5 University News
New VP Named
Cam Enarson, M.D., M.B.A., joins Creighton from Wake Forest University as the new vice president for Health Sciences and dean of the School of Medicine.

Healthy Churches
Creighton occupational therapist Shirley Blanchard has designed a wellness program specifically for African-American women that is being implemented through local churches.

Development News
Pattee Gives Back
Forever grateful for the opportunity to attend Creighton University, James Pattee, MD’53, and his wife, Jane, have made a $50,000 unrestricted gift to the School of Medicine.

Alumni News
California Dreamer
Creighton alumna Teresa Heger Onoda, BA’75, is living a dream — painting California landscapes.

Humanitarian Effort
Jeffrey Goodman, MD’71, travels to Iraq to provide medical care as a volunteer with the International Medical Corps.

The Last Word
Writer Mary Kay Shanley, BA’65, heads back to the classroom and finds the experience very revealing.

Building the Creighton of the Future
New strategic and master plans set an ambitious course for growth.

The Curriculum Takes Shape
In the early years, a debate centered on electives versus traditional liberal arts education.

The Business of Quilts
Creighton professor develops Quilt Price Index as quilts sell for record prices.

Whose Problem Is It, Anyway?
A journalist and a philosopher examine the issue of high-level nuclear waste disposal.

Toys and Gender
Why you may want to rethink your holiday shopping list. And, Advent symbols ... powerful spiritual reminders.

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.
Warmest holiday greetings to you! As I write this, the fall colors have disappeared from the Jesuit Gardens and the harbingers of winter are evident. Shortly, the campus will come alive with the lights, sights and sounds of Christmas. Students are wrapping up what from all accounts has been a highly successful semester.

As mentioned in my last column, Creighton has a very healthy enrollment. The freshman class was up 16.5 percent and academically well prepared, retention was well above the national average at 88 percent, and all of our professional programs were well subscribed. The bottom line being, Creighton’s enrollment for fall 2003 was the largest in our history — 6,599 students! They are a wonderful group of young people.

On Sept. 2, we celebrated Creighton’s 125th birthday. At a news conference, we rolled out the new Campus Master Plan. Our objective is to create a contemporary city-sited campus in a park-like setting and to provide a cutting-edge learning and living environment to benefit our students as well as the entire Creighton community. What we will achieve will advance Creighton into the front rank of the nation’s faith-based and student-centered universities, with broad-based initiatives to enhance academic excellence, health care education and delivery, as well as an enriched campus life. Details of the Master Plan may be found in the story that begins on Page 14. I hope that you will save this issue of the magazine for future reference as our plan unfolds.

Three features of that plan are already in evidence: the new Hixson-Lied Science Building that connects a totally renovated Rigge Science Building with the renovated and expanded Criss Buildings (see Fall issue); the on-campus soccer field is “in play” and garnering rave reviews for its design and surface; and, much to the delight of the students, town homes are rising out of the Burt Tower site like crocuses in springtime. And anticipation is building as the Creighton Bluejays prepare to play men’s basketball in the new Qwest Center Omaha arena to a record-setting crowd of season ticket holders.

As I wrote in my last column, we have much to celebrate as we reflect on the achievements of the past decades and the present wellness of the University. Since then, there is more good news:

- Creighton was ranked No. 1 among Midwestern comprehensive universities in U.S. News and World Report’s “America’s Best Colleges” for 2004. This is the sixth time in eight years that we were ranked No. 1! In that same edition, Creighton’s exceptional undergraduate research and creative project opportunities were singled out. Of all institutions evaluated by U.S. News, only 39 merited this distinction. Creighton was in the company of the nation’s finest institutions.
- Creighton was also listed in the Princeton Review’s best 351 colleges, from the more than 3,500 universities and colleges surveyed. The publication puts Creighton on the “top twenty” lists in areas of faith development, civic and community service and our city-to-institution (“town-gown”) relations with the city of Omaha.

National recognition such as this, along with so many other findings and rankings, fortifies our belief that Creighton is “regionally dominant and nationally prominent” in what we do as the finest comprehensive Jesuit university in the country.

Finally, I am very pleased to announce that our energetic management team is now complete. Dr. Cam Enarson is the newly appointed dean of the School of Medicine and vice president for Health Sciences. Dr. Enarson comes to us from Wake Forest School of Medicine. I am confident he will continue to nurture the research, education, patient care and service across all of the units in the Creighton University Medical Center. Dr. Enarson was welcomed with the news that Creighton’s Medical School was a recipient of the prestigious Association of American Medical Colleges Award for Outstanding Community Service for 2003. Congratulations to all involved in bringing such distinction to the University!

The future is bright. The vision is focused. The direction is clear. Thank you for making this possible.

Please enjoy this issue of the Creighton University Magazine. May this season of Christmas, Hanukkah and Kwanzaa fill your home with joy, hope and renewal. May it bring you the peace and the presence of our common God.

All seasonal blessings.

John P. Schlegel, S.J.
Dietitians Fit the Bill

After reading Dr. Robert P. Heaney’s editorial “Why Nutrition Doesn’t Make it Onto Medicine’s Radar Screen,” (Summer 2003) which discussed how physicians don’t have time to educate themselves or patients about nutrition, I thought to myself, wouldn’t it be wonderful if there was a profession in which someone’s job was to educate people regarding nutrition and how it impacts our health. Then I remembered that in my career as a registered dietitian, I am doing that on a daily basis. It is frustrating that there was no mention of RDs in Dr. Heaney’s article. I have been fortunate in my career to work with health professionals who truly value dietitians and their knowledge and understand how nutrition impacts health. With increasing demands on physicians, I would encourage them to refer those patients in need of nutrition education to a dietitian.

Jennifer Schulte, RD, LMNT
Omaha

Where’s the Diversity?

The cry today in most universities, including CU, is diversity. My question is, “Where is it at CU?” Of late, we were confronted with Kelly and Mack (see Spring 2003). In the Summer 2003 issue, we were given Bergman’s Jesus, Scripture and the Ethics of War. Maybe Bergman can crawl into the minds of Bush, Hillary Clinton, Bin Laden, Hussein, even Christ. But us lesser folks have a bit of trouble doing this, and we prefer to look adversity in the eye, and even punch the nose that is situated between each eye. Let this letter be the first to laugh heartily at him, as did the several sensible letters to the editor in the same mentioned issue about Kelly and Mack.

Jeff and Judy Webster (see Letters, Spring 2003) ought to find a better country than where they currently reside. Their unwillingness to accept the truth tells of their unfamiliarity with the Constitution of both the U.S. and the state of Florida. It is evident they prefer to ignore them and/or change them to suit their fantasies. How about a little diversity in your magazine? Do not let it become a wasteland.

Hugh J. Manhart, BS’55
Omaha
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“Dr. Enarson is highly regarded as an accomplished physician, teacher and successful medical school leader. He will continue to build on Creighton’s exceptional medical school, health sciences programs and research initiatives. He has both medical education and business expertise, which makes him ideally suited to lead our medical school and health sciences enterprises into a new era of growth, service and prosperity,” said the Rev. John P. Schlegel, S.J., Creighton University president.

Creighton is committed to providing students with the best medical education and training while embarking on cutting-edge health and scientific research. Reflecting this commitment is Creighton’s new $55 million expansion and renovation of its science instructional and research space, including expanded research space in the Criss Buildings. The $18 million Hixson-Lied Science Building, which opened in early 2003, is central to Creighton’s recommitment to science education. The Science Building fosters learning among undergraduate and professional health sciences students and faculty.

“My excitement is the opportunity to come to Omaha. Creighton is clearly ‘on the move,’ and I look forward to working with students, faculty and staff in all the Health Sciences schools to facilitate continued growth in research, education and clinical service,” Enarson said.

Creighton Celebrates 125th Birthday

As Creighton began a yearlong celebration of its 125th anniversary on Sept. 2, Creighton President the Rev. John P. Schlegel, S.J., announced one of the most ambitious campus expansion plans in the University’s history. The news conference coincided with Creighton’s 125th birthday celebration. The University first opened its doors on Sept. 2, 1878. For more information on Creighton University’s campus expansion plans, see the story on Page 14. For more information on Creighton’s yearlong 125th anniversary celebration, please visit http://www.creighton.edu/125_anniversary or see the ad on the back cover of the magazine.

CU Professors Receive National Jesuit Book Award

Creighton University Ethics Professors Ruth Purttilo, Ph.D., and Amy Haddad, Ph.D., won the 2003 Alpha Sigma Nu National Jesuit Book Awards competition in the Health Sciences division for their book Health Professional and Patient Interaction.

The National Jesuit Book Award was established and endowed by Alpha Sigma Nu, the national Jesuit honor society, in 1979. It was founded to recognize outstanding scholarly publishing achievement by faculty and administrators of the 28 U.S. Jesuit colleges and universities.

“It is a high honor to win this award because the books are judged by a group of the authors’ peers and it is a distinct award for scholarship,” said Peg Fennig, director of Alpha Sigma Nu.

Purttilo is the director of Creighton’s Center for Health Policy and Ethics and is the Dr. C.C. and Mabel L. Criss Professor of Clinical Ethics. She also is a professor of physical therapy in the Creighton University School of Pharmacy and Health Professions.

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Rich to Serve on National HHS Advisory Committee

Eugene C. Rich, M.D., has been invited by Tommy G. Thompson, secretary of the U.S. Department of Health and Human Services, to serve on the Advisory Committee on Training in Primary Care Medicine and Dentistry of the Health Resources and Services Administration. He was nominated for this position by several national internal medicine organizations.

As part of this committee, Rich, Tenet Healthcare Endowed Chairholder and professor and chair of Creighton’s Department of Medicine, will provide advice and recommendations on a broad range of public health programs under the Public Health Service Act and the Health Professions Education Partnership Act of 1998.

Throughout his career, Rich has been active in research, academic administration, and public policy concerning medical education and primary care. His research explores the influence of the practice environment on health professional decision-making. He is the author of more than 100 publications in this area.

The committee is made up of 23 practicing health professionals from across the U.S. who are involved in training and teaching, including faculty from educational institutions. Business, labor and health insurance interests also are represented on the advisory committee. Rich will serve a three-year term.

“I am honored and pleased to serve in this manner, and to represent Creighton University Medical Center on this national committee,” Rich said. “The recommendations we make will help Secretary Thompson with matters of significance concerning public health.”

JayWalk Raises Funds for Jesuit Middle School

The Creighton Students Union, in cooperation with Creighton University and the Creighton Prep Student Council, hosted a benefit walk/run for Omaha’s Jesuit Middle School on Sept. 27. More than 400 walkers and runners participated in the JayWalk and $6,000 was raised for the Jesuit Middle School of Omaha. JayWalk participants began the walk/run at Creighton Prep and finished on the Creighton University campus. Pictured above are William P. “Pat” Kelsey III, DDS’76, in the gray sweatshirt, and his wife, M. Nan (Kersenbrock) Kelsey, BS’74, DDS’78, in the dark blue Creighton sweatshirt.

NIH Awards CU $1.13 Million for Calcium Study

The National Institutes of Health (NIH) has awarded Creighton University Medical Center a $1.13 million grant to study the codependence of calcium and phosphorus on bone health. The NIH grant will be used for human clinical trials to investigate the effect of calcium and phosphorus supplementation in osteoporosis sufferers who receive bone building therapy. The study will be conducted by Robert P. Heaney, BS’47, MD’51, an internationally recognized expert in the field of bone biology and calcium nutrition, over the next four years. Heaney, the John A. Creighton University Professor, is a principal scientist at Creighton’s Osteoporosis Research Center.

The NIH grant follows recent research by Heaney that indicates osteoporosis can be addressed more effectively by taking nutritional supplements containing both calcium and phosphorus, rather than calcium alone. Other research studies suggest that the safest way for osteoporosis patients to meet their needs for both calcium and phosphorus is to use a source that provides both nutrients, such as dairy products and/or a calcium phosphate supplement. Other data indicate that there may be a phosphorus deficiency among the population most prone to osteoporosis that is often overlooked.

“The NIH grant will enable us to conduct definitive research that will determine differences between calcium supplementation with and without phosphorus,” Heaney said.

Calcium phosphates have been widely used in pharmaceutical products for many years because of their excipient properties. (Excipients are necessary inactive ingredients in a formulation for making tablets.) As a result of the NIH grant and other research, the nutritional value of calcium phosphates in dietary supplements may become more widely recognized and more widely used.
Creighton Ranks No. 1 Among Best Midwest Universities

Creighton University is listed No. 1 in the U.S. News & World Report magazine 2004 rankings of Midwest comprehensive universities.

It is the 17th straight year Creighton University has been ranked at or near the top of U.S. News & World Report magazine’s “America’s Best Colleges” edition.

In addition, U.S. News lists Creighton among 39 prestigious national institutions as having an excellent “Undergraduate Research/Creative Projects” program. Creighton was the only Catholic school to be so honored. Independently or in small teams, students in such programs are mentored by a faculty member when doing intensive or self-directed research or creative work that results in an original scholarly paper or other product that can be presented on or off campus.

“This return to the No. 1 ranking is a reflection of Creighton’s careful strategic planning for growth and increased national recognition of our academic excellence. It validates that Creighton students enjoy a high-quality academic and campus experience. It also adds momentum to our enterprise at a time when record numbers of students are enrolling at Creighton, and we are steering Creighton into a new era of growth, service and prosperity,” said Creighton President the Rev. John P. Schlegel, S.J.

Several factors appear to have boosted Creighton to the top spot: “We have a clear advantage in academic reputation, due to our exceptional faculty. And we have a significant edge in the rate of alumni giving. For example, last year was a strong fundraising year for us in spite of the weak economy,” Fr. Schlegel said.

“This fall, our entering freshman class has the highest academic profile in the University’s history. Students of this caliber do their research, and a consistently high U.S. News & World Report ranking is one of the many reasons students choose Creighton,” Fr. Schlegel said. “However, magazine rankings only tell part of the story. We encourage students to make campus visits when evaluating schools because that’s the best way to judge the quality of a university.”

The U.S. News category, Universities-Master’s, reflects the schools’ missions, providing a full range of undergraduate and master’s-level programs and in Creighton’s case, doctoral programs. The criteria are academic reputation, graduation and retention rates, faculty resources, student selectivity, financial resources and alumni giving. The category includes 573 schools.

Creighton also is cited as outstanding by other publications, including Money, Kiplinger’s Personal Finance and Peterson’s Best 311 Colleges. Princeton Review Inc. ranked Creighton among the nation’s top 351 colleges and universities. Princeton Review cited, among other things, Creighton’s “top twenty” national ranking among schools that have developed excellent relationships with their surrounding communities.

Creighton Names Three Executives to Board of Directors

Creighton University has named three executives to its Board of Directors: Ivor J. (Ike) Evans, Constance M. Ryan and Gail M. Werner-Robertson, BA’84, JD’88. They began their four-year terms in October.

Evans is president and chief operating officer of Union Pacific Railroad, Evans served with General Motors Corporation beginning in 1965 and held key operating positions with several divisions, including Chevrolet, Buick and Delco Products. In 1985, he became president of Blackstone Corporation, an automotive industry manufacturer. Evans then joined Emerson Electric Company, where he held a number of executive management positions including senior vice president.

Evans is a director of Cooper Industries, and the immediate past chairman and a director of the American Association of Railroads.

In 1992, Ryan was named president of Streck Laboratories, an Omaha-based manufacturer of quality control products for clinical laboratories with distribution channels across the United States and in 42 countries. She joined Streck in 1982 and has held various sales positions, including vice president of sales. Prior to Streck, Ryan was a medical technologist for the University of Nebraska Medical College.

Werner-Robertson is founder and president of GWR Companies, which includes GWR Investments, GWR Financial and GWR Law. GWR Companies combine professional, financial and investment services to enable clients to succeed in financial matters.

“On behalf of Creighton’s Board of Directors and Creighton University, we welcome these executives who bring a broad array of talents and expertise to Creighton’s board. Together with Creighton President Fr. John P. Schlegel, S.J., we will continue to build on Creighton’s momentum of growth and success,” said William A. Fitzgerald, chairman of Creighton’s Board of Directors and chief executive officer of Commercial Federal Bank.

Prior to joining Union Pacific Railroad, Evans served with General Motors Corporation beginning in 1965 and held key operating positions with several divisions, including Chevrolet, Buick and Delco Products. In 1985, he became president of Blackstone Corporation, an automotive industry manufacturer. Evans then joined Emerson Electric Company, where he held a number of executive management positions including senior vice president.

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Alumni Merit Awards Presented

School of Medicine

Emmet B. Keeffe, MD’69, received Creighton University’s Alumni Merit Award for the School of Medicine on Sept. 26.

After graduating from Creighton’s School of Medicine, Keeffe completed his postgraduate training in internal medicine and gastroenterology at Oregon Health Sciences University. He then served as a staff physician at the Oakland Naval Regional Medical Center, and completed two years of research training in hepatology at the University of California, San Francisco. He joined Stanford University School of Medicine in 1995, where he currently is chief of hepatology, co-director of the Liver Transplant Program and a professor of medicine.

Keeffe has served on the boards of the American Liver Foundation and the American Digestive Health Foundation, as well as on the editorial boards of several professional journals. He has been very active in national organizations in his field and has held several leadership positions. He is past president of the American Society of Gastrointestinal Endoscopy. Keeffe currently is president-elect of the American Gastroenterological Association and will serve as its president in 2004-2005.

School of Pharmacy and Health Professions

The School of Pharmacy and Health Professions presented its 2003 Alumni Merit Award to Sr. Mary Therese Gottschalk, BSPha’60, on Oct. 3.

Sr. Gottschalk is the president and chief executive officer of Saint John Health System in Tulsa, Okla. She also is president of Marian Health System, one of the largest nonprofit Catholic health care organizations in the United States.

Born in Bavaria, Germany, Sr. Gottschalk entered the Sisters of the Sorrowful Mother in 1952 and came to the United States the following year. She earned her bachelor of science degree in pharmacy at Creighton and her master of science degree in hospital administration from Saint Louis University.

Sr. Gottschalk has received several awards, including an honorary doctorate of humane letters from the University of Oklahoma. She is a Fellow of the American College of Hospital Administrators, a member of the Catholic Health Association board of directors and past president of the Oklahoma Hospital Association and the Oklahoma Confederation of Catholic Hospitals.

School of Law

Nebraska Gov. Michael O. Johanns, JD’74, received the School of Law’s 2003 Alumni Merit Award on Oct. 10.

Johanns was sworn into office as Nebraska’s 38th governor on Jan. 7, 1999. In November 2002, he became the first Republican to be re-elected governor of Nebraska since 1956. As governor, Johanns has promoted an agenda of tax relief, less government, building the economy, protecting families and ensuring the health, safety and success of Nebraska’s children.

Johanns began practicing law at the firm of Cronin & Johanns in O’Neill, Neb., then moved to Lincoln, Neb., where he joined the law firm of Nelson Morris Holdeman and Titus. He sought public office for the first time in 1982 and was elected to a four-year term on the Lancaster County Board of Commissioners. In 1989, Johanns was elected to the Lincoln City Council. He then served as mayor of Lincoln from 1991-98.

Johanns serves on several national governors’ organizations and meets with international leaders to promote their use of Nebraska agricultural products. The American Coalition for Ethanol recently presented him its Political Award for his efforts to raise awareness of the benefits of ethanol and to increase its use.

Loan Repayment Program Sends Out First Checks

In an effort to help those who choose to practice public interest law and provide legal assistance through employment in public interest law firms, Creighton University’s School of Law has established the Loan Repayment Assistance Program.

The program is designed to encourage new law school graduates to provide legal assistance, through employment in specific public interest legal settings, to people of limited financial means who cannot otherwise afford legal assistance. Salaries at these types of positions are often far below what can be made working in a law firm.

Through the generosity of Creighton alumnus William L. Harding, JD’48, initial funds for the program were provided to ease the financial burden of new graduates in exchange for their commitment to and completion of practicing a number of years in public interest law. The first checks were mailed to seven graduates last summer.

“The Harding Loan Repayment Assistance Program is one way in which we are pursuing our Jesuit mission of service to the community. By supporting some of our recent graduates who have chosen public service, we hope to encourage more to follow their path,” said Patrick Borchers, dean of Creighton University’s School of Law.

According to Borchers, the Harding Loan Repayment Assistance Program will help make other students, who may not enroll in the program, aware of the need for assistance to the poor, and therefore encourage them to provide pro bono service.
Creighton Student Writes Book on Networking

Dan Harbeke ... author.

The Creighton senior smiles and shakes his head.

"I'm just a 21-year-old kid who goes to college," Harbeke says sheepishly. "Now, all of a sudden, I'm an author."

Indeed. Harbeke's book, *Get In! How to Market Yourself and Become Successful at a Young Age*, was released by Rowman & Littlefield Publishing Group in October.

Harbeke says the idea for the book came from classmates and friends at Creighton, who often asked: "How do you network?" "How do you get in with a certain company or profession?"

"There's nothing written by people my age geared for people my age about how you get your foot in the door," Harbeke explains.

So, on a flight back to Omaha from Chicago, Harbeke scratched out, "on a little sheet of paper," some ideas that eventually became the outline of his 128-page book.

The book is geared toward high school and college students.

"I try to give them some simple networking techniques and principles," Harbeke says. "I'm no expert; I just try to let them know about the opportunities that are available. I try to give them the straight-up — here are some things you may want to think about."

Harbeke discusses his new book, which was released in October.

The book's conversational style is evident, with chapter headings like "How to Talk the Talk and Walk the Walk," "Like a Good Scout, Be Prepared," "The Key to Success" and "Get Off Your Butt."

The Fargo, N.D., native is majoring in marketing and political science at Creighton. He's been president of Kiewit Residence Hall's governing council and the Alpha Kappa Psi business fraternity. He's also been involved in Creighton's Freshman Leadership Program (honored as Male Leader of the Year in 2000-2001), Creighton Students Union and the crew team.

In high school, Harbeke was active in student government and attended leadership camps in South Dakota and, later, in Australia. It was through these camps that Harbeke made connections to the publisher.

Harbeke banged out the manuscript, on a borrowed laptop, at home last winter during Creighton's holiday break. He mailed it to friends and business leaders he knew for their feedback, and then flew to Washington, D.C., in May to deliver the manuscript to the publisher, which had already agreed to the book deal.

"It was actually pretty easy," Harbeke says. "The book came from the many conversations I've had; I just wrote them all down."

Harbeke is excited about the book's release, and has already arranged for book signings in Omaha and North Dakota. But he's still not entirely comfortable with the "author" moniker.

"I'm very humbled by it," he says.

Lynch Receives Scripps Medal Award

Henry T. Lynch, M.D., hereditary cancer expert and professor of medicine at Creighton University Medical Center, has been selected to receive the Ellen Browning Scripps Medal Award.

According to Dee Silver, M.D., chair of the Ellen Browning Scripps Medal Award Selection Committee, the guiding principle of the committee is to recognize an individual each year who has made a significant contribution to the care of patients and the advancement of medical science.

"Dr. Henry Lynch is certainly an example of this spirit and was selected for his resounding contributions to our understanding of the genetic determinants of cancer," Silver said.

Lynch manages a database of thousands of family pedigrees tracing various hereditary cancers. His detailed histories and tissue collections have provided the evidence leading to the discovery of gene mutations such as BRCA1 and BRCA2 mutations that contribute to hereditary breast cancers, rare strains of colorectal cancers in Native Americans, and the strain of hereditary nonpolyposis colon cancer dubbed the Lynch Syndrome in his honor.

In addition to the Scripps Medal Award, Lynch has received the Bristol-Myers Squibb Award for Distinguished Achievement in Cancer Research, the American Association of Cancer Research/American Cancer Society award for research excellence in cancer epidemiology and prevention, the Brinker International Award for Breast Cancer Research from the Susan G. Komen Breast Cancer Foundation, and the American Cancer Society Medal of Honor Award for research in hereditary cancer and its clinical translation to patient care. Earlier this year, Evanston Northwestern Healthcare Center in Evanston, Ill., named a Henry T. Lynch, M.D., distinguished lectureship in his honor.

The first Ellen Browning Scripps Medal Award was given in 1979 to cardiologist Eugene Braunwald, M.D. Other past recipients of this award include transplant pioneer Thomas A. Starzl, M.D., Nobel Prize recipient Stanley B. Prusiner, M.D., and former U.S. Surgeon General C. Everett Koop, M.D.
Purcell Named Vice Chair of Tax Committee

Thomas J. Purcell III, BSBA’72, associate professor of accounting and professor of law at Creighton University, has been named vice chair of the Tax Executive Committee of the American Institute of Certified Public Accountants (AICPA). He will start a two-year term as chairman of the panel in October 2004.

The Tax Executive committee is the tax policy and standards setting body of the AICPA and represents AICPA members on tax matters being considered by Congress, the IRS, the Department of Treasury and other public groups. The committee also oversees the work of the AICPA Tax Division, which is comprised of AICPA members who have a significant interest in taxation and many of whom serve on the Tax Division’s committees, technical resource panels and task forces.

Purcell has served as a member of the AICPA’s governing Council, the Tax Executive Committee, the Pre-certification Education Executive Committee, the Tax Accounting Committee, the Tax Policy Committee and on numerous tax task forces, as well as chair of the Tax Section’s Strategic Planning Task Force and chair of the Tax Section’s Operations Task Force.

CUMC Receives $1.7 Million Center of Excellence Grant

The Office of Health Sciences’ Multicultural and Community Affairs and Creighton University Medical Center’s School of Medicine have received a three-year $1.7 million grant as a Center of Excellence (COE) from the U.S. Department of Health and Human Services Health Resources and Services Administration (HRSA). Creighton is one of only 11 universities throughout the U.S. to receive a COE grant.

The COE program serves as a catalyst for institutions seeking to train students from minority groups in order to build a more diverse health care work force. Creighton’s Office of Health Sciences’ Multicultural and Community Affairs will use COE funding to focus on boosting the academic performance of underrepresented minority medical students, encouraging medical school graduates to provide health care to underserved people, and raising the recruitment and retention rates of minority faculty in the School of Medicine.

“With the COE grant, we can continue our commitment to recruiting, educating, developing and challenging the potential of minority students and faculty, thus improving the quality of health care to the diverse U.S. population,” said Sade Kosoko-Lasaki, M.D., associate vice president for Community Affairs.

Safire Visits Creighton

Author and New York Times columnist William Safire, winner of the 1978 Pulitzer Prize for distinguished commentary, visited Creighton on Sept. 18. Safire was in Omaha to deliver the Nebraska Humanities Council’s 8th Annual Governor’s Lecture in the Humanities. Safire answered questions from Creighton students and other audience members at the Lied Education Center for the Arts in the general area of “The Government and the Press.”


Creighton Hosts International Congress on Dental Ethics

“Rights, Access and Justice in Oral Health Care” was the focus of the 9th International Congress on Dental Law and Ethics, hosted by Creighton University Medical Center last summer. This is the first time the congress has met in the United States.

At the congress, a CU 125 event, participants and speakers from around the world discussed how to improve access to dental care.

Keynote speaker David Satcher, M.D., Ph.D., the 16th surgeon general of the United States, spoke at the congress. Satcher seeks to broaden the meaning of oral health to mean more than just teeth. According to Oral Health in America, A Report Of The Surgeon General, there are myriad conditions affecting the craniofacial complex, including diseases of the gums, throat, tongue and lips that are often taken for granted.

“Oral health is inextricably linked to our general health and well-being, and as such, deserves our attention with regard to providing proper dental care for children and adults,” Satcher has said.

In Oral Health in America, Satcher also reports large disparities in dental disease by income. More than 100 million children and adults lack dental insurance, more than two times the number who lack medical insurance. Many children have not seen a dentist prior to entering kindergarten. Pain and suffering due to untreated oral diseases in children can lead to problems in eating, speaking and learning.

Other discussion topics included justice for underserved populations, patients’ rights and the role of education in advancing justice in oral health care.
CU Professor Develops Healthy Church Project

Shirley Blanchard, Ph.D., is on a mission. The assistant professor of occupational therapy at Creighton is dedicated to providing African-American women in Omaha with a community-based, culturally relevant health education program.

To that end, she developed the Healthy Church Project and is teaming with local churches to spread her message of health and fitness.

“Is this my ministry?” Blanchard asks rhetorically. “I think it is.”

Blanchard’s calling came from a research study she conducted last March on obesity among African-American women in Omaha.

As part of the study, Blanchard surveyed some 400 women, and she kept getting the same question: “What can you do to help us with our health?”

Was it a divine calling?

“God sometimes comes to people when you least expect it,” Blanchard said. “And He expects you to use your knowledge to help others.”

So Blanchard got to work.

She already knew that African-American women have the highest mortality rate among all ethnic groups for stroke, heart disease, cancer and diabetes — all of which, to some extent, are affected by diet and exercise.

Through her research, Blanchard found that “the No. 1 problem” in terms of obesity in African-American women was “physical inactivity and emotional cues to eating.”

She began developing an easy-to-use health and fitness manual designed specifically for African-American women. And she knew exactly where she wanted to roll it out: local churches.

“I have two expectations. I ask them to walk ... and to drink four to eight glasses of water per day. That’s it.”

—Shirley Blanchard, Ph.D.
assistant professor of occupational therapy

“That’s where there’s a connection,” Blanchard said, “and there’s support.”

She began with Omaha’s Salem Baptist Church and is now working with Greater St. Paul Church of God in Christ. The support has been incredible, she said.

“Pastor Joseph Shannon Sr. of Greater St. Paul is an excellent role model for his church,” Blanchard said. “He exercises, maintains a healthy weight and understands the importance of prevention.”

Sylvia Coleman, a registered nurse and member of Greater St. Paul, has worked with Blanchard to establish and coordinate the program. The program objectives were modified to meet the church’s mission, and other health care providers and students pursuing health care careers volunteer their services.

Blanchard’s program lasts one year. Monthly Wednesday meetings are reserved for health education. Topics have ranged from nutritional cooking to stress management. Participants, who now include men and adolescents, also weigh in and set new weight-loss goals for the month ahead.

Blanchard’s message is simple: “I have two expectations,” she said. “I ask them to walk 30 minutes, three to five times per week and to drink four to eight glasses of water per day. That’s it.”

The results?

“It’s going beyond my expectations,” said Pastor Shannon, who plans to incorporate the program into the six other churches he oversees. “We’ve had one parishioner who lost 15 pounds and another lost 12 pounds. The success stories are all over the place.”

Coleman arranged walking teams to take advantage of a walking path Blanchard measured off outside the church. Team members motivate each other and encourage attendance at the monthly meetings and weekly weigh-ins — which Blanchard religiously attends.

“I go to every weigh-in,” Blanchard said. “It’s important for them to see that I’m committed to the program.”

She talks about meal portion sizes and alternatives to fatty, high-cholesterol foods. But she’s not preachy. “All food is good food,” she said. “I’m asking for two lifestyle changes: drink more water and walk.”

Blanchard would like to see the program expand to include other ethnic groups and churches. “Research shows that Hispanic and Latino women mirror African-American women in terms of obesity and health disparity,” she said.

“Shirley is an incredible person,” said Pastor Shannon. “She has a passion for what she’s doing.”

Callone Elected to Higher Learning Commission Executive Committee

Patricia R. Callone, vice president for Institutional Relations at Creighton University, has been elected to a three-year term on the Executive Committee of the board of trustees for the Higher Learning Commission of the North Central Association of Colleges and Schools. Callone’s term runs until Aug. 31, 2006.

The Higher Learning Commission is part of the North Central Association of Colleges and Schools and is committed to developing and maintaining high standards of excellence.

The association, founded in 1895 as a membership organization for educational institutions, is one of six regional institutional accrediting associations in the United States.

Through its commissions it accredits and grants membership to educational institutions in the 19-state North Central region: Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Ohio, Oklahoma, New Mexico, South Dakota, Wisconsin, West Virginia and Wyoming.
Creighton Blossoms

The vibrant colors that flowered across Creighton’s campus this past spring and summer have faded with the chill of winter. But, in the photos below, we bring a little bit of nature’s brilliant display back to life, as we wait for the show to begin again next spring.

All photos by C. Petit
“God gave us memories so that we might have roses in December.”

— Scottish novelist
James Matthew Barrie
(1860-1937)

Top, from left: From the Reinert Alumni Memorial Library deck toward the Hixson-Lied Science Building, in front of the Humanities Building, by the fountain, near Gallagher Hall.

Bottom, from left: In the Jesuit Gardens, up close, in front of the Reinert Alumni Memorial Library, leading to the Skutt Student Center, by the Administration Building, along the Skinner Mall.
Creighton University has laid the groundwork for the most ambitious campus expansion in its 125-year history. Like the earth-moving equipment already traversing the campus, the University is on the move. At Creighton’s 125th anniversary kick-off celebration this fall, University President the Rev. John P. Schlegel, S.J., unveiled an impressive campus master plan, which will transform the University’s strategic priorities into action and complement Omaha’s downtown renewal.

Schlegel envisions that when all the dust — literally — settles, Creighton will offer students, faculty and the community a model urban campus in a verdant, park-like setting. Already in progress, “the planned learning and living environment will help advance Creighton into the highest rank of the nation’s faith-based and student-centered universities,” he said at a Sept. 2 news conference marking Creighton’s 125th birthday.

The capital project will encompass state-of-the-art academic buildings; a dynamic student residential neighborhood; a sports venue with soccer and baseball fields; expanded green space; redefined campus entries and borders; and a more unified, aesthetic, community-oriented campus.

Campus boundaries will be Cuming Street to the north, Cass Street to the south, 17th Street to the east and 32nd Street to the west. The University’s grounds now cover approximately 90 acres; the expansion effort will add another 20 acres.

Creighton originally took root on a seven-acre site deeded by the founding family: brothers Edward and John Creighton, and their wives, sisters Mary Lucretia and Sarah Emily Wareham. Composed of five pieces of property purchased from five different parties, the
original site cost $12,000 back in 1878.

Today, standing on “The Hill” and looking eastward, you may catch a glimpse of tomorrow’s campus along with the rising sun. The time has never been better for Creighton to extend its physical borders. Just as the University has grown up with the city of Omaha, it is committed to growing ahead with the community during this historic opportunity. Creighton’s 125-year partnership with Omaha provides common ground and an uncommon vitality from which to launch the comprehensive plan.

With the new, neighboring $291 million Qwest Center Omaha arena and convention center and surrounding upsurge of lodging, shopping and recreation infrastructure in the area, the riverfront is seeing even more of a development boom than when Omaha was a raucous prairie town. The arena and convention center, which will host Creighton men’s basketball home games, will increase the University’s visibility as it draws thousands of locals and tourists into downtown Omaha.

“The first thing you see as you come into Omaha from the east is our Administration Building, which is now lighted at night,” Schlegel said in an interview.

Even the planning process itself, which spanned five years and involved students, faculty, staff, administrators, board members, alumni, neighbors and the wider community, served to strengthen Creighton’s connections with downtown Omaha.

“We’ve been coordinating our planning efforts with the city. Response from the business community has been extremely positive. Campus expansion will provide an excellent opportunity for the University to further network with Omaha’s corporate, private and civic enterprises,” Schlegel said.

According to Schlegel, Creighton’s immediate neighbors also support the campus master plan. Local neighborhood associations have embraced the initiative. The Gifford Park Association, which is west of the main campus and proximate to the Creighton University Medical Center, has been particularly supportive. “The Midtown Development Program is also very complimentary of our plan,” Schlegel said.

At the September news conference, Schlegel congratulated Nebraska Gov. Mike Johanns, JD’74, and Omaha Mayor Mike Fahey, BA’73, who were both present and are both Creighton alums, for attracting and assisting business and industry to invest in downtown Omaha. “I believe it is important to state publicly that much of Creighton’s motivation to embark on such a historically dramatic expansion was triggered by the dynamic development and renewal of downtown Omaha,” Schlegel said.

“The planned learning and living environment will help advance Creighton into the highest rank of the nation’s faith-based and student-centered universities.”

— The Rev. John P. Schlegel, S.J.

Likewise, Creighton’s investment in its own future demonstrates its leadership, support and commitment toward its wider community. The project may become a model for cooperative public and private development at other urban institutions across the country.

In plotting the course for campus renewal, planning was oriented according to the same principles that launched Creighton 125 years ago: intellect and faith, technical progress and enlightened judgment, spirited innovation and enduring Jesuit values.

The campus master plan will be implemented in coordination with Project 125, the University’s strategic plan, which was rolled out last spring.

The University’s strategic, fiscal and campus master plans are aligned, Schlegel said.

The vision statement for all institutional planning maintains that “Creighton University will be a national leader in preparing students in a faith-based setting for responsible leadership, professional distinction and committed citizenship.”

Priorities of the University’s strategic plan steered development of the campus master plan. “We have embarked upon the most ambitious campus expansion in Creighton history,” Schlegel said. “Guiding our growth is a newly promulgated strategic plan, which charts a path to advance Creighton into the first ranks of the nation’s institutions of higher learning. We will direct our efforts to each of the following strategies over the next years:

• Enhance Creighton’s national identity and focus its dedication to its mission;
• Nurture Creighton’s academic excellence;
• Create a diverse human community of students, faculty and staff;
• Provide a dynamic learning environment for Creighton students; and
• Ensure overall financial stability for the University and its schools and colleges.” (See “Charting a Course,” Page 16.)

Schlegel calls it a “willed future” — strategic, financial and campus master planning that is visionary, yet pragmatic; realistic, yet future responsive. Campus development will be implemented in three or four phases, spanning 10 to 12 years. Each phase will be freestanding and part of the overall strategic framework.
Charting a Course

The campus master plan addresses Creighton’s strategic priorities, setting a course to advance the University into the first ranks of the nation’s faith-based and student-centered institutions of higher learning.

**Strategic Priority A**
To enhance Creighton’s national identity and focus its dedication to its mission.

- **Master Plan Response:** In order to foster a vibrant Jesuit presence on campus and extend opportunities for faith-based spiritual growth to faculty, staff, students and alumni, the campus master plan calls for expanded conferencing and retreat facilities and for a consistent identity through signage, architectural details and symbols.

**Strategic Priority B**
To nurture Creighton’s academic excellence.

- **Master Plan Response:** In order to develop outstanding, integrated educational programs, the master plan indicates the development of new and upgraded academic facilities as well as signature identities for individual schools and colleges. Creighton’s academic excellence will also be enhanced through a new visitor’s center/student services facility for advising, career counseling and placement services.

**Strategic Priority C**
To create a diverse human community of students, faculty and staff.

- **Master Plan Response:** To cultivate a sense of global community on campus, the master plan provides for a variety of spaces — academic, athletic, social and recreational — appealing to diverse student populations. In addition, the multiuse facilities will enhance opportunities for interaction among faculty, staff and students.

**Strategic Priority D**
To provide a dynamic living-learning environment for Creighton students.

- **Master Plan Response:** To create a campus that addresses the whole student — his or her unique academic, social, emotional, physical and spiritual needs, the master plan recommends enhanced residential options, including a multiuse academic neighborhood; a “one-stop shop” student services center; enhanced technological resources; a state-of-the-art sports center; expanded green, open spaces for recreation and reflection; improved parking; optimal security; a campus loop road and shuttle system; and a more unified, aesthetically-pleasing, functional environment.

**Strategic Priority E**
To ensure overall financial stability for the University and its schools and colleges.

- **Master Plan Response:** To build the University endowment and link budgeting to strategic planning, the master plan calls for deferred maintenance for existing facilities, as well as the careful phasing of capital projects.

Below, an architectural drawing of the new junior/senior housing already under construction to the east of the current ball fields.

Already under way, the campus expansion is propelling Creighton’s academic excellence and national identity to unprecedented levels of distinction. Schlegel said the new Hixson-Lied Science Building is “a prototype of the first-class buildings that we will construct.”

The building is the centerpiece of the $55 million initiative to revitalize Creighton’s undergraduate and health professions science facilities. Dedicated last spring, the new six-story structure, along with extensive renovations to the adjoining Rigge and Criss science buildings, will comprise an exciting, interdisciplinary hub for students and faculty.

The Hixson-Lied building adds 67,000 square feet of usable space, providing multipurpose, high-tech classrooms; multimedia lecture halls; and fully equipped laboratories.

Among the nation’s premier universities in scientific, preprofessional and health-related education and research, Creighton is home to nationally acclaimed undergraduate science programs, and world-renowned researchers are housed in the Creighton University Medical Center. Creighton undergraduates enroll in the sciences at a pace nearly five times the national average. Undergraduate students have the unprecedented opportunity to participate in research programs normally reserved for graduate students. Enrollment in these programs has doubled in the past five years, outpacing available lab space.

The Integrated Science Center not only will provide critical facilities upgrades, it will make Creighton a national model for cross-disciplinary programs that foster collaboration among students and faculty at the undergraduate, graduate and professional levels. In addition, the center will bring together world-class investigators with converging avenues of research; increase extramural funding; and promote intra-institutional partnerships, all of which can profoundly affect science.

Completion of the Integrated Science Center is a key factor in enhancing Creighton’s national academic profile. Also pivotal to the campus master
The campus experience extends beyond work in the classroom, clinic or lab.

Today’s students arrive at college with luggage, laptops and evermore sophisticated expectations. Additionally, Creighton’s increasing enrollment requires enhanced living opportunities to keep pace with the needs of entering freshmen. With a near 100 percent capacity in campus housing, new residence halls are critical for the University to continue on the path of its planned growth.

Through new housing; recreation, athletic and common spaces; and a more spacious, attractive campus, Creighton will provide an environment that is educationally, emotionally, physically, socially and spiritually supportive — an environment that is steeped in the Jesuit tradition of cura personalis or care for the whole person.

“The townhouses are primarily designed to retain an upperclassman presence on campus. Juniors and seniors have a mentoring role, a leadership role to play for freshmen and sophomores,” Schlegel said. “Currently, we have very few (upperclassmen) living on campus. The east campus neighborhood offers a tremendous opportunity to develop a more close-knit community among all students.”

In creating “a dynamic living-learning environment for Creighton students,” the campus master plan includes a new sports venue with soccer and baseball fields at the east terminus. Completed this summer and currently “in play,” the soccer field represents a rallying point for students, alumni and the community. The Bluejays’ new home will match their national soccer reputation while providing Omaha and the region with a major new site for city, state and regional tournaments and for community events such as summer concerts, art shows and youth marching band contests.

A 5,000-seat soccer stadium and additional infrastructure will take shape as the year progresses. Within walking distance for students and Bluejay fans who live and work downtown, the $12 million soccer stadium will further support Creighton’s connection to downtown Omaha and the wider community. It also will be home to state and regional tournaments at all levels, including NCAA post-season competition. Schlegel anticipates that the soccer stadium will be the premiere soccer facility in the nation.

Additional athletic facilities, including baseball diamonds and tennis courts, also would be concentrated at the eastern edge of campus.

Cultivating a park-like setting within its metropolitan locality, Creighton plans to expand its green space. The campus master plan includes grassy lawns, trees, pleasant walkways, plazas and fountains to create a more cohesive, inviting campus. In addition, a unified theme among lampposts, benches and distinctive signage will provide a sense of continuity and identity. Even the carefully planned flowerbeds are part of the University’s “willed future.”

“Landscaping is now planned,” Schlegel said. “Much of what we’re doing is indigenous to this part of Nebraska — the grasses, trees and shrubs — so they can handle the dry and wet cycles.”

While the campus will be greener, the University embraces its location amidst the hustle and bustle of downtown Omaha. “Creighton is an urban institution; it’s who we are,” Schlegel said. “We are proximate to downtown; we are on Cuming Street, which is now a vital thoroughfare.” The enriched park-like campus will present an attractive oasis within Creighton’s increasingly busy neighborhood.

The response to the campus master plan, particularly the external response, has been extremely positive, Schlegel said. “Everyone from the governor to the mayor to the chairman of the board has been very enthusiastic. Much of the city administration, downtown Omaha, local interest groups and alumni have endorsed the plan.”

According to Schlegel, the campus community is equally excited. “My student breakfasts tell me that it’s very popular with the student body. Science faculty are particularly pleased with the new Integrated Science Center,” he said.

When asked how the campus expansion, construction and renovation efforts will be financed, Schlegel said, “The most important response is how it will be funded — it will not be funded through student tuition.” Private benefaction through individuals and foundations, as well as some bond monies, will underwrite the revitalization project.

For the next decade, scaffolding and steel may be common landmarks on Creighton’s campus. But just as Omaha’s first settlers looked out upon wind-swept prairies and beheld a future ripe with opportunity, the University again has set its sights on new horizons. Through the far-reaching campus development project, Creighton will extend its frontiers of education, research and service into the 21st century.

About the author: Therese Vaughn is a freelance writer living in Omaha.
The sense of achievement gained from producing the first graduating class at Creighton University evaporated quickly. The Panic of 1893 ushered in a national depression that ravaged the institution’s finances. Once again, the college entered the doldrums — and the Missouri Province considered shuttering the school.

Moreover, the depredations of the anti-Catholic American Protective Association contributed to a siege mentality and further disheartened spirits. The boom of the 1880s ended with the bust of the 1890s, and forced Creighton University to start over again at the dawn of the new century.

Yet, as in the previous decade, the University did not merely survive the downturn: It actually nurtured new initiatives that would thrive when the environment improved. John Andrew Creighton not only underwrote the continued existence of the school; in 1892, he established Creighton’s medical school and financed construction of a hospital at 10th and Castelar (the forerunner to Creighton University Medical Center), creating a university in deed, not simply in name. In 1898, the Rev. Michael P. Dowling, S.J., resumed the duties of rector-president (he also was here from 1885-89) and provided energetic leadership for the next decade.

John Andrew and Fr. Dowling established a vibrant partnership that transformed the University into a dynamo. When John Andrew died in February 1907, and Michael Dowling moved on to a new assignment one year later, they bequeathed a thriving institution to their successors. The robust University boasted a large liberal arts college (which maintained a high-school division), professional schools for medicine, law, dentistry and pharmacy, and programs in post-baccalaureate studies.

Symbolically, Creighton University reached maturity (21 years of age) in 1899; it had endured a tempestuous childhood, but during early adulthood, historical trade winds began to blow. Subsequently, it celebrated its 30th birthday as a financially secure, stable, proud Jesuit American university, but one constantly on guard, defending the Ratio Studiorum against the onslaught of American educational reformers led by the likes of one Charles Eliot.
At the time of Creighton’s coming of age, at least four distinct groups were arguing over the nature and purpose of a college curriculum at the dawn of the 20th century.

Historian Herbert Kliebard categorized the contending parties in American education as: (1) the “humanists,” who defended the “ancient tradition” — this would include the Jesuits and the Ratio Studiorum, the Jesuit code of liberal education that entailed the rational study of the liberal arts and sciences; (2) the devotees of the “child-study movement,” who wanted to reform the curriculum to match “the natural order of development in the child”; (3) the “social-efficiency educators,” who wished to use science to create a “coolly efficient, smoothly running society”; and (4) the “social meliorists,” who wanted to use the schools to affect social change.

Harvard University President Charles Eliot was among the most vocal of American educational reformers. He added a distinctive element that made “electivism” — that is, the student deciding which courses to take — central to the debate.

At Harvard, Eliot had abolished required classes for seniors by 1872, for juniors by 1879, for sophomores by 1884, for freshmen by 1885, and had even proposed the elimination of required courses down to the high-school level.

In 1893, Eliot chaired the National Education Association’s Committee of Ten, which advocated the creation of a choice of four different courses of study for high schools. Then, in 1899, in the Atlantic Monthly, Eliot published an article describing the application and expansion of the elective system. He concluded the scholarly analysis with a flippant remark about prescribed systems of study:

This is precisely the method followed in Moslem countries, where the Koran prescribes the perfect education to be administered to all children alike. ... Another instance of uniform prescribed education may be found in the curriculum of the Jesuit colleges, which has remained almost unchanged for four hundred years, disregarding some trifling concessions to natural sciences.

The insult provoked an instant response from the “humanists,” including Catholic and Jesuit educators. Catholic educator Ruth Everett chastised Eliot for his comments, arguing that “professors of the Jesuit colleges keep up with the times.” She claimed, “To-day forty-seven per cent. [sic] of the students’ time is given to modern studies — proportioned during four years to the study of English, mathematics, modern languages, and natural sciences.” For her, the disagreement hinged “on the age at

A Creighton classroom in 1888.

College of Arts, reading room, circa 1911.
The Great Educational Debate

In the late 1800s, as schools like Creighton came into their own, American educators engaged in a spirited debate over what constituted the best educational system for this growing country. Among the hotly contested issues: electivism, in which students selected their own courses, versus traditional liberal education, which required coursework in certain prescribed academic disciplines.

Educational reformers like Charles Eliot, pictured below at right, championed an expanded elective system. The Harvard University president and chairman of a national education committee derided Jesuit colleges, stating that their curriculum had remained “almost unchanged for four hundred years.” Educators like the Rev. Timothy Brosnahan, S.J., pictured below at left, responded in kind. The Jesuit and president of Boston College compared those educated solely by electives to “hollow-chested acrobats,” who can perform a few feats but “remain ... educational curiosities.” In contrast, he said a liberal education develops “all the faculties” of a student.

Creighton even addressed the issue, weighing in on the merits of liberal education in its 1899-1900 Catalogue, the beginning of which is shown below.

Soon the Rev. Timothy Brosnahan, S.J., the former president of Boston College, complained that Eliot ignored the evolution of the Ratio Studiorum, observing:

> The man whose whole education has been special or elective is as pitiable an object as a hollow-chested acrobat who can toss barrels with his feet. Both have undergone ‘training for power,’ both have made a thorough study of a few things, but both will remain to the end of their days educational curiosities.

Creighton also joined in the fray, immediately publishing in the 1899-1900 Catalogue a 13-point defense of the Ratio Studiorum. The copy asserted “that the aim of a truly liberal education is the harmonious development of all the faculties, the careful training of mind and heart, the formation of character, rather than the actual imparting of knowledge and the specific equipment for a limited sphere of action.” The Catalogue went on to stipulate “that there are some branches of study absolutely necessary in any scheme of liberal education,” and “that young students are not the proper judges of the studies essential for a systematic and thorough development of their faculties.” The statement also proclaimed “that religion should not be divorced from education; that morality is impossible without religion and that is far more important than knowledge for the welfare of the individual and the safety of society. The commonwealth needs good men more than it needs clever men.”

While the controversy swirled, a conference of Catholic colleges met in
Chicago in 1899, resulting in the creation of the Association of the Catholic Colleges of the United States (ACC), which became the Catholic Education Association (CEA) in 1904. Today, the National Catholic Education Association is the largest private professional education organization in the world.

Efforts to standardize educational operations and increase efficiency spread across the nation, as the founding of the National Association of State Universities, 1896, and the Association of American Universities, 1900, attest.

Despite erroneous newspaper reports to the contrary, the Chicago meeting saw no attempts to offer more science courses nor to increase the number of electives in Catholic colleges. But the meeting did pass a resolution: to warn “apathetic college men in some states [who] are allowing their educational rights to be filched from them by unscrupulous and secularizing educators.”

The resolution referred to the early stages of accreditation. With the rise of so many colleges, curricula and standards, elite schools started looking for ways to certify programs — and setting entrance requirements.

In 1884, for example, the University of Nebraska established entrance requirements and began accrediting high schools that met its standards. In 1889, only 12 high schools in the state could send their graduates to the University of Nebraska without examination.

At the turn of the century, Harvard University dropped all Catholic schools, except Georgetown and Notre Dame, from its list of schools whose students could enroll in its law school without

**Imagine you’re a Creighton student ...**

Imagine you are a Creighton student enrolled around 1900. You are most likely from Omaha — or another small Nebraska town, though you might be in the minority hailing from Iowa.

Chances are about three to one that you’re enrolled in the academic portion of the school (to prepare you for college) rather than in college itself.

You are probably one of about 40 students in your classroom, as Creighton’s belt-tightening with the times meant that your professor was holding classes at about the top capacity.

Still, as you look around your classroom (taking just a moment’s break from the ongoing lecture of a stern pedagogue), you might notice the newly installed electric lights.

What’s more, the street you crossed to get to class was probably already newly paved with brick.

As a Creighton student, it is unlikely you would have heard much in class about Charles Darwin, who is busy rocking the scientific world with the astounding theory of evolution.

If you’re an out-of-town student in the fall of 1906, you might be rooming at St. John’s Hall, at the corner of 25th and California streets.

Your day? It probably consists of rising early, with the college opening at 7:30 a.m. By lunch, you’re ready for a bite at the Beanery at St. John’s Hall. You’ll likely put in a full day, with eight classes.

Will you be asked to recite in class today? Probably not. Creighton, like its counterparts across the country, is leaning more and more toward lecture, rather than the old form of recitation on the part of the students.

Classes will likely meet until midafternoon (half-days on Saturdays, followed by confession), at which point, it being spring, you may head out for an intramural game of baseball.

The College is open every morning at half-past 7 o’clock. Those who come before the time of class proceed at once to the class-rooms, and devote the interval to private study. All are required to be present five minutes before half-past 8 o’clock, at which hour the Catholic Students hear Mass. At 9 o’clock a.m. the regular exercises of class commence, closing at 3 o’clock p.m.

**Darwin Not Discussed**

Creighton Historian Dennis Mihelich tells us that neither the University’s chroniclers nor the official course of study make reference to “the major religious controversy of the era, Darwinian evolution.”

In the 1870s, American Catholic scholars “only occasionally” discussed the issue of evolution, but when they did “it was to wield the shillelah with vengeance.”

During the following decade, some Catholics followed Liberal Protestants in abandoning their opposition to the theory. For example, in 1896, Fr. John Zahn, CSC, of the University of Notre Dame, wrote *Evolution and Dogma*, which argued that no conflict existed between religion and science.

In 1898, however, Pope Leo XIII argued otherwise. He issued *Testem Benevolentiae*, warning against erroneous ideas of faith in the United States; Fr. Zahn withdrew his book from print.

At the time, Creighton College did not teach specific science classes in biology or geology (the fossil record), and Fr. William Rigge’s research in astronomy did not deal with the origins of the universe; thus, the controversy seemingly had no impact on Creighton’s curriculum.

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*Creighton Catalogue, 1899-1900*
The Curriculum Takes Shape

(Sr. M. Bonaventure and Sr. M. Camillus) to teach two of the sections.

The arrangement continued into the 1909-10 academic year, and the sisters taught syntax and Greek rudiments, Latin, English and mathematics. By that time, Creighton College also employed a Mrs. C. Burkhard as a vocal music teacher, and the medical school had hired Mary Strong, M.D., as “Demonstrator in Obstetrics.”

Part of what made enrollment shoot up at Creighton was the creation of the “Special Classes” category, which attracted 26 students by 1906. Students in that group usually were skilled in English and mathematics, but not in Greek or Latin. Some of them were older-than-average students who had little formal education and needed special tutoring; for example, a 29-year-old evangelist was enrolled who wanted formal training in “sacred oratory.”

At the other end of the spectrum, the college introduced an honors program, consisting of special study beyond the ordinary work of a class, for poetry (sophomores) and rhetoric (juniors).

At the same time, the American model of education continued to affect the Ratio Studiorum. In 1902, Creighton College divided itself into departments and began to abandon Jesuit terminology. The “High School or Academic Department” consisted of four years of study; “Humanities,” which had been the first-year, college-level class, became the last year of high school, and the three years of college became the freshman, sophomore and junior-senior years.

Overall, the new curriculum called for a student to enter elementary school at age 7, study seven years and enter high school at 14, then college at 18. The administration also arranged college classes into the “essential” branches — Latin, Greek, English, mathematics and astronomy — and the “non-essential” branches — modern languages, physics examination. The United States Bureau of Education, national education organizations and state governments joined the accreditation crusade.

Although Creighton’s Fr. William Rigge understood the legitimacy of the situation — “Indeed, it was a notorious fact that sometimes degrees were given in branches the student had not studied at all; and degrees could even be bought” — the ACC feared that state requirements could signal the demise of Catholic colleges.

But likely as not, the students of Creighton College were oblivious to the controversies surrounding education in their day. Probably, watching the eight graduates at commencement seated on the stage of the College Hall (the third-floor auditorium in today’s Administration Building) provided the highlight of 1899.

During the era, total enrollment increased, so much so that by 1904 the Creighton administration had to create four divisions of Third Academic — the first year of high school — and to hire two Sisters of Mercy...
The Curriculum Takes Shape

and chemistry. In order to advance to the next year, a student had to pass examinations in all essential branches.

Non-essential electives also included vocal music — and, by 1901, “courses of instruction in typewriting with Remington and Smith Premier Machines” for students so inclined.

The young college received a lukewarm review from the United States Bureau of Education in 1902. Though the assessment did not denigrate the program, it alluded more to weaknesses than strengths.

“The standard in the classics and mathematics [was] ... fully equal to that of any school in the state,” the report asserted. However, while the “people of Omaha have been remarkably generous in gifts for the scientific departments,” the review noted that the Creighton collection was not “extensive” and the school gave “less attention ... to scientific studies by the faculty than is the case in the State University or other secular schools.”

Similarly, the faculty library’s 7,000 volumes seemed adequate, but funds for acquisitions ($200 per year) remained “too limited.” Moreover, although the curriculum paid “about the usual amount of attention” to philosophy, logic and ethics, “a marked contrast” existed in comparison “with the best universities of the time”: the “course is almost wholly prescribed,”

1893’s Prerequisites:
English Grammar to Good Behavior

Creighton made changes to its undergraduate Course of Study in 1893, eliminating the preparatory department. All entrants were required to have the minimum of a sixth-grade education, which prepared them to pass entrance exams in English grammar, spelling, arithmetic and geography. The decision forced some Catholic students to go to public school first because they could not do “decimal fractions.”

Another new admission standard at Creighton required “satisfactory testimonials of good conduct” on behalf of students transferring from other institutions. Yet, most Catholic schools, Creighton included, phrased that is, required, rather than elective.

On the other hand, Creighton College received a personal, glowing review from the home of the elective revolution. Paul L. Martin, who had obtained his A.B. at Creighton in 1902, entered Harvard Law School that fall. Over the next three years, he wrote eight letters to Creighton’s Fr. Dowling extolling his undergraduate experience; his opening epistle evaluated his Harvard class of 250 students from all over the United States:

... from what I have thus far seen of them in and out of class I have not the slightest hesitation in saying that Creighton men who take advantage of their opportunities need have no fear in competing with these fellows whom President Eliot would have us believe vastly superior in training to the students of Jesuit colleges.

His concluding letter maintained the same tone, arguing that while Harvard may have better facilities and a greater variety of classes, his years there “only served to convince me the more firmly that for the undergraduate Creighton is much to be preferred to Harvard.”

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Creighton Professor, with Colleague’s Help, Develops Index to Track Quilts as Investments

Two years ago, Juli-Ann Gasper, Ph.D., needed a topic for her sabbatical research paper. Inspiration came from her daughter’s new boyfriend when, during what Gasper describes as a getting-acquainted-bonding-session, the young man asked what activities interested her. Gasper, associate professor of finance at Creighton, immediately answered, “Quilts!” and proceeded to introduce the boy to the joy and wonder of patchwork pillow tops.

Impressed with quilting (and the Gasper family) the young man returned home and forwarded to Gasper an e-mail from a listserv that included a “call for papers” for an academic conference on quilting to be held in Lincoln, Neb. “Why not present a paper there?” he suggested. For Gasper, an active member of the Creighton Campus Quilters, that was an “aha!” moment.

“I jokingly asked John Wingender, chair of the Finance Department at the time, if he thought a quilt paper would qualify for publication credit in my quest for promotion and tenure. John reminded me that quilts are bought and sold. They have prices. He encouraged me to track what quilts are going for these days — no one had done it before — and write a paper about the rate of return on investment in quilts.”

The topic for Gasper’s paper had found her: A Price Index Study of American Quilts.

And so — just as the quilting process requires her to select and put together varied, complex pieces — Gasper began gathering and sorting through quilt prices, with the help of Wingender, Ph.D., and graduate research assistant Sarah Collins. When Gasper’s Quilt Price Index is finished, the database will be a helpful tool in the growing phenomenon called This Business of Quilts.

Plain or colorful. Muslin or silk. Utilitarian, lopsided, or sophisticated works of art, quilts have been part of America’s cultural, political and social fabric since Plymouth Rock.


Generations of wives and mothers sat by firelight, stitching quilts to keep their families warm, while young girls carefully

Gasper and Wingender with some of Gasper’s quilts. Gasper found that “…investing in American quilts can produce an excellent rate of return.”
appliqued Double Wedding Ring dreams on quilt tops for their hope chests.

During slavery years, members of the Underground Railroad used quilts to send messages and mark safe houses of refuge and escape routes to freedom. Before women got the vote in 1920, quilting was their forum. Quilt displays at agricultural fairs gave voice to women’s patriotic sentiments and expression to their views about political, social and economic issues.

The AIDS Memorial Quilt — its 44,000 panels as big as 16 football fields and weighing 30 tons — documents the lives its creators feared history would forget. Nominated for a Nobel Peace Prize in 1989, the AIDS quilt is the largest community art project in the world and redefined the tradition of quilt-making in response to contemporary circumstances.

After the events of 9/11, the nationwide United We Quilt exhibit let artists express grief, anger and sadness in response to the tragic loss of human life, and proved, once again, that quilts can bring comfort to those who make them as well as to those who view them.

As a quilter herself, Gasper sees quilts as history, storytelling, spirit and community. As a finance professor, she understands that in recent decades — when quilts were acknowledged as art and moved from the bed to museum, gallery and corporate walls — collectors began looking at them in the same way they looked at paintings. Suddenly, collectors looked at quilts and saw dollar signs.

As American quilts sell for record prices at auction — some for hundreds of thousands of dollars — more companies and individual collectors view the art form as another real asset investment. The real asset market is well understood for photographic prints and paintings by master artists, but, since there are no published studies of quilt prices, their worth as investments is still unclear.

“That’s why we want to create a price index for quilts,” Gasper explained. “A price index measures the average price of an asset. When you buy something and then sell it, you can easily find your rate of return. If you bought the item for $100 and sold it a year later for $105, you know you made $5 on a $100 investment, or a 5 percent return. But if you don’t want to sell the asset to find your rate of return from owning it — if you want to hold that asset for a period of time — how can you determine the rate of return you’re earning? How do you know how much a long-term investment is making?”

If that long-term investment is in a stocks and bonds portfolio, the answer is simple. Just turn to the financial page, look up the current price of that particular investment, compare that to your purchase price and calculate the return you’d receive if you chose to sell. And, if you wanted to estimate the worth of your entire portfolio, you’d check the daily price index for securities as a whole. “If the price index went up,” Gasper said, “it’s likely your portfolio’s value went up, too. If the price index went down, then in all probability your portfolio lost money.”

But what if your portfolio isn’t in stocks and bonds, but in art — perhaps in quilts? How can you track daily prices when there usually is no daily trade reporting in the art world?

“There’s only one van Gogh Sunflower, and the lucky owner isn’t able to look at the market, see a sale of that painting and gauge what his painting is worth. But, the van Gogh owner could check what’s happening, worldwide, in the general trend of Old Master sales, and get an idea as to whether prices are higher or lower than they were a few years ago.”

Average prices. Rates of return. Portfolio worth. Who asks the questions and wants answers to any of this, anyway?

According to Gasper, “Finance people love to look at the portfolio effects of adding a new type of asset to an investment program. They wonder — when the stock market is down, is the quilt market up? Well, for that answer, they’ll have to wait for our published research data!”

Not only the “finance people” will get answers from Gasper’s report. Individuals who buy quilts for their own collections, as well as large corporations with portfolios of art, recognize the potential value of spectacular quilts and the need to keep track of how their “endowments for the future” are faring with respect to value.

A case in point? Esprit. A manufacturer of fashion clothing and accessories headquartered in San Francisco, the Esprit Quilt Collection began in 1972 and soon became known as perhaps the best collection of Amish quilts in the world. The collection is constantly added to, re-evaluated and changed, and today includes an eclectic mix of unusual “maverick” American art quilts, all boldly expressive, highly personal and eccentric. This masterful collection of quilts — ranging in size from doll quilts to large bed quilts — is the only art Esprit displays, and the pieces are placed where visitors can always get within at least 10 or 12 feet of each, even if the quilt hangs in someone’s office. Obviously, the changing value of these quilts is of great interest to the company.

Closer to home, on the University of Nebraska-Lincoln campus, the International Quilt Study Center eagerly awaits Gasper’s Price Index, too. Launched in 1997 with a $1 million donation and a gift of nearly 950 quilts from collectors Ardis and Robert James, the dollar value of quilts housed in the center continues to rise.

In 2002, Lucinda Ward Honstain’s Reconciliation Quilt was donated to the center by the Jameses. Widely photographed and publicized, the quilt holds the world-record price for a quilt sold at auction — $264,000 in 1991 at Sotheby’s. Completed in 1867, the quilt’s 40 blocks depict scenes of domestic, commercial and political life in the United States during the years before and after the Civil War, and the work is considered an outstanding example of the use of textiles for the expression of political sentiments — in this instance, the abolition of slavery.

In 2003, the International Quilt Study Center was gifted with the Jonathan Holstein Quilt Collection and the Holstein Collection of Archival Materials. Valued at more than $2.2 million, the collection numbers more
more than 400 quilts and hundreds of research documents that rank among the top five collections in the world pertaining to American quilts. The gift was a joint venture between Holstein, a collector and author, and the Jameses.

The Holstein Collection is one of the most historically important, superlative collections of Amish quilts ever assembled, and the contemporary works in the collection comprise perhaps the most aesthetically important group in existence. In 1971, 60 of Holstein's abstract art quilts, now belonging to the center, were exhibited at the Whitney Museum in New York. Most quilt scholars regard that exhibit as instrumental in igniting the quilt renaissance of the 20th and 21st centuries. By presenting them on the walls of a prestigious art museum and by comparing their graphic and painterly qualities to those found in modern abstract art, the exhibition brought quilts to the attention of an audience that had never before considered them in such a context.

And with that attention, came an up-tick in quilt sales as real assets.

Since the 1920s, quilt prices have risen steadily and within the last 15 years Amish, Mennonite, early appliqued and album quilts have brought prices in the thousands of dollars. To people who grew up sleeping under grandma’s scrappy Postage Stamp quilt, today’s prices may seem staggering. In the 1930s, an exquisite handmade quilt could be purchased for as little as $8.50. The same quilt today might bring $30,000. These are exactly the kinds of numbers Gasper is crunching in her Price Index.

“We have 35 years of published data on antique quilts, including their descriptions. The data show that in 1970, a 1930s Sunburst pattern patchwork quilt was priced at $32. It then shows that in 1980, that kind of quilt was priced at $273. From this, we can calculate the rate of return from owning a 1930s Sunburst quilt.”

According to Gasper, an investor can use these 35 years of prices to figure the rate of return on a quilt portfolio. “You take the raw average price for each year and compare that price from year to year,” Gasper said. “For example, in 1969, we show 11 quilts with an average price of $42. For 2002, we show 132 quilts with an average price of $1,529. If you look at the change from one year to the next, you see the average price sometimes goes up and sometimes goes down. During the 35-year period used in our study, quilt prices rose, on average, 17 percent each year. Compare that with an average of 9 percent for the Standard and Poor’s 500-stock index, 8.6 percent for the Dow and a 6.7 percent price increase for gold, and you realize that investing in American quilts can produce an excellent rate of return.”

Excellent, indeed. As recently as the 1980s, antique quilts rarely sold for more than $10,000. The boom of the 1990s changed all that. Prices of $10,000 and more have become the norm for exceptional pieces, and some fetch six figures. Recently, an astronomy quilt with an image of the galaxy as it was known in the late-18th and early-19th century sold for $225,000. Patriotic quilts are extremely desirable. After the attack on the World Trade Center, the country went on a patriotic buying binge. Sales of items particularly emblematic of America — think presidents, eagles or our national colors — rose as much as 50 percent in a few weeks. Even before Sept. 11, a quilt from the 1876 Philadelphia Centennial Exhibition with flags and George Washington images was priced above $20,000 and might be priced even higher today.

Need more examples?

A 1916 cartoon character quilt called Funny Papers brought $300 in 1979. It was eventually auctioned for...
Part of Creighton’s mission statement reads: “Service to others, the importance of family life, the inalienable worth of each individual and appreciation of ethnic and cultural diversity are core values of Creighton.” The Campus Quilters is one of many University groups that reflect this mission.

“But,” said a smiling Micki Dukat, executive assistant to the vice president for Administration and Finance, and member of the Quilters, “we have more fun than most of the other groups with our friendships, both old and new, and our fabric scraps — both old and new.”

While this fellowship of about 30 Creighton employees meets regularly to make personal, individual quilts, they also turn their enthusiasm and love of the craft to benefit other women less fortunate. Each year since 1997, the Campus Quilters have created a group quilt that is raffled during Creighton’s Holiday Spirit campaign — a time when the Creighton community strives to open its heart and extend a helping hand to underprivileged needy or homeless people and families.

The winning raffle ticket is drawn in December at the Child Development Center’s Chili/Soup luncheon. “Every year most of us still get emotional about giving the quilt away and giving the money to charity,” Dukat said. To date, the project has netted more than $3,000, all of which has been donated to the Catholic Charities Shelter for Abused Women and Children in Omaha and to Phoenix House in Council Bluffs, Iowa.

Clearly, much love is sewn into the quilt along with the fabric, and, in 2002, the Creighton University Committee on the Status of Women recognized Campus Quilters for their spirit of collaboration, selfless service to others, and for fostering companionship and a true spirit of generosity.

What’s next on the group’s agenda? Stitching together Creighton’s 125th Anniversary Quilt. Richard Jizba, head of the reference department at Creighton’s Health Sciences Library and a member of the Anniversary Committee, came up with the original idea for the quilt, which traces Creighton’s history from 1878 to 2003. Designed by Judy Bergjord, Health Sciences Library, with help from Dukat, the work features blocks representing Creighton’s various schools in colors established by the Intercollegiate Code to represent different departments of learning. “A pattern called Barrister’s Block was a natural choice for the Law School,” explained Dukat, “as was Road to Fortune for the College of Business and Tree of Life for the School of Medicine. And, just for fun, we picked Sawtooth Star to represent our School of Dentistry.” Velvet for the school blocks is a gift from Cap and Gown, the Omaha firm that makes Creighton’s academic regalia.

Other quilt blocks represent University vice presidents, and the student body is spotlighted in blocks called Bright Hopes, Friendship Star, Union and CU Bluejay. Top and bottom borders show day and nighttime skylines of campus buildings, and the border surrounding the main field includes embroidered names of all of Creighton’s past presidents.

“We wanted signatures for the back of the quilt,” Dukat said, “so we’ve attended alumni, student and anniversary events and sold quilt signatures for $1 each to students, staff and alumni. The money helps defray costs of fabric and quilting, and the signatures make the quilt even more personal and give it added historical significance.” The Creighton University 125th Anniversary Quilt will be on exhibit from Jan. 17 to Feb. 15 at Creighton’s Lied Center Gallery.

Almost $19,000.

A 1930 quilt depicting interracial scenes, including a black doctor caring for a white patient, sold for a few dollars in 1960. A collector later purchased it for more than $50,000.

Even a relatively modest 1937 floral quilt called Center Medallion tripled in value over five years and recently sold for $20,000.

Work by significant contemporary art quilters hangs in prestigious galleries around the country and can demand between $20,000 and $80,000 per piece.

Even these few examples show quilts now qualify as top-drawer real assets.

But Gasper warns that the ups and downs of this emerging market must always be considered.

“The Quilt Index looks at the volatility of returns, and shows that during the 35 years under study, stock indices were much steadier than those for quilts. During that time period, both
Winter 2003

The Business of Quilts

The S&P 500-stock index and the Dow Jones industrial average showed 10 years of negative returns, while the quilt index showed 16 years in which the average price was lower than it was the previous year. The old finance adage — to get higher returns you have to take higher risks — holds true in the quilt market. If you choose the right year to sell your collection, you could make a bundle, but if you choose the wrong year, you could, quite simply, lose money.

Other things to consider when dealing with quilts? Preservation and provenance. Nancy Kirk of the Kirk Collection is a dealer and appraiser of quilts in Omaha. “Quilt preservation is difficult,” she said. “Collectors usually keep coins or stamps in bank vaults where they’re pretty sure nothing will happen to them. Paintings and even lithos can hang on walls and, under the right conditions, suffer no damage. But textiles give investors a hard time. Light fades them. Temperature changes, moisture and air pollutants eat away at quilts, and the damage is irreversible. On top of that, people want to hold quilts, touch them — and touching them hurts most of all.”

Kirk also emphasizes the importance of provenance. “The first thing people ask about a quilt is — do you know who made it? So, document, document, document. A tattered quilt with a story will sell for much more than a mint-condition quilt with no documentation. If you want to realize a significant return on investment, you’d better know the history of the quilt.” Bottom line, Kirk advises, “Buy a quilt with your heart. The only guaranteed return on investment is the pleasure you’ll receive from having the quilt in your home.”

As for Wingender, he is, of course, intrigued by the bear versus bull aspect of quilts as commodities, but admits he had no particular interest in quilts before he began helping Gasper gather data. “Now, I view them in a totally different way,” he said. “I still have the quilt my Swedish grandmother made for me 53 years ago. And each of my three adult sons still has the quilts their grandmother made for them. I realize how much of our family history is wrapped up in these quilts. I doubt if they’re worth any money, but they have enormous sentimental value and that’s a good enough reason to treasure them.”

What is the fascination with quilts all about? There are many explanations, but perhaps collector Holstein says it best.

“Quilts exert their great force in our minds and imaginations because they combine in single objects so much information of importance to us: the potent congruence of beauty, sentiment, history, utility and significant function. People were born and died under them. They cover our dreams.”

And if you dream of an investment with both esthetic and financial payoffs, quilts may have you covered there, too.

Editor’s Note: Ozzie Nogg is a freelance writer living in Omaha.
Deep in the bowels of the earth off the coast of Sweden, a philosopher and a journalist wear hard hats and clutch their emergency oxygen masks as they peer down a borehole to examine a 25-ton canister that one day may hold nuclear waste.
The philosopher, Patricia Fleming, Ph.D., and the journalist, Carol Zuegner, Ph.D., trekked 1,509 feet below the Swedish countryside to the Åspö Hard Rock Laboratory, where scientists from around the world experiment with methods to store nuclear waste thousands of years into the future. The expedition capped a conference where politicians, physicists, philosophers, psychologists, nuclear regulators, industry officials, journalists, and students from Europe, Eastern Europe, the United States and Canada delved into the question of how to make decisions about environmental risk — like disposing of nuclear waste.

Deciding how and where to dispose of high-level nuclear waste isn’t only a scientific question, answered by risk assessment equations. The decision on nuclear waste disposal involves social, moral and ethical questions. Societies have delayed answering those questions, but the growing amount of nuclear waste from nuclear power plants and other sources isn’t going away any eon soon.

The Valdoc Conference
Seeking answers to those questions led the two Creighton professors to the Valdoc conference in Borgholm, Sweden. Valdoc was designed as a “summer school,” where participants representing all sides of nuclear waste disposal heard lectures from invited faculty on risk, values, the media and other topics before splintering into groups for discussion.

Philosopher Fleming, senior associate dean in the College of Arts and Sciences, and I, an assistant professor of journalism, were among the international faculty. Fleming’s research in philosophy has focused on values and science and on environmental ethics. Her own interest in nuclear waste disposal questions grew out of once living nearly in the shadow of Yucca Mountain, the controversial Nevada desert site the United States has chosen to entomb its nuclear waste. In her lecture, Fleming explored the role of values in a complex technical society.

I was asked to join the Valdoc faculty because of my professional background as a reporter and editor covering nuclear waste disposal issues and my academic research in science journalism in the 20th century. My role was to explore how the business and routines of news-gathering frame complex stories like nuclear waste disposal. Informing the public about the risks is essential, but in many cases, the news media add to the problem of polarizing opinion on risky issues because of the way stories are framed as black-and-white arguments. Citizens become confused, not informed, and solutions seem impossible. The challenge for journalists is how to illuminate problems and help people find solutions while remaining fair and balanced.

Values and framing of news aren’t the usual topics included in discussions about nuclear waste disposal. But values underlie all the decisions and it’s often through the media that many people get the information to make the decision. The search for a solution to disposing of nuclear waste has to go beyond technical and scientific calculations if citizens are to accept the risk. Those calculating the scientific and technical risk have to take into account the way people view hazards. Risk assessment produces equations enumerating the probability of accidents and exposure. For many citizens, those equations are multiplied by their own fears and concerns about catastrophes and ultimate worst-case scenarios. These citizen concerns also need serious attention even though they can’t easily be quantified, for they are often justified by a different value-weighting than that assigned by risk assessors’ equations.

People don’t view risk as an equation: Studies have shown people are more fearful of catastrophic risks they can’t control despite the improbability of the catastrophe. For example, people would protest building a nuclear waste site near their homes, but they would drive away from the protest smoking cigarettes and without buckling their seatbelts. On a technical assessment scale, the latter are much more likely to kill you than a nuclear accident.

National and Global Issue
There’s reason, of course, to be concerned about nuclear waste. The radioactive danger from nuclear waste can last for hundreds of thousands of years. Now, in the United States, spent fuel rods from decades of nuclear-generated power and other uses rest in pools and casks at 131 sites in 39 states. By law, a site can contain only 70,000 metric tons, and the combination of civilian radioactive waste and Defense Department waste is already almost enough to fill any first site to capacity. As of December 1998, the United States had accumulated 38,400 metric tons of used or “spent” nuclear fuel from commercial power plants alone, according to a report by the Department of Energy.

Location of Nuclear Plants
More than half of the U.S. states have nuclear plants and waste may be transported through as many as 43 states enroute to Yucca Mountain.
of Energy. It expected that number to more than double by the year 2035. Power plants are running out of room for what was intended as temporary or interim storage. At the same time, some regulators are beginning to talk about a second site for future spent fuel, within viewing distance of Yucca Mountain.

The threat of terrorism also has upped the ante for making a decision. U.S. Energy Secretary Spencer Abraham said compelling national interests of homeland security and threats of terrorism were part of his considerations in 2002 when he recommended Yucca Mountain in Nevada as the U.S. site.

Nuclear waste also is a global issue — 436 nuclear power plants in 31 countries are piling up spent nuclear fuel, but no country has built a disposal site, according to the U.S. Department of Energy. Finland, represented at the Valdoc conference, is the first country to gain agreement on a disposal site in Eurajoki, home of the Olkiluoto nuclear plant. Everywhere people are grappling with scientific, political and ethical questions about how and where the nuclear waste will be stored for thousands of years.

The Valdoc conference organizers sought ways to replace the often confrontational nature of risk debates with a process that involves dialogue, leading to decisions about whether to accept or reject risks. Now, the debates often pit exasperated scientists and risk analysts against not-in-my-backyard citizens and protest groups. How to do it differently? Swedish physicist Kjell Andersson, the driving force behind the Valdoc conference, has been instrumental in developing a model called RISCOM.

The RISCOM Model

The RISCOM model seeks transparency, meaning the process, the risks and the benefits of any risk issue are clear to all involved. Those asked to bear the risks must understand them. And citizens should be actively engaged in making decisions about the risk. The model calls for stretching of arguments on all sides, so that scientists, politicians and citizens understand the values, the pressures and the dilemmas each face when attempting to craft a solution to the risky problem.

Values infuse every aspect of making decisions about nuclear waste disposal from the timetable to site selection to the proposed method of disposing of the waste. By including values in the discussions, the hoped-for result is that all sides recognize the scientific, economic, social and political realities of the risk, creating the best solution.

“You can find a role for values in all nooks and crannies of this issue,” Fleming said.

For example, asking where to dispose of nuclear waste generates questions about equity in the distribution of risk. Should a waste site be located where there are more nuclear power plants or should it be located where there are fewer people, even those who derive direct benefits from nuclear power? Asking when produces questions about our ethical obligations to future generations and questions about the uncertainties about disposal. Do we have an obligation to take care of this problem now? Do we wait in case an easier and safer method of disposal comes up in the future? Asking how raises questions about regulations and regulators and whether those regulators are trustworthy.

Scientific Modeling

When predictions must be made thousands of years into the future, scientists use modeling of a total system performance and the expert judgment method, where best estimates are based on possible scenarios — the worst-case scenarios.

“It’s not so easy to collect the kind of data at such a complex site to make the prediction needed over a 10,000-year period,” Fleming said. Tests involving an almost 7-mile tunnel being bored into the mountain have provided some important data, enabling scientists to modify earlier models. Other measures include thermal tests that generate data on the effects of heat on water, rock chemistry and rock structure, and the relationships among them.

For now, expert judgment and performance assessment modeling consider deep geological disposal as the safest method for storing nuclear waste. The United States, Sweden and other countries plan to use that method, where the waste is wrapped in copper or titanium, surrounded by clay impervious to water and stored at least 1,000 or more feet underground in a system of tunnels. Expert judgment is bolstered by data from experiments and work by scientists in hard-rock labs like the one in Sweden.

The Role of Ethics

Knowing what we do about people and the way they are most fearful of catastrophic risks they can’t control, is it
From Polar Ice to Yucca Mountain

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"Many countries have failed politically to find a workable solution because they have not paid close enough attention to the role of ethics, and particularly, the duty to seek informed consent. Such consent is difficult to get," Fleming said.

In the United States, the decision to continue investigating Yucca Mountain for a disposal site has raised strident protests in Nevada. The state has sued President George Bush, the Department of Energy, the Environmental Protection Agency and the Nuclear Regulatory Commission to try to stop the process. Opponents say the federal government didn’t follow its own rules in selecting the site and that the site is not geologically right for nuclear waste.

Great Britain, France and Canada also have run aground in their attempts to dispose of nuclear waste.

In contrast, the Swedish government, Swedish nuclear regulators and the nuclear fuel company are using the RISCOM model to find a site in their country for the spent nuclear fuel from the 11 nuclear power plants.

A Different Selection Process

What makes this selection process different is the government’s pledge to gain public acceptance of the waste site through every stage of the process and to involve local governments and citizens from the start. One potential area in northern Sweden has already been rejected by the local municipality.

An exhaustive public information and communication campaign addressed environmental, scientific and social concerns in concrete and specific ways, involving the community of Oskarshamn on all levels. Oskarshamn has an advantage as a site because it’s already home to nuclear power reactors, an interim nuclear waste storage site and the hard rock lab, all of which provide about 1,000 jobs for the community of 27,000. Still, the intensive campaign used scores of meetings and workshops where community members were paid for their time as they examined safety and other issues.

The campaign did not just involve meetings at the city hall. Members took information about the nuclear waste site to where people were — from markets to hockey games. Swedish physicist Andersson, one of the developers of the RISCOM model, believes the combination of transparency, public participation and the creation of arenas for public discourse can add up to a process that leads to a decision that people can accept even if it means a nuclear waste disposal site in their backyard.

A pivotal vote of the Oskarshamn municipality council showed the success of the campaign: Council members voted 49-1 in favor of continuing the site investigation. Officials are quick to say this doesn’t mean overwhelming support for locating the waste site in Oskarshamn, but they see the vote as one of confidence in the process, including trust in the government and the power company.

The Role of Journalists

Journalism’s role in the process seeps into many nooks and crannies as well. The best journalism makes issues transparent, and journalists are obligated to stretch arguments by seeing and writing about an issue from many viewpoints, not just from those of experts and officials who are easy to quote in digestible sound bites. A current movement called civic journalism seeks ways to create those arenas of public participation, at the very least in news stories that include values inherent in issues like nuclear waste disposal. The story should not begin and end with only scientific equations or political posturing.

Communities and countries continue to grapple with the problem of nuclear waste, but the discussions are widening to include philosophers, journalists and citizens.

A ‘Thematic Rapporteur’

The Organization for Economic Cooperation and Development (OECD), an international group based in Paris, asked Fleming to serve as a “thematic rapporteur” at a Forum for Stakeholder Confidence in Ottawa, Canada. Her role was to observe and comment on ethical issues in the process that emerged from a week of meetings about storing low-level nuclear waste in Port Hope Township.

Canada’s new legislation, based on a report from the Seaborn Commission, now recognizes that an “ethical assessment” be part of the political decision-making process in finding sites for the storage of nuclear waste. That process must involve consultation with Native People about how such a facility might affect their traditions and values. In her report to the OECD, Fleming encourages all those involved in this important issue, from regulators and producers of nuclear waste to environmental activists and locally affected citizens, to stay on the high-road of ethics.

“There is a low-road involving the imposition of risk on affected parties,” Fleming said. “But before any country embarks on it, they should be well-aware of its high social and moral costs.”

From Polar Ice to Yucca Mountain

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TOYS AND GENDER

Photo by Mark Dienstner
So you’re a man’s man and you’re raising your son to be a boy’s boy? Well hold off on the Hulk merchandise this holiday season, tough guy; after reading this, you just may want to get your son his very own ... kitchen set.

Maybe a dolly, too.

So says Creighton’s Isabelle Cherney, Ph.D., assistant professor of psychology. “I’m going to get lots of phone calls,” she said with a laugh that hints of her native Switzerland.

But don’t worry, macho man, your son’s not going to get “sissified.” In fact, a kitchen set just might help him one day become a top-notch quarterback, that most multitasking of all football positions.

As for your daughter ... buy her a ball and send her outside with it — we need to boost her spatial skills so she can do well in math and science!

Perhaps she’ll land an engineering job down the road.

Be careful what ye give for holiday gifts, Mom and Dad; the toys you wrap with such glee on the night before just may be parking your child’s brain in neutral.

Cherney knows of what she speaks, practically as well as theoretically. A 1996 CU alumna, she has two boys — ages 14 and 17 — and can match the harrowing tales of many other parents. For the past 10 years, she’s also studied the mental makeup of children, especially as it relates to gender.

Her latest research, published recently in Educational Psychology, threw toys into the mix, studying how little ones play with toys and whether there are differences by age, gender and toy preference.

Kids at play aren’t just playing; they’re learning, too. And, it appears, certain toys elicit “complex play” behaviors that just might make your tot smarter.

“What we found,” said Cherney, “was that the female-type toys were very conducive to that.”

Thus the Easy-Bake Oven for Junior (hold off on the Tonka). “We were looking at ... how many sequences can a toy elicit in a child?” Start with a doll, for instance. “In order to be fed, you need to be cooking something on the stove. Then you have to cut it into pieces, you have to blow on it and put it onto a fork and feed the baby. That is more complex play than ... with a truck.”

Finding the Perfect Toy

Creighton psychology professor Isabelle Cherney, Ph.D., offers the following thoughts and advice for toy shoppers.

• Educational Toys: Parents are “very concerned about educational toys,” Cherney said, “but they really don’t know what it means. I don’t want to put parents down at all. But how far can educational toys go? They don’t do everything. You can’t just put a child in front of a toy and expect the toy to do all of the work.”

• Violent toys: Stay away from them; Cherney said they do not stifle aggression as she said is often touted.

• Video Games: Though they’ve been shown to improve spatial skills and are popular with the older kids, you’re limited. Many of them are violent, and few are made for girls. Cherney said boys and girls “both start with ... fairly neutral type” or educational video games. “Then it becomes adventure, bloody. It becomes quite aggressive, by the time they’re 11 to 13. Girls, on the other hand, start with quite female-stereotyped games early on and then move into the male-stereotyped games. When you go into a video store ... you see there’s almost nothing that females would like to see. The choices are just very limited. Ask girls what they would like in a video game, and it’s not at all what you find on the shelves.”
Why It Matters

Why is a study on toys important? Many at-risk children — especially younger ones — are assessed while at play. Such moments reflect “a mirror into a child’s mind,” Cherney said. “Early on, they don’t have the language to tell us, so the only way we can actually infer what might be going on in their brain is ... by observing behavior. They role-play. They copy what they have learned and develop their own little world.”

At-play behaviors of at-risk children are compared to those of “normal” children. But what if “normal” isn’t so clear? What we don’t know, Cherney said, is if boys and girls play with different toys differently. “It’s an area nobody had ever looked at,” she said.

And what we don’t know could lead to misdiagnoses. A boy might be labeled as lacking complex cognitive abilities because he never exhibited any such skills during play. But perhaps he simply wasn’t given the right toys with which to strut his stuff. Cherney’s work can make such assessments more reliable. So the research matters.

But it’s also fascinating fodder for any of us parents who have watched with frustration as a child has forsaken the high-priced toy we bought him to play with in favor of the low-tech box it came in.

Chickens and Eggs

Before delving deeper into Cherney’s findings, though, let’s admit that we’re not exactly sure why such differences exist, or how they came into being. Are they innate, or man’s own doing?

“It’s a difficult question to answer,” said Cherney. “If you look at evolution, there might be some innate part of that. When you look at the brains in adults, there are different areas that might opt for different types of tasks. But it is unclear how that develops.”

For instance, explained Cherney, boys love sports-play that enhances spatial skills. Such skills later on can boost math and science scores. But, she asks, “Is it because they like playing, and therefore their visual skills improve, or is it because they have better visual skills that they enjoy playing? It’s unclear which one comes first.”

Girls, meanwhile, tend to gravitate toward inside play and often talk to their toys. “They’re usually earlier talkers,” Cherney said. “This type of behavior seems to elicit more verbal skills, which they later excel in.”

The differences can be exhibited before children can even walk. “You can give toys that are not toys, that they have never seen. Normal objects ... and they will treat that normal thing differently. Boys tend to whack it and manipulate it. They tend to look at its resistance ... from a physical point of view. Girls ... just manipulate toys in a different way. They are more likely to talk to them. They prefer stuffed animals they can relate to. They’re

### The Study’s Most Popular Toys

Below are the most popular toys by gender and minutes played from Cherney’s study of more than 100 children ranging in age from 18 to 47 months. She labeled some 60 toys as “gender neutral,” “male stereotyped” and “female stereotyped” and then observed the children playing with them.

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<thead>
<tr>
<th>BOYS</th>
<th>MALE</th>
<th>NEUTRAL</th>
<th>FEMALE</th>
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<td>Crayons</td>
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<td>Disney Pop-up</td>
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<td>Farm</td>
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<td>Gumball Machine</td>
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<td>Phone</td>
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<td>Tow Truck</td>
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<td>Bears</td>
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<td>Cash Register</td>
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<td>Disney Pop-up</td>
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<td>Doctor’s Kit</td>
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<td>Farm</td>
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<td>Gumball Machine</td>
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<td>Lion Puzzle</td>
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<td>Nesting Cups</td>
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looking for relations even with toys.”

Consider the experience of CU grad Ruth Murray, BSN’80, with four boys, now ages 12 to 21. Murray, who home-schooled each of the boys at one point or another, was intent her sons be exposed to brain-building toys and shielded from violent ones, like guns.

Her sons’ reaction? “Pow! Pow! Pow!” “We were at a car dealership,” she said, “and another mother walked in and asked why Sesame Street wasn’t on. She was evidently an ‘earth mother,’ and I kind of was at the time, too. Within five minutes my child, who had never been exposed to guns, was hiding behind chairs in the middle of a fake gunfight with her three children.”

Murray was aghast; Earth Mother just smiled. “She ... correctly interpreted my gaze and said, ‘You weren’t going to give them any guns, were you?’ I said, ‘No.’ She said, ‘It’s going to happen,’ and she was right. I found out boys will be boys.”

The Study

Cherney discovered the same thing — sort of. Her research involved more than 100 children, ages 18 to 47 months, who played individually for 40 minutes in a large room with easy access to nearly 60 toys. Toys were coded as being stereotyped as “male” (i.e., a tow truck), “female” (nesting cups) or “neutral” (crayons).

Such stereotyping, said Cherney, “is done mostly by adults and probably implicitly passed on to children.”

Play sessions were videotaped; behaviors were observed and coded later. Recordings were made of how long toys were played with, what toys were played with and how the toys were played with. “Complexity of play” was determined by the number of “sequences” a child used with a toy. A child takes a truck and makes a noise with it (“Vroom, Vroom, Vroom,” said Cherney), qualifying as one sequence. The same child puts a person in the truck for a second sequence. And so on.

Findings

Now, the envelope please. Among the study’s more interesting findings:

• As alluded to earlier, the highest levels of play complexity — for girls and boys — were exhibited when female-stereotyped toys were used.

• On average, boys tend to play marginally longer with toys than do girls.

• Both boys and girls played most often and for longer periods of time with “mechanical toys” — i.e., the phone, camera and cash register (the
Female-stereotyped toys, like this kitchen set, yielded the highest complexity of play among boys and girls in Cherney’s study. Bgart, “It’s a reward system,” Cherney said. A gumball machine that required children to place a ball in a transparent container and press a lever to release it was also popular, even though for some it took time to master. “They just loved that one. It was frustrating at first, then that skill gets developed. You have taught them problem-solving, and it has some innate rewards.”

- Girls spent more than twice as much time with puzzles than did boys. “Girls are better on fine-motor skills, and probably throughout their lives,” Cherney said. This may reflect the better-developed corpus callosum most females have connecting the two sides of the brain (yes, fellas, there are two sides). “Girls tend to use more...parts of the brain for most activities than boys,” said Cherney. “More men are likely to do things in sequence, and are very good at doing one thing at a time. Like watching television — you talk to them and they don’t know you’re talking. Girls are better at multitasking; they can iron and talk and watch television at the same time.”

- Contrary to expectations, girls did not gravitate toward female toys. Half of the 10 toys girls played with the longest were neutral toys. Another three were boy toys, while just two female toys made the list.

- Boys, on the other hand, spent most of their time with either neutral or male toys. Just one female toy, the phone (shocker, huh?) made the boys’ Top 10. Stereotypes, Cherney said, seem to affect boys more than girls. “It really constricts the boys. A lot of studies have shown that...fathers have a hard time with the boys playing with typically female toys. Dolls and doll accessories. Girls are less stigmatized in terms of types of toys they play with. It’s OK for a girl to play with cars and trucks. It’s not OK for boys to play with dolls, typically. “Maybe that has changed, but frankly I doubt it.”

**Holiday Gifts**

So what toys do you get the kids for the holidays this year? First of all, don’t get too many — children easily become bored with their toys. Cherney suggests leaving a set number of toys out. When they get bored with those, take out the ones in storage. To them, it’s almost like playing with a new toy.

As for what toys to buy, Cherney advises providing “a good mixture of male and female toys, no matter the gender of the child. I think the spatial skills are often underestimated in terms of what they learn with those. I think girls should play much more with cars and trucks and baseballs and footballs, because...that will help them later with math and sciences.”

Think simple, too. Cherney gives thumbs-up for “good-old toys” like Legos, blocks and Lincoln Logs. Murray said her son once built a guy from Lincoln Logs that, “We rubber-banded together and could do everything a Master of the Universe or Teenage Mutant Ninja Turtle could ever do.”

You don’t want to buy a toy that limits your child’s imagination, either. “Buy things you can build on or add to. Like kitchen or farm sets,” Cherney said.

Every quarterback-to-be should have one. ☺

*Editor’s note: Anthony Flott is a freelance writer living in Omaha.*
It sounds odd to hear a priest — an accomplished spiritual director, no less — proclaim that he’s sick of Christmas.

Not Christmas per se, mind you. The birth of Jesus Christ brings the Rev. Larry Gillick, S.J., such joy that he ends a mid-August phone call — temperatures outside are topping 100 degrees — with “Merry Christmas.”

No, Gillick is fed up with what Christmas has come to mean for many — a gift-giving, card-sending, party-throwing, house-decorating, day-after-Thanksgiving-sale, over-commercialization whose symbols no longer call to mind that which they are supposed to symbolize.

“Because we get used to the symbols, we don’t know what they’re symbols of,” said Fr. Gillick, director of Creighton’s Deglman Center for Ignatian Spirituality. “Then what happens is you say, ‘Well, I don’t know what the original meaning of that symbol is, so I’ll make one up and live with that.’”

Few Catholics — Fr. Gillick estimates just 2 percent — know the meaning behind the Christmas symbols.

So two years ago, he decided to fight back. He began with a talk on Creighton’s campus regarding Advent preparation and various symbolic meanings.

It was so popular he gave it again last year and plans to do so once more in 2003. Advent begins the Sunday nearest Nov. 30 and continues until Christmas. According to the Catechism of the Catholic Church, Advent is a time for the faithful to renew their ardent desire for Christ’s second coming. “By celebrating the precursor’s birth and martyrdom, the Church unites herself to His desire: ‘He must increase, but I must decrease.’”

Does that sound like the Advent or Christmas you know?

If you’re looking for a more spiritual Christmas this year, one in which the symbols of the season mean something, begin by considering how the early Christians marked Christ’s birth.

They didn’t.

In fact, said Fr. Gillick, Christmas wasn’t celebrated for roughly the first 325 years of Christianity. “The only thing that mattered was that Christ rose from the dead,” he said. “Resurrection was more important than the birth.”

But early in the fourth century a great heresy arose — Arianism — denying Christ’s humanity. It was condemned by the First Council of Nicea in 325.

One way the Church countered this heresy, though, was by adapting a pagan celebration to its own message. “If you really want to emphasize that He (Jesus) was a human, you emphasize His birth,” Fr. Gillick said. “A celebration of a very human person, Jesus of Nazareth. Then it becomes the birth will lead to death and then to resurrection. What appears to be death is actually going to be life.”

The pagan feast adopted involved the marking of the winter solstice. Pagans brought trees inside their homes and decorated them with fruits, symbolizing that even though the sun was “dying,” it would return and there would be life, fertility, again.

Christians took the celebration and “tweaked” it. “While the pagans next day are celebrating fruits ... we will celebrate that those represent the fruitfulness of the Christian life,” Fr. Gillick said. “There will be fruitfulness in our life. Fertility in the physical order is going to be transferred to the spiritual order. You have a huge symbol in our houses of a contradiction of life in the midst of what appears to be death, which is exactly the resurrection.

“A real Christmas tree ought to have some fruit on it. If I were to buy a Christmas tree, I would have packages of seeds because the seeds are going to grow.”

Consider a few other symbols to ponder this season.

Light amid darkness: We see lights everywhere — wired on houses and trees; candles in windows; on Rudolph’s nose leading the way.

Humility: Charlie Brown’s little Christmas tree; the little snowflake. Remind you of anyone’s birth?

Reversals of attitude: Scrooge.

Wrapped presents: What doesn’t appear at first glance soon is going to be revealed (think swaddling clothes).
**Fornaris Gift Honors Parents, Helps Students**

With Creighton’s expanding enrollment, endowed scholarship support helps the University meet the ever-increasing need for student aid. That is why the Rev. John G. Holbrook, S.J., encouraged his nephew, Peter Fornaris, to establish a scholarship at Creighton University in his parents’ names.

With a gift of $25,000, the Joseph and Carmel Fornaris Endowed Scholarship Fund will provide scholarships for students in Creighton’s undergraduate schools and colleges who demonstrate financial need to continue their education.

“Peter wanted to do something in honor of his mother and father, my sister and late brother-in-law,” Fr. Holbrook said. “We talked about a scholarship gift to Creighton, and he felt that would be a good way for people to remember them and help students finance their education.”

The late Joseph Fornaris managed the first Merrill Lynch office in Baton Rouge, La. His wife, Carmel, was a homemaker. Today, Peter lives in Baton Rouge and takes care of his ailing mother. Peter is a contractor who restores old houses. Although neither Peter nor his parents attended Creighton, the scholarship fund recognizes Fornaris’ deep respect for the University and the Jesuits.

“During conversations with my uncle, he encouraged me to make a gift to Creighton,” Fornaris said. “My uncle’s long association with Creighton was a driving force behind my decision to support the University with a scholarship fund to help students in need.”

Fr. Holbrook worked at Creighton University for 39 years, retiring last May. He was director of the Department of Pastoral Care at St. Joseph Hospital from 1972-1986 after having served for eight years as a counselor to Creighton students in several University divisions. In 1982, he became rector of the Jesuit community and served on Creighton’s Board of Directors. He also served as chaplain of the School of Dentistry for a combined 20 years. Today, Fr. Holbrook is retired and living at the St. Camillus Jesuit Community in Wauwatosa, Wis.

This year’s recipient of the Joseph and Carmel Fornaris Endowed Scholarship is Creighton student Stephanie Endsley. Endsley, a senior from Milwaukee, Wis., is majoring in communications and political science. She met Fr. Holbrook during her freshman year at Creighton.

“Fr. Holbrook truly impacted my experience at Creighton,” Endsley said. “I have been awed by his ability to make each life he touches a little bit better and inspired by his dedication to serving others.”

Because of the Fornaris scholarship, Endsley did not have to take out any loans this year to finance her education. Her tuition and fees are covered by the Fornaris scholarship, and she receives free room and board as an assistant resident director for Deglman Hall.

“Receiving this scholarship has been an honor. I am grateful to my mentor and friend, Fr. Holbrook, and to Mr. Fornaris for his generosity,” Endsley said.

To make a contribution to the Joseph and Carmel Fornaris Endowed Scholarship Fund, please contact the Development Office at (800) 334-8794, (402) 280-2740 or 2500 California Plaza, Omaha, Neb., 68178-0115.

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**Pattee Gift to Benefit School of Medicine**

In July of 1942, Creighton University basketball coach Eddie Hickey offered James Pattee, MD’53, a scholarship to play for Creighton. That following September, Pattee left his home in Iowa with a bag that contained all of his clothes, $100 and an opportunity to pursue his dreams of becoming a physician.

“The help I received was essential for me to attend college,” Pattee said. “Not only did Coach Hickey offer me a scholarship, but he also found a job for me so that I could make some money for meals.”

Grateful for the opportunity to attend Creighton, Pattee and his wife, Jane, have made a $50,000 unrestricted gift to the School of Medicine. Unrestricted gifts

**Scholarships Celebrate the Gondringer’s Lives**

When Beth Nohr grieved the loss of her parents, Gene and Jean Gondringer, the Creighton and Omaha medical communities joined her.

To memorialize them, Mrs. Nohr and her husband, Rodney, of Yankton, S.D., established two $25,000 endowed funds, one in Nursing and one in the School of Pharmacy and Health Professions. The Jean Jerman Gondringer, SJN’44, and Eugene V. Gondringer, BSPha’49, endowed scholarships celebrate their lives and their loyalty to Creighton.

Mr. Gondringer grew up on a farm near Shelby, Neb., and put college on hold to serve in World War II. Following his capture in North Africa, he spent 25 months as a prisoner of war in Germany. Out of the military and decorated with the Purple Heart, the GI Bill afforded him an opportunity to attend college. He graduated from Creighton at age 31.
allow the University (or specified school or college) the flexibility to direct financial resources to the areas of greatest need. Unrestricted gifts are especially valuable to meet the ever-changing, and often unexpected, challenges of the future. These gifts are put to immediate use and help hold the line on tuition.

Pattee attended Creighton until World War II service interrupted his education. From 1943-1946, he served in the U.S. Air Force. After the war, Pattee attended Loras College in Dubuque, Iowa, for two years. He then returned to Creighton to go to medical school.

Today Pattee is a retired physician and assistant professor of family practice and community health at the University of Minnesota Medical School in Minneapolis. Throughout his career, Pattee excelled in the practice of medicine and gave his time and talents consistent with Jesuit teaching — providing care not only to his patients but also to the poor and elderly in his community. Pattee has co-authored three books: *Medical Direction in the Nursing Home: Principles and Concepts for Physician-Administrators*, *Alzheimer’s Disease: The Family Journey*, and *The Health Care Future: Defining the Argument, Healing the Debate*. (For more information on Pattee’s books, go to www.northridgepress.com.) In 1998, Creighton’s School of Medicine presented Pattee the Alumni Merit Award.

Pattee also is a former board member of the American Geriatric Society and a past president of the American Medical Directors Association (AMDA). In 1997, the AMDA established the James Pattee Award for Excellence in Education. The Pattee Award recognizes significant contributions to the educational goals of AMDA. Pattee was the first recipient of the award.

Pattee is quick to credit his wife for his successful career. “With a busy practice, if you don’t have the support of your spouse, it can be very difficult,” Pattee said. “From the beginning, even when I was in medical school and we already had a couple of kids, Jane never complained. She raised our eight children and was always there for me and the kids.”

The Pattee children are: Ann; Michael, BS’70, MD’74; John, MS’75, MD’78; Mindy; Margaret; David (deceased); Lisa; and Laurie.

“Jane and I feel that if we give back some of the rewards of our hard work, maybe Creighton will find somebody else who can benefit like I did,” Pattee said. “It’s part of Creighton’s mission, to give an opportunity to those unable to afford higher education, and we fully support that mission.”

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**Grateful for the opportunity to attend Creighton, James Pattee and his wife, Jane, have made a $50,000 unrestricted gift to the School of Medicine.**

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**Hauser Scholarship Fund Raises $300,000**

About $300,000 has been raised thus far for the Richard J. Hauser, S.J. Endowed Scholarship Fund. The fund recognizes Fr. Hauser’s extraordinary services to Creighton University over the past three decades and provides financial support to Creighton students interested in pursuing careers as youth ministers or Catholic grade school teachers through a joint program offered by Creighton’s Education and Theology departments.

Fr. Hauser, former chair of Creighton’s Department of Theology (1978-90, 1996-99), is a professor of theology, director of Creighton’s Master of Arts in Christian Spirituality program and rector of the Jesuit community on campus.

For more information on the scholarship fund or to make a pledge, contact the Creighton University Office of Development, 2500 California Plaza, Omaha, Neb., 68178-0115, (800) 334-8794, www.creighton.edu/development.

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Gene Gondringer fills a prescription delivered by Jean Gondringer.

Mrs. Gondringer, a native of West Point, Neb., always cared for others. After attending St. Joseph’s School of Nursing, she made her avocation a career. When the Gondringer’s married in 1949, they merged their professional and private lives in Omaha, with Jean and Gene working together for a period of time at Lutheran Medical Center.

Later, Jean served as assistant director of nurses at Doctors’ Hospital and Gene served for many years as chief pharmacist at Lutheran Medical Center. “They were very dedicated to their hospitals,” Mrs. Nohr said. “If a storm was predicted, Mom would stay at work overnight to help. She was a caregiver at the hospital and in our neighborhood. Dad would not install a bedroom phone because he wanted to be wide awake when he took a late-night call. He used the time walking to the phone to become alert.”

Mr. Gondringer held Creighton in high regard, helping to train Creighton students as pharmacists. “My father was a wonderful teacher,” Mrs. Nohr said. “He would sit and quiz me while I did my homework.”


“My parents’ scholarships will help people the same way they did when they were alive,” Mrs. Nohr said. “I really like having my parents’ scholarships endowed. They are perpetual.”

To learn more about endowed scholarship programs at Creighton, please contact the Office of Development at (402) 280-2740 or (800) 334-8794 or visit www.creighton.edu/development.
Brisch Donates Book Collection to Creighton

Some 62 years ago, Thomas L. Brisch, JD’34, started a book collection that has grown to nearly 10,000 volumes. This fall, Brisch donated that highly valuable collection to Creighton University.

The books cover a variety of areas including titles on Latin America, Native Americans, railroad history, Western Americana and Catholic Americana. In addition to the books, the collection contains maps, pamphlets and other historical works.

“The materials in Mr. Brisch’s collection are generally not for casual or leisure reading,” said Michael LaCroix, director of the Reinert Alumni Memorial Library. “It’s specialized material that covers specific topics or areas that will add value to the library’s permanent collection. Some of the material on Native Americans is especially significant because it enhances the library’s collection on that subject. This is important because Creighton offers a major in Native American studies.”

After the books are sorted and cataloged, most will be integrated into the collection at the Reinert Alumni Memorial Library. Some will make their way into the library’s Rare Book Room.

Brisch, 93, didn’t want the books to be sold at auction. Because of his ties to the University, he chose to donate them to Creighton.

“I wanted to know where the books were going. The collection will have a good home at the Reinert Library,” Brisch said.

Brisch’s connection with Jesuit education began at his high school, St. Ignatius College Prep in Chicago, where he attended from 1923-1927. He then attended Loyola University in Chicago for two years before coming to Creighton to study law. After graduating from Creighton in 1934, Brisch returned to his native Chicago to work for the family’s brick company. He worked for the Brisch Brick Company, becoming its vice president in 1941, until his retirement in the 1960s. In 1986, he opened a bookstore in Galena, Ill., and ran the store until 1996. It was his honeymoon trip to the west that spurred his interest in book collecting.

“I started reading books about Western Americana on that trip in 1941. That is when I really became fascinated with historical books,” Brisch said.

Throughout the years, Brisch has made smaller donations of texts, pamphlets and maps to the University, including a collection on the Union Pacific Railroad in 1997.

“Mr. Brisch is truly a bookman’s bookman. His collection contains books that would be of great interest to many collectors. We are very fortunate that Mr. Brisch thought of donating his collection to us,” LaCroix said. “Books have been a great pleasure in his life, and we are happy to accept his very generous gift.”

Guidelines on Year-End Giving

By Steve Scholer, JD’79
Director of Estate & Trust Services

Once again, year’s end will find many of you answering the calls for support and evaluating how your gifts can best help others. Here are some general guidelines to assist you with your planning:

Gifts made by check and credit card continue to be the most popular way to support Creighton. Please note that only gifts completed by Dec. 31, 2003, can be used to reduce your tax bill due in April 2004. Your gift is generally considered complete upon the date of mailing.

Gifts of stocks and mutual funds to Creighton have grown dramatically over the years. For gifts of appreciated stock owned more than one year, you are entitled to deduct the fair market value of the stock without having to report the capital gains you would have realized had you sold the investment. If stock you own has decreased in value, you should consider selling the stock and giving the net proceeds as your gift. Then, you may be able to claim a loss on the stock and also claim a charitable contribution deduction from the same transaction. Please call me at (402) 280-2180 or (800) 334-8794 for the necessary forms and guidance on how to transfer stock and mutual funds to the University.

If you are interested in converting cash, securities or land into a life income arrangement with Creighton, please call or write for a personalized proposal. Charitable remainder trusts and gift annuities can be ideal for individuals who want to explore ways to increase their annual income, realize immediate income tax benefits and also make a deferred gift to the University.

In early February, the University will send you a summary receipt listing the total amount of your support for the year and whether you received “any goods or services” in exchange for your gifts. Generally speaking, the IRS requires you to have this receipt as proof of your tax-deductible contribution.

On behalf of the students, faculty and staff of Creighton University, thank you for your continued spirit of philanthropy and willingness to help others. Your gifts are making a real difference.
Leavitt’s Memory Honored with Scholarship Fund for Student-Athletes

During his life, Len Leavitt made a difference in the lives of many Creighton University student-athletes. As a lasting tribute to his name, his everlasting belief in the good that is in everyone and the desire to see individuals succeed, Leavitt’s family has established the A. Len Leavitt Memorial Endowed Scholarship Fund with a gift of $25,000.

“We felt that this was a fitting way for people to remember my dad,” said Bob Leavitt of Omaha. “He loved Creighton University. He loved what the University stood for and the quality of kids that attended Creighton. And he also loved the quality of the coaches and their commitment to the kids.”

Len was a father figure, friend and mentor to many Creighton student-athletes and coaches. He tirelessly raised money for Creighton athletics and was a Jaybacker for nearly 30 years. Len and his wife, Elsie, also created a family atmosphere for all of the athletes, making them feel welcome at their home at all times.

“The Leavitt doors were always open,” said Bruce Rasmussen, Creighton athletic director. “Any of the students who couldn’t make it home for Thanksgiving or other holidays were always invited to the Leavitt home. He also hired many of our student-athletes to work for him during the summer.”

After Len died due to complications from lung cancer in 1997, his family continued to support the University.

“In the past, we have made gifts to the Student Athletic Support Center and the renovation of the baseball complex,” Bob said. “When our pledges were up, my mom and I met with Bruce Rasmussen to find out where the needs were. Bruce suggested that we consider an endowed scholarship in my dad’s name. My mom was ecstatic about this idea.”

According to Rasmussen, endowed scholarship support is important in maintaining the stability of Creighton’s Athletic Department.

“‘When I first came to Creighton in 1980-81, scholarship costs for the entire Athletic Department were about $75,000. These costs were a fraction of the Athletic Department’s operating budget and certainly a small fraction of the revenue that athletics generated,’ Rasmussen said.

“This year scholarship costs are between $2 million and $3 million. And in contrast to 1980-81, they are now a large part of our budget and a large part of the revenue that we generate. Our hope is that the Leavitt Endowed Scholarship and other endowed scholarships in athletics continue to grow so that those funds can supplement our scholarship costs.”

The Leavitt Endowed Scholarship will help Creighton student-athletes who are in need of financial aid to continue their education.

“In his spirit of giving, this scholarship offers something back to those students who participate in Creighton University athletics, which Dad so thoroughly enjoyed,” Bob said.

To make a contribution to the A. Len Leavitt Memorial Endowed Scholarship Fund or for more information on endowed scholarships at Creighton, please contact the University’s Development Office at (800) 334-8794, (402) 280-2740 or 2500 California Plaza, Omaha, Neb., 68178-0115 or visit www.creighton.edu/development.

Gratitude Leads Parents to Fund Scholarship

Kent Saylor understands good investments. The Sabetha, Kan., banker and his wife, Donna, viewed a Creighton endowed scholarship as a good way to invest for the future by supporting Creighton students who need tuition assistance.

The Saylors planned their $50,000 gift for the Kent P. and Donna C. Saylor Endowed Scholarship as a way to return the merit-based scholarships their daughter received. A visit to campus for Summer Preview 2003, a Creighton orientation that includes activities for parents, inspired the gift.

Denise Saylor, an Arts and Sciences freshman, is a bright student who applies herself to her studies. Her academic achievement and leadership records made her eligible for Creighton merit awards.

In gratitude for the institutional support, the Saylors resolved to help other students by establishing a need-based scholarship.

“When the University recognized Denise based on merit, it meant a great deal to us,” Kent Saylor said. “When schools make commitments to our kids, we like to make commitments back to them. It’s very nice to know that the people at Creighton care about our daughter’s education.”

The Saylors’ gift provides a fully-endowed scholarship. The principal, invested in an interest-bearing account, creates an endowment that will support Creighton students right away.

“The Saylors are excellent examples of Creighton parents,” said the Rev. John P. Schlegel, S.J., Creighton’s president. “They will no doubt encourage the students who receive their scholarship to likewise share their talents and resources with others.”

The University will award the first Saylor Scholarship in fall 2004.

If you are interested in establishing an endowed scholarship at Creighton or contributing scholarship support for Creighton students, please contact the Office of Development at (800) 334-8794 or (402) 280-2740.
Our son is a rocket scientist.

Well, not technically a rocket scientist, but that description is close enough for those of us who were at-risk of failure with anything beyond Mr. Wizard. Technically, he studies weak gravitational lensing by large-scale structure, which is the small coherent distortion of background galaxies due to foreground dark matter.

That’s why I say he’s a rocket scientist.

When he calls home, I ask, “How was work today?” and he says, “Fine.” Then I ask, “What did you do at work today?” and he says, “I looked at stuff on a computer.”

As a writer, that’s also what I do, so it seemed like a strong enough bond for me. Then one evening my husband wondered aloud if we should be able to go into more depth when talking with Jason.

Having worked very hard to get a D+ in high school chemistry, and having taken only basic math at Creighton, I said, “Definitely not! I don’t see why. What do you think? Maybe. OK.”

And so it was that we went back into college after 37 years to study Introductory Astronomy, taught by Adjunct Instructor David Kriegler. We would be meeting on Monday nights from 6:30 p.m. to 9 p.m. in the Rigge Science Building.

Neither Kriegler nor the Rigge Building was around in my coed days. As well, you could not buy fast-food at the student center or pull a CD-ROM out of your textbook. Girls got in trouble if they wore jeans on campus and wearing shorts was, at least, a venial sin.

Consequently, I was overdressed for my first class. When Kriegler walked in wearing sandals, shorts and a T-shirt, I began to worry that I might also be out of touch. When a casually dressed coed settled in next to me, visions of our dean of women began dancing around in my head and it wasn’t a pretty sight.

But I wasn’t there to critique clothing. Rather, Kriegler said we were there to consider the interstellar medium, the distribution of galaxies in space and, of course, Einstein’s Theories of Relativity. Since I had spent a lifetime avoiding any of Einstein’s theories, this was bad news. “We won’t be using advanced math, and we’ll stick pretty much with basic physics,” Kriegler added.

I slumped down so far in my chair that my husband leaned over and whispered, “Try not to fall asleep.”

“I won’t,” I whispered back. “I only slept in philosophy class.”

With that, I whipped out my pencil and paper, ready to take notes. But, wait! Lights are dimming and a PowerPoint presentation is rolling across a big screen up front. I come from the 8½-by-11, single-spaced, 12-point-type overhead era. In those days, the instructor stood, back to the students, reading from the screen while you spent the entire hour trying to figure out which line he or she was on.

By the time I realized Kriegler’s visuals were actually interesting, he’d launched into a discussion of retrograde motion. I decided to take notes, but what with the lights so dim, I couldn’t see to write. Nobody else was having this problem. However, nobody else experienced the Kennedy assassinations, the Vietnam War or the Carter Administration.

Since we were auditing the course, that learning-for-the-sake-of-learning thing began to sound like a good idea.

Even so, we felt compelled to study. Nights. Weekends. During meals. At work. Instead of watching Seinfeld reruns. Instead of going out with friends. Instead of taking weekend jaunts. We read. We underlined. We typed up notes. We quizzed one another. We took tests and mastered Blackboard (where you’ll find course websites) so we’d know whether we were passing.

In the end, we got A’s, which means we now tell people at cocktail parties that, eventually, our sun will leave the Main Sequence and become a Red Giant. Additionally, when Jason calls, we ask what he thinks about the accelerating universe, not to mention dark energy.

Even so, I still don’t get Einstein’s Theories of Relativity. But you know what? I can live with that.

About the author: Shanley is a freelance writer living in West Des Moines, Iowa. Her son, Jason Rhodes, is a postdoctoral scholar at California Institute of Technology in Pasadena.
Feb. 4 — 10th Annual Markoe-DePorres Social Justice Lecture on Globalization
Skutt Student Center Ballroom
Speaker: The Rev. J. Bryan Hehir, President of Catholic Charities USA

Feb. 13 — “Women in Ministry to the Poor: Honoring the Legacy of Mary Lucretia and Sarah Emily Creighton”
Skutt Student Center Ballroom

Feb. 26 — Minority Media Forum

Feb. 28 — National TRIO and Educational Opportunity Day
Skutt Student Center

March 8 — Community at Creighton University — “Models of the Eucharist: A Liturgical Theology and Spirituality of the Eucharist”
Skutt Student Center Ballroom
Presenter: Monsignor Kevin Irwin, professor of theology, The Catholic University of America.

March 13 — The Second Vatican Council: Retrospective and Prospective
Skutt Student Center

March 27 — Student Honors Recognition Luncheon
Skutt Student Center Ballroom

April 1 & 2 — “Alzheimer’s Disease and Aging: Clinical, Pharmacological and Basic Science Update”
Qwest Center Omaha and Skutt Student Center

April 13 — “Leadership in the Service of Others: A Discussion of Expanded Responsibilities of Successful Leaders”
Gallup University Auditorium
Speaker: Barry Z. Posner, dean of the Leavey School of Business, Santa Clara University.

April 15-17 — “Saris, Whistles & Buckets: Justice and Health Through Creative Technologies”
Skutt Student Center

April 18 — King David
Lied Education Center for the Arts – Main Stage

April 20 — 125th Anniversary Concert
Lied Education Center for the Arts – Main Stage

April 20 — “The Humane Life,” Kenefick Chair Luncheon
Skutt Student Center Ballroom
Speaker: Marilyn Fischer, Ph.D., associate professor of philosophy, University of Dayton.

April 26 — “Behold, I Make All Things New” (Rev. 21:5)
Skutt Student Center Ballroom
Speaker: Zeni Fox, Ph.D., associate professor of pastoral theology, Immaculate Conception Seminary, Seton Hall University.

May 14 — Baccalaureate Mass, School and College Commencement Activities
Various campus locations

May 14 — Graduation Brunch
Skutt Student Center

May 15 — Commencement
Civic Auditorium

June 11 & 12 — FINALE EVENT
Annual Alumni Reunion Weekend and the President’s Alumni Picnic

Dates are subject to change. For the latest information, visit Creighton’s 125th Anniversary website: www.creighton.edu/125_anniversary.