



Fontbonne

SUMMER 2001

Griffin Gold

The Amazing Season of the Basketball Lady Griffins

Rebuilding From Rubble
Cincinnati

Crime is Easy, Shakespeare is Hard
Educating Andy
The Midas Touch

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Sponsorship Agreement Makes History at Fontbonne

History was made at Fontbonne College on March 6 with the signing of a Sponsorship Agreement between the Sisters of St. Joseph of Carondelet, St. Louis Province, and the Fontbonne College board of trustees.

Since the Sisters of St. Joseph founded Fontbonne College in 1923, the relationship between the two bodies have been rooted in mutual good faith, respect, trust and cooperation.

"The signing of the Sponsorship Agreement reinforces a 78-year tradition of Fontbonne College remaining faithful to its founding values of quality, respect, diversity, community, justice, faith and Catholic presence," said President Dennis C. Golden, Ed.D.

The faculty and staff of the College today is comprised largely of dedicated laity who are committed to the educational excellence and holistic development of students. One-third of Fontbonne's 33-member board of trustees is composed of Sisters of St. Joseph or their representatives, whose presence is designed to perpetuate the Congregation's involvement in decision making.

Fontbonne College is one of four Catholic institutions of higher education in Missouri. The others are Avila College (also sponsored by the Sisters of St. Joseph), Saint Louis University and Rockhurst University.

The formal Sponsorship Agreement ratifies the ongoing relationship between the Sisters of St. Joseph of Carondelet and the College, and demonstrates an abiding

trust that Fontbonne will continue the 350-year heritage of values of this Congregation of religious women, Golden said. As fewer Sisters are available to serve the College, the administration, faculty and staff embrace the responsibility of building and sustaining this vibrant institution of higher education, grounded in this Congregation's mission and ministry of education.

The agreement was developed by representatives of both the College and the congregation. Thomas Gunn, chairman of the board of trustees; Bill Walker, former chairman of the board; and Dr. Golden represented the College. Members of the Sisters of St. Joseph Provincial Leadership Team — Barbara Dreher, CSJ, Paulette Gladis, CSJ, and Suzanne Giblin, CSJ — represented the order.

Gladis said that the document enunciates the shared values of the sisters and the College. "Our challenge now is to continue to bring to life the elements which we all hold dear as described in the agreement," Gladis said.



Board Chairman William H. Walker (left) and Barbara Dreher, CSJ, province director of the Sisters of St. Joseph of Carondelet, St. Louis Province, sign the Sponsorship Agreement during a ceremony on campus.

Gateway Proves Successful

As part of Fontbonne's continuing commitment to adult education, the College last year launched the OPTIONS Gateway program, a unique course of study designed for adults who aspire to a bachelor's degree but have earned little or no prior college credit.

The Gateway program is practical, streamlined and accelerated, said Rick Maclin, Ph.D., associate dean for OPTIONS. It gives students the necessary liberal arts foundation and serves as a stepping stone directly into the OPTIONS bachelor's degree program, he said.

"For years, our office has been receiving phone calls from adults who were interested in the OPTIONS BBA program but did not have the required number of hours to meet its admission requirements," Maclin said. "Gateway fills that gap by providing students with general education foundation courses that fulfill Fontbonne's graduation requirements and provide the credits necessary to begin the OPTIONS BBA program."

Tuition rates and book fees are locked in and a schedule is mapped out when a student first registers with the program. That provides added value and helps students plan their time more effectively, a big plus in today's busy and changing world.

As with all OPTIONS programs, Gateway is focused solely on adult students. The minimum age of Gateway students is 23 years, and students must have a minimum of two years of full-time work experience to be accepted into the program.

The pre-selected courses that comprise the Gateway program give students the general education foundation they'll need to earn an OPTIONS bachelor's degree. The curriculum includes classes in writing, public speaking, finance and economics, critical thinking, American literature and history, environmental science and religious studies.

The Gateway curriculum provides 42 credit hours toward the 128 credit hours needed for an OPTIONS BBA (bachelor of business administration) degree. Forty-four hours come from the BBA core, and the final 42 hours are earned by completing free-choice electives.

Gateway takes advantage of the wealth of personal and professional experience of adult students by implementing study groups into the program. The group environment is proven to be lively and interactive by blending both individual and group learning methods. In this model, students have the opportunity to sharpen their skills in communication, time management and conflict resolution.

Students in the Gateway program attend one four-hour class per week, and also meet with the members of their study group for four hours outside of the classroom. The pre-selected courses are sequential, with one ending before another begins. The program lasts for 18 months, with scheduled breaks throughout.

Jennifer Geotter, who had been out of the college classroom for about six years, started in the Gateway program in December 2000. She is now about a third of the way through the program.

"I like this format a lot," Geotter said. "The five-week classes are just great because I don't have time to get bored with one

subject. I find it a lot better for me than the traditional college format.

"I work full time, have a 2-year-old and go to school. That's a lot," she said. "If I tried to take this many classes in a regular format, I would never see my family."

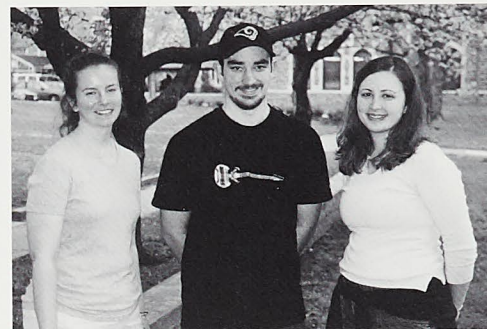
Fontbonne OPTIONS was launched in 1991 with bachelor and master of business administration degrees. The master of management degree was added in 1996, the South County facility in 1997. The Gateway program, launched in 2000, now has an enrollment of approximately 110 students.

Professional Development Program a Hit in Second Year

In its second year, the Professional Development Program (PDP) was full of challenges for both students and administrators alike.

The sophomores took the program to the next level by shadowing professionals in careers they were interested in. This process began early in the year, when PDP students identified three career areas they wanted to learn more about.

Sara Langan, career advisor, and Randi Wilson, director of counseling and career development, then contacted colleagues, Fontbonne alumni and other professionals in these areas to see if they had the time to offer three-hour blocks for student shadowing. Shannon Cutler, a graduate intern in social work from Washington University and employee of General Mills; Jennifer Self, a graduate intern in counseling from University of Missouri — St. Louis; and W. Vidal Dickerson, director of multicultural affairs, also assisted.



From left to right: Colene McEntee, Tom Moehlman and Abby Wehrle participate in their second year of the professional development program.

"Shannon really took the reins with this part and contacted a lot of friends," said Langan. "Contacting these professionals and having them say 'yes' reiterated to me how willing people are to extend themselves. I had cold feet when I first called them, but I am not a doubter anymore!"

While PDP administrators contacted the various professionals, the students had a training session in calling these program participants to set up shadow appointments. Professional manners and dress were covered as well. Later, students received business cards with their own contact information to give to the professionals.

Tom Moehlman, a business administration major with concentrations in finance and accounting, said that his shadowing experiences strengthened his interest in accounting and helped him determine his preferred working environment.

"I liked shadowing at the larger accounting firm because I saw how varied and sectioned accounting is. I felt I saw more of what they did than at the smaller firms I shadowed."

The biggest piece of advice Moehlman took away from his shadowing came from an accountant at XTra Leasing.

"He said to set my goals high and to be prepared that my intentions may change later. I think I've already opened up to that possibility by having two concentrations with my major," said Moehlman.

Abby Wehrle, an English major with a concentration in secondary education, shadowed professionals in teaching, public relations and special event planning. The shadowing helped Wehrle narrow her future career options.

"I shadowed the head of the English department at St. Joseph's Academy, and now I can really see myself being a teacher."

Wehrle's shadow experience at the Sophia M. Sachs Butterfly House and Education Center also reassured her that if she changed her mind about teaching, a career in event planning may suit her.

"I shadowed Norene Diel '97, the special events coordinator at The Butterfly House. It helped me because if teaching doesn't work out, I could turn to a career in event planning. Knowing that I could do this gives me a feeling of security and it is nice to know that I have other things to fall back on," Wehrle said.

Colene McEntee, a public relations and journalism major, shadowed professionals at public and media relations firms including The Hughes Group/Score Interactive and Fleishman-Hillard.

"I was able to see the differences between small firms and large firms in terms of how they function and the work involved," said McEntee. "I met wonderful people and even made some contacts for potential internships."

McEntee added that the shadowing taught her about the importance of organization and clarity in the workplace.

"Staying on top of things and being organized are the most important aspects of public relations. I was told again and again that it's all about the details," said McEntee.

After a student completed shadowing, the employer sent Fontbonne an evaluation of the student. Langan was more than pleased with the evaluations.

"All the reports from the professionals were positive," said Langan. "I was amazed and overwhelmed by the feedback. Several employers wrote and said they would like to do it next year. Some even said that three hours with the students wasn't enough!"

The Professional Development Program has gone through many changes this year. In addition to her position as director of counseling and career development, Wilson was asked to take the office of interim vice president for enrollment management and student development. Next year, Wilson will be back with the program full time.

"I'm looking forward to getting back and being able to devote time and energy to it. The program was two years in the making, and I really have an appreciation now because I missed it," said Wilson.

This summer, Langan will be leaving to become a personal coach, but she will be coming back to check on the progress.

"Of course I'll be back to visit! My experience with the students has been wonderful. I feel like I've seen the students grow and develop," said Langan.

Taking Langan's position is Diana Browning Harris '96. Harris graduated from Fontbonne with a degree in human services and a minor in special education. She received her master's from the George

Warren Brown School of Social Work at Washington University. In addition to the PDP program and career counseling, Harris will be taking personal counseling appointments. She starts the position on July 2 and will be working with Wilson to create a more personal PDP program for each student.

"We plan to talk with faculty, the departments, and students to see what would be helpful to offer each class and major," said Harris.

HES Students Visit Capitol, Lobby Missouri Lawmakers

Students enrolled in HES 339, a class in child, family and consumer advocacy, received an opportunity to work with Missouri legislators in a hands-on fashion.

The class, governed by the students themselves, was broken into groups that planned field trips in which they met with policymakers, attended legislative sessions and dispersed information concerning the needs of children, families and consumers.

Members of the class were presented to the Missouri House of Representatives by Rep. Joan Bray and received the opportunity to meet the Missouri Senate by Sen. Patrick Dougherty, who also attended class as a guest speaker on women and children's issues in public policy making. Rep. May Scheve also spoke to the class about managing work and family and being a lawmaker.

At the capitol, students lobbied for the Safe Place for Infants Act in Missouri. They also attended St. Louis Board of Aldermen and St. Louis County Council meetings.



Child, family and consumer advocacy students visit Governor Bob Holden's office. From left: Erin Kennedy, Cherie Matteson, Christine Hager, Andrea Giammanco, Laura Rauscher, Kate Hinchey, Debroah Brooks, instructor Amy Freshwater, Jean Holtgrew, Beth Beck, Sarah Inabnit, Kat Schoemehl and Tari Hogue.

Fontbonne Still Great Value After Modest Tuition Increase

Newly approved increases in tuition and fees for the 2001-2002 academic year reflect significant investments in faculty, academic programs, technology and infrastructure improvements, College administrators announced in March.

"These rates will enable Fontbonne College to maintain our strong commitment to academic quality," said Gary Zack, Fontbonne's vice president for finance and administration. "That commitment is visible in the many improvements we've made over the last five years, including the addition of full-time faculty, renovation of classrooms, construction of a new parking facility and the upgrading of computer technology."

To meet Fontbonne's commitment of providing a quality education at an affordable price, the school will spend more than \$3.3 million in College funds for student aid next year, Zack said. That marks an increase of 8.5 percent over last year.

The rates for 2001-2002, which reflect a 7.8 percent increase over last year, were approved by the board of trustees on Jan. 20. A detailed breakdown follows:

Tuition

Full-time (12-18 credit hours per semester)	\$12,596 per year
Undergraduate part-time	\$351 per credit hour
Graduate — standard	\$396 per credit hour
Graduate — communications disorders	\$411 per credit hour

Fees

Fontbonne is adding an information technology fee for the next academic year, part of which will be used to purchase new computer equipment, expand library capabilities and to finance Web-based student registration and online information access. This fee will be combined with the current Student Activity and Library fees, which will remain at current rates, into a single Resource fee in 2001-02. The new, inclusive fee will be \$150 for full-time students, or \$15 per credit hour for part-time students.

Room and Board

Fees for room and board will increase by an average of 5.5 percent. Room charges in Southwest Hall will increase by 6 percent. The average costs of room and board are \$5,880 per year.

"Even with these increases, the cost of a Fontbonne education will remain the best value among private colleges and universities in the St. Louis area," Zack said.

Volleyball Griffins Enjoy Successful Season, Awards

The 2000 women's volleyball season was one filled with many great accomplishments. With a 13-1 conference record and a season record of 23-5, the Lady Griffins captured the St. Louis Intercollegiate Athletic Conference (SLIAC) title for the first time since 1992.

Under the direction of Coach Kim Kutis Hantak '92, the team also recorded its first ever regional ranking. The best honor for the year was a National Collegiate Athletic

Association (NCAA) playoff berth where Fontbonne was as one of the top 48 teams in Division III. The team put up a great effort, but lost the first round match to St. Mary's College of Minnesota. Top honor for SLIAC player of the year, voted by the other conference coaches, was won by junior Amy Hauschild.

Hantak was a two-time All-Conference selection and a member of Fontbonne's 1990 and 1991 SLIAC championship teams. This was her third season coaching the volleyball Griffins.

College Among First to Offer Career Counseling Online

Blending forward-thinking technology and hands-on career counseling, Fontbonne College has become one of the first colleges in the nation to offer self-assessment instruments via the World Wide Web.

The decision to offer the assessments online was made to give students and alumni greater control over the direction of their careers, said Carol Dillon, associate dean for adult student development at Fontbonne.

"We believe the first step for solid career planning should be self-assessment," Dillon said. "A major focus of Fontbonne's career services is on helping students and alumni take active responsibility for their professional lives."

The assessments that are being offered online are the Myers-Briggs Type Indicator and the Strong Interest Inventory. The program is funded in part by a grant from the Teagle Foundation.

Fontbonne Announces 15 Million Dollar Capital Campaign

Vitality and Vision: Fontbonne for the New Millennium — a capital campaign with a \$15 million dollar goal — was announced by the Fontbonne College board of trustees. To date over \$8.2 million has been raised. This is the third capital campaign in Fontbonne's 77-year history. The following priorities in the campaign include:

- Endowment — \$7.5 million (Endowment earnings will support academic programs, student scholarships and other college programs.)
- Facilities — \$6.0 million (Phase II of the master plan will go forward with campaign funds and will include renovation of the second and third floors of the East Building and renovation of the Science Building.)
- Programs — \$1.5 million (Funds raised will help enhance information technology, teaching excellence programs, library projects, distance learning programs, faculty scholarly activities and academic programs.)

A prominent community leader and alumna of Fontbonne, Ruth O'Neill Stroble '52, is chairing the campaign. Campaign completion is expected in 2003.

The Myers-Briggs Type Indicator (MBTI) is used to discover one's personality type and how it relates to careers and working environment preferences. It was developed by Katharine Cook Briggs and Isabel Briggs Myers more than 50 years ago.

The Strong Interest Inventory measures an individual's interests and how they relate to preferred occupations, workplace environments and educational choices. The inventory, developed in 1927 by military psychologist E. K. Strong, sorts an individual's level of interest in occupations, hobbies, leisure time, school subjects and types of people.

Fontbonne is one of the first colleges or universities in the country to offer the assessments online, said Bonnie Hagemann, regional consultant for Consulting Psychologists Press, Inc., the exclusive publisher the two assessments. The college

began offering the service, which is administered by Consulting Psychologists Press, in February.

One aspect that makes online assessing attractive to today's busy students and alumni, Dillon said, is that the surveys can be taken from any computer at any time. Once the questionnaires are completed, Fontbonne's career counselors retrieve and interpret the data. Counselors will then meet with individual students to discuss the results and help the students better understand their personalities and career options.

"Having a deeper understanding of one's personality type and the patterns of likes and dislikes is an incredibly valuable tool," Dillon said. "Armed with that knowledge, one has a better chance of finding personal and professional satisfaction, whether in a current job or on the path to a new career."

REBUILDING FROM THE RUBBLE

FONTBONNE HELPS EARTHQUAKE VICTIMS IN EL SALVADOR

BY BECKY VOLLMER

On Jan. 13, as many in the Fontbonne community were preparing to watch the Griffins take on Maryville University in basketball, tragedy struck another part of the world. Off the coast of El Salvador in Central America, more than eight miles beneath the earth's surface, a violent earthquake struck.

Nearly 850 people were killed in the devastating quake that measured 7.7 on the Richter scale, and another 4,700 people were injured. Roughly 108,000 homes were completely destroyed, and 170,000 more were badly damaged. Intense aftershocks came one after another, more than 3,200 in all. Landslides wiped out entire villages and shut down travel, communication and the flow of badly needed water and other

rescue supplies. In short, the people of El Salvador were in the middle of disaster.

Exactly one month later, another deadly earthquake hit near San Salvador, the country's capital. This 6.6 magnitude tremor killed 315 people and injured 4,000 more. More than 41,000 homes were destroyed, and landslides again ravaged the countryside. For the second time in 30 days, catastrophe crippled the poor nation and her people.

Back in St. Louis, more than 1,700 miles away from the devastation in El Salvador, the Fontbonne community began reaching out to aid those whose lives had been torn apart by the quake. A special bond existed between the two places since volunteers

from Fontbonne had traveled to El Salvador for a community service trip the year before.

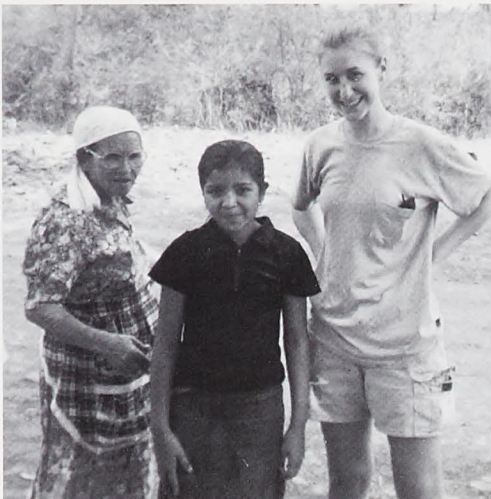
As news of the earthquake spread, donations began pouring in. First, the Sisters of St. Joseph donated \$5,000 toward the relief effort. Then the Fontbonne Staff Association sold CandyGrams at Valentine's Day and raised \$650. Students pitched in, too, collecting \$430 at a bake sale. In all, the Fontbonne community raised more than \$2,640.

To merely send the money by mail would not be a true reflection of the Fontbonne Community's interest in the people of El Salvador and their unfortunate circumstances. Robert Miller, Ph.D., Fontbonne's director of international affairs, decided to deliver the donation personally.

During Spring Break in March, Miller and four others traveled to El Salvador to help in the rebuilding effort. The group included Benjamin Moore, Ph.D., chair of English and communication and associate professor of English; W. Vidal Dickerson, director of multicultural affairs; Jennifer Chapman '00; and Elizabeth Leverenz, who graduated in May.



photos courtesy of Bob Miller and Ben Moore



Friendships developed quickly.

Miller said he was amazed by the destruction. "It looked like a war zone. The streets were absolutely devastated with rubble."

One town the group traveled through, San Vicente, was particularly hard hit, Miller said. "It looked like it had been bombed. The big cathedral in town was nothing but one wall."

Chapman, who had participated in both the 2000 and 2001 trips, was struck by the changes that took place in just one year.

"When we went back, we could see the devastation not only physically, but we could also see in the people just how disheartening it all was," Chapman said. "El Salvador was a poor country already, and to get things back to the point they were before the earthquake was going to be very difficult."



Vidal Dickerson (standing in truck) helps unload desperately needed supplies.

Moore, who also participated in both trips, called his most recent week in El Salvador "incredible, just incredible."

"We did everything from bagging and distributing relief supplies to tearing down an adobe house that had been damaged by the earthquake," he said.

The Fontbonne contingent stayed in the house of an American doctor in the town of Mercedes Umana, which lies in the south-east part of the country. From there, they traveled to a work site each day where they removed the concrete and adobe rubble from the foundation of a house so that a new house could be built on it.

"The roof was gone, and the walls had large cracks which made the structure unstable," Moore said.

Members of the group spent several hours a day under a blazing sun, battling 90-degree heat and high humidity. Pushing over crumbling walls and dumping the materials in a nearby ditch was backbreaking work, Moore said.

"We worked side by side with the people who owned the house. They spoke only Spanish, and we spoke mostly English, but we were still able to communicate.

"It was possibly the hardest work I've ever done, but I would certainly go back if given the chance," Moore said.

Fontbonne was one of many organizations to offer aid to the earthquake victims. President George W. Bush pledged \$52 million on behalf of the United States government to go toward the reconstruction effort. Other nations — including Honduras, Nicaragua, Guatemala, Mexico, Canada, the Netherlands, the Dominican Republic, Spain, Venezuela and Japan — also pitched in, offering prefabricated housing, search-and-rescue experts, doctors, medical supplies, a field hospital with surgical capabilities, manpower and cash.

For Moore, perhaps the most memorable moment of the trip came when the group traveled to a three-room schoolhouse in the town of Los Bueyos, where they had stayed

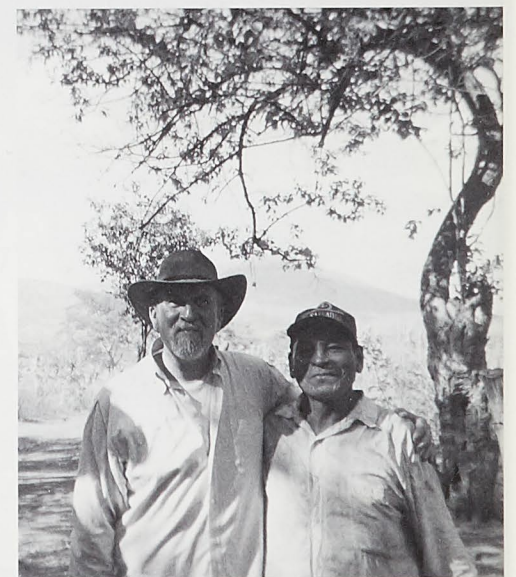
'LOOKING AT THE DAMAGE FROM THIS EARTHQUAKE, I REALIZED HOW BLESSED I AM, BUT AT THE SAME TIME, I RECOGNIZE HOW SMALL I AM IN COMPARISON TO THE REST OF THE WORLD.'

during the service trip a year ago. A sign that read "Here Lived North Americans" was a moving reminder of the group's impact on the community, he said.

Dickerson said the most moving moment for him occurred while speaking with a native Salvadoran in the town of Los Bueyos.

"The man said, 'I've never seen a man like you,' because he had never seen a black male. When he told me that we had a bond because of the color of our skin, I just melted," Dickerson said.

"Looking at the damage from this earthquake, I realized how blessed I am, but at the same time, I recognize how small I am in comparison to the rest of the world," Dickerson said. "I'm already looking to go back."



"It's always the people who have the most impact on you," said Bob Miller (left).



SERVING UP SOME SPRING BREAK HELP CINCINNATI

Many college students choose to spend Spring Break lying on the beach, skiing in the mountains or just soaking up some much deserved rest and relaxation. The students involved with Fontbonne's Campus Ministry organization, however, spent their break a little differently.

In March, the students traveled to Cincinnati to work with the order of Franciscans for the Poor for eight days. The 16 students worked in a health clinic, a soup kitchen and a homeless shelter.

Dave Ebenhoh, Fontbonne's director of campus ministry, said he wanted to take the group out of town to perform their service rather than doing it locally so that they could focus more.

"I've found that students are able to enter into a more simple way of life if they are away from their normal surroundings," Ebenhoh said. "On this trip, there were no cell phones, no television, no CDs, no pagers, no Internet access and, of course, no cars. They knew that the focus was on living simply for that week and to live more as a community than as individuals, which we tend to do in our culture."

In addition to Ebenhoh, the 16 students were accompanied by Chris Gill, director of student activities, and Becky Holley, CSJ, the vocation director for the Sisters of St. Joseph, St. Louis Province. Members of the group stayed in an old convent that had been empty for several years, but now is used to house different volunteer groups and individuals.

Each time the group gathered, the meeting began or ended with the Prayer of St. Francis:

*O God, make us instruments of your peace:
where there is hatred, let us sow love;
where there is injury, healing;
where there is conflict, forgiveness;
where there is doubt, trust;
where there is despair, hope;
where there is darkness, light;
and where there is sadness, joy.*

*O God, grant that we may not seek
so much to be consoled, as to console;
not seek so much to be understood, as to
understand; and not seek so much to be
loved, as to love;*

*For it is in giving that we receive;
in forgiving that we are forgiven,
and in dying that we are born to new life.
Amen.*

Members of the group worked in a section of downtown Cincinnati called "Over-the-Rhine," the site of riots just a few short weeks after the group was there. They worked at the Drop-Inn Shelter, a homeless shelter for men and women which also provides some alcohol and drug rehab services; Mercy St. John Food Pantry, where people could come to get food, especially sandwiches and fruit at

lunch; and the Peasley Community Center, a preschool day care center for children of low-income families.

They also served at sites just outside downtown, including Washington United Church of Christ, which renovates apartments through tuckpointing, tiling and painting, and makes them available to low-income families; an after-school tutoring for grade-school students from local public schools; and Preserving Affordable Housing, a non-profit group that manages a 280-unit government-subsidized housing complex.

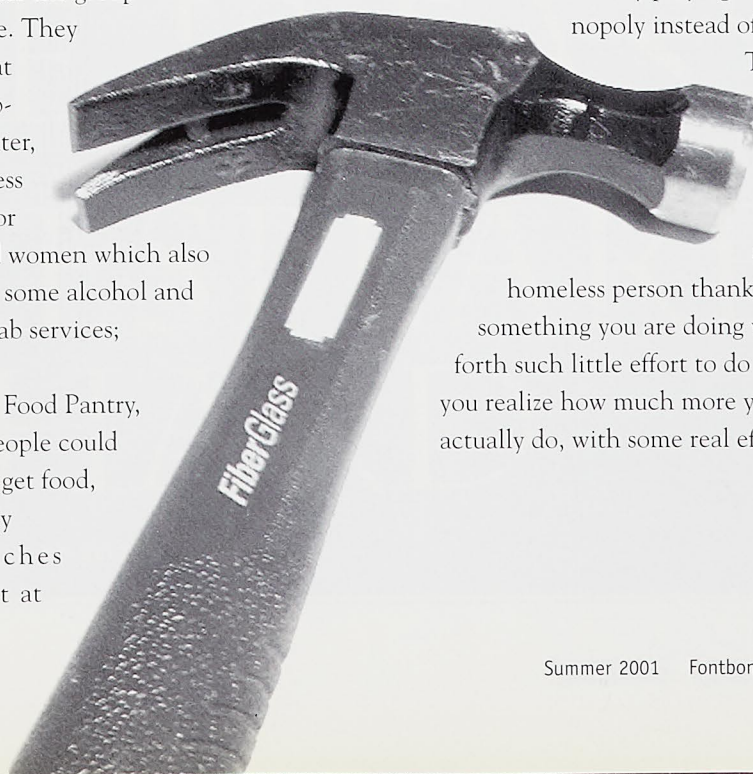
Members of the group also spent time reflecting in the "group journal," which was read aloud at the end of each day. The following are excerpts from anonymous authors from that journal:

"It is so nice to have time for simply enjoying the presence of others doing simple and fun games. I feel people often forget how to hang out with others when real interaction is involved. Maybe people should try playing cards or Monopoly instead of just watching

TV once in a while."

"There is nothing quite as humbling as a hungry,

homeless person thanking you for something you are doing while putting forth such little effort to do it. It makes you realize how much more you could actually do, with some real effort."



"Thank God for waiting
 so that I may learn patience.
 Thank God for dirty hands
 so that I may learn to us them.
 Thank God for difficult people
 so that I may l learn to love.
 Thank God for friends
 so that I may experience love.
 Thank God for differences
 so that I may learn respect.
 Thank God for being tired
 so that I may appreciate my health

I thank God for all the things we have
 experienced today because now I am
 a different and better person."

IN THEIR OWN WORDS

The following are reflections on
 service from participants.

"We have all been extremely
 touched by our encounters on this
 mission. We have all cried in an
 attempt to soothe our souls, but we
 have been branded with the image
 and reality of poverty. All of us have
 seen the different aspects: the
 homeless who are grateful and the
 homeless who are not; those who organize
 the [service] agencies, the cynical workers of
 these agencies and the idealistic workers;
 children who are so innocent yet abused,
 the abusers of children; the drugs and
 the alcohol, and the poor conditions
 of the neighborhoods in which all
 this takes place."

Carolyn Van Hee, junior

"The trip to Cincinnati was successful on so
 many levels. It was spiritually uplifting to
 see students work so hard and commit their
 Spring Break (which is their free time) to
 homelessness. It was emotionally uplifting
 to talk to the homeless and hear their
 stories. They wanted somebody to hear
 them so badly. And it was physically

uplifting to be able to work with my
 hands on projects that would
 eventually lead to someone
 getting a home. Would I go back?
 Just tell me when."

Chris Gill,
 director of student activities

"I just have to note that this has
 truly been a learning experience for
 me. After listening to people's
 comments and experiences they
 faced on their first day of service, I
 was stirred in many different
 directions. We all should remember
 that this is service and work for the
 Lord and not ourselves. The Bible
 says that 'the race is not given to the
 swift neither is it given to the strong
 but to those who endure to the end.'
 God has allowed us to be blessed in
 a position that we can bless others. I
 think that is something we all can
 be grateful for."

Bryan Smith,
 sophomore

"Perfectly Imperfect"
 (My Mask and Myself)

Do not ask me to paint you a
 picture.

I cannot create perfection.

I know that I will not disappoint
 you or leave you dissatisfied but
 rather I will work hard, struggle,
 and in the end disappoint myself.
 Do not pity me for my inabilities,
 for my shortcomings.

I own them, each as they are,
 and they are mine; mine to figure
 out and mine to accept.
 All I ask of you is to love me,
 just as you are now,
 just as I am now.

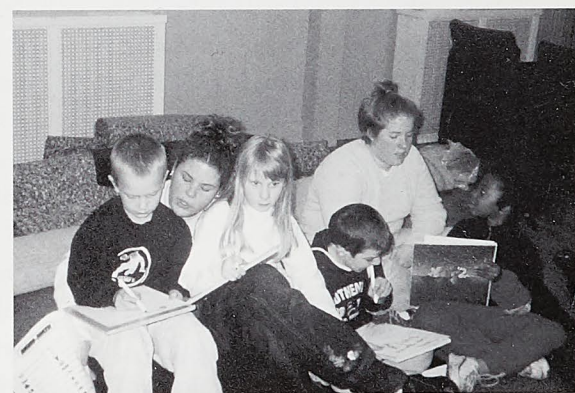
Betsy Keegan, senior



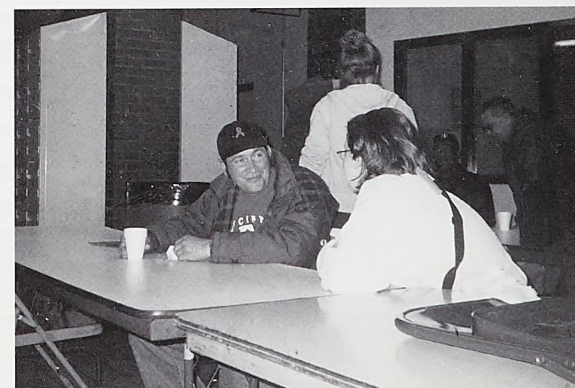
Students put their green thumbs to work.



Construction 101: How to Put in a New Wood Floor.



Reading stories was often a popular activity.



It's often the little things that mean a lot.



CRIME IS EASY SHAKESPEARE IS HARD

BY BECKY VOLLMER

Deep inside a prison just outside St. Louis, behind barbed wire and bars and locked doors, is a chapel where all types of people fill the pews. They sit still in their seats, chic women dressed in black mixed in with men clad in orange jumpsuits. Stark fluorescent lights shine from overhead onto bare brick walls as the crowd waits for the actors to arrive.

Moments later, men who have been locked away as punishment for crimes they committed begin to show a gentler side of themselves. They cast aside the typical prison persona, and instead assume the roles brought to life by the characters of Shakespeare's "Hamlet."

Their performance is unexpectedly good, and Shakespeare's passion comes alive in their voices. The intensity of his story is made real through their interpretations. It's difficult to imagine that the actors are not members of a real performing troupe, but instead inmates in a medium-security prison.

The presentation is part of The Hamlet Project, a three-year endeavor that brings Shakespeare's classic work to the inmates of the Missouri Eastern Correctional Center in Pacific. The project includes workshops, rehearsals and live performances.

DURING A WORKSHOP ON IMPROVISATION, FOR EXAMPLE, THE GROUP WORKED ON A VARIETY OF SKITS. 'I HAVEN'T HAD THAT MUCH FUN IN A LONG TIME,' DANNY SAID. 'I KEPT FINDING MYSELF VOLUNTEERING TO GO FIRST, WHICH, IF YOU KNEW ME, JUST WOULDN'T HAVE HAPPENED TWO MONTHS AGO.'

The Hamlet Project is an arm of the Prison Arts Program, which has provided inmates in St. Louis-area prisons with opportunities to participate in the performing arts, both as artists and audience members, since 1989.

Fontbonne became involved with the Hamlet Project after Deanna Jent, assistant professor of performing arts and director of theater, persuaded the administration to allow some participating inmates to earn college credit for their work through the College's fine arts department.

There was precedent for such an arrangement, Jent argued. At the time, Fontbonne allowed inmates at a prison in Elmira, New York, to earn credit for a literature/creative writing course taught by Fontbonne assistant professor Rose Shapiro. Jent also noted the commitment to prison ministry of the Sisters of St. Joseph.

"As the saying goes, 'knowledge is power,' and in our society, people with education have power," Jent said. "Whatever can be done for (inmates) while they're paying their debt to society to give them access to education should be done in order to open more options to them. I really think that college should be about opening up options."

After ironing out the details, the program was put in place.

"I supported (Fontbonne's participation) because of the College's mission and the tradition of the Sisters of St. Joseph working with prison populations," said Judith Meyer, Ph.D., vice president and academic dean.

"Fontbonne sees itself as a place that gives students an opportunity to demonstrate that they can learn at the college level," Meyer said. "That was part of the reason the Prison Arts Program director came to us: to give her students some confidence in their future."

The Hamlet Project is one of the few arts programs at Missouri Eastern Correctional Center in Pacific, and the only program that currently carries college credit, said Agnes Wilcox, director of the Prison Arts Program.

"We hope (the success of the relationship with Fontbonne) breeds many, many more," she said. "From remarks made by men who

have just joined the group, the Fontbonne program is drawing more men to be involved in The Hamlet Project."

Thirty-one men are involved in the current production of Act III of "Hamlet," both as actors and technicians. Of those, 17 are enrolled in the Fontbonne program.

The ability to enroll in the Fontbonne program is an earned privilege, Wilcox said. A man must participate fully in one act of "Hamlet" before he can join the college program, and, of course, he must have a high school diploma or GED. The men earn three credit hours per act, or semester. Their tuition is paid through donations raised by Wilcox and Shapiro.

After seeing only one performance, it was clear to Jent that the program was a success.

"I was impressed at the depth of understanding they seem to have of the characters and the language, but I was more impressed with the commitment to the roles they were playing," Jent said.

Wilcox isn't surprised by the commitment, however. It's something she's seen in prison populations for quite a while.

"Years ago, when I was in high school and college, my mother served on the Wisconsin governor's Board of Health and Social Services. One of the board's tasks was to visit the prisons," Wilcox said.

"She took me to the women's prison one afternoon and I was struck by how the women there were just like me. I realized that they'd been caught, but I'd been lucky," Wilcox continued.

"Prison life is different from what we expect. Prison is dull," Wilcox said. "The 'Hamlet' actors complain more of boredom and lack of intellectual stimulation than any other aspect of prison life.

"Denying people access to the arts is cruel and unusual punishment," she said.

Dora B. Schriro, Ed.D., director of the Missouri Department of Corrections, heaps praise on the program because it gives inmates the chance to channel their energy in a constructive way, to apply reading and thinking skills, to build on the ideas of

commitment, self-discipline and teamwork. The arts also gives the participants a life experience that they will take beyond prison walls, she said.

"These projects give inmates a sense of community and accomplishment that they

cannot achieve on their own," Schriro said.

Indeed it does. Inmate actor Danny, who prefers that his last name not be used, played the role of Ghost of Hamlet's father in Act I and the role of a player in Act II.

Danny said his involvement in the Hamlet

Project has changed his life by making him more open to new people and ideas.

During a workshop on improvisation, for example, the group worked on a variety of skits. "I haven't had that much fun in a long time," Danny said. "I kept finding myself volunteering to go first, which, if you knew me, just wouldn't have happened two months ago.

"Crime is easy," Danny said. "Shakespeare is hard."

Inmate actor Paul, who also prefers that his last name not be used, performed the role of a player in Act II. He feels "privileged to participate in a program that celebrates learning about a masterpiece of the arts, and possibly a little something about ourselves," he said

"It has given me such a positive boost to know that there are those in the outside community who believe that we are worth the effort expended to bring this about," Paul said. "It's a real shot of humanity in a place where it is much needed. It has served as a personal reminder of my need to use this time in a positive, constructive way, and that life is for living, even in here."

The group's next performances, of Act III of "Hamlet," are scheduled for July 13 and 16. For information on attending, call Wilcox at (314) 727-5355. Videotapes of the performances are available for anyone who is unable to see them live, Wilcox said.

"Avatar Studios of St. Louis gives us professional staff and equipment to film each act of "Hamlet." Every actor sends a tape home to family and friends as an example of his academic and theatrical accomplishments," Wilcox said.

The Prison Arts Program is funded publicly by the Missouri Arts Council, the Missouri Humanities Council and the St. Louis Regional Arts Commission. The program also receives donations from individuals as well as private organizations, such as the Sisters of Loretto Special Needs Fund and the Incarnate Word Foundation.



While performing a lighthearted scene, these actors still take their work seriously.





photo by Marc Featherly

EDUCATING AVID

BY DEANNA JENT

It's a strange looking room — taped to one wall is a large piece of cardboard covered with lists of words (including “cheeseball,” “fighting,” “dinosaur,” “grandma Bonnie,” “underwear”) and posters listing receptive commands (phrases like “stand up” and “touch tummy”) and mastered questions (“what flies? airplane” or “what’s a book for? reading”).

The rest of the room seems to be decorated in early Lego with an anything-on-wheels motif. But it’s not a playroom, at least not in the usual sense; it’s a therapy room. It’s a place where I spend hours late at night, staring at pages of data in a large black binder and contemplating the semi-organized chaos among the crumbs of sugar donuts and dog-eared copies of “The Journal of Autism and Developmental Disorders.”

When it comes to finding accurate metaphors for my family, the images never satisfy me. The closest I can come is a family portrait that includes Mom and Dad, boy and girl, each with bright faces smiling. But flickering over the picture is a black-and-white movie about a younger boy who jumps and makes noises, who sticks his fingers in his ears, who puts his hands down his pants. The lights and shadows of the film sometimes cover the portrait faces, sometimes distort them. If you turn up the volume, you hear a series of guttural “gaggeegoga” noises punctuated with high-pitched squeals.

Although the autism community uses the image of a puzzle to represent the disorder, it seems to me more like trying to make art in one medium out of another medium’s material. Imagine trying to sing with paints, or trying to throw a pot out of dances. That’s what having a child with autism is like for me.

It’s a spring afternoon, fresh and tinged with warmth. I hear Andy babbling in a variety of pitches as I enter the back door to our house. Jen, the therapist who attends kindergarten with him, comes out to the

kitchen to greet me. Our afternoon ritual begins as I draw a deep breath as I ask the dreaded question: “How was school?”

“Not too much screaming today,” she reports with smile.

The most difficult behavior Andy’s been displaying at school is a very loud, sharply pitched scream when he gets frustrated, which has been happening more and more as the school year has gone on. Countless meetings and strategy sessions have yielded meager results since the most effective form of eliminating the screaming is to ignore it, and it’s a behavior that can’t be ignored in a school setting. Jen’s face tenses up, and I can see anger in her eyes as she continues.

“The music teacher said I should ask if you want him to be in the spring concert,” she said. “I’m pretty sure she doesn’t want him to be there.”

This is an all too familiar battleground: to include or not to include, to fight what looks like prejudice or examine the details more carefully. The party line among people who care about children with disabilities is that all children should be included in all settings at all times. This fervent belief seeks to counter educational practices of segregation and discrimination, and is, in theory, the best way. But in reality, it would be torture for Andy to attend the spring concert, much less perform in it. Noise and crowds make me uncomfortable; they put Andy on sensory overload. In my head, however, I hear the chants of activist parents, chiding me for keeping my son sheltered, urging me to have him participate in every possible way.

Chris and Lindzey, my 8-year-old twins, fly through the front door, scattering lunchboxes, colorful papers and spring jackets as they search the cabinets for snacks. The dog’s water bowl is empty, and as I fill it, my husband Steve heads out the door to buy a part at the hardware store. Lindzey asks me how long it is until “Zoom” is on.

“Fifteen minutes,” I reply as I realize that

Jen is gone and her question unanswered.

Andy runs outside to play with his dump trucks and watch the cars go by. He sits in a corner of the yard where the grass has died and only dried-up dirt and brownish pine needles remain. He pushes the debris together into a big pile and loads up his dump truck, then lies down so he can carefully examine the material pouring in slow motion to the ground. The dirt is a little darker than his sandy-colored hair, but lying as he is it’s hard to tell where the earth ends and Andy begins.

When he hears a car coming down the street, he hops up, light on his toes, and runs to the fence. His blue eyes stare through the chain-link, tracking the car while his thin body turns to follow it until it disappears down the street. What Andy loves most are lines and watching wheels spin — trains are the best because they’re wheels on lines — but watching rush hour traffic pass by the diamond-shaped links of our fence runs a close second. Sometimes he holds a hand up in front of his face and watches the cars between his fingers and through the silver metal of the fence, creating a kind of kaleidoscope.

I am grateful for the fence, not only for the visual appeal it offers to Andy, but for the safety it provides. Although we have to carefully latch the gate with Andy-proofed locks (and those are harder and harder to find since he quickly figures out most locking mechanisms), for now the backyard is a place I can let him play unattended for a few minutes at a time.

The odds used to be that less than half of all children diagnosed with autism — a developmental disorder that disrupts communication, social interaction and sensory systems — would ever learn to speak or function within the society at large. But now, a newly minted version (Applied Behavior Analysis delivered through discrete trial methodology, or ABA) of an older science (Behaviorism, a la Pavlov and Skinner) seems to be changing all that.

Later in the therapy room, Andy works with Jasmine, a tongue-pierced college student from Colorado who's wearing blue jeans, sneakers, a comfortably worn sky blue sweater and a black Broncos baseball cap.

"Sit down," she directs Andy. He sits in a chair and she responds with a huge smile and a cheerful "Good job!" Suddenly, she makes a very sad face, bottom lip sticking out and eyes blinking back tears. "How do I feel?" she asks woefully. Andy glances briefly at her face and answers softly, "Sad."

"Wonderful!" Jasmine yells, and she hands him a squishy purple toy, which Andy grabs and kneads for a precious few seconds. "My turn," she says, and Andy dutifully hands it back to her, squirming in his chair and squinting one eye. Jasmine's face brightens with a huge smile. "How do I feel?" she asks, eyes open wide with joy. Andy glances again at her, then looks out the window as he says, "Happy."

"Yay!" Jasmine responds. "Wonderful work!" Andy laughs suddenly and drums his feet on the floor as he squeals. Jasmine crosses her arms and sets her jaw in a firm line. "How do I feel," she asks sternly.

"Mad," replies Andy with a smile. "Too wonderful!" shouts Jasmine, handing him again the purple toy. After several seconds of play and another "my turn" from Jasmine, she distorts her face again: her eyes open wide, her mouth moves to an 'O' and she claps her hands to the sides of her face. "How do I feel?" she inquires, and when Andy replies "Surprised," she

cheers and tells him to go play. Andy slides off the chair and begins pushing a train around the floor.

Applied Behavioral Analysis is based on the simple fact that you're more likely to repeat a behavior if you're rewarded ('reinforced' is the correct behavioral term) than if you're not rewarded. For example, a baby says "tookie" and gets a cookie; a toddler learns to count to five because she gets big smiles from Grandma; a teenager learns to dress in a way that is socially reinforced. Children with autism, however, are not naturally reinforced by things like smiles or hugs or social acceptance. So the first step in using ABA is to find what is reinforcing for that individual child, and then to use that reinforcement to teach small units of behavior in short bursts (called discrete trials).

When we started ABA, Andy didn't imitate any speech or action, which is why he wasn't learning. Neuro-typical children

learn almost everything by imitating the people around them, but Andy wasn't typical. So the first thing we did was tell him to "do this," and we'd clap. Then, when he clapped we gave him a sugar donut. Once he could imitate physical movements, we worked on vocal imitations (first sounds, then words).

The complex process of ABA breaks down desired behaviors into small pieces, and teaches the small pieces using constant reinforcement. What Jasmine was doing when she smiled and asked Andy how she felt reflected the following steps of learning: first he was shown a picture of a smiling person and told to "touch happy" (learning to identify a smiling face as happy), and then he learned to pick out the happy face when it was placed next to other pictures. A different task (or program, as it's called in ABA) involved teaching him to say the word "happy" and then to answer the question "How does she feel?" when shown the picture of the happy girl.



Andy relaxes at home.

After learning to touch pictures of emotions, say the name of the emotions and label the pictures with the names of the emotions, Andy was taught to look at the therapist when asked "How do I feel?" and label the emotion that he saw. The next step they're working on is helping Andy identify his own emotions by watching for times when he seems happy or mad and then asking him, "How do you feel?" Emotions is one of over 40 programs Andy has either mastered or is currently working on. Other programs target colors, shapes, letters, numbers, occupations, gender, verbs and much more.

On break during his therapy session, Andy returns to his corner of the yard, content with dirt and traffic. Jasmine makes notes in the data book while I throw together tonight's meal. I serve potatoes (sweet and Idaho) baked in the microwave, leftover chicken squares for Steve and Chris, noodle soup for Lindzey (who won't eat meat) and a hot dog for me because nothing else looks good.

While Andy will eat lots of sweet or salty junk foods (sugar donuts are his favorite), he eats only a few foods that have anything resembling nutritional value: French fries, jelly sandwiches, raisins, Yoplait Custard-Style Strawberry Yogurt and Cheerios with milk. Tonight his supper is raisins and a jelly sandwich. Because of the limited variety of his food intake, Andy's supper juice has a half-teaspoon of castor oil mixed in to keep him regular and we add a high-potency liquid vitamin to his breakfast juice. Chris and Lindzey drink water; Steve and I drink cold Red Dog beers.

Tonight we let Andy play outside while we begin the meal. On evenings like this, when there's just the four of us at the table, we focus on mealtime rituals and pleasant conversation. After a blessing, Chris tells us about his teacher who just returned from Paris, where the tradition on April Fool's day is to give your friends a chocolate fish, complete with chocolate fish guts. The kids giggle, with "smashed potatoes," as Lindzey calls them, pushing through the spaces

recently vacated by baby teeth. Andy wanders in with dusty hands and heads for his jelly sandwich. Steve takes Andy to the bathroom to wash his hands, and Chris waits patiently to continue his story. Andy grabs his sandwich and takes a big bite, then squeals and runs to the living room to turn on a video.

Andy eats his meal sporadically, wandering to the table for a bite and a drink of juice, then running back to watch his video. As with his viewing the cars through the fence, Andy sometimes watches videos through his fingers. Occasionally he puts his face on the screen and watches the flickering picture in the reflection of the window across the room. He likes shows about trains, trucks, letters, numbers, and almost anything with people singing and dancing, although he emphatically rejected "The Lawrence Welk Show" one night while I was trying to find something he could watch.

When our twins were just babies, we declared that our kids would not become little consumers, hypnotized by the media; instead they would be imaginative, artistic, involved with the real world. Like many of our good intentions, that notion has been revised by a child who is a concrete, literal thinker and finds contact with the real world difficult and frightening. Videos are visually stimulating, and, once memorized, devoid of the unpredictable aspect of human interaction. "George of the Jungle" is the same each time it's played; live faces and voices, however, are always changing.

After supper, Chris goes off to his drawing table, Lindzey to the tub. When I go in to check on her, she asks, "Mom, exactly how are babies formed in their mother's tummy?"

"I may be in here for a while," I call out to Steve as I close the bathroom door. The conversation moves from basic reproductive information (her response: "eeewww-gross!") to "Do grown-ups have sleepovers?" She ends the pre-shampoo discussion with a surprising theological turn: "Is heaven just

like life, except very better?" I tell her I hope so.

I'm glad that Steve and I were both home tonight; our schedules frequently leave only one of us home during the evenings. On those more typical nights, I wouldn't have been able to have this uninterrupted conversation with Lindzey because I would have had to check on Andy every two minutes. Tonight Steve gives Andy a bath while I read a chapter from "The Book of the Dun Cow" to the twins. After tooth-brushing and prayers, I close the door to their room and walk to the living room, where Andy is deeply engrossed in his "Wee Sing Train" video.

"Time for bed," I announce. He glances up at me, a slight frown on his face, and then turns off the TV and marches toward his room. "Need to brush teeth," I tell him and he adjusts his course, walking to the bathroom and standing in front of the sink. He doesn't scream anymore when I brush his teeth, although he still pushes the brush out every few seconds.

Personal grooming is difficult. Andy's head is hypersensitive to touch, so hair-cutting, hair-washing and tooth-brushing seem to be painful for him. Steve and I have to work together when we need to trim his fingernails or toenails — Steve holds him still and I cut. Anyone listening would think we were torturing him, and his cries bring me to tears almost every time we have to do it. We haven't found a way to explain to him the necessities of these things, and we can't take away his discomfort. I tried cutting his hair and fingernails while he slept, but he woke up. For now, he seems to have accepted the inevitability of the toothbrush at the end of the day, and he tolerates it as well as he can, with constant praise from me for being such a good boy.

When bathroom rituals are complete, Andy runs to his bed. He loves to have lots of blankets on top of him (sometimes he steals the blankets off our beds and piles them all on his). I ask him if he wants me to sing "Twinkle, Twinkle, Little Star" or

"Goodnight, Andy." He chooses the latter, and so to the tune of "Goodnight, Ladies" I sing, "Goodnight, Andy, sleep tight, Andy. Goodnight, Andy, it's time to go to sleep. I'll see you in the . . ."

I pause and he fills in the words "morning light" and we sing the rest of the song together. I prompt him to say a simple prayer, and tell him I love him. "I yuv you," he replies. The first time he told me that, only a few months ago, I closed his door, sank to the floor in the hallway, and wept. For so long we didn't know if Andy would ever talk.

The first time a doctor said the word "autism" to me, I also fell to the floor and cried. Those were tears of anger, of grief. For months after, I had nightmares in which Andy was dead. I felt guilty because I thought that some part of me wanted him to die. It's so painful not being able to communicate with your child, not feeling the kind of connection that develops naturally with someone who imitates you and talks with you and participates in your life. Then one day I realized that my dreams weren't some unconscious wish fulfillment, but they were a reality. The Andy that I had dreamed of was dead. The image of my normal son with all the options in the world open to him was stabbed by the diagnosis, by the reality of a developmental disorder with no cure.

Once the bedtime routines are finished, Steve goes to his workshop (he's a wood-carver with a backlog of projects), and I go to Andy's therapy room. Accompanied by a

glass of wine, I spend the next hour reviewing the data books charting his progress in about 25 different areas. I note that his articulation of the word "three" is causing problems in two areas: teaching him his phone number (which ends with a three) and in counting. Halting the work on those things, I write in new goals, and put "three" in the "verbal imitation" section. He needs to get confident with the "th" in "three" before we use it in other areas.

When I read that he's finally able to tell

Andy silhouetted in the living room window, staring, motionless, at a glowing line of pre-sunrise light. Suddenly he grabs a small train from the floor and runs to the dining room table, where he watches the wheels turn as he pushes it down the line of the tiles. I wonder, not for the first time, why lines are so important to him. A few nights ago, he lined up all the little buckets of Play-Doh behind his train, in order by size, then stood back to admire them. I saw a learning opportunity, picked up the

container closest to the train, and asked him what color it was. He responded with a scream. "Nope," I replied. "Say purple."

"Purple," he repeated.

"What color?" I asked again, pointing to the Play-Doh lid.

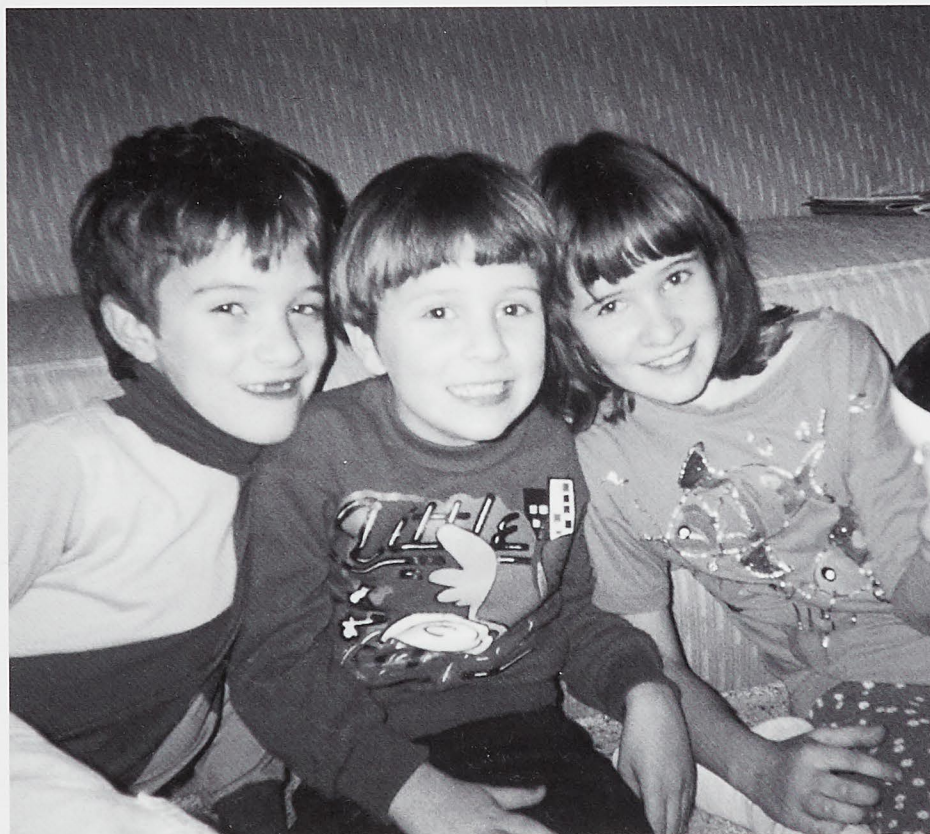
"Purple," he responded, and I replaced the bucket behind the train. Andy took me by the hand and led me away to another room, then ran back to his lined-up buckets.

I took the hint and stayed away.

Last Christmas, Andy was up, as usual, around 5 a.m. I presented him with his Christmas

stocking, which he studied suspiciously. I helped him pull out a wind-up car, and he played with that for 20 minutes before returning for another look at the stocking. He reached in for another toy, which he played with while he ate his Cheerios.

Chris and Lindzey came dashing down the stairs around 6 a.m. and dumped the contents of their stockings on the floor, sorting through the goodies quickly as they eyed the mounds of presents around the tree. We tried to have them take turns



Chris, Andy and Lindzey

the difference between boys and girls, I smile. We've been working a long time on that. One of the therapists has left me a note about her available hours. I change the schedule, make notes to other therapists, put away a few scattered toys, and turn out the light. Steve puts the dog to bed for the night, and we walk up the stairs to bed.

At 4:45 a.m., I hear Andy laughing in his room downstairs. It's not unusual for him to be up this early. I get up and use the bathroom, then walk downstairs and watch

opening gifts, but Andy doggedly refused to open the next one, still engaged with the first toy he'd received. I watched him play contentedly as Chris and Lindzey ripped open their presents, squealing with delight and then hurrying on to the next one.

Andy eventually put down his toy and came to see what we were doing. We gave him another gift, and he opened it gingerly (the sound of ripping paper seems to bother him). It was clothes, which he tossed aside and grabbed another gift. This one contained a train. Andy carefully helped us piece the track together, then pushed the train around for hours.

By the end of the day, Andy had finished opening his gifts. Chris and Lindzey had gone through and gotten over Christmas Day crankiness. Both sets of grandparents had visited; even the dog was content with a new set of chew toys. Our house was filled with balled up wrapping paper and little pieces of plastic clips that held the toys in their boxes. In the safety of our homes, kids like Andy can open presents leisurely; the world outside moves fast, and those in the slow lane had better watch out.

The kindergarten teacher was visibly nervous as we sat down for Andy's first-quarter conference. She handed me the progress report, which contained only a terse note: "I have no idea how to evaluate Andy," she wrote. "He is disrupting the education for every other child in his class."

As I read this to myself, sitting on a tiny chair in a small work area next to the classroom, I glanced over at the teacher's face. She gave me a quick smile, then looked away. In a more generous mood, I would have seen that she was simply unprepared to have a child like Andy in her classroom, seen that she needed more training, more support. But as I shifted my weight on the little chair and re-read the note, I felt only anger and betrayal. Why did it always feel like the school personnel were our adversaries instead of our allies? As my stomach clenched into a familiar knot, the

special education teacher joined us, a smile on her face.

"Have you already started?" she asked brightly. "I've got Andy's IEP here so we can do our evaluation."

"Oh," replied the teacher. "I didn't realize that's what I was supposed to be writing about."

And down we fell, into the abyss between regular education and special education. Every student who receives special education services has an Individualized Education Plan (IEP). These yearly goals are supposed to guide the teachers and provide a basis for assessing the student's progress. In their exchange, the kindergarten teacher revealed an ignorance of this process, which meant that she had spent the whole quarter with Andy without having any idea what his educational goals were.

As the conference continued and I probed the teacher for information, she protested, "His aide does all his work for him anyway. How can I tell what Andy can really do?"

"Do you want data?" I replied. "We have a book full of data. We have boxes in a closet full of data. What do you need?"

"Oh, I don't know. I guess I should just sit down with him myself sometime," the teacher said.

The special ed teacher piped up. "That's a great idea! And Andy's aide can read a story to the class while you work with Andy."

While they congratulated themselves on this plan, I resisted the urge to run away. Did they think this was enough? Did they think this would make up for the learning opportunities already lost? How could they be content with this baby step when I wanted them running marathons?

I considered my options. We could take him out of school completely and work on all his education at home, where we control the environment and the adults who interact with him. But he needs to learn social skills, and that can only be done with his peers, which means he needs school. So we're stuck in this difficult partnership, trying to maintain diplomatic relations with

people we don't trust, and hoping, always hoping, that Andy will learn whether we do it perfectly or not.

We didn't have Andy perform in the spring concert. It wasn't a battle worth fighting. By the time of the concert, I was checking out other schools in the district. Andy was going to repeat kindergarten, and this time it would be at a school where the teachers and administration would work with us instead of against us. Perhaps I should have changed schools after the first week, when the playground aide asked me, "Is he going to be here every day, or is this some kind of experiment?"

"Yes," I wanted to reply. "He is going to be here every day. This experiment is called his life." But I didn't say those things. There was no way to tell her how she had hurt me, how her focus on Andy's differences would never allow her to see a child whose mind works in lines and circles, a child who loves to come to school, a child who is working so hard to learn.

A metaphor wouldn't help, I thought, because she didn't want to connect. Instead I forced myself to watch the other children, who somehow love Andy just as he is. The little girls in his class hugged him tightly. I wanted them to hold on forever.

Deanna Jent, Ph.D., is the director of theater and an assistant professor of performing arts at Fontbonne College. This story is reprinted from "Natural Bridge: A Journal of Contemporary Literature," a publication of the University of Missouri-St. Louis.

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*The Lady Griffins celebrate
after toppling undefeated
Washington University.*

GRIFFIN GOLD

The 2000-2001 season was certainly an exciting one for the members of the women's basketball team. The team experienced a fantastic winning streak, the thrilling upset of a neighborhood rival and unprecedented success in national play.

Sadly, the Lady Griffins' magical season came to a bittersweet end on March 9 as they suffered a 82-78 loss in the third round of the National Collegiate Athletic Association tournament. The Lady Griffins' appearance marked the farthest any Fontbonne team has gone in post-season play, and it was the best posting from any team in the history of the Griffins' St. Louis Intercollegiate Athletic Conference (SLIAC).

Head coach Keith Quigley, assistant director of admission, said the team was proud of its accomplishments. "At first, it was hard to take, but with all the things we've done, it was a banner year for us," Quigley said. "We have nothing to be ashamed of. It was a helluva year."

Undoubtedly, the highlight of the year was the girls' thrilling 79-68 victory over rival Washington University during a home game Jan 16. That win snapped the Lady Bears' 81-game winning streak, and sparked tremendous enthusiasm for the Lady Griffins' fantastic season.

Excitement over the Lady Griffins' success spread beyond the Fontbonne community.

The Missouri House of Representatives recognized the team during a visit to Jefferson City, where Coach Quigley and the girls were hosted by state Rep. John Bowman of Northwoods, a Fontbonne graduate.

Quigley was presented with a proclamation that noted the Lady Griffins' exciting win over Wash. U., their outstanding 14-0 SLIAC record, their 24-7 overall record, their fourth consecutive

conference title, their sixth-place regional ranking, and their victories in the NCAA tournament.

Members of the House "applaud the exceptional competitive accomplishments of the Fontbonne College Lady Griffins basketball team and to convey to all its players, coaches and support staff this legislative body's heartiest congratulations upon the completion of a season well-laced with local and national achievements," according to the proclamation.

2000-2001 roster:

Shawanna Ashley, senior guard
Allyson Briggs, freshman forward
Elizabeth Cornwell, freshman guard/forward
Yolanda Curry, junior guard
Amy Hauschild, junior center
Elizabeth Klotz, freshman forward/center
Amanda Lange, senior forward
Megan Mulvihill, senior guard
Erica Ragsdale, freshman guard
Maureen Roberts, sophomore guard
Crystal Rowe, freshman guard
Meghan Schepker, junior forward
Melissa Steward, senior guard
Natalie Taylor, sophomore guard
Demekah Williams, freshman forward
Head Coach: Keith Quigley
Assistant Coach: Marvin Talley



*Team members pose with their "good luck cookies" presented by
Peggy Musen, associate dean for enrollment management.*

THE MIDAS TOUCH

Keith Quigley, head coach of the Lady Griffins basketball team, came to Fontbonne College more than a decade ago as a tall teenager from the South who was looking for a school where he could play both golf and basketball.

"I remember like it was yesterday when Keith and his dad came into my office," said Lee McKinney, Ed.D., athletic director and men's basketball coach. "Keith walked in, this big, lanky kid, and said he was a good golfer."

"Good" turned out to be an understatement. During each of his four years at Fontbonne, Quigley was the St. Louis Intercollegiate Athletic Conference tournament champion. His junior year was the most memorable, when he made All-District for National Collegiate Athletic Association Division III and was named pre-tournament All-American for the NCAA Division III Golf Championships.

Quigley also served as captain of the men's golf team and co-captain of the men's basketball team during his time at Fontbonne. In 1994, he graduated with a degree in business with a concentration in marketing.

After graduation, Quigley returned to Fontbonne as an assistant director of admission and coach of the Lady Griffins. He has led the Lady Griffins to the NCAA Division III tournament the last two years, and has been named SLIAC's "Coach of the Year" three times. Quigley also coaches the men's tennis team at Fontbonne.

Peggy Musen, associate dean for enrollment management and Quigley's supervisor, said it's been a joy to watch him grow from a teenager into an adult.

"For me, the transformation has been truly amazing," Musen said. "To know him as a 17-year-old and then watch him grow and mature during his four years as a student was incredible. More than that, though, I was impressed to see a young man with such an amazing work ethic combined with the ability to relate to people and motivate them at the same time."

"That's why Keith is so successful, both in the office and on the court. He's respected by everyone who meets him, whether it's a co-worker,

a prospective student and his/her parents, or one of his players," she continued.

"Because I'm so proud of Keith and what he has accomplished, I sometimes want to take credit for it," Musen said. "Maybe I had something to do with it because we have spent the last 11 years together — the first four when he was a student and the last seven working together — but I know that Keith is his own man. I truly believe he has a quality about him that inspires everyone around him."

While some see major differences in Quigley since he arrived so many years ago, others say he hasn't changed a bit.

"Keith is the same happy, fun, affable young man he was 12 years ago," McKinney said. "The unique thing about Keith is that he always has a smile on his face and seems to be enjoying whatever it is he's doing."

"His best attribute, as with any good coach, is that he's an excellent recruiter. And to watch Keith on the floor is great. He sets a good example," McKinney said.

"He's like a son to me."

Quigley currently is pursuing a master's degree in business administration through Fontbonne's OPTIONS program. He and his wife, Michelle, who also is a Fontbonne graduate, have one son.



Coach Keith Quigley offers the Lady Griffins play strategies during a game time-out.

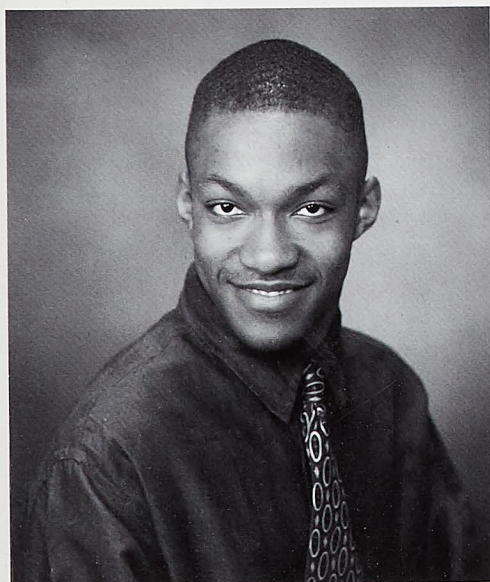
people

Friedman, Miller Named Professors Emeritus

William Friedman, Ph.D., retired professor of business and administration, and Marilyn Miller, CSJ, retired circulation and curriculum librarian, both have been approved by the board of trustees to receive faculty emeritus status. Friedman served at Fontbonne for 25 years and Sr. Marilyn for 31 years. They retired in May of 2000.

Students Elect First Male African-American President

Students have elected their first male African-American president of the Student Government Association (SGA). Sophomore Bryan Smith will serve for the 2001-2002 academic year.



Student Government Association President Bryan Smith, sophomore.

Smith served as the events coordinator for the SGA activities board this year. He is a member of Students for the Enhancement of Black Awareness (SEBA), the student alumni association and is a Fontbonne Ambassador. Smith currently is a residence hall assistant in Medaille Hall and will serve in this capacity next year. A communication major with a concentration in broadcasting, Smith was on the dean's honor roll last semester.

Entrepreneurs of the Year

Four members of the Fontbonne Community were featured as finalists in the list of Entrepreneurs of the Year in the "St. Louis Business Journal."

Two members of Fontbonne's Council of Regents were named: Donna Vandiver, president of the Vandiver Group, the largest independently owned public relations firm in St. Louis; and Timothy T. Walsh and his family, owners of Walsh and Associates, Inc., the 35th largest chemical distributor in the United States and the top 10 of independent specialty chemical distributors.

Two alumnae also earned a spot on the list. Gail Cassilly '73 is the executive director of City Museum, a unique, innovative cultural attraction in its second year in St. Louis. Kathleen Flemming '90 is among the youngest women in the United States to both organize and run a bank. In 1998, she opened Frontenac Bank. The bank has \$55 million dollars in assets and a reputation for customer service.

In Memoriam

Hy Waltuch, board of trustee emeritus and former Clayton mayor, died Feb. 22. Waltuch served on the Fontbonne board from 1970-74 and 1984-89.

Waltuch also served on the Clayton Charter Commission and the Clayton Board of Aldermen. He also served terms as vice president and treasurer of the St. Louis County Municipal League. Waltuch served a term on the St. Louis County Plan Commission and as chairman of the Clayton Board of Adjustment. He was named Clayton Citizen of the Year in 1985 and received the Fontbonne Founders Award in 1994.

Waltuch received his J.D. degree from Washington University School of Law in 1934 and practiced law from 1934-43.

OPTIONS Names Two as Teachers of the Year

One of the highlights of the annual OPTIONS Faculty Appreciation Reception is to name and honor the outstanding OPTIONS faculty of the year. This year, the OPTIONS program honored two faculty members, Tim Burke and John Carnasiotis, for their outstanding contribution to both the OPTIONS program and Fontbonne.

Both Burke and Carnasiotis have been teaching in OPTIONS for approximately five years, and for the past two years, both have taught in the Fontbonne Taiwanese MBA program. The two have taken an active role in curriculum development and



At the OPTIONS Faculty Appreciation Reception, two faculty were recognized as outstanding. John Carnasiotis (left) and Tim Burke (right) pose with Bernie Yevin, OPTIONS faculty director, and Judith Meyer, Ph.D., vice president and dean for academic affairs, after being honored as Teachers of the Year.

have made suggestions for the improvement of the OPTIONS program. Continually, they receive outstanding student evaluations and are highly regarded by students as "among the best" of the OPTIONS faculty. Burke is a St. Louis entrepreneur and Carnasiotis is a practicing attorney.

Student Gets a Hand in Life

It is a familiar story to St. Patrick's Catholic Center. Vanessa White was telling about her life to a group gathered to support St. Patrick's at the Missouri Athletic Club in the spring.

White is doing well now, thanks to the efforts of St. Patrick's Center and Fontbonne College. The story was much different several years ago, however.

Married with two young children, White found herself in Kansas City married to a man who was dealing in drugs. Wanting better for her family, White divorced him. White was working for the state of Missouri and a change in her benefits made day care impossible to afford. She began working several jobs and found that she had no time for her children.

White's grandmother and sister coaxed her into coming home to St. Louis. They said she could stay with them until she got on her feet. At the time, her grandmother was living in a senior home which only allowed visitors to stay for a maximum of 30 days. Her sister, in public housing, found she had the same rules. Before she knew it, White and her children were homeless.

So White and her children moved to the Christian Service Center. White got her

GED and enrolled in the employment program through St. Patrick's Center. She attended St. Louis Community College part time with the help of St. Patrick's Center.

"This was very difficult on my kids," she said. "I was going to school and working several part-time jobs. We never saw each other."

"A woman in my church got up to speak about Fontbonne's OPTIONS program and I found that I could work full time while going to school," she said. "This was the solution to my problems."

Fontbonne's OPTIONS Gateway and bachelor of business administration programs are presented in an accelerated format for adults. "The program is very good — it allows students to raise a family, work and get an education in a timely manner," said White.

White is now making a comfortable salary for her family and they are no longer homeless. She was working as a project coordinator at VoicePro, Inc. in St. Louis until she found another position in Marietta, Ga. in the beginning of May. She is now an executive administrator running an office. In addition, the company paid



President Golden (left) poses with Vanessa White and Leo Paradis, executive director of St. Patrick's Center.

for her relocation and for her to finish her schooling.

"My family is very excited about moving and I am excited that Fontbonne OPTIONS is working with me to make sure the classes I take in Georgia will transfer to Fontbonne," said White. "I have 35 more credits to take," she said, seeing the light at the end of the tunnel. "I will be back to Fontbonne soon to pick up my degree!"

What a day of celebration that will be for White and her family.

Development Head Leaves

After five years of service, Timothy J. Willard, Ph.D., vice president for institutional advancement and development, has accepted new challenges, effective June 1. During his tenure, he served as chair of the 75th anniversary committee, improved the annual fund and launched Fontbonne's \$15 million capital campaign, "Vitality and Vision: Fontbonne in the New Millennium." A search is underway for his replacement.

Board Chair Passes Gavel

With great appreciation from the Fontbonne Community, William H. Walker passed the gavel of chairman of the board of trustees to Thomas M. Gunn at the April 28 meeting.

Walker has served the College with distinction as chairman of the board of trustees since 1996 and as a member of the board since 1992. He recently retired as

partner at PriceWaterhouse and has been an active participant in education throughout his career.

Walker has seen to the physical rebirth of the College. During his leadership, the College has benefited from his many accomplishments such as the Strategic Plan, Campus Master Plan, Bond Issue, Capital Campaign, Sponsorship Agreement and the construction of the new parking facility.

Gunn is president of The Gunn Group, Inc., a global marketing consulting firm. He retired from The Boeing Company in 1997. He was elected senior vice president of business development for the former McDonnell Douglas Corp. in May 1995, prior to the company's merger with The Boeing Company on Aug. 4, 1997.

Before joining McDonnell Douglas in 1975, Gunn served as counsel to the U.S. Senate Committee on Appropriations (1972-75), the U.S. Senate Committee on Government Operations (1970-72) and the U.S. Senate Judiciary Subcommittee on Criminal Laws and Procedures (1968-1970).

Gunn graduated from Saint Louis University in 1965 with a bachelor's degree in political science and from Saint Louis University School of Law in 1967.

Gunn is a member of the Missouri Bar Association. He serves on many charitable and business board of directors. He is a frequent teacher and lecturer to business and educational institutions on a variety of global marketing and strategic planning subjects.



Thomas M. Gunn

Gunn's wife, Kathleen Toohey Gunn, is a 1965 graduate of Fontbonne.

Nazareth Residents, Alumnae Raise Money at Phonathon

Alumnae and residents of Nazareth Living Center volunteered their time to telephone fellow alumnae in their respective classes for the Fontbonne Fund annual drive. Participants included Joan Haas, CSJ, '51, Bernice Seger, CSJ, '56 and Frances Kane, CSJ, '44. Sister Frances also taught philosophy and theology at Fontbonne for 20 years.



Frances Kane, CSJ '44, makes calls for Fontbonne Fund phonathon.

events

Founders Recipients Chosen

Five recipients of Fontbonne's 2001 Founders Awards have been approved by the board of trustees and will be honored at the Founders Dinner on Oct. 18 at the University Club in St. Louis.

The recipients are: Don Garner, distinguished service in theater and education; Patricia Giljum, CSJ, distinguished service in fine arts education; Ann Rotermund, distinguished service in social work and mental health; Mary Wainscott, Ph.D., distinguished service as lay pastoral associate; and the Rev. Robert F. Weiss, SJ, distinguished service in education.

In recognition of its founders, the Sisters of St. Joseph of Carondelet, each year Fontbonne honors individuals for distinguished service. The awards celebrate a tradition of "service to the dear neighbor" characteristic of the Sisters of St. Joseph and carried on at Fontbonne. For an invitation to the dinner, contact Stephanie Stueber, CSJ, director of college relations, at (314) 889-1489.

Poor Weather Prompts Change to December Commencement

With an icy forecast and slippery walkways, Fontbonne College canceled its first commencement exercises in history on Dec. 15, 2000. In an effort not to disappoint those wanting to celebrate at a ceremony, commencement was rescheduled for Jan. 19.

The original commencement speaker, Sanford McDonnell, chairman emeritus of

McDonnell Douglas Corp., was unavailable to speak at the rescheduled event so the Rev. Maurice Nutt, C.Ss.R., pastor at St. Alphonsus "Rock" Catholic Church, addressed the graduates in January.

Nutt has served as pastor at St. Alphonsus since 1993. He professed vows in the Redemptorist congregation in 1983 and was ordained a priest in 1989. He earned a doctorate from Aquinas Institute of Theology in St. Louis, a master's degree in theology from Xavier University of Louisiana in New Orleans and a master's degree in divinity from the Catholic Theological Union in Chicago, Ill.

Active in the St. Louis community, Nutt now serves as president of the board of police commissioners for the St. Louis Metropolitan Police Department. He is also the vice chairman of the board of directors of the Area Resources for Community and Human Services (ARCHS).

Nutt is a member of the National Black Catholic Clergy Caucus, the St. Louis Clergy Coalition, the St. Louis Symphony Orchestra Society, and is an executive committee member of the National Association for the Advancement of Colored

People (NAACP), St. Louis chapter. He also serves on Fontbonne's board of trustees.

He has received such honors as Outstanding Young Men of America, Who's Who Among



Rev. Maurice Nutt, C.Ss.R., addresses graduates in January.

Black Americans, Forty Under Forty Leadership Award and the 1999 Merit Award from the National Urban League, St. Louis Chapter.

Glyn Propst, an OPTIONS bachelor of business administration degree recipient, gave the remarks for her fellow graduates. Teresa Startup and Kenneth Hart added the link to the alumni chain. The Benediction was given by Charmaine Chapman, president and CEO of the United Way of Greater St. Louis.

Holocaust Survivor Addresses Graduates at Commencement

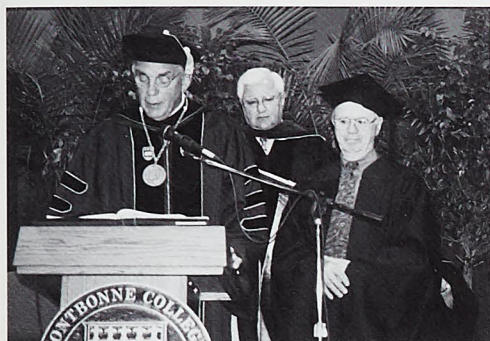
Holocaust survivor Jay Sommer, a noted author, linguist and educator, was the featured speaker at Fontbonne College's commencement ceremony held May 19. Sommer, of New York, spoke on the importance of achieving dreams against all odds.

"If I have managed to achieve my own dreams here in America under the circumstances that I was given, I believe that everyone can achieve their own dreams in this wonderful country," Sommer said.

The opportunity to speak at Fontbonne was particularly meaningful for Sommer because his son, Jason Sommer, Ph.D., is a professor of English and poet-in-residence at the College.

Sommer's autobiography, "Journey to the Golden Door: A Survivor's Tale," is the gripping story of a young man's experience during the Holocaust. Published in 1995, the book tells of Sommer's experiences before, during and after World War II.

"I came to America with a great deal of



Jay Sommer (right) receives an honorary degree from President Dennis C. Golden, Ed.D., and Thomas M. Gunn (center), chairman of Fontbonne's board of trustees, at commencement in May.

emotional baggage, and the story of the Holocaust is an important one to be handed down for generations," Sommer said.

Sommer, 74, was raised in Czechoslovakia, where he was incarcerated in labor camps during the Nazi regime. With a gun pressed to his head, a 17-year-old Sommer was forced into service as a member of the Russian army. Eventually, he chanced an incredible escape. "I posed as someone else by borrowing his coat, and then fled for freedom," Sommer recalled.

Sommer then went to Italy and lived in a displaced persons camp for more than two years. In 1948, at the age of 21, he boarded a freighter and journeyed to the United States. When he first arrived, Sommer had little formal education and was unable to speak English. He now speaks 10 languages.

Sommer started with the basics, enrolling in English classes at a public school in Brooklyn, N.Y. Six years later, he received a bachelor's degree in Russian. Sommer then earned two master's degrees: one in Spanish language and literature and a second in Russian language and literature. He also has

completed all but the dissertation for a doctorate in comparative literature at New York University.

Despite his achievements as a linguist, Sommer is best known for his work as an educator. In 1981-1982, he was named the national "Teacher of the Year" for teaching Spanish, Russian, Hebrew and French for more than 20 years at New Rochelle (N.Y.) High School. In that same year, President Ronald Reagan named Sommer to the National Commission on Excellence in Education. As the only teacher on the 18-member panel, Sommer served as an official spokesperson for the U.S. Department of Education. In 1984, Reagan recognized Sommer again, bestowing on him the Honorable Service Award. Sommer currently is a professor of Russian and Hebrew at Fairfield University in Connecticut.

Benediction at the ceremony was given by the Rev. James Chi, pastor of the Taiwanese Presbyterian Church. Remarks by a graduating student were given by Matthew S. Banderman. Graduate Meghan C. Mulvihill was presented with the alumni hood, which honors a graduating senior who has demonstrated the potential to be an outstanding alumnus/alumna. Graduate Brenda G. Nunez presented the newest link in the alumni chain, which was started in 1927.

Former College President Wins Heritage Award for Service

In recognition of more than 40 years of dedicated service to Fontbonne College, former College President Jane Kehoe Hassett, CSJ, was named the recipient for the 2001 Fontbonne-Carondelet

Heritage Award.

This year's presentation marks the third time the College has recognized a member of the Sisters of St. Joseph, the congregation that founded Fontbonne in 1917, for significant and unique contributions to the school. Stephanie Stueber, CSJ, director of college relations at Fontbonne, received the inaugural award in 1997; Mary Carol Anth, CSJ, associate academic dean, won the award in 1999.

"I'm just thrilled to receive this recognition, and I can't tell you what an honor it is to be held in the same esteem as the other fine women who have won this award," Hassett said.

Hassett was the 11th president of Fontbonne College, serving in that capacity from 1972 to 1985. Prior to her presidency, she was a member of the department of history from 1959 to 1972. To mark Fontbonne's 75th anniversary two years ago, Hassett authored "Strong as the Granite," a history of the College. Currently, Hassett



Jane Hassett, CSJ (third from left), poses with three guests at her recognition dinner. The guests are (from left to right) Barbara Dreher, CSJ, Martha Heimer, CSJ, and Joan Filla, CSJ. Sr. Jane had her photo taken with all the guests at the dinner.

serves as the College archivist and assists in the advancement office.

In 1981, the Fontbonne College board of trustees established an endowed scholarship in recognition of Hassett's 10th anniversary as president. In that same year, she was recognized as a St. Louis Globe-Democrat Woman of Achievement. She is a graduate of Maryville University and holds her master's and doctoral degrees from Saint Louis University.

Hassett received the award at a special dinner April 26 at the Algonquin Golf Club in Glendale, Mo. Many special guests attended the dinner, including members of Hassett's family, her fellow sisters, as well as Fontbonne faculty, staff and administration.

Loyal Donors Honored, Campaign Announced

Fontbonne honored its loyal donors and new members of the President's Association at the annual dinner held December 14, 2000, at Old Warson Country Club. The formal announcement of Fontbonne's \$15 million campaign, "Vitality and Vision: Fontbonne College for the New Millennium," also took place at the event.

Several new members were inducted into the association by President Dennis C. Golden, Ed.D. The late Rev. Mr. and Mrs. Robert A. Brooks were inducted as President's Patrons. President's Fellows include Mr. and Mrs. Daniel J. Ferry, Jr. and Mr. and Mrs. E. Desmond Lee. Mr. and Mrs. Patrick T. Golden, Mr. and Mrs. Gerald P. Noonan and Mr. Nicholas G. Sansone were honored as President's Benefactors. President's Advisors include

Mr. Robert Butler; Mrs. Shelia Cook '94; Mr. and Mrs. Joseph J. Gazzoli; Mrs. Frances Dolan Holloran '37; Mr. and Mrs. Michael F. Jordan; Dr. and Mrs. James E. Lamont; Mrs. Phyllis Schmidt Lorek '58; Dr. and Mrs. Don Moriarty; the Rev. Maurice J. Nutt, C.Ss.R.; Mr. and Mrs. Jerry R. Ritter; Miss Beth A. Schlegel '74; Mr. and Mrs. James J. Schwartz; Mr. James C. Thompson, Jr.; Mr. and Mrs. Timothy T. Walsh; Fu Hsiang Wang '00; Mr. and Mrs. Nicholas W. Weiler; and Dr. and Mrs. Timothy J. Willard.

The public phase of the campaign began after the dinner with the announcement that the College has raised \$8.1 million of its \$15 million goal. A campaign video made its debut at the dinner. Guest speakers included Ruth O'Neill Stroble '52, chair of the captial campaign commitee; William H. Walker, chair of the board of trustees; Thomas M. Gunn, vice-chair of the board; and Elizabeth (Betsy) Keegan, president of the student government association.

Honoring a Man and His Dream

On Jan. 18 and 19, Fontbonne hosted its annual Martin Luther King, Jr. celebration. The school community came together in the two-day commemoration entitled "His Dream. . .Our Reality?" Fontbonne respectfully honored the memory of King and his accomplishments through a vigil, readings, reflection and prayer.

A candlelight prayer vigil in the Doerr Chapel was followed by "The Eight-Hour Civil Rights Reading," where students, faculty and staff read selections that focused on topics relating to the civil rights move-



The Woodland Elementary African Drumming Troupe performs at the Martin Luther King, Jr. service.

ment. The readings were held at podiums placed in public places at Fontbonne.

After the readings concluded, the Martin Luther King service ended the celebration. The event took place on Jan. 19 in the Doerr Chapel. A performance made by the Woodland Elementary African Drumming Troupe was a highlight of the ceremony. This was the inaugural performance for the troupe, which is led by Shelia King of Woodland Elementary.

Heritage Society Luncheon

The annual Heritage Society Luncheon honors benefactors who have contributed to Fontbonne's endowment as well as those who have endowed scholarships. More than 90 students each year receive endowed scholarships and many of the donors are present at the April luncheon to meet their scholarship recipients. New Heritage Society members for 2001 include Richard and Julia Roerkohl Okenfuss '60, Gerald and Suzanne Noonan and Kerry Durr Roscoe.

alumni

Taiwan Alumni Association Holds Inaugural Meeting

Fontbonne College celebrates the formation of the Fontbonne Alumni Association of Taiwan (FAAT). The first meeting of FAAT was held on Feb. 24. Michael Lin '00, MBA graduate, was named as "Honor Board Director." Lin is president of Taiwan LINCO CO., LTD.

During the first meeting, it was decided that FAAT would publish a twice-yearly newsletter including important information from the mother college. Also, a search will be conducted by the FAAT Secretary Division to find Taiwanese graduates whose addresses are no longer up-to-date in the Fontbonne database due to relocation.

The group is planning to hold a social gathering during summer vacation in a villa donated by Michael Lin located on the north coast of White Bay, Taiwan.

Lo Cheng-Hsien, or Robert Lo as he is known in the United States, is a 1987 master of arts graduate. He has been very instrumental in advancing the development of FAAT. Professor Lo is chair of the department of Fine Arts at the National Taiwan College of Arts in Taipei, Taiwan. He is a world-renowned artist who specializes in painting.

Spotlight Theatre Makes Debut at Fontbonne

Spotlight Theatre, St. Louis' new theater company for professional actors, performed its inaugural production at Fontbonne with

the St. Louis premiere of Andrew Lippa and Tom Greenwald's "John and Jen." Performances were April 27-29 and May 4-6.

Spotlight Theatre is the brainchild of Pamela Reckamp '88, a professional actor and voice-over talent, who earned her bachelor's degree in voice. Reckamp's goal in creating this company was to offer an artistic, dedicated venue to showcase the talent of local professional actors.

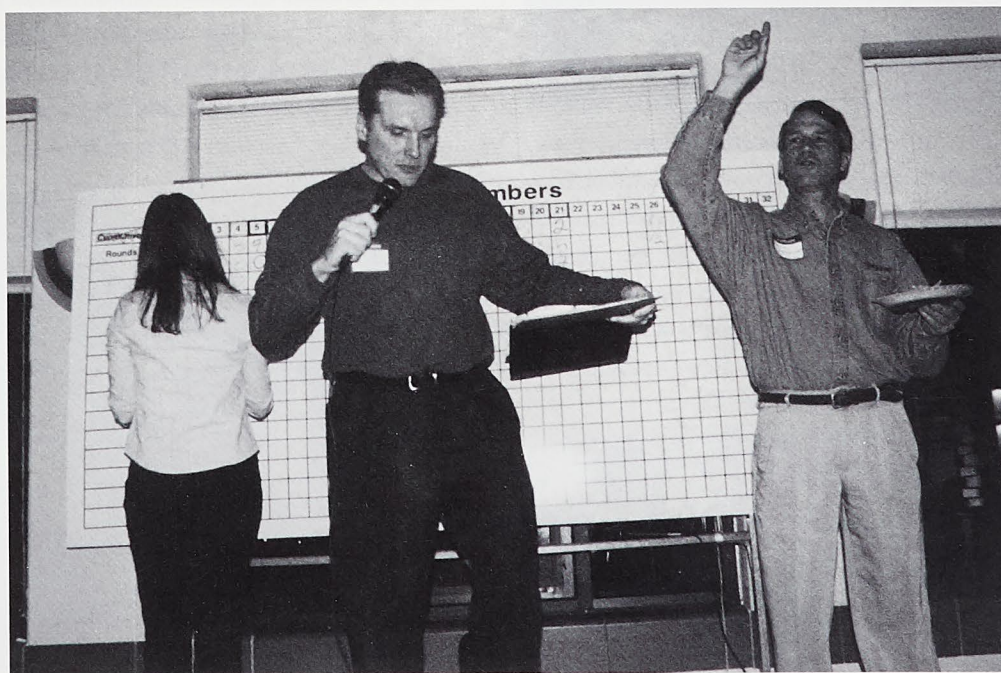
Trivia Night Brings Alumni Together for Fun, Laughs

Fontbonne College's OPTIONS Reunion and Trivia Night on March 3 attracted more than 200 players and volunteers. Twenty-one tables — made up of OPTIONS

alumni, traditional alumni, faculty, staff, students, family and friends — competed for the title of Trivia Champs.

In the end, Table 9 took home the grand prize. Remarkably, players at that table had never met before that night. The winners were Joe and Carolyn Dickman, Fontbonne parents; their friends Russ Monika and Dave Brown; OPTIONS alumna Wilihemena Shackelford; OPTIONS student Patrice Jones; OPTIONS alumna Eve Riley and her husband Joel; and finally, Geri Hoff, who decided to come after hearing a radio advertisement. Members of the winning team each received \$70 in cash and prizes.

Trivia players enjoyed the antics of hosts Darrell Ankarlo and Dave Schumacher, of the Big 550 KTRS radio. Fontbonne got some air time on KTRS the Monday after Trivia Night when Ankarlo and



Everyone enjoyed the antics of hosts Darrell Ankarlo (left) and Dave Schumacher from the Big 550 KTRS Radio. Second-year student Jenna Bollinger was at the numbers board keeping score for the 22 tables participating for prizes.

Schumacher talked about the great time they had at Fontbonne. The Alumni Association hopes more members of the Fontbonne Community will join the fun next year!



More than 200 participants and volunteers filled the Alumni Caf' for Trivia Night March 3.



Table 5 spent a few minutes between rounds with host Darrell Ankarlo (left). Adjunct OPTIONS faculty member Francie Futterman invited her friends to participate. Members of their team included Nan Corcoran, Kathie Galucia, Madeline Haraway, Wade Howell, Cathy Pawlitz, Nancy and Steve Rudolph, Chris St. Clair and Bob Wolff.



Students from OPTIONS section MBA 039 renew acquaintances. Left to right are Ronald Scott, Jeff Renner, Anna Wingron, Mary Kogut, Linh Dye and Brian Ladd.

Alumni See the World. . .Together

Ever dreamed of traveling around the world? Ever wanted to encounter a kaleidoscope of cultures and get to know people? Then travel to enchanting Bangkok as we, the members of Fontbonne's 1961 class, did from Nov. 28 to Dec. 5, 2000. How enthralled with the "land of a thousand smiles" were we? Those who traveled together were Marilyn (Montileone) and Lou Dell'Orco, Nancy (Nabbefeld) and Mike Jersa, Adrienne (Musial) and Bob Kennedy, Joan (Schafers) and Dick Neumarker, Pat (Stack) and Don Seiler, and from the class of 1980, Mary and Dave Stoops.

Each day we interacted with the happy, gracious Thais. As we went from the Floating Market with its hard-working vendors to the magnificent Royal Grand Palace with its gleaming golden domes and spires and Temple of the Emerald Buddha, we saw something wonderful. Our visit to Siam's second capital, Ayutthaya, showed us ancient ruins. The Summer Palace of the Kings was a fairy tale scene of architectural wonders. Traveling in longtailed boats into the maze of Bangkok's klongs, we felt like we were getting to know the Thais who live in sampans and along the klongs, and who were the streetside vendors. How fortunate we were to visit Bangkok on the king's birthday! The entire city was festive with lights, beautiful yellow flowers and numerous pictures of the king.

Each of us said, "I Have Dreamed," about our magnificent, delightful, friendly, welcoming, gracious and elegant trip to Bangkok. "Shall We Dance?" again each of us asked after a week of fun and camaraderie. "Yes!" we shouted. After all this world has places to visit and people to impact by members of Fontbonne's class of 1961!

Marilyn Montleone Dell'Orco '61



Bangkok travelers from right to left: Adrienne Musial Kennedy '61, Joan Schafers Neumarker '61, Marilyn Montileone Dell'Orco '61, Pat Stack Seiler '61, Nancy Nabbefeld Jersa '61 and Mary Ann Stoops '80.

Joyful Jubilees

A significant number of alumnae celebrated jubilees as members of the Congregations of the Sisters of St. Joseph in 2001.

70 years (March 19, 1931)

Rose Genevieve Downs '39
Francis Jane Smith '49
Marie Cecile Bennett '41
Regina Catherine Brandt '51
Clare Anne Burke '52
Agnes Grace '47
Rose Daniel Harrington '42
Mary Jerome Mulligan '54
Marcella Meyer '51

60 years (March 19, 1941)

Ann Dominic Tassone '49
Margaret Camper '51
Margaret Lynch '49
Marie Georgette Eschbacher '51
Virginia Browne '54
Clara Ritter '55
Martha Ritter '58
Mary Cornelius Deken '62
Rosemary Connell '43

50 years (March 19, 1951)

Patricia Flavin '69
Mary Loran Aubuchon '63
Rose Marie Groppe '59
Rosemary O'Malley '61
Rose Mary Murphey '62
Jessie Kulage '86
Elizabeth Ahrens '59
Mary Lou McKinney '65
Mary Paulette Gladis '62
Michael Therese Bauer '61
Patricia Ann Lorenz '52

Joyce Buckler '57
Jacqueline Muster '66

(August 15, 1951)

Marie de Montfort Deken '62
Carolyn Strack '62

OPTIONS Celebrates 10 Years

OPTIONS, Fontbonne's accelerated program for adult students, will be celebrating its 10th anniversary this fall.

The first OPTIONS groups — for the bachelor's and master's degrees in business administration (BBA and MBA) — began in the fall of 1991. Five years later, OPTIONS started the master of management program. In 2000, the undergraduate Gateway program was launched.

Since that time, many students have passed through the doors in OPTIONS. By September, more than 80 groups will have started in the BBA program, and more than 70 MBA groups will have started.

The programs have become increasingly popular since that first group of six students received their hard-earned diplomas during the first OPTIONS graduation in May 1993. Since then, more than 1,500 have earned OPTIONS diplomas.

The start of OPTIONS 10th year will be honored during a special OPTIONS Alumni Reception at the Annual Alumni Association Reunion on Oct. 6. Invitations will be mailed outlining all the reunion activities, and hopefully many alumni will join in the festivities.

Also in this anniversary year, a new OPTIONS Alumni Award category will be added to the Alumni Association Awards

that are presented at the annual reunion dinner. This award will recognize an OPTIONS alumnus or alumna who serves as a professional inspiration to others, for distinction in business, or for having the ingenuity and ability to lead in a professional manner.

To nominate yourself or fellow OPTIONS alumni for this award, please contact the alumni relations office at (314) 889-1403.

Giving Online

Donors to Fontbonne College now can give to The Fontbonne Fund, inquire about the "Vision & Vitality" capital campaign or learn more about planned giving via the College's web site.

By logging onto www.fontbonne.edu and clicking on "Giving at Fontbonne," you can quickly and easily make an annual fund gift by credit card. A receipt will be generated immediately to acknowledge your gift.

In addition, you can inquire about the College's capital campaign and read about ways to remember Fontbonne in your estate plans. You can also learn about the advantages of giving through bequests, trusts and charitable gift annuities.

Auditions

Interested in being a part of "A Broadway Music Review," which will be performed by Fontbonne College alumni, students, faculty and staff? Join us for auditions on Sept. 4 from 6-7 p.m. or 7-8 p.m.

Bring 16 bars of contemporary music, and

be prepared to learn some stage movement for a dance audition. Call (314) 889-4561 with questions or to sign up.

Speaker Series Lectures Address Economy, Networking

As part of the Fontbonne College Speaker Series, two speakers geared to alumni interests were invited to Fontbonne in the spring.

In March, Juli Iwersen Niemann '68, senior vice president for Equity Research with R.T. Jones Capital Equities, Inc. and stock market analyst for KMOX radio, KTVI-TV and KSDK-TV, discussed the economy and which industries are hot for investment.

Career counselor Cynthia "Cyd" Dodson presented a lecture titled "My Life IS My Job. . . Where Am I Going With It?" in April. Dodson's talk, designed to help audience members develop a personal mission statement and improve networking skills, was followed by a career networking session.

The seminars were made possible through a grant from the Teagle Foundation.



Cynthia "Cyd" Dodson networks with alumni after her presentation.

Calendar of Events — Summer/Fall 2001

July 16	13th Annual Red Schoendienst/Fontbonne College All-Star Golf Tournament
Aug. 24	Student Welcome Back Barbecue
Sept. 7- Oct. 5	Steve Yusko Exhibit of metalwork and sculpture,* opening reception on Sept. 7, 6-8 p.m.
Sept. 21-22, 28-29, 30	"Tall Tales," by Robert Schenkkan, 8 p.m. The Sept. 30 presentation is 3 p.m.
Oct. 5-7	Alumni Reunion Weekend
Oct. 12-Nov. 9	Russell Vanecek exhibit featuring figurative sculpture and digital prints,* opening reception Oct. 12, 6-8 p.m.
Oct. 15-20	Student Homecoming Week
Oct. 18	Founders Dinner
Oct. 19-21, 25-27	"A Broadway Music Review," performed by alumni, students, faculty and staff
Oct. 24	Speaker Series lecture
Nov. 2	Late Night
Nov. 3-4	Parent's Weekend
Nov. 14-30	Graduate Thesis exhibit,* opening reception Nov. 14, 6-8 p.m.
Nov. 16-17	Chicago Alumni Reception
Dec. 3	Hanging of the Green
Dec. 4-14	Graduate Thesis exhibit,* opening reception Dec.4, 6-8 p.m.
Dec. 6-8	"Deep Sleeper," 8 p.m.
Dec. 15	Commencement

For additional information about any events, please call (314) 889-1403.

*Gallery hours are Monday-Friday 9 a.m.-3 p.m. and Saturdays 12-4 p.m.

Dusting Off Memories

Since her retirement in October 1999, Margery O'Rourke McNally '59 has been writing the history of her life to share with her three sons and their families. Knowing that "everything" started at Fontbonne, she shared with us her memories of her final days at Fontbonne that brought her such great opportunity. She remembers fondly her four years of college. She is grateful for the supportive and caring environment provided by the Sisters of St. Joseph and her fellow classmates which allowed her to pursue her dream. In addition to her brief career in professional show business, the "My Fair Lady" company also performed an eight-week tour of the Soviet Union in 1960. She figured her thoughts would also allow former boarders and "day hops" to dust off their memories. Here is her Fontbonne story:



*Margery O'Rourke
McNally '59*

In May of 1959, I was senior at Fontbonne looking forward to graduation and a degree in music education. I had signed a contract to teach music at Bishop DuBourg High School in St. Louis. My future, at least for a year or so, was set — or so I thought!

At this time, the National Company (original Touring Company) of "My Fair Lady" was appearing in St. Louis at Kiel Auditorium. Both the New York and Touring Company were smash hits and playing to sold out audiences. Carmelita Schmelig, chairman of the theater department at Fontbonne, contacted a friend who was in the cast and learned that the company was auditioning in St. Louis for a replacement for the singing ensemble.

During my four years in college, I had practiced in numerous plays and musicals. One day, Carmelita casually mentioned to me that the "My Fair Lady" company was auditioning for a chorus member. She suggested that it would be good experience for me to sing for them and that it could result in a summer job. What she didn't tell me that this was a real audition. The company needed to hire a person with my vocal range, height and hair color. She also didn't tell me that there are no "summer jobs" in touring Broadway shows!

On May 16, 1959, we went to Kiel Auditorium. I sang for Anton Coppola, the music director, and other management personnel. I don't remember what I sang — probably something from my senior recital at Fontbonne. I wasn't nervous — after all, this was just for "experience" — and I sang well. I went down into the auditorium. Carmelita had brought another Fontbonne music student so I listened while she sang and enjoyed being in the theater and looking at the sets on stage.

I was asked to come back up on stage. The stage manager asked me if I would dance a little bit with him so he could see "if I could move." A dancer I wasn't, but he had a cast on his arm so between the two of us we did okay. We danced to a few songs from the show. Next a man came out with a tape measure and noted the body measurements he needed. Then a woman appeared, looked at my "duck tail" haircut and said "well, it will grow." All of this happened very quickly and by this time I must have realized that this trip was not "for experience."

Some time passed and I was asked to sit down with some men who showed me a contract. I was offered a position as singer/dancer with "My Fair Lady" for the run of

the show at a salary of \$135 per week — more than twice what I would have earned teaching high school music! They asked that I join the company in Kansas City in one week and gave me train tickets to Kansas City, San Diego and beyond. Not a summer job!

Later I would learn that chorus roles in either the "My Fair Lady" New York cast or touring cast were highly prized. With no plan and no exception, I had landed one of those roles!

We walked out the stage door and I remember saying, "What have I done?" We went to a restaurant to talk about the day's events and returned to Fontbonne where I phoned my parents with the news.

The next week was busy. The Fontbonne campus became "My Fair Lady" central! I canceled my contract with DuBourg High School, instructors arranged early final exams so I could complete graduation requirements, my friends in the music and theater departments arranged a "mock graduation ceremony" since I would miss the real event. My mother came quickly to help me pack, saw me off at the train station — and I was off to Kansas City. Scared to death!

From the Alumni Association President . . .

Dear Fontbonne Alumni and Friends,



Recent alumni events have been greeted with such a warm reception that it almost felt like spring came early this year! This positive response has been invigorating and exciting, and I am proud to reflect on the accomplishments of the past year:

▼ Reunion weekend in October was well-attended. Highlights included the President's Reception, the Musical Cabaret, the Dinner Dance, the Golden Arcade Mass and Sunday Brunch.

▼ Santa and Mrs. Claus (who looked very familiar) and many, many children attended the Hanging of the Green, an annual event sponsored by the Student Government Association.

▼ The Alumni Association, in conjunction with the OPTIONS program, sponsored the Trivia Night Reunion for non-traditional alumni, traditional alumni, current students, faculty and staff in March. The event, which was financed by a grant from the Teagle Foundation, was received with such enthusiasm that people left promising to come again next year.

▼ Two personal development lectures were offered to alumni and the rest of the Fontbonne community. The first, titled

"Millennium Market: Analysis Under Political Paralysis," was presented by Juli Niemann '68. This entertaining lecture filled with wit and wisdom was enjoyed by all. The second lecture, "My Life IS My Job. . . Where Am I Going With It?" was presented by Cyd Dodson '93, who taught participants to create a personal mission statement and to develop networking skills.

▼ Last year, we started what has become a wonderful tradition. The class of 1951, the second class to do so, participated in the May commencement ceremony by marching in the procession in full academic regalia. Members of the classes of 1950 and 1951 who marched said they were deeply touched by their experience, and that they greatly enjoyed these treasured moments together.

Coming soon is the 13th Annual Red Schoendienst/Fontbonne College All-Star Golf Tournament, which will be held this year at Glen Echo Country Club on Monday, July 16. For more details, please

check the information in this publication or visit the Fontbonne web site at www.fontbonne.edu.

And please mark the following important dates on your calendar and join us for some fun:

▼ Das Fontbonne Fest, the 2001 Reunion, set for Oct. 5-7. Come and Oom Pah with us!

▼ Hanging of the Green, Dec. 3

▼ Fontbonne Trivia Night, March 9, 2002

In order to serve the needs and interests of all alumni, the Alumni Association will continue to plan diverse events. If you have any suggestions, please send them to me, c/o Pam Rathert, 6800 Wydown Blvd., St. Louis, MO 63105 or e-mail prathert@fontbonne.edu. Because we need YOU to help strengthen YOUR Fontbonne Alumni Association, we are always interested in hearing from you!

With warm regards,
Darren P. George

A bequest to Fontbonne College is an expression of

- ✦ a belief in a private college — Catholic and sponsored by the Sisters of St. Joseph of Carondelet
- ✦ a life of caring and concern for Fontbonne College
- ✦ a desire to participate in Fontbonne's work and mission — today and tomorrow

For further information contact



Stephanie Stueber, CSJ
Director of College Relations
6800 Wydown Blvd.
St. Louis, MO 63105-3098
(314) 889-1489 (314) 889-1451 fax
e-mail: ssstueber@fontbonne.edu

alumni notes

1960s

Lois Ann Noce Treat '61, of Boise, Idaho, was named the 2000 Outstanding Teacher of Humanities for the middle school/junior high level by the Idaho Humanities Council. Lois teaches seventh grade world history at Kuna Junior High School in Kuna, Idaho. She is also very involved in Holocaust Education and hopes to travel to Poland and Israel for Holocaust study this summer with the grant money received from the award. This is Lois' 40th year in education and 25th year teaching in Idaho.

Pat Giljum, CSJ '65, of St. Louis, has been chosen an outstanding music educator by area colleagues. She was honored in February at Powell Symphony Hall by the St. Louis Metropolitan Music Educators Association and by the St. Louis Suburban Music Educators Association.

1970s

Kathy Ray Zundel '75, of St. Louis, is working as the grants administrator for the Catherine's Legacy Foundation of the Sisters of Mercy of the St. Louis Regional Community. Additionally, Kathy has recently been elected board treasurer of the Samuel Cupples House on the grounds of Saint Louis University. She also serves on the board of the Daniel Weber Society at Webster University and on the program and services committee of the Metropolitan Association for Philanthropy.

1980s

Angela Hunter Knight '80 continues to teach art at Crossroads School while commuting 250 miles round-trip to her ranch in southeast Missouri where she and her husband raise horses.

1990s

Barbara Schaich Rogers, who graduated from the family and consumer science (FACS) certification program in 1996, was invited to serve a three-year term as a member of the Career Guidance Committee of the Institute of Food Technologists. This committee studies, surveys and develops career guidance programs directed at children in grades K-12, with an emphasis on culturally diverse students. The committee also develops, produces and disseminates career guidance materials and media. Rogers was also awarded the SEAM award at Barnwell Middle School, where she is currently employed. This award is given to a regular education teacher who goes above and beyond their instruction of special education students.

Dionna (Stanford) Trice, '96 '97 currently is managing Vernal Equinox Records. Her husband, Frederick 'Thabiti' Trice, recently released a CD entitled "Color of Music."

Trudy Marshall MFA '98 of Maryland Heights, Mo., recently completed a commission for the Central Institute for the Deaf.

Paul Shaver '98, a seventh-grade math and science teacher at St. Roch elementary school in St. Louis, received the Emerson Award for Teaching Excellence in November 2000.

Vicki Rapert MFA '99, of St. Louis, recently finished a bronze sculpture statue for St. Clare of Assisi Church on Clayton Road.

Carrie McInroy '99, of Imperial, Mo., joined The Workman Company as an account executive, where she is responsible for media research, media relations, marketing research, special events coordination and community relations.

2000s

Jane Taylor Tayon '00 recently was appointed to a four-year term on the Archdiocesan Development Council by Archbishop Justin Rigali. Jane is a member of St. Raphael the Archangel parish in South St. Louis and an area resident. As a vice president, she assists in most fundraising activities for the Friends of Our Ladies Inn, a residence for women who face crisis pregnancies and elect to have their children. She also serves as a board member for the Hampton Chippewa Business Association, working to build the neighborhood association and to market the area to new business.

Births

Lenora M. Moore '81 and Mark A. Beulah, Chicago, announce the birth of their daughter, Nicole Lenora, born Dec. 7, 2000.

Michael Borawski '94 and Kerry Dyer Borawski '96, Sunset Hills, Mo., announce the birth of their son, Timothy Michael, born Nov. 26, 2000.

Engagements/Marriages

David Harris '95 and Jennifer Holtmann '97 became engaged Sept. 15, 2000, at a surprise engagement at Blueberry Hill restaurant in University City, Mo. during the CD release party of David's band, Rocket Park. The wedding is scheduled for Sept. 22, and members of the wedding party will include fellow Fontbonne alumnae Laura Schroeder Cortner '97, Nicole Mitchell '95 and Amy Debrecht '95.

Cynthia Prange '96 and David Bari, of St. Louis, happily announce their engagement.

April Weiler '98 and Ryan Bauer, of Smithboro, Ill., were married Nov. 18, 2000.

Deaths

The Fontbonne College Alumni Association expresses sympathy to the families of the following alumni who have died:

Lorene J. Kavanaugh Holtkamp '33; Kathryn Stanley Timmeran '35; Hope Davis Henry '39; Virginia O'Malley Gartland '39; Mary Hoopes '42; Evelyn Neumainville Moenster '43; Vivian Gettinger Williams '47; Anita Pitzer, CSJ, '48; Mary Beth Cordes '75; Sophia George Paspalas '50; June Kronsbein Weber '50; Mary Veidt Masterson '50; Anne Walsh, CSJ, '54; Gertrude M. Lowell Volk '54; Ellen Marie Kerstiens, CSJ, '60; Mary Agnes Davis Scherle '80.

In Sympathy

The Alumni Association expresses sympathy to the following alumni on the death of a relative:

Rosemary Stapenhorst Westcott '50, husband; Mary Eileen Holtkamp Sobery '68, mother; Barbara Veidt Jenkins '60, sister, Mary; Barbara Volk, CSJ, '58, mother; Agnes Marie Baer, CSJ, '43, brother, William; Maureen Lesko Connelly '58, mother; Suzanne Strecker Eagan '60, husband; Teresa Marie Eagan, CSJ, '54, brother, James; Mary Martin Schenkenberg '66, mother-in-law; Jean Marie Rozier Sellberg '73, father; Laurie Rozier Ebeling '74, father; and Mary Ellen Rozier Hall '84, father.



Das Fontbonne Fest

Alumni Reunion

The 2001 reunion will have a decidedly German flair, so be sure to mark your calendars! Here's the tentative schedule for Das Fontbonne Fest, set for Oct. 5-7:

Friday, October 5

6-7 p.m. Campus tours

6-9 p.m. Bier Garten in the Meadow
(between Ryan and Medaille Halls)

Reminisce with former classmates and favorite professors to the music of the Waterloo German Band, and enjoy the food, beer and wine of old Germany.

Saturday, October 6

Class Brunch Parties*

Reunion Dinner Celebration and Award Presentations,

• Registration

5:30-6 p.m. Table assignments and name tags.

• Class Pictures and President's Reception

6-7 p.m.

• Reunion Dinner

7:30 p.m.-11:30 p.m.

Sunday, October 7

10 a.m. Reunion Mass and
Golden Arcade Circle
Induction, Doerr Chapel

11:30 a.m.-1:30 p.m. Reunion
Brunch and Campus Tours,
Alumni Caf'

* these parties can be set up by
contacting class agents or the
office of alumni relations

The reservation form, along with payment, must be returned
by **Sept. 25** to: Fontbonne College, Alumni Office,
6800 Wydown Blvd., St. Louis, MO 63105.



Reservation Form

(Individual invitations will only be mailed to class years ending in 1 and 6.)

Current name: _____

Name at graduation: _____

Class year: _____

Preferred name for name tag: _____

Street address _____

City _____

State _____ Zip code _____

Day phone (_____) _____

Evening phone (_____) _____

E-mail _____

Guest's name _____

Class year (if applicable) _____

Preferred name for guest name tag _____

Total number attending _____

Friday, October 5

☐ Das Fontbonne Fest (\$10 per person) \$ _____

Saturday, October 6

☐ I am expressing interest in an individual class party.
(There will be a charge for individual class parties.)

☐ Class Picture and President's Reception
(no charge/ticket required)

☐ Reunion Dinner (\$30 per person) \$ _____

Sunday, October 7

☐ Reunion Mass (no charge)

☐ Reunion Brunch (\$12 per person) \$ _____

Total \$ _____



Founded in 1923 by the Sisters of St. Joseph of Carondelet, Fontbonne College offers undergraduate and graduate programs with strong liberal arts contributions to career learning. Fontbonne is a four-year, coeducational institution. Annual graduate surveys, with an average return rate of 92 percent, indicate that over 96 percent of our students completing traditional bachelor degree programs have secured employment or have entered graduate school within six months of graduation.

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Dennis C. Golden, Ed.D.
Vice president for development
and institutional advancement
Michaela M. Zahner, CSJ, interim
Director of college relations
Stephanie Stueber, CSJ
Director of alumni relations
Pam Rathert
Director of public relations
and publications
Susan R. King

Fontbonne magazine staff:
Editor: Susan R. King
Writers: Becky Vollmer, assistant
director, Susan R. King
Photographers: Becky Vollmer,
Adrienne Herren, Susan R. King
Design and layout: Adrienne Herren,
Susan R. King
Writing Assistance: Colene McEntee,
Elizabeth Spellmeyer

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The Fontbonne College coordinator for Title IX and section 504 of the Rehabilitation Act of 1973 is the vice president for finance and administration, Fontbonne College, 6800 Wydown Blvd., St. Louis, MO 63105, (314) 719-8007.

Fontbonne College complies with the Family Educational Rights Privacy Act of 1974, Public law 93-380, as amended.

Mission Statement

Fontbonne College is a coeducational institution of higher learning dedicated to the discovery, understanding, preservation and dissemination of truth. Fontbonne seeks to educate students to think critically, to act ethically, and to assume responsibility as citizens and leaders. Fontbonne offers both undergraduate and graduate programs in an atmosphere characterized by inclusion, open communication and personal concern. The undergraduate programs provide a synthesis of liberal and professional education. As a Catholic college sponsored by the Sisters of St. Joseph of Carondelet, Fontbonne is rooted in the Judaeo-Christian tradition.

Values

Fontbonne College continues the heritage of the Sisters of St. Joseph by fostering the values of quality, respect, diversity, community, justice, service, faith and Catholic presence.

Commitment

Fontbonne College is committed to:

- achieving educational excellence
- advancing historical remembrance, critical reflection and moral resolve
- encouraging dialogue among diverse communities
- demonstrating care and dignity for each member of the community
- serving the larger community
- preparing competent individuals who bring an ethical and responsible presence to the world

Purposes

- A. Provide quality educational experiences that are dedicated to the discovery, understanding, preservation and dissemination of truth as a Catholic college rooted in the spirit of the Sisters of St. Joseph of Carondelet.
- B. Strive for excellence in the liberal arts and professional undergraduate and graduate programs in a diverse atmosphere characterized by inclusion, open communication, respect and personal concern.
- C. Seek ongoing institutional improvement through assessment, self-reflection, planning and implementation.
- D. Build a diverse learning community through affiliations and partnerships with educational and health care institutions, industry and other organizations.

Calling All Alumni Golfers!

**Join Red Schoendienst
at the 13th Annual**



Bridge Competition

Monday, July 16, 2001

Glen Echo Country Club

Schedule

10 a.m. Check-in
10:30 a.m. Lunch, team pictures
noon Shotgun start
1 p.m. Bridge competition
5:30 p.m. Cocktails, dinner,
awards, benefit auction



Entry Fee

\$350 per golfer or \$1,350 per foursome

Includes greens fees, golf cart, driving range balls, one mulligan, lunch, prizes, dinner and contests (hole-in-one, closest-to-the-pin, longest putt and longest drive)

Grand Slam Package

\$30 per golfer or \$100 per foursome

This additional fee includes two mulligans per person, \$25,000 shootout and putting contest.

Bridge Competition

\$25 per person

If you're not a golfer, but you'd like to participate in the fun, join us for lunch, the silent auction and an afternoon of bridge. Cocktails, dinner and awards are an extra \$50 per person.

For more information, contact Judy Woodruff at (314) 889-1408 or e-mail jwoodruff@fontbonne.edu. The registration form can also be found on the Fontbonne College website: www.fontbonne.edu

✂ -----
Golfers can sign up as individuals or as a team. You will be teamed with others if you do not list a foursome. Please register by July 11, 2001.

First golfer _____
Address _____
Home phone (_____) _____
E-mail _____

Company _____
City _____ State _____ Zip _____
Business phone (_____) _____

Second golfer _____
Third golfer _____
Fourth golfer _____

E-mail _____
E-mail _____
E-mail _____

Entry fee (\$350 per person/\$1,350 per foursome) \$ _____
Grand Slam Package Extras (\$30 per person/\$100 per foursome) \$ _____
Lunch and Bridge (\$25 per person) \$ _____
Additional Dinner Guest (\$50 per person) \$ _____
Corporate Sponsorship Level of \$ _____
Total enclosed \$ _____



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Join Red Schoendienst
and other St. Louis celebrities
at the 13th Annual

RED SCHOENDIENST/ FONTBONNE COLLEGE ALL-STAR GOLF TOURNAMENT

Don't play golf?
We've added something new!
Join us for lunch and an afternoon
of Bridge from 12-5 p.m.
Prizes – Gifts – Fun!

Corporate sponsorships are available from \$500-\$5,000.
Call Judy Woodruff, (314) 889-1408, for more information.



☐ Check ☐ MasterCard ☐ Visa ☐ Discover

Name as it appears on card _____

Card # _____ Exp. Date _____

Signature _____

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6800 Wydown Blvd.
St. Louis, MO 63105

IRS regulations require the college to state that the tax-deductible portion of the registration fee is the difference between the amount paid and the fair market value of the event. Tax statements will be provided to all participants following the event.

