

Monk's new book

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Students spend summer immersed in Chinese business, culture

SHANNON CHAPLA,
NEWS AND INFORMATION

The University's newest summer program "is a beautiful example of interdisciplinarity, Notre Dame's commitment to Asia initiatives and the transformative role of study abroad," said Vice President and Associate Provost Dennis Jacobs.

"Culture and Business in China Today" was offered for the first time May 21 to June 28 for 12 undergraduate business and economics students who spent one week in Taiwan and Hong Kong, two weeks in Shanghai and two weeks in Beijing.

Designed to provide students with the opportunity to explore, experience and examine business and culture in China, the course offered presentations by guest professors and business leaders, as well as visits to both international and Chinese companies and historic and cultural sites.

The students—10 business majors and two economics majors—were enrolled in two courses: "Business in China Today," taught by Georges Enderle, the John T. Ryan Professor of International Business Ethics, and "Culture in China Today," taught by Jonathan Noble, Asia Initiatives advisor. Students visited 20 companies, including major multinationals such as Kraft and leading Chinese companies, including Fuda, Baosteel

and C-Trip.

"Students had the unique opportunity to compare similarities and differences between the four mega-cities," Noble said. "In addition to providing the immersive environment that encouraged students to interact directly with business and cultural leaders, the courses focused on academic themes, including business ethics and the intersection of politics, business and culture in media and film."

"Business in China Today" was based at the Antai College of Economics and Management at Shanghai Jiao Tong University, one of China's leading business schools. The course explored how Chinese, joint venture and foreign companies operate in China.

For "Culture in China Today," the students studied and reflected upon the ways in which culture intersects with business. In particular, the course examined business entities linked to the production and

HONG ZHU



Students participating in a summer program exploring business in China visit the Jing An Buddhist temple in Shanghai

consumption of art, advertising, film, television, the Internet, music, sports and food as a foundation for analysis of how culture is packaged and marketed for domestic and global consumption.

The students visited major cultural sites, including the Palace Museum in Taipei, the first meeting place of the Chinese Communist Party in Shanghai, and the Great

Wall and Forbidden City in Beijing. They also met with leading Chinese director Li Yang and journalists from China's Global Times, Reuters and the South China Morning Post. The U.S. Embassy in Beijing hosted a meeting with the group, and the students also were able to attend Mass in two of China's most famous cathedrals, Xujiahui in Shanghai and the South Cathedral in Beijing.

In addition to Shanghai Jiao Tong University, the program was facilitated by Yuan Ze University in Taiwan, the Chinese University of Hong Kong and the Beijing Center at the University of International Business and Economics.

Notre Dame Trustee Douglas Hsu, chairman of Far Eastern Group and the board of trustees of Yuan Ze University, helped launch the program through the endowment in his name, and Notre Dame alumni hosted the students at corporate visits and dinners with the Notre Dame clubs in the four cities.

Offered through Notre Dame's Office of International Studies, "Culture and Business in China Today" joins Notre Dame's other study-abroad programs in

China, including the intensive summer program in Chinese at Fu Jen Catholic University in Taiwan and semester and academic study-abroad programs in Beijing, Shanghai and Hong Kong. The MBA and Executive Education programs in the Mendoza College of Business also organize China study tours.

A tradition of excellence? He's heard that one before

BY CAROL C. BRADLEY, NDWORKS

Taglines used by institutions of higher education are often not well conceived, says Rick Bailey, adjunct lecturer in marketing at the Mendoza College of Business and principal of Richard Harrison Bailey/The Agency (RHB) in South Bend.

"We work with higher education institutions across the United States and Canada, helping clients identify their appropriate place in the universe, and finding meaningful ways to tell their story," says Bailey.

The goal of a tagline, campaign theme or elevator speech is to find language that is distinctive, and sets the client apart, he says.



Bailey

Over the years, RHB had assembled a database of such taglines, campaign themes and positioning statements. The database offered a way to keep track of what had already been done. "Sometimes we've used it as a defense, other times to build a case," Bailey says. The collection was developed for in-house use, but not long ago it occurred to Bailey that the information should be available to everyone.

That way, clients could search the database themselves and discover that their clever turn of phrase—"A decade of excellence"—sounds strangely familiar: "25 Years of Excellence," "40 Years of Excellence," "A Century of Excellence,"

and even "Education – Excellence – Eternity."

The database can be found online at higherredtaglines.com, and is searchable by keyword, or institution name. The database can also be edited, and institutions are free to add or change their taglines.

The database has achieved a certain level of fame in education circles, and was featured in an article in The Chronicle of Higher Education earlier this year.

What he's really interested in, Bailey says, is what's going on with the language we use. He created a "word cloud" at wordle.net, using all the terms in the database. The ideal tagline, he says—based on the most commonly used terms—would be:

"Colleges/Universities offering excellence in education and learning for a future life of success in the real world."

Bailey's goal with clients is to help them articulate their institution as a distinctive, authentic place. His favorite tagline is one RHB created for Sweetbriar College, a women's liberal arts college in Virginia: "Think is for girls."

"It's working," he says of the line. Today, he adds, we live in a world of Twitter, where we're limited to 140 characters. In that world, he says, "Eloquence goes out the window. But as we become more focused on the words we use, words become more powerful."

Education, Schooling and Society: A major minor

BY SHANNON CHAPLA,
NEWS AND INFORMATION

About a dozen students were enrolled in the University's interdisciplinary minor "Education, Schooling and Society" (ESS) when it was established seven years ago. Today, the program is one of the largest minors in the College of Arts and Letters.

But more important than the program's rapid growth is its unique connection to local schools, according to ESS director Stuart Greene, associate professor of English and Arts and Letters associate dean for undergraduate studies.

"Our students' research is inextricably tied to problems that educators in the South Bend schools are facing," Greene said.

Designed to help them acquire diverse perspectives on important questions in education, ESS encourages students to view

educational issues through the lenses of anthropology, English, history, philosophy, political science, psychology, sociology and theology, thus enabling them to better understand the complexities of education and education reform.

"We work with students on developing research methods and conducting interviews, focus groups, discourse analysis and ethnography," Greene said. "They do a capstone research project that allows them to see first-hand the effects of issues like poverty and segregation in schools."

Students have conducted research in Perley and Madison Elementary Schools; Brown Intermediate Center; Dickinson Intermediate Fine Arts Academy; Clay, Washington, Adams and Penn High Schools; and at the Robinson Community Learning Center, analyzing many issues, including single-sex classrooms, drop-out rates, mobility, parent involvement,

testing and transitions to arts academies.

Many ESS students see the program as a way of acquiring foundational knowledge about education in preparation for applying to Notre Dame's Alliance for Catholic Education (ACE) program. ESS also offers resources for students interested in working for nonprofits, conducting university research, policymaking and pastoral duties.

"The ESS minor allowed me to take a holistic and personal view of the role of education in society," said Mary Ronan, who recently completed her master's degree in pastoral ministry at Boston College.

"My senior research project was a case study focusing on one child at the South Bend Center for the Homeless," she said. "I wanted to take a deep, realistic and personal look at educational issues for children living in poverty. I discovered not only that the classroom

experience plays a major role in providing a sense of stability for these children, but also that a variety of other experiences and individuals such as family, social workers and homeless center staff, become 'educators' in their day-to-day lives."

Notre Dame professor of liberal studies Clark Power, who teaches in and helped Greene and Turner launch the program, says ESS introduces students to the psychological and sociological aspects of education.

"Students take on the perennial issues that have intrigued the greatest intellectuals since Plato," he said. "How do we acquire knowledge? What should we teach? What are the qualities of a good teacher? Can virtue be taught? ESS students get into local schools and conduct research on educational practices and school climate."

The win-win relationship helps schoolteachers and administrators

develop a better understanding of their students and families and Notre Dame students become more committed to issues of civil rights and social justice.

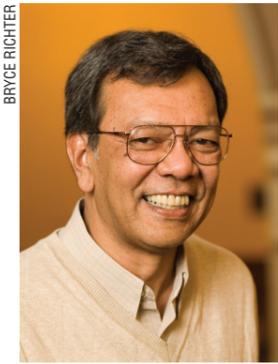
"It was a great gift to be invited into the child's life for the semester," Ronan said. "Her personal story and my findings had a tremendous impact on my desire to educate myself and others to create and be a part of a 'just' society. I have not forgotten her."

Next year, Ronan plans to initiate campus ministry programming at Rocky Mountain College and Montana State University in Billings, Mont.

"I am not a teacher in the traditional sense of the word," she said. "But I do consider myself an educator through my desire to challenge and encourage students to grow into meaningful members of a society that promotes justice."

First Akai Run raises \$2,000 for scholarships

BY JENNIFER OCHSTEIN
FOR ND WORKS



Akai

While he likely would have been pleased about a fundraiser to collect money for graduate student scholarships, Prof. Terry Akai, who died in March, would have been abashed to discover the fundraiser was named for him.

"I would describe Terry as ego-less," said Chuck Hurley, Notre Dame associate registrar and director of summer session. "He never seemed to have an ego or be territorial, which is rare in academia."

Indeed, it is with that spirit that Akai, senior associate dean of the Graduate School, was beloved among graduate students. And it is with the same spirit that he would likely be pleased with a 5K run designed to raise scholarship money for students.

In its first year, the 5K Akai Run raised more than \$2,000 for the scholarship, named in his honor and set up by his wife, Becky, said Hurley. Held the evening of July 16, the event attracted more than 150 runners and walkers. This astounded Hurley, who took over Akai's duties as director of summer session.

"I was shocked," he said. "I

thought we'd only have about 50 runners. We had so many that we ran out of some T-shirt sizes. We were really pleased."

Hurley said he wanted to do something in honor of Akai, who was "all heart and constantly kind." Knowing that the student activities office has put together a number of races, Hurley said he thought the 5K run would be a nice tribute to Akai. The race was sponsored by the registrar's office, the student activities office and the Graduate Student Union with the help of Peggy Hnatusko, director of student activities programming, Hurley said.

"Terry had a close relationship with the graduate students," said Hurley. "He wanted them to feel comfortable and integrated on the Notre Dame campus. It's difficult to be a graduate student because you don't have a lot of money, and you spend much of your time over six or seven years in a research lab. This money will help with that."

The difficulties graduate students face is something Akai understood, Hurley said. On top of that, Akai worked for more than 30 years on the administrative side of higher education, a task that gave him a wisdom that was even and reasonable, making him a trusted leader.

Now Hurley hopes to offer the 5K Akai Run every year during the summer session, giving students something to do during the campus off-season when activities are few.

"It's nice to have a fun activity in July on a weeknight," he said. "And we're going to keep donating the proceeds to the scholarship fund."

Monk tells the first third of his 'tale'

BY MICHAEL O. GARVEY, NEWS AND INFORMATION

During his junior year at Archbishop Carroll High School in Washington, D.C., an already reputable basketball player named Ed Malloy, nicknamed "Monk" since the fourth grade, wrote a weekly column for the student newspaper.

"It was a kind of Herb Caen or Irv Kupcinet type of commentary on school events, on people of note, or on whatever struck my fancy," he wrote many years later, adding that he "enjoyed the notoriety that came each Friday it appeared."

Whether the considerable notoriety Notre Dame President Emeritus Rev. Edward A. Malloy, C.S.C., has subsequently enjoyed is due to such editorial exertions, he has certainly kept his pen busy during the half-century that has elapsed since his high school days. In addition to his service as the University's 16th President from 1987 to 2005, his ministry as a Holy Cross priest, his career as a theologian and his accumulation of 22 honorary degrees, he has written six books, including "Monk's Tale: The Pilgrimage Begins," forthcoming this fall from the University of Notre Dame Press.

And the deadpan drollery of this first installment of Father Malloy's projected three-volume autobiography suggests that he continues to enjoy commenting on events and people of note, even—perhaps especially—when the events are those of his own life and the people of note are he and those who have most influenced him.

This part of the story concerns the first half of his life, 34 years with two universities serving as book-ends—Georgetown, in whose hospital he first drew breath on May 3, 1941, and Vanderbilt, at whose 1975 commencement exercises he received, in absentia, a doctoral degree in Christian ethics.

Father Malloy's doctoral dissertation had a ponderous title, "Contemporary Catholic Appropriation of H. Richard Niebuhr's Ethics of Responsibility," and explored a topic on which he could and did, in perfect modesty, claim to be the world's leading expert. Nevertheless, he reports that after he successfully defended it, the 242-page product of his scholarship "shrank considerably in its significance in my life. Like Lancelot looking for the Holy Grail, once I had found it, I was ready for the next quest."

"Monk's Tale" comprises a series of such quests, beginning with a boyhood enthusiasm that rapidly flowered into a mastery of basketball and an illustri-

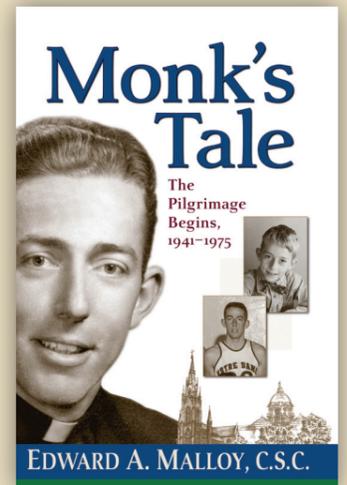
ous athletic career; a 1950s coming of age in the streets, sandlots, parishes and playgrounds of northeast Washington; an intellectual and academic awakening

on the campus of Notre Dame; a 1962 third world sojourn during which, on a Mexican mountaintop, he was overtaken by "a sudden sense that I was being called to become a priest"; and the successful negotiation of seminary life in the ecclesial turbulence of the years immediately following the Second Vatican Council.

Along the way there are affectionate recollections of an obviously loving Irish Catholic family as well as tributes to respected coaches, academic mentors, classmates and pals. There also are accounts of and reflections on the ferments roiling the Catholic Church and American politics and culture during the 1960s. The seminarian Malloy, for example, was disillusioned by his participation in the famous 1967 March on the Pentagon, where he noticed fellow protesters "carrying obscene signs or espousing positions that I found abhorrent" as well as "countercultural families with little children who were clearly undernourished and maybe even a bit high." While this early disenchantment with the Age of Aquarius did little to diminish his progressive idealism, "I determined that from then on I would find other means of expressing my opinion about important public policy issues."

He seems, in "Monk's Tale" and his previous books, to have found just such means. Early on in the book, he observes of the name by which he is familiarly known that "like most juvenile nicknames, mine could easily have disappeared with the passing of time, but my career in athletics assured that "Monk" remained with me through the transition to Notre Dame and beyond."

The first volume of his autobiography ought to help along those lines as well.



Images of post-revolutionary Mexico show Snite's gains in Latino art

BY CAROL C. BRADLEY, NDWORKS

Just as Dorothea Lange's portrait of a migrant mother became the symbol of the Depression, works by the Taller de Gráfica Popular (TGP)—on exhibition at the Snite Museum of Art through Sept. 20—are symbols of the Mexican Revolution and post-revolutionary Mexico, says Gina Costa, curator of the Charles S. Hayes Collection of 20th-Century Mexican Graphics.

You don't have to know anything about art to appreciate the images, which are simple, graphic and powerful, she says. "In many ways, it's relevant to what's going on in the United States now," Costa says. "The economic situation, people losing their homes and their jobs."

The works in the exhibition were drawn from a collection of more than 500 Mexican prints and graphics donated by Notre Dame alumnus Hayes '65, a longtime benefactor of the museum—furthering the museum's ambition to create one of the nation's finest collections of Latino art, notes director Charles R. Loving.

The Taller de Gráfica Popular was a workshop of artists working in Mexico City from 1937 until about 1953. The TGP created political prints and posters designed to galvanize audiences both in Mexico and around the world. As Mexico emerged from the revolution, the artists created and circulated thousands of images that expressed the need for social reforms for the oppressed.



Costa

Hayes became interested in the workshop, Costa says, after finding a portfolio of the posters in a second-hand bookshop in Ohio. Hayes and Costa have been developing the collection—which is still growing—for the past 10 years.

"In some ways, the exhibition is more historic than aesthetic," says Costa. The importance of the show, she adds, is in understanding not just the political and social situation in Mexico during the '30s, '40s and '50s, "but also the relationship to what was going on in the United States at the same time."

A catalogue of the exhibition ("Para la Gente: Art, Politics and Cultural Identity of the Taller de Gráfica Popular") is available to scholars on request

by contacting Costa, 631-4720 or gcosta@nd.edu.

Faculty members interested in tours or classes for their students should (for this exhibition only) contact Costa to make arrangements.

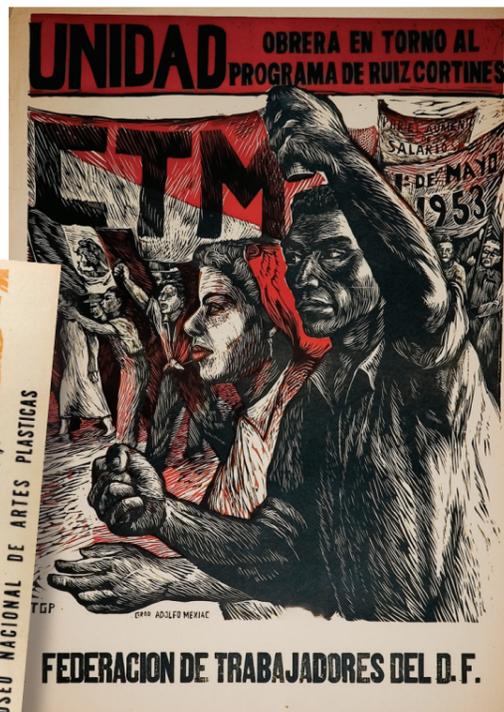
The exhibition and catalog also include photographs and original research about the connections between Chicago and Mexico City during the time period. "It's new material for most people on campus," Costa says.

As one story has it, the TGP printing press came from the Paris Commune, the roller from Chicago. "It has a sort of romantic element," Costa says. "It's like a movie starring Salma Hayek and Antonio Banderas—

artists meeting at night, slapping up posters and handing out printed leaflets. They weren't intended to be shown in museums 100 years later."

Below, "Unidad de Trabajo del Programa de Ruiz Cortines" (Working Unit around program of Ruiz Cortines) by Adolfo Mexiac, 1953

Below left, a 1957 print commemorating the 20th anniversary of the TGP, announcing an exhibition of the works of various artists



Middle school students learn about ecology at 'Sensing Our World' science camp

BY GENE STOWE, FOR THE COLLEGE OF SCIENCE

"Sensing our World Go GreeND," a longstanding Notre Dame summer program, had an environmental emphasis this year.

Middle school students learned about ecologically sound approaches to urban space, the physics of energy, how chemists are developing biodegradable alternatives to various consumer goods, environmental philosophy and ecological adaptation. Teams of students demonstrated their projects in the Jordan Hall Galleria in July, at the end of the camp.

At one table, seventh grader Julia Lohraff offered passers-by a "snow cone" made by adding water to polysodium acrylate obtained from baby diapers. She tinted the gelatinous result with a felt-tip marker and then added salt to show that the substance easily becomes an environmentally friendly liquid.

Other exhibits included "Levitating Trains," where

a superconductor cooled with liquid nitrogen moved along a track of parallel magnets, and a greenhouse-effect demonstration, where thermometers in identical, clear, closed containers heated by lamps showed higher temperatures in the one where dry ice had been added.

At a display on malaria, a microscope showed visitors malaria parasites and white blood cells. "Motors and Generators" showed how electromagnetic energy increases when magnets

are added. At "Electrolysis with Solar Cells," light from a lamp generated electricity that divided water molecules into hydrogen and oxygen, potentially providing power for hydrogen fuel cell cars. A model watershed showed how waste can slip into the river and flow into the ocean. "It becomes a global problem," ninth grader Victor Lu said.

Baugo Community Schools physical science teacher Kevin Johnston was the lead instructor at the camp, whose teachers included faculty, staff and graduate students from physics, chemistry, biological sciences and other departments.



Anastasia Frantsuzova, a student at Schmucker Middle School in Granger, checks out some coal during a tour of the Notre Dame power plant.



At top, Chinmay Chafale works on his presentation on solar cells and light. Center, parents and guests view the projects created by science camp students. At bottom, Daniel Alber and Seung-Hwan ("Sam") Kwak explain their presentation on the malaria parasite.

How costs affect the decision to marry

WILLIAM G. GILROY, NEWS AND INFORMATION

"Money can't buy me love," the Beatles famously sang. And now a new paper by economist Kasey S. Buckles and colleagues suggests money, or more precisely the price of marriage, can significantly affect the decision to marry.

Buckles and coauthors Melanie Guldi of Mount Holyoke College and Joseph Price of Brigham Young University point out that economists have long been interested in how individuals respond to changes in the cost of marriage. In their paper, they examine the decision to marry in response to a policy that has not been previously studied—blood test



Buckles

requirements for obtaining a marriage license. Up until the 1980s, most states required a blood test in order to obtain a wedding license. The law required the test to screen for certain conditions, such as rubella or syphilis, in hopes of reducing the spread of communicable disease and preventing birth defects.

By 2006, however, the requirement had been phased out in all but two states: Mississippi and the District of Columbia (the researchers treated the District as a state for the purposes of the study). The repeals came about because penicillin became a cheap and effective treatment for syphilis and vaccines were developed for rubella and other diseases and premarital screenings were no longer considered cost-effective.

Using data on state marriage rates between 1980 and 2006, Buckles and her colleagues found that when blood test requirements are in place, states issue 5.7 percent fewer marriage licenses. Roughly half the difference is due to couples going out of state for marriage licenses, while the rest was due to couples deciding not to marry at all.

The researchers also found that blood test requirements increase the number of out-of-wedlock, first-time mothers, especially among the young, African-Americans and those without a high school degree. The finding suggests that the financial burden of blood tests may be higher for low-income individuals.

The study also suggests that premarital blood tests may have a heavy psychological "cost" in that some individuals avoid them because of a fear of the sight of blood or the burden of discovering a positive test result that has to be revealed to a partner.

Buckles and her fellow researchers hope that their results may be of use to policy makers considering other policies that directly (required premarital counseling, waiting periods and license fees) and indirectly (tax and transfer programs) affect the cost of getting married.

A BUILDING BOOM: NEW CAMPUS FAC

Students help create 'awesome' space

BY NANCY JOHNSON, FOR THE MENDOZA COLLEGE OF BUSINESS

A class of students spent the spring semester brainstorming the factors that would make ideal work and study spaces in Stinson-Remick Hall, the University's new building for the College of Engineering.

Their final presentation won't just go in a folder—it will be built right into the bricks and concrete of the new structure.

Management Professor Matt Bloom and 10 students from his innovation class are participating in designing this work area. At the end of the Special Studies in Innovation course, students will present a finished proposal to key decision makers connected with the building. The \$69.4 million facility is under construction west of the Mendoza College of Business on Notre Dame Avenue and will house a nanotechnology center, other major research centers, and classrooms, in addition to the interdisciplinary learning center.

There's no guarantee that every inch of the students' plan will be built, but the goal is for those decision makers to be thrilled and want to use it, Bloom said. "We really want to stretch ourselves, to create learning environments that foster collaboration and innovation," he added.

Creating an innovative—and inviting—learning environment

Their assignment was to create a plan for a learning center that will include laboratories and breakout rooms. Their task is no small order—it will encompass 10 to 15 rooms covering 14,000 square feet over two floors of the 160,545 square foot building, which is scheduled for occupancy in January 2010.

One of the purposes of the class is for students to work together across disciplines to learn the science and craft of innovation, Bloom said. The new engineering building gave the perfect opportunity for a design project.

The class itself is a study in collaboration: Bloom is co-teaching with Jay Brockman, associate dean of engineering, educational programs;

and Paul Down, industrial design group coordinator and associate professor in the College of Arts and Letters. The students are collaborating, too: Management students work on teams with architecture, engineering and industrial design students.

Each of the four teams studied the needs of several engineering departments, such as aerospace, mechanical engineering and industrial design. They interviewed faculty members and students and shot photos to see how existing spaces are being used.

By mid-February, the teams were getting a good handle on workable design.

Uncovering problems, finding solutions

One day in class, teams took turns presenting their findings. One photo presentation showed a large room where students made individual cubicles more inviting by hanging examples of their work.

Paper lanterns in another big classroom improved on harsh overhead lighting and gave an individualized look. The students found there are tradeoffs between a homey feeling and distraction: If a big space has no dividers and lots of other people moving around, noise will be a problem. But if low walls are added, students have privacy when they want—and if they want to socialize, they can just stand up.

Another team noted that study areas with desktop computers packed side-by-side with no table space on which to place books are uninviting and awkward. Also, they found that when a group of students gather around one desktop computer to watch a presentation, not everyone sees the screen well. A better solution would be to project the presentation

MATT CASHORE



Management professor Matt Bloom's students helped create a learning center for the new Stinson-Remick Hall.

onto a wall or show it on a big-screen TV.

One team noted that some engineering departments conduct activities that raise dust, such as when they test building materials, so steps should be taken to make

handwritten notes on a desktop computer. The note read, "This computer is for senior projects only. Freshmen, please use other computers. Thanks." The student drew laughs when she observed, "Obviously, we have some ownership issues going on."

range of use, amount of use, number of pieces of equipment." As the class ended, Bloom said, "Continue to observe, interview professors, and focus on emerging themes. If you have ideas, sketch them out."

Over time, students used different ways to visualize the space. Andrew Parnell, a senior information technology management student, created a Second Life presentation, a computer-generated three-dimensional model of Stinson-Remick that allows the user to explore in any direction, much like a character in a video game. Through Second Life, "you can walk through the building and see the classrooms and the space in the hallways. It helps us with floor plans, like where to put projectors, tables and chairs," he said. The students plan to use screen shots of their design and decoration plans in their final presentation.

Theory took a step toward reality when the students took a hardhat tour of the partially completed building, learning how such a structure is built and seeing the actual spaces they will design.

Collaboration builds on strengths

Management students are enjoying the collaborative aspect of the class. Senior Katie Begerow said everyone on her team brings a particular strength. Architecture students make drawings to show the space, for example, while management majors contribute their skills in observing, organizing, planning, and making effective presentations.

Joseph Tsai, a senior information technology management student, said he likes working with students from other disciplines, especially his new engineering friends. "We all have different ways of approaching things. For example, the industrial design students are very eager to start designing right away." Management students want to "observe, observe, observe, to the absolute limit" before moving on to design. "But together, we are going to create this awesome space."

MATT CASHORE



Stinson-Remick Hall, the new \$69.4 million home of the College of Engineering, is scheduled to be completed in 2010.

sure dust doesn't reach expensive, sensitive equipment. That led to the issue of storage: Expensive equipment can't be left out in the open.

One student showed a photo of a

As the students made presentations, Bloom wrote notes on a whiteboard: "Comfortable, large, flexible work space. Table tops. Storage. Open feeling. Equipment: size, cost,

KAITLIN FUJIA



STUDENT BRAINSTORMING SUGGESTIONS:

Dos

- DO have tabletops suitable for spreading out books, papers and snacks
- DO have comfortable seating where students can use laptops anywhere
- DO have flexible spaces that can accommodate groups
- DO have quiet work areas where sound doesn't travel far
- DO have WiFi access

Don'ts

- DON'T have tables and chairs that are fixed to the floor
- DON'T have blocked views of the professor or of overhead projections
- DON'T make it difficult to reserve a particular computer
- DON'T forget to add secure storage space

ILITIES GOING UP AND GOING GREEN

Walk the walk to Geddes Hall: Journeys of faith and service departing/arriving daily

BY WILLIAM G. SCHMITT, ND WORKS

The staff of the Center for Social Concerns (CSC) moved into the newly constructed Geddes Hall in mid-July, soon to be joined by other units of the Institute for Church Life (ICL)—the Center for Catechetical Initiatives, the Church Music Initiative, Notre Dame Center for Liturgy, Notre Dame Vision and the Satellite Theological Education Program—and others dedicated to educating the mind and the heart.

Leaders are saying the 64,000 square foot structure sends powerful messages to the Notre Dame family, connecting the organizations inside more broadly with the University and its mission.

It's the first time the diverse activities of the ICL will be under one roof, after nearly four decades of existence. These entities are also coming together in the first Notre Dame building that can be called "green"—designed to meet national certification standards combining environmental sustainability and energy efficiency.

How does a new building, constructed in less than a year-and-a-half, get so connective, and so expressive, so fast? Its first compelling message is written right over the main doorway: "God is Love."

ICL Director John Cavadini and CSC Executive Director Rev. Bill Lies, C.S.C., agree that that's a good start.

"This vision of integration was implicit from the building's beginning," says Cavadini, associate professor and chair of the Department of Theology. Echoing the theme of Pope Benedict XVI's encyclical by the same name, those three words declare that the ICL's nationally respected work in theological, liturgical and institutional formation fits well with the work of the CSC. The latter is an engine for engaging 80 percent of the Notre Dame student body in some form of local or global service learning annually, on behalf of peace, justice and human dignity.

The integrated wisdom summed up as "God is Love" will offer new inspirations regularly to those entering or exiting the building,

says Cavadini. He points to the wholeness of Catholic social tradition and the combination of creed, sacramental life and ethics expressed in the Catechism of the Catholic Church.

Cavadini points to the integration of Catholic Social Teaching into the wider context of creed, sacramental life, ethics and prayer that are the four pillars of the Catechism of the Catholic Church. "If you think of 'Church Life' as a kind of flow from belief to worship to service, Geddes Hall symbolizes that flow," he says.

Most of the first floor of the building is used by the CSC, with additional inviting spaces for student and faculty conversation, plus rooms named after heroes such as Rosa Parks and Dorothy Day. ICL facilities, alongside offices for the academic Minor in Poverty Studies and Minor in Catholic Social Tradition, occupy much of the upper floors, and the basement features a 157-seat auditorium.

Visitors enter the main doorway to observe a chapel dedicated to Our Lady of Mercy on the left and the CSC's trademark "coffee house"/community-gathering space on the right. The gathering spaces, Father Lies says, will enhance the CSC as "an important link for this campus to the local community," and he also looks forward to collaborations with other Geddes-based colleagues.

The opportunities for cooperation being established, along with the inherent "green" and "sustainable" characteristics that reaffirm Catholic social tradition make the building itself "a teaching tool."

University President Emeritus Rev. Theodore M. Hesburgh, C.S.C.,

PAUL HORN



Rev. William M. Lies, C.S.C., director of the Center for Social Concerns, at right, gives President Emeritus Rev. Theodore M. Hesburgh, C.S.C., a tour of the new Geddes Hall. The new building incorporates a number of energy- and water-saving features, as well as sustainable construction materials.

who played key roles in getting Geddes off the ground as well as in launching the predecessor organizations for the major entities now headquartered there, takes great joy in what the new building will be demonstrating to Notre Dame, through Notre Dame, and about Notre Dame. His office in the Hesburgh Library has a westward view of the campus's spiritual and administrative heartlands, with Geddes Hall in closest proximity.

Such a stand-alone structure is unique among Catholic college campuses, he adds, to embody this commitment of centralized—and urgently needed—space for the University's service to the Church and to the whole of God's creation.

"I've watched that building grow up, and now I can look out and the building is complete," says Father Ted. "I really rejoice every time I see it."

LEED CERTIFICATION

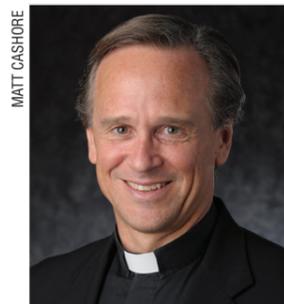
Design elements throughout Geddes Hall make it eligible for LEED certification, which is granted under the auspices of the U.S. Green Building Council, a nonprofit organization. LEED stands for "Leadership in Energy and Environmental Design," and that leadership is reflected in a variety of ways, such as energy efficiency, water efficiency, reduction of waste and conservation of natural resources.

Examples of the LEED characteristics include the use of motion sensors to control lighting in large rooms. Bamboo and cork, both renewable construction materials, are used as flooring in the entrance lobby and the coffeehouse. Shower and changing rooms for bicyclists were added to encourage commuting by bicycle.

The new building includes a number of gathering spaces, including a craftsman-style library with comfortable sofas and chairs.



CAROL C. BRADLEY



MATT CASHORE

"It's great to see Geddes Hall coming alive this summer as people of diverse talents move into its superb facilities. Thanks to the extraordinary generosity of Michael and Sheila Geddes and Thomas and Mary Cabot, this building is a long-awaited focal point for wide-ranging work that will serve students, society, and the Church and will highlight Notre Dame's Catholic mission."

— Rev. John I. Jenkins C.S.C.

Below, a new auditorium seats 157.



CAROL C. BRADLEY



FITNESS CLASSES

Fitness classes run Aug. 24 – Dec. 10. Registration begins Aug. 27

MONDAY			
Cardio Express (ends 12/16)	12:15-12:45 p.m.	\$16	RSRC AR2
Step-N-Sculpt	5:30-6:30 p.m.	\$17	RSRC AR1
Interval Training	5:30-6:30 p.m.	\$17	RSRC AR2
Power Cycling	5:30-6:30 p.m.	\$45	Rockne B026
Yoga	5:30-6:30 p.m.	\$55	Rockne 205
Body Sculpt	6:45-7:30 p.m.	\$17	RSRC AR1
Cardio Funk	6:45-7:45 p.m.	\$17	RSRC AR2
Indoor Cycling	6:45-7:45	\$45	Rockne B026
Crunch time	8-8:30 p.m.	\$14	RSRC AR2
TUESDAY			
Power Yoga	6-7:15 a.m.	\$66	RSRC AR1
Yoga	12-1 p.m.	\$59	RSRC AR1
Flex-N-Tone	12:15-12:45 p.m.	\$17	RSRC AR2
Yoga	4:15-5:15 p.m.	\$55	Rockne 205
Pilates Mat	5:30-6:15 p.m.	\$52	Rockne 205
Cardio Boot Camp	5:30-6:30 p.m.	\$17	RSRC AR1
Body Sculpt	5:30-6:15 p.m.	\$17	RSRC AR2
Cycle-N-Sculpt	6:15-7:15 p.m.	\$45	Rockne B026
Crunch Time	6:30-7 p.m.	\$14	RSRC AR2
Yoga	6:45-7:45 p.m.	\$55	Rockne 205
WEDNESDAY			
Pilates Mat	12:15-1 p.m.	\$52	RSRC AR1
Cardio Express (ends 12/16)	12:15-12:45 p.m.	\$16	RSRC AR2
Cardio Circuit	5:30-6:30 p.m.	\$17	RSRC AR1
Triple Threat	5:30-6:30 p.m.	\$17	RSRC AR2
Indoor Cycling	5:30-6:30 p.m.	\$45	Rockne B026
Pilates Mat	5:30-6:15 p.m.	\$52	Rockne 205
Interval Training	6:30-7:30 p.m.	\$17	RSRC AR1
Crunch Time	6:45-7:15 p.m.	\$14	RSRC AR2
Cycle N Sculpt	6:45-7:45 p.m.	\$45	Rockne B026
Yoga	6:45-8 p.m.	\$62	Rockne 205
THURSDAY			
Cardio Boot Camp	6:30-7:30 a.m.	\$17	RSRC AR2
Yoga	12-1 p.m.	\$55	RSRC AR1
Yoga	4:15-5:15 p.m.	\$55	Rockne 205
Cycle Express	4:45-5:15 p.m.	\$39	Rockne B026
Cardio Box	5:30-6:30 p.m.	\$17	RSRC AR1
Beginner Pilates	5:30-6:15 p.m.	\$48	Rockne 205
Power Cycling	6:15-7:15 p.m.	\$45	Rockne B026
FRIDAY			
Flex-N-Tone	12:15-12:45 p.m.	\$12	RSRC AR1
Cardio Funk	5:30-6:30 p.m.	\$14	RSRC AR1
SUNDAY			
Cardio Box	12:15-1:15 p.m.	\$14	RSRC AR1
Cycle-N-Sculpt	12:15-1:15 p.m.	\$38	Rockne B026
Beginner Yoga	12:15-1:15 p.m.	\$44	Rockne 205
Triple Threat	1:30-2:30 p.m.	\$14	RSRC AR1
Pilates Mat	1:30-2:15 p.m.	\$44	Rockne 205
Zumba	2:30-3:30 p.m.	\$14	RSRC AR2
Ultimate Tag Team	3:45-5 p.m.	\$16	RSRC AR1
Step-N-Sculpt	3:45-4:45 p.m.	\$14	RSRC AR2
Crunch Time	5:15-5:45 p.m.	\$12	RSRC AR1

F.A.S.T. CLASSES

(Faculty And Staff Training)

F.A.S.T. classes—for faculty, staff retirees and spouses only—run from Aug. 24 – Dec. 18. Registration begins Aug. 27.

MONDAY			
Cardio Circuit	6:15-7:00 a.m.	\$19	RSRC AR2
Cycle Express	12:15-12:45 p.m.	\$45	Rockne B026
Aquacise	5:30-6:15 p.m.	\$19	Rockne Pool
TUESDAY			
Interval Training	7:30-8:30 a.m.	\$20	RSRC AR2
Cardio Sculpt	9:15-10:15 a.m.	\$20	RSRC AR2
Cycle Express	5:30-6:00 p.m.	\$48	Rockne B026
WEDNESDAY			
Morning Cycle	6:15-7:00 a.m.	\$45	Rockne B026
Cycle Express	12:15-12:45 p.m.	\$45	Rockne B026
Aquacise	5:30-6:15 p.m.	\$20	Rockne Pool
THURSDAY			
Cardio Sculpt	9:15-10:15 a.m.	\$19	RSRC AR2
Flex N Tone	12:15-12:45 p.m.	\$16	RSRC AR2
Cycle Express	5:30-6:00 p.m.	\$45	Rockne B026
FRIDAY			
Morning Cycle	6:15-7:00 a.m.	\$45	Rockne B026
Yoga	9:15-10:15 a.m.	\$63	RSRC AR1
Cardio Express	12:15-12:45 p.m.	\$16	RSRC AR2

During “Try it, You’ll Like It” week, Aug. 24 through 30, attend any fitness class for free. Online registration for fitness classes begins at 7:30 a.m. Thursday, Aug. 27. Online registration for instructional classes begins at 7:30 a.m. Tuesday, Sept. 1. Access RecRegister at recsports.nd.edu. Registration is also available at the Rolfs Sports Recreation Center front desk. All program schedules, intramural information and facility hours can be viewed at recsports.nd.edu, or call 631-6100.

INSTRUCTIONAL CLASSES

Instructional classes run from Sept 7 through Dec 10 (unless otherwise noted). Registration begins Sept. 1.

INSTRUCTOR TRAINING CLASSES

Personal Trainer Instructor Training	Monday, 5:30-6:30 p.m.	\$50	Rockne B016
	Wednesday, 5:30-6:30 p.m.		Rockne B020
Group Fitness Instructor Training	Tuesday, 6:45-7:45 p.m.	\$50	RSRC Meeting RM
	Thursday, 6:45-7:45 p.m.		Rockne 205

MARTIAL ARTS INSTRUCTION

Tai Chi	Monday, 5:30-6:30 p.m.	\$40	Rockne 109
Tae Kwondo Ju Jitsu	Monday, 6:45-8:15 p.m.	\$50	Rockne 109
	Wednesday, 6:45-8:15 p.m.		
Aikido	Tuesday, 5:30-6:45 p.m.	\$65	Rockne 109
	Thursday, 5:30-6:45 p.m.		
	Sunday, 12:15-1:45 p.m.		

DANCE INSTRUCTION

Modern Dance	Monday, 7:45-8:45 p.m.	\$40	RSRC AR 1
	Wednesday, 7:45-8:45 p.m.		
Jazz/Hip Hop Fusion	Tuesday, 6:45-7:45 p.m.	\$45	RSRC AR 1
	Thursday, 6:45-7:45 p.m.		
Brazilian Samba	Thursday, 6:45-7:45 p.m.	\$25	RSRC AR 2
Beginner Latin Dance	Thursday, 5:30-6:30 p.m.	\$25	RSRC AR 2
Partner Latin Dance	Monday, 6:45-7:45 p.m.	\$25	Rockne 205
Beginner Ballet	Wednesday, 7:30-8:30 p.m.	\$45	RSRC AR 2
	Sunday, 6:30-7:30 p.m.		
Intermediate Ballet	Wednesday, 8:35-9:45 p.m.	\$45	RSRC AR 2
	Sunday, 7:35-8:35 p.m.		
Irish Step	Tuesday, 7:15-8:15 p.m.	\$25	RSRC AR 2

WATER INSTRUCTION

Lifeguarding	Thursday, 6-9 p.m.	\$150	Rockne 110/Rockne Pool
SCUBA (9/13-10/11)	Sunday, 3:30-7:30 p.m.	\$205	Rockne 110/ Rockne Pool
Water Safety Instructor	Tuesday, 6-9 p.m.	\$200	Rockne 110

SPORT INSTRUCTION

Squash (9/22 – 11/19)	Tuesday 6:30-7:45 p.m.	\$55	Rockne Squash
	Thursday 6:30-7:45 p.m.		
Beginner Tennis (9/7 – 10/16)	Tuesday 6-7 p.m.	\$45	Eck Tennis CTR
Intermediate Tennis (9/7 – 10/16)	Tuesday 7-8 p.m.	\$45	Eck Tennis CTR
Fencing	Tuesday 7-9 p.m.	\$120	Joyce-Gate 4
	Thursday 7-9 p.m.		Fencing Room
Horseback Riding – 6 Lessons	Various Various	\$180	HorseSport

SWIM LESSONS

RecSports is implementing a swim assessment system for our “learn to swim” program. The program will still feature low student-to-teacher ratios, but will focus on exploring swim skills at a deeper level in order to foster quicker skill development, as well as helping place each child in the appropriate class. If you are unable to attend either assessment session, please contact aquatics coordinator Sarah Ryckman at 631-2856 to set up an assessment appointment. Classes begin Sept. 7.

SWIM LESSON ASSESSMENT:

Date: Friday, August 28
 Time: 6-8 p.m.
 Location: Rockne Pool
 Swim levels will be assigned to your child after the assessment.

MAKE-UP SWIM LESSON ASSESSMENT:

Date: Wednesday, September 2
 Time: 6-8 p.m.
 Location: Rockne Pool
 Swim levels will be assigned to your child after the assessment.

View the class schedule at recsports.nd.edu.



EVEN FRIDAYS!

...returns this fall with events and activities for the whole family.

- Sept. 11 Family Soccer Clinic
- Sept. 25 Family Game Night
- Oct. 9 Family Swim Night
- Oct. 23 Pumpkin Patch Visit
- Nov. 13 Family Tennis Clinic
- Dec. 11 Family Skate Night



FYI

ART

The Graffiti Art Project (GAP)

Aug. 24 through Sept. 30, Crossroads Gallery, Notre Dame Downtown, 217 S. Michigan St., South Bend

GAP is a summer-long program designed to provide an outlet for South Bend students ages 10 to 17 with an interest in art. This year, 61 students participated in the program, a joint effort of the South Bend Police Department, the Hispanic Leadership Coalition, the Institute for Latino Studies and the Robinson Community Learning Center. The public is invited to an opening reception, 5:30 to 7:30 p.m. Monday, Aug. 24.

MUSIC

Piano Fantasies, presented by Paivi Ekroth

7 p.m. Saturday, Aug. 29, Leighton Concert Hall

Paivi Ekroth, collaborative pianist in Notre Dame's Department of Music, performs a solo piano recital presenting Fantasies by composers of the Romantic Era, including Schubert, Brahms and Schumann. Sponsored by the Department of Music. Free but ticketed; contact the box office, 631-2800, for reservations

SHAKESPEARE AT NOTRE DAME**"Twelfth Night": Shakespeare at Notre Dame's 10th Anniversary Season**

Performances at 7:30 p.m. Tuesday, Wednesday, and Thursday, Aug. 18 through 20; 8 p.m. Friday, Aug. 21; 2 p.m. and 8 p.m. Saturday, Aug. 22;

See page 8
for more information
about the Notre Dame
Shakespeare Festival.

2 p.m. Sunday, Aug. 23; 7:30 p.m. Tuesday, Wednesday and Thursday, Aug. 25 through 27; 8 p.m. Friday, Aug. 28; 2 p.m. and 8 p.m. Saturday, Aug. 29; 2 p.m. Sunday, Aug. 30, Decio Mainstage Theatre
One of Shakespeare's greatest comedies, directed by David H. Bell, tells a tale of unlikely love and mistaken identity. Tickets \$12 to \$35

Shakespeare at Notre Dame: Post-performance talk with Director David H. Bell and the "Twelfth Night" cast

10 p.m. Tuesday, Aug. 18, and Wednesday, Aug. 19, Decio Mainstage Theatre

The talk begins immediately following the performance. Free event

Shakespeare at Notre Dame discussion: "Gender, Identity and Shakespeare"

6:30 p.m. Tuesday, Aug. 25, Decio Mainstage Theatre

Pre-show discussion led by gender studies professor Pamela Robertson Wojcik, with Producing Artistic Director Jay Paul Skelton. Free event—no tickets required

Shakespeare at Notre Dame: "The Deceived"

7 p.m. Monday, Aug. 24, on the Main Quad

A young woman flees an arranged

marriage and endeavors to win back her one true love in the Renaissance comedy that inspired "Twelfth Night." Performed by the Young Company, gifted students from Notre Dame, Saint Mary's and other regional colleges and universities. Free event—no tickets required

FILM

Unless otherwise noted, films are screened in the Browning Cinema, DeBartolo Center for the Performing Arts. Tickets are \$5 for faculty and staff, \$4 for seniors and \$3 for students.

Moon (2008)

6:30 and 9:30 p.m. Thursday, Aug. 27, 9:30 p.m. Friday, Aug. 28

It is the near future. Astronaut Sam Bell is living on the far side of the moon, completing a three-year contract with Lunar Industries to mine Earth's primary source of energy, Helium-3.

Summer Hours (2008)

6:30 p.m. Friday, Aug. 28; 6:30 and 9:30 p.m. Saturday, Aug. 29

The divergent paths of three forty-something siblings collide when their mother, heiress to her uncle's exceptional 19th-century art collection, dies suddenly. French language with English subtitles

Celebrating Hitchcock: The Lodger (1927)

3 p.m. Saturday, Aug. 29, Leighton Concert Hall

A serial killer known as "The Avenger" is on the loose in London, murdering blonde women... Silent film with piano accompaniment.

LECTURES AND EVENTS

Senior Citizen Monthly Lecture Series: "Fitness for your mind, body and soul"

11:30 a.m. to 1 p.m. Monday, Aug. 24, Robinson Community Learning Center

Rosemary Cox from the Leighton Center will speak; box lunches provided. RSVP to Amy at 631-3249 by Wednesday, Aug. 19 to reserve a seat.

WELLNESS

Healthy Campus Initiative Screenings

Free early screenings for WebMD's Health Quotient will be available in the Grace Hall Lower Level every Tuesday and Thursday through Sept. 17 from 7 to 11 a.m. Screenings include height, weight, body fat, blood pressure, total cholesterol, triglycerides, glucose, HDL, LDL and TC/HDL ratio. Call askHR, 631-5900, to schedule an appointment. Additional screening dates will be available in late September and October.

Opening Mass and picnic Aug. 25

The annual Mass opening the University's 2009–10 school year will be celebrated at 5:30 p.m. Tuesday, Aug. 25 in the North Dome of the Joyce Center.

Notre Dame President Rev. John I. Jenkins, C.S.C., will preside and preach at the Mass, which will be preceded by an academic procession of Notre Dame faculty and followed by the traditional University picnic for students, faculty, staff and their families on the Hesburgh Library mall.

The Oblates of Blues, a blues band comprising Notre Dame theology professors, graduates and graduate students, will provide musical entertainment for the picnic. There also will be children's entertainment provided by various balloon artists, stilt walkers and others.

DISTINCTIONS

The University congratulates the following employees who celebrate significant anniversaries in August, including 40-year employee **Loretta M. Wasmuth**, biological sciences.

35 years

Julie A. Buck, South Dining Hall
William S. Hedl, security
Carmela A. Kinslow, law library
Pamela J. Nicholas, library
James H. Seckinger, Law School

30 years

Robert K. Byrd, South Dining Hall
Alfred J. Freddoso, philosophy
William F. Meyer, sports medicine
James J. Murphy, Joyce Center
Ellen Victory, theology

25 years

David P. Chodzinski, utilities
George L. Frison, South Dining Hall
Jeanne G. Hendricks, development
Mark J. McCready, chemical and biomolecular engineering
Kevin M. Rooney, First Year of Studies

20 years

Ani Aprahamian, physics
D'Arcy J. Boulton, Medieval Institute

Joan F. Brennecke, chemical and biomolecular engineering

Marian A. David, philosophy

Jean A. Dibble, art, art history and design

Kevin C. Dreyer, film, television and theatre

Karmen M. Duke, English

Matthew J. Dyer, Alex A.

Himonas and Juan C. Migliore, mathematics

Maryellen Fetherolf, health services

Janet Fisher-McPeak, Linda K. Rule and Alain P. Toumayan, Romance languages and literatures

Miguel A. Franco, Leonard A. Hickman and Wendy Settle, University Counseling Center

David W. Gasperetti, German and Russian languages and literature

Jimmy Gurulé, Law School

Eric J. Jumper, Samuel Paolucci and Joseph M. Powers, aerospace and mechanical engineering

Reginald R. Kalili, North Dining Hall

Gary A. Lamberti, biological sciences

Daniel P. Manier, Law School information technology

Shannen M. McKaskle, Morris Inn

Emma T. Owens, Coi N. Pham and John L. Pierson, custodial services

Susan M. Penrod, First Year of Studies

Carolyn R. Plummer, music

Ken D. Sauer, electrical engineering

Joseph M. Schellinger, academic

space management

William G. Scholl, athletic community relations

Rev. Timothy R. Scully, C.S.C., Institute for Educational Initiatives

Jeffrey R. Shoup, residence life and housing

Thomas Gordon Smith, architecture

Mary Ann Spence, academic services for student athletes

Gregory E. Sterling, Graduate School

Jay H. Tidmarsh, Law School

Martin H. Wolfson, economics and policy studies

15 years

Kevin P. Cannon, student accounts

Laura A. Carlson, Bradley S. Gibson and Dawn M. Gondoli, psychology

Peter A. Cholak and Qing Han, mathematics

Sandra D. Collins, Mendoza College of Business

Deborah J. Dobecki, Reckers

James L. Duncan, vending

Robert F. Easley, management

Mark L. Gunty, institutional research

Noriko Hanabusa, East Asian languages and cultures

Thomas A. Hanstra, library

Gregory V. Hartland, chemistry and biochemistry

Anita E. Kelly, psychology

Ann E. Kleva, health services

Peter M. Kogge, computer science and engineering

Peter T. McQuillan, Irish language and literature

Darlene A. Mikulak and Rebecca Reeves, customer support services

Christian R. Moevs, Romance languages and literatures

Wendy M. Mott and John A. Sejdinaj, Office of the Vice President—Finance

Paula S. Muhlherr, Center for Social Concerns

Darnell Murray, South Dining Hall

Jennifer D. Phillips, RecSports

Gretchen J. Reydams-Schils, Program of Liberal Studies

Steve E. Roberts, Rockne Memorial

Gregory L. Snider, electrical engineering

Maria C. Tomasula, art, art history and design

Matthew R. Uebelher, Morris Inn

Ted A. Warfield, philosophy

Sandra A. Young, athletics

10 years

Heidi L. Ardizzone, American studies

Terry L. Arter, physics

David E. Aune, theology

Carol J. Blackford, IT administrative services

Kevin D. Bradford, Jerry G. Langley and Elizabeth S. Moore, Mendoza College of Business

Patrick L. Brennan, development

Anne M. Cahill Kelly, Center for Social Concerns

Sandra J. Collins, Scott S.

CAMPUS

ANNOUNCEMENTS

School uniform clothing drive

The Center for Children and Families is coordinating a school uniform clothing drive for students in the South Bend Community School Corporation. Uniforms are needed for children of all ages, kindergarten through high school. Drop off new or gently used uniform clothing in the lobbies of Flanner, Grace or Haggard Hall through the end of August. Cash donations and clothing are also being accepted Monday–Friday from 8:30 a.m. to 5:00 p.m. at the Center for Children and Families, 1602 N. Ironwood, South Bend. A link to a full list of needed items is included in the August issue of the Office of Human Resources Work Life newsletter, hr.nd.edu/worklife/newsletter/Current/August2009/August2009.shtml.

Gaglio, Anastasia Guimaraes, Susanna King and Belinda Obren, library

Thomas C. Corke, aerospace and mechanical engineering

Edward A. Cottrell, utilities

Debra M. Desrochers, Mendoza College of Business

Samuel R. Evens, Brian C. Hall and Xiaobo Liu, mathematics

Nicole S. Garnett and Richard Garnett, Law School

J. Daniel Gezelter, chemistry and biochemistry

Alyssa W. Gillespie, German and Russian languages and literatures

Li Guo, classics

Maureen R. Hogue, project and consulting services

Laura G. Holt, London Program

Jesus A. Izaguirre, computer science and engineering

Julia D. Kennedy, Joyce Center

William A. Krusniak and Pamela K. Nowacki, South Dining Hall

Jesse M. Lander, English

Daniel A. Lindley, political science

Gregory N. Luttrell, Office of Research

Maureen Marnocha, College of Arts and Letters

Robert H. Moss, Office of the Vice President—Student Affairs

Holly A. Mwachande, Reckers

Janine S. Newcomer, St. Michael's Laundry

AnnMarie R. Power, sociology

James K. Reabe, Office of the University Architect

Anita M. Rees, Career Center

If music be the food of love, play on...

Notre Dame Shakespeare Festival

celebrates 10th anniversary season with performances of 'Twelfth Night', 'The Deceived'



Director David H. Bell, second from left, addresses the cast of "Twelfth Night."

Rehearsals of "Twelfth Night" on the Decio Mainstage Theatre in the performing arts center.



See page 7 for schedule of performances.



Duke Orsino, center (played by Christopher Kelly) and his loyal servants pine after Olivia in the Mainstage production of "Twelfth Night."

Duke Orsino (Christopher Kelly) woos Olivia (Lesley Bevan).



PHOTOS BY PETER RINGENBERG

At left—on stilts—Matthew Goodrich '09. Goodrich and the company of "The Deceived," below, will perform outdoors on the Main Quad at 7 p.m. on Monday, August 24.



Devin Preston, a Notre Dame senior, as Giglio in the Young Company touring production of "The Deceived."



Charell Luckey plays the Prince of Morocco in the Robinson Shakespeare Company's "ShakeScenes" production of "Merchant of Venice."

