Published by the Loyola University Public Relations Office, PATRON presents development related news, profiles on unique members of the Loyola community, and substantive special reports on particularly noteworthy aspects of the university. PATRON is a tri-annual publication sent to Loyola's friends and supporters.

Public Relations Office
820 N. Michigan Avenue
Chicago, Illinois 60611
312/670-2860

Loyola University of Chicago
An equal opportunity educator and employer

On the cover: This mosaic, photographed by the late Raymond V. Schoder, S.J., of Loyola's Department of Classical Studies, shows a procession of crown-bearing virgins in the basilica of San Apollinare Nuovo located in Ravenna, Italy. The art in this Byzantine structure dates from 493-526 A.D. Father Schoder trekked thousands of miles and snapped more than 15,000 color photographs of all the major classical archaeological sites and many seldom-photographed locations in Greece, Italy, Turkey, Old Palestine, Western Europe, Japan, and Taiwan. His photographs appeared in more than 200 publications, including a Time-Life book series on the Great Ages of Man. More of Father Schoder's photos are featured in this issue's Special Report.

PATRON

EVENT

'Flowers as Art' at D'Arcy Gallery

Medieval and Renaissance art again came to life during the popular "Flowers as Art" exhibit at the Martin D'Arcy Gallery on Loyola's Lake Shore Campus.

For the eighth consecutive year, floral artists Medard Lange and Kathryn Herdrich with Crest of Fine Flowers in Wilmette designed the exhibit. Together with Georgia Haller and Nancy Herdrich, they again transformed the gallery into a living museum. Dozens of exotic varieties of flora, including fruits and vegetables imported from greenhouses in Europe, Asia, Africa, South America, and other international locations, compose their unique arrangements and complement the gallery's collection of medieval, Renaissance, and baroque art.

The exhibit was open to the public April 16 and 17.

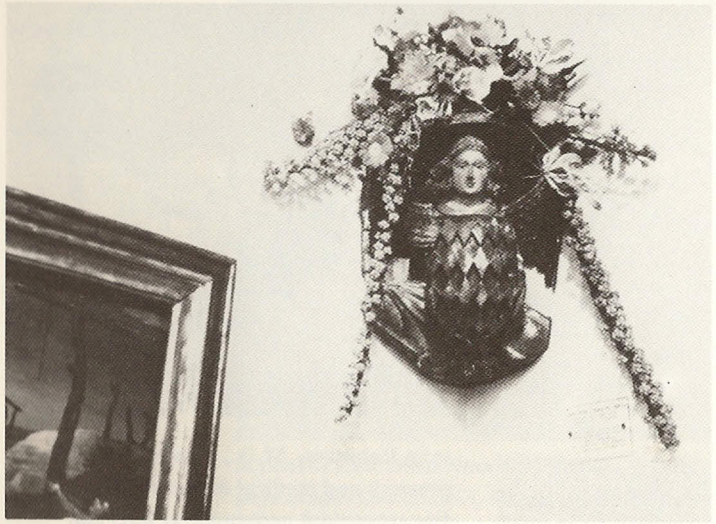
"Since Northern Europeans were not able to enjoy flowers throughout the winter months, artists often depicted these fantasy bouquets in their paintings," said the gallery's assistant director Pat Sides.

Lange uses flowers true to the Renaissance period, such as Monkshood, Delphinium, Brodeia, Anemone, and Queen Anne's Lace. Apples, mushrooms, berries, and twigs add flavor, scent, and texture to this living work of art.

The gallery, founded in 1969 by director Donald Rowe, S.J., houses 150 religious and secular objects that span the centuries from 1200 to 1800. Art objects include paintings, sculpture, and items fashioned in gold, silver, ivory, enamel, and gemstone.

One of a pair of angels attributed to Martin Zurn, Upper Bavaria, about 1640.

Madonna and Child, Flemish, about 1680 (below).



The D'Arcy Gallery foyer in Cudahy Library (above).

St. Christopher and the Christ Child, Upper Rhine or Swabia, about 1500 (right).

Madonna and Child with St. John, Luisa Roldan, Madrid, 1692 (left).

Angel with Shield wall sconce, Bavaria, about 1490 (upper left).

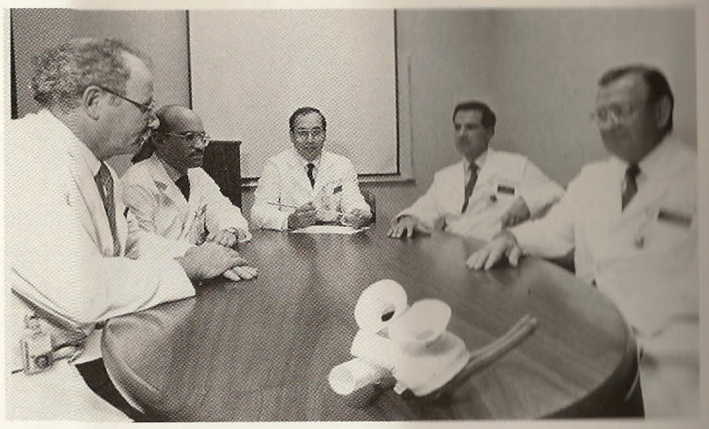
First artificial heart in Illinois

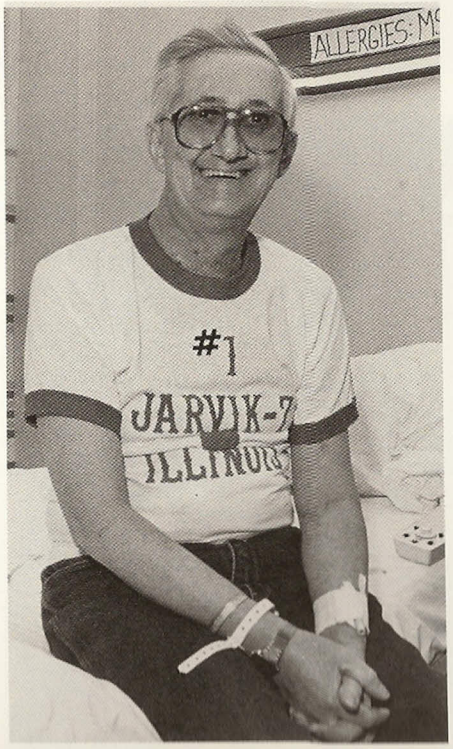
Loyola University Medical Center captured the media spotlight when surgeons performed the first Jarvik-7 artificial heart procedure in the state of Illinois. Loyola is the only medical center in Illinois permitted to do the procedure, and one of only 15 such centers in the nation designated by the Food and Drug Administration (FDA).

The surgery, performed Feb. 16, was announced to the media the following day. Television, radio, and newspaper reporters attended a press conference at the Medical Center led by Roque Pifarre, M.D., chairperson of the department of thoracic and cardiovascular surgery and surgical director of the heart transplantation program. The event was reported on Chicago television channels 2, 5, 7, 9, and 32; on CNN News; on radio station WBBM; and in the *Chicago Sun-Times.* United Press International and Associated Press wire service stories generated significant coverage in downstate newspapers.

The artificial heart was used as a temporary "bridge" in an effort to keep patient Frank Martello, 56, a resident of Chicago's South Side who already had received two heart bypass operations, alive until a human heart became available for transplantation. As media follow-up coverage noted, Martello received a human heart 34 hours later and is reported to be in good condition.

Use of the Jarvik-7 artificial heart as a temporary device to keep patients alive until human hearts are available for transplantation now is an ongoing procedure at Loyola University Medical Center. The Medical Center, recently designated a Regional Heart Transplant Center by the U.S. Health Care Financing Administration, began its heart transplantation program in March 1984 when surgeons performed the first heart transplant in the Chicago area in 15 years.





John Robinson, M.D., associate dean for research and medical director of the cardiac transplant program (far left) and Roque Pifarre, M.D., chairman of thoracic and cardiovascular surgery and surgical director of the cardiac transplant program (far right) flank members of the transplant team. The thoracic and cardiovascular surgeons are, from left, John Grieco, M.D., assistant professor; Mamdouh Bakhos, M.D., associate professor; and Alvaro Montoya, M.D., associate professor. A Jarvik-7 artificial heart rests on the table in the foreground.

Frank Martello, the history-making recipient of a Jarvik-7 artificial heart.

Reunions

Ten law classes celebrate

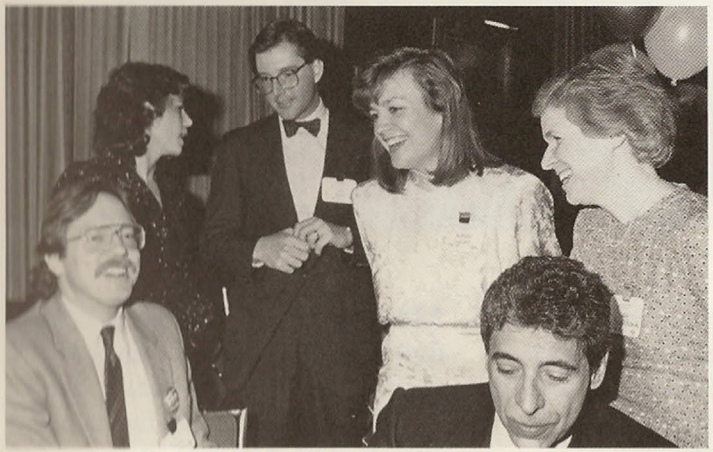
Ten graduating classes of the Loyola University School of Law gathered for an anniversary class reunion in February.

Alumni from the classes of 1938, 1943, 1948, 1953, 1958, 1963, 1968, 1973, 1978, and 1983 attended the event at the Union League Club in Chicago.

"We planned an intimate and personal reunion for each class," said Theresa McNamara, director of law alumni relations. "Dinner tables were organized by year to give former classmates a chance to become reacquainted."

Individual class cocktail receptions, held in separate parlors at the club, preceded dinner. After-dinner dancing was provided by the Frank Amarosi Orchestra.

School of Law Dean Nina Appel, J.D. (far right), visits with members of the class of 1953. From left, Caroline and John O'Malley, Richard and Margit Sandberg, Edward and Kathleen Proctor.



Members of the class of 1983 share a light moment at their reception.

The class of 1983 gathers for a group photo.

Stephen Pugh, '73 (right), who was instrumental in establishing a minority scholarship at the School of Law, greets old friends at the reunion. Facing the camera is Richard

NEWS

School of Law, American Judicature Society form alliance

Loyola University of Chicago and the American Judicature Society (AJS) have announced the formation of an alliance, under which individuals from both institutions will collaborate on projects of mutual interest. The alliance, designed to create a mutually beneficial and cooperative working relationship, culminates discussions regarding the compatibility of programming interests. The agreement also anticipates that AJS will move to Loyola's Water Tower campus in 1990, but both institutions will remain completely independent.

"The work of AJS is in keeping with the university's commitment to ethics and justice," stated President Raymond Baumhart, S.J. "Our institutions are very compatible and this agreement will be mutually beneficial."

The alliance provides AJS with a university environment in which to develop its educational programs and research; it also gives Loyola faculty and students the opportunity to collaborate on AJS projects.

AJS and Loyola share many interests, including a commitment to improving the administration of justice, a concern with the ethical dimensions of judicial and social policy, and an

"Loyola's leadership in ethics and its record of successful innovative programs make this alliance especially appropriate," said A. Leo Levin, president of AJS. "Loyola, and particularly its law school, occupies a special place in the Chicago community."

"Since 1909 Loyola's School of Law has pursued legal education and research with commitments similar to

Judicature Society and has recently finished collaboration on an article to be published in *Judicature*, the journal of the American Judicature Society, with AJS staff attorney Yvette Begue and Loyola philosophy professor David T. Ozar.

Founded in 1913, the American Judicature Society is a national organization supported by more than 20,000 concerned citizens. Through

Heliport in operation at Medical Center

A heliport now is in service at Loyola University Medical Center. The heliport is used to receive trauma patients, as well as transferees from area hospitals to either the Medical Center or the adjacent Hines VA Hospital.

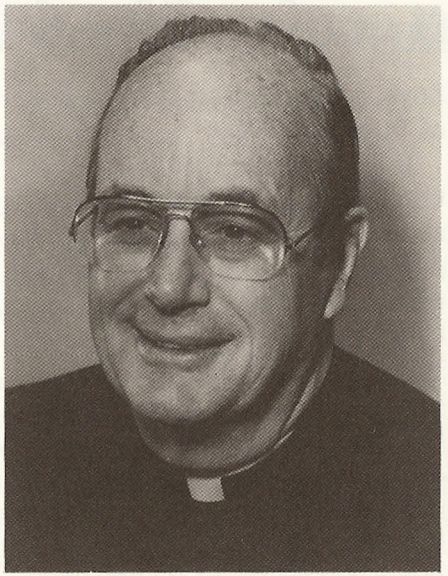
The Medical Center recently received approval for operation of the heliport from both the Illinois Department of Transportation and the Federal Aviation Administration.

"A heliport is an essential part of our patient care capability," says Wayne VerGowe, senior assistant director of Loyola's McGaw Hospital. "We are a Level I Trauma Center for both adults and pediatric cases and time is of the essence in assuring that these types of patients receive the required treatment in the shortest possible time."

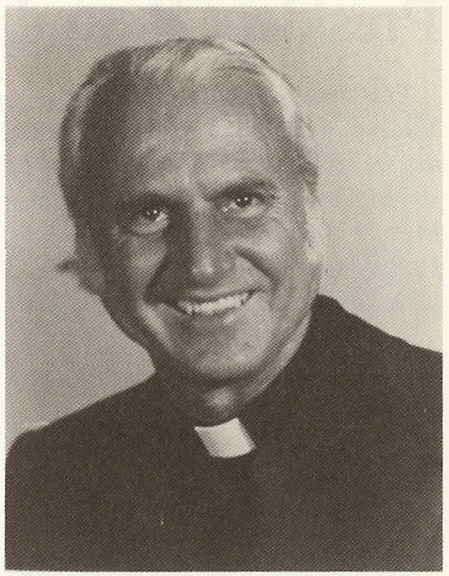
Another vital aspect of the service, according to VerGowe, is the delivery of human organs to the Medical Center for transplant surgeries.

Loyola is a major center for heart and kidney transplants. Speed is critical in the delivery of human hearts for transplantation because the heart can stay viable outside the body only four hours from the time it is removed from the donor's body and placed in the patient.

The heliport is located west of the hospital's emergency room on the Medical Center Campus.



Bishop Gorman



Bishop Jakubowski

Two new Chicago bishops have Loyola degrees

Monsignor John R. Gorman (M.A. '61, Ph.D. '73) and Father Thad J. Jakubowski (M.A. '61) were consecrated auxiliary bishops for the Archdiocese of Chicago in a ceremony at Holy Name Cathedral on April 11.

Bishop Gorman, who was ordained in 1952, served as archdiocesan director of the Department of Parish and Pastoral Services for the past year. Prior to that assignment, he was pastor of St. Michael's Church in Orland Park for 13 years. Bishop Jakubowski served as pastor of St. Robert Bellarmine Church on Chicago's Northwest Side since 1976, and has been dean of a cluster of parishes in that area for three years.

With the consecration of Bishops Gorman and Jakubowski, five of Chicago's six auxiliary bishops have Loyola ties. Bishops Wilton D. Gregory (B.A. '69) and Placido Rodriguez (M.A. '70) earned degrees at Loyola, while Timothy J. Lyne studied theology under Loyola faculty at St. Mary of the Lake Seminary.

President Baumhart confers fifty-thousandth degree at May commencement

President Raymond Baumhart, S.J., conferred the fifty-thousandth degree of his tenure as Loyola University of Chicago president during the May 28 commencement ceremonies. Father Baumhart has presided over Loyola since 1970.

Approximately 1,700 students, excluding medicine and dentistry, received degrees at the May commencement.

Five individuals were granted honorary Doctor of Laws degrees at the May ceremonies.

Michael R. Quinlan, president and CEO of McDonald's Corp., was the featured speaker at the morning commencement ceremony held at Medinah Temple. Quinlan began working at McDonald's as an 18-year-old Loyola University student; he has both a B.S. and an M.B.A. from Loyola. He served on Loyola's Board of Trustees 1983-86.

Brother Booker T. Ashe, O.F.M., Cap., and Sister Rosemary Donley also received honorary degrees at the morning ceremony. Brother Ashe is the director of the House of Peace Community Center in Milwaukee, Wis. The center provides social services to the underprivileged. He also has served as chairperson of the Mayor's Commission on Human Relations, president of the National Black Catholic Clergy Caucus, and member of the Board of Catholic Social Service, among others. A housing subdivision of Milwaukee County was named in his honor.

Sister Donley is chief of operations and former dean of the school of nursing at Catholic University of America. She has worked as a nurse and taught nursing, and has been a member of the accreditation team of the National League for Nursing since 1981. She belongs to many professional and civic groups and is widely published.

Bishop Placido Rodriguez, C.M.F., was the featured speaker at the afternoon commencement ceremony. He was the first Hispanic bishop in the Chicago Archdiocese, and holds an M.A. in urban studies from Loyola University.

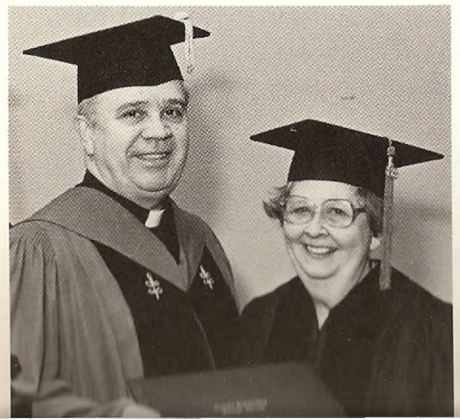
Sister Sheila Lyne, R.S.M., also was honored at the afternoon ceremony. Sister Lyne has been the president of Mercy Hospital and Medical Center since 1977. She joined the facility as director of the diagnostic treatment center in 1970. She is active in numerous health care-related boards and programs.

At the January commencement ceremony, recently retired Vice President for Student Services Mariette LeBlanc, M.A., and internationally known scripture scholar Joseph Fitzmyer, S.J., received honorary degrees.

LeBlanc received an honorary Doctor of Laws degree. She retired in 1987 after holding a variety of faculty and administrative positions at Loyola, beginning in 1948.

Father Fitzmyer received an honorary Doctor of Letters degree. He holds the Gasson Professorship at Boston College and is a 1943 graduate of Loyola University of Chicago. He holds academic and honorary degrees from several institutions.

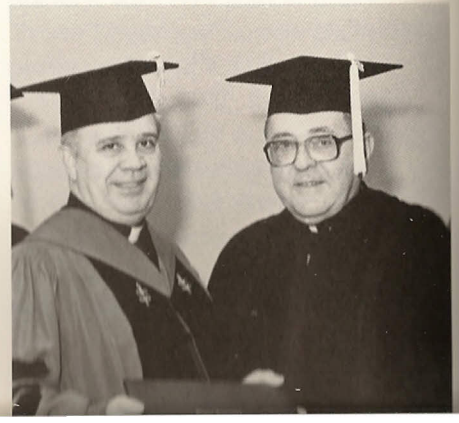
Approximately 950 students from all university divisions, except medicine and dentistry, received degrees at the January commencement.



President Baumhart presents an honorary degree to Mariette LeBlanc (far left).

Michael R. Quinlan, president and CEO of McDonald's Corp., was the featured speaker at the May 28 commencement ceremony.

The Rev. Joseph Fitzmyer accepts an honorary degree at the January commencement ceremony (right).



Sports medicine clinic opens at Outpatient Center

A sports medicine clinic now is in operation at Loyola University Medical Center's Mulcahy Outpatient Center every other Thursday afternoon, in the orthopedic department located on the first floor of the center.

"We see this as laying the foundation for an expanded sports medicine facility in the future," says Sidney Blair, M.D., professor and chairman of the orthopedics department. "This is an important part of our commitment to care for both professional and amateur athletes and individuals interested in physical fitness."

Staffing the clinic are James Boscardin, M.D., clinical associate professor of orthopedic surgery and medical director of the Chicago White Sox, and Scott Price, M.D., clinical assistant professor of orthopedic surgery and a team physician for the Sox.

Boscardin, who is board certified by the American Board of Orthopedic Surgery, specializes in sports medicine and spinal surgery. Price was a Fellow from 1985-86 at the Cincinnati Sportsmedicine and Orthopedic Center where he worked with Dr. Frank Noyes, one of the foremost authorities on knee problems in the U.S.

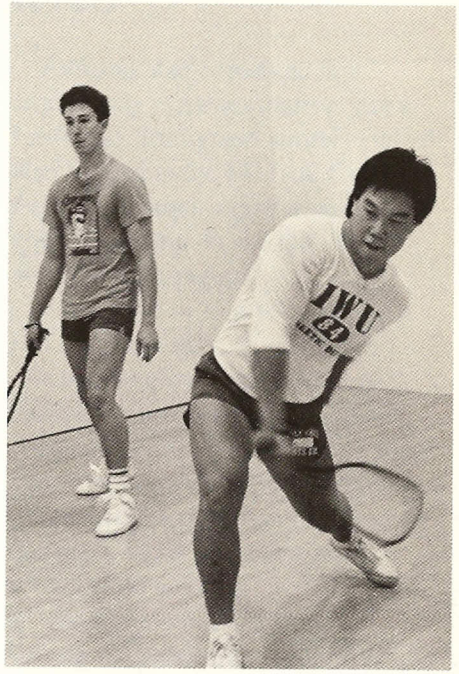
Boscardin, who was the team physician for the White Sox for six years before being named medical director in 1986, states that the team's trainer, Herm Schneider, will be available at the clinic for consultation on rehabilitation programs.

"We want to develop a close working relationship with the high schools and community colleges in Loyola's service area; we are here to provide not only care but also rehabilitation therapy for their athletes."

The clinic also is available to treat the problems of "weekend warriors," those men and women who use their weekends to participate in various sports activities.

Contrary to popular opinion, most weekend athletes are physically fit. But, according to Boscardin, they can suffer "micro trauma" if they tend to do too much at one time. Each sport poses its own particular series of orthopedic problems and overdoing leads to chronic problems.

The objectives of the sports medicine clinic are threefold: to take care of patients' orthopedic injuries, to advise how to avoid such injuries in the future, and to offer a rehabilitation program suited to the needs of each individual patient.



Sports-related injuries are treated at Loyola's new sports medicine clinic.

Loyola's School of Education ranks seventh in research productivity according to study

Loyola University of Chicago's School of Education ranks seventh in the nation in the research productivity of its faculty by one measure, according to a recently released study. That measure was based on the number of articles published in five leading journals of school administration.

"If one of the purposes of university research is to affect practice, it is essential to acknowledge those institutions and faculties that communicate most consistently with practitioners," William D. H. Georgiades, the study's author, wrote in reporting his findings.

Those findings were reported in the November issue of the *NASSP NewsLeader,* a publication of the National Association of Secondary School Principals. Georgiades is dean of the University of Houston-University Park's College of Education.

Georgiades' basic contention is that faculty in schools and colleges of education need to communicate directly with the school administrators who are the subject of much of their research, and need to provide these subjects with information that is of practical use.

The underlying assumption of his study is that the more articles that a given education school's faculty publishes in journals read by practitioners, the greater the school's impact on education practice is likely to be.

The five journals identified by the author as being most widely read by practitioners include *Phi Delta Kappan, Educational Leadership, The Principal, The School Administrator,* and *The NASSP Bulletin.* The *Bulletin* is a sister publication of the *NewsLeader,* in which the study was reported.

The study ranks Loyola just behind sixth-place Harvard University and just ahead of the eighth-ranked University of Connecticut.

"The administration and supervision component of our department focuses on the application of research to practical needs," said Melvin P. Heller, Ed.D., professor of education and chairperson of the Educational Leadership and Policy Studies (ELPS) department of Loyola's School of Education.

The areas that the department subdivision addresses include leadership, staff motivation, staff development, and other issues of interest and concern to school administrators.

Medical Center hits 1,000 mark in angioplasties

A total of 1,000 angioplasty procedures were completed at Loyola University Medical Center in October, reported Sarah Johnson, M.D., professor of medicine and director of the catheterization laboratory.

Patient no. 1,000 was Dr. Murray Franklin, 72, of Chicago, who spent many years practicing as an internist in the Chicago area.

Johnson stated that the angioplasty procedure was first used in 1978 and since that time over 100,000 procedures have been performed throughout the United States. The procedure was instituted at Loyola in July 1981.

Angioplasty is a procedure whereby a catheter is inserted into the coronary artery. At the tip of the catheter is a small balloon that opens a clogged artery by pushing the plaque into the vessel wall so that blood can circulate normally through the artery.

"This is an alternative to bypass surgery," says Johnson. "It usually is indicated for patients who have single- or double-vessel coronary blockage. Angioplasty also is indicated for patients who are at high risk for bypass surgery because of other medical problems."

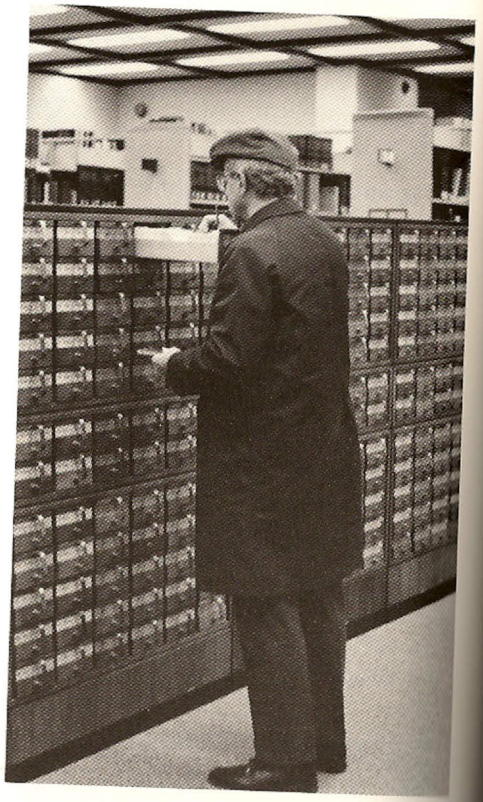
Johnson also explained that angioplasty is an alternative, not a substitute, for bypass surgery, which also is done at the Medical Center. Both procedures are necessary therapy, depending on the individual needs of each patient.

According to Johnson, a higher percentage of men compared to women develop coronary artery disease and require angioplasty. Angioplasty can be performed at any age. The youngest person to have the procedure at Loyola was a 21-year-old man, and the oldest was an 85-year-old woman.

"Both are doing well since having the procedure," Johnson says. "The average patient's age is 55. Angioplasty has been performed successfully on patients having a heart attack to stop the heart damage."

The angioplasty procedure requires a three-day stay in Loyola's Foster G. McGaw Teaching Hospital. The procedure itself takes one to one-and-a-half hours.

An average of 10 angioplasties are done per week at Loyola's Russo Surgical Pavilion.



LIBRARIES ONLINE—Card catalogs now are computerized at all of Loyola's libraries. Library personnel hold ongoing catalog orientation sessions for library patrons. Old card catalogs (shown above) still are available for reference, but eventually will be eliminated.

Loyola's nuclear medicine section tests new stroke drug

The nuclear medicine section of the Department of Radiology at the Medical Center Campus is testing a new drug with potential for diagnosing stroke victims. The drug, 99-M Technitium HMPAO, will be marketed under the trade name Ceretec if successful in testing in the United States; it is already an approved drug in Canada and has been used in Europe as well. Loyola is one of only six testing sites in the country, and the only such site in the Chicago area.

"Since stroke is a major disorder in the United States, there is wide potential applicability for this drug, if it proves successful in testing," said Robert E. Henkin, M.D., director of nuclear medicine at Loyola.

One such application is for imaging of the brain, which can be used in diagnosing individuals with stroke or pre-stroke syndrome. Ceretec potentially also could be used on an outpatient basis to measure blood flow to the brain.

According to Henkin, initial findings from testing at Loyola, which began last spring, correspond very well with results obtained through more expensive methods of diagnosing stroke, such as CT scanning and using radio-labeled amine studies.

Loyola Community Law Center to develop eviction defense project for low-income clients

The Loyola University Community Law Center is one of 25 organizations nationally—and the only one in the Chicago area—to have been awarded a one-year grant from the Legal Services Corporation (LSC) to develop an eviction defense project.

Participating students from the Loyola University of Chicago School of Law, of which the Law Center is a part, will represent low-income clients who have valid defenses to the eviction actions brought against them.

"Through this project, law students at Loyola will be helping to increase the availability of legal services to a group of people who are largely unrepresented in eviction court," said Theresa Ceko, J.D., the project attorney who will be supervising the law students handling eviction cases at the Law Center.

Before joining Loyola, Ceko was the staff attorney for Chicago Volunteer Legal Services. Henry Rose, J.D., director of the Law Center and assistant professor of law at Loyola, will oversee the project. In 1986, Rose co-authored the Chicago Landlord/Tenant Ordinance with William Wilen of the Legal Assistance Foundation.

It is anticipated that, through the project, students will interview 90 clients and that approximately 60 of these will be formally represented in court.

Common eviction cases include situations in which the landlord has improperly served tenancy termination notice or has waived the grounds for termination, or where tenants have made necessary repairs themselves and have deducted those costs from their rent. More complex cases may involve landlords who have brought eviction action in retaliation against tenants who have exercised their legal rights and complained about building conditions.

President's Club membership reaches new high

The President's Club recently reached a milestone by surpassing the 1,000-member mark. At the close of the university's academic year on June 30, 1987, the club attained a new high of 1,010 members.

This achievement reflects the continuing growth of a century-old partnership between Loyola and its extended "family" that includes alumni, individual and corporate donors, and the larger community.

Each year, through their generosity, these individuals and institutions, both in Chicago and throughout the country, demonstrate their high regard for the distinctive kind of education that Loyola provides while aiding the university's effort to provide superior opportunities for its 14,000 students and outstanding health care for some 50,000 inpatients and outpatients annually.

"Twelve years ago, the university found a new way in which to express the fullness of its gratitude in a distinctive, unusual manner," said James F. Maguire, S.J, chancellor emeritus, and director of the President's Club, in explaining the group's origins. In 1976, under the leadership of the board of trustees, the university instituted a new form of recognition to honor those who contribute a total of $1,000 or more in a given year to Loyola, through its schools or programs. Contributors of this order are accorded membership in the President's Club.

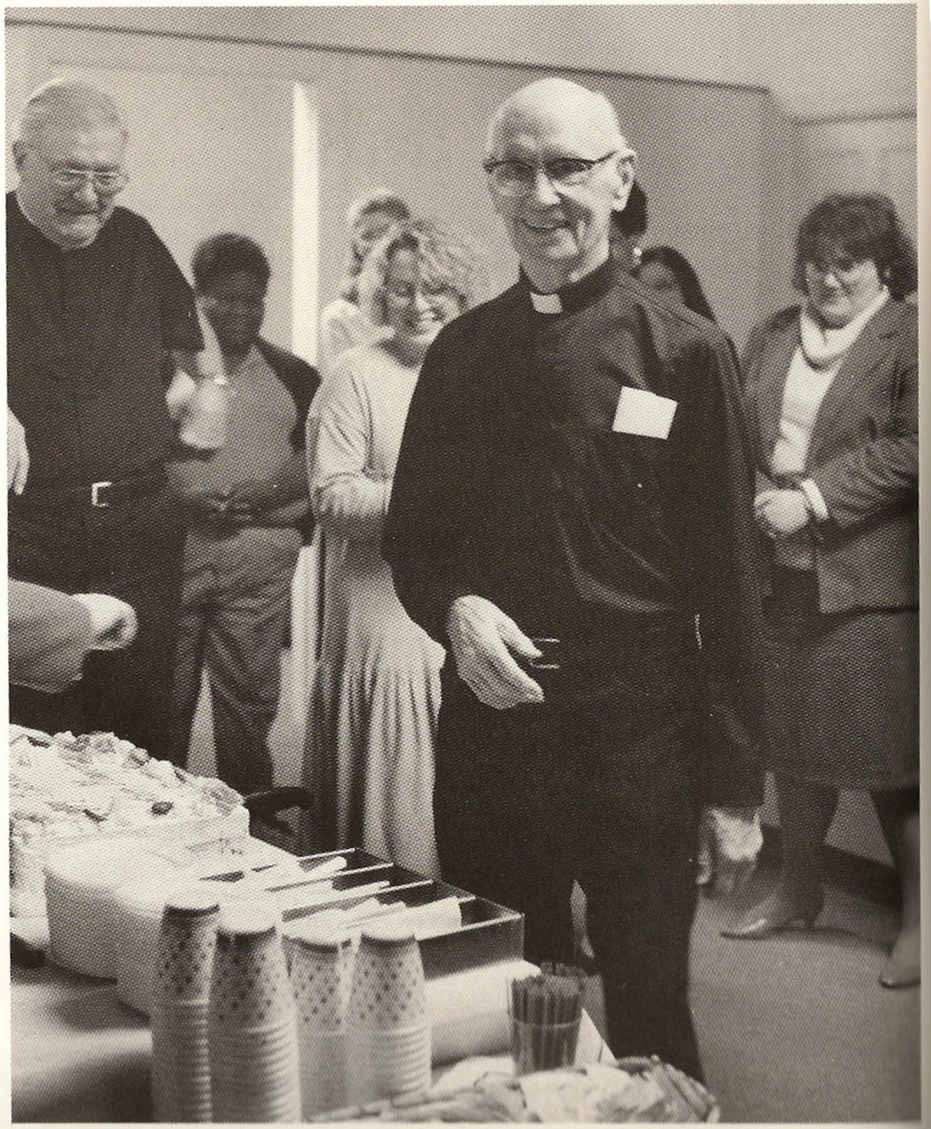
Donors of $1,000-$2,500 enjoy membership in the club's Regis Circle, which is named for the Jesuit saint, John Francis Regis. Donors of $2,500-$5,000 become members of the Stritch Circle, which honors Samuel Cardinal Stritch, former archbishop of Chicago. And donors of $5,000 or more are enrolled in the University Founders' Circle.

Club members who are alumni of Loyola's Schools of Business Administration, Law, Medicine, or Dentistry, or of the College of Arts and Sciences, also become members of the respective alumni chapters of the President's Club. Friends of the university whose special interest is the Medical Center or one of its component units are invited to join the Medical Center Chapter of the President's Club.

Members have complete freedom to direct their gifts to any one of the ten graduate, undergraduate, and professional schools of the university.

"One of the club's primary aims is to place each donor in direct and continuing contact with the president of the university," said Father Maguire. "The president, in turn, acquires fresh opportunities to express the gracious thanks of the entire community."

The president does this through the publication of an annual club membership roster; the grouping of club members on the honor roll of general contributors; a series of personal reports on the university; and the hosting of an annual President's Club dinner. This year, the 13th annual President's Club dinner will be held



Chancellor Emeritus and former president James Maguire, S.J., recently celebrated his 84th birthday.

IPS marks silver jubilee

Loyola's Institute of Pastoral Studies (IPS) is celebrating 25 years of educating adults for ministry.

"IPS began as a summer program in 1964," explained Adjunct Professor Peter Gilmour, D. Min., a member of the anniversary coordinating committee. Gilmour has been with the institute, located on the Lake Shore Campus, since its inception. "In the early 1970s, it evolved into a year-round program. The institute originated from the issues of Vatican II. People teaching religion in American Catholic grammar and high schools had a pressing need for religious education; it was a time of change, of new and revolutionary material.

"We now have a broader range of people coming to study at the institute," Gilmour noted. "The need for continuing education for people in ministry is great, and IPS has always led the times in terms of religious education."

Most IPS students are mid-life professionals seeking more education, Gilmour said.

Three graduate degrees currently are available through IPS. The Master's Degree in Religious Education (M.R.E.) and the Master's Degree in Pastoral Studies (M.P.S.) may be completed in one calendar year, five consecutive summers, or a combination of these two timeframes. In both of these degree programs, participants select mainly elective coursework pertinent to their individual needs and interests. The Master's Degree in Pastoral Counseling is a full-time two-year program based on a core program of study. Additionally, a special student category allows individuals not pursuing a degree to take IPS courses.

"IPS began by educating religious teachers," Gilmour noted. "We moved on to educating people for pastoral work before most of society became conscious of the proliferation of ministry. Now we are educating people who will be active in pastoral ministries as the number of priests declines—and we are doing it before the diocese experience an extreme lack of priests. Again, IPS is looking to the future."

While Boston College, Fordham University, and Santa Clara University, as well as several smaller schools such as Mundelein College, also have pastoral programs, Gilmour says only the Boston program comes close to the stature of Loyola's Institute of Pastoral Studies. "Students from around the world come to IPS," Gilmour noted. "Most come here because they hear satisfaction expressed by IPS graduates."

Over 1,500 individuals have received IPS degrees; over 400 participated in last year's summer program, and approximately 75 full-time and 200 part-time students were enrolled during the 1987-88 academic year. The majority of IPS students are Catholic, but people of other faiths also participate in the program.

The IPS 25th anniversary celebration will consist of a year-long series of jubilee events.

Video project launched to narrow gap between accepted and enrolled

This past spring, Loyola University began sending prospective students a guided tour of the university on videotape.

The video project is an attempt to increase the number of students who actually enroll in the university's undergraduate programs out of the total number accepted.

"No one can say precisely why multiple applications are rampant, but whatever the reasons, high school seniors are applying to larger and larger numbers of colleges," said John W. Christian, director of admissions at Loyola.

"In the past, students would have applied to three or four colleges; now, many are applying to five or six, and it's not uncommon for individuals to apply to eight or even 10 schools," said Christian.

Because of the increase in multiple applications, Loyola and other colleges across the country are experiencing a widening gap between acceptance and enrollment ratios; some institutions have begun to address the problem by using marketing techniques such as videos.

Loyola's videotape takes prospective matriculants on a brief tour of the university's Lake Shore and Water Tower Campuses. In the 12-minute piece, students are shown academic, residential, and recreational facilities, and are introduced to the university's president, Raymond Baumhart, S.J.

Because of the expense involved, distribution is limited to those requesting the tape. "We'll send reply cards to all students who have been accepted; those returning the cards will be sent a copy of the tape," said Christian.

Prospective students have the opportunity to see Loyola's campus on video.

Core curriculum adds new science requirement

"We are working toward specific goals, not simply adding another course to the core," pointed out Thomas A. Knapp, Ph.D., when asked to explain the new science core curriculum requirements that will take effect in fall 1988. Knapp, director of the core curriculum, will work with Jeffrey V. Mallow, Ph.D., dean for natural sciences, in implementing the new requirements.

F.A.C. (Faculty Advisors to the Core) met for four years, from 1982-86, to examine the core curriculum and develop proposals aimed at providing integrative experiences to students. Spin-off subcommittees developed, including one for science, which recommended the change in the science core curriculum approved in fall 1985.

The new science core calls for nine hours in science, rather than the previously required six hours. "Our concern was that the current six hours doesn't provide both depth and breadth," Knapp said. "Students could get one or the other, not both. By taking another course, both depth and breadth are provided."

The new requirement goes beyond simply adding another course, however. Several tracking sequences will be offered as options. Among them are a life science sequence, a physical science sequence, and an interdisciplinary sequence. Students will select one sequence, then choose three from the courses offered within it.

Not all future students will be affected, however. Science majors already take far more than the minimum number of science courses to meet the requirements of their primary field of study. "We estimate the change will affect all humanities and most social science students," said Knapp. "Some in the psychology department, for example, may not be affected, but approximately half of all arts and sciences students will be."

Loyola continues to be a national leader in establishing educational standards. "Even the Ivy League schools don't require nine hours of science yet," Mallow said, "but eventually they will."

"Our students will be better equipped to deal with a technological society and their future world," Knapp explained. "They will have to face decisions on the environment, nuclear power, and all sorts of critical matters. When they do, they must take their positions out of knowledge, not from ignorance."

Loyola's new science core is designed to help them do just that.

The core curriculum now requires nine credit hours of science.

SPECIAL REPORT

A Classic Education

An examination of Classical Studies—the foundation of Jesuit education—at Loyola University of Chicago.

As a liberal arts institution, Loyola Univerity of Chicago requires enrollees to pursue a varied core of courses—intellectually demanding in the tradition of Jesuit education and designed with the intent to create well-rounded graduates who possess both a deep and a broad understanding of the world.

Within this liberal core of courses, Loyola reaffirms the importance of the humanities, an essential part of college curricula that was increasingly ignored and forgotten nationally through the frenetic changes of the 1960s. As leaders at Loyola and other liberal arts schools astutely comprehend, it is through exposure to humanities—as the disciplines of language, linguistics, history, philosophy, literature, jurisprudence, comparative religions, ethics, archeology, and art are collectively known—that young scholars tap into the fundamentals of human existence, learn the legacy of civilization, and study others' hard-thought answers to basic questions that span centuries.

Such is the base for a classic education.

Small wonder then, that the Jesuit appreciation for and understanding of the humanities is rooted deeply in the teaching of the classics—arguably the wellspring of the humanities. Classical Studies encompass all the humanitarian disciplines: it is from the classical civilization of the Greeks and Romans that our modern society springs.

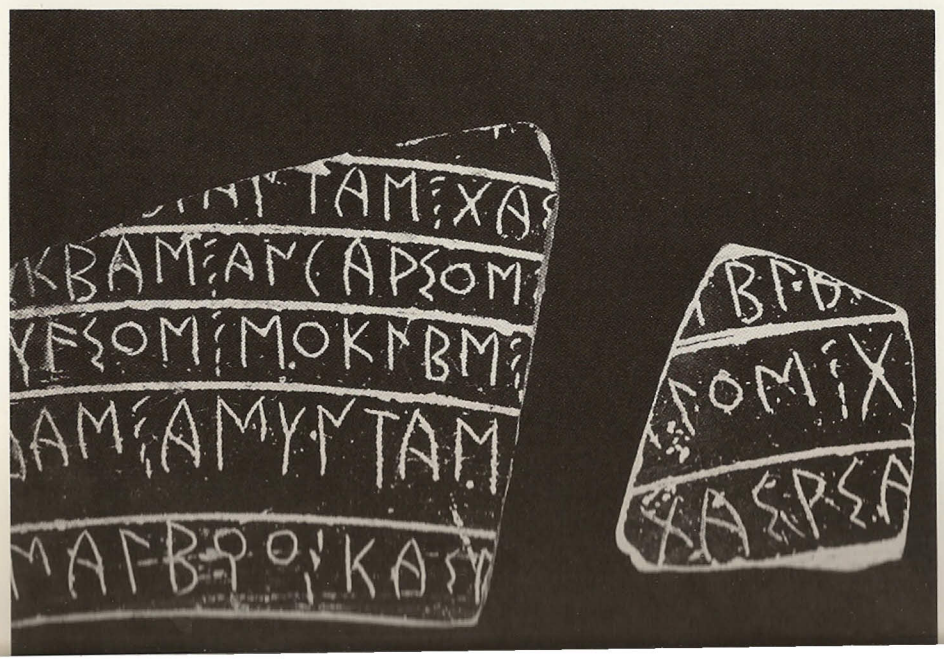
The importance of the classics in Jesuit education echoes the personality of the founder of the Jesuit order, St. Ignatius of Loyola. Latin was the mode of communication for the well-educated in both church and society. In 1534, as St. Ignatius opened colleges with the intent of preparing students for leadership roles, he appreciated the broad human values the classics offered and realized his scholars needed a command of Latin and Greek in order to fulfill leadership potential. Classics was among the humanistic subjects set forth in the *Ratio Studiorum* (1599), the Jesuit plan of study. Thus, the Jesuit educator became synonymous with the Jesuit classicist.

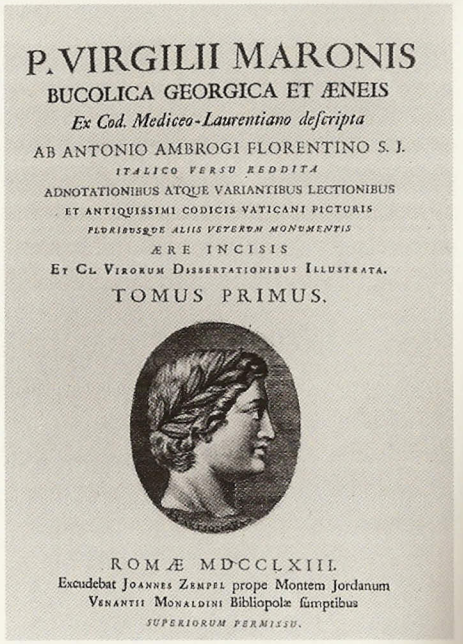
As popular classicist Gilbert Highet of Columbia University noted in his book *The Classical Tradition*, "Those subtle psychologists the Jesuits knew that, properly taught, classical literature will purify the heart and raise the soul; and they became the greatest group of classical teachers the modern world has seen. . . A list of the pupils whose minds they developed through the classics would include an astonishing number and variety of geniuses: Tasso, Moliere, Descartes, Voltaire . . . classics owe more to the Jesuits than any other people in the world."

Centuries later, Loyola University continues to develop fine minds through study of the classics. Jesuit dedication to classical studies is not a matter of clinging to a useless past, as education reformists of the 1960s believed; rather, it is an affirmation of understanding and appreciation for the origin and cycles of modern language, literature, and history. The Department of Classical Studies in the College of Arts and Sciences dates back to Loyola's foundation as St. Ignatius College in 1870. One of its notable teachers was James J. Mertz, S.J., a faculty member for over thirty years who personified the Loyola experience for an entire generation of alumni, and after whom Mertz Residence Hall on the Lake Shore Campus is named. Another noteworthy scholar is the recently deceased Raymond Schoder, S.J., known throughout the country as a lecturer, photographer, and art historian. A number of his photographs illustrate this Special Report.

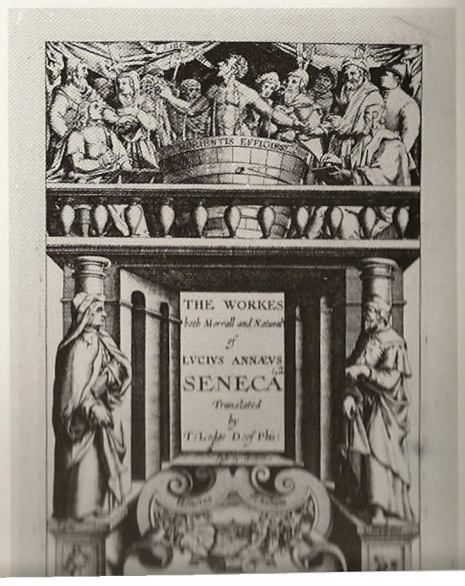
"Classical studies is the font from which springs all pursuits," says Assistant Professor of Classical Studies Brian Lavelle, Ph.D. "Philosophical and religious ideas, literature, and other aspects of art, humanities, social sciences, and even the hard sciences have endured from the Greek and Roman civilizations of approximately 700 B.C. to A.D. 400. No other discipline in history has been as expansive in scope.

"Greeks and Romans were the first people to consider the problems that affect people and have continued to affect people at all times. Classical peoples' search for the tangible, intangible, and spiritual aspects of human nature makes the classics worth our study. The quests and results are timeless, as are the moral values that evolved," Lavelle continues. "At Loyola, we teach values that are grounded in this period, and while we don't force these values, we encourage students to think about them. I

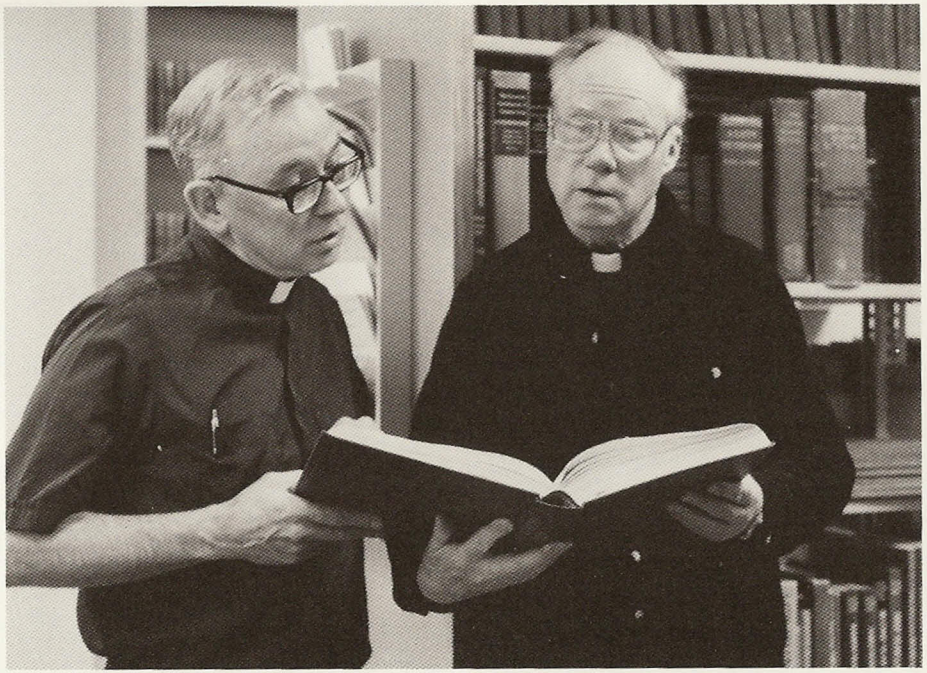




This Latin book of the works of Virgil, one of three volumes printed between 1763-1765 and edited by a Jesuit, is among the rare classical books in the care of University Archivist Brother Michael Grace, S.J., in Loyola's rare books and special collections section of Cudahy Library.



Above is a detail from one of several beautifully illuminated Latin manuscripts in Loyola's rare books and special collections.



Father Murphy (left) and Father Pendergast peruse a volume in the Department of Classical Studies' library, located in the Edward Crown Center for the Humanities.

and it fills a gap that occurs in other teaching methods."

Department of Clasical Studies Chairperson Edwin Menes, Ph.D., concurred, adding, "Loyola as an institution emphasizes values—values studied and values lived . . . it is an educational tradition that sets us apart, an educational tradition, founded in part on the classics, which aims at soundness of intellect, education towards wholeness, and service to others."

Lavelle and Menes, neither of whom are members of the Jesuit order, are two of eight full-time and 11 part-time Classical Studies faculty carrying on the Jesuit classical tradition of teaching at Loyola. The department offers majors and minors in Latin, Greek, and Classical Studies (study of the history and culture in English text). A unique degree, the *Bachelor of Arts, Classics*, also is offered; students select a major field

Classics degree curriculum is closest in form to that of traditional Jesuit higher education.

The department annually offers two full-tuition, four-year Condon Scholarships; sponsors the annual prestigious Condon Symposium on Classical Studies; and hosts the yearly gathering of the Illinois Junior Classical League. Opportunities for first-hand study of classical civilization are offered at Loyola's own Rome Center Campus, and through affiliations with the American School of Classical Studies at Athens, the American Academy at Rome, and the American Research Institute in Turkey.

An average of 25 undergraduate students pursue majors in classics,

school; Latin and Greek courses also fulfill university language course requirements. As many as 600 non-majors regularly take Classical Studies courses—most popularly, Classical Mythology, the Classical Epic, and the Classical Theatre—to satisfy core literature requirements. A proliferation of classics courses in English translations were devleoped under the tenure of Matthew Creighton, S.J., chairperson of the department between 1968-1972. "Because Classics are an early part of Western civilization, we wanted to open up this information to students who didn't speak Latin or Greek. Enrollment in classical courses tripled; obviously, students realized what these courses had to offer," says

medium, but both are concerned with the same problems, pursuits, and dilemmas. Soap operas also echo the affinity between the obsessions and fixations of now and then. Mythological archetypes appear in commercials. An individual who knows myth can see how popular literature often is built on ancient mythological stories. The elements of classical stories are alive, not dead—and studying the classics helps us see why."

"I have seen classical influences in newspaper cartoons, in opera, at the symphony, and in rock music," says Professor Joseph Pendergast, S.J., who recently published a paper on the last topic. "The classics are everywhere. I don't believe you can get at the full meaning of life without knowing the classics. For example, there is a cement ship called Medusa that frequently sails in the Chicago River." Bridge machinery often malfunctions when the ship passes. "In order to appreciate the irony of that, you have to know that Medusa, one of the mythical gorgons, turned all who looked at her into stone."

Associate Professor John Makowski, Ph.D., notes that he and other classical scholars understand the myth-based message of art at a single glance. "So many people think classical studies consists of nothing more than freshman Latin in high school. You have to get beyond that to the beautiful art, architecture, and literature," he says. "However, knowledge of the Greek and Latin languages re-

The Roman remains of a theatre in the city of Leptis Magna, built during the rule of Emperor Septinus Severus, A.D. 193-211.

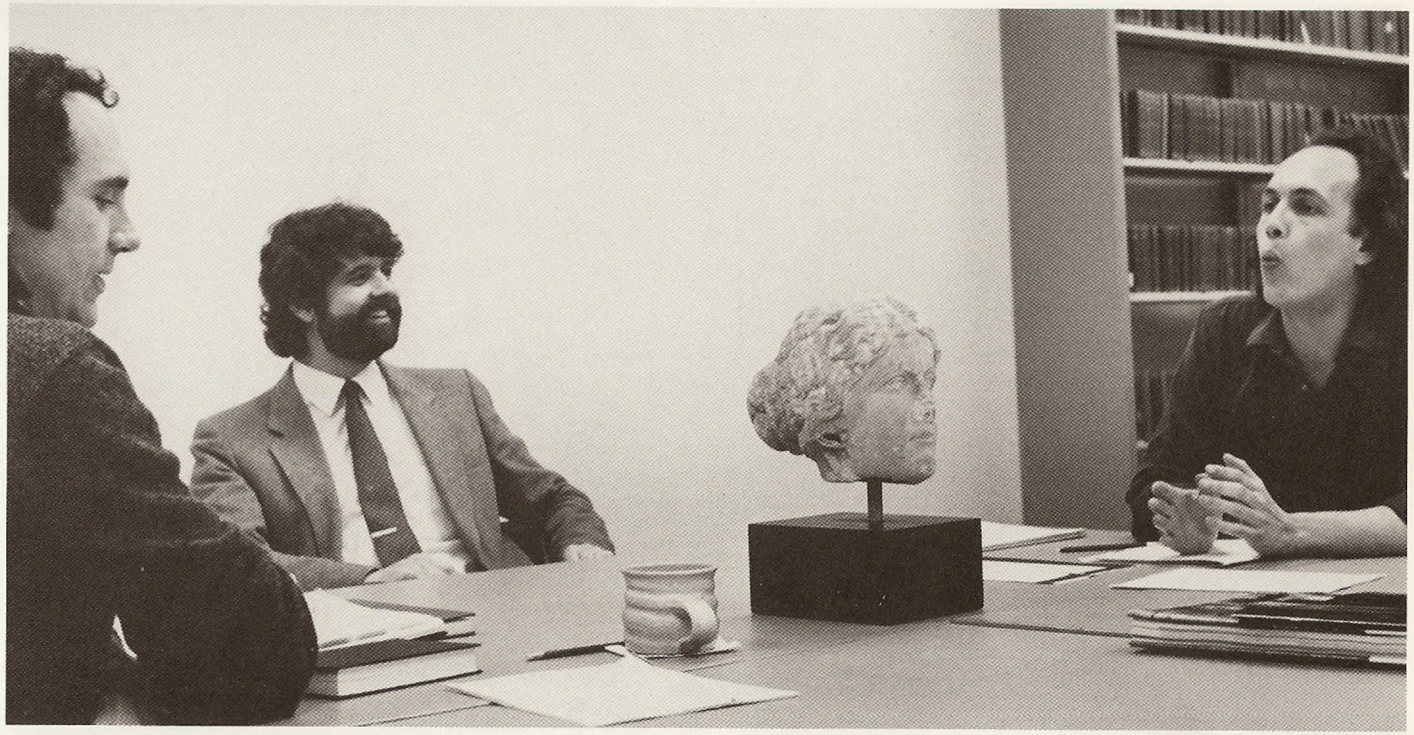
And what of the critics who continue to call Latin a "dead language," since no nation speaks it?

Loyola's classicists note immediate returns from studying Latin, the precursor of our own and other Romance languages. Seventy-five percent of the English language derives from Greek and Latin vocabulary.

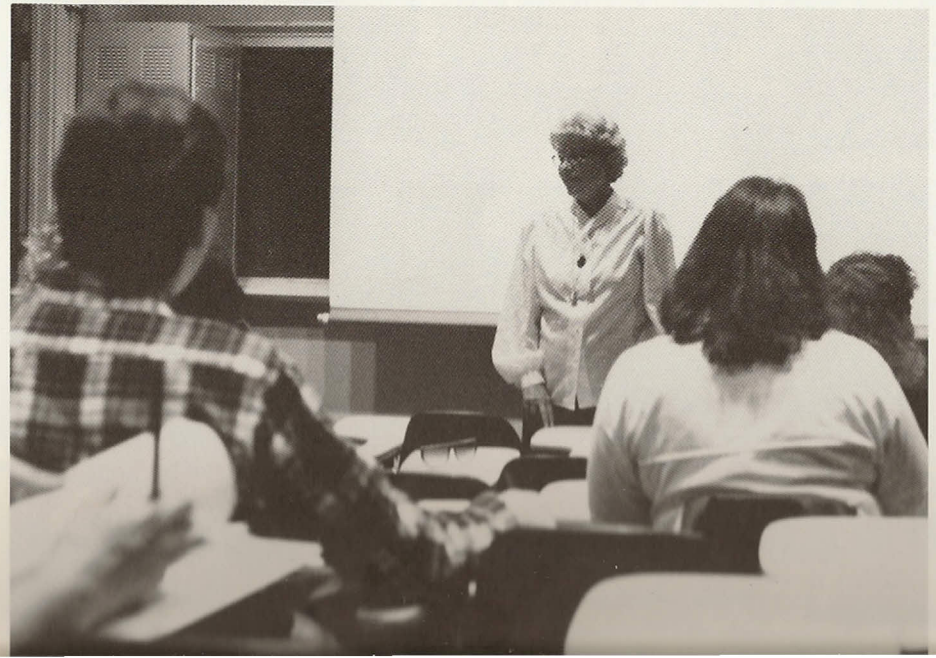
"Latin teaches effective rhetoric," says Associate Professor John Murphy, S.J. "It gives the tools to know words; to increase vocabulary and improve spelling. And as the language of the Church is Latin, it is an indispensible tool in sacred learning."

"Knowledge of Greek and Latin enhances our use of English syntax," Lavelle adds. "I believe it orders up thinking and polishes it, making language sound sophisticated, pithy, and to-the-point. Latin refines English. The rote learning involved in mastering the language develops mental discipline and clarity of thinking. I consider it 'aerobics for the mind.'"

Associate Professor Jo Ann Sweeney, Ph.D., underscores the importance and effect of Latin studies by pointing out several recent articles in the press. "This article in the *London Times* reports how an American experiment introducing Latin at the primary and elementary school levels drastically improved literacy scores. Latin students in the Indianapolis public schools excelled over non-Latin students in the language section of the Metropolitan Achievement test by one full year of age level. *USA Today* reports a back-to-basics push for Latin among high school students working

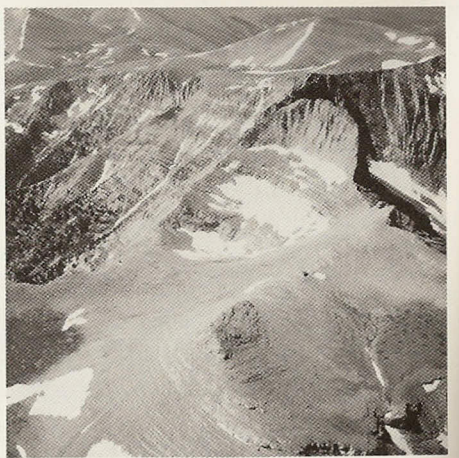


Assistant professor Brian Lavelle, Ph.D. (center), leads a discussion in a graduate seminar.



"Statistical proof shows that Latin students perform better than other students in all areas," she continues. "Classically trained students are much in demand; they can do almost anything because they have the ability to read and write well, and they can organize their thoughts. I've known Latin graduates to go into work in business, industry, and academia. Wherever they go, they are very promotable. Some people say the brightest people take Latin, and I don't know if you can argue against that assertion."

A number of Loyola's classical scholars also point out the affinity between a classical background and professions in law and medicine.



An aerial view of Mount Olympus, the home of Zeus.

Tourists regularly flock to the Pantheon, a temple dedicated to the gods, in Rome.

the European colonizations. Additionally, the best politicians are those with a historical sense from which they derive predictive powers. As Thucydides said, events tend to be repeated as long as human nature stays the same. The Vietnam war is paralleled in the Athenian invasion of Sicily. Both armies had similar motives of helping distant friends in hopeless causes, and both were cut off from homebase by hostile peoples."

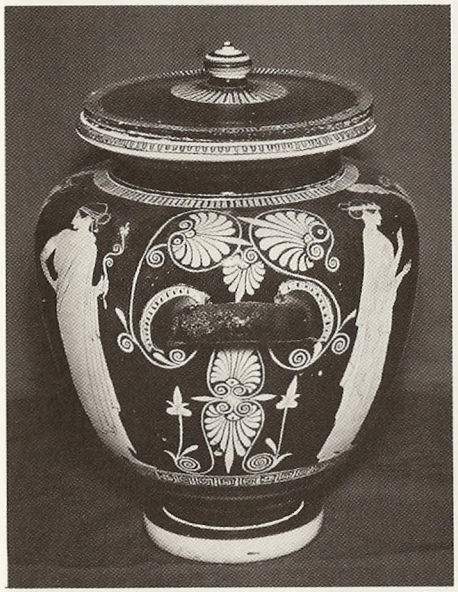
"Many law students say they cope well with law school, especially the tough first year, because the study of Latin prepared them for memorization and analysis," Lavelle remarks. "I don't think there is a better pre-law discipline; learning Roman law early also gives an advantage. Many pre-med students also find classics the obvious undergraduate discipline: Latin is the language of doctors. We specifically developed a medical terminology course to meet this need

This round-shaped building called a *tholos* stands at Delphi, the famed home of the oracle of Apollo.

A "typical" classics student doesn't exist, Loyola's professors report. Personalities range from highly conservative to extremely liberal, anarchic to structured, world-wearied to naive; classical scholars spring from all walks of life. Some are converts from other disciplines.

"The serious classical scholars do seem to be special," Lavelle conceded. "They seem to see relevance and possibilities that many others can't. They see that values persist and they acknowledge the importance of humanity."

"The discipline is what appeals to some," Keenan observes. "They can solve linguistic puzzles and attend to small details while dealing with the greater issues of humankind. In my observations, most students today seem to be more technicians than scholars. They are more concerned with the present moment and marketable skills than with perspective. Studying the classics makes a person well-read and well-rounded, and gives a cultural tradition to fall back on. I find classical scholars are more interesting to talk to than their technical counterparts, and since they



This classical vase from the fifth century B.C. was used to store oil or wine (above).

This Italian temple with Doric columns was built in the city of Paestum in the sixth century B.C.

The bust of an unknown Roman man, circa A.D. one or two, was recovered at the resort area of Cumae on the Bay of Naples (below right).

have tapped into their intellectual side, they don't get bored with free time."

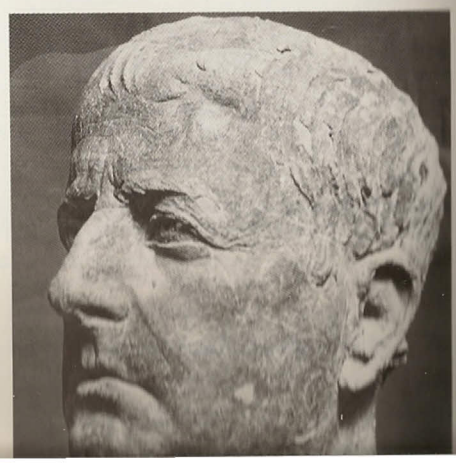
The majority of Latin and Greek majors also belong to the honors program, Sweeney notes. "Most of our students consistently graduate with top honors, many have double majors. They are outstanding people," she says.

Senior Salvador Pusateri is one Loyola Latin major taking full advantage of Loyola's Department of

yearly recipients of the Condon Scholarships. The honors student studied Roman culture first-hand at Loyola's Rome Center Campus and recently was accepted at Tulane Law School in New Orleans.

"I feel the development of legal theories and their effects on humankind in general are enhanced by an understanding of classical thoughts on these subjects," Pusateri commented. "I believe the classics have allowed me to further develop the liberal arts

two courses at Loyola. She began her educational career as a philosophy major and switched to classics after taking Ancient Greek and reading Plato to fulfill a language requirement at her undergraduate institution. "I loved the fluid language, and it was the first real intellectual challenge I ever had confronted," she says. "The field of classics is so fertile and varied that I can't imagine anyone who delves into it not being intrigued and stimulated. Classical literature, by the very fact



This Greek coin depicts the mythical seamonster Scylla.

This funeral monument, from 350 B.C., stands at Athens (below).

At right is the villa where Emperor Tiberius, A.D. 14-37, went into seclusion on the isle of Capri.

An aerial view of the Acropolis in Athens. The refurbished theatre, the Odeum of Herodes Atticus, is in the left foreground; the Parthenon is in the center of the photo.

Loyola's classics professors cited their own fascination with language and the human condition as reasons for their pursuit of Classical Studies. "When I was in college, I wanted to major in everything," Makowski confessed. "I was interested in philosophy, theology, history, literature, and art. In classics, I felt I could do all of this."

"No other civilization has had the dedication to humanity that the Ancient Greeks and Romans had," Lavelle asserts. "Today, society needs to realize that the world is not about material things, but about good and bad things that affect people."

With a wisdom gained more than 450 years before our time, St. Ignatius of Loyola obviously knew that.