Recent conversations about Catholic, Benedictine values on our campuses focused on ways members of our community can align the practice of those values more closely with the ideals we espouse. The conversations, sponsored by The Vocation Project and funded by The Lilly Endowment, featured Abbot John Klassen, S. Emmanuel Renner and S. Mary Reuter, co-authors of the document, “Catholic Benedictine Values in an Educational Environment,” which was recently published in American Benedictine Review 53, no. 2 (June 2002).

Events featuring dining and discussion were held in late January and early February on three occasions, one each for faculty, staff and students, during which facilitators led small-group discussions at each table. Afterwards, the authors met with the entire group for conversation, with each author making brief opening remarks before the start of what turned out to be a wide-ranging conversation.

S. Emmanuel spoke of the importance of Benedictine values in our lives. “They are human values, practiced throughout the world,” she said, “based on a love of God, reverence, respect and the common good.”

She said she and her colleagues wrote the document to start a conversation about “how we might improve the practice of these values in our institutions.” She encouraged participants to engage in a conversation, rather than a question-and-answer session, and to “speak from our hearts.”

Abbot John spoke of the sacramental principle as the document’s unifying theme, that “the universe itself is sacramental,” he said. “Everything in the universe is holy because it is graced by God.”

He spoke of the spontaneous quality of a graced moment, “out of the blue,” whether “looking at the stars or walking along the lake, these are glimpses of the glory of God.”

S. Mary spoke of the importance of stability, with respect to

(Time Out: CSB/SJ U Community Pauses to Reflect on Benedictine Values

Benedictine, Continued on Back Page)

Petters Announces $3 million CSB Gift

Thomas Petters, a St. Cloud native and the Chairman and CEO of Petters Group, which includes The Petters Companies, Inc., Redtag, Inc. and Boombuy, Inc., recently announced a $3 million gift to the College of Saint Benedict for the renovation of the Benedicta Arts Center (BAC). The auditorium in the BAC will be named the Petters Auditorium, in honor of Petters’ parents, Rosemary Boyle Petters and Frederick E. Petters.

Rosemary and Fred Petters are both artists — Rosemary is a potter and Fred, a painter — and strong supporters of the arts in our region. “This gift will be a wonderful honor for my parents and their life-long passion for the arts,” said Petters, a St. Cloud native. “It also will serve as a tribute to the longtime significant relationship my entire family has had with the College of Saint Benedict.” Petters’ mother is a graduate of CSB, his father a graduate of Saint John’s University, while several aunts, a sister and a cousin also are CSB alumnae.

“The College of Saint Benedict has been near to my heart since I was a child,” Petters added. “And, the Benedicta Arts Center is world class. My family and I are very pleased to take a leadership role in this undertaking, rejuvenating one of the finest facilities for the arts in Minnesota and the region.”

Petters has been actively involved in the St. Cloud business community, as the former owner of Petters Warehouse and more recently with his purchase of the Fingerhut assets with partner Ted Deikel. He is also a member of the CSB (Petters, Continued on Page 6)
James Fallows to Speak at SJU

Nationally celebrated author, media commentator and international correspondent for The Atlantic Monthly, James Fallows will speak at SJU on March 11, on "Iraq: The Fifty First State." Drawing upon his recent article in The Atlantic, Fallows will reflect upon the long-term complications of our military and political involvement in Iraq and other theaters of the U.S. war on terrorism. Fallows' talk will be at 8 p.m. in the Pellegrine Auditorium. While on campus on March 11, Fallows will be meeting with interested students from 2:40-3:50 p.m. in the Little Theater and joining the faculty and community for a dinner and reception in the Great Hall from 5-7 p.m.

Fallows' previous books have covered topics that range from his call for reform in the air travel industry in Free Flight; to an insider's critique of the media in Breaking the News: How the Media Undermines Democracy; to the economic power of Japan in Looking at the Sun; and to the collusion of the defense industries and politics in National Defense.

For more information on Fallows, visit his Web site at www.jamesfallows.com. A Web page devoted to the Fallows visit is at www.csbsju.edu/criticalthinking.

Fallows' talk is the fourth lecture in an annual series, "Critical Thinking in Global Times," sponsored by the University Chair in Critical Thinking. In addition, Fallows' visit to Saint John's is co-sponsored by the Clemens Chair in Economics and the Liberal Arts, Myers Chair in Management, peace studies and Asian studies. For more information on the Fallows' visit and events, contact nhayes@csbsju.edu and telephone #2623 or mail to: nkoetter@csb.sju.edu.

Joe Farry

Joe Farry arrived at Saint John's University more than 40 years ago for a one-year appointment in political science. He never left. Fresh out of graduate school at Fordham University in New York, he arrived in 1961, with no expectation that he would create a life in Central Minnesota.

"I was hired for a one-year replacement, without an interview or a campus visit. They got my name off a list," he said.

Once his employment at SJU was more secure, he bought property from Saint John's Abbey and established a home in Collegeville. "Sometimes the big decisions in life don't follow a plan," Farry said.

Farry's father, an Irish immigrant who settled in Los Angeles, told his children there were two things he could give them — an education and a work ethic. Both have served Farry well. Last spring, at the conclusion of his academic career in teaching and administration — he served as academic dean from 1991 until 1996 — he received the SJU Robert L. Spaeth Teacher of Distinction Award.

Farry said he was deeply appreciative of the honor. With that grace note on his career, he closed that chapter of his life and looked forward to pursuing other interests in retirement. Yet another honor would soon cap his career. Recently, Dan Whalen, a 1970 SJU alumnus and vice chair of the SJU Board of Regents, and his wife Katharine announced a $5 million gift to SJU. The contribution, believed to be the largest ever made to a Central Minnesota institution and the University's biggest gift in its 146-year history, will fund, among other programs, an endowed professorship in honor of Farry.

Whalen said the endowment is a way for him to show appreciation for the help he received as a student.

"Joe is one of the people who noticed me and changed my life," Whalen said. "He encouraged, supported and challenged me."

Whalen said Farry had an ability to help students discover and explore the "subtlety and nuances of ideas."

In a recent interview about his career, Farry described the teaching profession as an art, rather than a science. "You just figure out what works — though there is no substitute for having students write as often as possible so that they discover what they are thinking." Each generation of students differs from the preceding one, reflecting the character of the larger society, he explained.

Farry spoke about some of the changes he has observed in his career. When Dan Whalen attended Saint John's during the Vietnam War, students were actively searching for answers that would immediately affect their lives upon graduation.

"Vietnam was not an abstract question. The students were sorting through positions. I have great respect for that generation," he said, recalling the choices made by three students in his 1967 Political Theory class. One committed an act of civil disobedience and served time in jail. One received the Silver Star for heroism in Vietnam. A third went to Canada. Each choice reflected a conscious struggle.

Farry also pointed out that the turmoil of that era was not only war related. Catholic higher education also underwent fundamental change. "There were significant changes in Catholic education in the late 60s and early 70s. We went from a curriculum grounded in specific philosophy and humanities courses to a system that accommodated student choice and diverse academic disciplines. Colleges also rejected their role of in loco parentis in the dormitories," Farry noted that these issues continue to shape curriculum and student life debates.

Simultaneously, there were critical changes in the Catholic Church, as a result of Vatican II.

During this time, SJU and CSB considered a merger. After deliberation, the institutions decided to buck the national trend set by other merging colleges and chose the coordinate model as a way to combine resources while preserving separate identities.

In all, the events made for an interesting time and place for a professor of political science, Farry said, because of that discipline's focus on establishing unity while respecting regional and community autonomy.

For faculty, it was a time of intense learning as well, as faculty struggled to deal with each other on such politically charged questions as military recruiters on campus, reporting student grades to the Selective Service and closing down the campus to observe anti-war protests. During these debates, the Benedictine presence helped maintain boundaries of civility, he said. Within the classroom, Farry said he worked to help students articulate and examine some of the same differences that threatened to shred the national fabric.

"I tried to create a space so that students would listen to each other and their differing voices."

Perhaps it was within that space that students like Whalen discovered their core beliefs.
Whalen Says 'Thank You' to SJU

"It's time to give back to Saint John's," Dan Whalen said of his recent announcement of a $5 million gift to SJU. "I'm not going to wait until I die, or all those who helped me are gone, to say 'thank you.' Katharine and I decided that Saint John's will get the largest gift we've ever made. We will do the most we can for Saint John's."

Whalen is the founder and retired chief executive officer of Whalen and Company, Oakland, Calif., which provides project management services to the telecommunications industry.

In the mid-60s, he, his mother and siblings moved to St. Cloud from East Grand Forks so that he could attend Saint John's Preparatory School. Later, at SJU, Whalen was a government major because of his interest in public policy. After graduation, he was the campaign manager for the George McGovern presidential campaign in the St. Cloud congressional district. He attended the University of Minnesota's School of Public Affairs and earned an MBA and M.A. from Stanford University in 1980. His career included stints in Washington, D.C., as a management consultant; Albany, N.Y., as the state director of health planning; West Virginia Gov. Jay Rockefeller's health policy specialist; New York City working for AT&T first in business marketing and then in the new cellular telephone division and then as a freelance consultant in the cellular telephone business.

Katharine Whalen is a University of Colorado graduate, with an M.A. in public policy from the University of Minnesota's School of Public Affairs. She was employed as an economic and fiscal policy officer for the city of Boulder and subsequently held various positions in city and environmental planning at the local, state and federal level and at Stanford University.

In addition to the Farry Professorship, proceeds from the Whalen gift will establish a fellowship fund for group faculty development; a scholarship fund to pay for tuition and related expenses for a group of Bosnian students that Whalen attracted to CSB/SJU; and other programs that will be developed and announced at a later date.

Eliminate the Sounds of Silence

LES Workshop Offers Tips on Classroom Discussions.

prepared by Glenda Isaacs Burgeson
Communication and Marketing Services
Community editor

Planning trumps improvisation when meeting the challenges of classroom discussion, according to Ken Jones, professor of history and director of Learning Enhancement Service (LES).

Jones recently led faculty workshops on each campus on “Generating Effective Classroom Discussions,” the first of the LES spring series of faculty development workshops.

Planning is essential to a successful outcome, he said. His approach is to begin with the end, that is, he starts by identifying his goals with the question, “What's the one thing I want students to know at the end of class?”

The answer guides a selection of discussion topics or questions that will support his primary goal and those questions should be meaningful, he said. “Studies show that 60-70 percent of classroom questions are memory questions. That doesn’t promote higher order thinking.”

Jones also prepares a summary for each class. “That forces me to identify key points,” he said.

Structural variety may capture student interest and allows teachers to experiment with different approaches. For example, small group discussions encourage the timid. Some professors have had success with student-led discussions, Jones said. Others have used storyboards to structure questions.

Jones said he has had success with a drawing assignment. Providing a roll of newspaper, scissors and markers, he asked students to draw the Cold War. Once they recovered from an initial shock at the assignment, Jones said they came up with wonderful ideas. “This allowed us to see things in a visual way. “The more illusions of variety I can create, the happier they are,” he said, pointing out that the underlying formula — think, discuss — remains the same despite the structure.

It is helpful, as well, to prepare students for discussion.

“For years, I thought if I prepared better questions, discussion would follow. The faulty assumption is that students know how to discuss,” Jones said.

Now, he leads a class discussion about discussion, so that students understand the benefits and the dynamics. Jones establishes ground rules for civil classroom conversation and he works to create a comfortable atmosphere by helping students get to know each other.

Campus News

Dean Knox to Resign

Provost Henry Smorynski has announced the resignation of Cheryl Knox as dean of the College of Arts and Sciences at SJU, effective June 30. Knox cited personal and professional reasons and she intends to return to the faculty in the biology department for fall 2004.

Smorynski commended her for her seven years of dedicated service and summarized some of her contributions to the CSB/SJU academic mission. “She has been a strong advocate and supporter of integrative learning. Her leadership has increased undergraduate research funding across the disciplines and led to the new faculty position of director of undergraduate research. The annual Scholarship Day was begun on her watch. She has been an equally strong advocate for and supporter of interdisciplinary education, and new majors in biochemistry and environmental studies have benefited from her support and interest in those programmatic opportunities.

“Recently, along with Dean Knuesel, she has been a champion of the Clusters of Synergy model for interdisciplinary faculty development and student learning engagement. Also a better relationship between biology and the Arboretum has been developed with her encouragement,” Smorynski said.

“Perhaps two of her most noteworthy leadership activities were the quiet shepherding of the new science building at Saint John’s and her collaborative planning work with others on the renovation of Quad I. Equally noteworthy was her commitment to academic assessment, and her collaboration with Dean Knuesel to increase campus commitments to assessment, and to articulate communications of the community’s growth in assessment to national audiences.”

While the transition in leadership will necessitate some organizational disruption in the coming months, Smorynski noted that Academic Affairs will continue to create added student learning value and enhanced programmatic opportunities for students.
The gathering clouds of war.

in the United Arab Emirates amid ism, and an account of travel with-

istry, who served as editor for nine years.

Frank Rioux, professor of chem-

sary, the issue pays tribute to its history. In celebration of its anniver-

proessor of MCL, and Gregory Schroeder, assistant professor of history. In celebration of its anniver-

Ohm and Schroeder have assumed editorial duties from Frank Rioux, professor of chem-

The issue also includes an assortment of writings, including commentary on the debate between evolution and creation-

Bob Spaeth, with six reminiscences, each of which captures in some special way the influence, passions and idiosyncrasies of this beloved and memorable colleague.

Ohm and Schroeder have assumed editorial duties from Frank Rioux, professor of chem-

The 2003 edition of Symposium: A CSB/SJU Faculty Journal, due to be published in March, marks the 20th anniversary of the annual publication and marks as well the debut of co-editors A. Lisa Ohm, professor of MCL, and Gregory Schroeder, assistant professor of history. In celebration of its anniversary, the issue pays tribute to its founding editor, the late Bob Spaeth, with six reminiscences, each of which captures in some special way the influence, passions and idiosyncrasies of this beloved and memorable colleague.

Ohm and Schroeder have assumed editorial duties from Frank Rioux, professor of chem-

The issue also includes an assortment of writings, including commentary on the debate between evolution and creation-

Bob Spaeth was a strong believer in the transcen-

Be explicit about expectations and repeat them, he advised, and provide evaluations. In addition to his own evaluations of student participation, Jones uses peer reviews of small group discussion, asking students to rate their peers' participation on a scale of 1-10.

Jones also instructs students about how to read course material and prepare for class. His assignments include questions to help students focus on the primary points.

Jones offered suggestions to maintain momentum once the discussion gets under way, pointing out that it should be a conversation, not an oral quiz. Avoid counterproductive approaches, he advised.

Sometimes, simple patience is the key. “Ask one question and wait. Don’t rephrase. If we try to clarify, they hear it as a different question. If they are stymied, have them write down an answer, then ask, ‘Mary, what did you write down?’”

Other helpful hints include the following: Ask students to generate a list of key points or arguments. Ask for counter arguments. Have them brainstorm about possible causes or solutions. Ask hypothetical questions: ‘What would you do if ...’ Don’t quiz on details. “You’re trying to get them to achieve a deeper level of thinking.”

Research also suggests that the following types of questions don’t work, Jones said:

Questions that are too broad or vague provide little guidance. A series of sub-questions confuses stu-

If you want students to consider an alternative point of view, avoid giving your own opinion. Given the power differential in the classroom, your stated opinion may intimidate. Instead, try citing another authority.

Julliann Heller, an instructor in theology, said she found the advice about explicit expectations most helpful.

“The most useful piece of the workshop was Ken’s emphasis on the need to be explicit with stu-

The issue also includes an assortment of writings, including commentary on the debate between evolution and creation-

In 1942, she published a provocative anthology that included Flannery O’Connor, Betty Wahl and J.F. Powers. She guided many students into lives informed by literature and played an important role in the early careers of such writers as Flannery O’Connor, Betty Wahl and J.F. Powers. In 1942, she published a provocative anthology that
contained several stories on race relations and an early piece by up-and-coming author Ernest Hemingway.

The Literary Arts Institute is an expression of CSB’s deep and abiding commitment to the written word. Since its founding, the College has embraced the distinctive values of the liberal and fine arts, with writing at its center. The Literary Arts Institute celebrates the College’s heritage, rich in the humanities and fine arts, by promoting the work of the best contemporary writers and giving voice to new and emerging writers.

This event was made possible by the Literary Arts Institute and funded grants from the Dewitt Van Evera Foundation and the Lee and Rose Warner Foundation. For more information, go to www.csbsju.edu/literaryarts or contact Mark Conway at #5399.

Faculty/Staff news

Ozzie Mayers, professor of English, will have two book reviews appearing in the spring issue of the Japan Studies Association Journal. The first is of Kyoko Mori’s Polite Lies: On Being a Woman Caught Between Cultures (New York: Fawcett Publishing, 1997); this novel explores what is like to be a woman, born in the Japanese culture but living most of her adult life in the American Midwest. The second review is of Gail Tsukiyama’s The Samurai’s Garden, which focuses upon the personal story of a 20-year-old Chinese boy who contracts tuberculosis and is sent to his family’s summer home in Japan; his year of recovery — from autumn of 1937 to autumn of 1938 — is encased by the invasion of China, without these events directly intruding into his stay with Matsu, the elderly caretaker of the summer home and presumably the Samurai of the title.

Richard Bohr, professor of history and director of Asian studies, presented a speech titled “Minnesota, China, and the WTO: Prospering in the New Global Economy” on Dec. 20 for the monthly luncheon series presented by the Benedictine Center for Lifelong Learning. Bohr has also given 11 public speeches on international efforts to disarm North Korea to various groups in St. Cloud, the University of Minnesota and the Twin Cities. On Oct. 9, he helped Whitney MacMillan, former chairman and CEO of Cargill, organize a public presentation by members of the Carter Center (located in Atlanta) at the Minneapolis Club on recently-evolving village elections in China.

Also, in the coming months, Bohr will have two separate articles on China’s monumental Taiping Revolution published in the following new books:

The Chinese Face of Jesus Christ (published by Monumenta Serica in Germany) and Heterodoxy in Late Imperial China (published by the University of Hawaii Press).

Marina Martin, professor in the MCL department, gave a presentation on “Reflexiones sobre la poética de Ana María Fagundo,” at the XXII Simposio Internacional: Mujer y Sociedad en América, ICHL, Universidad Interamericana de Puerto Rico, Recinto de San Germán, Oct. 23-25.

Kathleen Cahalan, assistant professor in the School of Theology•Seminary, presented a paper on “Rethinking the Relationship between Worship and Morality: Contributions of Bernard Haring’s Sacramental-Moral Theology” at the national meeting of the Society of Christian Ethics in Pittsburgh Jan. 10-12.

S. Susan Wood, SCL, professor of theology, led a discussion on “Discerning the Call in an Intentionally Ecumenical Setting” and William Cahoy, dean of the School of Theology•Seminary, led a session on “Recruiting the Lay Minister” at the annual Lilly Ministry Forum in Indianapolis, Jan. 8-9.

T. Todd Masman, joint director of student activities and leadership development, Sheila Nelson, associate professor/chair sociology, and Sara Rothenberger, residence director, will be presenting together at the American College Personnel Association’s national conference in Minneapolis this April. Their presentation is titled “Coming Out of the Institutional Closet: GLBT issues on Catholic Campuses.”

Carol Howe-Veenstra, CSB athletic director, recently attended the NCAA Convention held in Anaheim, Calif. During the Division III Initiatives Update, she presented a testimonial regarding three grants that she and the college received this past year. First, she spoke on the WILD: Women in Leadership Development grant, which focused on an annual leadership development workshop for first-year student-athletes led by members of SAAC. The second grant, Mental Toughness: Psychological Skills for Competitive Excellence consisted of training the Blazer teams in concepts to improve mental performance. Finally, her professional development grant involved a week-long course with the NACWAA/HERS Institute for Administrative Excellence, held in Denver, Colo. This training included presentations by many of the top female leaders in sports. These NCAA grants totaled more than $12,000.

Julie Deyak, athletic trainer for the Blazers, was recently added to the National Athletic Trainers
The Welcome Mat

We welcome the following faculty and staff to the CSB/SJU community:

Patricia Givens, Student Activities
Kimberly Olson, Development
Shelly Ruder, IT Services
Robert Gazich, Management
Jean Sperl, Nursing
Marica Handahl, Biology
Elizabeth Hope, Sociology
Diane Mills, Vocation Project
Patricia Cespedes-Schueller, Campus Ministry
Linda Campbell, Theology
James Dwyer, Institutional Advancement
Lawrence Katzenstein, Political Science
Deberette Linn, Dining Services
Doris Matter, SJU President’s Office
James McDonald, Theology
Arlene Pomije, Theology
Kimberly Vrudny, Theology

Fast Facts at CSB/SJU

The four-year CSB/SJU graduation rate is 90 percent, compared with a 58 percent average rate for private colleges and a 36 percent average rate for public colleges.

After graduation, typically 20 percent of all graduates go directly to graduate school. Five recent CSB/SJU graduates have continued their studies at Harvard Law School. Recent graduates have also enrolled in law programs at Duke University, Columbia University, University of California-Berkeley, New York University, University of Michigan, University of Notre Dame, Georgetown University and Stanford University.

Another 70 percent of all graduates have found career-related positions or entered service work.

Louis Johnston, assistant professor of economics, was quoted in the Sunday, Dec. 29, edition of the St. Paul Pioneer Press in the article titled “1999 vs. 2002: Serious Shifts.” Johnston was also interviewed on WJON on Tuesday, Dec. 31, to discuss the holiday sales figures. He also was featured on MPR’s Midday from 11-noon Jan. 29, talking about the economic policy portion of the State of the Union address.

In the Media

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(Proceedings, Continued from Front Page)


Since the BAC opened in 1964, the state-of-the-art concert hall has been the only venue outside the Twin Cities for a regular Minnesota Orchestra concert series. S. Colman O’Connell remembers the first notes that were played in the new facility. “I heard the opening notes of Beethoven’s Fifth Symphony and it sounded so wonderful,” she said. “It brought tears to my eyes.”

In addition to the auditorium, the building houses the Forum Theater, two gallery spaces and offices and classrooms for theater, visual arts, music and dance.

“The College has presented a prestigious array of artists at the Benedicta Arts Center over the years,” says Anna Thompson, executive director of the CSB/SJU fine arts program. “Many of them performed here just before they achieved national acclaim. Of course, we also are most proud of our role in the commissioning of new artworks.” CSB commissions a new dance piece each season, with the new works receiving their Midwestern premiere at the BAC. Previous commissions have included: Catapult by Diavolo Dance Theater; Duke Ellington: In A Different Light by Donald Byrd/The Group; Trajectoire by Diavolo Dance Theater; Too Many Cooks by the David Parsons Dance Company; and upcoming in 2004 DreamCatcher by Diavolo Dance Theater.

The BAC also has played an important role in introducing central Minnesota audiences to art and artists that they might not otherwise experience, Thompson said. “We provide an accessible point of entry for patrons through lectures and demonstrations, master classes, and pre- and post-performance discussions. CSB/SJU students are able to rub elbows with working artists and benefit from significant time spent with them as they discuss and demonstrate their craft.” CSB/SJU creates future audiences for the arts through an extensive Arts-in-Education program modeled after the Kennedy Center. The education program includes the only professional outreach program in the Central Minnesota region; a nationally recognized partnership with District 742.

“For generations, the College of Saint Benedict has served the public good of this region in myriad ways,” said CSB president Mary Lyons. “Among the greatest of these has been through the performing arts and arts education at the Benedicta Arts Center. The leadership gift of Tom Petters affirms and expands this mission for succeeding generations.”

(Continued from Front Page)
Is Stress Stressful to the Heart?

by Sean Engel, SJU Health Initiative, and Lori Klapperich, SJU health and wellness coordinator

Editor's note: Each month, the Healthy Learning Community and the Partners for Healthy Learning promote a health theme to the CSB and SJU campuses. These groups are involved in the promotion of physical, intellectual, emotional, social, occupational and spiritual health. To learn more about the Healthy Learning Community and the Partners for Healthy Learning, please visit the Web site at http://www.CSBsju.edu/extension/projects.htm

The verdict is still out on exactly what is the relationship of stress to heart health. One recent study found that exaggerated blood pressure reactions to stress are related to a greater risk of having a stroke. This adds to the evidence that the body reacts to mental or emotional stress by increasing blood pressure, heart rate and respiration. Over time these increases can lead to increased risk of heart disease and stroke. It is generally accepted that managing stress makes sense for overall health since people react to stress in a number of unhealthy ways, including overeating, smoking or drinking. These practices have been linked to damaging health conditions. Not all stress is bad and everyone responds differently. To manage stress and promote a healthy heart, it is important to recognize the symptoms of stress, plan healthy ways to cope, and develop lifestyle practices that lead to a more relaxed life.

Some Symptoms of Stress

- Sleeplessness
- Anger, fear or helplessness
- Difficulty concentrating
- Substantial increases/decreases in appetite
- Headaches, backaches, and/or pain in the neck or jaw

Healthy Lifestyle Practices

- Exercise regularly — healthy bodies react to and withstand stress better.
- Organize surroundings and plan the day ahead of time
- Get a pet — pets reduce stress reactivity.
- Use proper posture — bad posture can lead to muscle tension, pain and increased stress.
- Step outside — fresh air is therapeutic.
- Eat nutritious meals and drink plenty of water — well-nourished and hydrated bodies withstand stress better.
- LAUGH!

For additional information: http://www.americanheart.org or http://www.about.com (keyword stress 101)

The CSB/SJU Global Village — Roger Young, CSB/SJU director of international admissions, encounters a small world during his international recruiting trips. While in Hong Kong last fall, he had dinner with SJU alumni. Left photo (from left) are Young, Wayne Wing-Lok Ho ’85, Francis Ng ’86, Geoff Wong ’83, Allan Lai ’80 and Kenneth C.P. Sun ’79.

Next, he traveled to Zhanjiang, P.R. China, where he was a dinner guest at the home of Gui-Ying Zhang, whose husband, Quanyu Shang, is currently studying at the Ecumenical Institute. Also present at the dinner were Kevin Clancy (clockwise, from left), an SJU alum who is teaching English at Zhanjiang University; Mrs. Zhang; her friend, Gui-qin Tan; Nancy Deng, a professor at Zhanjiang University who spent a semester last year on our campus to study English and take additional coursework; Young; Notre Dame student Elizabeth Lawrence and CSB alumna Julie Schmitz, both teaching English at Zhanjiang; and Jin-Kai Liu, dean at Zhanjiang University. Clancy has recently returned to campus with a group of exchange students for a month-long visit.
COMMUNITY

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(Continued from Front Page)

both place and relationships in community. Stability of place requires “stewardship of our facilities, our grounds, air and water.”

The value of stability with respect to relationships and community poses “challenges of our time and energy to make decisions for the common good,” she said.

With a framework established to speak from the heart, within a community that values listening and respect for persons, CSB/SJU staff members then began an earnest conversation to explore how the community may improve.

A call for a better sense of balance was a concern, based upon the common belief that the motto “Worship and Work” has been usurped by the motto “Work and Worship, if Time.” One participant said there is a need to structure more frequent reflective times, or time-outs, in order to restore balance to community life.

The values of respect, justice and listening could be more fully practiced with constructive changes in the decision-making structure, according to some comments. These were based on the opinion that existing decision-making structures exclude the people who are affected.

A comment about “the way we treat our minority students” appeared to strike a nerve among many, as heads nodded to an assertion that they often are ignored. There seems to be a “disconnect” by majority students when it comes to minorities, according to one observer. Another replied that faculty and staff have a responsibility to model the value of respect for all persons and to help majority students empathize, to imagine what it would be like to be ignored.

Overall, the community-wide conversation is viewed as a starting point. At the conclusion of the staff session, S. Mary said, “We don’t view this as the last word.”

I gather from some students in my Symposium class that the conversation has spread from student to student. And from class to class,” she said.

The student conversation amazed me. The students were stunningly articulate and deeply invested in the table discussion as well as the group of the whole. I was surprised at the direction the discussion took; I was reminded that our efforts to make community must continue to affirm the values of difference in the communities of women and men. Some of our students voice a wish to make one community. Their wish (in some voices) seem to reflect the values of Benedictine heritage.

Ozzie Mayers, professor of English, attended the faculty conversation and provided comment on his experience. He views the discussions as long overdue but welcomes them as an opportunity to explore an important topic.

“I see the conversations on Benedictine values as long overdue since we know that we do not live or work isolated from the various cultures surrounding us. One such culture is the religious histories and contexts of CSB and SJU. So, it makes sense that we try to find ways to understand how what we do as educators and scholars is strengthened or at times diminished by the values outlined in the document, ‘Catholic, Benedictine Values in an Educational Environment.’

The recent conversation held by faculty on this document represents a rich starting point by which to explore the intersections between our spiritual and intellectual lives. I stress, however, that this event is for me a ‘starting’ point; we must now interject into our conversations our intellectual traditions and values,” Mayers said.

S. Eva Hooker, professor of English, attended the faculty conversation, and also the student conversation, along with her Symposium class. She provided her reflections on both experiences.

“I will remember the faculty conversation on Benedictine values as one of the most memorable, useful, and thought-filled conversations of my 20 years here. We listened deeply to each other, made genuine connective tissue between ideas, and made a series of next steps. I also valued the many different kinds of thinking, the sweep of history in the conversation, and the ways in which people shared their personal experience.

“The student conversation amazed me. The students were stunningly articulate and deeply invested in the table discussion as well as the group of the whole. I was surprised at the direction the discussion took; I was reminded that our efforts to make community must continue to affirm the values of difference in the communities of women and men. Some of our students voice a wish to make one community. Their wish (in some voices) seem to relegate some of the ways in which women shape community to the dustbin of history. I was astonished to say the least. At the same time, I was pleased that these women spoke with such conviction about what they wanted.

“I gather from some students in my Symposium class that the conversation has spread from student to student. And from class to class,” she said.

Deadline for the March issue is February 21.
To share your information and story ideas, simply e-mail them directly to Community at: community@csbsju.edu.