

ARETÉ

Monmouth University Honors School Newsletter



Volume 8, Issue 2

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4 Welcome President Brown

Sana Rashid & Maria Carvalho

On February 24, 2014, Maria Carvalho and Sana Rashid had the pleasure to meet Dr. Paul Brown, President of Monmouth University, at his ornate Wilson Hall office. President Brown received his undergraduate bachelor's degree from Franklin and Marshall College in Lancaster, Pennsylvania, where his daughter Emma is currently a first-year student. Before obtaining a presidential position at Monmouth, President Brown was the Dean of the College of Business and Economics at Lehigh University. He also worked at New York University, where he held a variety of senior and administrative positions in the Stern School of Business.

When asked if he ever imagined becoming a president of a university, he replied, "Oh my goodness, of course not... I never even thought about it." President Brown stated that he loved being in academia and his whole career has been in universities, such as Yale, NYU and Lehigh. "The first time I thought about a senior leadership position was at Lehigh and it was not even a president," he said. However, President Brown is already well adjusted on campus and shared a few of his thoughts with Areté during the interview.

President Brown believes that MU has built itself a strong base thanks to a number of programs that have increased and maintained the campus's visibility. However, he believes that through branding and program recognition, Monmouth can gain more exposure from regional and national perspectives. He hopes this can be achieved through making the university more affordable to students through scholarships and other such means. He also mentioned that Monmouth excels in delivering personalized experience, emphasizes coastal resilience in the wake of Hurricane Sandy, and promotes education in a number of health fields, such as nursing, social work, and premedical programs.

Despite many of the achievements Monmouth has already accomplished, President Brown shared a few of his goals for his term as president. He would like to concentrate on stewardship, which he emphasized "is not saying you rest on your laurels and keep everything the same, but it is saying that you recognize and maintain your strength." Along with stewardship, President Brown stressed the need for students to receive the most personalized learning experience, "which translates to things like the Honors School and which has a cohorting experience in their studies."

Throughout the interview, President Brown never failed to mention the importance of a global mindset: "We need to think locally, and act globally. We are an interdependent society. We need to recognize our roots and appreciate them, but also recognize the world. We need to be culturally and globally aware."

President Brown also believes that we need to make the college experience more affordable for Monmouth University. "The value proposition at Monmouth is huge; however, I do worry about the expense. I would like to put a tremendous amount of effort on trying to make our fees and tuition as less painful as possible and minimize the burden and that translates to scholarships." Brown also indicated the importance of continuing to serve our community and maintaining our beautiful campus and facilities. Obviously, President Brown has large goals set for Monmouth University and will be working diligently for the next few years to accomplish them.

President Brown also shared with us a few thoughts about the Honors School and its students. He mentioned that "the role that the Honors school plays for Monmouth is crucial; it is part of that fabric that is offered to the students." Not only does the Honors school attract strong applicants seeking a personal-

Welcome President Brown

continued from page 4

ized education, but it also “attracts students that would otherwise not be here. Even those students who may not be in the Honors School will be attracted to MU because it has an Honors School.”

Furthermore, he said that Honors students are very involved in the campus and with the Honors school, through various activities, clubs and their respective majors. In closing, President Brown expressed, “I want the Honors School to remain as an integral component of what we offer at MU to all students who come to Monmouth.”

President Brown is a delightful person, and it was an honor to hear all that he has planned for the future of Monmouth University. Maria and I look forward to seeing Monmouth University progressing in the coming years.



PHOTO COURTESY: www.monmouth.edu

6 Honors Thesis Experience

Kevin Holton: Creative Writing

Kevin Holton

Being an English major with a Concentration in Creative Writing has an interesting perk: my Honors thesis got to be a creative work, meaning that, as long as I did some substantial research to support some aspects of the story I created, I've had free range to do just about whatever I wanted. No tedious lab reports, no studies, no investigations as to whether or not I'm being ethical—it's all at my discretion. This had a twofold advantage: One, I didn't need to team up with anyone in order to create my thesis. I know a lot of science majors work alongside professors or conduct experiments under someone's tutelage. This can be time consuming and probably requires many forms to get going.

Two, I didn't need to wait. As soon as I had an idea in my head, I started writing. This means I didn't have to worry about that 9-15 week window that most are caught in during their thesis semester. I'd already been working on it for months!

Of course, I have a few challenges as well. If I really want to make the most of my story, I need it to be a little longer than the minimum requirement. This means more time at the computer, more time editing, and more time slamming my head into the keyboard wondering if I should meet the day's word quota or do my essay for such and such class.

Luckily, I've devised a few simple solutions that save me time and make sure I still meet my goals. I'll pass these along for all you soon-to-be thesis writers, no matter what your thesis topic will be.

1. Set a small word count and meet that every day. The average page of double-spaced text is 300 words. You can easily write 300-600 words a day, and that's not counting quoted information; it should take about 30 minutes at most to do that. If your thesis is supposed to be 40 pages, and you write two full pages each day, you'll finish by the third week of your thesis semester. That leaves 9-12 to just sit back and relax.

2. Do a little pre-writing! No matter when you're writing your thesis, you'll have at least four weeks (summer/winter break) and 25 sources from your proposal to quote. If you stick to the rule that only 10-20% of your paper can be quotations, you'll have 4-8 pages of quotes. By the time you organize them and integrate them into sensible paragraphs, you should have 16-24 pages of information. That's half your thesis and all of your research out of the way before the semester even starts!

3. Meet with your advisors early. Not only do their slots fill up fast, they'll catch important details so you can fix errors. When I sent in my proposal, there had been a miscommunication over which sources I, as a creative thesis writer, could use, and nearly all of them were inadmissible. I was really glad to have caught that in week 6 instead of week 13!

4. Be patient, and don't freak out if you can't work on your thesis for a day or two. You do have 12 weeks or so, assuming you start in the semester you'll submit it. If you've got an essay due in three days, work on that instead (I may sound like a hypocrite, but oh well).

Odds are, your thesis isn't going to be several hundred pages, so you have plenty of time. Remember, forty pages may seem like a lot, but if you write five a week, then you'll still have four to edit. That's one page a day, Monday through Friday, and you're still free on the weekends. Start early and stay consistent, and you'll be okay.

⁷ Thesis Experience

Senior Spotlight: Robert Magella

Robert Magella

The Honors Thesis Project is a unique experience particular to Honors students at this university. Dedicating a full academic year to one project is an undertaking of a scope and ambition one would be hard-pressed to find elsewhere in most undergraduate curricula. I have been fortunate enough to successfully complete this project and, having been asked to say a word or two on my thesis experience, I would like to begin by saying that, though like most I was at first daunted by the prospect, I found the project in the end to be most aptly described by Tom Hanks' character in *A League of Their Own* when he said "It's supposed to be hard. If it wasn't hard, everyone would do it. The hard is what makes it great."

With my thesis project, I set out to approach an uncommon topic in an original manner, choosing as my genre poetry from the First World War which, if it may seem impossibly removed from the modern literary world, I considered timely, anticipating the one hundredth anniversary of the beginning of that conflict coming up this August. Two British poets from that war were my focus, Rupert Brooke and Isaac Rosenberg, whom I saw as representing opposite poetic responses to the war, while being similar in that neither fit very conveniently into the most commonly assumed poetic category of British War Poetry—"Georgian War Poetry."

And though it was a difficult project that required long hours of research and rewriting, some of my fondest memories of my time at Monmouth will undoubtedly be of these hours, foremost in my mind because of their repetition and made fond by the realization, this winter, that my work was ultimately, intrinsically, worth it—an accomplishment in its own right, and a fitting crescendo to four years of my life spent learning at this university. My thesis project gave me opportunities I had never before considered, from combing the stacks of the Princeton University Library to examining 100 year-old manuscripts at the New York Public Library.

My thesis's worth has recently become more evident to me as, using a portion of it as my writing sample, I have been accepted to a number of MA programs in English, including at New York University and, what's more, the paper as a whole has been accepted for scholarly publication in the forthcoming issue of *War, Literature, & the Arts*. The thesis experience has compelled me to achieve beyond what I might have demanded of myself and, consequently, has availed me of opportunities and experiences which, when beginning the project, I could hardly have conceived.

⁸ Honors Professor

Professor Spotlight: Dr. Fury

Tara Egenton

Dr. Frank Fury began teaching at Monmouth University as an adjunct English professor in 2006. In 2007, he became a full-time faculty member. At the beginning he taught almost entirely first year composition courses and the general education literature courses. Dr. Fury still teaches a good number of the EN101 and 102 sections but has also taught numerous English major courses such as The Short Story in English, Contemporary American Literature, Foundations of American Literature and Literary Studies for English Majors. He has even taught a special topics course called Fictions of Family. During his tenure thus far at Monmouth, Dr. Fury has created his own literature course called Tragedy and the Tragic, which is often offered as an Honors section. With a Bachelor's degree in English from Boston College and a doctorate in English literature from Drew University, Dr. Fury has a passion for English that developed during his youth.

"I always enjoyed reading when I was younger, particularly mysteries, science fiction and fantasy. In college, I had the good fortune of having a number of dedicated, sincere, and learned professors who were very encouraging of my work as an English student," Dr. Fury said.

One of Dr. Fury's favorite memories from his English classes growing up at Boston College was, "writing an analysis of the Beatles song 'Eleanor Rigby' for an Introduction to Poetry class and earning an 'A' on it." However, Dr. Fury did not have a clear sense of his future career nor any ideal job prospects upon graduating with his undergraduate degree. "As I progressed through graduate school, the idea of becoming a professor became more appealing and more like the right situation for me," Dr. Fury said.

Dr. Fury enjoys being surrounded by students with great enthusiasm for the undergraduate experience and Honors students who embody the best of what Monmouth has to offer as an institution of higher learning. "I am the faculty advisor for Arête, the Honors school newsletter," Dr. Fury said. "I have taught numerous stand-alone sections of Honors English courses, participated on the panel for the annual prospective Honors students reception and attended numerous Honors events such as the 'Welcome Back Barbeque' and the annual basketball alumni event." His favorite memories among these events "are always with the students", he said.

Dr. Fury's advice to Honors students is to "continue doing the things that got you to this point in your academic career." He also suggests "keeping an open mind to new experiences and opportunities and to be as flexible as possible in handling new challenges and forming new relationships."

For the Honors English major in particular, Dr. Fury's advice is, "Read and read some more," he said. "There is no replacing, even in our digital age, the benefits of an intimate engagement with texts, which really is the cornerstone of what we do as English majors."

⁹ Featured Events

Welcome Back Alumni

Jennifer Broman

The Honors School hosted its Spring 2014 Welcome Back event at the MAC on Saturday, February 22nd. The Honors School reserved suite 7 for the event, providing a fun V.I.P. experience for their students, professors, and alumni. Honors students could enjoy the basketball game from the upper V section while enjoying salad, wraps, mini pretzels, soda, chicken, cookies, and brownies. At halftime, the university retired the number 80 jersey belonging to pro football player Miles Austin.

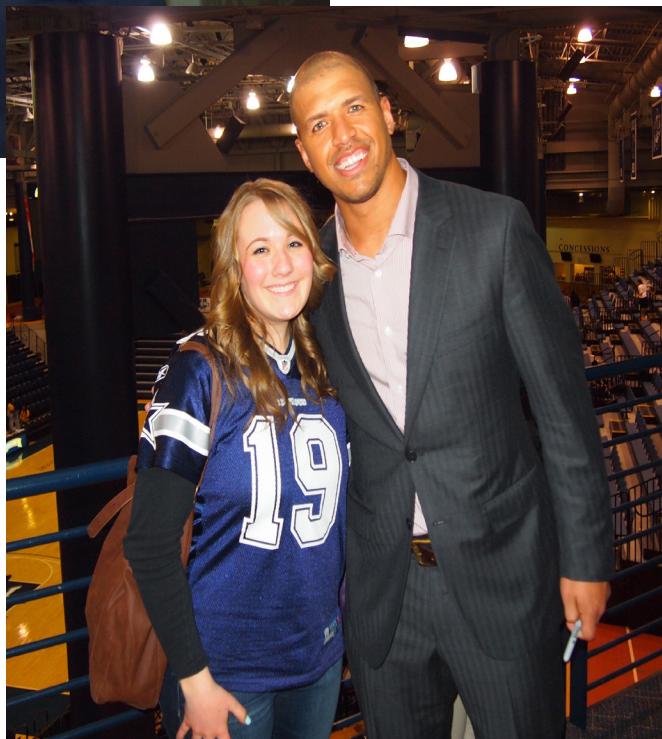


PHOTO COURTESY: Jennifer Broman

As You Like It Review

Jennifer Broman

We arrived at the Two Rivers Theater at 7:00 P.M. that frosty night in February. The theater itself looked, from the lobby, like a ski lodge or a rustic cabin. The beams stretched high in the vaulted ceiling—uncovered wooden beams that added to the charm. One of the actors, Philip Goodwin, who would later alternate the roles of Duke Fredrick and Duke Senior, came out to speak with us before the show. He gave us a few details about the synopsis of the play, as well as a few details about its history. Goodwin told us to pay attention to the words “fool” and “true” throughout the play because they were significant to the characters. He told us that, while there were some 26 characters in the play, they had only 11 actors, and so most of the actors would alternate roles.

After sitting in the lobby for about an hour, the lights began to flicker. This was the signal for the audience to file into the actual theater and take our seats. I was unfamiliar with this signal, but the elderly patrons who seemed very comfortable in the theater recognized it instantly. Once inside, I took my seat, which was upper left stage. Initially, the stage looked very small. I could not imagine how they could create a forest on that tiny stage. The stage was set up as a living room, with a fireplace and a rug, and four chairs. The walls were blue, and there were two white pillars. At a cue from the music, a young man rushed on stage, frenzied and violent. He was dressed in tattered clothing, and he rolled around on the carpet furiously, displaying his grief of mind.

The actors were dressed in modern clothing, rather than in the typical dress of the Shakespearean time. Rosalind and Celia wore formal evening gowns in the beginning, and the gentlemen wore suits. The language was true to the play, however.

The stage transformation was very well done. When the characters ran away to the forest, the stage floor was bare. There were about ten poles decorated to look like trees randomly scattered around, and there was fake snow floating down, blown about by a fan on a high scaffolding ladder, depicting the bleak wintertime.

Off to the side, there sat a piano, which the actor playing Oliver played quite skillfully throughout the remainder of the play. The fact that Oliver (or rather, the actor playing Oliver) consistently returned to the piano made me chuckle. Because he was such a nasty character in the beginning, it was humorous to see the softer side of him. One element I thought was very clever came when they switched to the forest the first time. The wall with the fireplace was removed, but the fire remained and was transformed into a campfire. It was a good use of props and space.

Another element I really enjoyed was the music. When I had read the play last year, I tended to skip over the songs in the text because they did not seem to add value to my reading experience. In the play, however, they were very well done. The actor who sang most of the time was very talented and impressive. The musical quality of the play broke up the Shakespearean language.

I was drawn into the play when the set transformed into spring. The whole theater felt warmer and the cheery colors mixed in with the greens and yellows lifted the mood in the room. My favorite scene came at the very end when the couples got married, and they were singing and dancing with the white flowers and the quilts.

I was happier with Celia’s romance at the end than I was with that of any of the other characters, including Rosalind and Orlando. Celia is a much more endearing character on stage than she was on paper. I remember being annoyed with her when I first read the play, but I was charmed by her staunch personality, and I felt for her when she was shivering in the forest. I admired her as a character because she had left her father and the comfort of her home out of loyalty to Rosalind. It was very satisfying to see her happily married off to Oliver at the end of the play.

The Two Rivers Theater put on an impressive performance from start to finish; the actors were excellent, and they each accurately represented the character they played. It was an altogether enjoyable experience.

11 *Featured Events*

As You Like It

Grant Zaitchick

This semester, Monmouth University's Honors School hosted another trip to the Two River Theater Company in Red Bank. I personally always look forward to a Shakespeare play, especially one I have not seen before. As You Like It is very much the sister play to A Midsummer Night's Dream, as it involves a love quartet in the second half of the play.

As You Like It is set in a kingdom where there has been a recent change of rule. The old Duke Senior has been overthrown by his younger brother Duke Frederick. There are two brothers, Orlando and Oliver, who are at odds with each other since Oliver, the older brother, is very successful and pompous, while Orlando has not been given opportunity to be successful. To further add to the drama, Orlando and Oliver's father has just died, and their father was a good friend of Duke Senior. The love quartet and the fall of the corrupt Duke Frederick are set up at the beginning of the play with Orlando creating a spectacle in front of Duke Frederick, as well as falling in love with Duke Frederick's daughter, Lady Rosalind. (Shakespeare never makes the relationship between characters easy to understand, trust me.) After several characters become enemies of Duke Frederick, or the characters disagree with his strict policies, these characters are either sentenced to exile, or they choose to accept exile alongside their friends. To avoid spoilers, the rest of the story is left to you, if you wish to read it or see a production of the play.

This play is all about the message of loving your neighbor and mending broken or estranged relationships. The hearts and souls of people cannot survive in a world where relationships are purely political or financial. Shakespeare repeats his theme of "Love is blind and foolish, but it is purposeful and joyful to have." One of the most important teachers of this theme is Lady Rosalind, who disguises herself as a man after being exiled. She shows Orlando, as well as other characters, that it is acceptable to be blind in your love for another person, but we must have the strength to balance that blindness with reason and patience. It is particularly interesting that Lady Rosalind had to take on the guise of a man in order to teach others about love. Does this simply relate to Shakespeare's lifetime, or do you feel that a man or a woman would be better teachers of love and relationships due to their sex?

Comedy and tragedy were excellently balanced in As You Like It with plenty of drama surrounding the characters and their stations in life. Shakespeare introduced a new kind of comedian in this play: a "fool" that is intelligent and perceptive so that he might joke about human behavior as well as human error. All the lines of the play were delivered clearly and with great timing to add either meaning or comedy to a scene. The famous monologue of "All the world's a stage..." was memorable and influential. The actors were very believable in their roles, and carried the spirit of Shakespeare's characters throughout the play.

However, this is where the similarities end. Two River Theater Company decided to modernize the play in certain ways. First, songs were added in order to convert it into a musical. This did have a positive effect on the play, as it offered a break from Shakespearean English, and it highlighted the themes of the play. Also, the set and costumes were modernized. Duke Frederick and Oliver were dressed as modern businessmen. The first set of the play reflected a modern drawing room of a mansion, and other costumes were modernized to correspond with today's citizens. While this did allow for a less pronounced setting, it was noticeable that the lines of the play did not match with the scenery or costumes. Contrary to the fact it was a less pronounced setting, I find that modern clothing in Shakespeare's plays can be distracting and disengaging, as I found in this production as well.

Such criticism, though, does not detract from my opinion of the performance of the play. As You Like It was a wonderful production at Two River Theater Company that allowed the audience to engage with Shakespeare's work and enjoy a comedic play, even when it illustrated serious topics of society. It had a great cast and was brought to life by the actors and the effects provided by theatre.

Niagra Falls Honors Conference

Heather Siebert

On Thursday April 3rd 2014 Reenie Menditto , five other Honors students and I arrived in Niagara Falls, NY for the NRHC conference. This conference offered an exciting line up of events including an open mic night, casino night, trips to the falls and of course poster and paper presentations. We started out the trip walking from our hotel to the falls from the New York side. Unfortunately construction and snow blocked most of our view of the falls. The next day we got up early and walked two miles to Canada in order to see the falls from the other side. It was chilly, but we were in high spirits as we walked across the bridge into Canada and had our first sweeping view of Niagara Falls. People were not lying when they said the view from Canada was better! We walked a mile down the river stopping often to admire the natural beauty. At one point we even took an unforgettable picture which we refer to as the “photobombing seagull.”



PHOTO COURTESY: CHELSEA BARETTO



PHOTO COURTESY: CHELSEA BARETTO

Honors Senior Research Conference: Another Year, Another Success

Carolyn Cimuz

The Spring 2014 Honors School Research Conference was held on Friday, May 2nd. The conference was an opportunity for graduating seniors of the Monmouth University Honors School to present their theses and provide a little background on the years of work they have put into the project.

The conference is also an excellent opportunity for visitors to learn about an abundance of fascinating topics that one might not otherwise encounter. The first presenter was Emily Grace Smith, whose thesis was titled “An Examination of Personhood and its Manifestations Among the Ancient Maya.” Smith’s thesis focused upon the misattribution of personhood among the Ancient Maya and uses gravesites to explore her question. Smith was the first presenter, and said “I was definitely nervous about going first, I think it comes with this stigma of ‘setting the scene’ for the conference and that’s a lot of pressure.” However, Smith’s calm and collected presentation began the conference on the best note imaginable.

One trend that emerged from the conference was the utility that many of the theses had in creating actual change, whether it be on the Monmouth campus or for the “real world.” For instance, one of the most well-received theses came from Olivia Greco, who proposed green ideas for the Monmouth campus, such as a campus-wide bike share, through graphic design. Another thesis, presented by Alison Abate, examined the effect that a new company logo for J.C. Penney could have on recovering the currently sinking company. The audience was greatly excited by this idea and conference guests fervently insisted that Abate present the idea to J.C. Penney herself.

With another year over, it is time for the rising seniors to consider how they will present their theses this December. Emily Grace Smith has wise words for those facing presentations at the end of the upcoming fall semester: “just be confident, you know everything about your topic, and you know it better than any person in that room, and if you’re worried about time, don’t be! Pretend you’re planning a Ted Talk and just include everything you would if it really was one!”

The tremendous amount of time and effort that the Honors students who presented clearly put into their work is a reflection upon how successful the Honors School has been in cultivating successful and productive students who will make excellent contributions in their respective fields. Each student that presented was sure to fervently thank Reenie Menditto, Erin Campbell-Hawk, and Dean Dooley. Clearly, this was another successful year for Monmouth University’s Honors School Research Conference.

Crimson Petals

Kevin Holton

*During a hot July midnight,
I crept down the oak
Beside my window to pick
Poppies for Sarah Lynn,
Who refused to know my name.*

*Traipsing through rogue wilderness
While listening to silent cicadas
sidling, matching my pace,
I found a punctuated clearing.
Patches of lush blooms*

*Glistened with fresh red.
Above, a crimson crescent moon
Beamed down. Approaching a patch,
My nubile hands grasped stems,
Plucking one by one.*

*I gave one last tug before the
Cosmic crescent howled unheard laughs;
Before me, the stone obelisk read
Sarah Lynn.
My hands shook; petals drifted to cold earth.*

*Beneath the empty-black sky,
A hand pressed up,
Curling around the bouquet,
And from the unforgiving soil,
Came, I'm sorry.*

Photography of Adrianna Marie Eisele

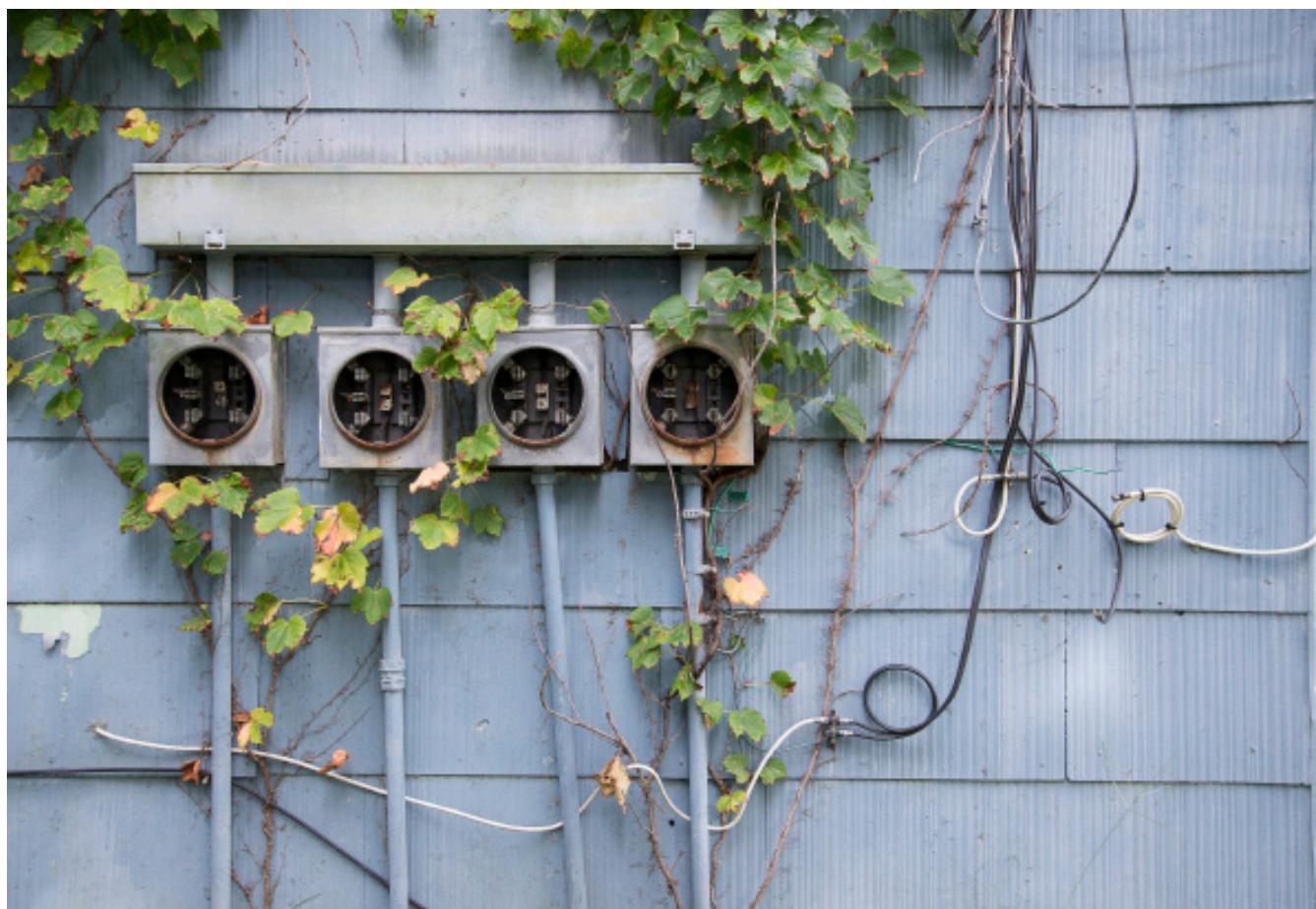
I'm Adriana Eisele, graduating this May with a Degree in Photography. I have always had a passion for the arts, especially photography. I live my life embracing every moment and am determined to see every part of the world that I can. My dream job is to be a traveling photographer, capturing what I see around the world through my lens.

The first three photographs are taken from a series I did focusing on abandoned places in the area. I find that dilapidated and abandoned places hold an unexplainable beauty and try to capture it through my photographs.

The last three photographs are taken from a series I did of the aftermath of Superstorm Sandy, one year later. There are still people and businesses displaced from the storm, and rebuilding is still occurring. These three photographs are to show that not everything is fixed yet, but change is still happening.

Please see pages 14-17 for Adrianna's photography









Prologue

Kevin Holton

When I was young, my father warned me that when I grew up, I would have to make a decision: to exist, or to die. I was thirteen when he first told me this, but it was not until sixteen that I understood it. He had taken me from my home on the upper level of Platform Seven and down into the dim and over-crowded roads of the lower level, where my people's poor, sick and helpless lived. A woman there was crying that she lost her home three months prior. She had a Dynatech heart, she said, and her time was almost up. Then, spying my father and me standing tall in the clothes of those who lived above, she reached towards us- toward me- begged for us to save her. Before I could open my mouth, I saw her pupils contract and she dropped down to me. "This," Dad said, "is the most important lesson I can teach you. One day, you will understand that freedom does not exist simply because one says it does. Freedom is about not know-

ing fear, not knowing hatred, not knowing sorrow. Freedom, my child, does not exist in our world. As hard as we fight, we cannot truly live in a world without freedom."

I did not respond that day, or the next, but on my eighteenth birthday. On the day that my government- Unity Government- mandated I begin functioning as an adult in my society, I said to him, "If I were to die in order to know what it means to live, I would gladly do so. I will not settle for mere existence."

If I have any hope of telling this story correctly, then I must begin by telling you that I have only ever acted in humankind's best interest. When I have finished, you may disagree, and you are free to feel this way. I understand if you think that what I've done is unforgivable. I understand if you choose to hate me.

My people lived in the air.¹ You see, after humanity tore itself apart from war and overpopulation,

the last vestiges of our race agreed that we could no longer act like beasts by gorging and fucking ourselves into extinction. Though it took several generations, a series of fourteen platforms were constructed, hoisted into the air, and bound together with a newly developed form of steel. The result was a metal nation that spanned the surface of the globe. The nation of Adonia was born.²

Because it was built with perfect symmetry, gravity could not tear it down. No platform or support touches the earth because the metal our nation was built with cannot bend. Despite the immense force placed upon it, Adonia was designed to float effortlessly, one mile above the surface of the earth, and was held in position by extremely powerful magnetic fields. The builders found a way to use the natural pull of the Earth to our advantage, ensuring that we would always have an exact, knowable, specified surface area on which to live.

Each platform was divided into three layers: the upper layer was reserved for those who were held in high favor by our government; the lower for those who were not;³ the middle was nothing more than a maintenance subspace, a sweltering labyrinth that the upper and lower people were told to never enter. No people live there.⁴ Most people think it doesn't even exist.

The Ancients, the people who built Adonia and all who came before them, reasoned that conflict would not arise because each platform had the same boundaries, the same amount of available space, and roughly the same number of people. Life support and platform climate would be regulated by the space between platform layers. The food eaten would come from farms, tended to by select groups of people chosen to care for the land below. Both farmers and food would be transported to and from their homes intermittently by magnetically propelled vessels. Because available space was limited, the population would be strictly controlled, meaning that the leaders, the people who made up Unity Government,⁵ or UniGov, would be able to calculate exactly how much food would be needed at any given time. Unneeded land could be used for hunting or the growth of different medicinal herbs. No one would ever go hungry again.

It was seen as the perfect nation. One people, brought together by bands that could not bend, could not break, could not show weakness in the slightest. One nation, functioning under a government that could support its people with calculated, exacting certainty. One humanity, living in the sky, demonstrating a mastery over nature.

But this was not enough.

Two generations had passed by the time my people developed Dynatech.⁶ Before we ascended, The Ancients dreamed of merging their bodies with machinery. It was a topic alluded to in cave paintings and stories from forgotten times. It was discussed in bars, in gossip magazines, in novels,⁷ and most importantly, laboratories. They were, to an extent, successful. Mechanized limbs were attached to people who had lost their own, the wires attaching to the patients' nerves, restoring motion, even feeling. Cybernetic tissues replaced missing flesh. Silicon tubes replaced missing arteries.⁸ But Dynatech... That was a new invention entirely. My people found ways to implement technologies at every level of the human being without the patients' immune systems attacking the new 'invader' technology. Eyes, ears, even chunks of brain matter were replaced without any ill effects, completely restoring the lost quality of life and in many cases improving functionality beyond the original human threshold.

These processes, originally called replacement surgeries, became commonplace. First, they were performed mostly for aesthetic appeal.⁹ Then for general improvement, allowing the subject to perform work in greater capacities, allowing them to do the same activities better in less time.¹⁰ But these optional enhancements, as they were later called, were only available to the better off members of the upper layer of each platform. Soon, new adaptations were developed for the lower layers. They were cheaper, even free in some cases, but those who received them paid in other ways.¹¹

A very small percentage of those born in my society were deemed Defective. A Defect is a person who, through some monumental error¹² in their DNA, was completely and unavoidably unable to receive Dynatech enhancements.

My name is Anna Kei.¹³ I was born to Maxwell and Louise Kei, and we lived on the upper level of

Platform Seven throughout my childhood. Though labeled a Defect, my parents let me live. They told me that I deserved a chance, and I took that chance for everything it was worth.

By your people's definition, I am now dead. What you hold in your hands is the story of why I had to die. Please read this in its entirety. Consider it to be a last request.

1. I've chosen an aerial nation to satirize the lofty and often unreachable ideals that American society espouses, such as becoming fantastically rich or being extremely thin.
2. I have used a corrupted form of Adonis to point out the emphasis on beauty and the male-oriented nature of society.
3. Though I don't say it yet, governmental favor is earned by spending lots of money and contributing to the capitalist system. The more you spend, the more patriotic you are, the better you're treated.
4. This is a reference to the way many people feel the middle class is slowly being destroyed.
5. 'Unity' things will appear throughout as a reference to the 'Victory' things of Orwell's *1984*.
6. The root Dyna, meaning power and energy, is used to indicate this technology is a source of both physical and political power.
7. Gothic literature is full of references to doubles, mirrors, alternate worlds, etc. Here, I'm making a self-aware joke about this book, but by not acknowledging that this document is, in fact, a novel, the narrator is treating it as an autobiography.
8. As such, this exists as fiction and non-fiction (as far as the speaker's concerned).
9. By referencing these, I establish this as a futuristic dystopia. However, I will later bring in new information that continues the Gothic theme of dual natures.
10. A reference to contemporary plastic surgery.
11. My projection as to what will happen in the field of bionic limb replacement.
12. It is common for the lower class to wind up with cheaper but less safe versions of things, such as generic medications.
13. This is a critical word- I'm pointing out that society is so arrogant that we would claim nature is wrong for not allowing human-machine fusion.
14. A play on words- Anna later leads a revolution that destroys her society and government. Her name is an anagram: Anna Kei = Anarchy

Meet Grant Zaitchick:

Education in Music Major and Commuter Student

Hello Arete readers! My name is Grant Zaitchick. I am a first year student here at Monmouth University and this is my second semester. I am majoring in Special Education in Music. First, I want to use the Special Education degree to become a lawyer who helps students be transferred or accepted into an alternative or a private school that will better suit their needs compared to the experience they would have in public schools. Second, I chose music as my secondary major since it is the subject that I connect with the most. I am a pianist who has been playing for eleven years, and I am now studying under Laura DuBois here at Monmouth. I have not chosen one of the academic majors such as mathematics or English since I know I would have found the subjects too dry and repetitive. No offense to the professors, since I know we



PHOTO COURTESY: Grant Zaiichick

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have some amazing professors here at Monmouth in all the departments. But, for me personally, I wanted a subject that I feel passionate about. During the summer time, I work at Camp Oakhurst, which is a camp for the mentally and physically disabled.

I started as a counselor, helping the students with different activities as well as with personal duties such as getting dressed, maintaining good hygiene, and developing healthy eating habits. But now, I am the music “instructor” of the summer camp, mostly helping the campers with singing. The camp allows them to participate in different activities such as Arts & Crafts, Music and Nature Exploration. But, enough about me, and more about my experience at Monmouth.

Education students are required to take a “double load” of required courses, leaving only one or two slots open for extracurricular classes. Right now I am taking general education classes, some music classes, and, this semester, I am taking Educational Psychology. Even though the prerequisite for “Ed Psych” is Intro to Psychology, students cannot consider it a psychology course since it does not cover the way people think. The course entails learning about how to teach different types of students and the different methods to approach a classroom when teaching a subject. The current out-of-class requirement for Ed Psych is six hours of community service at an elementary school that meets certain “diversity” requirements. I chose to attend the after-school homework club of Anastasia Elementary where Monmouth students act as tutors for the elementary students. Thankfully, the homework in this “club” is very simple to a college student, but it is nonetheless valuable experience. The club gives great insight as to how to become a better teacher

since you are working hands-on with students, learning how to coax knowledge out of your students, and understanding when to give some extra hints and help. I feel that the Education portion will be enlightening and enjoyable for me for all my semesters of college!

I chose to be a commuter student for several factors. First, I want to stay close to my parents. Even though I need to become more of an individual, my parents are so supportive of me while giving me the freedom I need. It is better to be able to head home every day and be able to enjoy my home life with all the comforts and possessions that are not available in a dorm room or a student-peer house. Also, it would be rather difficult for me to leave my dog, Buddy. On the more “logical” or “practical” side, heading home every day allows me to continue practicing the piano six days a week, have privacy when I study, and have a room of my own. It is easier for the space around me to be my own, rather than the compromises that one must make when one chooses to live in a dorm room or in a house with one’s friends/peers. It does somewhat disconnect me from Monmouth, but that is a positive from my point of view. It is slower making friends since I do not see my classmates or “floor mates” every day, but I am comfortable with that. It also requires that I drive to school for classes as well as any events or requirements outside of classes, but my house in Middletown is only a half hour drive away. So for me, living at home is preferable, and I am able to maintain a healthy balance between college and home.

I hope that everyone has had a great semester, and I hope to meet more people, and some more Arete readers, as college life progresses. Please enjoy the beautiful weather we have had lately, and I hope that you enjoy your respective majors! Thank You!

“I wanted a subject that I feel passionate about. During the summer time, I work at Camp Oakhurst, which is a camp for the mentally and physically disabled... I am a music ‘instructor’ of the summer camp.”

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Breakfast with U.S. Diplomat: Joe Tordella

Alyssa Maurice

Four Honors students got a sense of what a career in Foreign Service entails and learned how people can incorporate similar diplomatic values into their everyday lives at a breakfast with United States diplomat, Joseph Tordella, hosted by the Eatontown Rotary Club.

Tordella is a West Long Branch native who specializes in public diplomacy. The main purpose of his work abroad is to develop communication strategies and programs that help to foster deeper relationships with the people of other nations and ultimately advance United States foreign policy. Within his presentation he explained the process of joining the Foreign Service, the benefits of U.S. diplomacy, and opportunities for students to get involved.

"I've seen firsthand the way U.S. diplomacy helps change lives," said Tordella, "whether it's granting visas for students abroad, putting American companies together with foreign companies helping to create jobs or negotiating on foreign policy with other countries to make America safer and promote peace around the world."

Those pursuing a career as a Foreign Service Officer (FSO) must first pass the written Foreign Service Exam and go through an interview process. If selected, they then enroll in the Department of State's National Foreign Affairs Training. In addition, before being stationed at a foreign U.S. embassy, FSOs undergo intense language training for about six months so that they are fluent upon their arrival to



PHOTO COURTESY: Alyssa Maurice

their assigned country.

Tordella was previously stationed in Saudi Arabia, Pakistan, Israel and the Philippines. After becoming fluent in Arabic, he is now learning Russian in preparation for his position as a media relations officer at the embassy in Moscow, Russia.

Sophomore mathematics and music major, Taylor Bernosky, said, "To me, the most interesting aspect of the job seems to be how immersed you are within different cultures. To be able to become fluent in another language and fully experience life in a different country is such a unique opportunity."

However, in addition to the benefits of experiencing life in foreign nations, Tordella also addressed the unforeseen issues that may arise while serving abroad. For example, he was amidst sand storms in Riyadh, Saudi Arabia and monsoons in the Philippines. Further in his presentation, Tordella went on to explain the role United States citizens play in foreign affairs. "There are three major players in foreign policy and the third is you. Especially with advancements in technology, civilians all across the country now have the opportunity to create relationships with groups abroad," he said.

Students can apply these skills to other areas of their lives as well. "The ability to form meaningful relationships with people who may be of different cultural backgrounds, is something that would be beneficial for anyone regardless of their career path," said sophomore attendee, Christina Alexander.

Tordella also emphasized the importance of student engagement in political affairs. In order to effect change, citizens must first be knowledgeable. "It's really important to be an educated voter when it comes to foreign policy because whom we elect in Congress and whom we elect as a president have a great influence on what we do abroad," he said.

According to Tordella, students can benefit immensely from applying the values and skills associated with diplomacy to their own lives and becoming an active citizen by keeping up with foreign affairs. Students interested in the field of Foreign Service can find information on paid internships in both Washington, D.C. and embassies abroad at careers.state.gov/students.

Taylor Bernosky: Professional Violinist

When I was three years old, I begged my parents to let me play the violin. They were confused as to why I would want to play an instrument that no one in our family played. They thought that it was just a phase and that I would soon forget about it. However, I kept begging, so they then bought me a toy violin, but that was not good enough for me. When I was in kindergarten, there was a teacher in my school who taught violin to third graders and up, so he told my mom to bring me in and the older students would intimidate me and I would no longer want to play. After that first lesson, he told my mom to get me a violin and I have been playing ever since.

Over the past years I have had so many great opportunities and experiences through my violin performances. When I was thirteen years old, I won a competition and played a solo at the world-renowned Carnegie Hall. I have also opened for artists such as Tim McGraw, Lady Antebellum, and Miranda Lambert, and I have shared the stage with so many talented musicians such as Glen Burtnik (Styx and The Orchestra), Patty Smyth (Scandal), John Hawken (The Strawbs and the Nashville Teens), Kasim Sulton (Todd Rundgren and Utopia). I also had the opportunity to perform for Bruce Springsteen! My performances have also given me the pleasure of traveling to places including Nashville to perform at the CMA Fest and shows in Florida. I really cannot picture my life without the violin in it.

Here at Monmouth University, I am able to pursue a double major in both of my interests – math and music. In addition, I am also a member



PHOTO COURTESY: Andrew Cohen

of the Honors School, which has greatly enhanced my experience here at Monmouth thus far. The location of Monmouth University could not be more suited for me – while still being able to live on-campus, I am still relatively close to my performances and I am able to perform often. I am very fortunate that I am able to do what I love to do, and will continue to do so as long as I can. For videos and more information, you can visit my website at www.TaylorHopeMusic.com

“Over the past years I have had so many great opportunities and experiences through my violin performances. When I was thirteen years old, I won a competition and played a solo at the world-renowned Carnegie Hall.”

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An Unusual Self-Identity Crisis

Ishita Bhattacharya

I always find it difficult to put a label on myself. In high school, people used to classify each other as the “jock,” the “nerd,” or the “hipster.” If someone were to try to accurately categorize me, he or she would probably come up with something along the lines of “science geek and classical dancer with an urban alter ego.” My name is Ishita Bhattacharya, and I am a first year Monmouth Medical Scholar and Honors Chemistry major here at Monmouth University. What most people do not know about me is that I am also a professional Indian classical, Indian fusion, and hip hop dancer. So medical student and dancer... huh? It is definitely not a traditional combination; however, the mixture is what defines me.

So at this point, you might be asking how exactly did I manifest these different traits. Well, I have been dancing Bharatanatyam (a type of Indian classical dance - not the same as Bollywood) and Indian fusion dance (also not the same as Bollywood) for the past thirteen years. My performances have gone all over the world for many prominent figures. This January, I was even invited to perform in my own solo debut show in India for a non-profit organization called Hyegia to raise awareness for children who suffer from HIV and AIDS. My areas of Indian dance rely heavily on the aspect of Hindu mythological storytelling through visual communication. There is so much history and meaning behind every hand gesture, every look of the eye, and every step of the feet, that it takes nearly ten years to become even mildly proficient. My heart lies in this art form because it connects me to my culture as a first generation American Indian.

Hip Hop has inhabited a different part of my heart. I began freestyle in high school to music that would play on the radio and later came across this huge Hip Hop community on YouTube where professional dancers posted their choreography on the Internet. I picked up the style by watching their videos and found a new method of self-expression that Indian dance did not always satisfy. This form of dance had basically no rules; apparently the way I physically interpreted music on the radio was called “hip hop” without me even realizing it. Though the dance styles are completely foreign to each other, I have found my place in both fields.

As I have been advancing my dance career, I am

also an active science-loving student. Though the arts and chemistry do not seem to fit together well, I dare to argue otherwise. Understanding chemistry requires the ability to grasp certain concepts to apply logically to different scenarios. Dance also requires that ability to take basic understandings of music, movement, and mythology and applying those to more complex choreographies. As a medical student, I find that dance and medicine also have commonalities. Medicine is the exploration of the body on an anatomical level, whereas dance is the exploration of the body on a more physical and spiritual level. These two different worlds collide more than you would think.

Hopefully my confusing persona has a little more sense to it now. While I am finishing my second semester at Monmouth, I am currently the artistic director of the Indian fusion dance troupe called Sukalyann Dance Entourage and a company member of a hip hop team called UFP. I am also continuing my Bharatanatyam training from different dance gurus in both India and the US. It has not been easy maintaining these different parts of my life, but I know that I have so much more to learn and space to grow as a dancer and student. One day, I hope to be able to combine these different interests of mine. Until then, you can find me in Edison studying for a chemistry exam while tapping my toes to some imaginary rhythm.

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PHOTO COURTESY of Ishita Bhattacharya

Beyond Ex Ed requirements

Kevin Holton

For the past year now, I have been a junior editor with an independent publication company. My duties there are pretty much to read stories and edit them, making some changes myself while mostly just leaving comments, a task not wholly different from my job at the Writing Center. I had published a few short stories with this company when, knowing that I am a student, they approached me about a beta reader internship. I was promoted after about a month and have happily worked there ever since.

Ironically, I was completing one experiential education credit at the Long Branch Library that semester (Spring 2013), which fulfilled my general education requirement, just like this position at my company would have. Despite the hassle of running two internships at once, I made it through and continued on to last Fall, wherein I completed three Ex Ed credits, and this Spring, where I will again be completing three Ex Ed credits. Next year, I hope to complete another five at this company, bringing my experiential education credit total to twelve, which is the maximum allowed credits from this category.

The great thing about this position, and one of the reasons I love Monmouth, is that I would have done this work anyway, but now I get credits for it. Instead of piling on my editor duties on top of a huge course load, I get to fill elective requirements and bring myself closer to graduation. Assuming I compile my portfolio well, getting an A in an Ex Ed

course is much easier than, say, getting the same grade in Comparative Historiography of the French and Indian War. This boosts my GPA and leaves a very nice, distinctive set of courses on my transcript. While not every employer focuses on them, those that do certainly will not mind seeing four or five internships with 'A' grades at the end.

I tell you all this to dispel the myth that Ex Ed courses are boring or horrible. They can be a lot of fun, and, if you complete more than the minimum requirement, employers will smile favorably on that. If you maintain an internship over several semesters, not only does that show work experience and that you are a reliable person to hire, but you will get used to interacting with people in that field while learning the ins and outs of the business. I certainly have had to get used to butting heads with stubborn authors, and, while at first it was hard for me to swallow my pride and allow things that were academically wrong, I have learned a lot about fiction publishing and what can or cannot be used in a story. I have also learned to be more patient and understanding, a skill that can be used anywhere at any time.

So, if you are currently still doing your Ex Ed work, consider drawing it out. Every major comes with elective slots, so, if you have some to spare, filling those voids with internships and co-ops can be a great opportunity. If you have not done Ex Ed yet, what are you waiting for? This is an opportunity that can last you a life time, so do not put it off until the last semester.

The Role of the Global Ambassador Chair

Amanda Gruber

As a senior steadily approaching graduation in May, I have taken time to reflect on the various activities and organizations I have had the privilege to become involved with during my four years here at Monmouth University. During my years here at Monmouth, I was fortunate enough to become involved with the Institute of Global Understanding (IGU) through the Global Understanding Convention (GUC) that takes place on campus each spring semester.

I began as a Global Ambassador, which is a student volunteer who signs up to attend various GUC sessions in order to welcome the presenter(s) and ensure the event runs smoothly. Global Ambassadors are given the opportunity to develop their leadership skills and connect Monmouth University to numerous influential speakers and presenters who visit to share their knowledge and expertise.

Throughout the course of the 2013/2014 school year, I was able to take on a new leadership role as Chair of the Global Ambassador Committee, as well as a member of the GUC planning committee. The GUC planning committee works countless hours to prepare the call for panel submissions, their review, and then the enormous task of scheduling each GUC panel, film, poster session, workshop, discussion, lecture...and so on. It was

an absolute pleasure to work alongside so many dedicated faculty, staff, and community members, all of whom share a passion for global education.

As Chair of the Global Ambassador Committee, I was able to recruit and inform nearly 70 student volunteers who were eager to take part in the GUC and meet the various presenters and community members who will be visiting Monmouth University. I was also able to start the first year of tabling for the IGU, where several student volunteers and I have the opportunity to promote the IGU and the events taking place during GUC week.

This year, the 13th Annual Global Understanding Convention focuses on the theme, "Towards Global Equality: Education, Dignity, Prosperity." The convention is made up of more than 40 sessions that are dedicated to spreading public awareness about issues of social inequality and injustice, particularly as they impact our global community. As our university continues to become more globally minded, it is imperative for the campus and surrounding community to constantly learn more about the world we live in and continue the GUC's dialogue about ways to combat these inequalities and intolerances.

The GUC planning committee was led this year by Professor Jennifer Shamrock (Chair) and Professor George Gonzalez (Co-Chair). The members of the 2014 GUC planning committee include: Professor Saliba Sarsar, Professor Susan Bucks, Mr. Joe Ritacco, Ms. Susan Shumard, Ms. Jeanette Villanueva, Professor Manuel Chavez, Professor Marina Vujnovic, Ms. Amanda Gruber, Ms. Nitzia Trujillo, Ms. Nicole Frame, and Mr. James Coon.

The IGU at Monmouth University holds the important mission of promoting awareness of important issues in our ever-changing, dynamic world. The institute oversees various academic functions, service learning programs and field experiences, while engaging the local and global community. By doing so, the IGU is able to promote Monmouth University's broad mission of promoting global understanding, diversity, and leadership.

"As Chair of the Global Ambassador Committee, I was able to recruit and inform nearly 70 student volunteers who were eager to take part in the GUC..."

Study Abroad

Carolina Carvalho

Once a student becomes more involved with and acclimated to Monmouth and the activities and programs offered, the opportunities are endless. Whether it be from numerous academic programs, music programs, sports teams, clubs, Greek life, to eclectic meetings and events, Monmouth University provides students with myriad chances to fulfill and grow one's college experience. One of the most well-known opportunities Monmouth offers to students is the Study Abroad program. This program allows students to travel to any desired country and study there for a summer, spring, or fall semester. The possibilities are endless, and the desire for traveling and exploring are attained. Students have the opportunity of either choosing a program through Monmouth or creating their own program. Studying abroad opens one's perspective of different cultures, experiences, and lifestyles. Four students that took advantage of the Study Abroad program were Roksana Hajduk, Erica Bonavitacola, Jane Dustman, and Taylor Vullo.

Roksana Hajduk, a sophomore Honors School student, studied four and a half months in fall 2013 in the "land down under"—Australia. One of the four countries Monmouth offers as a destination in Study Abroad, the Australia program could be seen as one of the most unique. Instead of starting one's fall semester in September, Roksana and her colleagues flew across the world to Sydney, Australia and began the program in late July. Instead of living in a dormitory, Roksana and five other girls—four from the United States and one from Brazil—each had their own room and bathroom, while they all had a common room, a kitchen, and a dining room to share. During her time there, Roksana took general education courses and electives. Roksana and her friends did a lot of traveling while in Australia, and took advantage of as much as possible being down there. Besides their studies, the students traveled and participated in many activities while down there; some places and activities included New Zealand, Fiji, the Whitsunday Islands, Surf Camp, Mountains trip, Sydney Harbour Bridge Climb, and even skydiving. Roksana's love of traveling allowed her to meet people from all over the world.

Although Roksana and her peers had a great time traveling and becoming involved in many activities "down under," she says she learned a lot from the study abroad experience: "I think the more you travel, the more your perspective on life is altered. Meeting new people and adapting to a new culture has a huge impact on your personality and the way you view life. I think that by living on my own on the other side of the world I learned to be more independent and grew more confident that I will be alright once I start living on my own."

Another of the exceptional study abroad programs is the summer semester in Florence, Italy. Erica Bonavitacola, Taylor Vullo, and Jane Dustman were three out of the group of students who recently took advantage of this chance in the summer of 2013. Although the trip is four weeks long and much shorter than a fall/spring semester abroad, Erica, Taylor and Jane made sure to experience as much as possible during their time there. Some of the places they traveled to were Assisi, Rome, Cinque Terra, Amalfi Coast, and Croatia. In addition to traveling, the girls also were enrolled in two summer courses; Erica and Taylor both studied Intercultural communications, Jane studied Sociology of the Italian Mafia, and all three studied "Food of Italy." The girls described the lifestyle there as very different as what we are accustomed to. The pace is slower, and no one is in a rush; Erica explains that the lifestyle is "amazing---people took the time out to appreciate life. They made time for friends and family, always. You had no choice but to enjoy your day." All the girls loved the traveling, and experiencing the Italian lifestyle and culture. As they all embraced the Italian culture, they each had a different learning experience that they will all hold onto for life.

Although they all had different learning experiences, they all learned how to respect different cultures and adapt to the lifestyle there. Each girl had distinct advice for anyone who is interested in studying abroad. Taylor advises, "I would tell someone who is going to study abroad to not waste a moment while you're there! It's a once in a lifetime chance and it goes by much faster than you think." Similar to Taylor, Erica states, "Jump without

Study Abroad

Continued from page 28

looking back! It's scary and daunting but is the best thing you will ever do. Do not second-guess or have expectations." Jane advises prospective study abroad students: "Take that leap of faith and study abroad. It's the absolute best thing you will ever do hands down. Forget about the money you will spend and time away you will lose from home, go out and live a life worth telling. Doesn't matter where you will go—you'll always be in the same boat as someone else, and be with new experiences and memories that will last a lifetime."

Regardless of studying in Sydney, Australia or for a summer in Florence, Italy, all the girls agreed that they would like, if they could, to study abroad again. In addition, Roksana, Taylor, Jane, and Erica all mentioned how great, organized, and wonderful the Monmouth University Study Abroad Program is. Although the memories are made in studying abroad, Monmouth prepares students very well for their future traveling. Studying abroad is only for a semester or summer; however, one will keep the memories and experiences forever.

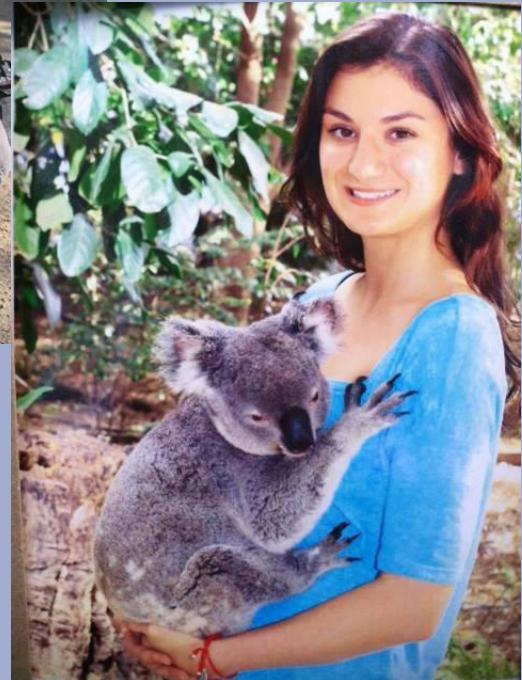


PHOTO COURTESY: Roksana Hajduk

Greek Life

Taylor Kelly

When you first entered college, you probably heard many individuals encouraging you to “Go Greek” and “Join Greek life, you won’t regret it!” It may have sounded more like an infomercial than a sincere request, and I know I felt that way as well.

When I was a first year student, I had no idea what Greek life entailed or what the benefits of it were. I was too immersed in my studies and other activities to even think about joining. Yet, I saw many of my friends and peers choose to go Greek, and it always seemed like they were enjoying it. Still, I never found the time to make this type of commitment a priority.

This all changed when I was a junior in my spring semester. I heard about a new sorority, Alpha Omicron Pi, joining campus. I decided that although I never tried to get involved in Greek life before, I wanted to see what could happen. I went through the process of talking to individuals from Nationals, being interviewed, and meeting tons of new girls. At the end of three days, I got my bid to AOII. It ended up being one of the most memorable and exciting days of my college career.

Since joining AOII last spring, my experience at Monmouth has completely changed. I have become sisters and close friends with 71 amazing girls whom I would not have known if I did not decide to join. I have laughed and cried with these women who epitomize the characteristics of being classy, genuine, and unique. Yet, I have also become closer to other individuals as well. Being in AOII allows me to attend events that promote Greek unity, and because of this I have met many people who share the same values as I do. I have also been given the opportunity to participate in philanthropic events, sisterhoods, and AOII’s first formal recruitment which took place in January. Although being a part of an organization like this takes a lot of hard work and effort, the results are worth it all.

The most important aspect of Greek life to me is that it unites people not only for collegiate years, but for a lifetime. I only had the chance to join the Greek community at Monmouth for two years, but I know that after I graduate in May, AOII will always be a part of me. I will have sisters to call on when I need advice and friends by my side throughout every milestone in my life. Having that personal connection to so many great people is something I am more and more grateful for each day.

Although I am only a few months away from graduation, I am extremely excited to see positive advancements in Monmouth’s Greek community as a whole. A new fraternity is colonizing on campus this spring, proving that the number of organizations is continuing to grow. It was recently announced that Willow Hall will be dedicated to housing members of Greek life exclusively, benefiting the tight-knit community of Greeks living on campus. Even though this is my last semester, I am looking forward to all the improvements the campus will be making in years to come. As a member of an organization that has my heart and as a part of the Monmouth Greek community as a whole, I sincerely encourage you to “Go Greek”—it will change your life for the better.

²⁹ *Get Involved*

Commuter Experience

Jennifer Broman

Commuter students: the students who go to class, get their degrees, and go home. The students who do not get involved on campus – at least, such is the stereotype. That is the stereotype that I might have become if it were not for the Honors School. Because of the Honors School, I know what the inside of an upstairs suite in the MAC looks like. I have been to barbeques outside of Beechwood. I am able to park in the designated “Commuter Parking Lot.” The Honors School at Monmouth provides most of the events that make up my experiences outside of the classroom. The Honors School offers so many fun and cultural events that enrich my time at Monmouth.

Besides the events that they hold, the staff in the Honors Office makes a point to make every student feel comfortable and welcome. Reenie and Erin know each student by name, and they treat everyone with the same personal attention whether the student lives in Beechwood or only shows up for the Fall Barbeque.

The Honors School accommodates its commuter students by allowing them full access to the computers in Beechwood, as well as to the basement lounge. One of the benefits, as I mentioned before, is the specially designated Honors commuter parking lot behind the building. Since parking is limited, any space is precious, making that lot a definite perk.

The Honors School has enriched my Monmouth experience. It is my hope that every commuter student takes advantage of the benefits the Honors School offers.

*“The Honors Office makes a point
to make every student comfortable
and welcome.”*

Senior Spotlight: Shannen Wilson

Tara Egenton

Shannen Wilson is a senior Honors school and Psychology major. She has just completed her Psychology thesis. "I selected this major because although it is untraditional to be a pre-dental student in this major, I felt that the field of Psychology could help and prepare me for working with people on a regular basis," she said.

At first, Shannen was not able to take the Honors cluster courses that were offered, but she lived in a suite with other Honors students which allowed her to make more connections with her Honors peers.

"The Honors school has been a huge support throughout my four years at Monmouth," she said. "There have been many times when I found myself in the Honors school office venting to Erin, Reenie and Dean Dooley. They were always able to comfort me and now that I am a senior preparing to graduate, I value the support the Honors school gave me throughout the process of writing my Honors thesis." During her tenure at Monmouth, she attended the Honors School's Welcome Back Barbeque, Finals Breakfasts, and free trips to the Two River Theatre in Red Bank. She has also served as an Honors peer mentor and as a student coordinator. However, outside of the Honors program, Shannen was also a Peer Learning Assistant for three years which allowed her to be a liaison between students and professors.

"I also served as a Student Coordinator for the First Year Service Project, which is an organization that strives to fight hunger and homelessness. I also was a part of the New Student Orientation and was an orientation leader as a rising junior and the logistics coordinator as a rising senior," Shannen said. Just this past year, Shannen became a part of a new organization on campus called the Monmouth University Street Team (MUST), which is a group of students who are committed to bringing positive experiences to campus and having the students talk about their big ideas.

"Two of my most memorable experiences I have through Monmouth were the alternative break trips that I participated on. During spring break of my sophomore year and winter break of my junior

year, I went to Guatemala and Haiti, respectively," Shannen said. "On both trips I worked with my peers as part of a construction team."

In the fall Shannen will be attending Rutgers School of Dental Medicine to become a dentist. She is nervous about the workload from college to dental school; however, she believes her tenure at Monmouth showed her the type of student she was, how to study effectively, and how to manage her time efficiently. Shannen's advice to Honors students is:

"You can do anything you want at Monmouth and you should do all you can while you are here. The most rewarding feeling when you are getting ready to leave a place you love is to know that you have replaced yourself. While you hold a position in a club or organization or job on campus, you will be in contact with many students that are interested in the same thing you are. Before you leave, you will fill the spot that you held with someone that you inspired to be there, and knowing that in some way you impacted that person is a wonderful feeling."



PHOTO COURTESY: Shannen Wilson
Shannen Wilson volunteering in Haiti over Winter Break.

31 *Farewell Seniors*

Senior Spotlight: Ryan Murphy

Ryan Murphy

It's important that you stick with me on this one, at least until the third or fourth paragraph. If you can make it the whole way, though, that is obviously the best case scenario. This is my last opportunity to write for this great newsletter, so please excuse any lengthiness.

As a second semester senior about to leave the university, I have been spending ample time reflecting on my four years as a Hawk, and an Honors student at that. With only months left, I feel very strongly that Dean Dooley, Reenie Mendifto, and Erin Hawk be forced to resign from their positions in the Honors School and a whole new regime be hired in their stead. I ask for all Honors students, specifically the seniors, to rally behind me in an effort to force them out of their offices.

How else am I supposed to leave this place? Knowing that these three individuals will remain hard at work running our Honors School makes it much more challenging to think about moving on to the next step.

OK so I do not actually want them fired, but it would be much easier to pick up and leave the university knowing that they would no longer be here, either. The Honors School has been such an integral part of my Monmouth experience, and I could not be more grateful. So I guess I will toss my "LET'S GET DOOLEY, MENDITTO, AND HAWK FIRED!" flyers and petitions into my laptop's trash bin.

I would, however, like to publicly thank the Honors office for all of the happy memories over the last four years. I do not know what I would have done without Dean Dooley's constantly collected and calming attitude, Reenie's support and guidance through the Honors curriculum, and Erin's invaluable help with the mentoring program, the damned Ultipro system, and everything in between.

As this is likely the last article I will write for Areté, I was asked to reflect on my Honors experience and how it played into my Monmouth career and future endeavors, talk about what my future entails, and even give advice to current Honors students. Please note that I am not liable for any negative consequences that occur due to following my advice; I am however directly responsible for any positive outcomes and success that result in you reading this article.

Being a part of the Honors School has definitely been one of my favorite experiences during my time at Monmouth. From day one my Honors classes have challenged and engaged me on a different level than other courses. Looking back, having such involvement from faculty in and out of the classroom is really extraordinary and has helped to sharpen so many of my academic and social skills. Beyond Honors academics, being involved in the Mentorship Program has been a privilege. Not only have I had a hand in helping to transition first year students to university and Honors life, but I have also received overwhelming benefits in terms of leadership and communication. I know these tools had a hand in making me successful in personal application processes for other University-sponsored employment and graduate school. I cannot thank the Honors School enough for helping me prepare for my next educational adventure.

Though sometimes I still have to remind myself that it is a reality and not some tangent of imagination, I was recently accepted to Yale University for graduate school. As a Bulldog, I will be enrolled in Yale School of Nursing's Graduate Entry Prespecialty in Nursing (GEPN) program. This program will prepare me to take licensure exams to be a Nurse Practitioner. It is a three-year program, with the first year, or my GEPN year, being dedicated to learning nursing skills and knowledge to help me pass the NCLEX, an exam to become a Registered Nurse. The next two years are then focused on my NP specialty, which I have elected to be Adult/Geriatric Acute

Senior Spotlight: Ryan Murphy

Ryan Murphy

Care. The process of applying to Yale has been extremely exciting, nerve-wracking, sleepless, and empowering. Again, nothing but love to the Honors Office for encouraging me to stay positive when all I wanted to do was nap/vomit until Yale's admissions decision day came and went.

By and large, I have had a tremendously positive experience at the University; it has become a part of what I consider to be home. I would consider myself a successful Hawk not because of grades, or even because of what institution will be printing my graduate degree, but because I have constantly challenged myself to take part in University experiences outside of my comfort zone. This attitude has taught me so much about myself as an individual, a leader, and team player.

So, in closing, I will leave you with some parting thoughts that I hope can help you make the most out of your Monmouth career. Although I consider myself better at dishing out wit than wisdom, I will try to do both by stealing the words of others.

First, to steal an analogy from Sheryl Sandberg's book entitled *Lean In*, stop considering your career to be a ladder, but more of a jungle gym. I have learned that education, employment, and life do not have to be this linear path that we should constantly fight to climb, rung by rung. If you are a student reading this, you are likely to be doing so within the age range of 18 to 22. There is NO NEED for you to know what your career, or life for that matter, will look like when you are 50 years old. Instead, bounce around and enjoy as many different opportunities as possible. Push yourself to engage in something that scares you in a good way. Do not avoid adventures simply because they are not on your checklist.

Next, I would like to share a quote that I found on the Internet, left there by an anonymous author (and please excuse the uncouth language, but I find it necessary here). Don't let anyone tell you you're too young to accomplish anything; a baby shark is still a f*cking shark. You should have the utmost confidence that you can do whatever you want. If you are questioning yourself, I guarantee if you survey your friends and family, you will be the only one with doubts. You have just as much ability to influence the world now as you will when you are older.

Here we are, you made it to the end. I hope it was tolerable. I am so proud to be a Monmouth Hawk, and I am confident that I will succeed as a Bulldog because of tools given to me by the Honors School. So, lastly, I will sign off the way I signed all of my emails to the mentoring program: with words of my own, words that I try to hold myself to every day.

When is the last time you changed a life for the better? If not today, challenge yourself tomorrow.

Oh and one more thing - if the Honors Office moves locations next year, y'all better go visit Dean Dooley, Reenie, and Erin on a regular basis. If I reach out to them and they are lonely, expect an aggressively worded letter from me.

Honors Alumni: Jenna Intersimone

Maria Carvalho & Sana Rashid

Upon the completion of college, graduates open up a new chapter of their lives: adulthood. There are new experiences, opportunities, and challenges one encounters; however, every day is filled with lessons. Originally from Long Valley, New Jersey, Jenna Intersimone, a former Monmouth University Honors student, graduated in 2014 with a Bachelor's in Communication with a concentration in Journal Relations as well as minors in Graphic Design and Legal Studies. Jenna is currently opening her new chapter of her life by holding a job as a Local Retail Account Manager for the *Daily Record*, a Gannett newspaper. At her job, Jenna represents four multimedia-advertising representatives and a digital specialist for her newspaper. She creates media plans and proposals, writes verbiage and designs creative for advertisements and marketing campaigns. She also looks for new businesses with advertising and marketing needs, and she fixes client crises as they arise. Needless to say, she is a very busy and dedicated individual.

Attaining the privilege of an Honors School student, Jenna explains how the Honors School prepared her for the "real world." Jenna described that "by being a part of the Honors School, I was thrust into an environment filled with motivated intellectuals who weren't afraid to chase their own interests even if they weren't the most common paths, which showed me that it was OK to pursue your own personal goals." Additionally, The Honors School also taught her "that there are lots of opportunities out there, but you have to stand up and take advantage of them. Just showing up is great an all but you need to set yourself apart and be forthcoming with ideas and innovation."

Throughout her time at Monmouth, Jenna set herself apart from others; she was the Senior Editor and Co-News Editor of the Outlook; Editor-in-Chief of Arete, the Honors Newsletter; a supervisor at the Phonathon; Team Leader of the Honors Peer Mentoring Program; and a Florence, Italy study abroad student, to name a few. Furthermore, Jenna bloomed into an astonishing student at Monmouth as she earned the Dr. William P. Mitchell Excellence Honors Award during her Senior year; the Excellence in Journalism award; the Editor of the Year award; several writing awards; and, along with the Honors Newsletter staff, took home the NCHC Third Place Best Student-Run Newsletter of 2011 award. Jenna is an accomplished alumna of Monmouth University where her

"There are lots of opportunities out there, but you have to stand up and take advantage of them."

Honors Alumni: Jenna Intersimone

Maria Carvalho & Sana Rashid

hard work and dedication was evident.

Although the Honors School aided Jenna's preparation for life outside of college, Jenna does admit that there is a rough transition from being a free-reigning college kid to being a nine-to-five-mini-adult with ills, unexpected expenses, commutes, and confusion. She states, "It's tough to find a job, it's tough to get settled, it's tough to make ends meet, and it's tough to all of sudden be accountable not only for the future but also for the present. However, if you can recognize that it is supposed to be difficult and you can face it with a laugh and some courage, you'll be ok." However, as tough as the transition is, Jenna loves her career as she holds endless possibilities of being able to mold her future into anything she would like. In her spare time, Jenna enjoys running competitively, as she will be competing in the Jersey Shore Half Marathon for a second time, and she loves to read and write. She also manages her travel blog.

In retrospect, Jenna feels nostalgic and happy about her experiences, the interesting people she has met, the faraway destinations she traveled to, the awesome opportunities presented and the knowledge she gained. She believes that the four years she had at Monmouth were enough to prepare her for the transition into the "real world" and is excited to where the path of life will take her. Jenna recalls a first-year professor saying, "College doesn't teach you what to think, it teaches you how to think." Her classes taught her how to deal "with issues and search for an efficient solution, think logically and in an organized manner, and utilize and accept all ways of thought whether it's through the creative mind of a designer or the rational mind of a lawyer. Thinking will stay with you much longer than any droning facts will." Jenna loves the Honors School and always shows gratitude to Reenie, Erin, Dr. Dooley, and Dr. Mitchell for making it "her home away from home!" Her continued passion and desire for all that she does will enable Jenna to continue to write the story of her life.



PHOTO COURTESY: Jenna Intersimone

**Imari Patel***Biology, Sophomore*

"Uniting first-year students and creating a close-knit community through cluster courses and events throughout the year. I couldn't have imagined a better first year at Monmouth University without this program."

**Trevor Rawlik***Biology, Sophomore*

"With the Honors School I feel like students get a more personalized education with the smaller class sizes and opportunities to take cluster courses."

**Taylor Bernosky***Math and Music, Sophomore*

"The Honors School gives students different opportunities in the form of Honors courses, special events, ways to get involved on campus and support throughout the academic process. It has definitely enhanced my experience at Monmouth University."

**Alyssa Maurice***Business, Sophomore*

"The best part of being in the Honors program is definitely the helpfulness of everyone in the Honors office. It's nice to know that Dean Dooley, Reenie and Erin are always available if we need anything."

**Aashni Shah***Business, First Year*

"I like the small class sizes and having computers available to us in Beechwood is definitely a plus as well."

"What do you like best about being a student in the Honors School?"

Collected by Alyssa Maurice

**Alison Abate***Graphic Design, Senior*

"I like the community aspect of the Honors School and that everyone in the program gets to know each other."

**Kristen Jezycki***Marine Biology , First Year*

"I like the fact that we can live in Beechwood with other Honors students and get to know them. Everyone on my floor and in the building is so nice. It's such a welcoming atmosphere."

**Kevin French***Business, Sophomore*

"Being in the Honors School gives you a competitive edge for the future. It helps to show that you are serious about your education and willing to go the extra mile."

**Jenna Lally***Communication & Spanish, First Year*

"I like that our Honors courses allow for open, in-depth discussions between classmates."

³⁶Message From The Editors

Dear Readers,

Thank you for taking the time to read this issue of Arete'. This semester the newsletter features a diverse array of works from short stories to photographs to internships! We also hope that you take the time to read about our interview with President Brown.

As new co-editors, we did not know what to expect; however, after seeing all the support from everyone in the Honors School, from the writers of the Honors staff and especially Dr. Fury, we could not be happier with being a part of this amazing experience! We look forward to working with you in the future!

Maria & Sana