By Lawrence Biondi, S.J.
Saint Louis University President

I have a confession to make: As much as I love being president of Saint Louis University, I sometimes miss teaching. Early in my life as a Jesuit, I taught French and Latin at St. Xavier High School in Cincinnati, and I still think of it as one of the best jobs I’ve ever had. Later I moved on to Loyola University Chicago, where I taught French, Spanish, Italian and linguistics before becoming dean of the College of Arts and Sciences.

Those days in the classroom rank among the most fulfilling of my career. There is nothing like leading a student to the point of discovery and being there when he or she finally “gets it.” Teaching languages was particularly rewarding because those moments of realization came so often. I relished sharing a foreign language and culture with a class of eager learners. Sometimes even better was introducing the science of linguistics to students who may have seen the course as a mere requirement, only to watch them embrace its nuances and discover how people use language in both its form and content to get what they want.

I don’t spend much time in classrooms anymore. I care about classroom life, of course, and I care even more deeply about what goes on inside them, but I don’t routinely get the opportunity to stand inside one and guide students on a path of revelation. Yes, I miss it, but I take great solace in the fact that it is happening hour after hour, day after day in classrooms all across the Saint Louis University campus.

Besides the friends you made at SLU, I’ll bet the people who had the greatest impact on you were your teachers. You may have lost touch with them, but you probably remember their names, their quirks and, most of all, the things they taught you.

Whenever I travel to meet SLU alumni, I am always asked about our faculty. Sure, our graduates want to know about campus changes and athletics and new buildings, but most of all, they want to know about their former professors. They want to swap stories and compare notes, touching base with shared memories and legends. In the end, it’s what makes us a family.

This issue of Universitas is devoted to teaching at Saint Louis University. The first article introduces you to innovative teaching designed to enhance the undergraduate experience. Offered in a variety of disciplines, professors of these classes adopt unique approaches to courses in the core curriculum. The courses have been an unqualified success and are now part of the University’s regular offerings.

The second story in this issue focuses on past recipients of the Nancy McNeir Ring Award who still are teaching at SLU. These outstanding faculty share their thoughts on why they teach. I am sure you will find their words inspiring.

The third story explores technology in the classroom and how it has changed the face of teaching. Saint Louis University is fortunate to have received a major grant to make high-tech classrooms standard across campus. Now our faculty are taking full advantage of the opportunities these wired classrooms offer.

Finally, our fourth story answers the question, “What makes an education Ignatian?” Three of my Jesuit brothers discuss the roots of Jesuit schools and the innovative teaching methods introduced by St. Ignatius Loyola.

I hope you enjoy reading about many facets of teaching at Saint Louis University. And I hope you’ll take some time to thank a teacher in your life for making a difference. Take it from me, such gratitude is the true reward of the profession.

L. Biondi, S.J.
WINTER 2003

6

Inquiring Minds
Several new classes offer students a fresh approach to core courses.

Focus on Teaching

10

I Teach Because …
Winners of the Nancy McNeill Ring Award for teaching excellence reflect on their profession.

14

Teaching Outside the Box
Technology is changing the classroom experience.

18

God in All Things
Experts address what makes a Jesuit education unique.

UNIVERSITAS
Volume 28, No. 2

Editor
Laura Geiser (AXS ’90, Grad ’92)

Assistant Editor
Chris Waldvogel

Contributor
Marie Dill (Soc Sci ’94)

Photo Credits
Dale Allen, 5
Jay Beavais, 32
Bill Barrett, 4
Curt Demidenk, 4
Steve Dolan, 16-17
Kevin Lowder, 2, 8-9
James Visser, cover, 11-13, 19
Chris Waldvogel, 4

Design
AKA Design Inc.
Art Direction: Richie Murphy
Design: Stacy Lancaster

UNIVERSITAS is published quarterly by Saint Louis University. Opinions expressed in UNIVERSITAS are those of the individual authors and not necessarily those of the University administration. Unsolicited manuscripts and photographs are welcome but will be returned only if accompanied by a stamped, self-addressed envelope. Letters to the editor must be signed, and letters not intended for publication should indicate that fact. The editor reserves the right to edit all items. Please address all mail to UNIVERSITAS, DuBourg Hall 39, 221 N. Grand, St. Louis, MO 63103. We accept e-mail at unv@slu.edu and fax submissions at (314) 977-2249. Address fax submissions to Editor, UNIVERSITAS.

Postmaster: Send address changes to UNIVERSITAS, Saint Louis University, 221 N. Grand Blvd., St. Louis, MO 63103.

World Wide Web address:
www.slu.edu/pr/universitas.html

UNIVERSITAS is printed by Universal Printing Co. and mailed by Accurate Business Makers Inc.

Worldwide circulation: 108,500

© 2003, Saint Louis University. All rights reserved.
Veteran news man joins senior staff

Julius Hunter, the senior anchor at KMOV-TV Channel 4 in St. Louis for 26 years, is now the University’s vice president of community relations. A prominent St. Louisan with more than 30 years of broadcast and print news experience, Hunter was a regularly scheduled radio talk-show host on KMOX-AM 1120 and author of a weekly St. Louis Post-Dispatch column on little-known facts about St. Louis history. He is also the permanent host of the Young Heroes in Music program, featuring young African-American musicians, on KFUO-FM/Classic 99. Hunter also has taught broadcast journalism, communications and contemporary issues courses on the adjunct faculties of SLU, Washington University, Maryville University and Harris-Stowe State College, his alma mater. He is the founder of a mentoring program at the Pierre Laclede Elementary School in St. Louis. In addition, Hunter was the first African-American to serve on the board of the Missouri Historical Society, was a board member of the Campbell House Museum and is a member of the Backstoppers’ board of directors. Filling a new position at SLU, Hunter will represent the University to various civic, cultural and institutional boards, initiatives and community groups. He also will enhance and promote SLU’s cultural outreach initiatives. Hunter also will communicate SLU’s message regarding current and future campus expansion and developments to the external community.

SLU named a ‘Best Buy’ again

U.S. News & World Report has ranked Saint Louis University as one of the best education values in the United States for the fifth consecutive year. The recently released report ranks SLU among the top 50 national doctoral universities on the “Great Schools at Great Prices” list. The magazine also reported that SLU’s academic reputation ranking has risen on its “Best National Universities” list. The list includes 249 universities that offer a wide range of undergraduate majors as well as master’s and doctoral degrees with an emphasis on research. In addition, U.S. News recognized several of SLU’s individual programs, ranking the aerospace engineering program fourth in the nation in its category and placing the overall undergraduate engineering programs in Parks College of Engineering and Aviation 30th in the nation among schools whose highest degree is a master’s. The University’s undergraduate entrepreneurship program was ranked in the top 20.

Four new trustees Now on board

Four new University trustees were elected to four-year terms at the Sept. 28 board of trustees meeting: James J. Burshek, S.J. (A&S ’69), assistant to the treasurer for the Jesuits of the Missouri Province and former faculty member at Saint Louis University High School and Regis Jesuit High School in Denver; Francine Katz (Law ’83), vice president for corporate communications at Anheuser-Busch Companies Inc.; James T. Smith, who has served as president of ConAgra Frozen Foods as well as chairman, president and CEO of Aurora Foods Inc.; and Daniel P. White, S.J. (A&S ’90, Grad ’95), associate pastor of St. Francis Xavier Church in Kansas City, Mo., and former faculty member at Regis Jesuit High School.
Didion receives Literary Award

Joan Didion, novelist, essayist, and screenwriter, received the 2002 Saint Louis University Literary Award from the Library Associates on Oct. 1. Didion is the author of a number of novels, including Run River, Play It As It Lays, A Book of Common Prayer, Democracy and The Last Thing He Wanted. Her non-fiction work includes Slouching Towards Bethlehem, The White Album, Salvador, Miami, After Henry and her recent collection of essays, Political Fiction. Didion and her husband, John Gregory Dunne, have co-authored a number of screenplays, and she is a contributor to The New York Review of Books and The New Yorker. This was the 35th year the award has been given by the Library Associates, a group dedicated to enriching the cultural life of the area and providing financial help to the University’s libraries.

Keep up with Busch renovations

Want to watch the latest Busch Memorial Center construction developments via your computer? A World Wide Web camera (www.slu.edu/services/stude v/Renovations/bmcrenov.ht ml) provides up-to-the-minute images of the construction site. Once there, click on the “live camera” link. Expected to re-open in August 2003, the new Busch Memorial Center will include 51,000 square feet of new construction and 100,500 square feet of renovation.

Paul Schnabel is SLU’s new associate vice president of University development. Schnabel had served as executive director of Health Sciences Center development and alumni relations since 1997. In August, University President Lawrence Biondi, S.J., received the Grand Order of Dr. Filippo Mazzei Civi Iliustri Americanism Award from UNICO National Inc., a national service group steeped in Italian heritage and dedicated to the betterment of society. The award is given annually to recognize professional achievement in the arts and sciences that will benefit humanity and enhance the civil, social, commercial and industrial development of the community.

… Dr. William Wold, professor and chairman of molecular microbiology and immunology at the School of Medicine, has been elected a fellow of the Academy of Science of St. Louis. … Liese L. Hutchinson, assistant professor of communication, has earned a Fulbright Scholar grant to lecture at Concordia International University in Tallin, Estonia, during the spring semester. She will teach international public relations and case studies in public relations.

… Shani Lenore is the new director of undergraduate admissions. … Dr. Barry Katz, professor of research methodology, received SLU’s Emerson Excellence in Teaching Award. A faculty member since 1975, Katz was selected for his profound contributions to the teaching profession and to students. … Dr. Ellen M. Harshman (Grad ’78, Law ’92) has been named SLU’s senior vice provost. … A recent book on the works of a heralded University professor emeritus Walter J. Ong, S.J. (Grad ’41, ’84), is now available in paperback. An Ong Reader: Challenges for Further Inquiry highlights 28 selections written by Ong between 1941 and 1998. For more information or to order a copy, call Hampton Press at (800) 894-8955.

… Dr. Jamie Comstock is interim dean of School for Professional Studies. She replaces Dr. Robert Hasenstab (Grad ’67, ’71), who left for Loyola University Chicago.

McBride honored: The Billikens honored SLU men’s soccer all-time leading scorer Brian McBride (Pub Ser ’96) at halftime of the Nov. 9 game at Robert R. Hermann Stadium. McBride’s number 20 is the first retired number in the history of SLU soccer. McBride is a member of the U.S. Men’s National Team that advanced to the quarterfinal round of the 2002 World Cup. One of the USA’s most accomplished forwards, McBride ranks fourth all-time on the U.S. goal-scoring list with 20, and his six goals in World Cup qualifying are the second most in U.S. history. A seven-year veteran of Major League Soccer’s Columbus Crew, McBride entered the 2002 season ranked 14th in the league in career points. He is a seven-time MLS All-Star. McBride is pictured above with Interim Provost Joe Weixlmann (left).
Gilsinan honored with service award

Dr. James F. Gilsinan III, dean of the College of Public Service, has received the “SLU Star 2002 In Touch with the Community Award.” The annual award recognizes one University faculty or staff member who has made a remarkable contribution to the St. Louis community. This is the second year for the award, which is presented during the kickoff of SLU Make a Difference Day each year. Gilsinan has written numerous books and articles on public policy, criminology and ethics. Last May, the Student Government Association recognized him with the George D. Wendel Civic Leadership Award, which honors an individual who upholds the ideals of the Jesuit mission to be “women and men for others.” Gilsinan serves on a variety of boards devoted to public service and community safety. He also works with not-for-profit groups to enhance their contributions to the community.

Cupples opens its doors for photos

The elegant interior of Samuel Cupples House is now available to SLU alumni for wedding and anniversary photography. “We constantly received requests from alums to have pictures taken here for their special day,” said Pamela Ambrose, director of Cupples House. “So many of the alumni remember our historic home when it was called Chouteau House, the student union back in the ’40s and ’50s, and want to commemorate their anniversary on campus. Plus, many of our younger grads getting married in St. Francis Xavier College Church want wedding photos taken in a beautiful, unique setting.” A two-hour service fee will be charged. For information and reservations, call (314) 977-3575.

Med specialties get high rankings

Saint Louis University Hospital’s “America’s Best Hospitals” recognition in U.S. News & World Report for seven key specialty areas places the hospital and its medical staff partner, the School of Medicine, among the top 50 hospitals in treatment for the following key disorders and diseases: geriatrics (ranked in the top 10 nationally), respiratory, heart, digestive disease, hormonal disorders, kidney disease and ear, nose and throat. In addition, Saint Louis University Hospital received an impressive accreditation score of 97 (of a maximum of 100) from the Joint Commission on Accreditation of Healthcare Organizations.

Prof teams up with Vanderbilt

A Saint Louis University professor and a well-known New York socialite are finding much in common through their art. Professor Richard Burgin, founding editor of SLU’s literary journal Boulevard, and Gloria Vanderbilt, best known as a jeans designer, have collaborated on a book and more. The book, Stories and Dream Boxes, joins three of Burgin’s short stories with photographs of Vanderbilt’s Plexiglas constructions.

Although it might seem like an odd pairing, there are similarities between the works of Burgin and Vanderbilt. His highly acclaimed writing has been described as simultaneously elegant and disturbing. Vanderbilt’s “Dream Boxes” are beautiful, but a bit disturbing as well, featuring objects such as doll heads and wishbones. In addition to the new book, Burgin recently composed a long CD single that accompanies a new portrait doll designed by Vanderbilt. The sorcerer doll is sold on the Home Shopping Network. “Doll of Dreams” features music and lyrics by Burgin. He’s also writing a novel for Vanderbilt to illustrate.
Rec Center marks its 20th

In 1982, the Simon Recreation Center opened as the heart of Saint Louis University campus life. Since that time, thousands of students, faculty, staff and alumni have passed through the turnstiles. The “young at heart” facility has many features, including an indoor pool with diving well, a six-court multi-purpose gym, fitness equipment, an indoor running track, five racquetball courts, a squash court and three multi-purpose rooms. The Rec Center also offers recreational opportunities that include aquatics, fitness, wellness, intramural and sports club programs. “There are now more programs and usage than the planners ever dreamed,” said Hossein Dastgah, director of campus recreation. All alumni and spouses may become members of the Simon Recreation Center, and many fitness programs are available to the SLU community at non-member rates. For more information, visit www.slu.edu/organizations/ccisc or call (314) 977-3975.

Water Tower Inn opens restaurant

The Water Tower Inn, the University hotel located in Salus Center, now is home to a new restaurant, Salute. The restaurant debuted Nov. 8 and offers a menu featuring a wide variety of antipasto as well as steak, pasta and other items. Open to the general public, Salute also features a bar and lounge. Hours are 5-8 p.m. Monday through Saturday. Salute is closed on Sunday.

SLU prof digs up new evidence

A Saint Louis University geologist has unearthed further evidence in his mounting case to prove that shifting of the continents — and perhaps life on Earth — began much earlier than many scientists believe. Tim Kusky, a professor of Earth and atmospheric sciences, has discovered the world’s first large intact pieces of oceanic mantle from the planet’s earliest period, the Archean. Working with colleagues from Peking University, Kusky uncovered the rare find at a site near the Great Wall, where last year, the team discovered the planet’s oldest complete section of oceanic crust. Unlike the sea floor samples Kusky found last year, the mantle rocks preserve 2.5 billion-year-old minerals that hold clues to the origin of plate tectonics and provide evidence that the continents began shifting 500 million years earlier than now widely believed.

Web site offers West Nile facts

As concern about West Nile virus spreads across the country, many people are looking for a source of reliable information that goes beyond a 15-second sound bite. A new Web site launched by the Center for the Study of Bioterrorism and Emerging Infections at the School of Public Health is such a resource. The site (http://emerginginfections.slu.edu) is devoted exclusively to providing information about infectious diseases such as West Nile Virus, Ebola Virus and Lyme Disease. Users can search by organism, syndrome or mode of transmission. Each topic page includes fact sheets, scientific reference materials, newspaper articles and more.

DIFFERENCE MAKERS: Carole Buck, widow of legendary broadcaster and philanthropist Jack Buck, addresses the crowd of volunteers at the fifth annual SLU Make a Difference Day Oct. 26. This year, more than 1,800 volunteers from Saint Louis University and the community registered for the event, which kicked off at SLU’s Robert R. Hermann Stadium. Event participants then dispersed to more than 50 local agencies to perform a variety of volunteer opportunities.

Quotable UTAS: “Saint Louis University’s Jesuit philosophy of education might be summed up this way: We want our young people to realize that the best way to know a good person is to be one. According to St. Ignatius Loyola, the founder of the Jesuit order, we should strive to educate men and women for others. Being of service to and for others, not being served, is the mark of genuine leadership.” — University President Lawrence Biondi, S.J., in his inaugural address.

Sign of the times: A story on campus changes began, “With the recent inauguration of its 31st president, the University opened a brand new chapter titled ‘The Biondi Years.’ Only the first few paragraphs have been written, however, and everyone here is anxious to turn the page and see what happens next. The president himself is no exception.”
At first glance, Dr. Russell Blyth’s “Mathematical Thinking in the Real World” class seems all out of whack. Freshmen and sophomores are tackling subjects such as infinity, fractals, chaos and prime numbers. The readings include an activity kit that comes with 3-D glasses. But Blyth’s class is designed to be different. It is part of a trend in college classrooms and among a growing list of courses aimed at engaging students in subjects they once may have viewed as mere requirements. The inquiry courses may not offer a typical college experience, but that’s exactly the point.

Developed through the SLU2000 initiative, these Saint Louis University courses offer interactive learning experiences aimed at freshmen and sophomores, with a primary goal of continually improving the quality of the academic experience for beginning undergraduates. The classes are small, with fewer than 20 students, and are designed to fulfill core requirements.

Pedagogy in these courses emphasizes an interactive, interdisciplinary mode that focuses on collaborative problem solving. Inquiry courses are offered in biology, English, philosophy, economics, modern and classical languages, international business, fine and performing arts, earth and atmospheric sciences, mathematics, history, theological studies and sociology and criminal justice. In 2000-2001, the first year of the program, eight courses were offered by four departments. That number has blossomed to 12 departments offering more than 30 total courses. Faculty teaching inquiry courses also has increased from 12 to more than 60.

“The classes have been more successful than we imagined because of the creativity and commitment of the faculty,” said Assistant Provost Julie Weissman. “We attribute some of this success to a smaller class size because it enables the faculty to get to know the students and adapt their materials accordingly. It also offers more possibilities for interaction between faculty and students and among the students themselves. But reducing class size would have little effect if you have a teacher who doesn’t take advantage of the situation.”

Students in Blyth’s class, for example, write short stories and poetry on complex mathematical subjects. They make movies. They try to capture these concepts through art. They have many answers for one of Blyth’s favorite assignments: Turn in a creative project on the fourth dimension. It can be anything. Blyth finds himself grading an astounding array of impressive projects. A computer animation project even ended up on his desk. “One of my students generated a four-dimensional cube turning inside out,” Blyth said. “It was really incredible. This student produced animated views that I had never seen before.”

Before the creative assignment, the student animator had been somewhat quiet and uninterested in the course and even missed class occasionally.

Innovative courses bring excitement to SLU requirements.

BY CHRIS WALDVOGEL
Blyth said. Soon after, however, Blyth noticed the student moved from the rear of the room to the front. His participation increased. He began to work on extra formulas outside of class. “That’s my hope for all of my students,” Blyth said. “The key is to open their minds and let them experience mathematics the way mathematicians do.”

Although the inquiry courses deal with very different subjects, they have central features in common. All emphasize connecting academic ideas with the world outside the classroom; creating community in the classroom through collaborative learning; fostering student ownership of learning; and writing across disciplines.

“The courses are based on the premise that student learning is optimized when students are actively involved, when they are required to think about and apply what they are learning,” Weissman said. “Small class size is one key to providing an environment that promotes student engagement — where faculty assess students’ needs, interests and abilities and develop lessons that are relevant. Interaction between faculty and students and collaboration among students are increased, and students experience diverse activities.”

Most SLU2000 inquiry courses also deal with complex subjects. Most instructors, however, say that the majority of students have little trouble in the classes. Blyth uses puzzles to get difficult principles across, while Dr. Anneke Bart uses the art of M.C. Escher to teach mathematics.

“The concepts are deep yet approachable in these classes,” Blyth said. “I give reading material that normally would be presented after a few semesters of calculus, and even students with a mathematical background would struggle with it. Yet freshmen and sophomores who are humanities majors totally understand these difficult ideas because the puzzles we use make it so clear about what is going on.”

“As the end of the course my students understand non-Euclidean geometry,” said Bart, an assistant professor of mathematics and mathematical computer science. “If you were to tell someone at the beginning that they were going to do that, it might have intimidated them. We treat the subject in a much more experimental way. By hands-on experience, our students develop an intuition. That’s a natural way to learn any topic. You learn by seeing examples and then drawing on them.”

Letting students decide

A fundamental approach of the inquiry courses is allowing students to draw on their own skills and backgrounds, a method Blyth uses by assigning creative projects. Dr. David Kirschner, an associate professor of earth and atmospheric sciences, goes even further and includes student interests in the classroom mix. Kirschner provides students in his “Water: Our Precious Resource” class with several options on subject material, and students decide what they want to learn. They even have selected field trips.
passes from the teacher’s notes to the student’s notes without going throughout the minds of either,” he said. “But if students can express their views and questions freely, they feel safe. By feeling safe, they are likely to be interacting a lot more. Letting students challenge you also might start a dialogue going in a whole new direction and create a very lively discussion of something that’s quite complex, something that’s controversial, and other people are going to be drawn in. The most important thing in getting students to open their minds and to be receptive learners is letting them know their opinions matter.”

Will I ever use what I learn?

Weissman said faculty members have taken extraordinary steps in completely restructuring subject matter and its delivery to make inquiry courses relevant for students. The courses emphasize classroom participation, and teachers go the extra mile to get students excited about the topics. In “Introduction to International Business,” the focus is on real world experiences. Guest speakers and experts in the field discuss the impact of national and international events on the future careers of the students in the class.

Instructors in a number of the classes also have taken advantage of the size of the class to take their classes on field trips to enhance their learning.

“We expose our students to the whole breadth of mathematics,” Bart said. “They don’t realize how entwined it is with everything around us. They are amazed to see math in architecture, in decorations, in buildings.”

In the classes offered by the department of earth and atmospheric sciences, the instructors cover content in a way that emphasizes development of the skills used by scientists. “Water: Our Precious Resource,” “Natural Disasters” and “Drifting Continents” emphasize helping the students learn how science operates, how scientists solve problems and how scientific information is used to develop public policy.

“Most of the kids in my class are taking the class as a science credit. They are not science majors,” said Dr. John Encarnacion, who teaches “Drifting Continents.” “I really feel like it’s my responsibility to show them how to understand science. I have to make sure they understand how science, as a whole, works because their exposure throughout the rest of their academic careers may be quite limited.”

Creating community

Assistant Professor Pascale Perraudin loves when students take an interest in learning a foreign language. But Perraudin also lets her students in on a little secret: Words are only the beginning.

“I want to show students that learning a language is not an abstract exercise,” she said. “A foreign language allows students to connect to other worlds, other communities and other cultures. To have face-to-face interaction with people from other communities fosters reflection toward a student’s system of values and enables him or her to be better informed about the outside world.”

Perraudin realizes those things cannot be accomplished through mere books and instruction. But this is no ordinary class. Perraudin’s French 210 class is a SLU2000 inquiry course. It requires 15 hours of community service during the semester and participation in at least four activities at the French House, one of three residences on campus that encourage inhabitants to speak a foreign language and immerse themselves in another culture.

Through existing assistance provided
by African Refugee Services and SLU’s Center for Leadership and Community Service, students in French 210 tutor and mentor French-speaking grade school students and provide assistance to a French-speaking women’s support group.

Students offer companionship for the children or help them with homework. For adults, students answer questions on a wide range of issues, including finances, parenting and health care. Each service learning activity aims to help French-speaking refugees acclimate to their new home and culture while allowing students to improve their language skills. “From a purely linguistic point of view, it is a great motivational tool because students realize they can have a conversation in French with real people, not just a teacher,” Perraudin said. “As they are in real situations, students see the need to acquire new lexical and grammatical knowledge to best convey their wants, needs and emotions. As they work through this process and get their message through, students recognize they can communicate in a meaningful way and can have a positive impact on other people’s lives, even in a foreign language.”

The benefits are enormous, according to the students in the class. “This really helps us practice our French, it makes you think on your feet,” said Claire Rosplock, who took the class last year. “But I also know the people we help get a lot out of it, too. It’s really a wonderful situation.”

French 210 is one of several small inquiry courses that fits perfectly with Perraudin’s vision of what teaching a foreign language can accomplish. “As an educator in foreign language, I hope not only to convey new information, but also to enable students to develop a personal, mature relationship with members of other communities, cultures and worlds while providing the best tools for carrying out reflection and self-transformation,” said Perraudin, who thinks the most important things a student gains from a foreign language are a broadened awareness of other communities and a better understanding of how his or her own world and culture relate to the larger global context. The approach seems to be getting through.

“You really learn from the refugees and see where they are coming from,” Rosplock said. “It’s amazing to discover the education these people have. But when they come here and don’t know the language, they become so limited in what they can do. You realize how hard it has to be for them, knowing what they left behind. But they’re here now. They have to go on with their lives. It’s great to know we are helping them do that.”

**Promising results**

If focus groups are any indication, the courses are working. Students are not only learning, they are embracing the subjects. One student described his SLU2000 experience as one that changed his view of college.

“Many of my students amaze themselves because they find out they are much better at math than they ever thought,” Bart said. “And they are talking about what they learn outside of class and even telling their friends about it.”

Findings from focus groups completed with a number of the classes show that students realize several benefits from these classes.

“Students value the increased interaction with their instructors and classmates, as well as the hands-on, real-world application of knowledge they experience,” Weissman said. “The characteristics of the inquiry courses, as well as the innovative approaches taken by their instructors, spark student interest in learning and in the subject matter of those courses and also begin to affect the way students think about learning and the world around them. Overall, students enjoy the higher degree of engagement they experience in these classes.”

The secret? Weissman believes students thrive when they enter a world of active discovery in which they are active participants, not passive receivers. Learning becomes applicable — and fun.

“Besides connecting two disciplines, students found what they did in the classroom connected to their life,” Uraizee said of her literature course. “Literature and philosophy were no longer these abstract subjects.”

“By the end of the semester, students may not identify what they are doing as mathematics,” Blyth said. “Yet we continually tell them, this is math as we know it. Math is practical. Math is fun. College algebra is not the pinnacle of mathematical thinking. It’s exciting when students realize that and get excited about a subject in which they once held little or no interest.”

Faculty also enjoy benefits from the SLU2000 inquiry courses, which give teachers the opportunity to meet and discuss pedagogy and other common issues across disciplines. “It’s win-win,” Weissman said. “For faculty, the benefits include the opportunity to share with undergraduate students their enthusiasm for their disciplines and to implement innovative teaching methodologies. They get just as much out of the courses as the students do.”
I teach because …

Good teaching makes an impact, makes a difference, makes a connection.
Good teaching sheds light and opens doors.
Good teaching is effortless and difficult, complicated and simple.
Good teaching changes lives.
Clearly, good teaching is hard to define … but you know it when you see it. And Saint Louis University students have been seeing it for years.

Although outstanding faculty have populated the University since its frontier days, annual recognition for the outstanding faculty member of the year didn’t take shape until 1966. That’s when SLU’s chapter of Alpha Sigma Nu, the national Jesuit honor society, established the Nancy McNeir Ring Award to acknowledge faculty members who display special dedication to students. The award was named in honor of Ring, the University’s first dean of women, because she was so devoted to the welfare of students.

Each year, all SLU students are invited to nominate faculty from throughout the University for the award, and the members of Alpha Sigma Nu vote on the winner. It is the only student-initiated and sponsored teaching award at SLU that encompasses all 13 colleges and schools of the University.

Clearly, the past recipients form an elite group. We invited winners from the past 20 years or so who are still teaching at Saint Louis University to complete the statement, “I teach because …” by reflecting on their SLU careers. In their own words, here are their thoughts.
Dr. John A. George  
*Professor Emeritus, Parks College of Engineering and Aviation*  
1984 Recipient  
I teach because of the great satisfaction it gives me to learn that my students have gone onto successful professional careers and to know that I played a small part in this.

Dr. Avis E. Meyer  
*(Grad '76)*  
*Professor of Communication*  
1986 Recipient  
I teach because I get to rattle on about the likes of Mark Twain and Emily Dickinson, George Orwell and Flannery O’Connor, E.B. White and Tom Wolfe and get paid for it, sort of. I teach because my students bolster my take-home life with flashes of wit, moments of drama and neon one-liners recollected in tranquility. And I teach because my students deflate the high panjandrums, keep my synapses snapping and send me notes to show up for group photos of award-winning teachers.

Dr. T. Michael Ruddy  
*Professor of History*  
1985 Recipient  
I teach because teaching is more than a job; it is a vocation. It is an opportunity to make a difference in the lives of others, especially when teaching in a Jesuit institution with a tradition emphasizing the education of the whole person. In my field, history, teaching at times can become frustrating. Young men and women often fail to see its relevance to their lives. But when a student says something showing that he or she understands what I am presenting and shows real insight, it makes it all worthwhile.

Dr. Nelly Grosswasser  
*Professor of Modern Languages*  
1982 Recipient  
Teaching has been an integral part of my life since I began at SLU 44 years ago. I started the Russian program on virgin ground and since then have not only offered students knowledge, but also have been able to touch their lives. Teaching and advising the students at SLU became a gratifying labor of love for me. With a personal knowledge of my commitment to SLU, my children, Jack Grosswasser and Leonra Maria Schloss, set up an endowed scholarship in my name. I was moved by the response of my former students, especially one who wrote, “The long and short of it is that I would not be where I am today without the care that Nelly Grosswasser showed me when I was a college student.”

John Kavanaugh, S.J.  
*(A&S ’65, Grad ’66, ’71)*  
*Professor of Philosophy*  
1987 Recipient  
I teach because it is the most life-giving work I can imagine myself capable of doing. Teaching philosophy is an especially awesome encounter with the beauty of the human spirit in students and the glory of God in the world.

Dr. Vincent C. Immel  
*Professor Emeritus, School of Law*  
1981 Recipient  
I teach because I enjoy teaching more than almost anything else I do. It is a pleasure to be able to introduce students to the art of solving problems using the legal principles they have just learned. In my 55 years of teaching, there is one course I have taught every year, but I don’t get bored, and I don’t tire of it. Each class is different, even when I am teaching two sections of that course in the same year. It is particularly rewarding to receive from former students, even from those who graduated 30 or 40 years ago, their expressions of gratitude and to have them tell me: “Keep on teaching, and don’t change your method.”

Dr. Nelly Grosswasser  
*Professor of Modern Languages*  
1982 Recipient  
Teaching has been an integral part of my life since I began at SLU 44 years ago. I started the Russian program on virgin ground and since then have not only offered students knowledge, but also have been able to touch their lives. Teaching and advising the students at SLU became a gratifying labor of love for me. With a personal knowledge of my commitment to SLU, my children, Jack Grosswasser and Leonra Maria Schloss, set up an endowed scholarship in my name. I was moved by the response of my former students, especially one who wrote, “The long and short of it is that I would not be where I am today without the care that Nelly Grosswasser showed me when I was a college student.”

Dr. Avis E. Meyer  
*(Grad ’76)*  
*Professor of Communication*  
1986 Recipient  
I teach because I get to rattle on about the likes of Mark Twain and Emily Dickinson, George Orwell and Flannery O’Connor, E.B. White and Tom Wolfe and get paid for it, sort of. I teach because my students bolster my take-home life with flashes of wit, moments of drama and neon one-liners recollected in tranquility. And I teach because my students deflate the high panjandrums, keep my synapses snapping and send me notes to show up for group photos of award-winning teachers.

Dr. T. Michael Ruddy  
*Professor of History*  
1985 Recipient  
I teach because teaching is more than a job; it is a vocation. It is an opportunity to make a difference in the lives of others, especially when teaching in a Jesuit institution with a tradition emphasizing the education of the whole person. In my field, history, teaching at times can become frustrating. Young men and women often fail to see its relevance to their lives. But when a student says something showing that he or she understands what I am presenting and shows real insight, it makes it all worthwhile.

Dr. Nelly Grosswasser  
*Professor of Modern Languages*  
1982 Recipient  
Teaching has been an integral part of my life since I began at SLU 44 years ago. I started the Russian program on virgin ground and since then have not only offered students knowledge, but also have been able to touch their lives. Teaching and advising the students at SLU became a gratifying labor of love for me. With a personal knowledge of my commitment to SLU, my children, Jack Grosswasser and Leonra Maria Schloss, set up an endowed scholarship in my name. I was moved by the response of my former students, especially one who wrote, “The long and short of it is that I would not be where I am today without the care that Nelly Grosswasser showed me when I was a college student.”

Dr. Avis E. Meyer  
*(Grad ’76)*  
*Professor of Communication*  
1986 Recipient  
I teach because I get to rattle on about the likes of Mark Twain and Emily Dickinson, George Orwell and Flannery O’Connor, E.B. White and Tom Wolfe and get paid for it, sort of. I teach because my students bolster my take-home life with flashes of wit, moments of drama and neon one-liners recollected in tranquility. And I teach because my students deflate the high panjandrums, keep my synapses snapping and send me notes to show up for group photos of award-winning teachers.

Dr. T. Michael Ruddy  
*Professor of History*  
1985 Recipient  
I teach because teaching is more than a job; it is a vocation. It is an opportunity to make a difference in the lives of others, especially when teaching in a Jesuit institution with a tradition emphasizing the education of the whole person. In my field, history, teaching at times can become frustrating. Young men and women often fail to see its relevance to their lives. But when a student says something showing that he or she understands what I am presenting and shows real insight, it makes it all worthwhile.

Dr. Avis E. Meyer  
*(Grad ’76)*  
*Professor of Communication*  
1986 Recipient  
I teach because I get to rattle on about the likes of Mark Twain and Emily Dickinson, George Orwell and Flannery O’Connor, E.B. White and Tom Wolfe and get paid for it, sort of. I teach because my students bolster my take-home life with flashes of wit, moments of drama and neon one-liners recollected in tranquility. And I teach because my students deflate the high panjandrums, keep my synapses snapping and send me notes to show up for group photos of award-winning teachers.
Dr. James Gilsinan
Dean, College of Public Service
1988 Recipient
I teach because it is hard to think of anything else that is so much fun and gives so much satisfaction. And the biggest reward is being a part of the life-transforming process students go through in the course of their education.

Many of my most cherished friends are former students. A number have gifted me — not only by letting me be a part of their lives — but also by gifts of appreciation that suggest the influence a teacher can have. I now have a collection of glass kaleidoscopes that students have given me over the years, symbolizing for them the change of perspective they developed in my classroom. In the end, that is what teaching is all about, helping others see things in a new way, so that they can develop their own wisdom and fulfill their God-given potential.

Dr. Patrick J. Welch
Professor of Economics
1990 Recipient
For enjoying teaching as much as I do, you’d think that I could rattle off all the reasons why it means so much to me. I can’t! It’s much too complicated. Every day is an adventure. Our students and colleagues are very nice, very smart people. Economics is interesting (OK, maybe not always). We get to explore and research what we find interesting. There is a lot of freedom and a lot of sense of belonging all at the same time. The one word that best describes my feeling about having this job? Blessed.

Dr. Judith L. Gibbons
Professor of Psychology
1992 Recipient
I teach because teaching is a way to contribute to the future, to the next generation, because I believe that education is the most important path to human development and because teaching uses every skill I have and everything I am.

Dr. Cheryl L. Cavallo
(AHP ’68, Grad ’88, ’00)
Assistant Professor of Physical Therapy
1994 Recipient
I teach because it is the way that I can affect the future of healthcare ... the way it should be, the way it can be. I think of the students I teach as my contribution to a better world. I want to be able to say that I helped educate Saint Louis University physical therapy students to become knowledgeable, effective, concerned and caring. Education is a journey in the development of the whole person. I feel honored to have the opportunity to be part of it.

I suppose my underlying philosophy as a teacher can be summed up in the following quote: “And what is as important as knowledge?” asked the mind. “Caring and seeing with the heart,” answered the soul (author unknown).

Jazz saxophonist John Coltrane said he kept playing music because of a single note that came to him late one night at the end of a long riff in a club where he was playing. It came to him half in a dream, a single note he’d never heard before — one that embraced all the melodies in the world, even in music never before played in this world. He kept playing for the rest of his life trying to hear that one note again. That’s why some of us teach. Once you’ve heard a single, astounding note sung together at the end of a class riff (a discussion that carried you God knows where), you keep teaching the rest of your life in the hope of it happening again.

Dr. Belden Lane
Professor of Theological Studies
1993 Recipient
No day, no class, no semester, no students are ever the same, so each day is a challenge, a mystery, a surprise — how thrilling is that!

Dr. Belden Lane
Professor of Theological Studies
1993 Recipient
No day, no class, no semester, no students are ever the same, so each day is a challenge, a mystery, a surprise — how thrilling is that?

Dr. Belden Lane
Professor of Theological Studies
1993 Recipient
Jazz saxophonist John Coltrane said he kept playing music because of a single note that came to him late one night at the end of a long riff in a club where he was playing. It came to him half in a dream, a single note he’d never heard before — one that embraced all the melodies in the world, even in music never before played in this world. He kept playing for the rest of his life trying to hear that one note again. That’s why some of us teach. Once you’ve heard a single, astounding note sung together at the end of a class riff (a discussion that carried you God knows where), you keep teaching the rest of your life in the hope of it happening again.
I teach because there are students.

Dr. Michael C. Shaner
Professor of Management
1995 Recipient
I teach because I am selfish. I live in an incredible world, a world rich beyond the conceivable. I need to do something important, rather than be something important. I enjoy giving my special gifts and receiving others’ special gifts. Every day, I look forward to interacting with neat people. Every day is fresh with possibilities, unique experiences and unique people. Teaching keeps me young (!) and energized because I have to have the energy, commitment and enthusiasm to make every class a learning experience. No day, no class, no semester, no students are ever the same, so each day is a challenge, a mystery, a surprise — how thrilling is that?

I teach because I enjoy being me, where I am, doing what I do.

Dr. Gregory R. Beabout
Associate Professor of Philosophy
1999 Recipient
I teach because I love the part of the semester when the classroom transforms into a community. This doesn’t always happen, but when it does, it’s profoundly gratifying to watch a collection of apparently random students develop a sense of kinship aimed at a common goal. I’m grateful to the University for having given me so many opportunities to teach small classes — honors courses, Micah House sections, SLU2000 classes, upper-division and graduate seminars — where I’ve gotten to know my students in a more personal way. I find the rigors of difficult philosophy deeply rewarding amid a community of engaged learners.

Dr. John Slosar
Associate Professor of Social Service
2000 Recipient
I do not teach because of the salary I’m paid; I get far too little to make it worthwhile. I do not teach because of the wonderful work hours; they are overwhelming if you take the job seriously, and I do. I teach because there are students — students who take the germ of an idea and make it grow into a meaningful reality; students who give new life to the values we profess; students who teach us every day; students who make us proud to be their teachers. I teach because there are students.

Dr. John P. Doyle
Professor of Philosophy
2002 Recipient
I teach in order to share my scholarship and give students access to traditional Catholic and Jesuit thought.

Dr. Greg Beabout
Associate Professor of Philosophy
1999 Recipient
I teach because I love the part of the semester when the classroom transforms into a community. This doesn’t always happen, but when it does, it’s profoundly gratifying to watch a collection of apparently random students develop a sense of kinship aimed at a common goal. I’m grateful to the University for having given me so many opportunities to teach small classes — honors courses, Micah House sections, SLU2000 classes, upper-division and graduate seminars — where I’ve gotten to know my students in a more personal way. I find the rigors of difficult philosophy deeply rewarding amid a community of engaged learners.

Dr. Joel K. Goldstein
Professor of Law
2001 Co-recipient
I teach because I like to learn new things. Teaching inevitably involves learning — by the teacher and the student. Good teaching requires constantly striving to learn some new truth or a better way of communicating an old concept. I teach because teaching involves sharing. In conveying information and analytical tools, a teacher lends students the fruits of his/her education to consider in formulating their own thoughts. I teach because teaching is an optimistic enterprise premised on the belief that transmitting knowledge and ideas may assist others in fashioning better lives and a better world. Finally, I teach because it is a wonderful and fulfilling vocation.

Dr. Daniel Finucane
(Grad ‘83, ‘93)
Assistant Professor of Theological Studies
2001 Co-recipient
I teach because I have had great teachers. From the nun in second grade who read Bible stories to us, the high school physics teacher who connected the classroom door to the electrostatic generator (for those who were late) and the art historian in college who continually asked, “What does this work say about what it means to be human?” to the seminar professors in graduate school who led me to believe I could think, I have been inspired, shocked, intrigued and convinced by teachers. I am delighted that I get to tempt others now in similar ways.

Dr. Daniel Finucane
(Grad ‘83, ‘93)
Assistant Professor of Theological Studies
2001 Co-recipient
I teach because I have had great teachers. From the nun in second grade who read Bible stories to us, the high school physics teacher who connected the classroom door to the electrostatic generator (for those who were late) and the art historian in college who continually asked, “What does this work say about what it means to be human?” to the seminar professors in graduate school who led me to believe I could think, I have been inspired, shocked, intrigued and convinced by teachers. I am delighted that I get to tempt others now in similar ways.
George Kennard, S.J., adjunct professor in the philosophy department, said he is proof positive you can teach an old dog new tricks.

For more than 50 years, Kennard (A&S ’43, Grad ’49) had been teaching courses in ethics and philosophy pretty much the standard way. He lectured, assigned readings and papers, challenged students and facilitated class discussions. Then, a couple of years ago, he volunteered to help faculty at the School of Nursing prepare an online ethics course. That was all it took.

“I was hooked,” Kennard said. “I thought ‘Where has this been all my life?’ Electronic instruction has liberated me from the tyranny of the textbook. With the touch of a button, I can bring the exact resource I want into the classroom.”

Kennard said he thought his hands would be permanently stained with mimeograph ink from the many readings he copied for students over the years. Today, he uses a computer stationed in his classroom to bring up articles fresh from the morning New York Times. With the help of an educational software program, Kennard creates Web sites for his courses where he lists assignments, recommended readings and study guides. An electronic bulletin board allows him to answer questions and encourage students to discuss his lectures or articles.

“You’d be surprised at how much the quiet kid in class has to say when you give him the opportunity to write, rather than speak, his thoughts,” said Kennard, who even takes digital photos of his students and posts their bios on the site so they can get to know one another better and sooner.

“The technology extends the teaching space beyond the boundaries of the classroom,” said Kennard, who is so wired he took a laptop computer on a recent trip to Alaska to stay in touch with his students. “Students have access to me physically only certain times of the day, but they have access to my ‘virtual presence’ no matter what time of day or where they are.”

Kennard is among a growing number of SLU educators who have become savvy not only with the mechanics of computer technology but also with the technology’s power to enhance their teaching. All from the comfort of their classrooms and labs, educators

Technology allows educators to go beyond the boundaries of the classroom.

BY MARIE DILG
are taking students on virtual tours of distant cities, to operating rooms for surgical procedures and to universities overseas where students collaborate on projects with peers.

Enhancing the Hardware
The educators can do this because they have the best tools at their fingertips. A $5 million grant from the Danforth Foundation allowed SLU to upgrade every one of its 217 classrooms during the past three years. The basic classroom (Level One), with high-grade chalkboard, projector screen, zoned lighting, front/rear electrical outlets and computer jack, was extinct as of 2001. All classrooms now are either Level Twos or Threes, and all have an Internet connection. A Level Two classroom adds, at a minimum, a permanently installed video/data display, such as an LCD projector that allows for laptop computer hook-ups, and a VCR with academic cable TV options.

Level Three classrooms meet Level Two standards but with substantial extras: remote controls, slide projector, built in multimedia computer with a network connection, audio mixer, document camera, electric screen and dial-up options that can bring guest speakers from remote locations into the classroom.

Although the equipment may sound intense, it is simple to operate. Each classroom has an instructor’s station with an intuitive control screen that allows professors to turn on equipment, dim lights, increase volume or switch from computer screen to a cable TV/distance learning feed with a single touch.

“It’s an interesting trend to watch,” said John Ashby (A&S ’74, Grad ’80), director of educational technology in the University’s information technology (IT) services division and a member of the former Technology Planning Council. “When we began upgrading classrooms, we asked deans and faculty for input on developing their teaching spaces, and a majority wanted Level Two classrooms. But as more faculty get a taste of what a Level Three offers, that’s what they want. They’re becoming less intimidated by the technology.”

Although the University’s technological enhancements have been featured in national technology and computing magazines, Ashby said the equipment itself is not what is so impressive. It is the way the system hangs together with simple ideas such as single-key access for all classroom cabinets throughout the University.

“Make it control the room, make it intuitive, make it talk to the outside world and make it invisible,” said Ashby, who began his career at SLU 28 years ago making slides and transparencies in the nursing school. “Technology shouldn’t get in the way of teaching; it should complement it. There need not be huge podiums loaded with equipment separating student from teacher in order to offer intuitive tools. The system can be more subtle but still offer a lot of capability.”

The system also is uniform. Prior to the Danforth grant, technology upgrades were piecemeal, and user interfaces varied widely. Many departments purchased their own equipment when funds became available, usually through grants. The quality and type of equipment varied from classroom to classroom. Now playing a video in the business school is the same as playing a video in the law school. The projectors in the medical school are comparable to those in Parks College of Engineering and Aviation. The document cameras in the College of Arts and Sciences work the same as the ones in School of Social Service.

The universality of the equipment and user controls not only makes it easier for faculty to move from room to room, it also makes upkeep and upgrades easier. But Ashby pointed out that improving the technology was not an end in and of itself.

Click and Teach
“Buying equipment, no matter how cool, is a bad investment if no one is ready to use it,” Ashby said.

Which is why a key component of the Danforth grant covered faculty development. While Ashby’s group works on the hardware, the academic computing staff supports the software. This team helps professors identify and apply appropriate educational software tools in their courses to meet their teaching and research goals.

“Our faculty are very much specialists in their areas and entrepreneurs in their own classroom environment,” said Charles Green, director of academic information technology services (AITs) within the University’s IT division. “But they may not have had much experience in designing or developing online content. We help them convert
their traditional classroom content into digital forms.”

The most popular software package on campus is WebCT, a major provider of e-learning technology. WebCT allows faculty members to develop online course material, such as quizzes, test reviews or discussion boards, to augment work in the classroom. WebCT also allows students to work together on projects without being in the same room — solving the age-old student complaint that they can’t get together outside class. SLU has more than 400 active courses on WebCT.

Many of the University’s full- and part-time faculty members have been through AITS doors. In one week alone, the faculty support team received 74 new requests to put course material online and provided 81 individual faculty consultations and 79 individual student consultations.

“There’s a growing recognition of the need to be engaged in information technology to some degree in teaching and research because students are arriving with greater expectations,” Green said. “They expect their faculty members to have access to e-mail and to be able to present material in a non-traditional way. Faculty today are teaching to the digital generation, and those who are proficient have an advantage.”

To help educators become more proficient, Green’s group works closely with the Paul C. Reinert, S.J., Center for Teaching Excellence (CTE). The CTE has a technology and learning laboratory where faculty can come for one-on-one consultations about using technology in their teaching, critiques of PowerPoint presentations or workshops on subjects such as integrating technology into teaching strategies, teaching with online cases and using online tools to foster collaboration.

“A few years ago the emphasis in professional development was on how technology could make a faculty member’s job easier,” said Dr. Mary Stephen (Grad ’97), associate director and coordinator for technology and learning at the Reinert Center for Teaching Excellence. “Faculty wanted to know how technologies could help them with practical things, such as making handouts or calculating grades. Today, the emphasis is on finding ways to use technologies to help students learn. It’s about doing their jobs as teachers better.”

To help meet the demand for services, Stephen created a mentoring program. Faculty experienced in integrating technology into their teaching serve as mentors for faculty members interested in integrating technology for the first time or in new ways.

Reaching the Digital Generation
Mark Reinking, assistant professor of physical therapy in the Doisy School of Allied Health Professions, uses technology heavily in his courses on orthopedic physical therapy and kinesiology, and he shares his techniques with peers. He uses PowerPoint presentations, digital images and video clips to help students understand three-dimensional relationships. He posts radiological images on his WebCT site where students can take their time studying them. He created a discussion room where students can post resources or experiences they found useful in their study.

“Technology helps me affirm to students that they have access to multiple sources of information,” Reinking said. “They also can learn from each other, which makes their education more dynamic.”

Reinking said technology also allows him to customize his instruction. Some students learn better with the help of three-dimensional dynamic images. Others prefer static images. Some students like audio. Some prefer straight text.

“I can relay information in several ways,” Reinking said. “I just have to find what hook works for a student. That’s an infinitely easier task with the technology we have.”

Of course, high-tech teaching raises some concerns. Professors can become overwhelmed with student e-mail and requests for information. Upon returning from a recent weekend trip, Kennard had 200 e-mails waiting for him — the majority from students. Another concern is keeping the equipment current. What is cutting edge today may be outdated next year. Upgrading is a constant and expensive job.

In addition, some wonder how the Jesuit mission translates online. SLU offers several courses online but only two degrees: a master’s degree in nursing and one in aviation safety. The University has a committee assigned to explore ways of preserving the mission in cyberspace.

Regardless of the concerns, there is no turning back, Kennard said.

“Electronic instruction is a tool, and like any other tool, you have to learn how to manage it,” he said. “But it’s one of the best tools that has come along in my day to help wrestle with students’ minds. With this kind of equipment, I wouldn’t mind teaching for another 50 years.”
Mike May, S.J., doesn’t view mathematics like many experts in his field. Although he sees wonder in algorithms and beauty in algebraic logic, he also describes his discipline as “heavenly,” an adjective that might strike the Carl Sagans of the world as a bit anomalous.

“Calculus is so pretty, there must be a God for something so elegant to work,” he says. “I can see a lot of people not buying that, but it’s true.”

The former chairman of the department of mathematics and mathematical computer science, May (A&S ’81) taught full time at Saint Louis University from 1993 until his recent appointment as interim dean for the College of Arts and Sciences. Yet he remains among the many people who contribute to the inimitable collective experience of an Ignatian education.

Although Jesuits are renowned for innovation in education, many institutions around the world share their methods. Yet those who teach and learn in the classrooms, churches and communities of Jesuit institutions insist that an Ignatian education cannot be replicated.

“What makes Ignatian education unique is a profound respect for the relationship of each person with God,” says Carl Starkloff, S.J., (P&L ’58, Grad ’59, ’62, ’67) vice president for University mission and ministry. “That’s of utmost importance.”

An old joke says that if three
From left: May, Fleming and Starkloff
Jesuits are talking about one subject, their discussion will include at least five viewpoints. So it probably seems natural that the basic elements of an Ignatian education originate from three fundamental documents: The Constitutions of the Society of Jesus, the *Ratio Studiorum* and the *Spiritual Exercises* of St. Ignatius. Beyond these sources, however, the foundations of a contemporary Ignatian education remain open for debate. Yet amid all the literature and various mission statements, one fact remains constant: Jesuit education does not consider any subject beyond its scope.

“The Jesuits have never been afraid of knowledge,” Starkloff says. “Indeed, it’s the very fiber and idea of Jesuit education.”

“Ignatian education crosses boundaries,” May says. “It allows the Church to be in dialogue with an important segment of society. At the same time, the Church will seriously engage the secular world on its turf and on its issues. Nothing is out of bounds.”

The Ignatian notion of education is also bigger than the immediacy of the learner. It’s subtle, experts say, but every piece of knowledge is going to tell its seeker something about the world.

“Jesuit education comes out of a world view that says the world is basically good, and all things can lead us back to God,” May says. “So all subjects are fair game. From an American point of view, one might think that’s obvious. But one doesn’t have to go very far, even within the United States, to find places where this is not the case.”

Ignatius received his master’s degree from the University of Paris in 1535 and was ordained a priest in 1537. Seeking the proper academic credentials so he could minister publicly, Ignatius was dissatisfied with the university system of his time, considering it too wooden and lecture-oriented. Noting that education should actively involve those who were learning, Ignatius turned to the exercises — which received papal approval and were published in 1548 — as a model for teaching.

“For Ignatius, effective education was never going to come from the lecture method,” says David Fleming, S.J., (A&S ’58, Grad ’59, ’67) editor of *Review for Religious* and an adjunct professor in the department of theological studies. “The whole notion of Ignatian education came out of the exercises, which demand interactivity. The exercises are not a book to be read. And they require a director and a person being directed, with a book being a help. That influenced the way the Jesuits did education.”

When the Jesuits began setting up their system of schools, the society followed sound pedagogical practices that modern society often takes for granted. Jesuit education often made use of a praeclectio, what Fleming calls a “coming attraction,” before a lecture. This introduction was used to prepare students for the material — often through quizzes. The lecture would be followed by a summary, and at the end of the class, the instructor would prepare his students for the next class.

The Jesuits also initiated a series of prerequisites, a proper sequence of classes, a standardized system of education, common textbooks, peer interaction and repetition. “Not just memorizing,” Starkloff says.

---

**The Growth of Jesuit Institutions**

1540 — The Society of Jesus is founded.

1543 — Jesuits begin to teach in India.

1546 — The Jesuit college at Gandia in Spain begins to admit non-Jesuit students.

1547 — The Jesuits begin to set up the first Jesuit college for non-Jesuits in Messina, Sicily.

1556 — Ignatius dies; the number of Jesuit colleges reaches 40.

1599 — The *Ratio Studiorum* is published; Jesuit schools total 245.

1640 — More than 300 Jesuit schools are operating.

1773 — The suppression of the Society begins; there are 620 schools and colleges, 15 universities and 176 seminaries sponsored by the Jesuits.

1814 — The Jesuits move back into education after the restoration of the Society.

1818 — Saint Louis University founded.

Today — Approximately 665 Jesuit educational institutions operate throughout the world.
“Repetition is going back to something so often that it becomes instinctive to you.”

After the death of Ignatius, the *Ratio Studiorum* provided much more explicit rules for teachers and administrators. Yet from the beginning, Jesuit education featured a strong emphasis on humanities, even as a precursor to medicine, law and science. “We study humanities first because, ideally, it makes us more human, which allows us to understand the divine,” Fleming says. “Humanities also allow us to get some sense of beauty, value and truth.”

It has been said that Jesuit education calls for detailed prescriptions coupled with vast horizons, a concept May fully embraces. “Jesuits help form people and help form souls by educating everyone we can and educating them broadly. We maintain that this will include a spiritual component, along with literature, poetry and secular philosophy and science. One needs to stop and realize not every institution of higher learning would agree with that.”

Ignatius also insisted teachers should give students more personal attention than was found in other schools, a tradition entrenched in the classroom today.

“I frequently teach freshmen. Very consciously, I make sure not only to teach them mathematics, but also how to be a college student,” May says. “A teacher in the Ignatian tradition does not simply say, ‘I’ll teach, give tests, and students will either pass or fail.’”

May tends to be fairly aggressive, pushing his struggling students to buckle down and succeed. Students carrying less than a C average must visit May during his office hours every week, or they fail the course. When students arrive, May asks how much time they think they need to study, if they have a study group and for how many hours. “But those values never govern the subject matter,” he says. “Theology and Cultural Anthropology.”

Educating the Whole Person

One of the most distinctive elements of contemporary Jesuit education occurs in its refusal to separate values from academics. Although Jesuit institutions do not have a monopoly on injecting values into the classroom, they certainly are conscious of the process.

In his book, the *Road from La Storta*, Peter-Hans Kolvenbach, S.J., general of the Society of Jesus, writes, “Today, especially, it is impossible to teach material in an antiseptic surrounding; that is, all course materials and all disciplines either attest to or contest the values that dominate modern society. Justice and injustice, solidarity and compassion, protection of the environment and the acceptance of those who are different: all these are so many values that the educator will never be able to avoid if he wishes to examine the profound and the less superficial. It is impossible to be aloof or impartial; everything constitutes a problem. Can an instructor be satisfied to communicate any kind of knowledge in abstraction from the values which that knowledge always includes?”

Starkloff says Jesuit institutions walk a fine line in an era when bringing values into the classroom can be seen as a detriment or challenge to pluralism, multiculturalism and even academic freedom. “There is a deep, moral spiritual value behind what and why instructors teach in a Jesuit classroom,” says Starkloff, who attempts that integration for the graduate-level courses “Theology of God,” “Church, Mission and Culture” and “Theology and Cultural Anthropology.” “The idea of a value-free education is misguided, but there are places where teachers try to bring values into the classroom, and they get jumped on for it.”

Although values supply an important component to the realm of Jesuit education, Starkloff says theological values never dictate what another discipline will teach. “A Jesuit education insists theology and faith somehow inform our education, that there is a kind of wisdom behind it,” he says. “But those values never govern the subject matter.”

For May, the questions far outweigh the answers in a value-centered curriculum. In his mathematics classes, for instance, ethical issues on cryptography often can be harder to crack than the subject matter. Students are asked to think about the value of security, especially on creating “back doors” for codes so the U.S. government can eavesdrop if they so desire. They consider what it means when companies don’t use proper protocols so systems become easy to hack into. They mull over issuing cryp-
tographic claims that are fraudulent — all common practices in the field.

“We don’t outright tell students that these things are wrong,” May says. “But we do let them know that whatever they do ties into larger society and contains ethical issues. At a Jesuit school, you cannot teach your students a subject and then tell them it’s OK for someone else to worry about the ethics, impacts and ramifications of that knowledge.”

Ignatius always insisted that instructors function as moral role models for students. After all, early Jesuit schools essentially were founded as seminaries to train Jesuits to be priests. But the contemporary plan to educate “the whole person” does not force students to accept a Christian worldview. Instead, a Jesuit education looks closely at the way knowledge is applied and what it means to society.

“Ignatius always looked at education practically,” Fleming said. “He wanted students to examine, ‘What is my education doing toward my living well in this world?’ Ignatius appreciated teaching and research, no doubt about that. But he always asked, ‘What is it going to do in terms for humanity and making this world better?’”

May said that Jesuit institutions take the transformative experience of education and encourage their students to pay it forward. The school transforms the person, who in turn uses his or her knowledge to transform society.

“When one looks at SLU’s core curriculum as opposed to a state school, there’s this theology and philosophy requirement that everyone seems to notice,” May said. “Many students grumble about it while they are here. Yet, routinely, alumni come back and tell us those classes were the most important things they did here. At a Jesuit school, preparing people for jobs is something to be taken seriously. But forming the person is given equal weight.”

Fleming believes this notion originates from the exercises, which explore a way of living in this world in relation to God — not just a relationship between God and the individual. “A Jesuit education asks the learner to think of everything that way,” Fleming said. “What does this subject, this action, do to help me live in this world? We’re asking students to always live and make decisions about life in relation to God and others.”

Magis

Kolvenbach writes that magis (Latin meaning “more” or “further”) marks so much of the discourse of Ignatian education that it risks becoming no more than a mere slogan. But from its origins, Jesuit education never has been complacent with itself.

When the Jesuits began their first schools they looked for key practices at universities and seminaries and borrowed the best elements of both. The Ratio Studiorum was revised and revisited over the course of 15 years. Many other adaptations and sources have arisen since then, one of the most contemporary being “Characteristics of Jesuit Education” from 1986.

“The true sense of the magis is first of all to exclude all passive acquisition, all complacency with any system of education, if there is such a thing, that favors inertia and sloth,” writes Kolvenbach.

One area that has garnered recent attention is the notion of faith and justice in Jesuit education, a shift called for by Kolvenbach during an October 2000 conference at Santa Clara University in California. Kolvenbach’s speech — delivered to 400 delegates from 28 U.S. Jesuit colleges and universities and Roman Catholic leaders — indicated the Jesuit mission should emphasize education, research and service for the promotion of social justice, making Jesuit institutions and their graduates active agents of social change.

Starkloff said Jesuit education has done a good job at adapting, but that it must continue to evolve into something more inclusive. “I agree we must broaden the idea of justice. I think we also have to focus much more on intercultural values and integrating all of the good values of other cultures into our universities. We’re becoming more pluralistic — religiously, ethnically and culturally. I think that advocating the concept of the common good, which is an ancient philosophical concept developed through the Catholic tradition, is a good start.”

As history shows, Jesuit education will continue to be driven by the urge to transform society and never will be satisfied with the results. “The human person will never be humane enough,” Kolvenbach writes. “Human society will always have the need to be more just, and, no matter what the system or how good the education, it will experience the need for reform.”
Another season of Billiken basketball is already under way — and one of the teams may be coming to a city near you. Check the schedules below for the remaining games. For ticket information call (314) 977-4SLU or visit www.slubillikens.com.

### Men’s Basketball Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Opponent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 2</td>
<td>7 p.m.</td>
<td>at Kansas State</td>
<td></td>
</tr>
<tr>
<td>Jan. 4</td>
<td>1:10 p.m.</td>
<td>West Virginia</td>
<td></td>
</tr>
<tr>
<td>Jan. 7</td>
<td>7:10 p.m.</td>
<td>Marquette*</td>
<td></td>
</tr>
<tr>
<td>Jan. 11</td>
<td>1 p.m.</td>
<td>at Louisville*</td>
<td></td>
</tr>
<tr>
<td>Jan. 15</td>
<td>6 p.m.</td>
<td>at Houston*</td>
<td></td>
</tr>
<tr>
<td>Jan. 18</td>
<td>1 p.m.</td>
<td>Memphis*</td>
<td></td>
</tr>
<tr>
<td>Jan. 25</td>
<td>1:10 p.m.</td>
<td>at Charlotte*</td>
<td></td>
</tr>
<tr>
<td>Jan. 29</td>
<td>6:30 p.m.</td>
<td>DePaul*</td>
<td></td>
</tr>
<tr>
<td>Feb. 1</td>
<td>7:10 p.m.</td>
<td>at Marquette*</td>
<td></td>
</tr>
<tr>
<td>Feb. 5</td>
<td>8 p.m.</td>
<td>at South Florida*</td>
<td></td>
</tr>
<tr>
<td>Feb. 8</td>
<td>7 p.m.</td>
<td>Louisville*</td>
<td></td>
</tr>
<tr>
<td>Feb. 12</td>
<td>7:10 p.m.</td>
<td>East Carolina*</td>
<td></td>
</tr>
<tr>
<td>Feb. 15</td>
<td>1:10 p.m.</td>
<td>at Cincinnati*</td>
<td></td>
</tr>
<tr>
<td>Feb. 22</td>
<td>7:05 p.m.</td>
<td>at DePaul*</td>
<td></td>
</tr>
<tr>
<td>March 1</td>
<td>1 p.m.</td>
<td>at Tulane*</td>
<td></td>
</tr>
<tr>
<td>March 5</td>
<td>7:10 p.m.</td>
<td>Charlotte*</td>
<td></td>
</tr>
<tr>
<td>March 8</td>
<td>10 a.m.</td>
<td>at East Carolina*</td>
<td></td>
</tr>
<tr>
<td>March 12-15</td>
<td>TBA</td>
<td>at C-USA tournament in Louisville, Ky.</td>
<td></td>
</tr>
</tbody>
</table>

**Home games** played at Savvis Center.  
*Conference USA game

### Women’s Basketball Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Opponent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 2</td>
<td>7 p.m.</td>
<td>at UMKC</td>
<td></td>
</tr>
<tr>
<td>Jan. 5</td>
<td>1 p.m.</td>
<td>at Missouri (Fox Sports Net)</td>
<td></td>
</tr>
<tr>
<td>Jan. 8</td>
<td>7 p.m.</td>
<td>Western Illinois</td>
<td></td>
</tr>
<tr>
<td>Jan. 12</td>
<td>1 p.m.</td>
<td>at Memphis*</td>
<td></td>
</tr>
<tr>
<td>Jan. 17</td>
<td>7 p.m.</td>
<td>at Tulane*</td>
<td></td>
</tr>
<tr>
<td>Jan. 19</td>
<td>2 p.m.</td>
<td>at Southern Mississippi*</td>
<td></td>
</tr>
<tr>
<td>Jan. 24</td>
<td>7 p.m.</td>
<td>DePaul*</td>
<td></td>
</tr>
<tr>
<td>Jan. 26</td>
<td>2 p.m.</td>
<td>Marquette*</td>
<td></td>
</tr>
<tr>
<td>Jan. 31</td>
<td>6 p.m.</td>
<td>at East Carolina*</td>
<td></td>
</tr>
<tr>
<td>Feb. 2</td>
<td>1 p.m.</td>
<td>at Charlotte*</td>
<td></td>
</tr>
<tr>
<td>Feb. 7</td>
<td>7 p.m.</td>
<td>UAB*</td>
<td></td>
</tr>
<tr>
<td>Feb. 9</td>
<td>2 p.m.</td>
<td>South Florida*</td>
<td></td>
</tr>
<tr>
<td>Feb. 14</td>
<td>7 p.m.</td>
<td>at TCU*</td>
<td></td>
</tr>
<tr>
<td>Feb. 16</td>
<td>2 p.m.</td>
<td>at Houston*</td>
<td></td>
</tr>
<tr>
<td>Feb. 21</td>
<td>7 p.m.</td>
<td>Memphis*</td>
<td></td>
</tr>
<tr>
<td>Feb. 28</td>
<td>7 p.m.</td>
<td>Louisville*</td>
<td></td>
</tr>
<tr>
<td>March 2</td>
<td>2 p.m.</td>
<td>Cincinnati*</td>
<td></td>
</tr>
<tr>
<td>March 6</td>
<td>TBA</td>
<td>at C-USA tournament in Memphis, Tenn.</td>
<td></td>
</tr>
</tbody>
</table>

**Home games** played at the Bauman-Eberhardt Center.  
*Conference USA game

All times are Central.
Denise Levick has practiced physical therapy in Missouri, Kansas and Iowa. She is the director of therapy services at St. Anthony’s Medical Center in St. Louis.

Donna Beck Smith (B&Ã ’76, Grad ’81) is a member of the litigation and valuation services division of the CPA firm Brown Smith Wallace in St. Louis.

Frederick Wohlschlaeger (Law) joined the U.S. Olympic Committee in January and has been named chief operating officer. He and his wife, Mary, live in Colorado Springs, Colo.

George Lange Jr. (Law) is president of State Street Global Advisors, which is headquartered in Naples, Fla. He also was named the 2002 Trust Banker of the Year by the trust, asset management and private banking division of the Florida Bankers Association. ... Daniel Rodrigues (Parks) is the president of System and Electronics Inc. He lives in St. Charles, Mo., with his wife, Dolores Rodrigues (Parks).

Dennis Noce (Parks) is a principal in the Clayton, Mo., law firm of Paul, Camazine and Blumenthal, has been selected for inclusion in the 2003-2004 edition of The Best Lawyers in America. ... John Gillespie Jr. (A& S) is the manager of public and government relations for ThedaCare Heath System in northeast Wisconsin.

Dennis Noce (Parks) is the director of the market access-food service division at Land O’Lakes Inc. He lives for Eden Prairie, Minn. ... Dr. Paul D’Ambrosio (A& S) is chairman of the department of physics at Western Michigan University.

Dr. Martin Hoffman (Med) is a professor and interim department chairman at the Medical College of Wisconsin. ... Vernon McIntire (Grad) is a counselor in the Brentwood (Mo.) School District.

Cynthia Booth (Nurs) is a clinical practice specialist at the Children’s Habilitation Clinic at the University of Illinois at Chicago.

Dennis Noce (A& S) is a former student of the University of Wisconsin at Stevens Point after 36 years in the psychology department. ... William Kowal (A& S) lives in Antioch Heights, Ill., with his wife, Laura, and daughter, Kelly. He works for United Airlines.

Dr. Stephen Koppel (Med) is the president of the St. Louis Orthopedic Society for 2002-2003. He lives in Belleville, Ill. ... Chuck Malone (A& S) is an associate professor at St. Francis Xavier University. He is unit coordinator of government/legal information at the WIU libraries. ... Dr. Katharine Rasch (A&S ’74, Grad ’78, Grad ’83) received a Horace Mann Friend of Education Award from the Missouri National Education Association for her contributions to education. She is dean of the School of Education at Maryville University.

David Rosman (Parks) is the program supervisor for business and paralegal studies for the Institute of Business and Medical Careers in Fort Collins, Colo. ... C. Michael Savage (Soc. Ser) has been chief executive officer of Access Community Health Network, a health system serving low-income, medically underserved communities in Chicago, since 1994. ... Michael Toobey (Grad B&Ã ) has joined the Robstar Management Group in Kansas City, Mo., and is executive director of the Polyurea Development Association and the Association for Accounting Marketing.

Douglas Brooks (Law) is the disciplined clerk for the Arizona Supreme Court. ... Norma Cummings (PS) has retired and does volunteer work as a remedial reading tutor for fifth- and sixth-graders. She also is involved with the Advisory Council Office on Aging for Riverside City, Calif. ... Dennis Kavanaugh (A& S) was elected to a two-year term as vice mayor of Mesa, Ariz., the nation’s 43rd largest city.

And even though he is enjoying retirement from SLU, he remains dedicated to the University. “Saint Louis University provided me with a gratifying career and helped me to fulfill a lifelong wish of becoming a teacher,” Fischer said. “For this, I am very grateful.”

To show his appreciation, Fischer opted to give back to SLU through a charitable gift annuity. The gift annuity provides him with an immediate tax deduction, income for life and the ability to support his favorite area at the University. Because of his long association with the department of anatomy and neurobiology, he has earmarked his annuity to benefit the department’s endowment.

“The gift annuity gives me a lifetime income at a very satisfactory rate of interest, while I simultaneously support the University,” he said.

Fischer began his career at the School of Medicine in 1956 as a medical laboratory technician in the department of pathology. After completing his graduate degrees as a full-time student, he joined the department of anatomy and neurobiology, where he was a faculty member until his retirement in June.

At around the same time, SLU announced the largest fund-raising effort in its 184-year history — The Campaign for Saint Louis University: Where Knowledge Touches Lives, which has a goal of $300 million.

For more information about planned giving, see the ad on page 26 or call (314) 977-2357. For more details about the campaign, visit http://campaign.slu.edu/.
The GIFT that GIVES BACK
FOUR TIMES a YEAR

The charitable gift annuity is a unique gift arrangement that helps you and Saint Louis University. The annuity provides donors with fixed payments up to four times a year. Here is how a $10,000 gift annuity benefits one or two beneficiaries age 74:

<table>
<thead>
<tr>
<th>One-life</th>
<th>Two-lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annuity payout rate</td>
<td>7.2%</td>
</tr>
<tr>
<td>Annual lifetime payment</td>
<td>$720</td>
</tr>
<tr>
<td>Tax-free portion of payment</td>
<td>$489</td>
</tr>
<tr>
<td>Federal income tax charitable deduction*</td>
<td>$3,594</td>
</tr>
<tr>
<td>* May vary</td>
<td></td>
</tr>
</tbody>
</table>

Payout rates for other selected ages

<table>
<thead>
<tr>
<th>Age(s)</th>
<th>One-life</th>
<th>Two-lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>6.3%</td>
<td>5.8%</td>
</tr>
<tr>
<td>70</td>
<td>6.7%</td>
<td>6.1%</td>
</tr>
<tr>
<td>75</td>
<td>7.3%</td>
<td>6.5%</td>
</tr>
<tr>
<td>80</td>
<td>8.3%</td>
<td>7.1%</td>
</tr>
<tr>
<td>85</td>
<td>9.7%</td>
<td>8.1%</td>
</tr>
</tbody>
</table>

Rates may be slightly higher for gift annuities established before Dec. 31, 2002.

To receive more information or a customized gift annuity illustration, call the Office of Planned Giving at (314) 977-2357 or (800) 758-3678, or e-mail us at plannedgiving@slu.edu.
Neuman in St. Louis. … Dr. Joseph Czvik (Med) is married with two daughters and lives in Carlsbad, Calif. … John Luth (Grad B&A) is the manager of Enterprise Rent-A-Car in Ameren. He and his wife, Diane, live in Ballwin, Mo., with their two children.

Anne Brady (A&S) married Chuck Feise on Sept. 15, 2001. They live in Boston, where Anne works for Accenture. … Marjorie Carter (Law) is a partner in Carter & Bauer, a law firm in Clayton, Mo. She practices family law and mediation. She and her husband, Alan, celebrate 30 years of marriage this year. Jeffellon Carter (Engr) retired from Boeing and works as a building aide in the math department of Hazelwood West High School. … Sarah Helvey (A&S) teaches fourth grade at Jefferson County Public Schools in Jeffersonville, Ind. … Consuelo Hitchcock (A&S ’91, Law ’94) has been appointed counsel to the chairman of the Securities and Exchange Commission. She lives in Washington, D.C. … Michael Moehn (B&A) is vice president of business services for Ameren Energy Resources in St. Louis, a subsidiary of the Ameren Corp. … Helen Murray (A&S) is vice president of the advertising agency Foote, Cone & Belding in San Francisco.

Dr. Ketan Desai (Grad) wrote Genes of War in 1999, which predicted an attack similar to the one that occurred at the head of clinical rheumatology at Aventis Pharmaceuticals and a consultant to the John Hopkins School of Biodefence Studies. … Jim Hacking (A&S ’92, Law ’97) and his wife, Amaryn Hacking (Law ’97, Grad ’98), have welcomed their first son, Ismail. Both practice law in St. Louis. … Matthew Hendricks (Law) is a partner at the St. Louis law firm Moser & Marsalek. He and his wife, Tracie, have two sons, Nathan and Joshua. … Atulaz Junior (B&A) ’92, Grad B&A ’93) owns AJ Apparel Ltd. in Karachi, Pakistan, which exports knit apparel to the United States. He and his wife, Ambram, have two children. … Kimberly Kelton (Grad) is an associate professor of mathematics at the Lone Star Community College in Austin, Texas. She is pursuing her doctorate in math education at the University of Texas in Austin. … Brenda LeChien (B&A ’92, Law ’95) has joined the wealth preservation group at Wachovia. She lives in Belleville, Ill. … Garrett Lyell (Parks) has joined Concrete Science Services of St. Louis as general manager. … Mark Montoliu (A&S) is an elementary school teacher in Lawrenceville, Ga. He and his wife, Karen, welcomed a son, John Paul, born on Dec. 19, 2001. … Patrice Siuda (AHP) married Steve Gouy Oct. 5 and moved to Edwardsville, Ill. She is a practicing pediatric physical therapist. … Timothy Venturella (A&S) has joined Guarantee Financial Co. as a business development manager. He lives in St. Louis.

Alvaro Aldama (B&A) lives in Madrid, Spain, and works in the advertising division of a mobile telephone company. … Jennifer (Thien) Baur (A&S) and her husband, Jim, welcomed their fourth child, Seamus Matthew Dennis, July 30. He joins siblings Eddie, Emilee and Claire. … Nuria Cano (B&A) and Agustin Berti (B&A) welcomed their second son on May 21 in Madrid, Spain. The couple owns an import-export company in Madrid. … Katie (Distik) Cusack (AHP) and her husband, Tom, welcomed their second child, Thomas Joseph Jr., Dec. 1. They reside in Arlington Heights, Ill. … Jennifer Gibson (Parks) graduated summa cum laude from the John Marshall Law School in May. She is a law clerk for Justice Fred Geiger of the Illinois Appellate Court. … Dr. Jay Hammond III (A&S ’93, Grad ’94, ’98), an assistant professor of theology at Quincy University, was honored with Quix’s Excellence in Teaching Award. … Jennifer (Ferrell) Lo (Nurs) graduated with an MBA from Boston University. She is the administrator for the solid organ and bone marrow transplant programs at Children’s Hospital in Boston. She married David Lo in May. … John Martin III (A&S) received a master’s degree in anatomy in 1996 and a doctorate in anatomy in 2001. He is an instructor in SLU’s department of anatomy and neurobiology. He and his wife, Emily, welcomed their daughter, Caroline. … Eric S. Mulya (Grad B&A ’93, ’94) is a vice president/credit administrator for CommerceWest Bank in Newport Beach, Calif.

Gerry Bailey (Sec) is the program director at the Kathy Weimann Shelter for Battered Women and their Children. She resides in Scottsdale, Ariz. … Stevie Cox (Grad) is a neighborhood planner for the city of Monroe, N.C. … Arlo Ovitz (Grad) returned to the ad agency Bernstein-Rein Advertising Inc. in Kansas City, Mo., as senior vice president/executive creative director. … Dr. Miguel Paniagua (A&S) is finishing his second year of a geriatrics fellowship at the University of Washington in Seattle. He and his wife, Beth, welcomed their first child, Theodore Michael, on Feb. 2. … Dr. James Simon (Med) lives in Colorado Springs, Colo., and works as an urologist. He and his wife had their first child in August.

Janet Nava Bandera (Law) wrote the article “Asset Protection: Back to Basics,” which appeared in the September issue of the Southwest Family Business Journal. She lives in St. Charles, Mo. … Dr. Paula (Scande) Bunde (A&S) married John Bunde Dec. 29, 2001, in Evanston, Ill. She received her M.D. from the Indiana University School of Medicine in May. … The couple work in the Department of Anesthesiology residency at the University of Missouri–Kansas City School of Medicine in May. He is a member of the Missouri County Circuit Court. … Suzanne Catarinich (Pub Ser) earned her master’s degree in education and teaches in the St. Louis Special School District. She married Rosario Catarinich in 1994. Their daughter, Liz, was born in 1999. Dr. David Donaldson (Med) is in private practice in otorhino-laryngology. He lives in Scottsdale, N.C. … Marvin Grilloit (A&S, Sec ’95) has joined the Jesuit Volunteer Corps and works in Managua, Nicaragua. … Matthew (Michael) Eladaya (Grad) is a clinical nurse specialist for the acute care of the elderly unit at St. Louis University Hospital. … James Muskopf (Grad) is the director for the master of arts in education and stem-based programs at Fontbonne University in St. Louis. … Todd Parra (B&A) has joined Sonacom in St. Louis as a systems analyst. … Duane Phillips (Sec) lives in O’Fallon, Ill. He is a contract coordinator for the Illinois Department of Children and Family Services. … Dr. John Stein (Med) opened West County Family Care in April 2000 in Chesterfield, Mo., and completed the Spirit of St. Louis Marathon in 2001. He and his wife, Colleen, have a son, Kevin.

CariAnne Cuthball (B&A) is the content/team coordinator for Mapping Your Future, a career, college and financial aid planning Web site. She lives in downtown Cincinnati. … Dennis Donahue (Law) has joined the St. Louis firm of Husch & Eppenberger. He works in the civil litigation and property practice group. … Alice Kelly (Law) lives in San Francisco and is leaving her job at Bingham McCutchen to travel for the next year. … Rachel Malik (A&S) has joined the Jesuit Volunteer Corps and works in Chihuahua, Mexico. … Shannon Phelps (B&A) was recognized with the St. Louis Business Journal’s “Top 30 Under 30 Award.” … Dr. Robert Pranger (A&S) is a second-year family practice resident in Waterloo, Iowa, where he lives with his wife, Marta, and four children. … Dr. Scott Sattovia (A&S) earned his medical degree from Southern Illinois University School of Medicine in May. He is working in the Department of Medicine in Springfield in May. He entered an anesthesiology residency at the University of Iowa in July.

Timothy Barry (A&S) is a financial consultant for the downtown Cincinnati office of A.G. Edwards and Sons Inc. … Leon Dejulius Jr. (B&A) has been appointed to a U.S. Supreme Court clerkship for the 2003-04 term. He is serving as a law clerk for the Ninth Circuit of the U.S. Court of Appeals until late 2003, when he will begin his clerkship for Supreme Court Chief Justice William Rehnquist. … David Welcome (Grad ‘93, ’99) July 27. They live in St. Louis. … Lisa Kindleberger (Grad ’98,’00) is an assistant professor on Southern Illinois University College’s psychology faculty. … Jana Ireland Shortt (A&S) is a public relations manager at Hardee’s Food Systems Inc. in St. Louis. … Maggie Stevens (A&S) is an assistant academic director for the McKeen College of Arts and Sciences at the University of Cincinnati. She and her husband, Dave, live in Cincinnati.

Fernando Abilleira (Parks) lives in West Chester, Pa., and works at Analytical Graphics Inc. and NASA Goddard Space Flight Center. … Tom Barako (A&S) received a number of student-level academic honors from Arizona State University in May. He is an attorney in the corporate law department of the firm of Wilmer in Phoenix. … Richard Green II (Grad B&A) is a financial analyst at the University of the Incarnate Word in San Antonio, Texas. … Lori Libby (Grad Nurs) lives in Belleville, Ill., and is married to Robert Libby. … Jessica Liss (Law) has joined the firm of Rabbitt, Pitzer & Snodgrass as an associate. … Leah MacLaury (B&H) is beginning her Wake Forest University School of Medicine physician assistant program. She is engaged to Kevin St. Louis. … Tom Plein (B&A) is a sports anchor for KQTV television in St. Joseph, Mo. … Angie Travis (Grad) is engaged to Tom Brako and works as a senior fund accountant with ING Funds. … Greg Trigg (Parks) lives in Little Rock, Ark., with his wife, Stephanie, and daugh-
Despite his appearance in the “In Memoriam” section of the last issue of Universitas, we are pleased to report that Dr. Richard Schwarz (Med ‘66) is alive and well. We apologize for the error.
Alumni Associations

Allied Health Professions
Maggie Gambill (’97)

- The St. Louis Dietetic Association meets at 6:30 p.m. the first Monday of the month (except January) in the auditorium of the Allied Health Professions Building. Refreshments are served in the lobby prior to the meeting. For more information, call the nutrition and dietetics department at (314) 577-8523.

Arts and Sciences
Robert Steck (’79)

- Join your fellow graduates for the SLU Theatre production of Nonsense on Saturday, Feb. 22. The evening includes a pre-show reception featuring a talk from the production’s director. The cost is $15 per person. This spring also will feature a lecture and tour on the redevelopment of the Grand Center area, including the reopened Continental Building, on Sunday, March 23. The day begins with a reception at the Saint Louis University Museum of Art.

Black Alumni Association
Georgella Ford (Soc. Sci. ’87)

- Join other alumni on Saturday, April 26, to congratulate the graduating Calloway Scholars at the 13th annual Prayer Brunch. All proceeds will benefit the Ernest A. Calloway Jr. African-American Scholarship Fund.

Business
John Hagedorn (’76)

- Te popular, annual “Evening at The Magic House” is 6–9 p.m. on Saturday, Feb. 22. Join other alumni and their families for a fun-filled evening. The alumni association sponsors the complimentary admission and refreshments. Space is limited. Reservations are taken on a first-come, first-served basis. (Limit of six per alumni family.)

Dental Alumni
Dr. Gene Hayes (’66)

- The Dental Reunion 2003 will be held in conjunction with the Mid Continent Dental Congress Sept. 12-14.

Medicine
Dr. Thomas J. Olen (’79)

- The American Academy of Orthopaedic Surgeons meeting will be Feb. 8–9 in New Orleans. The American College of Physicians-American Society of Internal Medicine meeting will be March 3-6 in San Diego. The Missouri State Medical Convention will be April 3-6 in Kansas City, Mo. Alumni receptions will be held during these meetings. The 2003 School of Medicine Reunion for classes ending in three or eight will be Oct. 16-19. If you’d like to help plan the reunion, call (314) 577-8106.

Nursing
Dr. Anne G. Perry (’76)

- The school is offering the 14-week online continuing education course “Parish Nurse Basic Preparation,” which begins Jan. 13 and has a maximum enrollment of 15. The school also will host the sixth annual Advanced Practice Nursing Conference Feb. 19-21. For more details on either program, call Sally Lehnter at (314) 577-8919.

- The application deadline for the summer option for the Ph.D. program in nursing is March 31. For information, call Dr. Maryellen McSweeney at (314) 577-8913 or e-mail SLUnurse@slu.edu.

Orthodontic Alumni
Dr. Robert A. Shapin (’00)

- The Orthodontic Education Research Foundation meeting will be Feb. 8–10 in Palm Springs, Calif. And the American Association of Orthodontists will meet May 2-6 in Honolulu. Alumni gatherings will be held at each.

Parks College
Carrie Taven (’95)

- The alumni board is planning a spring barbecue for all Parks and IT graduates. Look for more information during the coming months.

- Thanks to all alumni who came out to see Santa at Came out to see Santa at the second annual Santa Fly-In at the St. Louis Parks Downtown Airport.

Professional Studies
Anne Hallett (’79)

- Join other alumni in welcoming the graduates to alumni status from 6-8 p.m. Thursday, May 15, at the annual Graduating Senior Reception at Humphrey’s.

Public Health
Maureen Dunn (’86)

- The American College of Health Care Executives Congress will meet March 17-20 in Chicago. There will be an alumni reception during the meeting.

- Dr. David Satcher, director of the National Center for Primary Care at the Morehouse School of Medicine in Atlanta and former surgeon general of the United States, will be the featured speaker at the 30th annual Fr. John J. Flanagan Lecture at 6 p.m. Thursday, March 27, in St. Francis Xavier College USA Center.

- The next Alumni Happy Hour will be 5:30–7 p.m. Thursday, April 24, at Almond’s Restaurant in Clayton, Mo.

Public Service

- St. Louis alumni volunteers have met twice to discuss the role of an alumni board in the college. The group is planning an educational lecture series encompassing all the college’s disciplines. If you’d like to help plan alumni events, contact Chris Stewart at stewarta@slu.edu or (314) 977-2248.

Social Service
Tamitha R. Price (’98)

- The school’s Career/Practicum Fair 2003 is 3–6 p.m. Tuesday, Feb. 4, in SLU’s Simon Recreation Center. The fair offers opportunities to meet representatives from agencies all across the St. Louis area. For more details, call the practicum office at (314) 977-2724.

Student Alumni Association

- SAA and SLU’s career services office invite all St. Louis alumni to participate in the new Billiken Alumni Mentors program. Local alumni who are interested in being mentors to SLU students should visit www.slu.edu/alumni/beam or call (314) 977-3421.

National SLU Day

The biggest day for Billiken basketball fans across the country is Saturday, March 1. Watch the Billikens take on CSU-USA rival Tulane no matter where you live. St. Louis fans will gather before the game at Jacques’ Sports Bar and Grill in the Sheraton St. Louis City Center across from the Savvis Center. Alumni in cities including Atlanta, Chicago, Cincinnati, Kansas City, Milwaukee, Tampa and Washington, D.C., can meet in their own hometown to cheer on the Billikens. For more information, call (314) 977-2250 or visit www.slu.edu/alumni.

Young Alumni

- Bring your family and friends for a night at Savvis Center to watch Billiken men’s basketball versus Cincinnati on Wednesday, Jan. 15. Plaza end seating will be reserved for YAA members and guests early and enjoy drink specials at 14th and Clark. Price ($15) includes a free Billiken foam fan stick! On Friday, Jan. 24, catch the Women’s Basketball Dress for Success. Support the team while helping a good cause—collecting clothes for women who are trying to enter the workforce. Bring your donation and receive a free ticket to the game. Finally, watch the Billiken men’s basketball team play the Cincinnati Bearcats on the road on Tuesday, Feb. 18, at the St. Louis Sports Zone, where the YAA will watch the broadcast from its own private area.

Club Cities

Atlanta

- The first retreat of the Atlanta alumni club will be Jan. 30–Feb. 2 at the Ignatius House, 6700 Riverside Dr. A $150 donation is suggested. For details, call (404) 225-0503 or Peggy Espinda at (770) 889-8600.

Boston

- SLU is coming to your area. If you are interested in serving on a planning committee with other alumni, send an e-mail to oneilc@slu.edu. All ideas are welcome.
Chicago

- Mark your calendars for two of the most popular events of the year. At 1 p.m. Saturday, Feb. 22, the men’s basketball Billikens take on DePaul at Allstate Arena, with a pre-game reception at Maxie’s Sports Grill at the Radisson O’Hare. The St. Louis Cardinals are headed to town for a game with the Cubs, and the alumni club will be there on Sunday, May 18.

Cincinnati

- On Jan. 24, join Cincinnati alumni for a happy hour at Rock Bottom Brewery downtown. Don’t miss the highlight of the club year, when the Billiken men’s basketball team comes to town to take on the UC Bearcats on Tuesday, Feb. 18. Meet at the UC Faculty Club before the 8:05 p.m. game. On March 1, gather again to watch the basketball Billikens take on Tulane on National SLU Day. The game-watching begins at 12:30 p.m. at Willie’s in Covington. And, to round out the spring, relive a great SLU tradition – Spring Fever, Cincinnati style. This is a perfect chance to meet your fellow grads, enjoy some famous St. Louis treats and welcome the SLU class of 2003 back to the Cincinnati area.

Dallas

- DFW alumni are planning a wine extravaganza for the end of March at the Park Cities Club in University Park. Hear from a local wine expert/maker and be treated to delicious food courtesy of the Park Cities Club.

Denver

- Denver is the site for this year’s alternative spring break trip March 10-14. Twenty students will travel to Denver for a weeklong service mission. If you’d like to meet these students while they’re in town, contact Chris Stewart at (314) 977-2248 or stewartca@slu.edu.

Houston

- On Saturday, Jan. 18, get together with Houston alumni for the Billiken men’s basketball game. The tipoff is at 7:30 p.m., and the pre-game reception begins at 6 p.m. If you’d like to help organize alumni events in the area, call Meg Connolly at (314) 977-7121 or e-mail burnesnu@slu.edu.

Kansas City

- Alumni will celebrate National SLU Day March 1 at Johnny’s BBQ in Mission, Kan. The club also plans to participate in the American Royal event in October and a Cardinals-Royals pre-game social in September. If you’re interested in helping plan events for area alumni, contact Chris Stewart at (314) 977-2248 or stewartca@slu.edu.

Milwaukee

- Milwaukee Billikens will meet Saturday, March 1, at Champs Americana in Brookfield, Wis., for National SLU Day. Upcoming events include a March fish fry and a Cardinals-Brewers pre-game party in September. If you’d like to help plan alumni events, please contact Chris Stewart at stewartca@slu.edu or (314) 977-2248.

Minneapolis

- Be there Saturday, March 1, at Joe Sensor’s in Bloomington, Minn., for National SLU Day. And a SLU alumni and family ski and snow tubing event is planned for February. Check the SLU Web site for details.

Omaha, Neb.

- An alumni golf outing is planned for Monday, April 28, at Skyline Woods Country Club. A $50 registration charge will cover greens fees, golf cart, lunch and prizes. For details, call (402) 896-1923.

San Francisco

- The University is looking for volunteers to help plan events for SLU alumni in the area. If you’re interested in helping re-establish a SLU presence in San Francisco/Oakland, contact Chris Stewart at stewartca@slu.edu or (314) 977-2248.

Springfield, Ill.

- Celebrate National SLU Day in St. Louis. On Saturday, March 1, join your fellow Springfield alumni for a bus trip to the big game.

Tampa, Fla.

- Watch the men’s basketball Billikens on the University of South Florida Saturday, Feb. 8. This tipoff is at 7 p.m., and there will be a pre-game alumni reception. Call (314) 977-2250 for more information.

Travel Program: SLU Tours

Alumni College in the Italian Lake District
April 14-22
Alumni College in Provence
May 26-June 3
Alumni College Aboard on the Blue Danube
June 24-July 2
Alumni College in Spain
June 24-July 2
Alumni College in Scandinavia-Koge
Sept. 22-30
Alumni College in Ireland-Kilkenny
Sept. 24-Oct. 2
Alumni College in Sorrento
Sept. 25-Oct. 3

For more information about any of these trips or to be placed on the University’s travel program mailing list, call (314) 977-2250. Most trips have limited space available.

Alumni Club Presidents

Atlanta
Peggy Espinda (A&S ’62)
(770) 889-5600 (work)
(770) 396-1295 (home)
Pespinda@ttthns.com
Alumni population – 889

Boston
Chris Espelin (A&S ’91)
(617) 926-5289
Espelin@mit.edu
Alumni population – 1,025

Chicago
Joe Havel (B&A ’91)
(312) 227-1417
Havelj@earthlink.net
Alumni population – 3,820

Cincinnati
Tim Barry (A&S ’97)
(513) 291-8577 (work)
(513) 522-6572 (home)
Timothy.barry@agedwards.com
Alumni population – 832

Dallas
Karen Eubanks (B&A ’87)
(214) 711-1244
Staxg@aol.com
Alumni population – 1,073

Kansas City
Mark Winter (A&S ’76)
(913) 327-1515 (home)
(913) 509-5271 (mobile)
Mbwinter@aol.com
Alumni population – 1,506

Los Angeles
Brian Merriman (A&S ’95)
(310) 244-6715
Brian.Merriman@spe.sony.com
Alumni population – 1,149

Milwaukee
Tim Lohre (B&A ’97)
(414) 456-9095
Lohre(at)att.net
Alumni population – 641

Minneapolis
Chris Abell (B&A ’87)
(612) 530-5083 (work)
(763) 494-5836 (home)
Cabell@das-cpa.com
Alumni population – 731

New York
Jim Chisholm (B&A ’76)
(203) 825-6494
Alumni population – 2,183

Omaha, Neb.
Brad Burwell (A&S ’72)
(402) 996-1923 (work)
Brburwell@mopsomaha.org
Alumni population – 376

Seattle/Tacoma, Wash.
Mark Flynn (A&S ’67, Grad ’72)
(360) 662-0838 (home)
Mflynnwa@aol.com
Alumni population – 877

Springfield/Decatur, Ill.
Judy Redick (A&S ’62)
(217) 522-6623
DHSPF66@dhs.state.il.us
Alumni population – 735

Tampa/St. Petersburg, Fla.
Rob Sternowski (B&A ’95, Grad B&A ’98)
(813) 281-9796
Rob@sternowski.com
Alumni population – 725

Washington, D.C.
George Usher (A&S ’61)
(202) 796-3899
Gusher@erols.com
Alumni population – 1,653
Life Lessons

By Joy Short

It was summer in St. Louis, and the weather was oppressive. A heat advisory was in place, and around the city, air conditioners were working overtime. But, hot as it was, the Cardinals were playing, and my family was fortunate to have in our possession four ninth-row tickets. So, by golly, we were going to the game.

Perhaps the most enthusiastic of the lot was my grandmother, a Cards fan since childhood. Her uncle pitched for the team from 1917-1919. Now at the age of 92, she donned a red Cardinals cap and T-shirt, proudly displaying her loyalty and heritage. Arm in arm, she and I made our way down to our seats at Busch Stadium. Blindness in one eye and only partial vision in the other did not prevent her from keeping tabs on her favorite players. Play by play, she viewed them through her binoculars, noting their accomplishments with a nod or a smile. Hearing loss presented a challenge in keeping up with the small talk, but the roar of the crowd and the lilt of the organ landed sweetly on her ears.

As the sweltering heat took its toll on those much younger, she yelled out cheers of encouragement for the Cards in between sips of ice water. She also gave them her advice when she felt it was needed.

It’s not every day that you see a 92-year-old woman telling a baseball pitcher what to do. And people noticed her. People usually notice my grandmother, especially if they are fortunate enough to have a conversation with her. She can tell you stories about her childhood as if they happened yesterday. She also can give her take on current events. And, without missing a beat, she will take the opportunity to share a good joke.

As she so often does, my grandmother, on that day at Busch Stadium, reminded me of what life is all about. Not just through her words, but more importantly, through her actions, she has taught me the value of life-long learning. She remains busy with projects that challenge her intellect, including serving as historian for her church. When diagnosed with breast cancer several years ago, she diligently read all of the literature she could obtain, researching her options and making an informed decision for her treatment plan. She also thrives on learning new skills. I never will forget developing an exercise plan for her and showing her how to use hand weights while she was in her 80s. She embodies integrity, perseverance, intellect and faith. In the ways of life, no finer teacher exists. And in my efforts as a teacher, I can only hope to impart to my students a shred of the inspiration she has bestowed upon me.

I entered the world of teaching less than a decade ago, and in that time, I’ve learned that striving for excellence in teaching is a life-long process. It is not something that I feel I will achieve overnight or by chance. Many individuals can convey information; however, excellence in teaching stems from a desire not just to share facts, but to help shape lives positively. I believe excellence in teaching is something that comes from deep inside one’s soul. It is born, in part, from the joy that some individuals experience through teaching. It is nurtured through relationships with students, colleagues and mentors, and it evolves through self-reflection and perseverance.

And as I strive to become an excellent teacher, the surest mark of success will be my students themselves. I hope that — with my guidance — they will be inspired to be life-long learners, to apply their knowledge and skills in a changing environment, to be resourceful, to respect and appreciate the perspectives of others, and to hold a zest for life and enjoy a healthy balance of all it has to offer.

If you are sitting in my office, you will see a picture on my bulletin board. It is a picture of two women grinning ear to ear and wearing Cardinal baseball caps. It was taken of my mother and grandmother on that sweltering day at Busch Stadium. As I continue my evolution as a teacher, striving toward excellence, I am reminded of my grandmother. I reflect on her strength, her compassion, her sense of value, her leadership, humbleness, wisdom and the joy she shares with others. She is my role model and my inspiration.

Joy Short (Grad AHP ’94, ’97) is an assistant professor of nutrition and dietetics at Saint Louis University’s Doisy School of Allied Health Professions.
Manresa Center has a rich history

As you know, Manresa Center, Saint Louis University’s beautiful new retreat and conference center on Washington Avenue (featured in the winter/spring 2001 issue of Universitas), has a long and storied history, including use as a private mansion, a Franciscan friary and a convent.

My secretary, Patricia Bowens, recently told me of one especially noteworthy event at this facility. In the winter of 1942, when she was 7 years old, she attended the first interracial meeting between Girl Scout troops in the St. Louis area at what was then known as Marydell. Patricia is the second from the right in the front row of the photograph below.

On the far right of the photograph is Mother St. Flora of the Helpers of the Holy Souls, who organized the event. The Helpers of the Holy Souls sponsored a Girl Scout troop for black girls at Marydell, where they also conducted educational classes and religious services for black adults and children. Marydell was an important center for black Catholics in St. Louis.

Despite segregation, Mother St. Flora managed to bring together a number of white Girl Scout troops and black Girl Scout troops for this historic event. As in some diversity training today, each girl was given half of a picture of various scenes and had to find the girl of the opposite race who had the other half.

Patricia, now a parishioner at St. Alphonsus Rock Church, also was baptized and attended Mass at the chapel at Marydell.

Manresa is a wonderful new part of Saint Louis University, and this picture adds to its luster.

Bob Johnson (A&S ’73)
St. Louis

From the Editor: Notes on Class Notes

Thanks to e-mail, the World Wide Web and the great success of our alumni, we’ve been receiving more Class Notes than ever before. And every once in a while, I like remind our readers of our basic Class Notes guidelines.

- The Class Notes section is one of the first items we finish for each issue because its length determines the page count for our feature stories. That means that we often stop compiling notes for an issue almost two months before you receive it. But we do include every note we get. So if you’ve sent us some news and don’t see it in the very next issue, don’t despair. We’re holding onto it and will run it next time.
- We do not run information about upcoming marriages, births or other occasions. Because things don’t always work out as planned (and because we have such a long lag time between issues), we prefer to share your happy news after the event has occurred.
- Unfortunately, we don’t have the space to run photos, so please don’t send them.
- In general, we only run one Class Note per alum per year. Although it’s great to hear from you often, space constraints limit us to annual updates.
- We accept Class Notes only in written form (via mail, fax or e-mail — see addresses above). No items are accepted over the phone.
- As always, thanks for writing. We love hearing from you.

Laura
What is the best way to keep up with Saint Louis University news and alumni activities?

By e-mail, of course!

Send your e-mail address and full name to:

alumni@slu.edu

You’ll receive the Billiken e-Bulletin, a monthly e-newsletter, and news about alumni events in St. Louis and across the nation.

Need another reason? How about free stuff? Every month, an alumni e-mail address will be drawn at random, and the winner will receive a Billiken T-shirt.