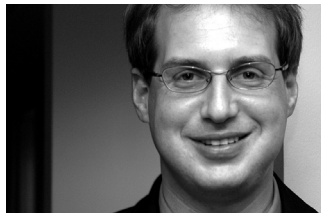


## IN THE WORKS



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## ACE meets bishops' challenge to bolster Catholic schools

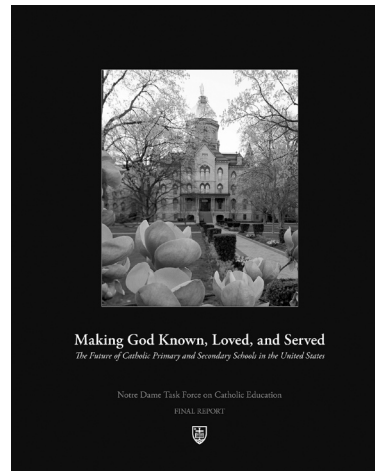
By Gail Hinchion Mancini

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In the 12 years since it was founded, the Alliance for Catholic Education (ACE) has moved many steps beyond its original mission to prepare Catholic schoolteachers. And it will be taking many more in the interest of fortifying America's unique Catholic school system, according to a document prepared by a Notre Dame task force for the U.S. Conference of Catholic Bishops.

Titled "Making God Known, Loved, and Served: The Future of Catholic Primary and Secondary Schools in the United States," the document points to 12 areas in which resources like ACE and its host, the Institute for Education Initiatives (IEI), can help the American Catholic Church revitalize its school system in the 21st century. (The complete report is available at [president.nd.edu/catholic-schools](http://president.nd.edu/catholic-schools).)

The report responds to an invitation issued by the bishops in 2005 that implored Church members to help Catholic schools. Shortly after the bishops' pastoral letter was written, University President Rev. John I. Jenkins, C.S.C., established a task force on the future of Catholic education and appointed ACE founder Rev. Timothy Scully, C.S.C., as its head.



The complete text of the task force report on the future of Catholic schools can be found at [president.nd.edu/catholic-schools](http://president.nd.edu/catholic-schools). Image provided.

"We really looked to the part in the statement that specifically invited Catholic higher education to consider the positive, supportive roles they could play," says Father Scully. "Catholic education is a key, formative experience for the Church's members and for its future leadership. More than that, though, the schools manifest the Church's commitment to social justice as it educates the most needy."

Father Scully assembled some 50 experts from across the U.S., who met

over 14 months—a mix of Catholic educators, diocesan representatives, philanthropists, investment specialists and Notre Dame faculty and staff—to identify steps and solutions.

The problems facing Catholic schools are well known, according to John Staud, director of ACE. They include declining enrollment, affordability and accessibility—particularly to new immigrants such as Hispanics—weakened academic quality, and fewer priests and nuns among the teaching ranks.

Their report was released Dec. 8 to coincide with the Feast of the Immaculate Conception, a day that honors the University's namesake. It describes a seamless trajectory of broadened efforts that matches the strengths and aspirations of ACE with the discernable needs of the nation's Catholic schools.

For example, ACE's original master's level degree program to train and educate classroom teachers has been complemented by one to prepare Catholic school administrators. Its Magnificat School project focuses on professional support and development, aimed especially at struggling inner city schools across the country.

Those efforts now will be augmented by the development of an Initiative for the Academic Improvement of Catholic Schools, coordinated by IEI, that will invest in research, development and implementation of effective assessment, curriculum and

instruction.

Furthermore, the University has received a grant to work with the Carnegie Endowment for the Advancement of Teaching, assembling representatives of Catholic colleges and universities at a conference "to create a new and robust academic field of first-rate scholars to conduct research of Catholic education from a variety of disciplinary and interdisciplinary perspectives." The Carnegie Endowment will cosponsor this conference in fall 2007.

In tandem with this effort to improve academics is a distinct endeavor to strengthen the Catholic identity of these schools. The University will call upon the expertise of the Institute for Church Life as well as the Center for Ethical Education, another IEI affiliate, to address identity issues.

IEI, ACE and the Institute for Latino Studies also will consider research and other steps to attract and support the Latino community. ACE already has taken steps in that direction by establishing the English as a New Language program last summer.

Throughout the report, the University assures the bishops that many of the advances will be supported by new resources brought in by advocates of elementary and secondary Catholic education.

To bolster those who sponsor Catholic schools, the report recommends establishing the ACE Consulting Initiative to help meet "unmet demand" for professional advice on managerial and financial problems. A National Parish School Leadership Team Workshop will

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## Taking stock of the ND Millennium Project challenge

By Gail Hinchion Mancini

(See related pictures, page 8)

As President Rev. John I. Jenkins, C.S.C., makes plans to visit Uganda in early January, important ground is being broken on the University's Notre Dame Millennium Development Initiative (NDMDI).

By the time Father Jenkins and a Notre Dame contingent arrive in the Ugandan capital of Kampala on Jan. 5, they will be able to visit the Mpigi-area community near Lake

Victoria that will be their copartners in NDMDI.

There, says Rev. Robert Dowd, C.S.C., a Notre Dame Africanist and political scientist, they will meet "the real development experts—the people who struggle for survival every day."

Notre Dame is the first university after Columbia, home of economist and Millennium Project founder Jeffrey Sachs, to embrace the Millennium Village project. The plan is to reduce extreme poverty, disease and hunger by 2015, community by community, by encouraging comprehensive advances in agriculture, education and health initiatives that lead to a sustainable

social and economic entity.

The project prescribes a set of science-based, proven and practical interventions and a five-year timeframe. What a university like Notre Dame brings to the table is fiscal resources and high-level professional supports: surveys, scientific and engineering expertise, and empirical evidence of successful practices. But at its heart, the project supports grassroots responses. The appeal of the Millennium Village movement, says Father Dowd, is that it aims to empower a people who he already knows to be beautiful, resilient and hopeful.

"It gives us a chance to learn the real lessons of human development," says Father Dowd, who is directing the project. "Part of the mission of Notre Dame is promoting solidarity with people across the world, to recognize people all over the world as our brothers and sisters and not to let boundaries of any kind prevent us from reaching out and learning from each other."

Progress on the project has been rapid since Father Jenkins appointed Father Dowd, who then recruited Timothy Lyden, a 2002 graduate, as assistant director. On the home front, Father Dowd finds an encouraging readiness.

Faculty research and scholarship on Africa is on the upswing. Student interest in Africa, from internships

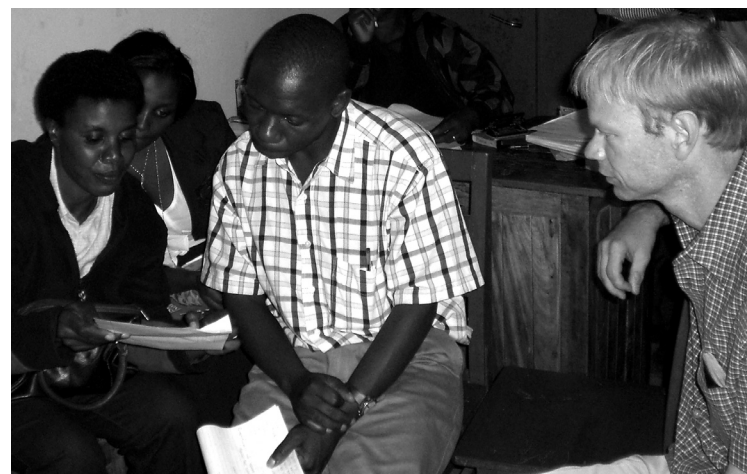
and research projects to on-campus fundraisers and awareness initiatives, is active and passionate, he says.

Familiar with Notre Dame through an almost five-decade presence of the Order of Holy Cross, Ugandans are enthusiastic about the University's participation, Father Dowd adds.

During fall, Father Dowd and Lyden began building relationships with the Archdiocese of Kampala and with Uganda Martyrs University, which is close to the area where the NDMDI partner village is located. Such relationships are being encouraged by the Millennium Project's in-country representative, Ugandan native Johnson Nkuuhe, who is involved in selecting Notre Dame's village partner.

The earliest Millennium Project village opened in western Kenya in 2004. The NDMDI village will be the second in Uganda, and Lyden carefully toured both the original Kenyan site and Ruhiira, the Ugandan Millennium village. There he encountered the rapid progress that can be made, such as the organization of a school lunch program from crops donated by villagers, as well as examples of extreme poverty. Fresh, available water is a revelation in these villages, Lyden found.

Although still forging a blueprint for NDMDI, Father Dowd foresees a project that encourages student reflection on human development at the residence hall level; faculty, graduate and undergraduate research, and some level of alumni participation. This initiative should also impact Notre Dame's classrooms, he says.



Rev. Robert Dowd, C.S.C., visits a faculty meeting at a school in Ruhiira, the first Ugandan site of a Millennium Project village. Photo by Tim Lyden.

# You've got mail

*Editor's Note: Throughout the football season, various administrators receive letters of appreciation following home football games. To read them is to get a fresh sense of the Notre Dame football experience and to understand that much of what is wonderful happens off the field.*

## A Tar Heel tribute to the Irish

*Sent from Gene Russell to the News and Information general e-mail address following the University of North Carolina game.*

I am not sure who to send this note to but I wanted to share with you my recent experience at your great University. My wife and I have attended many UNC football and basketball games over the last 12 years.

My wife is a double alumna at Carolina and we are season ticket holders for UNC football and basketball.

I am writing to say thanks for an experience that neither of us will ever forget. The people of South Bend and specifically the fans and stadium personnel were the most hospitable in the NCAA. We were treated not only as guests but made to feel a part of the Notre Dame tradition.

It seemed every time we tried to take a picture, someone in Notre Dame gear stopped to snap the picture so that both my wife and I, along with our daughter and son-in-law, could be in it. I must have been asked two dozen times over the weekend if we were having a good time. People actually thanked us for coming!!

We are die-hard Tar Heel fans for life. However, after our South Bend experience the last four days we will also wish Notre Dame the best as well. If every school and its alumni treated others with the respect we received over the weekend, every stadium would be packed for College Football!!

I know we lost this weekend but I must tell you we left feeling as if we

won. It was due to the great folks of South Bend and to everyone associated with the University of Notre Dame.

Thanks again for making a fan of a 1-8 football team feel like we played and won a Bowl Game this weekend. Best of Luck and "Go Irish," unless you are playing UNC!

## They even got sympathy beers

*An e-mail to John Heisler, sports information director from 1978 UCLA graduate John "Pepe" Soto.*

Sir, I was given your address by a very close family friend, George Zinich. I am writing this note in hope that you will forward this to the University president and athletic director. I, along with 13 close friends from college, attended the UCLA-ND football game this past weekend, and we were amazed at how warm and friendly everyone was to us.

We set up our tailgate about 50 yards from the south entrance of the stadium, at 8:00 a.m.. And as we were parking, a man in an ND ball cap waved us into a slot next to his, and said "Welcome to Notre Dame!" He was setting up a tailgate too, and he and his friends helped us set up our tent, helped us unload, and then offered us coffee.

As we were talking to them, with our UCLA banner hanging from our tent, I can't tell you how many Irish fans walked up and welcomed us to South Bend and thanked us for coming. And this wasn't an empty welcome, it was a warm welcome.

And it seemed like anyone in an usher uniform that walked by stopped and again welcomed us, thanked us for coming, and asked if we had any questions about pre-game festivities. I went to the Grotto and Basilica, to light some candles and say a prayer. Again, as I walked across your beautiful campus, anyone in Irish garb stopped to say "Welcome to Notre Dame" and "Good luck today."

When we went into the game, again, from the moment we walked in, we were welcomed warmly, as the

ticket taker said, "Welcome to Notre Dame stadium, and thank you for coming—if you have any questions, just ask one of our ushers—and good luck today!" Wow!! As we took our seats in an Irish section, everyone around us welcomed us, and talked about the game.

And then the ND band played our fight song. And having our band director lead your band in our national anthem, well that was nothing but CLASS! When the game ended, in those final seconds, not one fan taunted us, everyone around us shook our hands, some saying "Great game. You guys played great," others saying "We're sorry!"

At any other college stadium in the country, we would have caught a lot of grief. But at ND, there was nothing but respect for a game well played. Even at our post-game tailgate, ND fans came by to tell us what a great game it was. Some even came with sympathy beers!

My friends and I are all retired UCLA athletes, and we fly in from all over this country to get together once a year for an away game. And of all the places we've been to, we have never felt so welcome. You and your university are the class act of football, college or pro, and my friends and I will cherish our weekend in South Bend. I can only hope that our L.A. fans can show as much hospitality and class as your fans and university showed us.

Good luck the rest of this season, and please BEAT SC!!! (Ahh yes, the ties that bind!!!).

## UCLA lost the game, but the trip was a winner

*From Rich Herczog, a member of UCLA's compliance division, to Notre Dame compliance director Michael Karwoski:*

Thanks again for your outstanding Midwestern hospitality. Of course we're disappointed that we came as close as possible without realizing the ultimate dream, but virtually everyone I spoke with came away with a good taste because of the way we were treated before, during and even after the game.

Though she lives at St. Mary's, Sister Pius has the distinction of being the only Holy Cross sister currently working on the Notre Dame campus. She works at the Basilica from 7:45 a.m. to 1:45 p.m. each weekday and occasionally on weekends. In addition to her duties for the 11:30 a.m. Mass, Sister Pius takes care of the 12:10 p.m. Workers' Mass in the Crypt, and maintains the Log Chapel and the Basilica's four private chapels.

She works with University sacristan John Zack, along with two graduate and six undergraduate students.

"We have quite a few sacristans, so we are not alone in this," she says. "You need help with some of the Masses, especially weddings and funerals, Sunday Masses and Masses at the Joyce Center." Joyce Center Masses, she notes, can accommodate 4,500 people.

"The student sacristans are wonderful," Sister Pius says. "They keep me young. I go bowling with

My guess is you hear that all the time, at least from Western teams that just aren't used to it. Before the game I might have said, "Any fans look good compared with obnoxious USC fans." But now I have to say our fans are a lot more similar to USC's fans than yours...who are the most polite I've

ever encountered. If it was somehow possible, they actually softened the loss for me...and this has been echoed throughout our department all day long.

Thanks for the lesson; I'm passing the word. Notre Dame—the classiest university I've ever visited.



Sherry Tokarski, from left, Patti Hayden and Karen Bauer sort incoming mail at the mail distribution center. The Christmas card season is only one challenge faced during November and December. There also are such milestones as the mailing, on Dec. 14, of acceptance letters to high school students seeking early admissions to the Class of 2010. *Photo by Carol C. Bradley.*

## Thanks to O.J. ...

### ND Works staff writer

Like much of America this Thanksgiving, Ted Mandell found himself thankful *not* to be watching televised interviews with O.J. Simpson. But Mandell, who teaches film and television and writes a TV column for the Indianapolis Star, also found himself a little nostalgic about "the Juice."

"Twelve years ago, A.C. Cowlings steered the white Bronco through the streets of L.A. like a 16-year-old auditioning for a learner's permit. Who could've thought that his funeral procession-paced car antic would be a turning point in American television history?" says Mandell.

While he calls the subsequent changes a "joyless" ride, he describes a full list of impacts the trial had on television, beginning with hovering news choppers. "They popped up in skies all across America, tirelessly searching for breaking news a few hundred feet below ... or at least a local high school football game."

O.J. launched the television careers of Greta Van Susteren and Roger Cossack, "the Donny and Marie lawyers-on-the-spot during the trial of the century. He's a little bit prosecutor, she's a little bit defense attorney.



O.J. Simpson's legacy includes some interesting influences on television, says Ted Mandell, film, television and theatre professor. *Photo provided.*

"The Greta and Roger show spawned the legal talk bonanza we know and adore today. From John Gibson to Nancy Grace, every serial killer gets the best trial analysis these days," says Mandell.

He also credits the O.J. Simpson trial for sparking America's interest in crime scene investigations television, in which bloody footprints are matched by microscopic depictions of blood swatches and DNA analysis.

"We're still reaping the benefits of those months of wall-to-wall law and murder ... with wall-to-wall 'Law and Order.' Sexy victims, savvy investigators.

And 'CSI.' 'Cold Case.' 'Without a Trace,'" he adds.

Mandell, for one, saw the prospect of the recent Fox interview to be just desserts.

"Why wouldn't he be on Fox? After all, their leader, the irrepressible (media tycoon Rupert) Murdoch stands tall on Mt. Blushmore, along with P.T. Barnum and Hugh Hefner, as the trio of American icons who made their careers and their riches

out of exploitation behind the veil of journalism," Mandell says. "Murdoch's omnipresent media have trampled journalistic integrity for years."

Oh well. It wasn't to be. The O.J. Simpson interview did not cast a pall on Thanksgiving. But for the truly disappointed, a review of the television listings indicates the Grinch still will be stealing Christmas.

them. I have a nice rapport with them, and with John. They're all wonderfully easy to get along with. It's a good lesson in sharing," she says.

"We all share the work we have to do. They'll be decorating for Advent,

and the students will help John with that. He organizes everything, and he likes for everyone to be included and have a share in what we're doing. It's a joy to be here."

## 'It's a joy to be here'

By Carol C. Bradley

Sister Mary Pius, C.S.C., is busy early at the Basilica of the Sacred Heart, making sure all the preparations for 11:30 a.m. Mass are in place. She checks to make sure the altar cloths and priest's vestments are clean and pressed, that there are enough purificators—cloths used to clean the chalice—and that water, wine and hosts are supplied.

After Mass, she washes the vessels in the special sink in the sacristy called a sacrarium. The vessels are cleaned in soap and water, and the water is discharged directly into the ground. "The precious body and blood at consecration is not to be discarded with regular sink water," Sister Pius says.

Sister Pius, who was born in Lancaster, Pa., was asked to be trained

as a sacristan when she first came to the Holy Cross community at Saint Mary's College in 1949. "In the old days we wore white gloves and the old habits with a cape and long skirt, with a fluted cap for headgear," she remembers.

After she made her first vows in 1952, Sister was sent to the East Coast, where she spent the next 43 years teaching in missions in Norfolk and Alexandria, Va., Maryland, and Washington, D.C.—with a return to Lancaster along the way to take care of her ailing parents. She returned to Saint Mary's in 2002 after celebrating her golden jubilee.



Sister Mary Pius, C.S.C., sacristan at the Basilica, itoday and in 1952, shortly after she professed her vows. *Photo by Carol C. Bradley.*

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# Bringing together the Judeo- and the Christian

By Gail Hinchion Mancini

Back in the days when Evyatar Marienberg gave tours in Galilee, he had a feeling that the information he recited about Christian history was too literal, and not completely true.

“The Hebrew books I read depicted Christians and Christianity in a particular way,” says the native of Israel who is at Notre Dame this year as a Fellow in the Erasmus Institute. He remembers pointing out, “Here is where Christians believe Jesus walked on water ... Here is where he sat ... Here is where he delivered a certain sermon.”

“I kept thinking, ‘I’m sure some people believe this. But there are 2 billion Christians, and I have no doubt some of them understand these issues in different ways.’”

To satisfy his curiosity, Marienberg left Israel for undergraduate studies at the Catholic Institute of Paris. This step admittedly made him something of a curiosity among his Orthodox Jewish family members, if not the faculty of the institute itself. For at least his first year in Paris, the institute hesitated to officially enroll him, he says. On one hand, they worried an Orthodox Jew would challenge Christian studies in disruptive ways. On the other hand, they worried he would want to convert, and they were not in the business of offering religious instruction.

Since completing doctoral studies in Paris at École des Hautes Études en Sciences Sociales (*School for Advanced Studies in the Social Sciences*), Marienberg’s interests have taken him to an array of institutions: Tel Aviv University, Yeshiva University in New York, McGill University in Montreal, Paideia Institute in Sweden and now Notre Dame.

His research covers Christianity, Judaism, and comparisons of the two,

and ranges from the 20th century to medieval times. His dissertation, and his work at Yeshiva University, dealt mainly with classic, Rabbinic Judaism. In his most recent position as a postdoctoral fellow at Tel Aviv University, he completed a Hebrew-language book on contemporary Catholicism. His work this year is set squarely in Catholicism as he studies the Second Vatican Council and the ways in which that monumental effort was formed into our historical memory.

Here for less than a semester so far, he already has formed memories that define his sense of Notre Dame. It is a place that has exceeded his expectations and one where he feels very comfortable. There is the fact that the campus has embraced both him and his wife, Liane Alitowski, who is teaching piano in the music department. There is its beauty, which has awed him. He even has been awaiting our cold and snow, which Montreal, Stockholm and New York have taught him to love.

In his previous postings, theology books by Notre Dame faculty have always filled his shelves. He now



Evyatar Marienberg’s bookshelves have always stocked several written by Notre Dame faculty members. While at the Erasmus Institute this year, he hopes to meet some of the authors in person. *Photo provided.*

hopes to meet the actual authors. And he has been fascinated by the dialogue President Rev. John I. Jenkins, C.S.C., has launched about the University’s Catholic character and the need to maintain a pervasive number of Catholic scholars.

“I was impressed. I understand that an institution with a religious character would like to keep it by having a significant portion of the faculty sharing its faith. At the same time, he discussed the importance of having non-Catholic and non-religious faculty. He spoke about how

important non-Catholic members are.”

Having spent his early graduate school years in Paris among colleagues who were priests and nuns, Marienberg is accustomed to being among Catholic religious. Yet various incidents have taken him by surprise, among them faculty gatherings opened with a prayer. Prayer is less likely to happen at a Catholic university in fiercely secular France, Marienberg says. Nor would it happen in Israel or at Yeshiva University. Jewish prayers have prescribed times and places.

## Deepening support of Catholic Schools

ND Works staff writer

As noted in the task force report on the future of Catholic schools, two groups within the Church are strong sources of support: parents who pay tuition at these schools, and the personnel who work for lower salaries than their public school counterparts. Yet America’s Catholic community, the task force notes, has greater resources—both financial and professional—to support schools than at any time in its past.

How to broaden participation? The task force identified five recommendations:

- “People will listen, will be inspired, and will respond” if bishops deliver compelling arguments that Catholic schools are central to the evangelizing and social justice mission of the Church. These messages “must come relentlessly and univocally from all Her leaders, to national and local audiences, through publications and the pulpit.”
- Pastors must be encouraged to endorse consistently and effectively the bishops’ position on Catholic schools. “Over time, the persistent support of pastors from the pulpit, the bulletin, and the parking lot is essential to enflame a renewed commitment among more lay men and women.”
- Models for effective lay participation exist within Canon Law, but one type of governing model will not fit every circumstance. A menu of governing options and best practices should be elaborated and disseminated through regional and national gatherings and forums. Notre Dame will seek to bring experts and practitioners together to discuss viable models of governance.
- Bishops can support school choice as a matter of social justice by teaching “clearly and with one voice that parents have a right to send their children to Catholic schools, that these schools contribute to a healthy civil society and provide a special benefit to the poor and disadvantaged.”
- Economies of scale can be leveraged in health insurance procurement, purchasing, and advocacy for public funding by creating a national investment vehicle. The Notre Dame investment office is prepared to outline such a vehicle.

Continued from page 1  
**Catholic schools**

build on a pilot launched here last July, convening pastors, principals and school board representatives to discuss best practices in marketing, leadership, strategic planning,

financial management and Catholic identity.

Finally, the University will work with local dioceses to help Catholic schools access federal support already allocated and to explore ideas relating to policies that improve access for all children to quality education.

## For math junkies, Putnam competition presents an irresistible puzzle

By Gail Hinchion Mancini

Maybe just one student won’t show up. That’s what Michael Gekhtman was thinking in the days before he proctored the nation’s best-known mathematics competition for undergraduates.

Twenty-eight students had signed up to take the 67th annual William Lowell Putnam Mathematical Competition Saturday, Dec. 2. The six-hour test began at 10 a.m. and paused at 1 p.m. for a two-hour lunch period. (In the tradition of story problems: If the above is true, what time did the test end?)

The Putnam exam was administered last year to more than 3,500 students from some 500 institutions. Its founder’s intent was to “stimulate a healthful rivalry in mathematical studies in the colleges and universities of the United States and Canada.” The top prize is \$25,000.

If just one student were unable to attend, Gekhtman could use the extra copy and take the test along with the others. Since he was a boy growing up in Ukraine, Gekhtman has been solving mathematics puzzles, be they in Russian, or Hungarian or Polish translations. He has participated in mathematics competitions since fifth grade and still likes to do them.

Gekhtman ordered 28 copies of the test from the Mathematical Association of America, which—not surprisingly—sent only the accurate number of copies.

The Putnam exam isn’t a test of mathematical knowledge. “It’s not the straightforward heavy technical stuff,” says the associate professor of mathematics, whose research and teaching interests lean toward mathematical physics, Hamiltonian mechanics, integrable systems and Poisson geometry. “It’s a little like riddles. It’s about ideas.”

The 28 undergraduates ranged from freshmen to seniors, some of whom have taken the 12-question exam each year. Notre Dame students have been doing well in recent years: Of a possible score of 120, last year, one student

scored 100, two scored 98 and four scored 89. Every year a handful will turn the test in after only a few hours. “It’s like sports. Some days you just don’t have a good day,” Gekhtman says.

There is no puzzle that those attracted to the test are among the University’s die-hard math students, most of them probably graduate school-bound. “A six-hour test. On a Saturday. The final week before classes, before exams. They are dedicated,” Gekhtman says.

These students had been meeting Mondays with Gekhtman or his colleague Frank Connelly for what they refer to as the fourth edition of Putnam Practice meetings, replete with Putnam-style problems and competition-style environments.

Such hard-core math students come dressed for the challenge. A poster in Hayes-Healy recommends early orders for “the new and improved Math T-Shirt, complete with 3,111 digits of  $\pi$ .” Indeed, the shirt design displays the interlocking ND logo, made completely out of numbers that begin 3.14159.

Math club officers list such non-math passions as theatre production, a cappella vocal performance, whistling and Scrabble.

Gekhtman says his friends and acquaintances in the non-mathematical world relate to him as someone who enjoys puzzles and challenges. He was asked for his opinion on the quality of the puzzle in “The Da Vinci Code” so frequently that he gave the book a read on an airplane flight. “That was not a good puzzle,” he says.

But should you want to encounter a good one in the form of literature, he readily recommends Umberto Eco’s “The Name of the Rose” as a suitable alternative.



Michael Gekhtman has enjoyed mathematical puzzles since his boyhood in the Ukraine. *ND Works staff photo.*

*Whether they provide Web pages, clickers or teaching evaluations, the Kaneb Center has several ways to improve the teaching experience and the art of teaching.*

## Have it your way Kaneb helps, even if your technology is a chalk board

By Carol C. Bradley

Anne Montgomery, associate professional specialist in English, came to the John A. Kaneb Center for Teaching and Learning's Learning Technology Lab for assistance in developing a Web page for her course "The Interaction of Text and Image."

The course focuses on the development of written language through history. All course material—from Egyptian cuneiform cylinder seals and medieval illuminated manuscripts to the modern graphic novel—is scanned from material in the Hesburgh Library's special collections. The site allows undergraduates to directly access primary research materials normally only available to researchers with faculty credentials, Montgomery says.

"The Web site and Web technology make this possible," she says. "It's wonderful that (the Kaneb Center staff) can do things that I could never do. I don't have the time, or the desire to learn. They made it work."

The Kaneb Center, at 353 DeBartolo Hall, exists to support faculty in their role as teacher, says associate director Kevin Barry. The center's consulting and technology services are free to faculty for the development of any listed course. The Learning Technology Lab, at 350 DeBartolo Hall, is open 8 a.m. to 5 p.m. daily. Visitors may drop in, but are encouraged to schedule an appointment in advance. The lab also provides coffee and tea for faculty and teaching assistants.

The mission of the Center, founded in 1995, is to encourage best teaching practices, through reflection on teaching and learning.

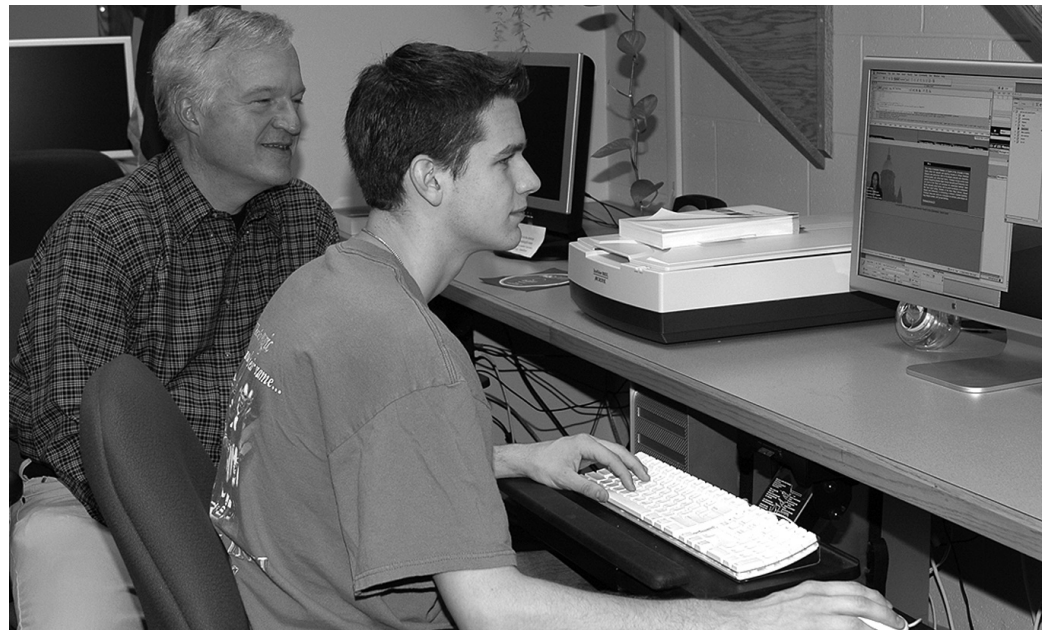
"We evaluate whether any new strategy or tool will improve student learning," Barry says. But the Kaneb Center doesn't push technology for the sake of technology. For example, Barry points out, there are a number of faculty members who write on boards in front of the class.

"The thought process unfolds as they work, in a way that is facilitated very well by the chalkboard," he says. "You could use a tablet-based P.C., but if chalk works for them and their students, we aren't going to suggest they change."

Many technological tools aren't that different from the old-fashioned versions, he notes. For example, PowerPoint isn't that different from using an overhead projector with words on an acetate slide. But using PowerPoint allows the text to be edited. "And it can be really powerful when you take advantage



Kevin Barry, associate director of the Kaneb Center, helps faculty members explore technology that will support course learning goals, including Web pages, audience-response systems and videoconferencing.



Chris Clark directs undergraduate student tech assistants such as Andrew Parnell as they help faculty develop Web pages and other resources for courses.

Photos by Carol C. Bradley

of its strengths by adding sound and graphics," Barry says.

Other technologies the center can help integrate into the classroom include videoconferencing, audience response systems, and podcasting. Videocasts and podcasts can be downloaded to an iPod or played on a computer, Barry notes. "They'll allow more interactive kinds of things to happen in the classroom. We demonstrate these tools to the faculty so they will be able to make informed choices."

Kaneb Center assistant director Chris Clark views his job description as helping faculty to teach better.

"Our role is to help faculty find appropriate tools, and this may not involve computers," he says. "Faculty come in and explain who they are and what they want to do. Sometimes we'll steer them away from technology—the technology they're suggesting may be more work, but not more effective."

What faculty members don't realize, Clark says, is that "we do all the heavy lifting. If you have an idea, we can make it a reality without burdening you more than you want to be burdened. I love to sit down and talk with people about what they might do."

When considering incorporating learning technology into a course, adds

Alex Hahn, center director, faculty members sometimes think, "'This is going to eat me and my time alive.' But you can come to the Kaneb Center, and have a half-hour discussion to see what you need to achieve. We have a group of very bright undergraduates who can make this happen."

To achieve maximum results in that half-hour discussion, Hahn recommends, "think deeply both in terms of student learning and the goals of the course."

Examples of ways the Kaneb Center and OIT have helped faculty use technology can be viewed online at [learning.nd.edu/gallery/index.html](http://learning.nd.edu/gallery/index.html). Set up a consultation with center staff by calling 631-9146 or e-mailing [kaneb@nd.edu](mailto:kaneb@nd.edu).

## Kaneb Center: A flexible resource for faculty and TAs

By Carol C. Bradley

"I would like for the campus to see us as a flexible resource that's very adaptive to their needs," says assistant director Vassiliki Tsitsopoulou, who joined the staff a year ago to develop new initiatives.

Tsitsopoulou was born and raised in Greece, and attended the University of Athens. She received her doctorate in Cinema and Comparative Literature at the University of Iowa, where she worked at the Center for Teaching.

Center staff organize a variety of workshops on teaching. Staff members also are available to consult with faculty and teaching assistants regarding their teaching, to observe classes, and to assist with scheduling and reviewing videotapes of class sessions, says Tsitsopoulou.

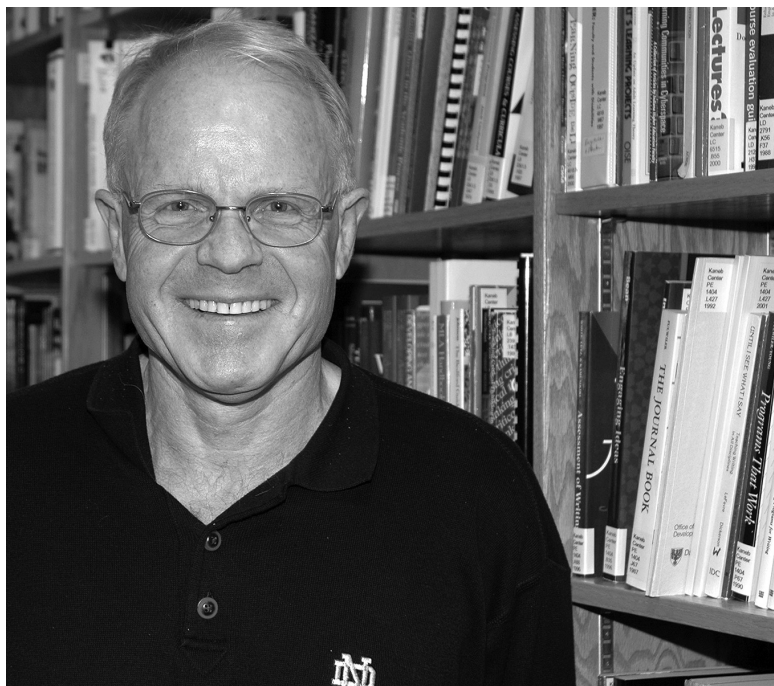
The job at the Kaneb Center is a good fit, she says. She enjoys working across disciplines, and also has the opportunity to teach one course per year and pursue her research interest in early modern European studies.

Currently, Tsitsopoulou is working with the College Seminar to develop faculty resources on teaching oral

communication, including guidelines for discussion and evaluation checklists.

The Kaneb Center, with the Graduate School and the College of Arts and Letters, offers pre-doctoral fellowships for graduate students in Arts and Letters.

"It's a resource that we offer that has been recognized nationally as a good practice," Tsitsopoulou says. The fellowship provides four graduate students with a yearlong, mentored research and teaching experience at peer institutions such as Princeton and Rutgers.



"We will do the work for the faculty," when it comes to incorporating education technology into courses, says Kaneb Center director Alex Hahn.

## Kaneb and OIT bring audience-response technology to class

By Carol C. Bradley

The question on the screen in the lecture hall is about hydrostatic equilibrium, and there are four possible answers. The students raise their clickers, and their answers register across the bottom of the screen.

When the results are totaled, physics professor Margaret Dobrowolska-Furdyna gets immediate feedback on how well the students understand the material.

"If everyone answers correctly, we go on," she says. If not, the students discuss the problem among themselves, and with Dobrowolska-Furdyna. "Peer instruction has its advantages," she says. "It helps them to talk to others, and explain it to others. I'm a physicist. I've forgotten what it's like at that level. They can sometimes explain it to each other easier than I can."

Students don't like to speak up in class when they have questions or don't understand the material, she notes. "They don't want people to think they don't know. The clicker gives anonymity—no one knows if you're wrong. And usually, there are a whole bunch of them wrong."

Dobrowolska-Furdyna went to the Kaneb Center for help in incorporating the technology into her classes.

"I needed to jazz it up," she says. "I heard about those clickers, and thought I'd like to do it, but I didn't know what was involved."

She talked to Kaneb Center staff, including Kevin Abbott, Office of Information Technology (OIT) liaison to the center. "Kevin gave me the training wheels," she says. "He talked me through the software. He was present at the first five classes, for troubleshooting."

Dobrowolska-Furdyna is delighted with the way the system has worked in her classes. "The students don't get bored, and I don't get bored. You remember roughly 10 percent of what you hear, 15 percent of what you see, but 70 percent of what you do. That's the general idea behind the interactive classes. You want to make the students think and do things. I'm a firm believer that the best university in the world is your own mistakes."

Dennis Jacobs, associate provost and professor of chemistry and biochemistry, has used the clicker technology several times in different courses. "I've found them to really change the culture of the classroom, especially in large classes." The usual method of asking a question and calling on individual students engages a few, but leaves others passive, he notes.

What the clickers do, he says, is permit an instructor to ask questions across all students in a class and have them simultaneously respond and think through concepts and problems in a course.

"It also allows me as an instructor to see what they're thinking, and to pace the class in a way that's responsive to what they've learned and what they are still struggling with."

Using the clickers stimulates conversation between students, and between students and the instructor, in an effective, scalable way, Jacobs says. "I've used it in classes of 240 students, and it works remarkably well."

One of the important aspects of the fellowships, Tsitsopoulou says, is that graduate students have the opportunity to observe teaching and pedagogy in different institutional cultures. "They also have the opportunity to interact with many other scholars and faculty in the peer institution, and benefit from that interaction," she says. "Ultimately, the value of pre-doctoral fellowship is that it does not treat teaching and research as separate entities, but as an integrated process."

In addition to professional development workshops, the center offers several teaching certificates for graduate students. The staff is currently in discussions with the physics department, Tsitsopoulou says, regarding the development of a new teaching certificate for graduate students in the sciences.

"We are also considering another course on scientific communication,"



In addition to learning technology, the Kaneb Center provides professional development opportunities for faculty and graduate students, says assistant director Vassiliki Tsitsopoulou.

she says. "The physics department has identified this as a specific, important skill. Teaching well and communicating well your subject

matter is very important for career development for younger faculty, and also for the evolution of and public understanding of their disciplines."



Although she employs a technology that allows for instant student response, physics professor Margaret Dobrowolska-Furdyna also uses old-fashioned instructional methods like the one-on-one discusses seen here with sophomore Casey Robertson.



Education technology specialist Kevin Abbott has helped implement the audience-response system in the classroom.



Clickers allow students to respond to multiple-choice questions on the screen. If all answer correctly, the class moves on. If not, the instructor can immediately see which concepts students need help with.

## Kroc, ROTC explore common ground

Gail Hinchion Mancini

Continuing what may be the longest-running interdisciplinary dialogue on campus, members of the military brass and policy experts take their seats at a table and begin talking about the Iraq situation.

Call it the Non-War Room. A combined group of faculty and Fellows from the Kroc Institute for Peace Studies and the chief administrators of campus Army, Navy and Air Force ROTC units meet for an hour in this brown-bag luncheon format, which mirrors the purpose of Kaneb Center learning communities.

Each group badly wants peace. There seems little disagreement that getting out of Iraq is desirable.

David Cortright, Kroc research fellow, has been attending these Kroc/ROTC sessions since he first came to Notre Dame in 1989. "My understanding is that when Kroc started (now 20 years ago), (former President) Father Hesburgh wanted a dialogue between Kroc and the military."

That coincided with changes in the military brought on by the end of the Cold War. Says Lt. Col. Gary Masapollo, executive officer of the ROTC operation. "We used to teach how to blow things up. Now we teach them how to be mayor, a sanitation expert, a problem solver."

Adds Col. Michael Zenk, commander of Air Force ROTC, "We build more schools now than kill insurgents."

The upshot, says Masapollo, "There is a common bond. We are all trying to solve the same problems."

The monthly sessions are informal; the group doesn't even have a name. The officers from Pasquerilla Center, where ROTC is located, call it the Kroc Group. The Kroc faculty say they call the meetings the ROTC discussion group.

Although the wisdom of the U.S. Commander in Chief and the direction of U.S. policy are questioned in these sessions, those who supervise Notre Dame's ROTC leadership are comfortable with the discussions, if not

intrigued. They are structured as learning experiences, not policy debates. And, there is an ethic of non-attribution. Everyone can speak up because no one will be quoted.

The December session preceded, by hours, the release of the recommendations of the Iraq Study Group. The content of the campus discussion probably covered, in brief, the when-to-leave, whether to add troops questions the Washington-based group had been pondering.

The facts were the same in both arenas: Innocent citizens are being killed by an array of bad guys with a wide range of diverse motives. The presence of the U.S. may be a negative, but with various Iraq neighbors at each other's throats, can any nearby nation play a productive role?

Is there a civil war, and why do such definitions even matter? A cease-fire would be great, but who in or around Iraq can play the necessary political roles that such action requires?

Eventually, the conversation turned to moral dilemmas, and there are many involved in the question of when to leave. If the U.S. pulls out of Iraq quickly, there surely will be a spike in the violence and more innocents will die. But is it moral to ask our own troops to risk their lives there, when a pullout is inevitable?

Kroc regulars such as Dan Lindley, George Lopez, Gerald Powers, visiting Fellows John Heathershaw and Peter Wallenstein, try not to focus solely on the Iraq war. In the long run, all involved take away considerably more than a deeper understanding of the current war.

"Of all the meetings I go to, this is the one I look forward to the most," says Lt. Col. Kelly Jordan, the Army ROTC officer. The monthly meetings inspire ROTC staff conversations and broaden the content of the military science classes that the ROTC faculty teaches.

On occasion, he adds, a Kroc Institute student has shown up at one of their doors, assured that the military's input in their conflict resolution research will be worthwhile.

## Midnight set-up and friendly wagering— all in a Thanksgiving Day's work

By Carol C. Bradley

To hear what goes into preparing a major holiday meal in the dining hall is to believe that Santa and his elves have an easy job. For food services, the greatest challenge isn't the annual Christmas dinner, which took place Dec. 5, but Thanksgiving.

Food services staffers began arriving for work at the North Dining

Hall at 4 a.m. on Thanksgiving morning in order to prepare and serve an afternoon buffet for 1,277. They cooked more than a hundred 22-pound turkeys and 380 pounds of dressing, 587 pounds of ham, 500 pieces of grilled halibut, 320 pounds of mashed potatoes and 150 pounds of green beans—topped with 20 gallons of gravy.

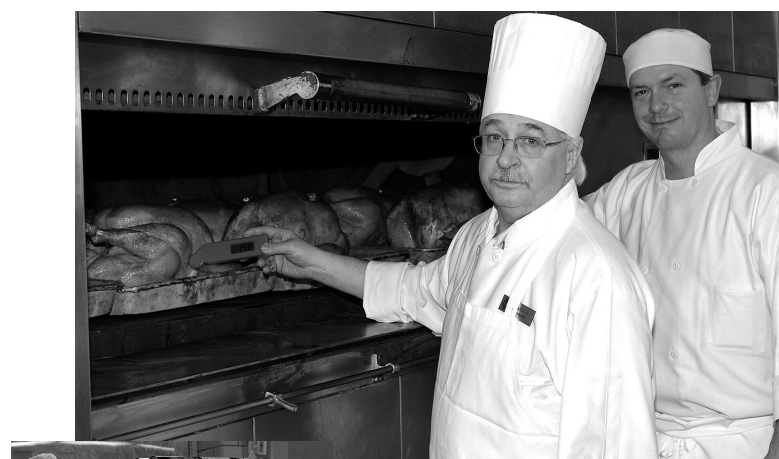
Also on the menu: hors d'oeuvres (pumpkin and white bean dips), punch (mulled cranberry-apple cider), salads (mixed greens with hot bacon dressing or roasted red pepper vinaigrette;



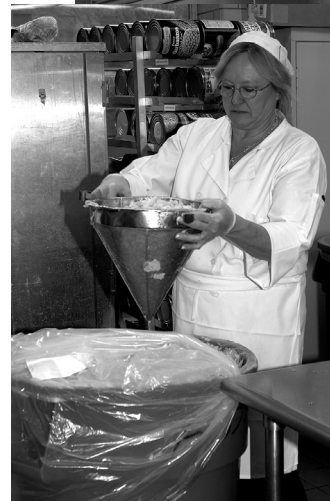
Floor chef Rob Biastock handles the work flow so dinner for about 1,300 people comes together smoothly.



Marlene Hernandez and Manuel Palmerin arrange bread and rolls on the buffet.



Cooks Russ DuJardin, left, and Adnan Kobaslija test the doneness of some of the 100 turkeys roasted for the meal.



At left, Mary Minder drains lettuce for salad. Delia Serrano arranges slices of cheese for the salad bar.



tangerine fruit salad), two kinds of soup, more side dishes (including butternut squash tortellini) and a wide variety of desserts.

"In this business, when everyone else is enjoying the holidays, we're working," says Executive Chef Don Miller. "It becomes a way of life. It's like nurses."

Except that when a nurse leaves the job on Thanksgiving, she or he probably still wants to eat turkey and the fixings. Not so with Miller's staff.

On Thanksgiving, Miller says, his wife and daughters spend the day with his in-laws down in Monon, Ind. After a long day's work, Miller goes home to take care of his dogs, then puts his feet up and watches football on TV.

Roumena Roumenova, a North Dining Hall food services manager, handled set-up until midnight the night before, then returned at 4 a.m.



Joseph Hernandez and Roumena Roumenova have a friendly competition in developing menus for North Dining Hall events. Minerva Bueno, front, and Tina Grumenz prepare tangerine fruit salad with Grand Marnier dressing.

for the start of a 12-hour day. Her son celebrated Thanksgiving with friends while she went home and put her feet up afterwards.

"That's how it goes," she says philosophically. "We have Easter off." (The South Dining Hall staff will take care of the Easter feast.)

In addition to the North Dining Hall event, food services provided a catered breakfast for the football team, followed by an 11:30 a.m. Thanksgiving dinner in the press box for team members and their families.

Roumenova and Joseph Hernandez, also a North Dining Hall service manager, engage in a friendly competition when it comes to menu planning. Roumenova planned the menu for Thanksgiving; Hernandez plans the Christmas event. Last year, both submitted their menus to a National Association of College and

University Food Services competition with the understanding that the loser would pay a price. Roumenova's menu ranked higher, and on the Saturday of the first football game, Hernandez fulfilled his end of the bet by rolling a potato with his nose the length of North Dining Hall—cheered on by the entire staff, walking alongside him.

This year, they'll be competing again—but no bets, Roumenova says. "You never know what guys will come up with."

Thanksgiving Day at the dining hall, she says, was flawless. "Everyone was so impressed. Our workers here did an exceptional job. We didn't run out of product. I received a lot of compliments just from the general public. That's what really matters, when you satisfy your customer."

## DISTINCTIONS

**Albert-László Barabási**, Hofman Professor of Physics and concurrent professor of computer science and engineering, is recipient of this year's Legends Award. Presented by the Office of News and Information, the award honors a faculty member whose cooperation with the office and the media helps advance the public's awareness of the University's academic quality.



Barabási

Barabási is a pioneer in the field of networking as a unified scientific theory and the author of "Linked: The New Science of Networks." His early research led to significant findings on how networks are structured and how they operate. Of late, he has begun examining how people behave in networks.

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The University welcomes the employees newly hired during November, including:

**Jeff Beard**, University Libraries

**Norbert J. Brenner and James J. Funk**, building services

**Julian Candia**, physics

**Allison Carmony**, Center for Transgene Research

**Patchanee Chootong and Mark Drew**, biological sciences

**Kristina Furse**, chemistry and biochemistry

**Thomas P. Griffin**, development

**Shannon E. Herron**, Freimann Life Science Center

**James Kiddle**, Radiation laboratory

**Alexander M. Scheidler**, performing arts administration

**Jay L. Steed**, information technologies

**Anna K. Van Overgerghe**, Nanovic institute

**Sonya J. Woods Watkins**, TRIO programs

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The University congratulates the following faculty, staff and administrators who celebrated significant service anniversaries in November and December.

### 40 years

**Peter Walshe**, political science

### 30 years

**Terrence J. Akai**, Office of Graduate Studies and Research

### 25 years

**James M. Desits**, TRIO programs

**Jayne E. Schlutt**, University Libraries

### 20 years

**Norma L. Aguilar**, building services

**Pamela K. Batalis**, facilities operations

**Lawrence R. Briggs, Linda K. Gordon, Dorita A. Jennings and Michele S. Moser**, food services

**Sharon I. Gray**, The Huddle

**Colleen M. Jones**, bookstore

**Beverly J. Lonergan**, resource management

**Hot V. Nguyen**, Joyce Center housekeeping

**Dennis B. Payne and Ann M. Pugh**, landscape services

**Jeanette R. Phillips**, Institute for Educational Initiatives

**Gary J. Robinson**, security—Snite Museum

**Elaine M. Savely**, University Libraries

**Carol L. Schaal**, Notre Dame Magazine

### 15 years

**Alejandra Botello, Thanh J. Le and Mary L. Lymburner**, building services

**Kurt R. Dering**, general services

**Rebecca L. Kruzal**, security

**Marc K. Ousnamer**, power plant and utilities

**Harold Pace**, registrar

**Alan J. Pecze and Gregory A. Scott**, food services

**Patricia A. Willkom**, University Health Services

### 10 years

**David G. Davidson and Beverly L. Esters**, building services

**Brian J. Egendoerfer**, information technologies

**Nancy E. Haverstock**, public affairs and communication

**Joan K. Hutchin**, student affairs

**Robert B. Richman**, information technologies

**Daniel T. Patterson, and Rex E. Rectenwal**, food services

**Carole Pilkinton and Mary J. Szekendi**, University Libraries

**Louis M. Wilber**, vending

## A Christmas tradition

For Your Health explores programs that promote health and well-being and the people whose lives have been enriched by them.

Photos by Bryce Richter

Sometimes, the best way to feel happy and healthy is to do something for someone else.

The annual Christmas party for the mothers and children of St. Margaret's House draws volunteer support from departments including landscape services, mail distribution, building services, fire safety, housekeeping and the Kellogg Institute for International Studies. Those volunteers then recruit their spouses, their children, and their children's friends.

This year's event, in the Stepan Center, took place Dec. 9.



Bonnie Morrison would make a fine elf. Here, she also helps at the frame-making table. Children have their picture taken with Santa then mount them in hand-made frames.



Emeritus economist Chuck Wilber takes Polaroid shots of every child who will sit on Santa's lap. Santa is Rodney Abbott, husband of Martha Sue Abbott of the Kellogg Institute. Mrs. Abbott watches from the center.



Left: Adam Hayden, son of Patti Hayden of mail distribution, holds onto balloon animals for children who are headed into giant inflatable play structures. WRBR donated the inflatable structures.



Dave Lewinski supervises a free-throw game. Lewinski is the husband of Jane Lewinski of landscape services, who coordinates the party every year.



Above: Carol Denney of mail distribution makes a friend for life.



Michael Sandiford, maintenance, dons false ears every year and makes balloon animals.

### FYI

## NDintegrityline

Watch for awareness material for the ND Integrity Line within the next few weeks.

### Christmas Basketball Clinic for kids

Boys and girls in grades 1 through 8 are invited to join the men's basketball team for the annual **Christmas Basketball Clinic** featuring instruction and games with an autograph session afterward. The clinic will be held Sunday, Dec. 31 from 9 a.m. to noon in the Joyce Center Fieldhouse. If you have items you'd like to have signed, please bring them with you. The fee for the clinic is \$30. Registration will be held at 8 a.m., and parents are asked to bring their insurance cards. For more information, contact the men's basketball office, 631-6225.

### Benefits plans summary annual report notice

To comply with the Department of Labor disclosure requirements, this notice is to inform you that the University of Notre Dame Summary Annual Report for the benefit plans for the plan year Jan. 1, 2005 through Dec. 31, 2005 has been updated and is available on the Web site, <http://hr.nd.edu/benefits/SummaryAnnualReports.shtml>.

It has also been posted to the bulletin board outside of the Shared Services Department in Human Resources, second floor in Grace Hall.

The Summary Annual Report provides insurance and financial information for the employee benefit plans. You may be a participant in one or more of these plans:

- Flex Plan
- Group Life Insurance Plan
- Travel Accident Insurance Plan
- Group Total Disability Benefit Plan
- Long Term Care Plan
- Defined Contribution Retirement Plan for Faculty and Administrators
- Tax Deferred Annuity Plan

Please contact the askHR customer service center at 631-5900 if you have any questions or if you would like a paper copy of the Summary Annual Report mailed to you.

### Catering...by Design helps with holiday cooking

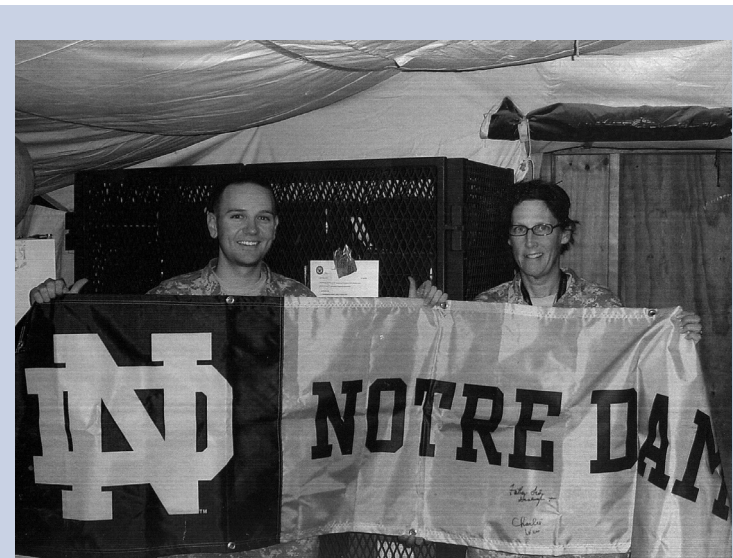
If there's no time to cook, **Catering...by Design** offers a wide

variety of traditional baked goods and side dishes for holiday meals. You can purchase everything from cookies, cakes, pastries and specialty items such as gingerbread men, to hors d'oeuvres or food for an entire meal. Holiday orders should be placed by Tuesday, Dec. 19, with pick-ups available through Thursday, Dec. 21. Hours are 7 a.m. to 6 p.m. Monday through Friday. Call 631-7859 for a menu and more information.

### Jean Luc-Godard film series continues

The film series "**All You Need is a Girl and a Gun: Pre-1968 Cinema of Jean-Luc Godard**" continues at the Browning Cinema, DeBartolo Performing Arts Center. The series has been "an exciting, rare opportunity," says cinema manager Jon Vickers. The film prints were supplied by the French Ministry of Foreign Affairs in Paris, Vickers says.

The series continues with **Pierrot Le Fou**, Thursday, Dec. 14 at 7 p.m. and Saturday, Dec. 16 at 3 p.m.; **Alphaville**, Friday, Dec. 15 at 7 p.m.; **Le Petit Soldat**, Saturday Dec. 16 at 7 p.m. and **Les Carabiniers**, Sunday, Dec. 17 at 4 p.m. Tickets are \$5 for faculty and staff, \$4 for senior citizens and \$3 for students. Tickets are available from the box office, 631-2800 or by visiting <http://performingarts.nd.edu>.



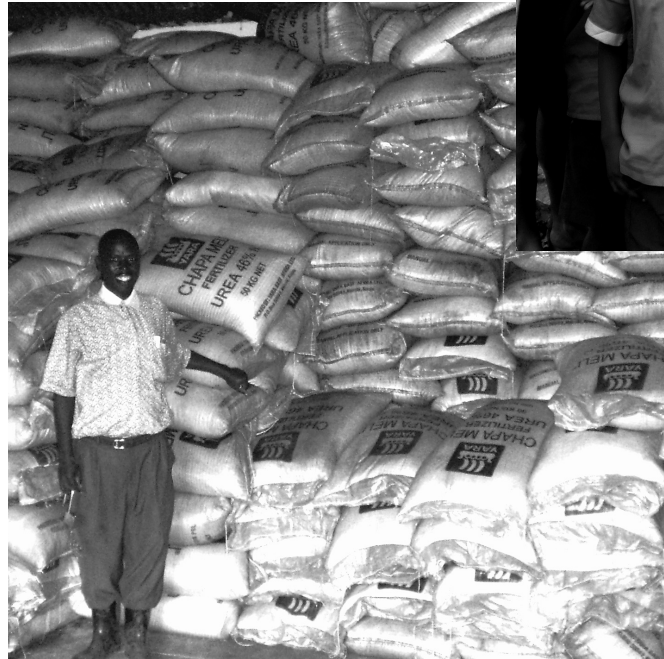
On military leave from the Mendoza College of Business and posted in Kuwait, Sue Soisson still has Notre Dame, and its graduates, on her mind. She is pictured here in Kuwait with 2002 graduate Nate Hicks, whose active duty adventures have taken him into Iraq. Soisson worked with Sister Jean Lenz of student affairs to get this ND flag signed both by President-Emeritus Rev. Theodore M. Hesburgh, C.S.C., and football Coach Charlie Weis. Meanwhile, Notre Dame sent 160 care packages to troops in Iraq through a project run by the Notre Dame Accounting Association. *Photo provided by Sue Soisson.*

## Seeing, believing, preparing

Preparing to join the Millennium Project, Rev. Robert Dowd, C.S.C., and Tim Lyden visited existing Millennium Villages in Africa and captured, in these photographs by Lyden, signs of rapid progress but also the poverty these villages are attempting to overcome.

The first Millennium Village was initiated in western Kenya in 2004. Successful efforts there include an improved water supply, a warehouse full of surplus crops, a tree nursery and efforts to further improve the quality of the soil in support of agriculture. A younger Millennium Village in Uganda, started in 2006, has achieved a crop surplus that supports school lunch programs. But basics such as a clean water supply remain an issue.

*Photos by Tim Lyden*



Above: Tim Lyden, a 2002 graduate and assistant director of the Notre Dame Millennium Development Initiative, is photographed with children from Ruhira.

Left: A Ruhiran community leader named Richard displays the surplus crops contributed by local farmers in return for the seed, fertilizer and staff support provided by the Millennium Project.

Below: Momma Monica is among the people of Sauri, in western Kenya, who have become community leaders in the earliest Millennium Village in Africa. She stands in a grove of trees that have been planted to replenish the soil.



Ruhiiran school children line up for lunch served from a communal cook pot containing a mix of an indigenous type of banana and surplus beans. Before local farmers improved their bean crop, the banana plant often served as the soul source of food. The imbalanced diet led to malnutrition.



This school kitchen in Ruhira soon will be replaced by one in a permanent building with modern cooking equipment and ventilation, one of the community projects made affordable as the local economy benefits from Millennium Village project assistance.



Upper right, above the pond, a communal water source in Sauri, in western Kenya, is protected by a masonry frame designed and built in the earliest Millennium Village in Africa. Writing to the left of the faucet commemorates its official dedication. More typical, in these images captured in the younger Millennium Village project in Ruhira, Uganda, are dedicated water sources that no longer function, such as the pump-type device or the caged source. Both were built through United Nations agency projects. In lieu of a spring water source, Ugandans may rely on water from a stagnant, potentially unsanitary pool.

