

# The Point News

## Arboretum Association Works to Protect SMCM's Fragile Beauty

By KYLE JERNIGAN  
Editor-in-Chief

Many of the students, faculty, and staff of St. Mary's know of its often striking natural beauty. That's why Lesley Urgo and others on campus are organizing to make an even more beautiful and ecologically-friendly campus.

Urgo has plans to designate the area in and around campus an arboretum, and though it has just begun the arboretum project has already integrated itself into efforts at preservation already occurring within and without of the campus community. Urgo said that beyond its ties to the campus's physical plant and the larger goal of environmental stewardship, the project was also partnering with Historic St. Mary's City. This partnership would ultimately amount to around 1000 acres of land being encompassed under the arboretum distinction. The arboretum association is also closely tied to the Keep St. Mary's Beautiful project, which through clean-up efforts is also working to beautify the campus.

Urgo said that she was inspired to

start her work upon her first visit to the campus, which she described as "simply stunning". She also acknowledged that she was far from the first individual to begin beautifying the campus, and added, "the people here have done a lot of things in the past 25 years to make an environmental impact" and that "we're really just putting a name to what we've already been doing."

An arboretum, according to Urgo, is a "place where trees, plants, and shrubs are named for educational and aesthetic purposes...basically a place where the environment is valued." There is no single definition for what constitutes an arboretum, but Urgo said that most college arboreta tend to either be historical, displaying the native flora and fauna of the region, or exploratory as to the myriad of plants which can grow in a specific region. She said, "we here at St. Mary's have the opportunity to blend those different trusts...what really distinguishes us at St. Mary's is a very fragile ecosystem. We have an opportunity to do social service to take

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PHOTO BY RYAN GUGERTY

## Bill Lawson Speak on the Ethics of Disaster, Pg. 4

## Student-Run Campus Beautification Project Cleans Up After Your Parties

By HANNAH GRABENSTEIN  
Staff Writer

It's no surprise that after a week-end of revelry, St. Mary's campus could use a little bit of a clean-up. That's the intention of Keep St. Mary's Beautiful, a once-weekly beautification program which picks up trash around campus. All are welcome to attend the clean-ups, and the group meets up Sundays at 1 pm at the Campus Center patio.

According to senior Danny Ruthenberg-Marshall, who runs Keep St. Mary's Beautiful with Coordinator of Orientation and Service Programs Olusola Ogundele, "10, the program usually has about five to ten students come out to help clean up, and they end up filling up about eight to fifteen large trash

bags. Usually, the volunteers clean up around North Campus, where most of the partying occurs, but they also work on the Point and the Campus Center; unsurprisingly, most of the trash is comprised of alcoholic beverage cans around North Campus. However, a large portion of what they clean is to-go boxes, especially if the previous weekend's weather has been nice, according to Ruthenberg-Marshall.

Keep St. Mary's Beautiful originally started last fall headed by the Student Environmental Action Coalition (SEAC), but tapered off in the spring because of a lack of volunteers, said Ruthenberg-Marshall. However, according to Ogundele, the day after Orientation she was approached by President

Joseph Urgo and Dean of Students Laura Bayless about beginning a student-run campus beautification program. "Danny already had intentions of gathering a group of students to do campus clean-ups throughout the semester and we just joined forces from there," said Ogundele. Their first clean up was Sunday, Sept. 18 and since then the group has met every Sunday except the Sunday before Reading Days and one weekend due to inclement weather.

First-year David Wood began attending the clean-ups in September and helps about every other week. "I've always been very concerned about the health of our environment, and we have a beautiful

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## PRESIDENTIAL FORUM COVERS LOTS OF GROUND

By EVAN KELLEY  
Staff Writer

On November 9, President Urgo held another of his regular presidential forums.

While only a few students appeared at the forum, the topics discussed could potentially change how they interact with campus.

The forum was broken up into five sections: "Summer on Campus", "North Campus Food", "The Arboretum", "Should St. Mary's Have a Written Honor Code?", and "The St. Mary's Budget".

In the "Summer on Campus" section, the forum discussed how to fa-

cilitate more community involvement over the summer. It was reported that there would be another River Series this coming summer. Major details about what might happen in the next summer were unclear, but faculty involved in the planning of summer activities are currently creating focus groups to see what students and faculty want.

In the "North Campus Food" section, faculty and students at the forum discussed the notion of having a campus pub. One of the main goals is figuring out the best way to give students more access to food at North Campus. For example, people have been look-

ing into potential hours and staffing as well as trying to figure out where the space could be in LQ or DPC. One of the major problems the forum felt needed to be addressed was public opinion; they explained that people in the community feared another Green Door. However it was stressed that this project was mostly to provide a food option in north campus and that alcohol hours would be limited while food hours would be extended.

Lesley Urgo led the discussion on the St. Mary's Arboretum. She clarified to the forum that the goal was to build off of what St. Mary's

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PHOTO BY JUSTIN FOREMAN

Barbara Baumgartner spoke on changing perceptions of anatomy, physiology, hygiene, and gender in the Victorian Era last Thursday.

## Feminism, Poetry and Sex Fuse at Lecture

By KYLE JERNIGAN  
Editor-in-Chief

Barbara Baumgartner, in her presentation on Victorian-era popular medical texts, combined her background as both a nurse in neurology and as Associate Director in Women, Gender, and Sexuality Studies at Washington University in St. Louis into a unique, "historical-medical" approach to seeing the poetry of Emily Dickinson.

Baumgartner's gave her lecture, formally titled *(Un)Sexing the Body in Nineteenth-Century Anatomy Texts*, to a crowded classroom of students and professors on Nov. 11 in Montgomery Hall 101. Baumgartner was introduced first by Professor of English Karen Anderson, who talked about her personal experience with Baumgartner as a "role model

fo how knowledge can do good in the world." Professor of English Beth Charlebois then came up to further introduce Baumgartner and her myriad of talents as not only a professor and teacher but a marathon runner, chef, and gardener, and said, "[she is], much more than I, a true renaissance woman."

Baumgartner started her lecture by talking about how she arrived at the study of nineteenth-century popular anatomy texts through her study of the use of the body in Emily Dickinson's poetry, and said, "after all, everything comes back to Dickinson." According to Baumgartner, Dickinson studied anatomy in what Baumgartner classified as "popular" anatomy textbooks at Amherst Academy and Mount Holyoke Female

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## On Oxford and the Changing Face of Education: A Conversation With Maggie

By ROWAN COPLEY

Assistant Editor-in-Chief and News Editor

I recently spoke with Jane Margaret "Maggie" O'Brien, the former president of St. Mary's, about what she's been involved with lately. She stepped down from the college in July of 2009 and began working for Oxford University's international program, the College for Medieval and Renaissance Studies (CMRS).

*The Point News:* Fill me in on what you're doing for CMRS.

Former president Jane Margaret O'Brien: Over the last three years, I've been working with John Fennely, who is the Principle and founder of CMRS. I met John in 1997. [When I left St. Mary's] I had fulfilled 18 years as a president. I've seen a remarkable broadening of the curriculum which we did in 2002 [as well as formal agreements to send a number of students to CMRS]. Fennely's goals are to develop a Western Traditions curriculum and a research center specifically for CMRS students.

*TPN:* Why are you in the country? I thought you'd be in Britain most of the time.

JMO: My job is the executive Director in the U.S. I love my job and the people I'm working with. When

I stepped down I spent a great deal of time coordinating a funding effort... [I'm] currently working with Keble college [of Oxford University, regarding the partnership between CMRS and Keble].

*TPN:* I've heard from different students of CMRS that it can be a little cloistered.

JMO: That's a very significant reason that CMRS has partnered with Keble. Keble has very robust programs in Athletics and Theatre, to name a few. There was a report last Spring out of a 3-person committee that was not constructive in its presentation... the Dougherty Committee report was less constructive for John moving forward. However, [another report] the Middlebury Report was very positive.

It's up to St. Mary's whether they wish to keep sending students with ease to Oxford. The alternate would be University of Bristol or Nottingham. Oxford is like the center of the universe, it's very international, [and] the value of being part of the Consortium would be the ease with which to send people there.

*TPN:* What would you say are the differences between what you're doing now with CMRS and what you did at St. Mary's?

JMO: I understand how faculty construct international education in the curriculum better than before. I enjoy that type of work. That means reconnecting with people [...] who are part of the CMRS family. Every college, every University, has its own style... [Keble and CMRS] function differently than most colleges in the US because of the tutorial system. And you see the value in it. The tutorial system is pretty cool because the student is on the spot every week, presenting their work. What struck me most about education was the incredible importance of in the class and out of the class education.

*TPN:* Any other thoughts?

JMO: When you step away from college education you can see it more clearly. Higher education isn't in the forefront of using media as effectively as we can. I'll never forget a conversation I had with the Vice President of the SGA after Virginia Tech. I asked Meg, grade us, how did we do. And the startling thing was that she got most of her information about what had happened from facebook.

Another thing I've become more aware of is that the pattern of learning is in rapid flux. There is no surprise that [as we progress] the 4-year gap becomes very noticeable.

## Keep St. Mary's Clean

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campus that I'd hate to see become run down," he said. "I definitely feel like we're making a difference. After only about an hour of work, you notice a huge improvement in the cleanliness of the campus, which is so important considering our proximity to the river."

Keep St. Mary's Beautiful is looking to expand, primarily to cleaning up the areas around Parking Lot T and the roads, and to begin removing invasive species on campus and planting new, more environmentally-friendly plants. According to Ogundele, Keep St. Mary's Beautiful recently became the volunteer branch of the St. Mary's Arboretum

Committee. Lesley Urgo, who heads the Arboretum, said that Keep St. Mary's Beautiful contacted her to take a tour of campus, where she indicated places where planting or other work might be beneficial. "We really look forward to collaborating with them," Urgo said. She also mentioned that when the Arboretum website is fully functioning, she plans on giving Keep St. Mary's Beautiful a spotlight on the page.

Wood, who became involved through SEAC, commented on the significance of the program. "It is very important," he said, "and [it] gives you a great sense of satisfaction knowing that you're making a difference."

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## Lesley Urgo's Arboretum Project

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care of this fragile ecosystem and make it quite special."

Work by the association began with workshops which took place last month, meant to help educate attendees on the practical and environmental advantages of rain gardens. Urgo said that these workshops, meant to educate the local community as well as students on ways of dealing with the challenges of waterfront ecology on their own land, would be a major component of the association's efforts.

Urgo also said that beautification projects were also a major focus of the arboretum association, a fact which became apparent this past Friday when

students and college staff and faculty came out to help plant native trees and plants outside the backs of Dorchester and Prince George's Halls. Superintendent of Grounds Kevin Mercer, who supervised much of the planting which occurred behind Dorchester, said, "It's a bigger turnout than I thought [it'd be]. This place needed a lot of attention." Student Trustee and volunteer senior Danny Ruthenberg-Marshall echoed the sentiment, and said, "I was just here to lend a helping hand, but they seem to have plenty." Turnout was so high, in fact, that students were able to complete the planting about an hour ahead of schedule despite a shortage of tools.

The arboretum association is also in

the process of setting up the trappings of a more "traditional" arboretum, with tagging of flora taking place around campus. Urgo said that she hoped that this tagging could eventually allow for self-guided walking tours, but added, "it will probably take us 20 years to do it all."

According to Urgo, all of these projects are just the beginning of the arboretum association's work, and more beautification projects and workshops were being planned for the spring. Associate Vice President of Planning and Facilities Chip Jackson, who works along with the arboretum, added, "this is not a one-time shot. This is an ongoing effort."

### Graduating This Year? Looking for a Job?

Bookbag to Briefcase  
Senior Transition Conference  
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The Career Development Center is offering December '11 and May '11 graduates the opportunity to participate in a dynamic 3-day program designed to give new grads the edge they need to succeed in a competitive job market. Participants will return to campus before the semester begins in January in order to attend professional presentations, interactive workshops, and evening events designed to support the transition from undergraduate life to a professional environment. A registration fee of \$35 is requested to support associated costs.

DEADLINE: Form and payment are due to the CDC (211 GL) by 5:00 pm on Friday, December 11. Space is limited to 80 participants only. For more information and the registration form, check your campus center mailbox.  
[www.smcm.edu/careercenter/B2B.html](http://www.smcm.edu/careercenter/B2B.html)

## PRESIDENTIAL FORUM

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was already doing. She explained her excitement in having an arboretum that is distinct to southern Maryland, and explained how it could help students get more involved with their campus and environment.

"We look forward to a couple of workshops hopefully every semester, we have lecturers as well as hands on training sessions. We also want to invite people who are already doing good work to campus."

Next were discussions on whether or not there should be a formal Honor Code. The discussion focused on what an Honor code would mean and why

the school should or should not have one. Student Trustee senior Danny Ruthenberg-Marshall opined that a written Honor Code was redundant. "We have an honor code, it's not written down, but it exists," said Marshall. "Students follow it, the community follows it, and I think adding an actual written Honor Code won't change the dynamic at all."

The forum finished with an explanation of the Budget. Some people stayed behind to chat while others left. If students want to speak to President Urgo, they should go to his Open Hour every Tuesday from 1:00-2:00p.m. or go to the next forum.

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## NIH Programs Officer Spreads Word about Influenza Vaccines

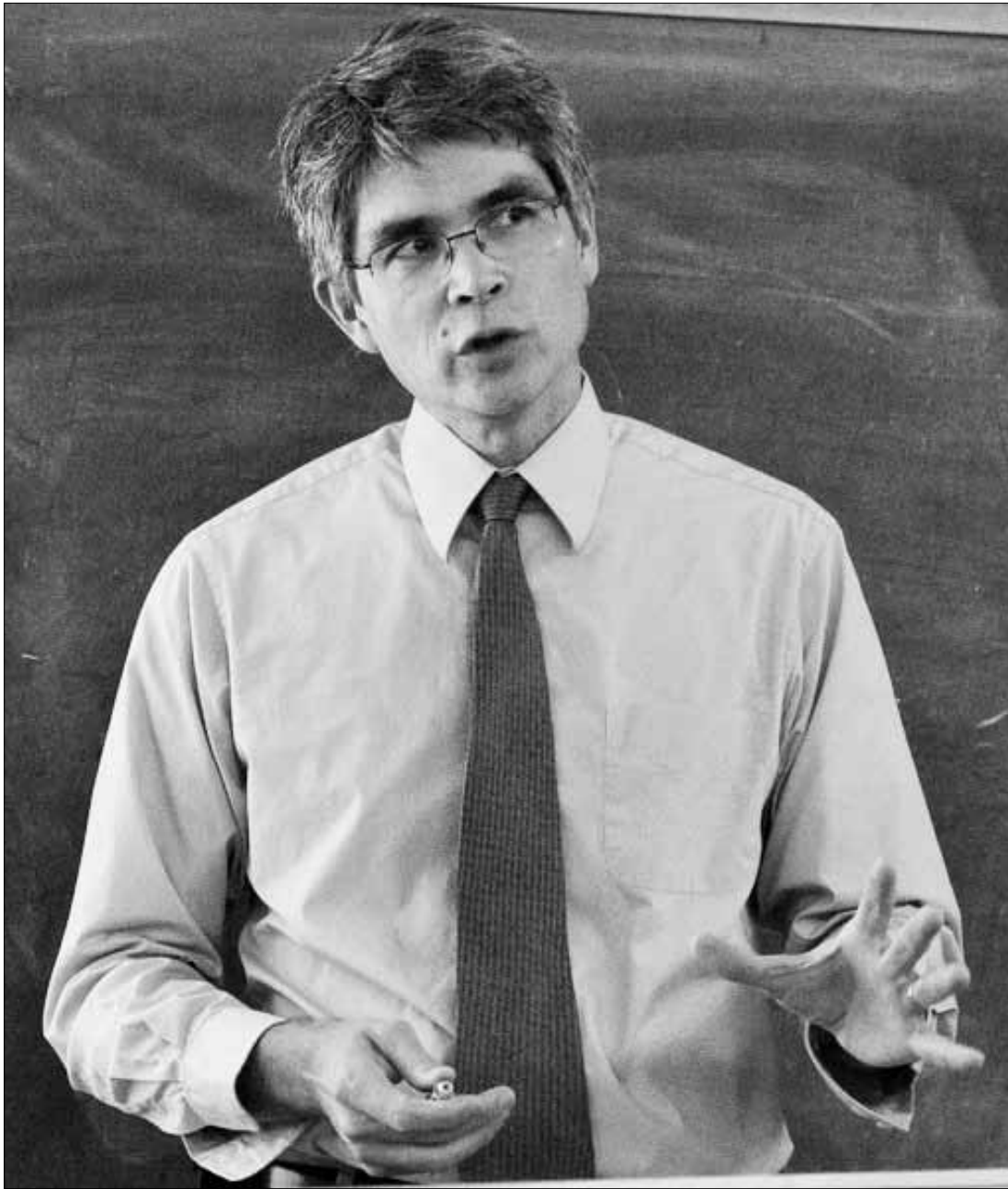


PHOTO BY RYAN GUGERTY

**Frederick Cassels spoke on combating influenza through the development of yearly vaccines, as well as how that process changed during the H1N1 outbreak.**

By **STEVE REES**  
Sports Editor

To conclude the Natural Sciences and Mathematics Colloquium (NS&M) series for the Fall 2010 semester, Frederick Cassels, '80, Programs Officer of the Respiratory Diseases Branch (RDB) of the National Institute of Health (NIH), presented on the development of vaccines for influenza virus and the 2009 outbreak in his presentation *Influenza Vaccines and the 2009 H1N1 Experience* on Wednesday.

Beginning the final lecture of the series in the Schaefer Hall lecture room at 4:30 p.m., Cassels began his presentation with a background of his time at St. Mary's, including his transition from studying Maryland Blue Crabs to studying viruses and vaccines.

After graduating from the College in 1980, Cas-

sels took on a biotechnology job for over two years before returning to academics, earning his Ph. D by studying Maryland Blue Crab biochemistry before re-entering the biotechnology field.

"I come back to the College every few years for alumni reunions," said Cassels. "The last time I presented in front of a St. Mary's professor, I was a senior, and [Professor of Biology] Bob Paul took us to upstate New York...and I presented there. Most professors would ask a softball question, to get your confidence up...not Bob Paul...and I'm grateful for it now, but not at the time."

After earning his graduate degree, Cassels took a stronger interest in biochemistry and immunology, moving into molecular-focused virology labs at NIH before settling in his current position as Program Officer of RDB. RDB is a part of the Division of Microbiology and Infectious Diseases

in Bethesda, MD, and that division is, in turn, part of the National Institute of Allergy and Infectious Diseases (NIAID) of NIH.

After an introduction of his work at NIH and funding allocations of the NIAID, Cassels discussed the stages of vaccine testing and licensure, a process that can cost up to \$100 million and take anywhere from 10 to 20 years to finalize.

He reviewed the four major stages: discovery, indicating the first lab tests and procedures done to indicate a potential vaccine; target ID validation, further identification and processing to determine possible application to animal models; preclinical development involving possibilities of long-term purification but focusing on further testing; and clinical development, during which human tests are performed to verify the vaccine's effects on the body and, most notably, its triggered immune response.

Cassels next discussed the mass production of the yearly FluBlok® vaccine, produced by the Protein Sciences Corporation. Insect cells are grown in a 500-L bioreactor, and infected with the virus of interest.

Two to three days after infection, when the cells should be expressing the proteins encoded by the viral genome, the cells are purified to obtain ingredients for the vaccine. The process usually results in 90% of pure product, and two-story, 6,000-L bioreactors produce millions of vaccines in a small number of runs.

"Influenza is an upper, and sometimes lower, respiratory infection in humans," said Cassels, beginning his discussion of the flu virus. "[It causes] quite a few deaths globally, almost 500,000 per year...with an ever-present threat of pandemic in the U.S."

The virus itself, composed of eight genes, produces proteins related to its basic survival needs: entry into the cell by binding to cell surface receptors (essentially, how one needs a house key to enter a house), replication (copying itself), and viral assembly (building the protein case, or capsid, surrounding the eight viral genes), and cellular release.

The target of the vaccine is hemagglutinin (denoted HA), a type of surface protein on the virus that allows the viral particle to bind to receptors on the cell surface for entry. The vaccine induces the body's immune response to produce antibodies, small protein units that bind to these receptors and prevent the virus from entering a cell.

While the concept seems simplistic, it is complicated by the mutation rate of the virus, which has led evolutionarily to fifteen forms of HA and mutations of each form from year-to-year, muta-

tions that make previous antibodies (and, therefore, vaccines) ineffective against novel virus strains.

To make vaccine selection more difficult each year, combinations of viruses can also occur within hosts to create a completely new strain, a process called genetic shift. "If an animal is infected with two viruses, those genes can mix," said Cassels. "And when they do, they can form new molecules."

Cassels continued with a discussion of flu pandemics in the world's history, including the Spanish Flu of 1918, the Asian Flu of 1957, the 1968 Hong Kong Flu, and the 1977 Russian Flu.

To combat yearly infections of the influenza virus, two types of vaccines are currently on the market: the trivalent inactivated vaccine (TIV) and the live attenuated vaccine (LIV).

TIV vaccination involves an intramuscular injection of heat-killed virus particles that induce an immune response in the host to help to fight later live strains.

LIV vaccinations use a nasal spray to administer live, but weakened, forms of the flu virus that the immune system can, fight to gain a stronger resistance than is provided by TIV. However, this can be more dangerous.

Three viral strains are usually chosen for the vaccine each year: two influenza type A strains, and one influenza type B. Viruses are selected for the vaccine between January and May, are FDA tested and licensed in June and July, packaged in August, released in September, and offered to patients in October and November of the flu season.

The World Health Organization, Food and Drug Administration, Health and Human Services, Centers for Disease Control and Prevention, and NIH, all playing a role in vaccine development each year, were forced to accelerate this process during the 2009 H1N1 outbreak in March.

Cassels concluded his talk with a discussion of the 2009 Influenza strain, its tests that led to the one-dose, 15-microgram vaccine, and the weakened seed strains of that year's vaccine, which is what led to the vaccine's reduced prevention and associated outbreak.

While this talk marked the last of the NS&M Colloquium lectures this semester, the series will resume in Spring 2011.

"I felt that the presentation contained a lot of good information. It was simple to understand, and covered a wide range of information," said Elliot Russell, a student who attended the lecture. "Some of the information in regards to the budget seemed slightly unneeded, but on the whole, I found the talk informative and am glad I attended it."

## Trustee Profile: Sherrie Bailey

By **JULIA ANDRADE ROCHA**  
Staff Writer

Sherrie Bailey, '81, St. Mary's Alum and Judge for the Circuit Court for Baltimore County, is this week's featured member of the Board of Trustees. Bailey became a Trustee in 2005 while she was an Assistant State's Attorney for Baltimore City.

She was a member of the Presidential Search Committee in 2009 and currently sits on the committee for Academic Affairs and serves as the Vice-Chair for the committee on Enrollment and Student Affairs.

Bailey is also currently a Judge for the Circuit Court for Baltimore County. Appointed in May 2009, Bailey was up for election earlier this month due to Maryland law, which dictates that judges must be accepted by a vote in the next election after they have been appointed.

Bailey won enough votes to keep her appointment during the primaries (appointed judges are placed on the ballots for both the Democratic and Republican primaries), so she was only on the ballot for the general election as a formality.

Bailey graduated from St. Mary's with a major in Human Development and a concentration in Psychology.

While a student here, she was active in the Black Student Union and the Fencing Club. She was also one of the first students from St. Mary's to spend a semester abroad at the Centre for Medieval and Renaissance Studies in Oxford.

"It was a great experience," said Bailey, who lived with an Irish host family in Oxford during the semester and recalled excursions to sites such as Stonehenge with a former St. Mary's professor. When she was living on campus, Bailey lived in Caroline for most of her years at St. Mary's.

Having been both a student and member of the Board of Trustees for St. Mary's, Bailey believes that this gives her and other trustees who are alums a further understanding of the College community.

"I think the trustees who are alumni deeply appreciate the uniqueness and intimacy of the St. Mary's College experience," she said, par-

ticularly noting the relationship between faculty and students in a rural residential setting.

However, Bailey acknowledged the difficulties students might have understanding the role of the Board of Trustees in the school's development, "When I was a student, I didn't know what the Board of Trustees was."

She admitted that when she as a student she did not think there was a Student Trustee at the time, making it more difficult for the Board's work to be as known to the student population.

She said she "would encourage students to seek out" current Student Trustee Danny Ruthenberg-Marshall, senior, if they would like to know more about what the Board does for the College.

Even so, Bailey feels it is important for the College community to know that St. Mary's has a Board of Trustees that is "very caring about the stewardship of the College."

Trustees are not paid by the institutions they help run and, according to Bailey, they usually "have many activities, many charities, many institutions that they participate in."

She also pointed out the passion Trustees have for the College, noting that "[they] choose to participate in St. Mary's because they believe in the mission of the College and in the students" and in its dedication to public accessibility.

Many Boards for universities or other institutions have members who are "members just in name to go on a resume." She said that Trustees for St. Mary's, on the other hand, "really do appear and participate" and "engage each other for the betterment of the College."

In terms of what she would like to see the Board accomplish this year, Bailey points out that the Board's largest responsibility is "always to keep an eye on the budget," especially since "these are difficult economic times for students, faculty and staff." However, she says, "One of my primary goals...is to ensure that Dr. Urgo has a smooth transition into his presidency."

Those who would like to learn more about how Sherrie Bailey or other Trustees are involved with the College can do so by visiting <http://www.smcm.edu/board>.

## Tips and Recipes for Local Eating

By **CAROLINE SELLE**  
Staff Writer

Local food movements have been gaining power over the last few years. Books such as Barbara Kingsolver's *Animal, Vegetable, Miracle* and Michael Pollan's *The Omnivore's Dilemma* both touted the benefits of eating local.

In addition to using less energy, local food has a lower carbon footprint and tastes better because food shipped across the country loses many of its vitamins and minerals in transport and many of the sugars in fresh-picked produce turn to starch.

In St. Mary's County, the So. Maryland, So Good campaign has been working to help consumers find and purchase local products. Their website, <http://www.somarylandsoogood.com>, has resources for both consumers and farmers and includes a farm guide. There are many resources available to students who want to increase the portion of local food in their diet. Bon Appetit is required to get a certain amount of food from within 150 miles, and students can ask to see which foods are made with those ingredients.

Students at the College have the advantage of living in a rural area with many farms and farmer's markets. Many students also work at EvenStar, a local organic farm that provides a CSA (Community Supported Agriculture) program over the summer.

There is also a farmer's market on Mondays in the Campus Center, and a quick search online will show plenty more within driving distance. Even grocery stores have local food. Most produce has a sticker or label that shows the country or state the food came from, and most grocery stores should be able to provide more information as to where they get their fruits and vegetables.

It is more difficult to find local food during the late fall and winter months when farmer's markets are closed. However, the campus farm is within walking distance where students can work and harvest local organic food.

Current local and seasonal ingredients include apples, arugula, beets, broccoli, brussels sprouts, carrots, cauliflower, celery root, chard, cranberries, fennel, garlic, kale, leeks, mushrooms, onions, parsley, parsnips, potatoes, pumpkins, rutabagas, shelling beans, winter squash, and turnips. Eggs are in season year round, and you might also be able to find local meat and milk.

The website <http://www.localhavest.org> is a good resource for finding out which foods are in season and where to find them.

Below are two easy recipes for students interested in cooking seasonal meals.

### • Curried Pumpkin Soup

Ingredients: 1 baking pumpkin, 2 potatoes, 1 beet, 2 cloves garlic, 1 small onion, 1 vegetable bouillon cube, 1 tablespoon of curry powder, olive oil and water.

Cut the top off the pumpkin like you're carving it and scoop out all of the seeds. Spread olive oil over the inside of the pumpkin and roast on a cookie sheet for 15 minutes at 350 degrees Fahrenheit. Meanwhile, stir fry the garlic and onion in olive oil in a skillet. Dice the potatoes and beets and mix with the garlic and onions. Continue to fry until the onions are lightly browned. Add the mixture to the pumpkin and fill the remainder of the pumpkin with water, the curry powder and the bouillon cubes, leaving about an inch for when the water boils. Roast in the oven until it is easy to sink a fork into the flesh of the pumpkin, about forty-five minutes to an hour. Remove from the oven and let cool for ten to fifteen minutes, then serve.

### • Kale Pesto

Ingredients: 2 cups of kale, rinsed and shredded (no stems); 2 cloves garlic, minced; 1/3 cup olive oil; 1/4 cup almonds; Parmesan cheese to taste, about half a cup.

In a food processor or blender, mix all of the ingredients except the cheese together until smooth. Mix in the Parmesan cheese and add additional olive oil to taste. Serve on toasted bread, pasta, or use in sandwiches.

## (Un)Sexing the Body: Dickinson and Anatomy

Continued from Page 1

Seminary. What she looked at the texts that Dickinson studied, she found an “incredibly detailed” body of texts which were based off of a “vigorous health reform movement to counter what they called ‘heroic medicine.’” According to Baumgartner, the first ‘popular’ anatomy books, aimed at primary and secondary schoolchildren and “home use”, came out in 1834; by the end of the nineteenth century, over 60 popular anatomies were published. They consisted of sections on anatomy, physiology, and hygiene.

These popular anatomies, according to Baumgartner, “represent a largely unsexed and ungendered body”, something that set them apart from their counterparts written for practicing doctors. Baumgartner said, “[the] language choices represent a desire to apply to both male and female readers.”

For example, many authors take pains to not gender characters in their anatomies, and gender-specific instructions for hygiene are almost unheard of.

In contrast, in medical texts of the time “male and female bodies were presented in fundamentally different ways.” Baumgartner said that medical texts, instead of remaining gender-neutral, saw the genders as more different than alike and interpreted anatomical differences as being the reason for most, if not all, gender differences. She added, “always the female was compared to the male, whom is the standard from which the female deviates.”

Baumgartner attributed this radical difference to the authors of the text themselves, whom she said were far more progressive-thinking in their views on women. Many of the authors, for example, openly expressed the notion that women and men were physical and intellectual equals. She pointed out that a major focus of the anatomical textbooks was on encouraging women to exercise, which was against the stereotype of women being “dainty” and “frail”. These texts also took aim at fashions of the

time. Baumgartner said, “[the authors were] really concerned about corsets that would get womens’ waists down to about 12 inches, something really scary to think about.”

Baumgartner said, “I’d like to argue that [these texts] cannot but have helped women’s perceptions of themselves as similar to men, and provided some ammunition for the growing womens’ rights movement that really took off in the nineteenth century.” She added, “Changes in our understanding and perceptions of the body really influence our ideas and conceptions about ourselves.”

Baumgartner concluded her lecture by coming, once again, back to Dickinson. In order to show the specific impact that studying anatomy had on Dickinson, she identified what she noted as around 20 “brain poems”, or poems that she believed could be interpreted through nineteenth century ideas about

the human brain. To drive her point home, she interpreted the poem *I Felt a Funeral in My Brain* in this manner, describing the conflict present in the poem being analogous to the “difficult, almost paralyzing state the precedes writing”. She further said that the ideas of falling and descent present in the poem actually may have been meant to mirror the brain’s structure as known during the time period, in which the top layers controlled logical thought and reason and the lower layers represent more primitive parts of human consciousness. She added, “the speaker’s plunge may be seen as an escape of the deadening and deafening rhythm of reason.”

Students found the lecture a unique take on Dickinson and literary analysis in general. Junior Casey Dong said, “I would never think to look at poems from a medical perspective.” First-year Arianna Pray said, “I thought it was real informative and it was great to get an idea of the mindset of the period. Senior Lauren Grey said, “I had discussed [the Dickinson poem] in class, but it was fascinating to see the poem in a different way than I had ever done before”.

## Discrimination and Disaster Ethics

By PETER SPARKLIN  
Features Editor

On Thursday, Nov. 11 Bill Lawson, a Distinguished Professor of Philosophy at the University of Memphis spoke and led a discussion on how people should respond and prepare for major distressing and uprooting events, termed as an ethics for disasters.

Lawson’s lecture is a response to Naomi Zack’s book *Ethics for Disaster*. Zack’s book describes how many disasters in other countries are not reported in the U.S., and that if they are reported it is on the aftereffects of the disaster, such as water or food shortages, violence, etc. These aftereffects are then deemed ‘social problems’ and subsequently do not get the response or aid that is usually given to a ‘disaster.’

Her book continues to state that when examining social problems/disasters, preparation and response needs to focus on the value of human life and that if ‘social problems’ are portrayed as ‘disasters’ then aid and relief will be better able to help other people on the basis of relieving suffering and pain of fellow humans.

Lawson’s response to this paper focused on the necessity of an ethics for disaster, but he noted that Zack did not go far enough in her analysis of disaster and social problem situa-

tions. He said that racism, classism and sexism are major impediments in disaster preparation and response and will not be fixed by simply focusing on the value of other people’s lives.

He gave the examples of major oil spills and water shortages in Nigeria as well as the “role of race in disaster planning for Katrina.”

He said, “How do we retrain persons to overcome disregard for certain persons on this planet?”

Disaster response as well as what is called a disaster, he said, is a product of the individuals and groups involved in the disaster and what prejudices are held against those groups. He added some groups are seen as “less worthy of help because of race and class.”

Discrimination can be difficult to address and he said that Zack was not as explicit about these issues because the ethics she described would be “easier to sell if not directly connected to problems of poor women and black people” and would “not look like a pleading for special groups”.

Lawson said that “disaster ethics need to transcend class, race, gender, Etc....but we can’t ignore those issues right now.”

He said that although helping people in disaster situations should be based on alleviating suffering, there are many other factors of discrimina-

tion that need to be addressed before disaster ethics can be as effective as Zack hopes.

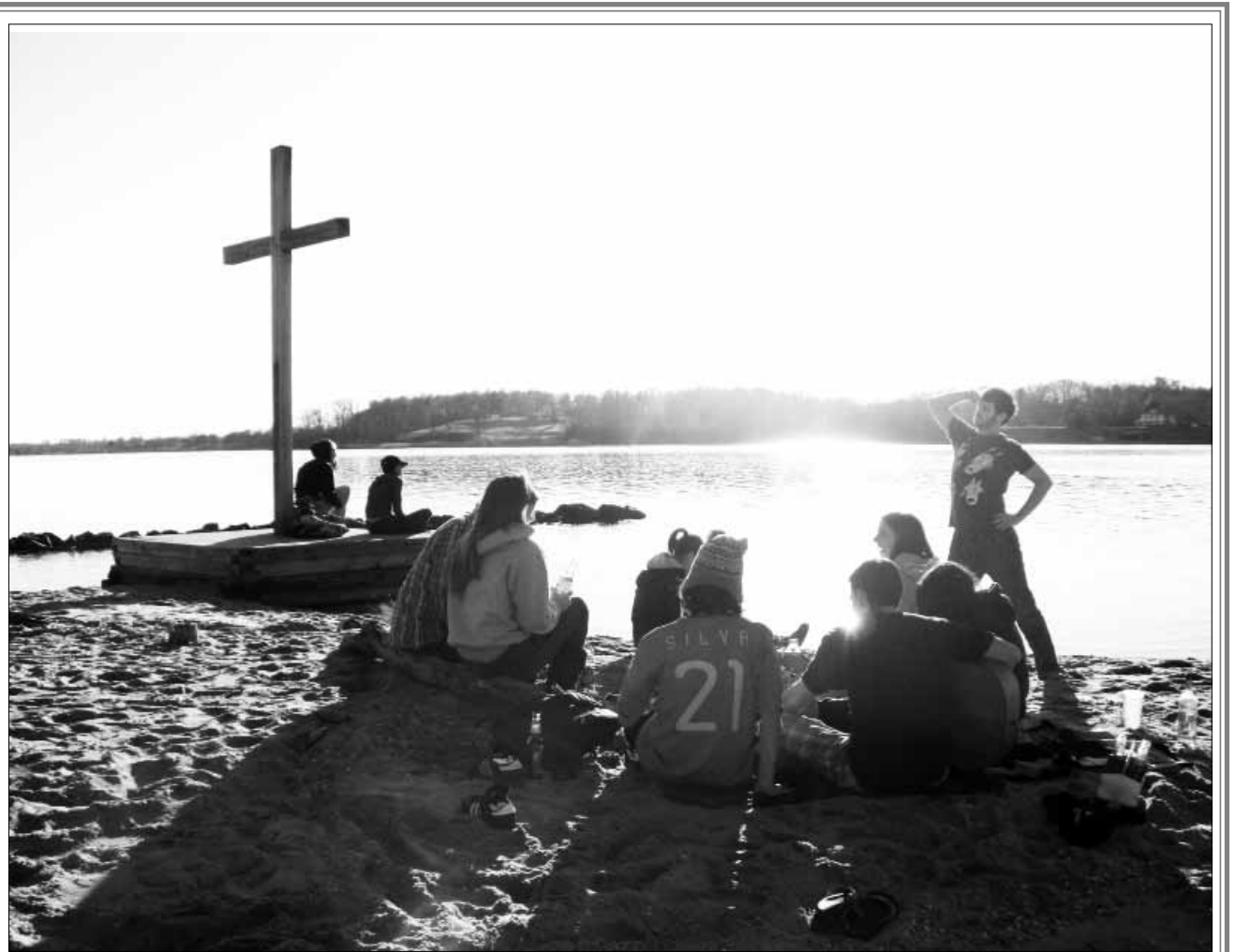
Also discussed was the issue of not having the language to properly address the “policy and sociological and psychological implications” of disasters and the connection between disasters and social problems. He said this was similar to not having a gender-neutral word to describe people.

He concluded and said we need to “think about disasters differently” and change the fact that empathy is “not related to how people live their lives.”

Audience members said that they enjoyed the chance to meet with and discuss the issues that Lawson presented.

Sophomore Brittany Davis said, “[Lawson] was really open to audience interaction and...actually discussed topics that are uncomfortable to talk about in class, but are important to talk about.” First-year Shanyn Harry said the social problems discussed “definitely need to be recognized as disasters as well.”

Sybol Cook Anderson, Assistant Professor of Philosophy, said Lawson was “doing some really influential work in environmental justice...and there is a hesitancy to bring in [race, class, and gender]...but that it has to be part of our thinking.”



Senior Ashley Butler’s photo, *There Will Be Days Like This*, won first place in the Student Life Photo Contest. Second place went to junior Kaitlyn Olszewski and third place to senior Rachel Mendy. All entries can be seen on <http://www.smcm.edu/students/photocontestgallery.html>.

## Transcending Boundaries: Limits, Possibilities of Gender & Sexuality

By PETER SPARKLIN  
Features Editor

The Women, Gender, and Sexuality (WGSX) House and WGSX faculty held a conference on Friday, Nov. 12 to present student papers on a variety of topics ranging from gender in poetry and television, stereotypes, and sexual ethics and sexual health.

The conference began with two separate but concurrent sessions: “Gendered Poetry”, which focused on gender issues and portrayal within poetry, and “Breaking Stereotypes”, in which students examined religion’s impact on women and the implications of the word and idea of dependence.

Senior Yvette Mbangowah began the “Breaking Stereotypes” session with her paper, *The effects of the arrival of Christianity and Islam on African women*.

Mbangowah said women’s power and status before the arrival of these two major monotheistic religions was much higher than after their arrival. She gave the example of the power of female deities and how because of them these cultures “recognized the female has some power.”

However, after the arrival of Islam and Christianity, Mbangowah said, “most of the matriarchal societies started to die away.” Women’s roles became less important and they held a lower status, and power moved to men and the male

deities of the new religions.

Senior Michele Johnson followed Mbangowah with her paper *Redefining Dependence as a Desirable State*. Her paper focused on the concept of dependence in our culture and how it has implications of shame and weakness. Autonomy and independence are linked to strength and power, but Johnson said we should “frame the idea of dependency in a different way.”

She argued that “dependency is [seen as] an incomplete state in life” and that people are not seen as legitimate persons if they are dependent on others, but that dependency is a natural state of existence for every human being and that dependency should be the basis for determining personhood.

In order to focus on dependence as a positive, worthwhile and rational state, Johnson jokingly said, “Maybe we should have a Dependence Day, where you have BBQs and hold hands.”

In the Blackstone Room during the session entitled “Ethics, Sex and Sexual Health”. Junior Madeline Montgomery presented *Assessing HIV Risk Denial and Condom Use Among Black Inner-City Women*. She said, “As it stands the health care system is not user friendly for inner-city women.”

These women face issues such as the

black communities’ denial of the risk of HIV.

Condom use is also lower in these communities because of misinformation about sexually transmitted diseases (such as the idea they can be contracted outside of sexual acts) and the “perception that the relationship has failed” if one needs condoms.

Montgomery proposed improving

**“[M]ALE PLEASURE AND ORGASM ARE PRESENTED AS THE PRIMARY AIM OF SEX.”**

**-SENIOR DANA GITTINGS, ON THE IMPACT OF PORNOGRAPHY ON SEX**

the image of condom use to one that is empowering and loving and stressed the importance of disseminating correct, accessible sexual health information.

Senior Allison Smith spoke next on her paper, *Beyond Heteronormative Sex: The Ethics of BDSM*. This paper covered the practices and reactions to BDSM (bondage, discipline, sadism, masochism) by the general population and feminist writers.

Her paper examined how views of BDSM are generally negative and that the practices and mind-sets related to

BDSM are misunderstood. In fact, she said that BDSM is based in very explicit consent practices. Smith said, “Many ‘vanillas’ [individuals with more conventional views of sex] misconstrue rape fantasies as meaning that a [submissive] would like to be raped,” but that those fantasies are not based in reality.

The session was wrapped up by senior Dana Gittings’ presentation, *Linda Williams’ Hard Core: Power, Violence, and Controversy in Heterosexual Pornography Aimed at a Primarily Male Audience*. She examined the practices of pornography and what messages they portray about sexuality and the individuals who view it.

For example, Gittings said the “expected ‘money shot’ ending...with male ejaculation determining the conclusion of the sexual act, indicates that male pleasure and orgasm are presented as the primary aim of sex. The female partner’s goal is to cause the male to reach this state.”

Across the hall, as one audience discussed sexual ethics, another was engaged in “Gender in Television”. This section began with sophomore Katie Brown’s presentation *Girly Power: The Re-Feminization of Female “Superheroes” in Buffy the Vampire Slayer and*

Charmed. In this she described how the strong female leads in the these shows are sexualized and reliant on male characters for assistance to “make [them] more acceptable to male viewers.”

Brown said, “they are transformed into stereotyped, sexualized images... [it] overshadows that feminist girl power.”

The final paper presented was senior Nona Landis’ paper *Gendered Law and Ideological Order: Women in Television Crime Dramas*. She looked at the shows *Law and Order: SVU* and *Criminal Minds*, to show how the strong female leads are “still subject to the same media influences and biases.”

Even though female characters are physically powerful they are still examined through their sexuality and other gendered norms. Landis said, “Even if a woman can kick ass and take names, she better look good doing it.”

Associate Professor of Psychology Jennifer Tickle helped wrap up the conference. Commenting on the themes of the papers she had seen, “there’s a lot of power and strength associated with women...in feminine characteristics and...strength in areas that are traditionally masculine.”

She added, “We should continue to question ideologies, especially when ideologies suppress the importance of feminine characteristics.”

# Israeli Activist Discusses Grassroots Approach to Peace in Region

By STEVE REES  
Sports Editor

In a lecture to College students and faculty on Tuesday, Israeli social activist Maya Karni discussed her approach to success in the Israeli/Palestinian peace process, one involving not military tactics but a bottom-up approach from the views and opinions of the common people.

"[Maya Karni] is not a political activist, but an Israeli social activist," said Professor of Religious Studies Brian Ogren during his introduction to Karni's lecture. "She's dealt with questions of the Israeli/Palestinian conflict at the grassroots level."

Karni, part of the Israeli Ministration of Education, has independently worked on the peace conflict from a bottom-up approach and talked to her audience about projects involved in that approach. "[They] offer us

a different perspective...a grassroots perspective," said Karni, "and perhaps a more hopeful perspective."

An Israeli Jew, Karni was born to an Iraqi family that moved to Israel in the 1930s, before Israel was declared an independent state in 1948. "When growing up, I was exposed to my parent's experiences [as Arabs]," said Karni. "I wanted to look 'new Israeli,' and tried to avoid my Arabic identity."

However, Karni's views of her family background changed after war broke out in Israel, while she was in New York watching footage of the violence from both the Israeli and Palestinian sides. "[The Palestinians] weren't the enemy, not a monster... [but] human beings just like you."

From there, Karni continued on a path to building relationships between the countries, following an educational approach at the

**"IT'S REALLY ENCOURAGING TO HEAR SOMEONE WHO LIVES IN ISRAEL SAY THAT THEY WANT PEACE...WHICH WE DON'T SEE IN OUR OWN MEDIA**

**-LIBRARY AND MEDIA CENTER DIRECTOR CELIA RABINOWITZ, ON THE LECTURE**

level of civilians to mediate tension between the two countries. Said Karni, "the people of both sides are already ready."

After going over some demographic statistics of Israel and Palestine, Karni began telling the audience about what she learned from the Israeli and Palestinian sides regarding their opinions on the conflict. "There is another story to our story", she said.

According to Karni, the Palestinians assert that they have lived in the disputed territory, now divided into Israel and Palestine rather

than just Palestine, for 400 years, and that while the World War II Holocaust against the Jews was a tragedy, they should not have to pay amends. Their violent reaction towards the Israeli people is, therefore, "out of hopelessness."

The Israelis assert, according to Karni, that the disputed territory has been theirs for over 5,000 years. Now surrounded by violent Palestinians and with nowhere else to go, they are being forced to act out of fear and self-defense. "We can never give up our homeland again after the Holocaust," said Karni from the Israeli perspective. "[We] need a solution."

In short, as summarized by American Studies Institute professor Mohammed Dojani, an Israeli dream of the Palestinians leaving the land and a Palestinian dream of the Israelis leaving the land leave small hope for peace.

Karni discussed four levels of peace, including ceasefire, where there is neither fighting nor relations be-

tween countries; collaboration, in which countries support each other when needed; cooperation, in which countries work on mutual projects; and unification, in which both states becoming one country. She also talked about the different styles to approaching the conflict, including avoidance, competition, compromise, accommodation, and collaboration.

Karni described the three projects she was working on between Palestinian and Israeli schools. The first, the Ecological Project, focused on bringing together 60 students, 30 from a school in each country, with six teachers from each school to work on an herb garden or another environmental project at each country's school.

According to Karni, this would allow for cooperation between the students from different countries without conflict. Students from each country also had to learn basic words in the language of the other, as well as songs from both cultures.

The second project Karni mentioned was the Project for Teachers, where 30 teachers from schools in Israel and Palestine (no more than two from each school involved, and 15 from each country) would discuss the Israeli/Palestinian conflict, and hear both sides of the debate with hopes of bringing the perspectives back to the classroom.

While even initiating conversation from the teachers for this activity was difficult, emotional discussion began after one of the participants brought up the bombing of a bus of students in Lebanon by Israeli terrorists, which led both sides into conversations about conflict solutions and future goals of each country that could be brought back to their students.

The third project, the Binational State, involved almost 50 teachers from the two countries and hundreds of students and their families.

Students would work together at schools in both Israel and Palestine, learning about peace studies (working together to solve conflicts between countries) and each country's language, while also emphasizing customs, traditions, and humanistic values of each side.

While these projects have shown progress over the years, Karni feels that Israel and Palestine are not ready to become a single, bi-national state. "It may be in the future, but not now," she said. "But, people are ready for change."

"It's really encouraging to hear someone who lives in Israel say that they want peace," said Library and Media Center director Celia Rabinowitz at the conclusion of the lecture, "which we don't see in our own media."

## Belle and Sebastian "Write About Love" in New Album

By KATIE HENRY  
Staff Writer

Almost five years since Glasgow twee-pop band Belle and Sebastian released their seventh studio album, they have pushed themselves off the backburner and back into the limelight with *Write About Love*.

The album, quite unmistakably, is an ode to love itself. However, it nonchalantly avoids being a raging cliché, full of sweet nothings and flowers and rainbows.

The septet has developed a very polished, smart concept that still manages to be edgy and fun.

Rather than focusing on

falling in love, the album focuses on growing in love: from friendship, to infatuation, to love, to heartbreak.

It acknowledges all of the many baby steps that are a huge part of love of any kind, and the fact that each step can change your life.

The major them was that love teaches you so many things in life, and can inspire you in so many ways - even at points when it walks away from you.

Belle and Sebastian's sound itself hasn't faltered; front man Stuart Murdoch continues to take center stage with his smooth vocals, and the drumline and guitar parts


have the same heavy riffs that they have in the past.

What sets *Write About Love* apart from Belle and Sebastian's other seven studio albums is how the band has flawlessly managed to pull inspiration from each of their previous releases.

There are moments throughout the album where you can cite similarities between it and any other album of theirs - but the sound is still so fresh.


After twelve years as a band, Belle and Sebastian has proved that age isn't anything but a number, and that they can manage to keep getting better with time.

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## Corrections Box

Nov. 4 Issue

\* In "Princeton Professor Presents on WWII Killings of Jews by the Polish" (pg. 5) there is a quote in the second paragraph ("His most famous book is *Neighbors...*") incorrectly attributed to Tom Botzman and not Tom Barrett, Professor and Chair of the Department of History. The title is also grammatically incorrect; it should read "...by the Poles" or "...by the Polish People."

\*In "St. Mary's Campus Farm Expanding to an Acre, Looks to Gain Revenue" (pg. 1-2), Campus Farm President Tess Wier is mistakenly referred to mutiple times as "Tess Weir". Also, the college's food service company, Bon Appetit, is incorrectly noted both as "Bon Ap" and "Bon Appetitive."

\*The ad on pg. 7 ("Goodbye to Summer Sale!") is outdated.

The Point News sincerely apologizes for any confusion or problems which arose as a result of these inaccuracies. If you find any errors or omissions that you'd like corrected, please contact us at <http://thepointnews.com/contact>.

## Soccer Coach Retires After 13 Years

By STEVE REES  
Sports Editor

The men's soccer team was the first Sports team I covered for The Point News as a staff writer in Fall 2009, making Coach Gainey the first St. Mary's coach I met on a level higher than an acquaintance. The team stood 2-4 at the time, and had lost their only conference game of the season as the large number of first-year and sophomore athletes grew accustomed to College-level playing. Despite the stresses of a difficult season kick-off, Coach Gainey was perfectly down-to-earth during my interview with him, and was really easy-going and helpful, even directing athletes in my direction during the team's practice for more information for my article. As I've interviewed him throughout the semesters following the first, he's never failed to put others before himself, and always has been proud of his team in the best and worst turns of the seasons. He was honest and insightful every interview, no matter how the team was doing. The Sports section of the paper will miss Coach Gainey, and looks forward to continuing coverage of his players and the legacy he's leaving with them.

**Question: What brought you to St. Mary's College?**

**Answer:** I started at St. Mary's in winter of 1997 as an assistant coach working with Eric Wagner, the then current coach. I was introduced to Eric by Rich Edgar, the Director of Admissions and one of my best friends. When Eric decided to go to Swarthmore to become the Head

Coach, the opening of a lifetime was there for me. I had dreamed since the age of 19 of becoming a college soccer coach, but always thought it could never happen. At the time I had a great career doing Information Technology Management work at the Naval Base, and thought I could never walk away from that, but I did. I couldn't pass up my one shot at my dream.

**Q: What was your first season like as a coach for the Seahawks?**

**A:** My first season was awesome! I had great players that Eric and I had brought into the program and we had just come off of a 14 game winning season. We ended up winning 15 games my first season which was the most games the team had ever won in a year.

**Q: What was it like to switch from coaching female players to male players, and do you have a preference for either?**

**A:** I really hadn't coached girls much prior to taking the job; I had just started coaching girls some time before. Jen Henderson, the head coach at Leonardtown High, got me hooked on coaching girls outside the college level. It is a blast coaching girls and totally different from coaching boys. The girls absorb information better and try to apply it better in my opinion. The game is a little different, but coaching girls that can play the game is great!

**Q: What made you start to think about retirement?**

**A:** I always promised myself that when the game became too much of a job, or I started to lose my passion for the game or I wasn't

getting it done on the field that I would walk away. It has been almost 32 years of coaching soccer at all levels short of professional. I am just tired, to be honest.

**Q: What are your plans once you leave St. Mary's?**

**A:** I am working back at my old job for the most part at Patuxent River Naval Air Station doing ITM work again. I hope to work with the College on a volunteer basis on committees and really want to work to get a new stadium built at the college.

**Q: If there is one thing you could change about your coaching career at SMCM, what would it be?**

**A:** I wanted to win a CAC championship in the worst way and we were close three different times, and I just didn't get that done. I made a mistake recruiting one year and it bit us for three years. I would certainly change that.

**Q: Is there a final message you'd like to leave for the men's soccer team?**

**A:** I hope each player realizes what they really have at the College and in their team. They are creating memories that will last forever and growing as quality young men. I truly love them and can't wait to see what they do in their lives. I hope they will consider me their friend for life!

**Final Comments:** I would also like to say thanks to Rich Edgar and Scott Devine for giving me the chance to live my dream. To the rest of the Athletic Department, it has been awesome! I will miss everyone.

## Club Spotlight: St. Mary's Women's Softball

By MEGAN KELLEY  
Contributing Writer

When many people on campus hear about the St. Mary's Ladies Club Softball team, the response is often "St. Mary's has a softball team?" The answer to that question is a definite yes. Softball is a relatively new club sport, created about four years ago. It started off small but has been growing strong ever since. The club welcomes all skill levels from high school all-stars to those who have never even seen a softball before. We have had many girls join the club that haven't picked up a ball in years and have become some of our greatest players. The club plays in both the fall and the spring and

our practice schedule varies between semesters. We typically practice three times a week from 4:30 p.m. to 6 p.m. and alternate

between batting and fielding practice. There is a backstop located on North Fields where the club practices but without a dirt field on campus, we have started to practice off campus at a small park about 10 minutes down Route 5. The club plays fastpitch softball and the games are competitive. We play our games at Chancellor's Point Park in town or away at the opponent's field. In the past, we have played two games in the fall and about four in the spring. We play against the softball club teams of other colleges such as the University of Maryland and Mount St. Mary's. These games are double-headers, meaning that we play two consecutive games and they are always on a weekend as not to interfere with classes and other commitments.

Since St. Mary's does not have a varsity softball team, it is our goal to build up the team and prove that we are capable of eventually becoming varsity. The team has seen great improve-

ment since it was started, including the addition of our coach, Ray Raley. He has made the softball team one of his priorities, and because of him, we have been given greater opportunities for practices and games. This includes the opportunities to practice with local high school travel teams, the option for pitchers to practice with specialized trainers, and offering the team a structured practice whereas we would otherwise have to run everything on our own. He understands the game from personal experience and has taught the team how to work together by combining our individual abilities.

As a team, we love the game of softball and want to see our team succeed.

**"Softball is a relatively new club sport, created about four years ago. It started off small, but has been growing strong ever since."**

**-Megan Kelley  
Athlete, Women's Softball**

We have a lot of fun during the season and always encourage new members to join. Though the fall season has ended, we will be starting a conditioning program in the

gym as soon as the spring semester begins. This will include drills, batting cage practice, and, most importantly, team bonding. Everyone needs to work together when on a sports team and the softball team is no exception. Forming friendships within the team is almost inevitable and the members that have graduated continuously check in because there is an attachment that forms from being part of the club.

Again, we encourage anyone with an interest in playing softball to come and try it out. The softball club requires some commitment but we fully recognize that school comes first. The team has all of the equipment needed such as bats, balls, and even a few extra gloves. The softball team is growing and it is our goal to gain as much support as we can. If you have any questions or want more information, please feel free to contact Ray Raley, Megan Kelley (president), or Kylie Robillard (vice president).

## Club Reflections: St. Mary's Crew

By JORDAN GAINES  
Contributing Writer

*"Crew is like crack. It interferes with your sleep. It destroys your body. It introduces you to totally weird people. It's expensive. It takes you away from the real world and into a fantasy land. You start doing it way too much, as you build up a tolerance. You can't stop. You love it, but you know that you shouldn't. You stick with it, because you have this bizarre idea that life would just not be the same without it."*

I was an innocent First-year, awkwardly exercising on an indoor rower at the gym when a huddle of sleep-deprived zombies posted a hastily-scribbled sign on the wall in front of me: "Hey you! Yeah...you! In the...shirt. Yeah. Come to our first meeting tonight in Schaefer!" (For some reason, I never forgot that sign.)

But I knew better. There was no way I would crawl out of bed at five in the morning to walk all the way down to the waterfront in the dark just to cover my hands in blisters, freeze my butt off with a coxswain wailing at me before the crack of dawn, be associated with that obnoxiously large group banging down the doors of the Great Room for breakfast, then hop back under the covers for a quick nap—all before the rest of the campus stirred awake for their 8 AM classes. It just didn't make any sense. What was the point?

Even now, after a whirlwind year with the crew team, I still don't quite understand it. I shuffle into the boathouse every morning at 5:30 to hear horror stories of my teammates working on papers until 4 a.m., managing a quick nap before practice, then heading off to their 8 a.m. classes or their jobs to start their day. We boast RAs (how do you guys do it?), pre-meds (P.O.B. + crew?!), and future teachers (no time to shower before placements!). We tear our muscles in two (or three or four or millions), until the lactic acid will surely burn through our flesh, and all the while a tiny, unreasonable person is screaming at us to row faster. We pack up a trailer full of 65-foot boats and

seats and oars and tools to travel for hours just to try to win a little piece of metal with a ribbon to adorn our sweaty necks. We fundraise nonstop to pay for pieces of equipment I don't understand, can't carry, or can't pronounce. Maybe seniors Carla Bacon and Melina Vamvas (our President and First Lady, respectively), who have stuck it out all four years, understand it? Does any of it make any sense to anyone?

**"I can't imagine sharing a St. Mary's River sunrise or a shooting star with anybody but them"**

I don't know, but I think it's the people. I can't let these people down. I can't put myself in a situation that will compromise my condition, because my boat needs me. If I have to set five alarms for the morning, I'll do it, because my boat needs me. I'll pull a little harder on the erg when it rains and we have gym practice because it'll make me stronger, since my boat needs me. And when I cross the finish line at the race with that boat, whether we're in first or last, I just shared something special with eight other people that nobody else can understand. I have made fifty fast friends this year—fifty of the most hard-working, strongest, most inspiring people. Fifty of the funniest people. Fifty of the best hug-givers. Fifty of the most insane people...

I can't imagine sharing a St. Mary's River sunrise or a shooting star with anybody but them.

The Rare Crewbie may resemble

a zombie by dinner time, but that's because they've been working so hard this semester. Before the season started, two of our boats placed first in their categories at the Wye Island regatta, a half-marathon row. We've traveled to races in D.C., Philly, and Virginia over the semester, and our varsity women medaled at the Occoquan Challenge last month. We've been actively fundraising toward the purchase

of a new boat for our novices (thanks for everyone's support at RiverFest and Bruster's!). And next month, junior Holly Fabbri and myself will be rowing a full marathon (42,195 meters) on the indoor rower, just because we want to (Please visit us/suggest good movies to pass the time?).

What's next for the team? You can cheer for us at our home regatta, the Seahawk Sprint, coming next semester. You can buy cRaZy spandex from us to help support our growing team as we try to purchase a new boat. You can hug us when you see us gulping coffee to stay awake in class (we like hugs). Or better yet: you can join the team when we recruit during Club Fair in the spring and become part of a unique group in a unique sport. You don't need any prior knowledge of rowing or coxing, just a willingness to learn and willpower to be great.

Why would you join? Why put yourself through all of that... weirdness...I just described? I don't know. You're going to have to figure that out for yourself. But crew is like crack...and I promise that, somehow, strangely, you'll become addicted and love it, too.

## Seahawk Schedule

11/17	Women's Basketball vs Lbn. Vly.*	6:00 p.m.
11/19	Men's Basketball vs TBD Women's Basketball vs Arcadia*	TBA 6:00 p.m.
11/20	Men's Basketball vs TBD Men's XC @ NCAA Finals Women's XC @ NCAA Finals Women's Basketball vs TBD*	TBA TBA TBA TBA
11/23	Women's Basketball vs Trinity (D.C.)*	7:00 p.m.
11/27	Men's Basketball vs Frank. & Marsh.*	4:00 p.m.
11/28	Women's B-Ball vs Penn St.-Harris.*	1:00 p.m.
11/30	Women' Basketball vs Catholic*	7:00 p.m.
12/1	Men's Basketball vs Chris-Newport*	7:00 p.m.
12/4	Men's Swim. @ Frank. Marshall Invit. Women's Swim. @ Frank. Marsh. Invit Women's Basketball vs Stevenson Men's Basketball vs Stevenson	TBA TBA 2:00 p.m. 4:00 p.m.
12/5	Men's Swim. @ Frank. Marshall Invit. Women's Swim. @ Frank. Marsh. Invit	TBA TBA
12/6	Men's Basketball vs Citadel	7:00 p.m.
12/8	Women's Basketball vs York (Pa.)* Men's Basketball vs York (Pa.)*	6:00 p.m. 8:00 p.m.
12/11	Women's Basketball vs Hood* Men's Basketball vs Hood*	2:00 p.m. 4:00 p.m.
12/17	Men's Basketball vs Olivet	5:00 p.m.
12/18	Men's Basketball vs Lawrence	12:00 p.m.

\*home game

Compiled by Steve Rees

## Student Trustee: Who We Are at St. Mary's

SUBMITTED BY **DANNY RUTHENBERG-MARSHALL**  
*Class of 2011*

The name St. Mary's College of Maryland is steeped in meaning and tradition. We have long identified ourselves based on the sense of community people experience when they come here, or when they visit. As an institution, we have never doubted who we are, or what we do. We are a community built on the foundation of openness, kindness and caring. We are active in the world, both on the small and large scale. In many ways, we already make such a difference in so many places.

However, over the years I've noticed a disturbing trend that reaches to every level of the campus community. People are beginning to care less about each other and about what this institution does. Many people who see a problem will complain about it, and then expect someone else to take care of it. When walking down the path, most of us stare straight ahead, for fear of making

eye contact with a stranger. There's certainly not the culture of saying hi to everyone on the path these days. Heck, a number of people simply turn up their iPods and tune out the world. Just the other day, someone came up to me during my office hours and said, "as a whole, we just don't care any more." While I wouldn't go that far, she had a good point, and she's not the only one I've been hearing it from.

I still know that we have a wonderful community when it comes to integrating new students into the campus culture, or banding together for the occasional service project. People are still passionate about the clubs they're in, or the sports teams they play for. Academics are certainly not falling to the wayside, as we continue to excel as the "Honors College" of Maryland. In no way am I implying that we have become an apathetic institution. I'm just saying that we need to rise above what is expected of us and open our eyes to the world of possibilities before us.

Margaret Mead once said, "A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has." What I see when I walk down the path everyday is a small group of thoughtful people. There are two thousand of us, which in our insulated life by the river may seem like a lot, but in the grand scheme of things is really quite small. The best thing about changing the world is that it doesn't require titans or legendary figures such as Leonidas or Caesar. Ordinary students such as us can make a difference by being mindful of our actions. To live mindfully and in the present can help bring about a cultural transformation.

For now, all I ask is that we begin with small actions. When we pass a

stranger on the path, say hello. Instead of stepping over a piece of trash, pick it up and put it in the next trash can. When people ask you for help, thoughtfully consider it before making a decision, and whenever possible, choose to help them. If you feel as though you have the time, maybe even look into doing something larger. Get creative with how to better our community, no matter how big or how small the action may be. By bettering ourselves as a group, we put ourselves in better positions and better states of mind to go forth into the world and make a difference. To quote Gandhi, "be the change you want to see in the world."

Much love to all, and I'll see you on the path!

## A GROWING CRISIS

SUBMITTED BY **WILL EGAN**  
*Class of 2011*

Fortunately, interest in biology and chemistry has recently risen dramatically. Unfortunately, the interest in these disciplines has grown much faster than the College's ability to properly accommodate its students. Molecular Biology, an upper-level biology course which is required for biochemistry and many graduate school programs, filled up in a matter of no time during the most recent registration period. Dr. Rachel Myerowitz reported that all students registered for the class are seniors, and 14 of them are biochemistry majors who have no other options but to take the course this year in order to graduate. As of today, at least 10 students are on a waiting list, and each has very little chance of getting into the class. Dr. Myerowitz says that she could handle another section if she wasn't already acting as the department chair for Biology. As department chair, she should have a reduced class load; obviously, that is not an option. This situation seems very bad in and of itself, but the circumstances may be even worse.

When Dr. Danielle Cass left the Biochemistry department last year, Dr. Pamela Mertz (currently the only Biochemistry professor) inherited a huge work load that, she admits, is difficult to manage. When I spoke to her about the issue, she said that even if the department found a replacement for Dr. Cass, they would still be short of personnel in the Chemistry department. She also pointed out that all of the Chemistry department professors work very long hours and are operating at the edge of their capacity.

As a graduating senior myself who is not one of the lucky ones to be registered for Molecular Biology, I will not be able to complete my major in Biochemistry, and must instead settle for a degree in only Biology. This in itself is not a tragedy (however, this means I'm currently taking Physical Chemistry as an elective, which may be considered a tragedy). The truly disappointing reality is that I may be less competitive

for the graduate schools for which I'm in the process of applying, considering they expect their students to have taken Molecular Biology. My fate is mostly sealed; but, what about the future of our science programs?

Science, especially Biology, represents one of the highest percentages for intended majors of incoming students. This year, about a third of the incoming class was registered for Principles of Biology (POB), along with about 50 students with sophomore status or higher. Dr. Gordon reports that since 1992, the number of students registered for POB (two weeks after the start of classes) has increased from 88 to 167 students. Considering that this year, each POB section was completely filled with about 10 students on a waiting list, the department decided to create additional sections for POB. This requires more personnel. While it seems likely that this request will be approved by the Board of Trustees, it is doubtful that the final dollar amount will be sufficient to hire a qualified individual.

The department is faced with some tough decisions: will they decide to restrict classes in order to work within their budget, thereby turning eager mind away, or will they accept standard circumstances to accommodate growth? In some cases, we have already seen a decrease in the quality of education offered as professors are forced to forfeit upper-level electives in order to teach basic courses. For example, Dr. Mertz gave up teaching an upper level course in nutrition in order to cover first semester Biochemistry.

I'd like to thank all of the Biology and Chemistry professors for their dedication and tenacious work ethic. Each professor puts a great deal of effort into teaching and mentorship. I think I speak for many students when I say that I'm thankful for my time at St. Mary's, and could not picture myself at any other institution. I hope that the administration gives the program the support it deserves.

## A Plea for Reusable To-Go Boxes

SUBMITTED BY **CHELSEA HOWARD-FOLEY**  
*Associate Sustainability Fellow*

As anyone who has seen the trash cans on the Campus Center patio on a nice day knows, to-go boxes from the Great Room are used frequently at St. Mary's. In fact, our food services company Bon Appétit estimates that between 800 and 1000 boxes are handed out on any given day during the academic year.

Given that the current boxes are made of Styrofoam, a material that is not recyclable or biodegradable, these boxes account for a significant amount of waste. If we throw out an average of 900 boxes a day, and there are 220 days in the academic year, this suggests that we as a college throw away roughly 198,000 boxes per academic year. With each unit costing 11 cents, these 198,000 boxes also end up costing us a total of \$20,899 a year. As any college student can tell you, this is a very large amount of both money and trash.

Fortunately there is a more environmentally friendly and long term cost efficient alternative: reusable to-go boxes. A group of students from a Math for Social Justice course found that Eco Clamshells may be our best alternative. Each unit costs \$3.14, but if we were to purchase 2,000 (enough for the whole student body) for \$6,280 instead of constantly purchasing more Styrofoam, we would save \$14,619 in up-front costs. Although reusable to go boxes would require more water

and labor for washing, it is unlikely that these costs would amount to more than the amount saved.

In recent months, the level of support for a reusable to-go box program has grown significantly. On October 19, the Student Government Association passed a resolution that supports the implementation of a reusable to-go box program in the Great Room to begin by Spring 2011. The Student Environmental Action Coalition has collected 380 petition signatures from students and faculty supporting reusable containers and has been working with the Sustainability Committee on research for the program.

In addition, we have a food service company that has been very supportive of past green initiatives in the Great Room. Bon Appetit's company tag line is "Food services for a sustainable future," and they have won multiple awards for their socially and environmentally sustainable food. The company has also implemented the use of reusable to-go boxes on other college campuses.

With all of this support going for us, it is clear we must work together to come up with a system that will allow the use of reusable to-go boxes to be just as convenient as the current disposable containers. Do you have any ideas on how we can best implement a reusable to-go box program in the Great Room? If so, please contact the Sustainability Committee (sustainability@smcm.edu) to help design and implement the best possible program.

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- 2010, *The Point News*.

## Ask Miss Meghan: The Power of Pheromones?

SUBMITTED BY **MEGHAN ROOT**  
*Resident "Sexpert"*

Dear Miss Meghan,

Are there really "human sex pheromones" or is that just marketing propaganda for crappy colognes? If smell is really the biggest factor in being attracted to someone else, should we go around smelling each other instead of shaking each other's hands?

-Scratch and Sniff

Dear Scratch and Sniff-

I have been taking my black Labrador, Lyla, to a fantastic dog park since I've moved down to the area. Every time we go, she starts out fairly anxious (we are talking serious doggie drool). The first thing she does, when she gets her courage up, is to go sniff the other dogs' butts. And they sniff hers. And then they sniff each other. And then they do it again and again. It seems to

be puppy for "Hey. What's up?" It is as if by smelling each other's, ah, assets, they determine if the other dog is good or bad, safe or mean.

I'm fairly fascinated by this behavior, and am pretty thankful that we have evolved as a breed past the point where we need to smell each other to determine if we want to engage with each other. I then find myself imagining what a trip to Target would look like if we had to smell the nether regions of each person we passed. However hilarious it would be if we just walked around smelling each other's posteriors to determine if they are friend or foe, there is a pretty good reason we don't do that: we can talk, walk upright, think, and manipulate things with our opposable thumbs. We are much more complicated beings than those dogs at the park, and factor in more than one thing when selecting mating partners. In fact, we probably factor

in over one thousand things during our selection processes.

Pheromones, or chemicals that the body produces to communicate, do exist in humans. However, they are fairly ineffective and have an extremely low effect on our initial attraction to each other. Even if a potential mate is producing a pheromone that you might find attractive, you would probably still stay away if you found out that person doesn't believe in brushing teeth or showering, like, ever. Buying "sex pheromone" cologne is worthless because it is actually diluting and competing with your rather slight natural pheromones.

Pheromones play a (minutely) more important role in partner retention than attraction. As you spend time together, you become familiar and comfortable with your partner's natural scent, and your chemicals learn to react (triggering my good

friend dopamine) to your partner's chemicals. So next time you are tempted to buy a bottle of "sex pheromones," ask yourself if you would rather have a high five and let things work themselves out, or have a face nose deep into Uranus?

And now, drum roll please, the winners of the "best consent lines" are:

"Hey babe lets make a bunk bed. You be on bottom, I be on top." Submitted by: Tiara Hurte

"Do you mind if I end this sentence in a proposition?" Submitted by: Jocelyn Baltz

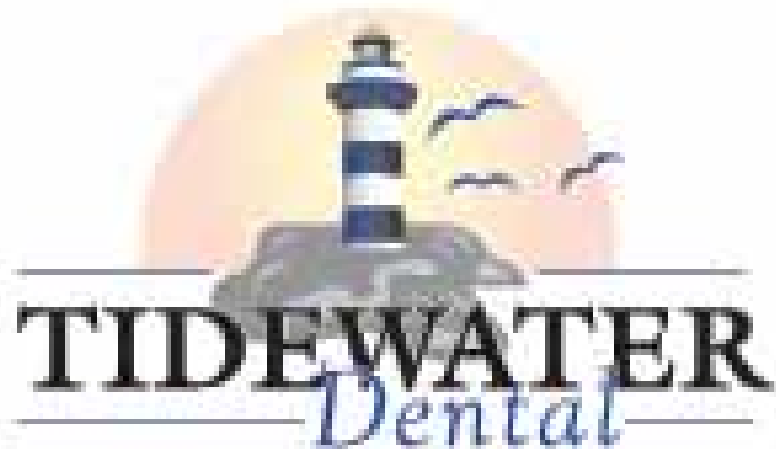
Thanks so much to all those that submitted, the winners will be e-mailed so they can get their prizes, and remember that asking for consent can make your exploits less awkward and more fun!

-Sincerely NOT nose deep,  
Miss Meghan

A woman with a surprised expression looks out a window. Numerous one hundred dollar bills are falling through the air around her, some landing on the wooden floor inside the room. The scene is set against a white background.

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