

# ENVIRONMENTAL CONNECTIONS

## SPRING 2012 CERTIFICATE SEMINAR: ANIMAL ETHICS



*Professor Derek  
Turner*

**HUMANS** interact with other animals in a variety of different ways and contexts: We keep them as pets; we form lasting relationships with them; we hunt them; we keep them in captivity;

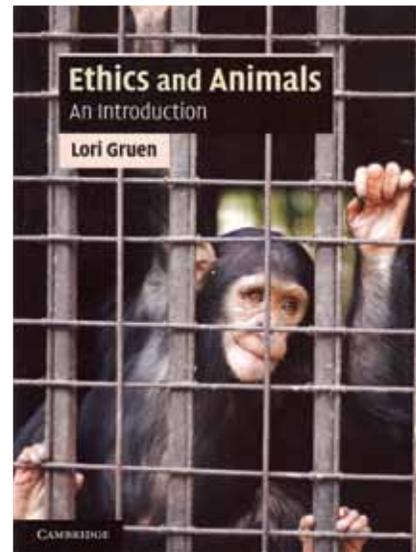
we train them; we breed them (and now, genetically engineer them) to suit our needs and aesthetic preferences; we eat them and make things out of their body parts; we experiment on them; we often kill them and cause them to suffer; and we go to great lengths to protect the places where they live. We sometimes treat individual animals badly for the sake of preserving a species. Many of us spend large sums of money on veterinary care for our pets while children in other parts of the world suffer and die from easily treatable illnesses. The first challenge of animal ethics is to develop a theory that tells us where, in all of these various interactions, we are doing OK, and where we are falling short.

To make things even more difficult, concern for the well-being of individual animals sometimes lines up with environmentalist commitments, and sometimes doesn't. Environmentalists and animal activists can make common cause in their opposition to CAFOs (confined animal feeding operations), which are bad for the environment as

well as for the animals. In other cases, though, campaigns to eradicate invasive animal species — projects that most environmentalists would support — have drawn opposition from animal activists. A second challenge of animal ethics, then, is to try to get clear about how concern for animals is related to other, more distinctively environmentalist concerns about ecosystem health, biological diversity and wilderness.

This spring, we took up these two challenges in the Goodwin-Niering Center's Certificate Seminar. We studied a new book on this topic by Lori Gruen, a philosopher at Wesleyan University ("Ethics and Animals: An Introduction," Cambridge University Press, 2011). Professor Gruen then visited campus on March 29 to join the seminar for an informal discussion of her book over dinner. (Thanks to campus catering for providing tasty vegan options!) Later that evening, she delivered the center's Lambert Lecture on the importance of empathy in animal ethics.

A number of other guests joined us this semester to talk about animals: Professor Manuel Lizarralde (a center fellow) spoke about ethical hunting. Several members of the College's Institutional Animal Care and Use Committee spoke about the ethics of animal experimentation. Mark Braunstein, the College's visual resources librarian, also happens to be the author of "Radical Vegetarianism: A Dialectic of Diet and Ethic" (originally published



in 1981 and recently reissued by Lantern books in 2010). Mark joined us one evening for a discussion of veganism. Our final guest was Johnny Fraser, a conservation psychologist who has done research on the educational impact of zoos.

This semester, we also welcomed a new group of sophomores into the seminar, who did a great job leading some of our discussions of animal ethics. At the end of the semester the juniors reported on their internship plans for the coming summer. We also got to see the seniors' individual research projects take shape. The seniors gave dry runs of their research presentations in the seminar before giving their more formal public presentations on May 3.

— *Professor Derek Turner*



## GOODWIN-NIERING CENTER FOR THE ENVIRONMENT

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Derek Turner, *Acting Associate Director*  
Amy Cabaniss, *Assistant Director*  
Keleigh Baretincic, *Center Assistant*

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Sanjeeva Balasuriya, *Mathematics*  
Robert Baldwin, *Art History*  
Anne Bernhard, *Biology*  
MaryAnne Borrelli, *Government*  
Beverly Chomiak, *Physics*  
Ann Devlin, *Psychology*  
James Downs, *History*  
William Frasure, *Government*  
Pam Hine, *Botany*  
Chad Jones, *Botany and Environmental Studies*  
Manuel Lizarralde, *Anthropology and Botany*  
Stephen Loomis, *Biology*  
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Established in 1993, the Goodwin-Niering Center for the Environment is an interdisciplinary program that draws on the expertise and interests of faculty and students in the liberal arts to address contemporary ecological challenges. The center strives to integrate all areas of learning to deal with the issues of sustainability and the natural environment. Building on a scientific understanding of the natural world, the center invites the social sciences, the humanities and the arts to help understand and solve difficult environmental issues.

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## LETTER FROM THE DIRECTOR



*Professor Jane Dawson, acting director*

### OVER THE PAST FEW YEARS,

the College seems to have taken its longstanding commitment to environmental stewardship and ramped it up a notch (or two!). Yes, Connecticut College has a long history of commitment to the environment: in

our curriculum (which includes one of the first environmental majors launched in the country in the 1960s — now an extremely diverse major and set of offerings from more than 18 faculty across the College), our practices, infrastructure upgrades, construction and more.

But in 2007, President Higdon signed on to the American College & University Presidents' Climate Commitment, making Connecticut College a charter member in this ambitious attempt to reduce the College's carbon footprint and move in the direction of eventual carbon neutrality. At the same time, a focus on environmentally progressive construction moved the College toward using Leadership in Energy and Environmental Design (LEED) standards in all of our renovations and new construction. This has been most recently reflected in the construction of the new Science Center at New London Hall, which is aiming for a LEED silver certification and incorporates geothermal heating and cooling, with the water circulation wells installed under Tempel Green this past winter.

The list of innovations and initiatives over the past several years goes on and on — and are far too many and diverse to list here — but the message is simple: Connecticut College has moved from a strong commitment to environmental practices to something much bolder: an evolving identity as Sustainable Connecticut College. In everything we do, we are working to infuse the concept and principles of sustainability, and can see the results in the myriad of diverse initiatives under way across all sectors of the College.

At the same time the College was joining the pledge to reduce its carbon footprint, President Higdon called for the creation of a high-level committee to coordinate and promote sustainability efforts on campus, and thus the Sustainability Steering Committee (SSC) was born in Fall 2009, under the direct leadership of Dean of the Faculty Roger Brooks and including the director of the GNCE as well as the director of the Arboretum and the campus environmental coordinator, thus ensuring strong representation from our center. One of its charges was to draft a Sustainability Strategic Plan for the College that would guide us, incorporating both long-term vision and short- and intermediate-term actions.

After all of this progress and innovation, who would have thought then that we'd be stumped by the first and most basic question that we confronted: What is "sustainability" and what does our evolving identity as Sustainable Connecticut College mean as a concept and in practice? Over the past three years, the SSC, students, faculty, staff and administration have promoted numerous innovations that certainly qualify as "sustainable," but in order to make sustainability a core component of our strategic planning, a shared definition of the concept is needed — and coming up with one has proved to be much more challenging and complex than expected.

It turns out that "sustainability" is more than just environmental stewardship; it is a broad concept having to do with environmental justice and, more specifically, intergenerational equity. In searching for a definition, the SSC (like so many others) went back to the original formulation of the concept, the definition put forward by the U.N.-appointed World Commission on Environment and Development. This commission, chaired by Gro Harlem Brundtland and forever after known by her name, came up with a deceptively simple definition of the concept: "Sustainable development is development that meets the needs of the present without compromising the ability

*Continued on page 5*

## CLASS OF 2012 AND THEIR SENIOR PROJECTS

### KELSEY COHEN

**Major:** Architectural studies

**Minor:** Art

**Senior Integrative Project:** New London and Connecticut College: What Was; What Is; What's Next ...

### BRYSON COWAN

**Majors:** Government and economic & environmental analysis (self-designed)

**Minor:** Gender and women's studies

**Senior Integrative Project:** Fishy Nightmares & Dairy Dreams: Globalized Markets, Environmental Justice & Gender in Tanzania

### ZOË DIAZ-MARTIN

**Major:** Environmental studies

**Minor:** Latin American studies

**Senior Integrative Project:** Testing the Keystone Plant Resources Concept in a Lowland Amazonian Forest

### STEPHEN DWORKIN

**Major:** English

**Senior Integrative Project:** Popular Reality & "Freedom" from Regulation: How Americans Forgot About the Environment & How the Media Must Remind Them

### LUCY FRYE

**Majors:** Architectural studies and art history

**Senior Integrative Project:** The Relationship Between Historic Preservation and Sustainable Design

### ELIZABETH NOONAN

**Major:** Environmental studies

**Minor:** Theater

**Senior Integrative Project:** Identifying Sustainable Tourism Best Practices: A Case Study of Costa Rica

### DANIEL SEEHAUSEN

**Major:** Environmental studies

**Minor:** Economics

**Senior Integrative Project:** Benefits of, and Barriers to, Renewable Energy in Germany and the U.S. and the Effectiveness of Feed-In Tariffs

### LEAH VARGA

**Major:** Biological sciences

**Minor:** Dance

**Senior Integrative Project:** The Effects of Anthropogenic Noise on Cetaceans

## NEWS FROM GOODWIN-NIERING CENTER ALUMNI

### 2005

#### MARCIE BERRY

**Major:** Environmental studies

**Minor:** Photography

After graduating from Connecticut College, I earned a master's degree from the Tufts University Center for Animals and Public Policy. I now work as the programs assistant for the wildlife department at Humane Society International in Washington, D.C. We work on international wildlife protection issues such as whaling, shark finning, trophy hunting and the illegal wildlife trade.

### 2008

#### KELSEY JACOBSEN

**Major:** Environmental studies

**Minors:** Art and French

I returned to my hometown in southeast Alaska to carry out a year of AmeriCorps service with the local conservation society, and also spent time in the Comoros Islands, East Africa, working with the grassroots marine conservation group Community Centered Conservation. I recently finished a master's program at the Bren School of Environmental Science and Management at University of California, Santa Barbara, where I completed a group thesis on bio-economic modeling of salmon farming practices in southern Chile. I will be assuming the position of Research and Program Manager at UCSB's Sustainable Fisheries Group,

which develops innovative solutions to promote marine conservation and economic prosperity in coastal communities around the world.

#### JESSICA LECLAIR

**Majors:** Environmental studies and international relations

I served as the student programs and outreach coordinator for AmeriCorps VISTA in Connecticut College's Office of Volunteers for Community Service. During the summer I was an Arctic/renewable energy intern with the Northern Alaska Environmental Center in Fairbanks, Alaska. And this spring, I received my M.S. in climate science and policy from the Bard Center for Environmental Policy (at Bard College in Annandale-on-Hudson, N.Y.). My thesis was "Governance Strategies in the Far North: Managing Climate-Driven Relocation Efforts in the Arctic."

### 2009

#### MIKE SEAGER

**Major:** International relations

**Minor:** Latin American studies

I am the technical director at Sun Mountain International (SMTN) in Quito, Ecuador. SMTN provides facilitation and technical expertise in productive systems analysis, community development, environmental capacity building and training, environmental evaluation, environmental and disaster risk management, project design

and evaluation, food and livelihood security programming, institutional strengthening, and strategic planning. SMTN provides services principally to non-governmental organizations, government ministries, municipal governments, bi- and multilateral organizations, and productive enterprises.

### 2010

#### CHARLES VAN REES

**Majors:** Biological sciences and environmental studies

**Minor:** Hispanic studies

I am working for the Trustees of Reservations as a seasonal wildlife technician on an ecology team responsible for managing nesting shorebirds of conservation concern (including two federally threatened species). In the fall I will begin graduate work with Michael Reed of Tufts University for my Ph.D. in the biology department, which is also part of the Water: Systems, Science and Society certificate program. My planned thesis is an interdisciplinary research project integrating water policy and behavioral research focusing on the conservation of endangered Hawaiian water birds.

*Upcoming issues of Environmental CONNECTIONS will highlight certificate program alumni.*

*Please share your news by contacting [acabanis@conncoll.edu](mailto:acabanis@conncoll.edu).*

# CAMPUS SUSTAINABILITY: A TRANSFORMATIVE YEAR

**THIS HAS ALL THE INDICATIONS** of being a transformative year for sustainability at Connecticut College, with numerous successes that contributed to elevating sustainability to special importance on campus. Four pivotal components comprise the College's developing commitment to sustainability:

1. The Student Sustainability Grants Program
2. The Student Sustainability Fund
3. The Sustainability Strategic Plan
4. The establishment of student-facilitated, College-supported sustainability programs.

## **STUDENT SUSTAINABILITY GRANTS PROGRAM**

In Spring 2012, President Lee Higdon awarded \$25,000 in sustainability grants to six different groups of students across campus. These mark the first year of this program that is designed to provide funding for projects developed by students. Support in this inaugural year went to the College's Composting Program, the Sprout organic garden, the Community Organizers for Sustainability Transformation (COST) program, and the first-ever campus TEDx event, "Rethinking Progress." Since this grants program resulted from an endowed gift, similar levels of funding for student sustainability projects will be available on an annual basis.

## **STUDENT SUSTAINABILITY FUND**

In 2004, Connecticut College students decided to implement a mandatory \$25-per-student fee to support the establishment of renewable energy on campus. This visionary gesture was hindered by high costs, which prevented direct investment into on-campus, renewable energy systems. Instead, these funds paid for feasibility studies and the purchase of Renewable Energy Certificates. In an effort to use these funds to support a wider range of sustainability projects, the Student Government Association voted to transform the Renewable Energy Fund into a Student Sustainability Fund. The annual fee will now support a wider range of projects that foster a holistic vision of



*Connecticut College's Sprout Garden, a sustainable food initiative*

sustainability, including the advancement of environmental stewardship, social equity and economic well-being.

## **SUSTAINABILITY STRATEGIC PLAN**

Since the last GNCE newsletter, a full draft of the Sustainability Strategic Plan has been completed and presented to President Higdon. The draft was compiled with input from students, staff and faculty from across campus and received broad support from the president and the senior administrators. Over the summer, the plan's priorities will be refined to more closely align with the College's values. In the fall, there will be a final revision of the plan before it is presented to the Board of Trustees, and implementation teams will be established as part of the Sustainability Steering Committee that will begin to work toward the College's sustainability goals.

## **STUDENT-FACILITATED SUSTAINABILITY PROGRAMS**

The successful first semester of the Community Organizers for Sustainability Transformation (COST) Program and the revived Composting Program

exemplifies how students are and will continue to be at the core of the College's sustainability efforts. The Composting Program is a collaboration between students and the dining and grounds departments and the sustainability coordinator to successfully collect food scraps from around campus seven days a week during the academic year. Two student managers lead the program with support and oversight from the sustainability coordinator.

The COST Program offers freshmen and sophomores the chance to learn more about sustainability and engage the campus community through programming, events and campaigns. One COST rep per house is chosen through an application process that is facilitated by the program's student leadership team. COST reps are trained to educate and support the campus community in adopting sustainable behaviors that advance environmental stewardship, social equity and economic well-being within our local and global society. As more sustainability programs are established on campus, students will continue to be the primary drivers

— Josh Stoffel, *Campus Sustainability Coordinator*



*Rachel Carson watches raptors on Hawk Mountain in 1946.*

## 'SILENT SPRING' TURNS 50

**RACHEL CARSON'S** groundbreaking 1963 book about the dangers of toxic substances in our surroundings is credited with catalyzing the environmental movement that broke onto the national scene with the first Earth Day in 1970, and is still going strong today. The Shain Library's Linda Lear Center for Special Collections and Archives and the Goodwin-Niering Center are proud to host an impressive group of speakers to celebrate Carson's most famous work.

On Oct. 18, 2012, an afternoon panel discussion will be followed by Dr. Linda Lear's introduction to the

Lear-Carson collection, a research archive of the life and work of Rachel Carson. Dr. Lear, Class of 1962, wrote the definitive biography of Carson ("Rachel Carson: Witness for Nature," Holt, 1998) and donated her research materials to Connecticut College. The event will conclude with an evening lecture by Sandra Steingrabber, an ecologist and science writer who focuses on chemical contamination in our environment.

*For more information contact the Goodwin-Niering Center at [goodwin-nieringcenter@conncoll.edu](mailto:goodwin-nieringcenter@conncoll.edu).*

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### LETTER FROM THE DIRECTOR

*Continued from page 2*

of future generations to meet their own needs" (Brundtland Report, 1987).

In one sense, the definition is quite straightforward in that, through environmental stewardship, current generations have the responsibility not to "trash the planet" and to leave adequate resources, biodiversity, air, water and livable climate for future generations to meet their needs and even thrive. In looking at the environmental trajectory that the planet is currently on, there certainly seems cause to question whether we are meeting even the most basic part of our sustainability goals, and the importance of colleges and universities getting on board in promoting these goals could not be more stark and urgent. However, the Brundtland definition of sustainability goes beyond protecting the planet: It does not specify just intergenerational environmental equity, but equity more broadly.

Ever since the concept was introduced in 1987 and adopted by the U.N. at the Rio Earth Summit in 1992, the ambiguity in the definition has provided a broad umbrella for actions and goals

extending beyond simply the protection of the planet in its physical sense. The framing of the definition in terms of "needs" of this and future generations leaves open the rather gaping question of what constitutes "needs." For the past several years, the SSC has grappled with this question and — rather comically — has come up with a new definition of what we have all avowed is our guiding principle just about every other week! When the concept is expanded beyond the physical environment and planetary health, sustainability and meeting intergenerational needs can be extended to sustaining communities of people, cultures and traditions, and not only environmental equity but social equity as well. Leaving a healthy economy that allows people to meet their needs, a strong community built on traditions and tolerance, as well as an environment that provides air, water and biodiversity to sustain future generations, has become part of how sustainability is being interpreted and, yes, still debated, on campuses and in communities across the country and around the world.

As the SSC finalizes work on the College's first Sustainability Strategic Plan, its evolving vision of what constitutes Sustainable Connecticut

College will surely come under more scrutiny as the many sectors of the College community respond to the draft SSP released in May and perhaps ponder the underlying notion of what constitutes both intergenerational "needs" and "sustainability." As we move toward presentation of our Sustainability Strategic Plan to the Board of Trustees in the fall, however, we are approaching consensus that "Sustainability is environmental stewardship that ensures the vitality and continuity of our campus, our community and our educational mission for today's students and future generations." And we are proud that the College is moving not only to bolster our environmental credentials, but also proclaiming our identity as Sustainable Connecticut College — an entity that is "a physical place, a community, an educational experience and an ideal." With so much energy and determination on campus, the momentum is building to not only make Sustainable Connecticut College all of these things — but also, and more importantly, a reality.

*Jane I. Dawson, Acting Director  
Virginia Eason Weinmann '51 Professor of  
Government and Environmental Studies*

## CERTIFICATE CLASS OF 2013



**REBECCA CONNER**

**Major:** Biological sciences  
**Minor:** Anthropology  
**Internship:** Barrow Arctic Science Consortium, Barrow, Alaska

**Senior Integrative Project:** Negative Implications of Western (Economic) Influence and Climate Change on Indigenous Natural Resource Management: Case Studies, Maasai in Karatu District, Kenya, and Inupiat in Barrow, Alaska



**RHEA CORSON-HIGGS**

**Major:** Environmental studies  
**Minor:** Dance  
**Internship:** Earth Island Institute: New Leaders Initiative, Berkeley, Calif.

**Senior Integrative Project:** Environmental Education as a Tool for Youth Empowerment and Engagement in New London Public School Classrooms



**REBECCA HORAN**

**Major:** Environmental studies  
**Minor:** French  
**Internship:** NSF REU University of Maine, Sustainable Forest Bio-products, Orono, Maine

**Senior Integrative Project:** Ascertaining the Biological Equivalence of a Biodiversity Offset and Identifying Necessary Conservation Undertaking: The Case of QMM's Mining Sites in the Littoral Forests of Fort Dauphin and its Offset in the Tsitongambarika Forest, Madagascar



**KATHERINE LYNCH**

**Majors:** Government, environmental studies  
**Internship:** Denison Pequotsepos Nature

Center, Mystic, Conn.  
**Senior Integrative Project:** Conservation Land Acquisition and Use: Practices of Sustainable Management



**CLAIRE MURPHY-HAGAN**

**Major:** Physics  
**Minor:** Mathematics  
**Internship:** Colorado State University, Fort Collins, Colo.  
**Senior Integrative**

**Project:** Culvert Design, Channel Morphology and Hydraulics for Targeted Fish Species



**RAYMOND PALMER**

**Major:** International relations  
**Internship:** Shaxi Low-Carbon Community Center,

Yunnan Province, China  
**Senior Integrative Project:** Deserted Rivers: Examining China's Water Crisis and Environmental Activism



**WYNNDEE REESE**

**Major:** Medical anthropology (self-designed)  
**Internship:** World Camp, Lilongwe, Malawi

**Senior Integrative Project:** Sustainability Education Initiatives and the Community



**MARK ROBERTO**

**Major:** History  
**Internship:** Conservation Law Foundation, Boston  
**Senior Integrative**

**Project:** 50 Years Since "Silent Spring"



**MITCHELL SEROTA**

**Major:** Biological sciences  
**Minor:** Chemistry  
**Internship:** Lamanai Field Research Center,

Orange Walk, Brazil  
**Senior Integrative Project:** Use of a Restored Meadow as a Stopover Point for Migratory Birds



**SEANA SIEKMAN**

**Majors:** Government, environmental studies  
**Internship:** Provincetown Center for Coastal Studies, Provincetown, Mass.  
**Senior Integrative**

**Project:** Using Corporate Environmental Responsibility to Bring About Environmental Justice



**MAX WEIGERT**

**Major:** International relations  
**Internship:** Sun Mountain International, Quito Pichincha, Ecuador  
**Senior Integrative**

**Project:** "Water Scarcity": Climate Change and Environmental Justice

## Alumni Environmental Achievement Award Call for Nominations

The Goodwin-Niering Center's Alumni Environmental Achievement Award recognizes graduates who have made significant contributions to environmental research, education or conservation.

Recent honorees include Tedd Saunders '83 for his leadership in promoting environmental sustainability in the hotel business world, and Allen Carroll '73 for his cartography work with National Geographic.

*Would you like to nominate someone for this prestigious award?*

*Please email Amy Cabaniss at [acabanis@conncoll.edu](mailto:acabanis@conncoll.edu).*

## HANDCRAFTED SASHES FOR GNCE SCHOLARS

### OUR MAY 19, 2012 RECOGNITION

Ceremony featured an extra-special element this year. In addition to their certificate, each senior received a one-of-a-kind ceremonial sash that served to distinguish them as Goodwin-Niering Center scholars during Commencement ceremonies the following day. Artist Jude Cornwall, the owner of Judée Moonbeam Studio Oregon, handcrafted each unique and individualized sash. Cornwall specializes in using recycled fabrics and garments in unexpected ways, and teaches wardrobe and fiber art classes based on this environmentally conscious model that fits perfectly with our GNCE philosophies.



*Custom sashes for the center's recognition ceremony scholars*

## Save the Dates!

### Oct. 18, 2012

50th Anniversary of "Silent Spring:"  
Rachel Carson's Legacy

### April 18-19, 2013

The Quest for Global Environmental  
Equity in an Increasingly Inequitable  
World – Elizabeth Babbott Conant  
Interdisciplinary Conference on the  
Environment

### Spring 2013

20th Anniversary of the Goodwin-  
Niering Center for the Environment.  
Watch for upcoming celebration  
events!



*Congratulations Class of 2012! From left: Zoe Diaz-Martin, Stephen Dworkin, Leah Varga, Lucy Frye, Daniel Seehausen, Elizabeth Noonan, Kelsey Cohen and Bryson Cowan.*

## SENIOR RECOGNITION CEREMONY 2012

ON MAY 19, THE GOODWIN-Niering Center for the Environment honored its senior certificate students during a recognition ceremony that celebrated their accomplishments and recognized their influence as environmentalists on the Connecticut College campus and beyond.

With friends and family gathered in the Ernst Common Room eager to commemorate the occasion with our scholars, Jane Dawson, the Virginia Eason Weinmann '51 Professor of Government and GNCE acting director, welcomed the certificate students and their guests. Sharing a brief history of the amazing feats of the center's two namesakes, Richard Goodwin and William Niering, Dawson reminded students that they were "following in very illustrious footsteps" and praised them for their amazing accomplishments through internships, senior integrative projects, extra coursework, seminars, and dedication to the program and our goals.

"We have had an amazing cohort of environmentally dedicated and intellectually curious students here receiving their certificates today, and we are very, very proud of them," Dawson said.

Linda Lear '62, an environmental historian, Center Advisory Board member and College Trustee, brought greetings and congratulations from the Board and encouraged students to remember Rachel Carson and her legacy.

President Lee Higdon was also on hand to praise the scholars' work and to comment on the building momentum of environmental sustainability initiatives at the College over the past few years.

Derek Turner, associate professor of

philosophy and GNCE acting associate director, provided a brief summary of his work leading certificate seminars this year. With "Wilderness" as the theme last fall and "Animal Ethics" this spring, students had the opportunity to explore and discuss a wide variety of environmental issues.

After a warm introduction of each student by Assistant Director Amy Cabaniss, each spoke briefly about his or her center experiences and senior integrative projects as well as their summer internships, which brought them from Peru to New York City and Germany to Massachusetts.

As Executive Director Glenn Dreyer presented the students with their certificates, each nestled in a folder handcrafted from 100-percent recycled, tree-free hemp paper, another new tradition was born for the Goodwin-Niering Center. For the first time, each student received a one-of-a-kind ceremonial sash that distinguished them as Goodwin-Niering Center scholars during the next day's Commencement ceremony. Each sash was individually handcrafted and included the College and center logos (see sidebar).

With the official ceremony concluded, easy conversation punctuated by warm laughter carried throughout the room as the scholars and their guests examined the posters that each senior created to highlight their final projects. Reminiscing about their accomplishments, and looking ahead to futures filled with promise, the Class of 2012 stood poised to set out on new journeys.

— *Keleigh Baretincic and Glenn Dreyer*

## 2012 CONNECTICUT SCIENCE FAIR AWARD

For several years the Goodwin-Niering Center has provided a small monetary donation to the Connecticut Science Fair Association Inc. for its Environmental Special Award to students seventh through 12th grades.

At the Statewide Science Fair at Quinnipiac University in March, Danbury High School freshman Janine Kerr received the award for her project, "The Biological Control of Zebra Mussels Using the Marine Natural Product, Aaptamine." Janine thanked the center for "helping young kids such as (herself) pursue science studies," adding that "...collecting zebra mussels from freezing water in the dead of winter isn't fun, but (I) had fun the entire time creating my project."

Hearty congratulations to Janine and to others who competed in the fair.

— Amy Cabaniss



*"Future Maples" by John Sargent, 2012 Arboretum Photo Contest, Honorable Mention – Adult*

## CAPTURING THE BEAUTY

This year marked the 13th annual Arboretum amateur photography contest. Organized by three entry categories (child, teen and adult), "Capturing the Beauty of Nature — 2012" resulted in a public photo exhibition of 124 photographs that were displayed from June 4-15 in Olin Science Center.

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