

Connect

A newsletter for
high school
religion teachers,
campus ministers,
and principals

Introducing the Saint Mary's Press College Publishing Division

by Christine Boyer, Jack McHugh, and Leslie Ortiz

This fall marks the release of the Saint Mary's Press College Publishing Division's first two projects, the *Saint Mary's Press® Glossary of Theological Terms* and *Encountering Ancient Voices: A Guide to Reading the Old Testament*.

Extending the SMP Mission

The extension of our mission beyond high schools to serve college and university professors, instructors, and students is a natural fit for Saint Mary's Press. Our books have always been held in the highest regard because we listen to teachers and students and respond to their real needs. There is a great void in excellent texts for introductory and general education theology courses at the college and university level, and we're thrilled to be of service in filling that void.

—John Vitek, president and CEO,
Saint Mary's Press

Three years ago Saint Mary's Press made a firm, sincere commitment to publishing textbooks for use in Catholic colleges and universities—a decision that was, and continues to be, viewed as an extension of the company's mission to provide a human and Christian education for young people. Long respected for publishing high school religion texts

Are we attentive to the inspirations we receive from God? Are we as quick to follow them as these holy Magi were in letting themselves be led by the star which guided them?—John Baptist de La Salle

and resources of exceptional quality, Saint Mary's Press resolved from the outset of the new college division to draw on the company's many strengths to publish effective, relevant, enlightening college texts worthy of the Saint Mary's Press reputation for excellence, and that goal is being admirably realized.

Entering the field of college publishing is a statement of the company's earnest commitment to developing practical, engaging textbooks in the Catholic Tradition that truly prepare students for life.

Writing Texts That Embrace Fundamental Religious and Spiritual Questions

The Saint Mary's Press College Publishing Division is fulfilling a need for college-level books that are accessible, understandable, and enjoyable for beginning theology and religious studies students. We are addressing the absence of theology books written

at the undergraduate level head-on. These are books written expressly for undergraduate students; they are books that improve Catholic literacy and make the concepts exceptionally clear to beginning students.

—Jack McHugh, director of college publishing, Saint Mary's Press

Saint Mary's Press is an expression of the Catholic Church's mission to proclaim the Good News of Jesus Christ, and the Lasallian mission to provide a human and Christian education for young people. The college division's texts arm students with the skills they need to embrace fundamental religious and spiritual questions, thus fostering personal development. The texts invite students to reflect on their own experience, grapple with ethical problems, critically assess ideas and events, and develop their potential to live justly, all in light of the Catholic Tradition.

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contributors



Jack McHugh is director of college publishing for Saint Mary’s Press. He has over thirty years’ experience in publishing and is a highly respected publishing management consultant. Jack is also the author of the McHugh Publishing Management Series, forty-eight publications on various aspects of publishing management. He has worked for Houghton Mifflin and Wadsworth, Inc., and has owned and operated his own independent publishing company.



Leslie Ortiz is the first acquisitions editor for the Saint Mary’s Press college division, with primary responsibilities for acquiring and developing the division’s textbooks and resources. Leslie brings seven years of publishing experience and two years of adjunct teaching experience to the company. She holds an MA in theology from Gonzaga University.



Christine Schmertz Navarro is a former high school theology teacher and has been a writer and development editor for Saint Mary’s Press for eight years. She holds an MA in theology from the Graduate Theological Union in Berkeley, CA.



Carrie J. Schroeder has ministered in Catholic high schools for ten years. She currently chairs the religious studies department and is a member of the campus ministry staff at Mercy High School in San Francisco. She holds a Master of Divinity from the Jesuit School of Theology in Berkeley, CA.

Creating Student-Centered and Innovative Texts

Our college texts are designed to make theological reflection and religious dialogue relevant to students’ lives. The college years are a time for deep inquiry into so many subjects—science, art, culture, economics, politics, and more—and integrating all these diverse issues is an incredible challenge for students. Saint Mary’s Press has a rich tradition of reaching out to youth and touching their hearts and minds, so it is very natural that we should extend the wealth of this experience to enlighten and enrich the lives of young adults.

—Leslie Ortiz, acquisitions editor

The textbooks are characterized by a Lasallian focus on the learner as a complete person. Sensitive to the diverse personal, cultural, and spiritual needs of students, the texts reflect the optimism of the Lasallian worldview, seeing all persons as graced by a God who is active in the lives of individuals and in the world. The texts reflect the values of Saint John Baptist de LaSalle, who maintained that teaching must be student-centered and who embraced innovative approaches to make a Christian and human education accessible to all students. Saint Mary’s Press® college textbooks are rooted in a Catholic worldview, promoting the dignity of the human person. At the same time, the texts reflect a radical respect for religious freedom in the largest sense, always respectful of divergent views. In short, the commitment is to publishing materials that situate the Catholic and Lasallian heritage of Saint Mary’s Press in a university setting, where diverse views are brought into dialogue.

This should also be one of the main concerns of those who instruct others: to be able to understand their pupils and to discern the right way to guide them.

—*Meditations*, by John Baptist de La Salle, p. 91

The focus is on enlightening the minds of students by providing effective introductory-level textbooks that instructors and students can relate to, while also fostering the growth of students’ religious literacy. To do this, each member of the college division is intent on listening carefully to instructors’ teaching needs and students’ learning needs—and staying close to the division’s intended audiences.

The goal is to continually be in a listening and learning mode, asking, “What’s in it for the instructor and the student?” and then striving hard to meet that need. It’s a continuous creative collaboration between instructors, students, and the staff at Saint Mary’s Press that produces meaningful, enlightening textbooks and supplements that enliven and enhance the teaching and learning experience.

Addressing Real Needs

One attribute that makes the Saint Mary’s Press College Publishing Division stand out above other publishers is the division’s dedication to partnering with instructors and their students through customer advisory boards, workshops, and intentional interactivity to ensure that instructors’ and students’ needs are recognized, understood, and met. With its commitment to publishing college textbooks that are instructor-

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created and student-endorsed, Saint Mary's Press is providing colleges with exactly what instructors and students are looking for.

In keeping with its determination to involve students in identifying their learning needs, the college division sponsors student focus groups, student e-panels, and face-to-face events at conferences and on campus. These events have met enthusiastic participation by students, who have contributed a great deal to shaping the future of the division and its texts. The college division has also involved the instructors and students with classroom testing of manuscripts, as well as instructor content reviews of manuscripts. Through efforts like these, the college division is soliciting, developing, and producing books designed to

- develop students' critical-thinking skills
- challenge students' intellect
- teach students how to think about their faith
- show students how to live their faith in their daily lives
- help students develop a dialogue with other faiths and other world-views

Saint Mary's Press and the College Division

The editors at Saint Mary's Press are experts in religious literacy and in making religion come alive for students. Following the Lasallian belief that instructors are "ambassadors

We are addressing the absence of theology books written at the undergraduate level head-on.

of Christ" and "ministers of grace," the press supports its new college division with over sixty-two years of Catholic educational experience and a long-term record of trust. Now colleges and universities across the United States have the opportunity to turn to an established, well-respected Catholic publisher to find just the right textbooks to meet the needs of instructors and students alike.

Since 1973, Saint Mary's Press has been recognized by the Printing Industry of America for excellence in printing and graphic arts. The college publishing division is taking advantage of these established and experienced in-house talents, as well as drawing on leading book production houses to develop and produce its high-quality publications.

The college division is present at major college theology and Scripture conferences, including the College Theology Society, the Catholic Theological Society of America, the Catholic Biblical Society of America, the American Academy of Religion / Society of Biblical Literature and the Society of Christian Ethics.

An important part of the marketing effort for the new college division is the interactive Web site—www.college.smp.org. Here instructors can read about the new books and activities of the division online at their leisure, as well as order books to review for their courses.

What's Coming from the Saint Mary's Press College Publishing Division?

The first college texts are being released this fall: *Saint Mary's Press Glossary of Theological Terms* and *Encountering Ancient Voices: A Guide to Reading the Old Testament*, followed in the Spring of 2007 by *Saint Mary's Press® College Study Bible*.

The new glossary serves as the ideal supplement to many texts and primary sources. It's an indispensable guide to the theological terms students will encounter as they begin and continue their studies. It meets a pressing need by increasing Catholic literacy for today's beginning theology students. It's also an ideal reference for high school instructors.

Encountering Ancient Voices is the division's first core text, and it is designed to teach students how to read the Old Testament. It gives instructors flexibility for individualizing their approaches to the material, while helping students connect a study of the Old Testament to their own contemporary experiences. This can also be a valuable resource for high school teachers to use as background for their own teaching of the Old Testament.

Saint Mary's Press® College Study Bible was developed by the Saint Mary's Press Bible editorial team with primary contributions from a number of eminent theologians and professors.

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from the classroom

Integrating College-Level Material into the High School Classroom

by Carrie J. Schroeder

How do we create a religious studies curriculum that invites students to deeper faith through challenging and relevant material? How do we contribute to achieving our school's expected learning result of developing students who are "independent and critical readers, thinkers, and problem solvers"? How do we form students who will one day internalize an intellectually viable adult faith?

Supplementing Texts with College-Level Material

Integrating college-level material into high school religious studies classrooms is one answer to each of these questions. Although a quality high school text forms an essential foundation for course work, supplementing this text with resources that call upon students' growing academic skills greatly enriches the curriculum. However, I am not talking about advanced placement religious studies! In my own teaching at an urban, all-girls' high school that serves students of mixed academic abilities and a variety of learning styles and differences, I strive to create an intellectually stimulating classroom environment for all students. Challenging material, when presented with sensitivity and encouragement, respects my students' inherent abilities and motivates

them to achieve beyond their own or my expectations. It prepares them not only for college but also for lifelong Christian discipleship.

I have supplemented standard high school texts with college-level resources in several ways, all with junior and senior students:

- by using an entire book as a secondary text
- by using selections or chapters from a book, usually for some particular unit or project
- by teaching advanced concepts in the context of standard high school lesson plans

Using an Entire Book as a Secondary Text

Two years ago our department began using *Women and the Word: The Gender of God in the New Testament and the Spirituality of Women*, by feminist theologian and Scripture scholar Sandra M. Schneiders (New York: Paulist Press, 1986), as a supplementary text for the junior Hebrew and Christian Scriptures course. This book is a lecture delivered to a college community, directed to undergraduates as well as graduate students and faculty.

Before beginning the book, I try to excite and motivate the students about the material. I suggest that as an all-girls' school, we must explore

issues related to women in the Bible and in the Church, and I explain that this book will help us to do that. I try to "warn" them, without scaring them, that the book is not easy reading! I also reassure them that we are working on it together and that it will be worth their effort. These are some of the ways I support the students as they engage the book:

- **To help them understand the material, I divide the book into manageable sections.**
- **Before assigning each section as reading, I preview it in class,** advising the students of concepts they should be looking for. For some sections I provide study questions, beginning with basic concepts and then progressing to more complex, reflective, and philosophical issues.
- **I require the girls to keep a vocabulary list of unfamiliar words as they read, and I ask them to look up those words at the conclusion of each section.**

(I am amazed that they list not only overtly theological words like *laity* and *soteriology* but also more conventional words, like *inaugurate* and *ascribe*!) I provide classroom resources to help them build both their theological vocabulary and

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their more general college-level vocabulary. I have a standard dictionary, the *Saint Mary's Press® Essential Bible Dictionary*, a theological dictionary, and other pertinent reference works.

- **I also occasionally provide 15 to 20 minutes of time devoted to silent, in-class reading.** By circulating among the students as they read, I can answer questions and clarify concepts immediately. This interaction builds students' confidence to continue reading the material on their own at home.

Working together with this text yields numerous positive results: students build a college-level vocabulary, they wrestle with sophisticated concepts in feminist theology and Scripture study, and they develop genuine interest in issues facing women in the Church and society—an interest they can bring to bear on their work in other disciplines.

Using Selections or Chapters from a Book

Invitation to the Gospels (New York: Paulist Press, 2002), written by five leading New Testament scholars, presents an opportunity to use selections from a college-level text. In teaching the Gospels, I assign a group project in which students read one of the Gospels in its entirety and conduct some basic biblical research on that Gospel. As part of this project, I require that they read the short introductory chapter on their Gospel found in this book, which provides much more information than their own student text. I provide study

questions to focus their reading. These include the following:

- When and for whom was your Gospel written?
- What are some of the central theological themes in your Gospel?
- How is Jesus portrayed in your Gospel? In other words, what is your Gospel's Christology?

Completing this project in a small group allows students to check their reading comprehension with one another, a helpful strategy for dealing with sophisticated material.

Teaching Advanced Concepts in the Context of Standard High School Lesson Plans

Some college-level material can be used in a high school setting without students reading the material directly. For example, in teaching Exodus, chapters 1 and 2, a story with which every student is overly familiar—if not from the Bible then from Hollywood—I draw on the work of Megan McKenna's *Not Counting Women and Children: Neglected Stories from the Bible* (Maryknoll, NY: Orbis Books, 1994) to shake students out of their complacent sense that they know the story of baby Moses well.

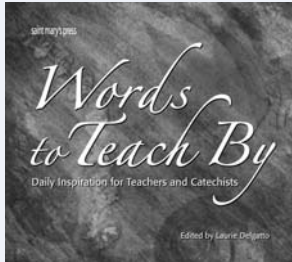
I use sociocultural and historical analyses to lead students in exploring questions like these: What is a midwife? What social policies is the pharaoh pursuing? What are bitumen and pitch? I use literary analysis as I push students to delineate the setting, characters, and plot of the story. I use the results of these explorations—these basic exegetical inquiries—to draw out the many possible meanings of this complex story, meanings connected with class

struggle, with women's power, with civil disobedience, and with those whom society has deemed the "least" cooperating with a God who unambiguously takes their side. Exposing students to these types of questions invites them to bring both their hearts and their minds to truly profound theological reflection.

Our department mission states that "we aim to facilitate students' cognitive and affective learning: to educate in both academic content and personal appropriation." Presenting students with intellectually challenging material nourishes not only their developing minds but also their hearts and spirits. It respects their natural inquisitiveness and even their skepticism by inviting them to truly grapple with complex issues and difficult concepts.

Rigorous academic content does not turn students off to religion! In my experience, it turns them on to it, supporting the spiritual formation we seek to cultivate. For example, students' ability to pray with Scripture—individually, in liturgical settings, and on retreats—is directly related to the extent to which they have truly studied these texts, engaged with them, and explored their many nuances and dimensions. When students have stretched their minds to plumb the depths of the material, they are open to allowing that material to take root in their hearts and to transform their lives. I can think of no more worthy goal.

from the press



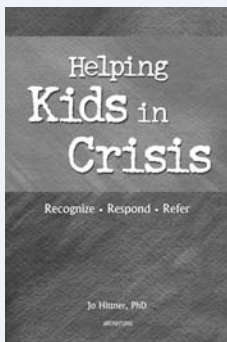
Words to Teach By: Daily Inspiration for Teachers and Catechists

edited by Laurie Delgatto

This calendar is meant for all private and public school

teachers, parish catechists, pastors—anyone who wants to grow in her or his understanding of teaching as a sacred gift. Each day has a different inspirational quote from the Scriptures and a second inspirational quote from one of the following sources:

- Saint John Baptist de La Salle, patron saint of teachers
- a teaching document by Catholic Church leaders
- a saint or religious leader
- a contemporary educational leader
- Pope John Paul II

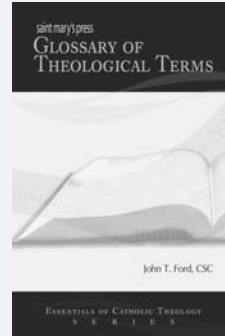


Helping Kids in Crisis: Recognize, Respond, Refer

by Jo Hittner, PhD

Helping Kids in Crisis identifies more than thirty of the most common pastoral care issues today's young people face. Each chapter provides illustrative cases, lists signs and symptoms, and suggests when and from whom

to seek additional professional help. The chapters deal with such issues as addictions, behavioral and mental illnesses, bereavement, suicide, divorce, and violence. Within each chapter are practical ideas for implementing pastoral care strategies into existing ministry programs, as well as recommended resources for further study. This book should definitely be on the shelf as a mandatory reference for people who work with young people.

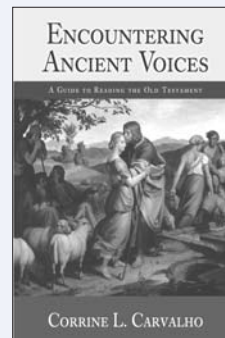


Saint Mary's Press Glossary® of Theological Terms

Rev. John T. Ford, CSC, STL, STD

Here's just what every beginning theology course needs—an indispensable guide to the theological terms students will encounter as they begin and continue their studies. This brief student glossary provides basic

knowledge of the Catholic theological terminology students need for further academic study and for general understanding of the Catholic faith.



Encountering Ancient Voices: A Guide to Reading the Old Testament

Corrine L. Carvalho, PhD

Turn to this outstanding new text that teaches your students how to read the Old Testament, while allowing you the flexibility to individualize your approach to the material. Using this text,

students will learn to make an informed reading of biblical texts, to connect study of the Old Testament to their own contemporary experiences, and to be inspired to critical thought.

("Introducing the Saint Mary's Press College Publishing Division," continued from page 3)

It's written to meet the needs of students taking undergraduate Scripture or theology courses, those studying the Bible for the first time, or those using it for personal enrichment. It also makes an ideal gift for graduating high school seniors to take with them as they further their studies at the college level.

Many additional books have been contracted and will begin to be published in 2007 and 2008. Watch the college Web site for announcements on those new publications.

To contact Jack or Leslie for more information about the Saint Mary's Press College Publishing Division or any of its texts or resources, e-mail or call:

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resource recommendations

Biblical Exegesis: A Beginner's Handbook, revised edition by John H. Hayes and Carl R. Holladay (Louisville, KY: John Knox Press, 1987) is a concise but very helpful presentation of biblical exegesis. These principles can then be used in the high school Scripture classroom at whatever level is appropriate for the students.

A Concise History of the Catholic Church, revised and expanded edition, by Thomas Bokenkotter (New York: Doubleday, 2004), is an easy to read, interesting presentation of Catholic Church history. I found it to be incredibly helpful as a resource when teaching Church history. The book allowed me to flesh out various points and also gave me interesting pieces of information to share with the students, all the while giving me a broader sense of the subjects themselves.

The New Jerome Biblical Commentary, third edition, by Raymond E. Brown, SS, Joseph Fitzmeyer, SJ, and Roland E. Murphy, O Carm (Englewood Cliffs, NJ: Prentice Hall, 1999) is a wonderful resource that is now out in paperback. This large book offers introductions to biblical books as well as commentary on the books, chapter by chapter. The main authors brought in Catholic scholars to write about their areas of expertise. The book also offers special topics, such as "Modern Old Testament Criticism," "Biblical Geography," "Jesus," and "Pauline Theology." This is a great supplement when preparing to teach a certain Scripture passage. It is also a helpful resource when a student asks that difficult question about a specific passage.

About Connect

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Acknowledgements

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in touch

Dear Reader,

Knowing that the Saint Mary's Press College Publishing Division is releasing its first two books this fall, I thought you would be interested in knowing something about this part of our company. In this month's feature, Christine Boyer, Jack McHugh, and Leslie Ortiz provide an excellent overview of Saint Mary's Press's expansion into the college theology market. Know that this new division is an extension of the company's mission. Its resources will meet the needs of young adults in college settings, while Saint Mary's Press continues to create resources for junior and senior high ministry as we have always done.

In "From the Classroom," Carrie Schroeder, a veteran Scripture teacher from Mercy High School in San Francisco, shares ways high school theology teachers can incorporate college-level material into their classes. (I am sure many of us have tried this after having

inspiring teachers and texts during our college and graduate school years.) Carrie does an excellent job of explaining how she has done this, emphasizing that her students are not advanced placement students necessarily, but rather reflect the academic mix we find in many classrooms.

I have taken the role of *Connect* editor from my colleague Steven McGlaun, who has done such a fine job in the last three years. I am particularly grateful for his care in explaining the "ins and outs" of the newsletter to me. I am excited to have this role and am interested to learn what you might like to hear about in the coming year. Drop me an "e-line" any time: cnavarro@smp.org.

Peace,

Christine Schmertz Navarro

Christine Schmertz Navarro,
development editor

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touching the hearts of teens[™]
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