

# Ex Libris

THE NEWSLETTER OF THE PRESIDENTIAL SCHOLARS PROGRAM, BOSTON COLLEGE

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Scholars spent 2 days bonding and talking about the upcoming year at the Connors Family Retreat & Conference Center.

## Second Annual Presidential Scholars Retreat

*By Marie Pellessier, A&S '15*

Before classes even began, the Presidential Scholars plunged right into the school year with an overnight retreat at the Connors Family Retreat & Conference Center in Dover, Massachusetts over Labor Day weekend. All four classes were present at this retreat in order to both gain and give valuable insight about the future of the Presidential Scholars Program.

The retreat began Sunday afternoon with introductions and a discussion with Father James Keenan, Director of the PSP, about the direction in which the program is headed. As Scholars introduced themselves, everyone had an opportunity to

learn about fellow Scholars' summer experiences, including the seniors' summer internships, juniors' language immersion programs, the sophomores' summer service work, and the variety of jobs the freshman had taken in their hometowns. After the Scholars had introduced themselves, Father Keenan gave an overview of his goals for the program for the 2011-2012 academic year. Alumni engagement will be a key focus for both the program as a whole as well as for current Scholars. Father Keenan explained that this year on the first weekend of November, the PSP will host the first Alumni Reunion and requested Scholars to help plan a luncheon where current Scholars and alumni will have an opportunity to meet each other and make connections. In addition to clarifying policies for the year, Father Keenan also spent time discussing the various fellowships and grants available for post-graduate study; current seniors are applying to many of them. Some Scholars are currently in

the process of applying for different grants and fellowships, including the Truman Scholarship, the Goldwater Scholarship, the Rhodes Scholarship, the Marshall Scholarship, the Fulbright Grant, as well as Teach for America and the Gates-Cambridge Fellowship.

Scholars then broke into small groups by class, in order to discuss issues relevant to their upcoming year. They were able to check in with each other and with Assistant Director Jennie Thomas, Father Keenan and Administrative Assistant Andrea Gatti about issues such as fellowships, the sophomore class' social justice project, internships, and freshman mentoring programs. After a rousing game of wiffleball in the backyard and a chance to enjoy the hospitality suite so kindly provided by the Retreat Center, the Scholars came together again, this time in small groups of roughly fifteen people from all of the classes, in order to discuss leadership and personal

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# PSP Welcomes New Staff Member Andrea Gatti

By Stephen Buell, CSOM '15

This year for the first time ever, the Boston College Presidential Scholars Program has expanded its permanent staff to include an additional full time position. Andrea Gatti joins the program as Administrative Assistant, a role filled in prior years by a graduate student working part-time.

Andrea first came to the PSP office in Lawrence House on June 1, 2011 after an extended career journey through various occupations in the field of higher education. She did her own undergraduate studies at Fairfield University where she majored in sociology with a minor in studio art. One of her most memorable experiences in college was studying abroad in Florence, Italy in 2001 during the September 11<sup>th</sup> attacks. "It was a difficult time to be abroad," she explained, "we had to downplay our status as Americans." Nevertheless, Andrea recalls her Italy experience fondly.

During her undergraduate time at Fairfield, Andrea served as a Studio Art Board Member, which involved working closely with the Chair of the department in her art installations abroad. The position allowed her to travel to Rome, Germany, England, and Scotland for free. She now attributes her enthusiasm for the international component of the PSP to her own experiences overseas.

After graduating from Fairfield in 2003, Andrea considered attending law school, but soon realized her desire to

work in higher education. She began her career at Boston College, where she was an Admission Assistant in the Office of Undergraduate Admissions. She worked in this position for two and a half years while earning her masters degree in higher education administration at BC's Lynch School of Education. She realized during this time that she wanted to end up working with students in some capacity. Instead of immediately following that path, Andrea worked for three years in the Harvard University Development Office, which she describes as a more corporate environment than other departments in higher education.

For the next two years she worked at the Massachusetts Institute of Technology in Student Activities. Andrea says, "I got my foot in the door working with students, but I really didn't get to develop relationships with them." As a result, she wanted to make sure that her next job would allow her to work closely with students.

"I like the Presidential Scholars Program because it allows me to work with a smaller group of students whom I'm able to get to know over four years," she explains. She is tasked with working on programming with Fr. Keenan and Ms. Thomas in addition to conducting a significant portion of the program's day to day operations. "I'm glad that the students are so down to earth, and from an administrative perspective it's great to see the sense of community among the scholars and the new cross class collaborations," she



Photo: Jennie Thomas

Andrea Gatti joins PSP staff.

says.

Andrea looks forward to developing relationships with the Scholars. She is excited to observe how students grow and change over the course of their four years in the program. Moreover, she has high hopes for the new direction in which Fr. Keenan is taking the program, which she thinks will help expand the opportunities and networking options available to the Scholars.

"This year we're having the first ever Presidential Scholars Program alumni reunion," Ms. Gatti notes as an example of a new initiative she is helping to organize. One of her favorite aspects of working with the PSP is collaborating with Fr. Keenan and Ms. Thomas. She thinks that the two of them together make an excellent team that she is eager to complement.

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**Dover** cont. from p. 1

growth over the course of the year. For freshmen in particular, this was the part of the retreat they found most valuable. Daniel Cattolica, A&S '15, says that this part of the retreat "put me at ease, knowing that I had such a great support group of friends and mentors who want me to succeed. As much as I feel a bit overwhelmed by all the opportunities

the PSP has given me, I am excited for the experiences that await me!" This intended exercise in leadership turned into an exercise in mentoring for many of the upperclassmen as the freshmen shared their hopes and fears for the upcoming year; it gave all the Scholars, upperclassmen included, the opportunity to share their worries and stresses for the upcoming year and a chance to get support from other

Scholars. Sunday evening, Father Keenan said Mass for those who wished to attend in the Retreat Center's chapel. Monday's program focused mainly on the sophomore class' social justice project, which will focus on immigrants and their stories.

The Dover retreat was a valuable way to start the school year, giving Scholars the opportunity to get to know each other and to formulate goals for



# Thompson Island Brings Freshman Class Together

*Freshman Scholars begin their Boston College careers by taking part in a ropes program run by Outward Bound on Thompson Island in Boston Harbor. After arriving on campus during the week before classes begin, Scholars engage in a range of activities designed to promote a sense of camaraderie among the group, to encourage in them the habit of pushing themselves beyond the boundaries of their comfort zones, to help them realize that they are capable of achieving more than they think they are, and to emphasize that leadership can be done from within a group as well as at the head of one, all qualities that we seek to nurture in Presidential Scholars. Patty Owens, a member of the Class of 2015, recalls her experience on Thompson Island.*

## By Patty Owens, A&S '15

The Outward Bound ferry rocked gently as it made its way through Boston Harbor, bringing seventeen of us freshman to Thompson Island where a day of teambuilding and camaraderie awaited us. As we landed we were welcomed onto the island by two experienced and enthusiastic Outward Bound leaders who would be with us for the entire day. Though many of us had met at the Prospective Scholars weekend last February, this was the first time we had been together as a Presidential Scholars class and therefore our first and possibly most important challenge took place right away—tenuously learning each other's names.

As with most things, it's best to hit the ground running, and that is exactly what our leaders had in mind, splitting us into teams (affectionately named the "hood rats" and the "alphas") and guiding us in a game spun off of ultimate Frisbee that required us to learn the names of our entire team. Once we all passed this challenge we moved on to smaller activities that focused on different aspects of teamwork, cooperation, planning and communication. Being forced to flip over a tarp our entire team was standing on, walking in a line bracing balloons in between each team member, leading a partner blindfolded with out using physical or verbal communication and other such conundrums did not only require teamwork, but also caused an array of laughs and memories.

After a delicious lunch and down time filled with lively conversation, we were ready to move on to the feature presentation of our day trip to the island. At the end of a short hike into the woods we met our final and ultimate challenge—the "Giant's Ladder." The

structure rose up before us high into the trees. It was at least 40 feet tall, made of thick wood beams suspended in rungs between two steel cords. Upon seeing the task before them, the reactions of

the Scholars were probably split two ways. To seasoned climbers or athletes, the structure probably looked like a fun challenge and they couldn't wait to push themselves to the top. To those less experienced with climbing or a little intimidated by heights, the ladder probably looked like a disaster waiting to happen, or even an impossible task. However, both trains of thought were soon proven entirely wrong.

Overcoming the Giant's Ladder was not an individual task, but rather, a matter of getting yourself and the rest of your four-person team all the way to the top. Each team had to devise a plan of which order to climb in—who would help who, and how each person would contribute. There was no glorious individual accomplishment, but instead individuals worked as a integral part of a team to accomplish a goal.

After every Scholar had safely made it to the top and back, we took time to discuss what we learned from the experience. Aside from the personal sense of pride in physically defeating the ladder, we had a much better idea of each other's strengths and talents and what it means to use those within a group.

According to freshman Grace West, A&S '15, "Thompson Island really helped us break barriers and grow much closer to our class. I had an idea about who everyone was beforehand, but this experience really showed me sides to my classmates that I never knew. I look forward to four years of growing together as leaders and friends!"

There were no regrets about the experience at Thompson Island. The beautiful day outdoors that began with awkward name introductions ended with a bonded class talking, laughing, and looking forward to a bright four years full of more leadership, teamwork, and unforgettable experiences.



Photo: Andrea Gatti



Photo: Andrea Gatti

Tori Luu '14, Patty Owens '15, and Ryan Polischuk '15 belay their fellow climbing Scholars (top). Andrew Babbit '15, Mary Rose Fissinger '15, and Cara Harrington '15 get to know one another while taking a break from the activities.



# Summer Experiences

## Sophomores Experience a Summer of Service

*To fulfill the Jesuit ideal of being men and women in service to others, during the summer following their freshman year the Scholars explore the problems of hunger, homelessness, and educational inequity in the Boston area through participation in a program modeled after PULSE, Boston College's nationally acclaimed course of study and service. Through their work, Presidential Scholars are challenged to see themselves in relation to acute national problems, to think creatively about the roots of these problems, the nature and efficacy of society's response, and the response that these problems elicit in their own personal and professional lives. In parallel with their service, Scholars read and reflect on a variety of texts--from philosophy, social science, public policy, economics and theology--pertinent to issues of poverty and social justice. Weekly discussion sessions challenge Scholars to integrate these readings with their field experiences and to reflect on the implications for their personal values and professional goals.*

**By Francesca McCaffrey, A&S '14**

During the year we, as Presidential Scholars, all go our separate ways. There are our weekly Tuesday night meetings, of course, and the miscellaneous time we spend with each other as friends in between, but rarely are we all together. The chance for our entire number to be in the same room is the annual September retreat in Dover, but the opportunities for individual classes to convene on their own for longer than the span of a couple hours are few. This is what makes the summer before a class's sophomore year in the Presidential Scholars Program so unique.

The major group experience of one's freshman year in the PSP is a trip to Thompson Island before the fall semester begins, a day of outdoor team-building activities on one of Boston's harbor islands. The summer of service undertaken by soon-to-be sophomores in the program is built upon the same ideal of bonding through shared experiences, though, this time, that bonding takes place over the course of six weeks. Members of the sophomore class live together on Upper Campus and work together in Boston, dispersed in pairs to various social justice organizations in need of volunteers. Each scholar holds two internships, visiting one placement on Mondays and Wednesdays and the other on Tuesdays and Thursdays.

The organizations those of us in the class of 2014 worked for this year included Rosie's Place, The Educational Development Group, Haley House, the Suffolk County House of Corrections, the Collaborative for Educational Services (formerly Hampshire Ed),



The sophomore Scholars spent six weeks of the summer living together on campus and volunteering at a variety of placements in the city of Boston.

Project Bread, the Italian Home for Children, and St. Francis House. These institutions approach a myriad of social justice issues, including hunger, homelessness, education, and crime - problems whose causes and solutions are often interconnected in occasionally simple, yet often deeply complex, ways. As interns, we had a chance to play a part in the attempt to find solutions to these problems, though these parts were often incredibly different depending on our placement. Noting the disparities between her two internships, Tori Luu, PSP '14, remarked that "in a way, the House of Corrections was more personal, but at the same time it was important to stay tough and keep a distance between you and the people you were working with in a way that was not as necessary at St. Francis House." Experiences such as this gave each of us a taste of the specific challenges that come with

confronting society's array of needs, both to fill them and to ask why they exist in the first place.

Each Friday morning, the twelve of us convened for class with Professor David McMenemy, a professor of philosophy at Boston College and the director of the PULSE program, a year-long course aimed at involving students in social justice-related work in and around Boston. To our discussions of our placement experiences and our related assigned readings for each week, Professor McMenemy brought the eagerness for reflection and willingness to ask difficult questions that has made PULSE renowned over the past forty years for the deep impact it has, not only on the communities it aims to serve, but on the students encouraged to give of themselves in the name of this service.

Under Professor McMenemy's  
*see Service page 6*

# Summer Experiences

## Senior Internship Spotlight: Object Recognition

By Kyle Marra, A&S '12

With eyes growing weary from staring at R2 through a microscope, I looked up from my workstation at an empty room. Pinching myself, I thought, “How am I being trusted to work alone on this procedure? Am I really doing this?” Laughter seemed the only appropriate response. Taking a deep inhale, I steadied the forceps in my hand, focused my eyes in the microscope, and continued cleaning the exposed brain of the anesthetized rat I was currently studying. It has always seemed so far away that I would finally begin achieving my career goals—surgery, academic medicine, research, and invention—but here I was, conducting a dural debridement so that I could ultimately cool and inactivate sections of a rat’s brain in order to target and study neuronal activity. Closing the plastic window to cover R2’s brain, I carried his limp, warm body to the experimental setup for data collection.

Working with the Visual Neuroscience Group led by Dr. David Cox, I developed a wireless Peltier based brain-cooling device to locally and temporarily deactivate target areas controlling object recognition in the rat brain. My research goals for this project were two-fold. First, I aimed to cool and deactivate the basolateral amygdala (BLA), a brain section located 7.5mm deep in a rat’s brain that controls anxiety and fear, and run a well known test called the ‘open field test’ in order to demonstrate that the cooler is functional and affects behavior. After this ‘open field test’ validates the device’s efficacy, I will apply the cooler towards CoxLab’s goals by deactivating the temporal association cortex (TeA) in order to locate, isolate, and study the brain signals responsible for object recognition. CoxLab’s main goal is to use this information from physiological systems in order to reverse engineer a computer with object recognition



Photo courtesy of: Kyle Marra

Kyle Marra '12 worked in a Visual Neuroscience lab this summer at Harvard’s Rowland Institute.

capabilities comparable to the human brain.

The sound of neuronal activity, which can most accurately be described as “popcorn popping in a wind tunnel,” was the experience that shaped my interests into a well-defined future. Driven by my eagerness to see this research initiative to completion, I returned to the Rowland Institute during this school year to resume my project for an intensive Scholar of the College Thesis.

If I am able target the focal origin of an epileptic seizure with the most precise methods, strong evidence suggests that applying cooling to this focus will shorten and/or abort the spastic neuronal activity. My work thus far at the Rowland Institute has enhanced the capabilities of an existing Peltier junction design to achieve inactivating cooling temperatures deeper in the brain than ever before. The capabilities of advanced localized cooling may very well improve therapy for the 30 million patients suffering from focal epileptic seizures. For instance, in conscious patients, temporary deactivation of a region suspected to be the source of focal seizure may anticipate the effects and cognitive consequences of performing a cortical resection. In addition, recording grids of regularly spaced microelectrodes are presently implantable in subdural brain. Linking my thermoelectric device with this

grid would enable clinicians to more definitively identify the sections responsible for seizures and possibly the neuropsychological effects of recession before any permanent procedure. Finally, the most ambitious but nonetheless plausible application would be connecting the device with an existing seizure-detection or –prevention algorithm as an alternative treatment to neocortical resection.

This research at Harvard’s Rowland Institute was the culmination of my years of dedicated studies and focus on discerning my truest interests. My postgraduate plans have been largely shaped by this exposure to biophysics and biomedical engineering. I am currently applying for various fellowships at schools in the United Kingdom in order to obtain a PhD in Clinical Neuroscience. Intending to dedicate my efforts towards my project’s application to epilepsy prevention, I will be spending three years in the UK in the hopes of seeing this project through to clinical trials. Thereafter, I will most likely attend Medical School so that I may obtain a more broad perspective of neuroscience in order to discern my medical specialization. After establishing myself in the medical field, I aspire to become a medical consultant to hospitals in the hopes of making a long-term imprint on healthcare delivery.



# Summer Experiences

## International Perspective, Language Program

By **Brendan Kelly**, A&S '13

Last summer, the rising junior class did not embark together on the traditional study tour in France. Instead, with the help of Fr. Keenan, Jennie Thomas, and various professors, each scholar pursued an individually-designed program of immersion abroad to improve his/her foreign language skills and to gain international perspective. Several scholars were enrolled in full-time intensive language classes, while others participated in internships or carried out research projects in a language other than English. While full coverage of these scholars' adventures will be coming in the Winter edition of *Ex Libris*, we have included below a sampling of their programs from across the world.

- French Language Course, Accord École de Langues and Self-directed creative writing, Paris, France
- Culinary Course, Cooking School of Mente Argentina, Buenos Aires, Argentina and Archaeological Dig, Belize
- Spanish Language Course, Colegio de Espana, Salamanca, Spain
- Japanese Language Course, International Christian University, Tokyo, Japan
- Intern, Implanex (Marketing & Consulting Firm), Buenos Aires, Argentina
- German Language, Philosophy & Theology Courses
- Intern, Microenfoque, San Salvador, El Salvador
- Environmental Science Intern, Machalilla National Park, Puerto Lopez, Ecuador
- Spanish Language Classes, Romance Language Department, Boston College, Chestnut Hill, MA
- Research Team Member, Archaeological Excavation, Institute of Archaeology and Ethnography, Novosibirsk, Russia
- Medical Intern, Health Clinic, Puerto Lopez, Ecuador
- Arabic Language Course, Qasid Institute, AMIDEAST Language Study Program, Amman, Jordan

### Service cont. from p. 4

leadership, we took these Friday morning classes as an opportunity for discussion. After a busy week of work, it was our chance to step back and, with the help of everyone else's weekly stories, piece together the bigger picture. We told each other about our duties as interns, from office work to teaching and from overseeing recess to preparing the meal for the lunch hour. There were stories about the people we worked for - those whom we admired and those with whom we found ourselves at odds. We discussed the individuals we served and all of the intangibles of perspective and human connection they gave us in return. We touched upon the triumph we felt in discovering how much we could change for the better, and in the name of honesty, did not leave out the frustration we felt in discovering how much we could not. No topic was off the table, and we learned more for it.

Service lies at the core of what the summer social justice project is about. A major lesson taken away from our six week experience was that service is not one sided, but an exchange. It is a mantra that was trumpeted on a poster in the office in which I worked at the Educational Development Group, and it is an idea that was constantly touched upon in our discussions. My fellow sophomores discussed that, though it is a love for our common humanity, and not a desire for reimbursement, that should drive one to serve, an open mind leads to the realization that, where service is concerned, one is not only giving, but receiving, as well. This, however, is not the only lesson the sophomore class left with on July 1st of last summer.

It would be a gaping omission not to note that one of the hallmarks of our six week experience was that little was done that was not done together. Eating meals, walking down Hammond Street

to catch the 8:00 a.m. train, making weekend day trips to the beach and to Boston, running for the 8:00 a.m. train, relaxing on the grass in Boston Common, missing the 8:00 a.m. train (not too often), holding movie nights in the lounge - all was done in the company of eleven others on whom you quickly found you could depend. For fun, of course, for laughter and shared jokes, but for something else, as well. As Joseph Manning, PSP '14, observed in our final Friday morning discussion, "whatever our future endeavors may be, there will always be times when things don't go as planned, and what matters is that we've found, over the course of these six weeks, good friends upon whom we know we can rely." And there lies the subtly powerful truth: it is the people you work with, just as much as the people you work for, who keep you coming back each morning, no matter the difficulties of the day before.

# Summer Experiences

## Seniors share insight about summer internships

By *Brendan Kelly, A&S '13*

During the summer following junior year, Scholars have the opportunity to prepare for post-graduation life and discern possible career paths through an internship in a field of their choosing.

Alexander Goldowsky gained exposure to both the research work performed in psychology labs and to the practice of medicine through a two-part internship. Four days per week, Alex worked at the Boston College Cognitive and Affective Neuroscience (CAN) Laboratory, under the direction of Psychology Professor Elizabeth Kensinger. The lab employs both behavioral studies and imaging technology (functional MRI) to explore how humans remember emotional events, from throughout their lives, across adulthood. Alex assisted the compiling of data for studies on emotion and autobiographical memory, and he attended weekly lab meetings on various topics in neuroscience. Alex was also able to begin work for his own thesis—exploring young adults' memories of positive images—using lab software to create the stimulus to be used with participants in his study. Additionally, to explore his interest in medicine, Alex shadowed Dr. Paul Fallon, a primary care physician affiliated with St. Elizabeth's Hospital in Brighton, one day per week. Alex generally observed 12 patient visits per day, including various medical emergencies and yearly physicals. Alex noted that he enjoyed the “break” from labwork that his time with Dr. Fallon provided, noting that he learned much about the importance of nuance in patient-doctor interactions and how “treating a patient is almost like fitting the pieces together in a puzzle.” Alex also spoke very positively of his time in the CAN lab, and he encouraged other scholars to find ways to incorporate thesis research into their internships; in doing so, he explained “you are ensuring that you

will find the internship worthwhile, as you will be doing something that you have a real passion for.”

Elizabeth Fair completed a research internship connecting art and childhood psychology, and she emphasized the importance of finding an internship that will allow (and challenge) Scholars to work independently. Elizabeth was a research assistant in the Boston College Arts & Minds Lab, directed by Psychology Professor Ellen Winner. She assisted in studies of drawing abilities in child prodigies and in autistic children, as well as a study examining the link between art and mood in young children. The latter study required Elizabeth to recruit participants at the Boston Museum of Science, which gave her valuable experience talking about psychology with individuals who do not know much about it. Elizabeth also became more comfortable working with children participants. Like Alex, Elizabeth was able to make progress on her thesis as well—learning how to write successful proposal for the sometimes challenging approval process of the Institutional Review Board (IRB), and creating visual and auditory stimuli for her autism study. Elizabeth told Scholars that “the key to having such a successful summer was working with a terrific supervisor...[who also] gave me a lot of responsibility and trusted me to work independently.”

Samuel Hocking also balanced a research internship with thesis work, exploring economic trends and military production during World War II, as well as the macroeconomics of modern China. Sam worked with Economics Professor Fabio Ghironi, collecting infrequently-used data on military hardware production in Britain, the U.S., and the Soviet Union. The study aimed to discover whether: (1) major battlefield engagements could be anticipated by fluctuations in production; (2) technology improvements could be related to performance on the battlefield;



Photo: Jennie Thomas

Sam Hocking '12 spent the summer studying economic trends during World War II with Economics Professor Fabio Ghironi.

and (3) whether there were cyclical variations in wartime production related to economic conditions in each country. While Sam pointed out that it was difficult to retrieve this data, he found it fascinating to apply macroeconomic principles to the conducting of war. Sam also began research work on Chinese savings surpluses and their effects on the trade balance. Addressing Scholars who may be interested in similar projects, Sam underscored the importance of being comfortable with the person who supervises and guides one's project; Sam had a productive and enjoyable summer largely because Professor Ghironi understood his expectations for independent work.

Abigail Letak worked on a research team in the Sociology Department, a particularly valuable experience because she is contemplating graduate studies in that field. Abby served as an Undergraduate Research Fellow to Professor Julie Schor, investigating

*see Internships page 8*



# BC Cultural Events Impress Once Again

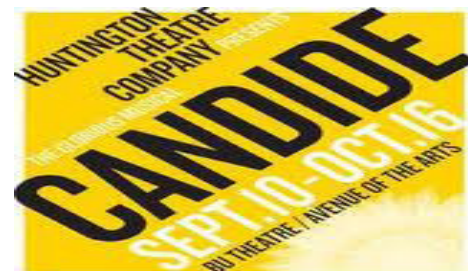
By Nicholas Moffa, A&S '14

From the beautiful Cunégonde to the ever-idealistic Pangloss, from the charismatic Old Woman to loyal Cacambo, the musical *Candide* overflowed with complex and fascinating characters. Based on Voltaire's famous novel, the new adaptation of Leonard Bernstein's play *Candide* was the first cultural event of the semester for the Presidential Scholars Program (PSP). This particular cultural event was for the current sophomores, the Class of 2014, who were accompanied by the PSP Director, Father James Keenan, and the Assistant Director, Jennie Thomas. Mary Zimmerman directed this new adaptation of the Tony Award-Winning play, which took place at the Huntington Theatre. "I thought the whole production was very well done; it was an entertaining mix of humor and gravity," said Francesca McCaffrey (A&S '14). The high level of acting was extraordinary, and credit must be given to the outstanding performances of Broadway veterans Geoff Packard and Lauren Molina as Candide and Cunégonde, respectively. "I thought *Candide* was fantastic; it was both thought-provoking and extremely well-staged," agreed Sarah Ganton (A&S '14).

Although several of the scholars had already read the book, others had only a general idea of the subject matter. By the end of the production, however, the character of Candide and his incredible adventures throughout the world had

captured the hearts and minds of all of the students who attended. "It was an excellent musical that captured the philosophical premise of the novel," said Matthew Alonzo (A&S '14). For those unfamiliar with either the musical or Voltaire's novel, *Candide* follows the adventures of a young man kicked out of the Baron's house and onto the streets after an amorous encounter with the Baron's daughter, Cunégonde. As he travels the world and finds himself in any number of different challenging and heart-wrenching situations, his optimism and idealism are tested time and time again. His encounters with people of all backgrounds and cultures transform Candide's naivety to an endearing worldliness of sorts by the end, and it ends with the assurance

that although life is hard and unfair, in the end all one can do is try one's best to make the most of it. However, that is but one interpretation of a widely interpreted and studied work of literature, theater, and music. Most importantly, however, is the fact that *Candide* initiated thoughtfulness and conversation among the Class of 2014 Scholars that once again proved the PSP Cultural Event a smashing success.



## Internships cont. from p. 7

"innovative forms of online shared consumerism"—specifically, time banks that facilitate trade of goods and services with time rather than money. Abby located articles and books on the subject of social/cultural capital and "time dollars," and she was often responsible for presenting the material at weekly meetings of the

research team. Abby also searched for possible interviewees on the subject of time banks. Abby explained that she was not familiar with this branch of economic sociology, but Professor Schor was very helpful in bringing her up-to-speed at the start of the internship. This fellowship also appealed to Abby because it continued throughout the school year, allowing her to make more

substantive, meaningful contributions to Professor Schor's long-term project.

The four seniors who presented each had worthwhile experiences delving into advanced work in their chosen academic fields. The other Scholars were impressed by the fact that these internships allowed the seniors to get a real sense of what life as a researcher would be like.



## Welcome PSP Class of 2015!



Photo: Andrea Gatti

**Mary Rose Fissinger**  
Los Angeles, CA

**Alex Gilligan**  
Milton, MA

**Cara Harrington**  
Punta Gorda, FL

**Mary Kate Hennelly**  
Yonkers, NY

**Amanda Loewy**  
Natick, MA

**Katie Martin**  
Tampa, FL

**Alicia McKean**  
Athol, MA

**Patty Owens**  
Omaha, NE

**Marie Pellissier**  
Campton Hills, IL

**Ryan Polischuk**  
Springfield, PA

**Andrew Skaras**  
Richardson, TX

**Grace West**  
Winston-Salem, NC

**Ellen White**  
Ft. Mitchell, KY

**Andrew Babbitt**  
Hampden, ME

**Stephen Buell**  
Westfield, NJ

**Daniel Cattolica**  
Fair Oaks, CA

**Paul Davey**  
Omaha, NE

**Frank DiRenno**  
Crompond, NY

**Katherine Dullea**  
Hyde Park, MA

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