

St.

SPRING 2005  
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ISSUE 3

# Edward's

UNIVERSITY MAGAZINE



## HEAD of the class

FACULTY OP/ED ■ MOURNING POPE JOHN PAUL II ■ CHAPEL ARCHITECT SELECTED  
ONLINE ALUMNI DIRECTORY LAUNCHED ■ FACULTY TRIVIA



**President George E. Martin (left) with Distinguished Teaching Award winner Brother Romard Barthel, CSC, '47, at Honors Night in May.**

MARC SWENNER '92

# The Story of a University is its Faculty

George E. Martin, PhD

The story of the university from its beginning has been about faculty — from the scholars who moved to towns in the 12th century and the students who flocked around them, to the guilds these scholars and students formed, which eventually evolved into the medieval universities. Faculty created the great learning centers at Bologna, Toledo and Paris and throughout Europe. They helped spawn great cities and contributed to the achievements of European civilization.

Much has changed about university structure and life since the Middle Ages, but the faculty is still at the center of a university's efforts to realize its mission. As scholars, faculty model intellectual life. Listening to them think aloud in lectures, students can feel the sparks of curiosity that ignite the search for knowledge. They can hear their professors articulate the doubts and complexities that sometimes obscure truth, and they can experience the wonderment of discovery.

As teachers, faculty lead students through interactive learning exercises that, with repetition and increasing challenge, create the mental circuitry for critical thinking. In an environment where information is growing at a rate that sometimes overwhelms the powers of the mind, teachers help students learn how to select and synthesize facts into knowledge. They open minds without overloading them. They encourage the natural rhythms of inquiry that give birth to intellectual development and prepare students for a lifelong journey of learning. And, as

they guide this intellectual maturation, they help students explore the moral principles that are the foundation of good judgment.

Today, universities are still defined by their faculty. Whenever one asks how good a university is, the answer always revolves around the quality of its faculty and their contributions to the dialogues of their respective disciplines. At St. Edward's, our faculty embody quality. They are teachers and scholars, as well as mentors and friends to students. Their success can be measured in the high ratings given them in the National Survey of Student Engagement, in which students across the country evaluate their university in terms of learning experiences, relationships with faculty and a supportive campus environment. Most impressive, though, are the reports I hear from alumni about how the faculty and education at St. Edward's transformed their lives. Our graduates believe that they are well prepared to meet the challenges they face in their careers and private lives. They are able to think clearly and readily acquire new knowledge — and they have the moral compass to make sound decisions.

In the pages of this issue of *St. Edward's University Magazine*, you will meet some of our most outstanding faculty. Perhaps you will even reconnect with a teacher who played a key role in shaping your life. Just as with the original universities, the story of St. Edward's is primarily a story of its faculty and their work on behalf of students. ■

# St. Edward's

UNIVERSITY MAGAZINE

EDITOR  
Stacia Hernstrom

ART DIRECTOR  
Ben Chomiak

PRODUCTION DIRECTOR  
Carrie Johnson

PHOTO EDITOR & DESIGNER  
Lori Najvar

DESIGNER  
E. Brook Haley

ALUMNI NOTES EDITOR  
Allyson Schaeffer, '03

CONTRIBUTORS  
Hans Christianson  
Stewart Jarmon, '07  
Lauren Montz, '05  
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St. Edward's University  
3001 South Congress Avenue  
Austin, TX 78704-6489  
phone: 512-448-8434  
fax: 512-416-5845  
e-mail: staciap@admin.stedwards.edu  
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guess?  
WHO

was the keyboardist for a rock band in Dallas in the late 1960s?

Read more zany faculty trivia throughout this issue. Turn to page 48 for the answers.

## ON THE COVER



Faculty members at St. Edward's are teachers, scholars and experts. They are leading the way in research and creative projects — and they're bringing their students along. Go to the head of the class starting on page 16.

## CAMPAIGN UPDATE

## Plans for New Chapel Announced

In April, St. Edward's announced the selection of Tucson-based architect Rick Joy to head the design of a new \$5 million campus chapel, which will house a 400-person sanctuary and offices for the Holy Cross Institute and Campus Ministry. Joy is winner of the 2004 National Design Award in Architecture from the Smithsonian Institution's national design museum. He was chosen after a yearlong selection process that had been narrowed down to three national firms. The university has already raised one-quarter of the funds for the chapel, including a \$1 million lead gift from **Charles Kolodzey, '36**, a \$50,000 gift from **Jim Albright, '55**, a \$30,000 gift from **Paul Farrell, '55**, and a \$50,000 planning grant from the Scanlan Foundation of Houston. Renderings for the new chapel are expected in late fall.

## John Brooks Williams Natural Sciences Center Update

Construction began in January on the 65,000-square-foot John Brooks Williams Natural Sciences Center, which will house classrooms, laboratories and faculty offices for biology, chemistry and general science education. The university completed fundraising for the \$20 million facility in December — with alumni and friends contributing an additional \$730,000 over the goal. This support allowed the university to move swiftly into fundraising for phase two of the science facilities, which will house the Computer Science, Mathematics and Physics programs. To date, \$23.7 million has been raised for both phases. To take a virtual tour and see progress on construction, click "Giving" at [www.stedwards.edu](http://www.stedwards.edu).

## Faculty and Staff Break Giving Record

Faculty and staff members at St. Edward's broke their own fundraising record this spring with 87 percent contributing more than \$100,000 to The St. Edward's Fund. This percentage is more than three times the amount given by faculty and staff at universities that St. Edward's benchmarks itself against for fundraising. This year's faculty-staff participation rate also represents a 40 percent increase from the 1999 giving rate.

## Calling All Alumni

Attention alumni: You have the opportunity to increase the university's national visibility by supporting The St. Edward's Fund. Gifts of any size made before June 30, the end of the university's fiscal year, will count toward the alumni participation rate that organizations like *U.S. News & World Report* use to calculate university rankings. Alumni giving also factors into the decisions of foundations that are considering making major grants to the university.

If 700 undergraduate alumni contribute before June 30, the university will meet its 15 percent participation goal — and students, faculty and staff will directly benefit. In fact, annual gifts have helped fund projects including Presidential Excellence grants for faculty, scholarships ranging from \$1,000 to \$8,000, and 10 campus wireless zones. While consistent giving is crucial, so are leadership gifts of \$1,000 or more. Those who support the university at this level become St. Edward's Associates and help ensure The St. Edward's Fund continues to provide such tangible benefits for students, faculty and staff.

For more information on *A Special Destiny: The Campaign for St. Edward's University*, click "Giving" at [www.stedwards.edu](http://www.stedwards.edu) or contact Vice President of University Advancement **Michael Larkin** at 512-448-8452 or [michaell@admin.stedwards.edu](mailto:michaell@admin.stedwards.edu).

A Special  
**DESTINY**  
THE CAMPAIGN FOR ST. EDWARD'S UNIVERSITY



BEVERLY BARRETT

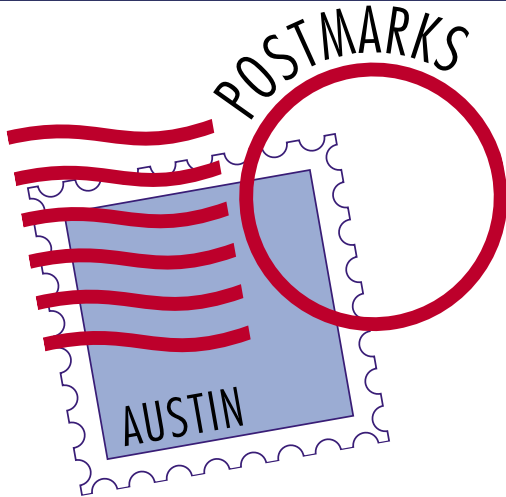
From left: President **George E. Martin**, Dean **Ramsey Fowler** and **Luci Baines Johnson, '97**, celebrate New College's 30th anniversary.

NEW COLLEGE  
TURNS 30

More than 200 students, alumni and faculty members gathered in April to celebrate the 30th anniversary of New College, the university's undergraduate program for adult students. When it began in Fall 1974 with seven students, New College was the first program of its kind in Texas and among the first in the nation. Today, it boasts more than 3,100 alumni and 1,000 students.

The celebration began with a roaming reception from Main Building to Holy Cross Hall to Trustee Hall to the newly opened Jones Courtyard. Then, attendees enjoyed dinner in the Robert and Pearle Ragsdale Center with keynote speaker **Luci Baines Johnson**, who graduated from New College with a Bachelor of Liberal Studies in Communication in 1997. New College alumni **Toby Futrell, '88**; **Cheryl King Fries, '92**; **Michael McDonald, '95**, **MSOLE '03**; and **Leslie Matula, '98**, received special recognition for their commitment to lifelong learning. In addition, Professor of English **Tim Green**, Associate Professor of Sociology **John Houghton**, Professor of American Studies **Paula Marks**, Professor of Management **Lewis Myers**, Professor of Anthropology **Joe O'Neal**, Associate Professor of History **Pat Perry**, Professor of History **Joanne Sánchez** (see story, page 17) and Professor of Philosophy **Danney Ursery** — who have each taught in New College for at least 15 years — were recognized. CC West Printing, the Lower Colorado River Authority, Premiere Tents and Events, and Spicewood Vineyards sponsored the event.





### Giants

You captured the uniqueness of **Brother William Dunn, CSC**, [in "A Special Destiny" from the Winter 2005 issue], but I doubt any of us completely knew him. Here is a story you may not have heard: I was at St. Edward's the day President John F. Kennedy was shot. After lunch, I headed for my class with Brother William, but when I arrived, he was not there. He never missed class! Soon, someone came to announce the news and dismiss us, and I returned to St. Vincent Hall and stopped in the chapel. There was Brother William. He remained there the rest of the day. When President Kennedy was shot, Brother William went to God. What that taught me was that some things are out of our control to understand, explain or fix. In those times, you go to God.

I am humbled that I had such examples at St. Edward's and that I have achieved so little by comparison. I believe it was Isaac Newton who said, "If I have accomplished anything, it is because I stood on the shoulders of giants." An inordinate number of faculty and staff members and students were "giants" — and stand out as some of the finest people I have ever known.

Richard J. Hesse, '66  
East Lansing, Mich.

*Editor's Note: We agree with Richard. The faculty and staff's tireless commitment to students — and the transformation such dedication fosters — is the university's raison d'être. In fact, we've devoted this issue to introducing (or reacquainting) readers to some of these faculty "giants." Did we leave someone out who tops your list? Let us know. Send letters to: Stacia Hernstrom, 3001 South Congress Avenue, Austin, TX 78704 or [staciap@admin.stedwards.edu](mailto:staciap@admin.stedwards.edu).*

### Heart & Soul

I wanted to thank you for the article "A Special Destiny" in the last issue. For the little information I was able to provide, the story on my brother William and our family was wonderful. We have enjoyed it very much and are so happy Brother William has been remembered at St. Edward's. He gave his heart and soul to his work, and he loved the university. Thanks again and may God bless all of you at St. Edward's.

Mary O'Brien  
Madison, Wis.

### Cover to Cover

I just received and read from cover to cover the Winter 2005 issue of *St. Edward's University Magazine*. Wow! What a fantastic issue! The article "A Special Destiny" brought tears to my eyes. I knew **Brother William Dunn, CSC**, personally while attending St. Edward's in the 1960s. The article captured the spirit of Brother William perfectly. Keep up the excellent work.

Jim Pritchett, '69  
Monroe, Mich.

### Spring Chicken

I saw the article by **Heather Kolodzey, '05**, [in the Winter 2005 issue] about her 91-year-old grandfather, Charles, who graduated in 1936. He is a spring chicken in comparison to **William M. Donohue**, who is my father and the grandfather of **Kevin D. Jones, '05** (my son). My father graduated *cum laude* in 1931 with a Bachelor of Science and is 94 years young. This great picture of him (*below*) was taken on a trip to Pike's Peak with some of his friends. He is standing in front of the Model T with his knickers on, and the sign on the bumper says where he and all of his friends went to school. Of course, St. Edward's is listed.

My father is a physician who retired when he was 76 years old. After retirement, he continued his education at Rice University and the University of St. Thomas in Houston. Kevin is carrying on the St. Edward's legacy and is graduating *summa cum laude* with a BA in Psychology in May.

Louise Donohue Jones  
Houston



**William M. Donohue, '31 (standing), will celebrate the graduation of his grandson, Kevin D. Jones, '05, this May.**

guess  
WHO

crashed a helicopter during the lesson on take-offs?

Turn to page 48 for the answer.

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## DUJARIÉ DAY

When the online housing fair — a new all-online process that allows students to sign up for on-campus housing — began in March, Residence Life celebrated by hosting Dujarié Day to advertise the university's newest residence hall to students. The 200-bed residence, which is under construction and will open this fall, is named for Father Jacques Dujarié, who founded the Brothers of St. Joseph, which eventually became part of the Congregation of Holy Cross.

In celebration of Dujarié Day, the phrase "It's not dijon, it's Dujarié" was displayed on bright mustard-colored T-shirts and posters. Staff members from Residence Life and Dining Services teamed up to offer a special menu that included Dijon chicken and other examples of French cuisine, as well as a T-shirt giveaway and a disc jockey playing during the busy lunch rush in South Congress Market.

At the end of the day, the 69 spaces in Dujarié Hall reserved for returning students were filled, and more than half of the spaces set aside in the new hall for incoming freshmen had already been taken.



STACIA HERNSTROM

## CAMPUS KNITS FOR SAFEPLACE

SafePlace in Austin provides refuge for families that are victims of domestic abuse. Now, three of those families are staying warm with afghans hand-stitched by the university's Afghan Project Group, which was inspired by the national afghan-making volunteer organization Warm Up America.

The St. Edward's group began in December. Currently, about 20 faculty and staff members and students each commit to making at least two 7x9-inch squares each month. At the end of the month, members crochet the squares together to make a 49x63-inch afghan. For Valentine's Day, members made an extra afghan and raffled it to the university community — \$160 from the raffle went to SafePlace and the remaining \$33 went to buy yarn for the group's next project. A second raffle is planned for the fall.

Except for the funds raised from the raffle, members supply their own yarn and donate their time to make the squares, as well as teach fellow members who are beginners to crochet or knit. For information on joining the Afghan Project Group, contact **Angie McCown**, assistant to the dean of academic standing, at [angelam@admin.stedwards.edu](mailto:angelam@admin.stedwards.edu).



LORI NAVAR

**Above: Members of the university's Afghan Project Group have hand-stitched three afghans for local nonprofit SafePlace and raffled a fourth to raise funds for the organization.**

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**guess?**  
**WHO**

... was the voice of the Hill-topper men's basketball team from 1982 to 1985?  
... Turn to page 48 for the answer.



## CLASS OF 2004 UNVEILS MEMORIAL PLAQUE

Students, alumni, faculty and staff members, and parents gathered at the grotto in April to dedicate a memorial plaque honoring the members of the university community who have passed away. **Father Rick Wilkinson, CSC**, director of Campus Ministry, led the dedication ceremony and blessed the plaque with a prayer. The plaque project was spearheaded by **Elena Carney, '04**, **Bianca Aguilar, '04**, and the senior class officers, who raised more than \$2,000 for the project last year through the Senior Signature campaign. **Reneé Silverthorne**, director of The St. Edward's Fund, advised the students.

"The students deserve all the credit," said Silverthorne. "They did a tremendous amount of work to plan and carry out fundraising for the project, and their passion and vision were inspiring. It was important to them for the plaque to serve as a memorial for every member of the St. Edward's community who passes away."

## COMMEMORATING THE LIBERATION

In April, the School of Humanities invited six World War II veterans to campus in honor of the 60th anniversary of the liberation of Germany's Nazi concentration camps. Veterans Nathan Futterman of New Rochelle, N.Y.; Irving Greene of New Brunswick, N.J., the grandfather of **Adam Pyles, '04**; Johnny Marino of Houston; Calvin Massey of Pinehurst; Gordon Rowe of Dallas; and Otto Schlammme of Houston spoke about their experiences as soldiers and participants in the liberation and then answered questions from the nearly 300 people gathered for the event. Robert Abzug, Oliver H. Radkey Regents Professor of History and American Studies at UT–Austin, provided a historical overview for the audience.

Adjunct instructor **Leila Levinson**, whose father witnessed the liberation, organized the commemoration. She is researching the subject for a book. "For more than 40 years after the war, many veterans did not speak publicly about their roles as liberators," said Levinson. "But decades later, with some people denying the Holocaust took place, veterans have been more willing to relive painful memories for the sake of preserving history and ensuring that such atrocities never happen again."



STEWART JARMON, '07

## FACULTY FACES

### Michael Farrall

*Associate Professor of Sociology*

#### *What is your favorite spot on campus?*

My favorite spot is Sorin Oak near Main Building. It's quiet, beautiful and out-of-the-way but smack in the middle of campus with a great view over the trees and across the river to downtown Austin. One of the unique things about campus is our use of native Texas plants, and the oak is like a little demonstration garden of those. When I'm not in class or my office, students know that they can find me there, usually preparing for my next class. The roots of that tree are the roots of St. Edward's because this is where Father Edward Sorin, CSC, supposedly stood when he said (to paraphrase Brigham Young when he found the valley that would become Salt Lake City), "This is the place." From these roots of the university's beginning, I can see downtown, which reminds me of the future for which all these bright and eager students are preparing themselves. Sitting in the middle of all of this also reminds me to be humble.

#### *What was your first job?*

When I was 13, I became the "marquee boy" at the theater in the small Oklahoma town where I grew up. Once a week, sometimes twice during the summer, I changed the billing for what was showing at the "Ritz." It only paid 50 cents an hour, but I also got free admission to as many movies as I could stand — and I stood a bunch of them. Movies and novels were a big deal to a scrawny teenager from Podunk. If it hadn't been for that job, I would probably still be in that little town where most of my old friends still live.

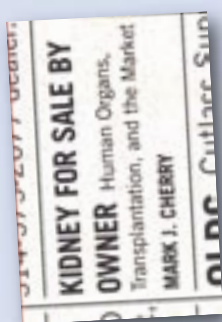
#### *What is your favorite book?*

*The Secret Life of Bees* by Sue Monk. It's about a 14-year-old girl who runs away from her abusive father to a small town in 1960s South Carolina, where she is taken in by three women who raise bees and make a living selling their Black Madonna Honey. It's about family, racial issues, gender and friendship, and she learns that caring and love is what binds people together, not skin color. A line from the book is, "The hardest thing on earth is choosing what matters."

I teach sociology, which is all about social relations — these invisible links between people, which are like the lines between the bees' hive and their wildflower pollen source. This invisibility sometimes makes sociology challenging to describe — and often hard for students to grasp. I have always thought that, better than a sociology text, good fiction like Monk's book would make it all clearer. One of these days, I am going to teach my Intro to Sociology class using only fiction. That way, whether or not students enjoy learning about sociology, they will have been introduced to some good literature, which is never a waste of time. After all, that's part of what got me out of Podunk.

*Farrall holds a BA in Psychology from San Francisco State University and a Master of Social Work and PhD in Sociology from the University of Kentucky.*

## FACULTY BOOKSHELF



**Mark J. Cherry**, associate professor of Philosophy, authored *Kidney for Sale by Owner: Human Organs, Transplantation, and the Market*, which discusses the ethical implications of an economic market for human organs and examines arguments based on

the views of John Locke, Immanuel Kant and Thomas Aquinas. The book was published by Georgetown University Press in March. Cherry earned an MA and PhD in Philosophy from Rice University.

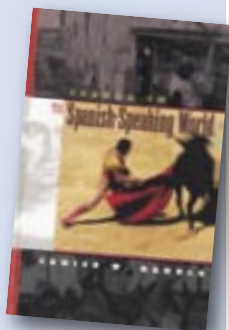
**Walle Conoly**, professor of Art, recently illustrated the short story "A Franklin Manor Christmas." Written by Conoly's friend Paul Willcott, the story was broadcast last December on North Country



Public Radio, which

serves northern New York, western Vermont, and parts of Ontario and Quebec. Conoly's drawings were also published on the organization's web site. Conoly, who earned an MA in Drawing and Painting from the University of New Mexico, has illustrated more than 12 books.

**Jann Randle**, associate professor of Spanish, authored *Issues in the Spanish-Speaking World*, which was published by Greenwood Press in 2003. The book details contemporary problems relevant to both Spain and Latin America. Randle has taught courses at St. Edward's on some of these issues, as well as Spanish and Latin American culture and civilization. She earned an MA in Foreign Language Education and a PhD in Applied Linguistics from UT-Austin.



## CELEBRATING THE LIFE OF POPE JOHN PAUL II

The St. Edward's University community joined millions of people around the world in mourning the death of Pope John Paul II in April. Faculty and staff members and students attended a broadcast of the funeral Mass at 3 a.m. at St. Mary Cathedral on April 8, and Bishop **Gregory Aymond** celebrated Mass at the church afterward. In addition, the university's scheduled noon Mass at Our Lady Queen of Peace Chapel was a Mass for the Dead for the pope led by **Father Rick Wilkinson, CSC**, director of Campus Ministry. On April 18 — the first day the College of Cardinals gathered in the Sistine Chapel to select the new pope — Campus Ministry led a workshop explaining the papal election process. The university community also gathered for Mass on April 19 after the selection of Cardinal Joseph Ratzinger as pope was announced.



**Brother Romard Barthel, CSC, '47(center), and Brother Tom Barrouse, CSC, with Pope John Paul II in Rome in the early 1980s.**

COURTESY OF BROTHER ROMARD BARTHEL, CSC, '47

## FACULTY ATTEND VATICAN CONFERENCE

In March, **Phil Thompson** (below, left), director of the Center for Ethics and Leadership, and **Bill Zanardi** (below, right), professor and chair of the Philosophy program, traveled to Rome to attend the international conference "The Call to Justice: The Legacy of 'Gaudium et Spes' 40 Years



Later." Thompson also chaired a session on Catholic philosopher Alasdair MacIntyre.

Organized by the Pontifical Council for Justice and Peace, the conference celebrated the 40th anniversary of the 1965 Vatican II pastoral constitution *Gaudium et Spes*, which encourages the promotion of justice and peace throughout the world in accordance with the Gospel and the social teachings of the Catholic Church. Cardinal Renato Martino presided over the conference, and Cardinal Joseph Ratzinger — who was named pope on April 19 — led a special Mass for the 200 conference attendees.

guess?  
WHO

- has worked in Kenya's Lake Nakuru National Park with the World Wildlife Fund?

- Turn to page 48 for the answer.

BETH THOMPSON



## MBA STUDENTS STUDY SLOVAKIA

Assistant Professor of Management **Gary Pletcher** (right, with **Meté Osten, MBA '05**) led eight MBA

students to Bratislava, Slovakia, in February as part of a Seminar in Foreign Business, which helps business students experience the opportunities and challenges of working in a foreign country.

During the seven-day trip, students met with government officials and business leaders while engaging in an analysis of the former Soviet republic's culture, governmental regulations, and financial and economic environment. The students also consulted for two businesses — Rajo Dairy and MS Travel Agency — to formulate implementable strategies for growth.

"Slovakia represents an emerging, high-growth economy in Europe," said Pletcher. "This seminar allowed our students to apply their knowledge and skills in a real-world, real-time environment." Pletcher and the students also attended President George W. Bush's speech at the Bratislava City Center on Feb. 24, which followed Bush's meeting with Russian President Vladimir Putin. *Read more about Pletcher's Seminar in Foreign Business on page 18.*



ANDRÉS PÉREZ, MBA '04

## STUDENTS RESPOND TO TSUNAMI

In response to the devastating tsunami that ravaged countries in the Indian Ocean last December, members of the university community joined together this spring to help raise awareness and support for the disaster's victims.

The Hilltopper baseball team hosted a pancake breakfast fundraiser on Jan. 14, and Campus Ministry and the Dean of Students Office co-sponsored a candlelight vigil on the one-month anniversary of the tsunami. Students also formed the Student Tsunami Relief Committee, led by **Roy Pequeño, '05**, president of the Student Government Association (see story, page 35). The committee sponsored a fundraising night at a local Taco Cabana on March 2, and the restaurant donated 20 percent of purchases made by members of the St. Edward's community. On April 7, the committee hosted a fajita fundraiser as part of the annual Multicultural Spring Fest celebration. The committee also created and sold tsunami relief T-shirts. To date, the committee has raised nearly \$1,000.

**Kevin Griffith, '00**, got involved in tsunami relief efforts by starting the Tsunami Assistance Project in India in January. Griffith, a graduate student at Carnegie Mellon University and former Peace Corps volunteer, founded the project with two other former members of the Peace Corps to facilitate reconstruction projects and rebuild community infrastructure. TAP volunteers worked with Holy Cross priests from Chennai and Nagapattinam — India's most devastated areas — to identify community needs and have raised nearly \$50,000 to construct a children's center and provide clothing, shoes, books and toys to local schools.



**The St. Edward's baseball team organized a pancake breakfast in January that raised \$400 for tsunami relief efforts.**

LORIN NAWAR

## NATIONAL ETHICS PRESENTATIONS

Four School of Management and Business faculty members and Accounting major **Elizabeth Gerow, '05**, were selected to present research at the national conference of the Association for Practical and Professional Ethics in San Antonio in February. Gerow, one of only five undergraduates chosen, discussed "Using Lessons from Corporate Fraud to Restore Ethics to the Workplace." Assistant Professor of Management **Linda Ford** and Assistant Dean **Pauline Albert** co-presented "Teaching Applied Business Ethics in Graduate Business Programs," while Assistant Professor of Management **Kathleen Wilburn** (see story, page 28) and Instructor **Ralph Wilburn** co-presented "Integrating Values Into How Organizations Do Business."

## SWEET REWARDS AND AWARDS

In April, the Robert and Pearle Ragsdale Center's Mabey Ballroom was transformed into a candy wonderland for the second annual Sweet Rewards and Awards, an end-of-year party and awards ceremony recognizing student organizations. Students traversed a rainbow-colored path through the ballroom to a giant cupcake and a forest of pastry-filled trees while homemade s'mores and a chocolate fountain tempted even the tiniest sweet tooth.

The Student Life Office hosted the event and presented awards for outstanding organization, spirit and service activity. Individual awards were given for outstanding leader, unsung hero and emerging leader. Each winner received a gold gum-ball machine filled with blue candies, and all organizations received certificates of appreciation. The University Programming Board, Student Government Association, Students of African Heritage Association and the New College Activity Association were just a few of the organizations that participated and recognized outstanding members. Organization advisors were honored, too.

"Students, faculty and staff who lead and volunteer in organizations on campus add vibrancy to the St. Edward's community," said Program Director **Jennifer Naman**. "Sweet Rewards and Awards is a way to recognize their hard work."

## MAKING (& DESTROYING) THE MANDALA

In February, eight Tibetan monks visited St. Edward's to help raise money and awareness for their ministry and work at Gaden Shartse Monastic College in southern India. Over four days, visitors

watched the monks use brightly colored sand — one grain at a time — to create a mandala of a deity's celestial palace. Each intricate part of the sand design holds significant meaning for Buddhists, the monks explained. "The outside ring represents the fire of wisdom, which will burn away the negative imprints of life," said one monk. "The inside represents the four gates to reach the deity in the center."



**Monks from Gaden Shartse Monastic College spent four days on campus creating a mandala out of sand. At the end of the fourth day, they destroyed their creation as a symbol of life's impermanence.**

The monks also lectured on Buddhism's three stages of life and performed sacred music and dance. At the close of the fourth day, the monks destroyed the mandala during a ceremony to symbolize the impermanence of life. **Sybil Miller**, professor of Photocommunications, and **Father Lou Brusatti, CM**, dean of the School of Humanities, organized the monks' visit.

## HITCHHIKE AT SXSW

**Lisa Barnett**, online course coordinator in Instructional Computing, and her band Hitchhike performed at Austin's internationally recognized South by Southwest music and film festival in March. Hitchhike performed a showcase on March 16 and was the only local group — among several international acts — invited to play at the unofficial festival kickoff on March 15.

Barnett, also an adjunct faculty member in Graphic Design, plays drums and founded Hitchhike in 2002 with husband Kyle. Kyle plays guitar and shares lead vocals and songwriting duties with band member John Alderson. Also in the band are Jonathan Elbom on bass and Lynn Boland on keyboards, accordion, glockenspiel and horn. Hitchhike's five-song EP *Night Light*, which was distributed earlier this year through Peek-A-Boo Records, has garnered positive local and national reviews. This success, Barnett says, helped Hitchhike make it into SXSW, which receives applications from about 8,000 bands each year.

"I officially call myself a real drummer now," said Barnett, who started taking lessons and playing drums only three years ago. Now, music is a part of her daily routine — she practices during her lunch break at the nearby Music Lab rehearsal studio. Barnett says that while Hitchhike is primarily a hobby for her and her husband, they enjoy being a part of the Austin music scene. The band is currently in the studio recording a follow-up to *Night Light* and plans to release it later this year.



**Lisa Barnett (on drums) and her band Hitchhike perform at the Carousel Lounge in Austin.**

## ACCOUNTING STUDENTS VOLUNTEER AT TAX CENTERS

Austin residents got a hand filing their income tax returns this spring thanks to **William Zacchaeus**, associate professor of Accounting, and students from the School of Management and Business. Zacchaeus and nine students volunteered at the Austin Community Tax Center, which provides free electronic income tax preparation to help low-income families who qualify for tax credits.

"Congress intends for people to get this money, but they have to ask for it," Zacchaeus said. "The problem is a lot of people are intimidated by having to fill out additional tax forms."

The real-world experience hit home for **Rob Haddad, '04**, who interned at the center. "Not only have I learned more about tax law, but now I realize how many families in the Austin area are struggling to make ends meet," he said. "Income taxes and programs like the earned income credit can really hurt or help these families, and helping them understand their options has been rewarding."

The volunteers worked alongside full-time IRS agents — an invaluable learning opportunity for students, says Zacchaeus. "Any student who's thinking about a career in accounting can actually talk to an IRS agent," he said. "Since they're not recruiters, they're not giving a slick sales pitch — they tell you what it's really like."

## SORIN OAK REVIEW & ARETE RELEASED

Artists, scholars, students and faculty members celebrated the release of the 2005 editions of *Sorin Oak Review* and *Arete* in May. Both journals are student-produced and published annually. *Sorin Oak Review* accepts creative visual and written work, while *Arete* accepts academic papers. Both have been nationally recognized by the American Scholastic Press Association. For copies of this year's journals, contact the Office of Student Life at 512-448-8422.

guess **WHO?**

is co-author of the famous grammar guide *The Little, Brown Handbook*?

Turn to page 48 for the answer.



## SPORTS SHORTS

By **Ryan Poulos, '05**, *Hilltop Views* sports editor

## Athletes Make the Grade

The university's student-athlete graduation rate — 76 percent — is 13th in the country out of 278 Division II institutions, according to a recent report from the NCAA. The report gives graduation information about student-athletes who enrolled full time beginning Fall 1997 and received athletics scholarships in eight sports categories.

## Conference Roster Changes

Two universities will join the Heartland Conference while two others will leave next year. Drury and Rockhurst universities are headed for the Great Lakes Intercollegiate Athletic Conference. Entering the Heartland Conference are Montana State University-Billings and Western New Mexico University.

## Hilltopper Named Player of the Year

**Josh Hamilton, '04**, was named the Central Texas College Baseball Player of the Year by the Round Rock Express in January. The award is the highest honor given to area high school and college athletes by the Express each year. Hamilton led the Hilltoppers last season in batting average (.400), hits (62), home runs (20), RBIs (62), total bases (133), slugging percentage (.858), on-base percentage (.543) and walks (45). In his career, Hamilton set two school records for St. Edward's — most home runs in a game (5) and most total bases in a game (20).

## Valarezo Tries for Davis Cup

Hilltopper tennis player **Walter Valarezo, '07**, was invited to Ecuador in February to try out for the country's 2005 Davis Cup tennis team. He was one of six Ecuadorian players who battled for the team's final spot. Although ultimately unsuccessful in the round-robin qualifying tournament, Valarezo rejoined the Hilltopper tennis team — currently ranked 18th in the country — in late February. His overall singles record is 17-6, and he has won 11 of 17 doubles matches with partners **Simon Boyce, '06**, **Jorge Jimenez, '05**, and **Kenton Venhuizen, '07**.

## Hilltoppers Top Conference Play

The men's golf and women's tennis teams won Heartland Conference championships this spring, while the women's golf team finished third in conference play. The conference title is the first for the men's golf team, which shot 923 in three rounds of play and claimed an 11-shot victory over St. Mary's University. **Pablo Rosas, '06**, shot two under par (70) in the final round to capture the individual title and finish with a three-round total of 226 — a one-stroke victory over teammate **Blake Slaughter, '07**. The women's tennis team defeated Drury University in the championship match after defeating Rockhurst University in the semifinals. In the title match, Drury took a 2-1 lead after doubles play, but the Hilltoppers rallied, winning four singles matches to seal the victory. The women's golf team lowered their score by five shots on the second day of competition to finish with 713, behind Drury and St. Mary's universities. **Katy Williams, '07**, finished fourth, and **Allison Kinser, '08**, tied for ninth.

## By the Numbers

**392** Points scored by women's basketball player **Sara Baca, '06**, in the 2004–2005 season.

**53** Field goal percentage of men's basketball player **Chris Smith, '08**.

**52** Strikeouts thrown by men's baseball pitcher **Casey Plant, '07**, at the season's halfway mark.

**13** The university's national ranking — out of 278 institutions — for student-athlete graduation rate (see story, above).

**8** Number of wins by the women's tennis team (out of 10 matches).

**7** National ranking of **Josh Hamilton, '04**, for home runs per game.

**4** Number of top-three finishes for the women's golf team (out of six matches).

**.441** Batting percentage of softball catcher **Lindsey Heye, '06**, this season. ■

Reporting by Hans Christianson, Stephanie Elsea, Stacia Hernstrom and **Lauren Montz, '05**.

## UNIVERSITY HONORS

## ■ College of “Distinction”

St. Edward's University was selected last year for Colleges of Distinction, a national organization founded by parents, educators and admission professionals. St. Edward's rated exemplary in the four areas the organization considers essential: engaged students, great teaching, vibrant communities and successful outcomes. Institutions selected by Colleges of Distinction “consistently excel in providing undergraduate education” and “have a truly national reputation.”

## ■ Texas Academy of Science Winners

Three students from St. Edward's won awards at the annual Texas Academy of Science meeting held at UT–Pan American in March. Accounting Information Technology majors **Chris Cahill, '05**, and **Linus Akanoh Jr., '07**, placed third overall for their presentation, “Financial Statements Investigations and Analysis.” They are the first business students in the history of the academy to win an award. Computer Science major **Wes Holler, '05**, received an honorable mention for his presentation, “Holleristics.”

## ■ Hilltop Views Tops TIPAA

*Hilltop Views*, the student newspaper at St. Edward's University, earned 22 awards — a university record — during the Texas Intercollegiate Press Association Conference in Dallas in April. The newspaper won third place in overall newspaper excellence and second place in special sections for its welcome-back issue last fall. Staff writers received awards in news feature story, in-depth reporting, sports column, sports feature story, general column and headline writing. Designers and photographers were recognized for design of feature pages, single subjects, ads, sports pages, illustration, photo illustration and editorial cartoon.

## ■ Publications Receive CASE Awards

“The Faces of the Humanities,” the Spring 2004 issue of *St. Edward's University Magazine*, received a silver award for Magazine Design from the Council for Advancement and Support of Education in 2005 district competition. In addition, *Directions*, which is produced twice a year for alumni, students and parents of the School of Management and Business, received a bronze award for Periodicals Improvement.



Six hundred words is not enough. It's not enough to capture the experience that is St. Edward's University and my transformation since coming here. So much has happened, so much has changed — in the world and in me. And 600 words is not nearly enough.

Not enough words to find the pivotal moment. Was it in History of World Religions just after Sept. 11, 2001, when **Bill Jaap** gently imparted his knowledge of the world's religions upon us in those days of confusion? Was it in Ethical Analysis, where Professor of Anthropology **Joe O'Neal** fostered in me the humbling realization that my opinion is not the most important factor? Or was it the pride my mother and father exhibited when telling others that I was attending St. Edward's University. Their son was working on an English degree.

Six hundred words is not enough to tell of the pain when, on my 40th birthday, my mother passed away. Six months and two days later, my father followed her. Six hundred words could never describe that. How many words of comfort did I receive from **Will Pannabaker**, director of the Counseling and Consultation Center? His calm and caring voice on the other end of the phone brought

me some small measure of comfort. I dropped out of school for a few months and existed in a time of small moments, moments of respite from the dark weight of my grief.

The day I returned to campus, our nation warred on in Iraq and Afghanistan, and confusion was the global rule. **Bob Russell's** Postmodern Literature course provided some insight. The poem was by Yeats, "The Second Coming" — "Things fall apart; the centre cannot hold; / Mere anarchy is loosed upon the world." Some months later, I heard Professor of English **Tim Green** (*see story, page 38*), my Research and Argumentation teacher, read the same poem on NPR. Was this the moment?

What moment can really define this place and my experience? Is it watching my children grow? Hearing my five-year-old son run up and ask, "Did you get an A today?" as I return from class? Is it setting the example of a responsible student for my 14-year-old (*left*), who's becoming distracted by life (rock 'n' roll and girls)?

Is it all of these? It must be. But it's more, and 600 words is not nearly enough to describe the moment I conquered a lifetime of fear. It came in **Karen Stolz's** Fiction Writing Workshop. It was a simple piece. Not an essay, short story or thesis. A writing exercise that she handed back with the scrawl, "This is good; you should enter it in this online writing contest." And there, written below, was a web address.

That was the first time — in 26 years of writing — that I had ever submitted anything. I didn't win, of course. But maybe I did? I conquered a fear. Of what, I don't know. Fear of rejection, life's full of it. Fear of failure? Fear of success? It doesn't matter. I came to St. Edward's to learn how to be a better writer. So much has changed since then, when the towers still punctuated the New York skyline, we were not at war and my parents were still alive. I've learned that growth and pain walk hand in hand, and I want to write about these lessons. But 600 words is just not enough. ■

By Steve Culver, '06

600 words

STEWART JARMON '07

Sam LaCroix

# Ads Up

guess? **WHO**

founded Austin  
WOMAN — Austin Word  
Of Mouth Animal Network  
— and shares her home  
with  
75 rescued cats?

By Hans Christianson



**Sam LaCroix** (*right*) is not a typical high school senior — he's really more of a renaissance man. He has balanced an interest in science with four years of high school theater participation. He's been a competitive figure skater for 13 years. And, in February, he won first place in the national "Learn to Think" Student Ad Contest sponsored by St. Edward's University.

Based on the university's award-winning image advertising campaign, which playfully juxtaposes real-world situations and images with actual university course titles, the contest was designed to inform college-bound high

school students about St. Edward's by encouraging them to create an original print ad.

LaCroix came up with numerous concepts and mailed in seven designs. He almost didn't submit the winning ad — a graffiti-carved school desk paired with the course title Desktop Publishing — because he didn't think it was as compelling as his others. But the judges disagreed.

"By cleverly putting one of our course titles together with an unexpected image, Sam reveals the thoughtful nature of the St. Edward's educational philosophy

through his ad," said Dean of Undergraduate Admission **Tracy Manier**, who served on the selection panel with representatives from the Marketing Office and Lyon Advertising, which produces the university's ads. "Sam's entry demonstrates that he's a perfect match for St. Edward's, and I can't wait to see how he will contribute to our student body." His submission beat out entries from as far away as California, New York and Hawaii.

LaCroix learned he had won the contest — and a year of free tuition — at a surprise presentation during his theater class at Austin's Lake Travis High School. Believing he had won a T-shirt in a drawing, he walked up on the stage where the curtains opened to reveal his family and the Student Ad Contest prize patrol.

"I had no clue," said LaCroix, who plans to major in Biology with a pre-med focus. "My parents knew for about a week, and my mom kept insisting I get my hair cut. Now I know why!" ■

St. Edward's University launched its "Learn to think" image advertising campaign in 2001 to help further its vision to be recognized as one of the best small universities in the country. The ads, which appear in print, on television and radio, and on billboards across Austin, have increased awareness of the

university by 12 percent since they debuted, according to a recent study. In addition, awareness of the ad campaign itself has increased 24 percent since it began. The campaign has been recognized nationally by the Council for Advancement and Support of Education and the *Admission Marketing Report* and locally by the Austin Ad Federation.



LORI NAWAR



# Reduce, Reuse, Recycle... and Repair, Remove, Replant, Repaint ...

By Carrie Johnson

Long before students stumble sleepily across campus for their 8 a.m. classes, the university's grounds crew is up and at it.

At 5:45 a.m., the university's hilltop campus is a quiet place. If there's a breeze, you can hear the wind rustling the live oaks. Flowers that have closed overnight are just starting to open again. And **Homer Johnson** (*far left*), supervisor of grounds at St. Edward's, is starting his workday.

After a drive around campus to assess the grounds — and spot any downed

branches or water leaks that might need immediate attention — he puts together the day's assignments for the 10-member grounds crew.

At 6 a.m., crew members arrive and complete their first daily task: clearing

litter and picking up trash from custodial collection points. By 7:30 a.m., as the campus is beginning to buzz with the arrival of staff, faculty and students, the grounds crew gathers to review the day's assignments with Johnson. As they head out to points across campus, Johnson goes back to the office to process and prioritize upcoming grounds and maintenance projects.

The rest of his day includes meetings with the architect of the university's landscape master plan, with other Physical Plant supervisors, or with contractors building the John Brooks Williams Natural Sciences Center or Jacques Dujarié Hall. Some days, he may lead a safety seminar for Physical Plant staff on the use of the university's lift truck or join members of the grounds crew in the field to help complete a project.

"Everything outdoors that makes sure students have a campus that is pleasing to the eye — that's what the grounds crew takes care of," Johnson explains. It takes five staff members focused on mowing to ensure the lawns on the university's 140-acre campus are well kept. Plus, the university's four athletic playing fields must each be mowed three times per week so that competition is not hindered

by rough turf, which can lead to injuries. Two staff members are devoted full time to gardening. Besides maintaining flower beds and shrubs around Sorin Oak, Ragsdale Plaza and campus buildings, they prune, plant and care for the hundreds of trees throughout campus. Additionally, one staff member focuses on campus recycling, while another handles general utility projects that range from repairing potholes on campus streets to striping the playing fields. Two members of the team pull double duty as auto mechanics to keep the university's vehicle fleet in good repair.

"Everyone on the grounds crew is excited to implement a landscape master plan that is modernizing the university's approach to grounds maintenance," Johnson said. "When we're planting new live oaks, for example, we know that we're creating the campus landscape of tomorrow. That's the reason we're all here — we're helping to fulfill the university's mission and vision by creating a beautiful environment for our students." ■

STEWART JARMON '07



STEWART JARMON '07



# the ArtystaFotograf

Follow the connections between an old dining hall and a young photographer — across 6,000 miles and 700 pictures.

BY STACIA HERNSTROM



ADAM ULBRICH

guess? **WHO**

- has been to Alaska and
- mushed dogs that were
- training for the Iditarod?
- Turn to page 48 for the answer.



PHOTOS BY CAROLINE COHOON, '05

### St. Edward's University — 2000

**Caroline Cohoon** wants to be a photographer. She thinks. She's been involved in her high school theater program and on the student newspaper staff, but photography is the one thing that's never burned her out or bored her. And it's in her blood. Her great-grandfathers were both photographers, and it's a hobby for her dad, a computer scientist.

It's the summer before her senior year in high school, and she and her mother, Janice, are visiting colleges. St. Edward's is their first stop. When Cohoon mentions to a university admission counselor that she wants to major in Photocommunications, the counselor sets up a meeting with Professor of Photocommunications **Joe Vitone**. Vitone points out the Fine Arts Center the university is constructing. It used to be a dining hall, he tells her, and the renovations will be finished by fall. The new facility will have nine darkrooms, a 1,000-square-foot studio and a digital imaging lab.

Vitone takes Cohoon through the finished parts of the building. When she sees the darkrooms, her jaw drops. She's used to the tiny supply closet at her high school that's been converted to a darkroom. It doesn't even have chairs, just stacks of old yearbooks to sit on. By the end of the tour, she knows St. Edward's is where she wants to go. She can see herself setting up a Norman strobe light in the studio, editing her digital negatives on one of the new Macs and printing contact sheets in the darkroom.

She visits other universities, but none make her feel the way that St. Edward's does. The next fall, she moves into Teresa Hall and enrolls in Photography I.

### Opole, Poland — July 2004

It's the summer before her senior year at St. Edward's, and Cohoon has four weeks to shoot about 700 photographs. For her thesis project in the Honors Program, she is planning to document life in Poland, from Hitler's occupation and post-World War II communism to the roots of democracy and the debate over joining the European Union. She wants to capture the farmers, the rabbis, the graffiti, the lakes, the dancers, the crematoriums, the cows, the statues, the cemeteries, the ships, the watchtowers and the church towers (and the Lenin look-alike in Wrocław).

When Cohoon gets off the plane in Frankfurt and catches the train to Dresden, she's jetlagged but begins to map out her route. In Dresden, she meets up with her guide and fiancé, Adam Ulbrich, whom she met in 2003 while studying abroad in Koblenz, Germany. They review her itinerary on the way to his hometown of Opole. They'll start there and then head for Rzeszów. They'll hit Białystok, Mazury, Gdańsk and Warsaw — and any small towns they pass along the way — before returning to Opole and making day trips to Wrocław and Kraków. Ulbrich's parents have lent them the family car, a silver Fiat Palio, for the month. The details worked out, Cohoon finally lets herself sleep.

After a few days in Opole, she's getting used to the seven-hour time difference from Austin. She's developing a taste for the potato-and-cheese *pirogi* and the *bigos*, a sauerkraut-and-sausage stew. And she's learning to love the language — the trilled r's, the c's that sound like "r" and "s" put together, and the nasal a's and e's. *Dzień dobry*: Hello! *Jak się mas*: How are you? *Dziękuję*: Thank you.

After a few weeks (and an unscheduled layover in Rzeszów to replace the Fiat's exhaust system), she's shot 10 rolls of a special black-and-white film that can be developed practically anywhere. She picked the film for just that reason. But when she drops it off for processing in Gdańsk, the shopkeeper can't figure out how to trick the color-ready machine into accepting her black-and-white film. *Nie dział*, he says on the phone. *It's not working*. She spends the next day troubleshooting, with Ulbrich translating for her and the Polish shopkeeper. Finally, the negatives roll off the machine and are scanned onto CDs. As soon as the discs are in her hand, she runs down the street to an Internet café to have a look.

Overall, she's pleased. The ones from Rzeszów juxtapose the city's historic main square with the ubiquitous bulldozers and construction crews. The ones from Mazury capture the cows and crosses dotting the roadsides and the sailboats and footbridges on the lakes. The ones from Lubelskie document folk dancers, bicycle riders and campaign posters from a recent EU parliament election. And the ones from Majdanek, one of the six

She wants to capture the farmers, the statues, the cemeteries, the ships, the



ADAM ULBRICH

Nazi concentration camps in Poland, capture tragedy — the ramshackle barracks, the desolate crematorium, the barbed wire, the pile of discarded shoes.

Over the next two weeks, Cohoon shoots 10 more rolls. She tracks down the Lenin look-alike in the Wrocław town square and watches him quarrel with locals who favor the country's entrance into the European Union. She happens upon an impromptu break-dancing performance on her way to the Saturday market in Kraków. She is granted access to the power plant in Opole and spends a day shooting inside its perimeter fence among the turbines, smokestacks and cooling towers.

By the end of the trip, she's got her 700 photos: 720, actually. She develops her last few rolls, packs her bags, and says "*na razie*" to Ulbrich and Poland. *See you soon.*

#### St. Edward's University — November 2004

It's been four months since Cohoon left Poland. She has to prepare for the Honors Thesis Symposium next week, and she needs to pick about 70 images for a PowerPoint presentation. Then, she has to narrow down the images to 20 for her portfolio and choose eight — just enough to fill an eight-foot space on the wall in the Fine Arts Gallery — for the senior art exhibit in a few months.

Overwhelmed, she walks into the darkroom and stares at her pile of contact sheets. She picks up a red pencil and a loop to magnify the images on the sheets. Yes, yes, no. She starts making X's by the ones she likes, the

ones that twist her gut, make her cry, lighten her heart. When she's done, she's down to about 200. She mixes up a tray of chemicals, puts the first negative in the enlarger and begins to make prints of the ones she's chosen.

Once the prints are dry, she shuffles them together and remembers Professor **Sybil Miller's** advice about how to whittle them down. Don't think, she tells herself, as she deals the pile into two stacks. Yes, no, yes, no. She takes her "yes" pile and consults with Miller. She asks her parents what they think and makes sure she's covered the historical themes she had intended. Yes, yes, no. Finally, she's got her top choices.

She settles into the workstation in the computer lab and pops in CD after CD to find and examine the electronic file that corresponds to each image in her "yes" pile. She magnifies each one. She checks the framing, the composition, the contrast. When she finds something she doesn't like, she adjusts the color level, tweaks the crop, rests her eyes. She imports the images into her PowerPoint presentation and saves her work one last time. She takes a deep breath. Tomorrow, she shows her photos for the first time.

#### St. Edward's University — May 2005

Cohoon is graduating *summa cum laude* with a BA in Photocommunications. She still wants to be a photographer.

She already has a job lined up shooting for Kennedy-Lindberg Photography, a collaboration between Professor of

Photocommunications **Bill Kennedy** (*see story, page 20*) and **Jennifer Lindberg, '99**.

The School of Humanities has named her one of four Photographers of the Year, and at the annual Texas Intercollegiate Press Association conference in Dallas, she took first place with fellow photographer **Sean Johnson, '07**, in the conference's on-site photo essay competition. She is talking to galleries in Dresden and Leipzig about exhibiting her Poland photos this summer.

At her Honors Thesis Symposium presentation in November, she watched the faces in the audience as they took in each of her photos from Poland. She saw disbelief, sadness and wonder. Empathy and understanding. Hope. She noticed the same expressions at the opening of the senior art exhibit. She even sold her first piece that night — the photo of the pile of shoes, the one from the Majdanek concentration camp when the sunlight had illuminated the creased leather with eternal hope and she had been lucky enough to witness it. She is amazed and humbled that one of her photos — something she created — ignited emotion in someone.

And that's how she knows. More than the awards — and the feeling of lightness that comes with turning in her last set of prints for Senior Seminar and getting fitted for her cap and gown — it's the potential power of her photographs that reassures her she's made the right decision about what to do with the rest of her life. She wants to be a photographer. No, she *is*. An *artysta fotograf*. ■

watchtowers and the church towers

**For her Honors Program final project, Caroline Cohoon (top right) traveled to Poland to document the country in photographs. Above, from left: Shoes at the Majdanek concentration camp, a Lenin look-alike protesting Poland's entrance into the European Union and the Moszna Castle.**



# HEAD of the class



Walk into any classroom these days and, chances are, the things you'll find at the head of the class are the same: a chalkboard (maybe a marker board), a computer, a textbook and a teacher. But at St. Edward's, less conventional objects are central to teaching and learning, too — a haiku, a passport, a petri dish, a tape recorder — because of innovations happening through faculty research, creative projects and curricular initiatives.

**Here, seven faculty members discuss their work — and show us that you don't have to be at the head of a classroom to be leading the way.**



# joanne SÁNCHEZ

† he first thing the 22-year-old prisoner of war did when he was captured by the Japanese during World War II was pray to God for his life to be spared.

It was — but the Army private spent two years in captivity and survived the Bataan Death March. One of the first things he did when he was finally free was stand at attention with tears streaming down his face as the American flag was raised.

And the first thing the Purple Heart recipient did when Professor of History **Joanne Sánchez** arrived at his home to interview him about his service was refuse to talk to her. She was driving a Toyota — and he felt she was disrespecting his war experience.

“Getting subjects to agree to be interviewed is sometimes a challenge,” said Sánchez, who has collected and facilitated more than 30 oral histories as part of the U.S. Latino & Latina WWII Oral History Project. “Often, the people who have been recommended to us for interviews aren’t willing or available.”

When Sánchez joined the project in 2000, she began working with volunteer and student interviewers, many of whom had no previous experience. She organized training sessions to introduce oral history methods and discuss how to elicit the most complete responses from interview subjects, who sometimes are reticent to talk about their war experiences. And she still uses the techniques herself — the Bataan Death March survivor eventually agreed to be interviewed after talking with his high school

friend, whom Sánchez had asked to accompany her as the video photographer of the interview.

A national effort directed by UT–Austin Professor of Journalism Maggie Rivas-Rodriguez, the project has resulted in more than 450 oral histories since it began in 1999. Its main goal is to create an archive of primary sources to be housed at the Nettie Lee Benson Latin American Collection and the Center for American History on UT’s campus. Scholars from across the country and Puerto Rico are involved in the project.

“The reality is that Latino and Latina participation in the war has very little representation in history — if we don’t gather these stories, their contributions will be lost,” said Sánchez. “I have always been fascinated by individual stories, and my goal is to discover how these collective stories make up history. To know a person was at a particular event and to hear his or her story is very special.”

Many of the oral histories gathered through the project were presented as part of the Commemorative Forum on Latinos & Latinas in World War II in Washington, D.C., last September. Sánchez’s presentation focused on 18 Latinas, including three who had served active duty in the U.S. military. “All these women not only contributed to the war, but they also achieved personal growth and contributed to social change,” she said. “Capturing the voices of the war effort adds a richness to the history that is often not present in other documents.”

By Lauren Montz, '05

## FACULTYFLASHBACK



COURTESY OF UNIVERSITY ARCHIVES

**Brother Simon Scribner, CSC**, spent 40 years on the hilltop as a professor of English. He taught courses in virtually every genre, from British Lit — his PhD was a study of Elizabethan English — to a Science Fiction course that promised “out-of-this-world reading for world-weary people.” Thanks to his “captivating wit” and his ever-present smile, Brother Simon’s students rarely ditched class. In 1968, he became the university’s first Piper Professor, an annual award given to the state’s top teachers, and in 1972, Austin’s mayor declared Jan. 21 as “Brother Simon Scribner Day.” — S.H.







# GARY pletcher

By Stephanie Elsea



**O**n a snowy February morning, a group of MBA students from St. Edward's settle into their seats, assorted backpacks and briefcases at their feet. Their teacher, Assistant Professor of Management **Gary Pletcher**, scans the room to check roll before launching into his lecture. Today's topic: transportation.

"All right," he begins. "Welcome to Vienna. Now that everyone is here, we'll board the vans for the trip to our hotel in Bratislava. Once you get checked in, remember to be back downstairs for tonight's client dinner."

Moments later, Pletcher and his students are en route to Slovakia, a small Eastern-European country tucked between Poland, the Czech Republic, Austria and Hungary. Part of Pletcher's Seminar in Foreign Business class, the weeklong trip helps students understand the rewards and challenges of doing business abroad. While in Bratislava, students will meet with government officials directly involved in foreign investment, visit the American Chamber of Commerce and tour Dell Computer's European call center. And, because understanding the local culture is critical to successful international business ventures, students will also have dinner with local business executives and take in the sights.

"These classes are learning at its best," said Pletcher. "Yes, we're giving students the knowledge they need to go out into the business world and be successful, but we're also building both their confidence and their

networks. Through classroom case studies and real-world meetings, students formulate, evaluate and revise their positions using sound, fact-based processes."

The seminar in Bratislava is one of about 12 international trips Pletcher — who has accumulated more than 2.5 million frequent-flier miles — takes each year. He has also led seminars in Koblenz, Germany; Prague, Czech Republic; and Belize. And he has guided MBA Global Capstone students to Belgium, the Caribbean and Costa Rica, where they worked with foreign-based clients to cultivate and market *haricots verts*, an extra-fine variety of green bean. When not traveling with students, Pletcher is often circling the globe or surfing the net to plan future class trips to emerging markets like India, China and South America.

Pletcher, who can pack for a weeklong international trip in less than 10 minutes, fills his classes with critical — and practical — business principles. One of his favorites is Murphy's Law that "if anything can go wrong, it will." To minimize the inevitable glitches, he advises students, especially when traveling on business, to always be prepared by packing "an extra toothbrush and a change of clothes in your carry-on." He also advises them to use downtime on the plane to catch up on more than sleep — a strategy he used on the red-eye between his office at Xerox in San Jose, Calif., and his home in Dallas in 1988 to finish assignments for his master's degree from North Texas State University.

"These courses are life-changing experiences for the students — most students highlight it on their résumés, and for some, these classes are the next step toward achieving their goal to work abroad.

"Besides," he added with a grin, "It's really fun."

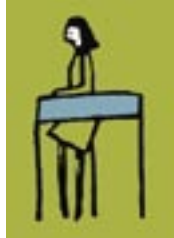
## FACULTYFLASHBACK



COURTESY OF UNIVERSITY ARCHIVES

During his 40 years at St. Edward's, **Ed Norris, '41**, was involved in both athletics and administration. He coached basketball for 18 years, compiling a record of 255-157, and he became athletic director in 1963 and dean of men

in 1965. Recognized as an outstanding alumnus in 1963 and 1980 and inducted into the university's Athletics Hall of Fame in 1987, Norris was known to friends and colleagues alike as "a man of strong moral fiber and a great ambassador for St. Edward's and athletics." — H.C.



It's 8 a.m. in a third-grade Austin ISD classroom. A student-teacher from St. Edward's University stands in front of 22 eager eight- and nine-year-olds and explains the concept he is teaching them: how to write a haiku. Associate Professor of Education **Barbara Frandsen** sits in the back of the room and jots notes onto a self-copying assessment form. Soon, the children are clustered in small groups around round wooden tables and are concentrating on creating their own haikus.

After the groups read their poems to each other and the lesson is finished, Frandsen and the student-teacher assess the exercise. "What worked well for you?" Frandsen asks. "What do you want to improve?" Together, they set objectives for tomorrow's lesson, with the ultimate goal of improving the student's teaching skills and classroom management abilities.

Observing her student-teachers in action, offering advice and helping students troubleshoot is second nature to Frandsen. "I can usually tell within five minutes if a lesson is going to work or not," she said. "The beginning of the lesson is the most important part because that is when the teaching occurs — the teacher must explain the concept, demonstrate exactly what must be accomplished and quickly get the students engaged."

And after four decades teaching in public and private schools and nearly 25 years supervising field placements for the School of Education, Frandsen is comfortable in a classroom. "I like being back out in the schools. It's like being a grandparent.

I get to go into the classroom and see what's going on and enjoy the children — and then I get to leave!" she laughed. "But, really, that's my job — to watch my students in action and help them evaluate and improve their teaching skills. These experiences help them develop the confidence they will need to lead their own classrooms."

When she's not making classroom visits or teaching her own students at the university, Frandsen is directing a weekly seminar made up of student-teachers at St. Edward's who are working in elementary, middle and high school classrooms across the city. Every Friday afternoon, they get together with her to talk about their accomplishments, share challenges and decompress. "The first thing I do is go around and take everyone's temperature," she said. "Then I ask, 'What's working well? What do we need to celebrate?' Usually, the group problem-solves for one another, but I am there if they need me. It's quite an eye-opener for the students teaching in high school to listen to the stories from the elementary school teachers and vice versa."

It's her students who keep Frandsen motivated and excited. "I just love education, and I love these young people who are going into teaching. Their enthusiasm brings the optimism of a new paradigm to the teaching profession," she said. "They are idealistic, and they truly want to make a difference in children's lives — and through observing them, interacting with their classroom mentors and watching the children, I continue to learn, too."

## guess WHO?

- ran in the San Francisco Marathon on her 40th and 50th birthdays and thinks she may run again on her 60th birthday?
- Turn to page 48 for the answer.

# barbara frandsen

By Hans Christianson





# bill kennedy

By Hans Christianson

**b**ill Kennedy sits alone in his darkroom manipulating photographs of front lawns, football fields and bowling alleys — part of a project he began nearly 20 years ago and one he'll lecture on this summer at the Royal Photographic Society of Scotland. Unlike traditional darkrooms, this one is well-lit and devoid of mainstay items like an enlarger, developing trays and dim amber safelights. His darkroom is digital — it consists of a desk, a powerful Mac, two 17-inch flat-screen monitors and an inkjet printer that probably cost more than your first car.

Kennedy didn't realize he wanted to be a photographer until he was a senior in college, working on his sixth major. "My dad sent me a camera from Vietnam, and I liked it so much that I decided to take a photography class as part of my architecture major," he explained. "I was really trying to find something that made sense to me, and I realized after two weeks that taking pictures was what I wanted to do."

These days, Kennedy works as both a professional fine-art photographer and associate professor of Photocommunications. While he still teaches traditional photography techniques, his increased involvement and research with digital photography has led him to develop a digital printing curriculum at St. Edward's. "I take photographs, and then instead of going into the wet darkroom, I go into the digital darkroom," he said. "I print my photographs using ink on paper."

And digital technology has led him back to photography's roots. "The technology of the wet darkroom dates back to the 1830s," he said. "After 170 years of research and development, we have a very refined interface for an already very impressive technology." Even though digital photography is surpassing traditional photography — digital cameras recently outsold traditional ones for the first time — Kennedy isn't worried about the future of older techniques.

"Traditional photography is not going to go away. Artists have been using discarded



technology since the cave paintings," he said. "This is just part of the pattern of invention. New technology always moves forward, and the old technology becomes an art form."

To help teach digital techniques to photographers and students around the country, Kennedy is writing *The Photographer's Guide to the Digital Darkroom*, one of the first textbooks to bridge traditional photography with digital imaging. "Photography is basically a human story," he said. "When you're talking about science and technology, you're talking about humans inventing extensions of themselves — every tool and technology is an extension of us."

*The Photographer's Guide to the Digital Darkroom is scheduled to be published by Allworth Press in the fall.*

## FACULTYFLASHBACK



COURTESY OF UNIVERSITY ARCHIVES

**Sister Marie Andre Walsh** was one of six Sister Servants of the Immaculate Heart of Mary who came to St. Edward's in 1966 to found Maryhill College, a coordinate institution for women. The institution took off, enrolling 76 students its first year, and in 1970, was absorbed into the university, making St. Edward's officially coed and paving the way for today's 2,600 female students. The next year, Sister Marie pioneered the Bilingual-Bicultural Teacher Education Program, which won an award for Distinguished Achievement for Excellence in Teacher Education from the American Association of Colleges for Teacher Education in 1975. — L.M.



nervous students mingle in the foyer outside Mabey Ballroom. One student sets up a poster for a presentation she is about to give: *Should Zoos be a Legal Institution for Animal Captivity?* Another student organizes pictures and documents for her research on *The Book of Tobit in the Dead Sea Scrolls*. Inside one section of the ballroom, a student dressed in period costume speaks about music in Shakespeare's plays, and at the other end, a group of students presents *The Real Life Experience of a Homie: Low Riders, Zoot Suits, the Fast Life*. In the middle of it all is Associate Professor of Psychology **Helen Just**.

The student research projects — 36 oral presentations and 30 poster presentations in all — are part of SOURCE, the annual Symposium On Undergraduate Research and Creative Expression, which Just has chaired since 2002. This year, an all-time high of 80 students presented research, up from 15 students when SOURCE began in 2001. Just and the SOURCE planning committee also added judging categories for best poster and oral presentations this year, and the winning students received awards at Honors Night in May.

"SOURCE empowers the students, and presenting original research can set them apart in the job hunt or in graduate school admissions," said Just. "SOURCE also gives students and faculty a chance to see what other disciplines are doing. It is wonderful to see the whole campus — everyone from IT to University Advancement — get involved."

One of the best parts for Just is seeing her own students present research. Between organizing SOURCE and teaching Child and Adolescent Development, Counseling and Guidance, and Introductory Psychology, she

coordinates community service projects and senior internships for Psychology majors.

This year, two groups of Psychology interns presented at SOURCE. The first shared their experiences from Austin ISD's GO Project, which enables 18- to 22-year-old students with significant disabilities to continue their education among peers their own age at St. Edward's. The second team based their presentation on over 2,000 hours of work they did for the Center for Child Protection.

"I try and help students find internships that coincide with their goals. The internships provide students with experience that helps them rule in (and rule out) certain career choices," she said. "I wake up every morning excited about what I do — I can't imagine teaching anywhere else."

Because of her expertise and dedication to the St. Edward's mission, the university's Center for Teaching Excellence honored Just with a Distinguished Teaching Award last year. "It took me a long time to figure out what I wanted to do — I joke that I was the oldest living graduate student at UT when I got my PhD in Educational Psychology in 1998," said Just, who also holds an Associate's Degree in Nursing, an MA in Human Development and Psychological Counseling, and an MA in Music. (She still plays keyboard at her church in Buda.) "I understand what my students are going through and the enormity of the decisions they face. I try to help them accept that we change throughout our lives, and we just have to keep going until we find the things that give us the greatest enjoyment and the most meaning."



guess?  
WHO

worked with a young Nick Nolte during a summer repertory theater workshop in college? *Hint: Read about her on page 34.*

Turn to page 48 for the answer.

# helen JUST

By Lauren Montiz, '05





# patricia BAYNHAM



By E. Brook Haley

Refrigerators containing heat-sensitive chemicals are humming in the background of Room 200 in Fleck Hall. Test tubes and petri dishes line the counters, and fluorescent lights beam down on lab notebooks spread open on black tabletops. Assistant Professor of Biology **Patricia Baynham** sits at the front of a long rectangular table and easily blends in among the five Microbiology students wearing white lab jackets. “So do you think the benefits of vaccinations outweigh the risks?” one student asks. “Were the tryptone broth and Kovac’s reagent supposed to turn this color when I mixed them together?” asks another. Baynham answers them both and jots down the results of the last lab experiment.

This research is part of a \$240,000 grant Baynham received in July 2001 from the National Science Foundation — and her first proposal for undergraduate research. “I have worked in both a full-time lab environment and an academic setting,” she said. “Conducting research at a university is more personally rewarding because I can involve my students. Research and teaching work best when they go hand in hand.” With the NSF grant, Baynham and her students are looking at how *Pseudomonas aeruginosa* — a bacterium found in soil and water — activates and deactivates its genes. While not a problem for healthy people, *P. aeruginosa* is a threat to those with underlying conditions like cystic fibrosis or severe burns.

Baynham began her career as a public health associate with the Centers for Disease

Control, but her fascination with disease-causing bacteria — and how to control them — led her to Wake Forest University’s School of Medicine. She finished a PhD in Microbiology and Immunology in 1999 but stayed on to conduct research on cloning a gene that causes a specific protein to bind to DNA, thereby activating or deactivating other genes that allow bacteria to harm cystic fibrosis patients.

Her research interests hit close to home — the daughter of a close friend suffers from the disease. “My ultimate hope is that my work may one day be used to design therapies for patients,” said Baynham. “The research also has the potential to create a greater understanding of general gene regulation.”

This summer, she will oversee five students doing research projects. Next academic year, she and her students will present their research

at regional conferences — but it won’t be Baynham at the podium. “Presenting research and answering audience questions increase the students’ confidence level,” she said. “They also get the experience they need to begin leading their own research projects, wherever their graduate studies or careers take them.”

Her students will also write a journal article based on their research, and if the conclusions are solid, they will submit an abstract to the American Society for Microbiology in hopes of being accepted to present at the organization’s national meeting next May. Either way, the research will continue — once her current NSF grant expires, Baynham plans to apply for another.

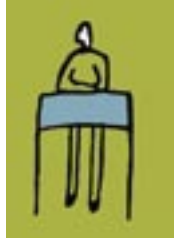
“The students are really doing the research. I am just answering their questions and helping them get it right,” she said. “They are like my scientific offspring.”

## FACULTYFLASHBACK



COURTESY OF UNIVERSITY ARCHIVES

Whether it was converting the old Abbey Theater into a rifle range, installing heaters and electric scoreboards in the gymnasium, or fixing radios and toasters, **Brother Lucian Blersch, CSC**, always lent a hand to those in need. He first arrived in Austin in 1927 to teach at St. Edward’s High School and was appointed professor of engineering at St. Edward’s University in 1938. His students described him not only as a “classroom man” but also as “a counselor who always listened.” In 1980 — in honor of Brother Lucian’s 80th birthday — **J.B.N. Morris, hs ’48, ’52**, and his family established a professorship named after Brother Lucian in the School of Natural Sciences. In addition, the university annually hosts the Brother Lucian Blersch Symposium, which brings national scholars to campus to discuss innovations in the sciences. — H.C.



**O**n April 4, 1968 — the day Martin Luther King Jr. was killed — **Brother Gerald Muller, CSC**, vowed to write a biography of the Civil Rights leader. He took a year's sabbatical from his job teaching music at Notre Dame High School in Sherman Oaks, Calif., and spent three months researching and conducting interviews. He traveled to nearly every city King had preached or protested in and even interviewed his parents in Atlanta. He cranked out a manuscript in nine months. When the biography was published by Denison Press in 1970, Brother Muller swore he would never write again.

"Martin Luther King Jr. was one of my heroes," said Brother Muller. "It was exhilarating — but exhausting — to put together a biography that was as complete as I could make it. I quickly realized, though, that I had to keep writing. Writing, like music, is part of God's purpose for me."

Brother Muller's writing career had actually begun 17 years before King's assassination. In 1950, he graduated from the University of Notre Dame with a BA in Music and accepted a position teaching music, theology, English and Latin at St. Anthony's High School in Long Beach, Calif. He also began writing for Notre Dame's Dujarié Press, which was publishing a series of biographies about saints and famous Catholics for Catholic school libraries.

Writing for a young audience had its challenges. "Good nonfiction is like a musical composition," he said. "You must have a strong

beginning and end with transitions that bring the sections together. Without those transitions, you have nothing to hook kids into the next chapter."

By 1969, the biographies project was ending. Catholic schools across the country began to close due to lack of interest and financial support, and demand for the books waned. After his King book was published the next year, Brother Muller began writing shorter biographies to present at national Holy Cross history conferences or as tributes to brothers who had passed away. In 1978, he came to St. Edward's as coordinator of the Music program and is now an assistant professor.

He didn't write his first biography of a Holy Cross Brother affiliated with St. Edward's until 1996, when he published *The Manic Mystic*, a tribute to his friend and mentor **Brother Dunstan Bowles, CSC**, who had passed away that year. Since then, he has written book-length biographies of **Brothers Daniel Lynch, Hilarion Brezik** and **Jeremias Mysliwiec** and shorter biographies of several others.

Because of his books — more than 100 in all — Brother Muller has received scores of fan letters. The one he likes best says, "The people you write about get up and walk off the page." He even signed an autograph once in Washington, D.C., and his biographies of King and Brother Daniel are still required reading for his students in Cultural Foundations.

"All the brothers I write about have been graced by God, and I am just the tool that makes their lives known to others," said

## guess WHO?

worked as a cocktail waitress in Boston, Mass., and served John F. Kennedy Jr. in the bar that was used for the outside shots of *Cheers*? **Hint: Read about her on page 31.**

Turn to page 48 for the answer.

Brother Muller. "Holy Cross has been blessed with intelligent and generous men who rarely think of themselves and who have a profound love for their religious community. Many of them are characters, too! But their idiosyncrasies make them individuals — and prove the lesson that God never makes two leaves the same." ■

*For copies of Brother Muller's biographies, call the St. Edward's University Bookstore at 512-448-8575, or contact Brother Muller at 512-448-8670 or [geraldm@admin.stedwards.edu](mailto:geraldm@admin.stedwards.edu).*

# GERALD muller



By Stacia Hernstrom



# WHO'S at the Head of the class?

BY ADAM PYLES, '04

St. Edward's has added nearly 40 teaching positions in the last five years, bringing the total full-time faculty count to 151. In the next five years, that number is expected to reach 230. Who are we hiring? Why are we growing? And what's the impact on students?

Assistant Professor **Michael McKelvey** has been director of the Music program at St. Edward's for four months and three days — and that's four months and three days closer to the debut of a Music major, he hopes.

McKelvey has begun laying the groundwork for the major by focusing on three goals: raise the quality of the university's performing ensembles; increase visibility of the program among alumni and the Central Texas community; and recruit current students for the program.

"St. Edward's takes a very personal approach with students, which means new programs have the foundation they need to succeed," said McKelvey. "Some of the best music and musical theater programs in the country are at small universities where low student-faculty ratios allow for individual attention."

And at St. Edward's, the student-faculty ratio for undergraduates has hovered around 14:1 for the last three years. For graduate students, it has dropped from a high of 18:1 in 2000 to 14:1 in 2004. Maintaining this ratio means hiring faculty members at about the same rate that enrollment is growing — and nearly 40 full-time, tenure-track teaching positions have been added since 1999, when

the university established its vision to attain recognition as one of the best small universities in the country. Of the new faces, 25 percent come from UT–Austin, and the remaining 75 percent come from institutions including Michigan, Chicago, Notre Dame, Brown, Penn State and Berkeley. Ninety-seven percent have terminal degrees.

They join more than 100 full-time faculty members — over 70 percent of whom have been at St. Edward's for at least 10 years. Among the longtime faculty are several national office holders and award winners, like Professor of Accounting **Barbara Cassidy**, Professor of Chemistry **Eamonn Healy** and Professor of Business Communication **Catherine MacDermott**, who are Piper Professors — a distinction given annually to top teachers in Texas. Other examples of faculty excellence include Professor of Philosophy **Danney Ursery** and Associate Professor of Counseling **Vicki Totten**, who hold national posts: Ursery is past-president of the Adult Higher Education Alliance, and Totten is vice president of regional development for the National Organization for Human Services.

The full-time faculty is joined by a devoted force of adjuncts, who bring their professional expertise into the classroom.

Last year alone, Austin Chief of Police **Stan Knee**, human services expert **Mark Homan** and *People* contributor **Debi Martin-Morris** taught courses. McKelvey, who has won an Austin Critic's Table award for best musical direction and a B. Iden Payne award for musical direction, was an adjunct, too, before accepting a full-time position in August.

The combination of a growing faculty and a core of adjuncts helps keep teaching loads steady, giving full-time faculty members the opportunity to pursue research and creative projects outside class. Over the next five years, the university plans to increase the time available for outside projects as part of long-term efforts to improve the quality of faculty life.

There's a direct benefit for students here, too, as an increasing number of faculty projects involve them (*see stories, pages 18, 21 and 22*). Case in point: the project McKelvey has in the works this summer — music, orchestra and drama camps for children and young adults. McKelvey's students are helping him plan and recruit for the camps — and many will be teaching alongside him. ■

# FACULTY OP/ED

Members of the faculty at St. Edward's are, above all, teachers.  
But they're experts, too.

Their myriad scholarly endeavors — research, presentations, articles, books — help them keep the pulse on current events, social issues and emerging trends. And their expertise and approachability engage students.

Here, six faculty members weigh in on the conflict in Iraq, the future of the Catholic Church and the science of genetic modification. Welcome to their classrooms. Let the debate begin.

# IRAQ in a “Flattened” WORLD



## ABOUT THE AUTHOR

Assistant Professor of Management Bill Martello teaches strategy, communications and diversity courses in New College, the university's undergraduate program for working adults. His current research interests include global business diversity and corporate social responsibility. Martello holds a BA in History and Music from Wesleyan University, an MBA from the University of California, Berkeley, and a PhD with a focus in Social Responsibility and Strategic Management from the University of Pittsburgh.

With the passing of the second anniversary of active U.S. involvement inside Iraq, the long-term economic impacts of this involvement are still unclear. *New York Times* columnist Tom Friedman's new book, *The World Is Flat*, talks about how technology has “flattened” the world in terms of information transfer and, thus, global economic opportunity. In this global business environment, “economic stability is not going to be a feature” and specialized resources — knowledge, abilities, natural resources — will assume ever-increasing importance, regardless of their physical location. If one accepts Friedman's thesis, the global implications of the Iraqi economic situation could strongly impact and even overshadow the political ones.

The overall Iraqi market is a relatively insignificant player on the world scene; what gives it importance are the oil supplies, proven and potential, under Iraqi national control. The recent upsurge in global demand for oil has simply emphasized a growing trend: As long as fossil fuels provide the primary source of energy for economic development — and

as long as global policymakers support free-market economic development as a critical element of political democratization — the need for this limited resource will continue to grow. Apart from any potential impacts of this demand on the worldwide price for oil, this situation can eventually place a unified Iraq in a position akin to American humorist James Thurber's “Catbird Seat”: sitting pretty and largely in control of its direct day-to-day economic destiny.

How the Iraqi economy will get there, though, is a matter of considerable dispute. During the final 10 years of Saddam Hussein's reign in Iraq, the internal economy gradually deteriorated from a combination of international sanctions, corrupt ruling practices and lack of investment. The entering U.S. forces found a national economy in much worse shape than they had predicted. Even with relatively limited wartime damage to its economic infrastructure, Iraq today still generates less (and less consistent) electrical energy output than in the final years of the Hussein regime. Likewise, the effects of sabotage on an already weakened oil supply infrastructure have limited the expected output from Iraq's oil fields, even two years beyond the cessation of formal hostilities. With the lack of revenue for internal investment and growth that this oil shortfall causes, the primary vehicle for foreign investment in Iraq today is funding by the U.S. government through various military and commercial contracts.

A considerable threat facing the reform and rebuilding of Iraq's economy, though, is the potential contradiction between internationally espoused democratic values and entrenched economic-ethical-political practices. If “economic stability” within Iraq results in the rise of a state (or states) where international trading partners choose to overlook questionable practices in exchange for Iraqi-controlled fossil resources, this development could profoundly weaken the global influence of current reform efforts. Just as Friedman's described global flow of information has assisted movements toward democratization within the Middle East and Central Asia, this information pipeline will likewise supply images of the developing Iraqi economic reality, for good or ill, around the world.





## ABOUT THE AUTHOR

Assistant Professor of Political Science William Nichols regularly teaches Comparative Politics, International Relations, American Foreign Relations, Strategic Intelligence and Covert Action, and the Governments and Politics of Latin America. His current research is focused on the changing nature of defense policies and civil-military relations post-Sept. 11. Nichols holds a BA in Spanish and Journalism from the University of Iowa, an MA in International Affairs from George Washington University, and a PhD in Government with a specialization in Comparative Politics and International Relations from UT-Austin.



- had a role in Richard Linklater's cult classic *Waking Life*?
- Turn to page 48 for the answer.

Despite President George W. Bush's famous May 2003 declaration on board the USS *Abraham Lincoln* that "major" hostilities in Iraq were over, U.S. involvement continues. For those of us at St. Edward's University who are in the fields of Political Science and International Relations — and are helping prepare future diplomats, intelligence officers, soldiers, politicians, and globally informed, internationally sophisticated citizens — questions about war routinely enter our classroom discussions.

Given the deeply divided nature of American politics today, it may be years, if ever, before we reach a consensus concerning the legitimacy of the war. Proponents point to hopeful signs of an emerging democracy in Iraq, which may in turn lead to democratization throughout the region, as justification for Saddam Hussein's removal. Opponents reply that the recent findings of a presidential commission on intelligence show that many of the intelligence community's prewar judgments concerning Saddam Hussein's weapons of mass destruction programs were "dead wrong." The commission's report, they argue, provides distressing evidence that the sacrifice of more than 1,500 American lives, as well as thousands of innocent Iraqis, will never be fully justified.

Apart from questions of the war's legitimacy — and because American service personnel and Iraqi civilians continue to die — heated debates persist as to whether the United States initially employed the correct diplomatic strategy leading up to the war. In the months after Sept. 11, 2001, the president and his foreign policy advisors formulated a framework for

U.S. foreign relations that became known as the Bush Doctrine. Probably the most controversial element involved a unilateral orientation to foreign policy and the use of force. While President Bush did succeed in assembling a "coalition of the willing" for the war in Iraq, the only significant partner to emerge was Great Britain. Further, this "coalition" paled in comparison to the multinational force of European and Arab states his father amassed in 1990–1991 to liberate Kuwait.

Every president would agree that to protect America's national interests, we might have to "go it alone" sometimes. Critics, however, question whether post-Sept. 11 Iraq was such a case. In light of the large number of lives lost and the perception of many in the Arab world that this is chiefly an American war and occupation, critics reason that greater multilateral cooperation would not only have reduced the degree of insurgent violence in Iraq but would also have increased the perceived legitimacy of the undertaking. Unilateralism in Iraq, they contend, dissipated the tremendous amount of sympathy generated internationally for Americans by Sept. 11 and replaced it with suspicion and resentment.

Would Iraq have turned out differently if the administration had followed a more multilateral path? In retrospect, it is impossible to know; in international relations, unlike chemistry, for example, we cannot run an experiment over and over to see the results. Yet asking questions about cases like Iraq can inform us as we consider our choices when presented with our next international challenge.

# THE impact of unilateralism

# *the Church as* organizational LEADER

The 21st century ushers in a global environment where instant communication and almost-instant travel have strengthened the human need to belong to communities. Organizations, for-profit as well as not-for-profit, can succeed in this environment by basing their operations on shared values that build community. Through shared values, people from different cultures and religions can begin the difficult task of transcending differences to solve global problems. Shared values form the foundation for not only *what* to do in this new landscape, but *how* to do it.

In the United States, a model of building community organizations through shared values can be found in the development of Catholic institutions like schools, hospitals and charities. Religious sisters, brothers and priests recognized that one way to manage their dwindling numbers was to collaborate with lay people, both Catholic and non-Catholic, to operate the institutions in the same spirit in which they had been built. They developed a participative model that defined and explained their core values — dignity of life, concern for the common good, peace, justice and belief in a personal God — through behaviors that all people, regardless of religion, could accept and trust. By sharing decision making and ensuring that all participants had input into executive decisions, the religious developed communities of people committed to the core values who could serve with them in delivering their institutions' services.

These Catholic institutions provide a model that the leaders of the Catholic Church can use to design the horizontal administrative structure needed for growth in the 21st century. The Catholic Church needs Catholics and non-Catholics alike to adopt universal values as the basis for individual and group behavior. It needs to base its collaboration with other religions on these shared values to create communities where human beings can live

and prosper. It needs to work with organizations to deliver the services that people need to achieve human dignity.

In order to accomplish this, the Church's leaders must facilitate dialogue with others about what universal values look like. What does valuing human dignity look like? Does it include a livable wage? Does it include gender equity? What does valuing peace look like? Does it include dialogue with all those who are affected by policy decisions? Does it include tolerance for differences? Does it include force as a response to violence against persons? What does the common good look like? Does it include personal wealth and property? Does it include assuring that the needs of the marginalized and poor are met if doing so means less wealth for some? How can the common good be served within diverse economic, social and political systems? How does one identify and meet the challenges in any particular culture for adopting behaviors that are aligned with these values? What is the relationship between authoritarian rule making and personal commitment to values?

The Church's leaders need to focus on articulating a vision and a set of shared global values that transcend — but are aligned with — local values. Then they need to empower their members to develop the strategies for making the vision and shared values real in communities so that all people can know their meaning and benefit from their enactment.



## ABOUT THE AUTHOR

Assistant Professor of Management Kathleen Wilburn is co-founder of Performance Design Group, which helps businesses improve processes and systems. She teaches Managing the Organization, Managerial Problem Solving, Business Communication and Scenario Planning in the MBA program. Wilburn's current research is focused on organizational values and the contributions of women religious in the United States to develop shared organizational values. Most recently, she has presented her work at the national conference of the Association for Practical and Professional Ethics (see story, page 7).

Karl Rahner, a 20th-century Catholic theologian, once said that he had encountered two types of people: those who wanted certainty and those who sought understanding. When I considered the future of the Catholic Church, this was the first thought that came to mind.

It would be tempting to assign labels such as “conservative” or “liberal” to these two types of people, with conservatives wanting certainty and liberals seeking understanding. But, as is the case with most labels, these are superficial to the point of being wrong. I know many theological conservatives who approach their faith, and the theological enterprise, with the intention of seeking understanding, and I know theological liberals who simply want their own type of certainty. Those who want certainty seem to forget that Christian doctrine and theology both involve a certain tension between our present concrete situation and the Mystery that is God — and that the Mystery is continually being revealed and “dis-covered.” This is not an easy tension to reconcile, but it is the state of the Church since the beginning. This is one reason the *Dogmatic Constitution of the Church*, a landmark document of the Second Vatican Council, referred to the Church as “a pilgrim Church,” meaning that as long as the Church is on earth, it is still in process and is on a journey, not just as individuals, but as a united “People of God.”

This has led to a polarization in the Church, where even the most moderate of “opposite-leaning” believers are seen as extreme. Extreme “liberals” see moderate conservatives as retrogressive, and extreme “conservatives” see moderate liberals as heretics. Battle lines seem drawn, partisan boundaries delineated and civil discourse cast aside. Unfortunately, in both the Catholic and secular media, it is the most extreme positions that get attention, and this can lead to unwarranted assumptions that there is no tolerance.

G.K. Chesterton, a convert to Catholicism, said of the Catholic Church, “Here comes everybody.” Indeed, the Catholic Church is the most ethnically and culturally diverse institution in the world. In Catholic history, there have always been theological debates, “disputed questions,” and a plurality of theologies and spiritualities (which, admittedly, have not always inspired civil, much less Christian, behavior). Unfortunately, with the religious illiteracy prevalent among most Catholics, this history is unknown, and so the myth of the monolithic Church dominates not only non-Catholic assumptions, but Catholic ones as well.

There are many particular questions facing the Church today and in the future: ethical questions raised by new technology, modern warfare, mandatory celibacy, the roles of women in the Church and so forth. The Church will have to address how it can remain faithful to its Catholic Christian heritage, while at the same time being open to transformation brought about through dialogical encounters with other Christian denominations and non-Christian religious traditions. But, before these questions are addressed, the Church will have to decide its own self-identity: Will we be a Church that demands certainty or one that seeks understanding? Theology is often defined as “faith seeking understanding,” so I know my own hopes. Which direction the Church as a whole will choose remains to be seen. We are now at the crossroads.



## ABOUT THE AUTHOR

Professor of Religious Studies Ed Shirley teaches courses in systematic theology and world religions. His research focuses on the areas of contemporary Catholic theology/spirituality and the dialogue of the world's mystical and theological traditions. He holds a BA in the Honors Interdisciplinary Major from the University of Missouri, an MA in Religious Studies from Saint Louis University and a PhD in Theology from Fordham University.

certainty  
&  
understanding





## ABOUT THE AUTHOR

Professor of Biology William Quinn is currently researching photosynthetic pathways and forest succession with his students as part of federal grants from the U.S. departments of Agriculture and Education. He teaches freshman biology, botany, environmental geology and ecology courses at St. Edward's and will serve as a USDA Fellow this summer in Washington, D.C. He holds a BS in Forest and Range Management from Colorado State University and an MS and PhD in Forestry from North Carolina State University.

On April 2, 1953, two members of the Cavendish Laboratory at Cambridge University, Francis Crick and James Watson, published a short paper in *Nature* entitled "A Structure for Deoxyribose Nucleic Acid." After that publication, it was only a matter of time until the structural unit of inheritance, the gene, was understood. Now, we routinely isolate genes, link them with activating "switches," and deliver the resulting "constructs" to cells. One outcome is our ability to mass-produce genetically enhanced organisms for use in agriculture. As we weigh the potential benefits and risks of such genetic modification in crops, we must keep several issues in mind.

Above all, we should assume that we cannot accurately predict all of the potential impacts of this technology on agriculture, the environment and the occurrence of unintended genetic transfer. Even so, it is important to consider what we *do* know as we evaluate future uses. Data from about 20 years of widespread use suggest that, so far, this technology has increased production and quality of some very important and common crops — primarily cotton, corn, soybeans and canola. Not only that, incorporating bacterial genes into some plants has somewhat reduced the use of, and exposure to, dangerous insecticides. Further, the addition of herbicide-resistant genes to some crop species has probably reduced the use of farming practices that lead to soil erosion.

On the other hand, none of these gains have been without cost. Some modifications are probably speeding the rate of insecticide resistance in pest populations. Although the industry can incorporate genes for new and

improved pest toxins into their crops, organic farmers will progressively lose some of their most effective and safe tools. In addition, we risk the unintentional contamination of food crops by products that are not approved for human consumption. We also risk transferring our novel gene constructs into the crops of farmers who do not want them and into natural populations — a form of genetic "pollution" that has the potential for serious harm.

So what do we do? Should we be paralyzed by fear of opening a Pandora's box and ban the use of genetically modified organisms, or should we proceed as we are, acknowledging that this biotechnology has caused *relatively* little harm thus far? As pressing as the questions are, how we answer them is as important as the answers themselves. In a democratic society, we are called upon to participate in an open, honest debate that empowers all stakeholders. These should include, among others, those with expertise and vested interests in genetic modification, along with representatives of the environmental community, small farmers, organic farmers, agribusiness executives and advocates for a global perspective on agriculture. The debate should be focused upon sound, meaningful experience, and predictions should be based upon extrapolation from reliable data. Since we lack important data, we must fund substantial, independent research on the impacts of every potential use. Finally, as we work to resolve the issue of genetic modification in agricultural species, we should do so in a way that helps enlighten the path in an arena that is even more complex — potential genetic modifications in the human species.

# Nothing comes Free

guess? **WHO** is a descendant of Martha Washington?  
Turn to page 48 for the answer.

# SOCIAL JUSTICE *or* “Frankenfood”?

Genetic modification of plants has been going on for thousands of years. It made sense for farmers to choose the healthiest or largest sample and use its pollen to fertilize new seedlings so that they, too, achieved the desirable characteristics. So what is all the fuss about genetically modified foods? Both contemporary biotechnological modifications and old-fashioned forms of hybridization involve humans willfully changing the genetic make-up of plants. Hasn't there simply been a change in location from the field to the laboratory?

Yes and no. While it is true that selective plant breeding is nothing new, the techniques by which it is accomplished clearly are. Rather than depending on cross-pollination and the hope that the desired traits are expressed in the new hybrid, scientists can now choose the specific gene that produces the sought-after trait and splice it into the DNA of another species or even genus. Thus, what has changed is not only *where* genetic modification is performed, but also the *extent* to which any plant can be modified.

This distinction between old and new techniques has several implications for the ethics of genetic modification. First, consider the so-called Frankenfood objection (after Mary Shelley's character Frankenstein) that such actions are wrong because they are unnatural. Opponents to genetic modification have held a number of different versions of this position, but the basic idea is that it goes against God's plan (or the inherent order of the universe, or the specific essence of the plant in question) to change nature through human intervention. However, those who espouse this argument do not also condemn the earlier practice of cross-pollination. Absent further argument about how technique or location affects the moral status of the practice, then, the Frankenfood objection fails.

The move to the laboratory may well have ethical ramifications, both good and bad, since the limits have been lifted on what can be genetically modified. Cross-pollination is still dependent on the receptivity or fertility features of the plants involved, and many plants will exhibit fertilization incompatibility. With genetic splicing, however, far more is possible. On the positive side, plant modification can lead to greater yields, earlier maturation, greater resistance to insects and severe climatic conditions, better nutritional value, a longer shelf life, and viable substitutes for vaccinations. All of these qualities are of enormous ethical significance for countries struggling with starvation, poverty and rampant disease. Thus, in terms of social justice, these benefits weigh heavily on the side of practicing genetic modification.

On the negative side, though, lies the unknown. Opponents are concerned about radically destabilizing ecosystems, unknowingly introducing some *undesirable* traits and creating uncontrolled spread of the modified genes. Finally, there is great concern over who will run large-scale operations of genetic modification, namely U.S. or multinational corporations operating for profit rather than social justice. The worry here is that more effort will be expended to provide boutique supermarkets with exotic new foods than will be aimed toward the poor in developing nations. If so, the benefits would accrue to far fewer people and be of much less importance considering the risks.

Thus, the ethical implications of genetic modification are what ethicists call utilitarian in nature. That is, we take a cost/benefit approach to the issue. Unless we are willing to condemn all cross-breeding, modification in and of itself is neither good nor bad. Rather it depends on the results — if it provides more good than harm, the practice is morally justified; if the risks outweigh the potential benefits, it is not. ■



## ABOUT THE AUTHOR

Assistant Professor of Philosophy  
Jennifer Greene teaches philosophy and ethics courses in New College and co-directs the Professional Ethics minor. Her research interests include the application of social, legal and political philosophy to contemporary issues, and she is currently working on a paper on the homeless mentally ill. Greene holds a BA in Philosophy from the University of Massachusetts-Boston and an MA and PhD in Philosophy from UT-Austin.

# Walking

Interviews by Hans Christianson, Stacia Hernstrom and Lauren Montz, '05

Photography by Jon Pattillo

It takes years of hard work to finish a degree, to be able to walk across the stage and get your diploma.  
But there's always a moment or two that stand out, a teacher or two who turned your world upside down.  
Here, meet six students who are walking this semester — and six professors who enlightened the journey.

## How Personal Are We?

### Student Engagement

In the 2004 National Survey of Student Engagement, 162,000 randomly selected students at 472 four-year colleges and universities weighed in on their educational experiences — and students at St. Edward's ranked the university above the national average in all areas: academic challenge; active and collaborative learning; student-faculty interaction; enriching educational experiences; and supportive campus environment.

### Retention on the Rise

Nationally, universities experience the biggest attrition rates between students' freshman and sophomore years. But at St. Edward's, about 84.1 percent of the students who were freshmen in Fall 2003 enrolled for Fall 2004, up from 79.4 percent from Fall 2002 to Fall 2003. This success is due in large part to nationally recognized freshman-focused programs related to recruitment, admission, transition to college life, and learning and development.

### What our Graduates Say

About 97 percent of graduates from Summer 2002 through Spring 2004 were satisfied or very satisfied with their undergraduate education, according to a recent report from the university's Office of Institutional Research. Ninety-five percent agreed or strongly agreed that St. Edward's helped them meet their goals, while 77 to 84 percent said they had made great or very great progress on skills including writing ability, practical application of knowledge and appreciation for diversity.





**Daniel:** When you sign up for a class with Dr. Wise, you know attendance will matter, discussions will be in-depth, and you'll always have a quiz. The thing I enjoy most is the environment he creates in his classroom. Students lead the discussions, and if you're not discussing the material at an appropriate level, Dr. Wise won't hesitate to call you on it! He's direct outside of class, too. When I was a sophomore and uneasy about my degree, he talked with me about career possibilities. He just laid it on the table and helped me find several options for how to remain in politics without feeling like a sell-out. Last year, he helped me find a study abroad program in Ireland, and this year, he helped me get an internship. He has high standards — academically and ethically — for both the students and himself, and St. Edward's is fortunate to have him.

**Neal:** When Public Citizen called me looking for an intern, somebody strong and a self-starter, somebody who could take a project and run with it, I thought of Daniel. That's him. He is able to set goals and line up resources to achieve those goals. That sounds cliché, but he knows what to do, and he does it. It helps that he has a sense of humor, is curious about things and is articulate. He's also a good worker — and there's no substitute for hard work.

**Daniel:** My goal is to actually get into politics myself in the next couple of years. I am considering city council back in my hometown, but I really would like to be a state rep. Through my internship this semester, I've learned that politicians are people. They share the same concerns all humans do. On the other hand, I never really understood how rough of a game politics actually is. It moves at a furious pace; everyone is trying to steer legislation in different directions or block legislation in committee. It is amazing how many obstacles a bill must overcome for it to pass!

**Neal:** Being a politician offers a unique opportunity for leadership. It's very demanding. If you like it, it's exhilarating ... at least if you win. Chicago Mayor Richard Daly used to say, "Be humble in victory and proud in defeat. You'll experience both." You have to like people and understand that you start with differences. The trick is to resolve them in a way that everyone can buy into, at least in part. That's what the really good politicians do. They understand that there are always seven sides to every issue — and they enjoy the intellectual challenge of getting everything to come together.

## Daniel Cahill & Professor of Political Science Neal Wise



## Yvonne Loya & Associate Professor of Communications Sue Currey

**Yvonne:** I often joked that I was “on the 20-year plan” when I decided to return to college in the middle of a full-time career. For me, college was about personal growth and self-discovery. In the Organizational Communication program in New College, I was thrown into the trenches of extensive research and 10-page papers. And when Sue handed back my final paper — a personal leadership analysis — I couldn’t look at it until I was in the safe confines of my car. “This is an amazing document from start to finish,” she had written. “You have done some serious soul-searching and are poised to put yourself on the line and take some risks.” This was a pivotal moment for me. It was the moment I began to believe in myself.

**Sue:** I always tell my students that I once lived a conventional life and was content in my box — or thought I was. After raising two sons and a daughter, I took a job managing the adult education program at a small college in Colorado. I enrolled at Colorado State University for my PhD because I wanted to develop my leadership abilities to improve the college where I was working. But those two years of commuting 700 miles each week across the Continental Divide gave me time to internalize what I was learning about leadership and about myself. That self-examination was crucial — I had to see my own potential before I could move toward it. That’s exactly what I try to do with my students. I want to help them understand their own capabilities and their capacity to be leaders, to seize leadership moments that often occur when they least expect it.

**Yvonne:** Sue continues to be my greatest mentor. I ended my first semester in New College with the leadership analysis in her Foundations of Organizational Communication class. I am finishing my last semester with a 142-hour communication research project for her Research and Auditing class. I am graduating with highest honors, a greater accomplishment than I ever expected from myself. But through her encouragement and energy, I have learned what it means to be disciplined, driven and determined.

**Sue:** I’ve seen Yvonne’s potential explode as she’s progressed through the program. When she started, she was very proficient — but she didn’t know it. Now, she’s a quiet leader with a strong voice. She’s a calming influence on others, but she conveys a powerful sense of energy. Early on, she figured out what she could be and has steadily worked toward it, fitting school into the corners between her personal life and her job. When she turned in her final project, she was absolutely luminescent. Something had plugged in. I can tell the door is open, and she’s not looking back.

Excerpted in part from an essay by Yvonne Loya



**Roy:** The other day, I was walking to Ragsdale from Sorin Oak, and Dr. Poulos was going in the opposite direction. We started talking, and he turned around and walked with me so we could continue our conversation. He has his appointments and schedules, but he always takes time for his students, no matter what. I actually didn't meet him until I enrolled in his Strategic Management course this semester — and I quickly learned that you have to be prepared and be on your toes in there! But when we do something really well, he acknowledges us with a “Gosh, guys!” like in the movie *Napoleon Dynamite*.

**Mark:** From the very beginning of my class, I noticed Roy's enthusiasm and sense of humor. On the way over here, someone who was running for student government said to Roy [who's SGA president this year], “Can you help me out with a recommendation?” And Roy said, “Sure, I'll take care of it.” That's what he's all about. With that kind of energy and dedication, he could start his own business or lead an organization. He could also succeed in law school or graduate school.

**Roy:** It's amazing how immediately everything from Dr. Poulos' class can be applied. I can take the business procedures I've learned and look at them from a city government standpoint or an administrator's standpoint or even an organizational standpoint — they're all put in perspective. In class, Dr. Poulos jokes and laughs and makes that positive connection with us, which makes us eager to talk to him — and to listen. When I look back, I'll remember learning from him what it truly means to be a good businessman. It means being informed, presenting ourselves professionally, having fun and being prepared for everything. And it also means making sure you say, “Gosh, guys!” for a job well done.

**Mark:** I try to stress two things in class: experience and confidence. I frequently make the remark that business is important, but so is perspective. You can't always be serious in business life — you have to be able to relax and absorb and apply things. Roy gets that. He once told me after attending a meeting of the university's Board of Trustees, “You know, I was able to use what I learned in your class to better understand how the board approaches things and what they're focused on.” That ability will serve him well as a leader and manager.

**Roy in one word** (according to Mark):  
Optimistic.

**Mark in one word** (according to Roy):  
I'm gonna go with a hyphenated word —  
business-guru.

# Roy Pequeño

## & Professor of Business Administration

# Mark Poulos





# Dirk Vander Ploeg II

## & Professor of English Writing and Rhetoric

# Anna Skinner



**Dirk:** When I learned that Anna's new "favorite thing in the world" was rap, I took instant interest because I am an amateur hip-hop DJ myself. At the time, Anna's main source for hip-hop music was local radio. I am partial to the belief that hip-hop is much larger than the newest rap track getting radio play, so I loaned her a hip-hop DJ mix CD from my library. She loved it! Soon, I was loading her down with Jamaican dance hall and '80s mash-up mixes. Each time I returned, she would enthusiastically give her personal review of the last CD, spurring discussions about society, language and the intricacies of slang.

**Anna:** I'd never listened to hip-hop in my life until October 2003, when two of the stations on my rental car radio were hip-hop. I'd heard of it and knew my students liked it, so I figured I'd try it. I discovered that, rhetorically, the audience, purpose and situational contexts of hip-hop are fabulous! There's no question it's about sex and materialism, but musicians since the 1960s — the Beatles, the Shirelles, Elvis — have been writing scandalous songs about this stuff. Hip-hop is this generation's way of taking it one step further, of pushing the limits. But it's also a bridge between generations. It's a way for my students to connect with me, and I think they can tell that I am genuinely curious about it. With hip-hop, they are the instructors, and I am the novice, instead of the other way around.

**Dirk:** I thought I was teaching Anna about urban music, but I think it was she who was schooling me about the relevance and depth of rhetoric in today's world. We were not discussing yellowing British manuscripts; we were discussing rap — real-world discourse set to music. Anna's interest in my kind of music pushed me to explore the boundaries of that communication art form. I discussed rap and culture in more detail with my English teacher than I had with anyone else before, despite frequent interaction with other DJs, producers and MCs. Anna showed me that all realms of knowledge are interdependent; hip-hop is just as coupled with rhetoric as it is with music theory, sociology and politics.

**Anna:** Every time Dirk sees something new, he wants to analyze it and understand it. He grasps what I want him to grasp, and he moves further. He's a front-row sitter, always involved, willing to listen. Even though our class is finished, he will send me an article or a new song, and we'll talk about what's going on there rhetorically, socially and culturally. He keeps learning; he keeps coming back to bounce ideas off me. He is the perfect example of what I want to happen for all my students.

Excerpted in part from an essay by Dirk Vander Ploeg II



## Ernesto Escareño & Associate Professor of Computer Science Laura Baker

**Ernesto:** When I came to St. Edward's, I didn't even know how to check my e-mail. The main reason I decided to major in Computer Science was because of the professors — because of them, I knew I could do it. I took Concepts I, but I really struggled. When I took Concepts II with Dr. Baker, I didn't understand any of it! I went to her office every time I had a problem, and she always helped me. When I was thinking about who I wanted to advise my McNair Scholars research [*see below*], she was the first person I thought of. She really demonstrates the university's mission, and I admire her.

**Laura:** It's easy to teach someone like Ernesto. I'd take 10 of him! He wants to learn, and he is a hard worker. When he didn't understand something but was afraid to ask, I realized he was a bit shy, but I knew he could grasp the lessons. That's why I teach at St. Edward's — to give every student an opportunity to do well. When Ernesto started college, he hadn't had the chance to learn about computer science, so he had to start at the very beginning. He has certainly embraced the opportunities here, and he has excelled. I am so proud of him.

**Ernesto:** When I didn't know what to focus my research on, I went to Dr. Baker, and she suggested data mining, which is how companies use software to extract information from the mountains of data available. Because of data mining, companies are able to significantly increase profits and improve service. I evaluated four data-mining tools available for free on the Internet, and every time I got stuck, Dr. Baker helped me find the right path. My hope is that the research helps analysts and even first-time users select the most appropriate tool for their organizations.

**Laura:** Ernesto had to install, learn and test all four of the data-mining tools we identified. That may not seem like a lot, but it was hard work! One of the hardest parts was just narrowing it down — trying to find the usable and available tools to start the research. Now, he knows about a topic that many people are using — and will use in the future — and he understands the differences between the tools. He has already presented his paper three times, and the best part for me has been watching his confidence grow.

**About McNair Scholars:** The McNair Scholars program — named in honor of Challenger astronaut Ronald E. McNair — provides minority, low-income and first-generation college students with academic counseling and tutoring, research and professional conference opportunities, and help preparing for graduate school admission. To learn more, visit [www.stedwards.edu/mcnair](http://www.stedwards.edu/mcnair).



# Michele Kay & Professor of English Tim Green



**Michele:** Tim listens, he guides, and he is always supportive — without imposing his thoughts or judging yours. He doesn't inject his opinions but encourages you to come up with your own thoughtful analysis. The result is that I have learned to read better, to think better, to analyze better and to appreciate good writing more than I had done before taking his classes. I can't read trash anymore! I used to be able to grab a paperback to read on an airplane, but I just can't get into gift-shop novels anymore. Because I am reading better, I want to read more. As a result, my writing is better. Ever since I became an adjunct faculty member in the School of Humanities a year ago, Tim has been one of the models in my mind when I teach my own students to write.

**Tim:** Teaching in New College, which is designed for working adults, is different. At times the student-teacher relationship is more of a peer relationship. When I get a student like Michele, who is already an experienced writer, my role is to go beyond dispensing information. She certainly didn't need the technical lessons, so instead I encouraged her to try new things with her writing. Because of her background as a newspaper columnist, teaching her was more of a sharing of spirit.

**Michele:** When I get writer's block, I give myself a set number of hours to write, and I don't get up until I've done it. If I am not on deadline, then after a period of four or five hours, I give up. If I *am* on deadline, somehow it happens. I just don't say, "Oh, well, I have writer's block"; I say, "I have to get this done!" Sometimes, I get up the next day and nuke everything. A month ago, I nuked two entire days from my Master of Liberal Arts thesis project. It was horrible writing, and I kept wasting time trying to fix it. I highlighted the whole thing and pressed the delete button. Afterward, I was kind of relieved that it was over so I could start again!

**Tim:** When I wrote columns in the '80s, panic was my greatest friend. I'd come up with something and, oftentimes, would surprise myself. If I have no set deadline, I just let it happen. If it doesn't come, it doesn't come, and I go do something else. I let creative writing come laterally, where something I know hits me in a different way. There's a lot of incubation and "jelling" that happens, too. Usually, things are working in the back of my mind, and I know I'm going to write about them. They bubble on the backburner until they're ready to come forth. ■





# HOMECOMING *diaries*

It was three days and a lifetime of memories when more than 700 people returned to campus for Homecoming 2005 in February. Rather than recap the weekend's events, we asked alumni, parents and faculty who were there to share with you what meant most to them.



MARC SWENDNER, '92



MARC SWENDNER, '92



STEWART JARVON, '97

## A Hilltop History

*At Homecoming in February, Professor of History **Terry Newton** sat down with **John Phelan**, hs '44, '50, and conducted an oral history about his time at St. Edward's back in the early 1940s. Here is an excerpt of the interview.*

I rode with my father on the train to Austin, and as we got closer, I could see three things against the skyline — the Capitol building, the University of Texas tower and the St. Edward's Main Building. St. Edward's was a military academy then, because of the war effort. We had students from all around the country and from Mexico. There was no discrimination among the students — we were all part of a big family. We ate and went to class in Main Building. There was a chapel on the third floor, and the library and cafeteria were on the first floor. The classrooms were on the first and second floors. We were also allowed to bring a rifle or shotgun with us, as long as we registered it with the principal on the first day of class. On the weekends, we could check it out and go bird hunting in the woods on campus. We weren't allowed to leave campus on Fridays, and on Saturday mornings, we would have an inspection of our rooms. We could then leave campus on Saturdays at 1 p.m. — the bus would pick us up by Sorin Oak — but we had to be back by 10.

guess?  
WHO?

has explored the underground sewers of Gordon, Neb.?

Turn to page 48 for the answer.

During Homecoming, it was my pleasure to accept a recognition plaque on behalf of the first graduating class of women at St. Edward's University. Our thanks go to the university's administrators and to the many dedicated and talented people who taught us, including the Holy Cross Brothers, the Sister Servants of the Immaculate Heart of Mary and our lay professors. Although the campus has grown and become even more beautiful than before, that same warmth and friendliness we felt as students in 1970 is still present today.

I've always felt that my own experience at St. Edward's was a special journey. I was one of three women in my class who majored in business, and most of my classes were composed of men — this not only provided me a different perspective, but it also gave me the opportunity to represent a feminine point of view. These classes also provided the solid foundation that has contributed to a successful 34-year career in human resource management.

The time spent between classes in the old student union was almost as important as the time spent in class. We learned how to play bridge, spades and hearts, but most importantly, we perfected the art of friendship. Each time I return to campus, it's those memories — of the people I had class with, played bridge with, studied with, hung out with and laughed with — that I remember so fondly.

Today, the members of the first graduating class of St. Edward's University women are mothers, grandmothers, business professionals, teachers, preachers, nurses and social workers. We are raising and loving our families and are contributing in our chosen professions and to our communities. Each time we meet, we remember warmly that our journeys started at St. Edward's. — *Barbara Turk, '70*



As this year's Homecoming got closer, I sat at home in the middle of winter in Attleboro, Mass., and began to get in touch with my classmates and let them know about the weekend's festivities. I had not seen many of them since I graduated 40 years ago. Over e-mail, through a few letters back and forth, and with the help of Alumni Programs Director **Kippi Griffith, MBA '01**, the Class of 1965 reconnected.

As I was helping to invite my classmates for the weekend's events, I realized how amazing technology is. On more than one occasion, I spent my mornings exchanging e-mails with classmates **Stephen Nunes** and **Brother Roy Smith, CSC**, while the snow continued to fall in Attleboro, leaving me pretty much homebound. I spent many afternoons with Molly, my sit-down tractor that has been "transformed" into a mean snow-plowing machine, as we plowed all the snow from the driveway, the neighbor's driveway, and the sidewalks so students passing by our house on the way to and from school could walk safely.

Luckily, travel to and from St. Edward's for Homecoming went off without a hitch. Getting together with so many old friends was like a miracle and reminded me of the turbulent times we shared as students — when Americans were battling each other over Civil Rights and Martin Luther King Jr. was leading the struggle. Just a few short years after we graduated, he was assassinated. I feel privileged to have lived through those painful and shameful, yet ultimately hopeful, times — and to have spent them at St. Edward's, where we watched, debated, prayed and learned. Peace to all at St. Edward's — today's students and yesterday's. — *Frank Mello, '65*



**H**omecoming at St. Edward's is a special pleasure for an old-timer like me, and my reminiscences probably have a somewhat different "flavor" than those of more recent faculty members. For instance, in the past, the Holy Cross Brothers were an integral part of residence life, along with their ongoing academic and administrative responsibilities. The university was smaller back then, and if you lived on campus, it was almost impossible not to know (at least by sight) most of the students and faculty.

It is always a pleasure for me to follow up with former students at Homecoming, finding out about their families and listening to stories of personal success and sometimes tragedy. Returning students usually have questions about what happened to their former teachers and classmates, and I try to answer them as well as I can. One story often leads to another in an endless chain.

This year, it was a pleasure to be able to show off our new and extended campus and to tell alumni about planned new developments. It was a special pleasure to pray together at the closing Mass and to share the closing meal. It reminded me that we were — and are — the St. Edward's community. Many things have changed over the years, but the spirit of St. Edward's lives on.

— **Brother Romard Barthel, CSC, '47**



**W**e have a confession to make. We didn't attend St. Edward's during our college days, but we got here as soon as we could! (Our third son, Danny, is a sophomore majoring in History.)

And this year's Homecoming weekend was a double treat for us since we are friends with several alumni. Is there a better way to spend a weekend than eating, laughing and reminiscing with friends and other parents? We also attended presentations and receptions with faculty members, which really helped to put professors' names together with their faces and personalities. It was a fun challenge to try and keep up with Professor of Philosophy **Bill Zanardi** because of his enthusiasm and intelligence, and Professor of History **Terry Newton** felt like a familiar friend since we have heard so much about him from our son.

Another highlight was seeing Dean of Students **Lisa Kirkpatrick**, who always seems to be the first administrator to welcome us to campus — a tradition we've counted on since first meeting her at Orientation. It was also very special to us that President **George Martin** personally stopped by our table during Sunday breakfast.

We've found out that no Parents Weekend is ever the same — in 2004, the weather was cool and crisp. This year, it was rainy and humid and everyone gathered under a huge tent for the tailgate party. In the end, no one cared about the weather because the weekend was about having fun and making memories. See you in 2006! — **Dave and Diane Giltner, parents of Daniel Giltner, '07**



**T**his year, I celebrated my 50th class reunion on the hilltop. It was an all-too-short occasion, but I was genuinely impressed by the efforts and interest of the staff and students. One of the highlights for me was meeting **Charles Kolodzey, '36**. When I heard that he was an engineering graduate, I made sure to talk to him at the President's Reception. I told him that we surely had a bond since he was one of the first to graduate with the degree of General Engineer while I was certainly one of the last to receive that degree from St. Edward's. We exchanged résumés — his by far the more impressive.

My dear wife, Rosemary, and I were married just a few weeks after graduation — my classmates **Harry Kirwan** and **Bob Clay** were in our wedding. Through the years, we maintained a connection with Harry but had been unable to find Bob — until this year, when staff from University Advancement helped me reconnect with him and make sure he knew about our class reunion. My Homecoming experience certainly made me proud to be a Hilltopper. ■

— **Ron Lenert, '55**





# direct to you

[www.stedwards.edu/alumni](http://www.stedwards.edu/alumni)

By Hans Christianson



**Searching for former classmates, sharing your good news and staying in touch with alumni around the world just got easier — and faster — thanks to the new St. Edward's University Online Alumni Directory, which the Office of Alumni and Parent Programs launched in May.**

**All it takes to access the online directory around the clock is a computer with an Internet connection. Here's what you'll enjoy when you get reconnected:**

**1. Manage Your Identity**

Create a new unique username and password so you can get started searching the alumni directory. You can also use this feature to make changes to your username and password whenever you like.

**2. Brag About Yourself**

Celebrating a new job or a new arrival? Use this tool to post your good news, whether it's personal or professional, for friends and classmates. You can also make updates to any of your contact information using this tool.

**3. Rediscover Old Friends**

Get back in touch with old friends — from roommates to classmates to Homecoming dates — with this search feature. Now, it's easy to get reacquainted!

**4. Drop a Dime on Lost Alumni**

Help "lost" alumni reconnect with St. Edward's so they can take advantage of the new online directory, too. If you know anyone who has been out of touch with the university, just drop us their contact information and we'll take it from there.

**5. Set Your Privacy Levels**

The Alumni Association is dedicated to protecting your online identity. You can easily set your privacy levels by using the special "Do Not Disturb" feature for the

information categories you want hidden from other users.

**6. Follow the Instructions**

Not sure how to use the directory? Each page features easy-to-follow instructions and explanations of the online directory features. And if you still have questions, click "Contact Us" to get in touch with Alumni Programs.

**7. Mark Your Calendar**

Click any of the links in the left navigation menu to go to the Alumni Programs home page and find out about upcoming events (on campus and in your hometown), alumni travel opportunities, chapter service projects, and more.

*To get started, click "Stay in Touch" at [www.stedwards.edu/alumni](http://www.stedwards.edu/alumni).*

## From the Archives

Lose your herd?

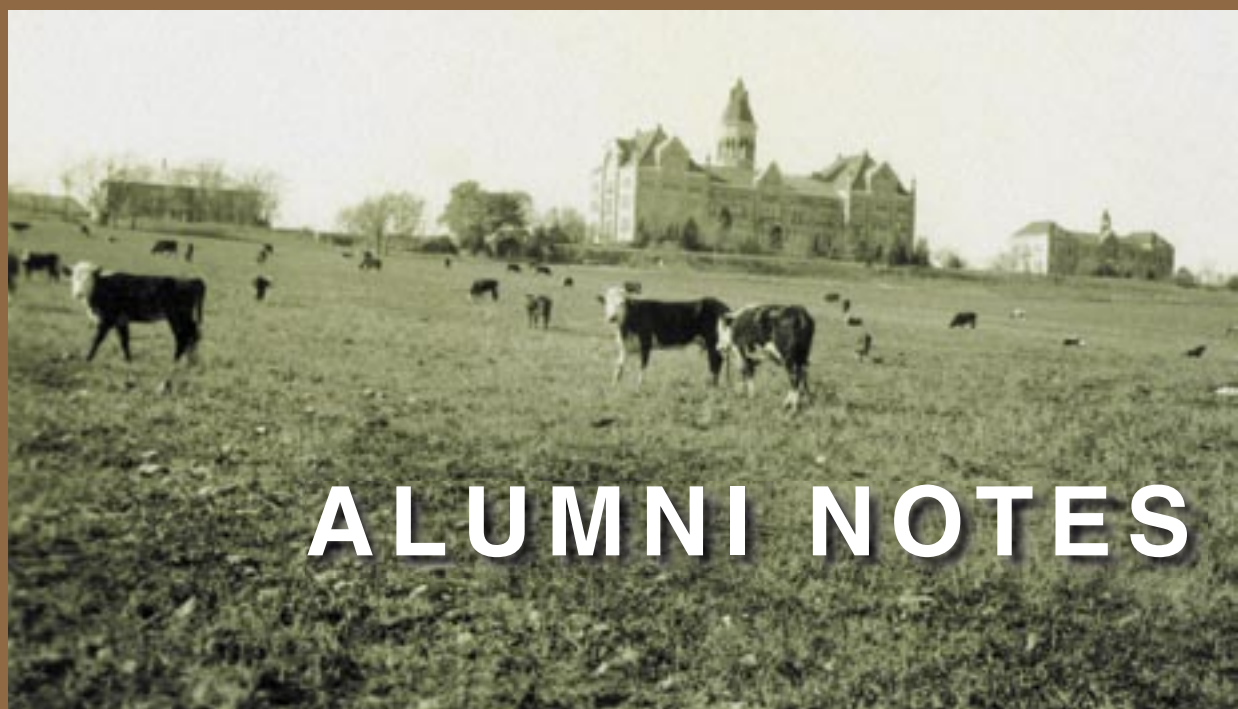
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# ALUMNI NOTES



## ALUMNI ASSOCIATION

Greetings! The university's school year is winding down, and summer is a time to catch our collective breaths. Summer offers a small respite from the hectic fall and winter, and for many of us, this time of year is a chance to enjoy the extra daylight, spend more time with family or get those extra projects finished at home. And don't forget that there are still plenty of opportunities to stay involved with St. Edward's.



One way to get involved throughout the summer is by sitting on an alumni panel during Parent Orientation. This is a great way to share your wisdom and sage advice with parents and incoming freshmen. I encourage you to contact the office at 512-448-8415 or 800-964-7833 if you are interested in participating. We are also planning local chapter events throughout the country and are working to enhance current alumni services and benefits. Check out two of these services — an online alumni directory and revamped Alumni Association web pages — at [www.stedwards.edu/alumni](http://www.stedwards.edu/alumni) (see story, page 39).

Summer also marks the end of our annual giving year, and I encourage you to make a gift in any amount to The St. Edward's Fund before June 30. As you can see through the success of this year's faculty-staff giving campaign (see story, page 2), everyone in the St. Edward's community has the opportunity to support current and future students, whether you are donating to a scholarship fund or giving to the university's greatest priorities. To make a gift online, click "Giving" at [www.stedwards.edu](http://www.stedwards.edu).

Summer is also a great time to visit campus, see the exciting changes taking place, visit with your favorite professors and stop by Alumni Programs to say hello. We always welcome your feedback and suggestions on how to add value to your Alumni Association.

**Eliseo Elizondo, '87, MBA '98**

*Chair, Alumni Association Board of Directors*

## ALUMNI EVENTS

**June 18**

**Career Connections Workshop**  
(for alumni of the graduate and New College programs)

**Aug. 20**

**Summer Graduation**

**AUSTIN**

**July 29**

**Fourth Annual Alumni Night  
at the Ballpark**

*Round Rock Express vs.  
Colorado Springs Sky Sox*

**Sept. 15**

**Chapter Happy Hour**

**DALLAS**

**July 30**

**Family Day at Dave & Buster's**

**MBA**

**Sept. 22**

**Business Plan Competition  
and Presentation**

For more information, click "Alumni" at [www.stedwards.edu](http://www.stedwards.edu), or contact Director of Alumni and Parent Programs Kippi Griffith, MBA '01, at [kippig@admin.stedwards.edu](mailto:kippig@admin.stedwards.edu).

## 40s

**Carl B. Young Jr., hs '40**, of Corpus Christi, wrote *The Emergency Medical Service Collection: One Medic's History*, which was published as the feature article in the September/October 2004 edition of *Coastal Bend Medicine*. The article recounts the development of emergency services in Corpus Christi.

**Edward J. Williams, hs '44, '48**, of Lafayette, Ind., is working on an anthology of poetry. He retired from teaching at Purdue University in 1989.

## 50s

**Arthur F. Field, '54**, and his wife, Charmaine, of Indianapolis, Ind., celebrated their 50th wedding anniversary on Aug. 7, 2004, with an anniversary Mass and a reception. Their seven children, 15 grandchildren, and other family members and friends helped celebrate.

## 60s

**Joseph T. Jordan, '61**, of Chester, Va., is in his 44th year of teaching and has spent 37 of those years at John Tyler Community College.

**Michael Crandall, '63**, of Portage, Mich., recently retired after 40 years as president and CPA from Siegfried Crandall PC. He is now CFO of McPherson Plastics.

**Willie Williams, hs '64**, of Austin, is liaison/contract manager for the Austin's Health and Human Services Department.

**Maurice Badeaux, '65**, of Lake Jackson, performs electrical and telecommunications work for residential, commercial and industrial customers in the Houston and Brazosport areas. He has electrical master's and contractor's licenses from the state of Texas.

**Tom Brune, '65**, of Salem, S.C., is retired and is recovering from open heart surgery he underwent last year. He enjoys spending time with his grandchildren, Ryan, 6, and Anne, 2.

**Frank Mello, '65**, of Attleboro, Mass., recently retired from teaching at Franklin High School. He has two sons, Peter, 32, and Andrew, 38, and a granddaughter, Allison, 7. He

would like to hear from alumni of the Class of 1965 at [mello@naisp.net](mailto:mello@naisp.net). (See story, page 39.)

## ALUMNI CONTACTS

### Austin

Joel Romo, '94  
[joel\\_romo34@yahoo.com](mailto:joel_romo34@yahoo.com)

### Chicago

Neil Brown, '02  
[neil.brown1@comcast.net](mailto:neil.brown1@comcast.net)

### Dallas

E-mail [kippig@admin.stedwards.edu](mailto:kippig@admin.stedwards.edu)  
to volunteer.

### El Paso

E-mail [mannyp@admin.stedwards.edu](mailto:mannyp@admin.stedwards.edu)  
to volunteer.

### Fort Worth

Tony Pompa, '94  
[tpompa@gen-assembly.com](mailto:tpompa@gen-assembly.com)

### Gulf States International

Atif Abdulmalik, '88  
[aabdulmalik@fiib.com](mailto:aabdulmalik@fiib.com)

Yasser Abdulla, '88  
[yasser66@batelco.com.bh](mailto:yasser66@batelco.com.bh)

### Houston

Rachel Tydlacka, '04  
[rachelttydlacka@bestbuddies.org](mailto:rachelttydlacka@bestbuddies.org)

### MBA

Kippi Griffith, MBA '01  
[kippig@admin.stedwards.edu](mailto:kippig@admin.stedwards.edu)

### Rio Grande Valley

P.R. Avila, '96  
[pavila@sbcglobal.net](mailto:pavila@sbcglobal.net)

### San Antonio

E-mail [mannyp@admin.stedwards.edu](mailto:mannyp@admin.stedwards.edu)  
to volunteer.

### Washington, D.C.

Brendan McCauley, '93  
[btremendous@hotmail.com](mailto:btremendous@hotmail.com)

## PROFILE

## STACEY DURHAM, MBA '03

## An Eggcellent Experience

Does it take an MBA to write a children's book? No, but **Stacey Durham, MBA '03**, proves it doesn't hurt.

On April 22, Durham released her children's book *The Adventures of Ima GoodEgg: The Egg Fights Fire*. The book is the first in a planned series of four about Ima GoodEgg™, who Durham created to "show children that they can be caring, productive members of society and still have fun." The character is inspired by her brother, who passed away from leukemia in 1988.

In Ima GoodEgg's first adventure, he uses his imagination to transform himself into a fire fighter. Dressed in his raincoat (a fire suit) and carrying his jump rope (a water hose), he saves the day by rescuing a Dalmatian from a fire and a kitten stuck in a tree. He learns that his imagination is the best toy he has — and that he is a "good egg."

Durham didn't start out with the plan to write a children's book, but as a former teacher, she knew she wanted use her MBA to create something for children. What began as a project in Assistant Professor of Management **Gary Pletcher's** (see story, page 18) Business Strategy class soon evolved into Easy Learning LLC, an entrepreneurial endeavor Durham designed to develop and market products for children. In New Venture Creation with former Executive-in-Residence **Deborah Vollmer Dahlke**, Durham explored potential products, like an educational software package currently in the works, and made contacts for further research and product development.

After she graduated, Durham moved to Houston to work for Wells Fargo as a credit analyst. Satisfied with her day job but lonely away from her family, Durham spent her evenings expanding Easy Learning. She finished a partially written story she had started in 2003 and, with Pletcher's help, located an illustrator. The result was the first Ima GoodEgg tale.

In January, Durham turned Easy Learning into Kiddywumpas Inc., which holds the copyright for her book and will be the launching pad for future products.

"Starting a new business is scary because it can flop," said Durham. "But it also might fly — and that's 'eggciting!'"

— Lauren Montz, '05

*Currently, Durham is traveling in Austin, Dallas, San Antonio and Houston to promote The Adventures of Ima GoodEgg: The Egg Fights Fire. For her updated travel schedule and a sneak peak at the book, visit [www.imagoodegg.com](http://www.imagoodegg.com) or [www.kiddywumpas.com](http://www.kiddywumpas.com).*



ELIZABETH THOMPSON

**Gary R. Fix, '68**, of Rocky River, Ohio, is CEO and managing officer of First Federal Savings and Loan in Lakewood. Previously, he was the company's executive vice president and COO, and he joined the board of directors in February 2004.

**R. Michael Grannis, '68**, and his wife, Betsy, of Clayton, N.C., opened a bed and breakfast, Morning Glory Inn, in May 2003. (See story, page 46.)

**Brother Thomas D. Maddix, CSC, '68**, of Vancouver, Canada, is vice president for mission, ethics and spirituality for Providence Health Care, the largest Catholic health care provider in Canada.

## 70s

**Madeline Cavo, '70**, of Taylor, and her husband, Robert, run Catering by Mopsie. They have three sons, Robert, 26, Ryan, 24, and Luke, 16.

**Roberta Morales, '74**, of Laredo, is a counselor for the Webb County district attorney's domestic violence unit. She would like to hear from classmates at [rmorales@webbcountytx.gov](mailto:rmorales@webbcountytx.gov).

**Wayman Tooles, '75**, of Corpus Christi, recently received a Jefferson Volunteer Award from the *Corpus Christi Caller-Times* and KRIS Channel 6 for his community service efforts with the homeless and KEDT public radio.

**Oscar Rodriguez, '78**, relocated to San Antonio in August 2000. He and his wife, Leonora, celebrated their 25th wedding anniversary on Dec. 2.

## 80s

**Claire Donnolo, '80**, recently returned to Austin after 20 years in New York and opened a cabinet and woodworking shop.

**Debbie Schulz, '82**, recently relocated to Knoxville, Tenn., from Trabuco Cyn, Calif., and is living near her college roommate, **Bonna Nash, '82**. She would like to hear from Theater Arts alumni from the classes of 1980–1984 at [info@dkmedical.com](mailto:info@dkmedical.com).

**Sandra Smith, '82**, of Austin, is a St. Edward's parent. Her daughter, **Stacey Bigler, '08**, is a freshman and is majoring in Language Arts Education.

**Luis Carreno, '84**, recently relocated to Los Altos, Calif., from Phoenix, Ariz. He is general manager of the Creekside Inn Hotel.

**Bridget (Keefer) Glenshaw, '88**, of Arlington, Mass., is a psychotherapist focused on children and families and an adjunct instructor of art therapy at Lesley University. She and her husband, John, have a son, Keefer, 7 months.

**Alex Ballesteros, '89**, of Mexico City, Mexico, is director for national and economic affairs for Mexico's Ministry of Finance and Public Credit. He and his wife, Nora Oviedo Muñoz, have two daughters, Sofia, 2, and Alejandra, 2 months.

**Mark Johnson, '89**, of Austin, is vice president and senior relationship manager for Wachovia's business banking group. Previously, he worked for Washington Mutual Bank.

## MARRIAGES

**Kim Nemec, '93, MAHS '95**, to John Trevey on Oct. 30, 2004, living in Austin.

**Jules Ray, '96**, to James Sybert III in April 2004, living in Acworth, Ga.

**Agneris Darder, '99**, to Michael Brian Aycock, on Nov. 27, 2004, living in Harker Heights.

**Courtney Crawford, '03**, to Christopher Bonham on Aug. 30, 2003, living in Falls Church, Va.



# UPDATE

## Alumni Programs

### Office News

After a successful Homecoming in February (*see story, page 39*), Alumni Programs joined the College Assistance Migrant Program to host a recognition ceremony for participants of the Cyber-Mentor Program, which pairs alumni with first-year CAMP students. In May, alumni, Holy Cross Brothers and faculty members welcomed graduating students into the Alumni Association at the annual Graduation Party. That same weekend, the university honored Gold Glove Winner **Roger Metzger, '70**, by retiring his baseball jersey and number — the first retirement ceremony in the university's history. The next weekend, members of the Class of 1955 marched in the processional in honor of the 50th anniversary of their graduation.

### Chapter News

**Austin:** The chapter hosted its quarterly networking happy hour at Rocco's Grill — co-owned by **Ally Piazza, '02**, and **Ani Piazza, '04** — and participated in the American Cancer Society's Relay For Life in May. Now, the chapter is planning the Fourth Annual Alumni Night at the Ballpark. Mark your calendars for July 29.

**Chicago:** The chapter is planning a summer service project.

**Dallas:** Alumni gathered for a happy hour and attended a Frisco RoughRiders baseball game in April. The next event is Family Day at Dave & Buster's on July 30. For info, contact **Kippi Griffith, MBA '01**, at [kippig@admin.stedwards.edu](mailto:kippig@admin.stedwards.edu) or 512-448-8405.

**Houston:** The chapter is planning a volunteer luncheon in June. For info, contact **Manny Pandya, '99**, at [manny@admin.stedwards.edu](mailto:manny@admin.stedwards.edu) or 512-428-1344.

**MBA:** The chapter hosted its monthly networking happy hour and a wine-tasting event in April. Alumni are currently planning a Career Connections event in June and a business plan competition in September.

**Rio Grande Valley:** A volunteer luncheon is planned for June. For info, contact **Manny Pandya, '99**, at [manny@admin.stedwards.edu](mailto:manny@admin.stedwards.edu) or 512-428-1344.

**Student Alumni Association:** SAA will be led in 2005–2006 by **Jessica Burkemper, '07**. The group is planning more events that bring students and alumni together and a fall membership drive.

**Washington, D.C.:** The chapter welcomed President **George E. Martin** in March, who met with alumni, current and prospective students, and parents. The chapter also took part in the Juvenile Diabetes Research Foundation's Walk to Cure Diabetes in May.

**Other Alumni Events:** In June, local alumni will gather in Evansville, Ind., to visit with **Brother Romard Barthel, CSC, '47**, who retired this spring after 40 years of service to St. Edward's, and Professor of Biology **Bill Quinn** (*see stories, pages 30 and 39*). Also in June, alumni from the Class of 1968 gathered for a mini-reunion in Key West, Fla.



MARC SWENDNER '92

Click "Alumni Association Chapters" at [www.stedwards.edu/alumni](http://www.stedwards.edu/alumni) for more, or call 800-964-7833 or 512-448-8415.

**For more on Homecoming, turn to page 39.**

## ALUMNI ASSOCIATION BOARD OF DIRECTORS

Eliseo Elizondo, '87, MBA '98, *Chair*  
Simone Talma, '91, MBA '02, *Vice Chair*

Bob Lucash, '72,  
*Admissions & Current Students Chair*

Ann Waterman, MBA '99,  
*Advancement Chair*

Neil Brown, '02,  
*Alumni Programs Chair*

Christyana Ramirez, '00,  
*Nominating Chair*

### MEMBERS

Richard Allen, MBA '01

Kay Arnold, '04

P.R. Avila, '96

Jessica Burkemper, '07,  
*student representative*

Jesse Butler, '99

Al Johnson, MAHS '95

Brendan McCauley, '93

Frank Moore, hs '63

Brother William Nick, CSC, '64

*Holy Cross representative*

Bob Oppermann, '56

Tony Pompa, '94

Donna Rodriguez, '87

Joel Romo, '94

Tony Tijerina, MBA '98

Kirk Wagner, '94

Bill Zanardi, *faculty representative*

### BOARD CHAIRS EMERITI

Don Cox, '69

Marilyn O'Neill, '74

Maurice Quigley, hs '50

Tom Ryan, '63

Paul J. Tramonte, '91

Frank Woodruff, '69

*Alumni are elected to the board for rotating three-year terms and may serve on the board for up to six years. If you are interested in this volunteer opportunity, contact Kippi Griffith, MBA '01, at [kippig@admin.stedwards.edu](mailto:kippig@admin.stedwards.edu).*

guess  
WHO?

... earned a brown belt in Tae  
... Kwon Do during graduate  
... school? *Hint: Read about her*  
... on page 22.

... Turn to page 48 for the answer.

90s

**Michelle de Ybarrondo-Gall, '90**, of Austin, and her husband Archie, have three children, Liam, Isabella and Michaela.

**Lucia Cruz, '91**, and **Lio Cruz, '97**, of Austin, recently celebrated their ninth anniversary. They have two children, Daniel and Alyssa.

**Gilbert R. Rios Jr., '91**, of Laredo, teaches geography and social studies at St. Augustine High School. He and his wife, Aida Mercado, have been married for nine years and have three children, Paula Isabella, 6, Gilbert, 3, and Francisco Andres, 6 months.

**Cole Holmes, MAHS '92**, of Austin, completed his doctorate in Educational Administration in December from UT–Austin, where he is also director of advising for the undergraduate division of the McCombs School of Business.

**Cindy Kozmetsky, '95**, of Austin, received the Volunteer Extraordinaire Award from the Junior League of Austin in April. She has served as president of the organization, as well as chair of Greenlights for Nonprofit Success and KLRU-TV. Currently, she and her husband, **Greg Kozmetsky, '70**, are honorary chairs

of A Special Destiny: The Campaign for St. Edward's University (*see story, page 2*).

**Denise (Speck) Ankele, '96**, and **Daniel Ankele, '96**, of Austin, opened Ankele Publishing in September 2003. Visit them on the web at [www.artistlight.com](http://www.artistlight.com).

**Jules Sybert, '96**, of Acworth, Ga., graduated from Kennesaw State University with a BS in Nursing in December. She is a nurse at Emory University Hospital's ICU.

**Marissa Castro, '98**, of Washington, D.C., is manager of community

## PROFILE

## R. MICHAEL GRANNIS, HS '64, '68

### The "Inns" & Outs of a B&B

R. Michael Grannis, hs '64, '68, wakes up at 4:30 a.m. on a Tuesday morning. His mission — to prepare five omelets and two eggs Benedicts for his houseguests. Fifteen minutes later, Grannis is oiling the pans, beating the eggs and whipping up the hollandaise sauce. It's just another day at the Morning Glory Inn.



The only accommodation in the small town of Clayton, N.C., the Morning Glory Inn offers travelers five guest rooms, each decorated in a different floral theme and complete with a private bathroom. There are also two parlors, a dining room and a guest kitchen, along with Grannis' hospitality and personal touch in the main kitchen.

"We provide a gourmet breakfast and afternoon tea, and we love to spend time socializing with our guests," said Grannis, who owns and runs the inn with his wife, Betsy.

Grannis hasn't always been an innkeeper — he spent nearly three decades in California working in industrial management — but he's always had the heart of an entrepreneur. While in California, he opened an independent coffee shop and launched an industrial management consulting service. His proudest accomplishment was designing and building Good Grazin' BBQ, which he billed as the only Texas-style barbecue restaurant in northern California. He even convinced the County Line Bar-B-Q in Austin to share their pit drawings and designs with him for his restaurant.

It wasn't until 2003 that Grannis and Betsy were visiting friends in Clayton and first saw the restored 1907 five-bedroom Victorian that would become their inn. Since their two daughters were grown, they took a gamble and bought the house. A few months and minor renovations later, they opened its doors to guests — and have hosted nearly 500 people since.

Recently, they began holding special events like anniversaries, bridal showers and business retreats at the inn. This has resulted in more business, more cooking and earlier mornings for Grannis — but he wouldn't have it any other way.

"We love what we're doing," said Grannis, who holds a BBA from St. Edward's. "We've met a lot of wonderful people so far, and we feel blessed with this opportunity."

— Hans Christianson

## 90s CONT.

development for First Book, a national children's literacy nonprofit.

**Stacey Renee Jennings Miner, '98**, of Austin, published *Southern Discomfort* in November. The novel examines life in rural Texas and Vermont. Read more about the book at [www.publishamerica.com/books/7293](http://www.publishamerica.com/books/7293).

**Brandie Wheeler, '98**, of Austin, became certified as a Professional in Human Resources in January.

**Jose L. Reyes, '99**, of Clarksville, Tenn., completed the aviation captain's career course at Fort Rucker, Ala., in November 2004. He is aviation operations officer in the G-3 aviation cell for the 101st Airborne Division in Fort Campbell, Ky.

## 00s

**Sandra Allen, '00**, of Austin, is an administrative associate for the Texas Legislative Council. She and her husband, Leland, celebrated their 29th anniversary in December.

**Christina Burke-Tillema, '00**, of Cincinnati, Ohio, has been accepted to Xavier University, where she plans to begin a PhD in English Literature in August.

**Patrick Sikorski, '00**, of Utrera, Spain, is a safety manager for Pacific Architects & Engineers.

**Tommie J. Baugh III, '02**, of Austin, graduated from UT-Southwestern Medical School in August 2004, with a master's degree in Physical Therapy. He is a physical therapist at South Austin Hospital.

**Erin M. Black, '02**, of Bayfield, Colo., recently completed a

FUTURE  
HILLTOPPERS

To **Bridget (Keefer) Glenshaw, '88**, and John Glenshaw of Arlington, Mass., son Keefer in October 2004.

To **Alex Ballesteros, '89**, and Nora Oviedo of Mexico City, Mexico, daughter Alejandra, on March 1.

To **Michelle de Ybarrondo-Gall, '90**, and Archie Gall of Austin, daughter Michaela on Jan. 12, 2004.

To **Tony Pompa, '94**, and **Julie Pompa, '95**, of Arlington, daughters Karoline Alexis and Karmyn Beatriz on March 30.

To **Terri (Briggs) Box, '95**, and Chris Box of Friendswood, daughter Kailey Layne, in May 2004.

## Walk Down Memory Lane with Archives

University Archives is currently collecting reminiscences from alumni about their St. Edward's experiences. Submit your memories (no longer than two pages) via e-mail to Archives staff members **Dianne Brownlee, '94, MLA '03**, at [dianneb@admin.stedwards.edu](mailto:dianneb@admin.stedwards.edu) or **Mando Garcia, '90**, at [armandog@admin.stedwards.edu](mailto:armandog@admin.stedwards.edu).

guess  
WHO?

has sipped cocktails with Rodney Dangerfield and been interviewed on *The Pat Sajak Show?*

Turn to page 48 for the answer.

# London or Bust!



Mark your calendars — the St. Edward's Alumni Association is going to merry olde England on Oct. 6–14, 2005 — and you're invited! Join **Brother Stephen Walsh, CSC, '62**, executive director of the Holy Cross Institute, as he leads this once-in-a-lifetime trip that will celebrate the 1,000th birthday of St. Edward, the Confessor, King of England (1042–1066) and patron saint of St. Edward's University.

Make your reservations by July 1 by contacting **Kippi Griffith, MBA '01**, at [kippig@admin.stedwards.edu](mailto:kippig@admin.stedwards.edu), 800-964-7833 or 512-448-8405. For the itinerary and more information, click "Alumni Travel Programs" at [www.stedwards.edu/alumni](http://www.stedwards.edu/alumni).

## Top 10 Reasons to Pack Your Bags

- 10. The London Eye.** Take in the 24-square-mile view of the city from the world's largest observation wheel, which rotates 360 degrees every half hour.\*
- 9. The West End.** London's version of Broadway — loaded with great restaurants and theaters and plenty of celebrity sightings.
- 8. Covent Garden.** A glass warehouse converted into boutiques, restaurants, antique shops, pubs and florists — great for people-watching or catching an operatic aria, juggling demonstration and magical act.
- 7. Thames River.** Check out the Tower and Millennium bridges on a private river cruise. (The Tower Bridge, one of the most recognizable in the world, was built in 1894, and the Millennium Bridge is home to Shakespeare's original Globe Theatre.)\*
- 6. Double-Decker Bus Ride.** Have a Harry Potter moment as you zoom through the city in the top of London's famous double-decker buses.
- 5. National Gallery.** Van Gogh, Monet, da Vinci — the National Gallery has all of your favorite Western European artists from 1250 to 1900.
- 4. Harrods.** The world's most famous department store with everything you can imagine under one roof — and at least 10 counters dedicated to chocolate on the first floor alone.
- 3. Tower of London.** Built in the 11th century, the Tower of London is home to England's crown jewels — including St. Edward's coronation crown. (But don't lose your head over it — stay away from Traitors Gate, where all condemned prisoners entered the tower.)\*
- 2. Westminster Abbey.** Hands-down one of the most magnificent cathedrals in the world, Westminster was built by St. Edward, the Confessor. Visit St. Edward's tomb and the Coronation Chair, also known as St. Edward's Chair.\*
- 1. St. Edward.** Find out more about the saint the university is named for in private workshops and services at Westminster Abbey and King's College.\*

Thanks to **Stephanie Bazan, '02**, and **Susan Akin, '02, MLA '04**, for sending in their list of London favorites. Bazan is finishing up a master's degree in Creative Writing at the University of Leeds, and Akin, who was born in England, traveled to London last fall to conduct research for her master's thesis on St. Edward.

\* The Alumni Programs trip includes planned activities as well as free time. This item is on the planned itinerary.

Master of Forensic Sexology at Curtin University in Perth, Australia. She is a case manager at Robert DeNier Youth Services Center in Durango.

**Holli Bozeman, '02**, of Austin, started film production company Endello Productions last year. She also has received an offer to be film director Peter Jackson's understudy assistant director.

**Aaron P. Hernandez, '02**, of El Paso, is community relations manager at the Center Against Family Violence. He has worked for the center for three years, previously as courthouse advocate.

**Christa Jones, '02**, of Chicago, Ill., started the second semester of a Master of Forensic Psychology at the Chicago School of Professional Psychology in January.

**Michael M. Meyer, MBA '02**, of Austin, joined the Capital Area Boys and Girls Club as assistant executive director in November 2004. Previously, he worked for Motorola Semiconductor, now Freescale, for 12 years.

**Nancy Flores, '03**, of Eagle Pass, is a reporter covering transportation and religion issues at *The Beaumont Enterprise* as part of a yearlong Hearst Newspapers Journalism Fellowship. A story she wrote on a Weslaco migrant family while in her Hearst rotation in Midland, Mich., won first place for feature stories in the quarterly Hearst Newspaper Writing Contest.

**Carrie Kotecki, MAHS '03**, of Baltimore, Md., is adult education coordinator for the national office of Notre Dame Mission Volunteers–AmeriCorps.

**Dana Mason, '03, MLA '06**, of Austin, is marketing communications manager of ClearOrbit. In October, she presented her paper "Buffy, Slayer of Gender Inequality" at the National Communication Association Conference in Chicago, Ill.

**Daniel Mize, '03**, of Hoboken, N.J., is an account executive for McGarry Bowen Advertising in New York City.

**Jose G. Perez, '03**, of Austin, is an on-air personality for Super Tejano 1560 AM. His show airs Monday–Saturday, 3–8 p.m.



## PROFILE 00s CONT.

CASEY FREYTAG, '03  
Flower Power

The Texas-Wyoming Ball, part of the 2005 presidential inauguration celebration, entertained more than 11,500 guests from Vice President Dick Cheney to actor Stephen Baldwin. Beautifying the event were red, white and blue flower arrangements filled with roses, tulips,



alstroemeria and lilies — “lots of lilies,” said Casey Freytag, '03, who helped create the ball's flower arrangements.

Freytag joined more than 200 florists from across the country to help decorate the inaugural festivities. She was part of the 15-member Texas delegation made up of members of the Texas State Florists Association, and she was the youngest in the group — the second youngest of all the florists selected for the inauguration. One of her most memorable moments was the day she arrived in Washington, D.C., and got to see all the flowers and supplies that were going to be used — \$35 million worth. “Imagine a warehouse-sized room with buckets of flowers covering every inch,” she said. “Knowing that I would be part of turning the flowers into arrangements for such an important occasion was intimidating, but everyone was friendly and helpful.”

Since she works full time in her father's Austin flower shop, Freytag's Florist, she was experienced at designing smaller arrangements but had never created the large arrangements that decorated the ball. “They were huge pieces that decorated the stage and tables,” she said. “After I finished putting the arrangement together, there was no way I could pick one up!”

In her senior year as a Communication major at St. Edward's, Freytag decided to complete her internship requirement at her father's shop — and fell in love with flowers. During the internship, she learned the basics of floral arranging, met with customers to talk over their ideas and scoured flower markets for new products. “I realized the family business was what I want to do — and I realized I was good at it,” she said. Now, she works alongside her father, brother and grandmother at the shop her father founded 28 years ago.

“Every day, I communicate with customers, so every day, I am using my degree,” she said. “I also get to communicate creatively through the flowers.”

— Lauren Montz, '05

Visit Freytag on the web at [www.freytagsflorist.com](http://www.freytagsflorist.com).

**Parker Anderson, '04**, of Hurst, is studying at Frei Universitat in Berlin, Germany.

**Lorenzo Herrera y Lozano, MLA '04**, of Austin, wrote a book of poems entitled *Santo de la Pata Alzada: Poems from the Queer/Positive/Xicano Pen*, which was published by Evelyn Street Press in Fall 2004. Herrera is executive director of ALLGO, an Austin-based organization for gay, bisexual and transgender people of color.

**Sister Stella Kanyunyuzi, DST, '04**, of Fort Portal, Uganda, completed her bachelor's degree at Uganda Martyrs University last year. She is now bursar of Mountains of the Moon University.

**Angus Tilney, MAHS '04**, is one of four candidates for a six-year term on the board of the Texas Employers Retirement System in April.

**Rachel Tydlacka, '04**, of Houston, is high schools and colleges program manager at Best Buddies Texas, which coordinates mentoring and employment for people with intellectual disabilities. ■

## answers

- page 1 Professor of Philosophy  
**Danney Ursery**
- page 3 Professor of Mathematics  
**Cynthia Naples**
- page 4 Professor of Economics  
**Joseph Pluta**
- page 6 Assistant Professor of Environmental Science and Policy  
**Peter Beck**
- page 8 New College Dean  
**Ramsey Fowler**
- page 11 Professor of Reading Education  
**Robin Eanes**
- page 13 Professor of Business Communication  
**Catherine MacDermott**
- page 19 Assistant Professor of Management  
**Dianne Hill**
- page 21 Associate Professor of Communications  
**Sue Currey**
- page 23 Assistant Professor of Philosophy  
**Jennifer Greene**
- page 27 Professor of Chemistry  
**Eamonn Healy**
- page 30 Associate Professor of Kinesiology  
**J. Frank Smith**
- page 39 Post-Doctoral Associate  
**David Gammon**
- page 45 Assistant Professor of Biology  
**Patricia Baynham**
- page 46 Professor of Psychology  
**Alan Swinkels**

## IN MEMORIAM

**Eduardo T. Longoria, hs '33**, of Laredo, on Jan. 26.

**Joseph Devaney, '38**, of Burnet, on Dec. 6, 2004.

**George G. Hutzler, '38**, of Conroe, on Feb. 13.

**Jerome O'Byrne Smith, '39**, of Jacksonville, on Feb. 27.

**Ben Williams, '41**, of Huntsville, on Dec. 26, 2004.

**Fred W. Youngman, '41**, of Lytton Springs, on May 28, 2004.

**Thomas B. Tucker, '42**, of Corpus Christi, on June 13, 2004.

**Jack E. Shaw, '43**, of Bullhead City, Ariz., on July 27, 2003.

**Charles C. Milliken, '46**, of Weatherford, on Dec. 31, 2004.

**Tom M. Schieffer, hs '46**, of Houston, on Feb. 12, 2004.

**Charles W. Afflerbach, '47**, of Austin, on Feb. 13.

**Eustacio Galvan, '54**, of Austin, on May 13, 2004.

**Samuel Sullivan Bailes, hs '56**, of Angleton, on Dec. 2, 2004.

**Brother Paul Rahaim, CSC, '60**, of North Easton, Mass., on Jan. 22.

**Jorge Zapata, '69**, of Austin, on Jan. 23.

**James K. Lockhart, MBA '77**, of Aiken, S.C., on Jan. 6.

**Elvera Rios, '78**, of Austin, on Dec. 18, 2004.

**Marguerite Grissom**, of Austin, on April 30.

## AND THE SPIRIT FINGERS BELONG TO ...

**The Cheerific Eight**, from left Ronald Kruhl, Virginia Guerrero, Marty Lewis, Judy Reyes (*front*), Mary Potchernick, Harry Pharr, Chris Carlson and Reinaldo Cue.

Thanks to the following readers, who sent us these letters:

The picture of the cheerleaders was taken in either 1962 or 1963. Back in those days, St. Edward's High School was for boys only, and the girls on the squad were from St. Mary's High School. I was a three-year football letterman and definitely remember these folks. They were terrific. Our homecoming was called Tigers on Parade night, and we had floats and old cars that went about two or three miles around the South Austin campus. — **R. Michael Grannis, hs '64, '68** (*Read about what Grannis is up to these days on page 46.*)

Aha! Those cheerleaders are the "Cheerific Eight." I'm the second guy on the left — with the over-done 'do and without glasses. My best memory of cheerleading years — besides all the hard work and friendship — is the old hearse we acquired a year or so after the picture was taken. My classmate **Robert Johnson, hs '63, '75**, bought the hearse, and I think he also paid for the gold paint job. A friend of mine from Travis High School painted blue tigers on the doors. We used it for entering football games, leading the team bus into other towns, and driving in Tigers on Parade night. — **Marty Lewis, hs '63, '67**

Years ago (1991, I believe), I attended a Methodist Retreat called the Walk to Emmaus in Kerrville and, lo and behold, I saw **Chris Carlson** (*right*) there! **Mary Potchernick** (*back center*) was the lead singer in most of the musicals that St. Edward's High School put on back in the 1964–1968 years. She had a voice like an angel. I went to school with them in eighth grade at St. Austin's and then went to ninth grade at St. Edward's High School. — **Warren McKenney, hs '64**



This group was under my instruction and supervision at St. Edward's High School. The year would have been 1962. The squad was mainly for football games and, with the band, was the core of the spirit groups. Members came to practice after school or in the early evenings. We worked on pyramid building, lifts and tosses, and of course, cheer motions and timing. Since these were very popular young ladies, our boys were very happy to assist. Since I was a former gymnast and cheerleader myself, it seemed only natural that the training fell to me. The hardest part of the job was consoling the young ladies who were not selected for the squad (and their mothers)! All in all, the young people were great. It was an energizing time for me, and we were "top of the line." (Of course, I'm not prejudiced!) — **Brother Edwin Reggio, CSC**

# get noticed

### submit your alumni note

A fun vacation, volunteering, a job change — whatever your news, share it with friends and classmates via *St. Edward's University Magazine*. Submit your news by Aug. 1 to be considered for the next issue. If your address or other information has changed, please let us know.

**E-MAIL:** kathys@admin.stedwards.edu

**WEB:** www.stedwards.edu/alumni

**FAX:** 512-416-5845

**MAIL:** Kathy Beth Stavinoha  
St. Edward's University  
University Advancement  
3001 South Congress Avenue  
Austin, TX 78704-6489

Name: \_\_\_\_\_

Former Name: \_\_\_\_\_ Class Year: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Your News: \_\_\_\_\_

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*When faxing or mailing your note, please photocopy the form to the right.*

