

CRACKING DOWN ON FAKE ID'S

THE INSIDE SCOOP ON BASEBALL'S FRESHMEN PHENOMS

# SCHOLASTIC

NOTRE DAME'S STUDENT MAGAZINE

VOL 143

09

28 FEB 2002

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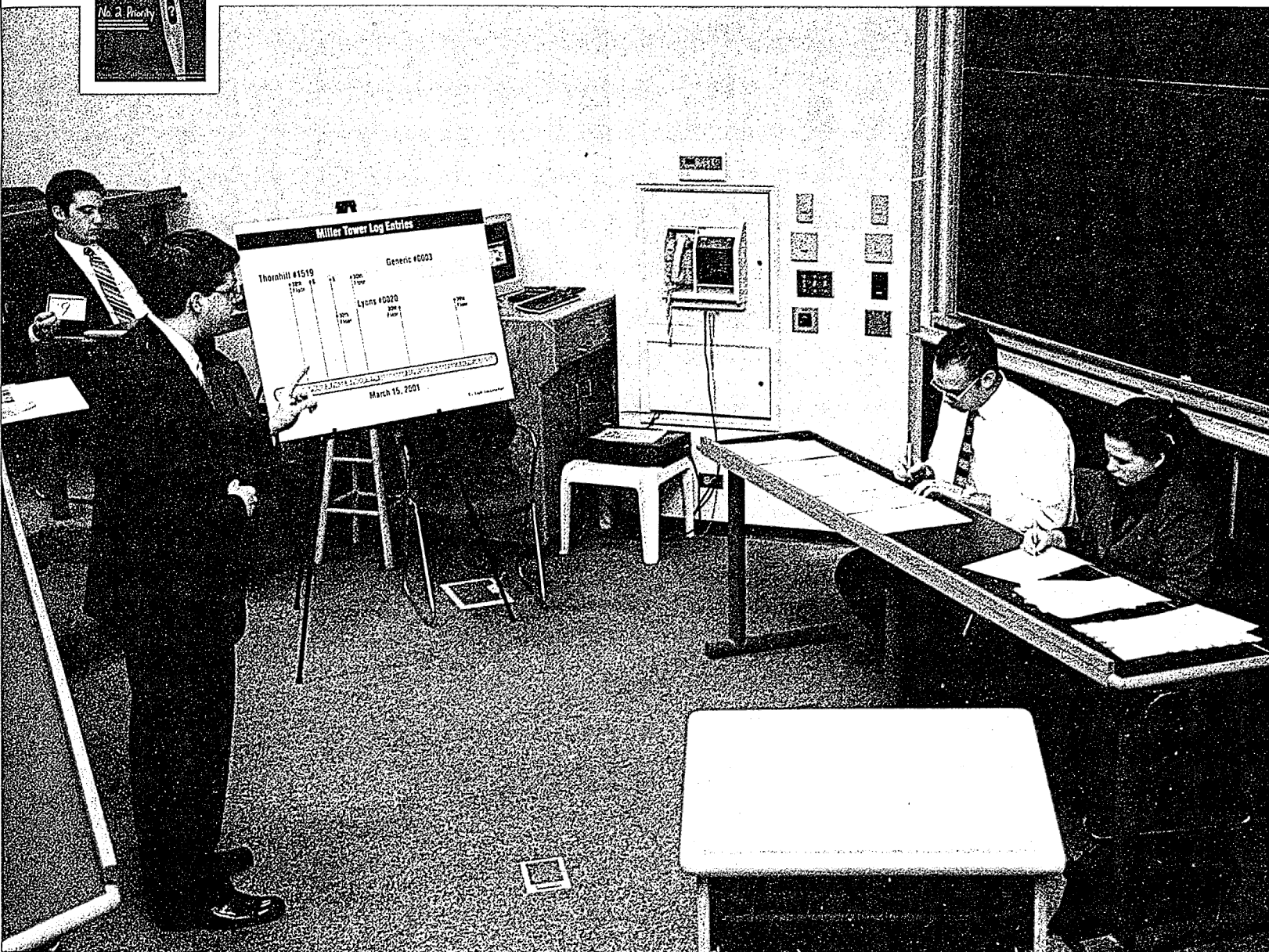


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Mock trial participants deliver closing arguments ✓ **PAGE 10**



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## FROM THE EDITOR

RESPOND TO: GRIFFIN.41@ND.EDU

# Which way are we going?

**K**indergarten recess at Walter Stillman elementary school meant one thing to me: playing *Thundercats* with my best friend. In order not to stifle his creative genius, I gave in to his demands and let him play *Lion-O*. I was relegated to the role of *Panthro*, but I was happy. Life was good.

About halfway through first grade, I decided I wanted to be one of those cool kids playing sports. Suddenly I had become too hip for role-playing games; I envisioned the new Michael, the star soccer player. I could see myself sprinting the length of the field, the ball barely grazing the grass as my feet gracefully tapped it along. As I approach the goal, I fake to the right, the goalie jumps and I slyly slip the ball to the left. I score and the team carries me on dirty shoulders back to spelling class with hip-hip-hoorays all around.

Well, that's not precisely how it turned out. Instead, I only played defense. And "play" is a strong word in this case. Actually, I just stood there. One day my best friend came over and asked, "Which way are you going?" I didn't know. I couldn't quite figure out which team I was on.

So much for sports. I wasn't ready to play soccer; it wasn't for me. I tried to be what I wasn't, and not only did I fail to touch the ball, I also messed up our *Thundercats* game. I lost on both accounts.

In the spirit of confused elementary-school kids, our university recklessly has decided to improve its national reputation for research. A promise to maintain the Notre Dame emphasis on teaching sounds like mere rhetoric. Professors only have a certain amount of time, and they must allocate it carefully. If the university too strongly stresses the importance of research — and uses research quality as the major criteria for hiring — the scale of teaching and research will tip toward research, leaving teaching as a second priority and the academic life unbalanced.

In its attempts to improve the university, the administration is forgetting why we're here and where our talents lie. While Harvard, Princeton and Yale are among the best research universities in the country, they fall short in their facility to educate undergraduates. What advantage is it for students to have a Nobel laureate locked up in his office or lab, who never steps foot in a classroom? The cause of knowledge may be furthered, but there is little benefit to undergraduate students.

If proficient researchers also are talented educators, students can learn from professors who have a thorough understanding of the material and have a demonstrated desire to teach.

Over the years, Notre Dame has earned respect as a teaching university and currently is one of the best in the country. But our administration isn't satisfied with being the best at just one thing. Instead, we must have Nobel laureates like Harvard, huge TA-taught classes like Princeton and an impersonal teaching environment like Yale.

Ivy League, here we come.

Michael P. Griffin  
Editor in Chief

look for  
**ISSUE 10**  
on  
**MAR 21**

## Words can hurt

To the editor of "Listening In":

Ordinarily, I really enjoy reading this column. I was disappointed, however, to see the quote, "I feel like we're living like the Indians because I can't toast my Pop-tart" included in this week's column. I know that it was supposed to be funny. I know that the student was not disparaging Native Americans but rather venting frustrations about the power outage. Nevertheless, it was an unbelievably poor editorial choice to run the quote in *Scholastic*. Yours is an influential publication which helps to shape the attitudes of students on-campus, and by running this quote you unwittingly condoned an attitude of condescension and superiority toward an ethnic group which is grossly underrepresented both on this campus and in American society at large. The truth is, a lot of Native American households on reservations *don't* have access to electricity, even in

2002. They also don't have access to things like hospitals, libraries and Notre Dame educations, in many cases. For the few Native Americans who do attend this school, however, your decision to print this quote was one more stinging reminder of the prejudicial attitudes they struggle with every day. The poverty and isolation that Native Americans experience is a grave social injustice, not material for a snappy one-liner by a person so blinded by their own glittering good fortune that they don't realize their own cruelty. This person ought to be ashamed of what they said, and ought to be even more ashamed for having printed it.

— Kelly C. Kingsbury  
off-campus  
Notre Dame

## St. Mary's pride

To the staff of *Scholastic*:

This afternoon a friend of mine showed me a page in your magazine. As a proud

senior at Saint Mary's College, I am not only offended but also disgusted by a comment contained in it.

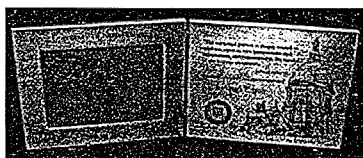
On pg. 7, you published the statement, "Sex at St. Mary's is a constant." If a statistics professor truly stated this, as you claim, it was still inappropriate of you to publish it. On the other hand, if it was concocted by your staff in a lame attempt at humor, it was even more ridiculous that you should feel you have the right or ability to comment on sexual actions on this campus. A campus I am sure few of you have taken the time to visit or appreciate.

I am wondering why you feel you have to degrade another school just to make yourselves feel superior?

— Sara Price  
Saint Mary's College

*Editor's note: Scholastic does not fabricate quotes for "Listening In." All quotes are either overheard by staff members or submitted by readers.*

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## Did the Panini quesadilla work out for you? Did the Shalaffle save your dinner?

Maybe you didn't see our article last year, but you *can* make a tasty treat out of the so-called food in the Dining Halls.

If so, share your secrets with the rest of the student body!

Just send them to [scholast@nd.edu](mailto:scholast@nd.edu) or drop them by the *Scholastic* office in the basement of South Dining Hall. The best recipes will be featured in the March 21 issue.



## Smile, You're on CoMo Camera

### Web cams keep an Internet eye on kampus kombat

CHRISKELLY

Have you ever wondered what was going on in the Coleman-Morse Computer Lab on a boring Wednesday afternoon? Thanks to the OIT, you now can find out from the comfort of your own computer: The CoMo cluster is one of nine locations around Notre Dame featured via "Live Web cam" on the university's Web site.

The first campus Web cam was set up in front of the Main Building seven years ago. It quickly became popular among alumni, who could hop on their PCs and reminisce about their glory days under the Golden Dome.

The newest Web cams were installed in the Coleman-Morse and DeBartolo computer labs this December and in the Engineering Learning Center last May. According to Tom Monaghan, Web administration director, the Web cams were set up to allow students to see how crowded these locations are without having to walk there. Monaghan says privacy was the top concern of the installments, so the OIT made

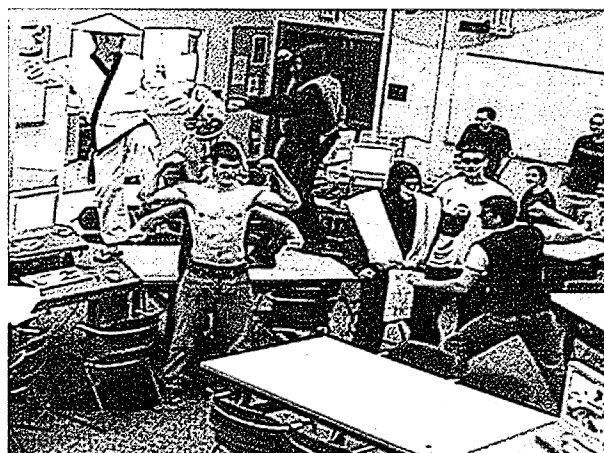
sure the Web cams don't give strangers a close-up view of a student's computer screen.

Despite these assurances, some students still are a bit apprehensive about the set-up. Junior Scott Sutton, a cluster consultant in DeBartolo, only recently learned that his actions were visible on the World Wide Web. "I had only thought that the administrators could watch us," Sutton says. "I had no idea that we were on the whole Internet. I think it's kinda creepy." He added that his co-workers sometimes cover up the camera with paper, or leave witty messages for those peeking at them.

These jokes pale in comparison to the stunt pulled by a few freshmen from Morrissey, however. Knowing that the camera in the Engineering Learning Center shuts off for the weekend at 5:00 p.m. on Fridays, they donned *Mortal Kombat* apparel

and posed for a picture at 4:59:59 p.m. The shot of them re-enacting the famous video game remained on the Notre Dame Web site until the next Monday. Their picture later found its way onto the front page of CollegeHumor.com.

So next time you find yourself in a computer cluster, be sure to smile for the camera — you never know who might be watching. □

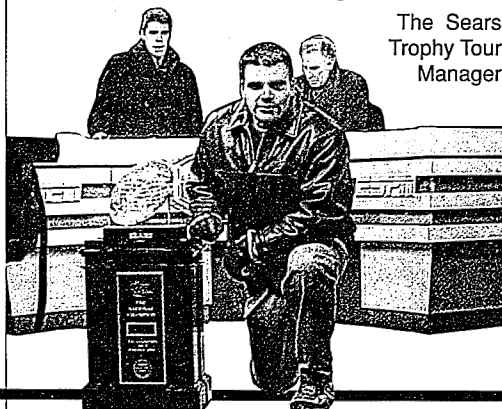


## Ten Questions

### with a trophy totter ...

**JEFF  
ROACH**

The Sears  
Trophy Tour  
Manager



*As the trophy tour manager for the Sears National Champion football and men's/women's basketball trophies, Jeff Roach has the job most of us can only dream about. Even though he didn't go to Notre Dame, Scholastic felt that his duty of traversing the country with the trophy every weekend was worthy of a few questions ...*

**What's the typical working weekend like for you?**

A typical weekend with the football trophy is usually pretty hectic. On game day, we usually have numerous pre-game radio remotes and television shows followed by some type of school-sanctioned appearance. During the game the trophy is on the sideline (hopefully near the cheerleaders) where

we have to protect the \$30,000 Waterford crystal ball from breaking. Then we have the trophy on post-game radio and television shows. The final, and maybe most important, duty of the day is going to the local college establishment for libations.

**Which trophy do you like best?**

Football — college football creates what is probably one of the best environments in all of sports. Also, see the cheerleader reference.

**Do you ever have to resort to bizarre antics to draw attention to the trophy?**

Lying, begging and bribery usually work best. Otherwise, we're not beyond blatantly pushing the trophy into a live camera shot either.

# LISTENING

"I don't know if the Bible's ever met a prostitute it didn't like."

— *theology professor*

"Suffering is a pimple on the ass of happiness."

— *philosophy professor*

"You can do Kegel exercises to strengthen your muscles, which will provide more pleasure during sex. ... You can do them anytime you want, no one will ever know. ... In fact, I'm doing them right now!"

— *psychology professor*

"You never know what the future holds — hopefully, a full-time job."

— *overheard Arts and Letters student*

"If they had the chance, people would satisfy their most base desires: food, possessions, orgies."

— *philosophy professor*

HEY YOU!

E-mail listening to quotes, letters to the editor, or other comments to

SCHOLAST@ND.EDU

LET YOUR VOICE BE HEARD

## 106 Years Ago Thin Ice

It seems that ND students always have been creative in finding ways to entertain themselves in South Bend's polar climate of northern Indiana. In the March 7, 1896 issue of the *Notre Dame Scholastic*, two such pyromaniacs' — er, students' — attempt at amusement had them skating on thin ice. Their mission: to resurrect a sunken craft called *The Bismarck* from the bottom of St. Mary's Lake. One of the students — called Das — crept onto the ice-covered lake on all fours, his hands loaded with dynamite bombs. His goal was to cut a hole in the ice, cast the bundle of bombs through the opening and then rush to the shore to enjoy the spectacular event.

*But Das made a larger hole, cut more ice than he had bargained for ... Das went through with the result that his person, his bombs, and his ardor were very much dampened. He is not discouraged, though. With a stick-at-it-ness that is beautiful, he has purchased another barrel of dynamite and a dozen lengths of stovepipe, and has gone into the bomb business once more.*

Well, at least one thing hasn't changed in 106 years: Notre Dame students still are as determined as ever, no matter what the goal may be.

— *Jennifer Osterhage*

### What do you think about Notre Dame?

I've always been amazed at the national and global following of ND football and their tradition. The only time I've been to ND was last spring with the women's basketball trophy for their celebration. The only thing I remember is that the Linebacker makes the strongest drinks in the country.

### Explain the purpose of shopping the trophies all around the country.

In order to gain exposure for Sears and their commitment to college athletics ... and so I can relive my college days every weekend.

### What's the best thing about your job? What's the worst?

The best thing about my job is being able to watch some of the best football and basketball games for free on a weekly basis. Probably the worst part of the job is not being able to enjoy the games and just be a fan. Essentially, I'd rather be tailgating.

### What's the best game you've ever been to?

Nebraska versus Oklahoma 2000 in Norman, Okla. Basically, it's two states where fans have nothing else to do besides follow college football, so it creates a great environment.

### What do you think of the BCS?

The BCS does provide relatively good results for a computer ranking system, but

personally I think that a playoff format would be much more exciting and provide a clear national champion.

### How did you get your job?

I would like to have a great story, how I was groomed through years of specialized trophy training. Actually, though, I moved internally to this position within the company.

### If all the states got into a war and were fighting each other, which state would win and why?

I would have to go with Texas. They think they're still fighting for their independence anyways. Plus, loose gun laws and low liquor prices make for a winning combination.

— *Kristin Kramer*

## Judgment Calls

Opinions and observations



### SNOW

Finally, winter as it should be. Maybe we'll change our tune later, but right now snow ball fights are a great distraction.



### THE OLYMPICS

It let us avoid work every day of the week. Thank you, NBC.



### PROTESTERS ON SOUTH QUAD

Good cause, but maybe they should have checked the weather forecast.



### BENGAL BOUTS

Beating people up for charity — who needs Christmas in April?



### SPRING BREAK

If only it weren't preceded by midterms.



### COLD SEASON

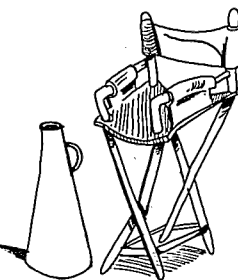
Well, it's good business for Health Services — there appears to be an outbreak of mono on campus.

ENTERTAINMENT FORTNIGHTLY

## Oscar Omissions

Viewers might abandon an Oscar Night that ignores non-mainstream films

Story by  
Matt Killen



On March 24, the Academy of Motion Pictures Arts and Sciences will hold its annual coronation to honor the year's best actors and filmmakers. Although recent years have seen some dubious choices by the Academy, this year the king of awards shows seems to have made some particularly glaring omissions. The year 2001 offered some of the best independent and Hollywood productions in years, and the lack of recognition for this work places the Academy's legitimacy in doubt.

Take the Best Actor category. The Academy overlooked two of the best three performances of the year. Gene Hackman's inspired portrayal as a not-quite-dying patriarch in *The Royal Tenenbaums* and Billy Bob Thornton's work in both *The Man Who Wasn't There* and *Monster's Ball* all deserved nods. Though Tom Wilkinson got recognized for his role in *In The Bedroom*, he'll be up against powerhouses like Sean Penn (*I Am Sam*) and Denzel Washington (*Training Day*), who received nominations despite their overblown performances.

The Best Picture category is no better. *In The Bedroom* got a nod, but work like *Tenenbaums*, *Ball*, *Muholland Drive*, *Ghost World* and *Memento* all were snubbed in favor of decent yet inferior work like *A Beautiful Mind*, *The Fellowship of the Ring* and *Moulin Rouge*.

One of the rare glimmers of hope comes

in the Best Director category, where the academy recognizes real talent with nominations for Ridley Scott (*Black Hawk Down*), Robert Altman (*Gosford Park*) and David Lynch (*Muholland Drive*). But this is little consolation when *Black Hawk Down* and *Muholland Drive* were ignored in almost every other category.

The issue isn't so much independent versus studio work as it is quality and innovation versus bland and traditional fare. It should be no surprise to anyone that the academy historically favors traditional movies, even if these films are sometimes inferior to ignored competitors.

This year is a clear example of how the Academy ignores quality films — both large and small — in favor of tailor-made Hollywood Oscar fare. And with smaller films reaching a wider audience than ever before, the Academy has no excuse for ignoring quality work.

If the Academy continues to snub these movies, it may find itself faced with direct competition from other legitimate film societies. January's broadcast of the inaugural American Film Institute awards, although considered a resounding failure in the ratings, serves as an example of the alternative televised awards shows that the Academy will have to deal with in the future.

The academy simply cannot ignore quality films in favor of safe choices, or it will feel its tight grip on American cinema begin to loosen. The king of awards shows just might see itself stripped of its crown. □

## DomeLights

COMPILED BY JENNIFER OSTERHAGE

Sources: WNDU, National Weather Service

Where has the snow been all this time? It seems like everybody was complaining about the noticeable lack of the white stuff this winter — and then we get four inches overnight. Here's how this year's South Bend weather measures up to winters past.

**Warmest winter** — 1982-83 (33.8° average temp.)

**Coollest winter** — 1962-63 (18.4° average temp.)

**Average temperature for February** — 26.8°

**Average temperature for February 2002** — 34.0°

**Average wind speed for February** — 11.2 mph

**Snowiest winter** — 1977-78 (136.3")


**Least snowy winter** — 1982-83 (20.1")

**Average snowfall** — 71.3"

**Snow so far this season** — 31.6"

**Average wind speed for February 2002** — 12.5 mph

All temperatures in degrees Fahrenheit.



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BETH MURPHY

# Risky Business

>> The manufacture and ownership of fake IDs has become a high-stakes gamble for students over the past year

JEFFDROCCO & SEANDUDLEY

**A**ndrew Murren, a Knott Hall sophomore from Camp Hill, Penn., began the fall semester like the nearly 2,000 other members of the class of 2004. Around the same time, similar to so many other members of the Notre Dame community, a female student was in Michigan trying to buy alcohol using her fake ID. After being caught by police, she agreed to cooperate with an investigation into the source of her ID in exchange for a clean record. Several others who had obtained IDs from the same

person eventually led police to Murren, who was arrested in early November, facing not only disciplinary action from the university but also charges in St. Joseph County Superior Court.

But Murren certainly is not the only student at Notre Dame accused of making or just using a fake ID. Notre Dame Security/Police Director Rex Rakow sees false identification as a widespread problem at university. "I would venture to say, without any numbers, that most of the students have fake IDs, and certainly most students ... drink," he says. Director of Residence Life and Housing Jeff Shoup agrees, not-

ing that the number of cases tends to fluctuate, but says this year in particular has been "a bad year."

Fake identification cases can carry varying degrees of punishment from the county court system, depending on whether the prosecutor chooses to file charges as felony counts or misdemeanors. In the three years since the election of St. Joseph County Prosecutor Christopher Toth, a 1993 Notre Dame Law School alumnus, the most serious possible charges against manufacturing fake IDs have been pursued in the county court system.

A forgery charge carries incarceration and fine penalties which are potentially much higher than those for the misdemeanor. "There are statutes which are fairly identical" with the exception of their classification as either felonies or misdemeanors, explains attorney Laura Curliss of the felony division in the St. Joseph County Prosecutor's Office. According to Indiana Code 35-43-5-2, the forgery statute applies to any person who, "with intent to defraud, makes or utters a written instrument in such a manner that it purports to have been made," among other possible cases, "by authority of one who did not give authority."

Prosecutors "can make all kinds of weird things fit" the wording of the harsher statutes, Curliss says. The judge then decides whether to approve the charges. The forgery statute technically could be stretched to apply to presenting a fake ID to enter a bar, she says. Most cases of presenting fake IDs fall under the category of infractions, but manufacturing false identification is more likely to incur the more severe penalty.

In Murren's case, he was faced with not only eight misdemeanor counts of furnishing false identification, but also one felony forgery charge. When Murren's

charges initially were submitted to St. Joseph County Superior Court, Judge John Marnocha rejected the felony charge. Prosecutors, however, successfully resubmitted the full slate of charges to Judge William Means, though not without the Marnocha's rebuke for "judge-shopping," which violates a local procedural rule. At this point, the case is still pending, but Murren has been suspended from the university for this semester. In such cases, the university gives no guarantee on whether the student will be able to re-enroll, although most are allowed to return.

The county prosecutor's strict enforcement is not likely to stop any time soon. Shoup says attention to the larger problem of falsified driver's licenses from state and county law enforcement has stepped up in recent years. He cites the raid of Bridget McGuire's in 1998, where numerous fake IDs were found by police

afterwards in the bar's wastebaskets. "I think there were some people around the county, in law enforcement, that were surprised [by the raid]," he says.

But the university has not let the burden of enforcement fall entirely on local authorities. When students are caught using

fakes off campus, Notre Dame Security/Police acts as a middleman between local police and university administration. "We receive outside agency reports every week, and all we do is gather the names and compile reports to send to Student Affairs or Residence Life," says Rakow.

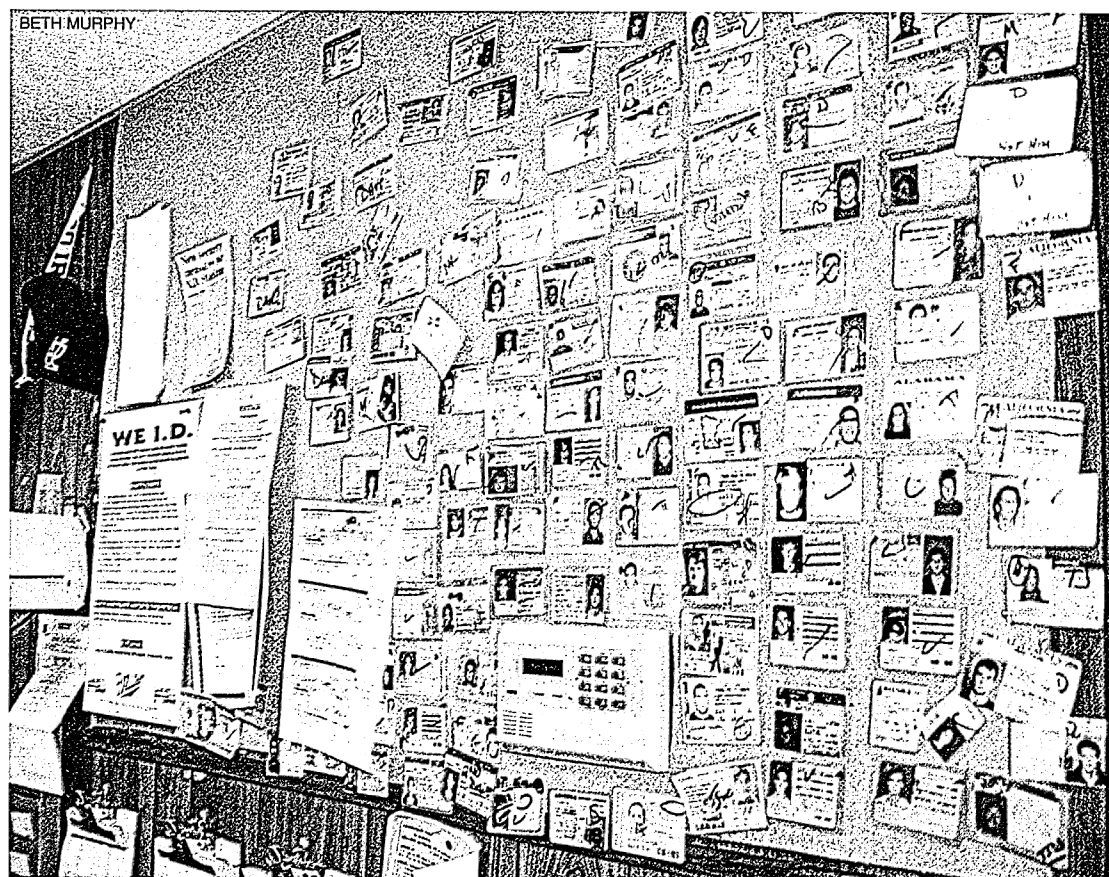
Over the past few years, the Office of Residence Life and Housing has cooperated more closely with local businesses to confiscate fake IDs. Shoup and Assistant Vice President for Residence Life Bill Kirk have spoken at a meeting of the St. Joseph County Tavern Owners' Association in response to local

concerns about underage customers. "We told them, 'Well, if you confiscate someone's identification then send it to us,'" he says. Shoup notes that there are certain telltale signs of fake IDs which tavern and liquor store owners should easily be able to identify. "Lots of people mess up ... on the back and with the hologram," he says.

The most confiscated IDs, according to Shoup, come from Belmont Beverage and Heartland. Not all businesses are so diligent, though. "[Rhetorically speaking,] why go to the trouble of making a high-quality fake when you can go to Boat Club?" says Shoup. "We're tired of stu-

"[Rhetorically speaking,] why go to the trouble of making a high-quality fake when you can go to Boat Club?"

— Jeff Shoup, Director of Residence Life and Housing



**WALL OF SHAME**  
Confiscated IDs adorn a police station bulletin board.

dents coming back from there intoxicated."

But outside of working with local businesses, the university administration finds itself in the position of enforcing a policy that is not directly related to on-campus regulations and establishments when it comes to fake IDs. Only the Morris Inn, the University Club and the Alumni-Senior Club sell alcohol on Notre Dame's campus. Since underage students seldom patronize these establishments, NDSP does not have to deal frequently with students trying to purchase alcohol with fakes on campus. More often, Assistant Director of NDSP Phil Johnson says, "It happens that we ... interact with people who have been drinking and who may offer false identification cards, trying to assert their age is 21 or older."

The university has had a fairly consistent policy regarding false identification in recent years. In its section on identification cards, *du Lac* reads: "Students may not purchase, carry or present any identification which contains false information." Although this policy concerns all forms of identification, state ID cards are the real issue; Notre Dame ID cards are rarely falsified as they don't have birth-date information.

Simple possession of a fake ID is not likely to incur considerable repercussion from the university. "We'll still talk to you about having one," Shoup says, though further action is rare. "How we find most fake IDs is through lost wallets," he adds. It's standard for NDSP to use the university database to "check birth-date information" when multiple identification cards are found in a person's wallet.

The main focus of university disciplinary efforts with regard to false identification involves their production. "Technology has made it more convenient for students ... making IDs, and they can make them good," says Johnson. "But over the years, students have used whatever resources they can to make false IDs." Shoup recalls a case some years ago of a student who had a picture of a state seal on his dorm room wall and used it as a photo background. This method is labor-intensive compared with what is typical today, given the widespread availability of driver's license templates on the Internet, he says. Though the severity of disciplinary action varies in cases brought

to ResLife, he adds, most people would consider it "a pretty significant outcome."

This year's crackdown on underage alcohol consumption at pre-football game tailgates led to several confiscated IDs. The police effort included Indiana State Excise Police along with officers from NDSP. Shoup remembers some students who were "rather unintelligent" in presenting their fakes to police whose main task involves preventing illegal alcohol trade and consumption.

But alcohol aside, Johnson says that carrying a fake can be problematic for other reasons. Johnson explains, "It isn't all just putting your name and a new date of birth. In some cases people will use other people's ID cards, or a different name and different state. Imagine if you were involved in a serious traffic crash with injuries, and we were trying to determine who to contact, and we find the fake ID, and we contact your friend from home's parents because you had his ID, or you had your picture taken with his driver's license. Those are all things that have happened."

Johnson also objects to the production and possession of false identification on a deeper level. "I think that purporting to be something you're not, misrepresenting your identity, is a serious matter," he says. "It speaks to the integrity of who you are as a person in the community." Rakow agrees: "I don't think giving false identification fits well with what this place is about."

Given the prevalence of fake IDs around campus, most students don't seem to view the risks as very serious, although it seems that many simply haven't considered the consequences. One Notre



BETH MURPHY

**CHECK IT OUT** Many community liquor stores, like Belmont Beverage, are checking IDs more diligently, making it more difficult for students to purchase alcohol with false identification.

Dame student, who admits to owning a fake ID, says, "It's so common; I've had mine since I was a freshman. I only use it once every few weeks." He thinks that most people know how to take responsibility for their habits of going out and drinking, though it can become a problem for some.

When it comes to making fakes, however, students tend to be a bit more cautious. The same student recalls that one of his acquaintances is serving time for stealing a driver's license printer from a Department of Motor Vehicles office and using it to manufacture fake IDs. Another student, who currently has a fake ID, says that he thinks it's too risky for people to get into the business of manufacturing IDs, despite whatever chance it offers to make money. "There are other ways to get IDs. If you are making them or selling them, especially with sophisticated equipment, you have to know the risks." □

# not just the Practice

by Kristin Kramer

Mock Trial

State of Midlands v. Ashley Thornhill

Senior Jim Rockney pushes back his chair and walks to the front of the bench. "May it please the court?" he asks. Court is in session, and with the courtesy to the judges taken care of, Rockney begins to question his witness, police detective Terry Gerch in the murder trial of Wendall Tucker.

Weekends find most Notre Dame students studying or relaxing, but this past weekend Rockney and the 23 other members of Notre Dame's Mock Trial Association were in court. True, their courtroom for the weekend was none other than DeBartolo Hall, but don't be fooled: Two of Notre Dame's teams argued their cases so persuasively at the regional tournament that they'll be heading to nationals in March to do it again.

"I think our Notre Dame teams really prepared themselves well and were pretty much ready for anything the other teams could throw at us," says Rockney, one of the presidents of the club.

The regional tournament, held at Notre Dame, hosted 20 teams from schools such as the University of Chicago, University of Michigan and Northwestern. Two of Notre Dame's three teams placed in the top six, ensuring them a trip to Minnesota for the national tournament in March.

For those not familiar with the process, the American Mock Trial Association sponsors national trial simulations every year

that require a team to learn how to go to court and present a case to the best of their ability. Teams are required to prepare both the prosecution's and defense's cases and then present one side to two judges in competition against another team at the regional tournament.

How much are these simulations like a real courtroom?

"The rules are simpler," says Notre Dame coach Bill Dwyer '69. "There's a limit on how many witnesses you can have, there's a time limit for examining, and they have the luxury of preparing for six months for a three hour case. They don't need to know substantive law for their type of case."

However, in terms of the actual technique for cross-examining, Dwyer says, "There's no difference."

This past weekend was the culmination of almost five months of work for mock trial participants, work that junior Clayton Swope says "exponentially increases in the weeks leading up to the competition."

Back in October, the teams were given this year's assignment, a criminal case centering around a murder trial: A business executive has been murdered in an office building, and someone whose ambitions were stifled by the executive is on trial for the murder. There are no eyewitnesses nor any physical evidence.

"The evidence was a challenge for the prosecution ... because a lot of it was hearsay," says freshman Christina Aune.

"They've been learning much more about substantive laws of evidence and applying those rules to the case," says Dwyer. "It's a tremendous amount of material in a short amount of time."

Once a trial begins, the set-up is fairly standard across the board. Teams are limited to eight members who play different roles depending on what side of the case the team presents. For example, sophomore Cyndi Adimari won a tournament attorney award for her role as the D.A., and then played witness Sammy Lyons, a janitor, for the prosecution. "I really enjoyed the variety of roles I got to play," Adimari says. "Being a witness is always fun and a lot less stressful than being an attorney, but there's a certain kind of power and fulfillment you feel when you're directing, crossing and objecting in trial that makes you want to go again."

Mock trial members usually meet about once a week with Dwyer for two hours during the fall semester and then substantially increase their preparation time beginning in January, meeting two to three times each week. The final week before the tournament found some teams meeting five hours every day.



**SHOW AND TELL** An attorney from Western Michigan shows sophomore Cyndi Adimari a piece of evidence prior to admitting it to the bench.

PHOTOS BY MIKE McNARY



#### LAW AND ORDER

(above) Prosecution attorney Jim Rockney hands defense witness, Drew Mercer, her affidavit for impeachment. (left) Sophomore Brian Frey and senior Cristin Manary prepare to offer the State's case against Ashley Thornhill.

It was the amount of time that mock trial participants put in that led Dwyer to ask the registrar to make the club an accredited course last spring. "They told me I'd need to write up a syllabus, so I submitted one," says Dwyer, who works with the club on a pro bono basis. "The class was approved for two credits, and I was appointed an adjunct assistant professor."

The result was that the teams spent even more time with each other this year than they had in the past, but team members say this was for the best. "If you have a better bond with your team, you do better in competition," says Adimari.

"I think [team dynamic] is critical," agrees Aune. "We spent so much time together last week that if we didn't like each other it'd be like, 'Ahhhh!'"

So what drives these students to spend their nights scouring law texts to learn how to admit or strike a single piece of evidence? Many do want to become lawyers, and others simply have an interest in the American legal system. "We all grew up watching the O.J. trial," says Swope. "That introduced us to the court system and the drama that's involved. It's fun to be able to present an argument, to persuade people that you're right."

"I don't know if I want to be a lawyer," says Aune, who also is a coxswain on the men's crew team, "but I think [mock trial] is a different kind of activity. It's challenging in a different way."

For those going to law school, mock trial can be a valuable asset. "Friends in their first year of law school have told me that their evidence classes have been a breeze," says Rockney, who is awaiting word from several law schools for next year. "[Mock trial] develops your own capacity for thought, and it's definitely come into play in my schoolwork and the three internships I've had at law firms," he says.

The skills that mock trial fosters apply equally well outside of the legal environment, however. Swope, an engineering major, reports that his friends sometimes question the utility of all his hours spent with his team but says, "I think it's important to be able to present your ideas, as well as know how to do math and science."

Courtroom simulations also help develop poise. A good "attorney" must constantly look for holes or weaknesses from the other side to object to and then must be able to assert why they are objecting, as well as respond to the other side's defense of their line of questioning. "It requires you to

not only think quickly, but to be composed under pressure," says Aune. With such honed analytical, organizational and speaking skills, perhaps it's not surprise that Swope says, "There's always room for more law-

yers." For now, however, the two teams moving on to nationals will take a brief break and then resume their harrowing practice schedule for the March 15 tournament. "I've done it one week, hopefully I can do it another!" says Aune. □

PAID ADVERTISEMENT

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# Comic Relief

## ND grad and cartoonist aims for national exposure with *Sheldon*

MARYFAY

**W**hat do a 10-year-old billionaire and a sarcastic talking duck have in common? Probably very little, but for Dave Kellett '96, creator of the recently syndicated comic strip, *Sheldon*, the unlikely pair seems the perfect combination. Kellett, a Southern-California resident, is a mild-mannered copywriter for Mattel Toys during the day and a creative cartoonist by night, drawing six *Sheldon* cartoons a week for United Media, the largest syndicate in the country.

"Basically, in America, all comics are distributed by one of the major syndicate companies, and in order to make it in cartooning you have to be accepted by one," Kellett says. Companies like United Media — which distributes such cartoons as *For Better Or For Worse* and *Dilbert* — receive about 3,000 to 5,000 new cartoons a year. From this huge pool, only two or three are even selected for trial runs.

United Media currently runs *Sheldon* exclusively online. But if the cartoon earns high readership, the company could decide to publish the cartoon in papers across the country. "You're so close, you can taste it," Kellett says enthusiastically. The Internet has provided a unique testing ground for new cartoons by providing a broad readership base while eliminating the risky costs of releasing them to individual newspapers.

The premise for *Sheldon* was born during the early '90s, when the great boom in the computer industry created so many young millionaires. *Sheldon*'s title character is a 10-year-old genius who invents a new way to speed up the Internet and founds his own software company, Sheldonsoft. The average American schoolboy suddenly becomes the second-richest man in the world. This presents opportunities for Kellett to toy with different aspects of *Sheldon*'s character. "Sometimes he is just the typical kid who goes to school and plays at the old watering hole with his friends," Kellett says. Others, he's the head of a booming business.

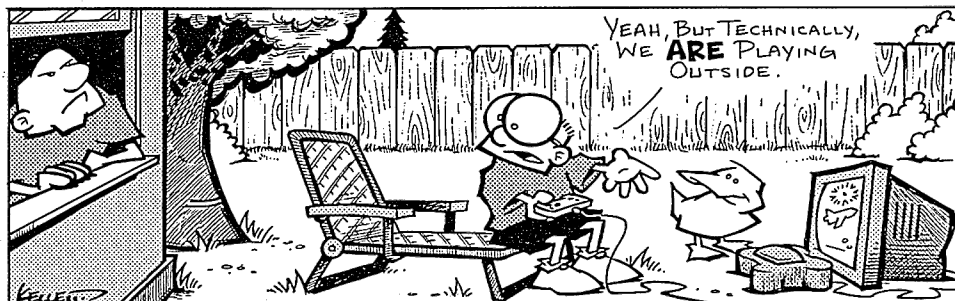
*Sheldon* lives with his technology-challenged grandfather who is frightened and

confused by anything more complex than a toaster, poking fun at the generation gap. Although *Sheldon*'s family life may have started out as mundane, the situation strays from normalcy when the "typical" 10-year-old CEO downloads speech-recognition software into the head of his pet duck and created his own sarcastic webbed-footed sidekick.

Kellett always dreamed of being a cartoonist, but says: "It was at Notre Dame that I learned what it really takes to be a cartoonist and that I could keep up with it five

more than 4,000 copies around campus, which was enough to pay for his graduate school. In addition to his campus-wide popularity, the strip also went on to place second in the Scripps Howard National Journalism Awards.

After graduation, Kellett studied 18th-century English cartoons at the University of California in San Diego. "I know 18th-century cartooning sounds really useful, you can definitely make a lot of money with that," Kellett jokes. While working on his



**FUNNY PAGES** Though not the *Four Food Groups of the Apocalypse* of Notre Dame fame, cartoonist Dave Kellett writes the strip *Sheldon* for the syndicate United Media. If the strip does well on the Web, where it is currently published, it will make its way into newspapers all over the country.

days a week." He started by drawing single-panel cartoons for the back page of *Scholastic* during the 1992-93 academic year. Later in 1993, he began drawing the very popular *Four Food Groups of the Apocalypse* for *The Observer*. Working for *The Observer*, Kellett gained the unique experience of viewing reader reaction everyday. He recalls that by the time he was a senior, people all over campus were talking about the strip. Professors interrupted class to comment on the day's cartoon. Random people stopped him in the dining hall to say, "Hey, good one today," or, less-encouragingly, "Dave, that was the most un-funniest thing I've ever read." In addition to discovering the kind of effort it takes to draw a daily strip, Kellett also reaffirmed his love for cartooning while at Notre Dame. "It was fun; it was just fun," he recalls.

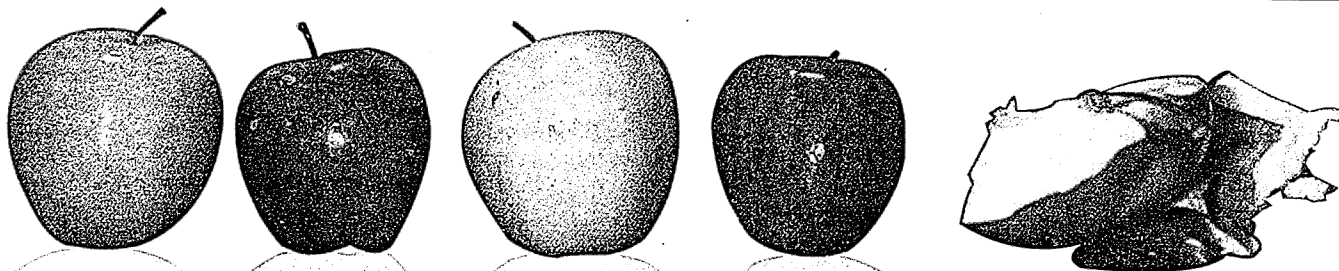
Taking advantage of the readership he had with *The Observer*, "I used my life-savings at the time — about \$1,000 — to publish a book of *Four Food Groups*." The book sold

Master's, Kellett interned for the *San Diego Union Tribune*, which gave him the opportunity to produce two cartoons a week, exposing his work to its more than 500,000 readers. After gaining this experience, Kellett won a Rotary Scholarship to study World War II propaganda cartoons at the University of Kent in England. Now Kellett works for Mattel, naming toys. Kellett loves his job, which also includes writing the poems that appear on Barbie Doll packages. At night, Kellett uses his creativity to draw six cartoons of *Sheldon* a week for United Media.

Kellett may not have made billions in the computer boom of the '90s like the boy genius *Sheldon*, and although he names toys, he has yet to create a talking duck of his own. But this Notre Dame graduate has found success by using his greatest asset — his sense of humor. □

Read *Sheldon*, Kellett's comic strip, at <http://www.comics.com/comics/sheldon/index.html>

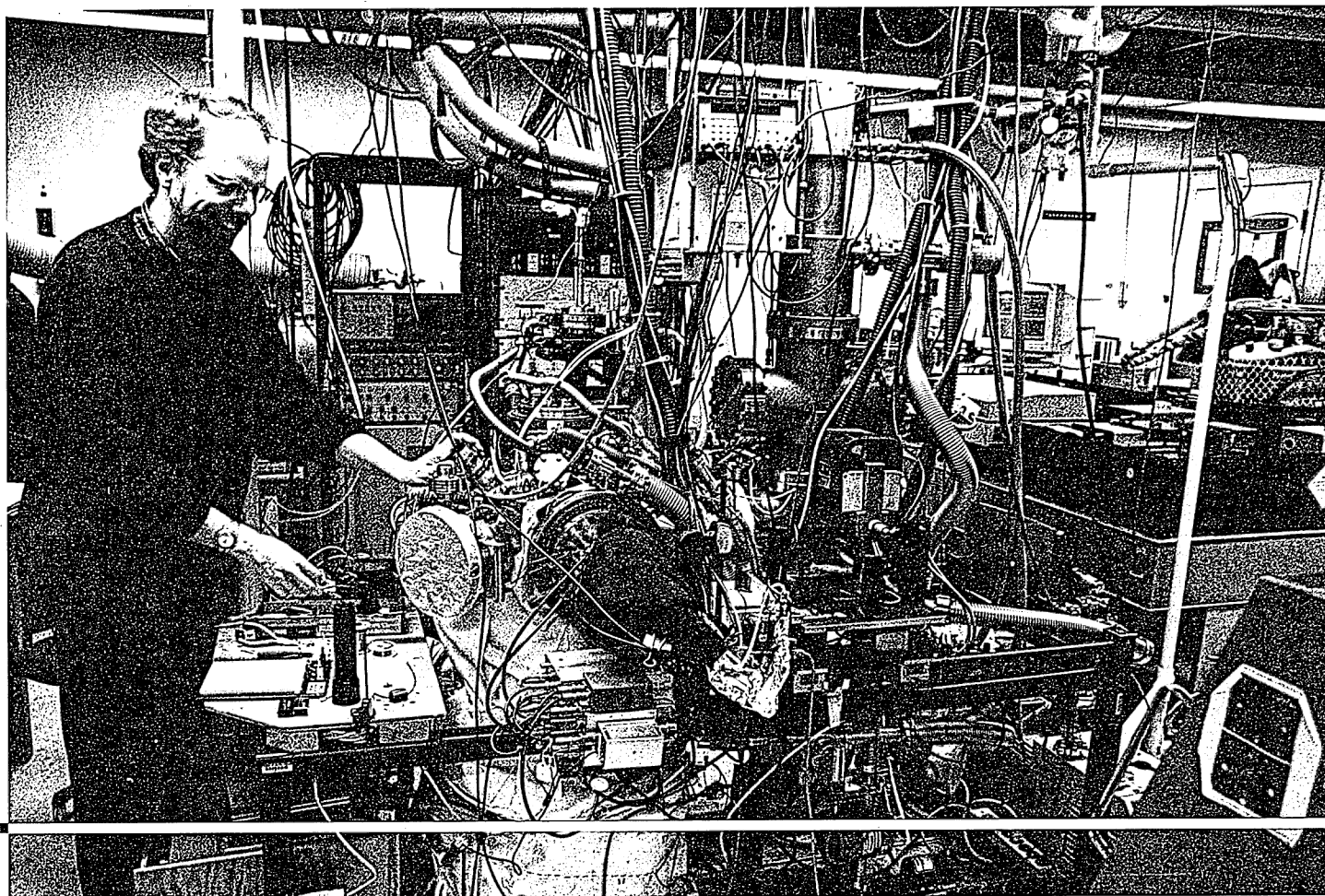
# Best of Both Worlds?



by Kimberly Blackwell

>> In its push to become a great research institution, can the university keep teaching a priority?

If you think professors have cushy jobs — teaching a few classes, tinkering with a research project and taking the summers off — think again. “It’s much, much more than a full-time job,” says philosophy Professor Don Howard. In fact, the hours often can rival those of new lawyers who work busily to rack up billable time in 70-hour work weeks. These long hours are a reality for professors at universities throughout the country. But perhaps uniquely at Notre Dame, which is historically known as a great teaching college, the recent drive to become a top-flight research university has meant that professors have even greater — and sometimes conflicting — demands on their time. *Scholastic* looks at the university’s commitment — ideal and real — to both teaching and research, and what it means for professors, students and the university’s future.



PHOTOS BY MIKE MCNARY

**BIG BUCKS.** Research spells money and fame for the university and professors, but somebody has to teach the classes, too. Older chemistry professors like Dennis Jacobs (*above*) have heavier classloads to ease stress on newer faculty as they try to juggle their packed schedules.

## **2** Research NOTRE DAME

### *Mission: Impossible?*

Over the past 10 or 15 years, Notre Dame has undergone what Mark Roche, dean of the College of Arts and Letters, describes as “an unusually quick transformation into a research university.” The shift was made mainly by throwing more money and resources behind faculty research, as well as reducing professors’ class loads to allow more time for research.

Some suspect that the shift toward stronger research may be driven by a desire to improve the university’s national rankings. In the 2002 *US News & World Report* rankings, for example, Notre Dame placed 19th, a position which has not varied much over the past few years. Of course, many schools dismiss such popular rankings as meaningless, but other, more thoroughly considered rankings also exist. In an assessment of American research universities pro-

duced annually by The Center at the University of Florida, Notre Dame ranks in the top 25. In this case, however, the university earned its top-25 overall ranking solely because its endowment — only one of nine criteria — is in the top 25. Only two of the remaining factors would even place the university in the second tier of research universities, and the other six would have dragged Notre Dame down even further in the rankings.

Provost Nathan Hatch is reluctant to attach significance to any of these numbers. “As we hire strong professors in research and teaching, we may rise in the rankings, but they’re artificial,” says Hatch. He does not deny that one eye is turned towards the annual rankings, but insists, “Our goals are more substantive than that.”

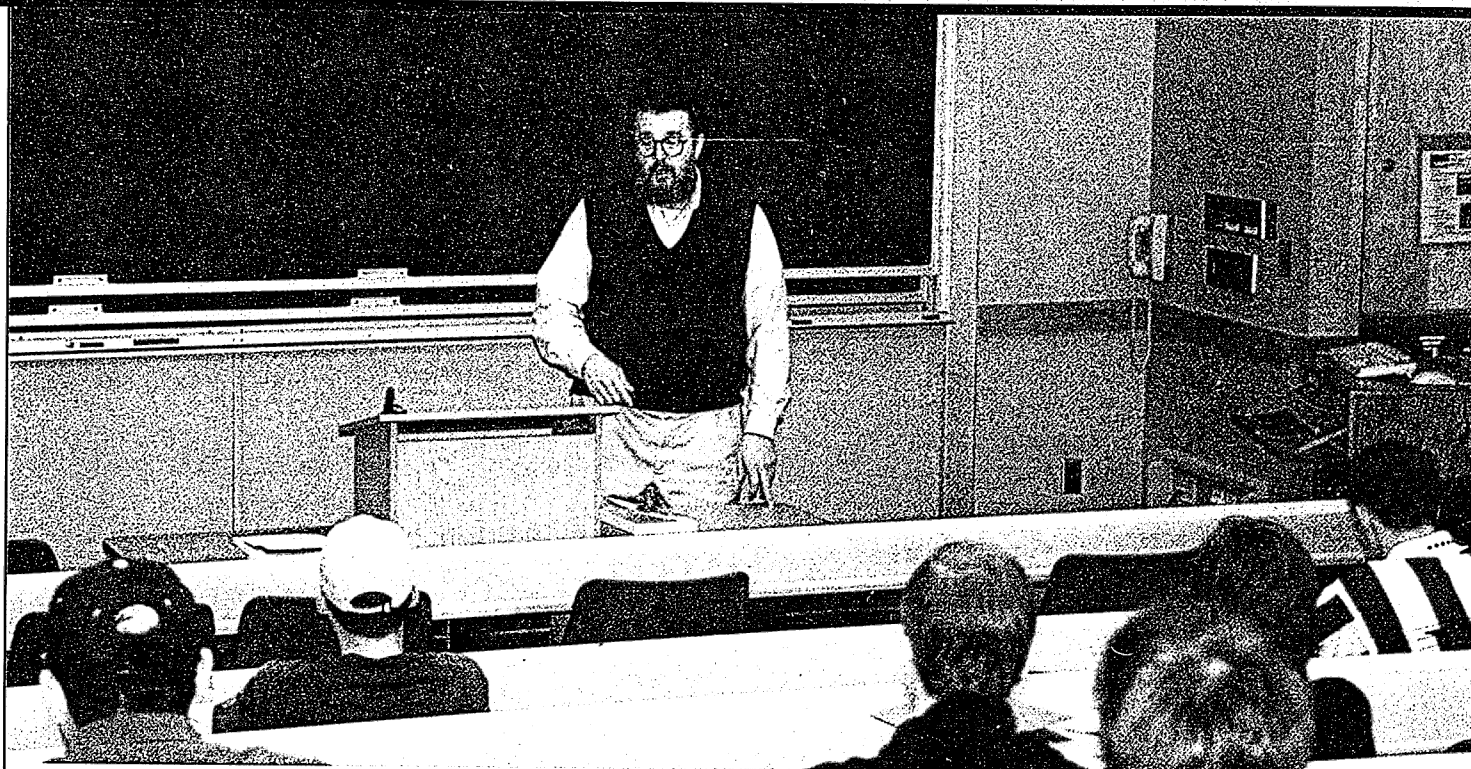
The university’s trend toward research is merely a means to achieve its ambitious vi-

sion of a top-ranked institution. It’s neither aspiring to be a researched-based Harvard nor establish a reputation as *the* teaching university: It wants to create its own identity.

“Notre Dame wants to be the preeminent Catholic university in the world, but not restrictive — they simply want to be a really great university,” says government Professor Catherine Zuckert. “How can you argue with that?”

Most likely, few would want to. But can the university dominate in both fields? Notre Dame is more committed to quality undergraduate teaching than most comparable universities, which commonly have large graduate schools and focus more on research. In order to become a distinguished research institution, however, the university must measure itself against the standards of these major research universities that do not

**LISTEN UP** Professors are supposed to prepare hours for one lecture as well as do their own research. For professors like Don Howard, (below), it's much more than a full-time job.



NOTRE DAME

Teaching

2

require their faculty to meet Notre Dame's high teaching standards. "Our departments are reviewed by outside experts, and the one thing they regularly note is our core commitment to undergraduates," says Hatch. "Our concern for quality teaching is very much present."

That commitment to undergraduate teaching has lured some professors away from other, more prestigious universities. "Harvard has a strong research trajectory, but teaching doesn't matter at all there," says government Assistant Professor Alvin Tillery, who received his doctorate from Harvard. "That's why I came to Notre Dame."

Students appreciate the university's attention to teaching, as well. Senior Andrew Nerlinger is perfectly willing to accept that the university may not be as highly regarded in research as long as it keeps its focus on teaching. "Research simply isn't that strong here," says Nerlinger, a math and philosophy

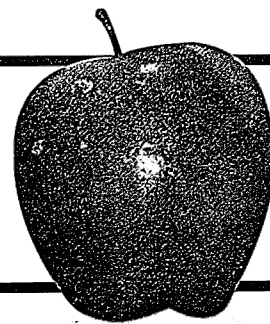
major who chose Notre Dame over Harvard and Princeton. "Is that a bad thing, though? From a science perspective, I don't really think so. The professors at ND in math are never too busy to help out — they do research, but they really believe that teaching is their foremost responsibility." Nerlinger adds that the focus on teaching, especially in math, has meant that he has had "a phenomenal experience" at Notre Dame. As for research, he has sought opportunities elsewhere: "People are thrilled to have ND students in research labs, and I never had any trouble finding an internship."

Other students and faculty are more guarded in their analysis of the university's balance of research and teaching. "I think both are important," says junior Ken Herner, a physics major. He nevertheless was concerned before coming to Notre Dame that there might be too much of an emphasis on undergraduate teaching at the expense of research. "To get

into a good graduate school nowadays you have to have research experience," he says.

Similarly, the Rev. John Jenkins, vice president and associate provost, believes that students should not only want but even expect their professors to be active researchers. "If you take a chemistry class or a business class, you want to learn from the guy who wrote the book, literally," Jenkins says. But does writing the book necessarily mean that a professor can communicate the material in the classroom?

Administrators believe that no distinction need be made between researchers and teachers. Instead, the university hopes to develop professors who are both. "We seek to enrich the university's mission by truly making this a teaching *and* research university," says Roche. "That's extremely rare — only about a dozen or so universities, like Dartmouth, value both equally." How the university concretely plans to devote equal attention to each,



however, remains unclear.

Professors seem to agree that teaching and research are at least compatible concepts. Computer science and engineering Assistant Professor Matthias Scheutz, whose research areas include robotics and artificial intelligence, teaches a class on those subjects entitled "Behavior-Based Robotics." "There can be a potential conflict if what you are teaching is not in your field, but it's good if it overlaps with your field of expertise," Scheutz says.

David O'Connor, an associate professor of philosophy and classics, sees tension not between teaching and research, but rather between the kind of research done for teaching and that done for publication. O'Connor, who teaches "Ancient Wisdom and Modern Love," arguably the most popular class at Notre Dame, says that the research he pursues in preparation for his class is "visible to the students," but is not easily written up for publication. The reason for this is that his course draws upon many different fields of study, such as English, film and government, and cannot conveniently be condensed into a cohesive book.

Others, however, claim that research and teaching are so closely related that they reinforce each other. Chemistry Professor Dennis Jacobs says of laboratory research: "Research is very much a teaching experience, because students participate in the entire process." Howard says the same principle applies in the humanities. "You never understand something so well as when you have to teach it," he says. "The structure and clarity you have to find when you're teaching pays dividends when you write an article for publication."

#### *Climbing the ladder*

Everyone seems to agree that both are important. But for some professors, it can be a

trick to excel in both fields, especially at the beginning of their careers. With little teaching experience to look at, departments usually judge younger professors more heavily on the basis of research when they are hiring. A skilled researcher doesn't necessarily translate into a poor teacher, though — the two fields can complement each other. "When we bring teachers to Notre Dame, we focus on individuals who are deeply engaged in advancing their field of study — and that's good for teaching, too," says Jacobs.

New teachers usually teach two classes per semester, a course load consistent with a high-level research university, which is down from past years. This schedule is supposed to allow new professors to devote time to their research and to prepare for their classes. "In chemistry, at least, assistant professors actually teach fewer classes than tenured professors, because they have a steeper hill to climb," Jacobs says.

But as Roche noted in a 1997 address to faculty, the change in course loads had not been accompanied by an increase in hiring to compensate for the smaller number of professors available to teach classes. "We have far too many classes with more than 50 students," Roche said in his speech. This questions whether research quality is being

numbers may not necessarily address the shortage of full-time faculty and allow ample time for both branches of the profession, especially in light of an ever-increasing student enrollment.

The tension between teaching and research also becomes a problem in tenure decisions. After three years on the faculty, professors undergo reviews to determine whether they will continue at the university. After six years, the tenure process, which involve deans of the colleges and the provost's office, begins. Both of these decisions are supposed to consider equally aspects of research and teaching, such as work with the administration, undergraduate research supervision, in-class evaluations of the professor's teaching and publication in professional journals.

A professor's research paper or project is reviewed independently by a university peer and scholars from other institutions. Teaching reviews factor in teacher-course evaluations, student comments and course observations. The entire review process can take up to a year.

It can be difficult to treat research and teaching as equally as the administration or professors might like, though. Research can easily take center stage. In part, this is simply a function of how the two qualities are

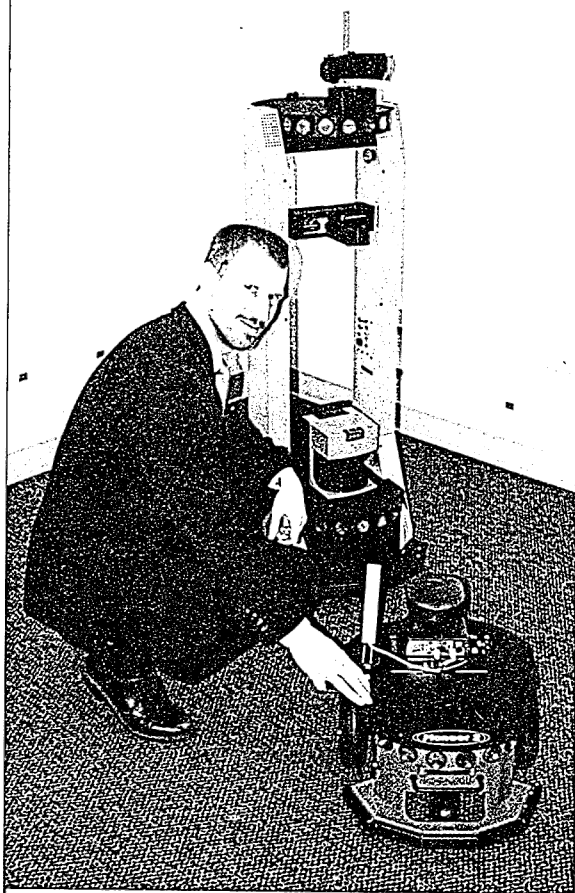
**"We seek to enrich the university's mission by truly making this a teaching *and* research university."**

**— Mark Roche, dean of the College of Arts and Letters**



sought at the expense of teaching quality. But Hatch points out that the university has hired 150 new faculty over the past decade. "We're starting our next long-range plan, which will include a modest expansion [in numbers of faculty]," he says, "but the size is approaching what it should be." But these

assessed: Research naturally lends itself more easily to objective measurement than does teaching. It is easy to look at a stack of journal articles or studies, grants awarded and portfolios of independent analyses and make an objective assessment of research quality. TCEs and syllabi present a much



**BOTS FOR ALL** Matthias Sheutz teaches what he earns. Pictured with some of his robots, the engineering professor instructs a class on artificial intelligence.

more subjective gauge of teaching quality. "TCEs get more at student satisfaction levels than actual learning," Jacobs says. "The gauges to measure quality of teaching are just not up to snuff. ... It's almost a default — you go with the measures you have. So some things get rewarded, and others go unrewarded."

Zuckert thinks that, at least in the Department of Government and International Relations, the department clearly communicates its research expectations to its professors, and those expectations tend to be higher than those for teaching. "There's definitely more pressure to publish than to teach," she says. "It may be extremely difficult to get tenure without a reasonable teaching record, but there's a certain tradeoff. If your scholarship is very strong, that might outweigh a lesser teaching record."

O'Connor goes even further, asserting that research in fact counts for much more in the tenure process. "You really don't have to have any impact on the undergraduates [to get promoted]," he says. "You just need [to have written] a book."

One major reason for this emphasis is that the university stands to gain more financially from research than from quality teaching. (See sidebar, right) Nevertheless, the university insists that the two factors of research and teaching are given equal weight in the tenure process. "We are asking

people to develop national reputations in research," Hatch says. "But we look at both carefully. If someone is an outstanding teacher but does no research, they may not be as good a fit for Notre Dame as for a purely teaching college. And it's the same the other way, because teaching quality is important. We want a unified

faculty who can do both. We want faculty who are actively engaged in the life of the mind."

Says O'Connor, "If my interests were more narrowly focused on a single area of philosophy, I'd probably be a full professor by now." But while a more narrow focus would have made the completion of a book project easier, he believes that it would have detracted from his teaching quality, since a major part of what makes him a great teacher is his own intellectual development of a variety of interests. He finds it frustrating that although his "development as a professional intellectual is congruent with development that makes people a full professor," he publishes articles in journals regularly and his teaching is among the best at the university, he has not been promoted simply because he has not yet completed a book project. To him, this indicates that the university is not as committed to undergraduate teaching as it is to research. "As a professional in this field, you have to teach undergraduates. You can't commit felonies while you're doing it, but that's about it," he says. Adds Howard: "All rhetoric notwithstanding, good research probably trumps teaching."

### *Balancing act*

Even if the university treats research and teaching as equally as it claims, professors must decide for themselves how to find balance in their own careers. After his interview, for example, Scheutz immediately has to rush back to his lab to set up newly arrived robots. Howard lists at least six conferences he will attend just between the end of the semester and June.

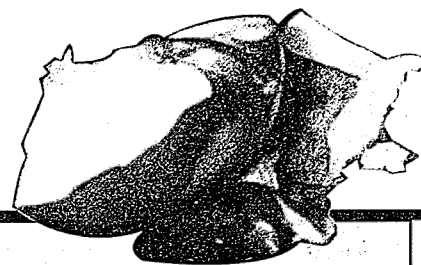
Tillery laments that his research has suffered as he has worked hard to set up and teach his classes, but still holds out hope: "I'm sure I'll catch up this spring!"

"The perception might be that it's a zero-

"You really don't have to have any impact on the undergraduates [to get promoted]," he says. "You just need [to have written] a book."

— David O' Connor, philosophy professor





sum game, but it's not," says Howard. Rather than research getting more attention at the expense of teaching, or vice-versa, he suggests, in reality they both require more time. That means vacations and breaks often serve as "free" time to focus in on research. "Holidays are actually the times we get things done," Scheutz says.

Tillery says that it can be difficult, especially for younger professors, to balance their time — especially because, as he sees it, assistance for younger professors as teachers is not quite as readily available as funding for research. Also, fewer teaching assistants per student are available at Notre Dame than at other schools. "We spend all of our time grading papers, when TAs could help free up our time for research," Tillery says, citing a common practice at major research institutions like Harvard. "There are definitely things that can be done without another billion dollars being raised for the endowment."

But Roche says there are resources for young or inexperienced faculty. The Kaneb Center for Teaching and Learning, for example, offers workshops and individual consultations for professors. Departments also keep syllabi on file for professors to use as a reference.

Howard says that mentoring programs are in place to provide professors with observations and feedback on teaching styles and textbook selections. In any event, professors must still arrive at their own conclusions on how best to divide their resources. "Academics value time almost as much as money," says Tillery with a rueful smile. "Time management is absolutely essential."

In spite of the nay-sayers, the university plans to press forward with its goal of being a top-ranked research institution while it continues to support teaching goals. "Teaching is our *raison d'être*," Roche says. "And we don't want to relinquish that."

Neither do most professors — but there are only 24 hours in a day. □

## Show Me The Money?

A professor's research isn't cheap — in dollars or hours. According to philosophy Professor Don Howard, "[You're expected to] generate a steady flow of grant money. On the humanities side, it's 'publish or perish.'"

Students always are hearing about grants awarded to further cancer research or that Professor X has received an endowed chair. But what makes one different from the other?

### • *Fellowships and Grants*

Especially in the sciences, professors rely heavily upon grants to fund their research. These grants generally are provided by the government, corporations or private philanthropic organizations. One such grant allowed professors at the Hessert Center to work on projects for the US government, including designing turbo-jet engines for NASA. The cost of research, however, is not just monetary. Professors must do a lot of work to obtain grants, and this can take many hours — hours not spent preparing for a lecture or meeting with students. "You can spend more time writing grant proposals than doing actual research," Howard says. Once the money is obtained, it is used to buy equipment, hire research assistants and do the work. The research projects are then supervised by committees set up by their fund-providers and are re-evaluated from time to time just to make sure that the research is proceeding according to plan.

### • *Endowed Chair*

Endowed chairs, deanships or professorships, most often awarded for research — all come from the endowment, which is the university's money pool. The funds cover a year's salary, benefits and research costs. The endowment itself gets its cash from university fund-raising, often gifted by alumni and other big donors. The university pays its bills with the accrued interest, including professors' salaries and benefits. With a \$3.5 billion dollar pool, the university has plenty of funds to live off, even if not all of the money can be used at once.

Most monetary donations are appropriated by the provost's office, as some gifts are earmarked for a specific department or research field. For example, a donor may contribute \$1 million to be used for psychology research. The provost may award the endowed position to a professor deemed to be conducting exceptional research in the specified field. However, the university also may choose to use the money as a recruiting tool for the department, in which case they could offer the endowed position to a renowned psychologist who is considering leaving his position at another university or lure a talented professor from another institution. The recent Generations campaign, which raised more than one billion dollars, has provided even more funding for endowed positions.

Like all universities, Notre Dame aspires to have endowed chairs for each position. That would mean salaries would not have to be paid out of the operating budget and more money would be freed to fund the day-to-day maintenance or other projects, providing a serious financial incentive for the university to bring in and keep researchers.

— Jacklyn Kiefer

# CAMPUS WATCH BY THE GIPPER



TIP: THE GIPP GIPPER.1@ND.EDU

**G**ood evening, Gippings. Between chaperoning parents at JPW and following every scintillating tract in the debate over *The Vagina Monologues*, the Gipper has been a busy man lately. So it came as a bit of welcome solitude this week when the Gipp locked himself away in the *Scholastic* office to read his latest batch of tips.

Before getting started on those, however, the Gipper would like to offer his apology to the residents of South Quad. According to a helpful young Pangbornite, the two trouser-wetting filmmakers of last issue's column were in fact *Stanford* residents, not Fisher. The two fellows were merely too embarrassed, she claims, to film on their own premises. The Gipper has received neither confirmation nor rebuttal of this tip, but he invites you to consider the *Stanford* residents you know in determining its validity.

And now for some tips.

## En Fuego

One of the great pleasures of being the Gipper is trying to decipher the convoluted tips that people send in about their drunken exploits while they're still drunk. This next one meanders pretty badly, but the Gipp thinks it goes something like this:

A young dude gets drunk (oh my!) at Heartland last weekend and somehow finds his way into the establishment's kitchen, where all the liquor is stored. He resolves to leave before he is caught, but on his way out he begins fumbling around with a cash register. As expected, a bouncer shows up and promptly ejects him.

Undeterred, the dopey fellow finds a friend and returns, hoping to snag some of the booze. He grabs a box of wine and sets back out for the door, but once again his impaired attention span gets the best of him, and he starts playing with a stove burner. Can you see where this is going? The event culminated in a blazing kitchen rag, a poorly controlled fire extinguisher and — you guessed it — the angry bouncer. How did our compadre extract himself from this mess?

A \$200 bribe, of course.

## In and Out

Over JPW, a Zahm resident was ambling back to his dorm at about 1:30 a.m. when he noticed a girl trying to hoist herself into a first-floor window. When questioned, she explained that the doorknob of the room she was trying to enter had broken, and that this was her only possible means of entry. (These tips get weirder every week.) So the young Zahmbie helped her up, and went in to tell some of his RA buddies about the peculiar situation.

So the RAs investigated, and sure enough, the handle had come off the young gent's door. "Can you get out?" they called in. The fellow answered no, so they began prying the door open.

Then it dawned on the RAs that the door was dead-bolted from the inside. They persisted, and the captive young man finally opened up, his face flushed and his drapes flapping in the wind. The RAs were confused. "You know that parietals aren't until two this morning, don't you?" they asked him.

At this, the lad cursed loudly, and the RAs ran to his window and called out, "Come back! You still have ten minutes!"

Those kidders.

## Tipping 101

Now the Gipper would like to share a bit of advice with future tipsters. Over the last couple of weeks, a young woman has been keeping the Gipp posted on the budding romance between her friend and a Golden Dragon delivery boy. The story started out all right: Following a February 14 delivery he received a big red Valentine from his admirer, and she

invited him to a party the next weekend. Unfortunately, this isn't a tip.

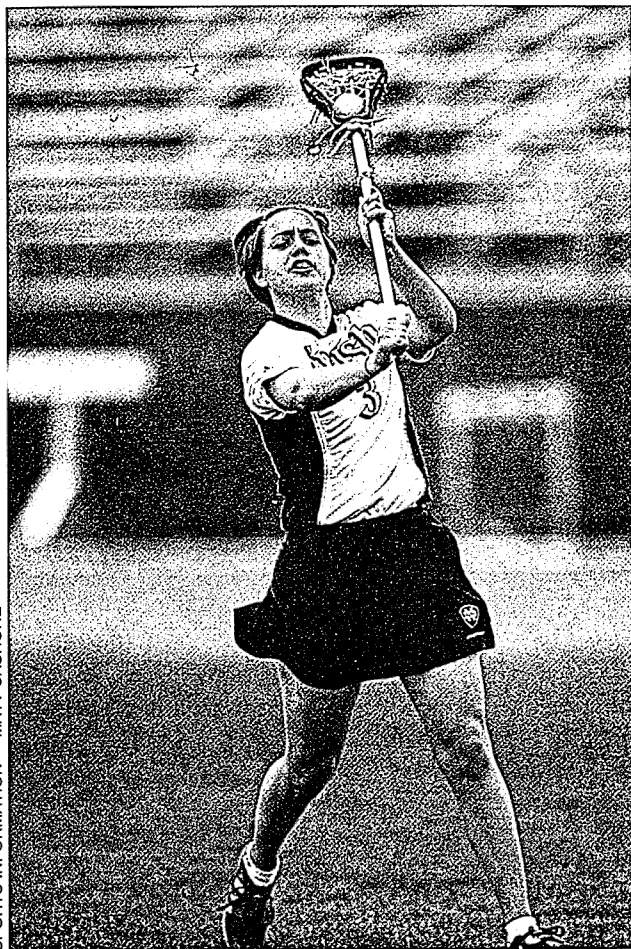
After the party, the Gipp received another update, labeled "Hot Tip ... Part 2." Hoping for something better, the Gipper dove right in; but he was again disappointed. The tipster reported: "Gipper, the party which I alluded to in my last email took place last evening and can be described in one word: comedy. Our friend ... showed up after midnight and seemed ill-at-ease at first. When asked which he preferred, China or America, he said 'America ... freedom.' My friend whispered



in my ear 'Freedom? He works 12 hours a day, 7 days a week... what kind of freedom is that?' He failed to get jiggy, because he was driving later, and confessed that this was his first *Notre Dame* party. (Imagine that!) The cops broke up the gathering at 2:00 a.m. We assume he believes that this is how a normal party ends ... Again, this stuff is too good to keep in the dark."

Sorry, ladies. Still not a tip.

Well tipsters, the Gipp is looking forward to hearing some superior scandal from you all after Spring Break. Be sure and take plenty of photos — the Gipper's editors have promised him two pages next issue if he can fill them up with your sordid affairs. So enjoy the beach — and watch out for crabs. □



# IRISH EYES ON

DANIELLE  
SHEARER

Danielle Shearer is a junior midfielder from Hampstead, Md. She led the 2001 Irish in goals (35) and was second in points (41). She is efficient with the ball, scoring on 85 percent of her shots last year. In her senior year of high school, Shearer was selected for the South III region team at the 1998 United States Women's Lacrosse Association national tournament.

**I started playing lacrosse when I was:** in eighth grade, for my Rec Council team.

**If I could play any other sport at Notre Dame, it would be:** women's basketball, so I could win a national championship.

**My most memorable lacrosse experience at Notre Dame is:** beating Yale during last season when they were ranked, and we were not. It was a huge turning point for us.

**This year's Irish team is:** the best team Notre Dame has had. We're coming off a 10-5 season, and our goal is to make the NCAA tournament.

**My favorite class at Notre Dame is:** Muslim Christianity Encounters, because it was interesting, and I had an amazing teacher.

**My hardest class at Notre Dame is:** accounting. There are three types of people in this world: Those who can count, and those who can't.

**The team I am looking most forward to playing this year is:** Syracuse. They were our last game of the season last year, and we lost in a heartbreaker that cost us an NCAA-tournament bid.

**Which would make a better pet, a kangaroo or a koala?** A koala, because they don't take a lot of energy to take care of. They only eat one kind of leaf, which is made up of 99 percent water, which creates energy for digestive purposes. So they don't have energy for anything else. They just sit there.

**Should lacrosse be an Olympic sport?** Definitely. How can curling be an Olympic sport and not lacrosse?

**Other than lacrosse, I most enjoy:** watching *The Sopranos* with my brother.

**I came to Notre Dame because:** of the great tradition here and because of the girls on the lacrosse team, who made me feel at home.

— Gerard Meskill

## Jerry's Jabber

On Tuesday, the women's basketball team's home-winning streak was snapped at 51 games, as Villanova defeated the Irish 48-45. **G Alicia Ratay** led Notre Dame with 22 points and six rebounds. The Irish open up Big East Tournament play on Saturday. ... The hockey team swept Lake Superior State last Friday and Saturday, outscoring the Lakers 9-1 in the two-game series. The sweep gives the Irish a three-game winning streak, their longest of the season. **C Yan Stastny** scored twice in the second game. ND faces off against Bowling Green this Friday and Saturday to close the season. ... The top-ranked men's fencing team extended its unbeaten streak to 59 games, defeating Michigan State, Detroit-Mercy, Lawrence and Michigan on Sunday at the Wayne State Duals. Epeist **Jan Viviani** finished the season 42-3, which ranks third all-time in Irish season-winning percentage. The third-ranked women's squad defeated the same four schools as the men to finish the season 20-2. ND hosts the Midwest Fencing Championships on Saturday in the Joyce Center. ... The baseball team opened the 2002 campaign with three games last weekend in New Orleans. The Irish defeated Missouri 7-6 in 10 innings before falling to New Orleans and Southern Illinois, and suffering injuries to four of their starters. Freshman RHP **Chris Niesel** had a strong debut, recording 10 strikeouts, no walks, five hits and one earned run. The Irish travel to Homestead, Fla. on Friday for a four-game stand. □

# THE RANT

BY GERARD MESKILL



Words of  
wisdom from  
*Scholastic's* own  
sports expert



The Olympics are over, and all the awards have been handed out. But here's one more medal competition, where the gold goes to the games' most obnoxious country.

Few Olympics pass by without controversy, and the Winter Games in recent years have been even more scandalous than their summer counterparts. In 1994, we had the Nancy Kerrigan-Tonya Harding saga. In 1998, the American hockey team trashed their hotel room. But in 2002 the Olympics set a new standard for bickering and pettiness. For this, I wish to salute those who contributed the most. I'd like to award some medals.

The gold medal goes to Russia for three individual achievements. First, they bought the pairs' figure skating gold medal. In case you live in a box, I'm referring to Russia's pair of Elena Berezhnaya and Anton Sikharulidze

narrowly winning gold over Canada's Jamie Sale and David Pelletier, despite what the media constantly has labeled "an obvious technical error" on the part of the Russians. The result was a media circus that put pressure on the IOC to break down and award both pairs gold medals.

The Russians whined that the decision was forced by the Western media's "American propaganda." The Olympics always have been corrupt, and that the Russians got caught cheating isn't the greatest travesty in the world. However, to have the audacity to complain that you are being treated unfairly after being caught cheating is a cut above.

Even though the pairs skating controversy alone was enough to lock up Olympic gold, the Russians decided they weren't done stirring up controversy. Just a few days after the pairs incident, America's Sarah Hughes rose from fourth place after the short program to upset Russia's Irina Slutskaya and fellow American Michelle Kwan, who took second and third respectively. The Russian Olympic Committee wasted little time petitioning the IOC to award Slutskaya a gold medal as well, claiming the American judges cheated the Russian skater. The petition promptly was denied by the IOC, and for good reason. There was absolutely no merit to the claims; Russia was just looking for an excuse to whine.

After the petition was rejected by the IOC, the Russians made their most ludicrous move of all, threatening to pull out of the Olympics altogether because the NHL hockey referees employed by the Olympics were favoring Western countries. Hopefully those referees won't have that comment in mind when all but a half dozen of Russia's players return to their respective NHL clubs.

Finishing a distant second to the Russians is our friendly neighbor to the north, whose gold medal in hockey was engineered almost solely by Wayne Gretzky. After the Canadian men's hockey team finished the preliminary round a dismal 1-1-1, capped by a near-defeat to a severely outmatched Germany, Gretzky de-

cided he needed to fire his team up.

His rant began innocently enough, complaining about a crosscheck by Czech Republic's Roman Hamrlík on Canada's Theoren Fleury. (Both are NHL players for the New York Islanders and New York Rangers respectively.) However, his comments soon escalated from a passionate yet legitimate complaint into little more than idiotic banter.

"Payback's going to be awful tough," he said. "Believe me, it's not going to be pretty. I wouldn't want to be in that Rangers-Islanders game next week."

After Gretzky laid out the groundwork for more violence between the New York rivals, he took it upon himself to turn Hamrlík's crosscheck into an international affair.

"I don't think we dislike those countries as much as they hate us," he said. "That's a fact. They don't like us. They want to see us fail."

He capped it all by echoing the Russians, referring to the United States' coverage of Canadian hockey as "American propaganda." It is in these last two statements that he's gone too far. First of all, who hates Canada? The answer is nobody. Everybody is too busy hating the United States. Second, Gretzky forgot a couple of things when he accused the American media of propaganda: The American hockey media is largely Canadian, and the general American media almost was entirely responsible for the IOC awarding the Canadian figure skating doubles' pair their gold medals. If American propaganda existed in these games, it certainly wasn't hurting Canada.

Gretzky's comments were nothing more than a ruse to inspire his hockey team to play better. While he attained his goal, he gave his nation and himself a black eye, taking home the silver medal for Canada.

Finally, the bronze goes to the United States. Almost all of the incidents listed above were blown out of proportion by our media, causing controversy to overshadow the individual achievements of the 2002 Olympians. Once again, the Winter Olympics will be remembered for scandal, not excellence. □

## OUR CALLS



**SPORT:** BASEBALL  
**OPPONENT:** DUQUESNE  
**WHERE:** HOMESTEAD, FLA  
**WHEN:** FRIDAY, MARCH 1, 7:00 PM

Coming off a slow start and injuries to the 2-3-4 hitters in the lineup, the Irish will be looking to regroup when they face Duquesne Friday. Despite the depleted offense, ND squeaks past on the strength of their pitching, winning 3-2.

— Gerard Meskill  
Sports Editor

Coming off a rough opening weekend, the highly-ranked Irish squad will bounce back against Duquesne. The young pitching staff will shine and the reserves will produce at the plate as the Irish win, 7-3.

— David Murray  
Assistant Sports Editor

Let's be honest. We're playing Duquesne. Can you even pronounce that? Notre Dame can't lose to a team with such a ridiculous name. My prediction: Notre Dame 11, Duquesne 2.

— Matthew Barr  
Managing Editor

**AT THE OLD BALL GAME** Pitching coach Brian O'Connor sits with his 2002 freshmen. With the loss of graduated pitchers Aaron Heilman and Danny Tamayo, these new additions to the team have big shoes to fill.



# great EXPECTATIONS

Freshmen pitchers face intense preseason hype

JESSICA DAUES

Last preseason, the future of Notre Dame baseball looked bright. The Irish received their highest-ever preseason national ranking at No. 9. Aaron Heilman, arguably the best pitcher in ND history, had turned down a million-dollar signing bonus with the Minnesota Twins to return for his senior season. Danny Tamayo, the team's No. 2 pitcher, finally had recovered from elbow surgery. Riding on the arms of Heilman and Tamayo, the Irish lived up to their preseason clamor, ascending as high as No. 1 in the rankings and getting within one run of a spot in the College World Series.

Fast forward to the present. Gone are Heilman — drafted in the first round by the New York Mets — and Tamayo — drafted in the 10th round by the Kansas City Royals. Each started 15 games last season and led the team in wins with 15 and eight, re-

spectively. Despite such huge losses in the pitching staff this season, the Irish received an even higher preseason ranking this year than last: No. 5.

Huh?

"I'm as amazed as anyone at the high ranking," says coach Paul Mainieri. "When you lose a guy like Aaron Heilman, who's the greatest player we've ever had here, and Danny Tamayo, who was as good as most people's No. 1 pitchers in the country ... and still have a higher preseason ranking this year than last, it is quite a phenomenon."

Here's part of the answer: This year's team is returning nine of its 10 starting players, graduating only shortstop Alec Porzel. While the loss of Porzel is a great one (.295 batting average, 59 RBIs and 8 home runs), the loss of only a single starting position player leaves the team's defense — perhaps the best in the nation — generally intact, as well as its offense. And Porzel's replacement at shortstop, freshman Matt Macri, is good

enough that he had to turn down a million-dollar signing bonus with the Minnesota Twins to play at Notre Dame. *Baseball America* listed Macri as the No. 2 college prospect among current freshmen and also forecasted him to be the No. 4 college prospect for the 2003 draft. He looks more than capable of putting up numbers similar to Porzel's, and the defense at shortstop won't suffer either.

Still, without good pitching, good offense and defense are almost worthless. The Irish return many dependable relievers, including seniors Drew Duff and Matt Buchmeier and juniors Matt Laird and Brandon Vilorio. Two key starting pitchers are back as well: juniors J.P. Gagne, who started 13 games last year, and Peter Ogilvie, who had an impressive sophomore season (5-1, 1.90 ERA) after sitting out most of his freshman season because of an elbow injury. Gagne logged 70.2 innings last season, third on the team only to Heilman and Tamayo. Both pitch-

## Freshman Phenom Pitchers

from left to right

**JOHN AXFORD**  
Port Dover, Ontario

**GRANT JOHNSON**  
Burr Ridge, Illinois

**MARTIN VERGARA**  
Paterson, New Jersey

**CHRIS NIESEL**  
Plantation, Florida



ers, Mainieri says, have proven they can handle the big games.

Still, Ogilvie and Gagne are not expected to be the dominant duo that Heilman and Tamayo were last season. So the question remains unanswered: Why the higher ranking? Perhaps, Mainieri hints, the secret lies with the freshmen pitchers.

This year's freshmen pitchers, part of a freshman class that *Baseball America* ranked No. 1 in the country, includes right-handers Chris Niesel, John Axford, Grant Johnson, Martin Vergara, Tyler Jones and lefty Scott Bickford. The talent level of these freshmen makes the class unique. Of the six freshmen pitchers, four were drafted by major-league baseball teams (Niesel, Axford, Vergara and Jones). Johnson was passed up in the draft simply because his commitment to Notre Dame was so strong.

Currently, the brightest stars among the freshmen are pitchers Axford, Johnson, Vergara and Niesel—a group which Mainieri calls his “Fab Four.”

Tall, lanky Axford is 6-foot-5 and 175 pounds, and his fastball reaches 93 mph. He has an overhand curveball similar to St. Louis Cardinals' pitcher Matt Morris. He still is perfecting his changeup, and since the fall he has been working to add weight. “If Axford continues with what he is doing, adding more strength and weight, then the sky's the limit for him,” pitching coach Brian O'Connor says. Axford pitched in the team's second game of the season, a loss to the University of New Orleans, relieving Gagne and allowing three hits and two runs in four innings.

Johnson resembles a young Heilman, with Heilman's hard fastball, nasty slider and even nastier disposition on the mound. He even inherited Heilman's number 22 jer-

sey, given to him by Mainieri. “Grant is a real competitor,” O'Connor says. “When he pitches, you know he's going to give it his all. He's going to walk off the mound exhausted.” Last year Johnson was one of only 22 high-school players selected for the U.S. Junior National team and he went 2-0 for the team with a 0.93 ERA. He threw six innings in relief of Ogilvie and allowed only 2 hits in Notre Dame's win against the University of Missouri.

Martin Vergara is a shorter version of Johnson. A New Jersey all-state quarterback in high school, Vergara is a natural athlete. He has great control of his 88-92 mph fastball and two outstanding breaking pitches: a curveball and a slider. After a rocky start pitching an inning of relief in the team's 6-2 loss to Southern Illinois on Sunday, Vergara looks to rebound in this weekend's games in Homestead, Fla.

Niesel, who was one of only five high-school pitchers to be named a first-team All-American, is the most polished of the freshmen pitchers, and he started the third game of the season on Sunday against Southern Illinois. His five-inning outing included 10 strikeouts, no walks, five hits and only one run allowed. He sports an 88-92 mph fastball and has a lethal curveball. “His curveball is what makes him,” says O'Connor. His change-up is almost as dominating as his other two pitches.

Throwing a freshman like Niesel into starting roles isn't common. The last time a freshman pitcher started an opening weekend for Notre Dame was in 1995. His name was Christian Parker, and he made his major-league debut last year with the New York Yankees. But, then again, finding such talented, polished freshmen isn't common either. And there's no reason to keep exceptional pitchers

out of a game just because they are freshmen.

“It's amazing how ability can overcome inexperience,” Mainieri says. “Once we give a player the ball and he goes out there to stand in the middle of the diamond on the mound, we could care less if he's a freshman or a senior. ... The guy who gets the job done best is the guy who gets to pitch most often.”

But don't look for the freshmen to be throwing 100-plus strikeouts per season quite yet. “I think people across the country feel that [Axford, Johnson, Vergara and Niesel] are going to be the heirs apparent to Heilman and Tamayo,” Mainieri says. “But certainly it takes time to achieve that kind of status. Those kids won't do it right away—they'll have some inconsistency, but they have potential.”

Tyler Jones, though recruited with as many of the same expectations as the “Fab Four,” doesn't figure to be as large of a factor this season as some of the other pitchers in his class, although he's no less talented. He spent most of the fall injured and didn't receive many chances to prove his stuff. Jones is a strong, physical pitcher who can throw the ball up to 90 mph, and O'Connor likens Jones's ability and mechanics to former Irish pitcher Brad Lidge. Lidge logged only about 20 innings as a freshman, but he developed his pitches as his career went on. He pitched 80 innings as a senior and went as a first-round pick in the 1998 draft. O'Connor tentatively predicts that Jones's career might follow the same path.

“Brad had the same kind of body and arm strength [as Jones has], but he needed to refine his mechanics and location and gain more consistency with his breaking ball,” O'Connor says. “The best is yet come with Tyler Jones. The other [four freshmen] are more polished. But Tyler, he could just explode.”



**ROOKIE OF THE YEAR?** Right-hander Chris Niesel leads the pack of Notre Dame's much-coveted freshman pitchers, part of a freshmen class ranked No. 1 in the country.

Still, the freshmen aren't fooling themselves into thinking they know it all. "Making the transition into college is huge," says Jones. "A good pitcher can just blow by batters with fastballs in high school. But in college a pitcher really needs to learn how to pitch. He has to be smart, because the batter he faces is going to be good."

To learn the finer points of college ball, the freshmen have been looking to upperclassmen pitchers such as Buchmeier, Ogilvie, Gagne, Vilorio and Laird for guidance. According to Buchmeier, the freshmen have been eager to watch how the upperclassmen condition themselves and handle batters, so the freshmen can learn what they must do in turn to be successful.

"The freshmen show a lot of talent," says Buchmeier, "but they are willing to work hard, put in as much effort and learn just as much as everyone."

Only time will tell whether these freshmen can truly become the field presence that Heilman was for the past four years. "Ability-wise, it's without a doubt they could be as good as Heilman," O'Connor says. But what separated Aaron Heilman from most pitchers in college baseball, O'Connor says, was his ability to raise his game to a higher level when his team needed him the most — "That's what we don't know about these guys. ... You just don't know until you get out there playing."

This team's goal is nothing less than the top: the College World Series. The team also is hungry to win the Big East — ND hasn't won for the past three years, so none of the current players ever have played on a Big East championship team. This season, the Irish have the offense and the defense to do it.

But to have the pitching, some of the freshmen will have to step up. "The freshmen, numbers-wise, are such a big part of our team that they're going to be counted on heavily," O'Connor says. "In order for us to reach our goals, they are going to have to pitch and play to the level they can."

No problem, says Niesel. "We have an experienced lineup, and people keep saying the pitching is young," Niesel says. "But the team can rely on the freshmen, and the team has confidence we can get the job done." □

Rounding out the class of freshman pitchers is Scott Bickford, a 6-foot-4 lefty who weighs 160 pounds. He has great off-speed pitches and good control, but needs time to put on weight and boost his velocity. "As he matures and adds strength, he will develop into a great college pitcher," O'Connor says.

The losses of Heilman and Tamayo left some big holes in the Irish rotation, so it makes sense that Notre Dame recruited so many talented pitchers to plug up those holes. But being expected to take over for pitchers like Heilman and Tamayo can't be easy for anybody — especially freshmen — and such expectations can be daunting. But the freshmen seem to be taking the pressure in stride and using it to their advantage.

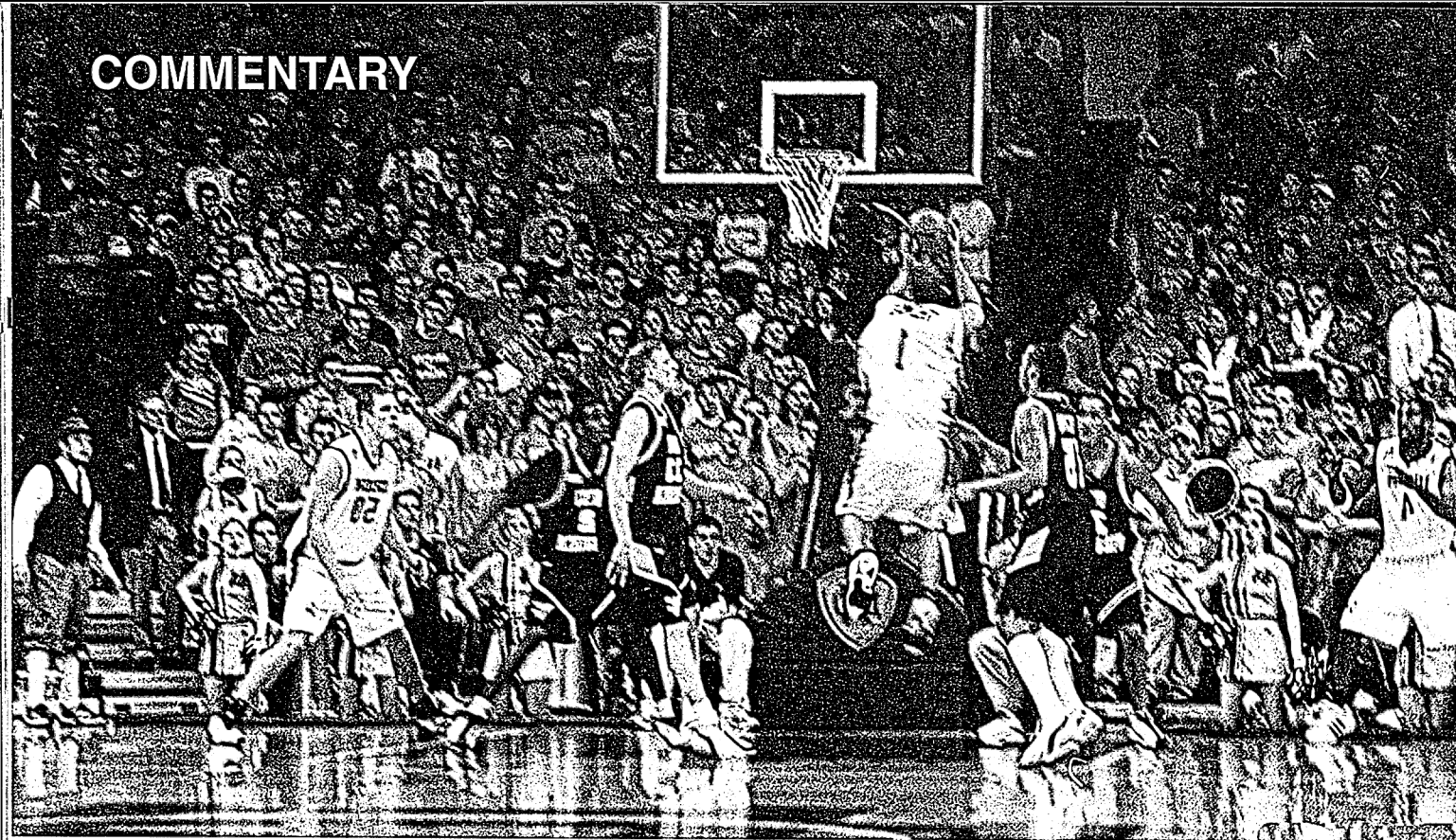
"There's always pressure when you are ranked so high," Jones says. "But when you have a group of good players like we do, you live for the pressure and want to live up to it."

Niesel agrees. "We believe in ourselves,

so we're not worried," he says. "We think it's good that we have a good group and that people respect us."

Upperclassmen share the rest of collegiate baseball's respect for the freshmen pitchers. "Each one brings a new burning desire to compete and win in the clubhouse," junior pitcher Brandon Vilorio says. "I certainly believe that this group of freshman pitchers will live up to expectations."

There is much evidence to back up their faith. All of the freshmen pitchers have experience in big-game situations. For example, Niesel pitched at the highest level of high-school baseball in his home state of Florida and pitched in the state-championship game. Johnson, in his time with the Junior National team, started two games in international competition in Cuba. Likewise, Axford pitched for Team Canada in the Dominican Republic this past summer.



# >> securing a SLOT

GERARDMESKILL

"I think it's hard to keep us out of the tournament with our resume right now," says coach Mike Brey. "But you can never say never. Until March 10, I'll be uneasy."

There's a reason for Brey's anxiety. With collegiate athletics' biggest tournament fast approaching, the Irish are once again sitting squarely on the bubble. With a record of 19-8 prior to Wednesday's game against Saint John's, Notre Dame ordinarily would have little to worry about. In the history of the NCAA tournament, no Big East team with 20 wins ever has been denied an at-large berth. However, the Big East is having a rare year, with eight teams at 18 wins or more. It is impossible for all eight teams to make the tournament, but is possible for all eight to win 20 games. Some teams will have to go.

Of course, Notre Dame made things easy by locking up its spot in the NCAA Tournament when it beat Providence and proceeded to the Big East tournament final.

"I think we just need to win our last two games, and then have a better showing in the Big East tournament than we've had for our past couple of times getting there," says sopho-

more guard Torrian Jones.

If Notre Dame can accomplish that goal, then it will be a lock for its second-straight NCAA tournament appearance. But in perhaps the most balanced Big East in conference history, Notre Dame faces the threat of a first-round departure from the Big East tournament and compulsive nail biting until Selection Sunday. If that does occur, the selection committee will be forced to make some tough decisions. Here are the arguments why they should choose Notre Dame, even if the Irish don't advance in the Big East tournament.

## Schedule Strength

Notre Dame's schedule ranks as the 43rd most difficult in the nation as of ESPN's February 23 RPI index. The Irish have played eight ranked teams this season. Five of those contests have been away from the Joyce Center, and Notre Dame's record against those teams is 3-5. While this record is not great, it is respectable for two reasons: First, two of those three wins came on the road. Second, Notre Dame's margin of defeat averaged just 3.6 points per game in the five losses, while their margin of victory in the three wins was a healthy 9.7 points per game.

What these stats don't tell you, though, is that two of the three victories came against the same team: Pittsburgh. The third game came against a Miami team which has won just two of its last five games. If Miami goes out early in the Big East tournament, Notre Dame's win over the 'Canes may lose some of its luster in the eyes of the selection committee. Nevertheless, Notre Dame has shown their ability to contend with the league's tougher teams, and this will be noticed.

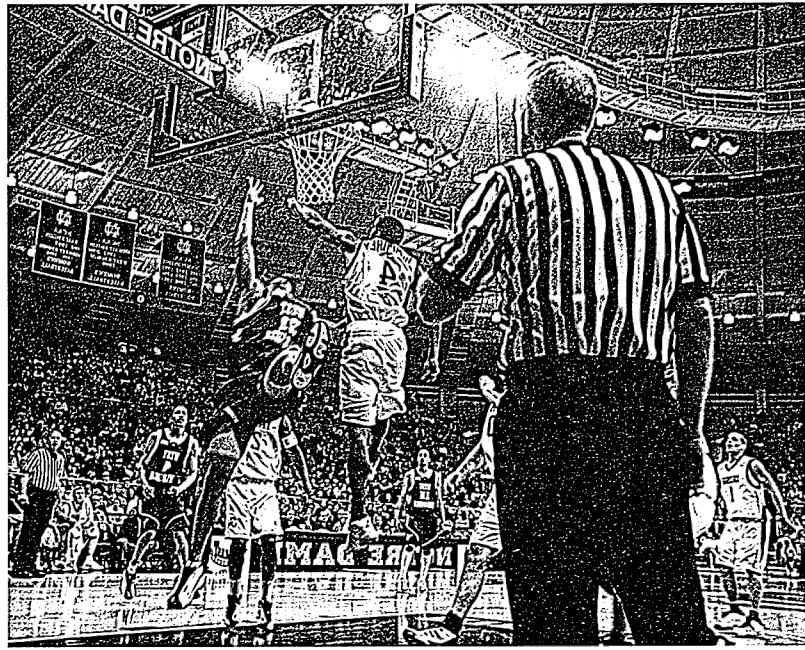
## Road Record

"We've played [on the road] as good as anybody. We're very comfortable away from home, and we're a veteran group that has played a lot of games together," says senior forward David Graves.

Indeed, the Irish have been road warriors this year, posting a better record away from the Joyce Center (11-4) than at it (8-4). This bodes well for Notre Dame's chances, since one of the biggest criteria examined by the selection committee is a team's away record. What looks even better is that three out of the four road losses came against ranked teams (Indiana, Alabama and Syracuse), and the total loss margin for those four games was a paltry 12 points, or a three-point basket per



**AIM HIGH** This season the Irish have been on fire at venues all over the country, compiling a record of 11-4 on the road. This stat should help the Irish come Selection Sunday.



As March Madness draws near, the Irish faithful wonder if the men's basketball team will be selected to play in the NCAA tournament. *Scholastic* explains why they should be.

game. If the Irish make the NCAA tournament, it will be on the strength of their road record.

#### Conference Play

Notre Dame is 9-5 in Big East conference play, tying them with Syracuse for second in the West division and third overall in the conference. While this position seems favorable, it is not guaranteed, since three teams are within a game of the Irish in the standings. Miami is 9-6 in the conference, while Saint John's and Rutgers stand at 8-6. Behind them are Boston College and Georgetown, who could both still pull even with Notre Dame. Of course, not all of these teams can pass the Irish, since some of them are playing each other to finish the season. Nevertheless, Notre Dame's chances of making the tournament are much higher if they remain in the top four places in the conference.

One important difference in Notre Dame's conference record from previous years is that the Irish have not taken many bad losses. In fact, Notre Dame has dropped only one conference game this year that they were heavily favored to win, a two-point loss to Villanova to open Big East play. Other than the Villanova loss and another 10-point defeat

at home against Georgetown, the Irish have been strong in conference play. Their Big East record should not hurt them on March 10.

#### Momentum

Along with road wins and victories against ranked opponents, the selection committee pays close attention to a team's momentum heading into its conference tournament. Notre Dame is 7-3 in its last 10, a stretch that has pitted them against three ranked opponents.

While Notre Dame's momentum clearly is strong, it might actually be the momentum of the teams competing with the Irish for at-large bids that will prove the deciding factor. Of the eight schools competing for what probably will amount to six Big East at-large bids, three of them can be considered locks at this point: No. 10 Pittsburgh, No. 22 Miami and No. 23 Connecticut. Here are the remaining five teams with their records in their last 10 games: Notre Dame (7-3), Rutgers (7-3), Saint John's (5-5), Boston College (4-6) and Syracuse (4-6). Only Rutgers can match Notre Dame's momentum, posting a 3-1 record against top-25 teams over that 10-game span.

competition, posted one of the league's best records on the road, placed in the top third of a major conference and won down the stretch. All Big East teams that would hope to rob the Irish of a bid have all failed on one or more of these criteria. Based on these facts, Notre Dame deserves an at-large selection to the NCAA tournament, along with conference foes Pittsburgh, Connecticut, Miami, Syracuse and Boston College—unless Rutgers has a strong Big East tournament and supplants the Eagles.

The berth would make two straight for the Irish, who were denied 11 consecutive years prior to coach Brey's arrival last year.

"It would be a huge success for this group to get back into the NCAA tournament for a second time after having an 11-year drought and losing a guy like Troy Murphy and your starting point guard, Martin Ingelsby," says Brey. "[The team] will be hungry to advance in the tournament, but I'll make sure they know that it is a successful thing to get us to that point."

Coach Brey can consider this season a success then, because the Irish are a lock. □

#### Summary

Notre Dame has played well against tough

*Note: All evaluations omit Wednesday's games.*

# Cravin' Something Unusual

Senior FTT major brings the cutting edge to Notre Dame

SHAUN HARRIS

Not many directors set out to exhaust their audiences or advertise the difficulty of their plays, but senior FTT major Beth Hoffmann doesn't worry about scaring away her audience. "I want them to leave the theater tired," Hoffmann says. "I want to bombard them with something that is beautiful but not standard."

A fan of the *avant-garde*, Hoffmann has taken it upon herself to infuse Notre Dame with the edgy, barrier-breaking theater that usually is reserved for more accommodating venues. For her senior FTT directing final, Hoffmann has chosen to direct Sarah Kane's one-act play, *Crave*. She has definite ideas of what she wants from her audience, and *Crave* certainly will accomplish those goals.

The play is a stark and daunting look into the mind of Sarah Kane, a British playwright whose work Hoffmann first encountered while studying in London last spring. Kane, who taught at Bristol University in England and was a member of the Royal Crown Theatre, committed suicide in 1999. In her short career, Kane quickly earned both praise and criticism for her controversial plays. She suffered from great bouts of depression, and the effects of that depression show up in the pain and tragedy of her works, especially in *Crave*.

Hoffmann describes the play as "a quartet written for four voices, delving into the soul-shattering pain and ecstasy that exists beneath the surface of everyday existence." The four characters — M (Kelly Hart), C (Kat Walsh), B (Tom Conner) and A (Matt Holmes) — have letters instead of names and represent moods, memories and conjectures. Together, they present the internal story of a woman's mind, with their dialogue conveying the woman's thought processes to the audience.

"In the end, it becomes a decision about whether she wants to go on living," Hoffmann says. "It's a challenging moral piece in some respects, almost a trial-by-jury of the very concept of life."

Watching the play is like wandering into a Virginia Woolf novel. The dialogue is filled with non-sequiturs coupled with echoes of emotion. In one scene, a character says, "Your hair is an act of God." The other character

responds, "A Vietnamese girl, her entire existence is given meaning permanently in the 30 seconds in which she fled from her village." The dialogue seems nonsensical, but the characters are written to mimic the sporadic interaction of these thoughts within the mind. They don't follow a narrative, but rather express vestiges of memories and thoughts.

The play has been performed only a few times in the United States, and never with great success. According to Hoffmann, the shows were lacking in their presentations of the characters. "Most of the productions have them just stand in a row and talk," she says.

Hoffmann has chosen to present the characters in a new way, by pushing the performers practically into the theater space, away from the stage and closer to the audience. One scene, for example, shows three of the actors screaming and cursing at each other as the fourth ambles dejectedly around the audience. According to Hoffmann, the confined space of the lab theatre at Washington Hall helps rather than hinders this interaction between actors

and audience. "It needed a small space," she says.

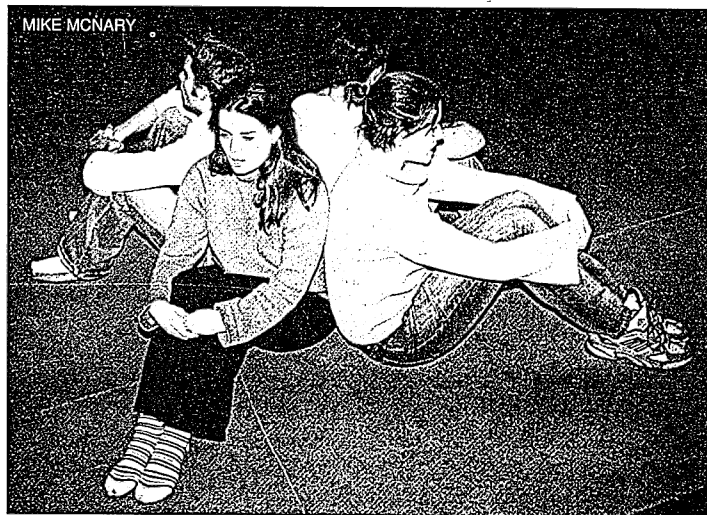
The production also relies on lighting to show the interaction between the different thoughts. "It's the brightest in the center and lighter at the edges," Hoffmann says, explaining that the characters at the center of the stage represent the thoughts that are currently at the front of the woman's mind.

You likely won't be able to follow any recognizable plot in *Crave*, but don't worry. Even the actors find it difficult to pin down the play's plot. "It hits a lot of hard issues: sex, suicide, rape," Conner says. "It's a lot of dark stuff."

More importantly, *Crave* is a test of wills between the audience and the performers, both

in form and in content. "It will certainly be very different from almost anything that's been done on campus before in terms of theatre," Hoffmann says. "That's what makes it exciting, but that's also what makes it difficult to accept at certain points."

Sitting through *Crave* certainly can be an endurance test for the mind. The play is not user-friendly, but Hoffmann and the cast feel there is something for the audience to take away with it. "The reason to see this play is because it shows the inner turmoil of things we never say that we thought," Holmes says. "I think the audience will be sitting there think-



**THE LETTER PEOPLE** *Crave's* characters, who go only by the letters A, B, C and M, represent the playwright's moods and memories. They roam freely among the audience throughout the play, screaming and mumbling their lines.

ing, 'I can't believe somebody said that — even though that's what I was thinking.'"

Sentiments like these are music to Hoffmann's ears. "One of my foremost goals as a director is to cultivate a knowledgeable audience who, by being more attuned to the stylistic conventions of the piece, may be more open to its content and message," she says. For theater-goers willing to work for their entertainment, *Crave* will not disappoint. □

*Crave will be performed at the Lab Theatre in Washington Hall on February 28 and March 1 at 7:30 p.m. There is no charge for the performance.*

# Bikin' Irish

OOB learns there's a reason they call it the off-season

This week on OOB, the next gripping episode in the saga that is my semester abroad: The First Break.

My friend Carrie and I decided to spend it in Ireland. We started off in Dublin and made the obligatory stop at the Guinness Brewery. There we learned the *Guinness Book of World Records* was indeed created by the nice folks at Guinness. Once upon a time there were disputes popping up in pubs over random facts, like what the fastest bird in Europe was, and Guinness's managing director thought it would be helpful for bartenders to have a resource for settling them. He did a bit of research, and in 1951 the book was born.

It became the best-selling book of all time — excluding the Bible. Of course, now it lists much more than just birdie statistics. It lists lots of strange things done by nutty people, which is, conveniently, perfect fodder for filling column space when you've just come back from a Dublin pub crawl. For example, a man named Michael Lotito of Grenoble, France holds the world record for most metal consumed. He eats two pounds per day. Since 1966, he has consumed 18 bicycles, 15 shopping carriages, seven TV sets, six chandeliers, two beds, a pair of skis, a computer and a Cessna light aircraft. After a few years of finding this sort of thing in the Guinness book, undoubtedly pub discussions have turned from simple trivia to deeper questions, such as, "What on earth would possess someone to do something so absurd?"

There are a variety of reasons, I should think. The desire to achieve the exceptional, for one. And then there's boredom, stupidity and mental imbalance. I should know, because soon after we left Dublin, Carrie and I set out for Killarney, where we must have set the world record for Stupidest Bike Trip Ever Attempted.

See, when we planned our trip, we thought it might be fun to take a 30-mile bike ride around Killarney National Park. It's supposed to be one of the most beautiful places in the country, so it's always packed with tourists in the spring. We thought we'd seize the opportunity to bike it without the on-season hubbub, even if we had to deal with some winter wind and rain.

Of course, just like any other great achievers-to-be, we encountered nay-sayers, like my theology professor. "Biking in the west coast of Ireland?" he said when I mentioned our plans. "That reminds me of some kids last semester who thought it would be fun to go to Iceland on their first break. They wondered why the fares were so low. Heh heh heh."

But we were determined all the same. We were just like Kurt Osborn, who rode his bike on a wheelie from Hollywood to Orlando, setting the world record for coast-to-coast biking on one wheel. Only we had two wheels each. Oh, and we were in hell. When we started out, it was drizzling. By the time it was too late to turn back, however, the wind had reached gale force and turned the pouring rain into thousands of tiny, stinging needles. At one point Carrie held her bike up in the air and it flapped in the wind like the flimsiest of flags.

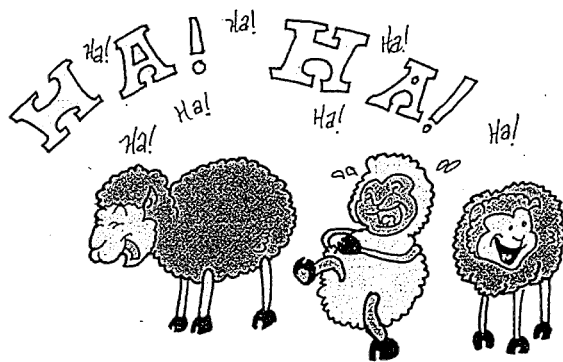
About halfway through we stopped to ask some locals what the quickest way to get out was. They told us the road leading back to Killarney was only 11 miles down the "trail ... heh

heh heh." The thing is that in the spring, when sane people travel in Ireland, there really is a trail that leads to the main road. In February, however, this area might be more accurately described as a "swamp." We arrived back at the bike shop five hours later covered in mud with near hypothermia.

Still, we had the satisfaction of finishing the ride. We may be lunatics, but at least we're accomplished lunatics. Thus, the moral of this episode, my

friends: When even the sheep are laughing at you, glare at the steep trail ahead, give it the finger — if you can still move it — and scream (I've cleaned this up for you considerably) "I'm beating this if I die trying, because I've got no other choice!" Of course then the wind will sock you again and blow your bike out from under you. But for one bright, shining moment, you'll almost hear the theme from *Rudy* wafting up from the valley below. It's enough to make you tear up a little, except you won't, because the wind has permanently parched your eyes and your tear ducts are frozen shut.

At the very least, it's slightly more heroic than eating a Cessna. □



O U T O F B O U N D S

BY CRISTIN FENZEL

# ITALIAN

## ND senior blends double major in

SHEILAFLYNN

Since the beginning of the semester, a small group of students has met four times each week in buildings across campus to prepare for a performance. Moving from O'Shaughnessy to Washington Hall to any other available space, they have memorized scripts, practiced lines and designed sets. And they haven't spoken a single word of English.

Led by senior theater and Italian major Laura Colangelo, the students are the cast and crew of *La Marcolfa*, a comedy by Italian playwright Dario Fo. With six actors, three scene designers and three stage managers, the play will be performed entirely in Italian. Armed with

Italian-English dictionaries, the cast has worked together closely and accomplished every aspect of the play's production—speaking only Italian.

Despite the enormity

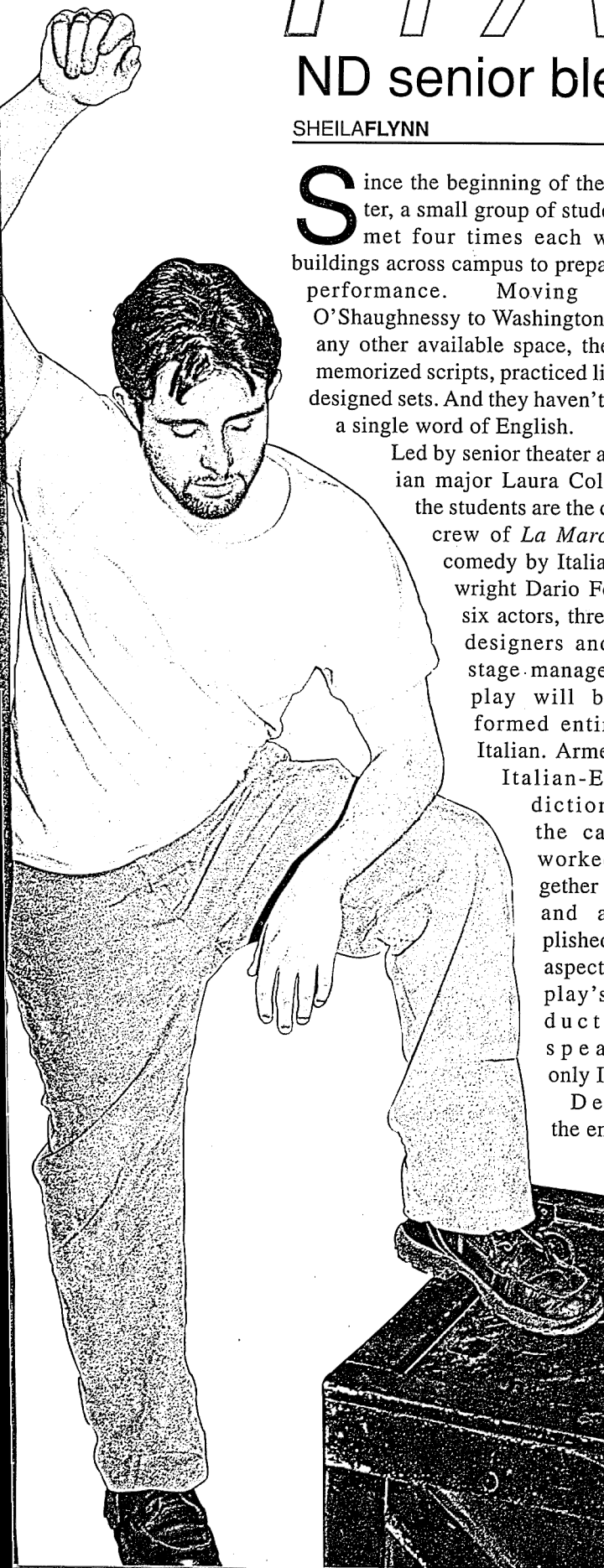
of the task, Colangelo, who plans to teach high-school Italian and hopes to incorporate theater into her classes, decided to direct the play as an experiment. "I think theater is really an excellent tool to teach language," Colangelo says. "Through repetition you begin to pick up phrases, vocabulary and grammatical subtleties that you wouldn't normally learn."

Acting on this belief, Colangelo approached Professor Colleen Ryan-Scheutz, director of the Italian Language Program about working on a project. Together, they dreamed up the idea for the play. With a grant from the Undergraduate Research Opportunities Program, they began reading scripts to select just the right show.

Although she is strongly interested in improvisational theater, Colangelo chose a more traditional, easy-to-follow script with which the audience could more easily identify. The one-act play, by Nobel-prize winner Dario Fo, introduces the audience to an unusual love triangle that centers around an undesirable and unattractive servant woman, the title character Marcolfa. After Marcolfa supposedly wins the lottery, she is pursued by nobility and servants alike. The situation turns into a hilarious patchwork of mismatched love as the suitors woo Marcolfa for her money and simultaneously grapple with their true loves.

Fo is famous for his radical satires attacking conservative institutions in Italy and around the world, such as the Catholic Church and the Italian government, but *La Marcolfa* is not one of Fo's biting satires. It does contain the humor for which he is world-

**CIAO** A play and its rehearsals entirely in Italian? This could seem daunting, but the actors and crew of *La Marcolfa* have stepped up to the challenge.



# IMMERSION

n experiment with language, learning and the stage

owned. "I picked this because it's a e," Colangelo says. "There's very sical humor, and it's easy to pick up on non-Italian speakers and early-level ents."

nce the script choice was finalized, angelo began work on production. In October, she publicized the show by ing Italian classes and posting flyers, auditions were held in early Novem- Once the cast and crew members were sen, Colangelo and Ryan-Scheutz ted work on another aspect of the w: educational experimentation.

What we hypothesized was that, ough the experience of an intense Ital- workshop, undergraduates' language iciency would improve through the nse 10-week project," Ryan-Scheutz .

Colangelo and Ryan-Scheutz adminis- d a language test to the participating rgraduates, whose language skills ed, before practices began. The exam sisted of reading, writing and oral onponents. The cast and crew will be d to take a similar test after the pro- tion, but both Colangelo and Ryan- eutz already have seen a notable im- vement in students' abilities. "I've mately seen an increase in self-confi- ce, which affects fluency and ease," n-Scheutz says.

ne participants, themselves, also have ed a difference in their language skills result of the experiment. "There are a f words that I learned from this experi- e that I've been using in Italian [class] t now," says Vanessa Arita, a first-year mber of the scene-design team. "Since era has made a point about speaking to n Italian we're more free about speak- n Italian."

Colangelo and Ryan-Scheutz also began k on an article on teaching language ough theater — a philosophy that is not to the Notre Dame campus. Professor McDowell, lecturer and assistant chair e Notre Dame Department of Romance uages and Literatures, teaches a French rse which culminates with the produc-

tion of the French play *Le Bourgeois Gentilhomme*. Colangelo and Ryan-Scheutz often consulted McDowell and participants in his class about production methods and techniques.

Although the production of *La Marcolfa* will not count as a three-credit course as did McDowell's class, Italian students will earn one credit for their work. In the future, Ryan-Scheutz hopes to initiate the incorporation of an Italian theater workshop into the curriculum. She envisions the course as a three-credit survey of Italian theater, with historical, theoretical and literary components. Halfway through the semester, the class will work with the professor to choose a play for the final performance.

Such a class seems highly probable given the existence of McDowell's already-established course in the French department, and it is possible that the trend of theater-language workshops will continue to spread to other language departments. Ryan-Scheutz is hopeful for such a movement but makes no guarantees. "I can't predict," she says. "It takes someone who wants to pioneer and take on the extra hours. It would be lovely to see it happen."

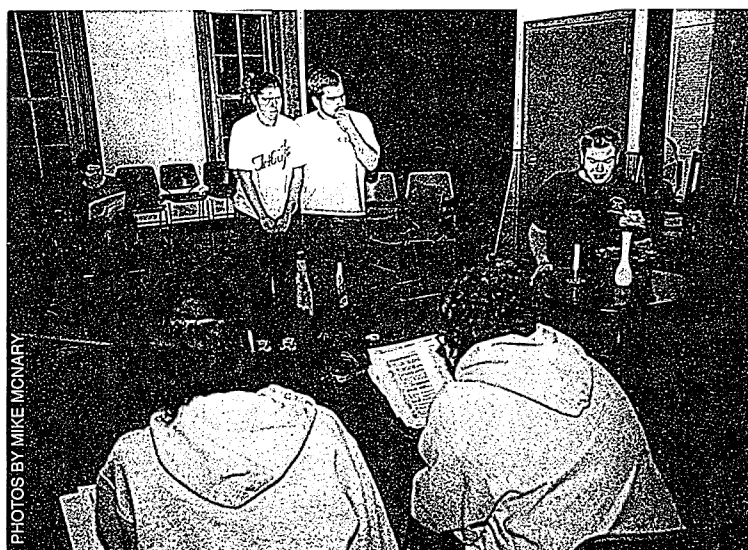
The play's participants also seem to favor the creation of an Italian theatre-language class. After attending two-hour practices four or five times a week throughout the semester, speaking and hearing only Italian, they all expressed great satisfaction at the improvement in their language skills.

"The main thing is that we're interacting in Italian the entire time," says sophomore Amanda Holland, the female lead of the play. "If they made it a class, I think it would improve students' listening skills and ex-

pressive skills."

Junior Luke McLaurin agrees. "In a play, not only do you have to speak lines, but you have to speak them in an appropriate context," he says. "It challenges you to think about speaking Italian the way an Italian would think about speaking it."

And the cast and crew are not the only beneficiaries of the workshop project and experiment; its initiator, too, described *La Marcolfa* as an invaluable learning experi-



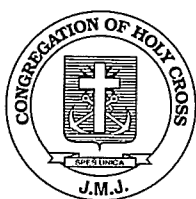
**CULTURE CROSSING** The action of Nobel-Prize-winning playwright Dario Fo's *La Marcolfa* is easy for even non-Italian-speakers to understand.

ence. "Not only are you immersed in the language at discussions during rehearsals or at design meetings, but you are also absorbing — not just hearing in passing — genuine expressions of speech, vocabulary words and uses of grammar in the target language."

The self-explanatory plot and the performers' acting skills combine to make the humor and story easily understandable. Every performance of the French production was sold out and, based on these turnouts, Colangelo expects an enthusiastic audience of both Italian-speakers and non-Italian-speakers alike.

"It has been a joy to work on this production," Colangelo says. "Lots of laughter is definitely a part of every rehearsal." And, they hope, a part of every performance. □

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# Life through Motion Pictures

Notre Dame Film Society explores the far reaches of the movie world

AARONVAN OOSTERHOUT

In the 1950s, a clique of French film critics met regularly to discuss the latest trend in cinema. These young men — part of the “French New Wave” — criticized the filmmakers of their own country and embraced the commercial cinema of the United States. Today, a similar phenomenon is taking shape at Notre Dame. But unlike the French New Wavers, the Notre Dame Film Society concentrates on the unknowns, the independent and the foreign films of today rather than on mainstream Hollywood.

“We want to watch films we wouldn’t otherwise see in South Bend,” says Christine Becker, a professor in the Film, Television and Theater Department and co-founder of the society. Entirely student-led, the society meets every Sunday night in a state-of-the-art screening room.

The society is open to anyone, not just FTT majors. “I know there are a lot of students in other majors who really love film, but don’t think they can make a career of it — which isn’t true, of course,” Becker says. “So the Film Society gives them a chance to go ahead and get their business degrees while still exploring their love of film.”

Each week, a “host” student chooses the movie for the club’s meeting and is responsible for leading the discussion that follows the movie. Any interested student can host the club, and there are no guidelines for choosing a particular film — the host’s personal taste dictates what the club will be watching that week. “We could have a theology major bring in *Last Temptation of Christ* or have a sociology major present *In the Company of Men*,” Becker says.

Contemporary Hollywood also might dictate the film choices for the club. For example, when Wes Anderson co-directed and released *The Royal Tenenbaums* in January of 2002, the society screened *Bottle Rocket*, an earlier Anderson film. The society also viewed *Hearts of Darkness: A Filmmaker’s Apocalypse*, the controversial documentary on the making of *Apocalypse Now*, when the director’s cut was released earlier this fall.

The society also selects a seemingly random assortment of past, foreign and inde-

works simply because she enjoyed it.

“It’s funky and colorful and tends to provoke responses from each end of the spectrum,” Moran says of the film. “I was hoping for some disagreement among the troops because that’s what makes for a good conversation. ... Learning through conversation beats all.”

The society originally was founded in the late 1990s by a group of film majors. Then-freshman Brian Scofield and then-sophomore Moran heard of the society through the department and attended a

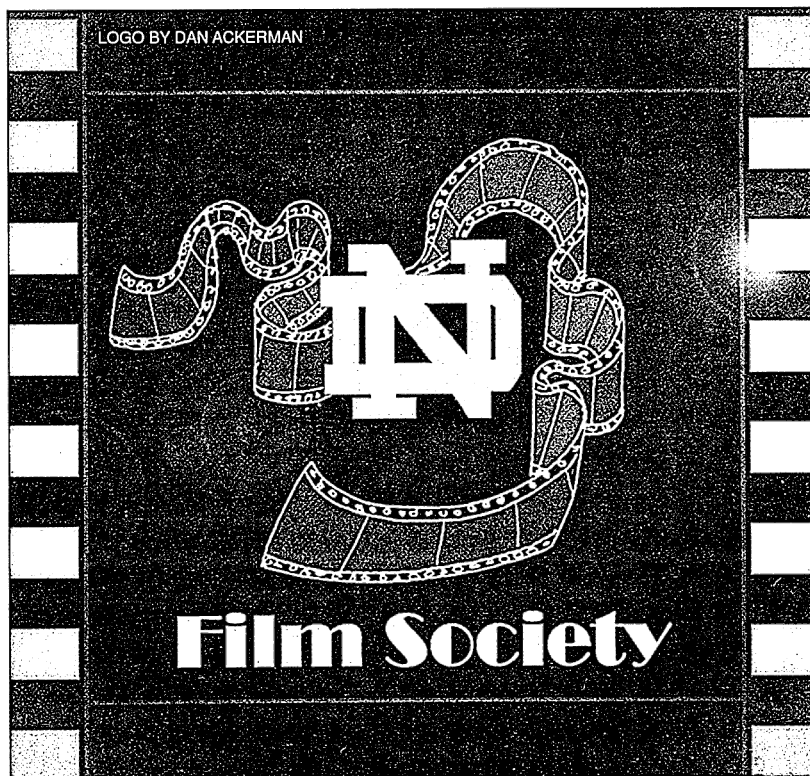
few meetings. But the society dissolved when the executive officers graduated.

In fall of 2001, both Brian and Maggie decided to revive the society after taking Becker’s “Film History II” class. With the encouragement of Becker, the Notre Dame Film Society was reborn this fall.

The society not only seeks to provide a venue for a wide range of films, but to discover what film can truly be. “On the screen, it is possible to experience emotions that sometimes may be impossible to feel in real life,” says Liam Dacey, the society’s new vice president. “Good mov-

ies will work both feeling and intellect — and then stay with you afterwards.” □

LOGO BY DAN ACKERMAN



pendent films. Such films as *September* (Woody Allen, 1987), *Mother and Son* (Alexsandr Sokurov, 1997) and *The Loss of Sexual Innocence* (Mike Figgis, 1999) were shown last semester.

Senior Maggie Moran, the club’s interim president, chose to show Neil Jordan’s *The Butcher* when she hosted the club. Jordan has directed more famous films — *Michael Collins* and *The Crying Game* — but Moran chose one of his lesser-known

*The Notre Dame Film Society meets at 6:30 p.m. on Sundays in 242 O’Shaughnessy Hall. For more information, e-mail [becker.34@nd.edu](mailto:becker.34@nd.edu) or [scofield.1@nd.edu](mailto:scofield.1@nd.edu). To subscribe to the Society’s listserv, e-mail [NDFS-subscribe@topica.com](mailto:NDFS-subscribe@topica.com).*

# The Boy of Choice

## Ruehlmann for SMC Student-Body President

GREG RUEHLMANN

There comes a time for every sophomore when he or she has to choose a major and get involved. The general advice to second-year students is: "Study what you love." That's why I decided to declare a double major in English and theology. Unfortunately, I did so without hearing the advice in its entirety, which is: "Study what you love — unless you declare majors in English and theology, in which case you are a moron." It's easy for the administration to say, "Study what you love," when they can dive into the secret money bin for the university's \$30 billion endowment and swim around like Uncle Scrooge on *Duck Tales*. The rest of us have to worry about cash flow when we leave the shadow of the Dome.

I chose English cuz I always done that book-larnin' stuff real good. And I picked Theo because he was by far my favorite character on *The Cosby Show*. But these aren't the only reasons. With my degree, I'll have the opportunity to be turned down by not just one but *two* separate job markets. I'll be the most eloquent hobo you ever met. Plus, let's not forget the appeal of slaving over papers and reading book after grueling book, even on the weekends. To give you an idea of my typical Saturday, I've jotted down my schedule for you:

9:30 a.m. — 4:00 p.m.: Homework time

4:00 p.m. — 6:30 p.m.: More homework time

6:30 p.m. — 7:15 p.m.: Dinner time

7:15 p.m. — 7:20 a.m.: Stop! Hammer time

7:20 p.m. — 9:30 a.m.: Homework time

As this schedule indicates, I have lots of homework. And it goes with the territory that some people tease me for being a "dork" because I have to read so much. This is ridiculous, of course. I am the farthest thing from a dork and don't take such comments lightly. Here's how I defend my coolness when someone calls it into question: 1) When the person turns his back, hit him in the head with my pocket protector; 2) Run away, shrieking like a little girl; 3) Totally badmouth him on my Dungeons and Dragons message-board. Score one for Ruehlmann!

Despite my busyness, I still saw the need to take on an extracurricular for balance. I wasn't exactly sure what to get involved in until I saw a few weeks ago that, once again, a single ticket was on

the ballot for student-body president at Saint Mary's. Nearly 1,500 fine students call SMC home, and I believe they deserve better. That is why I am taking this opportunity to launch my campaign for Student Body President next year at Saint Mary's.

Now I am no fool. I understand the potential for controversy here. Apparently, I violate some sort of time-honored tradition by "not being a woman." Critics will say that I can't really appreciate the woman's viewpoint. Nonsense! Do you have any idea how many times I've watched *The Oprah Winfrey Show* over the years? At least five.

Another objection is that I don't actually attend SMC and can't run student government effectively from across the street. I intend to deal with these difficulties by bringing the school to *me*. That is why I am personally inviting the entire student body of SMC to my room, 241 Dillon Hall — my office hours are 24 hours a day, seven days a week.

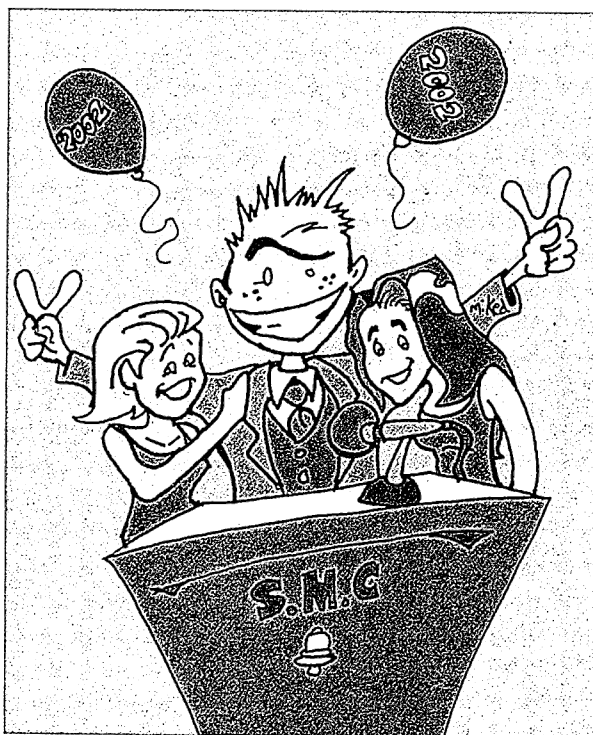
I'm also prepared for the intense scrutiny that comes along with a presidential campaign. Doubtless, *The Observer* will dig through my background for potential dirt — anything questionable I might have done at any crazy college parties in the past two years. Well, my friends, the joke is on them. I have not even been *invited* to a party in the past two years. Ha ha ha ha ha (sob).

As president of the student body, I promise to make SMC the best college of all time anywhere. I will lower yearly tuition by \$15,000, eliminate the common cold and personally preside over open forums on various important issues such as diversity, multi-cultural awareness and diverse awareness of multi-

culturality. I'll use my leadership to heal the rift between ND and SMC girls, created by embarrassing controversies like the SMC shirt last year that read "The Girl of Choice." We'll develop more positive spirit-wear. The best way to do this, I believe, is to make some changes for next year's shirt. It shall simply read "The Boy of Choice," and above it shall be a large picture of me, Student-Body President Greg Ruehlmann. If this is not something the ladies of Notre Dame and Saint Mary's can agree upon, then truly all is lost.

In closing, I believe St. Mary's is one of the finest women's colleges in America. The student body deserves for its leader a young woman committed to making SMC better than ever before. And I am just the man for the job.

Now if you'll excuse me, I have some book-larnin' to do. □





# Feb. 28 - Mar. 19

## COMING DISTRACTIONS

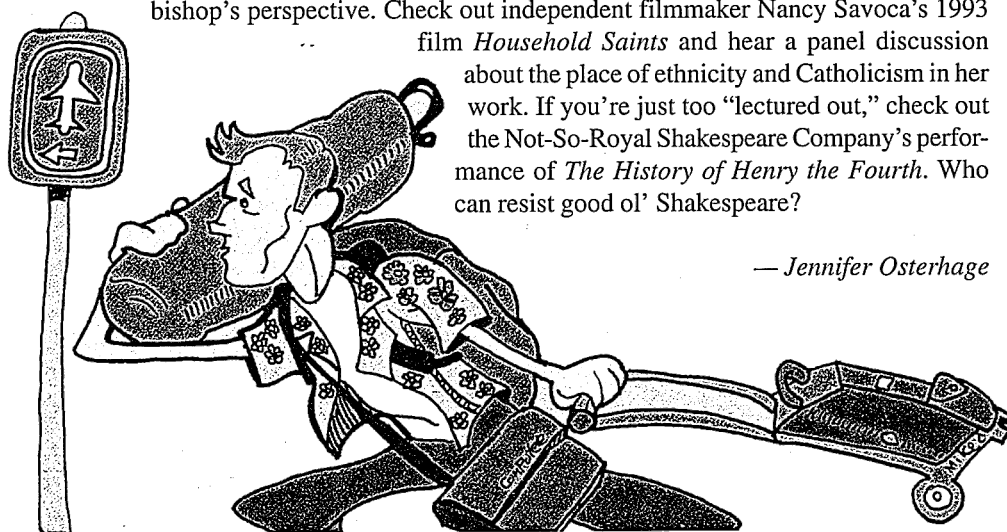
COMPILED BY JENNIFER OSTERHAGE

### EDITOR'S CHOICE Lecture Mania!

This week's calendar is full of interesting lectures. I know, I know: With all the midterm papers and exams, you're probably sick of academia by now, but you really should try to attend at least one of these before you take off for some fun in the sun. Learn about the unprecedented number of women who entered the production industry on the homefront during World War II in "The Life and Times of Rosie the Riveter." Look at Archbishop Romero's mission for social justice in El Salvador from another South American bishop's perspective. Check out independent filmmaker Nancy Savoca's 1993

film *Household Saints* and hear a panel discussion about the place of ethnicity and Catholicism in her work. If you're just too "lectured out," check out the Not-So-Royal Shakespeare Company's performance of *The History of Henry the Fourth*. Who can resist good ol' Shakespeare?

— Jennifer Osterhage



### SPORTS

- **Fri 01** Tennis: ND Women vs. Wisconsin, 4:00 PM, Eck Tennis Pavilion.
- **Fri 01 and Sat 02** Track and Field: Alex Wilson Invitational, Fri 6:00 PM and Sat 10:30 AM, Loftus Sports Center.
- **Fri 01 and Sat 02** Hockey: ND Men vs. Bowling Green, 7:05 PM, Joyce Center Fieldhouse.
- **Sat 02** Tennis: ND Women vs. Ohio St., 1:00 PM, Eck Tennis Pavilion.
- **Sat 02** Basketball: ND Men vs. Providence, 4:00 PM, Joyce Center.
- **Sat 02 and Sun 03** Swimming: Shamrock Classic, 11:00 AM to 7:00 PM, Rolfs Aquatic Center.
- **Sat 02 and Sun 03** Midwest Fencing Conference Championships, 8:00 AM to

- 6:00 PM, Joyce Center Fieldhouse.
- **Sun 03** Lacrosse: ND Women vs. Ohio University, 1:00 PM, Moose Krause Field, Loftus Sports Center.
- **Sat 09** Lacrosse: ND Men vs. Rutgers, 1:00 PM, Moose Krause Field, Loftus Sports Center.
- **Sat 16** Lacrosse: ND Men vs. Loyola, 1:00 PM, Moose Krause Field, Loftus Sports Center.
- **Sun 17** Lacrosse: ND Women vs. Boston College, 1:00 PM, Moose Krause Field, Loftus Sports Center.
- **Tue 19** Lacrosse: ND Women vs. Cornell, 4:00 PM, Moose Krause Field, Loftus Sports Center.

### LECTURES

- **Thu 28 and Fri 01** Nancy Savoca, "Household Saints," film screening Thu 7:30 PM, panel discussion Fri 4:00 PM, 129 DeBartolo.
- **Mon 04** "The Life and Times of Rosie the Riveter," 4:00 PM, C-100 Hesburgh Center.
- **Tue 05** Tristan Borer, "When Victims Are Heroes and Heroes are Perpetrators: Human Rights and Reconciliation in South Africa," 4:15 PM, C-103 Hesburgh Center.
- **Tue 19** Cardinal Oscar Andrés Rodríguez Maradiaga, S.D.B., Archbishop of Tegucigalpa, Honduras, "Archbishop Romero: As Seen By Another Bishop," 7:00 PM, C-100 Hesburgh Center.

### CINEMA

- **Thu 28** ND Cinema: *Wing Chun*, 7:00 PM, Auditorium, Hesburgh Library.
- **Thu 28** ND Cinema: *Gen-X Cops*, 9:30 PM, Auditorium, Hesburgh Library.
- **Tue 05** International Film Series: *Silences of the Palace* (Tunisia), 7:00 PM and 9:00 PM, Montgomery Theatre, LaFortune Student Center.
- **Thu 07** *Behind Closed Eyes* (Dutch), 7:00 PM, Hesburgh Center Auditorium.

### STUDENT LIFE

- **Wed 06** Farley Feis, 9:00 PM, Ballroom, LaFortune Student Center.

### THE ARTS

- **Thu 28** ND Symphony Orchestra Winter Concert, 8:00 PM, Washington Hall.
- **Fri 01, Sat 02 and Sun 03** Not-So-Royal Shakespeare Company, *The History of Henry the Fourth*, Fri and Sat 7:30 PM, Sun 2:30 PM, Hesburgh Center Auditorium.
- **Wed 05** Georgine Resick, soprano, and Andrew Willis, fortepiano, *The Early German Song Cycle*, 7:30 PM, Snite Museum, 18th/19th century gallery.

### THE WEEKENDER

**What:** Broadway Theatre League: *Copenhagen*  
**When:** Friday, March 1 at 8:00 PM, Saturday, March 2 at 2:00 PM and 8:00 PM and Sunday, March 3 at 2:00 PM  
**Where:** Morris Performing Arts Center  
**Cheapest Seats:** \$20  
 For tickets and information, call the Broadway Theatre League at (219) 234-4044.

### Post your event in *Scholastic's* Coming Distractions.

Get the recognition your event deserves. E-mail your submissions to Jennifer Osterhage at [josterha@nd.edu](mailto:josterha@nd.edu).

\*All submissions are subject to *Scholastic* approval.

# Some Guy's Perspective

by Tim Ferrell

I received an e-mail a while back from a friend I met in the Angers program last spring. Turns out she was planning on bringing *The Vagina Monologues* to campus this year. (I never thought then that by now everybody would be sick to death of hearing about the play and the debate surrounding it.) All I knew at the time was that the play existed and was supposed to be controversial, but I had no idea what it was about. So I asked Kerry to let me borrow the book.

It's an interesting book, that's for sure.

I had no idea what I was getting into. I mean, I'm a reasonably open-minded person (in between bouts of stupidity), but this was definitely not my world. It's rare for me to get to hear a woman's description of even one personal experience that has had a profound impact on her life. I can count on one hand the number of women who have trusted me enough to recount any such story to my face (always negative stories, which says a lot). What this amounts to is that by and large, I don't get it. I don't have the slightest idea what women are going through. I don't have a clue what it's like to grow up in an environment where the oppo-

site sex walks around making jokes about their genitals while I'm practically taught to act like I don't have any. I can't imagine anymore what it's like to walk around feeling ashamed of myself, my body, my sexual

nature and desires. I somehow unlearned all of that crap (that's exactly what it is, too). So how come I think I'm all right and many women have so much baggage?

That's why I told Kerry I'd do what I could to help her put on *The Vagina Monologues* here on campus. It's the most self-serving reason I can think of. I read something that instantly made me feel like a moron. It showed me very quickly through real, honest, personal reflections just how ignorant I am of how the other half lives. Since I'm the type of person who hates being wrong or feeling like he doesn't know as much as he thinks he does, I felt it'd be a mistake not to get involved. At the same time I couldn't help but feel that if I'm trying to improve the relationships I have with women — friends and whatever else — it just seems ri-

diculous not to take advantage of an opportunity like this.

Granted, I felt kind of weird getting involved. (I still feel weird, and I feel weirder writing about it.) After all, this play isn't about me. It's about women, by women and for women, so where do I get off thinking I have anything to add to the production? Hopefully, the answer to that is obvious. I wasn't worried so much as hoping one of the women involved would tell me that it was OK for me to be a part of it so I didn't feel stupid. They told me exactly what I wanted to hear. This play has to be important for men. If we're going to interact in any meaningful way (basically, any way other than what you see most of the time out at the bars, parties, etc.), then I want to know what's going on in your head. The best way to get me to understand is to strip away everything and just smack me with the blunt, simple truth.

Well, that's what *The Vagina Monologues* is doing — at least for me. It leaves nothing out. Each monologue tells the story in one woman's words, and you're forced to deal with her way of seeing things. I helped walk around and film tiny blurbs of Kerry asking students of both sexes around campus what their vaginas do/would wear, say, smell like, etc. Everybody's answer was brilliant. I knew some of the people she talked to, and when they gave their answers, I was amazed at how perfectly the answers fit their personalities (even some of the guys'). Many of the answers were followed with a pained sigh and a look as if to say, "Wow, I'm glad I finally got that out in the open." That kind of energy is contagious.

On Monday and Tuesday nights, DeBartolo Hall was bursting with that kind of energy. The women in the performance that I've talked to felt the same way. I feel so proud of them for having the courage to stand up in front of strangers and scream just how proud they are just to be themselves. They're telling everyone in no uncertain terms that through the good and the bad, they love and respect themselves, and everyone else is just going to have to deal with it. I think everybody needs an injection of that energy.

It doesn't matter whether I like the words or analogies they use. (Hey, I have a mouth like a sailor, so my ears aren't as sensitive as other people pretend theirs are.) What matters is whether I understand what's being said to the greatest degree possible. I just went along to try and get a glimpse of that. I just went to learn. □

If we're going to interact in any meaningful way ... then I want to know what's going on in your head.

The best way ... is to strip away everything and just smack me with the blunt, simple truth.

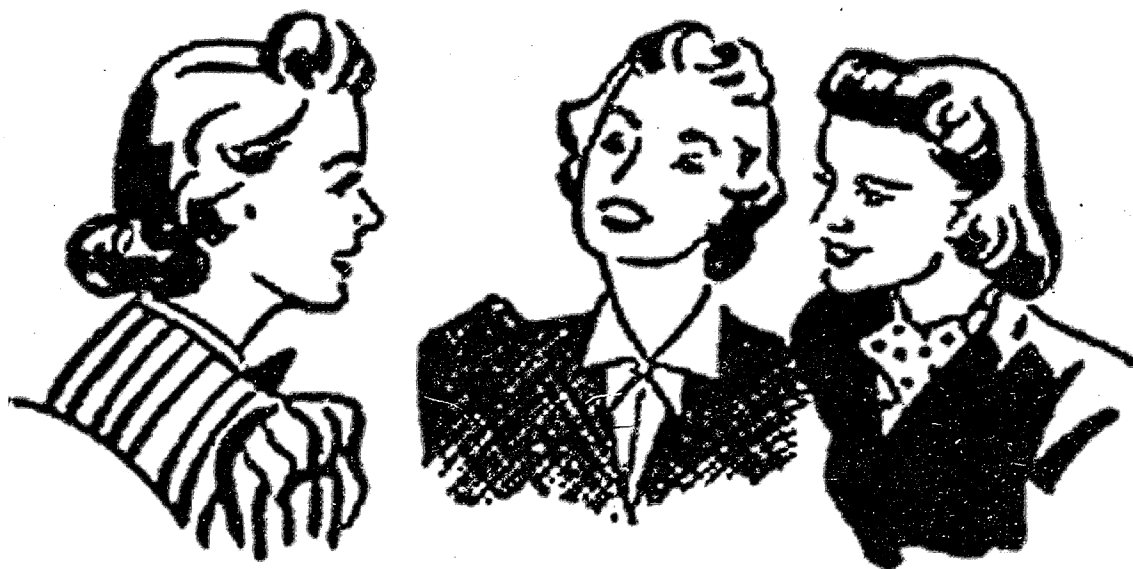
Tim Ferrell is a senior majoring in marketing and entrepreneurship. He is from Glendale, Mo. and was a volunteer with *The Vagina Monologues*, performed on Feb. 25 and 26.



*winty mix*  
photo by mike mcnary

a smashing good time.  
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"Betty, were you listening to WVFI last night?"

"Fo shizza! That freestylin' was wiggity-wack!"

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