What’s in the Archives on the disabled/differently abled in St. Ben’s history?
There was also mention in a 2011 Abbey Banner about gophers disabling the early MPR transmission lines. A young 1966 graduate of the university, with the leadership of radio station KSJR from its first days in 1967. He related anecdotes about gophers that disabled the first transmission lines.

http://cdm.csbsju.edu/cdm/ref/collection/SJUArchives/id/24926
Helen McNab, armless CSB freshman from Brewster, was the recipient of a $1,000 scholarship from the Minnesota Veterans of Foreign Wars on Oct. 6 at their St. Cloud convention. Hereafter the VFW will annually provide an equal amount, to be known as the Helen McNab Scholarship Award, to a handicapped senior high school student who wishes to continue studies.

[Brewster is between Windom and Worthington in SW MN]
1952-10 *The Benet Volume* 18 Number 01, p. 1 and p. 2
http://cdm.csbsju.edu/cdm/ref/collection/CSBArchives/id/1756
Photo from 1955 *Facula*, p. 29
http://cdm.csbsju.edu/cdm/ref/collection/CSBArchives/id/3478
1953-04 *The Benet* Volume 18 Number 04 p.3
College Awards Degrees to Forty Seniors at Commencement, June 7

Sociology: Elizabeth Anderson of Winnebago; Marilyn Schepers Benen of Avon; Jane Fluegel of Morris (also an English major); Mary Patricia Hart of Grand Forks; No. Dak.; Mary Kay Hurl of Fairhaut; and Helen McNab of Brewer.

English: Mary Ann Gallick and Eileen Potter of Minneapolis; Philippa Gleason of Hamel; Sylvia Muzali of

Varied work was elected by three of last year's sociology majors. Jane Fluegel is with the national office of the National Council of Catholic Women in Washington, D.C. Elizabeth Anderson is a social worker with the La Crosse Catholic Charities and is now working in Eau Claire, Wis. Helen McNab is featured in newspapers across the country. Following her graduation here in June, she assistant recreational director at Gillette State Hospital for crippled children in St. Paul.

'56 Helen McNab Baughn is supervisor of speech department at Mankato [MN] Rehab Center Inc. and keeps busy with MCCL speaking engagements and legislative committee appearances.

1956-05 The Benet Volume 21 Number 05 p.1
http://cdm.csbsju.edu/cdm/ref/collection/CSBArchives/id/1777
1956-10 The Benet Volume 22 Number 01 p.4
http://cdm.csbsju.edu/cdm/ref/collection/CSBArchives/id/1775
1986: listed among alumnae donors
1986-12 Saint Benedict's Today Winter p.7
http://cdm.csbsju.edu/cdm/ref/collection/CSBArchives/id/4240
DISMISSAL

The college reserves the right to dismiss students at any time for infraction of regulations, unsatisfactory academic standing, or physical disabilities that endanger the welfare of the student community.
DISMISSAL

The College reserves the right to dismiss students at any time for infractions of regulations, unsatisfactory academic standing, or psychological disabilities that endanger the welfare of the student community.
1980-82 College of Saint Benedict Catalog p. 29 (p. 15 of the pdf)
http://cdm.csbsju.edu/cdm/ref/collection/CSBArchives/id/3137
Same in 1982-84, 84-86
ACADEMIC ADVISING

Academic advising is a developmental process of decision-making during which a student communicates with and seeks information from others in the campus community. This process enables students to discern personal and career goals and to make appropriate decisions about participation in academic programs and the efficient fulfillment of the colleges' degree requirements.

The advising programs at each college are organized under the academic dean at Saint Benedict's and the dean of the college at Saint John's and directed through the Academic Advising Offices on each campus. These offices coordinate advising activities and provide direction and assistance to both faculty and students who have special advising concerns. They oversee probationary actions and monitor the performance of all students of special concern. The advising offices oversee the Peer Tutoring Programs and coordinate assistance for the learning disabled and other students who require special academic assistance.
We hope your next few weeks of “settling in” at your new home will go well. You may find that some special accommodations would make your life here more comfortable and functional. The following list of resources is intended as a starting place to help you get the services you need. For additional resource ideas, talk to your F.R. or R.A.

**ACADEMIC ASSISTANCE**
- Classroom and instructional accommodation, referral for assessment, scheduling of classes, study skills
- Fr. Tony Heffernan, Director of Academic Advising
- Mark Shimoto, Assistant Director of Academic Advising
  Quad 167, #2567

**COUNSELING**
- Social adjustment, personal concerns, career issues
- Counseling and Career Services
  Quad 154, #3791

**LIFE SAFETY**
- Parking permits, security, escorts, vehicle assistance
- Life Safety Services #2144

**MATH ASSISTANCE**
- Math study technique, tutoring assistance, computerized review lessons, videotape lessons, practice problems, general assistance with math-related homework
- Math Skills Center
  (Hours posted at 004 and on campus)
  Marilyn Crand
The task team for the review of the 504 – Handicapped Law was established at the October 17, 1977, meeting of the Budget and Planning Committee. The Committee was charged with reviewing the buildings on campus concerning accessibility to the handicapped, recommending a renovation plan to bring all buildings into compliance by 1980, and reviewing programs to determine accessibility. This report shall serve as a year-end report of the work and recommendations of this Committee.

The first task of the Committee was to review the regulations and determine the priorities to bring the College into compliance. After review of the regulations and discussion with legal counsel, the Committee established the following priorities:

1. Review all buildings and the campus to determine any barriers to the handicapped.
2. Recommend a renovation schedule that will bring the campus into compliance.
3. Review all programs of the College to determine if discrimination exists.
4. Recommend necessary changes to bring campus programs into compliance.
MINUTES OF THE DEAN/CHAIRPERSONS MEETING
Meeting No. 2 -- 14 September 1978

Minutes of the Last Meeting
Minutes were approved.

Courses Applicable to Handicapped
Chairpersons were reminded of a deadline of October 15 for review of courses in relation to the handicapped. S. Firmin agreed to help in this matter if there was something she might be able to do.
RITA LUDES -- "There isn't anything you can do."

Rita Lukes' philosophy of life perhaps best sums up what all women must believe today: "Never tell yourself there isn't anything you can do. If you really want to do it, you can do it."

Rita, a Minneapolis lawyer, was president of the Saint Benedict's Alumnae Association for the last two years. The Staples, Minn., native is a 1959 graduate of the college.

And she is an example of what a woman can do, despite obstacles, from at least two perspectives.

For example, Ritawalks with crutches. The reason is that during her second year at CSB, she contracted polio. She suffered paralysis in her legs and lower back.

She looks upon the disability matter-of-factly. "I'm not the type to get overly emotional or upset with things that happen. I try to accept them and then go on," she said.

What does she have a hard time tolerating is the way some people treat the disabled. "As an example, someone will come up to me, pat me on the shoulder and say, 'You're doing great, honey. I have the urge to knock some teeth out!'" she said.

Rita has not let the disability get in her way, and she also did not let her sex get in the way of a legal career. She was born before her time as a woman when she received her law degree from William Mitchell in 1968.

Her legal specialties are real estate, probate and corporate law. She has co-authored one book and is writing another. She says her work is enjoyable and believes her firm, Rider-Bennet, is an excellent one.

"I couldn't have picked a better place to work," said Rita, who has been with the prestigious firm for about eight years. Before receiving her law degree, she had worked as a computer programmer for Union and Control Data.

Her major at CSB was mathematics. "And I believe math is close to law—at least the logic of it," she said.

Rita has been involved in alumnae activities for about five years.
1986

Rita Andrie became an American Sign Language (ASL) Instructor in 1993. She also taught ASL at Courage Center. Rita belongs to a Deaf Art Clay Club, a club that provides opportunities for the deaf and hearing people to create and exhibit deaf art in ASL, Deaf Culture and Deaf Experience. 

Kerry

---

1982 academic advising misc 76-82
2002-06 Saint Benedict's Today Summer p.31
http://cdm.csbsju.edu/cdm/ref/collection/CSBArchives/id/5836

[Rita Andrie didn't stay to graduate from CSB; she was here only for her first and sophomore years.]
PROPOSED TASK TEAM TO STUDY HANDICAP COMPLIANCE AT CSB

Page 29 of Catalog. "The College of Saint Benedict does not discriminate against the handicapped in admission or access to their programs and activities according to Section 504 of the Rehabilitation Act of 1973."

Questions which need exploration:

1. To what extent do we comply with the
2. If we do not, what changes would
3. Ought we to change?

Possible outcomes of study:

1. We'd make more certain that the
2. Consciousness raising among faculty
3. If we discover that any particular g
   choose actively to recruit them.

1983

MINUTES
HANDICAPPED TASK TEAM COMMITTEE MEETING
ORGANIZATIONAL MEETING
Wednesday, December 14, 1983  3:00 p.m.

Members Present: Rita Andrie, Bill Cofell, Sister Colman O'Connell, and Ed Sass.

Members Absent: Cindy Pintok

Sister Colman distributed the proposal for a task team to study CSB's compliance with handicapped requirements which the Planning Committee had decided to establish.

The Committee briefly discussed the various types of handicaps and chronic health impairments which CSB students (and staff) might be suffering from: hearing impairment, blindness, use of wheel chairs, use of braces, heart conditions, breathing disorders, left-handedness, epilepsy, cerebral palsy, and learning disabilities.
A task team from CSR and ASU was formed in December of 1983 to discover how both colleges respond to the special needs of students who have physical, emotional, or learning difficulties. The task team initiated the enclosed survey in order to identify and assess these special needs and to determine how they are being addressed.

In order to determine if you are a person with special needs, please circle any of the following which pertain to you:
A. Non-correctable visual impairment
B. Hearing Impairment
C. Learning Disability
D. Epilepsy
E. Chronic Health Disorder
F. Physical Disability
G. Emotional/Behavioral Disorder
H. Chemical Dependency
I. Eating Disorder
J. Seasonal or weather related needs
K. Age Related Needs
L. Pregnancy
M. Other

If none of the above terms pertain to you, please disregard this questionnaire. If one or more terms apply to you, please go back and describe the extent to which you are affected and answer the questions on the following pages.
In December of 1983 a Task Force including staff members, faculty and students from CSB and SJU met to study compliance with section 504 of Rehabilitation Act of 1973 and the Minnesota Human Rights Act. Section 504 is a civil rights legislation which guarantees disabled people an equal chance to vocational and educational opportunities. According to the law, there must not be physical barriers or barriers to communication which exclude any qualified person from access to an education. Our catalogs state that we do not discriminate against the handicapped in admission or access to programs and activities. The job of the Task Force was to examine compliance with the law and to recommend ways in which CSB and SJU could better meet the needs of disabled students.

In February the Task Force designed a survey which was distributed to all students at CSB/SJU. It asked students to respond only if they had special needs. Twenty surveys from CSB and 8 from SJU were returned. 28 out of 3700+.

In April a similar survey was mailed to SJU/CSB faculty and staff. It asked for responses from employees who were disabled as well as from those who encountered disabled students in their work. Fifteen surveys were returned from SJU and thirty-seven surveys were returned from CSB.

1983-84 combined enrollment approx. 3700
Faculty and staff encountered students representing every category of special need. However, the most frequently reported categories included the following:

1. Emotional/behavioral disorder (23)
2. Hearing impairment (22)
3. Eating disorders (21)
4. Chemical dependency (18)
5. Physical disability (17)
6. Pregnancy (14)
7. Learning disability (11)
8. Chronic health disorder (9)

Employees of the two institutions had a number of suggestions for improvement which are included among the task force recommendations which follow.
The Task Force also suggested a few ideas which are not required to provide access, but which would enhance the academic and social lives of our students. These include the following:

1. Sign language courses could be provided in the curriculum. These would be especially helpful as electives for aspiring social service professionals.

2. A front seat on the bus could be reserved for people who use crutches. The bus radio could be turned down or off for those people who have hearing impairments.

3. Liturgies (books and signing) for the hearing impaired would allow a greater access to worship services.

4. New buildings and planned renovations should be done with the disabled in mind. Consider not only physical barriers, but noise and air quality.
Entrance
The entrance to the Media Center and Lourdes Hall will cost approximately $8,000.

Bathrooms
The renovation of the bathrooms in the Media Center will cost approximately $3,500. Other bathrooms to be renovated will cost approximately $2,000.

Interior
Fire alarms will cost approximately $20,000 for Lourdes and Media.

Ramps
The ramp for gym, Media Center, and St. Gertrude will cost approximately $20,000.

Cost Estimate for 1980 - $53,000

Cost Estimate for 1978, 1979, 1980 - $246,100
1984 Survey

| 1984 AC 08.03 BOX 01 Doc 2 |
I was appalled, embarrassed and disappointed that the persons planning the new gym deliberately chose not to provide for the needs of handicapped people.

Ann Marie Biermaier, OSB
28 Swayed Pines Folk Festival, 9 a.m. - 1 p.m., SJU.
   Film: “West Side Story,” 7:30 p.m.,
   BAC Aud.
29 Gallery Opening/Reception: Senior Exhibition,
   2 p.m., BAC Gallery.
   Concert: Minnesota Center Chorale, 8 p.m.,
   BAC Aud.
30-5/5 Handicapped Awareness Week.
MAY
5 May Bowle, 6 p.m. - 2 a.m., CSB.
MEMO TO: S. Ghisan O’Connell  
Richard Math
Dr. Charles Villatte 
Cindy Finsa
FROM: Nancy VanDerweer
DATE: February 22, 1985
TO: Services for students with disabilities

At the meeting on February 21, we discussed services currently available to CSB and St. J students, and whether those services are sufficient.

The opinion of the group seemed to be that both schools now offer a substantial quantity and variety of services, although there are gaps in both the services and the dissemination of information about those services.

Services for students with dyslexia and learning disabilities were of particular concern, because of an increasing number of inquiries from prospective students and their parents, and a recent survey from Peterson’s Guides regarding these services.

Because the Task Force on Students with Disabilities and the QSB Planning Committee have already studied student needs and made recommendations, the group agreed that it seems appropriate at this time to take steps to implement these recommendations, and whatever otherwise make sense as we proceed.

Those at the meeting were asked to study the materials provided. Meanwhile, advising office staff from both campuses will put together a list of services now available. Fr. Finsa will convene another meeting in several weeks to discuss the following questions: 1) What additional services are needed? 2) Is there a need for someone to take responsibility for coordinating all these services? 3) How can information about these services be more effectively communicated to faculty, staff, parents, students, and prospective students?

Persons interested in contributing further to these efforts may contact Fr. Finsa at 319.
MG/ap
President's Staff Meeting
November 3, 1986
President's Conference Room

Present were: Sister Ingrid Anderson, Mr. Michael Fritz, Ms. Jan Lafferty,
Sister Colman O'Connell, Mr. Michael Ryan and Dr. Charles Villette.

0.0 ACCEPTANCE OF MINUTES
The minutes of the October 27, 1986 meeting were approved as printed.

2.0 INFORMATION SHARING

4.0 GROUP DECISION MAKING

4.1 Disabilities: Physical and Other

S. Ingrid requested that this item be placed on the agenda. Discussion focused on the fact that we do not have in place a strong program which deals with the needs of the learning disabled. She explained in the past, this field was of particular interest to Nancy VanderVeer, who recently resigned and relocated to Illinois.

Questions to be addressed now include funding for the handicapped student (sometimes funds are available to Minnesota students) and identification of learning disabilities and responsibilities to students with this handicap. The College should also determine its need for a structured program. S. Ingrid will pursue this by contacting staff members she feels may have an interest or ability to work with such a program. Sally Mellton and Betty Spaeth were suggested as individuals who might be willing to study the diagnosis and care for the learning disabled. S. Ingrid will report back to President's Staff.
FACULTY NEWS

Br. Anthony Hellenberg, OSB, director of academic advising attended the annual national conference of Learning Disabilities Association Feb. 21-24 in Anaheim, Calif. The conference, entitled "Changing Decades: Continuing Challenges" provided four days of presentations and workshop sessions on all levels of education related to the needs of the learning disabled. Br. Anthony focused on discussions related to establishing criteria for the admission of and assessments and services for the learning disabled in the undergraduate college setting.

Dr. Richard M. Wielkievicz, assistant professor of psychology at CSB/SJU, has co-authored a book with Christiane Calvert. The book, titled "Training and Habilitating Developmentally Disabled People," was written to provide a practical, hands-on introduction to basic knowledge useful in the rehabilitation of developmentally disabled persons. Wielkievicz's first book, "Behavior Management in the Schools," was published in 1986.
Pay Attention!!

by Dr. Richard M. Wielkieczcz
assistant professor in the CSB/SJU psychology department

Pay Attention! Sit Down! Follow Directions!

School children hear these commands every day, but what is it like to be among the 20 percent or so of children who find it difficult to pay attention and follow rules? They miss the teacher's directions and do assignments wrong. They can't finish work on time. They feel restless and "anxious." They are excluded from games because they can't wait their turn. They act in trouble for doing things without thinking. And when they out of the house at night.

Parents also notice that children with attention problems do not respond to typical discipline techniques. For example, when most children are sent to their rooms as punishment, they will talk and feel like they have been excluded from family fun. In contrast, a child with ADHD is likely to...

All handicapped children are entitled to receive specialized programming tailored to meet their needs, in an environment as much like their regular classroom as possible. It is preferable that most handicapped children remain in their regular classroom with whatever help and support services are needed for success. The cornerstone of rights for handicapped children is Public Law 94-142, the Individuals with Disabilities Education Act (IDEA). It specifies parent rights, definitions of handicapping conditions, and rules to ensure that fair, and valid decisions about children are made. A related law is Section 504 of Public Law 923-112 (Rehabilitation Act, 1973).
Support Group For Disabled Persons

A support group for disabled students, staff and faculty, and open to all other interested persons, is being formed for the CSB/SJU community by Joe Sehl and Barbara Ziegenhagen of counseling and career services.

There will be two aspects of this group. The first is a VAX conference forum, called disabilities dialogue, in which participants may discuss disabilities issues among themselves by posting comments, questions or ideas, and may also respond to others' remarks—all on their own time. There is also an option to remain anonymous.

A VAX account is necessary and may be obtained from microcomputing services. Instructions for using the disabilities dialogue can also be picked up from the microcomputing secretary at SJU during regular office hours, beginning Nov. 2.

The second aspect of the group, which will depend on response, will be a meeting for interested forum participants. Time and place are to be announced at a later date. Questions or comments can be directed to Joe Sehl at ext. 2390 or by email JSSEHL. Barbara Ziegenhagen is also available at 3791 or by email BZIEGENHAGEN.
DIS-ABILITY: It's a Matter of Perspective

People with disabilities and those who do not consider themselves disabled are invited to a panel presentation on Tuesday, Nov. 14, from 7:45 p.m. in the CSB Board Room, Teresa Reception Center, for perspectives on Dis-ability. The following professional and student educators will be on a panel: Michelle Sauer, academic advisor; Tracy Bowe, human rights officer; José Bourget, director of cultural enrichment; Kara Hosterberg, Minnesota Center for Independent Living; and Alicia Baker, CSB student.

A question/answer period and discussion will follow the presentation. It is hoped that the information and discussion will promote understanding about disabilities, the rights and responsibilities of the disabled and how we can understand and support each other to create richer campus communities. Refreshments will be served.

If you have questions or need special accommodations, contact ambaker via e-mail.

http://cdm.csbsju.edu/cdm/ref/collection/CSBArchives/id/2112
New Residence Hall at CSB to Open this Fall

CSB is scheduled to open Brian Hall, a new residence hall, on Sept. 1, 1996. The new structure will house 123 beds for first- and second-year students; 11 single rooms and 56 double rooms. Second-year students will fill the upper two floors with first-year students in the lower floor. The structure is entirely handicapped accessible and is connected to Margretta Hall with a glass walkway on the second floor. Additional features include a main lounge with a kitchenette on the lower level and four other lounges.

Brian Hall, CSB's newest residence hall, opened with the beginning of the school year. The new structure will house 123 beds for first- and second-year students; 11 single rooms and 56 double rooms. Second-year students will fill the upper two floors with first-year students in the lower floor. The structure is entirely handicapped accessible and is connected to Margretta Hall with a glass walkway on second floor. Additional features include a main lounge with a kitchenette on the lower level and four other lounges.

The hall is named after Brian Spain OSB who served as associate director of housing and residence life for nearly 20 years and now serves as CSB's Benedictine values consultant. Because of her dedication to student life and Benedictine values, past president Conlan O'Connell chose to honor Spain.

1996-08 Connections p.1
http://cdm.csbsju.edu/cdm/ref/collection/CSBArchives/id/2136
1996 Fall Saint Benedict's Today p.8
http://cdm.csbsju.edu/cdm/ref/collection/CSBArchives/id/5334
Strategic Priorities Fund Awards Announced

Twelve projects have been selected to receive financial support from the Strategic Priorities Fund for the 1997-98 year. The fund provides up to $200,000 annually for initiatives that support and advance the colleges' mission, vision and strategic priorities.

The 12 approved projects were selected from 42 proposals. The approved projects received high ratings for their attention to student research, information technology, gender and cultural diversity, as well as their potential for improving enrollment and retention.

Committee members were impressed by the exceptional quality of all the proposals this year, and are pleased to announce that the projects funded for 1997-98 are as follows:

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Coordinators</th>
<th>Approved Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSB/SJU Service Learning Initiative: Phase III</td>
<td>Regina Wolfe, Megan Buffington</td>
<td>$12,000</td>
</tr>
<tr>
<td>Enhancing the Curriculum in African Studies: Faculty Group Study Abroad</td>
<td>Rodney Cunningham, Stephen Burmeister-May</td>
<td>$30,000</td>
</tr>
<tr>
<td>Video Production Enhancement</td>
<td>Joan Steck, Dan Si, Mike Johnson</td>
<td>$34,500</td>
</tr>
<tr>
<td>Improving the Learning and Living Environment for Students with Disabilities</td>
<td>Vachel Miller, Michelle Sauer</td>
<td>$6,000</td>
</tr>
</tbody>
</table>

1997-06-26 Connections p.6
http://cdm.csbsju.edu/cdm/ref/collection/CSBArchives/id/2169
Report on Disability Seminar

Vachel Miller
Spring 1998

On April 3, 1997, I attended a seminar with Ms. Michelle Sauer and Mr. Mark Shimota on Students with Disabilities, a seminar hosted by lawyers from the firm of Faegre & Benson in Minneapolis.

There is another angle on all of this. From the perspective of Benedictine values, students with disabilities should be received as Christ, and we must listen compassionately to their needs. For selected audiences, it may be useful to frame our work on the subject in that light.
The Ability To Succeed

Academic Advising
As a service to assure your academic career successfully, you can discuss your learning styles, your past experiences, and your academic goals with an experienced advisor. An advisor will also assist you in course selection and planning resources to meet your needs. Based on appropriate choices of instruction, class schedule and class time may be critical for your success. Academic advising and the Registrar's Office have arranged priority registration for students with disabilities. Academic advising and advisors are available to address the important issues of your learning environment and its resources for your success. We will discuss your learning styles, your course selection, your course load, and the resources that are available to you to meet your needs. You will be encouraged to seek assistance from your advisor to discuss course planning and career goals.

Writing Centers
The Writing Centers, one on each campus, are staffed by peer tutors who have strong writing skills. They are not to help you write your own papers. They can help you with a variety of other papers, including essays, term papers, and research papers. They can help you improve your writing skills and help you write effectively. They can help you improve your communication skills, organize your thoughts, and improve your organization. They can help you improve your argumentation, improve your editing and proofreading skills, and improve your research skills.

Math Skills
The Math Skills Center is staffed by experienced and qualified instructors. They can help you with a variety of math topics, including algebra, geometry, trigonometry, and calculus. They can help you improve your math skills, improve your problem-solving skills, and help you with math exams.

Library
The library is a resource for students, faculty, and staff. It is located on the first floor of the University Center. It is open from 8:00 AM to 10:00 PM Monday through Thursday, from 8:00 AM to 9:00 PM on Friday, and from 10:00 AM to 6:00 PM on Saturday. It offers a variety of resources, including books, journal articles, and online databases. It also offers a variety of services, including research assistance, computer laboratories, and study rooms. It is a quiet place to study, and it is a convenient place to access a wide variety of resources.
Danielle Liebl is a senior at Rocori High School in Cold Spring, Minn., and is a Global Messenger for the Special Olympics Minnesota organization. She’s brought the R-word campaign to several area high schools and is now reaching out to colleges as well.

A small group of CSB/SUU students have decided to bring a national issue closer to home by raising awareness among students, faculty and staff to diminish the use of the derogatory word “retard.”

“Many people use this term without the intention of harming the millions of people it affects,” said Nicole Kamm, a student at CSB/SUU and one of the first students to use the “R-word” campaign. “But when it does happen, it’s hurtful and damaging.”

The “R-word,” or “retard,” is a word that according to dictionary.com, means to make slow, delay the development of progress, hinder or impede and is becoming more aware in recent decades of the hurtful or damaging effects of certain words used as casual slang in everyday conversation. The “R-word” acts as a result of a large group of people who, in many cases, cannot defend themselves, junior Lindsay Genung said. “This campaign is here to say that it’s not okay anymore.”

The “R-word” was used by the stars of the popular TV show, “Glee,” during an episode last November. The show is set at McKinley High School. McKinley has a son with Down Syndrome. He has been active in awareness and fundraising efforts for the Down Syndrome Society as well.

Danielle Liebl is a senior at Rocori High School in Cold Spring, Minn., and is a Global Messenger for the Special Olympics Minnesota organization. She’s said, “The ultimate goal is catching it and pointing out to others to stop. If people want to be politically correct, something needs to be done.”

The group promoting the campaign, as well as many others, will be working to gain support and foster respect and hospitality in the spirit of this benevolent institution. It has to start at the grassroots,” Daley said.

The group is open to collecting individual stories or input on the “R-word” and is recruiting volunteers for the campaign on March 10 at CSB/SUU. Interested students should contact Mansey.

“Because of the use of this word, and the people who use it,” Mansey said, “This word is attacking the most vulnerable community.”

I hope each student considers signing the pledge to remove the “R-word” from his or her own vocabulary and vows not to tolerate others use of the word,” Genung said.

For more information on how to pledge our support and speak out against the use of the “R-word,” check out www.word.org.

Stop by the booths on campus to pledge.
New clubs take root at fair

By Kathleen Egan
kegan@csbsju.edu

Clubs are an essential part of community living, and this year CSB/SJU has already integrated four new clubs to campus life. The Johnball Club, The Care Package Club, Students for the People with DIFFER-abilities and Theology were all present for the first time at the Involvement Fair this past Tuesday.

According to Student Activities and Leadership Development, a club is a group of students that has a specific purpose or objective. Clubs are required to go through a recognition process in order to be accepted by St. Bert’s and St. John’s. The students in a club are responsible for all the club’s required tasks and responsibilities and they also write a club constitution.

Danielle Liebl, a member of Students for People with DIFFER-abilities, said they are starting two new programs this year, including one program that allows students to play basketball and flag football with Special Olympics Minnesota.

“In the CSB/SJU community, we’re not really exposed to people with disabilities, and it is really important that we interact with them,” Liebl said.

Another club that was started last year and appeared at the Involvement Fair this year is Johnball, an athletic competition started at SJU. Adam Kinsel, member of the Johnball club, said that their biggest goal for the year was to give everyone on campus a chance to play Johnball, and at the very least, for everyone to become familiar with the game.

“Johnball is a great game that I’d played at home, and I wanted my friends on campus to be able to play it, too,” Kinsel said.

Maribeth Overland, director of Student Activities and Leadership Development, said that six to 12 new clubs are usually started each year. They also see a few clubs fizzle out every year because of lost interest.

“It’s just like any other community. If we didn’t have the campus clubs that we do, we could never be truly inclusive of other people within our community,” Overland said.

Clubs on campus provide students with the opportunity to try new things and get to know people with whom they share common interests. Introducing new and diverse clubs each year helps to build the CSB/SJU community and allows students to grow.

“Danielle Liebl, a member of Students for People with DIFFER-abilities, said they are starting two new programs this year....

‘In the CSB/SJU community, we’re not really exposed to people with disabilities, and it is really important that we interact with them,’ Liebl said. “
CSB senior awarded grant for peace

Danielle Liebl receives $50,000 to continue her work for people with DIFFERAbilities

By Caitlin Swanson
dswanson@csbsju.edu

It should come as no surprise that the Peace Prize is an award that recognizes an individual who has made a significant impact on peace and community. Danielle Liebl, a senior theology and peace studies double major, received one of 10 Peace Prize awards last month. The prizes came after Liebl was awarded the Peace Prize in March.

The Peace Prize recognizes a young person who has been involved in a school or community organization. Liebl, who founded the DIFFERAbilities club, is a member of the Peace Prize organization. "We look for those who champion, courage and collaboration change," said Daniel DeFon, the Director of the Peace Prize. "It's hard for one person to make change work, but that's what he showed us today." The club, which is made up of people from different backgrounds, aims to spread awareness about people who have disabilities or physical limitations.

"We're not just individuals with disabilities, but we're all people," Liebl said. "But people who come out of here will have to go somewhere to see the best in each other, and to change the world."

Liebl plans to attend the University of Notre Dame and then a college or university in the United States. She is planning to major in peace studies. The Peace Prize is an opportunity for Liebl to continue her work in peace and community activism.

Dan Liebl is one of two national recipients of the Peace Prize. The grant is awarded to students dedicated to promoting peace in their schools and communities.
Shake-up at St. John’s

The office was created this semester and is located in Quad 458A. Disability Services strives to provide accommodations to students with disabilities.

The schools have hired Tom Sagerhorn as the new disability specialist working in the office. He is happy with the changes being made to help students excel.

OFFICE

From page 1

department takes a lot off Academic Advising and allows us to focus on those students so we can give them more tools and understand them more ways. “It helps prune and focus on the留字长原含意。”

Tom Sagerhorn

Disability Specialist

The schools have hired Tom Sagerhorn as the new disability specialist working in the office. He is happy with the changes being made to help students excel.

“Many times we have friends who don’t have any form of disability, or students who are just not private to have any sort of disability, but we work with them to find accommodations and help them succeed,” Sagerhorn said.

Sagerhorn added that one of the things that he does is to help students understand the benefits of being married to help them benefit from being married. The office also offers support to students with disabilities and students with no disabilities.

“We are very excited to see how much we can do to support these students,” Sagerhorn said.

“Currently, we are working on setting up a new website that will provide resources for students with disabilities and students without disabilities,” Sagerhorn said.

The Record Sept. 16, 2011

shaken up

Koopmann to leave

Sagarhorn to join

SJU to hire

The Record Sept. 16, 2011

Disability Services office available

Disabled students can ask for any type of academic advising that they need to be successful. “We have been very proactive in helping students transition into the office,” Sagerhorn said.

“The office is well staffed with people that are very knowledgeable about the resources available,” Sagerhorn said. “We are happy to help students understand how they can benefit from being married to help them benefit from being married.”

“Currently, we are working on setting up a new website that will provide resources for students with disabilities and students without disabilities,” Sagerhorn said.

“We are very excited to see how much we can do to support these students,” Sagerhorn said.

“Currently, we are working on setting up a new website that will provide resources for students with disabilities and students without disabilities,” Sagerhorn said.

“We are very excited to see how much we can do to support these students,” Sagerhorn said.