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A Farewell to Dr. Mitchell

Terence Bodak

The end of an era is fast approaching: at the end of this year, Dr. Mitchell will be stepping down as the Dean of the Honors School. Although Dr. Mitchell served as Dean for just two years, he has done a great deal for the Honors School, and I want to take this opportunity to thank the Dean for all that he has done not only for the Honors School, but for myself as well.

I was lucky enough to meet Dr. Mitchell in the summer of 2009, right after he was named as the new Dean. I had stopped by the office to say hello to Reenie and Erin and found out that Dr. Mitchell was on his way over to the office. As soon as Dr. Mitchell came in, I knew that the Honors School would be in good hands under his direction.

At that point in time, Beechwood Hall was still under renovation to accommodate the Honors Office. Dr. Mitchell was going to be meeting with members of Residential Life and Facilities Management to discuss how Beechwood was going to really become a home for all Honors students. Dr. Mitchell allowed me, whom he had met only ten minutes earlier, to offer suggestions on what I thought the new home to the Honors School needed.

I do not remember exactly what I suggested to the Dean, but I do know that where our computer lab is currently located used to be an office that was supposed to be Dr. Mitchell's. That is the kind of man that Dr. Mitchell is: always giving to his students so that they can have the best possible experience.

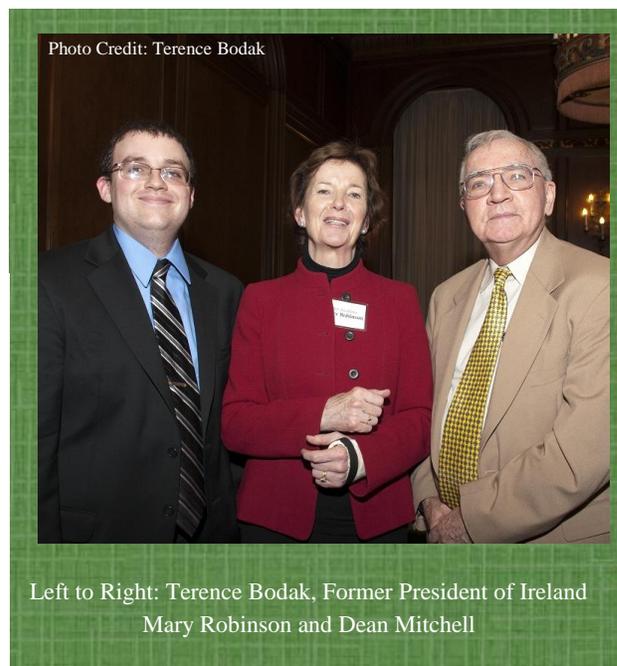
In the past two years, Dr. Mitchell has helped improve the Honors School in many different ways. From revising the Honors Thesis Proposal and the Honors Thesis to ensure a more fluid process, to the various changes around Beechwood Hall – such as staying on the case of the University to fix the fire alarm system that seemed to go off at least once a week in his first year—Dean Mitchell has made his mark on the Honors School. Although Dr. Mitchell will be leaving us at the end of the year, his legacy with the Honors School will continue. Starting this

summer, a new Honors School Peer Mentoring Program will begin, which I was lucky enough to be chosen by Dr. Mitchell to work with him and the Honors Staff to create.

Before Dr. Mitchell does leave us, he must be thanked for all that he has done for the Honors School. Above all else, the thing that Dr. Mitchell needs to be thanked for the most is that his door was always open to us when we needed to meet with him, regardless whether it was an immediate concern of the Honors School or not.

Dr. Mitchell was always willing to talk and offer advice to all who needed it. Dr. Mitchell's open door had a profound impact on my career as a student at Monmouth the past two years. He pushed me to want to do the absolute best that I could and helped me cope with the very large course loads that I always seem to put on myself. Whenever I needed an extra bit of motivation to make it through to the end of the semester with my sanity intact, Dr. Mitchell was the one to motivate me.

Whoever our new Dean will be, he or she has some very large shoes to fill. Thank you, Dr. Mitchell, for always being there for us Honors Students when we needed you. Thank you for being a mentor and friend to all of us. You will be missed. AD ASTRA.



Left to Right: Terence Bodak, Former President of Ireland
Mary Robinson and Dean Mitchell

A New Generation Joins Phi Eta Sigma

Jenna Intersimone

The top first-year students of Monmouth University, each one with at least a 3.5 grade point average, gathered in Pollak Theatre on March 20. All of them were dressed in their best clothes and accompanied by their smiling parents. After the speeches and the applause, the refreshments and the congratulations, all of them became members of the Monmouth University chapter of Phi Eta Sigma, the nation's oldest and largest honor society for first year undergraduates.

This year, 289 students of the freshmen class qualified for induction, which is the largest number ever inducted at Monmouth. Golam Mathbor, advisor of Phi Eta Sigma since 2005, said, "This either means that we are teaching better or that we are simply getting better quality students, the real cream of the crop." In the past, the Honors School has been the home of the Monmouth University chapter of Phi Eta Sigma. This year, however, the Society moved to the Center of Student Success (CSS).

Mathbor said, "This was a natural fit. As the Honors school has grown, the CSS has become the new home for this organization. It was hard for me as an advisor, but, after careful consideration, we decided that the CSS would be the new home for Phi Eta Sigma."

This new home was introduced through the key speaker at the induction, Dr. Mercy Azeke, the Director of Student Services. Before the inductions, Mathbor said, "I am very much looking forward to hearing Dr. Azeke's lecture. I think that she will give good advice to students on how to achieve in a University setting and she can speak from direct experience."

Monmouth University has had its own chapter since 1987. Other chapters are spread across 365 campuses throughout the United States. Since its founding in 1923, over 975,000 students have been inducted into the society. In order to be considered for membership, students must be full-time first year students who are also registered for the spring semester. By the end of the fall semester, if they have maintained a GPA of 3.5, then they are offered membership with a fee of \$40, which goes toward providing certificates to all members, expenses to the National Office, and the induction ceremony.

One of the benefits of being in Phi Eta Sigma is the chance to attend the two-day National Convention. Last year, the convention was held in Knoxville, Tennessee, from October 1 to October 3, and the five current officers all had the opportunity to attend, under the condition from Mathbor that they had to share what they learned there.

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Aziz Mama, Historian of Phi Eta Sigma, said, "Many new ideas about keeping members involved, creating new social programs and philanthropic activities, and even hosting a statewide conference here at Monmouth were discussed at the Convention." Also, awards are given to deserving chapters. Monmouth University's chapter received a Commendation of Excellence award last year for excellent collaboration with the National Office. Nineteen other chapters were given this award as well.

Another benefit is the opportunity of receiving scholarships. The organization gives out 285,000 every year nationally, and Monmouth University's chapter, based on the size of the university, is allowed to nominate three students to receive scholarships. Mathbor said that being a part of Phi Eta Sigma also helps for retention for students. "College is a whole new world, and for maintaining their GPA, managing their time, and working hard, I give the students a lot of credit. This organization gives students a chance to feel good about themselves and boost their self esteem and morale and help them work even harder to sustain their 3.5 GPA."

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Revamping the Peer Mentoring Program

Emily Steeber

Every Honors School student remembers how difficult the transition from high school to college was. It was a time when we all had to begin to take responsibility for ourselves, leave our families and friends behind, and step into a completely new world.

Somehow, we all managed with the challenges life handed to us, and we found a new family within the Honors School. This past year, the Honors School began to implement a new program to aid first-year students to become acclimated to this new life and to make connections with other students.

The Honors Mentoring Program was formed when the Honors Student Council realized that there was an increased need for students to make connections with others at the University, especially within the Honors School, before they begin their first semester.

Last summer, the volunteer mentors were assigned one or more incoming students; mentors and incoming students were paired up by major and hometown. Krista Butler, sophomore and co-creator of the program, said, "Mentors should expect to be a friend to the incoming freshmen. This will hopefully mean that the freshmen will contact them sometime after they are officially coming to MU, and will keep in touch with them through the summer."

The program lasted the length of the entire school year as long as the mentor and his or her

"little" stayed in touch. "By creating this big brother/big sister program, we feel that we can offer guidance, and most importantly, a friend to incoming first year students during their transition into university life," said Steven Leonardi, sophomore, who worked alongside Butler to develop the project.

The mentors worked as a support system for students, helping them with any issue they had with courses, campus life, or even emotional and social concerns. Over the summer, each student was paired with a mentor; whether students planned to stay in touch and befriend their mentor was completely up to them. While some pairs may have formed close bonds and become best friends, others may have only been casual friends or not have any contact whatsoever after the initial contact.

During the upcoming semester, Terence Bodak will be stepping up and taking charge of the Honors Mentoring program. "I believe the mentoring program will benefit the incoming freshmen because it will help take away some of the awkwardness that comes with being a freshman," Bodak said. "The mentoring program will also prove to be beneficial for our mentors; it will allow them to guide new students into having a successful and fulfilling collegiate experience."

Bodak anticipates many changes in the following year, including a possible meeting between the mentors and mentees for a few days over summer break during which the incoming Honors students will be doing various activities in hopes of not only enabling first-year students to meet their mentor, but also interacting with their future classmates. Also, those who become mentors will now be paid through both Federal Work Study and Student Help. According to Bodak, "We are also giving the mentors the option of being considered volunteers so that the program may help satisfy any required volunteer hours for organizations, such as honors societies."

As a way of increasing the connection between the mentors and the incoming students, mentors will be required to meet with their mentees multiple times during the semester. Such frequent meetings will ensure that all first-year students are adjusting to college life. Megan Conrad, first-year student, said, "Just knowing that I had a fellow student there for me, instead of an adult who had gone through college twenty years before, definitely made my transition easier. It was nice to have someone to ask which classes to take or which professors were great. The program also gave me the opportunity to have someone to share some of my first classes with."

Tragedy and the Tragic

Dr. Frank Fury

“Tragedy and the Tragic” is a course that is being offered for the first time at the University in fall 2011. It is a course that I designed in response to the need to develop new English courses that would both satisfy students’ general education literature requirement and appeal conceptually to a broad base of students regardless of their major.

The premise of the course is that each of us to a degree has a sensitivity to what is “tragic”; that is, every day we hear about unfortunate situations—natural disasters, wars, impoverished communities, untimely deaths, etc.—and we have sympathy for those who fall victim to such circumstances.

When we use the words “tragedy” or “tragic,” however, it is likely without a sense of the implications of what may be generically or generically termed a *tragedy*. In the literary sense, tragedy depends more on convention, structure and formula. This course is predicated upon this distinction and therefore explores the nature of tragedy by having students consider the conventions of both classical and Shakespearean tragedy and decide whether literary narratives that are merely sad—particularly those in contemporary times—may similarly be termed “tragic.”

Through discussion of a

varied selection of texts that span genres—plays, novels, memoir, and short stories—the course will compel students to engage with the following critical questions: is “tragedy” an aesthetic form only? Do historical, social, political and/or ethical concerns figure into tragedy? Does literary tragedy belong only to the genre of drama? Is that which is tragic necessarily sad? Is that which is sad necessarily tragic?

EN213 is being offered both in the fall 2011 and spring 2012 semesters as a stand-alone Honors course. Students may enroll in EN213-H1 or in the non-Honors section and apply through the Honors school to receive Honors credit for it.

Wining and Dining with the Alumni Association

Genevieve Fasano

The University Alumni Association hosted the annual Wine Tasting at the beautiful Wilson Hall on Saturday, March 19. With a choice of wines from California, Washington’s Columbia Valley, the Mendoza area of Argentina, Italy, South Australia, Spain, and other regions, alumni of all ages were in attendance at one of Monmouth University’s elegant annual social events.

This year, the Student Alumni Association had a record number of attendees, as over 225 people came to the event. Perhaps they were lured in by the newest addition to the evening: a sommelier who offered informational talks about how California Pinot Noirs are produced coupled with a sampling of a Pinot from the Tina Marie Vineyard in the Russian River Valley.

Others were drawn to the specialty wine pairing tables that featured gourmet cheeses and desserts from local Monmouth County businesses, such as Cheese on Main, Rocky Mountain Chocolate Factory, and Outside the Box Cakes. More than ten wine distributors were in attendance to offer samples of their wine. This year, for the first time ever, a New Jersey winery was also present (Laurita Winery) to add some local flair to the event.

Each year, the Wine Tasting is coordinated by the University’s Alumni Office in conjunction with the Office of Special Events. Associate Director of Alumni Affairs, Jennifer Harris, notes, “The Wine Tasting is always a popular event with our alumni population because it allows our alumni to sample many different wines in the beautiful and historic Wilson Hall.” Also, she adds that coordinators are always trying to add new components to the event “to make it worthwhile for our repeat guests.”

Providing additional help at the Wine Tasting were several Student Alumni Association members who ensured that guests were properly registered and welcomed to the event. Thanks to the hard work of the Alumni Office, Office of Special Events, and student and alumni volunteers, the evening was filled not only with samples of delicious wines and gourmet foods, but good spirit as well. “Our alumni not only love this event, but thoroughly enjoy coming back to visit our beautiful campus,” said Harris.



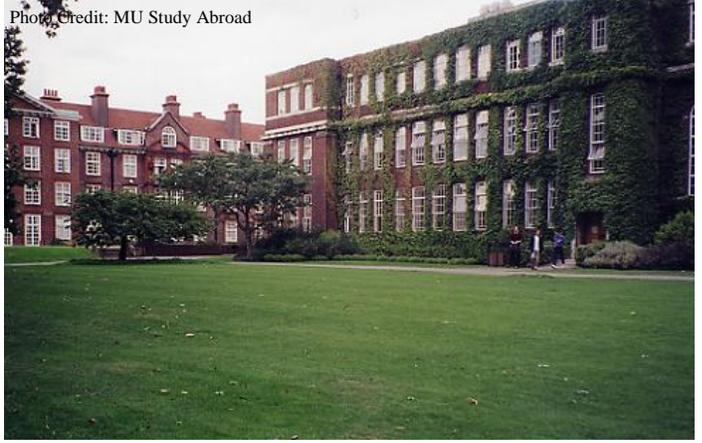
Alumnae enjoy reuniting and catching up over wine.

Photo Credit: Aziz Mama



Aziz Mama and a classmate from Regent's College admiring Stonehenge in Wiltshire, England.

Photo Credit: MU Study Abroad



Regent's College in London, England.

My Second Home Across the Pond

Aziz Mama

Any country a person goes to has its own unique culture and style of daily life. Learning to adjust to the culture of another country always takes a little bit of time but, often enough, once a person has adjusted he or she forgets that it took any effort at all.

This is how it has been with me during my study abroad experience in London, England. Despite already having some travel experience, it still took me a little while to adjust to the different style of life that a person is confronted with when in London. At this point however, when traveling to other countries in Europe, culture shock hits me when things are done differently in those countries from in London.

Now, a few short weeks before I will find myself traveling back to the United States, I look back on my semester spent in England, and I realize that the next thing I am going to have to learn to adjust to will be going home.

The multitude of different English coins I find constantly plaguing my pockets here will all disappear. I will no longer find myself routinely hearing three or four different languages while on the way to a local pub a mere ten minutes from the college. The buses I find myself on will not be two stories high. The pub I have found myself in often enough that the bartenders have my drink ready before I even ask will no longer be around. I will not have to distinguish between still and sparkling mineral water when at a restaurant. The public bathrooms will not cost 30 pence to get in. Real cask ale will no longer be more plentiful than water. Trash cans will again be called trash cans and not rubbish bins, and they will actually be on every street corner instead of being practically nonexistent. Football will mean football and not soccer. I will not run into medieval churches and castles just by walking down the street...

The list could go on.

The thing that will of course be the most different once I come back home will be the people. I will be back among friends and family whom I have not seen for months, and whom it will be very nice to see again, and all the people I have met at Regent's College will be going back to their respective homes.

However, despite everyone having missed people from home and the occasional bout of home sickness that some might suffer from, I would encourage anyone with the opportunity to take a semester and study abroad. Whether in London or somewhere else, it is an opportunity not to be missed. There is no more liberating feeling than being oceans away from your home, in a place that will at first seem utterly foreign, shouldering the burden of responsibility of taking care of yourself, and then realizing that you are more than capable.

In the end, going to college is all about learning to grow up and becoming your own person. You have to learn what you like, what you want, and what you want to be. Going to another country with a new group of people, none of whom you may know, and learning to find your way about the place force you to learn more about yourself, whether you wanted to or not. Personally I think there are times when we need a bit of a push like that, and London delivered just such a push for me.

When I come home I will be a different person. Not in a drastic or melodramatic sense, but different nonetheless. I find that I have grown up a little and have become a bit more comfortable in my independence. I find myself more confident in my ability to manage on my own.

But I am not the only one coming home a bit different from when I left. Every other person studying abroad in London, or anywhere else for that matter, comes home slightly changed in a positive way. It is for that reason that I highly recommend studying abroad to anyone who has the ability to go. As I said before, it is an opportunity not to be missed.

How to Cope with Commuting

Genevieve Fasano

“You’re going to COMMUTE to college?” I remember the first time I told my friends about my new plan to live at home while going to school at Monmouth University. Just as I suspected, they reacted as I did before I learned from Monmouth University’s website that 75% of all Monmouth students either commute from home or live off-campus. Now that I have been commuting for a semester, it makes sense why so many students choose to do so. Monmouth University truly makes it easy and provides everything you need to succeed both academically and socially as a commuter student.

While a schedule with no gaps between classes seems ideal for a commuter student, I have come to appreciate the time spent on-campus between classes. The second floor of the Rebecca Stafford Student Center has come to be my home away from home while on campus. Cortney Cavanaugh, junior, adds that, “there are plenty of quiet places to study and computers to use,” in addition to free Wi-Fi service and comfortable couches to relax on.

By planning ahead, commuter students can make the most out of their time on campus and bring necessary books and supplies to get projects and homework done. For Honors students, the first floor of Beechwood Hall is also a great resource. Like the Student Center, there are several computers and printers available for student use. Also, you can always find something to eat or drink in the honors student commuter lounge.

While it is important to stay on top of academics, it is just as important to get involved with clubs and activities if you are a commuter student at Monmouth. For example, joining the Student Alumni Association allowed me to meet other students who live on campus by attending



Photo Credit: Honors School

Students studying and socializing in the Honors Lounge.

meetings and events, such as the annual Wine Tasting at Wilson Hall. Time spent on campus for commuter students is limited; therefore, it can be challenging to meet people and feel connected, but not if you get involved! By joining different clubs and activities that interest you, you can meet other students like yourself and create opportunities to spend additional time on campus at events or attend non-academic meetings. Monmouth caters to commuter students’ needs in this way because it has set aside a specific block of time on Wednesday afternoons between 2:00 pm and 4:00 pm for most clubs to meet.

Vincent Moleski, first-year commuter student, explains how getting involved while commuting to Monmouth is made easier by the “tons of emails” he receives “directed toward commuters for many different events.” Also, Brittany Martinez, junior, explains that even though she does not live on campus, she is “still entitled to everything that the school has to offer.”

A few things to keep in mind if you are a commuter student are parking regulations and delays and cancellations. It is recommended that commuter students leave plenty of time to get to campus with traffic and find parking. I recommend adding 20 extra minutes to however long it takes to get to campus to make sure you are not late for class.

Also, I suggest reading Monmouth’s parking regulations for the different commuter lots on campus, which can be found in both the Student Handbook and on the school website. Remember, all parking spaces are NOT created equal! Commuters can find parking in Lots 6, 10, 13, 14, 18, 23, and 25 to accommodate where their classes are located. Additionally, the Honors School provides parking exclusively for Honors students in Lot 2. Keep in mind that students must obtain an Honors parking decal in order to park in that lot. Thanks to Monmouth University’s text message alert service, you can be sure that your trip to campus is not wasted due to a delayed or cancelled class.

Being a commuter student definitely requires a bit more responsibility. However, with just a little bit of preparation and planning ahead, you can truly make the most out of your days at Monmouth.



Photo Credit: Emily Steeber

Honors student parking is available in Lot 2, right next to Beechwood Hall.

Always a Party with the MU Review

Jennifer van Alystne

In our initial push to get people to come to the Monmouth Review Release Party, we made flyers and passed them out with copies of the Fall 2010 edition. However, our opening question, “Do you like poetry, art, or music?” got a surprising number of negative responses. Of course, we did not expect everyone to have our passion, but to not even pick up and look through a free magazine that students put hundreds of hours of work into? It was, in a word, depressing. Even so, the Review Release Party and Open Mic was a smashing success.

After a brief panic over missing microphones, the night got off to a bang with readings from the latest Review by several of the poets, including editor-in-chief, Chelsea Palermo, and Yuri Albertão. Anacon Hall was full of eager musicians, artists, comedians, and poets waiting to show off their best, and occasionally most hilarious, work. The Art Department was kind enough to display some excellent pieces and everyone dined on cookies, fruit, and coffee while listening to the performances, which included an original mixed media poetry reading by Tim Zeigler and Mike Richardson.

The Amazing Fiorelli Triplets were not able to perform as one of the three left early, but Laura and Chrissie did do a wonderful duet. Of course, the most exciting part of the night was the button maker. Artists featured in the *Review* volunteered prints of their work to be made into buttons and were sold as a fundraiser for the Review. While it might not have been the best business decision, as sales were less than the cost of the rental, it was

A New Way to View Poverty

Nicole Massabrook

The week of April 4 marked Monmouth’s Tenth Annual Convention for Global Understanding. The First Year Service Project (FYSP), a club in which first year students immerse themselves in community service, contributed to the convention with the Faces of Poverty Art Gallery.

On the night of April 7, art of all kinds was donated and

on display in Anacon Hall. FYSP picks a specific issue to focus on each year, and this year the choice was hunger and poverty. So naturally the common theme within all of the art was poverty, but do not think that there were a lot of pictures of scraggly men sleeping on the street of a city. Klaudia Szabat is the member of FYSP who thought to use art to display the different forms of poverty.

“I’m just a social work student who wouldn’t even be at Monmouth if not for the help

certainly the most fun. By the end, everyone was making buttons!

The prizes were \$20 giftcards to Barnes and Noble. The trick, of course, was that you could not win a prize unless you performed! The decision was a hard one since there were so many great readings, but perhaps the most rewarding of the night was Lianna Rinaldi’s guest. Part of our mission is to get everyone interested and excited about poetry. Rinaldi brought her boyfriend’s little sister so she could experience time on stage at an open mic. They sang and she read, and, needless to say, it was inspiring.

The Monmouth Review is looking for submissions for the Fall 2011 issue. For Honors Students, it is an excellent opportunity to get your creative works published as we only accept submissions from Monmouth University students. So, if you write poetry, prose, or have art you might like featured, please email Laura Fiorelli (s0679785@monmouth.edu) with the subject MR SUBMISSION. And remember, we like to feature as many students as possible so we would love to see your work!



The MU Review hosts a variety of open mic nights for students.

of the Educational Opportunity Fund,” Szabat explains. To convey how close the project is to her, she added, “I come from an abbot district and have witnessed firsthand how difficult life for lower class American families can be, and that we must get the community educated on the fact that a large portion of the American population lives in poverty. I’ve found that it’s the people you would least expect. That’s when the Faces of Poverty art gallery popped in my head. A strong image-based gallery that can leave an impact on the viewers and possibly cause them to make others aware as well.”

The gallery included eleven different works in varying media, such as photographs, paintings, drawings and sculptures, from artists who are affiliated with Monmouth as well as from artists outside of the university. Honors student Olivia Greco had multiple pieces on display. Her paintings focus on household poverty. Explaining her art, Greco says, "It showcases the effects of low income, illness, and family instability within individual households and families. It exposes 'Faces of Poverty' in the families of single mothers,

the mentally and physically ill, neglected children and other overlooked sufferers."

There was also a banner made on which people could trace their hands to demonstrate FYSP's other theme this year: "Hands on Hunger." Those who traced their hands could make a donation. All donations went to Soup D'Shore, a new local soup kitchen that was started by thirty-five students at Monmouth University in Professor John Buzza's Entrepreneurship course. This is the only soup kitchen in the area that is open and functioning seven days a week.

Rachel Garduce handled donations for the event. According to

her this is one of FYSP's biggest events yet. "We have been putting so much effort into this event and are happy that it has all worked out and our efforts have paid off. We created this event because we know it is important to open up minds into seeing the different faces of poverty. We hope this is the beginning of many events to raise awareness about important issues around the world." She and all the members of FYSP, as well as the contributing artists, have every reason to be proud. The event was a success, raising \$60 for Soup D'Shore as well as raising the awareness of the Monmouth community about poverty.



Photo Credit: MU English Department

Dr. Frank Fury is the faculty advisor for both *Arété* and *Crossroads*.

Professor Spotlight: Dr. Frank Fury Nick Rossi

Dr. Frank Fury's interest in becoming a professor started long ago when he was just another student sitting in one of his high school English classes. He said, "Since I was young, I have enjoyed writing and reading works of literature. Though I had the opportunity to teach at the high school level, I wanted to become a college professor because of the prospects of teaching literature and writing at an advanced level and of pursuing my own research interests while doing so. English was the subject I enjoyed most in high school. It was my major as an undergraduate, and, when nothing materialized for me in the job market upon earning my Bachelor's degree in 1999, I decided to

apply to graduate school."

Upon gaining admittance into graduate school, Dr. Fury earned his Ph. D. in English Literature, furthering his goal to become a professor of English. After graduate school, Dr. Fury entered the academic job market and landed a seat as an adjunct here at the University in 2006. He was hired as a full-time lecturer in 2007.

Dr. Fury said, "I get to talk about writing and literature with students in a stimulating academic environment. I have great colleagues in the English department and in the Honors school. I have the chance to pursue my own research interests through my work. And I never feel like it is a drag to get up in the morning and have to go to 'work.'" With pros like these, why would he trade his position for any other?

Aside from his teaching career, Dr. Fury has also managed to become more integrated into the University through extracurricular means. It all began with Morgan Menditto, whom he had as a student in an EN202 class in spring 2008. Morgan is the daughter of Reenie Menditto, Director of Student Standards, Advising & Services for the Honors School.

Dr. Fury said, "Apparently, when Dr. Mitchell and the Honors staff were trying to find a faculty member who would be willing to take on the role of faculty advisor for *Arété*; Morgan recommended me to her mother. I met with Dr. Mitchell, with whom I instantly got along, and, at his urging, agreed to become advisor for both *Arété* and *Crossroads*, the journal of Honors theses." Dr. Fury's entrance to this position may have begun as a chance encounter, but now that he is here he plans on making his role in *Arété* permanent.

Moving On from the Honors School

Jenna Intersimone

“It’s important to stop talking while people still want you to continue,” said Dr. Mitchell, referencing his recent decision to step down as Dean of the Honors School. At seventy-three years old, Dr. Mitchell has been Dean for the past two years but is now moving on to new experiences and adventures.

One of the main reasons for this decision is that Dr. Mitchell has a granddaughter on the way, as well as two sons, Nick and Sean, who have recently started their own families. “I have always been a close dad,” said Dr. Mitchell. “Now I want to be more involved in the lives of my grandchildren. This was not an easy decision, but I know it was the right one.”

Also, Dr. Mitchell said that he wants to get more involved in teaching and research once again. He said that he has always loved doing many types of things, and he loves mentoring and teaching as well. Dr. Mitchell will still be teaching a course on the Andes as well as Introduction to Cultural Anthropology and a variety of other graduate courses at Monmouth University.

“If students ever fell asleep in my class, it was only because they had a rough night,” he said.

However, Dr. Mitchell will still greatly miss the Honors School staff, Reenie Menditto and Erin Hawk, as well as all of the Honors students. “I loved

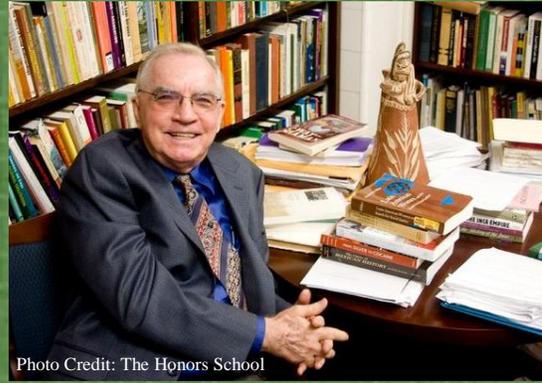


Photo Credit: The Honors School

Dean Mitchell plans to retire from his position as Dean of the Honors School.

to watch students’ intellectual, social, and emotional development. Freshmen are still young, but four years later they leave as adults. It feels good to see that I have helped. I’ll miss that.”

He said that he has always loved the atmosphere of the Honors school, where the faculty and staff always drop anything to help out any student who walks in the door.

Dr. Mitchell became the Dean of the Honors School when the former dean, Dr. Brian Garvey, stepped down due to a medical leave. This was Dr. Mitchell’s second time being an interim dean, as he was formerly interim dean of the School of Social Sciences.

Dr. Mitchell said, “I got a phone call from the Provost asking me to do it, and I immediately knew I wanted to. I had been looking for something meaningful to do.”

And that it has been, to the students and Dr. Mitchell alike.

The Importance of Being August Wilson

Sam Wilson

I was told by my Interpersonal Communication professor to meet at a presentation to be given by Professor Daryl Willis on February 10. I expected an unexciting speech about theatre and acting, but I left the presentation with a feeling of power and enthusiasm. The event was called “The Importance of Being August Wilson” in which Professor Willis recalled his personal experiences with playwright August Wilson and also spoke of the prevailing themes that appear in the respected man’s works.

Professor Willis obtained his Master of Arts degree in Theatre Studies from Montclair State University and is a man well-versed in producing, directing, and acting in plays. As he made clear in his presentation, he deeply admires August Wilson and loves being a part of Wilson’s plays. With his booming voice, Professor Willis described, in detail, the moment he met his hero and how magical it was.

The professor began with a history of August Wilson. Born Frederick August Kittel, Jr. in Pittsburgh, Pennsylvania, the man dealt with social problems from an early age. Because he had a German father and an African-American mother, he frequently found himself confronting the issues of racism and discrimination while also questioning his own identity. Later in life, the writer took his mother’s maiden name as his last name as an honor to her.

Professor Willis displayed his admiration for the playwright by discussing and reading excerpts from

numerous plays, including *Ma Rainey's Black Bottom*, *The Piano Lesson* and *Fences*. Professor Willis also discussed a personal favorite: *Joe Turner's Come and Gone*. He explained the play as a story of deep love in which a husband and wife reunite both physically and emotionally after ten years. Professor Willis explained that he loves the plays of August Wilson so much because "they read like novels" and that there is a certain "rhythm in the words." He also expressed how he enjoys the conjunction of history, poetry and artwork that appear in Wilson's plays.

Luckily for Professor Willis, he had the chance to meet August Wilson soon before he passed away of liver cancer. I could visibly see the fondness Professor Willis has for the playwright through his eyes and, as he spoke with such command, I could feel his affection in his words. Professor Willis' presentation opened my eyes to the greatness of the late August Wilson.

Photo Credit: University of North Carolina



Professor Daryl Willis spoke of his experiences with August Wilson (pictured above).

Anticipation for Australia

Jason Weimken

As this semester ends, everyone is undoubtedly making big plans for their summer. Most of my friends are looking forward to a few months of simply relaxing at home with their friends, and maybe occasionally working.

For me, the end of the semester brings me one step closer to achieving my biggest goal: studying abroad in Australia. While I would like to say I will be relaxing and spending time with my family as I prepare for my trip, this will not be the case.

I will be working forty-five hours a week because the one thing I have learned already about studying abroad is this: it will be very expensive. Obviously, money is not the only obstacle I have encountered in this long process.

Now, of course a lot of people have asked me if I can handle being away from my loved ones for so long or whether the stress of being so far from my home will get to me. Of course I will miss my family and friends. I know the first week or so will be very stressful, but these emotions are outweighed by my anticipation and excitement for this new experience.

All my life, I have always heard people tell me about their amazing trips to Europe or their awesome cruise to the Caribbean. This would always remind me of one very sobering fact: I have never stepped foot outside of the United States.

Upon learning about Monmouth's study abroad program, I immediately took action and began the stressful task of convincing my parents to let me go away to Australia. Monmouth University offers its students the once-in-a-lifetime opportunity to study abroad for five months in Australia, and I most definitely wanted to take advantage of this program.

At first, I had concerns whether I would be able to graduate on time, especially since I still have to take nine honors credits. However, Reenie Menditto and Dr. Mitchell are very understanding and only require six honors credits above the 200 course level for all students who study abroad.

In addition to this, studying abroad will qualify as a cross-cultural learning class. The Honors School and the study abroad office really make the scheduling and credit transfer process as easy as possible, and I am thankful for their help.

All that is left to do for me is to wait as patiently as possible for July 19 to come around and prepare myself for what, hopefully, will be the best five months of my life.

Godspell

Nicole Massabrook

Godspell opened on February 24, which was the 40th anniversary of the musical's first run. In the play, which was written in 1970 by Stephen Schwartz and John-Michael Tebelak, Jesus (James Saunders) comes down to a fighting group of college students and teaches them about morality and community.

This modernized version of the musical begins with outraged students on a college campus. They have been told that students are no longer allowed to have Facebook profiles. Everyone is yelling, attempting to think of a solution to the problem and creating a chaotic atmosphere. Then Jesus comes in. This is when the play becomes a little weird.

Jesus comes to the students to calm the chaos. Surprisingly, the cast reacts with joy but not with the slightest bit of astonishment. Apparently Jesus coming around is a normal occurrence for them. He reenacts the Old Testament and sings with them in order to teach them about morality and coming together as a community.

During the reenactments they break out into song and dance. The songs are fun, and the choreography is very well done. The cast was relatively large, and keeping about 20 students dancing in sync with each other is no easy accomplishment. The cast of *Godspell*, however, did so flawlessly. James Saunders played Jesus to perfection. He has the right amount of charisma that it is easy to see why these students so readily listen to him. Heather Postel was also particularly impressive as a character representing sin. She had to walk across a row of the audience while flirting with random men and singing.

One distinct quality about the show was that aside from Jesus and Judas (Henry Siebecker), there really were not any leading characters. This meant that solos in singing and dancing were not limited to a select few in the cast but open to many cast members, allowing everyone to show off their talents. That is not to say that the show was not without its flaws. Audiences are left with a few lingering questions: What happened to the Facebook dilemma that started the show? Why is no one surprised by the fact that Jesus just appeared in the present day? Why is everyone super excited and cheerful seconds after Jesus is crucified? Why does Jesus enjoy tie-dye t-shirts so much?

Even though there are questions left unanswered, the show is still quite enjoyable, and the overall theme of community is very clear. The songs are fun, the numbers are well-choreographed and the acting is superb.

Photo Credit: MU Theater Arts Department



The University's Theater Arts department modernized *Godspell*.

From Transylvania to New Orleans Jennifer van Alstyne

I was lucky enough to be able to attend both events of "The South Central Eastern Europe: Legacies and Identities" series featuring visiting writer Andrei Codrescu, hosted by the Monmouth Review, the Honors School, and Monmouth University Center for Distinction in the Arts.

The evening lecture at Pollak Theatre on March 23, entitled "From Transylvania to New Orleans: A Poet's Journey," was a witty mix of poetry and prose memoir of the distinguished award winning poet, author, professor, and National Public Radio host.

Transylvania and New Orleans "are both mythical abodes to the vampire," he said before commenting on how Anne Rice ruined the romance of the vampire's transformative bite from a long, drawn-out love affair with Lucy to a single gnashing of teeth.

Codrescu wrote in Romanian before traveling to the United States in 1966 and learning English. "The best way to learn another language," he said, "is to go to bed with someone who speaks it." He described his life growing up in a communist country as "silent. No one talked, at least not about anything important."

However, he went on to describe how the censorship made him an artist by making him think and allowing his mind and imagination to grow. It was "time to dream of things that no one had thought of before."

The following day in Wilson Hall Auditorium, Codrescu gave a reading from his new book, *The Poetry Lesson*. He continued to make the entire room laugh even with his insistence that, "I don't think I say anything funny ever. I mean every word." Perhaps he means every word, but his wit shines through, especially with his play on words with "Arse Poetica."

Alumni Spotlight: Michael Maggiore '08

Jonathan Goodman

If there is one word to describe Michael Maggiore (2008), “impressive” would be it. Whether it was his 3.96 GPA, the fact that he is the youngest “Vice President” in the country, or that he lived up to his own high personal standards he gave himself, Michael is not your average individual.

Sitting in the gorgeous AXA Advisors waiting room, I had no idea what to expect. Financing has always been a dream job for me, and here I was meeting and interviewing an Honors alum. My nervous anticipation was met with overwhelming kindness and generosity as Mike came in, introduced himself, and nearly took control of the interview. Within seconds, I had more than enough to write an entire book on Mike because of his fluid mannerisms and outgoing personality. He was full of knowledge about everyday life in and out of the office, and I could not help but instantly develop a comfort level with Mike, which further explained to me how and why he is so successful.

Mike came to the University from Staten Island Tech High School initially to study marketing and play golf. He joked that the University was almost perfect for him except it was the only school to not offer him a scholarship for golf. Jokes aside, it was apparent that Mike had and still does have a great head on his shoulders and dedicates time for leisure and school perfectly.

He had impeccable grades, took challenging courses, and sank some incredible putts to make him an all-around great student-athlete and role model on campus. When it came time to focus on his future and the job market, Mike applied everywhere he could. After going on over 25 interviews and taking demanding finance and management courses with Professor Burke and Dr. Buzza, Mike put himself ahead of many other rival applicants despite the crippling 2008 economy. To no one’s surprise, Mike landed a great job with AXA Financial.

For almost two years, Mike was a producer in the industry and worked heavily with Life and Health policies, annuities, and risky securities. One of the things to appreciate is Mike’s modesty. He was quick to admit that he was not the best in any

Photo Credit: Michael Maggiore



Michael Maggiore is a 2008 Monmouth University graduate.

field, but when he is given the resources needed, he “uses them to the best that [he] can.” That was his philosophy on everything in his life. “Opportunity happens when you put yourself out there and use whatever tool you have to the best of your ability,” and before long, Mike’s philosophy got him upgraded from the production side of business to the manager side, and led him to become the youngest Vice President of AXA Financial in the country.

Michael Maggiore has nothing short of an extraordinary resume. He was a remarkable student-athlete with an outstanding work ethic. It is not surprising that he has achieved so much success in such a short amount of time. The University and The Honors School should be very proud of the impressive Michael Maggiore.

Spring Honors Research Conference 2011

Wilson Auditorium

Friday, April 29

9:00 am to 3:00 pm

Student presenters include research in the fields of:

Art, Business, Accounting, Economics, Finance, Marketing, Criminal Justice, Communication, Computer Science, Education, Foreign Language, History, Mathematics, Political Science, Psychology

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