This fall marks five years since the inauguration of the Honors College at the University of Maine on 26 October 2002. The years have flown by, but over those years we have redesigned the curriculum, added one signature course (A Cultural Odyssey), and seen our enrollment, retention, and graduation numbers increase dramatically. Our students have been successful in Goldwater, Fulbright, Udall, and Jack Kent Cooke national scholarship competitions. Our staff has grown with the addition of our Honors College Associates and our Coordinator of Advancement. And this year we were awarded first prize in the publication competition by the National Collegiate Honors Council for the previous two issues of Minerva!

We hope to maintain the positive momentum this year. We will pilot our second signature course (Currents and Contexts) in the spring – it becomes a part of the core curriculum the following fall. Our two Rezendez Preceptors are the first full-time faculty members in the Honors College. And the renovation of the second, third, and fourth floors of Colvin Hall is scheduled to begin directly after commencement – with completion planned for December 2008! You can read more about these exciting happenings in the pages that follow.

We have built a foundation for a great Honors College over these past five years, but we need to continue looking to the future. Having “built a college,” we work toward our goal of being a leader in undergraduate education in New England. As we do that, it’s important to keep sight of our mission. That mission charges us with providing an “enriching environment” and an “intellectually challenging and engaging curriculum” for our students. We can do that only with a concerted effort on our part combined with collaborations, both internal to the University and external, and partnerships with our graduates, friends, and the extended Honors community.

The next few years, culminating in the seventy-fifth anniversary of Honors at UMaine in 2010, promise to be exciting and challenging for the Honors College. With the help of our collaborators and partners, we will endeavor to secure our central position in the University of Maine, enhance our academic position in the state of Maine and New England, and maintain our position of leadership within honors education throughout the country. Honors education, for both students and faculty at Maine, has always involved taking risks – delving into areas far removed from our comfort zones. Continuing in this tradition, we can achieve these goals while at the same time fulfilling our primary mission, providing an unsurpassed education for our students. We invite all the members of the Honors College community to join us in these endeavors.

Charlie Slavin, Dean
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www.honors.umaine.edu
An Award-Winning Record of Success
Honors Students Win Udall, Goldwater, and Fulbright Awards

Students in the Honors College have successfully competed for prestigious scholarships at the national level every year since 2003. In 2003, 2004, 2006, and 2007 Honors students were awarded with Barry M. Goldwater Scholarships, in 2005 and 2007, students were awarded the Morris K. Udall Scholarship, and in 2006 one of our students won a Jack Kent Cooke Foundation Graduate Scholarship. This year, for the first time, one of our graduating seniors was honored with a Fulbright U.S. Student Scholarship.

Morris K Udall Scholarship
The Morris K. Udall Scholarship and Excellence in National Environmental Policy Foundation awards up to 80 scholarships to qualified undergraduates who have an interest in, and potential for, careers in fields related to the environment, Native American healthcare, or tribal public policy. The award is for up to $5,000 and covers tuition, fees, books, and room and board.

In May 2007, Ben Wasserman ’09 (Mathematics/Wildlife Ecology) received the Udall Scholarship. His research has been on a variety of wildlife species. Over the summer, he worked in Oklahoma modeling population dynamics of reptiles and small mammals. At UMaine, Ben is a student leader in environmental organizations and serves on the Dean’s Advisory Committee for the College of Natural Sciences, Forestry and Agriculture.

Barry M. Goldwater Scholarship
The Barry M. Goldwater Scholarship Award honors Senator Goldwater by recognizing 300 outstanding college sophomores and juniors throughout the United States pursuing careers in the fields of mathematics, the natural sciences, and engineering. These awards cover the cost of tuition, fees, books, and room and board for a maximum of $7,500 per year for up to two years.

Chelsi Snow ’08 (Molecular and Cellular Biology) and Ben Burpee ’09 (Biology and Studio Art) were 2007 recipients of the Goldwater Scholarship. Snow helped to investigate the role of the protein fibronectin in the growth of muscle cells which led to her receiving the Goldwater Scholarship. Her scholarship has enabled her to continue her research. She spent the past summer working at Mount Desert Island Biological Research Laboratory in Bar Harbor. Burpee worked at the same laboratory in 2006 under Dr. Andre Christie, studying the presence of novel neuro-peptides in certain crustaceans. He submitted his research and was awarded the Goldwater Scholarship for his interdisciplinary work in Honors and for his passion for research.

Fulbright Grant
Anna Wieck ’07 (Art History and German) was awarded a Fulbright U.S. Student Scholarship to Germany in Teaching English as a Foreign Language. Wieck is one of 1300 U.S. students travelling abroad during 2007-2008 as Fulbright Scholars. In the City of Bremen’s Schulzentrum am Waller Ring she assists an English teacher with students in the 5th through 10th grades. When she is not teaching, she volunteers with the theatre group at the Gymnasium (college preparatory school). They are currently working on a short skit about a German family and an English family. She is also taking classes at the University of Bremen in philosophy and art. After her year in Germany, Wieck plans to attend the University of Michigan to pursue graduate studies.
A First for Honors... Two Full Time Faculty Members Join the Team

This fall the Honors College took a major step toward achieving its goals and vision by hiring its first full-time faculty members, Dr. Mark Haggerty and Dr. Mimi Killinger. Dr. Haggerty, an economist with degrees from Rutgers, Lehigh, and Washington State, was appointed the Rezendes Preceptor for Civic Engagement. Dr. Killinger, an historian, with degrees from Virginia, Duke, Emory, and Maine was appointed the Rezendes Preceptor for the Arts.

Each of the Rezendes Preceptors will coordinate one of the College’s signature courses underwritten by the Dennis Rezendes ’57 and Jacqueline Beau Rezendes Honors Arts and Citizenship Curriculum Fund. Dr. Killinger will assume full responsibility for coordinating Honors 180: A Cultural Odyssey. This course has been a part of the curriculum since 2004 and is now fully integrated into the College. Dr. Haggerty will coordinate Honors 170: Currents and Contexts, the College’s newest course, scheduled to be piloted in Spring 2008 and introduced to the core in Fall 2008. Each Rezendes Preceptor will also facilitate preceptorials in the Honors core Civilizations sequence and work with students in other areas of the College.

“This is an indication of the maturing of the Honors College,” emphasizes Charlie Slavin, Dean of the College. “We not only bring two tremendously talented and student-centered individuals into the College, but we move toward an infrastructure that will support our academic mission and allow us to enhance what we can offer to our students.”

In his five years of teaching in Honors, Dr. Haggerty has taught many classes of Honors students and advised several theses. He has presented at four annual meetings of the National Collegiate Honors Council on faculty development, curriculum reform, and Honors writing. From that perspective, Dr. Haggerty reflects, “Working in the Honors College has been a most rewarding experience. I also would like to acknowledge the Rezendes’ commitment that enhances the Honors College’s ability to facilitate student involvement in civic engagement, and I look forward to being part of that process.”

Dr. Killinger has been teaching in Honors for three years, and has been actively involved in reconceiving the Cultural Odyssey course. Her lecture on Rachel Carson and Silent Spring is a highlight of the Civilizations sequence. At the recent NCHC meeting in Denver, Dr. Killinger was part of presentations on “Honors and the Environment” and another on A Cultural Odyssey. Dr. Killinger echoes her colleague’s comments, “I am deeply grateful to Dennis and Beau Rezendes for their ongoing generosity, and I feel honored and incredibly fortunate to serve as the Rezendes Preceptor for the Arts. I look forward to the rich teaching opportunities ahead.”

Dean Slavin is equally enthusiastic. “I am extremely excited to work with Mimi and Mark in their new positions. I have complete confidence in their teaching ability, and I know they will contribute greatly to the academic and community life of the Honors College. This is a giant step forward for us.”

Honors Associates... A New Pair Comes to Town!!

Tiffany Warzecha ’07 (Anthropology) combined her interest in culture, healing, and peace to write an auto-ethnography for her Honors thesis, entitled Story Medicine: The Power of Healing, A Journey from Anger to Inner Peace. Before becoming an Associate, she worked as a Health and Wellness Director at a Girl Scout Camp in Illinois where she focused on empowering girls to become influential and independent women. After this year, she plans to travel cross-country with her cousin in a bio-diesel truck before pursuing graduate work in Peace Studies and Sustainable Development.

Prior to becoming an Associate, Rylan M. Shook ’07 (Philosophy) worked as a carpenter, an elementary school substitute teacher, a cameraman and a youth mentor. His thesis, an 18 minute documentary entitled The Value of Education asks four subjects to explain their transition to or rejection of higher education, and ultimately asks, “How did we get to where we are?” Mixed with Rylan’s commentary on his own college experience, the film offers honest reflection on the various levels of success in life after college. Rylan continues to explore digital video as a means of expression, and is contemplating a Master of Fine Arts.

Past Honors College Associates Lauren Marshall ‘04, Isaac Record ‘03, and Alice White-Cyr ‘05 deserve special recognition for this honor. Lauren was in Denver to accept the award at the annual President’s Dinner from NCHC President Hallie Savage. UMaine President Robert Kennedy recognized this achievement in his monthly Go Blue! Message, writing “*Minerva* is a wonderful publication, and we are proud of this recognition. Publications like *Minerva* showcase the wonderful work of UMaine students, faculty, and staff and alumni alike.” Honors College Dean Charlie Slavin couldn’t agree more, “*Minerva* continues to serve as a vehicle to raise the college’s visibility. To be recognized nationally for our hard work by our peers is very special, indeed.”

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**In 2010 the Honors College turns 75!**

Since 1935 we have been challenging students at UMaine to engage in a unique way in their undergraduate education. In 2010, you are invited to a year-long celebration of Honors at UMaine.

Stay tuned ’til then to learn about the many ways we plan to celebrate all of the contributions of our alumni, students, faculty, and staff!
Colvin Hall has played an enormous role in the growth and success of the Honors College since 2000. It functions as our physical home, but in reality it serves as the pulse of the Honors College and a symbol of our connection to the entire university. Students, faculty, staff, potential students, parents, guidance counselors, administrators, campus tours, graduates, and more come through the doors of Colvin every day, bringing the past, present, and future of the Honors College and the University of Maine together in this very special place.

Since 1998 we have been working towards a complete renovation of our home to provide a top-quality living and learning environment for our students. The first floor and lower level renovations were completed in 2001, thanks to the generosity of many individuals and reunion classes who shared our vision for Colvin Hall. Leadership from Dean Charlie Slavin, the late Dr. Oscar Remmick, the Alumni Association, University of Maine Foundation, and the Development Office enabled us to open an attractive, inclusive, accessible space for our students and faculty: the Thomson Honors Center, on the first floor of Colvin Hall. But the vision for Colvin included much more than just academic and programmatic space.

We are excited to announce that in May 2008, renovations will begin of the second, third, and fourth floors. The second and third floors will continue to house students in four-student quads, while the fourth floor will include study nooks, gathering space for students, and a visiting scholar suite, named for Maine’s first woman U.S. Senator, Margaret Chase Smith. The renovations are scheduled to be completed by January 2009.

President Bob Kennedy, who while Provost established the commission to transform our long-standing Honors Program into a college, announced the plans to complete Colvin Hall in September at a breakfast for all university employees. “I am pleased to tell you today that we are going to be able to start work soon on completing the Colvin Hall renovations,” he said. “A project that is so important to the Honors College’s future, and a project that will make a real difference to UMaine students for years to come.” The institutional funds are made possible through modest savings over projected energy costs and other efficiency measures. We are grateful to President Bob Kennedy and Vice President for Administration Janet Waldron for sharing our vision of the vital role and potential for Colvin Hall at UMaine, and for their diligence and generosity in helping us bring our dreams to reality.

We are, once again, working with Scott Simons Architects, of Portland, ME. A building committee of Honors staff, students, and representatives from the administration and facilities is meeting regularly to plan and oversee the 2008 renovation. A lot has changed in ten years, so we are updating our plans with more energy efficient technology and incorporating “percent for art,” a state program that dedicates 1% of the construction cost for original art in the building.

Colvin Hall brings such amazing energy and opportunity to the Honors College that, even only partially renovated, it has already exceeded our expectations for the impact it would have on our students, faculty, and staff. The plan to renovate Colvin in 2008 means that we can continue to take the Honors College at UMaine to a new level of success and possibility for generations of students to come.
Honors 170: Currents & Contexts

Several years in development, Honors 170: Currents and Contexts will premier in Spring 2008. This will be a “shakedown cruise” as students entering the Honors College for the 2008-09 academic year will have C&C as part of their core curriculum. Currents and Contexts is the “last piece of the puzzle” for the newest conceptualization of the Honors College. Along with the four semesters of Civilizations: Past, Present, and Future and A Cultural Odyssey, the new course will provide our students with an extensive academic foundation, regardless of their major. This corresponds to the University’s general education requirements for human values and social contexts, ethics, and college composition; it provides Honors students with a coherent, intentional, and engaging path through their first two years at UMaine.

Currents and Contexts aims to address the charge set forth in the report of the Provost’s Commission on an Honors College that the curriculum should “provide an opportunity [for Honors students] to explore timely questions of the world stage.” The course will be coordinated by Dr. Mark Haggerty, the Rezendes Preceptor for Civic Engagement, and will be funded through The Dennis ’57 and Jacqueline Beau Rezendes Honors Arts and Citizenship Fund. A signature feature of the course, which was developed by Katie Gray ’05 (Political Science, Philosophy) and Dean Charlie Slavin, is the primary role undergraduates will play in each class. Each class will be led by a team of two undergraduates who will coordinate informal debates, lead discussions, and provide resources for the students in the course. The first cohort of facilitators has recently been chosen: Morgan Brunbauer (Marine Sciences), Elizabeth Damon (Psychology), Lydia Dawson (Psychology), and Alex Masura (English, Philosophy). All members of the Class of 2009, the facilitators will participate in training and facilitate in the Spring and Fall 2008 semesters.

Katie Gray described the course as a way “to create an atmosphere which fosters Honors students’ curiosity for and understanding about current events in local, national, and international contexts.” We think it will, so stay tuned!

Sneak Peek: Honors Read 2008

One hundred and fifty years ago, Henry David Thoreau began his third excursion into the Maine Woods, arriving in Bangor, Maine. Next fall, more than 200 first-year Honors College students will arrive in Orono, Maine having spent a part of their summer exploring the Maine Woods with one of Thoreau’s worthy heirs, John McPhee. The Honors Read for the Class of 2012 is McPhee’s The Survival of the Bark Canoe.

Mimi Killinger, the Rezendes Preceptor for the Arts, explains her reason for nominating the book, “I’ve admired John McPhee’s writing for a long time, and when I came across The Survival of the Bark Canoe, I thought it seemed so fitting for University of Maine readers - especially students. Perhaps Honors students will not only be introduced to (or reacquaint- ed with) a remarkable writer, but they may also be inspired to do some paddling.”

Once again, we think we have a winner. Charlie Slavin, Dean of the Honors College agrees, “I’ve been a big McPhee fan for over 30 years. He is a tremendous writer, and I think this book will really speak to our students. I would love to bring him to campus next year.”

Having a Global Impact

Over the summer, Sarah Potvin ’07 (Sociology, Spanish) traveled to Ireland with generous support from the Dennis ’57 and Beau Rezendes Global Volunteers Fund. This fund was established to encourage student volunteerism abroad in conjunction with Global Volunteers (Minneapolis, MN), an organization that sends individuals all over the world to “live and work with local people on life-affirming international service projects.” Volunteers work caring for young children, teaching English, providing health care services, caring for community elders, and painting, building, and repairing buildings.

While in Ireland, Potvin worked at the Glencree Centre for Peace and Reconciliation in County Wicklow. She painted rooms with a team of Americans, shared meals with other volunteers, center workers and local people, toured County Wicklow, and learned about the political issues facing Ireland. “The trip made me see how important it is, for those who are able to help, to actually go out and do it. There are plenty of places around the globe where volunteers can actually make a difference and that’s a very rewarding feeling.”

During the 2008 Winter Break, the Honors College will send another student to volunteer overseas with the support of the Global Volunteers Fund, this time to Peru!
Why I Teach in the Honors College

Jim Gallagher, Sociology

My response to “why do I teach Honors” is immediate, strong, and obvious – at least to me. I teach Honors because very often I come out of a preceptorial, even after all these years of teaching at the University of Maine, on an intellectual high. I come out full of ideas and, more importantly, full of questions. All of this because of the potent mix of fascinating texts and students who are driven by their curiosity and need to understand. My response takes a bit of explanation.

I came to The University of Maine in 1971 as an untenured assistant professor of Sociology. I began teaching in Honors in 1985 in the now defunct Science and Western Culture courses (HON 201 and 202). Courses that Tina Passman and I were largely responsible for designing. I have taught in Honors ever since because those courses opened the door for a teaching experience that comes very close to what I consider the ideal type of humanistic teaching.

The best teaching takes place in what Parker J. Palmer (The Courage to Teach, Jossey-Bass, 1998) calls a Community of Learning. In the community all are both teacher and student, and now teaching and learning are interwoven processes in a common journey of discovery.

Honors teaching allows me to come closest to that community.

There have been significant changes in Honors over the years I have taught here. The work that Charlie Slavin has done and the structure he has created has made Honors teaching even more important to me. A final comment to underscore what I mean. In 2002, after quintuple by-pass heart surgery, I took early retirement. The pressures of the “professorial” role had become too punishing. After a year of retirement I found a part of me was still invested in teaching – particularly in Honors teaching. I have come back and that part is whole again. If I engaged in puns – which, of course, I don’t – I’d say I was whole-hearted in my love of Honors teaching!

Jennifer Moxley, English

Because I love it. The atmosphere and attitude of the Honors College runs counter to the whole trend of viewing the university as a “training school” churning out cookie-cutter students who will snap into money-making jobs. It also stands against the specialization of the university disciplines, where, after a few cursory and much resented General Education classes, students (and professors) become walled up in the assumptions of their fields.

In 1852 Cardinal Newman, defending a liberal arts education against mere “Utility,” wrote: “If a practical end must be assigned to a University course, I say it is that of training good members of society.” And, most anathema to our professionally-minded times: “there is a Knowledge, which is desirable, though nothing come of it, as being itself a treasure, and a sufficient remuneration . . .” One hundred and sixty years later these two ideas—that the university has a responsibility to make citizens, and that knowledge is an end in itself—are still radical, perhaps even more so than when they were penned. For me the Honors College is built on these values.

In Honors, professors and students from all disciplines come together to discuss the history of ideas. The quest for truth, the exercise of the intellect, spirited discussion, the shaping and refining of our own ideas and values—these are the reasons we gather. Time to reflect on timeless questions is rare and precious. Without it, one risks living one’s entire life without ever asking, what is it for? Honors makes a space for such reflection. That is why I teach in the Honors College.
Dear Charlie,

Thank you for recognizing our Study Away experiences in place of an Honors Tutorial! This has been life-changing and we can't wait to share what we've learned with the entire Honors community in the Study Away Symposium next semester! Say "HI" to everyone for us!

Heather Barrows ’09 (Philosophy) - Amori, Japan
Sara Bretton ’08 (Modern Languages) - Angers, France
Rachel Holden ’08 (English & German) - Salzburg, Austria
Sarah Bigney ’07 (International Affairs) - Chiapas/Oaxala, Mexico
Mary Cloutier ’08 (Biochemistry), Jami MacNeil ’08 (Wildlife Ecology), Emma Wojtal ’08 (Psychology), & Kevin Trainer ’09 (Civil Engineering) - Galway, Ireland
Emily Schaab ’07 (Molecular & Cellular Biology) - Melbourne, Australia
Heather Reul ’08 (Art History) - Florence, Italy
Wyatt Traina ’08 (Molecular & Cellular Biology) - Norwich, England
Caroline McBride ’08 (Botany) - Heredia, Costa Rica
Morgan Bickford ’08 (Business) - Lancaster, England
Jeff Hake ’08 (Landscape Horticulture) - Santiago, Chile
Ulrich Heward ’08 (Sociology) - aboard The Dartmouth (with Semester at Sea)
Megan Long ’08 (Physics & French) - Hilo, Hawaii (with National Student Exchange)
Linsey Ruhl ’08 (International Affairs) - Nicosia, Cyprus
Michael Whitby ’08 (Wildlife Ecology) - Panama
Hello, Honors Friends!

Of the four students chosen for the 2007 UMaine Congressional Internship Program - three of us were from the Honors College! During the Spring semester, we lived and worked in DC, corresponding with constituents, observing hearings, coordinating schedules, and exploring our nation’s capitol. We have a new appreciation and interest in public service, and the connections made here will be useful as we begin our careers! Check out this great photo of us with former Maine Senator and Secretary of Defense, William S. Cohen!

Molly Feeney '08, Intern for Rep. Mike Michaud
Meghan Simonds ’08, Intern for Sen. Susan Collins
Will Beaudoin ’08, Intern for Rep. Tom Allen

Hello, Honors Friends!
The annual Honors College trip to DC in March was amazing! We are so thankful to Betsy ’55 and Bill Leitch for supporting Honors travel like this through the Student Research and Travel Fund. It was special to attend the alumni event at the 600 Restaurant in the Watergate Hotel, and to have a tour of the Library of Congress from the LOC’s Assistant Chief Operating Officer, Charles Stanhope ’71, an Honors graduate!

Thank you from the 40 students who went on this trip

P.S. We are still laughing from the Capitol Steps show! That was great!

Hello, Honors Friends!

We were proud to represent Honors and UMaine at this year’s National Collegiate Honors Conference in Philadelphia. We attended and participated in conference presentations, poster sessions, and panels. We came back with great ideas for Honors at UMaine, but we also recognize how lucky we are here in Orono to have such a breadth and depth of opportunities available to us as undergraduates through Honors. The fact that so many of us were able to attend this great conference, thanks to Betsy ’55 & Bill Leitch, is a great example. Can’t wait for next year in Denver!

Look! We met the Founding Fathers!

Thank you from the 25 students who went on this trip

ROM HONORS
Molly Barker ‘00, an International Affairs major, loved her Honors thesis experience. She loved her committee and her advisor, Professor Marli Weiner, and has fond memories of her defense. “It gave me a boost of confidence to have all those people looking at my work and finding it competent. They were all professors that I really respected, and I valued their opinions. Even their criticism and suggestions were important to me.” Molly’s thesis was titled, “Almost as Safe and Far More Amusing to be Born Lucky than Wise”: The Experience of Women Travelers 1890-1925.

Little did Molly know then that her own luck and wisdom would carry her on an interesting and varied career path and instill in her a passion for law and a budding career in real estate and property law, and non-profit work. After graduation from UMaine, Molly held a “series of crazy jobs that led to a road trip across the country,” including work as a travel agent and a dental assistant. After her travels she began working for state legislatures as a clerk for the Taxation Committee in Maine, and as a campaign worker and legislative aid in Connecticut. In the fall of 2004, Molly settled down and started law school at the Quinnipiac University School of Law. Now living in Philadelphia, Molly has passed the Pennsylvania and New Jersey Bar Exams and is doing fundraising and legal work for Regional Housing Legal Services, a non-profit organization that provides transactional legal services to community development groups creating affordable housing. She is engaged to be married to Patrick Gilligan, and they are planning a wedding for August, 2008 in Boothbay Harbor, ME.

If a class scares you - take it - because the stakes are only going to get higher once you leave college.

Molly sees many parallels between her Honors and law school experiences and continues to draw upon lessons learned in her Honors courses in the work she does today. “Having that sense of looking at a problem or situation from a lot of different perspectives...,” she says, “that started at UMaine and has continued throughout my education.”

A leader on the Honors Student Advisory Board at UMaine, Molly served as President of the Student Bar Association in her second year of law school at Quinnipiac. Honors College Dean Charlie Slavin remembers Molly as a leader with big ideas, not afraid to speak her mind. “It was Molly’s idea to design Honors College steins,” remembers Charlie, “She was relentless! Molly was motivated and gregarious, and the steins are just one of many ways she had a lasting impact on Honors at UMaine.”

Molly has two younger brothers in college now, and she is always telling them to try things that challenge them while they are in college. Her advice is based on her own UMaine Honors experience: “It is a safe time to learn, and that goes along with the whole Honors College experience. If a class scares you - take it - because the stakes are only going to get higher once you leave college. Just try it.”

Molly and her fiance, Patrick, on graduation day at Quinnipiac University School of Law, May, 2007.

The Honors College Stein was Molly Barker’s idea, and is a tradition that continues today.
Homecoming 2007: Honors students get crowned!

Every fall University of Maine alumni and alumnae return to Orono to celebrate with their classmates and friends. Fraternities, sororities, departments, colleges, and student groups welcome their graduates for celebrations and festivities.

One of the highlights of the weekend is the Homecoming football game, complete with tailgating and a giant craft fair in the University Fieldhouse. In the last few years, the tradition of electing a Homecoming Queen and King has been revived. What merits notice in Minerva is that both the Queen, Morgan Bickford ‘08 (Business Administration), and the King, Will Beaudoin ‘08 (Political Science), are seniors in the Honors College!

Morgan and Will, elected by their peers as exemplifying outstanding campus leadership and school spirit, had their coronation during the Homecoming game against William & Mary.

Reflecting on her coronation, Morgan said, “I was so happy to hear that I was nominated for Homecoming Queen. When I won, it was the most amazing feeling to be on the field looking up at the crowd...one of the greatest memories I’ll ever have from college.”

We hope this honor and the experience for Will and Morgan will rank right up there with the thrill of successfully completing their thesis defenses! Congratulations.

Two New Thesis Fellowships Create Opportunity

Thesis Fellowships are a unique way to encourage and inspire undergraduate research through financial support during the thesis-writing process. Since 2003 we have offered two thesis fellowships: The Dr. Bernard Lown Honors Thesis Fellowship, awarded to a student whose research related to peace, health, or non-invasive medicine, and the Quimby Family Foundation Thesis Fellowship, awarded to students studying natural resources, environmental responsibility, or Maine history.

We are excited to announce two new Honors Thesis Fellowships that will benefit our students for years to come:

The Rendle A. ’65 & Patricia K. Jones ’65 Thesis Fellowship will be offered annually beginning in the 2008-2009 academic year for undergraduate research by pre-law students expressing an interest in legal service in the public arena. Employing qualitative or quantitative research, the awardee might study history of the law, current affairs related to public health & human services, community development, criminal justice, conservation, or policy issues on a wide range of topics. The guiding principle of the fellowship is to encourage making a positive difference in the lives of others through a commitment to the ethical practice of law and exploration of public policy.

The Carolyn E. Reed ’72 Pre-Medical Honors Thesis Fellowship will be offered bi-annually to support undergraduate research by students undertaking a pre-medicine curriculum. The fellowship encourages students to investigate related topics and understand the rigorous academic path to a career in medicine. Possible themes include basic research related to medical issues and medical and health policy. We hope to begin offering this fellowship for the 2009-2010 academic year.
It was my good fortune to serve as Director of (what was then) the Honors Program, at (what was then) The University of Maine at Orono (UMO) from 1977 until 1981; my term followed that of Robert Thomson (who was profiled in the 2005 Minerva) and preceded that of Rick Wicks (remembered in the 2006 edition). I knew, liked, and deeply respected them both. Since my appointment at UMO was also in the English Department, which Rick was then chairing, I worked with him on a daily basis. (During most of my eight semesters at the University I taught both an Honors course, and one in English.) Prior to moving to Maine, I had been the Chair of the Honors Committee (a purely faculty assignment) and Associate Professor of English at Cornell College in Iowa. The Directorship at UMO, therefore, was my first real administrative position. When I remember those four years of administrative apprenticeship, it is difficult not to simultaneously recall the words of former National Collegiate Honors Council executive secretary-treasurer Grey Austin. Grey once famously said that being an Honors Director was like being a little boy who wet his pants: it gave you a nice warm feeling, and you hoped no one noticed. More discreetly phrased, being the Director of the UMaine Program exposed me to most of the matters with which academic administrators deal: budget making and keeping, personnel issues, solving student problems, faculty recruitment, and the like. But, in those earlier, quieter days, these issues in Honors loomed pretty small in the University’s consciousness, so I had the opportunity to learn how to deal with them in a fairly safe and non-threatening environment.

Like all the leaders of the Honors Program and the Honors College at the University since Dr. Thomson, I had the delightful benefit of working with Barbara Ouellette, from whom I know I learned much – far more than she learned from me!

The Honors faculty at that point was already an excellent one. It included teachers from all the major areas within the University, a few of whom were vigorous and intellectually active recent retirees, some of whom were relative newcomers to the University, and virtually all of whom were devoted and fine teachers. Occasionally an irascible Dean would try to send an unsuccessful faculty member over to teach in Honors, rather than burden his own College or...
Department; thanks to unwavering support from senior administrators – Presidents and Vice Presidents for Academic Affairs and especially Vice President Jim Clark – this tactic was never successful.

We were relatively recent occupants of the then new, now old and gone, Honors Center, a “temporary” building erected by engineering students as a model of inexpensive semi-prefabricated housing. I recall getting an outrageously high bid to build some bookcases for the new Center, and reacting by bringing my own toolbox and some lumber to campus one Saturday morning and building myself the first shelving to hold our collection of reference materials and of past Honors theses.

During my time in Maine, our Honors Program became more active in the NCHC and the Northeast Region of the NCHC, and I served for a few years as the editor of the NE-NCHC Newsletter – a rather amateurish but genial publication which I pulled together several times a year without much of an idea of what I was actually doing. I went on to serve as President of the NCHC. Also, reflecting on my initiation into Honors administration, I created an annual pre-conference workshop for the national NCHC meeting called “Beginning in Honors,” and wrote a little pamphlet, now in its fourth edition, with the same title.

At that time, the core of the Honors Program curriculum was the First Year Seminar, a series of small (3-4 students) Sophomore Honors Courses, and thesis work in the last two years. There was a rather stressful oral examination in which graduating Seniors defended their Honors Thesis. We had a very active student Honors Council, and we sponsored or co-sponsored several all-campus events. We also initiated the practice of keeping the Honors Center open all night just prior to final exams as a quiet and congenial study center.

Another activity which we initiated in these years was an Honors travel opportunity. Our first year, we went to Boston, with one or perhaps two busses full of rather wide-eyed Honors students (they were far less cosmopolitan in that distant era). A group of those first travelers encountered a flamboyant transvestite in the elevator at the flea-bag hotel in which we were staying, and this was a topic of intense conversation for the remainder of the semester.

One summer, we hosted the first NCHC “Honors Semester” which we called the “Maine Coast Summer Honors Semester” where students from Honors Programs around the country came to Orono and studied marine biology and Acadian culture.

In 1981, I left Maine to become Academic Dean and Vice President for Academic Affairs at Guilford College in North Carolina, then Chancellor at both the Asheville campus of the University of North Carolina and at the University of Minnesota, Morris. I retired from the latter position in 2006, and returned to Honors for one year, happily, as Garrey Carruthers Distinguished Chair in Honors at the University of New Mexico (I can never see that “distinguished” without giggling!)

In the quarter-century since I left Orono, I have watched the Honors Program develop into a College, move into new and rather spectacular quarters, revamp its curriculum, and grow into a far more ambitious and complex enterprise than when I knew it. Although the arc of this progress has not always been consistently smooth, overall, especially under Charlie Slavin’s leadership, it has moved steadily in a gratifyingly positive direction. I am...well, “honored,” to have been a small part of that evolution.

Honors Leadership 1935 - present

1930s:
Stanley Ashby, Founder

1940s & 1950s:
Ronald Levinson & Kenneth Miles, Coordinators

1962-1976:
Robert B. Thomson, Director

1977-1981:
Samuel Schuman, Director

1981-1987:
Ulrich Wicks, Director

1987-1988:
William Baker, Director

1988-1990:
William Whipple, Director

1990-1995, 1996-1997:
Ruth Nadelhaft, Director

1995-1996:
Tina Passman, Director

1997-present:
Charlie Slavin, Director & first Dean of the College
The 2007 John M. Rezendes Visiting Scholar in Ethics
Chris Hedges, Author of the 2006 – 2007 Honors Read

WAR IS A FORCE THAT GIVES US MEANING

Tuesday, April 3, 2007
Reception: 4:00 – 4:30 PM
Atrium of the Donald P. Corbett Building
Talk: 4:30 – 5:30
Donald P. Corbett Building
Room 100
University of Maine

Chris Hedges is the author of *War Is a Force That Gives Us Meaning* and a former war correspondent for the *New York Times*.

A book signing will follow the lecture until 6:00 in the atrium of the DPC Building.

The John M. Rezendes Ethics Lecture was established to critically engage students, faculty members, and the surrounding community with ethical issues of national importance. This event is sponsored in part by the Cultural Affairs/Distinguished Lecture Series Fund.

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
We look forward to rescheduling this event in Spring 2008 - Stay Tuned!
Honors Read: Class of 2011
Zen: an intergenerational dialogue

In *Zen and the Art of Motorcycle Maintenance*, Robert Pirsig tells the story of a father and son as they ride across the country, and so much more! As the Honors Read for this year’s incoming Class of 2011, *Zen* was not only a summer read, but the basis for the first lecture of their Honors College journey. During that discussion, faculty shared their experiences with the pink book that appeared in 1974 and students shared their experiences with the bright blue paperback they received 33 years later.

“In 1974, when the bright-pink covered paperback of Robert Pirsig’s *Zen and the Art of Motorcycle Maintenance* first came out, I packed it in my beach bag for a motorcycle ride to the coast north of San Francisco. Like Chris, the narrator’s son in *Zen*, I sat on the back of the bike and didn’t see much but the leather jacket of the driver in front of me,” reflects Kathleen Ellis, Adjunct Assistant Professor of Honors.

First-year student Danielle Cyr ’11 (Mechanical Engineering), expressed her reaction. “From reading about both the physical and spiritual journey undertaken by the main character and narrator of *Zen and the Art of Motorcycle Maintenance*, I concluded that we each learn something new about ourselves and about the world everyday that allows us to better understand our situation in life…We are all similar to the narrator in Pirsig’s *Zen and the Art of Motorcycle Maintenance* in that each one of us continues to learn new things about ourselves each day.”

The purpose of the Honors Read is just that: providing a common experience for our students and faculty to carry throughout the Honors curriculum as they continually learn from each other.

New Bookcases to Honor Prof. Mel Gershman

We are thrilled to announce that handcrafted bookcases have recently been added to the Professor Mel Gershman Seminar Room in Colvin Hall! It has been a goal of Elaine Gershman, a former UMaine faculty member and wife of former Honors professor Mel Gershman, to add bookcases to the room she and her family named in Mel’s honor during the initial renovation of Colvin Hall. Paul’s Cabinet Shop in Old Town, ME designed the shelves to match the conference table and UMaine chairs in the seminar room, and we look forward to filling them with Honors theses soon.

At left: The cabinets are installed under our Vincent Hartgen painting in the Seminar Room.
Above: The cabinets in production in Old Town at Paul’s Cabinet Shop.
2007 Honors Graduates at a Glance

Number of graduates featured in this issue of MINERVA: 64
Number of Honors classes preceding the class of 2007: 71
Number of graduates from Maine: 42
Number of graduates from states other than Maine: 20
Number of international graduates: 2
Percentage of graduates who lived in Honors housing for at least one year: 35
Average GPA of 2007 Honors graduates: 3.73
Number of graduates who earned degrees from Natural Sciences, Forestry & Agriculture: 14
Number of graduates who earned degrees from Liberal Arts and Sciences: 34
Number of graduates who earned degrees from Business, Public Policy, & Health: 5
Number of graduates who earned degrees from Engineering: 6
Number of graduates who earned degrees from Education and Human Development: 5
Number of graduates with a Fulbright Grant: 1
Number of Class Valedictorians: 1
Percentage of Class Salutatorians: 100
Percentage of Honors graduates who are members of Phi Beta Kappa: 32.8
Number of graduates in Phi Kappa Phi: 17
Number of Resident Assistants: 5
Percentage of graduates who participated in Greek life: 12.5
Number of students who studied away: 20
Number of varsity student athletes: 3
Number of graduates who had the Dean of the Honors College on their thesis committee: 12
Number of graduates involved in student government: 3
Number of graduates involved in university music & dance organizations: 13
Number of graduates with a double major: 11
Number of graduates with a major or minor in a foreign language: 6

* Inspired by Harper’s Index™
Special Recognition

The Honors College would like to recognize the following Honors College students for their outstanding achievements during the 2006-2007 academic year. Congratulations!

Valedictorian:  
Erik Perkins ’07 (Physics and Mathematics)

Salutatorian:  
David Lapointe ’07 (Mechanical Engineering)

Outstanding Student, Engineering:  
Mikaela Martin ’07 (Civil and Environmental Engineering)

Outstanding International Student, Liberal Arts and Sciences:  
Marianne Schneider ’07 (International Affairs and Economics)

The Honors College annually recognizes Honors students with these special awards:

The John Ferdinand Steinmetz Memorial Award was established in 1962 through a gift of the parents and two sisters of the late John Ferdinand Steinmetz of the class of 1943. The income of this fund is to be used annually as an award for first-year Honors students demonstrating outstanding characteristics and appropriate need.

Victoria Hobson ’10  
Margaret Libby ’10  
Kevin Symanietz ’10

The Robert B. Thomson Memorial Awards were established in 1984 by family and friends. The income from the fund is awarded to outstanding Honors College juniors majoring in Political Science and in Art.

Meghan Simonds ’08 (Political Science)  
Sylvia Herbold ’09 (Art)

The Dr. Melaine Gershman-Tewksbury ’77 Scholarship Fund was established at the University of Maine in 1993 with gifts from family and friends. The income from the fund shall be used to provide scholarship assistance to meritorious pre-medical students enrolled at the University of Maine. Preference shall be given to students in the Honors College and/or those whose curriculum includes a strong emphasis in the humanities.

Patricia-Ruth Atchinson ’08 (Biology)

The Professor Melvin Gershman Scholarship Fund was established at the University of Maine in 1998 with gifts from family, friends, and associates. The income from the fund shall be used to provide scholarship assistance to meritorious science students enrolled at the University of Maine. Preference shall be given to students in the Honors College whose curriculum includes a strong emphasis in the humanities.

Loren Babirak ’08 (Biology)  
Emily Kash ’08 (Human Nutrition)  
Brock Libby ’08 (Biology & Sociology)  
Chelsi Snow ’08 (Molecular & Cellular Biology)

The Honors College Service Award is presented to one or more graduates of the Honors College recognizing outstanding commitment and contributions to the University of Maine Honors community. The award is supported by gifts from our graduates.

Sarah Gamble ’07 (History)  
Rachel Lombardi ’07 (History)
Stimulant Medication Abuse Among College Students: Incidence and Motivational Factors

Advisor: Cynthia Erdley
Thesis description: This study was designed to address prevalence of stimulant medication abuse at UMaine, and to investigate possible psychological factors that correlate with abuse. These factors included self-esteem, risk/benefit perception, and the nature of the relationship between the user and source of the drug. 90 students participated in an internet survey. Prevalence for abuse of stimulant medication was 14.4%, and data suggest peer influence most likely impacts initial use. Data also suggest a moderate to severe level of perception of legal and health risk was found in drug using and non-drug using groups, supporting the notion of the adolescent personal fable. Academic self-esteem was substantially lower in the drug-using category than in the non drug-using category, possibly implicating factors such as defensive pessimism or simply the nature of the degree program. The findings of the study suggest that there is a potential problem on campus that should be investigated further.

Future plans: I will be back in the fall to attend graduate school here at UMaine as a student in the counselor ed. program.

Dungarees to Designer: A Study of the Transformation of Blue Jeans Powered by Advertising

Advisor: Paul Grosswiler
Thesis description: In a world so divided by class, there is one fashion piece that breaks all societal rules. The blue jean, patented by Levi Strauss and Jacob Davis in 1873, was originally created for the working man. Now they are worn by people from all walks of life, be they short, tall, rich, poor, fashionable, or anti-fashion. To learn how this transition took place I studied over 55 advertisements, spanning from the late 1800s to today. I found that the longevity and evolution of blue jeans is in large part due to advertising. But it is because of this longevity and genuine appearance that I believe will cause blue jeans to continue to proliferate for years to come.

Future plans: I am moving to Boston at the end of May to hopefully find a job at an advertising agency. I hope to work my way eventually into the agency’s creative department. Supplementing this process will also include either my attending portfolio school to further my creative abilities or getting a master’s degree in business in the somewhat distant future.

Hearts and Minds: The Impact of Fair Trade on Mexican Coffee Producers

Advisors: Mark Haggerty
Thesis description: Fair trade is both a movement and a system of certification to ensure that farmworkers receive a fair price for their product. Coffee was the first product to be fair trade certified and currently is the most commonly sold product. My thesis is an investigation to determine the impact of fair trade on the coffee producers themselves. Is fair trade working? How? I traveled to Chiapas, Mexico to complete a case study with FIECH, the Indigenous and Ecological Federation of Chiapas. This coffee producer cooperative has over 2000 members and sells its coffee in fair trade networks. My research found that fair trade is making a positive difference in the lives of the farmers but also identified several ways in which fair trade will need to improve to reach its goals. My thesis is both a quantitative research paper and a qualitative photo essay, showing that both data and human stories are important in analyzing the impact of fair trade.

Future plans: In the fall I plan to work with PICA (Peace Through Interamerican Community Action) on a fair and local food campaign listening project.

The Role of Sarcoplasmic-Endoplasmic Reticulum CA2+ ATPase and Ryanodine Receptors in the Drosophila Heart

Advisor: Harold Dowse
Thesis description: We looked at the role of two different types of ion channels in the heart of the fruit fly. We found that a specific genotype was more affected by the experimental process than the other genotypes. This suggests that this ion channel is very important in maintaining the frequency of the fruit fly heart.

Future plans: I plan to attend medical school.
### Zacharie Stephen Boyce
**New Media**

Piscataquis Community High School

**“To Make Amends II” An Exploration In Constructing A Time-Based Narrative**

**Advisor:** Owen Smith  
**Thesis description:** For my honors thesis I wrote, and directed a feature length independent film. My project was based on my passion for the art of cinema. The script I had wrote underwent constant revisions during the production phase, but ultimately I gathered a sizeable cast, and crew from all academic disciplines to assist in various chapters of my project. Everything from the acting, lighting, and photography, to the foley audio dubbing, and musical soundtrack was directed by me. I did all the editing, and post-production of the film, and also created the promotional materials for a complete finished DVD package.

**Future plans:** My plans, as of right now, include job hunting, apartment hunting and figuring out what I’m supposed to do next. Possible long term options could lead to actually following the advice of my professors and applying to the best grad schools for film in this country, or perhaps Asia.

### Jessica Charette
**Food Science and Human Nutrition (Human Nutrition)**

Massabesic High School

**Probiotics: The Future of Health**

**Advisor:** Alfred Bushway  
**Thesis description:** The term probiotics is Greek: pro, meaning “promoting” and biotic, meaning “life.” Probiotics are substances that stimulate the growth of microorganisms, especially those with beneficial properties. Studies show that probiotics enhance the immune system, increase the bioavailability of nutrients, reduce symptoms of lactose intolerance, decrease the chance of allergies to those who are susceptible, improve intestinal health, and even reduce the risk of certain cancers. Overall, probiotics play an enormous role in health maintenance and disease prevention. Probiotics also play four major roles in the process of dairy fermentation: they generate both lactic acid and antimicrobial compounds in order to preserve milk; they produce flavor compounds, such as acetylaldehyde in yogurt and cheese, and other metabolites that provide the product with desired properties; they improve the nutritional value of food, for example, the synthesis of vitamins, or the release of free amino acids; and they play a role in therapeutics and prophylactic properties of cancer, intestinal infections, improved digestion of lactose, and stability of serum cholesterol levels.

### Lindsay Jean Buteau
**Business Administration (Accounting)**

Gorham High School

**It Isn’t Easy Becoming Green: Implementing Sustainability Reporting as a Step in the Evolution Toward Business Sustainability**

**Advisor:** Wendy Coons  
**Thesis description:** This thesis discusses what it will mean for the world of business to become completely sustainable and how the issuance of sustainability reports is a major driving force. An analysis of the Ben & Jerry’s Homemade Inc. 2005 Sustainability report is given to show a complete and transparent report. This thesis is a call to action for the aggregate movement toward sustainability through evaluation, measurement, and control.

**Future plans:** This summer I plan to make a dent in my queue of books to read and road trip across the country. In the fall I will attend Boston College to pursue a Master of Science in Accounting degree.

### Brittany Leigh Cheney
**Psychology**

Abington High School

**Perceived Parental Involvement and Pressure Among Division One Varsity Athletes and University Non-Athletes**

**Advisors:** Jeff Hecker and Suzanne Tyler  
**Thesis description:** Pressure in athletics can cause many young people to dropout and burnout. The pressure comes from many outside sources, including peers, teammates, coaches, and parents. However, often the most overwhelming source of pressure felt by athletes comes from their parents. Many parents push their children to try to be the best and in doing so they often chase them away from athletic competition. This study was developed to understand perceptions of pressure by division one athletes and non-athletes at the University of Maine. Participants were given a questionnaire, surveying their perceptions of pressure from 4 different sources, their perceived level of parental involvement, and their perceptions the amount and type of support and pressure they received from parents. The groups were compared and also tested based on gender to indicate any differences in perceptions.

**Future plans:** I will be coming back up to Maine to be an assistant softball coach and take classes. I plan on getting a pre-med minor in order to pursue medical school.
Jennifer L. Coleman  
Secondary Education (Social Sciences)  
Amesbury, MA  
Triton Regional High School

**Instruction and Assessment:**  
The Consequential Validity of High-Stakes Testing  

**Advisor:** Theodore Coladarci  

**Thesis description:** My thesis explores the notion of consequential validity, the study of the consequences of test use and score interpretation, in order to determine the impact, if any, high-stakes testing has on classroom instruction in the current climate of No Child Left Behind. To assess this impact, both elementary and secondary teachers from Massachusetts were interviewed regarding the effects the Massachusetts Comprehensive Assessment System (MCAS) has had on their classroom instruction, specifically social studies. These interviews revealed the numerous unintended negative effects high stakes testing creates in the classroom, including reduced instruction time, and a negative impact on instructional and assessment strategies, as well as teacher morale.

**Future plans:** I hope to teach high school social studies somewhere in New England, specifically Massachusetts or Maine. Within a few years I would like to begin graduate work, possibly in educational measurement and assessment.

Kersi McKinney Contractor  
Forestry  
San Jose, CA  
Bellarmine College Preparatory

**Effect of Biomass Pricing on Commercial Forest Values in Maine**  

**Advisor:** Robert J. Lilieholm  

**Thesis description:** My thesis deals with the relationship of forest value to the market stumpage price of biomass. I examined three different real world scenarios for forest managers, and their effect on land value. I found that biomass in the Maine woods is not currently a significant factor when compared with other products, such as veneer, sawtimber, or pulpwood. This is caused by the low stumpage price of biomass, compared to the often high stumpage prices of other products. My research suggests that even with a rising market for bioproducts practices in the Maine woods may be slow to change. A commercially viable process for creating ethanol from cellulosic feedstocks may accelerate these changes, shifting the balance among forest products.

**Future plans:** I am going into the Peace Corps. My service begins in mid-June 2007 in Zambia.

Heather Elizabeth Cox  
History  
Anthropology, Dance  
Perkinsville, VT  
Springfield High School

**Band of Misfits:**  
A “Woman’s Sphere” Challenged: Eliza Allen and the Culture of Change  

**Advisor:** Mazie Hough  

**Thesis description:** A fiction writer during the mid-nineteenth century, Eliza Allen’s works are a fascinating study in women pushing the barriers holding them back. Writing during the era of the penny press, Eliza Allen’s two books presented an argument for women’s rights, advocating for women being able to make decisions for themselves and effectively challenging the so-called “woman’s sphere” of the time which confined them to the home. This paper explores the various social norms Eliza Allen challenged in the adventure and romance novels she wrote, putting such issues into both a historical and social context.

**Future plans:** I am taking a year off before going to graduate school, but would like to get into the field of historical archaeology.

Valerie Jeanne Dahlgren  
Biology, Mass Communication  
Madawaska, ME  
Madawaska High School

**The Epidemic of Fear**  

**Advisor:** William Glanz  

**Thesis description:** The Epidemic of Fear covers the wide-spread sensationalism found in the media concerning public health matters, highlighting media coverage of SARS and H5N1. Certain media outlets have capitalized upon the public’s inherent fear of infectious diseases in order to increase ratings and profit margins, which is doing an injustice not only to their audience, but to the institution of journalism as a whole.

**Future plans:** I’m attending UMaine as a graduate student working towards a master’s in zoology starting in the fall of 2007. I would like to then pursue a master’s in international public health abroad, and then perhaps medical school.
Catherine Winifred Davies
Biology
Bridgeton, NJ
Cumberland Regional High School

The Effects of Barium Upon the Frequency and Rhythmicity of the Drosophila Melanogaster Heart
Advisor: Harold Dowse
Thesis description: For my thesis, I worked with Drosophila melanogaster (commonly known as fruit flies). I injected three cations, Ca2+, Mg2+, and Ba2+, at varying concentrations, giving special attention to the changes in frequency and rhythm. I found that the Ba2+ solution with 10 times the physiological concentration of Ca2+ found in Ca2+ Ringer’s solution had the greatest effect on the rhythmicity of the heartbeat. The frequency, however, did not change significantly after the injection of any cation. This experiment was conducted to gain further insight as to the mechanism of Ca2+-dependent Ca2+ channel inactivation. Though much is already known regarding the mechanism, the use of Ba2+ in such a study provides further hypotheses as to the binding of Ca2+ to calmodulin, which initiates the inactivation of the channel, as well as the role Ca2+ plays in triggering repolarization.

Future plans: I plan to attend medical school and ultimately become an orthopedic surgeon. I may further specialize to pediatrics or sports medicine, but I am unsure of that at this time.

Elizabeth Anne Dziezyk
Natural Resources
(Environmental Sciences)
Swans Island, ME
Mount Desert Island High School

Atlantic Salmon and the Narraguagus River: Does Drought and Change in Vegetation Cover Affect Water Quality in Regards to Salmon Habitat?
Advisor: William Livingston
Thesis description: Drought has an impact on both terrestrial and aquatic life. To determine if the 2001 drought in Maine had an impact on the Atlantic salmon habitat of the Narraguagus River, a water quality analysis was done from 2000-2005 on three watersheds of the river. The levels of pH, dissolved aluminum, dissolved organic carbon, and calcium ions were analyzed due to their influence on salmon. In comparison to water flow it was found that the combination of these elements were not directly detrimental to salmon during drought events. It was found that sudden increases in water levels raised pH and aluminum levels that could be potentially harmful to salmon, especially in juvenile stages. An analysis of current vegetation cover was also done for the three watersheds for the year 2002 due to the watersheds being actively harvested for timber in the past.

Future plans: I will attend graduate school in forest resources at UMaine, researching in the Bear Brook Watershed study area with Dr. Bruce Weirsma as my advisor.

Nicholas A. Eaton
Economics, Mathematics
Wilmington, MA
Wilmington High School

Was the Monetary Policy Experiment of 1979-1982 Monetarist?
Advisor: Michael Montgomery
Thesis description: My thesis analyzes the monetary policy experiment undertaken by the Federal Reserve from 1979-1982, in an effort to lower high inflation that had developed over the previous decade. The experiment has been termed “monetarist” after the school of economic thought which the Federal Reserve claimed they had based their policies on. This may not be the case, however, as events occurring during the period went far beyond the scope of monetarist prescribed policies, and in many cases conflicted with those policies.

Future plans: After graduation, I will be attending the University of New Hampshire, Durham as a full-time student in the master’s program in economics.

Seth Lang Enos
Botany
Chemistry, Landscape Horticulture
Plymouth, MA
Plymouth North High School

A Deeper Look at Contemporary and Alternative Treatments for Hypertension
Advisor: Stellos Tavantzis
Thesis description: I looked into the treatment of hypertension, a disease that strikes one in three Americans today. The crux of my work focused on how the disease is viewed by most modern physicians as a potential root for ineffective treatment based upon common medical philosophies. I also examined the potential for other complimentary and alternative treatments offered in other spheres of medicine for potential treatments of hypertension.

Future plans: I am temporarily moving to New Zealand for at least eight months to work as a horticultural specialist at a garden center. Eventually I plan to return to the United States to continue my education in either public horticulture and conservation or to earn a degree in alternative medicine.
Laura Maren Erickson  
Nursing  
Clinton, CT  
The Morgan School

**An Analysis of Selected Birth Data in the State of Maine, 1998-2003**

*Advisor:* Carol Wood  
*Thesis description:* The purpose of this thesis is to identify trends in the birth data from the State of Maine, paying particular attention to labor induction and stimulation and method of delivery. Population density and geographical area will also be examined in relation to method of delivery in order to test the hypothesis. Birth data from the years 1998 to 2003 are described in this paper. The source for the birth data is the Maine Department of Health and Human Services, the Office of Data, Research, and Vital Statistics in Augusta, Maine.

Sarah Carmichael Gamble  
History  
Bethel, ME  
Telstar Regional High School

**All Eyes on the Past: Evaluating History Museums for People with Visual Disabilities**

*Advisor:* Martha McNamara  
*Thesis description:* History museums are an important cultural resource that rely on a visitor’s ability to visually connect with objects and programs that complement what a visitor sees. This approach is limiting for people with visual disabilities. Specialized programs have been one strategy adopted by history museums to address this issue, but these are often isolating and prevent casual enjoyment of exhibits. My thesis explores programs for people with visual disabilities currently in use at several history museums, evaluates their successes and failures, and establishes a formula for implementing change to improve the visitor’s experience. By making small changes to existing offerings, history museums can provide visitors with visual disabilities a fulfilling and integrated museum experience.  
*Future plans:* After graduation, I spent 6 weeks working at Jamestown Settlement in Virginia helping prepare for its 400th anniversary. I then spent 2 months in San Jose, Costa Rica volunteering with El Museo de los Niños. I am now in Washington, DC pursuing a master’s degree in museum education at George Washington University.

Lindsey Fenderson  
Wildlife Ecology  
Glenburn, ME  
Gray-New Gloucester High School

**Ecological Relationships of Epiphytes on Ascophyllum Nodosum and Fucus Vesiculosus**

*Advisor:* Robert L. Vadas  
*Thesis description:* Most studies of epiphyte communities on algae have been conducted during warmer months and few have been conducted in the northwest Atlantic Ocean. The distribution, abundance and species composition of epiphyte communities on Ascophyllum nodosum and Fucus vesiculosus were examined during the winters of 2004 and 2005. Specimens of Ascophyllum nodosum and Fucus vesiculosus were collected at low tide from seven sites in midcoast Maine, USA to determine the relationship between wave exposure, basiphyte morphology, and the patterns of epiphyte occurrence. Morphological measurements (i.e. longest frond length, segment length and width, number of air vesicles, and volume) for each individual were recorded. Each host alga was divided into segments, based on morphology, and the relative location of all epiobiota on the alga, as well as the percent cover (for colonial species, e.g. Electra) or count (for individual species, e.g. Spirorbis) of each epiphyte were also determined.

Russell H. Gillen Jr.  
Molecular and Cellular Biology  
Hampden, ME  
Hampden Academy

**Danio Rerio as a Model to Investigate the Function and Expression of Calpain During Early Development**

*Advisors:* Dorothy Croall and Clarissa Henry  
*Thesis description:* My research focused around investigating zebrafish (Danio Rerio) as a model to explore calpain’s physiological role in cells and during development. Calpain is an enzyme implicated in several cellular processes and is essential for development in mice. Using multiple techniques, including constructing a plasmid to express calpastatin and designing morpholinos, the study attempts to knockdown calpain activity in zebrafish and explore the effects of the loss of calpain activity. Other research includes examining calpain activity in laminin mutant zebrafish and the expression of Capn4, which is essential for calpain’s activity and expression.  
*Future plans:* I plan to find a job working as a technician in a lab, and then hopefully find a school to attend for a doctorate.
**Andrea N. Gray**  
*Psychology*  
*Child Development & Family Interaction*  
Cumberland Foreside, ME  
Greely High School

**Thesis Description:**  
“Caprice: [kə-prēs] an unpredictable song whose refrain is accompanied by victimization, but resolves into consonance” – Stendhal

**Advisor:** David Kress

**Thesis Description:**  
“She had caprices of a marvelous unexpectedness, and how is any one to imitate a caprice?” – Stendhal

**Caprice**  
Pronunciation: /kə-prēs/  
Function: noun  
1 a: a sudden, impulsive, and seemingly unmotivated notion or action b: a sudden usually unpredictable condition, change, or series of changes <the caprices of the weather>

**Consonance**  
Pronunciation: /kən-sə-nəns/  
Function: noun  
1 a: in music, a harmony, chord, or interval considered stable, as opposed to a dissonance, which is considered unstable.

**Future Plans:** I am working on an advanced degree in counseling and continuing to work with children at Acadia Hospital.

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**Hazel V. Groce**  
*International Affairs*  
(Environmental Issues)  
Union, ME  
Medomak Valley High School

**Thesis Description:** This thesis analyzed the wording of the NAFTA, and how the arbitration process, through investor protections, can have implications for Maine’s domestic water policy.

**Future Plans:** I plan to travel and/or work abroad before going to graduate school.

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**David Gosselin**  
*Mathematics, Computer Science*  
Chelsea, ME  
Erskine Academy

**Thesis Description:** Since the early 20th century, mathematicians and scientists alike have spent considerable energy studying the spread of diseases across populations. A popular model is the SIR (susceptible-infected-removed) Model. This model assumes that population members may be in one of the three states that make up this model’s name. My thesis shows how graph structure directly affects disease propagation success on a Small Worlds Graph and how it compares to a TS empirically. One possible branch of study, then, is population vaccination. If we could somehow identify, given a particular graph, the vertices with the highest connectivity—that is, those in tight clusters that may also serve as shortcut endpoints—and remove them, then we would significantly degrade the clustered quality of the graph and sever long-reaching graph connections.

**Advisor:** Larry Latour

**Future Plans:** I am working on an advanced degree in counseling and continuing to work with children at Acadia Hospital.

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**Sandra Grace**  
*Journalism*  
*Business Administration, Psychology*  
South Berwick, ME  
Marshwood High School

**Thesis Description:** What would such a magazine need to do to effectively communicate with the younger generation? To successfully convey the urgency of the global issues at hand? It would need to gain strong readership in the face of accusations that magazines are a “dying” medium. It would need to comply with various communication models and theories, in order to maintain that the audience could potentially be reached and influenced by the magazine as a form of communication, and perhaps most importantly, it will have to understand, and understand well, the ins and outs of this targeted generation.

**Advisor:** Kathryn Olmstead

**Future Plans:** I am working on an advanced degree in counseling and continuing to work with children at Acadia Hospital.
Amber Howard
International Affairs (Political Science)
Hulls Cove, ME
Mount Desert Island High School

Understanding Rural Poverty and Its Effects on Environmental Sustainability in Honduras
Advisor: Mark Haggerty

Thesis description: My thesis was an analysis of the relationship between poverty and environmental degradation in the rural hillside regions of Honduras. This analysis was based upon academic research and my own personal experiences in the country.

Future plans: In the future I hope to continue to travel and ultimately to work for an international non-profit organization focused on community development, women’s rights and environmental sustainability.

Matthew T. Hunter
Political Science, History
Unity, ME
Mount View High School

The Rise of the Modern American State: The Forces That Drove Political Change From 1875-1930
Advisor: Richard Powell

Thesis description: My thesis explores the administrative changes that occurred in American government from 1875 to 1930. These changes, including the development of a professional bureaucracy, the rise of progressivism, and rising challenges to the existing party system, combined with a change in the nature of the American presidency and of the media allowed for more radical change to occur into the 1930s. I broke down this period into three basic phases of development: “Reconstruction,” “Progressivism,” and “Conservatism,” as the country dealt with the aftermath of the Civil War, and moved through World War I and its repercussions. Underlying this was an overall popular desire for reform that was only able to occur after the necessary structural changes occurred. The changes that took place during this period were fundamental to the development of our democracy and in the rise of the modern American state.

Future plans: Following graduation I intend to find employment for a couple of years working in politics either on the state level in Augusta or in Washington DC. I plan to ultimately attend law school.
Laura Katherine Latinski  
**English (Professional Writing)**  
Sanford, ME  
Sanford High School  

**Language in Utopian Societies: A Study of Works by Le Guin, Atwood, and Lowry**  
Advisor: Burton Hatlen  
Thesis description: My thesis describes the role of language in utopian societies in several fictional novels. Sometimes the governing forces of a society control the language, for good or for ill, and that controls how the people think and act. Other times, the language that people use serves as an indicator of the health of their society. I consider this complex relationship in the following novels: *The Dispossessed* by Ursula K. Le Guin; *The Handmaid's Tale* by Margaret Atwood; and *The Giver*, *Gathering Blue*, and *Messenger* by Lois Lowry.  
Future plans: I will get a job in my field at first, and in a few years will attend graduate school.

Benjamin A. Lakin  
**Mechanical Engineering**  
**Mathematics**  
Falmouth, ME  
Falmouth High School  

**Modeling a Snowmobile Engine Control Unit in Simulink**  
Advisor: Senthil Vel  
Thesis description: Unlike traditional Honors Theses, my thesis was collaborative with a Senior Capstone Project Team. The team and I worked on one of the Clean Snowmobile Projects sponsored by the Department of Mechanical Engineering. My responsibility was to create a computer model of a device called an Engine Control Unit (ECU). Once the model was created, we tested the model by comparing its results to the ECU’s experimental results. With this data, we concluded that the computer model could accurately model the ECU for the variables tested. The final portion of my thesis involved demonstrating how the computer model could be used to predict the continuous response of the ECU. Using the computer model, I generated plots of the ECU’s response over time that can now be used for next year’s capstone team to link engine operating conditions to engine outputs, including power, torque and emissions.  
Future plans: I will work as a process engineer for Proctor and Gamble in Auburn, ME, and hope to then accept an assignment at an international location. Long term, I would like to work as a high level manager for a research and development company.

David A. Lapointe  
**Mechanical Engineering**  
Durham, ME  
Freeport High School  

**Performance Characteristics of a Chordwise-Flexible Dual Counter-Oscillating Foil Propulsion Device**  
Advisors: Michael Peterson and Douglas Read  
Thesis description: The purpose of my thesis was to measure the thrust and efficiency of a pair of hydrofoils called the MirageDrive manufactured by Hobie. The foils were designed to be used on kayaks, and the Human Powered Submarine at the University of Maine was designed around these foils. By making these measurements, modeling and design of the submarine can be improved, making the team more competitive. The project began with the design of the test rig and followed through to complete a course grid of testing parameters.  
Future plans: I am moving to Dover, NH to work at Goss International, a manufacturer of printing presses. I will be working in engineering on machinery design.

Stephanie Lauer  
**Elementary Education (Music)**  
**Music**  
Bridgton, ME  
Lake Region High School  

**Music in the Classroom**  
Advisor: Janice V. Kristo  
Thesis description: For my thesis I wrote about using music in an elementary classroom. I broke it into five sections. The first, presents a historical view of music education. The second, explains why music is important to humanity and education. The third section describes reasons why teachers and school administrators may not use music in a regular classroom. In the fourth section, I create “Great Ideas,” which are ways that music may be incorporated into all subject areas, such as language arts, science, social studies, and math. Finally, in the fifth section I explain how I used music while I student taught in a fifth grade classroom and I include the reactions of the students who were taught through a musical means.  
Future plans: I plan to teach in Maine in an elementary school.
Alex Lehning  
**History**

Springfield, OH  
Catholic Central High School

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A “New Historical Community of Peoples?”  
*The Role of Ethnopolitics in the Disintegration of the Soviet Union*

**Advisor:** James Warhola  
**Thesis description:** My project focused on the political, economic, and ethnic identifications of the national minorities within the Soviet Union and how they were the primary factor in disintegration.

**Future plans:** I will be attending the University of Vermont this fall to begin my Master of Arts in history program, studying modern europe and the Holocaust.

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Jing Ling  
**Computer Engineering**  
**Electrical Engineering**  
**Mathematics, Computer Science**

New York, NY  
Bangor High School

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**On-Board Diagnostics Test Tool**

**Advisor:** Eric Beenfeldt  
**Thesis description:** The On-Board Diagnostics (OBD-II) Test Tool is a device that is able to communicate with a vehicle’s computer, otherwise known as the Electronic Control Unit (ECU). The test tool can gather data and send instructions to the ECU. Some of its functionality includes displaying real time speed, engine RPM, miles per gallon of gasoline usage, maximum speed of trip, throttle position, among many others. The test tool takes its power from the vehicle’s battery so it does not need any external power supply. Devices of similar functionality can be purchased commercially, but with a pricetag of 10 times what it cost us to design and build our test tool.

**Future plans:** I will start working within a few months of graduation because I wanted some of the summer months to do some research and travel. I also plan to attend graduate school in a year or two to further my education. After that, I plan to work a little bit more and eventually start my own business.

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Grant Lombard  
**History**

Veazie, ME  
Orono High School

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“Science is Fighting on the Side of Superstition”:  
*The Dystopian Backlash Against H.G. Wells in the Literature of the Interwar and Post-World War Two Era, 1920-1949*

**Advisor:** Janet TeBrake  
**Thesis description:** The rise of dystopian literature within the interwar and post-World War Two era was the direct result of the fundamental disconnection and contradiction of H.G. Wells’ utopianism with the historical context of the respective eras. In the years before World War One, the twentieth century was a vast canvas upon which to paint one’s hopes, dreams, and aspirations, and no one did it anymore grandly than H.G. Wells. From his science fiction of the late nineteenth century, Wells drew together his socio-political and scientific and technological interests to create the foundation of twentieth-century utopianism.

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Rachel M. Lombardi  
**History**

Millinocket, ME  
Leavitt Area High School

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Harry Potter and the Age of Reason:  
*The Impact of the Enlightenment in Harry Potter’s World*

**Advisor:** Michael Grillo  
**Thesis description:** I looked at the Harry Potter series in terms of J.K. Rowling’s interpretations and definitions of Enlightenment thought which she employs in her series. Specifically I examined how Enlightenment principals impact her use of Choice and Destiny, Theology, Mortality and Immortality, Knowledge and the General Will. I found that Rowling’s commitment to Enlightenment principles was more consistent than any other historical aspect of traditional heroes she used.

**Future plans:** In the fall I will be pursuing a master’s degree at the University of Sheffield in the U.K. in european historical archaeology.
Why Aren’t All Organizations Non-profit?

Advisor: Sheila Pechinski

Thesis description: Nonprofits account for 10% of our GDP and employ eleven million people. My thesis analyzes the benefits this legal form provides and contrasts it to the constraints imposed by being incorporated as a nonprofit. This analysis allows us to understand what types of organizations might benefit from incorporating as a nonprofit rather than a for-profit and vice-versa. Understanding the nuances of the nonprofit form will enable better use of the nonprofit status and provide guidance to policy makers that make important decisions regarding the legal form.

Future plans: After graduation I will be moving to Montpelier, VT to work as an auditor for PricewaterhouseCoopers.

Jessica Erin Lukas
Sociology, Psychology
Anthropology

Old Town, ME
Old Town High School

An Empirically Based Typology of Adolescent Males Who Sexually Offend in Maine

Advisor: Jeff Hecker

Thesis description: The purpose of my study was to find a typology of adolescent males who sexually offend using a statistical procedure called cluster analysis. Juveniles who sexually offend are largely a heterogeneous group. Thus, it is important to find characteristics which offenders do share. Clusters of similar offenders can aid in the forming of treatment plans and the discovery of developmental pathways. The present study utilized archival data of ninety-seven adolescent males who had sexually offended in Maine. Three distinct clusters were discovered, which varied on the following variables: Empathy, Isolated, Physically Aggressive, Impulsivity, Peer Relationship Problems, and Mood Disorder. Typically, clusters with offenders who presented with more problems were more likely to have a history of sexual and/or physical abuse, unstable families, and have committed additional nonsexual offenses, both violent and nonviolent.

Future plans: I will begin a Psy.D. program in clinical psychology at Argosy University/Washington DC in the fall of 2007.

Kate Emily Maupin
Elementary Education (Honors)

Ansbach, Germany
Ansbach High School

Creating a Gifted and Talented Education Program Based on Gardner’s Theory of Multiple Intelligences

Advisor: Phyllis Brazee

Thesis description: The end result of my thesis is a description of Gardner’s theory of Multiple Intelligences as it can be applied to a program of gifted and talented education, including resources for teachers, schools, and other considerations for the proposed program.

Future plans: I am headed straight to graduate school, University of Connecticut, for my MA in educational psychology, focus in gifted and talented education. I am also currently in the process of attempting to be published.

Brigham L. McNaughton
Business Administration (Accounting)

Springfield, VT
Springfield High School

Phosphorus Dynamics in Maine Lake Sediments

Advisor: Aria Amirbahman

Thesis description: Phosphorus plays a direct role in the water quality of a lake. It is often the limiting nutrient in aquatic ecosystems, controlling plant and algal growth in lakes and streams. Phosphorus in lake water has two sources: the watershed (external source) and the lake sediment (internal source). I sampled the sediment and water columns of four Maine lakes monthly from May 2006 to October 2006. My purpose was to identify chemical characteristics in the lake sediment that would result in phosphorus release from the sediment. I compared the data with three models that predict phosphorus release from lake sediments, and I determined that the presence of aluminum and iron in the lake sediment could significantly affect the amount of phosphorus released from the lake sediment.

Future plans: I will attend the University of Massachusetts Amherst starting in the fall of 2007 for a master’s degree in environmental engineering.

Mikaela Anne Martin
Civil and Environmental Engineering

South Portland, ME
South Portland High School

Jessica Erin Lukas
Sociology, Psychology
Anthropology

Old Town, ME
Old Town High School

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Ansbach High School

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Future plans: I am headed straight to graduate school, University of Connecticut, for my MA in educational psychology, focus in gifted and talented education. I am also currently in the process of attempting to be published.

Brigham L. McNaughton
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Springfield, VT
Springfield High School

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Future plans: I will attend the University of Massachusetts Amherst starting in the fall of 2007 for a master’s degree in environmental engineering.
Clarissa Emily Michalak
Nursing
Cumberland, ME
Greely High School

A Comparison Study of Students’ Perceptions of Geriatric and Older Adult Care
Advisor: Judy Kuhns-Hastings
Thesis description: As the baby-boomer generation enters older adulthood, the need for geriatric and end-of-life nursing care will rise substantially. Research illustrates that many nurses do not feel adequately prepared to provide such care. My thesis aimed to address students’ perceptions of comfort and knowledge, as well as attitudes, towards the areas of geriatric and end-of-life nursing care. I surveyed students from the University of Southern Maine enrolled in a course focusing on this area of care and compared the results with students from the University of Maine that have not taken such a specialized course. Students also ranked their perceived need of this material within the nursing curriculum. Regardless of educational experience, the majority of students felt end-of-life and geriatric nursing care material was necessary within the nursing curriculum.
Future plans: Following graduation, I plan to gain experience as a nurse in the medical-surgical field. In the future, I intend to earn my master’s in nursing while becoming a nurse practitioner specializing in geriatric nursing care.

Dylan Guthrie Montgomery
Chemistry
Merrill, ME
Southern Aroostook Community School

Oxidative Degradation of Lignin in Lignin-Carbohydrate Complexes of Birch Xylan
Advisor: Barbara J. W. Cole
Thesis description: Hydrolysis and fermentation can convert hemicelluloses into ethanol, but residual lignin fragments can inhibit both enzymatic processes. I used hydrogen peroxide and ultraviolet light in a pH 12 reaction mixture to selectively degrade the lignin without degrading the sugars. I neutralized the mixture, extracted it with a nonpolar solvent, and analyzed both the organic and aqueous layers with gas chromatography/mass spectrometry (GC/MS).
Future plans: Starting this fall, I plan to pursue my master’s in chemistry at the University of Maine. After completing my master’s, I hope to volunteer in Kyrgyzstan for a year before finding chemical employment.

Shannon Aileen Minarik
Political Science
Brunswick, OH
Brunswick High School

Media’s Relationship with Public Opinion: An Analysis of the Vietnam and Iraq Wars
Advisor: Mark Brewer
Thesis description: I sampled articles from the New York Times concerning the Vietnam and Iraq Wars. I determined the tone of the article (positive, neutral, negative) and then compared it to the public opinion of the wars at the time. In doing so, I hoped to determine whether the media attention given to the two wars impacted the formation of public opinion, or rather the media coverage was a reflection of an already-formed public opinion.
Future plans: After graduation, I will be moving to Washington, D.C. to pursue a career in government affairs. In the future, I hope to attend law school.

Elizabeth S. W. Morse
Animal and Veterinary Sciences (Pre-veterinary)
Bangor, ME
Hermon High School

Analysis of Streptococcus equi subspecies zooepidemicus Samples by Pulsed-field Gel Electrophoresis
Advisor: Robert Causey
Thesis description: In my thesis project I used pulsed-field gel electrophoresis, a type of DNA fingerprinting, to compare and identify samples of Streptococcus equi subspecies zooepidemicus (S. zooepidemicus). S. zooepidemicus is a pathogenic bacteria that opportunistically infects horses. In mares, it can cause uterine infections leading to infertility and fetal losses.
Future plans: Over the summer I will be completing an internship at the San Diego Zoological Society Wildlife Diagnostic Laboratory in Escondido, California. In the fall, I will be entering the DVM program at the Ontario Veterinary College at the University of Guelph in Guelph, Ontario.

Published by DigitalCommons@UMaine, 2007

The University of Maine
**Alzheimer’s Peptide from a Computational Chemistry Aspect**

**Advisor:** Raymond Fort Jr.

**Thesis description:** Alzheimer’s is the topic that stayed in my thoughts after I talked to many chemistry professors about their research. I have always wanted to learn about medicine and treatments for different diseases. One of my major motivations for doing research related to health issues is that learning the methods of biological chemistry research will result in transferrable knowledge and skills which I can apply in a future career path. The aggregation of amyloid beta proteins forming the plaques that are found in Alzheimer’s patients’ brains is a characteristic of Alzheimer’s disease. The focus of my project is to investigate the structure of the peptide that is found in the plaques at a molecular level. I present a theoretical approach using various computational programs to address the issue of how the structure of the peptide changes over time with changing temperature. I’m trying to understand what the stable structure of the protein is in an aqueous environment and how that structure converts into the one found in amyloid plaques.

**Future plans:** Going to graduate school, then getting a good job and spending time with family!!!

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**Graver’s Rock**

**Advisor:** Alexander Irvine

**Thesis description:** It wasn’t unusual for Graver Yamamoto to go missing, sometimes for weeks at a time. After a few months, however, his daughter Eliza began to suspect something had truly gone awry. What begins as an exercise in tracing her father’s weird past slowly unfolds into a one-way maze of uncertainty. Eliza tracks her father across America and through the badlands of social and environmental disasters in the making. As Graver grows ever more distant, and ever closer, the question of his location becomes the question of his identity. A short book that mentions climate change, choice, racism, and the sneaking suspicion that we’re all in big trouble; Graver’s Rock is an attempt at exploring where we are and where we might not be headed next.

**Future plans:** Over the summer I’ll be biking to Portland from Orono, going to hike with my father in England, and visiting the coast of Alaska. After that, it’ll be about time to get writing. With some luck, I’ll be going to graduate school in a year.

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**Modified Navier and Capillary Equations: Thermal Deformations in a Sessile Drop**

**Advisor:** William O. Bray

**Thesis description:** We use modified versions of the capillary equation for sessile drops and the Navier equations of elasticity in order to model the deformation of a drop of plastic, foamy material as it changes temperature. We place much emphasis on capturing how the curvature of the drop changes. The model may be applied to a range of phenomena – the cooling of Venusian pancake volcanos, for example. The inspiration for the model was the flattening of sugar cookies after they are removed from an oven. We construct two simple models for this phenomenon, based respectively upon the balance of forces and the minimization of energy within the drop. We determine a few properties of these solutions analytically, and use FEMLAB and Surface Evolver to solve the equations numerically.

**Future plans:** I will be attending graduate school in theoretical physics at the University of California Santa Barbara.
James J. Redstone  
**History**  
Accounting  
South Portland, ME  
South Portland High School  

**The British Government’s Response to the Great Irish Potato Famine 1845-51: A Question of Responsibility**  
Advisor: Janet TeBrake  

**Thesis description:** The Great Famine was the defining moment in Irish history, completely reshaping Irish society and agriculture. It was a subsistence crisis so great that Ireland’s population dropped from 8.3 million to 6 million through excess mortality and forced emigration. I choose to examine how the government of the United Kingdom responded to the plight of so many, and why the government made the decisions that it did. In doing so I was able to access numerous primary sources, ranging from census information, workhouse returns, to journal articles published by the individual who controlled the implementation of Famine relief. The results I found to be alarming, as the government “in the face on censure from humanitarians or economists” chose the economists. Further, those in decision making positions chose to view the Famine as an opportunity to remake Ireland into a more Anglicized agricultural society, and whose primary motivation was to minimize the expense of Famine relief for the public treasury.

Peter Nicholas Pike  
**Mechanical Engineering**  
Orono, ME  
Orono High School  

**Integrating Solar Thermal and Photovoltaic Technology**  
Advisor: Michael Boyle  

**Thesis description:** This thesis explores the application of solar technology. There are two major objectives of this thesis. First, to see if a particular solar cell (Solar Laminate PVL-136), with no modifications, becomes so hot that it is damaged under the extreme conditions at Sacramento CA. Second, to design a system that will not be damaged under the most extreme conditions in Sacramento, and to determine the amount of energy that the system produces annually. This research seeks to determine the overall efficiency of a hybrid system (a combined Solar Thermal and Photovoltaic system) using a heat transfer analysis of a hybrid solar system. The advantage of a hybrid system is that electricity and a useful amount of hot water are obtained from the system. A hybrid system is analyzed to determine the temperature response and the amount of energy produced. Solar technology has become readily available, dependable, and is becoming more financially viable. The application of solar technology is a feasible possibility in many places around the United States. The widespread application of solar technology would have wide ranging effects in areas as diverse as environmental, social welfare, economics, and many more areas.

Lindsay A. Rinaldi  
**Music Performance (Voice)**  
Nashua, NH  
Nashua High School  

**How Imperfection Can Lead to Admiration: The Different Faces of Manon Lescaut**  
Advisor: Nancy Ogle  

**Thesis description:** My thesis was made up of two parts; a solo vocal recital and a written paper. The thesis related portion of the recital featured the two Manon arias, *Adieu, notre petite table* by Massenet and *In quelle trine morbide* by Puccini, which were the focus of the paper. The preparation of these arias for performance provided a multi-faceted foundation for the standard research done for the paper. With this extensive research process, I was able to show that Manon can be referred to as a true heroine in each aria representation due to the sympathy felt for the character’s imperfections.

Spencer Powers  
**Biology**  
Charlotte, VT  
Champlain Valley Union High School  

**Artificial Estrogens and CpG Island Methylation**  
Advisor: Gregory Mayer  

**Thesis description:** I studied a mechanism of gene silencing known as aberrant CpG island methylation. It was suspected that this process was responsible for low transcript levels of nucleotide excision repair genes observed in zebrafish exposed to artificial estrogen. I exposed HepG2 human hepatocyte cells to concentrations of estrogens similar to those found in rivers receiving effluent from sewage treatment plants. Extracted DNA was subjected to bisulfite modification and methylation patterns were detected by direct sequencing. Research did not show a clear correlation between estrogen exposure and alteration of the methylation patterns.

**Future plans:** I will take next year off from academics to hike, travel, and work. I plan to enter medical school the next year.

Peter Nicholas Pike  
**Mechanical Engineering**  
Orono, ME  
Orono High School  

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**Future plans:** I will take next year off from academics to hike, travel, and work. I plan to enter medical school the next year.
Joseph P. Shaw  
New Media  
Trooper, PA  
Methacton High School

**Profile:** Howard Gardner, My Students, and I  
Advisor: John Maddaus  
**Thesis description:** My thesis was based on the assumption that high school students find history boring, and as a result, do not perform well in the subject. I used my student teaching experience as a way to try to improve students’ experiences in history, and therefore improve their learning. During my student teaching, I used Howard Gardner’s Theory of Multiple Intelligences to guide my teaching and lesson planning. Gardner’s theory proposes that there exist eight autonomous intelligences (verbal, visual, interpersonal, etc.) as opposed to the traditional approach labeling people with an IQ. This theory does not identify people as “smart” and “not smart,” it helps identify in what ways people are smart. I used the proposed Intelligences in my classroom in order to make history more interesting to better engage and motivate my students. The students responded quite positively and many reported that their grades and the quality of their learning improved with the use of this teaching strategy.  
**Future plans:** I am planning on stay at the University of Maine for the next two years to pursue a master’s in education in curriculum, assessment, and instruction. I received an assistantship from the Hudson Museum.

Sonia Alexander Scott  
Philosophy, German  
Westminster, VT  
Bellows Falls Union High School

**Profile:** On Truth and Lying In A Non-Moral Sense, A Student’s Translation  
Advisor: Madelon Kohler-Busch  
**Thesis description:** My thesis is a partial translation of Friedrich Nietzsche’s essay “Über Wahrheit und Lüge im außermoralischen Sinne.” The translation is in the form of a hypertext, and the thesis includes instructions on reading it. The thesis also includes a short discussion of translation history and techniques, and a short biography of Nietzsche.

Rylan Massirman Shook  
Philosophy  
Wells, ME  
Wells High School

**Profile:** The Value of Education  
Advisor: Sheridan Kelley  
**Thesis description:** The notion has always haunted me that people do not know what they want to do with their life, and if they do, they don’t often achieve it. The rationalization behind the acceptance of one’s current predicament coupled with the reflection on the past that seems to be certainly one’s own, is the topic of my short film. By examining the lives of people as varied as a hip-hop DJ, a film school graduate and a current auto-wash employee, I aimed at getting to the essence of how each individual viewed themselves, as well as how they came to choose their future, or perhaps, become resigned to it. The ultimate question asked is: what lifestyle is worth living, and how do people justify their varying needs for happiness? In other words, how did we get to where we are?  
**Future plans:** Attending graduate school for digital video, motorcycling at extremely dangerous speeds, reading exhaustively, making errors, avoiding the labor market, and getting a black belt in a martial art.

Monica Lynn Squires  
Secondary Education (Social Sciences), History  
Merrimack, NH  
Merrimack High School

**Profile:** An Exploration In Color and Sound  
Advisor: Sheridan Kelley  
**Thesis description:** I looked at the topic of correlating pitch to color and vice versa. To explore this idea, I made an interactive system, which could take in input from the users and other parts of the system. The system was presented in the form of an art installation. The installation piece was set up as a physical maze, and inside the maze were different interfaces that the participants could play with. This allowed them to explore and make their own correlations between pitch and color.  
**Future plans:** This summer I will be working full time for Edge Media Group, which produces a weekly publication called “TheMaineEdge.Com.” In time I hope to attend grad school and find work closer to home.
**Amanda K. Thibodeau**  
**Biology**  
**Chemistry**  
Marshfield, ME  
Machias Memorial High School

**Population Genetics of Black Bear (Ursus americanus)**

**Advisor:** Irving Kornfield  
**Thesis description:** I worked with tissue samples from black bears and processed their DNA to look at the frequency of matching DNA segments. I then created a chart with all these frequencies to aid in future research of black bears or in criminal investigations involving black bears.

**Future plans:** I plan on taking 2 years off from school to pursue personal interests including traveling around the world for a year. I then plan on attending medical school and obtaining my M.D. or D.O. and practice with a humanitarian organization somewhere in the world.

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**Stacy Nichol Trosper**  
**Forest Ecosystem Science**  
**Mathematics**  
Fairfield, OH  
Fairfield High School

**Characterizing the Spatial Patterns of Coarse Woody Debris**

**Advisor:** Michael Saunders  
**Thesis description:** Coarse woody debris, in the form of downed dead trees, is an important component of forest ecosystems. Understanding the effects of harvesting on the distribution of coarse woody debris is important for making management decisions. For my thesis, I collected analyzed and processed data on coarse woody debris on a research area located in the Penobscot Experimental Forest. This data was used to generate a map of the spatial distribution of the total volume of coarse woody debris in relation to harvested gaps.

**Future plans:** I plan to attend graduate school at the University of Maine and will be working towards a Master of Science degree in forestry.

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**Jared Mark Tucker**  
**Biochemistry, Molecular & Cellular Biology**  
**Chemistry, Microbiology**  
Ellsworth, ME  
Ellsworth High School

**Marine Pharmaceuticals: A Study of Elysia chlorotica**

**Advisor:** Mary E. Rumpho  
**Thesis description:** I studied the antimicrobial and anticancer properties of the photosynthetic sea slug Elysia chlorotica, which steals chloroplasts from an alga and uses them to completely sustain itself, allowing the sea slug to live completely on water and sunlight. So, they take on the coloration and photosynthetic machinery of the alga, essentially turning themselves into plants. This is a rare example in nature where an animal literally “is what it eats.” It was found that there are compounds in the slug that show potent anti-cancer activity against Ph+ leukemia cells, which account for the most common form of liver cancer. Also, weak antimicrobial activity was observed in the mucus released by the sea slug. Further studies must be conducted to better classify and characterize the observed bioactivity and the compounds responsible for this activity.

**Future plans:** My first year out of college I plan on working as a pharmacy technician at Hannaford while continuing to instruct Tae Kwon Do. I also plan on getting married this summer! The year after, I plan on going to pharmacy school and receiving a PhD in pharmaceutical studies.

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**Bethany M. Walls**  
**Business Administration (Finance)**  
Brewer, ME  
Brewer High School

**Social Capital and Thriving Communities: How Corporate Social Responsibility Policies Build Social Capital and Sustain Local Communities**

**Advisor:** Martha A. Broderick  
**Thesis description:** Social capital has a unique role in explaining differences in economic performance and developmental success within regions. It fosters trust and communication among groups, which promotes innovation and creativity through, encourages investment in entrepreneurship, reduces transaction costs, increases managerial efficiency, and helps designate resources more effectively. Social capital may be fostered within communities by an organization’s corporate social responsibility (CSR) policies. My thesis observes the correlation between the two theories by examining philanthropy, volunteering, and civic participation. It explores motivations to implement CSR policies and how game theory and moral free space influence managerial decisions. Three fluid models of CSR implementation are examined in 6 companies to suggest that higher levels of CSR may increase social capital, thus sustaining communities and improving economic success across stakeholder lines.

**Future plans:** I am moving to Vermont to work in finance.
Stephani Nola Walton  
**English (Literary Critical Writing)**  
**Women’s Studies**  
Glenburn, ME  
Bangor High School

**Of Certain Rivers**  
**Advisors:** Emilie Manhart and Jennifer Moxley  
**Thesis description:** My thesis is a collection of poetry and prose that demonstrates my artistic progression as an undergraduate. It is separated into sections based on five major themes: parents, romantic relationships, death, geographical context, and crimes against women. I found inspiration in the words of other writers, particularly 20th-century Beat and Confessional poets. The finished product is a bound chapbook containing over sixty pages of poetry and a series of handmade linoleum print illustrations.  
**Future plans:** I am returning to NYC for my third publishing internship and hope to find my first “real” job when it ends! In the future, I would love to work on my poetry at different artist colonies and thru-hike the Appalachian Trail.

Anna Magdalena Wieck  
**Art History, German**  
Bangor, ME  
Bangor High School

**Illusion as Reality:**  
*Painter José Gutierrez Solana and la leyenda negra*  
**Advisor:** Michael Grillo  
**Thesis description:** Artist José Gutierrez Solana (1886-1945) came of age as the Spanish empire disintegrated completely and painted his disturbing visions of contemporary Spanish life at the beginning of the 20th century. Along with the writers of the Generation of ’98, Solana depicted a Spain that was backwards and weak, a far cry from its Golden Era. In my thesis I examine some of Solana’s works in the context of Spain’s fin de siècle crisis along with four centuries worth of literary contributions to the “Black Legend” (la leyenda negra). This historical focus provides a lens through which to better understand Solana’s widely misinterpreted oeuvre.  
**Future plans:** I have deferred admission to the University of Michigan’s doctoral program in the history of art in order to go to Germany on a Fulbright grant. I’ll be an English teaching assistant at a school in Bremen and hopefully take some university courses as well. Then in Fall ’08 I’ll start grad school in Ann Arbor.

Tiffany Ann Warzceha  
**Anthropology**  
**Peace Studies**  
Wheaton, IL  
Glenbard South High School

**Story Medicine: The Power of Healing,**  
*a Journey from Anger to Inner Peace*  
**Advisor:** Phyllis Brazee  
**Thesis description:** For my thesis, I explored the personal - a journey to more deeply discover who I have been, who I am, and who I am becoming. It is the story of myself as an angry young American woman at the dawn of the 21st century who did not want to stay stuck in anger, negativity, pessimism, hopelessness; who instead went in search of an alternative framework or world-view, for myself and ultimately, for humanity. It is as much a process of my own healing as well as a model for healing in our communities, relationships, and bodies. In the end, it is an invitation to begin your own healing- sharing and listening to stories.  
**Future plans:** In the short term, I will be a health and wellness director at a Girl Scout Camp. In the long term, I am just working on the here and now, hoping to learn more about the world around me, participate in community, follow my dreams wherever they may take me, drink tea, sing songs, hug trees, and love.

Matthew Williams  
**Journalism**  
**Public Relations, Communication**  
Peabody, MA  
Peabody Veterans Memorial High School

**Peabody: A Journalistic Look at One City’s War Memorials**  
**Advisors:** Margaret Nagle  
**Thesis description:** I wrote a non-fiction, journalistic description of several war memorials in my hometown, Peabody, Mass. It was meant to both describe the monuments and their origins and also to convey a sense of the stories of servicemen and women they are meant to honor; it was also meant to foster my experience in writing elongated works of non-fiction.  
**Future plans:** I am hoping to find work as a reporter/writer, preferably in the sports realm.
We are expecting another large and impressive class of graduates in 2008! More than 70 students enrolled in HON 498 during the Fall 2007 semester, signaling that another talented group of students have started their thesis research.

Students from the arts and engineering to education and the sciences make up the Honors Class of 2008. These students are delving into various areas of research this fall and next spring, working with dedicated faculty members from all over campus as advisors. We look forward to celebrating the achievements of this class at the annual Honors College Celebration in May, and to featuring our graduates and their accomplishments in next year’s MINERVA.

William Broussard (Biology) is one of those Class of 2008 students in the middle of the daunting, but doable process of researching and writing his Honors Thesis this year. Will is assisting “an investigation into why several parrot species of the Peruvian Amazon consume riverbank clays.” He will be focusing on the benefits that these clays might have on the diet of parrots, working with Dr. Bill Glanz of the Biological Sciences Department. When he completes his thesis he hopes to strengthen his field experience or work as an environmental educator before pursuing graduate work in avian evolution, ecology, and behavior.

A few thesis titles to look out for include: Understanding Maine’s Peripheral Location Through Economic and Social Theory by Ulrich Heward (Sociology), Methods to Reduce After-cooking Darkening in Potatoes: A Comparison of Citric Acid, SAPP, and SAS by Emily Kash (Food Science and Nutrition), Transit Trip Generation from Colleges and Universities by Benjamin Shepard (Civil Engineering), and Correlates of Pediatric Sleep Dysregulation in Children Being Treated for Neurological and Developmental Disorders by Emma Wojital (Psychology).

At left, from top: Emma Wojital and Emily Kash, Marianne Schneider, Will Beaudoin, and Molly Feeney

At right, from top: Linsey Ruhl, Will Broussard, Meghan Simonds, and Jessica Sirois
Our Honors Celebration is a time of joy when we recognize the hard work of our students and send them off on the next step of their life journey. This year the Celebration included another bittersweet send off to our longtime Honors Professor and friend, Madame Cathleen Bauschatz. After many years of faithful service for our Honors Program and now Honors College, Cathleen decided it was time to join the ranks of the retired. Needless to say, the staff will especially miss her coming in twice a week to teach her 9 a.m. Monday and Wednesday class, and more importantly her visits with us before each class.

Cathleen will also be missed in her role as an Honors Council member, serving as the Honors Secretary of the College of Liberal Arts and Sciences for many years. Her presence at all of our community gatherings will leave a glaring hole since she was always there to lend her support and good wishes.

A favorite story about Cathleen’s devotion to Honors is from the first year Honors College Associate interviews were held. Honors faculty and members of the Honors Council are always invited to interview the candidates. Since the interviews are held in the summer, there are not many faculty in the area. The first year, Cathleen stayed the entire day and interviewed every candidate. Other faculty came and went, but Cathleen, loyal to Honors, stayed the entire day. We were so appreciative and overwhelmed by her dedication, that we invited her to be part of the Search Committee for the years after. It’s not clear if she thought of that as a reward for her dedication, but our search committee process reaped the benefit of her input and participation. So with heavy hearts for ourselves, and glad hearts for Cathleen, we wish you Adieu, Madame Bauschatz.

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Adieu, Mme. Bauschatz

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Tell us a little about yourself and what you studied at UMaine?

I grew up on a potato farm in Glenburn, ME and graduated from Bangor High School in 2003. At UMaine, I studied English with a Creative Writing concentration and Women's Studies. I also spent two spring semesters studying and interning at publishing houses in NYC, through the National Student Exchange. My sister, Sara, and I are the first college graduates of our family—both summa cum laude!

What was your thesis about? Why did you do a "creative thesis"?

My thesis is a hand-sewn chapbook with linoleum print illustrations and 60 pages of poetry. It is divided into four parts: parents, relationships, crimes against women, and a sense of place. I like specificity. I don’t shy away from proper nouns. The names haven’t been changed.

A year is a long time to work on something you aren’t passionate about, so this was the obvious choice. There are people who only think of poetry as Hallmark cards and Dr. Seuss, and those people questioned the intensity of my work. I put a lot of pressure on myself, knowing how hard my peers were working in the library and in the lab—I wanted to be taken seriously. Rather than just write a few poems and staple them together, I wanted a publishable, aesthetically pleasing work with undeniable continuity. My committee legitimized the aim of my project on days I felt like I was just photocopying my diary.

I’ve never confessed this, but I did consider one research option: I was struck to learn about the Girl Orchestra of Auschwitz during the Holocaust. It is a testament to “art as catharsis,” which is an inescapable element of my work.

What was your approach to writing poetry? What was your inspiration?

I asked my advisors to recommend poets and then took full advantage of the semester-long library privileges granted to thesis students. I read poems by folk-singers and poets by scientists. I went to campus on my days off, and opened a blank Word document on my laptop while I people-watched. I kept a “word bank” of language I wanted to work into a poem, and I took suggestions. I still have the leftovers, with words like burr and clot and neap.

Editing is an integral part of writing, though I tend to lean to the “less is more” style of revision. I worked with two advisors instead of one, and often had contrasting feedback. It’s a great balancing act: finally learning to let your voice tip the scales.

Do you find it difficult to write and share things that are largely based on your own experience?

Writing about any kind of crisis is hard but ultimately therapeutic, and usually happens months or years after the event. I love Natalie Goldberg’s description of this process as “composting.” For months she tried writing about her father dying, and then, unexpectedly, in a café, it came pouring out of her:

“All the disparate things I had to say were suddenly fused with energy and unity—a bright red tulip shot out of the compost.” Certain poems just flood through me like that.

I have poems about my mom’s losses, or friend’s abuse. It must be bizarre to find out another person is so touched by your story, she tries to embody you and relive it in writing. Once I’m in, I try to draw from their well of strength. My title, “Of Certain Rivers,” is from the translation of a Milosz line: “When it hurts, we return to the banks of certain rivers.” It’s a work full of grief, always eyeing solace.

Why was Honors important to you?

Honors gave me a sense of community. The reason we gathered together, as students and professors, was because we all wanted to challenge ourselves intellectually. That is a great foundation for any relationship. After our 211 final, Professor Alford and his wife made us a traditional New Orleans dinner, including alligator gumbo. It’s an example of how the classroom couldn’t contain all of our learning— for me, the lines were blurred, and some of my most meaningful chats with professors and classmates were outside of class time. My thesis was necessary—I can’t imagine college ending without a conclusive big bang. It felt appropriate to fully devote myself for a year and prove what I had learned. My thesis is a benchmark for where I was at the end of my UM experience.

What’s next for you?

I’m in Burlington, using my degrees, writing for a publication called Vermont Woman. I want to freelance, raise Labradors as guide dogs, tour our national parks, live in art colonies, thru-hike the Appalachian, tent out for the Tour de France, and open a gallery in NYC.

Me, I ran
to the edge where mowed grass met
browning cornstalk bones
and collapsed, weeping emptily
until realizing you told her
about her little sister?
It was her turn to cleave sorrys
in the timber—
“Your dad died in his sleep…”

Before you could begin to unload
wicker creels and tackle boxes
bobbers and bug dope
waterlogged Goodwill Nikes,
Mom told you—
Remember how you told her
about her little sister?
It was her turn to cleave sorries
in the timber—
“Your dad died in his sleep…”

"How May Ends" is a snapshot of my family on the day my paternal grandfather died. My dad had taken a rare day to himself to go fishing, so it was a long, agonizing wait before we could vocalize his loss.