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UVM HOMEPAGE

## Plug, Unplug, Drive



With gas approaching \$4 a gallon, plug-in hybrid electric cars like this one — donated to the UVM Transportation Research Center by Central Vermont Public Service — could provide consumers with another alternative to reduce the costs of the daily commute. (Photo: Joshua Brown)

Richard Watts pulls a plug out of a weatherproof socket. He rolls up the green extension cord. Then he yanks the other end out of a socket in the bumper of a car and tosses the cord in the trunk. "It's all charged," he says. "Ready to go?"

[FULL STORY ►](#)

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## viewPOINT: High School Dropout Rates

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### Classroom Meets

**Community** Don't expect to find psychology professor Lynne Bond at the podium, lecturing for 50 minutes about the psychology of women, or about how people develop concepts of knowledge and truth. In fact, she probably won't even be at the front of the classroom; more likely her class will be gathered together in a circle, and Bond will be among the students, leaning forward, giving them her full attention.

## THE WEEK IN VIEW

*May 7. 2-3:30 p.m.* Award reception in honor of André Senécal, professor of French and winner of the 2008 Robert V. Daniels Award for Outstanding Contribution to the Field of International Studies. John Dewey Lounge, Old Mill.

*May 6. Noon.* Staff Council Meeting. Livak Ballroom, Davis Center.

*May 6. 6 p.m.* Community Medical School: "From Guinea Pig to Vital Partner: Exploring Today's Clinical Research Process" with Richard Galbraith, professor of medicine, associate dean for patient-oriented research and director of the General Clinical Research Center. Carpenter Auditorium, Given Building. [Information, registration:](#) 847-2886.

*May 16. 7:30 p.m.* Lane Series: The Silver Mount Zion Memorial Orchestra and Tra-La-La Band. First Unitarian Church, 152 Pearl Street Burlington, Vt. [Information, tickets.](#)

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## Plug, Unplug, Drive

By Joshua Brown

Article published April 30, 2008



With gas approaching \$4 a gallon, plug-in hybrid electric cars like this one — donated to the UVM Transportation Research Center by Central Vermont Public Service — could provide consumers with another alternative to reduce the costs of the daily commute. (Photo: Joshua Brown)

Richard Watts pulls a plug out of a weatherproof socket. He rolls up the green extension cord. Then he yanks the other end out of a socket in the bumper of a car and tosses the cord in the trunk. "It's all charged," he says. "Ready to go?"

It's the right question. Sure, I'm ready to go

on a drive in this nifty rechargeable Toyota Prius. But his question also applies more broadly to a new generation of plug-in hybrid electric cars like this one. Are they ready to go in cold and hilly Vermont? And, once they leave the lab and hit the showroom in 2010, how will they affect air pollution, the power grid, and consumer pocketbooks?

Watts, a researcher at UVM's Transportation Research Center, and Paul Hines, assistant professor of engineering, are launching a study to find out.

### Different than flat

Like a conventional hybrid car, a plug-in hybrid runs on a battery pack when it can and then switches to a gasoline engine. But the plug-in hybrid doesn't just recharge its battery from the engine — it can also recharge by connecting to a standard electrical outlet.

As we ease out of the parking lot behind the research center, the car is delightfully quiet. Watts explains that this vehicle — donated by Central Vermont Public Service for research and customized with a high-capacity lithium-ion battery — should be able to go 20 miles on electric power alone before the gas engine kicks in.

For commuters, that means that a plug-in hybrid could run mostly on electricity — while today's conventional hybrid runs mostly on gas. A conventional hybrid gets equal to about 50 miles to the gallon. Plug-in

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hybrids can average around 100 mpg on the highway, and for shorter trips, get equal to 300 mpg or better, according to the California Cars Institute.

But Vermont is not California. Two plug-ins tested through the winter in Vermont ran at equal to 70 miles per gallon when the batteries were fully charged, according to a report issued this month by Green Mountain College and Central Vermont Public Service.

"It's different than flat around here," Watts says with a smile as we plunge down Colchester Avenue into Winooski. "Hills change the strain on an engine and the emissions coming out of the tailpipe. Cold weather has all sorts of effects on batteries." And snow tires and heating systems cut a plug-in's efficiency, said CVPS fleet manager Dan Mackey.

### **Consider \$4 gas**

Still, even in a Vermont January, a plug-in kicks the financial tires off a gasoline vehicle — and is cheaper to fuel than a conventional hybrid. With gas at \$3.25 per gallon, a trip of 70 miles will cost you \$13.38 in a Hummer, \$4.46 in a Honda Civic hybrid and, with electricity at 12 cents a kilowatt, \$3.97 in one of the CVPS plug-in hybrids. With \$4-per-gallon gasoline anticipated this summer, the plug-in's fueling costs may start to look increasingly attractive.

Considering that there may be only three plug-in hybrids in Vermont today, these new cars shouldn't present any strain on the state's power system—yet. But, with General Motors and Toyota planning to bring out plug-in hybrids soon, that could quickly change. The Prius hybrids that CVPS had customized cost about \$32,000 each, Mackey said. As the price of a plug-in comes into line with other cars, it may herald a "shift in demand from liquid fuels to electricity," Hines says.

Research in 2007 by UVM's Watts and Green Mountain College's Richard Letendre shows that the Vermont electricity grid can handle 50,000 plug-ins without any changes to the existing system. The number rises to more than 100,000 if people recharge the cars at night.

But many questions remain, which is why Watts and Hines are starting the second phase of research this July.

"If everyone plugged in at 8 in the morning and 6 at night that would be a disaster," Watts says, because that is the peak period of demand. The additional draw on the grid would force power providers to buy more expensive, dirtier power from outside the state — or might cause the grid or local circuits to fail.

"But there are valleys in use overnight," Watts says, and part of the new research will be exploring ways that drivers could be encouraged to recharge their plug-in cars at these off-peak times—and how regional policies and regulations might affect both car owners and power producers.

## Energy arrows

Doesn't a plug-in hybrid just shift pollution from cars to power plants? Yes, but it's less pollution than a gasoline car even when accounting for emissions from the nation's coal-heavy power grid. And since Vermont's electricity supply is clean compared to most other states — it has a high proportion coming from hydro and nuclear power — cars that run on electricity could make a significant impact on the state's overall greenhouse gas emissions.

"Switching 50,000 existing vehicles from gasoline to plug-in hybrid electric vehicles would reduce carbon emissions by 31 percent," Watts and Letendre wrote in a report released this February.

Still, "right now, we're not sure if a plug-in reduces greenhouse gases compared to a conventional hybrid," Hines says, and, more broadly, the new study aims to understand the most effective way for consumers to direct their environmental dollars. "If people want to reduce greenhouse gas, how good a choice is a plug-in compared to, say, purchasing wind energy?" Hines asks.

The answer depends on "the complex interaction of the systems," from electrical to transportation to economic, he says. "One of the goals of this study is to quantify the uncertainty about which choices" will yield the most benefits. Nevertheless, he believes that if the electric grid shifts away from coal and natural gas to renewable sources by even a modest amount "in the next 10 years, plug-ins will be clearly superior technology."

To help gather data, Watts and other volunteers will be taking careful notes on the performance of UVM's new plug-in research car as they use it to commute. As we head out of Winooski, a dashboard computer screen shows energy flowing from the battery to the electric motor to the wheels. Watts steps hard on the accelerator, and the gas engine rumbles to life while the display shows an orange arrow from the engine to the electric motor.

## Plug-in future

Not so long ago, General Motors killed its electric car program, and Toyota Motors discouraged Prius owners from modifying their vehicles to run as plug-ins. Now the arrows seem to be running the other direction. Today, GM is pushing to bring the plug-in Chevrolet Volt to the marketplace by 2010. Toyota may have a plug-in Prius available before that. And the California Air Resources Board last month demanded that manufacturers produce 58,000 plug-in hybrids in the next few years.

"Why I'm so interested is that plug-in hybrids allow you to choose your energy source," Watts says. "With a gas car you have only one choice. Whereas, in theory, with this car you could be plugged into wind power, or solar, or a wood chip plant. All these could power your car instead of

oil.”

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UVM HOMEPAGE

## viewPOINT: High School Dropout Rates

By Jon Reidel

Article published April 30, 2008



Richard Cate, Vermont education commissioner, shown here with 2007 Vermont Teacher of the Year Katie Sullivan, says low student-to-teacher ratios have a positive effect on high school graduation rates. (Courtesy of the Vermont Department of Education)

and only half of high school students in America's 50 largest cities make it to graduation at the end of 12th grade. For this installment of "viewPOINT" — a feature that examines issues of the day through the perspectives of UVM faculty — we asked faculty in the College of Education and Social Services, the Economics Department and the Master of Public Administration program to explain why graduation rates are so low; how they affect individuals, families and society; and what can be done about it.

### The Issue:

High School dropouts are twice as likely to be jobless after graduation, three times more likely to live in poverty, and eight times more likely to be incarcerated. Students who didn't graduate in the class of 2007 will cost the nation more than \$300 billion in lost wages, taxes, and productivity. As staggering as these numbers sound, they're expected to get worse by 2009 after all 50 states, which previously used their own formulas to determine dropout rates, start using a new standardized method, established by the U.S. Department of Education, that counts only those who gain a traditional diploma after four years.

### A view from the city and the mountains

Richard Cate, education commissioner of Vermont and lecturer in the MPA program, has the unique perspective of having run one of the smallest and largest school systems in the country. Prior to moving back to Vermont, where he grew up in Calais, Cate served as executive deputy

A recent report by the Editorial Projects in Education Research Center, a division of the non-profit organization that publishes *Education Week*, offered some alarming statistics on high school graduation rates: the 85 percent graduation rate for America's public high schools is actually closer to 70 percent,

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#### [Classroom Meets Community](#)

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commissioner and chief operating officer of the New York State Department of Education with its \$19 billion budget and 3,100 employees. He cites a number of reasons for Vermont having the third lowest dropout rate with 86.4 percent of students graduating in four years (another six percent graduate in five years) — near the top of that list is the state's low student-to-teacher ratio (11.5:1).

In New York City, where 1.1 million kids (twice the entire population of Vermont) go to 1,149 schools, the ratio is closer to three times that high. "Some of the schools in New York City had as many as 5,000 kids in them, and on any given day you may have had hundreds of thousands of kids absent system-wide," he says. "It's very difficult to track. In Vermont, if a kid is absent or doesn't come back to school the following year, chances are everyone knows about it and can tell you where they went."

Cate, who says Vermont has already been using the soon-to-be-required "four-year cohort" method for reporting dropout rates, doesn't see places like New York City reducing dropout rates until everyone in the system starts caring about each child equally. Not until then will proven programs like early childhood education, innovative teaching methods to keep students engaged, and "wrap-around services" that include counselors, teachers, parents and other stakeholders be successful.

"I used to ride the subway from the extreme wealth of Manhattan to the South Bronx, just a few miles away, where some of the schools had rain falling through the ceiling and facades falling off the school," he says. "People in Vermont wouldn't put up with it. But many of the schools in New York have 100 percent poverty rates, and the minority communities feel completely disenfranchised and powerless. Until everyone in the city, starting with the people in power, show they care about every child in the city, it will be tough to change anything. People have to have the same expectations for every child, regardless of their situation or background."

#### **Relating truancy to dropping out**

Evidence abounds that the more time kids spend in school, the less likely they are to drop out, become unemployed, and commit crimes. Fayneese Miller, dean of CESS and a truancy expert, says keeping kids in school should be viewed as a "social good." New evidence offers insight into why some students are more absent than others, allowing teachers and counselors to address the root problems directly.

George S. Leibowitz, assistant professor in social work, whose research focuses on trauma among sexually abusive youth, delinquent youth and their families, says many of the students he treated in his outpatient clinic in Colorado with trauma histories and subsequent behavioral issues had low bonding to institutions and dropped out of school due to bullying and victimization by peers. Many of these kids were already vulnerable due to childhood trauma and often ended up in the juvenile justice system. "Systems of care, involving the family, treatment providers,



probation officers, attorneys, and school officials, are crucial in these cases," he says.

Miller says the reasons for truancy are complex and wide ranging. They include sexual abuse; bullying in school; embarrassment from not being able to afford decent clothes; and lack of sleep. Miller, who is on the board of the National Truancy Prevention Association, has found that students who have experienced loss (death, divorce, moving) also tend to be absent more often. The way in which states choose to deal with truancy is critical to curbing it in the future and to dropout rates, she says.

Some states fine parents \$500 if their child is chronically absent or force students to perform hundreds of hours of community service. The trouble with some of these punitive measures, she says, is that they take the child out of school even more. School-based truancy courts located inside schools are much more effective at reducing future truancy than juvenile courts within the regular court system, she says. "I don't believe in expulsions or out-of-school suspensions. There are better ways to handle it that encourage kids to stay in school. We should be trying to provide as much stability as possible utilizing wrap around services. The focus should be on the child, not the school."

Katanna Conley, assistant professor in CESS and expert on literacy education in adolescents, says there are several factors that affect dropout rates and make them difficult to calculate. "Because the dropout rate is so frequently tied to joblessness, this issue is an important one for society to tackle," she says. "If a goal of our educational system is to produce a citizenry capable of participating fully in a democratic society, we must work to insure that our schools are vital, relevant and effective. We must prepare skilled and compassionate educators capable of teaching every child who enters their classrooms." Conley adds that in order for this to happen, "we must address the societal structures that continue to privilege certain groups at the expense of others. Our young people are not differently valuable by virtue of their race or socioeconomic status; our educational system should not treat them as such."

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UVM HOMEPAGE

## Classroom Meets Community

### Psychology's Lynne Bond Earns 2008 Kidder Award

By Rachel Morton

Article published April 29, 2008



Lynne Bond, the 2008 George V. Kidder Faculty Award winner, routinely tells students what a professor once told her: "Take yourself seriously." (Photo: Sally McCay)

Don't expect to find psychology professor Lynne Bond at the podium, lecturing for 50 minutes about the psychology of women, or about how people develop concepts of knowledge and truth. Instead she'll probably be listening, soliciting ideas and encouraging responses, facilitating collaboration among

students. In fact, she probably won't even be at the front of the classroom; more likely her class will be gathered together in a circle, and Bond will be among the students, leaning forward, giving them her full attention.

Her way of being in a classroom is in keeping with the insights she's gained from her academic research, as well as her experiences as a mother, traveler and lifelong student. They are right for her, and apparently right for numerous students present and past who have sung her praises, helping Bond to earn the 2008 George V. Kidder Faculty Award, presented annually by UVM's Alumni Association.

Perhaps one reason why her students are so effusive about Bond is that she takes them so seriously, not only as students, but as people. During her own undergraduate years at Wheaton College, Bond admits she was, "an uncommitted student." One day during her sophomore year, a professor called her in and told her, "You ought to take yourself more seriously."

"I remember being shocked and flattered, but mostly shocked that a professor would pull me aside and say that," Bond says. Now, she tells her students the same thing: "Take yourself seriously."

"I want to help people appreciate the power of their minds and voices, appreciate the potential of collective mind and voice," she says.

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### **Real issues, right now**

Thinking in terms of a collective mind and voice is something that comes naturally to Bond. The child of two social workers, she spent her early years in Settlement Houses, a form of social reform that began in the late 19th century, where professionals offered social services to the urban poor by living among them and serving them directly.

Bond spent her early years in California, where she and her parents lived and worked among migrant Mexican orange pickers, and in Cleveland, where they lived in an Eastern European neighborhood. Even after the family moved to Cleveland Heights, "Settlement Houses remained a huge part of my life, all my life," Bond says. "I saw Martin Luther King, Jr., there, and did a lot of social action, activist stuff."

In her academic career, it made sense that she would gravitate to the relatively new discipline of community psychology, which Bond describes as "a new way of looking at communities, applying what we know about human development to create communities that are good for people."

She has taken several UVM classes to Cuba, working with researchers at the University of Havana, to understand and study community psychology as it is practiced in the country Bond calls, "a living laboratory since the revolution."

"In the structure of every community there are assumptions about what makes for healthy communities," she says. "We rarely think about it, or question how it might be different. Community structures are largely invisible to us. But in Cuba, the society is designed around a specific set of articulated goals, including free education and health care for everyone."

This practical application of how to support healthy communities has also been part of Bond's community psychology courses, where students have partnered with local government to conduct research on issues related to Burlington neighborhoods. When City Hall wanted to test the value of government-supported Block Associations, Bond structured her graduate and undergraduate courses to help answer that question. The graduate course developed a survey, and the undergraduates went out in teams and conducted interviews, brought back data, and did data analysis.

"Right from the start, students know it's real issues and they're going to apply it there and then," Bond says.

### **Shared commitment to learning**

It's easy to see why students warm to Bond. She's approachable and friendly, and invites input with generous responses like, "Great idea," and "Absolutely!" Her passion for her subject is matched by her sincere interest in her students and their ideas.

"In Lynne's class, you feel like a person ... not a student," says Jess Roy,

a student in Bond's Psychology of Women class. "Her approach is egalitarian. She is constantly asking us questions, challenging and providing us the space and opportunities to formulate our own answers to questions, our own ideas"

It's not that Bond doesn't feel the need to fill 50 minutes with information. She does, but she resists it because she feels the "cramming kids with knowledge" isn't the way to get them to learn. "What I really want is for them to think. I want them to benefit from past scholarship, and use that knowledge to apply to new ideas. At the same time, they are using one another to refine and develop those ideas," she says.

This idea that students learn from each other, build on each other's ideas, is crucial in Bond's classes. Attendance is mandatory – seemingly a strange dictate for such a student-friendly professor – but it's because she believes that one student's absence deprives every other student of genuine learning opportunities.

"By being part of the class you are offering your thoughts, hearing other's thoughts and building on them," she explains. "Skipping class undermines not only your own learning, but others' as well, because you are depriving them of your ideas."

From the front row to the back, a fundamental lesson in any Lynne Bond classroom is the same: take your classmates seriously – and pay yourself the same respect.

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UVM HOMEPAGE

## Transportation Center Awarded \$1 Million for Workforce Development Project

By Jeffrey Wakefield

Article published April 30, 2008

The U.S. Department of Transportation announced that the University of Vermont's Transportation Research Center (TRC) has been awarded \$979,829 as part of a \$1.01 million workforce development project to help develop innovative programs to attract and retain skilled workers in the transportation sector of Vermont, New Hampshire and Maine.

"The transportation industry is a major economic sector," said UVM President Dan Fogel, "and keeping it vibrant is critical to Vermont's economy and our quality of life. The Transportation Research Center and its partners on this workforce development grant are an excellent example of how UVM can partner with communities to advance Vermont and New England."

To construct and implement this workforce development program, the UVM Transportation Research Center is partnering with the Vermont Agency of Transportation, Vermont Technical College, AARP-Vermont, the New Hampshire Department of Transportation, the Maine Department of Transportation, Vermont Local Roads, and the University of New Hampshire-Local Technical Assistance Program.

Given Northern New England's demographic changes and the turbulent nature of our 21st century transportation system, the transportation sector will require a comprehensive workforce development plan. The grant awarded to the TRC will fund four new programs to help transportation leaders attract and maintain workers in this challenging environment.

The programs will address a host of issues including the need for transportation professionals with interdisciplinary skill sets (e.g. environmental engineering, intelligent technology, energy, public involvement and innovative financing). While these diverse needs may challenge some with traditional road construction or traffic expertise, this newer approach creates an exciting challenge that can be used to recruit new talent and to retain existing workers.

Another matter to be addressed involves the statistics of our aging population. Demographics – particularly in New England – point to the need to make better use of the skills and talents of retirees, from both inside and outside the transportation sector.

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"Like all industries, transportation has seen an evolution of skills needed to meet the demands of the 21st century," explains Lisa Aultman-Hall, director of the TRC. "However, transportation plays such an integral role in our community and economy that we expect these new programs to be very successful in attracting new talent to work on the complex challenges of the system, especially those related to finance, energy and environment.

The mission of the TRC is to develop integrated interdisciplinary research and education programs that advance the state and regional transportation system that promote a sustainable economy, healthy communities, appropriate land use development and re-development, equitable mobility, minimal environmental impacts and efficient energy use. The Center works with faculty and students in multiple Colleges at UVM. The Center was founded in 2006 with an initial grant of \$16M from the U.S. DOT.

For more information about UVM's Transportation Research Center, visit its [website](#).

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## UVM, Community Partners Recognized for Collaborations

By Communications Staff

Article published April 30, 2008

The Office of Community-University Partnerships and Service-Learning held its CUPS Annual Recognition Reception on April 29 to recognize faculty, students and community partners who excelled in creating community-based learning opportunities that both enhance student learning and meet community needs.

The CUPS office was founded in 2003 to promote and support active, collaborative UVM-community partnerships, high quality service-learning and community-based scholarship. Since its inception, the number of documented service-learning classes per year has more than tripled. In the 2007-2008 academic year, more than 60 courses integrated community-based learning elements while the number of faculty participating in research that is designed and carried out in collaboration with community partners also increased.

The following nominees were honored at the 2008 ceremony:

### Outstanding Service-Learning Faculty Award Winners:

Matthew Kolan for his work in managing a senior capstone course in natural resources called "Environmental Problem Solving," which engages students in team-based projects around environmental issues in the community.

Ann Greenan-Naumann for her leadership in engaging graduate physical therapy students in community-based work with low-income residents and residents with disabilities (in partnership with the Northeast Disabled Athletic Association and Cathedral Square senior living residence).

### Special Recognition Award:

Jeanne Fossani (deceased) for her efforts to integrate international service-learning into environmental studies courses in Costa Rica.

### Outstanding Service-Learning Student Award:

Kate Lesniak (sociology) for her leadership as a teaching assistant and academic intern with the King Street Youth Center through two separate service-learning courses. (Nominees: Wendy Friant, physical therapy; Scott Hannigan, physical therapy; Jess Roy, education.)

**Outstanding Service-Learning Community Partner Award Winner**  
Corey Beach, Champlain Valley Office of Economic Opportunity.

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(Nominees: Nancy Bove, Burlington Parks and Recreation; Eric Kaufman, H.O. Wheeler School; Wendy LaChapelle, Pine Forest Children's Community; Ron Redmond, Church Street Marketplace; Patrick Standen, Northeast Disabled Athletic Association.)

For more information on the Office of Community-University Partnerships and Service-Learning, visit the [CUPS website](#).

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UVM HOMEPAGE

## Catamounts Green Up Project Set for May 3

By The View Staff

Article published April 29, 2008

Catamounts Care Community Service Project, an annual event that brings the UVM community together to clean up neighborhoods, roadways, waterways, and parks as part of Green Up Day Vermont, will take place on Saturday, May 3 from 9 a.m. to noon.

Volunteers are encouraged to wear work clothes, gloves, and closed-toe shoes and should bring a rake, if possible. The day begins with registration, coffee, and a light breakfast on the UVM Green, or, in case of rain, inside Billings Hall. All participants will receive a free t-shirt.

Information: 656-2010.

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## Events, Exhibit Under Way in Memory of the Holocaust

By The View Staff

Article published April 29, 2008

UVM Hillel has organized several events this week in remembrance of the Holocaust. The Field of Flags, an annual exhibit on the UVM Green commemorating lives lost during the Holocaust, is on display through May 2. Each flag represents 5,000 people that perished, and each color represents a different group persecuted by the Nazis.

Other planned events include:

- Thursday, May 1. Hear Michael Bukanc, a local child survivor of the Holocaust, speak about his experiences. Then, Daniella Doron, an NYU grad student, will discuss rebuilding efforts by teenage survivors in France. Sugar Maple Ballroom, Davis Center. 5:30 p.m.
- Friday, May 2. Litany of Names, a symbolic reading of those who perished. Olin Atrium, Davis Center. 11 a.m. to 3 p.m.

Information: [asimpson@uvm.edu](mailto:asimpson@uvm.edu).

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UVM HOMEPAGE

## Interdisciplinary Course to Perform Interpretation of 'Threepenny Opera' May 3, 4

By Amanda Waite

Article published April 30, 2008

A site-specific production of *The Threepenny Opera*, the revolutionary piece of musical theater that offered up a sharp political critique on its opening night in 1928 Germany, will be staged this weekend in the non-traditional theatrical space of Trinity Campus' McAuley Hall.

Taking a cue from the collaboration of the play's creators, dramatist Bertolt Brecht and composer Kurt Weill, the UVM version of *The Threepenny Opera* draws on diverse faculty talent from a variety of departments. The performance is the culmination of an interdisciplinary course taught by Dennis Mahoney, professor of German; Wayne Schneider, associate professor of music; and Rachel Perlmeter, guest artist and curator of the project.

With the help of Perlmeter as director; assistant professor of theatre John Forbes as lighting designer; professor of music T.L. Read as conductor of the full orchestra; music lecturer Tom Cleary as pianist and vocal director; and Burlington artists Kathy Marmor and Bill Reed, students will stage their interpretation of the landmark work on Saturday, May 3 at 3 and 7:30 p.m. and on Sunday, May 4 at 3 p.m. Tickets, \$13 for the general public and \$10 for students and artists, will be available at the door or by calling 656-4455 during business hours.

Originator of the jazz standard *Mack the Knife*, Brecht's play reworks the 18th century English piece *The Beggar's Opera*. As an opera "by and for beggars," *The Threepenny Opera* turns the musical form — one typically consumed by the upper class — on its head. Delivered to a German audience during the "Golden Era" of the Weimar Republic, Brecht and Weill's adaptation served as biting social and political commentary.

Having studied the play from three vantage points this semester, carefully considering the work for its historical and political — as well as musical — significance, students bring a level of engagement to the performance that enhances the work's re-presentation.

This interdisciplinary project is the second of its kind that playwright, director, and performer Perlmeter has initiated at UVM. [Read more about her fall 2006 Marguerite Duras course and performance.](#)

For more information about *The Threepenny Opera*, visit the [project's website](#).

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## University to Celebrate 204th Commencement May 18

By The View Staff

Article published April 30, 2008

The University of Vermont will celebrate its 204th commencement on Sunday, May 18 at 9 a.m. on the University Green. In the case of severe weather, the ceremony will be held in the Multipurpose Facility in the Athletic Complex. Tickets are not required.

President Daniel Mark Fogel will confer degrees on an expected 2,596 graduates, including 2,069 bachelor's, 360 master's, 85 doctoral, and 82 M.D. degree recipients, in addition to 20 post-baccalaureate certificates. Among expected degree recipients are students from 46 states and 57 international students from 18 countries. Approximately 1,095 graduates are from Vermont. The graduating class includes 167 African, Latino/a, Asian and Native American (ALANA) and Bi/Multi-racial students.

Sharing the podium with President Fogel will be commencement speaker Julia Alvarez, Middlebury College writer-in-residence and prolific author of poetry, non-fiction, essays and novels, including *How the Garcia Girls Lost their Accents* and *In the Time of the Butterflies*. Named Woman of the Year in 2000 by *Latina Magazine*, Alvarez's work is heavily influenced by the oral tradition of her parents' home country, the Dominican Republic, where she spent many of her early years. Nine years ago, she and her "companero," Bill Eichner, established [Alta Gracia](#), a sustainable farm-literacy center in the Dominican Republic. In addition to growing organic, shade-grown coffee on the sixty-acre farm, the couple opened a school to help battle the norm of illiteracy in the country.

Receiving honorary degrees this year along with Alvarez will be Daniel Burack, a class of 1955 alumnus, and his wife, Carole Burack, tireless volunteers and philanthropists who established the Dan and Carole Burack President's Distinguished Lecture Series, as well as a scholarship fund for students in teacher education; Eric Lipton, a class of 1987 alumnus, *The New York Times* Washington Bureau reporter, and 1992 winner of a Pulitzer Prize for explanatory journalism for stories co-written about the flaw in the Hubble telescope; Sister Janice E. Ryan, a member of the Sisters of Mercy religious order and former president of Trinity College who has worked on projects to ban land mines and eliminate the death penalty, lobbied for mainstreaming special needs children, and served as Vermont's deputy commissioner of corrections; Gladys Clark Severance and Malcolm Severance, class of 1949 alumni and active members of the UVM community, where Malcolm served as professor, department chair, assistant dean of the College of Arts and Sciences, and a two-term

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trustee, and the greater Burlington community, where Gladys taught junior high and high school math, co-founded a Meals-on-Wheels program, initiated Colchester's Girl Scout program, and managed Malcolm's four successful campaigns for the Vermont legislature.

Several street closings have been planned for commencement weekend. From Friday, May 16, 7 p.m. through Sunday, May 18, 8 p.m., University Place will be closed from Colchester Avenue to Main Street, and South Prospect Street will be closed from College Street to the University Health Center entrance. In addition, on Saturday, May 17 from 11:30 a.m. to 4 p.m. and on Sunday, May 18 from 7 a.m. to 5 p.m. South Prospect Street will be closed from Colchester Avenue to Main Street, and College Street will be closed from South Prospect Street to South Williams Street.

Parking on area residential streets is by city permit only. Parking at the university is available in designated lots. For details call (802) 656-8686 or visit the [commencement parking website](#).

Buses will run on Sunday, May 18 from 7 a.m. to 5:30 p.m. every ten minutes from each stop. Bus routes are as follows: Royall Tyler Theatre to Patrick Gymnasium or the University of Vermont Conference Center at the Sheraton to Ag/Engineering Lot, Allen House to Flynn Theatre and Hilton Burlington Hotel, north end of the University Green to Trinity Campus. Signs, staff, and drivers will assist with directions. Commencement ceremony reference guides and campus maps will be available commencement weekend at the desks of most area hotels.

Several of the colleges' ceremonies will feature distinguished speakers, including Chuck Ross, Vermont director for U.S. Senator Patrick Leahy, for the Rubenstein School of Environment and Natural Resources; Kenneth Wormser, business head and managing director of the structured credit products group for CDC-IXIS Capital Markets, for the School of Business Administration; and H. Jack Geiger, Medical Professor Emeritus at the Sophie Davis School of Biomedical Education at the City College of New York, for the College of Medicine, among others.

For a full schedule of commencement activities, visit the [commencement website](#).

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## NOTABLES

*April 30, 2008*

### Publications and Presentations

Several members of the department of pharmacology contributed to an April 30 PNAS (Proceedings of the National Academy of Science) Early Edition paper titled "High blood pressure arising from a defect in vascular function." Among the co-authors are **Mark Nelson**, professor and chair of pharmacology, **Adrian Bonev**, research assistant professor of pharmacology, and **Michael Wilkerson**, postdoctoral associate in pharmacology.

**Jan Carney**, research professor of medicine and associate dean for public health, co-authored a "Brief Communication" titled "Community-Academic Partnerships: A "Community-First" Model to Teach Public Health" in the open-access e-Journal Education for Health on April 21.

*April 23, 2008*

### Publications and Presentations

**Wolfgang Mieder**, professor and chairperson of the department of German and Russian, is the author of the book "Hänsel und Gretel: Das Märchen in Kunst, Musik, Literatur, Medien und Karikaturen," which deals with the origin, meaning, and modern survival of one of the best known fairy tales. The book includes 145 illustrations depicting the use of various motifs of this tale in art, advertising, and cartoons. He also published a series of articles on fairy tales and advertising, aphorisms, cartoons, comics, poems, proverbs, stamps, etc. in the three-volume "Encyclopedia of Folktales and Fairy Tales." His article on "God Helps Them Who Help Themselves: Proverbial Rhetoric in the Letters of Abigail Adams" appeared in an essay volume in Bulgaria, and another article on anti-proverbs with the title "Phrasenkritik durch Antisprichwörter im 19. Jahrhundert" appeared in another volume in Austria.

**Dennis Mahoney**, professor and director of the department of German and Russian, has published an article on "Apt Pupil: The Making of a 'Bogeyboy'" in a volume on "The Films of Stephen King. From "Carrie" to "Secret Window" (New York: Palgrave Macmillan, 2008) edited by **Tony Magistrale**, professor in the department of English. Mahoney presents a detailed comparison of King's original novella "Apt Pupil" and its subsequent film adaptation, showing similarities and differences in these two versions of the same plot. While the novella shows how crimes of the Nazi era influence a high school pupil to commit atrocities, Mahoney also