

St. Edward's

UNIVERSITY MAGAZINE

SPRING 2008 VOLUME 9 ISSUE 2

"The key is to focus on the positive."

"To get through to children, you have to have a pretty good understanding of yourself."

"A flexible, dynamic style of teaching has become a hallmark of St. Edward's."

"After all is learned and forgotten, the habits of the heart and mind remain."

"When you teach children and young teens, you walk on holy ground."

"As educators, we've got to do our best for every student."

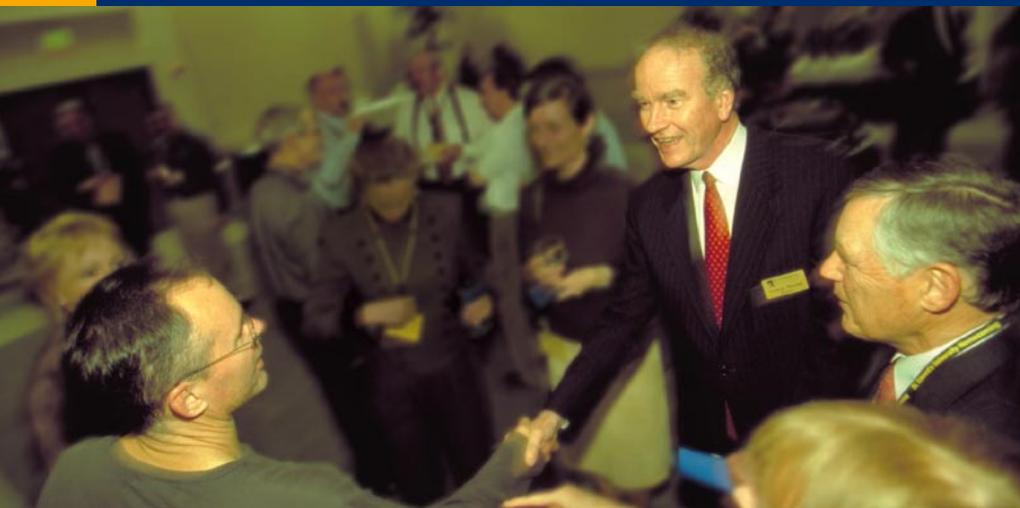
"The mind will not be cultivated at the expense of the heart."

"The faculty begins where students are."

EDUCATION 2.0

NEW FRONTIERS IN TEACHING





Educating the Heart

George E. Martin, PhD

Last October, members of the Holy Cross family gathered in Le Mans, France, from all over the world to celebrate the saintly life of Blessed Basil Moreau, founder of the Congregation of Holy Cross. It was a truly joyous occasion.

As Holy Cross educators, we at St. Edward's are entrusted with Moreau's legacy and distinctive philosophy — to educate the heart as well as the mind. Moreau believed that only the heart can put the knowledge and skills accumulated through education to good purpose, serving the world in an expression of Christian love.

The heart needs a learning experience that is personal, even intimate. That is why a St. Edward's education features small classes where, through student-teacher dialogue, students are able to engage in profound explorations of ethical and moral issues. Out of this comes an intellectual understanding and emotional commitment to social justice, and students discover who they are, who they should be, and how best to lead a fulfilling life in

service to others. The experience forms character and conscience.

For most, the nurturing atmosphere of the small class is apparent. Less evident is the challenge found in small classes that readies students for the demands of professional life. One of those demands is teamwork. It seems, no matter what the field, professional work today is done in small teams. Medical research more often than not brings doctors and scientists together and applies their specialized knowledge in a common effort to fight disease. Corporate planning involves leadership drawn from multiple parts of the organization to improve production or increase sales. Teams of lawyers join forces to defend clients or to argue constitutional issues before courts. Filmmaking and theater blend the talents of producers, directors, actors, set and costume designers, stage crews and others to produce works of art.

Small classes replicate the work conditions of professional teams. Students must come to class prepared, as it is nearly impossible to avoid questions

from the professor. They must also be able to articulate their positions about issues in written or oral form — and to defend them. They must be able to recognize the strengths and weaknesses of the arguments made by other students, as well as negotiate and agree to common goals and acceptable resolutions. Students learn skills that sharpen the intellect and apply knowledge to real-life problems. Because these skills are required every day in small classes, they become habitual, and students are primed for professional careers after graduation. This is the realization of Moreau's vision. Moreau wanted not only good hearts, but also the best minds to lead the cause for social justice in the world.

As we educate students to lead their communities and the world, we are inspired by Moreau's vision. We want our graduates to command positions of great influence in the world by virtue of their intellectual accomplishments so that, using their hearts, they may act always to do what is right and what is just. ■

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From Korea to prison, from the Special Olympics to the passenger seat of a student driver car, alumni are teaching in the darndest places.

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How faculty members of the School of Education train the moral, compassionate and democratic educators of tomorrow.



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- Police work
- Salad dressing
- Holdings: Military maneuvers

In reference to the article in the most recent (Fall 2007) edition of *St. Edward's University Magazine* that referred to "the Beetle in the library building," I submit the following:

I owned that car.

I believe this event occurred during either my sophomore (1961–1962) or junior year (1962–1963). In my sophomore year, I resided at Holy Cross Hall (the only sophomore to live in Holy Cross) in the room at the top of the steps pictured on pages 34 and 35 of the article, just inside and to the right of the front entry door (long ago turned to offices). My roommate was **Athanatius Njoku, '64**, a Nigerian fellow.

My VW was always parked in back of Holy Cross Hall. It was a 1960 VW Beetle, colored light pea-soup green, 36 horsepower, 27 mpg city, 30 mpg hwy, 10-gallon tank and no gas gauge. I always locked the doors and left it in gear. These cars were in high demand in the early 1960s, to put things in perspective. I waited four months to get mine and was on a waiting list in the high 30s when we put down the deposit. And of course I didn't want anything to happen to it.

One Monday morning, I was having breakfast at what was then the new dining hall between Doyle Hall and St. Joseph Hall (now the Fine Arts Center) when a classmate came to tell me that **Brother Cornelius Corcoran, CSC**, the prefect of discipline, was looking for me. He wanted to know how my car got into the foyer of the library. I responded to the summons in short order and saw my car there, just like in an auto dealer showroom. The front of the car faced the double glass door. The car's doors were still locked, its windows up and the brake on. Whoever put it there had to have had help carrying it from the back of Holy Cross Hall to the front of the library building, and to have had help holding the doors open so they could carry it inside. I saw no evidence of it having been dragged or rolled across the grass.

When asked, I disclaimed any knowledge of how it got there. Brother Cornelius, who was less than amused, asked me to get the car out of the building. I asked two onlookers to hold the building doors open and a few others to push the vehicle out while I steered. Once outside I started her up and drove off the slab in front of the building directly to the nearest street and back to my normal parking place in back of Holy Cross.

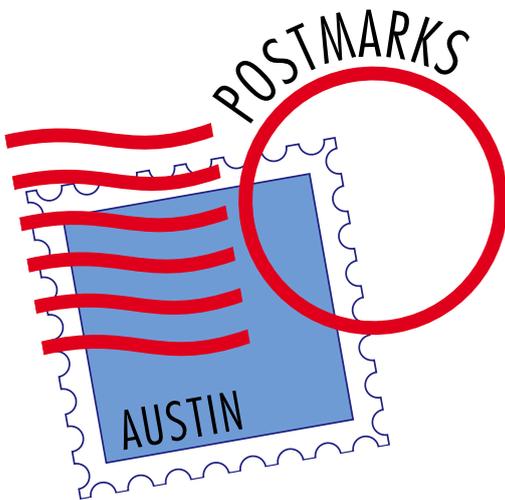


I never did learn who the perpetrators were, but I thank them for taking the care to leave the car unscratched. To the best of my knowledge, neither Brother Cornelius nor **Brother Daniel Lynch, CSC**, ever solved that mystery. I do remember that from time to time a few upperclassmen would come around the car and lift the rear wheels off the ground — with me in it. I guess a few folks must have had a few beers across the street at El Gallo the previous evening and found the car too much of a temptation on their return to Holy Cross Hall.

Anybody who wants to fess up, now may be the time to do it.

Edward Anthony "Tony" Golda, '64
Gresham, Ore.

P.S. The references to the poor food in the dining hall ring true.



I was so excited when I read the current issue of *St. Edward's University Magazine*, as it mentions my great-great-grandfather **Nicholas J. Clayton**, and my great-aunt **Mary Clayton**! My daughter, **Lucinda Indian**, attends St. Edward's, and she is a direct descendant of the famous architect. It makes us very proud when we find articles that have been written about him. She is the only family member who has attended the university where her great-great-great-grandfather Clayton's architecture stands tall for all of Austin to admire.

Melinda Clayton
Austin

The latest issue of *St. Edward's University Magazine* ("Architecture") includes an article on Nicholas Clayton, who was involved in both the architecture at St. Edward's and the cathedral in downtown Austin. Clarification is needed on items concerning construction of the church in the article.

The article has the church located at 9th and San Jacinto. Saint Mary (the 's' has been dropped from the name) Cathedral is located at 10th and Brazos on property purchased in the late 1860s. Confusion about the location of the church may have resulted from the location of the original parish church (St. Patrick) at 9th and Brazos.

The article states that completion of the building of the church took 35 years. The church was completed in April 1884, 10 years from foundation completion (nine of those under Clayton's supervision). However, the time frame is confusing because Clayton's was called back in 1907 to oversee installation of terra cotta finials topping the four pinnacles of the square towers on the church, finalizing its construction.

Joan Bartz, MLA '07
Austin

Editor's Note: For more on Saint Mary Cathedral, check out the March 27, 2008 Austin American-Statesman article about the edifice at www.statesman.com.

I really enjoyed the new "Architecture" issue that I received in the mail. Great job!

I'm still reading it, but I did run across an odd comment on page 35 of the article on Holy Cross Hall graffiti. It appears that one of the Holy Cross residents made a comment that "Bergstrom Air Force Base would send out its B-52s on test runs, and when they broke the sound barrier, the hall would shake like a shack."

I'm an Air Force veteran who spent three years in the Strategic Air Command during the heyday of the B-52 bomber. The B-52 is a subsonic bomber incapable of breaking the sound barrier. Its top speed is 650 mph, and the sound barrier is 770 mph — not nit-picking factors of sea level, dry air or temperature.

Granted, the plane is very noisy, as is its sister aircraft, the KC-135 tanker, which refuels in mid-air. Bergstrom had these two subsonic jet planes from 1958 to 1966. If any jet plane did break the sound barrier over St. Edward's, it would have been a much smaller jet fighter, like an F4 Phantom perhaps visiting Bergstrom.

Additionally, the Air Force was not permitted to break the sound barrier directly over a city because great damage could occur to windows. However, that doesn't mean a fighter pilot wasn't "hot-dogging" and did it anyway. It would not have been a lumbering giant of an aircraft like the B-52 or KC-135.

Mary Teran Tovar, '70
Austin

*Editor's Note: A few other mistakes occurred in the last issue. The "What's in a Name?" quiz should have identified **Patricia Hayes** as the St. Edward's president to hold the longest tenure (14 years) and **Brother Andre Bessette** as serving at Collège Notre-Dame in Montreal. Also, the quiz incorrectly implied that **Brother William Mang** served as president of a university.*

THE GLOBAL BUSINESS EDUCATION AND SOCIAL JUSTICE INSTITUTE

The RGK Foundation recently awarded \$100,000 to the School of Management and Business as seed funding for the launch of the Global Business Education and Social Justice Institute. Here's a look at the project.



The purpose: Of the 870 undergraduate and 400 MBA students in the School of Management and Business, 150 undergraduate students are International Business majors and 40 MBA students have chosen the Global Business concentration.

Interest in the international and global degree plans at St. Edward's reflects the shift of business to a global economy.

The function: The institute will take an innovative approach to study abroad by finding business projects with a social justice focus in other countries. Each summer, graduate and undergraduate students, faculty members, and alumni will travel to a different part of the world, where their courses will be structured around a particular project or problem. Through their class work, they will work together to create socially responsible and viable solutions. The institute will also bring host-community experts to campus for campuswide presentations.



The point: "We are a very mission-driven university, and this is one of the ways we believe the business school can and should contribute to that mission," says Richard Salwen, a member of the School of Management and Business Advisory Board. "When students graduate

from St. Edward's, we want them to have already experienced firsthand how one person, or a small group of people, can make a lasting difference so they can influence and inspire those around them."



COURTESY OF CONSTANCE D. PORTER



FAREWELL FROM "UGANDAN NUNS"

Sister Gertrude Kabanyomozi, DST, '04, MAHS '07 (left), and Sister Florence Kajoina, DST, '04, MAHS '07 (right), familiar faces on the St. Edward's campus since 2001, are set to

leave the hilltop after graduating this May. They asked *St. Edward's University Magazine* to share this parting message with the university community:

"We give our sincere and heartfelt thanks and gratitude to St. Edward's University for giving us scholarships. You have not only educated us, the two 'Ugandan nuns,' but you have also educated our religious order and our country. The education we've acquired from your generosity will be shared with the people of Uganda through our ministries.

We thank everyone for the assistance you gave us during our stay here. Because of your love and care, St. Edward's always felt more like a family than a school. We will miss you all and this beautiful campus. God bless you."

STUDY ABROAD WRAP-UP

Here's a look at recent and upcoming customized programs abroad trips led by faculty members:

Spring 2008

Costa Rica

Course: Global Business Capstone Consulting
Instructors: Global Business Chair **Gary Pletcher** and Entrepreneurship Chair **Les Carter**

India

Course: Global Business Capstone Consulting
Instructors: Executive in Residence **Ram Matta** and **Ann Pham, '01, MBA '04**

Summer 2008

Sevilla, Spain

Courses: Contemporary World Issues and Spanish
Instructor: **Bill Nichols**

Guanajuato, Mexico

Courses: Contemporary World Issues and Spanish
Instructor: **Terry Newton**

Belize

Courses: Seminar/Special Topics in Global Business: Doing Business in Central America and Global Business Capstone Consulting
Instructor: Global Business Chair **Gary Pletcher**

HILLTOP HAPPENINGS

DECEMBER

Las Posadas Celebration

St. Edward's held its annual Las Posadas procession through campus in a re-creation of the journey of Mary and Joseph from Nazareth to Bethlehem in search of a room.



29th Annual Festival of Lights

St. Edward's lit up Main Building in a wash of colors as the Madrigal Chamber Choir, University Chorale, Omni Singers, Chamber Orchestra, Jazz Band and Mariachi Alas de Oro provided music.



JANUARY



Spring Welcome Week

Spring Welcome Week kicked off the spring at St. Edward's with music, games and lots of food.



Martin Luther King Jr. March

A group of 20 students joined a crowd of 400 in Austin's annual MLK march that began at the Capitol and ended at Huston-Tillotson University. The banner carried by St. Edward's University students displayed the quote "Our lives begin to end the day we become silent about the things that matter," which captures King's everlasting spirit.

FEBRUARY

Photocommunications Exhibit: "We are ..."

Graduating seniors from the St. Edward's Photocommunications program presented their thesis projects.



Homecoming

Alumni, students, parents and faculty and staff members numbering near 1,000 — the most ever to attend Homecoming — gathered for a weekend celebration full of festivities.

MARCH

Holy Cross Convocation

The Holy Cross Institute hosted Holy Cross educators from all of the secondary schools, colleges and universities sponsored by the Congregation of Holy Cross to explore the theme "Holy Cross Education: The Social Justice Dimension."

Brother Lucian Blersch Symposium: "Evolution of Sociality"

Experts shared thoughts on how social groups form in nature.

VEEJAY DAY

It's not every interviewee who sneaks up on his interviewer unannounced. For that matter, not every interviewee turns the tables on his interviewer by bringing along a cameraman. But that's how **Miguel "Miggs" Benavides, '09**, rolls.

Last year, Benavides, a 29-year-old Organizational Communication major from Del Rio, won a veejay spot on Austin's music channel, ME Television. Now, when he's not in class, he hosts the weekend ME show *Airwaves*. Taking a break from a series of wacky interviews with students and professors for a "man on the hilltop" segment, Miggs busted into the Marketing Office at St. Edward's to dish with *St. Edward's University Magazine* about the Austin music scene.

How did you score this veejay gig?

ME had a nationwide open audition for two new veejays last August. I showed up, along with 250 other people, and just tried to be myself since I didn't have an agent. After four grueling months of competition, I got the call.

What's the story with ME Television?

As you know, MTV doesn't really play music videos these days, so ME decided to carry that torch.

How do you describe your show?

As a host, I don't play a character or a role. I try to be myself and offer my knowledge of music in a clear format and hope that other people respond. My style is basically like a musical buffet. I can bring you some fajitas and I can bring you some chicken fried steak. And I can also bring the tofu.

What brought you to New College?

My journey to St. Edward's is a big, crazy journey. I went through five colleges before I heard the call of the hilltop. My Organizational Communication classes have really helped me out by teaching me to have a broader outlook on life. That's important for my show because I'm bringing in viewers and styles of music from across different cultures.

What's next for you?

Hopefully, to get people excited about the show. I want people to tell me what they like so I can get it out to everyone else. My future is to promote music and music knowledge — to get people talking about music and be better informed about this great city of Austin. And I'm looking forward to finishing my degree, too.

— **Hans Christianson**



ACCOLADES



The American Council on Education has named St. Edward's University to the 2007 President's Higher Education Community Service Honor Roll. This distinction recognizes a university's

leadership in helping to build a culture of service and civic engagement on campus and in the nation.

St. Edward's University recently received a Ronald E. McNair TRIO grant for \$231,000 annually over the next four years from the U.S. Department of Education. The program, coordinated by **Molly Minus**, dean of Academic Services and director of the McNair Scholars Program, prepares participants for doctoral studies through involvement in research and other scholarly activities. Participants come from disadvantaged backgrounds and have demonstrated strong academic potential. The program's goal is to increase the number of PhD students from underrepresented segments of society.

Construction Communications featured the John Brooks Williams Natural Sciences Center–North Building in a recent issue.

CAMPUS CALENDAR

April 24–May 9
2008 Senior Graphic Design Exhibition
Fine Arts Gallery

Gallery Hours: Monday–Friday, 9 a.m.–5 p.m.

Info: Laura Hollis-Hammonds, 512-492-3159 or lauraah@stedwards.edu

May 3
Spring Commencement
Frank Erwin Center, 1701 Red River
 10 a.m.

More events: Choose "Calendar" at www.stedwards.edu

COURTESY OF MIGUEL BENAVIDES, '09

BOOKSHELF

Mark J. Cherry, the Dr. Patricia A. Hayes Endowed Professor in Applied Ethics and associate professor of Philosophy, served as co-editor of the book *Pluralistic Casuistry: Balancing Moral Arguments, Economic Realities, and Political Theory* (Springer, 2007) with Ana Iltis, associate professor at the Center for Health Care Ethics, St. Louis University.

Doug Dorst, assistant professor of Creative Writing, will publish his first novel, *Alive in Necropolis* (Riverhead Books), in July. His first play, *Monster in the Dark*, is being produced by San Francisco's foolsFURY Theater Company and ran in Berkeley in February and in San Francisco in March. Dorst also recently received a 2008 Literature Fellowship from the National Endowment for the Arts.

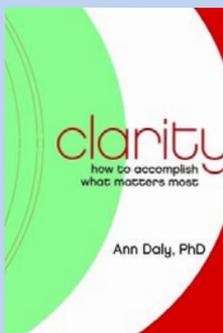
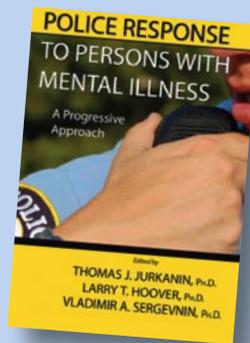
Forensic Science faculty members **David M. Horton**, **Michelle Richter** and **Mark Marsolais** and adjunct Forensic Science instructors have received a publishing contract for *Pioneering Perspectives in Forensic Science* (Mellen Press, 2008). All royalties from the book will go to the St. Edward's University Randall Vetter Scholarship Fund.

Lorelei A. Ortiz, associate professor of Business Communication, co-authored the book chapter "Mentorship, Collegiality, and Friendship: Making Our Mark as Professionals" to be published in *Stories of Mentoring: Theory & Praxis* (Parlor Press, 2008).

James Puglisi, assistant director of Campus Ministry, contributed the essay "Reconciliation: Truth Telling as a Means of Addressing Systemic Racism in Culture and the Church," to the forthcoming book *The Language of Diversity: Restoration Toward Peace and Unity* (Cambridge Scholars Press, 2007).

Michelle Richter, assistant professor

of Criminal Justice and Forensic Science, wrote a chapter titled "Community Treatment and the Police" in *Improving Police Response to Persons with Mental Illness: A Progressive Approach* (Charles C Thomas Publisher Ltd., 2007).



Angela Rodgers, assistant professor of Graphic Design, designed the book *Clarity: How to Accomplish What Matters Most* (Wollem Pine Press, 2007) by Ann Daly.

Brother Stephen Walsh, CSC, '62, director of the Holy

Cross Institute, contributed to *The Cross, Our Only Hope: Daily Reflections in the Holy Cross Tradition* (Ave Maria Press, 2007).

THE SCENE

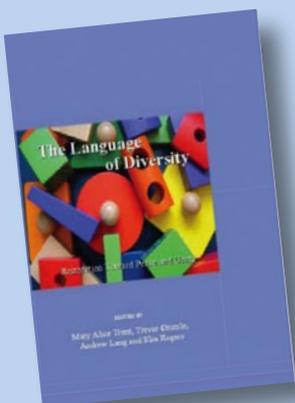
What: The St. Edward's University Music Festival (*below*)

Where: All over campus

Who: The St. Edward's University Chamber Choir, University Chorale, Mariachi Alas de Oro, Steady — The St. Edward's University Jazz Ensemble, and other music faculty members and students, plus musical guests from outside the hilltop

The Lowdown: For the first time ever, a wide range of the university's musical talent gathered together with other musicians from Austin and beyond to perform over the course of three days in February.

A Sampling: Traditional and modern big band jazz music by Steady; adjunct instructor **Cindy Sadler** and San Francisco Opera member Suzanne Ramo performing lieder, opera arias and duets in the Operatic Heroines Vocal Recital; several of the area's top high school choral departments performing together in the High School Medium Ensemble Festival; and for a big finish, A Cappella Fest, featuring the instrument-free stylings of the Chamber Choir, the University Chorale, the UT–Austin Ransom Notes and others.



REBECCA MARINO - '10

SAMPLING THE SYMPOSIUM

Q&A

In November, 10 students in the Honors Program presented original research at the Fall 2007 Honors Symposium, which samples the diverse academic achievements and interests of students in the program. Topics ranged from “The Effects of the Iraq War on the Texas Elementary Education Experience” to “Perspectives on Fluxus: A New Look at the Non-Art Movement.” Here, three presenters discuss their projects with *St. Edward's University Magazine*.

THE PRESENTERS

Rachel Akeman, '07
Major: Marketing

“Snap, Crackle, Pop: The Effects of Food Marketing Messages on ‘Childhood Overweight’”

How did you choose this topic?

With rising obesity rates in our country, medical professionals are focusing on the issue of overweight children and the marketing of unhealthy food products. Because it's become a hot issue, it was easy to find recently conducted research and published papers.

What did you learn from this project?

Companies are making positive changes in how they market their products, but you don't really hear about the actions of large corporations like Kellogg and McDonald's that are actually responsible. I was surprised to see how many different groups of people are becoming involved in the solution. Parents, schools, food companies, the government and media outlets are all working together to protect children.



Erika Wood, '08
Major: Biology, Pre-Med

“The State of U.S. Health Care: How We Got Here and Where We're Going”

How did you choose this topic?

After spending my junior year abroad in Sevilla, Spain, I wanted to incorporate my new fluency in Spanish into my honors thesis. My original idea was to investigate how language differences between patients and physicians affect quality of care, but I did not find sufficient research on the subject. After speaking with my faculty mentor, Associate Professor of Global Studies **James Payne**, I decided to look into U.S. health care more broadly. My thesis became a review of the history of U.S. medicine and the problems of the current health care system.

What did you learn from this project?

Health care in the United States is an extremely profitable industry. Before I started my research, I knew that U.S. medicine was basically market-based, but I was unaware of the implications of that situation. By the end of my thesis, I came to the scary realization that patients' medical needs and companies' business decisions are closely intertwined. Unfortunately, access to necessary care often gets sacrificed in exchange for higher profits. Is putting “profits before people” ethical? The real challenge facing the American public is addressing whether health care should be a right or privilege.



PHOTOS BY REBECCA MARINO, '10

Lech Kazmirski, '08
Major: International Relations

“Malaria: Death and Poverty”

How did you choose this topic?

I wanted to research a topic that could tie in with one of the service trips I took through St. Edward's. I came up with the project during a trip to Uganda. One of the Ugandans we were working with contracted malaria and could no longer work with us. After that, I read a book called “The End of Poverty” by Jeffrey Sachs. The chapter on Africa focuses in a large part on the malaria problem, and the situation it presented struck me as pretty incredible.

What did you learn from this project?

I learned just about everything there is to know about malaria including different methods of treatment and the interrelation of malaria and poverty. Wiping out the disease is unlikely, but treating it is never impossible.

OTHER HONORS SYMPOSIUM PRESENTATIONS:

“U.S. Health Care Reform: Improving Access and Efficiency”

Kristina Miller, '07, Sociology

“Hugo Chavez: A Rhetorical Analysis”

Sheila Rabun, '07, Communication

“Show Off Your Words: Designing a Creative Writing Portfolio”

Elizabeth Roberts, '07, English Writing and Rhetoric

“Putting the Heart in Sacred Heart Catholic School: Developing Successful Multimedia Marketing Materials for a Small Catholic School in a Tiny Texas Town”

Kate Sepanski, '07, English Writing and Rhetoric

“Perspectives on Fluxus: A New Look at the Non-Art Movement”

Melanie Clemmons, '08, Photocommunications

“The Effects of the Iraq War on the Texas Elementary Education Experience”

Emily Kozora, '08, Sociology

“An Eschatological Approach to Understanding Islamic Terrorist Groups”

Amanda Riojas, '08, Forensic Chemistry

FACULTY RESEARCH

Paula M. Bruno, assistant professor of Spanish, presented “Tommy Gun and John Le Carré: Imported Popular Culture and Identity Construction(s) in Spanish Contemporary Fiction,” at the (De/Re)Constructed Identities in Iberian and Luso-Hispanic Literatures” conference at the University of Chicago. Bruno’s research was funded by a summer Presidential Excellence Grant.

Kelley Coblenz Bautch, associate professor of Religious Studies, presented a paper entitled “Ezekiel as Precursor to the Divine Vision in Merkavah and Hekhalot Literature” in the Early Jewish and Christian Mysticism section at the Society of Biblical Literature annual meeting in San Diego, Calif.



Stephen Dilley, assistant professor of Philosophy, presented the paper “Philosophical Naturalism and Methodological Naturalism: Strange Bedfellows?” at the Fourth International Conference on Technology, Knowledge, and Society, at Northeastern University in Boston, Mass.

Sheila Gordon, assistant professor of Acting and Voice, was lead author on “Feldenkrais-Based Sensory Movement Technique and Breathing for Voice Production for the Stage,” which appeared in a recent issue of *The Voice and Speech Review*.

Karen Embry Jenlink, dean of the School of Education, was appointed to the editorial board of *Action in Teacher Education*, a scholarly, peer-reviewed journal of the Association of Teacher Educators. In its 29th year, *Action* has an annual circulation of more than 2,000 and is distributed in the United States and internationally.

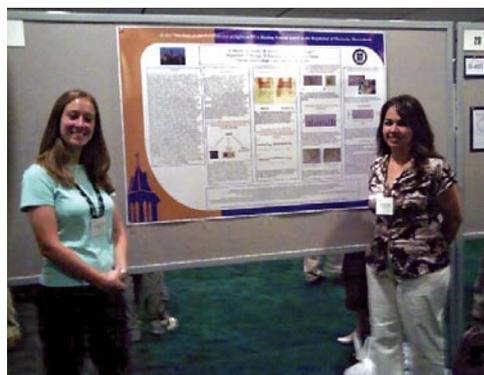


John Withey, associate professor of Marketing, presented his paper “The Visible Entrepreneur and Ethical Decision Making” at the annual meeting of the Academy of Business Disciplines. The paper summarizes Withey’s recent study of ethical behavior.



STUDENT RESEARCH

Shanny Merlos, '08; Kara Munos, '08; Kari Rote, '08; Shannon Stark, '08; and Veronica Villa, '08, presented a symposium on “Tips for Psychology Professors: Involving Teaching Assistants to Best Advantage” at the Southwest Teachers of Psychology Conference at the University of Houston–Clear Lake. A poster Stark presented, “From Self-Compassion to Procrastination: How Self Attitudes Affect Academic Habits,” won the Best Poster award.



At the American Society for Microbiology meeting in Toronto, Canada, **Kim Bandy, '07** (above, left), and **Stephanie Meyer, '07** (above, right), presented a paper, “The Role of the DNA-Binding Protein AmrZ in Phenazine Biosynthesis in *Pseudomonas aeruginosa*.” They co-authored the paper with **Patricia Baynham**, assistant professor of Biology, as her research assistants.

Travis Finch, '08, presented “A Framework to Benchmark Hard Disk I/O and Scalability in a Multiple Virtual Machine” at the fourth annual McNair Scholars Research Symposium. He conducted the research with Assistant Professor of Computer Science **Sharon Weber**.



For the first time ever, St. Edward’s sent a student to the Accounting Scholars Leadership Workshop, an invitation-only event sponsored by the American Institute of Certified Public Accountants. **Nora Rangel, MBA '09**, was one of approximately 100 graduate and undergraduate students from around the world in attendance. The program focused on leadership, team building, and presentation and communication skills.

thirty five Years of CAMP

By Hans Christianson

HUMBLE BEGINNINGS

In 1972, St. Edward's was one of four schools chosen to host the federally funded College Assistance Migrant Program. Created to provide the children of migrant and seasonal farm workers with access to higher education, CAMP proved a perfect fit for St. Edward's and its Holy Cross mission of educating students from diverse cultural and socioeconomic backgrounds.

As CAMP prepares to enter its 36th year in Fall 2008, it holds the honor of being the longest continuously running program of its kind in the nation. Thirty-five years and more than 2,400 students later, CAMP is still going strong. Here's a look at the program.



THE FRESHMAN YEAR

For most CAMP students, going to college represents the first time away from their families and culture. St. Edward's quickly realized that it would need to provide extensive support services in order for CAMP to be successful. The university hired tutors and set up study sessions to help students learn new skills and future career options. After the first year, a mentoring program was established in which older students could help teach incoming CAMP freshmen.

Creating a family-like environment is crucial to helping CAMP students adjust to college life, says CAMP Director **Esther Yacono** (left). "We want to show students and parents alike that we not only value their culture, but we provide the same type of support they have at home," she says.



A FORMER CAMPER'S STORY

René Pérez Rosenbaum, '76 (below), was one of the first CAMP students, but he nearly didn't make it to the hilltop.

The summer after he graduated from high school in 1973, he went up to Michigan to work in the fields. While there, his acceptance letter arrived at his parents' house in Brownsville. The problem was Rosenbaum didn't actually get the letter until the fall, after he had enrolled in Brownsville's local community college.

Rosenbaum was still allowed to enroll in CAMP for the Spring 1974 semester. He graduated two-and-a-half years later with a degree in Economics and went on to earn a PhD in Economics at the University of Notre Dame. Now he researches migrant issues as a senior scholar in the Department of Community Agriculture,

Recreation and Resource Studies with the Julian Samora Research Institute at Michigan State University.

"CAMP showed me that our community is the world," says Rosenbaum. "It's important to remember that just as we've found the help we needed to succeed, we must remember to look for ways to help others."



CAMP ACROSS CAMPUS

Over the past three-and-a-half decades, St. Edward's has continued to monitor and adapt services for CAMP students. Students now receive culturally specific tutoring, personal and career counseling, health care, and other programs. They also participate in the Migrant Experience Group, where students meet weekly to discuss transitional issues and explore ways to resolve the guilt many feel for enjoying a privileged lifestyle while their families work in the fields.

CAMP also sponsors events that celebrate Hispanic culture with the greater student body such as Diez y Seis de Septiembre, Dia De Los Muertos, and Las Posadas. CAMP also sponsors a Ballet Folklórico dance troupe.



A RECENT CAMPER'S STORY

Eloise Montemayor, '10, originally planned to attend college outside of Texas. Today, she can't imagine being anywhere else.

As a teenager, Eloise and her siblings spent three summers with their grandparents in southwestern Minnesota cleaning bean and corn fields. It was because of this experience — and a helpful high school counselor — that she learned about St. Edward's University and CAMP.

During her first year as a CAMP student, Montemayor stayed busy as editor of the CAMP newsletter, *New Horizon*, and as an editorial intern in the university's Marketing Office. As a sophomore, she's mentoring this year's *New Horizon* editors and doing a second internship in Marketing — this time taking photos.

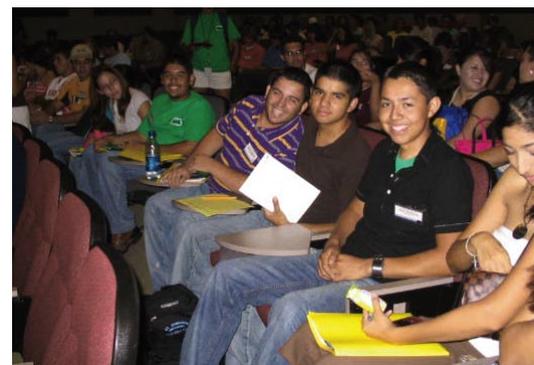
With a future wide open, Montemayor encourages other students from migrant families to consider applying to CAMP. "This is an opportunity to succeed that you shouldn't pass up," she says. "I would have missed out on a lot of great experiences if I hadn't chosen St. Edward's."



FINANCING CAMP

While paying for tuition is always a struggle for most college students, it's an even bigger challenge for CAMP students. That's why St.

Edward's pledges no CAMP student will have to leave St. Edward's for financial reasons. Freshman CAMP students receive a scholarship that covers their first year of tuition and expenses. If they choose to stay and maintain a 2.0 GPA or better, they receive tuition for up to four additional years.



PHOTOS COURTESY OF CAMP

MULTIMEDIA

A roundup of artistic endeavors from within and outside the St. Edward's community by Matthew Bey.

GALLERIES

Wide-Angle China

It's a big place, China. Professor of Photocommunications **Joe Vitone** has captured a slice of that bigness in the panoramic photo exhibit *Color Notes on a Wide Field* (right), shown simultaneously at the Blue Sky Gallery in Portland, Ore., and the Butler Institute of American Art in Youngstown, Ohio.

The photos cover a field of view as wide as 180 degrees, capturing the immediacy of the moment and the everyday street energy of remote provinces deep within the Middle Kingdom.

Vitone says that after setting up on a street corner in the Chinese outback, it took him up to an hour to make the series of shots that would become a panoramic photo. "Everything occurred there, exactly where it's positioned," he says. Working with an interpreter, or sometimes with gestures and good intentions, he would pose passersby to capture the "choreography of figures across the stage."



COURTESY OF JOSEPH VITONE



COURTESY OF ROBERT GONZALEZ '87

TELEVISION

Spreading the 4-1-1 on 9-1-1

How many people can say their jobs have actually saved someone's life? "The 9-1-1 industry is charged with exactly that," says **Robert Gonzalez, '87**, public education program administrator at the Commission on State Emergency Communications. "9-1-1 operators are receiving the information that can make the difference between life and death."

Recently, Gonzalez called on other alumni of St. Edward's to help him create a television 9-1-1 awareness campaign. In one of the commercial spots, a pizza-delivery driver played by **Jeff Mills, '02**, drives through a neighborhood trying to read obscured street addresses — a humorous situation that would be deadly serious if he were a paramedic.

In a related campaign, kids get to meet Cellphone Sally (above), a young female cellphone whose design was overseen by **Sherri Griffith Powell, '93**. When Cellphone Sally tells kids what to do in an emergency, her LCD face disappears, replaced by the numbers 9-1-1. Gonzalez says, "We have embraced the character so much that we are moving forward with a DVD."

THEATER

St. Idiot's Magic Vacuum

Take about a dozen talented actors, put them together in the cauldron of St. Edward's, and next thing you know, you've got the St. Idiot's Collective acting troupe. Individually, they're some of the most recognizable and respected names in the Austin theater community. Collectively, they've staged radical projects such as *Vaudeville Vanya* and *Rainbow Family of the Serendipitous Now*.

The group started as improvisational theater in Robert and Pearle Ragsdale Center and residence hall lobbies. By the time they graduated and started performing around Austin, they had swollen to a veritable gang: **Lee Eddy, '00; Jenny Larson, '01; Jeffrey Mills, '02; Elizabeth Wakehouse, '02; Jason Newman, '03; Brent Werzner, '03; Aaron Clay, '04; Alan Metoskie, '04; David Higgins, '05, and Adriene Mischler, '06.**

Through side projects and day jobs, the troupe keeps taking the stage. As Eddy says, "Live theater, when all is right and connected, creates a sort of magical vacuum that can only be experienced one single time between an audience and a cast. That magic-vacuum experience — it's addictive."



PUBLIC SPEAKING



Helpful Hypnosis
Bed-wetting, thumb-sucking, fear of the dark — nothing a little hypnosis can't fix. In late 2007, **Ted Benton, '65**, a hypnotherapist at Winchester

Hospital in Massachusetts, lectured at the Association for Professional Hypnosis and Psychotherapy in London, England.

A specialist in working with the little ones among us, Benton focused his talk on treating behavior problems common in children. His technique involves relaxing young subjects by having them visualize a favorite outside place. After the session, the kids can use a CD or audiotape to reinforce the hypnotic suggestion through self-hypnosis.

Benton says it's not hard to put kids in a hypnotic state. "From the moment of birth until puberty, children spend 75 percent of their time in a waking trance." And you thought they were just spacey sometimes.

DVD

Saving Mr. Dumpty

A pair of colorful and diminutive friends are on a quest to find Humpty Dumpty, the little egg with big dreams. There's singing involved. *Foodledoo and Peekaboo in Humpty Dumpty's Big Surprise* is a painstakingly crafted animation incorporating imagery of vintage postcards scrounged from flea markets. It's the first DVD production from Bygone Productions, the husband-and-wife creative team of **Debbie Gaughan, '81**, and John Donovan.

Looking at the media options available to her young nieces, Gaughan decided to make something less frenetic. "Our goal was to create a movie that would feel like someone reading an old fashioned picture book to the little ones," she says.

The next title you can expect from Bygone Productions is *Foodledoo and Peekaboo Help Itsy Bitsy Spider*. If ever a spider needed a helping hand (or a flotation vest) it would be Itsy.

PUBLIC RELATIONS



Orchestrating Lady Bird

When Lady Bird Johnson passed away in July 2007, the need to properly memorialize a public life clashed with the very private loss of her family. As

an account manager with Austin's Elizabeth Christian and Associates Public Relations, **Aileen Burdock, '03**, gave the Johnson family and the world space to grieve.

The PR team she helped run pulled together comprehensive information for the media; worked phones, e-mail and four separate tribute web sites; and facilitated interviews with Lady Bird's long-time secret service agent, hairdresser and LBJ Ranch staffers to give the public personal glimpses into the former first lady's life. "These turned out to be just as touching, if not more so, as any interviews granted by public figures," says Burdock.

Cycling Club Gets Rolling

The newest team in the university's spring athletic lineup is a bit of an anomaly. Anyone can join; the blaring, form-fitting uniforms are optional; and extra practices take place on nights with a full moon. No, it's not competitive trick-or-treating — it's the St. Edward's University Cycling Club.

Formed in Fall 2005 by president **Stephen Hertenberger, '08**, the team has made a habit of riding in weekly group outings on Saturdays, at local events like the Austin Full-Moon Ride, and for charity at events like the MS 150 ride from Houston to Austin to raise money for Multiple Sclerosis research. But after achieving university club status this spring, the group began to race competitively in the South Central Collegiate Cycling Conference. Membership has grown to 80.

"The group has been around for a few years, but the focus was always recreation," says the faculty sponsor, Assistant Professor of English Literature **Chris Flynn**. "Now that we've added a competitive element, there's a lot more interest."



Suited up and ready to ride: The Cycling Club.

Badge of Honor

R. Adrian De Leon Jr., '11, earned his first Boy Scout merit badge in archery at summer camp in 2000. From there, he set a personal goal of earning 10 merit badges. Soon he raised the bar to 30, to 50 and up to 100 badges. De Leon reached 121 badges shortly before his 18th birthday, the highest number of badges a Scout can earn. He also received the Pope Pius XII medal, the highest award a Catholic Scout can earn.

Even as De Leon finishes up his freshman year at St. Edward's, he intends to stay active in scouting, keeping up with the Venture Crew High Adventure Boy Scout program that he started his senior year. "I also plan to go camping, recruit more Scouts, and most importantly, have fun."

HIGHLIGHTS FROM DE LEON'S MERIT BADGE COLLECTION:

- ★ **Hardest:** Citizenship in the Nation. "It's required to become an Eagle Scout."
- ★ **Easiest:** Sports. "I've been an athlete all my life."
- ★ **Most fun:** Fishing. "I was the only Scout at camp to catch two fish."
- ★ **Craziest:** Water Skiing. "I face planted a couple of times in the 40-degree water."
- ★ **Last:** Horsemanship. "It was difficult to find an instructor due to liability issues."



R. Adrian De Leon Jr., '11, and his 121 badges.

SPORTS HIGHLIGHTS

David Fuentes, '09, marked a milestone in Hilltopper Athletics last fall when he became the first runner to compete in the NCAA Division II Cross Country Championship. No stranger to winning, Fuentes also enjoyed the best running season in university history and was the Heartland Conference Individual Champion of the Year for the second consecutive year. After placing seventh at the South Central Regional Cross Country Championship, he went on to finish 53rd in a field of 187 runners at the national championship. This is the third year Fuentes has competed for the Hilltoppers.

The men's basketball team won its third consecutive Heartland Conference Championship with a 23-7 record and advanced to the NCAA National Tournament for the third straight year.

The men's golf team is ranked fourth in the nation by GolfStat. The team has won three tournaments and finished in the top five in nine of its 11 tournaments. The women's golf team is ranked 13th in the nation by Golfstat. The Hilltoppers have tied for first in one tournament and have been in the top three in five tournaments this season.

Here Today,



COURTESY OF STUDENT LIFE

Anywhere Tomorrow

THE HILLTOP LEADERSHIP DEVELOPMENT PROGRAM By Frannie Schneider

Alya Vasquez, '11, realized her future holds no boundaries. Sophomore **Adam DeVos, '10**, discovered his personal leadership style. These students — and others like them — have been changed by taking part in the inaugural year of the Hilltop Leadership Development program, which launched in May 2007.

Hilltop Leadership Development gives students a chance to develop and apply their skills in motivating, managing and making decisions. Students might participate in a one-week LeaderShape retreat in New Braunfels or serve as a member of the Student Leadership Team. Regardless, the program is bringing a new level of leader to the hilltop.

Take DeVos. As a freshman he joined Emerging Leaders — the forerunner to Hilltop Leaders — and got hooked. His spring semester, he signed up with Facilitators in Training (now called Leading EDGE, which stands for Exploring Dynamic Growth through Experiential Education), where he learned about leading group experiences. That summer, he took part in LeaderShape with 52

other students. At the start of his sophomore year, he applied for and received one of eight positions on the Student Leadership Team. Now, as director of Leading EDGE he's been able to put everything he's learned through Hilltop Leadership Development into action and share his skills with others.

Tom Sullivan, director of Student Life, says programs like LeaderShape help students return to campus with a blueprint for their leadership endeavors for the upcoming year. "These activities arm students with a stronger sense of their own leadership potential," he says.

Vasquez realized her own potential after signing up with Hilltop Leaders her first semester. Implemented in Fall 2007, the eight-week program teaches freshmen and sophomores about leadership by engaging them with campus and business leaders. The experience culminated in an all-expense-paid trip to Washington, D.C., where the students met with a congressman and other organizational leaders, including

two senior leaders from the Boys and Girls Clubs of America.

"The training we received and the trip we took to Washington, D.C., were life-changing experiences for me," says Vasquez. "This program made me excited about the impact I can have."

Nine St. Edward's students had a similar life-changing trip this January when they traveled to Cabo San Lucas, Mexico, to get a better understanding of leadership outside of the United States. After six weeks of learning about the region, including its geography, economy, political climate and social issues, the students experienced the region's art, politics and culture. They met with local tourism professionals, as well as government and business leaders.

Brian Perry, assistant director of Student Life, says offering this variety of programming for students is essential to help them develop leadership skills. "We're provoking students to go above and beyond what they might think they're capable of doing," he says. ■

Above: Participants in the LeaderShape retreat, one of the ways the Hilltop Leadership Development program grooms the leaders of tomorrow.

A Lesson in

Mercy

Jim Franz, '82, principal of Gorman Catholic High School in Tyler, spoke to the graduating undergraduate class of December 2007. The following essay is adapted from his commencement address.

Education of the heart is vital. It is vital at St. Edward's, part of the charism of this institution and part of the charism of the brothers, priests and nuns of the Congregation of Holy Cross.

I learned this firsthand — the hard way. In 1981, I was living in Premont Hall, along with five other seniors. One cold evening in

November, we decided to wrap Mang House, the residence of **Brother Stephen Walsh, CSC, '62**, the university's president at the time.

We wrapped that house very well, using a whole case of toilet paper. It was the idle of the night, so we were pretty confident nobody had seen us. We were pretty pleased with our labors and saw with pleasure the extent of our handiwork the next morning.

A day later, the five of us found notices in our mailboxes: "Meet at Mang House at 5:30 p.m. three days hence." The note was signed by Brother Stephen. That was all the note said. This caused great unease; all of us were worried. Some of our members were sure we were going to be dismissed from the university, our scholarships and future jobs on the line. We were sure it was over for us.

The evening for the meeting came, and the five of us nervously walked to Mang House to face our future. We knocked on the door. Brother Stephen answered, but he was wearing an apron. He invited us in, offered us something to drink, and a few minutes later he emerged from the kitchen with a tray of hors d'oeuvres. That evening, the president of

St. Edward's University cooked a homemade spaghetti dinner for five seniors who had wronged him. As the evening wore on, the conversation lightened. At no time did the subject of what we had done to him come up. None of us found it within ourselves to apologize to him. None of us made any effort to bring it up. It was a moot issue from then until graduation.

I've always thought back to the example Brother Stephen set for us that evening. Without a single word, he taught me one of the most valuable lessons of mercy in my life. He demonstrated clearly that the true measure of a leader is the capacity for mercy.

It's the formation of the heart that matters most. Use the lessons of the heart you have learned here as you make your life choices, your career choices, your personal decisions. Follow the instincts of your heart and your soul. ■

"Hilltop Voices" features perspectives on the St. Edward's experience in the words of students, alumni, faculty and other members of the university community. Send an essay for consideration to steve@stedwards.edu.

I ♥ *my job*

“The key is to focus on the positive.”

“To get through to children, you have to have a pretty good understanding of yourself.”

“A flexible, dynamic style of teaching has become a hallmark of St. Edward’s.”

“After all is learned and forgotten, the habits of the heart and mind remain.”

“When you teach children and young teens, you walk on holy ground.”

“As educators, we’ve got to do our best for every student.”

“The mind will not be cultivated at the expense of the heart.”

“The faculty begins where students are.”

EDUCATION 2.0

NEW FRONTIERS IN TEACHING

Education is the ultimate change agent. Blessed Father Basil Moreau knew this when he founded the Congregation of Holy Cross in a France left in shambles by the Great Terror. The Holy Cross mission he espoused, with its emphasis on service, values and integrating the real world into the classroom, helped his native country out of a quagmire.

Two hundred years later, the Holy Cross approach to education seems more pertinent than ever. This time of crowded schools and too few teachers calls for new frontiers in teaching, and the St. Edward’s community has risen to the challenge. Whether it’s here on campus, where faculty members get support to teach better and School of Education students learn to be caring educators, or whether it’s in the unlikelyst of classrooms in which far-flung alumni have found themselves, St. Edward’s is ensuring that the principles of Holy Cross continue to make a difference. ■



EXTREME TEACHING

These days, everything is extreme: extreme makeovers, extreme cars, extreme vacations. Even *Sesame Street's* famous fuzzball Elmo has an extreme alter ego on store shelves.

But for these seven alumni and one professor, being “extreme” has nothing to do with talk — and everything to do with action. As teachers, all eight have taken extreme measures to counter geographical, cultural, economic, social and political challenges on behalf of their students. Here, *St. Edward's University Magazine* introduces these extreme (and extremely successful) educators.

By Stacia Hernstrom, MLA '05



THE “AHA!” MOMENT



When **Gordon Markley, '82**, left a 25-year marketing and human resources career behind to teach high school last year, his teacher friends gave him one piece of advice: Never, ever joke about the three things that keep teachers sane — June, July and August. So when Markley saw that very same sentiment on a framed plaque — decorated with apples — on his department chair's office wall when he started teaching at inner-city North Dallas High School, he had to chuckle. Humor, he believed, would help him stay motivated and accomplish his goal: “making a difference in kids' lives.”

At Markley's school, half of the freshmen drop out before they become sophomores. About 98 percent of the students are minorities, and 77 percent are eligible for free or low-cost lunches. Many of Markley's own students — he teaches Business Computer Information Systems and Business Imaging Multimedia Management — are teenage parents, children of illegal immigrants, or primary caretakers of their own siblings or parents. Despite these challenges, Markley finds potential in each one. “As educators, we've got to do our best for every student,” he says. “That's what I'm trying to do.”

Why did you decide to start teaching high school?

When I realized I was approaching 25 years with the same company and that I could possibly stay there another 20 years — it raised a very important question: “What do I *really* want to do?” I had also reached the point where I felt my financial future was secure and I could “afford” to teach. Newsflash: Teachers don't make a lot of money!

How has your own education helped prepare you?

I still carry my St. Edward's education with me, especially some of the things from my Capstone course back in the 1980s. The whole idea of attempting to find answers where answers either do not exist or are difficult to find seems like a good framework for what the future holds. Preparing students who are able to think is so much more important than stuffing them full of information.

How do you handle the disadvantages many of your students face?

Language issues, family structure and other socioeconomic issues represent the canvas we have been given. Just like anything else, different people react differently. Some kids embrace the opportunity to learn, and others waste time by not engaging. I approach the disadvantages my students may have by first becoming aware of what's going on. I ask questions and usually get pretty direct information. There's a difference between marking a student tardy and asking why he was late.

You mentioned already having some “aha” moments with your students.

A few months ago, a student wanted to stay during lunch to finish an assignment. Out of the blue, he asked why some kids don't study and do their work. He then volunteered that (at age 16) he was the last person in his family to make it to the United States. “If some of these kids knew what I went through to get here, they would take school more seriously.” Regardless of what one may think about the entire immigration issue, I am humbled by this young man's sense of gratitude for the education he is receiving.

“There's a difference between marking a student tardy and asking why he was late.”

— Gordon Markley, '82

Above: Gordon Markley, '82, center, started a second career as a North Dallas High School teacher.

SMOOTH RE-ENTRY

Just over 700,000 people got paroled from state prisons last year. One in six ended up back in jail. And most — some estimates are as high as 60 percent — had no luck finding a job. **Tom Stader, '65**, wants to change those statistics and increase the odds of making it “on the outside.”

Stader spent a year developing a seven-week job skills class for felons at Indiana's Plainfield Re-Entry Educational Facility, the first center of its kind in the state. As a volunteer, he launched the class in 2006 and has since graduated 120 students. More than 60 inmates are on the waiting list.

Stader teaches basic grammar and writing rules, résumé and cover letter preparation, interviewing skills (including how to answer the inevitable “So you're a convicted felon ...” question), and business communication. Beyond the syllabus, though, Stader gives his students something less tangible: “They learn to look you in the eye, to shake your hand, and to speak with confidence and comfort.”

How do you answer the “So you're a convicted felon ...” question?

The guys really get scared thinking about the interview process. They back up. They've never been a part of that world, the business world. So we do mock interviews, and I start by playing the felon. I say, “Yes, I made a mistake when I was young. I was sent to prison, where I studied X and Y and did A and B to improve my situation. I am rehabilitated and will never go back.” The key is to focus on the positive aspects. Everybody practices answering the question, and we critique each other.

How did the chance to plan and teach the class come about?

I worked in business for 20 years and then taught junior high for 20 years. I retired in 2003 but, after a year, started looking for something worthwhile to do. I first taught a prep course for the GED writing section to kids in a juvenile detention facility, and then Indiana decided to transition that building into a campus for felons about to be released. I spent a year helping with the transition and developing the course.

What are most of your students like?

Most are short-timers, serving 12 to 18 months for drug-related crimes or burglary. But there are some who are life-timers, like this one guy, a capital felon, barely literate, who's spent 35 years in jail. The common denominator is that they all want to work hard and get out of jail. This facility is the “crème de la crème” of the prison system — you don't get in if you're not ready and motivated.

How do you stay motivated?

When you're in education, you don't know who you touch. This is especially true with my class because we have no statistics, no mechanism for follow-up yet. The State Department of Corrections is a huge bureaucracy, and it's like pulling teeth to get things done. This might seem corny, but I pray. I ask the good Lord to give me the strength to help these guys and the patience to put up with all the red tape.



“The key is to focus on the positive aspects.”

— Tom Stader, '65

Above: Tom Stader, '65 (with his grandchildren), volunteers his time teaching at an educational facility for rehabilitating felons.

THE TRAVELLER



“Children are the microcosm of a culture. Through them you really learn about the basic life of the family, and by extension, the country.”

— Patricia Abderholden, '80

South Korea reveres its teachers, especially those from foreign countries. The government covers half of their health insurance, provides a furnished apartment and pays for round-trip airfare from home. There's even a national holiday for teachers. The irony? Most teachers, like **Patricia Abderholden, '80**, spend that holiday at work.

For five years, Abderholden has taught and tutored elementary school children in the South Korean cities of Pohang and Suwon. She is in the classroom year-round, with only a week off in the winter and summer. And when she travels home to the United States, she spends the time shoring up her energy and health, usually run down thanks to the constant workload and long hours.

But Abderholden loves what she does. “Children are the microcosm of a culture,” she says. “Through them you really learn about the basic life of the family, and by extension, the country. I may return to America someday, but I won't be leaving Korea behind completely.”

What are the differences between teaching in South Korea and the United States?

There is a problem in South Korea with too much pressure put on students to excel, but you have to understand that education is of paramount importance in this society. Teachers are shown as much respect as doctors are in the United States. And the life of a teacher is more demanding the better the teacher is. I have to reject requests on a regular basis to teach students privately. I already teach extra classes every day of the week because the other Korean teachers and the students' mothers consider me to be an excellent teacher. That's very gratifying but also very tiring.

How is your South Korean classroom different from an American classroom?

There isn't always a great deal of resources available to the foreign teacher. I am an unusual teacher in Korea (though I'm sure I'm not in the United States) because I have accumulated a vast library of children's books, flashcards, posters, videos, games and music for my own personal use in teaching. I have somewhere between 800 and 1,000 books in my classroom library. I find and use resources on the Internet, too. And I have introduced the Scholastic Book Clubs to two different schools. The parents love the ability to buy books that aren't available in bookstores — and to save money while doing it. I add more books to my library every month whether picking them up at a bookstore or through the book clubs. I also add textbooks and nonfiction to my collection regularly. When it comes to art supplies, baby food jars, egg cartons, brown paper bags and wooden clothespins are just not common in South Korea. Any teacher will tell you these are the staples of an art supply closet! You have to really look around and find alternatives.

What is the best part about teaching in a foreign country?

You have the opportunity to dive into the society and culture. You come to a much better understanding of the people and their values and goals than if you were to read history/ anthropology books or tourist guides.

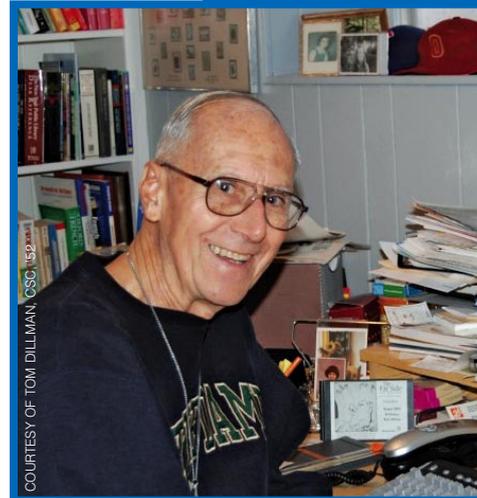
Above: South Koreans revere teachers like Patricia Abderholden, '80, but that doesn't make the job easy.

A TEXTBOOK EXAMPLE

Liberia's first civil war broke out in 1989. Over seven years, more than 200,000 people died, including 50,000 children. When it was over, more than a fifth of the soldiers disarmed were younger than 17. As a math and science teacher at Liberia's St. Patrick's High School, **Brother Tom Dillman, CSC, '52**, witnessed the war's effect on children firsthand. And as the only Holy Cross Brother to remain in the country throughout the war, he did his best to save, serve and teach them.

When dictator Charles Taylor came to power and Dillman's high school closed, Dillman transferred to Ghana. He spent two years drafting a much-needed set of math textbooks for Catholic high schools in Liberia that were ultimately adopted for use in all Liberian high schools.

Now 80 and retired from teaching, Dillman directs the Holy Cross program for temporarily professed brothers in Ghana and ministers to the local poor. After more than half a century as a brother and more than 38 years in war-ravaged Africa, he still "wakes each day with an expectation of grace-filled opportunities that give meaning, purpose and joy to life."



How did the opportunity to write textbooks come about?

There was a great need for math textbooks for grades 10, 11 and 12, so I put myself to the task. I wrote the first textbook in longhand but was told by the local publisher that no one could put it into the necessary printable form, so I had to learn to use a computer — Liberia was without electricity throughout the war years, and I never had an opportunity, or need, for a computer. All three textbooks took two years to write and followed the West African National Exam Syllabus guidelines, which I had used to prepare students over the years. The first several thousand books were printed for Catholic schools, using remaining money from our St. Patrick's High School Scholarship Fund, and other printings followed.

What's the best part about ministering in a foreign country?

I have received more from the people I have ministered to in Ghana and Liberia than I have given. My life surely would have been enriched had I remained stateside, but in Africa, having fewer luxuries (especially during the war years in Liberia) and mixing with less-affluent persons help to curb excesses relating to material needs. I hope I shall live out my remaining days in Ghana and take a deserving place in our community cemetery, which is still empty since our 30+ Ghanaian brothers are relatively young, whereas I and three other Americans are relatively old.

What kind of cultural or language barriers have you encountered over the years?

The most valuable lesson I learned was after being in Monrovia, Liberia's capital, for a few days. I went to the post office to purchase some stamps. I approached the woman at the counter and said, "I would like some stamps, please." She looked at me, smiled and said demurely, "Good morning, may I help you?" "Er, yes," I replied. "Would you please sell me some regular postage stamps?" A very manifest demonstration of the African's prioritizing of person over business! I have never forgotten this.

"There was a great need for math textbooks for grades 10, 11 and 12 in Liberia, so I put myself to the task."

— Brother Tom Dillman, CSC, '52

Above: Brother Tom Dillman, CSC, '52, has taught in war-torn Africa for more than 38 years.

BLOGGING THE BLOC



LORINAVAJAR, MLA '05

A Russian spy killed by radioactive poisoning. Revolution in Chechnya. Accusations of election fraud. Russian politics today is a messy mix of domestic and foreign issues that has both Westerners and non-Westerners asking, is Russia really a democracy? And, has it ever been?

School of Behavioral and Social Sciences Dean **Brenda Vallance** tackled these questions in her “Russia Today” Global Studies course last fall. But she didn’t just ask her own students for answers. She invited 50 International Relations students from a colleague’s class at Russia’s St. Petersburg State University to join the discussion, too. The St. Petersburg students “talked” with Vallance’s class about Russia’s political, social and historical relationship with America, Europe and the rest of the world through a blog, or web-based journal, created by the Faculty Resource Center at St. Edward’s.

The blog — a completely optional component for students on both sides of the globe — took off. During the four-month course, students posted more than 140 responses to the questions Vallance posed. And in the last two weeks, they “open blogged,” asking and answering each other’s questions.

“My class was small; my colleague’s class was large. My students spoke English fluently; many of the Russian students didn’t. My students probably all owned their own computers; their peers didn’t,” Vallance says. “But the discussions we had overcame those differences and led to quite a rich debate.”

What surprised you about the blog?

I was surprised by how much time it took for the students to get beyond niceties and really talk about the issues substantively. There’s still a certain amount of political censorship in Russian culture today — by and large, it’s self-censorship — and it took a while for the Russian students to feel they could write their true opinions. But I was impressed by the amount of participation on both sides. In my class’s case, one of my goals was to ensure my students heard Russian voices. It’s a course on Russia today — but it’s taught by an American. I wanted the students to have both Western and non-Western interpretations of the issues.

Did the blog make the world seem smaller or larger?

Definitely smaller. The Russian students got a kick out of our Founder’s Day holiday. It was funny to hear them talk about what students would talk about anywhere — how they wished they were going home, or to the beach, or to visit friends for the long weekend, too.

What is your philosophy on using technology like blogs in the classroom?

I don’t say to my faculty members, “You have to use technology.” They know this is a different generation of students we’re teaching. Students are very used to technology, and they may very well respond to it better. Several professors are already incorporating blogs into their classes or are working on courses that mix traditional meetings with online elements. We want to try different things but also make sure we can assess them — to get students’ feedback so we can ensure we’re using the technology effectively to advance learning.



“The discussions we had overcame our differences and led to quite a rich debate.”

— Brenda Vallance

Above: School of Behavioral and Social Sciences Dean Brenda Vallance established cross-cultural blogging between students in her class and a Russian university.

A SPECIAL STORY

When **Rob Muir, '84**, was starting his screenwriting career in Hollywood, he had a pitch meeting with an executive. In the middle of the pitch, the executive went into his private bathroom. Muir stopped talking. After a few moments of awkward silence, the executive yelled at him to keep going. Just another day in Hollywood.

Muir went from Theater Arts major at St. Edward's (where he met his wife of 18 years, **Pepper (Minton) Muir, '84**) to San Francisco sketch-comedy player to full-time writer in Los Angeles. Since 1993, Muir and his writing partner have completed more than 25 scripts for various studios. Recently, the duo finished the script for a sequel to Disney's **Monster's, Inc.** They've also been tapped to work with Robert Zemeckis on an animated version of the Berkeley Breathed children's story *Mars Needs Moms*.

Muir also devotes some of his time to coaching for the Special Olympics. In 2005, he served as goalie coach for the U.S. National Floor Hockey Team and traveled to Nagano, Japan, for the Winter Games. Muir talked to *St. Edward's University Magazine* and shared what it's like to teach these athletes.

How did you get involved in Special Olympics?

In 1997, my wife and I lost our daughter Merry to a fatal genetic disorder. After that tragic loss we were looking to get involved in something positive that could in some way honor Merry's life. Pepper suggested Special Olympics. Now almost 10 years later, Pepper runs the softball program here in Santa Clarita, and I am the head coach for both the softball and floor hockey teams.

What's the experience been like for you?

There's something truly inspirational about the Special Olympics athletes. They face so many challenges, and yet they meet each obstacle with passion and determination. The Special Olympics motto is "Let me win. But if I cannot win, let me be brave in the attempt." Above all else these athletes are brave.

How was it going to Japan with the national floor hockey team?

It was so uplifting to see the positive interaction between athletes from all over the world. More than 2,600 athletes from 84 countries competed in eight different winter sports. It was like a global group hug. But make no mistake — the athletes were there to compete. Our U.S. team faced some tough competition. After being knocked out of the gold medal round by just a goal, our team went on to win the bronze medal. We celebrated that night by buying the team sushi pizza from Dominos in downtown Nagano.

What are some of the misconceptions about people with intellectual disabilities?

Limitations. People tend to think about what our athletes can't do, instead of what they can do. On the surface it may appear that our athletes have limitations. As a screenwriter I have to forget about limitations. Limited thinking gets limited results. The same applies to working with those who have intellectual disabilities. I've seen borderline miracles with our athletes because we dared to think beyond the limits of conventional wisdom. ■

— Hans Christianson

Above: Screenwriter Rob Muir, '84 (second from right), in Nagano, Japan, with the U.S. National Floor Hockey Team, which he helped coach.



"Above all else these athletes are brave."

— Rob Muir, '84

ARNOLD HERNANDEZ, '04 SPOKESPERSON, SALLIE MAE FUND



As a senior in high school, **Arnold Hernandez, '04**, earned more college scholarship money than anyone in his class. But no one told him that.

Hernandez's parents — migrant farm workers raising seven children on \$17,000 a

year — put aside all the college award letters he received. They couldn't read English and didn't realize their son was being offered significant financial assistance from the colleges that accepted him. And since they couldn't afford to send him on their own, they didn't want to get his hopes up. Eight years later, Hernandez tells this story to hundreds of high schoolers and their parents each day as the national spokesperson for the Sallie Mae Fund's "Paying for College" Bus Tour.

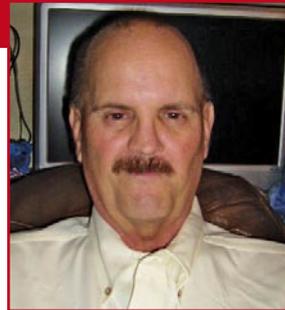
As spokesperson, Hernandez travels the country talking about the importance of a college education and financial assistance. He uses himself as an example. Hernandez attended St. Edward's through the College Assistance Migrant Program (*see page 10*). At the university, he volunteered in AmeriCorps' Community Mentor Program, worked as an orientation leader and coordinator, and served as a student ambassador through the Office of Undergraduate Admission.

He also produced a documentary film, *Harvesting a Dream*, as the final project for Assistant Professor of Communication **Teresita Garza's** Native American and Chicano Film class. The documentary later won the Texas Higher Education Coordinating Board Reel Life Video Contest and was screened at the CineSol Film Festival in South Padre Island.

After graduation, Hernandez turned an internship at Univision into a full-time job as a photojournalist and reporter before taking a job as a reporter at News 8 Austin. Then he got a call from an old acquaintance for the Sallie Mae position, in which he speaks to thousands of students and parents making tough decisions about college. It's a hectic job, but he's glad to be the someone who has to do it. "There is almost no downtime in between tours," he says. "But it is all worth it because I know that my efforts help a great many kids."

— Brandon Renner, '07

CURTIS HALL, '74 INSTRUCTOR, STUDENT DRIVERS



With the exception of the clown car, perhaps no other automobile is the butt of quite so many jokes as the one that bears the words "Student Driver." **Curtis Hall, '74**, a student-driver instructor for more than a decade, has heard all the jokes, and he's got

a few of his own. "People don't mess with a student driver car much," he says. "They do try and get around us quickly, although I can't imagine why. You'd think people would want to be well behind a student driver, not in front of one."

When he graduated from St. Edward's with a degree in Secondary Education, Hall discovered "there weren't a lot of teaching jobs to be had then unless you were a coach." He moved to Houston and settled for an insurance job over the next 15 years. However, he never lost his desire to be a teacher. Earning his teaching certification in 1989, he worked as a middle school and high school teacher, teaching driver's education at night.

After five years, the two jobs began to take their toll. So, in 2002, Hall chose the four-wheeled classroom over the stationary one. "In driver's education you're not tied down to the politics of schools," he says.

Hall, recently elected to the Board of Directors of the Texas Driver and Traffic Safety Education Association, says he works to avoid being a driving-instructor stereotype. "A lot of people come into this business with the attitude of being hard on the kids," he says. "That's not what it's about. We do whatever we need to do to train these kids to be safe drivers. If that means taking an extra couple of hours, then that's what we do."

What about the constant potential for accidents? "I like to take them out to the country with less traffic and those long, winding curves, until they can handle the car better." Is parallel parking the bane of his existence? "It's really just three moves, and most students pick them up pretty well."

One last word of advice: "A lot of our kids don't notice that little red light that tells them their parking brake is on," he says. "Pay attention to the dash lights — they're there for a reason." ■

— Charlie Cale





First stop of the evening. A nursing-home residence where a woman has flat-lined from choking. You watch as paramedics send electricity into her body to restart her heart.

Second stop. A home where an abused dog has attacked two children.

Third stop. A domestic abuse call. You distract the children while their parents are arrested.

Last stop. A heroin drug overdose. One man survives, but the other isn't as lucky.

This wasn't just a day in the life of a beat cop. It was the Austin Police Department "ride-out" experience of St. Edward's University School of Education student **Taylor Romero, '09**, and it's on the syllabus of Assistant Professor of Education **Steven Fletcher's** Curriculum and Evaluation course. The objective of the ride-out is to help future teachers understand how the communities that surround local public schools can affect the perspectives and progress of public school students. Juniors and seniors in Fletcher's class spend 10 hours accompanying a police officer on patrol around town. If it's not a dangerous call, they are invited to get out of the car with the officer and observe. "Students don't check their lives at the door," says Romero. "This exercise made me much more sensitive to the effects of home environments on students: drugs, poverty, abuse. I now have a very real image of what those terms mean, not just ideas that came out of a textbook."

If this exercise sounds unconventional, it is. But it's part of what makes teacher education at St. Edward's University unique. It's what School of Education Dean **Karen Jenlink** describes as "living the mission."

So what does that mean? What difference does a Holy Cross education in particular make in preparing students to become better teachers, and better people, in the 21st century?

Blessed Father Basil Moreau, founder of the Congregation of Holy Cross, said, "The mind will not be cultivated at the expense of the heart." In a time of teacher shortages and crowded schools, how do the tenets of Holy Cross — developed more than 200 years ago —

continued on page 28



Associate Professor of Education Judy Leavell (*right*) couples 21st-century technology with age-old principles of teaching.

Living the Mission





of Holy Cross in 21st-Century Education

By Stacy Stroud



Assistant Professor of Education Steven Fletcher (*far left*) organized a "ride-out" with the Austin Police Department to help students like Taylor Romero, '09 (*right*), understand the communities they teach.

still provide a relevant and engaging way to teach something as intangible as how to help a child want to learn?

HEART AND MIND

The School of Education's mission is to prepare caring, moral and democratic educators who are professionally qualified to teach in culturally diverse schools within a framework of social justice. More than simply words that hang on the wall, the mission goes on to parallel the Holy Cross charisms (gifts of the spirit to serve the church and the community): encouraging values-based education, a sense of community, a global perspective, the courage to take risks and the idea of educating the whole person — heart as well as mind.

It's no secret that schools mirror society. Schools today are rapidly evolving, particularly in urban areas where demographics are shifting, poverty is high, and teacher and principal turnover is increasing. Teachers and public schools have to face illiteracy, students' tumultuous home lives and shifting politics. Interestingly enough, those were the same issues that plagued rural France after the Great Terror — the setting in which Moreau stood up to the status quo and wrote his *Christian Education*. At the time, France was suffering huge illiteracy rates as its efforts to eradicate the Catholic influence also took out a large portion of its educators. When priests were gradually integrated back into the communities, Moreau championed the idea of integrating the real world into school to better prepare students for their lives. As he remarked in *Teacher's Guide to Holy Cross*, "Our students are destined to live in the business and problems of the world. So they should not be made to live a type of life that they would have to abandon when they leave our institution. They should be trained in such a way that they may be everywhere what they were in school."

In other words, faculty "begins where students are," says **Brother Stephen Walsh, CSC, '62**, director of the Holy Cross Institute.

For example, Associate Professor of Education **Judy Leavell** knows her students multitask and use interactive devices while they're on the go, so she's planning for increased academic engagement with iPods. "Academic language uses rare vocabulary



JESSICA ATTIE '05

Associate Professor of Education Barbara Frandsen prepares students for the field experiences that precede their student teaching.



Assistant Professor of Bilingual Education **Rosemary Rubino** (*left*) matches her students with Hispanic mothers and daughters to help both strengthen language skills.

and can be difficult to process,” she says. “Some students prefer the audio channel.” This experiment could evolve to the point where students are creating their own study material, using parts of lectures, recordings of their own notes and readings from the text edited together in an audio study guide.

FROM COMMUNITY TO SELF

Last year, the School of Education launched Jumpstart, an initiative that helps recruit local high school students from underserved backgrounds into the teaching profession. These future teachers face the same socioeconomic challenges that their future students will encounter. Coming from the same communities, they can be mentors, meeting their students in a familiar place from which to overcome their challenges.

In Assistant Professor of Education **Kris Sloan’s** Foundations of Education course, freshman Education students confront their own beliefs and stereotypes about what makes good or bad teachers and schools by researching, visiting and eventually volunteering in local schools. Often, what they observe and experience at the schools don’t match the state’s report of their achievement outcomes, reshaping their assumptions. “It’s not just teaching math or science — it’s teaching students, it’s teaching kids, and it’s about understanding culture,” says Sloan. “To get through to children, you have to have a pretty good understanding of yourself.”

Community outreach is an important part of Holy Cross and the School of Education. Within the school, the St. Edward’s experience embraces a holistic view of both the students and the community, explains

Associate Professor of Education **Barbara Frandsen**. All of the methods and courses and most of the Education classes require students to participate in field experiences (internships), which precede student teaching and usually take place in low-socioeconomic schools. Approximately a third of the students in the first Education course, Sloan’s Foundations of Education, engage in tutoring and other community service learning projects. In Secondary Methods and Management, Fletcher takes the process a step further by holding many classes on the Crockett High School and Covington Middle School campuses. He and his students strive to become part of the school culture. Fletcher’s students have also worked with underserved adolescents from alternative high schools in the Bastrop County Juvenile Court System.

Assistant Professor of Bilingual Education **Rosemary Rubino**, who teaches linguistic and bilingual courses, matches her students with Hispanic mothers in the Austin area. Rubino’s students work with these mothers to help them strengthen their English language skills. Pre-service teachers in Elementary Methods and Management also learn ways to modify instruction for students with dyslexia and other learning disabilities. In addition to supervising interns in her own classes, Frandsen places America Reads tutors in area schools where diverse, high-need students are located. And recently, St. Edward’s admitted eight students who have risen through the Bilingual Cohort of the Teacher’s Pipeline program, a partnership with various schools and organizations that prepares AISD teaching assistants to earn their

four-year degree in Bilingual Education and become bilingual teachers.

CHANGE AGENTS

To reach today’s students and their communities, teachers and administrators must not only be able to speak students’ languages (literally and culturally), but must also be prepared to be agents of change. A new Master of Arts in Teaching program, which the School of Education began offering in late 2006, prepares educators to respond to the challenges in today’s schools and lead transformative social change in the 21st century.

Beyond the school’s innovations and programs, many students believe it is within the context of the St. Edward’s University experience — an experience of belonging to a community and learning in a caring environment — that Education majors become better teachers and, ultimately, better people. “This sense of community,” says Romero, “has allowed me to open up, explore and create in a supportive environment. I know my professors; I know my dean; I know the other students. I belong here.”

The Brothers of Holy Cross followed a primarily oral tradition, and their legacy is perhaps more plainly felt in the heart than learned in the mind. Teachers tend to teach as they are taught. Walsh describes the Holy Cross experience for future teachers as a “radioactive deposit.” In the end, he explains, after all is learned and forgotten, the habits of the heart and mind remain. If a student’s experience is one where he or she has been exposed to good teaching and caring, ethical people — that will have as much of an impact as any one course.

Perhaps that impact is the mission that lives through the actions of educators at St. Edward’s. It lives in Fletcher’s ride-out, in Fleck Hall’s new experiential learning classroom, in Austin-area primary schools, and in the hearts and minds of the students. “When considering the imperatives of 21st-century classrooms,” says Frandsen, “we remind pre-service teachers that when they teach children, they walk on holy ground.” ■

SMOOTH MOVES

KINESIOLOGY MUSCLES IN

The Kinesiology program has ballooned from around 40 students in 1990 to more than 120 students in 2007. Focused on the study of movement in the human body, the major was initially geared for training future coaches and physical education teachers. Now it also prepares doctors, nurses, physician's assistants, and occupational and physical therapists. Despite the program's growth, Kinesiology has maintained hands-on classes with experienced faculty members who prepare students for their chosen body of work, so to speak. The uniqueness of

the major, with its emphasis on natural science courses, attracted pre-med student and Kinesiology major **Beau Grantier, '09**.

"I knew I wanted to be a sports medicine doctor when I came to St. Edward's, so I started with a Biology major, which is normal for most pre-med students," says Grantier. "After my first year, it just didn't feel right. After taking a career-planning class, I decided to major in Kinesiology because it provides the prerequisites for medical school and gives me a background in sports-related injuries and treatments."



Beau Grantier, '09, practices on St. Edward's University athletes for a career in sports medicine.



Melinda Terry helps train athletes and teach other trainers.

ATHLETIC TRAINING CONCENTRATION: ATHLETES HELPING ATHLETES

The program added an Athletic Training curriculum in 1993 to prepare students for the Texas state licensure test and to find work as trainers in high school, college, corporate or clinical settings.

"A lot of our Kinesiology students were athletes themselves, so they know what kind of difference a good trainer can make," says Head Athletic Trainer **Melinda Terry**. "This track gives them a chance to work with athletes on a daily basis and help with an injury from beginning to end."

NOT YOUR FATHER'S PHYS ED

So what is kinesiology? In a scientific sense, it's the study of movement. At St. Edward's, the Kinesiology major combines traditional physical education, coaching and health courses with a hard science curriculum including Biology, Chemistry and Physiology. Students can choose from one of three concentrations: General Kinesiology, Athletic Training or Pre-Physical Therapy.

St. Edward's has offered the Kinesiology major in different incarnations for nearly 40 years since the major's beginning as Physical Education. Learning from professors who doubled as university coaches, students in the major typically went on to careers as PE teachers and coaches themselves. By the early 1980s, St. Edward's expanded the major with a new name, Health, Recreation and Sports Management. Then, in 1995, Associate Dean of the School of Education **J. Frank Smith** saw further potential in the major when he rebooted it as Kinesiology.

"I thought the major needed to be updated somewhat and appropriately titled," says Smith, now coordinator of the Kinesiology program. "I tried to play to our strengths and meet students' evolving needs."



Studying the way the human body moves prepares the physical therapists and athletic trainers of tomorrow



J. Frank Smith has evolved the program over time to reflect students' needs.

KINESIOLOGY: THE FASTEST-MOVING MAJOR IN THE SCHOOL OF EDUCATION

BY HANS CHRISTIANSON



PORTRAIT OF A GRADUATE: KINESIOLOGY IN ACTION

On a typical day, physical therapist **Tommie Baugh III, '02**, works with eight to 10 patients who have had bone work done, from ligament and cartilage repair to joint replacements and beyond. He sets aside extra time to evaluate two additional patients and assess what they can do and how long it will take them to do it again, creating a treatment plan to get them back on track. Throughout the day he's consulting with doctors, physician's assistants and the assistants who carry out his treatment plans.

How did he prepare for this career?

Through the Athletic Training concentration of the Kinesiology major. A high school athlete, Baugh didn't play at the college level, but he became a student athletic trainer to stay involved in the sporting scene. The experience proved invaluable.

"I received a lot of field experience as a student athletic trainer," says Baugh. "We were usually the first ones there before games and the last to leave. I was also fortunate to be able to work as a physical therapy aide at a nearby clinic, too, so the combination really helped get my foot in the door as I was starting my own career."



Tommie Baugh III, '02, uses his skills as an Athletic Training major in his physical therapy practice.



Elisa Sandoval, '09, fulfills her 120 hours of intern requirements in physical therapy clinics.

HANDS-ON EXPERIENCE

An attractive aspect of the program is the internship experience. Students are required to complete a minimum of 120 hours in an internship setting, such as a local school, physical therapy clinic or fitness center. Many of the students perform community service and volunteer work in addition to their internships. Pre-Physical Therapy student **Elisa Sandoval,**

'09, describes her classes as the biggest asset as she interns in physical therapy clinics.

"My classes have exposed me to the muscular and skeletal systems along with teaching me how the body moves," says Sandoval. "As I've observed the physical therapists at work, I've been able to apply all of that information toward better understanding what they do."

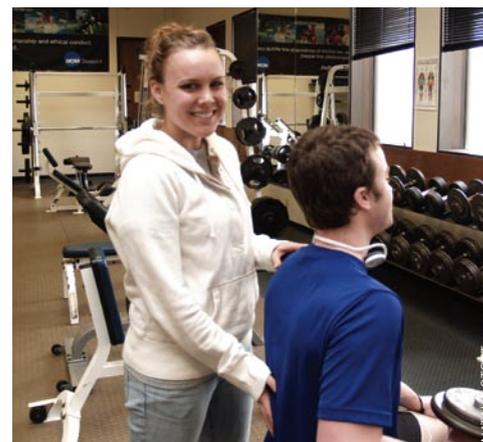
THE PRE-PHYSICAL THERAPY TRACK: THE NEXT EVOLUTION

By the late 1990s, several Kinesiology students were asking for advice about preparing for graduate physical therapy programs. In response, the program developed a Pre-Physical Therapy track. A joint effort with the schools of Natural Sciences and Behavioral and Social Sciences, the track pulls from courses in Biology, Chemistry, Physics and Psychology to help students prepare for physical therapy schools.

Pre-Physical Therapy student **Katie Smith, '10**, knew that she wanted to be part of the Kinesiology program at St. Edward's even before she decided to apply to the university.

"I want to specialize in sports medicine because I've had several sports-related injuries and had to go through therapy," says Smith. "I'm also interested in how parts of the body work and how they allow us to do the things that we love to do. For that reason, Kinesiology

with the Pre-Physical Therapy track is the perfect path to follow." ■



Katie Smith, '10 (left), chose Kinesiology's Pre-Physical Therapy track to prepare for physical therapy school.

Lesson Plans

By Alyssa Harad

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**What to do
with a bumper
crop of new
faculty?
Ask the Center
for Teaching
Excellence.**

.....

Good teaching is weird magic. A business professor may inspire a theater major to switch to marketing. An English professor may encourage an accounting major to take up linguistics. A former drill sergeant may teach history as brilliantly as an ex-hippie teaches Shakespeare. And vice versa.

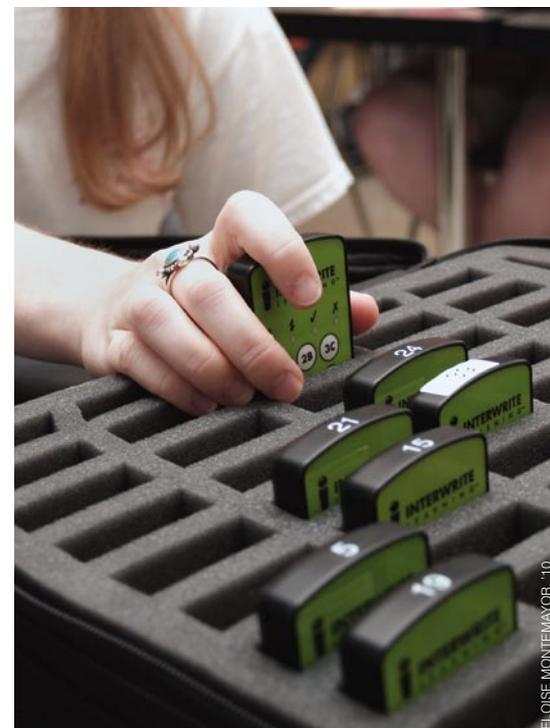
Teaching can get even stranger for the teachers themselves. Imagine doing some of your best and most difficult work in a place where none of your colleagues will ever see it. As the new director of the university's Center for Teaching Excellence, **Julie Sievers** wants to make good teaching as visible as possible.

"Faculty members pour their lifeblood into teaching," she says. "But they're so busy that they rarely have time to talk about it."

Since its founding in 1991, the CTE has opened the classroom door by offering faculty members spaces for discussion, the latest research on pedagogy, teaching awards, consultations and classroom observations, and other forms of support. In other words, the center is devoted to making the great teaching at St. Edward's even better.

Sievers arrives at the CTE in the midst of changes that have created new opportunities — and challenges. In the eighth year of a 10-year plan to gain recognition as one of the best small universities in the nation, St. Edward's has expanded the student headcount while building on the student experience with programs like the Global Understanding Initiative, which places renewed emphasis on preparing students to be global citizens. These changes have emphasized more than ever the Holy Cross mission of meeting students where they are and giving them the same access to education.

To provide students that support, faculty often work better when they have support of their own — preferably from other faculty. The



Students use clickers in Helen Just's Adolescent Psychology class for instant quizzes, one of the technologies embraced by the CTE to promote better teaching.

CTE is assembling a faculty advisory committee with members drawn from across the university. The office is also exploring ways to mentor new faculty members from within their specific disciplines. "Teaching is just hard work," says Sievers. "But the center can help people brush up on basics. Faculty members are already taking so many original approaches to teaching, and they can learn from each other."

Through these efforts, the CTE will function more than ever as a bulwark to ensure faculty members continue building on the flexible, dynamic style of teaching that's become a hallmark of St. Edward's. Sievers cites as an example the way many faculty members include students in their research. By inviting students to join in the research process, faculty members can help students see connections to their work in the classroom. Such collaboration often brings opportunities to present at conferences, where faculty members and students can get involved in worldwide conversations about the subjects they study. The CTE is exploring ways to help promote more student-faculty research along these lines.

continued on next page

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Every year, the Center for Teaching Excellence recognizes St. Edward's University faculty with its teaching awards. Here's a sampling of last year's winners.

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Hudspeth Award for Innovative Teaching

HELEN JUST

Associate Professor of Psychology



Courses: Counseling and Guidance, General Psychology, Internships, Adolescent Psychology

Current scholarly project: Working with Professor of Psychology Alan Swinkels and

Assistant Professor of Psychology Russ Frohardt on ancillary materials for a new textbook for General Psychology, due out in Spring 2008.

Best teaching moment: "Helping a student submit her research to a psychological conference one minute before the midnight deadline, then getting a letter from her two years later about her impending graduation from graduate school."

Worst teaching moment: "Looking out at my 9:30 a.m. class one morning and noticing that one student had gone to sleep, head on the desk, completely zonked. That's a wake-up call!"

Favorite thing learned from a student: "The value of experiential learning. I try to design internships that connect the classroom to the work world, preparing students to make the transition from student to professional in the field."

Distinguished Teaching Awards

RUSS FROHARDT
Assistant Professor of Psychology



Courses: Behavioral Neuroscience, Learning and Cognition, The Biological Basis of Human Behavior, Chemical Dependency Issues, Theories of Personality

Current scholarly project: The role of intracranial amphetamine administration on paced mating in female rats; the effects of killer whale calls on the swimming behavior of Pacific salmon in southeastern Alaska.

Best teaching moment: “Teaching my first student to successfully complete brain surgery on a rat.”

Worst teaching moment: “Having one of my students pass out during an oral presentation in my class.”

Favorite thing learned from a student: “The hip-hop stylings of the rap act Sweatshop Union.”

CATHERINE RAINWATER

Professor of English



Courses: Nineteenth-Century American Novel, Turn-of-Century and Early Modern Novel, Native American Literature, Literary Criticism, American Literature Surveys, Honors Program course in Controversies in Public Art

Current scholarly project: An essay concerning the representation of American history in Native American writing.

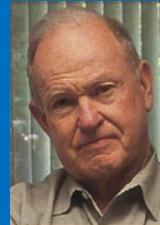
Best teaching moment: “When students say they have changed and/or opened their minds about something I’m teaching.”

Worst teaching moment: “When students don’t bother to read the assignments.”

Favorite thing learned from a student: “I once learned from a student how to cut vegetables into flower shapes.”

Distinguished Teaching Career Award

WALLE CONOLY
Professor of Art



Courses: Beginning Painting, Intermediate Painting, Advanced Painting, Beginning Drawing, Color and Design, Life Drawing

Current scholarly project:

“Besides teaching, I draw and paint. This semester I’m spending more of my time working on a new painting.”

Best teaching moment: “Having ex-students tell me I’ve had a positive impact on their lives.”

Worst teaching moment: “Not being properly prepared in giving a new assignment. Very embarrassing!”

Favorite thing learned from a student: “Enthusiasm! Also, I love that students can be so open and trusting of what you think and have to say. It certainly makes you think more responsibly about what you’re saying.”

continued from page 33

To further advance teaching innovation, the CTE has teamed with Instructional Computing in exploring new technologies such as blogs and wikis that can improve the classroom experience. Instructional Computing and the CTE are also piloting “clickers,” instant-feedback systems that capture student responses to questions in seconds.

As the CTE pursues these next steps, Sievers says the key will be maintaining the distinctive culture and social vision of the Congregation of Holy Cross. After all, says Sievers, “that’s what makes a St. Edward’s teacher a St. Edward’s teacher.” ■



REBECCA MARINO '10

Julie Sievers, director of the Center for Teaching Excellence, plans a workshop on peer learning, one of the ways the center helps the faculty members at St. Edward’s teach even better.

IMPROVING AMERICA'S SCHOOLS

School of Education faculty share their prescriptions for getting public schools back on track.

KRIS SLOAN

Assistant Professor of Education

Instead of working up grand narratives about “fixing” American schools, we should focus our efforts and energies on improving the overall quality and equity of the daily educational experiences of children. The most immediate way one can do this is to become involved in the emerging debates concerning the reauthorization of the No Child Left Behind Act.

While standardized tests do have a place in the accountability equation, other measures of student achievement and school quality must be added to No Child Left Behind for it to more positively influence what transpires in schools. Criteria that could be added to the accountability equations include student grades, performance assessments through which students demonstrate what they have learned, and “audits” of schools by parents and other community experts. The rating equation could also include school- and teacher-satisfaction surveys by parents and an “Opportunities to Learn” scale that weighs a range of student achievement scores against the school’s resources.



JUDY LEAVELL

Associate Professor of Education

To improve schools, we need to increase access to books and technological tools that develop and support literacy. We especially need more books that accurately reflect the diversity within our nation and world. However, in the press to use scientifically-based research for teaching, educators must not lose sight of the things that science cannot and does not measure — those values that we hold dear but cannot measure scientifically.



STEVEN FLETCHER

Assistant Professor of Education

Public schools in the United States face numerous constraints that contribute to the sense of failure and crisis often highlighted by the media. These issues include the increasing cultural, linguistic and ethnic diversity of students in U.S. schools, high-stakes testing that strains the resources of local schools and forces teachers to “teach to the test,” the lack of teachers who are prepared, and a supportive presence at home to bolster students when outside the school playground.

At St. Edward’s, we train secondary teachers to think critically about teaching. Our students spend significant time in the field before graduation practicing to teach in urban settings.

A strong grounding in contemporary teaching methods and instruction in how to create engaging curriculum lead to teachers who can make learning relevant. The effective use of these tools and a motivation to help “mend the hurt” are what characterize our teachers in the field.



BARBARA FRANDBEN

Associate Professor of Education

Here are three promising suggestions posed by experts for improving public education.

1. The Four-Day School Week

Altering the traditional school week to four days instead of five has been shown to decrease dropout rates, improve attendance, save on expenses, and give faculty more time to re-energize, plan, and communicate with parents and each other. Plus, fulfilling the resultant child care needs of younger children can give teens a chance for personal development.

2. Teacher Peer Assistance

Restructuring classrooms so that teachers observe and assist one another in a structured way can spur improvement.

3. The Personal Touch

Focusing on individual student needs instead of test scores, returning to teaching art, music, drama and physical education — when we remember that we teach students with diverse needs and enchanting strengths, we will be amazed at the gains in true learning.



Homecoming 2008



Left: Charles Kolodzey, '36, joined other members of the Golden Guard for their annual luncheon to induct the newest members — the high school and university classes of 1958 — into the special society that recognizes alumni celebrating their 50-year class reunion. Center: Alma Hanson (mother of Brother Jim Hanson, HJD, '66) talks with Carol Januszeski, director of Foundation Relations, and Karen Kegg, director of Development. Right: Brother Edwin Reggio, CSC, '58, addresses the crowd.



Left: At the opening dinner and alumni awards ceremony, more than 260 alumni gathered to kick off Homecoming Weekend and enjoy catching up with old friends and making new ones. Center: (left to right) Alumni Board of Directors members Robert Ritchey, '00, Chris Ragland, '05 and Jesse Butler, '99, chat before dinner. Right: Joe Goldblatt, '75, EdD, CSEP, was one of this year's Distinguished Alumni Award recipients.

Photos by Chris Carson, Jessica Attie '05 and Rebecca Marino, '10



Left: Cindy Kozmetsky, '95, accepted a Distinguished Alumna Award from President George E. Martin, alongside her son, Daniel Kozmetsky, '02. Center: Nate Thomas, '79, also received one of this year's Distinguished Alumni Awards. Right: Eloise Montemayer, '10, joined Rene Rosenbaum, '76, in commemorating the 35th anniversary of the College Assistance Migrant Program (see page 10). About 150 CAMP alumni attended Homecoming.



Left: Parents, alumni and students enjoyed a new event this year, Hilltop Homegrown, which included live music, food and a marketplace showcasing local alumni vendors. Center: New College celebrated with a Brazilian extravaganza. Right: Arnold Hernandez, '04, received this year's Alumni Achievement Award (see page 25).

ALUMNI NOTES



From the Archives

Feeling like a lab rat?

Share your stories about
this photo with us:

St. Edward's University Magazine

3001 South Congress Avenue

Austin, TX 78704

steve@stedwards.edu

COURTESY OF UNIVERSITY ARCHIVES AND SPECIAL COLLECTIONS

50s

Jack H. Harris, '57, has moved back to South Bend, Ind., near the University of Notre Dame.

60s

In November, **Gerry Spinazze, '62**, and his wife, Bonnie, of Chicago, became grandparents again with their daughter Julie's adoption of Sarah Joone from Korea. Sarah joins her new brother Scott Jin Woo, who was adopted into the family in 2005.

Edward Anthony "Tony"

Golda, '64, of Gresham, Ore., retired on Dec. 31 when he turned 65. Prior to retiring, he had worked for Encore Senior Living (Alzheimer's specialty care) and its predecessor company Brim Inc. (the first hospital management company in the United States) for more than 29 years (see "Postmarks," page 2).

Brother Richard B. Gilman,

CSC, '65, of Granger, Ind., president of Holy Cross College since 1992, attended the October inauguration of Michael A. McRobbie as Indiana University's president.

John C. Gouldie, hs '66,

of Raleigh, N.C., was elected state deputy for North Carolina of the Knights of Columbus in May 2007.

J. Fred Johnson, '68,

of Corpus Christi, has written a new historical fiction novel, *Palace Dogs*. Part history and mostly imaginative, the narrative describes his experiences as an English language instructor during the Vietnam War in 1969 and 1970. *Palace Dogs* is available online at Amazon.com. Johnson can be reached at NamPalaceDogs@aol.com.

70s

Vincent J. Tramonte, '75, of Galveston, was elected Chairman of the City of Galveston Zoning Board of Adjustments.

Robert "Bobby" Wise, '78, and his partner, Lyndon Lambert, of San Francisco, founded a pet boutique named after their fox terrier, George. The store now has three California locations in San Francisco, Berkeley and Santa Monica. Visit Wise on the web at <http://georgesf.com>.

80s

Debbie Gaughan, '81, of Los Angeles, Calif., has launched with husband John Donovan Bygone Productions, a children's video production company (see page 13).

Linda Wray, '81, of Mineola, retired three years ago from the Tarrant County Community Supervision and Corrections Department after 17 years as a probation officer. She is now enjoying life away from crime by doing volunteer work, teaching yoga and spending time with her four grandchildren.

Jim Franz, '82, principal of Gorman Catholic High School in Tyler, spoke to the graduating undergraduate class in December (see page 16).

Michael Guerra, '83, was recognized as the Outstanding Fundraising Professional at the Association of Fundraising Professionals Greater Austin Chapter 2008 Philanthropy Day Luncheon in January.

George Eken, '86, and his wife Tina, of San Jose, Calif., will celebrate their 25th wedding anniversary on June 21.

Preventing HIV the Holistic Way

Nancy Koughan, '85, has one of the most challenging jobs in medicine: working with low-income HIV patients in the Atlanta metro area, the epicenter of the HIV epidemic among African-American men and women.

As director and lead physician of the HIV Clinic of the DeKalb County Board of Health, in Decatur, Ga., she's on the front lines — trying to educate local residents on HIV prevention to stop further infection. It's not always easy when many of her patients are young people engaging in high-risk behaviors who think they're immune. Dwindling federal and state funding limits prevention, care and treatment.

Despite all the setbacks and odds, Koughan doesn't get discouraged. As a doctor of osteopathic medicine, or DO, she's right in her element. She provides a holistic approach to health care, focusing on primary care and preventive medicine. And prior to her current position in DeKalb County, Koughan worked in clinical preventive medicine at the Tarrant County Health Department in Fort Worth and in its newly expanded HIV clinic.

While HIV is no longer a death sentence thanks to potent anti-retroviral drugs, Koughan warns against complacency. "We can't give up," she says. "Even though we've made tremendous strides in treatment and there is evidence of prevention message fatigue, we need to continue to provide counseling to those who are still at risk."

— Hans Christianson



Nancy Koughan, '85, works with low-income HIV patients in the Atlanta metro area, the epicenter of the HIV epidemic among African-American men and women.

COURTESY OF NANCY KOUGHAN, '85

Elizabeth Garcia Nichols, '87, MBA '90, of Austin, recently accepted a position at St. Edward's University as an employer relations coordinator. She says she would love to hear from classmates at elizabethn@stedwards.edu.

Susan Fox, '88, is leaving her job selling Farmers Insurance products to open an insurance agency in Houston.

90s

Juan "Johnny" Gonzalez, '92, is the owner of Onix Construction in McAllen. He and his wife, Ivette Pardo, are parents to a four-year-old and three-year-old twins.

Philip Vela, '92, recently opened his own insurance agency in north central San Antonio. Vela is an exclusive agent for Allstate and has been with Allstate for the past 12 years. He says he would love to hear from classmates at a041875@allstate.com.

Steven McGlaun, '93, plans to graduate from Saint Mary's University in Winona, Minn., in May 2009 with his master's degree in Pastoral Ministry.

Helen K. Wilder, '94, has retired and moved back to north Austin.

Paul Greenleaf, '97, of Houston, was featured in the April 7 issue of *USA Today* in an article featuring his financial planning work with a Houston couple and their "financial makeover."

Karen Jager, '97, of Austin, is the interim director at Wild Basin Wilderness Preserve and was recently highlighted in Austin's *Westbank Chat*.

Michael Lucas, '97, son of **John, '65**, and Mary Lucas, has completed a fellowship with Public Justice, a Washington, D.C., public interest law firm and has accepted a position with the Georgia Legal Services Program in Atlanta, Ga. Lucas attended law school at Berkeley and Harvard, receiving his J.D. from the University of California—Berkeley in May 2005.

Richard Black, '98, has been appointed assistant professor of English at Northwest Missouri State University. He will also serve as co-editor of the university's national literary journal, *The Laurel Review*.

Esther Cervantes, '98, of Cambridge, Mass., recently became financial coordinator at South End Press, an independent, collectively run publisher of books about progressive social change and radical social analysis, including titles by Bell Hooks, Noam Chomsky and Vandana Shiva.

Julie Shamburger, '98, now works for Whole Foods Market's south region in Atlanta, Ga. She handles the company's design and decor.

Alex Meade, '99, of Brownsville, left his position as manager of economic development at the Harlingen Area Chamber of Commerce to start his own economic development consulting firm. He also continues to run South Texas Young Professionals.

00s

Nancy Brown, '00, of Austin, spoke to the graduating New College class in December 2007.

Tanya East, '01, has recently accepted a position as management and program analyst for the Individual Assistance Section of the Louisiana Transitional Recovery Office of FEMA's Hurricane Katrina/Rita response in New Orleans, La.

Elizabeth Stanley, MAHS '01, of Austin, has been named TG's new director of student persistence and success. Elizabeth has 14 years of experience in college enrollment and higher education services, including serving as the director of admission for St. Edward's from 1999 to 2001.

Saul Alanis, '02, of McAllen, president and chief perfusionist of RGV Cardiac Support Services, was recently recognized for helping the McAllen Heart Hospital rank number one in Texas for cardiac surgery on the HealthGrades Hospital Quality in America Study.

Megan J. Dean, '02, of Austin, manager of Member and Partner Programs for Designing Profits, has been selected for inclusion in the 2008–2009 *Princeton Premier Registry*, an exclusive registry of business leaders and professionals making an impact in their industry and community.

Clarissa Morales, '02, plans to graduate from Rutgers University School of Law in Newark, N.J. in May. After graduating, she'll be a first-year associate attorney in the New York office of Ginarte, O'Dwyer, Gonzalez & Winograd LLP.

Lisa Lee, MBA '06, of Austin, was recently named development head for Austin Children's Museum. Lee is responsible for the planning, application and management of all fundraising relations at the nonprofit.

Candice I. Edwards, '07, of Austin, accepted a position teaching English to children in Suncheon City, South Korea. She put off starting her MLA to teach from February 2008 to January 2009. She will be joined by her husband and two-year-old son.

Robert Gilbreath, MBA '07, of Austin, has been named director of Operations at Austin-based online marketing agency Adlucent. Robert was previously director of Online Marketing at Academic Superstore.

Charles Porter, MLA '07, of Austin, former chairman of the Austin Board of Realtors, received the 2007 Peacemaker Award from the Dispute Resolution Center of Austin. The award honors individuals who teach, model or promote peaceful solutions to conflicts in the real estate industry. Porter was recognized for his 15 years of commitment to mediating disputes both professional and private.

MARRIAGES

Cynthia Daly, '03, to Daniel Boehm on Oct. 6, living in Coppell.

Leah Britton, '99, to Vaios Lainas on July 21, living in Athens, Greece.

Amanii Luper, MBA '00, to Roderick Don Mitchell on Sept. 1, living in Austin.

Daniel Taylor-Homfeld, '02, to **Kinzy Ann Burnett, '04**, on Jan. 15, living in Austin.

Bryan Rose, '00, to Alexandra Huffaker on Dec. 8, 2007, living in Austin.

Property and Paradise

On this week's to-do list for **Charlie Rollo, '62**: get rid of 20 pounds of illegal drugs, 40 pounds of drug paraphernalia, and 300 pounds of guns, bats and pipes. It's all evidence from closed police cases with expired statutes of limitations, and Rollo will send it off to be ground up, melted down or incinerated.

As one of two community service officers for Paradise Police Department in Paradise, Calif., Rollo keeps order in the property and evidence room. When he took the job in 2001, he found himself neck-deep in unorganized case files from as far back as 1979. It's taken six years to tame the chaos, but "I'm starting to see the light at the end of the tunnel," he says.

Rollo's history with the department goes back nine years. He began as a VIPS, or Volunteer in Police Services, three months after retiring to Paradise. "I really intended to lay low, but I got bored," says Rollo, who spent 35 years in the high-pressure semiconductor industry. "I wanted to give something back to the community — and I finally had the time to do it."

As a VIPS, Rollo worked traffic control, patrolled neighborhoods and helped with disaster relief. Three years later, he got the part-time CSO job over 46 other applicants. And three years after that, Rollo went full time. In 2006, he joined the department's nine-member Crime Scene Investigation team.

He regularly trains with local agencies and runs crime scene scenarios to hone his skills, and he recently organized a mock break-in at a local theater as practice for the Paradise CSI team. "The number-one rule in CSI is, don't assume anything," he says. "You've got one shot at securing and investigating the scene."

And with the department's battering ram and dark blue CSI uniforms, it's a lot like what you see on TV, says Rollo. "Except it doesn't happen as fast — there's no such thing as instantaneous DNA testing," he says. "And there aren't as many beautiful actresses!"

— Stacia Hernstrom, MLA '05



FUTURE HILLTOPPERS

To **Carmela Epright, '91**, and **Kurt Blocher, '91**, of Greenville, S.C., son Luca Kenyon Blocher on March 31.

To **Steven McGlaun, '93**, and Jodi Glaun of Winona, Minn., daughter Elizabeth Lynn on Nov. 29.



To **Michelle (Franzetti) Fischer, '94**, and **Ross Fischer, '95**, of Kendalia, daughter Sara Margaret Fischer, (left) on Jan. 12.

To **Lindsey Taucher, '94**, and **Anthony Slagle, '92**, of Austin, daughter Bette Taucher Slagle (below) on Nov. 23.



To **Patrick Milligan, '95**, and Leslie Stutes Milligan of Lake Charles, La., daughter Mary-Elise Katherine on April 23.

To **John, '95**, and Teke Walters, of Fort Worth, daughter Sara Walters on Feb. 5.

To **Sally Bardwell, '96, MBA '01**, and Heather Roberts of Austin, son Jackson Kai on Nov. 5.

To **Julie Grant, '96**, and **David Grant, '97**, of Fort Worth, daughter Claire Grant on Jan. 12.

To **Giovanna (Arias) Garcia-Pons, '97, MBA '03**, and Gabriel Garcia-Pons, of Miami, Fla., daughter Gabriella Teresa on June 10.

To **Allison (McKissack) Rasp, '98, MLA '04**, and **Jeff Rasp, '10**, of Austin, daughter Madison Elizabeth on Sept. 27.

To **Elizabeth Pawlowski Domaschk, '99**, and Ken Domaschk, of Austin, son Sawyer Kenji in September.

To **John Martellotto, MBA '00**, and Tammy Martellotto of Cedar Park, son Lucas Ryan on Oct. 19, 2007.

To **Stacia Hernstrom, MLA '05**, and **Josh Hernstrom, '07**, of Austin, son Samuel Quinn on Dec. 18.

To Brodie Parker and **Kristy Parker, '05**, of Austin, daughter Katherine Parker on March 3.

To **Charles, '07**, and Audrey Kato of Austin, daughter Alyssa Marie on Sept. 3.

THE SENIOR GIFT CAMPAIGN

Helping build a bridge between current students and their ongoing relationship with the university, the Senior Gift Campaign has grown increasingly active this academic year. Composed of four to five students, the campaign's committee helps provide a student perspective on giving.

At the end of January, the Senior Gift Campaign hosted "A Toast to the 2008 Senior Class," giving seniors a chance to mix and mingle with their fellow classmates while learning more about the Senior Gift Campaign and Alumni Association. The group also took part in the Alumni Association Open House and Luncheon during Homecoming in February, and will participate in GradFest and Party at the Hilltop for graduating students.

Throughout the academic year, the committee and Alumni Programs have visited senior Capstone classes to talk about The St. Edward's Fund, the Senior Gift Campaign and other events, stressing to students that it's not how much one gives, but that one gives in the first place that counts.

"After working on the Campaign, I'm inspired to give back and continue the cycle for future generations," says **Cristina Bosher, '08**, chair of the committee.

For more info, visit www.stedwards.edu/seniorgift.

ALUMNI HOLIDAY SERVICE

Alumni chapters celebrated Christmas with service. Houston alumni sorted Angel Tree gifts for the Salvation Army, San Antonio alumni distributed food for the San Antonio Food Bank and MAHS alumni in Austin boxed toys for the Chuy's Children Giving to Children parade. Here's a look at other alumni December doings:



The Dallas-Fort Worth chapter helped sort Angel Tree gifts delivered to the Dallas Salvation Army Christmas Center. Left to right: Dawn Whelan Theiss, '02, Erin Stafford, '99, JD Garza, '93, Morgan Trafton, '02.



The New York chapter volunteered with New York Cares. From left back row, Alicia Barron, '03; left front row, Rebekah Barrera, '03; second from right, Daniel Mize, '03; far right, Robert Kamm, '61.

ALUMNI PROGRAMS

CAMPUS NEWS

Homecoming: More than 60 young alumni gathered in downtown Austin to celebrate Homecoming on Feb. 23.

Career Grooves: In March, Alumni Programs sponsored the latest in a series of career events for young alumni and current students. Career Grooves: Network Your Path To Success shared the know-how of Professor of Business Communication **Catherine MacDermott**.

Alumni Programs and Career Planning are scheduling more career events for the spring. For more info, contact **Allyson Schaeffer, '03**, at 512-428-1224 or allysonr@stedwards.edu.

Senior, Faculty and Alumni Happy Hour: In April, Alumni Programs held the first Austin chapter happy hour that pulled together seniors, faculty members and young alumni to give the soon-to-be graduates a chance to mingle and see what alumni events are all about.

Coming Up

Alumni Leader's Conference: Save the Date: Alumni volunteers from across the nation will gather on campus June 6-8 to begin planning for next year's activities. All alumni are welcome to attend the conference and learn how to get more involved. If you are interested, please contact Alumni Programs at seualumni@stedwards.edu.

The Big Event: Austin-area alumni joined current students, faculty, and staff for the Big Event. This unique community service project benefits the neighbors and neighborhoods surrounding St. Edward's University. Volunteers completed service projects at homes, churches and schools.

ALUMNI LEISURE



Members of the San Antonio chapter attended the Day at the Ballpark event. Left to right: Evie Walford, '73, Maureen McConnell, '97, John Riquelme, '96, Jesus Alonso, '01, Augie Vangelakos, '73, Allison Kushnerick, '99. (not pictured: Shanna Spring, '04)

UPDATE

CHAPTER NEWS

Austin

Chapter leaders **C.W. Robinson, '05**, and **Stephanie Bazan, '02**, helped at the chapter table during the Alumni Association Open House on Homecoming Weekend. Chapter volunteers attended Homecoming to take part in the festivities and meet chapter leaders from outside the Austin area. In March, the chapter hosted a Happy Hour at Opal Divine's and organized Career Grooves: Network Your Path to Success. In April, the chapter participated in the MS 150 Bike Tour and held a Senior Signature Happy Hour. For more information, visit www.stedwards.edu/austinalumni.

Corpus Christi

In late January, **La Verne Gomez, '97**, **Elisa Macias, '99**, and **Noe Ortega, '97**, held a planning meeting at the Havana Club to organize the fall presidential reception with President **George E. Martin**. The group also planned a spring social event at Escala during an alumni happy hour. If you'd like to participate, contact John Newton at johnen@stedwards.edu.

Dallas–Fort Worth

J.D. Garza, '97, led the chapter in planning a host of events for 2008, including community service with Best Buddies in April. Coming up: a Museum Happy Hour, a Texas Rangers Game and several admission recruitment fairs. **Morgen Trafton, '06**, and **Kevin Hannes, '83**, recently joined the chapter leadership. For more information, visit www.stedwards.edu/dallasalumni.

Houston

Houston started its Happy Hour rotation in February at the Front Porch Pub and will continue to meet there every fourth Thursday of the month. **Chris Dodson, '98**, has started a regular chapter meeting and is planning upcoming events. **Nancy Jordan, '03**, who led the group's Founder's Day event last fall, joined the Alumni Association Board of Directors in February. Also, the chapter is preparing for a presidential reception with President **George E. Martin** in Fall 2008. If you'd like to participate, contact **John Newton** at johnen@stedwards.edu or visit www.stedwards.edu/houstonalumni.

Rio Grande Valley

Lizet Hinojosa, '04, and **Kristina Salinas, '02**, are gearing up to host an alumni event in the valley for the spring and a Summer Send-Off for recent graduates in August. Also, the chapter is preparing to receive President **George E. Martin** for a presidential reception in Fall 2008. If you'd like to participate, contact **John Newton** at johnen@stedwards.edu or visit www.stedwards.edu/riograndealumni.

San Antonio

The chapter attended the Battle of the Saints men's

basketball conference game between St. Edward's and St. Mary's of San Antonio. The Hilltoppers came away with a close win, and **Brother Jesus Alonso, CSC, '01**, and **Alison Kushnerick, '99**, helped pass out pompoms before the game. Also, the chapter is preparing for a presidential reception with President **George E. Martin** this fall. If you'd like to participate, contact **John Newton** at johnen@stedwards.edu or visit www.stedwards.edu/sanantonioalumni.

Los Angeles

Chapter members are planning another Day at the Ballpark with the Dodgers this summer. **Ellie Ghaznavi-Salamat, '89**, of Los Angeles joined the Alumni Association Board of Directors in February. For more information, contact **John Newton** at johnen@stedwards.edu.

New York City

Alumni in the Big Apple volunteered with New York Cares in the weeks before Christmas. For more information about the chapter, contact **Kippi Griffith, MBA '01**, at kippig@stedwards.edu.

Washington, D.C.

Jeremias Alvarez, '01, chapter president, joined the Alumni Association Board of Directors in February. He, along with **Camille Jefferson, '93**, and **Rich Ries, '57**, are planning a chapter social this spring. If you'd like to participate, contact **John Newton** at johnen@stedwards.edu.

AROUND THE NATION

Chad Skinner, '97, from Phoenix, Ariz., has been visiting and recruiting high school students on behalf of the Alumni Association and the Undergraduate Admission Office.

Alumni of St. Edward's living in Georgia received an invitation to attend a Texas Independence Day celebration in Atlanta from the local UT–Austin Texas Exes Chapter. The chapter has invited alumni from many Texas universities who live in the Atlanta area to join in the fun.

ONGOING EVENTS

Austin Monthly Networking Happy Hours

Second Thursday of the month

Austin MAHS Monthly Mixers

Second Thursday of the month

More info: www.stedwards.edu/mahsalumni

Women's MBA Alumni Group

First Tuesday of every month

More info: www.stedwards.edu/mbaalumni

Select "Get Involved" at www.stedwards.edu/alumni to find news and events in your area, or call 800-964-7833 or 512-448-8415.

ENTREPRENEURIAL MOVES

Salad Days

The story of Harriet's Original dressing begins with a friend of the son of Harriet (*right*) and **Adolfo Montero, '84**, who told them that their homemade dressing was so good they should bottle it. They took him at his word and sold to the local Tom Thumb store.



The business quickly expanded into markets like Costco and Central Market, diversifying into seven different recipes such as Red Wine Vinaigrette and Zesty Cilantro.

The Monteros came to America from Mexico in 1982, renting out their home in Mexico to finance schooling at St. Edward's. Adolfo graduated with a degree in Business Administration, which came in handy when they started their company. He also has a degree in aircraft mechanics, which came in handy when it came to building and maintaining the equipment for their bottling operation. "Our capital investment in equipment is relatively small because we own, operate and maintain it," he says. In a world filled with dressings, Adolfo isn't worried about the competition. "Yes, it's competitive, because we've made it competitive," he says. "We have features they do not have. The big guys can't make it fresh. They can't make it without chemicals." — Matthew Bey

ALUMNI BOARD

Jesse Butler, '99, *chair*
Christyana Hopkinson, '00, *vice chair and nominating committee chair*
Chad Skinner, '97, *admission and current students committee chair*
Kay Arnold, '04, MLA '06, *advancement committee chair*
Chris Ragland, '05, *alumni programs committee chair*

MEMBERS

Richard Allen, MBA '01 • Jeremias Alvarez, '01
P.R. Avila, '96 • John Dudney, hs '59, '64
Diane Gilley, '92 • Dave Hughart, MLA '05
Nancy McDonald Jordan, '03 • Rich Ries, '57
Robert Ritchey, '00 • Joel Romo, '94
Ellie Ghaznavi-Salamat, '89 • Chad Skinner, '97

BOARD CHAIRS EMERITI

Don Cox, '69 • Eliseo Elizondo, '87, MBA '98
Simone Talma Flowers, '91, MBA '02
Marilyn O'Neill, '74 • Maurice Quigley, hs '50
Tom Ryan, '63 • Paul Tramonte, '91
Frank Woodruff, '69

*Alumni are elected to the board of directors for three-year terms and may serve for up to six years. Interested in this volunteer opportunity? Contact **Kippi Griffith, MBA '01**, at kippig@stedwards.edu.*

IN MEMORIAM

Sergio L. Laurel, hs '36, of Laredo on Dec. 26
James R. Anderson, '39, of Lake Charles, La., on Dec. 4
Frank Rovello, '40, of Irving on Oct. 5
Frank Meredith Walker, Sr., '40, of Monroe, La., on Nov. 16
Arthur Adolph Danz, hs '42, of Fredericksburg on Dec. 12
Charles Brueggerhoff, hs '43, of Austin on Oct. 9
Richard J. Moran Sr., '43, of Wichita Falls on Oct. 23
Gus Peter Momsen III, '50, of El Paso on Nov. 19
Mark Ritter, hs '55, '59, of Austin on March 11
Robert Spielman, '54, of Austin on March 18
Brother William May, CSC, '56, of Notre Dame, Ind., on Dec. 30
Clyde M. Reedy, hs '56, of Jacksonville, Fla., on Feb. 7
William A. Mazzucco, '58, of Fort Lauderdale, Fla., on Feb. 14
Thomas Board, '60, of Austin on March 3
Stephen Paul Grega Jr., '63, of Buda on Nov. 3
Victor Manuel Cavazos, hs '64, '68, of Austin on Jan. 13
John F. Walls, '66, of Memphis, Tenn., on Oct. 3
Kareem A. Al-Hajjaj, '68, of Surra, Kuwait, on Feb. 3
John L. Joy, '68, of Boynton Beach, Fla., on Dec. 28
Joseph Durney, '70, of Wilmington, Del., on Feb. 7
John Watson, '72, of Austin on March 14
Arthur Tellez, '73, of Hockley on Dec. 20

Benjamin Pihlak, '75, of Austin on Dec. 14
Nayana Yagnik, '76, of Austin on Jan. 11
Herbert J. Deigl, '78, of Geneseo, N.Y., on Nov. 3
Lucille P. Flint, '79, of Dripping Springs on Sept. 19
Edgar Witter, '80, of Austin on Sept. 21
Patricia A. Fusilier Mercado, '81, of Beaumont on Nov. 5
William J. Knott, '82, of Austin on Dec. 25
James Coppock, '84, of Austin on April 9
Brenda L. Rust, '85, of Houston on Nov. 4
David W. Bussell, '86, of Austin on Oct. 1
Eugene Glass, '94, of Austin on Feb. 2
Thomas Pierce Runnells, '96, of Austin and Key Largo, Fla., on Sept. 6
George L. Young, '96, of Austin on July 16, 2005
Caren Sue Cowfer, MBA '97, of Paige on April 27, 2007
Andrew Penn, '98, MBA '02, of Austin on Feb. 25
Molly J. Jackson, '02, of Dallas on Sept. 30
J. Aaron Starnes, '03, of Dallas on Jan. 20
Patricia Schmidt Hamilton, wife to the late **Thomas B. Hamilton**, former St. Edward's University baseball coach, on Jan. 25
Father Leo (Arthur) Kinsella, OP, of Chicago, on April 6

*Correction: Last issue's "In Memoriam" section failed to identify **Leo Kowalski** of South Bend, Ind., as a Holy Cross Brother. The section also misidentified **Harold Zink** as Holy Cross Brother. He was actually a Father.*

HOLDINGS

MILITARY MANEUVERS

It's hard to imagine uniformed high school students marching around campus in drills, field maneuvers and parades. But you know what they say about extraordinary times, especially when the time in question was 1943.

St. Edward's Military Academy had a short but memorable life on campus when it briefly replaced the high school during World War II. Administrators switched to the boarding school format to help keep St. Edward's High School open in the cash-strapped war years and to educate students too young to go off to war.

During this era, **Father James Gibbons, CSC**, the principal, was called "commandant," and the gym doubled as an armory. Nearly everyone on campus — including many of the religious — wore military uniforms (which included the regalia in the photo on the right).

St. Edward's Military Academy put down its arms and went civilian again in 1946, a year after the war ended. It only lasted a short time, but it left its mark on campus and beyond in moments like the stirring tableau, described in *St. Edward's University: A Centennial History* by **Brother William Dunn, CSC**: "On Armistice Day 1944, the cadet corps formed ranks at Second Street and marched up Congress Avenue to the Capitol. There at 11 a.m. a bugle sounded and they faced west for one minute paying tribute to the war dead."

— Steve Wilson



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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: luciep@stedwards.edu

WEB: www.stedwards.edu/alumni

FAX: 512-416-5845

MAIL: Lucie Perez, '92
St. Edward's University
3001 South Congress Avenue
Austin, TX 78704-6489

Name: _____

Former Name: _____ Class Year: _____

Address: _____

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

Calculating Financial Help

Know any high school seniors curious about how much St. Edward's costs?

Tell them about the university's new financial aid calculator at www.gotostedwards.com/financialaidcalculator.

It's simple to use — answering five quick questions gives students a financial aid estimate that illustrates how accessible St. Edward's can be. In 2007, St. Edward's awarded more than \$23 million in need-based and merit-based aid, including scholarship and grant assistance (money that does not have to be paid back). It's just one of the ways that St. Edward's makes getting an education affordable.



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