical perspective, looking at NCLB from its beginnings in the *Elementary and Secondary Education Act of 1965*, before going on to consider it from the viewpoint of the federal government – its creator and chief supporter.

I also considered the concerns of *No Child Left Behind's* critics, both in Maine and elsewhere. This was done to gain an understanding of what Maine's specific concerns are, and where they coincide with the concerns of critics at large. Finally, I conducted interviews with a number of teachers in order to gain the perspective of those who are most directly affected by the law.

Future Plans:

After graduation, I plan to relax as much as possible this summer, while planning a wedding and a move to Connecticut in August. Eventually, I hope to find a job teaching social studies or history in a middle or high school, where I will be able to inspire young minds, helping students to become the best thinkers and the best people that they can be.

Favorite Quotation:

"Not all those who wander are lost."
- J. R. R. Tolkien



Caitlin Holman
Camden, Maine
Munich International School

Major: International Affairs (Political Science)
Activities: Orono High Debate Coach, National Society of Collegiate Scholars, Golden Key International Honors Society, UMaine Forensics Team, Minerva Graphic Designer/Photographer

Thesis: *Skin Deep: A Photographic Exploration of Body Image*
Advised by Michael Grillo

I produced a series of black and white photographs that explored people's perception of their body image, and how those feelings translated to film. This effort required understanding the modern cultural beauty ideals and their sources. During photo-sessions, I discussed with the models their own histories in regards to body image, typical reactions to portraits of themselves, and how they perceived their body

in the context of modern media. Ultimately, I produced 20 11x14 images which were framed, paired with quotations from the models themselves, and hung in Colvin Hall.

Future Plans:

After graduating in December, I plan to take a year off to work and concentrate on my photography. I plan to attend graduate school to get my MFA in photography and graphic design. I also hope to continue coaching high school debate!

Favorite Quotation:

"Whatever you are from nature, keep to it; never desert your own line of talent. Be what nature intended you for, and you will succeed; be anything else, and you will be ten thousands times worse than nothing."
- Sydney Smith



Jason N. Houle
Hartford, Maine
Buckfield High School

Major: Sociology

Thesis Title: *"Should I Stay or Should I Go?" The UMaine Honors College: Who Stays In and Who Drops Out: A Sociological and Social Psychological Study*

Advised by Steve Cohn

The aim of this study was to develop a model to better understand why students choose to stay in or drop out of the Honors College at the University of Maine. The model and hypotheses were based on sociological and social psychological theories regarding social closeness, identity and self, and cultural capital and parent's education. Surveys were constructed and administered to a population of third year UMaine students who are or were once enrolled in the Honors College. Depending on their current status (as Honors or Non-Honors students), students were asked to complete one of two surveys. The results were as follows: students who live closer to the Honors College, hung out with more Honors students, and attended more Honors functions were more likely to stay in Honors; students reporting that Honors is a worthwhile experience and is important to their identity

were more likely to stay in Honors; students whose mothers have a high degree of educational attainment (regardless of the father's educational status) are more likely to stay in Honors than those who do not.

For the second part of the study I constructed a causal model using the social closeness variables. While I found that hanging out with Honors students is the greatest predictor of whether or not a student stays in Honors, where an individual lives on campus largely predicts whether or not they will end up hanging out with Honors students.

Future Plans:

I will be attending Penn State University in the Fall to pursue a Masters and PhD in Sociology and Demography.

Favorite Quotation:

"I say unto you: one must still have chaos in oneself to be able to give birth to a dancing star. I say unto you: you still have chaos in yourselves."
- Friedrich Nietzsche



Caitlin Rose Jamison
Gouldsboro/Old Town, Maine
Maine School of Science and
Mathematics

Major: Food Science and Human Nutrition
Minor: Microbiology
Activities: Food Science Club, Middle Eastern Dance, Wilde-Stein, Expanding Your Horizons

Thesis: *The Development of All Natural, Reduced Sugar Osmo-Convective Blueberries and Cranberries*
Advised by Alfred Bushway

My thesis research involved the development of dried blueberries and cranberries from concept to final product evaluation. The research was done in cooperation with Gladstones Under the Sun, based out of Bar Harbor, Maine. A grant was received from the Maine Technology Institute and consultation was provided by the Maine Wild Blueberry Company of Machias, Maine.

Production of palatable dried blueberries and cranberries requires an infusion (osmotic dehydration) process prior to convection drying. This research aimed at replacing typical osmotic agents such as sugar and high fructose corn syrup with agents that would lower the sugar content of the product while also maintaining a more natural product. Formulations

underwent chemical, physical, and sensory evaluation, with the goal of creating a product that met the needs of a niche market. The prototypes produced from this research satisfied the needs of the company and may reach the local consumer market in the coming months.

Future Plans:

Following graduation, I plan to seek employment that will further my experience in the food industry. I am also working with Fair Foods, a non-profit food distribution organization in the Boston area. Within the next few years, I would like to attend graduate school, furthering the pursuit of knowledge and creative, innovative research. I will continue to travel and learn from the array of cultures and natural beauty that this world has to offer.

Favorite Quotation:

"There must be more equality established in society, or morality will never gain ground, and this virtuous equality will not rest firmly even when founded on a rock, if one half of mankind be chained to its bottom by fate, for they will be continually undermining it through ignorance or pride."

- Mary Wollstonecraft



Allison Elizabeth Kelly
Cambridge, Ontario
Southwood Secondary School

Major: Kinesiology
Activities: Varsity Soccer

Thesis: *Overtraining in Selected Division I College Team Sport Athletes*
Advised by Robert Lehnhard

The purpose of my thesis was to see if there was an occurrence of overtraining in four team sports at the University of Maine. Overtraining is a chronic imbalance of physical training and recovery. Previous research has focused more on individual athletes and this condition. I looked at two teams that were competing in their season, both male and female, and two teams that were post-season, also both male and female. A questionnaire was used to have the athletes report several things, including physical symptoms, emotional changes and nutritional habits. From statistically analyzing the results

through a variety of methods, it was noted that one team in particular had the highest means. The higher the score was, the more prone the athlete would be to becoming overtrained. This condition, however, is highly individual and there are many factors that play a role in the symptoms that were reported. This study gave a great starting point to find out if overtraining is occurring, so further analysis may be able to determine the causation of the overtraining syndrome.

Future Plans:

Continuing my education at the University of Toronto, in an accelerated nursing program.

Favorite Quotation:

"Am I a part of the cure, or am I part of the disease?"

- Coldplay



David Wayne Kingsley
Portland, Maine
South Portland High School

Major: History
Minor: Economics

Thesis: *Belize and Before: An Argument For Leaving the Known*
Advised by Terry Crouch

Belize and Before was constructed on the back of a nine day trip to Belize and Guatemala straddling February and March of 2005. Autobiography and an aspect of social speculation are strung together by a travel narrative describing the Central American excursion. It is artistic in nature and meant to be entertaining. Simultaneously, *Belize and Before* attempts to demonstrate the merits of "travel" as symbolic of a journey into the unknown. The thesis therefore ultimately calls for a departure from zones of comfort and argues the benefits thereof. It draws extensively on reflections of the author's past, especially stories from previous travels, showing how the author's views on society and his place in it were transformed

by leaving the known. The travel narrative organizes that past but also directly and tangibly shows the process at work. Furthering the effort to show rather than tell, the work is riddled with pictures. Like the print, these visual texts hope to coax readers off the couch and also make the argument easier to attend.

Future Plans:

After graduation I hope to be a rock star, a travel writer and a non-threatening sort of soccer hooligan.

Favorite Quotation:

"Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime."

- Mark Twain



Alex Henry Kuehling
St. Louis, Missouri
Ladue Horton Watkins High
School

Major: Journalism
Activities: Phi Kappa Sigma Fraternity, Order of Omega,
National Society of Collegiate Scholars

Thesis: *Coaching Sports: Motivational Considerations for
Optimal Performance*
Advised by Dean Robert Cobb

The thesis is written as a manual for future coaches to help them and their teams perform optimally. The paper addresses nine considerations for coaches to adhere to for the development of excellence. Although the paper is geared toward sports, it can be interpreted in many other ways for successful

management.

Future Plans:
Starting in the Fall of 2005 I will be an Assistant Hockey Coach for St. Louis University. Additionally, I am looking into starting an advertising business back home, however, no plans have been finalized.

Favorite Quotation:
"The only place success comes before work is in the dictionary."
- Vidal Sassoon



Peter Andrew Larsen
Marshfield, Maine
Machias Memorial High
School

Major: Computer Science
Minor: Mathematics
Activities: ACM, Pi Mu Epsilon

Thesis: *Visualization of Image Schema Semantics Using
Fundamentals of Category Theory*
Advised by Tom Wheeler

Image schemas are abstract, spatially oriented representations of objects that can be combined together to provide meaning. Metaphor theory involves the actual mental processes used by humans to create meaningful connections between cognitive mental spaces. Essentially, these processes explain how one state of thinking corresponds to another state, and describes how we make sense of things. There is empirical evidence that supports the underlying function of these theories.

Of what use is this? Emulating human thought patterns holds much promise in the realm of computer science. In the immediate future, we can use metaphor theory to define systems and to better integrate and process information. Future applications in fields such as artificial intelligence could be more substantial. However, in order for these theories to be useful, we need a precise method to formalize metaphorical

maps.

Category theory provides a possible mathematical basis for explaining how the mappings between mental spaces can preserve structure, which would provide the necessary elements needed for rigorous system specification. This thesis begins to define a connection between metaphor and category theory, but ultimately, category theory proves to be too abstract to preserve all of the semantics provided by category theory. In order for the connection to be firmly established, it will be necessary to define a less abstract form of category theory where the internal structure of metaphor semantics and image schemas is not completely abstracted away.

Future Plans:
My short-term goal is to work within the computer science field as a software engineer, or another related profession. In the long-term, I plan to eventually return to college for graduate study.

Favorite Quotation:
"Tragedy is when I cut my finger. Comedy is when you walk into an open sewer and die."
- Mel Brooks



Bryan Michael Lescord
Hampden, Maine
Hampden Academy

Major: Philosophy
Minor: Political Science

Thesis: *Quining Qualia and the Problem of Memory*
Advised by Jefferson White

My thesis investigates the classic "mind-body problem" in philosophy by examining contemporary work from the philosopher Daniel Dennett. In his essay "Quining Qualia," Dennett argues for a third person, objective account of the

seemingly phenomenal features of our conscious experience, and tries to deny the validity of any views of our mental lives that cannot be completely captured by the physical sciences. In my paper, I undertake the effort of refuting many of Dennett's claims, and restoring the foundation of those who still view the mind-body problem as a legitimate topic of discussion.

Future Plans:
I plan to take some time off to travel before attending law school.





Erin Elizabeth McCormick
Blue Hill, Maine
George Stevens Academy

Majors: Secondary Education, English
Minor: Theater
Activities: Drama/Underdogs, National Society of Collegiate Scholars, Kappa Delta Pi, Sigma Tau Delta, Mitchell Scholars

Thesis: *Myth, Messages and Media: Permutations of Mythic Patterns and Their Sociological Implications*
Advised by Michael Grillo

My thesis was an expansive study of the alterations which occur in mythic figures in British/American works of literature and film from the time of *Beowulf* to the present day. I attempted to prove that during times of social upheaval, authors and directors have worked with and altered elements of early Western mythology in order to create a version of that mythology that would address the people of their own times. I argued that by continually presenting and then adapting common mythic figures (which I termed the Evil Villain, Heroic Leader and Loyal Friend figures), these authors and directors not only managed to transform these figures (and thereby mythology itself) over time, but they also managed to use these figures to help them communicate social messages to their audiences. These messages included warnings about the

presence of social strife and institutionalized control in society (represented as Evil), the importance of individuals within society recognizing and resisting this control (represented as Heroism) and messages about the best relationships that individuals can form with groups in the presence of strife or social control. I traced these messages and their implications through the works of *Beowulf*, *Richard III*, *Paradise Lost*, *Lawrence of Arabia*, *Cool Hand Luke*, *One Flew Over the Cuckoo's Nest* and Peter Jackson's *Lord of the Rings Trilogy*. I then showed how the messages/patterns I found in these studies corresponded to real sociological phenomenon and historical events, all of which suggested that these messages had and have real world application for our society today.

Future Plans:
Teaching High School English, attending film school and then working for an independent film company, after which I hope to develop a drama/film program for students with special needs in low-income public schools.

Favorite Quotation:
"Always forgive your enemies—nothing annoys them so much."
- Oscar Wilde



Heather Rae McLaughlin
Alton, Maine
Old Town High School

Major: Psychology
Minor: Sociology
Activities: National Society of Collegiate Scholars, Psi Chi

Thesis: *The Relationship Between Attachment Style and Adolescent Dating Violence*
Advised by Renate Klein

Attachment can be described as how an individual approaches and interacts during a relationship, characterized by levels of avoidance and anxiety. Attachment styles first form during infancy as a result of primary caregiver interactions and impact relationships throughout the entire lifespan.

Researchers typically agree on the existence of four distinct attachment styles: secure (characterized by healthy attachment, interacting effectively with others), dismissing (seek high intimacy but often feel that their romantic partner cannot return the desired level of closeness), dismissing-avoidant (highly independent and do not seek romantic relationships) and fearful-avoidant (desire intimacy but have difficulty trusting and relying on their partner).

In this study, I investigated how attachment styles impact the prevalence of violence in a romantic adolescent relationship. As attachment is relatively stable, does the utilization of a particular attachment style increase the likelihood of being either a victim or perpetrator of dating violence? Through the administration of an online survey and focus group interactions, we found that levels of avoidance and anxiety are positively correlated with incidence of violence.

Future Plans:
I plan on continuing my education so that I am able to conduct research regarding social issues such as prejudice and discrimination, domestic abuse, alcohol abuse, and homelessness. Through my future research, I hope to help find resolutions to these problems that will impact social policy.

Favorite Quotation:
"The future belongs to those who believe in the beauty of their dreams."
- Eleanor Roosevelt



Jennifer Shamim Merchant
Sandy, Utah
Jordan High School

Major: Journalism
Activities: Varsity Softball, Maine Campus, Student Government, Thesis Support Group Cofounder

Thesis: *If the Shoe Fits... The Disney Fairytale and the American Woman*
Advised by Mazie Hough

If the Shoe Fits discusses the relationship between the Disney female coming of age fairytales and the modern American woman. Disney women are often flat characters, whether they are pretty princesses, evil stepmothers or flighty fairies. This thesis aimed to ask how much Disney's female characters have in common with women today.

Future Plans:
I'm moving back to Utah and attending law school next year. Over the summer, I plan on finally sleeping, water-skiing, and using my stein as much as possible.

Favorite Quotation:
"Nothing in this world can take the place of persistence. Talent will not; nothing is more common than unsuccessful people with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan "press on" has solved and always will solve the problems of the human race."
- Calvin Coolidge



Kassie Jean Merrill
Peru and Andover, Maine
Mountain Valley High School

Majors: Women's Studies, Philosophy
Activities: Student Women's Association, Take Back the Night, Vagina Monologues, National Young Women's Day of Action

Thesis: *I Now Pronounce You Wife andWife? A Feminist Critique of Same-Sex Marriage*
Advised by Jessica Miller

My thesis is a critique of current arguments for and against same-sex marriage from feminist and queer perspectives. It tries to create a tenuous balance between the criticisms of both theoretical perspectives, arguing for the right of same-sex

couple to marry, while still questioning the problems inherent within the institution. It seeks to understand not only the legal ramifications of the debate, but also the social and theoretical.

Future Plans:
My plans following graduation are to take a year off, and then pursue a law degree, so that eventually I can become a children's advocacy lawyer.

Favorite Quote:
"Well behaved women rarely make history."
- Laurel Thatcher Ulrich



Sarah Dorothy Nichols
Harrington, Maine
Narraguagus High School

Major: Music Education
Activities: National Society of Collegiate Scholars, Golden Key International Honor Society, Jazz Ensemble, Symphonic Band, MENC: National Association for Music Education

Thesis: *Composition in the General Music Classroom: A Curriculum for Grades K-8*
Advised by Louis Hall

Composition is the most overlooked aspect of music education today. This thesis is a collection of lesson plan units detailing how to teach composition in the general music classroom for kindergarten through grade eight.

These units fulfill content standard number four of the National Standards for Arts Education in music: composing and arranging music within specified guidelines. Each unit consists of five to thirteen lesson plans that describe developmentally appropriate approaches to teaching elements of composition. Each lesson plan includes a description of what students need to know before the lesson, objectives, which National Standards

for Arts Education in music are addressed, which Maine Learning Results are addressed, a list of needed materials, a procedure to follow, a brief summary, and a rubric to aid in assessment. Supplemental materials, such as worksheets and musical examples that may be used in class are also included.

Some lessons were used in an actual classroom setting, and a video excerpt of the seventh grade unit is included. The lessons are designed to teach composition while also using composition as a tool through which other aspects of music education can be taught, making this collection a practical method for teaching general music.

Future Plans:
I plan on leaving the country on May 19th to live in Japan for seven months. After I come back to the United States, I hope to find a job teaching music.

Favorite Quote:
"One must still have chaos in oneself to be able to give birth to a dancing star."
- Nietzsche



William Immel Olver
Winterport, Maine
Hampden Academy

Majors: Molecular and Cellular Biology, Biochemistry
Minors: Chemistry, Microbiology
Activities: Teaching Assistant, PLTL Leader

Thesis: *Calcium Signaling in Response to Endothelin Stimulation in Vascular Smooth Muscle of the Dogfish Shark*
Advised by Mary Tyler

Lupus is a highly complex disease that can manifest itself in a multitude of ways. Some of the most common symptoms include joint pain, fever, fatigue, or skin rashes, but some patients can also develop seizures, psychosis, increased antibody production, or kidney disease. We study a lupus model strain of mice which have an increased incidence of lupus in males, caused by the y-linked autoimmune acceleration gene, Yaa. This model has been around for over 25 years and studied by many researchers, but the exact nature of Yaa is still

unknown. It was our goal to apply current molecular biology techniques, namely gene expression, to elucidate the particular gene that is responsible for the Yaa phenotype. By comparing the states of cells with and without Yaa and then looking for differences, we found one exciting candidate gene. Further experiments will be conducted to determine its exact role in the lupus phenotype.

Future Plans:
I will be spending the next five years as an indentured servant at the University of Wisconsin-Madison as a graduate student in Biochemistry. Hopefully these efforts will propel me to a career in research science.

Favorite Quotation:
"Technically, I have a plan. It's Napoleon's plan. He had a two part plan. First we show up, then we see what happens."
-Casey McCall



Laurel Anne Parker
Bradford, Maine
Central High School

Major: Biology
Minor: Spanish
Activities: University Volunteer Ambulance Corps, Health Professions Club

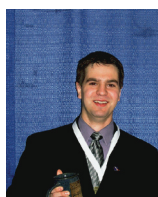
Thesis: *The Molecular Characterization of the Y-linked Autoimmune Acceleration Gene*
Advised by Derry Roopenian

My thesis involved lab research which questioned how endothelin initiates constriction of arteries in the dogfish shark. Vasoconstriction can lead to hypertension, which is a significant health concern. Vasoconstriction occurs because of contraction of vascular smooth muscle in the arterial wall. An increase in intracellular calcium is required to initiate this

muscle contraction. I studied how endothelin signalled the release of calcium from the intracellular stores. I hope that one day my work will be able to be applied to human research and pharmacology.

Future Plans:
In the fall, I will be attending Tufts University School of Medicine in Boston, MA.

Favorite Quotation:
"Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover."
- Mark Twain



David Allen Paul
Scarborough, Maine
Scarborough High School

Major: Engineering Physics (Mechanical Engineering)
Minor: Mathematics
Activities: Sigma Phi Epsilon, Sigma Pi Sigma

Thesis: *Research Toward a Design For a Non-conventional, Light Gas Powered, Magnetically Coupled Lunar to Space Delivery System*
Advised by Michael Boyle

My thesis was basically the production of both a theoretical and physical model of a magnetic catapult that would be used to launch small objects off the surface of the moon.

Future Plans:
I will be starting my PhD program here at the University of Maine. I hope to work with Dr. Sam Hess in molecular biophysics and intend on applying for the IGERT functional genomics fellowship.

Favorite Quotation:
"With your shield or on it."
- Spartan Proverb



Andrea Louise Pelletier
Bucksport, Maine
Bucksport High School

Major: Biology
Minor: Human Nutrition
Activities: Resident Assistant, University Volunteer Ambulance Corps, All Maine Women, Health Professions Club

Thesis: *A Study of Natural and Fortified Sources of Folate in University Women's Diets*
Advised by Mary Tyler and Adrienne White

If all women of childbearing age consumed the recommended amount of folate prior to conception and during pregnancy, over 70% of all neural tube defects could be prevented. However, most women only consume half of the recommended amount of folate, and only a third of women of childbearing age regularly take a multivitamin supplemented with folate.

A food frequency questionnaire was used as an instrument to determine the top sources of dietary folate for 407 University of Maine women ranging in age from 18 to 29. Top sources of folate were assessed with particular focus on factors that might affect women to have a natural top source of folate.

Most women (70.5% of the sample) received the highest

amount of folate in their diets from a fortified folate source. Women with a natural top source of folate had lower mean folate intakes, than women with a fortified top source. Only about a third of the sample met the RDA recommendation of 400 mg of folate per day. Year in college, employment, living on or off campus, and pregnancy plans are factors that were not seen to influence whether a subject's top source of folate was natural or fortified. However, as age increased, the percentage of women with a natural top source of folate also increased. Also, a higher percentage of women with a natural top source of folate were consuming a multivitamin with folate regularly.

Future Plans:
Medical School

Favorite Quotation:
"There are as many reasons for running as there are days in the year, years in my life. But mostly I run because I am an animal and a child, an artist and a saint. So, too, are you. Find your own play, your own self-renewing compulsion, and you will become the person you are meant to be."
- George Sheehan



Seth Allen Rifkin
Woodstock, Connecticut
Woodstock Academy

Major: Forest Ecosystem Science

Thesis: *Relationship Between Leaf Area and Density for a Sixteen Year Old White Pine Stand*

Advised by Robert Seymour

A sixteen year old white pine stand in the University of Maine Dwight B. Demeritt Forest was divided into 79 two by two meter subplots and measurements were taken regarding height, diameter, and height to the lowest live branch. Ten trees off this plot were destructively sampled and all branches were dried and taken back to the lab, including three branches from each tree. For each of these three branches a smaller needle sample was frozen so that these needles could be scanned to determine projected leaf area and weighed to determine specific leaf area,

or the ratio of leaf area to weight. This was applied to the weight of all 30 sampled branches to determine projected leaf area for all of these branches.

This information, along with branch diameter and relative depth into the crown, was used to determine a relationship between basal area (cross sectional area at breast height) and projected leaf area for the ten destructively sampled trees, and this relationship was used to calculate leaf area of each subplot, and then correlate this with density in terms of tree per hectare and relative density.

Future Plans:

A year of rest, and then graduate school. I am hoping to continue research in forest ecology.



Christina Ann Seeber
Glenburn, Maine
John Baptist Memorial High School

Major: New Media

Activity: Shotokan Karate Club

Thesis: *Third Generation Cellular Phones and Cinema: A Look at the Next Emergent Media*

Advised by Joline Blais

The basis of my capstone and thesis is streaming, downloading, and viewing short movies or television-like series on cell phones. With new third generation (3G) networks in place in large areas of the US and all over the world, a huge emerging media is approaching in association with mobile phones.

Video streaming, video downloads, and video conferencing are just a few of the new possibilities available for cellular phones. I think these now common communications devices are capable of so much more as a result of this new very important and influential media. The danger I see now with 3G networks and cellular phones is the possibility for this technology to become too passive for the viewer.

To combat this threat, I believe phone users should begin telling the provider companies exactly what they want in their technology, and demanding the freedom they need to enjoy it. To start this trend people need to make their own films and thereby bypass the Hollywood idea of what should be made for cellular phone users. To get some input on the programming will be to take control of our culture and society in a completely new way.

My capstone project consists mainly of a website that has gathered submissions from University of Maine students and provides a place for viewing and downloading .3gpp movies, (movies made to be viewed on cellular phones) and find the information necessary for them to produce films for cellular phones. You can visit this website at www.3gcc.net.

Future Plans:

I plan to pursue a graduate degree in Business from the University of Maine.



Lyndsy Ruth Shuman
Jefferson, Maine
Erskine Academy

Major: New Media

Minor: Public Relations

Activities: Tutor Program, Forensics Team, ASAP Media Services

Thesis: *Before the Body Is the Face: A Typographic Design*

Advised by Owen F. Smith

I designed a digital font called Barefooted Lady. Barefooted Lady is based on my handwriting. It focuses on the spontaneity of handwriting, connections made in a cursive form, and generalizations of the former without losing the person's

personal characteristics.

Future Plans:

I think I'll read a lot, write a lot, learn more, start a family, and, as Mr. King said, stay in Maine. I will not intentionally do things that make me unhappy; let God be my guide.

Favorite Quotation:

"Life is intrinsically, well, boring and dangerous at the same time. At any given moment the floor may open up. Of course, it almost never does; that's what makes it so boring."

--Edward Gorey



Meghan Elizabeth Smith
 Surry, Maine
 Kimball Union Academy

Majors: Studio Art, New Media
 Minor: Film
 Activity: Phi Beta Kappa

Thesis: *Interactivity and New Media: Maintaining Person to Person Connections in a Mediated World*

Advised by Joline Blais

My thesis consists of a written document and a short film. The written document outlines the research that I conducted on the role of media in society, specifically focusing on issues of power and communication. The ideas presented in the written document were then integrated into a short documentary film.

The documentary, titled "In Their Own Words," was produced in collaboration with the Diversity Coalition, a group of students from the Rockland area that meet after school to discuss social issues including the media, peer-pressure, and power. The premise of the documentary was to approach

filmmaking beyond the traditional narrative. To achieve this, I conducted workshops on video production and editing, thereby giving the teens of the Diversity Coalition the tools necessary to present their stories from their own perspectives. Therefore, the ideas of power and communication were not only portrayed in the subject matter of the film, but were also integrated into the mode of the film's production. My hope is that the film will be available online in a manner that will promote video contributions from teens around the world.

Future Plans:

Following graduation I will be working in an art gallery in Bar Harbor while applying to grad school. I'm currently looking at schools with programs in video production and interaction design. My long-term goal is to continue to make art!

Favorite Quotation:

"Can I sit on this or is this art?"
 - Brian G. Anderson



Darren Robert Southworth
 Lincolnville, Maine
 Liberty School

Major: Engineering Physics
 Minors: Russian, Mathematics
 Activities: Diving, Fencing

Thesis: *Synthesis and Characterization of Multilayer SiAlON Films*

Advised by Robert Lad

High-tech ceramics are the coolest thing out there. They are the next generation of industrial materials, able to withstand environments that metals never can, harder and more durable than any other class of material. Within ceramics, aluminum oxides and silicon nitrides are big players, each with its respective set of outstanding attributes and shortcomings.

My thesis focuses on creating a synergistic combination of silicon nitride and aluminum oxide, a material able to withstand the most thermally extreme and chemically aggressive environments industry or research can design.

Future Plans:

Graduate school comes next. I will begin in the Department of Materials Science and Engineering at Cornell University in the fall. Ultimately, the sky is the limit.

Favorite Quotation:

"It's bad luck to be superstitious."
 - My family



Katherine Laine Stephens
 Harpswell, Maine
 Mt. Ararat High School

Major: Civil Engineering
 Minor: Mathematics
 Activities: Shotokan Karate Club, Society of Women Engineers, Chi Epsilon, Tau Beta Pi, American Society of Civil Engineers

Thesis: *Assessing the Feasibility of Recycling Polypropylene "Float Rope" into Wood-Plastic Composites*

Advised by Douglas Gardner

Currently, the lobster industry in Maine utilizes polypropylene floating rope to run their traps, since the floating lines do not catch and chafe on the ocean floor. However, Northern Right Whales (currently the most endangered northern whale) become entangled in loops of floating rope and die. The Department of Environmental Protection (DEP) is looking to ban float rope, and the state is currently looking for a way to recycle the rope into a marketable product.

The wood-plastic composite (WPC) industry is one of the fastest growing materials industries today. Most WPC is made into deck board (think Trex decking), however, it is also being utilized by the automotive industry and in several other niches

of the construction industry. WPCs are fabricated by melting the polymer (such as polypropylene or PVC) and combining it with wood flour and additives (color, lubricants, UV inhibitors), then extruding or molding the softened mixture into the final product.

Saltwater Marketing, together with the Advanced Engineered Wood Composites Lab (AEWC), is researching the feasibility of recycling the float rope into a marketable WPC product. The first part of this thesis contains an economic feasibility study establishing whether or not the recycled float rope-based material can compete on the market with other WPC products. The second part is an examination of the mechanical properties of the recycled float rope WPC to determine if they are similar to those of other WPC products.

Future Plans:

I'm attending graduate school at the University of Maine, for my Masters of Science. I will be working on a project at the Advanced Engineered Wood Composites Center, designing a test to determine the impact-resistance of fiber-reinforced composite hull panels for the Navy.



Alice White-Cyr
Parkman, Maine
Piscataquis Community High School

Major: Environmental Management and Policy
Minor: Legal Studies
Activities: Shotokan Karate Club, Hip-Hop Dance Club

Thesis: *Assessing the Feasibility of a New Vehicle Eco-Information Program in Maine*

Advised by Mario Teisl

Driving personal vehicles causes major environmental and health problems, as they contribute to over half of Maine's air pollution. In an effort to alleviate the effects of personal vehicles, the State of Maine "Clean Car Campaign" was initiated to put environmental labels on new vehicles sold in Maine.

To begin testing Mainers' reaction to hypothetical environmental labels, a mail survey was administered to a random sample of 1,148 Maine registered vehicle owners. The survey instrument was primarily based upon the result of focus groups held with Maine residents and by the recommendations of the Maine Department of Environmental Protection, the National Resource Council of Maine, and the Maine Automobile Dealers Association.

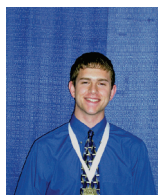
In the survey, Maine residents were asked about their knowledge of Maine's environmental standards and air quality, as well as their opinions of environmental labels. My objective for this study was to determine which factors influence the perceived importance of information about environmentally better vehicles as the level of perceived importance may affect the demand for eco-information programs. After identifying the influencing factors, I could then make recommendations for a potential marketing program that would increase the perceived importance of information about environmentally better vehicles and in turn increase the demand for eco-information programs.

Future Plans:

I plan to work as an Honors College Associate for a year and then take a cross-country road trip before pursuing an advanced degree in environmental law.

Favorite Quotation:

"Work like you don't need the money, love like you've never been hurt, and dance like no one is watching."



Jared Michael Worful
Dauphin, Pennsylvania
Central Dauphin East High School

Majors: Biochemistry,
Molecular and Cellular Biology
Minors: Microbiology, Chemistry
Activities: Maine Society for Microbiology, Student Activity Committee (NSFA), Student Conduct Code Committee, National Society of Collegiate Scholars, Campus Crusade for Christ

Thesis: *The Elucidation of Horizontal Gene Transfer Between the Alga Vaucheria litorea and the Sea Slug Elysia chlorotica*

Advised by Mary Rumpho

My research focuses on elucidating the possibility of horizontal gene transfer. Horizontal gene transfer is the passage of nuclear encoded genes from one organism to an unrelated organism. In the case I am working with, from a plant to an animal.

My gene of interest is PsbO (the oxygen evolution protein of 33 kDa). PsbO is a nuclear encoded protein essential for oxygen evolution in plants. Anytime that you have a functional chloroplast that is evolving oxygen, then you must have PsbO as well.

In the case of Elysia chlorotica (sea slug), this animal "steals" the chloroplasts from Vaucheria litorea (the algal food source) and incorporates them into its own body and uses the chloroplasts to synthesize energy from light alone. It has been documented that these chloroplasts do retain their ability to evolve oxygen as well. The goal of my research is to isolate the gene from the alga in order to find the same gene in the sea slug.

Future Plans:

My immediate plans are to continue my research with Dr. Rumpho and obtain my master's degree from the University of Maine. Following that, I plan on going on for my doctorate in either Plant Molecular Biology or Plant Biochemistry.

Favorite Quotation:

"I swear, by my life and my love of it, that I will never live for the sake of another man, nor ask another man to live for mine."

- Ayn Rand



Robert Paul Wright
Potomac, Maryland
Winston Churchill

Majors: Economics, German
Activities: German Club, ISA

Thesis: *What happened to Modell Deutschland? - A Study of the West German Economy*

Advised by Richard Blanke

My thesis covers the West German economic miracle in the second half of the 20th century, why it stopped, and what happened afterwards. It is both an economic and historical analysis that covers some of the astonishing events which

occurred in Germany after WWII.

Future Plans:

I hope to be working again in Germany, possibly continue working at the US Embassy in Berlin. After a few years I want to go back to school and get an MBA. I would also like to be President one day.

Favorite Quotation:

"Veni, vidi, vici. (I came, I saw, I conquered.)"

- Julius Caesar

A Visit With Jason Houle

2005 Honors College Graduate

What will you be pursuing at Penn State?

At this point I'm debating whether I'd like to pursue a dual PhD in sociology and demography, or sociology and social thought—an interdisciplinary program including courses in history, theory, and foreign language. My interests are in theory, inequality, education, and rural sociology. I am especially interested in quantitative and qualitative research studying upward mobility among working class and poor youths in rural schools. But who knows, that could all change by the end of the first year.

Your thesis is Should I Stay or Should I Go? The UMaine Honors College: Who Stays in and Who Drops Out: A Sociological and Social Psychological Study. What led you to this topic? Did your findings indicate anything unusual about Honors students?

Well, when I finished up HON 391 in the Spring of '04, I had a topic and had about a semester's worth of research in the bag. When I went to San Francisco for the annual ASA (American Sociological Association) Conference, that all changed. At the conference I met undergrads and grad students who were truly passionate about their research and sociology in general—it was rare and refreshing. Oddly enough, many of our conversations came back to that very premise: why didn't we have these sort of frequent "academic" interactions with students at our respective universities? We wondered if it was the whole "dumb is cool" phenomenon that plagued high school settings—if you care about your studies too much, look out, you're a nerd. So when I returned from San Francisco I decided I wanted to do a thesis somewhere in the realm of anti-intellectualism, though I wasn't sure what necessarily. After some whittling down with my advisor, we came up with a research question: Why do students drop out of the Honors College at the University of Maine? Is this a question that can even be asked? Though it's a far cry from the initial area of interest, it covered a lot of

my interests in sociology and social psychology, for instance: are students from the working class more likely to stay in Honors than those from the middle class? Does experience with Honors Programs in High school lead students to be more likely to stay in the Honors College? Would perceived negative attitudes from non-Honors students lead Honors students to drop out of the Honors College? And many more questions along those lines.

As for my findings, I'm not sure that they indicate anything unusual about Honors students (or if they indicate anything at all) but if it's any help, they do tend to suggest that the direction the Honors College is heading in IS NOT by any means a waste of money. Increasing Honors housing, sponsoring trips and other Honors community fostering events all, obviously, lead Honors students to hang out with other Honors students more often—and that seems to be the single greatest factor (in this study at least) in determining whether a student stays in Honors. But essentially, at least according to some of these findings, Honors students are not unlike any other University of Maine student—they are both sure and unsure of their academic abilities, they come from different class backgrounds, and they all have different interests and educational backgrounds. The only difference, so far as I can see, is that for one reason or another these students have consciously decided to put in the extra time, effort, and resources to be and stay in the Honors College.

Were there any moments as a student that were key to your development as a student? What's the best story you have from your life as an Honors student?

Probably changing my major to sociology was a pretty defining moment. I changed it almost by accident. I was burned out with journalism, and I chose sociology because a friend of mine told me, "I think you might like it." I really had nothing to lose at that point. And from the first day of my first

upper-level sociology class, Macrosociology (SOC 302) I remember saying to myself, "yeah, finally, this is what I want to do." If I knew at the time that in order to "do" anything in this field I'd have to have at least 9 years of school under my belt from undergrad to grad school maybe I would have thought twice... just kidding.

As for a best story from my life as an Honors student, I'm not sure I could choose one. I've had plenty of great memories whether it be the thesis experience, one of Jim [Gallagher]'s 100-200 level courses, interesting and heated debates in Charlie's Honors Read course, or the New Orleans trip (we all remember that one, right Barbara?). So if I had to choose one I guess I would say all of it, from beginning to end. From what I've learned, the friends I've made, and every experience in between, it's been an unforgettable and an invaluable story.

Do you fit the profile of a successful Honors student?

I hope not.

Now that you've completed your thesis, from Honors 391 to defense, what advice would you offer?

I think I really only have three pieces of advice to make things easier on yourself. One, as tired and overused as it sounds... START EARLY. Lots of things can happen. Whether your server crashes and you lose months worth of data (there's another wonderful memory), or you simply have a case of writer's block—stuff happens. Not only do you need extra time if these things happen, but the more time you give yourself, the better the end product. A lot of you may be able to throw a research paper together the night before and still manage to get an "A," but if you do that with your thesis you end up short changing yourself, your advisor, and your committee. And the final product won't be that great.

Two, pick a topic you "love." And I mean LOVE. Pick a topic that you are so passionate about that even doing the most mundane parts of it (like transcribing data, for instance), is fascinating to you. The bottom line is that if you pick something that you really don't like or that you're on the fence about, you probably won't be able to finish it—or at least it will be extremely difficult.

And three, hang in there. I remember Charlie, Jon, and Sarah telling us in 391 that finishing a thesis may seem impossible now, but eventually it won't. But the truth (for me at least) was that finishing seemed impossible right up until the moment I was called back into the studio classroom on May 5th to get the final verdict. Every hour in the library, every article photocopied and every piece of data analyzed I couldn't imagine how I would ever finish something that big. But every hour I spent doing that, and thinking it was impossible, I was an hour closer to finishing. And even if you pick a topic you are passionate about and engaged with, simply stated, it's still going to suck sometimes (the censors are going to catch that one). So just hang in there. Now do what the rest of us did—ignore this advice and go figure it out for yourself, because that might be one of the most important parts of the thesis process.



