

Areté

Newsletter of The Honors School

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An American Hero

by Michael Cronce

While passing David Drummond on the street, the average passer-by would probably assume that he was an average man. In fact, after talking to him, most probably would still see him as a pretty normal man. A loving wife, a career as a retired American Airlines employee, and an even-keeled demeanor: nothing that out-of-the-ordinary. However, upon listening to him discuss his life, it becomes increasingly apparent that his life was anything but ordinary.

In 1972, Drummond began his second tour in Vietnam. While he began his tour participating in nightly bombing runs to the large city of Hanoi, Drummond was thrust into some of the most dangerous missions during the Vietnam War. He discussed these memories candidly, making light of his horrific memories of his multiple experiences flying in a Caribou C7A. Among Drummond's most vivid memories were the Surface-to-Air Missiles (SAMs) relentlessly bombarding him as he approached his target. Upon recollecting his impressions of Vietnam from the cockpit, he grimly addressed his feelings in saying, "the view from the plane was pretty terrifying." On the 4th night of the air raids, one of the missiles hit its mark in the bottom of the B-52 plane, where both of the navigators were sitting. Shortly following the initial blow to the body of the plane came another missile, this time passing through the aircraft about 8-10



Vietnam War Veteran, David Drummond, with his wife (center) and Professor Susan Douglass and her students.

feet behind him and exiting through his windshield. Eventually, as the left wing caught on fire, Drummond and the five other men in the aircraft were forced to eject, in his first emergency parachute jump.

He landed in a rice field 50 feet from a Vietnamese village, separating him from the rest of his party. As he surveyed the area from a nearby ditch, he was fired upon by North Vietnamese soldiers who were patrolling nearby. Seizing Drummond, they took all of his belongings worth monetary value even before disarming him. He took this opportunity to segue into a brief discussion of some cultural aspects of the common Vietnamese people and the conditions under which they lived. Drummond went on to talk about the cultural gap between the American and Vietnamese soldiers. He discussed this by commenting on their perplexed response to zippers and Velcro. As Drummond tried to aid the soldiers, they felt threatened by his gestures and stabbed him with a bayonet. His experience went from bad to worse, as a Vietnamese politician arrived to provoke the

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INVITATION TO JOIN THE HONORS SCHOOL

Not everyone is aware that students may join the Honors School even if they did not come into Honors as freshmen. If you have a 3.5 or better GPA after completing 12 credits at Monmouth University, and you are interested in more information about joining a tailored curriculum to suit your needs, please contact the Honors School Office at 732-263-5308.



Founders and Editors of Areté, Michael Edwards and Sasha Goldfarb, were honored at the Honors School Seventh Annual Spring Awards Ceremony.

Thesis Writers Awarded for Originality



2007 Jane Freed Award Recipients

Krystle Hinds, Preethi Pirlamarla, Jane Freed, Daniel Duffy, Alena Competello and Timothy Swartz.

Five Honors students received a \$1,000 Jane Freed Award for the research and writing of their honors proposals and theses. The awards were presented at the Seventh Annual Spring Awards Ceremony on April 18 in Wilson Hall by Jane Freed. Guest speaker and alumni, Gregory Acquaviva '03, spoke of the importance and value of completing the Senior Honors Thesis process.

The Senior Honors Thesis is an independent research paper done by a student during the junior and/or senior year. The thesis gives a student an opportunity to develop analytical, critical thinking, and problem-solving skills, as well as a chance to evaluate different source materials. Jane Freed Award recipients are selected based on the originality of the Thesis Proposal, the depth of research, and the quality of the argument and presentation.

This year's award winners, the title of their theses, and the names of their Chief Advisor and Second Reader are: Alena Competello, "Traumatic Narratives: The Italian American Evacuation and Internment during World War II," Dr. Lisa Vetere and Professor Susan Douglass; Daniel Duffy, "Nihilism and Existentialism in Literature," Dr. David Tietge and Professor Stuart Dalton; Krystle Hinds, "The Mathematics of Google," Dr. Joseph Coyle and Dr. David Marshall; Preethi R. Pirlamarla, "Studying HIF-1 In The Rat Testis," Dr. Michael Palladino and Dr. Dennis Rhoads; and Timothy Swartz, "The GABAergic Pathway and Protein Quantification in Alcoholic Adolescent Rats," Dr. Dennis Rhoads and Dr. Dorothy Hutter.

Awards were also given out to students in the following categories: Excellence in Academic Writing to Michael Cronce and Darshan Patel; Best Creative and Academic Project to Melissa Burro, Sunaina Kaushal, Rebecca Krug, Darshan Patel, Priya Patel, Shannon Rogers, and Cristina Sce; Highest GPAs, all 4.0, to Fiori Alite, Alena Competello, Nicole Stevens, Sara Van Ness, Derek Carty, Blair Fink, Darshan Patel, Priya Patel, and Cody Pitts. Michael Edwards and Sasha Goldfarb were honored for their work in the establishment and management of the Honors newsletter Areté.



Honors faculty members were recognized for their outstanding work in the freshmen Honors clusters which use an interdisciplinary approach to integrate course material. Professor Maureen Dorment (History), Dr. Lisa Vetere (English), and Dr. Richard Veit (Anthropology) developed the cluster theme "Ideas, Nature, and Society." Professor Noel Belinski (English), Professor Susan Douglass (History), and Professor Anthony Inciong (Art and Design) developed the cluster theme "The Role of Government in the Life of the Individual."

An American Hero (continued from page 1)

Vietnamese locals to riot. It was then that Drummond was beaten within an inch of his life, but was inevitably saved by the greed of the North Vietnamese soldiers. These soldiers decided to keep him alive since a live soldier could be turned in to the authorities for a significant amount of money.

When Drummond reached Hoa Lo Prison, known to the American POW's as the "Hanoi Hilton," he was abused and sent to an interrogation room, which he described as "out of some bad horror flick." There were chains and shackles on the walls, a single table, and a light hanging by a thin wire in the center of the room. Drummond was sentenced to spend 11 days in solitary confinement, where he was interrogated every day. After he was removed from solitary confinement, he was reunited with his fellow aviators and was reintroduced to some everyday commodities that many of us take for granted. To illustrate this point, Drummond discussed his most prominent memory: his first bath since his capture. He was eventually released in March of 1973, and was soon transported home to the United States. While his experience as a POW was an incredibly dangerous and psychologically trying time for him, Drummond's time in detainment was relatively short in comparison to most other American prisoners during the Vietnam War.

Although Drummond's story is incredibly interesting, it was the impact of the Vietnam War on him that was remarkable. Even after all the suffering and fear that the war had caused him, he optimistically claims, "I felt I was lucky to be here, to be an American." His lecture reflected this sense of duty and lack of regret. However, he also made it a point to discuss some important issues to him. Primarily, he discussed his personal development of character that emerged from such a trying experience. This point encapsulates what Drummond truly is: a role-model. His ability to look for a silver lining even in times of hardship and his appreciation after he was forced to sacrifice so much has led him to become a universal role model. In short, Drummond's life exemplifies what all members of the Monmouth University community should strive to be: a person of integrity, self-awareness, and most of all —compassion.

True West

by Michael Edwards

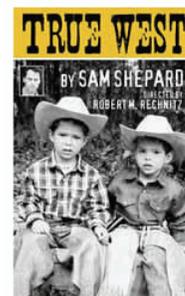
True West, presented by the Two River Theater Company, is a popular play written by American playwright Sam Shepard. It's a story of two estranged brothers who took different paths in life. Austin moved out to Hollywood to become a screenwriter, while his brother Lee took to the nomadic lifestyle of beer drinking and petty theft in the Midwest. They are brought together to house sit for their mother in Texas while she goes on a trip to Alaska.

What ensues is somewhat predictable. Lee takes offense to Austin's rational behavior as he tries to spend the time finishing a script and making minimal contact with his hick of a brother. While Austin stays politically correct and neutral, Lee takes offense at everything he does and often (half playfully) threatens to physically overcome him. Soon though, Lee's fortunes take a turn for the better at the ex-

pense of his older brother. We see humorous role reversals that include a smashing of a typewriter on stage as well as 20 stolen toasters on an alcohol fueled stealing spree by the young Hollywood executive.

The play flirts with going the way of humor, family reconciliation, and finding happiness on the open range, but the plot is not definitive and at times absurd. Certainly a play worth seeing.

Next up on the TRTC lineup: "The Underpants," a humorous play adapted by Steve Martin. Free tickets are always available to MU students. Contact Reenie Menditto at imenditt@monmouth.edu for details.



"We see humorous role reversals that include a smashing of a typewriter on stage as well as 20 stolen toasters on an alcohol fueled stealing spree..."

Study Abroad: A Life Experience

By Robert Danhardt



Egypt

Well here it is, a year out and I am still writing articles about my study abroad experience! However, for those of you who have gone abroad, I am sure you can relate when I say, "I just love to talk about it!" When people begin thinking about going abroad there are a number of things in general that raise concern. These worries range from what do I do about housing next semester? Will my course schedule be able to work around this? My answer to these questions and others is DO NOT worry at all! Most of these things are already taken care of for you. As far as classes are concerned, with a little bit of preplanning there should not be any problem. My only warning is to education majors. I know there are a lot of student-teaching hours that have to be done later in your curriculum so I would advise you to plan to go earlier in your college career. It is most definitely possible for everyone who has the desire to study abroad to do so. With that said, here are some of my thoughts on the study abroad experience.

What are my thoughts now that I have gone through the study abroad program?

In the four months that I was in London, I did and saw more than most people will ever get to see in a lifetime. Such a small percentage of American students get the chance to study abroad and because of this, I realize how lucky I am to have had the opportunity. However, once you get the traveling bug you can't get rid of it! I want to see so much and only hope that my life in the future will allow me to do so. The world is an amazing place and it is not until you get outside of that realm of familiarity that you truly start understanding it.

We get so used to our everyday life, the things we see, feel, etc. that we begin to take for granted the remarkable wonders of the world that lie all around us. I bring up this point because although I have seen a lot of other places in the world and now love and appreciate them, never has there been a time when I have been more proud of being an American! I love our country and its uniqueness. It's not until you are removed from it that you begin to see the true extent of what you have.

Would I recommend studying abroad?

Without question. I chose to study in London, England, but Monmouth also offers three other programs in Sydney, Australia; Madrid, Spain; and the newcomer Florence, Italy. After meeting many other students from all over the United States, there is one thing that is indisputable (even by the people from

(continued on next page)



Greece



Salisbury



Germany

The Next Step

If you have any questions or are interested in studying abroad (not just this semester, but whenever you have one) email me at s0576051@monmouth.edu or Robyn Asaro at rasaro@monmouth.edu

Study Abroad: A Life Experience *(continued from page 4)*

other schools). Monmouth University has the best study abroad program. Its organization, personal touch, etc. put it easily head and shoulders above the programs of other schools that attended Regent's College in London. Most of the things you would worry about are already taken care of by the University. The only thing that really ends up being left to you is the type of experience that you are going to have.

Studying abroad, in my opinion, makes you appreciate many things so much more. You get to see the world in a way that you will never be able to do again. Even if you come as an adult, it would never be the same. You begin to see how small, yet diversified, the world really is. What changed most for me has been my opinions of language. I used to despise them mostly because I could not grasp them. Although the latter part of that statement is still probably true, I have a much stronger interest in learning other languages.

There is no better feeling in the world than that of accomplishment, knowing that you did something that few others can claim. That is the study abroad experience. It is not only an opportunity of the moment, but one of a lifetime (and it looks great on resumes too!!). To not even entertain the idea of going abroad is a disservice to yourself. In doing so you are being robbed of what many claim to be the best experience of their lives.

The best way of learning is by experience. That is exactly what the study abroad program offers—a way to put yourself head and shoulders above the rest, and at the same time the best learning experiences of what the “real world” is outside the confines of the traditional sense of school. It is an opportunity to expand horizons and reach new limits that few others will get to have. It is your chance to, in every sense of the word, LIVE life!

“You get to see the world in a way that you will never be able to do again. Even if you come as an adult it would never be the same. “



Orientation



Torino Winter Olympics



Wales

Meet Your Honors Professor: Dr. Richard Veit

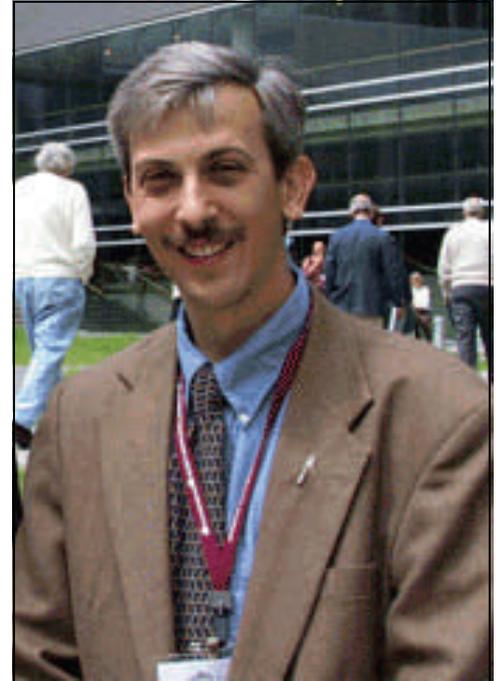
By Ian C. Craig

Who would ever think that knowing a band member could land you a teaching role at Monmouth? About 11 years ago, a member of the band *The Unspoken* who was also a Monmouth student, was working with Dr. Veit on a project. The student urged Veit to pursue an open position in the Anthropology department at Monmouth. Although Veit at first resisted because he felt it might set him back in his work, the student persisted. The rest is history.

Dr. Veit's love for archaeology began when he was five years old and was digging in his backyard and he found a "mummy." He was so excited when he brought it to his mom who informed him that it was actually an old Barbie doll. When Dr. Veit was a little older he went to see the King Tut exhibit which so overwhelmed him that he knew this is what he wanted to do with his life.

Once he was able to start working with archaeology, he realized that he wanted his work to focus in the State of New Jersey. Veit comments on this decision, "it became clear that there were a ton of people doing this in New England and there were a lot of people doing it in Virginia, in Williamsburg, and other places, but there weren't that many individuals focused on New Jersey and Pennsylvania. There was a niche there that I was really interested in."

Dr. Veit has accomplished a significant amount of archaeological work in New Jersey. Some of his work includes a project at the Twin Lights lighthouse where he was able to locate the foundations of past lighthouses around the current day lighthouse and the discovery of an underground vault that Thomas Edison used at his Menlo Park laboratory to keep his patent drawings and his documents safe. Edison had kept the vault a secret from everyone with whom he worked. Veit has also written two books on archaeology in New Jersey, *Digging in New Jersey's Past: Historical Archaeology in the Garden State*, and



Dr. Richard Veit, Department of History and Anthropology

Stranger Stop and Cast an Eye: New Jersey's Historic Cemeteries and Graveyards Through Four Centuries.

Veit will be teaching a new Honors Seminar course this summer entitled Memory & Commemoration. This course will look at how America commemorates the past both publicly and privately and how they have evolved throughout America's history. "We will visit some historic cemeteries. I'm hoping to go to Trinity in lower Manhattan and Greenwood in Brooklyn." Veit may also take his class to Washington D.C. to look at how America commemorates the past in a public way. He says that this course will be one third of the time traveling and visiting places while the other two thirds of the class will be discussing and doing readings.

Dr. Veit loves teaching and being at Monmouth, "it's a family-like atmosphere, without the daily squabbles." In his free time Veit loves spending time with his family, playing with his cats, and gardening. But he notes, "I'm at my happiest if I'm doing archaeology and my family is there with me!"

"When Dr. Veit was a little older he went to see the King Tut exhibit which so overwhelmed him that he knew this is what he wanted to do with is life."

Youth and Aging: A Service to the Whole Community

By Sasha Goldfarb

The concept of aging is viewed in American culture as dreaded and undesirable. Especially for the new Generation Y, already accused for its rampant narcissism and seeming apathy in the face of sociopolitical and economic decline, aging is not something to speak of without mention of Botox® injections, Baby Boomers, health insurance woes, assisted living, and an overall sense of impending doom. While we can only imagine the levels of activism of our parents in anti-war protests, campaigns for women's and civil rights, or the social trends of Woodstock and disco fever, we loaf about in the midst of the worsening struggle in the Middle East, economic decline, and a consistent level of poverty and homelessness. Too concerned to read a newspaper or a book, or maybe even venture outside in our communities, we flick on the TV, turn up the iPod, IM on our laptops, and watch the world fly by.

I have often tried to see the potential in my own generation, as I hope to become an example and leader for others. And I cannot ignore the outstanding achievements of so many young people who sacrifice their time, energy, love, and effort to better the lives of others. Whether it's volunteering a weekend at a soup kitchen like Phi Eta Sigma, Monmouth's annual Big Event clean-ups, or visiting an otherwise lonely patient at Monmouth Medical, there are so many opportunities to lend our help. As any of my friends, family, or readers would know, I am very vocal in my passion for activism, volunteerism, as well as personal, community, and global awareness.

When I learned about a new service learning project on working with the elderly being developed between Dr. Garvey, dean of the Honors School, and Dr. Mezey of the sociology/political science department, I was quite intrigued. Completion of this service learning/experiential education, which would be established as a three-credit course, involved not only delving into the literature on aging and the perceptions of our culture, but an opportunity to visit elderly in the community and record a life history. It was during my interview with Dr. Mezey that I began to make some connections regarding the intentions and outcomes of this class and what it would mean for the University.

The service project would be designated a 300-level course as explained by Dr. Mezey, requiring students to "...have a certain level of maturity as well as background knowledge." Besides learning about the culture of aging, students would also need to experience intensive learning on how to create a life history after partnering with one of the elderly, so as to be able to produce a suitable finished product to their professor as well the person whom a student selects to interview. Both Dr. Mezey and Dr. Garvey anticipate this will become a positive exchange between two generations, as well as an opportunity of learning for both parties.

While nothing has been officially determined, Dr. Mezey hopes the course to be off the ground by next summer. Dr. Mezey, who began working with male prisoners in a maximum-security facility during college, hopes to be given the chance to teach the course with the spare time she has in the coming semesters. Dr. Mezey's mother is also a gerontologist, offering her an array of resources and source of pertinent advice. Her area of expertise is sociology of the family, and as she pointed out to me "The elderly are part of families, too," which is something I believe is something we so often forget in American society today. Dr. Mezey and I spoke about a need to "divorce," abandon, or break away from our parents and grandparents as they grow older and in need of care.

But this is not common practice in the rest of the world despite what we may believe here. Other cultures accord honor and respect to the aging for the wisdom and experiences they provide for younger generations. Aging can be a process filled with dignity, and a time for enjoying the rewards of a life well lived. We not only as individuals, but as a larger society, can offer so much more to our elderly besides Sunday brunches, discount tickets to the movie theatre, an obligatory visit, or an AARP card. These are people we can admire and give thanks to for the roads they have paved for us, and our children. Interested students should stay tuned to our newsletter and any media on campus for upcoming details. The class will be open to all students and will fulfill an Experiential Education requirement, an Honors seminar requirement, and for Sociology minors, a 300+ level elective. If you would like more information, you can contact Dr. Brian Garvey at garvey@monmouth.edu, or Dr. Nancy Mezey nmezey@monmouth.edu.

The class will be open to all students, and will fulfill an Experiential Education requirement, an Honors seminar requirement, and, for Sociology minors, a 300+ level elective.

If you would like more information, contact

Dr. Brian Garvey

at

garvey@monmouth.edu

or

Dr. Nancy Mezey at

nmezey@monmouth.edu

Alumni Corner: Jeannine MacDonald —Class of '93

by Nicole Stevens

HONORS ALUMNI

WE WOULD
LOVE TO HEAR
FROM YOU!

E-MAIL US AT
arete@monmouth.edu
AND LET US KNOW
WHAT YOU HAVE BEEN

DOING

SINCE YOU LEFT

MONMOUTH

UNIVERSITY.

TO CONTACT

DR. GARVEY

DIRECTLY, E-MAIL
garvey@monmouth.edu

WE LOOK FORWARD TO
HEARING FROM YOU.

"It's a once-in-a-lifetime experience," says Jeannine MacDonald, honors alumni class of 1993, when speaking of college. "You will never have so much freedom and opportunity as you do in college" she continues, emphasizing the fact that all students should make the most of their college experience.

Born and raised in Pittsgrove Township, New Jersey, Jeannine says that she came to Monmouth because the Honors program impressed her and she received a full academic scholarship. While at Monmouth, she certainly took advantage of the one-time experience, participating in the honors program, enjoying the unique classes it offered, joining the national service sorority, Gamma Sigma Sigma, and learning more about the environment, a topic she already had a great interest in.

She recalls conducting research for her honors thesis, which combined economics and environmental science, as one of her most significant experiences while at Monmouth. She remembers working with her advisor and enjoying learning more about economic development in wetland preservations. Having always had an interest in environmental issues and preservation, she chose this topic for her honors thesis, later enabling her to decide what pathway she wanted to pursue with law. Today, Jeannine can still recall the thesis as being "quite a project," but does not take for granted what the research and experience meant to her.

Upon graduating with honors from Monmouth in 1993, Jeannine continued her education at the Widener University School of Law in Wilmington Delaware. For the following seven years, she worked at a law firm practicing general litigation. In 2003, she decided to branch off into community development and revitalization and began working with the Cumberland Empowerment Zone Corporation (CEZ) as a Contract and Compliance Manager.

She was promoted to Operation Manager in 2004, and in March of 2006, upon the previous Executive Director's resignation, the organization's Board of Directors appointed her to this highly-esteemed position. Jeannine says that she enjoys furthering the economic development of targeted neighborhoods in Cumberland County, New Jersey, and hopes to make a difference in her community.

Jeannine has nothing but good things to say about the Honors School and the well-rounded education it offers its students. She has noticed how much it has changed and grown since her days at Monmouth and hopes to see more improvements in the future.

