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CREIGHTON

U N I V E R S I T Y M A G A Z I N E



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CREIGHTON
Names New President

SPRING 2000

CREIGHTON

UNIVERSITY MAGAZINE

COVER STORY



Photo by Kent Sievers

12 KEEPING OUR SCHOOLS SAFE
Creighton University Magazine Features Editor Pamela Adams Vaughn talks with Creighton's education faculty about how they are preparing future teachers to deal with the possibility of violence in school.

ABOUT THE COVER...
Barbara Brock, Ph.D., chair of Creighton's Department of Education, said no school is immune from violence and safety issues. Brock is pictured at Skutt Catholic High School in Omaha.

20 THE WRITE STUFF Dr. Brent Spencer and Dr. Eamonn Wall have reinvigorated Creighton's creative writing program. Spencer is a former truck driver turned writer, and Wall is an acclaimed Irish poet. Dr. Eileen Wirth profiles these two Creighton writers and examines their successful teaching styles.





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51 • CASUALTY OF WAR Renowned Creighton photographer Don Doll, S.J., captured another tragedy of the civil war in El Salvador: the abduction of children to sell in adoption in the U.S. He produced a video that appeared on ABC's *Nightline*.

CREIGHTON UNIVERSITY MAGAZINE'S PURPOSE

Creighton University Magazine, like the University itself, is committed to excellence and dedicated to the pursuit of truth in all its forms. The magazine will be comprehensive in nature. It will support the University's mission of education through thoughtful and compelling feature articles on a variety of topics. It will feature the brightest, the most stimulating, the most inspirational thinking that Creighton offers. The magazine also will promote Creighton, and its Jesuit Catholic identity, to a broad public and serve as a vital link between the University and its constituents. The magazine will be guided by the core values of Creighton: the inalienable worth of each individual, respect for all of God's creation, a special concern for the poor, and the promotion of justice.

DR. BLANKENAU TAUGHT LESSONS BEYOND THE CLASSROOM

Your short article on Dr. Blankenau (Winter '99) did not begin to explain the dedication to dentistry and teaching that this man encompassed. While I was his student, he did not befriend me. Rather, like a loving father, he taught with discipline and commanded respect. He was one you could always go to with a question or problem because you knew the answer might not be what you wished, but it would be fair. I felt he always had faith in my struggling success as a student and later as a budding practitioner.

Looking back now, I know that he knew I would make it through dental school long before I knew I would. When I would return to Creighton, he held out a warm hand followed by a twinkle in his eye. He would let me pick his brain about the latest dental materials, equipment and techniques. Always teaching.

Before his passing, I had acknowledged to myself, but not to

others, the lessons he taught: attention to the minutest detail and integrity. He always knew what was right and taught me that one needs to do what is right although it may be the hardest thing to do. I try to practice these lessons every day in my dental practice in order to become the kind of dentist he would be proud of.

Jerri A. Donahue, DDS '87
Cheyenne, Wyo.

Letters to the Editor can be e-mailed to Editor Rick Davis at rcd@creighton.edu, faxed to (402) 280-2549, or mailed to Creighton University Magazine, 2500 California Plaza, Omaha, NE 68178. Letters may be edited, primarily to conform to space limitations. Please include your name, city, state, year of graduation (if applicable) and telephone number on all letters.

Creighton is Host to Heartland-Delta Jesuit Conference

Faculty and staff from 11 Jesuit Catholic colleges and universities will gather on the Creighton campus May 22-25, 2000, for a conference that will focus on our Ignatian and Jesuit heritage. About 500 people are expected to attend.

The conference theme is "Choosing to Make a Difference." The purpose of the conference is to have participants discover how they can choose to make a difference as individuals at their schools and as Jesuit colleges and universities in a nine-state region that includes Nebraska, Illinois, Louisiana, Alabama, Michigan, Missouri, Colorado, Ohio and Wisconsin.

The schools are sending delegates who are enthusiastic about the mission of Jesuit Higher Education and who will have the time and energy to work for mission after the conference. Delegates will hear major presentations on topics such as: "The Language of Who We Are," "The Jesuit University: Are We Jesuit Or Are We University?" "Linking Dreams to Reality," and "Called and Missioned." There will be time set aside for peer discussion and prayerful reflection.

The "Heartland III" Conference is sponsored by these 11 Heartland-Delta Jesuit schools: Creighton University, John

Carroll University, Loyola University-Chicago, Loyola University-New Orleans, Marquette University, Regis University, Rockhurst University, Saint Louis University, Spring Hill College, University of Detroit-Mercy, and Xavier University and the Chicago, Detroit, New Orleans, Missouri and Wisconsin Provinces.



I am pleased Creighton is hosting Heartland III. Creighton and Omaha are the perfect settings for discussions concerning the mission of Jesuit Higher Education. The previous Heartland conferences — held in Chicago and St. Louis — have proven to be beneficial for colleagues to learn how the mission is expressed on the different campuses. This gathering at Creighton will help keep the conversations and ideas focused on the future of Jesuit Higher Education in the Heartland in the next millennium.

Michael G. Morrison SJ
President

Publisher: Creighton University; Rev. Michael G. Morrison, S.J., President; Michael E. Leighton, Vice President for University Relations. CREIGHTON UNIVERSITY MAGAZINE staff: Stephen T. Kline, Executive Editor; Rick Davis, Editor; Sheila Swanson, Associate Editor; Pamela A. Vaughn, Associate Editor. Editorial Advisors: Charles J. Dougherty, Ph.D.; M. Roy Wilson, M.D.; Mark Huber; Diane Dougherty; Rev. Donald A. Doll, S.J.; Ruth Purtilo, Ph.D.; Valda Ford; and Tamara Buffalohead-McGill.

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JOHANNNS, O'DORISIOS HONORED AT DECEMBER COMMENCEMENT

More than 190 students received degrees at Creighton's Commencement exercises on Dec. 18. During the ceremony, the University presented an honorary degree of Doctor of Public Affairs to Nebraska Gov. Mike Johanns, and, for the first time, presented an Alumni Achievement Citation to a couple, Drs. Tom and M. Sue (Wedermeier) O'Doriso.

Johanns received his doctorate of juris prudence from Creighton University in 1974. After one year as a clerk for a Nebraska Supreme Court judge, Johanns entered private practice. Following stints on the Lancaster County Board and the Lincoln City Council, Johanns was elected mayor of Lincoln, Neb., in 1991. He was re-elected in 1994, and he launched his bid



Mike Johanns, JD'74
Honorary Doctor of Public Affairs

for governor in 1995. After a tough primary fight, Johanns won the Republican nomination and defeated Democrat Bill Hoppner in 1998.

Gov. Johanns brought a willingness to listen to his first session of work with the Legislature. A major accomplishment was a property tax relief compromise that was hailed by people on all sides of the issue.

The O'Dorisos are strong supporters of Creighton University. Tom received his bachelor of science degree from Regis University in



Tom O'Doriso, MD'71
Alumni Achievement Citation

Denver in 1965 and his M.D. from Creighton in 1971. Sue received her bachelor of science degree from Creighton in 1967, her master of science and Ph.D. from the University of Nebraska Medical Center, and her M.D. from Ohio State University in 1985.

The O'Dorisos are on the faculty at the University of Iowa in Iowa City where they are highly regarded as teachers and outstanding clinicians. Tom is a professor of internal medicine and director of the Neuroendocrine Tumor Program. Sue is a



Dr. Sue O'Doriso, BS'67
Alumni Achievement Citation

professor of pediatrics and director of the Pediatric Hematology/Oncology Program.

As internationally recognized biomedical scientists, the O'Dorisos have made major contributions to the understanding of the nature and role of peptide hormones and receptors in health and disease. They have traveled to Ghana three times to assist the University of Ghana Medical School in Accra as it established special programs in medicine and pediatrics education.

FR. DOLL HIGHLIGHTS THE WORK OF JESUITS WORLDWIDE

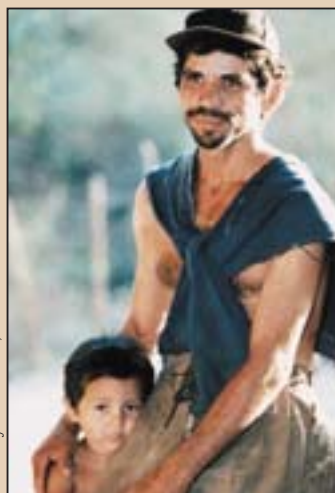
The Jesuits: Two Thousand Years after Christ is the inspiration of Creighton's Fr. Don Doll, S.J., who is already at work on the project.

A book, a DVD and a digital video will result from the two-and-a-half-year effort, which includes the collaboration of Creighton alumna Elizabeth O'Keefe, BA'89, formerly of the *National Jesuit News*. Fr. Doll and O'Keefe will cover the work of Jesuits worldwide as they implement the Society's vision for a better world.

At the time of this writing, the Creighton team is bound for India, where they will film and document the Society's struggle on behalf of the untouchables in that country's northern provinces.

Fr. Doll's Web site, <http://magis.creighton.edu/Jesuit>, offers readers more information and a form for submitting story ideas for the project.

O'Keefe's involvement is made possible through the Wisconsin Province, while Fr. Doll's effort is supported through a Creighton sabbatical and a year's leave of absence.



Photos by Fr. Don Doll, S.J.



Fr. Doll's work on the Jesuits' worldwide project took him to El Salvador where he took these photos of Ernesto Sibrían's family members. To read more about the story of Finding Ernesto, which was featured on ABC's Nightline in November, turn to page 51.

FR. SCHLEGEL NAMED NEXT CREIGHTON UNIVERSITY PRESIDENT

The Rev. John P. Schlegel, S.J., president of the University of San Francisco, has been named to succeed the Rev. Michael G. Morrison, S.J., as president of Creighton University.

Fr. Morrison, Creighton's longest-serving president, announced his resignation last May, saying he would step down June 30, 2000, after serving 19 years.

"We believe that Father John Schlegel is the right choice to lead Creighton into the 21st century. Father Schlegel's commitment to the Catholic, Jesuit mission will serve the University well in the future," said William Fitzgerald, BSBA '59, of Omaha, chairman of Creighton University's board of directors.

"Father Schlegel has done a superb job at the University of San Francisco, where he worked tirelessly to enhance the Jesuit Catholic identity of the institution," said Fitzgerald, chairman and CEO of Commercial Federal Bank, directed the search for Creighton's new president. Creighton's board of directors approved Fr. Schlegel's appointment on Nov. 12. The appointment will be effective before the start of the next academic year at Creighton.

This won't be the first time that Fr. Schlegel, 56, has worked at Creighton. He began his academic career at Creighton as a lecturer in 1969. From 1978 to 1982, Fr. Schlegel served as Creighton's assistant vice president for Academic Affairs. He was a member of the Political Science faculty at Creighton from 1976 to 1982. Fr. Schlegel has described his decision to return to Creighton as "based, in part, on a desire to 'go home' to an institution that introduced me to higher education administration" but

"difficult because of the genuine affection I have for the USF community."

"I love San Francisco; I love Omaha," Fr. Schlegel said at the press conference announcing his appointment. "I love USF; I love Creighton." The chairman of the USF board, Dominic Tarantino, retired co-chairman and managing partner of Price Waterhouse, praised Fr. Schlegel's leadership at the University of San Francisco.

"John Schlegel and the University's executive team

brought USF to a new level where its full potential is now clearly in view," said Tarantino. Fr. Schlegel left Creighton in 1982 to take the post of academic dean at Rockhurst College in Kansas City, Mo. From there he went to Marquette University, where he served as dean of the College of Arts and Sciences. Fr. Schlegel also served as executive and academic vice president at John Carroll University before

being named president of the University of San Francisco in June 1991.

Fr. Schlegel was born and raised in Dubuque, Iowa, with three sisters and two brothers. He entered the Wisconsin Province of the Society of Jesus in 1963 and was ordained in 1973.

He holds A.B. and M.A. degrees from St. Louis University; a B.D. (honors) degree in theology from the University of London, and a doctorate in international relations from Oxford University. He is a member of the board of trustees at Loyola University Chicago and Xavier University; the foundation board at St. Mary's Medical Center Foundation, and the board of directors of the Association of Catholic Colleges and Universities, among numerous other posts.



Photo by Kent Stevers

Fr. Schlegel visits with students at a reception held in his honor on Nov. 12 in the law school. Prior to the reception, a press conference was held announcing his appointment as Creighton University's 23rd president. Fr. Schlegel's appointment will be effective before the start of the next academic year.

FR. KELLEY ENDOWED LECTURE FUND ESTABLISHED

Sixty-eight years ago, Fr. William F. Kelley, S.J., entered the Society of Jesus. On Dec. 4, Creighton

and enthusiasm by establishing The William F. Kelley, S.J., Endowed Lecture Fund.

Fr. Kelley is vice president of the Creighton University Foundation and moderator emeritus of Alpha Sigma Nu. Most universities have student chapters, but because of Fr. Kelley's dedication and determination, Creighton University boasts more than 2,400 graduates in the Alpha Sigma Nu Alumni Chapter.

The endowment fund will ensure the best possible lecturers will be featured in the Alpha Sigma Nu Speaker Series. Past speakers include William F. Buckley, Harry Truman, Loretta Young, Henry Cabot Lodge, Yitzhak Rabin and Mike Mansfield.



Photo by Monte Kruse, BA '83

University and the alumni chapter of Alpha Sigma Nu, the Jesuit Honor Society, honored Fr. Kelley's tireless effort

FACULTY PRESENT AT FIRST BIOETHICS CONFERENCE

Two Creighton faculty members participated in the first Conference on Bioethics held in Tblisi in the Republic of Georgia.

Ruth Purtilo, Ph.D., director and professor in the Center for

Health Policy and Ethics, and Beth Furlong, Ph.D., associate professor in the School of Nursing, were the United States faculty for the four-day conference held in November. It was sponsored by the Albert Schweitzer

Institute, an organization that provides health care education with the support of the George

Sorus Open Society Initiative.

Participants at the conference included health care leaders, administrators and government officials from Georgia, Azerbaijan and Armenia.



Photo by Kent Sievers

Purtilo, left, and Furlong

This was the first bioethics conference in this region with an emphasis on the establishment of ethics committees within the health care and research environment.

Purtilo and Furlong also conducted seminars

for students and faculty in the Tblisi state medical school and nursing school.

HUMAN DIVERSITY CENTER CREATED

The changing faces of the people of Nebraska have prompted the creation of The Center for Human Diversity. Valda Boyd Ford, assistant professor of nursing at Creighton University, is the driving force behind the Center.

The Center is a clearing-house and teaching model to address the unique care needs of the

expanding minority population of the state of Nebraska. It is designed to improve communication and teaching strategies which have a direct result in the type and quality of care received by the diverse populations in the state.

The Center is producing a cycle of courses for working professionals which will address the needs of the minority population in areas of health care, education and law enforcement. The Center also will work with any agency seeking assistance with cultural diversity training and/or the resolution of organizational issues related to diversity.

The first course is "Focus on Cultural Competence for Healthcare Providers." It is a 10-month course which began in February. The course includes classroom

work, journaling, Web conferencing, guest lecturers and immersion experiences.

Participants will research the cultural issues concerning clients' and providers' perceptions of health problems and the treatment of these problems. The students also will be taught practical applications and strategies to use in the work environment.

According to Ford, the Center and its courses offer a chance to change how people of all faiths and backgrounds can learn to heal, not hurt.

"Some people intend to do harm, but the vast majority don't. People don't realize the damage they can do without getting this type of diversity training," said Ford.

The Health Subcommittee of the Urban League of Nebraska is the sponsor for the Center along with Our Healthy Community Partnership (a local consortium of health care executives), Creighton University Health Sciences Schools and the University of Nebraska Medical Center's Community Partnership office. For more information about the Center, contact Ford at (402) 280-2047 or vford@creighton.edu.



Photo by Kent Sievers

Ford

COLLABORATION WITH UNIVERSITIES CREATES NEW INTERNET SERVICE FOR HEALTH CARE PROFESSIONALS

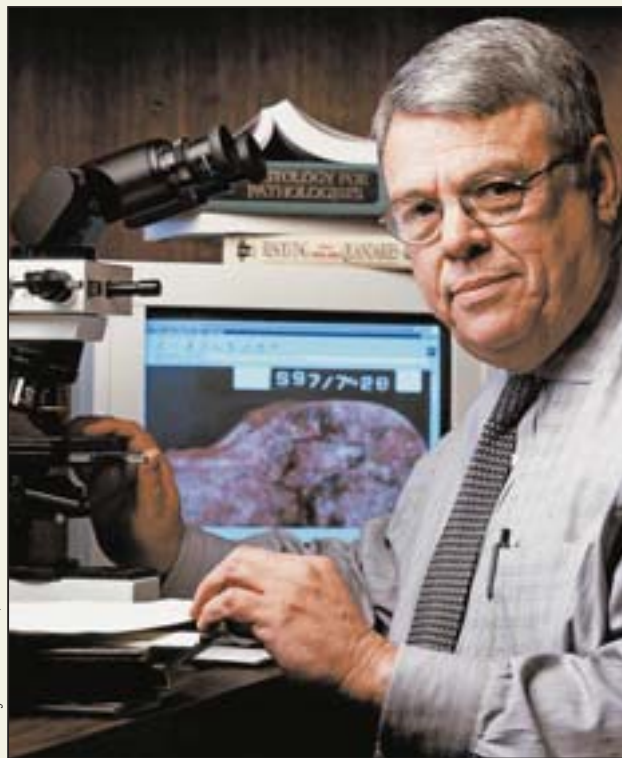
Creighton University and colleagues at Stanford University, the University of Southern California, the University of California at Davis, the University of California at San Francisco, the University of Pennsylvania and the University of Iowa have created a partnership to offer a vast new source of information to health care professionals via the Internet. The company formed to direct and manage the effort is known as the University Pathology Consortium, LLC, and it is headquartered at Creighton.

The creator and developer of the idea, Kenneth L. Sims, M.D., chair and professor of pathology at Creighton, says the new site will provide up-to-date detailed information that couldn't be contained within the covers of a reference book.

The new knowledge source is called Critical Inquiry Series. The site is available at <http://www.upcmd.com>. The first two services focus on transfusion medicine and disease-oriented testing. These services are intended for medical professionals and students.

The transfusion medicine section will provide comprehensive information about human blood products and their use as well as detailed information about the possible adverse reactions associated with transfusions. Disease-oriented testing will offer recommendations and information about diagnostic

Photo by Monte Kruse, BA '83



Dr. Ken Sims, chair and professor of pathology at Creighton, is the creator and developer of a new Internet service that provides a source of information to health care professionals. The company formed to direct and manage the effort is known as the University Pathology Consortium, LLC, and it is headquartered at Creighton.

testing in more than 1,000 diseases. Additional services will be directed toward pathologists who specialize in the diagnosis of cancer using tissue sections and studying individual cell preparations such as the pap smear.

"We have 40,000 to 60,000 pages of unique custom text organized with hypertext links so that it is easy to navigate. You can get to any part of it in 30 seconds," Sims said.

Sims hopes the service will be available to patients

investigating health problems by accessing the site in physician offices or libraries. Another important use Sims imagines is by practitioners in developing countries.

"The Internet is the most common technology in many developing countries," Sims said. "In some places it is easier to log on to the Internet than to find a telephone. We can make information available, particularly about infectious diseases, in places where books are both expensive and very hard to get."

AROUND CREIGHTON

New Guide Website

A new feature of Creighton's presence on the World Wide Web is the Guide website which can be found at <http://guide.creighton.edu>.

The site includes a virtual tour of the campus, an online application and counselor contacts (for students and prospective students) and information about Creighton's past, present and future. There are 200 photographs spanning 100 years at Creighton, an interactive campus map and live shots from the campus. The site was designed by Creighton junior Jay Langhurst.

Become a Secondary Ed Teacher in One Year

Creighton University has introduced a post-baccalaureate accelerated cohort program designed for college graduates who are interested in becoming junior or senior high school teachers.

Creighton offers secondary teaching endorsements in art, biology, chemistry, economics, English, French, German, history, journalism, language arts, Latin, mathematics, natural sciences, physics, psychology, social sciences, sociology, Spanish, speech/drama and theology.

For the courses in the cohort program, there is a 50 percent discounted tuition rate. If additional course work is needed, regular tuition rates apply.

For more information on applying for admission to the cohort program or to arrange an appointment with an advisor, please call University College at (402) 280-2424.

DR. LYNCH VISITS COLOMBIA, NAMED FIRST HOLDER OF BONNSTETTER CHAIR

A civil war isn't enough to stop Henry T. Lynch, M.D., from doing his work consulting with families who have hereditary strains of cancer and teaching health care professionals to identify and manage hereditary cancers. He recently traveled to Colombia, guarded by armed soldiers, and he plans to return this spring to discuss DNA test results with family members at risk of developing hereditary colon cancer.

The recipient of many awards and honors, Lynch was recognized most recently with the inauguration of Creighton's 20th endowed chair.

Dr. Lynch is the first holder of the Dr. Harold J. Bonnstetter Endowed Chair in Preventive Medicine in the School of Medicine. The endowment, which creates the fifth chair in the School of Medicine, will help further medical education and research.

Lynch counts among his titles professor and chair of the Department of Preventive Medicine and Public Health, founder and director of the Hereditary Cancer Institute, director of the Creighton Cancer Center and director

of the Hereditary Cancer Prevention Center. He is a world-recognized expert in hereditary cancers.

More than 30 years ago Lynch was drawn to study hereditary cancers. Despite doubts expressed by members of the medical community at the time, Lynch continued to hold the belief that genetics played a role in the development of some cancers.

His detailed family histories and tissue collections have provided the evidence that led to the discovery of various gene mutations that contribute to hereditary breast cancers and the strain of hereditary nonpolyposis colon cancer named the Lynch syndrome in his honor.

In 1995, he established Creighton's Hereditary Cancer Prevention Clinic because he recognized the need to provide genetic counseling as the availability of genetic testing increased.

In 1996, he received the Bristol-Myers Squibb Award for Distinguished Achievement in Cancer Research. In 1997, he was the sixth recipient of the American Association of Cancer Research/American Cancer Society award for research excellence in cancer epidemiology and prevention. Also in 1997, Lynch was awarded the Pezcoller Recognition

for Dedication to Oncology and the American Cancer Society Medal of Honor for Clinical Research, the highest honor the American Cancer Society bestows. He received the Susan Komen Breast Cancer Foundation Brinker International Award for Breast Cancer Clinical Research in 1998.

Harold Joseph Bonnstetter, M.D., received his bachelor of philosophy degree from Creighton in 1923, with a major in secondary education. He later returned to Creighton, where he

earned his M.D. in 1931. A year later, he married Omaha native Rose Meyers in San Antonio. Bonnstetter established private practices in Cibolo, Houston and Kenedy, all in Texas.

During his 32 years of practice in Kenedy, "Dr. Bonn," as he was called in his community, took an active interest in rehabilitation programs for patients with birth defects and other operative maladies. He found grant money to cover the cost of operations for these patients.

Bonnstetter died in 1982, his wife in 1986. He bequeathed a part of his estate to the Creighton University School of Medicine.



Dr. Henry Lynch recently traveled to Colombia to consult families who have hereditary strains of cancer. Pictured with Dr. Lynch is Peggy Conrad, a genetic counselor who works at the University of California at San Francisco. Conrad worked with family members in California that led to relatives in Colombia. Dr. Lynch also was named the first holder of the Dr. Harold J. Bonnstetter Endowed Chair in Preventive Medicine at Creighton.

REMEMBERING AND CELEBRATING: A PILGRIMAGE TO EL SALVADOR

By Sheila L. Swanson

“The struggle against injustice and the pursuit of truth cannot be separated nor can one work for one independent of the other.”

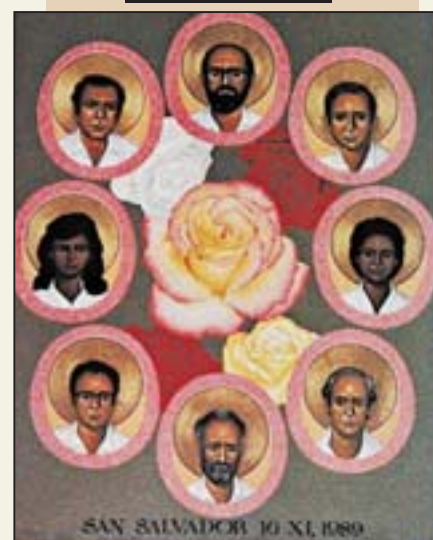
— Ignacio Ellacuría, S.J., murdered superior of the Jesuit community at the University of Central America

During the early morning hours of Nov. 16, 1989, long before the sun rose, armed men entered the Jesuit residence at the University of Central America in San Salvador, El Salvador, murdering six Jesuits, their housekeeper and her daughter. The assassinations were among numerous murders in the midst of a long and bloody civil war that began in 1979 and ravaged the tiny Central American

country for 13 years. The Jesuits were shot execution style — a bullet to the head with an AK-47 assault rifle. It was a brutal and calculated execution, one aimed at sending a message to those who were committed to helping the poor and the persecuted of El Salvador.

In remembrance of the 1989 assassinations and in celebration of the lives lost, four members of the Creighton University community traveled to El Salvador to be a part of the 10-year anniversary commemorating the murders. They were: Maria Teresa Gaston, director of Creighton’s Center for Service and Justice; Lori Spanbauer, Campus Ministry-Faith Development; Dr. Richard Super, associate professor of history, and Fr. Bert Thelen, S.J., director of Campus Ministry.

Their five-day journey began on Nov. 13. It took them to the places where many had died.



Icon by Robert Lenz of Bridge Building Images

Murdered on Nov. 16, 1989, were (clockwise from the top): Ignacio Martín-Baró, S.J.; Amando López, S.J.; Elba Ramos; Ignacio Ellacuría, S.J.; Segundo Montes, S.J.; Juan Ramón Moreno, S.J.; Celina Ramos and Joaquín López y López, S.J.

There was the road out of Aguilares where a Salvadoran Jesuit named Rutilio Grande along with an old peasant and a child riding with him were gunned down in 1977, the spot marked with a trio of crosses and a few paper flowers. They visited the bright and airy hospital chapel where Archbishop Oscar Romero was assassinated in 1980 as he said Mass. They stood before the Chalatenango graves of the Maryknoll sisters Maura Clark and Ita Ford, who along with Dorothy Kazel, an Ursuline nun, and Jean Donavon, a Maryknoll lay volunteer, were raped and murdered in 1980. They prayed at the beautiful rose garden on the University of Central America’s (la UCA) campus that was the site of the Jesuit slayings.

“So many religious people of good will were gunned down during the war,” Fr. Thelen said. “They were a voice for the poor and oppressed and the Salvadoran government viewed that as an enormous threat.”



Left to right ... Maria Teresa Gaston, Dr. Richard Super, Fr. Bert Thelen, Fr. Jon Cortina and Lori Spanbauer at Fr. Cortina’s home in Guarjila, El Salvador.

Visiting the sites of so many martyrs had a chilling effect on Super whose area of specialty is Latin American history.

“Upon returning home, I shared with my classes that for five days, we went to places where people were killed or buried,” Super said. “What does it say about a country that when you visit it, you spend your time going to death and grave sites? There is still so much healing that needs to be done. However, there were signs of new and persevering life.”

Spanbauer agreed. “What has stayed with me the most were the Salvadoran people who endured so much suffering during the war. I expected the people to be somber or even bitter. But their faith was very much alive.”

The group attended two Masses. The first was an all-night vigil, or popular Mass, held on the evening of Nov. 15 at la UCA. More than 14,000 people gathered for the outdoor Mass and ensuing celebration.

“The Salvadoran people have not forgotten the murdered Jesuits,” Gaston said. “They still draw such hope and courage by the experience of being loved.”

Gaston recalled that during the Mass, there were many songs and readings.

“Ignacio Ellacuría’s brother, a priest from Spain, read the first Scripture reading. The Gospel reading was about the shepherd who knows and loves his sheep enough to lay down his life for them,” Gaston said. “That’s really what the Jesuits did for the poor.”

According to Fr. Thelen, the popular Mass was not only to remember the slain Jesuits, their housekeeper and her daughter, but also to remember the more than 70,000 Salvadorans killed during the 13-year war.

“The Salvadoran people viewed this as their celebration, too, because so many of them had lost friends and relatives during the war. They feel that the Jesuits were a part of that,” Fr. Thelen said.

The next day was the Solemn Mass

Photo by Maria Teresa Gaston



The brother of slain priest Ignacio Ellacuría visits the rose garden at la UCA. The husband of Elba Ramos and father of Celina planted the roses — six red for the Jesuits, two white for his family — shortly after the murders in 1989.

Photo by Lori Spanbauer



Dr. Richard Super and children from Guarjila.



Photo by Maria Teresa Gaston

Throughout El Salvador, there are memorials to those who were murdered during that country’s civil war. Above is a photo of the spot alongside a dirt road where Jesuit Rutilio Grande and two others were murdered. It is marked by three white crosses and a few paper flowers.

also held at la UCA. This Mass was more formal than the vigil held the night before.

“A number of people spoke at the formal Mass including the provincial of the Society of Jesus of the Central American Province. He pointed out how important it was to remember what had happened. But he also pointed out that in the 10 years since the Jesuits were killed, the lifestyle of the Salvadoran people has gotten worse,” Super said. “He reminded us it is not enough to just remember. We also must dedicate ourselves to making the world a better place — in this case being in solidarity with the poor in your actions as well as in your thoughts and prayers.”

One of the most memorable parts of the group’s pilgrimage to El Salvador was spending time with Fr. Jon Cortina, S.J., who was a classmate of Fr. Thelen’s and has been a longtime friend.

“Jon was a member of the community at la UCA in 1989. His life was spared because he was not at the Jesuit residence that evening in 1989. He has given his life to the people and is a hero for them,” Fr. Thelen said.

Fr. Cortina had been visiting parishioners that day. They would not let him return home that night because they were worried about the soldiers.

“More than any other, Jon Cortina will represent for me my experience of El Salvador — bowed perhaps by the burdens of the past but nevertheless each day living out the hope and the trust of God’s love,” Super said.

All agreed that the mission of the slain Jesuits must continue.

“As a Catholic university today, we need to continue to hear their voices and what led them to make the commitments that they made to the people of such faith,” Gaston said.

Fr. Thelen added, “I hope that our coming together 10 years after the assassinations helps to heal the wounds, preserve the sacred memories and give promise that they did not die in vain.”

Keeping Our Schools Safe

By Pamela Adams Vaughn



Photo by Christine Thompson/Omaha World-Herald

Resource Officer Dave Newell monitors the hallway at Omaha South High School as students pass by in between classes. The Omaha Public School District and the Omaha Police Department share the cost of officers stationed at Omaha's South and North high schools. Other Omaha-area school districts, following a growing nationwide trend, also are staffing their high schools with law-enforcement officers.

These are challenging times for American teachers and students.

Deadly school shootings, most recently at Columbine High School a year ago this spring, have raised a national alarm about school violence.

In this climate, the faculty of Creighton's Department of Education believe Creighton graduates can offer something profoundly healing as they enter the nation's schools: *cura personalis*.

That need for "care of the person" in the Ignatian tradition may be stronger today than ever before.

Creighton Education faculty member Dr. Tim Cook believes that Creighton teachers can counteract society's ills by providing a safe haven for their students, a safe place that centers on the dignity of the person.

As the pressures mount for schools, Creighton's Department of Education has changed the way it prepares students to teach.

The curriculum of a Creighton education student has expanded to include classroom management, problem solving, cooperative learning, conflict management and conflict resolution, anger management, parent

communication and decision making. Learning these skills is becoming just as important for the teacher bound for the primary grades as for those in secondary education.

Creighton Education faculty member in the Counselor Education Program, Dr. Mary-Beth Muskin, talks about conflict management, a skill Creighton's soon-to-be counselors and teachers are learning to wield in real-life situations.

Muskin, who still spends time in Omaha-area schools working with counselors and students, said counselors and teachers now prepare students to be conflict managers, helping their young charges defuse conflicts before they grow out of control.

Here's a typical scene: A fight breaks out on the playground between a couple of sixth-graders. Enter the conflict management team of fellow students.

The team moves the participants to a quiet spot and ascertains their willingness to solve the problem. The team gets the students to agree to the rules of problem solving, then works with feelings and ownership of the problem. The would-be combatants make public their agreement when it's reached. (See box, page 18.)

Muskin believes kids need good, workable tools to help them resolve problems before those problems become unmanageable.

Dr. Clidie Cook agrees. The longtime educator and member of the Creighton faculty began teaching a graduate-level education course on school climate three years ago this coming summer. A former vice principal of a large public high school, Dr. Cook also chaired the school's climate program. She believes administrators and teachers need to foster a school climate that has zero tolerance for disrespect and belligerence.

Dr. Cook said the school climate concept, formerly known as school improvement, is still relatively new. Her course, which she developed, helps potential administrators build schools that center on respect for students, teachers and parents; establish trust; build good morale; ensure opportunities for input and caring, and incorporate other features of a positive place to learn.

While Dr. Cook prepares administrators and teachers to deal with such broad issues as school

Public Opinion

In spite of statistics about falling youth violence, when asked to name the top three problems facing the nation's schools, parents and non-parents alike ranked "lack of discipline/more control" and



Photo by AP Wide World Photos

Students at John Bartram High School in Philadelphia go through metal detectors as they enter the school. The Philadelphia School Board voted in October to install metal detectors in all 40 city high schools.

"fighting/violence/gangs" in the top two spots, with "lack of financial support/funding/money" third.

The concern with student control and safety in the schools is enhanced by the fact that "use of drugs/dope" is tied for fourth place with "overcrowded schools," while "crime/vandalism" is sixth, said authors Lowell C. Rose and Alec M. Gallup of the annual survey, the Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools.

So, though crime by youth has been dropping since 1993, according to the Federal Interagency Forum on Child and Family Statistics, the way the public sees youth violence — and violence in our schools — is much different. Indeed, the public has a point: The same report contends that the U.S. still has by far the worst juvenile crime and violence in the industrialized world.

climate, Dr. Bev Doyle, a psychologist, encourages a deep look at student problems.

As a school psychologist for the State of Nebraska, as well as an educational psychologist at Creighton, Doyle is well-versed in the problems kids bring with them to school. She remembers one day's caseload: 55 kids with problems that ranged "from truancy to underachievement, drug use to disruption of class."

Doyle wants her young teachers to be comfortable with the range of problems kids can present, but also to see the societal underpinnings of these problems.

"It's important that Creighton students know what's going on in our nation that's affecting our schools. We go all the way back to Maslow's hierarchy of needs to put these problems in context. If a kid needs first to feel safe and to have a hot meal, I want our students to make sure those needs are met first."

Gradually, Doyle said, her students begin to see how a child's problems may relate to the larger society.

Creighton's Dr. Debra Ponec teaches her education and counseling students to "be vigilant at the elementary school level before children's problems get out of hand."

The associate chair of Creighton's Department of Education and director of the department's counseling program is busy preparing her students so that they, in turn, can identify problem behaviors in children early and, like Muskin, teach them ways to cope.

Ponec said kids today need assistance with conflict management and communication skills, including how to deal with frustration and how to ask for help. "We used to get these skills at home," Ponec said, "or from our neighbors or in our church or in some kind of

group like scouting."

Ponec's solution? Build the personal/social skills into the curriculum, which more and more elementary schools are doing today. "We're having to teach kids about making and keeping friends, coping with disappointment, learning to appreciate themselves for their strengths and their weaknesses, learning to say 'no,' to deal with feelings."

Ponec said these courses pay off for kids. "Anecdotal research shows that middle school counselors can already identify those students who have had elementary school counselors and have been exposed to guidance and counseling programs within the elementary school setting."

Ponec believes that it may be easier to work with the more readi-

ly identified issues related to a physical fight than to identify the child who has not yet learned to say, "I'm doing the best that I can." But knowing how to work with that child — and to teach him or her compassion for self and others — has many rewards, not the least of which may be safer schools.

**"It's important
that Creighton students
know what's going on
in our nation that's
affecting our schools."
— Creighton education
psychologist Dr. Bev Doyle**



Photos by Kent Slevens

Creighton's Tim Cook, Ph.D., said today's schools must take a proactive approach to preventing violence, an approach that can include everything from staggering passing periods to installing surveillance cameras.

Power balance askew?

How did we end up in a place where we worry about safety in our schools?

Anthropologist Margaret Mead once said that societies could be divided into roughly three groups: The first includes cultures that had changed little over the years and remained in a fairly constant state; an aboriginal group, for example.

Second, she listed societies that had gradually incorporated changes — like the social systems of our ancestors, who had passed through the industrial revolution. In both of these cultures, the elders held the reins of power and authority, because they held the information that it took to survive.

The third grouping included

School Safety: Guns and Violence

Creighton's Chair of Education, Dr. Barbara Brock, a veteran of the classroom and former school principal, remembers touring schools in Chicago in the mid-1980s. Her research focus was administration issues facing large metropolitan school districts. At that time, the concern was the gang-related violence that had drifted into large urban schools.



Brock, a veteran of the classroom and former school principal, said schools "cannot accept violence within their walls."

As a member of a family of law-enforcement officers, Brock said she immediately noticed — and was surprised at — the number of police officers patrolling Chicago's schools.

She said her police affiliation helped her gain an interview with the officers of the city's gang unit.

"Soon the officers started candidly reporting the degree of violence, drugs and gang activity that routinely occurred in the schools. I was shocked and horrified. 'Thank goodness we don't have these kinds of problems in smaller communities,'" she remembered saying.

"The officers laughed and exchanged knowing glances. One replied, 'You do. You just haven't recognized it yet.'

"He was right."

Today that violence has emerged in the suburban school and the rural classroom, as well.

Brock cites findings of a study by K.G. Buckner

and R.A. Flannery in the *Safe Schools Handbook*, National Association of Secondary School Principals Bulletin, April 1996*:

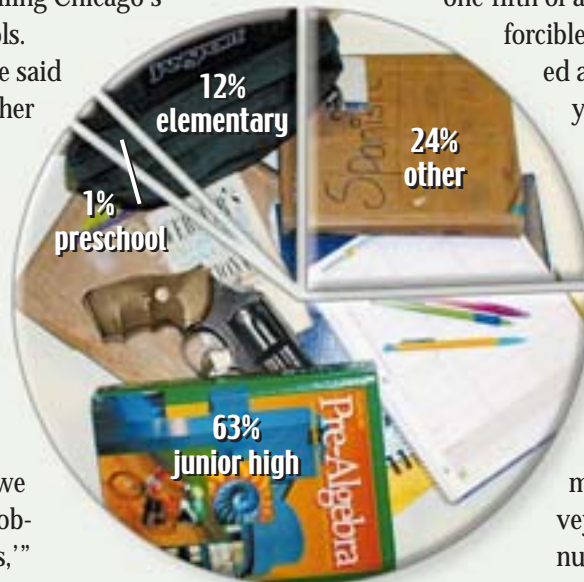
- About 3 million crimes occur on or near school property each year.
- Nationally, one-fourth of all suspensions from schools were for incidents of violence committed by elementary school students.
- Sixty-three percent of incidents involving guns on school property involved junior high school students; 12 percent involved elementary school students, and 1 percent involved preschoolers.
- A reported 135,000 students carry guns to school each day.
- Persons under the age of 18 accounted for nearly one-fifth of all violent crime, murders,

forcible rapes, robberies and aggravated assaults in 1995. The number of young adults arrested for these crimes was 86 percent higher than the number arrested five years earlier when there were a million more youngsters in this age group.

* (These figures are updated by a 1997 Centers for Disease Control Survey, also before the Columbine massacre. While this second survey showed a decrease in the number of students carrying guns and a decrease in physical fighting, there are no declines in other violence-related behavior, including carrying weapons other than guns to school, a figure that was

still twice as prevalent as gun carrying.)

This is the environment, Brock said, "in which teachers and school administrators, ill-prepared to combat violence, struggle to teach."



The majority of incidents involving guns on school property (63 percent), involved junior high school students.

Data from Safe Schools Handbook, April 1996



Photo by AP Wide World Photos

Guns, knives, brass knuckles and other weapons confiscated on school grounds provide a visual foreground as teacher Judith Birtman, who was severely beaten by a student, comments at a 1996 news conference in Tallahassee, Fla.

those cultures that had passed through changes very quickly. Here, Mead said, the elders, in effect, gave up the authority because they couldn't keep up with the changes. Often in this scenario, said Dr. Sharon Ishii-Jordan of Creighton's Education Department, the young are in a better position to stay abreast of the new.

This, some believe, is the essence of American culture, with parents' or elders' role as knowledge-bearers assumed by their children.

This knowledge gives the young premature power. The icon of this role reversal may be the computer today, but yesterday it was probably fast cars and tomorrow it will be something else. In a quickly changing society, the

thinking goes, the new always is better, and the young always know the new.

“We’re having to teach kids about making and keeping friends, coping with disappointment, learning to appreciate themselves ...”

– Dr. Debra Ponec, associate chair, Creighton’s Department of Education

Talking with Creighton's Ishii-Jordan — and others in the Department of Education — one begins to see that hundreds of factors have been at work in making our schools what they've become today. And any simple, one-answer solution to their complex problems is doomed to fail.

A society adrift

Dr. Barbara Brock, the chair of Creighton's Department of Education, said schools' problems are best understood — and solved — against the backdrop of our culture. It's a culture characterized by:

- Changes in family and time spent with the family

group. In spite of our good economy, parents, many of them single, are still working harder, with longer hours, Brock said. "Sometimes, this means there is no one available for the kids. Unlike the case in other cultures, there is virtually no extended family" that can pitch in, in place of mom and dad.

- Violence. Put our culture, with enough guns to go around to arm every man, woman and child (more than 235 million, by some estimates), together with our society's fascination with violence, and you get the Columboes, but you also get the Atlantas and the Seattles, where disgruntled office workers take vengeance on colleagues, often with lethal results.

- Child abuse. Child protective services agencies determined that just under 1 million U.S. children were victims of substantiated or indicated abuse and neglect in 1997.

- Misusing our courts to undermine our schools, an erosion that Brock believes first started in the 1960s. Here, parents of a child who has been disciplined by the school are all too often ready to sue the school district. "We're excusing people from taking responsibility for their behavior," Brock said.

- Parents absolving themselves of responsibility for their children and dumping their problems on the schools.

- Teachers who may not have been taught to deal with these problems.

Brock cautioned that no one group in our society can be held accountable for all of these difficulties. "We all own this problem," she said.

Safety first

Regardless of society's ills, Brock said that schools "cannot accept violence within their walls. Safety of students and personnel must become the primary concern. Recognizing that violence or the potential for violence exists is the necessary first step.

"Otherwise, the teachers can't teach and the kids can't learn."

Brock has studied 100 large school districts across the country and their strategies for attacking violence. Her findings? The most successful schools have prevention programs in place, programs that, she said, underscore student discipline and are coupled with outreach to troubled youths. Programs often include physical deterrents to violence, as well.

Book Addresses Teacher Burnout

Spend a few moments listening to teachers talking these days, and you eventually will hear complaints about discipline and its twin, respect.

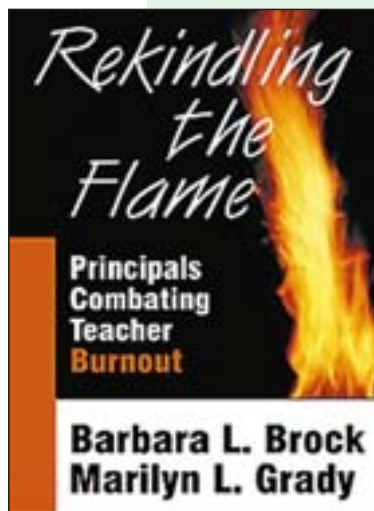
Dr. Barbara Brock has spent a good deal of her career listening to teachers and putting those findings together with her own experience. Her latest research zeros in on teacher burnout and finds student discipline problems to be high on the list of causes.

The top culprit is overwork, but in second place are chronic student discipline problems, Brock said, which day after day wear a teacher down.

Other factors contributing to a high loss of good teachers? Brock's research shows the numbers three through five causes of burnout are: assumption of parental roles by teachers, problems with parents, and teachers' perceptions that their efforts are unappreciated.

"In general," Brock said, "people become burned-out when they perceive that the rewards for their work are not commensurate with the effort put forth. Teachers are no different."

Brock's latest book, *Rekindling the Flame*, is co-authored with Marilyn L. Grady, Ph.D., and will be released this summer by Corwin Press. Brock said the book is designed to help principals recognize symptoms of teacher burnout, and "includes strategies for reviving teachers who show the initial stages of burnout." The book also is geared to helping principals "establish workplaces that minimize the potential for burnout" in the first place.



Brock's latest book, Rekindling the Flame, co-authored with Marilyn L. Grady, Ph.D., is due out this summer and deals with teacher burnout.

“These ranged from simple building and district-level deterrents to sophisticated security operations” that brought collaboration with the community’s police and community agencies, Brock said.

She said the most common, effective prevention measures featured “a consistently enforced discipline plan and policies that outline students’ rights during police actions” at the school. Each successful school also had a crisis plan that assigned each staff member to an emergency role. A variety of technologies for instant communications tied personnel together during a crisis.

Brock also saw schools in her study digging deeper, teaching kids to resolve conflicts, and reaching into the grade schools with counseling and community assistance.

Brock has found the best solutions to be those that come out of the grassroots, individual districts. She urges that programs for reducing violence be



Laura Hoag, center right, and Kylee Gleason, center left, intervene in a role playing argument between Brittany Meaker, left, and Cori Edmonds, right, during a workshop at the Mothers Against Violence in America annual conference at Shorecrest High School in Shoreline, Wash., in January.

“cooperatively designed by community, law enforcement and school leaders.”

The law and zero tolerance

Because every child in the U.S. is guaranteed access to an education, many more students come to public rather than private schools; the volume of students means a potentially wider spectrum of problems. Still, no district is immune.

What are the rights of the school? The stu-

dent? How are those community/individual rights safeguarded? What happens to discipline in this process? What must happen before a potentially dangerous student can be removed?

Trudy Bredthauer, an Omaha attorney who teaches school law at Creighton’s School of Law and is past president of the Nebraska Council of School Attorneys, explained.

“A private school has what is, in essence, a contract with the student. At the point of tuition payment, the

Conflict Management: A Possible Scenario

“Hi, my name is Lisa, and I’m a conflict manager.

“Do you have a problem?

“Do you want to solve it?

“Let’s move over here.

“Do you agree to:

- not interrupt?
- no name calling or put downs?
- tell the truth?
- solve the problem?

“OK. Who’s the maddest?”

(Ask #1:) “Can you describe what happened?”

(Then:) “Let me tell you what I think you’re saying.”

(Ask #1:) “How do you feel?”

(Ask #2:) “Can you describe what happened?”

(Then:) “Let me tell you what I think you’re saying.”

(Ask #2:) “How do you feel?”

(Ask #1:) “How can you solve your part of the problem?”

(Ask #2:) “Do you agree?”

(Ask #2:) “How can you solve your part of the problem?”

(Ask #1:) “Do you agree?”

“What would each of you do differently next time?

“Is the problem solved?

“Tell your friends the problem is solved.

“Shake hands and say, ‘Good job.’”

youngster — and parents — agree to accept the rules of the school. The tuition and the handbook constitute the contract.”

Public school students’ rights, on the other hand, are governed by the law of due process, she said. “You do not shed your rights when you enter school.”



Photos by Kent Sievers

Trudy Bredthauer, an Omaha attorney who teaches school law at Creighton’s School of Law, said the rights of students in public schools are governed by the law of due process.

Students must receive notice of the school’s laws and rules well in advance of being expected to follow them.

All students have the right to explain themselves before a short-term suspension, have a right to a hearing before a school board before a long-term suspension or expulsion, and have certain rights to free speech, Bredthauer said.

Public school students also have certain protections from search and seizure, including the right not to be strip-searched. The school also must show “reasonable suspicion” that a rule or rules have been violated by a particular student before a search can take place.

For example, Bredthauer said, “the courts have upheld the use of metal detectors by schools as a reasonable response to suspected weapons violations.”

Crisis plans, safety audits

Today, schools nationwide are expected to have a crisis plan in place, a relatively new step, according to Dr. Tim Cook, director of secondary education in

Creighton’s Department of Education.

Cook, who also teaches school law in the department, said that schools are being encouraged to conduct safety audits, as well. These — and the modifications that come from them — key on preventing violence and could include anything from staggering passing periods to installing surveillance cameras.

Districts not only have to deal with violence when it comes to school, but they also have to prove that they have taken steps to make their schools safe. Negligence is one of the biggest liabilities schools face today, Cook said. Schools must be able to show that they’ve taken meaningful steps to stop violence at the door. With the sudden shift of concerns for school safety within the school, many districts are struggling to sort this out, he added.

“Just three years ago,” Cook said, “when I was a school principal, we were more interested in and concerned about keeping violence out of our schools. Now, school boards are just writing — or just completing — policies to contain and stop violence within the schools. This has happened very fast.”

Cook said that even something as simple as ensuring that students are never unsupervised is essential in showing that a school is meeting the demands of today’s safety obligations. Other steps include zero tolerance for weapons, threats, fighting and bullying, including name-calling and “labeling.”

“It’s all a balancing act,” Bredthauer said of the law, “as the school weighs the rights of the student versus its own needs to protect itself and other students.”

— *About the author: Pamela Adams Vaughn is features editor for Creighton University Magazine. She can be reached via e-mail at oneearth7@home.com.* ■



Photo by AP Wide World Photos

George Hanrahan, assistant superintendent for McCracken County (Kentucky) Schools, displays his school district’s “Crisis Response Manual” as he outlines school violence issues at a panel discussion at the Education Commission of the States conference in Denver in July.



T H E
W R I T E S T U F F

By Eileen Wirth, Ph.D.



Dr. Wirth

A former truck driver who writes stories about blue-collar people and an Irish poet have sparked a resurgence of Creighton's

creative writing program.

When Drs. Brent Spencer and Eamonn Wall were hired by the English Department in 1992, there were only three creative writing majors and our students' writings were not being published with any regularity, said Dr. Greg Zacharias, former department chair.

Today the two professors, both of whose works have been favorably reviewed in major national publications, have attracted nearly

40 creative writing majors to the English department. And that's just the start.

- In 1998, Creighton began offering a master's degree in creative writing.
- *Shadows*, the student literary magazine, has won gold medals from Columbia University's literary magazine competition.
- The Muchmore Scholarships have been established for students in creative writing.
- Mary Helen Stefaniak, a specialist in combining fiction with nonfiction, has joined the department.
- The Missouri Valley Series, which Spencer helped organize, brings distinguished authors to read

their works at Creighton and other regional universities which share the expense.

- At the end of every semester, Creighton and University of Nebraska at Omaha student

writers read their best works in public.

"We're finding that some students come to Creighton just because of the creative writing program," said Zacharias.

Wall, who was hired to teach Irish literature but began teaching creative writing classes because of their popularity and his expertise, credited

Spencer with being the moving force behind all the growth. He said he and Spencer are building on Creighton's tradition of



Writer Carol Muske Dukes, BA'67, is a Creighton alumna.

encouraging writing and being supportive of serious writers.

"In a lot of English departments, there's a hostility between scholars and writers," Wall said. "That's not the case at Creighton. Creighton is open to serious writers. It feels they would have something to offer in terms of how they think."

English department alumni include noted authors Ron Hansen and Carol Muske Dukes. Hansen was influential in attracting Spencer to Creighton.

"Ron Hansen is a reason I came," said Spencer who taught at several universities in California after receiving his doctorate from Pennsylvania State University. "I knew him (Hansen) in California. I wondered what could be going on in Omaha that could produce a writer like that."

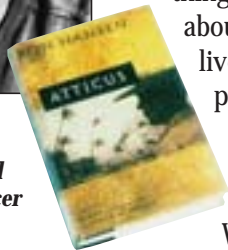
Both Spencer and Wall said they also were attracted by the quality of the faculty and students and were pleased to find a strong, supportive local community of creative writers. Spencer runs a website listing more than 100 published Nebraska poets and fiction writers.

According to Spencer, creative writing is important in a Jesuit university because "the impulse to faith is very similar to the impulse to creating poetry and fiction.

"Much of creative writing is about character," he said. "It's about our own good and bad behavior, why we do what we do. The human character is endlessly fascinating. Jesuit education is about education of the whole person, warts and all, and a more complete understanding of life."



Author Ron Hansen, BA'70, helped attract Spencer to Creighton.



Many students majoring in other fields are attracted to creative writing classes by a desire to express something important about their own

lives, he said. "A physics major has been one of our best writers.

We've had thoughtful biology majors and pre-meds with something to say that needs an outlet."

Wall said he finds that many of the best student writers are those who have never previously written poetry or fiction.

Good writers tend to be "fiercely modest" individuals with a "strong self-critical streak" who "are hesitant but searching," Spencer said.

"Writers who are vocal about their talents are generally not very good. This is a profession where you have to sit down and think."

Creative writing classes improve reading and literary analysis skills, he said. "I can't promise to make them better writers, but they become better readers."

Encouraging thinking and analysis form the heart of creative writing instruction at Creighton, said Spencer and Wall, both of whom employ the workshop method to accomplish this.

"I'm a product of the

Iowa Writers' Workshop and the Stanford Creative Writing Program," said Spencer. "In the workshop method, most class time is spent in open discussion. You (the student author) have to be quiet while the rest of the class discusses."

Both Spencer and Wall require their students to submit their works to fellow students for analysis and discussion. Student authors read their works aloud then receive the reactions of their peers.

"It's important for students to read aloud because the ear will hear what the eye misses," Spencer said.

Wall encourages students to show him their material before taking it to the class, but he finds that students gain confidence from reading their works to their peers. "I find that they learn more from each other than from the teacher."

Spencer instructs his students to



Spencer runs a website listing more than 100 published Nebraska poets and fiction writers. It can be found on the Web at <http://mockingbird.creighton.edu/NCW>.

W A L L

E a m o n n W a l l , P h . D .

- Associate professor of English
- B.A. and H.Dip., University College Dublin; M.A., University of Wisconsin-Milwaukee; Ph.D., City University of New York
- Author of three books of poetry, *Truth or Consequences*, *Iron Mountain Road* and *Dyckman-200th Street*
- Author of *From the Sin-é Café to the Black Hills* (a book of literary criticism to be published in 2000) and other articles and essays, many on Irish topics and themes
- Director, Creighton's Summer in Ireland Program

When Dr. Eamonn Wall was finishing his Ph.D. at City University of New York, he noticed that Creighton was advertising for a professor of Irish literature. The native of County Wexford was instantly interested but thought he'd first better get out a map to find out where Nebraska was.

Ironically, Wall now writes much of his poetry about Nebraska and is sometimes considered a Nebraska poet.

"I was attracted to the location. Each place is an adventure, an adventure to try a new place but one which is similar to where I grew up," he said. "In Irish poetry, there's an attraction to place and separation from place. In recent times, I've written a lot of Nebraska poems. *Iron Mountain Road* is about living in this part of the country."

Wall said he finds Nebraska a "very

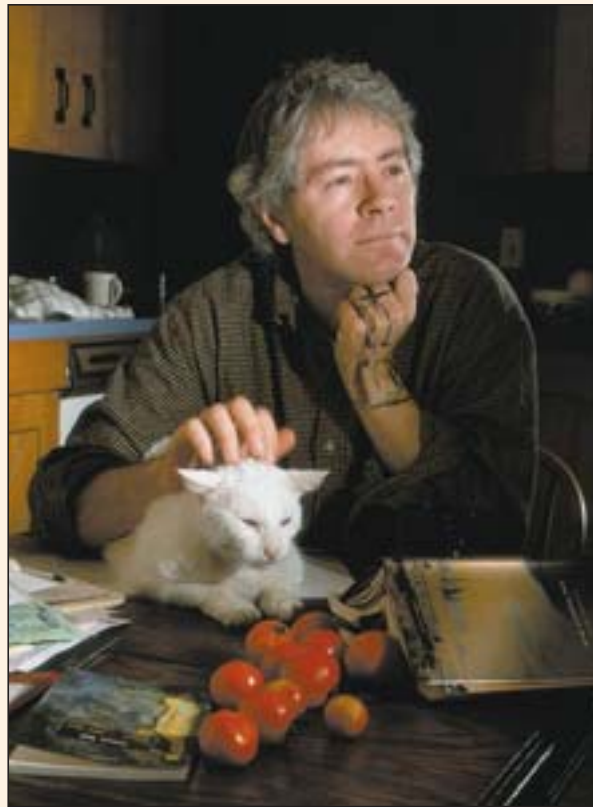


Photo by Monte Kruse, BA '83

Wall at home in Omaha with the family cat, *Ghost*, which they rescued from a nearby alley. A native of County Wexford, Ireland, Wall has been described as "one of the best poets, Irish or American, writing in America ... today."

good place for a writer" because there's a strong community of writers who are friendly, supportive and noncompetitive.

"In the old days, people thought that you have to be in New York to be a writer," he said. That's no longer true.

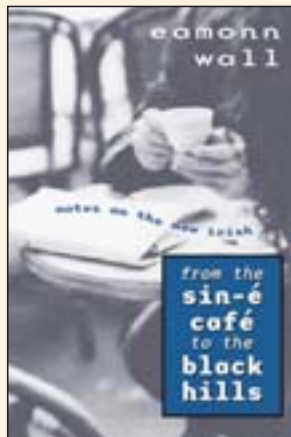
Wall has held poetry readings everywhere from Nebraska to the University of California at Berkeley and the University of San Diego as well as places in Ireland.

Visits to other universities offer him the opportunities to answer questions about his works as well as to speak to students about what's going on in Ireland.

"My poems are a mixture of traditional poetry but also more open forms," he said. "That's a result of living in America. I have an Irish sensibility and American craft — the blending of the two."

The jacket of his book, *Iron Mountain Road*, says that Wall desires to write poetry "laden with the deep rhythms of ordinary life. *Iron Mountain Road* is a moving and brilliant collection which confirms Eamonn Wall as a daring and original poet and as spokesman for frequently marginalized but never silent exiles. Wall gives eloquent voice to a lost generation of the exiles of the 1980s and 1990s."

The Irish Echo, in a 1997 review, called *Iron Mountain Road* "one of the best books of poetry" to be published that year, and it labeled Wall "one of the best poets, Irish or American, writing in America — or for that matter, Ireland — today."



Wall's newest work is a book of literary criticism.

Early Nights on the Prairie

Dust rises into the air
from behind a moving car,

a man on a porch on a
rocking chair on a

summer evening on Lincoln St.
(pipe smoke above his head)
watching his wife walk

across the yard, a child
with straight white teeth

whose eyes are obscured
by the peak of a baseball hat,

early night — hopes like whistles
reach out across the prairie.

My daughter and son allow
their limbs touch on a swing

in a new house examining this
almost silent red road parade.

— From Iron Mountain Road
by Eamonn Wall

comment on both the strengths and weaknesses of the writing of other students, but there are always risks.

“It can get very dicey,” he said. “Sometimes it can be perfect with open-hearted suggestions but at other times, people feel assaulted by a comment. You can’t step in and invalidate the discussion, but you can step in to shape it so students have something worthwhile to think about.”

Ironically, there’s a danger that students will be so kind to each other that writers fail to receive the constructive criticism they need to improve, he said. “Unspecific praise and blame are worthless, as my mentor, John L’Heureux has said.”

A sense of community develops among creative writing students and professors as a result of their involvement with each other in class, he said. It’s not unusual for discussions to continue after classes at the Student Center or coffeehouses.

The creation of opportunities for students to read their works aloud has greatly stimulated the growth of such community.

“At the readings series with UNO at the end of each semester, we hear the best work from Creighton and UNO,” said Wall. “Students attend our readings series. Between faculty and student writers, there’s quite a lot of socializing over reading together. Writers are approachable kinds of people. A really good thing about Creighton is that faculty are available. Our doors are open.”

Wall said that the relationships continue after graduation.

“I still receive poetry and stories from students who have graduated,” he said. “One recently sent me his master’s thesis. They continue writing as an avocation and why not? It’s the greatest avocation there is. All you need is a pen and a notebook.”

Both Spencer and Wall said their own work as serious creative writers gives them additional credibility in class and provides a role model for their students.

Spencer, who lives at Creighton House on campus, said he reserves mornings for his own creative writing and tells house residents that

“I am not available for emergencies before 11 a.m.”

Once a term, he brings in a draft of his own work and accepts the suggestions of students despite a warning from one of his own professors to never

show students a work in progress.

This gives both Spencer and his students “permission to write a bad first draft” and helps students realize that first drafts should never be final drafts.

Wall said that he finds the combination of teaching poetry writing and working as a poet ideal.

“For me, reading the poets that we discuss in class is very fruitful and helpful to me as a writer,” he said. “The back and forth in class and student comments on writers are useful and build a sense of community. They remind me that I am a student of poetry myself.”

— About the author: Eileen Wirth is chair of the Department of Journalism and Mass Communication at Creighton. She can be reached via e-mail at emw@creighton.edu.

“(Writing) is the
greatest avocation
there is. All you need
is a pen and a
notebook.”

— Eamonn Wall

S P E N C E R

B r e n t S p e n c e r , P h . D .

- Associate professor of English
- M.A., English, University of Michigan; M.F.A. Creative Writing, Iowa Writers' Workshop; Ph.D., English, Pennsylvania State University
- Author of *Are We Not Men?*, chosen by *The Village Voice* as one of the 25 best books of 1996, and *The Lost Son*, a highly praised novel
- Editor, Creighton University Press
- Visiting Writer at Iowa Summer Writing Festival 1999

Despite his impressive credentials, Dr. Brent Spencer said he never thinks of himself as an academic. A native of Pennsylvania, Spencer is the only member of his blue-collar family other than his daughter (Nora Spencer, BA'99) to graduate from college.

He financed his education with a wide range of jobs, including truck driving, ditch digging, factory work and carrying mortar for bricklayers. These experiences and the people he encountered provide the source material for his fictional writings about the lives of



Spencer meets with students Lana Salberg and Patrick Chee outside Creighton House. In addition to his work in the classroom, Spencer serves as resident director of this academic and community living student residence hall, located a few blocks from the main campus.

Photo by Monte Kruse, BA '83

working people.

"I identify with working-class people and the stories they tell," he said. "I know them best. I sit around a lot of coffee shops and hear the stories of their lives. After a while, I can't help writing them down."

Creighton alum and noted author Carol Muske Dukes calls Spencer's book of 13 short stories, *Are We Not Men?*, "one of the most hilarious, bittersweet and brilliant collections of stories to come up the fiction pike in years."

Spencer's first novel, *The Lost Son*, explores the dysfunctional relationships and dreams gone sour of a Pennsylvania farm family. A reviewer for the *New York Times Book Review*

said it "conjures up a powerful vision of alienation and lost love."

Novelist Ron Hansen, a Creighton alum, said the book is "a haunting, poignant, stunning American Gothic."

At present, Spencer is writing a novel during his sabbatical from teaching.

O, Nebraska!

By Brent Spencer

I've only lived in Nebraska for a few years now, but something strange has been happening to me. I'm becoming a Nebraskan. Now don't get me wrong. I'm happy about it, but I'm also a little surprised. It sort of snuck up on me. I've just come back from a trip to California, where I heard a lot of the lines about Nebraska you hear when you travel. One friend put a puzzled look

on his face and said, "Nebraska — that's the big square one, isn't it?" This from someone who lives in a state the shape of a dirty sock. Another person said, "Oh, I once drove through Nebraska. Let me describe it for you — cow, cow, truck stop, cow, cow, truck stop..." And the meanest line of all, from Clint Eastwood's film *Unforgiven*, when the Gene Hack-

man character says, "I thought I was dead, too, but then I realized I was only in Nebraska." I admit I chuckled at these lines, but as I drove back across the mountains and the deserts and the high plains, as I crossed into Nebraska from Wyoming, I started to get my back up a bit. I mean, I want to say to those people, Look around — this place is really something.

Maybe it's the stark beauty of Chimney Rock or the monumental wackiness of Carhenge.

Maybe it's the swells and peaks of the sandhills, the hay heaped in round bales the color of leather, the fenceposts ticking by, insistent as the beat of an old song.

Maybe it's the sky so shaggy with rain one minute. And the next, a lazy sweep of pale blue with feathers of white.

Maybe it's the freight train stretching from horizon to horizon, the trees lit with green flame.

Maybe it's the wonder of central pivot irrigation dressing the fields with watery lace.

Maybe it's even the stern semi's idling in midnight rest stops, the tire scraps flung beside the road like dark broken wings, the orange highway barrels turning the drive into a rodeo event. Gas, Camping, Motel.

Maybe it's the hundred greens of new growth and even the brown of dead grass and the bitter insistence of weeds that will not be denied.

Maybe it's the still ponds and the ponds alive with the flash of a thousand wings.

Maybe it's the cattle feeding among the fallen trees, and the bull pushing his muzzle between the wires, mad for the love of the heifer in the next pasture. And the cowboy in his pickup with his good shirt hung neatly next to him. For love, I tell you.

I'm talking about taking pride in the place you live, yes. But I'm talking about something more, I think, too. Go out and find it for yourself. You'll know it when you see it. It's what Bill Kloefkorn, our state poet, calls "the long-boned beauty of Nebraska." ■



NEBRASKAland Magazine Photo by Bob Grier

Chimney Rock, located in western Nebraska, has become one of the most famous landmarks in the American West. This unique formation — the most noted on the Oregon Trail — has come to symbolize the greatest voluntary migration in the history of mankind. Chimney Rock attracts more than 35,000 visitors annually.

a Story of Hope

By Beverly Kracher, Ph.D.



Photo by Kent Stevers

Graduate students enrolled in Dr. Beverly Kracher's Business and Society course presented her with Hope Angel, a doll created by one of the North Omaha entrepreneurs the students assisted. "We wanted you to know that this class gave us hope," one student said.

It was the last day, the last hour, of Creighton's graduate-level Business and Society course for the year in the College of Business Administration — a course that recently adopted service learning as its approach.

The students had attended class for four weekends

in a row — from 6 to 9:30 p.m. on Friday and from 9 a.m. to 3:30 p.m. on Saturday.

They were wrapping it all up, calling it a day, when one student stood up and spoke for the rest of the class.

"We all chipped in and bought you this," he said.

As he walked to the front of the class, he pulled a

mop doll out of a decorated, brown paper bag.

“It’s the Hope Doll, made by one of the entrepreneurs we did service with,” he said. “We wanted you to know that this class gave us hope.”

A CALL TO ACTION

Service learning is spreading quickly with business schools across the country. It became part of Creighton’s Business and Society course in the summer of 1998.

One of my main goals, as the course instructor, is to incite students to action — to do something, as business people, about what they believe is the role of business in dealing with poverty and injustice.

Service learning embodies two concepts — serving to learn and learning to serve.

Students in Creighton’s Business and Society course do community service just as they do traditional reading and writing. The community service is valuable in itself, but it also is a tool. It helps students understand course concepts and evaluate their commitment to the common good. They learn more about their own stereotypes and assumptions and about the programs and projects in their local community.

The service projects are coordinated through the Microbusiness Program and the Women Mean Business Program, sponsored by New Community Development Corporation (NCDC). These programs help unemployed and underemployed residents primarily in North Omaha start their own small businesses. North Omaha is an inner-city area near Creighton’s campus, in which unemployment runs 13 percent higher than the rest of Omaha. (See box at right.)

Recent Small Business Association data shows that 91 percent of all Nebraska businesses are microbusinesses — small businesses with five or fewer employees — providing 25 percent of all Nebraska jobs. Even if a small business fails, it leaves behind assets that improve the lives of the people involved. These are the reasons NCDC provides microbusiness training.

The entrepreneurs in the Women Mean Business Program and the Microbusiness Program attend six- to eight-week courses. The class topics are numerous and include goal-setting, time management and finance. The Women Mean Business Program, as part of its mission, targets Temporary Assistance to Needy Families (TANF)

About North Omaha

There are many conditions that created North Omaha’s economic woes: road construction, the social upheaval in the 1960s, lending practices, a shift in jobs and our mass transportation system. The North Freeway cut a once strong community down the middle. The protests of the ‘60s that spotlighted racism in hiring practices, housing ordinances and the criminal justice system in Omaha also included violent demonstrations during which buildings and businesses in North Omaha were destroyed. Redlining in banks and lending institutions, the practice of withholding loans or insurance from people in neighborhoods considered high economic risks, restricted growth and land



Photo by Pam Berry

This abandoned North Omaha home eventually was razed.

improvement in the area. As business shifted from manufacturing to service, jobs moved from North and South Omaha to suburban West Omaha. The lack of an effective mass transportation system made it difficult for low-income North Omaha residents to get jobs at the large manufacturing facilities in West Omaha.

Today, North Omaha has the highest concentration of welfare recipients in the state; the average poverty rate in the census tracts is approximately 40 percent; second to South Omaha, it has the lowest total jobs in the city; and, as a result of death, divorce and culturally influenced personal decisions, there are significantly more single-parent households in North Omaha than any other area of town. It is difficult for some North Omaha residents to choose private sector employment over welfare, especially if they are trying to raise their children on their own or if one of their children is struck with a debilitating illness. The costs of childcare, health care and transportation can drain the financial resources of someone earning \$6 to \$7 an hour.

The Face of Entrepreneurship

Stephanie McCall stood staring at the faceless doll she had just created from, of all things, the cords of a mop. In a stroke of inspiration,

she had arrived at a hairstyle — the braided look of dreadlocks. She even had a name for the doll, Hope Angel. But why couldn't

she come up with a face?

The question nagged at her, until she stumbled across the following Bible passage: "We are saved by hope: but hope that is seen is not hope." That was it; the doll was to remain faceless.

That was four years ago. The doll, created for a friend, was the beginning of a small business for McCall, who makes and sells the faceless dolls out of her North Omaha home.

It was hope that brought McCall to the NCDC/Creighton program last fall to work with graduate students in the Business and Society course in an effort to further her entrepreneurial dreams.

"The Creighton experience was a great inspiration," McCall said. "It gave me more insights into the details of business."

At the recommendation of students, McCall changed the name of her business from Funky Dreds to Funky Dreds and Friends. "Funky Dreds put me in a box," McCall said. "The students found a way to get me out of that box."

Today, there are 15 dolls in the Funky Dreds and Friends collection. Each has a unique meaning, which is explained on attached cards. The dolls can be ordered by calling (402) 344-3178.



McCall is surrounded by her mop doll creations and Creighton students Kumi Trimmer and Dwayne Hutson.



McCall creates a mop doll in her North Omaha home.

Photos by Kent Stevers

recipients, typically single parents who want to start their own businesses. This program also covers such topics as improving self-esteem, planning for child-care, the culture of work and building healthy support and



Photo by Kent Sievers

Renita Guyton receives help from Business and Society student John Caruso. The graduate students work with the entrepreneurs on their basic business plans, feasibility studies, marketing and computer skills.

networking systems. Two Saturday mornings during the Business and Society course, the entrepreneurs come to the College of Business Administration on Creighton’s campus. The graduate students work with the entrepreneurs on their basic business plans, feasibility studies, marketing and computer skills. By teaching North Omaha entrepreneurs what they know about business, graduate students have an opportunity to challenge their own beliefs about business and poverty.

NORTH OMAHA TOUR

The weekend before the graduate students and entrepreneurs meet, the graduate students visit the North Omaha community. One of the components of right action is awareness, and the North Omaha tour helps create this awareness. With maps in hand, in groups of two to five, the students drive the streets, look at the landmarks, stop and browse through stores, and experience the things they were told in class about North Omaha. The students note the barrier the North Freeway creates in what they imagine was once a tight-knit community. They count the empty lots and dilapidated buildings, thinking of the redlining that has occurred in the area. (Redlining is the practice by banks and lending institutions of withholding loans or insurance from people in neighborhoods considered high economic risk.) They look for businesses that can employ the

people in North Omaha, but find few.

Only a couple of the graduate students live in North Omaha. Some have done extensive service work in the community though they have never lived there. Michael and Cathy Hanus, a married couple who took the Business and Society course together, said they felt at home in North Omaha because both have regularly volunteered for a program that helps individuals file their tax statements.

During class, students are asked to defend their positions about whether businesses have the responsibility to help break down social and economic barriers in their communities. Students read real-life stories, such as those in *Aiming Higher*, edited by David Bollier. In one story, a restaurateur in Philadelphia, Judy Wicks of The White Dog Café, talks about how she created sister-relationships with restaurateurs in different areas of her city, then organized bus tours from restaurant to restaurant in order to broaden the food and

where
 “It doesn’t matter where you live or
 what you do, we all have the same
 hopes and dreams. Social injustice
 is ignoring these hopes and denying
 others the chance to fulfill their dreams.
 It is everyone’s responsibility
 to help those less advantaged achieve
 their goals and lead a better life.
 Gifts come in all packages and
 we must give everyone the
 opportunity to use theirs.”

— Business and Society student

social horizons of the restaurants' clients.

"(Customers say) we now have a different perspective of the other communities and realize that they are not all of the bad labels that are placed on them," Wicks said.

The stories show graduate students that business can make a difference. The North Omaha tour provides graduate students with a perspective through which they will judge whether business should make a difference.

FACING STEREOTYPES

I met Shelly (who wished not to be identified by her real name) and Michelle Schoeneman as they were com-

ing out of one of the computer rooms in the College of Business Administration building. Shelly, an entrepreneur and a TANF recipient, and Schoeneman, a graduate student, had been working together all morning.

They were both very excited. "I just found myself on the Internet!" Shelly said. "It's true," Schoeneman beamed. An artist, Shelly had shown some of her work at a local college show, and her name and some of her art was posted on the Internet. This is not what many of us expected. To be blunt, some of us in class had the stereotype that people on welfare are unskilled. But

here was Shelly, a talented artist, with dreams and hopes for a better life just like the rest of us. Her problem, if you want to call it that, is that she does not know

"It's all about
breaking down
the barriers."

— Business and Society student

From Welder to Business Owner

Lula McPherson knew something had to give. Her young son was suffering from asthma, but her job as a welder did not allow her to take much time off from work. She phoned a family friend about helping in her cleaning business. For six months, McPherson pulled double duty. She worked as a welder on the third shift — from 9:30 p.m. to 6:30 a.m. — came home for a few hours sleep and then cleaned houses until 3 p.m.

"It was a lot of work," McPherson said. But it paid off. Six years ago, McPherson started her own business — Pearl's Cleaning Service. It has allowed the North Omaha entrepreneur to spend more time with her four children, especially young John Jr., who is now 12 and whose asthma has improved.

"I didn't have to worry about

getting to work and punching a time clock," McPherson said. "John was tickled pink. I remember him looking at me, smiling and saying, 'I'm so glad you're at home.'"



McPherson proudly shows her microbusiness certificate, while Creighton student Sue Ann Seitz shares in her joy.

McPherson loves the flexibility her small business affords her, but she has had to face new

challenges, such as: How do you find dedicated employees? And, how can you more effectively market your business?

For answers, she turned to NCDC and the graduate students enrolled in Creighton's Business and Society course. The students helped her find a logo, design business cards and develop an application form for prospective employees.

"They helped me a lot," McPherson said. "They treated my business like it was their own. They were so personal."

McPherson beams when she shows the certificate she recently received for completing the NCDC microbusiness program. One of the Creighton students who helped her, Sue Ann Seitz, smiles, puts an arm around McPherson and shares in her pride.

how to turn her talent into a profitable business venture. We began to wonder, “How is she different from the rest of us?”

In the afternoons, after each session with the entrepreneurs, the graduate students reflect on their morning experiences. One student spoke about his experience that morning with an entrepreneur.

“I came to class today thinking about how much work I have to do at my job, how much work I have to do for my classes, how I’m going to have to be in class all day today after working hard all week. I was feeling pretty sorry for myself. Then I listened to her describe what she is doing — working full time, taking care of her kids, taking care of her house, taking microbusiness classes, preparing a Thanksgiving feast for her relatives and friends — the list kept going on and on. And I thought, I can’t hold a candle to this woman! She works so hard! But she lives in poverty and I do not. Working with her gave me perspective again.”

Other students nodded their heads in agreement because he was expressing the feelings many of us had that morning.

Some of us held the typical assumption that welfare recipients and the underemployed do not have a strong

we have — to make life better for themselves and for those around them. They have values and dreams like ours, but they live in poverty and we do not. Why? Like



Photo by Kent Sievers

Business and Society students tour the Great Plains Black Museum in Omaha. Through the course, the students learn more about their North Omaha neighbors.

some of my students, a part of me sometimes rationalizes that I am better in some way — I work harder, I work smarter, have better values or dreams than they do and that is why I am not poor. And sometimes, I guess, this belief is true. But in our service, we learned (or were reminded) that talent, hard work, dreams and values are not usually the issue. Something else is causing their poverty.

“There, but by the
grace of God,
go I.”

— *Business and Society student*

work ethic. The notion that if “these people just worked harder they could pull themselves up by their own bootstraps and live more comfortable lives” resounded in us. But the people we met during our sessions worked hard, and many worked smart.

Through our time spent with the women from North Omaha we discovered that they have the same dreams

INNER-CITY POVERTY AND SOCIAL ISOLATION

In his book, *When Work Disappears*, W.J. Wilson argues that one of the causes of inner-city joblessness is social isolation.

By example, one of the entrepreneurs, Susie Woodruff, wanted to start a travel agency. A graduate student who worked with her, Durl Reed, is in the travel industry. Reed helped Woodruff understand how the industry works, and gave her some networking tips and some resources.

It was really nothing more than Reed would have given someone he met on a golf course or at a Friday afternoon party. The difference is the “Susies” of the world do not play golf and do not frequent the same parties as the “Durls” of the world. The “Susies” of the

a **Move** Toward Social **Innovation**

The fact that there is 15 percent unemployment in North Omaha while there is 2 percent unemployment in the rest of Omaha does not justify the judgment that there is economic injustice, nor that business should do something about it, without an added ethical assumption about sociopolitical philosophy or corporate social responsibility.

The modern concept of social responsibility encompasses four types of business responsibilities: economic, legal, moral and citizenship. While society expects business to simultaneously do all four — make profits, obey laws, not harm their stakeholders and be philanthropic (by giving to charity, promoting volunteerism, etc.) — only the first three are required. Philanthropy is seen as discretionary, something responsible companies do voluntarily, something that is above and beyond the call of duty. According to this model, even if we can establish that there is economic injustice in Omaha, an Omaha business is not economically, legally or morally required to do something about it. And while a good corporate citizen voluntarily gives something back to the community through philanthropy, an Omaha business is not ethically required to address the injustice of

unemployment itself.

However, the model of corporate social responsibility is evolving. Rosabeth Moss Kanter, in her recent *Harvard Business Review* article, “From Spare Change to Real Change,” writes that leading companies understand their interdependence with their communities.

A company's **bottom line**

is **positively** and directly

impacted when it

effects **real** social change

by **confronting**

economic injustice.

They have moved past corporate philanthropy to corporate social innovation.

The business leaders who are social innovators have several characteristics in common. First, they have a basic moral sensitivity. They

are mindful of community needs and underserved populations and have a sense for promoting the common good. Second, they have business savvy. They have strong imaginations and are very creative. They see the community needs as economic opportunities — to develop new markets, new technologies, new management practices, and to solve long-standing business problems. Social innovators fund their projects out of research and development budgets or operating budgets rather than public relations budgets or philanthropic foundations, thus treating the social projects as central to their company's operations. They use their most skilled employees to work on the projects, which reinforces the idea that these projects are business investments.

Social innovation brings new meaning to the phrase “good corporate citizen.” A company's bottom line is positively and directly impacted when it effects real social change by confronting economic injustice. Thus, Omaha businesses have an economic responsibility to be socially innovative. As the old saying goes, “by doing good, they will do very well.” Corporate citizenship is no longer a warm fuzzy. It is good, solid business. — **BK**

"It's **necessary** to get to
know people for **who** they are.
 A person's worth can **not** be determined by
 where they **live**, by the **color**
 of their skin, by the **money** they make.
 We all **dream** and we all **struggle**.
 We can **learn** from **everyone**."

— Business and Society student

world do not attend schools like Creighton University where they can meet the "Durls" of the world and leave the system with a network of opportunities.

The students came to appreciate Wilson's argument that social isolation, which restricts networking and job opportunities, causes joblessness and poverty.

A FINAL PROJECT

Each Business and Society student, as a final project, is required to create a community involvement plan for the company in which he or she is currently employed. They must state the plan's justification and respond to potential objections. The plan must include projected financial costs and benefits of the proposed program.


Several graduate students' plans have the markings of social innovation (see box, page 32). Having toured North Omaha and worked with North Omaha entrepreneurs, students have created plans that are profitable for their companies while providing opportunities for the unemployed or underemployed in the community.

For example, one student created a plan for a West Omaha manufacturer having trouble recruiting good workers for entry-level jobs. The plan included the firm's participation in the Welfare-to-Work program while providing reliable transportation services for new employees. Another student from the same company noticed the difficulty the organization has with retaining

good workers. She devised a plan to provide sliding scale day-care for employees who have recently participated in NCDC's programs and worked their way off welfare. Other graduate students who work for local banks focus on the entrepreneurs' need to acquire loans. Modeled after Vermont National Bank and American Savings Bank of Los Angeles, students' plans design less restrictive underwriting criteria that open doors for the credit-worthy while creating new loan markets for banks.

A UNIQUE OPPORTUNITY

Creighton's service-learning Business and Society course is one of only a few avenues through which North Omaha entrepreneurs meet and mix with business people and business students outside of the North Omaha area. The course gives graduate students a unique opportunity to challenge their beliefs about business and poverty and their commitment to the common good. A bridge for transcending race and class differences is being built at Creighton. An avenue for promoting corporate social innovation is being developed.

I think the graduate students are right. There is hope.
 — *About the author: Beverly Kracher, Ph.D., is an assistant professor of business ethics and society at Creighton. She can be reached via e-mail at beverlyk@creighton.edu.* 

Visit the Business and Society Website



Log on to the Creighton University
 Business and Society website at
<http://cobweb.creighton.edu/businesssociety>.

THE PROPHET

Elijah

THREE STORIES

Lawrence Raful
Professor of Law

Elijah the Prophet lived in Israel during the ninth and 10th century BCE (Before Common Era). Although his name does not grace the title of any of the biblical books of the major and minor prophets, throughout the ages he has become the central figure in Jewish traditions, a mysterious and beloved "everyman." Elijah, in various disguises and roles, works for justice and performs miracles to help the poor and downtrodden. He is best known as part of an important ritual in the Passover meal, and he is said to be present at births and weddings. But Elijah's most prominent role, perhaps the major reason that he has become so popular, is as the precursor, the forerunner, of the coming of the Messiah (see Malachi 3:24).

It is for this reason that Jews everywhere greet the end of the Sabbath day and the beginning of a new week with a prayer that, God willing, Elijah the Prophet will appear this week, to herald the coming of the Messianic era.

When I was young, maybe the fourth or fifth grade, I had a wonderful, kind Hebrew School teacher, a cantor by trade but serving double duty on Tuesday and Thursday afternoons trying to ride herd over active and disinterested 10-year-old boys. He would spice up our seemingly dull Hebrew lessons with songs and stories, and often he talked about Elijah the Prophet. He spoke Elijah's name much as Ichabod Crane spoke of the Headless Horseman — with a combination of fear and reverence.

I remember to this day my favorite story, because it both



Photo by Monte Kruse, BA '83

Creighton Law Professor Lawrence Raful said Elijah's most prominent role is as the precursor of the coming of the Messiah.

warmed me and sent chills down my spine. The cantor told of a young boy who continually asked his father, the proprietor of an inn, when he would meet Elijah the Prophet. His father always told him to be patient. One night, the boy was left to care for the inn while his father was called off to tend to another matter. A poor man entered, obviously hungry and tired, weary from his travels, dressed in a poor man's set of clothes. The beggar pleaded for a place to rest and a bite to eat, but, because his father did not want these kind of people in his

establishment, the young boy scolded him and demanded that he leave. The poor man turned to the door and left. Soon the father returned and asked if anyone had entered while he was gone.

“No, Father, nobody came.”

The father asked again, “Are you certain that no person was here?”

“Well,” the young boy stammered, “there was a filthy beggar who stopped in, but I sent him away as quickly as I could.”

The father was quiet for a moment, and then asked his son, “My son, did you greet this man? Did you call out ‘Shalom Aleichem’ (peace be unto you)?” The son

shook his head.

“Don’t you know that perhaps it was Elijah the Prophet who came to call upon us? Why didn’t you invite him to stay? Perhaps it is time for the Messiah to come. But now that you have not greeted him, perhaps Elijah will think the time is not yet right.”

And the cantor looked at us — 10-year-old boys sitting silent, in awe, in anticipation — and he said, “You should make it a habit for your entire life to greet all people by saying ‘Shalom Aleichem,’ regardless of rich or poor, old or young. Maybe the fate of the world to come will rest upon your

greeting Elijah the Prophet, and he will deem it time for the Messiah.”

...

Rabbi Joshua ben Levi met Elijah and asked him, “When will the Messiah come?”

The Prophet answered, “Go and ask him. He sits at the entrance to the city, among the poor and the lepers.”

The rabbi asked, “How will I recognize him?” And Elijah replied, “The lepers untie all bandages at once, and rebandage each separately, while he unties and rebandages each separately, thinking, ‘Should it



This 15th century German “Haggadah” — the ritual book used during the Passover celebration — depicts the coming of Elijah on Passover Eve.

be the appointed time for my appearance, I must not be delayed.”

So Rabbi Joshua went to the place and greeted him, “Peace upon thee, Master and Teacher.” And the Messiah replied, “Peace upon you, son of Levi.”

“When will you come?” asked Rabbi Joshua. And he replied, “Today.”

Rabbi Joshua returned to meet Elijah, and the Prophet asked, “What did he say to you?” The rabbi said, “Surely he was joking with me, for he said he would come today, and yet he has not.”

And Elijah the Prophet answered him, “This is what he said to you: ‘I will come today, if you hear my voice.’ The Messiah is waiting to be called.”

Mishnah Sanhedrin 98a

• • •



I have written previously in these pages (*WINDOW*, Fall '94)

about my parents. My father was an American soldier who, at the end of World War II, met my mother, a Hungarian girl who survived the concentration camps. Two years later, they married. Last year, our family prepared to celebrate their 50th wedding anniversary with great pleasure and emotion. Family and friends came from across the country and from around the world for the festive weekend. My brother and I, our wives and our children, worked diligently to tell in story, song and prayer the truly wondrous miracle of this union of two special people. The three-day weekend of activities was a great success, a mixture of laughter, tears and love.

The opening event of the

weekend was a traditional Friday night Sabbath dinner, but because of the large crowd, this dinner was held at the social hall of my parents' synagogue instead of at the dinner table at home. There is usually a Friday night Sabbath service there, but the rabbi was taking part in a special ceremony at another synagogue and the services were canceled that night. So we had the whole place to ourselves. Dinner was slow and relaxed and filled with traditional prayers and songs, stories and visiting. We ended dinner with the traditional blessings after meals, led by the five grandchildren.

Because it was such a beautiful evening, we then decided to move outside to the patio area. Everyone grabbed a chair while my brother and I moved the small upright piano outside so that we might continue with our singing, which ranged from traditional Jewish songs to Broadway show tunes. We



Susy and Bob Raful celebrated their 50th wedding anniversary with family, friends and an unexpected guest.

set up the chairs in a circle around the piano, and I was nominated to lead the group in our songfest.

Fifteen or 20 minutes into the spirited singing, an elderly man shuffled in from the parking lot. He had a shock of white hair and appeared unkempt, and he walked with a difficult gait, aided by a cane. He was dressed in a most

informal manner, with part of his shirttail hanging out, and it is possible that his attire had not seen the inside of a washing machine for some time. He walked around the circle, looking puzzled, and then he smiled, found an empty chair, and promptly became part of the circle. He joined in singing a Yiddish song we had started, and it was obvious that he relished this chance to join in song. I looked at my dad, who pretty much knew all the Jews in their small town, and he looked at me and shrugged his shoulders, as if to say “I don't know who he is!” But he wasn't bothering anyone, so we let him sit and he sang along with us as we started another song.

A few minutes later, two well-dressed young men, perhaps in their 20s or 30s, came in to the patio area, and looked around and spotted the old man sitting in our circle. My dad went over to them and whispered quietly. We all kept singing, but it was pretty obvious that most of us wondered about what was to happen. Was this man an escapee from the hospital? Was he a bum on the lam? Was he homeless, wandering through town trying to find a decent meal?

The old man was oblivious to the conversation that was taking place not 20 feet away, and he smiled and continued to sing with gusto. My dad concluded the whispering and walked over to me and quietly said, “The old man is here to say *Kaddish* at services; those are his two sons who came to join him.” I understood then that the gentlemen had come expecting the usual 8 p.m. Friday night services, and the old man came to find a *minyan* (10 people who are required in order to pray) so that he could say the memorial prayer for a deceased relative who

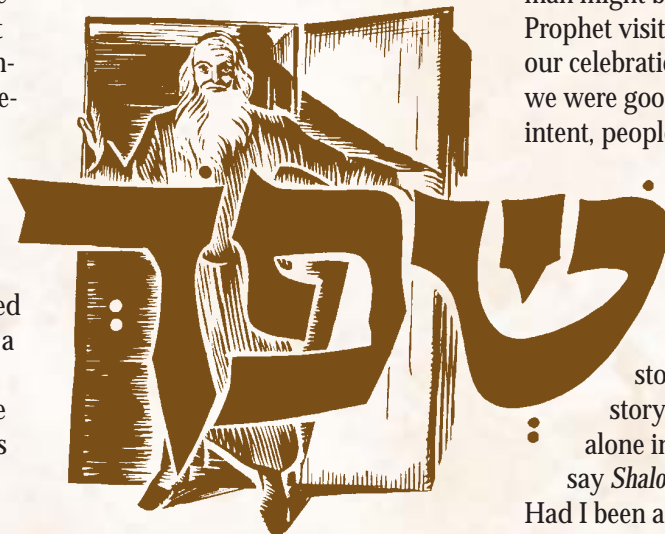
had died on this particular date in years past. Jews certainly can recite many prayers alone, but some prayers require a minyan, and the Kaddish, the memorial prayer, is one such example.

It was clear what we should do — at the end of our song, I announced that our “friends” had come to say Kaddish, and that we needed some people to go into the synagogue so that we could chant the Friday evening service. A number of men and women immediately got up and went into the sanctuary, and Dad asked me to lead the services. I chanted the traditional Friday night Sabbath service at a brisk speed, and the others in the minyan joined in at the appropriate parts. I stole a glance, once or twice, at the old man, but he was not following the service at all. His prayer book was open, but he was looking around the sanctuary at the people there, and never once did I see him utter the prayers.

Finally we arrived at the conclusion of the brief service, and I announced in a loud voice that those who were mourning or who were observing a *yahrzeit* (the anniversary of a relative’s death) should join me in reciting the Kaddish prayer. As is the custom in most synagogues, I said the prayer in a loud, clear, slow tone, so that those who are unfamiliar with the prayer, or those who do not regularly attend services, might be able to follow along. It was at this point when I first heard the old man mumble in Hebrew, and he followed along with some difficulty, but he knew the required words.

We concluded the services, I turned and said *Shabbat Shalom* (“may you have a Sabbath of

peace”) to those in the room, and the old man smiled, put down his prayer book, and, without a word, shuffled out the door. His two sons came forward and shook my hand and thanked me, and my father, and then they left. We never learned the identity of the man and for whom he prayed (his parents? his wife? brothers and sisters?), and my



Elijah the Prophet, from a 1941 Passover “Haggadah.”

folks have never seen him again in their house of worship.

The incident stayed in my mind for some time after that weekend, and I felt a mixture of emotions. I felt ashamed of my initial negative reaction when he first arrived, barging in on our special festivities, and I knew that his appearance repelled me. I felt proud that I could, in some small way, balance this behavior by leading the service and the prayer of remembrance. I admit to focusing too much on his dress and his manner and his odd behavior, and I was sorry that I spent part of the prayer service wondering if he was really there to pray when I saw that he did not participate in the service like others in the synagogue.

A few weeks later I told a good friend the story, telling him that it had stayed with me and seemed so odd to me, sort of mysterious and bizarre. My friend listened to the whole story and, in a tone that showed that the answer was obvious to him, said, “It was Elijah.” His comment startled me — I had not even thought about Elijah, that this man might be the disguised Prophet visiting us to participate in our celebration, or to make sure that we were good people of good intent, people who would stop in

the middle of a 50th anniversary party so that a disheveled old man, a stranger, could recite Kaddish.

I remembered the story my teacher told, the story about the boy left alone in the inn. I did not even say *Shalom Aleichem* to this man. Had I been a disappointment to Elijah the Prophet? Did my actions further delay the coming of the Messiah? I hope not.

I still don’t know who the man was, and I don’t know when the Messiah will come. But I once heard Elie Wiesel, Nobel Peace Prize recipient for his work in chronicling the Holocaust, say this: “Christians believe the Messiah has come and will come again, and Jews believe the Messiah is still to come. Why can’t we wait for the Messiah together, in peace?”

When you meet Elijah the Prophet on the street, remember to say “Peace unto you” so that Elijah may think the time is right, hastening the days of peace on earth.

— *About the author: Lawrence Raful is a professor in and former dean of the School of Law. He can be reached via e-mail at raful@creighton.edu.* ☐



Alums aid malnourished in Honduras

by Rick Davis

Little Jessica sits listlessly on the tile floor. Her dark brown, sunken eyes stare blankly across the corridor. Her black hair is thin and brittle. She is 16 months old, but at 10 pounds, she weighs less than some newborns.

While most children her age have begun to toddle around and curiously explore their world, tiny Jessica has yet to take her first steps. Her legs cannot support her weight.

Her illness? Malnutrition.

In Ocotepeque, a mountainous region of 130,000 people located on the western edge of Honduras (one of the poorest countries in the Western Hemisphere), Jessica's condition is not unique.

"In our area, about 35 percent of the children fall below the growth curve," said Dr. Hans Dethlefs, BS'87, a volunteer with the Christian Foundation for Children and Aging working in Ocotepeque.

"Some of the kids are at the point where they get swollen from a lack of protein."

For Hans and his wife, Andrea (Nigro) Dethlefs, BS'89, the plights of Jessica and other Honduran children like her were an inspiration, a calling.

"We thought, 'There's a real problem that's not being addressed here, and we have to do something about it,'" said Andrea.

The Dethlefses began an effort to build a nutrition center along-



Dr. Dethlefs treats a malnourished child, swollen from a lack of protein, at the nutrition center while two of his children play in the foreground.

side Casa de Maria, a small health complex where Hans works. The complex, which is directed by three Franciscan sisters, included a convent, a medical clinic and a nursing home. But no nutrition center.

"The kids really needed a dedicated environment where they could go to reverse the cycle of illness and malnutrition," Hans said. "The public health centers didn't have a good way to address it. And we didn't have a good way to address it."

After more than a year of planning and seven months of construction — and thanks to the generous donations from churches and individuals in the United States — the center opened this past June.

The center includes inpatient beds and cribs for up to 20 children. It also includes an outpatient center, which provides ongoing care to the children once they go home.

"With the inpatient center, we can keep kids for several months to recuperate from malnutrition if they are severely malnourished," Hans said. "At the outpatient center, we see the patients once a month, at which time we give them provisions, powdered milk and other basic food. We also educate the parents on health issues so



Tiny Jessica (pictured at 16 months and 10 pounds in the photo at the top of this page and at 20 months and 8 pounds heavier in the photo above) was one of Dr. Dethlefs' patients.



Hans and Andrea Dethlefs have lived in Honduras since September 1997. They have three children: Allison, 6, Rachel, nine months, and Christopher, 4. They will return to the U.S. this June.

they can provide a safer and cleaner home environment.”

Flipping through the Dethlefses’ photo album, one alternately aches with sadness and swells with hope.

After four months in Hans’ care (including five days in the Dethlefses’ home), tiny Jessica gained eight pounds and started to walk. Her body has filled out. Her eyes twinkle. Her hair has filled in. And a smile creases her round face.

“It’s been fun to watch the children that we have helped,” Hans said. “We have another two-and-a-half year old who wasn’t able to crawl or anything when she came in, and now, after about three-and-a-half months, she’s starting to walk.

“They really catch up amazingly quick.”

“When they first come in, a lot of them are just kind of lifeless and can’t move much,” Andrea said. “After they are in our care for a few months, they are much happier, more active.”

The Dethlefses are, themselves, the parents of three children: Allison, 6, Christopher, 4, and Rachel, nine months. The Dethlefses have been working in Honduras since September 1997. Rachel was born at a hospital in nearby El Salvador. They plan to return to the U.S. this June.

In addition to Hans’ work with the nutrition center, Andrea teaches English to the children sponsored by the Christian Foundation for Children and Aging and helped to build and furnish a small library in town.

They named the library St. Columbkille, after the Papillion, Neb., grade school that helped raise funds for the project. Students collected 90,000 pennies during Advent. Another fund-raiser had students paying 50 cents to wear jeans to school once a week during Lent.

The library opened last August. To the delight of the children, Andrea has established a reading program

and, for the younger children, a story time.

“It’s really kind of a new thing for them,” Andrea said. “They really don’t know what it’s like to read for pleasure. You can tell they love it. They are really enthused about it.”

Andrea and Hans met while at Creighton. Both took part in Creighton’s Institute for Latin American Concern (ILAC) program, aiding the poor in the Dominican Republic, and spring break service trips.

“I think Creighton very much fostered a service orientation attitude,” Hans said. “The University really does a good job of getting one into a service mind-set.”

After Hans completed his family practice residency in Wichita, Kan., the couple began searching for service opportunities in Third World nations. The Christian Foundation for Children and Aging, a lay Catholic organization headquartered in Kansas City, Kan., was a perfect fit. The agency serves more than 150,000 needy children and the elderly in more than 1,000 communities and 26 countries around the world.

The poverty in Honduras is staggering. According to the World Bank, the average annual income is about \$650 (U.S.), with more than 50 percent of the population living in poverty.

“People will walk seven hours (to the clinic) rather than walk two hours to the main road and pay 50 cents



The nutrition center seen here under construction was the idea of the Dethlefses’. The center was completed last June.

to take a bus, because 50 cents is a big deal to them,” Hans said.

But the Hondurans also are a loving people, the Dethlefses said.

“They have a welcoming attitude,” Hans said. “They are always hugging and shaking hands.”

Both said it will be tough to leave.

“We are very personally invested in the place,” Hans said.

Added Andrea: “We feel we are part of the community.”

WAITE KEYS COBA STUDENTS INTO THE FUTURE

Creighton alumnus Donald Waite, BSC '54, has made a generous gift of nearly \$100,000 to establish the Seagate Technology Electronic Commerce Laboratory for the College of Business Administration (CoBA). Through his extraordinary commitment, Waite has helped supply Creighton's business students with the tools for academic and professional success.



There was a time when all a student needed for homework assignments was a trusty Underwood typewriter. Today, educational technology is transporting Creighton's student body across the globe, enhancing the lessons taught in class and cultivating group interaction and communication among students and faculty. Equipped with 24 workstations, the Seagate Laboratory helps sharpen CoBA's cutting edge in the study of electronic commerce. Furthermore, the Seagate Laboratory prepares those students pursuing a Master of Science in e-commerce with a technical telecommunication infrastructure. Through Waite's tremendous support, Creighton business students and faculty are keyed into the future.

An Iowa native, Waite earned his bachelor of science in accounting at Creighton in 1954. He serves as the executive vice president and chief administrative officer at Seagate Technology, Inc. In 1997, the College of Business Administration conferred the Alumni Merit Award on Waite for his leadership in the world of corporate finance and information technology. Waite's personal and profound commitment to Creighton complements his dedication to his family, his community and his work.

KRESGE CHALLENGE GRANT MET

Science equipment: the words evoke images of microscopes and test-tubes, goggles and lab coats. Yet, to Creighton's undergraduate science students and faculty, these words translate into real opportunity for scientific inquiry and exploration.

Last fall, Creighton's undergraduate laboratories received a vital influx of funds for new, state-of-the-art science equipment. Acting as a powerful catalyst, The Kresge Foundation of Troy, Mich., awarded the University a grant of \$400,000 with the challenge that Creighton raise \$2 million for the *Success in Science Initiative*. With

\$2,045,005 raised, Creighton is pleased to announce the successful completion of the Kresge Challenge.

Through the *Success in Science Initiative*, Creighton has established the Equipment Repair and Replacement Fund and the Equipment Endowment Fund. Both

funds will help Creighton equip its undergraduate science laboratories for the 21st century.

As a critical campus priority, the *Initiative* prompted tremendous support from alumni, faculty and staff, board of directors, corporations and foundations. The Omaha World-Herald Foundation was one of the first to endorse the laboratory renewal project with a leadership gift of \$500,000, and Wayne Ryan, BS'49, MS'51, chairman and CEO of Streck Laboratories, Inc., in Omaha, helped Creighton conclude the Kresge Challenge with his gift of \$100,000.

Creighton University remains grateful to The Kresge Foundation for its grant of \$400,000 and

to all its constituencies which supported the *Success in Science Initiative*. Through this *Initiative*, generations of Creighton undergraduates will have access to the latest science equipment as well as an expansive world of discovery, knowledge and scholarship.



CREIGHTON INTRODUCES NEW GIVING LEVEL

Gifts to Creighton University at leadership levels go the extra mile in equipping students with the education, skills and ethics to lead and serve in an increasingly complex world. Creighton's premier Donor Recognition Club, the Edward and Mary Lucretia Creighton Society, has recently introduced a new giving level for alumni, parents and friends who make an unrestricted gift of \$5,000 or more to the Annual Fund. Named the Jesuit Circle, this new giving level honors those who extend an extra measure of support to the

University. Moreover, gifts to the Jesuit Circle honor the scores of Jesuit educators who have profoundly impacted generations of students for more than 450 years. For information about the Jesuit Circle, Creighton Society and the Annual Fund, please contact the Office of Development at 1-800-334-8794.

BANNER GIFT YEAR

Creighton's Office of Development had one of the best fund-raising years in Creighton's history during 1998-99. Even though not in a fund-raising campaign, the University raised \$19,001,955 in gift income. That was up from \$17,675,602 in 1996-97 and \$14,767,949 in 1997-98.

More Casualties of War

By Pamela Adams Vaughn

When Fr. Don Doll, S.J., journeyed to El Salvador this past summer to document the Jesuits' work in this war-ravaged land, he knew some of what he would encounter:

The sunlit garden at the University of Central America that had been defiled 10 years ago by the murders. The Jesuit residence that easily had yielded to the boots and weapons of thugs. The simple rooms, still haunted by the slayings, one of which Fr. Doll would occupy.

But the Creighton Jesuit also would encounter face-to-face a different casualty of war — and one person's efforts to tell its truth and to put the past to rest.

Former Jesuit classmate Fr. Jon Cortina, who was away from his home the morning of Nov. 16, 1989, when his six Jesuit house-mates, their housekeeper and her 15-year-old daughter were slain, had unearthed another terrible business of the civil war in El Salvador: the murdering of parents and abduction of their children to sell in adoption in the United States.

"He found a wound in many families that wouldn't heal," Fr. Doll said of Fr. Cortina on his

video that resulted from the journey. "As part of the army's scorched earth policy, children of the opposition were abducted from the battlefield by soldiers and falsely labeled war orphans. Many were channeled into a corrupt and lucrative adoption business."

One such victim was Ernesto Sibrian, then 2 years old: His mother was murdered by soldiers as she clutched Ernesto to her breast. The bullet that killed his mother ricocheted through Ernesto's arm in the process. His 6-year-old sister, Lilian, could only watch in horror. Then, cradling Ernesto, she ran with him to the river.

Soon, soldiers were separating the two children, claiming that Ernesto would be taken to a place for orphans, to be cared for, with other children. That was the last his family would see of him for 13 years, though they would search for him tirelessly. The Sibrians' efforts to find

Ernesto inspired Fr. Cortina to begin a grassroots movement to locate the war's lost children.

Meanwhile, Kathleen Cassidy, a New Jersey social worker, adopted Ernesto in good faith from El Salvador in 1984. She renamed her 2-year-old Peter, raising him in Princeton, and thinking all along that her son was a war orphan. Then, Fr. Cortina's group called.

His adoptive mother, Kathleen, was troubled. "I needed to calm myself on the whole issue," she told Fr. Doll, especially the fear "that this would mean that he wouldn't be my son."

Soon, she and Peter were traveling to El Salvador to meet her son's family of origin.

The results of that meeting were many. Peter said that

the journey put him in touch with his "deep roots," a heritage that acknowledges his part Salvadoran origins, "and that no matter — even if you do live in the States, you will always have a place here." Peter returned in the summer of 1999 for a visit to his original family on his own.

His mother Kathleen added

that Peter, "living in Princeton as a teenager (doesn't have) all that much opportunity to see how other people live and to know how different things are in (his) world.

"And (now, Peter's) had that opportunity in a pretty significant way," she said of his meeting the Sibrians. "And I think it's changed him. It's changed him in a way that can only be better."

Fr. Doll, who journeyed to El Salvador in 1990 on the first anniversary of the Jesuit slayings, said returning with a video camera nine years later enabled him to share the Sibrians' and Cassidy's stories with a much wider world, thanks to Ted Koppel and *Nightline*, which aired the video in November.

Fr. Doll believes such journeys and their telling drive to the heart of yet another truth: "the absolute need we have for a saving and compassionate God." **C**



Fr. Doll's video *Finding Ernesto* appeared on ABC's *Nightline* in November. At the age of 2, Ernesto Sibrian was abducted by El Salvadoran soldiers, who murdered his mother, and was adopted in the U.S. as a war orphan.

McCarthy Climbs KPMG Ranks

It was 1973, and Mary Pat Statz was a freshman at Creighton from Parkston, S.D. If the young woman found it difficult to leave her small farming community for a larger city, it didn't show.

Soon, Statz would help lead freshman orientation, serve as an admissions assistant, preside over Beta Alpha Psi, the national accounting honor society, chair her sorority's scholarship program, and be inducted into Alpha Sigma Nu, the Jesuit honor society. At the end of four years, she would graduate *magna cum laude*.

Today, her life shows the same energy and focus. Mary Pat (Statz) McCarthy, BSBA'77, is the highest-ranking woman in her firm, KPMG LLP, and the first woman in her firm to hold the position of Vice Chair.

In her present post, McCarthy leads a team of more than 300 assurance, tax and consulting



Mary Pat (Statz) McCarthy, BSBA'77, is the highest-ranking woman in her firm, KPMG LLP, and the first woman in her firm to hold the position of Vice Chair.

partners, directs KPMG's client service activities on behalf of electronics, communications, media and software companies, and provides technical and business guidance to clients in these fields. She also has authored a book on revenue recognition for software companies.

Her opinion on industry issues has been sought by a variety of media, including *Business Week*, *The New York Times*, *Financial Times*, and the MSNBC website.

In the spirit of Creighton University, McCarthy's service continues beyond her work to her community and family. She serves on several boards of directors and, together with her husband, Kevin, BSBA'75, is busy raising Alexandra, Maggie and Connor.

Congratulations, Mary Pat McCarthy, for making a difference in your profession, your family and your world!

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