

SCHOLASTIC 04

NOTRE DAME'S STUDENT MAGAZINE

50¢ 2006

A

1) Calculate the percentage change in the relative price of goods as a function of the price of money.

Year	Relative Price of Goods
1997	\$197 / \$5 = 39.4
2001	\$220 / \$5 = 44

100 - 39.4 = 60.6

2) Why do we only worry about relative prices in economics?

Relative prices remove the impact of inflation.

A+

3) Suppose that we have the following information about the economy:

Product	Quantity
1	100
2	300
3	200
4	400

Factor: we also have some consumer information:

Consumer	Income	Price	Utility
1	100	10	10
2	150	15	15
3	200	20	20
4	250	25	25

4) Sketch out the demand/supply for wheat.

Price	Quantity Demanded	Quantity Supplied
10	100	100
15	150	150
20	200	200
25	250	250

A

5) Calculate the equilibrium price of wheat.

Price = \$4 Quantity = 120

6) Calculate the profit of the wheat producer.

Producer #1: $(\$4 - \$1)(100) = \$300$

Producer #2: $(\$4 - \$1)(200) = \$600$

A+

7) Calculate the profit of the wheat producer.

Producer #1: $(\$4 - \$1)(100) = \$300$

Producer #2: $(\$4 - \$1)(200) = \$600$

A Failing System?

Administrators investigate the validity of rising grades.

MOVIE.

SUB Movies
Superman Returns

101 Debartolo

\$3 Admission

Thurs. 10/5 @10pm

Fri. 10/6 @8pm & 10:30pm

Sat. 10/7 @8pm & 10:30pm

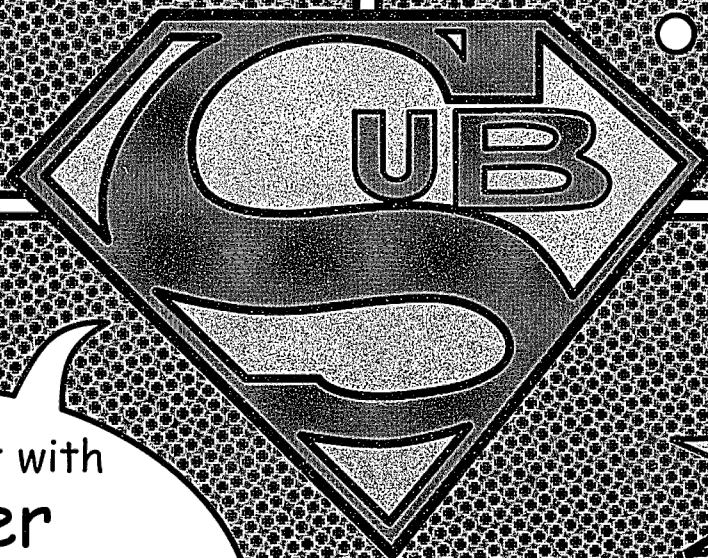
MUSIC.

Acousticafe

LaFortune Basement

10pm-12am

Thurs. 10/5



Fireside Chat with
**Officer
Tim McCarthy**

Thurs. 10/5

CoMo Lounge 8pm

Refreshments Provided

"Drinking drivers
are like lightbulbs:
the first to get turned on
are the first to burn out."

McCARTHYISMS.





SCHOLASTIC

The Fifth of October 2006

news 04

● DELAYED GRATIFICATION

Kate Furlong

Early admissions policies have been changing at prestigious schools across the nation. Will Notre Dame follow suit?

● COVER: A SKEWED PERSPECTIVE

Christopher Meskill

With grades on the rise nationally, administrators look into the validity of grades at Notre Dame.

Culture 16

● REMEMBERING A PROFESSOR

Ann-Marie Woods

A beloved music professor is remembered by his students, coworkers and friends.

● CAMPUS CHATTER

Regina Gesicki and Michael O'Connor

You've been staring at the arkies in Bond Hall. See if they've been staring back. And in the mean time, take a run to Chipotle.

Sports 26

● FAITH AND FREE WEIGHTS

Brittany Lash

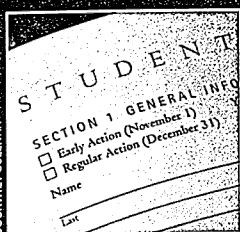
Scholastic examines the relationship between faith and athletics at Notre Dame.

Humor 33

● FINEST COACH IN THE LAND

Mike Healy

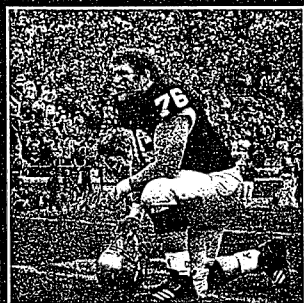
Coaching girls' football might seem like a low-key extracurricular activity. For Farley Hall, it might just be a medley of girl-on-girl makeouts, violence and nudity.



COURTNEY SULLIVAN



NEWS/FOUNDEDU



MICHAEL O'CONNOR

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Ed Notes

FROM THE DESK OF THE EDITORS



GRADING PAINS

We've all been there before. You're sitting in class, anxiously tapping your foot on the floor, sweaty palms clenched, as the professor returns that test/paper you weren't so confident about when you turned it in. Finally, it arrives on your desk with a glorious 'A' gracing the first page. Immediately, the anxiety melts away, replaced by a sudden wave of euphoria. Visions of future success dance in your head as you take one more step toward that perfect grade, perfect job, perfect life, etc.

For most students, getting high grades in school is one of the ultimate accomplishments. In today's cutthroat world, a high GPA is one of the tickets out of college debt that puts us on our way to driving that glitzy new Mercedes. Since grades are so crucial, it's often enough to get the grade and then forget about it. Any thought about the politics behind the grade go out the window at the end of the semester, presumably with so many other discarded journals and textbooks. But like it or not, there's more to the grade than just a letter and a grade point.

Over the past 40 years, grading has become tricky business in higher education. For a variety of different reasons, the authenticity of a grade has been compromised to the point where it's almost impossible to tell whether the grade we get is the grade we deserve. The 'A's, 'B's and yes, even 'C's (I'm looking at you aerospace engineers and nuclear physicists) may still arouse the same level of satisfaction in students, but the truth is, high grades just ain't what they used to be.

In this issue, *Scholastic's* co-editor in chief Christopher Meskill delves into the phenomenon of grade inflation at Notre Dame. As he discovers, grade inflation is much more widespread and deeply ingrained than one might think, not only at Notre Dame but at universities nationwide.

So the next time you get that rush from the sense of accomplishment that inevitably comes with a high mark on a test or paper, well, go ahead and act like you normally would. After all, college is a hard grind, and self-validation makes everybody's day easier. But don't be too surprised when the know-nothing who sits next to you gets the same score as you. The trajectory of grades is rising for worthy and not-so-worthy students, and they're not coming down any time soon.

This is *Scholastic's* final issue before Fall Break. So sit back, enjoy the issue, and we'll see you again in November.

Christopher Meskill, Editor in Chief David Poell, Editor in Chief

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SCHOLASTIC

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Disce Quasi Semper Victurus
Vive Quasi Cras Moriturus

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5 OCT 2006

Congregation of Holy Cross

*Friends and Brothers
in Holy Cross*



Since 1842
and growing into the future.



ANSWER
THE CALL



JUDGMENT CALLS



Leggings

The fact that they're popular doesn't mean they aren't ugly. This isn't a John Hughes movie. Put Them Away.



Chipotle

Yeah it's tasty, but everybody's eating it now. *Scholastic* likes to be indie.



Facebook Friend Game

Just the right amount of deliciously creepy stalker fun.



Geoff Price

It's sad that the most consistent performer on the football team is the punter.



NDSP LSAT Raid

These kids just experienced the most stressful test of their young adult lives. Why don't we bust them for enjoying a beverage afterward?



Copyediting

Could a certain editorial campus publication even be bothered to read its content once?

FATHER JENKINS' CHALLENGE

Maintaining a strong Catholic presence in the faculty raises difficult questions about the future of Notre Dame's academic reputation.

Last week, the Rev. John I. Jenkins, C.S.C. addressed the Notre Dame faculty about his vision for the intellectual development of the university. The speech reiterated the importance of Notre Dame's mission as a Catholic university and also stressed the president's commitment to enhancing Notre Dame's reputation as a research institution. A number of factors necessary to achieving this goal were mentioned, but one seemed to stick out among the others: the university's dedication to seek "a preponderance of faculty at the university who are Catholic."

This announcement was not surprising. Since its inception, the university has defined itself primarily through its Catholic character. An essential aspect of this character has always been the presence of a faculty community that is predominantly Roman Catholic.

Yet statistical data shows that the preeminence of Catholic faculty members has started to wane during the past 20 years. According to the Office of Institutional Research, the percentage of full-time faculty who identify themselves as Catholic has dropped from about 65 percent in 1985 to a level hovering just above 50 percent in 2004.

Interestingly enough, this decrease has coincided with Notre Dame's emergence as a budding research institution. Though there is not necessarily a causal relationship between the two trends, it does seem reasonable to attribute the decreased percentage of Catholic teachers partially to an increased emphasis on hiring scholars in fields that do not typically boast a large number of Catholics.

Whatever the precise relation may be, the point is that Fr. Jenkins' address left lingering questions. Does a "preponderance" of Catholic faculty necessarily mean a majority of Catholics? Also, how exactly should we understand the influence a professor's Catholicism has on the university's Catholic identity? In fields like philosophy and theology, where an emphasis on teaching the Catholic faith is the strongest, the importance of maintaining a critical mass of Catholics is evident. But with disciplines like chemistry and mathematics, it is not as clear why the instructor's religion should be a factor in hiring.

These are questions that Fr. Jenkins needs to answer during the next decade. Both an emphasis on research and on maintaining Catholicity are no doubt essential in keeping Notre Dame distinctive among other elite institutions. Yet it remains to be seen how the university will deal with potential conflicts of interest.

In an interview with *Scholastic* last winter, Dean Mark Roche of the College of Arts & Letters spoke about this coming challenge. He asserted that no drop in academic quality had resulted from seeking Catholic faculty, but admitted that the process is a delicate one. "To be frank, we haven't figured out how to search as opposed to sift for candidates, and we're trying to work on that," Roche said. It would be nice to think that the prospect of working at a Catholic university would attract a large number of the world's best scholars. But as the times (and Notre Dame) change, it seems there will be more uncertainties than definite answers on this issue.

PUTTING THE FLAME OUT

No More Smoking in Notre Dame Stadium

• Erin Robertson

The "old boys' club" image of a grandfather lighting up a cigar while cheering on the Fighting Irish is up in smoke after a new smoking ordinance passed in St. Joseph County earlier this year banned smoking in Notre Dame Stadium. It looks like nicotine gum now will have to serve as the new stress reliever for diehard ND smokers.

The ordinance follows a recent national trend in anti-smoking legislation, which began emerging in the 1990s. Currently, 17 states and 461 towns, cities and counties have public no-smoking laws in effect. According to the American Nonsmokers' Rights Foundation, five states and 82 towns, cities and counties approved non-smoking ordinances in 2005, including St. Joseph County.

Passed on April 10, 2006, the St. Joseph County non-smoking ordinance affects local public facilities like restaurants, stores, malls and sports arenas, including Notre Dame Stadium.

The law prohibits smoking in the stadium's seating areas, aisles, restrooms, corridors and outdoor concourses. Smokers are also not allowed to leave the stadium for a smoke and then re-enter. Last spring's Blue and Gold Game was the first football game affected by the anti-smoking ordinance.

It is uncertain how many students will be affected adversely by the new law, as Notre Dame is known for its low percentage of smokers. This past year, Notre Dame's Office of Residence Life and Housing discontinued asking the smoking preference question when pairing roommates because they found that it was an unreliable measure of how many incoming freshmen actually smoked. Generally, only two to five students each year checked the smoking box because many of the incoming freshmen completed the housing form with their parents, says Scott Kachmarik, associate director of the Office of Residence Life and Housing.

Also, the 2005 CSS Institutional Profile obtained from the Office of Institutional Research showed that only 5.5 percent of Notre Dame seniors smoked cigarettes during the past year compared to 7.5 percent of seniors from other private institutions and 8.2 percent of seniors from all undergraduate institutions.

Students have had mixed reactions to the new regulations on smoking. Veronica Dominguez, a student at St. Mary's College and a former smoker, says, "I disagree with the recent smoking ban because, yes, it is rude to smoke, but [the smoking ban] goes against personal freedoms."

Jonathan Robinson, a junior at the university, took a different stance on the smoking ban. "I've never encountered smoking in the stadium, but I wouldn't like it if I did," he says. "[The smoking ban] is good because someone shouldn't impose their personal preferences on another person."

5

TOP FIVE

Best Topics We Almost Used for "Top Five"

1.

Top Five Most Awesome Gladiators in "American Gladiators" (Nitro is obviously No. 1)

2.

Top Five Reasons Why Dorothy is the Most Unappreciated "Golden Girl"

3.

Top Five Dreamiest Aspects of the Rev. Mark Poorman, C.S.C.

4.

Top Five Ways to Abuse Drunk Freshmen Stumbling in LaFortune

5.

Top Five Reasons Why Incest is Only Slightly Socially Unacceptable



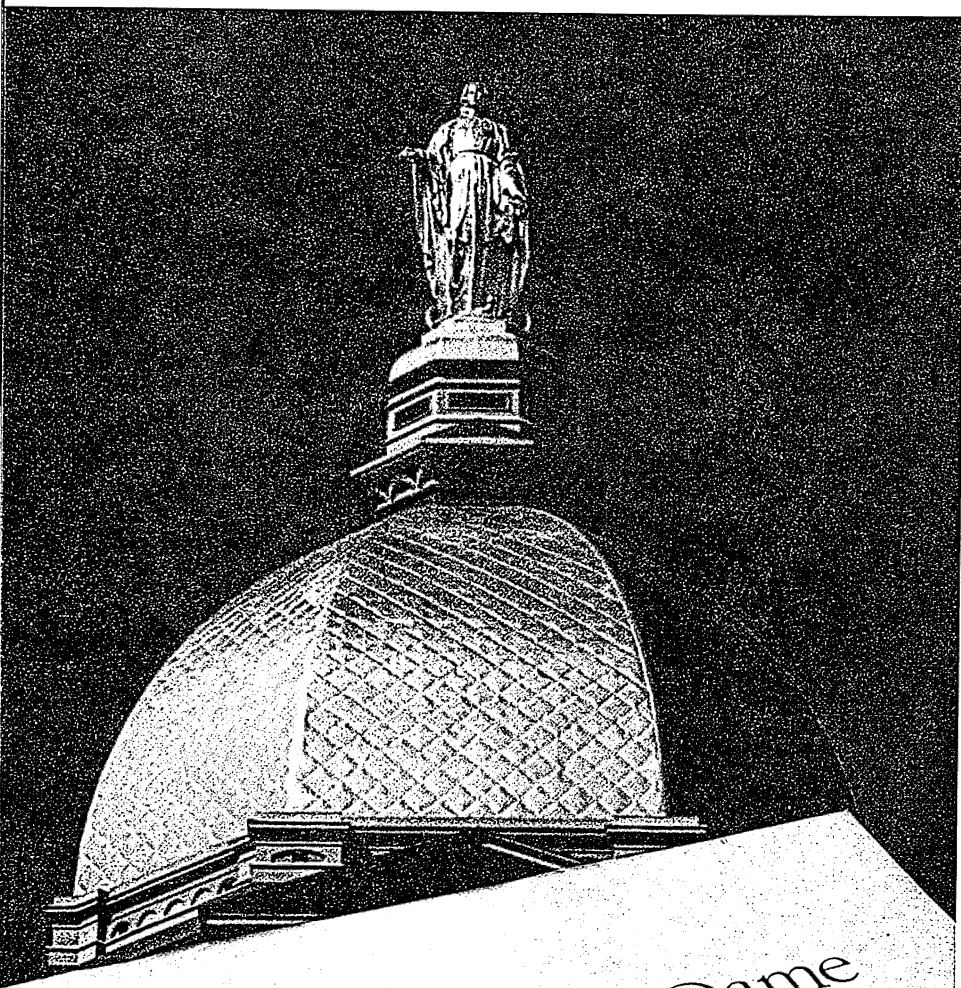
Delayed Gratification

The factors behind Notre Dame's decision to retain early action admissions

•Kate Furlong

In the hyper-competitive Ivy League, when one school makes any sort of change or decision, the others are sure to take notice. So on September 13, 2006, when Harvard College announced it would end its nonbinding early admission program for the class of 2012, there was immediate speculation that it would start a chain reaction. Sure enough, less than a week later Princeton University — which until now has used a binding early decision policy — announced that they would also be changing to a single admission process beginning in the fall of 2008. With the University of Virginia following suit, much debate has arisen over the merits of the decisions and the repercussions for the institutions, their applicants and the college admission process as a whole. On a campus like the University of Notre Dame's, where about one-third of admitted students knew they were accepted by Christmas of their senior year of high school, there are bound to be questions as to whether Notre Dame may also be looking to make a move of this kind.

Early decision, formerly used by both Princeton and Virginia, allows students to be notified of admission by December of their senior year on the condition that, if accepted, they will attend that school. Harvard's previous method, often known as "single-choice early action," prevents students from applying early to any other institution but does not require them to attend Harvard if they decide on another school after regular decisions are sent out in the spring. Early action, which Notre Dame uses, allows applicants to receive notice of admission, rejection



University of Notre Dame
APPLICATION FOR ADMISSION

COURTNEY SULLIVAN

or deferment to the regular candidate pool by mid-December. Unlike other early decision processes, Notre Dame's early action allows applicants to apply early to other schools and requires no commitment to Notre Dame if admitted.

Harvard's, Princeton's and Virginia's announcements seemed hopeful that the change to a single-date application process would eliminate what interim Harvard President Derek Bok, in a press release, called early admission programs' tendency "to advantage the advantaged." The institutions intend for low-income and minority students to have better chances for success under the new system, increasing diversity. As Bok said in the press release, "Students from more sophisticated backgrounds and affluent high schools often apply early to increase their chances of admission, while minority students and students from rural areas, other countries and high schools with fewer resources miss out."

Considering Notre Dame's strong academic reputation, it is natural to ask if this precedent might influence the university's early action process. Son Nguyen, assistant director of admissions, says that neither the university nor its applicants are likely to benefit from an elimination of early acceptances. Binding programs mean low-income and minority students don't have the opportunity to compare financial packages among institutions, perhaps discouraging them from applying early and possibly putting them at a disadvantage. This, however, does not hold true for nonbinding programs. John Etchemendy, provost of Stanford University, wrote in an Op-Ed piece in the September 27, 2006 edition of *The New York Times*, "Students accepted in nonbinding programs can and do compare aid packages from all the colleges to which they are admitted."

Nguyen agrees. "Early action is not a barrier for us to low-income or minority students. In fact, last year's early applicant pool at ND had the highest ever number



of minorities in all three categories: applicants, admitted students and enrolled students," he says. Both stress that applying early action does not necessarily give students an advantage, nor does applying regular action hurt a student's chances. Nguyen says, "If you're a good candidate, it shouldn't matter when you apply."

There is also hope that the frenzy of the college admissions process will be minimized as a result of the move and students will not feel that the second half of their senior year is unimportant. As Jeremy R. Knowles, interim dean of the faculty of arts and sciences at Harvard, said in the aforementioned press release, "These programs distort the high school experience by forcing both students and colleges to commit prematurely, based only upon the record at the end of the student's junior year. Moreover, students who are admitted early receive what often appears to be a 'free pass' for their second semester, sadly encouraging them to disengage from their academic experience."

In explaining Notre Dame's position, Nguyen says that while "early decision is to improve a university's yield and have something in-pocket, early action is mostly a service to elite students." Though the program does make it slightly less burdensome for admissions counselors by breaking up a workload that consisted of reading 12,800 applications in the 2005-2006 recruiting season, the real beneficiaries of the process are the students. Nguyen says the reason Notre Dame provides this service is because it encourages top students who might not have applied otherwise to do so because

of the lack of commitment and benefit of early notification. Given an extra four months to make their decisions, those students are often more likely to visit campus, either on their own or through recruitment weekends such as the Reilly Scholars Weekend and Spring Visitation. The admissions office is willing to gamble that the extra time and effort reviewing early applications will pay off when elite students visit campus and see what Nguyen calls "the

unique place we hold in the American college landscape," hopefully deciding to enroll.

While the issue of eliminating early action at Notre Dame will most likely be addressed at the upcoming Board of Trustees meeting, Nguyen says he does not foresee Notre Dame following the trend. "Everyone in the Admissions Office is at peace with the early nonbinding program. I hope we keep it," he says. And while some have raised concerns about the probable increase in total applications to schools around the country as a result of these decisions, Nguyen doesn't see that as a bad thing. Rather than increasing the pressure felt by high school seniors, he anticipates that the move will encourage students, no longer locked into a particular institution, to look around at more schools, which will give them a better chance at finding the best fit. Instead of eliminating early acceptance programs altogether, Nguyen suggests that more universities adopt a nonbinding early action program in lieu of binding programs.

As for the implications that Harvard's and Princeton's decisions will have on Notre Dame's applicant pool, it seems that Notre Dame may stand to benefit. The decisions create the potential for an influx of high-caliber applications submitted by students who no longer have the assurance and time-frame of an early decision from the Ivy League. As far as Nguyen is concerned, this would give Notre Dame the chance to get the best applicant pool possible, raising its standards and, in turn, the university's academic reputation. "Notre Dame is in a good situation. We're not trying to be another place. We just want to be a better ND," Nguyen says.



Impotent Findings

University nailed in new survey, but do the results stand up?

• Daric Snyder

It's not hard to notice that the University of Notre Dame plays by a different set of rules than a lot of other schools. Though unique in its deeply rooted Catholicism, Notre Dame competes with the highest caliber schools in the country. Unless sex is the topic. Then, things get awkward.

A recent study conducted by Trojan condoms and Sperling's Best Places, an independent survey organization, ranked Notre Dame 99th out of 100 well-known schools in terms of sexual health. The Trojan Sexual Health Report Card gave Notre Dame a failing GPA of 0.0. Only one school in the survey, Yale University,

notable for its annual Sex Week, received a perfect 4.0. Other highly ranked schools included the University of Michigan, Stanford University and Duke University. The University of Southern California ranked 29th with a GPA of 2.4 and Harvard University placed 43rd with a 2.1. At the bottom of the rankings, Notre Dame was sandwiched between the University of Utah at 98th and Brigham Young University, which placed last.

The GPAs were decided by grades in seven categories including availability of sexual health information online, sex/relationship advice columns in student publications, lecture and outreach programs, and sexual assault services, plus the availability of condoms, contraception and sexually transmitted infection (STI) testing. According to the study, Notre Dame and BYU failed in every category.

Although the survey attempts to expose Notre Dame's shortcomings, are the results credible? At schools stiffed by the survey, questions are being asked about the methods and agenda of the condom maker's research. "In our research, we put ourselves in the place of a student seeking information about sexual health, and we found it difficult to find this type of information at a range of colleges throughout the country," said Bert Sperling of Sperling's Best Places in a press release.

Researchers simply searched university Web sites for information, assuming that today's university students would try to find

information the same way. If the researchers could not easily find the information, the school's score suffered greatly. Many of the grades do not accurately reflect the services present at the schools in question. Purdue University received a mediocre 1.9 GPA. In the October 2nd *Exponent*, Purdue's student newspaper, a representative of the school's student wellness office explained they "distribute more than 20,000 free condoms to students each year." Yet like nearly three-fourths of the schools included in the study, Purdue completely failed in the condom availability category. Though the survey supposedly used a full grading scale, only about a quarter of the schools received an 'A' in this category, and two schools earned a 'C.'

Overall, the survey's grading scale provided no mercy. Even among the 12 schools that scored at least a GPA of 3.0, four received an 'F' in at least one category. State schools are also heavily represented, and among private schools, those with strong religious ties are scarce and positioned mostly at the bottom of the list. Georgetown University, the highest ranked of three Catholic schools on the survey, earned a 1.1 GPA and ranked 80th. Though more lax in its regulations pertaining to sex, Georgetown does not freely distribute contraception (instead, it refers interested students to off-campus resources). The school managed to earn a 'C' for condom distribution, though the only on-campus resource for free condoms is an unrecognized student group.

Although Notre Dame explicitly prohibits unmarried students from sexual activity, there are some resources available to students. Off-campus sources can provide confidential STI testing, condoms and other contraception. The university flunked in the study's sexual assault services category, which was supposedly graded on the presence of a sexual assault Web site, plus the availability of sexual assault services, counseling and a 24-hour sexual assault hotline. While lacking a comprehensive Web site, Notre Dame does provide confidential services and counseling for assault victims and has a 24-hour hotline. With these resources available, it is unlikely that the "Catholics vs. Condoms" debate will have a definitive winner... at least until the outcome of the Notre Dame vs. USC game is decided. ⑥

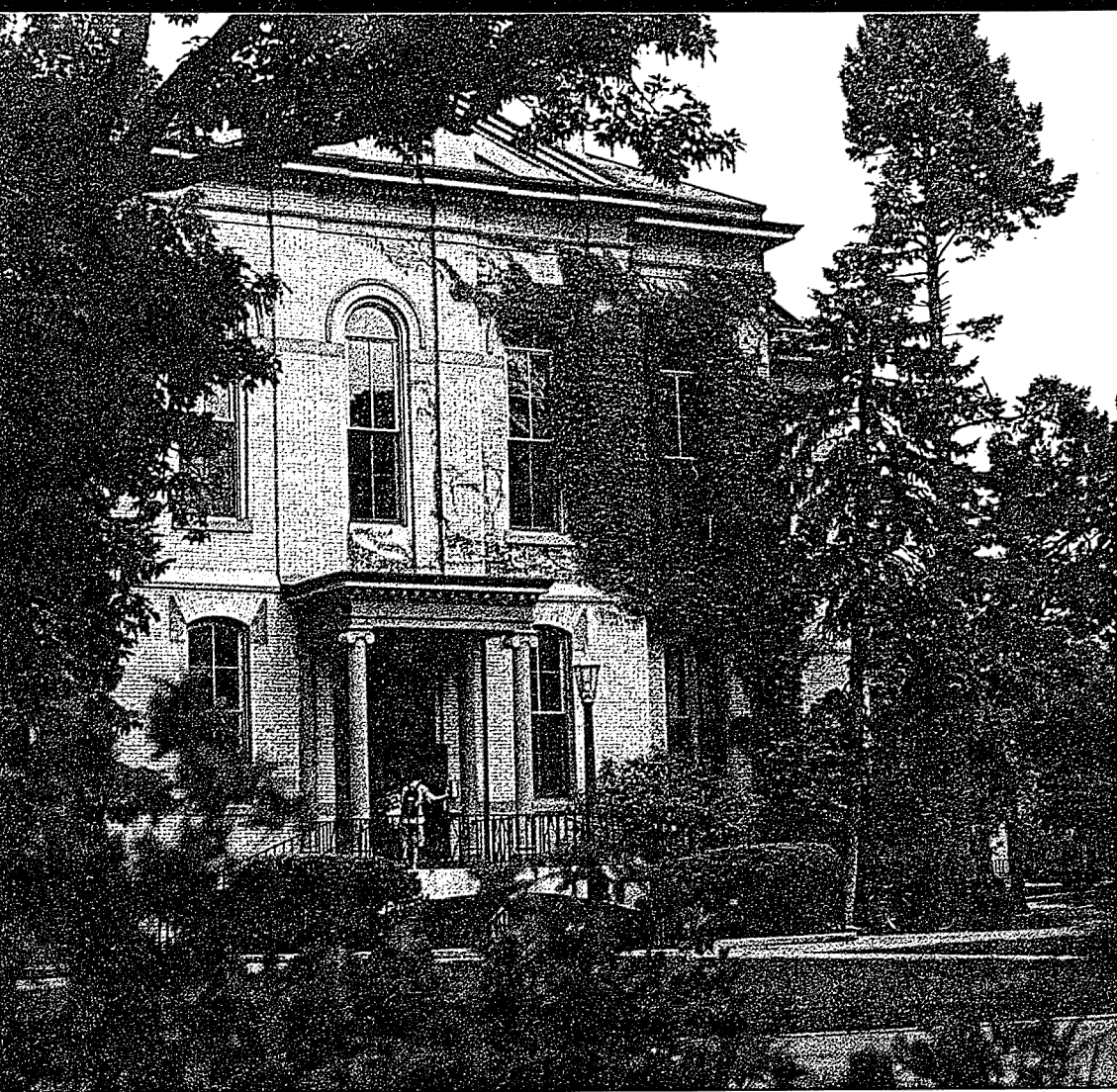
TROJAN SEXUAL HEALTH REPORT CARD

1.	YALE	4.0
2.	IOWA	3.6
3.	MICHIGAN	3.6
4.	STANFORD	3.6
5.	OREGON STATE	3.4
29.	USC	2.4
43.	HARVARD	2.1
56.	INDIANA	1.9
80.	GEORGETOWN	1.1
84.	MARQUETTE	1.1
98.	UTAH	0.1
99.	NOTRE DAME	0.0
100.	BYU	0.0

[HTTP://TROJANCONDOMS.COM/](http://trojancondoms.com/)



HUDDLE



THE

visit

A SKEWED PERFECTIVE

• CHRISTOPHER MESKILL

Term Started

FALL 2006

Month

Aug.

Subject

PHILOSOPHY

Period	NAMES	1st Week					2nd Week					3rd Week				
		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	ADAMS	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
2	ARMSTRONG	A	A	B	A	A	A	A	A	A	A	A	A	A	A	A
3	FLUSCH	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
4	LONG	B	A	A	B	A	A	A	A	A	A	A	A	A	A	A
5	PACHO	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
6	PAUL	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
7	MUSICK	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
8	FRIEND	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
9	GENTNER	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
10	WILLIAMS	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
11	JOHNSON	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
12	WYLIE	B	A	A	B	A	A	A	A	A	A	A	A	A	A	A
	MESKILL															

I remember when I had my first professional interview for an internship last fall. Daunted yet prepared, I approached the recruiter with a resume, a cover letter and an enthusiastic attitude. I watched as he scanned over my credentials and incredulously rolled his eyes. "I'll admit I never got grades this high in college, but then again, that was like 15 years ago and at another school, so who knows what this really means."

I left the interview pondering that joking interjection. Does anyone really know what that means?

It's hard to believe that the modern-day barriers of comparison between academic institutions could feel their effects within the last 15 years or that we are now incapable of comparing transcripts of students from different universities as well as from different periods of time.

But the issue is even more complicated. Can we even compare students within the university? With the complexity of the grading system varying from department to department at Notre Dame, grades that are comparable for the College of Arts & Letters might not be comparable for the College of Engineering. This disparity in grading scales poses a perplexing dilemma to employers, administrators and students alike: How do I evaluate these grades?

A Big Secret

Part of the problem with grades is a lack of communication among academic institutions. In writing this article, *Scholastic* contacted the registrar offices at each of the top 50 universities as listed by *U.S. News and World Report*. Without exception, each of these 50 universities declined to release their grade point average (GPA) statistics. While this eerily mimics the behavior of an "academic cartel," the reasons are quite clear. Major universities do not know how to address these rising numbers and fear misinterpretation of their grade statistics. This lack of

information, however, poses problems for the academic community.

It is difficult for universities to set a grading scale that gives their students an equal opportunity at employment or graduate placement without knowing the comparative scales of other universities. Thus, "grade inflation" occurs much the same as economic inflation (a reactionary effect from expected increases in prices within a market). If one institution has no basis of comparison, it is difficult to avoid raising its standards to meet the expected rise in standards of competing universities.

however, is that 'A' remains the top grade toward which the others converge. Where a group of students once would have been evaluated across a scale ranging from 'F' through 'A,' grades rise until a comparable group is evaluated in shades of just 'B' and 'A.'"

Meanwhile, Vice President and Associate Provost Dennis Jacobs prefers the term "grade validity." Jacobs says that the truthfulness of the grade is really what is in question. If a grade does not reflect a student's understanding of the course material accurately, then the grade's validity is doubtful.

According to Dean Mark Roche of the College of Arts & Letters, grade inflation causes problems in graduate placement. "[Because of the lack of differentiation,] there becomes more dependence on GRE scores, MCAT scores, LSAT scores and letters of recommendation, so faculty are essentially deferring evaluation to other measures that might be less equipped," Roche says.

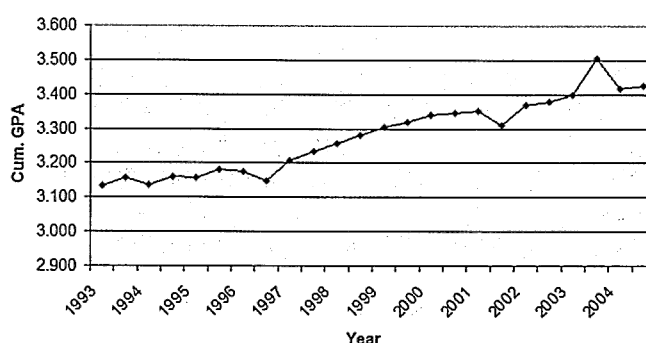
Whatever the preferred term, grade inflation is a real dilemma for the academic community, as it limits the ability of decision-makers to exercise an accurate judgment about students' collegiate records. But there are still questions of how it started and why it continues to occur.

Historical, National Trend

While grade inflation has been a consequence of many external and internal pressures, it was originally a factor of only one — war. According to legislation at the time, if a student maintained a certain GPA, he was absolved from wartime drafts. This was the case in the 1940s, when the first accounts of grade inflation were reported because of World War II.

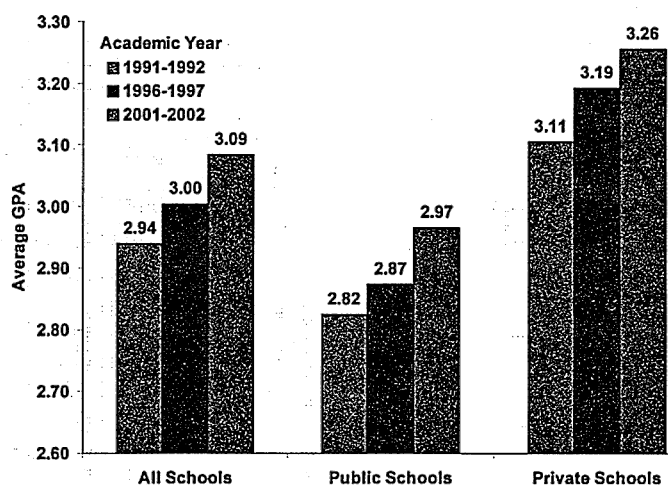
The beginning of the modern rise in GPAs came from those dodging the Vietnam War in the late 1960s. Administrators across the country used the Vietnam War as an effective marketing tool to promote their universities. In order to fulfill their promises of keeping

Cumulative GPAs at Notre Dame



SOURCE: University Factbook of Institutional Research

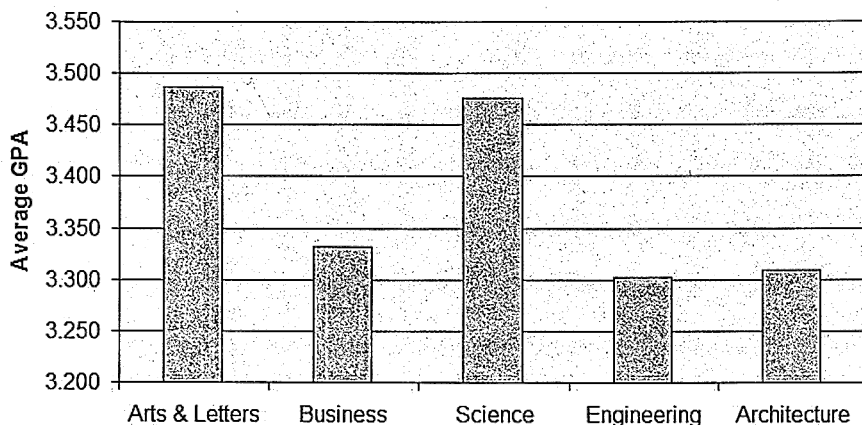
Recent GPA Trends Nationwide



SOURCE: Stuart Rojstaczer, Duke University

Although a popular term for this phenomenon, the idiom "grade inflation" is reviled by college administrators. Kenneth Sayre, a professor of philosophy, describes it rather as "grade compression." In the Viewpoint section of the September 14, 2005 edition of *The Observer*, Sayre explained his views on grade compression. "What actually happens in academic grade inflation,

Average GPA by College (2005)



SOURCE: University Factbook of Institutional Research

students out of the war, higher grades were distributed, and average GPAs at these institutions rose by 0.29 grade points in just five years.

The spike in grades from the Vietnam War set a continuous national trend. According to Stuart Rojstaczer, a professor emeritus of geology, environment and engineering at Duke University, as well as a grade inflation expert, the average GPA of a graduating student has risen by 0.26 nationally and by 0.40 for private institutions in the years since the war. Overall, this translates into a 0.146 increase per decade.

Notre Dame's grade inflation has been heavy as of late. In the last 10 years, the average GPA has climbed from 3.181 to 3.425 — an increase of 0.244, or nearly one-tenth of a point higher than the average national grade inflation rate. While much of this can be attributed to the rising admissions standards of the university, it is difficult to make a perfect comparison because of the re-centering of SAT scores in 1996, which is reflected in 2000's data.

A Brighter Tomorrow

Every year, Notre Dame students are greeted with the all-too-familiar *The Observer* headline, "Entering Class is Smartest, Most Diverse in School History." Certainly, the average SAT and ACT scores at Notre Dame have been consistently rising, but does this necessarily mean that the average GPA a Notre Dame student earns should also rise? The answer lies in how the university defines its evaluation standards.

Jacobs says that the grading scale should be chosen with regard to time-sensitive comparison. "The type of student that we recruit is different from one year to the next, and in general, the quality tends to be rising," he says. Thus, if the grading standards in a course for one year are applied to the next, there might be an increase in the overall grades because the average student is naturally more capable.

One could also argue, however, that the grades should be applied to compare students within the same year to one another. Joshua Kaplan, a professor of political science, believes that courses need to adjust to the ability of their students. "We are not judging students today by standards we applied 20 years ago," Kaplan says. "The world is different; education is different. As [we] update our courses, we think about grading a little bit differently."

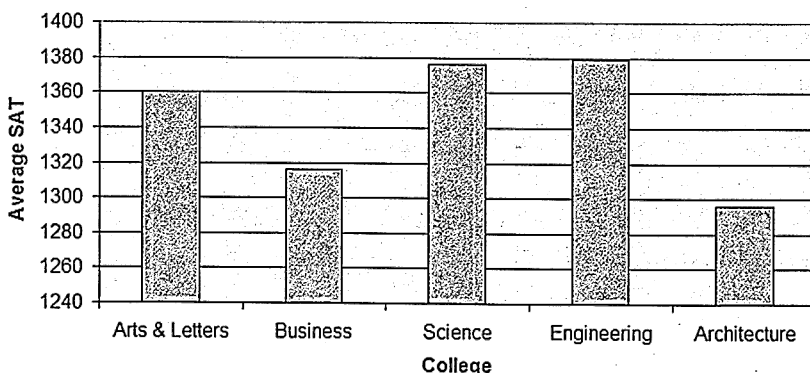
While this debate is at the heart of grade inflation and is not addressed all that often, its effects are far reaching, encompassing the entire student body. This time-sensitive comparison dichotomy leads to the argument of how grading policies should be composed. If one class is compared to the next, some uniform policy has to be set in an absolute scale, but if each year acts as its own independent entity, then the comparison needs to readjust for each class, establishing a relative scale.

A University Divided

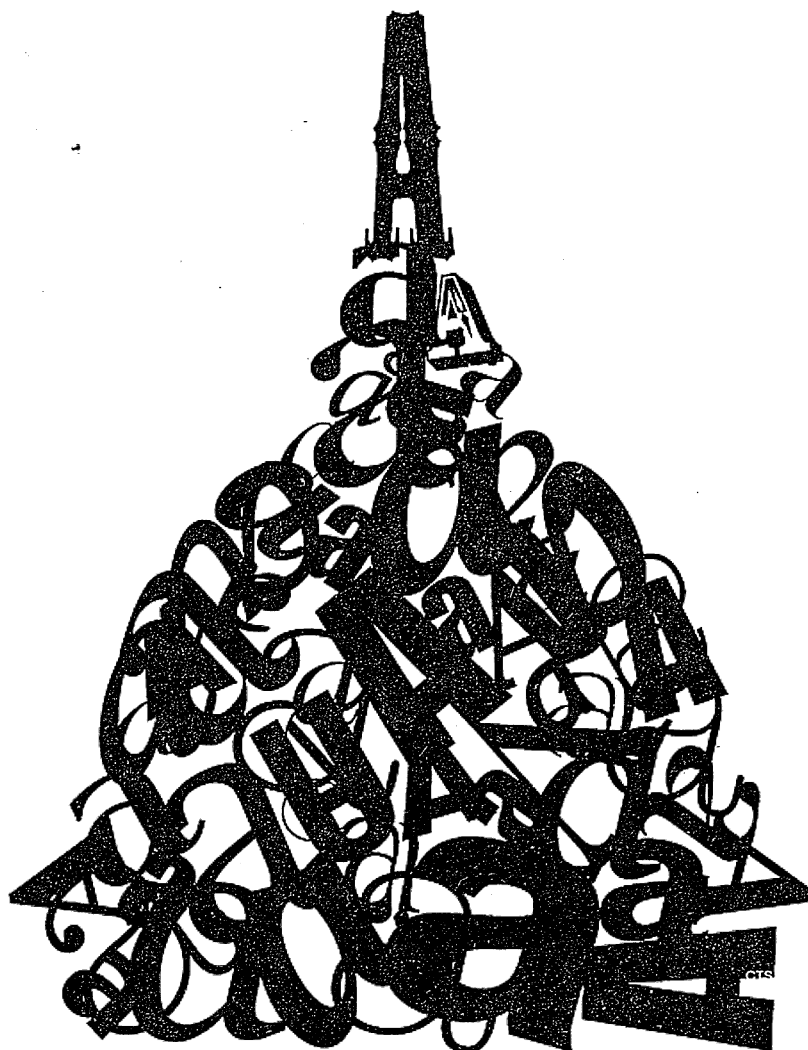
Almost all of Notre Dame's courses operate on one of the two aforementioned grading schemes — the absolute scale or the relative scale. Both have their merits and drawbacks, but are universally accepted as the two best methods available in higher education.

The absolute scale is most often seen in the College of Arts & Letters and the College of Science. The objective of the absolute scale is to set forth course expectations, set absolute standards for grades (such as 93 percent and above for an 'A') and evaluate students according to these preset standards. There is some room for adjustment to standardize the grades, but for the most part the grades are absolute — as the name suggests. This system is praised because it makes the learning objectives clear and evaluates free of competition between classmates, thus fostering an academic community rather than an independent sense of achievement. Unfortunately, this scale also fails to differentiate the top achievers from the rest of the pack, since every student is capable of getting an 'A' in the

Average SAT by College (2005)



SOURCE: University Factbook of Institutional Research



course. It is also identified as the primary cause of grade inflation at Notre Dame.

The relative scale is used in the College of Engineering and in the accountancy and finance departments of the Mendoza College of Business. Under this system, a certain target GPA is set from the beginning of the course (such as a 3.00, or a 'B' average in the course) and then grades are distributed to average out to that target GPA. This system manages to separate the high achievers from the low achievers but can also create an atmosphere of competition among students.

Also a professor of chemistry, Jacobs opposes the relative scale because it increases competition among students. "I want every student to work toward a set of standards that I set forth in the beginning," Jacobs says. "I don't want to say this is a kind of 'dog-eat-dog' environment where you have to climb to the top of the pile in order to get an 'A' [...] That leads to behaviors that are

contrary to what we try to nurture here at Notre Dame."

The School of Architecture tends to use both scales since some of its course material is similar to art studio and history, while other material leans more toward civil engineering. This wide breadth of course material is also a plausible explanation for the comparatively low grades in architecture, since few students are capable of mastering all aspects of the field.

Because of the inconsistent application of grading scales between university departments, it has been difficult to compare the transcripts of students in different courses of study. The effects of the disparate grading systems are evident in the average GPAs compared by field of study. Arts & Letters and Science students average 3.486 and 3.476 GPAs, respectively, while Business, Architecture and Engineering students average a significantly lower 3.332, 3.309 and 3.302, respectively.

The Rev. Richard S. Bullene, C.S.C., the assistant dean of the School of Architecture, offers another explanation. "If you look at the kinds of high school preparation that students have, [...] the qualifications that get you into Notre Dame suit you better for an Arts & Letters education or a Science education," Bullene says. "Very little of high school directly applies to some of the specific things [done in a professional program]."

Roche believes that Arts & Letters grades are influenced by class size, which is generally smaller in liberal arts programs. "If you have a small class," he says, "it's very likely that the students are more active in the learning process." These smaller classes allow for more feedback between students and professors, which allows students to reach learning objectives with greater ease.

Bullene also notes that the number of electives taken by each college is vastly dissimilar. Professional programs like



Architecture, Business and Engineering have more required courses, which cuts down on their elective credit hours. In turn, this means that students in these programs have less of a chance to cater to their individual strengths than their Arts & Letters peers.

While these grading policies can explain the gap between the liberal arts studies and the professional programs, they do not necessarily explain all of the inflationary grades seen in the last decade at Notre Dame. Two types of pressures placed on university administrators fill in the missing link between the old and the new. One is pressures from within the university, and the other is pressures coming from outside programs and a new social order.

Internal Pressures

In the last 10 years, a number of things have also been rising at the university other than grades — most notably, the tuition. The cost of a Notre Dame education has doubled since 1995, and the increase in cost directly results in an increase in one's devotion to his or her grades.

"A major factor is the growing conception in the last decade that the college degree is a commodity, a product; it's something that people pay for," Sayre says. "The quality of the product in the academic setting has to do with the grade point average. With increasing college expenses, the people who are paying for it are demanding a better product, higher grades. There is this pressure that we feel not to disappoint our clients."

This leniency on the part of professors allows the slippery slope of grading that Sayre mentioned in his editorial in *The Observer*. If professors feel that they cannot use 'C's, 'D's and 'F's, then the evaluation curve is really compressed between 3.00 and 4.00.

Bullene addresses this within the School of Architecture. "We sometimes

have to remind [professors] that they have a full range of grades. Use them," he says.

As long as the tuition continues to rise, so will the expectations for the students. Unfortunately, the only way that a student's education is evaluated is through GPA. So in this sense, the GPA is becoming more and more costly, and the administration acknowledges that.

Meanwhile, the emphasis on teacher-course evaluations (TCEs) has dramatically increased in the last decade.

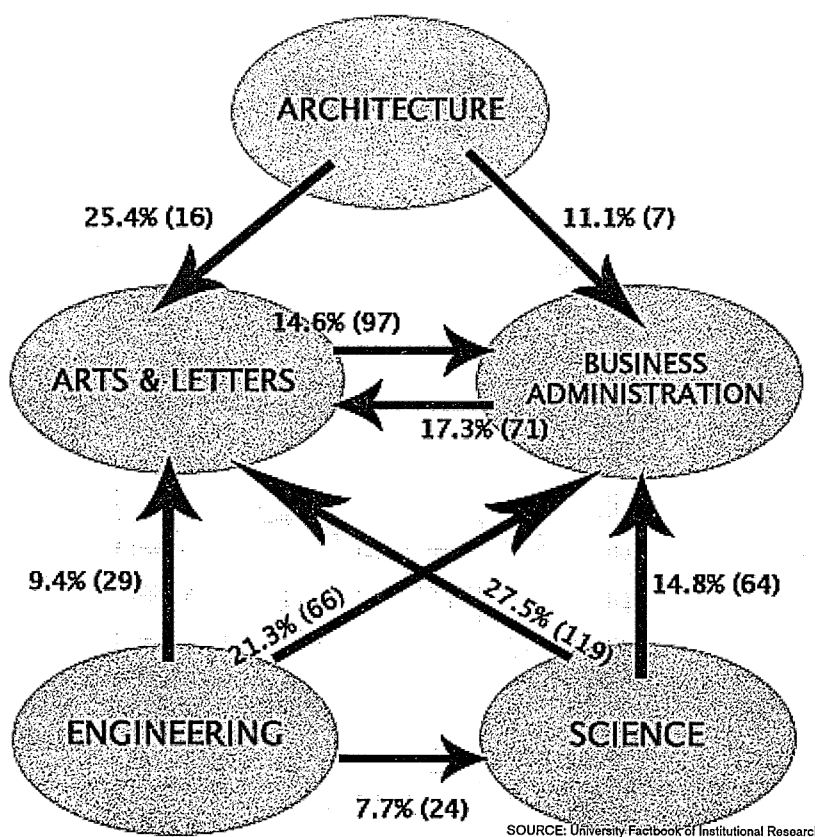
an effect on grading. "The perception among many of our faculty is that [TCEs and grading] are correlated," he says. "As long as that perception is there it does create an inflationary pressure. Professors want to achieve higher TCE scores and thus grade more softly."

Among other internal pressures on grade inflation is the ability of students to drop courses late in the semester. Since most Notre Dame students come in with advanced placement credit, they are able to drop a course without any ramifications. By and large, the reason that students drop courses is because of a low grade. "We always ask a student [...] why they are dropping the course," Kaplan says. "Students usually come in with one explanation, but if you probe a little bit, it's the grade."

In the absolute grading scale, there is simply an attrition of the bottom of the class. To Kaplan, this means that very few students get 'C's' any more, causing the grade compression that Sayre refers to. Since there is absolutely no blemish on a student's transcript for dropping a course, the students are open to interpret this as a free pass. "The message is if you're getting a 'C,' don't try to raise your grade, just try to erase it," Kaplan says.

Meanwhile, the relative grading scale faces a real dilemma when the lower-achieving students drop the course. At midsemester break, professors generally let students know where they stand in the course. If the professor has already given warning as to what grade to expect and then loses the bottom portion of the class, he or she faces a real problem: "Do I hold fast to the curve and turn a student who was told they have a 'B' into a 'C,' or do I allow the curve to shift up and thereby inflate the grades?" This is the probable cause of grade inflation in fields such as accountancy, finance and engineering.

Outflows Greater Than 5% of College Enrollment at Entry Cohort Entering as First-Time, First-Year Students in Fall 1999



While TCEs provide an invaluable service to the academic community by removing less pertinent sections from courses and counteracting the occasional tyrannical professor, it also puts a lot of pressure on the faculty to adjust to students' wants and needs.

"We have the faculty evaluating the students and the students evaluating the faculty; it's a 'tit for tat' thing," Sayre says. "Faculty themselves are under pressure to perform in a certain way in order to get tenure and in order to get a promotion."

Jacobs believes that there isn't a direct correlation between grading and TCEs, but he does believe that the TCEs have

External Pressures

In addition to internal pressures, grades at the university are affected by external factors. Within the last several years, the most prominent of these factors has been the socioeconomic conundrum known as the "Brain Drain." Made famous by *The New York Times* columnist Thomas L. Friedman's book "The World is Flat," the "Brain Drain" is when a society has more educated people than jobs for educated people, forcing an emigration of intellectual talent from their homeland to a job-rich nation like the United States. With this immigration to the United States, American students are facing a much more diverse and competitive job pool than ever before. Because of this, there is an added pressure on all students at Notre Dame to continue their education to separate themselves from this foreign work force.

The emphasis on attending graduate school forces many students to achieve higher grades than previous generations. Under an absolute grading scale with reasonably attainable goals, this added motivation will push a majority of students to earn 'A's or 'A-'s.

Since medicine is one of the most stable professions in the job market, the clearest example of this is within the College of Science. Notre Dame's preprofessional studies program is among the largest in the country, ranking 19th in size among undergraduate institutions. With the medical school admission rate of Notre Dame students rising (nearly 80 percent at this point) along with GPAs, there

is added pressure on the university to maintain its prestige in the medical world. Since GPA factors heavily into medical schools' decision processes, one of the simplest methods to continue Notre Dame's success would be to allow grade inflation to continue.

Meanwhile, the School of Architecture faces very different external pressures from the National Architecture Accrediting Board (NAAB). The NAAB reviews every architecture program in the country every six years. Unlike the pressure in the College of Science, the School of Architecture is pressured into maintaining lower grades because of this program disclosure. The board asks for a comprehensive portfolio for each class administered by the school, which includes the best work turned in by a student and the worst work that was given a passing grade. For this reason, the school must fail more work than other colleges within the university in order to maintain accreditation.

The School of Architecture also feels pressure because of its limited housing and studio contracts in the mandatory, year-long Rome program. The school hopes to have a sophomore class of around 48 students, but this is not always the case. Bullene attests that the architecture program does not use "weed out" courses to cut the class down to 48, but does use courses that accurately reflect the amount of work an architect should expect. "[But] if we have too many students going to Rome, that's our problem, not theirs," Bullene says.

Finding an Answer

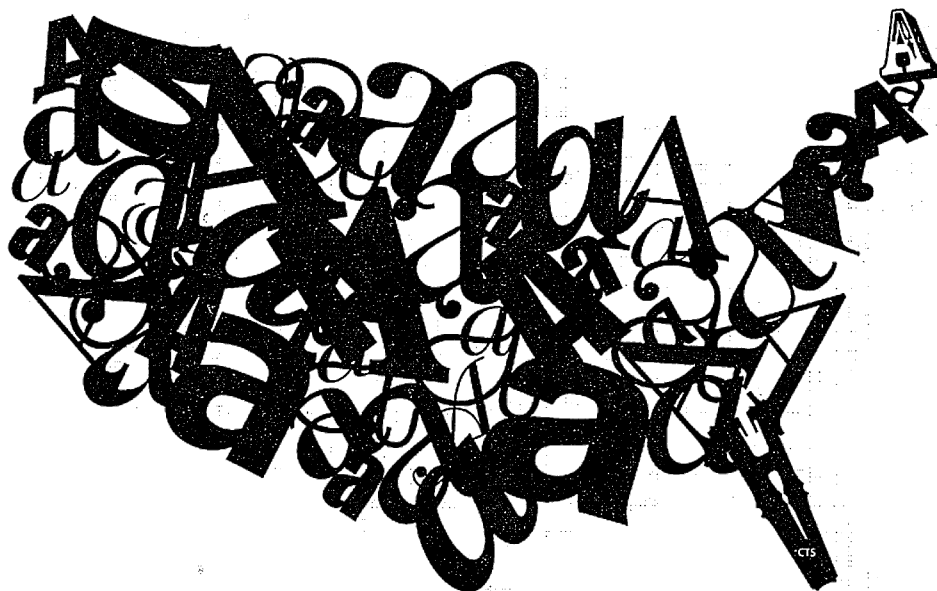
Unfortunately, the solutions to grade inflation are not that obvious. As of now, the university has established a subcommittee under the undergraduate studies branch of the Academic Council that will investigate grade inflation in the coming year. As the chair of the committee, Jacobs will investigate the probable causes of grade inflation and how to subdue them without overly affecting the student body.

"Right now, we are looking to understand the issue better," Jacobs says. "We may make recommendations to the departments, and we could take it to the level of changing some of the policies at the university."

Jacobs noted that the university is looking to further implement a better teacher-course evaluation process, including a comprehensive evaluation of teaching that focuses less on grades. The committee is also looking to use peer evaluations, so that professors get feedback from fellow professors who would probably be in a better position to determine if their course objectives are properly aligned and if the course material is up-to-date.

As it stands, there doesn't seem to be any emphasis on reconciling the grading systems between the liberal arts studies and the professional programs, but the necessity of a clear and reliable grading system will make it at least a topic of discussion in future committee meetings. Many have thoughts on how to fix this grading dilemma, but nobody has a perfect system. Perhaps it's best to think of things with some flexibility but a clear understanding of what the grade really means.

"[Instead of a university policy], perhaps they can suggest a lens with which to view grading," Bullene says. "I look at a 'B+' as honors, an 'A-' as high honors and an 'A' as highest honors. In doing so, the grades accurately reflect the students' abilities." And isn't that the purpose of a grading system in the first place? 9



PERSONAL PERSPECTIVES

Students with disabilities have a new way to share experiences

•Sarah Barrett

Hundreds of members of the Notre Dame community — both students and faculty — are united by a difference, but rarely know each other or can be identified as part of a minority. These people have a disability and face unique obstacles every day. A person's disability can be a major component of their identity; they will never be able to dissociate themselves from it. As a member of a minority, these individuals may face daily alienation and misunderstanding from their peers and mentors as they fight to surmount the obstacles they encounter in and out of the classroom.

This fall, the university opened the Sara Bea Learning Center for Students with Disabilities. The center provides a variety of services to meet the needs of students with disabilities. The center is teaming up with the equally new club — Perspectives — to provide students with disabilities “a place to call their own,” according to the group’s mission. Perspectives intends to build a supportive social network where students can vent, discuss and educate. While each disability represented on campus — psychological, hearing, visual, physical and learning — has inherent symptomatic differences, Perspectives encourages communication, showing its members that, despite their differences, they share similar experiences.

While these students deal with difficult personal struggles, their dialogue within Perspectives also focuses on their mission to educate and raise awareness of disabilities found within the Notre Dame community. The emphasis of Perspectives’ discussion, as the education of their peers and mentors, is derived from a shared frustration with being misunderstood, or not understood at all. While these students can learn ways to meet the challenges of their disabilities, their diagnosis remains. “I cannot erase it; it is mine forever,” says Brittany Morehouse, a 2001 graduate diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), which is characterized by symptomatic inattention. Morehouse expresses her frustration with her peers’ disregard of ADHD’s legitimacy. “Misunderstanding

takes many forms, [...] so many people claim that, ‘learning disorders don’t really exist,’ or ‘he [or she] is using it as an excuse,” Morehouse says.

The employment of negative stereotypes and frequent misunderstandings lay the foundation for Perspectives’ secondary goal to educate and raise awareness on campus. Perspectives’ strives to get across one central idea: “We are not disabled students; we are students with a disability.” Second-year graduate student James Fetter is legally blind and has found Notre

Dame generally to be a very accommodating place. Nonetheless, he has experienced discrimination both socially and academically. Within the classroom, Fetter expresses frustration at his

“I also wish to be taken seriously as a scholar rather than as a blind person who, by some amazing and mysterious process, was able to be independent.”

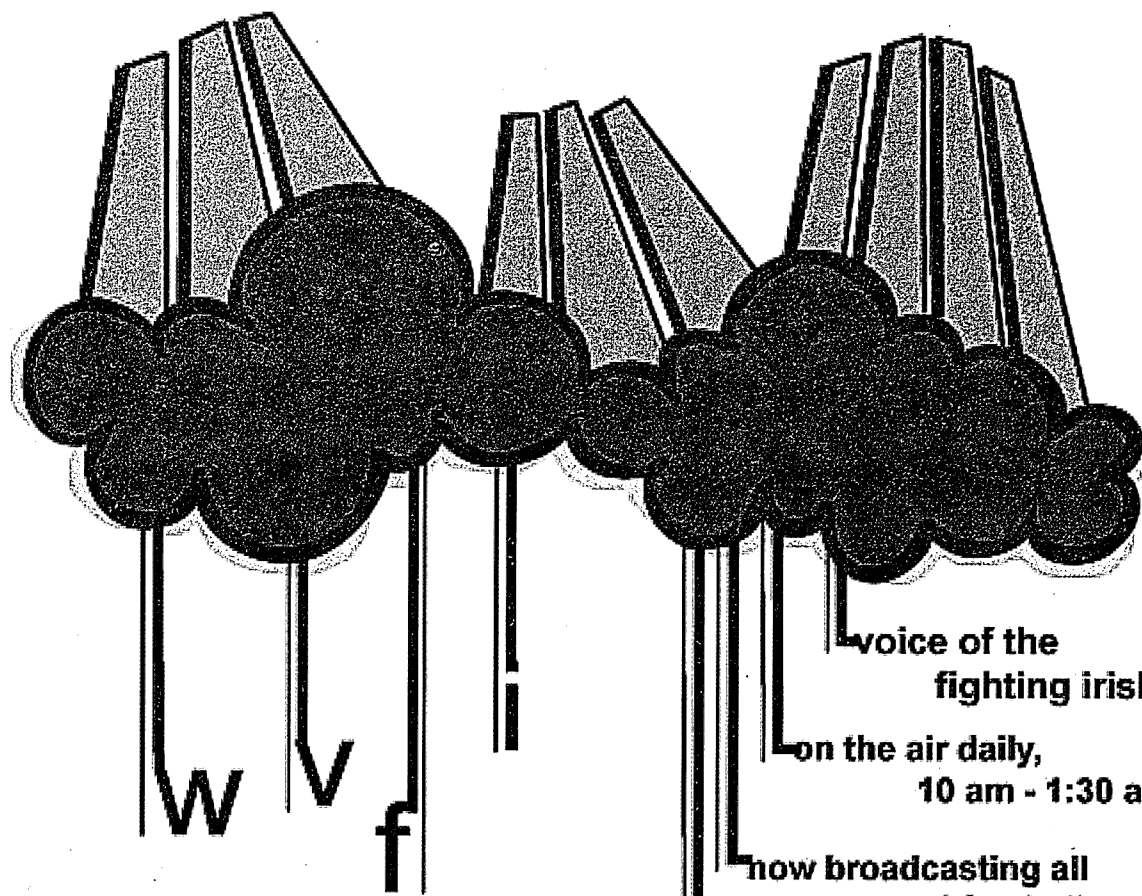
—James Fetter

professors’ tendencies to treat him more as a “blind student” than as a student who happens to be blind.

“Professors tend to take a greater interest in the way I convert my materials than they do in my actual academic work,” Fetter says. “Although I do not mind educating people about these things, I also wish to be taken seriously as a scholar rather than as a blind person who, by some amazing and mysterious process, was able to be independent.” Outside of the classroom, Fetter has found that often times people do not know how to interact with him, so they resort to speaking through a sight-efficient other, as if he has a hearing problem. “I recognize that these people are not showing me any intentional disrespect, but it would be preferable if they would recognize up front that I am able to speak for myself in these situations,” he says.

Until this year, students and faculty members with disabilities had no organized means of meeting each other. With the construction of the new center for students with disabilities and the formation of Perspectives, the students and faculty who were once alienated because of their disabilities are offered a place to share their struggles and provide each other with tips to make obstacles more manageable.

6



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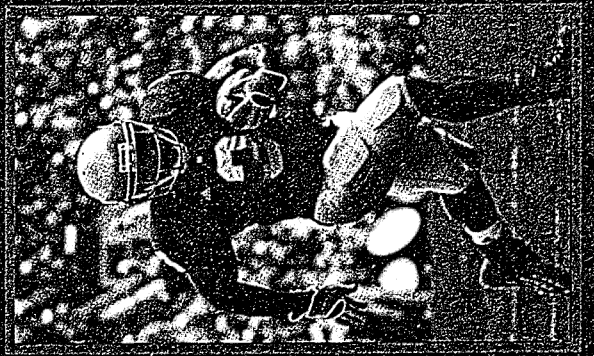
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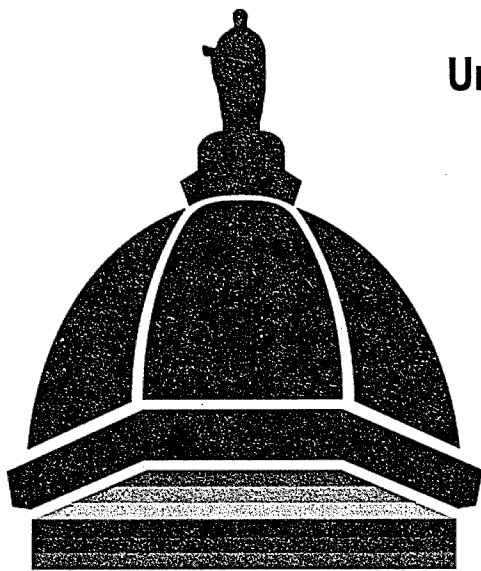


larry van dell

The Sound







CORE COUNCIL FOR GAY & LESBIAN STUDENTS

University Resources for Gay, Lesbian, Bisexual, and Questioning Students

The Core Council for Gay and Lesbian Students
(Information, education, and resources)

Contact: Sr. Sue Dunn, OP, 1-5550, or Andy Magee,
amagee@nd.edu

Office of Campus Ministry

(Annual retreat for gay/lesbian/questioning students
and their friends; pertinent library resources
in 304 Co-Mo; discussion and support)

Contact: Fr. Joe Carey, CSC, at 1-7800;
or Fr. Dick Warner, CSC, at 1-9704

University Counseling Center

(Individual counseling)

Contact: Dr. Maureen Lafferty at Lafferty.3@nd.edu

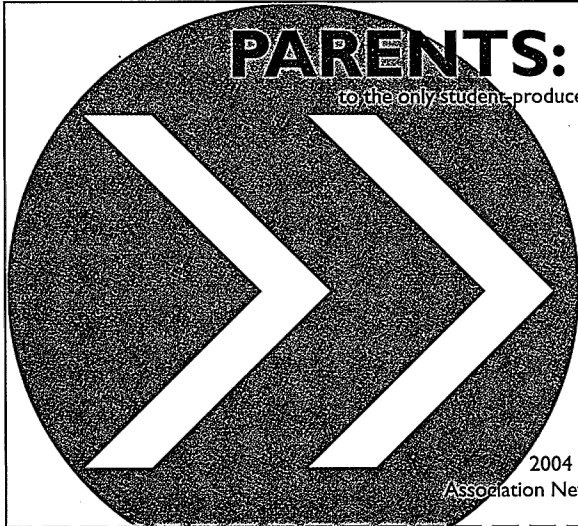
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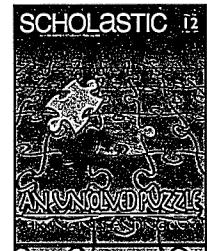
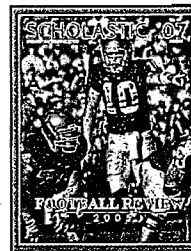


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REMEMBERING A PROFESSOR, HONORING A FRIEND

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*"How sweet the
moonlight sleeps upon
this bank! / Here will
we sit and let the sounds
of music / Creep in our
ears: / Soft stillness
and the night / Become
the touches of sweet
harmony."*

• Ann-Marie Woods

In the fall of 2002, music professor John Riley-Schofield arrived at Notre Dame, and his presence in both the music department and throughout the greater Notre Dame community was felt immediately. Serving as a visiting assistant professor of voice, teaching classes in vocal pedagogy, opera scene and vocal performance techniques, and working as Notre Dame's director of opera, Riley-Schofield significantly affected the growth and improvement of the university's music program.

Born in Bradford, England, Riley-Schofield developed his passion for music at a young age while studying piano and vocal performance. He eventually received advanced degrees from three universities, including the Royal Academy of Music in London. His musical career thrived in Europe as the baritone travelled and performed with the English National Opera and the Netherlands Opera before accepting a position at Notre Dame four years ago.

In the days after Riley-Schofield was tragically killed in a car accident last September at the age of 51, the faculty in the music department saw the need for a tribute concert, an idea that came to fruition on September 24th after a year of planning. Georgine Resick, a professor of voice who shared a "collaborative relationship" with Riley-Schofield during his time at the university, was an integral part of organizing and preparing for the event. The music department contacted many former and current students and faculty to contribute to the memorial. "The concert was a labor of love, and I was very moved and proud of the department," Resick says.

The concert featured seven faculty members and approximately 100 students, both current and alumni. The University of Notre Dame Symphony Orchestra, Chorale, Chamber Players and soloists took the stage in the Leighton Concert Hall to perform pieces by some of Riley-Schofield's favorite composers, including Ralph Vaughan Williams, Franz Schubert, Robert Schumann and Richard Wagner.

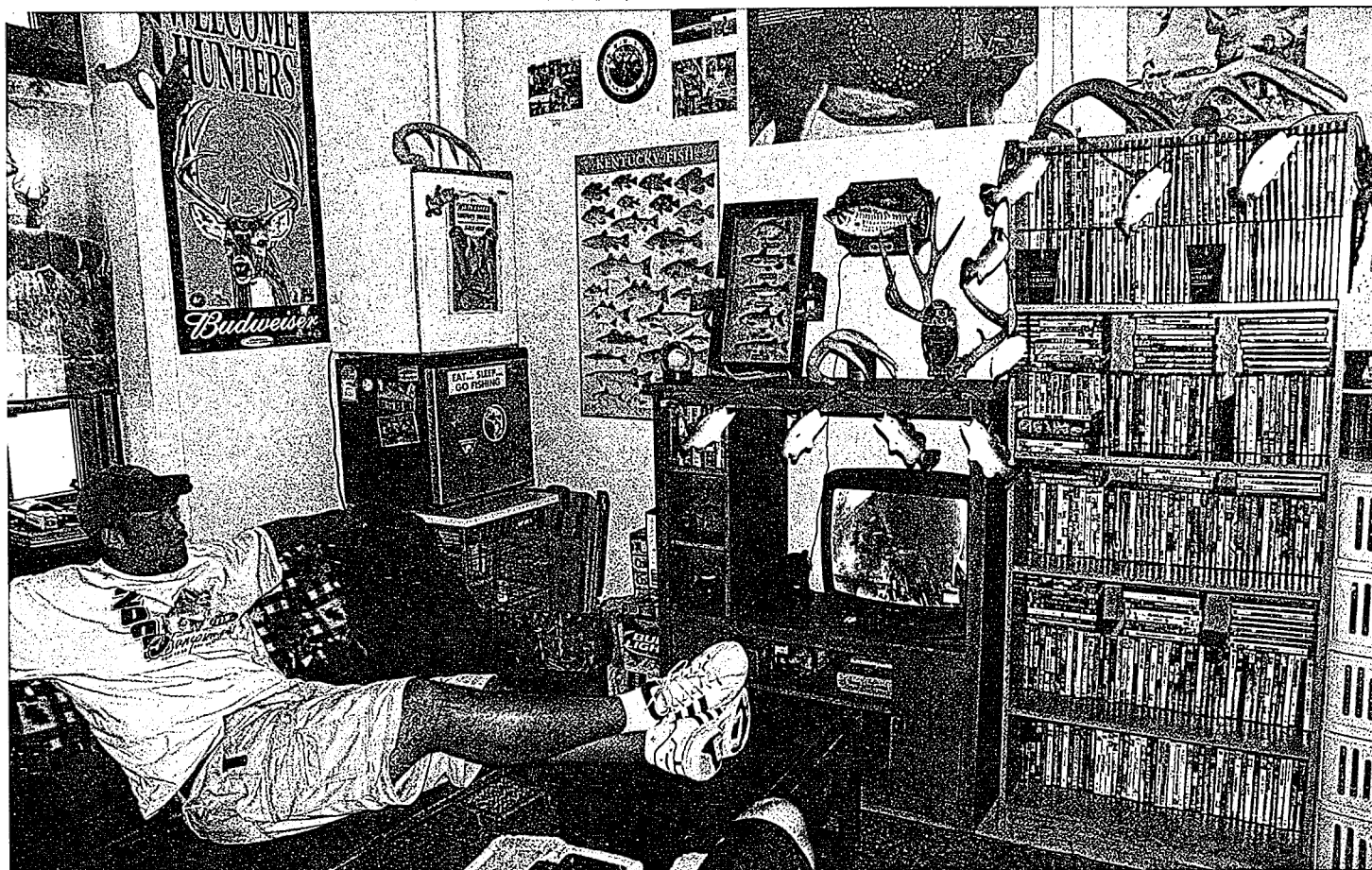
Of all the performances given Sunday afternoon, Vaughan Williams' "Serenade to Music" directed by Daniel Stowe served as the greatest "tribute to John," according to one of Riley-Schofield's former students, Brandon Hollihan ('05). Vaughan Williams' arrangement of text from Shakespeare's "Merchant of Venice" was a fitting tribute: "How sweet the moonlight sleeps upon this bank! / Here will we sit and let the sounds of music / Creep in our ears: / Soft stillness and the night / Become the touches of sweet harmony."

As several of his former students, most of whom traveled some distance to participate in the memorial, performed

"Serenade to Music," it was evident that he was more than just a professor to these future music scholars. "He always worked for his students and cared a great deal about them," Hollihan says. In addition to providing closure for the students and faculty alike, the concert gave those who knew him an opportunity to express their gratitude for his dedication, support and love.

The impact Riley-Schofield had on his students and colleagues continues on in their hearts and music. Lauren Price ('05), a soloist in the concert, says, "It felt like he was very much a part of the event, like he was going to walk in at any moment." At the conclusion of the concert, the audience, his students and his colleagues were left with a short recorded performance of the exuberant baritone whose voice brought warmth and joy to so many people's hearts.





AN AFTERNOON IN PARADISE Mike Schubert relaxes in this shrine to hunting and fishing. The guys' extensive DVD collection and string of fish lights add modern commodities to the natural setting.

HUNTING LODGE OF LOVE

ROUGHING IT IN 133 ALUMNI

8 MADDY ZOLLO

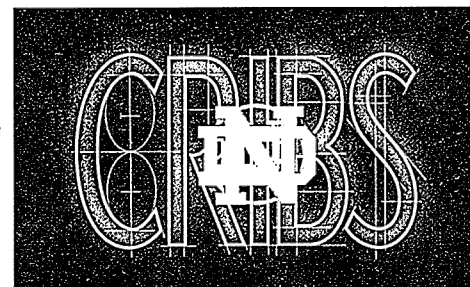
If a couple weekends from now you are stumbling down the first floor hallway of Alumni Hall and end up in a room filled with people dressed in camouflage fishing tackle vests, there is no need to be alarmed — you just happened to have found your way to the upcoming “Bass Pros and Bait Shop Hoes” party. You might assume that this was like any other party where outfits set the theme, but in the case of 133 Alumni, it would still be a themed party even if no one dressed up.

When you enter the home of senior Ryan Larson and junior Mike Schubert, you see everything at once. Almost every nook and cranny of the room has something related to nature in it, whether it is a carving of a fish or a pair of antlers,

and really gives the room a “Let’s go camping!” feel. There are hanging antlers with fake doves perched on them, a neon orange poster with a picture of a deer under the words “Welcome Hunters” and brightly colored curtains with pheasants on them. It is like stepping inside an issue of *Field and Stream*.

There is one thing, however, that seems strangely missing — there is no actual deer head mounted to the wall. Pictures of deer, antlers from deer and even deer figurines are present, but there is no real mounting.

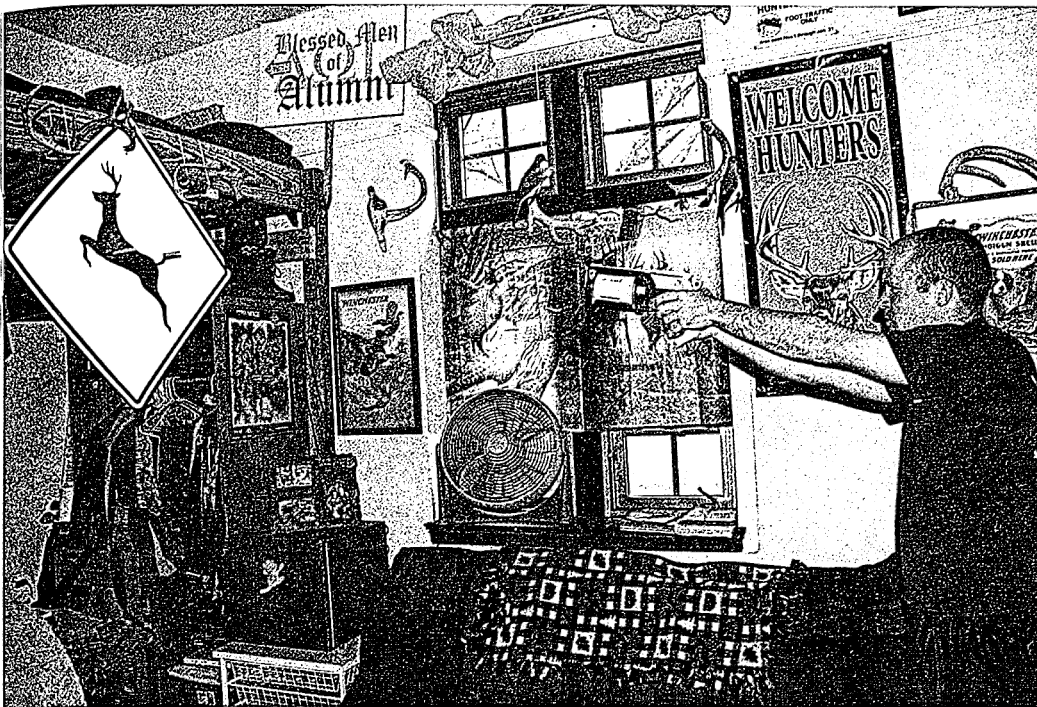
“We didn’t want to get fined for nailing it into the wall,” Larson says. “But you know what? I think we may get one next semester, anyways. I do, after all, have five in my bedroom at home.”



Despite the lack of an authentic deer head, the room stands strong as it is. All the walls are adorned with outdoors posters and hunting and fishing paraphernalia. Among all the posters, the one that stands out the most is that of the “Bow Hunter,” depicting the outline of a deer with a drawing of the deer’s liver, lungs and heart in red inside.

“[I] love this poster,” Larson says. “Bow hunting is my favorite way to hunt.” He continues on, explaining that the place to aim is where the front tip of the heart and lungs are touching.

“Yeah, and we can even practice in our room,” Schubert adds as he turns toward a bright yellow Deer Crossing sign that looks like it has been pulled off the side of the road. He then pulls out a Nerf



SHOOTING RANGE Ryan Larson shows off his hunting skills with a Nerf gun.

gun from his desk and aims for the sign. Four Styrofoam darts later, Schubert and Larson begin to analyze which shot was the best. The darts sticking to the deer on the sign are all in the exact place the poster had highlighted as the place to shoot for a kill. Next to the sign is a row of little stuffed opossums that are hanging from the bunk in front of Schubert's baseball caps.

The center of their room is very spacious with a flannel couch and a recliner set on top of a leaf-patterned carpet. Their television and ridiculously extensive DVD collection are framed with cute lights shaped like bass fish, and there is a little moose statue on one of the shelves nearby. A cut-out of an eagle with a six-foot wingspan is taped on the ceiling above the sitting area.

Hunting is Larson's forte, whereas Schubert is more of a fisherman. Both were raised with a passion for the outdoors. They say that they actually have no problem keeping up their hobbies here at school, despite the fact that most people don't think that Notre Dame and the great outdoors go hand-in-hand. Schubert has

hung pictures of himself holding good-sized bass, and he says some of them were caught in St. Mary's Lake. Larson has pictures of himself with the many deer he has killed throughout the years. Some of them are even in a deer picture frame. He says that he killed one of the deer about 10 miles northwest of campus.

"March through May are great months," Larson says. "That's when we can start going on our hikes through the woods around St. Mary's to find the antlers that the deer have shed." He points out that they have at least five of the antlers they discovered on their searches in the room, some of which are hanging from the beds while others grace the top of the refrigerator.

With all the hunting references and pictures of them holding their game, one might think that the room comes off as a tad unwelcoming, but it gives off the

completely opposite vibe. Along with all the posters and pictures, they have cute wooden signs with sayings on them, such as "Eat ... Sleep ... Go Fishing" and "A hunter lives here with the dear of his life." An oar is mounted above the door, and a branch with tackle on it hangs above the mirror. Overall, it makes you feel as if you are staying in a cozy wilderness lodge. All they need is a fireplace.

"Nature's relaxing," Larson says. "So if you have a bad day or have a bad conversation, you come back to the room and once the door closes behind you, it's like you're back out in the woods; you just get reminded of the beauty around you."

Put simply, 133 Alumni blows other dorm rooms away. Not only did they stick with a theme, they cover all aspects — carpet, curtains, lights and basically anything having to do with hunting or fishing. So if you are ever walking down one of the hallways of Alumni, now you will know that behind Mike Schubert and Ryan Larson's door there is more than just a normal dorm room; there is a little slice of nature. **S**



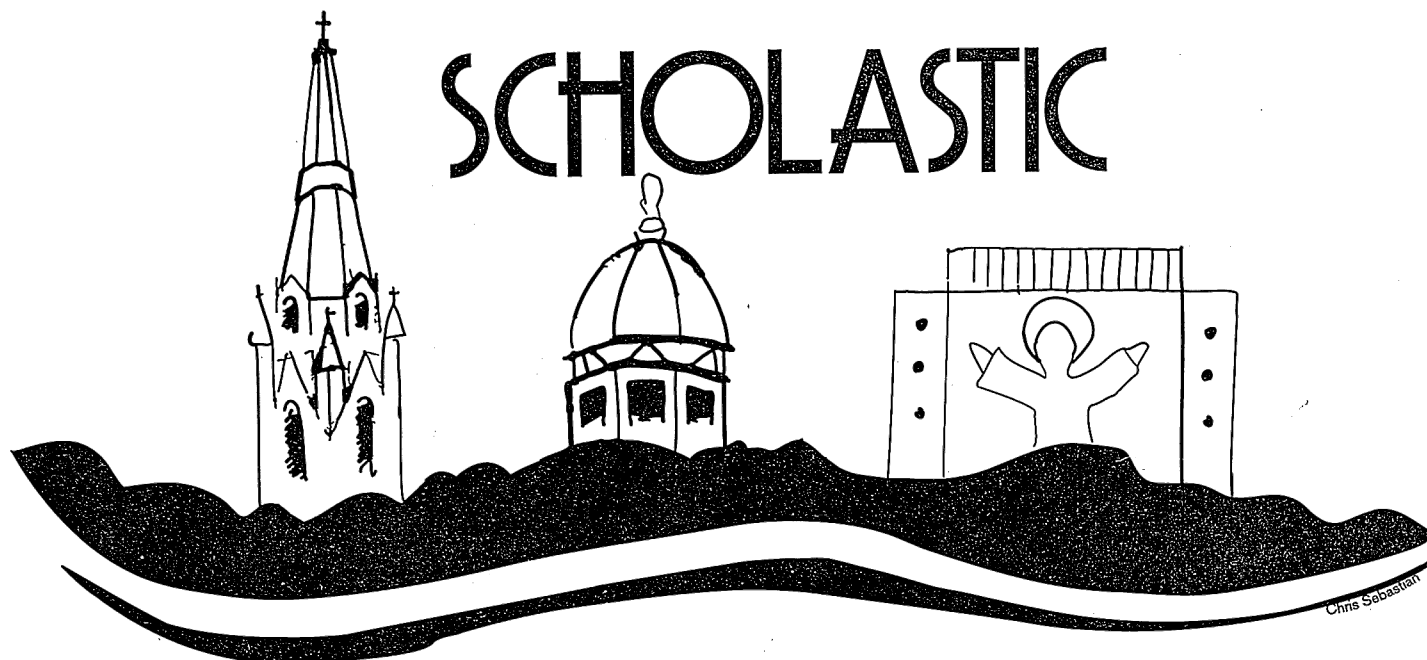
HUNTING ATTIRE A hunter can never have too many hats.



DECORATING HUNTER STYLE Hunting posters, pictures and fishing rods adorn the lodge.

ALL PHOTOS BY KRISTIN KEVE

SCHOLASTIC



CAMPUS CHATTER

NO SLEEP DEPT.

"ARKIE" ANGST

"This isn't a fish tank." Please don't approach the ground level windows of Bond Hall to tap on the glass. Judging by the handmade sign hastily taped to one window, it disturbs the fragile species known as the second-year architect.

At first sight, the space that approximately 50 sophomores call their second home is reminiscent of a laboratory. Huddled under bright, magnifying desk lamps, stationed at sea foam green tables, the group appeared to be the subject of some strange experiment. Apparently, they sensed the presence of an intruder; as I walked down the aisle, eyes blurred by lack of sleep and eraser dust sized me up. "You have to be crazy to be in this major," sophomore Laura Hattrup said.

The vestiges of regular all-nighters are visible all over the studio. On the chalkboard, someone had written, "Remember kids ... you can always major in accounting." Empty Starbucks Frappuccino bottles and crumpled drafting paper were the most common refuse covering the desks, but there were also numerous baby food jars. "People buy baby food and eat it so they can use

the jars [for watercolors]. We had apples and chicken, and that was kind of weird," Hattrup said. Obviously, early morning delirium had taken hold of these arkies already this semester. "We were in here until 10:30 in the morning before the Michigan game," Hattrup said.

Behind my left shoulder, a pair of eyes peeked over the top of a cubicle. I turned around, and they darted back down, only to creep back up seconds later. "He always does that," Hattrup said, laughing. Moments later, death metal blasted from behind his cubicle walls. In the otherwise quiet room, no one seemed fazed.

While workers plugged into iPods were sequestered toward the back of the room, a group formed around Hattrup's table to ridicule David Hasselhoff's music video on YouTube. "It's a combination of neat freaks and crazy people," Hattrup said. The group was ready to regale me with stories from last year in the Brownson Hall studio. "Pretty much anything funny that happened, you can't write about in *Scholastic*," someone chimed in. The group laughed, and I avoided delving further into whatever potentially incriminating behavior took place.

Was the move from Brownson to Bond this semester positive? "You start to feel more a part of the school since the fourth and fifth years are here," Hattrup says. "They come in sometimes and check on our projects," sophomore Jess Fitzpatrick said. "And we have a lot more room here." The general feeling toward Brownson was less than positive. "Last year it [the studio] started to smell like a pet store. Wet watercolor paper smells like crap," Hattrup said.

Around 11 p.m., a war broke out between two students. A ball of tracing paper sailed overhead, hitting its target. She retaliated moments later; her weapon was a quickly crafted ball of masking tape. Struck, her opponent exclaimed, "You made this? I thought you were going to put rocks in it. Or spikes." His counterattack missed the original target, startling an innocent bystander. "Is this part of the war? I'm bonus points?" the startlee wanted to know.

Despite the familial feel in the second-year studio, the group explained that theft does happen. Everyone recalled when a missing component of a project was found in the trash under a banana peel. Still,

Hattrup makes a point about the positive, collaborative nature in studio. "We help each other out. That's what's different about this major."

A few arkiies left on a Starbucks run around 11:30 p.m., while others trickled in to begin a long night of work. I made my way toward the door as some unwelcome spectators appeared. "Look, there are people in the window!" Looking up from their drafting tables, the second-years tried to make out faces in the dark. "We don't even know those people!" A wave of annoyance swept the room. "Can we make a sign that says 'Read the Sign'?"

— Regina Gesicki

CHIPOTLE BURRITO NIRVANA?

"So what, exactly, is a chipotle?" Standing in line on the second day of Chipotle's Michiana existence, I heard more than one customer ask just where the restaurant's name comes from (a spicy red pepper used in Mexican cooking). The cost to obtain one of the much coveted burritos? About an hour long wait ... at least for the first few days. But a week later the line was still out the door.

Observing a sign hanging in the window that reads, "Our pigs don't get antibiotics, added growth hormones or mulligans," a Chipotle devotee still waiting outside took a poll of his surrounding friends inquiring whether or not the "no mulligan" policy means that if pigs aren't killed in the first slaughter attempt, they aren't used for Chipotle meat. The only response was a look resulting from extreme hunger and anger with the queue. "I've only had a Snickers and a Milk Chug all day, man," a companion said. "I'm starving for this stuff."

Other students standing in line took a more practical approach to the wait. "Let's get a burrito box for our dorm party tomorrow," one student mused, sporting a red Chipotle hat offered on the infamous "Free Burrito Day." Another group argued over whose turn it was to buy chips for the table, frequently forgetting that Chipotle is a family restaurant when choosing words for their debate. The families didn't

seem to mind, though. Young parents held babies and toddlers milled around their parents' feet.

Finally, we reach the outer entrance of the unassuming edifice. A greeter, who referred to himself as Chipotle's recruitment coordinator, was there holding the door open and conversation ensued about current national Chipotle locations and those that are scheduled to come. "Is one coming to St. Louis?" one anxious student asked. "No, not yet." A look of sincere rejection crept across the student's face. "How about Providence?" "Actually, we're planning to open one there soon. Plans are being made for it." The building itself is small and unflattering. Cranberry paint covers the interiors with metal and wood still visible through the ceiling. Tunes from Eric Clapton and The Who emerge from the speakers, interweaving with the voices of the queue.

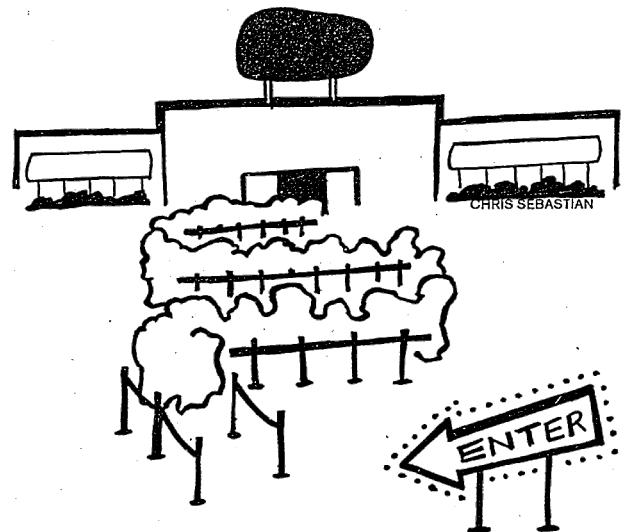
After an hour of frivolous conversation and little-to-no real amusement, we reached the assembly line of Chipotle employees. In the background, I saw a man over the grill, while another chopped onions. The backs of their shirts read, "Master O' The Grill." I reached the first station — a man decorated with tattoos on his arms and sporting an Under Armour cap on his head took my order. "Still pretty busy, huh?" I asked pointlessly, trying to be polite and to make conversation. Looking up directly at me with a grin on his face, he said with a cheery voice, "Yes, we are. But it's going well," and continued to make the burrito.

Next to me, an ND student asked the next employee for chicken on his burrito. "Chicken!" he sang out loudly, clearly proud of his customer's choice. He took the time to scout out the youth and acknowledged his Cubs hat.

"Get this man whatever he wants," the man ordered aloud to the rest of the line. "This kid's a Cubs fan!" Upon completing my order and reaching the cashier, the Cubs fan student remarked to the cashier that "You guys need to take Domer Dollars." The cashier merely smiled, not completely understanding what Domer Dollars are or why they're necessary.

As my party and I delved into our burritos, another Domer squeaked through the growing line to greet one of my companions. "Hey man, what are you doing here?" my friend asked. "We're meeting here for Mock Trial." My friend only chuckled in response, sweat emerging under his eyes from the spices.

— Michael O'Connor



SPORTS

CELEBRATION REGULATION

Sportsmanship and Post-game Antics

•Megan Teigen

When Boston University announced in September that it would no longer tolerate racist, sexist or obscene language at sporting events, students and fans were shocked. Kendall Lyons, a Boston University sophomore, called it an infringement on our freedom of speech. "Sports won't be fun anymore," he said.

A similar sentiment is evident in the controversy surrounding recent flag-plantings by NCAA football teams. After the practice was banned in several conferences last year, fans complained that the new rule took the fun out of post-game celebrations. The issue made headlines again in the week preceding this year's Notre Dame-Michigan State matchup.

Have profanities and planting flags become just another part of college sports — as many college football fans suggest — or is the attention given to antics outside the game overshadowing the games themselves? And what are we to think of the players and coaches who encourage their fans to focus on these out-of-game quarrels?

The Big Ten banned flag-planting last year after two incidents in three weeks. On September 17, 2005, Michigan State celebrated a 44-41 overtime victory over Notre Dame by planting its flag at the 35-yard line in Notre Dame Stadium. Three Saturdays later Minnesota did the same after upsetting Michigan in Ann Arbor. The SEC also banned the practice after police stopped Georgia players from carrying their flag onto the field at Tennessee's Neyland Stadium.

The bans have not erased the problem, though. After the Irish rallied to beat Michigan State this year, three Spartan players hurried to midfield to guard it against a possible Notre Dame retaliation. On Saturday, after Illinois defeated the Spartans 23-20 with a last-second field goal, a skirmish broke out as Illinois players tried to plant their flag on Michigan State's field. Punches were thrown as Spartan players fought to defend the "S," but in his postgame press conference Michigan State Head Coach John L. Smith told reporters that "their [Illini] deserved to plant the flag."

At the same time, Illinois Head Coach Ron Zook was apologizing for his players' post-game conduct. "It's part of learning how to win," Zook said. "We'll learn how to win. If I had seen it, I would have grabbed it [the flag]. I'll deal with it Monday." Zook clearly saw the skirmish as detracting from a big Illinois win — their first against a Big Ten opponent since 2004.

Last year, ESPN analyst and former Notre Dame Head Coach Lou Holtz criticized Michigan State's move. "College football doesn't need that nonsense," he wrote. Indeed, plenty of drama takes place within a game — just look at Michigan State's last two losses, both of which came down to the game's final plays.

While some see these incidents as part of the game, Notre Dame Head Coach Charlie Weis summarized the other side of the argument at a recent press conference. "When you use something like the flag incident, try to use that as your motivation for the game, that lasts for about five minutes once the game starts. Once you start hitting each other in the mouth a few times in the game, that stuff is over with."

When it comes down to it, post-game antics and obscenities shouted by the crowd drown out the conversation taking place on the field. As the NCAA works with individual schools like Boston University to eliminate this background noise, players and coaches will hopefully send this message to their fans. After all, whoever first said "leave everything on the field" wasn't talking about team flags.

The views expressed in this column are those of the author and not necessarily the views of Scholastic.

N vs. S

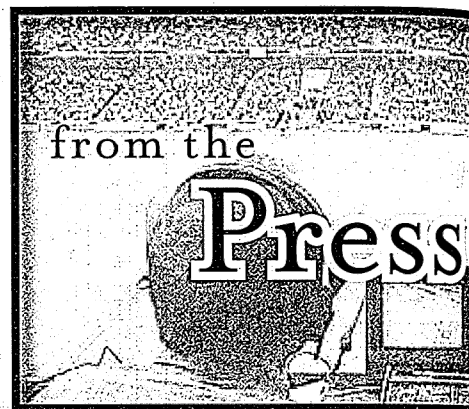
OUR CALLS:

SPORT: Football

OPPONENT: Stanford

WHERE: Notre Dame Stadium
Notre Dame, IN

WHEN: Sat. Oct. 7, 2:30 p.m.



At the Notre Dame-Purdue game, the 1966 National Championship football team, coached by Ara Parseghian, celebrated its 40th anniversary. The legendary team, which allowed only 38 combined points all season and boasted five All-Americans, received the game ball from the previous week's victory over Michigan State ...

Quarterback Brady Quinn was named the Walter Camp Football Foundation Offensive Player of the Week for his 319 yards passing and five touchdowns against Michigan State; it was Quinn's eighth career 300-yard passing game. Defensive back Terrail Lambert was named the Master Football Coaches' Defensive Player of the Week for his two interceptions and touchdown ...

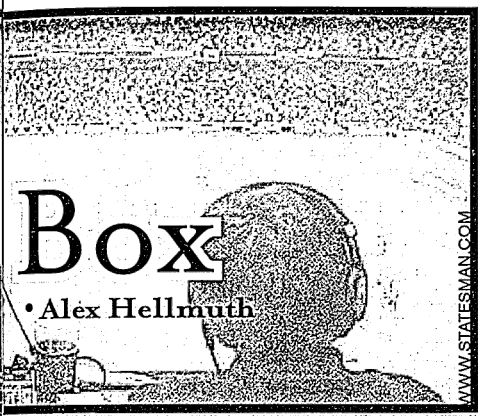
On September 26th, sophomore defender Carrie Dew of the No. 1 women's soccer team was awarded Big East Conference Women's Defensive Player of the Week. Dew scored the game-winning goal against Louisville on September 24th. Including Dew, six members of the Irish defense have been honored by the Big East this season. On offense, freshman forward Michele

Stanford is 0-5 so far this season and has been held to 10 or fewer points in four of those losses. Although the Cardinal defense rose this week from worst to third-worst nationally, Stanford's opponents have scored at least 31 points in all five games. This bodes well for an Irish offense that finally seems to be in stride, and Notre Dame will jump ahead early with another strong first half. Stanford quarterback Trent Edwards threw three interceptions against UCLA and fumbled twice, after allowing record-setting yards to Purdue wide receiver Selwyn Lymon; the Irish secondary will shut down Stanford's passing game. The Irish win easily, 42-10.

Megan Teigen
Sports Editor

Future Irish opponents Navy and UCLA have already pulverized Stanford by a combined margin of 68-9. However, judging by their respective losses to Tulsa and Washington, Navy and UCLA aren't performing at an above average level. The Cardinal is just that bad. Three key Cardinal offensive players are currently injured — fullback Nick Frank and receivers Evan Moore and Mark Bradford — leaving quarterback Trent Edwards without many options. Watch the Irish offense rack up points as they face a Cardinal defense that has given up an average of 458.8 yards per game. Irish win, 45-7.

Brittany Lash
Assistant Sports Editor



IRISH EYES ON... Joseph Lapira

•Hannah Wenger

With his skill, enthusiasm and speed, junior forward Joseph Lapira brings a spark to the Notre Dame men's soccer lineup. As a sophomore, he led the team in points (19) and goals (7), earning two nominations to the Big East Weekly Honor Roll and an All-Big East third-team selection. He has continued his strong performance this season with 27 points and 13 goals, including five multiple-goal games.



What is your favorite part of the game?

When the team succeeds, it makes the game that much better. I concentrate on doing well for my team and for myself, but in the end, the team is what's important. The best thing is to go on the field and have fun with the guys. Scoring goals isn't bad, either.

How has your game improved over your last two seasons?

It's not so much that I am stronger, but I think I'm smarter out on the field. I have a better feel for the game, and I have gotten used to playing up top with Justin [McGeeney]. After two seasons, things on the field have really meshed, and I've learned to play well with my teammates.

How have you managed to balance soccer with school?

I struggled to balance school and soccer as a freshman and sophomore. As a junior, things have gotten better. It's tough to

have practices and games and still find time to do my work. The key is getting into a good routine so everything's not rushed.

Who did you cheer for during the men's World Cup this past summer, and what did you think about the finals?

I rooted for Sweden. I'm a huge fan of their starting forwards, Henrik Larson and Zlatan Ibrahimovic. And I'm a big fan of the long shots. I wasn't all that enthused about the final except that Zidane's headbutt was one of the funniest things I've ever seen. Hopefully my career ends with a similar flair.

Weissenhofer leads the nation in points per game (2.33) and assists per game (1.22) ...

Junior women's volleyball player Adrianna Stasiuk notched 14 kills and 10 digs in a win against Rutgers September 23rd as Big East Conference action opened. Stasiuk, who leads the team with 191 points, posted her ninth double-double of the season against Villanova on September 24th in a 3-0 Irish victory and was named Big East Women's Volleyball Player of the Week. The team's 3rd straight win, a sweep of Seton Hall on September 30th, made Head Coach Debbie Brown just the 28th NCAA coach to win 500 matches ...



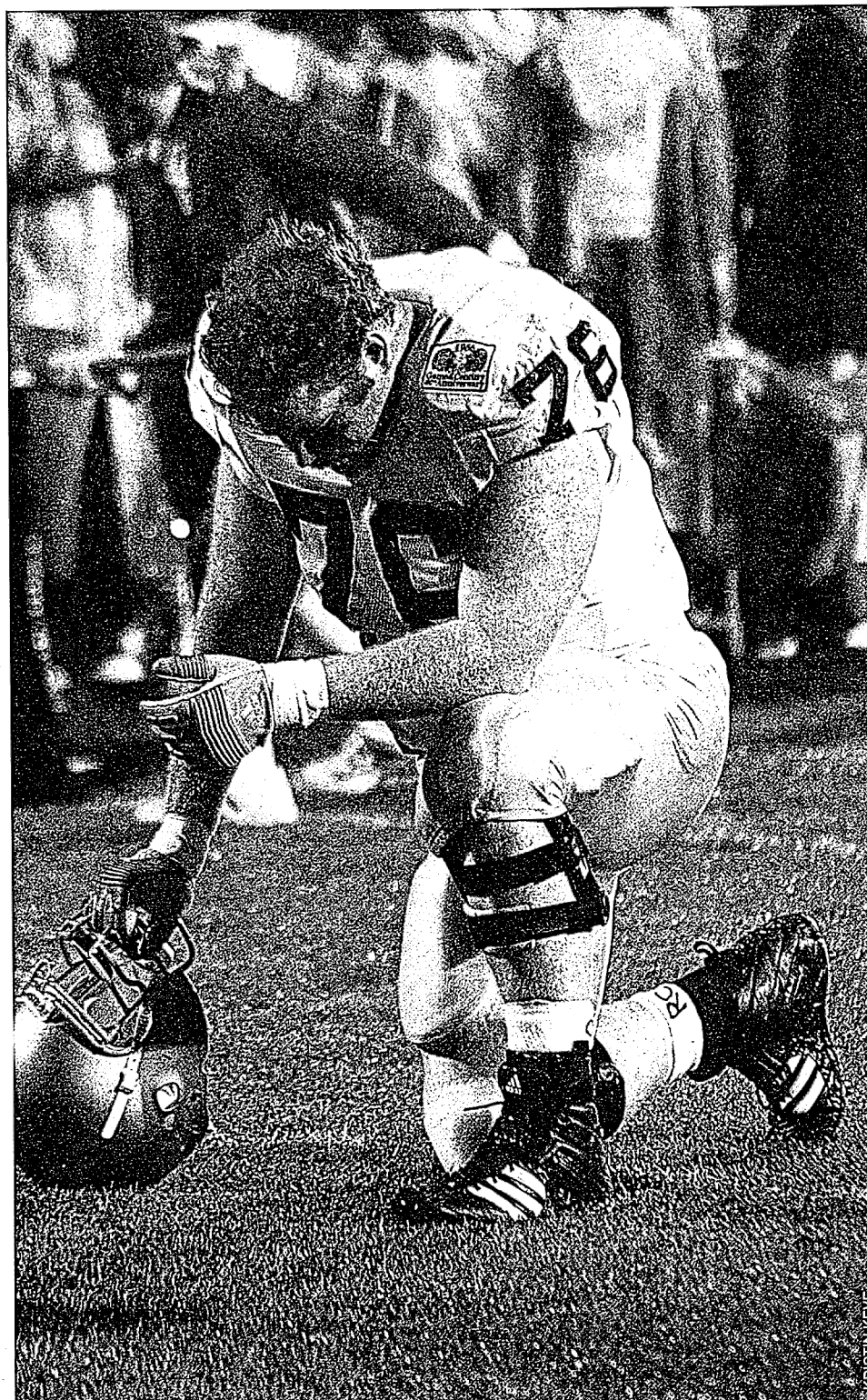
JUAN MULDOON



FAITH & FREE WEIGHTS

Spirituality in sports at Notre Dame

• Brittany Lash



Irish center, Bob Morton, prays in the end zone before a game.

They love football, and they're Catholic.

Though not empirically proven, it's a good bet that when asked to describe Notre Dame students, most people would give an answer exactly like the one above.

However, with the exception of Touch-down Jesus, it is rare to find a truly integrated combination of Notre Dame's two most distinct facets: faith and athletics. Sure, football and Catholicism are combined when a student makes a "Catholics versus Convicts" T-shirt (Notre Dame vs. Miami), but how often is the faith of the fencing team discussed? Does every team pray before each game? The fact is, while many athletes attribute their success to the strength they build physically and mentally, some athletes at Notre Dame live off a different strength — the strength of faith.

"I think that you're a little more aware of things around you when you have an interior life. Oddly enough, when your interior life is great, so is your exterior life," says the Rev. Bill Seetch, C.S.C., religious superior of Holy Cross priests and brothers at Notre Dame and chaplain of the athletic department. "Even if you're limited in some of the [spiritual] things you can do because of the time restrictions like heavy competition and training, you're a little bit more aware of things."

A chaplain for Bengal Bouts and the football and men's and women's soccer teams throughout the past decade, Seetch is currently taking on a new position at Notre Dame: assistant director of student welfare and development in the athletics department. He now devotes his time to organizing opportunities for spiritual growth for all of Notre Dame's athletes. "Athletes seldom get to go on retreats like NDE [Notre Dame Encounter]," Seetch says. He wants to create opportunities for Irish athletes to participate spiritually in ways that have previously been nearly impossible. Instead of a day

of recollection or a full weekend retreat, Seetch hopes to organize three-hour recollections or mini-retreats. The desire is there, and athletes are looking for ways to fill it.

One way is the Fellowship of Christian Athletes (FCA). Meeting twice a month for activities, speakers, discussions and prayer, FCA is composed of student athletes from many of the university's teams. Service-oriented, the group will sponsor a family at Christmas, and they are currently developing other projects. FCA student-leader and fencer Rachel Cota acknowledges the link between faith and athletics. "Athletics are all about faith — faith in yourself, in your teammates, in your coaches and, as many ND athletes believe, in God," she says.

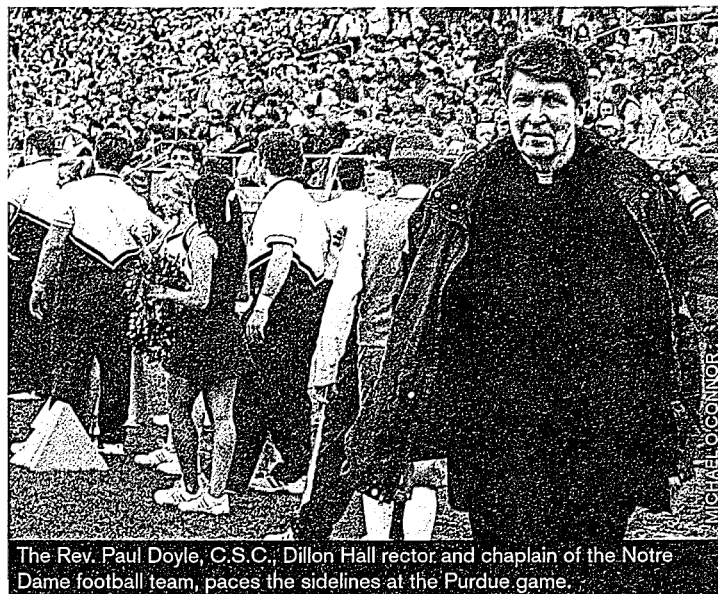
While many athletes share faith in coaches, teammates and themselves, not all express their faith in the same way. The Irish attract athletes from several different religious backgrounds. Christian softball player Sarah Smith did not acknowledge her faith as the main reason for coming to Notre Dame, but she has since found an appreciation for it.

"I think that [campus spirituality] is a bonus for me," Smith says. "I didn't really keep that as my main reason to come here, but I see it as an extra that I am blessed to have. Anywhere I go I choose to keep my faith with me [...] but being here just allows me to find more people with similar beliefs, which is nice."

One prominent athlete who speaks openly about his religious affiliation is senior offensive lineman Ryan Harris. A

convert to Islam in the eighth grade, Harris has devoted an entire section of his Notre Dame webspace to a discussion of his Islamic faith. According to what he wrote, Harris became interested in the Islamic faith after watching a video in his eighth grade social studies class. With the support of his parents and the help of a Muslim teacher, Harris is a devout Muslim today.

His faith, however, presents certain athletic difficulties. September 24th marked the beginning of the holy month of Ramadan — a month in which devout Muslims fast from sunrise to sundown to purify themselves and teach sympathy for those less fortunate. It is nearly impossible for Harris to follow that requirement given his commitment to football. According to statements he gave to the *Chicago Sun-Times*, Harris will supplement his lack of fasting by reading more of the Qur'an, the holy book of Islam, and by praying five times a day in accordance with the faith. As he told the *Sun-Times*, "That's one of the things I appreciate about Islam — it's a very, very individual religion in a sense that there are other avenues to celebrate the holiday."

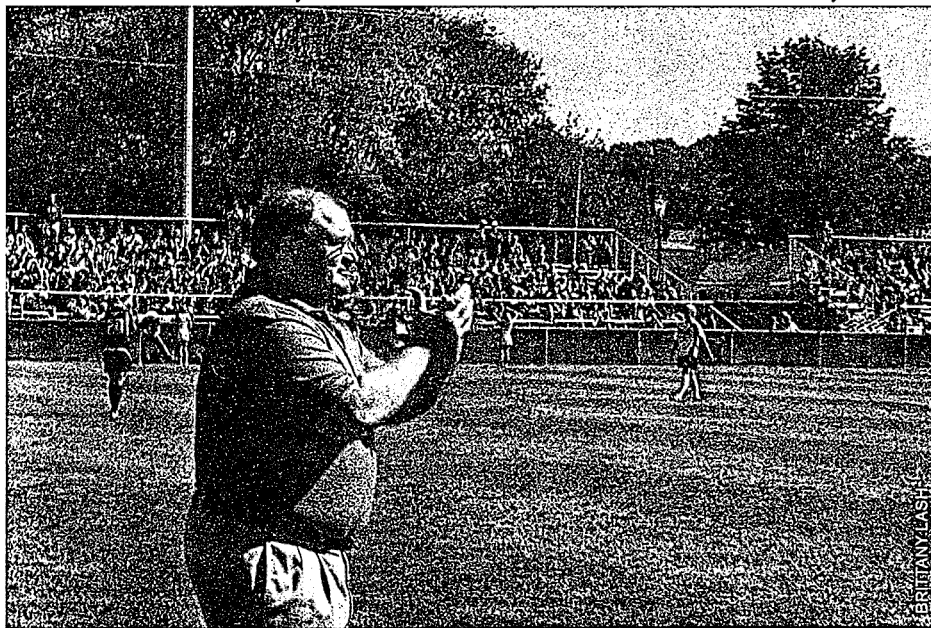


The Rev. Paul Doyle, C.S.C., Dillon Hall rector and chaplain of the Notre Dame football team, paces the sidelines at the Purdue game.

Harris' practices are just one example of the diverse faith lives of Irish athletes. Swimmer Katie Guida acknowledges the stress and toll her sport takes on her, but her faith gives her a positive attitude. "It's easy to get bogged down with fatigue during training, but I try to remind myself of this simple fact: Athletics is a celebration [...] a celebration of the body, mind and spirit in the presence of teammates, coaches and God. And I'm here for the party," Guida says. Other Irish athletes see their sport as a way to offer praise. As Smith says, "Our bodies are His holy temple and I'm using softball as a way to discipline myself to make my body a piece of [God's] work."

Ultimately, the connection between faith and athletics is more than just a quick prayer before games. "I never pray for victory. I always pray that people play the best that they can, and I always pray with them that no one gets hurt. That's the big thing," Seetch says.

The other "big thing," according to Harris' fellow senior teammate, center Bob Morton, is hope. "I think the one word that my relationship [with Christ] gives me above all else is hope. I feel additional strength, perseverance and sportsmanship all derive from hope — hope that anything can be accomplished and hope that there's a purpose to my every step. Because, let me tell you, if there's a purpose to my step, I'm going to make every one I take count." **©**



The Rev. Bill Seetch, C.S.C., assistant director of student welfare and development in the athletics department, cheers on the undefeated women's soccer team.



Water Polo

This is not your typical pool game.

•Marques Camp

In the fall, the Notre Dame community tends to glorify the athletes of the gridiron. Football players are the stars of South Bend, putting their bodies on the line for the sake of school pride. Yet it may go unnoticed that at Rolf's Aquatic Center on the east end of campus, another group of men also put their bodies on the line during every match and practice. Water polo, a club sport at Notre Dame, is often overlooked.

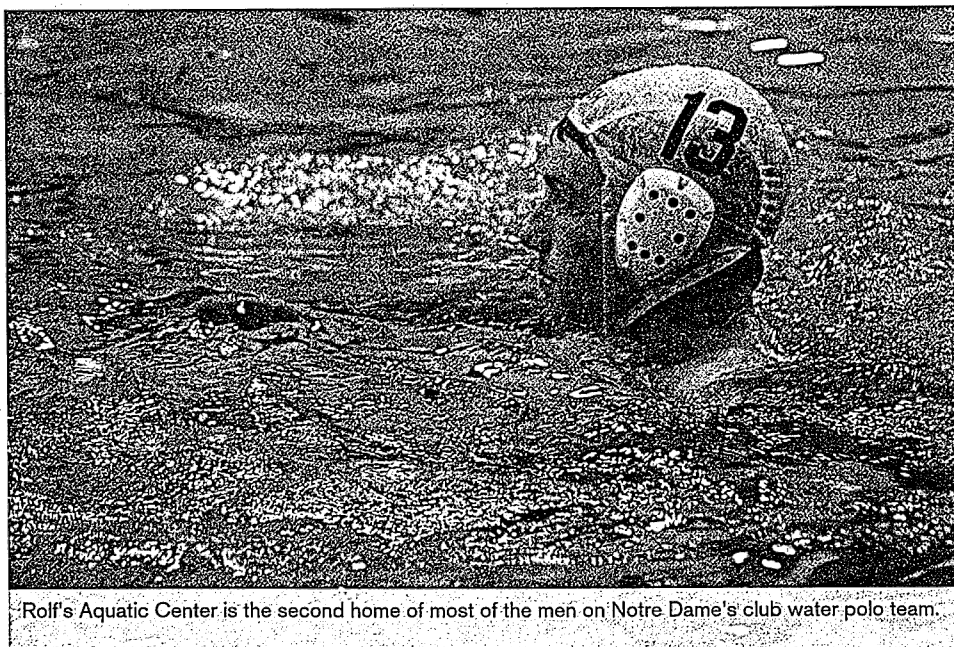
Not only must a water polo player be brutally tough, but he (or she, as the women's club team plays in the spring) also needs the agility of a running back, the vertical leap of a shooting guard and the arm of a pitcher, not to mention the brains of a chess player. Imagine a combination of the roughest sports on land and then add water.

"I got into water polo my freshman year of high school," team captain Stephen Shepard says. "I was a swimmer, basketball player and soccer player in middle school, so this sport just seemed to combine all three into one." Water polo is a sport that tests each player's physical limits, and it is not for the meek. "We

tread water the entire game trying to beat up on the opposition, so as you can imagine, a lot of endurance is needed," Shepard says.

The gridiron gang gets off easy with one game a week — try three games on Saturday and four to five in one weekend. The team might be tempted to take it easy

on Saturday to avoid the next morning's pain, but giving their all provides the players with the ultimate satisfaction — and as much of a break as can be had in water polo. "Saturday is always the hard day, and we get pretty tired by the end of it, but we play as hard as we can, because the better you do on Saturday, the later



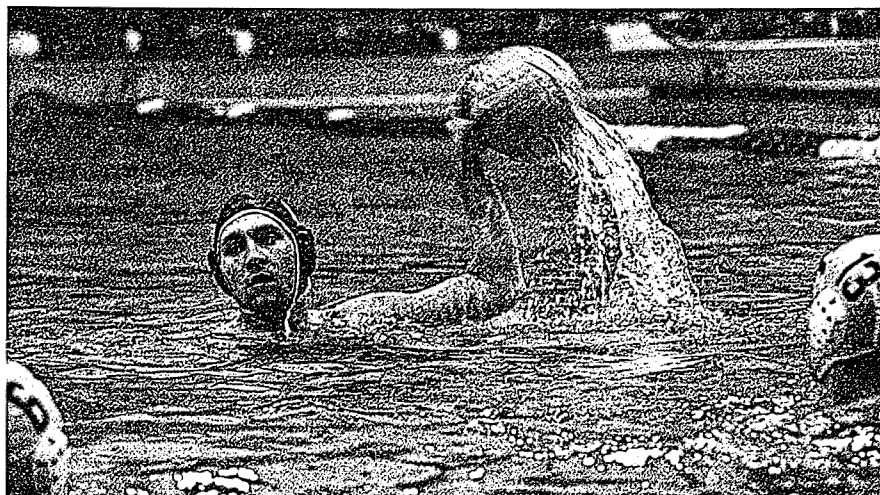
Rolf's Aquatic Center is the second home of most of the men on Notre Dame's club water polo team.

you play on Sunday," Shepard says.

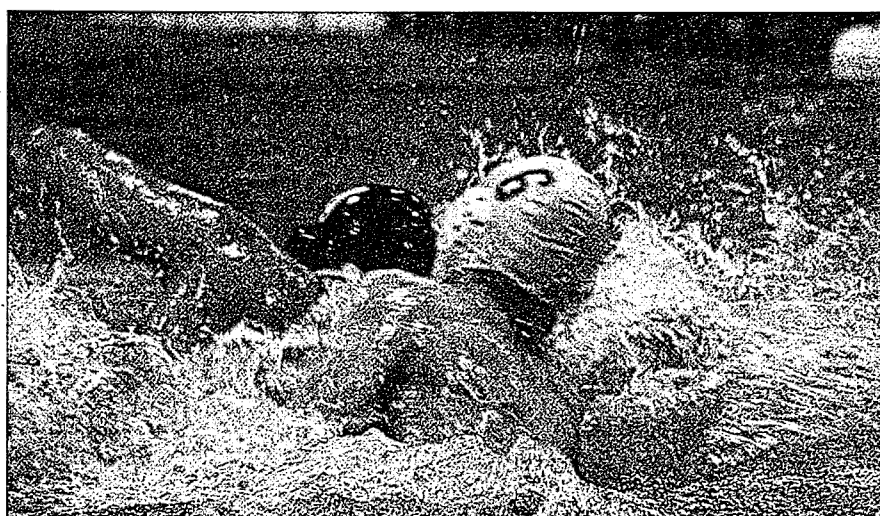
For the team, which competes as a member of the Great Lakes Conference in the Collegiate Water Polo Association (CWPA), its consistent effort is paying off. "We faced Michigan State in the semifinals. They were No. 2 in the country at that point, and we were No. 9. We had lost to them by two earlier that year and hadn't beaten them in several years. The whole team had a really great game, and we blew them away 13-6. At one point, they were so frustrated they started putting two extra players in the goal to help their goalie out. It was a really great feeling, blowing them out like that," Shepard says.

As they travelled to numerous tournaments throughout the country, the team's ranking reached as high as No. 7 last year in the CWPA national poll. This year, the men have six tournaments on their schedule. The team began the season with an impressive showing in the Hillbilly Classic at the University of Tennessee, advancing to the championship game before losing to Grand Valley, 17-7. Their performance earned them a No. 12 ranking going into the Great Lakes Regional Tournament on September 23rd and 24th, where Notre Dame won three of its four games.

The team entered the season having lost five starters; however, in two tournaments so far this year it has suffered only two losses. Co-captains Jon Kelly and Patrick Connors echo the same sentiment as Shepard: this is a young team that is improving rapidly, and they look forward to putting all those hours of conditioning to work in the remainder of the season. Most recently, the No. 12 ranked Irish tied Miami (OH), lost to Indiana and beat Ohio State in a forfeit at a tournament at the University of Miami in Ohio. They are looking forward to hosting a major tournament in late October — the Great Lakes Conference Championships on October 28th and 29th. **6**



Senior captain Steve Shepard weighs his passing options before throwing the ball during practice.



Two water polo players lunge for the ball, embodying the aggressive nature of the sport.

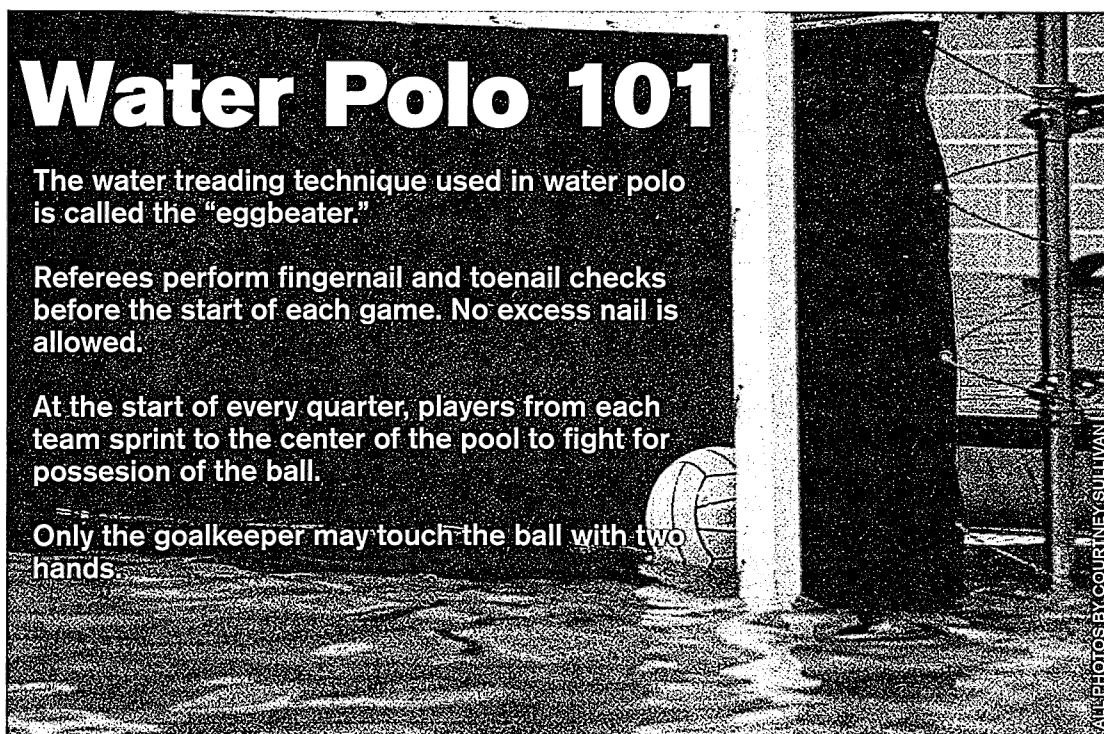
Water Polo 101

The water treading technique used in water polo is called the "eggbeater."

Referees perform fingernail and toenail checks before the start of each game. No excess nail is allowed.

At the start of every quarter, players from each team sprint to the center of the pool to fight for possession of the ball.

Only the goalkeeper may touch the ball with two hands.



ALL PHOTOS BY COURTNEY SULLIVAN

SCHOLASTICSports



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humor

Listening In ...

- Our Lady appeared to me on the night of the Michigan game in swaddling clothes and told me the reason we lost is because they left Leahy off [the back of] The Shirt.
— crazed 80-year-old man in the Basilica
- This campus turns me into a love-crazed, affection-starved hyena.
— overheard student
- That girl in the green shirt over there is *totally ugly* in a really cute way.
— overheard student in NDH
- If ugly people smile at you, it's really, really creepy. But if pretty people do the same thing, you think "Oh, how nice!"
— overheard student at SDH
- Don't grow a mustache. That has pedophile written all over it.
— student in LaFortune

Thirty-Nine Years Ago

In an age where a study done by Trojan condoms doubts the sexual health of the university, few people realize that years ago, things were so much better. Women were accepted, nay, encouraged into traditionally male arenas; men and women engaged in fascinating philosophical debate on a daily basis; and women were viewed as the intellectual peers of men. It's tragic that all that had to change. Just look at the September 22, 1967 *Scholastic* interview with the Rev. James Riehl, C.S.C., the assistant dean of students:

"I'm not opposed to boys and girls getting together; this is fine. They need this; I think all boys get their refinement from their mothers more than their fathers [...] You hear a lot about 'well, I'd like to study with my girlfriend' — this might be good, but I don't think you can study better with some girl in the room bothering you. This was just my own personal experience; I was a salesman before I was a priest."

Um... sorry, I guess I was wrong. It seems that gender relations aren't better; in fact, it seems that Notre Dame's administration used to view all women as shrill howler monkeys that jump on the backs of men, distracting them from their work with their mysterious feminine wiles.

— Doug Schlarman

Notre Dame boys, classy as always, paint the town after the victory over Michigan State. *Scholastic* just wonders why they had to strip to do it... Is homoeroticism contrary to the rules of *dulcis*?



the gipper

Hey kiddies, it's your pervy Uncle Gipp, here to eye you inappropriately and give you the "uh-oh" feeling. It seems Notre Dame has been busy lately, with just as many poor decisions and spouting bodily fluids as ever before. Sit back, relax, slip into something a little more comfortable and let the Gipper take you for a wild ride.

Our first tale ... well ... goes to a level of "awkward" that even confuses the Gipp. It seems that during Purdue weekend, one student took "tail"-gating a little too far. Our young friend had been drinking a little heavily — as one is wont to due during a traditional football game morning of revelries — and he spotted an older, yet still attractive, woman who struck his fancy. Obviously, he felt the need to court this "Mrs. Robinson" and outwardly express his burning affections; to do so, he placed his hands on the lady's derriere. The Gipp wonders why he didn't just hurl himself crotch-

first at the woman while licking his lips, but not all men have the smooth skills of the Gippster. However, our young man was shocked when he discovered that the object of his affections was, in fact, a high-ranking university administrator. Way to go, Romeo. If you'd only had the right touch, maybe she would've fixed your grades ...

Next, the Gipp would like to regale his Giplings with a story as you prepare to take your midterms, spending many a night secluded in Dirty Hussy Library until the wee hours of the mornings. Every Notre Dame student knows that Hussy is often the sight of unsavory behavior: sex, heroin, pagan rituals involving goat blood, etc. But this story seems to surpass even the Gipp's expectations. Our fateful protagonist — let's call him "Drunken Band Member" — was spending a weekend night hittin' the old sauce, and became very, very, *very* intoxicated. However, like a true overachiever, DBM

knew his studies wouldn't wait for him to sober up. He stumbled into the library to do some research — Uncle Gipp can only imagine what that paper looked like — when things started to get a little hazy. He was awakened a couple hours later by a stern NDSP officer ... and realized he was as nude as the day he was born. And probably covered in the same amount of drool. Just another reason for you to make Hesburgh Library your study destination in the coming stressful days.

Well, the Gipp is still virile, and he's got loads of dates with many pretty ladies that he's got to get to before the end of the night. Stay loose, stay pretty, stay classy and tip the Gipp, kiddies.

The Gipper
TIP THE GIPP at gipper@nd.edu



THE FINEST COACH IN THE LAND

•Mike Healy

While you read this, I'm at Stepan Fields masterminding the Farley interhall football team to a blowout victory over the Chicks of Lewis Hall. I tell you this because one day you'll want to tell your children you remember me. Why, you ask? It's very simple: A few more simple wins, and I will have brought the Finest to championship glory in Notre Dame Stadium. Nevermind the fact that in our first two games, I didn't know how to get a first down, couldn't figure out my girls' names and almost got thrown out of the league for swearing (we started off 0-2, incidentally). The long and short of it is that legendary football coaches always have their shortcomings glossed over by the golden armor of victory. No one remembers Bear Bryant for leading one of the greatest pedophile rings in the South, or Tom Landry for beginning every pre-game speech with an excerpt from *Mein Kampf*, but everyone remembers them for the glory they led their boys to on the gridiron — and I am no exception. On a related note, I have just so happened upon the first rough draft of a script for an upcoming Fox Sports special on yours truly. So, without further ado, allow me to present the first edition of *Beyond the Glory — Farley Hall: Mike Healy, Twenty Girls and the Journey to Immortality*.

(note: to track this script down, I had to use Google, and be forewarned that forgetting the first "t" in 'immortality' produces a very different and disturbing result).

(Excerpts from Fox Sports — *Beyond the Glory* — MHTG&TJTI)

MYTH : From the first day of practice, Coach Healy brought with him a striking and innovative offense. Even on that first day, the women of Farley knew they were a part of something special.

REALITY : To check on this, Fox interviewed Farley running back and team captain Kim Crehan: "We didn't even score until our third game. It was terrible; Coach showed up drunk and wouldn't even bother giving us plays to run at first. When we finally made him come up with something, all he would say was, 'How about you two go 10 yards, then make out.' It was really repulsive."

When confronted with this, Healy only offered that if he "knew one damn thing about football" it was that "prudes don't win championships."

MYTH : Healy always took meticulous interest in the lives of his players. He was fond of saying, "the only thing that matters more to me than making my girls winners on the field is making them winners off it."

REALITY : Exhaustive interviews by Fox Sports found no former players with recollections of Healy taking any interest in their studies or outside lives


whatsoever. Looking deeper, Fox made a thorough search of the old Farley football office and the only "proof" available was a clipboard with signups for "Coach Healy's Sleepover 'Studly' (sic) Hall." The clipboard was completely bare except for one name scrawled near the top and then furiously scribbled out. The writing underneath read, "Healy! I clearly did not write this. OMG, you are such a perv!"

MYTH : Healy once fulfilled the lifelong dream of a handicapped girl, putting her in at quarterback on the last play of an important game against Howard Hall. She responded by throwing the game-winning touchdown pass. The girl later grew up to become a U.S. Senator.

REALITY : In an interview, Healy himself admitted to stretching the truth a little bit: "This one is kind of a composite legend. We did have a girl with some voice problems, but she was really good and dating an assistant coach, so she played all the time. There was in fact a game where a girl showed up with a nasty cold, however. She really battled through to come out for the team. I didn't really like her, though, so I told her she couldn't play. One time I *did* put a foreign exchange student in the game. She wasn't very good, but it turned out she was 12 years old and trick-or-treating or something — she didn't even know she was playing football. It was a heartwarming experience for everyone, and I really like to think it taught the girls a lot about life."

MYTH : Healy once sent unwelcome drunken Facebook solicitations to a member of his team at 2 a.m. the night before a game.

REALITY : Healy once sent unwelcome drunken Facebook solicitations to a member of his team at 2 a.m. the night before a game.

That's as much of the transcript as I could get from my sources over at Fox, but it seems to be pretty fair and balanced. 

FINEST PLAN FOR SUCCESS

- 1 - PRUDES DON'T WIN CHAMPIONSHIPS
- 2 - HOST SLEEPOVER "STUDLY" HALL
- 3 - PLAY FOREIGN EXCHANGE STUDENT
- 4 - SEND INAPPROPRIATE FACEBOOK MESSAGES



FIVE QUESTIONS

WITH POLITICAL SCIENCE AND PEACE STUDIES PROFESSOR

GEORGE LOPEZ



George A. Lopez is a Senior Fellow at the Joan B. Kroc Institute for International Peace Studies at the University of Notre Dame. A professor of political science, Lopez has written extensively on the effects of economic sanctions and participated in last week's panel discussion about the Iraq war, sponsored by the Kroc Institute. *Scholastic* sat down with Prof. Lopez to discuss his opinions about the current American involvement in Iraq.

•David Poell

Is there anything to be optimistic about in Iraq at this point?

Well, I suppose you could be optimistic about the resilience of certain sectors of the Iraqi people. But the levels of optimism, I think, have to be understood comparatively. One of the most underreported statistics is the amount of migration; some studies suggest as much as 60 percent of the population in the medical profession has simply left the country. Others who can afford it have taken haven in Jordan. You're in a situation where the backbone of the expert class, which you would count on to make an economy run and engage in civic life, are simply so frustrated with anarchy and lack of security that they've left. So those who remain in the country are those who have no choice but to be there, and life is extremely difficult for them.

Why does Iraq remain so volatile three and a half years after the invasion?

There were problems right at the entry of American troops into Baghdad that weren't solved. Maybe the first was the decision by [Coalition Provisional Authority leader] Paul Bremer before he ever entered Baghdad to disband the Iraqi army and to do away with the Baathist party as a whole, which comprised most of the folks in the civil service. So if you're going to have lights, power and the flow of reasonable goods and services from the government, you just wiped out that infrastructure. And you began

to replace it with young Americans who had never been in Baghdad before, many of whom spoke no Arabic whatsoever. The disbanding of the army is a problem because it doesn't give you people to protect power plants if insurgents and others are to strike them. Having dismissed the army, you turn 90,000 people back to the streets with their guns and no work. It was just a series of calamitous decisions that you're fighting uphill from the very beginning.

Can you foresee the possibility of any occurrence in Iraq that would alter public opinion to the point where the United States would be forced to withdraw?

That's tough to say. Maybe it's an attack on the green zone. But I think the American people have developed a strange kind of immunization against bad news in Iraq. They know it's going badly; they wish we would do something with it; but in fact it doesn't motivate them to the levels of political discussion or political disdain that Vietnam did.

Do you agree with the thesis of *Washington Post* reporter Bob Woodward's new book that says the Bush administration is in a state of denial about Iraq?

I think it's important to understand that the administration was in a situation of cultural hubris long before this. That is, the belief that you could go into a country and remake it — that you could change 300 years of cultural history in the space of three to six months. People want to say,

"Iraq wasn't ready for democracy." It's not actually about democracy. It's about the recognition that you cannot undo factional tensions and religious differences simply by saying to people, "If you only cooperate with our model, your life will be better." They may at once rejoice in your overthrowing their dictator, but that doesn't mean that they're going to want to see or talk to you very much anymore. They're going to want their country back. It's the ultimate in denial, that is, denial of the power of culture, denial of the power of religion.

What do you believe was the biggest miscalculation of our government regarding the Iraqi invasion?

We believed that our intentions would translate to our capabilities, that because we want to be a source for good, everything we bring will be good and will be accepted. That doesn't happen automatically. The second difficulty is that we want Iraqis to change their political culture. We essentially used a political patronage system to appoint people of authority in Iraq, a political patronage system that had young Americans who were true believers in the vision of country rebuilding, republican style. To reiterate, it wasn't a state of denial after the fact. It was a state of assertion that "because we desire it we can create it, because we will it, it will happen" that led to this. ⑤

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