

THE SQUIRREL SQUIRE

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FALL 2017

LESSONS LEARNED: MAKING THE MOST OF YOUR FIRST-YEAR EXPERIENCE

SHAUNA LEGSDIN



As Honors Program student leader intern, Shauna Legsdin organized events for the first-year students in the Honors Program and their mentors.

As we wrap up the fall semester and prepare to welcome the class of 2022, it's a good time to reflect on the transition into college. Leaving home and coming to college is a scary yet exciting experience. I was anxious and uncomfortable, a mixed result from being in transit to a new place and having the car crammed full to the point where there wasn't much room left for me. A few days into the semester I began to settle in, and the hype ended. I am now in my junior year and find myself busy almost all of the time. I am still trying to find ways to manage it all, but success is possible and the struggle is worth it. I learned a lot, and I would not be where I am today if I didn't start making an impact on the university and myself during my

first year. Here are some of the lessons I have learned. **Roommates:** Unpacking and meeting your roommate(s) for the first time is nerve racking, knowing you have to share a space with a stranger for months. Not everyone gets along, but it is important to try to make things work. Roommates provide a life lesson. They teach you how to be okay with being uncomfortable and how to adapt to whatever happens. You aren't



First-year students get advice from upperclassmen in the Honors Program during a student-led advising session.

going to like everyone, but compromise and communication will be very useful when dealing with every facet of your life. As an Honors student, you have the choice to live with other Honors students. If you like living with people who have the same motivation and attitude about school, the Honors Living and Learning Community offers a great opportunity to live with

the RA, will be in Honors as well, creating a community outside of the Honors Center. **Involvement:** During your first year, you can spend your free time hanging out with friends, getting involved with clubs, playing sports, running for student government positions, volunteering, attending campus lectures, films, and social events, and so much more. I encourage you to get



Shauna offers Ryan Morey advice on selecting his spring courses.

like-minded students in University Hall, one of the more sought-after dorms. Plus, everyone in your hall, including

involved but to choose pursuits you will actually want to invest time into. The Honors Program offers many ways to get involved. You can become a member of the Student Honors Advisory Council (SHAC), attend Honors Program-hosted events, volunteer to serve as a peer mentor, and even apply to become the Honors Program Student Leader Intern like me! It

(Lessons Learned, continued on p. 2)

LESSONS LEARNED: MAKING THE MOST OF YOUR FIRST-YEAR EXPERIENCE

(Lessons Learned, continued from p. 1)

doesn't matter how much free time you have in your schedule, or if you are more shy than outgoing; there is always a way to get involved in the Honors Program and beyond.

Time Management: It may seem like you have a lot of time in your first year, but as you gain responsibilities, get involved, maybe start a job, and move up in your classes, you will notice you have less-free time. In college it is very easy to fall behind, and it is even harder to catch up. Be proactive and make a checklist or a schedule to help you remember what is due and when. You can't rely on your memory, nor can you rely on your teachers and peers to remind you. Your syllabus will become your best friend.



Yoga and wellness instructor Susan McNamara (top row, second from left) offers Honors Program students, staff, and mascot, Shelby, tips for stress-reduction and relaxation.

Learning time management is one of the most important skills you can leave college with, since you will utilize it in every job or commitment. The Honors Center is a great place to relax, hang out, or focus and get work done, with plenty of space, snacks, and free

printing to keep you comfortable and motivated. The center is the perfect place to spend those odd amounts of time between classes. Students from every year gather there and are very welcoming and helpful.

Overall, there is a lot more to learn and gain from college, and not everyone's college path will entail the same challenges. Either way, it is important to learn from yourself and the experiences of others.

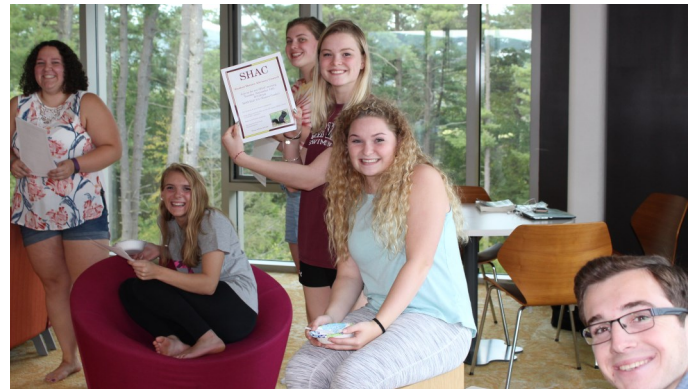
I encourage you all to be aware, cautious, daring, and to enjoy the ride!

Shauna is a junior Communication and Spanish dual major from Westminster, MA.



Shauna asked members of the Class of 2021 for words of advice to share with the Class of 2022, and here's what they said:

- ◆ Stay on top of your work
- ◆ Get involved
- ◆ Don't procrastinate
- ◆ Don't freak out; it gets better
- ◆ Use your syllabus
- ◆ It takes time to get used to the college lifestyle
- ◆ Take time for yourself
- ◆ Don't be afraid to ask questions
- ◆ Befriend upperclassmen
- ◆ You will get out of college what you put into it
- ◆ Be nice



Honors Living and Learning Community Resident Assistant Bryan Pimentel scoops ice cream for Professor Diana and students learn about Honors Program events at the Honors LLC ice cream social in University Hall.

The Squire Squad

Student Editors and Contributors:

Jessica Cardin, Patricia Coughlin, Isabelle Harker, Shauna Legsdin, Ashley Linnehan, Sarah Remy, Lauren Stornelli, Carly Thibodeau, and Cameron Young.

Staff Editors:

Glen Brewster, Vanessa Diana, and Gretchen Konrad.

Interested in contributing to *The Squirrel Squire*?

Send your story ideas and photos to
Professor Vanessa Diana at vdiana@westfield.ma.edu.

Get in touch with the Honors Program:

Visit the Honors Center in Mod Hall 103.
Call at (413) 572-8086. Email at honors@westfield.ma.edu.
"Like" us on Facebook and Instagram! Follow the
WSU Honors Facebook page for updates on upcoming events!

HONORS PROGRAM WELCOME WEEKEND 2017!



First-year Honors Program students and their mentors gather for Welcome Weekend, where residential students get to move in one day early, all students gather to learn more about Honors Program opportunities, and we explore Stanley Park for a cook-out, rain or shine!

REMEMBERING RANDI LEMENAGER

A TRIBUTE TO RANDI

GLEN BREWSTER, PH.D. AND VANESSA DIANA, PH.D.

The Honors Program lost a vibrant alumna in 2017 with the untimely death of Randi Lemenager, a Commonwealth Honors Scholar and co-Valedictorian of the Class of 2017 from Peabody, MA. Randi was an important part of the Honors Program from the beginning of her time at Westfield State. She participated and contributed in many ways to the program - and of course to many other parts of the campus community. We in the Honors Program came to count on her as well as to care about her a great deal. As a deeply involved student and scholar, Randi is a role model for getting the most out of one's undergraduate years and leaving a legacy of lasting change.

For her Senior Honors Project, Randi wanted to combine her interests in theater and in disability studies, and she assembled a wonderful support team of Heather Crocker-Aulenback of the Theatre Arts Program as her Project Advisor, Lyndsey Nunes of the Inclusive Concurrent Enrollment (ICE) Program as her Second Reader, and Megan



Randi takes the stage at Commencement as co-Valedictorian of the Class of 2017.

Kennedy from the Education Department as her Honors Reader. Glen Brewster then took over as her Honors Reader for the last semester when

Professor Kennedy went on sabbatical. Randi's committee was very impressed by her extensive research, her thoughtful consideration of the important issues involved, and her desire to do the topic justice. Randi's Senior Honors Project was entitled "Positive Inclusion through Theater: Examining Representations and Opportunity for People with Disabilities" and drew on her own personal experience with individuals in her life as well as with larger issues of social justice -- a combination

typical of Randi.

Passages from Randi's thesis represent her research and advocacy for others and give us a chance to hear her voice again. She writes, "Over time, theatrical stories about people with disabilities have continued to perpetuate stereotypes that are then reflected in the public attitudes towards people with disabilities. We constantly try to fix, change, or make 'normal' people with disabilities because that is what we see when their lives are portrayed on stage.... Traditionally, the theater industry has not produced shows that depict the legitimate experiences of individuals with disabilities, and repeatedly has not cast actors with disabilities to play the roles that feature disabled characters. Disability is kept out of the mainstream theater unless it is needed to move forward a plot or highlight a point.... Rarely are characters with disabilities portrayed as dynamic people but instead the focus is placed solely on their disabilities. We are not engaging with the nuances of disability in meaningful ways when this happens. We as a culture are giving permission to continue dismissing these individuals as less than human." Randi concludes, "When we start seeing people with disabilities up on stage playing dynamic characters who happen to have disabilities, we will start seeing them as individuals who are not



Randi and her SHP Project Advisor Heather Crocker-Aulenbak and Second Reader Lyndsey Nunes at her SHP presentation.

(Randi, continued on p. 5)

(Randi, continued from p. 4)

‘them’ but ‘us.’ A change is starting to happen, but we need to continue our efforts to ensure that theater becomes a fully inclusive industry that represents society and all of the people in it.” Randi cared about people of all abilities and backgrounds and was passionate in her advocacy for them. In addition to completing the academic requirements of the Honors Program, Randi was a vibrant presence in the Honors Center and made great contributions to our Honors family. In the Student Honors Advisory Council, Randi served as Treasurer and Secretary, where she contributed to event planning, fundraising, and mentoring younger students. Despite her extremely busy schedule, she showed up, did her work in a timely fashion, and contributed humor and fun to the club’s busi-



Randi helps welcome first-year students to WSU at the Honors Program Welcome Weekend picnic at Stanley Park.

ness. Randi spent a lot of time with us in the Honors Center. She always showed up in style, usually donning tie-dye, and always with her signature scooter entrance bringing all of us a laugh. Randi helped us welcome younger students to the Honors Program and served as a role model. Randi

also brought passion and commitment to her scholarly and service work. We remember clearly Randi’s presentation at the Northeast Regional Honors Council Conference in Cambridge, MA, where she spoke about her work with the ICE Program, an inclusion program that gives students

with developmental disabilities the opportunity to experience college alongside peer mentors. During Randi’s presentation, a member of the audience, a professor, suggested such inclusion is not appropriate. As all who knew Randi can guess, she immediately stood up to this professor, passionately defending the rights of students with disabilities to have access to a college experience. This was just one example of her fierce commitment to social justice. We are very grateful for Randi’s contributions to the Honors Program, her mentoring of younger students, and her modeling of our mission, to enable students to get the most out of their undergraduate years by getting involved, taking on leadership positions, and challenging themselves academically. We miss her very much.



In September, Westfield State hosted a Celebration of Life in honor of Randi. Joined by her family and friends, faculty, staff, administrators, and alumni gathered to celebrate Randi’s legacy and her many impressive accomplishments and contributions during her time at Westfield State -- in the Honors Program and in many other roles (photos above).

In October, Randi’s friends, family, and teachers formed a team in her honor for the American Federation for Suicide Prevention “Out of the Darkness” Walk (photo below).



HONORS STUDENTS GO GLOBAL

COSTA RICA: IT'S A "PURA VIDA" LIFE FOR ME

CARLY THIBODEAU



Carly is holding a giant millipede, one of the many critters she interacted with during her time in Costa Rica.

I knew before I even started college that I wanted to study abroad, and where did not matter so much as why: I wanted to step out of my comfort zone and go somewhere I had never been, to experience something beyond the life I have known here. However, as an Education major with a very tight schedule, this seemed nearly impossible. I decided to go on the summer short-term Tropical Ecology trip to Costa Rica, and it was the best decision I have ever made. Though it sounds cliché, those two weeks changed my life.

The trip was jam-packed with never a dull moment because we were always on the move. The activities ranged from making chocolate (and emptying the whole bowl, which our guide said he's never seen a group do before) to ziplining through the canopy, from lounging on the beaches of the Pacific Coast to exploring a pueblo's marketplace. We saw every kind of monkey that

lives in Costa Rica, toucans and sloths, bullet and army ants (though we didn't like those so much). I was even dubbed a "Frog Whisperer in Training" after it became clear that I had an affinity for hearing and finding the little guys! We visited several Costa Rican schools and brought them much-needed supplies. Every day brought something exciting and new!

Although the trip was focused on educational topics, such as teaching in a classroom where English is not the students' first language and creating adaptive lesson plans, the trip also focused a great deal on the lessons nature had to offer. The richness and diversity of the plants and animals, as well as their beauty, was astounding. It was also shocking to learn how our actions drastically impact every frog, tree and flower. It was because of my ecological experience in

Costa Rica that I ultimately decided to change my major from Elementary Education to a double major in Economics, with an environmental focus, and Spanish. Obviously, this trip caused me to rethink my life goals and introduced me to many different opportunities for my future.

Not only did my major change, but so did my outlook on life. The motto in Costa Rica is "Pura Vida," which literally means "pure life," but it is so much more than that. The Pura Vida lifestyle is about taking things as they come, about slowing down and appreciating the beautiful little moments that we Americans often take for granted in our hurried lives. Pura Vida means not letting the negative drag you down while seeing the positive side of everything. Above all, Pura Vida has taught me not to let things get under my skin, and that what-

ever happens will happen. Since coming back to the States, I have tried to embody this laid-back lifestyle. I have been so much happier for seeing the positive instead of the negative and the beauty instead of the stress. There is a reason why people say Costa Rica is the happiest country on the planet!

For anyone out there thinking, even the slightest bit, about studying abroad, do it. Although I am a little biased, I would say Costa Rica is the place to go. Honestly just go; go somewhere and break out of your comfort zone. Do things you never imagined you could do. I guarantee it will be worth it (maybe even life-changing). Not only will you learn information you never knew, but you will also learn things about yourself that cannot be taught in a traditional classroom, which is the most important learning you could ever have.



The group gathers around their donation bags for Escuela Santa Elena, one of the local schools.

Carly is a sophomore Economics and Spanish dual major from Mendon, MA.

Interested in studying abroad or in another state?

The International Programs Office can answer your questions about Study Abroad, Exchange Programs, Short-Term Study Abroad Programs, and National Exchange Programs.

For more information, visit the International Programs Office in Parenzo Hall lobby, Room 130.

HONORS STUDENTS GO GLOBAL

AROUND THE WORLD: CHINA

PATRICIA COUGHLIN AND ISABELLE HARKER



Isabelle and Patricia on the Great Wall of China.

In May of 2017 we were given the opportunity to step completely out of our comfort zone by traveling halfway around the world. Through the Go Global program offered by Westfield State University, we travelled from Boston to Beijing to begin our trip filled with unforgettable experiences, learning, and memories.

After taking Professor Hillary Sackett's semester-long course that concentrated on the economics, history, environment, and culture of China, we were able to explore these aspects in person and see for ourselves the consequences of economic globalization in China. We got to experience business trips to Hanenergy and a Baijiu factory as well as speak with Gilbert Van Kerckhove, author of *Toxic Capitalism: The Orgy of Consumerism and Waste: Are We the Last Generation on Earth?* an influential figure in China in economic and foreign investments. In Beijing, some highlights included visits to Tiananmen Square, the Forbidden

City, Jingshan Park, Longqing Gorge, Ancient Cliff Houses, the Great Wall of China, Ming Tombs, ancient temples, the Olympic venues, and the Sacred Way. We also got to experience dinner in a traditional Hutong family home, a rickshaw ride around the Hutong area, a tea ceremony, a night market called Wanfujing, and a Kung Fu class and show. In



Students and Professor Sackett at the Olympic Park constructed for the Summer 2008 Beijing Olympics.

the second part of the trip we took a bullet train from Beijing to Xi'an, where the rich experiences continued. Some notable moments in this city were the Tang Dynasty show, calligraphy class, a bike ride on the Xi'an City Wall, seeing the Terracotta Warriors, a trip to the Shanxi Museum, Bell Tower, and Big Goose Pagoda.

Being able to immerse ourselves in a culture different than our own was a great growing experience, and the first-hand opportunity to learn and reinforce topics and discussions from class really enhanced the overall learning experience. Studying in class the historical roots that influ-

ence China's trajectory and then actively exploring and absorbing them in real life were incredible and fun. The material learned at Westfield State University was enhanced thanks to the experiential learning in China, where class topics became real. For example, we witnessed the environmental conditions in terms of air pollution, water contami-

trip. It is great that Westfield State University offers these opportunities, and we are thankful to the Go Global Program and to Professor Sackett for going above and beyond to make this trip possible. The program was full of well-planned excursions, learning, and sightseeing, making it a well-balanced blend that truly felt worthwhile and memorable. Studying abroad has allowed us to broaden our horizons so much more than we thought was possible. Based on our experience, we highly recommend any of the study abroad programs at Westfield State to pursue the opportunity and stretch yourself. It may turn out to be one of the best decisions you make.

Patricia is a senior Business Management and Economics dual major from Tyngsboro, MA. Isabelle is a senior Communication and Business Management dual major from Georgetown, MA.



Longqing Gorge: Environmental Conservation Area three hours north of Beijing.

AWARD-WINNING HONORS STUDENTS

PRESIDENT'S AWARD FOR EXCELLENCE IN LEADERSHIP

Two Honors Program students were among the 2017 recipients of the President's Award for Excellence in Leadership, which recognizes outstanding achievement in academics, community service, civic engagement and co-curricular involvement.



Sean Bacon receives his award from President Ramon S. Torrecilha.

Junior Sean Bacon, a Psychology major, has served as a Hall Council Representative to the Senate, an Orientation Leader, a Residence Assistant, and a member of Psi Chi International Honor Society. His leadership roles include President and Founder of the Sustainability Club, Vice President of the Class Council, and Historian for Lambda Sigma National Honors Society. Sean tutors in the Banacos Center, participates in numerous volunteer efforts in the community, and took part in the service learning course in Guatemala.

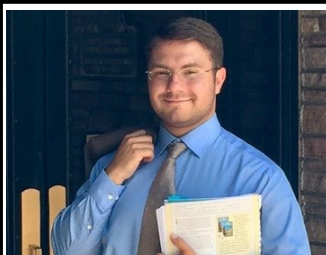
Junior Katie Morris, an English and Secondary Education major, serves as the Student Representative on the Sexual Orientation/Gender Identification Committee of the National Education Association, and as Student Representative for the LGBT Committee of the Massachusetts Teachers Association. Katie has also served as Vice President and Treasurer on the Student Education Association of Massachusetts. On campus, Katie serves on the Student Honors Advisory Council and *Persona*, the Westfield State University

literary arts journal. Katie is also a member of Sigma Tau Delta English Honor Society and Lambda Sigma National Honor Society. Katie's volunteer work includes Read Across Westfield and serving at the Westfield Soup Kitchen.



Katie Morris receives her award from President Torrecilha.

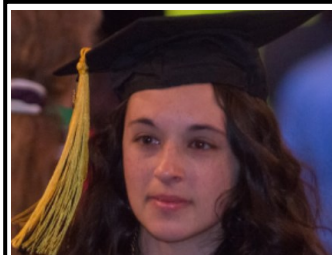
HIGHLIGHTING HONORS STUDENT ACCOMPLISHMENTS



The National Association of Teachers of Singing, the largest professional organization of voice teachers in the world, annually hosts a national competition for high school and collegiate singers. Danny Dobek, Class of 2018, was among the 14 semi-finalists within his category to advance to the national competition in Boulder, Colorado, in July 2017. Danny was the only student of the fourteen to advance from the New England Region. Congratulations to Danny and his voice professor Dr. Mary Brown Bonacci for this wonderful achievement.



The National Education Association appointed Katie Morris, Class of 2019, to serve as the Student Representative on the National Education Association's Sexual Orientation/Gender Identification Committee for the 2017-18 school year. Katie will assist in recruiting and retaining teachers of color and other underserved populations, promoting NEA student membership, and planning the Student Leadership and Professional Development Conference.



Chelsea Orifice, Commonwealth Honors Scholar Class of 2016, was awarded the Pioneer Valley Excellence Award for the New Teachers Category for the city of Chicopee. Now in her second year as an English teacher at Chicopee High School, Chelsea reports that her work at Westfield State provided her with "a strong background to bring to Chicopee High School." Referring to her Senior Honors Project on growth mindset and writing, Chelsea noted, "my Honors project is a big part of why I've been recognized here."



An article by Helena Rheault, Commonwealth Honors Scholar Class of 2018, "Long-term population dynamics in a multi-species assemblage of large herbivores in East Africa," was accepted for publication in *Ecosphere*. This article is a direct result of her work in Tanzania with lead author Dr. Kiffner during Spring 2017. After graduation, Helena intends to pursue graduate work in large mammal population ecology.

CONGRATULATIONS, COMMONWEALTH HONORS SCHOLARS

FALL 2017 SENIOR HONORS PROJECT PRESENTATIONS



Samuel Butler

Samuel Butler: Biology and Environmental Science, *Experimental Reforestation Using Western Massachusetts Native Trees and Mycorrhizal Fungi*, Dr. Timothy Parshall.

"From my honors project, I gained experience in experimental design and performing statistical analysis."

**INTERESTED IN
LEARNING MORE ABOUT
SENIOR HONORS PROJECTS?
CONTACT
THE HONORS PROGRAM TEAM**

The designation of Commonwealth Honors Scholar is awarded to students who complete a minimum of four Honors courses (at least one upper-level Honors seminar) with a B or higher, maintain an overall GPA of 3.30 or higher, and complete a six-credit, individually designed Senior Honors Project (SHP). Listed above are recipients, their major(s), their SHP titles, and their Project Advisors.

Students and members of their SHP committees pose for celebratory photos after presentations.



Nicole Cochran

Nicole Cochran: Mathematics, *Stereotype Threat and Potential Prevention in a High School Mathematics Classroom*, Dr. Floris Wilma Ortiz-Marrero - F'17, Dr. Ramon Vasquez - S'17.

"Working on this project for the last two semesters was very difficult, but nonetheless rewarding. I gained a lot of research experience and I also learned more about the type of teacher I would like to be. I'm so glad to have had this opportunity."



Naomi Cosmus

Naomi Cosmus: Biology, *The Effects of IFNA-17 on Wound Healing*, Dr. Robin White.

"My SHP experience was valuable because it helped me get a feel for what research in graduate school would be like and helped me to visualize a career in biological research. I highly recommend completing a SHP because I was able to not only delve into a topic I was interested in, but I became proficient in presentation skills and my scientific writing skills."



Helena Rheault

Helena Rheault: Biology, *A Multifaceted Approach to the Management of the Northern Bison Herd in Yellowstone*, Dr. Jennifer Hanselman.

"Completing the SHP was a challenging, yet rewarding, experience that has made me feel prepared for pursuing a career in wildlife research. It allowed me to produce something that I was ultimately really proud of, and the lessons that I learned along the way I will carry with me throughout my career."



HONORS COURSES IN REVIEW

DISCOVER WESTFIELD: A “CITY AS TEXT” CIVIC ENGAGEMENT COURSE

VANESSA DIANA, PH.D.



Students present their ideas for commemorating Westfield's 350th Anniversary Celebration to the planning committee during a meeting at the Westfield Athenaeum.

Students in Professor Diana's "Discover Westfield" Honors first-year composition course experienced a hallmark teaching and learning model promoted by the National Collegiate Honors Council: the "City as Text™" course. This place-based experiential approach to learning about the community involves trips downtown, meetings and

guest lectures with local experts and leaders, and writing assignments related to these experiences, which the students ultimately share with the community partners and wider public by the end of the semester. Students interviewed local business owners and wrote promotional pieces advertising their stores (see Cameron Young's story below), re-

searched local history (see Sarah Remy's story next page), and generated ideas to help the City of Westfield commemorate its upcoming 350th anniversary in 2019. By exploring and writing about the City of Westfield, students developed an attachment to and investment in their new

home. And by sharing their work publicly in the community and on campus (see story on CURCA page 12), through publication and public presentations, they gained confidence and a sense of the rewards of civic engagement, not to mention some great resumé lines!



Students present their event proposal to Harry Rock (left), the President of the Westfield 350th Planning Committee, during WSU's Celebration of Undergraduate Research and Creative Activity. As a result of their efforts, the Westfield 350th Board has added a seat for a WSU student representative.

PRESS “START” TO PLAY: GAME CITY

CAMERON YOUNG

We all have something from our childhoods that we love. For some, it's a book. For others, it's a toy. But, for many, it's a video game. Unfortunately, depending on the age of the game in question, one may be unable to find it. Thankfully, for Westfield State students longing to experience these nostalgic titles, there is a video game store in downtown Westfield.

Located at 77 Elm Street, not too far from the PVTA bus stop, is a small video game store named Game City, which sells a wide variety of video games, consoles, console accessories, DVD's, CD's, and gaming booklets. While some



The owner's cousin (right of center) welcomes us to Game City.

games are newer, and readily available elsewhere, the main draw of this video game store is its retro games, which are much harder to find elsewhere (at least affordably). For the

most part, games tend to cost somewhere between \$10 - \$15, perfect for us gamers on a budget!

Back when my group and I were touring downtown

Westfield, we had stopped inside Game City. First impressions were outstanding, with a warm reception from the owner and his cousin. As I walked about the tiny shop, taking in the atmosphere, I stopped dead in my tracks. In front of me were hundreds of games, many of which I recognized from when I was a child. I distinctly recall seeing the PlayStation game *Croc*, which was one of my first games as a child, and *Super Mario 64*, which I played on the first console I owned (the Nintendo 64). I felt a sense of sweet nostalgia.

(Press "Start" to Play, continued on p. 11)

HONORS COURSES IN REVIEW

THE WESTFIELD STANDARD: SAFE FOOD ACT TURNED TO MURDER

SARAH REMY



WSU Chemistry Professor Lewis Allyn, creator of the Pure Food Movement and murder victim.

Western Avenue: lined with Victorian homes and academic buildings, it's the road every student at Westfield State has come to call home. However, on May 7, 1940, Westfield's history would forever be changed when Professor Lewis Allyn was murdered in his home at 69 Western Avenue. Even though you can still see a hole left by one of the bullets, almost seventy-seven years later, the crime remains Westfield's only unsolved murder.

Born in Massachusetts in 1875, Allyn was the older of two children. He moved to Westfield to attend the Westfield State Teachers College, where he majored in chemistry and would eventually go on to teach at his alma mater. In 1903, Professor Allyn be-

came the head of the Chemistry Department. In 1904, Allyn made a discovery significant to the town of Westfield and to public health more generally when he analyzed lollipops that were infecting the mouths of people who ate them with sores. Allyn and his students determined that the lollipops were full of harmful chemicals, including arsenic, that were in the strawberry flavorings. This discovery was the start of Allyn's legacy. For the next thirty-six years, Allyn would be perhaps the most influential figure in the work of what came to be known as the "pure foods" movement. After the lollipop "epidemic," Allyn started purchasing groceries from local stores and testing them in his laboratory with the help of his students. If foods passed a test, they would be put on a "good" list; if they failed, they would be marked as "frauds" and the findings would be published in magazines that would sell so quickly that more would need to be printed.

These lists angered those who sold the products, because it forced them to work harder to make sure they were

selling products that would be approved by Allyn and his team, a standard that became known as "The Westfield Standard." In 1906, the first Pure Food and Drug Act was passed. Although not generally enforced, it was part of an early focus on consumer protection. However, the food lobby and the American Chemical Association believed that Allyn's work was harming the image of the chemical industry and opposed the act. This backlash from several influential associations would convince Allyn to quit his teaching job and focus solely on checking the safety of food; he would go on to work with clean water, on sugar refinement and with other food products.

Even though his work as a chemist in the food industry was important for consumer safety, his pure food work



69 Western Avenue - Lewis Allen's home and site of his murder.

angered many in the industry. His unsolved murder in his home in 1940 raised several questions: Could a businessman have killed him out of anger for ruining his business? Was he murdered by the Nazis who were after his food formula for military rations? (This Nazi murder theory was not as far-fetched as it might sound considering that Nazis had visited Westfield on two separate occasions.) Also, it was believed that the Westfield Chief of Police and Allyn shared a mistress. Could the murder have been the result of a love triangle gone wrong? To this day the case remains unsolved.

Although controversial at the time, Allyn's work was the start of the food and drug acts that now serve as the standards for the food we eat today. So next time you drive down Western Avenue and pass the beautiful green Victorian he called home, say a quick thank you to Professor Allyn that you are not eating arsenic or worse when you sit down to dinner.

Sarah is a first-year History major from Brockton, MA.

(Press "Start" to Play, continued from p. 10)

The owner and his cousin were very fun to talk to; both were quite knowledgeable about retro games, and were happy to discuss the consoles that hooked them on gaming

to begin with. Namely, it was Duck Hunt on the Nintendo Entertainment System (light gun and all) that originally got the owner into gaming, being his first ever video game. He and his cousin went on to create their own gaming retail store to share their love of

video games. It was very easy to strike up a conversation and make a connection to both of them. Stores like Game City give us people unfamiliar with the town of Westfield something to connect to, especially people like myself, who have grown up playing video

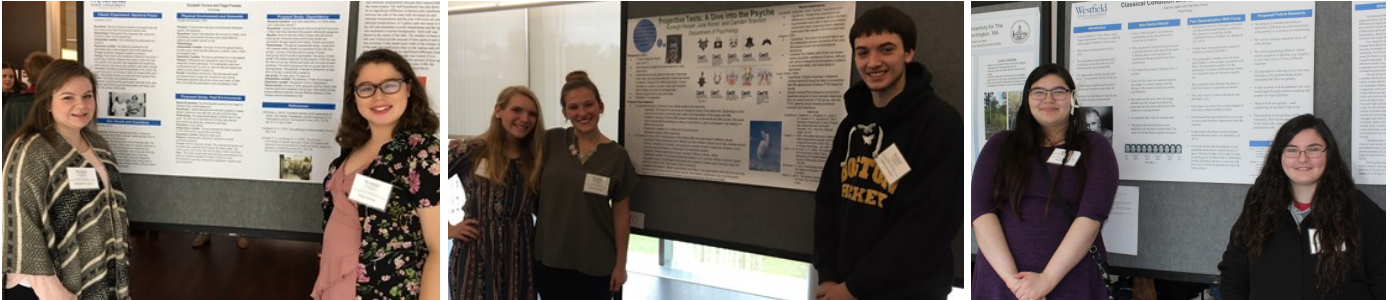
games. I would definitely recommend anyone who is a fan of retro games or videogames in general to stop by!

Cameron is a first-year Economics and Mathematics dual major from Southwick, MA.

HONORS COURSES IN REVIEW

CELEBRATION OF UNDERGRADUATE RESEARCH AND CREATIVE ACTIVITY

INTRODUCING STUDENTS TO RESEARCH FROM THE START OF THEIR UNDERGRADUATE CAREERS



Students in Professor Summer Williams' Honors Introduction to Psychology course, most of them first-year students, presented their research at the December Celebration of Undergraduate Research and Creative Activity (CURCA). They each chose a seminal study in the field of psychology that they were interested in and did a literature review finding three studies done since the original. This helped them to gain a better understanding of how to locate and understand research literature in psychology. They then indicated how the three studies they found extended the field and contributed in new ways. Next, they proposed their own study design, drawing on what they had learned from research methods, to address any areas of the research that they felt were still unanswered, a perspective gained from criticisms of the work they reviewed. In addition to the poster presentations, students individually wrote research papers on their selected topic using American Psychological Association (APA) format. Faculty members from the Psychology Department attended CURCA to hear the students' presentations and praised the introductory students for the high quality of their work.



After getting to know downtown Westfield, researching the city's history, and considering successful community celebrations, students in Professor Vanessa Diana's Honors First-Year Composition course, "Discover Westfield," presented their proposals at the December Celebration of Undergraduate Research and Creative Activity (CURCA) for the City of Westfield's upcoming 350th anniversary, which will be celebrated in 2019.

The 3rd Annual Spring Celebration of Undergraduate Research and Creative Activity will be held on Friday, May 4, 2018 in Scanlon Banquet Hall. For more details, check the CURCA website at <https://sites.google.com/site/spring2018curca/>.

HONORS COURSES IN REVIEW -- AN UPPER-LEVEL SEMINAR

AFRICAN WARLORDS AND CHILD SOLDIERS

JESSICA CARDIN

FALL 2017 HISTORY HONORS COURSE
AFRICAN WARLORDS & CHILD SOLDIERS
 HIST0290-H01 CRN#20236
 TR 12:45-2:00pm
 DR. ADEYINKA BANWO



"We went from children who were afraid of gunshots to children who were gunshots. Somebody being shot in front of you or yourself shooting somebody became just like drinking a glass of water." -----Ishmael Beah (Former child soldier)



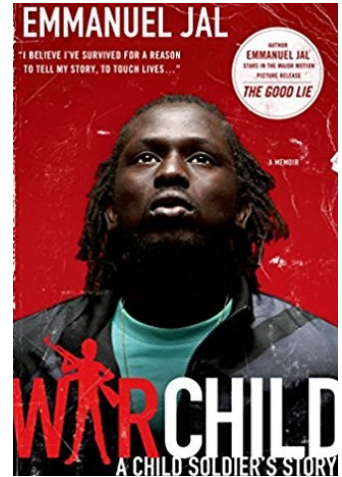
Shocked at this course title? I was too when I signed up for my final Honors course of my undergraduate career. As I registered for an upper-level interdisciplinary Honors seminar, I worried, what kind of class will this be? Child soldiers... that does NOT sound like an easy subject. And I'm not even a history major. I realized that I would need to prepare for a class unlike any that I had ever taken before.

My hesitation about this course immediately changed on the first day of classes. I left feeling excited about what I would be learning through the articles, videos, books, and discussions Professor Banwo introduced to us. He stressed that this class would be centered on warlords and child soldiers, as well as how they are connected and ultimately impact the world. As Ameri-

cans, we don't realize how tragic and widespread this methodology is in many countries, such as Sierra Leone, Sudan, Uganda, and Somalia. We also don't think that elements of our nation's past and present history involve child soldiers. I also learned that Hitler was known for indoctrinating child soldiers, and countries that we are currently fighting against have adopted this warfare technique also.

As I learned about the reasons for utilizing child soldiers and the ways in which these children were manipulated, my eyes were opened politically, socially, intellectually and even spiritually. These children were taken advantage of because of their small size and vulnerable minds; with many of them orphans, their only wish was to please their officers who were like parents to

them. Essentially, they were expendable. This abuse is a reality that I never would have considered from the standpoint of a future teacher (someone who will be valuing children for my career). Therefore, the idea of a child being looked at as a tool/resource through kidnaping or forced enrollment was mind-blowing to me. I learned how children were manipulated through the use of drugs, alcohol, and mind warping. The stories told as a way for kids to adopt an "invincible" mindset and ideology about their bodies were cleverly constructed. These young soldiers feel like they are loved and valued by the officials so that they will fight to the best of their ability because they are "cared for" by these adults by being given drugs and time to watch war movies as preparation for what they will be doing in real life. We also learned about the experiences of children displaced by war, including the "Lost Boys" of Sudan. Survivor James Ayiik, a former "lost



Readings including Emmanuel Jal's story opened our eyes to the experiences of children in war.

boy," visited Westfield State and shared with us his painful and inspirational story.

Overall, this course allowed me to see outside the scope of my normal life. By reading their stories I learned about the damaging experiences of children in war and also about their inspiring survival and contributions to society today.

Jessica is a senior Elementary Education and Liberal Studies dual major from Sutton, MA.



Professor Banwo (right) and student Abdirahman Hussein (left) welcome James Ayiik (center), one of the "Lost Boys" of Sudan, who spoke on campus about his experiences fleeing his home as a child and his current work on behalf of Sudanese immigrants in the Boston area.

HONORS COURSE ENHANCEMENTS



Professor Beth Rothermel's Honors English Composition I class visited the Springfield Renaissance School. Students in Professor Rothermel's class wrote letters to students in Westfield State graduate Emily Lepine's eighth grade advisory class (called Crew) throughout the semester. As a final activity, the class visited Renaissance in December, during which students from both classes shared something they had made or created over the course of the semester in small groups and then enjoyed lunch together.



Students in Professor Lynn Shelley's Psychology and Art: Creativity, Culture, and History upper-level Honors seminar visited the Smith College Museum of Art during their semester spent exploring scholarship on creativity, the production of art, and appreciation of the arts.

IN THE HONORS CENTER WITH SHAC

STUDENT HONORS ADVISORY COUNCIL HAPPENINGS

ASHLEY LINNEHAN

The Student Honors Advisory Committee (SHAC) kicked the semester off right with an extremely well-attended first meeting. During this meeting, we elected our co-first-year representatives, Audrey Theriault and Matthew Giebel. Our Halloween Pumpkin Carving Night was a spooky success. We ended the semester on a high note with our Holiday Sweater Party. The party also included gingerbread house making, festive tunes, and, the contest for the

best - and by best, of course, we mean ugliest - holiday sweater. As usual, we culminated the fall semester with the always anticipated Chinese



Food Dinner. On the more academic side of things, SHAC hosted a Graduate School Information Session led by Professor Brewster. We also host-

ed an Abstract Writing Workshop in order to help students hone their applications to the Northeast Regional Honors Council Conference this April in Providence, RI. As a result 22 students will be presenting at NRHC! Make sure you check your emails from Gretchen to keep up to date with all of the events we will be holding!

Ashley is a junior English major from Merrimac, MA.

IN THE HONORS CENTER WITH SHAC



Honors students, faculty, and staff are pictured above enjoying the many events organized by SHAC including pumpkin carving night, holiday sweater and gingerbread house making party, stress-relief event which included making galaxy jars and stress balls, and the ever-popular End-of-Semester Chinese Dinner.

FORGING CONNECTIONS ACROSS CAMPUSES

COMMONWEALTH HONORS PROGRAM OVERNIGHT AT WESTFIELD STATE

ASHLEY LINNEHAN

Each year members of the Commonwealth Honors Program (CHP) Student Council propose networking events to bring together Honors students from across the Massachusetts higher education system. This semester, Westfield State was honored to host an overnight event for over 25 students from several different

Honors Programs across the Commonwealth. We kicked off the event with board games, then dinner. This was followed by a presentation about academic conferences (specifically NRHC and the UMass Undergraduate Research Conference) by Professors Diana and Brewster (photo below). Our students

who have previously attended these conferences were able to provide personal insight to the discussion. We then watched the movie *Hidden Figures*, reconvening the next morning for breakfast, and our trip to the Big E - Eastern States Exposition (photo below). It is thanks to the Commonwealth Honors Program that we were

able to participate in such a fun event for free. Not only were participants able to attend the Big E for free, when we returned to campus, each student received a complimentary CHP tumbler. Watch for future emails about CHP events!

Ashley is a junior English major from Merrimac, MA.



STUDENT HONORS ADVISORY COUNCIL

The Student Honors Advisory Council (SHAC) acts as a liaison between Honors students and administration. SHAC allows Honors students to be heard in an open and constructive way. In addition to addressing student concerns, the council plans fun events throughout the year. Have ideas for programming or just want to find out more about SHAC? Contact: Lauren Stornelli at lstornelli7659@westfield.ma.edu or Meghan Tessitore at mtessitore2357@westfield.ma.edu.

PROVIDENCE - BOUND!

CONGRATULATIONS TO HONORS STUDENTS PRESENTING THEIR WORK AT THE ANNUAL NORTHEAST REGIONAL HONORS COUNCIL CONFERENCE IN APRIL 2018!

Sarah Balestro, Gabrielle Biseinere, Lillian Bruffee, Amanda D'Aprix, Sarah Dunn, Matthew Giebel, Ashley Linnehan, Christine Luongo, Matthew Michalik, Kathleen Morris, Bryan Pimentel, Rebecca Rokne, Sarah Rudd, Emily Slote, Lauren Stornelli, Brandon Sullivan, Meghan Tessitore, Audrey Therriault, Rachel Tynan, Sean Vo, Carolyn Wallace, and Kathryn Watkins.