The Newsletter of the English Department

LORAS COLLEGE

Becky J. Barnhart, Editor
Volume 23, Number 1

Donna Bauerly, Ph.D., Professor of English, Coordinator
Fall 2003

Lucas Receives Rechenmacher Award

by Becky J. Barnhart (MA '02)

Peggy Lucas ('03) was the winner of the 2003 Roger Rechenmacher Memorial Scholarship for creativity. The scholarship is sponsored by the Student Senate and is available to all graduating seniors, regardless of their major. Candidates are nominated by a fellow student, faculty, or administration member. The winner is chosen by the Student Senate.

Candidates must have one or more talents in the creative arts, such as writing, acting, dance, musical composition and/or performance, or painting. The candidate must openly share his or her creativity, bringing it to the Loras campus. A cumulative grade point average of 3.0 or above is required for consideration.

Lucas, a Waterloo native, was a Literature and Writing major and had a minor in Studio Art. Her senior thesis, entitled "When the Door Shuts," was a fictional piece that "could have easily turned into a novel. It focused on the personal lives of a family—a mother who regrets her choice to become a stereotypical housewife in suburbia and has to deal with her failing marriage and a sick mother; a father who is having an affair and realizes that he is not the person he thought he was in relationship to his wife and daughter; and the daughter who is trying to break out of ordinary life, resist the cycle her mother fell into, and journey to become someone extraordinary."

Peggy's piece, "Inspiration*,"* was published in this year's *Alpha,* along with the artwork she incorporated into the piece. These can be viewed by logging onto www.loras.edu. Click on *Alpha* under publications.

Lucas currently works as a Developmental Editorial intern at McGraw-Hill here in Dubuque and plans to attend graduate school next fall in either an MFA or Literature program. She is taking a graduate level class at Loras this fall.

Congratulations and best wishes, Peggy!

New Curriculum Impacts the Department of English

by Jenna Crew Beyer ('02)

The new curriculum here at Loras is currently in its third year of implementation, so its full impact on the English department has yet to be discovered. Under the old curriculum, students were required to take six credits of composition as well as fifteen credits of humanities and the arts. Three of these credits had to be literature, and up to nine of them could be. With the move to the new program, the general educational requirements for composition have dropped to three credits because all general courses must include ten pages of process writing. No literature credits are expressly required; however, students have the option for literature classes to cover their Aesthetic Dimension, Identity and Community, and Cultural Traditions requirements. Literature classes can be included in the cluster courses offered.

The English faculty has varied opinions of the new curriculum, which has brought about both benefits and drawbacks for the department. Some of the benefits include the ten pages of process writing now required in non-English classes. It is good to see that the methods and values that have been part of the English department since its inception are finally making their way into the broader curriculum.

Also, there are more opportunities for interdisciplinary learning with the cluster courses. These courses center around a theme, such as a fall 2003 cluster satisfying Identity and Community along with the Aesthetic Dimension. Eng 264, Search for Identity, and Psy 258, Introduction to Personality, will be thematically linked, helping students deepen their understanding of the content of each class.

The new curriculum also has fewer general requirements than the old, opening up the possibility for more double majors. The department is using this opportunity to promote itself for future English majors. This is made possible due to the fact that through teaching the Liberal Arts requirements of Democracy and Diversity, Catholic Identity, and Modes of Inquiry, as well as their English courses, professors have more contact with students planning to pursue other majors.

Students Teaching Students

by Robin Reed ('02)

Friday, February 21, 2003, will live in the minds of nine Loras College English majors forever. That day, Alison Brogan, Amber Gille, Emily Griskavich, Justina Quade, Andrea Toale, Amanda Vanni, Lindsey Weers, Heather Willison, and I worked with a group of eighth grade Special Education students from Washington Junior High.

Each of the students had written a story called "The Scar" about an accident or injury he or she remembered. We were given the narratives in advance to form reactions—what they had accomplished, and suggestions for improvement and expansion. During the first part of the workshop, we held conferences with the students and helped polish their writing, but after all that hard work, the fun really started.

Before the young writers arrived, English Chairperson Kevin Koch and a few English majors had designed creative writing activities, which we eventually set up as six "stations." Students could choose from Fractured Fairy Tales, A Picture Is Worth 1,000 Words, Basket Fiction, Pattern Poems, and A Room of One's Own.

An interactive Internet site set, up at the Pattern Poems station, allowed students to participate in an activity similar to the game Madlibs. Helping at this station, Lindsey Weers said, "The first thing one student said when she came to the Poetry Writing section was that she couldn't write poetry. A few minutes later, she had two poems in front of her that she had written." Although the students started out a little shy, Emily Griskavich disclosed, "Even the most reluctant writers seemed to come out of their shells for at least one activity!"

The students weren't the only ones who gained from this experience. Sophomore English major Andrea Toale said, "It's a good feeling knowing that I might have influenced someone to be a writer." The students left the Loras College campus with more positive feelings about writing—the most important being *writing is fun!*

New Year's snow—
after his funeral
putting away Christmas

Becky Barnhart

(Coordinator's Note: This haiku received Honorable Mention in the 2002 Hawaii Education Association International Haiku Contest.)

Graduate Program Continues

by Elizabeth John ('03)

For English majors looking to continue their studies in graduate school, the search need not go any further than Loras itself. Unknown to many, Loras offers a Master of Arts degree in English literature.

Brian Kallbach is currently enrolled in the graduate program and remarks, "The advantage for me is the familiar surroundings and the assistant baseball job. I'm a graduate assistant under the baseball program, which means Loras picks up the tab for twelve credits a semester. I also get experience working as a coach, as well as receiving my degree."

Kallbach's emphasis is in Nineteenth and Twentieth Century American Literature and he plans to pursue a teaching career after graduation.

While the total number of students in the graduate program fluctuates each semester, new students continue to enroll in the program. Ideally the program takes about two years to complete for full-time students.

"Right now our department records show about 14 students in the program, but only about half of them are actively taking courses this spring," said Dr. Kevin Koch, chair of the English department.

One student will graduate from the program in May 2003. J'Neane Weydert finished her studies in December but will participate in ceremonies this spring. Three students graduated with their degrees last spring.

The program is designed primarily for part-time students juggling a variety of activities. As opposed to a program at a larger university, the graduate program at Loras allows more freedom for other interests.

"I feel the professors are excellent at understanding that you have a life outside graduate school. Being a graduate student means balancing your full-time job, a part-time job, beginning a family, and then, the graduate classes. All of the professors have been there, so they are good at understanding the balancing act," said Kallbach.

tipped mason jar—
candle wax staining
her obituary

Sabbatical Year: Opportunities and Accomplishments for Dr. Auge and Mr. Knefel

by Peggy Lucas ('03)

According to the *Merriam-Webster Dictionary*, *sabbatical* is defined as: "a leave, often with pay, granted usually every seventh year (as to a college professor) for rest, travel, or research." This school year, two Loras College English professors have had a sabbatical opportunity. Mr. Don Knefel and Dr. Andy Auge have had time to research and even travel; however, time for rest is questionable when taking into account what these professors have accomplished during their "time off."

Mr. Knefel has been a professor at Loras since 1978 and has taught courses such as Fiction Writing, Screenplay Writing, Autobiography, and Senior Thesis Seminar. He began his sabbatical with three goals in mind: to continue to pursue a textbook idea, to work on some fiction projects, and to expand his *Telegraph Herald* newspaper column. Even though the textbook idea has since been put on hold, he has worked a lot on several long fiction manuscripts and succeeded in changing and expanding his TH column. This past summer, Mr. Knefel began writing a second column, Critic At Large, which was to alternate with The Intrepid Reader on a two-week rotation. Now, the two columns have folded into a single two-week column called Critic At Large, which has a broader focus dealing with books, film, television and other media. However, book reviews still comprise 50% of the column subjects. Mr. Knefel states, "This wide-ranging freedom to write short critical essays about lots of different ideas is very satisfying, and I hope to keep the column going for a long time to come."

Dr. Auge has been a professor at Loras since 1987 and has taught courses such as Literary Criticism, Seventeenth- and Eighteenth-Century British Literature, and World Literature. He has spent most of his time on sabbatical writing about contemporary Irish poets such as Seamus Heaney, Eavan Boland, and Thomas Kinsella. Dr. Auge's essay," 'A Buoyant, Migrant Line': Seamus Heaney's Deterritorialized Poetics" will be published in *LIT: Literature, Interpretation, Theory* in the spring of 2004. He has delivered conference papers at the Conference of Irish Studies on both Boland and Kinsella and has developed those into articles that will also be sent out for publication. In addition, Dr. Auge has been working on developing a course on Irish Literature to be offered as part of the new General Education curriculum. And, together with John Eby, Dr. Auge directed this year's study abroad program in Dublin, Ireland.

Visit our website at **http://depts.loras.edu/eng/**

New Advanced General Education Courses: Clusters

by Amy Kohlstedt ('03)

During the past academic year, fall 2002 and spring 2003, several new Advanced General Education Courses have been added to the English curriculum. Not only do these courses integrate unique literature with classroom discussions and writing, but they also enable increased application of concepts characterized by the new clustered series.

According to Dr. Raymond Wilson, who began teaching Literature for Ethical Reflection in the fall, "There is not enough time in a philosophy course to read much literature." In view of this observation, Dr. Wilson has teamed up with Dr. Janine Idziak to cluster with her course, Ethics in Philosophy, Literature, and Film. Through the new clustered series, instead of just reading abstract ethical theory, students benefit by applying those ethical themes to literature and film. Dr. Wilson also feels that, "Applying ethical concepts to literature actually helps to dramatize the literature." Two books of focus are William Golding's *Lord of the Flies*, and Aldous Huxley's *Brave New World*, which question why ethical situations are needed and give opportunities for ethical reflection.

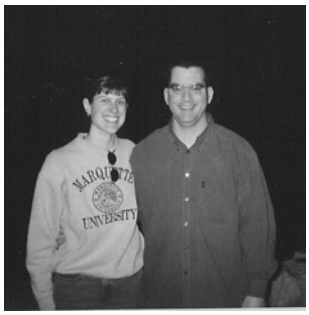
Both Dr. Donna Bauerly and Dr. Rosalyn Rossignol also introduced their own new courses to the English curriculum. Focusing on multiple authors of modern and contemporary poetry, Dr. Bauerly introduced Themes in Modern and contemporary Poetry, which focuses on synthesis for further exploration and reflection. Several topics examined are nature, family, faith, war, race/ ethnicity, the power of images, myth, feminism, and the artist itself. Dr. Rossignol's course, Identity and Community in Fifteenth-Century England: Richard III, concentrates on the questions surrounding the identity of Richard III. The main source of revelation comes in the form of role-playing assignments, in which students assume the identity of the community surrounding Richard during his life. According to Dr. Rossignol, "The students experience first-hand the nature of identity-formation and the impact of community on that formation." This course also helps students identify communities that have shaped their own identities.

Similar to other cluster courses, this spring Dr. Susan Stone introduced the course Literature of the Frontier and American West, in conjunction with Dr. Kristin Anderson-Bricker's class Community and Identity in the American West. Dr. Stone's course examines the aesthetic and cultural significance of literature of the American West, primarily through discussions about the concepts of discovery, conflict, adventure, and travel west of the Mississippi River. By comparing non-fiction and fiction, Dr. Stone believes, "The

All in a Year's Work

by Michelle Ruggaber Dougherty ('98)

When I was recently asked me to reflect on the last year of my life for the *Newsletter*, my first thought was, "Why?" It didn't seem to me that my life had been all that interesting lately. (I'm still in graduate school at Marquette University, and I recently got married, but that's about it.) Over the last year I had a lot going on professionally—dissertation qualifying exams in October, dissertation proposal on female creativity in eighteenth-century women's courtship novels in January, first chapter due by the end of February—and a lot going on personally—my wedding in the beginning of January—but none of this seemed especially newsworthy. I was busy, but I doubt I was any busier than many other Loras English Department alums (we *are* a hard working bunch!). What struck me, though, is that many people had a similar reaction to my announcement that I was going to try to accomplish so much in a few months—in short, they questioned my sanity (and not just for choosing to get married in Milwaukee in January).



One misconception a lot of people tend to have about graduate school—and I think this figures into their disbelief about why I packed so many significant events into a few months—is that it's like being in college for an extra six, seven, eight . . . ten . . . years. It's really not. It's actually very little like college. Yes, you have to go to class (although not forever—I haven't been in a class for nine months) and, yes, you have to do homework. You have to write papers, you're accountable to professors, and you get a report card, but that's where the similarities between college and graduate school end. College is a time of great learning, but it's also a time of personal development, when students get to try on different ways of living for size. Graduate school isn't like that. Graduate school is professional work—it's a job. It's like being an entry-level scholar. Before too long it stops becoming "school" and starts simply being what you do.

I don't want to downplay the immense amount of work that graduate students put into their studies, but I do want to keep things in perspective. Up until last fall, my life was a lot busier than it is now—I was teaching a writing course, working ten hours at the writing center, finishing up my Ph.D. coursework, and serving as the vice president of the Association of English Graduate Students. I was fortunate enough to win a fellowship for the 2002-2003 academic year, so my schedule became much more flexible (no more classes or teaching), but I spent the whole summer and much of the fall studying for my dissertationqualifying exams in Restoration/ Eighteenth- and Nineteenth-Century British Literature. (You must pass these exams if you want to continue in the program.) I was busy, but I don't think I was any busier than some of my friends from college who entered the business world and found themselves working 60-hour weeks, or other friends who went into teaching and spent hours each evening on the next day's lesson plans. Although I worked many hours a day, I was engaged in extremely fulfilling work. I spent the summer re-reading books I love and filling gaps in my education so far, and I read some of the most amazing works of literature ever written.

So that's the mindset I was in when my boyfriend of two-and-a-half years asked me to marry him in April 2002. (It helped of course that he's also a graduate student, so he knew what my life was like, and that we had picked out the ring together so I knew that it was coming—I just didn't know when.) I had decided long ago that I wanted to marry Mike, and it seemed foolish to me to wait until we had both graduated and had jobs because we both knew that—to an extent—stability was out of our control. On the other hand, I was told from day one of graduate school that the point of graduate school is to get out as quickly as possible. No one wants to be stuck in an entry-level job for forever.

In fact, I think a large part of the reason why planning my wedding went so smoothly is that I had other things to focus on; I didn't associate my self-worth with the quality of my wedding. I had too much other stuff to think about during the time I was planning most of my wedding to obsess about anything in particular. I had to focus nearly all of my energy on studying for my exams, and the only way to survive was to trust I had made the right decision once I made it. Slowly, then, the wedding got planned. Once my exams were finished in mid-October I began to shift my focus more and more to the wedding until all of a sudden it was over. In retrospect, I think I started to actually write my dissertation (as opposed to just thinking and obsessing about it) out of boredom—I needed a project and it needed to get finished.

Now, I am proud to say that I completed my first chapter on Frances Burney's *Evelina* and turned it in on February 27. I am currently (as of March 31) working on a chapter on Eliza Haywood's *The History of Miss Betsy Thoughtless*, and I will write additional chapters on Charlotte Lennox, Frances Brooke, and Jane Austen, all hopefully focusing on the creativity of the heroine and how that creativity gives her agency. Even though the busy-ness of last year is behind me, this year offers its own set of motivations. My husband will graduate with his Ph.D. in Philosophy in May, and he's just been offered a job at a university in Ohio. I'll let you know what happens! (See Alumni Notes for an update.)

2003 English Graduates Head for New Endeavors

by Rachael Rickertsen ('04)

(Note: this article was written in the Spring before many plans were solidified. See Alumni Notes for updates.)

You may have passed us in the ARC while we were typing papers or reading Keats late into the night, or you may have seen our names in *The Lorian, Alpha,* and *Outlet*. We are the English majors of Loras College. We can tell you about Aristotle's *Poetics*, Shakespeare's tragedies, and the plays of Eugene O'Neill, but have you ever wondered what students majoring in English do after graduation? The plans of the 2003 graduating seniors may give many answers to this question. Whether it is graduate school, travel, or entering the workforce, these students are finding many options after graduation.

Amy Kohlstedt, an English Literature and Writing double major, plans to attend graduate school for Library Information Science or find a job within a library to gain experience. Abbey Smith also plans on attending graduate school. She plans to study art therapy, but before entering graduate school will be traveling around Europe. An English Literature and Writing double major, Peggy Lucas, may also do some traveling before attending graduate school. Jonas Adcock is considering entering the workforce or attending graduate school. Jonas currently occasionally writes for the newspaper, the *Catholic Messenger*, and may look for a full-time position at a newspaper elsewhere. Raiza Lippstock, an English literature and art double major, intends to work for a year or so after graduation and then hopes to attend graduate school for English at the University of Colorado or the University of Nebraska.

Several students hope to become part of the publishing industry. Jolynn Feller may be a camp counselor in New Mexico over the summer, but then plans on looking for a job in the publishing industry, preferably with a magazine. Robin Reed, though still unsure about her future plans, will stay in Dubuque and take some extra publishing classes. Stephanie Hirsch, an English literature and writing double major, hopes to get a position at Dubuque's newspaper, the *Telegraph Herald*, or become part of the advertising and communications department at one of the local colleges.

Many students tied an English and education major together and intend to teach. Michelle Weightman is moving back home to Rockford, Illinois, to find a teaching job at a high school or junior high in the area. Jennifer Reding accepted a job at Independence High School and will be teaching Spanish for the 2003-2004 school year in Independence, Iowa. She also intends to work on an MA in Spanish during summer breaks. Emily Hiscocks anticipates landing a job teaching English at the junior high where she is currently student teaching. She also intends to get her coaching certificate this summer to continue coaching basketball.

A few students are entering the job market in fields other than education and publishing or are leaving their options open for now. Michael Weybright, an English Literature and Writing double major, will most likely enter the job market. Brendan Guernsey is also undecided at this time and considering his options. Ryan Lubben, an English and Philosophy double major, plans to take some time off from school, continue working at the Loras Information Desk, and try to write in his free time. Ken Kurt is evaluating post-graduation possibilities and is thinking about traveling to Mexico.

The 2003 English graduates are finding many opportunities for life after Loras College. We will certainly miss stopping to talk with them in the ARC as they mull over papers and read late into the night, and, even more so, we will miss the spirit they brought to the Loras College campus. We wish them the best of luck. (See Alumni Notes for updates.)

(continued on page 5)

New Curriculum *(continued from page 1)*

However, there are also drawbacks to the new curriculum. There have been some lowered enrollments in the 300 level courses since non-majors no longer need them to fulfill a literature requirement. This raises the question as to whether students are receiving the same benefits of a liberal arts education, especially in the area of literature, which the old curriculum provided.

In addition, teaching some of the more interdisciplinary Liberal Arts requirements mentioned makes it necessary for professors to develop entirely new courses and strategies for teaching. Professors need to find a way to balance their focus on the new courses while still giving their utmost to the students of their major courses. However, over time the adjustment will surely be made successfully.

It is impossible to know exactly what the full impact of the new curriculum will be on the English department, but there is hope that the changes will accomplish, or even go beyond, the desire for revitalization. The English department is a vital part of the Loras community, and,

morning of her funeral
the pinwheel
standing still

Robin Reed, *Alpha*

Bauerly Explains Roseliep Research

by Dr. Donna Bauerly

The haiku I wrote following Raymond Roseliep's death in December of 1983

leaving you—
lips at the winter
pump

seems quite fitting once more as I turn from an intense study of Roseliep's works to full-time teaching again. Definitely, I know the feeling of "tearing away," but I hope to find at least part of one day each week to continue the work begun under the sponsorship of the Cardinal Newman Endowed Chair for Catholic Thought.

What have I accomplished in a year's time? First and foremost, a reading and/or re-reading of all of Roseliep's works (20+ bound publications), taking notes as I read "outside each poem" looking for key biographical insight. I have also begun to identify major images and themes once more, and I hope to share some of these and the "process" of processing in a Founder's Lecture sometime in the spring of 2004. I have also identified, for an in-depth study, at least four or five significant correspondents of Roseliep's, since I have finally realized there is no way to handle his massive files of letters, both sent and received.

I am also beginning "rough drafts" of critical interpretations which will become parts of various chapters. In my initial interpretation of *Rabbit in the Moon*, I wrote to Raymond, just before he died, of "loopings"—not only seasonal connections, but inner threadings of images and themes that made the work a unified whole. I continued to find key connections.

Interviews are an integral part of the foundation work for the Roseliep biography: family, long-time friends, former students. I have made a beginning!

In April, I ventured west to Sacramento to the Haiku Archives at California State Library where I spent two weeks with the papers of a renowned haijin and friend of Roseliep's—Elizabeth Searle Lamb. Jerry Kilbride, also a Roseliep friend and haijin, helped establish this archive with the sponsorship of noted State Librarian Dr. Kevin Starr. A dream? Someday, to have at Loras College, a Haiku Archives of the Midwest!

This past summer I taught Modern American Prose centering around the theme of "identity." I will teach this same literature focus this fall but "cluster" the literature component with Dr. Robert Dunn's Introduction to Personality. I have already made many connections with Roseliep's life and will continue to do so in the literature courses as well as the Critical Writing Poetry courses in which I will introduce Roseliep and many other poets to first-year students!

A haiku that "happened" one morning last summer captures all of my Roseliep study:

poodle puppy
chewing on Roseliep's text—
so am I

DES Participants Win Again!

The Loras College tradition of literary excellence continues this year with the following winners: first place, non-fiction: Rosette Golpashin, "The Night of the Falling Stars; second place, fiction, Ryan Lubben, "The Janitor": second place, poetry, Peggy Lucas, "America's Bleeding Pilgrim" and "In the Land of Blue and Red Doors."

DES, the National Catholic Honor Society for students, faculty, and alumni began the writing contest in 1990. Loras is home to the Alpha chapter of DES, moderated by Dr. Marlene Pinzka, OSF. Dr. Donna Baurely has been the coordinator of Alpha since its inception. (See

dry river bed—
the spirits of fish
swimming in air

first frost . . .
your breath
to mine

evening fight—
your eyes move
with the passing fireflies

her music box sounds
between claps of thunder—
still missing her

Jenny Thorson, *Alpha* and *Outlet*

Mentoring Program

by Brian Kallbach (BA'02, MA Candidate)

After a summer of Religious Studies graduate courses, I found the schedule of classes would not be flexible enough with my job as assistant baseball coach. So, I panicked for a few hours until my advisor got back to me with my options as a graduate student in the English Department. English Literature always scared me—too hard, I thought. I wanted nice, easy coursework that allowed me to spend a majority of my time in the baseball office staring at the wall, playing on the computer, and so on. However, that would not be. My advisor explained the amount of reading and writing in the program, along with the additional duties the graduate program required.

My biggest concern was the time it would take to complete my degree, because I had made a promise to my fiancée that we could return to the Chicago area in two years and try to get teaching jobs. So, I had to get it done. What I needed was a guide, and Dr. Bauerly served as that guide. She is part of the English Department's Mentoring Connection Program.

What Is the Mentoring Program?

The Mentoring Program was started last year as a resource for current students and graduates to find jobs, establish connections in the workforce, and network among the English alumni community. A second benefit is that the mentors can help current undergraduates in their search for a job path. Before a person can get a job, they need to know what field they want to pursue. Graduate school? Publishing? High School teacher? College professor? The Mentoring Program has mentors from many fields, all available for information and advice.

Freshman English major Chris Gaulin feels the program is beneficial to a person in his shoes. "[Through the program] I will know what to expect when I graduate. The people on the list have all been in my place, so they know how many directions I can go." Chris wants to be a teacher, so he says he will be contacting the teachers on the list to see what route they took prior to graduation.

What If I Am an English Major, But My Career Path Takes Me Away from English?

No problem. The Mentoring Program has you covered. Ask Jim Romagna, Strength and Conditioning Coach at Loras College. "In my work as the strength coach at Loras, I do not get many opportunities to showcase my English degree. However, my degree puts me above many in my profession, as I can write a professional paper on many topics associated with the body and body building." Jim has been published numerous times in *Muscle & Fitness*, one of the top bodybuilding magazines in the industry. Though Jim is not in a specific "English" field, his English background has helped him to be successful!

What Can I Do to Help the Mentoring Program Succeed?

Participate! If you are an English alum, please sign up. If you are an English professor, please post the list in your classrooms and pass on the information to your students. If you are a student, please contact the mentors in your field(s) of interest. Dr. Kevin Koch has this to say, "It's going to take some time for the English majors to connect with the mentors, and the advisors need to do a better job of connecting the students to the mentors."

So, professors and students alike—get in touch with these mentors! It is a gold mine of advice that is waiting to be tapped.

See Mentoring Connection list on page 10. Also view the Mentoring Connection on the English webpage at **http://depts.loras.edu/eng/**

New Advanced General Education Courses: Clusters *(continued from page 3)*

students explore the ways in which genre, environment, language, gender, race, ethnicity, religion, and personal politics shape, reflect, and restrict artistic expression during the late eighteenth, nineteenth, and early twentieth centuries." Some central literature studied: *The Way to Rainy Mountain* by Scott Momaday, *Death Comes for the Archbishop* by Willa Cather, and *The Octopus* by Frank Norris.

Reading Exchange

Loras College and the University of Northern Iowa participated in an exchange of literary readers from each other's campuses during the spring semester. Dr. Kevin Koch from Loras traveled to UNI in April to do a reading from his book *Skiing At Midnight: A Nature Journal from Dubuque County, Iowa*. In May, fiction writer Grant Tracey, an Associate Professor from UNI, came to Loras College do a reading from his book, *Parallel Lines and the Hockey Universe*. Tracey, who is also fiction editor of the *North American Review*, also participated in Koch's Fiction Writing class the evening of his presentation.

2003 *Alpha* and *Outlet* Sampler

Making Soda Bread

I sat on the old kitchen counter top
as my grandmother measured and mixed.
Her hands were age-lined and pale
wrinkled and weathered, but small as a child's.
From my cold linoleum chair
I pictured my father there, watching her busily
knead the dough with young hands.
Now her floured fingers whisper sadness,
lined with loss only a mother knew.
She greased the pan and I recalled
the night before his funeral,
and how we stayed up to bake.
She watched as my sister and I ate,
the flavor of flour and raisins
mixed with the sweet salt of her tears.
The oven heat leapt out as
she opened the door and I asked her,
"Grandma, remember when you made this for Dad?"
She wiped her sad hands on her blue apron and said,
"Oh honey, I made it for him all the time—every time
he went away."

Alison Brogan, *Alpha*

Washed Photo

My mother stands
in front of a row
of motorcycles at Sturgis

in a worn
photo my father
kept in his back pocket

when they rode
together; never
dreaming that someday

he would cut his hair,
bury his wheels and forget
to take his wallet

out of his cut-off
jeans, before
throwing it all

in the washer.

Peggy Lucas, *Alpha*

Matthew in the Kitchen

The Polaroid has faded into
reddish-yellow tones, but the date-stamp,
MAR 78, brands it as you.

You are staring at the starfish of spread fingers
wide eyeballs fixated on a
thumb capped in frosting,
a dollop of dark Duncan Hines brown.

You are baking with my mother,
who had not even begun to
think of me.
She let you lick spoons
of gritty sweet liquids
and eat little pinches of cookie dough,
not terrifying you with
the bogeyman of salmonella
who, in the 80's, would
threaten her own children.

You are not hers, so she can
fill you with sugar, giggles,
and little-boy hero fantasies
before turning you loose
to your own mother, her sister.

She captures you, in your transfixed stillness
on my father's Polaroid
right before you fly away
like the cowlick pointing due west
from the back of your chocolate-brown hair.

Emily Griskavich, *Outlet*
(winner of the Irma M. Duwa Award for Poetry)

For All the Sound that Comes

For all the sound that comes
There is the darkness
Striking the utter nudity
Of my soul.

My prayer reaches the stars:
They're not responding.

I rain—
The sky never told me
What to do.

Laura Acosta, *Outlet*

2003 *Alpha* and *Outlet* Sampler

The Pallbearer

What I can't stop thinking about is him,
standing with the other young men,
all wearing black suits and blue neckties.
I remember he struggled with the white gloves
and tugged them on long before the others—
then just stood there, waiting.
He didn't cry, just stared at the floor,
and when it was time, he was the last
to grasp the shiny brass handle.

But when they reached the altar adorned
with lilies, he was the last to let go—

When they played "Irish Eyes Are Smiling,"
at the end of the service, I glanced
at him, sitting in the pew, his blue
eyes no longer fixed to the ground,
but up to the high arches of the Chicago church.

And that is when I noticed his hands,
still stuck in the tight white gloves,

one on each knee.

Peggy Lucas, *Outlet*

The Young Wife: A Letter

On Valentine's Day
we bought kissing fish together
at a pet store on the east end
where the maple trees line the streets
bowing in the wind to one another—
a lover's dance for spring.

By the time the first cool wet showers
fell from the sky
our return address was the same.

The summer months kept us busy
playing house together.
I tried to grow us a garden—
but I had no green thumb.

Still, you put a ring on my finger
before the dancing trees lost their luster
and the leaves fell to the ground.
Their dance became less frequent
but I didn't notice until much later.

At Thanksgiving I burnt the turkey
And on Christmas I broke the dish you bought me
for our six-month anniversary.

You were spending more nights late at the office
and then on New Year's Eve, you slammed our bedroom
door—
the mistletoe fell from the doorframe
as the clock struck midnight
and I started my new year without you.

Stephanie Hirsch, *Outlet*

Insomniac

On sleepless nights,
I close my eyes to darkness and imagine.

I imagine . . .

That I am ten pounds lighter,
my nose is smaller, and my teeth are whiter.

That I have a boyfriend who will hold my hand
in public and is not always looking to trade me
in for a model with more options.

That my friend does not search
for self-worth in the beds of random men.

That my niece's dark, wonder-filled eyes
have never brimmed with tears because someone hates
her brown skin and her perfect curls.

That deep purple hues were never grated
on my mother's face and she is as proud
of herself as she is of me.

That the humor etched in every wrinkle
of my grandfather's face remains and cancer
is not dimming the mischievous life in his eyes.

That cowardly national leaders do not encourage
young girls to strap bombs to bodies not yet ripe
with womanhood
and murder in the name of their country.

But these are only imaginings
I wrap myself in to fall asleep.

Rachael Rickertsen, *Alpha*

Copies of *Alpha* and *Outlet* can be found in the Academic Resource Center Checkout.

The Mentoring Connection at Loras College

Thinking of your first real career or even changing your present career? Just curious about someone else's field of work enjoyment? What they really do on the job? If so . . . contact any of the following alumni who have volunteered to mentor you through e-mail! (See related story page 7.)

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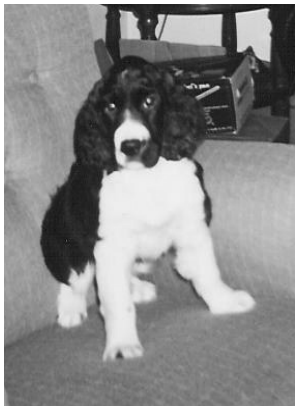
Due to technical difficulties when Loras switched e-mail systems, the addresses of those who volunteered since the last printing of the *Newsletter* were lost. If you are still willing to help, please e-mail Dr. Bauerly at donna.bauerly@loras.edu or Becky Barnhart, *Newsletter* Editor, at becnrave@aol.com. Please use MENTOR in the subject line. We can add you immediately to the on-line Mentoring Connection list on the English department's website. View this website at **http://depts.loras.edu/eng/**

Our Family Album

Many of you send pictures to Dr. Bauerly and keep her up-to-date on your families (including pets!) and important events in your lives. Because space allowed this year, we thought we'd share some photos that you've sent.

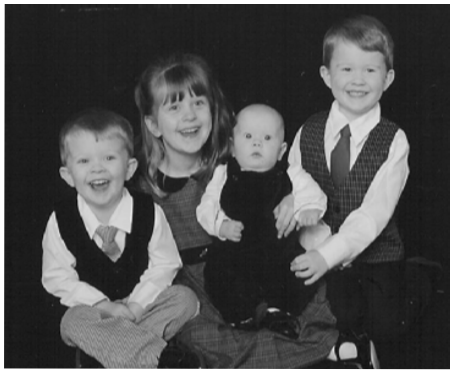
Cathy Canning ('83) and her son, Elijah, at Dr. Bauerly's home.

Dr. Bauerly "chats up" a life-sized statue of Mark Twain at the National Riverboat Museum in Dubuque.



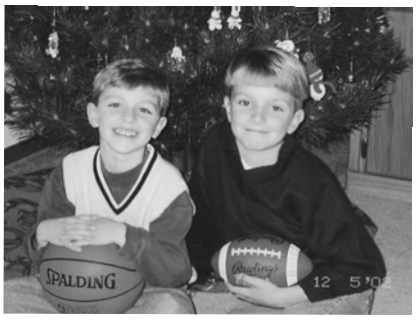
Bishop, newest family member of Lisa Higgs ('97) and Toby Kohler and the subject of the poems on page

Sarah and Hanna, daughters of Rod and Lynn Schaefer.

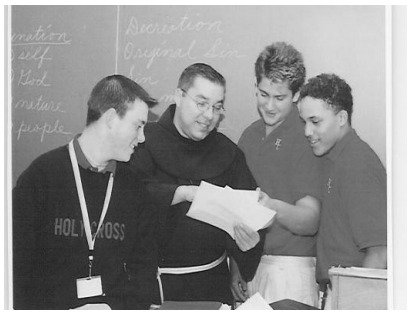


Quinn, Tess, Griffin, and Daniel Moriarity, children of Lori ('87) and Dan

Mary Kay (Mosher) ('77), Tim, and Patrick Lynch.



Tyler and Josh, sons of Sue (McGee) ('87) and John Breed.



Fr. Bernie Kennedy, ('81), OFM, and students at Holy Cross High School in River Grove, IL.

Returning to the Source: A Journey Through Ireland with W.B. Yeats

by Katrina Hammil ('04) and Jack McManus ('05)

"Under bare Ben Bulben's head / In Drumcliff churchyard Yeats is laid . . . On limestone quarried near the spot / By his command these words are cut: / Cast a cold eye / On life, on death. / Horseman, pass by!"[1] But we could not pass by, for we'd been there before. Poetry has a way of making place relative. The grotto has been known, on occasion, to become a hut in west Bombay. Boulevard Joe's is often a French café, and even "The Caf" has been known to take people all the way to Umbria.

But sometimes an author's ability to help us transcend time and space isn't enough. Or, sometimes, it is precisely because it *is* enough that the avid reader is often driven to make literary sojourns to the place where his or her daydreams were born.

Place reading is an important pastime for any true bibliophile. And while reading *Huck Finn* on the banks of the Mississippi is a totally legitimate pilgrimage for a Saturday afternoon in Dubuque, it's a pale pittance to sleeping in a cabin of wattled clay while visiting Innisfree. We've traveled all over Ireland with Yeats, chased faeries, and even found, in this troubled land, peace.

"Come away O human child! / To the waters and the wild / With a faery, hand in hand, For the world's more full of weeping than you can understand."[2] The faeries of Ireland are notorious for their mischief, and one of their chief pastimes is stealing well children away from their cribs and replacing them with sickly ones. Though faery-mounds exist all over Ireland, most of the good people have moved themselves to the West. It was in that land of rugged beauty that we went hunting the people of the sidhe.

The main attraction for tourists in Dingle town is the dolphin, Fungi. What most of the tourists miss, though, is a wily local population of pixie folk. They played a good trick on us this time by calling up a big storm as we trekked up Mount Brendan.

Not all the faeries are so kindly, though. "Where dips the rocky highland / Of Sleuth Wood in the lake, / There lies a leafy island / Where flapping herons wake."[3] It was here that Dr. Auge introduced us to the stolen child, the one who never came home. Sometimes when the faeries would steal a child they'd keep him or her forever, and so they'd try to tempt the children away from the crib with a siren's song of sorts. "For he comes, the human child, / To the waters and the wild / With a faery, hand in hand, / From a world more full of weeping than he can understand."[4]

[1] *Under Ben Bulben*, VI lines 1-2 and 6-10.
[2] *The Stolen Child* Lines 9-12.
[3] *Ibid.* Lines 1-4.
[4] *Ibid.* Lines 50-54.

Living in Sandymount, the Dublin suburb where Joyce's Bloom found eternity, we're just a short jaunt from one of the many houses that Yeats lived in. Living at a time when the political turmoil in Ireland was at its height, Yeats was quick to come to the aid of his Republican brethren, if not with a gun, then at least with a poem. "We know their dream; enough / To know they dreamed and are dead; / And what if excess of love / Bewildered them till they died? / I write it out in verse— / MacDonagh and MacBride / And Connolly and Pearse / Now and in time to be, / Where green is worn, / Are changed, changed utterly: A terrible beauty is born."[5] There's no fitter eulogy at Kilmainham Jail, and no better hymn for those who fell.

Terrible beauties were the focus of Yeats's career. They were the women that he chased, the youth that he sought, and the country that he helped to birth. The birth of the country was important to him, because though he was utterly inept as a fighter himself, his heart was that of a poet-warrior. "He with body waged a fight, / But body won; it walks upright. / Then he struggled with the heart; / Innocence and peace depart. / Then he struggled with the mind; / His proud heart he left behind. / Now his wars on God begin; / At stroke of midnight God shall win."[6]

And for Yeats, and for us, God did win. He found his peace not far from where we started, on the Isle in the Lake. "I will arise and go now, and go to Innisfree, / And a small cabin build there, of clay and wattles made: / Nine bean-rows will I have there, a hive for the honeybee, / And live alone in the bee-loud glade."[7] Though the glen was still the wind blew harshly and carried away our voices as we glimpsed the island through the mist. "And I have found some peace there, for peace comes dropping slow, / Dropping from the veils of the morning to where the cricket sings; / There's midnight's all a glimmer, and noon a purple glow, / And evening full of the linnet's wings."[8] There was a special light there. It seemed to come from us. Perhaps it was the light, the glow that struck us more than our words being carried away by the wind.

As we left Innisfree, and so as we left Ireland, we knew that we were leaving behind something special. There was a certain hope there, a strange mixture of that quiet clinging to the old ways and stories that can only come from old men, and yet a vitality that only springs from the young. We knew that Yeats had led us well, and that we had taken to heart his words: "I will arise and go now, for always night and day / I hear lake water lapping with low sounds by the shore; / While I stand on the roadway, or on the pavements grey, / I hear it in the deap heart's core."[9]

[5] *Easter 1916* Lines 69-80.
[6] *The Four Ages of Man*, in its entirety.
[7] *The Isle of Innisfree* Lines 1-4.
[8] *Ibid.* Lines 5-8.
[9] *Ibid. 9-12.*

Dr. Dorothy Atkins, Professor of English, has been experiencing and affirming the successful launching of Loras's new curriculum and the restructuring of the traditional academic departments into wider-embracing divisions. Having served on many of the planning committees over several semesters, Dorothy was well positioned to teach the new entry-level course Modes of Inquiry (three times), the newly designed writing course College Writing (twice), and the wholly new foundational course Democracy and Global Diversity (once). Dr. Atkins feels she's done enough reading and research to get another degree, but she's not sure what she'd call it! Despite the glitches, it was time well spent. Dorothy now plans to pick up the threads of her research on Barbara Bodichon, read all that is newly available, include one or more of her essays in the Victorian Age course, and prepare an article on Bodichon's influence on George Eliot.

Dr. Andy Auge, Associate Professor of English, spent his sabbatical year doing research on Irish literature and writing essays on contemporary Irish poetry. (See related article, page 3.) His article on the Nobel Prize winning poet, Seamus Heaney, will be published in the Spring '04 volume of *LIT: Literature, Interpretation, Theory*. His essays on the Irish poets Eavan Boland and Thomas Kinsella were delivered as conference papers for the American Conference on Irish Studies and are being prepared for publication. He also spent nine wonderful weeks in Ireland directing the Loras Study Abroad program in Dublin.

Dr. Donna Bauerly, Professor of English

unable to
get hibiscus red
the artist eats the flower

RR

end of the leash
taut
with her curiosity

db

Donna Bauerly had a most unusual 2002-2003! She spent a great deal of this past year in the Roseliep study room at the Academic Resource Center looking through Raymond Roseliep files and files of letters, multiple versions of haiku, and original manuscripts. Donna intends, someday, to write a biography of this priest-poet, mentor, and friend.

She also took a trip to Sacramento in April to the Haiku Archives housed in the California State Library where the papers of Elizabeth Searle Lamb are kept. (See related article, page 6.) Elizabeth was one of Roseliep's best haiku friends. They never met in person nor did they speak on the phone but they corresponded by snail mail two or three times a week!

The Endowed Chair for Catholic Thought helped her immensely, providing time off to read and reflect, to study and surmise, to travel and think—and finally to write.

She gave a formal talk in November: "One More Roseliep," sponsored by the Literary Club and the Program for Catholic Studies. She was also a presenter at the Sinipee Writers' Workshop in April with "By the Seat of My Pants (and the Rest of the Trousers, Too)."

And she did all the other things she usually does: teach in the fall semester, advise, coordinate *Alpha*, judge a Galena Poetry Contest, be a part of the Dubuque Community School Board, and a member of the Carnegie-Stout Public Library Foundation.

She also lost her beloved poodle, Tillie, in December, but found a new puppy friend in Annie (see beginning haiku). RR couldn't capture **red** and Donna can't catch Annie if she's on the loose!

Professor Karla Braig (BA '78, MA '88), Director of Publications, is celebrating her twenty-fifth year at Loras College in the Publications Center, and as an adjunct in the English Department. For the last twenty five years, Karla has taught Composition/College Writing, and Writing About Literature for the English department. She was also instrumental in getting the one-credit First-Year Seminar program going. This has since morphed into the MOI (Modes of Inquiry) classes, a three-credit core requirement. Karla has taught Fisrt-Year Seminar for eight years, and MOI for four years. This fall semester she will be teaching a college writing class, an MOI class called 1968, and a three-credit class called Adult Transitional Portfolio, for non-traditional students.

In addition to her teaching load, she is also an academic advisor to about 40 students a semester. Other Loras involvements include being the advisor to the first-year class, the advisor to S.A.F.E. (Sexual Assault Free Environment), a member of "Safe Zone," a group of faculty and staff supporting homosexual, bisexual, and transgendered students, a member of *The Lorian* review committee, a member of the Professional Staff Organization steering committee, and a member of the College Hearing Board.

Outside of class, Karla has lectured to groups in the Dubuque community about sexist language, human rights, and women's issues. She is a past member of the Dubuque Human Rights Commission, and the board of Project Concern, a group that focuses on help for low-income persons, especially the elderly. Currently, Karla is a member of the Iowa Advisory Committee to the U.S. Civil Rights Office, a member of Dubuque County EEOC, and a member of the Dubuque Catholic Worker Community.

Professor Rita Dudley, Director of the Writing Lab,

has experience working in the K-12 system, teaching reading at the K-8 level and classroom experience in third, seventh, and eighth grades. Upon earning her Masters degree, she taught at Kirkwood Community College and Northeast Iowa Community College teaching composition courses at all levels. At NICC, she moderated the annual essay writing contest, created a *Best of Composition I* collection over four semesters, and initiated a committee to create NICC's first writing lab. She has presented at the Midwest Writing Centers Association and the National Writing Centers Association conferences.

Dudley is director of Headwaters, the Loras College Writing Center. She is administrator of the Headwaters' website on the Loras Intranet and instructor/trainer for consultants who work in the Writing Center. She has taught English Composition Skills, English Portfolio, and Modes of Inquiry at Loras. Her Loras committees include First Year Experience Committee, International Culture House Task Force, the Gender Equity Task Force, and the *Lorian* task force.

Professor Don Knefel, Professor of English, has continued his committee work despite his sabbatical. (See related story, page 3) He still serves on the General Education Committee; participates in a focus group meeting on assessment of Advanced General Education courses, was appointed to the ad hoc Committee on Student Publications, charged with assessing the role and future of *The Lorian*, and remains on the Individualized Major and Rechenmacher Scholarship Committees. Knefel is also serving on the *Outlet* staff this year.

He has been on a half-time sabbatical this year, teaching Senior Thesis Seminar and Advanced Fiction Writing in the fall, Fiction Writing and Writing Seminar: Playwriting and Screenwriting in the spring. In addition, he has continued to advise senior thesis projects and serve on thesis boards during the spring semester.

Professor Dianne Koch, English Instructor, taught three sections of College Writing during the fall semester. This spring she taught two sections of College Writing and tutored in the Writing Center. She continues to teach 30 piano students a week from her home and directs the St. Columbkille's Youth Singers and Adult Folk Group. Married to Kevin for twenty-one years, she enjoys canoeing, biking, hiking, and doing activities with her family. Kevin and Dianne have three children, Paul, 17, Brian, 14, and Angie, 11.

Dr. Kevin Koch, Professor of English, served on the Academic Restructuring Task Force and the Academic Dean Search Committee during the past year. In addition to teaching his regular courses, he taught two new courses: Fiction Writing and English Composition Skills. He did a couple of additional readings from his book, *Skiing At Midnight*, and will direct a Nature Writing Workshop at Sinsinawa Mound in Summer 2003. Finally, he organized and directed a Writing Workshop for Special Education students from Washington Junior High School in Dubuque (see related article, page 2), in which English majors met with the Washington students to offer feedback on a paper in progress and coached them in a creative writing workshop.

Dr. James Pollock, Associate Professor of English, became a tenure-track member of the English department this year after finishing his one-year appointment. He will continue to teach Poetry Writing and Advanced Poetry Writing, and will also take over some courses from Dr. Rossignol, including Shakespeare and a survey of Medieval and Renaissance Literature. This past year he gave readings of his poetry at Blvd. Joe's in Dubuque and the Galena Art Center, and was published in *The Texas Review*. He took one of his Poetry Writing students to read her work at the National Poetry Festival in Des Moines in May. He also served as a judge at the Mock Trial Tournament at Loras, and was appointed to the college's Honors Committee.

Dr. Liz Raschke, Assistant Professor of English, continued her committee work this past year by serving on the Individualized Majors Committee (chair), Teacher Education Screening Committee, and the Arts and Lectures Committee. This year she made arrangements for the performance of the Joel Hall Dancers at Five Flags Theater. She is currently co-chair of the search committee for Associate Vice-President for Academic Affairs.

This past fall she delivered a paper titled "Matilda: Mary Shelley's Second Monster" at the International Conference on Romanticism at Florida State University. In the spring she taught a new Literary Biography course on John Keats and created a new course called The Gothic Imagination, to be taught in the fall as an offering of the Gen Ed: Cultural Traditions Across Generations requirement.

Dr. Rosalyn Rossignol, Assistant Professor of English, left the department at the end of the 2002-2003 academic year. She and her husband, Paul Jobsis, are relocating to the Washington, D.C. area. Paul will be a post-doctoral fellow at the National Institutes of Health. Rosalyn plans to pursue her writing full-time. She hopes to finish her academic mystery novel, *Grail Quest*, over the summer, and will then face the difficult task of choosing a new project from among the many ideas that she has cooking. Rosalyn will miss her colleagues at Loras and all of her friends in the Dubuque area, and wishes everyone the best in their future endeavors.

Dr. Susan Stone, Assistant Professor of English, enjoyed an active second year at Loras. She taught

Literature of the Frontier and the American West, American Literature: 1820-1860, Contemporary American Prose: 1945-Present, Democracy & Global Diversity, and an MOI, The Malling of America. She is looking forward to next fall, when she will be teaching a new MOI course, Tolkien's *Lord of the Rings* Trilogy: Quest for God, Medieval Myth, or Pure Fantasy? As a first-time advisor, Dr. Stone found this school year especially rewarding because she got to work with her twenty-seven wonderful advisees.

In addition to her teaching and mentoring, Dr. Stone presented a paper on "Transcendental Realism: Natural Environment and Social Reform," at a national conference this October. In January, she also helped to organize the TEL@L Symposium, a conference designed to increase awareness about and use of new technologies in the classroom here at Loras College.

Dr. Stone's Loras involvements include being the advisor for both the newly established Habitat for Humanity Chapter and the Literary Society, which is in its second year. She also became Secretary of the General Education Committee this year and continued serving on the NFOC (New Faculty Orientation) Committee, the EdTeC (a sub-group of TLTR) Committee, and CWI (Committee for Women's Interests).

Dr. Ray Wilson, Professor of English, created two new cluster courses and taught them this academic year. In a cluster, all students register for two Gen Ed courses, which are coordinated to compliment each other. During the fall semester, he taught English 241, Literature for Ethical Reflection. The course was clustered with a Philosophy course called Ethics in Philosophy, Literature, and Film. In the spring, he taught a section of English 232, Novel with all Russian novels that was clustered with a history course in Russian civilization.

In addition he taught Liberal Arts 120, Democracy and Global Diversity, in which students play roles from historical episodes, write papers as if they were the person in that role, and react to each other's writing and speech in character. The two games for this year were the French Revolution and Indian Independence. This, along with his usual Composition and English major classes, kept him busy. He did attend the Phenomenology and Existential Philosophy Conference at Loyola University of Chicago, presented a paper on how literature affects ethical development at the Phenomenology and Literature Conference at Harvard University in May. His article, "Gardens in Stoppard, Austen, and Goethe" was published in a volume of the *Analecta Husserliana* series. He served on the Faculty Development Committee, for which he organized the Faculty/Student Research and Creative Colloquium. He also served as the English Department secretary.

Professor Charlotte Ulve, Instructor of English, was on leave during the spring semester, and will be back at Loras again this fall. Teaching both Lib 105 and Eng Skills 091, she plans to integrate more literature-based writing in these required classes for the first-year students. Predicated on many years of classroom experience, her view is that these young men and women can learn to improve their critical thinking skills through various responsive writing assignments.

One factor which may inspire the addition of selected Russian short stories to her syllabi for this fall was her trip to Moscow and St. Petersburg, the latter of which will be celebrating its three-hundredth anniversary throughout 2003.

Closer to home, Charlotte acts as program chair for a local service club which funds educational scholarships for deserving women. Topics this year have included "Women in Islam," The Rare Book Collection, and Center for Dubuque History.

Professor Miriam Wolff, former Instructor of English, is a recent transplant from Washington, D.C. where she served as a Congressional speechwriter and Legislative Director. She was an adjunct in the English Department teaching College Writing during 2002-2003. Her non-fiction has been published in Washington, D.C. regional magazines, and she holds a MA in Writing from Johns Hopkins University. At present, she is a member of

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Home page http://www.loras.edu/english/index.html

Your former professors are waiting to hear from you! And if you'd like to make your e-mail address available to other Loras grads, send a note to Dr. Koch and we'll include it in next year's *Newsletter.*

Many of these notes are gleaned from former students' correspondence with Dr. Bauerly.

Becky Barnhart (BA '96, MA '02) works as a Project Manager at Schiesl Outside Services in Dubuque. She continues to serve on the Board of Directors of the Carnegie- Stout Public Library Foundation and is a member of the Women's Leadership Network. This past spring one of her haiku won honorable mention in the Hawaii Education Association International Haiku Contest. (See page 2.)

Yumi (Konishi) Carlson ('89) with her husband Steve and children Erika and Nils, visited Dubuque late last fall. They also made a trip to Clear Lake to see the Stattelmans at their home. Anne ('83), also an English major, is their daughter. Leo is a beekeeper and Erika finally got to see "the colony." She had written a report about honey bees the previous year.

Michelle (Ruggaber) Dougherty ('98) married Mike in January of 2003. Mike was just hired for a tenure-track philosophy position at Ohio Dominican University in Columbus. "We'll be moving there in July. I just turned in my third chapter of my dissertation, so if I keep up at my current pace, I should have a little less than half written by the time we leave. I foresee many trips back to Marquette to meet with profs." She plans to graduate in May 2004 and will do an abbreviated job search then. The ideal, she writes, would be to teach at Ohio Dominican and thinks those prospects look possible. She and Mike both presented papers at the thirty-eighth International Congress on Medieval Studies at Western Michigan University at Kalamazoo (he on Aquinas, she on Shakespeare). Michelle also attended a Collegium at St. John's University in Minnesota, a week-long colloquy on faith and the intellectual life for graduate students and faculty from a consortium of Catholic colleges and universities—"it was an amazing week of intense and conversation and discussion, social time, speakers, prayer, academic study of different readings . . . very busy, but it got me excited to teach at a Catholic college, if I can!" (See related article on page 4.)

Beth Duccini ('88) recently returned to Dubuque after being in Australia on a coaching trip for two weeks. She writes, "After sixteen years of teaching, coaching, and raising my family of four (3 children and one big kid for a husband), I will finally be receiving my masters in Education (Multidisciplinary Teaching) in May of 2004. I was also inducted into the Loras Athletic Hall of Fame for track and cross country in 2001; I am now a member of the Hall of Fame Committee. I will be starting my twelfth year as an English teacher and ninth as head girls' cross country coach at Hempstead High School in Dubuque."

Hui-Xiong Fang (MA) still loves his move to the South (Atlanta, GA) where his self-owned businesses are flourishing. His wife Ruhe is working in GE capital-marking quality control and his children continue as excellent students: Andrew in Atlanta's Math and Science High School and third-grader Emily, who loves swimming and horse back riding.

Susan (Brehm) Gossman ('93) was "halfway finished with law school" at Berkeley in December of 2002. She was working on an article for the California Law Review membership, focusing on anticompetitive practices in agriculture. "The research is . . . near and dear to my heart, with six of my seven brothers still farming. Mike and I love our neighborhood; we're just a couple of block from Solano Avenue, which has tons of restaurants and shops; and our apartment complex hosts residents from over seventy countries." Susan took a job this past summer with Sidley and Austin, a firm in Chicago and "if all goes well we'll probably go back after I graduate. It'll be great to settle in for a few years after the chaos of law school."

Midori Hatanaka ('88) is still working full-time now in an Osaka advertising agency. She writes that she is "lucky to meet a nice group of people there" and is "never bored." She has also taken up tennis lessons and truly enjoys them.

Lisa Higgs ('97) is still working as Board Relations Manager of the Minnesota Historical Society. She and husband Toby are now the proud "owners" of Bishop, a springer spaniel. She has shared two Bishop-inspired poems! (See a picture of Bishop on page 11.)

My muse has curled up at my feet,
his breath feathering my cold soles,
my tips of toes, until like a maple
tapped, from my limbs pours his sweet
influence. He and I often in morning's
dim light gnaw on thick bones in search
of the fat marrow, the hidden vein.
Each day, the greater success is his.

After the back of winter has stretched its spine
Over our rivers and furrowed fields
A day in February shrugs off its coat.
The alleys puddle with ice, and a sparrow
Bathes its tanned breast. On the back step,
A woman pulls her woolen sleeves down
Over her hands and rests, her face fresh
Of sunlight and brisk air. The clarity
Of the world gasping its first breath.
A pup has found the end of his fall stick
And prepares to chew it down to spring.

Michelle Hoeger ('02), in addition to her regular high

school English teaching at Aquin in Dyersville, also taught a course this past summer at NICC and tutored in their learning center as well. She is planning her wedding along with fiancé Jeff, as they remodel their future home in Dyersville. She looks forward to beginning a Masters program, but is not sure exactly what area at present since she is also interested in obtaining a speech endorsement.

Phil Keane (BA) lives in Iowa City. He moved there because of a job, but stayed because he likes that it has some of the cultural advantages of a big city (museums, concerts, plays, book readings, some ethnic diversity) while still having the advantages of a small town (friendly people, low crime rate, parks within walking distance).

He volunteers at the local food bank one night a week, and encourages everyone to donate to their local food bank. He looks forward to seeing everybody at the English Department breakfast in October.

Bernard Kennedy, OFM ('81) had a real summer off, "gardening and doing sacramental ministry at St. Cyprian Parish in River Grove, IL. Small world; this is the home parish of Msgr. Charles Lange who will also be helping with weekend Masses." Bernard also tells us that the Brothers of Holy Cross of South Bend, IN, have selected him to be the Director of Student Services at Holy Cross Boys High School in River Grove. "In addition to teaching Church History and chairing the Theology Department, I will have direct supervision of recruiting and admissions, guidance, and spiritual services. This should keep me on the move!"

Lisa Kieffer ('03) has been accepted into the Educational Counseling Program at the University of Wisconsin at Platteville. Some of her final plans are still in the making—teaching, perhaps? She has been working at McGraw-Hill Publishing during the summer of 2003.

Amy Kohlstedt ('03), according to her father in a phone conversation, is now accepted to the School of Library Information at Iowa City, classes beginning this fall.

Kate Leventhal ('00) "After just finishing a two-year case management position with an AIDS hospice in Baltimore, I have just taken a position with the Johns Hopkins Hospital. I work in the Neurology Department and research projects dealing with HIV and AIDS. I've had an amazing time working in health care, and I continue volunteer at the hospice. Though I plan on staying on the east coast, I send the best of wishes to the Loras College English Department and alumni."

Elizabeth Loebach ('00) will enter law school this August at Lewis and Clark in Portland, Oregon. She will finally be living in her own apartment [remember the trio of Elizabeth, Katrina O'Connor ('00) and Marne Pringle ('00)?] and is "excited to try it out." Family is part of her west coast experience: with sisters Nicki ('99) and Maria ('03) there, they also attract a few visitors. Peggy Lucas visited them in late July! Beth is enjoying many west-coast experiences: biking, hiking the mountains with good friends, browsing in great bookstores and seeing wonderful live performances. And, if that wasn't enough, she also took a recent vacation in Oahu, visiting her cousin Molly, who has been on the island studying the sonar of whales. Most spectacular: "We woke up early in the morning and saw dolphins swimming up and down the coast. We all swam out to them and were able to be amongst them. I've never seen anything so beautiful!"

Cara Lynch ('01) at last writing was a barista (lovely lattes, etc.) at a local café in Kansas City and also taking classes full time at Rockhurst University for her Masters degree in Education. She hopes to be a high school English teacher in the near future so she "can be positively engaged with people and a subject I love."

Cassie Sloan McDonald ('01) writes that her "life in Wisconsin is busy, but fulfilling. Jamie and I were married in December . . . a truly amazing day for both of us—a day we had looked forward to for so long. **Jamie ('01)** continues to work at Strong (a mutual funds company) near Milwaukee, and I am still teaching at a high school in Delavan, Wisconsin. I teach four English courses and a media and society course. One of my greatest teaching joys lately happened at parent-teacher conferences. We just finished reading *To Kill a Mockingbird,* and one mother told me it was the first time she'd ever heard her son talk about a book he was reading!"

Andrew Neuendorf ('01) struck pay dirt with his applications for MFA programs. He is heading to Southwest Texas State for their writers workshop (MFA program). He still is grateful for his introduction to "a great person, a certain Mr. Prufrock, during my first year at Loras. I've enjoyed his company time and again."

Theresa O'Donnell ('02) writes from Texas A&M that she loves working there with diversity education and that she is going to be co-editor of the department's newsletter: *Aggieculture!* She is also looking at schools out east and one in California, hoping, eventually, for a Masters degree in Gender Studies. She loves her new male tabby cat, called Mr. Elvis Costello, and if #2 comes along, she plans to name it Abbott!

Olga Possokhova ('03) has been accepted into the Masters of English program at Loras Collge and she will begin full-time classes this fall. She visited her family in Russia from July 28 to August 18.

Jennifer Reding ('03) will be teaching Spanish in Independence, Iowa, during the 2003-04 academic year! She tells us she found her teaching position through the teach Iowa website: http://www.iowaeducationjobs.com/ and was very pleased with how it worked for her. She writes: "To my astonishment, after sending a generic application to every school district in Iowa that I have ever heard of, I have received an unbelievable amount of responses." She wonders if some of her success is due to her double major: Spanish and English!

Andrew Ryan ('99) at his last writing, intended to move to Rhode Island. He had been living in the Bronx for about three years. He earned an MS in Journalism from Columbia University in New York and has been a metro reporter on *Newsday's* Long Island desk. He is now a town reporter for *The Day,* a daily newspaper in New London, CT, covering Westerly, RI.

Jeremy Salucka ('97) in his own words, "came last year to know the pleasures and the pains associated with homeownership, will return to academia full-time this fall to pursue a master's degree in intercultural and organizational communication. As a Trinity Fellow at Milwaukee's Marquette University, he will also study non-profit administration and serve as the marketing director for Meta House, a local non-profit offering substance abuse rehabilitation services to women and women with children. Jeremy will graduate in 2005, when he and his wife Nicole plan to take up permanent residence in Eastern Europe or the Middle East."

Kevin Shelton ('91) and his family traveled to Alaska this summer where, among other enjoyments, they "saw McKinley and the pipeline, the boys panned for gold and we had a moose come into the backyard while we were at my sister-in-law's!" Kevin also attended the Thomas Howard Learship Symposium in Springfield, one of about 25 administrators chosen to attend. Their main speakers had authored *What Every Principal and Superintendent Should Know*, the basis for this symposium. Kevin finds more sharing of ideas and inspiration among his co-administrators than he ever did with teachers. But now he is in a position to pass that inspiration and ideas right along!

Tony Stubbs ('82), one of our most faithful correspondents, never seems to run out of unique postcards. His latest featured Gertrude Stein and a young artist named Claus who discussed his plans to "abandon cubism in favor of a wild new project. Miss Stein is dubious." Tony would like some recent news about Fr. Bernard Kennedy ('81) and Theresa Freund ('82). Fr. Kennedy was featured in the *Newsletter* of 2002.

Michelle (Anderegg) Stuhr ('98) is now married to Cory who is off to National Guard duty, but home to see the first ultrasound of their baby, due in October! "The baby has been kicking and moving around for a few weeks. Seeing our child move around on the screen AS I felt the movement was the most priceless thing ever! At one point, it looked like he was giving us a thumbs-up sign, and near the end of the visit, we saw a big yawn, tongue and all!"

Update: "The pregnancy is going well. This week puts us at 30 weeks already, so time is slipping by. Cory is back from his year of active duty, and we are getting used to being each other's spouse again. We just sold our house and are waiting on the financing and appraisals. If everything works out, we will probably move right around when school starts!"

Nick Specht ('01) will be a third year law student at the University of Iowa College of Law. He spent part of the summer of 2003 shadowing Steve Hodge, one of Dubuque's public defenders. He writes, "It looks like it will be a hectic fall between classes and finding a job. I'm going to apply to the FBI, ATF, and US Marshalls. In addition, I'm looking into receiving my master of laws and simply applying for attorney positions. You might be interested to know that I have signed up for a "Law and Literature" course this year."

Anne Stattelman ('83), still the director of Posada, a shelter for the homeless in Pueblo, Colorado, writes that Posada is deep in the midst of housing development and working (with help from Crystal Schwartz, Valder Scholar from Loras College) on a new migrant farm worker housing project. At last writing Anne was taking courses to receive her Masters of Public Administration at the University of Colorado, and was a bit more than half way through her program.

Cressant Swarts ('02), living now in Cedar Rapids and working at "Equipping Youth," refers us to a dynamic website she helped design and create: http://www.aeicoalition.org. Check it out! She is also in charge of cataloging and the small research library there. She still hopes to enroll in a library science masters program, and continues her creative writing whenever the muse beckons. Two haiku she enclosed witness her successes:

headstones	your side
in a clearing	of the bed
the logging camp's remains	still hollowed

J'Neane Weydert (MA '03) went to Spring Green, Wisconsin, for part of her vacation. There she saw the American Theater Players' performance of "Pygmalion." Her love of Amy Tan's novel *Joy Luck Club* took her back to Pearl Buck's (first American woman to win the

Nobel Prize—1938) *The Good Earth*, and she muses that O-lan's story could have been one of the stories in *Joy Luck Club.*

Brianna Wolbers ('03) writes that "I got accepted to the University of Wisconsin at Madison's graduate program for library and informational studies. I was the recipient of an academic scholarship and will start the two year program this fall. I am still unsure what area I want to emphasize, maybe something that will let me travel" [she loved her trip to Ireland in the winter of 2002]. Brianna tells us that **Laura Egan ('02)** is "doing very well. She is the assistant editor of the *Sumner Gazette*, a newspaper that covers three towns. The paper just changed ownership before she was hired, so she has had a lot of experience in the start up process."

Becky Barnhart (BA '96, MA '02), Lora Kalb (BA '95, MA '00) and Valorie Broadhurst (Breyfogle) Woerdehoff ('82), are members of the "Women's Leadership Network" in Dubuque, IA, listed, among others, in the brochure for this year's day-long conference, "Leading on All Levels: the Road to Success," September 9, 2003, at the Clarke College Atrium. The conference is "designed to promote personal and professional development at all levels and serve as an annual conference for Dubuque-area women."

HOMECOMING 2003

ENGLISH DEPARTMENT
ALUMNI BREAKFAST
OCTOBER 11, 2003
9:30 AM
PEACE AND JUSTICE ROOM
ALUMNI CAMPUS CENTER

GUEST SPEAKERS:
KARLA BRAIG (BA '78, MA '88)
AND
CONNIE (DETAYE) GHINAZZI (BA '78)
MA 2002, U OF I

Homecoming Breakfast Draws Crowd

The guest speaker for Homecoming 2002 was **Sue Czeshinski ('87),** Director of the Convention and Visitor Bureau for the City of Dubuque. The following group of alums gathered to hear Sue speak about the progress of the America's River Project: **J'Neane Weydert (BA '93, MA '03)** (see this *Newsletter*); **Jeremy Salucka ('97)** (see this *Newsletter*); **Darcy Hall ('96),** living in Colorado Springs, CO, and teaching high school English with Yearbook work; **Christine (Healy) Milazzo ('91),** living in Matteson, IL, formerly an elementary teacher; **Olga Possokhova ('02),** (see this *Newsletter*); **Bill Meyers ('67),** living in Ottawa, IL, a retired English high school teacher but a full-time story teller; **Patricia Eichhorst (MA '00),** living in Dubuque and doing free-lance copy editing and indexing; **Heather Jagman (BA '92, MA '96)** living in Chicago and working as reference and instruction librarian; **Lynn (Weber) McCormick ('82),** living in Des Moines and working as an Operations Manager for the House of Mercy; **Kathleen (Healy) King ('87)** living in Western Springs, IL, and serving as an Educational Consultant, part-time, and full-time Mom!

Also present were: **Becky Barnhart (BA '96, MA '02),** Editor of this *Newsletter*, and attendees from the Department of English: **Dr. Kevin Koch**, Chairperson **('81),** **Dr. Donna Bauerly,** and **Mr. Bill Pauly ('64).**

For more information about the now-open America's River Project, log onto: **www.americasriver.com.**

Editor's Note:

I've written it for the past two years, and I'll write it again—an amazing amount of "behind the scenes" work goes into this publication. Thanks to Donna Bauerly and Kevin Koch for their guidance and patience, and to the student writers for contributing their time and talent.

Thanks to our proofreaders, Tricia Behnke and Dr. Marlene Pinzka, for their time and willingness to volunteer for such a worthy cause.

Finally, thanks to Terri and Jay Schiesl, Schiesl Outside Services, for their support, their patience, and the use of their equipment.

We would love to hear from you! Please e-mail us and let us know who, how, what, and where you are. If you have any suggestions for what you would like to see in future *Newsletters*, let us know.

Enjoy!

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What's happened in your life since you graduated?

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Deadline for *Outlet* is Febraury 14, 2004, and for the *Newsletter*,