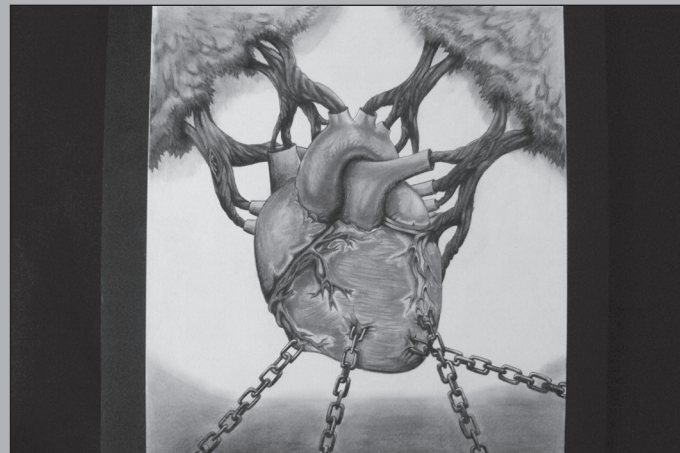
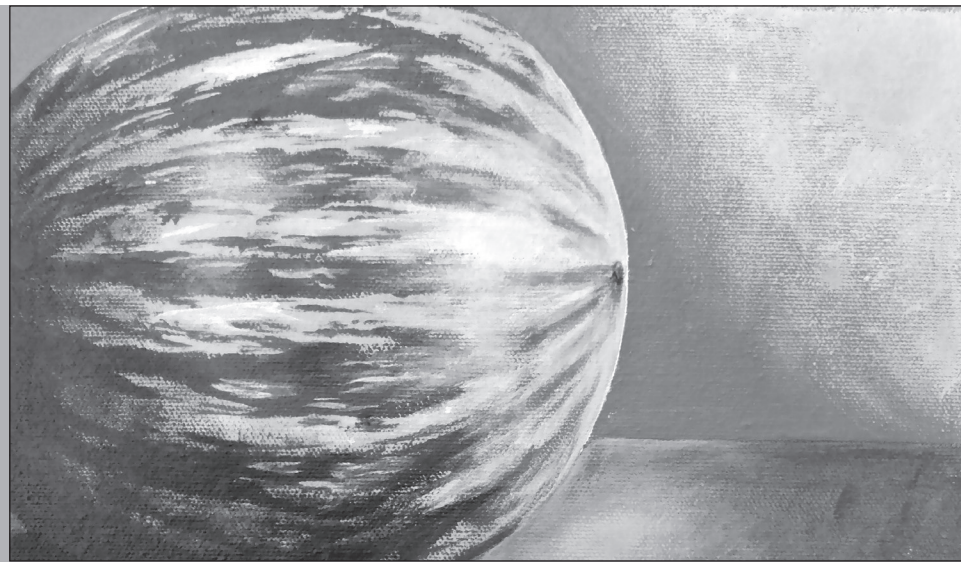


We like to showcase our Honors students and their individual talents when we get the chance. This issue, we share three pieces of artwork by Honors student Ryan McCowan, a sophomore art major from Charleston, West Virginia.



## HONORS ART

INTERESTED IN THE HONORGRAM? If you enjoy writing, taking pictures, or you simply want to be tuned into what's what and who's who in Honors, then be a part of the Honors newsletter. Not only will it look good on your resumé, your contribution will be greatly appreciated. Contact the Honors office for more information.

MELISSA TOTTON  
*Honorgram Editor*

DR. DOUGLAS CLARK  
*Honors Program Director*

LARRY BECKER  
*Layout*

THE HONORS PROGRAM began at La Sierra University in 1971. It strives to give special attention to undergraduates of outstanding intellectual and creative ability and aims to charge the imagination in an environment where student initiative is the guiding force. Students are given the opportunity to recognize their potential through encouragement, discussion and interaction. The overall objectives of the program are focused on the La Sierra University mission "to Seek Truth, to Know God and Ourselves, to Serve Others"

**La Sierra University  
Honors Program**  
4500 Riverwalk Pkwy.  
Riverside, CA 92515  
951.785.2310  
[www.lasierra.edu/honors](http://www.lasierra.edu/honors)

## CONTRIBUTORS



VOLUME 21, ISSUE 2

**La Sierra**  
UNIVERSITY  
HONORS PROGRAM NEWSLETTER

# HONORGRAM

WINTER/SPRING QUARTER 2012



## THE HONORGRAM

is a newsletter designed to inform and update Honors faculty and students as well as those who are interested in the La Sierra University Honors Program. If you have any questions or comments concerning the newsletter, or ideas that you would like to contribute, please email us: [honors@lasierra.edu](mailto:honors@lasierra.edu)

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Cast of *I told the Doctor I Got A Good Heart*, by Patrick Garrett York.

## Adventist Artists and Letters of Censure

By Patrick Garrett York

As a former member of the La Sierra Honors community, I wrote a play, *I Told the Doctor I Got A Good Heart*, to satisfy my scholarship project requirement. The play represented a variety of real people in the city bus— working class bus riders, addicts, people with mental health diagnoses, and homeless people. Though many trustworthy advisors urged me to remove the profanity and violence that I saw on the bus, and resultantly wrote into the play, I chose to keep the harsh content in the script. In retrospect, I know that those who urged me to remove the unsavory bits were merely trying to keep me from alienating my Adventist audience.

A few weeks after production, my producer received a letter from one of the play's audience members, lambasting not only the production's language, but also my efficacy as a playwright. This concerned citizen took up the role of enforcer and critic, doubting my artistic choices and denying that my project had any value whatsoever. The audience member's main grievances stemmed from one of the play's characters that

smoked cigarettes, got in fistfights, and cursed onboard the play's city bus.

Initially, the letter flattered me. I smiled to think that my play had affected someone enough, whether for good or ill, that he or she took up a pen to address my work in writing. Then I realized that the letter indicated something worrisome. This member of the Adventist community could have been speaking on behalf of any member in the collective. Within Adventism, a denomination that has routinely directed its focus away from aesthetic or literary endeavor because of profanity or 'indulgent' excitement, the Adventist writer or performer must ask herself how art must be constructed for this community to accept it?

How does the Adventist artist produce valuable and honest art while avoiding alienating her religious community? I'm tempted to ask questions like "Is only Sesame Street nomenclature permissible for Adventist audiences?" or "must we only focus on toddler-safe topics?"

(Please turn to page 2)

or even “must we ignore the world outside the sanctuary and focus on lulling an already contented congregation into a state of infantile contentment?” These questions are cynical. I suspect I ask them out of frustration.

Certainly pastors ask themselves these questions too, but in their case, the question seems more necessary, and the answer comes more readily—especially when faced with a text like 1 Samuel 15:3, in which God says through Samuel to Saul,

Now go, attack the Amalekites and totally destroy all that belongs to them. Do not spare them; put to death men and women, children and infants, cattle and sheep, camels and donkeys.

I am not equipped to address genocide here, nor am I attempting any theology. Rather, I include this problematic verse to show that it is not only the Adventist artist that faces the predicament of profanity and violence, but the clergy person too. Though a pastor does not have to shape her every sermon around a contentious, feather-ruffler, this and many other tremendously violent scenes are a part of our sacred text. Do we ignore these texts because Adventists are too delicate to handle Old Testament violence? Likewise, in our literary and artistic expression, must we avoid representing anything disagreeable merely because we’d like our art to display a naïve reality? Again, my word choice here may be provocative, but I believe these are honest questions that need answering, especially for me and other Adventists who attempt to create through writing or other forms of art.

In my attempt to find answers to the questions above, I’ve fallen in love with Flannery O’Connor, a short-story writer and novelist who wrote in the 50s and 60s. O’Connor is dead now, but her fiction and criticism continue to shed light on the tension between religious conviction and artistic honesty.

A Catholic, O’Connor wrote stories saturated in Christian grace. Yet blood and body counts also saturate her work. Gunshots and murder, cursing and suffocating dot the pages of her prose like arterial spray from an open wound. Her goal in writing, however, is not simply to entertain readers with violence or, conversely, to evangelize to God’s people; rather she attempts to depict images of human absurdity in situations that allow us to see the glory and power of God’s grace. In every one of her stories, people die, curse, and suffer. Yet, in every one of her stories, her characters face the opportunity to accept or reject God’s mercy. Many of O’Connor’s critics reject her writing because of its abrasive prose and profane depictions, but such critics also reject a powerful message about the wonder of God and the nature of humanity. O’Connor wrote that

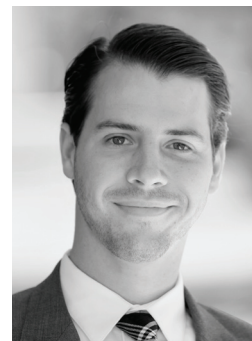
[t]he poet is traditionally a blind man. But the Christian poet, and the story-teller as well, is like the blind man Christ touched, who looked then and saw men as if they were trees—but walking. Christ touched him again, and he saw clearly. We will not see clearly until Christ touches us in death, but this first touch is the beginning of vision, and it is an invitation to deeper and stranger visions...(864).

How absurd and profane the world must look when compared to the glory of a sinless God and his death in anguish and with arteries spraying, hanging limp from a wooden scaffold? As

Christians—those with a reverence for and fear of God—any artistic depiction of humanity seems insufficient and profane in comparison. Violence and profanity exist in this world as unfortunate human qualities. If we choose to sterilize our artistic depictions of human beings, this censoring of artistic imitation of humanity will never change the reality of a sinful world. Rather, such an act is a deception. Ours is a world of sinners, and to leave that fact out of literature is to lie to one’s audience. The authors of the Bible did not remove the contentious bits—like those mentioned in Samuel—so that their readers would never have to face hideous realities of human history. Instead, our sacred text is plump with violence and death, destitution and profanity. O’Connor’s work frightens audiences with human destruction. Yet the purpose of these texts is not to promote such behaviors, but to display humanity in need of salvation. We require Christ’s second touch, as O’Connor puts it, to see things clearly and righteously.

I do not mean to argue that every piece of literature, art, or every stage play, if its author hopes to create something of value, must brim over with offensive language and gratuitous violence. In fact, an artist must consider her audience and write appropriate material for appropriate environments. I mean to say, however, that an artist who attempts to explore humanity—say working class bus riders, addicts, people with mental health diagnoses, and the homeless—does not include fistfights and cigarettes in their plays simply to piss off audience members. Bad things exist, and our tradition tells us that we cannot wish those things away. Every piece need not investigate bad things, but those pieces that choose to take on the challenge must be honest. If we are responsible artists, we must depict humanity through our once-touched eyes, lacking God’s clarity, but thirsting for his righteousness. After receiving a letter of censure, I am compelled more than ever to see the value in my characters—in whatever inchoate and sophomoric way I have represented them—and to continue to create true characters that, though they do not all speak as saints in the sanctuary, are God’s children nonetheless, and are worthy—and guilty—of the mantle of humanity.

This topic is far too complex to exhaust in the space I have here, but I believe this piece can continue a valuable discussion regarding the Adventist artist—particularly those that come out of La Sierra’s Honors program and may be facing similar difficulties with audiences that are quick to write off apparently abrasive subject matter of scholarship projects without considering the possible value in such projects. I would encourage those students who aim at artistic creation in their projects not to allow critics to dissuade the production of honest work. I hope many other students receive letters of censure. I hope letters pile up. Only then can we write back.



Works Cited:  
O’Connor, Flannery. “The Church and the Fiction Writer.” Flannery O’Connor: Collected Works. New York: Literary Classics, 1988.  
Zondervan *NIV Study Bible*. Full ref. ed. Kenneth L. Barker, gen. ed. Grand Rapids, MI: Zondervan, 2002. Print.

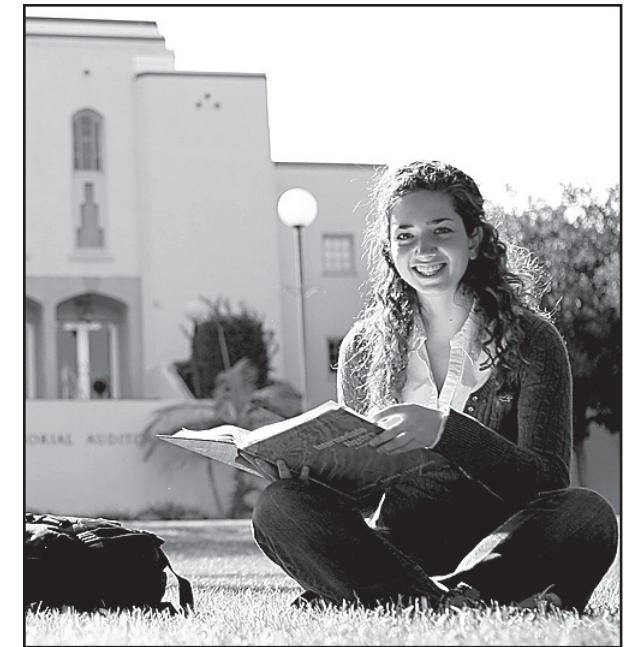
as bicycles to help our community. If you are interested in being a part of this project please contact Sterling Spence by email: s.spence@yahoo.com.

### “Medical Marijuana and Adventism”

Ruthie Heavrin, Junior: English Writing

I am working with the Riverside Health and Wellness Center, which is a medicinal marijuana clinic in one building, and a community center in another. Patients all have something in common: they’re sick. Some come in using canes and use marijuana for arthritis pain while others enter with wigs or skull-cap beanies because they’re losing so much hair from their chemotherapy. In compliance with California law, the Health and Wellness center provides medicine to approved patients, but with outside pressure from the Federal agencies, they are finding it more and more difficult to keep their clinic open.

For my project, I am interviewing the patients, the nurses, the doctors, and even Adventist church officials in order to write a story for Spectrum magazine. My goal is to bring this issue to the Adventist forum for open discussion. My goal is not to sway readers in one direction or the other, but I do hope to answer some questions and shed some light on an issue that is currently affecting thousands of people in our community.



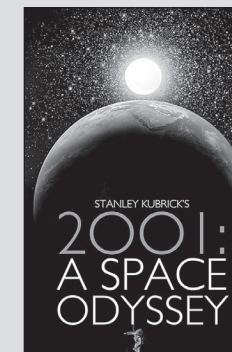
## Student Cultural Reviews

### 2001: A Space Odyssey

Hayden Cale, Senior: Biochemistry/Pre-Medicine

As an amateur musician, rarely does a concert have the power to cause me to put all analytical reasoning aside and simply allow myself to be translated to another reality on account of a very intentional and structured organization of sounds. However, there have been a few. Among these was the transformative 2011: A Space Odyssey concert performed by Orange County’s Pacific Symphony on October 21.

The program began with Hovhaness’s Prayer of St. Gregory, featuring a surprising score for solo trumpet and strings. The elegant, yet simplistic melody and haunting, evocative harmonies were expertly navigated by soloist Barry Perkins. Next was Mozart’s Piano Concerto No. 21 in C Major, which brought lightness to the program as well as beautiful reflective and nostalgic depth as present in the famous Andante movement. After intermission, the real climax of the night was embodied in Richard Strauss’s Also Sprach Zarathustra, a depiction of Nietzsche’s philosophical masterpiece of the same name. The dawn motif, immortalized in Kubrick’s 2001: A Space Odyssey resonated with a rising, bright feverishness that made it difficult to keep still in one’s seat. Rumbling bass notes from the organ added to the effect. Of course, to many, only this opening passage of the piece is familiar. However, what follows is a



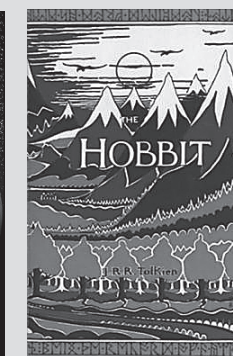
profound meditation on the whole of existence and its effects on humanity, considering aspects as diverse as great longings and passions, science and learning, and death.

As the high strings and winds coalesced into a single point to end the piece, the lights dimmed completely and Johann Strauss’s On the Beautiful Blue Danube began. This was set to montages of images from space taken by NASA and compiled by video choreographer José Salgado. A friendly and familiar waltz, it was a playful way to end a seriously thought-provoking concert!

### The Hobbit

Jonathon Payne, Junior: Biochemistry/Pre-Medicine

“In a hole in the ground there lived a hobbit.” Professor J.R.R.



Tolkien’s first published book, *The Hobbit*, continues to be a perennial bestseller seventy-five years after its first printing. As the prequel to *The Lord of the Rings* trilogy, it was the work that introduced us to hobbits, rings, Gandalf the Grey, and the magical world of Middle-Earth in the first place. *The Hobbit* is the porthole (round, green and with a shiny brass knob, of course) to one of the best-loved fantasy realms of all time. *The Hobbit* is a must-read for fans of *The Lord of the Rings*,

fantasy genre enthusiasts, or anyone who simply enjoys well-written literature.

# Honors Students Serve Through Community Involvement Projects

## “Security Protocol Enhancement Referendum and Modification”

*Matthew MacDonald, Junior: Biology;*  
*Matthew Murdoch, Junior: Archaeology;*  
*Jonathon Payne, Junior: Biochemistry;*  
*Chelsey Salvador, Junior: History;*

Unfortunately, crime is a significant concern for students on the La Sierra University campus. We hope to decrease the incidence of campus crime, theft in particular, by informing students about where the theft-friendly places on campus are. In addition to educating students, we will present the administration of La Sierra with a report that contains vital crime statistics for La Sierra University compared to similar universities, our conclusions regarding crime on campus, and finally ways in which La Sierra University might go about retrofitting the campus to be less conducive to the types of crimes that occur at present.

## “Re-Cycle”

*Alexander Hirata, Junior: English Writing;*  
*Alexander Knect, Junior: Mathematics & Music;*  
*Performance: Violin; Sterling Spence, Junior:*  
*Business Management*

“Re-Cycle” is a project to provide emancipated foster youth with quality bicycles. Many foster youth, upon leaving the system, are unequipped to get to jobs or school due to their reliance on others for transportation. This greatly limits their opportunities and often leads them into unhealthy situations. “Re-Cycle” works with local social workers to identify foster youth best suited for the project. When a bicycle is found for the youths, they are given training in repair as well as safe riding procedures.

We are working in partnership with Pedals Bike Shop in Riverside as well as the founder, Andrew Walcker. We are currently collecting donations as well



FROM THE DIRECTOR:

## On Being a Super Senior

Occasionally I hear someone say they are a “super senior.” At first blush, this seems a bit pretentious, expressing superiority. Something like: superman or super mom or supreme or super special. On a university campus one might expect a student, asked about their academic standing, to say: I am a junior or I am a senior. That’s the way it usually happens. One does NOT get responses like: I am a second-year freshman or a super sophomore. Only super senior.

According to the “Urban Dictionary” (<http://www.urbandictionary.com/define.php?term=Super%20Senior>), which applies the term solely to high school students, “super seniors” are those “taking five years or more of high school – during your 5th+ year you are a Super Senior.” This is also known as “being on the five year plan,” as in: “John Smith failed again, looks like he’s going to be a super senior!” Or, “a student who has to repeat his/her senior year of high school, one or more times,” as in “Verlin McIsaac did not receive enough credits to pass his senior year of high school therefore he will be known as a super senior.” Or, “a person who has been attending high school for 5 or more years, like Jak Thompson. Why is he still here? Didn’t he graduate last year? Yes, he is a super senior. He gets to do it all over again.”

Less distressing is the wikipedia definition ([http://en.wikipedia.org/wiki/Super\\_senior](http://en.wikipedia.org/wiki/Super_senior)): “A super senior is a student in an American four-year educational institution such as a high school or university who has been attending the institution for 5 or more years or has more than the usual number of credits required to graduate without achieving a diploma or bachelors degree.”

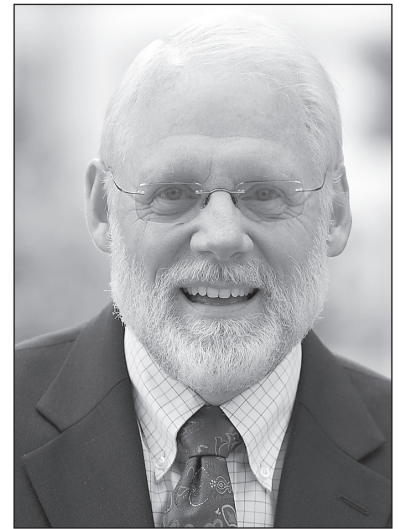
Having served as director of the La Sierra University Honors Program for five years, I am attracted to the label of super senior. Being responsible for 60 bright, highly motivated, ever busy, always engaged Honors students (including once in a while a super senior), has taught me how little I

really knew, has reminded me of the value of an extra year of Honors education, has made me realize how precious these years have been.

With the senior Honors students this year, one a super senior, I too am graduating from the Honors Program. Since I left college (after two majors in five years, I might add!), my focus has been on lands of the Bible and what they can tell us about biblical stories. Three years after graduation I was headed to Jordan for my first archaeological adventure in 1973. That initial introduction turned me into a super-plus senior in the field of archaeology.

Once I discovered La Sierra’s incredibly rich resources in Near Eastern finds and research, the trajectory of my life and career began leaning toward the establishment of a Center for Near Eastern Archaeology here to bring together all we have and do in recovering the biblical past: thousands of artifacts from our excavations at Tall al-`Umayri, Jordan, thousands of artifacts from a businessman in Jerusalem and other smaller collections, an annual Archaeology Discovery Weekend in mid-November, teachers workshops, a campus “dig” for elementary school students, an interdisciplinary colloquium of faculty and students called Archaeology Across the Campus, a small army of volunteers working in the labs, collaborative endeavors with The Getty Villa, the Western Science Center, the University of California, San Diego.

So, with seriously mixed feelings about doing so, I am stepping away from the directorship of the University Honors Program, effective 1 July 2012. I am leaving super senior status in one dream job to pursue another super dream. My most sincere and best wishes to our graduating Honors seniors and everyone in or connected to the program – students, faculty, and members of the Honors Council.



*Being responsible for 60 bright, highly motivated, ever busy, always engaged Honors students has taught me how little I really knew . . .*

# The Complex Relationship Between Studying and the College Student

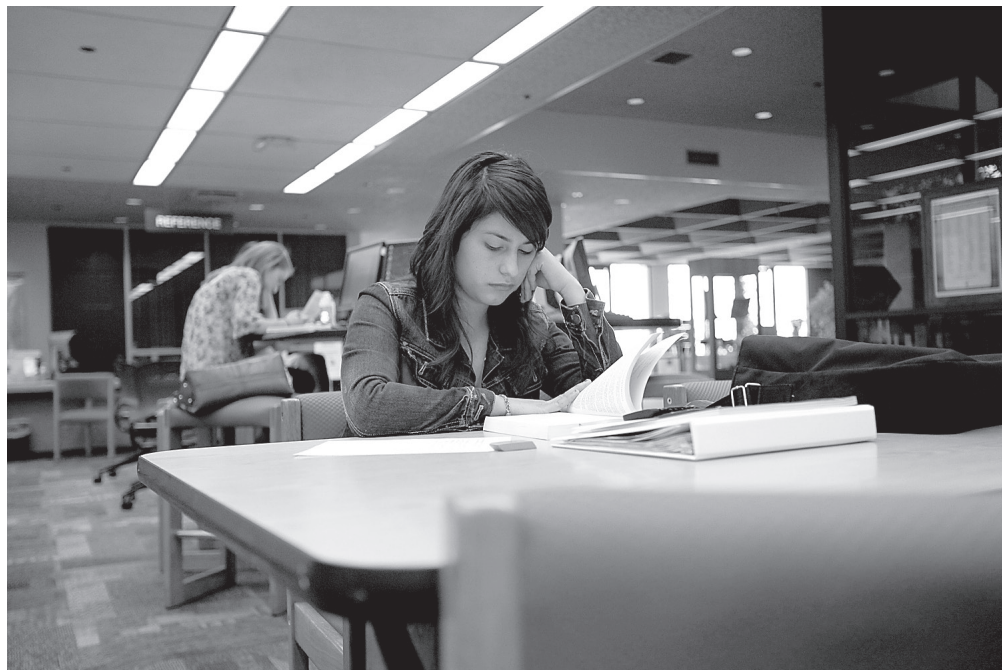
by Carlos Casiano, Senior Honors/Biological Science/Pre-Medicine

Some of you may know me. I am that one guy that is studying more often than not on weeknights, the one that makes almost daily pilgrimages to hermitages in either South Hall Lobby or the library. I have come to be known for my study habits, or so they tell me, and I have tended to fare quite well academically. The Honorgram editor asked me to share some study tips that I have picked up over the last few years. Let me clarify: these are tips that have helped me study throughout college. Do not make the mistake of thinking that what works for me will always work for you. Perhaps the most important first step in developing any personal studying plan or style is to make it exactly that: personal. At the same time, I think that one can find something to learn from almost anyone. If something from this brief column helps you study better, by all means use it. If not, throw away the column, call me crazy, and find what works for you.

Studying is important for any college student, and especially for Honors students, since we have certain academic requirements and expectations. I will get the obvious tips out of the way here: study hard and do not slack off. Regardless of how you approach studying, those tips most likely will not change. The question is one of how to do these in a way that works for you. The following are some of the things that have worked for me.

## Take the time

You need time to study. Enough said. This may not initially seem so difficult. You can take the hours you are awake in a day, subtract the hours you are in class, and even account for a few hours of eating, working out, and socializing and still have several hours each day of study time. Yet, it is not always that simple. While you may have several unclaimed hours, they may be in short blocks between classes or other responsibilities. For me, while I can accomplish some basic review in such a block, I usually cannot study extensively. I need considerable blocks of time to not only study, but to develop a mindset suitable for studying. I thus cannot decide to schedule all of my studying between other events throughout the day. I actively have to plan out longer periods dedicated for studying.



## Make the environment your own

Where, when, and with whom you study makes a difference in how successful your study experience is. For example, I study best either in the early morning or late evening, outside of my room, listening to soundtracks or to nothing at all, and usually alone (which is the other reason I would not want you sitting there observing me study). Your ideal situation may be entirely the opposite. The important thing is to figure out what works best for you. There will be times when other students will invite you to study with them, and sometimes that kind of study environment may help you prepare for a test or project better. However, if you know that it will not, do not be afraid to graciously decline the offer. Try different locations and styles to find out how you study best, but do not let other people pressure you into studying in a manner that you know is not going to help you.

## Have a plan

Planning when to study is not sufficient. You also need to know what to study and how to distribute the information over the time you have. Ideally, as a college student, you should study a little bit for each class each day. Realistically, this often becomes difficult. You have to be able to manage your time so that you will neither neglect nor over-study for any class, particularly for classes in which you are already well prepared. Before I go into a heavy round of studying, I evaluate the material I need to study and set out the amount of time I want to spend on each

## Honors Junior Scholarship Proposals

Thursday, May 31, 2012  
Cossentine Hall 102 • 4:00-7:20 pm

**Ruthie Heavrin** • 4:00 pm  
Title: *The Twelve Disciples of Life*  
Sponsors: Sam McBride & Marilynn Loveless

**Justin Tuot** • 4:20 pm  
Title: *Proposal for Improvements in Cambodia's Overall Community Health Conditions through a Health Assessment Between Rural and Urban Populations*  
Sponsors: Natasha Dean & Ken Crane

**Alexander Hirata** • 4:40 pm  
Title: *You Don't Understand: Letters from a Student Missionary*  
Sponsors: Sari Fordham & Sam McBride

**Sterling Spence** • 5:00 pm  
Title: *The Restless Pilgrim, The Doubting Believer*  
Sponsors: Maury Jackson & Robert Dunn

**Ashlee Sumilat** • 5:20 pm  
Title: *Operation Whitebread: Because We Don't Need Words to Speak*  
Sponsors: Terrill Thomas & Ken Crane

**Chelsey Salvador** • 5:40 pm  
Title: *Sister City Relationships: A Study of the Dynamic Sister City Initiative and the Shift Toward Global Citizen Diplomacy*  
Sponsors: Ken Crane & Lalit Acharya

**Jonathon Payne** • 6:00 pm  
Title: *Kalanchocene Derivative as a Treatment for Pre-B ALL*  
Sponsors: Marvin Payne & Sunni Dovat

**Matthew MacDonald** • 6:20 pm  
Title: *Viruses From Extreme Saline Environments: Identification and Characterization*  
Sponsors: Shereen Sabet & Lee Grismer

**Alexander Knecht** • 6:40 pm  
Title: *Chebyshev Sets and Their Generalizations*  
Sponsors: Jon Vanderwerff & Vernon Howe

**Matthew Murdoch** • 7:00 pm  
Title: *Iron Age Model Shrines in the Ancient Near East*  
Sponsors: Kent Bramlett & Douglas Clark

## Student Council: Meet the Members!

**Matthew MacDonald, Junior: Biology**

The Student Honors Council represents the students of the Honors Program, and any grievances or requests directed toward the program may go through this council. The Student Honors Council plans events for Honors students and faculty including—but not limited to—desert hours, the Honors banquet, and game nights. The council consists of at least one student representative from each class who is voted in by his or her peers each year.

Father Carlos Casiano is a fourth-year biology major, and he is the council's scribe. He is graduating this year and has been accepted into Loma Linda Medical School. Carlos can often be found in the Casiano Lounge in South Hall late into the evenings where he studies to movie soundtracks. His hobbies include sleeping, studying, taking breaks from studying to nap or eat, going to the gym, and taking long walks along the beach on moonlit nights.

Rachel Rojas is a biology major, the sophomore student representative, and chair of the Student Honors Council. Her responsibilities as chair are to coordinate the group's efforts. She is also working on a minor in music and is a member of La Sierra's Chamber Singers and the octet, Bella Voce. She enjoys sculpting, singing in the shower, watching Modern Family, and taking long walks along the beach on moonlit nights.

Ashlee Sumilat co-represents the junior Honors class and is the women's RA of South Hall. She majors in health care management and plans on becoming a dentist. Ashlee is an avid photographer, enjoys browsing Pinterest.com, loves good oriental food, and loves taking long walks along the beach on moonlit nights.

Matthew MacDonald is a biology major who co-represents the junior Honors class. Though he is a being of immaculate mind and godly physique, he is also humble enough to involve himself in the everyday tasks of plebeians. Matthew devotes his spare time to fencing, reading, playing video games, being devious, and taking long walks along the beach on moonlit nights.

Edward Vulpe is a business major who represents the freshman Honors class. As a freshman, he is the group's scapegoat. He enjoys writing poetry, being Romanian, public speaking, singing, and taking long walks along the beach on moonlit nights.

men is representative of a new species of slug snake and it looks for the presence of this species in other populations of the vertebral slug snake throughout Malaysia.

Sponsors: Lee Grismer & Gary Bradley

## Kelli Kam

Friday, June 15, 2:00 p.m.

Visual Arts Center 102

Bio: Kelli was born in Boston, Massachusetts and is Chinese-American. She enjoys anything and everything that has to do with being outdoors, ethnic food, sports, and traveling the globe. Her major is Business Management/Pre-Medicine. She chose to be a management major because it is a weak point that she hoped to strengthen during her time here at La Sierra University. However, medicine has been her passion and ultimate goal for as long as she can remember. Kelli chose the topic for her project because it involved both medicine and business to some degree - the two subjects of her studies here at La Sierra University. Both her major and her pre-medical studies have helped Kelli to better understand the subject material involved in her project. As of now, she has researched the musculoskeletal injuries that gastroenterologists suffer from, which may have been caused by the daily procedures required by their profession. After graduation she plans to travel with family and friends until she starts medical school at Loma Linda University in the fall.



### Title: The Potential Relationships Between Performing Endoscopy and Musculoskeletal Injuries

There has been only a small amount of research into endoscopy-associated musculoskeletal injury. However, the repetitive motions and awkward positions required of the hand, wrist, forearm, and shoulder when performing endoscopy have long been suspected of contributing to the high frequency of musculoskeletal injuries obtained by gastroenterologists. The ultimate goal is to establish a relationship between endoscopy and musculoskeletal injuries through research and surveys distributed to Kaiser Permanente gastroenterologists from several regions.

Sponsors: Lloyd Trueblood & Nathan Kam

## Carlos Miguel Casiano

Friday, June 15, 2:30 p.m.

Visual Arts Center 102

Bio: Carlos was born in Sacramento, CA and is half Puerto Rican and half Peruvian. In his free time he enjoys reading, going to the gym, trying new (or reliably delicious) foods, and traveling to new places. He also enjoys spending time with friends doing such things as exploring new places, watching movies, and play-

ing games. He is a Biology major with an emphasis in Biomedical Sciences. When Carlos began college, he was not certain which career he would choose; however, having grown up with a father who is a scientist and many friends and acquaintances who work in research and/or healthcare, he has always found biology interesting. As a result, he decided to major in the field that most immediately appealed to him. Carlos has conducted cancer research in the past and has worked on projects that tested natural products on cancer cell protein expression and survival. He found this particular topic interesting because it was one that he has some knowledge about but still presented the opportunity to explore new concepts, procedures, and applications. Furthermore, as a student of biomedical sciences, he wanted to work on a topic that would be relevant to both his academic major and future profession. On a larger scale, he used many of the basic concepts he has learned as a Biology major to care for and treat the cells



that were used in the experiments, as well as to analyze the experimental results and try to identify the mechanisms of action of the treatments we use. Thus, without the knowledge he has obtained from his course of study, he would not be able to set up, carry out, or evaluate the outcomes of the various procedures that were done in the lab. Carlos will be starting medical school in the fall. Between graduation and the start of school, he will take some time to relax and do some traveling, since things will likely get busy very quickly once the summer is over.

### Title: A Search for Anti-tumoral Plant Compounds that Modify the Growth and Metastasis of Human Brain Tumor Cells.

Abstract: Plant-based medicines, used throughout history to treat illness, remain an important aspect of modern healthcare, and plants continue to provide a vital chemical reservoir for future drug development. In this project, U87MG human glioblastoma cells were treated with two plant-derived preparations (curcumin isolated from turmeric and *Macrocarpa phaleria* "God's Crown" extracts) at different concentrations to examine their effects on the growth and survival of brain tumor cells in culture. Experimental conditions, combined with various other factors including compound solubility and contamination of cells, made it initially difficult to obtain conclusive and reliable data. Once experimental protocols are standardized and repeatable to determine the effects of these compounds on cancer cell growth, further studies will investigate their effect on cell viability and the cell cycle using established flow-cytometry methods.

Sponsors: James Wilson & Marvin Payne

aspect. Within each block of time, I set goals of how much material I want to cover. Be flexible: if you see that you are behind on important material you wanted to cover or realize that the material is more difficult or extensive than anticipated, take more time for it. However, set real, short-term goals for your studying. In addition, while it is good to have a basic way to study for all your classes, it may be beneficial to adjust your style to your specific classes. Individualize your approach to each class you take.

## Interval training

While it is important to set apart blocks of time specifically for studying, do not think that those blocks will be filled with intense, non-stop absorption of knowledge. Studying like that, especially for extended periods of time, is more likely to lead to burnout than great grades. Instead, think of studying sessions as you would interval training. Study with high intensity for some time, take a short break, and repeat. For me, high intensity sessions may go up to one and one-half hours or so, but not much longer, followed by anywhere from a five- to fifteen-minute break. People often think that once I sit down to study, I study non-stop for hours at a time. While I try to stay within my "study mode," I am not studying continuously. So do not hesitate to come ask me questions while I am studying; I might just be reading a news article, contemplating the lyrics to some song, or figuring out what type of dog to get when I'm a doctor. Take your studying seriously, but do not overwhelm yourself either.

## Realistic optimism

Confidence is important when studying, and perhaps more so when actually applying what you have learned. I will be blunt: there will be test days when you will walk into the test realizing that you do not know everything as well as you would like, praying that those subjects do not appear on the exam. While studying harder can help, it most likely will not prevent every such situation. Going into an exam focused on what you do not know can cause panic to ensue during the exam itself, which will only hurt your grade. I would suggest remaining realistically optimistic. This does not mean optimism in the sense of "I am optimistic that this will not be on the test." This thinking is usually trumped by Murphy's Law, which, based on what I have seen in college, could very well be true. Rather, it is more along the lines of "I realize that I am weak in this area, but I have studied for it and know it as well as I can, and I am confident in my understanding of other areas." Recognize both your strengths and weaknesses, and emphasize those weaknesses in your studying. At the same time, strengthen your best areas so that you have assurance of at least doing well in some parts of the exam. When going into the exam itself, know your current situation in terms of knowledge of the information and expect results accordingly, and remember that you have indeed prepared for it.

## Relax

After your studying culminates in an exam, project, or other such torturous affair, take time to relax. Recuperate from the experience and prepare for the next one. If it is the weekend, take time off. Go see a movie, go to the beach, or go on a date (if the other two options weren't such already). Sometimes studying something else, school-related or not, can seem like a break. Just take time away from the books and enjoy life with friends or family. However, hit the books hard when you get back. In my case, while I may take weekends off, during the week I study, whether I have a test the next day or the next week. As sad as it may sound, it often does come down to "play hard, study harder." But it is worth it. At least I think it is.

In the end, studying is something that you become accustomed to. You may not enjoy it initially, and you may even fight it from time to time, but it grows on you, and you come to miss it when there is nothing to be studied. You might even find yourself studying random topics for fun, and people will gaze on in either awe-struck or pitying wonder, asking themselves who that studious person could be. Regardless, remember that studying—as obnoxious and annoying as it might be—can actually be your friend in college. Claim it, and use it to help you get to wherever your destination may be.



# Honors Seniors Report on Honors Projects, Plans for Future

## Nilmini Pang

Monday, April 30, 3:00 p.m.  
Palmer Hall 260

Bio: Nilmini was born in Thailand and is a Malaysian citizen. She enjoys traveling, journaling, and writing letters and postcards to friends. Nilmini is a biochemistry and biophysics major. She chose these majors, because she likes the consistency in these sciences. She likes that these sciences focus on describing the world on the basis of laws and theories as opposed to the subjectivity of individual organisms. Nilmini chose the topic for her project because it integrates what she has learned in the classroom with real life application. "What better way to use the education gained at La Sierra than to find a more effective way to treat serious diseases like pancreatic cancer?" she says. Currently, Nilmini is applying to be a long-term student missionary for a year in Egypt. When she comes back, she will graduate and walk at graduation. In addition, she is applying for medical school and hopes to be accepted for the Fall of 2013. If for some reason she cannot go to Egypt, due to political issues, she will be at La Sierra for one more year, adding a biology minor.



### Title: Sensitizing Multidrug Resistant Cancer Cells

Abstract: Pancreatic cancer cells of the PANC-1 line are known to have multidrug resistance-associated proteins on their membranes. These proteins work as efflux transporters that expel the chemotherapeutic drug, 5-fluorouracil 5FU, out of the cell faster than influx transporters can transport the drug into the cell. With a lower concentration of 5FU inside the cell, survival increases. Therefore, the cell is considered desensitized to 5FU. This study used the pluronic triblock copolymers L31 and F127 to sensitize these cells to 5FU. The results showed that both pluronics decreased the cell survival rate in comparison to that of the cell treated with only 5FU.

Sponsors: Marvin Payne & Christopher Perry

## Hayden Cale

Friday, June 8, 3:00 p.m.  
Hole Memorial Auditorium

Bio: Hayden was born in Santa Maria, California. A few of his hobbies include reading, listening to and playing music, as well as spending time with friends, and photography. Hayden majored in Biochemistry, because he became very interested in chemistry in high school; both because of his simple fascination

with the concepts and because of an inspiring teacher. Hayden figured the major could teach him valuable skills that would help him along the path to his career goals. While Hayden is a science major and could have presented research that he has completed in chemistry, he felt it would be interesting to explore a subject outside of this area that called for a more creative approach. He has composed music before, but never on this scale, and thought it would be exciting to learn about the process of composition. To



incorporate his studies into his project, Hayden says he became quite familiar with the subjects of the novel that he is attempting to characterize. In preparing for the actual writing of the composition, he spent extensive time analyzing music that he has played and heard in the genre and medium in which he is composing. Additionally, he took music theory courses that presented concepts that he could apply to the process. Finally, he worked with professors to learn about specific compositional techniques. Hayden has completed the preparatory work described above, and has completed five movements in their entirety. He has also heard this movement live and has edited it. He states, "The other I have completed structurally and now I just need to go back and fill in the details." After graduation, Hayden plans to attend Loma Linda School of Medicine in the fall, as well as continue to pursue his musical interests in the future as much as possible.

### Title: Gothic Voices: A Sonic Sketch of Characters from Faulkner's As I Lay Dying

Abstract: This chamber music work composed for piano quintet consists of five brief movements, each of which roughly characterizes a member of the Bundren family in William Faulkner's novel, *As I Lay Dying*. The piece takes the title Piano Quintet No. 1, "Passing," which hints at its primary thematic inspiration, namely, how each character reacts to the passing of the matriarch of the family. A written analysis, recording, live recital, and copy of the score constitute the major elements of the project.

Sponsors: Ken Narducci & Rene Ramos

## Christina Thompson

Thursday, June 14, 7:00 p.m.  
Hole Memorial Auditorium

Bio: Christina was born in Loma Linda, California and raised in Redlands. Her hobbies include horseback riding, backpacking,

cycling, running, reading, creative projects, and playing with her poodle. Her major is Music, emphasizing in Violin Performance, and she is also minoring in Biochemistry. Christina chose to be a music major because she loves to play the violin and wanted to become a better musician. She chose making a CD as her scholarship project, after it was suggested by family and friends. The basic harmony and musicality, which have definitely played a role in the arrangements of the tunes, conveys how she incorporated her studies into the project. "The most important thing in the recording process is to have stellar arrangements, so that time spent in the recording studio is productive," she explains. Thus far, a majority of the tracks have been recorded.



### Title: Forget Me Not—Producing a Recording of Violin & Cello Roots Music

Abstract: My Honors Project was to produce a marketable CD album of original arrangements of tunes. These tunes are either new compositions inspired by various historic fiddle styles, or traditional tunes arranged for violin and cello. The CD has a variety of lively dance tunes as well as some slow and sweet melodies. Historically, folk music played on the violin or fiddle originated from Scotland, Ireland, England, and other European countries. Immigrants took this music with them to the New World, where it diversified all throughout the U. S. and Canada. Roots Music is the umbrella term classifying this music which has been the inspirational sound of the CD.

Sponsors: Ken Narducci & Frankie Farrell

## Nolan Hollis von Esch

Friday, June 15, 1:00 p.m.  
Visual Arts Center 102

Bio: Nolan was born in Fountain Valley, California and is primarily of European descent (i.e. German, English, Irish, and French), but he is also a quarter Mexican. Some of his hobbies include going out to karaoke with friends, watching foreign films, analyzing music videos, planning parties, and zoning out on Korean dramas. He also enjoys dining out at fancy restaurants, touring art museums, drinking good coffee (Klatch please - he never drinks Starbucks), and exploring local California sites, e.g. Donut Man, Calico, Point Loma, etc. His major is Spanish, chose in part because it was one of the two majors he could finish in four years after returning from his sophomore year abroad in Argentina. Additionally, he has always been interested in languages and wanted the challenge and opportunity to master Spanish. Currently, he can list six languages he has studied: English, Spanish, German, Biblical Greek, Ancient Hebrew and Akkadian. He chose his scholarship project because as he was volunteering at the Riverside Area Rape Crisis Center, he was asked to become a MyStrength facilitator. He thought that he could use the experiences for his Honors scholarship project. Nolan has tried to incorporate much of what he has studied into

his project, such as cultural and biblical themes. After graduation Nolan wants to go to law school and thus maintain a long family tradition. Hopefully, he will matriculate this coming fall, but if not he plans on working during his year off.



### Title: My Latino Strength

Abstract: My Strength is a community education program sponsored by CALCASA, the Californian Coalition Against Sexual Assault, which focuses on preventing first-time perpetration of sexual violence by emphasizing positive masculinity. With the theme of "My Strength is not for hunting," the initiative hopes

to empower young men to take an active role in ending sexual violence. Normally a 16-lesson, 90-minute-class curriculum, My Latino Strength represents a condensed-version, eight-lesson, 60-minute-class curriculum, adapted for the largely Latino population of Orange Grove High School in Corona, California

Sponsors: Lourdes Morales-Gudmundsson & Deborah Heaps-Monroe

## Ariel Loredo

Friday, June 15, 1:30 p.m.  
Visual Arts Center 102

Bio: Ariel is Mexican-American and was born in Alabama. She enjoys rock climbing, herpetology, anything to do with animals, reading, sleeping, theatre, and watching movies and TV shows. Ariel's major is Biology; she chose this major because it allowed her to study animal-based biology. She chose her topic because, "it was an open project that no one in the lab had begun working on yet and it involved some really awesome snakes."



Her studies are primarily animal-based science, so her project helped her get into research instead of just studies. It also helped Ariel hone skills needed for her future career. Because of this experience, she has decided to pursue a PhD in genetics as well as a Doctor of Veterinary Medicine (DVM) degree. She has completed all final analysis for her project and is working on writing the manuscript for

publication. Following graduation, Ariel will attend the University of California, Davis School of Veterinary Medicine with the intent to obtain her DVM and eventually a PhD in genetics. She will use these to be a wildlife/zoological veterinary geneticist.

### Title: A Look into the Divergence of *Asthenodipsas vertebralis* in Malaysia with the description of a new species.

Abstract: *Asthenodipsas vertebralis*, the vertebral slug snake, is a species of snake that ranges throughout Peninsular Malaysia living in cloud rainforests. Recently, a specimen with a divergent color pattern was discovered living on Tioman Island. This project preforms genetic analysis to show that this divergent speci-