

Nasal Passage Peril

By Elizabeth A. Brennan ↻ May 5, 2012



Trailing down a hallway behind someone who smells nice has become one of my little everyday pleasures. It's a great thing being transported to a field of swaying daisies or to the sandy shores of a Caribbean island with only my nose and someone else's expendable income. It's the same with getting onto an elevator with a freshly-perfumed person, and it's even better when an elevator's prior occupant was so overwhelmingly fragrant that the smell still clings to the walls three stops after the person got off (which is only possible in Ryan Hall. (Otherwise, the maximum smell displacement in A-B or East would be two floors, as there is no fourth floor of either building.))

This olfactory phenomenon has a dark side, of course: scent-bombing. Scent-bombing occurs when multiple aromatic students during a single class period simultaneously decide they are just not redolent enough, and apply liberal quantities of scented lotion, body spray, cologne, or hand sanitizer as they seek to dominate the classroom's air currents. The result is an escalating blitzkrieg to the nasal passages that may cause headaches, dizziness, or nausea. There have also been case reported of nosebleeds, the sudden sprouting of toenail fungus, and spontaneous combustion in some individuals.

Seeing as the TSA, NATO, and the QVZUVEJMSFRISAM have yet to initiate a Scent Bombing Defense program and there are no warning systems in place to alert students to the impending danger of a scent-bombing incident, I've helpfully created a guide to recognizing the warning signs of scent-bombings to keep students and their loved ones from harm.

A scent-bombing can begin innocently enough, usually during a class that meets directly after lunch. The opening salvo is fired when that girl who sits two rows away hurries into class after scarfing down a sandwich as she hustled down the hall. She thumps her purse down on the desk, takes a seat, digs

through her bag until she locates a small plastic bottle, and squirts some sanitizer into her palm. Check the bottle carefully: if it says “GERM-X” or “PUREL” on the label, this is not a scent-bombing and you can relax. Otherwise, there’s guaranteed to be something smelly inside that bottle: it might be called “Japanese Cherry Blossom” or “Cotton Blossom” or “Sea Island Cotton,” but no matter what it smells like, the trigger on the coming chaos has just been pulled.

The girl three seats behind you smells the Cotton Blossom and remembers how dry her hands have been ever since she borrowed her friend’s Sweet Pea-scented hand sanitizer earlier, so she whips out a tube of Warm Vanilla Sugar lotion, and after doing her hands, she slaps some on her legs. At this point, it’s appropriate to curse the day she wandered into Bath and Body Works.

The smells from Girl A and Girl B are forming a strange concoction in the air around you, and you can feel a headache coming on. At the front of the room, a chain reaction is occurring: bottles of lotion are being retrieved from book bags, body spray is being puffed out in little spurts onto wrists and the backs of necks, someone in the back corner sends a returning volley of Lovespell from Victoria’s Secret into the throng, and you’re not only cursing the day they all stepped into the mall, but the day you were born with nasal passages.

Your only real escape route at this point is casting yourself out the window, but it’s no use. The scents are ingrained in your sinuses now, and you’d still be inhaling Warm Vanilla Sugar as you plummet to your death.

The socially-daring may wish to protect themselves from the scent-charged air particles by shoving earplugs up their noses at the first sign of a scent-bombing, but for the rest of us, it’s just a waiting game. We can only wait patiently, perhaps earning time off Purgatory, until class is over and we can sprint out of the room to gulp in the fresh, untainted air of the hallway.

Unless, of course, someone who smells nice is coming down the hall just then. In which case, I’ll fall in line behind you and blissfully inhale the light, single-product scent you’re trailing.

Image credit: <http://madeupmaiden.blogspot.com/2012/01/fragrance-tips-it-all-really.html>

Mourning 'Mr. President'

By Elizabeth A. Brennan ↻ May 6, 2012



Antonio Keith Washington, Sr., a senior Management Information Systems major at the University, passed away at the age of 46 on Saturday, April 7 after collapsing during one of his regular jogs. Shaunda Miller, Washington's fiancée, contacted the University shortly after his death to break the news. Washington's cousin died under similar circumstances, and an autopsy will be performed to check for signs of a genetic problem.

Washington was to graduate in May with a bachelor's degree in Management Information Systems. "He and I started school here together," says senior computer science major Liina Toomla. "We were supposed to finish together."

At his funeral held April 14 at Mount Beulah Missionary Baptist Church in Saint Louis, Math and Computer Science Department Chair Dr. Theresa Jeevanjee, CSJA spoke about his popularity as the President of the Math and Computer Science Club. "Lucy Allen, our department anchor and support, and others referred to him as 'Mr. President' out of love and respect. Lucy would even hum the presidential theme song when he stopped by her office."

During the school day, Washington could frequently be found on the fourth floor of Ryan Hall, visiting with Math/Computer Science department faculty or working in the Ryan 416 computer lab. "Antonio was like the big brother I always wanted," said one student. "He was a good friend," says senior Chantel Brown. "He was approachable." In her speech at the funeral, Jeevanjee declared, "Everyone here loved Antonio...I know he believed he learned the most when helping others."

Although Washington was never officially a student in any of Jeevanjee's courses, he was present for many that she taught in the Ryan 416 computer lab – so many that "he sat in on nearly every class I

taught. I even started making him an honorary attendance/name placard...I asked him once why he sat in on my classes when he didn't have to, and he answered, 'Dr. J., you know a lot of stuff I need to know.'" Brown calls him "one of the hardest-working people at Fontbonne," and sophomore Latricia Johnson says, "Whatever he put his mind to, you knew he was going to exceed all expectations."

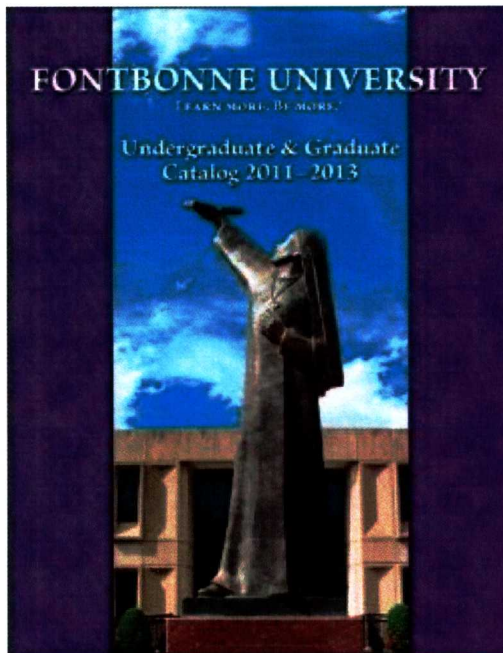
The father of two boys and grandfather to three, Washington "wanted to leave a legacy for his children and their children" according to a reflection in the funeral program written by his family. "He constantly told them to love, take care of each other and depend on God in all things they do in life."

"I'm sure we're all wondering the same thing right now. Why did Antonio have to die so young?" Jeevanjee said.

Photo from the funeral program created by the family of Antonio Washington.

Next Semester, New GERs

By Elizabeth A. Brennan 🕒 May 6, 2012



Incoming students eager to check off their general education requirements now have more courses to consider than their older classmates. After three years' efforts by University faculty, the group of courses all students must take in order to graduate has been revised into a newly-structured curriculum called "Culture and the Common Good – A Liberal Education." Freshmen who arrive this fall will complete the general education requirements of the new program, and accommodations will be made for transfer students with thirty or fewer credit hours. Current students and transfer students with more than thirty hours will not be affected.

The journey to the new curriculum began in 2009, when Dr. Genevieve Robinson commissioned a General Education Task Force to review the current University general education plan from 2002 and if necessary, create a revised program. Dr. Stephanie Paine-Saunders, Assistant Professor of the Biology department, headed the Task Force for coming up with the new structure, and Task Force members such as Dr. Randy Rosenberg, Assistant Professor of the History, Philosophy, and Religion department, and Jane Theissen, Reference Librarian and Associate Professor at the University worked with the various University departments to analyze the strengths and weaknesses of the current GER plan. University admissions staff, including Dorothy Davis, Associate Director of Transfer Recruitment, were brought in on the talks to comment on the impact of the plans on students. The Task Force also considered national trends and the current GER models of universities such as Drury and Vermont College, according to Task Force meeting notes available on the group's GriffinNet page.

The new format of the general education curriculum divides courses into the categories of Foundational, Pillars of Knowledge, Mission Core, and Bridges. While the lists of courses included in Foundational and Pillars look much like the current requirements, Mission Core includes two classes, one taken in the student's first year at the University and one during the third or fourth year, that

“address themes of culture and the common good in a variety of contexts relevant to students grappling with careers in the 21st century,” according to the General Education Task Force. The Bridges courses include Dedicated Semester courses, service learning, and a new type of course called a LINK – Learning through an Interdisciplinary Nexus of Knowledge. LINKs will approach a subject from multiple standpoints and will be taught by teams of faculty.

After the structure of the new curriculum was developed, it was adopted by the Faculty General Assembly in May 2011. Between December 2011 and March 2012, the General Education Implementation Task Force compiled courses and learning outcomes for the Foundations, Pillars, and Mission Core I categories of the program, and their results were approved by the FGA in March 2012. The Undergraduate Curriculum Committee is currently preparing the Mission Core II and Bridges course lists and learning outcomes, which will be sent to the FGA for approval.

Photo Credit: The cover of the 2011-2013 University Course Catalog, found at http://www.fontbonne.edu/upload/Fontbonne_Catalog_2011_2013.pdf

Quidditch Around Campus

By Elizabeth A. Brennan ◡ May 6, 2012



Brooms aren't just for witches and sweeping anymore. In fact, students will be seeing a lot more of the handled devices with the formation of The Dark Marks, a Quidditch team and Harry Potter culture club formed as an off-shoot of the University's Gaming2Gether group. In addition to events such as wand-making, the Quidditch team hopes to host a match against Webster University's team, Gorlock Quidditch, sometime in the Fall semester.

Despite their rookie status compared to Webster's team, the only other established collegiate Quidditch team in the Saint Louis area, the Griffins are motivated to succeed. Junior Carlos Duran, team captain along with junior Angie Brasher, says The Dark Marks "play to win" and are enthusiastic about next years' matches against teams like Webster's. "I'm eager to see how Griffins stack up against Gorlocks," Duran says. Team tryouts will be held in the fall to determine the roster.

One of the first hurdles Griffin Quidditch faced was finding space for practice. Medaille Meadow proved to be too small for the game, and moving to an off-campus site such as Forest Park would be too inconvenient. Finally, a solution was found: for practices, the lawn between Wydown and East Hall, would fit the bill perfectly, and for games, the fields of Concordia Seminary will be reserved.

The famed game of J.K. Rowling's Harry Potter series is closely imitated in the Muggle world of collegiate intramurals, with a few modifications. Brooms are still a fundamental part of the game, but not the kind that fly. Players grip a shortened, customized broomstick between their legs. Some players hobble clumsily downfield as a result, but the more skilled manage to run while clutching their broom in one hand, angled so that it stays between their legs.

Players known as "chasers" advance the "quaffle" – a volleyball – toward the opposing team's three painted hula hoops taped to dowel rods grounded in cement that serve as goal posts of varying point values. As a diversion to the other team's chasers, beaters aim "bludgers," known in the Muggle world as dodgeballs, at them, while "keepers" on each team guard their goals. The "Golden Snitch," a flying ball worth 150 points in the Potter books, is a tennis ball dropped in a sock and tucked into the waistband of the "Snitch Runner," a speedy player pursued by the "Seeker," who attempts to grab the

Snitch to win points and end the game.

Despite its bookish roots, the game is “physically-demanding,” Duran says, especially “if you anticipate going to a tournament,” which the group hopes to begin attending next year. The International Quidditch Association, described as a “magical nonprofit” on the group’s website, was created in 2007 to oversee collegiate Quidditch and organizes tournaments in various regions of the country. The IQA’s Midwest Region hosts the Ohio Cup, an annual Quidditch tournament that drew teams from sixteen Midwestern institutions last year. Duran says The Dark Marks hope to join the IQA’s tournament circle “if we receive enough funding [from the Student Government Association] and do some fundraising.”

The University’s team is part of a growing Quidditch movement in the Saint Louis region. Webster University initiated the trend when its team was created in 2010. Posts to the IQA Midwest Facebook group indicate teams are in the works at institutions such as Washington University and Saint Louis University. True to their role as students organizing in the twenty-first century, team captains use Facebook to communicate, and on the IQA’s page, leaders exchange contact info, invite each other to scrimmage matches, and swap ideas for t-shirt designs.

Photo: This Griffin’s Quidditch logo designed by Carlos Duran will be used on team jerseys.

Evaluating Course Evaluations

By Dino Hiros 🕒 May 19, 2012

On the last day of class or on final exam day students are given the opportunity to fill out course evaluations. Wait, I shouldn't say opportunity because it isn't optional. This wonderful occasion allows students to voice their opinions about the course and instructor, either positive or negative. But how many of us actually take the time to give our true perspective about what we experienced in the class?

Judging on the time that it takes most students to complete the evaluations (about 87 seconds) it seems like only a small percentage of students provide meaningful responses. And this is usually due to two reasons. First, they really liked the teacher and/or course. Second they absolutely despised the teacher and/or course. In either instance the student is going to over exaggerate the experience.

I've found myself on both sides of the spectrum, but usually if the class sucked, it's not completely the instructor's fault—it's usually due to the material. Most university professors have some type of personality and are good for at least six legitimate funny moments throughout a sixteen week semester. There have been a handful of times where I wrote, "Professor X did the best they could with the lame material. He/she wasn't working with much" on the comments about the instruction section.

But I have also seen the situation when the angry student marks the "strongly disagree" box on every question then writes a short essay on the comment sections. I like watching this moment, because it's amusing that this student actually thinks that his incoherent and biased scribbling is going to make a difference. If the instructor has tenure, then you might as well just draw a frown face on the comments section. One semester I used smile and frown faces to evaluate classes. One frown face meant it needed improvement, and two frown faces meant there is no chance that the course could be at all interesting. If I liked the class, it received one smile face, and if I never skipped, I gave it two smile faces, which is the ultimate compliment for a course evaluation.

Maybe this is the problem with course evaluations. Most students rush through them and check either "strongly agree" or "strongly disagree" without even reading the questions. Then the comments sections are left blank or are ridiculously overstated opinions. Most students don't take the time to give constructive criticism that could actually help make the course better. It's just like when a professor returns your graded paper and all it has on it is a big red letter with a few comments. It makes you furious that you spent all that time writing it, but the instructor only put a number on it without any explanation or reasoning for it.

So think about it the other way around, checking "strongly disagree" or "strongly agree" does nothing for the actual evaluation of the course and instructor if you don't provide some legitimate pieces of experience or ideas on improvement in the comments sections. It's easy to fly through the evaluations, but putting some time into them might actually help make the courses and instructors better.

From St. Louis to Sarajevo: One Woman's Fight to Make a Difference

By Arlene Gandy 🕒 May 19, 2012

“The only thing necessary for the triumph of evil is for good people to do nothing.” Dr. Ben Moore of the English Department quoted philosopher Edmund Burke as he welcomed Elsie Roth, RN and Humanitarian. Head of the Bosnia Project, Moore stood at the front of the Lewis Room on April 18 as Roth presented *From St. Louis to Sarajevo*, the story of her response to the war and genocide in Bosnia Herzegovina.

82 year old Roth saw a TV report of a bombing in Sarajevo market which sparked the beginning of her crusade. 80 were killed and hundreds more injured in the marketplace, reminding Roth of another Holocaust. Roth immediately thought “What can I do?” As an active member of Hadassah since 1977, she contacted the president to see what could be done. Hadassah, the largest Jewish international (mostly female) organization, promotes education and public health, and was also a main contributor for aid and health for the US in WWI and WWII. The organization was more than willing to assist Roth. After gaining the approval from the President and the Secretary of State, the US government, Hadassah, Joint Distribution Committee, along with Catholic Charities all helped and worked together to better the effort.

At the age of 62, as a registered public nurse, Roth recruited three other nurses, one physical, one pediatric, and an American Red Cross volunteer, to go into the war zone to help the people of Sarajevo. She explained the attempts to kill the culture by bombing the library and to destroy the newspaper, but they went underground and continued to print. Pictures of bullet riddle trollies gave evidence of the risk of citizens’ commutes to and from work, with the fear of being killed by snipers.

This war claimed over 250,000 lives leaving many children orphaned and a country economically impoverished. With little food, no electricity, inadequate water supply, unfit hospitals, and no gas the ambulance could do nothing but sit. The Jewish community had one doctor and two nurses for the entire city, leaving injured and elderly to freeze to death in nursing homes due to lack of heat.

A Jewish leader named Ivan Cherishen partnered with the women, directing them to the people of the community with great need for medical care. Contributions from the states continued to flow in with supplies reaching 103 tons and 10 million dollars’ worth in medicine, clothes, and food. Roth, along with volunteers, kept inventory on all supplies and donations, ensuring that no clothes were used nor any food or medicine was expired. Roth made the trip to Sarajevo 3 different times, checking that cargo was never damaged during the war. Her hard work and dedication for the people of Sarajevo during their time of war was courageous and admirable, awarding her the US Purple Heart from the President of the United States. Roth has been inducted into the St. Louis Jewish Hall of Fame for her work in Sarajevo.

“What’s funny is I admire Elsie, and enjoy working with her, but she would never admit she is amazing.” Said Lucy Allen, Administrative support for the Math and Science department. Two internships arranging information and artifacts has led to a very close relationship between Roth and Allen. Allen currently curates for the Elsie Roth program, also working with Dr. Moore on the upkeep of the Bosnia Project web page. “Elsie is still up to her old tricks, now recusing animals on her farm,

she just has a good heart for humanity.” Allen stated.

Karaoke Night Ends on a High Note

By Christian Mitchell 📅 May 19, 2012

I can show you the world; shining, shimmering, splendid. Or at least Sara Mueller and Drew Tyler can as they serenaded the audience at the karaoke social in the DSAC on Wednesday, May 2nd. The two broke the ice that night by singing the famous duet from Aladdin . However, in their rendition, the gender roles were reversed. Mueller sang all the male parts while Tyler, in a surprisingly good falsetto, sang the part of Jasmine.

The two had conflicting feelings on performing first. “It was excruciating,” said Mueller jokingly. “It was all Drew’s fault for not having a partner.” Tyler, on the other hand said that, “It was definitely worth it.” Regardless of their feelings on their own performance, the mood for the night had been set.

Until the music started, there was a very odd aura in the DSAC, one that could be likened to a junior high dance; most people were separated into groups quietly talking amongst themselves, waiting around pensively for something to happen. Though it was never entirely noiseless, due to food orders being called out, there were definite moments of awkward silence. But once the DJ played the first song, a mashup of Flo-Rida and Avicii’s Levels, the entire room came together.

Though initially billed as a contest, the idea fell through due to the lack of commitment, as it took place the week before finals. However, even that fact wasn’t going to stop the community from having a bit of fun. “I was very happy with the turnout,” said Cassie Dougherty, sophomore FAB co-executive. “People stayed for a long time, and there was a really good energy.” A crowd of one-hundred or so came out to partake in the fellowship and cheer on their peers as they sang.

Of the performances, the most notable may have been the one-man-boy-band known as TJ Huntley. During his performance, Huntley jumped back and forth between distinct voices that very accurately mimicked an All-4-One performance. Throw in his well executed dance moves and hand gestures and you are left with an image in your mind not likely forgotten.

All-in-all, this was definitely a good addition to the rest of the events during spirit week. It gave the community a chance to come together to have fun and relieve some of the stress and tension brought on by preparing for finals the following weeks.

Meet the Benefactors: 2012 Scholarship Luncheon at the Park

By Arlene Gandy 🕒 May 19, 2012

The 2011-2012 school year boasted 92 endowment scholarships with 136 awardees and 22 annual scholarships with 42 recipients. The students that received these scholarships corresponded with the donors throughout the year, sending a Christmas card with a photo in the fall and a letter of appreciation for their contributions in the Spring. The CSJ invited all living benefactors to personally meet the students at a Scholarship Luncheon in Forest Park.

Set to begin at noon, the event was located close to the University at Skinker and Lagoon. However, for some students, Senior Rachel Lalk in particular, finding the locale proved to be difficult. “I couldn’t find it,” she said, explaining that she circled around the opposite side of the park after basing her coordinates off an incorrect address in the luncheon pamphlet.

Jane Hassett, former President of the University said, “This feels like a class reunion,” as she entered the banquet room. She had barely made it through the foyer, before she was bombarded with hugs from alum, students, and faculty.

SGA President Cameron Elliott opened with a welcome speech and invocation before lunch was brought out. The staff prepared and served a three course meal starting with a house salad in Italian dressing, lightly breaded chicken, green beans with red peppers tossed in vegetable oil, risotto in a cheese sauce, and cheese cake with a chocolate crust, and caramel pecan topping for dessert. For vegetarian students, the staff accommodated an entrée with roasted vegetables on pita bread topped with feta cheese.

Joseph B. Mc Glynn, Jr. Chair of the Board of Trustees, commenced the program with a few remarks. Student Allison Colman and graduating senior Charles DeGregorio spoke about the scholarships they received, attributing their successes to those generous contributions.

Dr. John Bruno, Vice President and Dean for Academic Affairs announced the students and benefactors as Dr. Golden, President, presented certificates and a rose to each student. The rose was to be given to each benefactor as a token of appreciation.

Dr. Golden closed the ceremony, congratulating and encouraging students to continue to excel. He also noted the benefactors for their supports, explaining how important their contributions are to not only the students but also how essential they are to the University. Student Monica Kleekamp rendered the benediction ending this year’s scholarship luncheon. The event was wrapped up with a picture outside the banquet room in the courtyard with all the students and their benefactors.

On a Cold Spring Night

By Adam Walker 🐦 May 19, 2012

After the buses rolled in and Jungle Juice shots were poured, it was time for the University's annual Spring Dance. The location for this year's dance was at one of Saint Louis's most famous haunted attractions, the Lemp Mansion. When entering the haunted 1800s style courtyard, it could have quickly turned into some sort of vampire attack, or even an apocalyptic zombie outbreak, but everyone was quickly brought back with the sound of the Cupid Shuffle. Meanwhile people instantly moved to the dance floor in their not so choreographed lines as students made their best attempt to go "down, down, do your dance, do your dance."

This semester's dance was brought to us by the Fontbonne Activity Board with student tickets for only five dollars. On Friday April 20th, grungy yellow school busses that would be filled with residents and commuter students pulled into the upper parking lot to provide the students with free transportation to the Lemp Mansion. The University had ordered three busses for set times through the night, but when only two buses showed, a mystery had emerged. The case of the missing yellow school bus could have been something out of the Twilight Zone— a cold eerie night, a bunch of college students dressed up for a haunted mansion, and the bus never arrives. Could the deceased members of the Lemp family been trying to interact with us? It was all a mystery at this year's Spring Dance.

Cramming students into the bus every which way possible, Bus Captain, Sophomore Cassie Dougherty gave the go ahead to make way to the Lemp Mansion. In order to correct past years' confusion over transportation, this year students were required to sign up for a designated bus time when purchasing a ticket. This led some commuters to be upset with having to take the mandatory shuttle to the dance location, and even led some students to skip the event. Some commuters thought that the plan for arranged transportation should have been communicated beforehand so they could have made the necessary adjustments to attend the event.

These complaints possibly were the cause for this dance's rather small attendance in comparison to last semester's outstanding turnout at the Fall Dance. Others may have thought differently as Junior Caleb Harley, a commuter, said, "I liked the bigger venue with less attendance!"

This dance took place outside on a big gazebo with Senior Charles DeGregorio behind the turn tables. The event boasted a nice setup with decent accommodations as students struggled to keep warm by the heaters and large outdoor fireplace. The inside area was rather small, but easily provided a place to serve the above average bar food and drinks.

The usual pros of the dance floor were once again dressed in their finest suits and flowing dresses, this time doing their version of the "Dougie" and cranking their own Superman for a Friday night throwback.

Although DeGregorio has DJ'd for years it was his first time working a University event. "It was a little funny, because I had to put my DJ face on. I felt a little wooden at first but I started to get into it," says DeGregorio. Everyone seemed to love his mix, as he switched it up from some old time hits to some modern hip-hop and, yes, even some Dub-Step. "You have to be funny and rev people up a bit," DJ DeGregorio says.

While the music selection proved to be a non-issue, the busses' late arrival home seemed to be a big

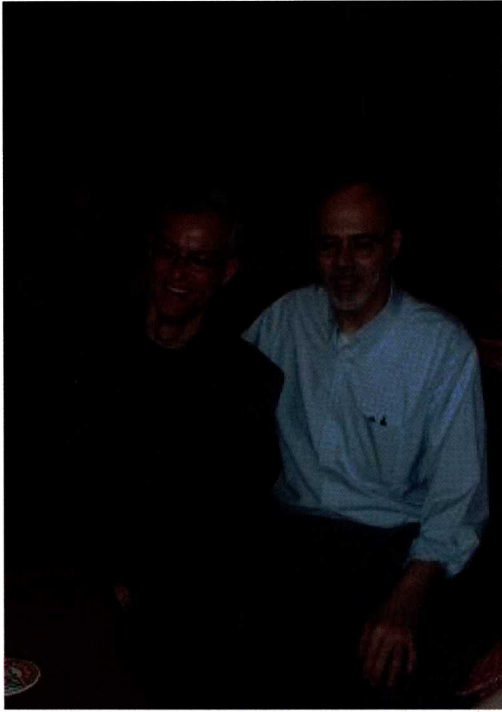
deal for some. Students were told that there would be multiple busses leaving at different times going home, but instead the two busses came together, roughly at 11:00pm, to shuttle students back to campus.

Overall, the dance was a success as everyone seemed to let loose and enjoy themselves. The Fontbonne Activities Board sold around 80 tickets, and unexpectedly high amount as tickets had only been on sale since that Monday.

Hopefully next year, students will be more informed and the weather is more dance friendly. Over the past years at the University, students are always eager to hear the next location for the dance as it proves to be one of the more popular events throughout the school year. So if you haven't checked one out there is always a chance next semester!

St. Louis Poetry Center Presents Poets at Schlafly Bottleworks

By Arlene Gandy 🕒 May 19, 2012

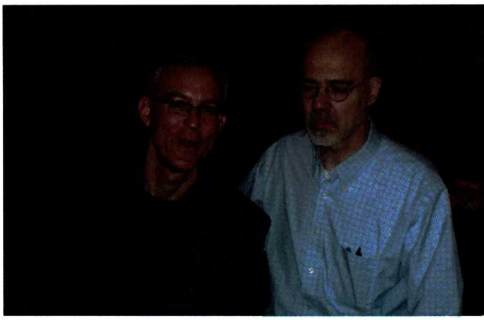


“She doesn’t quite know and yet she starts to get it...” The she in the poem that Dr. Jason Sommer refers to is Eve, and what she “starts to get” is a joke about a tree in the title poem of his new collection. Sommer, Chair of the English Department, read from his work alongside poet H. L. Hix at Schlafly Bottleworks on April 2 in the Observable Scenery.

Dr. Sommer has three published collections of poetry: *Lifting the Stone*, *Other People’s Troubles*, and *The Man Who Sleeps in My Office*. Upcoming in the fall of 2013 and published by Southern Illinois University Press, is his newest collection entitled *The Laughter of Adam and Eve*, which won the 2012 Crab Orchard preview open competition. Sommer’s poems carefully consider modern life, especially life in the shadows of trouble, reflecting his upbringing as the son of a Holocaust survivor.

The poems he read Monday night had never been performed in front of an audience, but he overcame his nerves with his quick wit. The room filled with colleagues, students, and the T. Louis Poetry Center (SLPC) community, who laughed at and enjoyed the poems about love and war and one about a Tel-evangelist.

Sommer has received many literary awards in his career. Most notable is his award from the Whiting Foundation Writer’s Fellowship in 2001. Seven poems were read from his upcoming book including “Fashion Show,” “Plague Tale,” and “Escaped to Tell,” just to name a few. The University of Chicago Press described Sommer as “a survivor’s child, considering how to live in the wake of history, among those who are indelibly marked by it.” After his sneak preview of his new material, Sommer welcome H.L. Hix to the stage.



Hix has published nine books of poetry and has translated seven, in addition to his six books of prose centered on literary theory and criticism. Hix teaches creative writing at the University of Wyoming in the MFA program. He has been awarded accolades for his work including the fellowship from NEA (National Endowment for the Arts), and the T.S. Eliot prize from Truman State University Press. “Hix is also credited with synthesizing New Formalism and the commitment to framework the language poetry of post-modernism, reverie of colliding words; easy to

admire yet hard to define this philosopher embodies the drug of surrealism in his work,” according to Robert Lowe member of the SLPC.

He started his portion of the evening with one of Sommer’s poems, “Other People’s Troubles,” smoothly transitioning into selected poems out of his published works. He read his own “First Fire,” “Then Birds: Obsessionals 1985-2010,” “Surely as Birds Fly,” “Chromatic,” “Rational Numbers,” and “Perfect Hell.”

Sophomore Tucker Samuels said, “Hix demanded the full attention of the listener” in the dimly lit, partially full room at Schlafly. Sommer adds, “Hix is an extraordinary writer.” The two poets set the mood for a captivating night of story and poetry.

Executive Director for the St. Louis Poetry Center, Nancy Hughes said, “It was a truly exciting event with two commendable presentations sure to complement the literary world through poetry,” promoting the infinite possibilities of the written and spoken word as stated in the SLPC mission. The St. Louis Poetry Center, founded in 1946 and made for profit in 1960, is encourages all ages and backgrounds to participate in writing as well as the spoken word through poetry. Continuing for over 60 years, the SLPC platform provides for new poets a free workshop from September to April to have their work evaluated by published poets. Events hosted all year around include: every first Monday of the month at Schlafly Bottleworks, fourth Tuesdays at the Focal Point, and second Fridays at Whole Foods. All of which are free to attend.

The organization is currently promoting three writing contests and a number of outreach programs to low income, impoverished areas. Hughes is proud of the services provided by the SLPC, and as more requests for their services continue to pour in, the need for funding increases. She encourages any donations and participation in the SLPC efforts.

Cutting Healthcare Budgets

By Christian Mitchell  May 20, 2012

In an attempt to balance budgets, Michigan, as well as many other states, has been cutting back on mental health services thinking that it will reduce their health care spending. In reality, however, this is far from the truth. According to psychology professor Tracy Yates, who has over a decade of experience as a licensed clinical professional counselor, “Mental health coverage is very cheap compared to any other type of coverage.” Because mental health coverage is so inexpensive, mental health care actually prevents medical costs down the road. When a person suffering from a mental illness relapses due to a lack of mental health facilities to go to, they end up either in the emergency room, with a medical doctor, or hospitalized.

“If they relapse because they weren’t getting care, their relapse tends to be worse and so I would see patients in the hospital for a month. A month is extraordinary,” said Yates. Typically, if a person suffering from an illness such as depression needs to be hospitalized, they should be in and out of the hospital in a few days. The fact that there are those who remain hospitalized for weeks is a perfect example of how cutting back on mental health services is actually, according to Yates, costing more state raised money.

The reason that mental healthcare budgets are being reduced is due to the lack of education about mental health issues and services. Insurance companies also offer little to no coverage for mental health issues, so the costs for care typically go to the individual or state-funded programs such as Medicaid. “I have not figured out why [insurance companies offer little coverage], the only thing I can think of would be the old stigmas,” said Yates.

The negativity surrounding mental illness is one that has been prevalent for ages. “The idea that those afflicted are helpless, possessed, or flat out dangerous is one that is completely false,” said Yates. Yet still the stigma exists. Throughout Yates career, she has known mental health providers who themselves were struggling with a mental illness and still did not seek treatment due to the same stigma. According to Yates, “Hands-on is the only way to change people, so I think it has to be that way to change stigma. It has to be some sort of way that most of society gets to experience hands-on with mental health.”

One way to reduce the issue and save mental services from being reduced is to have ample coverage for both healthcare and the masses. “If everybody has healthcare, then mental illness doesn’t become an illness of the poor, which it actually isn’t, but that’s the stigma, It’s the minorities that [are believed to] have this problem,” said Yates.

Under the Affordable Care Act, our current health care system will be improved by increasing access to health coverage for Americans and introducing new protections for people who have health insurance. However, republican candidate Mitt Romney has vowed to repeal this act if elected president. According to Yates, “Mitt Romney doesn’t know how we solve [the mental health issue], I wonder just how educated he is on mental health, especially since we know that over 50% [of people] will have a mental illness at some point in their life.”

In a recent discussion held by Romney at the Eagle Manufacturing Corporation in Shelby Township, Michigan, a Canadian resident crossed the border to ask Romney one question: “this whole country

has a deplorable record when it comes to dealing with mental health issues. I would like to know, what's your position on fixing this?"

Instead of answering the question directly, Romney not only poked fun at the Canadian health care plan by asking the questioner if he had come to "mooch off America's health system", but changed the subject and said that matters such as mental health, education, care of the poor, and workforce training should all be "brought home closer to the people," suggesting that it is not up the federal government to take care of nationwide problems.

Stressing Safety

By Rebecca Reichert  May 20, 2012

Thirty-two people are dead after the Costa Concordia Cruise Ship ran aground on the 13th of January. Allegedly, the crash which caused the ship to list to one side and take in water during dinner is due to the ship's captain taking the cruise off course to salute the island of Giglio. It is also considered to be because of the captain's inability to make the decision to evacuate the ship which led to the death of so many people.

The Captain is currently being charged with manslaughter, as well as three other charges as he serves under house arrest in Italy.

"I'm sorry that there were any deaths," says Professor Mark Alexander. "I don't think there should have been one." Alexander has a Master's degree in business and is currently working towards his Ph.D. He has experience working with the Missouri Pacific and the Union Pacific Railroads, where he worked with the Finance and Accounting department. While he was there he experienced firsthand some of their safety training sessions and meetings due to it being mandatory that everyone know about the railroad's safety. He believes that with a little more safety training, this crash could have been avoided. "Even a wreck to some degree should be routine," says Alexander. "[The] crew should be trained on this."

A fire started in the Costa Allegra, the sister ship of the Costa Concordia, in February. The fire caused the ship to lose power and left it adrift in the Indian Ocean without air conditioning or a refrigerator to store their food. In light of the Costa Concordia's crash and also the fire that started in the Costa Allegra, the Costa Corporation has some work to do, according to Alexander.

The Costa Corporation is offering 11,000 Euros or \$14,500 to each passenger that was uninjured in the crash as well as a full refund of the cruise and all credit card purchases onboard the ship. The surviving passengers are also promised a discounted future cruise.

"Telling somebody externally that we're going to give you something free is easy," says Alexander. "Handling this issue internally so that these things don't happen again is going to be a tough job." The next step for the Costa Company, in Alexander's opinion, is to not only meet the needs of the customers externally but also to go internal and evaluate the workings of the ship to make sure there is nothing wrong with the machinery and technology. "Everyone needs to understand safety," states Alexander. "This is not just for the crew and not just for the captain."

He believes that safety on a cruise ship should be accentuated just as it is on an airplane.

"On an airplane when you sit next to the emergency door, what does the attendant come up and ask you?" asks Alexander. "Can you lift 50 pounds, meaning that door? They have to hear your response orally."

In Alexander's mind, safety should focus on the equipment just as much, if not more, than the passengers. On a cruise ship, the technology of radar and other important equipment should be checked first and foremost before leaving port. The state of the equipment was never mentioned in the news reports of the Costa Concordia crash. Perhaps it was checked beforehand, but the radar would

likely have told the crew that the sea floor was much closer than they realized.

“If our technology is not working, don’t leave port until we get it fixed,” says Alexander. “So it’s the least little thing. If the pressures are not correct in all the hydraulics on an airplane, don’t take off. In the ship, if it’s not right, don’t take off.”

Safety should also be a major part of life in education, according to Alexander. The University has already begun to have fire drills for the first time. “Hearing the drill and having the teacher say if this was a real drill we would all get up and do this, why not practice it?” asks Alexander. “And if there is somebody in class that is sitting in a wheelchair, better have a plan for it. The probability of them being one hundred percent successful will be higher if you practice [the evacuation plan] and not just talk about them,” states Alexander. “Can that save a life? That’s what we’re hoping. Zero incidents.”

With a more precise plan and people better acquitted with following it, the Costa Concordia would have survived its voyage and Alexander can only hope that with the same materials, Fontbonne can avoid any injuries if disaster were to strike.

The Soulful Eight: A New Take on an Old Class

By Arlene Gandy 📅 May 20, 2012


This new take on HST 106 concentrated on the library sit-in of 1970; students researched in archives and the mass media and conducted personal interviews to interpret one of the most instrumental events contributing to diversity and the African-American presence at Fontbonne College, as it was known then. The African-American presence at the College grew throughout the 70s. The total student body enrollment increased to 800, “35 of whom are negroes,” according to St. Louis Globe on October 27, 1970. The efforts of eight female African-American students dubbed “the Soulful Eight” played an important role in encouraging administration to allow not only women, but African-American men, an opportunity to receive worth of knowledge.

The Soulful Eight organized a library sit-in protesting against “the physical and psychological harassment of black people on campus,” says the Globe. Yolanda Nicholson, as she was known then, was the spokesman for the eight female students, who all were suspended as a result of their actions. The Globe quoted her saying, “The school is unresponsive and insensitive to the needs and concerns of the black people.” These influential women to enroll more African-American students, recruit black faculty, and institute African-American academic studies and programs. They delivered a manifesto to the administration about the issues, which created a positive progression towards the improvement of the African-American enrollment and experience at the College.

Monday, November 9, 1970, 15 days after the sit-in, the St. Louis Post-Dispatch released the article, “The Eight Returning to Fontbonne.” President of the College at that time, Sister Roberta Schmidt was quoted saying, “We realize that the commission, in seeking ways to implement it (the manifesto) might find that some parts can be accomplished sooner than others and some might not be possible at all.” After being approved for reinstatement on the 28th of October, the eight young women declined until administration issued a written statement in support of the manifesto.

The new addition to the curriculum is important because of its linking of the past to the present. The students in HST 106 created a Facebook page building a timeline of events with interviews, pictures, and research that Taff hopes will encourage current and future students to analyze the information and secondary sources for a better interpretation of history.

Bullying in the Workplace

By Erica Van Buren  May 21, 2012

On April 28, 2012 the University's own graduating Senior Elizabeth Crabtree attended the ILLOWA 39th Annual Undergraduate Psychology Conference hosted by the Department of Psychology. Aiming to identify if bullying can be predicted and what level of bullying it is, Crabtree created a questionnaire that earned her this spot at the conference. As Crabtree's discoveries show, there are certain characteristics of a bully, for example, lack of reward or too much competition, that cause the issue.

Her interest in the topic of bullying in the workplace peaked after a personal experience. Crabtree started researching the topic last Summer and uncovered that 33% of people are dealing with workplace bullying firsthand. The problem didn't stop until the person quit or was terminated. Crabtree found that Scandinavian countries have studies pertaining to policies to diminish behavior, but there's no such luck for companies in America.

The psychology student's findings showed that ongoing bullying can cause stress, which leads to forms of cancer and chronic illnesses. When it comes to America, organizations only focus on the physical aspect of bullying and don't really provide any kind of recourse. To explore why this happens to some people, Crabtree developed a questionnaire that measures organizational factors and events that allow bullying to thrive. Her questionnaire corresponds with another called the Negative Acts Questionnaire (NAQR), which measure frequency of bullying. Crabtree is hoping to make her rendition a predictive tool for at risk organizations to provide for the bullying type of behavior.

After graduation, Crabtree plans on taking a year off to send out her questionnaire to professionals for a content analysis. Doing so will help in validating her work. In the Fall, she plans on applying for graduate programs and continuing her research. Beyond graduate school, Crabtree wants to go into more research and be an Industrial Organizational Psychologist.

Can't Rain on Our Parade

By Christian Mitchell and Adam Walker 🌧 May 21, 2012

On Friday, May 4th, FAB pulled out all the stops for an end of the year celebration known as Springfest. "We want Fontbonne to come together, have fun, and promote school spirit," said Libby Brauss, the seasons around campus executive chair.

This year's theme for Springfest was all about highlighting some of the favorite parts of St. Louis. Springfest was separated into five different sections. There was "The Loop," which included a photo booth, a make-your-own-street sign event, musician Preston Pugmeyer, and the Fontbonne walk of fame. A "Downtown" area was comprised of the Math and Computer Sciences Club's rendition of the Arch, an appearance by Cardinal's mascot Fredbird, and give-aways by Anheuser-Busch. An "Art Hill" exhibit hosted some inflatable horse races and kite-flying. There was human foosball at "The Hill," and a "Taste of St. Louis" offered foodstuffs for the students, provided by Ameriserve, Gus' Pretzels, Ted Drewes, and Fitz's Rootbeer. Junior, Riley O'Neil said, "It was good comfort food!"

Even though rain forced Springfest to relocate inside, the day's events still went on as planned without any serious problems. "Ideally we wanted it to be outside because it would have been more fun," said Brauss, "[but] the attitudes of Ameriserve and Physical Plant [were] so great in helping us make this happen inside." Physical Plant did an outstanding job moving everything from outside to inside the DSAC and making all the events possible.

As the rain started coming down even harder, students were unsure if Springfest was canceled, postponed, or moved inside. But when the word spread that everything was still happening, the afternoon began looking up. "I was excited it was still going on; I really wanted to make my own sign and eat a lot of good food," says Junior Lindsey Budde.

The one event that had remained outside was the infamous dunk tank. Students lined up to see their favorite professors sit in the stand over chest-deep water and worry about their fate, determined by the little yellow lever. Junior Joe Dusch patiently waited until the dunk tank opened and Dr. Stephanie Afful of the Psychology Department got into the hot seat. "I just wanted to get a little even with my professor," said Dusch. And that he did, sinking Dr. Afful three consecutive times.

Many student organizations had tables set up, ready to promote freebees. Some clubs even sold t-shirts to show their support. The Biology Department showcased a huge photograph of a soldier, a Biology Major at the University. Also with the portrait was a biography on the student and a giant card for anyone to sign.

Human foosball was once again the main attraction this year, providing students with long competitive games that even kept onlookers entertained. "I don't know what it is about human foosball, maybe it's being strapped in and the all of a sudden yank back by the rope, or playing for hours with your best friends, but whatever it is, it was the most fun I've had in a while," says Junior Colin Benecke. The games lasted what might have seemed like forever, but students anxiously waited for their own turns to strap in and compete with their peers.

When the food trays were emptied and Human Foosball was being deflated, some students stuck around to snag a couple snapshots in the photo booth to wrap up Springfest 2012. Even though spring

showers forced everyone inside it still made a memorable event to conclude the 2011-2012 school year. With all the events from the mascot fight, to Preston Pugmeyer singing away, and even horse rides on the third floor track, it made for one memorable afternoon.

“Getting Together for the Common Good”

By Erica Van Buren 🕒 May 21, 2012

Organized and led by Dr. Rosenberg, of the History, Religion, and Philosophy Departments., the Symposium was aimed at engaging Pope Benedict XIV’s “Charity in Truth.” Held in the Library Board Room, the event was a small discussion of faculty and students.

The first panel discussion was held from 3-4:15, consisting of Professors Jason Sommer, Stephanie Afful, and Daryl Wennemann, and students Carol Campbell and Jessica Stevens. Each professor addressed their feelings pertaining to the above subjects, and the students were able to respond. Professors Jack Luzkow and Corrine Taff and students Anna Hotop, Sara Mueller and Marielle Counts attended the panel discussion at 4:30.

Mueller, an English Major, discussed the importance of education and lead with the quote, “Love is rich in intelligence, and intelligence is full of love.” She continued to express the significance of growing together as God’s children. We all should grow out of the love we have for each other and because of God, she said.

Dietetics Major, Counts opened with, “We do not inherit the earth from our ancestors. We borrow it from our children,” a Native American proverb focused on taking care of the planet.

Later in the evening, the keynote lecture was held in the Lewis Room, referred to as, “The Profile of the Manager in Caritas in Veritate: From Office Executive to Wise Steward.” Dr. Gregory Beabout of the Philosophy Department at Saint Louis University commenced with these goals: to bring into focus the sort of manager endorsed by the encyclical and to place the proposed model in conversation with some contemporary literature, keeping in mind practical wisdom, leading wisely in difficult times, and rethinking business management.

Land Ho!

By Dino Hiros 🌱 May 21, 2012

As the semester winds down, I find myself spending more time looking out of the windows during class. Most times I daydream about summer or pizza, but other times I contemplate important life questions. Recently, I've been wondering about the decently large (at least for Fontbonne campus standards) piece of grassland on the Wydown side of the East building. This might be the only piece of land on campus that isn't used in some way. I mean, I cut through it on my way to class, but I feel like it could most likely serve a better purpose. I can't help but to wonder how this space could be used.

Most people would say this space should be turned into parking, but that might be too logical and wouldn't be any fun. Plus it would get ugly around 3 o'clock when the parents come to pick up their kids from the middle school down the street. I can already imagine myself t-boning a BMW that's blocking the exit of this imaginary parking lot. Since court fines and possible jail time aren't things that I want for my future, I want to move to a less logical and more fun idea for this piece of land.

I opened this question to some of my classmates and one of them came up with a sand volley ball pit in the middle of the space with a slip n' slide on each side. "Think about it," he said, "we could play volleyball, and then when the sand gets in our shorts we could hop on the slip n' slide." Even though this friend isn't the smartest person in the room, I was still shocked that he was serious. Not one word was said as a joke. His smile was genuine. "It would be awesome, man."

As dumb as his idea might be, it's better than what we currently have in place. On a campus so small it seems that it would just make sense to use this space instead of let it just sit there. I could maybe understand if the grass on the land was really nice, but it's not. It's definitely patchy. Something could be done with this space. A parking lot and sand volley ball pit are probably out of the question, but combining the two might be an answer.

Mother Madness

By Alicia Lee 🐦 May 21, 2012

In 2011, the state of Missouri was pushed into the limelight, and people everywhere were exposed to two cases where children were the victims. In early October, Kansas City's 10-month-old Lisa Irwin was reported missing from her home. Most assumed that Irwin's mother had something to do with her disappearance, but Irwin's case currently remains open, with reports surfacing that police leads are winding down.

Missouri was hit with another story, this time of Affton's Tyler Dasher. In November, Dasher was 13-months-old when he was reported missing by his mother, 20-year-old Shelby Dasher. Dasher initially told police she put her son to bed the previous night, and when she woke the next day, he was not in their home. Tyler Dasher's body was recovered just hours later; his mother, later admitted to beating him because he wouldn't lie down and go to sleep.

Cases like these are not new, but each time people are emotionally affected with feelings of despair and grief, even if the victim had no ties to them personally. People often ask how cases like those mentioned even exist with children being harmed by their own families. This is a question that affects many, and maybe there are ways to help prevent these types of crimes from happening.

Dr. Laurel Newman is an Associate Professor of Psychology who is now in her sixth year at the University. Newman states that she was always interested in people and theories behind behavior and feelings. "I like learning about why people do what they do and psychology is such a broad field and allows for the study of people and what makes them tick," says Newman.

Newman is aware of the stories of mothers harming their children. A case Newman heard in the news will forever stick with her. "I will never forget the story of a mother putting her baby into a microwave. When you look at an infant, it's so helpless, and I don't understand how people can harm the helpless."

Newman, mother of two, says, "Being a mother can be difficult and stressful, and sometimes as a mother, you really need to watch your temper because children will be children. I feel that mothers, especially single mothers, need a support group to help them when times get stressful. There are benefits and costs to motherhood."

"There just needs to be more understanding since a lot of people don't have the support they should. People need to help out others around them and acknowledge their stress."

Newman explains the role of abuse in society from a psychological point of view. "Child abuse can be just the result of average people. There are two types of abusers: one is not normal and is described as mentally ill and not necessarily stressed, and the other is the type that just breaks under pressure."

There are two fields of study that try to help explain mental behavior. Newman herself conducts research in areas of personality and social psychology. Abnormal psychology studies unusual patterns of behavior, emotion, and thought which can try to determine a precipitating mental disorder; the other discipline is clinical psychology which seeks to access, understand, and treat psychological conditions.

Newman explains, "The court can rule if someone is mentally ill based on a series of testing and analysis. If they are competent to stand trial, the court can argue that they were just depressed or

suffering from anxiety.”

“A clinical psychologist would go by the DSM (Diagnostic and Statistical Manual of Mental Disorders). It is an encyclopedia of mental illnesses. Depending on the case, the person would have to meet certain criteria.”

Even with an encyclopedia and criteria there can be other factors in a particular case that doesn't fit under the DSM. Since everyone is different and reacts differently, a clinical psychologist would approach a case depending on the type. “Some may be diagnosed with depression and some may already have a mental disorder and can appear what we think of as “normal” until something big, like motherhood, triggers it. With that, a clinical psychologist would use the Diathesis-Stress Model.” The diathesis-stress model is a psychological theory that attempts to explain behavior as a result of genetic or developmental vulnerability together with stress from life experiences.

The mental state of Shelby Dasher has not been confirmed, but St. Louis County prosecutor Bob McCulloch stated the lesson for the community was, "Raising a child can be frustrating. There are a myriad of ways to deal with that. This isn't one of them."

Cases of child abuse receive attention nationwide. There is something about children being harmed that pulls others in and makes them want to help. Last year, there seemed to be an ongoing theme of top crime stories. Most people have a general idea of crime stories and have become accustomed to a few—robberies, fires, domestic abuse—but last year, the number of child abductions and murders took the top spot.

Newman believes that “society has always been drawn to media”. “When the mother claims that her child is missing, it’s something we should know so we can help or offer support. The mothers are the ones who broadcast it and they are the ones who set up the interest, even though they know what has happened to their child.”

According to the National Center for Missing and Exploited Children, “797,500 children (younger than 18) were reported missing in a one-year period of time studied resulting in an average of 2,185 children being reported missing each day.” Currently, in the state of Missouri, the Highway Patrol reports that “over 400 children are missing;” their cases are still open.

For people who are around new mothers or suspect that mothers are stressed out, Newman has a few words of advice, “I encourage people to consider how they can support mothers or parents with stressful life situations. Volunteer at centers, such as the Crisis Nursery, or donate items that can help those families who are experiencing financial situations.”

“We may not realize it, but there are vulnerable groups of people out there and it’s important that we at least try to help ease the stress.”

Survival in Sarajevo

By Dino Hiros 🕒 May 21, 2012

Sitting at a computer in the library, I finished an entire 57 minutes earlier than expected, which meant I had 52 minutes before class started. My Twitter timeline was lame and unusually stripped of its acute hilarity so I put my headphones in and ventured into the lobby. The first thing that came into view (and you all have seen this) was the “Survival in Sarajevo” exhibit. And like most everyone I wanted to walk past it, but not for the same reasons that everyone else avoids it. Instead of feeling like most students: uninterested and disconnected to the events of the exhibit, I was panicked and overly connected.

Anytime I see the words, “Sarajevo” or “war” my face starts to burn and an uneasy feeling surfaces in my chest and drops into my stomach. I was born in Sarajevo; my mother and I left during the early stages of the siege. My family is among the many thousands of people who fled the capital.

I walked through the security gates and put my hand out to open the door, and then I paused and turned around. I won’t sensationalize and say there was a great unseen force that moved me to read the exhibit; I simply made the decision to go back and learn something. I started reading the panels that are on the left as soon as you enter the library (where the tables and chairs used to be). Fittingly the song “God loves Ugly” started playing through my ear buds.

On the second set of panels is a blood red section with three black and white pictures. The title reads “Three basic rules.”

The first caption is “When you see people walking that’s where you can walk.” Next to it is a picture of a man walking; in the background there is a wall that has “welcome to hell” spray painted on it. The second caption is next to a man running while pushing a full wheel barrel; it reads “When you see people running, that’s where you have to run.” The third caption is next to a picture of bombed buildings; it warns, “When you don’t see anyone, don’t go there.” I raised my phone and took a picture.

When my grandparents came to the U.S. “rules” became a word I heard every day. I was about seven years old and my grandfather couldn’t stop stressing how important rules were. He explained how there was a right way of doing everything, and the rules must be followed. Even though he rarely ever yelled at me, we had many arguments, stemming from my objection to the rules. Every morning before school he checked to see if my shoe laces were tied. They never were and we had a reoccurring exchange of him telling me to tie my shoes and me saying no, and then my grandmother stepping in to tell him to leave me alone.

My grandfather is Croatian and my grandmother is Serbian. They lived in Sarajevo during the siege. When rations were low my grandfather wanted to save as much as possible, but my grandmother wasn’t concerned with saving because there was no guarantee that there would be anything to save for. They came to the U.S. shortly after my uncle had come reunited with my mother and me. For years they have gone back and forth from the U.S. to Bosnia, Serbia, and Croatia. In the summer they go to Croatia and stay at the house my grandfather built, and in the winter they go to the same apartment they lived in during the siege. They try their best to visit their family and friends (or at least who is left of them) as much as they can. I think about how long it’s been since I saw them as I shuffle around the panel.

On the other side of the panel, a black and white picture featured a sign that warned of snipers. My mom ran through streets filled with snipers just to get milk for me. She, like many other parents, risked her life so that I could have a chance. After fleeing Sarajevo and surviving in a few different places we finally reached the U.S. when I was about 4 years old. We came with no money and only a few things.

My mom raised, cared for, and protected me through the war; I turned out fine with all limbs intact and only one physical scar on my forehead. Like everyone else who was affected, the scars that still hurt are mental and emotional. For me, the hardest part about looking at this exhibit or the war in general is that I personally feel that it isn't my story. I was a baby during the war and almost have no recollection of the lived experience. I feel like this shouldn't affect me, because I wasn't old enough to realize what was happening around me. I shouldn't be talking about this war because I shouldn't feel any pain or uneasiness, because none of this happened to me.

But I'm wrong; it should affect me, regardless of what happened to me or whether it's my story or not. You might feel like this exhibit or that war has nothing to do with you, but you're probably wrong. Unfortunately, the panels have been packed up and are gone, but you can still test the theory. Google the war, read the stories, and look at the pictures. If you feel something weird in your chest or stomach, then this has something to do with you.

Tenacious Trivia

By Christian Mitchell  May 21, 2012

What bubbly, sparkling beverage was created and is still made in Saint Louis? What famous poet born in Saint Louis was nominated for both a Pulitzer Prize and Tony and also won three Grammys for spoken word albums? In what year did the Cardinals win their first World Series? If you know the answer to any of these questions, then the FAB- hosted trivia night on Thursday, May 3rd in the DSAC is an event you should not have missed.

Although only four teams competed, the events that unfolded were that of an epic tale. Groans of dismay and anguish, cheers of glory on the battlefield, and even joyous laughter filled the room throughout the night. Rounds were won and lost, teams jostled for first place, and at the end of it all the victors claimed their spoils: a fifty dollar prize.

The competition consisted of ten rounds of various Saint Louis related questions ranging from famous Saint Louis natives to sports teams to staple food companies. The questions were displayed on a projector and read aloud to ensure that everyone participating knew what was going on. After every two rounds, answer sheets were gathered, and the results were tallied.

It was clear by the end of the second round that one of two teams would be walking away with the grand prize. Though the two teams were tied for first, the gap between them and the third place team was abyssal. Apparently the history of Saint Louis is not something known by the majority of Fontbonne students, and the first two rounds really proved that fact.

After round 6, team Sunday School Mudslide (consisting of Junior Ethan Kristek and Sophomores Steve Raines, Kent Meyer, Erik Bell, and Ryan Brannan) began to pull ahead into first. It would appear that this was a team full of movie buffs. During the movies and television round, each team member displayed a confident look of approval of their answers after nearly every question, missing only one about Oprah funding a new show about Sweetie Pie's.

Sunday School Mudslide's lead, however, would not last. Going into the final round, Team Cheesecake (consisting of Juniors Tyler Malek and Olivia Thurmond) had a slight advantage of three points due to their impressive knowledge of both the Blues and the Cardinals. When asked how many times the Blues have missed out on Stanley Cup game, Malek was able to answer both how many times they lost the championship match, as well as how many times they didn't make it to the final round. Because of his interpretation of the question, and the lack of viable answers provided, the entire question was scrapped from the competition.

As the last questions were asked in the final rounds, Team Cheesecake's confidence only grew. It would appear that even the most obscure photo of a location wasn't going to throw them off at all. Sunday School Mudslide had almost already given up, immediately heading to the door after turning in their answer sheet.

But then the unthinkable happened; a tie. Sunday School Mudslide was back in the competition and fiercely desiring a win. Team Cheesecake could barely believe that they had lost what they thought to be a commanding lead. Even the teams no longer in the competition were amazed and looking forward to see who would win it all.

The tie-breaking question was asked and without hesitation both teams turned in the correct answer. A second question was asked; What is George Washington Carver famous for? Still the two teams were neck and neck. After the third tie breaking question was asked, and again answered correctly, it was determined that those running the show, Cassie Dougherty and Catherine Jager, needed to come up with five more questions and an additional round of trivia be put into effect.

The tiebreaking round consisted of standard, one answer questions, except for one. A perfectly crafted question that would ensure there could be no tie. The question was, "What four, single-digit numbers have the Cardinals retired, and who wore them?" Though in the record book this question was only worth one point, it had a hidden value of eight points. Four points for the numbers, and four more points for the players.

As the two teams were trying to come up with their answers, the tension was palpable. There was a constant back forth of energy between them. Both seemed to be attempting to look into the minds of the other and pull out all the right answers. But in the end, only one team could win. That team was Sunday School Mudslide.

The Tuition Hike and You

By Rachel Lalk ☺ May 21, 2012

In late January, President Obama promised relief for college students. “We should push colleges to do better,” Obama said. “We should hold them accountable if they don’t.” The University exemplifies this mindset, given its plans for the extra tuition collected in 2012. The tuition hike, while a full percent higher than last year, will actually benefit students in the ways of scholarship funding. Dr. Gary Zack, Vice President of Finances, explains that due to improved performance in the stock market, scholarships funded by our endowment will see an increase.

Zack isn’t concerned about the increase effecting enrollment, ensuring that, “We still expect to remain lower in tuition than either Maryville or Webster.” With the 4% spike in cost, tuition for full time undergrads will be \$21,694. Compared to Maryville’s 3.9% jump (\$22,775), and the 3.8% increase at WashU and SLU (\$34,740), the University holds true to that goal. The University’s tuition will raise an extra \$834 versus the \$855 escalation at Maryville. Zack adds that fees and parking won’t see a change in price next year.

Room and board will also be affected by the climb in tuition; room costs will go up 3% and board costs grow by 4%. The total for double in St. Joe with 14 meals per week is an extra 3.4%.

Zack says any future tuition hikes can’t be determined now as each year is treated separately in budget planning. However, for now, students still have a few things to look forward to this coming year, some positive aspects of soaring tuition costs. The first is a new elevator in Medaille. Also over the summer, renovations will be made to the food service area in Ryan.

While a 4% hike may sound daunting, students can breathe easy knowing that funding is prevalent. Scholarships will be provided and more students will benefit from them. Not only that, but at least a better meal will them power through those long days.

The Winter's Tale: More Modern but Equally Entertaining

By Rachel Lalk ☺ May 21, 2012

In the dim lights of the Mustard Seed Theatre, a calm audience awaits the opening scene of a familiar Shakespearean play. However, puzzled looks begin to replace each expression as a looping tape of office sounds—ringing phones, pecking keys on a keyboard, fax machines—plays through the overhead speakers. When the thought that perhaps this isn't the right play fills a few observers' minds, out comes a long-haired woman in a cloak. "The Raven," as she's called, begins to tell a tale of a king and his wife who are expecting a child, but their love goes awry when the king suspects infidelity.

Playwright Deanna Jent, who recently won two Kevin Kline awards (Best Director, "Godspell" and Best New Play, "Falling") decided to take Shakespeare into her own hands for her production of "The Winter's Tale." Originally set in the two kingdoms of Sicilia and Bohemia, this rendition takes place in the high tech corporate world of Seattle and the shores and forest of Alaska. Seattle was represented by a large structure covered with flat screens, and the characters took turns looking busy with a laptop at an office desk, sitting in a rolling chair. When the scenes shift to the Alaskan Bohemia, the structure turns around to reveal a huge totem pole. Jent says she chose this setting "to give our audience a contemporary reference point—something familiar in a world of unfamiliar language."

Despite the rhetoric of Shakespeare being a bit challenging, the audience had no problem decoding each scene. With such intense acting by the leads, Chauncy Thomas (Leontes) and Wendy Greenwood (Hermione), no one needed a translator to know what was going on. When Leontes believes his wife to be cheating on him, he slowly drives himself mad. Thomas without a doubt knows how to play a man scorned. He paces across the stage, raises his voice with all the right inflections, and looks away as if the pain is too much to bear. Matching the passion of her faux husband, Greenwood swells with believable anger, quivering her lip and cracking her voice, and even speaking so softly to the point of inaudibility but expressing great sternness.

The supporting characters were equally as talented, like Nancy Lewis who played the Raven as well as Archidamus, Time, and Autolycus. Every moment she was on stage, the audience was entranced and forced to listen as she spoke with power. Richard Strelinger, playing the role of Polixenes, was a fitting emulation of the Bohemian king, following the concept of laissez-faire rule until his son falls in love with the wrong girl. The University's own Sydney Frasure delivered a compelling speech, practically in tears, imparting news of the Queen's death. Each character was cast perfectly, and the cast as a whole made for an excellent production.


The original plot is intact throughout the play until the end, with a few scenes cut here and there due to time constraints. The only qualm a true, die-hard Shakespeare fan would have of this play is that Jent steers from the story to give her own ending to it. Jent chose to bring the dead back to life, reuniting the entire family as Mamillius joins his parents and sister in the final scene. "Our contemporary view of children is much different than during Shakespeare's time, when many children died at a young age," Jent reasons. She said students preferred a fully happy ending, seeing the whole family together. She adds, "Also, as a mother, it breaks my heart to think of a child dying of a broken heart, even though I know this is a story, not real!"

Jent noted her favorite scene is the end where Hermione's "statue" comes to life. Even though the audience knows she's real, somehow there's still some magic behind it, she says. The scene the captured the audience, however, would have to be the discovery of the baby before intermission. While the whole first half of the play is full of drama, arguing, and devastation, Jent perfectly positioned some comic relief for those of us who were ready to have a stern sit down with Leontes for ruining his wonderful life.

The duo of the shepherd and the clown ease the tension of everything that came before them, and the audience is hooked from that moment on. Carrying on a conversation about a man being slaughtered by a bear who is merely a few yards away, the pair garner laugh after laugh while Lewis ran across stage in a makeshift bear costume.

Though the alternate ending was a bit of a stretch, no one was going to complain about seeing a family reunited. This play offered everything a good play should: compelling actors, drama, humor, and a bear costume. It's no wonder Jent grabbed two Kevin Kline Awards in one year.

Behind the Build-Up of Paint

By Jessica Shilling  May 21, 2012

With a completion time of 2-3 years for each painting, artist Jerome Witkin starts with preliminary drawings, sketches, ideas, and mostly trial and errors. He spends months enveloping himself in his subjects' lives. Grandeur and unique, his works are mostly large-scale panels, when put together resemble a staircase of a progressing story, engulfing the viewer in emotion.

Witkin showed a piece he painted after visiting a "cattle car" in Israel. He paints "images of the taken—taken in their sexual lives or their physical lives." He painted a young, naked girl passed out on a sofa with young men in the background playing video games. This work, entitled "Roofies," came about after his subject started to tell Witkin about her friend who was drugged. His "Bride War" drawing was done with the subject wearing his mother's wedding gown. Witkin has also painted a girl screaming with a mother in the background faintly looking on. Witkin said it was supposed to be representational of his own mother and sister who would brawl quite frequently. Witkin laughed when he mentioned that his sister who initially agreed he could have the painting shown in an opening, was quite upset when he told her someone wanted to buy it. "She didn't speak to me for months after," he said.

Witkin is currently working on a piece which depicts Van Gogh and the life he imagines the famous artist faced. He favors the theme of deep darkness, but he manages humor in his pieces as well. He says, "My family likes to tell jokes. It's all about the build- up."

Much of Witkin's work is about gesture and suffering. When he was in high school, the Holocaust deeply resonated with him. "I never understood the hate." Witkin was so dedicated to the expression of those in deep suffering that He traveled to Auschwitz and studied it. "I wanted to have it on my skin, to be in the horror," he explained. Having roots in Judaism, Witkin dedicated himself to telling the story of the Jewish people. Witkin would go into American slaughterhouses and experience the pain and suffering of animals so he could relate. He called it "The American liberation of Dachau." Then he spent many months of his life traveling to Europe to see real art and feel the paintings in his soul. He spoke about the importance of learning about art from "seeing it."

1947, a seven year old Jerome Witkin wanted so badly to visit the Metropolitan Museum of Art. His Catholic, Italian mother, an avid shopper, only wanted to spend her weekends at Gimbel's or Macys, but she eventually gave in to her son and took him down to the then "mausoleum-like" Met. When they arrived, Witkin noticed the women around him were dressed in pearls and fancy hats. With only a T-shirt, jeans, and Keds on, Witkin was chastised for being underdressed. He was pushed to the ground by a man with a cane who held it firmly on his sternum and said, "Dirty boys like you do not belong in museums like this." Witkin would later learn this man was James Rorimer, the curator at the museum. The year that Rorimer died, The Metropolitan Museum of Art bought one of Witkin's paintings, merely coincidence, Witkin laughed.

Witkin was awarded scholarships and won contests, including one from Seventeen Magazine (which Witkin clarified was much different back then). His talent was recognized by various renowned artists including Ben Shahn, Isabel Bishop, Giorgio Morandi, Jack Levine, Philip Guston, and Willem de Kooning. At the age of 15, he assisted German artist in Maine, who he escorted to and from his studio through the woods. The man was an alcoholic, and Witkin's responsibilities were to make sure he did

not have a drink. But during this time, Witkin listened to his stories of Germany and the Nazis, and painting. This began his longtime cherished lessons learned from other artists.

During his time at Cooper Union after being awarded a full ride, his lucky break made him feel inadequate compared to his classmates. Witkin said, “I was hiding—hiding the fact that I was a zero because my father was.” He recalls his Czechoslovakian-Jewish instructor, Victor Candell who came to New York to escape the Nazis. Candell selected students to work with on a more personal level, but Witkin was never chosen.

Then one day, Candell says to him, “Witkin. Just stay there.” He went to the library and retrieved a huge book of paintings by Michelangelo. Candell threw the book in Witkin’s lap and according to Witkin, who pronounced Candell’s words in his best Czechoslovakian accent, “Vat du you tink she is doing? Babysitting?” Witkin flashed back to his grandmother just then, and remembered her speaking in Italian and saying, “Look at their lives in their faces, in their bodies.” This was Witkin’s light bulb moment when he started to learn something about painting with passion, and using paint in a dramatic way. “Things just snapped into place,” said Witkin.

Witkin encountered many difficult times throughout his life. His father’s attempt at suicide rattled his family, and finding out his father was murdered while living on the streets hit the artist hard. He realized he never had the father-son relationship he wanted. When he and his wife had a son who was born with a blood disorder and predicted not to live past the age of 5, Witkin decided, “Grief is something where you wake up and the wound doesn’t get less, it stays the same.” Happily, his son, Andrew, lived to the age of 35, but died after a bone marrow surgery this past year.

Witkin admires many things about painting. He says, “Painting is not about moving the paint, but about the build-up. It’s the feeling you get from the paint.” His advice to aspiring painters is to spend time with other artists and people. “You’ll get something better out of it than paying for school.” He says he learned more about painting by looking at other paintings. He even says, “Knock on other artists’ doors and ask to spend time with them. Chances are they feel alone.” And perhaps his most compelling piece of advice: “Have faith in your work and your maker. That will get you places.”