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FONTBANNER

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MAY
2006

By: Chris Schott,
Reporter

University student Ashley Nestor counts on federal aid to go to school. Everything from books to classes is covered by loans, grants and scholarships. She works on the weekends to cover her living expenses. In February, Congress cut funding for federal student aid programs. In fact, it was the largest cut ever made to student aid, 12.7 billion dollars to be erased from federal student loan programs over the next five years. With the cost of tuition going up for students who rely on these programs, finding the money to replace the gap is going to be tough. "I'll probably take on more hours at work. But I really don't want that to have an effect on my homework. My job is customer service, but I want my career to be an SLP," Nestor says.

Nestor, like many college students, feels the pressure of these changes to federal aid. "My parents can't afford to help with school. So it's up to me to

pay my way through college. Raising the interest rates on my loans isn't helpful to me," Nestor says. A Speech Language Pathology major, Nestor's career choice requires a Masters Degree before entering the field for employment. With another two to three years of school after her BA, the graduate program might be a little harder to come by than once considered. "I just hope I can go to grad school," Nestor says.

Effective July 1, Congress will be raising Stafford Loan interest rates to a fixed 6.8 percent. Right now Stafford loans, which are variable and reset each year, are as low as 4.7 percent. Stafford loans are very popular among students because they don't have to demonstrate need to qualify for one. Legislation also raises interest rates on Parent Loans for undergraduate students to a fixed 8.5 percent from a variable rate currently set at 6.1 percent. Also known as PLUS loans, these loans are granted to parents rather than

students. With these new fixed interest rates, thousands of dollars can be added to a final bill on a student's college education. That can mean more years of repayment after graduation, and a rise in the chances defaulting to pay the loans back.

While college costs across the nation have continued to rise, the federal government has kept the maximum Pell Grant frozen at \$4,050. Students have had no choice but to turn to larger loans and longer work weeks. "It's a cycle," Nestor says. "You have to have money to go to school, but you have to go to school to make money." According to studentaidaction.com, the average undergraduate leaves school with around \$17,000 in debt, while medical students leave with \$65,000. With those figures going up in the near future, this can hurt more than the education industry. Studies show that 40 percent of graduated student borrowers have delayed buying a home and 30 percent delayed buying

cars due to student loan burdens. These figures could be on the rise with the new cuts.

Missouri has over 160,000 student borrowers currently going to school. With that many people being effected by the cuts, the voice of the students should be loud and clear to Congress. This hasn't been the case. Student Aid Action has been organizing call in sessions where students call their Congressman and demand action. During the last call in session, only 500 phone calls in Missouri were answered. Campaigns like the popular Stop the Raid on Student Aid have been noticed, but not enough attention has been paid by students to make a significant difference.

For Nestor, going to school is a full time job, and that requires the time and the money to get her degree. "I want to be the first person in my family finishes college. That's my main goal. Nothing will stop me from that," she says.

University Hosts Spoken Word Performance

By: Adrienne Reed,
Opinions Editor

The words ran crisp. The ambience was smooth, and the truths of the world were stated in fast paced, tone ranging spoken word. This was the scene before Coffeehouse on March 27 in St. Joe's Lobby. The event left some a little more cultured than before, and others confused while asking "What was he talking about?"

Spoken word is a form of artistic performance in which lyrics, poetry, or stories are spoken rather than sung. These performances are usually accompanied with a musical background while emphasis is kept on the speaker. Most of spoken word reflects views on social and political issues.

Three poets; Keith Boogie from the Bronx, New York, MAD (Many Attitudes of Dennis) from Queens, New York, and D'Poet David A.N. Jackson from St. Louis gave a performance that made heads nod in agreement, laughter hit the walls, and mentalities mature. The poets spoke on subjects like the beauty of short-haired women, the gutter life of the Bronx, foods that are "supposed" to be healthy but really are like addictive drugs, the death of Marvin Gaye, and President Bush's neglect to the victims of Hurricane Katrina.

Despite MAD's poems that usually have food as the theme, he delivered a poem



MAD and Keith Boogie perform for students in the St. Joe's lobby.

Photo by: Adrienne Reed



D'Poet spoke and played drums.

Photo by: Adrienne Reed

about domestic violence, which displayed both passion and emotion. The poem was based on his good friend's detrimental experience with domestic abuse. When she called him one night and told him the stories about her beatings, he was compelled to put it into strong words. "That poem was amazing. He really pulled me into the situation," sophomore Hilary Barkley said. The last words of the poem drew the audience in. After describing the situation and attempting to avenge his friend's beating by beating up her abuser in the context of the poem he said, "Now, shut-up! And take your beating like a woman."

MAD, along with Keith Boogie on the mic, and D'Poet on the drums, tambourine, and other exotic percussion instruments to back the two, livened the night with a Haiku Death match, as they call it. Keith Boogie and MAD went back and forth reciting haiku's about anything that boggled their minds. With three audience members as judges, Keith Boogie came out in victory for the death match championship. The two were even in wins considering that MAD beat Keith Boogie in a basketball game earlier in the day.

"The audience had very "Poetry," continued on page 3.

Research Gives Science Students Skills For The Future

By: Colleen Gale,
Reporter

Medical Research is an area everyone seems to be concerned with these days. The thought of a cure for cancer or relief for those suffering from Parkinson's disease is one that excites us all. But what most students may not know is that some important medical research is being done on our own campus, in the Biological and Physical Sciences Department.

The research is part of BIO 396, a course in Departmental Research. Dr. Dave Thomasson, Chairperson of the Department, says the class has been around for about 10 years, and the reason no one knows about it is because they have yet to make any really big discoveries. While the students are not on the verge of curing cancer, they are making some interesting headway in determining how a particular white blood cell will kill a cancer cell.

"The study is called 'Human Host Defense Against Cancer' and we have two students working on it, Erin Moore and Erica Jones, seniors. We are working with a particular type of white blood cell isolated from the peritoneal cavity, and studying the actions of this white blood cell on a mammary gland cancer cell. We know that this cell will kill cancer cells, but we are looking at how it does that," says Thomasson.

Conducting this type of study is no simple task. The students work in a special lab with the necessary equipment donated by Monsanto, Deaconess College of Nursing, and one major grant to purchase other needed equipment. Thomasson is avid about the importance of the course. "An estimated 90% of students who do Departmental Research have gone on to graduate school or professional school like medical school. Some of these students have since finished and are now practicing medicine or doing research full time." The course's most recent graduate, Luke Drury, is working on his Ph.D. at Medical College of Wisconsin in Milwaukee. He received a stipend to cover all expenses. "He chose Medical College of Wisconsin because his research skills were recognized by them, one of the top medical research schools in the country. Departmental Research gives students the chance to get to know research techniques that schools hope they are familiar with. Without this course,

they would not have the hands-on experience in research," comments Thomasson.

The class is open to juniors and seniors of the department who plan to go to graduate or professional school. Thomasson says, "The idea behind the course is for students to experience hands-on research. They learn techniques, work on a problem, and they wouldn't get this opportunity in a classroom setting." Students interested in Departmental Research have to submit a letter explaining why they would benefit. The class is limited to two students and is very informal with a lot of one-on-one time with the instructor learning methods and studying problem in the area of cancer research.

This year's students express their satisfaction and excitement about the course. Jones says the hands-on research will help her in the future. "Having some type of lab and research experience is crucial and it is wonderful that Fontbonne and Dr. T offer that here on campus for some students. I am not really sure what I want to do when I graduate, but this offers some clarity about research. If I want to get a job in this field, I can put this down on my resume as experience."

Like Jones, Moore is also grateful for the research opportunity. "I think this was a wonderful opportunity to work in the field of biomedical research. To know that I'm assisting in the goal for finding a cure to a disease that effects millions of people is a very rewarding feeling and it is definitely something that I will consider as an

alternative to my current chosen field - veterinary medicine. It's been a wonderful learning experience that I'm sure will aid me in whatever I decide to do in the field of biology."

Thomasson stresses that any faculty member can conduct Departmental Research with students. Also, the department is about to undergo a major renovation in the Science Building and will be moving floors. "We will be able to designate a space specifically for departmental research and maintain the lab for the purposes of experiments." Thomasson is excited about the upcoming renovation and hopes more students and faculty will get involved with Departmental Research.

Rivals Come Together Through Faith In Martha Doerr Chapel

By: Melanie Bernds,
Reporter

On Sunday March 5, much buzz was going on in the Martha Hatch Doerr Chapel. Students were being ushered for mass, but there was something quite different than before taking place here. It could have been because University students were returning from the first retreat, but there was something more. Unknown students were entering the little chapel. Washinton University students.

WashU has combined with the University's Campus Ministry since Graham Chapel is undergoing major reconstruction. Since last fall, there was discussion of WashU needing the University's help. Through many meetings, little details were worked through between WashU's Catholic Student Center (CSC) and Campus Ministry.

The University's chapel seemed at first to be too small to accommodate the WashU students, so the first major change involved the pews. The University offers twenty-two pews which have expanded to become forty-seven to hold all the congregants. The alter was pushed back to fit all these new alterations in the chapel. Next was the time arrangement for Sunday masses. The University normally holds mass at 7p.m.; after many discussions, the time was moved to 9 p.m. There was an additional mass on Sunday at 11 a.m. to help with adjustment for WashU students and the size

issue of their large congregation. WashU brought with them their pastor, Fr. Gary G. Braun, to lead the masses. The changes were made to help the transition be comfortable for both schools. The choirs from both groups were combined with new music for the masses also.

This major combining is not sudden, considering the past interaction between the two schools. A new Campus Minsisty activity has been taking place called WUFU. In the chapel on Thursday nights from 9:30-10:30pm, Eucharistic Adoration occurs for these schools. This has being taking place since last semester, the result being that many students have gotten to know each other. Many meetings between the two groups have been taken very serious for both groups interest and as a whole.

There have been struggles, however, because of this merge. The fact that CSC is so large it can be intimidating to University students. Now going to mass you must get there almost 30 minutes before mass to get a seat because of the large crowd at 9 p.m. Sunday mass. The fear of WashU taking over the little chapel is another concern by some.

There are positive attributes to this combination of University students and WashU ones. One instance is there is a shortage of song books, so now everyone share and create a community feel. The fact that students sit closer to each other because of space they really get to know

their neighbor before and after mass. Friendships have started to bloom between these rivaling schools. Slowly through this process the two schools seem to have become one faith sharing community. The two schools meet outside the chapel before to great one another then after the mass they meet outside for bagels and lemonade to sit and chat with one another about their week or the gospel itself.

WashU has offered our University help in the past. The University did not have retreats or certain programs like specialty talks so WashU was always inviting us to their events in the past. Tony Mravle, Director of Campus Ministry, said, "This is a perfect opportunity to give back for all they have done for us in the past. We are two strong communities and so close to one another it just makes sense to help one another out."

WashU will be continuing to worship with us till December, so that gives both universities plenty of time to iron out any little issues that need assistance. Freshmen Carol Anne Renick stated, "This combining has potential if both schools are motivated to combine ideas and opinions on faith." This could be the beginning of a relationship that should have taken place years ago. Instead of stealing each other's university signs and creating rivals, the two schools are praising and worshipping together while creating a community of faith filled students.

Students Look At Cell Phone Use: Has The University Forgotten How To Communicate

By: Corin Hunter,
Reporter

For some it is the greatest little known invention of the twentieth century, but for others it is the beginning to the end of conversation. Cell phones are the one portable communication device that promises to keep societies connected day or night. Cell phone company Cingular's motto says, "A loved one is just a phone call away." But where does that leave the classmate who only sits a seat or dorm room away? Several students, faculty, and staff believe that the excessive communication on cell phones can have devastating effects on the University's ideal of a friendly, close knit environment, a "Fontbonne Family" as it appears on the campus website.

Although the University has not officially declared a cell phone policy on campus, the technology issue has been left up to the discrepancy of the

professor, which usually is outlined on the class syllabus. Occasionally, this small warning is just not enough, forcing the professor to take more drastic measures to keep peace in their classrooms. Such is the case with Communications professor Dr. Heather Norton, who has coined somewhat of an unconventional cell phone policy in the classroom. If a student's phone rings during class, they must immediately stand up and begin to dance to the beat of the tune. However, if the student actually has the audacity to answer it, Norton feels that all bets are off, and reserves the right to freely chat with the person on the other end. "It definitely serves as a reminder to switch your phones to vibrate in her class," says Cherell Johnson, senior.

Norton, along with other faculty members, feels that beyond the usual classroom annoyances, cell phones contribute to class daily and their dependency can

hinder a student's motivation to form new relationships on campus. Norton asks, "Why talk to people next to you in class when you can call your best friend from high school?" She, however, does not discredit the many benefits of cell phones, such as a sense of security and convenience, but overall fears that society's perception of face-to-face communication might become an interpersonal pastime.

Although the majority of the campus has cell phones, several students had their views on what sociologist are labeling as a social diversion. "Yes, my name is Lori Hertlein and I'm addicted to cell phones," said Lori Hertlein, senior. She feels that as a transfer student, cell phones function as her social safety net, stating that often it

**"Cell Phones,"
continued on page 8.**

University Tuition To Increase For Fall 2006, Spring 2007

By: Rachel Whitener, Reporter

Beginning in the fall of 2006, the University's tuition will increase from \$8,000 per semester to \$8,560. With the tuition change comes a revamped student activity center, as well as extra funding for student programs and resources. While the University's budget waits to be set for sure by the school board, the changes to come are anxiously anticipated by all.

While the funds are purposed for many things, the most talked about agenda is the renovation of the DSAC. Changes to the student activity center will include the addition of an upper deck, new office and storage space below the deck, and changes and additions to the décor. There will be a fireplace and additional seating.

These changes may seem huge, but 70% of the new budget request is actually going to academic quality and student support, such things as the athletic teams, the library, fundraising, and the Information Technology (IT) Department, according to Gary Zack, Vice-President of Finance and Administration. "All other possibilities pend final approval

of the board," Zack says.

As far as feedback on the new tuition, it hasn't entirely been negative. Zack says he's sure that when the letters went out a couple of months ago, people weren't thrilled with the increase. Dominique Dimanche, freshman, says, "I think it sucks. I'm making it through college on grants and scholarships, and if they up the tuition on me, I might not make it through another school year. I'm afraid my education might be postponed indefinitely." When it comes to the DSAC staff, "I think everyone is pretty excited about it," Zack says.

According to Adam Flores, junior, "When I think about the tuition going up, it sucks, but then I think maybe it's a good thing because instead of spending my money on DVDs and other stuff like I might do, I'll be paying for an education."

Of course, the value of the University's tuition intake extends beyond what you could buy with the \$1,120 increase money. The ultimate goal of the plan, which will be implemented from 2006 to 2008, is to "make [the university] a place where people want to go," Zack says.

"I think it's necessary to make the university better," says Kevin Coll, junior. "It's like raising taxes; if the money is going to things like student organizations and the DSAC, then I'm all for it," he says.

The University's tuition increases about every year. When the school was opened in 1923, the tuition itself was only \$100. Other costs, however, totaled \$400. These costs included room and board and even electricity and heat, making college students pay a total of \$500 per semester to attend here. Zack says that when he arrived in 1984, the tuition was up quite a bit from \$100, but he also remembers that there was about a \$900 difference in the University's tuition compared to other schools, like St. Louis University and Washington University.

Perhaps students can now appreciate the education they receive here for what they spend. Students may have to pay more for the next year, but the rewards they receive in return, if the plan is successful, will far outweigh the costs.

DSAC Goes Formal

By: Whitney Payne, News Editor

When going in to the DSAC for a meal, it is likely to see people talking with mouthfuls of food, digging into their plates with sticky fingers, and worst of all, following the five second rule. Yet on the night of April 7 the DSAC provided a different air than usual. Waiters served the students, napkins were placed in laps, and fine china was provided. It was the Nosh and Network event held by the Career Services Department. The goal: to shape a group of college student cafeteria junkies into well-dressed and presentable etiquette experts.

The night began with everyone strolling in, business casual attire, and taking seats with people they knew, and people they didn't. Lea-Ann Morton, Etiquette and Protocol Consultant quickly introduced herself and got the evening off to its start. A slideshow pictured the two styles of eating; American and Continental, as well as some people committing eating faux pas. Using the tablecloth to wipe your mouth is apparently not proper etiquette. Tips were given on handing out business cards and carrying on conversation. There was also some light trivia on things not to give or do in front of other cultures.

The salads were served and culture again came into play. The American style of eating is generally easier for right-handed people, while Continental benefits the left-handers. Both types have specific places for the silverware in the midst of eating and after. Lettuce slipped off of plates and tomatoes were ignored as students realized that proper eating is not as easy as it looks. Thoughts of cheeseburgers were far away from the many who struggled with their knives and forks.

The table hosts were the real stars of the night. They are the ones who regulate behavior at the table. The meal begins when

they start eating, the style is set by what they do, and pace should be kept with them so that each guest is done at about the same time as the host. Teachers and faculty from the University served as the hosts on this night and took their cues from Morton. Some had questions themselves and the class turned into a learning experience for everyone.

With the second course came a new difficulty as the main dish was chicken Kiev, which is filled with melted butter. There were a lot of laughs as people across the table were squirted by their neighbors chicken. Once the guests found a rhythm though, Continental appeared to be rather easy. Some right-handers even became converts. "I'm left-handed, so this is easy," boasted one guest. The conversation flowed at all of the tables and bonds were formed among some that had not previously known each other. All of the hosts appeared to have a good time linking themselves with their charges.

Over dessert a quiz was issued and everyone attempted to discover the three types of eye contact and the gift that should never be given to a Japanese person since it symbolizes death. There is business, social, and intimate eye contact and clocks should never be given to Japanese people. Prizes for doing well on the quiz were miniature etiquette books to further one's education.

At the end of the night everyone bid good bye to their host and politely excused themselves from the table. The handsomely dressed waiters removed everyone's dishes and disappeared to their makeshift kitchen to clear all evidence away. The next day the DSAC was back to regular tables and no cloths. People ate everything with their hands and any form of silverware was scarce. It was as if no manners had ever existed.

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"Poetry," from page 1.

trained ears. I like an audience that can catch the poetry within the poetry," Boogie said. Next year will be Keith Boogie's 10-year anniversary doing spoken word. He enjoys speaking about political issues, while throwing a little humor into the mix. MAD began his professional poetry career two years ago. He says he really got started after he met a young lady he was trying to impress, and she made him write her at least one poem a week. MAD admits to writing over sixty-three poems for that special lady. He went on to win a poet pass necklace at the National Poetry Slam Olympics in Albuquerque, New Mexico in 2005. D' Poet is also highly

skilled as an actor, percussionist, visual artists, wood carver, and poet. He has a number of theatre credits, and he has even written and presented two plays titled Writings by D'Poet and Writings II: An Immaculate Conception.

That Monday gave the University a touch of cultural diversity. The event was sponsored by Student Government Association and Campus Ministry, and was followed by other diversity events such as an international and cultural celebration, a diversity dance, and Mocha-Chi the Soul Food Cookout. All of the week's activities were in honor of the University's diversity week.

Cheeseburger Confessions

By: Pat Dolan,
Reporter

Americans consume over one million hamburgers on a daily basis. The hamburger has become as American as apple pie. They increase the risk of heart attacks and cancer. Hamburgers are served at upscale restaurants and most Chinese restaurants have them available. McDonald's revels in the fact that they have served over 100 billion. Singer and songwriter Jimmy Buffett based his number one hit single "Cheeseburger in Paradise" on this artery-clogging entity.

The University is no exception. The cafeteria prepares over 400 hamburgers weekly, according to one anonymous food service staffer. It gets worse. There is a vending machine in the vicinity of the aforementioned cafeteria that sells cheeseburgers. Yes, a vending machine, and there have been recorded sales. Who, in their right mind, would eat a cheeseburger from a vending machine?

Cardinal Vending of St. Louis is the owner of machine #4791FBU, which is located on the first floor of Ryan Hall. The machine offers Otis Spunkmeyer muffins, Prairie Farms milk and juices, and cheeseburgers. Proudly displayed at or near the top of the machine is this plastic packaged "Jumbo Flame Broiled Bacon Cheeseburger, Seasoned Chopped Beefsteak, with Cheese and Bacon."

Cardinal employee Duane, who asked that his last name be withheld for obvious reasons, has stocked and serviced this machine since January of 2005. 4791 has released "several cheeseburgers since January of 2005," Duane says. Of the

burgers that have posted bail, Duane reveals that most of these have been bought since "January 12 of this year." Even a processed meathead can do the math. Several burgers were sold in one year. The majority of those burgers were sold in just over a month. And according to Duane, sales have remained "steady since the opening week" of school. University administration and staff officially began the spring '06 semester on January 4. Classes began on January 11. Duane confirms that no cheeseburger was ejected from 4791 in the week of January 4th. "But when I serviced 4791 on the thirteenth, as records indicate, that's when we see the sales," Duane says, "and I've replaced at least one Jumbo Flame Broiled Bacon Cheeseburger since." Warning! Mad cow coming to a university near you.

This cholesterol carrying collegiate should consider reading the nutrition label. 289 total grams of fat, 833 calories and the carb count is 32g. These numbers are not normally found on most nutritionists' suggested meal plans. Numbers that have university officials concerned, "student safety and health are a major concern on any college campus," says one University staffer who, like Duane, chose to remain anonymous. There should be a warning label. It is possible that this pasteurized patty is purchased for a project in the nearby Science building. We can only hope. If anyone has information regarding these vending transactions or any other safety concerns at the University please contact the Student Health and Advisory Board.



The Jumbo Flame Broiled Bacon Cheeseburger, sold in a vending machine near you.

Photo by: Sara Adams

One Member Of Housekeeping Staff Has Hectic Schedule

By: Whitney Payne,
News Editor

Housekeeping and culinary arts appear to have no relation. Yet for Alan of the Housekeeping Department, they make up his day. After working at the University in the mornings, Alan heads over to Forest Park Community College for classes. There he learns how to prepare the many cuisines that make up America's diet.

While this alone is a full schedule for most college students, Alan goes one step further by working at a catering company to learn more about the food business. "The company I work for is the one that prepared the food when President Bush was in town last," he says. He enjoys working for the catering company and especially enjoys it when he sees people he knows from the University. "They look at me like 'What are you doing here?' and I laugh and say 'This is what I do.'" Through the work he has come to learn the mechanics of events, beyond just the food. He boasts being able to set 20 tables in about 20 minutes and having no mistakes. He also cooks sometimes and

said his favorite dish to make is beef tenderloin and roasted garlic mashed potatoes.

Alan's outlook on school is much different than the average student on campus. He came to the United States as a refugee from Liberia in West Africa. The loans he has been given for school are a blessing not to be wasted. Despite his African background, he solely focuses on American cuisines right now. "I want to master the American foods, and just keep improving," he says. In order to reach professional, Alan has traveled to Las Vegas to study and hopes to go up to Chicago soon, since he has heard about their many restaurants.

When all is said and done, he hopes to open a restaurant. Whether it will be here or back in West Africa is still in the works. "I could open a restaurant anywhere, anywhere there's an opportunity," Alan says. Apparently opportunities are presenting themselves though. He and his brother, who works as a chef at the Adam's Mark Hotel, have opened a small snack shop on March 24, very similar to the DSAC, in Alton Square, IL. The shop will sell basics like fried

chicken and French fries, with ice cream in the summer.

So could an aspiring cook offer any tips on what should be done in the cafeteria? "I don't work in the cafeteria; if I did things would change. What I have learned from working with the catering company is that you have to know the people. Some people like their food seasoned a certain way and you need to let them season it. The cafeteria also needs to be open for the students. Some days I walk in there and all I get is a salad and some days I do leave."

Alan's main goal is to make something of himself and his cooking expertise. "I do not want to be doing this [housekeeping] all my life. "When it comes to my education, I'm serious. Most days I leave [Fontbonne] and I'm changing in the car so I can make it to my classes on time. I'm busy all day." Most people on campus don't stop to talk to Alan and many may not even know who he is, but he's ok with that. "I'm not the kind of person who can explain myself to people, but I don't care how people look at me, or what people think of me. I'm going to reach my goal."

Relocation And Recruiting Are Challenges For One Staff Member

By: Jenn Glover,
Reporter

Relocating to a new city might be intimidating for some, but for Amanda Litvan, Admissions Counselor, it was a chance to work in a field she has always enjoyed. Litvan moved to St. Louis from Woodridge, Illinois, which is about 30 minutes out of Chicago. She attended Indian University where she received her degree in Marketing. After college, Litvan worked at Cintas Uniform Company for a year as a Management Trainee in the Human Resources department. An interest in working in higher education pushed her to make the move to St. Louis and the University.

She is still getting used to the job, but says, "This is a learning experience for me." She realizes what a good move she made in deciding to come to the University. Litvan credits the immediate staff she works with and everyone for helping her in learning the job and the area.

College recruiting is Litvan's favorite part of the job. Other

rewarding aspects include bringing in a great freshman class and getting to know those students and their families. "Parents are refreshed to be known by their name and not just as parent at like they are at larger school campuses," says Litvan. She stresses the qualities of the campus as big selling points to perspective students. "Students see a tight knit community. There is a family atmosphere at Fontbonne," says Litvan. Running into familiar students while giving tours of the campus shows students what kind of experience can be had on a smaller campus. She says, "Many students want to be apart of that community." The beautiful campus and great location also attracts students admits Litvan.

Students ask many questions when looking at universities, but Litvan says she answers questions honestly. Emphasizing the strengths of the majors and the personal approach the professor take are key points Litvan addresses with incoming

students. "Students have the opportunity to do what is best for them. Every student has something to get into as far as clubs and activities," she says. Entering college for Litvan was a great experience. Dance marathon was a big deal at Indiana and she was excited to learn that it was also here.

When she is not working, Litvan also enjoys running and cycling. Living near the University and Forest Park, she looks for interesting areas and places to tell students about when they visit. Cooking is also something Litvan likes, but says that she is still learning. She says groceries in Chicago were expensive, but here they are affordable. Litvan has begun making simple healthy meals with no disasters to report.

Litvan offers students this advice, "Make the most of your experience. Get involved and enjoy your years here. Take all advantages."

Foreign Languages Have Become Obsolete At The University

By: Dominic Dimanche,
Reporter

"Bonjour! Comment ca va?" Don't know what that means? Ok, how about, "Hola, como estas?" Still nothing? How about "Konichi wa" or "Bonjourno?" Not a thing yet? Well, therein lies the problem. The University is the only college that does not offer any foreign language classes – not even the two staples of French and Spanish. According to Judith Failoni, Head of the Foreign Language Task Force and the official response is: "We don't have definite answers."

There are many factors that contributed to the disappearance of foreign language, the main one being the students themselves. The reason for the lack of interest from students is many factors; they just do not have the elective space in their schedules, transfer students just want to finish the year as soon as possible and do not wish to be encumbered by too many elective classes, some just were not aware of their existence, and others just did not want to learn a foreign language.

The University tried offering Spanish, but due to lack of student attendance and sign ups, it fell by the wayside and was

later canceled. Despite these setbacks, Failoni and the rest of the task force are hard at work "looking at different ways" to get language into the classrooms – even if it is not on campus.

One way to solve the problem was sending students to Washington University's campus to utilize their foreign language program. However, among the 13 students who enrolled in these classes from the fall of 2001 to spring 2006, a total of six dropped their courses. Some reasons for this stem from the problems that arise from outsourcing classes: the schedules sometimes conflict with the times of their other classes, the teachers are not part of our University, parking problems, it seems too far, and some shun the idea of outsourcing classes and it is put in a bad light. Once again, the fact that not many students know or care about this program hurts its chances also.

To Failoni, who is fluent in French, learning a foreign language is a useful device in many aspects. "Knowing a language is helpful in any field and is a useful tool," she says. Knowing a second language has many benefits in a lot of academic and business circles:

not only can it help improve one's own native language; in the business realm it helps to speak with possible business partners.

Not to mention the fact that many people around the world, English is their second or maybe third language, so being bilingual would be of great help when speaking with someone from another country. As a matter of fact, colleges like University of Missouri-St. Louis, Webster University, and St. Louis University see it as so important that they even require it for some general education or degree requirements. For example, SLU offers up to nine classes, which include Greek, Latin, Portuguese, and even Hindi along with the basic ones like French and Spanish. Webster has Arabic, Dutch, Chinese, Japanese, Polish, Russian, and Thai in their foreign language department.

Among all these factors, the main problem that needs to be solved is not what languages to incorporate but to somehow find a way to let the students know of their existence and to give them time for it. Until then, it seems that any language according to the University, is a dead language.

Senior Seminar Project Focuses On Cell Phone Use

By: Carla Gitto,
Reporter

As Kara walks down the hallway she sees two students in the distance walking toward her. Avoiding eye contact, Kara flips open her cell phone and puts it to her ear as if she is on the phone with someone. The two students are getting closer to her and she looks down to the floor, while still pretending to be talking to someone on the phone, in order to avoid confrontation or eye contact. Believe it or not people have done this before. The use of cell phones on campus is very common for most students. Cell phones are used in a variety of ways, other than simply talking to someone or checking voice messages. Depending on the type of phone you have, and how much you want to pay each month, they can be used for text messaging, downloading or sending pictures, downloading or sending videos, games, e-mails, getting the latest score for your favorite team, and some even allow you to watch television! If students are so engaged in communicating with others by using their phone, it could be taking away from the University's whole idea of a small campus where everyone knows everyone else. Not everyone, but some students, especially those new to the campus, may have chosen the University in order to get to know others. Seeing that a lot of people have cell phones at the University it would be interesting to find out how often students rely and use their cell phones here on campus, and how they would feel if they left it at home.

Senior Lauren Kaemmerer, majoring in communication, is currently enrolled in senior seminar. Kaemmerer is finishing up a study she did on cellular phone usage and students that go to the University. "I wanted to concentrate my study on the Fontbonne University campus not only because it was practical and accessible, but because as a Fontbonne student, I wanted to specifically examine the behaviors of my fellow college students," Kaemmerer says. She adds, "It is truly overwhelming to see the number of students engaging in cellular phone conversations on this campus alone."

After surveying an estimated 100 students, the results are in. Kaemmerer says, "My hypothesis was that students would spend a significant amount of time on their cell phones while on the Fontbonne campus (upwards of 30 minutes per day), and that they would experience symptoms of anxiety and disconnectedness should they misplace or forget their

cell phones." Considering the University's small campus and the fact that most students are very considerate when it comes to helping out another student for their senior seminar surveys, the data collection did not take too long. "This study, surprisingly, was accomplished over the span of one week. In order to collect the data, I went around to classes to complete surveys, and I also sought out students in the dorms," Kaemmerer says. After all of her hard work and great participation level from other students Kaemmerer sorted out her survey responses. Kaemmerer says, "The results of my experiment did not surprise me—not only did nearly every respondent use their cell phone while on campus, but they also spent a great deal of time on their phone as well. The participants also expressed that they would feel significant degrees of anxiety and disconnectedness while not in the presence of their cell phone. The results truly provided an inside perspective as to the degree of dependency students feel towards their cellular phones." Kaemmerer's survey included questions and answers, that included a Likert Scale to measure how often and why student's used their cell phones, as well as how students would feel if they left their cell phone at home. Kaemmerer is not the only one that feels cellular phone usage is on the rise at the University. If anyone has ever had to dance to their cell phone ringer in front of the class before, chances are they were in Dr. Norton's class. Dr. Norton, professor in the communications department, has made it clear to her students, that if their phone rings during her lecture they have two choices: they can dance to their ringer, or they have to let her talk to whomever is calling during her class. Dr. Norton says, "I recognize that most students have cell phones—that's not going to change." She adds, "I know that we can not stop them altogether. So we might as well have a little fun when they ring."

From Lauren Kaemmerer's study, it is obvious that cell phones play a significant role both inside and outside the University. Considering that a lot of students are going from class, to work, to family, etc., it is no wonder that a lot of the University students rely on cell phones as a major form of communicating with others. It may be hard to imagine how it used to be without cell phones around, but two things are for sure: there were less interruptions in classes and not a lot of dancing in Dr. Norton's class.

Students Come On Down For The Price Is Right Game Show

By: Melanie Bernds,
Reporter

"Come on down," were the words repeated frequently during lunch on Monday April 24, in the DSAC. Money was being exchanged and excited people were shouting continually at contestants who looked very nervous. This was the last Fontbonne Activities Board lunch event for the year, The Price is Right.

The DSAC was the place to be for lunch on this day. People were hurrying to sign their names to be pulled as contestants. The first contestants called had to guess the price of an Eddie Bauer chair. Wanda Cummings won and went on to play the Golden Road game but lost. Next up was a new contestant was freshman Brenda Kelly who won big. She played the Grand Game where she had to pick from a table of products to identify which were under \$4.00. She was on a roll at \$80.00 and the pressure was on. Kelly could either walk away with the money or continue with the chance to win more on lose it all. Kelly had a hard pick: was the popcorn under \$4.00 or were the mixed peanuts? The crowd was shouting "Popcorn,

popcorn!" She went with her trusty audience and won \$160.00.

Junior Jenny Vasquez started off by winning a rolling igloo cooler and went on to the Dice Game. Fans of the Price is Right were getting very excited because in this game Bob Barker gives away car if you win and FAB was about to let down fans. That right Vasquez won a car. Not just any car, but a green Jeep Gladiator, with a remote control along with it. Her little hot wheels seemed to please her as she strolled back to lunch table with all her winnings.

Next up to bid on was a George Forman Lean Mean Grill. Everyone over priced and it was back to the boards and finally Dominic Dinanche, freshman, got the right amount. He played Pass the Buck he lost at first but came back to win \$25. Weary Dinanche went on to win more. He did it again and won an additional \$15. Now he had to decide should he walk away or keep going. The crowd was yelling and to see what would happen next if he kept going and so he did and won \$20. Dinanche walked away with a total of \$60.

Now the game got intense as

it was the showcase showdown. Kelly rolled the fuzzy dice and got a 2 while Dinanche received a 4. He passed the first showcase consisting of a \$30 gift card to Target, a Champion rollup duffel bag, and a portable DVD player to Kelly. She bet \$225 after adding up the items. Dinanche's showcase contained Seinfeld's 5th season DVD, \$30 worth of iTunes, and a 20 inch Magnavox television. His bet was \$168.85. Both bet over the actual amount of the showcase. Dinanche still one because he was closest.

The event was not over yet. The attendance prizes were next. The prizes ranges from trivia pursuit pop culture game, deluxe poker set, a digital camera, camcorder, and most importantly money. FAB gave out a total of \$85 dollars in attendance money. FAB was able to give out money and other items because of their set budget they had for lunch time events. Since the Price is Right is the last lunch event, all the left over money from previous lunch events was provided for the Price is Right. The audience was happy, the contestants were happy and another lunch event was a success.

4th Annual Griffin Classroom Debate Held

By: Tara Terry,
Reporter

On Saturday, April 22, the University hosted the 4th annual Griffin Classroom Debate Invitational at 10:00 am in the East building. Students from Dr. Heather Norton's Argumentation and Debate class gathered together in friendly competition with students from South East Missouri State (SEMO) University, in a crossfire-style debate. The tournament consisted of three rounds involving discussions in accordance to the National Educational Debate Association's selected topic for the spring semester, "Nonviolent Crimes Should Not Carry Prison Sentences."

"The crossfire debate is a form used in a lot of high-schools, and is actually modeled after cross-fire television shows. At big debate tournaments there are usually 15 debates going on at a time all across campus. There are typically six rounds, but we're only having three," said Norton.

The crossfire debate-style follows a strict format. The first speaker on the affirmative side has four to five minutes to present their case and support their resolution. The second speaker on the opposing team then engages in a direct refutation of the affirmative position and presents their argument for the negative side. Directly following these discussions is a crossfire round where speakers from both teams have three minutes to participate in a question/answer session to clarify each other's positions. The aforementioned procedure is repeated and summary round immediately follows the second crossfire. During the summary round, the affirmative and negative sides each have two minutes to address counter arguments and begin turning the debate to key issues. Then the grand crossfire round follows. Finally, each team has one minute to make a favorable and lasting impression making one final plea for the

judge accept their position.

The debates took place in the East building in rooms 103, 105, and 316 and judges were assigned to each room to listen as the teams argued their point. Due to the number of people involved, each of the teams had to argue both affirmative and negative positions regarding the topic. The judges of the debates were Dr. Norton, Dr. Larry Underberg (SEMO debate coach), Holly Weems, and Shana Albright.

"When judging, we listen to both sides and look for who makes the best argument. It is simple, but complicated at the same time. We often bring in judges who aren't necessarily skilled to listen because it is important for the debaters to get their arguments across to everyday people," says Norton.

Students enrolled in Norton's Argumentation and Debate class have spent all semester sharpening their debate skills. They have studied the debate topic at length, written several papers developing affirmative and negative arguments, and contributed to several classroom debates. At the end of the semester, students had the option to either participate in the Griffin Invitational or write two editorials about the same topic and submit one for possible entry into a venue such as the Post-Dispatch. Students from Norton's class who participated in the Invitational were Zach Harper, Jenny Steinbrugge, Michelle Tinker, Kendal Whitaker, Kate-Marie Watkins and Terrisila Smith.

Following lunch, after all three rounds were completed, an award ceremony was held at 12:30 in East 318, to reward the debaters for their efforts. Six awards were given out to commend the Top Affirmative Team, Top Negative Team, Best Overall Team, and three awards were given for the Best Speaker of each round. Zach Harper and Jenny Steinbrugge tied for Top Negative Team placement, Terrisila Smith won the Top Speaker Award, and Zach Harper won fourth place speaker.

Interfaith Chapel Provides Peaceful Haven For Students

By: Krista Brown,
Features Editor

For an old storage closet that, according to sophomores Julie Allen and Melanie Bernds, "looked like the home of the Phantom of the Opera," the Interfaith Chapel in Ryan Hall has recently transformed into a beautiful and cozy place to meditate and pray. Big, comfy couches, throw pillows, and new carpet are a few of the physical features that have replaced dusty boxes, cobwebs, and brooms. The atmosphere has changed to create a place that accommodates the spiritual needs of the University students who are all invited to utilize this new area.

"Many students, Catholic or not, have a need for a quiet place to go and meditate, pray, or just relax," says Director of Campus Ministry Tony Mravle. "The main chapel's door is always open for the same reason, but many students don't feel comfortable going into that big, open, very Catholic space. The Interfaith Chapel is meant to be a more intimate, open area for everyone."

And with an amazing view of Doerr Chapel through the oversized windows, the Interfaith Chapel includes perhaps the best of both worlds—the bright, spacious beauty of the Doerr with the personal, private feeling of the Interfaith. Besides being used as a place for students to come and pray, Campus Ministry employs the

space for their weekly Journey and Disciple programs. "Faith-sharing groups use the Interfaith Chapel to meet in a couple times a week, and it's been really good to be there," says junior Angie Schmidt, who is a regular at the Journey get-togethers. "People join each other in this awesome place to discuss and learn, and it's a great experience."

The idea of having a quiet place where students could go to pray or reflect began a couple of years ago with the small chapel in the Medaille building. Although it was convenient for residents, it was inaccessible to handicapped students (as the elevator does not stop on that floor) and sometimes to non-residents. The concept was then moved to Ryan Hall, in the area above the Doerr Chapel, but much labor was completed before opening. "The Administration, Sister Barbara Dreher, and lots of others were all very helpful in getting the work done in the Interfaith Chapel. Besides the furniture and carpet, we installed a drop-ceiling, additional lighting, windows, and an AC/heating system," says Mravle. "Clair Roach, a generous donor to Campus Ministry and other programs as well, has helped a lot with the financial aspect of the project."

Students have been taking part in the creation of the Interfaith Chapel as well. Mravle counted on Fashion Merchandising major Victoria Blake, whose work-study job is in the Student

Affairs Office, for advice and input on the interior decorating. "I went to her and said, 'Look, I'm a guy...can you help me out?'" and she assisted us in matching the carpet with the furniture and deciding which colors would go best," says Mravle.

Although much work has been completed, and the Interfaith Chapel is officially open, there is still more to be done. A bookshelf equipped with different, student-selected materials is among one of the items on the list, along with a special, "surprise/exclusive" mural that was just recently painted by undergraduate students Kevin Gray and Trish Scudder. "The hardest part about the mural was figuring out what to do, and we came up with so many ideas," says Gray. "One day Trish and I were sitting up there in the chapel arguing about what we were going to paint, and we kind of looked over at the tabernacle area. At almost the same time, we said, 'What does God want us to paint?' and then we prayed about it. So we've painted what we think God lead us to in the Interfaith Chapel."

With an atmosphere of serenity (and a mural to convey that feeling even more), the Interfaith Chapel has benefited the students who have already used it to pray, meditate, relax, or even read their Bible. With open arms the Chapel welcomes any student who might find a need and get a special blessing from its use, as many can already say they have.

Discovering The Top Floor Door

By: Rachel Whitener,
Reporter

Let's say you're a student at this University, and you take an interest in discovering things new and exciting. Do you know about the door?

Ryan Hall, Science, East, Medaille...there is a certain door in every school building, and every door is the same: small and narrow, some with six panes the eye cannot see through, some with nine rectangular indentions, not panes at all. They are carved of wood and colored light brown, the color of dead grass in January. No nametag exists to the right or left of the door indicating a professor or particular field of study.

There is, however, a sign above, which goes easily unnoticed unless you happen to be observant and curious. The sign reads in uppercase red, "ROOF ACCESS."

When the brass knob is turned and pulled, a space to fit only a person or two is revealed, enclosed and dark, awaiting the brave opener. Some doors have a single step you must climb to enter. On the far inside wall, a metal ladder leads to an upward abyss.

Do you dare?

A curious question is this: Every day, you are trapped inside these buildings, inside these walls where you sit listening to discussions on Maslow's Hierarchy of Needs. Maybe you stare out the windows, wanting to be away from it all for awhile.

So, why not? Have you ever thought about seeing this place from off the ground?

Brent Spies works in the Physical Plant Office, which is in charge of the maintenance of the buildings. He controls every aspect of the architecture, outward and in, bottom...and

top. Has he ever been up on a roof or two?

"Oh yeah," he says. Well, what's it like up there? "It's like a roof. You've got a good view of the campus."

Another question: if a student ever wanted to take a look at all that happens here at the University, but from above, could he or she be escorted to the top? "Probably not," Brent says. "There are safety issues." Understandable.

However, if you're ever curious as to what it may be like to take an elevator to the top floor, open the door that says, "Roof Access," climb the ladder, and yell out something when you get up there, something like, "I'M THE KING OF THE WORLD!!" then you may be interested to know that sometimes, the door is unlocked...

But don't tell anyone...

**Good Luck To All
Graduating Seniors!**

A Letter From Aarhus

On January 20th I left the United States for Denmark: the land of legos, the world's oldest monarchy, home of Hans Christian Anderson, philosopher Soren Kirkegaard, and Tuborg beer. O'Hare airport in Chicago was blanketed in snow, and falling heavily. When I arrived in Aarhus, 8 hours later, there was a foot of snow on the ground, and the temperature didn't feel any warmer than it had in Chicago, in fact, it felt much colder.

Aarhus is the second largest city in Denmark, a city of 295,000 inhabitants. The city is about 3 hours by train from Copenhagen. The peninsula of Jutland or Jylland is anchored to the central European mainland but otherwise it is comprised of 406 larger and smaller islands, 90 of which are inhabited. Copenhagen is located on the biggest island, Zealand. My school, the Danish School of Journalism, is in the suburbs of Aarhus.

I soon learned that winter is long, dark, and cold in Denmark, but the Danes keep upbeat year-round because of hygge. Hygge is one of the most important words in the Danish language and it means "cozy" and expresses the Danish feeling of being "connected-to-friends," feeling a part of the "community" (faellesskab) and enjoying life. Danes are known as Scandinavia's "party" people who value close frequent contact with friends and family.

Throughout the winter, my Danish house mates and I spent long hours in our kitchen, in Borglum Kollegiete, a tall concrete example of Danish minimalism, complete with underground tunnels and designed to promote community living. Danes bike or walk almost everywhere, and the Danish Journalism School is just a fifteen minute walk from Borglum. My Danish house mates taught me how to play Danish games, like "Throw the pigs" and Danish Trivial pursuit. "Throw the Pigs" is a funny game in which you toss two rubber pink pigs and gain or lose points according to how they land.

One of the most interesting things about Denmark is the Danish welfare state. Denmark's Middle Class is deep and wide. It is difficult getting rich because the tax system discourages it. Likewise, there is virtually no poverty because it is considered unwise to have marginal segments of the population that might become a threat to the rest of society. Denmark has one of the highest income tax rates in the world, and most goods are also heavily taxed. For example, most Danes don't own a car because cars are taxed an astronomical, 110 percent. The government heavily taxes cars because they want to improve the environment and to promote public transportation.

The best part about studying abroad is meeting students from all over the world. There are just handful of Americans at the Danish School of Journalism and I am the only American in my course. I have students from Italy, Slovakia, Macedonia, and even Chechnya in my class. There are over 20 nationalities presented in my class alone. The international students in Aarhus also meet at the city international center. We have a blast comparing food, culture, and drinks in our home countries.

I was unprepared for the amount and scope of questions my classmates had about America and the War in Iraq. Although American music, T.V shows, and culture is widely popular around world, American politics are generally not. Most of my classmates love the Simpsons and Seinfeld but when I told them I was from St. Louis the most frequent question was, "How far is that from New York?"

I've learned to take political questions lightly, and to answer most questions as honestly as possible. Just as I don't know much about the capital of Sardinia, most people in Europe don't know much about St. Louis.

Though I still have several months left in Europe, I've learned a lot about myself, the Danish culture, and have done a lot of traveling. At the Danish School of Journalism we attend school Monday through Friday from 9-5, so you do a lot of writing at school, and don't have much homework. I've had plenty of time to jog by the sea, visit the local bars, and eat Danish pastries.

As I prepare to graduate this summer, I'm thankful I've had the opportunity to study abroad. It's been a wonderful way to meet people, see a bit of the world, and experience a different culture. As a foreigner living in Denmark, I've learned that the society is different than America, but Danes are generally accepting, friendly, and remarkably fair. This little green country in the sea is a great place to call home for a semester.

-Jenny Johnson

Everybody Has A Story

By: Maggie Sullivan,
Guest Writer

Sam Adams isn't a founding father, and doesn't have a beer label named after her. She doesn't really even like beer, nor does she admire Samuel Adams that she can think of. So the fact that she shares his name is moot, but there is plenty about her that sets her apart from her peers. Adams, often thought of as the University's resident goofball, reminds one of famous stand-outs like former Major League pitcher Turk Wendall. Like Wendall, who brushed his teeth in between innings, Adams has an affinity for teeth cleaning. She admits to gleaning great enjoyment out of brushing her teeth; certainly much more than the next person. She readily admits brushing them upwards of four times a day, always with her favorite toothpaste, Colgate Total. "Mmm, that stuff is great, it's just the best," she says with a dreamy look in her eye.

Anyone who knows Adams is bound to mention the words "unique" and "loud" somewhere in their description. "She's really loud and energetic, if she's on campus, you know about it because you can usually hear her," says sophomore Julie Allen. Adams has the quintessential upbeat personality, never without the accompaniment of frivolous conversation. If Mike Tyson is to mentally

questionable sociopath, Adams is to vastly eclectic socialite. She possesses a quick wit that she never leaves home without. This helps her to thrive around other people in social settings; one would never believe that she has a morbid fear of public speaking. While she casually, nay boisterously, causes friends to roll in their seats by waxing philosophical about silly things like the average temperature of ice cream, she says speaking formally to an audience is, "scary, all their faces looking at you and all waiting for you to mess up".

Adams seems like a paradox in the flesh. Everything about her suggests the opposite of how she really is as one gets to know her. The typical college student, for example, can be found taking part in any number of, "extracurricular activities," so to speak. As far as Adams is concerned, watching hockey, playing craps at the casinos, or spending a quiet evening alone with her compilation of Berenstain Bears books can be more than enjoyable. In elementary school, "I just started collecting them, now I have about 50 - plus the board game; they make me happy," she admits laughingly.

She also boasts a unique resume and college career. As one of the most popular R.A.s, or Resident Assistants, on campus, she proudly states that her major

is simply, "general studies" and that she really has no idea what she wants to do, though she graduates sometime in the next year. Upon deeper exploration, Adams shyly reveals her ambition for becoming a park ranger at the Arch Grounds, a job some might not even realize exists. The somewhat diminutive Adams, at 5'1" (plus a half that she's very proud of), is not the kind of person one might expect to find shooing stragglers and arresting troublemakers after hours at the Arch. One can't help but wonder if she tells them dirty jokes before she lets them run along home.

Adams has been working as a security guard on the Grounds for two years, and has even gotten a few other University students in on the same gig. After going through formal academy training post-graduation, Adams will be able to carry a gun, mace, nightstick, and hand-cuffs of her own so that she can crack down on any crime in and around the Arch Grounds. This line of work allows her to be immersed in the things which make her happiest in life; being around lots of people and enjoying the outdoors. All who meet Adams will be sure to remember her bubbly personality and her presence as a character that undoubtedly helps to make the University the unique small community that it is.

Leadership Class Benefits Students

By: Jenn Glover,
Reporter

The activity was to put the puzzle together, but three members of the five person team were to be blindfolded. The two class members that were not blindfolded could not touch the puzzle pieces and had to rely on their blindfolded friends to bring the pieces together. "Okay, move this hand to the left," said one leader as they touched the arm of their blindfolded feeler. "Now turn the piece over, no the opposite way, from left to right." It took over two minutes to finally construct the puzzle. Then it was time to take the blindfolds off and try again, timed. Even without the blindfolds, the task was challenging. If a piece of the puzzle was put into the wrong spot, it would add thirty seconds to the team's overall time to construct the puzzle. A game plan was necessary to put the puzzle together in the least amount of time. The group decided to get the corners down first and then work on the inside pieces holding them over the open space to make sure they would fit. It took the class of five several times to beat the previous record of 50 seconds,

but they finally got it done in 45.

Chris Gill, Director of Student Development and instructor for the Power of Leadership course says that being a leader means, "recognizing that you are influencing people positively," and leading them in the best way. He says that this class enables students to learn something about themselves, such as their skills, styles, strengths and weaknesses. They also learn self-awareness. Gill states that different people are born with different skills, but by learning skills they may lack, can become leaders. Gill says, "A leader has a higher sense of responsibility. They cannot stop being a leader."

Gina Venegoni, sophomore, says leadership to her is, "Being able to positively influence others and gaining there trust and knowing that I am working to help them." She says that it is not always easy being a leader in that sometimes people run into problems that require them to make difficult choices. Venegoni says in these situations, "Put friendships aside to make the right decisions."

Ashley Brown, sophomore, says, "Chris encourages critical thinking. He wants us to think

about our roles and gives us tips and suggestions about being a better leader. Our hands on discussions enhance our learning." Brown discussed a time when she was a leader and many more responsibilities were put on her plate than should have. "Things fell back on me, so I went back and fixed the problem. We talked out the issues as a group and resolved them." She says that this class helped her to solve the problem that she was encountering.

The lesson for the day centered on the book, FISH! A Remarkable Way to Boost Morale and Improve Results by authors, Stephen C. Lundin, Harry Paul, and John Christensen. The FISH! topics focused on play, make their day, choose your attitude, and be there. Play is a liveliness and eagerness to bring new ideas and activities to the day. Play is like bringing the inner child out for everyone to see. Make their day is going the extra mile to make someone else's day a little bit better. Choose your

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Spring Formal: A Commuter's Tale

By: Tara Terry, Reporter

The sun shone brightly that Friday evening, the 7th of April. Its rays reflected off our dresses--winking at us--a good sign of the events to follow. In flashes of teal, lavender, and black, my five friends from back home and I (a commuter), rushed to the car in anticipation of my first attendance to a FAB sponsored event...The Spring Formal.

Tara McDaniel, sisters Heather and Ashley Parks, Lucy Schmidt, Beth McCafferty and I all grew up in neighboring towns 15-20 miles apart from each other. We met at East Central Community College in Union, and have stayed in touch since our graduation in 2004, despite differences in universities we currently attend. Although, they paid \$25 a ticket as opposed to the \$20 I paid, the girls were happy for a chance to dress up, meet new people, and shake it (as OutKast says) like a Polaroid picture.

"I was so excited to be able to attend. It was nice to have the opportunity to break out my old prom dress and dance with all of my friends. It's rare that we all get together, and I definitely needed a break from life at SLU," said McDaniel.

Our journey began in St. Clair at Schmidt's apartment, exactly 52.29 miles (according to the omniscient powers of MapQuest) from our intended destination at the Sheldon Concert Hall in downtown St. Louis. We had everything we needed: clear, concise directions, an assortment of mixed CDs, and a cooler full of icy, cold bottles of...uh water--yeah water. The trip itself seemed simple enough: a straight stretch off of I-44 to Exit 288 toward Grand Boulevard, but as fate would have it we encountered several obstacles that evening.

The first hurdle occurred as we exited off of 288. A glance at the MapQuest printout instructed us to make a "slight left" onto De Tonty. Although we were a little unsure of exactly how to make a "slight left" we figured we could wing it. Around this same time, as I strained to make out the passing green and white street signs above me, one girl's cry from the backseat turned into a chorus of "I've gotta pee!" Okay, I'll admit it. I was just a little bit jealous of my friends who had obviously had way too much water, and was hesitant to pull over so close to our destination, but I gave in and pulled into the nearest Shell station. Entering this little Shell was easy enough, but leaving was a completely different story. From out of nowhere, a big bumpin' Cadillac

pulled into our path; the driver rolled down his window, revved his engine, and tilted his chin up in silent invitation. The girls in the backseat started squealing as I yanked the car in reverse and escaped out the back, saving us from the eager Caddy driver who had obviously never seen so many girls in dresses at a Shell station.

Now back to the problem at hand. We could not find the street anywhere. In panic, our six cell phones were withdrawn immediately in attempt to find out just, "where in the heck is De Tonty?" but the search was done to no avail. Suddenly, our path became clear as the one of the Parks girls noticed a sign for Washington Boulevard, where the Sheldon was located. Despite the unexpected \$8 parking fee, we were very excited as we pulled into the parking lot, taking a couple of minutes to quench our thirst before entering the building.

An elevator led us up to a cozy, dimly lit floor equipped with a dance floor, porta-bar, and a delightful-looking buffet table of Pasta House delicacies. It suddenly occurred to us that we were famished! We quickly found a quaint, little table for six and attacked the buffet. We brought back plates piled with rolls, salad, chicken, and green beans. Conversation was over at this point; the only breaks we took from eating were for grabbing drinks and posing for the photographer floating about.

"I loved the photographer," said McCafferty, "We'd eat--he'd take our picture, we'd dance--he'd take our picture, we'd walk--he'd take our picture. He loved his job. I blew him kisses all night!"

We were finishing up our second round from the buffet table, as the lights dimmed and the DJ started up the music. Before rushing off to the dance floor, Schmidt made sure to leave instructions for the waiters on a napkin placed over her remaining food, "Back away from the plate. I mean it! Hands off the rolls." Really, the food was that good, but finally, the time had come to hit the dance floor. Around 50 people quickly crowded in on a small hardwood floor. University students, my girlfriends from back home, and even I--a commuter attending my first FAB event--laughed and enjoyed ourselves together while we danced as Lil' Jon shouted out his instructions to "Get Low." Yeaahhyaa!

A University Love Story Of Theorems And Thermal Clouds

By: Rachel Whitener, Reporter

It's a story of cosmic love.

Kay Graves is a math professor at the University. Her husband, Chuck Graves, is a professor of meteorology at St. Louis University. Their home lives can be summed up in homework, grades, sports, and extracurriculars, and that's just the parents. As for their three children, well, what's it like to grow up with coaches and teachers as Mom and Dad? "You're pretty much screwed when it comes to English," says sixteen-year-old Christine. "I can't write [worth anything]." It is quite possible that the star-crossed lovers from which the three kids get their not-so-English-savvy DNA are just nerds.

On a typical night in April, Kay is cooking chicken fajitas and rice for dinner. Chuck comes home with the two boys in tow, and as he looks over the contents of the two pots on the stove, states, "The rice looks better...better than when I tried it." Laughter follows and moments later, the family begins to gather around the table.

Once the prayers are said and the plates filled, a tender tradition commences as Chuck begins on his right and says, "So, honey, how was your day?" continuing around the table. When asked if he's a weather nut, Chuck responds, "No, not really," while the kids emphatically nod their heads and roll their eyes.

It would seem to be an interesting and possibly rewarding experience obtaining one's roots through theorems and thermal clouds. Homework is indeed important in this house; sometimes everyone is doing it at once. And while no e.e. cummings may be around to provide useful advice on English and literature, there are two nuts close by to help with the math and science.

"You'll have a science question and think, 'Ok, science, I can go to Dad,' and you'll go to him and you'll come out three hours later and know how much nitrogen is in the air and all this other stuff, but you won't have an answer to your simple one-sentence question," says Christine.

Conversation continues at the table as Chuck excitedly bursts out, "Christine, you would be proud of your dad -- I got a Star Wars question right at trivia the other night!" Kay cuts in, "And you got the only meteorology question wrong!" Prepare yourself: the Star Wars talk has begun.

Kay grew up in Nashville, Arkansas, a town of about 4,000 people. Her family had a boat, so waterskiing became a frequent pastime. She began to like math in school, but didn't know what she wanted for a career. She played basketball in high school, a time when girls could only play half-court ball. Arkansas was one of the last states to get rid of this rule, and Kay's senior year was the last for half-court basketball. When she went to college at Benedictine, her coach said, "Ok, Kay, it's ok for you to cross that line now."

She went on to finish school at Iowa State University. It was there that she got a job as a teaching assistant, a job that gave her a salary she lived off while in school. The TA's didn't simply assist, however. "We taught the classes, graded the homework, everything. I taught Business Calculus." As if teaching wasn't enough, the school was quite a drive away from her hometown. But Kay was not alone; the main reason she had gone out of state to school was Chuck. They met in 1982, and he was going to Iowa State. So Kay went, too.

They married three years later after they both tested for their masters. Then they went to work at Texas A&M for about four years; during this time, they

had Christine and Kevin, the first and second of their three kids.

Chuck found a teaching job in St. Louis, which he barely chose over a non-academic researching job in California. So here they came. The Graves family had their third child, Thomas, in St. Louis, and when Thomas was one year old, Kay found herself at the University.

Today, St. Louisans Kay and Chuck are teachers, mentors, and coaches at home. Chuck currently coaches Thomas in basketball; they're involved in their church; Kay plays volleyball with a co-ed adult group at a local community center.

They are very child-centered and like to take advantage of the free family sites that St. Louis has to offer: the Zoo, City Museum, Grant's Farm, and the Muny.

These professors are two shining stars in the Big Dipper of their lives; where does that leave the little dippers? Christine, as a child, according to Kay, hated math. "I remember thinking, 'Oh, you're doomed!'" Now all three kids enjoy math and science; Christine wants to be a doctor, and as for college, says Kay, "She says the farther away, the better. The mom in me says it's going to be hard to let her go too far."

The children are excused from the table to finish homework. Chuck and Kay discuss Chuck's new glasses and the fact that he is almost completely blind and how he wired his frames when they broke not too long ago and everyone was impressed with the wire job. A meteorologist with wired glasses; they must have gotten a good chuckle out of that one.

You could say that this is the life, at least for the Graves family. Through theorems and thunder clouds, they live happily; and maybe it was in the stars after all.

"Cell Phones," from page 2.

is more convenient to grab the phone and call someone else than trying to a spark conversation with a complete stranger. "I also don't want casual conversation to lead to social obligation," she said. Blaming it on her bad experiences at past schools, she feels that if she does start to talk to someone in or between classes, they usually want to talk regularly, resulting in time consuming and mundane conversations. But when asked if she as had similar experiences here, Hertlein said, "It's not that I am anti-social. I am just extremely busy, and just don't enough time to have both a social and academic life, at least

not this semester."

Erin Devine, senior, believes that cell phones could possibly lead to anti-social students on campus, but that there is not much a person can do about the situation. However, she states that there are some interpersonal behaviors with the technological realm that she has not quite come to terms with. "They really should outlaw hand-free devices that allow people to walk around talking without the appearance of talking on the phone," says Devine. "It really just freaks me out," she says. Her final thoughts were more positive, however, stating that most other universities are still

not as friendly as our campus, despite the inevitable hi-tech interferences.

The general consensus on campus was that excessive cell phone usage could consequently lead to some students alienating themselves from the University's community. But not to fear, the whole campus has not entirely tuned out to personal conversations. "As with most technologies, it will take some time to develop social norms to both support and manage their use," said Norton. One thing is certain - cell phones have quickly found their way into society and they are here to stay.

Small Cars Offer Great Gas Mileage But Little Safety

By: Lisa Wolk,
Copy Editor

Thankfully, the long hours put into reading and studying are finally about to come to a hiatus until the fall, which can only mean one thing: Summer Break! Summer is a great time for basking in the sunshine, enjoying iced beverages, and generally not doing much of anything else. It's also a great time for purchasing a new vehicle, but on a college budget finding the perfect one can be tough, not to mention the overwhelming amount of vehicles to choose from—there are over 45 different manufacturers, each with model lines ranging from five to 25.

It is important to choose a vehicle that is both safe and economical while catering to personal tastes, a combination that is often difficult to find. Two summers ago, I thought I had found that perfect combination. My hot little white coupe had plenty of power: it pushed 142 horses from its 1.8L inline four, which was the highest stock output for an engine of that size when the car first came out. With a curb weight of only 2643 pounds, it was able to outrun BMWs, Honda Civics, Toyota Celicas, and the like—and it could handle any curve no matter how fast I pushed it. As icing on the cake, it got over 30 mpg, a great asset when gas prices kept climbing. The car was simply amazing, as it did everything I wanted it to. When last May rolled around and I had sent the last payment to the bank, I was ecstatic because I would finally be able to start putting money into it so it would perform even better.

The day after I completed my first project, my dream car was totaled. I was devastated by the loss, but even more upset by the fact that the chassis was demolished in a rear-end collision in which the other vehicle was traveling under 35 mph. The police officer on the scene did not even write a police report because “there was no visible exterior damage,” despite the fact that I could not even get out of my car to look at it because I was hurt. So there I was, literally left at the side of

the road, without my dream car and plagued with injuries.

The car's demolition and my injuries surprised me because the car had received a four star frontal crash rating from the National Highway Safety and Transportation Administration (NHSTA). This rating is misleading because I assumed a good frontal rating would mean the car is structurally sound in any collision and this is obviously not the case. If I had clearer information, I probably would not have bought the car in the first place.

As I have learned, the NHSTA's collision tests are conducted by crashing a vehicle that is traveling at 35 mph into a stationary wall, which is the equivalent of two vehicles of the same weight class crashing into one another at 35 mph. The NHSTA's ratings do not account for collisions in which there are two vehicles in different weight classes (i.e. a compact car and a large car), which is a more common type of collision in the real world. More upsetting is the fact that the NHSTA also does not test rear-end collisions because their budget does not allow for it.

Another major organization that completes collision tests is the Insurance Institute for Highway Safety (IIHS). The IIHS conducts more thorough collision tests than the NHSTA, including offset frontal collisions and rear-end collisions at 45, instead of 35, mph. The IIHS's tests are more stringent, yet not as popular with consumers as the NHSTA's tests; nonetheless it is essential to consider both organizations' test results when purchasing a vehicle, which is something I did not do.

Taking a look at the University's parking lot, it is evident by the types of vehicles that many people do not consider safety tests when purchasing a new car, either. A common sight on the lot is the Pontiac Grand Am, which is also a popular choice among young adults. Its crashworthiness is poor, however—according to the IIHS, the test from a 1999 model resulted in the driver's “survival

space” being virtually destroyed. If Pontiac is the brand of choice, a better alternative would be the G6, which has gotten higher acclaim, but the optional side air bags are a must.

Another common vehicle for young adults is the Chevrolet Cavalier because it gets good gas mileage, does not cost much to maintain, and is at the low end of the price scale. It is okay to sacrifice luxury in the effort to cut cost, but sacrificing safety is not an option. The Cavalier has consistently received Poor ratings from the IIHS and three stars from the NHSTA for frontal collisions (the four-door model received four stars). Most alarming, though, is the one star result for the NHSTA's side impact test for front occupants. The Cavalier's cousin, the Pontiac Sunfire, has received similar results. The good news is that the Cavalier's successor, the Cobalt, has dramatically-improved crash test ratings. The Cobalt is fuel and cost efficient as well—it has an EPA rating of 24 mpg for the city and 32 mpg for the highway, and is a bargain with a MSRP of only \$12,400.

The top-rated compact car, according to the IIHS, is the 2006 Honda Civic. The Civic has also been praised as having the lowest maintenance costs and high dependability by numerous organizations, including being named Motor Trend's Car of the Year. The Civic is a great car overall, especially for college students.

The aforementioned vehicles will be a great choice for all college students, but if a new car is out of the question, any car built after 2000 will be a better choice than an older vehicle because of the significant developments made in recent years regarding safety features. Also, it follows that a heavier car will generally be safer than a lighter one. Whether choosing a domestic or imported vehicle, it is important to get all available crash test information before the purchase. A safe vehicle could mean the difference between life and death. After all, it is hard to enjoy the sunshine and iced beverages from a coffin.

Commencement Will

Be Held May 13, at

10:30am In The DSAC

The Top-Rated Cars for 2006 by the IIHS:

Large Cars

1. Ford Five Hundred
2. Mercury Montego
3. Audi A6

Small Cars

1. Honda Civic (4 door models)

Mid-Size Cars

1. Saab 9-3
2. Subaru Legacy
3. Chevrolet Malibu
4. Volkswagen Jetta

Have A Safe, Happy, and Healthy

Summer! See You Next Year!

Students Prepare For Life After School

By: Carla Gitto, Reporter

Bob sits in his chair, full of nerves, while bouncing his leg up and down and chewing on his fingernail. Not being able to hold his attention toward the other speakers, he is looking straight down at his speech, studying it word by word. A single line of sweat drips down the side of his face while he is being introduced as the next presenter for the evening. Walking up to the podium, he wipes his hands on his nice, freshly ironed dress pants, steps up, adjusts the microphone, and looks out to his audience. They are a mix of proud parents, siblings, friends, as well as English and Communication majors who are anticipating a graduation date that is near. Bob then stumbles over his first couple of words and all eyes are on him.

Senior Seminar is a mandatory course that all Communication and English majors must pass in order to graduate. The course includes a variety of learning techniques through different methods, such as presentations, guest speakers, and a research project. Although each class teaches how to conduct an original research project step by step, it also includes tips that are helpful for life after the University. Julie Henneberry, 2003 alum and sales manager for St. Louis Convention and Visitors Commission, says, "It prepares you in a way that you don't expect or realize while you are actually enrolled in the class. It also helped with preparing me for my career as far as deadlines, organization, and time management are concerned."

This course is focused on preparing seniors for the next chapter in their life, which is getting a job. This class has not always had the best reputation, considering it has been known as the dreadful course entailing the massive research study. However, one that really brings out the professionalism in students and gives them a great accomplishment that they can really be proud of. One person who helps bring out the professional in one is Jennifer Self, a career counselor from the

University's Career Development Center. Self is one of the guest speakers who presents to the class. She discusses tips on resumes, interviewing, and how to become a professional. Her presentation really adds to the course, and gives the future graduates things to consider when searching for a career, as well as, what businesses look for in an interviewee.

The research study portion, the most time consuming part, includes choosing their own specific area of concentration on a topic that they learned from their major. The area of interest can be, for example, a theory, perspective, or idea that came from one of your Communication or English books. Henneberry says, "I loved doing my senior thesis project. I'm sure some of you think that I'm crazy for loving it, but someday I know some of you will look back and have fond memories too," she adds, "I had a blast making it my own and doing something that I had a true interest in." Uniqueness and originality is a must, because you are not allowed to do a study that a University student did in the past. Everyone chooses their own method for conducting their study, such as interviews, surveys, and content analysis, looking at word usage and meaning in written works or speeches. The study can go in almost any direction and the process is up to the student with the approval of their professor.

Bob finishes his speech while making eye contact with the audience. He cannot believe how easy it was to stand up there for five minutes and discuss what he found in the study he conducted. The whole auditorium applauds him as he proudly walks back to his seat.

All in all, Senior Seminar may not be too enjoyable or something to look forward to for most students. Then again Henneberry says, "I don't think that anyone should dread Senior Seminar. If graduating from college was a total cakewalk, every single person would have a college education. However, I kind of looked at it as a rite of passage."

Maiden of Orleans: a Rayson Thriller by Joseph Patrick Rogers is a fast-paced, romantic suspense novel. The action occurs in the present-day New Orleans area. 19-year-old Lori Tate finds herself at the final point in the battle between good and evil. She is helped by Michael Martin, who proves to be a powerful defender.

Find excerpts from this novel, mystery stories, and plays on: JennifersBookshelves.com



Excerpt:
Michael sat down on a white, wrought-iron bench. While he waited, the sound of children's voices caught his attention. Through a few trees and bushes, he could see several small girls and boys playing with a jump rope. As they jumped, they chanted a sing-song chant:
"Kingdom of darkness,
Kingdom of light,
Cooled by angels
Of power and might;
Once in deep Hades a great war was fought,
And now to the earth, the battle is brought;
On a holy vessel, you must now sail
For the sake of the Maiden, you must prevail!"

As Lori Michael did not pay much attention to their chant. "What, what they repeated the verses, he took notice. That is the oldest rhyme for children to be reciting, he thought. He knew from the book that he had read through the light shrouded corner of the children. They were safe out of his sight for a moment or two, but when he came around a bush, they were gone.

Where could they be? He walked around another row of bushes. He was sure, though. Flipping the telephone ring in his hand, he twisted back inside, still peering over the top of the disappearing children.

Available on Amazon.com, Barnandnoble.com (Bn.com), and Books-a-million.com

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Kid's Day A Big Success

By: Pat Dolan, Reporter

The pirates were first seen around noon on Saturday April 1. Three sword-carrying buccaneers were gathered in the DSAC. They seemed to be mapping out an attack. Perhaps they were in search of treasure, or an education. This must be a part of an April fool's joke. No, this was the sixteenth annual kid's day event at the University. And this year's pirate theme transformed DSAC into Treasure Island.

Chris Gill, Director of Student Activities, in his eighth year as director of Kid's Day, anticipated a big turnout way before the pirates had come ashore. "At eight this morning I knew we were in for a good turnout," he says, referring to the weather and forecast for the day. "Unfortunately the planning and preparation for the event begin before we know the weather," he continued. "I've been asked by nearly everyone here why the event is not outside, but there is too much at risk to set up outside and I can't trust the forecasters."

The sixty kids, a record number for the event to date, did not mind that the activities were held in the DSAC. Three-year-old Sophia Clancy was proof of that. As her mom and dad, Rose and Bart Clancy looked on; Sophia was climbing aboard the giant pirate slide along with a dozen

or so mates. The seas proved to be rough for little Sophia as "a bigger pirate apparently knocked her overboard," her dad said. A mutiny perhaps is in the works.

The Future Teachers Association was busy entertaining about a third of the group with pirate story time. Liz McMullen, freshman and first time pirate, greeted the little visitors with a hearty "Ahoy mate" as they filed in. "This is so much fun," she said before hurrying over to join her mates in the story. The tables were each topped with little treasures. Event coordinator Michelle Tinker, senior, emphasized the importance that each child be involved. "We don't care which activity they choose as long as they have fun. We have play-doh, crafts, crayons and colors," she said, "and they'll get a book at the end of story time."

Many children set sail for the pirate duck pond. Bridget Hopkins, sophomore and captain of this ship seemed to be having as much fun as the kids. "This is a lot of fun, I didn't do this last year but I will next year," she says. "We don't see kids on campus too often, I think it's great," as little Reilly Morgan pulled out a prize duck. "That's a winner, pick your prize," she said.

As a clown made her way around shaping balloons, a crowd had gathered in front of the Fontbonne Astronomy

Diplomats booth. Mad scientist Joel Lutfiyya, junior, was entertaining the kids with a demonstration of comet making. Mixing dry ice and other ingredients, Lutfiyya and his fellow scientists made sure no one would get hurt. The mixture steamed and spat until taking shape.

Outside, junior Dan Adkisson seemed to be the happiest volunteer. "I definitely have the best job here today," he said as he flipped the first of one hundred plus hot dogs. "It's too bad the event can't be outside," he said. "But from what I can tell the kids are having fun. I hope they're hungry." Tinker and Gill were busy setting up the buffet as the pirates continued their adventures before lunch. Hot dogs, goldfish crackers and cookies were a welcome sight to the hungry little buccos as they came ashore.

The only complaint heard was murmured by Grace Dolan when she asked her mom where the Easter Bunny was. Her mommy explained, "The Easter Bunny is very busy this time of year." Perhaps the committee could include an egg hunt outside and check on the Easter Bunny's availability. Or perhaps one of his helpers could make an appearance. Peter Cottontail certainly would hop on down the Fontbunny trail to be a part of the fun and games to make Kid's Day a true spring event.

Losing Something Is A Way To Get Exercise

By: Whitney Payne,
News Editor

Recently I lost my class ring. After ransacking my apartment and my car, I began to worry that it had disappeared while I was out on campus. The DSAC was the last place I remembered having it, so I gave the main desk a call. They very nicely told me they hadn't seen it, but check housekeeping. So I went down and talked to housekeeping. They took my name and promised to look out for it, then said to check with Michelle in Student Affairs and the security guards. Checking with Michelle led me to the Information Office and the Library, and checking with security led me to housekeeping. I had at least hit a repeat. The Information Office nicely said they would connect me to security, too late, and a trip up to the snack bar in DSAC informed me that the women working there have their own lost and found. The Library knew neither hide nor hair of my ring.

None of these experiences was unpleasant, and yet the whole process seemed so complicated. This led me to realize that there is no lost and found on campus. Instead each department is operating their own collection of misplaced items that includes a reference to another department. If a person knows exactly where they lost something, then this system works, but in the case of someone that doesn't, this means a cross campus search of the many lost and founds. Besides that is the fact that someone finding something has a variety of places to take it. Thus even if you know something was left outside of the library,

housekeeping or security could have it as well. The Information Office appears to be the mother ship of this lost and found universe, which means that anything can wind up in there from anywhere on campus.

It appears that these many smaller lost and founds should be condensed into one large lost and found. In this way the whole campus would have a way of knowing where to go whether they find a lost item or lose something of their own. It would be a more efficient way of keeping track of the many items that disappear on campus. If something falls out in the parking lot, or if an item is left behind in class, it would go to the one location.

The Information Office is known as the place to go for information, so it would seem that it would make a good location. The number is easily located in the Griffin Scratch and online, so the office would also be easy to contact. I was already informed that security tends to take their items to this place, and that makes me think that it would not be a stretch for all items to make their way over.

By no means am I trying to come down on the many people on campus who are running these independent hubs. I only feel that for the sake of ease a reform must be instated. Then a note could even be sent around campus and on fliers that say the Information Office is the new lost and found location. For the future students, who like me, will lose items and then be forced to go searching for them, I say we look at our system and try our best to fix it.

Alcohol Awareness Goes Over Too Well On University Campus

By: Peter Cartier,
Managing Editor

The Alcohol Awareness Committee(ALC)weresurprised to find in their 2006 Alcohol Awareness Campaign that many University students already seem to have a rather daunting knowledge and awareness of alcohol.

"We met with several students across campus this last week," Committee Chair, Amanda Nezzbit said. "The overall consensus that we reached was that these kids know their booze."

Mind Erasers, Happy Endings, Buttery Nipples, Liquid Cocaines, Kamikazes, and Kryptonites. No shot crept up on them. "I was actually half way through one of the interviews when I realized the student I was interviewing was drinking straight vodka out of a coffee mug," Nezzbit said. "He passed out cold in my lap."

The ALC is now forced to reconsider what to do with all

of the flashy posters they made illustrating the different types of liquors. "We spent a lot of time handing out fliers and hanging posters," volunteer, Thomas Shumacher said, "But in the end, it seemed perfectly clear that [student's] alcohol awareness was already there."

One flier read at the bottom in scribbled red ink, "Kegger Awareness at Mikey's!" The awareness and obvious enjoyment of alcohol comes as a relief for the ALC.

"We were worried that we would have to shove this stuff down their throats, but apparently they've already made beer bong," Nezzbit said. Some meetings still went off as planned. The "Why You Should Only Drink Anheuser Busch Products" meeting was well attended, and it paved the way for the "When I See People Drinking Miller Products I Let the Air Out of Their Tires" meeting.

"We are excited to be met with this kind of response," Nezzbit continued. "Anytime you can get students interested in extra-curricular activities, it's a good thing. This has really opened the door for a campus-wide awareness, or at least a campus-wide washers tournament."

Other classes featured by the ALC that were well received included: "Drunk Dialing: When Too Much Is Too Fun," "Why Alcohol Makes Me Better At Arguing About World Views," and "How To Apologize For Spilling Alcohol On Someone Without Having To Buy Them A Drink."

One student was reached for comment during the Alcohol Awareness event. "You think... you think you're better than me..."

The ALC was asked their plans for the future of the campaign. "Well I don't know about you," Nezzbit said, "But I'm going to the kegger at Mikey's!"

African-American History Class Tours Historic St. Louis Sites

By: Adrienne Reed,
Opinions Editor

Many college graduates confess that they had one professor that made learning an event to be treasured and remembered. Every professor has their own special way of tapping into their students' heads to get them to retain and enjoy the gift of knowledge. Part-time professor of the University's African-American History class John A. Wright, Ph. D, is one of those instructors who believe in interactive learning versus just taking notes and the short-term memorization of dates and events.

On April 7th three car loads of his students met at the University at 2 pm to begin their tour of historic sites in St. Louis. He didn't take them to places like the Gateway Arch or Meramec Caverns. He took his class, which consists of four Black students and approximately sixteen white students, to sites relevant to the history and foundation of African-Americans and the community. His goal was to give insight to places that people pass every day when riding through the city of St. Louis but do not have a clue to the work, struggle, and culture that rests in those buildings' foundations.

The Tuesday before the tour Wright wanted his students to know the significance of every place that they would tour. He handed them a piece of paper with directions from the school to their destinations while detailing the history behind each site. He talked about places such as the Richmond Heights

City Hall, which used to be an African-American community. He told the story of Lewis Place on the edge of North Taylor in the city that was integrated by the famous Shelly vs. Cramer case in St. Louis that ended restricted covenant across America. The Supreme Court made that famous ruling that it was unconstitutional to deny housing because of race. He revealed that Sumner High School was the first school west of the Mississippi River for African-Americans. Parents actually sent their children by train and miles of walking to get an education at the school.

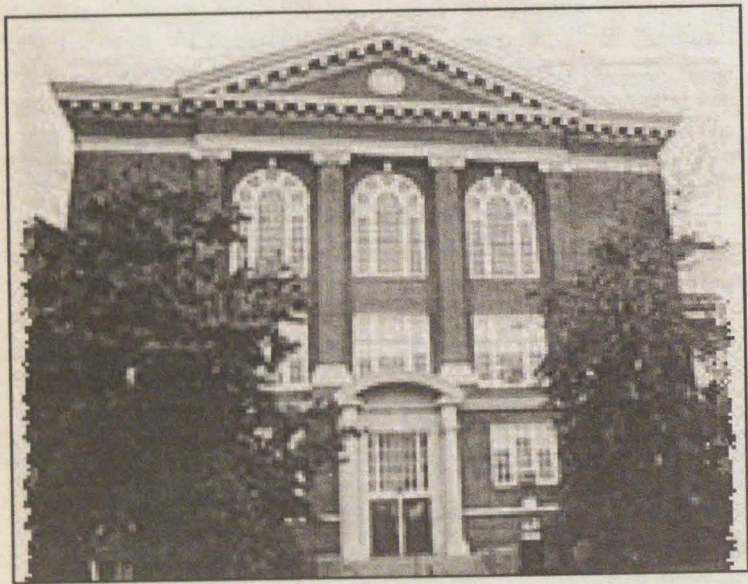
The tour was extensive, but it was worth a Friday afternoon. The three cars trailed close behind one another, occasionally stopping to get out and actually get a full glimpse of these places. Vashon High, the Shelly Home, Lewis Place, Redd Foxx Ave., Jet Banks Park, the Mary Meadchum site, and the Black World History Museum are amongst a few of the visited places.

The Black World History Museum has wax replicas of famous Black people in history. The museum also exhibits the brutality of slavery and the struggle of African-Americans during the pre and post-Civil War Era. "The sites were impressive to them. Like at the Black History Museum they were able to see the actual replica of a slave boat, and it amazed them because they didn't realize how small the spaces for slaves were," says Wright.

The tour was informative,

especially since most of his students had never heard of any of the places that they visited. Junior Waridi Valentine said, "I'm not from St. Louis, but I was bothered by the fact that St. Louis is the hometown of many people in the class, and they never heard or tried to learn the important history of their own city. I'm glad I was able to learn more about the place that I live in."

Wright has extensive experience in teaching students the importance of knowledge. He is currently retired, but he was formerly Assistant Superintendent in the Ferguson/Florissant school district. During his African-American history class at the University on Tuesdays and Thursdays he tries to give well rounded lessons on the contributions that Black people have made to the country. He taught the class about the Black Wall Street that was destroyed in Greenville, Oklahoma in the 1920's. He also showed them a West African movie that spoke of the black culture from the African and African-American point of view. Freshman Tammy Gates says, "I learn so much in Dr. Wright's class about our history, and I know that he gets tired of me asking questions all the time." Whether he is tired of the questions or not, he makes Black history relevant to a class with a majority of white students because Black history is American history.



Sumner High School, the first school west of the Mississippi for African-American students.

English Senior Seminar Paper Gives Student Health Issues

By: Sara Adams,
Editor-in-Chief

I have developed an ulcer. Because of stress. But I'm okay with it now. After two trips to St. Mary's emergency room, four or five doctor visits, a very painful spring break, and lots of muscle relaxers (yes, please), I have accepted my ulcer. In fact, I fondly call him Ulcer and we spend a lot of time together. Sometimes I give him muscle relaxers to make him happy, other times I eat salsa when he pisses me off. So Ulcer was born out of stress. And by "stress," I mean "senior synthesis." This may just be a joke that I blame it on the last paper I'll ever have to write for this University. But just maybe.

For English majors, we have to write a 25 page senior synthesis attempting to "break new ground." Okay, that didn't sound bad. It's our capstone project, our chance to prove what we know and what we can do. As dorky as I am, I was actually looking forward to it. Until I saw what the class demanded of me and came to the realization that this one paper determined whether I was to graduate or not.

First we needed a proposal, pretty typical. Okay, so next we had to read three syntheses from previous years, summarize them, describe the thesis, describe the argument and the arrangement of it, evaluate the success of it, and discuss how it related to our own argument. What? That's a lot of time to dedicate to reading three 25 page papers that have absolutely nothing to do with my own, which, if this surprises any who know me, has to do with Jewish literature. Next was an annotated bibliography, which again, was fine with me. It's tedious, but helpful later in the writing of the paper. Next, more reading of essays that had little to nothing to do with what my paper would consist of. How



Sara Adams, senior, suffers from a nasty sore due to a 25-page paper. No joke.

Photo by: Sara Adams

annoying to have to focus all this energy on assignments that will not aid in my own writing. This may sound selfish, but my god, 25 pages? Maybe we should focus on our own to get it done and so I can get out of here.

So here I am, at the beginning of this semester, trying to jump through all these hoops and do busy work that seems utterly useless, and to top all this off, we also have to "learn" how to find sources through the MOBIUS library program, and "learn" how to integrate quotes into our papers. All of us in the class were English majors. The entirety of our college careers thus far has been based solely on writing essays. Do the English professors think that we've made it four years at this University without knowing how to effectively incorporate quotes and how to locate sources? If we had, we are certainly in no place to graduate and the University desperately needs to re-evaluate

its English Department.

But it wasn't just the tediousness of the class or the seemingly worthless busy work we were assigned. It's the fact that my graduating depends on this one paper, in this one class. I have made it four years with decent grades, and yet this one assignment, be it a big one, could ruin my future and I would have to take it again in order to make it to commencement. I find this very disconcerting.

I have the utmost respect for all my English professors and cannot express how much I appreciate what they've taught and done for me, but I had never wanted to quit school until this class came my way. I had never wanted to drop out more. I had never had serious medical problems before. But I guess I can't stay mad. I finished it, I'll be graduating (hopefully, since I have yet to receive my synthesis grade, pray for a C), and Ulcer and I have become very close.

"Why Hast Thou Forsaken Me, Bobby Brown?" One Student Wonders

By: Mark Bruder,
Reporter

Mr. Bobby Brown, sir, I think we need to talk. Once upon a time, you were a revered pop icon. The year was 1984: New Edition was at the top of its game, and you were regarded as their leader. "The New Jackson Five," people proclaimed. And it was true. For a brief, glorious moment, it was true. But then it was gone. Where have you gone, Bobby Brown?

This is not to say that your career ended upon leaving New Edition. Oh, no, good sir, I did not mean to insult you. In fact, your career maybe even had gotten better when you shucked off the dead weight of those who would later become Bel Biv Devoe (that girl truly was poison). "My Prerogative?" Truly, this is a gem of late '80s/early '90s music. And you provided us with the words that will, in fact, be my epitaph -- Ain't nobody humpin' around. Indeed, Mr. Brown, indeed.

But then, as wonderfull and beautifully as your zeniths were, well sir, your nadirs were just as shockingly low. Ever since you took on that dead weight that is the no-talent Whitney Houston, it's been all downhill. She got you addicted to drugs, you somehow lost your talent, and now, you're a laughingstock. Bobby Brown, why have you forsaken me?

But I can bring you back to the top. No, really, Mr. Brown, hear me out. You may think, "What does some silly college kid from the Midwest know about fame fortune?" Well, not much, I do know what the American people like, and that is washed-up half-celebrities. And you, sir, have that quality in spades. So, listen

to my plan, and you'll be rolling in money. At least until you and Whitney spend it all on whatever drug of choice you have this week.

You, Andrew Ridgley (the other guy from Wham!), and one of the guys from Tears from Fears (take your pick, as I'm sure both are hard-up for work right now) will have a fishing show. It will be called, "Fishing with the Stars!" Are you laughing, Mr. Brown? Oh, I'm not done yet. Not even by a long shot.

You will go to exotic locales and fish for a different species of fish (do fish have species? Whatever, we can hammer out the details later). The winner each week (the one who catches the biggest fish) will get to spend the rest of the week in a plush RV, surrounded by food and drink. They will live a life of luxury for the week, while the losers sleep in a tent just outside the RV and have nothing but water for a week straight. Yes, you heard me right -- if someone loses enough, they could potentially starve. This is compelling TV, Mr. Brown. And when you inevitably go delirious from lack of food and take a bit out of one of the guys from Tears For Fears' arm, it will be the highest rated moment ever on VH1 (this show will, of course, air on VH1).

Take my advice, Mr. Brown -- this will be the best opportunity you see all year. In fact, it may resurrect your career. At the very, least it will help you stay clean for longer than a week. (Unless you want to do drugs on the show, because that makes for awesome TV, as well.) Call me back as soon as possible, Mr. Brown, so we can arrange this. Don't worry, I'll accept the charges from the collect call.

"Leadership," from page 7.

attitude means being aware of the influence your attitude has on other people and choosing the best attitude for yourself and others. Be there is difficult because it requires a person to put aside distractions and focus totally on a person or group they are interacting with.

To better understand these principles, the class viewed a video of the Pike Place Fish Company in Seattle Washington. These workers choose to bring good attitudes to their work environment and bring the customers into their excited

mentality. They brought these FISH! principles to life with their attitudes, their playful actions, their attention to customers, and their willingness to have a great day. The video addresses each philosophy while workers describe what it means to them personally and how they bring the ideas into action at work.

Nikki Giesler, senior, took the leadership course in the spring of 2004 and says that she still remembers key ideas she learned. She says that being an effective leader means, "realizing how you influence

others and prioritizing and using your time well. You take a group and point them into the right direction. You are supportive and inspire others to lead. You also know when to be a follower and not do everything for them, so they learn." Giesler uses the FISH! book still and has also given it to the board members of Fontbonne Activities Board. She says they incorporate play into each meeting and a bulletin board with sticky notes is a way to make their day.

Gill asks participants in the course to take an active roll

in a leadership position here on campus or outside of the University. Gill says students learn to use the FISH! philosophy in their roles with co-workers, followers, and volunteers. "It is something to teach to others. It is another way to get to respect." Gill says that by choosing your attitude, a leader is more respected, can serve better, and achieve the best. "A leader needs to be the best to get the best."

A leader gets what they put into the task. The Power of Leadership course is helping the

minds of University students to better accomplish those tasks and with the help of the FISH! philosophy, students are taking leadership to the next level.

For more information on The Power of Leadership course, please contact Chris Gill. For more information on FISH! A Remarkable Way to Boost Morale and Improve Results, please visit www.charthouse.com.

Students Share Spring Break Horror Stories

By: Dan Koehler,
Reporter

Spring Break is supposed to be a time when students make memories that last a lifetime. Whether it's that tattoo you don't remember getting on the back of your left calf or that hook up that just won't go away, the time is filled with memories. Most of them are good, but there are a few horror stories out amongst the midst. Several students from the University shared their horror stories for the purpose of this article. They wish to remain nameless so names have been changed to protect the innocent. These are the Terror Tales of Time Away from School.

Tommy was just a city guy. Born and raised in North St. Louis. He took a camping trip gone horribly awry. "My roommate was going camping with some friends from home. I decided to tag along. I didn't have any other plans," said Tommy. They set up camp near a stream. "My roommate tossed a can to me that read 'BEE REPELLENT' and I put it on. It is not well known but spring break is peak bee mating season and they become very territorial," Tommy explained. "We all went out for firewood after that." Tommy began to hear sticks snap as he picked up wood. "I thought the guys were playing tricks on me because I had never been to the woods before. Then it happened." As it turned out, the sticks were snapped by a pack of jackals. "They pinned me down and I was violated by several jackals. They broke my fibula, so I hobbled back to the camp site." When his friends saw him, they immediately took him to the hospital. "The doctor explained that the spray scares the bees away because it uses female jackal urine in it, but it attracts male jackals. They had their way with me. I just wish I could block it out, but I can't," said Tommy tearing up.

The second tale belongs to Courtney. She is just a big town girl, living in a happy world

until Spring Break hit. She, and a group of her closest friends, decided to go down to Cancun for the week. Good idea? Wrong. "We were having a really good time. We were seeing the sights, I met a cute boy. I just can't believe what happened next." Not paying attention Courtney ordered her favorite fountain soda, a Coke with ice. "I didn't realize that the drink had ice in it until after I drank all of it. People always tell you not to drink the water in Mexico, but they never say anything about the ice. I immediately felt sick so my friends took me back to my hotel room." Her friends phoned for the medical physician of the hotel complex and by the time they returned, they had a surprise in front of them. "I gave birth to a baby alligator. I named him Jehosephat. He is the best thing to ever happen to me," says Courtney. At the time of publication, the mother and son are both doing well.

Our last tale belongs to Joshua. "I didn't go out of town for spring break, but I did spend a lot of time down at the St. Louis Pier. They had carnival rides and whatnot, but the one thing I will never forget was the fortune teller machine they had. I inserted a quarter and made a wish. It turns out my wish came true. I wanted to be big and older. The next morning I woke up and I was 47! My mom came in to wake me up and nearly beat me to death with a broom before I got out of the house because she didn't know who I was. So I grabbed the last quarter I had, ran back to the pier, found the machine, made a wish to be 18 again, and hoped it would come true. I ended up sleeping on the Mississippi river front that night, and when I woke up I was back to my normal self."

So next spring break when you lose your wallet, get a hickey, or get badly sun burned just remember: you could have lived one of the Terror Tales of Time Away from School.

Production Of "King Lear" Was Successful For Theatre Department

By: Cassandra Davis,
Reporter

It was a beautiful day out but the campus was deserted since Friday, March 31, 2006 was the opening night of "King Lear," a play performed by the University's Theater program. The house was packed with students, professors, parents, friends and family members of those in the play. The play focused on the power of love and betrayal, as do many of Shakespeare's plays.

For those not familiar with this tragedy or it's characters, King Lear is an aging ruler who realizes that his time seems to be coming to an end. He therefore plans to divide his kingdom equally among his three daughters, but the question of love changes that quickly.

Overall, the play was incredible. The sound effects were very realistic and at times were almost frightening. During one scene, a thunderstorm takes place and the audience members were really shocked by how real and life-like it sounded. "I was coming to see it for a class because we were watching the movie. The play was actually so much better than the movie and I will like to see more plays performed at Fontbonne. The students are so talented and everything went well together. I really enjoyed myself," says Julie Harshaw, sophomore.

All of the actors fit their roles, which is a very important aspect from the audience's point-of-view. When asked how she knew who to pick for each role, Director Deanna Jent, replied, "Casting a show begins with auditions where the actors perform monologues. Based on what I saw and heard at those monologues, I chose people who seemed to fit the physical and vocal characteristics of the characters, and had them read scenes from the play with each other. As they read those scenes together, I note who seems to

best capture the essence of the character, and also see how people perform together. When auditions are finished, I look at my notes and try to best fit characters to actors." The performance of a play is just not memorizing some words, it is full of teamwork. There were actors who did not have lines to say but their roles were just as important as the others. Like the saying goes, "There are no small parts, only small actors."

Throughout the play there are many of scenes that seem so real. For example, the character Gloucester is blinded while trying to help King Lear. Onstage, the audience saw the back of him as the eyeballs were removed, and they see an actual "eyeball" fall to the ground. That was realistic enough to disgust audience members, but nonetheless, it was something that kept them on the edge of their seats, waiting to see what was going to happen next.

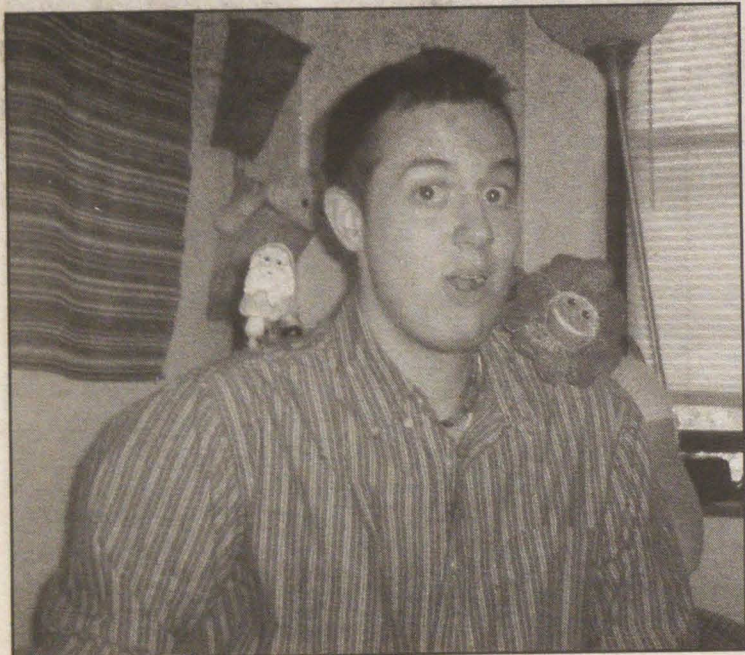
One role that stood out was the role of Edgar. The main reason why it was something no one will forget is because it was played by a woman. Dominique Gallo, a graduate student in Theater and Education, played the role of Edgar and did a wonderful job in doing so. The audience could tell that Gallo was one actress that came to understand what it means to become your role. Her head was shaved and she modified her voice to become her character.

Another character that stood out was The Fool, played by Adam Flores, junior. He played his part very well and it was amazing how he could talk to Lear anyway he wanted to and did not get in trouble for it (most likely because Lear was a little confused about things himself). Whenever Flores said a line, the audience could not help but laugh. At times, some were not laughing because of what he said was funny, but because of his actions and his facial

expressions. He really played his part well.

Let's not forget about the main attraction of the play. Richard Lewis, a professor of Communication Disorders and Deaf Education, played King Lear. He has been in a plenty of productions, mainly in California. When asked if he felt nervous anytime during the play, Lewis said, "Yes, because Lear is such an immense role because of all the things that happened to him and because one does not try to do Lear unless they are certain that they can pull it off." There is a part in the play where Lear carries his dead daughter, Cordelia. Lewis revealed that he was nervous about dropping the actress that played her, saying, "I was afraid my back my go out and that I would not be able to do it." So if one is thinking about playing Lear, be sure to have a light Cordelia.

Like many other actors, Lewis did a lot to prepare for such a role, including watching every production of King Lear on VHS or DVD. "Normally I do not watch movies to see what other actors do because I want to make the character my own but when it came to Lear, I wanted to see all the different things actors were able to do with such a character." Lewis told me. He said that he also read a lot of criticism about King Lear and even did research on the historical figure Lear, before memorizing his lines. Lewis also said that he knew his lines before the first rehearsal because he feels one must know the words before they can do anything with the character. "Even if you have no desire to act but find yourself wondering what it would be like to be in a play, go audition. It is more fun to be in a play than to watch a play. No matter what your desires are, theater has a way to boost your confidence. If you do not want to act, go see plays by anyone. Live theater is unique." Lewis says.



"Have no fear of moving into the unknown. Simply step out fearlessly knowing that I am with you, therefore no harm can befall you; all is very, very well. Do this in complete faith and confidence."
-Pope John Paul II

Breaking The Rules Of Powerpoint: The Pitfalls Of The Education Department

By: Mary Rott,
Guest Writer

Despite the tens of thousands of dollars students pour into this University yearly, it seems the only thing that an education student is definitely learning is how NOT to teach. Case in point: Education professors love using Powerpoint presentations during lectures, often making the slides available online or on printouts at the beginning of class, which seems like a great service for students on the surface. The problem occurs when teachers launch into a presentation identical to the one on the handouts, breaking the primary rule of Powerpoint: do not read directly from the slides, and causing students promptly to doze off about midway through slide five. If not guilty of an over-dependence on Powerpoint, education teachers are often tragically dull, spending more time lecturing than on student-centered activities like the ones their lectures profess as so important. When not bored to tears, education students can often look forward to being taught lessons a fifth grader might find challenging. The goal of modern educators to maintain high expectations for students and to actively stimulate their higher level thinking capabilities is obviously just a lofty ideal that only exists in textbooks. Although some value can be found in poor examples, positive examples are what made us all want to be teachers in the first place, and the lack of them at the University is what has turned off the majority of English education students. A few years ago, there were at least seven or eight students majoring in English and working on a secondary education certification; that number has now been cut in half.

For those who are not familiar with the educational programs at the University, allow me to shed some light on our offerings. A student interested in teaching first must decide what age group he or she wants to teach. If they want to teach preschoolers, they would enroll in the Early Childhood Education program which is part of the Human Environmental Sciences Department. Should they want to teach either grade school or

middle school students, they would designate their major as Elementary Education or Middle School Education. Similarly, students interested in teaching children with special needs would be categorized as Special Education or Deaf Education majors. However, should a college student express interest in teaching high school students, they are told to major in the subject they would most like to teach. Popular choices include Math, Art, Science, English, Family and Consumer Science, History, and so on. Although not advised by the Education Department, secondary education students must still complete all the classes necessary for certification in the state of Missouri as well as all the classes required for a degree in their chosen field of study. The course load is usually similar to that of a double major.

Although they take part in education classes, secondary education majors are treated like second class citizens when it comes to dispersing information, such as graduation requirements, state mandates, meeting times, etc... About junior year, after figuratively jumping up and down, waving one's arms frantically, and wearing a big flashing sign that screams "Hey, over here! I'm an education student too!" secondary students finally become a blip on the radar screen of the Education Department. While playing catch-up, secondary education students also have to contend with the endless meaningless projects and paperwork characteristic of the Education Department.

For instance, with state standards that must be accounted for, lesson plans become five-page essays full of fanciful rhetoric that is of not use to the students or the teacher. One University alum and Ritenour High School English teacher tells of lessons she loved teaching, and the students enjoyed participating in that she has had to stop using because she was not able to directly relate the projects involved to the state standards in English education. Instead, she has taken to listing all of the state standards on the board every day, marking which standards the class will be addressing with magnets.

Although her tenure protects her from easy dismissal, newer teachers are less fortunate when it comes to the whims of the school administrators. Should they decide that your students did not perform well enough on the MAP test, you could lose your job to be replaced by someone more willing to teach to the standards. Periodically, supervisors will observe classrooms of other teachers to make sure that teachers are not just "paying lip service" to the standards but are actually addressing them in tangible ways within their lessons.

As if this was not enough stress, the state has traditionally mandated the completion and approval of both a developmental and professional portfolio for education students. These "portfolios" are advertised as being very useful in interviews and creating lesson plans, but in reality, they are worthless destruction of forestry. An interviewer does not have time or the desire to sift through hundreds of pages of type to figure out whether or not the applicant is worthy of the position and the salary for which they are asking. In reality, student teachers submit only their resume, letters of recommendation, and application to show a potential future employer. Finally the state seems to have heard the pleas of education students who have been complaining for years about the uselessness of these portfolios, and new capstone experiences will be executed in the future.

Because of the ridiculous hurdles and hoops through which the Education Department puts secondary education majors, I am one of two brave, determined souls in the English Department who have persevered and refused to let the system derail their desire to work with students. No wonder college professors are finding that the writing level and knowledge of grammar in freshmen is declining. The majority of good English students are no longer scared away from the teaching profession by the lack of monetary compensation, but instead by the red tape, disorganization, and meaningless projects designed by the Department of Education and implemented by the University.

University's Favorite Columnist Has To Say Goodbye

By: Peter Cartier,
Managing Editor

The Fontbanner columnist, Peter Cartier, is going away. Hey there, weepy eyes, you knew this would happen. Don't be sad though... he's off to a better place. He's going to a farm, where he can be happy. He'll have plenty of space to run around with other college graduates.

You have to understand that it was his time. He's been in school for 17 years (his school career is old enough to get into R-rated movies.) Please, don't make this any harder than it has to be. That's what seniors do... they move on. Mr. Cartier did leave a few words to help soften the blow:

It's not you, it's me.

Don't be confused and think that this was something that you did. I was the one who took all those classes. I was the one who kept pushing for good grades. I wish I could say that it was you pulling the all-nighters to finish papers for classes like Literary Theory or Senior Seminar... but it wasn't you; it was me.

You'll meet other columnists.

It may be a chance meeting where you're running through a restaurant and your heel breaks. You fall and land in the arms of a new, dashing columnist. You think that it's a match made in heaven, but in reality, he probably just stole your wallet. I would have never done that, so be sure not to trust the new columnist completely.

Work is tough right now, I'm not ready for a relationship.

I really got a lot of things going now, so I can't deal with this over the summer. There's going to be a lot of working, and swimming, and drinking, and swimming while drinking at work... I just can't be thinking about what I have to leave behind.

I'll always be watching from above.

And by "above," I, of course, mean from outside your window. You should really open your

blinds more. No reason.

This hurts me more than it hurts you.

I am now forced out into the world. All the generic conversations I have had with people regarding what I am going to do with my life are being realized. You get to stay in the comfort of the University and pretend that life isn't standing on the other side of the door with its gun drawn. Lucky for me, I always do cartwheels through doorways.

If you close your eyes, I'm still there.

And if you keep your eyes closed long enough, I'll be over here going through your stuff.

What doesn't kill you makes you stronger.

I'm speaking specifically here about overdosing on steroids. Sure, it's a gamble, but if you do it right... Also, a common misconception while we're on the subject: spinach will not make you strong. I can't stress this enough, people. It will only upset your stomach. That Popeye is a liar. He knows what he did.

I love you, but I'm not in love with you.

I feel like maybe in another time and place, it could have worked. Maybe if I had the discipline to get my Master's Degree, they would let me write a column or two, but I don't. We're from two separate worlds - you're like yellow pages and I'm like white pages. I don't think I can make it any clearer than that. God, why do you make this so hard.

Nevertheless, I am finished at the University. Maybe you'll never see me again or maybe I'm standing behind you right now. Either way, what we had together was great. If we can just remember the good times and not the times when I missed deadlines or wasn't funny - if we can just part and still be friends that call each other a lot at first but eventually never call again. Is that too much to ask? Oh, and can I have my toothbrush back?



Diversity And Practicing What His Eminence Preached

By: Adrienne Reed,
Opinions Editor

Could you imagine your peers disregarding every well-thought out statement that leaves your mouth? Could you envision striving so hard with pure confidence just to have all your perseverance and hard work thrown away with a "You didn't get the position?" Could you possibly imagine the feeling of nasty glares sticking to your heart while being deemed as a direct threat to society just because of the religion that your family has practiced for centuries? These are the tribulations that people of color in the United States must endure. More specifically, these are the tribulations that the people of color at this University endure every day.

I was born Black. I was born into a race that holds so many stereotypes and prejudices behind its spectrum of brown. But even if I had a tub full of bleach right in front of me I would never destroy the beauty of my mahogany skin. It's unfortunate that many people that don't have melanin in their skin don't see this color as beauty. Instead, they see it as a source of ignorance, loudness, and incompetence until sufficiently proven otherwise. After many nights of reflection with my peers, we have concluded that people of color are not valued as they should be at the University. One of the institutions key values is to promote diversity, but it seems that many people do not understand the work and mental effort that goes into the act of diversifying.

Out of the thirty-two weeks that school is in progress the week of March 27-March 31 was designated as Diversity Week. Don't get me wrong, this week was a success for many minorities on campus to have a voice. The question that rises is was the week successful in the sense that people actually listened to those voices. Did people actually try to step outside of their comfort zone to understand cultural differences and understand the true meaning of diversity? On March 30th at 8:00 pm, the University had a night of cultural celebration. The Director of International Affairs urged everyone to move in and sit together because she saw that everyone sat isolated with peers who reflected their ethnicity. Everyone moved in, enjoyed the celebration, listened to stories about the Ukraine, Thailand, Taiwan, and African-Americans. Afterwards, everyone separated themselves like the celebration never took place. The irony of the



Adrienne Reed, senior, calls on University students to really practice diversity.

situation was that the majority of the people at the event were minorities. Also, the individuals that attend the University who need insight on different cultures other than their own were scarce at the event.

Diversity does not just mean putting Taiwanese, African-American, Arab, and White students together. Diversity is being culturally sensitive and open-minded. Diversity is ridding the community of those stereotypes that tag along with almost every ethnicity. Diversity is not just saying, "I'm not a racist." Diversity is actually acting humane, and truthfully I have witnessed so many people on this campus ranging from students to high administrators that try to play that "all for humanity" role. Those are the same people that I witness cringing after speaking to minority students, or contradicting their words from their overt actions.

It concerns me with great intensity that SEBA (Students for the Enhancement of Black Awareness), which is the only organization to uphold the University's value of diversity, is so under funded that they cannot have activities or afford to bring in speakers and acts to show the essence of Black culture or any other culture to the realms of the University.

It concerns me that FAB (Fontbonne Activity Board) begins the year with thousands of dollars in their account to have activities that reflect the wants of a select few. Movie nights, Springfest, and many others of their activities in their busy itinerary rarely reflect any cultural diversity when those events are supposed to satisfy

the student body as a whole. It concerns me that there are only a couple of full-time instructors at this institution that reflect any cultural diversity when the cultural diversity of the student body is increasing from year to year. I have been angered at the fact that the institution only has one or two classes in its curriculum that give insight to the other cultures that help build this country. If the University does offer any, they are placed every other year or every other semester. There is no consistency. However, the blame for this lack of cultural identification is not placed on one group. Really accepting diversity begins on an individual level. Minds need to be open before a whole institution can be bettered.

I want to close this piece with something that this University can appreciate. The late, most honorable Pope John Paul II had so much charisma and dedication for the world of people that he traveled to over 115 countries over a 20-year period while speaking eight different languages. He was an advocate and fighter for human rights around the world, and he strongly believed that it is every person's dignity and responsibility to uphold that moral. I would like to believe that our University is sustaining the morality of "His Eminence." I would like to say with pure confidence that this University shows its appreciation to diversity whether it is face-to-face interaction or allocating an entire group their social freedoms. Have you acted humane today? Have you truly diversified?

Student Extremely Lazy, St. Jude Agrees

By: St. Jude,
Guest Writer

Patron saint of lost causes... Geez, and you think YOU got it rough. When God asked me to be a patron saint, I jumped at the opportunity. I mean, saints have it the best in Heaven: we're first in line for the buffet, we get primo parking spots, and prime tickets to all the best shows (Jimi Hendrix and John Lennon playing a double-bill? Yes, please), and, let's face it -- chicks dig the halo. Had I known that I was gonna be the patron saint of lost or hopeless causes, however, I might have reconsidered.

Now, don't get me wrong. It feels good when I can cure some kids brain cancer or wake someone up out of coma after ten years. It feels really good, actually. What bothers me most is the seemingly loose definition of what constitutes a "lost cause" these days with some people. Take the following prayer for example:

Dear St. Jude, I cannot find my keys. I mean, I've looked EVERYWHERE for them. In my pants pockets, in the couch cushions, even in the ignition. But they're nowhere to be found. I'm already late for work, and my boss is gonna be really POed if I'm late again. Can you make this happen? Sincerely, Tom Walker.

C'mon, Tom. They're right there on your computer desk. Open your eyes before coming to me with your "lost cause." I've got people praying to me for things like chronic diseases, and you come to me with this. Are you happy, Tom? Now that poor woman in Idaho has to live with her Lupus for another few minutes, just because I had to sit and ponder what sort of question this was before moving onto the next. That's just wonderful. Or how about this little gem:

St. Jude, my wife is really close to finding out about the affair I'm having with my secretary. Can you possibly make it so she doesn't realize I've been cheating on her for the past three years? Geez, that would be

great. Thanks, Jim Wilson.

Don't insult me like this, Jim. Your wife already knows. At this point, you should be praying for the number of a good lawyer, or praying she doesn't get the house. Good luck and godspeed, my friend, you'll need both.

Lately, though, I've been getting a lot of prayers from a certain University student, and it's just the last straw. I mean, at least three times a day, I'm getting prayers like this:

Hey Jude (yeah, real original), I've totally procrastinated on my Senior Seminar paper, and it's due here really soon. Can you possibly invent a time machine for me so I can back in time and not procrastinate? Or perhaps you can magically write the paper for me. Even better, maybe you can change my school's rules so I don't have to do this at all. That would be excellent. Love, Mark Bruder.

I was martyred for this?? Now, even lost keys don't bother me as much this seemingly daily prayer. God may have infinite patience, but I certainly don't. As if my caseload isn't already heavy enough, I'm backlogged with this Mark Bruder character praying constantly for me to save him from his laziness. This is just the last straw. I'm supposed to save lazy college kids from doing papers? I was killed with an axe, for Pete's sake. Somehow, this problem seems very minimal in comparison to the things I endured. I'd rather someone prayed to me about their chronic halitosis than some spoiled kid who spent his nights drinking instead of writing. I'm so mad right now, my halo is turning red. I didn't even know that was possible.

So that's it. I'm hanging it up. Thanks to this Mark Bruder, I have simply seen enough. I'm turning in my halo and giving up my position. The afterlife is just too short for this silliness. Good luck, everyone, take your lost causes elsewhere. If you need me, I'll be in the back of the buffet line, talking with Madame Curie.

**Buckle up,
it's the law.**

University Griffin Softball Starts Strong

**By: Bob Rott,
Sports Editor**

The defending St. Louis Intercollegiate Athletic Association Champions (SLIAC) from last year right now are 17-7 on the season. With most of the players returning from last year's team, hopes were high coming into the season. Needless to say, the Lady Griffins have not disappointed.

The team opened their season over spring break out in Los Angeles. Were they went 5-3. The first game of season was against Chapman University and the Lady Griffins were defeated 7-2. With both runs coming the second inning. The only standout performance in this game was from junior Kristin Lommel, who went 2-3 with a single and a double.

The Lady Griffins got their first win of the season by defeated Kenyon College 9-1. Senior Erica Jones went 3-4 with two runs batted in (RBIs) and freshman Annie Dillinger 2-3 with three (RBIs). The Lady Griffins jumped out to a 2-0 first inning lead, with Kenyon getting their lone run in the sixth inning, making the score 2-1 heading into the seventh. But then the Lady Griffins scored seven runs in the seventh. Senior Becky Kane pitched a gem of a complete game giving up one run, three hits, two walks, and got four strikeouts.

The Lady Griffins' next opponent was Puget Sound University and they were shutout 8-0. Next up was Connecticut Wesleyan University. The Lady Griffins defeated Connecticut Wesleyan 7-3. Junior Kate Evers was the offensive star in this game, going 2-2 with four RBIs. Dillinger went 0-2 but did pick up two RBI's. Senior Katie Schirmer went 1-2 and freshman Rachel Prewitt got a hit in her only plate appearance. Junior Ashley Weaver pitched a complete game allowing three runs on five hits, walked two, and struck out five.

In their next game the Lady Griffins' were pitted against Knox College. This was game a very high-scoring affair with the Lady Griffins defeating Knox 11-7. Evers led the offensive charge going 2-4 with four RBIs. Dillinger went 1-2 with two RBIs. Junior Lauren Austin picked up two RBIs as well. Once again Kane pitched a complete game but she gave up seven runs on seven hits, a walk, and got four strikeouts.

Back home in St. Louis the Lady

Griffins played in the Marriott West Invitational, where first they played Nebraska Wesleyan University. The Lady Griffins shutout Nebraska Wesleyan 5-0. Austin led the offensive attack going 3-3 with three RBIs. Junior Jenny Vasquez went 2-4 with a RBI. Junior Kendal Whitaker, freshman Mandy Van Velkinburgh, and Prewitt each chipped with a hit apiece. Weaver pitched another complete game giving up no runs, one hit, two walks, and struck out nine.

The Lady Griffins' next game in the Marriott West Invitational they defeated Augustana University 6-1. Lommel led the offensive charge by going 2-4. Evers went 2-2 with two RBIs. Austin and Whitaker both went 1-2 with Whitaker picking up a RBI. Weaver pitched once again and another complete game giving up one run on five hits, walked none, and struck out eight.

In their next game at the Marriott West Invitational the Lady Griffins were defeated by Coe College in a nailbiter 2-1. Evers, Jones, and Vasquez each picked up a lone hit in their three plate appearances, with Vasquez picking up the lone Lady Griffin RBI. Kane was out dueled by the Coe pitcher she gave up two runs on five hits, walked no one, and struck out four.

The Lady Griffins' next game was against The College of St. Scholastica in the Midwest Region Invitational with the Lady Griffins defeated St. Scholastica 5-2. Lommel led the way by going 2-3 with two RBIs. Austin was 2-4, while Jones, Prewitt, and Whitaker all went 1-2. Weaver picked up another complete game giving up two runs on three hits, walked two, and struck out seven.

Their next opponent in the Midwest Region Invitational was Loras College. The Lady Griffins defeated Loras College 11-8. Dillinger led the offense by going 3-4 with six RBIs. Evers was close behind going 3-3 with a RBI. Vasquez was 2-3 with a RBI as well. Austin and Prewitt both went 1-3 with Austin picking up a RBI. Sophomore Allison Wagner and Van Velkinburgh both went 1-4. Weaver and Kane both saw action in this game, Weaver went four innings allowing six runs on 10 hits, walked one, and struck out three. Kane went three innings giving up two runs on four hits, walked two and had one strikeout.

First Lacrosse Team Hopes To Have Big Impact On University

**By: Dan Koehler,
Reporter**

Lacrosse has been in the news lately on a national scale with the scandal going on at Duke University in North Carolina. But not many students actually know all that much about this sport, aside from this controversy. Nick Silva is hoping to change all of that by next spring. He is the head coach of the Men's Lacrosse Program for its inaugural season here at the University. This is the first NCAA sanctioned team of its kind in the entire state of Missouri. On top of being hired on as the men's lacrosse coach, Silva is the newest addition to the University's Admissions Department.

Silva was born and raised here in St. Louis, Missouri. As a child, he had a love for sports that would only grow as he matured. His father was a referee for the old St. Louis Steamers indoor soccer team. "I remember when my dad would take me down into the locker room and introduce me to the players I saw out on the field. That really had a big impact on me wanting to play sports," recalls Silva. It was this relationship with his father that brought on Silva's passion for the sport of lacrosse. "My dad officiated a game out in Baltimore and he brought my brother along. They watched an indoor lacrosse game and my brother loved it. So when he got back to St. Louis, he started a team at his high school (Parkway West)." At the time,

Silva was in eighth grade, but he started playing with his brother and eventually took over the program when he reached high school.

Silva was a standout at Parkway West. So much so, that he was recruited to play Division I Lacrosse at Manhattan University in New York. "I went out there to play at a camp and met the coach. I immediately fell in love with New York and the school and decided that is where I wanted to go," said Silva. Throughout his four year tenure at Manhattan, Silva was named to the All-Conference team multiple times, was named team captain, and made several appearances to the NCAA post season tournament. After graduating from Manhattan, Silva moved back to his hometown and took a coaching position at Lindenwood University. There he coached one year of women's lacrosse and assisted with a year of the men's program.

And now Silva's journey has landed him in the Admissions Department in Ryan Hall. This position definitely helps him out with recruiting players to play under him for the first ever NCAA Men's Lacrosse team at the University. "I've been able to bring in kids from all over the country: Texas, Wisconsin, out east, out west. This is (the Admission's office) crunch time, so I'm learning as I go," stated Silva.

Learning as they go is going to be a theme for the team next year in Silva's mind. "We're going to take our lumps, and

the guys will have to be patient and once I find their motivation, everything is just going to click." The patience will come into play when the players see their roster. Since this is the first NCAA team of its kind in Missouri, the team has to travel out of state in order to play games that will be counted by the NCAA Governing Board. The nearest team is over two hours away. "It's going to be a great time for team bonding and a real learning experience. Its going to make the guys appreciate playing a lot more," said Silva.

He is hoping that the home games the team has will be well attended, since the away games are not that accessible to the regular student body. "Even though most of the students don't know that much about the sport, when they come out and watch they will be able to pick up on it really quick. It has everything you could want in a sport: hitting, scoring, excitement," Silva explained. "I just hope the students are as excited about the sports as I am."

Silva has high expectations for the next four years. "I have three main goals for my team. The first is to roster close to forty players. The second is to have the highest team GPA on campus. And the third is to make an appearance in the NCAA tournament." By this time, Silva is hoping that the student body knows more about the sport than they do now. If he keeps to his goals, there is no doubt the sport will become popular and successful.

Griffin Women's Softball Roster

00 Lauren Austin, Junior
44 Rachel Bolinger, Freshman
04 Annie Dillinger, freshman
32 Kate Evers, Junior
99 Liz Hertel, Junior
10 Ashley Holshouser, Freshman
25 Erica Jones, Senior
01 Becky Kane, Senior
09 Kristin Lommel, Junior
35 Rachel Prewett, Freshman
20 Katie Schirmer, Senior
12 Mandy Van Velkinburgh, Freshman
13 Jenny Vasquez, Junior
06 Allison Wagner, Sophomore
14 Ashley Weaver, Junior
05 Kendal Whitaker, Junior