

Richard J. Pedersen, Class of 1967

Title of Project: "Tristram Shandy"

Advisor: John Wilson

Becoming the first Fenwick Scholar gave me academic freedom and license. I used both. In the first semester I took courses outside of my major that I would probably not have otherwise taken- a seminar in economics and a course in American intellectual history. My thesis got completed in the waning days, just prior to graduation, prompting a question from John Wilson as to whether it was ever to be completed. The paper itself I would hesitate to read today. Having the responsibility for preparing a study far longer and deeper than the average term paper, whether well executed or not, gave me an initial experience in working on long term projects that served me quite well at Oxford and later in life as a transactional lawyer.

The principal concern that I have about programs which require senior students to concentrate on a single topic relates to whether too much concentration can be detrimental in the last of the four free years that a college student gets before professional training or the work world. I have spent much time since my last graduation in 1972 reading in literature, philosophy and other areas. College provides an opportunity to learn what you ought to read in a life time. Might not two or three seminars serve as a better source of broad exposure for the College's best students in the place of a thesis?

I have with a few exceptions avoided the 18th century in my later reading. Were not the views of that period too clear? Problematic foundations for the making of a republic?

Daniel E. Monagle, Class of 1968

Title of Project: "The Influence of Fyodor Dostoevski on Joseph Conrad"

Advisor: Maurice Geracht

A challenging honor. A full year of independent study required discipline and intelligence, but turned out to have rich rewards. It was far and away the highlight of my four years at Holy Cross.

Edward M. Sessa, Class of 1969

Title of Project: "Coherence and Collapse in Shelley's Poetry"

Advisors: B. Eugene McCarthy

Biology research with Dr. Patrick Delaney

From dissecting mouse livers to analyzing the poetic metaphors of PB Shelley, the Fenwick Scholar year was one of unadulterated academic freedom and intellectual inquiry. Thirty seven years later, I express my gratitude to Holy Cross for this opportunity! Congratulations to all future Fenwick scholars!

Timothy G. Goodsell, Class of 1969

Title of Project: "Reform in Worcester: The Adoption of Plan E. Government, 1949"

A good capstone to my college career. HC was a good environment for independent study- small, intimate, strong faculty support- I'm not sure the program would have been possible at a large school like Syracuse University where I did my graduate work.

I really didn't like Holy Cross all that much (It was a lot different in the late 60's than it is today)- but the Fenwick opportunity allowed me to really hone in on the aspects of mature scholarship (self discipline, time for reflection, independence) that served me well in my graduate studies and, ultimately, in life.

Robert L. Devaney, Class of 1969

Title of Project: "Lens Space as Coset Spaces"

Advisor: Patrick Shanahan

The Fenwick Scholar program was a pivotal moment in my career as a research mathematician. In 1969, when I was a Fenwick Scholar, research for undergrads in mathematics was virtually unheard of. My advisor, Prof. Shanahan, asked me to read a few articles and then embark on some research- he never "gave" me a problem to work on. This was one of the finest experiences in my life- in mathematics, it is much more difficult to come up with an interesting problem to work on than to solve the problem (well, usually that's the case).

Later, as a graduate student, my thesis advisor said the same thing- go read these articles: There must be something there to work on. Unlike most other math grad students at the time, I had no problem developing a research agenda- all thanks to Prof. Shanahan and the Fenwick Scholar program. This program clearly had a major impact on my career as a mathematician!

PS. The paper I wrote as an undergrad was eventually submitted to a "research" journal called The P. Mu Epsilon Journal. The articles were all written by undergrad majors, but most were not research-oriented. Mine was. Later I was awarded the prize of \$250 for that article. Doesn't sound like much now, but, at that time, I was a 3rd year grad student with two kids. The rent I was paying was \$62/month! The prize was big! All thanks to the Fenwick Scholar Program!

John F. Baldwin, Class of 1969

Title of Project: "Ministry and Polity of the Primitive Church"

Advisor: Rev. George Barry, S.J.

My experience of being a Fenwick Scholar was very positive. I am still teaching the subject of my thesis (The ministry in the Early Church) today- albeit with some more scholarship under my belt!

Richard A. Carriuolo, Class of 1969

Title of Project: "American Society in the 1920's"

Advisor: John Anderson

It was a wonderful learning opportunity and good preparation for graduate school.

John T. Day Jr., Class of 1970

Title of Project: Thomas More's "Dialogue of Comfort" as Renaissance Dialogue Response

Advisor: Thomas M.C. Lawler

As I think I mentioned on an earlier comment on my Fenwick Scholar experience, it was a most intellectually important experience. I had a semester-long tutorial with Tom Lawler on the works of More and Erasmus, settling on More's Dialogue of Conflict on the focus of an extended essay. This experience set the direction for the rest of my academic career.

John F. Wilson, Class of 1970

Title of Project: "Manifest Anxiety in the College Student"

Advisors: W.J. O'Halloran, S.J.

It allowed me the freedom to work with Fr. O'Halloran more in a graduate student mode; which prepared me well for the environment of Grad School at Michigan. I treasure the faculty- the classmates-and a wonderful four year experience.

James J. Dorey, Class of 1970

Title of Project: "The Attitude of William Wilberforce and the Evangelicals toward the Reform of Working-Class Conditions in Early Nineteenth-Century England"

Advisor: William Green

A solid grounding for future work in research and writing.

Frank L. Capobianco, Class of 1971

Title of Project: "Rings of Continuous Functions"

Advisor: Dr. M. Tews

The opportunities to

- pursue independent study under Dr. Tews
- present my finds

were a precursor toward my PhD studies. I am grateful for them.

Henry P. Miranda, Class of 1974

Title of Project: Paradoxes and their Relation to the Foundations of Set Theories- Three Papers in Mathematical Logic: "An Algebraic Proof of the Completeness of Sentential Logic," "Godel's Proof of the Incompleteness of Axiomatic Number Theory," "The Independence of the Continuum Hypothesis"

Advisors: Peter Perkins

The Fenwick experience enabled me to learn some wonderful and beautiful mathematics that was both elementary enough for an undergraduate to appreciate, yet advanced enough that it was not a regular part of the curriculum at the time- and still is not. It also gave me the confidence I needed to begin to learn mathematics on my own- outside of regular coursework. Finally, it gave me needed experience for entering graduate school. Although I ended up studying very different things in the rest of my career, the paradoxes and issues that I studied in the foundations of mathematics, set theory, and mathematical logic remain fascinating to me to this day.

Thinking back, I realize not only did the Fenwick year help me personally, but gave me a special appreciation for the value of undergraduate research projects; this has been

multiplied through many other students that I have mentored throughout my career as a mathematics professor, as I have tried to instill in them an excitement for the discovery process also. As Dean of our College of Natural Sciences here at Colorado State, I have tried to emphasize undergraduate research as a focus of our programs and our fundraising, and I believe this all started in 1973 back on Mount St. James.

I would especially like to thank my professors, Dr. Peter Perkins and Dr. Patrick Shanahan who taught me an enormous amount about how to teach, how to learn, and how to interact effectively with students. Great professors and wonderful people!

Richard A. Johnson, Class of 1974

Title of Project: Oxygen Content and Consumption in Tumor Cells- “Oxygen Consumption by Acrylamide Polymerization for Rapid Screening of Chemotherapeutic Agents”

Advisors: Mike McGrath and Chemistry Department Chair

Outstanding opportunity to develop independent research/learning and work skills, although I missed most of the senior year experience.

Robert M. Hayden, Class of 1975

Title of Project: “Relationship Between Religiosity and Various Forms of Altruistic Behavior”

Advisor: Matthew Toth, Ph.D.

An extraordinary and dynamic learning experience. A great introduction and transition into graduate school. Working closely with Dr. Matthew Toth was a highlight. He was a wonderful mentor, teacher, and person. The Fenwick Experience pulled all four years of college together into one project that set the tone for the years to come. Thank you Holy Cross.

F. Joseph Germino, Class of 1977

Title of Project: “Investigation into the Sex Pheromones of Two Species of Flies: Sarcophaga Bullata and Musca Domestica”

Advisor: Dr. Girard

It is perhaps too long ago, some 29 years after I graduated from Holy Cross, to provide a detailed or even accurate description of my “Fenwick Experience”- too much has happened, too much has been forgotten. Yes, I can remember a few isolated incidents- such as when I spent a week at Penn State just after Christmas vacation running HPLC/mass spectrometry to identify the chemical responsible for attracting male flies to their female kin (and thinking that this is just what the world needs!), and the endless testing to confirm our results, not to mention the final presentation before the Chemistry faculty, people whom I greatly respected for the immense knowledge (and therefore much feared before my presentation). Despite my failing memory, I recall it as a time of great excitement, of learning beyond what was already known, of exploring and probing whatever glistened before my eyes. It was a unique and fantastic experience, a taste of my years in graduate school, and one for which I shall always be grateful.

Joyce A. O'Shaughnessy, Class of 1978

Title of Project: "Leukemia: The Wayward Cell of Unknown Origin- "Surface Membrane Activity and Microfilament Function in Murine and Human Leukemia Cells"

Advisors: Dr. Ron Luftig, Worcester Foundation for Experimental Biology"
Dr. Joe Sweeny, Holy Cross

The Fenwick Experience was foundational. For the first time in my life I had a year to allow internal energies to manifest and for self discovery without external structure to motivate.

Although it took years of re-discovery for the lessons of the Fenwick experience to be clear, I learned that puzzling out carcinogenesis and, more broadly, the creative process of research, is my greatest joy within medicine and science. During my Fenwick Scholar year I had the time and resources to search broadly for what was known about the viral etiology of cancer and to construct the hypothesis that I still carry with me today. I learned that associative thinking and problem solving is a form of creativity.

Barbara Tylenda, Ph. D., Class of 1979

Title of Project: Discovering Jung and Remembering Things Past- "Earliest Childhood Memory; An integration with Jungian Theory"

Advisors: Charles M. Locurto, Ph.D., Gene Qualls, M.D., John P. Reboli, S.J., Ph.D., Wayne G. Rollins, Ph.D., Leonard C. Sulski, Ph.D.

Being chosen as the Fenwick Scholar was one of the most significant events of my entire academic career. The Fenwick year not only afforded me the opportunity to study at the renowned C.G. Jung Institut- Zurich in Switzerland, it also allowed me to begin a research project which has been an integral part of my research career. The project is now in its 28th year as a longitudinal developmental research study on earliest childhood memories (where my youngest age sample from 1978 has now been followed for 28 continuous years). My advisors were wonderful mentors and role models who have remained interested in my research and career over the years. I am forever grateful to them for their commitment to me.

Paula M. Kane, Class of 1980

Title of Project: "American Revival Songs, 1820-1850; The Christian Lyre and Spiritual Songs for Social Worship"

Advisors: Ross Beales and David McKay

It forced me to leave Mt. St. James for at least two other institutions of Worcester: the American Antiquarians Society and WPI, where my co-advisor taught music. I spent the year using collections at AAS, which ended up providing valuable skills in finding primary sources that remains the basis of my work as a historian. Finally, although I cannot prove it, the resulting Fenwick thesis was my entrée into a superb Ivy League Ph.D. program in American studies, an outcome that would have been less likely because my concentration in European history as a major at Holy Cross. I treasure the kindness of Professor Beales and McKay for a very green researcher.

Raymond J. Heisler, Class of 1982

Title of Project: The Convergence of Christianity with Pagan Philosophical Thought in the 2nd Century A.D.- “Christians Meet Non-Christians; The Contributions of Justin Martyr and Clement of Alexandria to the Dialogue”

Advisor: John D.B. Hamilton

It was a great preparation for graduate work, especially at the dissertation level. I learned how to frame a research topic, present it to a committee, and have it approved. I also learned how to do a sustained piece of research, for which I am especially grateful to John Hamilton for his guidance. The opportunity to present my thesis publicly and to answer questions about it was good training in thinking quickly and on my feet- invaluable when defending a dissertation.

Gary J. Gala, Class of 1983

Title of Project: “An Experiment in Translating Ideas into Fiction: Valley at Dusk”

Advisor: Richard H. Rodino

Wonderful, life enhancing, a great opportunity

George A. Paletta, Jr., Class of 1984

Title of Project: Modified Nucleosides as Anticancer Agents- “The Synthesis of 2-Bromo-9-(3',5'-di-p-toluoyl-2-deoxy-D-ribofuranosyl) hypoxanthine; An Important Intermediate for Conversion to Modified 2'-deoxyguanosines with the Potential for Anticancer and/or Antiviral Activity”

Advisor: Dr. Mike McGrath

Gael E. Reilly, Class of 1985

Title of Project: “My Present Past: A Dramatic Monologue Based on the Life and Works of George Eliot”

Advisors: Rev. Philip C. Rule, S.J. - Primary advisor and Lynn Kremer- director of one-woman show

The Fenwick Experience was illuminating, humbling, and formative. It provided me with an insider's view into the true generosity of the Holy Cross faculty. From the countless hours Fr. Rule spent sharing his wisdom during a “sabbatical” year to the tireless coaching Pr. Kremer provided, the shared passion for both teaching and learning shone brightly during the Fenwick year. I was humbled by the collective wisdom of my mentors and by the daunting task of presenting a creative piece to the college community. (At times I longed to sit comfortably in a classroom with a syllabus in front of me.) Ultimately, the Fenwick Experience informed my future path as a teacher of literature and theater. Reflecting on all that was done for me that year, I am inspired to share my love of learning with my students.

I am amazed at the opportunities I was provided as a college senior and am incredibly grateful to my mentors and the College.

Mark T. Maybury, Class of 1986

Title of Project: M.A.R.K.: Machine Acquisition and Representation of Knowledge-
“Artificial Intelligence: Generalized Expert Systems”

Advisor: Robert Haring- Smith

Readers: John Little and Brian Straub

I am so grateful as a Fenwick Scholar. It was an unexpected blessing, however. Having passed 3 AP exams and taken an aggressive schedule, I had finished all my requirements to graduate as a junior, except, as I later learned from my Dean, the required four years at college! Not knowing what to do with my senior year, a Fenwick Scholarship was the answer to my impatience.

While at Holy Cross, my Fenwick experience allowed me to work with both the Mathematics and Psychology Department in an interdisciplinary study of algorithms for artificial intelligence as they could be applied to automated diagnosis of brain disorders (neuropsychological diagnosis). This was as much as discovery as a study. I worked with my advisor Dr. Haring-Smith, and readers John Little and Brian Straub as well as subject matter expert, Holy Cross psychologist Dr. Charles Weiss. One of the highlights which had a profound future influence was my attendance in 1986 at the International Joint Conference on Artificial Intelligence, where I met leading scientists, several of who would later become long life colleagues. Who was to know years later I would be presenting my own research at similar forma around the world.

Following Holy Cross, I went to complete my M.Phil in Speech and Language Processing and my doctorate in artificial intelligence at Cambridge University, England. I obtained my MBA from RPI. 20 years later the Fenwick Scholarship was nothing less than the foundation of the love of my life-studying human intelligence and machine intelligence in order to get computers to better serve humankind in medicine, education, and defense. I am living my dream of trying to be a just leader in a company that works in the public interest, working to ensure safety of our great nation and excellence in our government. With over 250 employees, I am put in the position of applying the Jesuit ideals that Holy Cross taught daily.

What I remember most of my Fenwick experience of course is not the material, exciting as it was, but the people, Dr. Haring-Smith, John Little, Brian Straub, Dr. Weiss, and the many other great Holy Cross professors such as Dr. Helen Whall (who helped me prepare my valedictory), Maurizio Vanicelli (who spoke Italian with me and taught me about Italy, Rev Ray Schroth (who married my wife and I), and so many others. They set the example for us to follow men and women for others.

Kathryn A. Furio-MacKenzie, Class of 1988

Title of Project: Riemann Surfaces: A Unifying Approach to Mathematics- “Riemann Surfaces; Distribution of Weierstrass Points on Rational Nodal Curves of Arithmetic Genus 2”

Advisor: John. B. Little

Christine S. Freemer-Murtin, Class of 1989

Title of Project: A hermeneutical Study of the Language of Dance in Relationship to our Religious Experience- “Dance as Religious Experience”

Advisor: Irena Makarushka

For me, the Fenwick Scholar Program was the ultimate “liberal arts” training experience. As a biology major who pursued a project outside of my major, my Fenwick project enabled me to broaden my general knowledge base. In addition, the opportunity to engage in independent study, and to learn how I learn best, provided me with valuable skills which I use every day.

Rebecca A. Rourke – Edwards, Class of 1990

Title of Project: “Signs of Culture; Deafness in 19th Century America”

Advisor: Ross W. Beales

My Fenwick experience was the most significant academic event of my college career. It led directly to my decision to go to graduate school. Arguably, it is the reason I am a college professor today.

Christopher P. Vogt, Class of 1992

Title of Project: “The Catholic Liberal Arts College: A Contradiction in Terms?” Catholic Mission and Identity in an Age of Pluralism

Advisor: Mary Ann Hinsdale

During my year as a Fenwick Scholar I discovered how much I love academic life- research, writing, public debate, and the exchange of ideas. It was only later that I could fully appreciate what a rare privilege it was to have had the freedom to spend a full year pursuing a project of my own design.

Philip J.C. Fournier, Class of 1992

Title of Project: “How James Learned About Flowers

an exploration of the sensuous allure of evil,

and the mystery of redemption beyond what is commonly called hope,

in a dramatic essay, and suite of pieces for solo piano”

Advisors: Shirish Korde and Joseph Lawrence

My Fenwick research was my initiation into what has become my life’s work. The themes I explored my senior year at the Cross, and the means by which I sought to express them, are as much at the core of who I am now as they were then. Now they are informed by years, and the visions of joy and painful lessons they bring.

Since 1992, among bins of shorter poetry, I completed the Cenotaph, and most recently The Tears of Cinyras, a retelling of Coleridge’s Christabel. Musically speaking, I have done a Theme & Variations set, a set of Isorhythmic Pieces, and a set of Preludes (in progress) for piano, as well as the larger projects: Initial Ascent, Sentences from the Womb, and Reasons for Drowning, for oboe, violin, and piano or organ. The latest, Declining Year, is in progress, and God knows what I am forgetting.

Sara L. Toomey, Class of 1993

Title of Project: “Duchenne Muscular Dystrophy: Research and Implications”

Advisor: Mary Morton

John P. Margiotta, Class of 1993

Title of Project: “Living in a Disenchanted World”

Advisors: Joe Lawrence and Gary Phillips

It's getting to be a long time ago, but the memories are all good. Glad to hear the program continues.

Edward G. Soltesz, Class of 1994

Title of Project: “Hippocratic Pharmacology: Investigations into the Theoretical Assumptions and Function of Drug Therapy in the Corpus Hippocraticum”

Advisors: Guido Majno and John Hamilton

My experience as a Fenwick Scholar had a formative influence on my educational perspective by encouraging me to combine disciplinary perspectives in addressing academic problems. I developed the very important skills of hypothesis-driven research during my year as a Fenwick Scholar. The experience was a thoroughly rewarding and intense experience unlike any other structured learning I have had.

David J. McGraw, Class of 1995

Title of Project: “Translation, Design, and Full Production of Euripides’ The Bacchae”

Advisors: Kenneth Happe and Lynn Kremer

The Fenwick Scholar Program afforded me not only the freedom to combine my two loves- Theatre and Classics- into a single capstone experience but also the opportunity to push myself to my academic limit. In addition to the individual elements of my project, I faced the new challenge of managing the overall process from grant writing, to research, to translation, to design, to directing, to finally presenting my research and the audience's reactions. It was the best possible way to end my studies at Holy Cross: I had made the transition from student to life-long learner.

Suzanne Buchta, Class of 1995

Title of Project: “Applications of Topology to DNA Structure and Function”

Advisors: David Damiano and Margaret Freije

I feel I was truly fortunate to have the Fenwick Scholar Experience. It was an honor that gave me access to many rewarding opportunities to a closer than unusual relationship with my advisors (relationships that have sustained themselves to the present), to a more intimate connection with Father Brooks, to a graduate school scholarship and a Fulbright Fellowship.

The Fenwick experience also offered me a chance to practice self-motivation and a bit of entrepreneurship-qualities that have been necessary to success in my current career.

But, most importantly, the Fenwick Project afforded me the time and resources to study deeply a topic that I found fascinating. I remember building models of knots in the room in the SciLi that Tony Stankus reserved for me. People would walk in and see my twisted tangles hanging from the ceiling and want to know what was going on. I have fond

memories of working with Dr. Mary Mortin in the biology lab, sending knots of DNA through electrophoresis to separate and study them. How thrilled I was to meet Dr. Dewitt Summers, the man whose research I had been reading, at a math conference with Dr. Freije and Dr. Daminao in San Francisco- it was like meeting a celebrity! And I don't recall how many late night hours I spent on "al-Khwarizmi" my computer in the Haberin lab. In fact, I had essentially turned nocturnal- finally calling it quits at 4:30 am each night and then being forced to sleep until noon. Finally, I remember scrambling to paste the last of my pictures into my 100 page project at 5 am on the morning of graduation (Shh...don't tell anyone).

One recollection that I would like to add to the list is an evening spent with other Fenwick Scholars, hearing their sure-to-be fascinating stories of what they studied and where it led them.

Jason F. Hall, Class of 1996

Title of Project: "Constrained Cis-Proline Amides as Potential Inhibitors of HIV Cell Infection"

Advisor: Dr. Timothy Curran

I thought the Fenwick experience was a real introduction to the rigors of independent thought, analysis, and problem solving. I continue to use many of the lessons learned daily.

Lisa J. Fluet, Class of 1996

Title of Project: "James Joyce and His Other Language: The "abnihilizaton of the etym" (FW353:22)"

Advisors: John T. Mayer and Susan Sweeney

Well, I wish I'd talked myself out of such a pretentious title for a project...but apart from that, I think I definitely owe The Fenwick program a big thanks for my current employed status. I can't think of a better way to prepare for the excitement, but also the anxiety, of working alone and trying to figure out what I wish to say about the varieties of narrative that come before me. I also feel that this project was instrumental in coaching me on the nature of academic friendships and collegiality, and I'm very glad that a friendship with Beth Sweeney, and with my brief colleagues during my 2 years teaching at HC, came out of it.

Go Eagles!
(Just kidding)

Marnie J. Cambria, Class of 1997

Title of Project: The Separation of CD34 Positive Cells from Umbilical Cord Blood and the Ethics of Fetal Tissue Research- "Spare Parts or Beating Hearts?"

Advisors: Dr. Peter Parson and Rev. William Stempsey, S.J.

Without question, my Fenwick project challenged me intellectually and inspired me to pursue a medical career. The opportunity to perform self-directed research and writing under the guidance of two outstanding professors was wonderful. My thesis still sits in my bookcase as a testament to my year of diligence!

Jaime McAllister-Grande, Class of 1999

Title of Project: “Baskets of Palm”- a musical dramatic work exploring political and religious themes in Mexican life

Advisors: Carolyn Howe (Anthropology); Cynthia Stone (Spanish); Shirish Korde (Music); and Ed Isser (Theatre)

In the past few years, I have realized that I have an “outside the box” set of talents, which can make selecting things like a job, a major, and a career somewhat challenging. Having the opportunity to spend my senior year working on a Fenwick Project was an incredibly good fit for me, because it allowed me the independence and creativity to design a project that suited my passions and skills; it allowed me the freedom to challenge myself in new ways under the guidance of very skilled and generous advisors and in the midst of a close community of learners who also invested in my project; and it allowed me to create a product that encompassed so many different parts of my experience at Holy Cross and provided me with a feeling of completion and accomplishment.

Jessica S. Parker, Class of 1999

Title of Project: “An Experimental and Theoretical Study of Interfaces Utilizing In-Situ Scanning Tunneling Microscopy and Molecular Dynamics Simulations”

Advisors: Dr. Campbell and Dr. Taylor

Bethany J. Collier, Class of 2000

Title of Project: “Sound, Structure and Meaning: Text and Music in Balinese Shadow Theatre”

Advisors: Shirish Korde, Lynn Kremer, Susan Rodgers and Jessica Waldoff

The Fenwick Scholar Program gave me the unique opportunity to focus my study (for a full year!) on one topic. Using the available funds, I had my first-ever fieldwork experience, which helped to prepare me for my experiences in graduate school and in the field.

The Fenwick Experience forced me to take full responsibility for my academic progress and, with full knowledge of the honor that the award was, I felt sincerely obligated (in the best sense of the word) and inspired to produce a piece of writing that acknowledged the very people with whom I’d worked/studied, that challenged me to structure my ideas in a large (rather than 20 page) form, and of which I could be proud.

Without having had the Fenwick Experience, my time in graduate school would have been much more difficult than it has been. The program’s rigor helped prepare me for my program at Cornell, and future fieldwork experiences.

Frances A. Orlando, Class of 2001

Title of Project: “Reducing Psychiatric Diagnoses to Abnormal Brain States; A Case Study of Endogenous Depression”

Advisor: Andrew Futterman

The Fenwick Scholarship provided me with one of the most rewarding and exciting years I have known. Learning how to think and study independently has served me well throughout my medical education. Also, my advisors were unbelievably supportive. I really enjoyed

getting to know them. I hope the Fenwick Scholar Program has another great forty plus years!

Charles T. Strauss, Class of 2002

Title of Project: "Shall we Trust in Liberty?" The impact of the South African War on Irish American Nationalism, 1899-1902

Advisors: Edward O'Donnell and David J. O'Brien

The Fenwick challenged me to apply the knowledge and skills that I had acquired during two years of surveys and seminars at Holy Cross and one year of tutorials at Mansfield College, Oxford in an independent historical study. September 2001 was so exciting: new faculty advisor to meet, new historical questions to attack, new year to fill with reading, writing, and thinking about my future. However, by October, I was already bogged down by some difficult research and an unwieldy thesis- not to mention being consumed by a personal loss as well as the local and national turmoil that marked the fall of that year at Holy Cross and across the country. I quickly discovered that exciting opportunities come with risk and that the reverse side of my freedom to read, write, and think independently was the freedom to agonize over a complicated historiography, to waste time on misleading sources (and on extra-curricular activities), to struggle with achieving balance in my day, and to make mistakes. In these moments, I learned that serious historical writing is as much about seeking guidance and collaboration as it is about creativity and discipline. The result of that year was not the best 200 pages that I could have written, but the beginnings of a decent article and the start of what I hope to be a decent career in the study and teaching of history.

John T. Giblin, Jr., Class of 2003

Title of Project: "Embedding Diagrams for General Relativity and Analysis of their Educational Potential"

Advisors: Robert Garvey and Thomas Cecil

Too many to list! By far the single most experience in preparation for grad school!

Shayne B. Piasta, Class of 2004

Title of Project: "Beginning Reading Instruction in Massachusetts Public Schools: Research, Policy, and Teachers' Knowledge and Beliefs"

Advisors: Annette Jenner, Danuta Bukatko, Ed Thompson, and Kay Johnson

My Fenwick experience paved the way for my continued academic career as a graduate student in the dev. Psych. Program at FSU/FCRR. Prior to my Fenwick year, I knew I was interested in various areas of psychology, and in particular, its application to education, but I had not narrowed my focus. Working closely with psychologists, teachers, principals, DOE personnel, etc., my senior year provided the impetus I needed to devote my time/effort to reading, research, and allowed me to obtain a PIRT Fellowship for my studies at FCRR. Here, I am still endeavoring to bridge the gap among researchers, educators, and policy makers in the area of educational research, and hoping my work impacts how we teach elementary students to read.