

## Paying for college at the University

*U.Va. encourages students to pursue grants, scholarships*

**Catherine Valentine**  
Senior Writer

With higher education costs trending ever upward, students are applying for grants, scholarships and student loans at higher rates than ever before to help pay for college. To help students with the financial aid process, the University offers counseling and step-by-step instructions on how to navigate the process of obtaining a loan.

AccessUVa, the University's financial aid program which provides need-based financial aid and awards to students, is coordinated through the Student Financial Services office. Scott Miller, interim director of financial aid, said Student Financial Services offers counseling to students who have questions pertaining to loans, interest rates, repayment options and future costs, such as those incurred by going to graduate school, to get them started.

"We're able to answer all their questions and give them some advice, at that point," he said.

The Student Financial Services website also presents referential material and step-by-step guidance for obtaining and maintaining aid, beginning with instructions for the application process.

"Just by filling out the FAFSA form, the Free Application for Federal Student Aid, that makes a student eligible for the student loans," Miller said. "The first step in the process is filling out the federal applications."

Entering students must then complete the College Scholarship Service Profile, while returning students must complete the University Financial Aid Application to receive aid from the

see LOANS, page 2



In 2013, American student debt hit the \$1 trillion mark. The financial equivalent? Purchasing over 175 billion Big Mac meals, 3.3 billion iPhone 5s or 3.6 million average American homes.

The picture of student debt is not a pretty one.

By most indicators, these numbers will only continue to rise. The number of students applying for federal financial aid — which is the largest contributor to student debt — has risen 62 percent in five years, according to data from the U.S. Department of Education. About 31.4 million students applied for federal aid for the 2011-12 year.

Though University financial services and low rates of delinquency place University students in a sounder position than many of their national counterparts, increasing costs of college education across the board make one thing clear: American students, sooner or later, will have to pay.

### Why the rise?

Increased demand for higher education financial assistance is attributed both to the recent recession and the rising cost of college. According to the 2012 "College Board Trends in College Pricing" report, the average total cost of attendance — including tuition, fees and room and board — at a four-year private college increased 59 percent between 2002-03 and 2012. The same increase is reflected in four-year public colleges, whose average costs increased from \$9,672 to \$17,860 during this period.

University tuition increases are consistent with these nationwide trends. Out-of-state students, who paid \$18,272 in tuition and fees for the 2000-01 academic year, now pay \$39,892. The increase percentages are similar for in-state students.

### The federal program

To accommodate the growing necessity, the federal government — along with a decreasing number of private sources — has increased funding to those who demonstrate need. The application for federal assistance, the Free Application for Federal Student Aid, collects

see TRENDS, page 2

## As college costs rise, student debt deepens

*Cost of attending University doubles for out-of-state students since 2000, majority of aid comes from federal government*

**Maddy Weingast and Julia Horowitz**  
News Writers



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demographic, income and asset information from applicants and their families and utilizes this information to estimate the amount students and their families are expected to contribute to college. The Expected Family Contribution is determined by a formula established in Title IV of the Higher Education Act.

The Federal Student Aid Program offers assistance in the form of federal Pell grants, federal supplemental educational opportunity grants, federal work-study, federal Perkins loans, direct subsidized Stafford loans, direct unsubsidized Stafford loans and direct PLUS Loans. To meet intensified need, the federal government has increased the number of Pell grant recipients from 4.8 million to 8.8 million in the past decade, and has increased funding distributed through other programs by 105 percent overall. At present, the government offers roughly 61 percent of its financial assistance in the form of federal student loans.

Though federal aid is on the rise, loans within the private sector are in decline. Private sector loans represented only 2.6 percent of all aid between 2011 and 2012.

#### University trends

## TRENDS | Sullivan: 'we are ahead of the curve' on debt

With more and more students requiring financial assistance to pay for college, the student debt situation is only set to worsen — though, so far, the University has stayed ahead of national trends.

"In 2009-10, the average need-based debt of a U.Va. student who

graduated ... after four years was \$12,447. The average of all student debt was \$21,815."

U.S. News & World Report reported \$29,400 in average student loan debt for the class of 2012.

According to an analysis by

the curve on two main fronts: financial literacy services and capping debt overall.

"[Despite AccessUVA changes], there is still a cap on indebtedness, which a lot of schools don't have," Sullivan said in a student media meeting. "What it

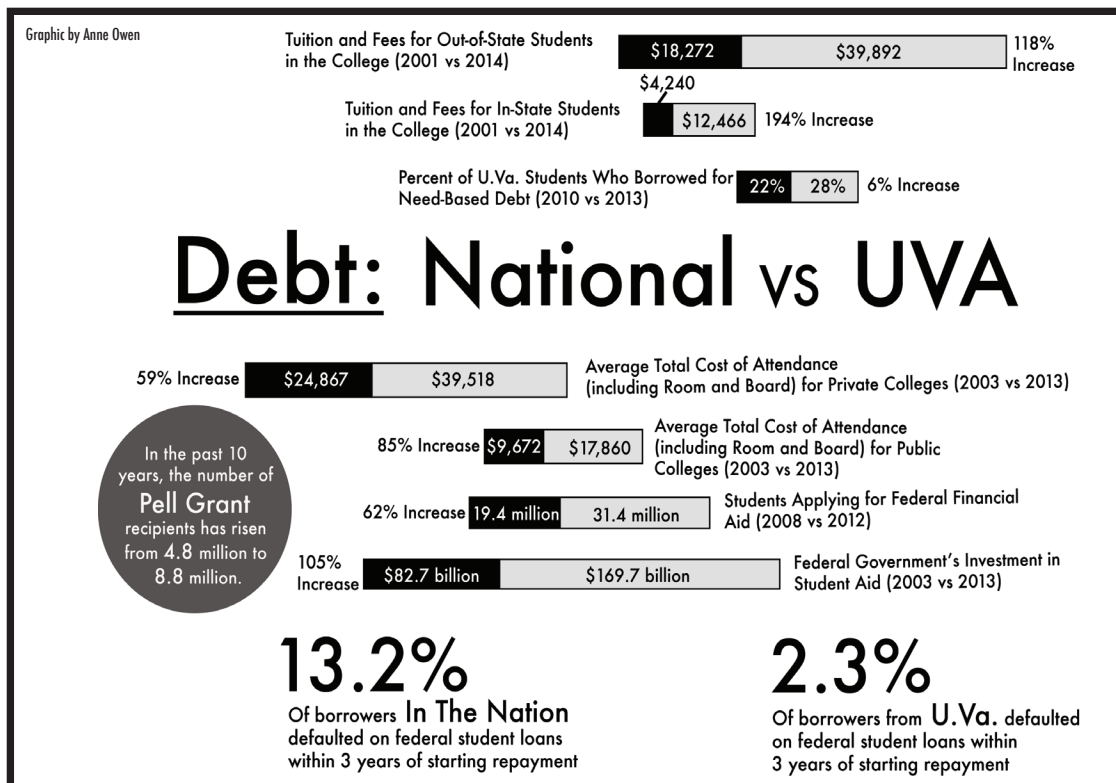
paying it back — is often still to come.

According to a study by the Federal Reserve Bank of New York, about 17 percent of borrowers were past due on their student debt by more than 90 days in 2012. Students late on repaying their loans see their tardiness reflected in their credit ratings — which only compounds problems down the line.

University students, however, typically have low rates of delinquency. According to College Scorecard, which uses data collected by the Department of Education to compare average net price, graduation rates, loan default rates and median monthly borrowing by students, an average 13.4 percent of borrowers default on federal student loans within three years of starting repayment. The University's average default rate, meanwhile, is only 2.3 percent — among the lowest of its peers.

Sullivan noted, however, students can get themselves in trouble by amassing debt from other sources.

"Beyond your financial aid package, it's possible for students to use a credit cards, or do other things to get themselves deeper into debt that we're not always aware of," Sullivan said. "At Texas, ... I taught a freshman seminar called 'Credit Cards, Debt and American Society.' And what was really ... enlightening to me is parents would much rather talk with their kids about sex than they would about money. That's one of the reasons that financial literacy is so important."



graduated ... after four years was \$10,074," University spokesperson McGregor McCance said in an email, combining federal, state and private loans awarded through the University to tabulate debt statistics. "The average of all student debt was \$19,253. In 2012-13, the average need-

the independently run Project on Student Debt, though, 36 percent of the University's class of 2012 graduated in the red, with 82 percent of that debt coming from federal sources.

In regard to dealing with debt, University President Teresa Sullivan said the University is ahead of

does is make it more predictable for students on how much indebtedness they'll take in."

#### Fighting delinquency

While the initial accumulation of debt may pose a frightening reality for many University students, the biggest challenge —

## LOANS | SFS Director Miller says students get \$6 million in outside grants

Continued from page 1

school.

Once the loans are awarded to eligible recipients, students have the opportunity to accept, decline or reduce the amount they assume, University spokesperson McGregor McCance said in an email. In 2013-14, the average need-based loan granted was \$4,799 for in-state students and \$5,245 for out-of-state students.

"Because that's an annual amount, students have the opportunity to increase or decrease the amount of their loan later," Miller said.

Once a student undertakes a loan, he or she must complete a master promissory note at studentloans.gov, which Miller said, "is basically a promise to repay." The student is then required to take a federally distributed entrance counseling session and ensuing exam. A disbursement date is set — typically within 10 days

of the start of the term — and the loan is then issued.

"The process is pretty seamless," Miller said.

While loans are typically an easily accessible option when debating how to pay for college, administrative officials and financial consultants usually encourage students to seek scholarships and grant aid if they can.

"Look for non-University scholarships to replace your loans," McCance said. "Borrow the minimum amount necessary.

... Of all the funding sources to meet financial need, the majority comes from need-based grants, not loans, from the University."

Wells Fargo Virginia spokesperson Kristy Marshall echoed McCance's sentiment to "borrow less."

"We encourage customers to look at all of their education financing options (including grants, scholarships and loans from all sources), borrow only what they need, and make careful comparisons among all of their

choices," she said in an email.

According to Miller, University students bring in approximately \$6 million in grant aid each year.

"To me that's an incentive, just because of the academic strength of our students, that they should be in competition for most scholarships and foundations," he said. "Our students are very bright. Our students, if they go out and seek non-University awards ... and bring those scholarships back to the University, they can use that money to replace their loans."

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# Graduate students face tough financial path

*Law, Medical Schools help students navigate paying for school, government employers help pay off student debt to encourage public service*

**Leopold Spohngellert**  
Senior Associate Editor

Student debt is rising rapidly, and the most significant portion of its growth is coming from those pursuing graduate and professional degrees. According to a recent report released by the New American Foundation, the median borrower pursuing a masters of arts owed \$37,965

dollars in 2004. By 2012, the median debt was \$58,539 dollars. The median debt owed by a law student has nearly doubled, increasing from \$76,816 dollars in 2004 to \$128,125 in 2012.

Recently, the University's Board of Visitors approved several graduate tuition increases, ranging from 1.2 to 19.6 percent. These tuition increases are in line with peer institutions, and they will help to raise University faculty salaries, but tuition hikes makes

the threat of student debt more severe.

Unlike undergraduate tuition, where many forms of federal aid are available, graduate students have fewer routes for financial support.

"[The only financial aid] graduate students are eligible for from the federal government is an unsubsidized direct loan and a Grad PLUS loan," said Jennifer Huvley, director of financial aid at the Law School.

Though many parents help shoulder the cost of undergraduate tuition, the financial burden of graduate school often falls completely upon students themselves.

Dennis Snyder, assistant director of financial aid at the Medical School, said for most graduate students, the only viable way to pay tuition is through loans.

"For medical school, loans are a necessary option," Snyder said.

The Medical School encourages students to minimize the amount of loans they take out and live frugally if they have less money to spend, Snyder said.

der said.

University graduate schools use a variety of strategies to help students manage their debt. At the Law School, every student who has taken out a loan is required to complete an online counseling service and attend in-person counseling with Huvley. As graduation approaches, students are required to complete online counseling and meet with Huvley again to assess how they will manage their debt once they graduate.

Medical School efforts to curtail student debt, meanwhile, come largely in the form of offering financial advice to its students.

"The large part of our effort is explaining to our students how to manage their debt once they leave medical school," Snyder said.

Snyder said while the University's graduate schools have meetings to discuss how to best assist their students, the most productive advice comes from conventions with peer medical institutions.

For students who enter public ser-

vice after graduation, several forms of assistance are available to help pay off debt. The United States Public Service Loan Forgiveness Program allows those working in public service to qualify for forgiveness on their remaining debt after making 120 qualifying payments.

The Law School's Virginia Loan Forgiveness Program helps attorneys in the public sector who make less than \$75,000 dollars annually. Those who make less than \$55,000 dollars and graduated in 2013 or after are eligible to receive benefits which cover 100 percent of law school loans.

"If all of those [Law school graduates] went to big law firm jobs then, who would represent that defendant in the county jail who can't afford legal representation?" Huvley said.

Snyder doesn't said he does not believe debt is ultimately stopping students from entering medical school.

"We have more applicants than we can accept each year," he said.



Thomas Bynum | The Cavalier Daily

The Darden School (above) recently saw a tuition increase after the Board of Visitors voted during its February meeting.

## GSAS modifies scholarship, grant reporting policy

*Associate Dean Philip Zelikow says change will 'increase efficiency,' graduate student Vaughn says departments already have similar rule*

**Owen Robinson**  
Associate Editor

The Graduate School of Arts & Sciences recently made a decision to alter its financial aid policy, and will now require many students to report any sources of aid they receive from outside the University to their graduate directors. The change reflects an effort to increase the efficiency and the distribution of financial aid to graduate students and to prevent financial losses.

Prior to the change, which affects mostly doctoral rather than masters students, there was no established procedure for how students should account for external scholarships or how graduate directors should respond to externally recognized grants. Because of the lack of available information, the school had the potential to award too many or too few stipends to its students.

Philip Zelikow, GSAS associate dean of academic programs, said the school's new policy revises this system so it might better meet the needs of its students, with less difficulty on the part of the University.

"This replaces a situation in which there was no standardized policy at all, with graduate directors in departments adjusting their own support packages in many different, often unpredictable, ways when one of their students received an external award," Zelikow said in an email.

Arts & Sciences graduate student Benjamin Vaughan, who is the Graduate School Council president and is in favor of the policy change, said the chemistry department already had a similar policy.

"This may be new in some departments, but I'd be surprised if any department did not have some type of policy in place previously," Vaughan said.

According to the policy outline, any failure of a student to report external scholarships will be considered a misconduct and will be "subject to disciplinary action."

Though these grants must be reported, not all will be accompanied by reductions in stipends. The University will only reduce a student's aid when a their total scholarships exceed 130 percent of the living support initially offered by their graduate program — therefore dependent on

the amount of aid GSAS departments initially determine students need.

"The 130 [percent limit] will vary, depending on the size of the student's standard support package from the Graduate School, which varies from department to department," Zelikow said.

Vaughan said many doctoral candidates do not use any non-research external funding sources to graduate and said masters students, unaffected by this policy, have a different funding model.

"[E]xternal fellowships prove essential for degree completion for many grads, as they can provide funding for field work and traveling to archives, conferences and outside labs to learn new skills," Vaughan said.

Not all outside grants, however, will be included in calculating 130 percent benchmark. According to the policy, any funding provided specifically for research, for instance, will be considered exempt. Only "externally awarded living support" explicitly applies.

At this point, school officials said they do not know how far-reaching the impact of this change will be on

the graduate student body. The policy is not aimed at reducing the amount of overall support a student receives.

"We don't know how many students will be impacted," Zelikow said. "All of our doctoral students already receive substantial support packages now from the Graduate School if they are in the first five years of study, and some get support after that. And this policy doesn't really apply to students being helped on faculty research grants."

Vaughan said GSAS students were

more concerned with other policies. For example, Vaughan said GSAS "grandfathered" some of its students into a system of lower awards, but still applied tuition increases to those students.

"While this process varied across departments, the staggered implementation of these policies adversely affected a subset of the graduate population," Vaughan said.

This new policy will impact aid plans from 2014 through 2015.



Marshall Bronfin | The Cavalier Daily

The Graduate School of Arts & Sciences (offices above) will require all doctoral students to report scholarships they receive from non-University sources for non-research purposes.

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**Meg Gardner**  
Associate News Editor

For some, college — with its enormous financial costs — never seemed to be a possibility.

Hawa Ahmed, a third-year College student and QuestBridge scholar, was one such student.

“QuestBridge kind of lifts low-income students up and says you can go to college if you have the scores,” Ahmed said. “In my case, I just always thought that I wouldn’t be able to go to college.”

Though many students obtain aid packages through AccessUVA, the University’s flagship financial aid program, and a select few are awarded merit scholarships through the Jefferson Scholars Foundation, outside sources of funding play an important role for many University students.

Such grants come from a combination of community programs, statewide programs and even national organizations such as QuestBridge.

Second-year College student Kaycee Ensign, who receives an annual scholarship from IBM, and Ahmed both emphasized the benefits of non-traditional scholarship programs.

“Any student who receives financial aid knows that there’s some chance that each year your financial aid can change — so that was comforting to know that I had it guaranteed for each year,” Ensign said. “Having set scholarships can definitely be more reliable than financial aid, which is somewhat unfortunate.”

Ensign said even smaller scholarships can go a long way in helping cover semester expenses.

“For the past two years, the University has refunded me a portion of the scholarship, which has helped me be able to buy books which is extremely helpful,” Ensign said. “Even \$2,000 a year can be helpful in many facets. I am definitely grateful that I have the scholarship, since it’s helped me pay for expenses that would’ve been difficult to come up with myself.”

#### National programs

National programs, in addition to statewide scholarships, are available for low-income students to receive funding. Two of the most well-known are the Posse and QuestBridge Scholarships.

QuestBridge is a national program which, according to its

# Outside scholarships help fill aid gap

*Local, national programs supplement University aid, Greek community assists members financially, says ISC President Pedrick*

website, aims to “increase the percentage of low-income students attending the nation’s best universities and the ranks of national leadership itself.” Typically, students who apply through QuestBridge “come from households earning less than \$60,000 annually (for a typical family of four) and over 71 percent are

public high school students with extraordinary academic and leadership potential that may be overlooked by the traditional college selection process.”

To qualify, a student must be a high school senior who is nominated by his or her high school or another community organization — however, the

20 out of an entire class. These are two programs which are designed to help us identify, attract and enroll high achieving students from underrepresented [populations] who have overcome great obstacles.”

Roberts said most of the students applying through these programs do have some finan-

their own application — the timing is just different and it occurs usually in the fall,” Roberts said. “But the admissions portion of it, reading the transcripts, essays and recommendations is exactly the same.”

Posse applicants, meanwhile, undergo a slightly different process.

“We fly out to Houston in December, and we select the Posse finalists — ... we interview them face to face,” Roberts said. “This is our first year with Posse — we’re very excited to be partnering with them.”

#### State-wide programs

The Virginia Department of Education also offers smaller scholarship opportunities for higher education available to all Virginia high school students.

The Granville P. Meade Foundation gives scholarships to “worthy and financially disadvantaged Virginia high school seniors [who are attending] one of Virginia’s public or private colleges or universities,” according to their website.

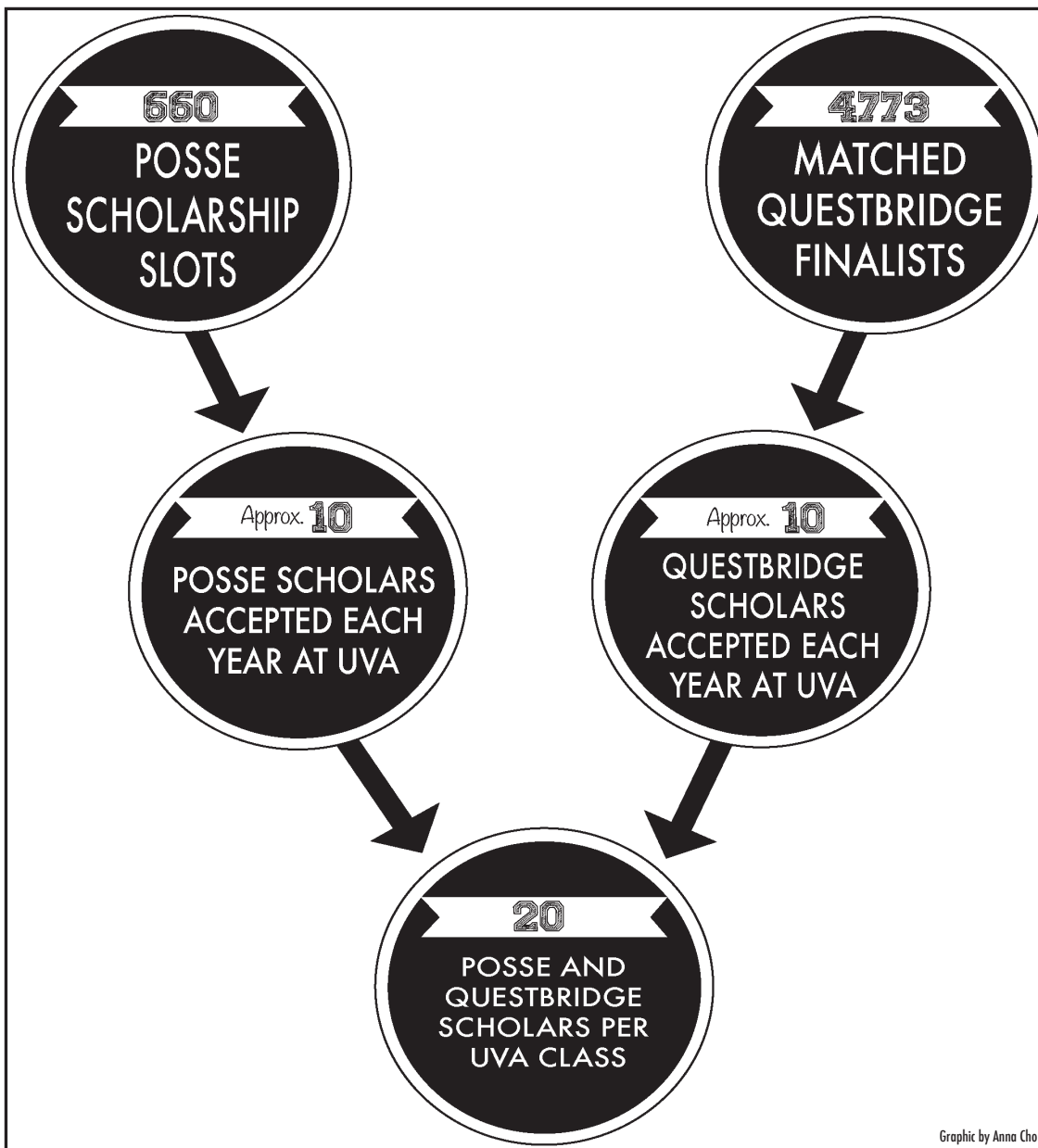
Students must submit an application to their school, which the principal then submits to the division’s superintendent. The superintendent chooses five qualified students from each division to receive a scholarship of \$2,000 a year for four years.

The Lee-Jackson Foundation also provides scholarships to junior or senior Virginia high school students for “outstanding essays which demonstrate an appreciation of the exemplary character and soldierly virtues of Generals Lee and Jackson.” The foundation awards one \$2,000 scholarship and one \$1,000 scholarship to two public school students, as well as one \$1,000 scholarship and one \$2,000 scholarship to private school or home-schooled students.

The student who has the best essay in the state receives an additional \$8,000 scholarship. The foundation only requires applicants “demonstrate the natural ability to succeed in college and have a sincere desire to attend.” Financial need is not a requirement.

#### ISC and IFC Scholarships

But tuition is not the only cost facing students. Many on-Grounds opportunities have additional price tags, and while



within the top 5 percent of their class.”

Students can apply to college via QuestBridge either through the College Match program or through the regular decision process. To apply to the College Match program, students are required to submit an application as well as a transcript, test scores, letters of recommendation and several essays.

The University regularly accepts students selected as QuestBridge scholars, as well as Posse scholars, who are selected by the Posse Foundation. According to their website, “Posse identifies

Posse Foundation emphasizes it is “neither a minority nor a need-based scholarship and does not discriminate based on background.” Selected students receive a four-year, full-tuition scholarship from one of Posse’s partner colleges.

According to University Dean of Admission Greg Roberts, these scholarship programs have a unique relationship with the University.

“These are national programs that are designed to attract high achieving low-income students,” Roberts said. “Each year we enroll about 10 of each, so that’s

cial need.

“For QuestBridge, these are students that have financial need and for Posse, all or nearly all of the students are students with needs,” Roberts said. “The scholarships that we use are, in a way, a combination of need and merit. However, students that are receiving these merit scholarships exclusively or very often have need-based financial aid as well.”

Roberts says the admissions process is slightly different for QuestBridge and Posse applicants than it is for regular University applicants.

“For QuestBridge, they have



# University offers admission to 8,971 for Class of 2018

Dean of Admission Roberts says office will continue to reach out to admitted students, President Sullivan reaches out to low-income high schools

Katherine Wilkin  
Senior Writer

The University sent out its second round of admissions decisions last Friday, inviting 4,391 regular decision applicants to join the Class of 2018.

According to the University's admissions blog "Notes From Peabody," the admissions office read a total of 31,042 completed applications. Combined with the early action decisions which were released in January, a total of 8,971 students have been offered a spot in the incoming class.

As of Wednesday morning, 501 of the students offered admission had accepted a position at the University in the fall — 160 of whom were admitted this past Friday.

Admitted students have until May 1 to accept or decline the offer.

"By the first of May, we should have the vast majority of the class set," Dean of Admission Greg Roberts said.

After that date, the final class is still subject to variation based on the number of spots available to waitlisted students.

"We'll see if we need to go to the waitlist, and certainly some students who [submit their] deposit come off the waitlist at other schools," Roberts said. "So the final numbers aren't really counted until October, when the students are here and fully enrolled."

After admissions decisions are sent out, the admissions office remains in contact with accepted students to provide information about the University and financial aid.

"We're in continual communication with the admitted students, but we don't want to pester them," Roberts said. "There's a fine line between giving them the information that we think



Kelsey Grant | The Cavalier Daily

The University's admissions office (above) sent out offers of admissions to prospective undergraduate students last Friday. As of Wednesday, 501 had already enrolled.

will be helpful to them and both-ering them with too much of a presence."

The University typically alters the information sent to students by academic interest, though

it also makes a special effort to reach out to first-generation college students or low-income students. Although numbers are still in flux, the Office of Admissions has seen an increase in the

number of first-generation college students applying this year, Roberts said in a later email.

"[First-generation and low-income students] might not be as savvy with this process, so we do go above and beyond and reach out to those students a little bit more," Roberts said.

As a part of the University's outreach campaign, Sullivan sent letters to principals at Virginia schools where more than 50 percent of students received free or reduced lunch. The letter invited principals to Grounds in the hopes they would visit and subsequently encourage their students to apply, Roberts said. As an additional means of outreach, Roberts said the Office of Admission is also looking into the possibility of sending text messages to help students as they apply for financial aid this year.

The University hopes to enroll approximately 3,600 first-year students for the upcoming fall semester.

## SCHOLARSHIP | Aid makes University more accessible, Ahmed says

Continued from page 4

scholarships exist for things like study abroad, Greek life is largely financially independent from the University.

For this reason, both the Inter-Sorority Council and the Inter-Fraternity Council offer scholarships, and individual chapters offer scholarships to members.

ISC President Julia Pedrick, a third-year College student, said the ISC offers three scholarships to involved students who face financial hurdles in maintaining membership in the Greek community.

"The ISC is involved in three scholarships: New Member Scholarship, Greek Endowed Scholarship and Outstanding Member Scholarship," Pedrick said in an email. "All three scholarships are based on academics, involvement and need. Students chosen as recipients of the scholarships almost always show strong involvement within their chapter — which a lot of the time includes chapter leadership — involvement in some way within their Council, strong academics, based off of transcript and GPA, and financial need as explained in their essays."

The scholarships vary in amount. Most are divided up so more people can benefit — for example, the Greek-Endowed Scholarship is given to three or four recipients, and is also split between the ISC, IFC, National Pan-Hellenic Conference and the Multi-Cultural Greek Council.

Pedrick said the goal of ISC scholarships is to help women in Greek life at the University with financial needs.

"Our scholarships strive to assist our most dedicated and involved members in their financial obligations," Pedrick said. "The process is thorough and thoughtful."

### Looking forward

Ahmed said QuestBridge has had a significant effect on her University experience, and she ultimately hopes to help other low-income students come to the University.

"QuestBridge alleviates the financial burden by giving you a free application to anywhere you want to go — they really put low-income students at the same playing field as everyone else," Ahmed said. "When you're a student here, it's sort of the spirit of QuestBridge to be on the other side of it and to encourage low-income students that they can go to college. It made me realize that I am really passionate about higher education."

Ahmed also said low-income students who are considering the University do not always identify with the school right away.

"Things like the Honor system and secret societies — that's important to us, but that can be off-putting to lower-income students," Ahmed said. "They come here and say 'I can't see myself here,' so one way that my experience has been molded through QuestBridge is being able to be on the other side and say, 'You are capable.'"

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**Zack Barte**  
Sports Editor

Even before the Spartans' Friday night Sweet 16 matchup against Virginia at Madison Square Garden, Michigan State coach Tom Izzo said he felt sorry for Virginia coach Tony Bennett and his father.

"You know, I saw where Dick [Bennett] didn't go to the [Memphis-Virginia] game," Izzo said. "He was back in the hotel, and I feel bad because he should enjoy this, because his son is a protégé of him, and he did it the right way."

Izzo should know — he has a long history competing against the Bennett family. He played basketball for Iron Mountain High in Michigan against Eau Claire Memorial High School, coached by the elder Bennett, and worked basketball camps for Dick and his brother, Jack Bennett.

In the 1991 NCAA Tournament, Izzo was an assistant coach for No. 5 seed Michigan State as the Spartans escaped with a 60-58 first round win against Bennett's No. 12 seed Green Bay. Tony Bennett, then a star junior point guard for his dad's Phoenix team, registered nine points and 10 assists that game, but Steve Smith hit a last-second shot for the Spartans to

Kelsey Grant | The Cavalier Daily

Courtesy Wikimedia Commons

# Cavaliers to meet Spartans at the Garden

*Bennett, Izzo square off in Sweet 16 matchup, NCAA Tournament returns to Madison Square Garden after 53 years*

end Green Bay's upset hopes.

"It was a good game in the NCAA Tournament, hard fought," Tony Bennett said. "We were draped all over [Smith], and he hit one pretty much at the buzzer to beat us. ... When I played with Larry Johnson, I said, 'You're lucky Michigan State beat Green Bay, because you would have had no answer for the Fighting Phoenix.'"

A decade later, Izzo and the Spartans continued to confound the Bennetts in the NCAA Tournament. In the 2000 Final Four, No. 1 seed and eventual champion Michigan State bested Wisconsin, coached by Dick Bennett and his first-year assistant coach, Tony, 53-41.

Friday night, in the first set of NCAA Tournament games played at Madison Square Garden in 53 years, Tony Bennett will try to avenge those losses against a Michigan State team seeking its second title and seventh Final Four appearance under Izzo.

"They're probably the best team we'll have played this year," Bennett said. "Certainly now that they're fully healthy. ... Coach Izzo, one of the things they've always prided their program on is that they don't take possessions off. That's who they are."

Injuries plagued the Spartans during conference play. Though senior center Adreian Payne, senior guards Gary Harris and Keith Appling, ju-

nior guard Brandon Dawson and sophomore guard Denzel Valentine started the first two Big Ten games together, they did not start again together until March 6 due to various injuries.

The five have now started seven straight games, winning the Big Ten championship and falling only to Ohio State, 69-67.

Though Dawson and Appling both suffered from injuries this season, the biggest boon to the Spartans came with the return of Payne, who scored 41 points against Delaware in the opening round of the NCAA Tournament.

Payne is second on the team in both points and rebounds per game, at 16.6 and 7.3 respectively, while his ability to shoot 3-pointers — he's hit 39-89 this season — prompted Bennett to compare Payne to Duke freshman Jabari Parker and Wisconsin junior seven-footer Frank Kaminsky.

"His ability to shoot [from the 3-point line] and what he's added to his game, that's impressive," Bennett said. "He's quite the threat — he's multidimensional with his post-up game, he even can put it on the floor. ... You look at their other players and they certainly have ability, but he presents a great challenge that will require tremendous concentration and readiness."

But similar to the Cavaliers, the

Spartans have talent beyond their starting five, playing eight players at least 14 minutes per game in conference play.

Like Payne, freshman Kenny Kaminsky can also stretch the floor off the bench. Kaminsky, a six-foot-eight forward, leads the team in 3-point percentage, shooting 49.3 percent from beyond the arc.

Sophomore forward Matt Costello comes off the bench as well, but started 20 games this season while filling in for injured players and blocked a team-high 41 shots.

"There's so many good players for Michigan State," Bennett said. "Their depth is probably similar to ours. ... Perimeter play is so important in the NCAA Tournament and ... they can stretch the floor, they can put it on the floor. Now that they're healthy, they're dangerous. It's a battle of attrition — who can make the other team earn, who can execute?"

Despite Bennett's rave reviews of Michigan State's players, a significant question mark entering Friday's game is Appling's recent play.

The team's third-leading scorer at 11.7 points per game and leading assist-man at 4.6, Appling scored just six combined points in the first two games of the NCAA Tournament, limited by foul trouble against Harvard.

Appling and Payne were each

called for four fouls in the team's 80-73 win against the Crimson, while Valentine was whistled for four fouls and Harris fouled out against Delaware.

With players like sophomore forward Anthony Gill, who seemingly specialize in drawing fouls inside, Virginia could force the Spartans into early foul trouble.

"What worries me the most I guess would be the foul situations, because I think they've changed some games," Izzo said. "When I got Appling or Harris or Payne sitting next to me for extended periods of time, especially in that first half, you get some leads, and then things happen. That probably worries me the most, and that's what's hurt us the most ... because you don't have a rotation pattern."

And Izzo's other worry?

It's not disappointing the pundits, fans and betters in Las Vegas who picked No. 4 seed Michigan State to beat No. 1 seed Virginia and win the tournament. His concern is disappointing someone even more powerful than oddsmakers and major donors.

"I guess the only thing is I don't mind letting down alums, but man, the President, I don't want to let him down," Izzo said. "That's a little bigger."

## The view from the stands

The Virginia men's basketball season has been nothing short of thrilling — a regular season conference title along with the tournament title has given Cavalier fans much to cheer about. Perhaps the most appealing thing about this team is the fact that they play as a team — there are no big stars, they make the extra passes and get the job done no matter who gets the credit.

However, throughout the ACC and NCAA Tournaments, the entire team has not been accounted for.

Four players — Jeff Jones, Caid Kirven, Rob Vozenilek and Maleek Frazier — have had to give up their seats on the bench and instead sit in the stands in favor of administrators for Virginia's first postseason in recent history. The past few years during the ACC and NCAA tournaments, all Virginia players dressed and sat with their team.

What's the difference between this year and those past?

This is the one of the best season

the Hoos have had in recent history. It seems as if people are finally starting to jump on the bandwagon and some have even managed to work their way onto the bench.



**JAMES COLEMAN**  
Guest Columnist

In football, just like in basketball, not everyone gets to travel to away games due to logistics. But when football teams earn a bowl game berth, the whole team is rewarded and gets to travel and dress for the game. This was also the case for the basketball team in 2012, when the team made the NCAA Tournament, and during previous ACC Tournaments.

During the 2014 ACC Tournament, one of the academic coordinators sat on the bench in favor of one of the players. In fact, the games were this person's first on the bench all year.

Jones, Vozenilek and Frazier were instead forced to enjoy a moment of Virginia basketball history that they worked all season to help create from the stands.

Unless the academic coordinator was giving the players academic advice during the game, he should not have been on the bench.

And not only did administrators get to witness the Cavaliers beat Duke to win the conference championship, but a James Madison student was there as well.

The JMU sophomore was able to get onto the floor and watch the game courtside because he dressed up in a suit and "looked the part." He allegedly walked down to the floor without a court pass — but with a suit, tie and confidence — and security granted him access.

He watched the entire game courtside and even joined the team's huddle during timeouts. He celebrated with the Virginia players after the game and was given a championship T-shirt and hat before being sent back into the stands.

If there were enough room for this guy to be down on the court, then you would think that three more of the players could have dressed.

The day-to-day grind of preparing the starters and providing good scout teams cannot be overlooked. The Cavaliers might not be in this situation had these four players not

helped the starters prepare for opponents. They have practiced six days a week since November to get to this point — and now they get to enjoy it from the stands?

They should be on the floor enjoying this moment with their teammates.

The ACC Tournament allows 21 people to sit on the bench. With five players on the court, eight are left to sit on the bench along with 13 non-players — including coach Tony Bennett, four assistant coaches, the director of basketball operations, the strength coach, a graduate assistant, a doctor, an academic coordinator and three managers.

The NCAA Tournament permits only 17 people on the bench. Kirven, who sat on the bench for the ACC Tournament, was moved off the bench into the stands, as well as two managers and the academic coordinator.

Aside from the academic coordinator, if two managers were expendable for the NCAA Tournament, why did they need three for the ACC Tournament?

Obviously, these student managers have also been working hard to earn a spot on the bench. But the dif-

ference is managers get paid, rather than the players who play for the love of the game.

For home games, there are 19 seats on the bench. All of the players get to dress for home games — but the three managers, the academic coordinator and the graduate assistant sit right behind the bench.

Duke put their managers behind the bench during the ACC Tournament to allow room for all of the players. The Blue Devil managers instead sat on the timeout stools brought out for players to sit on during timeouts. Why couldn't Virginia do something like this?

Jones, Vozenilek and Frazier have already had to watch the ACC championship game from the stands. What if the team makes it to the NCAA championship? Will these three players and Kirven have to witness their team win another championship from the stands?

No. They should be dressed and ready for the Sweet 16 this Friday against Michigan State. They should be together as a team — because the best part about Virginia basketball is that they truly are one.

*James Coleman is a sophomore punter on the Virginia football team.*





Sophomore Luke Papendick is one of two Cavaliers competing this weekend to have previously earned All-American honors. Papendick broke his own record in the 200-yard backstroke at the ACC Championships four weeks ago.

**Robert Elder**  
Associate Editor

The Virginia men's swim and dive team has experienced its share of ups and downs throughout the season, with the No. 22 Cavaliers dominating dual meets they were supposed to win, but struggling in sealing victories and losing close meets against the likes of ACC rivals North Carolina and North Carolina State. This weekend, Virginia will seek to make good on past difficulties with a strong showing at the NCAA Championships in Austin, Tex., lone diver Kolod to compete in all three events.

While this is the first time coach Augie Busch will lead the Virginia men at the NCAA meet, the stress of the national championships is not new to him. Because Busch made

several trips to the meet as an assistant at swimming powerhouse Arizona, he understands the pressure the meet can put on swimmers, and has developed a very simple goal for his team.

"Just showing well," Busch said. "Going in and giving their best effort. Not letting fear or fright of the stage get in the way of anything. ... Just racing hard is really the only thing I care about."

The Cavaliers qualified eight swimmers to compete in individual events, and will bring four alternates for relay events. Virginia's swimmers will combine to compete in 10 different individual events and four of the five relay events.

Virginia brings an experienced group to compete, with five of the eight swimmers having competed in the NCAA meet previously. Two

swimmers — senior Jan Daniec and sophomore Luke Papendick — have earned All-American honors during their tenure.

Only senior Nathan Hart, junior Kyle Dudzinski and sophomore Yannick Kaeser will be competing at the meet for the first time — though even these swimmers have valuable experience competing at the highest level. All three have competed at the ACC championships, while Kaeser swam in the 2012 Olympics for Switzerland.

Busch believes this maturity will be invaluable for the Cavaliers as they head into the national spotlight this weekend.

"It's always been a very upper-classman dominated team, and most of them have seen this stage before," Busch said. "I'd like to think they're going in with higher goals than they've had in the past. ... It's great having that senior leadership and experience at a meet like this."

The team is looking to rebound from last season's NCAA meet, where they placed 27th — its worst finish since 1991, and the first time since 1998 the program placed lower than 17th. Though six different Cavaliers

earned honorable-mention All-American accolades, the team gathered a mere 22 points. Michigan was crowned national champions after scoring 480 points.

"After last year, everybody kind of had a bad taste in their mouth coming off of NCAAAs," Papendick said. "I think that's definitely been a focus this whole year, to perform better at NCAAAs. We're looking forward to it."

Virginia placed fourth at the ACC meet four weeks ago, ending its run of six consecutive ACC men's championships. However, the team took away several positives — with Kaeser placing second in the 100 and 200-yard breaststroke and the 200-yard medley relay team setting the school record.

The team's backstroke showing was especially strong, with Dudzinski also breaking junior Jack Murfee's school record in the 100-yard backstroke, and Papendick breaking his own school record in the 200-yard backstroke.

"I think the backstroke group training that we have here is really deep," Papendick said. "We definitely push each other in practice everyday and all three of us have been able to swim really well this year in the backstroke. That's definitely a strength for us."

Standout junior JB Kolod will be Virginia's lone representative in the diving events. After winning the 3-meter diving event at the NCAA Zone A Championships two weeks

ago, Kolod qualified to compete in all three diving events at the NCAA Championships — the one-meter, three-meter and platform events.

Kolod — who earned honorable mention All-American honors last season in the three-meter event — has set the Virginia school record on both the one and three-meter diving events this season. He also holds the program's second highest score in the platform event.

"It's just fun to watch him compete," Busch said. "JB is just somebody who loves to compete. He's a perfectionist. He's always thinking about what it takes to get better. He's a ferocious competitor."

Since the conclusion of the ACC Championships, Virginia has hit its taper, swimming less yardage while also cutting down on dry-land workouts.

The Virginia women, who were on a similar practice schedule, saw their rest pay dividends last weekend when they placed 11th at the NCAA Women's Championships. Papendick said the team hopes the women's results are indicative of their times to come this weekend.

"I think to see the women swim well is a confidence boost," he said. "I think that bodes well for us, and we're all pretty excited."

The meet will begin Thursday and conclude Saturday. Preliminary qualifying events will be held in the mornings, and finals will be held in the afternoons.

# Virginia track coach Fetzer splits team

*Relay teams seek postseason qualifying times at Clyde Littlefield Texas Relays, distance runners head to Raleigh Relays*

**Matthew Wurzburger**  
Associate Editor

Virginia track and field will split its team to compete in two separate meets this weekend. Sprinters and members of relay teams will travel to the Clyde Littlefield Texas Relays in Austin, while distance runners will stay much closer to home at the Raleigh Relays in North Carolina. Athletes in field events will be found in both meets.

Coach Bryan Fetzer has said he strongly dislikes dividing his team, but has done so out of necessity. With the ACC Outdoor Championships beginning in three weeks, Fetzer needed to give his athletes — especially the relay teams — a chance to meet postseason qualifying marks. With the Raleigh Relays focusing more on distance events, the relay teams needed to travel to Austin.

"You have to go to certain places

to get relay teams qualified," Fetzer said. "We do it once a season and try to pick our spots. This year, the best sprint relays will be in Austin."

Junior sprinter Payton Hazzard knows the importance of seeding firsthand, having run anchor for the men's 4x400 meter relay team at the ACC Indoor Championships. Coming from a slower heat, the Cavaliers were able to claim fourth place — though Hazzard believes faster competition may have produced a different result.

"We ran in the first heat, and we still got fourth," Hazzard said. "Had we been in the faster third section, we would have been in the race more and maybe finished higher. We are not looking to replicate that during outdoors."

Despite its name, the Texas Relays features formidable competition in other events as well. The field events will likely be a challenging test for the Cavalier athletes.

Senior Abbey Karin is set to compete against Stephen F. Austin junior Madison Johnston and Nebraska sophomore Maggie Malone. Both Johnston and Malone fell meters shy of scoring points at the 2013 NCAA Outdoor Championships.

Freshman Filip Milhaljevic will be thrown into the deep end in the men's discus throw in only his second collegiate appearance. He will face Nebraska senior Chad Wright, last year's runner up, and Texas junior Ryan Crouser, who placed eighth in 2013.

Crouser is also the defending national champion in the shotput — an event in which Milhaljevic will also compete.

The Texas Relays will offer a glimpse at the competitors expected to be present at the NCAA Outdoor Championships in Eugene, Ore. in June.

"Filip is going to throw against the best folks in the country," Fetzer said. "The triple jump has an unbelievable

field, as [does] the women's javelin field. It's giving them a forecast as to what the NCAA Championships will be like, and hopefully that gets a spark going."

The Raleigh Relays will also be a source of fierce competition, especially in long-distance events. This event features races not offered every week, such as the 10,000 meter run. Senior Thomas Porter received second-team All-American Honors in this event last season.

Raleigh will provide an opportunity for distance runners to get acclimated to these longer distances before ACCs.

"Raleigh is a very distance-heavy field," Fetzer said. "There aren't many opportunities to run 10Ks or 5Ks. You want to put your athletes in the best position possible."

With the conference championship in mid-April just weeks away, the stakes of each race are raised.

"Every day is a process to an out-



Marshall Bronfin | The Cavalier Daily

Junior sprinter Payton Hazzard will head to Austin, Texas this weekend with his relay team.

come," Fetzer said. "Having ACCs early doesn't change our focus. We take each meet one at a time."



# No. 2 baseball cruises past Longwood

*Freshman Bettinger makes second career start, throws five scoreless frames, Virginia wins, 8-1*

**Matthew Morris**  
Senior Associate Editor

Freshman right-hander Alec Bettinger made the second start of his collegiate career Wednesday night when the No. 2 Cavaliers drew swords with the Longwood Lancers before a small legion of fans at Davenport Field. Bettinger made the most of his opportunity on the mound, and sophomore third baseman John La Prise — who started for just the eighth time this year — came through for Virginia (20-4, 7-2 ACC) at the plate, spurring the Cavaliers to an 8-1 victory.

The contest marked Virginia's 20th win of the season in another midweek game made possible by dedicated work from the grounds crew, coaching staff and local Virginia baseball supporters on the day following snowfall.

"I'll tell you, I walked out on the field early this morning, and I had some serious doubts whether or not we needed to play this game," coach Brian O'Connor said. "You know, our coaching staff started working, shoveling snow at 8 a.m. this morning, and we got some help from some other people around town for us to essentially move every inch of snow on the field and get it off the field to be able to play baseball. So, first of all, I'm grateful to everyone that helped

out to allow us to even play tonight."

Bettinger (2-0) walked sophomore centerfielder Colton Konvicka in the first at-bat of the game, and senior shortstop Matt Dickason quickly moved him into scoring position with a sacrifice bunt. However, the freshman hurler induced a popup from senior designated hitter Scott Burkett and struck out senior and 2013 All-Big South honoree Alex Owens to escape the inning unscathed.

From there, the Woodbridge, Va. product found his groove. Bettinger needed only 30 pitches to record his first 10 outs, exiting the ballgame after five scoreless innings of three-hit, three-walk baseball. He put on two base runners in his final frame, but found his way out of trouble on Konvicka's ground-out to La Prise at third.

"I thought Alec Bettinger did a nice job in his second start of his career — gave us five strong innings," O'Connor said. "Hopefully every time that he's out there and starts a ballgame, he learns more and continues to grow and grow his pitch count."

La Prise finished the game 1-for-2 with two RBIs, a walk and a run scored. He singled home freshman designated hitter Matt Thaiss in the bottom of the second to give the Cavaliers a 4-0 lead. In the fourth inning, he lofted a fly ball to mid-centerfield to again score Thaiss from third base. La Prise entered the game batting

.346 in 26 at-bats, and said his success in a bench role has come from intense focus.

"[I'm] just going after — like every day in practice and BP — just like game speed," La Prise said. "Always being ready when my number is called, just always being mentally prepared."

Virginia jumped on freshman right-hander Devin Gould (1-1) in the second inning. Every Cavalier made a plate appearance and the team recorded three hits and worked a pair of walks.

After Gould threw high of first base trying to retire junior catcher Nate Irving on his sacrifice bunt attempt, junior second baseman Branden Cogswell followed La Prise's single with a squeeze bunt that scored Irving.

The Cavaliers outdid Longwood (12-14, 2-4 Big South) in the field as well, registering another errorless game. Virginia came into the evening second in the country, with a .987 fielding percentage. With the Longwood game in the books, Virginia has made just 12 errors in 24 games.

"We've really been exceptional from a defensive standpoint," O'Connor said. "I think Danny Piner's doing a tremendous job at shortstop. Branden Cogswell's doing a great job at second, and certainly those are going to be the two positions that are going to handle the ball the most, and they've been very,



Kelsey Grant | The Cavalier Daily

Freshman right-hander Alec Bettinger made his second career start Wednesday against Longwood. Bettinger threw five scoreless innings, allowing three hits and three walks.

consistent all year long. Essentially, in the middle of our diamond with those two guys, we have two high quality shortstops that are fielding at those two positions, and they seem to work pretty well together."

Sophomore left-hander Kevin Doherty pitched two perfect innings for Virginia, lowering his ERA to 1.42 on the season.

Remarkably, Doherty has the highest ERA of the four pitchers Virginia threw at Longwood.

Sophomore left-hander David Rosenberger sits at 0.55 following his scoreless sixth inning, and senior right-hander Austin Young's mark rose to 1.35 after the Lancers scored off him in the ninth.

"I thought everybody out of

the bullpen really did a good job," O'Connor said. "I thought Kevin Doherty was as good as he's been all year. He pitched, really, two outstanding innings."

Junior Mike Papi — who started in left field instead of at first base or in center field, his usual defensive positions — knocked in his team-best 23rd RBI of the year with an eighth-inning sacrifice fly. Reigning ACC Player of the Week Nick Howard, a junior two-way player, had his hitting streak snapped at seven games.

The Cavaliers will play Virginia Tech this weekend in a three-game series at Davenport Field. Game times are Friday at 6 p.m., Saturday at 1 p.m. and Sunday at 1 p.m.



John Pappas | The Cavalier Daily

Senior attacker Liza Blue scored five goals and notched her fourth straight hat trick Wednesday.

**Robert Elder**  
Associate Editor

Virginia and Old Dominion have met every year since 1980, largely to the same result: a Virginia victory. Wednesday night proved no different, as the Cavaliers (5-6, 0-3 ACC) continued their series dominance with a 19-8 win against the Monarchs (3-7). Virginia now has 37 of the 38 total meetings.

"I think it was nice to see every-

## Women's lacrosse dominates Monarchs, 19-8

*Virginia wins 37th of 38 meetings against Old Dominion, 12 Cavaliers play off the bench Wednesday night*

one coming in and out of the game working together," sophomore mid-fielder Mary Alati said. "We practiced all week executing out plays, and I think we tried to clean it up and carrying out what we did in practice in the game today."

It was Old Dominion who scored first, with two quick goals on two shots less than three minutes into the game. From there on, though, Virginia imposed its dominance — finishing the next 27 minutes of the half on a 14-3 run.

"Old Dominion started off pretty strong," coach Julie Meyers said. "Going down 2-0 was not exactly on anyone's mind, but I thought our girls did a nice job of winning draw controls, batting for loose balls all over the field and then really getting into our sets, showing some organization."

Junior attacker Courtney Swan — who was named a first team mid-season All-American by Inside Lacrosse — answered just 21 seconds later to cut the deficit to 2-1. Virginia sat at a 4-2 lead with 21:56 left in the half.

After an Old Dominion goal with 20:14 left to play, senior attacker Liza

Blue scored her second and third of the day in a span of just more than a minute to notch her fourth consecutive hat-trick just more than 12 minutes into the game. Alati and Swan followed suit, finding the back of the net as Virginia took an 8-3 lead.

Following an Old Dominion score with just more than 12 minutes in the half, Swan scored her third of the day — her seventh hat-trick of the season. Senior attacker Ashlee Warner and Blue both scored to give Virginia an 11-4 advantage.

Freshman midfielder Posey Valis and midfielder Sarah Crowley, who scored her first career goal, then brought the Cavaliers to a 13-4 lead, which allowed Meyers to go deep into her rotation. Six different freshmen saw the field, while 12 players saw time off of the bench.

"Everybody works incredibly hard, and not everyone gets their moment in the sun on game day," Meyers said. "Whenever you're in a position that you can put some players in that work really hard, that's exactly what coaches want. Even the starters were excited that their teammates were able to have a chance to play on game day. Game days are

special, and for everyone to feel that is pretty nice."

The Cavaliers held a comfortable 14-5 lead at the half, but it was again Old Dominion who scored first out of the break. However, Virginia rattled off four straight goals in four minutes to quell any hope of a Monarch comeback. The Cavaliers cleared much of their bench but still outscored Old Dominion 5-2 in a second half which had a running clock for almost its entirety as the Virginia lead surmounted 10 goals.

A large reason for Virginia's success was its dominance on the draw control. The Cavaliers won 20 of the 29 attempts, including eight of the first nine. Even when they did not win the draw, players' hustle forced turnovers, allowing the Cavaliers to truly control the game.

"People went hard on the draw," Alati said. "Even when the other team would come up with it, we were on their backs, causing turnovers all over the field. That makes a huge difference."

The relatively easy victory was more than just another mark in the win column for Virginia, allowing the Cavaliers to run through what

they had been working on in practice.

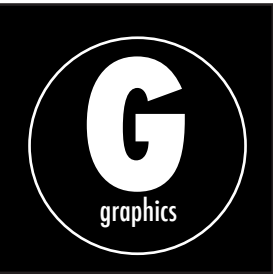
"It's nice to play a game where you can run through your sets, where you're not looking for the shots, so you can just really practice against a true opponent who doesn't know what you're trying to do," Meyers said. "I feel like we got a really important win and a great practice in as well."

The Cavaliers will take advantage of an off weekend to rest their players in the midst of a critical midseason stretch. Even without a game on Saturday or Sunday, Virginia will still play two games in six days. Meyers and her coaching staff will use the days off to put together game plans for several of their upcoming contests.

"We really need to look at it as a two game week," Meyers said. "Even though we don't play for a while, we still have two games. American is a pretty important prep, and then Notre Dame is having a great year so that's going to take a lot of time and energy as well."

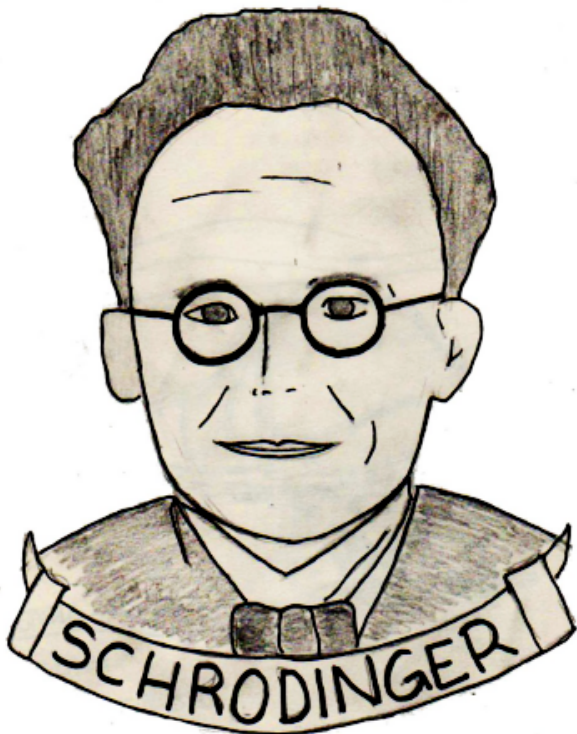
Virginia next faces American Tuesday, April 1 in Klöckner Stadium at 7 p.m.





MOSTLY HARMLESS BY PETER SIMONSEN

Gonna give you something so you know what's on my mind...

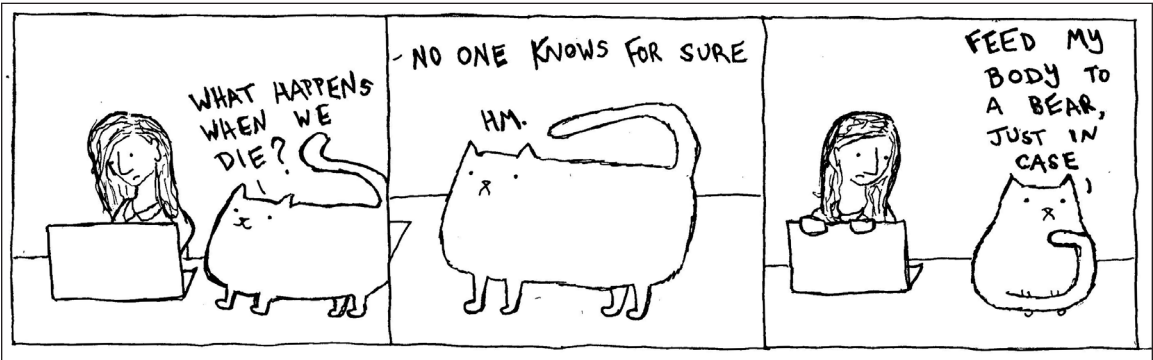


It's my cat in a box

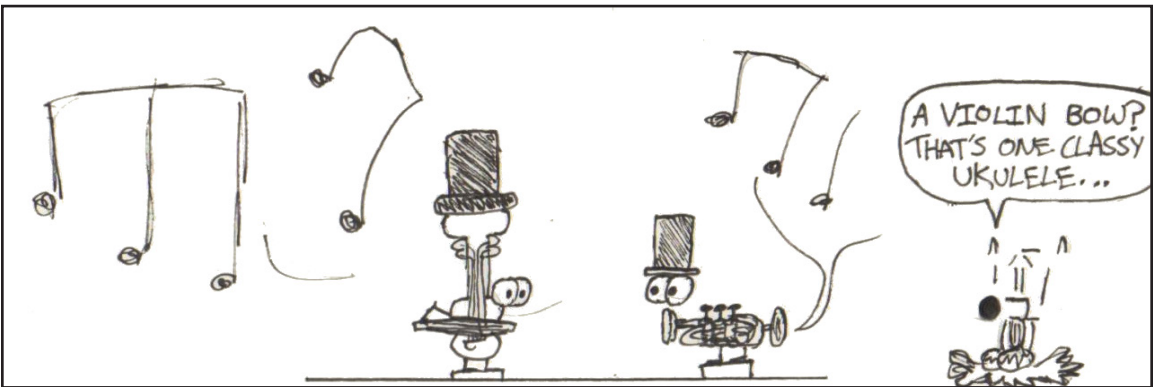
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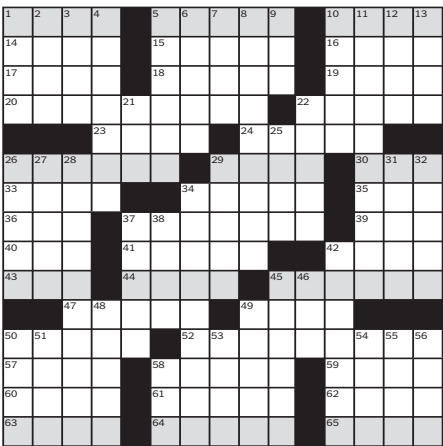
The New York Times Crossword

Edited by Will Shortz No. 0220

- ACROSS**
- 1 One may follow a long drive
  - 5 CNBC topic
  - 10 Tidy sum
  - 14 Subject of the 1994 best seller "The Late Shift"
  - 15 Scoop
  - 16 Flurries
  - 17 Big mailer to the over-50 crowd
  - 18 More than loud
  - 19 Building often near a cafeteria
  - 20 Rapacious
  - 22 The Golf Channel co-founder, to fans
  - 23 Ones getting a good licking?
  - 24 Math subgroup
  - 26 George Washington, for one
  - 29 Do the trick
  - 30 Trash collector
  - 33 What un desierto lacks
  - 34 First-aid kit staple
  - 35 Article in Vogue Paris
  - 36 Mug, e.g.
  - 37 First name of a former president ... or, read another way, what each of the shaded lines is
  - 39 Veer off course
  - 40 "... \_\_\_\_ go!"
  - 41 Reducing, after "on"
  - 42 \_\_\_\_ die
  - 43 "Phew!"
  - 44 Empty talk
  - 45 Patrol boat
  - 47 Dictionary label
  - 49 Gossipy Barrett
  - 50 Cheerios
  - 52 Things often left at copy shops
  - 57 Kind of place
  - 58 Dodge
- DOWN**
- 1 Make some noise
  - 2 When repeated, "Amen!"
  - 3 Latin phrase on a memo
  - 4 Pink, e.g.
  - 5 Laborer on an old roof, maybe
  - 6 Island roots
  - 7 Body \_\_\_\_
  - 8 French Open feature
  - 9 Flooey lead-in
  - 10 One wearing a collar
  - 11 "You failed to convince me"
  - 12 Petty of "A League of Their Own"
  - 13 Salinger girl
  - 21 Hotshot
  - 22 Out of kilter
  - 25 Ricelike pasta
  - 26 Ricochet
  - 27 Old shopping locale
  - 28 Polish-born musician who was awarded a Presidential Medal of Freedom

ANSWER TO PREVIOUS PUZZLE

W	A	D	S	T	H	A	N	D	A	S	H
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PUZZLE BY ZHOUQIN BURNIKEL AND DON GAGLIARDO

- 29 Got one's feet wet?
- 31 Harebrained
- 32 More current
- 34 Reviewing
- 37 Jazz trumpet sounds
- 38 God with two ravens on his shoulders
- 42 Golf fundamentals
- 45 Convincing, as an argument
- 46 Prefix with brow
- 48 Zapped, in a way
- 49 Through with
- 50 Drill, for one
- 51 Paul in the Songwriters Hall of Fame
- 53 Pro \_\_\_\_
- 54 Sole support?
- 55 Tales of old
- 56 Source of some carbs
- 58 ... Abbr.

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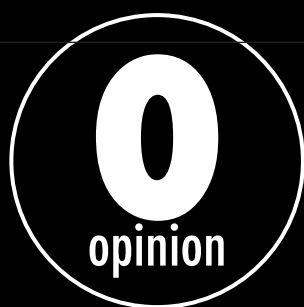
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No donations between Mar.22-Apr.9



## Comment of the day

“Mr. Rudgley, when you talk about trends in academia, do you ever think to do research beyond UVA? Because I am pretty sure other universities do study hip hop.”

*“FringeScientist” responding to Ben Rudgley’s March 24 column, “Why we should study hip-hop.”*

Have an  
opinion?  
Write it down.

Join the  
Opinion  
section.

Or send a  
guest editorial to  
opinion@cavalierdaily.com

## CORRECTION:

*The Cavalier Daily printed an Opinion column Thursday the 20th which stated the University Board of Elections does not offer campaign funding to candidates. We have since learned that the UBE does in fact offer such funding, and have removed the column from our website accordingly. The Cavalier Daily regrets the error.*

# LEAD EDITORIAL

## Room for improvement

*Federal government and university officials should collaborate to streamline the financial aid application process*

Applying for financial aid can be grueling. The University requires students submit the FAFSA and an additional profile which must be filled out on SIS. It is not uncommon for a school to request two financial aid forms, but the practice raises questions of legality.

In February, The Chronicle of Higher Education ran an article about a letter sent to Secretary of Education Arne Duncan from Rep. Elijah E. Cummings of Maryland which lists 111 colleges that “appear to be establishing additional requirements for students to complete costly additional forms.”

Legally, a university cannot deny federal aid to a student who completes the FAFSA and meets the requirements for aid eligibility. This is the cause of Cummings’ concern, for all 111 colleges he lists in his letter either require a student complete an additional form, commonly the College Board’s CSS Profile, or direct students to complete two forms without saying which is primarily used to determine a student’s aid package. The University was not on Cummings’ list, probably because the University does not require the CSS Profile for returning students;

instead, it requires a form that can be completed on SIS, which does not cost money to submit like the CSS Profile does.

University President Teresa Sullivan said returning University students applying for financial aid are asked to submit the SIS profile because of timing issues with FAFSA. The University must set a deadline of March 1 to get aid packages out by April 1. The FAFSA form does not become available until January, giving students limited time to complete it. But students can work on filling out their SIS profiles as early as the fall, using the previous year’s financial income information. This helps expedite the process of assessing a student’s need and offering a financial aid package. Sullivan also said the SIS profile could, arguably, give students a better financial aid offer than FAFSA does, because the profile asks for more information.

Students may find it easier to fill out their SIS profile early, but they also may find it easier to fill it out at the same time as the FAFSA so they can use many of the same numbers from their tax returns to answer questions on both of the forms. Because the due date for both forms is

the same, it is questionable whether simply making the profile available earlier actually encourages students to submit their information earlier, alleviating the time crunch.

Sullivan has suggested, in order to give the University more time to get their awards out, high school juniors be given the option to complete the FAFSA. Filling out the form early would alleviate the time crunch involved with calculating and distributing student aid packages. It would also allow officials more time to assist students who are not very familiar with these kinds of forms.

“An early package makes so much difference, especially to a student who comes from a family who’s not very familiar with college” Sullivan said. “The administration has encouraged us to go out and help people fill out FAFSA and we do that, but the problem is there is a very narrow window.”

Sullivan admitted not all government officials have been receptive to the idea of allowing students to fill out the FAFSA form early, particularly because of concerns about fraud, but she believes this concern is easily addressed by doing random audits.

“The truth is for most families there is a great deal of stability between one year of income tax returns and the next year of income tax returns,” Sullivan said. “There may be a few people who win the lottery in between, but there aren’t very many.”

As to the matter that the SIS profile may give students a better deal by asking more specific questions, there is no reason the federal government cannot modify the FAFSA to reflect the profiles that many schools ask their students to submit. Having one more specific form which students can start working on early would increase the likelihood they would get an appropriate aid package, and increase the efficiency of the process.

Cummings was right to raise concern over institutions’ additional financial aid application requirements. But rather than indict them, we should take these universities’ requirements as a signal that the current federal law and the form it requires do not facilitate the most accurate assessment of need in the most efficient manner. Colleges and the federal government should work to change practices, and develop a uniform standard that works best for everyone.

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# Increase legacies

*Admitting more legacy students could increase financial aid for low-income students*

**Elaine Harrington**  
Viewpoint Writer

Seventy-five percent of Americans oppose legacy preferences in college admissions, including my fellow columnist Nazar Aljassar and the late Senator Edward Kennedy, who attended Harvard College as a legacy. Kennedy introduced a bill in 2003 that would require colleges to report legacy admissions statistics, hoping to shame them into ending any favoritism. Opponents of legacy preferences decry the advantage given to a group of applicants who are predominantly white, affluent and — by definition — have a college-educated parent.

University undergraduates are 60.6 percent white, generally affluent (only 13 percent are Pell Grant recipients) and about 90.3 percent have a college-educated parent. But what if, within this rather homogeneous population, the number of legacy students was increased? This simple action could enable the restoration of AccessUVA's loan-free aid packages for low-income students despite the University's budget woes amid the shrinking state contribution.

The reason legacies are desirable is, of course, the money. A 2009 study of an anonymous selective research university demonstrated that

alumni with 17-year-old children who plan on applying to their alma mater were 25 percent more likely to donate that year than childless alumni. If their children were admitted, the alumni were 34 percent more likely than childless alumni to donate that year and 25-30 percent more likely to donate the rest of their college years. Rejecting a legacy also lowers donations: alumni whose children were rejected stopped donating at a greater rate than childless alumni, giving less than alumni whose children never applied.

As a legacy myself, I have also seen indirect ways in which the 15 percent of University students who are legacies have helped the University community. For my dad and his college friends, a child's attendance here gives the opportunity to rediscover the school, this time on an adult budget. While this can mean nights in the Cavalier Inn and Gus Burgers at The White Spot, it can also lead to season basketball tickets, Christmas gifts from the bookstore, and reunion attendance with former classmates — who might also be inspired to donate.

Increasing the number of legacy students does not necessarily require admitting less qualified applicants. For example, the University's policy of evaluating out-of-state legacy applicants as if they were in-state does not lower the standards of admis-

were less academically qualified), but this gap closed by second year. Worries about the effect on numbers-based college rankings of students with somewhat lower grades and test scores can be quelled by the knowledge that legacies are more likely to accept offers of admission, raising the ever-important yield. When legacies become alumni, they are likely donors, too.

Obviously, every dollar of alumni donation is not a dollar for AccessUVA. Many large alumni donations are restricted to a specific purpose (such as the creation of the Batten School). The University's main donation link allows a choice of 30 gift allocations, one of which permits special instructions. This restriction of funding explains why the Board of Visitors cannot fund the \$40.2 million demands of AccessUVA despite the donation-funded construction of a \$12.4 million squash court.

If encouraged, though, alumni parents of University students would be particularly amenable to selecting the AccessUVA category, because they are more tuned in to what current students care about than the average alumnus. In fact, students care so much about AccessUVA that Student Council is encouraging fourth-year students to donate their class gift to it, a move Student Council President Eric McDaniel said was "to show

the University community and the alumni community this is something students care about, and they should make it a priority in resource allocation and fundraising." Alumni who regularly interact with students might heed this call. Sympathizing with the heartbreak of both students and parents at the prospect of not affording Virginia tuition, they would be willing to put their money towards AccessUVA.

By eliminating grant-only options for the lowest-income students, the University lost its ability to compete for low-income students with the 31 similarly selective colleges that promise to meet their full need without loans. Students of families earning less than \$55,000, for example, cannot afford to choose the University's loans of up to \$28,000 across four years over, say, no loans at Vanderbilt or a \$2,000 loan but no expected family contribution at Duke. This is troublesome for a university whose 2013 strategic assessment found its culture unwelcoming and polarizing due to its "elitist, preppy, and homogeneous" character. Increasing the privilege of one group of applicants in order to benefit underprivileged ones may seem counterintuitive, but maintaining AccessUVA's strength is important enough to merit the consideration of nontraditional solutions.



**As a legacy myself, I have also seen indirect ways in which the 15 percent of University students who are legacies have helped the University community."**

sion, but rather applies the less rigorous in-state standard to them. The Alumni Association also increases the number of legacy students by helping improve their applications through the annual Alumni Family Weekend and Admission Liaison Program. These programs should be expanded and advertised to all alumni.

However, I also support granting admittance to somewhat less competitive legacies. Academically, they can keep up with their peers: a 2009 Duke study demonstrated that legacies initially had lower GPAs than their peers with college-educated parents (perhaps proof they

# Pay college players

*The NCAA should adjust its rules and pay its athletes*

With the men's basketball team safely in the Sweet Sixteen, March Madness is well under way at the University. There are few things more satisfying about being a college student than getting together with a good group of friends and cheering on players you can count as classmates. That said, the madness of the NCAA tournament is hardly limited to the basketball court. Behind the buzzer beaters and highlight reels lies a harsh economic reality in which a few people become extremely wealthy at the expense of the athletes who actually provide work.

According to a study by the National College Players Association and Drexel University's Sport Management Department, college basketball and football players are collectively denied \$6.2 billion in compensation over their college careers. In the same study, the re-

searchers found the average male basketball player's scholarship had a fair market value of \$1.06 million, a figure well beyond what any current NCAA scholarships provide. Despite receiving over \$770 million per year from broadcasting the Tournament, the NCAA prohibits players from receiving any kind of payment for their work. In a statistic highly relevant to the number one-seeded Cavaliers, NCAA champions Louisville saw their players denied an estimated \$6.5 million

each in fair market value. Rather than the players who practice ceaselessly and execute stunning plays on national television, the NCAA, telecoms and college athletic administrations see all the profits.

Taylor Branch, author of "The Cartel: Inside the Rise and Imminent Fall of the NCAA," writes the NCAA helped craft the designation of players as "student-athletes" (and

therefore not employees) to avoid costly workers' compensation claims for players hurt in the often-dangerous world of college sports. Though critics will claim that an NCAA scholarship is all expenses paid, the limits of medical coverage are often hazy, and many athletes have to go into their own pockets to pay for the enormous costs of their injuries. The University's own "Student-Athlete

financial aid available to student-athletes only for medical services rendered for athletics-related injuries or conditions." That financial backing counts for something, but with many players nationwide encountering five-figure deductibles, it's far from a secure arrangement. For fans of college sports, perhaps the shaky coverage of medical services and denial of payment during athletes' prime earning years contribute to players leaving college for professional sports earlier than they would otherwise, diminishing the quality of the game for everyone.

In addition to inoculating the NCAA from full legal liability for player damages on the job, the NCAA prevents players from seeing a dime when their likenesses are featured on the cover of video games, for instance, that sell millions of copies

with characters that often closely resemble real players. Beyond the particularly visible example of video games, players are also barred from receiving profits from the jerseys and other merchandise they help sell. From tickets to t-shirts, the NCAA consistently stops players from getting their fair share.

The NCAA will claim that it can't afford to pay college athletes what they're worth, but with a record surplus in 2012 and pay for top executives totaling nearly \$6 million, this claim does not withstand scrutiny. Beyond arguments of practicality, there is a deeply American philosophical principle at stake in this debate: people who work should be paid. As long as the NCAA continues to operate under the illusion that players who are featured on prime-time television and magazine covers aren't professionals, the University's athletes are poorer and less medically secure for it. That's anyone's definition of madness.



**GRAY WHISNANT**  
Opinion Columnist



**Rather than the players who practice ceaselessly and execute stunning plays on national television, the NCAA, telecoms and college athletics administrations see all the profits."**

Handbook" reminds players that medical expenses are not "automatically taken care of" and that support is "limited to making co-payment

*Gray's columns run Wednesdays.*

# Work-study woes

*The University should modify the structure of work-study programs to protect low-income students' academic experiences*

The University and many schools around the country offer work-study programs for students who qualify for financial aid. These programs fall somewhere in between pure grant financial aid and ever-controversial student loans; they allow students to work off some of the cost of their tuition through campus jobs, so they can (ideally) graduate with minimal or no debt. There are some general drawbacks to these programs — for one, the fact that earned income from these jobs is taxable — but for the most part work-studies are conceptually sound. They are a good way for students to make education affordable and simultaneously benefit the school, and they certainly are preferable to the potentially crippling financial burden of student loans.

But work-studies, despite their benefits, should not come without constraints. In the University's case, the number of hours students can work per week should be re-

duced to alleviate some of the burden of simultaneously managing a job and school work. According to the Federal Work-Study Student Handbook, students at the University can work a maximum of 20 hours a week when class is in session, and typically they work at least 10 hours. Given the minimum class requirement of 12 credits per semester for full-time students — which many students elect to surpass — and the amount of time students need outside of class to complete homework and study, the typical week for a student enrolled in a work-study program is practically full.

Collegiate work can, by nature, be stressful for students. Add to that between 10 and 20 hours a week of work — even the most menial work — and that stress is likely to increase. According to a 2010 survey, the emotional health of college freshmen has consistently declined, resulting in only 52 percent of surveyed students rating their

emotional health as “above average.” Of course, universities generally don't want their students to be unhappy or mentally unhealthy for the students' sake, but there are also quantitative consequences for poor emotional health. Stress and poor emotional health can have an impact on academic performance, as evidenced by a 2010 American College Health Association Survey in which a combined 51.8 percent of students cited anxiety, depression and stress as factors negatively affecting their academic performance, and 11.4 percent of students cited non-academic work specifically. Though perhaps work-study programs are not directly contributing to poor emotional health to as large a degree as other factors, their effects are not insignificant.

When students struggle academically either directly or indirectly because of the burden of

paying for school, it defeats the very purpose of the work-study program. The intention behind University-sponsored financial programs is to help students fund their education, but when these programs become overbearing they diminish a student's ability to attain that education.

The immediate issue with cutting down hours for work-study

ly unlikely. The second-best response — perhaps equally unlikely, given the University's track record on wages — would be to increase hourly wages for these jobs, many of which pay the federal minimum wage, or only slightly more.

A more realistic solution, however, would be to offer more jobs to students during vacation periods. The University currently offers a maximum of 40 hours per week for students in work-study programs when class is not in session, and without a full-time class schedule those hours are manageable. It would be unfortunate for students to have to double up on working during vacation time, but it is a better option than working so many hours that it detracts from the very purpose of attending this institution: to learn. Adjusting work-study hours is in the interest of a better academic experience and performance for low-income students, and that academic experience should be prioritized.



**DANI BERNSTEIN**  
Senior Associate Editor



**When students struggle academically either directly or indirectly because of the burden of paying for school, it defeats the very purpose of the work-study program.”**

programs is that some students might need all the hours available to them to pay for their tuition. The best response to that issue would be to increase financial aid, but given the University's recent cuts to the AccessUVA program, that is high-

*Dani's columns run Tuesdays.*

# Value beyond profits

*Male and female athletic programs at the University should receive equal funding*

**Will Henegan**  
Viewpoint Writer

According to the NCAA Gender-Equity Task Force: “An athletics program can be considered gender equitable when the participants in both the men's and women's sports programs would accept as fair and equitable the overall program of the other gender. No individual should be discriminated against on the basis of gender, institutionally or nationally, in intercollegiate athletics.” Title IX, a clause in the Education Amendments of 1972, essentially declares students cannot be discriminated against based on sex.

At the University, sports like football turn seven-figure profits approaching sums of over three million dollars annually; football and other male sports generate the lion's share of the nearly \$11 million profit the school's athletic department accrued in the 2011 fiscal year. Women's sports appear to be a bad financial investment.

Ostensibly, the smart business decision would be to cut, or reduce to club status, many of the programs the Strategic Planning Task Force for the Department of Ath-

letics has labeled “third-tier sports.” The Task Force listed “women's golf (if added), softball, women's tennis, women's cross-country, women's indoor and outdoor track and field, and volleyball” in the second-lowest categorization of



**Women's sports deserve just as much funding as men's sports because they both achieve the same goals in terms of teaching the students the lessons sports has to offer. Your sport is not your major; it is an extracurricular activity.”**

importance for the department. At the heart of the issue is that aggressive male sports are considered more entertaining to watch and have a stronger following, therefore generating more revenue.

According to University professor Steven E. Rhoads, author of “Taking Sex Differences Seriously,” “the best way to judge the strength of interest in playing competitive athletics” is to look at the discrep-

ancy between male versus female participation in intramural sports. At the University, IM sports announced, “most Men's and CoRec leagues will now be featuring Competitive and Recreational Divisions.” There is no mention of just women's leagues receiving (or pushing for) this kind of change in female IM sports leagues. I think it is safe to say that — at least at the University — men generally have a greater investment in intramural competitions than women do.

However, no university should ever intentionally fund men's athletics over women's athletics programs for one simple reason: it sends the wrong message about equality. If our society is serious about bridging the wage gap between men and women, universities like our own should be the place where that idealism has a chance to flourish.

The University is not a busi-

ness, and we do not have professional sports teams. The goal of our athletic department should be to build student-athletes; meaning, athletics is a supplemental part of a student's education, not the focus of it. The purpose of a professional sports team is first and foremost to entertain fans; therefore, the most entertaining sports — which happen to be male — should make the most money. On the other hand, students who participate in collegiate athletics are not entertainers. They are not allowed to showboat during play, they are held to a higher standard of conduct, and they are unpaid.

While it is true that some athletes are simply using college as a stepping-stone to the professional level in their sport, few college athletes go on to play professionally. Women's sports deserve just as much funding as men's sports because they both achieve the same goals in terms of teaching the students the lessons sports has to offer. Your sport is not your major; it is an extracurricular activity.

To highlight the current discrepancy, female collegiate sports teams across the country receive less than 40 percent of college sports operating dollars and 33

percent of the funding for recruitment. These numbers tell women that their athletic accomplishments literally have less dollar value than those of men. Of the three medals brought home by Virginia athletes at the London Olympic Games, two were by women. Both were gold. Are their medals and international accomplishments worth less than a football team that won two games this year yet remains the only other sport labeled “top-tier” besides men's and women's basketball?

There are parts of Title IX that hurt male sports, like wrestling, whose programs are being cut due to the equal ratio statute in IX which states that a given school's ratio of male to female athletes must be proportionate to their ratio of male to female students overall. But it is important to put in perspective the real purpose of collegiate athletics, and I ask readers to remember that a university sends a message with how it funds programs. Bridging the gap between gender inequalities is not an overnight process, but to unequally fund sports teams tells the world that the University places more value on one sex as opposed to the other.





Robin Yeh  
Associate Editor

Last week, the Virginia Foundation for the Humanities hosted the 20th annual Virginia Festival of the Book, a five-day event bringing together various speakers, writers and readers to promote books and literacy culture. Beginning in 1994, the festival has grown to include more than 200 programs for adults and children in the Charlottesville area.

Special programming included a luncheon with bestselling author David Baldacci. Born and raised in Virginia, Baldacci graduated from the Law School 1986 and has since written numerous successful novels, topping *The New York Times* bestseller list. On March 20, he spoke at the Omni Hotel about his travel stories and experience as an author. Arts & Entertainment had the opportunity to talk to Baldacci.



Courtesy David Baldacci

# Interviewing David Baldacci

*A&E sits down with bestselling author and U.Va. Law alumnus*

about his time at the University and advice on becoming a writer.

**Arts and Entertainment:** Why did you decide to participate in the Virginia Festival of the Book this year?

David Baldacci: I've been to book festivals around the country and this is probably one of the best, if not the best, festival we have. I've had a long history with the Festival, a long history with Rob Vaughan [president of the Virginia Foundation for the Humanities]; I was on the board for the Virginia Foundation for the Humanities for a number of years too ... so [there are] a lot of personal connections. I know how important festivals are to communities. They bring a lot of people in, a lot of good ideas are exchanged, and they bring authors and readers together — it's all positive.

**AE:** How has your experience with U.Va. Law influenced your writing?

Baldacci: The whole time I was here for law school, I was also writing short stories. My classmates were trying out for law review and I was working on my stories, being solitary and reading a lot. ... You're taught in law school to really think, problem solve, and get through obstacles. It was a great learning experience and being a lawyer has really helped me as a writer.

**AE:** What was your favorite part of U.Va. or Charlottesville during your time here?

Baldacci: Even though we were on the North campus of the Law School,

which were beautiful grounds, I would go to the main campus all the time. ... It's a beautiful campus. I love to people watch. Most writers do, so I love to walk around and imagine what people are saying.

**AE:** Has that influenced your writing as well?

Baldacci: Absolutely. Writers have a lot of attributes and skills. One of the chief ones is you have to be curious of everything all the time.

**AE:** Following that, do you have any advice for students who are considering being an author?

Baldacci: Keep in mind that virtually all entertainment we have, writers create. You don't have to be a novelist. You can write the scripts for video games, you can [write] stage plays, you can write for television, you can write webisodes for the Internet only, you can write novels, you can write for movies — the list goes on and on and on. Writing is creative so you create content, whatever it might be and wherever it might be displayed. Your choice is almost limitless if you want to go into writing. I would say read a lot and ask yourself why you want to be a writer. Do you enjoy putting words down on a piece of paper? Will you be content to write and write and write year after year in total obscurity, get rejections and it seems like nothing's going right for you, but you keep going? If the answer to that is "yes, you will," then you should be a writer. It's a very Darwinistic thing because those who aren't supposed to be [writers] never stay with it long enough be-

cause  
it's  
too  
hard.

**AE:** Did you have any struggles becoming a writer?

Baldacci: Absolutely. I got rejection after rejection after rejection. I spent 15 years writing short stories and collecting more rejections that I would ever care to admit. ... You never get to master the craft; you're an apprentice for life. Everyday is hard. Just because I've written 30 novels doesn't mean I know what I'm doing. ... For most other professions, you get really good at it as you do the same thing over and over again. I wouldn't want to be on a plane with a pilot in the cockpit [saying] "I've flown this plane for 30 years and today I'm going to try something new." I wouldn't want to be on that plane, but as a writer you constantly have to challenge yourself to do something different. Otherwise you lapse into a formula, get complacent and you do what you've always been doing as opposed to [thinking], "What can I do differently?"

**AE:** You've talked a lot about spurring creativity and doing something different — what methods do you use to get inspiration?

Baldacci: Take yourself out of

## Virginia Festival of the Book

your comfort zone. I tell people, don't write about something you necessarily know a lot about. Write about something you'd like to know a lot about, then you go out and you learn about it. ... Trust me, agents and publishers have sledge piles like you wouldn't believe of people who are writing because they want to be a bestseller, who are writing because they hate their day job, who are writing because they are chasing the next trend. ... You need passion to come through in the pages, because otherwise you're going to stay on the sledge pile and the sledge pile is filled with people who are writing for all the wrong reasons. You need to figure out your voice, what you want to say, and what you want to write about. Just go do it, have fun with it and it'll come through in the pages.

In the spirit of writing something new, Baldacci recently released a young adult novel titled "The Finisher" and is set to publish his latest thriller, "The Target" in April.

## Va. Festival of the Book: Revealing Dante's 'Inferno'

*New research explores, explains ancient poem in wake of new Dan Brown novel*

Kristen Clevenson  
Senior Writer

The University hosted numerous literary events last week in honor of the Virginia Festival of the Book, a five-day celebration focused on bringing book culture to the public. Festival events aimed to promote reading and literacy in the Charlottesville community.

On Saturday, the University Bookstore hosted Deborah and Mark Parker, a husband and wife duo who recently published "Inferno Revealed." Their book explores the epic poem "Inferno" by 14th century author Dante Alighieri. The authors discussed how their book interprets Dante's original text and explicated the challenges and experience of writing

"Inferno Revealed."

Claire Holman Thompson, a speaker, author and fundraising consultant, opened by discussing the persistence of classics in modern day society by relating Dante's novel to Mary Shelley's "Frankenstein." She highlighted powerful themes such as emotion, horror, turbulence and nature. Both "Frankenstein" and Dante's "Inferno" have been repeatedly replicated — there are more than 64 different interpretations of "Frankenstein" and Dante's work is featured in modern fiction stories.

Italian Prof. Deborah Parker is an author herself and served as an editor for "The World of Dante," an interactive site focused on teaching and studying Dante's works. She was

joined by her husband, Mark Parker, also an author, professor and chair of the English Department at James Madison University.

Deborah Parker mentioned Dante's use of contemporary Italian figures in his work as well as the "rich visual imagery" of his world. Mark Parker spoke about how these trends cause Dante's influence to persist today. Among other references, he specifically connected "Inferno" to the 1995 film "Se7en."

The pair also devoted a large portion of their talk to unpacking the many cultural references to Dante's work in Dan Brown's new novel "Inferno" — the book that initially spurred the creation of the Parkers' novel.

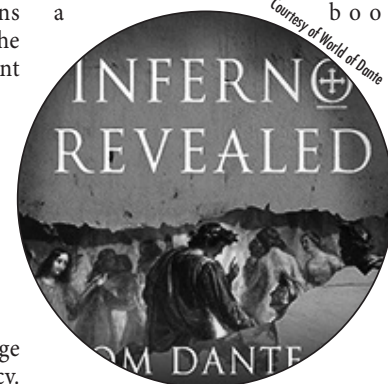
In "Inferno," Brown introduces a weaker hero to Dante's text, juxtaposed with a rehabilitated villain. In this revised role, the hero seems to almost reaffirm the villain's ideas. These unconventional inventions both attract readers and retain the intrinsic nature of Dante's ancient creations.

When the Brown's book release was announced, Deborah Parker was contacted to write a companion novel to be published only months after Brown's. She employed the help of her husband in order to meet time constraints.

Together, they faced the challenge of working against Brown's secrecy. He did not allow an advance copy to be released, so the Parkers had to explain Brown's references to Dante with minimal access to the manuscript, forcing them to think critically about the enduring nature

of Dante's "Inferno."

Their research ultimately produced a material for book



beyond a companion to Dan Brown's novel. Rather, it led to a text that explores and explains in intricate detail Dante's world.





Courtesy Kickstarter.com

# 'Farewell Old Stringy' lacks nothing but funds

University student film project uses Kickstarter to help fundraise

**Will Mullany**  
Senior Writer

Last May, third-year College student Alex Rafala started writing a screenplay about suicide. Just a month later, the topic became all too real: one of his co-workers took his own life.

*Why did he do it? What was he thinking? What was he feeling?*

Though Rafala could not answer these questions himself, the intrusion into his own life of the topic that had until then stayed firmly in the land of fiction became one of the motivating forces behind "Farewell Old Stringy," an independent short film in pre-production that Rafala is slated to direct.

"There was a juvenile quality to the early writing, and then I suddenly had a reason to be writing it," Rafala said. "That's when the

real motivation kicked in."

He began writing down bits of dialogue inspired by the thoughts and questions his friend's suicide raised. A few weeks later, the screenplay draft of "Farewell Old Stringy" was complete.

The story centers around two childhood friends, whose friendship is undergoing increasing pressure, and an old homeless man, whose imaginary friend, Stringy, has decided to commit suicide. The film follows the three men as they throw a goodbye party for Stringy and try to make sense of both the strange situation and their relationships with each other. The film isn't just about suicide; it's about life, loneliness, mental health and, most of all, connections.

Soon after completing the screenplay, Rafala began to seek out a production staff. Fourth-year College student Lauren Lu-

kow would become the film's producer.

"I read it, and I'm not going to lie, at first I found it unsettling, but the longer I thought about it, the more I realized that it was necessary," Lukow said.

As producer, Lukow will guide the film's creation from start to finish. She worked with Rafala during development, helping to hire qualified individuals to produce the film and actors to bring the screenplay to life.

Other contributors include Alex Jones, a second year College student and assistant producer, actors Ian Lindsay and Chris Bauer, third- and fourth-year College students, respectively, actor Daniel Prillaman, a University alumnus, and University Drama Prof. Richard Warner, who will play Davey, the homeless man.

"The role of Davey is a beauty of a challenge for me — complex,

intense with some interesting emotional and physical demands," Warner said.

But before production can even start, a lot needs to happen on one crucial front: funding.

"Films can sometimes sit in the development phase for years, waiting for the right talent and funding to kick it off the ground," Lukow said.

She has recently been working with the production crew to obtain adequate funding for the production. Rafala was awarded a U.Va. Art Scholar grant amounting to about one-third of the film's budget. Producers have been working on applications for additional grants, as well as sponsoring "a campaign on Kickstarter, an online crowd-funding platform.

The campaign has collected nearly \$1,500 from individual donors — though if they fail to reach

their \$3,750 goal by April 2, as per the site's regulations, they will not receive any of the funds.

With this deadline approaching, the filmmakers are certainly nervous — having already invested large amounts of time into the project, with already-made plans to submit their work to numerous film-festivals.

But for Rafala, the project still stems from a need for closure and a desire to make something of his confusing personal experience.

"Writing this script was an attempt to find the answers to those questions that buzzed around in my head," Rafala said. "I believe enlightenment is inevitable when a group of dedicated artists work together. ... Through collaboration and interpretation, we are sure to make discoveries about life and death, grow as human beings, and in turn, make a beautiful piece of art."

## 'So' funky and sweet

Folk-reggae group SOJA performs to benefit local family, promote new album

**Candace Carter**  
Senior Writer

SOJA's lively mash-up of folk story-telling and Jamaican funk style has stunned audiences around the world since the band's self-titled EP dropped in 2000. They've maintained their ferocity through the years, now releasing what the band dubs an all-new "intoxicating mix of hot-rod reggae grooves and urgent, zeitgeist-capturing themes" with the soon-to-be-released album "Strength to Survive." The group performed at The Southern on the Downtown Mall this past Friday night to test and promote their upcoming release.

The appearance was about more than promoting an album, however. Lead singer and guitarist Jacob Hemphill also highlighted the philanthropic nature of the group's trip to Charlottesville. Pei Chang, head chef at Charlottesville's Sushi TEN, recently received news that his young son, Wes, is suffering from brain cancer and will require extensive medical attention in the next few years to regain his health. A portion of ticket and food sales from the show, as well as patron donations, were donated to the family.

We interviewed Hemphill about the nature of his music and the im-

pact that worldly success and fame has had on SOJA's dynamic personality and music.

Arts and Entertainment: What is your musical background like? When did you start performing? What made you want to play music as a career?

Jacob Hemphill: I started playing guitar when I was 13, but I have heard music played since I was born. My dad sang, played guitar and played piano. He taught me, and when he couldn't teach me anymore I started with lessons.

AE: SOJA was formed in Virginia, but now travels around the world to play for hundreds of thousands of people; how has such huge success changed your band and your music since you began?

JH: I think I try to think of everyone now. When we started, my writing was more focused on a few things; now it's a big deal, and I try to treat it as such.

AE: SOJA performed at The Southern for a crowd of around 300 listeners this past weekend. Contrastingly, the band's website boasts "101 shows played in 4 tours," "17 countries played," and "14 music festivals rocked" in 2013. Why choose such a small venue when your international success suggests that SOJA could easily sell-out the nTelos Wireless Pavilion and play for 4,000 people?

JH: We're getting our new stuff

ready. We've been working on this album for two years, and we want[ed] to get it perfect in front of people, but not 4,000 people! Plus, The Southern asked us to team up with them to raise money for baby Wes, who was recently diagnosed with a highly aggressive form of brain cancer. We want[ed] to help ease the tremendous financial burden on his family as they fight this disease.

AE: You characterize your music as folk because its purpose is to tell a story. Where do you get ideas for new stories?

JH: They just come to me. I think about something, and I say "Wow, that's beautiful" or "Wow, that's messed up," and I start writing. There's plenty going on in this world — plenty to write about.

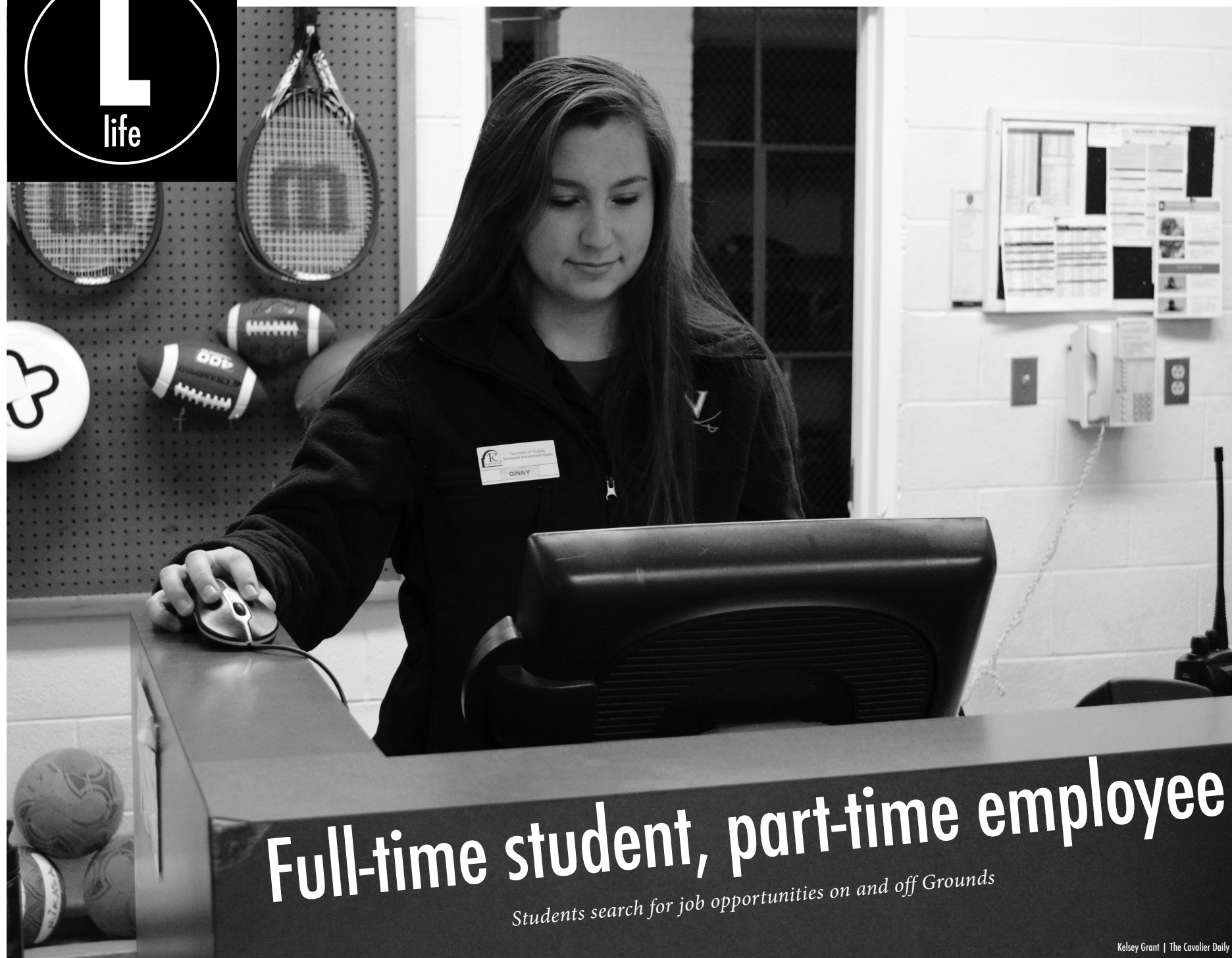
AE: What do you think your music contributes to the world? What is your goal in creating such a potent mixture of sounds and styles?

JH: Hopefully it provides another perspective. The scope of our society is making money and consuming things. It's the model that we have put as our base. I hope to provide an alternative to that.



Courtesy Wikimedia Commons





# Full-time student, part-time employee

*Students search for job opportunities on and off Grounds*

Kelsey Grant | The Cavalier Daily

Fourth-year College student Virginia Gazewood has worked at Memorial Gym since the first semester of her first year. Several students turn to work study and other employment opportunities to help reduce the amount of student debt upon graduation.

**Joslyn Chesson**  
Feature Writer

Months before she stepped on Grounds as a student for the first time, first-year College student Jennifer Baez had a plan. For her, having a job while at school was non-negotiable, and to give herself an advantage she applied to jobs before the school year started.

"I actually applied to a lot of positions — over 20 — before the school year started," Baez said. "I think that gave me an advantage, because my name and my résumé were already circulating prior to them hiring people."

Baez now works nearly 20 hours a week at both Alderman Library's circulation desk and Commerce School's help desk to

fulfill her work study. Students through the Federal Work-Study Program receive paychecks that are funded 70 percent by the federal government and 30 percent by the University. Awards are capped at \$4000 per year, or \$3500 for graduate students.

After a semester and a half, Baez appreciates the perks of working on Grounds and said she believes her school experience has been shaped by these positions.

"The atmosphere is actually kind of fun," Baez said. "I like talking to my co-workers. They're all around my age and we have things in common, so the time goes by pretty fast."

Baez also manages the women's basketball team — which means she needs to use any and all opportunities to get ahead on her schoolwork.

"[When you work] on Grounds, the employers understand that you're a student, so they give you time to do work when there really isn't anything to do," Baez said. "I feel like if I were working off Grounds, where you're not in a college environment, I wouldn't have as much time to do homework — and I really take advantage of that."

Fourth-year College student Virginia Gazewood also holds a job on Grounds. She began working at Memorial Gym first semester of her first year.

"[The gym] was the only place that I applied, because I didn't know that there was anything else," Gazewood said. "I got an interview and then I got the job — and I've been [working] there ever since."

Now four years a University employee, Gazewood said her

job has exposed her to more of the University community.

"I really love working on Grounds, because you really get to know the University community and you are part of the University in a different capacity," Gazewood said. "I get to interact with professors and students on a daily basis [as] a student and also [as] an employee of the University."

Though she was able to secure a position early in her first year, Gazewood said she knows finding a job on Grounds can be difficult.

"I think, depending on when you start looking, that it can be very challenging," Gazewood said. "Especially when you work on Grounds, there are certain points in the semester when they are looking for people more than others."

After sending in her résumé to multiple places on Grounds and competing with numerous upperclassmen applicants, first-year College student A'kitriana Grayson decided to look for job opportunities elsewhere. She quickly secured a job at the retail store J.Jill on Barracks Road, where she works as a sales associate.

Working 20 hours a week, Grayson said the commute to Barracks can be difficult. The retail business is less understanding of her needs as a student than an on-Grounds employer may be, Grayson said — though she noted the experience was still a valuable one.

"If you work at a store or restaurant that you like, working off Grounds can be great," Grayson said. "And you get more professional experience."





**Danaite Soquar**  
Feature Writer

With paying for college recently proving equally as challenging as gaining acceptance, more and more students are vying for Reserve Officer Training Corps scholarships each year, hoping to alleviate financial burdens while focusing on academic goals and military training.

Applying for these scholarships closely mirrors the college application process. Students apply to the military branch of their choice — Navy, Army or Air Force

— and submit academic materials, including standardized test scores and proof of high school graduation or its equivalency, in addition to ensuring they meet physical standards.

The financial assistance from the Army ROTC scholarship was the difference between first-year Nursing student Lauren Odegaard attending the University or an in-state school.

“I am from Rhode Island, and I do not think I would have been able to come here without the scholarship,” Odegaard said.

For ROTC scholarships to remain active, recipients are required

to abide by certain conditions. Students must maintain good academic standing and repay their financial assistance through service in the military after graduation.

The commitment to service through contracting further solidified Odegaard’s passion to serve in the army.

“[The scholarship] makes me more committed to the [ROTC] program, because I am contracted for eight years in the army and hope to achieve my goal of working in a military hospital,” Odegaard said.

Exactly how ROTC scholarships aid students is dependent

on the specific military branch, though all provide students with book stipends and monthly allowances, which increase annually.

The Air Force offers three- and four-year scholarships to high school students. A Type-1 scholarship covers full college tuition, a Type-2 pays college tuition and fees up to \$18,000 and Type-7 covers the equivalent of the in-state rate at a public institution.

In addition, the Air Force scholarship requires students to pursue a major from an approved list, ranging from technical to foreign languages which meet Air Force needs.

The scholarships not only help students financially, but also emphasize the importance of financial responsibility. Fourth-year Engineering student Matthew Hamilton said he has developed a sense of financial independence because of the Type-2 scholarship he received.

“I rarely ask my parents for money, which is nice,” Hamilton said. “I have money for books and the food I want to eat. As far as being an adult and managing your finances, [the scholarship] can teach you quite a bit — and that might be the aim of the scholarship, in some sense.”

## Going debt free: U.Va. Jefferson Scholars

*Financial support attracts ambitious individuals to University*

**Jessica Crystal**  
Feature Writer

By offering scholarships to incoming University students, the Jefferson Scholars Foundation aims to attract students who have exhibited Thomas Jefferson’s ideals of leadership, citizenship and scholarship — oftentimes bringing students to Grounds who would not be here otherwise.

First-year College student Jeremy Jones — one of 33 Jefferson scholars in the class of 2017 — said many scholars would not have attended the University if they had not received financial support, particularly since a majority of them are out-of-state.

“I was interested in [the University], but there was no way I could’ve afforded it,” Jones said. “I had to pay for school myself.”

Jefferson Scholars each receive a check which covers tuition and room and board each semester, as well as a small stipend to cover club dues and activity fees. The Jefferson Scholarship is one of the few merit-based scholarships available to University students — though it is awarded through the Jefferson Scholars Foundation, not through the University itself. The Foundation originally grew out of the University Alumni Association but now has its own board of directors.

According to Jones, however, the award comes with a few strings attached.

“The scholarship made it possible [to be here],” Jones said. “There’s a hidden pressure I should be doing more to make it so that I’m worth the investment.”

High school seniors must undergo a lengthy process before being awarded a Jefferson scholarship. A student can be nominated by their high school, or the Admissions Office can pull an application and send it the Foundation. There are then two rounds of regional interviews before students are selected for a Finalists Weekend, during which finalists are evaluated and the final class of recipients is determined.

Third-year College student Eda Herzog-Vitto, also a Jefferson scholar, was originally nominated by her guidance counselor. Overall, she said she had a positive experience with selection.

“The selection process is an extraordinarily holistic process,” Herzog-Vitto said. “They do a good job of getting all sides of you.”

Though grades and academics are heavily weighed when considering who will receive the scholarship, the Foundation also places heavy emphasis on involvement outside the classroom. This mentality continues throughout scholars’ time at the University, during which the Foundation encourages scholars to actively participate in the University community while requiring them to maintain a minimum 3.0 GPA.

“They want you to get the most out of your college experience and take risks while you’re here,” Herzog-Vitto said. “It’s not like they give us a specific number of activities we must do — they just want us to be involved and delving into the University.”

Herzog-Vitto has been involved with the triathlon team, the Undergraduate Humanities Initiative, Alternative Spring Break, horseback riding and Madison House during

her time at the University so far.

One of the best things about this program is a reassessment of values,” Herzog-Vitto said. “In high school, I was very fixated on getting into college — which activities would be most impressive on a résumé. I now do things based on what I enjoy.”

In addition to encouraging participation in the larger University community, the program also aims to foster a strong sense of community among scholars.

“The only people I knew when I

came here were the other Jefferson scholars,” Jones said. “It creates a network that other designations at the University [can’t] provide.”

The Jefferson Scholars program also offers enrichment opportunities for scholars, such as the Institute for Leadership and Citizenship, which Herzog-Vitto participated in before her second year at the University.

“[The Institute for Leadership and Citizenship] was one of my favorite things about the program,” Herzog-Vitto said. “It is a chance to meditate

on what you want to have happen in your life and what you want to amount to.”

After finding out they were accepted to the program, Herzog-Vitto and Jones both said they were excited about their futures at the University.

“I heard from other schools before selection weekend and then came down for selection weekend and totally fell in love with the [University],” Herzog-Vitto said. “Once I got the scholarship, I was like, ‘That’s it. I’m going.’”