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 resolutely 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 hailing 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 I 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, nor kill 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 who faces the predicament of propaganda and violence, but the clergy person too. Though a pastor does not drop a hunger sermon over a contentious, feather-ruffler, this and many other tremendously violent scenes are part of our sacred text. Do we ignore the texts because Adventists are too delicate to handle Old Testament violence? Likewise, in our literary and artistic expression, must we represent anything disagreeable merely because we’d like our art to display a naïve reality? Another, my work choice here may be proscriptive, but I believe these are honest questions that need answering, especially for me and other Adventist writers who attempt to create through writing or other forms of art. In my fall 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 is still in one’s seat. Rumbling bass notes of the same name, the dawn motif, Also Sprach Zarathustra, a depiction of the famous Andante movement. After 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 we put all analytical reasoning aside and simply allow myself to be translated into another reality on account of a very intentional and structured organization of sounds. However, there have been a few. Among these were the transformative 2011: A Space Odyssey concert performed by Orange County’s Pacific Symphony on October 21.

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 into another reality on account of a very intentional and structured organization of sounds. However, there have been a few. Among these were the transformative 2011: A Space Odyssey concert performed by Orange County’s Pacific Symphony on October 21.

The Hobbit, a fantasy genre enthusiasts, or anyone who simply enjoys well-written literature.
Community Involvement Projects

“Security Protocol Enhancement Referendum and Modification”
Matthew MacDonald, Junior: Biology; Matthew Murdock, Junior: Archaeology; Jonathan Payne, Junior: Biochemistry; Chebey 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 Hinton, Junior: English Writing; Alexander Knecht, Junior: Mathematics & Music; Performance: Violin; Sterling Sperone, 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 Walkor. We are currently collecting donations as well as we plan on reading procedures.

“On Being a Super Senior”
Matthew MacDonald, Junior: Biology; Matthew Murdock, Junior: Archaeology; Jonathan Payne, Junior: Biochemistry; Chebey Salvador, Junior: History.

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): “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 to recover the biblical past: thousands of artifacts from our excavations at Tall al’Umayt, 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.
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 Honogram 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, these 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.

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

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.
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 hopes 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 has 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 playing 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-tumor 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 developments. For this project, I am separating 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

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

Sponsors: Lee Grissmer & Gary Bradley
HONORGRAM 7

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 in 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 in the spring. When asked about her future plans, 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 incorporate 5FU into the cell membrane. The results showed that both pluronic triblock copolymers decreased the cell survival rate in comparison to that of the cell treated with only 5FU. Therefore, the cell is considered desensitized to 5FU.

Sponsors: Marvin Payne & Christopher Perry

HAYDEN CALE

Friday, June 3, 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 here 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 represents a character from Faulkner’s novel. Hayden has composed music before, but never on this scale, and thought 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 here 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.

Sponsors: Ken Narducci & Bernie 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 chooses 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 defined 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 cells. The CD has a variety of lively dance tunes as well as some slow and sweet melodies. Historically, fiddle 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 developed throughout all of the U.S. and Canada. Rumi Mustie is the umbrella term classifying this music which has been the inspirational sound of the CD.

Sponsors: Ken Narducci & Frankie Farrell

NOLAN HOLLIS VON ENSCH

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 (Kratich please - he never drinks Starbuck), 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 he does not plans on working during his year off.

Title: My Latino Strength
Abstract: My Strength is a community education program sponsored by CALCASA, the California 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-week, 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-Gumundsson & 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 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: 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 close rainfall forests. Recent specimens with a divergent color pattern was discovered living on Tiongan Island. This project preforms genetic analysis to show that this divergent speci-